Jordanian English Language Teachers' Attitudes towards Using Facebook in their Teaching ∗

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ملخص :

هدفت هذه الدراسة الى التعرف على اتجاهات معلمي اللغة الانجليزية الأردنيين نحو استخدام الفيسبوك في تدريسهم، وما إذا كانت هذه الاتجاهات تختلف باختلاف جنسهم وخبرتهم التدريسية ومؤهلاتهم العلمية . لتحقيق أهداف الدراسة، استخدم الباحث استبانة تألفت من (32) فقرة موزعة على خمس مجالات. تكونت عينة الدراسة من (104) معلماً ومعلمة من معلمي اللغة الانجليزية التابعين لمديرية التربية والتعليم في لواء الرصيفة. أظهرت نتائج الدراسة أن مستوى اتجاهات معلمي اللغة الانجليزية نحو استخدام الفيسبوك في تدريسهم كانت ايجابية . وأظهرت النتائج ايضاً وجود فروق ذات دلالة إحصائية في اتجاهات المعلمين يعزى لمتغير الجنس على المجال الثالث والخامس (فاعلية الفيسبوك في دعم عملية التعلم مقارنة بالوسائل التقليدية و فاعلية تمارين الفيسبوك) لصالح الذكور، ووجود فرق على المجال الثاني (تحسين المهارات اللغوية عبر الفيسبوك) يعزى للمؤهل العلمي لصالح ذوي درجة الماجستير . اضافة الى ذلك اظهرت نتائج الدراسة وجود فروق ذات دلالة إحصائية في اتجاهات المعلمين يعزى لمتغير الخبرة التدريسية على المجال الثاني والرابع (تحسين المهارات اللغوية عبر الفيسبوك واستخدام الفيسبوك في التغذية الراجعة) ولصالح ذوي الخبرة اقل من خمس سنوات.

الكلمات المفتاحية :استخدام الفيسبوك ، معلمو اللغة الانجليزية ، اتجاهات المعلمين

Abstract:

This study aimed at investigating Jordanian English language teachers' attitudes towards using Facebook in their teaching, and whether their attitudes vary according to: gender, qualification and teaching experience. To achieve the aims of the study, the researcher used a questionnaire that consisted of (32) items. The sample consisted of (104) male and female teachers of English assigned to teach in the Directorate of Education in Russiafa, Jordan. The results revealed that English teachers have positive attitudes towards using Facebook in their teaching. Furthermore, the results showed that there were statistical significant differences in these attitudes due to gender in favor of males in the third and fifth domains (efficacy of Facebook supported learning in comparison with traditional learning and efficacy of Facebook exercises), and due to qualification in favor of M.A holders in the second domain (improving language skills via Facebook). Also, there were statistical significant differences in these attitudes due to teaching experience in favor of those with less than 5yeras experience on the second and fourth domains (improving language skills via Facebook and the use of Facebook in the feedback).

Keywords: Using Facebook, English Teachers, Teachers' Attitudes

Introduction:

Contemporary communities face many challenges which have an impact on the nature and the style of life . The most prominent challenges are represented in the progress of information technology and modern communication which contributed to radical change in the nature of life and the form of the educational institutions (Kafafi, 2007).

The use of technology plays an important role in the lives of people in different walks of life so it is only natural that educators make use of it for a better instruction. As a foreign language learning is gaining importance day by day, the philosophy and the actual practices of foreign language teaching have undergone drastic changes. Since most students are familiar with computer technologies and good at using them, e-materials, especially arouse the attention of educators (Blattner & Fiori, 2009).

There are various studies that focused on the implementation of technology in foreign language instruction. For instance, in a study it was found that most English teachers had positive attitudes towards technology integration into their classes, but they also reported some drawbacks in the implementation process, which might result from lack of professional training resulting in insufficient use of computer technologies in their classes (Karakaya, 2010) and this shows the necessity of the inclusion of newer technologies like popular SNSs into the 21st century education

and teacher education for long-term success (Hubbard, 2008).

Therefore, the increase of social interaction on the internet has become a unique necessity for learning methods because they allow the learners to interact, and share content, flexibility, and self-learning. This requires from the designers of courses to take care of how to use social networking sites to support the students' learning individually and in groups (Baird &Fisher, 2006).

Social networking sites can be defined as a list of sites on the Internet technology which provides services to individuals in order to construct a public or a semi-public profile within a bounded system, with an indication of a list of users participating in communication with the display, i.e. blocking list of contacts carried out by other members within the same system during communication .Historically, the beginning of the social networking sites is dated back to 1997 when six degrees network launched as the first social network (Boyd and Ellison, 2008).

Rashad (2011) states that using social networks leads to the increase in students' motivation towards learning and attendance. Students can learn the material in their free time , which leads to improving the level of achievement. One of the most important and famous of these social networks is Facebook.

Review of related literature & previous studies:

Facebook is defined as a social network, operated and owned by Facebook as a private property. The users can join the network organized by city, workplace, school or region to communicate with others and interact with them, and access to the website and register with it for free. The users can interact, communicate and add friends to their list of friends and send messages to the .Moreover, they update their profile and inform friends about themselves (Wikipedia, 2016).

