

A Review of Teachers' Perceptions of the Use of Social Networking Sites for the Teaching and Learning of English

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Abstract—Due to the advent of the industrial revolution 4.0, there is now a crucial need for teachers to ensure that pupils are both skilled in English and technologically savvy. Due to the Covid-19 pandemic, the use of social networking sites (SNSs) has become compulsory. Their use has influenced the education system, which has embraced online learning. By implementing SNSs, English teachers have provided pupils with ample opportunities to learn, apply and produce knowledge, rather than simply to regurgitate it. As such, this literature review was conducted to study and summarise English teachers' perceptions of the use of SNSs in terms of their level of effectiveness, the degree to which they motivate pupils and how difficult they are to implement for teaching English. This review also sheds light on English teachers' willingness and readiness to use SNSs. The review synthesizes a total of 35 articles from 2018 to 2022, and it demonstrates that teachers feel positive about implementing SNSs in their English classrooms; according to the teachers studied, these platforms provide more advantages than disadvantages and are able to impressively enhance pupils' proficiency. This review contributes to the body of knowledge on new teaching methodologies by revealing the latest trends regarding teachers' perceptions of the use of SNSs for the teaching and learning of English.

Index Terms—social networking sites, systematic literature review, teachers' perceptions, education technology, PRISMA

I. INTRODUCTION

The transnational flow of education in a globalized society is greatly affected by pupil needs and aspirations. As such, several stakeholders have launched myriad efforts to improve English teaching and learning to provide pupils with a quality education in accordance with United Nations' Sustainable Development Goals (SDG). According to Gonz ález et al. (2020), the fourth SDG entails providing quality education, eliminating gender disparities and the urban–rural gap, and ensuring equal access to education across the country. Thus, the ways in which teachers and administrators advance this goal whilst taking into account the differences in privilege between pupils from urban areas and those from rural areas, greatly affect pupils' growth. Due to the requirements of today's increasingly globalized society, it is crucial that pupils be both multi-talented and skilled, in not only all four English skills, but also in the use of technology. As countries worldwide competed with one another to achieve the intended economic and education successes, with graduates constantly competing to fulfil the high requirements companies demanded, Covid-19 hit the world like a storm. This turn of events urged ministries of education across the world to drastically increase online learning to ensure that education prevailed despite the pandemic. Over the years, teachers have reported success in the implementation of technology, usually social networking sites (SNSs), in the teaching of English, and such success stories have become even more common since the pandemic began. After all, as Cloete (2017) asserted, the use of SNSs has come a long way; such sites now play a central role in flipped learning, blended learning and even online learning.

This review was carried out based on past studies to better comprehend English teachers' perceptions of using of SNSs to teach English. The aim of this study is to shed light on teachers' perceptions of utilizing these platforms in terms of their effectiveness, the motivation they provide and possible difficulties they create for English instruction throughout the world. This literature review also aims to investigate English teachers' willingness and readiness to use SNSs in their teaching practices. As described below, this review was conducted using the preferred reporting items for systematic review and meta-analyses (PRISMA) 2020 checklist. Before discussing the studies analysed for the purposes of this systematic review, further insights on SNSs and the teaching and learning of English are presented below.

In order to study English teachers' perceptions of using SNSs in the teaching and learning of English, this systematic literature review was conducted to provide a better understanding of teachers' perspectives as well as to provide insight on how willing and ready they are to continue using SNSs in their classrooms. This systematic review aims to answer the following questions:

