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The Impact of Social Networks on Effective Lesson Planning
The Case of Middle School teachers of Mecheria

**Dissertation Submitted to the Department of Foreign Languages as
a Partial Fulfillment of the Requirements for the Degree of ‘Master’ in
‘Linguistics’**

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Dedication

I dedicate this humble work to my dearest family
for their constant support and love.

Acknowledgments

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Abstract

Social media and social networking sites are progressively gaining attention also in relation to professional development and life-long learning for school and academic teachers and staff. In particular, social media and social networking sites are emerging as places in which to cultivate different forms of social capital, bridging and bonding, that facilitate coordination and cooperation for mutual benefit, as well as exchange of resources, personal and professional relationships and implications for psychological well-being. The paper presents some conceptual reflections about the value of these tools for school and academic teachers' professional development. Moreover, two examples related to some Facebook groups for teachers and to the adoption of social networking sites for personal and professional use by Italian university scholars will be presented. The paper concludes with some considerations about the current limited adoption among extensive audiences and envisages future research directions. The present study aims at investigating the impact of using social networks on EFL teachers and to what extent they are significant for planning lessons. For this objective, a data gathering technique has been employed and submitted to twenty (20) EFL middle school teachers from different establishments in Mecheria. The research instrument was carefully designed to result in both quantitative and qualitative data which are then statistically and verbally analysed. The results obtained revealed that social networks such as Facebook and Youtube play a facilitative role to decrease teachers' time and efforts when planning a lesson. Furthermore and most importantly, they greatly help them easily collaborate to exchange ideas, information and access to great amount of documents effortlessly.

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General Introduction

“Social networks are a collection of Internet based websites, services, and practices that support collaboration, community building, participation and sharing” Hughes A.,(2009). These technologies are attracting students and teachers to find out the ways of sharing and communicating to each other for learning and teaching purposes. There has been created interest in teacher community to incorporate various social networks tools (e.g. Blogs, wikis, micro blogs, video-sharing sites, and social networking sites) into the educational activities. Facebook is more trendy and admirable social networking site for teachers and students during their leisure time. Social networking sites and web-based that allow individuals to generate a public, personal or semi-public profile within a define limits, or fluent list of users to whom they want to share their materials. The status and nomenclature of these connections may vary from site to site.

Social networks are increasingly becoming a critical element of human society by changing our social norms, values, and culture. Information sharing and the distribution of content are becoming important social desires. Social networks have changed how people, including teachers communicate, interact, and socialize over their teaching processes at middle schools. This new form of media is playing a vital role in content sharing among them and the rest of society. They now have the opportunity to participate in social discussion by sharing lesson plans, documents, images and pictures, posting their comments, disseminating ideas. For the previous facts, the present study investigates the teachers’ process in preparing lectures through the use of social networks such as Facebook, whatsapp, Viber and other well known websites. Therefore, the research problem set out to this research work is how may social networks be beneficial for middle school teachers toward an effective lesson planning?

From this main question, the following sub-questions are derived:

- 1) Do middle school teachers use social networks for their English language teaching process?
- 2) Which types of social networks are most used by teachers for collaborative work?

- 3) What are the teachers' attitudes towards social networks as means of facilitating the preparation of their teaching process?

For these questions the following hypotheses are proposed:

- 1) Social networks may be an essential technological support that teachers use in their English language teaching process.
- 2) Facebook, whatsapp and viber are the most preferable kinds of social networks to be used by middle school EFL teachers for preparing their lessons.
- 3) Social networks may create a virtual coordinating room for teachers as well as to facilitate the documents-sharing for them.

The purpose of this study is to see the impact of social networks and up to how much extend they are playing a role for the development of teacher's performance for middle school effective lesson planning, particularly in Mecheria, Wilaya of Naama. It also attempts to investigate how these modern social networks can contribute in preparing materials as well as to share and easily communicate with colleagues aiming to exchange beneficial knowledge. To achieve that, this research work is an attempt to provide valuable data in two main chapters. Chapter one deals with the literature related to both the notions of social networks and lesson planning as an important part of teaching a foreign language. Definitions of the two concepts have been stated and the links joining them have been set up as well.

Chapter two focuses on the data collection procedures undertaken to answer the research questions and test the hypotheses. This will include the sample population and instruments of data collection (questionnaire to be filled by some teachers), the analysis and interpretation of the results obtained. In addition, the whole results are used under one section where some suggestions and recommendations are drawn.

Chapter One:

Literature Review

Chapter One: Literature Review

1.1. Introduction

1.2. Social Networks Defined

1.3. Historical View to Social Networks

1.4. Major Social Networks Sites

1.5. The Importance of Social Networks

1.6. Social Networks and Language Teaching

1.7. Lesson Planning Defined

1.8. The Purpose of Planning a Lesson

1.9. The Types of Lesson Plans

1.9.1. Knowledge Lessons (based on cognitive aspect)

1.9.2. Appreciation Lessons (based on affective aspect)

1.9.3. Skill Lessons (based on conative aspect)

1.10. Conclusion

1.1 Introduction

This chapter discusses what Social Networks mean, its historical background and the major social network sites. It also attempts to present the importance of social networks in addition to the relationship of Social Networks and language teaching interaction. The chapter finishes with the issues concerning lesson planning, the purpose of planning lesson and the various types of lesson planning.

