ENHANCING EFL STUDENTS' FUTURE VERB FORM MASTERY THROUGH TWITTER AND THREADS: A CASE STUDY ON CONTEXTUAL GRAMMAR

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Abstract
The present discussion in EFL classrooms is how grammar instruction can be integrated with students' digital behaviour, particularly for learning future verb forms. Grammar vocabulary is frequently taught separately in Japanese language education, preventing learners from understanding how to use tenses meaningfully. This qualitative case study explored the incorporation of microblogging software (Twitter and Threads) in developing students' grammar acquisition in senior high schools in Indonesia. Referencing Social Learning Theory and Multimedia Learning Theory, the study conducted classroom observations and semi-structured interviews with 36 students. Results indicate that real-time feedback, natural interaction, and multimodal input are effective for learners' contextualised use of future, will, going to, and present continuous verb forms. Admittedly, informal language and digital distractions are potential limitations, but teacher scaffolding can offset these obstacles. The findings illustrate how social media, when pedagogically intervened, facilitates the development of grammatical competence and productive skills. This has significant pedagogical implications for language education, suggesting that integrating digital tools can enhance grammar instruction and student engagement.

Keywords: *Digital Pedagogy, Future Verb Forms, Twitter, Threads, Social Learning Theory, Multimedia Learning*

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INTRODUCTION

Recent decades in education have witnessed pedagogical changes towards incorporating digital tools in English as a Foreign Language (EFL) classroom, owing mainly to the emergence of mobile learning and social media platforms (Almanafi et al., 2024; Hattem, n.d.; Sahril et al., n.d.). However, one of the least investigated contexts, and the focus of our research, is that of microblogging tools, like Twitter and Threads, for teaching grammar. Despite their popularity, grammar teaching still tends to be decontextualized, in distinguishing future verb forms such as will and be going to and present continuous, the learners are mostly confused (Purba et al., 2023; Rohmiyati & Fatoni, 2024).

Some research has been carried out on the influence of social media on general proficiency and learner motivation (Al Kandari & Al Qattan, 2020; Ramadhan et al., 2022). However, very little is known about its implications in grammar acquisition. The Social Learning Theory (Bandura, 1986) and Multimedia Learning Theory (Mayer, 2014) provide a basis to understand that students learn more efficiently by observing, interacting, and receiving dual-mode content. These theories lend weight to the argument that grammar should not be taught as an isolated entity but should be integrated into meaningful, interactive environments.

Based on these theories, this research plans to examine students' attitudes toward learning and practicing future verb forms by using Twitter and Threads. The study will not only attempt to provide insights into the usefulness and constraints of those tools in contrast to traditional grammar teaching but also pave the way for more effective digital pedagogy. In doing so, it contributes to the ongoing debates on digital pedagogy and has practical implications for English grammar teaching in Indonesian high schools.

RESEARCH METHOD
Research Design
A qualitative case study methodology was used in this study to examine students' attitudes towards the use of both Twitter and Threads for learning future verb forms. Moreover, qualitative inquiry allowed us to hear detailed stories of how respondents thought, acted, and related to others. (Tomaszewski et al., 2020). This approach enabled the researcher to explore the educational use of microblogging applications (e.g., Twitter and Threads) in a face-to-face high school classroom in the daylight of everyday practices and interpretations of high school students. The choice of case study design was considered appropriate for its in-depth, contextual considerations of a system bound to a particular time and place—i.e., a single class of 11th graders in Surabaya—where digital tools for grammar learning were being enacted. (Creswell., 2017; Yin, 2018).

Participants and Setting
The research was organized in a public senior high school in Surabaya, Indonesia. The study group was class XI-10, which comprised 36 students (21 males and 15 females). The purposive sampling was used to select participants who fulfilled the specific criteria of:
a. Enrolled in class XI-10
b. Experienced with using Twitter and Threads for learning
c. Agreed to participate in interviews and in-class activities.

The study targeted it because the researcher had been previously involved in the "Pengenalan Lapangan Persekolahan" (PLP) (School Practicum) program in that school and, therefore, had some contextual familiarity with and access to the learning site. For privacy reasons, student names were removed from the data presentation.

