

EFL Students' Opinions about Learning English Using Telegram App at the University Level

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ABSTRACT

EFL students now have more options thanks to the quick advancements in mobile technologies and the appearance of new apps like Telegram. Therefore, the purpose of the current study was to find out how EFL College students felt about using Telegram to learn English. 600 EFL college students—400 females and 200 males—were randomly selected from Jordan's Yarmouk University's English and Translation department for the current study. Data for this inquiry was gathered using a survey questionnaire., which employed a quantitative approach. Based on the statistics, most learners of EFL said Telegram was a useful medium for learning English, especially for the four capabilities of vocabulary and grammar acquisition. The findings of this study might help Jordan's higher education institution modernize its teaching techniques.

Keywords: EFL Students, Opinions, English Instruction, Telegram App.

1. Introduction

Every person in Jordan now has access to an enormous amount of information that was unimaginable just a few years ago, and mobile technologies offer a new way for us to interact, communicate, and work together in our everyday lives. Our lives have been significantly changed by the advent of the internet, multimedia, and social networks in recent years. These discoveries and improvements enhanced schooling everywhere as well as the instructional and learning of foreign multiple languages (Ozer & Kiliç, 2018; Zou et al., 2018). Technology is advancing quickly, and this has an impact on the educational system, and the rise and development of digital, multimedia, and social technologies in the twenty-first century. Our lives have been radically impacted by media networks, and as a result of all of our interactions with modern communication technologies, social norms and attitude have steadily changed (Shishakly et al., 2022).

In today's mobile environment, mobile device usage has quickly been included in all aspects of EFL teaching and learning (Ozer & Kiliç, 2018; Zou et al., 2018). Mobile devices are used by both professors and students for a variety of educational objectives. Furthermore, owing to the profusion of English learning applications, according to Nasser, Eppard, and Reddy (2016), pupils may use a variety of language skills at any time, place, or expense. Researcher should look at the usage of mobile device learning apps in gaining knowledge of English due to their increasing popularity.

The smartphone app "Telegram" is one of them. Films, pictures, audio files, and any other item kept on a server may be exchanged by users using this cloud-based software without taking up space on their mobile devices (Ghobadi & Taki, 2018; Serostanova, 2014). As of 2018, the Telegram Company claimed 200 million monthly users, indicating the growing popularity of Telegram (www.telegram.org). In addition to schooling, the Telegram app has improved other fields. Many companies and advertising groups use it as a suitable platform for marketing their goods and services, increasing consumer awareness, and soliciting feedback (Yinka & Queendarline, 2018). Researcher disagree about how useful the Telegram app is for teaching and learning English.

In today's mobile world, mobile device use has swiftly impacted all aspects of EFL instruction and study (Sey, & Em, 2023). Mobile devices are used by both teachers and students for a variety of educational objectives. Additionally, students can practice a variety of linguistic abilities while worrying about time, location, or cost thanks to the profusion of English learning applications (Landau & Lubin, 2020). Specialists are now compelled to look into the usage of apps for mobile devices in the classroom for English instruction due to the widespread trend towards mobile devices containing learning apps. The smartphone app "Telegram" is one of them. Films, pictures, audio files, and any other material kept on a server may be traded using this

cloud-based software without taking up space on a mobile device (Abbasi & Behjat, 2016; Al Rousan & Darwish, 2023; Landau, & Lubin, 2020; Ghobadi, & Taki, 2018; Serostanova, 2014; Jordan, 2023). As of 2018, the Telegram Company claimed 200 million monthly users, indicating the growing popularity of Telegram (www.telegram.org). In addition to schooling, the Telegram app has improved other fields. Many companies and advertising groups use it as a suitable platform for marketing their goods and services, increasing consumer awareness, and soliciting feedback (Yinka & Queendarline, 2018).

Studies in the past (Abbasi & Behjat, 2016; Al Rousan & Darwish, 2023; Landau & Lubin, 2020; Ghobadi & Taki, 2018; Serostanova, 2014; Jordan, 2023) have demonstrated the usefulness of the Telegram app for English instruction and learning. Many aspects of EFL learners' English language proficiency are improved by using Telegram, including speaking ability (Al Rousan & Darwish, 2023; Landau, & Lubin, 2020; Ghobadi & Taki, 2018; Serostanova, 2014; Jordan, 2023).

It's crucial to understand that how students view Telegram has a significant role in deciding how successful the app is. English language learners are more likely to be content, motivated, and have a positive attitude towards the app Telegram if they think it's easy to use and helpful (Aladsani, 2021). It was also suggested by Gangaiamaran and Pasupathi (2017) that future research focus on how students perceive mobile applications as an ELL tool.

There are no published studies in Jordan that look at EFL college students' opinions on utilizing Telegram for English language study, which is limited by the researchers's experience. Consequently, the study looked at how EFL students perceived the Telegram app for university-level English instruction. The results of this study may help shape the process of modernizing teaching approaches in Jordanian higher education. It may raise awareness among college students of the value of EFL mobile applications and their function in offering a variety of EFL activities. It might also expand their understanding of how to integrate mobile apps into EFL instruction and enhance it. Additionally, it could promote independent study and a change in the learners' responsibilities.

