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English-Based Threads Accounts as Informal Learning Media for EFL Learners

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ABSTRACT

This study examines the role of English-based Threads accounts as informal learning platforms for English as a Foreign Language (EFL) learners. The objective is to identify the categories of English-learning content disseminated, analyze patterns of learner interaction and engagement, and assess the educational values felt by learners utilizing Threads as an informal learning platform. This study used a qualitative phenomenological research approach to explore the lived experiences of content authors and learners, reflecting the increasing interest in informal language learning facilitated by social media. Data were gathered by systematic content observation, document analysis of posts and comments, and comprehensive interviews with four purposefully selected English-learning Threads accounts: @englishwithzah, @englishwithwahyu, @englishwithfaqih, and @bbyadthma. Analysis of 175 postings and 2,847 comments was conducted from October to November 2025. The results indicate four primary content categories: educational, motivational, interactive, and multimodal content. Learner engagement manifested through five patterns: public interaction, creator-learner discussion, peer learning, and off-platform speaking practice. Learners recognized various educational benefits, including accessibility, microlearning, emotional support, learner autonomy, and a low-anxiety learning atmosphere, while also illustrating the importance of critical and active participation. This study emphasizes the potential of Threads as an informal learning environment for EFL learners.

1. Introduction

Threads, created by Meta, is a social media application focused on text that aims to enable effortless sharing of ideas, engaging discussions, and connections among users who share similar interests, all through a straightforward and efficient interface. In contrast to visually focused platforms like Instagram and TikTok, Threads prioritizes text-based communication, creating an environment conducive

to more meaningful discussions (Ofgang, 2023). A notable characteristic is the seamless integration with Instagram, enabling users to migrate their current handles and follower lists, which greatly accelerated its swift uptake (Langreo, 2023). In a matter of days post-launch, Threads achieved over 100 million sign-ups, establishing itself as one of the quickest-growing applications in the realm of digital history (Smith, 2023).

This remarkable rise in popularity showcases its potential not just for casual social interaction but also for more significant applications, such as professional communication, academic collaboration, and educational involvement (Octaviani & Ulya, 2025). Due to its immediacy, accessibility, and interactive features, Threads offers a rich opportunity to investigate how social networking platforms can enhance both formal and informal learning settings in the digital age (Li & Sun, 2024). In educational contexts, Threads provides a vibrant platform that enhances learning interactions beyond the confines of conventional classrooms. The features facilitate the establishment of informal discussion spaces, allowing learners to exchange insights, pose questions, and participate in collaborative dialogue in real time (Ofgang, 2023).

Educators are beginning to investigate its potential for cultivating professional learning communities, enabling both teachers and students to share resources and ideas in a more interactive way (Langreo, 2023). This integration illustrates the wider trend of utilizing social networking applications as additional resources in education, especially in enhancing learner engagement and fostering genuine communication (Rahmawati et al., 2020; Yunus et al., 2019). Theories surrounding language acquisition through social media suggest that informal, interest-based settings offer learners distinctive chances to negotiate meaning, collaboratively build knowledge, and engage with the target language in genuine contexts (Wang & Vásquez, 2012; Dörnyei, 2021).

Therefore, Threads presents considerable promise not just as a platform for social interaction but also as an educational resource that fosters genuine communicative exchanges and valuable language practice in various learning environments, both formal and informal (Li & Sun, 2024). While there is a wealth of studies on social media platforms in language education, especially regarding Facebook, WhatsApp, and Edmodo, empirical research specifically targeting Threads is just starting to surface. Prior studies on platforms such as Facebook and WhatsApp consistently emphasize their advantages for collaborative learning, motivation, and intercultural communication (Rahmawati et al., 2020; Yunus et al., 2019). Nonetheless, the distinctive features of Threads, characterized by its focus on text and its connection with Instagram, have yet to be thoroughly examined.

Recently, Octaviani and Ulya (2025) explored the application of Threads in teaching recount text writing to tenth-grade students. Their findings indicated that learners not only welcomed the platform but also showed enhancements in writing organization and effectively utilized the features of Threads. In a related study, the impact of Threads-based peer feedback on improving EFL learners' writing skills was investigated, revealing heightened engagement, comprehension, and writing

development, despite the identification of some technical challenges (Rowiyah et al., 2025). The preliminary results indicate that Threads may have a beneficial effect on language learning; however, the current body of research remains constrained, especially in terms of its wider implications beyond writing instruction. Although initial results are promising, there remains a significant gap in the existing studies. Current research mainly examines the applications of Threads in writing and how students perceive these applications. Limited exploration has been conducted regarding the wider dimensions, including interaction patterns, content types shared, and educational results within informal environments.

