

Exploring the Use of X (Formerly Twitter) in Students' English Writing Skills: Basis for the Development of Instructional Material

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Abstract

This study examined the influence of X (formerly Twitter) on the English writing skills of Bachelor of Secondary Education Major in English students and served as the basis for the development of an English Writing Enhancement Toolkit. Anchored on Connectivism Theory, the study employed a convergent mixed-method research design involving 30 purposively selected students with active X accounts from a university in Quezon City during the School Year 2025–2026. Quantitative data were collected using a researcher-made survey questionnaire, while qualitative data were gathered through semi-structured interviews. Descriptive statistics, including weighted mean and standard deviation, were used to analyze quantitative data, whereas thematic analysis was employed for qualitative responses. The findings revealed that respondents generally perceived X as a beneficial platform for learning, particularly in terms of diversity of knowledge sources, learning as connection-making, distributed knowledge systems, and capacity to learn. Personal learning growth emerged as the primary purpose for using the platform, while academic improvement, collaboration and networking, and staying updated received lower ratings. Qualitative findings identified several challenges in English writing, including limited expression due to character constraints, grammar and vocabulary difficulties, fear of misinterpretation and social judgment, self-censorship, time pressure, and the influence of informal writing habits. The integrated findings indicated that X serves as a useful supplementary platform for language exposure, communication, and writing practice but remains limited as a formal academic writing environment. Based on the results, an English Writing Enhancement Toolkit was developed to address identified writing challenges and support English writing development. The study aligns with SDG 4 (Quality Education) and SDG 9 (Industry, Innovation and Infrastructure) by exploring the educational use of digital technologies to support language learning. Its sustainability contribution lies in promoting educational and digital sustainability through the responsible integration of social media into English language instruction and literacy development.

Keywords: Connectivism Theory; Digital Literacy; English Writing Skills; Personal Learning Growth; Social Media; X (Twitter); Writing Enhancement Toolkit

1. Introduction

Social media has transformed communication and learning by providing opportunities for interaction, collaboration, and access to information. Among these platforms, X (formerly Twitter) promotes concise written communication through short-form posts and discussions. While social media can enhance writing through practice and engagement, excessive exposure to informal language may negatively affect academic writing skills (Thinking Pro, 2024). This study examines the influence of X on the English writing skills of Bachelor of Secondary Education Major in English students.

1.1 Background of the Study

The growing use of social media in the Philippines has increased opportunities for communication and learning. The country recorded 84 million social media users in 2022, with continued growth projected in the coming years (Balita, 2025). Despite this digital engagement, many Filipinos still experience challenges in literacy and writing proficiency (EDCOM 2 Communications, 2025). Studies show that social media can support writing development by providing access to learning resources, encouraging idea generation, and promoting self-assessment (Matalines and Guardaquivil, 2023). However, frequent exposure to abbreviations, informal language, and incomplete sentence structures may negatively affect spelling, grammar, and writing competency (Matalines and Guardaquivil, 2023; Sabdullah, 2022).

1.2 Themes and Insights from Related Literature

Literature identifies social media as a platform that promotes language learning and collaboration (Delos Santos & Ilustre, 2022) while critical digital literacies help understand how digital platforms influence online interactions and learning (Darvin, 2024). It provides authentic opportunities for writing practice and interaction with diverse audiences. Conversely, studies suggest that informal online writing habits, including slang, code-switching, abbreviations, and conversational styles, may transfer into academic writing and affect grammar, vocabulary, and organization (Nowacek, Leonard, and

Rounsaville, 2022; Nordin, 2023; Wijaya, 2022). Platform features and digital environments also influence writing styles and language use (Calude, 2024; Prinsloo, 2022).

1.3 Local, National, and Global Context

International and local studies indicate that social media can improve communication, motivation, and English language learning when used purposefully (Saeed, 2021; Adi Saputra, 2025; Belmonte, 2024; Rabongue, 2024). However, excessive and entertainment-driven use has been associated with distractions, weaker academic performance, and declining writing quality (Gordon & Ohannessian, 2024; Navida-Raya et al., 2024; Zarate, 2024).

1.4 Theoretical and Conceptual Basis

This study is anchored on the Connectivism Theory of Siemens and Downes, which views learning as a process of forming connections among individuals, information sources, and technologies (AlDahdouh et al., 2015; WGU, 2021). The theory supports the use of X as a learning network that facilitates information sharing, interaction, and knowledge construction. Students' perceptions, purposes of use, and writing challenges serve as the basis for developing an English Writing Enhancement Toolkit.

