

GAZI UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
ENGLISH LANGUAGE TEACHING PROGRAM

STUDENT TEACHERS' AND TEACHER EDUCATORS'
PERCEPTIONS ABOUT THE USE OF FACEBOOK IN ENGLISH
LANGUAGE TEACHING

MA THESIS

Çağla ATMACA

Ankara
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JÜRİ ONAY SAYFASI

Eğitim Bilimleri Enstitüsü Müdürlüğü'ne

Çağla ATMACA'nın “Student Teachers'and Teacher Educators' Perceptions about the Use of Facebook in English Language Teaching” başlıklı tezi 02.08.2013 tarihinde, jürimiz tarafından İngiliz Dili Eğitimi Ana Bilim Dalında Yüksek Lisans Tezi olarak kabul edilmiştir.

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To my beloved family without whose help it would have been impossible to finalize this study

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ABSTRACT

STUDENT TEACHERS' AND TEACHER EDUCATORS' PERCEPTIONS ABOUT THE USE OF FACEBOOK IN ENGLISH LANGUAGE TEACHING

ATMACA, Çağla

MA Program in English Language Teaching

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This study aims to find out student teachers' and teacher educators' perceptions about the use of Facebook in English language teaching and their preferences on how to integrate Facebook into English classes. This study, which has a mixed methodology research design, consisted of written and oral interviews with 221 student teachers and 6 teacher educators in the English Language Teaching (ELT) program at Gazi University during the fall semester of the academic year 2012-2013. Qualitative data were gathered with the help of the written and oral interviews while quantitative data were gathered with the calculation of frequencies, percentages, chi-square tests, the mean and standart deviation of certain variables. Besides, data gathered were coded according to the types of FB use as in-class, outside-the-class and self-study activities.

Of the 221 student teachers 38 (18%) male and 173 (82%) female. 174 (82.5%) of them had FB accounts while 37 (17.5%) of them did not have FB accounts. 146 participants (69.2%) were in favor of FB integration into English classes while 58 participants (27.5%) were against and finally 7 participants (3.3%) were undecided. Of the 6 teacher educators 2 were females and 4 were males and all got FB accounts. 5 of them were in favor of the application while one of them was neutral. In both groups (student teachers and teacher educators) adolescents were mostly preferred while adults were midly preferred and young learners were least preferred age group to be taught English on FB; intermediate level was the most preferred language level to be enhanced via FB while advanced level was in the second place and beginner level was in the third place. Besides, self-study was seen as the most important, outside-the-class was mildly important while in-class was seen as the least important type of FB use in both groups. These similarities show us how student teachers' educational preferences can be changed in line with education they receive so they should be trained according to the current educational moves and communication tools.

Keywords: Facebook, social networking sites, student teachers, teacher educators.

ÖZET
FACEBOOK’UN İNGİLİZ DİLİ EĞİTİMİNDE KULLANILMASINDA
ÖĞRETMEN ADAYLARININ VE ÖĞRETMEN EĞİTİMCİLERİNİN
ALGILARI

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Bu araştırma, öğretmen adaylarının ve öğretmen eğitimcilerinin Facebook’un İngilizce öğretiminde kullanılması konusundaki algılarını bulmayı ve Facebook’un İngilizce derslerinde kullanımıyla ilgili tercihlerini saptamayı amaçlamaktadır. Karma araştırma yöntemine sahip olan bu çalışma 2012-2013 yılı güz döneminde Gazi Üniversitesi İngiliz Dili Eğitimi programındaki 221 son sınıf öğrencisi ve 6 öğretmen eğitimcisiyle yapılan yazılı ve sözlü mülakatlardan oluşmuştur. Nitel veri yazılı ve sözlü mülakatlar yardımıyla, nicel veri ise çeşitli değişkenlerin sıklık, yüzdelik, ki-kare, ortalama ve standart sapmalarının hesaplanmasıyla elde edilmiştir. Elde edilen veriler FB kullanım türlerine (sınıf içi/dışı ve bireysel çalışmalar) göre kodlanmıştır.

221 öğretmen adayından 38’i erkek (%18) ve 173’ü bayan (%82) bayandır. 146 katılımcı (%69.2) Facebook’un İngilizce derslerinde kullanılmasından yana olmuş, 58’i karşı çıkmış (%27.5) ve 7’si (%3.3) kararsız kalmıştır. 6 öğretmen eğitimcisinden 2’si bayan 4’ü ise erkektir ve hepsinin FB hesabı bulunmaktadır. Facebook’un İngilizce öğretiminde kullanılması konusundaki algılarına bakıldığında 5’i uygulamadan yana görüş bildirmiş biri ise tarafsız kalmıştır. Her iki grupta (öğretmen adayları ve eğitimcileri) FB ile İngilizce öğretiminde en çok ergenler, ikinci sırada yetişkinler ve en az çocuklar tercih edilmiştir. FB aracılığıyla geliştirilmesi uygun görülen dil seviyesi olarak orta düzey en çok tercih edilen dil seviyesiyken ileri düzey ikinci sırada, başlangıç seviyesi son sıradadır. Ayrıca her iki grupta FB kullanım türü olarak bireysel çalışma en önemli, sınıf dışı çalışmalar ikinci derecede önemli ve sınıf içi çalışmalar en az önemli olarak görülmüştür. Bu benzerlikler bize öğretmen adaylarının eğitimsel tercihlerinin aldıkları eğitimle değiştirilebileceğini göstermektedir ve bu yüzden güncel eğitimsel akımlar ve iletişim araçlarına bağlı olarak eğitim almaları gerekmektedir.

Anahtar Kelimeler: Facebook, sosyal iletişim ağı, öğretmen adayları, öğretmen eğitimcileri.

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LIST OF ABBREVIATIONS

FB	Facebook
SNSs	Social Networking Sites
ICT	Information and Communication Technology
CMC	Computer-Mediated Communication
WWW	World Wide Web
WIF	Written Interview Form
ELT	English Language Teaching
IT	Information Technology
WBLL	Web-based language learning
CALL	Computer Assisted Language Learning
CLT	Communicative Language Teaching
LMS	Learning Management System
ZPD	Zone of Proximal development
Teachedu	Teacher Educator

1. INTRODUCTION

1.0 Presentation

Language is the most powerful vehicle of communication tool ever used by man. Whether written or spoken, it helps convey messages from one source to another. Knowledge, opinions, ideas and feelings are transmitted from one person to another and from one generation to the next by means of language. In the 21st century, communication has taken different ways other than those in earlier times. As a result of closer international relations thanks to the economic and technological developments, people from various cultural and linguistic backgrounds come in contact with each other for several purposes like trade, tourism, education and so forth. It can be said that the need for interaction among people speaking different languages has brought about dramatic changes in the theory and practice of foreign language teaching.

E-mails and other internet-based communication is highly preferred nowadays due to its practicality and speed. As the use of technology plays an important role in the lives of people from every walk of life, it is only natural that educators make use of it for a better instruction. As learning foreign languages gains importance day by day, the philosophy and actual practice of foreign language teaching have undergone some drastic changes. We can see these changes both in the methods and materials used. Since most students are familiar with computer technologies and are good at using them effectively e-materials especially arouse the attention of educators (Blattner & Fiori, 2009). Thus, they can be exploited in foreign language teaching to stretch the boundaries of language classrooms, learning and teaching.

Social networking sites (SNSs), as a product of high-technology, make it easier to keep in touch with others. Facebook, in particular, provides many opportunities to the users like sharing content, uploading unlimited photos and videos, creating events and playing games. By using these features in our English language classes, we can teach our students in an enjoyable and meaningful way which, in turn, may contribute to their motivation to learn and practice the language (Kung & Chuo, 2002). Since Facebook (FB) is free and easy to use, our learners can use it without any difficulties (Method & Bosch, 2001).

As Warschauer (2002) argued, technology in English language includes both using computers as educational means to teach English effectively and teaching English to help people use computers effectively. A recent development in online language teaching is a shift from single classrooms to long-distance classrooms involving collaboration with two or more classrooms, even in different countries, which also includes intercultural competence or cultural literacy (Kern, 2006). Similarly, some websites that offer social activities and collaboration could be implemented in teaching and learning in order to catch up with the changes in technology (Abbitt, 2007).

That many universities have language labs makes it easier for students to share the information or surf the Internet (Kun, 2011) and the widespread use of technological tools in everyday life tells us the rationale behind the increasing number of studies about the significance of technology and its utilization in foreign language education. For instance, it has been found that most English teachers have positive attitudes towards technology integration into their classes but they have also reported some drawbacks in the implementation process, which might result from lack of professional training resulting in insufficient use of computer technologies in their classes (Karakaya, 2010). As a part of new web technologies Web 2.0 technologies changed people's lives by allowing users to be both writers and readers (Balaman, 2012) but there might be opposition against the inclusion of Web 2.0 tools since they could be new to some people including some teachers. However, their effect on young people's learning styles should not be overlooked (Davies, 2011). According to Cephe and Balçıkanlı (2012), technology and English are two crucial aspects of the current era causing social and political changes and it has been found out that though ELT student teachers mostly focus on several aspects of learning such as involvement, motivation and 21st century skills, there are some problems student teachers might face in application like the lack of enough technological devices.

Following the background information about the improvement of technology and its application in language learning circumstances, this chapter includes headings like statement of the problem, aim of the study, significance of the study, assumptions, limitations as well as definitions of related terms.

1.1 Statement of the Problem

There has been a transformation from traditional instruction to online learning that includes interaction, negotiated and social learning opportunities thanks to the improvements in technology (Swan, 2002).

To become responsible and critical citizens, students need more opportunities to reflect and think critically. If students are educated in a more free and autonomous style, we can also contribute to the sense of democracy and flexibility in the Turkish education system. FB could be a good alternative to foster individual learning through scaffolding it offers (Yılmaz, 2007) but for effective application student teachers and teachers should get the necessary training. This way they will be able to encourage their students to be in charge of their own learning.

The use and popularity of social networking sites (SNSs) that are examples of popular online communication and newer web applications shouldn't be underestimated. For example, a discussion forum could be made use of in classes thanks to the increasing online communities and the Internet (English & Duncan-Howell, 2008) because lots of people are using SNSs like Classmates, LinkedIn, Friendster, Facebook and Twitter for various purposes like keeping in touch with old friends, meeting new people and having virtual friends (Harrison & Thomas, 2009).

There are some studies that focused on the effects of social networking sites on English language education to identify the way SNSs are perceived by student teachers and it was found that social networking had positive effects on pre-service English teachers' metacognitive awareness and teaching practice (Balçkanlı, 2010b). Besides, previous studies showed that literature circles using information and communication technology (ICT) which allows combining both text and image and makes it possible to exchange ideas with others in different places and social networking, could be successful at enhancing reading skills thanks to their simple and flexible structure (Walker, 2010).

To catch up with the technological developments, computer-mediated communication (CMC) like e-mail and online discussion groups could be utilized in virtual language learning communities as it provides students with more opportunities in language production compared to traditional, face-to-face instruction (Pasfield-Neofitou, 2011). While there are educators who use new technology, there are also

others who oppose using them for educational activities. However, it is known that technology is improving day by day and students from all ages are attracted by social facilities such as keeping in touch and meeting new people through Web 2.0 tools like SNSs (Davies, 2011) although some educators do not make enough use of them and stick to more traditional use of technological devices such as computers and projection machines. Teachers' negative attitudes could result from the fact that they lack the necessary professional training, practical and technological skills in using the newest technology (Yumuk, 2002; Conole & Culver, 2009), which shows the necessity of creating a learning environment for student teachers in their pre-service training to acquire these skills. These studies show the necessity of the inclusion of popular SNSs into the 21st century education and teacher education for long-term success (Hubbard, 2008).

If teachers are convinced about using FB for various purposes like announcing upcoming topics, sharing videos, writing comments to each other, they can change it from a tool of socialization into a learning tool which students highly enjoy. Then it becomes more motivating for them to learn something new. Unfortunately, we can witness some cases in which a student says s/he has been learning English for years but cannot understand what s/he is told in English nor can s/he can produce a word. As a result, we are left with non-speaking learners who hate English and feel frustrated. By using FB appropriately for their purposes, students can learn foreign languages in a more effective and enjoyable way, which, in turn, will result in better language skills and academic success. As digitalised young people, today's learners may become bored with the use of blackboard and chalk all the time. There should be a variety of materials which will enable them to follow the courses in a more motivated and enjoyable way (Jethro, Grace & Thomas, 2012). Popular social networking sites could certainly serve for this purpose and it is the main concern of this study to find out how student teachers and teacher educators perceive FB as an educational tool in English language teaching.

1.2 Aim of the Study

Today's learners are said to be free about their learning in that they have the chance to decide on points like when, where and how to learn (Greenhow, Robelia & Hughes, 2009), which shows the flexibility of online learning environments in terms of time, space, pace and methods so that teachers could offer more opportunities to them for their individual development in more interesting and fruitful ways.

As the effects of social networking sites like Facebook are deeply felt in our era, it is only natural that there are and should be more studies related to them, especially in foreign language education. In light of these studies teaching programs, materials, activities and syllabuses can be modified to improve teaching and learning. Since student teachers apply their theoretical knowledge in their school experiences and real classes and teacher educators train student teachers for their professional development, the main aim of this study is to find out student teachers' and teacher educators' perceptions about the use of FB as an educational tool in foreign language education.

In this study, the following research questions will be answered:

1- What are the student teachers' and teacher educators' perceptions about the use of Facebook in English language teaching?

1.1 What are the benefits of using FB in English language classes according to student teachers and teacher educators?

1.2 What language skills (reading, writing, speaking, listening) and areas (grammar, vocabulary and pronunciation) do student teachers and teacher educators think of improving with the help of Facebook in English classes?

1.3 What age group(s) can be taught English through Facebook according to student teachers and teacher educators?

1.4 What language level(s) can be taught English through Facebook according to student teachers and teacher educators?

1.5 How (with what types of use) do student teachers and teacher educators prefer to integrate Facebook into English language classes?

1.6 Do student teachers and teacher educators prefer to have a technology course in teacher education programs?

2- What are the factors that affect student teachers' and teacher educators' perceptions about the use of Facebook in English classes within Turkish context?

3- Are there any differences between male and female student teachers and teacher educators in terms of their preference of Facebook as a foreign language learning tool?

1.3 Significance of the Study

This study is likely to be the first example of its kind since almost no studies have been done so far in order to investigate the student teachers' and teacher educators' perceptions about the use of FB as an educational tool in English language teaching in Turkish context in terms of language domains, learner characteristics as well as advantages and disadvantages. In addition, it could also be one of the rare studies on identifying perceptions on teaching English language through FB. It is expected to shed light on an overlooked area of foreign language teaching since both student teachers' and teacher educators' perceptions are taken into consideration in terms of FB integration in Turkish context. As social networking sites have attracted attention of many people around the world, including language learners as well, many implications can be applied for the benefits of both teachers and students.

The changes in human interaction are obvious in that communication is no longer limited to face-to-face interaction but takes different forms with different purposes in accordance with the changing technology in the Internet era (Zhao, 2006). While making decisions on how to teach in the best way, teachers can use new technologies to determine their own conceptions about learning and teaching (Kern, 2006).

Drawbacks faced in technology integration into foreign language classes can be attributed to various factors, two of which are teachers' lack of experience and knowledge (Yumuk, 2002) and the challenges can be overcome with the help of changes in teacher education programs and modifications in learning objectives of teacher candidates. If the necessary changes are made, technology integration could become a motivating factor for both teachers and students (Hubbard, 2008). Consequently, a shift is needed to catch up with the changing technology and lifestyle (Anderson, 2011) and to respond to the widespread use of SNSs that are easily accessible (Lockyer & Patterson, 2008).

The structure of learning and teaching has changed in parallel with the introduction of world wide web (WWW) and the changes it has undergone in time (Greenhow et al., 2009). The main purpose in using SNSs seems to socialize but when we look at the overwhelming written content created by users, it is seen that these tools could be utilized by educators to cooperate with their colleagues (McVey, 2009), which

shows us the importance of increasing SNS adoption and its role in personal and professional development (Greenhow, 2009). For instance, created in 2004, FB has attracted a lot of attention all over the world including faculty members and students (Sturgeon & Walker, 2009). Such virtual interaction is thought to be an important social opportunity for learners since they will get the opportunity to learn in cultural and linguistic contexts via peer group interaction and collaboration as Vygotsky points out (Blattner & Fiori, 2009).

Language learning can be affected by new ideas and original applications in parallel with the changes and improvement in technology (Guo, 2010). Arriving as new technology, Web 2.0 tools offer new and different strategies to teach and learn and these strategies could be applied in foreign language classes, too. For example, FB can be exploited in English classes to help students have new and enjoyable learning experiences since FB is a popular platform and we can turn it into a useful and meaningful learning environment (Kabilan, Ahmad & Abidin, 2010).

As a result of globalization English has become important to be learnt and the use of Web 2.0 tools for learning is widespread and appreciated by students (Tılfarlıoğlu, 2011). When virtual communities like FB are put into practice in learning, both teachers and students can get massive amount of language samples and authentic materials from friends, links or postings (Pasfield-Neofitou, 2011). This way not only learners but also teachers will use online technologies such as wikis, blogs and forums to share their opinions with their friends and colleagues (Davies, 2011). Besides, students will get the chance to go on their studies even outside the school informally, take charge of their own learning. Thus, they will be autonomous learners and gain lifelong learning skills (Cephe & Balçıkanlı, 2012).

To give language learning a different and new route, this study tries to find out student teachers' and teacher educators' perceptions about the use of FB as a language learning tool. It shows participants' views on FB as an educational tool in terms of language skills and areas they find it useful, possible drawbacks in the classroom settings and factors affecting their use of FB in education. Findings of this study can offer new opportunities to prospective teachers in their future careers.

1.4 Assumptions

The following assumptions have been made in this study:

- 1) The participants share similar characteristics. As they are all seniors in Gazi University's ELT department, they had the same courses in previous years and thus had similar pedagogical knowledge and learning experiences. Their views are important while making crucial decisions about education, trying a new approach or implementing changes in the classroom settings. As they are both students and candidate teachers, we can benefit from their opinions and experiences.
- 2) The questions in the written interview form (WIF) will elicit the participants' opinions. The written interview form has sections which ask participants about different aspects of teaching English via Facebook with the help of open ended and multiple choice questions on areas like participants' attitudes, their preferences in language domains, order of types of use as in-class, outside-the-class and self-study and finally learners' age group and language level.
- 3) The oral interview will reinforce the written interview. After the WIF was applied to participants, answers were transcribed and some of the answers which were considered to reveal relevant information on the study were chosen. The participants who wrote the chosen answers were given their WIF papers and asked some questions to get more details about the reasons in their interpretations and choices.
- 4) The instruments used are valid and reliable. Three experts were consulted about their opinions on both the WIF and subsequent oral interview items. Necessary changes were made by eliminating or adding in light of the experts' suggestions. Apart from expert opinion, a pilot study was carried out with 21 student teachers to identify and remove misunderstanding or ambiguity in the items.

1.5 Limitations

The study has some limitations in trying to find out student teachers' and teacher educators' perceptions about the use of Facebook as an educational tool in English language education.

The following limitations were considered while analyzing the data:

- 1) This study was limited to Gazi University's English Language Teaching (ELT) Program with 211 students for the WIF, 21 voluntary students for the oral interviews and to 6 teacher educators for both interviews. Because there are many other universities in Turkey that have ELT programs and so many other student teachers who use FB, not all the English teacher candidates in Turkey could be reached, which will be too time-consuming and expensive, so a sample was taken from Gazi University which has one of the largest ELT programs in Turkey.
- 2) This study only focuses on student teachers' and teacher educators' perceptions of FB for English language teaching.
- 3) The number of female students is about four times more than male students in the ELT program, which could signal insufficient sample size of gender distribution in data analyses.

1.6 Definitions

In this study there are five key terms which form the main focus of the study and will be addressed in detail. As the following terms will be used frequently during the research, their definitions are given to make them clearer. These are *student teachers*, *web 2.0*, *social networking sites*, *Facebook* and *digital natives*.

Student teachers: Students teachers are those who are seniors in English Language Teaching programs at universities. They are being trained as English teachers in their four year BA programs.

Web 2.0: Web 2.0 can be regarded as an umbrella term which includes new web applications that are built of a network of cooperating data services like blogging, video sharing, podcasting and social networking, all of which are about harnessing collective intelligence, turning the web into a kind of global brain (O'Reilly, 2005).

Social networking sites: They are examples of the Web 2.0 services which provide opportunities to socialize with other people, satisfy communication needs, find current information, follow what is going on, and keep in touch with old friends (Urista et al., 2009).

Facebook: Created in 2004, Facebook is an example of social networking site which enables its users to create an online profile, find friends, post comments on each other's pages, share photos and videos (West, Lewis & Currie, 2009).

Digital natives: They are today's learners who are all "native speakers" of the digital language of computers, video games and the Internet (Prensky, 2001).

2. REVIEW OF LITERATURE

2.0 Presentation

Theoretical background is important in decision-making about a specific subject and the history and features of the studied topic reveal its necessity. Therefore, related literature was reviewed and this part is concerned with the improvement of technology, use of technology in education, Web 2.0 tools in language teaching and gives detailed information about FB.

2.1 The Improvement of Technology

Society has undergone important changes since the beginning of the 1990s because of the arrival of the Internet that makes new ways of communication and socialization possible for its users. It has also brought out new facilities as a new mode of communication and social gathering place with the help of the electronic text chat, asynchronous online messaging, e-mail, listservs, newsgroups, and bulletin boards (Zhao, 2006). People can keep informed about what is going on around the world with just one click as the Internet has become prevalent in daily lives of people (Brandl, 2002), have on-line friends who are near or far away and different strategies can be applied in online environments to have relationships with others. It was found that openness was the most frequently used type of on-line maintenance strategy for both exclusively Internet based and primarily Internet based relationships (Wright, 2004).

In order to benefit from the power of computers some educators have used computers to create a more attractive learning environment for students but we should bear in mind that students need emotional support and have cognitive challenges so FB could be considered as a good solution thanks to its audio-visual capabilities like groups, pages, events and games (Jaques & Viccari, 2006), which suggests that each student can be treated as a unique personality with different tastes and interests and the web can become a source of learning material (Son, 2007). Now users not only consume information but also create and change immense amount of data in the Information Age (Anderson, 2007). As is seen, technology is developing day by day with its huge effects on people's lives from economy to education. The last decades especially have witnessed drastic changes and innovations which have become essential parts of everyday life. For example, people used to write letters to each other to

communicate and then having a telephone and television at home was a luxury for many people. However, all these have become old-fashioned together with the advent of new tools due to the technological developments. Now, people have mobile phones whose previous functions were to talk and send message but have expanded to include making complex calculations, recording voices, camera, and finally Internet access. New means of interaction among people have emerged as a result of innovative tools of communication, namely computer mediated communication (CMC) like e-mail, discussion groups, or chat spaces (Walther, Van Der Heide, Kim, Westerman & Tong, 2008).

It can be said that the basis of communication and information sharing now offers innovative ways to its users in that senders now have more control over the content and information sent to the receiver (Tong, Van Der Heide, Langwell & Walther, 2008). Now there are SNSs that are regarded as new forms of online communities apart from the websites consisting of communities of interest (Boyd & Ellison, 2008). The power of SNSs on young generation can be seen in their intense involvement in the Internet for various purposes like entertainment, getting information, immediate connection with others and approval of other people (Urista, Dong & Day, 2009). Another reason behind the increasing popularity of SNSs is the rise of Web 2.0 tools and web-based communities for increased communication and sharing (Bosch, 2009). Consequently, computers have been embedded in daily life more (Blattner & Fiori, 2009) and all aspects of society have been affected by new technologies with the advent of the Internet (Conole & Culver, 2009). When we look at educational contexts we see that virtual learning environments and distance education can become good ways of enhancing learner autonomy because learners can learn from video or audio conferences through their computers (Andrade & Bunker, 2009). Therefore, technology can be defined as “the application of human knowledge to achieve their goals and carry out an activity” (Guo, 2010, p. 11).

Basic functions of computers change in line with the increasing number of people from different countries and cultures using computers (Karakaya, 2010). Today’s learners, addressed as digital natives, are thought to be skillful at using new technology like Youtube, Facebook or Twitter but they might not be able to find the information they need (Kirschner & Karpinski, 2010) so educators should employ technology by considering the positive and negative sides because technology

integration could be useful and harmful in educational contexts, specially for children's development. If we consider technology usage from Vygotsky's perspective, children can get opportunities to interact with each other and gain knowledge but overexposure to technology could be counterproductive in learners' learning and behaviour. Thus how and how much to use technology in classes should be paid attention by teachers (Theodotou, 2010). There can be balance between traditional and innovative teaching methods so that learners can relate what they have learnt with new learning tools and have a chance to practice and teachers have the facilitator role for an effective integration of technology. There might be opposition towards the use of SNSs like FB sbecause of hindering social interaction and this was taken as the lack of CMC but this view was not supported and it was found that recent SNS settings like Facebook can foster social norms (Wang, Moon, Kwon, Evans & Stefanone, 2010).

Educators should show their students that technology is not only for entertainment but can be used for communication, information exchange and education as well (Anderson, 2011). As technology is improving by adding some features to previous technologies and contributing to knowledge acquisition (Davies, 2011), English language teachers can also reshape their teaching methods and techniques for their students who can reach the updated information without any effort thanks to the Internet, which puts workload on teachers and some challenges as well as benefits as a requirement of living in the Information Age and 21st century (Wanyi et al., 2011).

Today learning environments are not only limited to face-to-face learning and classes but also include virtual learning environments that make individualized learning possible because even mobile phones can become a learning tool if used appropriately since students can download videos, share information and interact with others and these acts are invaluable for foreign language learners (Balaman, 2012). Today the idea of the Internet use is considered normal in everyday life since many people prefer to carry out their daily tasks like banking or shopping with just one button so delivery of education can be changed in order to serve students' changing needs and attract their interests with the help of web-based language learning and computer-assisted language learning (Jethro, Grace & Thomas, 2012).