It might provide Jordanian educators and decision-makers a good or bad indication of how beneficial EFL mobile applications are for students, enabling them to enhance the EFL teaching process. Stated differently, this might furnish academics and administrators at universities with insights towards enhancing the foreign language education system in Jordan.

When gaining proficiency in English as an additional or foreign vocabulary, for the majority of people, the language has never been entirely alien (van Lier, 2004). This is true as practically every kind of communication uses the language, which has been around for a very long period (Kumaravadivelu, 2003). However, some of us see the

language as strange due to the way people feel about it (Brooks-Lewis, 2009). Because we have been exposed to the English language practically every minute since birth, we do not need to study it as officially as we do now (Adaskou, Britten, & Fahsi, 1990). English-language media includes radio stations playing English music, English-language films, records, computer programs, magazines, ads, storybooks, newspapers, and so on. Just give it a name. Nearly everything is available in English (Brooks-Lewis, 2009).

But why is English a challenging topic for some people? The explanation behind this is that these folks didn't specifically need to learn it now (Adaskou, Britten, & Fahsi, 1990). This is because, even before a student engages in language acquisition, a barrier—for whatever reason—has been created between them and the language (Brooks-Lewis, 2009). Imagine being a member of a community exposed to English (Brooks-Lewis, 2009). There are plenty of chances for language acquisition. To be honest, do we care? No, Not everyone does (Kumaravadivelu, 2003). Whether we "could not be inconvenienced," "I am what I am and I do not wish to have everything to do with English," or "we have the language we speak already," some of us make the decision not to learn another person's nationality. Some people just pick up a few enticing English phrases (van Lier, 2004).

2. Literature Review

The term "information technology media technologies" is broad and includes a variety of online programs, gadgets, applications, websites, social media channels, and more (Aladsani, 2021). It is not confined in any way. The increased usage of contemporary technology and multimedia apps in the twenty-first century has altered our attitudes and behaviors (Aghajani, & Adloo, 2018). Schools are making an effort to provide adaptable programs that cater to the demands of their students. The program's goal is to provide customized instruction that fits the various goals of students and takes into account the various learning preferences that have emerged in the current digital era (Aisyah, Setiawan, & Munir, 2021). Heidar and Onvani (2018) claim that handheld devices offer an unprecedented opportunity for connectivity, dialogue, and teamwork in our daily lives. Social media and computer-assisted language learning (CALL) have been more popular in recent years (Aghajani & Adloo, 2018). In addition, mastering a second language virtually from any location in the world is now simple thanks to the development of internet services. Its use has facilitated more exchanges and made communication easier overall, particularly for instructional purposes (Aladsani, 2021).

The emergence of personal digital assistants (PDAs), laptops, and desktop computers can be attributed to the change in scientific and educational research methods brought about by the Internet (Anderson, & Blackwood, 2004). The second wave of electronic learning began with the growth of the World Wide Web in 1989 (Harasim, 2000).

Students often lack face-to-face interaction with peers or teachers, therefore it is essential to foster a feeling of community for them in an online setting. Social networking sites (SNSs) allow students to form cooperative groups, take a more active part in their education, and function as resources for one another (Hung & Yuen, 2010).

Students and educators use motor devices such as PDAs, cell phones, and portable tools a lot since they are easily accessible, have Internet browsers, and can send and receive emails and SMS (Csete, Wong, & Vogel, 2004). These gadgets have been used for online shopping, voice recording, voice memos, video transfers, chat messages, and audio files, among other things (Landau & Lubin, 2020).

Instantaneous communication among users is made possible by internet accessibility, and combining many media at higher bandwidths makes it easier (Abu-Ayfah, 2020). These applications are often used by language learners because they are affordable, convenient, and readily available. based on Almaiah, Alfaisal, Salloum, Hajjej, Shishakly, Lutfi, & Al-Marroof, (2022) a greater number of information resources are available for sharing and learning because of the rising popularity of smartphone apps like WhatsApp, Viber, Line, and Telegram (Ahn, 2018; Eppard, Nasser, & Reddy, 2016). The sophisticated applications created for language learning on mobile devices are evolving along with the technology (Yinka & Queendarline, 2018).

According to AlMeraj et al. (2023), learning an additional language can be challenging, laborious, and require a lot of interaction. For these reasons, digital technology is essential. Learners can get more English language input, have their interests taken into consideration, and have more possibilities to engage with other learners through the Telegram app (Yinka & Queendarline, 2018). Teachers also have access to the resources they need to organize the course materials. Due to the development of media and the widespread usage of English on these platforms, Compared to what is taught in the learning environment, kids now have more access to a more natural language (Sey, & Em, 2023). Thanks to developments in speech-recognizing technologies, free dictionaries, chatting sites, and visual elements, students of foreign languages can boost their language proficiency.

When it comes to technology, mobile phones are utilized more often than computers and tablets. Landau and Lubin (2020) state that the excellent usability of mobile phones has led to a quick integration of these devices into EFL instruction. Technology is utilized by both teachers and students to accomplish educational goals. Learners can now easily acquire a language at any time and from any location thanks to the plethora of English-learning apps available for download on phones (Landau, & Lubin, 2020).

