İngilizce Öğretmen Adaylarının Sosyal Ağları Öğretme Amaçlı Kabul ve Kullanımı [*]

Pre-service English Teachers' Acceptance and Use of Social Networks for Teaching Purposes

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ABSTRACT: Online learning opportunities provide students with a chance to have education regardless of time and space. Accordingly, pre-service teachers should be familiar with the use of social networks for both their own learning and also for teaching purposes. In this way, they can utilise social networks efficiently to improve their teaching and the first step in this is the acceptance and attitudes. Accordingly, this study aims to unearth pre-service English teachers' acceptance and use of online social networks for teaching purposes. 140 pre-service English teachers studying at two state universities in Istanbul and Sakarya in the academic year of 2017-2018 make up the participants. The participants are selected through convenience sampling. As for data collection, The Scale of Acceptance and Use of Social Networks for teaching Purposes, developed by Kuzu-Demir and Akbulut (2017), was used. The data collected through this scale was analysed using percentage, frequency, independent sample t-test and variance analysis. The findings show that the acceptance and use of social networks for teaching purposes is high and the participants have a high acceptance for the use of them for teaching purposes. Moreover, the level of acceptance for 3 of the subcomponents (performance expectancy, effort expectancy and behavioural intention) are found to be high while it is medium for social influence.

Keywords: social networks, online learning, technology, pre-service English teachers.

ÖZ: Çevrimiçi öğrenme imkanları öğrencilere zaman ve mekân sınırı olmaksızın eğitim alma şansı sağlar. Dolayısıyla, öğretmen adayları sosyal ağları hem kendi öğrenmeleri için hem de öğretme amaçları için kullanmaya aşina olmalıdır. Bu şekilde, onlar kendi öğretme becerilerini geliştirebilirler ve bunun ilk aşaması da kabul ve tutumlardır. Bu yüzden, bu çalışma İngilizce öğretmen adaylarının sosyal ağların öğretim amaçları için kullanım ve kabulünü araştırmayı hedeflemektedir. İstanbul ve Sakarya'da iki devlet üniversitesinde 2017-2018 akademik yılında eğitim alan 140 İngilizce öğretmen adayı bu çalışmanın örneklemini oluşturmaktadır. Katılımcılar elverişlilik örnekleme yöntemi ile seçilmiştir. Veri toplama Kuzu-Demir ve Akbulut'un (2017) geliştirdiği "Çevrimiçi Sosyal Ağların Öğretim Amaçlı Kabul ve Kullanımı Ölçeği" ile yapılmıştır. Bu ölçek ile elde edilen veriler yüzde, frekans, bağımsız örneklem t-testi ve varyans analizi aracılığıyla analiz edilmiştir. Bulgular sosyal ağların kabul ve kullanımının yüksek olduğunu ve katılımcıların öğretim amaçlı sosyal ağ kullanımını olumlu bir şekilde kabul ettiğini göstermiştir. Ayrıca, kabul seviyesinin üç alt başlık (performans beklentisi, çaba beklentisi ve kullanma niyeti) için yüksek seviyede olduğu sosyal etki için ise orta seviye olduğu bulunmuştur.

Anahtar kelimeler: sosyal ağlar, çevrimiçi öğrenme, teknoloji, İngilizce öğretmen adayları.

Introduction

Technology has tremendously reshaped every aspect of our lives. One of the aspects is education which is indispensable in sustaining and developing our civilization. The integration of technology into education settings enriches learning environments and makes learning more permanent by reinforcing the contents (Yanpar, 2008). Second and foreign language teaching has also gained utmost importance in the recent years. Due to globalization and the developments in transportation and communication, people have the chance to communicate with people all around the world. English, as the international language, is the main medium by which people throughout the world communicate. In accordance with the technological developments shaping our world, lives and education, teaching of English has also been affected by the developments in technology.

One significant phenomenon that has been introduced to our lives very recently thanks to the technology is the social networks (SN) (Tiryakioğlu & Erzurum, 2011). SN are a type of Web 2.0 application in which a sum of social activities is undertaken by a certain group of participants through online information and communication technologies (Kuzu-Demir & Akbulut, 2017). Although they are very recent phenomena, they have rapidly become indispensable parts of the lives of the billions in the world and they are one of the most popular trends in the 21st century. Studies show that SN have already started replacing genuine social relationships (Acar & Yenmiş, 2014).

