

---

**RESEARCH ARTICLE**

## **Incorporate Social Media-Movie-Based Learning Projects (SMMBLPS) into Online Instruction to Engage Students in Higher Education**

**Andi Asrifan<sup>1</sup>** ✉ and **Anita Candra Dewi<sup>2</sup>**

<sup>1</sup>*Universitas Muhammadiyah Sidenreng Rappang, Indonesia.*

<sup>2</sup>*Universitas Negeri Makassar, Indonesia*

**Corresponding Author:** Andi Asrifan, **E-mail:** [andiasrifan@gmail.com](mailto:andiasrifan@gmail.com)

---

**ABSTRACT**

The development of ICT-based English Language Teaching (ELT) materials in Indonesian higher education continues. During the COVID-19 pandemic, virtual learning environments are integrating more tools, apps, and technology. This study examines the effects of adding a social media-movie-based learning project (SMMBLP) to computer science instructors' virtual learning environments to improve students' English proficiency. This quantitative study uses a pre-experimental design to examine how SMMBLP affects ELT students' English proficiency and motivation. This study analyzed 40 first-semester Computer Science students at Universitas Muhammadiyah Sidenreng Rappang in 2020–2021. Data was collected using a questionnaire, pre-test, and post-test. The study found that social media and movie-based learning projects (SMMBLPs) improved students' motivation and English ability. According to the study, EFL students learning ELT could use SMMBL in a blended or online environment as the next pedagogical model.

**KEYWORDS**

Social Media based Learning Projects, Online Environment, Higher Education, and ELT Materials.

**ARTICLE INFORMATION**

**ACCEPTED:** 15 October 2023

**PUBLISHED:** 05 November 2023

**DOI:** 10.32996/ijels.2023.5.4.8

---

### **1. Introduction**

ICT has revolutionized teaching and learning at universities and across education. Due to the irrevocable effects of the COVID-19 pandemic on education worldwide, academic institutions must integrate social media and emerging technology into their teaching and learning resources. T. A. Badmus, O. N. Akande, and A. T. Akindele (2020). Governments, schools, students, and families needed to learn how to use online reading technologies, increase ICT access, and address utilization inadequacies after the COVID-19 pandemic returned in March. Traditional learning environments in primary and tertiary schools quickly adjusted. Many students and instructors have had a negative experience with this "new" online school as socioeconomic disparities have grown, some teachers have struggled to use ICTs to teach online classes, and some students were excluded. Flores, M.A. is also cited by Goncalves and Capucha (2020).

ICTs leverage computational instruments to capture, disseminate, and exchange knowledge, thereby fostering automation and collaboration in the fields of education, industry, and science. Global education is being transformed in its design, delivery, and implementation by the swift pace of technological progress. Individuals are now capable of reading, communicating, and socializing. Huang, R., Kishuk, and J.K. Price (2014). This provides a rationale for the growing inclination of academic establishments, government bodies, and international organizations to employ emergent technologies in order to augment the process of education. Instructors have the ability to provide students with opportunities for constructive learning engagement and awareness-raising by utilizing ICTs. Technological progress facilitates the adoption of adaptable pedagogical methods that not only assist underrepresented communities but also encourage and invigorate mechanisms that captivate and confront students with tangible

obstacles. The notions of "learning through communication and discussion of the topics" and "exploration, experience, discovery, construction, reflection, and action" (Makrakis, V. 2014) are discussed. However, it appears that higher education models remain conventional or based on the teacher-learner paradigm (OECD/CERI, 2010; Kostoulas-Makrakis & Makrakis, 2020; Esteves, 2008), thereby excluding alternative pedagogical approaches.

When instruction is truly remote, Universitas Muhammadiyah Sidenreng Rappang experiences an identical issue. Numerous assignments and instructions pertain to the English subject, which is predominantly taught online using traditional methods. Students become unmotivated to study English when they observe the aforementioned circumstances. Each student has unique English-learning-specific abilities and requirements, but it appeared that students lacked interest in the subject. They hold the belief that English is difficult to comprehend, unimportant, and uninteresting. In reality, they have no desire to improve their command of the English language. They have no desire to improve their English proficiency. A significant number of them become idle when presenting material to an English instructor. The enhancement of their learning is not substantial. A second issue is that the classroom does not have a lively ambiance. The instructor instructs using a monotonous technical tone. In summary, in light of the revelation of the low English proficiency among students at Universitas Muhammadiyah Sidenreng Rappang and the phenomenon of globalized English, it is recommended that English instructors develop novel pedagogical approaches and instructional resources to enhance students' English proficiency, specifically in the areas of listening and speaking. A diverse range of pedagogical approaches must be implemented, grounded in a communicative framework that fosters creativity, innovation, learning, and student engagement.

To achieve classroom quality management results, instructors must be creative and original in their responses to these difficulties. Actively addressing these obstacles can boost kids' English and academic performance. To improve learning, instructors must be creative and innovative. These are the students' English proficiency and learning results. One way to improve students' English and academic performance is the Social Media-Based Learning Project. This research sought to answer these questions: How does adding a social media-movie-based learning project (SMMLBP) to the Computer Science Faculty's English curriculum affect it?

## 2. Literature Review

The most widely spoken language in the world, English, was formed as a foreign language for communication. Since many countries now teach English as their major foreign language, non-native speakers' aspirations to learn it have grown. Additionally, the English-learning environment has changed. As a common language and lingua franca, English has been used to achieve worldwide communication goals. People from different cultures cooperate and communicate in politics, education, research, and technology (Byram, 2008). Regarding the previous statement, the Education and Culture Ministry of Indonesia aims to establish high-quality international institutions that produce graduates with a deep sense of national pride and the ability to foster excellence domestically and achieve global renown.