One of the most popular smartphone apps for language learners is Telegram. Users can share data, videos, and photographs using this cloud-based service without using up space on their mobile devices (Yinka & Queendarline, 2018). According to the

authorized Telegram internet site, the app was being used by approximately 200 million individuals every single month by the end of 2018 (Telegram Company, Sey, & Em, 2023). This high percentage indicates that a greater proportion of people choose online learning platforms over more conventional ones when studying the English language. In addition to being an educational tool, the app's many features draw in a lot of users (Aghajani & Adloo, 2018).

The majority of people who work in the language teaching field understand that when students have good attitudes and strong levels of motivation, their learning capacity improves. Despite this, it's crucial to recognize that there are a lot of moving parts because we're talking about the social and psychological facets of behavior in humans.

As we previously stated, attitudes are both cognitive and affective, meaning they are connected to both feelings and thinking (van Lier, 2004). Attitudes influence how one approaches learning, and learning a language involves exposure to two things: a foreign culture and the challenging process of acquiring a second language (Kumaravadivelu, 2003). Early experiences and a variety of factors, such as parents, classmates, and contacts with individuals from other social and cultural backgrounds, can shape an individual's attitudes (Adaskou, Britten, & Fahsi, 1990). As such, attitude "belongs to one's understanding of oneself, other people, and the culture in which one lives" (Haynes, 2007).

Positivity towards oneself, one's native language organization, and one's chosen language group improved performance., according to Brown (2000), who summarizes much research about the impact of attitude on language learning (181). According to (van Lier (2004) students who have good views are reinforced when they succeed, whereas those who have negative attitudes may not advance and may even grow more pessimistic about language acquisition.

Al Fadda and Al Qasim (2013), researchers provided information on using podcasts to improve listening comprehension, backed up this assertion. The writers offered proof that listening to podcasts can significantly and favorably affect EFL students' listening comprehension. Ahmed (2015) examined how smartphone use can improve EFL instruction with a focus on language knowledge and competency. Data on the student's language learning, speaking, listening, reading, and writing abilities are provided by the study. Hazaea and Alzubi (2016) showed, however, that students' text involvement and code-breaking practices increased when they used WhatsApp, and smartphone cameras and text-using practices were only marginally improved. According to studies conducted there, the MALL proved successful in teaching EFL students in Jordan. Abbasi and Behjat (2016) assessed how the Telegram story affected the speaking skills of EFL students. In their 2018 study, Akobirov and Vokhidova underlined the value of mobile educational devices for English language instruction. Their attention was on the "Telegram" app for smartphones. Their

findings suggest that there is a lot of promise and benefits to using Telegram for developing language proficiency. The outcomes showed that, in terms of talking complexity, the group participating in the experiment outperformed the matched control group.

Furthermore, a 2018 study by Akobirov and Vokhidova found that educating foreign languages through the Telegram app is far more effective than doing so in a conventional educational setting. Furthermore, Abbasi and Behjat (2018) discovered that after utilizing the Telegram app to investigate the effects of narrative storytelling, the experimental group significantly outperformed the control group on a speaking complexity exam. Similarly using Telegram has significantly enhanced students' ability to pronounce words correctly. It has also improved their writing skills (Abbasi & Behjat, 2018). Aghajani and Adloo (2018) demonstrated through a different study that students in Telegram cooperative writing groups outperformed their personally grouping counterparts in terms of overall academic achievement. They claimed that the flexibility and personalization of the software inspired them to have a positive mindset (Aghajani & Adloo, 2018). Additionally, the Telegram app is effective in assisting EFL learners in learning new vocabulary.

To learn more about students' opinions about utilizing the Telegram app for language acquisition, Ghaemi and Golshan conducted a poll in 2018. The study's findings showed that the Telegram app's short messaging services (SMS) significantly facilitated students' language learning (Ghaemi & Golshan, 2018). Still, one of the biggest obstacles to teaching and learning English is pronunciation. That's according to Haghighi, Jafarigohar, Khoshsima, and Vahdany (2019). The benefits of the Telegram app include appropriate content and class topic exchange, more collaboration and feedback, and clearer writing. Learners' pronunciation has significantly improved as a result of the app's ease of use for teaching English (Abu-Ayfah, 2020). The learning experience was further enhanced by the opportunity to give and receive comments and feedback. Furthermore, the majority of students held a favorable outlook on acquiring the language via social media.

The results cited above indicate that social media is an essential resource for English language learners to advance their language skills. The several components of Telegram are particularly beneficial for teaching language skills and their building blocks, such as syntax and vocabulary. Other social media sites have been demonstrated to be beneficial during the learning process in encouraging group collaboration and aiding students in pronouncing words more correctly. Sadly, not much study has been done on what Jordanian students think about using the Telegram app to learn English. To find out what language learners thought of the Telegram app for teaching English at universities, the investigator chose to carry out the current study. Nonetheless, no published study in Jordan examines how EFL learners view using Telegram as a mobile application to aid in English language learning, depending on the researchers's search and constraints.

The effectiveness of integrating contemporary equipment into the educational environment is contingent upon each pupil's preparedness to embrace and utilize it, even if the person making the choices typically takes these choices. The way that individuals view new technology piques the curiosity of many researchers. Therefore, the purpose of the current study was to find out what EFL college students thought about using Telegram to learn English. Our knowledge of mobile learning everywhere and ELL via Telegram in particular may be enhanced by the study's findings. It would assist legislators in developing effective M-learning deployment strategies. In summary, the present investigation aims to address the following question:

What thoughts do EFL University students have on the use of the Telegram app for instruction in English?

