

Exploring the use of Facebook and other social media sites in pre-service teacher education

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ABSTRACT

This study investigated the use of Facebook and other social media sites in three Malaysian teachers' training colleges. The participants were six Malaysian ESL instructors and six pre-service teachers. The six instructors were given the flexibility to use Facebook or any other social networking sites to carry out their teaching and learning activities for the Degree in English programme. Data were gathered from instructors' reflections to identify their preferred social networking sites. It was found that the instructors were not keen to use Facebook but preferred WhatsApp, Canvas and emails for their asynchronous discussions. Focus group interviews were also conducted with pre-service teachers to identify the emerging themes. The findings have several pedagogical and research implications in using social networking sites in educational contexts.

KEYWORDS: social media, online collaborations, online interactions

Introduction

Technology contributes to language learning in two ways: provides teaching resources (podcasts, vodcast, online discussions) and enhances language learning experiences (Larsen et al., 2011). Among the technological trends, social networking sites occupy a special niche in language learning since they allow interaction, collaboration and exchange of feedback which may not be possible in the traditional classroom (Cevik et al., 2014; McCarthy, 2015; Shih, 2011).

A panopoly of social networking sites are available such as Facebook, Twitter, LinkedIn and Google docs. The most popular social networking site is Facebook with more than 1.2 million users worldwide in February 2014 (<http://zephoria.com>). In Malaysia, Facebook is considered as a popular social networking site with 3.5 million active users aged between 18-24 (Malaysia Social Media Statistics, 2014). While keeping the interest in using Facebook for language learning, the evolutionary nature of the technology tools should not be ignored. For example, blogs which was popular a few years ago have evolved from textual blogs to audio blogs and to video blogs. Similarly, the use of Facebook will also be replaced by other social networking sites. Although previous research has reported on best practices for Facebook in educational context (Deng & Tawaris, 2015; Hope, 2016; McCarthy, 2015; Razak & Saad, 2014) there is a need to investigate on whether instructors use Facebook as a language learning platform. In fact, of late there have been many other social networking sites that have been utilized in formal education including WhatsApp, YouTube, Twitter and Flickr (McCarthy, 2013). The observation that ICT tools are easily outdated and will be replaced by other devices was the fundamental driver to undertake this study. When new technologies appear, they do not necessarily substitute the older technologies (Flanagin & Metzger, 2001). In fact, the new technologies actually add and offer a more purposeful and meaningful use in the area of technology (Flanagin & Metzger, 2001).

The older technologies never disappear but exist in a new paradigm (Leinonen, 2005). This is evident when the new media activities are based on what they have acquired from the older media (Carmen, 2010). For example, the newness in the media includes the need to reconfigure, reinvent, adapt and hack ideas from the older media (Livingstone, 2006). For this reason, it appears that today's young people who have learned in the past using the then media are now able to utilize their previous knowledge using the prevailing media. Carmen (2010) defines such integration as intertextual learning. In fact Mishra and Koehler (2006) vehemently argue that there is no single technological approach that applies for every teacher. Quality teacher requires developing a nuanced understanding of the "complex relationships between technology, content, pedagogy and using this understanding to develop appropriate, context specific strategies and representations" (Mishra & Koehler, 2006, p. 47).

While most studies related to Facebook have only gathered information from instructors via questionnaires, observations, interviews to generate recollection of participants past events while engaged in Facebook, none of these studies (Kabilan et al., 2016; Blanche et al., 2013; Pimmer et al., 2012) highlighted their preferences for other social networking sites in the recent years in English language learning. Thus, the current study aims to fill this important gap by investigating in depth views of Malaysian pre-service teachers in their use of Facebook or any other social media and strategies to stimulate meaningful English language learning. Strategies in this study are conceptualized as active, collaboration, feedback, interactions and reflective discourses that foster independent learning.

