

The Use of Twitter in Learning English Vocabulary: EFL Learners

¹Nalini Arumugam, ²Nur Sarah Shafiqah, ³Alice Shanthi,
⁴Mohamad Idham & ⁵Purwarno

¹Akademi Pengajian Bahasa, Shah Alam, UiTM, ²Blue Deebaj (Malaysia) Sdn Bhd, ³Akademi Pengajian Bahasa, Seremban 3, UiTM, ⁴Faculty of Business, UiTM Melaka, ⁵Fakultas Sastra UISU, Universitas Islam Sumatra Utara, Indonesia
Corresponding Author Email: nalini@uitm.edu.my

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Abstract

This research project attempts to seek an analysis of the use of Twitter to acquire English language vocabulary for Foreign Language (EFL) international students who further their tertiary education in Malaysia. This research aims to study the role of Twitter in the vocabulary development of EFL learners at the university level and the perspectives of learners regarding the effectiveness of using Twitter as a language learning tool for vocabulary learning at the university level. Besides that, to validate the responses, this study also analyses the perceptions of EFL educators on the effect of traditional teaching methods and using Twitter in teaching vocabulary. The study used a quantitative research approach. It adopted two sets of questionnaires to collect data. Data and information from this study were obtained through questionnaires in Google Form and the use of SPSS software. The results found that most EFL learners agree that Twitter plays a vital role in the vocabulary development of EFL at the university level. Using Twitter as a language learning tool at the university level effectively promotes their vocabulary learning. It was also revealed that EFL educators prefer to utilize Twitter in teaching vocabulary, which is much more effective than traditional methods. However, a few learners perceived otherwise, stating that they tend to invest too much time in social media. The study concludes with recommendations for future research.

Keywords: Twitter, EFL Learners, Vocabulary, Educators

Introduction

Language learning experiences cannot be seamless as international students carry together their languages, beliefs, cultures, traditions, and behaviors. Saad, Yunus, and Embi (2014) mentioned that since these global learners come from different countries, they tend to carry their heritage, language, view of life, and others that may be distinctive or even oppose the host country. English as a foreign language is a study undertaken by foreign language learners

residing in a non-English - speaking culture (Peng, 2019). Peng also added that the audience of EFL is those whose English is not the first language or the official language of the country, such as China, Japan, and South Korea. In these countries, English is not indispensable for daily communication.

Mastery of vocabulary is amongst the most critical considerations for language development. It is crucial to improve learners' language, particularly their knowledge and understanding of reading. Vocabulary learning is among the most vital parts of language learning, and it is a critical component of English language learning. Alqahtani (2015), too, believed that vocabulary learning is an integral part of language learning. Hashemifardnia, Namaziandost, and Esfahani (2018) noted that vocabulary was an essential element for reading, writing, speaking, and listening comprehension. Without a broad vocabulary and vocabulary learning techniques, learners will not have their maximum potential in the English language.

Vocabulary is an essential aspect of learning a language. Having a broad vocabulary helps to facilitate learners to express ideas and comprehend the written and spoken meaning more successfully. Vocabulary knowledge is the cornerstone to enhancing EFL capabilities (Robani & Majid, 2014). It is also evident that vocabulary seems to be the foundation of all the language skills: speaking, reading, writing, and listening. Vocabulary plays a prominent part in learning foreign languages and acts as a base for interaction. Tosun (2015) believed that vocabulary was the fundamental basis of every language. Many foreign language learners are frustrated that they cannot promptly remember the correct phrase in conversation due to the restricted variety of words they know. Therefore, without adequate vocabulary knowledge, even those who demonstrate mastery of grammar can encounter communication breakdowns.

Social Media as a Tool of Study

Social networking, in general, can provide an efficient teaching resource, providing learners and educators with a convenient way to connect that goes beyond school hours and classrooms. In the current era of digitalization, social media appears to be a prominent communication medium. Using apps enhances learning opportunities by providing more space to document information by using images, links to clips, and written debate. Social media enables learners to share educational information, and through this interaction, many of them acquire new words (Arumugam et al., 2020). Alqunayeer (2016) claimed that learners have more probability of increasing the exposure and retention of the English vocabulary provided by social networking. Social media is crucial, especially in the vocabulary development of EFL learning at the university level and college level EFL learners. Therefore, social networking sites give learners the chance to build their EFL vocabulary.

