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Improving writing skills on senior high school students through the use of Twitter.

TRABAJO DE TITULACIÓN

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DEDICATION

To my family for their unconditional support; especially to Gloria and Patricia Elizabeth; to my teachers; and to all the people who cooperated with me to make this research a success.

Luis Miguel

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Luis Miguel

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ABSTRACT

The current study is focused on the use of Twitter to improve writing skills of senior high school students; at the same time, the study focused on determining the effectiveness of Twitter to improve the mastering of EFL (English as a Foreign Language).

The participants of this research study consisted of a group of 19 students and one teacher, in a private high school. Students completed a survey detailing both how and why they used Twitter. A test measuring the students' writing skills was administered; one at the beginning and another at the end of the research. In addition, the teacher was asked about Twitter's effectiveness in promoting writing skills, overall performance and teacher-students' academic online interaction. The information gathered during the data collection period was organized and analyzed using quantitative and qualitative methods.

The most important conclusion that can be drawn is Twitter is an effective tool to improve writing skills of senior high school students.

Keywords: English, social networks, technology, Twitter, vocabulary, writing skills.

RESUMEN

El estudio actual se centra en el uso de Twitter para mejorar las habilidades de escritura de los estudiantes de secundaria; Al mismo tiempo, el estudio se centró en determinar la efectividad de Twitter para mejorar el dominio de EFL (Inglés como Lengua Extranjera).

Los participantes de este estudio de investigación consistieron en un grupo de 19 estudiantes y un maestro, en un colegio de bachillerato privado. Los estudiantes completaron una encuesta que detalla cómo y por qué usaron Twitter. Se administró una prueba que mide las habilidades de escritura de los estudiantes; uno al principio y otro al final de la investigación. Además, se le preguntó a la maestra sobre la efectividad de Twitter en la promoción de las habilidades de escritura, el rendimiento general y la interacción académica en línea entre docentes y estudiantes. La información recolectada durante el período de recopilación de datos se organizó y analizó utilizando métodos cuantitativos y cualitativos.

La conclusión más importante que se puede extraer es que Twitter es una herramienta efectiva para mejorar las habilidades de escritura de los estudiantes de secundaria.

Palabras clave: Inglés, habilidades de escritura, redes sociales, tecnología, Twitter, vocabulario.

INTRODUCTION

Writing is an important skill to be developed in any language, because it is present in everyday activities; for instance, young students spend a lot of their precious time writing on social networking sites and Internet. For this reason, teachers need to consider the diversity of sources and tools that the technological era provides when teaching EFL (English as a Foreign Language). In this regard, Twitter seems to be one of the best options for improving writing skills since it can be adapted to students' interests, needs, motivations and expectations.

The current research has been carried out in order to investigate and analyze the use of Twitter to improve writing skills on senior high school students and also to provide an answer to these questions: 1). Does the social network Twitter foster writing skills?, 2).Is the application of Twitter a tool to improve learning?, and, 3). How effective is Twitter to improve writing skills?

Many researchers have been investigating the use of Twitter in academic contexts; one of those studies was an investigation by Kassens-Noor (2012), it was focused on students' reports on knowledge creation, and knowledge retention. The distinction between the two is important because they measure different outcomes of the learning process. According to his findings, the former focuses on the communicative advantages because Twitter is an instant database tool available immediately. At the same time, it provides long-term data collection of the ideas created and shared.

Another study carried out by Mervat Abd Elfatah (2015) investigated the effect of Twitter on EFL writing and whether Twitter has an effect on ideas and content, organization, voice and style. The investigator focused on discovering the difference in students' writing between learners who use Twitter and those who do not use, and whether Twitter has an effect on their writing skills. In this investigation, two groups participated, and the results showed that the experimental group demonstrated better scores than the control group. This difference may be attributed to the effect of the treatment exemplified in Twitter.

The third previous study, carried out by Prestridge (2014) focused on students' use of Twitter; it was found that learner-content interaction occurs when the student intellectually engages with the content resulting in changes in understanding. In addition, this learner-interface interaction occurs with a focus on technology as an intermediary between students and content. As a result of this study, Prestridge says that Twitter like any other technological tool can be adapted to the educational content, overall, Twitter has some conceptual limitations and needs and some pedagogical approaches to overcome these barriers and become an effective learning tool.

This study has been organized in different chapters. In chapter one is included all the theoretical background needed to base and give support to this investigation. In chapter two is described the methodology used for this research development, in chapter three is described the analysis and interpretation of the results of the most relevant aspects of the data collection. This data has been analyzed using quantitative and qualitative methods. This chapter also contains the conclusions which encloses the answers to the research questions of this study, and recommendations suggested to teachers, students, institutions and future researchers.

This investigation will be beneficial for teachers and institutions by giving them relevant information about the use of Twitter to improve writing skills in senior high school students. In addition, it will be useful for people who are studying to be English teachers by implementing activities through the use of Twitter in their teaching practices. Moreover, this study could be considered as a basis for other researchers interested in implementing new technologies and social networks such as Twitter in the educational curriculum.

CHAPTER I: LITERATURE REVIEW

Language is a system that connects thoughts which cannot be heard, seen, or touched with sounds, letters, manual signs or tactile symbols (e.g. Braille). Language is a unique code that identifies human being from other species, a code that let us communicate to others in a verbal or written way; from there the necessity to develop the appropriate skills to communicate with our similar in an appropriate way. The following section includes supporting concepts and definitions that will give the theoretical background to the current investigation about improving writing skills on senior high school students through the use of Twitter.

ESL Writing Skills

Writing skills are an important part of communication. Good writing skills allow everyone to communicate the messages clearly and provide an easy way to express the thoughts to large audiences, face-to-face conversations or through texting.

Writing is an important skill for language production; however, it is considered a difficult skill to master especially in English as a Second Language (ESL) (Fareed, 2016). Kellogg (2001) opines that writing is a cognitive process that tests memory, thinking ability and verbal command to successfully express ideas; the correct text composition indicates second language successful learning.

There are many factors to achieve effective writing skills in classrooms, Hedge (2005, p. 5) says that effective writing needs a considerable number of elements in order to integrate information; these elements are a degree of development for ideas organization and a high degree of accuracy, with the combination of these two elements, it is possible to avoid ambiguity of meaning. Additionally, it is important to know grammatical language patterns and sentence structures in order to generate the appropriate content for the readers.

As writing is considered a difficult task, it should be noted that depending on the proficiency level of the students, the text difficulty could vary depending on the topics they are studying in that actual moment.

Therefore, Dar & Kahn (2015) comment that, learning how to write is considered by the educators more important than imparting classes, for two reasons: it is used as an effective tool to communicate ideas, and the extensive research work carried out in this area to examine various issues faced by L2 writers. Similarly, Nunan (2003) says that writing is a physical and mental act; in this statement, the author makes reference of the thinking process and discovers the manner in how to communicate them in a written form, once this idea is fully expressed and it is easy to understand for the reader, the content had been

transformed into clear statements that can be effortless for the receiver to understand and interpret.

Writing is a process which demands a complex process in order to give a final product; this final product contains multiple purposes: to express, communicate and impress the readers. Nevertheless, as mentioned above, writing is considered a difficult process even for native speakers and it becomes more complex in a foreign language (Hourani, 2008, p.1).

The act of writing in a foreign language frequently is challenging to students in many stages of their educational process, especially when academic writing appears, considering the length of this particular writing style, it becomes more challenging than writing individual sentences or short paragraphs.

Writing Process

Writing is a process approach that takes many stages, however, researchers and educators have identified many steps that most writers go through, and these ones are: pre-writing, drafting and writing, sharing and responding, revising and editing, and finally, publishing.