1.5 Research Gaps and Rationale

Although many studies have examined social media and education, limited research specifically investigates the influence of X on English writing skills. Likewise, few studies focus on Bachelor of Secondary Education Major in English students. This study addresses these gaps by exploring students' perceptions, purposes, and challenges in using X and by proposing an English Writing Enhancement Toolkit based on the findings.

1.6 Alignment with Relevant Sustainable Development Goals (SDGs)

This study supports SDG 4 (Quality Education) by promoting innovative approaches to language learning and writing development. It also aligns with SDG 9 (Industry, Innovation and Infrastructure) through the use of digital technologies to support educational practices.

1.7 Importance of the Study to Multidisciplinary Sustainability

The study contributes to educational and digital sustainability by promoting responsible and effective use of social media for learning. The proposed toolkit may support learners, educators, and institutions in strengthening English writing skills and digital literacy in contemporary learning environments. Language development among primary learners is fundamental to literacy acquisition, cognitive growth, social interaction, and identity formation. Increasing evidence indicates that community engagement significantly enhances language learning by connecting home, school, and community experiences. Through the collaborative involvement of families, educators, and community stakeholders, learners gain meaningful and culturally relevant language experiences that strengthen literacy, participation, and linguistic identity. Despite growing recognition of community-based language education, variations in socio-cultural conditions, policy support, resources, and technology access continue to influence implementation and outcomes. This study examines global patterns of community involvement in language formation among primary learners, identifies challenges and gaps, and proposes a framework for strengthening school–community collaboration in language education.

2. Material and methods

2.1 Research Design

The study utilized a Convergent Mixed-Method Research Design, wherein quantitative and qualitative data were gathered simultaneously, analyzed independently, and merged during interpretation to provide a comprehensive understanding of the research problem (Sheth, 2026). The quantitative component employed a descriptive research design to determine the respondents' perceptions of and purposes for using X through a researcher-made survey questionnaire using a Likert scale. Weighted mean and standard deviation were used to analyze the quantitative data. The qualitative component employed semi-structured interviews to explore the challenges encountered by students in English writing while using X. The qualitative data were analyzed through thematic analysis to identify recurring themes and patterns. The integration of both findings provided a holistic understanding of the influence of X on English writing skills and guided the development of the proposed instructional material.

2.2 Locale of the Study

The study was conducted in one of the universities in Quezon City during the School Year 2025–2026. The institution was selected because it offers the Bachelor of Secondary Education Major in English program, whose students served as the target respondents of the study.

2.3 Respondents of the Study

The respondents consisted of Bachelor of Secondary Education Major in English students enrolled during the School Year 2025–2026 who maintained active X accounts. These respondents were considered appropriate participants because of their direct experience using the platform, making them suitable for examining its influence on English writing skills.

2.4 Sample and Sampling Procedure

The study employed purposive sampling, a non-probability sampling technique in which respondents are intentionally selected based on their relevance to the research objectives (Bisht, 2024). Only students who actively used X were included in the study. A total of 30 respondents participated, enabling the researcher to gather information from individuals with direct experience using the platform and to address the research questions regarding perceptions, purposes, and challenges related to English writing.

2.5 Research Instrument

The study utilized a researcher-made survey questionnaire and a semi-structured interview guide. The survey questionnaire consisted of two parts. The first measured respondents' perceptions of X in terms of diversity of knowledge sources, learning as connection-making, distributed knowledge systems, capacity to learn, sustained learning networks, recognizing connections, currency of knowledge, and learning through decision-making. The second determined the respondents' purposes for using X in terms of academic improvement, personal learning growth, collaboration and networking, and staying updated. A five-point Likert scale was used to measure the level of agreement of respondents. The instrument underwent content validation by experts and educators, and revisions were incorporated based on their recommendations. Pilot testing was also conducted to ensure the reliability and clarity of the questionnaire. For the qualitative component, a semi-structured interview guide composed of open-ended questions was used to explore the respondents' experiences and challenges in English writing while using X. The interview focused on difficulties in expressing ideas, differences between social media and academic writing, effects of character limitations, word choice and tone, and issues related to grammar and sentence structure. The use of both instruments enabled the collection of comprehensive data necessary to address the study objectives and develop the proposed English Writing Enhancement Toolkit.

