USING *TWITTER* TO ENHANCE WRITING SKILL WITH SENIOR HIGH SCHOOL STUDENTS: A CASE STUDY

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Abstract

Computer Assisted Learning (CALL) is defined as the process in which a learner improves language skills by using a computer. Hani (2014) argued that CALL enables individualized, continuous, and authentic activities to teach and integrate the four language skills and indicates that immediate feedback can be given. Thus, this research aims to investigate and analyze the use of *Twitter* to improve writing skills on senior high school students and to determine its effectiveness as a tool in EAP instruction. The participants were 19 students from the senior level and an English teacher. To conduct this research, a mixed-method design was applied; and a survey and pre-post tests were administered to the participants. At the end of the research process, the participants outperformed on post-testing of writing, therefore, it can be concluded that *Twitter* is an effective tool to improve the written production of senior high school students, and this micro-blogging platform can be integrated to enhance EAP instruction within EFL contexts.

Keywords: ESAP; MALL; mobile dictionary; Computer Science

1. Introduction

Along with the development of technology, different social networks have provided technologies to facilitate second and/or foreign language learning. In the past few years, researchers have significantly evaluated online social networking sites (e.g., *Facebook*, *Twitter*, *LinkedIn*, and *YouTube*) to examine their relationship with students' educational outcomes (McLain, 2019; Taskiran, Gumusoglu, & Aydin, 2018; Bista, 2014), due to the fact that social media offer many benefits such as developing critical thinking and increasing motivation (BaŞöz, 2016).

Particularly, writing is a fundamental skill to be developed in any language because it allows communication and interaction as well as it is part of everyday activities; for instance, young students spend a lot of time writing on social networking sites and the Internet (Eren, 2012). Therefore, there is a necessity to encourage learners to produce intelligible writing; for this reason, teachers are challenged to motivate learners when writing integrates the diversity of

sources and tools that the technological era provides when teaching in an EFL (English as a Foreign Language) class (Li, 2017). 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 (Hamid, Waycott, Kurnia, & Chang, 2015), as it enables students to participate in a wide range of interactions from private messages to arranging meetings in order to engage them in learning (Bista, 2015).

Undoubtedly, improving students' writing skills in a foreign language is fundamental; in fact, the integration of social networks into the curriculum has contributed to broadening students' knowledge, increasing their motivation and building confidence in learning EFL writing (Rosell-Aguilar, 2018). Therefore, it is advantageous to use *Twitter* to produce writing as the input that this space provides is of great relevance and rich of valuable content which enables students to have the autonomy for learning at their own pace (Tran & Duong, 2018) and the opportunity to interact with classmates, teacher, and people who are interested in a particular topic (Tang & Hew, 2017).

Thus, the necessity to conduct a study in the Ecuadorian context has become obvious since few researchers have investigated the effects of using *Twitter* in Ecuadorian educational institutions. Therefore, the current research was carried out in order to investigate and analyze the use of *Twitter* to improve writing skills on senior high school students and also to answer these questions:

1) Is the *Twitter* social network a suitable learning tool to foster writing skills?

2) What are the students' perceptions of *Twitter* as a tool to improve writing skills?

2. Literature review

2.1. EFL writing skills

Communication is the base for the development of any activity; in that sense, writing is an essential tool that enables people to express thoughts, feelings, and ideas in any language. However, this skill is considered one of the most challenging to master and even worse in a second or foreign language because it demands effort and time (Pek, Mee, Shing, Theesmas, & Nadarajan, 2019). According to Fareed, Ashraf, and Bilal (2016), the factors that hinder students to achieve effective writing skills in a second language can be linguistic, psychological, cognitive, and pedagogical. Besides, Saragih and Septiani (2017) expressed the view that students' native language may interfere with writing in a second language.

To write effectively in a foreign language, knowledge about the topic, a wide range of vocabulary and appropriate use of grammar are necessary for writers (Calkins & Ehrenworth, 2016). In that sense, as Alqunayeer (2016) mentions, vocabulary is important in order to master any language.

Motivation to write is also essential to produce critical thinking ideas as Fareed, Ashraf, and Bilal (2016) argue. The combination of the elements mentioned previously assures to avoid ambiguity of the message for the reader. Considering that writing is a systematic process that needs organization, physical and mental acts are necessary to write (Nunan, 2003).