Education has taken on various styles, particularly with worldwide technology and web development; Social Networking Sites (SNS) like Facebook, Twitter, My Space, etc., were crucial tools for social media, networking, and exchange of information (Almarwaey, 2017). Social networking sites have opened new opportunities for informal intercultural communication and foreign language learning (Benson, 2015), and it helps learners access information. Hashemifardnia, Namaziandost, and Esfahani (2018) also opined that WhatsApp could facilitate EFL learners to learn more about vocabulary. Kabilan and Zahar (2016) examined the efficacy of using Facebook to enhance vocabulary knowledge and

understanding among Community College learners. The results revealed that learners showed better performance in the post-test than in the pre-test. The study concluded that Facebook could be an additional learning site or learning tool as it can provide significant and engaging activities requiring learners to collaborate, notably for introverted students with low proficiency and low self-esteem. Alqunayeer (2016) conducted a study to test the efficacy of Twitter. The experimental groups used the Twitter social media site. In contrast, the control groups followed the traditional method, such as describing the words in simple English, giving hints or gestures, and using images or flashcards of vocabulary learning. The findings demonstrated that the students' vocabulary performance from the experimental group was on the rising trend.

Learning English is essential, and many people worldwide opt to study it as a second language. We live in the age of technology, competition, and social networking. Khan, Muhammad Ayaz, and Muhammad Faheem (2016) pointed out that it is easy for English learners to use social media to learn a language. They explained that reading books and other text materials like social media can arouse the interest of English learners in English language learning. The authors also stated that the use of social media helps English learners learn new words and vocabulary suitable for them in the ability of English language learning. Social media creates a platform to enrich students' grammar skills as well as change their attitudes in reading and writing expressively (Arumugam et al., 2019).

Vocabulary knowledge also enables students to master the language to communicate appropriately. Alqunayeer (2016) indicated that the rich vocabulary provides the learners with a storehouse of information to enrich their communication. In line with this thought, Harmer (1993) stated, "If language structures make up the skeleton of language, then vocabulary provides the vital organs and the flesh." However, English language students face serious troubles regarding this aspect of language, as they are still unable to communicate using the English language. Khan et al (2016) mentioned that social media is easy for young university-level learners compared to books or other text materials while going to the library and getting books related to vocabulary development.

Ghaemi and Golshan (2017) explored the impact of short message services (SMS) on the vocabulary learning experience of EFL learners through social networks. They indicated that students who used SMS considerably obtained higher scores than those who learned traditionally. Kabooha and Elyas (2018) highlight that social networking sites in foreign language learning can be rather innovative and effective if used for educational and professional purposes by learners and educators. However, Annamalai (2018) revealed that Malaysian teachers were not enthusiastic about using Facebook but preferred WhatsApp and Canvas. The applications permitted communication collaboration, and learners had flexibility in space and time to share ideas and information. Akhilar et al (2017) studied the effects of using Instagram in English language writing and shared that Instagram promotes society-centeredness and supports the distribution of relevant content that creates opportunities for effective interactions among language learners. They concluded that the use of Instagram improves students' writing skills.

Twitter

Twitter is a social networking site that relies heavily on conversing with other people and only exchanging concise messages. You could use Twitter to meet and chat with new people, communicate with colleagues, and advertise products and blog posts. Most interactions are public, and they are accessible for everyone to join, making Twitter an excellent option to learn the target language with many kinds of people and to communicate about a wide range of topics. Twitter has a limit on the length of any single tweet you write. Twitter posts consist of only 140 characters. That implies that messages can have only a max amount of 140 letters, numbers, symbols, and spaces. Thanks to this very short limit, the website focused mainly on interactions, quick updates, and personal opinions. Twitter is, however, still an incredible platform for English-speaking learners to interact with native English speakers.