1. What are English teachers' perceptions of the use of SNSs in the teaching and learning of English?

2. How willing and ready are teachers to use SNSs in the teaching and learning of English?

II. CORE CONCEPTS

A. *Teaching and Learning of English*

English is not only the second language in most countries; it also functions as a lingua franca worldwide. Hence, there is an urgent need to teach the language. The English language contains numerous idiosyncratic structures with four main skills – listening, speaking, reading and writing – that pupils must master by the end of their 11 years of schooling. In today's society, in addition to being able to communicate in their national language and in English as a second language, pupils' abilities to perform tasks using technology and communicate using SNSs are also highly valued (Tohara, 2021). These skills are now considered part of pupils' holistic development. Thus, this paradigm shift allows teachers to play a huge role in achieving these goals and instilling pupils with the required skills. Additionally, in order to cope with challenges presented by Covid-19, ministries of education made decisions related to online learning, and almost all education-related communication was shifted to SNSs. According to Mishra et al. (2020), due to the sudden outbreak of Covid-19, most pupils were forced to use technology in order to learn. School teachers and pupils were provided with emails for use with Google Classroom, and schools were given the authority to design and implement schedules for online learning. At schools that complied with these changes, pupils advanced technologically.

This proliferation of the use of technology and upsurge of accessibility has enabled teachers worldwide to connect, communicate ideas and improve their pupils' learning opportunities using SNSs (Prestridge, 2019). This represents a great shift in the professional learning landscape for both teachers and pupils; it has provided pupils with opportunities for constant, self-directed and on-demand learning. Teachers now opt to use SNSs to find educational resources as well as networks with which to cooperate and curate lesson plans with fellow teachers and pupils at any time. As mentioned above, English teachers have utilized newer teaching strategies such as implementing SNSs in their classrooms. This method enables both teachers and pupils to stay connected before, during and even after school, increasing the chance that pupils will pick up the language. Additionally, as noted by Albiladi and Alshareef (2019), this new mode of teaching blends both traditional and online teaching modes, and it is an effective method for developing pupils' language skills by indirectly enhancing the English learning environment. This change in teaching styles is necessary if schools are to achieve 21st- century educational goals in accordance with global educational standards. Using a combination of traditional and online teaching modes not only produces efficient teachers but also yields skilful pupils capable of competing worldwide by utilizing their English skills.

B. *Social Networking Sites (SNSs)*

The application of technology and media to education not only leads to faster, more effective learning; it also makes learning more enjoyable for pupils. Teachers' pedagogical skills are likewise advanced when technology, especially SNSs, is implemented for the acquisition of English. Alizadeh (2018) defined SNSs as a group of Internet-based applications built on the ideological and technological foundations of Web 2.0. Meanwhile, Alakrash and Razak (2019) asserted that SNSs are web-based services that enable users to display a semi-public profile within a bounded system of other individuals they have chosen to connect with. In short, SNSs are applications that permit teachers to explore their connections to fellow teachers and pupils within the system. The many SNSs that are often used in the teaching and learning of English include Facebook, Whatsapp, Tiktok and Instagram. The use of these social platforms for an academic purpose, namely the teaching and learning of English, has enabled teachers to communicate more fluidly with pupils, who are now able to connect with teachers and learn outside school hours.

Due to the advancement of the industrial revolution 4.0, education has taken a new shape in which classrooms are flipped and pupils are self-directed and independent. SNSs provide pupils with ample opportunities to learn, create, apply and produce knowledge, rather than to just listen and regurgitate knowledge learnt from their teachers. Alakrash et al. (2021) seconded this, mentioning that posited learning spaces are now nestled within virtual environments, meaning that learning is not limited to the four walls of the classroom. This implies that, due to the presence of technology-supported applications like SNSs, teachers are now able to more thoroughly engage in in-classroom activities. The sudden dependency on SNSs as a source of learning has changed the role of English instruction. Avidov-Ungar and Forkosh-Baruch (2018) corroborated this statement by stating that, in this era of globalization, teachers and administrators must not only acquire knowledge of Information Communication Technology implementation but also develop a contemporary technology-enabled curriculum. Henceforth, questions regarding teachers' perceptions of the use of SNSs in the teaching and learning English have surfaced; after all, the use of SNSs could be quite overwhelming for pupils without proper management by the teachers.