Consequently, English proficiency is hastened so that pupils may be able to contend on an international level. This was achieved by incorporating contemporary instructional technologies, student-centric learning platforms, and information and communication technology (ICT), as cited in Kirschner et al. (2004), Shen and Ho (2020), and Hodges et al. (2020). The implementation of digitalization strategies, particularly the emphasis on ICT-based instruction and course modernization, has presented challenges (Rienties et al., 2013). Then, investigations into the application of ICT to English language acquisition were undertaken. Müller, K. (2010); Mullamaa, K.; Ruzikulovna, 2020. By capitalizing on numerous novel prospects for effective teacher-student interaction, the integration of ICT in language education not only facilitates the development of students' linguistic abilities but also expands their understanding of the ways in which ICT can be leveraged to augment the pedagogical process. Practical applications of ICT in the instruction and acquisition of foreign languages were proposed by consensus.

A depiction of the telecommunications project's implementation is provided. An analysis of the advantages and disadvantages of distance learning is conducted. Furthermore, this study examines the challenges that both educators and learners encounter when utilizing ICT to support language instruction.

Alakrasha, H. M., and Razakb, N. A. (2020); Sahboun, Y., and Razak, N. A. (2020); Winarni, E. (2020); and Rashid et al. (2019) have all called for ICT to meet the demands of the fourth industrial revolution. The modern understanding is that students' willingness to use technology in the classroom, especially during English language learning sessions, is essential for education 4.0. Additionally, Arrosagaray M. (2019) found a correlation between students' technological ability and their machines' performance in distance learning. These correlations match those between age, ethnicity, profession, and technology. However, incentives for distance learning can boost machine self-efficacy without student motivation. N. Serostanova (2014); intercultural solutions foundation. ICT issues in foreign language teaching and learning (FLT/FLL) are addressed. Programming applications, audio and video equipment, telecommunications, and digital whiteboards are considered Internet services. Telecommunications program complexity is important.

The incorporation of instructional media, including videos, into the classroom setting has the potential to generate substantial advantages. Certain activities, such as film-themed debates or language exercises, will motivate the students to acquire further knowledge. Language acquisition shall occur via entertaining and interactive media-based instruction. An example of one of the most effective media for learning English is a film or television program. By utilizing films, students are able to transition from conventional to hands-on learning environments (Syahrozi, H. (2018)). An entire film segment can be utilized as a fundamental component of English instruction encompassing the subsequent domains: listening, vocabulary, diction, and voice. A primary motivation for employing films in the classroom is to inspire students to enhance their listening and communication proficiencies, as stated by English language instructors, incorporating films into the language curriculum rather than simply supplementing established methods. Cinema animates language, and spectators express their sentiments in relation to a recently viewed film. Furthermore, films foster dialogue among students by means of the highly charged viewing experience they collectively endure (Ismaili, 2013; Latifi, 2014; Stewart, 2006; Aliyev, 2016), which incites a primordial urge to communicate.

Moreover, Xhemaili (2013) identifies the following as certain benefits of film implementation in the classroom:

- 1) The utilization of film as a visual medium has the ability to actively stimulate students' experiences, while the written word can only do so implicitly.
- 2) Viewing a film is a more sensory experience than reading; films feature authentic language, movement, sound, complete color, and supporting pronunciation.
- 3) The experimental film class was considerably more animated, and students were more engaged in closely observing the lesson.
- 4) The use of visual-movie interactions increased inter-student and teacher-student debates.
- 5) Movies pique the fascination and interest of students and
- 6) Students will be able to envision things they did not previously know. There is much to envision in a film, which makes it an authentic English resource. Conversely, students can also benefit from the educational value of films, which highlight the authentic spoken language of English acquisition in a specific way.

A film serves as a viable substitute for instructional materials and mediums when teaching English. The students. Film-based curricula inspire students to acquire proficiency in the English language. According to Richard and Renandya (2002), educators ought to promote critical viewing and comprehension among students and prepare video-related lessons that encompass the following three phases of events: pre-viewing, viewing activities, and post-visual activities. Students can be more motivated to study the English language if brief films are incorporated into the curriculum via YouTube.

Students will view the video in the preliminary exercises by utilizing the context information at their disposal, which will pique their interest in the subject and alleviate their apprehension of unfamiliar vocabulary. Announcing the situation and requesting that students anticipate the content is one approach. It will assist students in concentrating and paying closer attention to the video.

These then facilitate the observing activities by substantially encouraging the viewer to watch the video. This tool enables learners to focus on essential subjects such as factual information, narrative construction, or vocabulary employed in a provided scenario. Additionally, it permits them to replay and replicate the entire sequence or the pertinent segment. Exercises should typically be initiated in accordance with the fundamental condition. Post-visual activities will be assigned subsequent to the viewing of the video footage. Students are required to acquire a specific language or provide a response to the video. A wide range of post-visual duties is available, encompassing diverse subjects, including dialogue, role-playing, deliberation, writing, and related reading. Students will find this exercise challenging beyond the point.

Students can be certain to be more engaged; therefore, for English instructors seeking to encourage and facilitate objective expression, the utilization of YouTube brief films is an ideal substitute. As a pedagogical tool, a film will enhance your proficiency in English. The genuine English language model is provided. Thus, it is hypothesized that the utilization of brief films can increase students' English proficiency and maintain their interest in the course.

