Using social networking technologies to promote language socialisation: English as foreign language teachers' perceptions in Saudi Arabia

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Abstract

Teachers' beliefs play a key role in their selection of language teaching methodologies; they affect teachers' pedagogical practices and behaviours and are consequently integral in shaping the language learning classroom environment. This study investigated the beliefs of teachers of English as a foreign language (EFL) in relation to the concept of 'language socialisation' (LS) and its pedagogical application through the use of social networking technologies (SNTs) in a Saudi university language learning context. Data comprised a survey, which was administered to a total of 28 EFL teachers, of whom five male instructors were interviewed. Findings showed that the majority of teachers reported positive associations with LS as a teaching method, as well as positive responses towards the use of SNTs in the EFL classroom despite the fact that most participants had never used SNTs in their teaching. It can be concluded that, while the EFL teachers in this study acknowledged the potentially important role that SNTs could play in enhancing students' language learning and socialisation, their lack of first-hand classroom experience with SNTs reflected the fact that there was little access to and training in the use of these technologies. This lack of provision needs to be addressed as a matter of urgency to ensure that Saudi EFL teachers and their students are given an opportunity to engage critically with innovative technologies that may enhance the quality of their pedagogical experiences.

Keywords: English as foreign language teachers in higher education in Saudi Arabia, English as a foreign language, language socialisation, social networking technologies

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1. Introduction

Learning a foreign language (FL) is not simply about learning how to use grammatical forms: It entails learning about how meaning is socially structured. Learners' socialisation within the social practices of a target community results from the social interaction with speakers of that community (Bongartz & Schneider, 2003; Duff, 2007). In addition, human interaction is a fundamental aspect of learning, providing scaffolding for individuals' behaviour and reasoning (Duranti, Ochs & Schieffelin, 2011). Exposure to the target language (TL) in context, therefore, is very important for FL learners as it provides them with opportunities to interact with TL speakers in everyday situations.

In English as a FL (EFL) classrooms, however, the focus may often be on linguistic form rather than function, despite the fact that pedagogical trends support socially-mediated approaches to instruction over form-focused 'drilling' (Meskill & Rangelova, 2000; Spada, 2007). This more recent shift in awareness of the significant role played by language socialisation (LS) in language instruction has led also to a greater understanding of how social networking technologies (SNTs) such as Facebook, Twitter and YouTube, may be used to enhance the EFL classroom experience. Thus, the aim of the current study was to investigate the beliefs of EFL teachers with regard to LS and its pedagogical application through the use of SNTs in a Saudi university FL learning context. Specifically, the study examined EFL teacher perceptions in relation to LS and the potential role of SNTs in achieving LS in the EFL classroom.

2. Literature Review

This review reports on research into LS and FL learning and the relationship between teachers' beliefs, their pedagogical practices and the use of SNTs in the EFL classroom.

2.1. Language socialisation

As the main purpose of learning a language is to communicate effectively in different contexts, FL learners need to learn how to function in a range of social encounters and settings, negotiate meanings and engage in various, and at times, complex spoken discourses (Kramsch, 1993). These activities can be achieved through interaction between different interlocutors (e.g., teachers and students; students and TL speakers) to learn how a language functions within a particular society (Vickers, 2007). LS, therefore, can be defined as 'the process by which individuals acquire, reproduce and transform the knowledge and competence that enable them to participate appropriately within specific communities of language users' (Lee & Bucholtz, 2015, p. 319). LS not only accounts for the ways participants is socialised through language but also for how they use language (Ochs & Schieffelin 2008). In relation to a FL learning context, LS helps learners understand how the TL is used by members of the target community, through interaction between speakers of that community (Duranti, Ochs & Schieffelin, 2011).