III. DATA SOURCES AND ANALYSIS

As mentioned in the introduction, the PRISMA 2020 checklist was used to conduct this systematic literature review. The PRISMA checklist includes 27 criteria to uphold transparency when conducting a systematic review. Descriptive comparison, a comparative research approach, was used. This paper aims to investigate English teachers' perceptions of the use of SNSs in the teaching and learning of the language. Teachers' perceptions in terms of how efficient,

motivating and difficult they find SNSs to be for teaching English are analysed. Additionally, this study also explores English teachers' willingness and readiness to use SNSs. The main aim of this systematic literature review is to enhance understanding of how teachers perceive the use of SNSs for teaching English. This study was conducted in three phases, as described below.

A. Phase 1: Identification

In this phase, relevant studies were selected for systematic review. Inclusion and exclusion criteria were not yet applied at this stage. The databases used were Scopus and Google Scholar, and the keywords used for this study are listed below in Table 1. Galvan and Galvan (2017) mentioned that literature evaluations must not only be broad but also include the most recent findings. Hence, articles from 2018 to 2022 were selected for this study. In order to further specify the articles chosen, the inclusion and exclusion criteria displayed in Table 2 were applied.

TABLE 1
KEYWORDS USED TO FIND ARTICLES

Databases	Keywords
Scopus	TITLE-ABS-KEY (("Social Networking Site *" OR "SNS_*" OR "Social Media Sites *") AND ("teacher perception *" OR "teacher view *" OR "teacher willingness *" OR "teacher motivation" OR "teacher difficulty"))
Google Scholar	Social Networking Sites (SNSs) AND teachers' perception, Social Networking Sites (SNSs) AND English teaching, Social Networking Sites (SNSs) AND teachers' motivation, Effectiveness of Social Networking Sites (SNSs) AND teachers' view, Social Networking Sites (SNSs) AND teachers' willingness, Social Networking Sites (SNSs) AND teachers' readiness

TABLE 2
INCLUSION AND EXCLUSION CRITERIA

Criterion	Inclusion	Exclusion
Language	English	Non-English
Year published	2018–2022	before 2018
Type of article	Journal article	Book, book chapter, systematic review
Perceptions	Teachers, student-teachers, teachers in addition to pupils and parents	Pupils, parents

B. Phase 2: Screening

Suitable articles were selected from Scopus and Google Scholar. Scopus was selected because it presents a list of prestigious articles recognized by authors around the world, and Google Scholar was selected because it offers a large range of articles related to various aspects of the study. In a process that took approximately two weeks, selected articles were screened, and duplicates were eliminated. The articles were then screened once more to ensure that they aligned with the requirements set by the researcher. Articles were excluded (see Table 2) if they were not written in English; were published before 2018; were books, book chapters or systematic reviews; or analysed the perceptions of pupils and parents.

C. Phase 3: Inclusion

This phase followed the screening phase. During this phase, the researcher ensured that the remaining articles aligned with the inclusion criteria. For the purposes of this study, articles analysing the perceptions of teachers, student-teachers, and teachers in addition to pupils and parents were included, whilst articles focusing on the perceptions of solely pupils and parents were excluded. Articles on the perceptions of student-teachers were included because the researcher believed that their input would be vital in helping to gauge and understand teachers' readiness to apply SNSs in the English classroom. As such, this phase was crucial to ensuring that the data obtained were reliable and of high quality.

