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**A STUDY OF HOW IS TWITTER BEING USED
FOR ENGLISH LANGUAGE LEARNING: A
GROUNDED THEORY STUDY**

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School of Education

Durham University

**Thesis submitted in partial fulfilment of the
requirements for the degree of Doctor of Philosophy**

2021

ABSTRACT

Twitter has become a major form of communication in Saudi Arabia at this time. This research focuses on Twitter for English language education in particular. There is limited research found on the use of Twitter for informal English language learning compared to the use of Twitter in more formal settings. This study aimed therefore to look into the process of using Twitter for English language teaching by applying constructivist grounded theory methodology to address the gap in the literature. This study aimed to address some of the ambiguity in the literature regarding understanding the affective and motivational processes of using Twitter with learners by forming a substantive theory about Twitter use. In order to form this theory, it was necessary to answer this question first: how is Twitter used for informal English language learning? The specific research questions were:

SRQ1) What is the main concept or concepts behind using Twitter for informal English language learning and teaching?

SRQ2) What is the role of English as additional digital language, as described by the study participants?

SRQ3) What are the main characteristics of this role?

SRQ4) What strategies are used by teachers or learners?

To answer these questions, I have collected data from participants 14 participants and 10 Twitter accounts for a digital ethnography observation that lasted for four years. Other key grounded theory tools were used like memos, critical inquiry and constant comparison. Data analysis continued until I reached saturation point.

Learning English through Twitter was defined as learning an additional language by my participants. This concept of English as an additional digital language became a key finding of this study. Three major categories emerged from this core concept: *the digital code-switcher*, *the silent digital mobile learner*, *the digital vocabulary builder*. These categories underpinned my learners' and teachers' roles in the experience of English language learning through Twitter. All these details form my research substantive theory and shed the light on the educational implications and recommendation for research future. The results of the present study will enrich the corpus of work conducted on the influence on teaching English as a foreign /second language, or, as my participants called it, an additional language.

Keywords :

Social media, Twitter, additional language learning, foreign language, learning and teaching, engagement, adult learners, grounded theory.

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GLOSSARY AND ABBREVIATIONS

There are a number of different terms used in this study. Some terms are used and viewed as interchangeable, but other terms have been independently defined and used distinctly. The literature review offers additional viewpoints and depth into this terminology. However, it is useful to have the key terminology established within a research study.

Twitter	A social networking system for micro blogging (posting short messages)
Blog	A frequently updated webpage, often by an individual; from “weblog” (also a verb)
ESL	A common abbreviation used in schools and stands for "English as a Second Language." Schools will often use the term ESL when describing the programs that educate students who are not native English speakers and for describing the 'ESL students' themselves.
EFL	English as a foreign language (EFL) is used for non-native English speakers learning English in a country where English is not commonly spoken
Micro blogging	The activity or practice of making short, frequent posts to a micro blog.

Higher education	Education at universities or similar educational establishments, especially to degree level.
CALL	Computer-assisted language learning
MALL	Mobile-assisted language learning
Adult learner	(North America) or mature student (UK) (sometimes also called adult student, returning adult, and adult returner) is a person who is 25 years and up who is involved in forms of learning.
EL	English language
ELT	English language teaching
F2F	Face-to-face: in person, rather than online
EFL	English as a foreign language: often denotes English language learning and teaching in non-English-speaking environments
GTM	Grounded Theory Methodology
TESOL	Stands for Teaching English to Speakers of Other Languages and encompasses what used to be called TEFL (Teaching English as a Foreign Language) and TESL (Teaching English as a Second Language).
Facebook	An online social networking system

Hashtag	A word or phrase preceded by a hash sign (#) used on social media websites and applications, especially Twitter, to identify messages on a specific topic.
ICT	Information and communications technologies: communication devices, services, and applications
IT	Information technology: the use of computing technologies, including hardware, software, networking, and processes, to exchange electronic data
L1	First language
L2	Second language (in English language teaching, also referred to as the “target language”)
SLA	Second language acquisition: the study of the processes by which people acquire an L2
YL	Young learners: a subset of TESOL that focuses on teaching English to children 12 and under
SNS	Social Networking Site
RQs	Research questions
Taxonomies	Systematic classifications
Theory	A supposition or a system of ideas intended to explain something, especially

	one based on general principles independent of the thing to be explained.
Morphology	The study of words, how they are formed, and their relationship to other words in the same language. Morphology also looks at parts of speech, intonation and stress, and the ways context can change a word's pronunciation and meaning.

DECLARATION OF ORIGINALITY

I hereby declare that all the work presented in this thesis is my own unless stated otherwise within the text or acknowledged accordingly within the references. This thesis is as a result of my research and has not been submitted for any other degree in any other university.

Jouri Al-Sagoor

November 2021

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Last, but not least, I must thank the government of Saudi Arabia and King Saud University for sponsoring me and giving me the opportunity to complete my postgraduate studies at one of the world’s top universities.

DEDICATION

It is with genuine gratitude and warm regard that I dedicate this work to my mother, father and my little two lovely boys, Ahmed and Faisal.

STATEMENT OF COPYRIGHT

The copyright of this thesis rests with the author. No quotation from it should be published without the author's prior written consent and information derived from it should be acknowledged.

CHAPTER ONE: INTRODUCTION

Table 1 : A Map of the Thesis

Introduction	Twitter is very popular in Saudi Arabia, and was the reason I therefore chose to look at the practical ways of applying Twitter in the EFL field.
Literature Review	I look into the research literature and find there are relatively few studies that investigate the role of Twitter in EFL and thus there was little theorisation about using Twitter in EFL in particular. This suggested exploratory research was needed to understand its use before more evaluative studies could be undertaken.
Methodology	Based on what I found, I decided to use a qualitative grounded theory methodology which addresses the research current problem in terms of describing and theorising the use of Twitter for EFL.
Findings and Discussion	Findings have suggested a solution to the key research problem and come up with a theory that explains the phenomena.
Conclusion	Twitter is potentially a useful tool for teaching English language in the Arabic speaking world. However, the findings indicate the adoption of more traditional ways of teaching English like the grammar translation method (GTM) and the use of its ideas but with some creative approaches and digital innovations.

1.1 Background of the Study: Education and Twitter in Saudi Arabia

Learning English as a foreign language is arguably one of the most important achievements for adults' academic and career success in the country of Saudi Arabia (Al-Seghayer, 2011). In Saudi Arabia, learners started to learn English in the secondary school in 1970 (Mitchell, & Alfuraih, 2017), which can be considered as relatively late for acquiring a foreign language. Unfortunately, the only space where learners can produce language output is the classrooms so there is little chance for practising the language for communication. Over the past ten years, Saudi Arabia has started sending its students to study in developed countries such as the United Kingdom (Ministry of Education, 2016) in order to enable them to benefit from contact with other cultures and to facilitate English fluency (Ur Rahman & Alhaisoni, 2013). According to statistics, there are more than 14,000 Saudi adult students in English medium higher education institutions overseas, which illustrate, at least to some extent, how the Saudi Education Ministry seeks to improve students' English language (Moniter, 2016).

Recently Saudi Arabia has announced its vision towards a more advanced country by 2030. This vision indicates more attention on English for second language learning and recent studies have shown the positivity and readiness of Saudi schools and universities towards such changes (Al-Shehri, 2020 and Makhoulouf, 2021).

This context suggests that Saudi English language learners require more support in their education from policymakers regarding the new skills that will assist their language learning journey overseas. Many researchers in Saudi Arabia have started to research the availability and possibility of using technology and social media for English as a foreign language (EFL) learning to aid language development (Hashmi, 2016; Saqlain & Mahmood, 2013). Although evidence shows that it is very important for Saudi EFL teachers and educators to learn what constitutes best practice and to motivate Saudi adult learners to use technology and social

media, the strategies are not being utilised extensively enough to better understand how Saudi learners could use these technologies and to investigate what could make their integration more successful. This study starts with argument that social media, in particular Twitter, might be a good example of a platform that allows the development of online communities, if there are clear and specific theoretical guidelines of how Twitter could be used.

Memo 1: Introducing English language as an additional digital language

This study will introduce the term ‘English as an additional digital language’ through its findings which I believe, as an EFL researcher, is a term that is more suitable to our learners’ needs and lives as EL learners. I don’t think English is seen as second Language or a foreign language to the community I have studied. I don’t even think that sociocultural and communicative theories are necessarily the best for our learners and teachers, and I should say I only learned this from my participants themselves as my study developed. This was not my own belief at first, but changed as I learned from my participants and their experiences.

1.2 Micro blogging in Education

One of adults’ social traits is the ability to express their views, ideas and concerns (Knowles, 1973), which Twitter in particular facilitates (Java, Song, Finin, & Tseng, 2007). Twitter is a micro blogging service that allows ‘tweeters’ to write brief text updates, initially no more than 140, but now 280 characters long, about their life and interests and share them with friends and acquaintances (Java, Song, Finin, & Tseng, 2007). Micro blogging platforms in classrooms can be used as a conversational tool, leading to discussions outside the classroom space in the form of blogs, increasing the sense of community (Kassens-Noor, 2012). Through these services, users may keep track of certain terms, subjects or ‘hashtags’ – labelled with the symbol ‘#’ – and freely participate in these threads or conversations (Ebner, Lienhardt, Rohs, & Meyer, 2010). Micro blogging can also become an environment for creating a public notebook for notes from the teacher, providing the student with ideas for reflection and further work (Kassens-Noor, 2012).

1.3 The Research Problem

This literature review highlights a key issue common to research studies carried out between 2010 and 2021, in different contexts such as ESL, health, marketing, medicine and higher education in many countries around the world. These studies reveal that there is a conflict. Even though Twitter has been used in ways which shows positive effect on students' achievement, students often display resistance towards using it (Agherdien, 2011; DeGroot, Young, & VanSlette, 2015; Elavsky, Mislan, & Elavsky, 2011; Lin, Hoffman, & Borengasser, 2013; Lowe & Laffey, 2011; Mercier, Rattray, & Lavery, 2015; Osgerby & Rush, 2015; Rinaldo, Tapp, & Laverie, 2011). The majority of these studies reach the conclusion that Twitter is enjoyable and successful in engaging most of the students, but that only a small number of these participants manage it actively to support their learning. This indicates that there is a gap in how we understand the use and potential of Twitter and that this is a problem that should be taken into account in any future investigations. Indeed, it can be argued that there is a demand for examining the use of Twitter in order to understand the reasons behind this controversy. An analysis of the studies between 2010 and 2016 suggests that one way to understand the problem has been the failure to develop a theoretical framework that guides their logic and detail of their methodology; only a very limited number of studies attempt to include such a framework (Junco, Elavsky, & Heiberger, 2013; Yakin & Tinmaz, 2013). Many researchers implement Twitter on a personal basis, without relying on a specific, clear plan, which raises multiple questions about its effectiveness. Issues emerge that have not been addressed before, for instance what types of learning activities are used and their appropriateness. It is likely that this has contributed to the studies' successes and failures. An examination of the literature shows that only a few studies explain their activities and the application of strategies to their audience with a clear rationale (DeGroot et al., 2015; Junco et al., 2013; Junco, Heiberger, & Loken, 2011; Tur & Marín, 2015; Wright, 2010).

1.4 The Significance of This Study

This research forms part of the wider topic of educational technology and foreign-language learning. Therefore it is particularly important to discover how adult learners acquire English language through Twitter. It is important to find out the reasons behind the contradictions identified by different research studies and to come up with evidence, rather than basing teaching and learning with the aid of Twitter on personal assumptions and opinions. It is also important to mention that the significance of this study comes from the fact that a large number of Saudi individuals own Twitter accounts and actively use them, which indicates the importance of educating teachers and students about its educational and social values. Saudi Arabia has become one of the leading countries based on the number of Twitter users as of January 2021 (in millions) with 12.45 million users (Data Reportal-Global Digital Insights, 2021). This fact makes this topic very interesting for researchers and perhaps important for educators and policy-makers as well.

This investigation aims to generate a substantive theory that can be helpful for teachers and learners' who are using Twitter to make an improvement in language acquisition in the foreign language field. This study can thus add to the existing body of literature about best practice and uses of Twitter by adult learners in the field of English language learning. In addition to that, it may provide Saudi students, educators, ESL teachers, administrators and policy-makers who are interested in EFL learning and teaching with technology and in adopting innovative approaches. It will help them to identify the best ways to use Twitter effectively and appropriately, based on theoretical guidelines. This study also strives to improve the quality of Saudi ESL learning practices and methods. Furthermore, it may assist in improving levels of English, which in turn will improve the outcomes of UK language centres and the excellence of the higher education sector.

This investigation, then, will consider and evaluate the feasibility and potential effectiveness of using the social network Twitter as a supplementary tool in teaching English as a foreign language, assisting the learners in gaining their EFL level. Additionally, as tweets can be seen by friends, teachers and the whole tweeting society, this study will examine whether this awareness increases the opportunities to develop learners' cognitive skills and motivation to improve spelling, grammar and content.

1.5 Rationale for the Research Methodology

According to Johnson (1991) the majority of foreign language researchers are influenced in terms of their topics based on foreign language learning and acquisition theories. These theories direct attention towards social and cultural factors in language learning, which can be hard to match with the role of technology. It is important to note that, although computer assisted language learning research has encompassed foreign language theories for some time, there is still debate over the influence of these theories when discussing use of technology to learn a language (Levy, 1997). This view is supported by Underwood (1984), who argues that most of computer assisted language learning approaches lack sufficient theory and empirical research (Bax, 2003).

Typically, foreign language researchers' focus on the linguistic aspects of language to understand the structure of the language that is to be taught (Johnson, 1991). However, when they focus on social factors, the way learners interact and communicate within the community and culture becomes important (Johnson, 1991). In cases where students use technology to learn a foreign language it becomes necessary to understand the processes involved in using these technologies to assist language learning and the choices of the learners themselves. This underlines the importance of applying a grounded theory methodology to this area of research. Grounded theory methodology allows researchers to investigate new areas that have used

previous studies or existing theories to generate their findings. According to Corbin and Strauss (1960), the majority of theories are not grounded in data, but based on other sources of knowledge, such as previous studies and personal beliefs.

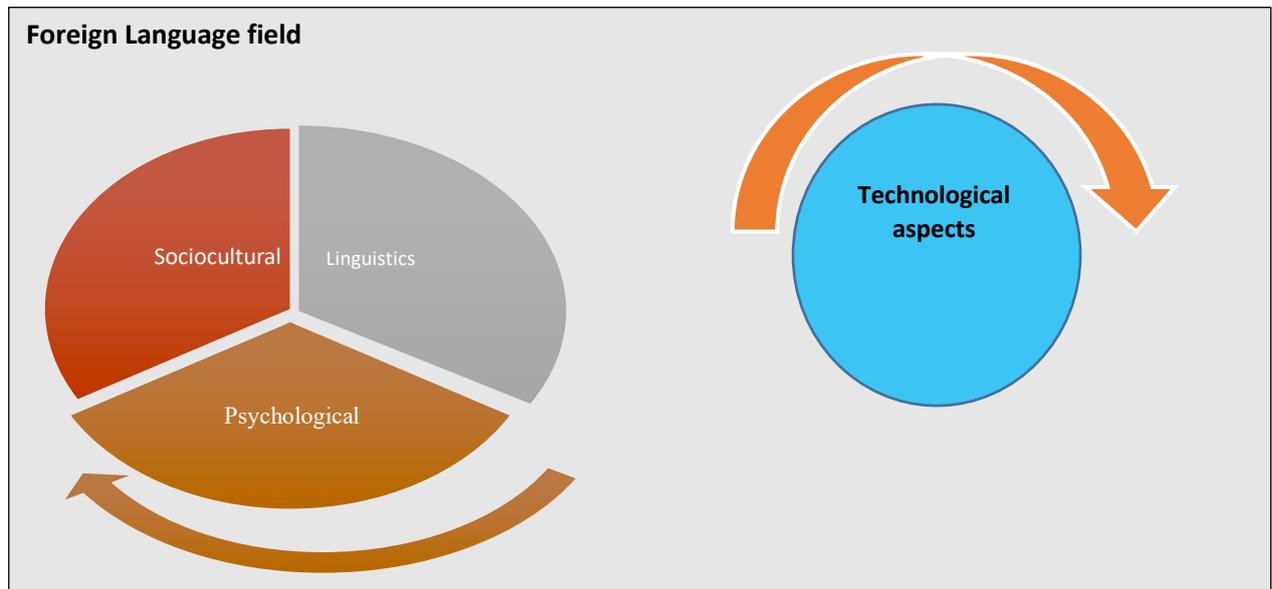


Figure 1: The dominant language theories in empirical studies

A research design is important, as it demonstrates the researcher's priorities in his/her decision making with regard to the research process (Bryman and Bell, 2015, p.283). Qualitative research methods are prioritized in this study over quantitative methods, as the literature shows that studies of Twitter to date have typically employed quantitative methods to test specific hypothesis and ideas. Additionally, as mentioned in the literature review chapter which follows, the majority of EFL studies investigating use of Twitter have reached inconsistent conclusions that do not establish whether Twitter is an engaging tool or not. Therefore, the researcher will attempt to take a different perspective, to make sure that the understanding is achieved before applying new techniques.

Einstein (2012) claimed that not everything that can be counted counts and not everything that counts could be counted. As Maxwell (2012) explained, an interactive approach demands a

flexible and initial research design with sufficient detail to base the study on, while leaving opportunities for openness at the same time. Qualitative research methods are used in this study rather than quantitative methods because the researcher believes it is beneficial to ensure that understanding is achieved before applying new techniques to avoid effort on avenues of enquiry that are not likely to be productive.

This research design begins with the philosophy of Pragmatism and builds the analysis based on constructivism with an aim to sum up the research with some practical theory. It adopts a qualitative research method to collect and analyze data. The grounded theory methodology was chosen for this study as there is a lack of a clear hypothesis or theory relating to how Twitter can be used to teach and learn English as a foreign language in the existing literature and Grounded Theory methodology offers to opportunity to develop theory based on the data and analysis which emerges as the study progresses.

The initial investigation into the literature shows that it is not clear whether or not Twitter is effective for language learners, or indeed if it can assist in engaging learners. I have focused specifically on adult learners in this study because that is what this research context is about in relation to the use of Twitter in Saudi Arabia. Therefore, this study's approach is designed to construct a theory, rather than to test or extend existing theories (Silverman, 2015; Strauss & Corbin, 1994). In other words, I attempt to understand the processes that makes adult language learners more or less engaged in Twitter practices, and to explain why their use of language might improve or plateau. Consequently, the nature of the process is theoretical sampling, in which participants are selected and interviewed until saturation point is reached.

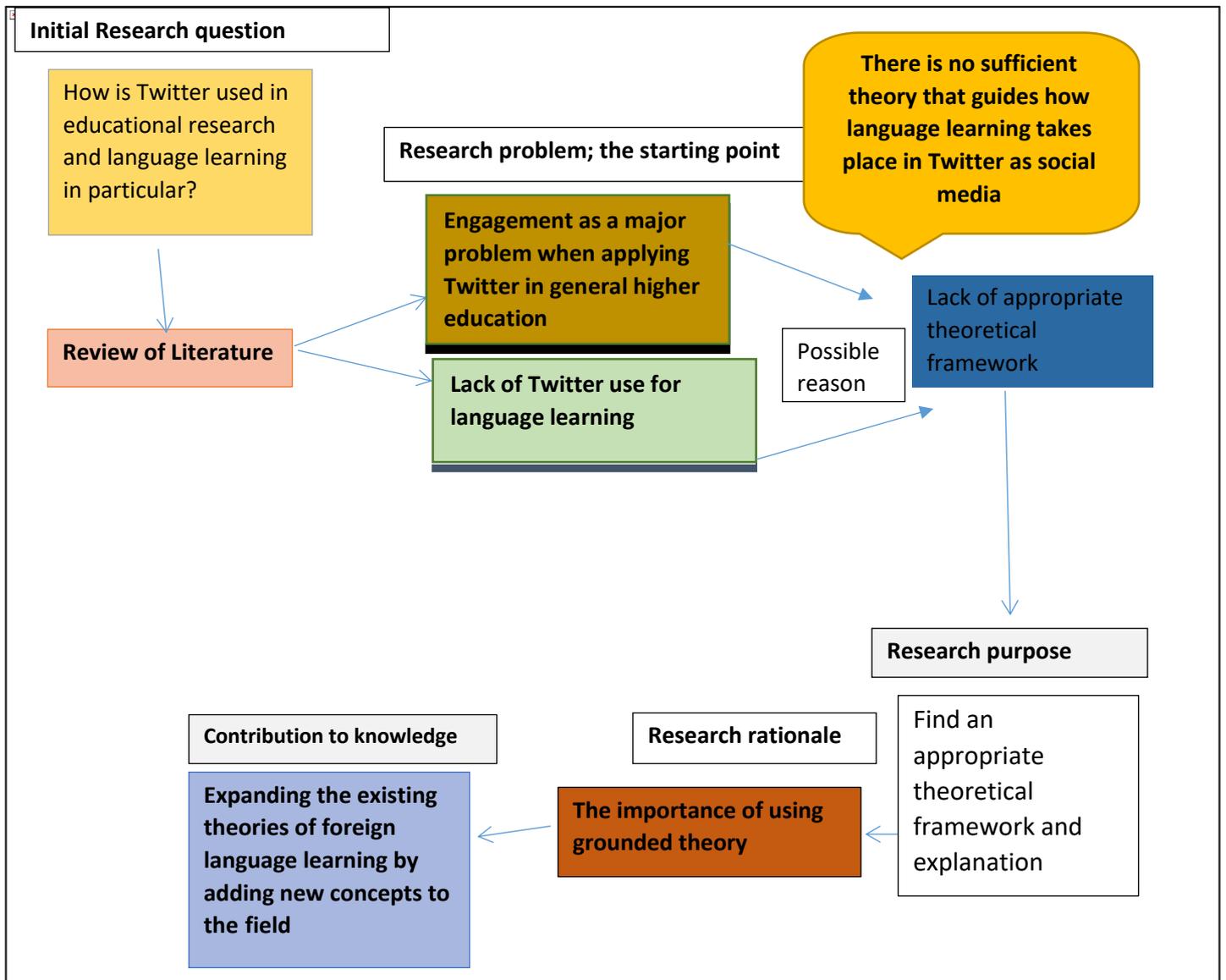


Figure 2: The process of identifying the research gap and methodology

1.6 Statement of the Research Purpose

The purpose of this study is to generate a theory that might help define the best practices when adopting Twitter for English language learning and teaching in Saudi Arabia by using a grounded theory methodology. The generation of the theory will be based on understanding the common process of learning and teaching by Twitter users. Although some research has been conducted on the effects of social media on student engagement and learning (Bista, 2015; Evans, 2014; Junco, Heiberger, & Loken, 2011), studies so far have tended to be quantitative and largely descriptive in nature. It has therefore not been studied by grounded theory approaches. A grounded methodology is used to demonstrate the reality of the effectiveness of Twitter application as perceived among Saudi adult learners. A grounded theory allows the researcher to generate a new theory and hypothesis to address the research gap which might apply in other settings. This approach allows the focus to be on the underlying processes of English language learning pertaining to the learners' perceptions and experiences. These processes were not instantly apparent, but instead the processes emerged over time as the study data was coded and analysed. At the end of the process, a theory emerged that described language learning with the use of Twitter. More specifically, the researcher's goals are the following:

- To understand how Saudi adult learners use Twitter for English language learning
- To identify the process and factors that Saudi adult learners describe they experience when using Twitter for learning, particularly in language proficiency, and, more specifically, in terms of exactly which skills they believe are improving. These skills or aspects include reading, writing, summarising, vocabulary learning or even critical thinking.

1.7 The Nature of the Thesis

This study focuses on the use of Twitter by Saudi adult learners. The discovery of how Saudi learners use Twitter for language learning, and the experience of this, is studied by a grounded theory approach. There are two basic methods for this study: the interviews and digital ethnographical observations. The interviews were transcribed and compared using NVivo. This study will address the gap identified in the literature review, that is, to develop a useful theory in order to understand the research question under investigation (Strauss & Corbin, 1994). This study was conducted in the United Kingdom and Saudi Arabia, and the focal participants of the study are 14 Saudi college students aged between 19 and 40. The main data sources of the study are: (1) the in-depth interviews were conducted in two different stages – initial coding, and theoretical coding (Charmaz, 2014) between July and September 2016 – and (2) the researcher’s online observations and memos of the students’ daily participation between 2016 and 2020.

1.8 The Research Gaps

1. The factors that encourage adult language learners to use Twitter in order to improve their language and increase engagement with a grounded theory approach that can change much of the research methodology which has not yet been studied;
2. The relationships between the factors that affect how adults can learn English language learning with the help of Twitter.

Memo 2: I wrote the following memo while I was thinking of reformulating my research questions

Me as a researcher who started with aim of using grounded theory, I have begun with a very broad two primary questions. During this study, I found myself changing them many times. Honestly, working with grounded theory means working with surprises. It is very difficult to control or manage what people are saying to you and what their real practices are in the context. Such attitudes force me to follow all outcomes and hence forming my final research questions. I could not finally decide upon the form of my final research question until I had finished my findings and discussion chapter.

My research interest revolved around the following questions:

RQ: How can Twitter be used for English language learning? What key ideas or concepts form the basis of the study participants' views?

To answer this question, the following four sub-questions were posed:

SRQ1) What is the main concept behind using Twitter for English language learning and teaching?

SRQ2) What is the first main role of English as additional digital language, as described by the study participants?

SRQ3) What are the main characteristics of each role?

SRQ4) What strategies are used by teachers or learners?

1.9 Contribution of the Thesis

The main contribution of this study is adding knowledge to the adult English language learning theoretical frameworks. Also, this study contributes to the knowledge base of computer-assisted learning by exploring how adults believe they are able to learn through social media and technology. In other words, what factors most affect their learning and engagement at this age? To date, there are only few studies that link adults, technology and English language learning in an attempt to understand the best teaching and learning practices for that context. This study, then, serves to address this gap and to examine what links these three areas together. Third, this study contributes to the existing body of literature by arguing that adult learners in English language learning might have different theoretical applications, rather than the prevailing ones. Most importantly, the practical significance of this study lies in its implications for both Saudi and English language education. As the researcher it is my hope that it will

develop new perspectives that can assist Saudi language learners to use Twitter effectively and benefit from it as much as possible.

1.10 The Scope of the Study

There is an interest in this field of study as to whether Twitter can increase students' grades or performance in language learning, and this was associated with the line enquiry in the preliminary scoping of this study. However, this area is too problematic, as I argue that there is still no evidence, nor a clear, specific plan of how to use social media, in particular Twitter, for language learning purposes. First, therefore, we attempt to understand the factors that impact the way adult learners prefer to learn and observe their interactions in practice. In addition, when integrating technology into teaching practices, it is important to study and investigate the teachers' acceptance of this technology and its applications. However, this study restricts itself to the actual use of Twitter by adult learners. Third, this study does not focus on a content analysis, as the main aim is not to analyse the language that is used, but to understand the real practices of English language learners using social media. Fourth, this study is not an extended theory or designed to test existing theories. This study aims to develop new perspectives and hypotheses that explain how and why adult learners engage in the practice of learning the English language using social media.

Memo 3: Another memo about my thoughts while I am trying to think about my scope of study.

This is again about the way I am using Grounded theory. The way that we enter the field without any certain expectations or preconceptions. It can surprise the researcher if how much data he/she might find without being prepared for that mentally.

Grounded theory can seriously open new areas of research where at the same time it forces the researcher to limit her scope in the study and pushes her other findings for future research.

1.11 Personal Statement of Researcher's Role and Beliefs

My desire to communicate with people from around the world is what motivated me to specialize in learning the English language. I have been driven in this by a desire to learn about other cultures, as I recognize that English will facilitate my communication with individuals from around the world. I have enjoyed learning English and the obstacles and challenges I faced as a learner informed my decision to become an English teacher. I wanted to assist other people's learning and inspire them as my inspiring teachers did for me. This wish meant that it was natural for me to pursue an MA in TESOL. During my studies, I was lucky enough to also be working as an English teacher, so I was able to put many of the techniques and theories we were taught into practice. Assessing students' needs, their preferences, and how best to motivate them, increased my interest in the subject, as well as my love of teaching. This has prompted me to continue on to further research, and I believe that a career in education is the best option for me.

In terms of academic and career achievements, in 2009, I finished my Bachelor's in the English language department. In 2013, I completed my MA in TESOL at King Saud University. Professionally, my work experience began in 2008, when I started teaching at an international language academy. Later, in 2012, I was employed at King Saud University as an English Language Teacher. While working I gained many skills, and attended many teaching workshops. I love my job, as it gives me the opportunity to cooperate with others, volunteer, and discuss many problems with staff.

At college, I was always an enthusiastic volunteer; I found it rewarding to work with students and teachers in training workshops. Completing a PhD in TESOL was an aim I set so that I would have the opportunity to influence other Saudi teachers to improve their techniques. I wanted my PhD to explore new and different approaches and views about teaching English.

My dream is to run my own teacher training program. I would love to be of benefit to other people's lives.

This PhD research started with my personal enthusiasm towards applying Twitter to English language learning classrooms. This was due to the fact that the adoption of Twitter is a growing trend in Saudi Arabia and a very common tool for expressing ideas and opinions. In 2009, I finished my Bachelor's in the English language department and in 2013, I finished my MA in TESOL from King Saud University. Regarding my teaching experience, I started working in 2008 at an international language academy. After this, in 2012 I was employed at King Saud University as an English Language Teacher. While at work I gained many skills and attended many teaching workshops to develop my skills and knowledge. I love my job, as it gives me the opportunity to cooperate with others and to volunteer and discuss many challenges with staff. As a teacher in Saudi Arabia, I used to see my students very busy tweeting and talking about hashtags apart from my classes. This persuaded me that we must try to adopt the benefits from this social media and transfer it into our educational system. At the beginning I chose in my research proposal to select quantitative methods, and in particular a pre-posttest design with questionnaires to study the impact of social media, over qualitative methods. However, when I first start to scan the literature to find out how I can take advantage of Twitter with my students to teach them English Language, I was surprised that there was not enough evidence that it is a good tool for learning or teaching and that there appeared to be contradictory or even conflicting findings (as I discuss in the literature review chapter). Moreover, even when I decided to try out Twitter in my context, it was very difficult for me to find research which had a good theoretical underpinning. At this point I decided that a quantitative method would not have been appropriate for my research questions. Hence, changing my methodology into a qualitative exploration was more appropriate. I believed that there was a phenomenon that needed to be understood before experimental studies were appropriate. After extensive reading

in a qualitative research methods and reviewing the recent studies, I made a decision to conduct a Grounded Theory study for a variety of reasons that will be explored more fully in the Methodology chapter but in brief, after taking different workshops and training courses on the different grounded theory schools, I found myself identifying with how constructivism looks into reality. It is used to emphasize how individuals reflect reality of their experiences. It is about individuals (participants), they are the main source of knowledge or ‘truth’ who can provide insightful explanation of phenomena. This philosophy as will be explained on methodology is consistent with what I believe as a researcher. Although I attended many workshops for grounded theory, I have decided to use Kathy Charmaz’ approach for the reasons outlined above. Choosing to undertake a Constructivist Grounded Theory study has its own implications for the structure of my thesis presentation. As the outcome of the initial research exploration was unexpected, and uncovering an extensive amount of information that I had initially expected, I had to reconsider a number of the subquestions to make it easier for the reader to follow. I tried to structure the thesis to reflect my own journey through my study. I felt this was particularly important in relating these findings. This is reflected in my use of memos to signpost the development of my thinking. My study identified three important categories as a result of the coding which I interpreted as roles that were undertaken by my informants and which matched my observations and the findings from the interviews. For these three sets of findings, each one was written as a separate chapter for two main reasons. First each category or role was unique in its definition, in the examples and in its interpretation. Second, I wanted to make it easier for the reader to see the difference between these roles.

Memo 4: Research questions

When I started my PhD study, I began with some research questions in my research proposal that were based on a cultural assumptions and an incorrect personal judgment that Twitter is already used in EFL contexts and therefore needs to be tested as to whether it is a good tool in Saudi classes or not.

1.12 Organisation of the Thesis

This dissertation consists of six chapters. In this introductory chapter, I have laid out the background for and the significance of conducting a study on the impact of social network sites – in particular, Twitter – in developing English language among Saudi adult students. In light of recent interest in the way in which technologies, in particular social media, can influence the way adults learn a foreign language, I have conceptualised the major English L2 theories. In Chapter 2, I provide a detailed discussion of these themes through a review of the literature. Chapter 3 focuses on a discussion of the methodology for the study. Chapters 4, 5 and 6 centre on the description of each participant’s biography and language learning experiences. Finally, in Chapter 7, I revisit my research questions in light of the findings from Chapters 3, 4, and 5. In this chapter I also outline some pedagogical implications for the development of English language learning in higher education, digitally mediated contexts of teaching and learning in higher education, and academic proficiency. There will also be suggestions as to how universities, teachers, and EFL programmes can benefit from this study. I conclude the dissertation by discussing the contribution that this study has made to the field of English language acquisition and education, and by discussing the study’s limitations and recommendations for future research.

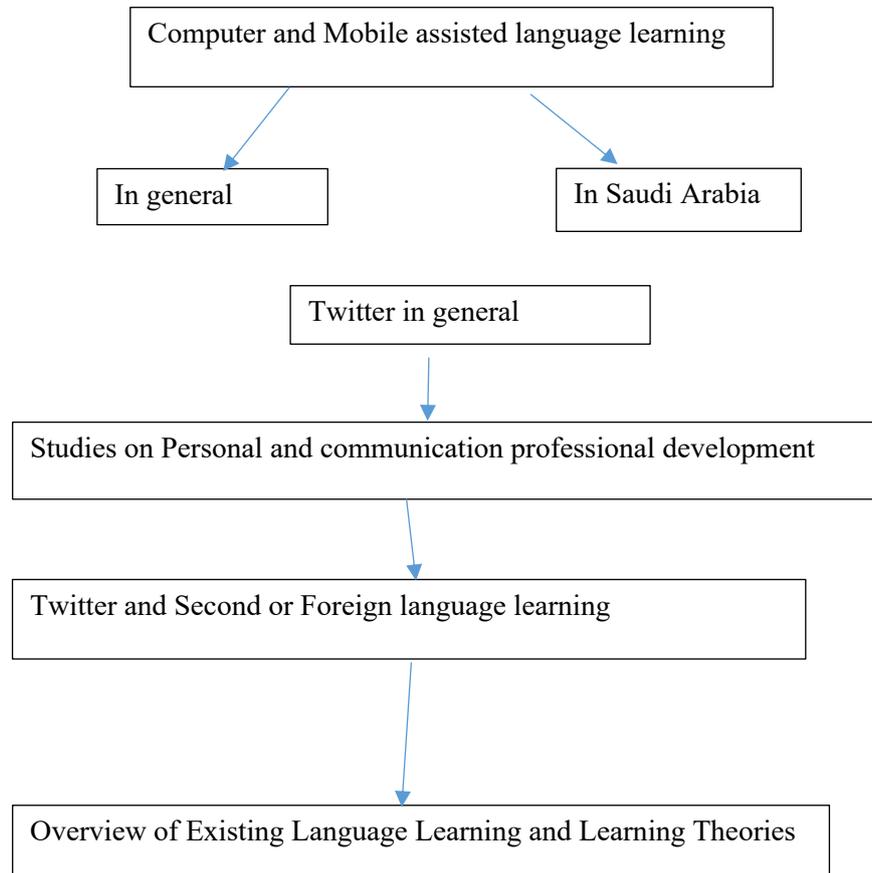
CHAPTER TWO: INITIAL LITERATURE REVIEW

2.1 Introduction

The previous chapter addressed the significance of the use of the internet and Twitter among Saudi people and illustrated the importance of the research to Saudi Arabian education in that Twitter is a very popular medium in Saudi Arabia and it could be beneficial for Saudi EFL/ESL teachers who might attempt to apply the possible benefits into the EFL education field. In this chapter, a further detailed discussion of Twitter and its use as a social media tool is presented and an attempt to consider its effectiveness in multiple educational contexts. Following grounded theory approaches, the aim of this section is to assist my readers to understand where my research questions fit in the existing literature and what the findings were from recent research studies that took place between 2010 and 2021 in higher education settings in particular but also other contexts more widely. In order to do this, this chapter will first start with a general look at the computer and mobile assisted language learning (CALL and MALL) academic research papers in general then I will look into what research has been done in the context of Saudi Arabia. Moving from CALL and MALL to social media and language learning will lead to the discussion of the prominent themes that play a central role in the use of Twitter as an instructional tool in different fields of education, including health, marketing, business, medicine in different countries around the world. Then, I will narrow my focus to the research literature which discusses the use of Twitter in English language learning as a second or foreign language (ESL / EFL). Although, there were a very limited number of studies that adopted Twitter for English language learning, there were a number of important issues that emerge from this analysis. The examination of this literature highlighted an important controversy which will be discussed at the end of the chapter. It also assisted me in refining my research questions in relation to what was known about Twitter as I started my study. It is particularly important to mention that this initial literature review is limited compared with the literature I

draw in after applying my grounded theory approach as will be shown in findings and discussion chapters. This chapter is very much a starting point for my thesis and an exploration of some of the themes in my study.

Figure 3: How literature review is organized



2.2 Material and methods

This section sets out the approach to the literature review in this chapter. To ensure the selection of rigorous papers, I considered only articles published in peer-reviewed academic journals, thus excluding conference proceedings, unpublished manuscripts and dissertations. To collect the corpus for the study, extensive research using various keywords in combination were conducted (English language, Twitter, micro blogging, social media, Higher Education, learning, teaching, CALL and MALL) on number of sources including these databases: Google Scholar, ERIC and Web of Science. In addition these journals were also searched Computers and Education, E-Learning and Digital Media, TOJET: The Turkish Online Journal of Educational Technology, The Internet and Higher Education, Quality & Quantity, Open Learning, Cyber psychology, Behaviour, and Social Networking, Computers in Human Behaviour, Arab World English Journal (AWEJ), Journal of Agricultural Education, Journal of Marketing Education, The International Journal of Management Education, CITE Journal, System: An International Journal of Educational Technology and Applied Linguistics, Research in Learning Technology, JALT CALL Journal, Active Learning in Higher Education, Journal of New Approaches in Educational Research, Journal of Multilingual and Multicultural Development, Teaching in Higher Education, Procedia-Social and Behavioural Sciences, Medical teacher, Journal of Business Venturing, British Journal of Educational Technology, Language teaching, JALT CALL Journal, International Journal of Distance Education Technologies (IJDET), Journal of the Scholarship of Teaching and Learning, International Journal of Sciences: Basic and Applied Research IJSBAR, and Arab World English Journal (AWEJ).

The review focused on empirical studies that were based on research data, qualitative or quantitative. As of October 2016, the searches yielded 60 articles. Out of these articles 47 were

investigated by using a literature review matrix for this review, see Table 2 for a sample of 40 of these studies for the purpose of keeping this literature review open and ensure the personal bias is controlled by having limited preconceived notions in mind. After this initial search and selection was completed, I reviewed the references cited by each article with the aim of identifying any new reports for inclusion in a further round of articles and which might inform my discussion. Based on the questions for this review, content analysis was employed and a conceptual analysis was conducted. I analysed each study for the following characteristics: educational practices, research types, data types and research methods, educational effects. After this phase, I focused on the conceptual and theoretical frameworks (see Table 3). Next, the review focused on identifying the common themes in terms of educational practices and educational effects across. I coded the studies for themes, and then reviewed the possible themes until I reached saturation. Some of the identified themes were: being connected to peers, teams and other worlds; easy access to information; knowledge and sources; sharing information; expressing themselves and opinions; similar interests; building community; social presence; and autonomy.

2.3 Results of the preliminary literature review

In this section, I present the characteristics and the findings of the studies analysed in the review. First, I arranged the papers considering their year of publication. Second, I grouped them according to the emergent themes and then divided these themes to the types of research methods. Finally, I synthesized the findings of the identified studies in the light of their outcomes. This preliminary review of the field informed the earlier stages of my research. Additional literature is included in the discussion of my findings in accordance with my adoption of grounded theory methodology, which will be explained in more detail in the next chapter.

As I started reading in the literature to gain more information about how other researchers are adapting Twitter in their research theoretical framework, I started to notice many challenges. One is that there are very few studies that have really applied Twitter to second or foreign language learning. In addition, these studies are mostly built on a non-theoretical base. This was because as I was reading the research papers, most of researchers did not link together the three important aspects as I understood them, the EFL learner, technology and second language learning as will be shown in next section. At this point, I started to form my research questions to be more descriptive about how Twitter is being used by people themselves and not by being tested by other experts based on their opinions on what the technology was good at. I wanted to find out the facts coming directly from the participants' reality. Therefore, for a second time, I decided to look at the literature but this time with a different angle. I focused this time on the methods of the study, how they were chosen and what results they found. Moreover, surprisingly I started to notice that the methods of applying Twitter into classes are chosen most of the time based on curiosity and personal interest. In addition, some of these studies have conflicting results, for example when they presented findings about learners' engagement as will be identified later in this chapter. This again forced me to revisit the literature to attempt to understand the reasons behind these inconsistencies to inform my general knowledge about the background to my research.

Starting to analyse and critique the studies, I came up with a conclusion that these results are, at least in part, due to a lack of an appropriate theory (or theories) that the empirical studies could build upon. In addition, some of the current theories in second or foreign language learning are not adapted to technology use and the development of new media. Therefore, I considered undertaking a critical interpretive synthesis in the form of a meta-narrative. This decision was also shaped by my decision to adopt grounded theory methodology and the

importance of delaying any overall conclusions until the analysis phase of the study was completed.

Accordingly, my literature review questions were the following:

1. What research methods have previously been used to investigate Twitter as teaching and learning tool?
2. What is the strength or weakness of each method?
3. What theories have been used to explain Twitter as a teaching and learning tool? What (if any) are the main unresolved controversies?
4. Will these literature controversies still show up after my grounded theory analysis is completed?

After detailing the relevant studies and I have outlined I plan to assess my evidence based on comparing studies results and answering as many of the following questions as I could.

Table 2 : Examples of the studies identified in the initial search.

Author, Year	Title	Methodology	Data type	Findings
Agherdien, N. (2011)	Twitter and Edulink: Balancing passive consumption with knowledge creation.	Descriptive	Survey results	Most students found the use of Twitter fun and educationally rewarding, but some found it difficult and unnecessary.
Alloway, T. P., Horton, J., Alloway, R. G., & Dawson, C. (2013).	Social networking sites and cognitive abilities: Do they make you smarter?		Experimental	This can be advantageous when locating evidence that supports social cultural theory
Blyth, A. (2015).	Social media ethics in English language teaching.			This article considers issues of information management, identity, reputation, privacy,

				and potential consequences on classroom dynamics
Bista, K. (2015).	"Is Twitter an effective pedagogical tool in higher education? Perspectives of education graduate students	Descriptive	The researcher conducted a qualitative methodology using reflective writing and a survey.	Students engaged in the academic activities
Bledsoe, T. S., Harmeyer, D., & Wu, S. F. (2014).	Utilizing Twitter and #Hashtags Toward Enhancing Student Learning in an Online Course Environment	Grounded theory approach 9 questions and blog posts		An analysis of the study's data resulted in the discovery of the following four themes: access to information, communication, class engagement, and general feedback
Carpenter, J. (2015).	Preservice Teachers' Micro blogging: Professional Development via Twitter	Descriptive	Survey	In reflections upon the fall semester's experience, preservice teachers noted several benefits to the use of Twitter in the course, including support of resource sharing, communication, and connection with educators both inside and outside of the class
Carpenter, J. P., & Krutka, D. G. (2015).	Engagement through Micro blogging: Educator Professional	Descriptive	Survey	Respondents described positive and collaborative professional activity facilitated by Twitter, and many noted how it helped

	Development via Twitter			them combat various forms of isolation
Davies, R. J. (2015).	Why tweet when you can bubble? Students' perceptions of a voice micro blog for the development of their L2 spoken production skills	A comparative experiment	Tweets, diaries, surveys, and the transcript of the team discussion among the diary-keeping students	tasks using Bubbly are beneficial for students' oral performance as they help to provide extra practice for speaking. Furthermore, results clearly show that the application's social and technological affordances help to raise students' level of motivation, engagement and confidence.
DeGroot, J. M., Young, V. J., & Van Slette, S. H. (2015).	Twitter use and its effects on Student Perception of Instructor Credibility	Mixed Methods	Questionnaire/ survey; Source Credibility Measure (McCroskey & Teven, 1999; qualitative analysis of open-ended comments	Quantitative results suggest that the profile with professional content was most credible. Credibility ratings were also associated with other Twitter use variables, including positive student attitudes about instructors who use Twitter and tweet frequency. Coded qualitative responses indicated that Twitter may be both an asset and an obstacle for instructors.
Domizi, D. P. (2013)	Micro blogging To Foster Connections And Community in a Weekly Graduate	Descriptive	Seminar Course/survey/reflection paper and students & instructors' posts	students did use Twitter to connect to the content and to each other

Dhir, A., Buragga, K., & Boreqqah, A. A. (2013).	Tweeters on campus twitter a learning tool in classroom?	Critical review	Systematic search and critical analysis	Twitter has positive impact on informal learning class dynamic motivation for young students
Ebner, M., et al. (2010)	Micro blogs in Higher Education— A chance to facilitate informal and process-oriented learning?	Descriptive	Number of posts, content of posts (Posts were coded into categories; no inter-rater reliability checks); survey results	There was a high level of communication between students Micro blogging should be seen as a completely new form of communication that can support informal learning beyond classrooms
Elavsky, C. M., Mislán, C., & Elavsky, S. (2011).	When talking less is more: exploring outcomes of Twitter usage in the large-lecture hall.	Descriptive	Number of tweets, content of tweets (Tweets were coded for themes, inter-rater reliability checked), survey results	Student participation and enthusiasm in relation to the course improved, but only a small amount of students used Twitter actively
Elfatah, M. A., & Ahmed, A. S. (2015).	The Effect of Twitter on Developing Writing Skill in English as a Foreign Language	Experimental	Pre post test	The study showed that the experimental group outperformed the control group on post-testing of writing. This difference can be attributed to using Twitter in teaching writing.

Evans, C. (2014).	Twitter for teaching: Can social media be used to enhance the process of learning?	Descriptive	Survey	Students' engagement increased
Fischer, E., & Reuber, A. R. (2011).	Social interaction via new social media: (How) can interactions on Twitter affect effectual thinking and behaviour?	Qualitative study	a semi-structured interview/tweets	Proposes two factors that moderate the consequences of social interaction through Twitter. These factors are community orientation and community norm adherence.
Forgie, S. E., Duff, J. P., & Ross, S. (2013).	Twelve tips for using Twitter as a learning tool in medical education.	Report	A literature search of several databases, online sources and blogs that examined the use of Twitter in higher education.	The article provides twelve practical usages and activities, supporting each tip with a few examples from previous researchers.
Jacquemin, S. J., Smelser, L. K., & Bernot, M. J. (2014)	Twitter in the Higher Education Classroom: A Student and Faculty Assessment of Use and Perception	Case study	Online survey of 55 students	Students used social media more frequently than faculty. Students more readily identified with positive aspects of social media. Inclusion into course compared with faculty

Junco, R ,et al. (2013)	Putting twitter to the test:	Experimental	Pre-post-test, online engagement survey, coding the corpus of tweets	There was no difference in engagement between two groups, and no difference between two groups in students' grade
Junco, R., et al. (2011)	The effect of Twitter on college student engagement and grades	Experimental.	Number of tweets, selected examples of tweets, engagement survey results	Student grades, student engagement and grades improved.
Kassens-Noor, E. (2012).	Twitter as a teaching practice to enhance active and informal learning in higher education	A comparative experiment	Surveys, tweets, diaries, a group discussion, and a pop-quiz	This exploratory study showed potential opportunities and pitfalls that Twitter could bring to the e-learning community in higher education.
Leis, A. (2014).	Encouraging autonomy through the use of a social networking system	Mixed methods descriptive study	Questionnaire/ survey Second language learning motivation and metacognitive skills of 34 Japanese university students studying in a foreign	The results suggest that only students who have high linguistic self-confidence will display progress in taking charge of their learning habits and becoming autonomous in their study as a consequence of using a social networking system in class.

			cultures class were measured using both open-ended and closed-ended items in a questionnaire .	
Lin, M.-F. G., Hoffman, E. S., & Borengasser, C. (2013).	Is Social Media Too Social for Class? A Case Study of Twitter Use	Qualitative case study	Content and counts of tweets, student self-reports	The researchers found students enjoyed being consumers of tweets but seldom retweeted or replied
Lomicka, L., & Lord, G. (2012).	A tale of tweets: Analysing micro blogging among language learners	Descriptive	Survey and discourse analysis	Twitter is a tool that is capable of allowing participants to create community and to build social presence.
Lord, G., & Lomicka, L. (2014).	Twitter as a Tool to Promote Community among Language Teachers	Descriptive	Survey	reveals that the micro blogging tasks enabled participants to form a virtual Community of Practice in which they were able to learn, share, and reflect
Lowe, B. & Laffey, D. (2011)	Is Twitter for the birds? Using Twitter to enhance student learning in a marketing course	Descriptive	Data from interview and survey (survey reliability checked)	Students found Twitter useful to relate classroom material to real-world examples. But the interactivity among students was limited and few students tweeted back

Menkhoff, T., Chay, Y. W., Bengtsson, M. L., Woodard, C. J., & Gan, B. (2015).	Incorporating micro blogging (“tweeting”) in higher education: Lessons learnt in a knowledge management course	Case study	Secondary literature, participants feedback ,observations and survey	There is evidence that tweeting helps to monitor whether students have fully understood the content taught in class. It also encourages the reticent students to voice out their thoughts and to articulate their queries
Mercier, E. and Rattray, J. and Lavery, J. (2015)	'Twitter in the collaborative classroom: micro-blogging for in-class collaborative discussions.'	Descriptive	Survey	Students felt Twitter was a valuable tool to support their in-class learning activities. The teaching team found that the use of Twitter kept students on task and focused on the activity, but expressed some concern about the depth of engagement with ideas during the task
Mills, M. (2014).	Effect of Faculty Member's Use of Twitter as Informal Professional Development during a Preservice Teacher Internship	Descriptive	82 undergraduate preservice teachers' attitudes about Twitter. Data from the end of the internships, and follow-up of those continuing to follow the Twitter account 2	Findings show that most preservice interns who followed the faculty-mediated Twitter account were inclined to using Twitter after their internships to learn about new classroom strategies and new technologies

			years after their internships	
Mollett, A., Moran, D., & Dunleavy, P. (2011).	Using Twitter in university research, teaching and impact activities.	Opinion piece, guide	Secondary literature	Article in the form of guide with advice about how to get started on Twitter and showing how Twitter can be used as a resource for research, teaching and impact activities
Osgerby, J., & Rush, D. (2015).	An exploratory case study examining undergraduate accounting students' perceptions of using Twitter as a learning support tool	Exploratory study / descriptive	Survey and focus groups	It is concluded that while Twitter has communication and pedagogic utility, its implementation must be carefully planned and educators should expect some unpredictability in students' motivation and support for its academic use
Rinaldo, S. B., Tapp, S., & Laverie, D. A. (2011).	Learning by tweeting: Using Twitter as a pedagogical tool	Descriptive	Number of instructors Tweets, survey results, themes identified from group interview (interrater reliability checked)	Students felt using Twitter increase their sense of involvement and overall satisfaction with the course. But the resistance to use Twitter also existed.
Rohr, L. E., & Costello, J. (2015).	Student Perceptions of Twitters' Effectiveness for	Descriptive	Survey	Results of this survey data indicate students perceived Twitter as an effective means of

	Assessment in a Large Enrolment Online Course			assessment, and an effective means to integrate social presence in the high enrolment course allowing them to feel more connected to their classmates and the course content
Ross, C. R. (2013).	The Use of Twitter in the Creation of Educational Professional Learning Opportunities	Descriptive	Survey and interviews	The study discovered that educators are frequently using Twitter professionally to collaborate, network, and engage in professional development
Tur, G., & Marín, V. (2015).	Enhancing learning with the social media: student teachers' perceptions on Twitter in a debate activity.	Descriptive	Questionnaire and Twitter collections	Results showed positive perceptions towards the use of social media in education and students' willingness for future use, learning opportunities from Twitter and the use of mobile technology were also envisioned
Veletsianos, G., & Kimmons, R. (2016).	Scholars in an increasingly open and digital world: How do education professors and students use Twitter?	Descriptive	Surveys, interviews, or small-scale naturalistic observations of social media practices.	Such research has rarely focused on scholars in the field of education or differentiated between faculty members and doctoral students
Wright, N. (2010).	Twittering in teacher education: Reflecting on	Descriptive	Number of tweets; content of tweets	The activity forced student deliberate reflection on their teaching, and reduced the

	practicum experiences		(Tweets were categorized based on topic; no inter-rater reliability check); data from focus group interview	feeling of isolation
Yakin, I., & Tinmaz, H. (2013).	Using Twitter as an instructional tool: A case study in higher education	Case Study	Survey	

Table 3: Theoretical perspectives

I also categorised the studies in relation to which studies were based on theory and which theories were cited.