Tweeting about a viewpoint or response to a multiple-choice question would be fun within the classroom and new communication technology in teaching. Twitter helps build students' searching skills, does collaborative work, and gathers references on topics. Alsaeed (2016) carried out research to determine Twitter's effectiveness on academic performance and developing collaborative learning skills of learners in a computer curriculum. The study adopted a quasi-experimental design and supported the experimental group with a positive result (Alqunayeer, 2016). Furthermore, Chuah and Ch'ng (2013) also agreed with this idea and recommend that Twitter for vocabulary learning helps boost student skills. They also explored how Twitter enables unintentional vocabulary learning among students with low fluency. The results revealed slight improvement in the wording of the students gained through tweets from the educator to communicate better.

Problem Statement

Elisha (2016) argued that technology has taken the spotlight in many modern institutions across the globe and that universities have not been exempted. Most learners have Internet access and social networking sites via their mobile phones and other related gadgets. Learners can acquire quick answers from their peers and educators on crucial academic concerns, thus strengthening the quality of the educational presentations and general communicative skills. Such improvements may be a magical cure for knowledge information, but they have also negatively impacted education and learning at the university level. Many learners become so dependent on social media that they pay relatively little attention to lessons. As there are two schools of thought, this study proposes investigating the role of Twitter in the vocabulary development of EFL at the university level and the perceptions of EFL instructors by comparing the effect of traditional teaching methods and using Twitter in teaching vocabulary. Hence, this study aims to shed light on the use of Twitter in learning English as Foreign Language (EFL) vocabulary for international students in Malaysia by answering the following questions:

1. What is the role of Twitter in the vocabulary development of EFL at the university level?
2. What are the perspectives of learners regarding the effectiveness of using Twitter as a language learning tool for vocabulary learning at the university level?
3. What are the perceptions of EFL educators between the effect of traditional teaching methods and using Twitter in teaching vocabulary?

Significance of the Study

This study inspires EFL educators to integrate social networking sites into education, specifically through Twitter. It further contributes to culminating the EFL educators and learners that Twitter plays a vital role in vocabulary development at the university level. All educators need to ensure that Twitter is used effectively by creating such guidelines to keep EFL learners engaged in their tasks by utilizing Twitter to teach vocabulary and incorporate it into the curriculum as Twitter also enables millennial learners through electronic interaction, particularly timid learners who may not have been interested in face-to-face interactions.

Methodology

This study adopted a descriptive research design using a survey instrument. This study consists of two categories of respondents, which are 100 international undergraduate students who furthered their studies in Malaysia and 20 language educators of different universities ranging from other age groups. Two sets of questionnaires were administered among EFL learners and EFL educators across various universities in Malaysia to investigate the effectiveness of using Twitter as a language learning tool for vocabulary learning at the university level, according to the perspectives of learners and universities educators.

Research Instruments

The first set of questionnaires is for the learners. It consisted of 3 parts. Part A aims to obtain respondents' demographic information. At the same time, Part B was adapted from Khan et al (2016) and Part C from Arumugam et al (2020), whereas Part C was adapted from (Benidir, 2016).

The second set of questionnaires is for the educators. It consisted of two sections; Part A obtained respondents' demographic information while Part B was adapted from Khan, Muhammad Ayaz, and Muhammad Faheem (2016), Allam, Elyas, Bajnaid, and Rajab (2017). Both questionnaires were rated using a 5-point Likert scale ranging from 1 ('strongly agree') to 5 ('strongly disagree'). The data were analyzed descriptively, with mean and standard deviation using Statistical Package for the Social Sciences (SPSS) software.

Theoretical Framework

This study adopted the same framework as an asynchronous teaching approach. The educator and the learners both used asynchronous communication and the learning performance depending on how well they interacted and shared information in the learning process (Murphy, 2007). In addition, several researchers (Dunlap & Lowehtal, 2009; Alghamdy, 2019) mentioned that Twitter helped facilitate learning via the web and allows users to interact with each other by asking questions, sharing information, and posting personal updates. The foundation of an asynchronous learning environment is based on social interaction so that the peers encourage one another to generate more efficient language communication (Said & Elfatah, 2015).