### **3. Methodology**

#### **3.1 Research Design**

Pre-experimental in nature, the researcher selected forty students at random using purposive sampling to comprise the sample for this study. The participants in this research were 32 first-semester students enrolled in higher education institutions majoring in computer science for the 2020-2021 academic year. The research was carried out between October and December of 2020. This study contrasted the scores obtained from the pretest and posttest. Campbell and Julian C. Stanley (1963:13) delineates the following categories of research that may be incorporated:

Table 1. Research Type

Group	Pre Test	Treatment	Post Test
E	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>

Where:

E: Eksperiment

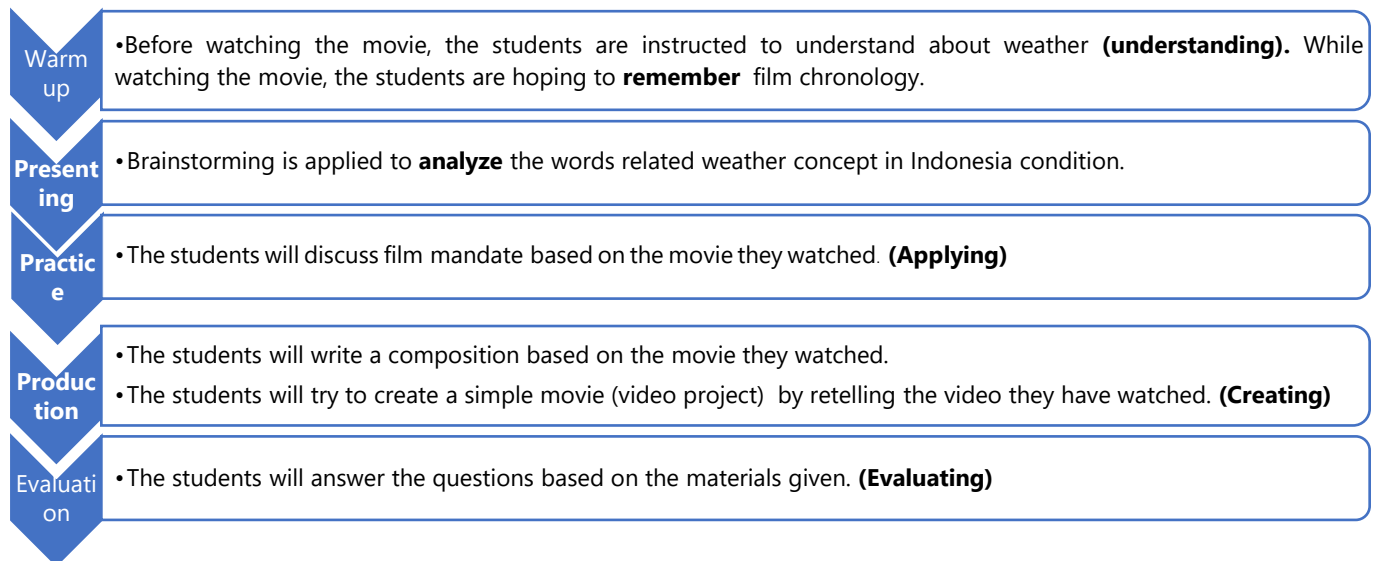
O1: Pretest

O2: Posttest

X1: Treatment using social media- movie based learning project (SMMBLP)

The researcher compiled the data on pupils' English proficiency using information from Hutchinson and Waters (1987). The objective of the study was to assess students' English proficiency in practical situations, including but not limited to introducing themselves, discussing current events, expressing emotions, describing locations, exchanging pleasantries and farewells, seeking directions, offering compliments, and describing weather conditions. The purpose of the questionnaire was to ascertain the impact of SMMBLP on learning motivation. The following treatment is implemented using SMMBLP syntax:

Figure 1. Syntax SMMBLP in Hybrid environment



As described below, quantitative data collection was conducted. The preliminary English examination was conducted with the students during the initial week of the research program. Second, the pupils were instructed for a period of twelve weeks utilizing film-based materials (YouTube) in accordance with SMMBLP procedures. Thirdly, students were given the posttest of the English test in order to assess their perspectives on the integration of the SMMBLP. Qualitative data were gathered via the examination of students' assignment responses. The information was supplemented and used as triangulation for quantitative data. Initially, data pertaining to assignments was disseminated via a WhatsApp group and Google Classroom. These assignments comprised the following: examining and evaluating film-based materials; scrutinizing challenging words with the aid of an e-dictionary; reconstructing sentences; composing dialogue or conversation concepts that pertained to real-life scenarios; students working in pairs to produce videos; tasks submitted online; and comments left within the group; students subsequently discussed their experiences, acquired knowledge, and educational journey.

### 3.2 The Data Analysis

1. The data pertaining to English test pre-and post-test scores were analyzed using SPSS to determine means and standard deviations and subsequently contrasted via the t-test.
2. The significance of differences between the mean scores obtained before and after Experiment SMMBLP was determined.
3. Utilized Google Form data to compute and analyze the perceptions and motivations of the students.
4. Using descriptive statistics, the Likert-type scales from the questionnaires completed by the students were analyzed and calculated.
5. Finally, the questionnaire data were interpreted and analyzed.

