



The Effect of Authentic Socialization via Twitter on Learners' Language Learning and Writing Skill According to Students' and Teachers' Point of View

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Abstract:

The current study investigates both students' and teachers' opinions of applying authentic socialization presented here in twitter in language learning and teaching writing. The subjects of the study are six teachers and six hundred students who have not previously taught or learned using twitter. The results from the study confirm that the students think that twitter can affect their writing and language learning positively as it has limited characters joyful an social atmosphere that cause them to be more precise, focusing and enjoying learning. That is why they show preparation and acceptance to use it in the learning process, but at the same time, they do not agree on using it in the learning process. That is due to the obstacles that may affect the learning process negatively. Therefore, they accept the idea if the problems are 100% solved as for teachers, their opinions do not differ much. Just like their students, they think that the possible obstacles can ruin the whole thing and mess the situation. Noteworthy that teachers' attitudes and opinions do not differ much from that of their students.

Key words: Authentic socialization, Twitter, and Questionnaire



1.1 Introduction

The objective of this study is to investigate both students and teachers' opinions of applying authentic socialization presented here in twitter in learning the English Language and teaching writing. All learners are able to learn and acquire a foreign language; speak, listen, read and write accurately and fluently. However, there is a dramatic decline in foreign language education in Saudi Arabia. This decline leads to a lack of materials for foreign language learners and a lack of methods to teach language to those learners. This study sets out to prove that authentic socialized materials such as twitter can lead to foreign language improvement in writing skill. It also shows how those materials may lead up to improvement in communicating skill in a foreign language. The study investigates a new method for teaching second language learners. This method draws upon other pedagogical methods already set in place for foreign language learners, and adds the component of the use of authentic socialized materials. That is supposed to encourage students to learn English and write. Accordingly, they will enjoy their learning and try to improve their writing since they write for real purpose and audiences beyond the classroom walls, which will allow more freedom and excitement.

1.1.2 Problem statement:

Students' learning and writing may be improved when they see the value of their writing beyond the classroom. As students write for a real purpose and audience, they may see the value and relevance of writing. Using authentic socialized learning and writing tasks is one way to help students understand the relevance of learning. Teachers' view here is very important because they are the core of the learning process. They observe students; know their weaknesses, strengths, interests, and what kind of material suits them the best. Also, it is beneficial to know their background and expectations that reflect the real situation in Saudi schools to know what improvement needed and expected. Additionally, the opinion of the students is also important. Their opinion will tell us about the difficulties and facilities that may rise in the way. How far students think that they will be more interactive and responsive



while learning using authentic socialized material represented, here, in twitter. Accordingly, there will be an enlightenedness whether it is good to advise other teachers to use it or not. For the purposes of the present study, the term authentic socialized material is defined as social media tools: Twitter, Facebook, blogs and other pedagogical materials that can be used in the target language. This type of authentic materials are more adequate to the particular needs and personal interests of a young group of learners. The present study determines how authentic input leads to improvement in learners learning and writing skill.

1.1.3 Approach

In order to approach this problem, chapter two consists of a review of related literature which includes the theoretical frameworks relevant to the present study. This study reviews previous research and studies from the fields of psycholinguistics and second language acquisition with focus on improvement of writing skill. Additionally, it reviews theories of authenticity in language learning. Some literature concerning social media in language learning is also reviewed. A review of literature pertaining to writing skill and how it can be affected by authentic materials is included in chapter two, with a focus on Vygotsky's (1978, 1986) sociocultural framework of the zone of proximal development.

1.1.4 Purpose of the study

The goal of this study was to see how far students think that using an authentic socialized task can affect their attitudes toward learning and writing. Teaching and learning can be more effective and enjoyable when students have a positive attitude towards learning. This research gives teachers another perspective into student attitude and a strategy to use for teaching writing.

