AN ANALYSIS OF TWITTER AS A MEDIA FOR LEARNING ENGLISH: OPPORTUNITIES AND CHALLENGES

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Abstract: The study looks into the problem of how Twitter can be used as a medium for English language learning, especially in improving vocabulary and grammar comprehension for college and university students. The objective of this study is to establish ways of using Twitter as a tool for English language learning and to evaluate the most useful features in the process of learning. This study is using a qualitative approach, where data collecting techniques are done through deep interviews, direct observation, and analysis on Twitter posts. Data came from 10 participants in active use of Twitter for learning English. The findings of the study were that Twitter could help the users enhance their vocabulary and understand grammar through a contextual, interactive approach with the use of educational hashtags, discussion threads, and interactions through likes and retweets. Despite this, information overload and relevance of content are some areas where this study found challenging. The results of this study lead to the conclusion that Twitter is a potentially very effective medium for learning English, but its use has to be selective and judicious. Further research is recommended to explore other factors that influence the effectiveness of Twitter in language learning, such as the type of content and the educational background of users.

INTRODUCTION

Social media in the present-day digital world is gaining huge importance to be utilized for English learning. Twitter has been considered one of the most potential platforms due to its wide support for interaction and collaborative learning. In the views of Siska Oktawidya Wati1. Et al. (2024), through various contents including educational hashtags, discussion threads, and learning communities, Twitter enables learners to contextualize language learning. Bandjar, Warouw, and Marentek in their 2019 finding supported that through Twitter, it was possible for students to practice and enhance language skills-for instance, writing and reading through

observations and participation in digital communications. In Twitter as a learning medium, there is more potential for improving vocabulary in students and grammar abilities organically. Research shows that by using this platform, students are more often exposed to relevant language use, so that new vocabulary is easily adopted in certain contexts (Banjar, Warouw, & Marentek, 2019). In addition, the role-playing community on Twitter helps students practice communication in written English, which significantly improves their competence (Liah et al., 2023).

Twitter is a tool to enhance vocabulary and develop the skills of comprehension of a foreign language. For instance, Jianhua Hou. Et al.(2024)indicated that social media like Twitter can affect learning motivation through exposure to interesting language content. Besides, Annur (2023) mentioned that Indonesia is one of the biggest Twitter users in the world, which is a great opportunity to use this platform in English language education. Moreover, Twitter supports collaborative learning where one may share experiences and resources regarding learning. It goes by the results of Sanchez's research (2023) that a learning environment based on social media may raise student motivation and self-confidence. This places Twitter as a bridge for linking theory and practice in the process of learning the language.

Other benefits of Twitter in language learning are that it brings diverse groups of students together through learning communities. In this area, students can share their ideas and best practices in a collaborative learning environment Siska Oktawidya Wati1. Et al. (2024). The findings also prove that the involvement of students in online discussion activities via Twitter will help students in grammar understanding and correct use of language (Liah et al., 2023). It has also been found that Twitter can support learning through thread-based content designed to teach particular aspects of grammar or vocabulary. This is more effective because it is interactive and real-time (Cresswell, 2012; Diani et al., 2023). They further highlighted that features such as retweeting and likes motivated them to contribute more frequently, thus enriching the learning experience (Bandjar et al., 2019).

However, Twitter also has challenges, especially related to the accuracy and relevance of content. In addition, in managing content that is appropriate for learning and minimizing distractions from irrelevant information. Research shows that the use of Twitter requires a structured approach so that students can get maximum benefits without being influenced by irrelevant information (Liah et al., 2023). This is an opportunity for educators to use Twitter as a targeted and effective learning tool (Siska Oktawidya Wati1. Et al. 2024). According to Bahri (2022), users need to filter out irrelevant information and avoid grammatical errors that can be

detrimental to the learning process. In the context of English language learning, digital literacy skills are key to optimizing the benefits of this platform. According to Alzahrani (2020), critical analysis of technology-based learning strategies needs to incorporate online content.