All in all, recent technological advances can be said to have a great impact on every domain of life and education is inevitable to be touched by such changes. Therefore, education is affected by technological and social changes within the course

of time and there has been a shift from traditional teaching methods to performance-based activities of students in Turkey together with the changing curriculum and learning content. Now technology and education, which are the two aspects of everyday life, are brought into attention to see the relationship between them better.

2.2 Use of Technology in Education

When we look at the related literature we can see that integration of technology into educational contexts is not new and society is getting used to it day by day in parallel with the rapid changes in technology and thus in educational settings. Therefore, educators should take the requirements of information technology, pedagogy, and learning into consideration to direct learning experiences in today's world (Windschitl, 1998). Students get opportunity to do various tasks and they can foster their communication skills by exchanging information (Blake, 2000) but this does not mean that using computers is smooth in that students can have problems in tests like having difficulty in reading from the screen and moving among the paged compared with paper-based tests and teachers may not assess all language skills like speaking and writing which are productive skills (Alderson, 2000). However, educators should consider facilities as e-mail, computer conferencing and chatting as well as potential shortcomings like institutional opposition, lack of Internet access and time constraints (White, 2003).

How to integrate technology and education plays a crucial role in effective implementation. If we think about games where players from different countries and mother tongue come together and speak English to continue the game we see that such content can be motivating for learners and when technology is applied in educational settings it can be beneficial for those who cannot attend classes but do not want to miss any points and keep up with their studies as well as save time, money and energy. Therefore, teachers should observe feedback, timing, materials and learning difficulties to have a smooth learning and teaching process (Reinders & White, 2010).

Cummins (2000) stressed the importance of computer literacy and Information Technology (IT) to have responsible citizens who have wisdom, happiness and insight. Language learning opportunities can be improved in that with the interaction between teachers and students there will be information transmission and skills enhancement with a focus on meaning, language and use. Moreover, students can get comprehensible

input and build a bridge between previous and new information but to destroy teacher scepticism or opposition teachers need sufficient pedagogical knowledge that includes effective and up-to-date teaching styles and courses in teacher education programs (Cummins, 2000).

Today's learners use the Internet to reach information they need so teachers can foster individual learning but necessary pedagogical knowledge and experience is needed to actualize it (Yumuk, 2002), which requires changes in teacher education programs. Today's teachers can be regarded as e-moderators since IT has pervaded in everyday life and teachers can use new modes and tools by employing constructivist model (Salmon, 2002). While using new technology in educational contexts teachers should focus on such factors as students' language proficiency, curricular goals and learner needs as well as their pedagogical approach and technological expertise because shift from a teacher-centered to a student-centered approach will require teachers and students to gain new roles and responsibilities to be responsible for their own learning (Brandl, 2002).

Similarly, Kung and Chuo (2002) reported that college students showed positive attitudes toward using five teacher-selected English as a Second Language (ESL)/English as a Foreign Language (EFL) websites for homework assignments and self-study but there were concerns about lack of class interaction and the inability of the web activities to cater for different student abilities. If technology is to be integrated into language education then certain factors like teachers' knowledge, skills, attitudes and appropriateness to local context should be considered while designing, adapting, and applying technology in the classroom (Warschauer, 2002).

Now students can get a vast amount of information with the help of CMC opportunities like e-mail, computer conferencing, electronic bulletin boards and chatting. Though there are different descriptions of what distance education is, there is consensus on the flexibility of space and time between teachers and learners, which is a result of changes in society and requires teachers and learners to gain new roles accordingly. The role of feedback shouldn't be underestimated since it fosters teacher-student interaction, student motivation and engagement. As student will decide what to do by choosing from a variety of resources and this will have them decide for themselves, requires more self-direction and appeals to multiple intelligences and autonomous learning (White, 2003). Technology is spreading in our everyday lives but

integration of technology in education can be problematic because of technological or physical structures in the conceptual structure of schools but if teachers are given the chance to use technology, they can improve their proficiency and find ways to reduce the costs (Zhao, & Frank, 2003). Likewise, Young (2003) found out that high school students' attitudes towards the Internet and English were mostly positive because of learning good English sentences from other people, making foreign friends and finding interesting information. Anonymity was also perceived as another benefit as users can communicate freely with less concern with making mistakes.

New technological tools might seem promising with advantages like feedback tools, conveying meaning, reflecting on the activities in a motivating, empowering and funny way but technology cannot become a teacher by itself (Scoter, 2004). In a study (Thornton & Houser, 2005) where students were taught English idioms on their mobile phones via video lessons and multiple choice activities, students had positive evaluation on the materials. Besides, there can be enhanced interpersonal relationships in that students can establish a strong identity in on-line interaction, which can be used instead of brief introductions or icebreakers that usually occur in real class groups (Hewson & Hughes, 2005). Teachers' choice of computer use in classes is influenced by some factors like background, pedagogical practices and an assessment of the costs (Zhao & Frank, 2003). Students may hesitate to share some content because their teacher can see them (Abel, 2005) or they may not want to share information on their private life but still asynchronous learning systems can provide some solutions on spelling, expression, dynamics of the discourse and visual, proxemic, and nonverbal cues (Hewson & Hughes, 2005). When we look at Turkey it is seen that Turkish educational system has undergone some crucial changes with the new curriculum which is based on the production of knowledge by students, creative tasks and various projects about the topics covered at school (Kirkgöz, 2007). As today's learners are digitally born, they may resist to the traditional teacher-centered activities and prefer to acquire the knowledge themselves. Indeed, teachers can benefit from students' positive attitudes towards technology and transform computers into a useful educational tool. This way they can arouse learners' attention and create enthusiasm for learning on their own.

Since its advent the Internet has become an easily accessible with decreasing prices so people formed groups, that is online communities, according to their own interests with a common purpose. If these communities are related to work then they are

called communities of practice with the help of which people share ideas on business and have a sense of belonging. When these communities are converted into educational settings educators can analyze student needs well, give prompts when needed, set learning goals together with students so that there will be higher participation and more motivation. Teachers can appeal to different language styles via videos, games, texts and power point presentations and lead students to realize themselves, which means there will be more personalization and authentic learning materials (Augar, Raitman, Lanham, & Zhou, 2006). So education is inevitably affected by changing technology and communication technologies are seen to change language pedagogy and language use, which has brought out new forms of authorship and new ways to create and participate in communities (Kern, 2006).

The WWW could be thought as a global database which provides access to authentic materials and fosters language learning and teaching (Son, 2007). The era we live in requires flexible learning approaches and e-learning environments could be a good alternative with communications media, computer-mediated communication, conferencing and digital learning possibilities (Johnson, 2007). There can be both support or opposition to the web applications like video games in educational contexts. However, teachers have the responsibility to include technology appropriately in their classes so that younger generation will distinguish between what is right or wrong and how to benefit from the media more effectively and won't be affected by media acculturation negatively in such cases as false identity, a different persona (avatar) and harmful scenes (Ziegler, 2007).

Teachers take training but the education they receive may not be enough all the time but changing times may become more demanding and teachers may have difficulties in adapting to new technology and transferring those changes into their lessons (Hubbard, 2008). Learners can gain consciousness about how to benefit from technologies for educational purposes by participating in network-based learning with live chats and discussion forums (Lockyer & Patterson, 2008). Young people prefer to spend a considerable time on texting and blogging. This shows it is time to integrate such activities into education and include them in educational policies but the gap between in-class and outside-the-class should be considered because some students may reject to be involved in activities related to school curriculum outside school (Drotner, 2008). As a solution, SNSs could become a source of discussion platform for students

so that they can get the skills and the knowledge they need without noticing (Gillet, El Helou, Yu & Salzmann, 2008).

Arrival of online communication has changed the understanding of literacy in the 21st century. Talking on the phone, sending e-mails, accessing the Internet are all welcomed and regarded as normal in everyday life and we can observe the effects of this change on education since education has also evolved in line with the changes in society, politics and technology. It has been found out that the teenagers are not satisfied with today's teaching and testing practices and find them decontextualized and unreal, which necessitates the examination of teaching and testing practices according to their needs and tastes (Lotherington, Neville-Verardi, Ronda, 2009). It is undeniable that today's learners have different expectations, needs and interests compared to those in the past (Blattner & Fiori, 2009) because educational technology is both affected by and affects some developments in society (Choy, Wong, & Gao, 2009). Therefore, it is increasingly becoming crucial for teachers to change their teaching styles and refer to online settings for micro-communities and online interaction (Bosch, 2009) because web-based applications can enhance students' thinking abilities and autonomous skills (Harrison & Thomas, 2009) and offers students and teachers unlimited resources (Blattner & Fiori, 2009).

Necessity of changes in learning contexts and its impact on education have been stressed by other researchers (Abbitt, 2007; Greenhow et al., 2009; Mazman & Usluel, 2010) as the arrival of the Internet and CMC tools has made L2 learning easier by providing great amounts of input, authentic materials and interaction opportunities (Karakaya, 2010) and today not only computers but also mobile phones could become educational tools with their Internet access for immediate connection and receiving the updated information for their individual learning purposes (Stockwell, 2010).

Teacher and student roles are changing (Wanyi et al., 2011) because today learners can reach great amount of information and expect teachers to teach interactively (Bynum, 2011) so there is a need for a more active and group-oriented learning approach and a more student-centered education (Cheung, Chiu & Lee, 2011). Consequently, teachers should change their teaching styles, materials and activities in line with changing needs of students and technology where on-line learning offers a community of inquiry, social presence, cognitive presence and instructor presence and support critical thinking with its rich resources (Anderson, 2011).

Learners today have new ways of learning in that they construct meaning and learn with web access and social software (Davies, 2011). Computers, mobile phones and social media form an important part of today's learners and this situation brings out changes in teaching and learning as well as challenges like digital divide, which results in different responsibilities for teachers and student teachers (Bynum, 2011). Students can get peer feedback and support when they use such external tools as books, magazines, computer application, mobile phone, laptops or websites (Zainuddin, Abdullah & Downe, 2011) so teachers could use CMC as a real social communicative environment for their learners (Wanyi et al., 2011).

2.2.1 Advantages of On-line Learning Environments

Advantages of on-line learning environments have been exemplified in previous studies and benefits of virtual learning are given below:

- Virtual spaces can allow learners to construct their own understanding of information, offers independent student inquiry and different types of interactions in the classroom (Windschitl, 1998).
- Learners can reach authentic materials, learn at their own pace, save time for communicative language learning activities and immerse in cultural aspects (Brandl, 2002).
- Teachers are better equipped to serve learners' different ways of understanding given tasks and to proceed during a learning task (Johnson, 2007).
- There is an extensive range of authentic materials and a more learner-centred instruction (Son, 2007).
- Teachers can provide students with ample language exercises according to the syllabus of their language courses (Son, 2008).
- Teachers provide scaffolding of the learning process (Drotner, 2008).
- Students can be autonomous in that they can gain self-study skills and learn how to manage their own learning (Karabıyık, 2008).
- There is time and space flexibility, students can develop their autonomy skills, provide scaffolding for their friends, collaborate and communicate (Hampel, 2010).
- There is a rich learning environment without space limitations (Stockwell, 2010).

- Learner autonomy can be enhanced (Balçıkanlı, 2010a).
- Students' critical thinking, inquiry, problem-solving, interaction and engagement can be enhanced (Anderson, 2011).
- Individualized learning processes can be fostered (Balaman, 2012).
- Quality of the learning experience can be improved, rich resources can be provided, students' needs and concerns can be satisfied. Additionally, learners can control learning content, sequence, pace, reach the new knowledge anytime and anywhere in a cheap way, learn about their strengths and weaknesses (Jethro et al., 2012).
- They offer authentic language, great opportunities for constructivist instruction and capture learners' attention (Cephe & Balçıkanlı, 2012)

2.2.2 Disadvantages of On-line Learning Environments

Some of the negative sides or shortcomings of on-line environments are given below according to some previous research:

- Some students may not use their time effectively (Method & Bosch, 2001).
- Students may not find the appropriate information they need (Brandl, 2002).
- Teachers may lack the necessary skills for technology integration (Conole & Culver, 2009).
- The Internet connection can be slow and some schools may lack the needed infrastructure (Bosch, 2009).
- Teachers might encounter problems in sustaining learners' motivation to complete activities (Guo, 2010).
- Learners may have concentration or decision-making problems (Stockwell, 2010).
- There are some concerns like vandalism, spam, privacy issues, legal complications, complex security threats and ethical issues (Martinez & Jagannathan, 2010).
- Some students may lack Internet access or not have computers at home (Bynum, 2011).

- Some students may have difficulty in concentrating on learning or not appreciate the Internet as a useful resource (Wanyi et al., 2011).
- There can be barriers in online pedagogy and social interaction (Aksal, 2011).
- Large groups can be difficult to control (Anderson, 2011).

2.3 Foreign Language Teaching and Technology

In response to meet today's learners expectations and create flexibility in time and place for them, computer mediated communication, shortly CMC, can be exploited in the L2 curriculum (Blake, 2000) because target language and culture can be brought into class and student participation can be increased with multimedia technology (Kramsch & Andersen, 1999). CMC can also promote meaningful human interaction that can foster the language learning (Liu, Moore, Graham & Lee, 2003). Since computers are within easy reach students can manage their own learning and have concrete learning experiences (Method & Bosch, 2001).

Popularity of WWW is another reason for Internet use in education but inclusion of WWW should include pedagogy, technological and developmental issues and. If the Internet is thought to be as a learning environment, we should keep in mind that it requires certain technological skills and knowledge (Brandl, 2002) so teachers can use web-based language learning (WBLL) to increase learner motivation and engage learners in authentic and interactive language experience. If students are directed well they can find relevant information they need among abundant resources (Kung & Chuo, 2002). How to teach content to reach course objectives is changing and ICT could be a good alternative as an innovative way to respond to those changes (Warschauer, 2002). However, technology integration necessitates careful teacher monitoring since students may not know where appropriate sites are and how to use them. They can spend lots of time to reach and complete a task, which discourages them to go on studying or ruin their attention (Kung & Chuo, 2002). Moreover, students can fail to conform to linguistic norms and may not comprehend well when they are left alone to construct their own knowledge (Salmon, 2002).

The Internet is seen as a useful and interesting tool as students are able to express their ideas and participate in the discussions. Shy students can be encouraged to participate and express themselves more since teachers can create rich language learning environment and contribute to the dynamics of language learning settings. The

Internet can be exciting, interesting or useful when used properly but it may fail to improve student English writing in terms of linguistic proficiency and grammatical accuracy (Young, 2003). Computers can offer learning materials with visuals, text and graphs so that teachers can use computers to communicate with parents and prepare for instruction, namely for writing activities to save time and energy (Zhao & Frank, 2003). There has been a call for technology's effects on learners, teachers and teacher education because computers can act as interlocutors with which students learn how to negotiate, pay attention on form and meaning, hear different accents and use hypertexts to better their cognitive processes, which are advantages of computer assisted language learning (CALL) applications and CMC can provide more opportunities to both teachers and students to focus on form and negotiation of meaning beyond classroom walls (Chapelle, 2003). In terms of foreign language education, there will be real communication between teachers and students, teachers will enhance learning by asking questions, eliciting responses and giving feedback; teachers can serve students' individual needs, expectations and weak points, which can foster individualized learning and thus contribute to autonomous learning (Meskill & Anthony, 2005). Moreover, the Internet application can be a solution for teachers to use communicative language teaching (CLT) in their classes to provide guidance and scaffolding regardless of time constraints and number of class members (Meskill & Anthony, 2005). Even mobile phones can turn into educational tools to be exposed to vocabulary and grammatical structures in target language sufficiently (Thornton & Houser, 2005). Multimedia annotations like pictures and videos facilitate learning new vocabulary with authentic materials and students spend less time for their studies thanks to easy access (Akbulut, 2007) while teachers can prepare meaningful learning tasks and materials for various purposes (Son, 2008).

According to Shahrokni (2009), the combination group (having both visuals and text) outperformed the other two groups on the word recognition test and the picture recognition test, which shows combining certain features of computers can appeal to various senses and makes multi-sense learning possible. New learner generation, that is digital natives, prefer to learn languages with Internet-based activities (Blattner & Fiori, 2009). Because of the changes in lifestyle virtual learning environments (VLE) or learning management systems (LMS) could be used for giving feedback, reflective teaching and autonomous learning. However, value of these changes should be

appreciated by teacher educators so that student teachers will get the necessary instruction (Elliott, 2009).

Today technology seems indispensable for many people since it affects every domain of life including education and foreign language education because teachers have used such different materials as blackboards, OHPs (Over Head Projector), wall charts, flashcards, posters, real objects, computers and the Internet to serve students needs and catch up with changing technology. However, teachers may have some problems because of technological breakdowns, lack of interest and time limits (Yaratan & Kural, 2010). Since there are not only grammatical rules but also vocal and cultural symbols in language learning, computers and the Internet easily facilitate delivery of visuals or audios (Guo, 2010). Students and teachers can discuss synchronously and asynchronously as well as sharing pictures and authentic materials (Kabilan et al., 2010). In line with ICT facilities of combining both text and image and mobile phone functions like writing message, taking photos or videos, recording voice, accessing the Internet and logging in SNSs, language used in virtual world is different with the following examples of *ASAP* (as soon as possible), *BTW* (by the way), *GTG* (got to go), *BRB* (be right back), *LOL* (laughing out loud), *U* (you), *R* (are) (Bodomo, 2010). People have adopted different ways of communication with the widespread use of ICT which allows people to visit target cultures and exchange ideas and this aspect is regarded an example for socio-cultural approach (Karakaya, 2010).

Students can easily reach new and extensive information on the Internet and use them to improve their reading and lexis, which will contribute to their autonomy (Kun, 2011). Today language learning can take place anytime and anywhere with interesting features like games, graphs, pictures, visuals and providing authentic English world (Wanyi et al., 2011). Language labs may seem a good alternative but ICT can offer more freedom and time and experiential learning so that learners can do their homework, practice some points and carry out projects. While some countries have legislations to implement ICT some countries like Turkey do not officially support so necessary arrangements and policies should be made to apply ICT (Vassiliou, 2011). These kinds of missing aspects point to the importance of technology integration into education, teacher education and professional development as a part of 21st century skills (Jones & Brown, 2011).

Asynchronous communication like e-mail can be used for online teaching to compensate problems of face to face teaching but there are also downsides like time, cost and lack of intimacy and extra cues of body language (McCarthy, 2012) so various studies were carried out on teachers and teacher educators about the use of web technologies in learning environments because of the shift from traditional instruction to more individual, flexible and collaborative learning (Jethro et al., 2012).

2.3.1 Computer Assisted Language Learning (CALL)

History of CALL is divided into three eras, first being the behaviorist CALL which included drills and practice during the 1960s, second being the communicative CALL with the emergence of the communicative approach during the 1970s and 80s with a focus on interaction and the last one being the integrative CALL bringing different applications together (Warschauer, 1996). When we look at the history of CALL it is seen that (1) the behavioristic period was influenced by Stimulus-Response theory of neo-behaviorism; (2) the communicative period was characterized by communicative movement; (3) and the integrative period was the integration of the new and old applications through computers (Wanyi et al., 2011). In addition, Krashen's ideas are said to have affected the communicative CALL to create "acquisition" rather than "learning" and multimedia computers, the Internet and CMC are regarded as the key elements in the integrative CALL to have more authentic materials and activities by combining texts, graphics, sounds, animation and video together (Karakaya, 2010).

As an element of educational processes, testing also has attracted attention of researchers because online testing has been found both advantageous and disadvantageous in that learners can take the test at a time they choose, see the results in a short time, get feedback and see an example of what they are to do but there are criticisms about the assessment of productive skills, lack of computer literacy, technological support and decontextualized forms of assessment (Alderson, 2000). While students are using CMC tools, first they are reading or listening and then writing or speaking, which helps them to grasp meaning by focusing on form and content. As easy access to computer technology is valued by more and more individuals and schools (Son, 2007), the Internet has multimedia dimensions, provides new authorship notions and allows for participation in multicultural learning communities, teachers should have the pedagogical knowledge to integrate technology in their classes (Kern, 2006).

The WWW facilitates CALL applications by allowing learners to explore the necessary information and learn at their own pace (Son, 2008). Similarly, Hubbard (2008) argued that CALL applications and teacher education in the future are tightly related to each other so there should be adequate technological support and experienced teachers because the world has shrunk with the Internet and this makes teacher education programs more critical. Other benefits of CALL applications include incidental vocabulary learning, decreased dictionary use, saving time and making learning more enjoyable (Shahrokni, 2009).

In a nutshell, this is an application in which computers are harnessed as a part of foreign language teaching activities in order to reinforce various language domains and according to Karakaya (2010), there were important changes during the middle of the 1990s with spread of the Internet and universal access to CALL materials. CALL has been applied in foreign language learning since the mid-1950s for its benefits like timely feedback, immediate guidance and individual learning without time and place constraints. CALL can be effective in individual learning, ease conducting the CLT and help teachers to increase their effectiveness by giving assignments, keeping attendance, analyzing students' work and giving marks (Wanyi et al., 2011). There are some other benefits of CALL applications like making their lesson more colorful, allowing for autonomous learning and comprehensible input provided that teachers are aware of their new roles (Kun, 2011).

On balance, computers can be integrated into educational contexts thanks to the Internet which has made transmission of knowledge fast and widespread but some teachers may not have necessary training, pedagogical planning or multimedia support (Balaman, 2012).

2.4 Web 2.0 Tools in Language Teaching

New technologies have altered the ways people live, think, communicate as well as learn and teach (Hewson & Hughes, 2005; Johnson, 2007). There are different definitions of Web 2.0 which is considered interactive by inviting learners to create and share their digital productions and follow what others have created (Jenkins, 2006). As members of Web 2.0, blogs and wikis are seen as digital forms of writing by students to create content so there are new ways of communication and learning a language with facilities like storytelling and individual learning (Alexander, 2006).

Web 2.0 is regarded as an umbrella term which includes new technological applications like blogs, wikis, video sharing, social networking and podcasting where people can both consume and contribute in a more socially connected Web. The term 'Web 2.0' was officially coined in 2004 by Dale Dougherty, a vice-president of O'Reilly Media Inc. in a team discussion and it is seen more advanced version of Web 1.0 with changes in control, access and rights of digital content where users can make changes easily (Anderson, 2007), which offers a change in how the Internet and websites can be utilized (Abbitt, 2007). Additionally, Web 2.0 is seen more dynamic than Web1.0 since the content comes from blog postings, wiki pages or personal data and Web 3.0 is considered possible with traits like cleaning up after you and erasing your digital path (Anderson, 2007), which can be called as artificial intelligence. Some Web 2.0 applications like wikis and blogs have influenced learning and teaching as users have active roles like contributing to and controlling content (Abbitt, 2007). These applications integrate technology with traditional social work teaching methodologies (Banks & Faul, 2007). Today's young generation was found to spend lots of time on using social network sites for various purposes like messaging, sharing information, and keeping in touch with one another. Such sites reveal information about people in that they require people to give information on such points as name, geographic location, sexual preference, occupation, hobbies, favorite books, movies, television programs, and the like (Golder, Wilkinson, & Huberman, 2007).

Arrival of Web 2.0 applications like wikis, blogs, instant messaging, Internet telephony, social bookmarking, and social networking sites can be utilized to enhance teaching and learning environments in higher education. It is different from Web 1.0 because there are user contributions and interactions in Web 2.0 but time, money and compatible technology should be available to enhance the application (Ajjan & Hartshorne, 2008), to satisfy digital natives' needs and make planning for future education (English & Duncan-Howell, 2008). Lack of qualified personnel is an obstacle, too (Hubbard, 2008) so student teachers should be exposed to teaching with technology to apply technological tools better in their future classes (Choy et al., 2009).

Necessity of research into Web services results from educational purposes like lifelong learning and sharing information with a wider audience (Greenhow et al., 2009) and Web 2.0 tools that include Facebook (Bosch, 2009) can help teachers/designers to share, discuss and find new ideas (Conole & Culver, 2009). The term also has pros and

cos in that Web 2.0 devices like blogs, wikis, and video-sharing, photo-sharing, and audio-sharing sites promote interactivity, feedback and sharing of information by allowing users to create and contribute to the content but can also lead to harmful public scrutiny and threats to privacy (Greenhow et al., 2009). Foreign language teaching has also been affected by emergence of Web 2.0 tools like blogs, wikis, podcats and social networking with their opportunities for authentic materials, unlimited learning, synchronous or asynchronous communication styles but how to meet student needs remains an important factor for a successful application (Sturm, Kennell, McBride & Kelly, 2009).

Web 2.0 technologies can foster student-centered instruction, improve the cooperation between learners, access the information they need without limitations of time and place since they can reflect real life and trigger knowledge sharing (Balçıkanlı, 2010a). Wikis meaning quick in Hawaiian, sites, blogs, chats, forums and social networking sites like Classmates.com and LinkedIn.com are Web 2.0 tools and different from Web 1.0 that was used for only finding and reading information. These tools can be used for multi-sensory and individual learning with audio-visual properties but vandalism, spam concerns, privacy issues, legal complications, complex security threats and ethical issues need to be covered (Martinez & Jagannathan, 2010).

Web 2.0 applications could be utilized for both social and educational purposes as e-learning environments by facilitating collaborative learning (Cheung et al., 2011). The term Web 2.0 was coined by Tim O'Reilley in 2004 covering web applications focusing on collaboration in a social context and user generated content. Here e-learning content is created by users who come across lots of Internet resources, which points to changes in the roles of learners and teachers (Bynum, 2011). Students can both create content and read information in a digital learning environment (Jones & Brown, 2011). Teachers can serve students' individual learning styles and increase their autonomy as they can view the content, change and shape it (Davies, 2011). Students can actively participate in discussions and enhance their understanding (Zainuddin et al., 2011). As members affected by newer technology use, the roles of naughty insiders (students), worried outsiders (parents) and invisible monitors (teachers) were analyzed and it was found out that students used Web 2.0 tools mainly for entertainment but not for learning or academic purposes. Moreover, the parents were found to be worried about their children's being isolated and antisocial and were suggested to participate in online

activities so that they will see what it is like to be on FB or the Internet. Therefore, student teachers are suggested to be exposed to teaching via new technological tools in their pre-service teaching experiences to decrease the digital divide between digital natives (students) and digital immigrants (teachers) (Yu et al., 2011). As is seen, changes in lifestyles bring out changes in communication, economy and education and problems in traditional classroom settings can be overcome if student teachers are given the necessary training (Tilfarlıoğlu, 2011).