Title	Theoretical perspective
Alloway, T. P., Horton, J., Alloway, R. G., & Dawson, C. (2013). Social networking sites and cognitive abilities: Do they make you smarter? <i>Computers & Education</i> , 63, 10-16.	No explicit theory
Bista, K. (2015). Is Twitter an Effective Pedagogical Tool in Higher Education? <i>Perspectives of Education Graduate Students. Journal of the Scholarship of Teaching and Learning</i> , 15(2), 83-102.	No explicit theory
Bledsoe, T. S., Harmeyer, D., & Wu, S. F. (2014). Utilizing Twitter and# Hashtags Toward Enhancing Student Learning in an Online Course Environment. <i>International Journal of Distance Education Technologies (IJDET)</i> , 12(3), 75-83.	No explicit theory
Carpenter, J. (2015). Preservice Teachers' Micro blogging: Professional Development via Twitter. <i>Contemporary Issues in Technology and Teacher Education</i> , 15(2), 209-234.	Social constructivist approaches to learning; Affinity spaces

Carpenter, J. P., & Krutka, D. G. (2015). Engagement through micro blogging: educator professional development via Twitter. <i>Professional development in education</i> , 41(4), 707-728.	No explicit theory
Davies, R. J. (2015). Why tweet when you can bubble? Students' perceptions of a voice micro blog for the development of their L2 spoken production skills. <i>JALT CALL Journal</i> , 11(3).	No explicit theory
DeGroot, J. M., Young, V. J., & VanSlette, S. H. (2015). Twitter Use and its Effects on Student Perception of Instructor Credibility. <i>Communication Education</i> , 64(4), 419-437.	Instructor's Credibility and Self-disclosure (McCroskey and Teven, 1999)
Dhir, A., Buragga, K., & Boreqqah, A. A. (2013). Tweeters on campus: Twitter a learning tool in classroom? <i>J. UCS</i> , 19(5), 672-691.	Review article
Domizi, D. P. (2013). Micro blogging to foster connections and community in a weekly graduate seminar course. <i>TechTrends</i> , 57(1), 43-51.	No explicit theory
Ebner, M., Lienhardt, C., Rohs, M., & Meyer, I. (2010). Microblogs in Higher Education—A chance to facilitate informal and process-oriented learning? <i>Computers & Education</i> , 55(1), 92-100	A constructive approach
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Elfatah, M. A., & Ahmed, A. S. (2015). The Effect of Twitter on Developing Writing Skill in English as a Foreign Language. <i>Arab World English Journal</i> .	Asynchronous learning
Fischer, E., & Reuber, A. R. (2011). Social interaction via new social media:(How) can interactions on Twitter affect effectual thinking and behaviour? <i>Journal of business venturing</i> , 26(1), 1-18.	Causation processes & effectuation processes / concepts (Sarasvathy, 2001)
Forgie, S. E., Duff, J. P., & Ross, S. (2013). Twelve tips for using Twitter as a learning tool in medical education. <i>Medical teacher</i> , 35(1), 8-14.	No explicit theory

Jacquemin, S. J., Smelser, L. K., & Bernot, M. J. (2014). Twitter in the higher education classroom: A student and faculty assessment of use and perception. <i>Journal of College Science Teaching</i> , 43(6), 22-27.	No explicit theory
Junco, R., Elavsky, C. M., & Heiberger, G. (2013). Putting twitter to the test: Assessing outcomes for student collaboration, engagement and success. <i>British Journal of Educational Technology</i> , 44(2), 273-287.	No explicit theory
Junco, R., Heiberger, G., & Loken, E. (2011). The effect of Twitter on college student engagement and grades. <i>Journal of computer assisted learning</i> , 27(2), 119-132.	Engagement theory (Astin 1984)
Kassens-Noor, E. (2012). Twitter as a teaching practice to enhance active and informal learning in higher education: The case of sustainable tweets. <i>Active Learning in Higher Education</i> , 13(1), 9-21.	No explicit theory
Lomicka, L., & Lord, G. (2012). A tale of tweets: Analyzing microblogging among language learners. <i>System</i> , 40(1), 48-63.	No explicit theory
Lowe, B., & Laffey, D. (2011). Is Twitter for the birds? Using Twitter to enhance student learning in a marketing course. <i>Journal of Marketing Education</i> , 0273475311410851.	No explicit theory
Menkhoff, T., Chay, Y. W., Bengtsson, M. L., Woodard, C. J., & Gan, B. (2015). Incorporating microblogging (“tweeting”) in higher education: Lessons learnt in a knowledge management course. <i>Computers in Human Behavior</i> , 51, 1295-1302.	No explicit theory
Mollett, A., Moran, D., & Dunleavy, P. (2011). Using Twitter in university research, teaching and impact activities.	No explicit theory
Oserby, J., & Rush, D. (2015). An exploratory case study examining undergraduate accounting students' perceptions of using Twitter as a learning support tool. <i>The International Journal of Management Education</i> , 13(3), 337-348.	No explicit theory
Rohr, L. E., & Costello, J. (2015). Student Perceptions of Twitters’ Effectiveness for Assessment in a Large Enrolment Online Course. <i>Online Learning Journal</i> , 19(4).	No explicit theory

Ross, C. R. (2013). The use of Twitter in the creation of Educational Professional Learning Opportunities. Sam Houston State University.	Connectivism, Networking, and Community Learning
Tur, G., & Marín, V. I. (2015). Enhancing learning with the social media: student teachers' perceptions on Twitter in a debate activity. <i>Journal of New Approaches in Educational Research</i> , 4(1), 46.	The personal learning environment approach
Twitter Application to Chinese Language Learning: Lessons and Suggestions	Socio-cultural (Vygotsky, 1978).
Wright, N. (2010). Twittering in teacher education: Reflecting on practicum experiences. <i>Open Learning</i> , 25(3), 259-265.	No explicit theory
Yakin, I., & Tinmaz, H. (2013). Using Twitter as an instructional tool: A case study in higher education. <i>TOJET: The Turkish Online Journal of Educational Technology</i> , 12(4).	Web.2 technologies

2.4 Emerging themes

As mentioned in the introduction, the purpose of this review was to provide an initial understanding of how higher education teachers are using Twitter in their classroom to engage, educate, and inform students in general and for teaching English language in particular. This initial review identified five different themes:

1. Computer and mobile assisted language learning in Saudi Arabia;
2. Student engagement;
3. Studies on Interaction and Communication;
4. Studies on personal and professional development; and
5. Twitter and Second or Foreign language learning.

After identifying and reflecting on these themes, I decided as a researcher to explore these themes more broadly and drew on other literature that I identified in relation to each theme as well as the studies identified in the search to summarise the main issues.

Theme 1: Computer and mobile assisted language learning

In this first part of the review of the literature, I have addressed the concept of using Computer-assisted Language Learning in general and then in particular for Saudi Arabia. At this point, I wanted to explore some of the history of computer and mobile assisted language learning and have drawn on a number of review articles as well as the studies identified in the search above. This provides an overview of the field and the changes in CALL and helps to situate the analysis of research about Twitter and the subsequent themes which follow.

I started with one of the CALL experts that focuses on technologies in use for second language learning to try to understand how technologies are used. Levy (2009) has described the common technologies in use for second language learning, in relation to the major language areas and skills such as grammar, vocabulary, reading, writing, pronunciation, listening, speaking, and culture. The result of his study reveals that with each language area or skill, there are relevant technologies that can be illustrated with examples of how practitioners have employed the technological tools to help assist the language learner. His research also shows that despite the fact that Learning Management Systems (LMS) can perform basic functions and although customization is certainly possible, there is a need for more specialized programming work to be done in order to enable a typical LMS to perform many of the functions described in this study. In addition, Levy notes that based on findings presented by other previous scholars such as Garrett (1991), although the LMS may be perceived as a technological solution to the institution-wide challenge of technology integration across the campus, this solution will be considered unsatisfactory if it does not meet the pedagogical

aspirations of faculty and local needs, and those required in L2 teaching and learning in particular.

Similarly, Stockwell (2007) presents a review of research literature that focuses on technology choices for teaching language skills in the CALL literature. The article summarises a number of other research reviews studies. The aim is to reveal the decisions that are used for these technologies on pedagogical grounds. He also examines other aspects that are more instrumental in influencing what is used in the language classroom. The study concludes that there is a relationship between technology and pedagogical goals. One of the most important responsibilities for teachers who make the decision to use technology as a part of their language learning environments is to ensure that they are familiar with the technological options available and their suitability to particular learning goals, and to then implement these technologies capitalising on their specific features. This is a necessary balance, but one that is difficult to achieve, in that on the one hand it requires teachers to keep aware of and abreast of new technological developments, while on the other hand keeping a focus on learning goals, and how the technologies relate to them.

Another researcher, Salaberry (2001) reviewed articles published in *The Modern Language Journal* (MLJ) as this offers valuable insights into how technological advances have affected language teaching and learning at various points in history. The aim was to review the proposed pedagogical use of technological resources by means of a critical analysis of articles published in the MLJ since its first edition in 1916. Salaberry argues that, whereas most "new technologies" (radio, television, VCR, computers etc.) may have been revolutionary in the overall context of human interaction, it is not clear that they have achieved equal degrees of pedagogical benefit in the realm of second language teaching. The results show that the (rapid) introduction of new technologies brings about a heightened level of complexity in the analysis of pedagogical options. Therefore, in order to assess and outline the pedagogical opportunities

brought about by new tools, in the relatively short period of time in which any of these tools are put to use, it is necessary to have access to multiple and diverse perspectives.

While the previous researchers highlighted the obstacles that might need to be addressed when EFL/ESL educators decide to introduce CALL into classes, Nicolaou, Masiola and Kalliris (2019) aimed to explore technology-enhanced learning and teaching methodologies through audio-visual media in particular. The focus of the study is drawn from the observation made by the scholars on contemporary rapid advancements in science and technology that have brought about and continue to convey change in all sectors of everyday life. The purpose of this research article is to summarize, through a theory and bibliographic review, the various implementations of audio-visual media as the educational techniques and tools that will provide technology-enhanced learning. They conclude that education is a broad field, and if technology is correctly implemented in its stages and domains, both intellectual capacity and beneficial creativity can be achieved. The use of audio-visual media technologies in the educational procedure can generate motivation and stimulation of perceptual skills that can lead to enhanced learning outcomes.

A different study by Conole (2008) focuses on listening to the learner voice in focusing on the ever-changing landscape of technology use for language students. She seeks to determine whether learning, as an activity, is fundamentally changing as a result of the opportunities offered by new technologies and tools. She explores how the new communicative channels and increased social dimensions are made possible through Web 2.0 technologies impacting on the way students work and learn. She also examines what this means for the role of teachers and institutions in terms of how they support students. Her results reveal that students are using technologies to support all aspects of their learning processes (communication with tutors and other students, keeping abreast of course administration, finding and managing learning materials, processing data, and creating assignments/presentations). The report concludes by

mentioning almost the same findings of previous studies on this chapter recognizing that these tools are appropriate in a variety of ways, depending on individual needs and preferences. Hence, technology is not simply seen as an ‘add on’ for these students, it is central to how they organise and orientate their learning, but that this located at a specific time and a specific technology making it difficult to generalise about ‘technology’.

In terms of language learning, Chappelle (2009) is interested in revealing the connection between second language acquisition theory and computer assisted language learning. The foundation of the study is based on the assumption and strong belief, drawn from the literature review, that there is a contrast between the theoretical landscape of language teaching professionals in 1991 and that of today. In presenting his argument, Chappelle states that the pragmatic goal of computer-assisted language learning (CALL) developers and researchers is to create and evaluate learning opportunities. This is achieved by pushing them to consider a variety of theoretical approaches to second language acquisition (SLA), which have developed, in part, in response to the need to theorize the role of instruction in SLA. As a result, in order to illustrate connections between SLA and CALL, the researcher touches on multiple theoretical perspectives grouped into four general approaches: cognitive linguistic (Universal Grammar, autonomous induction theory, and the concept-oriented approach); psycholinguistic (processibility theory, input processing theory, interactionist theory); human learning (associative-cognitive CREED, skill acquisition theory); and language in social context (socio-cultural, language socialization, conversation analysis, systemic-functional, complexity theory). The summary of his research suggests that such theoretical approaches can be useful in the development and evaluation of CALL materials and tasks. In presenting the findings, Chappelle also proposes that the expanding use of technology changes the nature of the

communicative competence theory, it challenges aspects of SLA theory, and increases the number of consumers for SLA research.

Discussing the same ideas, Blake (2011) focuses on current trends in online language learning by noting that in the recent past, online language learning (OLL) can take place in Web-facilitated, hybrid, or fully virtual classes. These two formats of online learning have begun to attract serious attention from the language profession and, in particular, the field of computer-assisted language learning (CALL). Therefore, in noting the need to know more about the two formats in online language learning, Blake presents an argument that traces recent studies of online learning and then focuses in on its application to language learning through tutorial CALL, social computing, and games for language learning. The core aim of his paper is to show that tutorial CALL and computer-mediated communication can complement each other in the service of modern language instruction, particularly through the inclusion of language games. He notes that however, the process of achieving this objective is not easy since, as he has already noted, assessment studies of OLL were sparse. Nevertheless, he remained hopeful as the evidence is steadily mounting as more studies are published in this field. The results of this study indicate that the two new formats can provide learning environments conducive to support successful second language development. However, he emphasises that these technologies have to be properly integrated into the curriculum to achieve their objective, especially the online language learning process.

Again taking a historical perspective, Garrett (2009) aimed to provide an update to a research study he performed earlier (Garrett, 1991) on " Technology in the Service of Language Learning: Trends and Issues". By exploring current uses of technology to facilitate the teaching and assessment of second languages, Garrett discusses the changes that have taken place over the last 18 years regarding selected topics from the 1991 article, including the relationship between pedagogy, theory, and technology, physical infrastructure, efficacy, copyright

concerns, categories of software (e.g., tutorial, authentic materials engagement, communication uses of technology), and evaluation. The focus is aimed at exploring the most challenging issues facing computer-assisted language learning (CALL) scholarship and practice at that time. These included new demands in language education and were based on the conclusions of the 2007 report of the Modern Language Association those of Jackson & Malone (2009). These demands involved the need to rethink grammar instruction, online learning, social computing, teacher training and professional development, and CALL research more broadly. As presented in the conclusion, the researcher notes that new initiatives are needed to promote the use of technology for research on CALL and for facilitating second language acquisition, such as support for institutional language centres, streamlining of the work of professional organizations dedicated to CALL, and the establishment of a national CALL centre.

Each of these studies summarised above takes a broad perspective of the development of CALL and second language learning and teaching. All reflect on the processes of technological change, with the theory and pedagogy of second language teaching and learning struggling to keep up. Most call for reflection to take account of these changes in a considered way and argue that time is needed to integrate technology effectively into language teaching and learning. They also highlight the breadth of technology possibilities across the different areas of language learning.

2.5 Mobile learning or m-learning

Over the past decade, the advancement of learning technologies has had a profound effect on instructors and students. Mobile learning, or ‘m-learning’, is a tool for exploration that enables learners to gain new knowledge and experiences (Sharples et al., 2009). M-learning involves the use of mobile phones for educational purposes. Cochrane and Bateman (2010) defined m-learning as the use of wireless enabled, mobile digital devices (wireless mobile devices) within and between pedagogically designed learning environments or contexts.

Mobile technology is no longer limited to only connecting two people like the telephone was. It is now more like a holdall that contains all your communication needs. Kenning (2007) lists some of the important features of mobile technology as: ubiquity, important unique applications such as SMS (Short Message Service or texting), and portability. What is more, Twitter through mobile devices makes learning more personal and immediate. Although learning through mobile technology is interactive, the relationship between the user and the mobile can be very private (Zhang, 2012).

A series of studies has indicated positive attitudes towards using mobiles for education. For example, Thedpitak and Somphong (2021) explore Thai EFL Learners attitudes towards the use of mobile applications for language learning. Therefore, the nature of the strategies employed by the learners and the teachers is the use of mobile applications for learning languages and their effectiveness based on the attitude of the teachers and learners. The scholars observe that mobile applications in smartphones have been used pervasively for various purposes, including language learning enhancement. Therefore, in examining Thai EFL (English as a foreign language) learners’ attitudes toward their use of mobile applications for language learning and in investigating the significant differences regarding their attitudes

in terms of their language proficiency levels. This study explores the extent to which mobile applications were used to support language learning. Students showed overall positive attitudes toward the use of mobile applications to support their language learning. The findings also revealed however that there were no statistically significant differences between students' attitudes according to their language proficiency levels. Additionally, it was found that most students regularly practice their listening skills with mobile applications, and Facebook was the favourite online learning source. From a different perspective, Kenning (2007) compared mobiles to computers in terms of the advantages for education. Some advantages of mobile technologies include the strength of internet signal that mobile devices have in compared to computers (Hockly & Dudeney, 2014), which is an important distinguishing feature. A further comparison can be drawn with costs - the cost of mobile technologies is rather less than desktop computers or laptops (Hockly & Dudeney, 2014).

Reviewing MALL research studies leads naturally to a discussion of mobile social media applications in EFL/ESL education. Some platforms include Blogs, Twitter, YouTube, WhatsApp, Skype, Telegram, and Facebook that have all been used in classrooms and have been discussed by researchers. For example, Namaziandost and Nasri (2019) carried out a survey at the Islamic Azad universities of Iran with an aim of finding out what influence the social media has had, if any, on students and teachers on English as Foreign Language (EFL) programs. They noted that students seem to perform poorly in situations that they are required to use their learned English language skills in class. The authors pointed out instructors have opted for alternative learning methods to ensure students learn and retain the language skills better, including choosing to develop social media skills.

According to Namaziandost and Nasri (2019), speaking skills are a key process in learning a language. They mentioned that learning language through social media is more advantageous to the learners in that practicing reduces inhibition which often occurs in more formal

classrooms. The strategies used by teachers participating in the survey includes use of social media to: share important lectures, publish useful links for research purpose, give out and receive assignments, and to send messages to peers and/or students. The findings by Namaziandost and Nasri (2019) indicate more social media presence in students than in teachers; hence need to have teachers engage more through social media platforms. Teachers did point out too that other strategies they employed and which yielded good results included holding virtual classrooms. Overall, they conclude that social media is a powerful tool in learning English with the added advantage of practicing speaking in the comfort of each student's locality.

Another study explored how these students use social media applications to learn and how significant these social media platforms are to their learning process. This research was conducted by Alshabeb and Almaqrn (2018) and focuses on English as a Foreign Language (EFL) for students studying at university level. The nature of the strategy for learning and teaching in this case relates to the application of mobile devices and their utilization in learning and teaching process as well as use of social media platforms. The intention of the study was to determine whether the students were currently using social media applications to enhance their language skills, and what the students' attitudes were towards the use of social media via mobile devices inside and outside the classroom. The findings indicate an overall positive response towards social media and mobile technologies from the student participants to help their learning of English. The results of this research were positive, but the authors argue that it is important for Saudi Arabia to keep up to date with advancements in technology to ensure the best learning experience for learners and to maximise their potential for language learning.

Another researcher focused on the institutional challenges when social media is applied. According to Andersen (2013) institutions need to focus on needs of their students, continuously improve quality of their education, and apply student satisfaction data for future

growth to be successful. As a result, strategies to use technology have been adopted by more universities, hence the rise in online learning. This helps in achieving wider outreach and formation of more flexible programs for time constrained students. This also reduced the cost of delivery to the institutions while enhancing the institutional commitment. For successful virtual learning, web-based tools such as course management system (CMS) were used. Lectures, and assignments were shared on these platforms. Due to its unique nature, instructors are encouraged to adopt strategies like inclusion of structured and collaborative activities, and opportunities for purposeful and supportive tasks. The teachers can usefully start this process through modelling appropriate behaviours and creation of a digital learning environment by way of course design. The learners need to be frequent and effective users for a success in the model. Instructors were further encouraged to incorporate feedback in their course to find out students' needs and expectations from time to time. Andersen (2013) noted that satisfaction levels of online learners were lower than that of conventional classes. Online learning has limitations which include increased student attrition rates.

2.6 Studies in the Saudi Arabian context

A number of CALL studies have taken place in Saudi Arabia. This section reviews a number of these to identify to explore the context of CALL as further background to this study. Saqlain and Mahmood (2013) noted that Saudi Arabia has started to increase efforts to promote the use of instructional technology in higher education. Teachers' perspectives about the use of technology in teaching English Language in Saudi Arabia were studied using qualitative research methods. The results indicate their belief in the importance of technology for language teaching. The study also reflects aspects of the changing context which was reviewed in the previous section.

Alamir (2016), in a mixed method study, looked at Saudi instructors' perceptions and interactions in an online community in order to promote communication with students. To achieve this aim, the researcher used interviews with three instructors and 130 Saudi students. The findings show that the three instructors each played different interactional roles when they communicated with their students in the online discussion forums. The instructors observed that their students paid attention to linguistic errors and improved their L2 output when they interacted in online exchanges between instructor and student. Instructors' online presence and corrective feedback given appeared to influence Saudi students to attend to the linguistic accuracy of their interactions and improve their language in the online environment. Some implications for EFL instructors were identified to help foster online L2 interaction between EFL teachers and Saudi students. However, the author argues that more research is needed to help understand how to promote L2 interaction between EFL teachers and L2 students in an online environment.

Blended learning is another approach to developing technology use that has been adopted in Saudi Arabia. Al-Sharqi, Hashim and Ahmed (2015) attempted to find out the factors that affect the process of teaching and learning English language in Saudi Arabia. Their blended learning experiment identified positive attitudes towards using e-learning for English Language learning, but also the students reported some factors that they believe were affecting the fully successful integration of CALL. These factors including the complexity of moving from one language to another as they have always to pay attention to the letter characters and other elements, particular from Arabic to English. Moreover, the fact that there was a relatively low level of English language exposition in school affected their experiences at university level.

A number of authors have recognized the importance of examining social media in Saudi students. Alwagait, Shahzad, & Alim (2015) investigated the role of social media on students' performance by asking them their views. Interestingly Twitter was found to be the most popular

social media tool in Saudi Arabia. However, the study found that there was no relationship between the use of social media and the students' GPA. In fact, most of the students' reported that time management was a key factor that affected their study negatively. Sharma (2019) also focused on what Saudi students think about use of social media to promote EFL learning. Results showed that students had a positive attitude toward social media usage, despite a few barriers, and were feeling more confident, less anxious, more competent, and more willing to communicate in English in this environment.

There are some researchers who also discussed challenges of using CALL in Saudi Arabia such as Al-Kahtani and Al-Haider (2010) who have reported a number of factors that makes using CALL in teaching English language in Saudi Arabia challenging, and particularly how female EFL staff in Saudi Arabia need more support and training to develop their use of technology. This was another questionnaire study which was distributed to ESL/EFL female faculty at four different universities in the Kingdom of Saudi Arabia. The authors stated that 52% of participants thought that Saudi universities are not fully equipped with enough computers and online resources. The researchers concluded by mentioning that good access to computers would support a better EFL/ESL education experience at university level.

More recent studies have covered the area of applying CALL into Saudi EFL/ESL classrooms, for instance, Habbash (2020) has looked at the challenges that teachers face at the university level when integrating CALL into lectures. The researcher applied a questionnaire to a random sample of lecturers at the English language Institute (ELI) at the University of Tabuk to find out whether they were able to use CALL efficiently or not in their classrooms. Findings showed that teachers are motivated and had positive attitudes towards their ability to use technology and computers for EFL/ESL teaching and learning. The study also shows that teachers are willing to receive more training and to upgrade their professional experience to make the use of technology more productive.

In another study on the same topic, Sahla (2021) investigated teachers' opinions in Saudi primary schools towards their experiences of using computers in teaching English language. The 27 participants held positive attitudes and were in favour of using computers for educational purposes. The questionnaires revealed that most teachers thought that CALL made their lessons and experiences more enjoyable and fun. Also, the teachers thought CALL had a positive impact on Saudi EFL/ESL abilities and the only obstacle was that some teachers lack access to training for better professional use.

In summary, it can be seen that the development of CALL in Saudi Arabia reflects the wider context of the development of new technologies and the challenge of integrating these into the language learning context. Students in Saudi Arabia are likely to use mobile technologies to access social media, particularly Twitter. However substantial challenges remain in terms of effective integration of such technologies to support second language learning. It is worth emphasizing at this point that I was aware that Computer Assisted Language Learning has not come up with clear conclusions about the effective integration of technology, but that Mobile Assisted Language Learning has become very relevant to my study, both in the context of Saudi Arabia, but also more broadly in providing access to digital content online.

Theme 2: Student engagement

In this section I turn to the topic of students' engagement, which is one of the most active areas in language research today, particularly in terms of the relationships with digital technologies. There is a large volume of published studies describing the effect of using Twitter on students' engagement, so this section aims to summarise these to identify patterns in the findings in terms of how consistent they are. Research by Rinaldo, Tapp, & Laverie (2011) investigated the impact of Twitter on students' engagement in conversations about a marketing course. They conducted three different studies over three semesters. The results of the surveys and participants' interviews indicated that Twitter increased students' engagement in the course,

but that uncertain attitudes toward using it existed. In my opinion, this increases the challenge for EFL teachers as they have to find out reasons for increasing students' engagement. The rationale behind area of research is the long history of foreign language learning engagement theories and principles, and how it has been shown that engagement is a fundamental condition for learning a foreign language successfully.

Other studies have focused on student engagement, for example, Evans (2014) argues that the teacher's job is to organize the learning process so the students can learn more easily. Hence, he suggested that Twitter is a helpful way for teachers to enhance the learning process. He based his argument on findings from a survey study. The results revealed three points; first, the use of Twitter does not necessarily improve the relationship between the tutor and students. Second, students who use Twitter believe that it increases their engagement in the university social activities and the posting of their own thoughts. Third, many tutors were concerned that Twitter usage might reduce students' attendance, as they were able to communicate even outside of classes. The findings of this study spotlight the question whether Twitter should be used in or out of classrooms, and raises the question how it can be used to develop engagement in classes and learning, or in wider university life.

According to Rohr & Costello (2015) Twitter allows participants to be connected online with many users around the world, and helps to create virtual communities without a physical place. They evaluated the effectiveness of Twitter through surveys of students' perceptions. Students suggested that Twitter activities made them feel more connected to their peers and to the course content. The researchers suggested that Twitter is a good tool for active learning and engaging learners. The study raises the question however of defining the relationship between engagement in learning and what being connected to people around you means.

Some authors have also suggested that Twitter is a potential tool for meaningful, engaging and effective learning experiences. Menkhoff, Chay, Bengtsson, Woodard, and Gan (2015) investigated how Twitter might contribute as a form of blended learning, so as to engage students in higher education. In order to do this, they analysed the literature, students' feedback and survey results. They found that 95% of participants' survey answers stated that Twitter made the lessons more interesting. They also found students believed that Twitter was a good tool for expressing themselves and their opinions. The findings demonstrated that Twitter can be a helpful tool to find out whether students fully understand aspects of the course or not. In addition, the students pointed out that Twitter is a good tool for engagement and sharing knowledge and discussion with other friends and with instructors.

Bledsoe, Harmeyer and Wu (2014) asked an interesting question about the hashtags (#) groups in Twitter, to what extent they were helpful in creating collaborative learning environments. A grounded theory approach was used with 62 students to evaluate the use of Twitter hashtags for students learning and engagement. They concluded that Twitter provides a good access to information for very different resources. Twitter is a good tool to engage students all in one group together and the hashtags provide a way to organise this. Some students also thought Twitter was a good tool to find general knowledge about particular topics.

By contrast, Barn (2016) found that learners were uneasy in their initial engagement and found Twitter difficult. As the researcher explained, the students' perceptions were more negative towards the use of Twitter. Some of the students' reasons were the difficulty of knowing how to start using Twitter in the first place, the commitment in terms of regular use, the limit of 140 characters, and on-native speaker pressure. The author argues that this indicates the importance of introducing and training students to the different forms of social media for educational purposes.

To sum up, the previous section has revealed how engagement was an important element when integrating Twitter into higher education in general. As shown above, most recent studies surprisingly highlight a key issue common to research studies carried out between 2016 and 2021 that there is a conflict. Even though Twitter can have a positive effect on students' achievement, students sometimes display resistance towards using it. The majority of these studies reach the conclusion that Twitter is enjoyable and successful in engaging most of the students, but that only a small number of these participants manage it actively. This indicates that there is an issue in this research theme. This is a problem that should be taken into account in any future investigations. Such a conclusion draws the attention to the larger question of the importance of looking at engagement as a key condition for second or foreign language learning.

Theme 3: Studies on Interaction and Communication

Interaction and Communication is the next theme that emerged from my analysis of the studies about Twitter. Communication is important for human beings depending on their personal goals and interest in life. Students also expect to have a better learning experience and a successful life by learning communication skills. Language is a tool for communication and learning a second or foreign language learning increases students' opportunities of having a wider choice in expressing themselves, sharing knowledge and interacting within the world. Twitter as a form of social media can play a central role in potentially decreasing the global distances, and increasing communication opportunities. In fact, there is an important line of research based on Twitter as a way to enhance communication.

There is a growing awareness that one of the potential educational benefits of Twitter on learning and teaching EFL is because it can promote communication. Several researchers have argued that social networking and its applications are an effective tool for increasing communication and interaction between students in higher education. Kassens-Noor (2012),

for example, conducted an experimental study, examining Twitter as a tool for informal and active learning. The study compares two different groups: a Twitter group and a traditional group, where data collected by surveys, group discussion and a quiz. The results suggest that Twitter can be a good collaborative tool that can develop students' communication and interaction skills.

Some authors have explored the further development of Twitter use with college students. For instance, Junco, Elavsky, and Heiberger (2013) examined the effects of Twitter on college students in a controlled approach and they found a positive impact on learners' communication. Their study recommended that both faculty and learners should use Twitter in an organized plan to achieve the best outcomes. By contrast, Junco, Heiberger and Loken (2011) in their experimental study of the effect of Twitter on college student engagement and grades argue that engagement is an important element for teaching and learning. The researchers used a clear logical argument to support their view, so they investigated the use of Twitter on students, engagement and grades. This study shows very positive results for the experimental group. Further, the analysis of students and faculty Twitter communication indicates a high level of engagement. However, the two groups experienced different tools and activities that make it difficult to say that it was Twitter that was more effective, rather than the activities. This finding might be important to highlight to educators and those who are interested in applying social media in their curriculum. Most of the studies indicate that Twitter can be a good tool for communication across a large number of people who can interact and have exchanges with those with different views (Bledsoe et al., 2014).

The study by Alloway, Horton, Alloway and Dawson (2013) investigates the impact of social networking on social connectedness and cognitive ability. This can be advantageous when locating evidence that supports communication and social cultural theory. They argue in

foreign language learning, there is a difference between child and adult learning theories and practices.

Xu, Chiu, Chen and Mukherjee (2015) focus on an information –community –action framework and the concept of community of practices. They selected different hashtags related to health conversations and discussions on Twitter. The content analysis identified seven themes such as health news, health tips, and general information about health-related events. The results found the most repeated theme was sharing knowledge. This theme involves the practices of sending questions, information or opinions and experiences. This study supports the idea of using Twitter to increase communication and collaborative learning. Even when the field was different, the students still found the most useful benefit is sharing knowledge.

Similarly, a case study by Lewis and Rush (2013), underlines the potential of the use of hashtags to facilitate communication. Twitter was used to increase the professional communication by academics. The focus on content analysis revealed that the most interaction was among those who knew each other. However, there was a development in #hashtags and @ ('at' which 'tags' people into a Twitter conversation) mentions for building conversations and communication.

By contrast, in a mixed method study, Lin, Hoffman and Borengasser (2013) coded and analysed students Tweets and participants' reports. This revealed that there was limited interaction and communication between learners and students. They suggested it was necessary to have clear options when applying Twitter to classes, as there was no natural collaboration among students. Similarly, Agherdien (2011) used a survey with students of anthropology and development course. The students were posting weekly for 15 weeks about selected readings. He found out that many students were not familiar with Twitter use and that this limited their contributions.

Data from semi-structured in-depth interviews by Lowe and Laffey (2011) indicate that Twitter was considered to be a useful learning tool in this context. Their survey revealed that the students like the idea that they can implement the class material into the real world. However, one of the study's limitations was there were limited interactions between students. By contrast the interviews in this study show Twitter is thought to be a good learning tool. The previous two studies indicated the contradictory nature of the evidence in terms of whether Twitter is supportive of communication or not. According to Booth, Sutton and Papaioannou (2016) survey studies are not the best way of determining a cause and effect relationship between two variables so whilst these studies are informative of students and faculty members perceptions, they cannot answer the question of the actual effectiveness of Twitter in increasing engagement. This may help to explain the contradictory findings.

A number of studies have looked at how Twitter helpful in creating communities. Hung and Yuen (2010) examined the association of social networking with creating and encouraging communities of practice across 67 students in two public Universities in Taiwan. By taken together the survey results, they show that their use of Ning backed up the community of practice and enhanced the classroom community. (Ning is an online social media network platform that people and organizations can use to create customise and closed social networks.) As the participants started talking more frequently this appeared to enhance the classroom community. However, there were no clear definitions for community or classroom community, and how building these communities might help the educational process. Paulsen, Anderson and Tweeten (2015) used Twitter to create online communities of practice for preservice teachers in an agricultural education context. They used these communities to express their concerns. The authors argue that by identifying teachers' concerns in advance, they would be able to address the concerns more effectively. The 26 participants were asked to post at least

one tweet a week for 14 weeks. The results show that preservice teachers were keen to use Twitter to express their thoughts and communicate in a professional way.

Yakin and Tinmaz (2013) focuses on the use of Twitter as an instructional tool in higher education. The researchers used both quantitative and qualitative methodologies to answer the research questions, and clearly describe their methodology. However, arguably, this article does not explain sufficiently clearly to audiences, including teachers, how learners' web2 tools affect the online and traditional learning and teaching processes. This lack of clarity in terms of what is different can be seen as a weakness in the theoretical framework of the research. Notably, the research objectives and the manner in which Twitter as a web2 tool will enhance the education process is not discussed fully. The theoretical framework also does not provide clear criteria to determine the research problem, or explain the study's importance. It appears that the main outcomes of the article are based on perceptions from a survey, rather than observational data. It would have been helpful if the researchers had used an interview or observations to gather more information and triangulate their perceptions. Another problem is that the researchers concluded that the students preferred to access Twitter using mobile phones, a result consistent with Sorensen and Skouby's (2009) results. However, the paper indicates that the survey did not request opinions from the students regarding personal computers or laptops. Moreover, the researchers made a suggestion based on students' answers that Twitter is important for informal learning, although this proposition was not addressed in the study's theoretical scope, and it is not clear how they made this judgment.

From a different theoretical perspective, Ebner, Lienhardt, Rohs, and Meyer (2010) obtained positive findings that the use of micro-blogging on Twitter enhances communication among students who have similar interests and facilitates better information sharing. By analysing

their content of tweets from 226 students into themes and analysing the survey descriptive data, their findings indicate that Twitter builds a better community with their classmates.

This research by Java, Song, Finin, & Tseng (2007) provides a very good example of a qualitative study which aims to describe Twitter as a social phenomenon. The article provides feedback and information about how and why Twitter can be used in the daily life. The findings showed people use Twitter to enhance communication, conduct conversations, and share information. This same theme keeps appearing: sharing information. The relationship between the concept of sharing information and how it acts as a motivator for students' engagement is highlighted as an important area for further investigation.

Domizi (2013) asked students to use Twitter to make a link between their daily activities, the subject content and their practice. Based on Vygotsky's social learning theory, the author believed that Twitter can foster communication between students and hence it will increase students' opportunities to complete graduate school. There were 16 graduate students who were asked to make at least one tweet per week to reflect upon their experience. The study used content analysis, and an open-ended questionnaire. The results were analysed using a grounded theory approach of open coding and constant comparisons. They found that students did use Twitter to connect to the content and for sharing information across the group. Stieger and Burger (2010) also identify the importance of recognizing Twitter discussions as a way to create spaces without disrupting classroom sessions.

Memo 5: Some general thoughts while analysing the literature about Interaction

What do the students feel about sharing information? What do students and researchers mean by sharing information, and what kind of information are sharing? Is sharing information related to social activities or theories?

So there are some questions that are still not answered clearly what communication means for students? With whom? What defines a community for students?

If there is a communication, does it mean I am engaged?

Is there a difference between communication inside or outside the classroom?

How to have an effective communication?

Should we focus on the type of communication? Is it psychological communication, pedagogical communication or cultural communication? Or a just self- interest communication for benefits?

Therefore, this seems to suggest that this is a significant issue in a summary of best practice. CALL is based on Interaction therefore; these findings must be relevant and important to my study. Which raises a question is the use of Twitter synchronous or asynchronous and does it make any difference on foreign language learning?

What are different practices or is there one main core method of how Twitter can be used?

Theme 4: Studies on personal and professional development

Effective professional development is important in terms of having informed teacher instruction that ensures student progress. A number of research studies show that the benefits of using Twitter are not limited to the learners and students. Twitter can also be a great tool for self and professional development. As one example, Mollett, Moran and Dunleavy (2011) produced guidance for researchers and educators who are interested in using Twitter in higher education institutions. The article suggests various options for using Twitter for the purpose of research at the university. It is based on the authors' personal opinions and experiences. It lacks new empirical evidence but uses examples from other studies and experiments in the literature review and explores how self and professional development can affect the way EFL teachers

conduct their own studying. Similarly, Forgie, Duff and Ross (2013) aimed to educate medical professionals about the possible different usages of Twitter in education based on secondary sources. The article provides twelve practical usages and activities, supporting each tip with a few examples from previous researchers.

Jacquemin, Smelser and Bernot (2014) aimed to evaluate Twitter as a potential tool for communication by students and faculty. The study found that students are more positive toward using social media than other online systems like Blackboard and that they supported its integration into classrooms. However, more than 76% of faculty members did not use Twitter and were not sure about its integration into teaching classes.

In a survey study, Carpenter and Krutka (2015) elicited teachers' attitudes towards Twitter as a professional development tool. Teachers found Twitter as a helpful tool that allowed them to communicate with each other and to share resources and to be connected with educators all around the world. This theme of extended communication is picked up by Mills (2014), who argues that Twitter is more accessible and ubiquitous as a form of social media. Twitter can assist the academics and educators to improve their professional connections, sharing resources and start important discussions and topics. In this study, 35 participants followed a Twitter account voluntarily, all the participants were asked to fill a survey. The results revealed most of the participants believed that Twitter was a helpful professional development tool. Tur and Marín (2015) studied students' teachers' perceptions which indicated that 85% of participants had positive reactions towards using Twitter.

Bista (2015) used reflective writing and a survey to evaluate Twitter as a pedagogical tool in higher education. There were 27 participants who answered an online survey and completed the Twitter course. Those participants who completed the survey reported positive perspectives about using Twitter in class such as finding learning to be more interesting as well as the simplify in asking questions and finding information. The main issue, however, was that 15 of

the participants did not complete the reflective papers for analysis. This could be interpreted as lack of engagement in the tasks, rather than their perceptions about Twitter.

Also, Veletsianos and Kimmons (2016) investigated how scholars and students use Twitter for their research. The data was collected from 232 students and 237 faculty members using survey, interview and observation. This study shows many scholars like to share their work with other people and that Twitter is a potential tool for doing this.

To sum up, the above section revealed how Twitter can be a good tool for improving professional development for teachers in particular. There is no particular connection to learning English language however. It does show how teachers could use Twitter to be connected to other educators and information around the world. Again, the themes of sharing information and having access to other experts and communities are evident.

Theme 5: Twitter and Second or Foreign language learning

Moving towards EFL/ESL in particular and the use of Twitter, there is a number of researchers who argue that there is a positive effect of Twitter on learning and teaching as will be shown below.

Allam, Elyas, Bajnaid and Rajab (2017) present a study that investigates Saudi English as a Foreign Language (EFL) students' adoption of Twitter and use of it as an English language learning tool. The nature of the strategies used by learners and teachers who utilize English as a foreign language and also the different characteristics of each adopter category from Roger's (2003) Diffusion of Innovation Theory (DOI) are set out. The focus is Twitter as an ELT tool in the Saudi EFL context and the population sample aimed at revealing how and why Twitter, as a social networking tool, is suitable for learning, mainly for students learning English as a second language. In using questionnaire statements, the researchers sought to identify valuable insights on how much the Twitter is accepted and used as a learning tool for Saudi language

learners. Overall, they found that Twitter was a popular and familiar tool. Furthermore, the findings of Jones, Cunliffe and Honeycutt (2013) support the general claim of this research that Twitter can be a good tool for language production through posting tweets. They pose an interesting question as to how the users' production of Welsh-language content on Twitter compares to their use of the language in other online applications. Through means of an online questionnaire, they found out that Twitter was increasingly becoming the most popular tool for being a member in the Welsh language online community. The researchers argue that Twitter was the most effective tool that supported Welsh language activities.

According to Hamidon and colleagues (2013), most of the studies pay attention to the current benefits of the technology and ignore the future implications. They argue that there are very few studies that focus on how Twitter can benefit students' ability in developing reading skills for example. They also argue that language teachers have a limited teaching time in class which makes it difficult to find out which students are making progress and which are not. Twitter can enable teachers able to see the individual improvement of each student. The interviews revealed how Twitter might be used in reading activities in English lessons at community colleges. The results revealed, however, that many of the English lecturers were not sure whether Twitter could be used easily for teaching a language or not.

Borau, Ullrich, Feng and Shen (2009) argue that Twitter can be used for ESL learners to express their thoughts and self-based on questionnaire results of 96 students. They found students believed that Twitter gives learners an opportunity to communicate in English Language. The researchers argue that participants can build a good community through the use of Twitter. However, this study did not explain clearly the methodology of applying Twitter and how they defined community.

Leis (2014) investigated whether Twitter can encourage students' autonomy. He used a questionnaire with 34 university students based on Dornyei's motivation principles. The analysis of the results revealed that students show more responsibility towards learning English. However, there were some negative points made by students regarding writing correct grammatical sentences. The study suggests that only learners who already have good language proficiency will benefit from the use of social media networking.

A few studies have been carried out on the effects of Twitter on language learning. Lomicka and Lord (2012) argued that social presence and community building are important elements for language development. Therefore, they asked 13 students to fill out a survey at the end of a course that utilized Twitter. They also coded all the participants' tweets to indicate the social presence categories. Both the survey and content analysis revealed Twitter was an effective tool for building community and developing social presence.

Alshalan (2019) investigated the contribution of Twitter towards the improvement of vocabulary skills in English, focusing particularly Saudi female students of English as a foreign language (EFL). The study derived its findings from a sample of 120 students aged between 19 and 25 studying EFL at Al Imam Muhammed Ibn Saud Islamic University in Riyadh, Saudi Arabia. By tracking tweets, the study explored improvements in the learners' vocabulary acquisition as well as their attitudes and motivation. The research findings noted a marked improvement in the vocabulary skills of the Saudi EFL learners evidenced by improved quality of the tweets and the study highlights the potential of using of social networking sites to improve the quality of language teaching.

Fouz-González (2017) explored the potential of Twitter to help English Foreign Language (EFL) learners improve their pronunciation skills of commonly mispronounced words. The study also monitored the learners' level of participation and the subsequent level of

improvement in pronunciation to establish a relationship between the two variables. The study consisted of 121 participants split into the experimental and control groups following a quantitative design to gauge learners' pronunciation skills before and after training. The final results determined that there was a positive correlation between the use of Twitter and the improvement of the learners' pronunciation skills.

Cheng (2012) used Twitter to improve students writing. The research design was based on sociocultural theory by Vygotsky. Using an experimental design involving Twitter users and non-Twitter users, the non-users completed free writing activities during the semester. The Twitter users completed specific writing exercises. The post-test and questionnaire indicated a significant difference in favour of the Twitter users. Elfatah and Said (2015) argue that writing skills are the most complex skills in learning a foreign language and Twitter can be used as a supplementary tool to overcome these difficulties in terms of language production. They suggest that Twitter can give teachers a chance to observe each student and follow his or her progress. They proposed that Twitter can help students with sentence construction and conducted an experimental study where the students in the experimental group were asked to summarize and discuss a weekly reading post. The results of this study shows a significant positive difference in favour of the experimental group.

According to my initial searches the use of Twitter has been explored in various different practices of English language teaching and learning. A plethora of research studies that have been conducted in recent years have shown that positive results can emerge from using social networking tools when teaching English as a second language in higher education (Davies, 2015; Junco, Heiberger, & Loken, 2011; Lord & Lomicka, 2014; Mercier, Rattray, & Lavery, 2015; Rohr & Costello, 2015). This suggests that since Twitter could have a positive effect on the adults' learning and the teaching processes, and it may also positively influence the level of adult's language learning skills and raise their chances to attain greater fluency. The reason

that makes this study consider this argument is the powerful characteristics of Twitter as a social media tool such as the possibility of connecting the second language learners to students from other countries and native speakers, or communicating through short messages (Harmandaoglu, 2012). In this way Twitter can be used as a supplementary approach to connect learners to authentic language environments (Borau, Ullrich, Feng, & Shen, 2009). Additionally, Twitter can promote engagement and informal language learning through play and games in collaborative settings (Perifanou, 2009). The implication is that teachers could guide and assist second language learners in different ways of building community where listening and interacting with native speakers might be possible.

For example, a study by Malik and Haidar (2021) in a secondary school describes how 46 students used the mobile versions of Twitter to evaluate their writing quality. These participants were between 15-16 years old. To achieve their goal they undertook a writing pre test and post test. The variables the researcher was looking at were vocabulary, grammar, content quality and spelling. They asked participants to use Twitter for a year, and the findings showed a significant increase in participants' post test results especially in terms of content, and using a wider range of vocabulary. The author argue that these findings are a result of students having more practice in summarising as a skill in written expression because of the character length restrictions on Twitter.

Some studies like Espinoza-Celi and Morocho-Pintado (2020) looked at the educational implications of Twitter on EFL/ESL context. The study finds out that informal practices of writing on Twitter can improve the academic writings. This paper concludes that educators should pay more attention to the possible implication of integrating Twitter to EFL/ESL classrooms especially looking at Writing skills. It is thus important to emphasise that the

literature review suggests that there is a problem in the adult second language learning that needs more studies and research, we assume that the use of social media, Twitter, might provide a good opportunity to improve adults' language learning and teaching approaches.

Overview of Existing Language Learning and Teaching Theories

The overall aim of this section is to explore to what extent current adult second language learning theories take account of social media. For a long time, learning English has been a vital goal for many Saudi students; it is for this reason that many Saudi scholars and teachers attempt to understand the best approaches and ways of teaching English as a second language (Al-Hamzi, 2003; Alhamdan, Honan, & Hamid, 2016; Ishtiaq, Ali, & Salem, 2015; Khan, 2016). This section examines some of the main theories of language learning: socio-cultural theory, goal theory, adult learning, the critical period hypothesis, and situated learning. However, the issue of the learner's age, as will be illustrated below, remains complex, mainly because many existing EFL theories mostly pay attention to children and young people, with little consideration for the how learning may change with age and understanding of the experiences of adult learners in particular. For example, one broad language learning theory is the socio-cultural theory by Vygotsky. The socio-cultural learning theory posits that children learn from one another and from adults through observation, imitation, motivation, modelling and alternative behaviours (Lantolf, Thorne, & Poehner, 2000). This theory suggests that teachers act as facilitators and models. It is based on first language acquisition by young children. However, a review of second language learning theories reveals that most of the adult second language researchers have applied these first language learning theories because of the lack of a specialised adult language learning theory, which makes findings from these studies limited in terms of benefits. Just because adults *can* learn like children does not mean that they *should* learn like them. Previous studies were often limited to children and the native language

of the country of study, either in their implications or in their underpinning concepts. Thus, socio-cultural theory may not be entirely suitable for adults who might be able to make their own choices and decisions in how they tackle their own learning.

One theory that has focused on adults is the theory of adult learning by Knowles (1984). From the adult learning theorists' point of view, adult learners have some fundamental characteristics that may give rise to a different learning process to that of children. Adult learners are often more motivated by personal or internal factors, such as improving their prospects for employment and future life (Knowles, 1984). Moreover, adults are sometimes more oriented towards problem-centred learning, as they have a greater depth of experience in their chosen field (Richardson, 1994). However, this theory does not explain the educational implications of second/foreign language learning in particular. It looks at adult learning more broadly. It is also noticeable for me as a researcher that this theory has a central role for identifying the elements of effective teachers, which other theories generally neglect.

One further theoretical perspective is worth mentioning, this is the critical period hypotheses which has been the subject of some controversy. According to this view, there is a specific age at which learners can absorb a language easily and fluently, which is from two years of age to puberty. Later it becomes more difficult and less accurate (Lenneberg, Chomsky, & Marx, 1967). Although some researchers argue that adults can learn more effectively than children, others such as Chomsky, with his innate language acquisition theory, supported up Lenneberg's ideas (Lenneberg, Chomsky, & Marx, 1967). Over time, the spread of technology and the development of different communication tools led the researchers to revisit or question these hypotheses and theories and how appropriate they are for more deliberate second language learning by adults. There has been considerable discussion about whether children learn a second language more effectively than adults. It has been recommended that childhood is the best age to learn English, as after that, it becomes more difficult and less likely that an older

learner will achieve complete language competence (Lenneberg, Chomsky, & Marx, 1967). There are certainly some empirical studies that have indicated an early age for learning English is beneficial (Gawi, 2012; Huang & Jun, 2011; Mackay & Flege, 2004). While this may be true, other researchers have found no differences between adults and children in their progress in second language learning. However, it is important to highlight that these studies have a number of limitations and differences in their approach, so are hard to evaluate overall (Du, 2010; Flege, Yeni-Komshian, & Liu, 1999; Hakuta, Bialystok, & Wiley, 2003; Vanhove, 2013). Some argue that adult learners can learn a second language like children and that there is no evidence of discontinuity (Birdsong, 2006; Bongaerts, 1999; Liu, 2009). Additional studies that have provided some support for this view (Birdsong & Molis, 2001; De Carli et al., 2015). Age as the sole factor has been rejected by some scholars in the higher education field as they correlate differences performance to other factors (Richardson, 1994). Others see the age factor as a complex issue that needs more investigation (Ellis, 2015). Overall it certainly seems the case that in the field of higher education that adult learners need more effort and motivation to accomplish tasks and goals (Knowles, 1973).

Evidence from a number of studies suggests that situated learning is an important and useful perspective for scholars who are interested in teaching adult learners as it considers learning in its particular context and seeks to understand how learners take part in the learning activities. Lave and Wenger (1991) highlight one aspect of learning, that is, the participation of individuals in communities. Newcomers need to become part of the learning community, which allows them to acquire the necessary new skills and knowledge (Lave & Wenger, 1991). Lave and Wenger's ideas suggest that learning is not simply teachers conveying knowledge to individuals (Lave & Wenger, 1991). One concept is the idea of legitimate peripheral participation which suggests that a community of practice not only invites newcomers to engage activities and with other, but even that this often included the engagement with different

communities. Participation may thus not be limited to one community (Lave & Wenger, 1991). There has been little research regarding second language learning in terms of situated learning and the theorisation of learning as participation. though specific aspects such as the setting (e.g. Castillo & Vargas, 2013) or the use of activities such as collaborative game playing (e.g. Piirainen–Marsh & Tainio, 2009) have been explored from this perspective.

It can be argued that the slow adoption of Twitter in EFL teaching and learning since 2010 is due to the fact that learners and participants have not been convinced or motivated to use the technology to achieve their particular goals. This introduces the relevance of goal theory. According to goal theories, students must have their own goals with their own origination because learning (the action) needs to have purposes and reasons to take place (Dörnyei, 1998). Moreover, Anjomshoa and Sadighi (2015) argue that intrinsic motivation is one important key aspect of second language learning. In addition, sometimes students goal setting is influenced by their families and their own cultures which in turn affects how they are motivated (Tercanlioglu, 2004). Similarly, Dörnyei (2003) has referred to self-determination theory as a basic component of adults' language learning.

One final perspective is worth mentioning. Krashen's theory of second language acquisition has made a significant contributions to the field. According to Krashen learning a second language is dependent the on kind of language they receive as input (Raju & Joshith, 2018). The level and complexity of this should ideally be just greater that the language they can easily understand to provide challenge and to extend their current level of competence. Krashen has emphasised the importance of encouraging language learning through experience and not by being taught the rules and patterns for memorisation or the grammatical aspect (Krashen & Terrell, 1983). He also distinguished between language input (hearing and reading) and language output (speaking and writing) and the importance of the relationship between these two forms (Krashen, 2017).

In light of the discussion presented above, consideration of these important factors and the elements that are necessary for second language learning broaden the possibilities for the types of learning activities that previous researchers have considered appropriate for adult learners. This will be important to consider in relation to any findings which emerge from this study. Overall, the discussion suggests that there is a need for a clear model and hypothesis from researchers to assist a better implementation of adult second language learning in each specific research study. To conclude, there is no overarching or complete theoretical account of how social media could be used to support adult second language learning. This suggests that research in this area is still at an exploratory stage and that further theorisation would be valuable.

