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Date: Sep 11, 2025
To: "Fitrina Harmaini" fitrina_harmaini@bunghatta.ac.id
From: "Computers and Education Open" support@elsevier.com
Subject: Submission to Computers and Education Open requires action

Journal: Computers and Education Open
Title: Quantifying Social Media's Engagement in Gen Z's Incidental English Learning

Dear Ms Fitrina Harmaini,

We have received the above referenced manuscript you submitted to Computers and Education Open. However, further action is required to complete the submission.

You have received this message for one of two reasons. Either:

- (a) your manuscript has been received from another journal or pre-print service and you must now complete your submission, or
- (b) technical comments (included below) need to be addressed before resubmitting your manuscript.

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Date: Sep 18, 2025
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From: "Computers and Education Open" support@elsevier.com
Subject: Incomplete submission to Computers and Education Open

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Quantifying Social Media's Engagement in Gen Z's Incidental English Learning

Dear Ms Harmaini,

Our records indicate that you started the submission process for the above referenced manuscript several days ago. As the submission process is incomplete, this manuscript has not yet been submitted to Computers and Education Open.

If you intend to proceed with the submission, please complete the submission within the next 60 days. To complete your submission, please log in as an author at <https://www.editorialmanager.com/CAEO/>, and navigate to the "Incomplete Submissions" or "Submissions Waiting for Author's Approval" folder.

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Webmail
Univ. Bung Hatta

fitrina harmaini <fitrina_harmaini@bunghatta.ac.id>

Submission to Computers and Education Open - manuscript number

2 pesan

Computers and Education Open <em@editorialmanager.com>
Balas Ke: Computers and Education Open <support@elsevier.com>
Kepada: Fitrina Harmaini <fitrina_harmaini@bunghatta.ac.id>

25 September 2025 pukul 21.18

This is an automated message.

Manuscript Number: **CAEO-D-25-00605**

Quantifying Social Media's Engagement in Gen Z's Incidental English Learning

Dear Ms Harmaini,

Your above referenced submission has been assigned a manuscript number: **CAEO-D-25-00605**.

To track the status of your manuscript, please log in as an author at <https://www.editorialmanager.com/caeo/>, and navigate to the "Submissions Being Processed" folder.

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fitrina harmaini <fitrina_harmaini@bunghatta.ac.id>
Kepada: Computers and Education Open <support@elsevier.com>

7 Desember 2025 pukul 15.38

Dear Editor,

Is there any information about my manuscript?
I am looking forward to hearing from you.

Thank you very much.

Regards,
Fitrina Harmaini
[Kutipan teks disembunyikan]

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Date: Sep 25, 2025
To: "Fitrina Harmaini" fitrina_harmaini@bunghatta.ac.id
From: "Computers and Education Open" support@elsevier.com
Subject: Confirming handling editor for submission to Computers and Education Open

This is an automated message.

Manuscript Number: **CAEO-D-25-00605**

Quantifying Social Media's Engagement in Gen Z's Incidental English Learning

Dear Ms Harmaini,

The above referenced manuscript will be handled by Editor-in-Chief Professor Sarah K. Howard.

To track the status of your manuscript, please log into Editorial Manager at <https://www.editorialmanager.com/caeo/>.

Thank you for submitting your work to this journal.

Kind regards,

Computers and Education Open

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fitrina harmaini <fitrina_harmaini@bunghatta.ac.id>

Decision on your submission to Computers and Education Open

2 pesan

Zi Yan <em@editorialmanager.com>

12 Januari 2026 pukul 20.20

Balas Ke: Zi Yan <zyan@eduhk.hk>

Kepada: Fitrina Harmaini <fitrina_harmaini@bunghatta.ac.id>

Manuscript Number: **CAEO-D-25-00605**

Quantifying Social Media's Engagement in Gen Z's Incidental English Learning

Dear Ms Harmaini,

Thank you for submitting your manuscript to Computers and Education Open.