**4. Results and Discussion**

**4.1 Students Score Achievement in the Pre Test**

The researcher performed initial testing prior to administering the SMMBLP to the respondents, as detailed in the subsequent table:

Table 1. The mean score of students' Pre Test

		Statistic	Std. Error
Pretes	Mean	54,6154	2,39050
	95% Confidence Interval for Mean	Lower Bound	49,8163
		Upper Bound	59,4145
	5% Trimmed Mean	54,9145	
	Median	55,0000	
	Variance	297,153	
	Std. Deviation	17,23813	
	Minimum	12,50	
	Maximum	95,00	
	Range	82,50	
	Interquartile Range	20,00	
	Skewness	-,225	,330
	Kurtosis	,496	,650

The table presents the pre-test scores of the pupils, which, on average, placed them in the low category (54,6154). It indicated that the students' English proficiency was rated as inadequate and required further development.

Table 2. The mean score of students' Post Test

		<b>Descriptives</b>	
		Statistic	Std. Error
posttes	Mean	70,3365	2,21513
	95% Confidence Interval for Mean	Lower Bound	65,8895
		Upper Bound	74,7836
	5% Trimmed Mean	70,8547	
	Median	75,0000	
	Variance	255,154	
	Std. Deviation	15,97354	
	Minimum	30,00	
	Maximum	95,00	
	Range	65,00	
	Interquartile Range	24,38	
	Skewness	-,384	,330
	Kurtosis	-,390	,650

Posttest results indicated that the students' academic performance improved as a result of the SMMBLP intervention. With a mean post-test score of 70,3365, the pupils were classified as high achievers. The mean score indicates the difference between the pre-test and post-test scores of students following the treatment. The statistical inference was performed using the subsequent table.

**4.2 Pre-test normality test**

The test criterion for a 0.05 level of significance is that H0 is accepted if the probability (sig) is greater than 0.05. The outcomes of statistical analyses are presented in the subsequent table:

Table 3. Chi Square Table

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	476,450 <sup>a</sup>	280	,000
Likelihood Ratio	206,786	280	1,000
Linear-by-Linear Association	1,303	1	,254
N of Valid Cases	52		

a. 315 cells (100,0%) have expected count less than 5. The minimum expected count is 02.

Based on the information presented in the table above, the Pearson Chi-squared test statistic indicates asymp.sig (2-tailed)  $p=0.000 < 0.05$ . Since the probability is 0.0000, which is less than 0.05, the alternative hypothesis H1 is accepted, and H0 is rejected.

#### 4.3 Test the homogeneity of pre-test and post test

The homogeneity of pre-test scores among students results from populations whose data have the variance of homogeneous data.

1. Formulate the hypothesis  
H0: Variance of two groups of homogeneous data  
H1: The variance of two groups of data is not homogeneous
2. Based on the significance  
If the significance is  $< 0.05$ , then H0 is rejected  
If the significance is  $> 0.05$ , then H0 is accepted

Table 4. Anova Table

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8,302	21	,395	1,832	,028
Within Groups	17,698	82	,216		
Total	26,000	103			

The language education program consists of homogeneous students. The data indicated that 0.028 is greater than 0.05, so H0 is accepted, and H1 is rejected.

The t-test results of the students' score achievement can be seen in the following table.

Table 5. The t-test results of the students' score achievement

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-60,976	18,116	1,776	-64,499	-57,453	-34,326	103	,000

The hypothesis proposed is:

H0: average sales are the same

H1: Average sales are different

Arithmetic reveals that t equals -34.326, with a significance level of 0.000. Given that sig  $< 0.05$ , Thus, it can be deduced that H0 is denied in favor of H1, indicating that the mean average English learning outcome differs between the pre-treatment and treatment periods. Thus, it can be asserted that the English learning outcomes of computer science faculty programs are significantly

impacted by the quality of English instruction provided by SMMBLP. The test results indicate that the test value of  $t$  is  $-34.326$ , with a significance level of  $0.000$ . This indicates that learning outcomes prior to and subsequent to English SMMBLP instruction are robust and significant.