2.6 Data Gathering Procedure

The researcher first secured approval from the appropriate university authorities before conducting the study. Following approval, a review of related literature was undertaken to establish the theoretical and conceptual foundations of the research and to guide the development of the research instruments. Prior to data collection, respondents were oriented regarding the objectives, procedures, benefits, risks, and ethical considerations of the study. Informed consent was obtained, and participants were assured of the confidentiality and voluntary nature of their participation. The survey questionnaire was then administered to gather quantitative data regarding the respondents' perceptions and purposes for using X. After the completion of the survey, semi-structured interviews were conducted with selected respondents to obtain qualitative data concerning the challenges they encountered in English writing while using the platform. Upon completion of data collection, the quantitative and qualitative data were organized, analyzed, interpreted, and integrated. The findings subsequently served as the basis for the development of the proposed English Writing Enhancement Toolkit.

2.7 Data Analysis Techniques

Quantitative data were analyzed using descriptive statistical tools, specifically weighted mean and standard deviation. These measures were used to determine respondents' perceptions of X in terms of diversity of knowledge sources, learning as connection-making, distributed knowledge systems, capacity to learn, sustained learning networks, recognizing connections, currency of knowledge, and learning through decision-making, as well as their purposes for using the platform in terms of academic improvement, personal learning growth, collaboration and networking, and staying updated. Qualitative data obtained from the semi-structured interviews were analyzed using thematic analysis. Interview responses were transcribed, organized, and examined to identify recurring themes, patterns, and significant statements related to the challenges encountered by respondents in English writing while using X. Similar responses were grouped into categories to facilitate interpretation. The quantitative and qualitative findings were then integrated during the interpretation phase to provide a comprehensive understanding of the influence of X on students' English writing skills and to guide the development of the proposed toolkit.

2.8 Ethical Considerations

The study adhered to ethical principles throughout the research process. Participants were informed of the study's purpose, procedures, benefits, risks, and their rights before providing written informed consent. Participation was voluntary, and respondents were allowed to withdraw at any stage without penalty. Confidentiality and anonymity were maintained by coding participant information and securely storing research records. The study complied with relevant privacy regulations, including the Data Privacy Act. Participants were also informed that the use of AI writing tools during survey completion and interviews was prohibited to preserve the validity of the data collected. The researcher ensured the protection of participants from potential risks and harms by providing appropriate support when necessary and by prioritizing their well-

being throughout the study. Fairness, respect, and equitable treatment were observed during respondent selection and data collection. Contact information was likewise provided to address any concerns, questions, or clarifications regarding the conduct of the study.

3. Results and Discussion

3.1 Respondents' Perceptions of the Use of X

3.1.1 Diversity of Knowledge Sources

The respondents generally agreed that X provides access to diverse knowledge sources and perspectives, obtaining the highest overall rating among all learning dimensions (GWM = 4.11). The strongest perception was that X provides information from multiple perspectives, while comparing information from different sources received the lowest rating. These findings indicate that respondents view X as a platform that broadens exposure to information and viewpoints. This supports the idea that social media facilitates access to varied perspectives and digital interactions, consistent with the findings of Corsi et.al (2024) and Cinelli, et.al (2022).

3.1.2 Learning as Connection-Making

Respondents agreed that X helps them connect new information with prior knowledge and identify relationships among concepts (GWM = 4.09). The highest ratings were given to linking new information with existing knowledge and recognizing relationships among concepts. The findings suggest that X supports meaningful learning by enabling learners to establish connections between ideas. This aligns with Connectivism Theory, which emphasizes learning through networked connections (Siemens, 2005; Downes, 2012), and is supported by Li (2024) and Hishamuddin et al. (2023).

3.1.3 Distributed Knowledge Systems

Respondents agreed that X functions as a distributed knowledge system (GWM = 4.06). Access to knowledge shared by people with different levels of expertise received the highest rating, while contributing personal ideas received the lowest. The findings indicate that respondents value X as a platform for knowledge sharing and collaborative learning. These results support the view that social media enables learners to access information from diverse individuals and communities, consistent with Sivakumar, Jayasingh, and Shaik (2023) and Shabbir, Manan, and Ayaz (2025).

3.1.4 Capacity to Learn

Respondents agreed that X supports their capacity to learn (GWM = 4.04). The strongest result was its ability to motivate independent exploration of topics, while information retention received the lowest rating. This suggests that X promotes self-directed learning, curiosity, and initiative. However, the platform may be less effective in supporting long-term retention because of its fast-paced nature. These findings support Liton (2023).

3.1.5 Sustained Learning Networks

Respondents were neutral regarding the ability of X to sustain long-term learning networks (GWM = 3.17). Ongoing collaboration and academic interaction received moderate ratings, while maintaining learning connections with classmates ranked lowest. The findings imply that although X can facilitate interaction, it is not strongly perceived as a platform for sustaining long-term academic relationships. This observation is consistent with Zhang et.al. (2024) and Abdullah, Emran, and Nahar (2025).