Furthermore, the unique features of Threads, in contrast to other social media platforms, have yet to be thoroughly examined for EFL learners. This gap underscores the necessity for comprehensive examination to ascertain how Threads can facilitate learning beyond mere writing tasks, especially in unsupervised, peer-driven environments. This study aims to fill that gap by examining the use of the English-based Threads application as informal learning resources for EFL learners. Through an examination of the content shared, the dynamics of interaction, and the perceived value of learning, this study presents a fresh perspective on the operation of Threads as both a social and educational ecosystem. This study offers a fresh perspective by exploring an emerging platform within a comprehensive, informal learning environment. It provides valuable theoretical insights into digital informal language learning, along with practical guidance for educators, learners, and content creators who wish to leverage Threads for language acquisition.

2. Methodology

Research Design

This study employed a qualitative research design, specifically a phenomenological approach, to explore and understand the phenomenon under investigation in depth. Qualitative research is particularly appropriate for examining complex phenomena within their social and educational contexts, as it allows researchers to capture participants' perspectives, meanings, and experiences (Flick, 2022). In line with this view, the present study aimed to investigate how English-based Threads accounts function as informal learning media for EFL learners. The phenomenological approach was chosen because it focuses on describing and interpreting individuals' lived experiences related to a particular phenomenon (Creswell & Creswell, 2018). In this study, phenomenology enabled the researcher to gain a deeper understanding of EFL learners' experiences when engaging with English-based content on Threads, including how they interact with peers, engage in informal learning activities, and perceive the educational value of the platform. Through this design, the study specifically examined the types of English-based content shared on Threads, the patterns of interaction and engagement among EFL learners, and the educational values they perceived from using Threads as an informal language learning space.

By emphasizing participants' firsthand experiences and interpretations, this approach allowed the researcher to capture the essence of informal language learning practices occurring in a digital social media environment. By focusing on EFL learners in informal learning contexts, this study sought to provide meaningful insights into the role of social media platforms, particularly Threads, in supporting English language development beyond formal classroom settings. The findings are expected to contribute to a deeper understanding of digital informal learning in EFL contexts and to offer practical implications for English language education and the integration of social media as supplementary learning media.

Site and Participants

This research was conducted in an online setting, focusing on the Threads social media platform. As Threads is a digital environment, the study did not involve a physical research site. Instead, it concentrated on observing and analyzing English-based Threads accounts that function as informal learning media for EFL learners. The participants in this study were English-language Threads accounts. In this research, the accounts themselves were treated as the unit of analysis rather than individual users. This approach recognizes that English-based Threads accounts are not merely personal profiles, but serve as informal learning spaces where English learning content is continuously shared, accessed, and interacted with by users. The accounts were selected using purposive sampling to ensure their relevance to the research objectives. The selection criteria were as follows:

1. The accounts consistently shared English language learning content, such as vocabulary, grammar, idioms, pronunciation, and communication strategies;
2. The accounts showed active engagement through comments, likes, or reposts, indicating interaction between content creators and learners;
3. The accounts had been active for at least the past two months to ensure consistency and data adequacy; and
4. The content was primarily instructional in nature rather than focused on entertainment or lifestyle topics.

Based on these criteria, approximately four English-based Threads accounts were selected. These accounts provided sufficient and relevant data to explore how Threads functions as an informal learning platform and how English learning content is shared and engaged with by EFL learners.

Instruments

This research utilized three instruments: content observation sheets, document analysis guides, and semi-structured interview protocols. The utilization of multiple instruments facilitated data triangulation, thereby enhancing the credibility of the findings (Lincoln & Guba, 1985). The instruments were developed to enhance one another and to record both observable learning activities and participants' viewpoints on English learning via Threads. Content observation sheets were employed to systematically analyze English-based Threads posts and user

interactions, concentrating on learning content, instructional features, and engagement patterns. Document analysis guides facilitated the examination of posts and comments to identify indicators of informal learning practices. Semi-structured interviews were performed with account creators to investigate their intentions, content strategies, and perceptions of Threads as an informal learning platform. These instruments facilitated systematic data collection aligned with the qualitative emphasis of the study.

Data Collection

Data collection is the foundation of qualitative research, providing the raw material from which meaningful insights are derived. Miles and Huberman (2014) emphasize that systematic data collection is crucial for capturing the complexity of participants' experiences and ensuring that the information is rich, detailed, and contextually meaningful. In this study, three complementary methods were employed to collect comprehensive data: Content Observation, the researcher conducted systematic observations of selected English-based Threads accounts. This included monitoring the types of content shared (such as vocabulary exercises, grammar tips, pronunciation guides, and cultural notes), the frequency and regularity of posts, and patterns of audience interaction (comments, likes, shares, and reposts). Field notes and screenshots were taken to preserve authentic interactions, providing a detailed record of both content and engagement dynamics.