I have completed my evaluation of your manuscript. The reviewers recommend reconsideration of your manuscript following revision. I agree with the reviewer that this study opens up a valuable line of research. However, the current conclusions lack sufficient depth. Please carefully address the reviewer's comments and revise accordingly. I invite you to resubmit your manuscript after addressing the comments below. Please resubmit your revised manuscript by **Feb 02, 2026**.

When revising your manuscript, please consider all issues mentioned in the reviewers' comments carefully: please outline in a cover letter every change made in response to their comments and provide suitable rebuttals for any comments not addressed. Please note that your revised submission may need to be re-reviewed.

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Computers and Education Open values your contribution and I look forward to receiving your revised manuscript.

Kind regards,
Zi Yan
Associate Editor
Computers and Education Open

Editor and Reviewer Comments:

Reviewer's Responses to Questions

Note: In order to effectively convey your recommendations for improvement to the author(s), and help editors make well-informed and efficient decisions, we ask you to answer the following specific questions about the manuscript and provide additional suggestions where appropriate.

1. Are the objectives and the rationale of the study clearly stated?

Please provide suggestions to the author(s) on how to improve the clarity of the objectives and rationale of the study. Please number each suggestion so that author(s) can more easily respond.

Reviewer #1: The objectives and rationale for this study are clear. In fact, I find the objectives and rationale to be quite compelling. One of the strengths of this study is the section on "Research Gap" that clearly shows why this study is warranted and the potential contributions it has to offer. You will see that I have some very substantive concerns with this study and its theoretical and empirical limitations. Despite those concerns, I still feel supportive of this study because it takes an initial step into a new line of research. Although the findings do not tell us much, I consider the little bit of insight that we get from them (i.e., lack of correlation) to still be highly valuable because the study is so well-justified. Indeed, this is an important topic and I am glad to see someone is laying some initial groundwork that future research can build on. To me, the rationale for this line of work "carries" the study. Because of its limitations I discuss below (theoretically and empirically), I do not think we really have an answer to the research question. But I think that what the authors have done with this manuscript can be nonetheless impactful by paving the way for more research in this area.

Reviewer #2: To some extent. Further elucidation and clarification are recommended.

2. If applicable, is the application/theory/method/study reported in sufficient detail to allow for its replicability and/or reproducibility?

Please provide suggestions to the author(s) on how to improve the replicability/reproducibility of their study. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: Mark as appropriate with an X:

Yes ☒ No ☐ N/A ☐

Provide further comments here: The theory regarding English exposure and incidental learning is "appropriate." However, I also think there are other theoretical directions that would have made this a more rigorous study. The theory used for this study sets up a research question about the effects of "how much" people use social media on IL. Beyond "how much," I believe that "HOW" and "WHY" people use social media could play an important role in IL outcomes. The "Uses and Gratifications" theory of media use posits that motivations for media use drive different types of media uses, which then shape the effects of use. Beyond (mere) frequency of use, I think it would be important to also consider the extent to which people report using social media to get information, to exchange news, to connect socially with peers, for entertainment, and to relieve boredom. There is a great deal of scholarship that uses the Uses and Gratifications theory to show that these and other uses of media can be even more important than frequency of use in predicting outcomes.

Theory of habit is another important direction that could guide this research. There is a great deal of scholarship showing that people, especially young people, use social media out of habit. Habit refers to "automatic" usage that is triggered by cues. When people use social media out of habit, they are literally not thinking, and one could easily theorize that using social media without thinking would hinder IL. There are well-established measures of habitual social media use that the authors should consider in future research.

Finally, I also think that beliefs about social would play a key role in explaining IL. In 2024, Angela Lee and Jeff Hancock introduced the concept of "social media mindsets" (in Journal of Computer-Mediated Communication), showing that having an "agentic" mindset about social media influences more positive uses of it, as well as positive outcomes. I would hypothesize that having a low-agency mindset about social media (i.e., that one does not have control over their social media use) would hinder IL.

I realize the fieldwork has already been done for this study. I offer these insights to help guide future research in this area, and to also give the editors a sense of how preliminary this study is. I do think this is a valuable study, but I also think it is very "thin" in terms of theorizing how and why social media use might be related to IL.

Reviewer #2: Mark as appropriate with an X:

Yes ☐ No ☒ N/A ☐

Provide further comments here:

To some extent. Further elucidation and clarification are strongly recommended.

