

EXPLORING STUDENTS' ENGAGEMENT THROUGH MINDFULNESS IN ENGLISH WRITING ON X PLATFORM

EKSPLORASI KETERLIBATAN SISWA MELALUI "MINDFULNESS" DALAM MENULIS BAHASA INGGRIS DI PLATFORM X

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ABSTRACT

This study explores how students write and engage with mindfulness principles in English writing on X. Ten university students were chosen to be interviewed to address the research question. The study involves ten participants and addresses the research question, it examines how students utilize X as a medium for incorporating mindfulness into their writing practices. The results show that students leverage the affordances of social media to enhance their writing skills and cultivate mindful writing practices by embracing flexibility, curiosity, creativity, and social engagement. By employing interviews and document analysis, the study seeks to provide comprehensive insights into the role of mindfulness in English writing on X and its implications for student engagement and well-being.

Keywords: *Mindfulness, X (Twitter), English Writing, Engagement, Writing Practice*

ABSTRAK

Penelitian ini mengeksplorasi bagaimana siswa menulis dan terlibat dengan prinsip-prinsip mindfulness dalam menulis bahasa Inggris di X. Sepuluh mahasiswa dipilih untuk diwawancarai untuk menjawab pertanyaan penelitian. Penelitian ini melibatkan sepuluh peserta dan menjawab pertanyaan penelitian, penelitian ini mengkaji bagaimana siswa memanfaatkan X sebagai media untuk menggabungkan perhatian ke dalam praktik menulis mereka. Hasilnya menunjukkan bahwa siswa memanfaatkan keterjangkauan media sosial untuk meningkatkan keterampilan menulis mereka dan menumbuhkan praktik menulis yang penuh perhatian dengan merangkul fleksibilitas, rasa ingin tahu, kreativitas, dan keterlibatan sosial. Dengan menggunakan wawancara dan analisis dokumen, penelitian ini berupaya memberikan wawasan komprehensif tentang peran mindfulness dalam menulis bahasa Inggris di X dan implikasinya terhadap keterlibatan dan kesejahteraan siswa.

Kata Kunci: *Mindfulness, X, Twitter, Menulis, Keterlibatan*

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INTRODUCTION

The purpose of higher education has evolved beyond simply passing on information to now focusing on equipping proficient experts with specialized knowledge, essential skills, and the right attitudes needed to succeed and have a positive impact on the ever-changing demands of today's society (Chan, 2016). The significance of this lies in the fact that globalization and technological advancements are leading to a growing need for highly skilled individuals who can adeptly respond to a swiftly changing and unpredictable future (Bradley et al., 2008). The purpose of higher education has evolved beyond simply passing on information to now focusing on equipping proficient experts with specialized knowledge, essential skills, and the right attitudes needed to

succeed and have a positive impact on the ever-changing demands of today's society (Chan, 2016). Developing writing skills is foundational to achieving literacy, and mastery of writing is essential for success in academics, career advancement, and workplace recognition (Graham & Perin, 2007).

Social media platforms are web-based tools that enable users to engage in spontaneous interactions and curate their self-presentation, whether in real-time or at their own pace. These interactions can be with both large and niche audiences who find value in content created by users and the feeling of connecting with others (Carr & Hayes, 2015). Therefore, people should acquire the ability to use social media intentionally, responsibly, and with purpose to increase engagement with writing, such as through participating in online communities, sharing written content, and giving and receiving feedback.

Technological advancements, such as social media exemplified by platforms like social media, have significantly facilitated the creation and dissemination of news footage (Chen, 2020). Created in 2006, X (previously known as Twitter) is a social media platform that combines elements of a news feed, social networking, and microblogging, where users contribute content in the form of brief, concise posts (Humphreys, 2016). On X, users can compose messages, known as tweets, with a maximum of 280 characters of written text. These tweets can incorporate various elements such as images, links to articles, videos, or blogs, mentions of other X users, and the sharing (re-tweeting) of posts from other users (Nochumson, 2020). X users have the option to "follow" other users, enabling them to receive notifications of the followed users' tweets. This action typically signifies an interest in the content and messages shared by the account being followed.

