



TO FACEBOOK OR NOT TO FACEBOOK?

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Student and teacher roles have undergone important changes in line with changing technology and lifestyle so new trends have emerged in educational settings. To have a clear understanding on current technology and its impact on foreign language education, this paper explored student teachers' and teacher educators' opinions on Facebook (FB) use to teach English. Participants were 221 student teachers and 6 teacher educators in English Language Teaching (ELT) Department at Gazi University. Data were gathered with written interview forms and semi-structured oral interviews. After participants filled in written interview forms, stimulated recall sessions were administered to gain deeper understanding of participant perspectives on Facebook use in English classes. Data show that participants are mostly in favour of Facebook integration into English classes. Theory of Planned Behaviour (TPB) by Ajzen (1991) was used as a framework to categorize the written and oral data. They have mentioned about positive consequences of FB use like increased motivation, enhanced engagement, ample learning resources and more opportunities to practice learning items. However, they also expressed concerns about social support from parents, administrators and students. They also emphasized certain drawbacks like technical breakdowns and lack of technological tools that can hinder effective implementation. In light of findings, it can be said that although student teachers and teacher educators are positive about FB integration into English classes, they have hesitations about application process, which can offer new insights about how to manipulate technology for language learning purposes and offer new perspectives for policy makers in curriculum design.

Keywords: Facebook, Theory of planned behavior, English language teaching, Teacher education.

Introduction

In response to meet today's learners expectations and create flexibility in time and place for them, computer mediated communication can be exploited in the L2 curriculum (Blake, 2000). Today's learners use the Internet to reach information they need so teachers can foster individual learning but teachers need the necessary pedagogical knowledge and experience to actualize it (Yumuk, 2002), which points to the structure of teacher education programmes.

Student teachers can have some hesitations regarding application of newer web applications such as social networking sites, namely Facebook, in their future career. Their preference might be affected by various factors since the basis of each human action includes a number of factors in that human behaviors are the result of combined factors and if there is a change in the circumstances, humans could react differently (Ajzen, 1985).

So what is needed in teacher education programmes? Teacher education programmes may make changes to be in harmony with the changing lifestyle and technology so that student teachers could see the possible implicational problems in advance and take precautions accordingly. For this purpose, the Theory of Planned Behavior (Ajzen, 1991) was used as framework to get a comprehensive view about student teachers' and teacher educators' attitudes towards the use of Facebook in English language classes, together with their perceptions regarding social pressure and difficulty of Facebook application.

Aim of the Study

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

1. What are the attitudes of student teachers and teacher educators towards the use of Facebook in English language classes?
2. What student teachers and teacher educators think of the social support or pressure of shareholders about the use of Facebook in English language classes?
3. What can be the possible ease or difficulty of using Facebook in English language classes?

Significance of the Study

This study is one of the rare studies to examine the student teachers' and teacher educators' attitudes and perceptions about the use of Facebook in English language teaching. It is expected to contribute to the understanding of how to use Facebook in English language classes with possible practical problems and solutions in Turkish context.

Review of Literature

Facebook

New technologies have altered the ways people live, think, communicate as well as learn and teach (Hewson & Hughes, 2005; Johnson, 2007). Students can easily reach new and extensive information on the Internet and use them to improve their reading and vocabulary, which will contribute to their autonomy (Kun, 2011). 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).

On-line learning environments can be advantageous in many ways in that virtual spaces can allow learners to construct their own understanding of information (Windschitl, 1998), learners can reach authentic materials and learn at their own pace (Brandl, 2002), teachers can provide students with ample language exercises according to the syllabus of their language courses (Son, 2008) and there is time and space flexibility (Hampel, 2010). However, they can be disadvantageous at the same time in that teachers may lack the necessary skills for technology integration (Conole & Culver, 2009), teachers might encounter problems in sustaining learners' motivation to complete activities (Guo, 2010) and some students may lack Internet access or not have computers at home (Bynum, 2011).

FB is one of the examples of social networking sites. 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 so that students can give information about themselves with pictures, demographic data and class schedules but in September 2006, FB went public (Stern & Taylor, 2007). 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). Dynamic structure of FB makes it appropriate for learning functional and grammatical aspects of the language like learning writing, vocabulary and and reading incidentally (Akbulut, 2007; Shahrokni, 2009).

When we consider Facebook as a second or foreign language learning tool, it can be very beneficial because it increases skill in technology (Hargittai and Hinnant, 2006), there is social interaction among students while they share ideas about how to use it, an important learning activity (Lockyer & Patterson, 2008), it can help students with low self-esteem (Bosch, 2009) and teachers can modify their teaching style via reflection (Greenhow, 2009) for their professional needs. However, when used inappropriately, FB could turn into a harmful tool and have negative consequences since there can be concerns about security, privacy, inappropriate content and cyber bullying (Griffith & Liyanage, 2008), some schools may put restrictions on the use of FB (McVey, 2009), it can cause addiction (Harrison & Thomas, 2009), and finally there can be problem of control mechanism and distractions (Çoklar, 2012).