SNSs like *Facebook* and *MySpace* through which people have an opportunity to present themselves and maintain connections with others and content-sharing sites like *YouTube* and *Flickr* are among the popular sites on the Internet, especially by the young generation (McCarthy, 2012). There is a lot of research on Web 2.0 effects on education and in a study student teachers seemed to have positive feelings about the use of web technologies despite some challenges such as lack of technological devices (Cephe & Balçıkanlı, 2012). Collaborative techniques like discussion boards, blogs, wikis and social networking sites can be used in web-based language learning, which is an example of how Web 2.0 has a more dynamic nature than Web 1.0 that is static (Balaman, 2012). Inclusion of Web 2.0 tools such as blogs and wikis has attracted a lot of attention in recent years and to compensate for computer-based language learning programmes such devices can be utilized in English classes (Eren, 2012). As the Internet and technological tools have pervaded in everyday life, every domain of life is affected by them. Second-generation Web, referred as Web 2.0 by Tim O'reilly who pointed out the interaction, cooperation and content administration capabilities of this new Web application in 2005, consists of applications like video-sharing sites, blogs, wikis, podcasting, instant messaging programs and social networking sites (Çoklar, 2012). Digital natives can easily adapt to new technological tools like Web 2.0 tools so student teachers should gain experience, skill, knowledge and proficiency in how to apply new tools and how to deal with problems like student unfamiliarity and institutional rejection (Bennett, Bishop, Dalgarno, Waycott & Kennedy, 2012).

2.4.1 Blogs and Wikis

Blogs are about posts, not pages (Alexander, 2006) and blog is the abbreviated form of weblog that is used as journal entries that include text, images, and links (Ajjan & Hartshorne, 2008). Many blogs allow users to make comments and link that increases conversation, immediacy and quick retrieval of information on different blogs. Now

blogs have new aspects namely photo-blogs, video blogs and mob-blogs where bloggers can share material via their mobile phones (Anderson, 2007). Blogs can be -considered as content management system (CMS) tools that could be utilized to create, edit, manage and publish various types of content in a consistent and organised manner. So people can carry out such interactive activities as reading, writing, publishing, commenting and editing as a part of reflective learning (Park & Kastanis, 2009). Blogs are divided into personal and commercial blogs. While the former includes social commentary, personal diary-like entries, poetry and other types of creative writing, the latter includes loads of comments and the two were found to be effective in improving writing skills in different aspects. Blogs' content could come from different resources like author-published blog entries, comments, and rejoinders to comments. These tools can be made specific for a group so that only the author and the members are allowed to make changes in the content. This feature can help our learners to become autonomous and self-confident with the help of blog authorship, making comments, storing, editing and doing their homework but the key factor for teacher is how much to intervene and amount and type of feedback (Compernelle & Abraham, 2009). There are other benefits of blogs. For example, they promote an awareness of real audience in students and help them to improve content and organization of their writing. The research on the effect of blogs on writing revealed that blog integrated writing instruction was more effective than in-class writing instruction and the students using blog software in their writing courses outperformed those who received only in-class writing instruction in such specific areas of writing as content and organization (Arslan & Şahin-Kızıl, 2010).

Wikis include collaborative websites where users interact by adding, removing, or editing site content (Ajjan & Hartshorne, 2008). Wiki is of Hawaiian origin meaning "quick" or "fast" in English. They are flexible, user-friendly and cost effective way of interacting since creating Wiki versions are quite easy. Moreover, they can function as a *document mode* by permitting sharing, editing, reorganizing, commenting and archiving various texts, pictures and videos or as a *thread mode* by encouraging users to discuss their opinions and share their ideas (Augar et al., 2006). The success of Wikipedia is attributed to wiki's being a collaborative tool that facilitates group work production. The editing on Wiki pages help the user to change or even delete page content so they are defined as streams of conversation, revision and amendment

(Alexander, 2006). Wikis are somewhat different from blogs in that blogs have a *history* function, which allows previous versions to be examined (Anderson, 2007).

2.4.2 Social Networking Sites (SNSs)

People used telephone to keep in touch with their friends and family but now text chat on the Internet seems to be more preferred as a result of the rapid improvements in interactive web services. People can meet strangers and have new friends in on-line environments. Therefore, emergence of SNSs can be thought as the new way of interaction in the more complex world (Zhao, 2006). The concept of social networking site started with *SixDegrees.com* but has evolved to include many other examples with different purposes like jobs (*Ryze.com*, *LinkedIn.com*), dating (*Friendster.com*), recommendations and listings (*Tribe.net*). For example, In *Friendster*, people present themselves with a profile that includes interests and demographics, post public comments about others and follow the network of others (Boyd, 2004). People can get Facebook accounts easily with an e-mail. Once they have an account, they can create their profile by sharing information, videos or finding people with similar interests. Additionally, they can change their information or content created before (Educause Learning Initiative, 2006). All these changes and development in communication show that SNSs have come into prominence and affected lifestyles of people.

Social networking sites such as Friendster, MySpace, and Facebook are gaining popularity day by day. The reason might result from the fact that SNSs are different from traditional CMC in that content does not only cover the creator's information but is also shaped by the changes or contributions friends make (Tong et al., 2008). The increasing use of online social networking sites such as MySpace, Facebook and Bebo has attracted attention of many academicians, policymakers, parents and young people since they provide opportunities to share information, photo albums, videos, and comments. By contributing to the content on a SNS, the user makes it a part of his/her identity, lifestyle and a way of maintaining relationships (Livingstone, 2008). SNSs offer different activities like sharing personal information, connecting with other users, uploading, tagging and sharing videos, photos, comments along with joining groups with common interests (Lockyer & Patterson, 2008). When the history of SNSs is examined, it is seen that the first example of social networking site was *SixDegrees.com* launched in 1997. People could create profiles, list their friends and surf their friends'

lists. Classmates.com allowed people to surf the network of others but could not create profiles until years later. SixDegrees was the first one to bring such features together. The next phase of SNSs began with Ryze.com launched in 2001 to help people in their business networks. Many SNSs have been launched since 2003 such as Flickr (photo sharing), Last.FM (music listening habits), YouTube (video sharing) and MySpace in 2003 (Boyd & Ellison, 2008) and they have expanded accessibility (Lockyer & Patterson, 2008). Social network sites (SNSs) such as MySpace, Facebook, Cyworld, and Bebo used by a large population all over the world have attracted considerable attention among users since they were created and they are defined as

web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system (Boyd & Ellison, 2008).

The purposes behind SNS usage can be increased by making them a part of academic studies where students can easily cooperate, share content and ideas with others and subscribe to their bookmark pages (Ajjan & Hartshorne, 2008). The adoption of SNSs like Facebook, MySpace, Friendster, LiveJournal, and Bebo is increasing day by day as they unify people of all ages across the world, allow to post profile information, send public messages or sharing photos (McVey, 2009; Pempek, Yermolayeva & Calvert, 2009). FB can be considered as one of the leading social networking sites which are preferred to satisfy communication needs, find current information, follow what is going on, socialize with people and keep in touch with old friends. Openness and transparency are other reasons for popularity of SNSs among users and many young people use SNS to make themselves look attractive and to increase their social capital (Urista et al., 2009). Park & Kastanis (2009) found that design education can be enhanced through online based learning and reflective learning can be enriched through social network sites. They can also enhance the relationships among students and enhance teacher credibility (Blattner & Fiori, 2009). Many people from different ages, language, social status and culture use SNSs every day (Mazman & Usluel, 2010) as these sites allow users to share photos, music and messages in their profile and provide information resources and ties to others (Eyadat & Eyadat, 2010).

Social media is very common in many students' lives (Bynum, 2011) since emergence of SNSs has brought about new means of communication and collaboration (Cheung et al., 2011). The "read-write" aspect of the web has resulted in readers who

are motivated to communicate with their peer writers (Jones & Brown, 2011). In addition, students' cognitive zone of proximal development (ZPD) can be enhanced while students share content and interact with each other via Web 2.0 tools (Zainuddin et al., 2011).

Now students can get knowledge with social interaction, which points to changes in learning and its effects on curricula (Davies, 2011). SNS have attracted lots of interest all over the world in different ages and cultures (Mazman & Usluel, 2011). Therefore, content of SNSs can inspire teachers to better their teaching style but some may lack the necessary pedagogical or technological skills or may not have appropriate infrastructure (Bynum, 2011).

If demands of 21st century skills are considered it is seen that it is compulsory for teachers to be good at using new technology in order to meet the needs of digital natives better (Cephe & Balçıkanlı, 2012). Today's students spend considerable time on SNSs that are web-based services to have new relationships, share their interests, connect with native speakers of the target language thorough such virtual environments (Balaman, 2012). Besides, learning can be unplanned happening in an informal environment like SNSs (Jethro et al., 2012). As purposes behind the use of SNSs vary from reading news, making new friends, keeping in touch with old ones, entertaining, playing games to socializing thanks to facilities and multithreading they offer, they can be useful in transmitting knowledge with their multifunctional capabilities but they can be detrimental and have long-term affects because of overuse. When examined in terms of gender, male teacher candidates were found to be more addictive on FB than their female counterparts and seniors had the highest addiction level. Therefore, teacher education programmes should provide opportunities for them to see how it works to teach via new tools like SNSs. Some social network examples are given below (Çam & İşbulan, 2012):

Table 1

Social Networks

Facebook	Twitter
Plaxo	Netlog
Xing	Badoo
Jhoos	Orkut
Myspace	Youtube
Hi5	Linkedin
CyWorld	Friendster
Google+	Wikipedia

2.4.2.1 Educational Theories Behind Social Networking

There are various educational theories behind the use of SNSs in educational settings.

A person is expected to show similarity with the behaviour of a model observed and behave in the same behavioral pattern in the social learning theory but this is not always the case because some people may not behave in the same way. In research context, when students are exposed to FB, some can produce correct language based on the language samples and exercises seen before while others can make mistakes (Bandura, 1969). However, this kind of learning is affected by attentional processes where students decide what is important and what to focus or ignore, retention processes where the activities are kept in long-terms retention via symbolic coding and rehearsal, motoric reproduction processes where learners put different aspects together according to the model and reinforcement and motivational processes where positive incentives lead to the desired action. In research context, it can be said that FB can be a good incentive for younger generation learners, that is digital natives as they are familiar with new communication tools and utilize them to for various purposes such as finding and processing information so that they can make a link between their previous knowledge and new learning content and practice what they have learnt. Similarly, teachers can help their learners to go on learning with enthusiasm and intrinsic motivation but should also pay attention on careful monitoring (Bandura, 1979).

When learners aim to reach their goals they can deal with the demands and concentrate on their actions and ignore distractions (Csikszentmihalyi, 1975). Flow is defined as optimal experience by allowing for autonomous learning and making learners happier. Some components like having clear goals, feedback and motivation are needed to make flow possible (Csikszentmihalyi, 1990). Flow theory was first applied in such areas as sports and leisure but then was used in human-computer interaction. Flow is thought as a complex term in that it includes motivation, personality and experience and is perceived as intrinsic motivation and described as a psychological state that describes optimal feeling of people that are cognitively efficient, motivated, and happy. Flow was originally defined by Csikszentmihalyi (1990) as “the state in which people are so intensely involved in an activity that nothing else seems to matter; the experience itself is so enjoyable that people will do it even at great cost, for the sheer sake of doing it.” Skills and challenges are seen as the crucial factors either hindering or fostering student

engagement in the activity. So distance education types, in research context FB, can be applied in educational settings to give students a sense of control and interactivity so that students will be more enthusiastic to participate in educational activities and take more pleasure while learning (Liao, 2006).

Informal learning happens in people's daily routines, and may occur by chance or by learning from others (Lockyer & Patterson, 2008) and it takes place throughout life in everyday life like at home, work and leisure time. Livingstone (1991) describes it as "any activity involving the pursuit of understanding, knowledge or skill which occurs outside the curricula of educational institutions or the courses or workshops offered by educational or social agencies". Informal learning happens with the intention of understanding, knowledge or skill but not within educational curricula. There are no external criteria or an instructor since the individual or groups determine objectives, content, means and processes of acquisition, duration and evaluation of outcomes. There is not a time period and it covers such actions as learning about your health or hobbies, household tasks or paid work, or anything else that interests you (Livingstone, 1999). Likewise, FB can be an informal learning environment for students where they will come across learning content and learn some points unintentionally while browsing or commenting. Informal learning has three different components, namely self-directed learning, incidental learning and socialization. To give a few examples, self-directed learning covers learning projects done by individuals without the assistance of an instructor. Incidental learning includes learning experiences that occur when learners do not have any intention of learning something. Additionally, incidental learning is defined as "learning experiences that occur when the learner did not have any previous intention of learning something out of that experience, but after the experience she or he becomes aware that some learning has taken place".. Finally socialization refers to the internalization of values, attitudes, behaviors in a culture (Schugurensky, 2000). In this case, while students are on their FB groups or pages, they can see language models without intention of learning and can learn about other cultures but still they will be involved in language subconsciously.

According to socio-cultural theory, if learners interact with different interlocutors like teachers, friends, native speakers and certain genres and texts, they will get the opportunity to both see input and produce a piece of language, that is output. FB, which is seen as a social and cultural setting, can provide learners with its

multithreading function to reach texts, images and visuals so that they will be aware of their ZPD, which is considered as a stage between the things that people can handle by themselves and those they can handle with the help of others like more experienced parents, peers but in this case teachers, friends and native speakers (Lamy & Hampel, 2007).

Another theory is communities of practice which refers to the process of social learning when people have a common interest in a specific subject or problem. According to Wenger (2006), online communities cover problem-solving, requests for information, and seeking experience. It was put forward that online communities were not only about informal learning but also affects both participants' identity and the identity of the practice itself. As people with common interests and hobbies come together, they have a lot to share with each other and this can be a good source for learners and teachers. When we think of FB, it can serve as a discussion tool for students and teachers on specific points of educational activities.

Ferdig (2007) points out that active learning, social learning and collaborate learning are the basic educational values of social networking. It is said that SNS may be the best places for constructivist approach and critical thinking in educational settings while others emphasize informal learning and communities of practice.

Constructivist learning can occur in on-line environments with the help of social interactions and communication among participants and thus become a key feature of pedagogy (Park & Kastanis, 2009). Constructivism can result from of social interaction and cooperation during learning because people construct meaning and get input while working in teams (Davies, 2011). Social constructivism can explain the utilization of online learning environment such as FB because teachers are not seen as the transmitter of knowledge but rather take on a different role as facilitator through guiding learners to interact and learn from each other (Sturm et al., 2009).

Another theory is cooperative learning which can be described as “a set of processes that help people interact together to accomplish a specific goal or develop an end product” (Panitz, 1999).

2.4.2.2 Advantages of SNSs

When used properly, SNSs can be advantageous in various aspects which are given in the following

- People can be aware of their learning capacities (Livingstone, 1999).
- Students can carry out collaborative projects as a team and find a new way of communicating with other students and teachers, which facilitates retrieval of large amounts of information (Griffith & Liyanage, 2008).
- Students can go on the interaction outside the classroom (Gillet et al., 2008).
- Students can get peer feedback and engage in critical thinking activities (Lockyer & Patterson, 2008).
- The content is dynamic with the contributions of user (Conole & Culver, 2009).
- Students can improve their creativity and connect with other users through negotiation (Harrison & Thomas, 2009).
- Users can satisfy their certain needs like search for strong identity, development of relationships with friends and peer support and they can feel a sense of achievement and motivation by contributing to content (Pempek et al., 2009).
- Users can keep informed about the changes in their friends' lives, sustain their existing relationships and meet new friends (Urista et al., 2009).
- People can get detailed information about others' activities and share personal information (Valenzuela, Park & Kee, 2009).
- Students can develop confidence in writing and reading by sharing views, exchanging messages and commenting (Kabilan et al., 2010).
- Such dynamic environment encourages students to fulfil the task at hand (Guo, 2010).
- The visual cues of SNSs such as images and videos facilitate synchronous display of both visual and textual cues (Wang et al., 2010).
- People can reach authentic material through relevant social interaction (Kabilan et al., 2010).
- SNSs can increase students' creativity (Eyadat & Eyadat, 2010).
- Teachers can use it to support collaborative learning, critical thinking, enhance communication, writing skills, content creation, information gathering and modification (Mazman & Usluel, 2010).

- Teachers can monitor the content students generated, make changes in the curriculum, inform about upcoming events and increase parental engagement in the learning process (Bynum, 2011).
- Teachers can have an improved and more multifaceted approach to knowledge acquisition while learners have the opportunity to reach great amount of information easily and get immediate feedback (Davies, 2011).
- Social network can contribute to immediate peer feedback, cognitive advancement and communication between students and teachers (Zainuddin et al., 2011).
- SNSs can increase individual learning in that while students learn at their own pace, share ideas with others and get their responses, they make the learning their own and think critically (Anderson, 2011).
- Students are active and the interactivity between students and teachers can increase student motivation and performance (Jethro et al., 2012).
- They can contribute to effective learning processes by helping learners take responsibility in their own learning in planning, monitoring and evaluating their own learning activities online and thus enhance learner autonomy (Cephe & Balçıkanlı, 2012).
- They save time, are less expensive and communication happens anytime and anywhere (Antoci, Sabatini & Sodini, 2012).

2.4.2.3 Disadvantages of SNS

There are also negative sides of SNSs as listed below:

- There are concerns about security, privacy, inappropriate content and cyber bullying (Griffith & Liyanage, 2008).
- Some learners may resist making new friends on-line and this requires time for them to mature and get used to SNS applications (Harrison & Thomas, 2009).
- Some students may not access the Internet, there can be bullying or spelling problems due to abbreviations, there might be inappropriate materials or FB postings (Bynum, 2011).
- It can be hard to create a real English-speaking environment to improve linguistic competence and performance (Wanyi et al., 2011).

- Some administrators can put limitations on the use of such sites (Anderson, 2011).

2.5 Facebook

There are some SNSs like MySpace and Friendster but FB is considered as the leading one because of its advanced aspects in connecting people to each other like forming group with people with similar interests or backgrounds (Educause Learning Initiative, 2006). In fact, the original purpose of FB was an online yearbook of names and faces of students living in the Harvard residence halls so that students could get to know each other more easily and give information about themselves with pictures, demographic data and class schedules but in September 2006, FB went public (Stern & Taylor, 2007). So, the students who had an harvard.edu mail addresses were allowed to use the site to make it more private but in September 2005, FB included high school students and professionals inside corporate networks and eventually anyone with a valid email address (Boyd & Ellison, 2008). FB is among the most popular SNSs as it is preferred to keep in touch with old friends and meet new friends, check up on the status of their relationship, commitment, and fidelity as well as to keep in touch with their partners and friends (Stern & Taylor, 2007). People can create a virtual identity on FB and benefit from “Wall” to discuss various topics (Mazer, Murphy, & Simonds, 2009).

Users’ profiles include information such as hometown, birthday, preferred activities, etc. They communicate by posting statements to each other’s profile “walls”. On FB, if a user sends a friendship invitation to another person and s/he accepts it, they become friends and see each others’ profiles but otherwise they do not. Such SNSs are novel because in contrast to traditional CMC, the information comes from both creator and the creator’s friends (Tong et al., 2008). FB offers its users lots of opportunities like sending electronic gifts, arranging privacy settings, uploading videos, notes and joining various groups so we can say it is a global system with many users. When people want to have a FB account, they must register by giving information on such points as “basic” information (e.g. sex, hometown), contact information (e.g. mobile phone number) and “personal” information (e.g. interests, favorite movies/music/books) (Lewis, Kaufman & Christakis, 2008). Users can send messages to other users and share photos upon which they can put a title and make it publicly available (Lockyer & Patterson, 2008). FB also includes “News Feeds” which informs about upcoming events, profile changes and birthdays related to friends (Griffith & Liyanage, 2008).

Users share photos and make comments and write messages to each other. The meaning of FB can vary according to the number of FB friends as the number could give clues about personality. For example, the ones with lots of friends can be regarded as popular, more physically attractive and having desirable personality (Tong et al., 2008). However, there are some concerns about the safety and attitudes towards the use of SNSs like Facebook (Cain, 2008).

People have different reasons to be on FB. People can maintain both strong and weak ties on FB, which can affect users' life satisfaction, trust and public participation. Moreover, users can form and become members of groups that attract their attention. This way Facebook can foster norms of reciprocity and trust (Valenzuela et al., 2009). Users write comments or add photographs, music or video clips on the Wall. There is also an internal electronic mail system used for sending private messages to Facebook friends. People search others with names or block their pages to others (West, Lewis & Currie, 2009). Each user has a special profile page in which they give information about themselves such as name, location, relationship status and they can make changes on their current status. Users can invite others to be friends and s/he can accept or reject friendship invitations by others. If s/he accepts the invitation, then they can view each other's profile and follow what is going on. Additionally, users can upload videos, pictures and create photo albums. S/he can decide on privacy settings and have control on how much information to reveal. A user can be tagged in a picture so that his/her name appears as a caption in the profile but of course the user can untag it if s/he doesn't want it. They can discuss their opinions on a specific topic on the wall with their postings. The headline news also informs the users about his/her friends recent actions (Pempek et al., 2009). FB can be said to be fast-growing with exchange of messages, poking others- a virtual hey, sharing links or wishing happy birthdays on the wall (Blattner & Fiori, 2009). The Wall serves as a communication mechanism where users can exchange information and maintain strong relationships with others (Selwyn, 2009) and FB allows users to share comments on videos, writings, review everything from movies to politics and send messages to other members (McVey, 2009) and is a means of building and maintaining the relationships (Sturgeon & Walker, 2009). On FB people can organize and find out about meetings and events and maintain relationship with old friends and acquaintances (Lewis & West, 2009). FB creates informal relationships and improves interaction by allowing for privacy settings like limiting the personal information displayed, posting messages on the Wall, sending virtual pokes and gifts

(Sturgeon & Walker, 2009). Such information sharing and privacy settings can affect students positively and give them a sense of autocontrol (Muñoz & Towner, 2009).

Launched in February 2004, FB is operated and privately owned by Facebook, Inc. and to get a FB account first users register with their e-mail addresses and passwords and then they go on with creating their profiles by giving information about themselves, sending friend requests, accepting or refusing friend requests sent to them. Moreover, users can upload unlimited photos, compared with other image hosting services such as Photobucket and Flickr. Mark Zuckerberg first wrote Facemash, the predecessor to Facebook, on October 28, 2003, while he was a sophomore at Harvard University. It gained popularity in just four hours but Harvard administration shut it down. Though it was first limited to Harvard students, in March 2004, Facebook expanded to Stanford, Columbia, and Yale. In August in 2005, thefacebook was renamed Facebook and then it has expanded to include everyone (Balçıkanlı, 2010b). First the Internet, then SNSs and finally FB has become popular all over the world (Doğruer, Meneviş & Eyyam, 2011). FB was founded by Mark Zuckerberg, Dustin Moskovitz and Chris Hughes while attending Harvard University and after its success at Harvard University, it quickly spread to other institutions (Doğruer et al., 2011). FB attracts attention of users from all ages who can like and make comments, contribute to discussions on the “Wall” and play games like Farmville, Barnbuddy and CupCakes (Zainuddin et al., 2011). There are various activities users can do on FB such as giving information on education, background, and favorite interests, adding links or song clips, post and tagging pictures and videos so that people with shared interests, needs or common goals come together and build online identities (Mazman & Usluel, 2011). FB could become an entertainment with its games and applications like being a fan of favorite organization, celebrities, football clubs or food (Hew, 2011).

There are research on Livemocha, Second life, Penzu and Flickr but Facebook is the most famous and widely used social network (Balaman, 2012). Facebook has been a popular SNS since its creation and has appealed many people from different backgrounds, ages, jobs and culture since it allows people to carry out various applications like sharing private information, making comments, uploading videos or contributing discussion on the Wall postings. They can also join groups and create new ones according to their interests and hobbies. As is seen FB is a unifying tool since it combines the features of other Web 2.0 tools within itself, like *MySpace* and *Friendster*,

the image-sharing site *Flickr* and the open-source learning management system *Moodle*. Therefore, teachers can utilize Facebook for educational purposes (McCarthy, 2012).

2.5.1 Why Facebook?

There are many examples of Web 2.0 tools but this study specifically focuses on FB as an educational tool so the reasons behind the choice of FB is given in detail below.

People have the opportunity to get to know each other without seeing each other as in FB, which is seen as the new way of communication (Zhao, 2006). FB is popular with students as they can share their opinions and communicate with peers freely and easily (Stern & Taylor, 2007).

Teachers can easily harness FB for educational purposes because they can connect with students for free and students can feel a sense of belonging in the closed groups and this will motivate them (English & Duncan-Howell, 2008). Users can reach loads of information about arts, sports and travel and feel safe by hiding certain information from others (Zhao et al., 2008). There are many SNSs like Friendster, Tribe.net, LinkedIn and MySpace with different functions but it is FB which has combining features of all, which makes FB where users not only to meet strangers but also sustain existing relationships have a different structure and unique (Boyd & Ellison, 2008). FB was found to be popular especially among college students (Cain, 2008) since it allows for self-presentation with users decision on how much information to display on FB (Walther et al., 2008). Difference of FB from other SNSs comes from the fact that users tend to know their friends to a large extent (Lewis & West, 2009) and forms new relationships and friendships (Ross et al., 2009).

When FB is thought as an educational tool, Muñoz & Towner (2009) points out that teachers and students can create groups for specific purposes of the courses or can share links, websites, videos and various documents to tailor the courses for students' different learning styles and expectations. Here users can create content and choose what to focus or ignore among mass-produced content (Pempek, et al., 2009). A separate account for educational activities is needed to protect professionalism and not to cross the boundary of the teaching-student relationship (Muñoz & Towner, 2009).

Other benefits of FB as an educational tool are that teachers can inform their students about the upcoming events, give homework, share links; students may ask each

other about the homework, examinations and carry out projects cooperatively; teachers can exchange information and experiences with others teachers in the other countries so teacher education programmes also need restructuring to serve digital natives' needs better (Balçıkanlı, 2010a).

