Social Media in ESL Classroom: Teachers' Preference and Challenges

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Abstract
The advancement of technology has brought us convenience to keep up with the world. With a click of the gadgets, it bridges us with people and recent happenings in the society. Social media platforms have been one of the most popular software-based digital technologies that are widely utilized, including educators who teach skills and deliver knowledge in the classroom. Numerous research had been conducted to provide insights and professional practices to the educators. However, a few has been done in Malaysia semi-urban primary ESL (English as a Second Language) classroom context. Thus, this research was intended to explore the use of social media platforms in primary ESL classroom. An online survey questionnaire which presented in Google Form had been distributed to 300 primary ESL teachers in Terengganu, Malaysia to know their most preferred social media platform and challenges faced in ESL classroom. The result showed that YouTube is the most preferred social media platform in ESL teaching. It also portrayed that the most challenging issue was time constraint. It is recommended to conduct a detailed research to understand the real-world situation by having in-depth interviews with the ESL teachers to discover their ESL teaching experience in using social media platforms.
Keywords: Social Media Platforms, ESL Teachers, ESL Primary Classroom, English As A Second Language (ESL), Challenges in ESL Classroom

Introduction
Living in the digital era, technology has gradually be an integral part of our life due to its convenience and benefits that has brought to people. With a click on the gadgets, people can instantly connect and keep up with the world. Social media, which is renowned as one of the software-based digital technologies, has been extensively downloaded and utilized in most of the gadgets. Social media sites such as Facebook, Twitter, Instagram and WhatsApp are widely utilized specifically among the younger generation as they are more comfortable and familiar with the use of technology (Poláková et. al., 2019). As a result, social media platforms have been embraced in education system, including English teaching and learning, because it allows the English teachers and pupils to express themselves by sharing their ideas and thoughts (Yunus et al., 2019). Several social media platforms including Facebook and Instagram have been adapted in the courses as the platforms are informative and the features

has successfully caught the attention of the students (Har et. al, 2019). It can be clearly seen that social media has played a vital role in current English education system.

Social media platforms have been assimilated in the ESL classroom. Despite social media is being perceived as a platform for socialising and entertainment, it has gradually been adapted for educational purposes. For instance, ESL teachers may access Facebook and Instagram to search for teaching materials and resources to assist them in teaching English. As for students, they can reach Tik Tok or YouTube to develop their English language skills and vocabulary. It is more impactful for students' learning as it helps to develop student's English language skills and performances (Chepkemoi et al., 2018). It also enriches all the four main skills (writing, reading, speaking and listening) in the English language and their vocabulary (Al-Jarrah et al, 2019). As a result, social media platforms have been widely utilized in ESL classroom and it is considered as one of the beneficial platform for the ESL teacher to deliver their content and carry out ESL classroom activities based on the lesson plan.

With the embracement of using social media platforms in education world, numerous research papers have been discussed relating to the use of social media platforms in English language learning. Most of the researchers have carried out their studies in investigating the impacts, benefits and challenges of using social media platforms in ESL classroom at any levels, in providing insights quantitatively or qualitatively. Nevertheless, there are only a few of papers that are focused at Malaysia primary school context, especially with regards to the ESL teachers' preferences and challenges of using social media platforms to teach English in semi-urban primary ESL Classroom. It is vital to conduct this research to let other ESL primary educators capture the authentic scenario of using social media platforms in ESL teaching and it perhaps will bring some acknowledgements and ideas for ESL teachers and stakeholders to make adjustment in uplifting the English teaching system.

Therefore, this study would like to shed some lights on the use of social media platforms among ESL primary school teachers in teaching English. The researcher investigated the use of social media platforms among ESL primary school teachers to teach English in Terengganu, specifically in knowing their preferred social media platform that they have adopted and utilized in ESL Classroom and the challenges faced. This research was proposed to answer these research questions as follows:

1. What is the most preferred social media platform that used among primary ESL teachers in Terengganu, Malaysia?
2. What are the most challenging issue that faced by primary ESL teachers in using social media platform to teach English in Terengganu, Malaysia?

Literature Review
English As A Second Language (ESL)

In most nations throughout the world, English is regarded as an international language. It is also renowned for its use in business, entertainment, social media and everyday communication. It is commonly known as the Lingua Franca. Because the majority of the people is fluent in English, the country employs it as an international language for communication (Pachina, 2020). People use the English Language to overcome the language barrier with different individuals, groups, or communities on every side of the world (Jerry & Yunus, 2021). In order to make sure that the interaction works smoothly and effectively, it is essential for everyone to learn and understand the English language (Kamsin & Maslawati, 2020). Briefly, English language is a language that need to be mastered as it is widely utilised in our daily life.