1.2 Social Networks Defined

Social Networks have many definitions and these are some of them: Social Networks according to (Oxford Dictionary, 2011) is defined as ‘the use of dedicated websites and applications to communicate with other users or to find people with similar interests to one’s own’ Also, Social Networks is: internet-based tools for sharing and discussing information among human beings. Social Networks is all about networking and networking in a way that espouses trust among parties and communities involved. Any site which allows users to share their content, opinions, which encourages interaction and community building can be classified as a Social Networks. Some popular Social Networks sites are: Facebook, YouTube, and Twitter.

According to Boyd and Ellison (2008), “ ‘SN’ can be defined as web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system”. As a result, we think that what is making Social Networks important is that with Social Networks people can have a long chain of friends they can communicate or share information or ideas with.

1.3 Historical View to Social Networks

Social networks sites appeared in 1997 as the address: Sixdegrees.com. it was a new era of communication that allowed the users to create their profiles, have a list of friends and then contact them. However, the company did not do very well as it eventually closed three years later. The reason behind this was that many internet users at that time had not formed many Social Networks. Hence, there was a little room for maneuver. It should be noticed that there were also other elements that hinted at Social network sites. For instance, dating sites required users to give their profiles but they could not share other people's sites. Additionally, there were some sites that would link former school mates but the lists could not be shared with others. (Cassidy, 2006)

After this there was the creation of Live Journal in the year 1999. It was created in order to make one way exchanges of journals between friends easier. Another company in Korea called CY world added some features to Social Networking in the year 2001. This was then followed in Sweden by Lunar Storm during the same year. They included things like diary pages and friends lists. (Cohen, 2003)

1.4 Major Social Networks Sites

Formerly designed on communication purposes and for improving information exchange among small groups of users, Social Networks sites have become popular, with a huge number of users joined the groups and became regular clients. In general, the social networks sites provide users with a private virtual space where each one could build his own public profile and manage a list of links to other users' profile (Boyd & Ellison, 2007).

There are many sites of Social networks that are used by most of people around the world, let us start by narrowing down some of them:

- **Facebook:** This social network service was introduced with the purpose of linking friends in Harvard University in 2004 by Mark Zuckerberg. This Social Network site was formerly named “the facebook.com”. Thereafter, the company expanded to other universities then colleges. Eventually, they invited corporate communities. However, this does not mean that profiles would be interchanged at will.

There are lots of restrictions between friends who join the universities Social Network because they need to have the edu address. Additionally, those joining corporate network must also have the .com attachment (Charnigo & Barnett Ellis, 2007)

- **Twitter:** Twitter was founded in 2006 and gained a lot of popularity during 2007.

It is a free social network that allows registered members to broadcast short posts called tweets. Twitter members can broadcast tweets and follow other users' tweets by using multiple platforms and devices. Tweets and replies to tweets can be sent by cell phone text message, desktop client or by posting at the Twitter.com website. (McMahon, 2015)

- **YouTube:** It is a video sharing service that allows users to watch videos posted by other users and upload videos of their own. The service was started as an independent website in 2005 and was acquired by Google in 2006. Videos that have been uploaded to YouTube may appear on the YouTube website and can also be posted and shared on other Social networks. The slogan of the YouTube website is "Broadcast Yourself." This implies the YouTube service is designed primarily for ordinary people who want to publish videos they have created (Christensson ,2009)

- **Skype:** It is an application that specializes in providing video chat and voice calls. Also, the users of Skype can exchange text and video messages, files and images, as well as create conference calls.

1.5 The Importance of Social Networks

The increased use of Social Networks Websites has become an international phenomenon in the previous years. What started out as a hobby for some computer educated people has become a social way of life for people from all over the world (Boyd, 2007). Teenagers and young adults have especially embraced these sites as a way to connect with their peers, share information, reinvent their personalities, and showcase their social lives (ibid).

Social Networks are an important tool for teachers. Social networks sites push teachers to be distributors of information. The internet has evolved with growth in its applications. The interactive nature of online environments has developed with social networks. Social Networks connection started as a simple activity, but with time it turns to a phenomenon. The Social Networks sites are used in various ways like exchanging information, chatting, and blogging. So, it is thought that the importance of Social Networks turned to be more than chatting or just creating new relationships to a way of expression and sharing all kinds of ideas, documents and skills to well providing and planning lessons.