Heatly & Lattimer (2013) highlighted the importance of introducing new ideas and modern methods of curriculum via Facebook. It is used increasingly in education as a means of exchanging ideas between students, teachers and parents to assist in fostering debate and dialogue, and to announce new and useful ideas. There are also some students who need more time to process information or formulate answers and some of them may be shy or hesitant in the class, so Facebook will help them. This modern technology works to promote the learning. The teacher can design videos that take into account students ' levels and upload videos on Facebook to be an effective method. By this, the lessons should be more interesting and unique, which lead to increasing the interest of students. Thus, this method allows for a constant learning outside the formal education hours.

Jackson (2012) pointed in his study that the students were very happy to use the Facebook page because it helped them to build friendships on networks early , faster and easier. They also gained a higher level of retention than others who were not members of the Facebook page. They stated that they would recommend it for the new students next year .

Facebook is the most useful social networking in education. These networks have been established on the basis of social interaction between individuals, but their use extends to the educational activities. Educators have observed the importance of social networks and their role in the learning process (Shaltout,2013).

Alamoudi (2009) views that there is a collective work in the social networks to the gaining of knowledge and its applications, and this lead to transforming the learners from recipients to participants and hence became active learners. The social networks also allow for utilizing the multimedia to suit students› patterns. Using Facebook leads to a significant increase in students ‹ knowledge, and encourages them to change their behavior patterns, and makes them more enthusiastic to participate in the learning process (Petrović, Petrović, Jeremic, Milenkovic and Cirovic, 2012).

Generally speaking, there are many positive aspects of employing Facebook in foreign language learning. Facebook facilities such as the chat tool, the discussion board, and the email and messaging can scaffold learners what they need in their cognitive development (Zainuddin et al.,

2011). The above great features of Facebook allow language learners to practice language skills, since they encourage them to learn in a natural context .

Therefore, teachers can utilize Facebook for educational purposes (McCarthy, 2012). Teachers can easily harness Facebook for educational purposes because they can easily contact with students for free, and students can feel a sense of belonging to the closed groups (English & Duncan-Howell, 2008). When Facebook is considered as an educational tool, Muñoz & Towner (2009) pointed out that teachers and students can create groups for specific purposes of the courses or the teacher can share links, educational websites, videos and various documents which tailor the courses for students' different learning styles and expectations. However, a separate account for educational activities is also needed to protect professionalism and not to cross the boundary of the teacher-student relationship (Muñoz & Towner, 2009).

In sum, Facebook could be an effective tool for educational purposes due to its popularity, ease of use, synchronous and asynchronous forms of mentoring and forming a professional online presence. In addition, students can get feedback with the help of a project and improve their academic performance (McCarthy, 2012). Finally, inclusion of blended learning can offer students facilities like learning at their own pace. Since Facebook is a tool that is easy to access, learners and teachers may benefit from it for communication and interaction, giving immediate feedback and increasing motivation (Erdem &Nuhoğlu Kibar, 2014).

In this regard, Low and Warawudhi (2016) investigated the use of Facebook as a learning tool outside the classroom for English classes. The subjects were 158 undergraduate students studying Foundation English at Kasetsart University in Thailand. The results showed that Facebook may be used as a learning tool outside English classroom. It could help promote motivation and attitudes to learn English as well as it can encourage the interaction between teachers and students.

Çakir & Atmaca (2015) conducted a study whose purpose was to find out the student teachers'

perceptions about the use of Facebook in English language teaching and their preferences on how to integrate Facebook into English classes. The sample of the study consisted of 221 student teachers in the English Language Teaching (ELT) program at Gazi University. The 221student teachers, 38 (18%) were male and 173 (82%) were female. 146 participants (69.2%) were in favour of Facebook integration into English classes while 58 participants (27.5%) were against and finally 7 participants (3.3%) were neutral. In terms of age and level of learners, adolescents were preferred as the most appropriate age group to be taught English on Facebook; intermediate level was the most preferred language level to be enhanced via Facebook. Furthermore, self -study was seen as the most important type of Facebook user. These findings show us how student teachers' educational preferences can be changed in line with the education they receive and how they should be trained according to the current educational moves and communication tools.

Abu Sa'aleek (2015) conducted a study to explore the students' perceptions towards learning English in the Facebook context following four treatments, language improvement, confidence, motivation and attitude. The sample of the study was enrolled in B. A program. Findings revealed that the EFL students believe that Facebook as an online learning environment which facilitates, supports, and encourages their English language learning. In addition, the findings indicate that students' motivation and confidence towards English language learning improved through the use of Facebook. The study also revealed that students had a positive attitude towards this learning model.

Hussain & Al-Ghoul (2015) conducted a study which aimed at investigating the effectiveness of using Facebook on the English language achievement of the ninth grade students in Jordan. The study was applied in Asia Secondary School for Girls in Amman in the first semester 2014/2015. The sample consisted of 68 students divided into two groups. The results showed statistically significant differences between the mean of students in the experimental group studied by the Facebook method and the mean of the control group, in favor of the experimental

group. The results also showed statistically significant differences between the mean of students due to the cumulative average. On the other hand, there were significant differences regarding the interaction between the method and the cumulative average.