1.1.5 Relevance

The present study brings together the above mentioned fields using second language Authentic socialized material to investigate how far it can affect second language learners' learning and writing. It makes assumptions about the internalization and



command of the writing skill in the target language by second language learners. The research began by conducting fieldwork at a secondary school. The collected data was from native Arabic students and English teachers in high school, third grade who had no or little prior experience using twitter or any other social application for language learning. There will be an attitude scale for six teachers and six hundred students (100 students for each teacher; each 100 students are being taught by one of the 6 teachers). After that, the attitude of each 100 students group will be compared to that of their teacher. A questionnaire of 45 statements was distributed on 600 students to investigate their attitude, expectations and hopes. The questionnaire discusses students' background about Twitter; the expected obstacles, how far they are prepared for such change in learning and how can this change affect their learning with special focus on writing skill. By that, their opinion, concerning using authentic socialized material(presented in twitter) in learning will be known ; also , we will be able to know whether they are prepared for such a change in teaching writing or not. On the other hand, teachers' view about authentic socialization is also taken in consideration. Their view represents the bases on which we are going to work. The same questionnaire used with students was distributed on their six teachers after simple editing concerning teaching and learning. The questionnaire discusses teachers' background about social media, the expected obstacles, how they can affect students' learning with special focus on writing skill and teachers' teaching. Their opinions will tell us about the difficulties and facilities that may rise in the way, moreover, it will tell us whether the educational field is ready for such change or not. The present study addresses how authentic socialized materials can have an effect on the second language learners learning and writing according to both second language learners and teachers. Additionally, this study addresses whether or not English language teachers will integrate twitter or social media tools in their teaching.

1.1.6 Research questions

-Does using authentic socialization via twitter affect learners' writing skill?



-Are students prepared for using twitter or other social media as a kind of authentic socialization in their learning?

-Are teachers prepared for using twitter or other social media as a kind of authentic socialization in their learning?

-What are the obstacles that may prevent applying this method in language learning in Saudi Arabia?

-Are there difference in attitudes - concerning using authentic socialized materials presented in twitter - between teachers and students?

1.2 Definition of terms

Authentic socialization: setting an authentic socialized environment in which learners can interact and write for real purpose and audience beyond the classroom walls.

Social media: means of interaction among people in which they create, share, and/or exchange information and ideas in virtual communities and networks.

Twitter: is a multiplatform Web 2.0, part social networking- part microblogging tool, freely accessibly on the Web (Stevens, 2008).

Affective domain: The affective domain is the part of learning that emphasizes the students' feelings, emotions, and attitudes toward what is being taught.

Intrinsic motivation: like goals that are internal to the learner, such as involvement, curiosity, social interaction, and challenge, Sweet and Guthrie (1996).

Extrinsic motivation: includes goals that originate from a parent, teacher, or other person instead of from the learner. Compliance, recognition, and getting good grades are examples of these goals, Sweet & Guthrie (1996).

1.3 Teaching language using social media means

The Educational soft wares have been trying to make activities more like games students play at home for years. They have also been trying recently to recreate social



networking in their own safe, secure sandboxes. Both of these efforts have met unpredictable success. Instead, more teachers are trying to meld their educational goals with the social networks and games that kids already use in an effort to make learning language more authentic to them. It takes a very creative teacher to tie twitter to his\her curriculum. With the focus on language, communication, and culture in the national standards for foreign language learning (Standards, 1999), foreign language teachers are continually searching for better ways of accessing authentic materials and providing experiences that will improve their students' knowledge and skills in these target areas. As the Internet has transformed communication around the world, it is natural that it should play a major role in the foreign language classroom. The instant worldwide connections enabled through the Internet have changed the way people everywhere think about communication, information, and doing business, getting authentic materials from anywhere, and interacting with people in distant locations as never before become easier. However, how can Internet software enhance the learning process? The wide range of features and media (text, image, sound, and video) supported by the current crop of Internet programs makes them powerful additions to the foreign language teacher's repertoire. Such real-time communication takes place via several different types of chat, conferencing, and messaging programs. These programs facilitate quick communication by making a connection to an individual as easy as clicking on a name. These new technologies are already powerful and have the potential for tremendous impact on the ability of students to communicate directly with native speakers in target language environments. Ultimately, it is up to teachers to integrate these tools into the curriculum in a meaningful way. Obviously, target language communication and its skills can be easily accessible and skilled through current and emerging social media means, tutorials on how to use these resources is already available online.

