

RESEARCH ARTICLE

Teaching on Facebook in a University in Thailand During the COVID-19 Pandemic: A Collaborative Autoethnographic Study

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Abstract: Studies agreed that the use of Facebook in classroom instruction offers benefits both for teachers and students. However, little is known about its use as an online teaching platform, especially in times of emergency health crisis such as COVID-19 when classroom teachers are not prepared to migrate to online teaching. Using the lens of collaborative autoethnography, this article reports on university teachers' shared experiences and reflections on the use of a closed-class Facebook group's (FBG) discussion forum and group chat (FBG messenger) as an alternative online platform to residential classroom teaching in Thailand during the COVID-19 pandemic. Based on our experiences and reflections, the use of FBG provided the students with an opportunity to explore their potentials as independent learners as they engaged interactively in various in-class practices remotely. Although there may be some issues (e.g., online fatigue, lesson, and class activities delivery), we argue that Facebook may have great potential to be an effective platform for online pedagogy in times of health emergencies, especially when schools do not have a learning management system (LMS).

Keywords: Autoethnography; collaborative autoethnography; COVID-19; Facebook group; online teaching

There has been a number of studies that explored the advantages of using and integrating social media platforms in the teaching and learning process. Much of these studies reported that social media platforms provide not only a convenience for both students and teachers but also high engagement and participation in classroom activities. For instance, Awidi et al. (2019), in their study on the use of Facebook in a university in Australia, found that Facebook allowed students to actively engage in various classroom activities and participate in the learning process. It provided them a

sense of community where students felt support from their classmates towards learning the course contents. Madge et al. (2019) also mentioned that students used social media platforms not only to connect with their classmates online but also to obtain information related to their classroom activities and topics. Students could easily search for information online and share it with their classmates on social media, facilitating an exchange of knowledge and learning. Similarly, Ulla and Perales (2020) emphasized that the use of social media, specifically Facebook, on language

teaching and learning can provide a venue for students to become responsible, independent, creative, and resourceful language learners. This is manifested in the way how students search for information online and consume this information for the improvement of their learning.

Although many of these studies focused mainly on the integration of various social media platforms in the classroom pedagogy, there has been a few interests given to how these social media sites can be used as a platform for distance and remote education, especially when a university-sponsored learning management system (LMS) is not available. As defined by Aldiab et al. (2019), an LMS is a system framework that allows both teachers and students to engage in a safe and secured online learning environment. Not only does it provide a platform for continual learning, where teaching, learning, assessment, and evaluation can be done, but it also allows teachers and students to monitor the teaching and learning process (Vicheanpanya, 2014).

In the context of the COVID-19 pandemic, when classes had to stop temporarily or be moved to online and remote teaching, there is a need to have a safe and secured platform to continue the classes. A university-sponsored LMS may be a good platform to conduct online classes. However, although there may be a number of schools worldwide that may already have an LMS for online teaching and learning, most schools in Southeast Asia, in particular, may not be ready for this transition from classroom face-to-face teaching to online and remote teaching. Given the factors like the lack of stable internet connection, electricity, school's administrative support, and the lack of teacher's online pedagogical knowledge (Ulla & Perales, 2020; Ulla et al., 2020; Farley & Song, 2015; Nhu et al., 2019), migrating to online and remote teaching may be a daunting task for both teachers and students. As a result, teachers may resort to using available online platforms where they and their students are already familiar with to continue the teaching and learning process. Most of these online platforms are social media sites where both teachers and students may already have access to or have experienced in using them.

This article explores the collaborative experiences and reflections of two university teachers in Thailand with regard to moving to online teaching using Facebook as a platform in the middle of the semester

during the pandemic. Although using Facebook as an instructional tool is a well-researched area (see Henry et al., 2020; Pai et al., 2017; Sánchez et al., 2019) in the context of health emergency crisis, when there is a need to migrate to online remote teaching, the use of Facebook as an LMS is rarely explored. Thus the authors investigated the use of Facebook as a platform for online teaching in a university in Thailand during the COVID-19 pandemic. Through the lens of collaborative autoethnography, this article aims to serve as a baseline data to inform other language classroom teachers, education scholars, and policymakers towards migrating to online teaching and learning from face-to-face classroom instruction, especially in times of crisis, which may have an impact on preparing and or converting materials for online teaching and learning.