2.7 Findings and Implications

The findings above are far from being consistent. Admittedly, some conflicting results may reflect different theoretical perspectives and interpretations but this is hard to identify due to the limited articulation of these theoretical perspectives (see Table 3 above). Challenges arising from the past literature include understanding why people are using Twitter to come up with best practices and the range of contexts in which Twitter has been explored. Studies have involved different aspects of language learning, mainly reading and posting tweets in the target language, though other aspects such as vocabulary, grammar and sentence construction and even oral language skills have been included. This perhaps reflects the breadth of the CALL literature discussed earlier in the chapter.

One clear limitation in this literature is that key terms are often not defined. One example of this is a definition of educational ‘engagement’. It can be questioned what kind of engagement do they mean? Students may be motivated by technology, but this may not mean they are engaged in learning. This might affect the way academics are using Twitter for teaching. Moreover, the review of the literature shows how the field of English language learning has explored a range of ways of applying Twitter into EFL classrooms with different learning activities and different ways of using the technology. Another issue, is that many of the researchers have implemented Twitter on a personal basis, without relying on a specific, clear techniques or a clear principle which guides the use, based on earlier research.

In light of the review and discussion presented above, the neglect of these important factors and elements that are necessary for foreign language learning call into question the type of learning activities that previous researchers have used with EFL learners on Twitter. It is perhaps not surprising that there is no consistency in the findings. Overall, the discussion suggests that there is a need for a clear theory and hypothesis for researchers to assist them in

effective implementation for second or foreign language learning. To sum up, the findings of this preliminary literature has informed the direction of this research. The research significance, aims, questions and methodology are all designed based on the study gap. The analysis suggests that there is not a clear enough consensus about how Twitter can support second or foreign language learning by adults and that a more exploratory approach is needed.

Although none of the studies answered the question how Twitter can best be used for English Language learning, I am equally not sure whether I will be able in my study to find an answer or not. However, this review has made an important contribution to my thinking to help understand the latest developments in the field. This uncertainty informed my decision to use grounded theory methodology to study the theoretical aspects of this phenomenon.

2.8 Conclusion

The review of the literature indicates lack of a consistent theory or approach that links the EFL learner, social media and the language learning field. The analysis indicates that the integration of Twitter in language learning certainly has potential across different aspects of language learning, but testing a specific hypothesis could not be justified. Although the literature presents Twitter in a variety of contexts there are some common themes, as discussed above. Overall, the absence of a theoretical framework for the best practices of using Twitter in learning and teaching is a central limitation.

Memo 6: How to generate a possible theory

From this point, I have started reading about possible ways that can lead to generate theories. I came across grounded theory and it was very convincing to me.

As a result I formed new thesis questions:

- How to use Twitter for Foreign language learning?
- Why to use Twitter for foreign language learning?

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the research paradigm for this research study and describes the rationale for the design of the study framework. It then offers an introduction to and overview of different approaches to grounded theory methodology. It also details the research methods used to conduct this study. The chapter demonstrates how the data collection processes selected address the research aims and questions. In order to do this, a background to grounded theory methodology is given, with an emphasis on the constructivist approach. Then, an explanation is provided to further clarify the research context, design, data collection procedures, analysis methods, and ethical issues. The data collection phases consisted of in-depth interviews and observations of online twitter users' posts.

The starting point for this study was my understanding as an educator about the popularity of using Twitter in Saudi Arabia. This then shed light on the necessity of looking at the educational application of Twitter in the second or foreign language field. This observation led, in turn, to an awareness that there was insufficient previous research literature to establish whether or not Twitter is actually a useful tool for language learning and how to derive particular benefits from it. Moreover, the lack of research means there are no clear techniques explaining how it can be used, which relates to the main research question posed in this work. Therefore, the basic reason for selecting this approach and underlying paradigm was to assist myself, as a researcher to play a role in constructing knowledge and expressing the opinions of participants in relation to the use of Twitter. According to Mills (2006), researchers using constructivist grounded theory are not aiming for objectivity, and so their opinions and contributions must be acknowledged. In other words, the theory allows the researcher to be a learner, scaffolding and building on knowledge already present through investigations within

the community and the wider environment. In addition, constructivist grounded theory provides analytical steps to direct the researcher to locate processes and actions relative to a particular phenomenon (Thornberg & Charmaz 2014). It allows the researcher to participate in the research, getting close to participants and following up on emergent points.

My research aims to investigate how Saudi adult learners use Twitter as a tool when learning a second or foreign language. The data was gathered using interviews, participant digital observation, and memo writing.

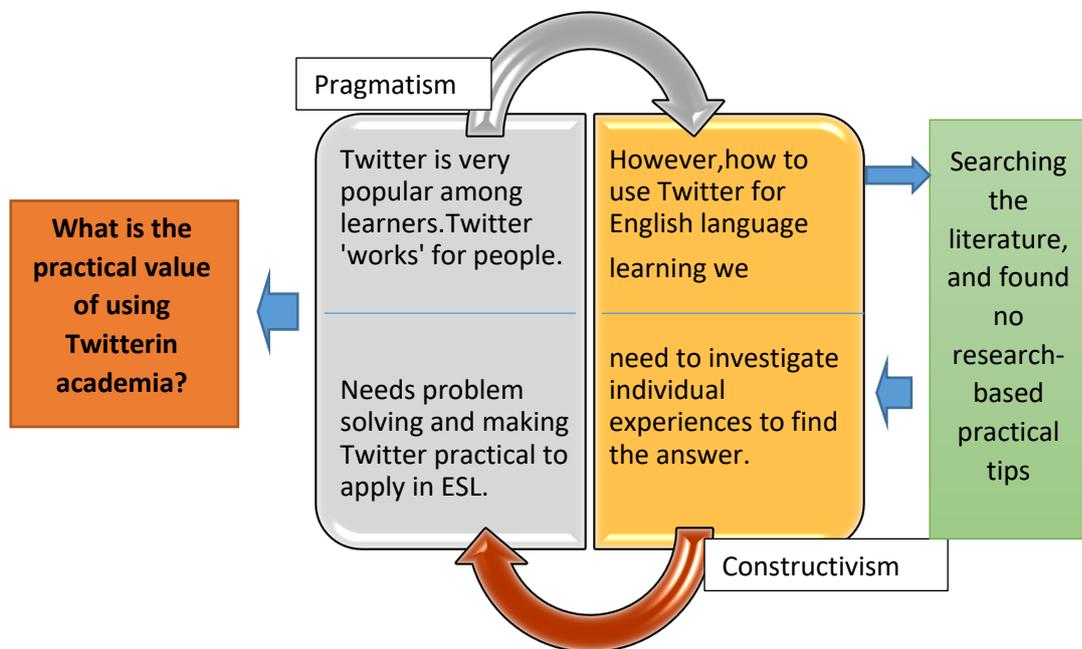


Figure 4: Constructivism paradigm and the Pragmatic view

A solid research design requires the application of rigorous research standards and is based on how the researcher perceives reality (Marshall & Rossman, 2014). According to Guba and Lincoln (1994), a research paradigm is a group of essential beliefs that represent how individuals understand reality. This research draws on a constructivist epistemology, which

argues that knowledge and truth are created through the experiences of individuals and the researcher (Mills, Bonner & Francis, 2006).

According to Charmaz (2014), constructivism helps guide the research process based on a conceptual framework, and this can be critiqued and explored in the latter stages of a study. Thornberg, Perhamus & Charmaz (2014) illustrated that one of the reasons for selecting grounded theory is that it can transform queries into analytical research questions, as is the case in this study.

The use of constructivism combined with pragmatic grounded theory was selected as the best way to answer the research questions and fulfill the study aim, as there is a need to understand the real conditions present to provide answers and explanations to questions where the facts are otherwise unclear. Based on the above, the grounded theory methodology was selected as it aligns with the main goals of this research:

- To understand how Saudi adult learners, use Twitter for English language learning, and, if they do;
- To identify the process and factors that Saudi adult learners experience when using Twitter for learning, particularly in language proficiency, and, more specifically, in terms of exactly which skills are perceived to be improving. These skills or aspects include reading, writing, summarizing, vocabulary learning or even critical thinking.

The research questions which relate to the theoretical processes involved when using Twitter in the EFL /ESL field are:

RQ: How is Twitter used for English language learning? What key ideas or concepts form the basis of the study participants' views?

Unlike quantitative studies, in which researchers need to construct theories to underpin their research based on a deep analysis of the existing literature, the grounded theory methodology starts with data collection, leading to a theory construction stage at the end. It is important to mention that grounded theory is based on applying a systematic method and deep analytical framework to assess collected data. According to Charmaz (2014), the success of grounded theory is that it does not necessarily require a single researcher to be responsible for the construction of a comprehensive theory. For example, a piece of research might contribute by offering a helpful analytical framework.

3.2 Understanding Grounded Theory

In this section, a discussion of the different versions of grounded theory will locate the researcher's position within current debate. Since 1967 many researchers have developed the idea of grounded theory methodology. The original grounded theory was formulated by Glaser and Strauss in 1960 in the nursing and health fields in the United States (Glaser and Strauss, 1967).

According to Health & Cowley (2004), Glaser considered grounded theory to be a method of discovery, and devised emergent theoretical categories. Glaser extended the original grounded theory to include concepts such as theoretical sampling, coding and the use of theoretical memos. He urges that the researcher read widely, letting the categories create the knowledge. Glaserian approaches are therefore considered inductive versions of grounded theory. In contrast, Strauss (1987) transformed Glaser's approach so that it functioned more as a process of verification. He also believes grounded theory should be more explicit, and so offers more procedural guidelines and methods. According to Glaser (1998) analyzing data is based on a comparative approach; whereas Strauss and Corbin (1998) favour a deductive approach. The

third method typically involves examining phenomena by applying a qualitative research design based on abductive reasoning (Bryant & Charmaz, 2007).

According to Charmaz (2017), the term ‘constructivist’ refers to rules for the researcher when interpreting data and constructing their research. She argues that her approach aligns with that of Vygotsky (1962) and Lincoln and Guba (2013), by focusing on the role of interaction, social environments, sharing opinions and understanding. According to the constructivist stance, an experience cannot be clear and pure, but instead needs stages of interpretation (Silverman, 2015). According to Thornberg & Charmaz (2014), constructivists look at the interview process as a form of talk that relates language to real experiences.

In 1992, Glaser criticized the Straussian approach for its lack of capacity for theory generation (Glaser, 1992 p.81). Heath & Cowley, (2004) argue that a shared approach can emerge between the different versions of grounded theory methodology, as the differences present are purely philosophical.

Finally, one of the arguments when conducting GT that influenced my position was about the concerns about the process of writing the literature review. According to Glaser and Strauss, researchers should delay completing a literature review until after performing an independent analysis. However, in constructivist versions, by contrast, the researcher is advised to perform a preliminary literature review to understand the context of their study.

The differences between the versions of grounded theory are not always as important as the focus on clear research procedures of collecting and analyzing data; it is important to note that there is no typical research methodology applied in grounded theory as it allows use of a variety of methods (Bryant, 2017).

3.3 Constructivism and Pragmatism

The philosophy of constructivism is conveyed as more suitable for this research study, as the nature of foreign language learning and cultural differences are important to the study, and the researcher has previous knowledge of the individual practices involved. However, the Pragmatic paradigm has what Antony Bryant (2017, 2009) argues can support a constructivism approach to avoid a paradoxical position.

From a Pragmatic view of point, human beings investigate things that work for them to understand the nature of reality of the current situation (Dewey, 2002). Researchers who use this framework can use multiple methods and data collection resources that are the most helpful for them to find the answers to their research questions (Creswell, 2013). As a researcher from a Pragmatic point of view, selecting Twitter was based on the fact that Twitter is a valuable tool in Saudi Arabia, which was an inference based on usage statistics. However, in this study, I used digital ethnography as a Pragmatic method to understand how and why Twitter was so popular.

Bryant (2007) observed that a useful aspect of Pragmatism that can be applied to the grounded theory is what he called the “so what?” principle, which means identifying differences that are worth studying. As this study was based upon controversial topic, I adopted this technique during the digital ethnography investigation, trying to understand the difference between what literature says and what my observations told.

In my research, my discovery begins with reading and analyzing the literature and then applying the methodology. I can confirm from my personal experience that GT has assisted me in developing aspects of this understanding and that this was a worthwhile enterprise to identify the gap to fill. Finally, Bryant (2007) stated that from a Pragmatic perspective the most important aspect is to what extent their findings are useful.

This section has provided a brief overview of the research approach adopted and the overall justification for this approach.

3.4 Research Design in Practice

A research design is important, as it demonstrates the researcher's priority in his or her decision-making with regard to the research process (Bryman 2015, p.283). Qualitative research methods are prioritized in this study over quantitative methods, as the literature shows that studies of Twitter to date have typically employed quantitative methods to test specific hypotheses and ideas. Additionally, as mentioned in the literature review chapter, the majority of EFL studies investigating use of Twitter have reached confusing and sometimes contradictory conclusions that do not establish clearly if Twitter is an engaging tool or not. Therefore, as the researcher I will attempt to take a different look at it, to make sure that some understanding is achieved before applying new techniques. This study argues that it is not yet clear whether or not Twitter is effective for university language learning, or if it can assist in engaging learners. Therefore, this study's approach is designed to construct a theory, rather than to test or extend existing theories.

As Maxwell (2012) explained, an interactive approach demands a flexible and initial research design with sufficient detail to base the study on, while leaving opportunities for openness at the same time. Qualitative research methods are used in this study rather than quantitative methods because as the researcher I believe it is beneficial to ensure that understanding is achieved before applying new techniques to avoid wasting time and effort on predetermined thoughts and behaviors.

This research design begins with a philosophy derived from Pragmatism and builds the analysis based on constructivism, then sums up the research with some practical theory. It adopts a

qualitative research method to collect and analyze data. The grounded theory methodology was chosen for this study as there was a lack of a clear hypothesis or theory relating to whether Twitter can be used to teach and learn English as a foreign language to foreign learners in the existing literature.

In other words, as the researcher I attempt to understand the processes that makes university language learners more or less engaged in social media practices, and I attempt to explain why their use of language might improve or plateau. Consequently, the nature of the process is theoretical sampling, in which participants are selected and interviewed until saturation point is reached.

3.5 Research Context

This study took place in the United Kingdom and Saudi Arabia and will focus on Saudi professional students at the university level from different disciplines. As mentioned in the introduction chapter, the recruiting of Saudi learners was in response to the fact that 60% of the Saudi population are active users of Twitter. Additionally, the researcher is a Saudi teacher in a higher education setting in Saudi Arabia.

The initial plan was to conduct all the interviews in the United Kingdom; however, because of the lack of access to Saudi participants using Twitter to learn the English language in the UK, it was necessary to collect data from Saudi participants. The participants are university level Saudi learners, often taking pre-sessional English language courses. These kinds of programs provide learners with key elements of academic writing and speaking skills and are designed to prepare learners for research and postgraduate studies. The level of students was selected to meet the aims of the research, which are the following:

- To understand if and how Saudi adult learners use Twitter for English language learning; and
- To identify the processes and factors that Saudi adult learners undergo when using Twitter for learning, particularly in terms of language proficiency, and, more specifically, in terms of which of their skills are improving. These skills, or aspects, include reading, writing, summarizing, vocabulary learning and critical thinking.

3.6 Data Collection Procedures and Methods

One of grounded theory's characteristics is the early collection and analysis of data. Grounded theory advises researchers not to separate or deny the influence of this process. Many researchers have utilized interviews and observations to study participants' attitudes and perceptions in both qualitative and quantitative research.

I began collecting my first round of data over a ten-month period from July 2016, and I gathered additional data in April 2017. The main data sets for the study were collected in two different stages: purposeful sampling and theoretical sampling via in-depth interviews, and the researcher's digital ethnographic observations of Twitter participants' accounts and memos of interviews. Theoretical sampling volunteers were sought from Durham and Newcastle universities, and 12 participants agreed to be interviewed face to face. Six volunteers were also sought from Twitter; a tweet was sent to volunteers asking for Saudi adult learners currently using Twitter for English language learning and available in United Kingdom to voluntarily participate in my study. Another six participants were interviewed in Saudi Arabia. The last six were interviewed by phone.

According to Glaser and Strauss (1967), theoretical sampling refers to, "The process of data collection for generating theory whereby the analyst jointly collects, codes, and analyses his

data and decides what data to collect next and where to find them, in order to develop his theory as it emerges” (p. 45). However, Charmaz (2006) defines it as, referring “to the point at which gathering more data about a theoretical category reveals no new properties nor yields any further theoretical insights about the emerging grounded theory” (p.189). This stage allows the researcher to add new questions to the interview schedule. For this study, additional questions were added related to self-learning and autonomy.

After the first phase of data collection, initial coding provided details of vocabulary as a core category for English language learning. This prompted a decision to interview specialist ESL teachers and learners in Saudi Universities about their opinions. Participants for the interviews were contacted via Twitter.

At the theoretical sampling stage (Draucker, Martsof, Ross & Rusk, 2007) it is replacing your prior categories and restructuring them it into new emerged concepts and cells from prior interviews and data. Therefore, I recruited English language teachers to obtain additional information about vocabulary learning and teaching using Twitter. I searched Twitter to find users using Twitter for English language teaching, and identified six participants who were professional Saudi university staff. I stopped collecting data after the final four interviews as the data had achieved theoretical saturation. Theoretical saturation is the point at which no more new information about the core category is emerged or gained (Bryant, 2017).

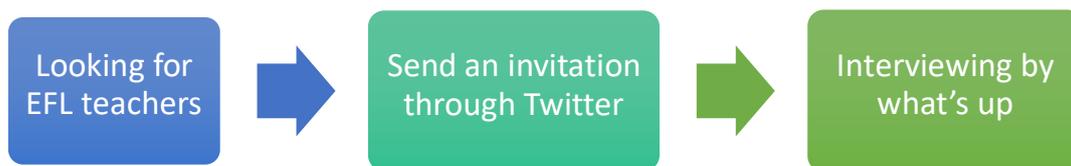


Figure 5: The theoretical sampling process

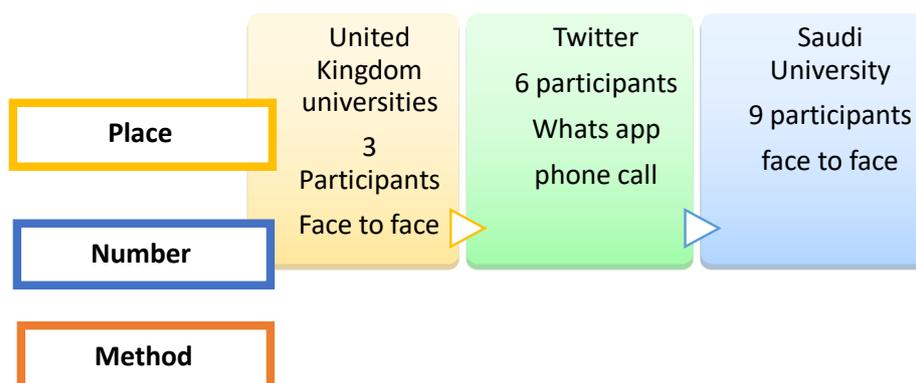


Figure 6: The process of theoretical sampling

Table 4 : Participants' information and interview details

Gender	Interview setting	Recruitment	Interview duration	Date	University Location
1. Male	University	Asked for a volunteer for the research study via Saudi community social media.	One hour	5-1-2017	Newcastle
2. Female	Cafe	Sent a message to Saudi EFL teachers to look for Saudi volunteers for the study.	One hour	2017	Saudi Arabia
3. Female	Phone Call	Sent a tweet to request Saudi volunteers via a	One hour	24-10-2016	Nottingham

		UK formal account on Twitter			
4. Female	Cafe	Sent a message to Saudi EFL teachers to look for Saudi volunteers for the study.	One hour		Saudi Arabia
5. Male	University	Asked for a volunteer for the research study through Saudi community social media.	One hour	7-10-2016	Northumbria
6. Female	Cafe	Sent a message to Saudi EFL teachers to look for Saudi volunteers for the study.	One hour		Saudi Arabia
7. Female	Phone Call	Sent a tweet to request Saudi volunteers via a UK formal account on Twitter	30 mins	10-07-2016	Birmingham
8. Female	Cafe	Sent a message to Saudi EFL teachers to look for Saudi volunteers for the study.	40 mins		Saudi Arabia
9. Female	Cafe	Sent a message to Saudi EFL teachers to look for Saudi volunteers for the study.	40 mins		Saudi Arabia
10. Female	Cafe	Asked for a volunteer for the	30 mins	27-11-2016	Durham

		research study through Saudi community social media.			
11. Female	Cafe	Sent a message to Saudi EFL teachers to look for Saudi volunteers for the study.	One hour		Saudi Arabia
12. Female	Cafe	Sent a message to Saudi EFL teachers to look for Saudi volunteers for the study.	One hour		Saudi Arabia
13. Female	Cafe	Sent a message to Saudi EFL teachers to look for Saudi volunteers for the study.	One hour		Saudi Arabia
14. Female	Cafe	Sent a message to Saudi EFL teachers to look for Saudi volunteers for the study.	One hour		Saudi Arabia
15. Male	Phone Call	Through Twitter	One hour	8-05-2017	Saudi Arabia
16. Male	Phone Call	Through Twitter	One hour	25-04-2017	Saudi Arabia
17. Female	Phone Call	Through Twitter	One hour	24-04-2017	Saudi Arabia
18. Male	Phone Call	Through Twitter	One hour	30-04-2017	Saudi Arabia

Table 5: Selection of the digital ethnography participants

Number of learners (Followers)	Language of instruction	Teaching strategy	Number of tweets in a day	Skills Focus	Favorites per tweet	Retweets per tweet	Additional
364 K	Arabic	Translation	11	Vocabulary and slang language, with little mention of grammar	70-400	3-70	YouTube channel
174K	Arabic	Translation	18	Vocabulary and daily conversations	3-91-	3-10	Website
102K	Arabic	Translation	10	Vocabulary	115-315	30-77	Service Office
234K	Arabic	Translation	10	Vocabulary	42-147	1-14	YouTube channel
170K	Arabic	Translation +Arabic phonetics	17	Vocabulary and phrases	3-101	26-101	none
123K	Arabic	Translation	3	Various skills	91-795	12-65	Telegram channel
326K	Arabic	Translation	2	Idioms and proverbs	136-433	10-39	none
47, 9K	Arabic	Translation	2	Vocabulary	167-1237	127-1037	none
1M	Arabic	Translation	6	Idioms and Proverbs	11-103	14-46	none
309K	Arabic	Translation	14	Advice	114-955	1-64	Instagram

3.7 Research participants

The initial research participants were selected based on convenience sampling, while further research participants were selected based on theoretical sampling. The total number of participants overall was determined by the theoretical sampling stage: in other words, recruitment concluded when the data produced no new concepts, themes or codes.

Firstly, the total number of interviewees in the first stage of the study includes 14 learners: 5 males and 13 females. Eight females were interviewed. Each interview lasted for approximately one hour. The participants were selected based on convenience sampling, which means choosing participants according to ease of access and willingness to volunteer. It was very difficult to find an equal number between male and female participants. For my topic more females were available for the interview process. It was very easy to access women, as a female researcher, compared to men which means this study's findings are mainly based on data from women.

Returning to the literature in order to ascertain how many qualitative interviews are sufficient in the first stage of this research design reveals that it depends on the research questions, the data and epistemological perspectives of the research. It indicates that a single interview can be accepted if it is adequate (Baker, Edwards & Doidge, 2012).

For the purpose of undertaking grounded theory methodology, this research study has two different groups of participants with different perspectives. Interviews were undertaken in two different stages as will be explained below to allow for theory building and exploration. In accordance with grounded theory methodology, I first had a convenience sample where the participants provided data for the first stage of analysis ($n = 14$). Then a second group was identified where theoretical sampling was used (see Table 6) (Total $N = 18$).

The total number of participants overall was determined by the theoretical sampling stage, recruitment concluded when the data produced no new concepts, themes or codes.

In the first stage of the study the total number of interviewees was 14 learners: two males and twelve females. Each interview lasted for approximately one hour. The participants were selected based on convenience sampling, which means choosing participants according to ease of access and willingness to volunteer. It was very difficult to find an equal number of male and female participants for cultural reasons. For my research more females were available to me for the interview process. It was very easy to access women, as a female researcher, compared to men. This means this study’s findings are mainly based on data from women, though I did seek to address this imbalance in the second phase.

Returning to the literature in order to ascertain how many qualitative interviews are sufficient in the first stage of this research design indicates that it depends on the research questions, the data and epistemological perspectives of the research. It indicates that a single interview could even be accepted if it is adequate (Baker, Edwards & Doidge, 2012).

In the second phase of the research I recruited four additional participants, three males and one female (n=4).

Table 6:Representing the two phases of participation interview

1 st phase participants (convenience sample)	English language Level	2 nd phase additional participants (Theoretical sampling)	English language Level
Male	Beginner		
Female	Beginner		
Female	Beginner		
Male	Beginner		
Female	Beginner		
		Male	English language teacher at school and Twitter

		Male	English language Twitter teacher
		Male	English language Twitter teacher
		Female	English language bachelor degree holder

Challenges of translation data in multilingual research

Undertaking these interviews in the Arabic language made it easier for my participants to express their views which helped my research in terms of its credibility. I certainly found that my participants had the chance to describe their experiences in a very fluent and clear way. However, as a researcher it took lots of effort and time to transcribe each interview then translate it. In translation, I aimed to stay as close to the exact words my participants said to try to avoid any kind of early interpretation or change on its meaning changing. This can be particularly challenging in Arabic (Al-Amer et al. 2016), although a general issue in research when the participants and the researcher speak a different language than the English language (Oxley et al., 2017).

For the purpose of the research and in keeping with its philosophy, each interview as translated immediately after interview whilst it was still fresh in my mind. I kept the translation as straightforward and literal as possible as I did not want the meaning to be lost in the translation process (Filep, 2009). Translation was important for analysis and coding which were undertaken on the English language transcript, with the Arabic transcription available to consult if needed.

In other situations, researchers might choose to have a professional translator where the aspect of intercultural or lack of familiarity with the context might be an issue. In some contexts, researchers can be worried because of specialist terms, or taboo (Filep, 2009). I also believe

that such concerns need particular attention when the context is multilingual and where the participants are from different backgrounds and nationalities. This was not the situation with my thesis. I translated sentence to sentence, rather than word to word keeping to the participants' expressions.

One of the challenges, highlighted by Twyman et al. (1999), is the possibility of slightly changing the words and hence the meaning while translating. He explained that sometimes when researchers give a recording a second hearing this might increase the possibility of changing the words and meaning. Translators also need to pay attention to formal and informal language (Crane, Lombard, and Tenz, 2009), however the situation in my research was informal so as a researcher this did not pose such a challenge. As this indicates, relationships in research are important and valuable, so involving participants in this process of meaning-making is important because it allows for the emergence of 'richer and ideally participant-driven understandings of how they might navigate their world' (Manning and Kunkel, 2014, p. 4).

Translating metaphors and other figures of speech can also be challenging (Van Ness, Abma, Jonsson, & Deeg, 2010). One of my participants used a joke which did not translate easily. I did pay attention to a number of aspects of language as proverbs, jokes, ironic or sarcastic statements and idiomatic expressions can cause extra challenges (Shojaei, 2012). Reflecting on my participants, there were few technical terms apart from one participant who was an EFL teacher and used ideas like ESL/EFL, communicative/Grammar translation method. One key advantage I had was that I shared with my participants the same background in language learning and in our first language which was Arabic. None of the participants spoke another

language fluently other than Arabic. I did try not to make assumptions because of these similarities which is why I focussed on aiming for a more literal translation.

3.8 Recruitment of Interviewers

For the purpose of recruitment, social networking sites (SNS) such as Twitter give the researcher the opportunity to access a large number of participants at low cost. One of the advantages of this is that it avoids coercion (Mackey & Gas, 2015).

When initially searching for participants, the author requested volunteers through Twitter by mentioning four language learning accounts with thousands of followers. All the participants stated that they would be happy to volunteer and sent their phone numbers or asked for a meeting using private Twitter messages. All the interviews were recorded using an Olympus digital voice recorder VN-741PC. One of the characteristics of the recorded is that it has a built-in USB connector to save data or transfer recordings and data easily. All the audio recordings were destroyed after the transcription stage. Volunteers were also sought by sending messages to Saudi WhatsApp groups asking for volunteers. At the recruitment stage the potential participants were informed that interview would take around one hour.

The author presented the research to the interviewees as conducted by a learner with no expertise at all, asking to be educated by them; thus, the participants were treated as a source of knowledge. Below highlights the strengths and limitations of the methods used.

Interviews with staff and students were the major source of data used in this study. The interviews were designed to help generate new ideas and thoughts about how Saudi students use Twitter for language learning (Creswell, 2002). The interviews should allow the participants to share their experiences with the researcher in the form of an authentic

conversation. The initial data was gathered via one broad interview lasting for one hour. The interview questions helped to form the research methodology, and inform how people learn English. The interviews were conducted in Arabic. According to Mackey and Gass (2015), conducting interviews in the learners' first language (1L) increases the quality and quantity of the data.

3.9 Interview tools

Face to face interviews were used initially in this study. There are advantages and disadvantages for each type of interview, according to Opdenakker (2006) and Robson and McCartan (2016). One of the strengths of face to face interviews is that they afford the ability to notice body language and facial expressions. They also provide more information regarding emotions, and feelings relating to a particular question. However, there are some disadvantages; for example, the quality of the data collected is heavily reliant on the skill of the interviewer, and there is a danger that there will be an excessive degree of subjectivity present.

Despite the intention to conduct face to face interviews, it became necessary to conduct half of the interviews by phone, because of the restrictions for females on meeting men in Saudi Arabia. The telephone interviews have certain advantages; specifically they are cheaper and faster to conduct than face to face interviews, and they allow greater accessibility to participants. Telephone interviews make it easier to reach populations that would otherwise be difficult to interview. They also afford access to closed sites. The interviews can be recorded and transcribed later. There are also greater opportunities for spontaneous replies from interviewees. However, possibility for bias in the sample remains, and there can be a high risk of interruptions.

3.10 Guide to Preparing the Interview

These techniques were taken from Mackey and Gass's (2015) work on foreign language research:

1. Encouraging the interviewees to engage in open ended discussion by remaining silent and asking questions such as ‘anything else?’
2. Improving interview and communication skills to get better outcomes.
3. Beginning each interview with a short conversation to set a relaxed environment.
4. Using Arabic to avoid language problems.
5. Attending a training course for researchers in Durham University.

Key questions were framed to establish some background details from the participants. These questions were based on, but not limited to, the ones below:

- Tell me about your language study experience?
- How did you become a Twitter user?
- Do you use Twitter for language learning?
- How do you use Twitter for this purpose?
- When do you normally Tweet?
- Do you have an Arabic language account?
- What language do you use for Tweeting?
- How many times do you Tweet each day?

At the end of each interview all the participants were thanked for their participation and asked if it would be possible to contact them in future for further information.

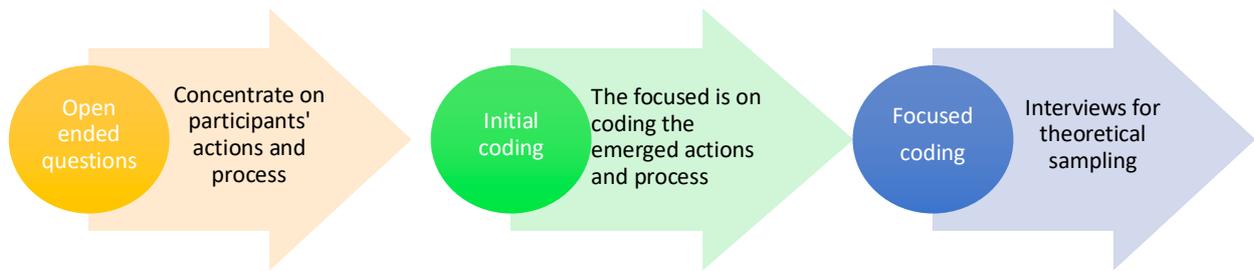


Figure 7: Interviewing procedures used during the study

3.11 The Digital Ethnography Observation

For the purpose of this study, a digital ethnography was chosen to answer the research broad question “How is Twitter being used for English language learning?” in a longitudinal research design as the main purpose of this study was to explore the nature of how Saudi are using Twitter for learning and teaching English and not to test any existing hypothesis. An ethnography is a qualitative research approach that aims to give a detailed description and interpretation of a certain group. According to Silverman (2015), a digital ethnography means observing virtual participants’ communication or interaction through chatrooms, blogs or any social media networks. It also means the examination of the culture of online groups (Chretien, Tuck, Simon, Singh, & Kind, 2015). Social media ethnography can bring new routes to knowledge that can be gained through online or offline observation (Postill & Pink, 2012). The digital ethnography helps us not only to understand the digital issues but to the consequences of using technology (Horst & Miller, (2013).

According to Streubert and Carpenter (1999), adopting an ethnographic approach assists the grounded theorist in constructing a substantive theory by describing and interpreting their observations in relation to a certain situation.

For the unstructured observations, the researcher extracted the number of tweets, followers, tweeters’ focus or interest by extracting numbers of tweets for analysis: see Table (3). I also

followed these accounts for almost four years. Twitter was used in three key ways: as a communicative tool, as data, and as a context for the research.

In ethnography, the researcher does not use a specific checklist or a ratings scale, instead he or she relies on observing the events and actions and describing the data (Mackey & Gass, 2015). Thus, as researcher I created an observation sheet that described the most highlighted actions and processes that emerged from initial interviews. In order to understand students' use of Twitter, I extracted total number of tweets, followers and the focus skill of each account (in terms of English language learning). In this research, I observed key actions and processes, in order to compare them with the outcomes of the interviews. Additionally, some screenshots of Twitter accounts were taken for coding analysis (see Appendix 9). The role of the researcher was overt as the researcher was part of the learning community. It has also been suggested that people perform better when they are aware of an observer (Robson & McCartan, 2016). This variable, however, cannot be as readily applied to Twitter as all accounts are public and available for everybody to view.

There are many advantages when using observations in research. It helps the researcher to collect a large amount of data in the study context (Mackey & Gass, 2015; Robson & McCartan, 2016). These observations do not depend on peoples' willingness to provide information. They do however help by enabling researchers to compare what participants are saying and what is actually occurring (Robson & McCartan, 2016). However, it has been claimed that observations are time consuming (Robson & McCartan, 2016) and can result in researcher bias. It is also suggested that observations do not increase understanding of why people behave a particular way (Mackey & Gass, 2015). However, the interviews can be used to fill in this gap and inform or supplement the observations.

The use of observations serves to increase the validity and reliability of the research. It also provides congruence with the interviews and memos to better answer the research questions (Jick, 1979). Moreover, the more fully explained the various research methods used are, the more consistent and coherent the data will be.

The observations began in October 2015. During that period the researcher reminded the account holders that they were being observed (Robson & McCartan, 2016). The researcher logged in weekly to observe the posters' teaching and learning practices, and took many notes (see Appendix 5). Tweets were coded and then selected to generate concepts and themes. The choice of the observed accounts was based on those most followed by others. This type of observation is overt. The advantage of the observations was to increase the validity of the study, although some critics claim that observations may lack objectivity.

Ten anonymized Twitter accounts were followed from the author's Twitter account, and the tweets tracked to observe how people were interacting and what happens in practice sessions. The author interacted extensively via Twitter during the observation phase. The author's role was that of a participant; direct but unstructured. The notes related to all actions and procedures relating to the way the accounts spread the information they receive from followers and the interactions between them.

Permission was requested to observe the accounts and was received from the holders of two professional accounts. The author's actions were publicly available on Twitter. All the tweets studied were saved using the 'favorite' function in the author's account.

After theoretical sampling, some codes emerged from the observations, such as 'using multiple social media channels through Twitter'.

Table 7: Twitter observation sheet

-
1. What is the language of instruction?
 - 1st language
 - 2nd language
 - Others
 2. What is the language used by followers?
 - 1st language
 - 2nd language
 - Others
 3. What type of teaching strategy does the account follow?
 - Ask questions
 - Give information
 - Others
 4. What type of skill is the account focus on?
 - Reading
 - Writing
 - Listening
 - Others
 5. What is the source of feedback?
 - The account
 - The followers
 - Others
 6. What is the type of feedback?
 - Confirmation check
 - Clarification request
 - Repetition
 7. How to encourage learners?
 - Retweet
 - Favorite
 - Others
 8. How followers are engaged in the learning process?
 - Give followers opportunity to share knowledge (expert role)
 - Providing guidance for using free Apps for language learning
-

-
- Providing quizzes with multiple answers to followers
 - Others
9. What things do learners not engage with?

3.12 Data analysis methods

In order to be precise while developing an analytical framework, the researcher must always keep in mind the research questions and aims (Miller & Birks, 2013). The process of data analysis is driven directly by the research questions which follow on from the research aims which is to explore and describe Saudi university English language learners learning practices using Twitter by applying a grounded theory methodology.

(1) “How is Twitter being used for English language learning?”

3.12.1 Initial Coding

The interview is a key method used in this study, thus, all interviews were transcribed, translated then compared in NVivo using the constant comparative method (Glaser & Strauss,

1967). The advantage of using NVivo with grounded theory research is the ability to show the relationships between codes and themes more visibly, as well as using text formatting and hyperlinks to other documents (Bringer, Johnston & Brackenridge, (2006): see Appendix 7).

Coding has been defined by many grounded theorists as crucial element of the process over recent years. Coding can be defined as a process determining what researchers can later elicit from the data (Bryant, 2017). The first step when conducting the interview analysis was the initial coding. Coding involves giving a name to each line in the interview describing the action. The focus is then on the actions involved in the process. The research begins by looking at the codes, writing them down and then synthesizing them.

Coding is developed from the data. That is, any concept in the analysis should be supported by the data, rather than arising from preconceived models, theories, or hypotheses (Bringer et al., 2006).

Following Kathy Charmaz (2014), the coding phase focused on actions and processes that were clearly labelled. From the beginning when analyzing the interviews, I was able to make some analytical inquiries. There are several initial codes emerged and raised some interesting points.

For example:

- Simplifying the English language
- Recalling vocabulary
- Empowering the role of translation

The earlier codes led me as the researcher to plan the new areas that I thought needed further investigation in the later interviews. The findings from the first analytical understanding were written down in the author's research memos see, for example, memo 4, below. After writing the memos it becomes clear what the gaps in the data are, providing questions to ask for the

later interviews. Accordingly, the author looks for the data that might provide an answer to these emerged analytical questions. In the first stage, by doing a comparative analysis and synthesizing categories it was possible to build an initial conceptual excerpt (see Appendix 7).

Memo 7: How my initial codes helped me in writing the follow memo about my initial thoughts about what is going on my study.

After reading and finding out my initial codes I reach a point where I am sure vocabulary is a main thing for learners on Twitter, but it was not clear at all like how and why? So, I have taken a decision to interview more people and if I can find teachers to get more information about vocabulary. Further investigation is needed it is not yet the saturation point.

As a result of the initial coding line by line, the data reveals 200 codes in the form of gerunds that show how participants use Twitter to learn a second language (see Table 4). Focusing on the language of the interviewer produced two types of findings: first part was the reasons as to why they used Twitter for language learning and then second sequences of events describing how to apply Twitter in practical steps. One might think that this number of codes is small compared to the lists found in the health and medicine research papers. However, this is likely to be because in the educational field, the majority of the interviewees focused on the same procedures and processes of learning which led to there being much repetition through these interviewees.

By studying the data and going back and forward through the context, the sequences of events revealed a beginning to answering the research question, in particular how language learning might take place in Twitter (see at Table 8 below). Running matrix coding helped considerably to identify the relationships between the emerged codes for some examples (See Appendix 7).

Table 8: Event Sequences

Diversity tweets' content	teaching strategy
Delivering curriculum through Twitter	Goal
Difficulty in figuring out the followers' language level	impedes
Difficulty in evaluating learning	impedes
Difficulty in posting long video	impedes

Initial coding took three months. In this stage, I had to make a decision to reduce and clarify of some of these codes that are not useful or to change the name of the codes to be more accurate (see also Appendix 8) such as:

- Using by adults (I have decided to delete this code as it does not make any sense, as all interviews are adults) therefore, employees titled it as using as it fits the description of the user.

Here are some deleted codes as there were other codes that describe the action in better actions.

- Learning is un-planning
- Private teaching
- Teaching through movies
- Learning from others

Examples

Shared codes between female 1 and 10:

- Empowering the role of translation

- Improving the level of English language
- Acceleration of learning procedures

11 -12:

Grammar

13- 2:

- Selecting preferable sources
- Tweeting in Arabic

In making these decisions, NVivo plays a major role as it was easier for the researcher to compare codes by using the icon of ‘words query’ to find out the most similarities and differences are existing among the excerpts. In addition, mind mapping assists the researcher to understand the relationship among these codes. In fact, this step was repeated at least three times during the research process (see Appendix 8).

An example of interview initial coding:

Table 9: An example of interview initial coding

<p>My use of Twitter was aimed at improving my English, rather than to learn it, but it would probably have also helped me if I had used Twitter when I first began to learn the language. I feel that what I need is more vocabulary and more medical words in general, even if it is not my specialist subject. This helps to develop your vocabulary.</p> <p>It contributed to develop my language and discover my mistakes.</p>	<p>Improving language Helping beginning levels</p> <p>Needing vocabulary</p> <p>Looking for medical vocabulary Discovering Mistakes</p>
---	---

3.12.2 Focused coding

In this stage, as the researcher I started thinking of analytical labels for the codes by asking questions to assist in creating the categories and understanding the relationships among the categories and its codes (see Appendix 7). In order to start sorting out the codes into more general categories, the most frequent codes were identified and each code given a certain number, matching the rest of these codes. Arrows were used to decrease the codes (see Appendix 7). Then, as the researcher, I started looking at what each code means to the research question as well as what each code means to others (see Appendix 7). There are some categories that appear after this step such as: motives, effects, strategy, attitudes, teaching style. Then, I started to group these categories into final conceptual categories based on similarity and contrast in the meanings and actions. In the process of sorting the categories and trying to understand the relation between them, I used a lot of problem-solving techniques to decide which codes best describe what happens in the data, and then the model shown below has emerged (Appendix 7).

Categorizing is an analytical process whereby the researcher selects certain codes to share a common concept (Bryant, 2017). Tentative categories can be defined as clusters, themes or patterns which are the results of the first initial coding, which guides the researcher in subsequent steps (Bryant, 2017). Categorizing is about asking all possible questions and comparing the codes to the data (Strauss & Corbin, 1990) (see Appendix 7).

Memo writing is also used to elaborate categories and specify their properties between gaps and categories. According to the interviews and the observations of the online accounts the major emphasis was on vocabulary improvement for all the participants.

Focused codes revealed three types of conceptual relationships among these categories: motivation (the reasons behind using Twitter), strategies (what are the processes when using twitter) and consequences (the results of using Twitter as a learning tool. Participants also

spoke about obstacles and challenges, which is classified as ‘impediments to learning’. There are five core categories. During my analysis of the interview texts, the coding was not exclusive so one section of text could have more than one code.

Table 10: Interview transcript and initial coding

Interview transcript (excerpt)	Initial coding	Interview transcript (excerpt)
<p>My use of Twitter was aimed at improving my English, rather than to learn it, but it would probably have also helped me if I had used Twitter when I first began to learn the language.</p> <p>I feel that what I need is more vocabulary and more medical words in general, even if it is not my specialist subject. This helps to develop your vocabulary.</p> <p>It contributed to develop my language and discover my mistakes.</p>	<p>Improving language Helping beginning levels</p> <p>Needing vocabulary</p> <p>Looking for medical vocabulary</p> <p>Discovering Mistakes</p>	<p>My use of Twitter was aimed at improving my English, rather than to learn it, but it would probably have also helped me if I had used Twitter when I first began to learn the language.</p> <p>I feel that what I need is more vocabulary and more medical words in general, even if it is not my specialist subject. This helps to develop your vocabulary.</p> <p>It contributed to develop my language and discover my mistakes.</p>

3.13 The Constant Comparative Strategy

The power of grounded theory research consists of both a constant and a comparative method as well as theoretical sampling (Boeije, 2002). According to Glaser (1965), the constant comparative method comprises four stages.

First, comparing incidents that are applicable to each category. This is explained by Charmaz (2008) as a means of making sure that researchers compare data with data and data with codes.

This involves comparing codes and selecting the most significant categories and subcategories.

This method shapes what can be achieved when applying subsequent research processes.

Second, integrating categories and their properties. During this study, the process of comparing and contrasting the codes revealed different groups of codes, some labeled as motives, others, reasons, strategies and so on. The constant comparative method assists researchers in finding the link between codes, in particular by trying to find what they share in common. In line with this, it was necessary to begin filtering the codes to bring them into unified categories.

Third, delimiting theory. In grounded theory, researchers employ an inductive approach for analysis, wherein findings emerge from data. In this research, the focus of the interviews was on actions and processes, rather than themes and ideas. During the analysis process, the focus was on comparative methods designed in order to construct a theory, rather than on describing results to link to other theories. One of the aims of comparative goals was to develop a new category.

Fourth, writing theory. This is the final stage, and involves bringing other elements together like coded data, memos and the theory (Glaser, 1965).

Within the scope of this research, it was to some extent difficult to reach theoretical saturation for the reason that this topic is relatively new and unusual in terms of what has been discussed or studied in the field. The research arguments that emerged were multiple and broad in their scope. For this reason, I think I did not reach the exhaustive theoretical saturation I was expecting but as the researcher I made a decision to stop at a sufficient level of information that could help in building a grounded theory.

Memo 8: Grounded theory was making me think deeply into its concepts so I was writing this comment as a memo:

I think somewhere I have read in the literature that grounded theory is like doing jigsaw (Glasser). Or by someone else doing it is like solving a puzzle. However, I thought this simile does really match what happens with the researcher when he starts using the concept of constant comparison.

In my situation, I think doing grounded theory is more like building with small Lego bricks from an unknown picture in the researcher’s mind. I can argue that doing a puzzle means that you have already an image outside the box that you are attempting to achieve. While in doing this research study, I found myself comparing and contrasting things trying to build up any emergent picture that can make sense for myself and a wider audience. As researcher I was certainly wondering and waiting to catch a useful pattern that might lead to a coherent idea. I found myself signing up for some training courses and reading articles that talk about problem-solving techniques during coding and comparing. It was not easy and the patterns were not very clear or obvious to the researcher. In fact, it took a very long time to find out what these small pieces, like Lego bricks, might be in the final stage.

Table 11 : Sample of some coding

Data	Initial coding	Focused Coding
My use of Twitter was aimed at improving my English, rather than to learn it, but it would probably have also helped me if I had used Twitter when I first began to learn the language. I feel that what I want is more words and more medical words	Improving accurate level Helping me at the beginning probably better Wanting more words Searching for specialist words Developing my vocabulary	Improving vocabulary as the basic unit of English language developing

<p>in general, even if it is not my specialist subject. This helps to develop your vocabulary.</p> <p>It contributed to develop my language and discover my mistakes.</p>	<p>Discovering my mistakes</p>	
<p>I don't know if that's my personal view because grammar and the other things are easy to acquire especially when our learning background in Saudi Arabia focuses on grammar a lot but the vocab not so much.</p> <p>They benefitted me in a precise way in linguistics because my field was English, so they benefit me in my study area but still the vocab was a little bit difficult, so it was like two birds with one stone.</p> <p>Tweets about IELTS question.</p> <p>It did contribute to an increase in my grades and it had a positive influence as it gave me the ability to search.</p>	<p>Giving opinion</p> <p>Acquiring grammar easily than words</p> <p>Paying little attention to vocabulary in Saudi</p> <p>Benefiting me in linguistics</p> <p>Focusing on vocabulary</p> <p>Teaching LITES</p> <p>Increasing my grades</p> <p>Giving me ability to self-learning</p>	<p>Achieving self-goals and making self-decision</p>

3.14 Data Management and Data Quality

Credibility in research can be increased by the following:

- Prolonged engagement with and observation of informants (Mackey & Gass, 2015). In the case of this research, observations and interactions took place over the course of a year.

- The use of triangulation, which was achieved through the collection of data from multiple sources.
- Asking colleagues and peers; the researcher contacted a number of colleagues for feedback.
- Describing every step to show the reliability of the results, and to allow future researchers to study the same areas applying the same procedures.

David Silverman (2020) has argued that the process of interpreting qualitative data can enhance the validity of qualitative research. Thus, the researcher offered a detailed description of the research process, strategies and data analysis methods.

Arguably, researchers can increase the observability of their research by considering the following:

1. Making short notes at the time;
2. Expanding notes as soon as possible after each observation;
3. Keeping a fieldwork journal to write down problems or ideas as they arise;
4. Keeping a record of the analysis and interpretation stage.

It has been argued that, to achieve transferability in qualitative research, researchers need to provide a thick description of the research context and participants to allow other researchers to make comparisons and decide which findings can be transferred to their settings (Mackey & Gass, 2015). Additionally, using triangulation techniques can increase the degree of transferability (Mackey & Gass, 2015).

3.15 Data storage

All the audio-recorded data sources were destroyed after transcription and analysis, as recommended by DiCicco-Bloom and Crabtree (2006). Hard copies of all the anonymized and transcribed interviews were retained, labeled by date, university, department and gender (e.g. 7.10.2016/<University>/Project management/Male). All the copies were also saved on USB. All the interviews in the first round were gathered in a single folder labeled ‘1st round of interviews’.

It has been argued that it is best that researchers be consistent with their systems of naming and organizing files; therefore, the same naming process was applied in all phases of the research.

All observation notes and comments were saved in the OneNote application. All screenshots were saved in a personal Twitter account as well as in OneNote and on a USB stick.

3.16 Ethical Considerations

Research ethics exist to ensure that the researcher is conducting their research without causing harm to research participants (Orb, Eisenhauer & Wynaden, 2001). Fieser and Dowden (2004) define ethics as “systematizing, defending, and recommending concepts of right and wrong behavior”. Silverman (2015) mentioned that it is normal for researchers, after conducting observations or interviews, to ensure that their participants’ identities are anonymized and that consent is first obtained.

This study was guided by the ethical principles on research involving human participants set out by Durham University (Durham University, 2017). Before commencing the research process the research proposal and methodology was sent to the author’s department to gain ethical approval, which was granted on the 5th of July 2016 look at (Appendix1). The participants were informed about the study in great depth prior to asking for their consent to

participate. The participants were informed that they could withdraw from the study at any time (Robson & McCartan, 2016), and all the data collected was anonymized.

Approval for observing accounts was gained from the participants, and additional information was requested by one of the volunteers. The requested details were provided.

When conducting the research, it was important to maintain the participants' confidentiality (Robson & McCartan, 2016). Moreno, Goniu, Moreno and Diekema (2013) argue that collecting data online can increase risk, as it is easy to enter a quote in Google to find the identified person. Therefore, there are no examples of quotes from participants' Twitter accounts in the study, as participants asked that their identities be protected so that they do not lose the trust of their followers. Although it was explained that the data would be treated confidentially, all female participants refused to share information about their age.

The principle of justice can be defined as protecting participants' equal shared interest and fairness (Orb, Eisenhauer & Wynaden, 2001). If a researcher discovers a new concept through the contribution of a specific participant, she or he must be told and this fact acknowledged. This principle also includes protecting the right of participants to withdraw at any point during a study. Moreover, this principle means that the focus of data should be on both advantages and disadvantages.

All participants in this study were informed about their right to ask any questions and make inquiries about the research procedures. In order to minimize researcher bias in this thesis, all interviews and observations were begun with no preconceived hypothesis or beliefs aimed at receiving respondents' confirmation. In addition, general questions were asked first, with subsequent questions being determined by the respondents' expression of ideas. (See Appendices 1, 2, 3 and 4.)

3.17 Researcher positionality

The term positionality was described by many scholars as the position the researcher adopts withing a research study. This position includes how the researcher view the world and individuals. Positionality is an interactive process (Milner, 2007; Lu & Hodge, 2019; Charmaz, 2020; Cormier, 2018). It is very important to acknowledge that positionality of a researcher as insider or outsider and its effects on research process is debated in literature (Holmes, 2020).

At the start of my PhD, I think as a researcher I was more drawn to the communicative approaches in SLL and to the idea of being exposed to English language native speakers to learn English faster and get learners engaged. During my research, these preconceptions have completely changed. And I believe the way I have chosen from the beginning to follow which is asking about the participants' views without suggesting any ideas or yes and no questions have assisted myself in avoiding bias as much as I can. In addition, as a researcher, I am accepting the fact that knowledge can come from participants (people) and not necessarily from experts. I believe myself as a researcher and 'expert' was able to build the knowledge based on my participant's experiences and opinions. As a change now I consider knowledge can come from experience and be created by people interacting with social reality events. In addition, to avoid bias I tended to use participants words for coding and categorizing to avoid getting involved in the interpretation too early. I used memo writing to collect my own thoughts and interpretation during the research process.