By encompassing pre-service teachers and instructors' views, this study intends to extend the understanding of whether instructors and pre-service teachers are using Facebook or prefer to adopt any other online platforms for English language learning. As such, this study has academic and practical significance for 21st century pedagogies. This will eventually help pre-service teachers to learn and organize language learning by deliberately marrying knowledge and application rather than assuming one automatically follows from the other (Darling-Hammond, 2006).

The motivation behind this study was the lack of attention on pre-service teachers' teaching and learning activities which have been overlooked in many programs (Paula, 2015). According to Martinovic and Zhang (2012), pre-service teachers need to be equipped with knowledge deepening and knowledge creation to creatively expand their skills and ideas to online teaching activities and expand their skills and ideas to meet the challenges of today's world. Therefore, this qualitative case study investigated the experiences of the Malaysian ESL lecturers and pre-service teachers of using Facebook and any other social networking sites as suggested in this study. It is pertinent for pre-service teachers to be part of this study to gain a deeper understanding of pedagogical, cognitive and social aspects of social media teaching and learning activities and to generate new knowledge and practices on their teaching practices.

In an effort to investigate the current reality of Facebook in the Malaysian teachers training college, this study explored the following research questions:

1. Do the instructors use Facebook for language teaching and learning activities?
2. What are the social networking sites used by instructors for language teaching and learning activities?
3. What are the pre-service teachers positive and negative experiences when they are engaged in the social networking sites?

Literature review

The accelerating uptake of Facebook as a popular social networking site has brought with it an increase use of Facebook in education context. Facebook provides opportunities for interaction and collaboration to construct knowledge. Cevik et al. (2014) used Facebook to enhance professional development in education. In Cevik et al.'s study, reflection of the pre-service teachers suggested positive experiences as they were able to design and implement online pedagogical practices based on constructivism theory. McCarthy (2015) used the Facebook environment to design a new e-learning platform "*The Café*" with five principles of: visibility, usability, relevance accessibility and interactivity. The participants responded positively towards the use of "*The Café*". Students explained that their positive experiences were related to accessibility via Facebook, interactions through postings, comments and collating content effectively.

There were also a considerable number of studies related to English language learning and Facebook in the local scenario. A study by Annamalai, Tan, and Abdullah (2016) suggested that interactions on the online collaborative learning environment via Facebook was a good practice to encourage narrative writing among ESL learners. Kabilan (2016) discovered that Facebook can be used to facilitate language learning and can be a meaningful platform for pre-service teachers to carry out engaging activities via the community of practice. Further, Razak and Saeed (2014) investigated the revision strategies and learners' participation and membership in an online community of practice(CoP). These studies demonstrated that Facebook can be used as an academic social networking site for language learning.

While Facebook has been seen as beneficial and desirable by educators and learners, there has been some resistance to the use of Facebook as an educational tool. Aydin (2012, p.101) reported that Facebook leads to "inappropriate behavior, abuse, cyberbullying and invasion of privacy". In fact many argued that Facebook should only be seen as a supplementary learning tool (Hung & Yuen, 2010) and students were not in favor of using Facebook for learning purposes (Madge et al., 2009). According to Taylor et al. (2012) students were not receptive to establish relationship with teachers on Facebook. Accepting lecturers as friends indicate a long term friendship which they were not keen to establish. Additionally, students were fearful that their privacy can be compromised and do not want their academic matters to interfere with their privacy.

Obviously, the blurring boundaries of Facebook for educational purpose and social activities present a significant challenge to educators. There were also some concerns that the use of social media such as Facebook has added the workload and too many distractions in using Facebook for educational purposes (Conole et al., 2010; Schroeder et al., 2010). It is also undoubtedly worth highlighting that Facebook does not have an appropriate system to organize information. When information appears, the previous messages are hidden by new information and it is not possible to categorize it (Llorens-Cerda & Capdeferro-Planas, 2011). Ramirez and Gasco (2015) pointed out that there are too many unnecessary distractions such as advertisements, warnings, suggestions and games.