Results and Discussions

Using Twitter outside the classroom is believed to positively affect academic performance and develop collaborative learning skills of learners in a computer curriculum (Alqunayeer, 2016).

Table 1

Role of Twitter in vocabulary development of EFL Learners

	Item Statements	Mean	Std. Deviation
1	EFL learners use Twitter for English language vocabulary development	3.43	1.018
2	Learning vocabulary via Twitter makes me more proficient.	3.83	1.006
3	Twitter is an easy way the development of EFL vocabulary.	3.86	1.054
4	Twitter facilitates the EFL vocabulary development process.	3.91	.922
5	Twitter offers opportunities for more effective vocabulary practice.	3.91	.900
6	Twitter allows me to have control over my vocabulary learning	3.92	1.098
7	Learning vocabulary via Twitter is a valuable extension of classical learning methods.	3.93	1.008
8	The use of Twitter is helpful in EFL vocabulary development.	4.06	.941
9	Learning vocabulary in a Twitter environment creates less anxiety for me	4.06	1.062
10	Twitter motivates me to find out and discover more vocabulary.	4.07	1.037
11	The use of Twitter is more interesting than book reading for vocabulary development	4.08	1.041
12	Twitter provides vocabulary which contains words and images	4.10	.959
13	Twitter offers flexibility in vocabulary learning.	4.12	.977
14	Learning vocabulary in a Twitter environment is enjoyable and amusing.	4.18	1.038
15	Learners do not feel bored while using Twitter for language learning purposes.	4.19	.950
16	The use of Twitter is not helpful in EFL vocabulary development.	2.33	1.045
17	The EFL learners have a lack of interest in the use of social media at the university level	2.39	.984
18	Twitter is difficult for EFL learners at the university level.	2.53	1.058
19	There are fewer opportunities for EFL vocabulary development while using Twitter.	2.81	1.169
20	Twitter is not practical for EFL learners to share their views with native speakers of the English language.	2.84	1.220

When asked if the EFL learners use Twitter for English language vocabulary development, a mean of $m=3.43$ and $SD = 1.018$ indicated their use of Twitter for English language vocabulary development. At the same time, $m = 3.83$, $SD = 1.006$ agreed that learning vocabulary via Twitter makes them more proficient. Besides that, most of the learners agreed that using Twitter is an easy way to develop EFL vocabulary (mean = 3.86, $SD = 1.054$) and therefore helps facilitate the EFL vocabulary development process with a mean value of $m= 3.91$, $SD = .922$. Hence, EFL learners use Twitter positively to learn vocabulary classes. Results also show that learners agreed that Twitter offers opportunities for more effective vocabulary practice (mean = 3.91, $SD = .900$), and they can have control over their vocabulary learning (mean = 3.92, $SD = 1.098$).

EFL learners with a mean of 3.93 believed that learning vocabulary via Twitter is a valuable extension of classical learning methods. Therefore, the use of Twitter is helpful in EFL vocabulary development (mean = 4.06, SD = .941). Besides that, learning vocabulary in a Twitter environment creates less anxiety for learners has a mean of 4.06 (SD = 1.062). This finding is very positive as Abdullah and Abdul Rahman (2010) reported that students were nervous and very self-conscious when they had to speak in front of other students, especially when they were unprepared. Therefore, this contradicting view exhibits that Twitter helps reduce anxiety for the learners when learning vocabulary and communicating with others in English.

It also showed that the use of Twitter that motivates the learners to find out and discover more vocabulary (mean = 4.07, SD = 1.037). On average, most learners agreed that using social media platforms offers them more flexibility in learning vocabulary (mean = 4.12, SD = .977). The mean response for the item learning vocabulary in a Twitter environment is enjoyable and amusing is 4.18, indicating that the participants mostly gave affirmative answers to these two questions. Likewise, most of the students gave positive responses that they were not bored while using Twitter for language learning purposes with a mean = 4.19, SD=.950.