Since writing is a complicated process before a final product is obtained, students require extensive practice to acquire the competences of a good writer. As Al-Tamimi, Al-Khawaldeh, Natsheh, and Harazneh (2018) argue, writers should first put into practice the reading skill to obtain all the input and to be familiar with the content, grammar structures and aspects that writing skills needs.

2.2. Elements of good writing

Even when there is no agreement among authors about the elements of writing, they consider that coherence, cohesion, and unity as the main ones. Jacobs (1977) 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. Oshima and Hoyge (2006) define coherence as the quality of writing something logical in order to avoid misunderstanding in the reader or receptor.

Coherence produces a qualified text; it means easy to understand by readers (Fareed, Ashraf, & Bilal, 2016). When the ideas are placed logically, the text is accessible because the reader can move easily from one idea to another. Students of a foreign or second language present a lack of coherence in a text when they cover many ideas in a text, and they do not concentrate on a single main idea (Faradhibah and Nur, 2017). Cohesion refers to the addition of logical connections between concepts, words, and sentences using different instruments such as grammatical structures, capitalization, punctuation, parallelism, among others. As a result, when a text contains all these factors, it becomes easy to understand and follow.

Cohesion is another element that refers to the way of connecting ideas within a text using appropriate vocabulary and grammatical structures. In order to have cohesion in a text, cohesive devices that are words, transitional, words, linking words, connectors among others need to be used to promote clarity. Hublová (2017) states that lexical cohesive devices

contribute significantly to recognition of coherence and play an essential key role in text production and interpretation process.

Using cohesive devices and phrases effectively helps the reader to have a better understanding of the meaning and relationship between information and a text. Furthermore, the sentences or paragraphs within an academic text should be all related to one another. In this sense, the job of the writer is to make appropriate connections between sentences and paragraphs as clearly as possible.

The last element essential for obtaining an academic writing product is unity. Shiyab and Halimi (2015) claimed that ideas need to be linked with one another to create unity in the written text. An excellent example of unity is when all supporting sentences are related to the topic sentence. It means that ideas must be explicit and direct to the point, from the beginning to the end of a text discussing the main idea (Fajri, 2016). In relation to these previous statements, Reinking and Osten (2015) suggest that the writer may edit and check a couple of times his/her ideas in writing, to avoid information that is not relevant in order to guarantee unity in the text.

The elements mentioned above enable the discussion of more than one idea in the same paragraph as long as the same idea is related to each other. 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.

2.3. The structural parts of a paragraph

A good paragraph has three necessary parts: a topic sentence, supporting sentences and a concluding sentence. All these sentences are related to each other and well-organized having coherence, cohesion and unity. Normally, the first sentence of a paragraph is the topic sentence and it serves to indicate the main idea that will be discussed within the whole paragraph. To form a topic sentence, the main and controlling ideas are necessary. The main idea refers to the discussed topic in the paragraph while the controlling idea guides the thoughts that provide support, and limits the scope of the paragraph (Oshima & Hoyge, 2006).

The supporting sentences are usually in the middle of the paragraph, and they contain details that describe, explain, clarify or provide examples of the topic sentence as it has been stated by Folse, Solomon, and Clabeaux (2007). In order to support the topic sentence, examples, facts, steps, statistics and quotations are employed (Oshina & Hogue, 2006).

The last part of a paragraph is the concluding sentence that is the last sentence of a paragraph, and it has as main purpose to summarize, restate, suggest, give an opinion or make a prediction about the topic discussed in the whole text (Folse, Solomon & Clabeaux, 2007).

2.4. Computer-Assisted Language Learning in EFL classrooms

At the end of the 20th century, technologies focused on the education field became powerful tools that helped students to learn new languages faster, easier, and cheaper. One of the main features of Computer-Assisted Language Learning (CALL) is the use of the Internet through social networks, games, blogs, among others; in terms of hardware, CALL requires computers, laptops, and LCD projectors to present content to students (Blume, 2019).

Gündüz (2005) highlights that the language laboratories in the 1970s that were under the influence of the Audio-lingual Method are an example of CALL. Thus, as Chrystal adds (1996, p. 377), "Microcomputers were used as word processors complement the audio facilities, enabling the interactive teaching of all four language skills reading, listening, speaking and writing". Nowadays, technology provides a great variety of facilities to be employed in EFL classrooms that enhance students' linguistic and communicative competences. Teachers are able to combine these new tools with traditional ones such as grammar books, audiotapes, dictionaries, which facilitate the acquisition of a foreign language.