1.4.1 English language in Saudi Arabia education

Article 50 of the Educational Policy in the Kingdom of Saudi Arabia states that students should learn at least one foreign language so that they may interact with people of other cultures for the purpose of contributing to the message of Islam and



serving humanity. This sets forth the rationale for English teaching in Saudi schools, where the learners' ability to communicate with international language users ranks as a priority. Hence, it would seem that policy-makers, stakeholders, and other decision-making bodies in Saudi Arabia are well aware that English can serve as a very important tool for the development of the country in terms of both international relations and scientific-technological advancement, Khalid AlSeghayer (2012). English has a strong presence in the educational system in Saudi Arabia, it is the main and sole foreign language taught in Saudi Arabian public schools. It is taught in private schools, universities, and a variety of educational institutions.

1.4.2 Teaching English in Saudi schools

Teaching English in Saudi schools starts at fourth grade till secondary third grade. From fourth to sixth grade students have two-45-minute sessions a week, while starting from seventh till twelfth grade the sessions become four a week. The textbook is divided to pupil and writing book. The materials are chosen from the administration, so are the methods. Twitter is not formally used.

1.4.3 Saudi learners' English writing skill

Students' writing skill is modest since no writing courses are given. Only 10-minute or less writing exercises once or twice a week are the time when students are given a chance to skill their writing skill which is apparently not enough. The method usually used is writing a paragraph on topics taken from the pupil's book, or completing sentences on the same topic.

Theoretical overview and framework

Writing is a complex skill. What keeps learners involved in making a well-written piece is not only considering their topic but their audience and purpose as well. They need to plan, communicate clearly, solve problems, and follow writing conventions. As writers struggle through this complex process, they need to develop strong beliefs in the relevance and importance of writing, Bruning and Horn (2000). They proposed four factors that help to develop the motivation to write. Teachers can: a) nurture



functional beliefs about writing, b) foster student engagement through authentic writing goals and contexts, c) provide a supportive context for writing, and d) create a positive emotional environment. This study focused on fostering student engagement through authentic writing goals, environment and contexts in order to improve students' writing skill.

2.1 The importance of authenticity in writing

Vygotsky's notion (1978, 1986, 1987) of ZPD (Zone of proximal development) is shaped by a sociocultural environment in which learning is interpreted as an intricate social act facilitated within a special cultural environment. So, he suggested that learning will be facilitated if it is done in a familiar environment in which students can act normally as they do in their real life except they will do it using the target language, (cited in Kozulin, A., Gindis, B., Ageyev, V., Miller, S., 2003, p. 4). That authentic environment can affect students' self-perception and raise motivation and that for sure will affect their writing positively Pajares and Valiante (2001).

Authentic socialized writing tasks involve writing for an authentic purpose and an authentic audience. When students write for reasons that have something to do with their real life, they have an authentic purpose. Oldfather (2002) conducted a case study with fifth and sixth graders who were initially not intrinsically motivated. He found that some students became motivated by choosing a positive attitude and searching for the worth of the task.

2.2 The role of social media

Several foreign language-teaching methods facilitate the acquisition of a second language writing skill. This research proposes a new pedagogical method for teaching second language writing which is using social media means as authentic materials to teach writing. However, the immense popularity of social networking websites has created new opportunities for language learners to interact in authentic ways that were previously difficult to achieve. Robert Chartrand (2012) said that advances in technology mean that today, language learners can easily interact with their peers in



meaningful practice that helps foster language acquisition and motivation, these Web sites can be accessed easily; they are free, interesting to users, and are the new tools for learners of English to express themselves in authentic ways. Tasks that make use of Web 2.0 interactivity can significantly raise students' potential to generate meaningful output and stimulate their interest in language learning, (Robert Chartrand, 2012, p. 2). In terms of language learning, Katerina Zourou (2009) also added that a social media platform can help the language teachers and learners to exchange tasks and results like task sheets, short video clips with results and documentations and documentations about the process of how ideas related to language learning were implemented.

Students are much addicted to social networking because of the process of potentially maintaining and developing online relationships (Thorne, 2010). It is not only a way to view pictures of friends such as on Facebook, view short messages on Twitter, or post videos on YouTube, it is also a form of expression, interaction, and community building. What makes this method different is, perhaps, the emphasis on using the target language as a resource for building interpersonal relationships, which is different from traditional approaches to language learning pedagogy and provides an opportunity for success.