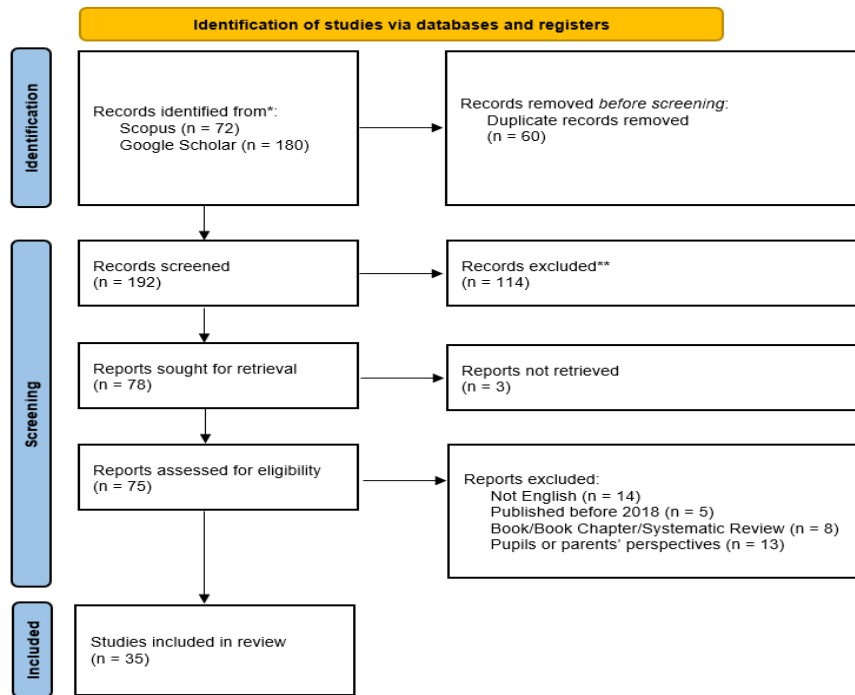


Figure 1 Chart of the Research Article Selection Process

IV. RESEARCH RESULTS

This section of the systematic literature review highlights and discusses the results of the selected research articles in great detail. Following the three phases described above, a total of 35 articles were identified as suitable for the study. These articles were read and analysed. Three main aspects of teachers' perceptions of the use of SNSs in the teaching and learning of English were observed, as shown in Table 3. The three main aspects were SNSs' perceived effectiveness, their ability to motivate pupils and their difficulty of use. Additionally, the number and percentage of research articles found for each aspect of teachers' perceptions are shown in Table 4.

TABLE 3
FINDINGS ON TEACHERS' PERCEPTIONS OF THE USE OF SNSs FOR TEACHING ENGLISH

Methods	Authors	Perceptions		
		Effectiveness	Motivation	Difficulty
Qualitative study, n = 16	Arfiandhani (2020)	/	/	/
	Khoshshima at al. (2018)	/	/	/
	Rwodzi & De Jager (2021)	/	/	/
	Hamadeh et al. (2020)	/	/	/
	Kwihangana (2020)	/	/	/
	Xue & Churchill (2020)	/	/	/
	Xu (2018)	/	/	/
	Alberth et al. (2018)	/	/	/
	Habibi et al. (2018)	/	/	/
	Lilis & Yudhi Arifani (2021)	/	/	/
	Amelia (2020)	/	/	/
	Lukas & Yunus (2021)	/	/	/
	Kusuma (2022)	/	/	/
	Maghfira (2021)	/	/	/
	Asmara (2020)	/	/	/
	Dayu (2018)	/	/	/
Quantitative study, n = 8	Far ís & V díz (2019)	/	/	/
	Cihat, Aydin, & Bagci (2019)	/	/	/
	Bjørkelo, Almås, & Helleve (2021)	/	/	/
	Forkosh & HersHKovitz (2018)	/	/	/
	Noori et al. (2022)	/	/	/
	Namaziandost & Nasri (2019)	/	/	/
	Yildiz Durak (2019)	/	/	/
	Farooq & Soomro (2018)	/	/	/
	Thumvichit (2021)	/	/	/
	Sirivedin et al. (2018)	/	/	/
Mixed methods study, n = 11	Van et al. (2020)	/	/	/
	Ganapathy, Kabilan, & Meenakshisundram (2020)	/	/	/
	Purnamasari, A. (2019).	/	/	/
	Yunus, Zakaria, & Suliman (2019)	/	/	/
	Ubaedillah et al. (2021)	/	/	/
	Rahayu & Wirza (2020)	/	/	/
	Zheng, Yim, & Warschauer, (2018)	/	/	/
	Nariyati, Sudirman, & Pratiwi (2020)	/	/	/
	Yusof et al. (2021)	/	/	/