3. Method

Approach

The present descriptive investigation uses a quantitative research approach in the sense that quantitative data will be produced

Population and Sample

There were (639) males and (1536) females in the total population of 2175. The percentage of the participants was 28%. These were 609 English college pupils, 406 of whom were female and 203 of whom were male, who were selected at random using simple random selection from the English and Language department at Yarmouk University.

The Participants' Demographics

The study included 600 EFL college students in total. Figures 1- 3 depict descriptive statistics for the demographic data of the participants.

Figure 1.

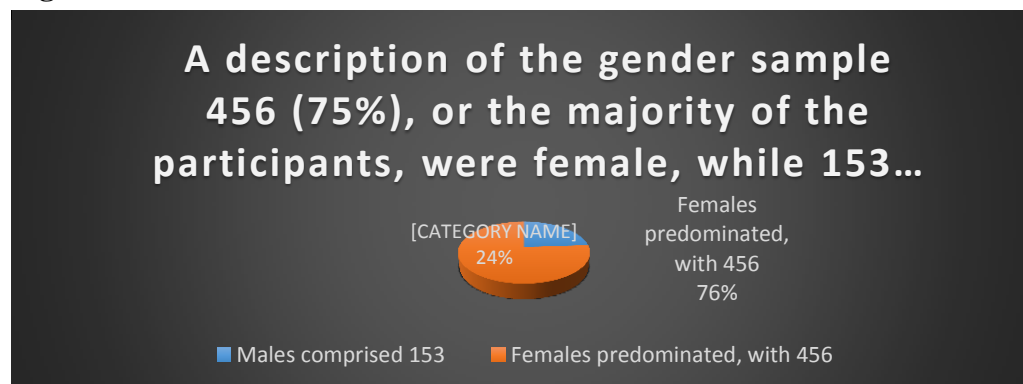


Figure 2.

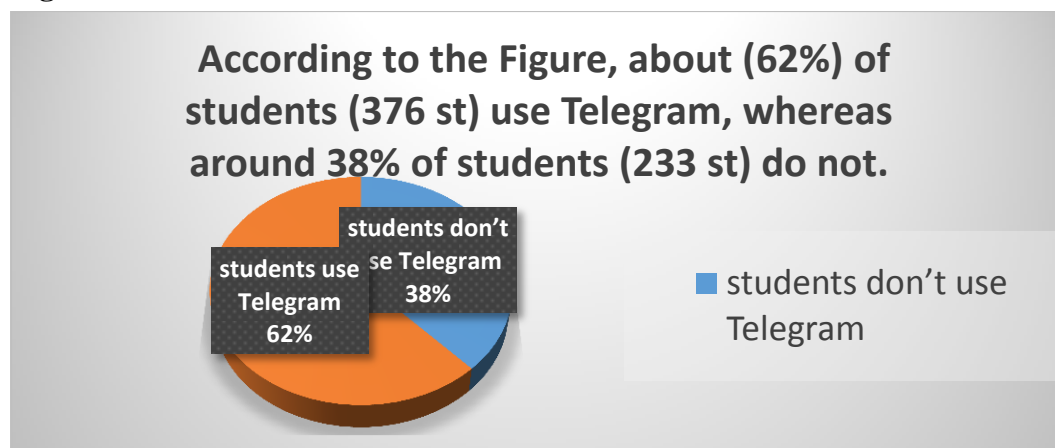
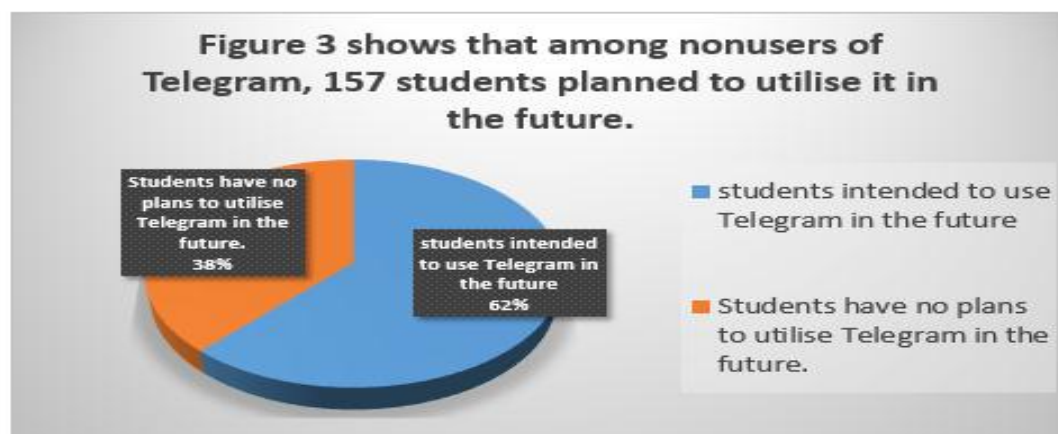


Figure 3.