The Use of Social Media in English Language Teaching Classroom

The outbreak of the coronavirus disease in Wuhan, China, in late 2019 (COVID-19) that turned into a global pandemic has created fear and panic among the people in all parts of the world. As a result, all sectors in the country have had to shut down to control the transmission of the virus. People have been advised to stay away from crowded places, wear a mask, and stay at home as much as possible. Such preventive measures have brought a number of schools in the world to migrate from face-to-face classroom teaching to online and remote teaching. However, the shift to online teaching had faced a number of issues, especially when such an imperative was an emergency and when most of the classes worldwide may already be in the middle of the term. For instance, schools and universities were forced to find alternative ways to continue the teaching and learning process while ensuring the safety of their teachers and students. Likewise, issues like "poorly photographed worksheets, students unable to manage learning platforms..., data privacy, and the exclusion of learners with limited digital access" (Blume, 2020, p. 2) were evident during the first few weeks of online teaching. Thus, in the absence of a university-sponsored LMS, teachers resort to using social media platforms for remote and distance teaching.

Apparently, the use of various social media platforms for online pedagogy may seem to be

convenient not only for teachers but also for students, especially when a proper LMS is not available. In fact, there are several studies that investigated the impact of integrating social media platforms in ELT classrooms (Aydın & Özdemir, 2019; Henry et al., 2020; Sánchez et al., 2019). Two of the most recent studies that explored the effectiveness of Facebook as an online teaching platform were conducted by Camus et al. (2016) and Ulla and Perales (2020). Camus et al. (2016) developed an online discussion assignment on Facebook and administered it in their two sections for the whole semester at a university in the United States. Their results revealed that using Facebook for online discussion forum assignments can foster and improve student participation and peer-to-peer dialogue. Similarly, one recent study that was adapted for the implementation of this present innovation was made by Ulla and Perales (2020). Their study used Facebook as a virtual in-class whiteboard to promote students' participation in various language tasks. It was found that students were more active and participative in both in-class and out-of-class activities. Thus, Facebook may offer a convenient, easy, and free tool to migrate classes from face-to-face classroom teaching to online remote teaching, considering that most of the students are already familiar with it. Furthermore, students' familiarity with the online platform may have a positive impact on their interest and motivation to learn online. In fact, the use of Facebook in classroom teaching may result in an improvement in students' academic performance (Sánchez et al., 2019). It may also enhance students' communicative and productive skills (Aydın & Özdemir, 2019). Moreover, it may also provide an opportunity for the students to form a scholarly network among their peers (Pai et al., 2017) where they can help each other in the learning process.

Although the studies mentioned above were noted to be in the same vein as with the present study, these studies only reported students' experiences and perceptions of a well-structured and well-planned online pedagogy. Although there may be other online teaching platforms (e.g., Zoom, Moodle, Google classroom) that may effectively cater to the needs of the teachers and students remotely, the use of Facebook as an LMS platform for online teaching may not be explored yet by some scholars in the field of language education. Such an exploration on the use of Facebook as an online teaching tool is deemed important, especially when health and other emergency crises

like COVID-19 may affect the traditional classroom-based teaching, and moving classes to online may be an urgent need.

Methods

Because autoethnography involves the exploration of the self and the experiences within a particular culture, it emphasizes storytelling and personal narrative to facilitate understanding of the sociocultural phenomena. However, more than storytelling, it should "allow readers to feel moral dilemmas, think with our story instead of about it" (Ellis & Bochner, 2000, p. 735). In other words, autoethnography should provide readers with the opportunity to learn something from the researcher's personal experience. The key to performing autoethnography is a careful investigation of the researchers' personal experiences and narratives. It involves systematized research questions, designs, and rigorous analysis to render a sound interpretation of personal experiences (Blalock & Akehi, 2017).

Generally, "collaborative autoethnography (CAE) is a qualitative research method that is simultaneously collaborative, autobiographical, and ethnographic" (Chang et al., 2013, p.17). Hernandez et al. (2017) mentioned that "the connection between autoethnography and collaborative autoethnography is perhaps best captured by analogy: "autoethnography is to a solo performance" in the exploration of self "as CAE is to an ensemble" (p. 251). Thus, CAE is collaborative, autobiographical, and ethnographic because it allows two or more researchers to engage in a collaborative process of examining, reflecting, analyzing, and interpreting their own lived experiences to make sense of a particular phenomenon in a specific cultural context.