3. If applicable, are statistical analyses, controls, sampling mechanism, and statistical reporting (e.g., P-values, CIs, effect sizes) appropriate and well described?

Please clearly indicate if the manuscript requires additional peer review by a statistician. Kindly provide suggestions to the author(s) on how to improve the statistical analyses, controls, sampling mechanism, or statistical reporting. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: Mark as appropriate with an X:

Yes ☐ No ☒ N/A ☐

Provide further comments here: One thing that seems to be missing from the analysis is control variables. I think it would be important to consider variables that would relate both to the IV and the DV, and then to control for them. It could be that the results look quite differently when relevant variables are controlled for. For example, the authors write, "Prior research has noted that students often perceive social media as helpful for their language learning (Baföz, 2016; Aloraini & Cardoso, 2020), yet perception does not necessarily translate into performance gains." To make this

interpretation, it would be important for the authors to control for such perceptions, which would be much stronger than assuming participants perceived social media in this way.

Reviewer #2: Mark as appropriate with an X:

Yes ☐ No ☐ N/A ☐

Provide further comments here:

To some extent.

4. Could the manuscript benefit from additional tables or figures, or from improving or removing (some of the) existing ones?

Please provide specific suggestions for improvements, removals, or additions of figures or tables. Please number each suggestion so that author(s) can more easily respond.

Reviewer #1: The analysis is pretty basic and I do not see opportunities for it to be enhanced with further tables and figures. I offer suggestions above for more robust analysis in future studies, which would call for additional tables should the authors expand this work in those directions.

Reviewer #2: No comment.

5. If applicable, are the interpretation of results and study conclusions supported by the data?

Please provide suggestions (if needed) to the author(s) on how to improve, tone down, or expand the study interpretations/conclusions. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: Mark as appropriate with an X:

Yes ☐ No ☒ N/A ☐

Provide further comments here: The authors make causal assumptions and use causal language throughout the manuscript. We see this, for example, when they state that "The items assessed how frequently students engage in activities that CONTRIBUTE to IL ..." Theoretically, we could also say that EA could influence how much one uses social media. This raises a related point: To me, it seems that observing CHANGES in EA with social media use would be much more informative than correlation using cross-sectional data. This (lack of) correlation takes a very preliminary step forward with this line of research, but it is not the best way of assessing IL with social media use. Examining changes in EA with social media use would be a much better way of assessing this, and I think the authors need to be much more careful about how they characterize the nature of these data and the extent to which they (do not) support causal assumptions, claims, or interpretations.

Reviewer #2: Mark as appropriate with an X:

Yes ☐ No ☐ N/A ☐

Provide further comments here:

To some extent. Greater attention to the clarity and tone of the interpretation and discussion is strongly recommended.

6. Have the authors clearly emphasized the strengths of their study/theory/methods/argument?

Please provide suggestions to the author(s) on how to better emphasize the strengths of their study. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: As I have stated above, the primary strength of this study is the way it opens up a new and well-justified line of research. I think that point could be foregrounded more in the discussion and that the discussion could do a better job of explaining how preliminary this work is and that the main contribution is in opening up this new line of work, rather than really answering the question it raises.

Reviewer #2: Yes

7. Have the authors clearly stated the limitations of their study/theory/methods/argument?

Please list the limitations that the author(s) need to add or emphasize. Please number each limitation so that author(s) can more easily respond.

Reviewer #1: Yes, I appreciate the limitations that are recognized in the discussion. However, I also think the authors should recognize other limitations I raise in this review, including lack of controls and a limited focus on frequency of use, as opposed to how/why people use social media, habitual use of social media, and beliefs about social media.

Reviewer #2: To some extent. Greater attention is strongly recommended.

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)?

Please provide suggestions to the author(s) on how to improve the manuscript structure and flow. Please number each suggestion so that author(s) can more easily respond.

Reviewer #1: I am satisfied with the writing structure and flow of this manuscript.

Reviewer #2: Yes.