1.6 Social Networks and Language Teaching

Due to the continuous increase of using new technologies in everyday life, the implementation of these technologies in teaching activities becomes a necessity. The very popular social networking sites are being visited regularly by many students and teachers for the sake of finding new information, sharing ideas, knowledge and documents. Moreover, they are considered as real methods for learning and teaching (cited in Lee and McLoughlin, 2008). Social networking

sites are recently used as educational tools. Teachers are widely using them for communication and social support which give a huge opportunity to easily plan for their lessons or preparing the tests.

1.7 Lesson Planning Defined

Planning a lesson is an important thing that the teachers should prepare appropriately before they go to their classes. According to Woodward (2001:17) planning helps you to know how to interact with your students in an easy way. Besides that, Neeraja (2003) states that lesson plan is the primary technique in teaching, where teacher's ability and knowledge occur in the classroom, and according to Lakchmi and Bhaskara (2004) lesson planning is the teacher's role in the class to represent his/her experience effectively.

Moreover, Mohan (2007:227) defines lesson plan as **“an outline of the important points of a lesson arranged in the order in which they are to be presented to students by the teacher”**. In order to facilitate learning for students, the best solution for the teacher is that he/ she should prepare his/her lesson. According to Mishra (2008) lesson planning is the action of the teacher to show his/her knowledge and experience and ability in the classroom.

In addition, Savage (2014:2) describes lesson plan as **“the process of thinking through and writing down a plan for teaching of, and learning within a lesson that I will be teaching to a specific group of students, in a specific place at a specific time”**. The lesson plan will change over years as the students and the place and the time may change. Also Mishra (2008:249) stated that a lesson plan is a creative skill of teacher's work which enables him/her to use his/her experience appropriately.

In addition, Singh states that **“lesson planning is virtually the pre-active phase of teaching”** (2008:28). In fact, teaching is based on effective preparation. Besides that, Hinkel (2015:141) clarifies that a **“Lesson plan is a detailed and**

timed description of the course of instruction for one class it is constructed by the teacher to guide instruction and manage class time". Lesson plan is a guide map for classroom teaching.

Lesson plan is the basic component that the teacher should focus on to describe the lesson because Savage mentions that **"lesson planning is a written document that outlines the key feature of the sequence of teaching that will result in your teaching and your students learning something"**(2014:3).

1.8 The Purpose of Planning a Lesson

Any teachers' lesson needs to be effective in order to create a powerful climate and atmosphere in the classroom. Mishra says that teachers plan a lesson to discuss their teaching activities through subject-matter. In the same time she says "many experienced teachers often reduce lesson plans to a mental map or short outline" (2008:250). So, all teachers either experienced or novice should prepare their lesson because they cannot go to their class without having an idea about what will be taught in the classroom. Aggarwal (1996:324) suggests that "a lesson plan preferably be written and should not be remained at the oral or mental stage".

Planning is the first step that any teacher must prepare effectively and think about, but some teachers may ask themselves why they should plan a lesson before going to school. There are three major components of planning: what to teach? what is the objective? And, for how much time? According to Richard and Renandya in their book entitled 'Methodology in language teaching: an anthology of current practice', the lesson plans guide the teacher to reach an appropriate lesson in order to find solutions, to organize the structure, and to give an outline of what is he/she going to teach.

Moreover, Richards and Renandya (2002) claimed that there are internal and external reasons for planning lessons. Teachers plan for internal reasons to present their lessons with honesty, to know more information about a certain subject matter, be organized, and to avoid discipline problems in the classroom. However, they plan for external reasons because it is required by the school

administrator or a supervisor. Thus, planning a lesson is an important way to reach the objectives of any teacher who needs to teach effectively.

1.9 Types of Lesson Plans

To plan a lesson, the teacher should pay attention to its type because each lesson has its type which must be followed to teach clearly. Sharma and Chandra (2003) categorized lesson plans into three types which call them psychological types:

1.9.1 Knowledge Lessons (based on cognitive aspect)

This type focuses on social studies and science lessons. It means planning lessons is related to the prior knowledge to give original information. Testing student's background for observing how much the content is understood by them is needed and this type helps the students to have a developed information in their minds. Singh (2008:38) states that "the purpose of knowledge lesson is to provide the factual information regarding the content or subject matter". The presentation of the content is the most emphasized aspect. In the words of Sharma and Chandra (2003:511), "the pupils acquire the knowledge of various facts and events through the knowledge lessons". Any pupil has mind to learn new information.

1.9.2 Appreciation Lessons (based on affective aspect)

This type emphasized the pupil's feelings and thoughts to make an atmosphere in the class and these lessons create a healthy appreciation among the students. These lessons are taught just in literature as poetry lessons. Aggarwal (19996) cited in his book entitled 'Principles, methods, and techniques of teaching' according to Mursell "The appreciation lesson is based on emotional feeling of students.

1.9.3 Skill Lessons (based on conative aspect)

This type is known as an art skill lessons which focuses on how to encourage students to practice activities. Some teachers use this type to realize certain skills and it is prepared for just language. According to Aggarwal(1996:335)"A skill lesson aims at forming and developing some kind of manual or other skill.

