History for Manuscript Number: SSHO-D-24-01822
Budi Waluyo (THAILAND): "Social Media for English Language Acquisition in Indonesian Higher Education: Constructivism and Connectivism Frameworks"

Close

Correspondence History

Correspondence Date	Letter	Recipient	Revision
Feb 24, 2025	Editor Decision - Accept	Budi Waluyo	2
Feb 11, 2025	Author Submits Revision Confirmation	Budi Waluyo	2
Feb 11, 2025	PDF Built and Requires Approval	Budi Waluyo	2
Feb 10, 2025	Editor Decision - Revise	Budi Waluyo	1
Jan 08, 2025	PDF Built and Requires Approval	Budi Waluyo	1
Jan 08, 2025	PDF Built and Requires Approval	Budi Waluyo	1
Jan 08, 2025	Technical Check failure	Budi Waluyo	1
Dec 16, 2024	Author Submits Revision Confirmation	Budi Waluyo	1
Dec 16, 2024	PDF Built and Requires Approval	Budi Waluyo	1
Dec 16, 2024	PDF Built and Requires Approval	Budi Waluyo	1
Dec 15, 2024	Author Revision Reminder - Before Due Date	Budi Waluyo	1
Dec 11, 2024	Author Revision Reminder - Before Due Date	Budi Waluyo	1
Nov 27, 2024	Editor Decision - Revise	Budi Waluyo	0
Aug 20, 2024	Author Submits New Manuscript Confirmation	Budi Waluyo	0
Aug 20, 2024	PDF Built and Requires Approval	Budi Waluyo	0
Aug 19, 2024	Technical Check failure	Budi Waluyo	0

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Date: Aug 19, 2024
To: "Budi Waluyo" budi.business.waluyo@gmail.com
From: "Social Sciences & Humanities Open" support@elsevier.com
Subject: Submission to %JOURNALFULLTITLE% requires action

Journal: Social Sciences & Humanities Open
Title: Social Media for English Language Acquisition in Higher Education: Constructivism and Connectivism Frameworks

Dear Dr. Budi Waluyo,

We have received the above referenced manuscript you submitted to Social Sciences & Humanities Open. However, further action is required to complete the submission.

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(a) your manuscript has been received from another journal or pre-print service and you must now complete your submission, or

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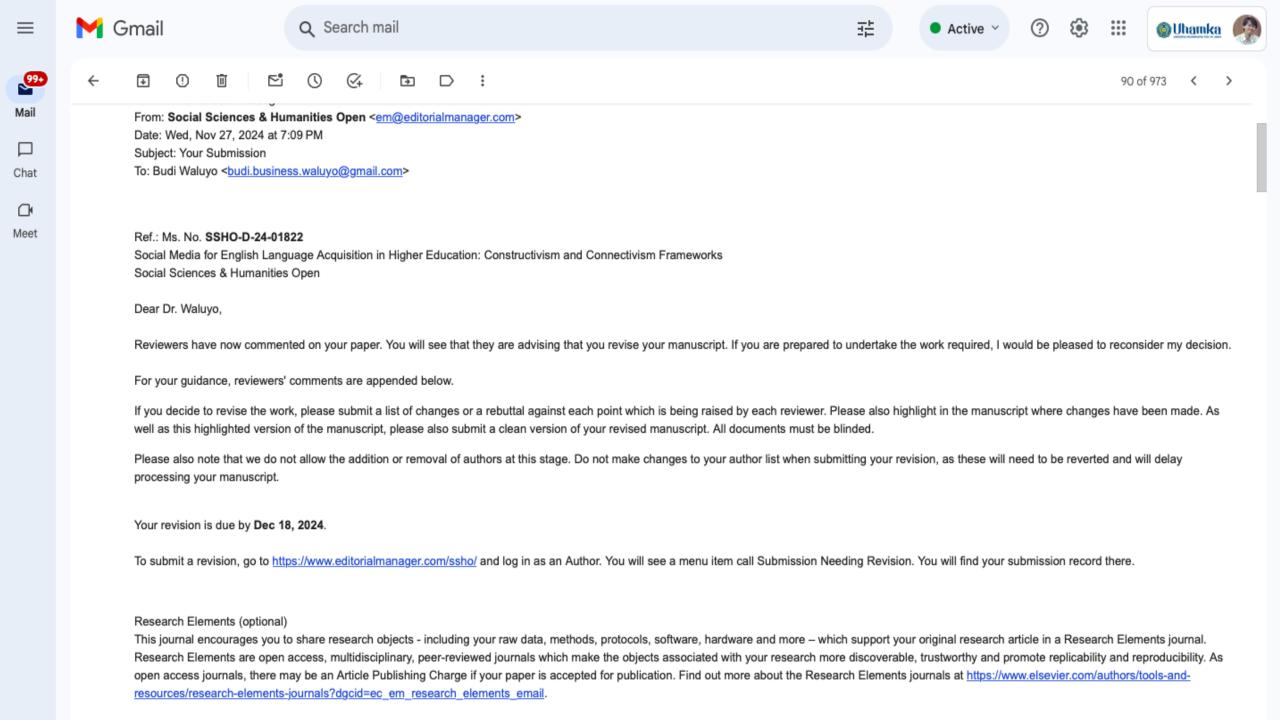
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From: **Social Sciences & Humanities Open** <em@editorialmanager.com>
Date: Wed, Nov 27, 2024 at 7:09 PM
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Ref.: Ms. No. **SSHO-D-24-01822**
Social Media for English Language Acquisition in Higher Education: Constructivism and Connectivism Frameworks
Social Sciences & Humanities Open