In CAE, each participant contributes to the collective work in his or her distinct and independent voice. At the same time, the combination of multiple voices to interrogate a social phenomenon creates a unique synergy and harmony that autoethnographers cannot attain in isolation. (Chang et al., 2013, p. 24)

Thus, doing CAE does not only offer a venue for the researchers to share their own experiences and personal narratives, but it also provides an

opportunity where collaborative self-reflective analysis is emphasized, which creates a useful reference for a better understanding of the cultural phenomena. Additionally, “the inclusion of multiple voices and perspectives adds rigor to autobiographic interrogation” (Chang et al., 2013, p. 25).

Participants

Two university language teachers (henceforth referred to as authors) in Thailand were involved in the present study. One teacher was still finishing his PhD degree.; the other one is completing his MA degree. Their teaching experience ranged between 5 and 15 years. With regard to the use of technology, the authors were keen on utilizing different technology platforms even before the start of the pandemic. In fact, they have been integrating web applications such as Socrative, Kahoot, Quizlet, Quizzizz, and YouTube into their classroom teaching. They believed that integrating technology in their teaching practices can enhance the teaching and learning process. However, during the COVID-19 pandemic, the choice of what online platform to be used for online and remote teaching was a challenge for the authors. Because there was no specific online platform that the university recommended to use for online teaching, the authors decided to use Facebook as they already created a closed-class Facebook group (FBG) for their classes during the first week of the semester. Although other teachers in the university used other online platforms

like Google Classroom, Skype, and Zoom, the authors considered the use of Facebook for several reasons. One, their students were already members of their closed-class FBG, which they created during the start of the semester when there was no COVID-19 yet. Second, as shifting to online class was already done in the middle of the semester, the use of Facebook for online teaching was deemed appropriate as their students would no longer have to adjust to a new online platform. Lastly, they believed that using Facebook offers continuity of the lesson delivery, where teaching and learning can be done either in a synchronous or asynchronous method.

In the present study, we employed the idea of collaboration both as a teaching method and a research framework. As a teaching method, we collaboratively prepared the teaching materials and activities that were used in their two general English classes. As a research framework, we collaboratively shared their experiences and reflections with regard to conducting an online class on Facebook during the COVID-19 pandemic. Their experiences when using Facebook as their online teaching platform of choice, their motivations in using the said platform, the issues they encountered, and how they addressed those issues to carry out their online pedagogy successfully and effectively are highlighted in the reflection section. Furthermore, in doing this collaborative autoethnography, we followed the iterative collaborative autoethnography framework suggested by Chang et al. (2013), as shown in Figure 1.

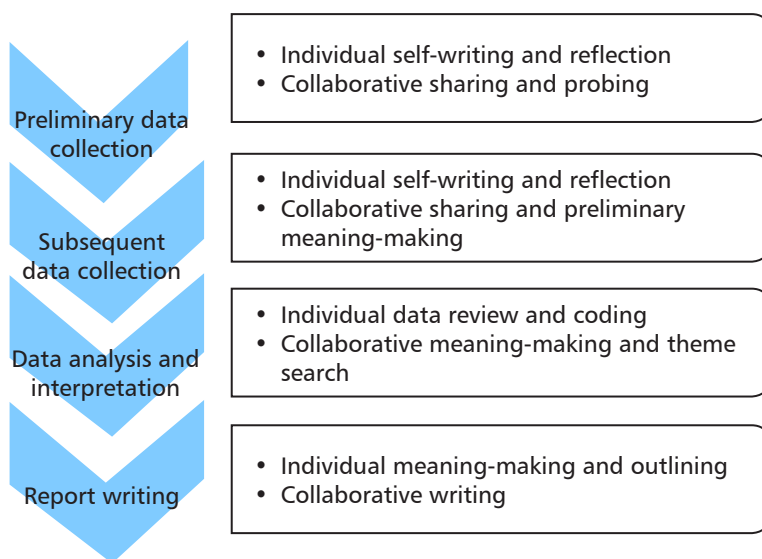


Figure 1. The Iterative Process of Collaborative Autoethnography

Following the iterative process of CAE, the authors collected the data by writing their experiences of using Facebook as a platform in their online classes. They met once every week for four weeks to share their preliminary observations and make sense of their experiences. After the 4th week, the authors began to reflect, review, and code their personal experiences by highlighting how the lesson was delivered online on Facebook, how class assessments were conducted, and how in-class practices were given. Finally, the authors met again on the 6th week to collaboratively write their experiences and reflections on teaching on Facebook during the pandemic.