For prewriting, students start using a mind-map, while they are using a mind map they complete small chunks of work at a time. In this section, students get ready to write deciding on the topics they want, and then they combine these ideas in a brainstorming and a mind-map. Pre-writing, or planning out what is going to be written is an essential part of the writing process and it involves the 70% of the writing time (Murray, 1982).

Drafting and writing is another important part of the writing process, during the process of drafting and writing students write and refine paragraphs, taking into consideration the previous section, students focus on communication and meaning. In the third part of the writing process, students share work to gain feedback, then students work on peer editing, and finally they focus on writing workshops.

In the last two sections of the writing process, revising and editing, students check the content and proofread for writing conventions, also they review the text organization; in the last and most important section, students publish the final content, the text, and they build confidence in students and writers.

Coherence, cohesion and unity

All students who are leaning writing should consider these aspects when they are writing especially an academic text.

Coherence.

Jacobs (2011) describes coherence as the connection between words and text. It is the consequential construction into a sentence, bounded by two sentences or a paragraph, which contributes to the efficient message transmission. As a result, the argument is delivered in a clear and logical way. In fact, Strirling (2014) defines coherence as the quality of writing something logical in order to avoid misunderstanding in the reader or receptor.

In addition, Hublová, (2017) says that lexical cohesion contributes significantly to recognize the coherence and plays an important key role in the text production and interpretation process. Moreover, writers should consider other factors such as, internal and external coherence. Internal coherence refers to the title content or paragraph-paragraph accord. Whereas, the external coherence illustrates the interaction between the writing and the current situation.

The statements mentioned above refer to the addition of logical connections between concepts, words, and sentences, using different instruments such as grammatical structures, capitalization, punctuation, parallelism, among others. Consequently, when a text contains all these factors, it became easy to understand for two reasons; first, the reader would discern what the writer's purpose is, and second, the reader can follow the story and does not get confused.

Cohesion.

Cohesion refers to the way we use vocabulary and grammatical structures to make connection between the ideas within a text. Cohesive devices are the words and strategies we use to make the meaningful connections of ideas within a text clear to the reader. Cohesion is a vital important characteristic of good academic writing because it promotes clarity. The sentences in paragraphs within academic text should all be related to one another, in this way the job of the writer to make these connections between sentences and paragraphs as clear as possible.

An effective way to do this is through the use of cohesive devices. There are many different ways to make the writing more cohesive, the first one is pronouns. To promote cohesion in the writing is necessary to use different kinds of pronouns; pronouns are helpful because they let the writer to avoid repetition. The second is lexical signposts. Another way to make the writing more cohesive is by using words that make a specific kind of connections such as certain words and phrases that help the writing organization and guide the readers. Some of these lexical signpost to make connections are words and phrases used to: make lists, to give examples, to generalize, to show results or consequence, to summarize, and finally, they are used to express an alternative. Furthermore, Wattie (2013) claims that the

first step to enhance cohesion is over the application of transition words, phrases, and conjunctions. Using these words and phrases effectively, helps the reader to have a better understanding of the meaning and relationship between information and a text.

Unity.

Shiyab and Halimi (2015) say, in writing every part of the paragraph needs to be linked with another to create unity in the written text. The unity of the content is an important element of a good writing. When all supporting sentences are related to the topic sentence it means that the paragraph has unity. These elements make possible the discussion of more than one idea in the same paragraph, as long as the same idea is related to each other. With this in mind, unity is the result of the correct gearing of every supporting sentence related directly with the topic sentence which supports the main idea showing a close relationship in cohesion and coherence.

In relation to these previous statements, Reinking & Osten (2015) suggest that the writer may edit and check a couple of times his/her ideas in writing, to avoid repetition of information that is not relevant in order to guarantee unity in the text.

Writing elements

Conderman, Hedin, and Bresnahan (2013) consider that educators should contemplate the following writing elements: topic sentence, supporting sentences, transition words, punctuation, and capitalization.

Topic sentence.

Every paragraph includes a topic sentence and it serves to indicate the main idea that will be discussed. The topic sentence is different from the thesis statement, as the thesis statement only exists in the introduction. The topic sentence is the main clause in the paragraph, and it controls the content of it. In addition, the topic sentence helps the writer to focus on the supporting ideas that are related directly with the topic.

Supporting sentences.

The supporting sentences are usually in the middle of the paragraph and they give more details, examples, reasons, facts, steps, or other kinds of evidence that explain a main idea, in this case the topic sentence.

According to Oshina and Hogue (2006) supporting sentences explain or prove the topic sentence. Oshina and Hogue also say that there are several kinds of supporting sentences which give examples, statistics and quotations.

Transition words.

Transition words determine the logical connection between phrases, sentences and paragraphs. Rajczak (2014) says that these words help the writer to go from one idea or one example to another. In addition, Miller and Cohen (2009) say that transition words cannot be omitted within a paragraph or between paragraphs because they are necessary to let the reader know the text modifications along the way. Transition words also known as linking words are divided in some categories such as: subordinators, coordinators, adjectives and prepositions.

Transition words are like traffic signs, they tell the reader when to go forward, turn around, slow down or stop, in other words they tell the reader when he /she is giving a similar or an opposite idea. To sum up, transition words give coherence to the paragraph, due to that they guide the reader from one idea to the next one and from one paragraph to another.

Punctuation.

Harmer (2013) determines that the most of educated people judge the quality of writing passages not just for the correct, vocabulary and handwriting, but also on their use of punctuation. Punctuation marks are used to give clarity and comprehension to the text. The most common punctuation marks are period or full stop, colon, semicolon, comma, quotation marks, question marks, exclamation mark, capital letters, among others. When a writer takes into consideration all these previous quotation marks, he / she will avoid errors in his/her writings; if we write correctly and use quotations marks appropriately, we will cause a positive impression in our readers, the text will be easy to understand and it will have the correct cohesion and coherence.

Harmer (2013) says that ESL educators need to teach their students how to use punctuation in daily writing activities, until it becomes a habit, so students will develop successfully their writing skills.

Capitalization.

According to Straus (2014), capitalizing a word means to write only the introduction of the word in the word using uppercase, then the rest of the word needs to go in lowercases. Straus also asseverates that there are some rules when capitalizing words that needs to be taken into consideration previously. One of the most known and common rule of capitalization is that, when starting a document, the first letter of the first word in the first paragraph needs to be capitalized, also the first letter after a period, either in the same or in a new paragraph.

Another rule is that the first letter of a proper noun must be written with capital letter. Writers should also capitalize words when referring to proper nouns, days of the week, months of the year, government matters, historical episodes and eras, holidays, institutions, territories, organizations, planets, races, tribes, religions, special occasions, and names of streets and roads (Straus, 2014).

By using the correct punctuation and capitalization, the writer is helping the reader to understand exactly what he wants to express and communicate.

Computer-Assisted Language Learning in EFL classrooms

In the last decades, the use of computers has raised dramatically, especially for the access facility to these new technologies and electronic devices. Al-Jarf (2005) defined Computer Assisted Language Learning (CALL) as an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement, and assessment of the material to be learned, usually including a substantial interactive element. Moreover, CALL is defined as "the search for and study of applications of the computer in language teaching and learning." (Levy, 1997).

As mentioned before, at the end of the 20th century, technologies focused on education were one of the areas most developed all over the world. Nowadays, these technologies continue developing in many countries, it is a very powerful tool which helps to learn faster, easier and cheaper new languages; one of the main features which characterizes CALL is that it can handle pictures, sound, video, and writing characters.