This method allowed the researcher to see how informal learning is naturally constructed in a digital environment and how learners interact with learning materials in real-time. Document Analysis, drawing on Bowen's (2009) framework, all posts, captions, hashtags, and comment threads were treated as documents for qualitative examination. Through document analysis, the researcher was able to identify recurring instructional strategies, such as the sequencing of content, the use of multimodal resources (images, text, and videos), and the emphasis on specific language skills. This approach also provided insight into how account administrators intentionally structure posts to support informal learning, revealing educational values embedded in seemingly casual digital interactions.

In-depth interviews were conducted online with account owners or administrators to explore their perspectives, motivations, and teaching strategies. Based on Kvale's (1996) idea of interviews as "conversations with a purpose," the interviews allowed the researcher to access the participants' reasoning behind content creation, their pedagogical choices, and their perceptions of learner engagement. These interviews complemented observations and document analysis by providing reflective insights that might not be directly observable in digital interactions alone. Interviews were recorded with consent and transcribed verbatim for subsequent analysis. The combination of these three data collection methods ensured that the study captured both the explicit and implicit aspects of informal learning on Threads, enabling triangulation to strengthen the validity and reliability of the findings.

Data Analysis

In this study, data analysis was conducted using the qualitative approach proposed by Miles and Huberman (2014). This model provides a systematic and interactive process consisting of four main steps: data collection, data condensation, data display, and conclusion drawing/verification. According to Miles and Huberman (2014), these steps enable researchers to transform raw qualitative data into meaningful interpretations while maintaining rigor, credibility, and depth of understanding. By applying this model, researchers can continuously refine emerging patterns, themes, and relationships, which is particularly useful for studying complex social phenomena such as online learning interactions and informal digital learning environments. The use of Miles and Huberman's framework in this study allows the researcher to explore the rich and multifaceted experiences of EFL learners engaging with English-based Threads accounts. By systematically organizing and interpreting data from multiple sources observations of digital content, document analysis of posts and comments, and in-depth interviews with account administrators the researcher can capture both observable behaviors and underlying meanings, ensuring that the findings reflect authentic learning practices and experiences in this informal digital context. The flow of the data analysis is presented in Figure 1 below.

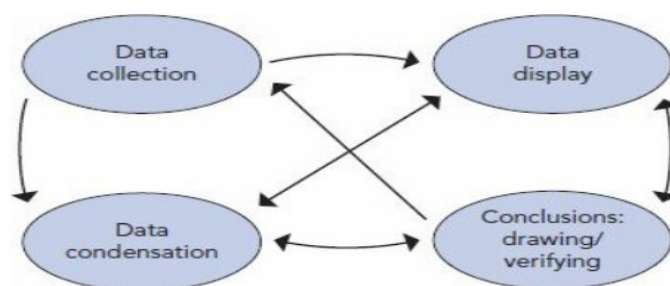


Figure 1. The Flow of Data Analysis

3. Results and Discussion

This section begins by describing the research process and the use of English-based Threads accounts as informal learning media, followed by a discussion of the main findings derived from observation, document analysis, and interviews. The research process involved systematic observation of selected English-based Threads accounts used as informal learning spaces for EFL learners. These accounts functioned as learning media through the regular sharing of English-related content, interactive comment sections, and community-based engagement. Threads was treated not merely as a social networking platform, but as a digital environment where informal language learning occurred through exposure, interaction, and participation.

The observation focused on how learning content was presented, how learners responded to posts, and how interactions reflected informal learning practices beyond formal classroom settings. The following figures (Figures 2, 3, 4 and 5) are illustrate examples of educational content obtained from four different English-based Threads accounts analyzed in this study.