The adoption of Facebook is gaining popularity among students in many universities (Hew, 2011) because according to statistics SNSs are gaining popularity and FB is the leading one among others (Doğruer et al., 2011; Çoklar, 2012). All these studies show the importance of FB and gives clues on how to implement it in educational contexts.

2.5.2 Research on Facebook

According to Warschauer and Meskill (2000), students need to be given maximum opportunity for authentic social interaction to get comprehensible input and practice kinds of communication, which reminds us FB facilities to be used in educational settings. Hargittai and Hinnant (2005) also dealt with the effects of FB and found a relationship between parental education and use of some SNSs and women are more likely to use such services than are men. They also found that students who live at home with their parents are considerably less likely to use SNSs than those who live with roommates or on their own. Students who have more resources are spending more time on these sites and have more opportunities to benefit from them.

Students need guidance and monitoring while using online resources for educational purposes in the long term so that they will get the right material for individual learning needs. Otherwise, students may not turn this activity into study skills because of certain reasons like lack of time (Kung & Chuo, 2002). Likewise, if students are directed well by their teachers on how to use FB for learning purposes, they can use it all their lives and benefit from it properly. Students can also develop certain strategies like openness and positivity to maintain on-line relationships (Wright, 2004). Of course teacher intervention on function, content, and accuracy is needed (Meskill & Anthony, 2005).

Keeping up with distant friends and messaging were found to be some of the main ways Facebook is used for social interaction (Golder et al., 2007). According to Ellison, Steinfield and Lampe (2007) online SNSs support both the maintenance of existing social ties and the formation of new connections and Facebook use among

college-age respondents is significantly associated with measures of social capital. However, there might be some problems concerning distraction, procrastination and stalking (Stern & Taylor, 2007). FB is a means of communication, increase motivation and affective learning and lead to a more comfortable classroom climate (Mazer, Murphy & Simonds, 2007). Students can still search knowledge without face-to-face contact (Banks & Faul, 2007) since they can go on learning in online environments (Banks & Faul, 2007). Students were found to have positive attitudes towards WBL (Son, 2008) and find online activities valuable in terms of accessing information, receiving instant feedback on exercise errors and the ability to work by themselves but there might be lack of interaction and ability to deal with individual differences, which necessitates proper teacher intervention (Son, 2007).

Participating in WBL sessions could help students to develop positive attitudes towards online environments (Son, 2008). SNSs like MySpace, LinkedIn and Facebook have replaced old media (e.g. television) in terms of communication and interaction and FB was found to be mainly used to keep in touch, to learn about old friends and maintain or re-connect relations (Joinson, 2008). FB use was found to increase in recent years by allowing individuals to keep in touch with a wide network of individuals and providing the technical support needed for social interaction to occur (Steinfeld, Ellison & Lampe, 2008). A group page can be created so that students can ask for advice, help, contact details, resources and general assistance, which makes FB a LMS (English & Duncan-Howell, 2008). Students were found to be significantly more likely to have a private profile if (1) the student's friends, and especially roommates, have (2) the student is more active on Facebook; (3) the student is female; and (4) the student generally prefers music that is relatively popular (Lewis et al., 2008). In the case of social attractiveness and extraversion, individuals who have too few friends or too many friends are perceived more negatively than those who have an optimally large number of friends, that is, 300 (Tong et al., 2008). Consequently, the Internet provides new ways for identity production and can be harnessed to deal with limitations in face-to-face situations. Being an example of online environment, FB allow users to present themselves and such digital selves can enhance users' self image as they have real consequences for the lives of the individuals who constructed them (Zhao et al., 2008). Friends' actions were also considered in that results showed that complimentary, prosocial statements by friends about profile owners improved the profile owner's

social and task attractiveness (Walther et al., 2008). Position in the peer network was found significant by teenagers in that they expressed ideas on what, how and to whom they reveal personal information, drawing their own boundaries about what information to post and what to keep off the site (Livingstone, 2008). However, there may be inconsistency between preference to use Web 2.0 technologies and implementing them in classes (Ajjan & Hartshorne, 2008) and when utilized properly FB can influence students with low self-esteem and bridge social capital. According to Karabıyık (2008) students did not find themselves completely independent of the teacher but somewhere in the middle. Therefore, teacher education programs should focus on how to foster autonomous learning and turn student characteristics into advantages.

FB facilities, technological capabilities and offline interaction have attracted attention of researchers (Sturgeon & Walker, 2009) and it has been researched from different aspects like social capital, identity, privacy and academic purposes (Bosch, 2009). Individuals high on the trait of extraversion were found to belong to significantly more Facebook groups and higher levels of openness to experience were associated with a greater tendency to be sociable through Facebook (Ross et al., 2009). Technology integration can be a supporting tool to facilitate student-centered learning and personal proficiency (Choy et al., 2009). SNSs were found to be used for daily communication but how to design learning content and activities seems to be the key factor for an effective education (Park & Kastanis, 2009). Digital natives are defined as those born around 1989 and considered to be better at using new technology than the previous generation, that is digital immigrants, since they were born into high-tech environments. So they are expected to play a more active role in technology integration in their future classes as they have positive attitudes towards technology. Pre-service teachers were found to support technology integration but have some hesitations about overuse of technology, which suggests modifications in teacher training programs to help them gain knowledge, skills, and experiences (Lei, 2009).

Although FB is a popular website, it still needs more research to understand how to use it for what purposes (Greenhow, 2009). If students see that teachers have a FB account too they can report higher levels of teacher credibility (Mazer et al., 2009). FB was seen as social tool for communication and some other activities such as stalking and browsing but there were also concerns about privacy (Lewis & West, 2009). Other popular activities on FB cover staying in touch or reconnecting with friends, learning

information about others and self-presentation (Pempek et al., 2009). People prefer SNSs for their means for building and maintaining relationships and self-expression (Urista et al., 2009) and FB helps students to be engaged in meaning-making activities, experience role conflict in their relationships with university work and teaching staff (Selwyn, 2009). When gender, socioeconomic background, life satisfaction, social trust or political participation were examined it was seen that female students were more likely to have a Facebook account than male students. Students' socioeconomic background did not have a linear relationship with having a Facebook account and Facebook members and nonmembers did not differ in terms of their life satisfaction, social trust or political participation (Valenzuela et al., 2009). Users' personal information is available to friends but if needed some information can be kept private. The average number of Facebook friends was found to be far higher than the number of real-life friends and there was a tendency not to become friends with parents on FB, the reason for which may be keeping certain information (West et al., 2009). If student teachers have learning experiences on FB they can promote active learning through a learning community and test the effectiveness of on-line learning communities in their future classrooms (Muñoz & Towner, 2009).

FB is found to have a significant positive relationship with usefulness, ease of use, social influence, facilitating conditions and community identity. Besides, usefulness is considered as the most important factor in the adoption of FB and rapid increase in the number of its users (Mazman & Usuluel, 2010). Students were found to use their accounts either daily or multiple times per day and they reported that FB did not impact their academic performance but they had poor time-management skills (Kirschner & Karpinski, 2010). Both male and female FB users were found to be more willing to initiate friendships with opposite-sex profile owners with attractive photos (Wang et al., 2010). Some friendship invitations can be declined, which may inhibit people from making friend requests via Facebook (Wang et al., 2010).

Student teachers can recognize their strong and weak points via reflection on FB and teacher autonomy can be included in teacher education (Balçıklı, 2010b). Although EFL teachers have positive attitudes toward ICT they have some complaints like lack of computer or Internet access and thus they may not use them for their professional development and language teaching practices (Karakaya, 2010). Only a small proportion of the students disagree and say FB is not a suitable place to learn

(Kabilan et al., 2010). As for language learning contexts, Yaratana and Kural (2010) investigated the current state of instructional technology use in English language classes at middle schools in North Cyprus and the research revealed that although teachers are mostly positive about technology use in language classes, instructional implementation is below the desired rates due to some restrictions mainly lack of technological means and time.

Purposes behind the use of FB are various such as maintaining existing relationships, making new relationships, using for academic purposes and following specific agenda (Mazman & Usluel, 2011). Social presence was found as the strongest impact on We-Intention to use FB (Cheung et al., 2011). According to Anderson (2011), FB offers a real context to discuss a topic and thus txtng is saving time, energy and characters as well as being innovative and creative, which can also enhance critical thinking. FB is not only used to entertain but also to come together, to reestablish connection with the people they had forgotten and to get in touch with people they knew so it is found very lively and colourful (Doğruer et al., 2011) but interpersonal and power dynamics should be considered when FB is used with tutorial groups with college students (Reid, 2011). Such CMC tools can function as social environment along with enhancing educational domains (Pasfield-Neofitou, 2011). In a study it was found out that most students are using social networking every day, which suggests widespread use of FB among users but although they viewed FB positively for communication purposes they did not prefer using FB to communicate with professors (Kumpikaite, Duoba & Taraskevicius, 2011). There might be concerns on distractions on FB but no relationship was found between frequency of FB use and time spent on preparing for class; however there was a significant negative relationship between frequency of engaging in FB chat and time spent on preparing for class (Junco, 2011).

FB can increase the productivity of students and improves their interest in other issues like environment and communication (N. Petrović, D. Petrović, Jeremić, Milenković & Ćirović, 2012) but teachers should be careful about defining and reaching course goals and encourage L2 usage on FB (Eren, 2012) because if there is no relation between FB activities and course objectives, then learning might seem artificial and meaningless on the eyes of learners. As is seen, student and teacher roles are changing in line with changing technology and needs and today's learners are good at handling their studies so new technologies like SNSs, namely FB can be applied to increase

students' intrinsic motivation for continuous involvement in learning activities (Lam, 2012) but both teachers and students need more freedom to use social media in classes and how to they utilize them outside the class and thus implement suitable strategies (Fewkes & McCabe, 2012).

2.5.3 Advantages of Facebook

There are many advantages of using FB in foreign language education if used properly and some of them are exemplified below:

- It increases skill in technology, exposure to varied views and talent to work on group projects as well as helping students to develop an optimistic image of themselves (Hargittai and Hinnant, 2005).
- Users can maintain contact with friends, develop a network with other people, reunite with old classmates or friends, meet people with similar interests, networks for groups and organizations, share recent news about a person's life or get the latest news (Bugeja, 2006).
- Students can feel a sense of belonging and build different kinds of connections (Educause Learning Initiative, 2006).
- Students can act more comfortably while communicating with the teacher about the questions and concerns (Mazer et al., 2007).
- There is social interaction among students while they share ideas about how to use it, an important learning activity (Lockyer & Patterson, 2008).
- It helps formation of community as well as reinforcing group reinforcement, encouragement and support between teachers and students (English & Duncan-Howell, 2008).
- There can be positive learning outcomes and experiences (Lockyer & Patterson, 2008).
- It contributes to democratic culture and help students to self-critical, self-reflective and collectively intelligent (Greenhow, 2009).
- Students can carry out various actions like reflecting on the university experience and exchanging practical and academic information (Selwyn, 2009).
- Teachers can inform parents about their children (McVey, 2009).
- FB can develop socio-pragmatic competence, create a sense of community, enhance the quality of their classrooms, guide learners to utilize various e-tools

for academic purposes, create a dynamic learning environment and promote critical thinking, authentic language learning opportunities. Besides, it creates mutual interdependence, connectedness, trust, interactivity, shared expectations and goals among members and promote cross-cultural competence (Blattner & Fiori, 2009).

- It can help students with low self-esteem and life satisfaction and to generate peer review on their written work (Bosch, 2009).
- Teachers can modify their teaching style via reflection and break news (Greenhow, 2009).
- Students can feel more comfortable and participate in class more (Sturgeon & Walker, 2009).
- It fosters communication and can be utilized for language learning (Kabilan et al., 2010).
- Students can communicate, collaborate as well as sharing resources and materials (Mazman & Usluel, 2010).
- Teachers can easily sustain their relationships with their students and contribute to their professional development (Reid, 2011).
- Teachers can post homework and upcoming events. (Bynum, 2011).
- It can promote active learning through discussions, peer-reviewing and communication as well as initiating management skills, decision making skills, and calculation skills (Zainuddin et al., 2011).
- FB save time spent in the classroom and help learners to adopt new learning strategies (Balaman, 2012).
- Teachers have the control over the content, foster positive relationship with the students. Also, it can offer learners a good context for social interaction to emerge in a non-threatening way and to expand teachers' professional repertoire (Cephe & Balçıkanlı, 2012).
- FB is accessible, free and enables students to share information (McCarthy, 2012).
- Users disseminate information, inform everyone and access to information (Çoklar, 2012).

2.5.4 Disadvantages of Facebook

Despite its numerous benefits, FB took criticism and some of the downsides of FB are given below:

- Sharing inappropriate content might cause bad reputation for personal relationships (Bugeja, 2006).
- Teachers may have some hesitations on how much information to disclose (Mazer et al., 2007).
- There can be unwanted messages, stalking, and private information made public (Stern & Taylor, 2007).
- There can be concerns about security, privacy, inappropriate content and cyber bullying (Griffith & Liyanage, 2008).
- The lines between the personal and professional roles of the lecturer and students should be paid attention as it might be slow or requires considerable time to plan (Lockyer & Patterson, 2008).
- Some students may be against releasing information about themselves, some teachers may be incompetent in using Facebook and lack necessary technological resources (Bosch, 2009).
- Users could have some fear about the process (Blattner & Fiori, 2009).
- Some schools may put restrictions on the use of FB (McVey, 2009).
- Teachers may be concerned with sharing materials (Greenhow, 2009).
- It can cause addiction (Harrison & Thomas, 2009).
- Students may waste time or have negative attitudes (Kabilan et al., 2010).
- Some educational institutions may ban FB access and block SNSs (McCarthy, 2012).
- Some other negative sides include following: being nested with entertainment, doubt for the accuracy of shared information, problem of control mechanism, informational convergence, excessive information overload, distractions and lack of visual sharing (Çoklar, 2012).

2.5.5 Facebook and Language Teaching

FB adoption can result from various purposes and one of this purposes can be education and learning like foreign language learning. Here FB usage for educational purposes are discussed in detail.

As many people have FB accounts and use them frequently, we can benefit from FB to teach language skills to our students (Stern & Taylor, 2007). People can have more friends on FB they have never seen, share pictures in their online albums, discuss their interests and hobbies, and list their friends. So they interact with one another through comments and messages. All these features make FB unique as an on-line environment (Zhao, Grasmuck & Martin, 2008). When students are engaged in FB activities they will have opportunities to construct their knowledge with the help of community of practice and collaboration, learn informally and develop cross-cultural understanding (Wenger, 1998). Moreover, students are easily connected with each other and share any type of information (Abel, 2005).

According to Kabilan et al. (2010), FB can be an online learning environment to facilitate English language learning in terms of improvement of language skills, confidence, motivation and attitude even out of the class. FB applications can join teachers and students via a course link and setting up video conferences, posting comments for the class, putting assignments, announcements, documents, and discussion topics (Blattner & Fiori, 2009). Dynamic structure of FB makes it appropriate for learning functional and grammatical aspects of the language like learning writing, vocabulary and reading incidentally (Akbulut, 2007; Shahrokni, 2009). FB can be considered as an educational community where learning materials are shared, students can get information about the assignments and announcements and discuss elements of the course, keep in touch with other students, distribute course notes, connect with library groups along with sharing lots of information like photographs, videos and other images (Bosch, 2009). Additionally, students can have positive relationships in their virtual identities and teacher credibility can be enhanced (Mazer et al., 2009). FB can result in successful learning when used properly (Park & Kastanis, 2009) in that students can learn how to negotiate meaning via their comments and sharings, students will feel more relaxed, learn from each other and be responsible for their own learning. As they work with their peers and friends they will get a sense of belonging and learn new words while playing games. When used appropriately FB can improve English writing, reading and vocabulary (Kabilan et al., 2010).

Certain FB facilities like chat tool, discussion board, and email and messaging can provide learners with scaffolding they need to positively influence cognitive development and optimize their zone of proximal development (Zainuddin et al., 2011).

Likewise, mobile phone FB application could enhance meaningful and individual learning with its facilities like authentic material, real-life activities, student-centered education (Shehri, 2011). Students can discuss about their courses, homework, revise and share information with each other but it can be distractive when exaggerated and potential harms could be procrastination, distraction and privacy issues (Vivian, 2011). Thanks to its facilities like text-messages, video-chatting and video-conferences FB has affected all domains of life from entertainment, shopping, banking, communication to education. Students get an opportunity to practice and reinforce their previous and new knowledge, socialize by contacting with their old friends and meeting with new ones (Piriyasilpa, 2011). Audial and visual capabilities of FB make it an educational tool. As students will get notifications about what is happening on their page they will be kept informed about their classes (Çoklar, 2012). FB could be effective for educational purposes for various reasons like its popularity, ease of use, synchronous and asynchronous forms of mentoring and forming a professional online presence. Additionally, students can get feedback with the help of a project and improve their academic performance and development (McCarthy, 2012).

3. RESEARCH METHODOLOGY

3.0 Presentation

In this chapter, research design, participants, instruments and methods of data collection and analysis of the study are reviewed.

3.1 Research Design

The aim of this study is to find out student teachers' and teacher educators' perceptions about the use of Facebook in English language teaching in terms of language skills and areas, types of use, age group(s) and language level(s). This study is based on the complementary purposes of the mixed methods research, that is, both qualitative and quantitative methods, in order to obtain more valid and reliable research findings.

Mixed methods research leads to a more practical way for the researcher to benefit from both quantitative and qualitative research methods. Mixed method includes both qualitative (textual data) and quantitative (numeric data) methods to benefit from their strong aspects and make the research more sound by unifying them. Triangulation, including a combination of various data sources and research methods, played an important role in mixed method to have a better understanding about the phenomenon inquired. Both methods have their own data collection and analysis methods. Quantitative research is said to be more objective while qualitative research is thought to be more subjective. In qualitative research there is iteration since we move back and forth between data collection and data analysis so saturation happens when there is enough data covered (Dörnyei, 2007). Likewise, in this study, both qualitative (written and oral interviews) and quantitative (calculating frequency, percentages and chi-square, mean, standard deviation) research methods were used to avoid the limitations of purely quantitative or purely qualitative studies. This way, a more practical and reliable research methodology was employed and this allowed the researcher to select different methods in order to answer the research questions in a broader sense. After the written interview, an oral interview was conducted to gather detailed data concerning the participants' ideas. The qualitative data obtained are analyzed by using categorization given in the research questions, namely types of use with the help of constant comparison method of grounded theory.

In this study retrospective interview was performed by showing the participants the answers they wrote in the WIF and asking the reasons behind their opinions. This is also referred to as stimulated recall. The oral interview was semi-structured in that there were pre-determined questions but the researcher allowed for digression or elaboration to fully understand participants' thoughts. Their answers were instantly transcribed in order not to miss any non-verbal clues like facial expressions and gestures. Their WIF answers were shown to them to provide stimuli and remind them their initial thoughts while answering the questions. After data collection, data analysis was carried out with categorization and the textual data were coded in the category of types of use. The details of the categories were gathered from emerging topics from the data, which required in vivo coding of the grounded theory. Now let's look at them in detail to have a better idea of data categorization.

The informed grounded theory (Thornberg, 2012) was put forward as a criticism against the grounded theory which was proposed by Glaser and Strauss in 1967 and was described as an inductive qualitative method, that is "the discovery of theory from data" (p. 1) because it was said that delaying reading literature till the end of analysis can be counter-productive since researcher could miss some important points or end up with unrelated products. Besides, a new theory to be developed should possess some properties like being general and understandable enough to cover the necessary basis, easy to practice by anybody and flexible to make changes in time. Additionally, the theory should comply with social beliefs, everyday life realities and changing facts (Glaser & Strauss, 1980).

3.2 Universe and Participants

The universe of the study includes student teachers and teacher educators in English Language Teaching (ELT) programs in Turkey. The participants of this study were 221 student teachers and 6 teacher educators in English Language Teaching Department at Gazi University. The participants were purposefully selected for three reasons. Firstly, they are the seniors who have taken the necessary courses on methodology and educational sciences and are doing practicum as teachers at schools so in a sense they are both teachers teaching at schools and students who are taking courses to complete their own education. Secondly, they wanted to participate voluntarily so their answers are expected to be reliable. Finally, Gazi University ELT program can reflect similar programs in Turkey well as it has one of the largest programs in this

field. 221 students were given the WIF and 21 of them were interviewed in the fall semester of the 2012-2013 academic year. In addition to the student teachers, 6 teacher educators who were purposefully chosen in relation with their study areas and interests in technology also filled in the WIF and had an oral interview with the researcher. This way both student teachers' and teacher educators' perceptions about the use of FB in English language teaching were obtained in detail from different perspectives.

3.3 Data Collection Instruments

In this study data were collected with the help of a written interview form (WIF) and oral interviews. The WIF consists of questions about demographic features and perceptions about FB use in English classes. The oral interviews, on the other hand, were in the form of semi-structured, in-depth, face-to-face, single-sessions. The WIF was piloted with 21 pre-service teachers enrolled in the same class to test the appropriateness of the interview items and identify any misunderstanding in the language. Expert opinion was gathered from 3 field experts for data reliability. Based on the feedback and comments from the pilot survey, necessary revisions were made in the interview forms. First the WIF was applied to the student teachers and teacher educators and then oral interviews were carried out. In oral interviews, as the participants did not have any predetermined options like the ones in the WIF, they produced their own answers without having to select from the given alternatives. As a result, limitations of ordinary multiple choice questionnaires were minimized. Each participant was given a number in the interview form so that s/he could be addressed in the later discussions with that number, no personal information was revealed and more reliable and detailed data were gathered.

Of the 223 total WIF papers, 2 were eliminated due to incomplete data or irregular answers so there were 227 participants, 221 student teachers and 6 teacher educators.

3.4 Data Analysis

In this study, data were collected in qualitative methods but analyzed in both quantitative and qualitative methods, which provides triangulation. Qualitative data analysis method was employed to analyze students teachers' and teacher educators' responses and get deeper information. The quantitative phase of data analyses include the quantification of the textual data, that is, calculating percentages(%), frequencies(F),

mean, standart deviation and chi-square measures (χ^2) for the research questions and analysis of the socio-demographic features. As for the qualitative phase of data analysis, it consists of thematic categorization of the data that relate to the choices of the student teachers concerning types of use (inside/outside the class activities and self study tasks). While relating the emerging data with the categories, the constant comparison method of grounded theory was applied through in vivo coding. Tables were stored in a digital environment. This way, computer-assisted qualitative data analysis software (CAQDAS) was often utilized in research so that researchers could save documents, made changes by adding or deleting an item, reorganized a text easily and added graphics and tables. It is useful in data storage and analysis as well as being cost- and time effective (Duff & Séror, 2005). Besides, quantitative data analysis was carried out via the Statistical Package for Social Sciences (SPSS)-16 to calculate frequencies(F), percentages(%), chi-square measures (χ^2), mean scores ($\bar{x}$) and the standart deviation (SD) and to obtain crostabulation tables.

According to the grounded theory put forward by Glaser and Strauss (1980) generating a theory consists of ongoging changing procedures in a messy way. Therefore, while coding the data according to the previously defined category, the constant comparison method of grounded theory was applied via in vivo coding, a process yielding a detailed framework for the categories. The constant comparison method includes four stages namely comparing incidents, integrating categories, delimiting and writing the theory. Diversity in data is taken into consideration to develop categories in terms of similarities and differences (Glaser & Strauss, 1980). Related concepts and their properties about the theory are described in the analytic process of the initial coding, that is open coding. When certain concepts refer to common or similar properties they are put under a common category. However, in axial coding previously described categories are related to their subcategories to make more detailed explanations like when, why and how it occurs. Categories can be formed with responsents' interperatation, which is named "in vivo codes" and interpretation may be needed in this phase. Selective coding is when we reach theoretical saturation and refine the theory (Strauss & Corbin, 1998).

4. FINDINGS

4.0 Introduction

In this chapter, findings of the study will be given in light of the qualitative and quantitative data gathered.

4.1 Gender of Participants

Table 2

Gender of Participants

Gender	Frequency(F)	Percentage(%)
Male	38	18%
Female	173	82%
Total	211	100%

Student teachers' demographic features such as their gender, age and possession of FB accounts were taken into consideration to examine whether these features are variables that affect the outcome of the study or not.

As is seen in Table 2, there are 211 (100%) student teachers and 38 (18%) are males and 173 (82%) are females, forming the majority of the total population of seniors in Gazi University's ELT program.

4.2 Age of Participants

Table 3

Age of Participants

Age Group	Frequency(F)	Percentage(%)
18-20	6	3%
21-23	190	90%
24-26	14	6.6%
27+	1	0.4%
Total	211	100%

Table 4

Mean and Standart Deviation of Age

	N	Minimum	Maximum	Mean	Std. Deviation
Age	211	1	4	2.05	.335
Valid N (listwise)	211				

As part of demographic features, participants' age group was also considered for more detiled anaysis of the data. The age groups of participants were defined and categorized as 18-20, 21-23, 24-26 and 27⁺. Considering the average age when students start university in Turkey, it was assumed that they are most probably between 21 through 23. Of course there can be seniors under 21 or over 23 but they are mostly 21 to 23 years old. If another categorization had been applied, it would have been difficult to categorize age groups of students between 18 and 22 because 18-year-olds and 22-year-olds would have been put under the same category, which would cause confusion. Therefore, a categorization different from the ones in the literature was applied to better serve our purposes.

When we look at Table 3 we see the total frequency of the age groups. It is seen that of the 211 student teachers, 6 are aged between 18-20; 190 are aged between 21-23; 14 are aged between 24-26 and 1 is aged 27⁺. When these frequencies are calculated as percentages, it was found out that 3% of them are aged between 18-20, 90% of them are aged between 21-23, 6.6% of them are aged between 24-26 and 0.4% one of them is aged 27 or over. In light of the data, it can be said that the validity of the categorization was justified since participants aged between 21-23 were found to comprise a great majority of the total participants. Table 4 gives us the mean score and the standart deviation of the ages of the participants, which indicates that there is little difference between their ages and most of them are around 22 years old.