[Examples of skills are] reading, writing, speaking in languages, singing, dancing, modeling, handling, apparatus, and gymnastics etc”. Also Singh (2008:39) explains that “the skill lessons are designed to achieve the psychomotor learning objectives”. Language lessons are the basic guideline for skill lessons.

1.10 Conclusion

The lesson planning is a crucial part of the teaching process for the reason to provide a valuable knowledge as well as to reach the lesson objectives without facing any obstacles which lead to wasting time and getting late for applying the syllabus materials. Throughout this chapter, the focus was on the basic elements related to lesson planning by defining it and showing how important it is. Furthermore, it showed how social networks can help, be beneficial as well as to facilitate that crucial step in the teaching process.

Chapter Two:

Data Analysis and Interpretation

Chapter Two: Data Analysis and Interpretation

2.1.Introduction

2.2.Sample Population

2.3. Research Instrument: The Questionnaire

2.4.Data Analysis

2.5. Data Interpretation

2.6.Conclusion

2.1 Introduction

The first chapter presented the theoretical part related to the current study, while the second chapter presents something more practical. It will describe the research and its aspects. Later, it will show the data collected through a teachers' questionnaire. Then, it will proceed into analysis, discussion and drawing of conclusions.

2.2 Sample Population:

A sample is a subset of a population that is used to represent the entire group as a whole. When doing research, it is often impractical to survey every member of a particular population because the sheer number of people is simply too large. According to Mildred Parton,(1958:102) **“Sampling method is the process or the method of drawing a definite number of the individuals, cases or the observations from a particular universe, selecting part of a total group for investigation.”** Hence, the sample selected under this research project consists of 20 teachers of English language from various middle schools in Mecheria, Wilaya of Naama. Their experience ranges between 1 to 32 years.

2.3 Research Instrument: The Questionnaire

Generally, there are various procedures of collecting data. The main instruments used in the mixed method researches consist of questionnaires, classroom observations and interviews. These different ways of gathering information can supplement each other and hence boost the validity and dependability of the data. Therefore, the present research paper aims to collect data about using social networks by EFL teachers for the sake of well planning their lessons. Accordingly, a questionnaire for teachers of English who belong to different middle schools in Mecheria has been used.

The questionnaire is an instrument that can be used for collecting data and which has many advantages; among which, being helpful for collecting a large amount of information in a short period of time. It is a set of questions for the

respondents to fill in, in order to obtain their points of view and interests on a particular issue.

This study was carried out using a questionnaire which consists of 09 varied questions addressed to 20 middle school English teachers to identify their opinions concerning the use of social networks while dealing with the lesson plan.

2.4 Data Analysis

The collected data are analysed in this section by using quantitative as well as qualitative methods in order to make them easier to be understood.

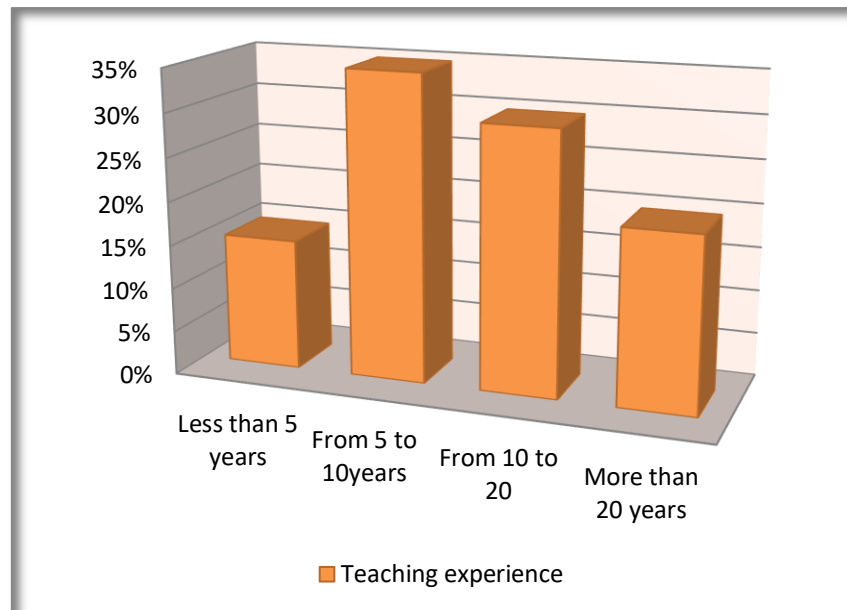
Twenty teachers of English at various middle schools in Mecheria, Wilaya of Naama have answered the questionnaire. In the next part, the researcher shows the findings of the questionnaire.

Question one and two: have shed light on both gender and teaching experience as it is mentioned in the findings.