Currently, there is a huge amount of material and information sources which the teachers can use in order to impart the classes in a more convenient and interactive way to the students and make the class more pleasant., Teachers can combine these new tools with the traditional grammar books, audiotapes, online resources and dictionaries, which are very important when teaching a second language, particularly to teenagers. Some supplementary material that the teachers can use to complete a whole set of didactic materials into the classroom, can be a computer, video tapes, realia, toys, table games, and of course Internet multimedia materials, that are very easy and accessible any time.

In the current research all the aspects and tools mentioned before will be used and integrated with Twitter, for instance many activities can be proposed in order to work in class, or after class. Most high schools have a computer lab with Internet access; in this space, all students can use these electronic devices to perform activities related to the topics that they are studying during the class, or even better, the teacher can propose some activities to be developed after class, so easy such as logging into their Twitter accounts, and follow the activity planned by the teacher with the use of a simple #hashtag.

Gündüz (2005) says that the language laboratories which were found in the 1970s under the influence of the Audio-lingual Method have given room to computer assisted language learning (CALL) work stations. "Micro computers used as word processors complement the audio facilities, enabling the interactive teaching of all four language skills reading, listening, speaking and writing". (Crystal, 1987: 377). Crystal further adds that today a great variety of FLT exercises, such as sentence restructuring, checking of spelling, checking of translations, or dictation tasks, and cloze tests can be computationally controlled using texts displayed on the screen (Gündüz, 2005)

The reality of our education today is that most of the teachers in Ecuador are still using markers and boards; meanwhile, CALL is mainly used in developed countries where the infrastructure to make the language instruction is adequate. However, in Ecuador, it is not possible to have the same access as these developed countries, thus, educators should look for tools and source of free access in order to innovate their classes and engage students to the learning process.

Twitter as a Web 2.0 tool for ESL classrooms

According to Rouse (2015), the social nature of Web 2.0 has many features and differences compared to static web or web 1.0, because it fosters and enables the base input interaction, sharing content and collaboration. Some common aspects that we have for everyday usage are websites such as social media, specialized forums, or Virtual Learning Environments (VLE) in which the teacher normally posts an activity and the students have to log into their accounts and develop the proposed activities.

In the last decade, education has benefited enormously from the educational alternatives that technology provides, in order to make the learning process easier and friendlier, most elementary, high schools and universities have Virtual Learning Environments now. According to BBC Active (2017), VLE Virtual Learning Environments allow students to access to virtual rooms as either a duplicate or use these tools that can be an extension of their physical classroom, teachers can keep a register of assigned tasks which students have done on the web Similarly, VLE is an alternative to the traditional learning process since it facilitates the integration among teacher, students and online educational sources which can be accessible to pupils at any time and place (Arslan and Kaysi, 2013).

Microblogging is very common especially in young teenagers; some of the main microblogging websites are BlogSpot which is not very used, and Twitter which still remains. Twitter as a Virtual Learning Environment is an alternative tool to be included in most of the

activities to complement daily classroom activities because it provides constant communication between students and educators, produces alternative work, hub resource and embedded content, and even more important it allows students to post content which contains audio, video or simply images. Regarding producing alternative work, students do not have the necessity to look for the teacher to hand in the homework or any assignment, due to all students can post these activities online by using this social network as a Virtual Learning Environment.

Resource hub is important as well as because everyone knows that on Internet we can find an infinite supply of information which can be shared with students easily by using a #hashtag and tagging the student via Twitter. They can access to these online repositories immediately. In this category, users can share content from the most popular and useful websites such as YouTube, Facebook, newspapers and magazines.

Lastly in this section we have content that contains audio, video and images. While using these options as alternatives to increase and develop student's creativity, students can have the chance to express themselves in an interactive way, using alternatives to the traditional way of reporting homework or assignments.

Motivation based on new learning technologies

The growing number of ELLs (English language learners) produces in educators the necessity to look for new effective and efficient technologies to impart classes into the classrooms. Costley (2014) says that many more homes have computers than years ago and more people know how to use them.

These new technologies combined with the appropriate use in school give a lot of alternatives to the teacher because he or she can motivate the students to learn using electronic devices. By using those devices, students can access to the web, or use the vast quantity of apps available in virtual stores; for instance, teacher can suggest students to download content related to the topics they are studying in order to make the class more interesting and interactive. Today's technology has a positive impact on students' learning because they are more engaged to the topics they are studying, also they retain more information, and feel more motivated since technology provides more meaningful learning experiences.

According to Costley (2014), "Another reason why technology is a factor improving learning is the fact that technology is becoming such an integral part of our everyday world". Most students use technology daily, for instance we have that students use it for texting through instant messaging, or web surfing, to search additional information in order to do

their homework, also students use social networking to stay in contact with their friends or relatives, to be updated on their favorite topics or just to spend some free time online.

The main purpose of using new technologies to motivate students is that they can improve their leaning skills; with these innovations, the teacher has to look for ways to transform and reinvent the traditional forms of imparting classes. Groff (2013) suggests the following activities to innovate learning environments: blogs and wikis, social networking sites such as Twitter, Virtual learning environments, the use of electronic devices, interactive white boards, E-learning, and digital portfolios.

According to Granito and Chernobilsky (2012), for an educator in the 21st century, it is important to gain broader understanding of the impact that technology produces in education. For this reason, teachers must encourage and challenge their students, by using intrinsic and extrinsic motivation with their students (Sanacore, 2008).

The upcoming section contains a brief review of some relevant studies that have been carried out in different countries in order to prove the effectiveness of using Twitter to improve writing skills on EFL learners.

Kassens (2014) conducted in two Intermediate Microeconomic Theory courses at a public school in Massachusetts with approximately 4,500 undergraduate and 2,000 graduate students. The research in which using Twitter to improve students writing and learning was analyzed. In her research many aspects were considered such as: Twitter classroom impact on engagement, participation, success, writing and communication skills, community learning, and memory.

The writing assignment was scored according to the rubric designed for this project; also in the last week of classes, the intermediate students repeat the assignment in order to gauge students' improvement in writing and learning. Additionally both courses required to post ten tweets based upon prompts from the professor, using the hashtags given by the professor in order to give prompt feedback. As conclusion of this study, the results of pre-and post-writing assignments were consistent showing that using Twitter for assignments can increase students writing, learning and critical thinking.

The second study was conducted by Mervat Abd Elfatah (2015) in Qassim University Saudi Arabia, the study aimed at investigating the effect of Twitter on EFL writing and whether Twitter has an effect on: ideas and content, organization, voice and style. The objective of this study was to identify the students' difference about writing among learners who use Twitter in their writing and other students' who do not use this social network, and if Twitter has an effect on. The main scores in this research in both groups, were compared whit the use of SPSS software, which examined the experimental and the controlled group in

pre and post - test of writing. The results showed for this software were that the difference between experimental group (X1=20) and control group (X2=11.3) is statistically significant on favor of the experimental group. This difference to the effect of this treatment may be attributed to Twitter exemplification.

As conclusion Twitter platform offers to participants' new experiences and scaffolding through peer interaction. Additionally, Twitter can stimulate students' in students new ideas in the form of their tweets, consequently students can write analysis, essays and the teacher can track students' process and development in their writings.

Similarly, Prestridge (2014) focused on students' use of Twitter; for this aim, the investigator focused on the tweets content with the purpose to find what kinds of interaction appear between the professor and the students along the course, also how Twitter generates knowledge in students while they interact, and how students perceive Twitter as a learning tool.

The author found that students learner-content interaction appear when they get engaged intellectually with content giving as a result changes in understanding. Learner–interface interaction appears with a focus of technology as an intermediary between content and students. In addition, Prestige's research showed that tweets fall in different stages such as: individual tweets accomplished by the students, retweets, and students' tweets to other classmates who are the followers and students' tweets to the lecture.