The Theory of Planned Behavior

Intention that affects people's motivation to perform a behavior is the key term in both theories of reasoned action and planned behavior. What differs the theory of planned behavior (TPB) from the theory of reasoned action is perceived behavioral control where resources and opportunities are considered important for behavioral achievement. According to the theory of planned behavior, a behaviour is said to occur with intentions and perceived behavioral control. There are three components; namely *attitudes* including favorable or unfavorable evaluation, *subjective norm* including social pressure and finally *perceived behavioral control* including ease or difficulty of performance. These components with favorable the attitude and subjective norm, promote occurrence of a behavior and they are also distinguished as *behavioral beliefs*, *normative beliefs* and *control beliefs* respectively (Ajzen, 1991).

According to the theory of reasoned action (Ajzen & Fishbein, 1980), intention is the core element of a behavior to occur and it has two factors being attitudes towards the behavior and the subjective form consisting of social pressures. If there is a mismatch between them, the final intention is shaped by attitudinal and normative factors. the theory of planned behavior, on the other hand, is considered as the extended version of the theory of reasoned action with the inclusion of perceived behavioral control, that is, perceptions of difficulty and having resources (Dörnyei, 1998).

The TPB behavior which consists of attitudes, subjective norms, and perceived behavioral control affecting intentions to perform a behavior, aims to explain human behaviors. TPB is different from reasoned action in that there is perceived behavioral control whose examples are resources, opportunities and self-efficacy. The performance of a behavior is a combination of these three factors for example if a person shows a positive tendency (behavioral beliefs), has social support (normative beliefs) and thinks that the task at hand is easy to accomplish (control beliefs), s/he is expected to be more likely to perform a certain behavior (Ajzen, 1991).

There are studies which support or do not support the TPB. In a study 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). However, in another study, to assess the effectiveness of the Theory of Planned Behavior in predicting 221 college students' use of social networking sites, Ajzen's model was not supported in that factor analysis showed that Intention and Behavior factors were highly correlated and not separate factors (Cameron, Ginsburg, Westhoff & Mendez, 2012).

Methodology

This study is based on mixed-methods research in that both qualitative (written and oral interviews) and quantitative (calculating frequency, percentages via SPSS-16) research methods were used. 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. In this study data were collected with the help of a written interview form (WIF) and semi-structured oral interviews.

Results and Discussion

Now we will look at responses of both student teachers and teacher educators in terms of TPB consisting of behavioral, normative and control beliefs.

Table 1 Behavioral Beliefs Examples.

B E H A V I O R A L	- Improving student engagement
	- Broadening knowledge
	- Facilitating interaction
	- Giving extra help for homework discussion
	- Getting feedback
	- Exchanging experiences
	- Motivating learners
	- Creating more enthusiasm among students
	- Continuous communication between teacher and students
	- Learning new words informally
	- Creating belonging and togetherness
	- Enhancing reflective teaching
	- Improvement of language skills
	- Sharing materials and experiences
	- More detailed understanding of students' needs
B E L I E F S	- Better understanding of the relationship among students
	- More opportunities to interact with native speakers
	- Increased interest for English
	- Access to authentic material
	- Increased intercultural awareness
	- Informing students about upcoming events
	- Reminding homework
	- Cooperation among peers
	- Assigning students

	- Rapid delivery of learning content - Increased exposure to language - Fostering communication abilities - Getting students attention - Sending documents - Easy memorization of new words - Applying inductive teaching - Gaining autonomous learning abilities - Developing coping strategies for unknown points - Responding to multiple intelligences - Sharing plans for upcoming events - Implementing group or pair work - Getting massive input - Revising grammatical rules - Cooperation among students - Enhanced negotiation strategies - Easier communication - Informal learning - Getting peer support - Genre analysis - Enhanced pronunciation and word knowledge - Reflective teaching - Gaining competence in informal language - Deductive teaching - Stress-free learning environment - Preparation for following classes - Inquiry-based teaching - Contextual learning - Learning by discovery - Learning by doing - Continuous learning opportunities - Consolidation - Reminding upcoming events - More interaction between students and teachers - More learning opportunities for fast or slow learners - Bettering the atmosphere of the class - Raising language awareness
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Examples for Behavioral Beliefs by Student Teachers

The number represents the WIF number of the participant.

“33-Yes, it can be used in teaching English. First of all, it can be used as an authentic material. Secondly, it gives teachers and students a chance to be in contact and the teachers can give some examples on people’s Facebook profiles in speaking classes. As I said, especially in speaking, Facebook can be a useful material. Perhaps in listening, through some videos on the Facebook can be used.”