The Teaching Context

The use of Facebook as a tool for online teaching was conducted in two of our general English classes in a university in southern Thailand during the third term of the academic year 2019–2020. These general English classes focused on English for academic communication with an emphasis on four skills (Listening, Reading, Writing, and Speaking). Two classes, which were composed of 30 students each class, ran for two hours every Thursday morning, once every week for 12 weeks. These students, whose English language proficiency level in CEFR was intermediate (based on the result of their language proficiency test conducted by the university), were taking different majors in the university. However, shifting to online teaching was only done from week 6 to week 12, the final week of the semester due to COVID-19.

Results

Mark's Teaching Practice: Asynchronous Teaching on Facebook

A week before migrating to online teaching, I informed my class of 30 students about the decision to do online teaching and learning and why it had to be done. It was also emphasized to them that because we already had our class-closed FBG, it would be used as the only platform for our online teaching and learning; and that our online class would be asynchronous, where they can choose to log in and participate in the discussion forum anytime within the week. I also advised my students that the FBG wall would only be used for the discussion forum; and that they should

maintain their participation and engagement in online learning tasks within the week.

Because there were only two lessons left and five learning tasks to complete before the semester ended, I prepared a PowerPoint presentation and uploaded it on the day of our class. I told my students to download the PowerPoint presentation and study it. To guide them on what to do during the learning week, I posted the lesson objectives and the expected output in our FBG. I also posted two guide discussion questions, wherein the students had to answer in the comment section of the post. These discussion questions were related to the topic presented in the PowerPoint presentation. I required my students to answer the discussion questions and comment on their classmates' answers, even if these were not graded. The purpose of the discussion forum is to engage students in online academic discussions with their classmates.

For other online class activities, I gave them hyperlinks to the video and other reinforcement activities. For example, for reading practices, I gave them a link to the article where they also were required to reflect on it. For writing practices, I asked them to write and comment on their answers in the comment section of the post. For homework, I also posted the instructions in our FBG. These activities were graded, and students were already aware of this.

At the end of the learning week, I replied to everyone's comments on the discussion questions I posted and clarified issues if there were any.

Jesthony's Teaching Practice: Synchronous Teaching on Facebook

My decision to use Facebook as a platform for my online teaching was influenced by my students. Before starting the online class, I surveyed 33 of my students, asking them about the best online platform where we can continue our class. I also asked them if they would be fine with asynchronous or synchronous online teaching. Most of my students preferred the use of Facebook and synchronous online teaching.

At the start of the online class session, I posted the lesson objectives and expected session output and activities on FBG. I proceeded with the lesson by posting 10 vocabulary words on our class' FBG wall. The purpose was to acquaint students with the words they were expected to use in the different tasks later in the class. I also asked students to read, study, and choose one word from the list and to give its

definition in the comment section. Students had to reply with their ID number in the comment section of the post. It took about five minutes for the class to do and finish this first task. Then, a formal discussion of the lesson started when I posted two discussion questions leading to the topic. This time, I advised my students to limit their responses to 50 words to ensure clarity and conciseness. I monitored their responses and addressed those that were irrelevant. This second activity lasted for 10 minutes. After almost everyone had done commenting on their responses, I posted some examples so that students would know the context of the lesson. Questions and clarifications about the examples given were addressed in the FBG group chat on messenger.

Furthermore, to facilitate the understanding and comprehension of the lesson, I posted a YouTube video link and or other media presentations. Students had to discuss these sample presentations among their classmates in the comment section of the post. Usually, this task would last for about 20 minutes. Following this, instructions for class activities and practice tasks were posted on FBG. For example, for in-class speaking practices, question prompts were posted and students had to respond to them individually within a prescribed time limit by submitting and posting a video in the FBG. For reading practices, students were assigned to look for an article online related to the topic and share and post the URL link in the FBG. They were then required to choose one article to read and comment on it. Similarly, for listening practices, I posted a YouTube link to the video, and students were required to watch and comment on it. The time limit for all of these online in-class practices was 40 minutes.