Gamble & Wilkins (2014) investigated Japanese students' perceptions and attitudes towards participating in activities through Facebook for language learning. Ninety-seven students from three private universities in Japan participated in this study. A 26-item quantitative questionnaire using a 7-point Likert scale and an open-ended qualitative questionnaire were used to collect the data of this study. The results showed a small increase in positive attitudes toward most activities for language learning following the completion of the study compared to prior perceptions, but there were mixed attitudes toward using Facebook in an educational environment.

Petrović et al. (2012) conducted a study which aimed at finding out the impact of Facebook on the achievement of Environmental Quality System cycle students at the University of Belgrade in Serbia. The sample consisted of 68 students. The results showed that Facebook could be used as an educational tool as it increased the productivity of students, led to increasing their environmental knowledge and improved and enhanced their achievement levels. The results also indicated that there were no significant differences attributed to gender.

In addition, Younis and Salehi (2012) investigated students' perceptions regarding the use of Facebook in teaching English as a second language. The study sample consisted of 43 third-year students from the Faculty of Education at the University of Kebangsaan, Malaysia. The results indicated that it was possible to use Facebook groups in teaching English as a second language, and that students could learn new vocabulary from reading the comments in the groups, and the auto correct feature that helped in reducing their spelling errors. The study recommended that it was necessary to study the challenges facing Facebook in education, and teachers' suggestions for using Facebook in education.

Akbari et al. (2012) sought to identify students'

attitudes and expectations towards the use of social networks for language learning before and after the course. The sample of the study consisted of twenty Iranian PhD students were enrolled in an online English course via Facebook. To collect the data of the study, a set of questionnaires used to investigate students' attitudes towards using social networks in learning languages. The results indicated that there was a significant difference between participants› attitudes before and after the course. In the pre-course questionnaire, the majority of participants considered Facebook to be generally useful because through these networks, they can communicate and share knowledge. After the online course, however, most students stated that, Facebook has high potentials for being used as effective formal educational tools. Furthermore, the post –course questionnaires revealed that students' positive attitudes towards the usefulness of social networks increased.

Furthermore, Eren (2012) investigated students' attitudes towards the use of Facebook in a language classroom. The sample of the study comprised 48 undergraduate students who were enrolled in a one-year compulsory English preparatory class in Gaziantep, Turkey. Findings indicated that students showed positive attitudes towards the use of Facebook activities as a supplement to classroom instruction, but traditional classroom-based language learning remained the backbone of language education.

Likewise , Juang (2010) conducted a study aiming at integrating social networks in education. The sample consisted of 88 students specialized in media management at the University of Science and Technology in Taiwan. The results showed statistically significant difference in achievement in favour of the experimental group. They also showed that learning based on the use of Facebook is better than learning in the classroom model, and the use of Facebook as a tool in education increases motivation towards learning.

Most of the previous studies show the importance of using Facebook in the teaching process, as well as the positive trends toward using

it by either the teacher or learner. ***The previous studies can be summed up as follows:***

- Studies have shown statistically significant differences of using social networks (Facebook) in education specially in teaching languages (see, for instance,(Low and Warawudhi (2016), Hussain & Al-Ghoul (2015), AbuSa'aleek (2015), Çakir & Atmaca (2015), Akbari et al.(2012), Eren (2012), Younis and Salehi (2012), Juang (2010)

- Only one study revealed mixed attitudes toward using Facebook in an educational environment, i.e. Gamble & Wilkins (2014).

- Most of the previous studies that dealt with (Facebook) in different topics and various academic stages. They indicate that Facebook is more effective in the most topics and courses in various academic stages.

The current study benefited from the previous studies in setting goals, questions of the study, and in designing its theoretical framework. The current study differs from the previous studies in its use of several variables such as: gender of the teacher, qualification and teaching experience. Also, This study differs in its population and its sample. This is the first study in Jordan, to the researcher› best knowledge, which aims to explore Jordanian English language teachers› attitudes towards using Facebook in their teaching.

Problem Statement:

Many teachers have faced difficulties during teaching English because most schools do not have the suitable resources needed in the teaching . English language teaching has mostly been classroom based due to the rare opportunities students encounter outside the classroom. Therefore, teachers are required to search for a modern strategy which have the student the center of the learning process and focus on the positive interaction between student, teacher, content, and teaching techniques. So, the researcher has found the solution by using Facebook in teaching English .Facebook is one of the new technology that students rely on to use it in the process of learning. Facebook can be a tool to increase students' learning and their immersion to make

them active learners to acquire knowledge. Also, Facebook can be one of the technical solutions to develop students' language skills and their academic achievement.

Through reviewing the previous studies, it appeared that many of the studies are focused on exploring the attitudes of students towards the use of Facebook in learning English, but few studies focus on the attitudes of teachers towards the use of Facebook in the teaching process. Thus, it is necessary to identify English teachers' attitudes towards using Facebook in teaching English for its significance in teaching process. Hence the problem of the study is to identify Jordanian English Language teachers' attitudes towards using Facebook in their teaching. ***This study attempts to provide answers for the following questions***:

1. What are the attitudes of Jordanian English teachers towards using Facebook in their teaching?

2. Are there any statistically significant differences in the attitudes of Jordanian English teachers due to gender, qualification or teaching experience?

Purpose of the study:

This study aimed to detect Jordanian English language teachers' attitudes towards using Facebook in their teaching, and whether these attitudes vary according to gender, qualification, and teaching experience.