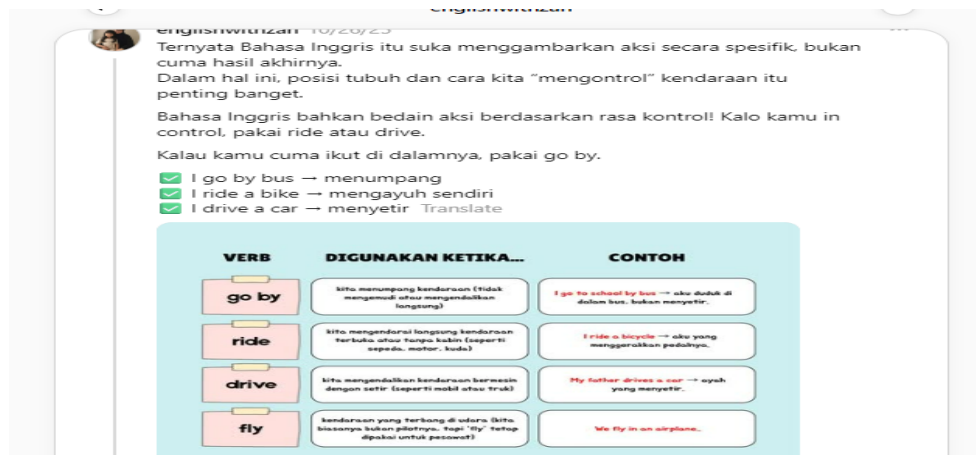


Figure 2. Screenshot of Threads Content Shared by @englishwithzah

@englishwithzah demonstrates a strong focus on contextualized vocabulary instruction, particularly addressing common confusion among Indonesian learners. A representative example from October, 2025, explained the differences between the verbs "go," "ride," "drive," and "fly" through a combination of visual diagrams and bilingual explanations. The post used everyday scenarios such as "I go to school by bicycle" versus "I ride my bicycle to school," helping learners understand how English verbs encode different aspects of movement and control.



Figure 3. Screenshot of Threads Content Shared by @englishwithwahyu

@englishwithwahyu adopted a microlearning approach, delivering concise grammar and vocabulary lessons designed for quick comprehension. During the observation period, this account published 53 posts, with classified as instructional. The content typically followed a structured format: stating a grammar rule, providing 2-3 examples, and offering practical application tips.



Figure 4. Screenshot of Threads Content Shared by @englishwithfaqih

The observations of the Threads account @englishwithfaqih indicate that the creator emphasises sharing concise, straightforward, and practical English expressions that are frequently employed in daily communication. The content is organised in a plain list format accompanied by direct Indonesian translations, facilitating learners' understanding and immediate application of the expressions. By presenting various options to convey identical meanings, the creator promotes learners' vocabulary development and helps prevent repetitive language.

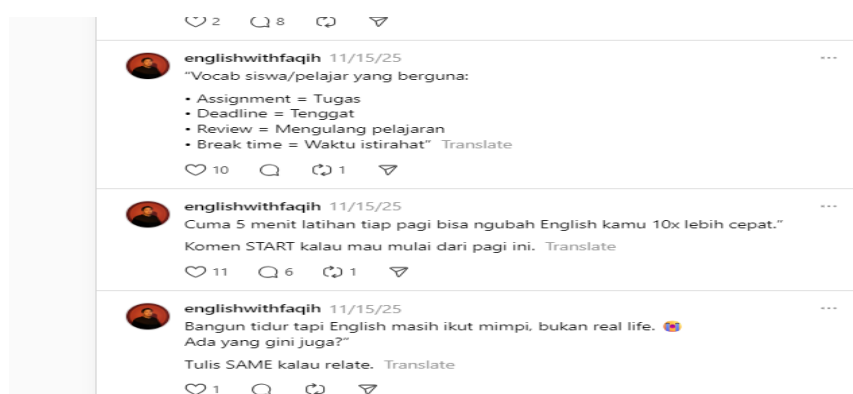


Figure 5. Screenshot of Threads Content Shared by bbyadthma

@bbyadthma's Threads posts show a very conversational and friendly writing style that is meant to interest a wide range of readers, especially young Indonesians learning English. Casual, friendly, and emotionally expressive language is always used, with daily Indonesian phrases mixed in with simple English phrases. In order to investigate the viewpoints of content creators on the utilization of English-based

Threads accounts as informal learning tools, semi-structured interviews were carried out. The interview questions aimed to draw out comprehensive insights regarding the creators’ motivations, intended audiences, strategies for content selection, language usage, engagement with learners, practices for community-building, and the educational values they attribute to their content. Table 1 presents the comprehensive list of interview questions.

Table 1. Interview Questions Table

No	Interview Questions
1.	Can you tell me about yourself and what motivated you to share English learning content on Threads?
2.	Who is your target audience and what are their specific learning needs?
3.	How do you decide what content to post?
4.	Why do you use Indonesian and English together in your posts?
5.	Have followers told you how they use your saved content?
6.	How do you build community among your followers?
7.	Have you noticed learners forming study groups or helping each other?
8.	Do you consider whether followers will actually use your content in real life?
9.	Why is emotional support important for language learners?
10.	How do you create a safe learning atmosphere?
11.	How do you feel about learners choosing their own learning path?
12.	What are the main educational benefits of your Threads content?

The investigation found that English-based thread accounts help EFL learners with informal language learning by providing a variety of content types and interaction patterns. Four major types of content were consistently found throughout the examined accounts: instructional content, motivational content, interactive content, and multimodal resources, each having a particular pedagogical role and meeting different language learning requirements. This variability implies that Threads functions as a multifaceted informal learning environment that promotes not only language knowledge acquisition but also learner motivation, engagement, and access to learning resources. Furthermore, the second research question looked at how EFL learners interact and engage with peers and learning communities on Threads, revealing five key engagement patterns: public comment interaction, creator-learner dialogue, passive engagement, peer-to-peer learning, and off-platform extended learning.