There is increased access to authentic materials and communication opportunities as well as abundance of audio-visual stimulus on FB. Real-life materials can be shared on FB so that students will be able to reach the necessary information whenever and wherever they want. Non-stop interaction is also possible thanks to FB as teacher-student interaction goes on even they are out of the school. Some written material can become the base of a speaking activity or a video may be used to develop listening skill.

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

Rapid delivering of learning content becomes possible with FB. Some materials related to the course subject can be shared on FB where every student will see them. Not only teachers but also students can contribute to and shape the content of education.

“59-Yes, we can. It may help us be in contact with the students whenever they need. In addition, the exposure to the language may be much more than just being stuck in classroom environment.”

There is more contact with students and increased exposure to language. Teacher-student interaction goes on outside the school since use of FB is convenient in terms of time and place. Learners can have a real learning environment instead of the one in the classroom which may not always reflect the real life language use. Learning is not limited to classroom only but is everywhere when student needs it.

“99-Yes, why not ☺ If we prepare a specific page for it and add any kind of info about our classes, techniques and visuals it can be really helpful. Immediately a student reaches a topic that he wants to learn or develop. Especially listening can be achieved via videos. Speaking can be developed thanks to it. Reading and writing are more complex to learn on net. Grammar and vocab activities contribute to their learning. For example a few vocabs are shared for each day.”

It depends on teachers' professional abilities to appropriately serve students' needs and expectations. A specific page can be created for different classes, which can create a sense of belonging and team spirit among our students. Visual capabilities of FB makes it an attractive learning environment which offers great opportunities for reaching the relevant information. Videos can be considered as attractive learning tools that offer a lot of linguistic and nonlinguistic components. Reading and writing are not thought to be effective. Learners can get a word a day on FB and images can help recalling new information.

“105- Yes, it can be used in teaching English. Because, people can share everything they want. For example, a video in English can help students to improve their listening skills. An article shared in English enables students to improve their reading skill, etc. - Listening, writing, speaking, reading (shortly all skills).”

FB is an online environment which includes massive language input. Different videos, pictures, texts and exercises can be shared on FB and this will appeal to all learners who have different tastes, learning styles and strategies and intelligences. Individual learning will become much more possible by this way. Besides, any skill can be enhanced when FB is appropriately modified for language learning purposes.

“108- Yes. If it is used in English, people can learn new vocabularies. Plus, some videos can be shared on Facebook so it is also an effective way for learning something about English indirectly. People can also have opinion about what is happening around the world. Listening skills can be taught by listening or watching videos. Reading skills can also be taught by reading authentic texts in English.”

FB can facilitate memorizing new words, create informal learning and collaboration opportunities but the amount of L1 or L2 usage must be determined in advance so that students will know how to carry out the activities there. People can also be kept informed about the recent changes around the world. This will contribute to their world knowledge which will trigger users' schemata to integrate the new information with the previous one. Language learning won't be virtual or decontextualized anymore but a meaningful one with real-life dialogues and different genre texts.

“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.”

FB is seen as an interaction tool. Members of a specific group can keep in touch with each other and inform each other about the changes about the course or discuss about the examinations, get peer support and learn from each other cooperatively.

“190-I think Facebook can be used in teaching English. For example, they can make a native speaker group and twice in a week they could speak.”

There can be a group to develop speaking skills of students with the help of native speakers so that students will have the chance to practice their knowledge in a real context, for a real purpose and with a real participant. This can be highly motivational for students who are bored with memorization or traditional methods like drills.

“207-Yes. We have a group page called ELT 15. This page belongs to our class. We share important points of English via this page. Members of this page can benefit from those points. Some language skills such as reading, listening can be taught. While teaching these skills many other points of English can also be taught. Some of these points are accuracy of grammar and literature.”

Past experiences and familiarity with FB can help student teachers to develop positive attitudes towards the use of new technology in their future classes. If they have a chance to practice, learn and discuss on FB in graduate program, they will see how learning takes place on FB, have an idea about how teaching works and difficulties of learners so that when they become teacher, they will predict what kind of problems might emerge and take the required precautions to have a smooth lesson thanks to their previous experiences.

Examples for Behavioral Beliefs by Teacher Educators

1. *“Yes, as the name suggests it is a kind of language and bringing what is outside.. what students do outside into class. Additionally, 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.”*
2. *“Yes. FB is one of the best ways of integrating technology into language classes. Its content can be used as supplementary materials through lessons. Course content can be presented in a more interesting way so that the attention span of learners can be lengthened.”*
3. *All language skills can be taught using FB in ELT classes. Since there is video chatting in FB, all the skills can be taught. Some advantages are: self monitoring, being part of a group and spending time in FB while learning/teaching English.”*
4. *“The teacher can initiate some exchanges in English and it can be of some use. When they do have a foreign friend, they use English →then there is real communication. Social network listening (through shared podcasts & videos), some reading can be practised. Synchronous exchanges can foster written/text message communication as well. Your students will probably be motivated. They might think the teacher is cool and they get a chance to interact outside the class. If time spent on social networks can be used for English learning purposes (at least to some extent) this is sth positive ‘cos no matter what, they spend so much time there so why not make use of some of it? ”*
5. *“ Yes. The students may construct groups to share their experiences or they may become friends with native speakers which also facilitate cultural awareness. There may be pre or post activities of a skill. It is real and authentic. Creates real need for the learners.”*

