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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

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Social media for English language acquisition in Indonesian higher education: Constructivism and connectivism frameworks

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ARTICLE INFO

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.

1. Introduction

The integration of social media into educational contexts has attracted growing interest, particularly in English as a Foreign Language (EFL) learning environment. Social media platforms such as Instagram, TikTok, Facebook, YouTube, and X have evolved beyond their initial function as communication tools, transforming into interactive channels for academic engagement and language learning resources (Zachos et al., 2018). Grounded in constructivist and connectivist frameworks, social media supports language acquisition by enabling experiential learning and collaborative knowledge-building through digital interaction (Pikhart & Botezat, 2021). Constructivism emphasizes the active role of learners in constructing knowledge through authentic tasks and

Anderson, 2019). Understanding how these platforms can be effectively integrated into formal educational settings remains a critical area of inquiry.

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). YouTube, for example, 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