In the same way, it is important to provide learner-content interaction, so in this way, it is possible to enable students to be active learners. As a conclusion of this study, Prestridge says that, Twitter, such as any other technological tool, can be coupled to the educational content. Also, as Twitter is a social network tool with positive and negative aspects, it needs to overcome these limitations through pedagogical approaches in order to use it as a learning that that can be effective for the students.

The fourth study was conducted by Watcharapunyawong and Usaha (2013), which was focused on analyzing writing errors caused by the mother tongue interference (L1), Participants of this study were appointed to write three paragraphs, considering three different writing genres: narration, description, and comparison/contrast. Another request was also to give to each paragraph a length of at least 150 words, students were allowed to use the dictionary if they considered necessary.

The writing errors generated by L1 interference were observed and analyzed using Error Analysis (EA) and the analysis, results from this study showed that 16 types of errors cause the first language interference, some of them are: verb form, sentence structure, run-

on sentence, transition, preposition, etc. however the most common errors found were, verb tense, word choice, preposition, and sentence structure.

Watcharapunyawong and Usaha (2013) concluded suggesting that to improve writing skills, ESL teachers should not focused only on teaching grammar rules and vocabulary, due to, students have to develop their language skills in the same equitably, without neglecting the others.

In the fifth study, Alqunayeer (2016) conducted a research to investigate the effect of using Twitter on students' achievement in English vocabulary. Due to the importance of vocabulary to master any language, teachers have not found the appropriate technique to teach it. That is why this author uses Twitter as an alternative to traditional teaching methods to teach vocabulary, because vocabulary is a very important element of writing.

In this study a questionnaire was given to 200 students, and a total of 160 questionnaires were received, with the purpose of control the external variables. The study divided the participants in two groups, one was taught by using Twitter, and the other one using the traditional way of teaching vocabulary to produce writing. Results showed that there were statistically significant differences in the total average score, the experimental group though using Twitter obtained a higher score that the group though by the traditional method.

As a conclusion, social networking sites, such as Twitter are a modern strategy to teach vocabulary skill, in order to improve the writing skills in graduate level students. Furthermore, it helps to extend their reading and researching skills, and finally it helps students to increase their memory retention.

In the last study, Bista (2015) investigates the perspectives of education graduate students of using Twitter as a pedagogical tool. Participants were requested to have social media activity in class for fifteen weeks. Also, they were required to develop a short online questionnaire at the end of the semester in order to produce qualitative data. During the time of the intervention, there were 2.414 tweets from 40 participants at the end of the semester. Bista (2015) also remarks that two participants became inactive because they dropped the course.

In this study, all participants shared positive attributes and used Twitter appropriately in class, because the social network was used only for the academic purposes. Findings indicate that Twitter was a meaningful learning experience for all the participants, also the participants acknowledge that Twitter fostered active participation and collaborates actively in their educational Activities. As a conclusion of this last study, participants reported positive experiences of Twitter, and recommended it to be implemented in future classes with bright commands and expectations.

These six previous studies offer a wide range of perspectives and will support the analysis of the current case of study about writing skills on senior high school students through the use of Twitter.

CHAPTER II: METHOD

Settings and Participants

The current research was done in a private high school in Loja, Ecuador. The population selected to work in this project consisted of 19 students, 26% were women and 74% were men, the ages fluctuated between 16 to 18 years old. These students were at the intermediate English level. Also, one English teacher was considered for this research. This teacher is the main teacher for the subject, and he monitored the activities on the social Network Twitter.

Procedure

The present research began with the bibliographic review with the purpose to have scientific foundations related to this current study about the use of Twitter to improve writing skills on senior high school students. The bibliographic information was gathered from reliable sources, such as printed books, thesis, journals, Internet, and encyclopedias.

This research was carried out by using a mixed method approach in which quantitative and qualitative procedures are involved. The first section contains the survey applied to the senior high school students in the high school; this survey was applied in order to know the students' opinion, preferences and their management about the use of Twitter, focused on improving their writing skills.

The survey consisted of three sections. The first section is about Twitter usage to improve writing skills, the second one is about their purposes and preferences of using Twitter, and the third section is about general information about their Twitter accounts; furthermore, this survey contains an open question asking about their experience using Twitter, besides of general recommendations about the implementation of this application in the academic field.

The next section includes questions about the use of Twitter as a tool to improve their writing skills with the use of it. This section was supported by the students who wrote many tweets during this data collection. In the same way, during the field research, a test was applied to the students who assessed different topics such as, grammar, vocabulary and a writing section, this test was applied to the students twice.

The first time that the test was applied to the students, it was intended to know the students level and ESL knowledge, the test was applied to 19 senior high school students. Besides that, as this study was focused on improving writing skills on senior high school students through the use of Twitter, the information was described and analyzed by answering the following questions: 1) Does the social network twitter to foster writing skills? ,

2) Is the application of Twitter a tool to improve learning? , 3) How effective is twitter to improve writing skills?

The data for this research, was registered in the social network Twitter, while classroom activities were registered in an observation sheet. Once the month of observation and students participation concluded, the information about the use of Twitter to improve students writing skill was tabulated, then it was used to analyze the information quantitatively and qualitatively.

CHAPTER III: RESULTS AND DISCUSSION

Description, Analysis, and Interpretation of Results

In this section of the study, results obtained from the field research in the target high school are presented; the data gathered about using of twitter to improve writing skills are described, analyzed and interpreted, focusing on the most relevant aspects such as the learning experience and satisfaction, and academic performance.

Learning Experience Of Using Twitter
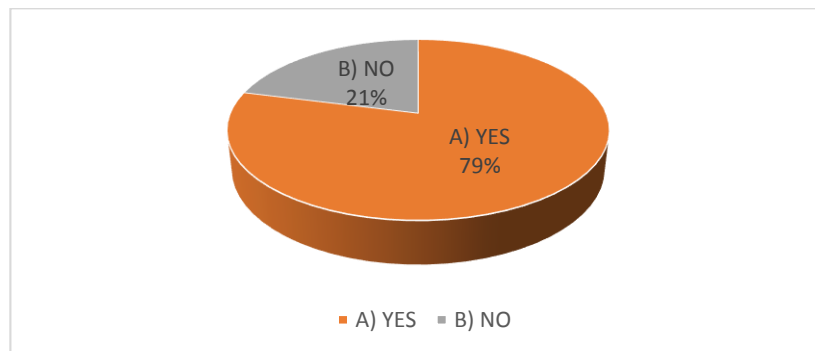
Graph 1. Before starting this course, did you know how to use Twitter?
Source: 3rd Senior High School Students
Author: Luis Miguel Camacho

According to the research, 79% of the students, who are 15 out of 19 students participated in the interview, answered that they knew how to use Twitter before this study has started, this is an important aspect to be consider at the beginning of a project because as mentioned in BBC active (2017), VLE (Virtual Learning Environment) allows students to access to virtual rooms and use this as an extension of the physical room where the teacher and students can converge. On the other hand, unfortunately 4 students whom represents the 21% in total, answered that they did not know how to use Twitter at all; actually, these students did not participate in the study because they did not have a Twitter account.