Engagement is directly related to the notions of motivation, commitment, expectation and attitude towards the learning activities developed in the subjects (Fraj-Andrés et al., 2022). In the contemporary era, students' engagement and creativity stem from their utilization of social media. The overall number of interactions a user has with a tweet on X is determined by adding together all of their likes, retweets, replies, detail expansions, follows from the tweet card, hashtag clicks, link clicks, media interactions, and user profile clicks for each individual tweet.

Through a small interview conducted by the researcher with some students in IAIN Bone in July 2023, it was revealed that limitations existed in exclusively adopting classroom-based learning for writing classes. Consequently, students in a typical class did not engage in frequent writing activities. Writing is a complex and challenging task, necessitating a considerable amount of instructional time to master. However, most classrooms are not sufficient, one indicator of this inadequacy was that a majority of teachers did not devote enough time to teaching writing (Hodges, 2022). This situation presents a drawback for students in terms of learning and practicing writing within the classroom. The restricted time and opportunities for writing practice in the classroom can lead to students lacking confidence in using or practicing their writing, often because they are apprehensive about making mistakes. The insufficient classroom time dedicated to learning and practicing writing may compel students to seek alternative platforms outside of the classroom to hone their writing skills.

Also, under usual conditions, students tend to be passive, and educators generally do not strive to foster students' motivation for writing (Reynolds & Teng, 2019). Students often lack the capacity to construct meaning by assuming agency in their learning, initiate and sustain meaningful communications, or develop conceptual understanding through active engagement with digital resources without direct and immediate guidance and practices in online learning and X were

selected as the specific social media platform due to its accessibility and extensive availability as a source for collecting data on this particular topic.

Furthermore, X is increasingly seen as an enhanced means of scholarly communication, serving both formal and informal learning purposes. Individuals such as students, academics, and professionals across a wide range of academic fields utilize this platform to connect with others, fostering interactions and sharing discipline-specific and pertinent information. Their goal is to pursue their interests and achieve their objectives (Holmberg & Thelwall, 2014; Veletsianos & Kimmons, 2016).

In the field of linguistics, a research gap exists in the application of mindfulness practices to shape student engagement in online environments, particularly in the context of writing. While previous studies have primarily focused on student academic performance in traditional classroom settings (Axelrod & Santagata, 2022; Miralles-Armenteros et al., 2021), there is a need to explore how mindfulness in writing practices can be harnessed to enhance student engagement, especially on social media platforms X. By placing a strong emphasis on mindfulness and focusing on student writing and involvement in digital settings, our research offers a fresh viewpoint. Our study intends to make a substantial contribution to the field by bridging this novel method and investigating the possible benefits of mindful writing on individual interaction on X.

In this research, the focus is on shaping mindfulness in writing and examining its impact on student engagement on the social media platform, X. To this end, the researcher explores how the practice of mindful writing influences the way users craft their tweets, with a particular emphasis on individual engagement and meaningful interactions. The topic investigated in this research is "Exploring Students' Engagement through Mindfulness in English Writing on X platform," where the goal is to understand how mindful writing techniques contribute to effective and impactful communication in the context of X's fast-paced and character-limited environment. By looking into this subject, the research hopes to clarify the possible advantages and drawbacks of incorporating mindfulness into writing activities in order to improve the caliber and engagement of tweets on X.

LITERATURE REVIEW

Introduction to Mindfulness

Mindfulness is a multifaceted and complex concept that has been investigated by scientists for the last 40 years (Pagnini & Philips, 2015). There are two main approaches to mindfulness, namely Eastern and Western. The Eastern approach is rooted in Theravada Buddhism and it was westernized by Kabat-Zinn. It focuses on present-based attention and a non-evaluative perspective, and it is closely related to the practice of meditation. While in harmony with the fundamental tenets of Buddhist-based mindfulness, the Western approach provides a different framework for understanding and achieving mindfulness. It has been developed by Langer, and it considers mindfulness as the process of drawing novel distinction.