Table 5

Gender-Age Relationship

			Age				Total
			18-20	21-23	24-26	27+	
Gender	Male	Count	2	33	3	0	38
		% within Gender	5.3%	86.8%	7.9%	.0%	100.0%
	Female	Count	4	157	11	1	173
		% within Gender	2.3%	90.8%	6.4%	.6%	100.0%
Total		Count	6	190	14	1	211
		% within Gender	2.8%	90.0%	6.6%	.5%	100.0%

Table 5 on gender-age relationship shows the frequencies and percentages of male and female participants in terms of gender and age. When we look at male participants (N=38) it is seen that 2 of them (5.3%) are aged between 18-20, 33 of them (86.8%) are aged between 21-23 while 3 of them (7.9%) are aged between 24-26 and finally no male participants are aged 27 or over. As for female participants (N=173), 4 of them (2.3%) are aged between 18-20, 157 of them (90.8%) are aged between 21-23 while 11 of them (6.4%) are aged between 24-26 and 1 one of them (.6%) is aged 27 or over.

When we look at the total frequencies (N=211) and percentages (100%) in terms of age regardless of gender, it is seen that 6 participants (2.8%) are aged between 18-20, 190 participants (90.0%) are aged between 21-23 while 14 participants (6.6%) are aged between 24-26 and 1 participant (.5%) is aged 27 or over. As is seen in Table 5 above, high majority of participants (N=190 out of 211) are aged between 21-23.

4.3 FB Ownership of Participants

Table 6

Gender-Based FB Ownership of Participants

Gender	NFB(F)	YFB(F)	Frequency	Percent
Male	4	34	38	18%
Female	33	140	173	82%
GBTF	37	174	211	100%
GBTP	17.5%	82.5%	100%	

NFB represents participants who do not have a FB account, YFB represents participants who have a FB account and (F) represents frequency. GBTF represents gender-based total frequency while GBTP represents gender-based total percentage.

Table 7

FB Ownership of Participants in Total Frequency and Percentage

	Frequency	FA N M	FA N F	FA Y M	FA Y F
	211	4	33	34	140
Gender Based Percentage		10.8%	89.2%	19.5%	80.5%
Total Percentage		1.9%	15.6%	16.1%	66.4%

Another element of demographic feature in this study context was to find out whether participants have a FB account or not. FA N M represents participants who are male and do not have a FB account. FA N F represents participants who are female and do not have a FB account. FA Y M represents participants who are male and have a FB account. FA Y F represents participants who are female and have a FB account.

When we look at Table 6 we see that of the 211 participants 174 have a FB account while 37 do not, which means 82.5% of them have a FB account while 17.5% of them do not. This finding shows that the majority of the students own a FB account. It is also seen that 34 males and 140 females have a FB account while 4 males and 33 females do not. If we have a more detailed look at the figures, of all the male and female participants who do not have a FB account, it is observed that 10.8% are males as opposed to 89.2% females. Of all the FB account owners among the participants, males form 19.5% whereas females form 80.5%.

It is seen in Table 7 that 1.9% of the total score belongs to males who don't have a FB account and 15.6% of the total score belongs to females who don't have a FB account while 16.1% of the total score belongs to males who have a FB account and 66.4% of the total score belongs to females who have a FB account. It can be said that FB membership was widespread among the seniors in Gazi University's ELT department.

4.4 Types of FB Use for ELT in Order of Importance

Table 8

*Types of FB Use for ELT in Order of Importance **

Types of FB Use	Points	Percentage
In-class	333	38%
Outside-the-class	291	33%
Self-study	258	29%
Total	882	100%

*The least point represents the highest importance.

In the WIF, student teachers ordered the items in Table 8, namely types of FB use as *in-class*, *outside-the-class* and *self-study*. The participants gave 1, 2 or 3 points, 1 being the most important and 3 the least important. Therefore items with lower scores are considered more important than the ones with higher scores. Although some of the participants (27.5%) did not favour the use of FB in English classes, they expressed their views on *what skills to be taught*, *order of importance*, *what age group(s) and language level(s) to be taught English via FB*. Naturally these views were not taken into consideration in the analyses.

When we look at Table 8 it is seen that participants gave a total of 882 points for the order of importance. Of the 882 points, 333 went to the in-class item, 291 to the outside class item and finally 258 to the self study item. Table 8 above shows that 38% of the points belong to the in-class item while 33% of the points belong to the outside-the-class item and finally 29% of the points belong to the self-study item. The in-class type of use appears to be the least important type of use to be applied via FB. The outside-the-class technique is seen as a mildly important type of use and finally the self-study type of use proved to be the most important.

It is seen that the percentages of the items (38%, 33% and 29%) are close to each other. Yet the self-study item stands out as the most important followed by the outside-the-class item in the second place and the in-class item in the third place.

4.5 Participant Opinions on FB Integration into English Classes

Table 9

Gender-Based Participant Opinions on FB Integration into English Classes

Gender	A	D	UN	FREQ
Male	26	12	0	38
Female	120	46	7	173
Frequency	146	58	7	211
Percentage	69.2%	27.5%	3.3%	100%

A refers to those who agree with FB integration into English classes while D refers to those who disagree with the idea and finally UN refers to those who are undecided about the idea.

Table 10

Participant Opinions on FB Integration into English Classes in Total Frequency and Percentage

	F & %	FTE N M	FTE Y M	FTE UN M	FTE N F	FTE Y F	FTE UN F
Gender- Based Percentage	211	12	26	0	46	120	7
Total Percentage	100%	5.7%	12.3%	0%	21.8%	56.9%	3.3%

FTE N M represents male participants who are against FB integration into English classes, FTEY M represents male participants who are in favor of FB application, FTE UN M M represents male participants who are undecided about FB application while FTE N F female participants who are against FB integration into English classes, FTE Y F represents female participants who are in favor of FB application and FTE UN F represents female participants who are undecided about FB application.

The WIF has an item which asks whether participants think that it is possible to teach English via FB and we see the overall results concerning this matter in Table 9.

There were positive and negative perceptions towards FB integration as well as neutrality and the results were categorized accordingly.

When we look at Table 9 in terms of gender, it is seen that of all the 211 participants, 26 males favoured FB integration into English classes while 12 were against the idea and there were no males who were undecided. Of all the females, 120 favoured FB integration into English classes while 46 were against the idea and 7 were undecided. Of all the responses including those of the males and females, 146 (69.2%) were positive, 58 (27.5%) were negative and finally 7 (3.3%) were neutral.

When we look at Table 10 we will see more detailed answers within the same gender and overall results. 31.58% of the males were found to be against the idea of FB integration into English classes while 68.42% of them were found to be in favor of the idea and none of the males were undecided. Female participants had different percentages in that 26.6% were found to be against the idea of FB integration into English classes while 69.4% of them were found to be in favor of the idea and 4% of them were undecided.

The overall results show that 5.7% of the total scores belong to males with negative perceptions towards FB integration into English classes, 12.3% belongs to males with favorable perceptions and 0% goes for undecided males; 21.8% belongs to females with negative perceptions while 56.9% belongs to females with favorable perceptions and 3.3% goes for undecided females. As is seen in tables high majority of the participants (69.2%) were in favour of FB integration into English classes and female participants showed more positive perceptions (56.9%) compared with their male counterparts (12.3%).

Table 11

FA-FAELT Relationship

			FAELT			Total
			FAY	FAN	FAUN	
FA	Yes	Count	132	40	2	174
		% within FA	75.9%	23.0%	1.1%	100.0%
	No	Count	14	18	5	37
		% within FA	37.8%	48.6%	13.5%	100.0%
Total		Count	146	58	7	211
		% within FA	69.2%	27.5%	3.3%	100.0%

Table 11 shows the relationship between the opinions of the participants who have a FB account and the opinions of the participants who don't regarding FB integration into English classes. Y stands for yes, N stands for no and UN stands for undecided.

Table 11 shows that of the 174 participants (100%) who have a FB account, 132 (75.9%) are positive about FB integration into English classes, 40 (23.0%) are negative about the application and 2 (1.1%) are undecided. When we look at the 37 participants who don't have a FB account, we see that 14 (37.8%) are positive about FB integration into English classes, 18 (48.6%) are negative and 5 (13.5%) are undecided.

When we look at the total frequencies and percentages of the 211 participants (100.0%), 146 (69.2%) are positive about FB integration into English classes, 58 (27.5%) are negative about the application and 7 (3.3%) are undecided about the application.

Table 12

Chi-Square Tests of FA and FAELT

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.744 ^a	2	.000
Likelihood Ratio	23.442	2	.000
Linear-by-Linear Association	26.482	1	.000
N of Valid Cases	211		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 1.23.

When we look at Table 12 we see the chi-square tests (χ^2) of FA and FAELT, that is the relationship between the participants' having a FB account and their perceptions about FB integration into English classes. Statistical significance was set at a *P* value of <0.05. The results are significant as probability co-efficient is less than 0.05 ($p < 0.05$), that is there is relationship between the participants' having a FB account and their perceptions about FB integration into English classes.

Table 13

Gender- FAELT Relationship

			FAELT			
			FAY	FAN	FAUN	Total
Gender	Male	Count	26	12	0	38
		% within Gender	68.4%	31.6%	.0%	100.0%
	Female	Count	120	46	7	173
		% within Gender	69.4%	26.6%	4.0%	100.0%
	Total	Count	146	58	7	211
		% within Gender	69.2%	27.5%	3.3%	100.0%

In Table 13 we see gender-FAELT relationship, that is the relationship between gender and participant opinions on FB integration into English classes as positive (Y for yes), negative (N for no) and undecided (UN for undecided).

It is seen that of 38 male participants (100.0%) in total, 26 of them (68.4%) are positive about FB integration into English classes, 12 of them (31.6%) are negative about the application and no male participants are undecided about the application. As for females, of 173 female participants (100.0%), 120 of them (69.4%) are positive about FB integration into English classes, 46 of them (26.6%) are negative about the application and 7 of them (4.0%) are undecided about the application. It can be said that high majority of both male participants (68.4%) and female participants (69.4%) are in favor of FB integration into English classes.

When we look at total frequencies (N=211) and percentages (100.0%) it is seen that 146 participants (69.2%) are positive about FB integration into English classes, 58 participants (27.5%) are negative about the application and 7 participants (3.3%) are undecided about the application, which suggests that FB integration into English classes is highly appreciated among student teachers.

Table 14

Chi-Square Tests of Gender-FAELT

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.824 ^a	2	.402
Likelihood Ratio	3.056	2	.217
Linear-by-Linear Association	.103	1	.749
N of Valid Cases	211		
a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 1.26.			

When we look at Table 14 we see chi-square tests of gender-FAELT relationship, that is the relationship between gender and participant opinions on FB integration into English classes. Statistical significance was set at a *P* value of <0.05. The results are not significant as probability co-efficient is not less than 0.05($p > 0.05$).

This is assumed to result from unequal gender distribution in that there were 38 male participants while 173 female participants.

4.6 Findings on Teacher Educators

6 teacher educators in English Language Teaching program at Gazi University were chosen according to their research areas, publications and interests about technology integration into English Language Teaching. First they were given the WIF and had oral interview. Below are findings from the two interviews.

Of the 6 teacher educators 2 were females and 4 were males and all have got a FB account. Their ages were 33, 52, 41, 38, 41 and 36 respectively according to the order of the interviews. As for FB integration into English classes, 5 of them were in favor of the application while one of them , 4th interviewee, was neutral about the application. Again 5 of them thought all language skills and domains can be taught via FB while one of them (4th interviewee) thought only listening, reading and writing can be enhanced with the help of FB. When we look at the order of importance of types of use, we see that in-class had 15 points while outside-the-class had 9 points and self-study had 8 points which shows self -study was seen as the most important, outside-the-class was mildly important while in-class was seen as the least important type of FB use. If we look at teacher educators' preferences about the age group and language levels to be taught English via FB we see that young learners were preferred 2 times while adolescent 6 times and adults were preferred 5 times. This shows us that teacher educators think that adolescents are the best age group to be taught via FB while adults are secondarily appropriate and young learners are the least preferable age group to apply FB to teach English. As for language levels, beginner level was preferred 3 times while intermediate 6 times and advanced levels 5 times, which suggests intermediate level was the most preferred language level to be enhanced via FB while advanced level was in the second place and beginner level was in the third place according to teacher educators.

5. DISCUSSION

5.0 Presentation

This chapter presents discussion of the research questions.

5.1 Discussion of the Research Question 1

Research Question 1: *What are the student teachers' and teacher educators' perceptions about the use of Facebook in English language teaching?*

Both in the WIF and oral interview analyses, it was seen that of the total participants (N=211 with 100%), an overwhelming majority of the participants (N=146 with 69.2%) were in favor of integrating FB into English classes although there was opposition (N=58 with 27.5%) or indecision (N=7 with 3.3%). Therefore, it can be said that about 70% of seniors in Gazi University's ELT program have favorable perceptions towards the use of FB as an educational tool in English language classes. Examples from the WIF and oral interview are given below to have a clear idea about the participants' perceptions about FB integration into foreign language education contexts. There are two examples of positive, negative and undecided comments so that we can get a complete idea on each position towards FB integration into English classes.

Student Teacher Comments

Participant 1, in favor of FB integration, indicated her opinion as the following:

"I think it can be used in teaching. Because when it is used effectively it can be useful. For instance last year I was working at a nursery school, my words were vegetables and I gave my students Facebook farm game as a homework for a month and they enjoyed very much. I succeeded to teach new 20 words in an enjoyable way."

Participant 1 explained her previous teaching experience with FB and its positive consequences. In her opinion FB can work even with young learners who are often considered to be difficult to be taught English via FB. This comment indicates that when used properly FB could become an educational tool in foreign language classes. While on FB students can both learn and entertain at the same time since there is a relaxed learning environment.

Participant 3, in favor of FB integration, indicated his opinion as the following:

"As English develops in our modern world, needs also gain much importance in our life. The aim of students' teaching/learning English is also determined by these needs."

Let's say that the more developed technology and updated topics we use in classroom environments, the more enthusiastic the students are to learn English, so Facebook can be great help focus."

As can be concluded from the comment, the importance of both English and utilization of new technology are highlighted as an important requirement of modern world. The use of FB was put forth as a means to have more dedicated students and have our learners to go on learning English with enjoyment. Additionally, such an application is considered to be a way of responding to the changing needs and expectations of digital native students since current technology and issues could attract students' attention easily

Participant 40, against FB integration indicated her opinion as the following:

"I don't think it can be useful in teaching English for some reasons. First of all, as students have the opportunity to talk with their friends, looking at their photos and sharings, they will not deal with the things related to English or any course. If they want, they know that they can find all videos on youtube and on google. Facebook is a way of having fun actually. Facebook is not a tool for teaching English. It is just wasting time. Another reason is that maybe every student doesn't have access to the Internet."

As is seen above it is thought that FB can be a distracting place for students (Çoklar, 2012) since they might deal with some unnecessary activities while on FB (Stern & Taylor, 2007) instead of studying they could misuse FB for their special purposes (Kabilan et al., 2010) like chatting with friends in the mother tongue or watch some videos that are harmful to their development or get involved in activities that are not related to English course. Moreover, the purpose behind the use of FB is seen as having fun but not learning or teaching. Restricted access to the net is another reason for the opposition. The purpose behind the use of FB and limited opportunities concerning technological tools are considered to play a crucial role in the integration of FB into English classes. If teachers become good models for their students on how to benefit from it appropriately and use it in their classes, they can destroy their students' prejudices about FB and its image could be bettered in educational contexts.

Participant 140, against FB integration, indicated his opinion as in the following:

“No, I don’t think so. Because there is no rule while doing something on Facebook. Not for teaching because FB is a social content-web and environment. People log in FB to look at others’ photos, gossip and sharings. For example when I come across a group like learning one French word each day, I just skip it since learning is.... Needs time. And they, my students, will just skip, too. When I hear FB gossip comes to my mind immediately.”

Participant 140 thinks that there should be established rules or pre-determined ways of doing the activities and is afraid of the flexibility of FB activities and this is seen as disadvantage. Teachers may not control every student action on FB since some students might easily be mislead due to some harmful activities, games, ads or applications. Another point is again the way FB is perceived by its users since some people may see FB as a way of entertainment rather than an educational tool.

Now we will look at comments of two participants who were undecided about FB integration into English classes. These are participants 134 and 182 respectively.

“I don’t know. Maybe. I am indecisive.”

“I don’t have a Facebook account so I don’t know exactly how it works. However, it can be used as communication.”

Some student teachers (N=7), like participants 134 and 182 are undecided whether FB can be integrated into English language teaching. This may result from their lack of a FB account, sceptic view of SNS integration into foreign language education and we should notify that neither of the participants have FB accounts. If these student teachers are introduced to FB activities related to English courses, their views could be changed in a positive way and they could become more eager to integrate new technology into classroom settings (Lei, 2009). Since some student teachers may not have a FB account, they may not have any idea how it works and thus reject its use in their future classes. Such lack of learning culture of student teachers could prevent them from using new tools in their future classes.

Teacher Educator Comments

Teachedu1: *“Yes, it can be used in teaching English in a lot of ways. First it allows learners to get exposure to English outside the class. Second, it helps learners to take responsibility for their own learning.”*

Teachedu2: *“Yes. It can be used for as a means for language teaching, though. In an era where technology is an indispensable part of everybody’s lives, including our students, FB can be used in ELT.”*

Teachedu3: *“Yes, it can definitely be used in teachnig English. Because FB being one of the world’s largest social media tool, it could serve as a beneficial source for teaching English. With interaction and online grouping, language teaching can be used effectively among the participants.”*

Teachedu4: *“I believe social networks can be used to practice some English, BUT it might be very distracting as well. Mostly, people interact in their mother tongue in FB. When they do have a foreign friend, they use English →then there is real communication. Otherwise, it is the mother tongue. The teacher can initiate some exchanges in English and it can be of some use. But I am really sceptic about it. Given the time spent, it may not be worthwhile. FB and all the visuals, songs, videos people share or instant exchanges with people you know might cause learners lose concentration and time. More specific social networks among teachers and students might be more useful.”*

Teachedu5: *“Yes. The students may construct groups to share their experiences or they may become friends with native speakers which also facilitate cultural awareness.”*

Teachedu6: *“Yes. Many skills and components can be practiced in a real-life simulation, offering teachers various authentic materials and a purpose of communication.”*

As is seen from their comments teacher educators are highly positive about FB integration into English classes. Each stresses a different aspects and positive sides of FB application in foreign language classes. To exemplify, students will have more opportunities to see correct language samples, develop individual and autonomous learning strategies, it can increase interaction among members and offers a real purpose to interact, students can find other people to practice their knowledge and learn about other cultures. However, one of the teacher educators expressed some concerns about

distractions, mother tongue use, time constraints and dealing with unnecessary content. If there is a specific page between teachers and students only for educational purposes, teacher can control content and interaction and encourage target language use.

As is seen there is similarity between preferences of student teachers and teacher educators in terms of their tendency to include FB in English classes in that both student teachers (N=146, 69.2%) and teacher educators (N=5, 83.4%) are highly in favour of FB integration into foreign language education. They have similar concerns about the application and there is indecision in student teachers (N=7, 3.3%) and teacher educators (N=1, %16.6).

5.1.1 Discussion of the Research Question 1.1

Research Question 1.1: *What are the benefits of using FB in English language classes according to student teachers and teacher educators?*

In order to have a detailed idea about student teachers' perceptions on FB integration into English classes, they were asked the advantageous points of FB. Examples from the interviews are given below. This question was asked to those participants who were in favor of FB integration so the examples below all belong to the ones who have positive perceptions.

Student Teacher Comments

Participant 138 reported opinions in her written interview as follows:

“It can be an effective way to teach English. Students who try to learn English open an account in English. This way the sts use English in their daily life without getting bored. The teacher may facilitate and motivate the students to communicate and send messages in English without getting bored. So yes, we can use FB. The students always tend to learn what they need in real life. If we ask them to use FB in English it may help them to learn English. Or they can send informal messages to use English in their daily life. They can find friends and native speakers on FB.”

In line with the comment of participant 138 above, teachers can easily sustain students' motivation and prevent boredom in language classes via FB. Moreover, FB can be a good opportunity in terms of informal learning and students could know more about the target culture and language, which will enhance in inter-cultural awareness.

The same participant indicated her opinions in oral interview form as in the following:

“Our students can be free and independent learners. Creating an independent learning atmosphere is crucial. Task-based or individual approach can be adopted because peripheral learning is important. They can learn some jargons and words like log on, notifications, which can contribute to their vocab. Some students may not like group interaction and while outside the class, they can get disturbed easily or they may not get along well with each other and conflict with each other and also come late, all of which are big problems for groupwork. Rule 1 to bear in mind is to get our students’ attention. We can do lots of activities and tasks related to vocabulary and thus contribute to the class experience. Students can tell us about their friends and what they like.”

As participant 138 indicated above, teachers should arrange activities in accordance with the learning goals and when used properly FB can become beneficial in fostering autonomous learners who study independent of teachers and do not like group work but prefer self-study.

Participant 13 expressed her opinion in the written interview as follows:

“I think it can be used in teaching English. I know it from experience since we use FB as a tool in our lessons. As a matter of fact, in one of our classes we used Facebook as a tool. It was fun and since most of the students have Facebook accounts it is not that hard.”

Participant 13 expressed her opinion in oral interview as follows:

“More freedom for learning, not like homework I mean something they have to do. For example in our school experience course we give our reports on FB and we get instant feedback, which is important. It is a more like a friendly environment for us.”

Student teachers’ experiences can have an impact on their teaching style in their future classes as past experiences could determine the route of future choices about teaching and learning styles. Also, teachers should adapt their teaching styles according to what the era lived in requires. Meeting the expectations of students is of great importance for an effective teaching. The popularity of this social networking site has the potential to make the students more motivate to learn (Jones & Brown, 2011), so

students will feel relaxed (Kabilan et al., 2010) and thus will be more concentrated on their studies.

Participant 85 expressed her opinion in the WIF as follows:

“Yes, it can be used since everybody has an account and almost everyday they use it regularly. Every share or video means an experience for them.”

Participant 85 expressed her opinion in the oral interview as follows:

“I can inform everybody and this is contemporary and more effective. I can see what they do and respond them and this can be a different experience both for me and them. They can learn lots of news. There can be a FB group where they can interact via the wall on which they can write to foreign people and make projects collaboratively.”

The impact of flow theory in teaching context can be seen from the comment above as the popularity of FB can be turned into an advantage and used as an educational tool. FB can offer unlimited learning material and experience for learners. They will be exposed to the language more.

Participant 82 said in her WIF below:

“Yes, because everybody (almost) uses Facebook, so they are exposed to vocabs that were used in Facebook and they can get its meaning.”

Participant 82 reported opinion in her oral interview below:

“We will not necessarily teach grammar but have them more exposed to search items. They will always use it on FB account. Even if they don't know the word they will try to understand it. In this case we won't force but they will learn by themselves. They want to learn.”

In the first comment it is seen that FB usage will prevent students from traditional teaching methods and provide them more enjoyable activities and instant feedback to see their progress better. Besides, FB has the potential to expose students to more language samples both spoken and written, which means FB helps students to get more language input. Since students want to keep informed about what is going on in their classes, they will yearn to learn some new vocabulary to work out meaning and this act will result in more volunteer students and higher level of participation.

Teacher Educator Comments

Teachedu1: “Yes, as the name suggests it is a kind of language and bringing what is outside... what students do outside into class.”

Teachedu2: “Course content can be presented in a more interesting way so that the attention span of learners can be lengthened.”

Teacheredu3: “self monitoring, -being part of a group, spending time in FB while learning/teaching English.”

Teachedu5: *“Real. Authentic. Creates real need for the learners.”*

Teachedu6: “*Fun, authentic materials, real purpose for communication, outside the class time is reserved for English.*”

It can be concluded from their comments that teacher educators think FB is beneficial like bridging real life and school life, attracting students' interest, giving a sense of belonging, providing authentic materials and offering a real way of communication.

5.1.2 Discussion of the Research Question 1.2

Research Question 1.2: *What language skills (reading, writing, speaking, listening) and areas (grammar, vocabulary and pronunciation) do student teachers and teacher educators think of improving with the help of Facebook in English classes?*

Table 15

Gender-Based Language Skill Preference Frequency and Percentage

[illegible]

*Language areas were coded as follows: R stands for reading, W for writing, S for speaking, L for listening, G for grammar, V for vocabulary and P for pronunciation.

Table 16

Frequency and Percentage of Each Language Skill in Total

Gender	Skills							
	R	W	S	L	G	V	P	Total
Male	15	15	9	13	3	7	1	63
Percent	4.3%	4.3%	2.5%	3.7%	0.9%	2%	0.3%	18%
Female	64	76	35	56	16	36	4	287
Percent	18.3%	21.7%	10%	16%	4.6%	10.3%	1.1%	82%
Total	79	91	44	69	19	43	5	350
Percent	22.6%	26%	12.6%	19.7%	5.4%	12.3%	1.4%	100%

In Table 16 R refers to reading, W refers to writing, S refers to speaking, L refers to listening, G refers to grammar, V refers to vocabulary and P refers to pronunciation.

Participants who favored the use of FB in English classes went on to answer other questions about what language skills or areas can be taught or enhanced via FB. In Table 15 we see gender-based language skill preferences of given responses and in Table 16 we see the frequency and percentage of each language skill compared to the total scores. The basic language skills are reading, writing, speaking and listening while other language areas are vocabulary, grammar and pronunciation. The participants could choose one or more language skills and areas and wrote them in the WIF. When we look at Table 15 we see that writing was mentioned 91 times, reading 79 times, listening 69 times, speaking 44 times, vocabulary 43 times, grammar 19 times and pronunciation 5 times.

If we look at the gender-based language skill preference we see that 76 females and 15 males mentioned writing skill, which means writing was preferred by 83.5% by females and by 16.5% by males. 64 females and 15 males mentioned reading skill, which means reading was preferred by 81% by females and by 19% by males. 56 females and 13 males mentioned listening skill, which means listening skill was preferred by 81.2% by females and by 18.8% by males. 35 females and 9 males mentioned speaking skill, which means speaking skill was preferred by 79.5% by females and by 20.5% by males. 36 females and 7 males mentioned vocabulary, which means vocabulary was preferred by 83.7% by females and by 16.3% by males. 16

females and 3 males mentioned grammar, which means grammar was preferred by 84.2% by females and by 15.8% by males. 4 females and 1 male mentioned pronunciation, which means pronunciation was preferred by 80% by females and by 20% by males.