**4.4 Students Response**

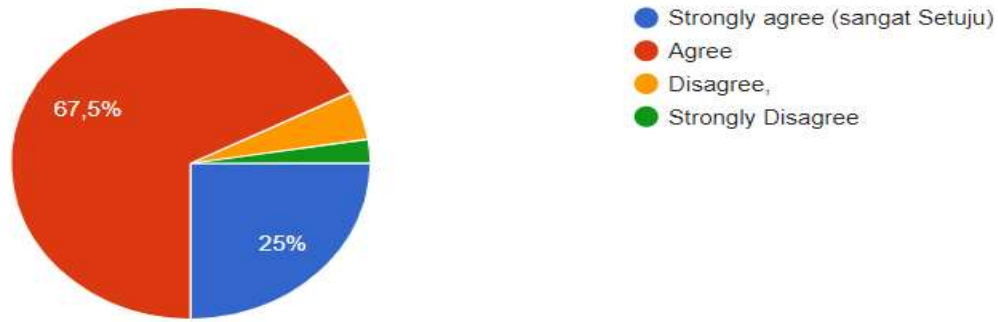


Figure 1

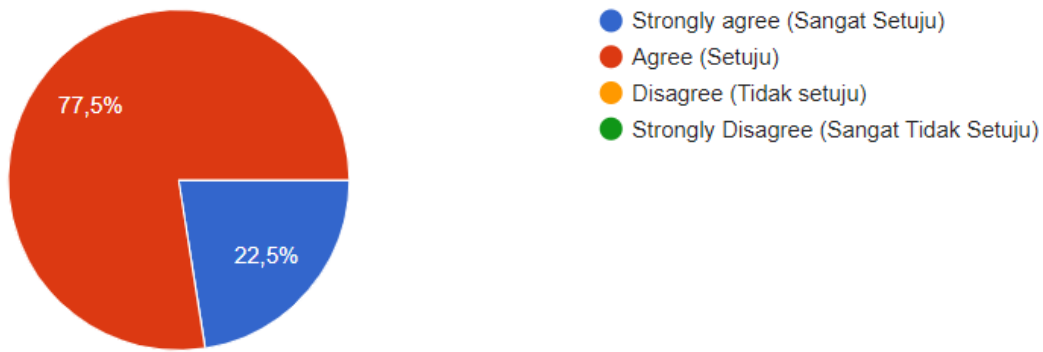


Figure 2

Chart 1 illustrates the responses and assistance provided by the pupils via ICT, in particular Google Classroom and WhatsApp. The English lecturer imparts the material in a manner that is comprehensible to the majority of the respondents (67.5%), with 25% expressing strong agreement. Moreover, throughout the learning process, all students apprehend the lecturer's instructions via SMMBLP on Google Classroom and WhatsApp. Subsequently, as illustrated in chart 2, each participant indicated that the English materials imparted through e-Learning by the instructor align with the course outline and the curriculum of the computer science faculty. A total of 77.5% and 22.5% of the student body expressed strong agreement with this statement, respectively.

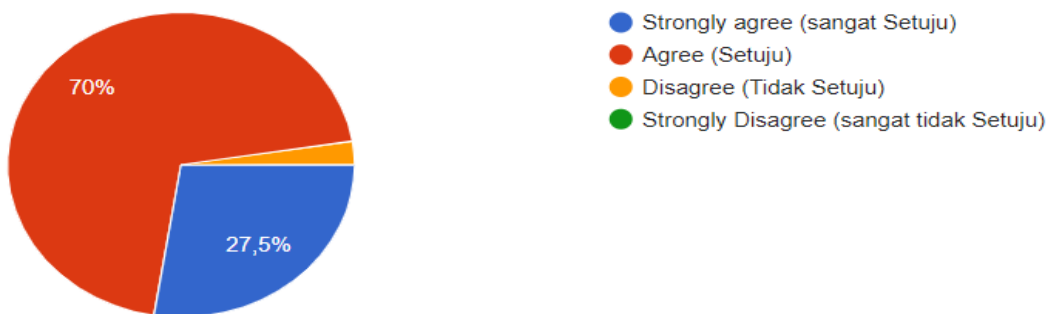


Figure 3



Figure 4

As depicted in Figure 3, respondents asserted that utilizing YouTube, WhatsApp, and Google Classroom to study English throughout the Covid-19 pandemic was effective. As shown in Figure 4, 70% of respondents agreed that learning English through WhatsApp, Google Classroom, and YouTube improved their proficiency in the language. The remaining 27% of respondents disagreed. It suggests that the majority of respondents concur that the SMMLP improves English proficiency.



Figure 5.



Figure 6

According to the data displayed in Chart 5, it can be observed that 75% of the respondents hold the opinion that lecturers facilitate question-and-answer sessions concerning English material while learning via YouTube-based materials, while 10% strongly concur and 15% disagree with this statement. Moreover, as shown in chart 6, it is evident that every respondent expressed a desire to examine the educational materials utilized by instructors during the Covid-19 pandemic.





Figure 7.

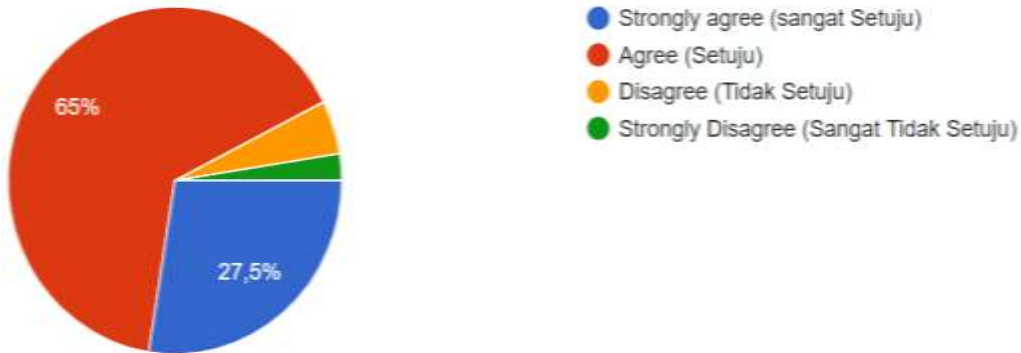


Figure 8.

The chart in Figure 7 depicts the activities of students throughout the teaching and learning process utilizing Google Classroom and WhatsApp, with the majority of the activities indicating student feedback. 80% of respondents stated that when they have trouble learning English via WhatsApp, Google Classroom, or YouTube, they consult the instructor, while 17.5% said they completely concur with the use of ICT for learning-related interaction. The respondents are conscientiously completing English assignments assigned by the lecturer via WhatsApp, Google Classroom, and YouTube amidst the Covid-19 pandemic, as indicated by the data in chart 8. Specifically, 27.5 percent of the respondents firmly agree with this statement.



Figure 9



Figure 10.