As is seen, FB is seen as facilitating in terms of providing opportunities for more language input and autonomous learning so that students will be able to come across a lot of language sample and gain experience in how to monitor their progress. Students can initiate interaction or have a conversation with their friends in English. When they have a foreign friend, they will use English and there will be real communication, which can increase their cultural awareness. Students can also reach a rich learning content and develop writingskills. FB could be considered as a means of current technology integration and supplementary tool, which means FB acts as extra-curriculum material providing more practice opportunity since it has the potential to serve teachers' and students' needs while teaching a specific skill before and after an activity. Consequently, language learning is contextualized, carried out with a real purpose and audience and they will appreciate learning a foreign language. Moreover, FB is seen as a kind of language which has its own specific rules and a bridging tool to incorporate real life with classes. Teachers can introduce the content innovatively and trigger students' attention so that they could be more intrinsically motivated to learn. As students will study within a closed group, they can observe their progress and make necessary changes, develop a sense of belonging and learn and entertain at the same time. We can help students sustain their motivation to go on learning, destroy the psychological barriers and remove learning challenges to ease learning. The key point is that if students are convinced about earning and entertainig at the same time this can become a learning habit for them, that is lifelong learning.

Table 2. Normative Beliefs Examples.

N	
O	- Students
R	- Teachers
M	- Student teachers
A	- Digital natives
T	- Policy makers
I	- Colleagues
V	- Administrators
E	- Parents
	- Political issues
	- Teacher's friends
B	- Teacher's family
E	- Authorities
L	- Inspectors
I	- Everybody
E	
F	
S	

Examples of Normative Beliefs by Student Teachers

The number represents the WIF number of the participant.

"198-I think it cannot be used in teaching English because the atmosphere in Facebook is not appropriate for education."

According to this student teacher, the informal structure of FB seems unserious for conducting educational applications and this may result in loss of concentration and attention, which can ruin students' motivation to learn.

“181-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.”

The purpose behind the use of FB could change from person to person but if teachers are convinced about the use of FB they can convince their students to use FB, which offers opportunities beyond exchange of ideas and interaction for learning purposes.

“172-In my opinion, it could be used as an effective teaching method. However, in our world or educational system it is not so easy to convince students using Facebook as a teaching tool. They prefer using Internet especially for fun.”

Although today's learners are digital natives or the net generation, they may use FB as an entertainment tool instead of a learning tool but we can show them how to have fun and learn at the same time so that learning won't be boring any more.

“149-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. Maybe FB can be used in teaching English but this website cannot make learners focus on four language skills (listening, speaking, writing, reading) because people have fun thorough FB. Maybe they can learn sth while watching videos, but they cannot learn more.”

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 some distractions like messaging with a friend, reading a posting unrelated to the topic of the lesson or playing games and wasting a lot of time on harmful activities. They can get only some language areas to some degree but cannot acquire a language area fully as a result of participating in FB activities. Students can have fun but this entertainment may not be enough for them to learn at the same time. Instead, this situation could cause them to lose their concentration and engage in different activities. Therefore, some student teachers either hesitate or reject the use of FB.

“39- No. Facebook is used only to have fun and to communicate with other people. It is important to share information in teaching something. Perhaps it will be helpful but it is all about individuals.”

FB is seen as an entertainment tool rather than an educational tool. Some student teachers have hesitations about the students' misuse of FB. The way students see FB plays an important role in the implementation since some students may be against the use of FB.

“40-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. When it becomes related to courses, it will use all of its value.”

FB can be a distracting place for students. Students can deal with some unnecessary activities while on FB instead of studying. They may misuse FB for their special purposes like chatting with friends in the mother tongue or watch some videos that are harmful to their development. They can be involved in activities that are not related to English course. Thus, students' motivation to learn can decrease after a while.

“102-This and the next generation is/will be addicted to such kind of inventions. Rather than studying on books, they are more willing to use other materials such as Internet, computer, or games that are useful for teaching.”

FB has already facilitating conditions for language learning purposes. The demands of modern world and expectations of digital natives are dominant in teachers' choice of innovative

teaching materials. Instead of memorizing the information in books, students want and will want to experience different ways of learning.