However, some of the learners shared that the use of Twitter is not helpful in EFL vocabulary development with a mean of $m= 2.33$, SD = 1.045 and that EFL learners lack interest in the use of social media at the university level with a standard of 2.39. This is followed by the item that mentions the use of Twitter is difficult for EFL learners at the university level (mean = 2.53, SD = 1.058). There are fewer opportunities for EFL vocabulary development while using Twitter (mean = 2.81, SD = 1.169). Finally, the lowest ratings that participants gave were to the item "Twitter is not useful for EFL learners to share their views with native speakers of the English language" (mean = 2.84, SD = 1.220). In conclusion, we can assume that most EFL learners agreed that Twitter plays an essential role in the vocabulary development of EFL at higher learning institutions.

Table 2

Learning vocabulary via Twitter is a valuable extension of classical learning methods

ANOVA					
Learning vocabulary via Twitter is a valuable extension of classical learning methods.					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.006	1	.006	.006	.937
Within Groups	100.504	98	1.026		
Total	100.510	99			

Table 3

Learning vocabulary via Twitter is a valuable extension of classical learning

DESCRIPTIVES								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Male	34	3.94	1.013	.174	3.59	4.29	1	5
Female	66	3.92	1.012	.125	3.68	4.17	1	5
Total	100	3.93	1.008	.101	3.73	4.13	1	5

The One-way ANOVA was conducted, and the results are shown in Table 2. It is found that $F = .006$, $df = 1, 98$ and $Sig = .937$. This result indicates no significant difference between gender and learning vocabulary through Twitter (Table 3). Males score the highest (mean = 3.94, SD 1.013) while females the opposite (mean = 3.92, SD = 1.012). This result concurs with Jafari and Chalak (2016). They conducted a study to explore WhatsApp's role in improving vocabulary learning among EFL learners in Iranian junior high schools and revealed no significant difference in their vocabulary development between male and female learners. Gen Z prefers to learn through interactive social media tools and acquire vocabulary (Arumugam et al., 2020).

Learner Perspective regarding the effectiveness of using Twitter as a language learning tool for vocabulary

Social media promotes society-centeredness and enhances oral and written effective interactions among language learners (Akhiar et al., 2017; Arumugam et al., 2020).

Table 4

The effectiveness of using Twitter as a language learning tool

	Item Statements	Mean	SD
1.	I communicate with my teachers outside the classroom by using Twitter.	2.79	1.409
2.	I think the use of Twitter will ameliorate my vocabulary	3.88	1.047
3.	I believe in learning vocabulary via Twitter	3.90	1.068
4.	I make faster progress in EFL vocabulary learning using Twitter.	3.81	1.070
5.	Twitter strengthened and gave me a broader understanding of topics discussed in class	3.91	1.074
6.	I agree that by learning EFL vocabulary through Twitter, I will be able to retain the words in my long-term memory more efficiently.	3.94	1.043
7.	Learning vocabulary in dynamic environments is an adequate strategy in EFL classes.	3.97	.989
8.	I confirm that collaborative learning in authentic environments fosters and improves my EFL vocabulary learning.	3.99	.916
9.	I think social networking sites such as Twitter are improving my EFL vocabulary.	4.02	.943
10.	I agree that learning vocabulary through Twitter is more enjoyable and profitable	4.04	1.014
11.	I think that Twitter has a negative effect on my EFL vocabulary learning process	2.44	1.038

The first item in Table 4 mentions learners' communication with their educators outside of the classroom by using Twitter. This item aims to know if the teacher-learner relation goes beyond the classroom walls. The response reveals more than half of the learners with a mean value of 2.79 communicate less with their educators outside the classroom. The result indicates that there is no active interaction between learners and educators. This could be where the educators prefer to maintain only professional exchange in the class. That may not facilitate or enhance learners' academic achievement because the more teachers connect with their students, the more likely they will be able to help students learn at a high level. The learners also believed that the use of Twitter ameliorates their vocabulary knowledge (mean = 3.88, SD = 1.047). This result concurs with Arumugam et al. (2020) and Benidir (2016), who advocated that social media is adequate to encourage vocabulary learning. Besides, most learners justify their answers by declaring that social media helps them communicate with their classmates, teachers, and native speakers in English, which can help them learn new words and enrich their vocabulary knowledge.