Image 1. Twitter accounts
Source: 3rd Senior High School Students
Author: Luis Miguel Camacho

In the picture above, two students have had Twitter accounts since 2014 and 2015, respectively, which demonstrates that students have experience using this social network, thus, it is determined that most of the students responded to the survey appropriately. According to Granito and Chernobilsky (2012), for an educator in the 21st century, it is important to gain broader understanding of the impact that technology produces in education. In this case, it is helpful that students also have a previous knowledge and experience using this social network and new technologies.
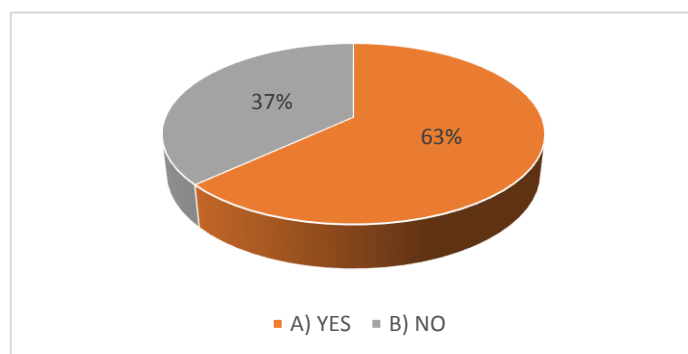

Graph 2. Have you learnt to use Twitter for academic purposes?
Source: 3rd Senior High School Students
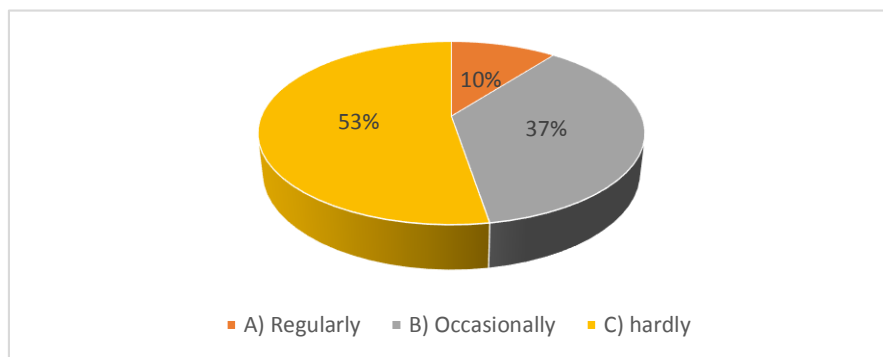**Author:** Luis Miguel Camacho

All the participants stated that they used Twitter for general purposes, such as interacting with other users, sharing content and posting own information. However, in order to avoid distraction on students, Twitter was restricted to specific academic purposes while this investigation was carried out. In fact, 63% of the students indicated that they learnt to use Twitter academically because of the current study. In this regard, Prestridge (2014) mentions that Twitter as any other networking tool can be adapted into the educational field, with the appropriate technological approaches and the correct tracing; therefore, students used the English lab to work on some activities the teacher requested by using Twitter, as it can be seen in the following images:
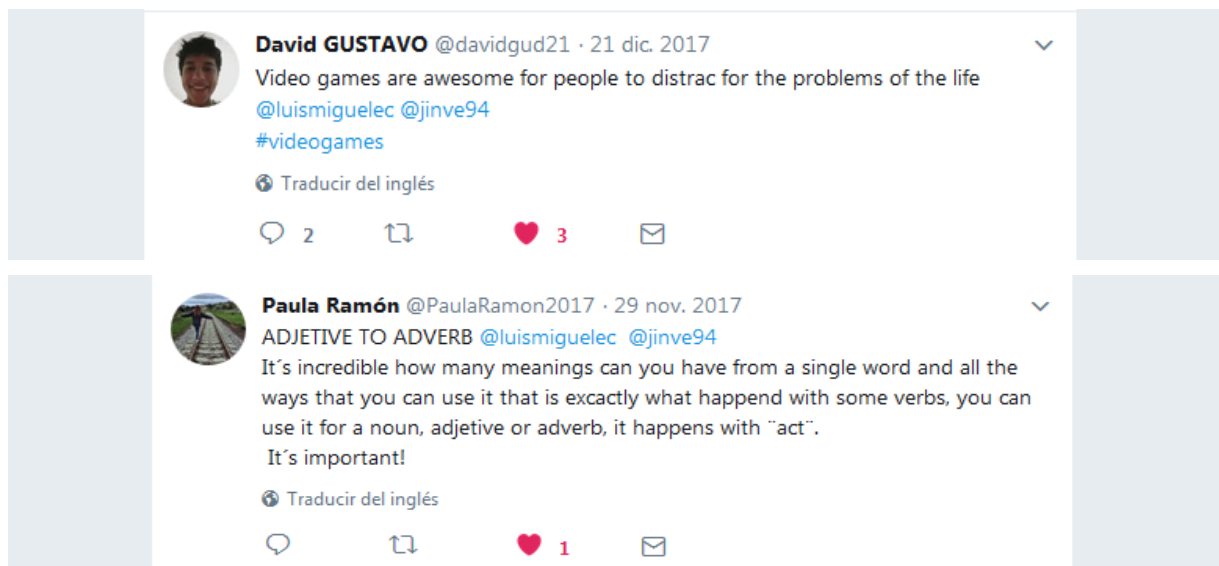
Image 2 Student Twitter post
Source: 3rd Senior High School Students
Author: Luis Miguel Camacho


Graph3. How often do you tweet per day?
Source: 3rd Senior High School Students
Author: Luis Miguel Camacho

In the graph number three, regarding the frequency of tweeting, 53% of the participants mentioned they use Twitter once in a while, 37% of the students' reports that they use Twitter occasionally, 10% have answered that they tweet regularly. Prestridge (2014) found that students learner– interface interaction occurs with a focus of technology as an intermediary between the students and the content, this behavior can be explained considering that they were constantly monitored in order to ensure they use this social network only for completing the assigned task. Furthermore Bista (2015) investigates the perspectives of education graduate students of using Twitter as a pedagogical tool the findings indicates that Twitter was a meaningful learning experience, also the participants

acknowledgment that Twitter fostered active participation and collaborates actively in their educational activities when they used for academic purposes.
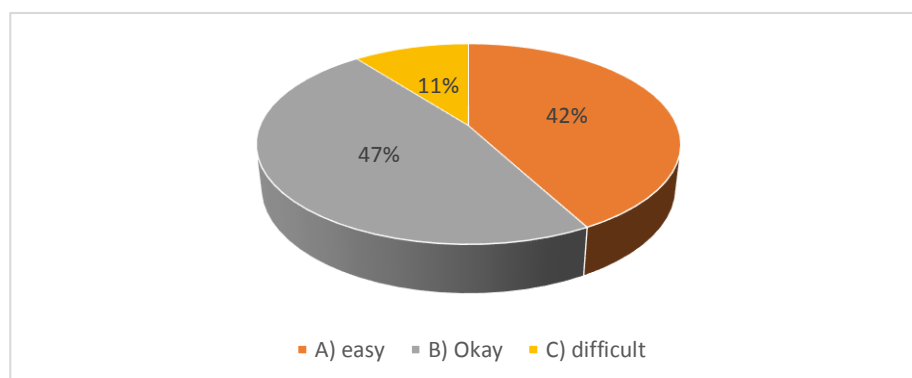
Graph 4. How easy do you think Twitter is to use, compared to other social networks?
Source: 3rd Senior High School Students
Author: Luis Miguel Camacho

Results in the graphic above show that the interface platform of this social network is very friendly with the user; it provides an easy and quick access. According to Costley (2014), a reason because students are familiarized with this social network environment is that technology is becoming an integral part of our everyday world. Consequently, the facility that this social network has with users helped to students' engagement and organization in order to developed their writing skills, as it can be seen in the next image.