Participant 75 who is the 21th interviewee says in oral interview:

“4/21-Students’ ideas and opinions are regarded and shouldn’t be neglected. For example I have fifty students on FB. Colleagues won’t be against me, I think but they will use it to exchange information and help each other. But administrators may not welcome or like the idea. I think they are mostly old people and think that we should only teach at school. They may not appreciate the new tech. Their experience, culture and general knowledge play a crucial role. I think parents will like it because they will be happy with their children’s use of FB for English teaching and learning. Generally most parents don’t like students playing games but this time it won’t be for fun but for education. We live in the 21st century which requires such skills. They will learn more, so no problem for parents.”

This student teacher expresses concerns about certain shareholders’ attitudes towards FB integration on FB because the number, preferences, interests, learning styles, attitudes and expectations of students can motivate or demotivate teachers while using FB to teach English. This student teacher is optimistic about their colleagues and students’ parents since it is said that colleagues can use it to exchange information and parents can have a different perspective about FB in that it won’t be used only as an entertainment tool but a learning tool to reach information. However, the participant is not positive about administrators’ attitudes because of their old age, technological inabilities or lack of experience and training. This situation demonstrates the importance of necessary infrastructure of technological tools and teacher training programs to apply new technological means and interaction tools.

Participant 141 who is the 6th interviewee says in oral interview:

“1/6-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.”

“4/6-Mostly parents. They can always tell their children “Don’t you do your homework?” since it was the same with my mum in that she always checked me while I was doing my homework on the computer. So my future parents will complain, I suppose. Colleagues’ behaviors are important for me because in the school I am doing my apprenticeship, there is an English teacher who is always playing games on FB on the computer which is the only one at teachers’ room. Other teachers wait for her and say nothing. And administrators may allow the use of Internet at class but will probably ban the use of FB for teaching.”

The participants show the FB image in Turkey and some users may see it only as a source of having fun and wasting time. It may take time to regard such social networking as FB as a learning tool but if student teachers take the required training, they can be competent in using the current technology and convince students, parents and administrators about its value. Teachers may not keep up with what is shared among their students and the content may be something unrelated to the lesson or sth harmful to their psychological or physical development. When out of class, students could waste a lot of time on irrelevant points or lose their concentration due to the distracting elements like games, ads or newsfeed. She is pessimistic about colleagues since she is complaining about a teacher who is spending lots of time playing games on FB, which can prevent those kinds of teachers from using FB as an educational tool. She is not positive about

administrators either because she thinks use of FB may be banned at schools despite access to computers and the Internet.

Participant 57 who is the 8th interviewee says in oral interview:

“3/8-Some political issues may hinder me and I must act according to legal applications. 4/8-Of course. My family and friends can influence me since we need to communicate with each other. So it becomes practical for us to use FB. My students should obey the procedures and send e-mails and ask questions. My colleagues won’t influence me so directly but they can tell their opinions on my application, just a little. Administrators might also influence but in a positive way, and they could allow us on some points. As for parents I don’t think many of them use FB and so they can think that FB is mainly for communication but not beneficial in teaching.”

Legal responsibilities can make teachers hesitant to apply social networking sites in their schools but if policy makers become aware of the widespread use of such technology among students and teachers and allow them to put them into practice, they will feel free to choose appropriate materials and make them a part of the syllabus. Teachers’ family and friends can also affect them because if teachers get support from environment, they could feel more motivated to apply newest technology but if they take criticism they may quit doing so. This participant seems not to take their colleagues’ attitudes into consideration and believes in administrators’ appreciation. However, the participant is concerned about parental opposition as some may not have FB accounts and see it only as a means of entertainment but a learning tool at all.

Participant 2 who is the 17th interviewer says in oral interview:

“4/17-I think students will like it. I think so. They are always on FB at Internet cafes. However authority won’t accept it as they may be afraid of the abuse or misuse of FB so it won’t be easy for them to accept such a thing. Colleagues might say you are just surfing, not teaching and may think we haven’t got a class but still I won’t care what people say. Parents won’t accept it as they are already against FB and may not want their children to be on FB as a result they will be against the use of FB at school. Some may be too concern about the rules or legislations but nobody follow them perfectly so we can use benefit from FB. In sum, there shouldn’t be strict rules or limitations on the use of FB since students will like it and I will be able to teach via FB.”

This student teacher is positive about her future students but has some hesitations about authorities who can be administrators or inspectors in that they can put limitations or teachers can be punished for doing sth illegal but the participant thinks that there shouldn’t be strict rules for teachers. In addition, she says she will take no notice of her future colleagues despite their opposition or kidding. Again parental disapproval is seen as a result of negative attitudes towards FB.

Participant 75 who is the 21st interviewee says in oral interview:

“Students’ ideas and opinions are regarded and shouldn’t be neglected. For example I have fifty students on FB. Some will learn words and idioms while others will need it to revise grammatical items. Students will like it I think. Visuals can be used. First we can teach some words and idioms and then adapt these techniques to grammar. This way they can express themselves. Colleagues won’t be against me, I think but they will use it to exchange information and help each other. But administrators may not welcome or like the idea. I think they are mostly old people and think that we should only teach at school. They may not appreciate the new tech. Their experience, culture and general knowledge play a crucial role. I think parents will like it because they will be happy with their children’s use of FB for English teaching and learning. Generally most parents don’t like

students playing games but this time it won't be for fun but for education. We live in the 21st century which requires such skills. They will learn more, so no problem for parents."