Educators and researchers into language pedagogy emphasise the role played by culture in learning a language, highlighting that LS involves the development of syncretic linguistic and cultural practices, because language learning is viewed as cultural learning, whereby language and culture are conceived as integrated phenomena that interact with each other in ways that connect culture to all levels of the language and its use (e.g., Duff & Hornberger, 2008; Watson-Gegeo, 2004). As Bennett, Bennett and Allen (2003) argue, 'the person who learns language without learning culture risks becoming a fluent fool' (p. 237). Cultural features are considered as significant tools for facilitating the learning of a FL

and helping learners understand target situations by introducing them to activities that are highly relevant to verbal interaction (Lo Bianco & Crozet, 2003).

From an LS perspective, becoming part of a speech community is fundamental in learning the TL where the cognitive process is constructed socially through interaction (Vickers, 2007). Becoming a member of the target community provides EFL learners with opportunities to participate in the sociocultural practices of that community, serving to socialise them into the community's speech practices, and therefore helping them to use the TL effectively (Ochs & Schieffelin, 2011; Vickers, 2007).

2.2. Teachers' beliefs and LS

Characterising exactly what comprises teachers' pedagogical beliefs is not easy; it can include conceptions of teaching, pedagogical and pragmatic knowledge, attitudes and assumptions (Borg, 2006). Importantly for this study, teachers' beliefs are considered a key variable in teaching a language. They affect pedagogical practice because they influence teachers' attitudes, methods and classroom behaviour (Lorduy, Lambraño, Garcés & Bejarano, 2009). In addition, research has shown that EFL teachers' practice is affected not only by their own beliefs, language proficiency levels, qualifications and grammatical knowledge but also by the age of their students, for example, teachers who taught adult learners tended to teach grammar explicitly (Andrews, 2007; Önalan, 2018). According to Bailey, Curtis and Nunan (2001) and Barcelos (2003) teachers often teach the same way that they themselves were taught; in other words, their own learning experiences and beliefs will impact their own students' attitudes, motivation and learning strategies.

Despite the fact that in the past 25 or more years many FL teaching practitioners have moved from a grammar-based to a communicative-based approach to FL instruction (Richards, 2005), some teachers have increased the amount of explicit grammar work undertaken, focussing more on textbook-based instruction and rather than interactive approaches to instruction (for example, Fareh, 2010). For example, in the Arabic speaking world including Saudi Arabia, much research has revealed that the Grammar Translation Method is still preferred and used by EFL teachers to keep things easy and clear, allowing students to use their mother tongue, especially at entry-level and helping teachers control large classes of students (Aqel, 2013).

As Alahmadi (2007) asserts, the most common pedagogical approach in the English language teaching classroom in Saudi Arabia is where the teacher, as opposed to the learner, is the focus and driver of all pedagogical activity. Such an approach fails to foster the kind of coconstruction of meaning-in-interaction between students which emerges in settings where collaborative approaches to language learning are strongly encouraged (Kurczek & Johnson, 2014). As a result, students may be unable to develop effective English language competence, and their participation in the TL may be entirely limited to the classroom (Alrashidi & Phan, 2015; Fayyaz, & Omar, 2014).

Furthermore, some EFL teachers are reluctant to teach the culture of the TL as they believe that this might present a challenge to local cultural values (Alrasheed, 2012; Mekheimer & Aldosari, 2011). Other EFL teachers, however, support teaching both target and local cultures in the language classroom to satisfy students' desires for a familiar cultural learning environment, while also developing their understanding of the differences between their own and the target culture (see also Alfahadi, 2012; Mahardika, 2018). It has been argued that such bi-cultural approaches help students avoid cultural misunderstandings when participating in intercultural communication situations and enable the development of attitudes of openness and tolerance towards others (Gonen & Saglam, 2012; Liu & Laohawiriyanon, 2013).