There are many studies which suggest that the use of SN for L2 teaching has beneficial consequences (Fauzi, 2017; Karal, Kokoç, & Çakır, 2017; Lie, 2013). SN provide teachers and students with novelties, active contribution and collaboration, which in turn makes language learning and teaching process much more efficient (Gülbahar, Kalelioğlu, & Madran, 2010). Then, the relevant question for the education researchers, practitioners and program developers is how to incorporate SN into education so that they are utilised in education settings as beneficial instruments.

It is argued in the literature that one of the important factors influencing the use of technology is acceptance and attitude (Aydın, 2007; Birch, 2003; Harmandaoğlu-Baz, 2016). Attitude is an important variable affecting the teachers' use of technology in their classes. Moreover, studying pre-service teachers are important in that they are not only learners but also, they will be the future teachers. Consequently, this study sets out to unearth specifically teacher candidates' acceptance of for the use of SN for learning and teaching purposes. In the literature there are studies done on pre-service teachers' acceptance and attitudes towards technology using attitude scales (e.g. Aydın, 2007; Birch, 2003; Harmandaoğlu-Baz, 2016), but this study is one of the first studies which utilizes a scale that specifically focuses on pre-service English teachers' acceptance for teaching purposes (Kuzu-Demir & Akbulut, 2017). Accordingly, this study will be a contribution to the field by filling in this gap. In this sense, the aim of this study is two-fold: First, teacher candidates' acceptance is unearthed and at the same time this could be an indicator showing the readiness of teacher candidates to use SN for teaching purposes. This is important because, as the literature have demonstrated (e.g. Venkatesh & Zhang, 2010), it is really essential to have positive believes and acceptance to actually undertake an action.

Accordingly, the research questions of this study are as follows:

RQ 1: To what extent do pre-service English teachers accept and use social networks for teaching purposes?

RQ 2: To what extent the acceptance and use of social networks vary depending on gender, age, daily time spent for social networks and whether they have ever used social networks for learning purposes?

Social Networks and Education

The Use of Technology in Education Contexts

In the current era in which information and communication technologies are rapidly developing, individuals use these technologies frequently. In addition to its uses in facilities such as hospitals, public transportation, parks and amusement centres, technology is also frequently used in education settings. The technologies used in educational contexts enrich learning environments and they make learning more permanent and meaningful for the learners (Yanpar, 2008). The internet, smart phones and SN are the pioneers of today's information and communication technologies. These rapidly developing communication technologies have started to replace the interaction among human beings (Acar & Yenmiş, 2014). As a result of the development of the internet, the interaction and communication among people have been reshaped and new forms of communication through the internet have emerged (Murray, 2008).

Social media platforms have made limitations of the physical world redundant as they offer almost unlimited opportunities in the virtual world. Accordingly, they are being used to supplement language learning. Today's language learners have a positive attitude towards utilising social media platforms such as Social Networking Sites (e.g. Facebook), microblogs (e.g. Twitter), collaborative projects (e.g. Wiki), content communities (e.g. YouTube), and virtual worlds (i.e. Second Life) (Kaplan & Haenlein, 2010, p.62). SN are situated in the core of these new forms of communication undertaken through the internet (Tiryakioğlu & Erzurum, 2011). Accordingly, SN in education contexts will discussed in the next section.

Social Networks in Educational Contexts

People have discovered new forms of communication thanks to the internet and SN, and they have started to use these new forms frequently (Solmaz, Tekin, Harzem, & Demir, 2013). As a result, the number of SN users are increasingly rising and people use them for differing purposes (Yağcı & Işık, 2015). The use of SN for teaching purposes is also rising. The reason is the opportunities SN offer provide teachers and students with innovation, efficiency and cooperative learning (Gülbahar, Kalelioğlu, & Madran, 2010). Both in educational contexts and also their personal lives, students frequently communicate with each other using SN. SN remove the restrictions on accessing contents and this may make an environment possible in which people in SN can continuously adapt and modify their experience (Özmen, Aküzüm, Sünkür, & Baysal, 2011). In addition, SN are superior to traditional teaching contexts with respect to their being cheap, easy to use and accessible (whenever there is internet connection) (İşman & Hamutoğlu, 2013).