According to Costley (2014, pg.3), "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 of the students use it daily; for instance, for texting or web surfing, to search additional information in order to do their homework, to keep in touch with their friends or relatives, to get updates from their favorite topics or just to spent their free time.

In relation to the use of technology for academic purposes, it has a positive impact on students' learning because they are more engaged in the topics that they are studying as they retain more information and feel more motivated since technology provides more meaningful learning experiences. Furthermore, educators have the possibility to employ a vast amount of material and information sources in order to impart the classes more conveniently and interactively to engage students in the learning process (Li, Sun & Jee, 2019).

For these reasons, schools should be equipped with language laboratories that facilitate access to the Internet and to the variety of Web 2.0 tools that offer new opportunities for EFL learning. In this regard, Granito and Chernobilsky (2012) highlight that for a 21st century educator it is important to gain a broader understanding of the impact that technology produces in education. Bearing in mind that teachers are responsible for boosting students' motivation

(Sanacore, 2008), technological tools are the adequate means to motivate learners intrinsically and extrinsically.

2.5. *Twitter* as a Web 2.0 tool for EFL writing classroom

EFL teachers should make proper use of different technological tools that facilitate interaction with students to reinforce or enhance their knowledge. Some of these options are social networks, Virtual Learning Environments, and Microblogging services. According to Conole and Alevizou (2010), the social nature of Web 2.0 fosters and enables the base input interaction, sharing content and collaboration within microblogging websites. *Twitter* is the most popular microblog site because of its friendly interface. Consequently, it can help to complement daily classroom activities because it provides constant communication, produces alternative work, hubs resources and embeds content. Besides, it allows students to post any type of content that contains images, audio, and or video (Allam, Elyas, Bajnaid, & Rajab, 2017).

Some benefits have been attributed to the use of *Twitter* for EFL classrooms. Concerning linguistic content, students can learn sophisticated vocabulary, new expressions, idioms and grammar structures because there is an interaction of people worldwide from different fields. Additionally, there is a cultural contribution since English speakers share their routines, thoughts, beliefs and even traditions that target students visualize (Rosell-Aguilar, 2018).

One of the features of *Twitter* is the limited number of words for each post, it must not exceed 140 characters that makes students to be strict with the information, thought, or feeling they want to express in the post (Allam, Elyas, Bajnaid, & Rajab, 2017). *Twitter* users have to demonstrate in their posts not only their creativity but also their writing mastery to match the requirements of this microblog. *Twitter* is a platform that allows users to write brief text updates. In the context of education, pedagogical tweeting represents a proficient and natural way through which lecturers can identify students' thoughts hence making learning more meaningful, fun, enjoyable, and effective (Menkhoff et al., 2014; Wankel, 2009). Here, students participating in *Twitter* activities create their individual and unique networks in which learning occurs (Boyd & Ellison, 2007).

As teachers, we have to propose alternative activities that reinforce students' knowledge. Indeed, *Twitter* allows posting online writing activities without the necessity to have the teacher physically to hand their homework or any assignment.

Since the Internet contains an infinite supply of information that can be shared with the students easily by using a #hashtag and tagging the student via *Twitter*, they can access this

online repository immediately. In this category, also embedded content is implicit because we can share resources from the most popular and useful websites such as *YouTube*, *Facebook*, newspapers and/or magazines.

Some research has been conducted into the use of *Twitter* in academic EFL contexts. For example, Altakhaineh and Al-Jallad (2018) carried out a study intending to compare the effect of *Twitter* and *Facebook* on teaching Arabic-speaking EFL learners the mechanics of L2 writing. They applied an experimental design in order to collect data, pre and posttests were used; in addition, 100 words essays were compiled. The participants were divided into two groups; one group used *Twitter* while the other used *Facebook*. At the end of the study, both social networks helped students to improve their writing skills. The participants who used *Twitter* enhanced their knowledge of the mechanics of writing in English; while those using *Facebook* produced a lower number of errors.

Another study carried out by Said and Elfatah (2015) had as its purpose discovering the difference in students' writing between learners who use *Twitter* and those who do not, to see whether *Twitter* has any effect on writing improvement. In this investigation, there were experimental and control groups and the results show that the experimental group obtained better scores in comparison to the control group; additionally, the experimental group also showed improvement in their writing skills. This difference may be attributed to the effect of the treatment exemplified in *Twitter* and this platform offers participants new experiences and scaffolding through peer interaction. Furthermore, *Twitter* can stimulate students' ideas in the form of their tweets because they can write summaries, essays and the instructor can track students' writing process and development.