Dear Dr. Waluyo,

Reviewers have now commented on your paper. You will see that they are advising that you revise your manuscript. If you are prepared to undertake the work required, I would be pleased to reconsider my decision.

For your guidance, reviewers' comments are appended below.

If you decide to revise the work, please submit a list of changes or a rebuttal against each point which is being raised by each reviewer. Please also highlight in the manuscript where changes have been made. As well as this highlighted version of the manuscript, please also submit a clean version of your revised manuscript. All documents must be blinded.

Please also note that we do not allow the addition or removal of authors at this stage. Do not make changes to your author list when submitting your revision, as these will need to be reverted and will delay processing your manuscript.

Your revision is due by **Dec 18, 2024**.

To submit a revision, go to https://www.editorialmanager.com/ssho/ and log in as an Author. You will see a menu item call Submission Needing Revision. You will find your submission record there.

Research Elements (optional)
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Ethical Statement

This study was conducted in accordance with the principles of the Declaration of Helsinki. Informed consent was obtained from all participants prior to their inclusion in the study. Participants were assured of their anonymity and the confidentiality of their responses. No harm was inflicted upon the participants, and they were free to withdraw from the study at any time without any consequence.

Reviewer's Comments and Authors' Responses

Dear Editors and Reviewers,

Thank you for your constant support and the reviewer's constructive feedback. We have addressed the reviewers' comments on our manuscript, "Social Media for English Language Acquisition in Indonesian Higher Education: Constructivism and Connectivism Frameworks" as shown in the table below. The manuscript highlights all the changes made in yellow.

Please note that from the journal's email, there is an attached file named Reviewers' Comments. We have thoroughly checked the file. All the comments are positive and there are no revision requests. Therefore, we did not address any points in the attached file in the following table.

Responses to Reviewer 1

No.	Reviewer's comments	Authors' responses	Page
1	Are the objectives and the rationale of the study clearly stated? Yes	No revision is requested.	-
2	If applicable, is the method/study reported in sufficient detail to allow for its replicability and/or reproducibility? Mark as appropriate with an X: Yes [X] No [N/A [] Provide further comments here: -	No revision is requested.	-
3	If applicable, are statistical analyses, controls, sampling mechanism, and statistical reporting (e.g., P-values, CIs, effect sizes) appropriate and well described? Mark as appropriate with an X: Yes [X] No [N/A [] Provide further comments here: -	No revision is requested.	-
4	Could the manuscript benefit from additional tables or figures, or from improving or removing (some of the) existing ones? Yes	No revision is requested.	-
5	If applicable, are the interpretation of results and study conclusions supported by the data?	No revision is requested.	