Image 3. Student Twitter post
Source: 3rd Senior High School Students
Author: Luis Miguel Camacho
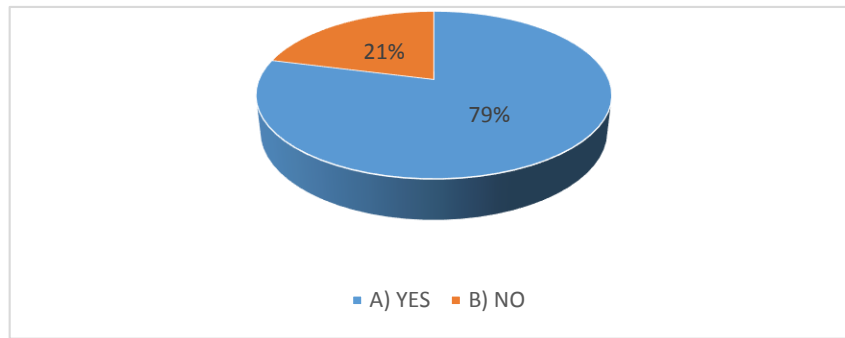
Graph 5. Is Twitter a useful tool for improving writing skills?
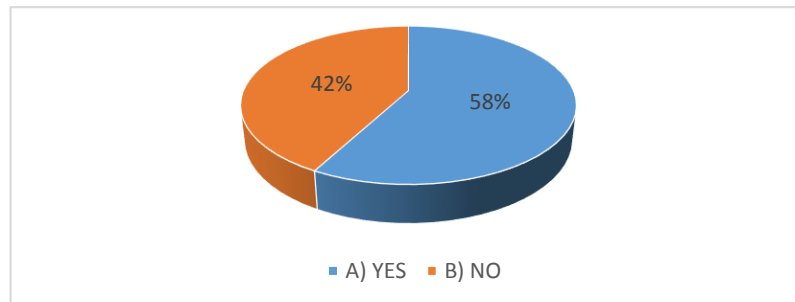**Source:** 3rd Senior High School Students
Author: Luis Miguel Camacho

As graph five shows, 79% of the whole class indicates that Twitter is a useful tool to improve writing skills; this can be confirmed by Mervat Abd Elfatah (2015) they found that Twitter is an effective tool in order to develop the writing skills, because it integrates many aspects of education, and also for the user friendly platform that Twitter provide for the users. However, in this graph, the 21% extra of the students interviewed said that Twitter is not a useful tool for improving writing skills, this finding is proved with the graph number 1 of this section; these students were the ones who did not work on the project because they did not have the predisposition to be part of it.

Graph 6. Would you like to use Twitter in the future to improve your writing skills?
Source: 3rd Senior High School Students
Author: Luis Miguel Camacho

In graph number six students were also asked if they would like to use Twitter in the future to improve their writing skills, 58% of the students who participated in this survey answered that they would like to used, which gives positive results to this investigation and demonstrates that the objectives proposed at the beginning of this investigation were accomplished. Bista (2015) investigation results show that Twitter is a meaningful learning experience for all the participants, it also fosters active participation and collaborates in their educational activities, as it can be seen in the following picture.

Image 4. Students Twitter post
Source: 3rd Senior High School Students
Author: Luis Miguel Camacho
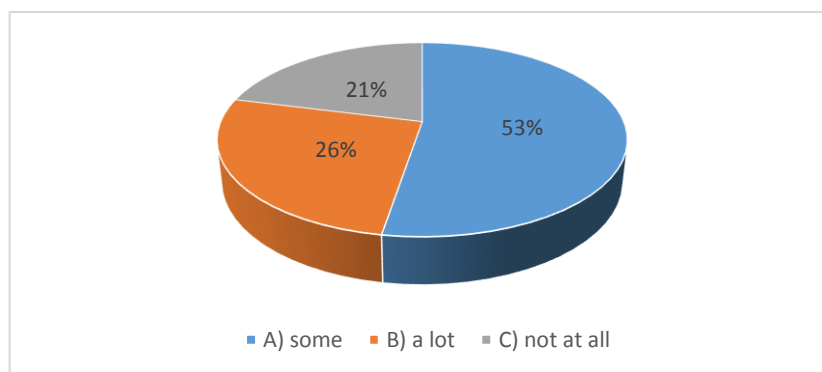
Graph 7. Did the use of Twitter help you to improve your vocabulary?
Source: 3rd Senior High School Students
Author: Luis Miguel Camacho

In this question, option (A) results show that 53% of the students interviewed responded that this social network helped to learn and improve some vocabulary. Alqunayeer (2016) investigated the effect of using Twitter on students' achievement in English vocabulary, as this author mentions, vocabulary is important in order to master any language, also this author restated that Twitter is an alternative to teach vocabulary. Furthermore students need a wide knowledge of vocabulary in order to make interesting posts, and give supporting details to their writings.

In option (B), in the same graphic, 26% of students said that Twitter helped them very much to learn new vocabulary; in contrast, 21% of students has said that Twitter did not help them to improve their vocabulary at all, as mentioned previously, these are the students who did not participate in the project, therefore, the results are still negative.

> I think that for an academic proposes is good to sum up my ideas and a good way to understands the topic that I want to explain and for asocial pruposes I think that is just good for some especifics times.
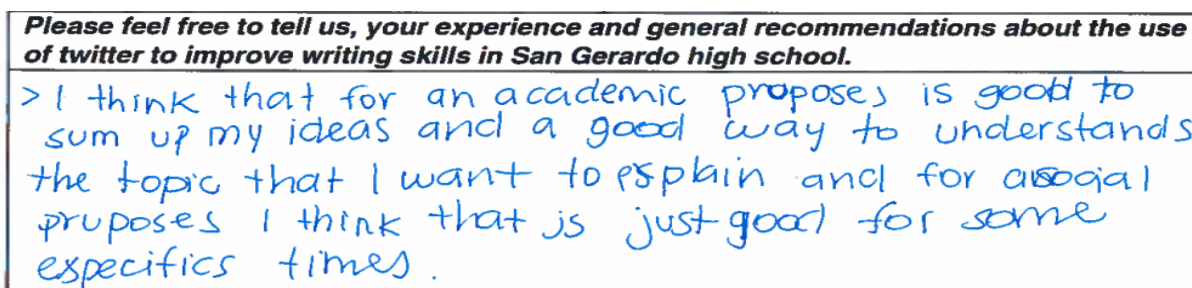
Image 5. Twitter student survey – writing section
Source: 3rd Senior High School Students
Author: Luis Miguel Camacho

In the image above, students are motivated to write a short paragraph making reference to the current investigation, in this paragraph the main objective is to discover student's proficiency in writing. In this case, the student develops the central idea about the use of Twitter to improve writing skills; in addition, the writer supports the main idea giving support trough details, and concludes giving a short description for the purposes that Twitter should be used. In general aspects, this student wrote the paragraph using a variety of words and using connectors that helped to have a better transition among the sentences.

An aspect that is negative in this paragraph is that the punctuation is missing, which decreases the quality of the paragraph, according to Harmer (2013), ESL educators need to teach their students how to use punctuation in daily writing activities, until it becomes a habit, so students will develop successfully their writing skills. Then, it is an aspect to be considered by the subject teacher, in order to help students to include punctuation in their writings. In conclusion, this paragraph is understandable, although the punctuation is missing.

Chart 1. Students' satisfaction and academic performance

1. Strongly disagree	2. Disagree	3. Neither agree nor disagree	4. Agree		5. Strongly agree		
			1	2	3	4	5
My overall experience of using Twitter is ... (Very dissatisfied, Very satisfied)			0%	5%	32%	63%	0%
My overall experience of using Twitter is ... (Very displeased, Very pleased)			5%	0%	47%	37%	11%
My overall experience of using Twitter is ... (Very frustrated, Very contented)			5%	0%	32%	63%	0%
My overall experience of using Twitter is ... (Absolutely terrible, Absolutely delighted)			0%	10%	47%	32%	11%

Source: 3rd Senior High School Students
Author: Luis Miguel Camacho

In the chart number one, we can see students' satisfaction level after a period of time using Twitter as a learning tool, students agree saying that they feel very satisfied, pleased

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contented and absolutely delighted. Bista (2015) investigated the perspectives of education in graduate students of using Twitter as a pedagogical finding that all participants shared positive attributes and used Twitter appropriately in class, because the social network was used only for the academic purposes. Findings of Bista's current study indicate that Twitter is a meaningful learning experience for all the participants, also increases participants acknowledge and Twitter fostered active participation and collaborates actively in their educational activities.