2.3. Teachers' beliefs and the role of SNTs in promoting LS

Teaching a TL based on an LS approach provides learners not only with exposure to the target context but also with an understanding of how the TL can be used appropriately. Yet, this opportunity appears to be absent in FL classrooms. It is evident that SNTs have the potential to play a key role in facilitating learning and teaching the TL in FL contexts. For instance, they provide virtual worlds where EFL learners can interact with speakers of English around the world (Vandergriff, 2016). Such interactive environments create plurilingual identities as learners exchange ideas with many other users from culturally different environments (Liu et al., 2013). In addition, it has been shown that SNTs develop learners' language competencies, for example, by interacting with their teachers through online activities or by working together collaboratively on tasks (Duff, 2011; Sánchez, Cortijo, & Javed, 2014).

Research into teachers' beliefs and practices has revealed that teachers' pedagogical beliefs can create barriers in the integration of technology into the language classroom. Some EFL teachers still hold traditional beliefs about teaching and learning, focussing more on linguistic form rather than function. Some studies have shown that low-level technology use in the classroom has been associated with teacher-centred approaches to pedagogy compared with high-level uses of technology which have been related to student-centred classroom practices (Ertmer & Ottenbreit-Leftwich, 2010).

In the Saudi context, survey results have shown that some SNT platforms such as Facebook and YouTube are frequently used and are generally perceived as an important tool for facilitating FL learning and teaching (Allam, Elyas, Bajnaid & Rajab, 2017; Reyaee & Ahmed, 2015). For example, Skype and Edmodo have been introduced as tools for teaching English to Saudi students as they provide learners with opportunities for facilitating small group discussion and negotiating meanings and promoting teacher-students interactions (Alshawi & Alhomoud, 2016; Maslamani, 2013). YouTube has also been used to improve undergraduate students' performance at a university level by creating stimulating interactive online forums that encourage students to present their own commentaries and analyses of the required reading materials (i.e., novels; Khalid & Muhammad, 2012). Moreover, WhatsApp has also been found to be an effective platform for teaching EFL not only encourages students to become autonomous learners but also promotes collaboration between students as they practise their English (Alqasham, 2018). Recently, Al-Johali's (2019) study showed that male Saudi EFL teachers supported the use of technology in the classroom for enhancing students' motivation and collaboration in learning English (e.g., learning English vocabulary). However, some researchers (e.g., Allam & Elysas, 2016; Al Mulhim, 2014) found that SNT platforms were not used by some EFL teachers because of time constraints and concerns that students would find them distracting.

Despite the wide range of studies conducted into teachers' beliefs and the use of technology to facilitate learning in a TL, it is notable that comparatively little research in this area has been undertaken specifically in HE settings in Saudi Arabia, especially with respect to empirical investigations into EFL instructors' perceptions of LS in relation to SNTs. The present study is designed to address this gap by focusing on the following research questions:

1. What are EFL teachers' perceptions about LS in a Saudi HE context?
2. What are EFL teachers' perceptions about the use of SNTs for promoting LS in teaching English in a Saudi HE context?

3. Method

The research design, including data gathering tools, processes, participants, and analytical approaches of the study are presented below.

3.1. Research context

This research was conducted at a major university in Saudi Arabia. As a result of recent political, social, economic and educational changes in Saudi Arabia, the Saudi HE system has been overhauled and now includes Preparatory Year Programmes at all universities which are designed to prepare students for university entry. All high school graduates are required to progress to university level after two semesters of continuous study. These students are full-time, local and from Arabic speaking backgrounds. At this year level, in addition to some science subjects such as Math and Computer Science, students are taught the English language intensively for 20 h/week. These courses are mostly taught by EFL teachers. A typical class day would consist of 4 h of EFL instruction.

3.2. Participants

A total of 28 EFL teachers (19 females and nine males) were recruited between 2014 and 2015 whose ages ranged from 25 to 54 years. The power of this purposeful sampling (Patton, 2015) lay in participants' relevant experience of teaching EFL in the Saudi context, which varied from 1 to 20 years. They originated from different countries including Saudi Arabia, Egypt, Pakistan, Jordan, Syria, South Africa, the United States, Sudan and the Philippines and were appropriately qualified with the majority of them holding postgraduate English language teaching qualifications. Two of the interviewees held PhD degrees and three held Masters degrees; they had between 11 and 25 years experience of teaching EFL. However, due to the conservative nature of Saudi Arabian socio-cultural practices, all interviewees were male as no female instructors expressed their willingness to participate in this stage of the research.