In preparing for each period of data collection, I have presented myself as a researcher and learner rather than an expert or a colleague for other participants. Furthermore, in observing this research on Twitter for a long period of time, this had become part of my daily life and routine so I was aware as a researcher that if I get engaged in participating as a learner I might form some bias in my knowledge, so I took a decision to only observe without taking a role.

To sum up, I understand that by articulating my position that will help me in becoming a better researcher and help in assisting my research quality. I have acknowledged my position in further thoughts within the researcher reflexivity section in the conclusion chapter.

Reflections on Kathy Charmaz's Training course

On July 2-3, 2018 I attend the ISSS annual International Conference on Symbolic Interactionism. The event took place at Lancaster University on the campus of the Law School in the Friday building. It was encouraging to see and hear from so many diverse practitioners during such a tumultuous time.

International students came from all over the world it was my first time to hear the perspectives from these countries. Kathy Charmaz was very welcoming, taking all inquiries and questions. She was very honest in her answers and whenever any student asked a question that she was not sure of, she was simply replied that she didn't know how to respond to this, for example one Japanese account when they planned to modify the method because they do not have gerunds like English.

This workshop was very different than others I attended because we had the founder of the constructivism model leading the course. It was very helpful that most of the students were in their final year so that made it very beneficial, in that we were almost at the same stage of knowing what we had to do. The workshop was not about writing but she gave us some time to talk and discuss our writing and the wider literature.

Kathy said follow what the department requires and listen to your supervisor and don't take the risk in terms of how each department wants a thesis look like in terms of format. However, she still strongly recommended that we try to be creative and challenge some roles if we can.

This workshop had assisted me in putting everything together in terms of the ideas, it makes my thoughts' clear and concise. The person that I worked with had published some articles in grounded theory and presenting a topic in the conference. I thought I was lucky sitting next to her as she was explaining and discussing my research with me with real interest.

I think participants were a little confused about certain terms like 'concept category' or 'core' and Kathy really explained it clearly and thoroughly. It was very helpful in her workshop, I felt like I was going back to the school, but I enjoyed the way she presented the information and the way she was very cautious with her students by asking us to concentrate all the time and focus on the exercise. It was very supportive. This might perhaps be because I had almost finished my thesis.

During the workshop, I was a little hesitant to ask my questions as I felt she might think I am ridiculous entering the workshop with more than ten questions that were burning in me and willing to have at least half of them addressed. However, I was happy as she answered a lot of them. The most important thing for me was being able to hear the questions from other participants so I was keen to find the answers to their questions from Kathy herself.

It was very beneficial that she gave us many tips and recommendations based on her experiences. I was surprised and happy that the way Kathy explained the methodology was very simple and in fact we discovered that she has a very good sense of humour. I was happy when she said if you want to use any methods following Glaser or you think it's important please do what you think is best. The very important thing about the workshop that it had a lot of exercises to apply directly to our work. This meant it was a good time for me to modify where necessary and to listen to Kathy Charmaz's opinion of my work. The workshop gave me a good feeling which increased my confidence in my work. Kathy answered one of my worries (and that of a lot of the other students) that we seem to often be repeating ourselves as a part

of the analysis. When she said “It’s fine”. “I repeat myself all the time. Just see if you can go any deeper with them”.

Inspirational saying from Kathy:

Kathy said “ I want people to recognize your creativity. That’s your contribution.

Part of your grounded theory is developing your style. There is no one recipe”.

How did it change my progress?

1. Edited the codes
2. Expand the categories
3. Defining my clustering
4. Developed my memos during the workshop.
5. Modifying literature
6. Refreshing my reference list with the more related works.
7. I renamed my categories and concept in more precise detail.
8. Ready for viva with good confidence
9. I modify my concepts and narrow the study to be more focused.
10. I was very scared that I have contradictions in my data but I felt much better when she said actually it’s great data and that can be in a separate chapter. Such a comment makes me feel very relaxed and more confident when thinking what questions might be asked in the viva.

Kathy’s tips and recommendations

You don't need to be a symbolic interactionist or feminist to do a GT study, you can start without these theoretical frameworks.

1. It was very encouraging us to publish our methodology as a separate chapter so I was then decided to send my methodology chapter to a journal.
2. It was really nice that I have done a lot of things and I just recognized that they are valuable.
3. Nice interviewing techniques from its experience. Slow down making it caring more than requesting.
4. Nice advice to overcome a writing block is to go back to coding as it will help us.
5. Encourages us to undertake recoding to discover any mistakes or correct them.
6. It was good as she mentioned we can come up with many hypotheses and link them together.
7. Make some criteria for the second coding. This can be great for your chapter.
8. When coding you can use the language that you are most comfortable with.
9. If in your language there are no gerunds then focus on actions.
10. Develop a very good interview guide.
11. When you are interviewing professional people probably they will say what they think people want to hear. So interviewing them more than one time may help them to be more honest.
12. Also try to find friends or someone who has an interest in your topic.
13. One source of data is enough, no need to do a triangulation.

14. When in a transcript there is laughter or sneezing it can mean a lot, so transcribe it. It is important data. You can't code it as text but you can write it in a memo.
15. Keep your memos in chronological order. In my dissertation I prefer to have the memos under one section so I think it can be more helpful to the readers to understand the research process.
16. Photograph your cluster.
17. You can share the clusters with your participants and ask them what they think of them.
18. Try to develop a concept that can travel among other fields and departments.
19. Be aware of your bias and "position".
20. Interviewing twice and member checking can help in checking your data, but you need to be careful with member checking as it might give them power. She added: member checking under certain conditions is not a good idea.
21. When you start with literature should never be the literature that you publish and finish your paper with. Charmaz has advised us to be more open to the fact that our findings will have a different sort of literature review.
22. With participants with each emotion there is a different story that we need to understand and pay attention to.
23. Do use open ended questions for coding better so you don't constrain the coding and answers to your research questions.

3.18 Summary

To sum up, this chapter describes the main strategies and approaches that were used to answer the research questions. As mentioned earlier, the main aim of this study was to understand how Saudi adult learners use Twitter for English language learning in their current context and time, the methodology chapter has started by describing the main paradigm of this study where constructivism has been adopted. I then moved to describe my research context and what procedures were used to collect data and analysed it. To continue achieving this goal, I did interviews and longitudinal digital ethnography observations. Coding and constant comparative analysis were used throughout the research study. The following table summarizes this chapter. In the next chapter, based on my research methodology, I will present my findings and main research concept and categories in detail.

Table 12 : Study Methodology

Research Questions	RQ: How is Twitter used for English language learning? What key ideas or concepts form the basis of the study participants' views?
Research Methodology	Grounded Theory
Research Methods	First research method was used for this research purpose was unstructured interviews with some female and male participants ,and the second method of this study was the digital ethnography observation. It was unstructured observations that gives an opportunity for issues to emerge from the observation..

Research sample	Purposive and convenience for the first phase and theoretical sampling for the second phase.
The analysis approach	Initial and focused coding constant & comparative analysis
Ethical Considerations	All ethical requirements were applied to the research and participants' rights were protected by conserving the data and documents using a systematic and clear management plan.
Credibility and validity	In order to answer these initial questions, I directed considerable attention to deciding upon the research methods for this study to ensure both validity and credibility. During the research process, I took several research methodology training courses and discussed the planned research with many colleagues and professors.

CHAPTER FOUR: KEY CONCEPTS FROM THE THEORETICAL CODING FINDINGS AND DISCUSSION

4.1 Introduction

As mentioned above, this study aimed at:

- understanding how Saudi adult learners use Twitter for English language learning
- identifying the processes and factors that Saudi adult learners engage in while using Twitter for learning, especially with reference to language proficiency, and more specifically, the skills they believe being a Twitter user improves (such as reading, writing, summarising, vocabulary learning, critical thinking).

The literature review revealed that although some prior studies focused on the use of Twitter and EL, the existing literature has not fully addressed how Twitter can be used to improve proficiency by applying a systematic theoretical approach to analysing the use of Twitter. The methodology chapter described the study design to explain how I could add to what was known by developing a practical theory to explain how and why contemporary Arabic English language learners currently adopt Twitter for learning English. A grounded theory approach was selected and purposive and theoretical sampling was employed to recruit Saudi learners and teachers for interviews to investigate the primary research question. Additional literature, discussed in this chapter as part of the narrative, was also identified to help interpret the themes that were emerging from the analysis and from my reflections on this.

RQ: How can Twitter be used for English language learning? What key ideas or concepts form the basis of the study participants' views?

To answer this question, the following four sub-questions were developed:

- SRQ1) What is the main concept behind using Twitter for English language learning and teaching?
- SRQ2) From study participants' perspectives, what is the primary role of English as additional digital language?
- SRQ3) What are the main characteristics of each role?
- SRQ4) What strategies are used by teachers or learners?

Memo 9: Thoughts about my findings

As a researcher when I started writing my findings, there were many times where I felt I was in trouble. I am having too much information and I felt that I needed more than one person to look at it. I always felt the pressures of time limitations and the knowledge gaps that I tried to address were not helping me as a single researcher as much as I would have imagined.

I always visualized my findings as more than one wellholes that in a sudden I found but all started to cause water running everywhere!

How to stop this running water overflowing and which bucket should I fill first causes me lots of decision making and sometimes lots of stress.

Although I could just have ignored lots of what emerged in this paper I could not as I loved my research. I feel I am growing up with knowledge and learning as much as I keep going deeper.

Trying to make a connection among everything was one of my main challenges in this research paper.

This chapter begins by reporting the outcome of the interviews and observational phases in response to the first sub-question. The interviews and digital ethnography observational data are included here to support the interpretation of the findings. Subsequently, the other research sub-questions are answered, and I linked the findings to the literature review to support the discussion in the process of addressing each question. This chapter also includes a reflection on my research memos as evidence (with examples presented in boxes) because they inform the interpretation of the findings by assisting and enriching the data, thereby facilitating theory construction.

The central theoretical concept was identified under the heading *English as an additional digital language*. This concept captured the roles and processes by which the participants were able to teach and learn the English language in an Arabic context through Twitter. There are three subcategories for this concept, as explained in a separate chapter, namely *digital code-switcher*, *digital silent mobile learner*, and *digital vocabulary builder*.

Table 13 :Overview of the main concept and its primary role

English as an additional digital language			
<i>Roles</i>	<i>Who</i>	<i>Characteristics of each role</i>	<i>Nature of strategies used by teachers or learners</i>
Digital code-switcher	Teachers	Teachers are Arabic speakers Teachers are informal Teachers are responsive Teachers are translators Teachers are volunteers	Saying it as it is Use of trending hashtags Visualising the tweet Choosing the right answer
The digital silent mobile learner	Learners	Learners are self-directed and independently motivated Learners are knowledge researchers not social communication researchers Mobile users	Limiting interactions to use the 'like' or 'retweet' features Acknowledge and appreciate these accounts
The digital vocabulary builder	Both: teachers and learners	Memorisation for learners Listing for teachers	Using diacritics. Tweeting random vocabulary in one tweet with their translation and pronunciation

4.2 RQ1: What is the main concept behind using Twitter for English language learning and teaching?

English as an additional digital language

Evident from the interviews, the participants indicated their learning objectives and journey in using the term ‘additional’ rather than ‘second’ or ‘foreign’ language to refer to English. As a Grounded Theory researcher and teacher in Saudi Arabia who was formerly classified as a second language teacher, the term ‘additional’ seemed somewhat unusual at first. However, when I reviewed the literature, I learned that this is the third terminology utilised to describe the process of teaching and learning English in a non-English-speaking context. However, against the backdrop of this study’s ethnographic observations and participants, the term is used in this study to apply to the learning of English language by non-native speakers via an Arabic social media digital platform. Therefore, for the purpose of this study, I define English as an additional digital language (EADL) as: ‘the English language that is acquired by Twitter users who are not necessarily a part of a curriculum or formal teaching situation wherein learners decide upon the suitable content for their needs, the time of starting the learning process, and the duration of the learning process.’ This definition encompasses the fact that English is considered as additional learning from the learners’ perspective, and it is not necessary for Twitter users to be consistent or continuous in their language usage. In fact, most study participants agreed that the knowledge they acquire from Twitter is obtained through information bites (or perhaps ‘bytes’), similar to parts of a jigsaw.

‘English as an additional language (EAL) is a contemporary term (particularly in the United Kingdom and the rest of the European Union) for English as a second language, the use or study of the English language by non-native speakers in an English-speaking environment (Nordquist, 2020).’

It is important to note that the participants preferred to use Twitter as an added tool for additional language learning which generally supplemented their study of the language. With the development of technology and the lifestyle we have today, learners have different opinions and perspectives towards learning English language. Looking at the term additional digital language combines two critical dimensions: the first one is English language as supplementary learning process, and the second is English language as a different type of language. My participants explained that they felt the language they were receiving through Twitter was additional in terms of it being an extra language and additional in terms of supplying them with extra knowledge about English. It was adding to their knowledge whether they already had some basic familiarity or they were starting from zero. There is a further sense of additional in that the observation findings show that Twitter was a tool that created some new types of language as a digital language people as will be explained in Chapter 6, where Arabic was used to represent English words.

memo 9: the definition of English Language by participants

I have noticed from the early interviews that there was an agreement among participants that they unconsciously referred to English Language as a thing or an information. From the participants' language and intonation, they indicated how the amount of language is very small. They looked at the English Language teaching as a broken system. I saw this as many of them has focused on learning Language as learning vocabulary, and they define this as a information or a thing. For me that was interesting and I found it come in line with the characteristics of social media in general and Twitter in particular, the 140 characters.

It is important to note that the participants preferred to use Twitter as an added tool for additional language learning which generally supplemented their study of the language.

‘If I were to advise a professor, I would say that I am a member of my generation, and as I see in society nowadays, young people are very well acquainted with Twitter. Therefore, if she wants to deliver her knowledge or teach as many young people as possible, Twitter is her best option because

most students use it. It is easy to use, and its features can be used by anyone, even beginners. Therefore, if you want to deliver a piece of information, Twitter is the best way for you to do so since it is a globally well-known social networking service. As a student, if I need to derive some information or learn something, Twitter is my best option because I meet all kinds of people and benefit from them all, except the useless accounts.’

Another interviewee stated,

‘Twitter was an addition. I use it maybe once or twice a week. I mean, while you are looking at Twitter, you scroll through these tweets. If it provides any additional information, that’s cool, but it is not the main tool.’

The literature by de Beaufort (2019) discussed how language learning should be treated as a process of identity construction. They also noted that unfortunately, just a handful studies have sought to investigate the so-called additional languages. Therefore, to bridge the gap, the scholars presented interviews and other narrative data from a single language learner studying French as an additional language in Hong Kong. They employed the methodological approach of narrative inquiry, which explores the relationship between additional language learning and identity. The results of the data they collected revealed that additional language learning plays a significant role in identity construction. Therefore, their discussion explored this aspect and highlighted three aspects of this relationship. The first aspect was that the process of learning is revealed as being one of growing intercultural awareness. The researcher noted that this becomes evident when focusing on an identity-related disposition that can be used to deal with certain aspects of the learner’s own cultural environment. The second aspect was that the creative appropriation of an additional language is an affordance for identity construction, despite the limited levels of conventional proficiency. The third aspect was that the significance

of particular languages and their associated cultures is constructed in relation to other languages in the language ecology. The scholars, in addition to illustrating these aspects of language learning in the age of globalisation, also discovered that there are some pedagogical implications of considering an identity-based perspective on language learning. Although my findings did not describe identity construction as an element, the findings in general have shown that learning English as an additional digital language has helped teachers to build their professional identity. In particular, the findings show how my lead account or teacher participants used Twitter to build up their followers and other channels as a tool for teaching English language as an additional knowledge. In terms of the language learners, improving proficiency in English as an additional language is a key aspect of their motivation (see Chapter 5) and the development of their future identities. I found de Beaufort's (2019) perspective helpful in understanding both the teachers' and learners' engagement as an aspect of their identities.

There is little research published to date concerning learning English as an additional language acquired through the informal use of technology. Typically, EAL learners require additional time and effort to be spent on explicit teaching targeted to help them address their needs on a particular level (Hammond, 2014). Elsewhere, the issues involved with writing in an additional language are discussed and shown to reveal significant errors and patterns of mistakes (Cargill & Burgess, 2017).

Studies examining English as an additional language have investigated the importance of learning English from a political perspective. This reflects that not only is it vital to consider teaching English as an additional digital language, but also the role of English as being important to modernisation in contemporary culture. For example, Ross (1993) draws on her experience of teaching English at an elite school in Shanghai to provide an account of the everyday lives of both students and teachers. She traces the evolution of the English language

from the 19th century to date and the perceived cultural and ideological impact of learning the language on the Chinese society. She concluded that despite the reservations of the political elite regarding the teaching of English language in Chinese schools, knowledge of the English language is considered essential for modernisation. These findings relate to my study in term of showing the importance of tracing the idea of English as an additional language as new hypothesis and area that needs further investigating and attention.

Memo 10: The following memo echoes my thoughts about learners' using Twitter to learn and introducing other relevant terms.

It was clear from my data that learners are dealing with Twitter as a tool to enhance their general knowledge and to add to their basic knowledge. They are primarily driven as learners of English. According to my data, their purpose of using Twitter is to extend their prior knowledge. They can, therefore, be described as people using Twitter to learn English as an additional language.

At this point of research, I need to introduce the term 'additional language' (AL) instead of 'second language' (SL) because it becomes an important distinction in my research. I have been searching for a clear definition that distinguishes English as second language from English as additional language, and surprisingly, there are few conceptual discussions about this term.

To explain this main or key concept more, I return to digital learning as I describe this concept of English as an additional digital language. Hence, it is important to look at digital learning in the research literature. Lütge et al. (2019) focussed on digitalisation and its application to literature in foreign language education. The researchers based their arguments on the fact that digitalisation produces increasingly multimodal and interactive literary forms. They observed that there is a major challenge for foreign language education in adopting such forms which involves deconstructing discursive borders between literary education and digital education. Therefore, they argued that crossing over into a perspective wherein digital and literary education are intertwined. In presenting their findings, the scholars engaged with digital literary texts and aimed at considering just how different competencies and literary/literacy practices

interact and inform each other. They focussed on a receptive perspective: reading digital narratives and digital literature can become a space for literary aesthetic experiences and a productive perspective: learners can become ‘producers’ of their own digital narratives by drawing on existing genre conventions and redesigning ‘available designs.’ Their research is an extension of previous studies and in this paper, in efforts to provide new insights, the scholars proposed a typology of digital literature, incorporating functional, interactive, and narrative aspects as applied to a diverse range of digital texts. Their study draws on a range of international studies in the field of literacy education and 21st century literatures and, in turn, explore trajectories for using concrete digital literary texts in the foreign language classroom. The findings indicated that digitalisation changes reading and writing processes, and future scholarly work should focus on digital literary competences and implications for foreign language education. As this study shows the focus on digitality is important for changing teaching practices which my study is also supporting by defining English as digital additional language. A number of other features about the nature of digital texts will be explored in this and the following two chapters based on my understanding of Lütge et al. (2019).

The work of Carrier et al. (2017) on digital language learning and teaching has mapped how the revolution in technology and recent advancements in IT have been changing the traditional way of learning and teaching, especially following their integration into language education which has increased at an exponential rate in recent years. Their analysis has provided language educators and practitioners with a snapshot of contemporary research in the application of digital technology in language education, particularly in the English language teaching context. The research focuses on key advancements in digital language learning, teaching, and assessment. By exploring the current state of the implementation of digital learning technologies in English language classrooms in diverse contexts worldwide, the authors set out model of good practice by combining findings of established researchers and current

practitioners' research on digital learning. In making its contribution to digital learning for English language students and teachers, the review material confirms that more scholarly work is needed to further explore other languages and not just the English language. The insights are especially relevant to contemporary research and practice since they summarise the findings of previous scholarly work as noted by Merzifonluoğlu and Gonulal, (2018). In terms of this study, their analysis is especially helpful in understanding how my participants were using the limit of 140 characters (now 280) in Twitter to expand English language learning methodology. The paper by Ugur (2020) explored the assumptions of instructors and students concerning why and how multimodal and digital technologies are incorporated into undergraduate classes, using a qualitative approach. The arguments stem from the assumption that in the recent times, there has been an increasing use of digital technology by young people, and to the extent that this becoming a significant concern in the 21st century. In presenting their findings, actual experiences that students and instructors undergo while using these forms of media in an educational context were explored by performing investigative sessions. They used appropriate tools to collect the required data through participant observation, in-depth review, and open-ended questionnaire techniques during the research. The results revealed that students and instructors have diverse experiences and relationships with technology that affect their perceptions of each medium, which in turn affects their reception of using specific media for educational purposes and their ideas about digital education. Students' actual learning experiences, however, are not fundamentally different from those of previous generations. The information presented in the paper is important as it confirms the need for additional studies that focus on teaching and learning with media ideologies surrounding emerging Web 2.0. tools and experiences. The results also revealed the need for future studies to focus on teaching with technology with the aim of discovering significant variations in access to technology and digital literacy skills when exploring factors, such as age, gender, and class. This research relates to

my finding about the importance of understanding Twitter users as learners and their teachers' practices and perspectives towards using technology in their English language learning journey.

The objective of the paper by Bogdanova and Zharkova (2018) was to analyse the advantages of distance foreign language learning technologies for students at an agricultural university compared to the traditional system of education. In presenting their findings, the scholars focussed on methods of analysis and logic. As they presented their findings, the authors specified the essential and informative characteristics of distance learning, taking into account the key aim of this form of education. They ensured that special attention was paid to educational online resources and audio forums as one of the effective tools for implementing distance learning in practice. They also indicated the basic conditions for the development of distance learning techniques as they dealt with the issues of creating, filling, and functioning of a personal blog of a teacher at the Northern Trans-Urals State Agricultural University, based on the web environment www.blogger.com. The scholars concluded that the introduction of innovative digital and interactive methods of foreign language learning for students at agricultural universities is not only possible, but necessary. They believed so because in contemporary times, the use of innovative digital language learning contributes to the informational culture formation of the personality, improves the efficiency and effectiveness of the educational process as well as qualitatively improving the level of professional training of students without reducing the leading role of the teacher in the educational process. These findings are useful in confirming to readers that regardless of the particular language, digitalisation of the learning process is critical and spotlights the importance of digital learning and how this affects the educational process, as in my study the teachers use of the digital environment has opened to them opportunities to reach larger audiences and more quickly than other approaches. Although as a researcher I can't assess the effectiveness of this, I have

noticed how widely it was used. One contrast is apparent however as Bogdanova and Zharkova (2018) believed the adoption of innovative approaches improves the professionalism of teachers, in my study this is a more complex issue which I will return to below.

Christiansen, Li & Bailey (2017) explore the role of texting and digital multiliteracies in the EFL classroom because, according to the researchers, the use of mobile devices has become normalised in the classroom with texting practices continuing to gain popularity and acceptance among users. The nature of the strategies employed by learners and teachers in texting has, in the last decades claimed territory within communicative domains that were once solely occupied by face-to-face (f2f), phone, or e-mail communication. According to the researchers, texting and messaging functions are expanding, and the complex multimodality of those messages has also increased. This justified the need for Christiansen and colleagues to examine the mobile communicative patterns and intercultural semiotic conversion practices in the classroom. Their discussion indicated that students' ability to successfully participate in informal communicative language play is relevant to short term language acquisition and long-term academic socialisation and persistence. This is in line with my findings that creating informal digital tools and developing new communicative practices accessible to learners' devices and the features of the Twitter platform are assisting learners' motivation as well as helping the digital teachers to get explore the benefits from integrating Twitter into the EFL/ESL field.

4.3 Summary of findings relating to RQ1

To sum up the answer to RQ1, according to my interviews and ethnographic observation, using English as an additional digital language includes particular roles that will be illustrated in more details through RQ3 and RQ4. The phrase 'English as additional digital language' has not, according to my data and its analysis and interpretation, received enough attention. However, digitalisation in general is crucial for the education process because there are many

advantages of digital learning and teaching. The next section of this chapter provides an in-depth interpretation of the primary or key concepts involved in the development of the main theories associated with each concept which have been generated from the analysis of data. Direct quotations are included to illustrate the construction of the particular theory (following Charmaz and Belgrave, 2012).

Memo 11: Thoughts about my position as a researcher

Me as a researcher at this point of research, I am not trying to take a position or choose a term that describes what English language learning and teaching should be. I am describing exactly what my participants are talking about in detail. It is important to know that what comes up here is not my opinion nor any expert's opinion. It's the reality that has not been tested yet, modified or refined. It's what participants are doing at the moment and what is coming from their own words.

4.4 RQ2: According to the study participants, what is the primary role of teachers and learners while using Twitter?

Role 1: The code-switcher

In this section, I highlight the factors that motivated teachers to use Twitter as an approach to language learning. The findings emerging from the study are divided into three subsections: code-switching, the translation method, and teachers' motivation.

Code-switching from line to line

The fact that some committed individuals teach the English language using such techniques, such as code-switching and translation, was quite surprising. As a researcher and having personal experience in the field of language teaching, I expected to find some higher-education teachers using their Twitter accounts to post activities, exercises, and follow-up lessons to students, which I could use to evaluate the success of this approach. As a master's student of TESOL and a teacher in a university setting, I can say that as ESL teachers, we are constantly asked and encouraged to always use English when explaining lessons or communicating with students outside or inside the classroom. We were taught that modern language theories and teaching approaches advise that we speak only in English, the target language, with our students.

Notably, bilinguals and linguistic specialists discussed code-switching many years ago. Hauen (1950) defined it as, 'The introduction of elements from one language into the other means merely an alteration of the second language, not a mixture of the two (1950:211).' It is interesting that code-switching was also investigated by behaviourists, who argued that using an application as a code-switcher aligns with the principles of behaviourism, a fact that this study confirms (Miller and Doering, 2014). While a minority of researchers mentioned that

English should be taught using the target language, this does not correspond to the most contemporary theories that insist on encouraging learners to be a part of the English language society in order to learn the language (Marsden, Mitchell, and Myles, 2013; Vygotsky, Hanfmann, and Vakar, 2012). It is important to pay attention to the fact that most recent Twitter studies have built their hypotheses and research designs around these notions (Richards and Rodgers, 2014).

Memo 12: Using Arabic language as a tool to learn English language

It was surprising how all the participants think that learning second language could be supported by using the native language. This point conflicts with many theories that insist that learners be part of English language society. Actually, participants argue that communicating with natives is not their goal.

Although much of the current literature directs particular attention to works addressing the use of Twitter in higher education in general subjects and themes, previous studies have not considered data regarding the use of Twitter in the EFL/ESL field, particularly in terms of code switching. To the best of my knowledge, very few studies have examined the phenomenon of code-switching in tweets (e.g. Kosoff, 2014). This indicates that perhaps most studies in the literature review only considered monolingual tweets and perhaps in more formal settings where code-switching was discouraged.

The findings of this current study also mainly focus on code-switching and translation conflict, along with previous research and theories regarding the value of the communicative approach in teaching and learning. Most studies covering communicative approaches suggested an approach to language learning that emphasises communication i.e., playing games or role playing (Howatt and Smith, 2014; Richards and Rodgers, 2014). This encourages students to interact and communicate with each other, motivating them to adopt language skills from the outset (Natsir and Sanjaya, 2014). It appears from the data presented here that the learners do not necessarily value this approach themselves since literally hundreds of thousands of learners follow teachers who use code-switching, as shown in my screenshots of Twitter activities of users. One study investigated a Facebook group community comprised of Indian university students where the students incorporate more than one additional language (Bengali (BN)-English (EN)-Hindi (HI)) in code mixing. The author argued that code mixing complicates language identification. Subsequent analysis of these individual systems revealed inherent limitations that manifested in their inability to assign proper labels to ambiguous words. However, further analysis has shown that incorporating contextual information to the already-collected information from dictionaries can address this problem (Barman, Das, Wagner, and Foster, 2014). This is particularly interesting in relation to my findings about how the learners

themselves valued code switching and the discussion below about the use of Arabic for transliteration and pronunciation.

Samhan (2017) examined whether there is a relationship between age, gender, and education level and a participant's use of language, particularly code mixing and code switching. Eighty participants were split into three groups on the basis of age, gender, and education level. The study monitored 100 tweets on active accounts of the 80 participants on Twitter from 8th April to 15th May 2017 to determine if there was code mixing or code-switching and if this was influenced by the three aforementioned variables. Analysis of the tweets revealed that while age and educational level influenced a participant's language, gender had no such influence. In terms of my research gender was not explored but age was influencing participants way of learning as I described in more details in Chapter Five.

I did not find the Twitter teachers to be using their accounts to follow-up and interact with students. And one reason for that, a number of these accounts were run by volunteers and enthusiasts who create and promote their own approaches, which differ somewhat from the uses described in the literature regarding more formal educational settings, particularly the higher education EAL curriculum. It is important to mention here that most of the Twitter teachers in my study are untrained and not formally qualified to teach EFL/ESL. However, they are passionate about helping people.

One learner participant said:

'I do not have any schedule, and it is not a commitment to learning. Twitter is more like an addition. I don't compare it to reading, or other things, which form the main method of learning a language. Twitter is helpful, but not to learn the basics, even if the accounts are really beneficial. If they mention everything about a language, it will still need to be supported because there

are so many tweets that I end up being confused about the ones I really need. So, in reality, I finish learning from a book, or another really useful tool, and then I use Twitter. If I can learn anything extra there, that's beneficial, but it is not my main tool.'

Another participant commented:

Researcher: 'Do you believe Twitter has had an impact on you?'

Interviewee: 'No, it is just a simple addition because I use Twitter only maybe once or twice a week, and mostly I tend to spend time on different things. I mean, when I'm looking at Twitter, I tend to scroll through tweets.'

As explained in the methodology chapter, all the accounts were chosen based on their number of followers and the fact that they use the Arabic language for teaching and explaining English language to their followers. Thus, these digital Twitter teachers of English aim at controlling or limiting the amount of information and content delivered by Twitter by offering very short, manageable lessons. Most accounts concentrated on vocabulary, as will be discussed in Chapter Seven, although one focussed on grammar as well as vocabulary. Neither reading, writing, or listening received much attention during the whole of the data collection period. It was interesting to observe the participants concentrating on improving their vocabulary as the main goal of their learning (see Chapter Six). The learners, including some students from more formal language settings, used Arabic accounts and tweets to learn English, particularly English vocabulary. For example, in the next image, the learner who commented on the teacher's tweet was a high school student when he started following this account. This means he already had his own teacher and was following a curriculum, but he followed the Twitter account to gain additional knowledge. It might be important to note that most Twitter accounts provide very different content from what learners learn in schools or universities. This reflects

the claim that adult learning is often focussed on being problem-centred rather than content-based knowledge (Brockett and Hiemstra, 2018; Brookfield, 1986; Brookfield, 1995).

In the following paragraphs, I describe what the digital code-switching approach aims to achieve through Twitter for language learners. Digital code-switching concentrates on using the learners' first language to deliver the target language, which in this case is the Arabic. I use some screenshots to illustrate this point. The first example is of an account that had almost 246,000 followers in August 2018, a considerable following. This account's method exemplifies the digital code-switching approach in addition to explicit translation. As is evident from the screenshot, in the main body of the tweet, the user uses an Arabic hashtag that translates into #Today's _idiom to introduce the lesson.

Screenshot 1

Learn English™

@Bessatt

#wisdomoftheday

Be patient, the lessons you learn today will benefit you tomorrow. كن صبوراً، الدروس التي تتعلمها اليوم ستفيدك غداً.

#fact

10:29 AM. 16 Aug 2018

26 Retweets 99 Likes



In the abovementioned tweet, the teacher used an Arabic hashtag to provide advice in English in the first line, and then he translated it into Arabic. Thus, it is apparent how digital code-switching is simply writing and publishing the taught information in English, and then being more explicit in Arabic to explain what the information means using a translation-based approach. The grammar translation approach is the traditional method, which was used historically, and focuses more on using the first language to teach grammar and vocabulary (Harmer, 2001). The sequence of tweets below shows how code-switching is used as a pedagogical device.

Screenshot 2

Learn English™

@Bessatt Choose the correct answer

What is the name of the thing that appears in the picture?

1 – Blanket

2 – Rug

3 - Wrap

#speak English

(Translation) Choose the correct answer

What is the name of the thing that appears in the picture?

1- Blanket

2- Rug

3- Wrap

#speak English

Learn English™ تعلم الإنجليزية @Bessatt

أختر الإجابة الصحيحة
ما اسم الشيء الذي يظهر في الصورة؟

blanket -1
rug -2
wrap -3

#تحدث_الإنجليزية

Translated from Arabic by Google

Choose the correct answer What is the name of the thing that appears in the picture? 1- blanket 2- rug 3- wrap #تحدث_الإنجليزية



In this sequence, the teacher used Arabic to ask a question and then offered multiple choices in the target language (English). Later, he used Arabic to provide the answer. The third image presents the translation of the tweet. This is a good example of how Twitter users employ code-switching. One advantage of code-switching, as discussed in the literature, relates to the lack of register when two people are not equal in language proficiency and production ability (Eldin, 2014; Myers-Scotton, 1995).

The next example shows a teacher providing information regarding a new collection of random words. Again, he or she used Arabic to explain the tweet, and subsequently, the student used code-switching to communicate with the teacher.

Screenshot 3

Abdulelah wazen |speak English
Retweeted

Abdulelah wazen |speak English
@abdulelah_wazen

A furniture auction = مزاد الأثاث

Auction = مزاد: A place where people place bids (goods value), and then these goods are sold to the highest bidder.

12:47 AM. 16/09/2019

12 Retweets 95 Likes

عمر الزارع @OMAR_ALZAR3 .

Replying to @abdulelah_wazen

Is it fine to use the indefinite article "a" with the word furniture?

0 Replies 0 Retweets 0 Likes
0 shares

Retweeted |عبدالله وازن |تحدث الإنجليزية

تحدث الإنجليزية |عبدالله وازن @abdulelah_wazen

مزاد الأثاث = a furniture auction
auction

مزاد : مكان فيه الناس تعطي تسعيرة (قيمة للبطاعة) بعدها تذهب البطاعة لمن يدفع أكثر

Translate Tweet

12:47 AM · 16/09/2019 · Twitter for iPhone

12 Retweets 95 Likes

عمر الزارع @OMAR_ALZAR3 · 5h
Replying to @abdulelah_wazen
عادي اضافة a التعريف في كلمة furniture ؟

Tweet your reply

Screenshot 4



This is also an example of the translation-based approach wherein the teacher posted some words with their meanings in Arabic. The teacher created a glossary of verbs. The glossary categorised the verbs starting with the same letter in one tweet: in the example above, it is ‘to +D.’ More information about the use of this technique, as reported in the literature, can be found in Chapter Seven.

In the interview data describing this issue, the participants explained that the digital code-switcher role fits their level of learning and meets their preferences and needs. In a conversation with Mohammad (Personal communication, 3 March 2016), a teacher who runs an English language learning account with almost 400,000 followers, he argued that accounts that provide English lessons by utilising Arabic are better suited to Arabic learners’ needs.

‘As I told you, most of the followers speak Arabic, so I build on that, and I try to explain things to them in Arabic to be clearer. I have introduced some English lessons, writing words in English, and writing their synonyms in Arabic, and sometimes I just write the English word and explain words in English in a simpler way. However, in such cases, there was no interaction. I also posted entire lessons in English and quoted from foreign websites, but

again, there was no interaction and just 3 to 10 retweets (Personal communication, June 2017).’

According to Mahdi and Almalki (2019), 58% of the teachers they surveyed considered code-switching to be a negative technique when used in the classroom in the context of English language. The teachers expressed their concern about the students becoming co-dependent on their teachers. They argued that it is better to prevent students from using L1 since that they have little opportunity to use it outside the classroom when in an English-speaking country. Conversely, teachers who use code-switching explained that it is a very helpful tool to build the proficiency of low-level language students. In a mixed methods study, Al Tale and Alqahtani (2020) asked female students their opinions about code-switching vs. target language only used during ESL lessons. The students by contrast were positive about code-switching, claiming that it helps them understand reading material more clearly, and it makes the acquisition of vocabulary and other skills easier compared to target language use only.

A further interesting question emerged from reading the literature pertaining to whether gender affects who uses code-switching. For example, one study investigated whether there is a relationship between age, gender, and educational level involving 80 Twitter users. A total of 100 tweets were extracted from three different age groups: 15-25, 25-35, and above 35 years. The researcher completed analysing the screen shots according to the existence of code-switching wherein she concluded that gender in her data played no role in choosing to use code-switching although she identified that the motivation behind the same may be different. Female participants code-switch because they think it is more stylish, while male participants think it depends on the topic, such as when talking about sports or cars (Samhan, 2017).

Two screenshots for some popular Twitter accounts with more than 100,000 followers:

Screenshot 5

English teacher

@bnd7788

Master's degree in teaching English to Speakers of Other Languages (TESOL) – UCL – University of London-
Instagram Instagram.com/bnd7788e/

61 Following 261.9k Followers

Tweets Tweets & replies Media Likes

English teacher @bnd7788. 10/09/2020

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Three WiFi Call 2:15 PM

ENGLISH

Follow

معلم إنجليزي
@bnd7788

ماجستير تدريس اللغة الإنجليزية كلفه ثابته TESOL-جامعة-
UCL - لندن-انستقرام Instagram.com/bnd7788e/
Kingdom of Saudi Arabia Joined April 2016

61 Following 261.9K Followers

Followed by ساره سعود, أحمد الحسين, أماني الشعلان, and 5 others

Tweets Tweets & replies Media Likes

Pinned Tweet

ENGLISH معلم إنجليزي @bnd7788 · 10/09/2020

يقدم مكتب أبو عيد للترجمة:
-ترجمة من انجليزي- عربي والعكس- كتابه سيره
ذاتيه بالغتين- غرض الدراسة- تدقيق لغوي- إعادة
صياغه- مقترح دراسة أو بحث - كتابه وتلخيص
-الدرسات والبحوث
رأس الأسعار
هاتف 0543104397

يخدم مكتب أبو عيد للترجمة:

Screenshot 6

How to ask questions in English

@FahadHarthi1

An innovative interactive method|At Jarir Bookstore

Collection of "top 100 in English" (two picture books + CD)

Collection of "how to ask questions" (8 booklets + CDs)

|IELTS simplification – Book + CD

At Jarir Bookstore, all branches

Youtube.com/user/English Ask

2 Following 760.6k Follower

Tweets Tweets & replies Media Likes

How to ask questions in English @FahadHarthi1

09/07/2020

To increase your vocabulary in an easy way. learn:

- 1- Antonyms
- 2- Synonyms



كيف تسأل بالإنجليزية

@FahadHarthi1

طريقة تفاعلية مبتكرة في مكتبات جرير مجموعة أهم 100 في الإنجليزية (كتالين بالصور + CD) مجموعة كيف تسأل (8 كتيتبات + CDs) تبسيط ايلتس - كتاب + CD

في مكتبات جرير، جميع الفروع

youtube.com/user/EnglishAsk Joined June 2012

2 Following 760.6K Followers

Followed by أمانى الشعلان, د. موسى المالكي, عبد الله مقبل #ابتكار, and 1 other

Tweets Tweets & replies Media Likes

Pinned Tweet

@Fah... · 09/07/2020

لزيادة مفرداتك بطريقة سهلة. تعلم

ضادات
رادفات
الكلمات المتشابهة في النطة

One teacher participant stated:

‘For example, in 2015, the total impressions or views of my tweets reached nine million, nine hundred thousand. In 2016, they reached 10 million. The number of impressions last June – those who just read my tweets – was a million on Twitter. These are certified numbers, and I can get you proof of them. See, how Twitter helps you reach a huge audience. However, this is my personal experience, and as I said, the numbers are certified on Twitter,

which provides me with monthly statistics that I collect every year. Thus, my perspective is based on my own practical experience.’

The beginner participants stated that they would prefer more in terms of Arabic explanations than English practice at their stage. One interviewee,(personal communication, 3 March 2016), suggested that existing problems could be solved by the following:

‘...receiving information from Arabic teachers makes it much easier to recall all the provided information. It was surprising how most of the participants thought that their first language should be used to introduce the second language to them.’

Another teacher reported:

‘However, it is important to maintain the balance between both languages. We have tried earlier to introduce all content in English a few times. My focus was mainly on the English language, but the interaction was very rare, and I realised that this was not beneficial. However, when I began to merge both languages together, it turned out to be more beneficial (Personal communication, 5 August 2016).’

Another participant pointed out that he preferred learning English from Arabic teachers whose first language was Arabic who employ code-switching instead of native speakers. This participant explained that Arabic teachers are more cooperative and can answer his questions more easily because they understand the problems:

‘There are some people, especially Arabs, who are really cooperative in language learning, in particular, the language teacher whose private Twitter account remains accessible. So, if anybody has a question, but does not want to ask publicly, they can visit the private account and find the required information.’

From my perspective as both researcher and teacher, it appears that such opinions arise because many of the learners who use Twitter are beginners who perhaps lack the ability to express their questions in correct English, which they perceive as an obstacle to communication with English teachers. The above mentioned participant also said:

‘Honestly, until now, I hadn’t thought that my language skills had helped me communicate with native speakers. So, I think I’m still at the learning stage where I still need to use Arabic accounts. Of course, I personally feel that using Twitter for writing in English and demonstrating this ability was one of the best things I did. It is even better if I can communicate with native speakers on Twitter. I have an ambition to reach this stage, but at the moment, I need to learn more English through Arabic accounts, so I can reach that stage.’

Furthermore, one participant argued that because native teachers are more readily available on Facebook than Twitter, and rarely check their timelines, this has pushed them towards searching for Arabic teachers.

‘The first point is that the foreigners are still using Facebook, and they make less use of Twitter than us Arabs, who tend to use Twitter first for information. The second point is how I receive information. Even after five

or six years, I have received more information from Arabs because information is more easily understood if it is not from a native speaker.’

Another participant argued that, due to their high level of English, native speakers provide information in a very advanced way, sometimes making it inaccessible.

‘Foreigners have very advanced ways of presenting information, but in the end, the information is easier than their speech, especially if they are academic language teachers who present the words and the syllabus in a very advanced manner to make the students learn the syllabus, and so on. But Arabs express themselves in ways that are easier and simpler.’

Previous literature does not cover the use of Twitter in foreign language learning in terms of second/foreign language learning approaches. Indeed, very little information was found relating to digital code-switching and Twitter and teachers’ motivation towards using code-switching on Twitter. One rare example was of a study that examined code-switching on Twitter in Oman. It reported that 86% educators and students use code-switching and are interested in it (Al-Qaysi and Al-Emran, 2017). Another descriptive, qualitative study argued that code-switching encourages learners to become bilingual more rapidly than those taught in the target language only (Octavianti, 2017). Another study examined types of code-switching on social media among users from the English department and found intersessional switching is often used to focus on a specific word (Novianti, 2013). All these findings support the data presented here.

The analysis of the observations and participant interviews revealed the common role that Twitter appears to play. To clarify this, I broke down the role into key words. I employed the

term ‘digital’ to embrace tiny, quick, and simple activities that can be undertaken in a digital environment. The idea of ‘code-switcher’ relates to the observational findings concerning the extent to which Twitter supports code switching. The ‘digital code-switcher’ approach is seen as an appropriate description for a great number of teachers and learners in the Kingdom of Saudi Arabia.

My observation concurs with the ideas of Holzinger and Motschnik-Pitrik (2005) who noticed that some issues impede students while working with multi-media-based online material. Some of these include: download delays, downloading millions of plug-ins, having to change fonts or other settings, having to reboot after every session, long scrolling text (students do not like to read on screen), getting lost, no on-line moderator, no available instructor, and unnecessary distractions (flashing, popping etc.). Consequently, they suggested that multimedia material should be designed to be simple, useful, and usable for the end-users or more learner centred. Motschnik-Pitrik and Holzinger (2002) supported the analogy that while empirical evidence shows that students who are given the freedom to explore areas based on their personal interests and who are accompanied in their learning by a supportive, understanding facilitator not only achieve superior academic results, but also develop socially and grow personally. Student-centred teaching is more demanding in terms of communication, organisation, and the provision of learning material.

Memo 13: This memo reflects the outcome of my thesis in terms of my own knowledge.

So, in this thesis, I learned to differentiate between learner-centred teaching, which is mentioned in Chapter 1 and self-directed learning, which is mentioned in Chapter 2.

Translation between Arabic to English and English to Arabic

Another finding that can be partially confirmed by this study is related to the grammar translation method. According to this method, the direct translation method is an appropriate way to teach English vocabulary. Teachers who use this method teach words in the form of isolated lists and hold class discussions in learners' native language. They normally engage in very little communicative teaching. As this chapter reveals, this is the case with many of the teachers who are active on Twitter. They present lists of vocabulary, which requires minimal engagement with learners. This approach endows teachers with authority. As previously mentioned, learners are receptive to the language and not productive in our data, which corresponds to the findings expected in the grammar translation method. Learners who prefer this method always view effective translation and comprehension as an important goal, and they do not aim at speaking with second language speakers. This study found that Twitter users generally like the way that teachers explain foreign language using the first language and employ a translation approach to make the second language clearer and more understandable. According to one Saudi teacher, the grammar translation method encourages learners to focus on repetition and vocabulary memorisation to teach and develop students' language. Thus, the Twitter context is consistent with what Richards and Rodgers (2014) described as being the main features of the grammar translation method.

One of the criticisms of this method is that when learners travel to a native-speaking country, they are not able to understand native speakers. This leads to the conclusion that the grammar translation method is perhaps best suited for beginners and building vocabulary in the initial stages of acquiring the language. Although widely criticised regarding its value, this study found the method to be valuable according to the views of both the teachers and learners in this

study. Another criticism is that the method presents language as an isolated collection of words instead of focussing on multiple aspects of connectedness. However, it is one of the easiest for teachers to apply as it does not require a teacher to be fluent in speaking English, nor even be a trained teacher, which might explain its popularity in Saudi Arabia. No study, to the best of my knowledge, has explored this issue, suggesting the need for further examination of this topic.

Carreres & Noriega-Sánchez (2011) focused their research on establishing a boundary between language teaching and translation training and what benefits this can offer the EFL/ESL field. The authors highlight the recent controversies surrounding the role of translation in language teaching. However, they propose a constructive dialogue between the two academic disciplines to establish a beneficial relationship. The writers conclude that language teaching stands to gain from translator training if collaboration between the two disciplines is enhanced. Similarly, Cordero (1984) argued that translation is an important tool in the language acquisition process. She distinguished between the two distinct types of translations: educational translation, being a means of learning and professional translation, which is done to make others understand. She argued that in the recent past, the role of translation in the language classroom was controversial because of its association with the grammar-translation approach because this was seen as getting in the learner's way of thinking directly in the target language. She suggested that translation can be integrated in the curriculum in several ways beginning with articles of scientific nature and later newspaper articles. She also argued that language acquisition is a continuous process which should incorporate both educational and professional translation. This showed the importance of translation method long ago, which continues till today. The results of my study do not explain the occurrence of these two types of translation instead what was observed is a kind of simple translation that can be classified in area of the middle ground

between professional and educational use which led to more unanswered research questions for future research. The Saudi curriculum at school does not include translation as an objective while it seems like translation is taking a major role in building beginning learners' language and in motivating learners to study English.

In contrast to earlier findings, however, no evidence of translation activities by learners were detected. Popovic (2001), drew attention to the important role played by translation in language teaching and learning especially in second-language acquisition (SLA). The article aimed at cementing the fact that translation is a legitimate pedagogical tool in language teaching. Subsequently, it explored ways of incorporating translation in regular courses in the light of insights contributed by research studies in SLA, language theories, and new psychological perspectives on language learning. The author argued for a multi-directional integration of translation activities both in pedagogical and organisational terms. Pre-translation should incorporate activities, such as prewriting and post-reading, while post-translation should incorporate rewording, rewriting, revision, and evaluation. As far as I have looked into the literature and compared my findings with what other researchers and experts are saying, I found that in fact translation was adopted by teachers as teaching method to minimize complexity and shorten the time for getting information to learners. In another words, the focus of my teachers was not to engage students into being an active or passive part of translation as much as being a receptive learner to develop their comprehension fluency.

Factors behind Teachers' Motivation

Another important aspect that emerged from the interviews is the rationale behind teachers' decisions to teach English through Twitter. Some teachers are already employees and have a significant position in society, but they chose to teach using Twitter in their free time because of their passion for teaching.

One teacher stated:

‘For me, it is just a passion and voluntary work. I love teaching the language. I was thinking about the problem concerning the level of English language in the Arab world. I thought I could help solve such a problem by serving people. So, it just stems from my passion for teaching.’

Another participant explained that it is the love for teaching and voluntary work that motivated him to keep working:

‘This work is fully voluntary; it depends on volunteering 100% since it is not aimed at making profit, and I have never gained one riyal from it. I refute the idea of publicity because I see other teaching accounts that depend on publicity to a large extent. However, I refute this idea totally. This issue is closed, and I don’t have any intention to change it. I want to keep the account as it is, I give people lessons, and they follow me. They ask me questions, and I answer them. I cannot see my account being used in any other way.’

Investigating the reasons that might make an individual volunteer, I found the article by Anderson and Moore (1978) particularly helpful. This explained and justified the reasons why people volunteer their skills and time in the context of Canada’s social service agencies. According to the expectancy theory of motivation, individuals who engage in volunteering expect to receive something in return usually in the form of psychological payoffs. Self-actualisation, the need for power and other associated psychological benefits are proposed as some of the factors that drive individuals to offer themselves for voluntary work. A considerable number of high schools and universities also offer academic credits to students who volunteer their services. The article concluded that understanding volunteers’ motivation

and rewards is important to enable organisations to review their structures to adapt to volunteers' expectations.

Another reason for teaching is the opportunity to access a large number of followers, as illustrated in Chapter 6. Table 4 presented in the methodology details the numbers of some of the accounts' followers, showing some have millions of followers.

'It was all aimed at charity. I like to help people too much, and Twitter gave me the chance to do this. We need support regarding some very important matters. You sometimes find people in need of support to serve others on a free basis, but unfortunately, they fail to find the needed support. Thus, they have to depend on themselves and try to make use of the simple options they have. Thank Allah, we managed to reach a large segment, and we are still proceeding with that voluntary work.'

Another participant commented that his motivation comes from a love of people:

"My real motive is love of people. It is not even a love of volunteering. I love what I am doing so much. I really like the feedback I receive from people for what I am doing. You know, what I like most is when people pray for me, when they ask a question, and I answer them. It feels like I am helping them learn new information, and I receive feedback saying, 'I never knew that before,' or I find someone praying for me or thanking me for the effort I put in."

Another participant attributed the motivation to religious factors:

“Prophet Mohamed (PBUH) said, ‘the most beloved people to Allah are those who are most beneficial to people,’ and I am fond of teaching the English language. I went on a mission in 2013 after which I turned from being a teacher to being a student. I studied at two language institutes in America, then I earned my Master’s, and I still have this passion for teaching.”

Surprisingly, some of these teachers did not hold English language certificates or other formal qualifications; they were teachers working in other fields. However, they stated that this voluntary work offers them the opportunity to do business, such as advertising their own English language paid services via translation or tutoring. They also use their Twitter accounts to work as a gateway to access Snapchat, YouTube, Instagram, or Telegram.

As a researcher engaged in digital ethnographic research, I identified another motivational factor not mentioned in the interviews. This concerns business and commercial interests. It is possible that one reason for teaching in this manner is the capacity to make money through advertisements (see Image 7). Some of these accounts have successfully obtained sponsorship, which plays an important role in motivating them, thereby enhancing their desire to initiate their own projects and increase their following. The following screenshot provides a glimpse of this.

Screenshot 7

English language channel
@English4KFU
A channel that serves King Faisal University for Distance Learning
telegram.me/EnglishKFU
For advertising, contact: @naifalotaibiii
31 Following 723 Followers
Tweets Tweets & replies Media Likes
English language channel @English4KFU .
11/02/2017
@naifalotaibiii @le4mo
In the name of Allah, we begin
This is the official account for our channel:
telegram.me/EnglishKFU
It serves the students of:
#KingFaisalUniversityforDistanceLearning



Evident from the screenshot, the teacher included a separate email to advertise services in his biography.

Some of these accounts were run by non-specialist Arabic speakers of English who were simply motivated to share their knowledge with others. Thus, they were very giving to learners, as the participants noted, stating that one of the reasons their motivation remains high is the continuous private acknowledgement they receive from Twitter users. This will be elaborated upon in Chapter Five. Further screenshots and examples can be found in Appendix 9.

Memo 14: The following memo reflects the derived meaning of code-switching.

I have noticed through my reading that code-switching is described in the literature as a sociolinguistic or bilingual phenomenon. However, within my dataset, code-switching seems to be an educational phenomenon, as it used on this platform for teaching and learning purposes.

4.5 Summary of findings relating to RQ2

The previous section addressed the second research question: What are the primary roles of teachers and learners when using Twitter? The answer is ‘the digital code-switcher.’ Briefly, this role indicates that teachers typically use more informal approaches, including translation and Arabic language as a medium and diacritics to illustrate a word’s pronunciation recognition, as will be explained in Chapter Six (see below). These findings also indicate that using code-switching as part of the digital language learning experience is popular with followers and contributes towards teachers’ success. To summarise, the digital code-switcher is a digital teacher who uses the internet and Twitter to support language learners by adopting an explicit and direct, but informal, language instruction method using both Arabic and English in the same tweet to help learners improve their knowledge of English. I refer to English language learning here primarily as knowledge building because these activities do not appear to be meaning-driven in terms of active vocabulary use. The emphasis then is on acquisition and familiarity rather than strategies for deriving context-based meaning.