Nevertheless, in Asian countries such as Malaysia, Thailand, and Indonesia, English Language is not considered as the first language. Each country has its respective mother tongue or native language. Most of the nations have their own mother tongue as their first language or main language to communicate with one another. It resulted that English language is their second language or foreign language that they acquire for purposes. In Malaysia context, English language is beheld as the second language that utilised by the Malaysians. The Malaysians accept English language as to keep up with the footsteps of the world and make sure that they can communicate with one another using English. As stated in Chai et. al (2020), English language instruction and acquisition for communicative purposes take place all throughout the globe, not just in one country. The English language learning is vital to be carried out as for the language learners to master the language in order to interact effectively. With this, Malaysians who perceive English as second language would be competent and fluent English speaker in future by developing the essential skills needed in ESL classroom.

In order to ensure that English language is acquired by the Malaysians, the Ministry of Education is alerted that English language has to be taught and emphasized in school. Malaysian students are usually expected to have a fundamental knowledge of the English language from primary school (Lim & Yunus, 2021). There are many plans and goals have set by the Malaysian Ministry of Education (MOE) in order to build up the high English proficiency among the students, such as the Malaysia Education Blueprint (2013-2025) as well as the English language Education Reform in Malaysia: The Roadmap 2015- 2023. It is to make sure that the learners could understand the English language for a variety of purposes, which includes for their knowledge, skills as well as enjoyment (Lim & Yunus, 2021). Thus, the learners could comprehend and communicate with at least the most basic command of English when they interact with people around the world.

In Malaysia ESL classroom, the four linguistic skills (listening, speaking, reading and writing) are mastered by the students since they are in elementary and secondary school. This is because these four linguistic skills are the important pillars of English language for communication and interacting (Sadiku, 2015; Aziz & Kashinathan, 2021). It encourages students to comprehend and produce spoken language so they can interact with others in an appropriate and effective manner (Aziz & Kashinathan, 2021) Therefore, the interaction between people are fluent and proper in order to avoid misunderstanding happens. Briefly, English language need to be acquired in at least eleven years of schooling as Malaysia is one of the handful countries that practiced English language as a second language (Thirusanku and Yunus, 2012; Ansari, 2015). It has been a highlight that educators focus and emphasize on in order to produce a well-rounded English learners who know how to listen, speak, read and write in English language.

Esl Teaching + Technology
With the advent of Information and Communication Technology (ICT) in the modern digital era, English language teaching (ELT) has changed the mode of conventional teaching and learning. Technology unquestionably plays a major part in advancing the teaching and learning progress in educational institutions as the teaching trend has been updated and aligned with 21st century teaching and learning (Degirmenci, 2021; Altun, 2021). As for English language, a number of vital skills that needs to be taught to the students, which includes speaking and writing abilities, compositions and creativity through the activities or tools provided (Richards & Rodger, 2014). In conjunction with this, a variety of strategies and

techniques has to be applied as the ESL teaching and learning will only take place when the ESL students are around (Hassan & Hashim, 2021). Thus, stepping and living on this digital era, the technology has been widely utilized in the English language class in order to build up the essential English skills among the ESL students.

The use of technology has significantly altered ESL teaching techniques. It offers several alternatives for educators to make teaching more exciting and beneficial. The current classroom atmosphere has undergone significant modifications compared to the previous-traditional environment with the involvement of technology (Alkamel & Chouthaiwale, 2018). For instance, the teachers in conventional ESL classrooms would stand in front of students and use a chalkboard or whiteboard to provide lectures, explanations, and teaching. However, with the integration of technology, teachers can access resources and tools to advance their abilities and topic knowledge through a number of mediums, such as online applications, mobile phones, TV and radio, and social media (Lightfoot, 2019). The modern education has altered the conventional teaching methods with current information and computer technologies (ICT) to ensure that the ESL teaching in the classroom could be carried out more efficiently.