The importance of the study:

The importance of the study stems from the great impact and wide use of Facebook among teachers. Also, this study tries to keep up with the Ministry of Education aspiration to promote the use of technological innovations in teaching. Moreover, the current study is taking into account teachers' need for a new teaching strategy that consistent with the spirit of the time and responds to their ambitions and their tendency towards (E-learning). The results of this study may also contribute to the literature review with a study of great scientific value among the studies that dealt

with using social networking sites (Facebook as an example) in school education. The importance of the study is emphasized by the study of the instrument which is developed by the researcher that can be used in other subsequent studies. It is expected that graduate students and educational researchers, who are interested in applying advanced technology in school education may benefit from it.

Procedural Definitions:

- *English teachers*: teachers, who assigned to teach in the Directorate of Education of Russiafa, Jordan .

- *Facebook*: A social network via the Internet, by which information, pictures, feelings, and ideas are exchanged between teacher and students or individuals without barriers and obstacles.

- *The attitudes towards using Facebook*: They are the feelings, tendencies, ideas, and prejudices among teachers of English towards using Facebook in the teaching process. They attitudes are measured with the mark obtained by the teachers through their responses to the questionnaire used by the researcher and ensures its validity and reliability, and applied to them.

Limitations of the Study:

1. The measuring instrument was used by the researcher, so the results of this study depend on its validity and reliability.

2. The study was conducted only through English teachers, who were selected randomly from public schools in the Directorate of Education of Russaifa, Jordan during the second semester of the scholastic year 2015/2016.

Methodology and Procedures:

The current study uses the descriptive, analytical paradigm that describes the phenomenon as is and is then followed by explanatory trials.

Sample and Population:

The population comprised all English teachers assigned to teach in public schools in the Directorate of Russaifa, Jordan during the scholastic year 2015-2016. The random sample that consisted of 104 female and male teachers who were chosen randomly to respond to the tool of the current study. Table (1) shows the distribution of the study sample.

Table 1:
Distribution of the sample

Variable	Level	Frequency	Percent
Gender	Female	51	49.0%
	Male	53	51.0%
	Total	104	100%
Qualification	BA	91	87.5%
	MA	13	12.5%
	Total	104	100%
Teaching experience	Less than 5 years	29	27.9%
	5 – 10 years	40	38.5%
	More than 10 years	35	33.7%
	Total	104	100%

Instrument of the Study:

To achieve the objectives of the study, the data were collected by a questionnaire that the researchers devised for the study after examining a group of previous studies and surveyed the related literature such as: Abdullah,2015; Gamble & Wilkins ,2014). The questionnaire in its final form consisted of two sections; the first focused on demographic profile such as gender, qualification and teaching experience, whereas the second consisted of (32) items that covered five domains: attitudes of English teachers towards using Facebook in teaching, improving language skills via Facebook, efficacy of Facebook supported learning in comparison with traditional learning, the use of Facebook in the feedback and efficacy of Facebook exercises. To analyze the findings, the researcher used the following ranks for analysis:

1- 2,33 Negative attitudes   2,34 – 3,67   Neutral attitudes

3,68 - 5 Positive attitudes

Validity of the Instrument:

To ensure validity, the instrument was presented to several experts in education and IT, curriculum and instruction, and psychology from professors in Jordanian universities. The necessary changes were done according to the suggestions and remarks of the judges, therefore finalizing the questionnaire.

Reliability of the Instrument:

The reliability of the questionnaire was evaluated by assessing the internal consistency of the items representing each domain using Cronbach Alpha as shown in table 2 below.

Table 2:

The Reliability Coefficient of the Questionnaire's Domains

Domain	No. Items	Cronbach›s Alpha
Attitudes of teachers towards using Facebook in the teaching process	10	0.75
Improving language skills via Facebook	6	0.77
Efficacy of Facebook Supported Learning in Comparison with Traditional Learning	7	0.82
The use of Facebook in the feedback	4	0.71
Efficacy of Facebook Exercises	5	0.73
Total	32	0.78

Table 2 shows a reliability of 0.78 which is scientifically and educationally accepted

Study Procedures:

The study followed these procedures:

- The study of the instrument was prepared by using the literature review and the previous studies.

- The random sample of 40 teachers participated in the pilot study to check the reliability measures.

- The instrument was distributed to teachers who were selected randomly.

- The data was analyzed using SPSS in order to answer the research questions.

Results and Discussion:

Results related to the first question: " What are the attitudes of Jordanian English teachers towards using Facebook in their teaching? " To answer the first question, the means and standard deviations were found for each domain and were ranked according to their mean values. This is shown in table (3)

Table 3: Means and standard deviations for the attitudes of English teachers according to the domains

Rank	N	Domain	Mean	SD	Estimation Level
1	4	The use of Facebook in the feedback	4.07	0.76	positive
2	5	Efficacy of Facebook Exercises	4.02	0.75	positive
3	2	Improving language skills via Facebook	4.01	0.82	positive
4	1	Attitudes of teachers towards using Facebook in the teaching process	3.84	0.51	positive

Rank	N	Domain	Mean	SD	Estimation Level
5	3	Efficacy of Facebook Supported Learning in Comparison with Traditional Learning	3.45	0.65	Neutral
		Total Degree	3.88	0.49	Positive