We were unable to observe and evaluate classroom practices as part of this study, although as researchers and practitioners we fully appreciate the critical importance of being able to gather empirical data of this nature, rather than relying on self-reported beliefs and practices. These data were not available to us, first, because no SNTs were used for pedagogical purposes at the research site; second, given the innovative and potentially challenging nature of researching in this area at the host institution, we had to limit the focus of the study to the elicitation of teachers' perceptions.

3.3. Instruments

A mixed-methods design was adopted where both quantitative (survey) and qualitative (interview) approaches were used. An online survey was employed (Appendix A) to facilitate data collection, as it is an effective tool for gathering data across distances (Franklin, 2012). The survey design was based on a review of previous relevant studies (e.g., Chang, 2014; Duff, 2007; Duranti, Ochs & Schieffelin, 2011). The survey comprised three main sections with 34 closed questions based on a five-point Likert scale, ranging from 'strongly disagree' to 'strongly agree', to ensure consistency of formatting and quality of data (Sachdev & Verma, 2004).

At the end of the survey, an open-ended question was added to encourage participants to explain their perspectives on LS and the use of SNTs to promote it in EFL classrooms, as well as providing them with an opportunity to respond using their own words (Franklin, 2012; Patton, 2002).

A semi-structured online Skype interview of 20 minutes was also conducted with five volunteer survey respondents. The rationale for recruiting this small group was to gain an in-depth understanding of teachers' experiences in relation to the role of LS in language learning; the uses of

SNTs and the challenges they expected to encounter if they were to use them in their classes (Cleary, Horsfall & Hayter, 2014; Punch, 2013).

The interview consisted of eight open-ended questions (Appendix B) which allowed participants to offer as much detailed information as they wished and for researchers to ask follow-up questions to elicit more expansive, as well as focussed, responses from the interviewees (Guest, Namey & Mitchell, 2013; Patton, 2015).

3.4. Data collection and analysis procedure

Before the distribution of the final survey, an email was sent to the EFL teachers at the university research site inviting them to participate in the study. These emails also contained details about potential interview arrangements. Subsequently, the final survey was completed by 28 EFL teachers, 19 females and nine males. Responses were analysed using descriptive statistics. The interview was conducted with five male EFL teachers. They were audio recorder and transcribed in full. An organically developed thematic analysis was then undertaken which captured the EFL teachers' in-depth perceptions and reflected the key issues to emerge in these data based on interviewees' own words (Hatch, 2002). The survey and interviewees were all undertaken in English.

4. Results and Discussion

Results are presented and discussed as follows: Teachers' beliefs about LS; teachers' perceptions of the use of SNTs for promoting LS and challenges to the use of SNSs. Survey data are reported on in terms of frequencies and percentages and interview data are presented and analysed thematically.

4.1. Teachers' beliefs about LS

Table 1 shows results related to the first research question: What are EFL teachers' perceptions about LS? Teachers expressed strong agreement with most of the items connected to LS (Appendix A). Teachers' positive responses (96.43%), to questions about the value of collaboration Question (Q) 1 group discussion (Q2), the interaction between teacher and students (Q3), were almost unanimous. Q4 (Interaction between students) elicited similarly positive reactions (92.86%).

These results show that the teachers were aware of the importance of collaboration and interaction and understood their role in promoting language learning through debating, negotiating and exchanging of ideas, thus enabling students to put their learning into practice (Dooly, 2008; Swain, 2000).