It also shows that most of the students believed in learning vocabulary using Twitter (mean = 3.90, SD = 1.068). EFL learners perceived they would make faster progress in EFL vocabulary learning through Twitter (mean = 3.81, SD = 1.070). Jafari and Chalak (2016) conducted a study to explore WhatsApp's role in improving vocabulary learning among EFL learners in Iranian junior high schools. The findings showed that the use of social media played an essential role in learners' vocabulary learning.

Next, the table shows that most EFL learners agreed that Twitter strengthened and gave them a broader understanding of topics discussed in class, with a mean value of 3.91. They also decided that by learning EFL vocabulary through Twitter, they will be able to retain the words in their long-term memory more efficiently (mean = 3.94, SD = 1.043). This finding is consistent with Fehr et al (2012) results. They found that students who were rehearsing the instructed lexical items in a computer-based environment using online social platforms had a chance to retain more vocabulary items. As a result, their size of vocabulary knowledge was enhanced.

Besides that, the learners believed that learning vocabulary in dynamic environments is an adequate strategy in EFL classes (mean = 3.97, SD = .989). EFL learners also confirmed that collaborative learning in authentic environments fosters and helps to improve their EFL vocabulary learning (mean = 3.99, SD = .916). A study about using Twitter outside the classroom by (Alsaeed, 2016). Her study aimed to investigate the effectiveness of Twitter on academic achievement and the development of cooperative learning skills among students in a computer curriculum, and the study had a positive result on the experimental group.

Apart from that, a total mean of 4.02 for item "EFL learners think that social networking sites such as Twitter are improving their EFL vocabulary," which shows that the use of social media is vital throughout their language learning process. Moreover, many learners also agreed that learning vocabulary through Twitter is more enjoyable and profitable (mean = 4.04, SD = 1.014). This is in line with another study by White and Mills (2012), which mentioned that using Twitter inside the classroom helped to increase students' engagement. The result was that tweeting about an opinion or an answer to a multiple-choice question inside the classroom was enjoyable and an engagement strategy in teaching.

Finally, the learners gave the lowest ratings to the item "Twitter has a negative effect on my EFL vocabulary learning process" (mean = 2.44, SD = 1.038). On average, this concludes that learners agreed that using Twitter as a language learning tool at the university level is adequate for their vocabulary learning.

Learners favor using Twitter as a language learning tool at the university level, which is adequate for their vocabulary learning. It also shows that attitude towards technology is one of the critical factors in learning performance. Köse, Çimen, and Mede (2016) stressed that the learners considered online tools useful in their vocabulary development. Therefore, Twitter or any such social media should be integrated with the curriculum to aid learners' vocabulary development during the language learning process.

What are the perceptions of EFL educators between the effect of traditional teaching methods and using Twitter in teaching vocabulary?

Nations (2019) believes that social media is a platform for educators to share materials or lead a discussion with their students. Social media like FB also promotes a good rapport between teachers and students.

Based on the data indicated in Table 5, a total of mean 3.60 agreed that they use social media as a tool when teaching English vocabulary outside of the class. Another similar mean (3.60) believed that Twitter should be an essential part of the English language-teaching curriculum

for university and college EFL learners. This shows that using the online platform for language learning purposes is not something new and has been going around for some time, and learners have positive attitudes towards these platforms.

Besides that, most educators believed that using Twitter can lower learners' anxiety about learning new EFL vocabulary (mean = 3.70, SD = 1.380), and their learners also can comprehend the meaning of EFL vocabulary easier via Twitter than traditional strategies (mean = 3.80, SD = 1.281). The item "I acknowledge that repetitive exposure to the target words in SNS especially Twitter improves the quality of my learners' vocabulary and communication" received a total mean of (4.00, SD = 1.026). This is followed by "I think that social media learners learn more vocabulary than those who do not" (mean = 4.15, SD = 1.348). The results displayed in the figure above show that most participants agreed that learners who learn vocabulary through social media would be more inclined to improve their vocabulary knowledge than those who do not use it. Briefly, social media has a significant influence on vocabulary learning.