As seen in Table 3, the attitudes of English teachers towards using Facebook in their teaching were positive, as the total means for the tool was (3.88), and standard deviation was (0.49). It appeared that the domain (The use of Facebook in the feedback) has got the first rank with a mean of (4.07) and with the standard deviation was (0.76). While the domain (Efficacy of Facebook Exercises) has a mean of (4.02) and the standard deviation was (0.75) as the second rank. The domain (Improving language skills via Facebook) has got the third rank with a mean of (4.01) and the standard deviation was (0.82). On the fourth rank was the domain (Attitudes of teachers toward using Facebook in the teaching process) with a mean of (3.84) and the standard deviation (0.51). The domain (Efficacy of Facebook Supported Learning in Comparison with Traditional Learning) has got the fifth rank with a mean of (3.45) and the standard deviation was (0.65). Table (4) shows the means and standard deviations of all (32) items of the scale.

Table 4:

Means and standard deviations for the attitudes of English teachers.

Domain	Rank	No.	Items	Mean	SD	Estimation
Attitudes of teachers towards using Facebook in the teaching process	1	1	I see using Facebook increases the interaction between the teacher and the students.	4.37	0.85	Positive
	2	2	I feel using Facebook increases the interaction between students themselves.	4.31	0.88	Positive
	3	4	I feel using Facebook makes teaching and learning more interesting.	4.13	0.92	Positive
	4	8	Using Facebook enhances students› motivation for learning English.	4.08	0.82	Positive
	5	10	Using Facebook enhances the students› achievement in English	4.04	0.90	Positive
	6	7	I think teaching via Facebook produces good learning outcomes.	4.00	0.91	Positive
	7	9	I think Facebook can be used in teaching English for different grades.	3.90	0.98	Positive
	8	5	I see Facebook is safe to use for educational purposes.	3.67	1.17	Neutral
	9	6	I don›t see any necessity for teaching English via Facebook.	2.97	1.50	Neutral
	10	3	I think using Facebook in teaching English is a waste of time.	2.92	1.39	Neutral
Improving language skills via Facebook	1	15	I like Facebook because it enhances English communication skills.	4.10	0.87	Positive
	2	11	I see using Facebook improves the reading skills.	4.09	0.95	Positive
	3	16	Facebook helps to overcome language mistakes.	4.00	0.98	Positive
	4	14	The use of Facebook improves the listening skills.	3.98	1.02	Positive
	5	13	Using Facebook improves the speaking skills	3.96	1.01	Positive
	6	12	I think that using Facebook improves the writing skills.	3.91	1.03	Positive

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Domain	Rank	No.	Items	Mean	SD	Estimation
Efficacy of Facebook Supported Learning in Comparison with Traditional Learning	1	17	The use of Facebook leads to build the creative mind instead of the traditional mind.	4.04	1.03	Positive
	2	19	Using Facebook helps me to get the information anytime and anywhere.	3.99	1.01	Positive
	3	23	I feel by using Facebook , students are able to stay on task better.	3.75	1.04	Positive
	4	20	I think the use of Facebook makes learning natural and realistic.	3.68	1.13	Positive
	5	22	Using Facebook in teaching limits students› thinking.	2.96	1.40	Neutral
	6	21	I think teaching via Facebook increases the isolation among students .	2.87	1.39	Neutral
	7	18	It is difficult to rely on Facebook in teaching because it is always changing.	2.84	1.37	Neutral
The use of Facebook in the feedback	1	24	I see Facebook is a good place to contact the teacher and the student outside the classroom.	4.11	1.00	Positive
	2	25	Facebook is a good place to ask for help about homework assignments.	4.09	0.85	Positive
	2	26	I see that Facebook allows the teacher to appreciate the students.	4.09	0.92	Positive
	4	27	Using Facebook helps me in assessing the students› learning in English	4.01	0.97	Positive
Efficacy of Facebook Exercises	1	31	I feel that Facebook is a good place to post writing assignments like short stories or essays.	4.06	0.85	Positive
	2	32	I tend to use Facebook because it is a good place to post and respond to surveys.	4.05	0.86	Positive
	3	28	I like to use Facebook because it is a good place to make video posts as assignments.	4.04	0.85	Positive
	4	29	I like to use Facebook because it is a good place to read articles and take notes to prepare for the next class.	3.98	0.92	Positive
	5	30	I think Facebook is a good place to listen to audio files and take notes to prepare for the next class.	3.95	0.94	Positive

Table (4) shows the results of the domain (attitudes of teachers toward using Facebook in the teaching process), item 1 which states (I see using Facebook increases the interaction between the teacher and the students) has the highest mean of (4.37) which shows that Facebook is a good environment used to increase the communication with the learner and the teacher in a safe atmosphere with less barriers or embarrassment . Moreover, Facebook gives the teachers the ability to answer questions or give advice , and share personal items like pictures of vacations and family members. This result agrees with Low and Warawudhi (2016) who stated that Facebook may be used as a learning tool outside English classroom. It could help promote motivation and attitudes to learn English as well as it can encourage the interaction

between teachers and students. On the other hand, item 3 "I think using Facebook in teaching English is a waste of time " has the least mean of (2.92). This could be explained that most teachers think that teaching English by Facebook can be a new idea to be used as an effective way. Also, teachers of English are not convinced of Facebook as an educational tool because many learners use Facebook for entertainment and communication that make teaching them useless. This result agrees with Gamble & Wilkins (2014) who found mixed attitudes toward using Facebook in an educational environment.