Table 1. Teachers' perceptions of LS components (n=28)

Qs	Q1	Q2	Q3	Q4	Q5	Q6
	%	%	%	%	%	%
SD	3.57	3.57	3.57	3.57	3.57	0
D	0	0	0	0	3.57	7.14
N	0	0	0	3.57	10.71	32.14
A	28.57	39.29	32.14	50	53.57	42.86
SA	67.86	57.14	64.29	42.86	28.57	17.86
Total	100%	100%	100%	100%	100%	100%

Note: SD: Strongly disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Disagree

Results from both data sources (survey and interview) revealed that the greatest amount of agreement (82.14%) concerned the importance of teaching the culture of the TL to FL learners (Q6). Similarly, interview findings showed that all teachers (100%) indicated that teaching the target culture was 'absolutely important' in language learning. They believed that teaching the target culture would help FL learners to become exposed to the target culture norms, understand how the language could be used appropriately in real contexts and assist students to develop a greater understanding of differences between their own and the target culture. Louis, a highly experienced teacher, explained why we need to teach the target culture:

'Shaking lecturers' hand is probably unaccepted in other situations, for example, American context, thus, Saudi students need to know what is accepted in the target situation to avoid misunderstanding. They need to be exposed to the TL culture to use the appropriate linguistics together with behaviour and be aware of the cultural rules in different societies' (Extract 1).

Mathew stressed the importance of learning the living language and culture, commenting:

'Learners need to learn living language and culture. For example, when I came first to Saudi Arabia, I used some Arabic words form the classic Arabic, Fusha, which are no longer used in the society, thus they did not understand me' (Extract 2).

Despite these strong beliefs, some teachers nevertheless suggested the importance of selecting appropriate content to meet the needs of local learners' and show respect for their cultural values. Malik noted: 'Teachers need to make a selection when teaching the target culture because what is accepted in one culture may not be accepted in others' (Extract 3).

Responses relating to 'Being a part of the target community as a process of learning a language' (Q8), revealed that 60.72% of the participants expressed their agreement with this statement, indicating a lower level of agreement compared to other statements concerning the LS items. Yet interestingly, one of the interviewees (Mathew) expressed his strong support for students becoming members of the target community, as he believed that it would help them know how language should be used appropriately. To substantiate this claim, the interviewee gave the example of the word 'cat' in English, which has numerous names as used in different Arab societies, for example, Herrah, Kettah and Bessah.

This example clearly indicates the EFL teacher's awareness of the role of the target culture in helping learners to understand specific contextual usages of English, compared with textbooks which 'cannot be counted on as a reliable source of pragmatic input' (Bardovi-Harlig, 2001, p. 25). Findings from interview data also support earlier work on the importance of integrating cultural content into the development of learners' linguistic repertoires to engage them in the context of the TL (e.g., Al-Asmari, 2008; Taha, 2014).

4.2. EFL teachers' perceptions of the use of SNTs for promoting LS

This section reports the findings related to the second research question: What are EFL teachers' perceptions about the use of SNTs for promoting LS? The majority of survey respondents (92.86 %) reported that they were familiar with the main SNT platforms such as Facebook, YouTube and Twitter.

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*The survey was piloted to strengthen its content and internal coherence, its clarity of question forms, and to foreground any potential technical difficulties (Bloomberg & Volpe, 2008). A few modifications were subsequently undertaken, including revision of some answer options and addressing of technical issues concerning the delivery of emails to and from respondents.

Conversely, when they were asked about using SNTs in their classes, 78.57% stated that they did not; they only used them for personal purposes. Out of 28, only six participants (21.43 %) reported that they used SNTs for teaching purposes. This is an indication of the separation of technology from education in this context.

Table 2 shows teachers' responses to questions relating to the importance of using SNTs in teaching English in the Saudi context. The highest percentage of agreement in this table is reported for Q3 (provide exposure to the TL), which received 82.14% of the responses. Responses to Q4 (provide a collaborative learning environment) and Q5 (provide interactive learning) presented almost similar results in terms of respondents' agreement: About 82.14% for Q4 and 57% for Q5. Strongly disagree and disagree options received the lowest number of selections compared to other possibilities. Only two respondents (7.14%) disagreed with both Q3 and Q4, one disagreed with Q5, and only one person strongly agreed with all statements.