The mixed results have led researchers to call for more studies related to Facebook (Manca & Ranieri, 2013). This suggests that satisfaction is affected by ease of use, and positive attitude towards technology. Therefore there is a need to further investigate, the instructors use of social

networking sites and to identify the pre-service teachers' experiences while engaged on the social networking sites in the Malaysian ESL settings.

Furthermore, a number of other social networking sites are gaining attention in the recent years from researchers and practitioners. For example, Goldstein and Peled (2016) investigated the use of wiki in the teachers' training college in Israel. The findings revealed the strengths and challenges of wiki based pedagogy. Another study by Ansarimoghaddam et al. (2017) found that wiki is a convenient platform for drafting and revising their argumentative essay, however, they found that planning to write an essay should be conducted in face to face interactions. Recent studies have also pointed out the use of WhatsApp in educational context. Bouhnik and Deshen (2014) conducted an exploratory study and found that teachers use WhatsApp to encourage sharing among students. Similarly, Andujar and Cruz (2017) focused on social interactions and measured students' degree of oral development and found that WhatsApp allow students to negotiate meaning, reflect and evaluate their work through interactions and feedbacks. Thus, it is timely to investigate the use of Facebook and other social media by instructors and to identify pre-service teachers experience in the use of social media in pedagogical practices.

Methodology

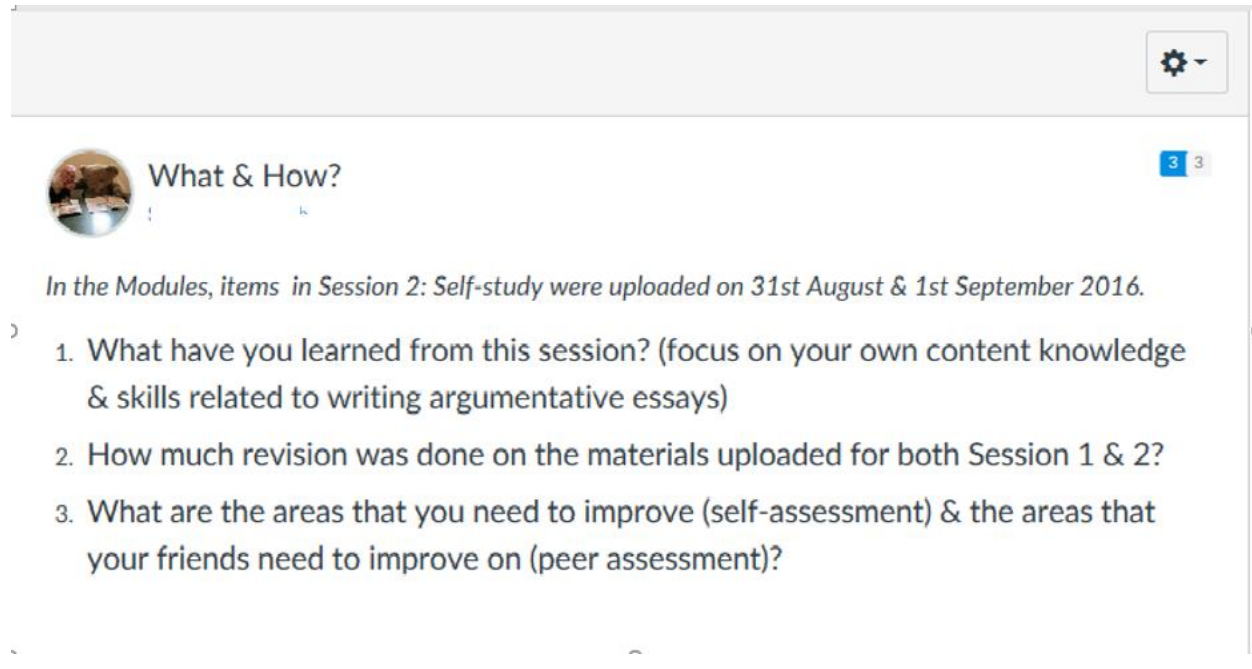
This qualitative case study employed focus group interview and reflections as data collection method. According to Patton and Cochran (2002) qualitative study is reliable and practical to gain information and insights from participants. Eight weeks of qualitative case study was conducted in three teachers' training colleges in Malaysia. Data were collected from six instructors from three colleges (two instructors from each college) to understand the preferred social networking sites and their experiences while engaged in these platforms. As this is a small part of a larger study, (36 participants) the interview transcripts from only six participants were considered and discussed in the data analysis. The six participants were from different colleges. The participants were selected through purposive sampling. The instructors had been teaching the English programme for the past 5 years and the pre-service teachers were from the final year English degree programme. Permission to conduct the study was granted by the Ministry of Education. The reflections were given a systematic code. For example, REF 1 referred to Reflection 1. The pre-service teachers were referred as PS1, PS2, ... and the instructors were referred I1, I2, I3.