Apart from that, technology provides opportunities for the English teachers to be creative and flexible in ESL teaching. It offers a lot of potential for ESL teachers to access to top-notch materials for English language teaching (Lightfoot, 2019). ESL teachers could search related content knowledge from the technology that could be used in their English lessons like online educational games, online educational stories, videos or songs. English teachers could also make full use of technology to easily create, organize, archive, and collect teaching and learning materials (Alkamel & Chouthaiwale, 2018). For instance, English teachers could use the ICT software tools like Google Classroom, Trello and Edmodo which are accessible on the internet to enrich the English teaching experience. Therefore, it could be said technology sets up a stage for English teachers to deliver their teaching content innovatively by including materials or tools that could be included in the ESL lessons.

With the advancement of technology that incorporated in English teaching and learning, it could be said that the recent ESL classroom has been altered effectively. The current ESL classroom is varied from the past and old-fashioned English lesson. ESL teachers are able to convey knowledge more effectively to the ESL learners by bringing diversity to ESL classroom via the multiple sorts of English learning materials. It has modified the techniques of English teaching, built up a fun and interesting learning atmosphere as well as brought convenience to the English teachers to unleash their creativity in ESL teaching. Hence, incorporating technology in ESL teaching has brought some significant changes which make the ESL classroom to be more flexible and versatile, in liaising with the 21st century classroom that has been highlighted and implemented by the educational authorities.

Social Media Platforms in ESL Classroom

Social media platforms, which are acknowledged as one of the software-based digital technologies, have been extensively integrated in English teaching. Social media platforms have been recognised as strong instruments for teaching and learning processes due to their accessibility, engagement, and friendliness (Manca & Ranieri, 2016). It sets up virtual stage for the learners to produce, exchange and get information with its interesting interactive characteristics provided (Vivakaran and Neelamalar, 2018). These platforms aren't only provide entertainment and communication space for the users, but also use for educational purposes. Social media platform serve as a beneficial and effective teaching and learning tool

in ESL Classroom. It has been steadily adopted for educational uses to improve students' performance and learning skills, despite its perception as a platform for socialising and enjoyment (Chepkemoi et al., 2018). It improves their vocabulary and all four language skills—writing, reading, speaking, and listening—in the English language (Al-Jarrah et al, 2019). For instance, ESL teachers and students may look for educational materials and tools on Facebook and Instagram, in addition to expand their vocabulary, to help them acquire and improve these essential abilities in English language. Thus, social media sites assist both ESL teachers and students in improving their experience to often use the English language and thus even enhance their English abilities and levels.

Other than that, social media platforms available allows the students to express themselves, in spoken and written form. Social media leaves a great impact as it provides a wide information and sources, which are accessible to enrich students on learning experience in web-based environments (Roopchund et al, 2018). For instance, if it is a class of English writing, some educators incorporate the utilisation of social media platforms to assist students in their writing. Students may come across with useful information about how to come up with a good write up by paraphrasing, spell checking, editing, summarising, and referencing the content in their writing by using social media available. It provides chances for students to upgrade their writing by addressing their thoughts and feelings in a formal way (Zheng & Yu, 2018). As such, the implementation of social media platforms in ESL Writing classroom could facilitate and develop student's writing skills. In short. social media has turned to be an innovative way for the educators to be associated in ESL Classroom for effective teaching and learning process.

In higher institution, social media platforms have been integrated in the ESL classroom. One of the most prominent platform that is favoured by the ESL educators is Facebook. It is reported that Facebook has the most active users by having 2.38 billion people who actively log into it monthly as well as 1.56 billion who access the Facebook site daily (Ians, 2019). It is undoubtedly the most popular application that adopted and utilized by anyone with the Facebook account. With its fame and convenience, it acts as creative and tactical optional tools that enables the ESL educators to deliver the lesson efficiently. For example, an online discussion. ESL educators found that Facebook developed intercultural interactive skills as the educators and learners can create a space to express their thoughts and engage with the content of the posts made (Mabuan et. al., 2017; Özdemir, 2017). It is also further supported by Tananuraksakul (2015) who pinpointed that Facebook could enrich the ESL teaching as it was practical, simple to use, and created a sense of dynamic parity between instructors and learners. Apart from that, in terms of reading, students are able to acquire vocabulary and learn sentence structures when the lessons were delivered in Facebook. It helps students become more comfortable reading content in the English language by introducing them to new phrases and sentence construction (Kasuma & Tan, 2019). Therefore, it can be said that social media has become an essential tool to be used in order to deliver the impactful ESL lessons from the ESL educators.