4.6 RQ3: What are the main characteristics of the role of code-switcher adapted by teachers?

The digital code-switcher is typically the teacher's role in this study. Those teachers who were observed or interviewed exhibited a number of notable characteristics. This section provides an overview of the shared characteristics of teacher participants, as indicated by the analysis of the digital ethnographic observation and the interviews.

First, the teachers with accounts evaluated in this study were Arabic speakers. Some were qualified English teachers, but not all. They were a mixture of Bachelor's, Master's, and Doctoral degree holders in English and those holding degrees in unrelated subjects. The teaching offered was informal. The teachers' communication style was simple and informal, as described below:

‘When I explain some new rules, I try to link them to the knowledge learners already have. I even link English styles with slang in Arabic to make it easier and simpler. Sometimes I don't find an explanation in formal language, like a term or any word like this. Hence, I use informal language to draw the meaning closer to people.’

Significantly, the teachers aimed at being responsive when their followers interact with them.

This was mentioned by the student participants:

‘The benefit of Twitter is that it is easier to ask other questions, and they will help you. So, Twitter is good as it is more in vogue, and it is simple and easy.’

‘There are some people, especially Arabs, who are really cooperative in language learning, in particular, the language teacher. Even the teacher's private Twitter account remains accessible. So, if anybody has a question, but does not want to ask publicly, he goes to the private account and finds

the information he needs. However, asking publicly is also acceptable. I mean, anyone who wants information will find it easily if they intend to obtain it from their fellow Arabs.’

The same interviewee also reported:

‘But the personal accounts of Twitter users encourage those trying to improve their English, and they are relaxed about questions being asked. If they really like people to ask them questions, they enable accessibility to their accounts using the privacy settings, and they welcome any questions they can answer. I mean, I personally still ask some people I follow the questions I have when I don’t understand something, or I find an answer the same day.’

‘Even after five or six years, I have received more information from Arabs because information is more easily understood if it is not from a native speaker. The foreigners have very advanced ways of presenting information, but in the end, the information is easier than their speech, especially if they are academic language teachers who present the words and the syllabus in a very advanced manner to make the students learn the syllabus and so on. But Arabs express themselves in ways that are easier and simpler.’

This finding broadly supports the work of other studies in this area linking informality with social networking in general. The study by Reinhardt (2019) explored both the formal and informal use of blogs, wikis, and social networking in teaching second and foreign languages. It provided a detailed review of the findings of 87 articles published between 2009 and 2018 to gauge their impact on second and foreign language teaching and learning (L2TL). Both educational sites, such as Busuu and other vernacular sites, such as Facebook were reviewed.

The study traced the history of research in computer-assisted language learning (CALL) and its contribution to the development of social media. The results indicated that social media has a positive contribution towards learning and teaching of second and foreign languages. This is consistent with the findings of my study in terms of showing that the informal use of Twitter is perceived to have a positive impact on learners of a second or foreign language. It is therefore likely that such connections exist between informality and using social media in the Arabic language as a teaching tool and that this helps make connections with learners.

A significant point, also relating to the findings with regard to the previous sub-research question, is that teachers are adopting the role of translators. This finding was also reported by Zafer (2002) who revealed that grammar translation and audio lingual are the Saudi teachers' favourite methods for teaching EFL/ESL in classrooms. In Catford's classic (1995), 'A Linguistic Theory of Translation,' he explained, 'Translation [is] the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)' (20). Translation as an approach was first used in second language learning by scholar Karl Plotz (1819-1881), who invented the grammar-translation method (Melnikova,2020). On Twitter, account holders use the learners' mother tongue to deliver information and teach vocabulary in wordlists, as will be clarified in Chapter 6. This method is clearly preferred, as according to the participants, native speakers' accounts on Twitter do not help them advance from their current level. One participant said:

'The Arabic accounts translate the meaning of tweets, and we are used to having lessons with only English expressions rather than any Arabic ones. But if we think about a new student who doesn't understand the meaning of a word, such as *home*, if I say to the student, *home is where you live*, in English, the student will not recognise what I'm talking about. But if I said, *home means (manzel)*,

it will be easier to remember because I have equated the English word to an Arabic word.’

Another teacher said:

‘I have introduced some English lessons, writing words in English, and writing their synonyms in Arabic, and sometimes I just write the English word and explain words in English in a simpler way. However, in such cases, there was no interaction. I also posted entire lessons in English and quoted from foreign websites, but again, there was no interaction and just 3 to 10 retweets. When I translate material into Arabic, interaction significantly increases. The survey I conducted with my followers asked people if they preferred words to be translated into Arabic and if they want the phonetic transcription in Arabic. It showed that people prefer it that way.’

Another said:

‘Honestly, there are special things (tweets) I memorise quickly. They do not need to be written down, but I come across specific words, or a specific logo or specific abbreviations for English. I come across them many times, and then later, when I see the translation, it stays on my mind.’

A noteworthy finding was that the account holders and teachers were volunteers. As stated above, the teachers’ motivation was driven by passion. One participant reported, ‘This work is fully voluntary; it depends on volunteering 100% since it is not aimed at profit.’ Another participant said:

‘I have liked English language since I was a little kid, and I used to teach my friends in middle school, high school, and afterwards, at the university. This

went well for me, so when the idea of teaching via Twitter was offered to me, I thought it might be an excellent opportunity to share my knowledge with others because I have always liked to teach people. For me, it is just passion and is voluntary. I love teaching a language.'

Similarly, Dickinson (1995) stated that this high motivation applies also to teachers. My findings concurred with this because I found that the teachers' love for giving is the central factor of teaching English voluntarily for foreign language learners.

4.7 RQ4: What strategies are used by teachers for this role?

In this section, I will consider the most used strategies in teaching according to my digital observational ethnography. According to the Cambridge dictionary, strategy is 'a detailed plan for achieving success in situations, such as war, politics, business, industry, or sport, or the skill of planning for such situations'. I believe learning about strategies will help teachers to learn new skills, evaluate the current uses, be more effective, and improve their own techniques. However, this study revealed that teachers mostly teach in what seems to be a haphazard or even random manner in terms of specific content. However, my observations did find some common processes that are used by teachers, which I collated and discussed below, linking each to the wider research.

Based on digital ethnographic observations, most teachers post tweets using the Arabic language as a medium and a direct explicit approach to providing information. This includes using the local Arabic as a medium for explaining and not standard Arabic (image 32, for example). Explicit teaching has been discussed by scholars, such as Carrier (2003), O'Malley, Chamot, and Küpper (1989); and Yeldham (2016), and there is an ongoing debate in the second language learning field regarding whether explicit or implicit teaching is better for students'

education. Explicit teaching involves teaching with rules, forms, and not giving students the opportunity to find information out by themselves. Teachers make learning very straightforward and easy for students (Dörnyei, 2009). Some studies consider this strategy to be an effective practice (Ferguson, 2003; Macaro, 2001).

Another strategy used by Twitter teachers include providing lessons relying on the trending hashtags on Twitter (images 28-32). Some hashtags included #What_are_you_doing_now and #reducing_salaries. These were translated into English, and used in Arabic, and presented as an image, whereas others created their own hashtags relating to their accounts (for example, image 21; the teacher here used #Mr_Ahmed_Kamel.).

Very little was found in the literature regarding the value of using Twitter hashtags in language learning, particularly in education and also in general because it is a relatively new phenomenon. One example (Greenhalgh, Rosenberg, Willet, Koehler & Akcaoglu, 2020), focussed on the Twitter hashtag #michED that was created by teachers of the US state of Michigan. The study makes use of the theoretical framework of affinity spaces to examine and understand how literary practices, namely *content*, *interactions*, and *portals* vary across different contexts. The study revealed there were two distinct affinity spaces (modes) manifesting in the form of chat and non-chat spaces. The two modes valued different literacy practices; chats being more focussed on social interaction, while non-chat use emphasised on content dissemination. In terms of my study the use of hashtags appeared to be more to promote the Twitter accounts, similar to the idea of a portal or link into the Twitter account as well as to highlight specific context which other users might be searching for.

Twitter teachers also include some external links to other English language resources. This means developing and transforming Twitter English lessons by linking them to different social media platforms. For example, this teacher created a Telegram channel to provide more explanations to followers (image 14). Other accounts have created their own YouTube channels.

They present vocabulary on Twitter with a link to the same lesson on YouTube (see image 11 as well as images 24-27).

One teacher I noticed based his teaching account on presenting the popular Arabic quotes and wisdom with their translation into English. I have often noticed that the translation is presented in the form of a picture downloaded directly from Google Images (images 18- 30). There are many studies that have found positive effects of using multimedia digital tools to teach English language learning (Margaryan, & Kalugina, 2020). In general, my participants were focusing on pictures as a multimedia resource too. Up to four pictures, which is the maximum number of pictures that one can use in any tweet, were used to present a large amount of vocabulary were used. As seen in screenshot a total of 13,320 pieces of vocabulary have been posted.

Since Arabic readers read from right to left, most of the accounts start with English vocabulary from right side (image 15) and using Twitter keyword icons to indicate the vocabulary (images 17-29). Only few studies on research have focused on the effect of the bidirectional texts on learners and they tend to come from the bilingualism research field (see, for example, Pot, Porkert, & Keijzer, 2019). In terms of this study this finding adds more evidence that the practices of my participants are more describing English as an additional language rather than second language acquisition.

I have also observed some teachers who are getting benefits from publishing their Twitter accounts to promote their digital handbooks and other works. These digital handbooks include vocabulary-grammar-conversation lessons and are not free. In image 38, one can see the instructor offering a digital book of 225 pages for 150 Riyals (which is about £30 British pounds). So, some teachers are finding Twitter as a good strategy for recruiting more followers and audiences and promoting their ESL/EFL business.

As the aim of this study was to understand how Saudi adult learners use Twitter for English language learning, the chapter started by describing participants' views of English as an additional digital language. Then the first role that was played by teachers which was the code switcher and I provided descriptive details showing how code switching, translation and their motivation were the basic elements of this role. Then, to achieve the second aim of this study which was identifying the process of using Twitter, the chapter moved to the main characteristics that have been found for those Twitter teachers and closed with the common strategies they were using to deliver their lessons. In next chapter, I move to the second role my analysis identified as a key concept that was played by learners: the silent mobile learner.

CHAPTER FIVE: THEORETICAL CODING

Findings and Discussion

English as an Additional Digital Language

The Digital Mobile Silent Learner

5.1 Introduction

In the previous chapter, I discussed the major concept of this thesis ‘English as an additional digital language’ and the first major role, namely the ‘digital code-switcher’ that emerged from the theoretical coding and analysis. In this chapter, I discuss the second major role played by learners, which is the ‘silent digital mobile learner’ First, I will consider the characteristics of ‘silent digital mobile learners’ and subsequently, the strategies they use. This chapter, like the previous one, begins by reporting the interview outcomes and the observational phases of my study. Memos, interview excerpts, and digital ethnographic observational data are used throughout the chapter to support the interpretation of the findings in order to answer the three following questions:

1. What is the second main role of ‘English as an additional digital language’?
2. What are the characteristics of learners of this role?
3. What is the nature of the strategies used by learners?

The structure is the same as the previous chapter. It begins by presenting the interviews and digital ethnographic observational data which support the interpretation of the findings. The data and findings are integrated into the literature with reflection for discussion as the chapter progresses. Relevant research studies from the literature which influence my thinking are summarised and then compared or contrasted with my findings. This chapter also includes

snippets of the memos I made during the course of the study (see examples in boxes) because these inform the interpretation of the findings by assisting and enriching the data, facilitating theory construction, and adding to the transparency of my study (Charmaz, 2014; Charmaz and Belgrave, 2012; Bryant, 2017).

Role 2: The Silent Digital Mobile learner

RQ2: What is the second main role of learning and teaching English as an Additional Digital Language?

Memo 15: I am starting this section with a memory from an observation that occurred as soon as I just wrote the title

Language learning takes place while relaxing The codes speak about learning English language with no effort, time or plans. Participants' emphasise the idea that learning English language is fun and simple.

The findings of this study indicate two important concepts that emerged to build this role: mobile learning and silent learning, or, as it is sometimes called based on literature review of computer assisted education, 'lurking' (Bozkurt, Koutropoulos, Singh, and Honeychurch, 2020; Arnold and Paulus, 2010; Dennen, 2008; Doyle and Nieuwoudt, 2021). This idea of the silent learner originated directly from my ethnographic observational data, while that of mobile learner emerged from participants' interviews. This study defined the concept simply as the learner's ability to use a mobile phone to log in to Twitter to follow her or his favourite account and to add to his or her own basic knowledge in her or his own time without having any external motivators.

In line with existing literature, the participants indicated their awareness about learners' preference for using Twitter through their mobile phones. This finding concurred with the study

of Forgie, Duff, and Ross (2013) as well as Mollett, Moran, and Dunleavy (2011) who indicated mobile learning as an important tool in education.

One participant commented:

‘I love Twitter because it is so easy to look into it through my phone, if it was YouTube or something like that I would use my computer and maybe I would not use it daily’

Another participant said:

‘I can retweet something, and then go back to it later, or even add it to my favourites and come back to it later. So, instead of making a note on a piece of paper, or on my mobile, I can just add certain words to my favourites on Twitter and study them later and translate them, and that ensures that I understand the meaning.’

Consistent with existing academic literature, participants refer to the characteristics of mobility and easy usage, compared to desktop or laptop computers.

One participant commented:

‘So, instead of carrying my laptop, opening it, and writing and making my life even busier, I can find information on Twitter using my mobile in a way that is easier and faster. Second, Internet websites are complicated. So, just in order to listen to something, you need to download it, and you need to print the written words. I mean, I find it’s a long process. If it’s on Twitter, I can just take a screenshot and send it by email and print it immediately, and I can just click to listen directly to the soundtrack anywhere, like when I am walking, or in the car, or in bed.’

Another participant alluded to the notion of mobility:

‘It is useful because the subject is in your hands. You hold the mobile, iPhone, or whatever in your hand and read the tweets quickly. So, it doesn’t take any time. The tweets that have vocabulary that don’t need a great effort to find them on a different website but are in front of me. So, it saves time and effort.

English is the language of technology. We have the ability to communicate in a new language. When I participate in an exercise and I am outdoors, I can log in through my mobile phone, answer, and derive the information easily.’

A common view was that Twitter is very popular because it is very easy for them to use it through their mobile phones. Some participants explicitly referred to mobiles while describing their experience. One participant stated:

‘It’s certainly useful and easier. I always have my mobile phone with me. When I participate in exercises and I am outdoors, I can log in through my mobile phone, answer, and derive the information easily. You hold the mobile iPhone or something in your hand and read the tweets quickly. It doesn’t take any time.’

Further, Cochrane and Bateman (2010) defined mobile learning (or m-learning) as the use of wireless-enabled, mobile digital devices (wireless mobile devices) within and between pedagogically-designed learning environments or contexts. Other scholars have found that an increasing number of students own cell phones and use them consistently, and instructors were recommended to consider the possible benefits of mobile phones (Gikas and Grant, 2013). To attain these benefits, Cochrane and Bateman (2010) argued that researchers should educate both learners and instructors regarding the advantages of m-learning. Despite benefits, many scholars (Elaish, Shuib, Ghani, and Yadegaridehkordi, 2019) still consider this to be

problematic. I argue that m-learning significantly enhances the traditional learning and teaching processes in higher-education institutions, despite some of the drawbacks in its application. To demonstrate the validity of this claim, this section first discusses the potential application of m-learning as a supportive teaching method. Subsequently, it demonstrates how mobile learning can build a positive relationship between instructors and students. Finally, it highlights the common drawbacks that limit its effectiveness.

Memo 16: Twitter is not for social communication with SLL

It was surprising to find that although it is a social media tool for enhancing communication Twitter is used totally in different ways by Saudi people. They just use Twitter for searching for specific information without paying any attention to the social side of Twitter.

The inherent mobility translated into another idea related to this concept. Over the past decade, the advancement in learning technologies has profoundly affected instructors and students. Mobile learning, or ‘m-learning,’ is a tool for exploration that enables learners to obtain new knowledge and experiences (Sharples, Arnedillo-Sánchez, Milrad, and Vavoula, 2009). It involves the use of mobile or cell phones and other portable devices for educational purposes. Considering motivation in second language learning literature, Yang (2020) investigated possible factors that may influence learners’ motivation in mobile-assisted language learning (MALL) in natural learning environments. The argument was drawn from the fact that in the recent past, mobile-assisted language learning has become increasingly popular among learners of English. Therefore, the impetus for the increased use of mobile technologies to learn the language caught the attention in this study to understand factors influencing the motivation of learners to use mobile devices. In presenting the findings, the scholar carried out a case study that involved four Chinese adult EFL learners who used a mobile application named Mint Reading for eight weeks. The results showed that the following factors affected learners’

motivation: (1) interesting and useful reading content, (2) their perceptions of the language difficulties, (3) the affordances of mobile technologies, (4) the motivational design of the application. The interaction of the participants with an online community, that of the social media app WeChat, failed to contribute to their learning motivation. The research findings indicated issues in terms of self-determination theory. These findings are consistent with the idea that the main reason which motivated learners towards using their mobiles is the affordance of being mobile. However, while his study failed to confirm some elements of self-determination theory my participants have shown a number of characteristics of self-directed learning.

Memo 17: Self- learning or unconscious learning

Participants explain that they learn with no planned schedule or specific time. They don't take any notes or memorize any information as basic role but they still feel that they are learning and that there is an improvement. That raises questions such as how do they measure their improvement or learning outcome? What make them feel like there is learning happening?

Most of them said they used Twitter for English language learning although there is no specific encouragement or support from specific accounts or from family. So, is that a characteristic of autonomous learning?

Mobile learning can be an effective teaching method that supports the traditional teaching methodology if used appropriately. It can aid in leading and continuing discussions outside the lecture room (Kassens-Noor, 2012). For example, Sharples et al. (2009) described conversations as a way to link learning with context in different forms, such as a discussion, a phone call, or a note that can be read and responded to at any time or place. The availability of the internet via mobile phones allows for many communication tools, such as emails, social networking pages, blogs, Skype, podcasts, online journals, online dictionaries, websites, and other platforms (Stieger and Burger, 2010). It seems clear that the internet is a fundamental

element of m-learning as it allows learners to download or upload documents, to share or discuss with groups, and to perform other activities. Such learning practices can be undertaken through social networking websites. These practices support the continuity of learning beyond campus classrooms and aid learners in researching and discovering new information without requiring a visit to the university library or waiting for a teacher's explanation.

Another possible benefit is the use of social networking websites through mobile phones. Viberg and Grönlund (2013) found evidence of m-learning's effectiveness as a tool in EFL higher-education institutions. Specifically, they examined students' attitude towards m-learning in asynchronous communication using data derived from Yunnan University in China and Dalarna University in Sweden. The results were overwhelmingly positive: out of the 345 study participants, 38% viewed m-learning as positive, 74% as collaborative, and 73% as authentic. These results clearly demonstrated how the power of the internet and the portability of the cell phone can add multiple functions to the traditional teaching methodology.

Mobile learning affects the traditional authoritative role of teachers: they are now facilitators. Teachers can update students and motivate them (Vavoula, Pachler & Kukulska-Hulme, 2009) by integrating different learning materials, such as by using PowerPoint, audio segments, responses to frequently asked questions, and recordings of lectures (Sharples et al., 2009) to encourage ongoing learning. This approach can create lifelong learners (Traxler, 2007) by steering students towards the use of the Google 'search' tool on their cell phones to discover new information and to solve problems. This perspective is in line with Sharples et al. (2009) regarding m-learning as a method to support education beyond campus and the need to begin practicing it in everyday interactions. Moreover, instructors can use innovative assessment practices that suit learner preferences and needs. These practices can involve using mobile e-portfolios (Sharples et al., 2009) that enable learners to reflect on their learning processes. McArthur and Bostedo-Conway (2012) found that m-learning can enhance the relationship

between faculty and students in terms of immediacy, credibility, and content relevance, which enables learners to interact with faculty at any time or place. M-learning provides greater flexibility regarding the time and location of learning, which can positively influence learner performance as a result of students' asynchronous or synchronous communication preferences (Hilty, Parish, Chan, Torous, Xiong & Yellowlees.,2020). This feature can increase students' confidence in instructors and learning because they have the freedom to establish their own learning practices based on their choices. Consequently, m-learning provides great opportunities to build a wide bridge that links instructors to learners.

While Twitter was a trend in Saudi Arabia for English vocabulary language learning, similar studies that examined mobile learning but with Instagram also revealed similar findings. They also showed how vocabulary was the main focus of students, which my study will look into in Chapter Six. The article by Lailiyah and Setiyaningsih (2020), focussed on students' perception regarding their experience in using mobile-assisted language learning (MALL) tools, especially Instagram, for speaking activities in English for Specific Purposes classes. It explored students' opinions regarding the use of Instagram for language learning purposes and by basing their argument on the use of social media as a pervasive tool of communication. The researchers believed that for an educator, the use of social media could facilitate the learning experiences, especially for second language learning. Therefore, they used questionnaires to collect data and analyse the findings. Their findings revealed that the participants expressed a positive perception of the use of Instagram for learning language. Among the participants, Instagram was the most popular social media app and the students perceived learning through Instagram as being effective because it provides a new way of learning a language and accelerates interactive vocabulary enrichment.

The literature is not entirely consistent, however. In contrast to my findings, new Swedish students have been found to prefer using their mobiles for their personal life more than language learning or educational purposes (Alkhouli, 2018). Similarly, Nesa (2019) has pointed out in his Wiki blended classroom that Bangladeshi learners think that using mobiles are just a waste of time. He also pointed out that in his study learners may not have the motivation to use mobile learning, perhaps because they were not as widely used as in Saudi Arabia. Context and culture appear to make a difference.

However, there are some drawbacks and challenges for using mobile learning. M-learning is a tool that requires educating learners and training them to use these technologies appropriately. Sharples et al. (2009) state that one of the reasons that causes m-learning to be unsuccessful is the limited experience of learners. Learners need several professional workshops and training courses to guarantee the success of m-learning implementation. Tess (2013) found that m-learning can cause learners to have problems with time management. An example is when learners spend a long time reading an online article, which might cause them to use online translators, dictionaries and other sources. There has been much discussion on the issue of whether mobile phones support classroom teaching or act as a disturbance. According to Baron (2010), mobile calls can interrupt the learning performance and increase cheating opportunities. Gikas and Grant (2013) state that mobile learning can disturb teaching and learners if not used appropriately. Furthermore, Traxler (2007) investigated issues of students having the opportunity to plagiarise and not having good netiquette. Therefore, this paper advises instructors to think carefully about the quality of the content that is delivered to students through m-learning compared with the content that is delivered through traditional classrooms. This review of the effectiveness and challenges of m-learning in facilitating teaching and learning illustrates the importance and benefits that can be derived by applying such tools and techniques in higher education institutions. This author argued that m-learning can yield

substantial advantages to both teachers and students. The analysis presented a few of the m-learning benefits and highlighted some of the drawbacks that should be considered when incorporating m-learning into course and curriculum design. Some teaching could be more effective with the use of m-learning. Now, the important question concerns whether education is ready for this mobile age.

5.2 Learners' Motivation

In the previous findings chapter (Chapter 4) the data revealed reasons behind why the teacher participants volunteer and what motivates them to teach English language through Twitter for free. In this chapter this concept reveals further some of the motivational factors behind the learner participants (the followers) using Twitter. It is, at least to some extent, clear that there was a sense of self-direction among the participants' experiences. Most chose to use Twitter as their learning platform based on their intrinsic motivation. Based on my long-term critical inquiry (Charmaz, 2017) and observations, I noticed that learners' inner motivation and silence are related and linked together. These help to explain the learners' silence and apparent passivity, as will be shown through this chapter.

The participants said that curiosity to try Twitter and about English language teaching accounts had played a major role in motivating them. One participant stated:

'I use Twitter because I have the time, especially as I use it during my free time. I spend time on Twitter to look for English accounts to enjoy learning the English language, and I find new things to learn. I mean, it is the opposite of saying that you use an institution to learn a language or through other media. Therefore, the reason I was originally attracted to twitter was because

I consider it the newest way or because it has the most up-to-date information.

I believe there is plenty of new information on Twitter.'

Another participant (teacher) said:

'From my point of view, self-education gives the English language student strength that can never be provided by any teacher or professor in any university or institute. That's why I encourage self- education. Thus, the blog is like an electronic platform that serves the English language students, answers their common questions, and provides them with different electronic resources, so that we become the source of trust for those learners; we also invite language learners. This idea first came to me as a blog, and it developed into an English language initiative, so why not be an initiative on social media that provides the English language learner with all what he needs to master the language (Personal communication, 5 August 2016).'

As mentioned above the literature review revealed a lack of a single clear definition or account of 'motivation' in relation to language learning. This is even more surprising, however, as the literature review also found that most studies that used Twitter for ELL learning struggled to maintain student engagement in the classroom or outside it. Nevertheless, in this study I found that learners are highly motivated when using Twitter independently to improve their learning of English, and they are very goal-orientated. The fact that learners can choose their content, combined with the very simple method of delivering English language learning via Twitter, contributes towards increasing motivation and developing learner autonomy and self-independence. These characteristics are part of the Twitter learners' character. It has to be acknowledged of course that these language learners are self-selecting, therefore, it is perhaps not surprising that they feel motivated. What is surprising is the extent of the following that the

Twitter accounts I studied have and the extent of response to tweets, indicating that these are active accounts. This does indicate a high level of motivation to study English and perhaps reflects a wider culture of engagement in Twitter in Saud Arabia.

In my study, I define 'motivation' as the internal desire to use Twitter to add to the learner's basic language knowledge, which then encourages learners to be more autonomous and independent in their learning through Twitter. Some studies have noted the importance of motivation regarding foreign language learning. For example, increasing student motivation plays an essential role in their second language learning process, according to Masgoret and Gardner (2003). They argued that motivation can be the deciding factor in student success or failure. Twitter can be an effective tool from this perspective, as it can be used effectively and within a precise plan to increase student motivation. Through my readings, I noticed that theorists, when talking about m-learning, refer to adults (Sharples, Taylor, and Vavoula, 2010), which makes me connect mobiles and adults in terms of identifying independence and autonomy as common factors. Being an independent, adult learner can be great connector between the use of mobiles and learning English on Twitter. An adult can have special characteristics, such as outlined in the theory of adult learning by Knowles (1984). From the adult learning theorists' perspective, adult learners have some fundamental characteristics that can lead to a different learning process to that of children. Adult learners tend to be more motivated by internal factors, such as getting jobs and improving their future life (Knowles, 1984). Moreover, adults are more orientated towards problem-centred learning, as they have a great depth of experience in their chosen field (Richardson, 1994). However, this theory does not fully explain the educational implications for additional or foreign language learning. My study seeks to address this by identifying some of the educational implications that can contribute to understanding this, as will be discussed in more detail in the conclusions chapter.

In one case, the participant thought that:

‘When I see a word that I have encountered before in classes, I feel encouraged to try to understand the entire tweet, trying to figure out the other words. This was encouraging because I only use Twitter for fun and killing time. So, it was good to expose myself to some French. These are the only two good things I remember about my experience, but again, its benefit arose from the fact that I was already taking classes (Personal communication, 5 August 2016).’

The observation that my participants have also equally been influenced by their inner motivation to engage in learning English through Twitter concurs with studies regarding students being engaged in the learning process in general (e.g., Evans, 2014).

According to my participants, many positive outcomes motivated them to use Twitter as a learning tool. The participants explained that Twitter made learning quicker and easier than traditional methods. One participant said:

‘Internet websites are complicated. So, just in order to listen to something, you need to download it, and you need to print the written words. I mean, I find it’s a long process. If it’s on Twitter, I can just take a screenshot and send it by email and print it immediately, and I can just click to listen directly to the soundtrack anywhere, like when I am walking, or in the car, or in bed.’

One participant said that her family encouraged her to use Twitter:

‘I share the same thoughts and tendencies with my sister. She knows that I love this, and I am so interested in following educational accounts. So, whenever she finds a new account, or comes across someone tweeting information about the English language, she mentions me, or directly asks me to follow the account, and I do the same with her. Whenever I come about

a new piece of information in a new account, I mention her. As for my colleagues in college, I think they just follow Twitter without any interaction and just learn about it.’

This study also echoed the findings of Leis (2014), who discussed the positive impact of using Twitter for foreign language learning, arguing that internal motivation can result in greater learning than external motivation. They argued that self-determination leads to greater and more sustained internal motivation. His study also revealed the way teachers are highly motivated and willing to improve their methods of teaching by being very flexible with their learners. However, other researchers, such as Ryan and Deci (2000) noted that motivation can be limited to only those learners with an advanced level of English. This does not seem to be the case with my participants as their level, as they described themselves, is usually that of beginner. This forced me to look deeper into analysing this theme and trying to understand it by going back many times to my codes (see Appendix 7). It appears that Twitter may be filling a gap and that the approach motivates my adult learners, even at the beginner level.

This finding seems in line with the following definition of motivation: ‘Motivation refers to the choices people make regarding what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect (Crookes and Schmidt, 1991, p.389).’ Some literature suggested that students resist using Twitter for language learning (Agherdien, 2011; DeGroot, Young, and VanSlette, 2015). However, my findings revealed interesting exceptions wherein students are highly motivated towards using Twitter.

Similar to my study, using Instagram for English language learning was explored by Gonulal (2019). This study found that learners believe Instagram increases their motivation towards learning English in an informal digital setting or medium. This finding relates to my study in arguing that it seems that learners consider Twitter as being better used when it is for informal

learning outside the classroom setting. However, in contrast to my study findings, some studies claimed that Twitter is a good motivator for community building and interacting with other learner followers of the English language (Borau, Ullrich, Feng, and Shen, 2009; Lomicka and Lord, 2012). In my study the majority of learners were silent lurkers and did not interact with each other.

As I studied the literature and compared these studies with my findings, it seems inner motivation to learn a second language seems to be complex in adult learning. Past studies confirm several attempts to understand the issue, going back as far as Thorndike, Bregman, Tilton, and Woodyard's account of Adult Learning in 1928. They approached adults from the perspective of human psychology. According to these authors, the performance of younger people tended to be greater than that of adults. Lorge (1947) conducted another study related to the education of adults. He believed adults could have performed well if time constraints were removed. So, he experimented with this and observed a great variety in the performance of adults under time constraints and those without time constraints. Adults matched the performance of young people in the absence of time restrictions (Merriam, 2001). This concurs with my participants' statement identifying the flexibility of time to be one of the key motivators for their engagement.

The previous section discussed how inner motivation is very important for learners to manage and maintain their own learning. The next section investigates why and how Twitter learners prefer their mobiles as a learning tool. This study indicates an important connection between autonomy, motivation, and adult learning.

5.3 Silent learning

As I mentioned in the introductory paragraph, the idea of silent learning or lurking is evident from my longitudinal ethnographic observation. The interaction and number of replies, retweets and favourites used by the learners indicates the extent of receptive learning and being in a silent mode. After identifying this finding, I returned to the students to check my understanding of this concept and to find out whether they agreed or not. Here is one example from one participant:

Researcher: I have analysed my research on this topic and I come up with this conclusion. Can you read these notes and tell me whether you think it is correct or not as a Twitter user?

Participant:

‘Mm yes in fact I don’t feel I am forced to be active or to reply to the instructor because I just chose to follow him and see what he has to offer. And yes, I think I am learning just from reading daily tweets I feel like I gain some vocabulary although I don’t participate or get involved in a serious study routine. I just watch in silence and that is enough for me.’

The definitions of lurking on the social media, as used in online communities, does not seem so very different from being primarily a receptive learner, as I have seen my participants acting. The online Jargon Dictionary (2001) defines lurker as: “One of the ‘silent majority’ in an electronic forum; one who posts either occasionally or not at all but is known to read the group's postings regularly. This term is not pejorative and indeed is casually used reflexively: ‘Oh, I’m just lurking.’ When a lurker speaks up for the first time, this is called ‘delurking’ (Nonnecke and Preece, 2001).’ The notion of a silent learner as lurker has some resonance with the ideas of language researcher Stephen Krashen (1981). In Krashen’s theory, the silent period is a key concept. According to Krashen, all second language learners must go through a pre-speech

phase where they will observe, listen to others who are using the language, while they are not in stage of producing any language or interacting with others. He also explains that it is difficult to set a fixed period of how long each learner can go through this phase as it depends on individual circumstances, personality, culture, and age (Krashen, 1981). This silent period phase has been documented in wider literature and research (Abukhattala, 2013; Saville-Troike, 1988). Interestingly, both of the terms lurking and silent learner intersect at the point where there is learning though a more apparently passive role.

My participants, who used Twitter to learn the English language are, to a great extent, being receptive more than productive through reading tweets, guessing from context, listening to short clips, and undertaking other activities where they are reading and making sense of the English language. Some examples can be seen in screenshot 6. This image shows the difference between retweets and replay interaction with the tweet itself. There were almost 1,000 learners who chose not to reply to the tweet, although they have ‘favoured’ it which is consistent with the idea of the lurking learner in the literature.

Screenshot 8

@learn_english3
 Most of the slang verbs in the English language...explained in an illustrative way so that you can distinguish between them..."It's very important to memorize them"



In the screenshot above, the numbers indicate the limited interaction of how people react with the tweet through the reply icon. There are 1,280 likes and 289 retweets, but only seven replies. These replies, as the following screenshot indicates, express gratitude and acknowledgement, again illustrating the idea of learners being more receptive than interactive or productive in terms of practicing the language.

In the following screenshot 9, some of the replies are not just general comments or acknowledgements, but mentions for other Twitter friends to pay attention to this particular ELT account, which can be interpreted as a sense of cooperation among Twitter users, as I shall describe later while discussing RQ4

Screenshot 9



While reviewing these findings, I had some thoughts about future research topics and questions because I cannot answer all these questions at once (Glaser & Strauss 2017).

Memo 18: I was thinking deeply about silence and cooperation in this memo

I question whether Twitter allows some features of cooperative learning to take place on this platform while learners are silent? Do learners cooperate in sharing knowledge with others? Does participants said anything about it in the interviews? If yes what does that mean to my study if not what still it means?

The idea of receptive and silent learning almost merge into one concept in my study. Both are more widely discussed in second language vocabulary research and are considered in more detail the next chapter of findings, Chapter 6. In this study, as with others (Granger, 2004; Reading, 2004; Jaworski and Sachdev, 1998), the importance of a silent period is acknowledged. In my study, I have called it silent digital learning as the digital medium seems to make this period of learning more apparent and perhaps more protracted than identified in earlier research. These findings however do broadly concur with what literature and earlier research discussed about second language acquisition (SLA) (Mitchell, Myles, and Marsden, 2019; McLaughlin, 1987; Brooks, 1964).

Another interesting example shows evidence of learning in terms of participants' ability to critically assess the contents of these accounts in some situations as shown in the next screenshot 8. In the first reply, the learner asks about a translation service. In the second reply, the learner says, 'thank you.' The third reply criticizes the account holder for using a logo in the infographic which does not belong to the instructor.

Screenshot 10

Like "special", not "especial"
And as in "social" /'səʊʃ(ə)l/, not
"social" /'səʊʃeɪl/

The alms of knowledge is
spreading it.

#Mr_Ahmed_kamel

Ahmed kamel is an English
teacher interested in mathematics
and science with 18 years'
experience. Phone number:
0530647547

0 Replies 0 Retweets
5 Likes

Yuii Uui @Yuiiui2 • 20 Apr

2018 Replying to

@learn_english3

@ArabPysch, I want a translation

0 Replies 0 Retweets
0 Likes

V_zizou @Madridist_Zizou • 22 Apr
2018

Replying to @learn_english3

Thanks

fand @Fn500F • 11 Jun 2018

Replying to @learn_english3

0 Replies 0 Retweets

0 Likes

12:15 @1dyzsjycmalxdu6 .Jul22

Replying to @learn_english3

Wanting to sleep.

0 Replies 0 Retweets 0

Likes

زى special سبيشل وليست اسپيشيل
ورى social سوشل و ليس سوشيل
رکاة العلم نشره
#Mr_Ahmed_Kamel
احمد كامل مدرس انجلش و متابعة ماث و ساينس خبرة 18 عام جوال
0530647547

5

Yuii Uui @Yuiiui2 · 20 Apr 2018
Replying to @learn_english3
@ArabPysch ابي ترجمه

5

This Tweet is unavailable.

V_zizou @Madridist_Zizou · 22 Apr 2018
Replying to @learn_english3
Thanks

5

fand @Fn500F · 11 Jun 2018
Replying to @learn_english3
مع كامل الاحترام لصاحب الحساب انت تضع شعار الحساب على الصورة وكأنت تحفظ
حقوق النشر خاصة بك وهي متداوله في مواقع منذ فترة
طويله !

5

This Tweet is unavailable.

12:15 @1DyZSJYcMALXdu6 · Jul 22
Replying to @learn_english3
درام بنام .

5

5

5

This is consistent with the research of Ebner and Holzinger (2005) who focussed on the participants who never took an active online part in discussions and were labelled as ‘lurkers.’ They discussed whether the voluntary participation in a virtual connection improves learning outcomes in the field of civil engineering. They used questionnaires and observed the level of participation of the respondents over a long period of time. The results revealed the need for further research in the area of the so-called ‘invisible learner’ because a higher degree of visible interactions does not appear to be a precondition for higher learning efficiency. They argued that there is a need to expand the term ‘interactivity’ to include the lurking activity. Such results confirmed the idea that although people are inactive digitally, they still believe they learn through Twitter, and may in fact be doing so.

Although these learners are ‘silent’ and perhaps in the receptive phase of language acquisition, their cognitive and critical skills might still be working and developing unconsciously based on what the participants shared in the interviews and as I noticed in the observational stage. For example, one teacher participant stated,

‘Learning a language digitally involves coping with goal-setting and creating a self-vision of what they want to learn, when they learn, and how to learn.’ Using Twitter helps the learner to decide about their learning process and to be more selective and evaluative’

A study by King (2013) is similarly relevant to my findings that showed how learners are silent and receptive more than productive. The study focussed on the work of lurkers in an enterprise file-sharing service, and the scholars compared their lurking behaviour to the lurking behaviour of users who uploaded files (Uploaders) as well as users who contributed metadata about files (Contributors). The scholars used experimentation and literature review to reveal the consuming behaviour common to the three roles (Uploaders, Contributors, and Lurkers). The

study further built on previous research through a quantitative comparison of the usage patterns of lurkers and other user roles in an enterprise file-sharing service called Cattail. The scholars used these results to develop a research agenda focused on lurkers and lurking behaviour in social software. Based on their analysis using principal component analysis, the researchers discovered a seven-factor solution of lurking activities across all three roles, although the relative emphasis of those factors varied across roles. Uploaders tended to view and download more groups of files, showed less emphasis on searching for files, and tended to work directly with the file-sharing application, unmediated by external applications. Contributors showed the opposite pattern. They were more active in searching and responding to recommendations from other users, often via a form of remote access. Lurkers' lurking behaviour was less intense and showed little difference in emphasis among the lurker factors. These results motivated a research agenda for understanding lurkers' behaviour in social media.

Another example seeks to reveal how much lurking occurs in digital learning, with specific emphasis on health and software-support groups- in the study by Nonnecke and Preece (2000). It presented a demographic study of lurking in email-based discussion lists with an emphasis on health and software-support discussion lists. The results provide a comprehensive description of what different lurkers do during DLs. Based on their analysis, the researchers discovered that when lurking is defined as no posts, the mean lurking level for all DLs is lower than the reported 90%. Health-support DLs have, on average, significantly fewer lurkers (46%) than software-support DLs (82%). Lurking varies widely ranging from 0 to 99%. The results were useful in elaborating more about lurking and offered scope for future studies to focus on determining whether there is a relationship between the different level of lurking, DL type, membership levels, and traffic and whether this is causal or not. Further quantitative analysis of 'lurkers' behaviour on Twitter might identify similar patterns of behaviour related to the affordances of the technology.

Another example of how most of learners remain silent and limit their interaction is shown in the following screenshot 11 of a post that has 2200 likes and 510 retweets but only 13 replies.

Screenshot 11

<p>@english3</p> <p>Commonly used phrases!</p> <p>Do you have? هل عندك؟</p> <p>Where can I find? أين أجد؟</p> <p>I'm looking for أنا أبحث عن</p> <p>Can I try it? ممكن أأجرب هذه؟</p> <p>11:06 Am. 25 Jan 2018</p> <p>510 Retweets 2,158 likes</p> <p>13 Replies 510 Retweets 2.2 k Likes</p>	 <p>تعلم الانجليزية @learn_english3</p> <p>عبارات شائعة تستخدم في السوق! Do you have هل عندك؟</p> <p>Where can I find أين أجد؟</p> <p>I'm looking for أنا أبحث عن</p> <p>Can I try it ممكن أأجرب هذه؟</p> <p>11:06 am - 25 Jan 2018</p> <p>510 Retweets 2,158 Likes</p> <p>13 510 2.2K</p>
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Memo 19: Twitter can be silent and passive

Twitter is very puzzling to me right now because of the conflicting things I observe. For instance, I see very limited interaction with the tutor and tweets but still the participants claim to be learning via Twitter (account creators of ELL). So, although they look very silent, they still claim to be learning and are very encouraged and motivated.

I know now that Twitter really works for learners but it's not the way it is suggested in research. It is in a very different, innovative way, while in some ways using old methods.

Krashen argued that during this phase, although learners only receive and do not produce any language, learning is definitely taking place (1981). Krashen based his evidence on how children learn to speak. He argued that children are not taught how to speak but instead they go through a long period of non-production. He explained in first language acquisition, parents or caretakers speak to children to transform some important messages that help children to interact with their environment while not expecting any production (1981). It seems that silent digital language learners on Twitter mirror some of these processes and are comfortable in assuming a non-productive role.

Screenshot 10 also shows further examples of what I interpret as a silent period. It exemplifies the idea of receptive learning, with 1400 likes and 608 retweets, but only 16 replies.

Screenshot 12

علم الإنجليزية
@learn_english3
"One day I'll be at the place I
always wanted to be"
"في يوم ما سوف أكون في المكان الذي
أردت أن يكون فيه"
3:10 am. 12 Jan 2018
608 Retweets 1,364 likes
16 Replies 608 Retweets
1.4k Likes
ABEER @aabbeerr83. 12 Jan
2018
Replying to @learn_english3
Soon, by God's will

تعلم الإنجليزية
@learn_english3 Follow

One day I'll be at the place I always wanted
.to be
"في يوم ما سوف أكون في المكان الذي لطالما
أردت أن أكون فيه."



3:10 am - 12 Jan 2018

608 Retweets 1,364 Likes

16 608 1.4K

ABEER @aabbeerr83 · 12 Jan 2018
Replying to @learn_english3

بإذن الله قريباً

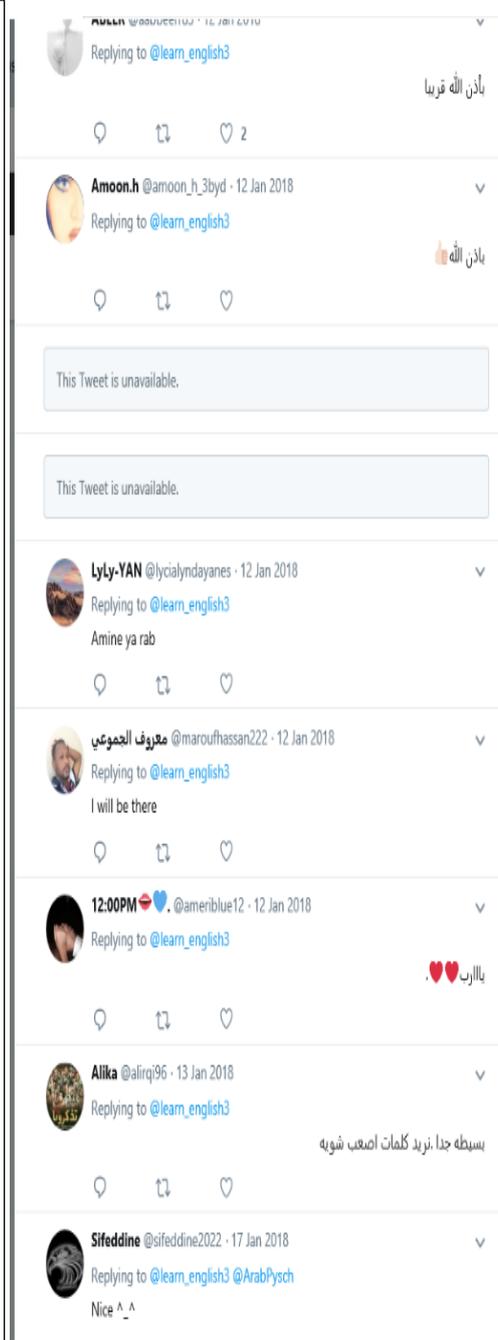
Interestingly, the silent learners or lurking phenomenon has been identified in literature, some studies described this phenomenon as invisibility. For example, Beaudoin (2002) attempted to identify how much time is spent in course-related activity, what the reasons are for students' 'invisibility,' and if their preferred approaches to learning influence online behaviour. The focus was to gain an understanding of the behaviour of these apparently 'inactive' students, with the intention of identifying the primary factors influencing their non-participation in this particular component of the course. Beaudoin argued that the students spent a significant amount of time in learning-related tasks, including logging on, even when not visibly participating, and felt they were still learning and benefiting from this low-profile engagement with their online studies. However, preliminary analyses of course grades indicated that the mean course grades were better for high-visibility learners than for no-visibility learners. Such

results indicated to me that more research towards those inactive silent learners is critical in relation to what kinds of participation and at what stages of language learning is beneficial.

Looking at screenshot 11, the replies to the image are mostly people saying ‘ameen,’ while there is one reply from a learner commenting that this quote was very easy, and that a more difficult one is needed. It is still the case that most of my participants’ comments are general and sometimes it reflects and evaluates their self-knowledge, which I interpret as a way of using their own critical thinking skills and inner motivation in terms of managing their own learning. A case study by Motschnig-Pitrik and Holzinger (2002), indicated that student-centred e-learning has the potential of reducing the increased demands of student-centred teaching in the long run, while fully retaining all its benefits, such as deeper learning processes, personal growth, social skills, and a higher degree of flexibility. Furthermore, the maturity for life-long learning is cultivated. This study is consistent with what my participants expressed in terms of the importance of self-motivation as a feature of learning through Twitter.

Screenshot 13

Amoon.h @amoon_h_3byd • 12 Jan 2018 V •
Replying to @learn_english3
By God's will
0 Replies 0 Retweets 2 Likes
Lyly-YAN @lycialyndayanes 12 Jan 2018
replying to @learn_english3
Amen
0 Replies 0 Retweets 0 Likes
معروف الجموعي @maroufhassan222 • 12 Jan
2018 Replying to @learn_english3
I will be there
0 Replies 0 Retweets 0 Likes
12:00PM @ameriblu12 • 12 Jan 2018
Replying to @learn_english3
Oh Lord ♥♥
0 Replies 0 Retweets 0 Likes
Alika @alirqi96 • 13 Jan 2018 Replying to
@learn_english3
That's very simple. We want words that are
a little bit more difficult than these.
0 Replies 0 Retweets 0 Likes
Sifeddine @sifeddine2022 • 17 Jan 2018
Replying to @learn_english3@ArabPysch
Nice ^^



In the following image, screenshot 14, there are 3,435 likes and 836 retweets, but only 23 replies. In this tweet, the instructor posted three prepositions with their most common following words and asked his followers to memorise them because they are very useful. In this example,

the instructor provides his own advice, which echoes an older school of second language teaching methodology that can be found in the grammar translation method (GTM).

Screenshot 14

تعلم الإنجليزية

@learn_english3

Learning when to use the following prepositions:

- 1/ TO
- 2/ FOR
- 3/ AT

- Memorize them, they are very important –11.10 pm.

8 apr 2017 836 retweets 3435 likes

23 replies 36 retweets 3,4k likes

تعلم الإنجليزية @learn_english3

معرفة متى استخدام حروف الجر التالية في المكان المناسب

To /1
For /2
At /3

- مفيدة جداً احفظوها -

11:10 pm - 8 Apr 2017

836 Retweets 3,435 Likes

23 836 3.4K

Memo 20: While analysing the types of interaction and replies of learners to teachers, some thoughts and questions came into my head about memorising and teachers' strategies with learners, which are linked with the findings presented in Chapter 4 as well. I wrote my thoughts on the following memo.

I can see in this context that the instructor (twitter account creator) suggests learners to memorise the list of words. I was wondering why he did not suggest searching online for synonyms or antonyms or even suggest trying to use them in sentences and share them with others?

I notice some aspects of GTM, which I need to go back and read about again as this seems very important to my research.

I notice instructors spoon-feeding learners rather than asking them to make some efforts. Is teaching based on personal experiences and opinions or theory and science?

Screenshot 15

F3f @f3422108063 · 9 Apr 2017

Replying to @learn_english3

This is the first time I hear the word "To happen"

1 Reply 0 Retweets 0 Likes

@strawberry1438 · 9 Apr. 2017

Verb + prep.

Like

Happen to

Wait for

Stare at

3 Replies 0 Retweets 1 Like

Skilled @EngSkilled · 15 Apr 2017

Those are as same as collocations in E

This means that these verbs must be followed by one of the mentioned preposition, such as: look at.

0 Replies 0 Retweets 0 Likes

AwanAlward @awan_alward80 · 9 Apr 2017

Replying to @learn_english3@ArabPysch

Look for not look for!

0 Replies 0 Retweets 0 Likes

LeenaAhmad @LeenaYaqeen · 9 Apr 2017

Replying to @learn_english3

Do you mean that the content of the post is wrong?

Those who know, please advice.

1 Reply 0 Retweets 0 Likes

@thegolden_sarah · 7 May 2017

The post is correct. The verb and then comes a preposition such as: speak to, look at.

0 Replies 0 Retweets 0 Likes

@Difficulties99 · 9 Apr 2017

Replying to @learn_english3 @KimatM

It's impossible for me to learn this language.

0 Replies 0 Retweets 0 Likes

ما ليهم شي

Replying to @learn_english3

To happen اسمع

1 Reply 0 Retweets 0 Likes

@strawberry1438 · 9 Apr 2017

ربي بشرني بما يسرني
verb + prep.
يكون
happen to
Wait for
Stare at

3 Replies 0 Retweets 1 Like

Skilled @EngSkilled · 15 Apr 2017

Those are as same as collocations in E
يعني هذي الأفعال لا بد ان تتبع بحروف الجر المذكوره مثل look at

0 Replies 0 Retweets 0 Likes

Awan Alward @awan_alward80 · 9 Apr 2017

Replying to @learn_english3
@ArabPysch look for not look for!

0 Replies 0 Retweets 0 Likes

leena ahmad @LeenaYaqeen · 9 Apr 2017

Replying to @learn_english3

هل تقصدون ان محتوى المنشور خطأ
ارجو الافادة ممن يعرف

1 Reply 0 Retweets 0 Likes

@thegolden_sarah · 7 May 2017

صح المنشور ، الفعل يعلين حرف الجر مثلا: look at, speak to

0 Replies 0 Retweets 0 Likes

@Difficulties99 · 9 Apr 2017

Replying to @learn_english3 @KimatM

هذي اللغة اللي مستحيل اتقنها

In screenshot 15, learners wonder about the credibility of the information shared by the Twitter post. The interaction was limited, but it shows some kind of interaction and cooperation among learners.

However, from the learners' replies, it is apparent that they are confused about whether these verbs should be followed by the prepositions or precede them. It seems that one tweet was not enough to pass on all that information. It would probably have been better if the information was delivered in a series of tweets. This led me to wonder whether there were studies that examined the relationship between learners' silence and their critical ability in second language learning.

In one example in wider research, the scholars identified the need to examine silence in the second language classrooms of Japanese Universities after noting that Japanese language learners' proclivity for silence has been alluded to by various writers in the past. They also noted that the Japanese language learners' proclivity for silence is supported by plenty of anecdotal evidence. However, on a large-scale, there was little information from empirical studies that focused on measuring the extent of macro-level silence within Japanese university L2 classrooms. In presenting their findings, the researcher focussed on responding to the gap in the literature by reporting on an extensive, multi-site study which used a structured observation methodology to investigate the classroom behaviour of 924 English language learners across nine universities. King (2013) collected 48 hours of data in total using a minute-by-minute sampling strategy which resulted in some surprising results. Students were responsible for less than one per cent of initiated interactions within their classes. The results also revealed that over a fifth of all class time observed was characterised by no oral participation by any participants, staff, or students. Hence, King used a dynamic systems theory perspective to interpret the results. The theory suggested that silence emerges through multiple routes and has now formed a 'semi-permanent attractor state' within the study's L2 university

classrooms which explained its frequency as part of the characteristic culture of the language classes. This notion is appealing in terms of my study and perhaps helps to explain the culture of silent digital learners on Twitter.