	Mark as appropriate with an X: Yes [X] No [] N/A [] Provide further comments here: -		
6	Have the authors clearly emphasized the strengths of their study/methods? Yes	No revision is requested.	-
7	Have the authors clearly stated the limitations of their study/methods? Yes	No revision is requested.	-
8	Does the manuscript structure, flow or writing need improving (e.g., the addition of subheadings, shortening of text, reorganization of sections, or moving details from one section to another)? Yes	No revision is requested.	-
9	Could the manuscript benefit from language editing? Yes	We have proofread the language use in this manuscript.	Throughout the manuscript
	Additional Suggestions		
10	Condense the abstract for brevity, particularly focusing on removing redundancies regarding social media platforms and benefits.	We have revised the abstract, as you suggested.	1
11	Ensure the theoretical frameworks (constructivism and connectivism) are consistently applied throughout. Provide clearer connections between these frameworks and specific research findings to enhance coherence.	We have extensively revised the whole discussion section, as you suggested.	18-20
12	Consider moving the research questions to the beginning of the "Method" section for clarity and flow, or to the "Introduction" to contextualize the study's objectives early on.	We have placed the research questions in the introduction, as you suggested.	2

13	The data collection section lacks detail on how participant confidentiality was maintained, particularly for qualitative interviews. Include ethical considerations for transparency.	We have revised it, as you suggested.	6
14	The explanation of the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's test should be simplified for readability. Ensure that their relevance to the study is clear and concise.	We have revised it, as you suggested.	6-7
15	Explain how the mixed-methods design specifically contributes to the study's depth. Currently, it's implied but lacks a strong connection to the data's utility.	We have revised it, as you suggested.	5
16	The demographic details are overly granular. Remove less relevant information (e.g., age breakdown by individual year) to streamline and focus on gender and department divisions.	We have revised it, as you suggested.	5-6
17	Expand on limitations by addressing how the study controlled (or didn't control) for social media's non-academic usage, which could influence learning outcomes.	We have revised it, as you suggested.	20
18	The conclusion is lengthy and could benefit from condensing. Focus on key insights rather than restating findings in detail.	We have revised it, as you suggested.	20
19	Suggest specific research methods (e.g., controlled experiments, longitudinal studies) that could overcome the limitations noted, rather than general recommendations.	We have added it, as you suggested.	21

Responses to Reviewer 3

No.	Reviewer's comments	Authors' responses	Page
1	Are the objectives and the rationale of the study clearly stated? The study addresses the positive effects of social media on English language acquisition at a private university in Jakarta, Indonesia. However, its contribution to the field of social media in language learning is not sufficiently	We have created a sub-section named Contributions and Practical Implications, as you suggested.	20

#	Question	Response	Page
	emphasized. Revisions are needed for this manuscript to be considered for publication.		
2	If applicable, is the method/study reported in sufficient detail to allow for its replicability and/or reproducibility? Mark as appropriate with an X: Yes [] No [X] N/A [] Provide further comments here: -	We have revised the methods section in accordance with the comments from Reviewer 1.	5-7
3	If applicable, are statistical analyses, controls, sampling mechanism, and statistical reporting (e.g., P-values, CIs, effect sizes) appropriate and well described? Mark as appropriate with an X: Yes [] No [] N/A [X] Provide further comments here: -	No revision is requested.	-
4	Could the manuscript benefit from additional tables or figures, or from improving or removing (some of the) existing ones? No	No revision is requested.	-
5	If applicable, are the interpretation of results and study conclusions supported by the data? Mark as appropriate with an X: Yes [] No [X] N/A [] Provide further comments here: -	We have extensively revised the discussion and conclusion sections in response to the comments from Reviewer 1.	18-20
6	Have the authors clearly emphasized the strengths of their study/methods? No, its contribution to the field of social media in language learning is not sufficiently discussed.	We have created a sub-section named Contributions and Practical Implications, as you suggested.	20
7	Have the authors clearly stated the limitations of their study/methods?	No revision is requested.	-

#	Question	Response	Page
	Yes		
8	Does the manuscript structure, flow or writing need improving (e.g., the addition of subheadings, shortening of text, reorganization of sections, or moving details from one section to another)? Yes. See my detailed comments.	We have addressed the comment below.	-
9	Could the manuscript benefit from language editing? Yes	We have proofread the language use in this manuscript.	Throughout the manuscript
	Additional Suggestions		
10	Introduction: 1. There is a typo in the first line of the Introduction, where "traction" should be "attraction" in "… has gained considerable traction." I recommend that the authors thoroughly proofread the manuscript to correct any typos.	Yes, we have revised the manuscript and proofread it.	1
	2. The fourth research question, "What is their perspective on the effectiveness of social media in enhancing their learning outcomes?", reflects researcher bias. This RQ presumes that social media is effective and it can enhance students' learning outcomes. But how can the authors be sure of that before conducting the study? To maintain neutrality, this RQ should be revised to: "What is the students' perspective on the impact of social media on their learning outcomes?"	Thank you for the suggestion. We have revised it, as you suggested.	2
11	Literature review: 1. The literature review mostly focuses on the benefits of social media in English language acquisition, with only minimal mention of the challenges. To provide a balanced perspective, the authors should also elaborate on the challenges associated with social media use in language learning.	1. We have revised the paragraph and added details and references that explore challenges associated with social media use in language learning.	4
	2. The subsection "Impact of Social Media on English Language Acquisition" resembles a list and summary of studies. What are the criteria for selecting these studies for a review? What are the similarities and differences in their findings? More importantly, what are the emerging trends based on the findings of these studies? It's also	2. We have extensively the sub-section and added new references, as you suggested.	4-5