For the domain (improving language skills via Facebook), item 15 which states (I like Facebook because it enhances English communication skills) has the highest mean of (4.10). This means

that Facebook can be found as a social network that allows the user to practice communication skills. Facebook gives the user the freedom to post information and pictures or receive them from others, all of this can enhance communication skills. The researcher also due to this result the fact that Facebook as an online environment introduces to the sender or the receiver the ability to strengthen their reading skill or listening skill. This result agrees with Juang (2010) whose study found that learning based on the use of Facebook is better than learning in the classroom model, and the use of Facebook as a tool in education increases motivation towards learning. Whereas, the item 12 (I think that using Facebook improves the writing skills) scored the lowest means (3.91). This means that English teachers reported that Facebook has an auto correct feature that make users write without fear because Facebook has the correct feature, so that this will not improve the writing skills because of depending the user on this feature .The result disagrees with Younis and Salehi (2012) who found that it was possible to use Facebook groups in teaching English as a second language, and that students could learn new vocabulary from reading the comments in the groups, and the auto correct feature that helps in reducing their spelling errors.

For (efficacy of Facebook supported learning in comparison with traditional Learning) the highest mean value was item 17 (The use of Facebook leads to build the creative mind instead of the traditional mind" which scored (4.04). The researcher due to this result that Facebook is a platform, supports the users to learn unlimited information in an exciting way. Moreover, many learners suffer from the old methods of teaching that limit their thinking skills, so Facebook can be used as a new method in teaching. So that using Facebook is a thrilling solution to construct the positive mind which lead to facilitating, encouraging and enhancing teaching and learning at he same time English language. This result seems to agree with Abu Sa'aleek (2015) who found that Facebook as an online learning environment facilitates, supports, and encourages their English language learning. In addition, the findings indicate that students' motivation and confidence towards English language learning improved via Facebook. In addition, this result is

consistent with Petrović et al. (2012) who found that Facebook could be used as an educational tool because it increased the productivity of students, improving and enhancing their achievement as a whole. On the other hand, the item 18 (It is difficult to rely on Facebook in teaching because it is always changing) received the lowest mean of (2.84) and with a standard deviation of (1.37). This might be due to using Facebook cannot be used in teaching as an online environment because Facebook is usually developed that make it an unsafe solution in teaching.

For (the use of Facebook in the feedback) the item (I see Facebook is a good place to contact the teacher and the student outside the classroom) scored the highest mean of (4.11). This result indicates that Facebook as a social network is good for communicating among others, but teachers and their students can benefit from it for learning purposes. Such findings are expected with the main role of using Facebook in language learning through providing a context that students can interact with each for educational purposes. Gamble & Wilkins (2014) By this, the teacher follows the student›s situation outside and inside the class. Moreover, there is no doubt that using Facebook as a social network should be followed to give the real feedback of the students. This result goes with the result of Akbari et al.(2012) who found the majority of students considered Facebook to be generally useful because through such social networks they can communicate and share knowledge and most students stated that Facebook has great potential for being used as an effective formal educational tool. Furthermore, the study revealed that students' positive attitudes towards the usefulness of social networks increased.Whereas, item 27 (Using Facebook helps me in assessing the students› learning in English) received the lowest mean of (4.01). My belief is that the teachers do not understand how to use Facebook in assessing learning because it is a new idea. In addition, most teachers used to use the traditional method of assessing. The researcher also interprets this result to teachers› need for training courses that discuss how to integrate Facebook in assessing students. This result seems to disagree with Çakir & Atmaca (2015) who recommended that student teachers' educational preferences can be changed in line

with the education they receive and how they should be trained.

For (efficacy of Facebook exercises) the highest mean was scored for the item (I feel that Facebook is a good place to post writing assignments like short stories or essays) which scored (4.06). This result indicates that the teachers are able to access information as an assignment. Teachers tend to use Facebook by creating a special page which allows them to post assignments in order to complete far away from the traditional classroom. Also, most students have an account on Facebook that let teachers to benefit from the effectiveness of Facebook exercises like the chat board . It seems, then, that the result agrees with Eren (2012) who found that the students showed positive attitudes towards the use of Facebook activities as a supplement to

classroom instruction. On the other hand, the item "I think Facebook is a good place to listen to audio files and take notes to prepare for the next class" received the lowest mean of (3.95). Such a result might be due to fact that the teachers may not depend on Facebook to play audio files in order to write notes that can be beneficial. This result suggests that the teachers might use Facebook as social network site used for fun, but not as an educational site.

Results related to the second question: (Are there any statistically significant differences in the attitudes of Jordanian English teachers due to gender, qualification, or teaching experience?) To answer this question, the means and standard deviations were calculated of all domains and the overall scale due to gender, qualification and teaching experience. Table 5 shows the results.