Summarising the findings of this study highlights the idea of the silent period of second language acquisition. There was concordance between my study and the silent stage hypothesis, which is the first stage of language learning. There was also the use of the grammar translation method (GTM) for beginners. This overall indicates that Twitter is perceived a useful tool for activating the receptive language knowledge of beginners. Learners in this stage can produce language but by repeating or parroting words and phrases. In this stage, they can copy words from the board. They are able to respond to pictures and other visuals. It is interesting to note that one of these learners' characteristics is using one word to respond, which is exactly what most learners do on Twitter.

I noticed while examining past literature that the idea of silent period came from a childhood period of learning English, which takes us to a similar interpretation that it is the same silent period, but for adult beginner learners in a second language. It is possible that Twitter may help shorten the silent period. Krashen differentiated between children acquiring first language and second language, however, as there are slight differences. These differences include the awareness of the children that they know that they cannot speak the second language immediately and thus, children are expected to be at the pre-production stage, but with very few utterances. It also means children will have some grammatical and spoken errors, which is acceptable. According to Krashen, as long as the children maintain comprehensible input, there will be progress (1981). Thus, there may be advantages entailed in this kind of participation in terms of increasing comprehensible input through Twitter

Memo 21: In the next memo, I reflect on my own experience in English language learning that I just remembered or felt triggered after reading these silent learning studies.

While I was reading the article Applied Linguistics: The Silent Period posted by polyglossic in applied linguistics, language learning, and linguistics. I came across these sentences in any language classroom, there are going to be students who just will not open their mouths to speak, at least not at first. Teachers usually interpret this as shyness, or inhibition, or stubbornness. If you're socially anxious to begin with, uttering error-filled gibberish in front of classmates might be a paralyzing proposition. But some researchers hypothesize that this silent period is not just a failure to communicate or a function of nerves which actually remind me of myself when I was a student on the secondary school I was silent for a complete 3 years. I refused to talk, I was a mystery to my English language teacher she was saying all teachers are saying you are an A+ student why you are not interacting with me? Why your scores are good at homework but not in class? And after getting D in each year I chose to specialize in English and I never had time to reflect on that myself at that time but now I might understand that I only took my time and went through that silent period myself.

Since my 1st year in college I got my teachers attention and I was very active I got A in most subjects and eventually I became an English teacher and language researcher as well.

As I have outlined through this chapter, the 'silent' period being the pre-production stage concurs with my findings. Especially, when silent stage indicates that the learner is familiarising himself or herself with new vocabulary and focusing on pronunciation (for more information about this aspect, see the findings in Chapter 6). Stage two of the silent period is the early production where normally learners speak after six months (Krashen & Terrell, 1983). During my data collection and analysis phases I have not noticed any early production of language learned during the digital ethnographic study. I know one important reason for this is that my observation did not focus on measuring students' learning or any assessment.

Similarly, with the idea of learning through silent 'lurking,' there is also the common noticing-related hypothesis in second language learning. Krashen talked about some examples of noticing, which is when learners can recognise the metaphors, countable and uncountable nouns, word stress intonations and other similar linguistic features (Chi, 2018). This hypothesis argued that the more they are encountered, the more likely they are to be noticed. It

is also argued silence is an important factor. According to Smith (1991), noticing implies learners' ability to realise the existence of something in the input, as indicated in seen in the examples throughout this chapter.

Memo 22: While reading more research papers on preproduction and the silent learning hypothesis, some further questions were developed. These mainly relate to possibilities for future research.

The Silent Hypothesis by Krashen suggests some learners' silent stage lasts six months before production in noticing the said six weeks. Does anyone know how much learners consume social media before they think it's not helpful? Is that important to our educational research field?

The section above showed how this study indicated that Twitter learners are more silent than being active or productive in their experience. Being only silent demands a great deal of motivation, which constitutes the basis of my participants' role. On Twitter, according to my ethnographical observation, they were in their silent stage of language acquisition, paying more time and attention towards receiving and understanding English and new vocabulary in particular (as I will explain in more detail in Chapter 6) rather being involved in real communicative exchanges on Twitter. These findings were surprising for me because I had learned through my TESOL Master's degree is that English language learning can only be learnt effectively through interaction and communication with each other.

However, the idea of motivation was expected by me as a researcher and TESOL certificate holder because a lot of teaching and learning that we received involves how to maintain the engagement of learners. According to the literature, language learners need to be highly motivated, either intrinsically or extrinsically, or both. This study has also revealed the importance of inner motivation during their salience learning and how it gets my participants involved in the learning process.

To conclude, this section has illustrated the second key role of teaching English as an additional digital language. It has outlined the role of being the digital mobile silent learner. This role was

divided into three main concepts which are learner's motivation, silent learning and the mobile learner that came from my initial and focused codes. This concept was supported, discussed and compared to what literature and research has found in other settings and contexts.

RQ3: What are the main characteristics of the silent digital mobile learner's role?

The silent digital mobile learner is a learners' role in this study. Those learners who were observed or interviewed did not appear to share many characteristics regarding this role. This section provides an overview of the few shared characteristics indicated by the participants as learners, as indicated by the analysis of the digital ethnographic observations and the interviews and is then linked to the literature for wider discussion.

Memo 23: more questions in a form of a memo about my participants

While I was writing the introductory paragraph some questions popped into my thoughts about whether the teachers were using computers or mobiles while they are preparing their lessons especially when they sometimes use a visual images or charts and whether this makes a difference and that this might be a good future research question

Learners may initially have had minimal comprehension in terms of the level of the content the teachers are providing (and the one or two words produced by learners).

This participant for example said:

'First of all, I will talk about my own experience. I first added people on Twitter just to see what they have in their accounts and how they do things, and in the end, I started learning from them, and sometimes words and sentences were repeated many times, especially contemporary vocabulary. There were many things that were ambiguous, and I didn't understand, but after looking at the hashtags, the frequently-used words associated with them, and the translations, things became clearer.'

While learners on face-to-face learning courses will nod their heads to indicate yes or no as a characteristics of silent learning, my learners also share the same characteristics. Some examples of these strategies based on the longitudinal observation ethnography are simply using Twitter features and icons; adding to favourites, or retweet it to show their interaction (see Image 1 above).

Another experience of a different participant:

‘It is useful because the subject is in your hands. You hold the mobile, iPhone, or whatever, in your hands and read the tweets quickly, so it doesn’t take any time. The tweets that have vocabulary that don’t need a great effort to find them in a different website but are in front of me. So, it saves time and effort.’

In contrast with my findings, Prestridge (2014), in the context of learning and education, claimed that tweets can be constructed to propagate different ideas, concepts, critique, or convey any kind of visual or any other material to the students. Twitter has the excellent feature of providing a lecture, presentation, or any other instance of learning to the students without any hindrance. Twitter is considered more profitable for those students who take interest in the evolution of modern technologies. According to this research article, there are three ways by which learners can interact with their teachers using Twitter as a platform: learner–content, learner–instructor, and learner-learner. The major type of interaction between participants in this particular context was found to be a learner– instructor interaction, whereby a student would initiate dialogue by tweeting a question and the lecturer would respond. At first, the student would tweet a question and the teacher would give a response and this interaction will sometimes continue. At the very start of the course, the teacher would be the agent who would

take the first step by asking the students questions. At another point, the teacher will provide books or other content for reading to the students, and after the completion of reading, the student will tweet different questions, and then teacher will respond to that. The student will be stimulated by further reading and begin to tweet about their understanding of the concept outside of contact time. The lecturer, through a series of questions, would enable the student to explore the concept in relation to other course content. Twitter is a way that can encourage interaction between students and teachers for an understanding of different activities and completion of course contents. With regard to student-learning outcomes, researchers have also examined Twitter as a tool to support informal learning beyond the classroom. Interaction of students through Twitter was illustrated predominately through learner–instructor interaction where the student posted a tweet about something of interest and the lecturer responded in a manner that supported the flow of discourse. In my study, by contrast, there was very limited learner-instructor interaction. It was more that the instructors broadcast the information to their followers.

More examples of learners showing limited interaction are that sometimes they would reply and that would include offering general comments, such as acknowledgements, or criticising when the content does not feel right, and in very rare situations, evaluating the level of the tweets. As a researcher, I consider this as evidence of learning, or at least participating in learning activities, even though learners are being mainly receptive, as I described earlier. Some other examples of replying to a tweet are acknowledgment or gratitude shown towards the tutor's efforts (see Image 2).

De Sonneville (2007) identified acknowledgment in the process of learning as one important trait that is required if the process is to be successful, both in children and also in adult education. Acknowledgement is when a teacher is recognised by the students as being in possession of knowledge to be shared. Once one recognises that, then it is easier for the student

to accept being taught by the teacher and they can listen. Apart from recognition, acknowledgment also involves the validation of the teacher. This happens when the teachers are afforded the time, space, and also freedom to teach their knowledge to the students and give them useful information. This they do without being judged or criticised since it is the teacher who is thought who knows best and therefore, the role of the student is to listen to what the teacher is saying. Acknowledgement, in this way, therefore, plays an important role in the facilitation of teacher-centred learning. Whenever a teacher receives cooperation from the students being taught, there is increased confidence and also an awareness that increases their confidence. The best thing for teachers to improve their own learning is to create a space for acknowledgment in learning. In this way, they will be able to develop and hence, improve their skills because they recognize that they can teach better. In my study, learners acknowledge their teachers in one important way, which is by becoming followers of their Twitter accounts. Although explicit acknowledgement was rare, this implicit recognition was important to both teachers and learners

Peng, Jager, and Lowie's research (2020), focussed on adopting a person-centred approach and examined how it can make a significant contribution to the informal mobile language learning field as it provides an innovative way of researching complex informal mobile language learning phenomena. They drew their argument from the need to understand the process of learners' mobile language learning that requires application of holistic approaches that interactively consider learner attributes and their interaction with mobile technologies. In presenting their findings, the scholars used their holistic person-centred approach to examine L2 learners' self-initiated engagement with mobile learning activities. Their analysis indicated that there are six types of learners with distinctly different learning experiences. The scholars further found out that each learner type brought along a distinct package of motivational, emotional, and linguistic interactions, and that the distinct learning experiences of each learner

type bore different relationship to learners' perceived L2 improvement. The results are valuable, as the study offered theoretical and methodological insights into the complexity and variety inherent in informal mobile language learning. The findings are also useful as they also inform teachers about the design of adaptive and tailored instruction and scaffolding. In terms of my own understanding, it helped explain how learners in my study were being self-directed in terms of the accounts they decided to follow as a source of teaching and the type of providers they valued.

One participant indicated more than one reason that motivated him to use Twitter:

'There are several important motivations. Twitter is now very popular, as it brings everything together. It is also presented in an interesting way, in a new way, and it is never boring. So, you might start reading a particular book, but abandon it after a few pages, but that's not the same with Twitter. Each time, it is different; there are always plenty of different tweets, which is fun, and I do not feel I have to do it, which motivates me. Therefore, it makes studying sound fun.'

The term 'self-directed' has different dimensions, and most of the research papers have linked these to aspects of adult learning. Some examples have been shown in the study by Merriam (2001). Various instructors use different related terms, such as self-schooling, andragogy, self-coordinated learning, free investigation, self-governing learning, self-arranged learning, adults' learning projects, autonomous examination, long lasting learning, and auto-education. Yet, every one of these terms underscores the self-managed duty of the individual student in the learning cycle (Guglielmino et al., 2005). Perhaps the best meaning of self-directed learning is provided by Knowles (1975):

‘In its broadest meaning, SDL describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.’

Knowles (1975) claimed that the individual needs to know the resources necessary to facilitate successful learning. Although no two problem-based sessions are similar, the stages are similar. The first stage is problem analysis, followed by the formulation of study questions, then the study itself, and implementation of the findings of the study. The final section of the article is on self and peer evaluation where he stressed the importance of evaluation of one’s work or that of peers. It is a crucial part of problem-based learning but can be added to the learning curricula of most schools. Finally, skills acquired from self-directed learning provide a professional and academic link between undergraduate, postgraduate, and professional development. Self-directed learning is a key to contemporary learning, as it is not only a way of acquiring information, but also an effective way to develop life-long learning. Knowles (1970) also stated that although the basic view and concept about adult learning has remained the same over the years, there have been many changes, such as the conception of new purposes, a new focus on learning, new systems of delivering education, and the concept of lifelong learning. Adult education on its part has always been difficult to define, but a basic description of it is just the process of adult learning to achieve educational objectives, but also involving social dimensions. This has then been evolving throughout the years along with the roles of adult educators.

Approaches to learning were first described as pedagogy, which was the only way of describing how educators could teach in terms of children’s learning. After this, andragogy was developed to separate adult education from children's education, and though this is as yet underdeveloped

in second language research and needs more future research. Both andragogy and pedagogy have their own assumptions. These assumptions affect not only the learning climate, but also the practice itself, the teachers, and the learners themselves. One key feature and difference is when it comes to experience. For adults, they base their education on the experience they have had in life, while for children, experience builds as they grow and learn. Andragogy also had some assumptions about learning and teaching, such as adults can learn and learning is an internal process. This is very much in line with what my participants are expressing and feeling in relation to their use of Twitter.

Some researchers, such as Merriam (2001), have criticised the adult learning characteristics that have been developed by Knowles and his supporters. She argues, although adult learning has been taking place for a long time, it is still not exactly understood how it takes place. This claim is to what extent goes in line with my initial thoughts and analysis of my participants' experiences at the beginning of my research as it although they were arguing that they were learning, I could not understand how it happened. What has emerged can be seen as a description of self-directed learning and andragogy. When it came to test scores, younger adults perform better than older adults, but when it comes to other life aspects, the latter perform better. It soon became a topic of debate as to whether or not andragogy was a distinct adult learning theory since some developments would be the exact opposite of what adult learning was about. Following criticism of andragogy (e.g. Gagné and Deci, 2005), self-directed learning was also developed as a form of adult learning. Self-directed learning sought to address some of the issues that were being criticised in andragogy. It described adult education as involving steps and each step focusing on a particular goal or outcome. Self-directed learning therefore came with particular specific goals, such as the promotion of social action and learning. These can be seen as addressing some of the issues where andragogy was being criticised.

Wittmann and Olivier (2019) explored teachers' professional development in fostering self-directed learning in German as a Second Additional Language and made recommendations aimed at a more participant-centred approach. Wittmann and Olivier considered theories of self-directed learning (SDL) as they argued that teachers' professional development programmes should focus on fostering the characteristics of SDL in South African teachers, especially those teaching German SAL (second addition language). Their reasoning was that, by doing so, the teachers would actively participate in their learning process, unlike before. Therefore, in presenting their argument they reviewed several articles and written sources to understand what teachers lack when it comes to their struggles to meet requirements in the revised policy on the minimum requirements for teacher education qualifications used in South Africa. In this study, these researchers identified the need for a professional development programme fostering self-directed learning with the aim of supporting the existence of these developmental shortcomings. The article is helpful in terms of identifying how self-directed learning can be sensibly fostered in teacher development programmes to assist teachers to become self-directed learners themselves. These ideas helped me to understand the importance of self-direction and how it relates to digital learning.

To sum up, this section shows only a few shared characteristics were apparent in my participants. The nature of the strategies is relatable to the silent phase learners are going through. Memos, literature and research were linked to provide more details and the connections developed to show the importance of them and how my understanding developed as a result. These characteristics are important to understand for teachers as it may help to have an idea of what type of learners they can expect when using Twitter which then might help them in preparing their Twitter lessons.

RQ4: What is the nature of the strategies used by digital silent mobile learners?

In the next section, I will explain the learners' strategies that I identified in my digital observational ethnography and interviews. As I mentioned the earlier in findings chapter (4) learning about my participants' strategies could assist future interested teachers and researchers to understand the essential skills, evaluate the current uses, and improve their own techniques of using Twitter in EFL/ESL contexts. The observed and analysed strategies are discussed below, with each linked to the wider research. This section has provide only few core strategies that have been noticed by me or articulated by learner participants (followers). One reason for this limited use of strategies is the fact that learners tend to be only receptive and silent when it comes to their Twitter use. It was very difficult for me as a researcher to pick up the participants' learning strategies regarding this role in particular. However, in reviewing their interviews and my codes I found that that learners will observe in silence, evaluate the content and look for specific types of tweets. Other learners stated that their strategy is simply memorizing tweets and learning by mistakes and taking a screenshot to help them remember particular content. All these mentioned strategies are connected to language reception more than production. There was very little about interacting with other learners or teachers. Here are some examples of learners' statements:

One participant said:

“It contributed to develop my language and discover my mistakes”

Although this participant was not clear about what type of mistakes he was referring to and how it helps the wider research literature has some indications about how Twitter can improve learners spelling awareness. For example, Altakhaineh & Al-Jallad (2018) tested Twitter and

Facebook on 20 Arabic EFL learners to find out whether their writing will improve or not. Interestingly, after a pre and post-test both groups showed a positive change to writing although better scores were noticed for the Facebook group, where more posting was apparent. Indeed, this may form another research question to test whether participants' vocabulary and spelling has been positively affected by the current teachers' approach or not.

Another participant mentioned memorizing as a self-strategy:

“Twitter is different, it is giving me Arabic and English and there is equivalent information so that's easier to memories”

A different learner said

“I mean it is a long process [*referring to studying on a laptop*] while if it is on my Twitter I can just do a screenshot and send it by email and print it immediately, and for the sound track just click and listen directly when I walk, or in the car, in bed, anywhere”

I have noticed other simple strategies such as recommending. This appears to be a common strategy so although learners are sometimes not directly interacting with the content however they are still recommending it to friends which can be taken as a sign of engagement. Some learners would recommend the tutor account to other Twitter users by using the mention icon, even though they had been silent for a long time (see Image 2)

To sum up, this section has described how only a few strategies were identified because learners are in a silent, receptive phase. Teachers can work with their students to get learners to use Twitter to help them transit to the next phase of their learning journey. The main aim of this study was to understand how Saudi adult learners use Twitter for English language learning in their current application. The findings chapters have started by describing the main concept of this study where participants have viewed learning English as an additional digital language.

Then the findings explored the first role played by teachers, which was the code switcher and showed how code switching, translation and teachers' motivation were the basic elements of this role. In this chapter, I have described the second role, that of learners as the silent digital mobile learner in detail. In the next section of this chapter, to achieve the second aim of this study, which was identifying the process of using Twitter, the chapter moved to the main characteristics that have been found for those learners, and closed with a few strategies they were using in their studies. In the next chapter, I move to the third role which emerged from my theoretical coding that was played by both learners and teachers and learners: the vocabulary builder.

CHAPTER SIX: THEORETICAL CODING

Findings and Discussion

English as an Additional Digital Language

The Digital Vocabulary Builder

6.1 Introduction

In the previous chapter, I discussed the second major role of learners, which is that of ‘the silent digital mobile learner.’ In this chapter, I discuss the final major role played by learners and teachers that I identified in my analysis. Therefore, I begin this chapter by reviewing the participants’ interviews and the digital ethnographic observations. These interviews and observations assist in answering the following research questions:

1. What is the third main role of teaching and learning ‘English as an additional digital language’?
2. What are the characteristics of this role?
3. What is the nature of the strategies adopted by users?

Following the previous two chapters this chapter begins by reporting the outcomes from the interviews and observational phases to respond to the first sub-question. The interviews and digital ethnographic observational data are included here to support the interpretation of the findings. Next, the other research sub-questions are answered, and as I go on to report the findings, I link them to the literature review to support discussion with my reflections on the existing evidence, as each question is addressed. This chapter also includes my reflection on research memos as evidence (with examples presented in boxes), as they inform the

interpretation of the findings by assisting and enriching the data, facilitating theory construction as well as adding to the transparency of the analysis.

Role 3: The Digital Vocabulary Builder

RQ2. What is the third main role of learning and teaching ‘English as an additional digital language’?

This topic highlights an interesting perspective regarding how learners understand language learning. According to my participants, a central part of learning English language means searching for the vocabulary of that language. In some ways, the use of Twitter to deliver English language provides teachers and learners with the sense that, to learn English, you need to begin with the smallest unit of language i.e., vocabulary. As the title of this role indicates, the primary idea behind it is vocabulary learning. However, two basic elements stand behind it and extend it. These two concepts are vocabulary memorization and learning pronunciation which emerged from the initial and focused codes of my interviews and my ethnography observation.

According to my longitudinal digital ethnography observations, vocabulary in my data includes single words, set phrases, and idioms. The digital vocabulary builder is a learner who uses Twitter to learn new vocabulary through daily informal access of information posted by online language learning accounts. If there is a phrase that could be applied to the strategic thinking behind teaching vocabulary and learning on Twitter, it feels like ‘random teaching’ or ‘random learning.’ Through my investigation and long-term observation, when the online ‘teachers’ start their lessons, there appears to be no introduction or rationale nor any attempt to link new vocabulary to past knowledge. There is also no assessment or evaluation for the learners (or themselves as teachers). However, this is a very popular approach and is adopted by learners with high levels of satisfaction. Although many learners do not interact in conversations

directly or indirectly with these accounts, the number of these accounts has been growing, which suggests at least that there is some type of learning is taking place, or at least, a willingness to engage in learning and a perception that it is helpful. Alhajaji, Almadi, and Metwally (2020) acknowledged the significance of vocabulary as an essential element of language learning. It explained how it is important for learners to have a wide range of vocabulary along with grammatical competence as a way of guaranteeing effective communication in the language.

In the next image, screenshot 14, the teacher has emphasized the role of memorizing vocabulary even if it is not in a direct way. He has listed what appear to be random words then said he was trying to memorize them and decided to share them with his followers.

Screenshot 16

Frankly, that's a lot. It can't be counted.

H @H25954993.

Replying to @abdulelah_wazen

Conspiracy مؤامرة
Communicative اجتماعي
Fortunately لحسن الحظ
Unfortunately لسوء الحظ
Take advantage of يستغل
Rumors شائعات
Ash رماد

Words I'm trying to memorize.
That's I shared it with you. ❤️

Simo @Simolkaw

Good.

I find it difficult to memorize long words.

@4lu5_.

Replying to @abdulelah_wazen

In order to – exciting – it's raining cats and dogs – piece of cake – association - according to.

mobily 5:06 PM

صراحه كثيره لاتعد ✨

1 3

H @H25954993 · 2d
Replying to @abdulelah_wazen

مؤامره Conspiracy
اجتماعي Communicative
لحسن الحظ Fortunately
لسوء الحظ Unfortunately
اعراض Symptoms
يستغل Take advantage of
شائعات Rumors
رماد Ash
كلمات احاول احفظهن لذلك قلت أشاركها معاكم 🍀❤️

1 11

simo @Simolkaw · 2d
جيد
انا الكلمات الطويله اجد فيها صعوبه

1

@4lu5_ · 2d
Replying to @abdulelah_wazen

In order to - exciting - it's raining cats and dogs- piece of cake- association - according to

1

Tweet your reply

🏠 🔍 🔔 ✉️

The findings are interesting because, as a researcher and teacher with Master's in TESOL, I have not experienced an approach where teaching English or learning the language can be based around only one basic component. We were taught that when we teach English, we need to teach all the components together: grammar, listening, speaking, writing, pronunciation, and vocabulary. I did not expect to see online teachers base their English language content on only vocabulary, isolated from texts and contexts. In the literature it is almost the opposite approach, many of research papers use Twitter for English language learning, without focusing on one element such as grammar, reading, writing, vocabulary, or pronunciation (see, for example Alias et al., 2013). It is certainly widely acknowledged that vocabulary is a challenging issue in EFL/ESL traditional teaching and learning. According to Coady and Huckin (1997), vocabulary has not been given priority when teaching or learning English as a SL/FL. In contrast the participants of my study prioritised and valued vocabulary as the basic unit of language learning, as has been noticed in their online behaviour. Historically, this was one of the main elements of the grammar translation method (as discussed earlier in the findings and discussion in Chapter 4). The findings of my study connect the grammar translation method (GTM) and mobile assisted language learning MALL by linking the two approaches through the teaching and learning of vocabulary. This focus on vocabulary is made explicit in the way these accounts are promoted, as seen in the examples below.

In the following image, screenshot 17, of how vocabulary is the core of teaching English on Twitter, the teacher focuses on the role of memorising. The teacher bases her account on the idea of listing vocabulary and asking learners to memorise these words.

Screenshot 17

Memorize more words
@c9x012

Words are the cornerstone of every language. If your vocabulary is limited, then surely your language will be limited too.

341 Following 108.3 k Followers

احفظ كلمات أكثر @c9x012

Do you simply want to learn English and improve your language?

I advise you to follow @timetime321

2 Retweets 11 Likes

تصاميم منزلية @Hoome65

Allah suffices me and in him I put my trust...

My account is for displaying the latest design ideas.

Three WiFi 12:27 PM

Words

احفظ كلمات أكثر
@c9x012

الكلمات هي حجر الأساس لأي لغة، إذا كانت مفرداتك محدودة بالتأكيد ستكون لغتك محدودة.
الدائركت للإعلانات Joined February 2017

341 Following 108.3K Followers

Followed by معلم إنقلش, zayed, زايد الزبيدي, عبد الله البارقي, and 2 others

Tweets Tweets & replies Media Likes

Pinned Tweet
Words احفظ كلمات أكثر @c9x012 · 1h
تبي تتعلم الإنجليزية ببساطة وتطور لغتك؟
انصحك تابع المعلمة @timetime321

2 11

Retweeted احفظ كلمات أكثر @Hoome65 · 2d
وعليه توكلت .. حسابي مخصص لعرض أحدث الأفكار للتصاميم

The next image, screenshot 18, is of a learner who argues that his/her language did not improve till he/she followed this Twitter account and most importantly, memorised vocabulary on a daily basis.

My English was so poor.

When I knew that words are the cornerstone in any language, I decided to memorize new words every day, and learn the most used words in daily life. I started following the @c9x012 account, and the sum of my words increased in a very short period.

I advise you to follow it.

English words translated

Teach- /ti:tʃ/- يعلم	Come-/kʌm/- يأتي
Learn-/lɜ:n/- يتعلم	Came-/keɪm/- أتى
Eternal-/i(:)'tɜ:nl/- أبدي	Creep-/kri:p/- يزحف
Weight-/weɪt/- الوزن	Crept-/krɛpt/- زحف
Right-/raɪt/- يمين	
Heart-/hɑ:t/- قلب	Understand/,'ʌndə'stænd/- يفهم
Forgive-/fə'gɪv/- يسامح	Temporary-/,'tɛmpərəri/- مؤقت
Comfort-/'kʌmfət/- راحة	Nothing-/'nʌθɪŋ/- لا شيء
Soul-/səʊl/- نفس	Permanent-/,'pɜ:mənənt/- دائم
Fate-/feɪt/- القدر	Situation-/,'sɪtʃə'eɪʃən/- موقف
Spirit-/,'spɪrɪt/- روح	

11:09 AM
Personal Hotspot: 1 Connection

كانت لغتي الإنجليزية ضعيفة 😞
لحد ما عرفت إن الكلمات هي الأساس في أي لغة 🙌
قررت أحفظ كلمات جديدة كل يوم ، واتعلم أكثر
كلمات تكون مستخدمة في الحياة اليومية
بدأت في متابعة حساب @c9x012 👍
ومحصلة كلماتي زادت جداً في فترة قصيرة
أنصحكم بمتابعته 🌹

Translate Tweet

كلمات إنجليزية مترجمة :

يعلم _ Teach _ تيتش	يأتي _ Come _ كم
يتعلم _ Learn _ ليرن	أتى _ Came _ كيم
أبدي _ Eternal _ إيترنال	يزحف _ Creep _ كرييب
الوزن _ Weight _ وويت	زحف _ Crept _ كريبت
يمين _ Right _ رأيت	
سماح _ Forgive _ فورغيف	كلمات إنجليزية مترجمة :
راحة _ Comfort _ كمفورث	يفهم _ Understand _ أندريستاند
نفس _ Soul _ سول	مؤقت _ Temporary _ تيمبوراري
القدر _ Fate _ فيت	لا شيء _ Nothing _ ناينق
روح _ Spirit _ سبريت	دائم _ Permanent _ بيرماننت
	موقف _ Situation _ ستويشن

8:33 AM · 09/08/2019 · Twitter for Android

Tweet your reply

🏠 🔍 🔔 ✉

One participant implicitly acknowledged this theoretical perspective when criticising the approach and suggesting that the focus should be communicative:

‘The second point you introduced by asking me about the optimal activities that can be used to empower the communicative approach using Twitter: I think, on Twitter, a simple topic can be introduced in a discussion before asking every student to give his or her brief opinion in a creative way in not more than 140 characters, if they are at an advanced stage. I always say that developing communication means giving the student space to write what they want. I mean that the student should have the space to write, just as on Facebook. Give him a topic and let him express himself and communicate with his friends and create a dialogue. On Facebook, there is plenty of space for that, while Twitter is limited. Therefore, on Twitter, I think it is best to teach vocabulary or develop students’ first-class creative-writing skills by writing just 140 characters. I don’t want to disappoint you, but some students lack basic English-language skills, not to mention creativity, even in the Arabic language.’

He also said:

‘However, the student you referred to, who wants to learn specific vocabulary related to football matches, which he likes, has, as I said, provides motivation for learning. They can take themselves out of the boundaries of the curriculum designed for their age and begin to seek wider knowledge. I think that they can master English-language skills, so to speak, and they can learn some words in a particular field.’ (Personal communication, 5 August 2016)

This illustrated the idea that learners and teachers consider vocabulary as the necessary first step to learning English and speaking it, and Twitter does not limit it to specific curriculum content.

Another participant did not agree with my initial coding:

‘I think I’ve only seen this once. I can’t say that it is not useful, as it is based on individual goals. I also wanted to say that it is all about the value of the content you retweet. Because people don’t all have the same level of English, so beginners may need to learn vocabulary, but others may have intermediate needs rather than just learning vocabulary, so it depends on the content. So, you could advise students that they might not find it useful, because the content does not suit them. Teachers need to pay attention to individual differences when they recommend a specific account.’

In screenshot 19, the teacher provides his followers with some advice on how to improve memorising skills.

Screenshot 19

English Dr. Abdullah Al-Azmi
2,360 tweets

English Dr. Abdullah Al-Azmi 2/8/2016

Do you struggle with not being able to memorize words?

Do you always memorize and then forget?!

Here are some good solutions:

First solution: memorizing by connection/relation, so that the words are related to each other.

By relation

```

graph TD
    Army --> Weapon
    Army --> Soldier
    Army --> Tank
    
```

59 Replies 990 Retweets 2,633 Likes

English د. عبدالله العازمي ٢,٣٦٠ تغريدات

الإعجاب الوسائط التغريدات والردود التغريدات

English د. عبدالله العازمي ٢٠١٦/٨/٢

هل تعاني من مشكلة عدم القدرة على حفظ الكلمات؟
هل تحفظ دائماً ثم تنسى؟!
تفضل بعض الحلول الجيدة 👍

٥٩ ٩٩٠ ٢,٦٣٣

In the following example (Screenshot 20), the teacher translates the key words of a famous news account. The teacher adds the Arabic pronunciation as well. By doing this, he draws the learners' attention to the new word 'suspension.' As mentioned above, teachers do not try to define words or provide explanations in English, but they explicitly translate them. This example shows the two important roles of my study (1) the digital code switcher (as I discussed in Chapter 4), and how translation was an important element of this role with vocabulary learning which is the focus of this chapter.

Screenshot 20

English teacher
@LearnEnglish9
Replying to @ejazah_ksa
School suspension تعليق الدراسة
(/sku:l/ /sə'spenʃ(ə)n/)
4:46. 24/2/2018
18 Retweets 76 Likes

English معلم
@LearnEnglish9
رداً على @ejazah_ksa
school suspension تعليق الدراسة
(سكول سسبنشن)
٤٦:٤٦، ٢٠١٨/٢/٢٤
٧٦ من الإعجابات ١٨ إعادات تغريد
🗨️ ↻ ❤️ 📤

In the interview, one participant expressed a desire to learn new idioms, words, and common hashtag vocabulary:

‘Well, to learn new things in life and new information in the English language. Every time you log into Twitter, you learn about new things, like video clips, and new words, and synonyms to describe things. I think tweets about grammar are really limited, and I have studied for a long time. I feel that what I need is more vocabulary and more medical words in general, even if it is not my specialised subject area. This helps to develop your vocabulary.’

As one participant said, part of their motivation to learn English vocabulary is to learn to speak it. The participants noted that it is helpful for teachers to put each word in a context, explaining whether it is a verb, adjective, or noun. This again reflects the older teaching approach of the grammar translation method.

‘My use of Twitter has mostly been to improve my vocabulary because I feel vocabulary is the most useful thing to acquire when learning a language. I don’t know if that’s just my personal view because grammar and the other things are easy to acquire, especially as language learning in Saudi Arabia focuses on grammar but pays little attention to vocabulary. This means we always need support, so that’s why I use Twitter to learn vocabulary.’

Another said:

‘The most beneficial accounts for me are those which present vocabulary, since they introduce vocabulary, enhanced by full sentences, showing how to use the term in many ways in different contexts. Some accounts are different from others. I will tell you a story after offering some opinions. The student here can judge himself as learning. However, the point here is that he claims that he is learning. He is memorising specialised vocabulary related to football matches that he has never heard before. He is not recognising words and understanding content. Rather, he is a recipient on Twitter. He has not heard a match or listened to native speakers using such words so as to understand them.’

In this way, learners prefer to choose their own suitable resources and select from a variety of information that they feel is most useful for them.

Some participants were following dictionaries in their Twitter accounts. Most of the participants, however, stated that they did not keep notes or a diary for their learning process. This can be linked to the idea of self-motivation discussed in Chapter 5 where I indicated that

motivation emanates from the learners themselves and is indicated by their involvement in using Twitter to learn an additional language.

This person said:

‘I don’t keep any notes of the words that I read on Twitter and I don’t go back over them. I only favourite them, then if I in one situation remember that I have some important words on my favourite I go back to them to use them.’

One interesting finding coming directly from observations is that although the participants sought to learn new vocabulary to improve their language, they did not attempt to tweet using their new vocabulary or use the English on Twitter at all. The participants used the favourite button to save and revise particular lessons, which again lends weight to the argument that learners in the digital age, or at least in this digital environment are more receptive than productive or interactive.

Some participants argued that one of the benefits of using Twitter for English-language learning is recalling vocabulary easily. It is easier for participants to learn information that is read via tweets. The participants thought that memorising was quicker because a lot of information is repeated through the variety of accounts.

He said:

‘I mean that maybe the second time I use Twitter I go back and look at the tweet to remember it, so it sticks in my mind. For example, like football matches or wrestling. Sometimes, you see ‘vs.’ (i.e. name vs. name). I did not know what ‘vs.’ stood for, but after I saw a tweet, I

understood what it meant. I mean, there are a lot of things. How do I study? Honestly, there is some vocabulary that does not need to be memorised, or I can't memorise, because I don't really use it 100% for teaching. If I was really interested, I could take notes, but this was just a matter of coming across these tweets. Also, it's helpful that sometimes the same information is repeated by many different accounts.'

One participant said:

'First, I talk about my own experience. I first added people on Twitter just to see what they had on their accounts and how they did things, but ultimately, I started learning from them, and sometimes words and sentences were repeated many times, especially contemporary vocabulary. There were many things that were ambiguous and I did not understand, but after looking at the hashtags and the frequently used words associated with them, and the translations, things became clearer.'

Interestingly this finding is consistent with Krashen's (1989) account in terms of the silent stage and preproduction as I mentioned in the previous chapter. Krashen (1989) also argued that people acquire vocabulary and spelling by reading and that the most efficient way to do so is via comprehensible input. His ideas resonate with what I have found happening on Twitter and with my participants' views.

The Input Hypothesis is when one is exposed to a language and then acquires it. Connecting this to my study is the idea that my participants are exposed to hundreds of words on Twitter through the accounts they follow. Krashen suggested the main source of input must be through reading; it is the key factor that most often affirms the Input Hypothesis. Krashen argued that the reason Input Hypothesis is the most successful because reading provides the best method

of absorbing a large quantity of comprehensible input. Comprehensible input activates the language acquisition device in the brain, and language skills improve. This explanation of Krashen's theory is similar to what my participants are experiencing on Twitter as all screenshots and interviews shows how reading tweets were appreciated by learners and perceived as helpful, even though there was an absence of interaction and overt language production.

Exposure to comprehensible input is by far the most efficient way to complete language competency. Comprehensible input means that languages are best acquired by understanding messages in the language being learned. In other words, comprehensible input is when one understands the texts being read sufficiently to improve understanding of the language. Comprehensible input is effective, Krashen argued, because when learners understand the essence of a word or a concept, they can connect the dots more easily than if they were to just memorise language information without any understanding of meaning. However, this is here where my findings appear to depart from what Krashen believed. As my data shows teachers are only listing words with an emphasis on memorizing, ignoring the importance of meaning and context. This suggests future research might explore further the role of comprehensible input and vocabulary learning on Twitter.

As well as the Input Hypothesis and the idea of Comprehensible Input, Krashen touched upon two competing theories. The first competitor is the Skill Building Hypothesis. The Skill Building Hypothesis views the best way of acquiring language through learning all of its elements, including include grammar and vocabulary. The Interface Hypothesis, where learning eventually builds, leads to acquisition. However, Krashen maintained that the Skill Building Hypothesis not as effective because it does not always check for comprehension; it focuses more on memorization which is the case of my participants on this study.

The second competitor is the Output Hypothesis (OH). The Output Hypothesis claims that we can only really learn a language if we produce it. In other words, through the output of language, we will learn that language. If one's output succeeds, then it confirms that their output of language is correct. If not, it must be fixed, which leads to further learning. Krashen argued that the Output Hypothesis is not as efficient because output is all too rare, and even when output does occur, corrections do not take place as frequently as are needed to learn efficiently.

Looking into recent research papers for more analysis and reflection, I found one study about single-word vocabulary learning through the audio-visual input by Puimège and Peters (2019). It focused on learning L2 vocabulary from audio-visual input via an exploration study into incidental learning of single words and formulaic sequences. The study aimed at finding out whether single words and formulaic sequences can be learned incidentally by watching English language television, and whether learners' prior vocabulary knowledge and item-related factors affect the learning process. The researchers collected data from 20 English as a foreign language (EFL) learners (L1 = Dutch) in their first year at university. A pre-test post-test within-subject design was adopted and learning gains were measured at three levels of sensitivity: a form recall test, a meaning recall test, and a form recognition test. The results indicated that single words and formulaic sequences can be learned incidentally from TV viewing, and the learning is mediated by the items as well as learner-related factors. So, although this study focuses on the same element, vocabulary, but with a different tool it does confirm that learners can learn isolated words while they are only receiving. Viewing (and reading) is alternative way of language reception. This is consistent with this study in suggesting that there is some vocabulary learning is taking place in the silent stage of language acquisition for these beginners and it seems these digital tools could be a good support, or at least are perceived to be by learners.

Screenshot 21



However, according to the literature, most studies used Twitter for English-language learning in general without focussing on one aspect, such as grammar, reading, writing, vocabulary, or pronunciation (Hamidon et al., 2013; Elfatah and Said, 2015; Lord and Lomicka, 2014). This concurs with those who argue it is good for general language development (Borau, Ullrich, Feng, and Shen, 2009).

In contrast, according to Coady and Huckin (1997), vocabulary has not been given priority when searching for teaching or learning English. In this present study, learners valued the vocabulary as the basic unit of language learning, which was one of the main elements of the grammar translation method. This study's potential uses are not in line with what Rosell-Aguilar (2018) claimed. This present study found that participants are more receptive and focus on their vocabulary-building; whereas, Rosell-Aguilar claimed that there is a strong potential for interaction and output and writing, while Cheng (2012) claimed that writing was favoured by participants, and Hamidon et al. (2013) stated that reading was the main component for college learners. In contrast to Cheng (2012), the learners preferred to search for vocabulary and not to write. Davies (2015) argued that it is for oral skills. Nevertheless, others agree with this study; that is, that there is simply no communication involved (Lin, Hoffman, and Borengasser, 2013; Lowe and Laffey, 2011).

Memo 24: the following memos present my reflections in this context

Why there is no link between Twitter and Google translation?

Memo 25: Reflecting on some of my constant comparison thinking and coding

In general, there are some studies that find positive impact on vocabulary acquisition through the mobile assisted language learning. They argue that portability of mobiles makes it easy for learner to have access at any time or place. This is in line with the idea of additional language. It also argues that it helps learners overcome some motivational challenges by allowing students more autonomy.

Memo 26: while I was examining the literature regarding Twitter and EFL vocabulary teaching, I noticed the following.

It is interesting that a general look at many lexical vocabulary content pages, I found no headings pertaining to Twitter or social media and language learning.

Memo 27: Reflective memo where I critically started to raise some questions about my literature and findings

Do Twitter teachers measure the size of the vocabulary teaching? The chunk of the word?

Memo 28: I wrote this memo after reading the book 'Technology Enhanced Language Learning Connecting Theory and Practice

So even in technology enhanced language learning, there are no sections chapters or headlines for vocabulary skills, reading, listening, and speaking mentioned apart from vocabulary.

According to the author, teachers' attention should focus on developing their skills when using technology rather than on students' learning. So, it seems again like the teachers think the important thing for learners is one thing, but in reality, learners want and think something different. I mean, as in my case.

The research by Niitemaa and Pietilä (2018) examined Finnish EFL learners' ability to search for lexical items and information in online dictionaries and on websites. The study presented in the paper was carried out as part of a project investigating upper secondary school students' digital skills in relation to language learning. The arguments for performing the research study was based on the fact that in Finland, the high-stakes school-leaving examinations, including foreign language tests, are currently being digitalised. Therefore, the researchers determined to reveal the relationship between word recognition skills, the learners' ability to find lexical items and information in a series of online vocabulary tasks when the choice of the digital sources was not controlled. The results revealed that overall word recognition skills and recognition of low-frequency vocabulary correlated positively with success rates in finding individual words in online dictionaries and factually accurate information on web pages, but not with finding appropriate collocations. The studies also showed that in order to succeed in 50% of the look-ups, participants required scoring a minimum of 60% in the vocabulary levels test. The findings presented in this research study confirmed the need for performance of similar studies in the future, especially in Arabic EFL learners' receptive vocabulary knowledge and success in searching electronic sources for information.

6.2 Reading and Pronunciation

This section focuses on presenting the findings in relation to pronunciation and includes two important parts: Arabic diacritisation systems and 'Arabicisation' of the English words.

The history of teaching pronunciation in EFL/ESL as a subject is long (Celce-Murcia, Brinton and Goodwin, 1996). Research about vocabulary pronunciation and types of teaching techniques has been investigated by many researchers. Focussing on ESL/EFL vocabulary was a basic component of the grammar translation method (Celce-Murcia, 2001). As the Twitter application lacks audio features and the facility of listening to the words, in my data, teachers

and learners paid considerable attention to reading pronunciation by inventing a new approach, where teachers use ‘arabicization’ of the English words:

An apple = أبل

Based on this table

Table 14: Example of English sounds and its equivalent in Arabic letters

ا	ā	long <a> sound like in the English word “mad”
ء	ʾ	a glottal stop; depending on where it’s put it can be a short “u”, “a”, or “i” sound
ب	b	the same as our English “b” in “bread”
ت	t	the same as our English “t” in “tea”
ث	th	like the “th”-sound in “three”; but not like the <th> in “there”!
ج	dj	as in the <j>-sound in the name “John”
د	d	the same as our English “d” in “door”
ذ	dh	like the <th> sound in “there”; but not like the <th> in “three”!
ز	z	the same as our English “z” in “zoo”
س	s	the same as our English “s” in “serpent”
ش	sh	the same as our English “sh” in “shine”
ف	f	the same as our English “f” in “ferry”
ك	k	the same as our English “k” in “kilo”
ل	l	the same as our English “l” in “look”
ن	n	the same as our English “n” in “nose”

Commenting on pronunciation, one of the participants said:

‘Concerning this fad spreading now, I see this a lot, people writing the English word accompanied by its pronunciation in Arabic. Of course, such things can’t be denied, and we can’t say that we are with or against it because we can’t force the learner to do something. You can learn the English language the way you want.’

‘Some people like this method. They want to see the English word with its pronunciation and meaning in Arabic. The issue of combining the English and the Arabic language is expressly very important. I really consider it one of the things that makes the learner get the most benefit, especially on Twitter for several reasons.’ (Personal communication, 5 April 2017)

In the next screenshot 22 the teacher has posted many Arabic random phrases then their translation into English and lastly the Arabicization of the English words, which can make it easier for those who have difficulty in reading them in English.

Screenshot 22

English – Arabic

@5bu

Lose my temper- /lu:z/ /maɪ/ /'tɛmpə/=
أفقد أعصابي

Tremble with cold- /'trɛmbəl/ /wɪð/
/kəʊld/ = يرتجف من البرد

Frank with- /fræŋk/ /wɪð/ = صريح مع

Get me wrong- /gɛt/ /mi:/ /rɒŋ/ = تسفهمني

Bloom of youth- /blu:m/ /ɒv/ /ju:θ/
= ريعان الشباب

Make fun of- /meɪk/ /fʌn/ /ɒv/ = يسخر من

✅ On: @5_5bu

11:56 AM

Tweet

إنجليزي عربي @5bu

lose my temper | أفقد أعصابي 🤔
لوز ماي تيمبر

Tremble with cold | يرتجف من البرد 🥶
تريمبل ويد كولد

Frank with | صريح مع 😊
فرانك ويد

Get me wrong | تسفهمني 😞
قيت مي رونق

Bloom of youth | ريعان الشباب 🌸
بلووم اوف ياث

Make fun of | يسخر من 😏😏
ميك فن أوف

@5_5bu: عبر: ✅

Tweet your reply

While the research literature has not yet explored teaching reading vocabulary on Twitter and focusing on pronunciation and phonetics in particular, the wider literature has shown a focus on learning pronunciation and on natural learning in other computer assisted language learning

approaches where listening is available to support pronunciation. In this section, I will discuss my understanding of how these studies relate to what I have been seeing in the Twitter environment. In the English language pronunciation field and during the past 25 years, teachers have focused on suprasegmental in promoting intelligibility rather than the segmentals (Levis,2005). According to the definition of suprasegmental in the Britannica dictionary “Suprasegmental, also called a prosodic feature, in phonetics, is a speech feature involving stress, tone or word juncture that accompanies or is added over consonants and vowels; these features are not limited to single sounds but often extend over syllables, words, or phrases.” While Crystal (2003), define segmental as “any discrete unit that can be identified, either physically or auditorily, in the stream of speech" (pp. 408–409). There have been some recent studies which have supported the adoption of suprasegmentals and graded them superior in the ESL context (Derwing and Rossiter, 2002). Interestingly, neither of these two important ideas appeared to relate to my teacher participants while teaching (posting) the daily vocabulary. These concepts seemed not to occur in terms of my research participants and data. One reason behind this might be that, as I explained in the findings Chapter 4 that many teachers are not certified or trained as EFL/ESL teachers or even necessarily holding a degree in English language so may not be familiar with this level of technical detail.

In addition, there are two more important principles influenced by the pronunciation and pedagogy research. These are ‘intelligibility principle’ and ‘nativeness principle.’ The nativeness principle indicates that it is both desirable and possible in a foreign language to achieve native-like pronunciation (Levis, 2005). On the other hand, the intelligibility principle requires the learner to be simply understandable. This principle says that there is no significant co-relation between accent and understanding, and errors can occur in it (Murphy, 2014). According to my observation and interviews, though there is a clear focus on how to read the posted vocabulary on Twitter this is through the recommendation on writing down the

pronunciation, both of these two elements, intelligibility and nativeness, are neglected in this context. Neither intelligibility nor nativeness were focused on by teachers. As it was clear the focus was only in getting the nearest correct pronunciation of the posted vocabulary that will help learners to read the posted vocabulary using ‘arabicization’ or Arabic transliteration.

According to Derwing and Munro (2005), unqualified ESL/EFL teachers are more likely to create less effective teaching methods for learners in terms of phonetics and pronunciation. While this seems correct from my observation as a trained EFL/ESL researcher and teacher, but it should also be acknowledged that some learners prefer these ways of teaching pronunciation and that this method is very popular in Saudi Arabia. In comparing this to my findings, it is interesting that my participants preferred to avoid native speakers at this stage of their learning journey. The intelligibility principle has a sensitive context. It requires a listener and a speaker, and both are main elements of communication. Comparing this to my study, there is a writer and a reader. This is perhaps why teachers are trying to address the problem of the lack of an audio feature on Twitter by using Arabic diacritics as well as arabicization of English words to help learners figure out the pronunciation according to their first language.

The research literature also shows other studies have taken different approaches to teach commonly mispronounced words through Twitter. Kartal and Korucu-Kis (2020) reviewed the findings on the contribution of social networking sites Twitter and YouGlish (a tool that provides the correct pronunciation of words in various languages using YouTube videos) to the learning and retention of commonly mispronounced words. English language is taught as a foreign language in Turkey and is, therefore, subject to significant instances where a number of words are commonly mispronounced. Twitter was utilised to draw attention to the proper pronunciation of English words while YouGlish, a You Tube-based pronunciation dictionary, was used to guide learners how to correctly pronounce the words in question by offering a link to an audio clip. The study participants were 93 pre-service teachers at one of the Turkish

universities studying at an English Language Teacher Education (ELTE) programme. Views collected from the participants indicated that the use of Twitter and Youglish together to teach pronunciation played an important role in learning and retaining commonly mispronounced words and were valued by the participants. Another study explored the use of pronunciation materials, such as course books, DVDs, CDs and dictionaries (Hismanoglu, 2010). It is interesting that they found that less experienced teachers leaned more towards teaching pronunciation through technology (Hismanoglu, 2010). This concurred with what I found, as the Twitter teachers are not trained and not ESL experts.

The primary goals of pronunciation teaching are usually for the learner to develop intelligible speech and to be able to effectively communicate in target language (Chen, 2007). According to my participants, they were more interested in memorising words and wanted to be able to pronounce the words they were learning to aid recall rather than using the words in real communicative experience. I believe this reflects that my participants are at the silent receptive stage while using Twitter, as I outlined in Chapter 5. While many ESL teachers now accept that clear pronunciation is an important part of language studies (Levis, 2005; Jenkins 1998) and confidence in pronunciation allows students to communicate with other speakers in wider aspects of their language development (Fraser & Perth, 1999), in my observational data it seems like my teacher participants are more concerned about teaching the phonetics and pronunciation of vocabulary for reading purposes rather than helping learners to get involved in speaking or communication. One reason for this interpretation is the way teachers are isolating vocabulary from context. The main focus is introducing vocabulary accompanied with its meaning and phonetics: see the screenshot below (Image 7) for example.

Tweet

11:35 AM 77%

Tweet

@ethraaen

Easy English

@ethraaen

Tub- /tʌb/ - حوض سباحة

Tall- /tɔ:l/ - طويل

Tell- /tɛl/ - يقص، يروي

Till- /tɪl/ - حتى الآن

Toll- /tɒl/ - رسوم، ضريبة

Ten- /tɛn/ - عشرة

Tin- /tɪn/ - علبة، قصدير

Ton- /tʌn/ - طن

Tap- /tæp/ - حنفية

Tip- /tɪp/ - طرف الشيء، يقلب

7:10 PM . 14/09/2019

33 Retweets 268 Likes

Tub- تُب- حوض سباحة

Tall- تُل- طويل

Tell- تِل- يقص، يروي

Till- تِل- حتى الآن

Toll- تول- رسوم، ضريبة

Ten- تِن- عشرة

Tin- تِن- قصدير، علبة

Ton- تُن- طن

Tap- تاب- حنفية

Tip- تِب- طرف الشيء، يقلب

[Translate Tweet](#)

7:09 PM · 14/09/2019 · Twitter for Android

33 Retweets 268 Likes

Tweet your reply

To close this section, one important challenge for EFL/ESL pronunciation researchers and teachers is to cooperate with those English language Twitter account holders (who are often untrained teachers) understand what is effective and to undertake more research in this area. The above section has illustrated this important role vocabulary in teaching and learning English as an additional digital language. It showed how learners were focusing on vocabulary

as the main component of their English language learning. This concept was supported, discussed and compared to what literature and research has found about vocabulary memorization and pronunciation.

RQ2: What are the characteristics of the digital vocabulary builder role?

The 'digital vocabulary builder' includes both learners and teachers. Each take part in this role in this study. Those participants who were observed or interviewed showed a number of shared characteristics. This section provides an overview of the shared ones, as shown by the analysis of the digital ethnographic observation and the interviews and this is connected to the literature with my reflections for discussion.

Tutoring

Teachers are tutors and this involves the teachers being the provider of content, the translator, and simplifier. It is unclear as to what they base their decisions on. Like this example in screenshot 22 shows a teacher who describes a certain phrase as an English language popular expression.

Screenshot 24

English Dr.Abdullah Al-Azmi

2,957 Tweets

Tweets Tweets & replies Media

Likes

1,787 views

4 Replies 22 Retweets 109 likes

English Dr.Abdullah Al-Azmi

05/07/2020

Popular expression.