Mindfulness may be positively linked to academic engagement by enabling students to approach activities with fresh and intriguing perspectives, thus altering their outlook on what they already understand (Langer & Moldoveanu, 2000). In other words, individuals become more intrigued, focused, and engaged in their tasks, leading to increased involvement and effort on their part in the activities they undertake (Shapiro et al., 2005). In sum, mindfulness can have a positive association with engagement by promoting increased attention to activities and enabling individuals to perceive them from fresh and innovative perspectives.

Writing Ability

Writers employ this versatile skill to assimilate new ideas, convince others, document information, build imaginative worlds, express emotions, entertain, address psychological wounds, chronicle experiences, and delve into the significance of events and situations (Graham, 2018). Writing means producing or reproducing oral message into written language. It involves an active process to organize, formulate, and develop the ideas on the paper so that readers can follow the writer's message. Besides, writing skills require an accurate and precise grammar, spelling, punctuation, capitalization, and vocabulary (Sakkir & Dollah, 2019).

The writing process involves four main stages: pre-writing, writing, revising, and proofreading. Pre-writing involves brainstorming and gathering information to prepare for writing. It's crucial for students to effectively gather and organize their ideas during this stage. This can involve activities like reading, note-taking, brainstorming, and sorting information. Pre-writing is where creativity flourishes, and students often develop their preferred method of organizing thoughts. Writing the first draft involves putting these ideas onto paper. This stage is essentially a continuation of pre-writing, as students transfer their organized thoughts into a cohesive format, such as a paragraph, short essay, or longer report (Sakkir & Dollah, 2019).

X as a Platform for Writing Practice and engagement

Engagement is directly related to the notions of motivation, commitment, expectation and attitude towards the learning activities developed in the subjects (Fraj-Andrés et al., 2022). A student's success is contingent on various factors, including their willingness to participate in activities that involve the creation of knowledge (Kuh et al., 2007). "The amount of physical and psychological energy that the student devotes to the academic work" is the term used to describe the students' engagement (Koranteng et al., 2018). A student's engagement is characterized by the enthusiasm, focus, and optimism they demonstrate in their learning endeavors (Posner and Posner 2009).

Engagement encompasses both in-class participation and the involvement of students outside the classroom. Christenson et al. (2012) argue that the concept of academic engagement has evolved beyond students' mere attention in the classroom. It has transformed into a comprehensive construct that encompasses emotional, cognitive, and behavioral elements, all of which contribute to students' motivation for learning. In today's digital age, students' engagement is significantly influenced by their use of social media. A user's total number of likes, retweets, replies, detail expansions, follows from the tweet card, hashtag clicks, link clicks, media interactions, and user profile clicks on each tweet was divided by the total number of impressions (the total number of times a tweet appears on a user's timeline) to determine their X engagement rates (Barlow et al., 2020).

A significant number of social media users engage in communication through X, a platform that enables users to publish text posts, known as "tweets," with a character limit of 280 (formerly 140) characters. Furthermore, due to character limitations on platforms like X, students are more inclined to read and engage with complete posts made by their instructor and fellow students (Abe & Jordan, 2013; Dunlap & Lowenthal, 2009).

RESEARCH METHOD

The subject of this research is situated at IAIN Bone, where the English Department comprises five classes, each consisting of approximately 20 students. This results in a total population of 90 students within the department. The researcher chose the purposive sampling approach to select participants for this research. These criteria are designed to produce a sample of participants well-versed in the dynamics of X. By applying purposive sampling based on these criteria, the researcher aims to collect a sample of 10 participants who meet these requirements and can provide valuable insight into writing practices on X.

The semi-structured interview offered a versatile approach. It is structured enough to explore particular topics relevant to the research phenomenon, while also allowing participants the freedom to introduce new insights related to the research focus. Semi-structured interview was adopted as the primary data collection method as it enabled us to interact with the participants closely so as to explore the issues of interest. Conducting semi-structured interviews with writers who actively engage in mindfulness practices on social media platforms. The interviews explored how the participants use of X their English writing with mindfulness, the specific challenges and opportunities associated with the incorporation of mindfulness in writing practice on X and the participants' perceptions of how mindfulness influences their writing quality and engagement. The interviews may include open-ended questions about their experiences, beliefs, and observations regarding the effects of mindfulness on their writing process, writing outcomes, and interactions with another user. The interviews were all conducted in the students' first language, Bahasa Indonesia, so that they could express their thoughts freely without possible language barriers.