Table 5:

Means and Std. Deviations for the attitudes of English teachers due to Independent variables

Independent variable	Independent variable levels	No.	Attitudes of teachers towards using Facebook in the teaching process		Improving language skills via Facebook		Efficacy of Facebook Supported Learning in Comparison with Traditional Learning		The use of Facebook in the feedback		Efficacy of Facebook Exercises	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Gender	Male	53	3.783	0.508	4.035	0.787	3.485	0.474	4.113	0.706	4.091	0.583
	Female	51	3.896	0.509	3.977	0.861	3.406	0.789	4.029	0.826	3.937	0.894
Qualification	BA	91	3.834	0.499	4.020	0.766	3.399	0.641	4.082	0.747	3.989	0.722
	MA	13	3.869	0.599	3.910	1.172	3.780	0.602	4.000	0.907	4.200	0.949
Teaching experience	Less than 5 years	29	3.917	0.468	4.293	0.711	3.424	0.638	4.379	0.683	4.200	0.668
	5 – 10 years	40	3.733	0.504	3.800	0.968	3.382	0.623	3.881	0.801	3.955	0.767
	More than 10 years	35	3.894	0.541	4.005	0.656	3.539	0.686	4.036	0.725	3.931	0.794

Table (5) shows that there are apparent differences among the means. To find out whether there were significant differences (α≤0.05) according to the variables , T-test was used for

gender and qualification variable, and One-Way ANOVA was conducted for the teaching experience variable . Tables (6,7,8) present the results.

Table 6:

Results of t - test of the teachers' responses due to gender

Domain	Gender	No.	Mean	SD	t	df	Sig.
Attitudes of teachers towards using Facebook in the teaching process	Male	53	3.783	0.508	1.134	102	0.751
	Female	51	3.896	0.509			

Domain	Gender	No.	Mean	SD	t	df	Sig.
Improving language skills via Facebook	Male	53	4.035	0.787	-0.355	102	0.847
	Female	51	3.977	0.861		102	
Efficacy of Facebook Supported Learning in Comparison with Traditional Learning	Male	53	3.485	0.474	-0.622	102	0.002*
	Female	51	3.406	0.789		102	
The use of Facebook in the feedback	Male	53	4.113	0.706	-0.557	102	0.273
	Female	51	4.029	0.826		102	
Efficacy of Facebook Exercises	Male	53	4.091	0.583	-1.040	102	0.003*
	Female	51	3.937	0.894		102	
Total	Male	53	3.901	0.428	-0.537	102	0.167
	Female	51	3.849	0.556		102	

*Significant at α =0.05.

Table (6) shows no statistical significant differences at (α≤0.05) on the total degree of teachers' attitudes towards using Facebook in teaching English due to gender. As for the individual domains, there were no statistical significant differences at (α ≤ 0.05) level on all the domains except the third and the fifth domain (efficacy of Facebook supported learning in comparison with traditional learning and efficacy of Facebook exercises), and these differences were in favor of the males.

The result might be attributed to the fact that male teachers may exhibit more awareness than females on the importance of using Facebook in teaching. This means that male teachers tend to search for new teaching method that keep up with the spirit of the time. Male English teachers faced problems during teaching English for example , a large number of students and few means to use in teaching English. This pushes them to try to change the traditional methods of teaching which are not suitable for learners because they have spent much of their time surfing the internet. In addition, they may believe that Facebook can reflect more their talents and creativity in teaching which may allow them to benefit from Facebook exercises. This result seems to disagree with Petrović et al. (2012) whose study revealed no significant effect for gender on the achievement of students.

For qualification Variable, T-Test was conducted in order to investigate the significance of qualification Variable over the five domains. This is shown in Table 7.

Table 7

Results of t - test of the teachers' responses due to qualification

Dimensions	Qualification	No.	Mean	SD	t	df	sig
Attitudes of teachers towards using Facebook in the teaching process	BA	91	3.834	0.499	-0.232	102	0.359
	MA	13	3.869	0.599		102	
Improving language skills via Facebook	BA	91	4.020	0.766	0.450	102	0.039*
	MA	13	3.910	1.172		102	
Efficacy of Facebook Supported Learning in Comparison with Traditional Learning	BA	91	3.399	0.641	-2.021	102	0.989
	MA	13	3.780	0.602		102	
The use of Facebook in the feedback	BA	91	4.082	0.747	0.362	102	0.508
	MA	13	4.000	0.907		102	

Dimensions	Qualification	No.	Mean	SD	t	df	sig
Efficacy of Facebook Exercises	BA	91	3.989	0.722	-0.946	102	0.108
	MA	13	4.200	0.949		102	
Total	BA	91	3.865	0.481	-0.593	102	0.619
	MA	13	3.952	0.588		102	

Table 7 shows no statistically significant differences at ($\alpha \le 0.05$) between

teachers' attitudes towards using Facebook in the teaching process due to qualification . As for the variable domains, there were no statistically significant differences at ($\alpha \le 0.05$) level on the first, third , fourth and fifth domains, while there were statistical significant differences at ($\alpha \le 0.05$) on teachers' attitudes due to qualification on the second domain which states (improving language skills via Facebook) and the differences were in favor of M.A holders .This result might be justified by the fact that MA holders seem to have more educational background and more theoretical knowledge in terms of teaching English in general and employing e-learning in teaching since M.A students study courses on how to teach language skills . Furthermore, it seems that M.A holders by virtue of their scientific progress and their higher academic level and being more knowledgeable view more positively towards Facebook and its application in teaching English than B.A holders.