Something in return = شيء في المقابل

Popular expressions

Something in return = شيء في المقابل

2,652 views

6 Replies 39 Retweets 140 Likes

The screenshot shows a Twitter profile for Dr. Abdullah Al-Azmi. The profile header indicates 2,957 tweets. A tweet from July 5, 2020, is the focus, featuring a yellow graphic with the text 'Something in return' and its Arabic equivalent 'شيء في المقابل'. The tweet has 4 replies, 22 retweets, and 109 likes. Below it, another tweet from June 29, 2020, is partially visible.

Screenshot 25

English Dr.Abdullah Al-Azmi

2,957 Tweets

Tweets Tweets & replies Media Likes

English Dr.Abdullah Al-Azmi. 23/06/2020

Popular expression

Once In a blue moon

Literal meaning: Once in a blue moon

Figurative meaning: Rare/Rare event

Popular expressions

Once in a blue moon

Literal meaning: Once in a blue moon

Figurative meaning: Rare/Rare event

2,036 views

3 Replies 18 Retweets 99 Likes

English Dr.Abdullah Al-Azmi . 21/06/2020

The letter "T" is not pronounced in it.

mobily 5:18 PM

English د. عبدالله العازمي 2,957 Tweets

Tweets Tweets & replies Media Likes

English د. عبدالله العازمي 23/06/2020

تعبير مشهور
One in a blue moon
المعنى الحرفي: مرة في القمر الأزرق
المعنى المجازي: نادر/حدث نادر

مصطلحات مشهورة
Once in a blue moon
المعنى الحرفي: مرة في القمر الأزرق
القصد: نادر/حدث نادر

@english4ar

2,036 views

3 18 99

English د. عبدالله العازمي 21/06/2020

ينطق فيها حرف T

Home Search Notifications Messages

Positive and Clear

Teachers try to be positive, keeping learners motivated towards their goal of learning the English language. The approach of these teachers is also direct and clear. All screenshots show a straightforward listing of words with translation and pronunciation.

One teacher participant said:

“I always like to make my followers feel that it is easy and possible to learn English. I love to be the positive guidance for them. Some teachers especially when I was in college from my own memories they were very disappointed about our poor level and I believe if students can feel that it can affect their learning so I am staying positive about myself and others”

Memo 29: More of my critical thinking inquiry raised in a form of memo

Surprisingly when it comes to this section I found key characteristics missing such as being prepared organized?

This section has outlined the common characteristics that were observed by me from my teacher participants Twitter platforms and interviews. These characteristics were also identified through observations. I have used memos and wider literature and research throughout the section to provide more details to explore these themes. As I mentioned in the findings in Chapter 4 these characteristics are important to be aware of for future researchers or interested teachers as it will help them have an idea of what is happening on the Twitter platform, which might help them in preparing Twitter lessons.

RQ3: What are the main strategies of this role?

In the next section, I will explain the most used strategies of learning and teaching according to my digital observational ethnography and participants' interviews. As I mentioned earlier in findings Chapter 4, learning about my participants' strategies will assist future interested teachers and researchers to learn the essential skills, evaluate the current uses, so that they can be more effective, and improve their own techniques of using Twitter in EFL/ESL contexts. All observed and analysed strategies are discussed below, linking each to the wider research with my personal reflections.

Using Arabic diacritics for reading English language pronunciation

There are 28 letters in the Arabic alphabet demonstrating consonants besides the three vowels, and these are linked (merged) together from both sides when writing words. There are no capital letters in the Arabic language.

I consider this part of my research as one of the most important aspects of my findings. There appears to be an important gap in the research on the use of Twitter for English language learning. It has also identified a new database of English words that have been transliterated or 'Arabicized'. Such findings are potentially important not only for the English language learning but also provide further opportunities for computer science as I will briefly explain in the final chapter.

One main difference between Arabic and English language is the presence of vowels in English and their absence in Arabic. These differences between Arabic and English affect teaching English to speakers of Arabic language where the effect of L1 on L2 is challenging, especially in pronunciation. Short vowels in Arabic are replaced with vowel points or diacritics called harakaat, which indicate the directions of vowel production from close to open and from spread to rounded vowels. There are three main harakaat in Arabic: 'fat-hah,' 'dhammah,' and 'kasrah'.

Some studies have explored the question as to whether Arabic vowel points (henceforth harakaat) over and under English letters improve Arab students' pronunciation of English consonant clusters in initial and final positions. A study by Al-Samawi (2014) was limited to single-syllable English words of three consonant clusters in the initial and final positions. It was also limited to Arab students learning English as a second or foreign language. Findings were positive indicating that using harakat above and under the English consonant clusters helped Arab students improve their pronunciation. The results show a significant difference and improvement in their pronunciation for those learners who used harakat.

Using diacritics, as some of my participants said and as I noticed in my observations, can be very misleading especially if the teacher applied diacritization in the wrong places. Some studies have examined this problem for example, Alqahtani, Mishra, and Diab (2020). Al-Thubaity, Alkhalifa, Almuhareb, and Alsanie (2020) also explore the use Arabic diacritisation. Their approach required no morphological analysers but rather used a sequence of characters that constitute the sentence, and the output consists of the corresponding diacritic(s) for each character in that sentence. The performance of this proposed approach was examined using four datasets with different sizes and genres, namely the King Abdulaziz City for Science and Technology text-to-speech (KACST TTS) dataset, the Holy Quran, Sahih Al-Bukhary, and the Penn Arabic Treebank. The findings of this study indicate that using Arabic diacritization is effective for deep learning (Al-Thubaity, Alkhalifa, Almuhareb, and Alsanie, 2020). This indicates that the teacher's use of diacritics in my study may have a good foundation and suggests that this may be an area for further research.

Arabic texts are usually written without diacritics (Abd Elwahab, 2020), and readers can infer the meanings and correct pronunciations of the words from their contexts. My participants were using isolated words from texts with Arabic diacritics to make aspects of English

pronunciation explicit. It also might be due to the word limit on Twitter which limits how teachers can link each word into a context.

Memo 30:some thoughts about using Twitter in Saudi

Thinking about this information makes me wonder why still it is very popular to use Twitter for English language in Saudi Arabia and probably across Arab world although it has many flaws? And there are many alternatives?

Is it just because teachers have decided to use Twitter anyway since it is very widely used in Saudi?

The findings of the strategy could be of value to contrastive phonetics and language teaching as well as reading theory. The use of Arabic diacritics over and under English words would open the door for more research on this area and help improve the teaching process of sounds, vocabulary, and reading.

Recruiting followers

Another noticeable strategy that has been used by teachers is recruiting followers, though in different ways. This example is from an account that has 258,000 followers. This account uses its own method of providing English-language information and at same time to recruit more followers each time he tweets. The user adopts hashtags that are trending in Saudi Arabia on a daily basis. This approach helps the teacher to reach a huge audience and become more widely known. He selects famous people's tweets, translates their opinions into English and writes the entire sentence, then he uses Arabicization to present the pronunciation of the whole sentence.

In the following image, screenshot 26, the teacher uses the trending hashtag on that day to attract more followers.

Screenshot 26

English teacher

@LearnEnglish9

#من_بيفوز_بكأس_العالم

من بيفوز بكأس العالم؟

Which national team will win the world cup?

(/wɪtʃ/ /'næʃənl/ /ti:m/ /wɪl/ /wɪn/ /hi:/ /wɜ:ld/ /kʌp/)

The answer is BRAZIL

10:17 AM. 16 Jun 2018

English معلم
@LearnEnglish9

Following

#من_بيفوز_بكأس_العالم

من بيفوز بكأس العالم؟
? Which national team will win the world cup
(ويتش ناشونال تيم ويل وين ذا وورلد كپ؟)

The answer is BRAZIL

10:17 AM - 16 Jun 2018

15 Retweets 94 Likes

22 15 94

This is another teacher participant who used Twitter hashtags to learn English. When I asked him about his experience in general, he started by talking about his French lessons on Twitter compared to English ones. It appears to me as a researcher that the teacher's uses of hashtags both helped to recruit more followers but was also somehow successful as the learner participants themselves preferred it:

'For a while, I have been trying to learn French. The problem I faced on Twitter is not there in other apps. There is an app I used called High Native that used to have a community. In Twitter, the only community I can make is a community using a hashtag. This is of course according to my own experience. I don't know if there are some features I don't know about. Suppose for example I have a question and I want to ask a native speaker or a language teacher anywhere, I can send him a direct message, or I may mention him, and wait for the response. At the same time,

mostly, if they don't follow me, it will not be seen by many people, maybe just some colleagues and other students, so it is so hard to bring people together. This is what I know. In Twitter, it is hard to make a community in which all parties are involved, unless everyone is following the same person, we all follow each other, or we gather around a certain hashtag.'

Memo 31: While comparing second language vocabulary teaching techniques to what the teachers in study use, I made the following memo.

Some basic principles are missing, like recycling vocabulary and assessment and evaluation. [Accounts are] not used for communication; it is like just giving learners the choice to decide what they want to do with it. There is no introduction before starting any lesson. There is no link between today and the day before. I think if there is more training for teachers, there will be more development.

Comparing the seven principles of with my study. Out of the seven principles, I can see teachers and learners are taking care about building their vocabulary.

Only in a very rare situation [is there interaction]; there was little encouragement.

In the next example (Screenshot 27), the teacher uses the Arabic alphabet to teach English pronunciation by borrowing some words from a famous person

Screenshot 27

English teacher

@LearnEnglish9

Persevere (/pəˈsɪːvɪə/) ثابر

Your talent (/jɔː/ /'tælənt/) موهبتك

Talented passion (/ˈtæləntɪd/ /'pæʃən/) شغف الموهوبين

Tirelessly (/ˈtaɪəlɪsli/) بلا ملل ولا كلل

Dr. Abdullah Al-Shehri @ALSHEHRI89

Find your talent and persevere in
developing it tirelessly...

Maybe one day you will be the
talk of the people and the passion of the talented.

23/3/2018, 12:31

التغريدة

English معلم
@LearnEnglish9

ثابر persevere (بببرسفير)
موهبتك your talent (يور تالنت)
شغف الموهوبين talented passion (تالنتد
باشن)
بلا ملل ولا كلل tirelessly (تايرلسلي)

@ALSHEHRI89 د. عبدالله الشهري
تلمس موهبتك ،، وثابر في تطويرها بلا كلل ولا ملل .. ربما
تكون يوماً ما حديث الناس ، وشغف الموهوبين ..

١٢:٣١ ، ٢٠١٨/٣/٢٣ م

١٠٢ من الإعجابات ٢٧ إعادة تغريد

🗨️ ↻️ ❤️ 📤

Randomly listing vocabulary

The last noticed strategy is what appears to be the listing of EFL/ESL words randomly. Sometimes these teachers will use what seem to be random approaches for example listing words, such as those that start with the same letter while others sometimes prefer to list words based on general themes like feelings (see the following screenshot 28).

Screenshot 22

Tweet

Abdulah wazen |speak English

A word with the letter "i"

5:14 PM · 17/02/2021

2 Quote Tweets 6 likes

سوار @se__a90 · 19/02/2021

Replying to @abdulah_wazen

I have a problem that I couldn't find a solution for

I talk a lot when I am with foreigners, but I turn

become silent with Arabs. 😞

2 Replies

Abdulah wazen |speak English. 19/02/2021

Following (I want your opinion)



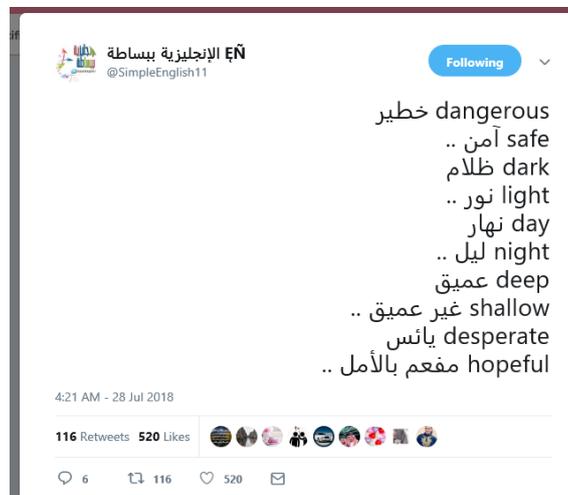
The screenshot shows a Twitter interface. At the top, it says 'mobily' and '5:11 PM'. The main tweet is from @abdulah_wazen, titled 'تحدث الإنجليزية | عبد الإله وازن' and 'كلمة بحرف ا'. It has 2 quote tweets and 6 likes. Below it, a reply from @se__a90 says 'سوار' and 'عندي مشكلة مالقيت له حل بلبل بالانجليزي مع الاجانب بس مع العرب استحي واسكت'. Another reply from @abdulah_wazen says '... it.' and 'shy and'. The bottom of the screenshot shows a 'Tweet your reply' button and navigation icons.

This next example is from one leading account on Twitter that recently had more than one million hits for his tweets, certainly indicating that learning English through Twitter is very popular. This account uses its popularity to teach vocabulary based on antonyms. As his tweet shows, he posted a number of words with their opposites. In the following screenshot, the teacher lists words based on their antonyms. He lists ten words with their Arabic translations.

Memo 32: A memo in my first reaction of reading these tweets

I just noticed a pain on my eyes first time I read the tweet. I felt my eyes going one right and one left at the same time. It did not feel comfortable to me and wondering if teachers should pay attention to this. I also wonder if it makes any difference if the words are written in lines or in enough space between each that does not make them look like one word.

Screenshot 23



Other teachers will list various expressions in one tweet most of the time, with an Arabic translation. Still there is no explicit theme or category behind presenting each set or collection of words (See screenshots 13 and 22 (above), and 29 (below)). Noticably, teaching vocabulary randomly has even affected the way learners answer teachers' questions. In some cases teachers will ask learners to list some words randomly. For example, the teacher in the screenshot 16 said, 'give me some words you learned'- without specifying any context or situation. Learners have listed a few words randomly, as you can see there appears to be no theme behind their choices of words.

Screenshot 24



In the study by Kartal and Korucu-Kis (2020), there is an example of students and teachers interacting using Twitter for pronunciation instruction. The teachers send daily tweets that include explicit explanations about the target word. In his mixed methods study he integrated Youglish the Youtube based dictionary mentioned above, and Twitter to correct mispronounced words in British, American and Australian English. His findings came to conclusion that his approach was effective in helping learners retain the correct pronunciation. The screenshot below (screenshot 29) shows the teacher randomly listing words for his learners.

Screenshot 25

moohamd @M_alharbi_h
Replying to @abdulelah_wazen

Wisdom/حكمة
Prioritize/الأولوية
Alarm/إنذار
Intention/نية

@ssalenazi .
Replying to @abdulelah_wazen

Lift/رفع
1 Reply 1 Like

mobily 5:08 PM

moonamd @M_alharbi_h
Replying to @abdulelah_wazen

wisdom/حكمة
الأولوية/prioritize
إنذار/alarm
نية/intention

@ssalenazi · 2d
Replying to @abdulelah_wazen

Lift / رفع

@ab... · 2d
تحدث الإنجليزية | عبد الإله وازن
حتى المصعد ماخوذ منها

lift
مصعد كهربائي

lift
يرفع

Show replies

@sososofee · 2d
Replying to @abdulelah_wazen

Mum's the word _ احفظ السر نفس _ keep the secret

Tweet your reply

Screenshot 26

Abdulah wazen |speak English

It also means "the elevator"

Lift = مصعد كهربائي

Lift = يرفع

1 Reply 2 Likes

صافية @sososofee .

Replying to @abdulah_wazen

"Mum's the word" is the same as

"keep the secret" = احفظ السر frequently used.

The screenshot shows a Twitter interface on a mobile device. At the top, the status bar shows 'mobily' as the carrier, the time '5:11 PM', and battery level. The main tweet is from @abdulah_wazen, titled 'تحدث الإنجليزية | عبد الإله وازن', with the text 'كلمة بحرف ا'. Below the tweet are options for 'Translate Tweet' and the timestamp '5:14 PM · 17/02/2021 · Twitter for iPhone'. It shows '2 Quote Tweets' and '6 Likes'. The first reply is from @se_a90, replying to @abdulah_wazen, with the text 'عندي مشكله ما القيت له حل بلبل بالانجليزي مع الاجانب بس مع العرب استحي واسكت 😊'. The second reply is from @sososofee, replying to @abdulah_wazen, with the text 'صافية'. The interface includes a 'Tweet your reply' button and navigation icons at the bottom.

Screenshot 27

Replying to @abdulelah_wazen

Impassable

ارسنال عشق لا ينتهي @AH... · 17/02/2021

Replying to @abdulelah_wazen

Ignore

Salem @salembkran94 · 17/02/2021

Replying to @abdulelah_wazen

Ill

بداح الدوسري @badah21 · 17/02/2021

Replying to @abdulelah_wazen

imagin' ikon' irrelevant' iphone' I've

ملاذ. @hilasbi

Replying to @abdulelah_wazen

Important

Alsyd @alsyd04121646 · 17/02/2021

Replying to @abdulelah_wazen

English

Tweet your reply

Home Search Notifications Mail

One future question is the possibility of making Twitter a more interactive platform for teaching EFL/ESL vocabulary. Some research in the field of interactive online vocabulary teaching found positive effects, for example. The nature of the strategies used by learners and teachers in this research by Alhajaji, Algmadi and Metwally (2020) was combining education and entertainment. The researchers examined how employing Games, Mind-mapping and

Twitter Hashtags, known as the GMT technique, impacts the achievement of female Saudi university students in learning English vocabulary. The technique consisted of interactive games, cognitive mind-mapping, and the exploitation of technology in the form of Twitter hashtags, and all combined together that constitutes a unified framework for activating students' vocabulary learning. Based on the results of the study, learners had mostly positive opinions on implementing the GMT technique which facilitated their language learning experience and indicating that the GMT technique may be an effective tool to promote students' active engagement, motivation, and interaction in vocabulary learning.

The following screenshot (Screenshot 32) shows the technique of using hashtags.

Screenshot 28

Abdullah Al-Azmi@iQnasSudeer . May 31

#Zidane



He achieved everything as a player and as a coach Whether you agree or disagree with him, you must admit that he is a legend, and he achieved what others couldn't. Great respect for him ♥

32 Replies 672 Retweets 605 Likes

English teacher

@LearnEnglish9

Replying to @iQnasSudeer

Player (/ˈpleɪə/) لاعب

Achieved (/əˈtʃiːvd/) حقق

Everything (/ˈevriθɪŋ/) كل شيء

Great respect for him (/ɡreɪt/ /rɪsˈpekt/ /fɔː/ /hɪm/) احترام كبير له

Coach (/kəʊtʃ/) مدرب

Legend (/ˈlɛdʒənd/) أسطورة

7:41 PM. 31 May 2018

عبدالله العيصمي @iQnasSudeer · May 31

#زيدان ..
حقق كل شيء كلاعب وكل شيء كمدرّب
اتفقت معه أم اختلفت ليلد بأن تعترف أنه أسطورة
وحقق ما عجز عنه غيره .. إحترام كبير له ♥

Translate Tweet

32 672 605

معلم English @LearnEnglish9 Following

Replying to @iQnasSudeer

لاعب player (بلاير)
حقق achieved (أتشيفد)
كل شيء everything (إيفري ثينغ)
إحترام كبير له great respect for him (قريت)
ريسباكت فور هيم)
مدرّب coach (كوتش)
أسطورة legend (ليجند)

7:41 PM - 31 May 2018

Another technique of listing words with multiple choices was found, however this was not very common. The following image (Screenshot 33) shows the multiple-choice technique.

Screenshot 29

Learn English with us

@EnglishArabic

Question 22 |

By @iherb_7

Amani got her _____ this year. She's planning to buy a car soon.

job 22%

salary 19%

college degree 4%

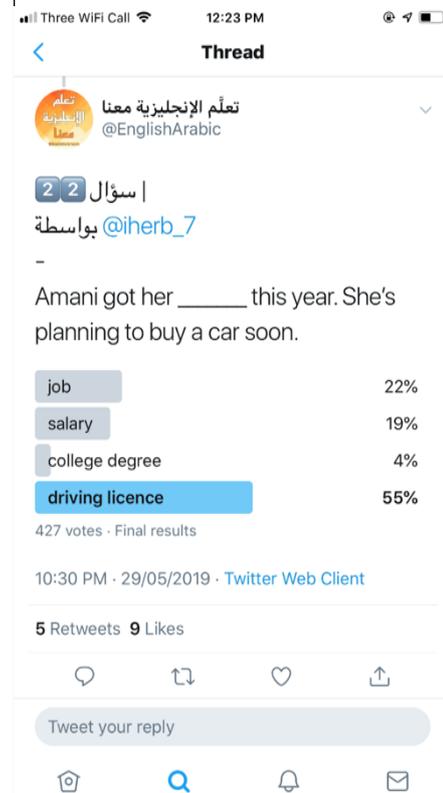
driving license 55%

427 votes. Final results

10:30 PM. 25/05/2019

5 Retweets 9 Likes

The following screenshot (Image 19) shows the use of Arabic phonetics.



Screenshot 30

Improve your language

@mr47gb

Test _ /test/ _ اختبار

Life _ /laif/ _ حياة

Strength _ /streŋθ/ _ قوة

Trust _ /trʌst/ = confidence _ /'kɒnfɪdəns/ _ ثقة

Approach _ /ə'prəʊtʃ/ _ اقترب

Everything _ /'ɛvrɪθɪŋ/ _ كل شيء

Beautiful _ /'ɛvrɪθɪŋ/ _ جميل

People _ /'pi:pl/ _ الناس

Justice _ /'dʒʌstɪs/ _ عدالة

Great _ /greɪt/ _ عظيم

10:51 AM . 18/06/2019

53 Retweets 177 Likes

Three WiFi Call 12:28 PM

Tweet

Retweeted معلم إنقلش

طور لغتك @mr47gb

اختبار _ Test _ تست

حياة _ Life _ لايف

قوة _ Strength _ سترينث

ثقة _ Trust _ تراست = Confidence

كونفيدنس

اقترب _ Approach _ ابروتش

كل شيء _ Everything _ افري ثينق

جميل _ Beautiful _ بيوتيفول

الناس _ People _ بيبول

عدالة _ Justice _ جاستس

عظيم _ Great _ قریت

10:51 AM · 18/06/2019 · Twitter for Android

53 Retweets 177 Likes

Tweet your reply

Home Search Notifications Mail

Memo33 I wrote this memo to express my own thoughts about my own experience

The following screenshot shows the use of diacritics under and above the letters.

The first time I saw the tweet and I read the first phrase on the left I actually pronounced it all wrong. And I pronounced the last word as an Egyptian word based on the diacritics only when I looked at the English phrase I realized the correct phonetics.

Screenshot 31

Improve your English language

@mr47gb

Take him away- /teɪk/ /hɪm/ /ə'weɪ/ - خذ به بعيداً

Are you sure-/ɑ:/ /ju:/ /ʃʊə/ - أنت متأكد؟

Self-confidence-/self/ /'kɒnfɪdəns/ - ثقة بالنفس

Self- defence-/self/ /dɪ'fens/ - دفاع عن النفس

Self- discipline-/self/ /'dɪsɪplɪn/ - انضباط ذاتي

Self- reliance-/self/ /rɪ'laɪəns/ - اعتماد على الذات

5:04 PM. 26/02/2021

116 Retweets 729 Likes

mobily 12:19 PM

Tweet

 طور لغتك الإنجليزية @mr47gb

خذ به بعيداً - take him away - تيك هم أوي
انت متأكد؟ - are you sure - آريو شور
ثقة بالنفس - self-confidence - سلف كُنْفِيدَنَس
دفاع عن النفس - self-defense - سلف دِفَنَس
انضباط ذاتي - self-discipline - سلف ديسبِلِن
اعتماد على الذات - self-reliance - سلف رِيلَايَنَس

[Translate Tweet](#)

5:04 PM · 26/02/2021 · [TweetDeck](#)

116 Retweets 729 Likes

In the next screenshot the teacher has used dammah on the P sound to differentiate between P and B as in Arabic we only have one sound for both.

Screenshot 32

Improve your English language

@mr47gb

Put-/pʊt/- يضع

Put an end to-/pʊt/ /ən/ /end/ /tuː/- يضع حداً لـ

Put away-/pʊt/ /ə'weɪ/- أبعده

Put by-/pʊt/ /baɪ/- يدخر

Put down-/pʊt/ /daʊn/- اخضع

Put forth-/pʊt/ /fɔːθ/- أخرج

Put off-/pʊt/ /ɒf/- أطفأ

Put on-/pʊt/ /ɒn/- يرتدي

Put up-/pʊt/ /ʌp/- نصب/أقام

10:45 AM. 17/06/2019

97 Retweets 332 Likes

4G 1:43 PM

Tweet

Retweeted تحدث الإنجليزية | عبدالله وازن

طور لغتك @mr47gb

يضع _ Put _ بُتْ

يضع حداً لـ _ Put an end to _ بُتْ أن أند تو

أبعد _ Put away _ بُتْ أو اي

يدخر _ Put by _ بُتْ باي

اخضع _ Put down _ بُتْ داون

أخرج _ Put forth _ بُتْ فورث

أطفأ _ Put off _ بُتْ اوف

يرتدي _ Put on _ بُتْ اون

نصب/أقام _ Put up _ بُتْ اب

[Translate Tweet](#)

10:45 AM · 17/06/2019 · [Twitter for Android](#)

97 Retweets 332 Likes

Tweet your reply

Finally, a part of this study's findings concerns the problems and issues that arise when applying this technique, as well as suggesting some solutions. The following critique moves beyond these shared generalities to focus on more specific issues concerning Twitter pronunciation information. The critique relates to the accurate pronunciation of the words and phrases delivered to learners through Twitter. When words are written this way, it is likely that they have more than one pronunciation accent, which may lead to incorrect pronunciation by the learners. It can be argued that the lack of a proper course design is a factor that might

weaken the positive effects of m-learning. Recent studies have proposed that educators institute an appropriate mobile curriculum to support the context of what is offered in traditional classrooms. Furthermore, Kukulska-Hulme (2012) recommends that syllabus and curriculum designers consider the time and place as important factors in the development process. More specifically, according to Kukulska-Hulme (2008), m-learning does not support listening and speaking skills as a consequence of sound and bandwidth quality. While this aspect may be true, evidence from recent studies has found that m-learning significantly impacts speaking and oral skills in higher education institutions. Notably, Rima Al-Jarf (2012) found positive and significant results pertaining to first-year university students. The study used mp3 lessons for the experimental group, with the results indicating that students made improvements in pronunciation, fluency, vocabulary and speaking skills. This outcome reveals that, by ensuring that an m-learning curriculum design is consistent with the traditional curriculum's goals, the implementation can be successful. This argument is supported by extracts from the interview transcript that I present in this chapter.

One of the issues stated by the participants was that Twitter benefits are limited to the beginner level. The technique minimises the language content that can be delivered in one day. Furthermore, the participants stated that Twitter lacks the option to create communities or interaction easily, as well as creativity:

One participant claimed that following more than one account led her to become confused by the variety of information.

‘If a student goes on Twitter without guidance, a community, or someone who can tell him where to go and who to talk to, he will be lost, and this is from my own experience. Getting lost on Twitter is too easy, as there are thousands of accounts, most of which just offer tips. I don’t know why – it may be just to attract followers

– but whatever the reason is, and maybe they are true, but honestly, there is no space on Twitter for that. They just use Twitter as a tool to reach people, directing them to other websites or locations, and sometimes it seems to me merely a commercial matter, posting links that recommend buying certain books, this book is amazing, join this group, and most of time these tweets are paid for, and this is the problem.’

Some teachers explained that, when using Twitter, although it is a good support tool for language learning, it can be time consuming. Others stated that Twitter is not helpful for applying the most common English-language teaching methods, such as scaffolding or communicative approaches.

‘Time is the biggest problem I face, because I am not exclusively dedicated to this task. I have a job, and other obligations, so I do this in my leisure time. Sometimes in the holidays, I go to visit my family in the north, so I write, but currently, I don’t receive any lessons. Concerning the time that the lesson design takes, it only takes two to three hours to design the lessons I post on Twitter. The design of the exercises doesn’t take much time, say from half an hour to an hour and half at the most.’

A different teacher explained an alternative point of view about using Twitter with learners who are underage in Saudi Arabia. Some families will not allow younger learners to use Twitter:

‘If students are underage, there is a dilemma about privacy. How can I follow Islamic and international ethics used in developed countries to convince families to let their sons or daughters use Twitter? Then we come to the second stage: how can I protect this child, so to speak, as we classify students under the age of 18 as

children, since he is not of age yet, from coming into close contact with content that may negatively affect his moral thoughts and society? One more thing is how can I, as a teacher, control Twitter so as to maximise the contact that is limited to my students and me? You may say that you can make closed private groups, but can you be completely sure that all your students in class use this Twitter account?'

To sum up, this section describes the main strategies that were used by the Twitter teachers to teach English language vocabulary. A key finding is the use of Arabic diacritics address the challenge on Twitter in terms of pronunciation. As described, the main aim of this study was to understand how Saudi adult learners use Twitter for English language learning in their current context and time, the findings chapters have started by describing the main concept of this study where participants have perceived learning English as an additional language. I then looked at the first role played by teachers, which was the digital code switcher showing how code switching, translation and teachers' motivation were the basic elements of this role. To continue achieving this goal, I moved on in Chapter 5 to describe the second role of the learner participants (the followers) as silent digital mobile learners in more detail. In this final chapter of the findings, Chapter 6, I moved on to the third role which emerged from my theoretical coding which was the concept of the vocabulary builder, that was played by both learners and teacher participants (account holders) and the learner participants(followers). Further, to achieve the second aim of this study, which was identifying the processes involved in using Twitter, the chapters have described the main characteristics that have been found for those learners and concluded with the common strategies that have been adopted by learners or teachers. In the next chapter, based on my findings and discussion chapters, I will draw out some conclusions, implications and recommendations and in the final chapter.

Findings in relation to the primary research questions

1. How do Saudi adult learners use Twitter as a second-language learning tool?

Saudi adult learners find Twitter to be a quick and easy-to-use tool that they can employ for their English-language learning and to feel like they are making progress. Since learners have various aims, they apply different methods when using Twitter. Learners use Twitter as an opportunity to learn English which they believe requires less effort than traditional routes, so they do not necessarily plan it into their studies, and they do not adopt serious or systematic ways of learning either. Learners find Twitter a motivating force when following English-language learning because it teaches them through Arabic, which means learners feel that the process is relatively easy. Many different reasons for such Twitter use have been identified, such as meeting one's own needs, obtaining private feedback, and improving self-learning skills. The consequences of engaging in the process include a feeling of successful achievement, access to additional learning, and receiving encouragement.

2. Why do Saudi adult learners use Twitter for English language learning?

The learners stated that using Arabic on Twitter was one of the most motivating reasons for learning English. It was surprising how most of the participants thought that the native language should be used to learn a second language. This point disagrees with contemporary theories that insist on encouraging learners to be part an immersion English-language approach. However, the participants argued that communicating with English-speakers is not their main goal or interest. Satisfying their own needs and preferences encouraged the learners to keep using Twitter as a learning tool. It was important for them to learn the English language with little effort, time or planning. The participants emphasised the idea

that learning the English language is fun and easy. However, such findings stand in contrast to some second-language learning theories.

Future Research

This research study provides rich insights about EFL/ESL and technology to researchers and teachers. In terms of developing this study the findings have some practical implications. There are several directions to consider for future research topics and questions. In this section, I will briefly mention these future research questions that emerged from my own study and my memos. As an ESOL teacher, I am still very keen to read more future research studies about the specific details about the use of Twitter and perhaps social media in general. First, future research can look into the identity of those accounts creators who are using Twitter for English language teaching. The identity of those learners as the gender, age and their career are an interesting topic for future research. Moreover, as I show in the findings that the use of Arabic diacritics and arabicization of foreign words have become a trend and spread to Italian, Spanish and French teaching to Arabic speakers. This also might be helpful to create a new database of these new transliterated words and analyze them which could be explored in the artificial intelligence field in computer science.

I also believe experimental studies will also be useful to examine the learner's vocabulary level and the silent period before and after the use of Twitter.

I also wondering, since I am student who completed her degree during the COVID 19 pandemic to know whether the pandemic has played any significant role in increasing numbers of learners and teachers who used Twitter, or it was only due to the effectiveness and the popularity of it. Looking into the teachers' beliefs behind encouraging learners' memorization of words and to find out whether this is coming from their own past experiences or if it is due to the fact that teaching on Twitter can be limited in time and space could also be investigated. It is also important to explore learners' perceptions of these bidirectional tweets of Arabic and English writing on people's reading and understanding of English.

In my dataset, there were aspects of recalling and memorizing vocabulary. I would consider a different methodology to test what those learners are experiencing. It would be interesting and important to test learner's vocabulary and its retention.

Considering the few tensions reported by participants in the arabicization of English words, it may be beneficial to explore whether they are some solutions for those participants and ideas to make this more accurate or easy to use. I have included some thoughts in my practical implications a suggested solution for future research projects based on these findings. However, it would be interesting to explore different ideas. This would be helpful in further identifying training needs and practical recommendations for best practice involving Twitter in EFL/ESL studies.

Autobiographical reflection

I am a Saudi teacher in higher education at King Saud University in Saudi Arabia. My desire is to be an effective part of development in the EFL teaching and learning field. This has led me towards completing my PhD within one of the highest ranked universities in UK, Durham university and in particular the School of Education. My research interest lies in the use of technology and more specifically the spread of social media for language learning purposes. During my PhD journey in the education department, I became a representative of Postgraduate Research Staff Student Consultative Committee. I also volunteered to be a departmental review representative student on the 5th of May 2016. I became a part of the PhD students' community by attending 24 staff and student seminars. I have been funded by the department to attend the 9th Saudi student conference at the University of Birmingham on February 13th and 14th 2016. I also attended 23 training courses within the university, including computing and information services, English language centre, careers, employability and enterprise centre and researcher development. Also, I had an opportunity to engage with the Social Science Department at Newcastle University. I attended the research ethics training advanced workshop at Newcastle

University in February 2016. Learning Grounded theory and using it for my research study has inspired me to share it with other students from Arab countries. For this purpose, I opened a YouTube channel and I started designing some simple infographics to share on Twitter under a hashtag that I created for sharing information about this amazing methodology (samples in Appendix 10). Also, with time and becoming more knowledgeable in GT methodology, I had the chance to write a university newspaper an article about grounded theory in terms of its potential to improve the quality of our research in Saudi Arabia and asking for more qualitative research papers in general, and GT in particular.

6.3 Summary

In conclusion, the aim at the outset of the research study was to generate a theoretical perspective of how Twitter can be used for English Language learning. The incorporation of a new technology into the learning and teaching English language (EFL) is an important and major development in this field. To conclude, this thesis began with huge enthusiasm to discover a way to get benefits from using Twitter for English language learning in Saudi Arabia. The outcome of this thesis, I hope, indicates the value of using grounded theory methodology when looking for understanding and explanations. This thesis' main findings and suggestions tell a story about the importance of using the Arabic language for Saudi learners when it comes to the use of first language in second or additional language learning.

CHAPTER SEVEN: CONCLUSIONS AND IMPLICATIONS

7.1 Introduction

The aim of the present research was to investigate how Saudi adult learners use Twitter as a tool when learning a foreign language, in this case, English. This study set out to understand the participants' views and experiences to develop a new theoretical framework that can contribute to foreign language learning theories and the effective use of digital technologies for learning. In this section, as the researcher I will review the purposes of the study, research questions and summary of methods, implications, recommendations and findings.

7.2 Purposes

The primary purpose of this study was to present a useful explanation of the best ways of using Twitter for EFL/ESL. This study aimed to contribute to the clarification of this conflict in the study literature review.

RQ: How can Twitter be used for English language learning? What key ideas or concepts form the basis of the study participants' views?

After gathering data and during the analysis the following questions emerged:

SRQ5) What is the main concept behind using Twitter for English language learning and teaching?

SRQ6) How is English as additional digital language described by the study participants?

SRQ7) What are the main characteristics of these descriptions?

SRQ8) What strategies are used by teachers or learners?

7.3 Summary of methods and findings

This section summarizes the research methods for this research study. A grounded theory methodology was adopted, with an emphasis on the constructivist approach. Then, an explanation was provided to further clarify the research context, design, data collection procedures, analysis methods, and ethical issues. The data collection phases consisted of in-depth interviews and digital ethnography of Twitter users' posts and observations.

The second method of this study was observation. It was unstructured observations that gave an opportunity for issues to emerge from the observations. As the researcher I undertook a long-term observation that lasted for four years (see the Methodology Chapter Three). An observation sheet was designed based on the information that emerged from the interviews based on problem solving techniques (see figure. 1). The observation approach is more looking at Interaction analysis (see table 5). The observation focuses on Interaction analysis and how learners are interacting with the content, teachers and other learners. I have aimed to give a description of what is happening on Twitter with ESL/EFL learners. The observation method helps me in creating a descriptive theory based on actions and interactions observed (Morgan & Nica 2020; Suddaby, 2006; Jordan & Henderson, 1995; Charmaz, 2007)

The use of these methods provided a wealth of information and data. The findings of this study indicate that the Saudi learners adopt Twitter for EFL for multiple reasons. First, Twitter provides learners the opportunity to learn small chunks of language daily and they are well supported through the use of their first language, Arabic, integrated into these posts. Moreover, Twitter appears to motivate learners as it meets their perceptions of their needs to learn more vocabulary to build their language capability. Also, Twitter is an easy-to-use application for

learning and teaching English language where learners enjoy the flexibility it provides to use in their free time.

7.4 Reflexivity in Research

Reflexivity is an important element when conducting qualitative research (Bourke, 2014). Researchers are becoming increasingly active when constructing knowledge, when collecting, selecting, and analyzing data. According to Finlay and Gough (2008), researchers do not need to question their reflexivity, but do need to start asking ‘how to apply it’. May and Perry (2014) defined reflexivity as a way of thinking that assists researcher’s interpretation and representation. For a long time, foreign language research (SLR) has been conducted with little attention given to the researcher’s voice (Levy, 1997).

Alvesson & Sköldberg (2017) look at reflexivity from a different angle, focusing on the interview situation, the interviewee, and sources. They views reflexivity as a rigorous effort to show that the phenomenon is worth investigating from different angles. This research is in accordance with his view, as this phenomenon was chosen for study for several different reasons:

1. ESL is very popular in Saudi Arabia, with more than 14,972 students sent to study abroad in 2017.
2. Twitter is very popular in Saudi Arabia; more than 65% of the population currently use it.
3. The literature lacks a theoretical explanation that links higher education, ESL and technology.
4. There is no study in this area using a grounded theory methodology to date, to the best of this author’s knowledge.

My experience of teaching English language learning and completing my master's degree in Teaching English to Speakers of Foreign Language Learning (TESOL) have both influenced my thoughts and approaches to this phenomenon. According to Strauss and Corbin (1998), experience and career objectives afford a theoretical sensitivity, which leads researchers to understand what is happening more quickly than other researchers. Theoretical sensitivity can assist the researcher when building a grounded theory.

The ontological and epistemological perspectives selected shaped the study design, including the research questions and the chosen data analysis methods. Key points of view informed examinations of reliability and credibility; some key suppositions that guided the investigation are given below:

1. Participants' experience is the source of knowledge.
2. The focus is on the theoretical explanation of participants' actions, emphasizing the need for the researcher's role in constructing and interpreting this knowledge.
3. The majority of existing computer assisted language learning (CALL) literature suggests researchers and teachers are attempting to discover the right ways of using technology based on personal opinion, which relates to the questions asked here.
4. As a teacher working in English Language Teaching the author's own motivations and thoughts provide guidance during the study.

Unexpected concepts from the findings: challenging preconception

When I started this journey I was looking to find learners revealing a consensus that they were using Twitter to learn English as a second language. However, I was surprised to find this idea of an additional language, from my participants. Initially, I thought it was a term that has been invented by my participants but after searching in literature and found that term was widely

used in the research literature, though in a slightly different sense. Some of my participants were clearly familiar with the term in the literature, but my participants used it in a more personal sense of additional as an aspect of their own personal growth.

Moreover, instead of seeing participants in more productive and interactive communication with instructors and each others, I have noticed that although it is a social media platform it more reflects the silent stage of language learning. Looking into literature, I was introduced to the idea of 'lurking' in online environments and this was another changing conception about learners and social media, particularly in terms of language learning where participation and language production are usually emphasised.

Another expectation was that I thought I would see English language "lessons" delivered rather than just vocabulary tweets that were regarded by learners as useful information.

Critics rightly question the approach of using Twitter to provide an effective means for teaching or learning the English language. However, most of the research on the relationship between Twitter and EAL is weak methodologically and is limited by more descriptive designs.

These ideas from my point of view are appropriate for the field of Twitter enhanced language learning because it seems very consistent with the Twitter world and the tweet size with its the limit of 140 characters (now extended to 280). It is also very much in harmony with the internet and the connected world where lots of little things happens in a very short time. Teaching EAAL in Twitter is all about being explicit, direct short and quick providing bite-sized chunks of information.

As a researcher I am positive about using Twitter for English language learning and teaching. This is based on its popularity and the fact that it is already used for educational purposes. However, I must clearly state my position that my role in this research was describing the details of how it was being used. However, this leaves open the question as to whether Twitter

is effective. This is something needs to be researched using an appropriate research design, such as through experimental studies and by undertaking more qualitative research of language use with different participants. Evidence from research indicates that Twitter has been used for English Language learning and in wide range of contexts, but there is little research related to how it can best be used. Based on my participants' views and my observations, Twitter is a tool where English language can be explored as an additional digital language. Twitter could be seen as a supplementary learning tool to extend their basic knowledge or to support their learning in more formal contexts. In addition, Twitter has created the opportunity for a new database of a new digital vocabulary that could be also investigated in future research. These vocabularies are all the English words that were transcribed and arabicised. As a grounded theory researcher, I believe I discovered the idea of the concept, I did not invent it as I am describing and transforming knowledge as it is from my data to the world. I believe that, given the extensive use of Twitter, language teachers in Saudi Arabia should explore how it could be incorporated into activities to improve the learning experience by bridging the gap between informal social media learning and formal learning in the classroom. Microblogging services like Twitter have made their way into second language learning, this opens up opportunities for teaching that could have an impact on the motivation and engagement of language learners and provide an additional form of exposure to English to supplement or extend more formal learning.

7.5 Contribution of the thesis

The review of the existing research papers (in Chapter Two) revealed that most of the studies used experimental studies to find out how effective Twitter is for EFL/ESL learners. Also, most of these studies were concerned with using Twitter either in a classroom or as a follow up teaching and learning assistant tool outside classes. To my best knowledge, none of the research

studies till now have looked into the use of Twitter for informal learning outside classrooms with an approach that is led by volunteers. The main contribution of this study is adding theoretical knowledge to the use of social media for adult language learning. In other words, this study contributes to the knowledge base of mobile-assisted language learning by exploring how adults report they are able to learn English language through Twitter and mobile technology. My study findings also contribute to offer an accurate description of how learners and teachers are using Twitter for EFL/ESL in reality and not based on experiments. To date, there are only few studies that link adults, social media and English language learning in an attempt to understand the best teaching and learning practices for that context. This study, then, serves to address this gap and to examine what links these three areas together in forms of concepts and roles. Moreover, this study contributes to the existing body of literature by arguing that adult learners in foreign language learning EFL/ESL could have different theoretical applications. Most importantly, the practical significance of this study lies in its implications for both Saudi learners and the teaching of English as an additional digital language based on how it was practised and perceived by this research participants. Also, my findings provide some evidence supporting Krashen's theory when he describes the silent stage for language learners as well as aspects of his input theory. This adds more explanation towards technology and beginner's language learners' experiences. Last and not least, my study offers a significant contribution that goes further beyond ESL field to the implications for computer science and artificial intelligence. The gap that I found in my study, which results from the lack of sound and audio features on Twitter has enabled teachers to create a huge database of arabicization of English, Spanish, Italian and French words. This could be a new database for artificial intelligence researchers to use and analyse. I hope this will be my next project based on both elements of artificial intelligence and ESL (see the project plan in at the end of the

chapter). I hope this will develop new perspectives that can assist Saudi and other language learners to use Twitter effectively and benefit from it.

Table 15 : Thesis contributions

Natural language processing	Identification of a database for a new dictionary of these English words and phrases that are written in Arabic language phonetics Analysing the language and systematising it. Please see proposal at appendix (10)
English language learning	Adding theoretical knowledge to the social media adult language learning research by providing a description of how thousands of learners and d teachers are using Twitter for EFL/ESL at the current time.
Mobile assisted language learning	Describing how EFL/ESL learners are using Twitter through their mobiles and what are the factors behind it.
Krashen’s input theory	Providing evidence to support Krashen’s theory of the silent period in pre-production that has taken place on Twitter.
Vocabulary and pronunciation in ESL/EFL teaching methodology	Identification of the benefits of using Arabic diacritics for EFL/ESL beginners language learners.

Table 16 : Criteria for evaluating the substantive theory

Criteria for a grounded theory	Criteria properties (Charmaz 2014) applied to the substantive theory and evidence of these properties in the thesis
Credibility	<ul style="list-style-type: none"> • The grounded theory research phase was systematic, and the methodology and methods were explicit. – Chapters 3-4-5-6 • Constant comparison analysis was undertaken through the study between codes, categories and observations – Chapter 3-4-5-6 • There were explicit connections made between the theory construction and data analysis – Chapters 3-4-5-6

	<ul style="list-style-type: none"> • The quantity of relevant data was sufficient for theoretical sufficiency, and the hypothesis arose from the data in a transparent and un-forced manner. – Chapters 3-4-5-6 • The data and analysis were presented in sufficient depth for the thesis reader to form their own opinion of the ideas that developed to form the theory. – Chapters 3 -4-5-6
Originality	<ul style="list-style-type: none"> • Categories were unique to offer new fresh insight into sustainability in EFL/ESL practice – Chapter. 4-5-6 • The practical and theoretical significance of the theory was illustrated – Chapter. 4-5-6 • The grounded theory was positioned amongst extant literature to show how it expanded and differed from established studies – Chapters 4-5-6
	The original contribution to new knowledge claims were made clear (Chapter 7).
Resonance	<ul style="list-style-type: none"> • Meanings were co-constructed and made sense to the people involved with the circumstances of the subject area – Chapter 4-5-6 • Links were made between concepts, people and educational practices when the data analysis indicating potential connections – Chapters 4-5-6 • Analysis leading to the theory offered researchers and teachers deeper insights into their main concerns about the research topic – Chapters 4-5-6-7
Usefulness	<ul style="list-style-type: none"> • Central study concepts and major categories were formed on roles across the findings – Chapters 7 • The theory offered a practical interpretation of the data– Chapter 7 • The theory provides practical insight into improving sustainability in EFL/ESL – Chapter 7 • The theory could be ‘tried out’ and tested in other substantive areas – Chapter 7

7.6 The substantive theory

Saldaña (2015) defines memos as comparable to researchers' diaries or blogs. Memos provide scope for brainstorming, making it possible to record thoughts about participants' significant phenomena and the research process. According to Lempert (2007), the aim of my writing memos is theory development rather than theory application. Throughout the study, as a researcher I noted many practical memos and conceptual memos. Following each interview, observational day, or describing the study concepts, I wrote a memo reflecting on what had been learned. These memos contain impressions about the participants' experiences and my reactions as author. I began making and recording comparisons across the collected memos. Conceptual memos about the initial codes and focused codes were also prepared, as described in the recommendations made by Charmaz (2015). The memos were used to systematically question pre-existing ideas regarding the interpretation of what had been said in the interview. The following section presents some of the memos integrated and synthesized to construct the substantive theory.

I began from the position that we all learn knowledge unconsciously, which is what happens with Twitter users when they were aiming to learn English language as additional knowledge in general.

The nature of the language acquired in Twitter is small amounts of information which was in the form of vocabulary, more than any other elements of English language that could support their learning. This has been seen as additional knowledge for additional purposes set by the learners themselves. This knowledge is passed on in small units of information in a daily basis by teachers, but in an unorganized or unsystematic way of delivery. Teachers have no sign of planned learning or assessment on Twitter, which means learners are likely to be gaining knowledge but cannot perhaps evaluate how much knowledge they have acquired. There is no clear limit for this. This application is consistent with the general function of the internet and the network, which is spreading knowledge and information around the world. It is digital

knowledge where learners are building their knowledge based on small, quick delivery items of information and lessons where it can be hard to understand the longer-term processes of change.

The constructed theory proposes that learning English language via Twitter happens when teachers use their first language, in this case Arabic, to deliver and explain English content to learners. Using the Arabic language can enhance learner's motivation and engagement and reduce learner fears towards learning a new language. Learning occurs when the students feel in control of what to learn and who to choose to follow. Using the first language as a teaching tool to fill the gap between learners' background knowledge and the new required knowledge. Using the first language may speed the adults' learning process in the beginning stages, and is perceived as helpful by followers. Learning English can happen effectively through social media and, in particular, via Twitter if it is delivered in small, manageable amounts of content per day, which offers learners the opportunity to build their knowledge in their own time and pace without any overload of information. Twitter works as a supportive digital teaching methodology to provide an extra word bank of English-language in an online setting where the language of instruction is the learners first language. In fact, the use of the Arabic language reduces the difficulty of the language input which is consistent with what Krashen has explained on his theory of learning a second language. As Krashen has argues that learning happens when the input of language is not beyond the learner's capability Krashen's. (1989).

Furthermore, Twitter is used to deliver English lessons by using Arabic to explain content, even for reading the English pronunciation. This aspect can be achieved via writing with Arabic letters and diacritics, which makes learners feel confident as they do not face any obstacles regarding reading new information, even if it is attached to videos or pictures. Using the Arabic language offers learners the opportunity to start from a foundation vocabulary level, which can positively impact them when they attempt to learn a language in an unspoken society and at an

older age. Noticeably, when learners wanted to begin learning a language, they tend to think that learning a new language is learning its vocabulary. I noticed from the early interviews that there was agreement among the participants that they separately defined their experience of learning English language on Twitter as a thing or as information. From the participants' language and intonation, they meant that to refer to the fact that the amount of language is very small or limited. For me, this perspective is interesting, and I found it in line with the characteristics of social media in general and Twitter in particular: the 140/280 characters. Thus, this approach of learning English language helps beginners in particular who need sometimes in the pre-production phase to start building their knowledge with their favoured-subject words and phrases. This approach suits adults who learn with no specific plans, schedule or time frame; the approach involves creating their own way of learning.

Learning on Twitter is not systematic or controlled by policymakers or teachers. Many learners on Twitter do not take any notes or conduct regular memorisation or practice any information as a basic rule, but they still feel that they are learning and that there is improvement. This aspect leads us to the role that Twitter plays in repeating this information in a way that makes learners feel that they do not need to make extensive effort to gain new information. Twitter is playing a role in activating a learner's memory as well by stating that it presents a very small amount of information and that it is repeated occasionally, either by the same account or others in the field. By selecting their required needs and discovering new needs, the learners decide their own level as a type of critical or self-reflective thinking.

How should we measure their improvement or learning outcomes? What makes them feel like learning is happening? When do they decide it is time to move on from Twitter to a different approach (if they do)?

Memo 34: Another critical inquiry thought

Most of the participants and not all stated that they used Twitter for English-language learning, although there was no specific encouragement or support from specific accounts or family members. So, is this process a characteristic of autonomous learning? If it is unconscious learning, how do users measure their learning or achievement? Do they feel happy about it? How do they know learning is happening?

Memo 35: This memo describes my feelings about my participants thoughts

In this study, the definitions have been shaped by learners who use Twitter to collect as much information as they can. In other words they have referred to language as information. Although I felt as a researcher such a definition is not accurate, I should be unbiased and and keep my own old thoughts away. I should stay open minded to my participants thoughts and take it as it is

To use Twitter effectively, teachers need to understand its role in learning. Twitter for a beginning learner is a receptive tool that enables learners to receive as much as they demand without being asked to provide any proof of learning or engagement. Twitter is not for academic achievement in language; it is perhaps rather for general language knowledge and confidence. Twitter is used to give learners the freedom to use the information any way they choose. Finally, this theory is more suitable for what happens to second-language learners in the Arabic field in general. I believe that this theory fills gap that current Western theories have not been addressing. This theory makes a contribution to second-language learning theories in terms of explaining the Twitter English language learning phenomenon. To sum up, learners perceive a need to learn the English Language as an additional language in Saudi Arabia and

to do that there are three important roles that are played by teachers and learners which can be identified in the use of Twitter. The teachers are digital code switchers. Learners and teachers are digital vocabulary builders and learners are mobile silent learners as I set out in detail in the findings in Chapters 4, 5 and 6.

7.7 Limitations of this research

The strengths of this study lie in the rigour of the research process and the credibility and originality of the grounded research methodology. However, this study has a number of limitations that should be borne in mind. One of the limitations is doing interviews over phone as stated in table 4. I should stress that my study has been primarily concerned with the general way that Saudi people are using Twitter for English language learning. My analysis has concentrated on the most popular active accounts on Twitter in the digital ethnography. However, one important limitation is that the study was conducted on a narrow sample of the overall users' population. It is definitely not a representative study.