Table 2. Teachers' perceptions of the role of SNTs in learning a language (n=28)

Qs	Q3	Q4	Q5
	%	%	%
SD	3.57	3.57	3.57
D	7.14	3.57	7.14
N	7.14	17.86	7.14
A	60.71	57.14	57.14
SA	21.43	17.86	25
Total	100%	100%	100%

Table 3 presents teachers' perceptions of the role of SNTs in promoting social interaction. The highest percentage of agreement (75%) was reported for Q6 (promote cultural competence), followed by 67.86% agreement for Q7 (provide opportunity to interact with native speakers). Agreement rates declined (53.57%) for Q8 (help in becoming a part of the target community), and neutral responses attracted ten respondents (35.71%).

Table 3. Teachers' perceptions of the role of SNTs in promoting social interaction (n=28)

Qs	Q6	Q7	Q8
	%	%	%
SD	3.57	7.14	3.57
D	3.57	7.14	7.14
N	17.86	17.86	35.71
A	60.71	42.86	35.71
SA	14.29	25	17.86
Total	100%	100%	100%

These results revealed that most teachers held positive views about the use of SNTs in FL classrooms. Most of them also supported the promotion of LS as a means of providing learners with exposure to authentic contexts to foster collaborative and interactive learning environments.

Interview data also showed that teachers supported the use of SNTs to promote FL learning through LS. For example, Mathew commented: 'I usually ask my students to sign to my group to help them use and practice English and get feedback on their production' (Extract 4).

Although Louis, agreed with Mathew, he also believed that SNTs could have a socially negative impact on teachers' privacy and status, stating: 'The more you are exposed to the TL through SNSs, for example, the more you practice and interact, the more you learn' (Extract 5).

These findings suggest that SNTs provide exposure to and practice in TL contexts while also being used as a tool for promoting LS (Clark & Gruba, 2010; Reinhardt & Zander, 2011).

4.3. Challenges to the use of SNTs

The results of this section show a number of challenges that prevented the teachers from integrating SNTs into their English language classrooms (Figure 1). Notably, the 'strongly disagree' and 'strongly agree' options received the lowest responses. A total of 12 out of 28 participants (42.86%) indicated that SNTs were not their priority when teaching English (Q10), while 15 participants (53.57%) reported that time limitation (Q11) was one of the challenges preventing them from using SNTs in their classrooms.