Lastly, I gave feedback and a general class assessment of my students' work on the FBG wall. For other class concerns, questions, and lesson clarifications, I addressed them in our Facebook group chat (messenger). I also posted homework to reinforce the lesson.

Lesson Delivery

Although the delivery of the lesson was done only through a discussion forum and a group chat, it was guided with a PowerPoint presentation and a textbook that permits students to maximize their online learning potentials. In fact, before starting the lesson, a PowerPoint presentation was given and students were advised to have their textbook open

and ready for the online class. Thus, lesson delivery on Facebook was easy and convenient. In addition, delivering a lesson on Facebook was both synchronous and asynchronous, where students can access both the group chat (messenger) and the discussion forum (Facebook wall) at the same time. They can also back-read all the messages and participate in the discussion forum if they could not join on time or if they had lost their internet connection. This can be reflected in the following excerpt:

In my online class, I let my students answer the discussion questions every week. My instruction was that they have to answer the discussion question in no more than 50 words; and that they also have to comment and react to the answers of their classmates. In this activity, the students can choose whom to give a comment or react. (Mark)

Likewise, the use of group chat also helped in making the lesson understandable. The group chat provided them the opportunity to clarify some points in the lessons. It gave them the means to ask questions and interact with their classmates academically. As mentioned by Jesthony:

Since my class is synchronous, I used both the FB messenger chat feature and the FB wall for my class. This is to provide support for my students who are learning in different places. For me, one important thing about conducting a synchronous class is that you can monitor who is doing what and who is not. This could also facilitate better learning as you can answer the student's query in real-time.

Conducting In-Class Practices

Students' familiarity with Facebook allowed them to actively engage in various in-class practices and discussion forums. They become interactive, which surprised one of the authors because they were timid in face-to-face classroom teaching. It was also observed that group breakout meetings, where students were assigned to a group for all the online in-class practices, facilitated students' understanding and participation in various in-class activities. In other words, it provided support for the students to participate in online practices. Mark noted that:

In conducting in-class practices, although I had my class in an asynchronous method, could see that my students were so active in the learning process. All of them contributed to the discussion questions I always post every week. If I could translate this to face-to-face teaching, I could hear them individually answering my questions.

Moreover, it was also noted that students were more engaged in doing writing practices. Although the discussion forum was not graded, as it was only a writing practice, it allowed them to think critically and engage in academic discussion with their classmates online. However, the conduct of in-class writing practices should be limited only to 50 or 100 word-count. Having a minimal word count would maintain students' participation and interest. Long essays would bore them and would cause trouble, especially if they are only using their mobile phones where their keypads are too small to type in their responses. Similarly, reading practices should also be limited to short articles to maintain students' interest. Jesthony maintained that:

One important rule in my online class is that students should only comment on their answers in no more than 50 words. I believed that if I would not set a limit in their writing practices, others may write more than the required limit, which may be too long already to understand.

Assessment Delivery

Using Facebook as an online teaching platform also offers convenience in delivering different assessment exercises. Although other assessment exercises cannot be done on Facebook, such as vocabulary, listening, and reading, their links can be posted in FBG for the students to access easily. For example, a Socrative room code for vocabulary quiz can be posted in the FBG where students could easily join. QR codes or Google Form links for reading and listening quizzes can also be posted. Both vocabulary and reading can be done on Facebook only if they are part of the in-class practices where no marks are given. However, the only challenge for online assessment exercises is cheating. Therefore, giving the students a time limit may lessen the possibility of cheating among students, especially for testing vocabulary and reading. For Jesthony, he maintained:

When I require my students to come up with a group role-play, I just let them decide how to deliver it despite the distance. So, when they submitted their group role-plays online, some groups came up with a Zoom video where they just read the lines, while others did a radio-voice role play.

Giving of Feedback

After the lesson, the authors gave feedback to the students about their in-class activities performance or their assessment exercises. All the feedbacks were addressed to the whole class and was posted in the FBG. Students were also allowed to ask questions and clarify some points in the lesson through the group chat.