TABLE 4
NUMBER AND PERCENTAGE OF ARTICLES DISCUSSING THE DIFFERENT PERCEPTIONS

Perceptions	Number of Articles	Percentage
Effectiveness	28/35	80
Motivation	25/35	71.4
Difficulty	18/35	51.4

V. DISCUSSION

This section details teachers' perceptions of the use of SNSs in the teaching and learning of English in terms of their effectiveness, the degree to which they motivate pupils and the difficulties they present. This section also sheds light on teachers' willingness and readiness to apply SNSs in their English language teaching.

A. English Teachers' Perceptions of the Effectiveness of SNSs

As mentioned earlier, a total of 180 articles were initially selected, and at the end of the screening process, 35 articles were selected for analysis. Of these 35 articles, 28 (80%) discussed teachers' perceptions of how effective SNSs are in the teaching and learning of English in schools worldwide, indicating that effectiveness is one of the main elements discussed regarding English teachers' views on their use of SNSs. This indicates that most teachers agreed that SNSs are effective tools for teaching English. Teachers from around the world agreed that SNSs are effective tools for teaching English as they not only help pupils learn in fun and meaningful ways but also enhance teacher–pupil communication. SNSs can be utilized in myriad ways, including for sharing information and videos and even for conducting collaborative activities (Alberth et al., 2018; Arfiandhani, 2020; Rwodzi & De Jager, 2021). Lukas and Yunus (2021) noted that English teachers in Malaysia preferred to use SNSs to teach English as they believed that these applications are especially effective for promoting pupils' enthusiasm in learning the language as they enable pupils to communicate with friends and discuss topics, they find interesting. SNSs also enabled teachers to share information with their pupils for the sake of informal learning, which they hoped would, in time, further motivate pupils to autonomously learn the language (Thumvichit, 2021). In addition to helping teachers to communicate with their pupils, SNSs also enabled teachers to communicate among themselves and thereby develop professionally (Yusof et al., 2021).

This aspect of SNSs provided both parties with ample opportunities to learn and improve their own abilities in real time. A study conducted by Yunus et al. (2019) described English teachers in Vietnam successfully using Facebook and Zalo to promote English language learning in the classroom. The study demonstrated that meaningful interactions through these SNSs and their interactive features provided pupils with opportunities to acquire, exchange and create new linguistic knowledge. Meanwhile, a study conducted by Khoshshima et al. (2018) indicated that the application of SNSs such as Telegram resulted in Iranian English teachers' professional growth as they had the opportunity to collaborate with one another and share ideas to further enhance their teaching. According to these studies, SNSs are not only effective for improving pupils' overall performance in English but also for assisting teachers in developing their English teaching skills.

B. English Teachers' Perceptions of How SNSs Motivate the Pupils and Themselves

As stated in the introduction, teachers' perceptions of how different SNSs are able to motivate the pupils and themselves were also analysed. Specifically, this section presents a discussion of how English teachers viewed the way SNSs motivated them to improve their teaching and their pupils to improve their language. Teachers believed that motivation plays a vital role in helping pupils learn a language as creating a positive perception of the subject matter aids pupils in being willing to autonomously learn the language (Dayu, 2018; Kusuma, 2022; Yildiz Durak, 2019). After all, without proper motivation, pupils eventually lose interest in the language, making it difficult for them to grasp its importance and functionality. Of 35 articles, 25 (approximately 71.4%) mentioned about how SNSs were able to motivate both teachers and pupils to better teach and learn the language. This indicates that teachers have come to see SNSs as tools that should continue to be utilized for teaching and learning English. SNSs enable pupils to communicate with fellow classmates and teachers before and after their schooling hours. The extra help they acquire through the implementation of SNSs further motivates them to learn the language. As quoted in a study conducted by Yunus et al. (2019), pupils become motivated to learn English by using SNSs because these platforms create an entertaining yet meaningful learning environment. This study highlighted the fact that English teachers realized that their pupils displayed great progress in their language learning after SNSs were implemented.