Public Comment Interaction and Community Building

Public comment sections emerged as vibrant spaces for learner interaction, particularly in @englishwithzah. During the observation period, posts from this account averaged 73 comments per post, with significant peer-to-peer exchanges visible beyond simple reactions. A motivational post from October, 2025, addressing mothers' language learning anxieties, generated 89 comments. Analysis of these comments revealed several interaction patterns:

- Emotional support exchanges:

User A: "So true, sometimes I'm embarrassed when I make a mistake in front of my kids".

User B: "Same here, but our kids actually learn from us. They saw their mom was human too, not a robot, hehe. Now I tell my child that Mom is also studying, so we're learning together".

This exchange demonstrates how learners use the comment space not only to respond to the creator but to connect with one another, sharing experiences and offering mutual encouragement.

- Collaborative problem-solving:

In instructional posts, learners frequently helped each other understand difficult concepts. On @englishwithzah's post explaining "go vs. ride vs. drive" (October, 2025), the following exchange occurred:

User C : "What do you use for 'I take the bus'?" Go, ride, or just take it?"

User D replied: "Just use 'take because we don't control the bus. If we're driving, we only use 'drive'".

User E added : "That's right. Go = walk or general. Ride = bike/motorcycle. Drive = car/we are driving. Take = public transport".

Creator intervenes: "That's all true! Good job helping each other.

This interaction illustrates how Threads facilitates peer-to-peer scaffolding, where more knowledgeable learners assist others, creating a community of practice.

- Tag-based network expansion:

Another engagement pattern involved learners tagging friends or family members to involve them in learning. Comments frequently included:

Creator : "Mom, this is good for studying!"

User F : "Let's practice this together".

User G : "Read this, it's very useful!"

During the observation period, 127 instances of tagging were recorded across the four accounts. Tagging behaviors indicate that learners actively work to expand their informal learning networks and view Threads content as shareable resources worth recommending to others.

Creator-Learner Dialogue and Micro-Scaffolding

Direct interaction between creators and learners constituted another significant engagement pattern. All four creators actively responded to learner questions, provided feedback, and offered clarifications, creating an asynchronous tutoring

dynamic.@englishwithwahyu demonstrated particularly high responsiveness, replying to posed in comments. A typical exchange from November, 2025:

- User A* : "What's the difference between 'I have been here for 2 hours' and 'I am here for 2 hours'?"
- Creator* : "Good question! 'I have been here for 2 hours' (Present Perfect) = I have been here for 2 hours and am still here now. 'I am here for 2 hours' (Present Continuous) = I will be here for 2 hours (not yet finished). The difference lies in the duration of what has already happened/is happening versus future plans. Clear?"
- User B* : "Ohhh, I see! Thank you, I understand now!"

This micro-scaffolding providing just enough support to help learners overcome immediate comprehension barriers characterized much of the creator-learner interaction across accounts. The informality of the exchanges ("Good question!" "Clear?") created a low-stakes environment where learners felt comfortable admitting confusion.@englishwithzah employed a similar responsive approach but often incorporated encouragement and affirmation:

- User H* : " I still keep getting 'its' and 'it's' mixed up. How can I remember the difference?"
- Creator* : "Hi dear! It's easy: IT'S = IT IS (there's an apostrophe because a letter is missing). ITS = belonging to it (without an apostrophe, like HIS or HER). Try to remember: IT'S = IT IS, ITS = belonging to it. Keep up the good work! You're doing great by asking!"

The affirmative tone ("You're doing great by asking!") reinforced learner agency and reduced the anxiety often associated with making errors or asking "basic" questions.

Passive Engagement: Silent Participation and Delayed Application

While comment interaction provided visible evidence of engagement, data from interviews and post analytics revealed substantial passive engagement learners who consumed content without publicly commenting but still derived learning value.

- Save/Bookmark behaviors:

Across all four accounts, indicating that many learners bookmarked content for later review. @englishwithwahyu's grammar posts showed the highest save rates: a post explaining "Conditional Sentences" (November 8, 2025) received 847 likes and 658 saves. This suggests learners recognized the content's reference value even if they did not immediately engage in comments.

Interview data from creators confirmed this pattern. The creator of @englishwithwahyu stated:

"Many followers DM me saying, 'I often save your posts to reread later.' So they don't immediately comment, but they consume the content multiple times. Some say they review saved posts every night before bed." (P2).

This pattern aligns with the concept of the silent period in language acquisition, where learners need time to process input before producing output. The ability to save and revisit content supports this natural learning process.

- Lurker learning:

Another form of passive engagement involved learners who regularly viewed content and read comment discussions without posting themselves. While this behavior is difficult to quantify through observation alone, interview data provided insights. The creator of @bbyadthma noted:

"Sometimes someone follows me for 3-4 months before commenting for the first time. Then they say, 'I've been learning from your posts for a long time, just now had the courage to comment.' So they're actually engaged, but silent." (P4).