Research Procedure

The instructors were given the flexibility to create their instructional methods and their tasks for English language learning. However, specific instructions for this online learning were given to the instructors. The specific instructions were:

- i. interacting with the pre-service teachers based on teacher presence descriptors suggested by Garrison et al. (2000). The descriptors were related to instructional design, facilitating discourse and direct instructions.
- ii. explaining the students' responsibilities in completing their tasks
- iii. guiding the students and being the facilitator
- iv. encouraging interactions and feedback
- v. guiding pre-service teachers in term of resources
- vi. collaborating to complete their tasks

The following section illustrates the snapshots of the instructors' teaching and learning activities on Canvas and Facebook




The screenshot shows a Canvas LMS page with a header bar containing a gear icon. Below the header is a section titled "What & How?" with a profile picture of a person and a notification badge showing the number "3". The main content area contains a paragraph and a list of three questions:

In the Modules, items in Session 2: Self-study were uploaded on 31st August & 1st September 2016.

1. What have you learned from this session? (focus on your own content knowledge & skills related to writing argumentative essays)
2. How much revision was done on the materials uploaded for both Session 1 & 2?
3. What are the areas that you need to improve (self-assessment) & the areas that your friends need to improve on (peer assessment)?

ations



Dear students,

This course is designed to help you with preparing for the MUET writing exam. Some sessions may require you to be online at the same time. But the main purpose is to give you the opportunity of conducting self-revision/self-study on this particular skill.

Therefore, materials will be uploaded from time to time and you are expected to actively log into canvas and participate in any of the tasks assigned. Hopefully this will in some ways be of assistance in achieving Band 5 in the MUET exam.

Good luck.