Chart 2. Test students' scores

San Gerardo	TEST ONE 15/12/17		TEST TWO 21/12/17	
Grade Point Average (over 10 points)	**Test**	**Writing**	**Test**	**Writing**
Mode	7.9	7.5	8.8	9.5
Mean	**7.1**	**8.2**	**8.7**	**8.9**
Median	7.1	8.0	8.8	9.0

Source: 3rd Senior High School Students
Author: Luis Miguel Camacho

As it was mentioned in previous sections before this research started, a pre - test was applied to the students to know their English level, and more important to have a source of information in order to make a comparison. Furthermore, at the end of the project a second test was applied to the students with the purpose of determining whether they have had writing skills improvement or if they had writing skills setback.

The test applied to the students consisted of two parts; the first one contained grammar and vocabulary, the topics included in the test were taken from the textbook they have studied before, in this way, they knew about the test content, but even though the test was about content that they already have studied; some students did not achieve a good grade, and their average mean in grammar and vocabulary was 7.1 out of 10, Additionally in the writing section, the average score was 8.2 out of 10.

Consequently, in the second test, students had a better performing and achieved better grades than the first time; one reason is because the same test was applied with the aim of having relevant results, . As results can be seen in the chart above, in grammar and vocabulary section, students achieved an average grade of 8.7 out of 10, which is 1.6 points

more than the first time, and in the writing sections the average grade was 8.9 out of 10 which represents 0.6 points more than the first time.

This result shows a significant improvement, both in grammar and vocabulary section, more than the writing section. As conclusion, Twitter helped them to learn new vocabulary, also allowed them to put into practice their grammar and vocabulary knowledge and additionally their writing skills improved significantly.

CONCLUSIONS

Results of this investigation showed that Twitter is an effective tool to foster students' writing skills, interaction and participation, both in classroom and social network synergy, also it have demonstrated that, Twitter increases vocabulary development and cooperative learning in students.

The present findings about Twitter application confirm that this is a tool that has helped students to improve ESL learning, besides that, it also serves to monitor students activities requested by the teacher and Twitter keeps a record for the teacher about intra and extra activities assigned to the students'.

The findings of this study pointed out the effectiveness of Twitter to improve students writing skills, also, the analysis leads that Twitter provides a friendly environment at the moment to carry out and develop assignments required by the teacher.

Regarding students' posts in Twitter, the most common errors found in their tweets were grammatical errors, punctuation and capitalization; consequently, these errors affected the quality of their tweets.

The majority of students opening and commitment, to participate and be part of this project have helped to find new alternatives to traditional teaching methods, and try new technologies focused on the educational field is order to promote new ways of learning.

According to the results, the lack of motivation in a few group of students caused a negative influence; furthermore, the negative behavior of some students triggered limitations to develop the activities appropriately.

RECOMENDATIONS

Twitter is recommended to be used, because it provides a variety of alternatives to teachers in order to assess the content of the subject, it also helps the students to become more creative and independent, they can learn more vocabulary and it promotes cooperative learning.

It is important to provide more opportunities to students to practice their writing skills. Many times students feel bored because they feel forced to work or participate in activities that they do not like; in this way, it is better to coordinate with them before assigning the writing task.

It is advisable to design a plan with other school teachers or departments, such as the computer lab teacher, in order to establish a day when students can visit the lab and use the computers, consequently students can put into practice what they have learned in the classroom, so in this way, when it comes to work on new digital platforms such as Twitter, it will be an easy for the students.

Furthermore, keep using Twitter to write content related to the topics that students are studying in the classroom, in this way students indirectly will be familiarized with this social network until it becomes a habit.

Another activity that can be considered is to create debates and forums in which students can participate giving their ideas in order to create a full paragraph or a small essay, use #hashtags and include audiovisual content to the posts, so in this way, the posts look nicer and students progressively get familiar with the use of these new technologies.

Finally, it is strongly necessary to motivate students to learn English as a Foreign Language, because in this globalized world, English is a necessity and a way of living, also Twitter can be adapted to another subjects, it only needs to be supported with the appropriate teaching approaches, then teachers will have more control of activities and students tracking. Finally, the use of this application is totally free, and it is possible to use it at any place at any time.

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ANNEXES

ANNEXES

Annex one – Students grades: Grades, first and second test: about grammar, vocabulary and writing.

	3rd Senior High School Students San Gerardo			TEST			
				TEST 1 15/12/17		TEST 2 21/12/17	
		Twitter account		Test	Writing	Test	Writing
1	Aguirre Abril María Emilia			7.97	9	8.49	9.5
2	Arias Piedra José Luis	@joseluisariasec		7.97	9	9.13	9.5
3	Burneo Martin Sebastián	@martinvegeta771		6.52	8.5	8.84	9
4	Carpio Sánchez Miguel Ángel	@miguelc28777827		5.65	7.5	10	8.5
5	Carrión Loaiza Pablo Andrés	@00suco		6.52	7.5	8.21	8.5
6	Donoso Coronel Ana Cristina			6.81	9.5	7.81	9.5
7	Cadme Fernando Israel	@fernandocadme14		6.21	9.5	7.1	10
8	González Pasaca Erick Daniel	@erick_gonzalesg		4.49	7.5	7.52	8
9	Granda Costa Jorge Nicolás	@nicolasgranda7		6.81	8	9.42	8
10	Granda David			7.82	7.5	8.26	8.5
11	Ludeña Valarezo Álvaro Patricio			7.1	9	10	9.5
12	Pardo Jaramillo Camila Zarahi	@camilapardo		8.84	8.5	8.84	9.5
13	Patino Ochoa Ronal José	@ronalpatino10		7.39	8	8.81	9
14	Ramón Jiménez Paula Sevigne	@paularamon2017		8.55	7.5	9.26	8.5
15	Salcedo David	@davidgud21		9.13	9	10	10
16	Torres Silva José Fernando	@josefertosi		6.23	8	8.26	8.5
17	Vallejo Salcedo Andrés Mikjael			8.26	7	8.55	7
18	Vélez Armijos Gerardo Ismael			4.2	8	8.84	8.5
19	Vivanco Sarmiento Dayana	@daycris102		8.55	8.5	9.13	9.5
	Grade Point Average (over 10 points)						
		Mode		7.97	7.5	8.84	9.5
		Mean		**7.10**	**8.26**	**8.76**	**8.90**
		Median		7.1	8	8.84	9

Author: Luis Miguel Camacho

Source: 3rd Senior High School Students 2017

Annex two – Students test

Author: Luis Miguel Camacho
Director: Cristina Morocho

Improving writing skills on senior high school students through the use of Twitter.

Name: …………………………………………………………………… **Date:**
………………………

Hello:

You are invited to participate in the following test. In this test, you are asked to complete a questionnaire that includes questions about the topics that you were studying in the past months. Completion of this test will take approximately 20-30 minutes. Your participation in this study is completely voluntary, and it is intended to collect information about your actual ESL level. There are no foreseeable risks associated with this project. We request you to answer and complete as many questions as possible. Your test responses will be strictly confidential and data from this research will be used only for the current thesis project.

Thank you very much for your time and support. Please start with the test when you feel ready.