2.3.1 Twitter:

Twitter is described as a social networking and microblogging service that users like to use for short messages of 140 characters in length (Tweeternet, 2011). The short format is a unique way of communicating that has captivated the creative minds of millions of users and it is an interesting method for students to keep in touch with each other as well as with the teacher. (ESL Daily, 2011) suggested that one possible lesson may start with a teacher telling a story to learners. Then, the teacher instructs the learners to continue the story. Another idea may be the teacher asking simple questions, and the students attempt to answer them in class. Moreover, twitter can be one tool that students use to support their informal learning activities. Through their



participation in the Twitter community, they discovered resources and tools that they effectively applied to their coursework.

Dunlap, J. C. & Lowenthal, P. R. (2009) stated some advantages of using twitter in language learning. It addresses student issues in a timely manner: " Our students used Twitter for time-sensitive matters: to ask us for clarification on content or assignment requirements, notify us of personal emergencies, and alert us to issues that need our attention and action" (p. 4). Twitter is a helpful tool for addressing student issues quickly. Also, it helps students to write concisely; because a tweet is limited to 140 characters, this encourages students to write clearly and concisely.

2.3.2 Guidelines for using twitter with students:

Dunlap, J. C. & Lowenthal, P. R. (2009) suggested guidelines for using twitter with students: 1- Establish Relevance for Students. First and foremost, the use of twitter in an online course needs to be relevant—have a clear purpose—for students to attend to it in personally, professionally, and academically meaningful ways. They stated that if students see using Twitter in a particular course as irrelevant, then they will fail to participate in twitter as hoped, and will fail to take anything of value away from the experience. "Our strategy has been to show students examples of the ways we have benefited from using Twitter, such as the resources we have discovered that support our work, writing, and course learning activities; professionals we have met and are now in consistent contact with; and the audience we have attracted to our various projects and products" (Dunlap, J. C. & Lowenthal, P. R., 2009, p. 5). The second guideline is defining clear expectations for participation regardless of your expectations for students' participation in Twitter, they stated " expectations for participation have to be clearly articulated" (Dunlap, J. C. & Lowenthal, P. R., 2009, p. 5).

The third guideline is modeling effective twitter use. That could be done by being active participants in the twitter community. Fourthly, building twitter-derived results into assessment can be considered a very working guideline. However, guideline number 5 is continuing to actively participate in twitter. Teachers can make a



commitment to continue to participate in the twitter community after courses are completed. Dunlap, J. C. & Lowenthal, P. R. (2009) believe that this commitment further encourages students to engage in twitter, building their own valuable network of professional and academic contacts.

Of course, like most, if not all social media tools, twitter is not appropriate for all instructional situations. Grosbeck and Holotescu (2008) mentioned some of the possible drawbacks of Twitter when being used for educational purposes. For example, twitter can be time-consuming, addictive, and possibly even encourage bad grammar as a result of its 140-character limit. Further, while Twitter is free to use on a computer connected to the Web (whether accessed via a web browser or a Twitter client like Twirl), faculty and students might be charged texting or data fees if they access Twitter on their cell phones (depending on their cell phone plans). Despite possible drawbacks like these, the instructional benefits encourage educators to continue to incorporate twitter in their informal beyond school online courses to enhance and improve students writing skill.

Methodology

3.1 Settings

This study is set in Tabuk (a Saudi city in the north) in 6 secondary schools for girls. The study is done in 5 months starting on October 2013 and ending on March 2014.

3.2.1 Population and sample

Participants are divided into two groups: teachers and students. The total number of secondary schools students in tabuk are about *8000, and 600 of them were chosen randomly from six schools (100 students from each). The students had a wide range of abilities, from students who struggled with reading and writing to academically gifted students. Students' ages ranged from 16 to 18. On the other hand, as for teachers, the total number of them in secondary schools in Tabuk is *120, and six of them were chosen randomly from the same schools the students were taken from.



3.2 Method

This study follows the analytical descriptive method which describes the problem, analyze it, and illustrate it according to the data collected. In order to do that, a questionnaire is distributed to 600 students and the same questionnaire –after some editing– is distributed to 6 English teachers from the same schools the 600 students were taken from. So, each 100 students are being taught by one of the 6 teachers participating in this study. Accordingly, the researcher will be able to compare the students' attitudes towards using twitter in teaching English generally and in teaching writing specifically with that of their teachers.