9. Could the manuscript benefit from language editing?

Reviewer #1: No

Reviewer #2: Yes

Reviewer #1: This field is optional. If you have any additional suggestions beyond those relevant to the questions above, please number and list them here.

Reviewer #2: Thank you for the opportunity to read this manuscript and to share my thoughts.

Title:

I think it would be beneficial to revise the title to make it more readable. For example, it could be phrased more simply as "The relationship between the frequency of incidental learning through social media and English fluency: A survey [or cross-sectional] study of Indonesian adolescents."

Abstract:

I think it may be a good idea to begin the abstract with a brief introduction and then refer to the study aim. This could help readers immediately understand why the study was conducted.

The sentence "Generation Z learners' use of social media triggered this study" may benefit from further clarification. In particular, it might be helpful to explain more explicitly, and in a more informative way, why this topic motivated the study.

Given that a central pillar of this study concerns the English language, readers may wonder who the participants were (e.g., non-English speakers, learners from a specific country or context). Clarifying this point in the abstract could improve transparency.

Overall, when reading the abstract in its entirety, it may not be easy for some readers to follow it perfectly. Investing more detail in clearly stating what the study aimed to investigate, what was done, and what was found may improve clarity.

I also think the conclusion of the abstract could be more toned down. Some interpretations appear to go beyond the direct scope of the study (i.e., what was empirically found) and may reflect assumptions. Such interpretations could be more appropriately discussed in the Discussion section, informed by the existing literature, rather than in the abstract. Adopting a more cautious and toned-down language here and also throughout the manuscript may be advisable (e.g., using terms such as may and potentially). Please also note that this is a cross-sectional study examining relationships or associations rather than impacts or influences. Avoiding cause-and-effect language and overly strong claims throughout the manuscript would be recommended.

Introduction:

Please ensure consistency in citation formatting (e.g., "(Webb et al., 2013) (Pellicer-Sánchez, 2014)" versus "(Uchiyama et al., 2019; Webb et al., 2023)").

For statements such as "Social media in particular has been shown to enhance motivation, provide authentic linguistic input, and foster learner autonomy (Aloraini & Cardoso, 2020; Godwin-Jones, 2019)", more robust and reliable evidence may be needed. In particular, support from experimental or longitudinal studies would strengthen such claims. If such evidence is not available, these statements may need to be further toned down to reflect the correlational or suggestive nature of the existing literature.

I also think the Introduction has room to become more readable and to achieve a better overall flow.

Methods:

This section would benefit from further clarification (e.g., origins and structure of measures), particularly regarding the first questionnaire used in the study. More detail on the items, the steps from item pool development to the final stage of validation, and additional psychometric analyses of the items would strengthen this section.

In addition, the sample size may limit the generalizability of the findings. Providing a justification for the sample size and acknowledging its potential limitations would be helpful.

Discussion:

Regarding the statement "...By challenging the common assumption that 'more exposure equals more learning,' this finding contributes...", you may find the literature on divergent outcomes of time spent versus problematic media use informative. Previous studies suggest that the outcomes of frequency of use (which is not necessarily problematic) and problematic use (e.g., compulsive, mindless use) can differ. Moreover, research indicates that when the quality of media engagement increases, users may become less vulnerable to negative effects and may derive greater benefits from media use. Relevant examples include:

Zsila, Á., Aruguete, M. S., Shabahang, R., Buvár, Á., & Orosz, G. (2025). Convergent and divergent predictors of extensive use time and problematic TikTok use. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 19(4), Article 8.

Shabahang, R., Zsila, Á., Aruguete, M. S., Huynh, H. P., & Orosz, G. (2024). Embrace the moment using social media: A cross-cultural study of mindful use of social media. *Mindfulness*, 15(1), 157-173.

Shabahang, R., Thomas, E., Douglas, K., Weber, R., Billieux, J., Reyes, M. E. S., Huynh, H. P., Demetrovics, Z., & Zsila, Á. (2025). Mindful use of social media is associated with weaker conspiracy beliefs—Evidence from the Philippines, Australia, and Iran. SSRN.