Table 5

Perceptions of EFL educators between the effect of traditional teaching methods and using Twitter in teaching vocabulary

No.	Item Statements	Mean	Std. Deviation
1.	I use social media as a tool when teaching English vocabulary outside of class.	3.60	1.188
2.	I believe that Twitter should be an essential part of the English language-teaching curriculum for university and college EFL learners.	3.60	1.392
3.	I believe that Twitter can lower learners' anxiety toward learning new EFL vocabulary	3.70	1.380
4.	I comprehend the meaning of EFL vocabulary easier via Twitter than the traditional strategies.	3.80	1.281
5.	I acknowledge that repetitive exposure to the target words in SNS significantly Twitter improves the quality of my learners' vocabulary and communication.	4.00	1.026
6.	I think that learners who use social media learn more vocabulary than those who do not.	4.15	1.348
7.	I consider social media to aid learners in ameliorating their vocabulary knowledge.	4.20	1.056
8.	It is easy to teach the different forms of a new word by using Twitter	4.20	1.240
9.	I agree that learning EFL vocabulary through only traditional classroom-based instruction is not sufficient anymore.	4.35	.988
10.	I believe that learners who learn vocabulary through social media will be more inclined to improve their vocabulary knowledge than those who do not.	4.40	1.142
11.	I support the idea that learners are under pressure and stress by learning EFL vocabulary through traditional instructions.	4.40	.883
12.	Creating a class community online social media can help teachers encourage students to communicate in English and improve their EFL vocabulary.	4.45	1.099
13.	I believe that using Twitter is a highly motivating and entertaining way of teaching EFL, especially for university and college learners.	4.45	.826
14.	I agree that today most students tend to attend technology-supported classes.	4.50	.827
15.	I believe that using Twitter outside of my EFL class can be time-consuming.	2.50	1.504
16.	I believe that I cannot measure learners' knowledge of English when I use Twitter applications in my EFL classes.	3.00	1.214

For item 7, "I consider social media as an aide for learners to ameliorate their vocabulary knowledge," the results confirm that most of the participants asserted the effectiveness of social media in improving learners' vocabulary. Besides that, it is easy to teach different forms of a new word by using Twitter (mean = 4.20, SD = 1.240) as learners may see pictures of things through online media. This follows a study by Arumugam et al (2020), which stated that social media is easy for young university-level learners compared to books or other text materials while going to the library and getting books related to vocabulary development.

Next, most participants also confirmed that learning EFL vocabulary through only traditional classroom-based instruction is not sufficient anymore (mean = 4.35, SD = .988). They also believed that learners who learn vocabulary through social media would be more inclined to improve their vocabulary than those who do not (mean = 4.40, SD = 1.142). These educators also supported the idea that learners are under pressure and stress (mean = 4.40, SD = .883). Also, creating a class community on online social media can help EFL educators encourage students to communicate in English and improve their EFL vocabulary (mean = 4.45, SD = 1.099). This proves Annamalai (2018) right when he unveiled those Malaysian teachers preferred using social media like WhatsApp and Canvas. The applications allowed communication and collaboration and gave learners flexibility in space and time to share ideas and information.

On average, educators believe that Twitter is a highly motivating and entertaining way of teaching EFL, especially for university and college learners (mean = 4.45, SD = .826). Most EFL educators agreed that most learners nowadays tend to attend technology-supported classes. (mean = 4.50, SD = .827). Khan et al (2016) support these results that social media's role is dominant in the vocabulary development of the English language at the university level. The study also revealed that the role of social media in English language vocabulary development is like the brightness of the day because social media facilitate English learners to learn new words and phrases and improve their vocabulary. Arumugam et al (2020); Hafedh (2019) also confirm the benefits of using Twitter to acquire new words.