In the last study, Bista (2015) investigated the perspectives of graduate students on using *Twitter* as a pedagogical tool. This study attempted to describe this microblogging service as a pedagogical tool, focusing on the process and results of having used it among students. The participants were requested to have social media activity in class for fifteen weeks. Furthermore, 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. Findings indicate that using *Twitter* was a meaningful learning experience for all the participants, also learners acknowledged that *Twitter* fostered active participation and collaborated actively in their educational activities. Additionally, participants reported positive experiences of *Twitter* and recommended it to be implemented in future classes with bright commands and expectations.

3. Methodology

3.1. The aim of the study

The current research has been carried out in order to investigate and analyze the effect of *Twitter* on improving writing skills of senior high school students and also to answer these questions:

1. Is the *Twitter* social network a learning tool to foster writing skills?
2. What are the students' perceptions of *Twitter* as a tool to improve writing skills?

3.2. Participants and the research context

This research was conducted in a private high school in a city in the south of Ecuador. The participants who agreed to be participants of the study were third year senior high school students. The sample consisted of 19 students, 26% were women and 74% were men, aged 16 to 18 years old. Their English level was intermediate according to the European English Framework; it was verified with the pre-test that consisted of items about grammar and vocabulary sections. Also, one English teacher was considered as a participant for this research. He was the main English teacher and he was responsible not only for providing content about writing topics but also for monitoring the activities on the *Twitter* social network.

This study lasted eight weeks, the topics were selected based on the students´ textbook, and the teacher also provided information about the writing topics; for example, how to write a well-structured paragraph.

3.3. Design and procedure

This research was carried out by using a mixed-method approach in which quantitative and qualitative procedures are involved. The present research began with the bibliographic review with the purpose of gathering scientific foundations related to the use of *Twitter* to improve writing skills of senior high school students. The bibliographic information was gathered from reliable sources, such as printed books, theses, journals, the Internet, and encyclopedias.

The first stage of the research involved a survey applied with the senior high school students in order to find out their opinions, preferences and management about the use of *Twitter* in relation to improving their writing skills. The survey consisted of three sections. The first section concerned *Twitter* usage to improve writing skills, the second one dealt with their purposes and preferences of using *Twitter*, and the third section was related to general information about their *Twitter* accounts. Furthermore, this survey contained an open question

asking about their experience using Twitter, besides general recommendations about the implementation of this application in the academic field.

This survey consisted of ten items in the form of a 5-point Likert scale. To assess the reliability of the survey with five rating scales comprising the students' performance (14 items) and the perceptions on Twitter (10 items), the researchers distributed them to 18 students outside the experimental group. Cronbach's Alpha Coefficients were calculated to evaluate the internal consistency reliability, and the result was 0.84. In addition, during the field research, a test was applied twice to the students assessing such skills as grammar, vocabulary and writing.

Students were asked to read the information about the topic studied and post a paragraph expressing their opinions. The data for this research was registered in the social network *Twitter*, while classroom activities were registered in the teacher´s notes. Once the classes and student's participation ended, the information about the use of *Twitter* to improve students' writing skills was tabulated, and then it was used to analyze the information quantitatively and qualitatively.

4. Findings and discussion

4.1. Learning experiences with *Twitter*

According to the field research, 79% of the students indicated that they knew how to use *Twitter* before this study has started. This is an important aspect to be considered as BBC active (2017) suggests that nowadays social networks can become a VLE (Virtual Learning Environment) and allow students to access virtual rooms and use it as an extension of the physical room where the teacher and students can interact. On the other hand, four students (21% in total) answered that they did not know how to use *Twitter* at all because this social network did not seem interesting for them.

Figure 1. Students' *Twitter* accounts

In the image above, two students who have had Twitter accounts since 2014 and 2015 can be seen. This fact demonstrates that students have had prior experience using this social network which turns advantageous for the learning context since the educator is able to use its

features to foster language acquisition (Granito & Chernobilsky, 2012). In addition, the participants showed a positive attitude towards the use of *Twitter* because its interface is very friendly with the user; it provides easy and quick access. According to Costley (2014), students are familiarized with this social network environment because these types of technology are becoming an integral part of our everyday world. Consequently, the facility that this social network has with users help foster students' engagement and organization in order to develop their writing skills.
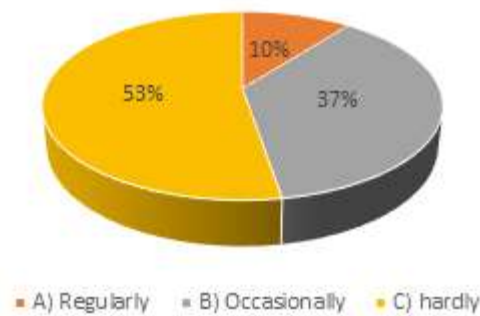