3.1.6 Recognizing Connections

Respondents agreed that X helps them recognize relationships among ideas and information (GWM = 3.97). Integrating knowledge from multiple sources received the highest rating. The results indicate that X assists learners in comparing, organizing, and integrating information from diverse sources. These findings are supported by Sivakumar, et.al. (2023), Mercieca et.al. (2024), and Guan (2025).

3.1.7 Currency of Knowledge

Respondents were neutral regarding X as a source of updated and relevant knowledge (GWM = 3.09). Monitoring developments and changes in information received slightly higher ratings than maintaining current academic knowledge. The findings suggest that respondents do not strongly rely on X for academic updates. While the platform can provide current information, its role appears supplementary rather than primary, consistent with Déchène et al. (2024), Mercieca et.al (2024), and Guan (2025).

3.1.8 Learning Through Decision-Making

Respondents agreed that X supports learning-related decision-making (GWM = 3.56). Selecting relevant information for learning tasks obtained the highest rating, while improving problem-solving skills received a neutral rating. These findings suggest that X assists learners in evaluating and selecting information, although its contribution to problem-solving remains limited. This supports the findings of Chapman and Marich (2021) and Zhang et al. (2022).

3.1.9 Overall Perceptions of the Use of X

Overall, respondents agreed that X positively supports learning (GWM = 3.76). Diversity of Knowledge Sources ranked highest, followed by Learning as Connection-Making and Distributed Knowledge Systems. Sustained Learning Networks and Currency of Knowledge received the lowest ratings. The findings indicate that X is perceived primarily as a platform for information access, idea sharing, and learning connections, while its role in maintaining long-term academic engagement and providing consistent academic updates remains limited.

3.2 Purposes of Using X

3.2.1 Academic Improvement

Respondents were neutral regarding the use of X for academic improvement (GWM = 2.78). Clarifying difficult lessons received the highest rating, while completing academic tasks efficiently received the lowest. These findings suggest that X is used only occasionally as a supplementary academic tool. The results support Belmonte et al. (2024) and Amba and Cacharo (2025), who emphasized the role of social media in supporting learning rather than directly improving academic performance.

3.2.2 Personal Learning Growth

Personal Learning Growth received the highest rating among all purposes (GWM = 3.77). Respondents primarily used X to explore topics of personal interest and develop learning skills outside the classroom. The findings indicate that X serves as a platform for self-directed and curiosity-driven learning. This supports the findings of Chukwuere (2021) and El-Den et al. (2021).

3.2.3 Collaboration and Networking

Respondents were neutral regarding the use of X for collaboration and networking (GWM = 2.84). Exchanging ideas with peers received the highest rating, while collaboration with classmates ranked lowest. These findings suggest that academic collaboration through X remains limited. This result is consistent with Dimacangun and Guillena (2023), who reported moderate use of social media for collaborative learning.

3.2.4 Staying Updated

Respondents were neutral regarding the use of X for staying updated (GWM = 3.34). Maintaining relevant knowledge and monitoring emerging issues received higher ratings than accessing learning resources and subject updates. The findings suggest that respondents occasionally use X to follow current issues but do not strongly depend on it for academic updates. This observation supports Ibardeola et al. (2022).

3.2.5 Overall Purposes of Using X

Overall, respondents demonstrated a neutral level of academic engagement with X (GWM = 3.18). Personal Learning Growth ranked highest, followed by Staying Updated, while Academic Improvement ranked lowest. The findings indicate that respondents primarily use X for personal development and exploration rather than structured academic purposes.

3.3 Challenges Encountered in English Writing When Using X

3.3.1 Limited Expression Due to Character Constraints

Respondents reported difficulty expressing complete thoughts because of X's character limit. Many shortened sentences, omitted details, and fragmented ideas to fit within the platform's restrictions. These findings suggest that the platform's design encourages brevity but limits elaboration and coherence. This supports the findings of Czėstochowska's (2022).

3.3.2 Grammar, Vocabulary, and Sentence Structure Difficulties

Respondents experienced challenges related to grammar accuracy, vocabulary limitations, and sentence construction. These findings indicate that exposure to English on social media does not automatically improve writing accuracy. Similar observations were reported by Sto. Tomas and Dulin (2021).

3.3.3 Fear of Misinterpretation and Social Judgment

Respondents expressed concerns about being misunderstood, criticized, or judged by others. The findings suggest that audience awareness influences language use and discourages spontaneous expression. This supports Jusay, et.al (2022).

3.3.4 Overthinking and Self-Censorship in Writing

Many respondents carefully monitored their language and filtered their thoughts before posting. These findings indicate that social pressures contribute to cautious writing behavior, consistent with Jusay et.al. (2022) and Velasco (2020).