Collecting Data Methods

For the study, the researchers employed a questionnaire to gather data. The questionnaire's statements were created from scratch, with only a little help from existing research (Abbasi and Behjat, 2018; Abu-Ayfah, 2020; Aghajani and Adloo, 2018; Ghaemi & Golshan, 2018; Sey, & Em, 2023; Yinka and Queendarline, 2018), and changed to suit the study aims. The content validity of the test was then assessed by professionals. The questionnaire was evaluated by ten specialists from the college's Department of English Teaching to Other Users of Languages (TESOL), who also provided the researchers with feedback. Following that, changes were made

to the questionnaire based on the advice of the professionals. The questionnaire was then sent to the Deanship for Graduate Studies to obtain certification and a letter absolving the person conducting the study of all liability. Finally, the finished version was produced. Each participant was requested to fill out a questionnaire. Every participant completed an online application, and the questions were generated via a Google online survey. The questionnaire was given to 600 EFL college students via a WhatsApp group. The event was held on September 27, 2023.

The kids did not need to fill out the form using their real names. The questionnaire responses and demographic data were kept fully private and only utilized for this study. No specific request or collection of student identity information was made.

Design of the Instrument

For this study, a questionnaire was used since it is a reliable and effective method of gathering information from a large number of responders. When time is of importance in large projects, it is incredibly flexible (Biemer, 2010). The researchers will be able to quickly connect with a large number of people thanks to the questionnaire.

There are twenty-four topical research statements in the second segment. Based on some earlier research, it was constructed by itself (Ghaemi & Golshan, 2018; Sey, & Em, 2023; Yinka & Queendarline, 2018). The fundamental statements were separated into six dimensions by the researchers, Each component emphasizing one of the four English language skills or additional language components like vocabulary or grammatical. A 5-point Likert scale was employed in this survey, with one meaning "strongly disagree" and five representing "strongly agree."

Validity and Reliability of the Questionnaire

Due to the quick development of Mobile communications devices and the release of new applications like Telegram, language learners now have more options. The questionnaire was developed to reach all participants, regardless of gender, and to speed up and simplify data collection by using an online Google poll. The questionnaire was given to EFL university learners who were randomly selected from the English and Translation department at Yarmouk University in Jordan after the researchers carried out a pilot study to establish reliability. The researchers received sixty responses. Following that, the investigator used the dependability test, which provided a very reliable result with a Cronbach Alpha of 0.915, as shown in Table 1. The validity of the instrument was assessed by the jury members, who also offered some revisions to the researchers.

Table 1. Alpha Coefficients of Cronbach (Reliability Statistics).

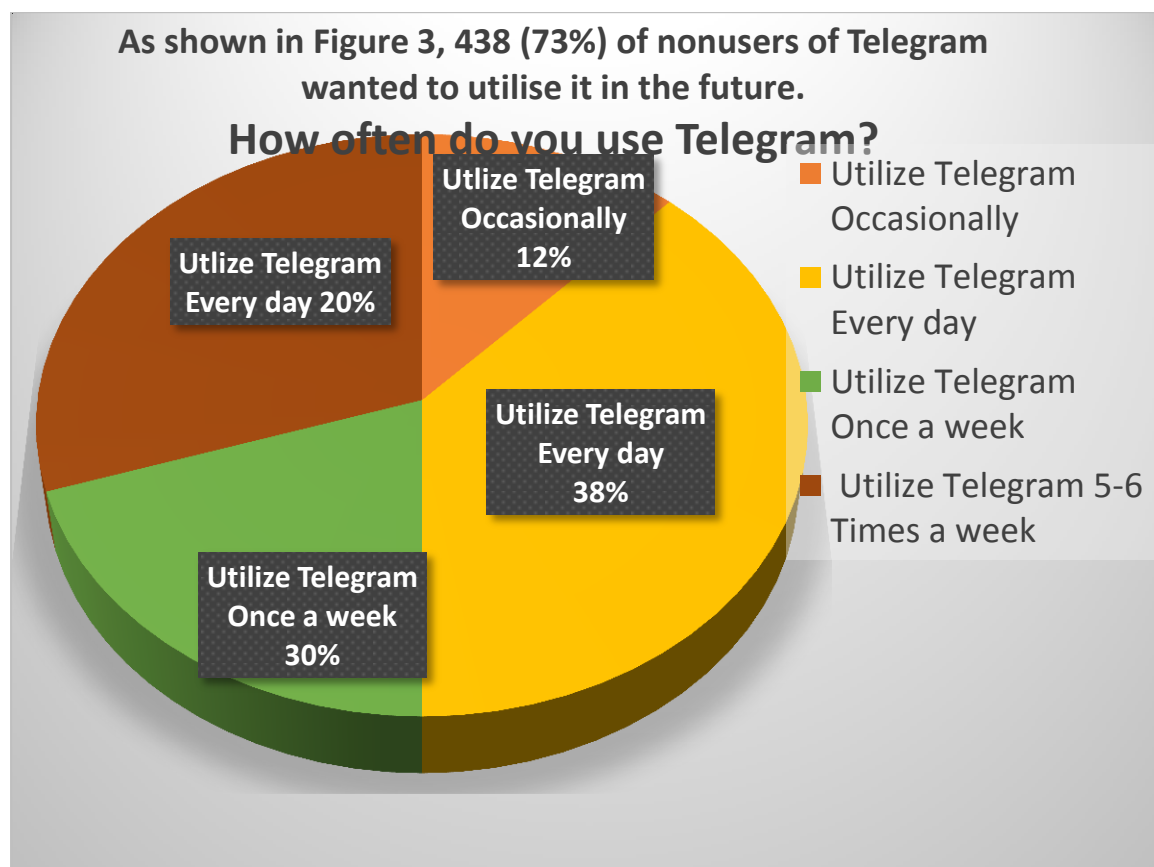
No.	Item no	R1	R2	Cronbach Alpha
1	Telegram App supports my learning of difficult topics in English-speaking lessons.	0.705**	0.736	0.9071
2	The Telegram App allows me more opportunities for studying new vocabulary in grammar lessons.	0.877**	0.866	
3	I find that using the Telegram app helps me with inference during English listening classes.	0.638**	0.643	
4	Using the Telegram App encourages careful listening in English language lessons.	0.822**	0.819	
5	I am embarrassed while using the Telegram app.	0.873**	0.860	
6	Telegram App improves my scanning skills.	0.842**	0.850	
7	Telegram improves my English speaking lessons and deductive skills.	0.592*	0.497	
8	Using the Telegram App facilitates recalling information easily in the Grammar lesson.	0.828**	0.831	
9	I hate using the Telegram app to learn new vocabulary in English language lessons.	0.812**	0.836	
10	Using the Telegram App encourages me to take notes during reading lessons.	0.845**	0.833	
11	Using the Telegram App is not effective in English-speaking lessons.	0.832**	0.827	
12	Using the Telegram App fosters my motivation for learning English writing.	0.803**	0.809	
13	The Telegram App enables me to answer questions more quickly in speaking lessons.	0.799**	0.782	
14	Using the Telegram App helps me distinguish fact and opinion in reading lessons.	0.361*	0.310	
15	I am confident with the Telegram App in English language lessons.	0.361*	0.341	
16	I feel bored Using the Telegram App for learning English writing.	0.918**	0.909	
17	Using the Telegram App allows me to exchange information with my classmates.	0.848**	0.847	