When we look at Table 16 we see the overall results and the order of language skill preferences of participants from most to least as follows: writing was the most-preferred skill with 26% (N=91), followed by reading with 22.6% (N=79) and listening with 19.7% (N=69). Then comes in the fourth place speaking with 12.6% (N=44), followed by vocabulary with 12.3% (N=43) and grammar with 5.4% (N=19) and finally the least preferred language domain was pronunciation with 1.4% (N=5).

In total there were 353 preferences for language skills and domains and 288 of these preferences belong to females and 65 preferences belong to males, which means females' responses constitute the majority of the total responses with 82% and males' responses constitute 18% of the total preferences. Another point is that the language skill that was most appreciated by student teachers is writing skill with 91 preferences followed by reading (N=79) and listening (N=69) skills while pronunciation was preferred least with 5 preferences.

When we look at teacher educators we see that 5 of them think all basic skills can be taught English via FB while one of them (4th interviewee) think only listening, reading and writing can be enhanced through FB, which suggests high majority of teacher educators are in favor of fostering basic language skills on FB. Now oral interview responses of some participants are given to get a detailed idea on the language areas to be taught via FB.

The 5th interviewee reported opinion as follows:

“Spelling, pronunciation, strong and weak forms of intonation and gisting. Through songs students could imitate sounds just like the singer and have a better idea about contractions. If we share cartoons and pictures we can teach new vocab. They want to learn its meaning and so look it up in the dictionary immediately.”

Students can listen to videos and songs to get used to connotation forms, segmentals and speed in informal language. In addition, a picture or cartoon can attract students' attention so that they will want to learn meaning of new words and use it in

their sentences. This way students will get enough input and opportunity to produce language.

The 7th interviewee reported opinion as follows:

“Writing and reading. Vocab. Pronunciation- we can use and share videos about a topic and have them watch and comment on it. Later I would ask questions about it. We can also share samples of texts- emails, formal and informal letters- as a source for their writing or assignment. Not spelling and punctuation because it is a free environment, like writing messages, just skipping or omitting some vowels or consonants.”

After watching a video about a specific topic and commenting on it students can be asked more detailed questions to check their understanding and have them use certain words or grammatical structures. They can hear correct language samples and see linking and intonation usage as a part of having correct pronunciation. They will see different types of texts, lexico-grammatical structures and develop awareness about different genres. There is a criticism about FB usage in English classes about the lack of correct spelling and punctuation like omitting articles or skipping some vowels, which can result from informal structure of FB environment.

The 8th interviewee reported opinion as follows:

“For writing, punctuation can be enhanced and the liaison between sentences could be improved. For speaking it can be pronunciation as we can give feedback on wrong points. Students can watch a video and we can ask them to express their opinions so that listening and speaking will go hand in hand as in real life communication.”

After watching a video teacher can encourage students to speak and comment on it so that teacher can monitor students' speaking abilities and provide solutions by giving corrective feedback on liaison between sentences, and pronunciation.

The 9th interviewee reported opinion as follows:

“For writing, spelling and for reading it depends on the activity, error scanning can be used more but after reading a paragraph they can answer some questions related to details. There can be a video which they can listen and for speaking we will share a song or dialogue. They can watch it and talk about it in the classroom. They can learn some new words, vocabulary. First they will see grammar at school and use it as a supplementary, effective tool.”

Students can read a paragraph and answer some comprehension questions, first to get the general idea, then to find more details or they can watch a video and share their opinions about it. So students will see the form and meaning of language forms and have a chance to apply them on FB.

The 11th interviewee reported opinion as follows:

“Writing. I can send a paragraph and they will tell me the topic sentence. For listening we post a video and ask them to write what the boy or girl is saying between 10th -15th seconds. Reading- we can ask them to scan some texts and count the superlative words.”

Teachers can want their students to guess what speakers are saying between certain seconds so that students can guess meaning from contextual clues and visual aids. They can use video's topic, characters' personalities or facial expressions to work out meaning. Moreover, after teaching certain points like adjectives, adverbs, comparatives and superlatives, teachers can ask their students to detect and count those points in the text or dialogue to check understanding. While students are analyzing the language sample they will be comparing the words or phrases and differentiate between to find only adjectives or superlatives and categorize them. Students can gain writing skills by analyzing paragraph structure, identifying topic sentences and length and lexis used.

The 15th interviewee reported opinion as follows:

“For listening, skimming, scanning and inference through popular songs, films and fun videos. The same ones for reading as well. Some articles and genre types according to their interest. Also everybody can send me an article and share it on the wall with their own questions to which other peers can write answers but of course a careful monitoring is needed.”

Students can listen to some parts of films and draw meaning from visual and linguistic clues. Students can choose text types they like, analyze their features and share their favorite ones with their own questions on the wall to discuss with their classmates. Here careful teacher guidance is needed for language use.

The 19th interviewee reported opinion as follows:

“Listening. We can share a song or listen one in the class and then the students can listen to it again and again in the evening I will put some exercises and questions. All

subskills can be included with visual supplementary tools. Grammar can also be taught with the help of flashcards. Not in a traditional way like on the boards. My handwriting isn't good so it is more reasonable and easier to do it as powerpoint presentations which students can review whenever and wherever they want. For vocab teaching, we can use photos. We will write their meanings in both L1 and L2 on the box. On the FB group created especially for students students can learn new words every day."

Students can listen to a song or dialogue again and again outside the class to understand unclear points or use FB as a supplementary tool by answering some questions or doing extra exercises. Flashcards can be shared on FB to introduce or consolidate certain grammatical rules. If there is a page specific to a class to learn English students can visit it daily and follow some pages and links. However, teachers should pay attention on L1 and L2 usage in classes so that students can get enough exposure to the target language and do not overuse mother tongue.

The 21st interviewee reported opinion as follows:

"Words and idioms. I can prepare a powerpoint presentation and teach the words. I will want them to look into dictionary. When they are on FB they will find some new words. I will give them phrases, too. Meanings of some words as noun or verb. More examples on those given vocabulary and some questions about the concepts. Then I will want students to write their own sentences on FB. Especially videos are of great importance. I think this is a kind of distance learning. As far as I know some universities use...have distance-learning courses and this can be reflected on FB. Think about a person in a village. English learning opportunities can be limited and he or she can go on learning on FB."

Students can learn a lot of new words, phrases or idioms inductively thanks to visual capabilities of FB in that students can see new vocabulary in context by focusing on both meaning and appropriate use in different situations. Then students can write their own sentences, dialogues or paragraphs with new words they have learnt so they get the chance to apply their knowledge. Moreover, FB is treated as a distance-language learning tool with its opportunities to reach many people at the same time without time and space limitations.

Teacher Educator Comments

Teachedu1: *“Listening for specific information and for reading skimming and scanning.”*

Teachedu2: *“The subskills taught with regular materials can also be taught with Facebook. It all depends on how the teacher exploits it.”*

Teachedu3: *“Grammar, vocabulary, pronunciation (via) video chatting”*

Teachedu5: *“Vocabulary or pronunciation and some strategies to develop skills.”*

According to teacher educators various sub-skills and language areas can be improved on FB with various activities depending on the content and course objectives. For example, listening for specific information, skimming and scanning for reading, grammar, vocabulary and pronunciation can be developed with audio and visual capabilities of FB such as video chatting, messaging and commenting.

5.1.3 Discussion of the Research Question 1.3

Research Question 1.3: *What age group(s) can be taught English through Facebook according to student teachers and teacher educators?*

Table 17

Age Groups to Be Taught English via FB

Age Groups	Frequency	Percentage
Young Learners	18	8.3%
Adolescents	118	54.4%
Adults	81	37.3%
Total	217	100%

In Table 17 we see participants' opinions on what age group(s) is/are suitable to be taught English via FB. The participants chose either one or more age group. The age groups were divided into three broad categories namely young learners, adolescents and adults.

When we look at Table 17 we see that of the 217 points given in total young learners item has 18 points while adolescents item has 118 points and finally adults item has 81 points. When we think about these frequencies as percentages of the 217 points (100%), young learners item was chosen by 8.3% of the participants while adolescents item has 54.4% of the participants and finally adults item has 37.3% of the participants.

As can be concluded from Table 17, participants most favoured adolescents to be taught English via FB while they favoured adults in the second place to be taught English via FB and finally they reported young learners as the least suitable age group to be taught English via FB. Now participant comments in oral interview are given below to explain the reason behind their choices and why they have chosen certain age group(s) and why they have rejected the other age group(s).

Student Teacher Comments

The 5th interviewee indicates opinion in the oral interview as follows:

“Young learners aren’t aware of what or how they are learning sth or not have an aim. On the other hand, adolescents and adults have awareness and they say I need to learn these things, such they think.”

It is said that young learners are not conscious enough to decide on their own learning and do not have realistic aims about their learning outcomes. Besides, they may not know what is important to learn or what should be skipped and need constant guidance. On the other hand, adolescents and adults are seen more capable and purposeful about learning English so they can work out how to benefit from FB and direct their learning English.

The 7th interviewee indicates opinion in the oral interview as follows:

“I don’t think that young learners are suitable and it is good for them spend so much time on computer. They should spend their time on other things like play and family. So we shouldn’t encourage them to use computers. Adolescents and adults are already spending on it and when they arrive at their home the first thing they do is to sign in FB.”

Some teachers and parents may not find young learners’ spending time in front of computer suitable as they can get affected by it negatively in that they may play games and have fun with FB instead of learning. However, adolescents and adults are thought to be suitable to be taught English via FB.

The 8th interviewee indicates opinion in the oral interview as follows:

“Adults best because they can use FB more easily, understand and know what to do and not to do. Additionally they are better at using technology and FB. However young

learners and adolescents can be directed by other people easily, I mean wrong people can mislead them easily. So FB isn't so appropriate for their age."

Adults are seen more competent at handling new technology compared to young learners and adolescents like dealing with technological problems, deciding on harmful or inappropriate content but young learners and adolescents can be led astray or their focus could be diverted to other actions.

The 9th interviewee indicates opinion in the oral interview as follows:

"Adolescents and adults can understand easily what I want to say or share but young learners are too young to use computers or FB. There are lots of harmful things for children and they are incompetent to discriminate such things. For them having fun is more important than studying. They can easily move to other, unrelated topics."

Adolescents and adults are thought to respond to teacher sharings and get the message created on FB but when it comes to young learners, content of some pages, groups or sites can be detrimental for them. Additionally, young learners can be directed to wrong actions or lose their concentration.

The 15th interviewee indicates opinion in the oral interview as follows:

"Young learners can be difficult to control as they don't know or have enough information on FB. I think FB is more charming for adolescents. Adults won't want to learn FB for learning at all and may find it ineffective or interactive."

Young learners may not have sufficient technological abilities to use FB properly or cope with technical shortcuts. Adolescents are seen as the best age because of the appeal of FB and its popularity among young people but learning via FB may seem ineffective for adults as they might feel intimidated to try an innovative way of learning.

The 20th interviewee indicates opinion in the oral interview as follows:

"Young learners may not control themselves or their parents can affect. They can use...or...but...misuse. I think they tend to do so. Adolescents are suitable because they are conscious enough. Adults are also appropriate to be taught English via FB because they know what can mislead them and don't let it. They also know about what is distracting for them and what to do in those cases."

Young learners may need continuous guidance and constant feedback, use it for purposes other than learning or parental involvement is need more to carry out tasks. Adolescents are said to be more conscious about their learning goals and strategies compared to young learners. Adults are seen as the most conscious age group to be able

to decide what right and wrong to do on FB, what can give harm and how to cope with them.

The 13rd interviewee indicates opinion in the oral interview as follows:

“Young learners don’t know how to use FB effectively but just for fun, games and sharing videos. Teaching them something won’t be beneficial. I think most adults don’t love using FB for educational purposes, I mean for the lessons it won’t be useful. And adolescents are the best users of FB since they can use it for every purpose, generally for fun and some may use it just for bad purposes.”

Young learners aren’t seen as technologically competent at using FB to fulfill activities shared by teacher. Similarly, adults are thought not to appreciate FB inclusion in English classes because of their negative attitudes towards FB as a learning tool. However, adolescents are seen as the best age to be taught since they are so competent at using FB for various purposes and if teachers become a good model for them, they can find their path and benefit from it in the long run.

The 19th interviewee indicates opinion in the oral interview as follows:

“Young learners may manage it with the help of their parents, peripheral learning can be made possible. Adolescents and adults will certainly be able to cope with it so FB will be useful for them.”

Young learners can learn with more experienced adults, that is parents, teachers or relatives so that they can overcome their learning difficulties and expand their knowledge, which shows the importance of ZPD by Vygotsky. Adolescents and adults are already seen as technologically competent at engaging in FB-related activities so all language levels can be taught English via FB and only content, length and difficulty of activities and exercises will change according to age group.

The 16th interviewee indicates opinion in the oral interview as follows:

“Young learners are open to any kind of thing. FB can be another world for them to try where they can find interactive videos and beneficial sites. In addition, it can be a way of collaborating with parents. Young people are good at using technology so why not to use FB. I think adolescents have adequate information on how to use FB. For adults, I think no way! It is easy for us to use new tech and it will be easier for our students to be accustomed to the new tech but some will disagree. We grew up with this technology but they didn’t see such things. So it will be hard for them to accept it.”

Young learners are considered to be good at using new technological tools and open-minded in trying out new learning strategies and tools as they are digital natives

(Prensky, 2001; Lei, 2009). They can get help from classmates, teachers or peers to complete certain tasks and thus know how to study in a group. FB can be charming for adolescents and attract their attention so we can use FB to divert their attention to English classes. However, adults may have difficulties in accepting new technology and come across some linguistic or technical problems as they may not have had such learning experiences in their previous learning.

The 17th interviewee indicates opinion in the oral interview as follows:

“Young are already using FB but they may have difficulty in handling the situation. They will be struggling with their mother tongue so learning another language may not be appropriate for them. They are trying to learn how to read and write in their mother tongue. Handling with the situation will be challenging for them. On the other hand, adolescents can easily handle the situation. I think the most common age of FB use is this one, they are active users of FB, I mean how to use it for learning purposes like not having difficulty in searching sth in English. It is difficult to teach adults since I think people learn better when they are at a young age. Adults are conscious users of FB. This can help them to learn sth new or revise their old information.”

It is accepted that young learners are good at using new technology but they can have problems in learning a foreign language because they will be learning their mother tongue, getting literacy skills and have difficulty in learning two languages at the same time or get confused. Adolescents are seen as the best age group to be taught since they are said to form a majority of FB users for various purposes so they can refer to FB in English classes, know how to check a posting or respond to a sharing on a page. Adults can use FB skillfully for individual interests like checking the meaning of a new word or revising old information. So all age group can be taught English via FB if teachers model students how to cope with uncertainty.

The 10th interviewee indicates opinion in the oral interview as follows:

“In our country children start to use English at an early age. They are learning the accuracy of English. I mean they can ideas about English easily. They have a fresh memory. Adolescents and adults have learned it good or bad. Learning new points of English may not be useful for them.”

Young learners are seen as capable of learning new points easily and thus can get idea about how English works and see more language samples. Since learners are introduced to English at a young age they can handle with new language areas easily on FB with the help of their fresh memory. However, adolescents and adults may not be

suitable as they have the basic knowledge about English and do not need FB to go further.

As is seen from the comments above there is variation among student teachers in terms of their choice on age groups to be taught English via FB. There are some concerns that young learners or adolescent can abuse it easily for other purposes that are not related to education or may not distinguish what is right or wrong. However, if teachers show them how to employ FB to learn English, learners can get more developed coping strategies when they come across problems. It is up to teachers to have learners get a new perspective on learning English and that anyone can go on learning in spite of their age and lack of technological skills since language learning requires a long process and language itself undergoes changes in time. If young learners are offered such a new approach in foreign language learning, they will turn these experiences into self-study skills and benefit from in the long run. Adolescents can attribute a new viewpoint to FB in terms of language learning tool apart from entertainment and fun. Finally adults can be encouraged to participate in on-line activities and gain technological skills not only for learning but also in other aspects of everyday life.

Teacher Educator Comments

When we look at results we see that young learners were preferred 2 times while adolescents 6 times and adults 5 times. This shows us that all teacher educators teach that adolescents are the best age group to be taught via FB while adults are in the second place and young learners are the least preferable age group to apply FB.

Teachedu1: *“FB is the way for adults and teenagers to express themselves.”*

Teachedu2: *“Legally, only adolescents and adults. Literally the same. I don’t think getting kids to get used to FB, even for the sake of teaching English, is right.”*

Teachedu3: *“Young learners and adolescents are eager to use the Internet, especially FB. Adults- not many free alternatives for them to learn English , meanwhile many would be with their friends.”*

Teachedu5: *“The young are visual/auditory/kinesthetic. FB appeals to their interest. All ages can be involved.”*

Teachedu6: *“All, excluding very and young learners.”*

It is seen that there is variation among teacher educators in terms of using FB with young learners. While some think that young learners are not suitable to be taught English on FB because of their physical and psychological development others favour FB because of the colorful and rich content that stimulate various senses and thus appeal to different intelligence types. Adolescents are thought to use FB to explain their opinions as they are willing to use such sites for communication and find them enjoyable. As for adults, they are thought to be good at using FB for various purposes like sharing ideas with others and keeping in touch with their friends. As is seen FB can be used with all ages if proper teaching techniques and activities are employed for educational purposes and learners' physical, conceptual and psychological development are taken into consideration.

5.1.4 Discussion of the Research Question 1.4

Research Question 1.4: *What language level(s) can be taught English through Facebook according to student teachers and teacher educators?*

Table 18

Language Levels to Be Taught English via FB

Language Levels	Frequency	Percentage
Beginner	30	12.6%
Intermediate	128	53.8%
Advanced	80	33.6%
Total	238	100%

Participants reflected their opinions on the use of FB in English classes by choosing the language level(s) that they thought to be suitable for teaching English via FB. They could choose one or more language level according to their opinions. The language levels were divided into three broad categories as beginners, intermediate and advanced levels.

When we look at Table 18 which shows the overall frequency and percentage of language levels to be taught English via FB, we see that there are 238 points in total. Out of 238 total points, 30 points belong to beginners, 128 points to intermediate level and finally 80 points to advanced level, which means beginner level has 12.6% of the total point while intermediate level has 53.8% of the total point and finally advanced level has 33.6% of the total points.

In light of the data it can be said that participants favoured the language levels to be taught English via FB as in the following: intermediate, advanced and beginner levels respectively. Participant comments in oral interview are given below to explain why they have chosen certain language level(s).

Student Teacher Comments

Participant 138 indicates opinion in the the oral interview as follows:

“Intermediate students because in order to get the highest learning level, learners must have the suitable and general idea about English. But beginners don’t have the necessary skills and need to be guided, which can be a burden for the teacher. As for advanced students, they already know about English and won’t need to learn sth on FB. For intermediate students, we can get their attention and contribute to their own learning. If it is difficult for students, we can give them a push, whether they want to learn sth or not. FB can make individual learning possible for fast or slow learners.”

Intermediate students are considered ideal to be taught English via FB since they have the basic lexico-grammatical knowledge about English and thus use their previous knowledge to guess new language samples. Beginners are not seen as competent enough to cover and understand content on FB as they may lack certain language demands. Some advanced may not need FB as they have high-level of information and experience about the language and may not prefer FB to practice or new some points but teachers can interfere and give a push to their students to serve their individual differences, tastes, expectations and needs of fast and slow learners.

The 7th interviewee indicates opinion in the oral interview as follows:

“Beginners are not appropriate. They should be involved in a real environment, hearing it first hand, not trying to understand it from a computer screen. To acquire a language they should be exposed to it. Intermediate levels already know some rules and vocabulary so they can put sth on their knowledge and evaluate themselves. Adults are also more capable of using such technology and work out new learning items easily.”

Beginners are suggested to learn a foreign language face-to-face instead of on-line learning environments to acquire that language. However, intermediate and advanced learners are seen as suitable because of their previous learning experience and language knowledge so that they can add new points to their current knowledge and decide on what to learn or ignore more easily.

The 8th interviewee indicates opinion in the oral interview as follows:

“Intermediate and advanced learners already know something or many things about English and so contribute to their current knowledge. But beginners may not have the necessary language skills to cope with uncertainty and so cannot contribute to their previous learning. They will just repeat what they learn and some instructions need to be repeated. So they need to see the teacher and reach him/her when needed.”

Adults and adolescents are considered skillfull at transferring their knowledge and concluding meaning from the given example but beginners are not thought to have the same skills, knowledge or expertise to overcome difficulties or ambiguity. They can need more guidance and feedback from their teachers to repeat some learning aspects.

The 9th interviewee indicates opinion in the oral interview as follows:

“As I pointed out before intermediate and advanced students can easily understand what I say but for beginners I don’t think it is appropriate for them and they are too limited in using language such as modals, how they can know it at first time. They will continually come across new vocab items and they will be confused with the new lexico-grammatical features.”

Intermediate and advanced learners are thought to understand content shared by the teacher whereas beginners may have some comprehension problems because of lack of necessary vocabulary. If beginners encounter new words all the time they can get discouraged from going further and doing more exercises could seem complex and intimidating for students.

The 15th interviewee indicates opinion in the oral interview as follows:

“Beginners need the background information so that they will be able to understand what is going on FB. Intermediate level students seem more suitable for using FB and as they know the basic and necessary grammatical rules and lexical knowledge they can work out and understand the language there. As advanced students already know a lot about the language they need more academic language knowledge, I mean sth more challenging. It can be time-consuming for the teacher and they think it might be useless.”

If beginners are given the required knowledge on what to do with what linguistic forms, they can get used to doing exercises more easily. Hence, teachers should first give directions and necessary language use in advance so that students can proceed with that knowledge and instruction, which can increase workload of the teacher.

Intermediate students can create a link between what has been learnt and what to learn depending on their previous knowledge as aids to meaning while advanced learners need more complex and academic language as they have high-level knowledge about the language.

The 20th interviewee indicates opinion in the oral interview as follows:

“For me all language levels can be taught English via FB. This tool is especially good with its videos, songs, nursery rhymes. For example I teach some English songs to my neighbour’s child on the Internet and so we could do the same thing on FB, too. Intermediate students already know so they can add sth new to their previous knowledge. Advanced learners already know the Internet and language well so they can go a step further or revise their knowledge.”

When used properly all language levels can be taught English via FB with some changes in learning content, exercises, activities and teaching methods. Intermediate students can work out new language points from existing knowledge and go further, which suggests that input on FB should be a little beyond students’ level so that they can go a step further, which reminds us input hypothesis (Krashen, 1989). Advanced students have the necessary knowledge, expertise and skill to progress and check their old knowledge.

The 13rd interviewee indicates opinion in the oral interview as follows:

“Beginners not because imagine the young learners in Turkey. They are incompetent at a new language so how can they understand what is going on on FB? Intermediate and advanced students are appropriate because they know the basic grammatical rules and vocabulary. They can add sth to their lexio-grammatical knowledge.”

There is concern about young learners’ perception of a new language in an online environment in that they may not understand exactly what is going on but intermediate and advanced students are thought to be appropriate as they have a certain level of language knowledge and develop existing skills with more varied exercises and practice learnt points.

As is seen there is concern mostly about young learners because of their lack of technical, technological or linguistic skills to understand. Intermediate students are seen ideal as they have basic knowledge about English and thus welcome new language points easily by assigning meaning with contextual clues. Adults are seen both

appropriate and inappropriate in that some can deal with more academic, formal or informal language samples with more difficult tasks while some may not need FB to learn new language points. All in all, all language levels can be enhanced on FB with changes in exercises, tasks, activities, teaching methods and materials.

Teacher Educator Comments

Among teacher educators, beginner level was preferred 3 times while intermediate level 6 times and advanced level 5 times. When we look at their reasons closer we will get a more detailed idea about their preferences.

Teachedu1: *“Intermediate and advanced students can handle more but for young learners more teacher intervention is needed. The higher the language level, the less need for teachers.”*

Teachedu2: *“All of them. As long as you provide the right content at the right level.”*

Teachedu3: *“Beginners—for starters using the Internet, esp FB would be beneficial and attractive. Everybody can learn easily without having any fear of learning a new language. Intermediate and advanced- once these competency levels are reached FB could be used effectively.”*

Teachedu5: *“All. No specific level.”*

Teachedu6: *“Very beginners may have difficulties, the rest is OK.”*

As is seen above, while some teacher educators have concerns about FB use at the beginning stages because of lack of technological skills, technical problems and more need for teacher intervention, others think it is suitable to use FB provided that right content is taught with right techniques. Intermediate and advanced levels were considered appropriate to teach English on FB in that they can deal with linguistic problems more effectively with their basic language knowledge, guess new meaning from visual and contextual clues, add to their previous knowledge and bridge between what is new and old so that they will feel a sense of progress. Some may think that advanced level students do not need much to go on their learning. However, language is constantly changing thanks to its dynamic structure and advanced level students can have a chance to see those changes and informal language in daily life on FB.

5.1.5 Discussion of the Research Question 1.5

Research Question 1.5: *How (with what types of use) do student teachers and teacher educators prefer to integrate Facebook into English language classes?*

Now we will look at the WIF and oral interview answers of student teachers in terms of types of FB use as in-class, outside-the-class activities and self-study.