Data Collection
Data were collected using two robust methods: semi-structured interviews and participant observation. This approach facilitated data triangulation and enhanced the findings' credibility (Ahmed, 2024).
Semi-Structured Interviews
Semi-structured interviews were used to discuss the students' opinions about the advantages and disadvantages of using grammar in Twitter and Threads. The method allowed for open but pointed questioning, giving the participants' perspective. At the same time, the researcher was able to clarify the topic, meaning, and background. (McIntosh & Morse, 2015). We invited 10 students who showed various levels of participation during the observations to have various viewpoints. Interviews took 30-45 minutes each and were held in English and Bahasa Indonesia, depending on which language students preferred, to facilitate understanding. The interviews were audio-recorded (with permission), transcribed, and analysed thematically. Sample questions included: "What aspects do you appreciate about using Twitter/Threads for learning grammar? Moreover, "What are the problems of learning future verb forms with these tools?
Participant Observation
Four weeks of participant observation occurred while attending regular English lessons in room XI-10. The researcher watched students during small-group grammar activities involving Twitter and Threads. These reported tasks were producing tweets or Threads with future verb forms and commenting feedback. Data were gathered about three categories: (1)

learners' engagement and patterns of use of the platforms, (2) the accuracy of grammar use in context, and (3) the impact of live feedback as a means of linguistically supporting learning. Observational notes, screenshots, and students' written products were saved as data. The method enabled the researcher to observe natural language use and classroom interaction without interfering with the teaching/learning (Simonÿ et al., 2018).

Data Analysis

A thematic data analysis was conducted to identify, code, and interpret patterns (themes) in qualitative data (Christou, 2023; Lochmiller, 2021; Naeem et al., 2023). Analysis was conducted in six stages: (1) familiarizing with data through repeated reading of transcripts and notes, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming, and finally, (6) writing the report. We first used a manual coding technique with open coding to discover distinct ideas within student responses. This was then sorted using axial coding and crystallized using selective coding to construct the major themes informed by student perception and experiences. (Creswell & Creswell, 2018; Rogers, 2018).

Triangulation was used to reference interview and observation data to enhance the credibility of the analysis. Verification of qualitative findings was ensured through member checking, in which transcripts and initial interpretations were presented to participants for validation. Peer debriefing with academic supervisors enhanced analytical rigor and reduced researcher bias. (Anderson et al., 2014; Henry, 2015).

Ethical Considerations

Ethical standards were adhered to. All subjects participated voluntarily and, before the investigation, parental consent and school permission (assent) were requested. Subjects were made aware of their rights, including the freedom to discontinue the studies at any point without prejudice. All collected material was anonymized/stored in a secure location. All participating students were at least the minimum age applicable to open Twitter and Threads accounts, at least 13 years old. (Twitter User Agreement, n.d.).

RESULT AND DISCUSSION

Microblogging Promotes Contextual Grammar Awareness

Microblogging sites like Twitter and Threads proved to be effective platforms for developing programmatic grammar in the context of EFL students to comprehend and produce future tense verb forms. Unlike conventional grammar teaching, where rules often tend to be abstracted from actual language use, microblogging provides students with a language-rich environment where language is encountered and learnt within its natural context rather than memorized in isolation.

The evidence obtained from the semi-structured interviews with the students is that Twitter was a platform that facilitates and favors the application of future forms quickly and naturally. "I automatically use 'will go' or 'am going to' in responses without overthinking," S1 said. I write what I feel like doing." S3 also observed that while tweets provided them with quick tips, Threads helped them to understand explanations more deeply. This is consistent with the Social Learning Theory (Bandura, 1986), where language use is influenced by an observer's attention to and imitation of linguistic forms during social interaction.

The Twitter constraint of tweet length encourages students to concentrate only on what is necessary, both in terms of grammar form and whole meaning, supporting fluency and automaticity. In contrast, through Threads, it is possible to achieve more sophisticated writing, encouraging metalinguistic reflection concerning language use. These complementary roles support the rapid recall of language and the depth of grammatical awareness that reflect balanced digital language learning (Almanafi et al., 2024; Mayer, 2014). As an example of the different affordances in using Twitter and Threads for grammar learning, Table 1

provides an overview of the benefits and challenges in using these tools as observed by the students.