Seeing that SN are being used in education contexts more and more, several studies have been undertaken in the literature. For instance, Özgür (2013) found that pre-service teachers' use of Facebook for educational contexts is at medium level. Becit-İşçitürk (2017) studied pre-service science teachers' views on the use of Facebook groups for education purposes. The results suggested that Facebook groups facilitated the communication among students themselves and also the communication among the students and the lecturers. In another study, Acar and Yenmiş (2014) aimed to unearth students' views on the use of SN in education. The study found that the students had a positive attitude towards the use of SN (Facebook) considering interaction, cooperation, sharing materials and novelties in education. Finally, Ellison, Steinfield and Lampe (2007) concluded in their study that most of the undergraduate students are Facebook users with a crowded friend list.

Social Networks in Second Language Learning Contexts

As mentioned in the previous section, SN have been adopted for education quickly considering the opportunities they offer. In the literature, there are various studies on the attitudes towards the use of SN for second language learning purposes. Accordingly, in the following paragraphs first, teachers' attitudes towards the use of SN will be reviewed. Then, language learners' attitudes will be analysed and finally, in accordance with the focus of this study, pre-service teachers' attitudes towards the use of SN will be reviewed.

There are several studies that focus on English teachers' attitudes towards the use of SNs in classrooms (Allam & Elyas, 2016; Rezaei & Meshkatian, 2017). Most of these studies suggest that the attitudes of teachers are of great significance as teachers have an indispensable role in classrooms. The analysis of these studies shows that English teachers mostly have a positive attitude towards the integration of SN into classes. In general teachers are found to be aware of the potentials SN offer and they believe that SN contribute to language teaching and learning. Although an overwhelming proportion of the studies suggest that teachers have positive attitudes, some concerns are also mentioned in these studies. For instance, in their study, Allam and Elyas (2016) found that SN maybe double-edged swords. By this metaphor, they imply that SN may also cause troubles just like they have benefits. Their findings suggest that some teachers find SN distracting. SN are potential distractors for students, which in turn negatively affects the learning process. They also argued that teachers found the integration of SN into curriculum problematic mainly because of time (e.g. short, modular terms) and taught materials (i.e. textbooks). Another study mentioning the concerns teachers have regarding the use of SN in language classrooms is Rezaei and Meshkatian (2017). They found that some teachers thought that the integration of SN imposed more demands of time and effort on the part of the teacher. Also, in line with the findings of Allam and Elyas (2016), they found that some teachers believed that SN might distract students' attention away from the lesson. Furthermore, some teachers had a negative attitude towards the use of SN as they usually offer an informal and potentially disturbing language, and the teachers argued that giving feedback and assessing students' performance is very difficult. So, it can be deduced here that although most of the teachers have a positive attitude, the use of SN do not have a systematicity yet. It can be argued from the findings in Allam and Elyas's (2016) study

regarding the integration of SN into the curriculum and taught materials combined with the findings of Rezaei and Meshkatian (2017) with regard to the problems in organizing the lessons considering giving feedback and assessing the student performance that SN are found to be a useful tool in lessons, but teachers do not have a clear idea of how to incorporate SN into their lessons efficiently.

The second group of studies are the ones that focus on second language learners' attitudes towards the use of SN for learning purposes (Dogoriti, Penge, & Anderson 2014; Eren, 2012; Li, 2017; Razak, Saeed, & Ahmad, 2013; Yang, 2013). The attitudes of students are significant as attitudes are a decisive factor in defining students' motivation, willingness and approach towards learning. The review of the literature regarding students' attitudes suggest that students also mostly have a positive attitude similar to teachers. Almost all the studies suggest that students believe that SN improve their language learning. They believe that SN offer extra opportunities and different ways of experience. For instance, Eren (2012) found that Turkish learners of English in a higher education setting had a very positive attitude towards SN especially Facebook. They believed in the benefits of the use of SN for language learning purposes. Although, most of the students had a positive attitude towards the use of SN, Eren (2012) argued that students still considered traditional language learning which is based on classroom settings as the backbone of language learning. In a similar study, Razak et al. (2013) studied English as a foreign language learners to unearth their adoption of SN (Facebook). Utilizing a mixed method, they demonstrated that students believed that SN had a positive contribution to their language learning. To summarize, regarding the studies on the attitudes of language learners towards the use of SN, it is observed that studies in the literature report that most of the students have a positive attitude towards the use of SN for language learning purposes although there are few issues raised by students.