Table 19

Examples of Types of FB Use

Types of Use	Examples from Written and Oral interviews
In-class Activities	- Deciding objectives of the course - Choosing materials and activities to be used - Deciding how long to spend on each activity - Reading essential things on certain pages - Using Facebook content in speaking classes - Teaching words and idioms - Forming some groups - Playing games - Coping with fear of speaking - Sharing videos in English - Reading articles - Following comics and talking about them - Learning some words and reviewing them - Reading stories - Sharing homework and examining others' works - Reading and writing comments - Speaking and listening to some videos - Communicating with peers - Showing models for specific genres - Imitating sounds - Guessing the meaning of new words - Answering comprehension questions - Skimming and scanning activities for reading - Giving feedback - Giving homework and checking it - Giving deeper information
Outside-the-class Activities	- Forming a group as an information tool - Separating homework to students - Sharing videos and sample sentences - Keeping in touch with native speakers - Sharing related content about English - Teaching lexico-grammatical points via sharings - Taking response papers from students - Sharing ideas about various topics - Preparing questions

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- Practicing speaking by using web cam chat
 - Communicating with students and colleagues
 - Giving assignments
 - Writing and sharing reflections
 - Giving and taking feedback
 - Sharing course notes
 - Posting videos and making comments about them
 - Sharing extra-curricular activities and materials
 - Sending documents
 - Carrying out projects
 - Sharing different kinds of essays
 - Sharing plans and ideas
 - Interacting with others
 - Using group or pair work
 - Negotiating meaning
 - Announcing new knowledge and changes
 - Presenting knowledge to others
 - Learning from each other
 - Playing some educational games
 - Doing assignments
 - Getting help from classmates
 - Informing each other about exams
 - Announcing social events
 - Keeping updated about class events
-

- | | |
|---------------------|---|
| Self-study
Tasks | <hr/> <ul style="list-style-type: none"> - Deciding what to learn outside the class - Writing with given topics and rules - Using certain English sites - Learning new vocabulary items - Seeing more language samples - Evaluating self-progress - Writing comments - Sharing and reading stories with pictures - Noticing unknown words - Speaking English with friends - Doing extra grammar exercises - Fostering listening and speaking skills via web cam chat, cameras, videos and clips - Gaining world knowledge - Experiential vocabulary learning while playing games - Being exposed to daily language and terms - Reading passages - Listening to songs by completing related exercises - Enhancing language skills via recording voices, making dialogues and video-conferences - Reaching information anytime - Revising old knowledge - Gainig skills to cope with uncertainty - Reinforcing what has been learnt - Getting abundant input <hr/> |
|---------------------|---|

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- Repetition and revision
 - Learning at individual pace
 - Search for new information
 - Assessing what has been done
 - Realizing strong and weak points
 - Gaining autonomy on how to direct learning
 - Doing homework without time and space limitation
 - Monitoring progress
 - Reading lovable articles
 - Analyzing favourite genre types
 - Sharing samples of texts
-

Student Teacher Comments

Examples of In-Class Use in the WIF

The numbers represent the WIF order of the participants.

“33- And the teachers can give some examples on people’s Facebook profiles in speaking classes.”

“119- Even following comic pictures in a specific page with our prospective teachers and then next day talking and discussing about them are useful.”

“133- Yes, we can use Facebook for teaching English. There are some accounts for teaching English, if we use them, we can learn some words and review them. We can read stories via Facebook.”

“166- Students can share their homework via Facebook so that each one can see the others’ works.”

“60- Facebook can be used as an authentic material while teaching English. For example, describing someone. It also improves the students’ communication abilities.”

“158- I think listening can be taught. Some warming-up activities can be done or teacher can share a video about the topic that they will learn it the next day for warm-up section.”

Examples of In-Class Use in the Oral Interview

The numbers represent the order of the participants interviewed.

“16- You can listen and read step-by-step. We will provide them a funny learning experience, not boring. First, there will be a skimming activity, then I will ask them

their answers. After the feedback there can be a scanning activity. I think a listening activity can become a source for speaking and writing activity.”

“9- Outside and inside the class is more important, for example we can give homework and check it. You use the language in class and if you don’t use language well you cannot use it. In-class is the most important since you hear the language in class and ask what you don’t understand. There is an academic atmosphere in class.”

When we look at participant comments above we can say that FB can be exploited in classroom settings with various activities to foster language skills. For example; teachers and students can talk about a video on FB in English classes, they can look at a cartoon in English and comment about it; read stories, paraphrase texts, do exercises on new words, revise language points difficult to understand, teacher can show a photo or a picture on FB and want students to describe it, teacher can show a video related to the topic or grammatical rule in a specific unit and want students to guess the upcoming topic or to summarize it .Moreover, teacher can show students an article, first want them to get the main idea and then ask them questions to get more details. Since there is a more formal and academic atmosphere in the class, students can practice their English with teacher and activities on FB.

Apart from the benefits and ideas on how to apply FB in classrooms, there has been some opposition against FB usage in classes. Here are comments from oral interviews.

“5- Class-time is precious. So if they enjoy sth in the class, they will learn it quickly. We can check their English.”

“7- In-class no because we have so many things to cover and there nay not be enough time to use FB since we need to cover the curriculum.”

“13- In-class is the least importance as it can be time-consuming and cause chaos or troubles. If I get help from them, they can do anything and won’t listen to you any more.”

“14- In-class activity is the least important one. I don’t think these activities will work in the class.”

“16- .. so I don’t have to use it in the class. It can be quite time-consuming and technical problems can hinder delivery of education.”

“18- As an in-class activity, no because there are more effective methods to be used during class hour so it is not applicable in class. It seems unreasonable for me because there can be interaction problems, err..communication can break down.”

“19- In-class, no, I won't probably use it as I want to teach in-person but not via FB, I mean online education as a way of delivering teaching materials.”

Some teachers may be against the idea of FB use in English classes since they may think class-time is so precious and should not be spent with FB activities but students should be exposed to English in different ways. There can be time constraints because of overload of curriculum, students may disobey and deal with unnecessary points, technical shortcomings could hinder effective instruction, communication breakdown can discourage teachers to interact with students well and teachers may lack appropriate methodology to be applied.

Examples of Outside-the-Class Use in the WIF

The numbers represent the WIF order of the participants.

“7- Maybe the students can talk about what was the most interesting thing they saw the previous day on Facebook. Teacher can teach past tense by this.”

“32- I think Facebook can be used in teaching English. Actually, to use Facebook to teach English directly may not be effective, but to share some videos, sample sentences on Facebook by creating a particular group can help students learn things easily.”

“122- After every classes, students can be asked to write reflections, and share those on Facebook.”

“58- It can be used as a sharing site for course notes.”

“84- Writing can be primarily taught through Facebook. We carried out a project in which Facebook was used two years ago. It was useful because with our friends, we commented on videos, updated our status and also we had fun while learning.”

“100- Yes, we can use it. We can share our experiences. We can ask others about problems we encounter in English learning. We get more answers, maybe different answers which help us to grasp the meaning etc. We can have a page where we do activities.”

“175-Yes, it can be used actually. We used Facebook as an interactive tool in acquisition class. By means of face, you can communicate easily with your students, announce new knowledge, give feedback efficiently.”

When we look at the WIF comments of participants we see that there are different techniques to use FB outside the class, some of which are as follows: teachers can ask about an interesting memory so that students talk or write about their past experiences, teachers can share videos or sample sentences on the particular FB group, students can write their thoughts and suggestions on course activities, teachers can share course notes so that those who cannot attend classes can catch up with the course, students can carry out projects and post them on FB group, learn about others' learning difficulties, give clues to each other while doing an exercises, do activities with their group members and teachers can give feedback to students on their homework.

Examples of Outside-the-Class Use in the Oral Interview

The numbers represent the order of the participants.

“21- Outside-the-class activity is the second like playing some educational games and doing assignments and getting help from classmates.”

“20- Outside-the-class is the most important. They can log onto it mostly at home or somewhere outside the class. Like giving assignments, more activities, giving information about exams and students will like talking about marks.”

“13- Outside-the-class is the most important. For time. If the teachers gives some activities to be studied out of the school s/he can deal with other skills in the class.”

“2- Outside-the-class activity is the most important because students can interact with each other on FB. While students are outside the class, teachers can use FB effectively, organize students for the following class, informing about trips, picnics. As we see FB is mainly for social and communication activities but not for teaching. Also the language of FB comes from daily life, that is, it is not a formal language.”

“17- As an outside-the-class activity we can form a group on FB for helpful activities where we share our knowledge about exams, picnics, changes in class hours and places, delays. This way we can keep ourselves updated with these group pages.”

“7- Outside-the-class, we can give little quizzes and worksheets as homework. They can download and send me the answers so that it will be special, not everybody will see it. They can easily reach it on FB groups.”

When we look at oral interview comments of participants we get more details on how to apply FB outside the class. Examples are given in the following: students can play educational games and do homework by getting help from others, repeat their knowledge or discuss about exams or marks. Also, teachers can prepare learners for the next classes with videos, sentences or pictures; announce social activities like trips and picnics, inform students about changes in class hours, places or delays so that anyone knows what is happening about their classes, give quizzes, extra worksheets and check students homework. As is seen some extra-curricular activities can be carried out via FB to enhance learning content and continue interaction.

Examples of Self-Study Tasks in the WIF

The numbers represent the WIF order of the participants.

“208- Writing, listening, reading skills. Students could be asked to write something and post it on the page concerned, listen to a certain audio material or need to certain post.”

“194- Yes, somebody can see a word s/he hasn’t heard or seen before on Facebook so it can be useful. Also, they can speak English with friends so they can improve their English.”

“116- Listening and speaking can be taught via cameras and some listening videos, clips.”

“11- Maybe reading and listening skills can be taught. For reading, some passages and exercises can be done and for listening, English can be taught through some songs and some exercises can be given and like that.”

“56- I think people can use Facebook to learn English by themselves. That’s why there are lots of English sites based on vocabulary.”

“17- Yes, there are already some pages to teach English, like “Learn a word a day”.

When we look at participant comments in the WIF we see FB use for individual learning in which students become autonomous by taking charge of their own learning (Holec, 1981, p.3) and some examples are as follows: students will be exposed to more

English language samples and have more opportunities to practice language in that they listen to and read a dialogue and do multiple choice test or gap-filling activity and see their score with their correct and incorrect answers and thus assess themselves, they can expand their lexis knowledge, practice listening skill with videos, clips and use webcams to speak to foreign people or peers to practice speaking skill, they can listen to a song and analyze it in terms of new vocabulary and grammatical structure. Besides, they can choose from a variety of activities on a language skill in which they feel incompetent or use some pages which aim to teach English and provide more exercises.

Examples of Self-Study Tasks in the Oral Interview

The numbers represent the order of the participants.

“20- Self-study is the second important. Firstly the students need input, see sth and according to this input they will study on their own, that’s more suitable. If they don’t understand sth or need sth more we can make up sth on FB.”

“19- Self-study is the most important as they can reach any information on this system and since the materials are various they will appeal to different kinds of intelligences and get their attention.”

“18- Self-study is the most important since it allows repetition and revision of what they have learnt or couldn’t understand clearly at school. An important opportunity for individual learning.”

“15- Self-study is the most important because using computers or mobile phone is sth individual. They can search and do more exercise on.. listening activities and doing the following exercises, which requires individual skills. It can be a good opportunity for fast and slow learners. Individual differences flourish.”

“14- Self-study is the most important because it is crucial to be conscious about what you are going to do. Ohh I should do this like that, let’s check what I have done. They can learn about their strength and weakness. They can construct.”

Above are some examples from oral interview on how to use FB for individual learning purposes and help students gain autonomy. Participant comments can be summarized as in the following: if students don’t understand a point or cannot find enough time to overcome learning difficulties s/he can refer to FB to handle his/her difficulties, variety of audio-visual language samples could arouse interest among

students and appeal to different learning styles and multiple intelligence, students can repeat previous knowledge and revise what have learnt, choose an activity or exercise according to his/her tastes and continue learning at their own pace, evaluate themselves and decide on what to focus and what to ignore in line with strong and weak points so that students gain consciousness about their learning potential.

However, there is an opposition statement about FB as a self-study tool:

“21- Self-study is the least important one, I think since they may have problems with feedback, it may not come in time). They can learn better but if they don’t apply what they have learnt at school it may be a problematic situation. In this case they may not find FB serious and some say “I don’t care.” So it depends. I think it is most appropriate for adults, then adolescents and in the last young learners, that is adults number 1, adolescents number 2 and young learners are number 3. Age will determine.”

It is said that self-study may not reach its aim because of delays in feedback and some students may underestimate the value of FB to consolidate previously learnt knowledge. In addition, age is considered as the key factor for the success of self-study because young learners may not have their own learning and coping strategies while adolescents are seen as more aware of their abilities and finally adults are seen as ideal for self-study as they are more aware of their expectations, limitations and learning strategies.

Teacher Educator Comments

Teachedu1: *“Outside- writing reflections, Inside- examples of writing activities, Self-doing homework.”*

Teachedu2: *“In-class by providing exercises via certain pages on FB, Outside class & self-study by assigning homework, providing extra info, exercises, etc.”*

Teachedu3: *“In the group, anything (any type of drill) can be used. First of all, there must be a group for the mentioned activity or program. Then with the administrator being in charge some exercises would be used.”*

Teachedu4: *“In-class, waste of precious class time but outside and self it is more appropriate. 1-engaging them with other learners from other countries with the help of their teacher. 2- the teacher initiates interaction with sts. If done in class, I believe it is waste of time. Class time is too precious because it is too limited and therefore must be*

carefully spent on worthwhile activities. FB based study is valuable if it serves as a tool to expand time. I mean, it is useful only when learners are involved in English in the time when normally they do sth else.”

Teachedu5: *“In-class---- as a pre act, outside-the- class—project, homework and self-study—initiating or interacting with groups in other countries.”*

Except the fourth interviewer, all other teacher educators expressed how to teach English in class via FB like showing or modelling writing activities, providing exercises via certain pages on FB and using it as a pre-activity task. For the fourth teacher educator, class time seems too valuable to implement FB so out of the class use is thought to be more suitable for purposes like interacting with people from other countries and cultures. Teacher educators have suggested activities that can be used outside the class on FB where students can write reflections, get more information and carry out projects. As for self-study they suggested doing homework, deciding on learning content and assessing self progress. If there is a specific page just for learning purposes for a particular group teacher can initiate many exercises and only certain people can access it so that there will be a sense of belonging and users can learn from each other. In short, it is up to the teacher who is in charge of directing activities to utilize FB anytime and anywhere for the benefits of students.

5.1.6 Discussion of the Research Question 1.6

Research Question 1.6: *Do student teachers and teacher educators prefer to have a technology course in teacher education programs?*

Now participant comments in oral interviews are given below to explain the reasons behind their preferences about technology course integration into teacher education programs in English language teaching programs. It has been found out that none of participants were against the idea and there are different opinions on the ways of FB integration into teacher education curriculum for their development.

Student Teacher Comments

The 1st interviewee indicates opinion in the oral interview as follows:

“Yes, it can be used in teacher education programs because it gains importance in the 21st century teaching style.”

Increasing importance of technology is regarded as the underlying reason of integrating such a course for student teachers so that they could adapt their teaching styles to the demands of technological era.

The 2nd interviewee indicates opinion in the oral interview as follows:

“That’s a good idea. Owing to technology, we can share images and authentic materials more effectively, like pictures, written materials like texts, videos. This way students can be more motivated and the activities can contribute to their practicing.”

Such integration could result in improvement of language skills and fluency and guide students to practice their knowledge in a real communicative environment for a real purpose and with a real audience.

The 3rd interviewee indicates opinion in the oral interview as follows:

“It is difficult to bring everything to class. It is very important for our age as a 21st century skill. 3D learning and simulations can be used. Computers can do lots of things like videos, pictures, texts, links. Also students will make comments, can share their materials and opinions. Teachers can announce homework even if students aren’t present. Teachers can share teaching materials on FB groups, and then we wouldn’t need teachers!!! It can be a communicative place. The use of FB changes according to the aim.”

If technological tools are exploited they can act as teachers to some extent and serve student needs and expectations with lots of exercises and activities so that they will get the opportunity to express themselves, develop communication strategies, strengthen weak points and learn from each other by commenting on others’ postings.

The 5th interviewee indicates opinion in the oral interview as follows:

“Of course. We can’t stop technology and it will affect everything. If we improve our skills in technology, we will use time more effectively. It supplies all learners whether visual, kinesthetic or musical, different intelligences. Using technology is 21st century skill for teaching. Nothing can stop technology as it takes place in our lives.”

Huge impacts of technology in every aspect of life are undeniable and structure and delivery of education also change in line with technological changes so innovative teaching styles emerge and teachers need to modify their teaching methods accordingly. Therefore, individual tastes and preferences of students can be served easily with different activities technology offers to users.

The 8th interviewer indicates opinion in the oral interview as follows:

“It will be useful of course but what’s more important is where there is no technology and we need to be creative. We can have difficulty in different and remote parts of Anatolia and we cannot have these opportunities. But it is still a good idea anyway.”

Though there is positive attitude towards technology integration into English classes there are also some concerns about technical problems that may occur during application and lack of computer and Internet access in some parts of the country.

The 9th interviewee indicates opinion in the oral interview as follows:

“Yes, it will be useful because you can use different ways to represent and apply a lesson. You can know how to use projectors more effectively instead of books. FB and Twitter are more popular so we should take this advantage and turn it into an educational tool to teach them. In a methodology class, members used FB and uploaded their reflections and everybody could see and discuss their ideas openly.”

Use of new technological tools can be preferred instead of traditional ones so power and widespread use of social networking sites can be converted into advantage to support students to exchange their feelings and ideas.

The 11th interviewee indicates opinion in the oral interview as follows:

“If I had seen such a class, I guess psychological barriers would be removed. Sure, why not. Anything can contribute to us. I am open-minded and can learn something from everything. In addition, I can tell you one thing. It could be used in education, namely distance education. That’s the aspect where it helps to reach out to my communities and teach not only English but other things, too.”

Psychological barriers, hesitations or fear can be removed with distance-learning tools, there can be rapport between teacher and students and teacher can reach many students at the same time without time and space limitations.

The 15th interviewee indicates opinion in the oral interview as follows:

“Of course. Technology can be integrated in foreign language education. We need experience to be qualified teachers. It can give us ideas on how to use technology as a good source but the use of mother tongue should be banned. Moreover, we can have authentic materials thanks to technology.”

This student's teacher thinks such a course can be beneficial for their future career and professional development as well as enhancement of language skills and

areas with real-life materials but use of mother tongue should be monitored carefully to have enough exposure to target language.

The 16th interviewee indicates opinion in the oral interview as follows:

“Absolutely. Most of us don’t know how to use tech tools effectively. It is beneficial for us as candidate teachers and a good experience. Teachers could prepare videos. There were some programs on TRT based on grammar translation method or open university. Instead we can use funnier videos. We can raise their language awareness and understand how English language works and also tend to use it after school. Because when they use it they can be more aware of using the language. This way FB will be a part of their life and go on using it. Become a life-long experience for them. They can internalize the language more easily. As they aim to use FB as a way of learning English, they will be familiar with it at some point.”

Technological abilities of teachers are highly appreciated by student teachers for their future teaching career. In addition, teachers can promote language awareness and contribute to students’ life-long learning skills.

The 18th interviewee indicates opinion in the oral interview as follows:

“Yes. At least teaching methods can be improved and such a class will obviously contribute to my technological skills and I will feel more qualified and ready for my future classes as a teacher. We teacher candidates will benefit from being exposed to more technological devices. I think a class like this will definitely work for us.”

Such a class can meet changing needs of students and requirements of the age. If student teachers receive education to respond to students and changing lifestyle, they will be more qualified and skillful teachers who are realistic about desired learning outcomes and relate them to today’s demands.

The 13rd interviewee indicates opinion in the oral interview as follows:

“Yes, of course. We can use technology in the class for every student with different various intelligences and learning styles. Looking at some pictures or listening to some videos can attract the attention of students, which is beneficial in educational contexts. So we have various materials and this affects the atmosphere of the class. But of course all these must happen under my control to harness it for learning.”

Unique characteristics and needs of students can be served with such a class since students will be exposed to various oral and written language samples. This can

create a relaxed atmosphere where students feel safe to participate in discussions and are not afraid of making mistakes.

The 12th interviewee indicates opinion in the oral interview as follows:

“Technology is very important. I am against FB for teaching purposes but technology isn’t only FB. So in the class we teachers can use computers, videos, overhead projectors (OHPs). If I take such a course in my education, then I will be more confident and say “Yes I can use technological devices and have listening activities, films and videos to make the lessons more attractive for students”.

The participant is against FB integration into educational contexts but appreciate technology course to teach English because this way student teachers will have experience in how to use technology to provide students with more opportunities to practice language and make learning enjoyable for students. Also they will feel more confident in utilizing technological devices and competent at handling awkward situations.

The 6th interviewee indicates opinion in the oral interview as follows:

“For listening and speaking it can be good but for grammar and writing skills traditional ways are safer. I have my own way and my students will come along my way. That class can be useful if the lecturer uses it effectively and encourage us well. But I don’t believe in myself. But it can be tiring for you.”

The participant agrees FB inclusion for teaching some language skills but not all of them because teachers may refer to traditional teaching styles. When used properly FB can respond to student needs and serve teaching goals but dealing with FB activities might become tiring for some teachers. If they have got the necessary training, pedagogical knowledge and use FB for learning purposes in teacher education programs, they could tend to use FB in their future classes.

As is seen, majority of student teachers who are positive, negative or unsure about FB integration into English classes agree that there can be a course called “Teaching English with Technology” in teacher education programs and see it as a part of their professional development in the 21st century.

The 19th interviewee indicates opinion in the oral interview as follows:

“Yes, it would be a necessary lesson for us. I think our knowledge is not sufficient enough. Interestingly most of my classmates don’t use..to.. know how to prepare a

powerpoint presentation well, not informed about it. Such a course could contribute for my future career. This course may be an addition to materials evaluation lesson as tech itself is a kind of material in foreign language classes.”

Teacher Educator Comments

Teachedu1: “Yes. Both as theoretical and practical knowledge. As an inside activity they can develop materials and they can present a topic to teach English. They can have such a course in the 3rd grade (as juniors).”

Teachedu2: “Even if it’s not a standalone course, the role of technology in language teaching can be integrated into the core courses in the teacher education programs.”

Teachedu3: “Definetely. Since we live in a technological era, technology is an inevitable part of our lives. So, it should be incorporated thoroughly into education programs.”

Teacheodu4: “Definitely.”

Teachedu5: “Not a seperate one but should be involved to all.”

When we look at the commenst above we see that teacher educators are in favor of integrating innovative means of communication like FB in English language teaching programs. They stress the need of both theoretical and practical knowledge, demands of today’s era and pedagogical experience.

Above-mentioned comments are about technology integration into ELT programs as a separate course but let’s have a look at some other opinions to exemplify other preferences. Some student teachers may lack expertise and knowledge to integrate certain technological tools into education and this can bring out problems during application. So student teachers can have a technology class as a part of materials evaluation course.

Consequently, four different views have emerged from interview data about technology course in English language teaching department:

- as a separate course
- as a continuation of materials development course
- as a part of 3rd grade methodology course
- inclusion in all courses in the program

Findings of this study are consistent with previous research in that students were found to have positive attitudes towards FB which can be advantageous in terms of providing interaction opportunities, enabling autonomous learning and creating social presence and informal language helps to foster rapport between teachers but there can be concerns about use L1, plagiarism or copying others' work (Piriyasilpa, 2011). Besides, they can sense of achievement, and participate in courses more thanks to authentic audience (Pasfield-Neofitou, 2011) but when used properly web-based language learning is an efficient and popular way in teaching and learning a foreign language because students' interest can be aroused (Kun, 2011).

All in all, such online learning environments like FB can give users a sense of self-control as they decide how much information to share (Walther et al., 2008) and what to ignore with their individual choices of privacy settings (Pempek et al., 2009). Since students will come across other learners across the world with similar needs and expectations in an online community (Boyd & Ellison, 2008) they will gain more confidence in sharing their learning difficulties or weak points and get solutions on how to cope with them. Increasing popularity of online communities and use of the internet could be turned into educational facility (English & Duncan-Howell, 2008) in that learning environment could be less stress-free (Mazer, Murphy & Simonds, 2007), students can continue learning according to their wishes and needs without physical presence of the teacher (Banks & Faul, 2007). Therefore, if student teachers have concrete learning and teaching experiences as students and teachers, they can evaluate the benefits and difficulties of online learning and thus develop certain strategies and techniques to minimize problems and maximize benefits (Muñoz & Towner, 2009).

5.2 Discussion of the Research Question 2

Research Question 2: *What are the factors that affect student teachers' and teacher educators' perceptions about the use of Facebook in English classes within Turkish context?*

In oral interviews participants were asked the factors that could affect their choices about FB integration into their English classes in Turkey so that we can obtain the possible drawbacks in application and provide solutions accordingly. Participant

opinions are given to identify potential shortcomings from different perspectives. Examples from participants comments are given below.

Student Teacher Comments

First the comments of participants who are against the idea are given in both the WIF and oral interview.

Participant 181, who is the first interviewee, female and has a FB account indicates her opinion in the oral interview (1) and WIF (2) as follows:

1-*“View of students can affect. They may find it difficult to use or may not want to use it for learning.”*

2-*“English is not taught by using FB because it is a communication tool. Aim of FB is not to teach sth. I think it is just for sharing sth and for communicating.”*

In the oral interview (1) participant 181 mentions her concern about student attitudes towards FB integration into English classes such as resisting and their lack of necessary technological abilities to carry out the tasks given to them (Bosch, 2009). However, if teachers become a good model for students to use FB for learning purposes and show them how to deal with the problems they might encounter while learning, students can develop positive attitudes towards FB application.

Participant 181 first talks about the FB image in Turkey and the rationale behind FB usage, which can be explained by uses and gratifications theory in that SNSs like FB can fulfill users' needs and wants constantly and users can be instantly gratified with social contact and on-demand access to other media content (Urista et al., 2009). The purpose behind the use of FB changes from person to person but if teachers are convinced about the use of FB they can convince their students to use FB for learning purposes, which requires teachers to take necessary training in their education.

Participant 173, who is the second interviewee, female and does not have a FB account indicates her opinion in the oral interview (1) and WIF (2) as follows:

1-*“Parents may not want and managers may not permit and put limitations.”*

2-*“FB cannot be used in teaching English. Because students spend their time by playing games or chatting. FB can only be used for grouping and interaction.”*

In her oral interview (1) participant 173 explains her concerns about parents and managers who can be reluctant in participating in the FB-related activities and put limitations, which can be demotivating for both teachers and students and prevent teachers to apply FB in their English classes. In her WIF comment (2), she talks about students' misuse of FB and how they can end up with undesired actions. Additionally, FB is seen as a means of communication rather than a learning-teaching tool because they think that students may lose their concentration due to some other activities like chatting, playing games and looking at ads.