This silent participation represents a valid form of informal learning, particularly for learners with high language anxiety or those still building confidence in their English abilities. The non-threatening nature of passive consumption makes social media platforms like Threads accessible entry points for language exposure.

Peer-to-Peer Learning and Collaborative Knowledge Construction

Beyond individual creator-learner interactions, evidence of horizontal peer learning emerged in comment sections. Learners frequently shared knowledge, corrected each other (gently), and collaboratively constructed understanding. A representative example from @englishwithfaqih's post asking learners to respond to "What did you do last weekend?" (November, 2025):

User A : "I go to the beach with my family."
 User B replied : "Hi! Since 'last weekend' is past tense, you should use 'went' instead of 'go' 😊 I went to the beach".
 User A replied : "Oh yes! Thanks for the correction!" I went to the beach with my family ".
 User C added : "Wow, that sounds fun! I went hiking last weekend. Did you swim at the beach?".
 User A replied : "Yes! We swam and built sandcastles".

This exchange demonstrates several forms of peer learning:

- Peer correction provided constructively ("Hi! Because...")
 - Acceptance of correction without defensiveness
 - Extended conversation practice
 - Natural use of past tense in authentic communication
-

The absence of creator intervention in this exchange shows that learners developed their own micro-community capable of self-regulating and collaboratively practicing language. This aligns with Vygotsky's social constructivist theory, where learning occurs through social interaction within the Zone of Proximal Development in this case, peers helping peers reach slightly beyond their current competence level. Study groups and offline extension: Interview data revealed that some learners formed study groups after connecting through Threads comments. The creator of @englishwithfaqih explained:

"Many people meet in the comment section then create their own WhatsApp groups to practice together. Sometimes they tag each other in comments, then like 'hey let's make a group.' So Threads is like the bridge, but their learning extends to other platforms." (P3).

This pattern shows how Threads functions as a catalyst for community formation that extends beyond the platform itself, with learners taking initiative to create additional learning spaces.

Speaking Practice and Real-Time Communicative Engagement

The most intensive form of interaction occurred in @englishwithfaqih's speaking sessions, which moved engagement from asynchronous text-based interaction to synchronous oral communication. During the observation period, @englishwithfaqih organized 7 speaking sessions with attendance ranging from 8-15 participants per session. While the actual sessions occurred off-platform (via Zoom), the recruitment, preparation, and follow-up all happened on Threads.

Pre-session engagement (example from October, 2025 announcement post):

- 67 comments expressing interest ("JOIN!" "I'm in, !" "Please add me")
- 23 questions about logistics (time, level requirements, platform)
- Creator responding to all questions within 2 hours
- Participants asking each other: *"Is anyone new to this? I'm nervous! "*
- Other participants encouraging: *"Just relax, no one here will judge you!"*

Post-session engagement (follow-up post October, 2025):

- *Creator shared highlights: "Great session everyone! Thank you for joining and being brave enough to practice speaking "*
- *41 comments from participants reflecting on the experience:*
"I was so nervous at first, but it turned out everyone was so supportive!"
"I still made a lot of grammar mistakes, but the creator said it was okay as long as I kept practicing".
" When is the next session? I want to go again!"

This multi-stage engagement pattern recruitment, encouragement, participation, reflection created a complete learning cycle where Threads served as the organizational hub and community space supporting real-time speaking practice. Learners who might never speak English in their daily lives found structured

opportunities to practice in a psychologically safe environment. The third research question explores learners' perceptions of Threads' educational value. Analysis of comments, interview data, and patterns of sustained engagement revealed eight primary educational values perceived by learners.

Accessibility and Low-Barrier Entry

Learners consistently expressed appreciation for Threads' accessibility the ease of accessing English learning content without registration barriers, costs, or formal prerequisites. Comments across accounts frequently highlighted this value:

"So happy someone shares free materials like this, thank you!"

"I don't need to take expensive courses, just open my phone and I can learn"

"It's so easy to learn while scrolling, doesn't feel like studying"

The integration of learning content into a social media platform learners already use daily eliminates friction points that might deter engagement with traditional learning resources. The creator of @englishwithwahyu reflected on this in the interview:

"What I like about Threads is that people are already familiar with the social media format. They scroll for entertainment, but suddenly get educational content too. So engagement is more natural, not because they 'have to' learn, but because the content appears when they're relaxing" (P2).

This incidental learning acquiring knowledge as a byproduct of leisure activity represents a distinct educational value of social media platforms, making learning sustainable for individuals who might resist formal study commitments.