Shabahang, R., & Weber, R. (2025). How should we approach negative news in the media? A "mindful" and "harmonious" consumption of negative news by users might be an answer. *Frontiers in Psychology*, 16, 1606604. A possible interpretation to consider is that multiple factors may be influential in the relationship between incidental learning through social media and English ability. In other words, how much social media is used (quantity of use) may not always be informative, whereas how it is used (quality of use), such as with mindful awareness rather than compulsively or with a fatigued mindset, may be more contributory in many cases.

Overall:

Overall, the idea of the study is interesting, and the findings are promising. However, the manuscript would benefit from being reread and revised for greater clarity (particularly in terms of methodology and study procedures) and for a more consistently toned-down presentation. Given that this is a cross-sectional study with a convenience sample, the use of assertive language throughout the manuscript may not be advisable.

On the whole, the study aligns well with recent evidence suggesting that the frequency of media use (time spent) does not necessarily lead to specific outcomes. Many users report high levels of use without problematic patterns, and prior research highlights the importance of additional factors, including the quality of use (e.g., addictive versus mindful engagement).

I hope these suggestions are helpful. All the best.

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View Letter

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Date: Jan 26, 2026
To: "Fitrina Harmaini" fitrina_harmaini@bunghatta.ac.id
From: "Zi Yan" zyan@eduhk.hk
Subject: Revision of "Incidental English Learning through Social Media and English Proficiency among Indonesian Gen Z" is due soon

This is an automated message.

Manuscript Number: **CAEO-D-25-00605R1**
Incidental English Learning through Social Media and English Proficiency among Indonesian Gen Z

Dear Ms Harmaini,

We would like to remind you that on **Jan 12, 2026** we asked you to revise your above referenced manuscript and your revision is due by **Feb 02, 2026**.

Computers and Education Open values your contribution and we look forward to receiving your revised manuscript.

To submit your revision, please log in as an author at <https://www.editorialmanager.com/CAEO/>, and navigate to the "Submissions Needing Revision" folder under the Author Main Menu. You will also find the decision letter and comments available there.

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If you require more time, please contact the journal office by replying to this email.

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Date: Jan 30, 2026
To: "Fitrina Harmaini" fitrina_harmaini@bunghatta.ac.id
From: "Zi Yan" zyan@eduhk.hk
Subject: Revision of "Incidental English Learning through Social Media and English Proficiency among Indonesian Gen Z" is due soon

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Manuscript Number: **CAEO-D-25-00605R1**
Incidental English Learning through Social Media and English Proficiency among Indonesian Gen Z

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Webmail
Univ. Bung Hatta

fitrina harmaini <fitrina_harmaini@bunghatta.ac.id>

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1 pesan

Computers and Education Open <em@editorialmanager.com>

2 Februari 2026 pukul 13.15

Balas Ke: Computers and Education Open <support@elsevier.com>

Kepada: Fitrina Harmaini <fitrina_harmaini@bunghatta.ac.id>

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Manuscript Number: **CAEO-D-25-00605R1**

Incidental English Learning through Social Media and English Proficiency among Indonesian Gen Z

Dear Ms Harmaini,

We have received the above referenced manuscript you submitted to Computers and Education Open.

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Kepada: Fitrina Harmaini <fitrina_harmaini@bunghatta.ac.id>

3 Februari 2026 pukul 23.16

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Manuscript Number: **CAEO-D-25-00605R1**

Incidental English Learning through Social Media and English Proficiency among Indonesian Gen Z

Dear Ms Harmaini,

The above referenced manuscript will be handled by Editor-in-Chief Professor Sarah K. Howard.

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fitrina harmaini <fitrina_harmaini@bunghatta.ac.id>
Kepada: Computers and Education Open <support@elsevier.com>

4 Maret 2026 pukul 14.53

Dear CAEO Team,

I hope this message finds you well.

I am writing to kindly inquire about the current status of my manuscript, entitled " Incidental English Learning through Social Media and English Proficiency among Indonesian Gen Z " (Manuscript Number: **CAEO-D-25-00605R1**), which is currently under review at *Computer and Education Open Journal*.

I would greatly appreciate it if you could provide any updates regarding its progress.

Thank you very much for your time and consideration. I look forward to hearing from you.