Table No. 1

Benefits and Challenges of Using Twitter and Threads in Grammar Learning

Aspect	Twitter	Threads
Benefits	Quick grammar tips	Detailed grammar explanations
	Real-time interaction	Structured discussions
	Motivating for engagement	Reflection and revision support
Challenges	Character limit	Posts may be too long
	Distracting content	Informal language interference
	Misinformation risk	Difficult search functionality

As Table 1 illustrates, whereas Twitter provides immediacy and motivation, Threads supplies depth and structure, demonstrating their pedagogical synergy in grammar education.

These impressions were also redoubled through the observations. In their posts, students used future verb forms appropriately, in such sentences as "Tomorrow, at 10 AM, I will present the quarterly financial report…" and "I am going to prepare a presentation…" These show a required use of form and function. Some observers rated 5/5 for grammatical accuracy and range, which implies correct use and situational fluency in discriminating between will and be going to and present continuous.

The fact that learners produced diverse and meaningful content in the posts implies that they were not performing a mechanical task but internalizing subtle grammatical distinctions. Threads, in particular, resonated with its longer, contemplative writing. S2 added, "I like Threads more because people post longer and more detailed threads." I usually look for ones that break down grammar concepts through examples in everyday life." This reflective approach to writing encourages higher-order thinking skills and critical metalinguistic awareness, which are less likely to be fostered through rote grammar exercises (Ramadhan et al., 2022).

These results align with (Afolaranmi, 2023; Fauziah & Wahyudi, 2023), who discovered that digital environment-exposed learners were apt to use grammar intuitively because of the repetitive and meaningful input. While textbooks tend to excerpt forms from the wild, Twitter and Threads enable students to witness grammar in action, spanning from "He is flying" to "He does not fly" (which is something for another blog post, yes, I know). Hence, digital microblogging promotes grammar learning through incidental learning and risk-taking.

The students also showed improvement in their self-referential use of grammar. Some pointed to a habit they had developed of seeing patterns in posts or seeing peers' examples and then correcting their grammar. For example, S6 said, "I like that Twitter provides direct usage examples in context many times, such as 'I will help you,' whereas Threads was more explicit about when to use going to or will." This peer-supported learning reflects collaborative scaffolding, in which they co-construct meaning and resolve linguistic ambiguities, sometimes without the teacher's help (Ahmed, 2024). The active engagement of students in this process is a testament to the potential of microblogging to foster self-awareness in EFL learners.

These findings imply that microblogging platforms can be viable for language teachers to offer context grammar instruction if scaffolded with specific goals and reflective prompts. Twitter and Threads both hold potential as proper instruments to combine real-life communication with language metacognition in digital EFL pedagogy. Their 'everyday', readily available nature of these resources, combined with their relevance to students' digital practices, will likely increase motivation to learn grammar and aid retention.

Real-Time Feedback Enhances Engagement

One of the most significant advantages of implementing Twitter and Threads in EFL classes is the possibility of real-time feedback, which helps increase students' engagement and motivation. While traditional feedback is often after the fact and unilateral, timely feedback empowers learners to reflect on and amend their grammatical choices in real time, actively shaping their learning process.

According to the student interviews, several students said they learned better when receiving prompt feedback. Student 3 mentioned, "When the teacher gave me feedback via a tweet, I remembered it faster than in class." S6 also expressed the advantage of immediate interaction: "I learn things faster via Twitter. A quick response can help me apply the correction in person or that day." This repetition strengthens an error-free sample right as the learner's context is still fresh in their mind.

These results are consistent with Social Learning Theory (Bandura, 1986), highlighting the role of social interaction and immediate reinforcement in language learning. When students are given timely feedback, they adjust their performance and strengthen their representation of the right structures. This aligns with the transition from declarative knowledge (what-knowing) to procedural knowledge (how-knowing) necessary to learn grammar for speech communication.