Methods of Data Analysis

Due to the substantial number of participants and the quantitative nature of the research design, the present study will employ descriptive and analytical methods. The researchers will make use of SPSS, an available statistical program. We used descriptive statistics to ascertain the students' opinions regarding the use of the English learners' Telegram app. Data was collected via a Google-hosted online poll. After that, the data was saved as an Excel file. Ultimately, it was used to generate SPSS data.

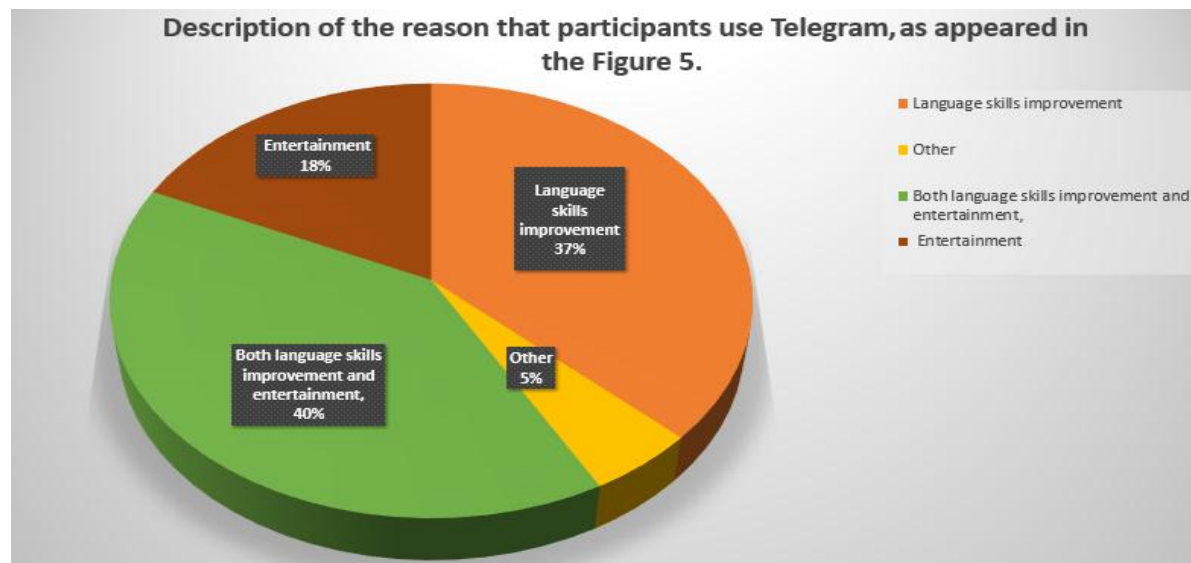
4. Findings

Figure 4.



As seen in Figure 4, a large proportion of those participating (438 (73%)) employ Telegram, 12% Utilize Telegram Occasionally, 38% Utilize Telegram Every day, 20% Utilize Telegram Once a week, 30% Utilize Telegram 5-6 Times a week.

Figure 5.