The student teacher is optimistic about future learners and are convinced about positive outcomes of using FB in English classes. She is also optimistic about her future colleagues and think they will use it to share their opinions and provide support each other. Administrators' past experiences may hinder them from applying new technological or interactional tools in classroom settings, which stresses the importance of learning culture and its impacts on future learning experiences. Parents are thought to appreciate FB usage for learning purposes as they will see another aspect of FB in education other than playing games or having fun.

Participant 85 who is the 15th interviewee says in oral interview:

"8/15-It can be time-consuming for the teacher and they think it might be useless."

It is thought that use of FB could increase workload of the teacher, that is burnout level can be intimidating for teachers so they may be against FB integration. Teachers may lack technological abilities and pedagogical training so they will feel incompetent and not spend enough time to learn them.

Participant 207 who is the 10th interviewee says in the oral interview:

"4/10- Students can improve their speaking and listening by FB or they can improve reading by literature pages on FB. It is a funny page. However, some students can get bored of this page and not want to enter. But still students can share their opinions and get opportunities so it can become an extra material. It can be easier for teachers to teach in class and students get delighted! Colleagues can have a FB page on ELT department where they can share important videos. They can help each other. I think administrators will like it because we use it for educational purposes. What's more I don't think parents will care much as this is for education. It is my job to teach and I hope they will agree with me."

Though students may get bored with studying on the same page again and again, they will come across different types of activities, funny exercises and reading passages. English teachers can share materials or teaching experiences with their colleagues all over the world. Administrators can allow for FB usage as they see the educational application and parents may not intervene in so it is up to teachers to convince other shareholders about the value of FB in educational contexts.

Examples of Normative Beliefs by Teacher Educators

1. *"Administrators and 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. In 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. *"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."*
3. *"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."*
4. *"Administrators and parents might be sceptic."*

5. “Yes, they may... However, if the teacher explain the reason of using FB in class to the parents, they may also become involved into the process.”

When we look at teacher educator responses we see that they think that colleagues’ discouragement, parental interference and misjudgements about functions of FB could hinder an effective application. Student teachers’ opinions are considered as an important element in directing learning activities since their reactions and reflections direct their future applications. Some directors and parents might have concerns about the outcomes and worry about its impact on students’ success, which explains the reasons behind the suspects about high-tech integration into educational contexts or online courses. Each shareholder must pull their own weight and cooperate with each other for a better instruction and technology integration in English language classes. Applicants can confront some opposition from different people but if they try to convince parents and students about the rationale behind it, all can see the use of Facebook application and appreciate it.

Table 3.Control Beliefs Examples.

C O N T R O L	+ Self-efficacy
	+ Massive amounts of input
	+ Easy access
	+ Presence of related content
	+ Widespread use and popularity of FB
	+ Easy access to the materials
	+ Status of English
	+ Easy access to authentic material
	+ Widespread use of the net
	+ Audial and visual facilities
	+ Appeal to every age
	+ High capacity for file and document sharing
	+ Easy communication
	+ Attention-grabbing properties
	+ Stress-free environment
	+ Saving paper and energy
B E L I E F S	+ Easy access to wider audience
	+ User-friendliness of FB
	+ Requirements of today’s world
	+ Technological abilities of digital natives
	+ Teacher control on learning content
	+ Changing teaching style
	+ Technological abilities of young generation
	+ Continuous development of FB
	-- Restricted access to the net
	-- Mismatching time
	-- Lack of FB membership
	-- Concentration depriving properties
	-- Lack of an appropriate methodology
	-- Restricted access to computers
	-- Misuse or overuse
	-- Lack of authority
	-- Changeable purpose behind usage
	-- Distractive environmental factors
	-- Lack of necessary resources
	-- Lack of technological skills
	-- Need for better infrastructure

	-- Lack of self-skills in tehnology -- Teachers' increased workload -- Requirement of face-to-face interaction in early stage of learning -- Need of first hand learning -- More burden for the teacher -- Technical problems -- Technological incompetencies -- Lack of auto control -- Digital gap -- Generation gap -- Lacking autonomous learner characteristics -- Time constraints -- Inappropriate classroom setting -- Lack of time and pedagogy -- Discipline problems -- Lack of necessary training and methodology -- Unrelated content with schedule -- Absence of assessment -- Concerns about learning goals -- Negative washback on evaluation -- Socio-economic situation of students -- Technological incompetencies of students -- Inappropriate content -- Lack of professional abilities -- Lack of physical expressions
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+ refers to internal and external enablers while – refers to internal and external constraints

Examples of Control Beliefs by Student Teachers

Examples of Control Beliefs in the WIF

The number represents the WIF number of the participant.