Figure 1. Snapshot of teaching and learning activities on Canvas

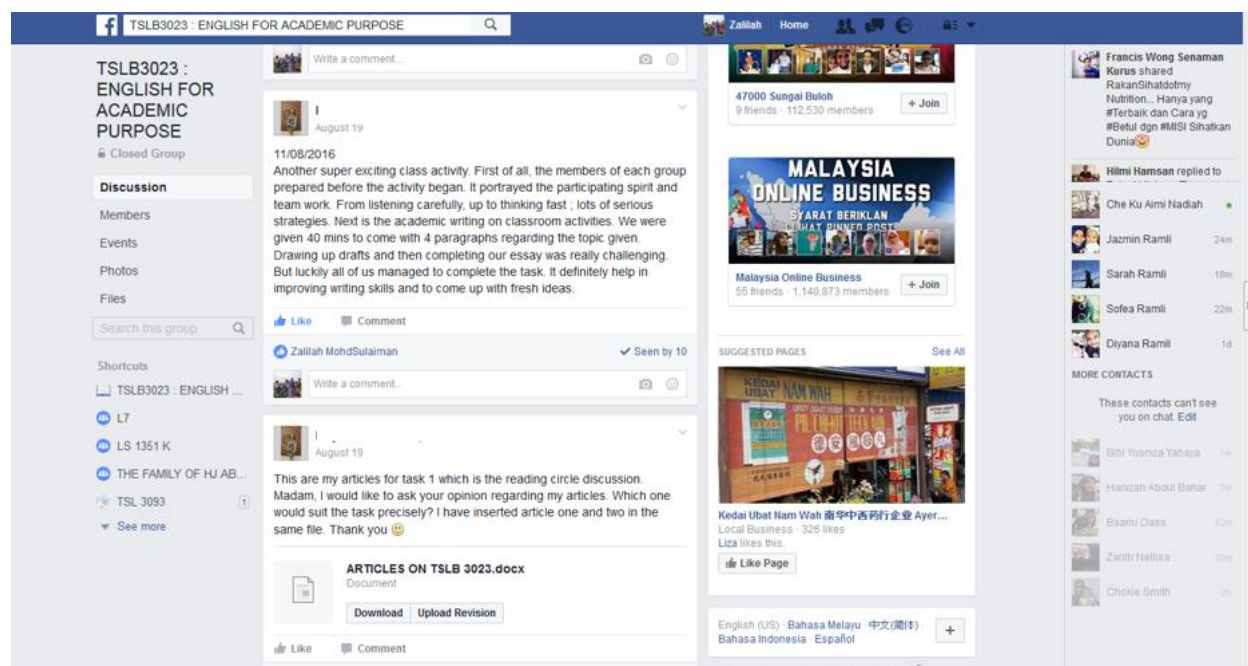


Figure 2. Snapshot of the teaching and learning activities in the Facebook environment

All the participants were fully informed of the aims of the study. In order to maintain confidentiality, pseudonyms were given to the participants. In the first week the instructors designed a task within their syllabus to teach the pre-service teachers in the online environment. They were also given the freedom to decide on the instructional method, subject matter and learning objective of the final project and come up with a complete lesson plan. Instructors were also encouraged to use Facebook by the researcher but again they were also given the freedom to choose other platforms. Making the Facebook as optional to the instructors was essential to verify their interest of employing Facebook as an educational platform.

The six instructors who decided on the lesson plan, conducted the study in the second week. They carried out their lessons for six weeks. By the 6th week their teaching and learning activities on the online environment were complete and they were asked to write their reflections on their feelings and opinions in the use of the social networking sites. According to Cevik et al. (2014, p.718) reflection is “seen as a critical tool for advanced thinking skills such as problem-solving, critical analysis, synthesizing, determining patterns and evaluation”. They added that learning is a metacognitive act where learners should probe and explore more into what they have been exposed to understand what they have picked up during the learning process. Thus, in this study, instructors reflected on the opportunity that was provided to them and how well they have succeeded. The instructors were not given a rigid format to write their reflections. Instead, they were only guided by two questions: 1) What are the social networking sites that you have used for pre-service teachers to complete their task and reasons for using the platforms; 2) What are the strengths and weaknesses of using Facebook as an educational platform? This flexibility allowed the instructors to organize their ideas in a cohesive and natural way (Cevik et al., 2014).

In the 8th week, the focus group interview was conducted with the pre-service teachers to gather their thoughts about the teaching methods in the online learning environment. A focus group

interview creates a nurturing environment that encourages different points of view without pressuring the participants (Krueger, 1988).

All the interviews were tape-recorded and transcribed. After each interview, the researcher carefully read the notes taken during the interview to get a deeper understanding of the participants' experiences. The data gathered were analysed based on Braun and Clarke's (2006) thematic analysis to obtain the emerging themes from the reflections and interviews. Braun and Clarke's (2006) thematic analysis includes five-stage process where the entire data will go through a detailed analysis.

- i. becoming familiar with the data: Reading all data for overall comprehension
- ii. generating initial codes: initial codes were identified by keywords or/and phrases and sentences that directly indicated ideas, views, concepts and notions of professional development
- iii. searching for themes: Similar codes that formed a single theme were put together based on all the initial codes
- iv. reviewing themes. The themes were reviewed. Irrelevant themes were either moved or collapsed or segregated or renamed
- v. defining and naming theme. The themes were named, defined and discussed in the findings' section by using excerpts, phrases, sentences and paragraphs.