FINDINGS AND DISCUSSIONS

Interview was the instrument used by researchers to answer the research question. The research question dealt with how the participants use of X their English writing with mindfulness. Mindfulness instances were identified and classified by fourteen items adapted from Langer's scale (Haigh, Moore, Kashdan, & Fresco, 2011), which is a conspicuous scale of the western approach on mindfulness.

The use of X platform for incorporation of mindfulness in EFL writing Practice

Flexibility:

Question 1: How do you approach your writing practice? Are you open to trying new techniques or styles, or do you prefer to stick to familiar methods? Why?

"I adjust my tone and language depending on whether I'm tweeting for informational purposes or personal expression." (Student 2)

"I prefer to explore various ways of writing because there are many types of writing. I am open to trying various types to practice my writing." (Student 4)

"For me, it's definitely different, sometimes I want to write only reflective writing, sometimes I also have opinions, so I don't decide on one way." (Student 8)

The student's responses widely, reflecting the diverse strategies individuals employ when engaging in English writing practice on social media platforms. Student 2 demonstrates a clear

adaptability in their writing by adjusting their tone and language based on the context, such as writing for informational purposes versus personal expression. Student 4 expresses a preference for exploring various writing techniques and styles, highlighting a willingness to experiment and practice different forms of writing.

Question 2: What topic you mostly follow-on X? Do you adapted your behavior or approach to meet the specific needs of a situation or topic while writing on X? Why or why not?

"There is no specific topic, but I'm constantly monitoring trends and what usually appears on my timeline is words that relate, so the tendency is indeed tweets with vibes that are melancholic, sad, or humorous memes so I adjust my writing accordingly." (Student 3)

"I'm a kpopper so mostly what's on my X is mostly about idols, usually if there's a rumor I can discuss it from my perspective." (Student 5)

Many participants expressed a willingness to embrace new writing formats and adapt their content to stay relevant in a fast-paced online environment. Student 3 does not follow a specific topic but keeps an eye on trending topics and what appears on their timeline. Student 5 primarily follows topics related to K-pop idols. They engage in discussions and share their perspective, especially when rumors arise.

Question 3: Do you consider yourself open-minded about everything, even things that challenge your core beliefs, or are you more selective or close minded in your viewpoints X? Why?

"X exposes me to a diverse range of perspective and opinions. I actively seek out feedback and engage in meaningful conversations to broaden my understanding of different topics." (Student 6)

"Yes, because Twitter is a platform for dialogue and exchange. I approach interactions with an open mind, recognizing the value of diverse voices and experiences." (Student 7)

Responses indicated a strong commitment to exploring diverse perspectives, engaging with feedback, and fostering constructive dialogue within the X community. Student 6 and 7 expresses that X exposes them to a wide range of perspectives and opinions, the importance of dialogue and exchange on X. They approach interactions with an open mind and recognize the value of diverse voices and experiences.

Novelty Seeking:

Question 4: How do you rate your own curiosity? do you actively seek out opportunities to learn new things or pursued knowledge or understanding about a particular topic on X? If yes, how?

"I'm more into examining how they write a tweet, I like to see their writing style, the vocabulary they use, and their word choices as well." (Student 4)

"There are topics that I really like to find out about because it is a hobby and knowledge can improve performance, so I like to look for new aspects of new knowledge about something, especially about sports, exercise and fitness." (Student 8)

Responses revealed a strong inclination towards seeking out new information, ideas, and perspectives to enrich their writing experiences. Student 4 exhibits a specific type of curiosity focused on the writing techniques of others on X. They actively examine how tweets are constructed, paying close attention to writing styles, vocabulary, and word choices. Student 8

actively seeks out new information related to their hobbies, particularly in areas such as sports, exercise, and fitness.

Question 5: Mindfulness in writing on X often involves thought-provoking conversations and discussions. Are you drawn to such conversations, or do you tend to avoid them? What kinds of topics or conversations typically capture your interest and engage you intellectually?