Figure 2. Frequency that students tweet per day

Figure 2 shows the frequency of tweeting, 53% of the participants mentioned they use *Twitter* once in a while, 37% of the students report that they use it occasionally, 10% answered that they tweet regularly. Prestridge (2014) found that 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) reported that *Twitter* was a meaningful learning experience for students. Also, the participants of the current study highlighted the active interaction that happened when they used this tool for academic purposes.

Figure 3. Student Twitter post

Furthermore, 79% of the whole class indicated that *Twitter* is a useful tool to improve writing skills; this can be confirmed by Said and Elfatah (2015) who found that *Twitter* was an effective instrument in order to develop the writing skills because it integrates many aspects of

education and has a user-friendly nature. However, 21% of the interviewees considered *Twitter* as not useful for improving writing skills. It should be mentioned that these students were the ones who did not have a *Twitter* account and were not willing to participate in this practice.
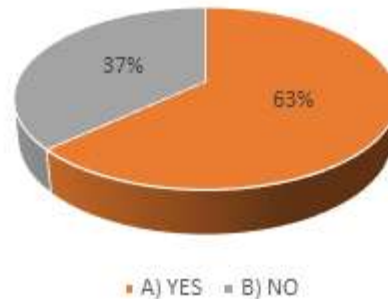

Figure 4. Students´ perceptions about the usefulness of *Twitter* for academic purposes

In terms of learning, 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 in *Twitter*, as it can be seen in the following figures:
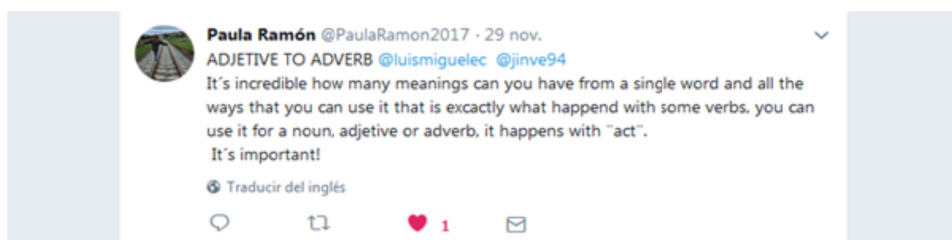

Figure 5. Student Twitter post

Correspondingly, 79% of the students expressed the view that this social network helped them to learn and improve vocabulary knowledge in order to make their postings interesting and give supporting details to their replies. Alqunayeer (2016) mentioned that vocabulary is important in order to master any language; also, this author restated that *Twitter* is a good

alternative to teaching vocabulary. In contrast, 21% of students said that *Twitter* did not help them to improve their vocabulary at all.

58% of the learners who participated in this survey answered that they would like to continue using *Twitter* to improve their language skills. This constitutes a positive result of this investigation which corroborates Bista's (2015) finding that using *Twitter* can be considered as a meaningful learning experience for all the participants since it fosters active participation and collaboration in learners' educational activities, as it can be seen in the following figure.

Figure 6. Student *Twitter* post

4.2. Students' academic performance and satisfaction

Consistent with findings from previous studies, it was found that vocabulary and organization showed the strongest correlation with academic performance. It was also determined that *Twitter* activity has a positive relation to academic performance – which is also in agreement with the majority of the studies that have been carried out related to *Twitter* and social media usage. The platform supported students' performance in terms of grading; those students who used more *Twitter* in their classes ended up with much higher assignment scores and grade point averages than the remaining students. Likewise, those classes where *Twitter* was implemented as a supportive tool displayed greater learning as well as showed higher grades than the counterparts showed. In the following table, it can be noticed that students in the experimental group obtained higher grades than the ones in the control group.

Table 1. Students' pre and posttest results

Grade Point Average (over 10 points)	TEST ONE		TEST TWO	
	Test	**Writing section**	**Test**	**Writing section**
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

As it was mentioned in previous sections, a pre-test was applied to the students to examine their English level, and more important to have a source of information in order to make a

comparison. Furthermore, a post-test was applied at the end of the project with the purpose of determining whether there has been any writing skills improvement or setback.