3.2.1 Instrument

The researcher used 1closed questionnaire which was written by her after reading some related studies. The teachers' questionnaire contains 32 statements distributed on four segments dealing with how teachers feel about using twitter in teaching writing (see appendix A). The teachers rated each question using a three–point Likert scale (agree, neutral, and disagree). The questionnaire is proved to be valid after being judged by 6 educators and researchers. Also, the questionnaire is proved to be reliable after being applied on a test sample consisted of 5 teachers who have the same features the original sample has. After applying it on the survey sample, the data collected was analyzed using Alpha Lockronbakh test. The result was 0,6 which is acceptable and reliable. As for students the same questionnaire has been used with them after simple editing concerning teaching issues. It contains 32 statements distributed on four segments dealing with how students feel about using twitter in learning English and writing (see appendix B). The students rated each question using a three–point Likert scale (agree, neutral, and disagree). The questionnaire is proved to be valid after being tested by 6 educators and researchers. Also, it was proved to be reliable after being applied on a test sample consisted of 100 students who have the same



features the original sample has. After applying it on the survey sample, the data collected was analyzed using Alpha Lockronbakh test. The result was 0,7 which is acceptable and reliable.

* According to the latest statics of the educational supervising administration in Tabuk in 2014

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3.2.2 Data analyze procedure

The teachers' questionnaire was scored by assigning point values to each figure (agree 3, neutral 0, disagree 1). The researcher scored the students' questionnaire in the same way. SPSS (Statistical Package for the Social Science) was used to analyze the collected data. Tests like t test and anova were used. Means, percents and frequencies were used also.

Results

The first question is: Does using authentic socialization via twitter affect learners' writing skill? To answer this question, the means and percent of the both teachers' and students' responses to the related segment are analyzed. Table 1 shows the results.

According to table 1, the results are:

-87.3% of the teachers and students think that twitter improves students' writing style while 5.0% of them do not.

-89.8% of teachers and students believe that twitter can make students more careful about their spelling mistakes, and 2.8% do not think so.

-85.0% of teachers and students think that twitter can cause students to be more careful about their grammar mistakes while 5.0% do not.



-89.2% believe that because twitter is limited within 140 characters that will cause students to be more precise in writing while 4.2% of them do not agree on that.

-For the same reason 82.8% of teachers and students, believe that twitter prevents confusion in writing, and 8.0% disagree that.

-84.2% of teachers and students believe that twitter can improve their composing skills while 7.3% of them do not think so.

Accordingly, it is clear that using authentic socialization via twitter affects learners' writing skill positively.

The second question is: Are students prepared for using twitter as a kind of authentic socialization in their learning? To answer this question, students responses to the first segment are analyzed using t test to know the differences in the level of preparation of students. Table 2 shows the results.

According to table 2, it is clear that students are prepared for using twitter in learning as there significant responses show. They have a good background about it and seem to accept the idea of using it in learning. However, using it in learning needs more than an acceptance, that's why they may accept the idea but do not agree on applying it. Why it is so will be discussed in the next section.

The third question is: are teachers prepared for using twitter or other social media as a kind of authentic socialization in their teaching?. To answer this question, teachers' responses to the first segment are analyzed using t test to know the differences in the level of their preparation. Table 3 shows the results.

According to table 3, it is clear that teachers are prepared for using twitter in teaching as there significant responses show. They have a good background about it and seem to accept the idea of using it in learning. However, using it in learning needs more than an acceptance, that's why they may accept the idea but do not agree on applying it. Why it is so will be discussed in the next section.



The forth question is: what are the obstacles that may prevent applying twitter in language learning in Saudi Arabia?. To answer this question, the means and percents of both teachers' and students' responses to the related segments are analyzed. Table 4 shows the results .

According to table 4, the results are:

-92.3% of teachers and students think that not having a computer may create an obstacle in the way of teaching and learning via using twitter.

-88.7% of teachers and students think that not knowing how to use twitter well or not having an account can also be considered as an obstacle.

-89.8% think that a simple inactivation of electricity can affect the learning process.

-93.3% of teachers and students think that any problem in the internet connection can delay or affect the learning process.

-93.3% of teachers and students think that the parental fear and care may cause them to prevent their children from logging in twitter, which cause another obstacle in their way to learn by using twitter.