#	Reviewer comment	Author response	Page
	important to discuss how this literature review aligns with the current study's research perspective. 3. There are no references from 2024 in the literature review, which overlooks recent developments in the field. I suggest that the authors update their references to include relevant works published in 2024. To name just a few: Jin, S. (2024). Tapping into social media: transforming EFL learners' writing skills and alleviating anxiety through YouTube. Education and Information Technologies, 29(9), 10707-10728. https://doi.org/10.1007/s10639-023-12252-z Lyu, B., & Lai, C. (2024). Analysing learner engagement with native speaker feedback on an educational social networking site: An ecological perspective. Computer Assisted Language Learning, 37(1-2), 114-148. https://doi.org/10.1080/09588221.2022.2030364 Muftah, M. (2024). Impact of social media on learning English language during the COVID-19 pandemic. PSU Research Review, 8(1), 211-226. https://doi.org/10.1108/PRR-10-2021-0060 Rautela, S., Sharma, S., & Virani, S. (2024). Learner-learner interactions in online classes during COVID-19 pandemic: the mediating role of social media in the higher education context. Interactive Learning Environments, 32(2), 639-654. https://doi.org/10.1080/10494820.2022.2093917	3. As you suggested, we have included two references from 2024 in the literature review.	4
12	Method: 1. Setting. The authors need to provide a rationale for selecting a private university in Eastern Jakarta, Indonesia, as the research site. Why was this setting chosen? Additionally, more details on the use of convenience sampling for participant selection are necessary. 2. Data collection and data analysis should be presented in separate sections to improve clarity. 3. Theoretical Frameworks: The authors should explain how the Constructivism and Connectivism frameworks guided the data collection process. 4. The data collection section would benefit	1. Yes, we have revised this in the setting section as you suggested. 2. Thank you for the suggestion. Yes, we have revised it by separating the data collection and data analysis. 3. We have extensively revised the data collection sub-section, as you suggested.	5 6 7
	from more detailed information on the semi-structured interviews. This could include when the interviews were conducted, in what manners the interviews were conducted, example interview questions, how the researchers probed to gather information, and the criteria for selecting the 16 student interviewees. The authors need to consider adding a table of the background information of the selected 16 students. 5. In data analysis, the authors claim that "the qualitative data were analyzed using qualitative content analysis," but more details on this process are needed. How was content analysis conducted exactly? What were the specific steps? Any examples of codes and themes? What were the criteria used in categorizing the data?	4. Yes, we have revised this in the data collection section as you suggested. 5. Yes, we have revised this in the data analysis section as you suggested.	7 7-8
13	Results: 1. Theoretical Frameworks in Results: The authors need to clarify how Constructivism and Connectivism are reflected in the results, explicitly illustrating the application of these theoretical frameworks. 2. "Learning Strategies for English Language Acquisition": This section should focus on how students utilize social media as a strategy for learning English, rather than simply describing their social media use. Revisions should aim to highlight specific ways students use social media to support their learning, such as how they use social media to facilitate their interactions with their lecturers, how they gain information from social media to help them learn English, how they used social media to interact with native speakers of English, etc. 3. "Teaching and Learning Activities": Toward the end of this subsection, the authors mention obstacles students face when using social media for learning, followed immediately by two quotes describing the benefits of social media. This creates an inconsistency in focus. The authors should further elaborate on the obstacles students encounter and analyze their causes, rather than mixing in quotes on the benefits. 4. "Learning Engagement in the use of social media" and "Learning Outcomes of Social Media Use": Similar issues arise in these subsections. Quotes on the benefits of social	1. We have revised the results, as you suggested. 2. The results for this sub-section are the longest, and we elaborated further on the strategies derived from the qualitative responses. In the first paragraph on page 14, we initially used the term 'strategies' and then continued with additional details, varying the explanations. 3. We have revised it, as you suggested. 4. We have revised both sub-sections, as you suggested.	8, 9, 15, and 16 14 16 17 and 19