Microlearning and Time Efficiency

Learners highly valued the bite-sized nature of Threads content, which fit into busy schedules and limited attention spans. Comments frequently mentioned:

"Perfect for busy mothers with limited time"

"10 seconds to read, immediately understand, immediately practice"

"Not overwhelming like textbooks"

The microlearning format addresses a key barrier in adult language learning: time scarcity. Traditional language courses requiring consistent 1-2 hour blocks are often incompatible with work and family responsibilities. In contrast, Threads allows learning in "micro-moments" during commutes, waiting times, or brief breaks. Interview data from the creator of @bbyadthma elaborated on this value:

"My target audience is working people and students who are super busy. They appreciate content that's short but meaningful. A follower DMed saying they read my posts while queuing at the ATM, at the supermarket cashier, or when their child naps. So learning becomes very flexible" (P4).

This flexibility represents significant educational value, democratizing language learning for populations who cannot commit to rigid study schedules.

Practical Applicability and Real-World Relevance

Learners perceived Threads content as immediately applicable to their daily lives, contrasting with abstract textbook exercises. Comments consistently mentioned real-world usage:

"I immediately practiced with my child at bedtime, works!"

"Yesterday I used this expression in an online meeting, my boss even commented my English is improving!"

"Finally understand grammar that's confused me forever"

The emphasis on functional language phrases for shopping, workplace communication, parenting, daily conversations gave learners confidence that their learning would transfer to real contexts. This contrasts with classroom English focused on examinations or abstract grammatical analysis. Interview data from @englishwithzah highlighted how practical applicability served as a primary design principle:

"I always think: 'Would my followers actually use this?' So I don't share overly complex grammar or rarely used vocabulary. The focus is always on daily use. Because when they can immediately practice and succeed, that's what keeps them motivated to continue learning." (P1).

This practical orientation addresses a common criticism of formal English education in Indonesia excessive focus on written tests at the expense of communicative competence. Learners valued content that helped them accomplish real communicative goals rather than merely demonstrating abstract knowledge.

Emotional Support and Confidence Building

One of the most frequently mentioned educational values was the emotional and psychological support provided through Threads content, particularly in @englishwithzah and @bbyadthma. Learners expressed how motivational content reduced anxiety, normalized errors, and built confidence:

"Thank you, this post made me stop feeling inferior about speaking English"

"Turns out the struggle I feel is normal, it's not just me"

"After reading this I feel more confident to try speaking English with foreigners"

"Your posts always re-motivate me when I'm feeling down"

This affective dimension addresses what Krashen termed the "affective filter" the emotional barriers (anxiety, low self-esteem, lack of motivation) that impede language acquisition even when comprehensible input is available. By deliberately addressing these emotional barriers, creators helped learners develop the

psychological readiness necessary for language practice. In the interview, the creator of @englishwithzah elaborated on the intentionality of this approach:

"I'm aware my target audience is mostly adults who were traumatized by English because of past school experiences. Many share stories of being scolded by teachers for wrong pronunciation, or laughed at by friends. So before they can learn grammar or vocabulary, they need healing from that trauma first. That's why I share a lot of motivational content to rebuild their confidence." (P1)

This insight reveals that effective informal language learning on social media requires attending to learners' emotional needs, not merely delivering linguistic content. The perceived value of emotional support was substantial enough that some learners continued following accounts primarily for motivation even after achieving reasonable English proficiency.

Community and Peer Support

Learners perceived significant value in the sense of community fostered through Threads, experiencing solidarity with others facing similar challenges. Comments frequently mentioned:

"So happy there's a supportive English learning community like this".
"I don't feel alone anymore struggling to learn English".
"Really love the comment section, everyone so kind and helpful".
"Met new friends who are also learning, feel motivated!".

This community dimension transformed individual learning into a collective experience, providing accountability, encouragement, and shared celebration of progress. The creator of @englishwithfaqih described how community became central to the learning experience:

"What I'm most proud of isn't about follower count or engagement, but about how they support each other. In speaking sessions, intermediate learners are very willing to help beginners. In the comment section too, they answer each other's questions, correct each other with kindness. That's what makes this community sustainable" (P3).

The social learning environment created through Threads addresses the isolation often experienced by self-directed language learners and provides the interpersonal motivation that sustains long-term engagement.

Authentic Language Exposure and Cultural Context

Learners valued exposure to contemporary, authentic English usage including idioms, slang, and cultural references rarely found in textbooks. Comments included:

"Just learned that native speakers don't always use perfect grammar like in textbooks".

"These idioms I often hear in movies but were never taught in school".

"Great that there's cultural context explanation, so I understand when it's appropriate to use this expression".

This exposure to authentic language helped bridge the gap between academic English and English as actually used in real communicative contexts. The creator of @englishwithwahyu explained the pedagogical reasoning:

"I deliberately give more conversational examples, not formal writing style. Because most of my followers need English for daily conversation, not English for academic papers. So I show how native speakers actually speak, with contractions, informal expressions, even minor grammar flexibility that's acceptable in spoken English" (P2).