Therefore, the obstacles are: not having a computer or other tool to play twitter in, not knowing how to use it well, technical problems, and parental care.

The fifth question is: are there differences in attitudes -concerning using authentic socialized materials presented in twitter in learning- between teachers and students?. To answer this question, both teachers and students responses to the last segment are separately analyzed using Anova test to know the differences between responses and so compare them. Table 5 shows the students' results while table 6 shows the teachers'.

Although students give four significant responses out of ten, still the other six non-significant responses affect the results to make it clear that also students do not agree on using twitter in the learning process, specially that the significant responses are got



by the statements that bear negative meaning like being over open or being a target for attacking in any kind at any time.

Table 6 shows the teachers' results.

According to table 6, it is clear from the teachers not significant responses that they do not agree on using twitter in the learning process. Why it is so will be discussed in the next section.

So, both teachers' and students' attitudes do not differ much. Both do not agree on using twitter in the learning process. In the next section, all these results are discussed in details to clarify both teachers' and students' opinions and attitudes.

4.2 Discussion

As both teachers' and students' results show, most of them agree on the ability of authentic socialization presented in twitter to improve the students' writing. They think that it can improve their writing style which comes as a result of constant practicing, and since twitter offers a joyful environment while learning, it motivates constant practicing which, accordingly, causes an improvement in the students' writing style. They think, also, that twitter can make students more careful about their spelling and grammar mistakes. That is so because writing for authentic readers makes them more focusing on their grammar and spelling, also being limited to write within only 140 characters cause them to be more precise and to the point in their writing. All that reflects their believe in authentic socialization and twitter ability to improve not only learners' writing but their language learning process as well. They think that the joyful and social atmosphere twitter offers can attract students and make them more engaged in language learning, yet they will enjoy learning. On the contrary, about 20% of them believe that writing for authentic readers can cause students to be confused, yet being limited within only 140 characters causes them more confusion. That is due to some students' shyness, unknowing twitter, or fear of using such programs which can be solved by constant training courses of using twitter. Accordingly, it is clear that using authentic socialization via twitter affects



learners' writing and language learning positively and that what Pajares and Valiante (2001) proved in their study that authentic environment can affect students' self-perception and raise motivation and that for sure will affect their writing and learning positively. Also, Bolin, Khramstsova, and Saarnio (2005) showed the same results in their study. They found that using authentic assignments (specifically journal writing) positively motivated college students as shown by their course evaluations.

On the other hand, teachers and students seem to be prepared for using twitter in learning as there significant responses show their belief in its ability to improve students' both writing and language learning. They have a good background about it and accept the idea of using it in learning. However, using it in learning needs more than an acceptance or a belief, that's why they accept the idea but do not agree on applying it. That's due to the obstacles that may affect the learning process negatively. And that what Grosseck and Holotescu (2008) proved in their study. They mentioned some of the possible drawbacks of twitter when being used for educational purposes. For example, "Twitter can be time-consuming, addictive, and possibly even encourage bad grammar as a result of its 140-character limit" (Grosseck and Holotescu).

The possible obstacles can ruin the whole thing and leave them yelling the old board. A simple electricity inactivation can delay classes and mess the schedule. All obstacles can be solved in some way. For example, providing an electricity producing motor for each school, having good internet connections, offering computers for both students and teachers, setting training courses of how to use twitter in learning, enlightening teachers and students of how to avoid and deal with possible dangerous like being hacked, and setting courses for parents telling them how twitter can offer a safe rich environment for learning. Obviously, the big obstacle is that all those solutions cost much money which means that the big obstacle needs to be overcome first. Anyway, simple solutions like using twitter when possible (for example, once a week), teachers' making training courses for their mates and students, sending messages to parents telling them that the school can guarantee safe environment to learn using twitter, all that solutions work in case the big obstacle is not overcome,



but they need and depend on personal efforts from the school and its members which make it informal which means that not all schools will do it. In short, it needs support from the administration to make it formal and offer the needed equipments, directions and connections.