The final group of studies which are in parallel with the focus of this study focus on pre-service teachers' attitudes towards the use of SN for learning purposes (Aydın, 2017; Becit-İşçitürk, 2012 (as cited in Kuzu-Demir & Akbulut, 2017); Başöz, 2016; Çakır & Atmaca, 2015; Salameh, 2017). For instance, Aydın (2017) studied pre-service English teachers' (who were still English as a Foreign language learners then) perception of Facebook as an English language teaching tool via a questionnaire. The findings suggested that the pre-service teachers mostly had a positive perception of the integration of Facebook as a language learning environment. However, they did not have a positive attitude towards using Facebook as a part of regular lessons. Başöz (2016) also studied the attitude of pre-service English as a Foreign Language teachers towards the use of SN for learning purposes. The study found that the participants used SN for learning purposes frequently and that they usually had a positive attitude. However, the study also unearthed some problems experienced by the participants. More than half of the participants thought that SN alone were not sufficient for effective learning. Also, the use of SN for grammar teaching was perceived as unsuccessful. Nevertheless, most of the participants considered SN as a regular component of the language learning process. The study also demonstrated that gender and frequency of the use of SN did not have any significant effects on the attitudes towards the use of SN for learning purposes. Çakır and Atmaca's (2015) study also reported similar findings indicating that pre-service English teachers had a positive attitude towards SN as

learning tools. Most of the participants were in favour of the use of Facebook. However, some students argued that Facebook was distracting and it was a waste of time. This underlines the problem of SN, which is the danger of diverting students' attention from the class which was also found by Allam and Elyas (2016) as discussed in the previous paragraphs. Salameh (2017) also studied pre-service English teachers' attitudes towards SN. The findings are in line with the literature in that the attitude was mostly positive. The study suggested that the positive attitude was very high and the participants were highly in support of integration of SN. However, one issue mentioned by the pre-service English teachers was that they found the adequacy of the content lacking.

One final significant observation in the literature review is that both students and teachers made reference to the prospect of interaction SN offer (Aydın, 2017; Dogoriti et al., 2014; Razak et al., 2013). For instance, Aydın (2017) found that Turkish EFL students perceive Facebook as an environment for interaction, socialization, language learning and cultural encounters. In the same vein, the findings of Razak et al. (2013) suggested that students thought that SN contributed to their learning by engaging them into more interaction which resulted in more information sharing, communication, socialization and an increase in the sense of belonging to the group.

To sum up this section, in the literature usually a positive attitude towards the use of SN for learning and teaching purposes was found, but one recurring problem is the lack of systematicity in how to incorporate SN successfully into classrooms. Namely, the review here suggests that there is almost a consensus on the finding that pre-service teachers have a positive attitude towards the use of SN for learning. However, the exact role of SN in language classes is not clear and students, teachers and pre-service teachers are confused about this issue. So, the review here suggests that in line with the studies reviewed on students' and teachers' attitudes above, pre-service teachers' attitudes were also found to be mostly positive. This means that pre-service service teachers believe that the integration of SN into their teaching and learning will be useful. In this sense, it can be argued that these pre-service teachers will tend to use SN in their classroom.

Methodology

In this study the survey model was used to gather the data. Survey models are research approaches that aim to describe a phenomenon as it exists in the past or present. The aim is to try to describe the target subject in its own context and reality. This study also utilised correlational design in accordance with the sub goals.

The Hypotheses and Research Questions of the Study

Considering the review of the literature, some hypotheses were formed and relevant research questions were proposed. The first hypothesis is:

H1: Acceptance of the use of SN increases learning opportunities in educational settings. So, it is essential to learn if pre-service teachers accept the use of SN for learning purposes. As argued in the literature, one of the important factors influencing the use of technology is acceptance and attitudes (Aydın, 2007; Birch, 2003; Harmandaoğlu-Baz, 2016). Accordingly, the first research question was formed as follows:

RQ 1: To what extent do pre-service English teachers accept and use social networks for teaching purposes?