As illustrated in Figure "5," the majority of participants (40%) use Telegram for enhanced language skills and enjoyment, while 37% use it only for fun. Eighty percent of individuals use it for enjoyment, while five percent use it for other objectives.

4.1 Using the Telegram app to Learn English

The descriptive statistics about the use of Telegram for grammar are listed in Table 2., vocabulary, reading, writing, speaking, listening, and speaking skills.

Table 2: Dimension-related descriptive statistics

	Mean	Std. Deviation	%	Rank
listening	13.60	3.01104	56.61	4
speaking	13.37	3.04125	55.82	5
Reading	13.50	2.95006	63.84	2
writing	13.45	3.17554	54.72	6
Grammar	13.97	2.94254	61.96	3
Vocabulary	14.16	3.06752	66.90	1

According to participants, Vocabulary acquisition is the primary English language ability for which pupils utilize the Telegram app. 401 (66.90%). This dimension is rated as (1) out of the six in the questionnaire. It is (14.16) negative. Reading



comprehension came first, as seen in Table (2), with 383 students (63.84%) considering Telegram appropriate for their reading level. It has a mean of 13.50 and is classed as (2). With a mean of 13.97, 372 (61.96%) placed third in grammar learning. The listening skill ranking (56.61%) is (4), with a mean of (13.60). The average score for speaking skill 335 (55.82%) is 13.37, with a six-dimensional grade of (5). The lowest percentage (54.72%) of the 328 students believed Telegram was acceptable for writing skills. It has an average of 13.45.

Table 3: Means and Standard Deviations of the EFL Students' Opinions of the Telegram App for University English Instruction

Item number	Mean	Standard Deviation	Rank	Agreement Level
1	3.790	1.380	22	High
6	3.670	1.137	24	High
2	3.500	1.147	25	Moderate
17	3.97	1.281	16	High
10	2.530	.759	26	Moderate
11	2.100	1.026	29	Low
7	3.894	1.005	16	High
9	2.200	1.026	29	Low
15	3.889	1.281	18	High
8	3.910	1.164	20	High
4	3.510	1.148	27	Moderate
14	3.780	1.174	22	High
13	3.897	1.281	16	High
5	2.160	1.089	27	Low
12	3.500	1.143	23	Moderate
16	2.080	1.026	29	Low
3	3.410	1.128	21	Moderate
Overall	3.240	1.1290		Moderate

Table 3 presents the EFL Students' Opinions of the Telegram App for University English Instruction, which seem to be moderate.

5. Discussion

What exactly do EFL university pupils think about using the Telegram app to learn English is the study's topic.?

The research examines usage patterns for the Telegram app in general as well as usage specifically for English learning. Sixty-two percent of EFL college students use the Telegram app once a week, while thirty-five percent use it five or six times a week. Then, 38% of students use it daily and only 12% use it seldom. 68% of students wish to use Telegram in the future, despite 38% not using it currently. This indicates that among EFL college students, Telegram is the top downloaded app on mobile devices. This shows that there is an increasing opportunity to utilize Telegram for English language learning in addition to the fact that the number of users is expanding quickly. Telegram Applications projects that by 2022, there will be 284 million monthly users of the platform.

This survey also examined the general motivations behind student use of Telegram. Almost all of them (18%) use Telegram for both ELL and enjoyment, even while 37% of EFL college students use it primarily for ELL and 40% use it for both fun and language skill improvement.

This conclusion indicates that many students tend to trust Telegram and rely on it for ELL purposes. This is consistent with the findings of Setiawan and Wahyuni (2017), who noted that Telegram is an easy learning medium for sharing knowledge as well as teaching and learning processes. They also highlighted that Telegram is a fantastic tool for supporting children's language development. The findings of this investigation are consistent with those of Ghaemi and Golshan (2018), who observed that students use Telegram for learning and education and contended that Telegram is a helpful addition to traditional teaching methods.

Children have come to rely on and value the Telegram app as a friend as a result of this process. Based on their level of English proficiency, the majority of students (67%) choose to use Telegram for vocabulary development. The majority of them also stated that using Telegram to expand their vocabulary assisted them in learning new words that they frequently encounter in daily life. This study shows that children would choose to use smartphone apps to acquire vocabulary and other receptive skills over other language skills. This is in line with the results of another study by Ghobadi and Taki (2018), which showed that students use apps on their mobile devices to increase their receptive rather than their productive capacities.

This outcome is consistent with earlier research by Abu-Ayfah (2020) and Ghobadi and Taki (2018). It could suggest that Telegram has a significant beneficial influence on the vocabulary growth of EFL students. As per Tabrizi and Onvani's (2018) findings, a workable resolution to the vocabulary acquisition problem is the implementation of mobile learning, particularly Telegram-based learning environments. Furthermore, Tabrizi and Onvani (2018) and Ghobadi and Taki (2018)

agreed that providing the phrases through the Telegram app could aid in vocabulary growth. They proposed that Telegram's usefulness as a technical tool can support word learning since students can quickly correlate new word meanings with the eye-catching stickers on the app. Additionally, according to a study by Abu-Ayfah (2020), learning word stress pattern acquisition through Telegram was faster and more applicable than traditional learning methods.