For teaching experience Variable, One -Way ANOVA was conducted in order to investigate the significance of teaching experience Variable over the five domains conducted. This is shown in table 8.

Table 8:

Results of One -Way ANOVA of the teachers' attitudes due to teaching experience

Domain	Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Attitudes of teachers toward using Facebook in teaching English	Between Groups	0.738	2	0.369	1.436	0.243
	Within Groups	25.968	101	0.257		
	Total	26.706	103			
Improving language skills via Facebook	Between Groups	4.088	2	2.044	3.162	0.047*
	Within Groups	65.297	101	0.647		
	Total	69.385	103			
Efficiency of Facebook Supported Learning in Comparison with Traditional Learning	Between Groups	0.479	2	0.239	0.569	0.568
	Within Groups	42.529	101	0.421		
	Total	43.008	103			
The use of Facebook in the feedback	Between Groups	4.240	2	2.120	3.826	0.025*
	Within Groups	55.969	101	0.554		
	Total	60.209	103			
Efficacy of Facebook Exercises	Between Groups	1.381	2	0.690	1.227	0.297
	Within Groups	56.834	101	0.563		
	Total	58.215	103			

Domain	Source of variation	Sum of Squares	df	Mean Square	F	Sig.
	Within Groups	23.632	101.000	0.234		
	Total	25.072	103.000			

*with statistically significance at level (α≤0.05).

Table 8 shows statistically significant differences at (α≤0.05) between teacher's attitudes towards using Facebook in teaching English due to teaching experience. As for the individual domains, there were no statistically significant differences at (α≤0.05) level on the first, third, and fifth domains, while there were statistically significant differences at (α≤0.05) on teachers' attitudes due to teaching experience on the second and fourth domains. In order to explore the differences between the means of teaching experience, Scheffe' Test was used and the results are shown in table (9).

Table 9:

Scheffe' Test of the teachers' attitudes due to teaching experience

Dependent Variable	(I) Teaching experience	(J) Teaching experience	Mean Difference (I-J)	Sig.
Improving language skills via Facebook	Less than 5 years	5 – 10 years	0.49310*	0.047
		More than 10 years	0.28834	0.364
	5 – 10 years	Less than 5 years	-0.49310-*	0.047
		More than 10 years	-0.20476-	0.548
	More than 10 years	Less than 5 years	-0.28834-	0.364
		5 – 10 years	0.20476	0.548
The use of Facebook in the feedback	Less than 5 years	5 – 10 years	0.49806*	0.027
		More than 10 years	0.34360	0.190
	5 – 10 years	Less than 5 years	-.49806-*	0.027
		More than 10 years	-0.15446-	0.670
	More than 10 years	Less than 5 years	-0.34360-	0.190
		5 – 10 years	0.15446	0.670

Table (9) shows statistically significant differences at (α≤0.05) between teachers' attitudes towards using Facebook in their teaching due to teaching experience on the second domain (improving language skills via Facebook) in favor of those with (less than 5 years). This result might be explained by the fact that teachers who have less than 5 years experience, have the enough experience to employ Facebook because they are exposed to Facebook before and after their working in teaching. Therefore, they pay attention to Facebook as a modern tool that is used to improve language skills because many of them have an account on Facebook in which they can listen to records or reading articles. The researcher also attributed this result to the fact that teachers of English who have a little experience, try to introduce a newer thing that make them better among other teachers.

Table (9) also shows statistically significant differences at (α≤0.05) between Teachers' attitudes towards using Facebook in their teaching due to teaching experience on the fourth domain (the use of Facebook in the feedback) in favor of those with (less than 5 years). The reason for this is that teachers realize the importance of Facebook as an educational tool utilized to give feedback to their students. This result may be attributed to

the fact that teachers are young that know how to appreciate their students via Facebook because the new generation of students like these things. This feedback is made by post images, writing a comment or pressing on (like or dislike).

Conclusion:

This study aimed to investigate Jordanian English language teachers' attitudes towards using Facebook in their teaching in addition to investigating the effect of gender, qualification and teaching experience on their attitudes. The results revealed that the English teachers have positive attitudes towards using Facebook in their teaching. The results of this study indicated that teachers of English believe that Facebook is an online learning environment encourages and facilitates their English language teaching. Facebook is considered one of the most important models of communication that adopted by learners of English language which allows teachers of English to utilize its benefits in their teaching in a cheap and wonderful way that keep up with modern technology. On the one hand, the results showed that there were statistical significant differences in these attitudes due to gender in favor of males in the third and fifth domains and due to qualification in favor of M.A holders in the second domain .Also, there were statistical significant differences in these attitudes due to teaching experience in favor of those with less than 5yeras experience on the second and fourth domains . Consequently, and based on the previous findings, it might be inferred that teachers of English appreciated the importance of using Facebook in their teaching and the infinity of its advantages.

Recommendations:

In light of the study results, the following recommendations are proposed:

1. Encouraging the teachers to use Facebook in teaching English through offering enhancements and rewards.

2. Holding training courses for teachers to benefit from Facebook services, potential in education and to develop their teaching skills and keep up with technological developments

3. Conducting similar studies to reveal the attitudes of teachers about using Facebook in teaching English by dealing with other variables such as Specialization and number of workshops in information technology .

4. Conducting further studies about the attitudes of teachers about using Facebook in teaching specific skills.

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