The second hypothesis was formed taking into consideration the studies which argued that there are some variables which affect participants' attitudes towards the use of SN for learning purposes (Başöz, 2016). Therefore, the second hypothesis of the study was formed as follows:

H2: Variables such as gender, age and experience of use may have effects on the acceptance of SN. Accordingly, the second research question was formed:

RQ 2: To what extent the acceptance and use of social networks vary depending on gender, age, daily time spent for social networks and whether they (students) have ever used social networks for teaching purposes?

Participants and the Data Collection Procedures

140 pre-service English teachers make up the participants of this data. The participants were recruited using convenience sampling and the students attending two state universities in Istanbul and Sakarya in the academic year of 2017-2018 were selected. The results of the participants' biodata suggested the following (Table 1): 22.9% of the participants were males while 77.1% were females. 57.9% were freshmen, 10.7% were second year students and 31.4% were senior students. 40.7% of the students were aged between 17 and 19, 40% were between 20 and 22 and 19.3% were between 23 and 25. 12.9% of the students spent less than one hour on SN, 41.4% spent 1-3 hours, 27.9% spent 3-5 hours and 17.9% spent more than 5 hours. Finally, in response to the question asking whether they have ever used SN for learning purposes, 87.9% of the participants said that they had used social networks for learning purposes before while 12.1% had never used SN for learning purposes.

Table 1

The Participants

Variables		f	%
Gender	Male	32	22.9
	Female	108	77.1
Year	1st	81	57.9
	3rd	15	10.7
	4th	44	31,4
Age range	17-19	57	40.7
	20-22	56	40.0
	23-25	27	19.3
Total		140	100

This study used The Scale of Acceptance and Use of Social Networks for Teaching Purposes as the data collection instrument (Kuzu-Demir & Akbulut, 2017). This scale was chosen as it is specialized on SN unlike many others which focus on information and communication technologies as a whole, which makes this scale a reasonable fit for this study. The scale consists of 36 items and it has 4 subcomponents. These are the performance expectancy (11), social influence (10), behavioural intention (7) and effort expectancy (8). The scale has a high internal consistency coefficiency (α=.97) and the four subcomponents account for the 67.02% of total variation (Kuzu-Demir & Akbulut, 2017).

Data Analysis

In the scale the highest point for each item is 6 and it is 1 for the lowest. In order to evaluate and interpret pre-service English teachers' use of SNs for teaching purposes, three evaluation criteria and intervals were defined using the averages (Table 2).

Table 2

Evaluation Intervals

Evaluation Criteria	Evaluation Interval
Low	1.00 – 2.66
Medium	2.67 – 4.33
High	4.34 – 6.00

The data was analysed using SPSS 16.0 and the significance was calculated at .05. Independent t-tests and variance analysis were used to analyse the data and answer the research questions. The independent sample t-test was undertaken for the variables that have two subgroups and one-way variance analysis was undertaken for the variables that have more than two subgroups.

Findings

In this section, the findings were presented in accordance with the research questions. First, the pre-service English teachers' acceptance and use rates were presented. Then, in accordance with the second research question, the variables and their relationship were given.

The level of Pre-service English Teachers' Acceptance and Use

In order to answer the first research question, the level of acceptance and use of SN with regard to the subcomponents were evaluated under four dimensions: performance expectancy, social influence, behavioural intention and effort expectancy (Table 3).

Table 3

The Level of Acceptance and Use

Subcomponents	$\overline{X}$	Sd
Performance Expectancy	4.70	.97
Social Influence	4.20	.98
Behavioural Intention	4.43	1.11
Effort Expectancy	4.78	1.13
Average	4.51	.85

The results showed that the level of English teachers' acceptance and use of SN for teaching purposes is high (considering the mean) for three of the dimensions with 4.70 for performance expectancy, 4.43 for behavioural intention and 4.78 for effort expectancy. The findings suggested that the acceptance rate is medium for social influence dimension with 4.20. The overall acceptance and use rate was 4.51 which demonstrated that the rate is high and the pre-service English teachers have a medium to high positive acceptance and use for the use of SN for teaching purposes.