Issues With Online Teaching on Facebook

Although some good points have been reported in the previous paragraphs, conducting online classes, especially on Facebook, also accompanies some issues and challenges that should be addressed to maximize students' online language learning.

First, although students can choose to participate in the online discussion on time or do it later in the week, there is always a delay of the start of the lesson because students were either still sleeping (our online class was always at 8 to 10 in the morning) or were not yet connected to the internet. This issue may be a common occurrence, especially for morning classes but reminding the students on Facebook group chat about the scheduled online class a day before the class or 30 minutes before the class starts helps. Second, putting the students in groups for group work and group breakout meetings can cause delays in the lesson. Thus, it is always good to put and assign students to groups before the class starts so that when it comes to group work, they can easily follow. Third, the breakout meetings may always be an issue among students, especially for those who are in remote areas where internet connectivity is a problem. In this case, giving them enough time to do the task can help. Lastly, although students were more engaged in doing writing practices as they did not only respond to the discussion questions but also to their classmates' answers, in-class writing practices should be limited only to 50 or 100 word-count. Having a minimal word count would maintain students' participation and interest. Long essays would bore them and would cause trouble to them, especially if they are only using their mobile

phones where their keypads are small and to type in their responses is difficult. Similarly, reading practices should also be limited to short articles to maintain students' interest.

These issues that we observed were evident in our online classes, especially because it was our first time conducting an online class. Although we and our students were already familiar with Facebook, we observed that our students also experience online fatigue caused by a number of activities, which they needed to complete within the week. However, as teachers, we provided support by extending some deadlines and by having no grade deduction on activities that were not completed on time.

Discussion

The present study investigates the use of Facebook as an LMS platform for online teaching in university classes in Thailand during the COVID-19 pandemic. Based on our experiences and reflections, it can be said that despite the pandemic, students received the online pedagogy on Facebook positively as they actively engaged and participated in various online tasks. This finding may not come as a surprise because studies conducted by Almaghaslah et al. (2018), Bhagat et al. (2019), and Kuo and Belland (2016) reported that most of the students in their contexts favored online learning because it is flexible. Online learning may also allow students to interact, collaborate, and create a social presence. Although these studies were not conducted during a pandemic, where there was a disruption of classes, their findings corroborated our observations in that our students, despite the crisis, were coping positively with the new learning modality. The students' positive acceptance of the online pedagogy on Facebook can be accounted for by their familiarity with the online platform that provided them with an opportunity to participate and deliver the tasks successfully. In other words, learning online through Facebook offers an opportunity for students to participate in the discussion forum and contribute to online tasks.

Additionally, three of the most important observations, when Facebook was used as an alternative LMS during the pandemic, were: (a) students were actively engaged and participated in the discussion forums and other online class

practices, (b) they become creative and independent learners, and (c) they learn to form a community of learners where they support each other in various online learning activities. In fact, Camus et al. (2016) noted that discussion forums on Facebook allowed students to become interactive with their classmates, which could potentially stimulate learning among themselves. The discussion forum in the present study, although not graded, allowed the students to engage in academic discussion with their classmates. Their active participation in the discussion forum can be attributed to the fact that they can easily and freely express themselves in the forum, where they can also edit and rehearse the things they would say. It also served them as a community where they got support from each other in accomplishing the online tasks. Thus, not only does Facebook enable learners to become creative and confident, but it also creates a space for them to interact and collaborate with their peers academically (Lim & Richardson, 2016; Pai et al., 2017). This showed that students are flexible language learners who can adapt easily to language learning situations where language tasks are employed, especially during a pandemic when classes are disrupted.

It has also been noted during the conduct of the different lesson activities on Facebook that independent group work and group breakout meetings play an important role in the achievement and success of the tasks. Although done remotely, students were able to get support and help from their classmates through group work. They were also able to show their resourcefulness and creativity in making their group performance online. In other words, students were able to do better in group work as they were able to help each other to perform well in their presentations despite the distance and the learning situation they were in. Each member of the group was able to contribute to the fulfillment of the online task as they were able to rehearse, memorize, and correct each other's mistakes before the performance. However, before these students were required to do something, they were given a model and a script in most of their group performances to guide them on what to say and do and how to use the language. This type of support is particularly important for students who are new to learning online such as the students in this teaching practice.