As depicted in charts 9 and 10, participants reported that they maintained their English study routines in defiance of the lack of academic assignments during the Covid-19 pandemic. This indicates that the student has the ability to independently study English by utilizing SMMBLP. As a result, their motivation and enthusiasm for English instruction via platforms such as WhatsApp, Google Classroom, and YouTube are heightened during the Covid-19 pandemic. As a result of the aggregate data from the posttest and questionnaire, the students held a positive view of the implementation of SMMBLP instruction in their English classrooms as a method to enhance their English proficiency, as indicated by the aforementioned findings.

## 5. Discussion

This study found that effective pedagogical applications or technologies enable social media-based movie-based learning (SMMBL) in online English training. Using Social Media-Movie-Based Learning Project (SMMBL) tools to teach English during the COVID-19 pandemic improves students' vocabulary, reading, writing, speaking, and listening. Based on Bloom's taxonomy, the Using Social Media-Movie Based Learning Project (SMMBL) syntax increases students' higher order thinking skills (HoTs), particularly global and real-world communication, which is vital to 21st-century competences. Using film as an authentic material input and affective filter variable to boost language learners' motivation, self-confidence, anxiety, and personality.

Krashen (1985) found that extroversion, motivation, self-confidence, a positive self-image, and low anxiety help second language learners succeed. The affective filter, which blocks learning input, can worsen introversion, inhibition, anxiety, low motivation, and self-esteem. Formulated differently. Formulated differently. Social media in EFL/ELT instruction

The Social Media-Movie-Based Learning Project (SMMBL) teaches EFL. It strictly follows the syntactic requirements for generating, managing, integrating, and analyzing information in a knowledge-based society relying on networks, digital technology, and communications tools. By using media, technology, and information, it solves 21st-century education concerns (Partnership for 21st Century Learning, 2015; Hockly, 2012).

A study on technology in English foreign language instruction found that most Indonesian educators believe technology is essential and beneficial for teaching all English proficiencies, but their practical pedagogical approaches contradict this belief. It is clear that many educators lack ICT education or technology pedagogical skills to effectively deploy ICT in their classrooms. Despite this, they are optimistic about language learning technology (ICT). Inayati (2014), Silviyanti and Yusuf (2015), Febriani and Hafifah (2019). Bavaharji (2014) found that annotation-enhanced instructional videos improve language ability and vocabulary more than topic comprehension.

The findings indicate that the participants held accurate perceptions regarding the utilization of captioned instructional videos. They maintained the belief that film viewing facilitated their language acquisition. Nonetheless, this research revealed that the implementation of the SMMBLP instructional framework in virtual education resulted in an upsurge in student enrollment, enhancements in English proficiency, and bolstered motivation and self-confidence towards language acquisition. The study identifies inadequate ICT infrastructure as a hindrance to the implementation of the SMMBLP instructional model. As a result, students express disappointment regarding their inability to effectively learn English and emphasize the critical need for a high-bandwidth internet connection for optimal support. The difficulties encountered by the participants in employing integrated SMMBLP for the purpose of English learning were attributed to challenges such as unreliable internet connectivity and bandwidth. As shown in Chart 4, a mere 27 percent of participants indicated that their English proficiency did not improve despite utilizing messaging platforms, including WhatsApp, YouTube, and Google Classroom. In a similar vein, 15% of the participants expressed dissent towards the assertion that the instructor employs WhatsApp to facilitate question-and-answer sessions pertaining to English material.

In light of the groundbreaking findings presented in this research, the subsequent suggestions are put forth for English instructors, course developers, and teachers. Before we continue, it is crucial to acknowledge that the SMMBLP is a highly complex pedagogical instrument comprised of three elements: an ICT-based language development methodology, an Android application designed for mobile learning, and a project-based language development approach. Before beginning instruction, educators who desire to implement SMMBLP in English must have completed the necessary training and preparation to guarantee positive learning outcomes. This requires that instructional materials and classroom activities be given meticulous consideration. In addition to examining students' desires, concerns, and needs, instructors must conduct research to devise an English course that integrates mobile learning, film-based instruction, and ICT in an effective manner. In order to determine the ICT requirements, learning patterns, and learning needs of students, the authors of this study conducted a film survey and a need analysis. The survey's purpose was to collect data pertaining to the English proficiency needs, desires, and deficiencies of the students. The examination of student outcomes is crucial in order to formulate a pedagogical framework or strategy that is both dependable and applicable in practice. Moreover, it is advisable that forthcoming research investigate the feasibility of incorporating smartphones into English film-based instruction, with a specific focus on pedagogical applications and mobile learning Android applications. This investigation should focus on the ways in which students utilize TikTok to participate in role play, in addition to how they compose scripts for plays, short stories, and fables. Furthermore, from an educational standpoint, captioned instructional videos may facilitate language acquisition in Indonesian EFL classrooms with limited access to multimedia technology tools, according to pedagogical implications.

## **6. Conclusion**

One disadvantage of this study is that it concentrated on one university's English curriculum. The findings may not apply to different institutions or settings. The study used student self-reported data, which may be biased or inaccurate. Another issue is that the study had no control or comparison group, making it hard to determine how the social media-based learning project affected English competence. Additionally, the study did not examine the project's long-term effects on students' English proficiency. These restrictions may have limited external validity and generalizability, affecting results and interpretation.