Complete each sentence with a noun formed from the verb in bold font. VOCABULARY

> I have read the *introduction* to this book. **(Introduce)**

1 have you completed your ……………………… yet? **(Apply)**

2 Children who go to that school get a very good ……………………… **(Educate)**

3 Your ……………………… to the discussion was very useful, thank you. **(Contribute)**

4 I get great ……………………… out of helping others. **(Satisfy)**

Complete the conversation with the present simple, present continuous or present perfect form of the verbs.

Amy	What **are you doing** (you, do) on that laptop? [1] ……………………… (you, be) on it for ages.
Michael	[2] ……………………… (I, try) to buy some tickets to a concert. But [3] ……………………… (the website, be) really slow, so I guess a lot of other [4] ……………………… (people, do) the same thing.
Amy	Who [5] ……………………… (play)?
Michael	Coldplay. [6] ……………………… (they, play) in the new concert avenue in town. [7] ……………………… (you, want) me to get you a ticket too?
Amy	Yes, please. [8] ……………………… (it, sound) great and [9] ……………………… (I, listen) to them a lot. Why don't you try calling the ticket office?
Michael	[10] ……………………… (Paul, wait) in a queue on the phone now. [11] ……………………… (he, be) on the phone since the! Wait. This message is from him. HI's got two tickets! And they're sold out!
Amy	OMG!
Michael	Sorry, Amy. Sometimes [12] ……………………… (people, sell) their tickets online. You might find one there.

Read the statements below and join them with the correct definition.

Keep in touch	A person who is connected with another by blood or marriage; a member of one's family.
Hurry	Strongly offensive to the sense of right or decency:
Queue	The lowest or deepest part of anything:
Backstage	To demand by or as if by a right:
Outrageous	To (cause to) move, proceed, or act with haste
Relatives	A file or line, esp. of people waiting their turn.
Safety	To continue to talk to or write to someone
Compulsory	Behind the stage in a theatre.
Claimed	Put into force by law or rules; obligatory:
Bottom	The state of being safe; freedom from the occurrence or risk of injury, danger, or loss.

Making comparisons, fill in the correct form of the words in brackets (comparative or superlative).

My house is (big) *bigger* than yours.

1. This flower is (beautiful) …………………………………… than that one.
2. This is the (interesting) …………………………………book I have ever read.
3. Non-smokers usually live (long) …………………………………… than smokers.
4. Which is the (dangerous) ………………………………… animal in the world?
5. A holiday by the sea is (good) ………………………………… than a holiday in the mountains.
6. It is strange but often a coke is (expensive) ………………………………… than a beer.
7. Who is the (rich) ………………………………… woman on earth?
8. The weather this summer is even (bad) ………………………………… than last summer.
9. He was the (clever) ………………………………… thief of all.

Write a short paragraph about your last vacations. The paragraph must contain:

-Topic sentence

-Supporting details

-Concluding sentence

> **Example:**
> There are three reasons why Canada is one of the best countries in the world. *First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live.* As a result, Canada is a desirable place to live.

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_____

Annex three – Students survey

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
ÁREA SOCIOHUMANÍSTICA
TITULACIÓN DE INGLÉS

Author: Luis Miguel Camacho
Director: Cristina Morocho

Improving writing skills on senior high school students through the use of Twitter.

Date: ………………………

Hello:

You are invited to participate in the following survey. You are asked to complete a questionnaire. Completion of this survey will take approximately 15-20 minutes. Your participation in this study is completely voluntary, and it is intended to collect information about your Twitter interaction. There are no foreseeable risks associated with this project. We request you to answer and complete as many questions as possible. Your test responses will be strictly confidential and data from this research will be used only for the current thesis project.

Thank you very much for your time and support. Please start with the survey when you feel ready.

SECTION 1: TWITTER USAGE USE TO IMPROVE WRITING SKILLS

1. Before starting this course, did you know how to use Twitter? a. Yes b. No	**8.** What do you use twitter for? a. Social purposes b. Academic purposes c. Management and technical purposes
2. Do you use Twitter in general? a. Yes b. No	**9.** For what purposes do you use Twitter mostly? a. I use Twitter to provide information. b. I use Twitter to share information useful to other people. c. I use Twitter to keep a record of what I learn.
3. Have you learn to use Twitter for academic purposes? a. Yes b. No	**10.** Do you think Twitter is a useful tool for improving writing skills? a. yes b. no
4. How often do you tweet a day? a. Regularly b. Occasionally c. hardly	**11.** Do you think Twitter is a useful tool for improving reading skills? a. yes b. no
5. How easy do you think twitter is to use, compared to other social networking sites? a. easy b. Okay c. difficult	**12.** Did the usage of Twitter help you mostly to: a. write topic sentences b. write supporting sentences c. write concluding sentences
6. While using Twitter you have learnt how to organize a paragraph: a. a lot b. enough c. not at all	**13.** Did the use of Twitter help you to improve your vocabulary? a. some b. a lot c. not at all

7. On average, approximately how many minutes per day have you spent on Twitter? a. Less than 15 minutes b. 15 – 30 minutes c. 30 – 60 minutes d. 1 – 2 hours	**14.** Would you like to use Twitter in the future to improve your writing skills? a. yes b. no

SECTION 2: QUESTIONS 15 TO 30 ARE ABOUT YOUR PURPOSES OF USING TWITTER. (1= STRONGLY DISAGREE, 5= STRONGLY AGREE)

	1	2	3	4	5
15. I use Twitter to provide information					
16. I use Twitter to share useful information to other people.					
17. I use Twitter to present information on my interests.					
18. I use Twitter to keep a record of what I learn.					
19. I use Twitter to keep track of what I am doing.					
20. I use Twitter to document my life.					
21. I use Twitter to meet new people.					
22. I use Twitter to maintain a daily, personal connection with friends and family.					
23. I use Twitter to tell others about myself.					
24. I use Twitter because it is convenient to use.					
25. I use Twitter because I can use it anytime, anywhere.					
26. Twitter provides an easier way for me to maintain microblog					
	-2	-1	0	1	2
27. My overall experience of using Twitter is ... (-2 = Very dissatisfied, 2 = Very satisfied)					
28. My overall experience of using Twitter is ... (-2 = Very displeased, 2= Very pleased)					
29. My overall experience of using Twitter is ... (-2 = Very frustrated, 2 = Very contented)					
30. My overall experience of using Twitter is ... (-2 = Absolutely terrible, 2 = Absolutely delighted)					

SECTION 3: GENERAL INFORMATION

About how many followings do you have? a. 20 or less b. 21 - 50 c. 51 – 100 d. 101 – 200	About how many followers do you have? a. 20 or less b. 21 - 50 c. 51 – 100 d. 101 – 200
Please feel free to tell us, your experience and general recommendations about the use of twitter to improve writing skills in San Gerardo high school.	

Annex four – teacher survey

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
ÁREA SOCIOHUMANÍSTICA
TITULACIÓN DE INGLÉS
Author: Luis Miguel Camacho
Director: Cristina Morocho

Improving writing skills on senior high school students through the use of Twitter.

Name: …………………………………………………….....**Date:** ………………………

QUESTIONS FOR TEACHER INTERVIEW:

1. Describe your experience during this practice including one-to-one student's supervision, networking interaction, and the students classroom development.

2. How do you feel about new technologies integration into educational field? Please explain your answer.

3. What process will you use in order to promote the use of Twitter as a tool to learn a second language?

4. What do you believe are the major assets of Twitter to improve writing skills?

5. How do you assess Twitter as a tool for teaching writing, effectively?

6. Explain if you would use Twitter in the future in different classes.

7. Which aspects do you consider positive, and which ones negative?

8. Explain how Twitter should be used with senior high school students to accomplish curriculum goals and objectives.

9. How does Twitter effect your overall performance?

10. How would you describe your familiarity with Twitter and what are your recommendations and advices, for future practices and researchers?