Importantly, compared to the other results, Figure 1 shows a sharp rise in selection of the 'disagreement' and 'neutral' options in relation to the perceived threat posed by SNTs to both teachers' (Q12) and students' (Q13) privacy. For example, Q12 received only 11 participants' positive responses (39.28%), ten participants (35.71%) indicated their disagreement and seven participants (25%) were not sure. With respect to Q13, ten out of 28 participants' (35.71%) selected both agreement and disagreement and 8 (28.57%) indicated neutral responses.
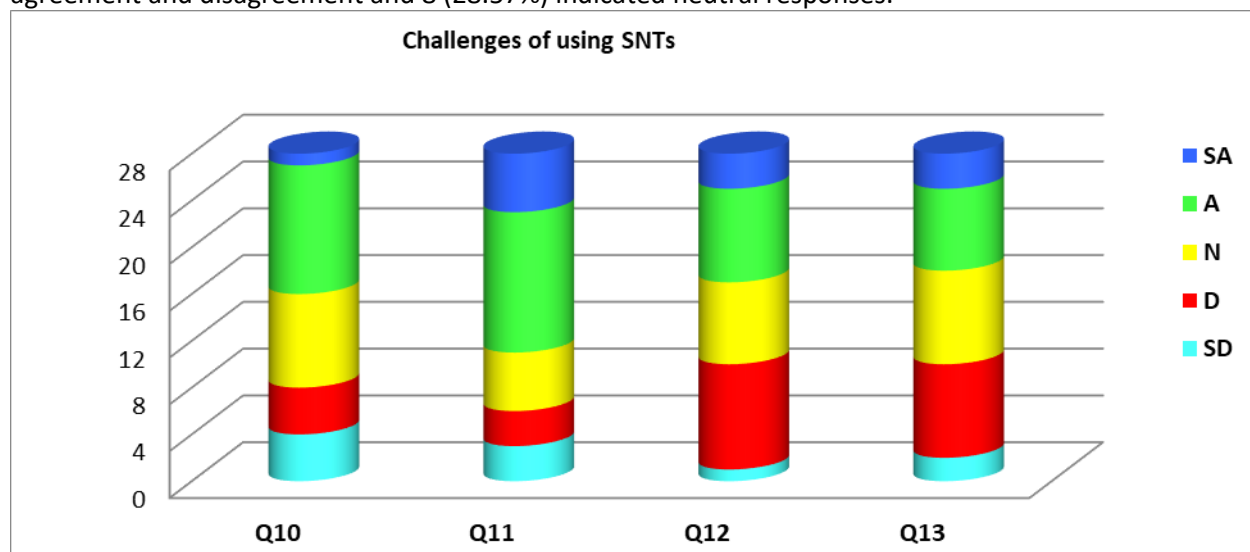

Figure 1. Challenges of using SNTs in the EFL classroom *(n=28)*
Note: SD: Strongly disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly disagree, Q: Question

Similar perceptions were evident in the interview data as well. Although it is important to note that teachers supported the use of SNTs in the classroom for selecting appropriate English materials, as well as for managing and monitoring students' learning, some interviewees stated that they avoided using SNTs because that they might distract learners who might use them for social reasons such as keeping in touch with friends or they were concerned that students might misuse them. As Louis commented: 'The use of SNTs threatens teacher's status in FL environment, for example, learners may post negative things about the teachers in their own language' (Extract 6).

This finding aligns with previous research on the use of SNTs among university students, which found that they used them for entertainment and chatting with their friends (e.g., Ha & Shin, 2014; Nassuora, 2013). The interview findings also highlighted other challenges, including large class sizes (more than 50 students), a lack of teacher computer literacy and a lack of facilities (e.g., computer labs and reliable Internet access). In sum, findings that relate to the barriers and uses of SNTs in English classrooms in a Saudi Arabian HE setting are similar to those found in previous Saudi based research: A lack of training in how to use technology, limited class time, large class sizes and a lack of facilities (e.g., Al Mulhim, 2014; Alkindi & Al-Suqri, 2013).

5. Conclusion and Implications

Our study into EFL teachers' perceptions about LS and how it can be promoted through SNTs in a Saudi HE context showed that there is strong support for this approach: Teachers generally believed that SNTs could offer a valuable means of fostering LS in EFL learning and teaching. The majority of the teachers were familiar with their use but did not integrate them into their teaching because of large class sizes, and a lack of facilities and knowledge about how to change their pedagogical practices.

Given the number of potential benefits of incorporating an LS approach into EFL pedagogy, coupled with the growing use of and reliance on SNTs in the global professional and academic marketplace, it is imperative for Saudi EFL teachers to experiment with innovative pedagogical tools if they are to keep pace with their international EFL teaching counterparts. As this study indicates, more research, such as direct observation of EFL teachers' classroom experiences of using SNTs, in combination with new approaches to HE teacher training, as well as the provision of technologically networked classrooms, is therefore urgently required. In addition, it will also be important to gain insight into students' experiences of studying with SNTs (for example, Waycott, Thompson, Sheard, & Clerehan, 2017). Such research and training will ensure that Saudi EFL teachers are afforded the professional development opportunities that relate directly to their own pedagogical practice so that they are enabled to critically evaluate how SNTs may be effectively employed in their EFL classrooms.