Based on the findings of this study, there are several suggestions for future research that could further explore the use of social media-based learning projects (SMMBLPs) in English language teaching (ELT):

- a. Long-term effects: This study focused on the immediate effects of SMMBLPs on students' English proficiency and motivation. Future research could investigate the long-term effects of SMMBLPs on students' language skills and retention over an extended period of time.
- b. Comparison with traditional methods: This study did not include a comparison group using traditional teaching methods. Future research could compare the effectiveness of SMMBLPs with traditional classroom instruction to determine the relative benefits and limitations of each approach.
- c. Generalizability: This study was conducted at a specific university and with a specific group of students. Future research could replicate the study in different educational settings and with a larger and more diverse sample to assess the generalizability of the findings.
- d. Pedagogical models: This study suggests that SMMBLPs could be used as a pedagogical model in blended or online environments. Future research could explore different pedagogical models that integrate social media and emerging technologies to enhance English language learning.
- e. Teacher training and support: This study focused on the impact of SMMBLPs on students, but future research could investigate the training and support needed for teachers to effectively implement SMMBLPs in their classrooms. This could include exploring teachers' attitudes, beliefs, and professional development needs related to integrating social media into their teaching practices.
- f. Language skills development: This study focused on overall English proficiency, but future research could examine the specific language skills that are most effectively developed through SMMBLPs. This could include investigating the impact of SMMBLPs on speaking, listening, reading, and writing skills.
- g. Student engagement and interaction: This study found that SMMBLPs improved students' motivation, but future research could delve deeper into the specific aspects of SMMBLPs that contribute to increased engagement and interaction among students. This could include exploring the role of social media platforms, collaborative activities, and peer interaction in SMMBLPs.

Overall, future research should continue to explore the potential of SMMBLPs in ELT and investigate how they can be effectively integrated into different educational contexts to enhance students' language learning experiences and outcomes.

**Funding:** This research received no external funding.

**Conflicts of Interest:** The authors declare no conflict of interest.

**Publisher's Note:** All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

## References

- [1] Akande, O. N., Badmus, T. A., Akindele, A. T., & Arulogun, O. T. (2020). Dataset to support the adoption of social media and emerging technologies for students' continuous engagement. *Data in brief*, 31, 105926.
- [2] Alakrasha, H. M., & Razakb, N. A. (2020). Towards the Education 4.0, Readiness Level of EFL Students in Utilising Technology-Enhanced Classroom. *International Journal of Innovation, Creativity and Change*, 13(10), 161-182. Towards the Education 4.0, Readiness Level of EFL Students in Utilising Technology-Enhanced Classroom. *International Journal of Innovation, Creativity and Change*, 13(10), 161-182.
- [3] Aliyev, A and Mustafa A (2016) Bridging the Gap between Theory and Practice: The Use of Films in Language Learning. *International Journal of Social Sciences & Educational Studies* ISSN 2409-1294 (Print), March 2016, Vol.2, No.3
- [4] Arrosagaray, M., González-Peiteado, M., Pino-Juste, M., & Rodríguez-López, B. (2019). A comparative study of Spanish adult students' attitudes to ICT in classroom, blended and distance language learning modes. *Computers & Education*, 134, 31-40.
- [5] BavaHarji, M., Alavi, Z. K., & Letchumanan, K. (2014). Captioned Instructional Video: Effects on Content Comprehension, Vocabulary Acquisition and Language Proficiency. *English Language Teaching*, 7(5), 1-16.
- [6] Brumfit, C. J. (2004). Applied linguistics in 2004: Unity in diversity? *AILA Review* 17, 133-136. <https://doi.org/10.1075/aila.17.12bru>
- [7] Byram, M. (2008). *Teaching and learning language and culture*. Clevedon: Multilingual Matters.
- [8] Campbell, D. T. and Julian C. S. (1963). *Experimental and Quasi Experimental Designs for Research*, Houghton Mifflin Company, U.S.A.
- [9] Choudhury, R. U. (2014). The role of culture in teaching and learning English as a foreign language. *Express, an International Journal of Multi-Disciplinary Research*, 1(4), 1-20. Retrieved from [www.Express-journal.com](http://www.Express-journal.com)
- [10] Esteves, M. (2008). Para a excelência pedagógica do ensino superior. *Sísifo Revista Ciências Educ.*
- [11] Febriani, G., & Hafifah, G. N. (2019). Teachers' beliefs and practices of using youtube in EFL context in muhammadiyah senior high schools of Surabaya. *Humanities and Social Sciences Reviews*, 7(3), 389-397. <https://doi.org/10.18510/hssr.2019.7357>.
- [12] Flores, M.A. (2020) Webinar: Ensino e Avaliação à Distância em Tempos de COVID-19 nos Ensinos Básico e Secundário; Universidade do Minho: Braga, Portugal
- [13] Gonçalves, E., & Capucha, L. (2020). Student-Centered and ICT-Enabled Learning Models in Veterinarian Programs: What Changed with COVID-19-+\*/-? *Education Sciences*, 10(11), 343.
- [14] Hockly, N. (2012). Digital literacies. *ELT Journal*, 66(January), 108-112. <https://doi.org/10.1093/elt/ ccr077>.
- [15] Hodges, C., Moore, S., Lockee, B., Trust, T. and Bond, A. (2020), The difference between emergency remote teaching and online learning, *EDUCAUSE Review*, 3, available at: <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>.
- [16] Huang, R.; Kishuk; Price, J.K. (2014) *ICT in Education in Global Context. Emerging Trends Report 2013-2014*; Springer: New York, NY, USA. pp. vii-ix.
- [17] Inayati, N. (2014). English Language Teachers' Attitude Towards Social Media in Higher Education: Indonesian Perspective. *Proceedings of the 3rd UAD TEFL International Conference*, 777-790
- [18] Ismaili, M (2013) The Effectiveness of Using Movies in the EFL Classroom – A Study Conducted at South East European University. *Academic Journal of Interdisciplinary Studies*. 2 4 May 2013 E-ISSN 2281-4612 ISSN 2281-3993. Published by MCSER-CEMAS-Sapienza University of Rome.
- [19] Jenkin, J. (2013). *Global Englishes: A resource book for students*. London and New York: Routledge. <https://doi.org/10.4324/9781315761596>
- [20] Kim, Y. (2011). Current trends in ELT. *Journal of English Teaching*, 1(1), 1-13. <https://doi.org/10.33541/jet.v1i1.48>
- [21] Kirschner, P.A., Hendriks, M., Paas, F., Wopereis, I. and Cordewener, B. (2004), Determinants for failure and success of innovation projects: the road to sustainable educational innovation, Paper Presented at the AECT Conference, Chicago, IL, available at: <https://eric.ed.gov>
- [22] Kostoulas-Makrakis, N.; Makrakis, V. (2020) Developing student-driven learning activities to promote refugee quality education through the CARE methodology. *Int. J. Early Years Educ.*
- [23] Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. New York: Longman.
- [24] Latifi, M, Manijeh Y and Elham, M (2014) The Effect of Using Movie Scripts as an Alternative to Subtitles: How to Improve Listening Comprehension. *Porta Linguarum* 22, Junio 2014 ISSN: 1697-7467. University of Isfahan.
- [25] Makrakis, V. (2014) ICT as transformative enabling tools in education for sustainable development. In *ICT in Education in Global Context. Emerging Trends Report 2013-2014*; Springer: New York, NY, USA, 2014; pp. 101-118. 12.
- [26] Moran, J.M. Masetto, M.T. Behrens, M.A. (Eds.) (2007) *Novas Tecnologias e Mediações Pedagógicas*, 13th ed.; Papirus: São Paulo, Brasil.
- [27] Mullamaa, K. (2010). ICT in Language Learning--Benefits and Methodological Implications. *International education studies*, 3(1), 38-44.
- [28] Nilmanee, M., & Soontornwipast, K. (2014). Exploring factors influencing the teaching of culture and its challenges: Teachers' perceptions. *Language Education and Acquisition Research Network (LEARN)*, 7(2), 1-18.
- [29] OECD/CERI. (2010) *The OECD Innovation Strategy: Getting a Head Start on Tomorrow*; OECD Publishing: Paris, France, 2010.
- [30] Partnership for 21st Century Learning. (2015). *Framework for 21st Century Learning*. [https://doi.org/http://www.21stcenturyskills.org/documents/framework\\_flyer\\_updated\\_jan\\_09\\_final-1.pdf](https://doi.org/http://www.21stcenturyskills.org/documents/framework_flyer_updated_jan_09_final-1.pdf)
- [31] Rashid, S. M. M., Yasin, M. H. M., & Sahari, N. (2019). Undergraduate Students of Special Education's Readiness towards the Use of Information and Technology (ICT) in Teaching and Learning the Sign Language. *Creative Education*, 10(11), 2374.
- [32] Richards, J. C., Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press.