Miles and Huberman's (1994) percentage and Cohen kappa inter-rater reliability were used to measure the agreement between coders in categorizing the themes from the focus group interviews. To ensure the reliability of the data, by using a coding scheme two experts coded the data randomly. The agreement percentage obtained here was consistent with Miles and Huberman's suggestion of minimum percentage of 70%. The kappa value was 0.8.

Findings

This section provides the answers to the research questions formulated for this study, which are: 1. Do the instructors use Facebook for language teaching and learning activities? 2) What are the social networking sites used by instructors for language teaching and learning activities? 3) What are the pre-service teachers positive and negative experiences when they are engaged in the social networking sites?

The preferred online platforms and the reasons from the instructors were identified from the instructors' reflections (Research Question 1 and 2).

Reflections

It was found that only two instructors used Facebook. Three instructors used WhatsApp and another instructor used Canvas. Table 1 illustrates the preferred online platforms by the instructors.

Table 1

Preferred Online Platforms

Instructor	Online Platform	Task Completed by pre-service teachers
I1	WhatsApp	Completed
I2	WhatsApp	Completed
I3	Canvas	Completed

I4	WhatsApp and Email	Completed
I5	Facebook	Not Completed
I6	Facebook	Not Completed

The instructors revealed their preference for WhatsApp. One of the reasons expressed by the instructor was *“by using WhatsApp to conduct collaborative discussions, it helped students to maintain good contact with the group members as most of the students were chatting online with their friends using this application...”*(I1). I1 also emphasized that the *“instant response from pre-service teachers via the instant communication”*. I1 highlighted the weakness of the Facebook application *“most of the students are not keen to go online in Facebook as students off the log into their Facebook account and not many are active there”*. The instructor elaborated that *“I have taught this class before during their foundation year and used Facebook for the previous course. I found that they were more active on WhatsApp and I proceed to use WhatsApp for this research”* (I2). Another feature that was highlighted by the instructor was *“WhatsApp is recently introduced new features to their applications”*. *Previously, Facebook as it enabled me to upload files for the course I am teaching. With the new feature, files can be uploaded on WhatsApp.”* A further concern of I3 was that:

I find using this platform is better than Facebook. Canvas structure allows me to import/export portions from other courses that I have prepared easily to the MUET course which in this case was quite held under a rather short notice As I am helping the students with their writing skills I had fortunately been teaching the same skills for another batch students. Therefore I was able to select existing portions and exported one course to another via canvas.

When asked to comment on the use of Facebook, I3 revealed that *“I would associate with social use; to get to know people, products etc. I do not fancy its vertical layouts(Canvas looks more like pages to me, fit for learning it may have chatt app(which does not appear on canvas)”*. I2 reluctance to use Facebook was identified as there was *“tendency to check other groups while on Facebook rather than focusing on the subject-group at hand”*. I4 used email in her teaching activities. I4 reported that *“email is used because I would like to expose the students to a formal setting. I phrase my words and sentences grammatically correct. My name and designation are also used at the bottom of my email and this will create awareness in them the particulars to be included in a formal email”*.

I5 stated that *“I prefer lecturer as my mode of teacher”* and also highlighted that *“students were so busy with their work, practicum, sports day drama and they do not have the time to go online to complete their tasks. They have assignments for all the subjects. Students need to have replacement classes”*. The instructor felt that *“It has been the tradition to submit the hardcopy of the assignment and they were not keen to do it online”*. As such, the instructor appeared to view the online learning environment as not a convenient and effective platform for academic purposes.

Focus group interview

The interviews were analysed for emerging themes related to positive and negative experiences of the pre-service teachers while engaged in the online environment used by their instructors (Research Question 3). In this study, the online sites preferred by instructors were WhatsApp,

Facebook and Canvas. All the social media will be termed as online writing environment in the following discussion.