No.	Reviewer's comments	Authors' responses	Page
	media appear at the end of each subsection, alongside discussions of the challenges. To improve coherence, these contrasting points should be better organized or separated.		
14	Discussion: In the discussion, the authors note that the study's findings align with previous research. However, what's new in this study? How did the findings of this study help address the research gap? Instead of only confirming previous studies, the authors should highlight this study's original contributions to the field.	We have created a new sub-section discussing the contributions and practical implications of the study's findings, following the comments from Reviewer 1.	
15	Conclusion: The Conclusion lacks a discussion of the study's implications. The authors should elaborate on the practical implications of social media in EFL learning, offering specific suggestions for students, teachers, and university management, ideally with novel insights and actionable recommendations.	Yes, we have updated the conclusion section, mainly on the elaboration from students and teachers' perspectives.	19

Responses to Reviewer 4

No.	Reviewer's comments	Authors' responses	Page
1	Are the objectives and the rationale of the study clearly stated? The manuscript (ms) has a clear and succinct abstract and introduction including valid objectives, research questions and a valid rationale.	Thank you for your positive feedback. No revision is made.	-
2	If applicable, is the method/study reported in sufficient detail to allow for its replicability and/or reproducibility? Mark as appropriate with an X: Yes [X] No [] N/A [] Provide further comments here: The quantitative survey and qualitative interview methods are clearly outlined in such a way that the study could be replicated.	Thank you for your positive feedback. No revision is made.	-
3	If applicable, are statistical analyses, controls, sampling mechanism, and statistical reporting (e.g., P-values, CIs, effect sizes) appropriate and well described? Mark as appropriate with an X: Yes [X] No [N/A [] Provide further comments here: The quantitative survey findings are clearly laid out in figures and tables with basic but adequate analysis and reporting.	Thank you for your positive feedback. No revision is made.	-
4	Could the manuscript benefit from additional tables or figures, or from improving or removing (some of the) existing ones? There is a good balance of presentation of the quantitative survey findings in tables and figures, analysis of these, and likewise of the qualitative interview findings, where direct quotation and research analysis are judiciously combined.	Thank you for your positive feedback. No revision is made.	-
5	If applicable, are the interpretation of results and study conclusions supported by the data? Mark as appropriate with an X: Yes [X] No [] N/A [] Provide further comments here: -	No revision is required.	-
6	Have the authors clearly emphasized the strengths of their study/methods? 1. Although clearly, if briefly, outlined in separate paragraphs, the two main theoretical frameworks used, Constructionism and Connectionism, are adopted uncritically and too closely interlinked when they are recycled in the Discussion section. 2. The findings refer to the Indonesian students' use of social media platforms and applications for interaction with "native speakers". This notion has been and should be challenged as a desirable objective for EFL learners, e.g. on p.14, in and below Figure 6. So-called native speakers are a minority among English users the	We have extensively revised the discussion section, as you and the other reviewers suggested.	19-22

	world over, and the author(s) may wish to consider using an English as a lingua franca (ELF) perspective in discussion of this finding		
7	Have the authors clearly stated the limitations of their study/methods? Yes, in a separate section in the conclusion pertinent points are made about the limitations of the study.	Thank you for your positive feedback. No revision is made.	-
8	Does the manuscript structure, flow or writing need improving (e.g., the addition of subheadings, shortening of text, reorganization of sections, or moving details from one section to another)? The structure and major strands of argument of the ms are clear and reader-friendly, with suitable section and subsection headings. Only one (typo?) noticed, in the Conclusion, p. 20: " ....has shown to significantly improve language learning." > "....has been shown...."	Thank you for your positive feedback. No revision is made. We have revised the whole conclusion following the comments from reviewer 1.	- 22
9	Could the manuscript benefit from language editing? No	Thank you for your positive feedback. No revision is made.	-
	Additional Suggestions		
10	Whilst this ms and its findings are in many respects predictable and unsurprising, it is nonetheless valid, especially in a context such as Indonesian higher education, where better access and connectivity have the potential to transform language teaching approaches, methods and practices. Reviewer therefore recommends publishing with minor amendments.	Thank you for your positive feedback. No revision is made. We are glad to hear that.	-