The results of the test applied to the students are shown in Table 1. It consisted of two parts; the first one contained grammar and vocabulary, the topics included in the test were taken from the textbook they had studied before, in this way, they were familiar the test content. However, even though the test was about content that they have already 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 points.

Consequently, the second test showed students' better performance. They achieved better grades than during the pre-test; one reason is that the same test was applied with the aim of having reliable results. As it has been shown in Figure 1, students achieved an average grade of 8.7 out of 10 in grammar and vocabulary section, which is 1.6 points more than the first time, and the average grade in the writing sections was 8.9 out of 10 which represents 0.6 points more than the first time.

This result shows a certain improvement, both in grammar and vocabulary sections, more than the writing section. In fact, *Twitter* helped them to learn new vocabulary as well as allowed them to put into practice their grammar and writing skills. As it is stated by Rosell-Aguilar (2018), in relation to the linguistic content, students can learn sophisticated vocabulary, new expressions, idioms and grammar structures because there is an interaction of people worldwide from different fields.

In accordance with previous studies, it was found that satisfaction promotes both academic achievement and retention of the student. Under this premise, students were asked about their perceptions of the learning experience they have when using Twitter. The results are summarized in Table 2.

Table 2. Students' satisfaction

Statements	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1. I like to use *Twitter* within this course.	0%	5%	32%	63%	0%
2. Using *Twitter* in this course feels like an obligation for me.	31%	47%	22%	0%	0%
3. *Twitter* can increase the flexibility within learning and instruction.	5%	0%	32%	63%	0%
4. Because of *Twitter*, I feel more connected with the teacher and classmates.	0%	10%	47%	32%	11%
5. *Twitter* can be an interesting	0%	0%	22%	18%	60%

tool for instruction.					
6. *Twitter* can be helpful to open your critical mind to education-related topics.	0%	0%	45%	6%	49%
7. The added value of *Twitter* depends on how you personally deal with it.	0%	0%	32%	63%	0%
8. *Twitter* can be a good tool to become acquainted with relevant expertise in our field.	0%	0%	63%	17%	20%
9. *Twitter* is a good tool to keep posted about educational topics.	0%	10%	47%	32%	11%
10. *Twitter* is the most appropriate social network for improving writing skills.	0%	0%	15%	80%	5%

In the table above, we can see students' satisfaction level after a period using *Twitter* as a learning tool. Students agreed that they feel very satisfied, pleased contented, even delighted. Bista (2015) investigated the perspectives of education in graduate students of using Twitter as a pedagogical tool, finding that all participants shared positive attributes and used Twitter appropriately in class because the social network was used only for academic purposes. Bista's study indicates that using Twitter is a meaningful learning experience for all the participants; it also increases participants' knowledge, fosters active participation, and collaborates actively in their educational activities.

Similarly to the findings of Allam, Elyas, Bajnaid and Rajab, (2017), this study reveals that students consider *Twitter* as a good tool to become acquainted with relevant expertise in the field and learn important information in a way that matches their preferences better.

5. Conclusions and implications for further research

Twitter can be considered a useful tool for learning English for Academic Purposes since it motivates students to write in English as a foreign language due to easy interface, possibility to choose students' preferred topics and follow different users. In addition, *Twitter* offers a variety of topics in different fields that exposes students to vocabulary as well as academic grammar structures that allow them to be acquainted with these issues.

The findings of the study of *Twitter* application confirm that this tool has helped students to make their learning environment more dynamic, besides, it also served to monitor the activities requested by the teacher since he or she can keep a record about the students' performance on the proposed activities. In addition, interaction and participation, both in the classroom and within the social network, have increased due to students' increased motivation. It can be concluded that students' initial expectations about the use of *Twitter* for teaching and

learning were moderately positive and successfully met by the end of the research. For instance, learners considered using *Twitter* as an innovative and dynamic practice that let learning and instruction be flexible since the gap between formal and informal learning has been reduced.

Despite the existing studies related to the use of *Twitter* in the EFL context, it is relevant to develop further investigation of this issue with the aim of examining the potential for improvement of other language skills. Furthermore, as digital natives continue to populate schools, teachers feel pressure to include more modern methods and tools in the educational experience of students, therefore, it would be necessary to make a comparison of *Twitter* with other social networks that could enhance students' productive skills.

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