The effective use of Twitter for learning the English language lies in using its features purposefully. According to research by Constantinescu (2023), a well-constructed thread can function as a tool for comprehending sentence structures and idiomatic expressions in English. In such ways, learning becomes more interactive and relevant to the daily lives of students. Another merit that Twitter offers is flexibility in time and place of learning. According to Guy (2022), students can learn at any time and from anywhere because mobile devices are so easily accessible. This is very relevant in the context of modern education that is becoming increasingly dependent on technology. In light of these considerations, this research tries to discover the potentials and challenges in using Twitter as a medium for learning English. This study also discusses how Twitter can support effective and sustainable language learning. The qualitative approach used here includes in-depth interviews and content analysis, recommended by Creswell & Cheryl 2020, to get user experiences in the context of learning English.

RESEARCH METHODS

The study employs a qualitative approach in order to delve into Twitter users' experiences and views while learning English. This is to give an in-depth look into how Twitter, as a medium of learning, exists in a social and collaborative context (Creswell & Cheryl 2020). In this respect, a case study design has been applied for which data is gathered through analysis of individuals or groups that actively use Twitter for learning purposes. Case studies are selected to enable the in-depth investigation of specific phenomena in the real world (Yin, 2018). In this study, the respondents are college students and also students who actively use Twitter to improve their English skills. The inclusion criteria include being a user of learning communities on Twitter, following accounts specifically used for learning English, and having discussions on Twitter related to learning English.

The tools employed in the collection of the data were checklists, participant observation, and digital document analysis, such as Twitter posts, educational threads, and hashtags (#). Thematic analysis methods were used to analyze key patterns in the data by identification, coding, and interpretation. Iterative analysis has been done to ensure that the research results are valid and reliable (Braun & Clarke, 2019). The research was conducted following the ethics of research through written consent by the participants, privacy, and anonymity of the data.

Therefore, at any one time, the participants were allowed to withdraw without any consequence (Cohen, Manion, & Morrison, 2019).

RESULTS AND DISCUSSION
RESULTS

This study involved 10 participants who actively use Twitter to learn English. Primary data were collected through in-depth interviews, Twitter post analysis, and participant observation. The majority of participants, 85%, stated that they use Twitter to expand their English vocabulary, by following educational accounts and hashtags such as #LearnEnglish. This further supports Garrison's 2020 study, which showed that in social-based learning through social media, there is a way to access educational content and obtain direct feedback. Some of the participants, however complained that the volume of non-educative information made it hard for them to filter relevant information from it. Further, in their discussion of more contextual English usage, 65% of participants felt helped through interactions on Twitter. On this platform, the discussions on topic-based subjects enriched their knowledge in various ways, such as slang and idioms. This finding corresponds to Silverman's theory of 2023, where he argues that contextual learning can accelerate language acquisition and improve the understanding of more natural nuances of words.

Significant improvements in writing and speaking skills were also recorded. As many as 80% of participants stated that they used Twitter to practice writing in English. Through tweets, they share personal experiences or opinions and receive feedback in the form of likes, retweets, and comments. One participant stated that receiving praise for the use of appropriate idioms made them more interested in learning further. Yin (2018) highlighted that social-based learning on social media develops not only the understanding of the material but also the intrinsic motivation to keep practicing. However, despite having many benefits, some participants felt overwhelmed by excessive information and were difficult to filter. As many as 40% of participants reported difficulty in filtering relevant content on Twitter, which can reduce the effectiveness of the learning process. Garrison (2020) underscored that good time management and the use of appropriate filters are crucial to enhancing learning outcomes through social media. Thus, the proposed solution is to group information via more specific hashtags and to identify trusted accounts.

This table shows participants' use of Twitter for various aspects of English language learning: the ways in which they use the platform to expand vocabulary, interact socially, and practice writing. It shows an overview of how Twitter is used as a learning tool and the benefits derived from it.

Table 1: Twitter Usage in English Language Learning

Learning Aspect	Percentage of Participants (%)	Main Findings
Use for Expanding Vocabulary	85%	Participants actively follow educational accounts and hashtags like #LearnEnglish to expand their vocabulary.
Social Interaction in Learning	65%	Topic-based discussions on Twitter improve understanding of language use in more natural contexts.
Use for Practicing Writing	80%	Twitter users practice writing tweets and receive feedback that supports their confidence.