Noteworthy that teachers' attitudes and opinions do not differ much from that of their students. Both of them agree on the positive role twitter can play in improving the students' writing and language learning, showed a good background about twitter, and both of them do not agree on using it in learning due to the previously mentioned reasons. That reflects that teachers and their students do not differ concerning authenticity and technology, and minimize the idea of the gab pictured in people's minds between teachers and students. Also, that shows they are not the reason why twitter is not used in learning.

4.3 Conclusion

To sum this chapter up, teachers and students think that twitter can affect students' writing and language learning positively as it has limited characters joyful and social atmosphere that cause them to be more precise, focusing and enjoying learning. That's why they show preparation and acceptance to use it in language learning, but at the same time they do no agree on using it in the learning process. That's due to the obstacles that may affect the learning process negatively. So, they accept the idea if the problems are 100% solved. Both of them believe that the possible obstacles can ruin the whole thing and leave them yelling the old board. Anyway, noteworthy that teachers' attitudes and opinions do not differ much from that of their students which minimize the idea of the gab pictured in people's minds between teachers and students.

5.2 Suggestions

- 1- Teachers can make a session a week using twitter or any other social media app that enhances authentic socialization
- 2- Teachers can tell their students about how beneficial twitter can be if used correctly



3- Teachers can make activities using twitter

4- Suggested activities like:

- Comment on a popular educational issues on twitter
- Ask teachers and connect with them using twitter
- Make a contest on twitter that students would like to win

5.3 Recommendations

1- Providing schools with the needed equipments to apply twitter in learning

2- Set training courses for teachers about how to use twitter in teaching

3- Set training courses for students about how to use twitter in learning

4-set courses for students about the possible dangers while using twitter and how to avoid them.



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Appendixes:

Table1

The statement		percents	means
1 – Twitter improves learners' writing style	agree	87.3	2.82
	neutral	7.7	
	disagree	5.0	
	total	100.0	
2 - Twitter makes students more careful for their spelling mistakes	agree	89.8	2.87
	neutral	7.3	
	disagree	2.8	
	total	100.0	
3 - Twitter makes students more careful for their grammar mistakes	agree	85.0	2.80
	neutral	10.0	
	disagree	5.0	
	total	100.0	
4- Twitter trains students to express an idea within 140	agree	89.2	
	neutral	6.7	



characteristics which cause them to make their writing precise	disagree	4.2	2.85
	total	100.0	
5 - Twitter prevents confusion in writing	agree	82.8	2.74
	neutral	9.2	
	disagree	8.0	
	total	100.0	
6 - Twitter improves their composing skill	agree	84.2	2.76
	neutral	8.5	
	disagree	7.3	
	total	100.0	

Table 2

The statement	t	df	The significance
1- I know twitter	48.4	599	** 0.00
2- I've an account in twitter	62.2	599	** 0.00
3-I'm afraid of using such websites	86.5	599	** 0.00
4- I use it rarely with a rare knowledge of its details	44.2	599	** 0.00
5- I use it continuously and professionally	68.6	599	**



			0.00
6- I use it for entertainment only	46.8	599	** 0.00
7- I use it for exchanging knowledge	115.9	599	** 0.00
8- I may use twitter in anything except learning	45.8	599	** 0.00

Table 3

The statement	t	df	The significance
1- I know twitter	4.0	5	0.05 *
2- I've an account in twitter	5.5	5	0.00 **
3-I'm afraid of using such websites	7.7	5	0.00 **
4- I use it rarely with a rare knowledge of its details	7.9	5	0.00 **
5- I use it continuously and professionally	5.3	5	0.00 **
6- I use it for entertainment only	5.3	5	0.00 **
7- I use it for exchanging knowledge	4.4	5	0.00 **
8- I may use twitter in anything except learning	4.3	5	0.00 **

Table 4

The statement		percents	means
1- few learners only have computers	agree	92.3	2.88
	neutral	4.2	
	disagree	3.5	



	total	100.0	
2 - Not all learners have twitter account	agree	88.7	2.84
	neutral	7.3	
	disagree	4.0	
	total	100.0	
3 - not all teachers have twitter account	agree	83.8	2.79
	neutral	12.0	
	disagree	4.2	
	total	100.0	
4- Some teachers don't know how to use it professionally	agree	86.7	2.84
	neutral	11.0	
	disagree	2.3	
	total	100.0	
5 - Some learners don't know how to use it perfectly	agree	91.5	2.89
	neutral	6.2	
	disagree	2.3	
	total	100.0	
6 - Electricity's going off may affect the educational process (in case twitter is integrated in	agree	89.8	2.85
	neutral	6.2	
	disagree	4.0	



it)	total	100.0	
7- Any problem in the internet connection can affect the educational process	agree	93.2	2.901
	neutral	3.8	
	disagree	3.0	
	total	100.0	
8- Some parents may refuse their kids' logging in to such social websites	agree	93.2	2.900
	neutral	3.7	
	disagree	3.2	
	total	100.0	