Apart from that, in secondary school levels, social media platforms are also being integrated in ESL teaching and learning. One of the example would be Tik Tok, which is one of the social media applications that slowly takes over the world. It is a platform where the content creator could share their short videos in the podium and the viewers could react with hitting "love", writing comment or even share it to other users. Tik Tok, which also comprises of language-learning videos in the application, has made as the second-most watched videos for knowledge-sharing in 2019 (Hanim, 2021). The users are able to learn language from the

videos they watch in Tik Tok application by searching related words like "English grammar secondary level" , "recent English songs" as well as "environment English vocabulary" etc. It covers almost all the language skills needed to be acquired by the English learners. As such, the ESL educators see this as a great chance to facilitate students in learning as they could customize their ESL lessons according to their learning needs (Yang, 2020). Therefore, it can conclude that the use of social media platforms are gaining more popularity not only at tertiary level, but also secondary level as ESL educators who teach in secondary school tend to integrate social media in their ESL lesson.

Despite the benefits and impacts of using different types of social media platforms, several challenges were being discussed and mentioned by the ESL teachers. A recent case study which conducted by Lukas and Yunus (2021) which concerning the obstacles faced by the primary ESL teachers when they employed the technology to teach English during Covid-19 pandemic. It stated that ESL teachers encountered some problems in using social media platforms to teach in ESL classroom, including their readiness of implementing their lesson using technology, technical issues like connection of the internet and gadgets used as well as managing the classroom virtually in terms of the students' engagement and evaluation. It was further supported by Ghavifekr et al (2016) who revealed that numerous educators were unable to exploit technology in their classroom was due to a lack of resources, limited time and inadequate ICT (Information, Communication and Technology) skills. These challenges affected the delivery of English lesson as teachers with limited ICT (Information, Communication and Technology) abilities found it difficult to utilize technology in English teaching (Ko & Rossen, 2017). As a result, more time, technical preparation and readiness are needed to ensure the ESL lessons could be conducted smoothly.

To sum up, the current trends of ESL teaching has been blended with the technology. Several social media platforms have been gradually selected as the podium for the ESL teachers to teach English as well as deliver the content knowledge to the students in ESL classroom. The use of social media platforms was increased tremendously during Covid-19 pandemic as the teaching tool in virtual ESL classroom. Even though social media platforms are being broadly utilized by ESL teachers as shown in the previous studies, only a few of research has been done in semi-urban primary school context. Hence, it's essential to carry out this study in order to contribute some insights or useful practices that can be used or referred by other ESL educators when it comes to ESL teaching, specifically in semi-urban primary ESL classroom and face-to-face ESL teaching in the classroom after the Covid-19 pandemic. The researcher would like to find out the current preference and challenges of using social media platforms to teach English among the ESL primary teachers who are working at the semi-urban area.

Methodology
A quantitative research had been conducted in this study which involved 300 ESL teachers who are teaching in primary schools in Terengganu, Malaysia. It was carried out using an online survey questionnaire which adopted and adapted from the study of (Mertins and Austermann, 2014). The questionnaire was presented in Google Form and generated to ascertain the most preferred social media platform that employed by the ESL teachers in teaching English as well as the obstacles that they faced. Three sections were exhibited in the questionnaire to be answered by the respondents, including the demography of the respondents which included 3 questions, the most preferred social media used in teaching

English which consisted of 1 question as well as the possible challenges that they face in using social media in teaching English which comprised 15 statements.

Likert scale was adopted to measure the responses given by the respondents. Taherdoost (2019) pointed out that Likert scale is considered as one of the most basic and widely used measuring tools in different field of studies, such as Sociology, Psychology, Politics, Economics, Information System and other research areas. It depicts the level of agreement from the respondents towards the statement listed in the questionnaire and thus it helps the researcher to collect and interpret the data at ease. In this research, Likert five point scale was employed in the survey questionnaire, which enabled the respondents to express how much they agree or disagree with a particular statement listed in the survey questionnaire. The respondents were asked to tick their level or agreement with the particular statements, ranging from 1 -5, (5- strongly agree, 4- agree, 3-neutral, 2- disagree and 1- strongly disagree).