Gender	
Male	Female
8	12
40%	60%

Table 2.1 Respondents' Gender

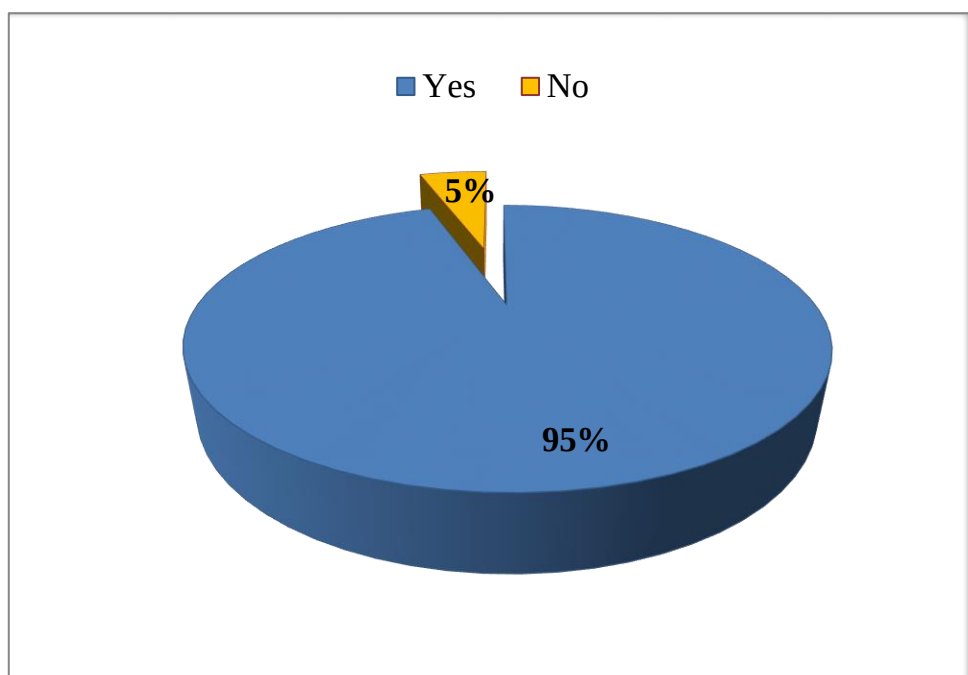
- ❖ From teachers' responses, it's observable that the percentage of female teachers is 60% whereas the percentage of male teachers is 40%. So, this means that female teachers are dominating the educational field.



Bar-Graph 2.1 Teaching Experience

- ❖ The above numbers show that the higher percentage goes to teachers who have an experience that ranges between five to ten years, which makes the collected data reliable since the majority of the sample population has an acceptable experience in teaching English.

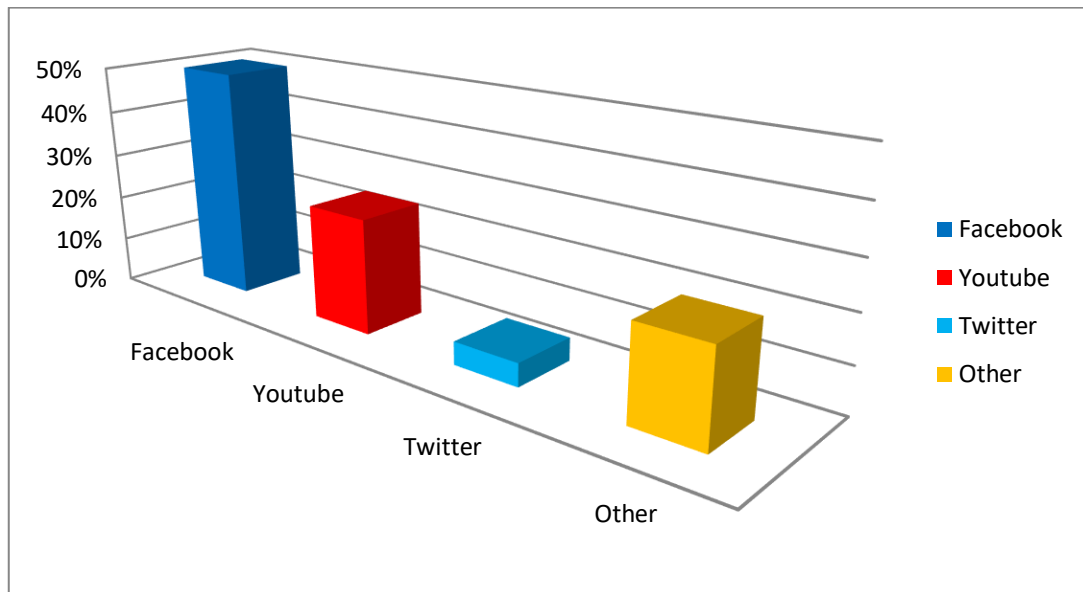
Question three: was about the teachers use of the social networks



Pie-chart 2.1 Teachers' Use of Social Networks

- ❖ The pie-chart above shows that the majority of teachers (95%) use social networks. This indicates that teachers are interested with technologies. Thus, globalization seems to have a great impact on all different categories of the society including the educational community.