Generally, the use of Facebook and other various online platforms (Zoom, Webex, Microsoft Teams,

and Google Meet) may provide students with an opportunity to be creative yet participative independent learners. This has been confirmed in the studies by Aydın and Özdemir (2019), Camus et al. (2016), Henry et al. (2020), Lim and Richardson (2016), Pai et al. (2017), and Ulla and Perales (2020), which were conducted in various learning contexts. However, in the context of the current pandemic, where classes were disrupted and where teaching had to be moved online, this study argued that Facebook as an alternative LMS online platform could be effective if it catered to and addressed the needs of the students. For example, allowing students to work on online activities with no time limit in both synchronous and asynchronous teaching and learning can offer students the possibility to work creatively on their activities. Extending the deadline of all activities and giving no grade deduction for all activities and requirements submitted after the deadline can also lessen the pressure and online fatigue that students may feel in online learning during this pandemic.

It can be noted that Facebook as a learning platform was already used by the authors even before the pandemic. Thus, the decision to use it as an LMS during the online remote teaching was influenced by their students and their familiarity with the platform. Furthermore, although a number of previous studies claimed that the use of Facebook is only confined to being a social networking site (Dennen & Burner, 2017; Sánchez et al., 2019), the authors argue that Facebook may have a great potential to be an effective platform for online pedagogy in times of crisis, especially when schools do not have an LMS. Although the lesson delivery was made only through a discussion forum and FBG group chat, where there was no live video, it was nevertheless effective, as evident in the active participation and engagement among the students in different online learning practices. It can also be argued that online teaching may not necessarily mean doing a live video lecture. This may be true, especially when the teacher knows what to teach and how to teach a specific lesson online. Doing a live video lecture may only create misunderstanding and confusion among students due to several reasons. One, background noise may only impede the clear delivery of the lessons. Second, a student's virtual video background may just distract the attention of other students. Third, an unstable internet connection may only delay the delivery of the lesson. Lastly, shifting from video to

non-video mode may only result in inconsistencies in lesson delivery. Therefore, teachers need to identify the type of lesson that will be taught online to create a good plan for an effective online lesson. In other words, good lesson planning is still a crucial factor towards a successful online class regardless of the online platform used for teaching.

Lastly, the use of Facebook as an online teaching platform innovation, as reported in this article, was only implemented by the authors in their respective classes, where students had an intermediate level of English proficiency. Although the use of such a platform was only out of health emergency, the authors have presented both the positive and negative effects of using Facebook as an online teaching platform, which may impact other teachers' perspectives towards the use of a social media for online teaching. Thus, future studies are also encouraged to explore other ways to use Facebook as an online teaching platform and examine some challenges in using it. Doing so would offer classroom teachers an easy alternative to face-to-face classroom teaching when health emergencies such as COVID-19 or social crisis may affect traditional classroom teaching in the future. Additionally, for classroom teachers who may have felt unqualified to do online teaching due to lack of training and are afraid to explore other potential online platforms, Facebook can be of great help.

Conclusion

The disruption of university classes brought about by the COVID-19 pandemic has made us realize that social media platforms are indispensable not only for online connections but also for use in online teaching and learning, especially when there is no available LMS. In fact, an emergency health crisis may not be the only reason why classes have to be moved online. The study by Czerniewicz et al. (2019), which reported teachers' teaching practices and experiences in online teaching when schools were closed due to some protests happening in Cape Town, South Africa, is an example that unprecedented cases like this should be considered beforehand to ensure continuous teaching and learning. Thus, a clear and established LMS among universities should be properly introduced to the teachers and students. Allen et al. (2020) pointed out that "the rapid move to online modes of delivery

in order to keep students engaged in learning – from early childhood through to the tertiary sector – has led to significantly intensified workloads for staff as they work to not only move teaching content and materials into the online space but also become sufficiently adept in navigating the requisite software” (p. 233). Suffice it to say that although teachers also faced challenges in conducting online classes through the use of either an established LMS or a social media platform, both teachers and students’ readiness and preparedness to migrate to online teaching and learning when there is an available platform are crucial towards effective online pedagogy.

Declaration of ownership:

This report is our original work.

Conflict of interest:

None.

Ethical clearance:

This study was approved by our institution.

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