- [33] Rienties, B., Brouwer, N., Carbonell, K.B., Townsend, D., Rozendal, A.P., Van der Loo, J., Dekker, P. and Lygo-Baker, S. (2013), Online training of TPACK skills of higher education scholars: a crossinstitutional impact study, *European Journal of Teacher Education*, 36 4, 480-495, doi: 10.1080/02619768.2013.801073.
- [34] Ruzikulovna, K. K., Gaffarovna, Y. Z., Burievna, N. S., Akramovna, D. K., & Ruzievna, K. G. (2020). The use of ICT in foreign language learning and teaching. *Journal of Critical Reviews*, 7(13), 1060-1063.
- [35] Sahboun, Y., & Razak, N. A. (2020). Adoption and Usage of Learning Management System Technologies among EFL Students: Factors and Issues. *Solid State Technology*, 63(6), 11519-11531.
- [36] SEROStANOVa, N. (2014). Integrating information and communication technologies in the process of foreign language teaching and learning. *The Journal of Education, Culture, and Society*, 5(1), 187-197.
- [37] Shen, C. and Ho, J. (2020), Technology-enhanced learning in higher education: a bibliometric analysis with latent semantic approach, *Computers in Human Behavior*, 104, 106177, doi: 10. 1016/j.chb.2019.106177.
- [38] Silviyanti, T. M., & Yusuf, Y. Q. (2015). EFL Teachers' Perceptions on Using ICT in Their Teaching: To Use or to Reject? *Teaching English with Technology*, 15(4), 29-43. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1138430.pdf>
- [39] Stewart, D M. (2006) Film English: Using Films to Teach English. *Electronic Journal of English Education* 24 (May 2006) <http://ejee.ncu.edu.tw/articles.asp?period=24&flag=24>. National Central University, Taiwan. Accessed, 22 March 2018.
- [40] Syahrozi, H. (2018). *IMPROVING STUDENTS' MOTIVATION IN LEARNING ENGLISH USING MOVIE CLIP* (Doctoral dissertation, SEBELAS MARET UNIVERSITY).
- [41] Winarni, E. W., Hambali, D., & Purwandari, E. P. (2020). Analysis of Language and Scientific Literacy Skills for 4th Grade Elementary School Students through Discovery Learning and ICT Media. *International Journal of Instruction*, 13(2), 213-222.
- [42] Xhemaili, M (2013) The Advantages of Using Films to Enhance Student's Reading Skills in the EFL Classroom. *Journal of Education and Practice*. 4 (13): 62-66.