Pre-service English Teachers' Acceptance and Use regarding Different Variables

In accordance with the second research question of this study, the acceptance and use of SN for teaching purposes was evaluated regarding the variables gender, age, daily time spent for social networks and whether they have ever used SN for learning purposes or not. The first variable is gender. The results of the independent sample t-test were summarised in Table 4 below.

Table 4

The Level of Acceptance and Use Regarding Gender

	Groups	n	$\overline{X}$	Sd	df	t	p
The level of acceptance and use	Male	32	4.50	.86	138	-.070	.945
	Female	108	4.51	.86			

The results demonstrated that gender has no significant effect on the level of acceptance and use of SN for teaching purposes [t(138)=-.070, *p*>.05]. The t-test as a parametric test was used as the data showed normal distribution.

The second variable to be checked was age. Kruskal Wallis test was undertaken to see if there is a relationship between the age of the participants and their acceptance and use of SN for teaching purposes. The results were presented in Table 5 below.

Table 5

The Level of Acceptance and Use Regarding Age

	Groups	*n*	Median	*Sd*	X^2	*p*	Sig. Dif.
The level of acceptance and use	Aged 17-19	57	68.67	2	.612	.737	None
	Aged 20-22	56	69.77				
	Aged 23-25	27	75.89				

The analyses showed that there is not a significance difference with regard to age [$x^2(2)$ =.612, *p*>.05].

The next variable was tested for correlation between acceptance and use of SN and the amount of time spent on SN daily. Kruskal Wallis test was undertaken to see if there was a relationship between this variable and the use and acceptance of SN for teaching. The results of the analysis were presented in Table 6.

Table 6

The Level of Acceptance and Use Regarding the Time Spent

	Groups	*n*	Median	*Sd*	X^2	*p*	Sig. Dif.
The level of acceptance and use	Less than 1 hour	18	53.94	2	5.742	.125	None
	1-3 hours	58	67.37				
	3-5 hours	39	79.86				
	5 hours	25	75.08				

A non-parametric test was undertaken here as the Levene's test showed that the data for this variable did not show normal distribution. Accordingly, Kruskal Wallis test as a non-parametric test was utilised. When the analysis results are checked, it can be argued that there is no significant difference with [$x^2(2)$ =5.742, *p*>.05] in the acceptance and use of SN with regard to the amount of time spent on SN.

The final variable was whether SN had ever been used for learning purposes. Mann Whitney U-test was undertaken to identify if this variable had any effect on the use and acceptance of SN. The findings were summarized in Table 7.

Table 7

The Level of Acceptance and Use Regarding Students' Experience with SNs

	Groups	*n*	Median	Rank Sum	*U*	*p*
The level of acceptance and use	Used	123	73.04	8984.00	733	.046
	Not used	17	52.12	886.00		

According to the results, contrary to the other variables, this variable was found to have a significant effect on the use and acceptance of SN (U=733, *p*<.05). When the

median of the test was considered, it was observed that those who had experienced using SN for learning purposes before had a more positive acceptance for the use SN for teaching purposes.

Discussion and Conclusion

This study set out to unearth pre-service English teachers' acceptance and use of SN for teaching purposes. The study contributes to the literature in that it is one of the first studies that uses a scale specialised in the use of SN for instructional purposes, and the focus is pre-service English teachers who are expected to be learners and teachers of English. In accordance with the hypotheses derived from the literature, the first research question was formed: To what extent do pre-service English teachers accept and use SN for teaching purposes? The results showed that, with regard to the first research question, the acceptance and use of SN for teaching purposes is high (87.9%) and the participants have a positive acceptance (with an average of 4.51) towards the use of SN for teaching purposes. This is in accordance with the literature (Aydın, 2007; Aydın, 2017; Başöz, 2016). Moreover, the findings regarding the 4 subcomponents of the scale showed that the level of acceptance is high for three of them while it is medium for social effect with an average of 4.20. These findings have demonstrated that the pre-service teachers are familiar with SN for pedagogical purposes and that they do not have difficulty in adapting them into their lives and learning. Also, considering the fact that almost all the students from different age ranges use SN, this has the potential to enable pre-service English teachers to use SN for teaching purposes. Indeed, considering the rapid changes in our era, this is an essential characteristic of an English language teacher in order to catch up with the developments we experience in the current era.