Social Media for English Language Acquisition in Indonesian Higher Education: Constructivism and Connectivism Frameworks

Abstract

The integration of social media into English language education in Indonesian higher education, though underexplored, holds significant potential to enhance learning experiences within constructivist and connectivist frameworks. This study examined the experiences of 108 EFL undergraduates from both English and non-English departments at a private university in Jakarta, Indonesia. A mixed-methods approach was employed, combining quantitative surveys with qualitative interviews. We analysed the data using descriptive statistics and thematic analysis to assess the influence of social media on language learning. The results revealed that undergraduates widely regarded social media platforms such as Instagram, TikTok, Facebook, and WhatsApp as interactive tools that facilitated authentic communication, enhanced both written and spoken English skills, and improved learning strategies, engagement, teaching activities, and academic performance. Despite certain challenges, these platforms offered authentic learning tasks and access to diverse information networks, aligning with constructivist and connectivist principles. The findings highlighted the transformative role of social media as both a supplementary and core educational resource, advocating for its integration into curricula to promote greater student engagement and proficiency in English.

Keywords: EFL students, English language practice, higher education, social media

Introduction

The integration of social media into educational settings has gained considerable attention in recent years, particularly within English as a Foreign Language (EFL) learning. Platforms, encompassing Instagram, TikTok, Facebook, YouTube, and X have transcended their initial roles as communication tools, evolving into dynamic, interactive channels for academic communication and learning resources (Zachos et al., 2018). Constructivist and connectivist theoretical frameworks provide the foundation for understanding how these digital tools facilitate language acquisition. Constructivism emphasizes the active role of learners in building knowledge through social interaction and experiential learning, while connectivism emphasizes the importance of networked learning and the ability to access and synthesize information from diverse sources (Pikhart & Botezat, 2021). Social media's dual-edged nature offers both benefits and challenges in education (Adhani et al., 2023; Anderson, 2019; Raj & Sunitha, 2019), enhancing language skills, encouraging student participation, and providing authentic linguistic exposure.

Despite the documented potential of social media to enrich language learning environments (Al Arif, 2019; Alshenqeeti, 2018; Wang et al., 2022), significant research gaps remain. Previous studies have shown that social media fosters collaborative learning, boosts student motivation, and facilitates meaningful communication in the target language (Bilandzic & Foth, 2013; Wong et al., 2021). For example, YouTube has been beneficial for listening practice, while Instagram aids in vocabulary development. Social media also plays a crucial role in enabling peer feedback and creating communities of practice. Nonetheless, there is a scarcity of research specifically examining how EFL students perceive the impact of social media on their learning strategies and its formal integration into teaching activities. Moreover, comprehensive analyses of students'

Dear Dr. Waluyo,

Thank you for submitting a revised version of your manuscript along with a letter that addresses the referees' comments and outlines your revisions. The reviewers are now happy with the changes that have been made to your manuscript (see below). There is also a need for some minor revisions to align the manuscript with the Journal's Guide for Authors (below).

***We do not allow the addition or removal of authors at this stage. Do not make changes to your author list when submitting your revision, as these will need to be reverted and will delay the processing of your manuscript.

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- If applicable, add Acknowledgements at the end of the manuscript, after the Conclusion and before the references.
- The manuscript should list funding sources immediately after the Acknowledgments. If no funding has been provided for the research, it is recommended to include the following statement:
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If you decide to revise the work, please submit a list of changes or a rebuttal against each point which is being raised when you submit the revised manuscript.

Your revision is due by **Feb 24, 2025**.

From: **Social Sciences & Humanities Open** <em@editorialmanager.com>
Date: Mon, Feb 24, 2025, 8:57 PM
Subject: Your Submission
To: Budi Waluyo <budi.business.waluyo@gmail.com>

Ref.: Ms. No. **SSHO-D-24-01822R2**
Social Media for English Language Acquisition in Indonesian Higher Education: Constructivism and Connectivism Frameworks
Social Sciences & Humanities Open

Dear Dr. Waluyo,

I am pleased to tell you that your work has now been accepted for publication in Social Sciences & Humanities Open.

It was accepted on Feb 24, 2025

Comments from the Editor and Reviewers can be found below.

We appreciate and value your contribution to Social Sciences & Humanities Open. We regularly invite authors of recently published manuscript to participate in the peer review process. If you were not already part of the journal's reviewer pool, you have now been added to it. We look forward to your continued participation in our journal, and we hope you will consider us again for future submissions.