Before handing the questionnaire to the respondents, a pilot study was carried out to provide useful insights to the researcher. A total of 30 respondents, which work as ESL primary school teachers in Kelantan state were taking part voluntarily in this pilot study. This pilot study was carried out among ESL teachers in Kelantan state was due to its locality and linguistic level. Both Kelantan and Terengganu are located at East Coast of Malaysia, they are not well-developed like the big cities in Malaysia like Kuala Lumpur and Penang. English is considered as a second or foreign language for them. It's challenging to learn a second language in the semi-urban areas (Prabowo & Akmal, 2019). In this case, the people in Kelantan and Terengganu are strongly influenced by their own Bahasa Melayu dialects to communicate with one another. They accept and learn English language, yet not all of them are fluent in using English language to speak or write.

In terms of validity, the survey questionnaire was given to three experts who are teaching English in the primary schools in Terengganu and Kelantan. They are expertised in English teaching for more than 10 years. They were graduated from the universities who hold the master degree in Teaching English as a Second Language (TESL) and experienced in using technology to teach English in the classroom. The evaluation or opinion given by the three experts were received by the researcher to make amendment in facilitating the researcher to construct valid items in questionnaire. For the reliability, the data collected from the pilot study was keyed-in into SPSS Version 26 software and run to know the value of Cronbach's Alpha. It was stated that the value acquired was 0.875, which indicated that the items of the questionnaire were consistent and reliable. Thus, the survey questionnaire was valid and reliable to be answered by the respondents.

The survey questionnaire was distributed via WhatsApp and email to primary schools in Terengganu. The respondents were given two weeks to respond the questionnaire with the condition that they were voluntary to answer as well as they are the English teachers in primary schools as stated in Google Form. The researcher kept on track to the progress regarding the responses collected from the respondents and be prepared all the time to receive calls or messages if the respondents had inquiries. All the responses that recorded were then counted and viewed by the researcher in order to conduct the data analysis and present the data descriptively using frequency counts and percentages.

Findings and Discussion

There were 300 respondents who took part in this study. These respondents were the ESL teachers who are teaching in primary school in Terengganu state. Table 1 depicts the background of the respondents, including their gender, age group and teaching experience.

Table 1
Demographic background

Gender	*Male*	23.3% (N=70)
	Female	76.7% (N=230)
Age group	*20-30 years old*	39.3% (N=118)
	31-40 years old	31.0% (N=93)
	41-50 years old	20.0% (N=60)
	51 years old and above	9.7% (N=29)
Teaching experience	*Less than 5 years*	30.7% (N =92)
	5 – 10 years	23.3% (N=70)
	11-20 years	22.0% (N=66)
	21 years and above	24.0 % (N=72)

According to Table 1, among the respondents, there are a total of 70 (23.3%) out of 300 that are male ESL teachers, on the other hand, 230 (76.7%) out of 300 of them are female ESL teachers who volunteer to help filled up the questionnaire. Through the analysis, we know that majority of the respondents are female ESL teachers.

Moving on to the age group, 118 (39.3%) out of 300 respondents came from the age group of 20-30 years old. 93 (31%) out of 300 respondents came from the age group of 31-40 years old. 60 (20%) out of 300 respondents came from the age group of 41-50 years old and lastly, 29 (9.7%) out of 300 respondents came from the age group of 51 years old and above. Based on Table 1 above, most of the respondents for this particular survey questionnaire were from the age group of 20-30 years old. As for the teaching experience, 92 (30.7%) out of 300 respondents have less than 5 years of teaching experience. 70 (23.3%) out of the 300 respondents have 5-10 years of teaching experience. 66 (22%) out of 300 respondents have 11-20 years of teaching experience. Last but not least, 72 (24%) out of 300 respondents have more than 21 years of teaching experience. Based on the Table 1 above, it can be clearly seen that most of the respondents came from less than 5 years of teaching experience. It indicated that the respondents of this study were came from the young ESL teachers who just have their novel experience in ESL teaching.

RQ1 What is the most preferred social media platforms that used among primary ESL teachers in Terengganu, Malaysia?

The respondents were given several choices of social media platforms in the survey questionnaire. They were required to choose only one social media platform which is their preference to teach English in ESL classroom. Table 2 below shows the list of social media platforms which are favoured by the ESL primary teachers in Terengganu.

Table 2
Social media platform in ESL teaching

YouTube	55.0% (N=165)
WhatsApp	19.7% (N=59)
Telegram	13.0% (N=39)
Others	12.3% (N=37)

According to Table 2, ESL primary teachers who work in Terengganu state preferred to use YouTube to teach English, which comprised of 55% of them selected this platform in the questionnaire. The second platform was WhatsApp (19.7%) and then followed by Telegram (13%). The other platforms that listed in the questionnaire were Facebook, Instagram, TikTok, Twitter and WeChat. Some of the teachers wrote their preferred social media which were not in the list, including Google Classroom and Zoom Meeting.