The second research question aimed to see if different variables (gender, age, daily time spent on SN and experience of using SN for learning purposes) have an effect on the use and acceptance of SN for teaching purposes. The second research question focused on the variables that may have an effect on the attitudes towards the acceptance and use of SN. The findings and analysis of the results demonstrated that three of the variables (gender, age range and the amount of time spent) had no significant effect on the use of SN for teaching purposes. This finding is in accordance with Başöz (2016) regarding gender and frequency of use, and it is in line with Çakır and Atmaca (2015) regarding the role of gender on the acceptance and use of SN for teaching purposes. The variable that was found to have a significant effect is the variable regarding pre-service English teachers' prior experience with SN. The results showed that the participants who had had prior experience of using SN for learning purposes showed their acceptance with a statistically higher rate. This means that they are more likely to accept and use SN for teaching purposes and more importantly, as pre-service teachers they will be more likely to use SN for teaching purposes in the future. Regarding the benefits of the use of SN as discussed in the literature review section, this is very significant and it can be suggested from these findings that that pre-service English teachers should be given opportunities to experience the of SN and their potential for teaching as well as learning. To achieve this, undergraduate English Language Teaching Departments should focus on the courses specialised in technology more.

One more issue that is worth mentioning is the contrast between the findings of this study with Aydın (2017) regarding the use of SN in classrooms. Aydın (2017)

found that some pre-service English teachers did not have a positive perception regarding the use of Facebook in regular classes. This may be because, as Aydın (2017) suggested, pre-service teachers might have had no experience in the issue and traditional teachers (of the participants) did not tend to use SN in classes. Accordingly, the lack of exposure might have resulted in this finding. Also, it must be mentioned here that Aydın's (2017) study focused on Facebook only while this study assessed the acceptance of SN in a general sense. Facebook is one of the most common SN in the world and people of all the walks of life use it which in some way carries it away from being a more focused and formal environment. In this sense, participants in Aydın's (2017) study might have had a negative attitude as a consequence of the associations (e.g. checking photos, gossiping, flirting and so son) Facebook had in students' minds.

Finally, further implications for educational contexts will be provided. The findings of this study in addition to the literature review suggest that a positive acceptance for the use of SN for teaching purposes was found, but one recurring problem is the lack of systematicity in how to incorporate SN successfully into classrooms (Allam & Elyas, 2016; Rezaei et al., 2017; Salameh, 2017). Namely, the review suggests that there is almost a consensus on the finding that pre-service teachers have a positive attitude towards the use of SN for learning and teaching. However, the exact role of SN in second language classes are not clear and students, teachers and pre-service teachers are confused about this issue. For example, how to incorporate SN into the curricula or the content on SN are real challenges for the teachers. In this sense, we argue that SN should not be used for the sake of using them in the classrooms and that there must always be a purpose for incorporating SN into learning and teaching processes. The prevalence and omnipresence of SN in the modern world may lead people to the idea that they must be integrated into the curricula simply because they are so prevalent; however, teachers, researchers and practitioners should rather focus on the effective and optimum ways of integrating them into lessons/courses.

Also, pre-service teachers' effective use of SN for teaching purposes is very essential in that this allows them to teach both in and also out of the classroom. This can let the students choose the pace at which they want to learn and as a result, the learning process may be more individualised. However, pre-service teachers should be trained on how to teach on SN effectively and they should be aware of the peculiar advantages and disadvantages of the use of SN for teaching.

The participants of this study are pre-service English teachers. In the future studies, the scale in this study which is specialised on the use and acceptance of SN for teaching purposes may be used to unearth the attitudes of pre-service teachers from different departments. One more issue to be mentioned about this study is that, considering the limitations on time and space, this study looked at only the acceptance and use of the participants and the data is only quantitative. In the future studies, mixed method studies may be designed to get more insights into the experience of the pre-service teachers via letting them express their individual experience in more detail.

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