3.3.5 Time Pressure and Reduced Accuracy

Respondents reported posting quickly to keep up with conversations and trends, often resulting in reduced proofreading and writing errors. The findings show that the fast-paced environment of X can negatively affect writing accuracy. This supports Algabre et al. (2025).

3.3.6 Informal and Emotion-Driven Writing Style

Respondents frequently used X for casual and emotional expression rather than structured writing. These findings suggest that the platform promotes informal communication practices, consistent with Mayor and Bietti (2021) and Shankar and Tewari (2021).

3.3.7 Mixed Impact on Confidence in Writing

Some respondents reported improved confidence due to frequent exposure and practice, while others remained dependent on Taglish and experienced writing insecurity. These findings indicate that the impact of X on confidence varies depending on individual experiences and language proficiency. This supports Thandavaraj (2021).

3.4 Integrated Mixed-Method Findings

The integrated quantitative and qualitative findings reveal that respondents generally perceive X as beneficial for exposure to information, vocabulary development, communication, and self-expression. The strongest quantitative dimensions were Diversity of Knowledge Sources, Learning as Connection-Making, Distributed Knowledge Systems, and Capacity to Learn, while qualitative responses highlighted opportunities for vocabulary acquisition, language exposure, and communication practice. However, both data strands also revealed significant limitations. Respondents primarily used X for personal learning growth rather than academic improvement, collaboration, or structured learning. Qualitative findings further showed that character limitations, grammar difficulties, fear of judgment, self-censorship, time pressure, and informal communication practices negatively affect English writing. Overall, the findings suggest that X serves as a useful supplementary platform for English writing practice and language exposure but remains limited as a formal academic writing environment.

3.5 Proposed Instructional Material

Based on the findings, an English Writing Enhancement Toolkit was developed to address the identified writing challenges and maximize the educational potential of X. The toolkit consists of eight modules focusing on idea development, grammar improvement, vocabulary enrichment, tone and audience awareness, organization of ideas, writing confidence, distinctions between social media and academic writing, and digital writing application through a portfolio. Anchored on Connectivism Learning Theory, the toolkit utilizes learners' existing social media experiences and transforms them into structured opportunities for language development. The proposed material aims to improve grammar, vocabulary, organization, mechanics, confidence, and overall English writing proficiency while promoting responsible and educational use of social media.

4. Conclusion and Recommendations

The study concludes that X is generally perceived as a beneficial platform for learning and communication, particularly in providing diverse knowledge sources, supporting connection-making, facilitating knowledge sharing, and encouraging independent learning. Respondents primarily use the platform for personal learning growth rather than academic improvement, formal collaboration, or structured educational activities. Despite its learning opportunities, respondents encounter challenges related to character limitations, grammar, vocabulary, sentence construction, clarity of expression, and writing confidence due to the platform's informal and fast-paced nature. Overall, the findings support the development of an English Writing Enhancement Toolkit to address these challenges and maximize the educational potential of X in improving English writing skills in both academic and digital contexts.

English teachers may strategically integrate X and similar social media platforms into learning activities that promote knowledge sharing, collaboration, and exposure to diverse perspectives. Learning tasks may be designed to connect students' personal interests and online experiences with academic writing objectives while continuing to emphasize grammar accuracy, vocabulary development, sentence organization, coherence, and proofreading skills. Schools and educational institutions may provide programs that promote the responsible use of social media for learning and communication. The proposed English Writing Enhancement Toolkit may be utilized as a supplementary instructional material to support students' writing development, while future studies may evaluate its effectiveness and explore the influence of X and other social media platforms across larger samples, different academic programs, and multiple institutions.

This study is limited to selected students who use X, which may restrict the generalizability of the findings to other student populations. It focused only on English writing experiences within the platform and did not examine other forms of social

media interaction. The quantitative findings were based on self-reported perceptions, while the qualitative findings reflected a limited number of interview responses that may not capture all possible experiences. In addition, the interpretation and integration of quantitative and qualitative data may be influenced by the nature of the convergent mixed-method design. Finally, the findings reflect the current features and usage patterns of X, which may change over time and affect the applicability of the results.

Compliance with ethical standards

The authors declare no conflict of interest and received no external funding for this study. The researchers acknowledge the participating Bachelor of Secondary Education Major in English students and the university where the study was conducted for their cooperation and support. Participation was voluntary, informed consent was obtained prior to data collection, and information was gathered through non-invasive survey questionnaires and semi-structured interviews. All responses were treated confidentially, and no identifying information of the participants was disclosed in the study.

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