YouTube has been chosen as the most favorite social media platform used by the ESL teachers. It is possibly because YouTube is one of the social media platform that students familiar with. Anh (2018) noted that YouTube is recognized as the most welcomed application for the young learners. Thus, ESL teachers may choose YouTube as their social media platform to teach English as the students recognize what and how YouTube is. Another reason of choosing YouTube as their preferred social media platforms to teach English is probably because of its attractive and simple features that has brought a lot of convenience to the ESL teachers when they are teaching English. With YouTube, ESL teachers may easily optimize the gadgets button when they want to highlight the important parts from the video. For instance, ESL teacher can turn on the CC button in the YouTube tabs for students to be able to read the English words when they are having trouble understanding the English vocabulary which being spoken in the video. It helps the students to learn English vocabulary efficiently by listening to the pronunciation and looking at the animation in the YouTube video.

Other than that, with the gear button (settings), ESL teachers can optimize it by changing the speed of the video therefore student are able to follow up with the English learning when the speaker from the video talks at a fast pace. The teacher may adjust the speed accordingly or repeat the video if the students are in doubt and need to watch the video again in order to know the story of the video. For instance, when the students are learning Action songs which required them to move and sing along when the English song is played. The English teacher can slow down the speed of video to let the students learn the movement as well as let them to know English verbs mentioned in the video. They can also repeat the song for the students to listen, sing and make gestures. The ESL students will easily immerse in the learning process as YouTube provided them seeing, hearing and reading experience (Hoa et. al, 2021). It will eventually develop their English listening and speaking skill as well as increase their English vocabulary through song drilling technique.

Lastly, using full screening of video for the English learning may catch the student's attention in learning English. It makes the sound, text, animation, pictures and song to be more visible as the students can watch and remember instantly. This is further supported by who highlighted that it is simple to capture ESL learner's focus and interest as well as make them recall what they learnt via attractive audio and visual resources (Hoa, et. al., 2021; Hoa, 2012). The YouTube video perhaps creates authentic scenario for the students in order to have a better understanding towards the topic they learn. For instance, using YouTube video to teach

the London city. The students can easily capture the picture of the London city through the animation, explanation and pictures which were taken from London. Another example will be teaching them about animals in the zoo. Through the video play from YouTube, the students can easily recall their previous experience in zoo by naming the animals shown in the video correctly. It helps to uplift the student's English learning experience in the ESL classroom. Therefore, YouTube has become the most preferred social media platform which employ by the ESL teachers may due to its features and convenience provided in delivering the content knowledge and developing the English skills in ESL students efficiently in the classroom.

RQ2 What is the most challenging issue that faced by primary ESL teachers in using social media platforms to teach English in Terengganu, Malaysia?

The respondents were given a total of 15 statement regarding the possible challenges that they face towards the use of social media in ESL classroom. The respondents were required choose their agreement based on the likert scale provided. Negative feedback consists of the response of "strongly disagree" and "disagree, which positive feedback comprised of the response of "agree" and "strongly agree". Table 3 below demonstrates the responses collected and analysed from the survey questionnaire.

Table 3
Challenges faced by primary ESL teachers

Items	Negative feedback (N)	Neutral (N)	Positive Feedback (N)
It is challenging for me to use social media platform to teach English due to the unstable internet connectivity.	16.3% (N=49)	52.0% (N=156)	31.7% (N=95)
It is challenging for me to use social media platform to teach English due to the lack of training and exposure.	25.0% (N=75)	51.3% (N=154)	23.7% (N=71)
It is challenging for me to use social media platform to teach English due to the lack of resources.	23.0% (N=69)	51.3% (N=154)	25.7% (N=77)
It is challenging for me to use social media platform to teach English due to insufficient equipment used.	20.7% (N=62)	21.3% (N=64)	58.0% (N=174)
It is challenging for me to use social media platform to teach English due to my poor technology literacy.	38.6% (N=116)	45.7% (N=137)	15.7% (N=47)