Moreover, a qualitative interview study conducted by Kwihangana (2020) demonstrated that a teacher who used to reject the use of SNSs became more open to the idea of utilizing them after he was exposed to the abundance of benefits that follow their implementation. As stated in Maghira (2021) and Van et al. (2020), pupils in the 21st century are accustomed to conducting online learning and have been proven to learn more effectively with the aid of SNSs. This emphasises the fact that teachers must move towards implementing blended learning by combining traditional teaching methods and online learning in order to enable pupils to achieve their language-learning potential. In short, teachers worldwide generally agree that SNSs are appropriate for use in teaching English as they influence pupils positively, motivate teachers to teach more effectively and motivate pupils to learn more effectively.

C. English Teachers' Perceptions of the Difficulty of Using SNSs

In today's globalized society, everything is a click away. Learning comes effortlessly through use of SNSs such as Whatsapp, TikTok, Telegram and Instagram. Information transfer is easy as teachers effortlessly apply these SNSs in their classrooms during and after the advent of Covid-19 pandemic, as proven by the findings presented in sections 5.1 and 5.2. Nonetheless, according to Lim and Yunus (2021), as feasible as implementing SNSs is, some teachers found these platforms difficult to navigate and therefore provided negative feedback on their use. Of the 35 articles, 18 (51.4%) analysed teachers' perceptions of the difficulties they encountered when using SNSs to teach. Although this percentage is not nearly significant enough to repudiate the many advantages that SNSs offer to the English classroom, it is worth noting.

One of the main factors that contributed to teachers' struggles in using SNSs was the fact that there is abundance of information shared online. This inevitably makes it difficult to find information relevant to language instruction (Khoshshima et al., 2018; Yunus et al., 2019). Teachers that choose to use SNSs would need to go through copious number of materials before determining their relevance to the English speaking lessons. In time, this could pose as strenuous task for the teachers.

Furthermore, the absence of a stable Internet connection and pupils' inability to stay focused during lessons also contributed to the drawbacks of using SNSs. This was supported by Khoshshima et al. (2018), Hamadeh et al. (2020), and Asmara (2020) which stated that pupils in rural areas often faced issues related to the lack of an Internet connection and the devices needed to properly learn the language. Tiing and Yunus (2021) stated that this issue is of great concern for administrators, and certain English teachers opted to not incorporate SNSs into their English lessons for fear that their pupils would not be able to complete the tasks.

In addition to challenges related to hardware problems, some teachers also found it difficult to use SNSs to teach English as they themselves lacked the skills to exploit the platforms for learning purposes. Farooq and Soomro (2018) asserted that common barriers that impeded teachers' adoption of SNSs include poor computer literacy and a lack of confidence in using the applications. Meanwhile, Van et al. (2020) revealed a similar issue; they mentioned that teachers tend to opt for traditional teaching as they have limited time to familiarize themselves with the technology and lack support for teaching through SNSs.

Nevertheless, as addressed at the beginning of this section, the difficulties teachers experience when using SNSs are not nearly substantial enough to outweigh their many benefits. With further assistance provided by stakeholders, such as the government and non-government organizations, it is hoped that the education system will overcome these challenges in the near future. As the world evolved to accommodate the needs of the industrial revolution 4.0, it comes as a surprise that some countries like Malaysia still experience major challenges, typically a lack of Internet connection, especially in rural areas. After all, technology and SNSs are now a huge part of modern life, and they play a major role in making learning easier and more accessible (John & Yunus, 2021).

D. Teachers' Willingness and Readiness to Use SNSs in the Classroom

This literature review also examined teachers' willingness and readiness to use SNSs in the teaching and learning of English. As observed in Table 5, most teachers seemed to have a positive outlook on incorporating SNSs into their teaching practices. Most of the teachers observed were ready and willing to continue to implement SNSs in the teaching and learning of English. Of the 35 articles, 24 discussed teachers' willingness to use SNSs, whilst 11 of the 35 articles discussed teachers' readiness to use SNSs. This further indicates that most teachers are prepared and willing to use SNSs in their classrooms in the future.