"Thought-provoking conversations on Twitter encourage critical thinking and reflection. I appreciate the opportunity to engage with others who offer unique insights and perspectives on a wide range of topics." (Student 7)

"I don't shy away but I don't like to argue, usually there are many controversial opinions on X, I sometimes comment." (Student 9)

However, one remarked, "Rarely, I am more focused on developing or getting used to writing English than debating, especially speaking English seems to be difficult for me." (Student 6)

Students highlighted the importance of meaningful dialogue and exchange of ideas within the X community. Student 7 is drawn to thought-provoking conversations on X, valuing them for encouraging critical thinking and reflection. Student 9 does not shy away from thought-provoking conversations but prefers to avoid arguments. Student 6 find debating in English particularly challenging and choose to focus on language proficiency instead.

Question 6: In the realm of intellectual challenges, do you feel about being challenged intellectually in writing, can you provide an example of a situation where you actively embraced such a challenge?

"I thrive on intellectual challenges in my writing. I enjoy tackling complex topics and exploring new ideas that push me to think critically and creatively." (Student 2)

"Different levels of difficulty and I'm at a different level where I find it challenging even when I'm just writing a few sentences." (Student 6)

Participants discussed the role of intellectual challenge in their writing practice on X and how it contributes to their growth as writers. Student 2 enjoy tackling complex topics and exploring new ideas, which pushes them to think critically and creatively. Student 6 experiences different levels of difficulty in writing, finding it challenging even to write a few sentences. This suggests that for them, the act of writing itself is an intellectual challenge.

Question 7: Do you naturally enjoy trying to figure out how things work through writing, specifically on topic? If so, how do you find that writing helps you in this process?

"I'm constantly exploring new writing techniques and experimenting with different formats on Twitter. Figuring out how things work is an integral part of my creative process." (Student 8)

"Writing allows me to articulate my thoughts, organize my ideas, and engage with the subject matter in a way that fosters deeper insight and understanding." (Student 4)

Responses indicated a strong inclination towards curiosity-driven exploration and experimentation. Student 8 believe that through figure out topic build creative process in practicing writing. Student 4 find using writing will organize ideas and get deeper understanding. In response to questions regarding curiosity and its influence on their writing practice, when coupled with a propensity for novelty seeking, plays a significant role in shaping individuals' English writing practice on X. By actively seeking out new information, engaging in thought-

provoking conversations, and embracing intellectual challenges, participants demonstrate a commitment to continuous learning and growth in their writing endeavors.

Novelty Producing:

Question 8: I'm interested in understanding your process for generating novel ideas and contributions. How do you rate your own creativity? Do you have a specific creative process for generating new and innovative concepts in your writing on Twitter? how?

"I draw inspiration from various sources, such as art, literature, and current events, to generate ideas for my tweets. Exposing myself to diverse content stimulates my imagination and fuels my creative process." (Student 6)

"I think to create new ideas we have to read a lot and social media really provides us with a lot of reading." (Student 9)

Responses revealed diverse approaches to fostering creativity and generating original content on the platform. Student 6 rated by exposing in various source and content to stimulate imagination. Student 9 felt to read a lot of written that has provided by the social media to create ideas.

Question 9: Mindfulness in writing on X may involve innovative approaches. Describe a recent writing session where you attempted to incorporate writing technique, format, or style into your practice. How do you cultivate creativity and innovation in your writing process?

"In X, I usually tweet only text, sometimes I include photos like I once watched content on YouTube after I watched it then I screenshotted it and then I wrote my opinion after watching the YouTube video." (Student 1)

"I experiment with multimedia storytelling techniques, such as incorporating images, videos, and interactive polls into my tweets. Embracing multimedia allows me to create dynamic and engaging content." (Student 5)

Participants discussed their experimentation with different styles, formats, and storytelling techniques on X. Many participants expressed a desire to push the boundaries of traditional writing norms and explore new avenues of expression. Student 1 involve innovative approach with screenshotting Youtube videos and adding opinions and reaction after watching them. Student 2 using multiple approach such as videos and other multimedia to create innovation.

Question 10: In your own assessment, do you consider yourself an original thinker? Why or why not? Can you provide examples that illustrate your original thinking or areas where you believe you could improve your writing in this aspect?