It is challenging for me to use social media platform to teach English due to language barrier.	**43.3%** **(N=129)**	**40.7%** **(N=122)**	**16.0%** **(N=49)**
It is challenging for me to use social media platform to teach English due to the lack of support from my colleagues.	**50.7%** **(N=152)**	**36.7%** **(N=110)**	**12.6%** **(=38)**
It is challenging for me to use social media platform to teach English due to the lack of support from my administration.	**68.0%** **(N=204)**	**19.3%** **(N=58)**	**12.7%** **(N=38)**
It is challenging for me to use social media platform to teach English due to poor classroom management.	**61.9%** **(N=186)**	**19.3%** **(N=58)**	**18.8%** **(N=56)**
It is challenging for me to use social media platform to teach English due to the rapid evolvement of social media.	**35.7%** **(N=107)**	**44.3%** **(N=133)**	**20.0%** **(N=60)**
It is challenging for me to use social media platform to teach English due to time constraint.	**9.3%** **(N=28)**	**10.3%** **(N=31)**	**80.4%** **(N=241)**
It is challenging for me to use social media platform to teach English due to extra preparation needed in setting up the lessons.	**6.3%** **(N=19)**	**14.3%** **(N=43)**	**79.4%** **(N=238)**
It is challenging for me to use social media platform to teach English due to the heavy workload in English Panel.	**10.3%** **(N=31)**	**20.7%** **(N=62)**	**69.0%** **(=207)**
It is challenging for me to use social media platform to teach English due to the packed teaching schedule.	**4.3%** **(N=13)**	**18.1%** **(N=54)**	**77.6%** **(N=233)**
It is challenging for me to use social media platform to teach English due to the time and effort in selecting the best teaching materials.	**7.6%** **(N=23)**	**20.0%** **(N=60)**	**72.4%** **(N=217)**

It was found that primary ESL teachers faced several challenges in using social media platform to teach English in the classroom, including insufficient equipment used (58.0%), time constraint (80.2%), extra preparation needed in setting up the lessons (79.3%), heavy workload in English Panel (69.4%), packed teaching schedule (77.5%) as well as time and effort in selecting the best teaching materials (72.4%). Some of the challenging issues highlighted above are actually aligned with the past studies of Ghavifekr (2016) who noted that teachers encountered obstacles like inadequate of resources and restricted time. The issue of insufficient equipment adopted and is also in line with the case study done by (Lukas and

Yunus, 2021). Consequently, it can be understood that ESL teachers who are working at semi-urban primary schools met the similar problems that listed in the past research.

According to the challenges that portrayed from the table above, time constraint (80.2%) is chosen as the most challenging issue for ESL teachers to use social media platform to teach English in the classroom. This is possibly because the ESL teacher did not have a sturdy time management when teaching English in the classroom. The ESL teacher perhaps needs ample of time in conducting their lesson so that their students can cope with the knowledge that need to be learn as well as developed their English language skills. Moreover, ESL teachers probably need more time in guiding the pupils, specifically the low proficiency pupils in the classroom. These pupils need a lot of guidance and help in order to comprehend the content that being taught by the teacher. When they are lost in learning, the ESL teacher had to on hold the lesson and provide extra guidance to them, thus they could catch up with the average level of pupils in the classroom. Nevertheless, this will affect the time allocation for an English lesson in the classroom and perhaps resulted a slower progress in the teaching and learning of English.

Another reason why time constraint is the obstacle that faced by ESL primary teachers is because they perhaps need time to set up and access the social media platform before teaching English. It would probably take more time due to the external factor like late entering the classroom, unstable network connectivity as well as adequate familiarization of using the particular social media platform. For instance, when an ESL teacher needs to search a video in YouTube channel, it might take his or her time to choose the video as there are a lot of educational videos available. By the time they have chosen the video, it probably has already taken 5 to 10 minutes of the teaching time. The teacher has to deliver the learning content within the time limit left. As such, time constraint is the most concerned issue that need to be solved by the ESL teachers, so that the utilization of social media platform can be executed smoothly in ESL classroom.

In order to solve the issues happened in the ESL classroom towards the use of social media platform in English teaching, several recommendations are proposed as the reference for ESL teachers to take further actions. As for time constraint, it is suggested the ESL teachers may review their time management by arranging their time accordingly for school workload and English lesson. ESL teachers could possibly work smart in using social media platform to teach English by discussing, sharing and adapting the teaching materials and lesson plans though collaboration with their colleagues. The English teaching and learning materials could be uploaded to a certain social media platform beforehand so that it saves some time for ESL teachers to carry out the English lesson smoothly. This is because the materials are all prepared and can be promptly accessed by the ESL teachers when they are in the classroom. Hence, ESL teachers are advised to revise their time by distributing their time equally to work and English teaching as well as carry out collaboration with other teachers to share the English materials at the social media platform before the English lesson begins.