Acknowledgements

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APPENDICES

Appendix A: Survey

*The purpose of this survey is to find out about EFL teachers' perceptions about LS (*learning a language by interacting with others in various social and cultural contexts*) through Social Network Technologies (web-based services through which people engage with the internet to interact with each other) in Higher Education. The researchers sincerely appreciate your help in filling out this survey.*

PART I: Demographic information

1.	Age:	25-34 ( ) ,	35-44 ( ),	45 -54( ),	55- 64( ).
2.	Gender:	Male ( )	Female ( )
3.	Country of birth	_____
4.	Nationality	_____
5.	Mother tongue	_____
6.	Qualifications	Bachelor ( ) Masters ( )	PhD ( ) Other_____
7.	Number of years teaching EFL_____
8.	Number of years teaching EFL at your current University _____

Course information

9.	 Average number of students in your English courses _____
10.	Level of students you teach:
 Beginners ( ), Intermediate ( ), Advanced ( )
11.	Main skill focus (es) of the courses you teach:
    Speaking ( ), Listening ( ),   Reading ( ),   Writing ( ), Multi-skills ( ).
12.	How long have you been teaching each of your groups of students
   2 months ( ),	4 months ( ),	6 months ( ),	8 months ( ).

PART II: Language Socialization

Please state to what extent do you agree with the following statements
Note: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), Strongly Agree (SA).

No	Statements	SD	D	N	A	S A
1	Effective language teaching encourages discussion between learners.					
2	Good language learning can be done in collaborative environments					
3	Interaction between learners and teachers is very important in learning a language.					

4	Learners can learn a language better when they interact with each other.
5	The focus of teaching a language is to help students construct their knowledge
6	It is important for EFL teachers to include aspects of the target language culture in their lessons.
7	Interaction between learners and native speakers would help earners learn a language faster.
8	Becoming a member of a target language community is part of the process of learning the language.

PART III: Social Network Technologies and Language Learning and Teaching

1. Are you familiar with any SNT platforms?   Yes ( ),   No ( )
If so, which ones? Facebook ( ) Blog ( ) Twitter ( )
Livemocha ( )   LinkdIn ( )   Ning ( ), Others_____
2- Do you use SNTs in your English language classroom?

Yes ( ), No ( ), If yes, please select the ones you use:
Facebook ( ),   Blog ( ),
Twitter ( ) ,   Livemocha ( ),
LinkdIn ( ),   Ning ( ), Others_____

Please rate how strongly you agree or disagree with each of the following statements by placing a tick (✓) in the appropriate box.

No	Statements	SD	D	N	A	SA
3	SNTs help FL learners become exposed to the target language in authentic contexts.					
4	SNTs provide a collaborative learning environment.					
5	SNTs provide interactive learning.					
6	SNTs promote cultural competence by being exposed to the target culture.					
7	EFL learners have opportunity to interact with native speakers through SNTs .					
8	SNTs help learners to be part of the target community					
9	SNTs facilitate language socialization.					
10	Employing SNTs in language classroom is not a priority					
11	It is difficult to use SNTs during the limited of time available for teaching the syllabus					
12	Using SNTs threatens teachers' privacy					
13	Using SNTs threatens students' privacy					

14. Comments:

Your help is really appreciated. Thank you

Appendix B: **Interview questions**

1. What do you think students need to know to learn a foreign language?
2. What do you understand by the concept of language socialization?
3. Do you think that learning a foreign language requires learning the target-language culture? Why?
4. Is it important for language learners to be part of the target language community? Why? How?
5. SNTs facilitate foreign language learning, would you agree with this statement? If yes, how? If no, why?
6. Do you use SNTs in your EFL teaching? If yes, how? If no, why not?
7. How do you think that language socialization can be promoted through Social Network Technologies? How?
8. Do you think SNTs can be used extensively in English foreign language classroom? Why?

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