"Original thinking is about questioning the way things are. I strive to bring a fresh perspective to my tweets by exploring unconventional ideas and viewpoints." (Student 9)

"It is a little difficult because the thing that makes us able to create original thinkers is to be able to manage knowledge according to our own way of thinking, not by following the opinions of many people." (Student 2)

Responses indicated a strong emphasis on critical thinking, independent inquiry, and the exploration of unique perspectives. Student 9 explain that original thinking came from questioning

the way things are. Student 2 feel a little bit hard to be an original thinking because it should fully from our analysis. The responses to questions 8, 9, and 10 provide valuable insights into how students integrate creativity and original thinking into their English writing practices on platform X. Students employ diverse strategies to generate creative ideas, drawing inspiration from various sources like art, literature, and current events, which stimulate their imagination and enhance their creative process. For instance, Student 6 highlighted the importance of exposing oneself to diverse content to fuel creativity.

Engagement:

Question 11: What forms of engagement on X? Have you been highly engaged in a specific tweet on X recently? If yes, how? How did this level of involvement relate to your writing practices?

“Engaging with tweets allows me to connect with others who share similar interests and perspectives. I enjoy participating in conversations, sharing insights, and learning from others in the Twitter community.” (Student 1)

“I like quote replay; I think that way our writing will appear on our home page so we can easily read it again.” (Student 2)

Responses indicated a variety of approaches to engaging with tweets and contributing to the X community. Student 1 experiences the way X provide community with same interest and connect in conversation. Student 2 states how quoting the tweet will easily see through the timeline.

Question 12: Mindfulness in writing on X often involves being attuned to what others are doing and staying aware of your surroundings. How attuned are you to what other people are doing on the platform, and do you generally notice what's happening with others?

“I make an effort to stay attuned to what others are doing on Twitter by monitoring trends, hashtags, and conversations. This helps me tailor my content to my audience's interests and preferences, leading to more meaningful interactions and connections.” (Student 2)

“Yes, I will know what people are talking about but limited to topics that I like, for example about kpop.” (Student 5)

Participants discussed their receptiveness to diverse viewpoints, feedback, and contributions from other users. Many students expressed a keen observation of the behaviors and actions of fellow users, indicating a focus on understanding the trends, interests, and activities within their x community.

Question 13: How do you integrate your understanding of overarching goals and objectives into your engagement with others on Twitter? Do you find that focusing on the ‘big picture’ influences the way you interact with different conversations and topics?

“Paying attention to the big picture allows me to understand broader trends and themes shaping conversations on Twitter. I make it a point to stay alert to new developments and emerging topics that are relevant to my interests.” (Student 5)

“Yes, usually big pictures because I usually discuss a topic that I have read from the conclusion and as a whole, not specific and detailed.” (Student 8)

Students' engagement on X often involves paying attention to broader trends and themes rather than focusing on specific details. Student 5 mentioned that staying alert to new developments and emerging topics helps them understand the big picture, which shapes their writing practices. Similarly, Student 8 emphasized discussing topics from an overall perspective, drawing from conclusions rather than delving into specifics.

Question 14: When practice writing, are you typically alert to new developments and opportunities that may arise? If yes, how?

"Twitter is a dynamic platform that constantly evolves. Staying alert to new developments helps me stay ahead of the curve and contribute meaningfully to ongoing conversations and trends." (Student 9)

"Yes, I do my best to reflect on what is lacking in my writing and make improvements." (Student 4)

Responses indicated a proactive approach to staying informed and staying abreast of emerging trends and topics. Student 9 demonstrated the importance of staying alert to new development to help them contribute to ongoing conversation. Student 4 express to do best at reflecting what is lacking in practice writing to make significant improvement.

From the four statements above, it can be concluded that the findings indicate that students actively engage on platform X by participating in conversations, monitoring trends, and staying informed about new developments. They tailor their content to audience interests, fostering meaningful interactions and connections. This proactive and adaptable approach enhances their engagement and contributions within the dynamic X community.