Kind regards,

Fitrina Harmaini

[Kutipan teks disembunyikan]

Date: Mar 13, 2026
To: "Fitrina Harmaini" fitrina_harmaini@bunghatta.ac.id
From: "Zi Yan" zyan@eduhk.hk
Subject: Decision on your submission to Computers and Education Open

Manuscript Number: **CAEO-D-25-00605R1**

Incidental English Learning through Social Media and English Proficiency among Indonesian Gen Z

Dear Ms Harmaini,

Thank you for submitting your manuscript to Computers and Education Open.

I have completed my evaluation of your manuscript. The reviewers recommend reconsideration of your manuscript following revision. I invite you to resubmit your manuscript after addressing the comments below. Please resubmit your revised manuscript by **Apr 03, 2026**.

When revising your manuscript, please consider all issues mentioned in the reviewers' comments carefully: please outline in a cover letter every change made in response to their comments and provide suitable rebuttals for any comments not addressed. Please note that your revised submission may need to be re-reviewed.

To submit your revised manuscript, please log in as an author at <https://www.editorialmanager.com/caeo/>, and navigate to the "Submissions Needing Revision" folder under the Author Main Menu.

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Computers and Education Open values your contribution and I look forward to receiving your revised





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fitrina harmaini <fitrina_harmaini@bunghatta.ac.id>

Decision on your submission to Computers and Education Open

1 pesan

Zi Yan <em@editorialmanager.com>

14 Maret 2026 pukul 10.49

Balas Ke: Zi Yan <zyan@eduhk.hk>

Kepada: Fitrina Harmaini <fitrina_harmaini@bunghatta.ac.id>

Manuscript Number: **CAEO-D-25-00605R1**

Incidental English Learning through Social Media and English Proficiency among Indonesian Gen Z

Dear Ms Harmaini,

Thank you for submitting your manuscript to Computers and Education Open.

I have completed my evaluation of your manuscript. The reviewers recommend reconsideration of your manuscript following revision. I invite you to resubmit your manuscript after addressing the comments below. Please resubmit your revised manuscript by **Apr 03, 2026**.

When revising your manuscript, please consider all issues mentioned in the reviewers' comments carefully: please outline in a cover letter every change made in response to their comments and provide suitable rebuttals for any comments not addressed. Please note that your revised submission may need to be re-reviewed.

To submit your revised manuscript, please log in as an author at <https://www.editorialmanager.com/caeo/>, and navigate to the "Submissions Needing Revision" folder under the Author Main Menu.

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Computers and Education Open values your contribution and I look forward to receiving your revised manuscript.

Kind regards,

Zi Yan

Associate Editor

Computers and Education Open

Editor and Reviewer Comments:

Reviewer's Responses to Questions

Note: In order to effectively convey your recommendations for improvement to the author(s), and help editors make well-informed and efficient decisions, we ask you to answer the following specific questions about the manuscript and provide additional suggestions where appropriate.

1. Are the objectives and the rationale of the study clearly stated?

Please provide suggestions to the author(s) on how to improve the clarity of the objectives and rationale of the study. Please number each suggestion so that author(s) can more easily respond.

Reviewer #1: Yes

Reviewer #2: Yes, to an adequate level.

2. If applicable, is the application/theory/method/study reported in sufficient detail to allow for its replicability and/or reproducibility?

Please provide suggestions to the author(s) on how to improve the replicability/reproducibility of their study. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: Mark as appropriate with an X:

Yes ☒ No ☐ N/A ☐

Provide further comments here:

Reviewer #2: Mark as appropriate with an X:

Yes ☒ No ☐ N/A ☐

Provide further comments here:

To an adequate level.

3. If applicable, are statistical analyses, controls, sampling mechanism, and statistical reporting (e.g., P-values, CIs, effect sizes) appropriate and well described?

Please clearly indicate if the manuscript requires additional peer review by a statistician. Kindly provide suggestions to the author(s) on how to improve the statistical analyses, controls, sampling mechanism, or statistical reporting. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: Mark as appropriate with an X:

Yes ☒ No ☐ N/A ☐

Provide further comments here:

Reviewer #2: Mark as appropriate with an X:

Yes ☒ No ☐ N/A ☐

Provide further comments here:

To an adequate level.