Observations of participating students provided a confirming factor that this was the case. Students also modified their posts after receiving feedback from the teacher and sometimes from their peers. The observer rated 4/5 for responsiveness to student feedback because most made revisions based on the feedback. Peer feedback was less common, but teacher corrections frequently resulted in noticeable improvements in clarity and accuracy with subsequent posts.

Immediate feedback also seemed to boost students' confidence significantly. Observation indicated that students participated well in class, confidently writing and speaking in English (5/5). When students realize that what they do gets attention and a response promptly, they will more likely feel validated and stay the course, ask questions, or redo work or assignments when they are not required to. This sense of control and validation can inspire learner autonomy, which is particularly important in digital language learning (Ahmed, 2024).

This corresponds to the findings of (Wulandari & Muliani, 2023), who highlighted that EFL students who had received live corrections during mobile sessions on Telegram and Twitter achieved progress in grammar at a quicker pace and showed a greater willingness to produce the language. Likewise, (Hsu, 2022) revealed that real-time correction in SNS-based instruction led to better grammar accuracy than delayed feedback in a formal class.

However, peer feedback was not as prominent despite its beneficial effects. Interviews and observation suggested that although students interacted through basic replies, their feedback was superficial and failed to provide critical language annotations. The observer commented, "Student feedback remains shallow and so works to repress analytical thinking." This gap suggests developing a more formal approach to peer interaction models – perhaps using prompted guidance or sentence-analysis tasks to increase the quality of feedback.

The cumulative evidence indicates that embedding real-time feedback into digital microblogging platforms can dramatically increase EFL learners' engagement, confidence, and accuracy in grammar. However, to succeed, teachers must provide immediate feedback and train students to give each other constructive criticism. This training is essential to foster a culture of constructive criticism in the classroom, where students learn to provide feedback that is both respectful and helpful. Such double-edged support (of teacher and peer) shapes a collaborative learning environment in which language learning becomes a mutually interactive and motivating task for at-risk children.

Digital Distractions and Informality Limit Learning

Although integrating Twitter and Threads into grammar teaching is incredibly beneficial, there are some limitations. One downside is the level of informality of the content, and digital distractions may mean a lack of grammatical accuracy and focus. This speaks to the double-edged nature of digital media: what can be used effectively to advance learning can be used in risky ways that must be handled carefully.

Students have expressed a nuanced understanding of the learning environment they encounter on social media platforms. S7 admitted, "I find myself distracted by memes and sometimes forget to proofread my grammar." At the same time, S10 articulated, "I often question the veracity of what I read, prompting me to cross-verify from other sources" (see Appendices). These comments reveal that while enjoying the platforms, students are mindful that the learning environment may not always be conducive to accuracy or sustained attention.

Results are consistent with Cognitive Load Theory, which posits that extraneous or irrelevant information taxes working memory and undercuts learning efficiency (Paas & van Merriënboer, 2020). In social media spaces where educational resources are challenged by entertaining content, distractions are not hard to come by in a student's cognitive environment. Without scaffolding, this could result in partial learning, the fossilization of errors, or a misuse of grammar.

Observational notes supported these concerns. Although students generally performed well in their grammar, the observer noted that peer-to-peer interaction in comments or replies was somewhat superficial and lacked depth. Students sometimes sent emojis or non-sequiturs, conversational dead ends that I would not strive to reach in a classroom.

There is also the informal style that's common on Twitter and Threads. Multiple students remarked on the prevalence of slang, abbreviations, and the like, which has left some uncertain about standard use. S8 said: "Sometimes there is too much jargon or slang on Twitter, so I will filter the necessary information. This ability is a central concern in digital learning as students need critical digital literacy to determine reliable language models from informal or incorrect ones (Ramadhan et al., 2022).

(Fauziah & Wahyudi, 2023) also caution that the indistinctiveness of formal and informal language norms in platforms like Threads may confuse, particularly for less proficient learners. In their research, students interacting with unmoderated Threads' content used informal structures to outline academic work. Accordingly, teachers as "presence" and content curators are critical to orienting learners to appropriate models.