Discussions

To answer the research question which was to examine students' english writing on X in their spare time. Through our research, we aimed to explore how students engage with mindfulness while practicing English writing on social media. Using interviews as our primary research instrument, we delved into students' experiences, examining their approaches, attitudes, and behaviors concerning mindfulness in their writing practices.

We discovered that students on platform X exhibit remarkable flexibility and adaptability in their English writing practices. They demonstrated a willingness to experiment with new writing styles, adapt their content to different contexts and audiences, and stay attuned to evolving trends and preferences. For instance, one student highlighted their ability to adjust their tone and language based on whether they're tweeting for informational purposes or personal expression. Also, one expresses a preference for exploring various writing techniques and styles, highlighting a willingness to experiment and practice different forms of writing. It is supported by Ding et al. (2015) found that participants randomly assigned to a brief mindfulness training were more likely to search for new perspectives when stuck on a problem, and their neural patterns suggested the cognitive flexibility was due to greater attentional control. Considered as a whole, these results suggest that mindfulness increases cognitive capacity and flexibility, at least in part via its effects on attention. This adaptability reflects the dynamic nature of online writing environments and underscores the importance of staying flexible to meet the demands of diverse audiences. Another study from (Shirish et al., 2021) findings demonstrate that students with higher IT mindfulness are better prepared to understand and adapt to stressful situations arising due to enhanced IT demands.

A significant finding from our research was the role of curiosity in shaping students' writing experiences on platform X. Students expressed a keen interest in seeking out new information, exploring diverse perspectives, and engaging in thought-provoking conversations. They demonstrated a curiosity-driven exploration of complex topics and a desire to push the boundaries of their thinking curiosity-driven learning and its impact on cognitive development. This inclination towards intellectual stimulation fosters a rich learning environment where students are motivated to expand their knowledge and challenge conventional ideas. It is supported by (Davenport & Pagnini, 2016) community. Alternatively, the application of Langerian mindfulness to pedagogy offers learners ample opportunities to exercise the 21st century skills of creativity, communication, collaboration and critical thinking.

Our interviews revealed that students on platform X actively engage in novelty-producing activities, contributing original content and creative ideas to the X community. They employ innovative writing techniques, experiment with multimedia storytelling, and draw inspiration from various sources to craft compelling tweets. By questioning assumptions, exploring unconventional ideas, and incorporating diverse perspectives, students demonstrate a commitment to fostering creativity in their writing practices. This emphasis on novelty production highlights the potential of social media platforms as creative outlets for language learners. As has been noted by (Hu & Nassaji, 2016) demonstrating how creative writing activities enhance language proficiency and encourage self-expression.

Finally, our research shed light on the importance of engagement and social interaction in students' writing experiences on platform X. Students actively participate in conversations, share insights, and stay attuned to trends and developments within the X community. By engaging with tweets, fostering connections, and contributing to meaningful dialogue, students enrich their learning experiences and cultivate a sense of belonging in online spaces. This active engagement underscores the social nature of language learning and the value of collaborative interactions in enhancing writing skills. discusses the. The data validates the findings of a study conducted by (Kunka, 2020) The data showed that students use collaborative learning environments facilitated by social media platforms There are statistically significant positive correlations between student engagement and their academic success, Twitter increases student engagement in the higher education classroom, Students who would normally not speak up in class are able to increase their engagement in class discussions, etc. through the use of Twitter.

In conclusion, our discussion has provided valuable insights into how mindfulness intersects with EFL writing practice on platform X. By embracing flexibility, curiosity, creativity, and social engagement, students leverage the affordances of social media to enhance their writing skills and cultivate mindful writing practices. Moving forward, educators and practitioners can leverage these findings to design innovative teaching strategies that integrate mindfulness principles into language learning contexts, fostering a deeper appreciation for language and communication.

CONCLUSION

The discussion has provided valuable insights into how mindfulness intersects with English writing practice on platform X. By embracing flexibility, curiosity, creativity, and social engagement, students leverage the affordances of social media to enhance their writing skills and cultivate mindful writing practices. Moving forward, educators and practitioners can leverage

these findings to design innovative teaching strategies that integrate mindfulness principles into language learning contexts, fostering a deeper appreciation for language and communication.

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