This authentic language exposure helped learners develop sociolinguistic competence understanding not just grammatical correctness but appropriate usage in different social contexts.

Learner Autonomy and Self-Directed Learning

Learners appreciated the ability to control their own learning pace, select relevant content, and build personalized study materials through the save feature. Comments included:

"I made a special folder of saved posts for studying, so it's like my own digital textbook".

"Nice to be able to learn according to my mood, no pressure like in class".

"I focus on vocabulary first, grammar later. Flexible according to needs".

This autonomy represents a fundamental shift from teacher-directed to learner-directed education. Threads enables learners to curate their own learning pathways based on personal goals, interests, and readiness levels. The creator of @bbyadthma observed:

"What's interesting about Threads is that learners decide what they need. I provide various types of content—grammar, vocabulary, expressions, pronunciation—but they choose what's relevant for them currently. Some are still at basic level focusing on simple vocabulary, some are already intermediate focusing on advanced expressions. Everyone learns at their own pace" (P4).

This personalization of learning pathways addresses the inherent limitation of classroom instruction the impossibility of simultaneously meeting diverse needs within a single standardized curriculum.

1. Low-Anxiety Learning Environment

Finally, learners valued Threads as a low-stakes, psychologically safe space for language practice. The informal, non-evaluative nature of social media reduced performance anxiety that often inhibits learning in formal contexts:

"Not afraid of making mistakes because there's no grades or tests".

"Can practice English without being judged, that's the best part".

"More brave to try writing comments in English because the atmosphere is supportive".

"Even when wrong, corrections are given in a way that doesn't make me insecure".

This low-anxiety environment is particularly important for adult learners who may have developed language anxiety through negative prior experiences. The creator of @englishwithfaqih emphasized this value:

"In speaking sessions I always emphasize: 'This is a judgment-free zone. We're all learning. Making mistakes is how we improve.' And I enforce that strictly—if someone laughs at someone's mistake, I immediately address it. Because if even once the atmosphere becomes toxic, learners will be traumatized and won't return. Safety is priority." (P3).

This deliberate cultivation of psychological safety enables risk-taking a necessary condition for language acquisition, where learners must venture beyond their current competence level to progress.

4. Conclusion

This study explored how English-based Threads accounts function as informal learning media for EFL learners, focusing on three key aspects: the types of content shared that support informal language learning, the patterns of interaction and engagement among learners, and the educational values perceived by EFL learners from using Threads. The findings confirmed that Threads plays an important role in supporting informal English learning, but also showed that learners must engage with the platform thoughtfully and critically. Regarding the first research question, the study identified four main types of content consistently shared across the observed Threads accounts (@englishwithzah, @englishwithwahyu, @englishwithfaqih, and @bbyadthma): instructional content, motivational content, interactive content, and multimodal resources.

Instructional content included vocabulary building, grammar explanations, pronunciation guidance, and practical language tips. @englishwithzah focused on contextualized vocabulary addressing common Indonesian learner confusion, @englishwithwahyu adopted microlearning approaches with concise grammar lessons, while @englishwithfaqih and @bbyadthma emphasized phrase-based functional language for everyday communication. Motivational content addressed emotional dimensions by building confidence, reducing anxiety, and encouraging persistence, particularly prominent in @englishwithzah and @bbyadthma.

Interactive content, most evident in @englishwithfaqih provided opportunities for speaking practice through invitations to conversation sessions and prompts.

In response to the second research question, the findings showed that EFL learners interacted and engaged through five distinct patterns: public comment interaction, creator-learner dialogue, passive engagement, peer-to-peer learning, and speaking practice with off-platform extension. Public comment interaction was particularly robust in @englishwithzah, where learners exchanged emotional support, collaboratively solved problems, and expanded learning networks by tagging friends. Speaking practice, especially through @englishwithfaqih's sessions, demonstrated a hybrid model where Threads served as an organizing hub for real-time oral practice via Zoom, with some learners also forming WhatsApp study groups after connecting through Threads.

For the third research question, this study focused on the educational values perceived by EFL learners, identifying eight key values: accessibility, microlearning, practical applicability, emotional support, community, authentic language exposure, learner autonomy, and low-anxiety environment. The advantages included accessibility through free, smartphone-based content requiring no registration or costs, making English learning available to populations underserved by formal institutions. This study demonstrates that EFL learners used Threads not just for consuming language content, but also for connecting with supportive communities, practicing language in low-stakes environments, and building confidence as English users. Their experiences showed that Threads can be very helpful when used strategically, but learners must stay active in the learning process critically evaluating content quality, balancing passive consumption with active participation, and connecting online learning with offline practice. With proper use, Threads can be a powerful informal learning platform that helps learners become more confident, autonomous, and motivated English language users beyond formal classroom boundaries.

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