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With kind regards

Natalie Browes
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Title: *Social Media for English Language Acquisition in Indonesian Higher Education: Constructivism and Connectivism Frameworks*
Reference: *SSAHO_101382*

Dear Dr. Waluyo,

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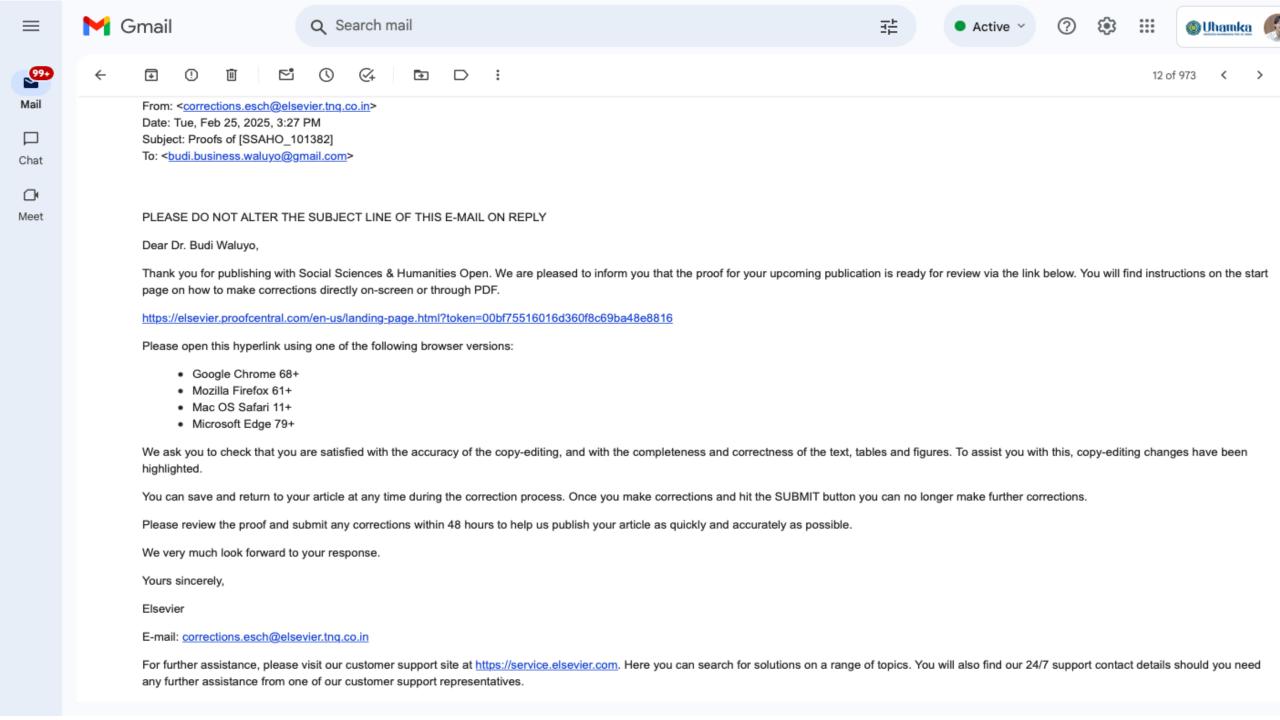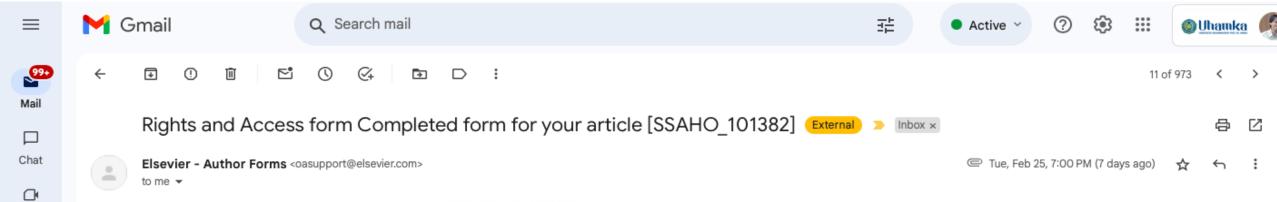
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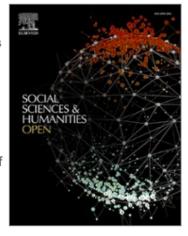Dear Dr Apoko,

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