Participant 101, who is the fourth interviewee, male and has a FB account indicates his opinion in the oral interview (1) and WIF (2) as follows:

1-*“Technical problems. I know technology but my students are...maybe not good at it.”*

2-*“In my opinion, FB isn't a useful source to teach English as it is mainly used to communicate with user's friends and to meet new people. Furthermore, most of the students use FB to play some games. When the learner relates FB to fun, it would be difficult to make them study on FB.”*

In the oral interview (1) participant 101 highlights the lack of technological incompetency of students and points out that this can be a hindering factor in the implementation. In the WIF comment (2), it is said that FB includes some distracting points that can hinder students from learning and concentrating on the necessary items.. It can be used for having fun, keeping in touch with old friends and making new ones so students may lose their concentration.

Participant 149, who is the 12th interviewee, female and does not have a FB account indicates her opinion in the oral interview (1) and WIF (2) as follows:

1-*“While teachers present a topic they may have trouble because of some technical problems. Students can also misuse it, I mean for malicious purposes while in the class. Students' opinions play a crucial role because I would give importance whether students like or don't like the idea of learning English on FB. In addition, they may not have computers or Internet access at home or not a FB account. They don't have to have a FB account only because I wanted them so. This is just for fun and doesn't teach anything to students. Moreover I may lack some technological skills necessary for implementation. My tech skills are so so I can say.”*

2-“ *I don't think that Facebook is very useful in teaching English because Facebook is a social website, and people can communicate through Facebook. However, Facebook cannot enable people to speak in English and this website cannot make learners focus on four language skills (listening, speaking, writing, reading) because people have fun thorough FB. Maybe they can learn something while watching videos, but they cannot learn more.*”

In the oral interview (1) participant 149 talks about certain restricting factors like technological breakdowns; students' beliefs, preferences, emotions and misuse of FB and lack of technological devices and teachers' insufficient technological skills.

We see in the WIF comment (2) that FB is seen as a communication and entertainment tool rather than an educational tool. Students may not focus on the main language skills because of distractions. Therefore, some student teachers could either hesitate or reject the use of FB.

Now we will look at the comments of the participants who are positive about FB integration into English classes in oral interviews.

Participant 138, who is the 5th interviewee, indicates her opinion in the oral interview as follows:

“Students' attitudes. They are not trustable creatures and they always find a way to get rid of responsibility. They may not use English while on FB.”

Participant 138 is seen not to trust students in that she thinks they can be misled easily, engage in wrong or harmful activities and deal with activities not related to the course. Her another apprehension is the use of mother tongue, which can slow down the use of target language for interaction purposes. If teachers talk about the learning process in advance and tells them what they are required to do, students can be convinced to carry out activities.

Participant 57, who is the 8th interviewee, indicates his opinion in the oral interview as follows:

“Some political issues may hinder me. Some friends are always writing bad comments and even swear. There may be some bad sentences that can hurt others' feelings. That's why I sometimes just log out. Also the content of some groups may be negative. We

shouldn't force our students to use FB but they should want to use it. Some technical issues can arise problems, too. In addition, some may not like to share photos."

Participant 57 is concerned about inappropriate content that can discourage users from using FB. Technical problems are another hindering point since some students may not have computers or Internet access.

Participant 82, who is the 20th interviewee, indicates her opinion in the oral interview as follows:

"First of all we must pay attention that what we share on FB is related to our topic and schedule and lesson plan. We should use it for a certain time and not intervene in students' social lives. There are some technical issues, too. Everybody doesn't have to have access to the Internet and maybe their parents don't let them to use the net. Also some students can get addicted and this is harmful for students. Even some may become antisocial or have psychological problems due to some content inappropriate for their age. In sum the use of FB shouldn't be exaggerated."

Participant 82 highlights the importance of relevance of FB activities to learner needs, compliance with the curriculum, time limitations and respect for private lives. Another hindering factor is about technical issues in that some students may not have Internet access and students can become addicted. These factors show us that educators should know how to balance traditional and innovative teaching methods to make learning activities meaningful (Theodotou, 2010).

Now we will look at one participant who is undecided about FB integration into English classes.

Participant 158, who is the 13th interviewee, indicates her opinion in the oral interview as follows:

"FB is for fun. Generally almost all of the students do so. They don't know how to use FB for the lesson and there can be technological problems as well. Some parents can be against it and not want their children have a FB account."

Participant 158 talks about changing purposes behind FB use and points that students may not find FB as a serious learning environment or technological shortcuts could occur in the application. Another point is the parental opposition since some parents may have concerns about their children's development.

As is seen from the comments above factors affecting FB use in language learning put forward by the participant include students' negative attitudes and lack of technological skills, negative FB image, lack of professional and technical skills, parental and management opposition, misuse of FB, concentration-depriving features, technological breakdowns, lack of technological devices, student disbeliefs and resistance, inappropriate content, use of mother tongue, invasion of privacy, discipline problems, relevance of FB activities to learner needs, compliance with the curriculum, time limitations and addiction.

Teacher Educator Comments

Comments of teacher educators on factors affecting FB implementation in English classes will be given below in both the oral interview (1) and WIF (2).

Teachedu1: (1) *“Colleagues may have negative attitudes towards FB and say “What is the point of using FB?”. Parents may have some fears about it and think their children are sitting in front of computer screen all day and chatting and wonder how it can be an educational tool. This way we can conclude FB image in Turkey since some people may think it is just a place to add a photo, commenting on videos or sharing silly content.”*

(2) *“Lack of technological terms/tools in class. Administrators' attitudes and students' preparedness level.”*

Teachedu2: (1) *“If we think of this “react” as feedback, yes definitely. If the shareholders in question reflect on their experience, the implementation process can be shaped better.”* (2) *“Students not using FB in the first place 😊 and lack of technological devices both in class and at home.”*

Teachedu3: (1) *“Yes. If these shareholders work collaboratively FB can be a major source for teaching English. For in-class, out-of-the-class activities and self-study all the shareholders have to undertake some responsibilities.”*

(2) *“FB has many other time-consuming parts such as games, chatting, commenting on photos. These would hinder the use of FB.”*

Teachedu4: (1) *“Administrators and parents might be sceptic.”*

(2) *“Parents may not approve. FB itself can distract attention (learners may get involved in other stuff)”*

Teachedu6: (1) *“They may believe it is not beneficial, but let's admit sts are there so we need to get there as teachers.”*

(2)“*Sns’ not possessing Internet and computer distractions on FB and Internet.*”

According to teacher educators FB usage in English can be affected by some factors such as lack of technological tools/terms, lack of FB membership, inaccess to computers or Internet, distractions on FB, parental or administrative opposition and students’ preparedness level. They think that applicants may get reaction from different people like parents, administrators, colleagues, students and other FB users. Therefore, all shareholders should be informed about the application in detail so as to minimize opposition and maximize FB usage success in educational settings.

5.3 Discussion of the Research Question 3

Research Question 3: *Are there any differences between male and female student teachers and teacher educators in terms of their preference of Facebook as a foreign language learning tool?*

Table 13

Gender- FAELT Relationship

			FAELT			Total
			FAY	FAN	FAUN	
Gender	Male	Count	26	12	0	38
		% within Gender	68.4%	31.6%	.0%	100.0%
	Female	Count	120	46	7	173
		% within Gender	69.4%	26.6%	4.0%	100.0%
	Total	Count	146	58	7	211
		% within Gender	69.2%	27.5%	3.3%	100.0%

When we look at Table 13 we see gender and student teachers’ perceptions about FB integration into English classes. As is seen in Table 13, of the 211 respondents, 38 of them are male while 173 of them are female, which means the number of female participants is nearly four and a half times more than male participants.

When we look at Table 13 in terms of gender, it is seen that 26 males favoured FB integration into English classes while 12 of them were against the idea and there were no males who are undecided. As for females, 120 females favoured FB integration into English classes while 46 of them were against the idea and 7 of them were undecided. Total score consists of 146 positive responses, 58 negative responses and finally 7 responses with undecided remarks.

When looked as percentages, it is seen that 68.4% of male participants (N=26) are in favor of FB integration into English classes while 31.6% of male participants are against and no male participant (.0%) is undecided about the application. In addition, 69.4% of female participants (N=120) are in favor of FB integration into English classes while 26.6% of female participants (N=46) are against and 4.0% of female participants (N=7) are unsure about the application. The overall percentages consist of favourable responses with 69.2%, negative responses with 27.5% and undecided responses with 3.3%, which shows that student teachers are mostly in favour of the application. It is seen that although the frequency of female participants (173) is greater than male participants (38), when we look at the distribution of attitudes towards FB integration into English classes, it can be said that the ratio of those who are in favour of the application is close to each other in both female and male percentages in that 68.4% of male participants (26) were in favour of the application while 69.4% (120) of female participants, which suggests male and female student teacher mostly tend to favour FB integration into English classes. As for the negative perceptions, 31.6% of male participants (N=12) and 26.6% of female participants (N=46) are against the idea, which shows there is more opposition against the application in male participants than their female counterparts. When we look at the participants undecided about the application, it is seen that there is no indecision among male participants (.0%) but all the undecided comments (N=7) belong to female participants.

Table 14

Chi-Square Tests of Gender-FAELT

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.824 ^a	2	.402
Likelihood Ratio	3.056	2	.217
Linear-by-Linear Association	.103	1	.749
N of Valid Cases	211		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 1.26.

When we look at Table 14 it is seen that as the number of male and female participants does not show equal distribution. The relationship between gender and participant perceptions about FB integration into English classes is found not to be significant as probability co-efficient is not less than 0.05 ($p > 0.05$). The unequal distribution of gender among participants can be considered as the limitation of the study and further studies with equal gender distribution could give more detailed information on this aspect of the study.

As is seen, high majority of student teachers (N=146, 69.2%) support FB integration into English classes and we can help other student teachers who are against the application (N=58, 27.5%) or undecided (N=7, 3.3%) to change their viewpoints. The frequency of indecision may seem small but the frequency of opposition should not be underestimated since it forms nearly the quarter of total frequency. Their reasons were given above and in light with their responses they can be advised the ways of dealing with possible problems they might encounter in application and be taught the necessary professional skills and pedagogical knowledge in their education so that they will feel competent enough to put innovative tools into practice in their future classes and better serve student needs.

When we look at teacher educators we see that there are 4 males and 2 females. All males are in favor of FB integration while one female is in favor of the application and the other is undecided. There is an agreement among teacher educators about the application except the fourth interviewer who has some hesitations for implementation.

6. SUMMARY AND CONCLUSION

6.0 Introduction

In this chapter summary of the study, pedagogical implications and suggestions are given.

6.1 Summary of the Study

This study aimed to investigate student teachers' and teacher educators' perceptions about the use of Facebook in English classes. In order to reach this aim, a pilot study was carried out with 21 student teachers to identify and remove misunderstanding or ambiguity in the items and 3 field experts were consulted to provide validity and reliability of written and oral interview items. During the fall semester of the academic year 2012-2013, 221 student teachers and 6 teacher educators in Gazi University's ELT program were involved in the written interview and then 21 student teachers and 6 teacher educators were held oral interview. Both qualitative (interview sessions and thematic coding procedures) and quantitative methods (calculating frequency, percentage, chi-square tests, mean and standart deviation) were applied for complementary purposes.

In relation to student teachers' perspectives on FB as an educational tool in English language teaching it has been found out that high majority of participants (N=146, 69.2%) are in favor of FB integration into foreign language classes. When we look at participants, it is seen that of 211 student teachers there are 38 male (18%), 173 female students (82%) and 190 of them are aged between 21-23 (90%). 174 of them have a FB account (82.5%) while 37 of them do not have a FB account (17.5%), which proves the widespread use of FB among young generation. However, we should consider those opposing the idea and try to influence undecided student teachers in a positive way as there are 146 positive responses (69.2%), 58 negative responses (27.5%) and finally 7 undecided responses (3.3%). Even though the number of participants who are against or undecided about the idea seems low, the reasons behind their opposition should be analyzed and solutions should be made to overcome possible problems. Likewise, student teachers who are undecided about FB application in their future English classes can be persuaded about the benefits with introduction to practical solutions.

It has been found out that students teachers believed that integrating FB into educational settings is useful and data analyses revealed that FB has the potential to enhance learning. Some student teachers believe that working with new technology and implementing them in classes require extra time, energy, effort and money, all of which can be a burden for teachers. They also believed that their future students and their parents, colleagues, and administrators are the ones that could influence them most in their applications, which was proved in other previous studies (Sadaf, Newby & Ertmer, 2012). Additionally, they stressed that the materials and techniques should change according to learners' age, language level and learning content. They also reported concerns about their own friends and family, political issues, legislations and policy makers. Results of this study are in line with previous research findings because Eren (2012) found out positive student attitude towards the use of FB as a supplementary tool in English classes in that the students (% 68.6) agreed that FB could be used in education, FB exercises were useful (%59) and FB feedback supported them (%70). However, they also declared that traditional methods are also important, which shows that traditional teachnig should not be underestimated but should be blended with new educational moves.

Student teachers' preferences of types of use to include FB in their English classes have showed that in-class is seen as the least important type of use to apply FB while outside-the-class is mildly important type of use and finally self-study is found to be the most important type of use. This is because class-time is precious and limited so first teachers should cover the curriculum and then refer to extra-curriculum activities like social network usage and number of students in classes is another factor that can prevent teachers to apply FB in classroom. FB can be used mostly for improving self-study skills of students since it is up to the user to decide on time, place, pace and amount of FB usage in line with their needs and interests.

As for language skills and areas to be taught on FB, it is seen that writing was mentioned 91 times (25.7%), reading 79 times (22.3%), listening 69 times (19.6%), speaking 44 times (12.5%), vocabulary 43 times (12.2%), grammar 19 times (5.4%) and pronunciation 5 times (1.4%) respectively. As is seen despite variety in frequencies and percentages all language skills and areas have been mentioned and this shows us the importance of FB facilities in terms of unlimited opportunities to view and share audial and visual content. However, as some teachers may lack the methodological knowledge

and practical solutions they may have difficulty in teaching certain language skills. To fully benefit from FB and raise language awareness equally in all language areas, student teachers should be taught how to develop each language skill and area according to a specific topic, unit or content and how to evaluate outcomes and test knowledge.

What age groups and language levels should be taught English via FB remains a big challenge for educators and policy makers since decision on these two factors affects delivery of instruction, content of educational materials and tests and approaches to be adopted in classroom environments. When we look at results we see that of the 227 points (100%) given in total, young learners item has 18 points (8.3%) while adolescents item has 118 points (54.4%) and finally adults item has 81 points (37.3%). Adolescents are in the first place, while adults are in the second place and young learners are in the third place. Some may think that young learners are too young to cope with the technological and linguistic demands of FB and adults will resist using such an online environment to practice language because of their past learning experiences. Adolescents seem the best age to apply FB as they are fond of using new technology to communicate and interact and thus are good at dealing with latest technology. In fact all age groups can be educated to benefit from FB for educational purposes like learning a foreign language. The solution lies in the fact that users can be persuaded to learn English through FB in advance by modelling them on how to reach learning resources, what to focus or ignore, how to create and contribute to content and tackle with technical issues. This way learners will feel self-confidence in using FB for their educational needs. Once students feel a sense of progress with FB they can turn the study skills into habit, utilize them in the long term and make it a part of their lifelong learning skills. Different methodologies and techniques could be adopted while teaching English to students via FB to serve their needs, meet their expectations and appeal to all age groups.

Apart from age groups, what language levels should be taught English via FB is also important in educational settings and planning as different language levels require different content and structures to be fostered. When we look at results which show the overall frequency and percentage language levels that are perceived to be suitable to be taught via FB we see that there are 238 points in total. Out of 238 total points, 30 points (12.6%) belong to beginners, 128 points (53.8%) belong to intermediate level and finally 80 points (33.6%) belong to advanced level, which means intermediate level is

the most preferred language level while advanced level is in the second place and beginner is the least preferred one. This is because beginners could be incompetent to understand what is happening on FB because of lack of linguistic knowledge and necessary vocabulary while some advanced level students may not prefer FB to improve their English as they have high level of information. Intermediate level students seem to be the best ones for FB application as they have basic knowledge about language and work out meaning of new vocabulary and grammatical structures from contextual and visual clues to go further and improve language skills. However, all language levels can be taught English via FB with the help of modifications in materials used and techniques applied to capture interest of students and motivate them to participate more in learning activities.

Of the 6 teacher educators 2 were females and 4 were males and all have got a FB account. Their ages were 33, 52, 41, 38, 41 and 36 respectively according to the order of the interviews. As for FB integration into English classes, 5 of them were in favor of the application while one of them, 4th interviewee, was neutral about the application. Again 5 of them thought all language skills and domains can be taught via FB while one of them (4th interviewee) thought only listening, reading and writing can be enhanced with the help of FB. When we look at the order of importance of types of use, we see that in-class item has 15 points while outside-the-class item has 9 points and self-study item has 8 points, which shows self-study is seen as the most important, outside-the-class is mildly important while in-class is seen as the least important type of FB use.

If we look at teacher educators' preferences about the age group and language levels to be taught English via FB we see that young learners were preferred 2 times while adolescents were preferred 6 times and adults were preferred 5 times. This shows us that teacher educators think that adolescents are the best age group to be taught via FB while adults are secondarily appropriate to be educated with FB and young learners are the least preferable age group to apply FB. As for language levels, beginner level was preferred 3 times while intermediate 6 times and advanced levels 5 times, which suggests intermediate level was the most preferred language level to be enhanced via FB while advanced level was in the second place and beginner level was in the third place according to teacher educators.

As is seen, there is parallelism between student teachers and teacher educators' perceptions about FB integration into English classes in that in both groups high majority of the participants were in favour of FB inclusion in English classes; adolescents were mostly preferred while adults were mildly preferred and young learners were least preferred age group to be taught English on FB; again intermediate level was the most preferred language level to be enhanced via FB while advanced level was in the second place and beginner level was in the third place. Besides, self-study was seen as the most important, outside-the-class is mildly important while in-class is seen as the least important type of FB use. The similarities between teacher educators' and students teachers' preferences give us important clues about how teacher educators can influence student teachers' choices and preferences in their teaching styles and techniques. If teacher educators train student teachers with current educational moves and teaching styles, they can apply innovative teaching techniques easily handle possible problems in their future classes and thus better serve their students' needs and interests.

6.2 Pedagogical Implications and Suggestions

Teachers should pay attention on learners characteristics while integrating online learning environments into traditional classroom settings in that they should consider learners' age, language level and motivation level because students have different expectations, knowledge, background, interests, needs and motivation. This is especially important while applying a new teaching technique in foreign language classes and teachers can attract attention of learners and their individual preferences with the help of changes in materials, techniques and activities. Such new educational and technological applications require certain professional abilities, skills, knowledge and experience, which calls for changes in teacher education programs like raising consciousness about new social media and its effects on foreign language education.

As students gain experience in learning English on FB they can develop certain learning strategies like cognitive, metacognitive and socio-affective learning strategies and use them in their future academic career. Since students will come across lots of linguistic forms on FB with audial and visual content in postings, sharings, messages, videos, cartoons, pictures, links, texts, dialogues, games and other applications, they will get exposed to target language, try to handle coming information, attribute meaning, guess meaning from visuals or context, compare and contrast with previous knowledge and make generalizations, which are examples of cognitive learning

strategies. After trying certain strategies learners can make some evaluations on their learning process on FB, notice their potential in language learning, realize their strong and weak points, capitalize on their strong aspects and strengthen weak aspects, that is gaining metacognitive awareness. Finally, students can get help from their teachers, peers, friends, learners from other countries and cultures to overcome their learning difficulties or collaborate to carry out online projects or groupwork activities. Here learners can get peer feedback and act as interlocutor for their friends as their friends can do, which shows us the social aspect of learning (O'Malley & Chamot, 1990).

Integration of FB into foreign language classes requires certain factors to be considered like outcomes of application, social support or pressure, internal/external advantages or disadvantages. It has been observed from student teachers' perspectives that FB inclusion could enhance language skills, motivate learners to participate in educational activities, help students to gain self-study skills, reach massive amount of authentic material, get instant feedback, practice new points and revise previous knowledge. In addition, widespread use of online resources, high popularity of FB and easy access to the Internet make FB application easier. However, there might be some hindering factors like social pressure, technical breakdowns, distractions, mismanaging time, misuse or overuse, digital gap, self-discipline problems, inaccess to computers or the Internet, time constraints, mother tongue use. Moreover, use of SNSs can be banned at schools by administrators or legislations, teachers may not be good at or willing about using new technological tools. Therefore, social media use should be freely used in educational institutions, necessary technological infrastructure should be provided and legislations and administrators should allow for social media use at schools so that teachers and students will feel free to utilize such interactive social media tools for educational purposes.

Today it is Facebook or Twitter to be introduced in teacher education programs but in coming years they can be replaced with other online communication tools. Therefore, teacher education requires continuous change and modification in conjunction with teaching trends and up-to-date communication services. We should balance the traditional and innovative ways of teaching in order to prevent misuse and shouldn't overuse technology and underestimate traditional teaching methods. If new technological tools like FB become a part of teacher education programs, student teachers will get a chance to see how learning works on FB and thus develop their own

teaching techniques in parallel with the syllabus. Thus teacher candidates will be abreast with the new learning culture and they will hopefully turn the newer web applications like FB into educational tools in their future classes.

In conclusion, student teachers should be exposed to new and popular communication and interaction means like social networking sites so that they can gain knowledge, skill and expertise on how to apply such tools in their future classes. If they have concrete learning experiences they will have a chance to see what it is like to be on FB as a learner and how to respond to students and how to give feedback as a teacher. Moreover, they will contribute to their professionalism and keep informed about the latest news and trends of educational moves. Therefore, teacher education programs needs to be updated to comply with demands of the current age and help student teachers to gain needed *teachnology skills* to effectively integrate both latest technology and appropriate teaching styles into their future classes. What is more, integration of online learning environments like Facebook should be supported legally and all shareholders should be informed about the application process so that an innovative teaching technique such as FB integration will be welcomed by the society and applicants.

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APPENDIX A

Written Interview Form (WIF) for Student Teachers

Dear Participants,

This written interview form aims to find out student teachers' and teacher educators' perceptions about the use of Facebook in English language teaching. For this purpose, as teacher candidates, your valuable opinions will contribute to the research. In the first section you will give information about yourselves. In the second section, you will answer the questions about the use of Facebook in English language classes. Thank you very much for your contribution.

Best Regards

Research Assistant Çağla ATMACA

I) Personal Information

Participant no:

email:

Gender: Male ☐ Female ☐

Age: () 18-20 () 21-23 () 24-26 () 27⁺

2- Do you have a Facebook account? () Yes () No

II) Perspectives on Facebook

1-Do you think Facebook can be used in teaching English? Why or why not?

2- If your answer is yes, then what language skills can be taught through Facebook in ELT classes in Turkey?

2.1 Activities based on Facebook can be utilized in class, outside the class or as self-study. Please order these three types of Facebook usage in terms of importance, from *most important* (1) to *least important* (3).

<i>Types of Use</i>	<i>Importance 1, 2 or 3</i>
In-class activities	
Outside-the-class activities	
Self-study	

2.2 In your opinion, which age group can best make use of Facebook in learning English? You can circle more than one age group.

1) Young learners

2) Adolescents

3) Adults

2.3 In your opinion, for which competency level is Facebook suitable? You can circle more than one competency level.

1) Beginner

2) Intermediate

3) Advanced

APPENDIX B

Written Interview Form (WIF) for Teacher Educators

Dear Participants,

This written interview form aims to find out student teachers' and teacher educators' perceptions about the use of Facebook in English language teaching. For this purpose, as teacher educators, your valuable opinions will contribute to the research. In the first section you will give information about yourselves. In the second section, you will answer the questions about the use of Facebook in English language classes. Thank you very much for your contribution.

Best Regards

Research Assistant Çağla ATMACA

I) Personal Information

Participant no:

e-mail:

Gender: Male ☐ Female ☐

Age:

2- Do you have a Facebook account? () Yes () No

II) Perspectives on Facebook

1-Do you think Facebook can be used in teaching English? Why or why not?

2- If your answer is yes, then what language skills can be taught through Facebook in ELT classes in Turkey?

2.1 Activities based on Facebook can be utilized in class, outside the class or as self-study. Please order these three types of Facebook usage in terms of importance, from *most important* (1) to *least important* (3).

<i>Types of Use</i>	<i>Importance 1, 2 or 3</i>
In-class activities	
Outside-the-class activities	
Self-study	

2.2 In your opinion, which age group(s) can best make use of Facebook in learning English? You can circle more than one age group.

1) Young learners

2) Adolescents

3) Adults

2.3 In your opinion, for which competency level(s) is/are Facebook suitable? You can circle more than one competency level.

1) Beginner

2) Intermediate

3) Advanced

APPENDIX C

Oral Interview for Student Teachers

1-Do you intend to use Facebook in your future classroom as a teacher? Explain why or why not? How?

2-What can be the advantages of using Facebook in English classes?

3-What factors or circumstances could hinder the use of FB in your future classrooms?

4- How do you think certain shareholders [students, colleagues, administrators, parents, etc.] react to using Facebook in your classroom? Explain why or why not? How?

5- What kind of sub-skills can be taught via Facebook to teach English?

6-How can Facebook be used as an in-class/outside-the-class or self-study activity?

7- Which age group(s) can be taught English through Facebook? Why?

8- What language level(s) can be taught English through Facebook? Why?

9- Do you like to have a technology course in ELT programs?

APPENDIX D

Oral Interview for Teacher Educators

1-Do you think Facebook can be used in English classes? Explain why or why not? How?

2-What can be the advantages of using Facebook in English classes?

3-What factors or circumstances could hinder the use of Facebook ?

4-How do you think certain shareholders [students, colleagues, administrators, parents, etc.] react to using Facebook in English classes? Explain why or why not? How?

5- What kind of sub-skills can be taught via Facebook to teach English?

6-How can Facebook be used as an in-class/outside-the-class or self-study activity?

7- Which age group(s) can be taught English through Facebook? Why?

8- What language level(s) can be taught English through Facebook? Why?

9- Do you think there should be a technology course in ELT programs?