Concerning of another issue which is the heavy workload, ESL teachers are advised to discuss with the Head of Panel of English subject or school administrators. ESL teachers perhaps can tell the rationale behind and ask the related authority to ease their school workload so that they can put their attention on ESL teaching. If the authorities insist to maintain the workload given, the ESL teachers are advised to think and provide suitable, alternative ways to complete the workload given. With this, ESL teachers may be more flexible in doing both work and English teaching. In terms of another challenge mentioned which regards to the insufficient equipment to be used in the classroom, ESL teachers may recount and recheck

the equipment that can be used in school or that needed in the ESL lessons. ESL teachers may also deal with the administrator or teacher in charge to discuss and take further action in order to solve the problem of not having enough teaching and learning equipment to be used in the ESL classroom.

On the other hand, the school administration also plays an important role in encouraging and setting up relevant social media that can be used in ESL classroom. It can be downloaded or prepared in the teaching smartboard in order to ease ESL teacher's job in preparing and selecting the materials. Social media platforms such as YouTube, Facebook and Instagram can be bookmarked and the school administrations may create shortcuts to be put in Google Chrome home page. This can direct the ESL teachers to the platform that he or she needs and thus saves some time. Some educational videos from YouTube channel can also be listed down for teacher to direct access it when they teach. The school administration perhaps can save some useful software that can be used in the lesson and thus the ESL teacher can make use of it when they are teaching English. Briefly, the school administration is advised to keep up to date about the scenario of using social media platform in schools and assist the ESL teachers.

This study was carried out in primary school context in Terengganu state and only involved ESL teachers who are teaching English in Terengganu elementary school. It is due to the gap that researcher aimed to fill in by contributing some insights in the area of the utilization of social media in education world, specifically in primary ESL school contexts in Malaysia. As for future research, it is recommended that to extend and expand this particular research by carrying out a more detailed study. It is to ensure the real scenario of using social media platform in ESL classroom is being able to portray and understand by the other educators and related authorities. For instance, the respondents may share the reason why they prefer certain social media platform to teach English in ESL classroom as well as their teaching experience through in-depths interview. It is to ensure that the voice of the respondents are being listened by the researcher. It also helps the researcher to capture the authentic situation of using social media platform in ESL teaching, This can be done via the sharing of social media platforms that utilized by ESL teachers as well as the description of ESL teachers regarding his or her teaching experience in the classroom. By doing so, the data of this particular study perhaps will be richer and it eventually contributes more insightful data and opinions to the educational field towards the use of social media platforms in ESL classroom settings.

Conclusion

This study was conducted to explore the use of social media platforms among primary ESL teachers in Terengganu, Malaysia. It was intended to find out the most preferred social media platform that used in ESL teaching and the challenges faced by primary ESL teachers. It revealed that YouTube is the most popular social media platform that utilized to teach English in primary ESL classroom. A few challenges had been found in this study, including the insufficient equipment to use, heavy workload in English Panel, extra time and preparation needed in setting up the lessons as well as packed teaching schedule. However, time constraint was the most challenging issue encountered by ESL teachers. In order to ease the situation, ESL teachers are advised to revise their time management and voice out their difficulties to their school authorities and thus look into the challenges faced and provide suitable solution in assisting the ESL teachers to teach English effectively.

It is significant to carry out this study as it portrays the current scenario of Malaysia primary ESL classroom with the adoption of technology in English teaching. It provides other ESL teachers and researchers a greater understanding towards the use of social media in ESL teaching and challenges faced by ESL teachers who are teaching in semi-urban area of Malaysia. The other ESL teachers may compare and contrast their situation and make adjustment in order to improve their ESL teaching in the classroom. It also provides opportunities for the ESL researcher to expand the research in getting to know more about the challenges as well as may discover ESL teachers' perceptions towards the use of social media in ESL teaching. Therefore, it is recommended to carry out in-depth interviews with the respondents to know their real teaching scenario in the ESL classroom and their thoughts in using social media platforms in ESL teaching. It is essential as to build up a better ESL teaching in Malaysia in keeping pace with 21st century education.

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