Notwithstanding these problems, students showed perception and resistance. Interview participants often spoke of checking grammar forms against other sources or checking with teachers for validity when applying new structures. This suggests that valid learning outcomes can be achieved even in informal environments when learners are directed to think critically and to compare with multiple sources. The secret is to embed pedagogical strategies that enable learners to filter, analyze and validate content.

Given these results, teachers should not stop using social media because it is "too informal". Instead, they should blend more structured instruction and purposeful work in digital spaces. Teachers can set tasks that challenge students to spot incorrect uses, rewrite posts in non-academic language, or fact-check grammar advice posted online. These approaches will likely improve informants' explicit grammatical knowledge and their digital criticality, which is necessary for lifelong learning in an online media environment.

Comparison with Traditional Grammar Teaching

In contrast to traditional grammar teaching, while traditional grammar teaching continues to be central to most EFL classrooms, several students remarked that Twitter and Threads felt like a refreshing complement. It was the first time that students viewed grammar as a learning subject that was both interesting and personally relevant – two

qualities rarely associated with the traditional teaching methods. Evidence from interviews indicated that social media offered a low-stakes, relevant context to increase students' learning motivation. First, S1 said, "While the classes are more organized, Twitter makes me want to learn faster and with less stress." Another student, S5, concurred: "The threads are more interactive and flexible, while the classes are much more structured and clearer." As a rationale, this aligns with more general strategies in language instruction that increasingly focus on more active strategies and digital forms of interaction; simultaneously, it allows students to become co-creators of knowledge and primary producers of their learning. The observation data corroborated this interpretation. Students' attitude and confidence were impeccable, with 5/5 in both columns. Additionally, students used the future verb forms extensively and memorably; for example, "I am preparing a presentation these days" or "I will be answering all the questions tomorrow", meaning both the grammar use was robust. Students were deeply involved in the activity.

Unlike textbook exercises, which sometimes feel disconnected from real-life situations, the microblogging activity empowered students to express their plans or intentions. This realization that grammar instruction can be practical was a significant step towards their autonomy in the learning process. The freedom to generate language that suits individual needs reflects the key features of task-based language learning (TBLT) communication, purpose, rather than form-driven activities (Al Kandari & Al Qattan, 2020; Ramadhan et al., 2022).

This blended model is supported by research. (Cleveland et al., 2016) discovered that combining digital exercises with face-to-face instruction increased the amount of grammar learned and was favoured by students. Likewise, (Sappaile et al., 2023) argued that real-world use of grammar in online conversations resulted in deeper processing and long-term knowledge retention, unlike traditional repetition on worksheets.

It is important to note that students did not wholly reject traditional teaching methods. As S6 pointed out, "In the classroom, I can ask questions if I am confused, but social media leaves room for more independent exploration." Some students appreciated the structured nature of in-class teaching for understanding the foundational rules before applying them in the more open digital literacy environment. This underscores the importance of a hybrid education model, where both systems are integrated for an optimal result. The students' positive feedback on this approach should reassure educators, researchers, and practitioners about its effectiveness.

In conclusion, data from students suggest that while microblogging is not used best in place of traditional grammar teaching, it does well to supplement it. Teachers can introduce relevant primary knowledge in the classroom, create real-life micro-blogging tasks as homework applications, and consolidate work. It aims to promote more engaging and meaningful language grammar learning for students, facilitating learners' self-confidence, autonomy, and communicative ability in real digital environments.

Implications for Productive Skills

Although the study's main aim was to investigate grammar learning of future verb forms, Twitter and Threads have contributed indirectly to developing productive language skills, including writing and, to a lesser extent, speaking. The organization of these platforms allows the learners to order their thoughts, write correct sentences, and communicate, which helps to form communicative competency.

It was observed that the students actively formulated more than one posting in different future forms that mimicked, in many cases, true-to-life intentions and actions. For example, a student contributed, "Tomorrow at 10 AM, I am presenting the quarterly financial report." This sentence represents grammatical accuracy and the characteristics of informative writing: clarity, audience, and coherence. The reflective nature of student posts is also congruent with writing objectives in EFL curricula.