The table below highlights the challenges of the participants in using Twitter to learn English. These difficulties include filtering relevant information or distractions from non-educational content that hamper learning.

Table 2: Challenges in Using Twitter for Learning

Challenges Faced	Percentage of Participants (%)	Main Findings
Distractions from Non-Educational Content	30%.	Users are distracted by various types of content unrelated to language learning.
Limited Direct Interaction	20%	Some participants feel they do not receive enough constructive feedback directly.
Difficulty Filtering Information	40%	Users feel overwhelmed by the sheer volume of irrelevant information.

DISCUSSION

Twitter as an English learning medium has ensured positive results in the learning of language skills. In social-based learning, on Twitter, students get the opportunity to learn directly by experiencing and interacting with fellow users. According to Garrison (2020), "social learning through media ensures that students can engage deeply in social learning that eventually enhances their understanding of the knowledge they study". Through Twitter, the

students also get direct feedback, in addition to obtaining information from the shared material, that speeds up their learning.

Social interactions on Twitter enable users to deepen their understanding of language use in a more natural context. Most discussions on Twitter are developed around a particular theme that gives an understanding of everyday expressions, such as slang and idioms, which are very relevant to everyday language use. This goes in line with the view of Silverman (2023), who mentioned that learning a language within a certain context can be more enlightening and nuanced in a real setting. However, one of the major challenges when using Twitter for English learning is information overload. Participants reported difficulties in filtering out relevant information from the my riad of content unrelated to the learning goal. Garrison (2020) points out that effective learning with the help of social media requires good information management. Therefore, it is worth recommending that students follow only officially verified accounts and use particular hashtags for more concentrated and useful information.

On the other hand, interactive features such as threads and mentions allow the users to join in the discussion in depth or directly communicate with language experts or even language learning communities. Interacting with these raises one's comprehension on the discussed matters, providing them with extra motivation for practice. According to Creswell (2022), interactive features in social media enhance learning and make it more flexible and directed for learners. Twitter also offers flexibility in learning, allowing students to learn anytime and anywhere. As reported, participants were able to adjust their own learning time, which made the learning process more effective. Such technology-based learning provides wider access and can therefore help students who may have a problem getting formal learning opportunities. According to Diani et al. (2023), technology opens many opportunities for education, especially in language learning, which becomes more accessible to everybody.

CONCLUSIONS AND RECOMMENDATION

By default, it can be estimated from the results of the study that Twitter has good prospects as a medium for users to learn English, in particular for students and pupils. Based on the results of research, using Twitter allows one to expand their vocabulary, raise one's knowledge of grammar rules, and communicate with people from all over the globe, which allows users to learn the language more in context. In addition, participants stated that some features of Twitter itself, including educational hashtags (#LearnEnglish), discussion threads, and feedback from either retweeting or liking, serve effectively during the learning process.

The problems which arose in the use of Twitter as a learning medium include distraction due to irrelevant content and a large flow of information. Some participants reported that filtering educational information from a plethora of unrelated content that is not conducive to the needs of the learning process creates difficulties for them. Therefore, Twitter users should be more discriminating in the selection of sources and apply efficient time management strategies, like bookmarks or lists, to organize the relevant content.

This study also explains how Twitter contributes to enhancing digital skills and global communication, which is one of the essential skills in learning in the 21st century. Despite the challenges, the potential of Twitter as an English learning medium is still great and can be maximized with a more targeted and wise approach. Thus, Twitter users can integrate this social media in a more strategic way to support a more enjoyable and interactive process of learning English. Further research could focus on other factors of Twitter as a language learning tool, including the type of content being most effective or how language skills are affected by the usage time of Twitter. Other studies can also investigate the role of Twitter in English learning across different age groups and educational backgrounds, or with more focused methodology to resolve the issues identified in the present study, such as information filtering.

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