TABLE 5
FINDINGS ON TEACHERS' WILLINGNESS AND READINESS TO USE SNSs

Authors	Perceptions	
	Willingness	Readiness
Arfiandhani (2020)		
Khoshsima et al. (2018)	/	
Rwodzi & De Jager (2021)	/	
Hamadeh et al. (2020)	/	
Kwihangana (2020)	/	
Xue & Churchill (2020)	/	
Xu (2018)	/	
Alberth et al. (2018)		
Habibi et al. (2018)	/	
Lilis & Yudhi Arifani (2021)	/	/
Amelia (2020)		
Lukas & Yunus (2021)		/
Kusuma (2022)		/
Maghfira (2021)	/	
Asmara (2020)		
Dayu (2018)		
Far ís & V ð iz (2019)	/	
Cihat, Aydin, & Bagci (2019)		
Bj ørkelo, Alm ås, & Helleve (2021)		
Forkosh & Hershkovitz (2018)		/
Noori et al. (2022)	/	/
Namazandost & Nasri (2019)	/	/
Yildiz Durak (2019)	/	/
Farooq & Soomro (2018)		
Thumvichit (2021)	/	
Sirivedin et al. (2018)	/	
Van et al. (2020)	/	/
Ganapathy, Kabilan, & Meenakshisundram (2020)	/	
Purnamasari, A. (2019).	/	
Yunus, Zakaria, & Suliman (2019)	/	/
Ubaedillah et al. (2021)	/	/
Rahayu & Wirza (2020)	/	/
Zheng, Yim, & Warschauer, (2018)	/	
Nariyati, Sudirman, & Pratiwi (2020)	/	
Yusof et al. (2021)	/	

According to the articles analysed, over time, teachers seemed to regard SNSs as vital platforms for ensuring that pupils could continue their studies in an environment conducive for learning despite the pandemic. As asserted by Kumar (2021) and Yunus et al. (2020), in this era of globalization, English has become the predominant language across the world, and technology is rapidly developing and enabling the use of new pedagogical strategies for teachers and learners to share knowledge and communication in addition to bridging social and economic gaps. Meanwhile, Cladis (2020) and Krishnan et al. (2021) stated that, from SNSs to reality television and on-demand movies, teachers are rapidly outsourcing entertainment for educational purposes due to numerous paradigm shifts in the education system. For instance, most teachers willingly incorporated SNSs into their English instruction during and after the advent Covid-19 pandemic (Maghfira, 2021; Rwodzi & De Jager, 2021; Thumvichit, 2021). Teachers were well aware that change is constant and that newer, better pedagogical strategies are always being developed. The application of technology, and SNSs specifically, is not new. Teachers worldwide have been exposed to this teaching and learning technique. Nevertheless, the Covid-19 pandemic has forced teachers to transition towards online learning, making the

implementation of SNSs mandatory instead of optional. Thankfully, the years of employing SNSs in their daily routines made teachers well-equipped with the knowledge they needed to teach using these tools (Kusuma, 2022; Lilis & Yudhi Arifani, 2021; Rahayu & Wirza, 2020). The implementation of these platforms allows for a wider range of components and tools to be used in making learning more fun and interactive. For instance, a study conducted by Sirivedin et al. (2018) showed that interviews and questionnaires conducted among English teachers in Thailand proved that they voluntarily and successfully exploited Facebook's features to make learning more engaging. These teachers mentioned that Facebook could significantly improve their pupils' writing skills by helping them to construct more accurate, meaningful and clear sentences. In addition, employing SNSs assisted teachers in better enhancing their own learning as they learned to speak more fluently and confidently in addition to enhancing their own content knowledge of the language (Arfiandhani, 2020; Alberth et al., 2018). Most teachers chose to implement Whatsapp to teach English not only because it is easy to employ but also because many teachers already used the platform, enabling them to easily utilize it to teach English. Of the 35 articles analysed, only one article specifically addressed teachers' lack of readiness to use SNSs. According to Lukas and Yunus (2021), some teachers, typically veteran teachers, were not ready to use SNSs to teach English as they not only lacked the Information Communication Technology skill to do so but also worried about which SNSs platform would be best suited for instruction. Nonetheless, this is not enough to refute the fact that most teachers reported positive outcomes of using SNSs to teach English. Taking into consideration all the studies analysed on the application of SNSs, it was determined that most teachers are not only ready but also willing to continue using SNSs to teach English in the future.