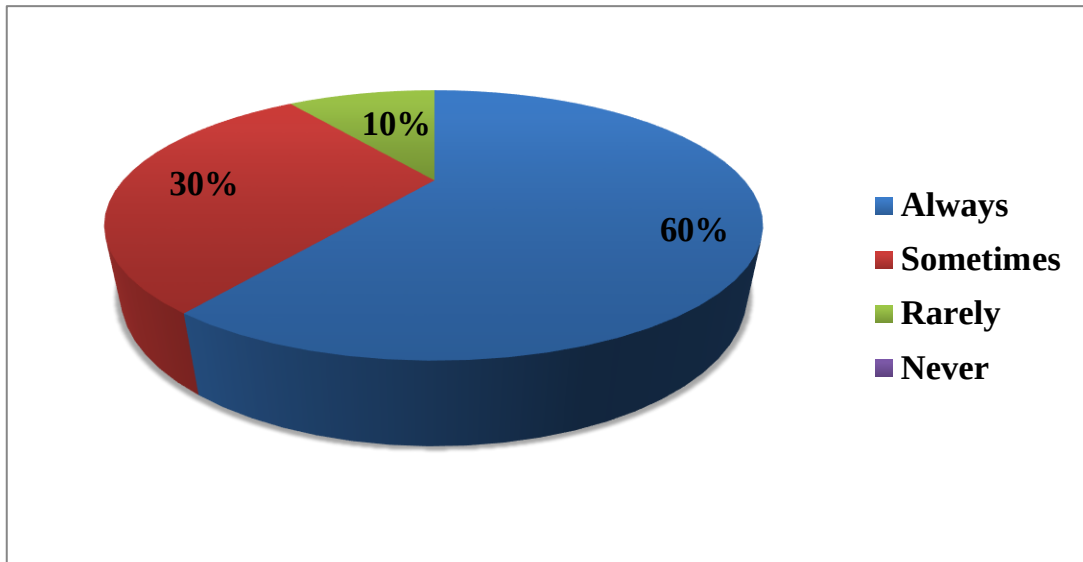
Question four: seeks to know which social networks are used by teachers



Bar-Graph 2.2 Teachers use of different social networks

- ❖ Most of the teachers (50%) declared that they use Facebook while (25%) of them have chosen YouTube, (20%) of the participants said that they use other platforms and (5%) use twitter. This implies that Facebook is the most social network site used by the teaching community.

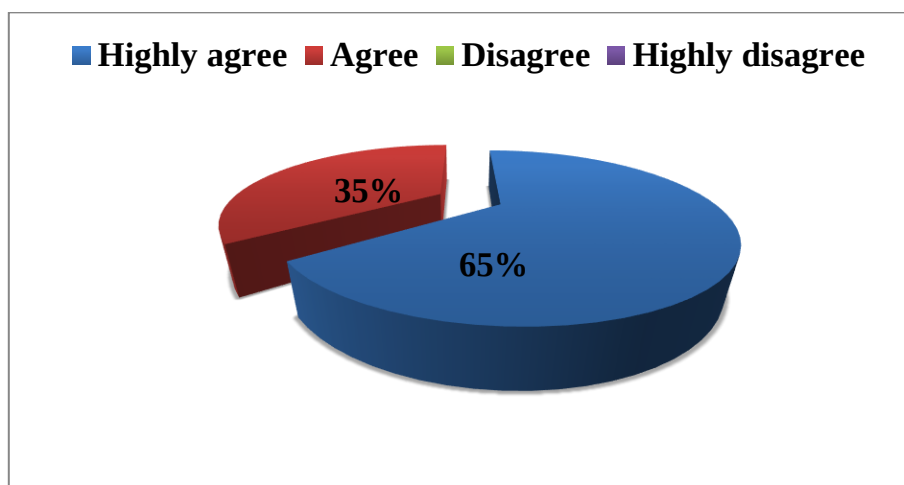
Question five was given in order to check the frequency of using social Networks for teaching purposes.



Pie-chart 2.2 The Teachers' Frequent Use of Social networks for Teaching Purposes

- ❖ The results obtained from this question show that (60%) of the participants always use social networks for teaching purposes, (30%) of them sometimes do so and (10%) of the teachers rarely do that. This points out that these teachers appreciate the role of social networks for teaching needs.

Question six aimed to unveil the importance of lesson planning in the teaching process.



Pie-chart 2.3 Lesson Planning Importance

- ❖ The majority of teachers (65%) have highly agreed that lesson planning is crucial for a successful lesson while the rest (35%) of the participants have agreed; however, none of them disagreed (0%). From the gathered data, it is noted that planning for lessons is extremely important to head toward an effective implementation of the lesson as well as to achieve the desired goals and the syllabus objectives.