“68-It can be used in teaching English because English will be in their life. Then language will be a tool not to forget. To survive on Facebook they will have to learn it.”

Importance of English and popularity of FB are considered the key features in FB application in English classes. In order to be an active member on FB they will need to respond to postings or share their ideas in English. This way they will learn how to cope with uncertainty and develop their own learning strategies.

“201-I think it shouldn't be used in teaching English as some of us don't have Facebook.”

Lack of FB membership can cause problems in exact participation. If some students do not have and want to to have a FB account, then teachers cannot do anything at that points since it becomes harder to teach when students reject learning in a new environment like FB.

“193-Yes, I think Facebook can be used in teaching English because there are a lot of pages about English and about its use.”

FB has already had some features that makes it a language learning tool. There are lots of appropriate content to teach English. Today FB has various accounts that aim to contribute to language learning and teaching and are useful for both students and teachers.

“183- There are lots of distractive things on Facebook, so I don't think people can concentrate on learning English on Facebook.”

FB also have concentration-depriving properties. The purpose behind having a FB account plays a crucial role in its usage areas for users because some may see it just as a free-time activity and entertainment tool but not an educational tool. Moreover, some students could lose their attention and get involved in other activities that are not related to the course or are harmful to their physical or psychological development and damage their personality.

“173-FB cannot be used in teaching English. Because students spend their time by playing games or chatting.”

Students can misuse FB and end up with dealing with unrelated content and they may lose their concentration due to some other activities like chatting, playing games, looking at ads.

“168-I think Facebook cannot be used in teaching English because I think that it is a time killer and when somebody wants to use Facebook to learn English s/he can be interested in other things and forget the aims of using Facebook.”

FB is not seen as an educational tool but as a free-time activity where users waste a lot of time, have fun and entertain. FB can be a highly distractive environment for users because of some traits like games, messaging, ads or warnings and teachers may not control all the actions of a student on FB.

“132-No. Because a lot of us don't have a Facebook account and their own computers”.

Restricted access to computers and lack of FB membership could result in inconveniences in application and some technical shortcomings are considered to be important in the implementation. Limited or no access to computers or the Internet might be a huge challenge for both teachers and students. The necessary infrastructure must be provided in advance so that there won't be situations preventing smooth applications.

“112-Yes. Facebook includes so many things that we see or use in everyday life. For example, videos, news etc.”

There are materials related to real life. FB is sth that is found in everyday life. We can benefit from the visual materials for education. They will catch students' attention and thus help them be more eager to sustain learning. Teachers will find up-to-date topics and use them in the classroom so that students will see the point of using FB for learning purposes.

“4-No, it can't. Because Facebook is used for spending time and have fun. Teacher cannot control students on Facebook and there are lots of things that attract students' attraction.”

Consequences of lack of authority and misuse are highlighted in this participant's comment. FB can be a distractive environment for learning since some features of FB can mislead students. Teacher absence may also affect the use of FB for educational purposes and the way students see FB will affect their success in using FB for learning.

“16-Yes, it can be used in teaching English. A lot of people can reach the information whenever they want. Especially vocabulary skill can be taught through FB in ELT classes in Turkey.”

Students can easily access information and enhance language skills. FB is seen as a good example for distance language learning as it is convenient in terms of time and place in that people can reach the information they need whenever and wherever they want.

“27-Yes, I think so because there are useful pages that they can share and read essential things.”

FB can become a useful foreign language learning tool in that both students and teachers can benefit from the pages or groups on FB. This way people can learn from each other's experiences and use the materials. Teachers should be a guide and lead their students in their learning attempts.

“28-If you are a teacher of young learners, Facebook can’t be used in teaching because you can’t control the students and their writings and it is a difficult task. So it is better not to use Facebook in teaching.”

Misuse of FB and lack of authority is another aspect of FB application. Teachers cannot control everything their students write or share and so teachers can have difficulties in monitoring all the changes their students make. Teacher abilities play a crucial role in this aspect because if they don’t feel competent enough they can fail when they use FB for teaching purposes.

“37-Yes, it can be used but I think it will be limited because the interaction between people is limited on Facebook.”

FB is considered limited in terms of interaction because of loss of visual clues in face-to-face interaction and some student teachers think face-to-face interaction is more effective and needed. Group dynamics may be missing in an online environment like FB.

“66- Of course not. There are a lot of reasons for it. One of them is that 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.”

Some student teachers demonstrate strong opposition to FB usage in English classes. FB isn’t seen as a language learning tool but is seen as a time-consuming act. 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 in English classes.

Examples of Control Beliefs in Oral Interview

Participant 13 says in oral interview:

“9/21- Yes, actually. FB is a technological tool. Young people are very good at using technology. Using smart boards, projectors and other things might be problematic so we should know how to use and what to do about teaching English.”