VI. CONCLUSION

This systematic literature review analysed teachers' perceptions of the use of SNSs in the teaching and learning of English. Teachers' thoughts on the effectiveness of SNSs, how they help to motivate pupils and the difficulties they pose in the teaching and learning of English were examined. Additionally, teachers' willingness and readiness to use SNSs were also reviewed. Overall, results showed that teachers look forward to continuing to implement SNSs in their English classrooms as these platforms provide more advantages than drawbacks, thus aiding in improving pupils' language proficiency. The studies examined also proved that SNSs are indeed impressive platforms for enhancing pupils' English-language skills, typically in the areas of reading and writing. Additionally, this review demonstrated that teachers perceive SNSs as potentially beneficial teaching and learning tools as they are not only effective and motivating but also feasible for use to help facilitate pupils' academic achievement and knowledge development. This study provides crucial evidence that SNSs have indeed left a positive impression on teachers worldwide as they are now more accepting of utilizing such platforms to deliver their lessons. Overall, the articles discussed in this review helped to answer both research questions. The articles scrutinized were able to gauge teachers' perceptions and investigate their willingness and readiness to use SNSs in their teaching practices, thereby sustaining the teaching and learning of English during and post pandemic. In addition to the advancement of technology, today's teachers are tasked with helping instil a love of learning English in their pupils through the use of SNSs. After all, it has been proven that SNSs are helpful and engaging; as such, they carry great potential for improving pupils' academic performances and facilitating their knowledge development.

VII. LIMITATIONS AND RECOMMENDATIONS

This systematic literature review provides an abundance of information for teachers in Malaysia related to the possibility of using SNSs to help improve the ways in which English is taught and learned. As mentioned above, most of the articles analysed found that teachers worldwide provided positive feedback on the use of SNSs for teaching English. Nonetheless, the current study has some limitations that are worth mentioning; researchers interested in similar topics could fill these knowledge gaps in the future. This systematic review only analysed 35 articles from Google Scholar and Scopus journals. As such, it is highly recommended that future researchers explore similar articles from other databases like Education Resources Information Centre and Web of Science to further enrich and expand knowledge in the field. As noted, expanding the research to encompass more views from various scholars would be interesting, as the results may further strengthen the findings of this study or else achieve different results as viewed from different schools of thought. Furthermore, this literature review was conducted based on the viewpoints of English teachers. Thus, the area of study is narrow. In order to overcome this, further research on this topic could be conducted from the viewpoints of pupils, parents and even community members. Additionally, research could also be conducted on specific SNSs used by teachers, like Whatsapp and Telegram, to investigate in depth how different shareholders perceive them. Next, most articles analysed for this review focused only on the perceptions of teachers in urban areas. Therefore, in future studies, the perceptions of teachers in rural areas should be studied in depth. As of now there are also very little research conducted in terms of SNSs' impacts on speaking and listening skills. Only two out of 35 articles specifically mentioned advancements in pupils' speaking skills after the implementation of SNSs, and only one mentioned an improvement in their listening skills. This represents as a gap in the literature that other researchers could study in the future. All in all, this systematic literature review contributes teachers' perceptions of the use of SNSs in the teaching and learning of English to the body of knowledge in the education field.

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