Table 5

The statement		Sum of squares	Mean square	df	f	The significance
1- It is easy to get an information from twitter	Between groups	5.6	1.89	3	3.038	0.05 *
	Within groups	136.4	0.62	219		
	Total	142.1		222		
2- It requires more effort to use twitter in language learning	Between groups	8.43	2.81	3	3.595	0.05 *
	Within groups	171.3	0.78	219		
	Total	179.8		222		
3- It is merely a waste of time	Between	3.43	1.14	3		Not significant



	groups				1.944	
	Within groups	128.7	0.58	219		
	Total	132.2		222		
4- There are better applications than twitter	Between groups	5.509	1.83	3	3.207	0.05 *
	Within groups	125.4	0.57	219		
	Total	130.9		222		
5- I don't prefer total openness in learning	Between groups	0.121	4.03	3	0.055	Not significant
	Within groups	159.5	0.72	219		
	Total	159.6		222		
6- It helps me to improve my performance as a teacher	Between groups	6.40	2.134	3	3.412	0.05 *
	Within groups	137.0	0.62	219		
	Total	143.4		222		
7- I'm with integrating twitter in language learning	Between groups	3.36	1.12	3	1.921	Not significant
	Within groups	127.9	0.58	219		
	Total	131.3		222		
8- I'm with integrating twitter in language learning if the accounts used are private and closed	Between groups	1.74	0.58	3	0.919	Not significant
	Within groups	138.5	0.63	219		



	Total	140.3		222		
9- It has side effects which are more than its benefits	Between groups	3.04	1.01	3	1.951	Not significant
	Within groups	114.0	0.52	219		
	Total	117.0		222		
10- It may affect students negatively specially that all twitter members can comment (if the account is public)	Between groups	1.66	0.55	3	1.370	Not significant
	Within groups	88.6	0.40	219		
	Total	90.3		222		

Table 6



The statement		Sum of squares	Mean square	df	f	The significance
1- It is easy to get an information from twitter	Between groups	0.83	0.41	2	0.313	Not significant
	Within groups	4.00	1.33	3		
	Total	4.83		5		
2- It requires more effort to use twitter in language learning	Between groups	1.33	0.66	2	1.000	Not significant
	Within groups	2.00	0.66	3		
	Total	3.33		5		
3- It is merely a waste of time	Between groups	1.50	0.75	2	1.125	Not significant
	Within groups	2.00	1.66	3		
	Total	3.50		5		
4- There are better applications than twitter	Between groups	0.83	0.41	2	0.313	Not significant
	Within groups	4.00	1.33	3		
	Total	4.83		5		
5- I don't prefer total openness in learning	Between groups	0.83	0.41	2	0.469	Not significant
	Within groups	2.66	0.88	3		
	Total	3.50		5		



6- It helps me to improve my performance as a teacher	Between groups	0.833	0.41	2	0.469	Not significant
	Within groups	2.66	0.88	3		
	Total	3.50		5		
7- I'm with integrating twitter in language learning	Between groups	0.16	8.33	2	0.094	Not significant
	Within groups	2.66	0.88	3		
	Total	2.83		5		
8- I'm with integrating twitter in language learning if the accounts used are private and closed	Between groups	0.66	0.33	2	0.375	Not significant
	Within groups	2.66	0.88	3		
	Total	3.33		5		
9- It has side effects which are more than its benefits	Between groups	2.66	1.33	2	1.500	Not significant
	Within groups	2.66	0.88	3		
	Total	5.33		5		
10- It may affect students negatively specially that all twitter members can comment (if the account is public)	Between groups	0.16	8.33	2	0.375	Not significant
	Within groups	0.66	0.22	3		
	Total	0.83		5		