Requirements of today’s world encourage teachers to adapt their teaching styles and technological abilities of digital natives shouldn’t be underestimated because they are good at handling new technological tools.

“9/6- That class can be useful if the lecturer uses it effectively and encourage us well. But I don’t believe in myself. A lecturer did it good , really good. But it can be tiring for you.”

Some teachers may question their skills in technology and concern about their workload but if they have the necessary qualifications and skills they can overcome problems encountered in application.

“8/10-Only intermediate. Beginners are learning from scratch, a new language. They may learn “unnecessary points of English. There might be problems concerning the methods.”

As is seen in the example, teachers may have difficulties in their classes because of lack of appropriate methodology and may not know how to apply new technology like FB and how to develop strategies to ease learning process.

“7/11-Young learners may not be conscious enough and start playing games. They also cannot focus on more than one thing at the same time. Adults are, I think, more disciplined, autonomous and experienced. Not distracted. More purposeful, aware and

focus on more than one thing at a time. Adolescents can also get distracted but not as much as young learners.”

Different learner characteristics can be advantageous and disadvantageous in that some learners tend to be disciplined and autonomous while others need more guidance and monitoring. Differences of expectations and pace among learners can be served via FB.

“1/11-But there are a lot of distractions, too and ignoring all those things can be hard for them and also they will have difficulty in concentrating on my postings. I personally believe that there are some downsides, too, newsfeed stream namely. So each students has to be very disciplined like.. have to ignore all those notifications.”

This statement is about requirements of individual study because when students are engaged with online learning activities, their attention can be diverted to some other activities like playing games, chatting or messaging. So students should have the consciousness to go on with their learning despite distractions and focus on related learning points, which emphasizes the importance of self-study skills and self-discipline.

Examples of Control Beliefs by Teacher Educators

1. “Lack of technological terms/tools in class.”
2. “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. It can be negative, though since some students may not use FB or there can be lack of technological devices both in class and at home.”
3. “Yes, it can definitely be used in teaching 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.”
4. “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 and all the visuals, songs, videos people share or instant exchanges with people you know might cause learners lose concentration and time. It might be useful but too distracting so careful thought about pros&cons is required. FB itself can distract attention and learners may get involved in other stuff.”

Teacher educators’ responses give us clues about the ease and difficulty of using Facebook to enhance learning English as well as the possible resources it can offer to foster learning English. When we look at the resources of FB that make it easy to use in English language classes we see a variety of factors like its popularity, interaction and gathering opportunities, its audio-visual capabilities and widespread use of technology. The power of FB shouldn’t be underestimated since it is one of the largely-used SNS tools around the world with its applications appealing to many senses at the same time and thus enabling multi-sensational learning experience. However, some teacher educators might be undecided because of distractions probabilities because technological deficiencies, administrative interference and students’ preparedness level are considered to cause problems in applications of FB. The main difficulties of FB integration into English language classes include lack of FB membership, technological breakdowns, not having PCs, time-consuming properties, distractions, parental attitudes, and loss of student concentration.

Conclusion

This study aimed to find out student teachers' and teacher educators' attitudes towards the use of Facebook in English language classes, together with their perceptions regarding social pressure and difficulty of Facebook application. It has been found out that student teachers and teacher educators have similar tendency about the FB application, that is, there is parallelism in their opinions. It has been found out that both groups think Facebook could become a language learning tool thanks to its aural and visual capabilities like videos, pictures, links, video-chat, messaging and commenting. FB is considered to contribute to learning experience of students by providing them with ample language samples, authentic materials, autonomous learning, increased interaction opportunities with teachers and native speakers, getting peer support and feedback, revising old information and being informed about the classes. They think that widespread use of technology and the Internet as well as the popularity, ease of use and high capacity of FB to share files or content could turn it into an educational device. However, teachers may encounter opposition and feel social pressure from administrators, parents, students, inspectors or colleagues in that there might be an administrative ban on the use of Facebook in classrooms to teach English or other shareholders may question the point of using FB to learn English, that is, they may not believe in the importance of using a social networking site. These hesitations may result from certain distractors on Facebook, misuse, lack of technological tools and skills, professional inabilities, digital gap and discipline problems.

When we think about an online learning environment like FB, teachers can advise their students which groups to visit and which pages to use. This can save students' time and energy. They will focus on what they need. If student teachers are educated in a learning culture where newer web applications are a part of teacher education programmes, they can welcome technological tools and the Internet more easily to integrate into their English classes. Because if they are given a chance to both learn a content on FB as a student and then to practice on it as a teacher, they can get the opportunity to see what it feels like to be a student on FB, what kind of possible problems a teacher might have during a lesson and how to cope with them. Therefore, student teachers should be introduced to new ways of communication tools and technological devices in order to catch up with rapidly changing technology and be well-equipped to serve today's digital learners' needs better.

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