Effective communication

Pre-service teachers emphasized the importance of effective communication. One pre-service teacher's opinion is as follows: *"we can send and receive messages and information in a blink of an eye and also we can get instant response from our lecturers if we have any questions or problems to ask"* (PS1). Another pre-service teacher pointed out that *"I found it very useful especially for those who are shy to speak up in the class. They actually can give and share their opinions through what happened and this will give chances for lecturers to correct him or her"* (PS2). The instructor also guided the pre-service teachers by offering ideas and was involved in the collaborative discussion. The pre-service teachers explained that *"...When the teacher is also in the group she gives us comment to improvise our discussion. She usually gives us ideas related to our topic"* (PS5) and *"Our lecturer will post some questions regarding our topic that we learnt in the group and she will ask us to discuss among our friends to find the answers"* (PS6). Effective communication allowed the pre-service teachers to share information and direct the discussion effectively to exchange ideas and knowledge. Further, the low threat in the learning environment was able to boost confidence. It is hoped that the pre-service teachers have realised the advantages of using the online learning environment and will take full advantage of technology in education when they start their career in schools.

Ubiquitous Learning

Ubiquitous Learning is viewed as learning anywhere, anytime which has blurred the traditional lines between formal and informal learning. Such a learning environment was evident in this study. Pre-service teachers acknowledged that the online platforms enabled them to interact without time and space constraints. For example, one pre-service teacher reported that *"Lecturers might have more work that they want to give to us and I don't like to stay in the class longer than the allocated time. Continuing online environment can help prevent staying late at class. Also, this might help improving my studies"* (PS2). Similar ideas were also noted by another pre-service teacher, *"Through online learning, I can also review and study at my own pace which is nice. With this, I can surely compete with others and aim for the top"* (PS2). Similar ideas can also be found in the following quotes: *"We can do our work anytime within the time given and this process can be accessed anywhere. Since phones are made to be brought anywhere, it is given that we can access WhatsApp anywhere"* (PS4). The flexibility of the platform was further revealed in the following excerpts: *"With the flexibility of the time given to me, I actually have more time to reflect and ask myself before answering"* (PS 4). Some other pre-service teachers made clear that the reasons for the preference to write online is that *"This is a very interesting way of learning and maybe one of the permanent way to remember something"* (PS4) and *"It saves our time because we don't have to walk to class just to have an hour lecture"* (PS3). The findings indicate the unique affordances of the online learning environment which empower pre-service teachers to pursue their own learning anywhere, anytime, without any constraints.

Convenient platform for interaction

The notion of interactions is often vaunted as a significant academic benefit of learning in the online learning environment. Pre-service teachers also realized that it is easier to interact in the online platform. They compared traditional classroom teaching activities with the online learning environment. PS1 explained that *“I find it hard to interact with all those formalities. Rather stiff If I had to say. Informalities made it easier to discuss things and you don’t feel awkward or limited to express your opinions”*. In the same manner PS3 found that the platform *“Helped me to learn because I would not be afraid to make mistakes and I am able to correct theirs while learning”*. Another pre-service teacher confessed that *“Facebook is an easy social media to interact with plus everyone have an account which eases the class to make a group for subject. Furthermore, it is easier to share files, documents and pictures using Facebook compared to WhatsApp”*(PS4). (PS4) found that *“Online environment help me to interact with my group mates easier so we are able to discuss and divide our work online”*. In the word of another pre-service teacher *“I myself can search some notes from Scribd of PDF in the Internet and that make me learn more knowledge rather than what is given by the lecturer. I can get from other learning institutions from all around the world as an example from Axapella University”*. The online environment allowed the pre-service teachers to exchange information and ideas more effectively. They were also working more autonomously as a group and also distributing their work better and everyone is able to access each other’s effort and contributions more easily.