4. Could the manuscript benefit from additional tables or figures, or from improving or removing (some of the) existing ones?

Please provide specific suggestions for improvements, removals, or additions of figures or tables. Please number each suggestion so that author(s) can more easily respond.

Reviewer #1: No

Reviewer #2: The number and placement of tables/figures are appropriate/adequate

5. If applicable, are the interpretation of results and study conclusions supported by the data?

Please provide suggestions (if needed) to the author(s) on how to improve, tone down, or expand the study interpretations/conclusions. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: Mark as appropriate with an X:

Yes ☒ No ☐ N/A ☐

Provide further comments here:

Reviewer #2: Mark as appropriate with an X:

Yes ☒ No ☐ N/A ☐

Provide further comments here:

6. Have the authors clearly emphasized the strengths of their study/theory/methods/argument?

Please provide suggestions to the author(s) on how to better emphasize the strengths of their study. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: Yes

Reviewer #2: Yes, to an adequate level.

7. Have the authors clearly stated the limitations of their study/theory/methods/argument?

Please list the limitations that the author(s) need to add or emphasize. Please number each limitation so that author(s) can more easily respond.

Reviewer #1: Yes - much better job of this with the revision

Reviewer #2: Yes, to an adequate level.

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)?

Please provide suggestions to the author(s) on how to improve the manuscript structure and flow. Please number each suggestion so that author(s) can more easily respond.

Reviewer #1: I appreciate how the authors have taken up my suggestion to engage with the literatures on Uses&Grats, habit, and social media mindsets. However, I am not sure it makes sense to review these literatures in the lit review that frames the study, because it does not actually frame the questions being addressed. Instead, I think it makes the most sense to engage with these literatures in the discussion. My suggestion is to take it out of the framing, and introduce these literatures in the discussion, where they can help with interpretation and suggestions for future research. Since they do not frame this research directly, it seems like they belong only in the discussion section.

Reviewer #2: The structure, flow, and writing of the manuscript are appropriate and adequate.

9. Could the manuscript benefit from language editing?

Reviewer #1: No

Reviewer #2: Yes

Please carefully review the journal's Guide for Authors and ensure that the manuscript fully complies with all formatting and submission requirements before resubmission.

Reviewer #1: This field is optional. If you have any additional suggestions beyond those relevant to the questions above, please number and list them here.

Reviewer #2: Thank you for the amendments. I have no further comments at this stage. All the best.

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Incidental English Learning through Social Media and English Proficiency among Indonesian Gen Z

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Incidental English Learning through Social Media and English Proficiency among Indonesian Gen Z

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Zi Yan <em@editorialmanager.com>

10 April 2026 pukul 16.36

Balas Ke: Zi Yan <zyan@eduhk.hk>

Kepada: Fitrina Harmaini <fitrina_harmaini@bunghatta.ac.id>

Manuscript Number: **CAEO-D-25-00605R2**

Incidental English Learning through Social Media and English Proficiency among Indonesian Gen Z

Dear Ms Harmaini,

Thank you for submitting your manuscript to Computers and Education Open.

I am pleased to inform you that your manuscript has been accepted for publication.

My comments, and any reviewer comments, are below.

Your accepted manuscript will now be transferred to our production department. We will create a proof which you will be asked to check, and you will also be asked to complete a number of online forms required for publication. If we need additional information from you during the production process, we will contact you directly.

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k.sinha3@elsevier.com <k.sinha3@elsevier.com>

10 April 2026 pukul 19.45

Kepada: fitrina_harmaini@bunghatta.ac.id

Our reference: CAEO 100358

Article reference: CAEO_CAEO-D-25-00605

Article title: Incidental English Learning through Social Media and English Proficiency among Indonesian Gen Z: A Cross-Sectional Survey

To be published in: Computers and Education Open

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Universitas Bung Hatta
Indonesia
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Thank you for your cooperation.

Kind regards,

Ms Komal Sinha
Data Administrator
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