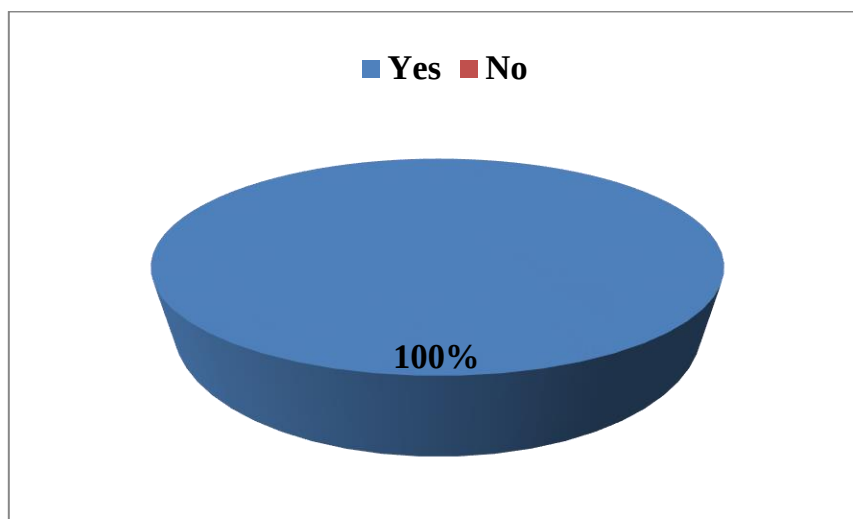
Question seven was made for the sake of revealing whether social networks facilitate coordination between teachers or not.

Highly agree	Agree	Disagree	Highly disagree
70%	30%	0%	0%

Table 2.2 The Use of Social Networks for Teachers' Coordination

- ❖ The table above shows that most of the participants (70%) have chosen “Highly agree” as a major option whereas (30%) of them selected “Agree” as an answer to this question. The numbers point to the perspective that social networks provide long lasting virtual rooms which enable teachers to stay in touch continuously as well as to fast and easily collaborate without any obstacles or barriers.

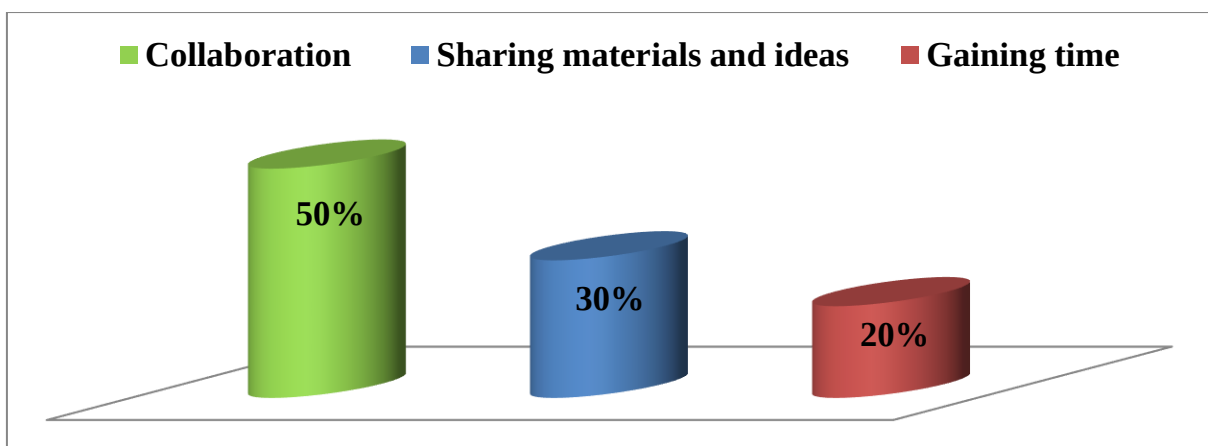
Question eight aimed to show if social networks are helpful for lesson planning or not.



Pie-chart 2.4 Teachers' Attitudes towards the Use of Social Networks for Lesson Planning

- ❖ As it is clearly mentioned in the pie-chart above, all teachers have a positive attitude toward the use of social networks for planning lessons. It shows that they completely desire the integration of technology in order to present the teaching material. Moreover they believe that collaborating through social networks will guarantee an easier and a satisfying lesson plan.

Question nine was made for the sake of unveiling how do social networks serve the lesson planning



Bar-Graph 2.3 The Manner Social Networks Serve the Lesson Planning

- ❖ Getting directly to the main purpose of the present study, and based on the participants responses, three major benefits were claimed by them. Collaboration takes the lion share with (50%), where sharing materials and ideas come in the second place with (30%). Finally, gaining time comes in the third place with (20%) as a major benefit. The previous results indicate that social networks in general became an extreme necessity for teaching as they improve and facilitate the educational field.