Financial Constraints

Pre-service teachers faced financial constraints in accessing the online networking sites to complete their tasks. A number of pre-service teachers highlighted the financial constraints in using the online environment. One pre-service teacher stated *“It is given that we can access WhatsApp everywhere. The disadvantage is phone bill. I’m a student so I know how harsh at Internet plan do to a student”*(PS 1). A similar idea was emphasized by another pre-service teacher *“I do have an allowance... But the allowance was meant for something else like foods etc”*(PS2). Another pre-service teacher recounted that *“I don’t have my mobile data every time I use my phone. So, I find it hard to communicate online especially when I have work with it.”*

Discussion

The pre-service teachers were generally positive about the use of the online environment for teaching and learning activities at the end of the study. Here the discussion refers to WhatsApp, Canvas, Facebook and email in general. All the platforms used in this study allowed interactions, collaborations, and feedback without time and space constraints. Such features of the online learning environment should be integrated with the currently popular teaching approaches that emphasize on Communication Language Teaching and Task Based Language Learning. Social media provide learning space and reduce the power structure between the instructors and the pre-service teachers in the ESL classroom. Pre-service teachers are gradually becoming independent learners where they are able to take responsibilities and control their learning environment. In other words, self-regulated learning is taking place. Instructors’ intervention is considered less dominant providing ample space for pre-service teachers to negotiate and construct knowledge in and outside the English language classroom. Little (2004) reported that interest and optimism in learning can raise the sense of ownership in learning where learners can take responsibility of their learning. The findings of this study also have suggestions for instructors to consider to

improve their instruction. According to Raya and Vierra (2015) autonomy is pertinent for lifelong learning and promotion of autonomy in English language environment.

In the reflection, the downsides of Facebook were reported to justify the use of WhatsApp for English language learning activities. The findings are consistent with previous studies (Taylor et al., 2012; Conole et al., 2010; Schroeder et al., 2010; Madge et al., 2009) that using Facebook for educational contexts has its limits.

WhatsApp and Canvas applications allowed interactions, collaboration and there was flexibility of time and space for students to exchange ideas and knowledge. As such, it is important to educate instructors on the importance of effective pedagogical practices and such pedagogical practices can be used in newer social networking sites in the future. Therefore, Facebook is not the only social networking site that is appropriate for language learning. Therefore it would be beneficial for English language teaching instructors to keep abreast with social media and explore how it can be adapted in educational context. With regard to the weakness of the online learning environment, the Malaysian ESL pre-service teachers pointed out the financial constraints. The findings also indicate that the use of the online environment for teaching purposes was not favoured by some instructors. This is consistent with the findings of Cramp (2015) that instructors are worried that “digital pedagogies involve extra work and stress, some fundamental shifts in pedagogic approaches, levels of risk and exposure to change which can lead to some significant professional vulnerabilities” (p. 6). Results of this study indicated that the adoption of technology is not the only solution for successful learning outcomes, other technical and social factors are also involved.

It appears that Facebook is not preferred and instructors use other social networking sites such as WhatsApp, Canvas and email. Such findings have relevance to the evolving nature of ICT tools in pedagogical practices. Although previous studies reported on overwhelming consensus among the positive use of Facebook, it has been superseded and replaced with WhatsApp. From the findings, WhatsApp has also been used by a number of instructors as an educational platform. This study supports previous studies (Anduyar & Cruz, 2017; Bouhrik and Deshen, 2014) that using WhatsApp promotes teaching and learning.

Canvas was also used as a platform for the pre-service teachers to complete their tasks. Teachers should be aware of the everchanging nature of ICT tools and be ready with appropriate pedagogical practices that can be adapted into newer platforms that appear. The new technologies actually add and offer a more purposeful and meaningful use in the area of technology (Flanagin & Metzger, 2001).

Conclusion and Limitation

As a case study, it is not the intention of the researcher to generalize the findings, but to provide a foundation for future research related to social networking sites and to carry out a quantitative analysis in future studies. Obviously, findings of this study is significant to the existing literature in education technology. In the current rush to conduct lessons in the social networking sites, it is wise to hear the voices and the needs of the instructors and pre-service teachers that are often overlooked. Thus, this qualitative study is a worthwhile attempt. The research must be expanded in the future to include quantitative analysis of the use of social networking sites in ESL teaching and learning.

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