However, a few participants indicated that using Twitter outside their EFL class is time-consuming (mean = 2.50, SD = 1.504). They cannot measure their learners' knowledge of English when they use Twitter applications in their EFL classes (mean = 3.00, SD = 1.214). Arumugam, Selvanayagam, and Sathiyasenan (2020) indicated that too much time invested in social media is detrimental as learners sacrifice their sleep time. They also added that lack of sleep distracts their focus in class on the following day.

Briefly, based on the findings of this study, it can be found that EFL educators tend to prefer utilizing Twitter in teaching vocabulary, which is much more effective than the traditional method. However, all social media users must make wise use of this platform. It indicates that educators believe that utilizing Twitter in teaching vocabulary is much more effective compared to the traditional method as it can make learning more exciting and not dull. In a similar study by Kitchakarn (2016), he indicated that choosing suitable social media would significantly impact students' participation. The study also found that social media is ideal for the course as being user-friendly, so learners tend to have a positive attitude toward Twitter as a learning platform and to store supplementary materials that educators provide for learners to study outside class to gain knowledge.

Conclusion

The development of active language educational experiences is a crucial element of support for EFL learners. In attempting to reach this need, incorporate Twitter into EFL teaching actively and appropriately to promote learning communities where learners can participate daily. The results of this study help EFL educators utilize Twitter to provide authentic communicative situations for EFL learners. EFL learners may also continue to strive to develop their communication skills with other EFL learners through Twitter. EFL learners can also boost their vocabulary skills by simply using Twitter. Twitter also can assist EFL learners in discovering word implementation, memorizing words for a prolonged period, and practicing words after learning.

Social media platforms such as Twitter are a modern technique worth incorporating into undergraduate language courses for learning vocabulary in English. The current study indicates that Twitter should be utilized not merely for joy and networking but also, more importantly, for beneficial practice in educational activities, thus contributing to boosting learners' knowledge. These benefits of using Twitter can assist in teaching vocabulary or other skills and are an efficient and fascinating tool that can be used in any classroom.

A survey by Alqunayeer (2016) found an increase in learners' vocabulary achievement in the experimental group and therefore had a positive effect on the learner's vocabulary achievements. Based on the findings in this study, most EFL learners agree that Twitter plays a vital role in the vocabulary development of EFL at the university level. Learners may spend more time talking and lose track of the objective of using Twitter. It is also crucial that educators control their learners to optimize the benefits of online education. The results have revealed positive learning perspectives for the participants about improvements to their vocabulary. Most participants felt that Twitter is a good and helpful tool for learning English. They believed that using Twitter to learn English vocabulary is a fun and exciting way of knowing yet simple enough.

The results and literature explain that social media provides many benefits and accessibility through smartphones, making it apt for continuous language exposure (Alnjadat et al., 2019). Additionally, social media is a good platform for educators and learners to share information and materials that contextualizes visual data to aid in English language learning, especially for EFL learners, besides connecting them with a community of online learners. Although there is a minor challenge where some users misuse the facilities, many respondents and researchers strongly believe that we need to cater to Gen Z by adopting social media in classroom practice. It is remarkable that social media extends by assisting undergraduates' communication skills, knowledge, and English language proficiency (Ahmadi, 2017; Arumugam et al., 2019; Mubarak, 2014).

Given the opportunity to use social media platforms, educators must develop teaching techniques and incorporate modern technology into their teaching approach. Overall, this study provides concrete evidence that Twitter is an effective tool and has a great perspective on EFL learners in Malaysia.

Recommendations

Based on the findings of this study, it is recommended that educators promote the use of social media platforms to instruct and practice EFL vocabulary. They should switch their position from class-dominant educators to educators whose role is to guide and encourage learners to interact and learn the language. If educators employ innovative techniques rather than relying exclusively on traditional approaches, it will enhance vocabulary acquisition among EFL learners. As for learners, it is advised to use technology and social media platforms wisely to learn EFL vocabulary and other skills.

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