2.5 Data interpretation

For the sake of answering the projected research questions, and gaining further insight towards the academic relevance of social networking sites, the attention is redirected in this section to discuss the aforementioned results in relation to the major research questions. The discussion will, thus, be based on the main research question addressed in the study, and presented on the basis of the evaluation and interpretation of the results obtained from the analysis.

The Hypotheses were formulated to serve as a guide and provide answer to the research question: How may social networks be beneficial for middle school English teachers toward an effective lesson planning?

The data obtained seem to confirm the prediction that a considerable number of teachers are using Social networks for English language teaching process. The majority of participants confirmed that they always make access to social networks for educational goals particularly for lesson planning. So the data obtained from the questionnaire are quite reasonable to support the research hypotheses.

2.6 Conclusion

The primary aim of this chapter was to investigate the effectiveness of using social networks for the sake of planning for English middle school lessons. Therefore, the Results have shown that variable kinds of social networks platforms such as (Facebook, Youtube, Twitter and others) occupy a great facilitative role to evolve the collaborative activities between EFL teachers. Moreover, to a higher extent, they contribute in creating valuable banks of

teaching data and easily accessible document sources, as well as, they provide them with a relaxing and enjoyable atmosphere which foster their sense of creativity.

General Conclusion

Lesson planning is the heart of being an effective teacher. It is a creative process that allows to synthesize the understanding of the teaching pedagogy with the teacher's knowledge of his learners, the curriculum, and the teaching context. It is the time when the educator envisions the learning he wants to occur and analyzes how all the pieces of the learning experience should fit together to make that vision a classroom reality. There are a number of benefits to writing a lesson plan. First, lesson planning produces more unified lessons (Jensen, 2001). It gives teachers the opportunity to think deliberately about their choice of lesson objectives, the types of activities that will meet these objectives, the sequence of those activities, the materials needed, how long each activity might take, and how students should be grouped. Teachers can reflect on the links between one activity and the next, the relationship between the current lesson and any past or future lessons, and the correlation between learning activities and assessment practices. Because the teacher has considered these connections and can now make the connections explicit to learners, the lesson will be more meaningful to them. The lesson planning process allows teachers to evaluate their own knowledge with regards to the content to be taught (Reed & Michaud, 2010). If a teacher has to teach, for example, a complex grammatical structure and is not sure of the rules, he would become aware of this during lesson planning and can take steps to acquire the necessary information.

Since the lesson preparation is often viewed and considered as a fundamental activity in the educational domain by teachers and their supervisors as well, this research paper has given a considerable amount of emphasis to the benefits of planning for middle school English lessons by taking advantage from the use of social networks like Facebook and Youtube, which can help teachers make their ongoing virtual contact to coordinate and fetch for infinite amount of documents and ideas that facilitate and make their pre-teaching pedagogical tasks much easier and faster.

In the field work, the sample population of this study was middle school EFL teachers who have been addressed to with a questionnaire in order to investigate

how efficient their usage of various types of social networks to stay collaborative and always be up to date. Throughout the 2nd chapter, the researcher practically attempted to explore the former problematic. Hence, the data analysis has revealed that all Middle school English teachers got familiar with the new technological networking sites like Facebook for their professional purposes. Although the use of the wide world web tools has recently attracted the Algerian educator's attention and became an everyday activity, it furnished them with a great help to supply their professional needs, knowledge, and supports for both preparation of the lessons and their performance within the classrooms.

Consequently, the teacher should be a networked person who understands the theory and research behind social networks and puts this knowledge into action. Teachers have perhaps the greatest need to be intentional in their networking. They need support from others to locate resources, information, new ideas, and inspiration in their teaching process.

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Appendices

Appendix I

(Teachers' Questionnaire)

Dear teacher,

This questionnaire is a data collection tool to investigate the impact of **Social Networks** for an effective English lesson planning in middle school. Your contribution will be of great help to make this work achieve its objectives. Would you please answer the questions by ticking your choices in the corresponding boxes or complete your own information whenever necessary.

Thank you very much for your collaboration.

1. Gender.

*Male ☐

* Female ☐

2. How long have you been teaching English?

• Less than 5 years ☐

• from 5 to 10 years ☐

• from 10 to 20 years ☐

• more than 20 years ☐

3. Do you use social networks?

Yes ☐

No ☐

4. Which kind of the following Social Networks do you use?

a. Facebook ☐

b. YouTube ☐

c. Twitter ☐

d. Others ☐

5. How often do you use Social Networks for teaching purposes?

- Always ☐
- Sometimes ☐
- Rarely ☐
- Never ☐

6. Do you think that planning is crucial for a successful lesson?

- Highly agree ☐
- Agree ☐
- Disagree ☐

7. Do you agree that social networks facilitate coordination between teachers?

- Highly agree ☐
- Agree ☐
- Disagree ☐
- Highly disagree ☐

8. Do you think that social networks are helpful for lesson planning?

- Yes ☐
- No ☐

9. How do you benefit from the use of Social Networks in planning your courses?

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Thank You!