Through writing for a public (though academic) audience, students engaged in 3 key areas of functional writing: planning, reviewing, and organizing thoughts logically. Students needed to thread logic through multiple entries to write in Threads — a key requirement for paragraph and essay writing. This ties in with (Sahril et al., n.d.) claim that regular, real writing, even of a casual nature, allows learners to internalize language structures and to become more coherent and fluent writers.

Students who used the platforms reported a significant boost in their confidence in expressing ideas in writing, with some directly attributing that confidence to using the platforms. S5 said," Threads help me learn grammar more in-depth, and I can make what I am thinking clearer there than I could with my sentences in class." This transition from sentence-level production to longer, reflective writing reflects the aims of a more task-based approach, which also incorporates grammar and meaning.

While the tasks were primarily written, some students verbally discussed their posts with other students during in-class meetings. The observation notes highlighted those students spontaneously made oral explanations during peer talk. This oracy aspect suggests that informal, digital writing tasks might provide a scaffold for speech, particularly in planning and expressing future intentions.

(Akpınar, 2024) refers to the significant value of integrated skills instruction, whereby learners working through grammar, writing, and speaking tasks can see a more in-depth relationship between form, function, and context. Like (Wulandari & Muliani, 2023), social media in the writing-initiated instruction often increases speaking fluency because students discuss or present their posts in class.

Indonesia's senior high school curriculum focuses on productive skills and real-life communication. Students can build connections between grammatical knowledge and these more expansive abilities by describing activities, plans, and opinions using grammatical structures. This covers grammatical points and, in some cases, serves as preparation for spoken presentations, written projects, or oral tests.

The EFL teaching implication may be obvious: when digital microblogging is deliberately introduced into the classroom tasks, it has the potential to connect grammatical knowledge learning and the production of language. In teachers' follow-up tasks, students post their presentations or an expansion of the presentations, or write reflections in which they consider peer feedback. They are certified grammar-building in the real world while reinforcing communicative confidence - an absolute must towards true fluency.

CONCLUSION

This article explores how microblogging (Twitter and Threads) can help EFL learners to acquire and use future verb forms. The results showed that microblogging improved both other-referenced and self-referenced contextually dependent awareness. Other-referenced awareness refers to the ability to understand and use language about others. In contrast, self-referenced awareness is understanding and using language about oneself. Contextually dependent awareness means being able to use language appropriately in different situations. Microblogging facilitated these types of awareness by providing various types of feedback, such as real-time feedback, reflective and autonomous writing and interaction, and linking grammar with productive skills, such as writing and speaking. Students were highly involved, their grammar level was pretty good, and they were more confident in formal and informal English.

However, obstacles like digital distractions, informal language exposure, and inadequate peer feedback depth suggest the necessity of guidance. Although students enjoyed a measure of freedom as they accessed social media, teacher scaffolding and critical literacy instruction were still needed to maintain high-quality learning outcomes.

For teachers who intend to use Twitter and Threads to teach grammar, care should be given to appropriate task design, feedback, and procedure for follow-up activities (e.g., oral presentation, structured discussion). Future studies might also explore the effects of microblogging on other grammar structures or the impact on students' spoken fluency across time.

There are several limitations in this study. First, because the study was carried out inside a classroom with only 36 Indonesian high-school students, a limitation is that results may not be generalizable. The participants' pre-existing knowledge on social media platforms like Twitter and Threads could have influenced the findings due to their familiarity with these platforms, making them less generalizable to learners of lower digital literacy. The investigation was also limited to future verb forms, and no such information is available concerning other complex grammatical constructions, e.g., conditionals, modals, or the passive voice.

More studies are urgently needed to build on our findings. The generalization of the results should be tested on larger participant groups from other education levels and sociocultural backgrounds. Longitudinal studies of the effects on language fluency, oral performance, and related use of social media for grammar instruction would be a crucial next step. Moreover, more studies are needed to investigate how microblogging tools are incorporated in teaching more challenging grammar aspects and their impact on collaborative learning, learner autonomy, and critical thinking in EFL classes.

In this respect, digital microblogging platforms, pedagogically scaffolded, provide not only interest-generating grammar practice but also integration of learning activities with the broader context of language competences. Their relevance to the outside world, their capacity to reflect, and their interactivity can be powerful aids within the modern EFL classroom.

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