Moreover, the findings of my study are limited to learners who speak the Arabic language. Although I have noticed the same strategies are happening with Italian, Spanish and French languages teaching accounts, I have not studied these in depth. The findings from this study need to be expanded and replicated with larger samples and more diversity with the Arabic nationalities, ethnicity, income, and academic levels, majors and jobs.

I have addressed only the role of Twitter without following all trends of using other contemporary digital technologies such as Snapchat, YouTube, and Telegram as a consequence. I should also make it clear that I have consciously stopped the research at a point in time when I thought the emerging findings had identified a new area of research. Further research needs a team of researchers and more time. Because of the large number of tweets that

are being posted everyday it makes it to some extent difficult to study all these tweets at once. Emerging technologies to capture and automate the analysis of such tweets are now possible.

The Twitter database of vocabulary and tweets is very extensive, and it was very hard to control the amount of new information that can be studied daily. The themes that emerged complex and as a sole researcher I cannot cover them all. It would be good if I could keep interviewing people and study the emerging themes but there are time limitations for my study. I therefore decided to postpone these for future work and as future research topics. However, the findings of my study do not imply that this theory can apply in any situation. It should not be taken as evidence for using Twitter as a successful tool for language learning. Since it is a qualitative and interpretative study, as the researcher I did not check the wider aspects the tweeters' followers. This is one aspect that could be explored in future research or in replicating the study.

Another limitation that this emergent theory has not been tested so it needs to be critically examined with further data, as I recommended for future research. The theory does present new knowledge because there was a limited published literature to address the research questions. However, these claims for new knowledge are limited to the contexts and conditions of the data used for the study. I also understand as a constructive grounded theory researcher that the knowledge and findings are built from data based on my own interpretation as the researcher which may mean a different researcher may have different findings with same data.

Also, as a first-time grounded theory user, I hope I have applied the methods accurately, and I was so lucky to attend a workshop by Kathy Charmaz and listen to Antony Bryton's explanations. This opportunity addressed some of my worriers and helped me to navigate the processes to the best of my knowledge, however there may still be shortcomings I am not aware of.

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Appendices

Appendix 1: Ethical Approval Record

Durham University
School of Education
Research Ethics and Data Protection Monitoring Form

Research involving humans by all academic and related Staff and Students in the Department is subject to the standards set out in the Department Code of Practice on Research Ethics. The School of Education Ethics Sub-Committee will assess the research against the British Educational Research Association's Revised Ethics Guidelines for Educational Research (2011).

It is a requirement that prior to the commencement of all research this form be completed and submitted to the School of Education Ethics Sub-Committee. The Committee will be responsible for issuing certification that the research meets ethical standards and will, if necessary, require changes to the research methodology or reporting strategy.

The application should contain:

- a. This completed (and signed) application form;
- b. Completed **appendix A**:
 - a. A summary of the research proposal. This should be no longer than one A4 page that details:
 - i. objectives of the study;
 - ii. description of the target cohort / sample;
 - iii. methods and procedure of data collection;
 - iv. data management and
 - v. reporting strategies;
 - b. Outline of the interview schedule / survey / questionnaire / or other data collection tools (if applicable depending on the methodology you plan to employ);
- c. Completed **appendix B**: the participant information sheet (if applicable); and
- d. Completed **appendix C**: the consent form (if applicable).

Templates for the summary of the research proposal, the participant information sheet and the consent form are provided on pp.5-7 as **appendices A-C**.

Please include all the relevant documents above within one combined document

Notes:

- As all applications should be submitted electronically, electronic (scanned) signatures should be used.
- You will be informed of the outcome of your application within two weeks of submission. If a specific application deadline has been notified, and this is missed, then the turnaround time will be 4 weeks from date of submission.
- No research should be conducted until ethical approval is obtained.
- Incomplete applications will be returned without consideration.
- Please send all documents to ed.ethics@durham.ac.uk, School of Education Research Office, tel : (0191) 334 8403.

Ethics application form Supplementary

Durham University

School of Education

Research Ethics and Data Protection Monitoring Form

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Notes:

- As all applications should be submitted electronically, electronic (scanned) signatures should be used.
- You will be informed of the outcome of your application within two weeks of submission. If a specific application deadline has been notified, and this is missed, then the turnaround time will be 4 weeks from date of submission.
- No research should be conducted until ethical approval is obtained.
- Incomplete applications will be returned without consideration.
- Please send all documents to ed.ethics@durham.ac.uk, School of Education Research Office, tel : (0191) 334 8403.

Ethics application form 8/15/2022

Application for Ethics Approval

Name of applicant	Amal Al-Sagoor
Email address	a.a.al-sagoor@durham.ac.uk
Category <i>[choose from list]</i>	Postgraduate student - Research programme
If "Other" please specify	
Programme <i>[students only – choose from list]</i>	PhD
If "Other" please specify	
Name of supervisor <i>[students only]</i>	Alan Walker-Glaves & Nick Pearce
Title of research project	An Analysis of University Language Learners' Use of Twitter and its Effect on their Engagement and Language Learning Outcomes of ESL: Grounded Theory Study
Date of start of research <i>[must be a future date]</i>	01/08/2016
Is the research funded <i>[staff only – choose from list]</i>	Click here to select yes or no
Name of funder <i>[staff only]</i>	
Name of Co-Is if applicable <i>[staff only]</i>	
Is this application subject to external ethical review? <i>[choose from list]</i>	No
If "yes" please specify who	

FOR OFFICE USE ONLY

REVIEWER RESPONSE

REVIEWER COMMENTS

Date of reviewer response – [click here to select](#)

Reviewer to complete – [click here to select](#)

1)	a. Does the proposed research project involve data from human participants (including secondary data)?	Yes
	<i>If 'no' please provide brief details in Section 10 of this form.</i>	
	b. Is the research project <i>only</i> concerned with the analyses of secondary data (e.g. pre-existing data or information records). If yes then please continue with Q6-10	No
2)	Will you provide your informants – prior to their participation – with a participant information sheet containing information about the following:	Yes
	a. The purpose of your research?	
	b. The voluntary nature of their participation?	Yes
	c. Their right to withdraw from the study at any time?	Yes
	d. What their participation entails?	Yes
	e. How anonymity is achieved?	Yes
	f. How confidentiality is secured?	Yes
	g. Whom to contact in case of questions or concerns?	Yes
	<i>Please attach a copy of the information sheet (template available at appendix B) or provide details of alternative approach in Section 10 of this form.</i>	
3)	Will you ask your informants to sign an informed consent form?	Yes
	<i>Please attach a copy of the consent form (template available at appendix C) or provide details of alternative approach in Section 10 of this form.</i>	
4)	a. Does your research involve covert surveillance?	No
	b. If yes, will you seek signed consent post hoc?	Click here to select
5)	a. Will your data collection involve the use of recording devices?	Yes (if yes, please answer question 5b below)
	b. If yes, will you seek signed consent?	Yes
6)	Will your research report be available to informants and the general public without restrictions placed by sponsoring authorities?	Yes
7)	How will you guarantee confidentiality and anonymity? <i>Please comment below.</i>	
	<ul style="list-style-type: none"> • By limiting the access of the interviewers personal information to the supervisors only. 	

<p>8) What are the implications of your research for your informants? <i>Please comment below.</i> In asking participant about their experience with Twitter use, I hope that I will be able to draw attention to the positive effects that can be emerge from using social media networking to the language learning, and to not limit the great benefits to the social interaction and communication skills.</p>
<p>9) Are there any other ethical issues arising from your research? <i>Please comment below.</i></p> <p>No</p>
<p>10) Please provide any additional information relevant to your application</p>

Declaration

I have read the Department's Code of Practice on Research Ethics and believe that my research complies fully with its precepts.
 I will not deviate from the methodology or reporting strategy without further permission from the School of Education Ethics Sub-Committee.
 I am aware that it is my responsibility to seek and gain ethics approval from the organisation in which data collection takes place (e.g., school) prior to commencing data collection.

Applicant signature* 	Date 29/6/16
Proposal discussed and agreed by supervisor <i>[students only]</i> Supervisor signature* <i>Waller-Reese</i>	Date 29/6/16

**To enable electronic submission of applications, electronic (scanned) signatures will be accepted. Please note that typed signatures cannot be accepted*

APPENDIX A

Summary of the research proposal

The purpose of this study is to explore and describe English language learning practices through Twitter by Saudi university learners using a grounded theory approach. A grounded theory methodology is going to be used to demonstrate the reality of the effectiveness of Twitter application among Saudi university learners. This approach allows the focus to be on the underlying real processes of English language learning pertaining to the learners' perceptions and experiences. These processes are not instantly apparent, but instead the processes is going to emerge over time as the study data is coded and analysed. At the end of the process, a theory will emerge that described language learning with the use of Twitter. More specifically, the researches objectives are the following:

- to understand how Saudi university learners use Twitter for English language learning, if they do;
- to identify the process and factors that Saudi university learners experience when using Twitter for learning, particularly in language proficiency, and, more specifically, in terms of exactly which skills are improving. These skills or aspects include reading, writing, summarising, vocabulary learning or even critical thinking.

This study will take place in higher education institutions in the United Kingdom. The participants of this study will be university Saudi learners who are taking in or pre-sessional English language courses. The initial participants will be selected based on opportunity while future participants will be selected based on the theoretical sampling (Scott, 2011). The total number of participants will be determined by theoretical saturation. In other words, when data has no more concepts, themes or codes to emerge (Scott, 2011). The study will be conducted between August 2016 and June 2017. The main data sources of the study will be: (1) the in-depth interviews conducted in three different stages – open coding, axial coding and theoretical sampling. – and (2) the researcher's online observations and memos of the students' daily participation. The initial data will be gathered by open ended interviews that will be lasted for one hour by August 2016. The interview is the basic method of this study; all interviews will be transcribed and compared by NVivo. The advantage of using NVivo with grounded theory research is the ability to show the relationship among codes and themes more visible by using text formatting and hyperlinked to other documents (Bringer, Johnston, & Brackenridge, 2006)

Appendix 2: Cover Letter for Participant Information Sheet



APPENDIX C

Declaration of Informed Consent

- I agree to participate in this study, the purpose of which is to find out whether Saudi learners use Twitter for language learning and how do they use it?
- I have read the participant information sheet and understand the information provided.
- I have been informed that I may decline to answer any questions or withdraw from the study without penalty of any kind.
- I have been informed that data collection will involve the use of recording devices.
- I have been informed that all of my responses will be kept confidential and secure, and that I will not be identified in any report or other publication resulting from this research.
- I have been informed that the investigator will answer any questions regarding the study and its procedures. Amal AL-Sagoor School of Education, Durham University can be contacted via email: a.a.al-sagoor@durham.ac.uk or telephone: 07401013557
- I will be provided with a copy of this form for my records.

Any concerns about this study should be addressed to the School of Education Ethics Sub-Committee, Durham University via email to ed.ethics@durham.ac.uk.

Date Participant Name (please print) Participant Signature

I certify that I have presented the above information to the participant and secured his or her consent.

Date Signature of Investigator

Leazes Road
Durham City, DH1 1TA
Telephone +44 (0)191 334 2000 Fax +44 (0)191 334 8311
www.durham.ac.uk
Durham University is the trading name of the University of Durham

Appendix 3: Participant Information Sheet

Shaped by the past, creating the future



APPENDIX B

27/05/2016

Participant Information Sheet

Title: An Analysis of University Language Learners' Use of Twitter and its Effect on their Engagement and Language Learning Outcomes of ESL: Grounded Theory Study

You are invited to take part in a research study of using Twitter for language teaching and learning purposes. Please read this form carefully and ask any questions you may have before agreeing to be in the study.

The study is conducted by Amal Al-Sagoor as part of her PhD studies at Durham University. This research project is supervised by Alan Walker-Glaves & Nick Pearce ([alan.walker-
gleaves@durham.ac.uk](mailto:alan.walker-gleaves@durham.ac.uk) / n.a.pearce@durham.ac.uk) from the School of Education at Durham University.

The purpose of this study is to find out whether Saudi learners use Twitter for language learning and how do they use it?

If you agree to be in this study, you will be asked to be interviewed to talk about your experience with Twitter

Your participation in this study will take approximately 60 minutes.

You are free to decide whether or not to participate. If you decide to participate, you are free to withdraw at any time without any negative consequences for you.

All responses you give or other data collected will be kept confidential. The records of this study will be kept secure and private. All files containing any information you give are password protected. In any research report that may be published, no information will be included that will make it possible to identify you individually. There will be no way to connect your name to your responses at any time during or after the study.

* FUNDING (explain where FUNDING for this project comes from)

* REIMBURSEMENT For your participation, you will be compensated for out of pocket expenses with [CURRENCY & NUMBER].

If you have any questions, requests or concerns regarding this research, please contact me via email at a.a.al-sagoor@durham.ac.uk or by telephone at 07401013557

This study has been reviewed and approved by the School of Education Ethics Sub-Committee at Durham University (date of approval: / /)

[Amal Al-Sagoor /]

Leazes Road
Durham City, DH1 1TA

Telephone +44 (0)191 334 2000 Fax +44 (0)191 334 8311

www.durham.ac.uk

Durham University is the trading name of the University of Durham

Appendix 4: The codes for all data

Nodes

Name	Sources	Referenc
learning idioms	4	6 → 1
learning in distance	2	3 → 4
learning pronouciation	2	2 → 1
learning unteachable titles	3	5 → 1
learning with noeffort	5	10 → 4
looking for vocabulary	12	20 → 1
motivating reasons	6	9 → 1 imp
New learning <i>↳ information</i>	3	6 → 4
quick memorizing	2	2 → 5
Reading Grammar Tweets	2	4 → 4
reading in twitter	3	3 → 5
realaxing learning <i>↳</i>	8	13 → 4
Regonizing coomon vocab	2	2 → 1
Remmbering Tweets <i>Recall</i>	5	8 → 1
repeting information <i>↳</i>	1	1 → 5
Revising faivorites <i>↳ Revisiting</i>	6	6 → 5
Secondry purpose	3	8 → 2
Selecting appropraite lang level	3	5 → 5
Selecting preferable resources	6	8 → 5
selecting suitable accounts	4	14 → 5
self orignted learning	6	12 → 2 memo
Sharing one issue <i>interest</i>	3	4 → 2
showing off SELF ABILITY	3	6 → 2
Spending free time	1	1 → 1
tweeting by english	5	7 → 5
un planned learning	1	1 → 4
updated learning	2	2 → 4
Using it as an additional tool	2	3 → 2
Using quziz	1	1 → 5
using Twitter characteristcs	3	7 → 5
varitely of information selecting	4	5 → 2
visulsing the language	2	5 → 5
wishing to tweet by Englisih	2	4 → 2

Discore (points to 'motivating reasons')

Identifying (points to 'New learning', 'Revising faivorites')

Rebmedia (points to 'Sharing one issue', 'updated learning')

Nodes

Name	Sources	Referenc
Achieving academic grades	7	11
Avoiding social communication	1	1
Changing attitude	3	4
communicating with none natives	1	1
Communicating with only arab sp	5	6
competing peers	7	9
contuning learning/long life lear	1	1
cooperating with Known others	6	11
creating friendly enviroment	3	3
curiosity learning	2	3
Deciding the eppropriaty of learning	2	2
Deciding the appropraiate level of	4	6
Different ways of Tweeting	7	13
DOWANLOADING READING SCRIP	1	1
family encouraging	2	3
Finding common word by hastage	1	1
Finding interaction from different	2	3
Finding preference needs	7	17
Finding private feedback	5	9
Giving examples	1	1
groups in twitter	1	1
impeding learning	7	7
Improving English Language	9	14
Improving speking	3	3
Improving spelling	4	4
learning by dictionaries	2	3
learning by hastages topic	1	1
Learning by listening	1	1
Learning by mobile	6	6
learning by translation	8	14
Learning daily conversations and	3	5
Learning English by Arabs	6	13
Learning English Phonteics by Ara	6	8
learning faster and easier	8	16
Learning for Fun	9	10
Learning from others	1	1
learning grammar	3	3

like one
the pairs??

with learn

like
learn

2

2

6

6

11

6

6

2

2

13

1

3

1

3

17

9

5

1
groups in twitter	1	1
impeding learning	7	7
Improving English Language	9	14
Improving speking	3	3
Improving spelling	4	4
learning by dictionaries	2	3
learning by hastages topic	1	1
Learning by listening	1	1
Learning by mobile	6	6
learning by translation	8	14
Learning daily conversations and	3	5
Learning English by Arabs	6	13
Learning English Phonteics by Ara	6	8
learning faster and easier	8	16
Learning for Fun	9	10
Learning from others	1	1
learning grammar	3	3

14

3

4

3

1

1

6

14

5

13

8

16

10

1

3

Volunteering as teachers" → Passion — Learning
for professional development — helping other
attention — being curious for what twitter
Improving English language — Learning through
through Twitter helps in reaching a large group

Leads to

Writing for better communication — Gaining an audience
other people — Improve speaking by gaining more

(Learning Strategies)

Using Arabic language - Using Twitter characteristics - Selecting Content - Using
G.S ≠ ●

dictionaries on Twitter - Looking for grammar related to vocab - Comparing Arabic

to English - Learning English phonetic by Arabic pronunciation and spelling

Learning idioms - Using mobiles for using Twitter - downloading scripts

Searching for more unteachable words that is related to learners' world.

⇓
* Impphasizing the role of acquiring
vocabulary as a first step
to build a language

* Impphasizing the role of the native
language in teaching and learning
English

« Impedies »

- 1- time consuming for teachers
- 2- Can't apply communicative method
- 3- It's not scaffolding classes
- 4- Minimizing the language
- 5- limiting benefits to level of language
- 6- lacking interaction
- 7- lacking Creativity
- 8- lacking building Communities

* These were a result of comparing Twitter to real classes which can't be used applied here!

ts behind each
tegorry.

Leading the learning project by the learners

looking at the language as a vocabulary unit

> Passion for giving and receiving

much easier and faster

Research ?!

Arabic language as an instrumental tool



technology and internet → easier & quicker



Motivation

to acquire

vocabulary

Professional development

most studies of Twitter
and 2L research on
education has focused
quantitative methods

↓
Thus qualitative
Research
③



Most 2L researchers in ICT
use SL theories which
are not appropriate.

↓
Thus, GT methodology
①

↓
looking at literature
to find similar research
questions
"How to use Twitter for Eng lang?"

↓
There was no answer or plan
the topic has not researched yet.
②

① + ② + ③ ⇒ Research Gap

„ looking at processes by GT methodology to understand
this phenomena.

(Teaching Strategies)

Visualizing the language - Using Snapchat - Using quizzes - Using links - understanding learners' needs
tweeing for discussion - Teaching for vocabulary - Teaching specialist vocabulary - Giving tips and
advice of how to learn a language - Teaching English by using Arabic language - Comparing Arabic to
English - Tweeting by specialist teachers "experts" - Selecting time for that suits learners - Receiving feedback
from learners - Receiving comments and suggestions from learners' followers" - Providing materials that suits
learners preferences - Using screenshots for iPhone or galaxy notes to overcome the 140 ch. - Organizing
the language learning process - Managing the work among the team of twitters - linking to the outside world
Guiding learners through plans - following followers requirements - Tweeting different contents
Depending on words - Creating infographics - Using Twitter to support classes "outside classes"
Balancing the instrumental language - Sending followers "learners to snapchat" and blogs

⇓
leading the teaching process
by the followers "learners".

Learning Vocabulary

↓
What are the properties?!

Strategies

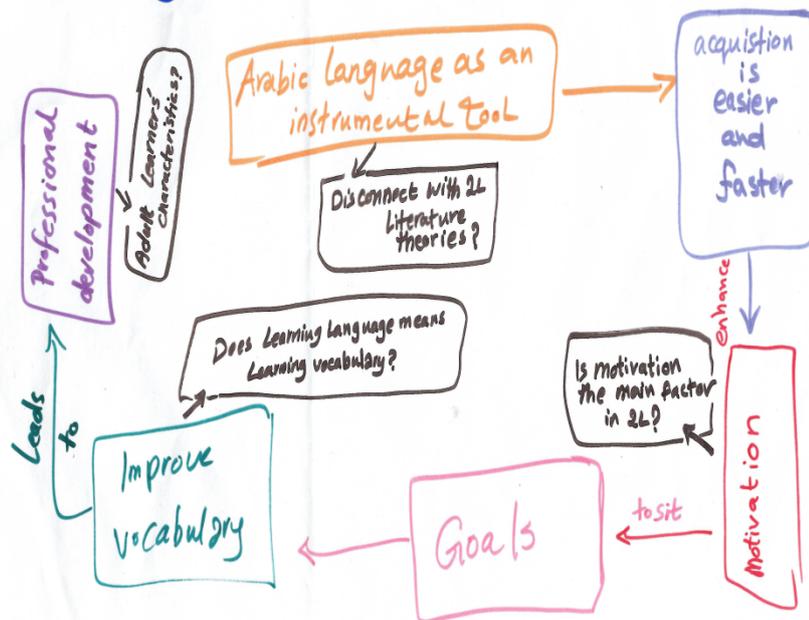
Reasons

Theoretical sampling

• Teachers "

Comparing Concepts

Learning English by Arabic Language increases
Students' motivation to Learn and improve more
vocabulary



Appendix 5: Deleted codes

In this stage, I had to make a decision to get rid of some of these codes that are not useful or to change the name of the codes to be more accurate such as:

- Using by Adults (I have decided to delete this code as it does not make any sense, as all interviews are adults) therefore, employees titled it as Using as it fits the description of the user.
- Looking for vocabulary had to change to Searching for vocabulary.
- Asking for learners' feedback had to change to Asking followers to evaluate the teachers' accounts.

Here are some deleted codes as there was other codes that describe the action in better actions.

- Learning is un-planning
- Private teaching
- Teaching through movies
- Learning from others

Examples

Shared codes between female 1 and 10:

- Empowering the role of translation
- Improving the level of English language

- Acceleration learning procedures

11 -12:

- Grammar

13- 2:

- Selecting preferable sources
- Tweeting by Arabic

3-4:

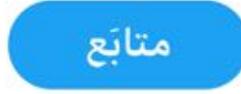
- Simplifying the English language
- Recalling vocabulary
- Empowering the role of translation

Appendix 6: Screen shout for some online observational tweets

The screenshot shows a Twitter profile for @English2Arabic. The profile header includes the name 'تعلم الإنجليزية | @English2Arabic', 11.5K tweets, 11 following, 554K followers, and 3,249 likes. The profile bio describes it as a 'Learn English' account with a focus on grammar and vocabulary. The main content area displays three tweets from the account, all dated in January 2017. The first tweet, from Jan 20, features a cartoon of a man with his hands clasped in prayer, looking distressed. The text of the tweet is: 'appetite شهيته للطعام تنطق = أب تايت I lost my appetite فقدت شهيتي للاكل I have a good appetite today شهيتي للاكل جيدة هذا اليوم'. The second tweet, from Jan 18, discusses the word 'hesitate' with the text: 'hesitate تردد / تحير don't hesitate لا تتردد التلحق'. The third tweet is partially visible at the bottom. The right sidebar shows a 'Following' list with users like @Cambly_Ar... and @Cardiff_Saudis, and a 'Trends' section for Lincoln City. The browser's address bar shows the URL 'https://twitter.com/English2Arabic' and the system tray at the bottom indicates the date as 18/02/2017.

5097

ضع لنفسك بصمة وارسل ١ إلى 5097 للمساهمة بمبلغ 12 ريال شهريا.
أو قم بإرسال رسالة فارغة إلى 5097 للمساهمة لمرة واحدة بمبلغ 10 ريالات
info@ekhaa.org.sa www.ekhaa.org.sa
ekhaa_sa ekhaa_ssa ekhaa_sa Ekhaapr



معلم English

@LearnEnglish9

In this account, you will learn a lot of English phrases and expressions related to the subject. Finally, just follow me and I promise you the best.

٢٤٦,٨٦٢ المتابعون ١,٠٠٨ متابع

التغريدات التغيريدات والردود الوسائط الإعج

تغريدة مُثَبَّتة



English معلم @LearnEn... · ٢٠١٦/٧/١٨ ✓

التغريدة

(صدقة جارية) للوالدين رحمهم الله.

الحمد لله praise be to Allah (بريز بي تو الله)

لا إله الا الله there is no god but Allah
(ذير از نو قاد بت الله)





التغريدة



English معلم إعادة تغريدها ↻



English معلم
@LearnEnglish9



ردًا على @Turki_alalshikh

رغم التحدي والألم
despite the challenge and the pain
(ديسبايت ذا تشالينج اند ذا بين)

كورة القدم soccer
طعم taste (تيست)
نكهة مختلفة different flavor (ديفرننت
فليفرف)

٢٠١٨/٤/١٦، ٣:٠٤ م

٥٦ من الإعجابات ١١ إعادة تغريد

تغريد ردك





التغريدة



English معلم
@LearnEnglish9



What's the weather like in your city now ?

مترجمة من الإنجليزية

٨:٣١ م ، ٢٠١٨/٤/٩

٣٥ من الإعجابات ٥ إعادات تغريد



1 يوم · @Ozi2018 ...
ردًا على @LearnEnglish9



Yemen has a very wonderful weather



1 يوم · @Ozi2018 ...
ردًا على @LearnEnglish9



تغريد ردك





التغريدة



English معلم
@LearnEnglish9



رداً على @aitmit و @AmeerahAltaweeL

مقال رائع great article (قرية ارتيكل)
الوقت الذي نعيش فيه the time we are
living in
(ذا تايم وي ار ليفينق إن)
تحويلي transformational
(ترانسفورميشنل)
جيل generation (جينيريشن)

٢٩/٣/٢٠١٨، ١١:٤٨ م

٦٤ من الإعجابات ١٩ إعادات تغريد



تغريد ردك





التغريدة



English معلم
@LearnEnglish9



ثابر persevere (بيرسفير)
موهبتك your talent (يور تالنت)
شغف الموهوبين talented passion (تالنتد
باشن)
بلا ملل ولا كلل tirelessly (تايرلسلي)

@ALSHEHRI89 د. عبدالله الشهري

تلمس موهبتك ،، وثابر في تطويرها بلا كلل ولا ملل .. ربما
تكون يوماً ما حديثاً الناس ، وشغف الموهوبين ..

٢٣/٣/٢٠١٨، ١٢:٣١ م

١٠٢ من الإعجابات ٢٧ إعادات تغريد



تغريد ردك



التغريدة

124 82 209

English معلم إعادة تغريدها



English معلم
@LearnEnglish9

رداً على @ejazah_ksa

تعليق الدراسة school suspension
(سكول سسبشن)

٢٤/٢/٢٠١٨، ٤:٤٦ م

٧٦ من الإعجابات ١٨ إعادات تغريد

1 7 1 1



رامي @hazzzard777 · ٢٠١٨/٢/٢٤
رداً على @ejazah_ksa و @LearnEnglish9
السلام عليكم عندي قروب انكليزي محتاجين معلم
انكليزي

2 7 1 1

تغريد ردك

التغريدات التغيريدات والردود الوسائط الإعج

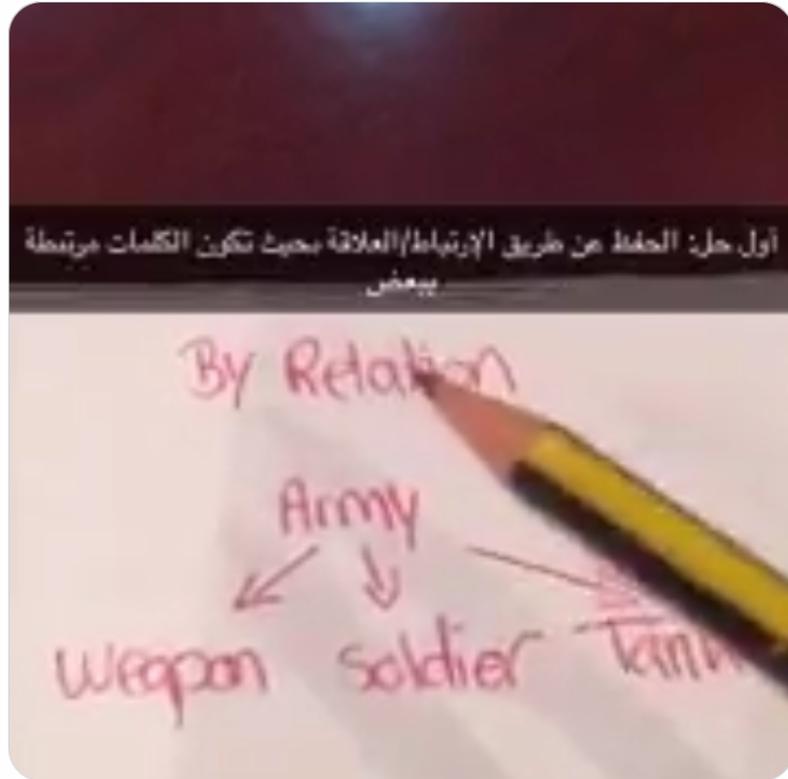


د. عبدالله العازمي English ٢٠١٦/٨/٢

هل تعاني من مشكلة عدم القدرة على حفظ الكلمات؟

هل تحفظ دائماً ثم تنسى؟! .

تفضل بعض الحلول الجيدة 👍



٥٩

٩٩٠

٢,٦٣٣



English 4AR
تعلم الإنجليزية

English4Ar English4Arr english4arr.blogspot.com

متابع

د. عبدالله العازمي English

@English4Ar

حساب ينشر يوميا تغريدات مفيدة لتعلم اللغة الإنجليزية |
صاحب الحساب @DrAAIazmi | سناب شات وانستغرام:
English4ar@outlook.com english4ar

acakuw.com

٩٢,٦٩٣ المتابعون ٣ متابع

التغريدات التغيريدات والردود الوسائط الإعج

تغريدة مُتبَّنة



د. عبدالله العازمي English ٢٠١٦/٨/٢

هل تعاني من مشكلة عدم القدرة على حفظ
الكلمات؟

هل تحفظ دائماً ثم تنسى؟! .

تفضل بعض الحلول الجيدة 👍



التغريدات الوسائط الإيج



5 يوم @E... د. عبدالله العازمي English

استخدام should لإعطاء نصيحة to give advice

=

I have a toothache

لدي ألم في الأسنان

you should go to the dentist

يجب ان تذهب لطبيب الأسنان

=

My car always breaks down

سيارتي دائماً تتعطل

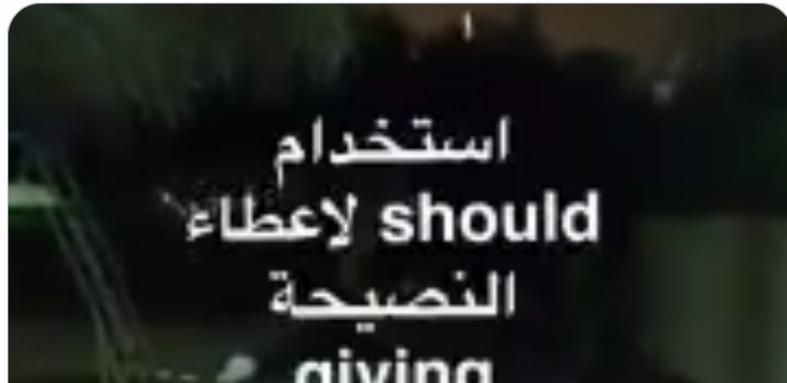
You should sell it

يجب أن تبيعها

=

What do you think I should do

ما رأيك ما يجب أن افعله



التغريدات الوسائط الإعجاب



د. عبدالله العازمي English ٠٢٠١٨/٤/٨

كم استخدام تعرفه لكلمة argument 🤔

=

They got in a big argument

دخلوا في جدال كبير

=

They got in a big argument

دخلوا في جدال كبير

=

You presented a strong argument

قدمت حجة قوية

=

You presented a strong argument

قدمت حجة قوية



التغريدات | التغريدات والردود | الوسائط | الإعجاب



د. عبدالله العازمي English ٠٢٠١٨/٤/٤

الفرق بين left و lift

=

I prefer to use the lift

افضل ان استخدم المصعد

=

Lift the box ارفع الصندوق

lift your stuff ارفع اغراضك

=

Lift it over the water

ارفعه فوق الماء

=

مصعد:

البريطانية lift

بالأمريكية elevator



التغريدات | التغريدات والردود | الوسائط | الإعجاب



د. عبدالله العازمي English ٢٠١٨/١/٢٩ ✓

هل تعرف شخص ما متفاخر ومتباهي ومغرور؟!!

Do you know someone who is a
!?!brag

You are a brag
انت متفاخر/متباهي

===

Don't be a brag
لا تكن متفاخراً

===

stop bragging
توقف عن التفاخر

===

Be modest
كن متواضعاً



التغريدات التغيرات والردود الوسائط الإعجاب

د. عبدالله العازمي English إعادة تغريدها



د. عبدالله العازمي English ٠٢٠١٨/١/٢٤ ✓

كم معنى تعرف لكلمة condition؟!
كلمة هامة ولها معاني عديدة دارجة



It is in a good condition هو في حالة جيدة

==

It depends on the conditions

تعتمد على الظروف

==

This contract, doesn't have any conditions

هذا العقد ليست لديه اي شروط

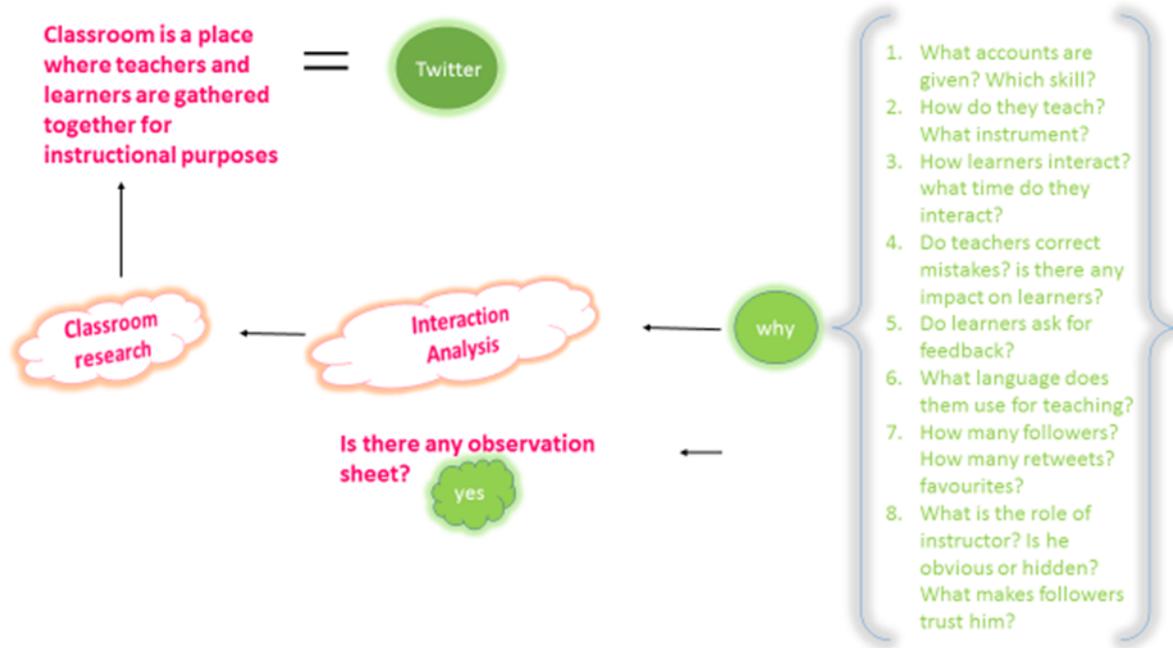
==

He is in a critical condition

هو في حالة حرجة



Appendix 7: Observation brainstorming decision making



Appendix 8: School of Education letter to support my continuation period.



Leazes Road,
Durham,
DH1 1TA

29th October, 2020

King Saud University

P.O. Box 22480, Riyadh

11495 Kingdom of Saudi Arabia

Re: Amal Al-Sagoor

Dear Sir/Madam,

I am writing to you in my role as Post-Graduate Research Director at the School of Education at the University of Durham regarding the above PhD student who is currently doing her PhD under the supervision of Dr Steven Higgins.

This letter is to confirm that at the beginning of her PhD (10/10/2015), Amal was assigned to two main supervisors, Dr Alan Walker Gleaves and Dr Nick Pearce. One of her supervisors has moved to another university in June 2016, after having supervised Amal for eight months. Unfortunately, her second supervisor rushed into hospital and was then diagnosed with a heart condition. As a result, he retired at the end of that academic year, after having supervised Amal for about a year and a half. The department then assigned Amal to one of the most experienced supervisors in the School of Education, Dr. Steven Higgins, who very kindly agreed to take on Amal despite his very heavy supervisory workload. As a result, these drawbacks regarding supervision negatively affected Amal's studies.

In 2019, Amal experienced a number of significant changes in her personal circumstances which resulted in Amal being a single parent and having full responsibility for her two young children. She has been referred to counselling services within the university for several months to receive support to manage the stress, anxiety and depression she has gone through lately due to these very unfortunate circumstances that have adversely affected her progress.

Furthermore, the Covid-19 pandemic has led to some temporary disruption of some of our services with many of our services being transferred online. For example, our PGR study space has remained closed for a period of time. We are now considering its re-opening in line with Covid-10 health and safety measures. We are aware that, due to this, our PGR students' progress might have been slowed down due to practical and emotional demands that the pandemic has unavoidably placed on the university and our day to day lives.

We also understand that Amal as a single parent with two children in primary school has experienced further difficulties with her studies due to school closures and lack of available childcare. I can therefore confirm that Amal has experienced some very difficult circumstances over the last few years.

Amal is a valued member of our community and has previously volunteered to be a member of the Staff Consultative Committee (SSCC) and attended regular meetings as part of this role supporting our PGR community. She has also volunteered to offer help at the School of Education in one of our Induction weeks for the new students. She has also attended writing circles with other PhD students in the department. She is currently in the process of organising a workshop at Leeds Beckett University to share her methodological research expertise with her colleagues (in cooperation with Dr Anthony Bryant). I can also confirm that she has attended and completed 48 optional training courses during her PhD years which can be found on her training record.

Therefore, I can confirm that Amal has always been an active and hardworking student but sadly she has been affected by external circumstances that have been beyond her control. We would kindly ask you to provide Amal any support that you can. We believe she will submit an excellent thesis, once she has the opportunity to complete her studies.

Yours faithfully,



Dr Dimitra Kokotsaki
PGR director
Email: dimitra.kokotsaki@durham.ac.uk
Tel: (+44/0) 191 334 8410
Switchboard (+44/0) 191 334 8310

Appendix 9: Sample of transforming my experience in Grounded theory work to the Arabic research field

النظرية المجذرة وعلاقتها بالتفكير النقدي

يقوله المجال العلمي، يساعد كل طالب على وضع بصمة خاصة به في كل بحث يقوم به، وطالما أننا قد نرهب طالباتنا وطلابنا بكثرة القراءة والإجراءات والبحوث فلم لا نرهبهم على الأقل بما هو في مصلحتهم ومصلحة الوطن؟ إن ما يحصل اليوم هو أنهم يقضون الأيام ويسهرون الليالي ويبدلون جهوداً كبيرة لكتابة أبحاث تجهز لتصف على رفوف المكتبة وقد تقرأ في يوم من الأيام وقد لا تقرأ، فلنساعدهم ليبدلوا تلك الجهود ويسهروا تلك الليالي بهدف صنع شيء جديد وإضافة معرفة ومهنية للجامعة ومن ثم للمملكة الغالية، ولننقل بحوث طلبتنا من الرفوف إلى الميدان.

أمل أحمد ناصر الصقور

ما الذي يجعل جامعتنا العزيزة تعزف عن مثل هذا النوع من البحوث رغم أهميته في صنع أجيال قادة وخبراء ومحللين ومبتكرين؟ ما الذي ننتظره حتى نتوقف عن نسخ البحوث الأجنبية أو العربية ونقلها إلى جامعتنا الغالية بعد تغيير عينة البحث أو المدينة، ونكتفي بعد ذلك باستخدام برنامج SPSS لقياس أثر الاختبار القبلي والبعدي أو تلك الاستبانة التي قد تكون مقتبسة وجاهزة من أحد البحوث السابقة القديمة؟ وكيف لنا أن نتوقع صنع مستقبل لشبابنا ووطننا الغالي بعد كل هذا الكم الهائل من التقليد؟

قد يكون حان الوقت لكي نلتفت لمثل هذه البحوث والمنهجيات التي تساعد على رؤية الأمور بمنظور آخر، منظور خاص بالباحث لا علاقة له بما حدث في الدراسات السابقة وما

تعد النظرية المجذرة أحد أنواع البحوث النوعية التي تميزت بقدرتها على إنتاج الجديد والمميز في عالم البحث، وتتميز هذه المنهجية بكونها تتطلب وجود باحث ذي عقل تحليلي وتفكير منطقي وإبداع في نفس الوقت، إلا أن هذا لا يعني أن هذه المنهجية ليست قابلة للتطبيق إلا من قبل أصحاب العقول العبقريّة، فهي سهلة الاستخدام حتى للباحث المبتدئ، وتجبر الباحث على الالتزام بخطوات معينة تدخله إلى عالم التفكير النقدي والتحليلي، فيجد نفسه أصبح محلاً يطرح سؤالاً هنا ويقارن هناك ويربط المعلومات ببعضها في مكان آخر، فيتوصل لنتيجة جديدة.

لن أستعرض هنا معلومات علمية حول تاريخ وأدوات منهجية النظرية المجذرة، بل أريد أن أ طرح سؤالاً يدور في ذهني منذ فترة مفاده:

النظرية المجذرة وأثرها في تحسين مستوى البحوث العلمية





شهادة شكر و تقدير

بتقديم أستاذة مقرر الإشراف التربوي المتخصص - مستوفى برنامج الماجستير: د. سلطان غالب الصالحاني،
للأستاذة الفاضلة:

أ. أمل الصقور

لتفصيلها مشكورة فبقائها حاضرة عن بعد حول (النظرية الحاضرة) وتطبيقاتها في الميدان التربوي، شاكرين
لها على جهودها ومتمنين لها المزيد من التقدم والنجاح.

Dr. Sultan Ghaleb Aldalhani
Kuwait University
College of Education

كلية التربية
قسم الإدارة والتخطيط التربوي

أسئلة شائعة حول منهجية النظرية المجذرة

س 7: هل يختلف بناء دليل المقابلة للنظرية المجذرة عن باقي دليل المقابلات؟

الجواب :

نعم هناك أختلاف من ناحية التحضير في البداية لابد أن تبني مقابلتك في النظرية المجذرة على سؤال واحد عام جدا وتبني بقية الأسئلة بنائنا على ماتسمعه من المشترك. أيضا من الطبيعي في النظرية المجذرة أن تختلف أسئلة المقابلة الأولى عن الثانية لأننا لم نربطها بأية مفاهيم أو نظريات سابقة.



@Acad-Resrach
البحث الأكاديمي

@aalsogour
أمل الصقور



أسئلة شائعة حول منهجية النظرية المجذرة

س 5: متى يحتاج الباحث لأستخدام النظرية المجذرة؟

لا يوجد ظاهرة بحثية معينة تستدعي أستخدام النظرية المجذرة بل هو أختيار الباحث حينما يود أبتكار جديد ولكن هناك حالات تشجع الباحث على أستخدامها مثل قلة الدراسات الأدبيه في مشكلة الدراسة



@Acad-Resrach
البحث الأكاديمي

@aalsogour
أمل الصقور



أسئلة شائعة حول منهجية النظرية المجذرة

س6: ماهي طريقة تحليل المقابلات أو الفيديو في النظرية المجذرة؟

النظرية المجذرة تعتمد على مبدأ المقارنة المستمرة بعد عمل الترميز سواء كانت لمقابلات أو فيديو أو أي وسيلة أخرى.



@Acad-Resrach
البحث الأكاديمي

@aalsogour

أمل الصقور



نصائح مهمة عند القيام بالمقابلات في النظرية المجردة

- ✓ أسأل دائما عن الوصف الكامل لأي قصة يعطيها لك المشترك
- ✓ لا تخجل أن تتوقف لتسأل عن معنى جملة أو مقولة غير واضحة
- ✓ أسأل المتحدث عن مشاعره وأحاسيسه وسجل ردات فعله ولغة جسده كذلك
- ✓ قبل السؤال عن أي حادثة شخصية حساسة أسأل المتحدث الأذن أولا
- ✓ أستمع وشجع متحدثك على الحديث أكثر
- ✓ كن محايدا وقت الأستماع حتى لا تساهم بطريقة غير مباشرة في تغيير مسار الحوار



@Acad_Research
البحث الأكاديمي



أمل الصقور
@aalsogour

عينة من نموذج الأسئلة في المقابلات بطريقة النظرية المجردة

- أخبرني مالذي حصل لك أول مرة عملت بعنف من قبل المعلم؟
- متى كانت أول مرة أدركت أنك تعرضت لموقف عنيف من معلمك؟
- هل تستطيع تذكر ماذا كانت عليه مشاعرك وقتها؟ مالذي أحسست به؟
- هل تستطيع توضيح الأسباب التي من وجهة نظرك أدت لهذه المشكلة؟
- كيف تصف معلمك؟
- ✓ نلاحظ أن الأسئلة في المرحلة الأولى تكون عامة جدا وعلى الباحث أن يترك المشترك أن يتحدث كيف ماشاء.

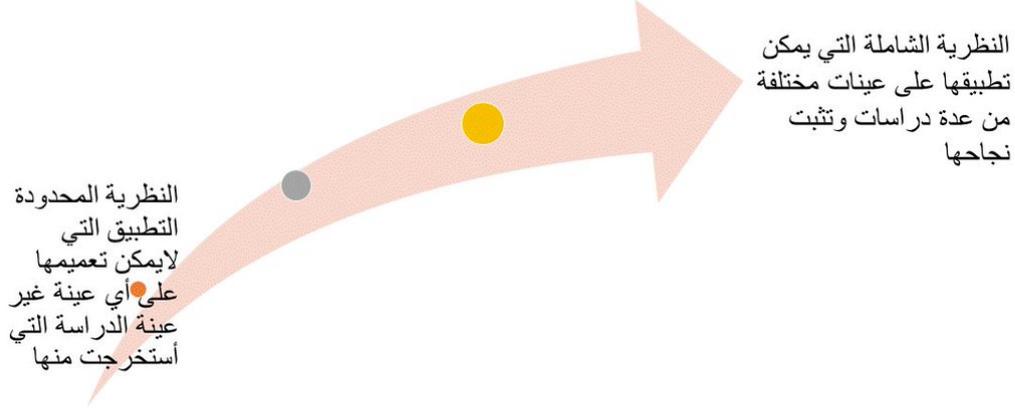
@Acad_Research
البحث الأكاديمي



أمل الصقور
@aalsogour



أنواع النظريات المستخرجة من الدراسات النوعية (منهجية النظرية المجردة)



أمل بنت أحمد ناصر الصقور
Twitter: @aalsogour
البحث الأكاديمي
Twitter: @Acad_Research

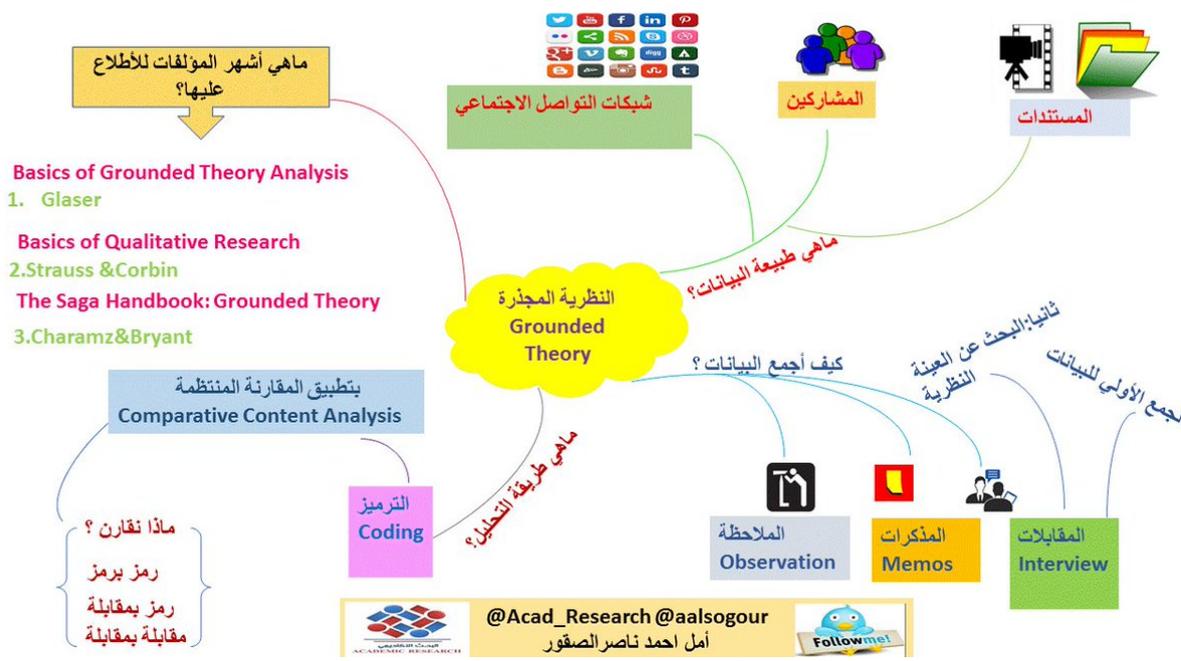


المذكرات: كيف أكتب مذكرة؟



أمل بنت أحمد ناصر الصقور
Twitter: @aalsogour
البحث الأكاديمي
Twitter: @Acad_Research





أهم عناصر النظرية المجذرة
(Grounded Theory Methodology)

المقارنة المنتظمة

الخطوات البحثية التفصيلية

كتابة المذكرات

العينة النظرية

أنتاج نظرية جديدة

أمل بنت أحمد ناصر الصقور
Twitter: @aalsogour
البحث الأكاديمي
Twitter: @Acad_Research



Appendix 10: My proposal for my future work based on my current findings

Proposal (1):

- Contribution to computer science

From a pragmatic researcher's viewpoint, thinking about how to turn these benefits into educational practice encouraged me to think of a solution to this problem. Writing memos and closely following Twitter accounts led to me thinking of a new project that emerged from my PhD study. I want to design a Twitter application that can help to read words and phrases in a more accurate way. There are two types of contribution that can be considered. First, creating a new database for the newly invented Arabic vocabulary recently used on Twitter to collect all these new words and to find their pronunciation equivalent or analyse the language and present it.

- The problem

Based on my PhD research, which examines how Arabic learners use Twitter for English-language learning, I have found that a large number of Arabic teachers focus on teaching English vocabulary and pronunciation through Twitter. Such accounts write short tweets that contain Arabic vocabulary with pronunciations that do not exist in the Arabic dictionary or dataset. This method of teaching through Twitter is very popular with learners. However, this technique contains a serious problem, which is a lack of accurate pronunciation as it lacks a sound system and, thus, depends on reading the written pronunciation please see example (1): The teacher begins by introducing the Arabic vocabulary and then the translation, and then, between brackets, they introduce newly invented Arabic words, which are the English phonetics of 'player'.

The top nine Twitter accounts that help native Arabic speakers to learn English have a combined following of over three million people.

- The solution

Through my PhD research, I have developed a practical solution, which is creating an Arabic alphabet-sound keyboard. This keyboard can help both teachers and learners to select the words after writing them to hear the pronunciation. This technique will help learners to listen to more accurate pronunciation instead of guessing the right sounds and could be similar to the Google Translate feature.

- Implication for the Educational and business EFL field

From a pragmatic researcher's viewpoint, thinking about how to turn these benefits into educational practice forced me to think of a solution to this problem. Writing memos and closely following Twitter accounts led to me thinking of a new project that emerged from my PhD study. I want to design a Twitter application that can help to read words and phrases in a more accurate manner than is currently available. For clarity, the application proposal is presented, below.

- Potential customers

The customers for this application will be followers of existing learning accounts who are at beginner level. These followers are Arabic speakers seeking to improve their English vocabulary to improve their language in general. I have found that such users use Twitter because it is easy, quick and provides lessons in Arabic.

We would need also to promote this software to the current managers of the language learning accounts.

- Competition

There are many people who use Snapchat and YouTube, but their methods are completely different, using more traditional learning techniques. As far as my research indicates, there is nobody looking to improve the way that Arabic is taught on Twitter. We believe this is a good opportunity as the demand is proven on Twitter, even if this method currently has a significant flaw. We hope to capitalise on existing interest in learning via Twitter and believe we can increase demand further if we can prove that this new software enhances people's ability to learn English.

- Finances

- Outgoings

Research has been conducted into the feasibility of creating the software and we have been quoted £7,500 for the initial build. Further details of what this aspect would include can be provided.

There will need to be marketing spend to promote the service to potential customers.

- Incomings

This project aims to generate revenue by charging end users to download the software. As there is a large number of users in the market, we can keep the cost low, at approximately £1 per download.

Once the concept is proven to help people speak English, combined with the low cost to buy, we expect to have at least 600,000 users within three years of launching, which represents 20% of the current user base.