These results might validate the present study's conclusions. The current study's findings also show that reading ability was the most important factor, with 383 students (63.84%) rating Telegram's reading ability as satisfactory. It suggests that Telegram is a useful reading and educational resource. Furthermore, it suggests that because Telegram is so user-friendly, students could prefer it. The findings of this study were consistent with those of Setiawan and Wahyuni (2017), who found that new smartphone technologies, such as the Telegram messaging application, can support students' development as readers. Heidari Tabrizi and Onvani (2018), however, claim that Telegram assisted EFL students in honing their reading comprehension skills.

For item st13, Taking advantage of Telegram makes developing writing, speaking, listening, and reading skills more fun, Table (3) produced the highest mean score (3.95). According to Setiawan and Wahyuni (2017), students were eager, enthusiastic, and encouraged to study using the M-learning application. I find it easier to learn new vocabulary in grammar lessons thanks to the Telegram app; according to 72.9 percent of students, Telegram has improved their ability to apply grammar correctly in English as a foreign language. This implies that Telegram has a known effect on students' acquisition of grammar. Ghaemi and Golshan (2018) found that when it comes to teaching and learning the English language in general and grammar in particular, mobile learning applications are more effective and superior to traditional ways.

Moreover, the results align with an earlier study conducted by Aisyah, Setiawan, and Munir (2021), which found that students believed mobile device-aided learning was a successful method for enhancing their reading and grammar skills. Moreover, Aladsani's (2021) results align with the benefits of using mobile phones to enhance pupils' grammar proficiency. Although 73.6 percent of students said Telegram was sufficient for improving their listening abilities, reading comprehension, grammar, and vocabulary scores did not match up.

Al Fadda and Al Qasim (2013) claim that when it comes to improving listening skills, mobile applications work better than other English language proficiency. Nonetheless, the results of the present study demonstrated that students continued to view Telegram as an advantageous listening and learning tool. It suggests that Telegram offers pupils a realistic environment in which to hone their listening skills

and that they may find it convenient to utilize it from anywhere at any time. The results of the most recent study agree with those of the earlier investigation.

Realistic context and immediacy are essential for enhancing listening skills, says Aladsani (2021); it has also been shown that giving pupils access to pertinent smartphone applications as a learning resource produces more attentive and proficient listeners. According to Al Fadda and Al Qasim (2013) and Abu Sa'aleek and Baniabdelrahman (2021), implementing mobile device apps, particularly podcasting, can significantly improve EFL listening comprehension in EFL Jordan students. In terms of speaking ability, approximately 62.7 percent of participants stated that Telegram aided their ability to speak English. It demonstrates that students thought Telegram was a good way to improve their communication skills. The findings of this investigation are consistent with previous research. According to Aghajani and Adloo (2018), the E-talk castle model using the Telegram app helps students improve their English language speaking skills. It is also consistent with the findings of Akobirov and Vokhidova (2018), who found that trainees' verbal difficulty may be enhanced by relating stories using the Telegram app. The results seemed in line with the findings reported by Xodabande (2017), who found that learners' EFL accents enhanced dramatically when they used the messaging service Telegram. The study's findings are consistent with those of Abbasi and Behjat (2016), who discovered that mobile learning applications that emphasized social learning and gave students responsibility for their education were effective in improving students' grammatical correctness.

The outcomes of writing abilities, speaking and listening abilities, and listening abilities vary significantly. Telegram was used by the fewest students (57.2%) to help them study English writing. Telegram, despite having the lowest English language proficiency, can be useful for writing instruction. According to Aghajani and Adloo (2018), students can significantly improve their writing and word choice by using the Telegram app. This is corroborated by the outcomes of Naderi and Akrami's (2018) investigation, which indicated the advantages of introducing Telegram into L2 classes, especially for handwriting projects that learners loathe. 6. Finally, The current study looked into how EFL students felt about using the Telegram app for university English instruction. To put it another way, this study looked into how students perceived the objectives of Telegram for English Language Learners (ELL), with a focus on listening, speaking, reading, writing, grammar, and vocabulary.

It has been shown that EFL college students almost always use Telegram. The majority of EFL college students would prefer to use Telegram to advance their language proficiency, per the results of the current survey. A large number of students favored studying terminology on Telegram above other language skills, according to the findings. This finding might be connected to the theory put forth by Aisyah, Setiawan, and Munir (2021) that students use mobile device applications to strengthen their receptivity skills rather than their productive capabilities.

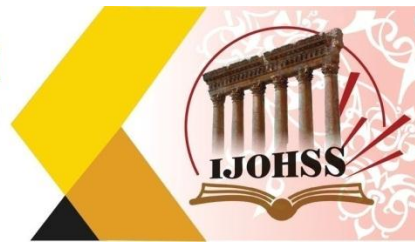
Telegram is recognized as an ELL platform for a variety of reasons, including its widespread use, accessibility, ease of sharing private ideas and comments from peers, and the teacher's feedback to specific pupils. The effectiveness of technology was proven once more. Students may also profit from Telegram's capacity to offer a sense of comfort and security that can be customized to meet their unique needs. The results show that adding the Telegram app to college syllabi would enhance the way universities instruct their pupils. This study suggests that teachers could utilize the Telegram app as an extra tool for evaluations and in-person training. Therefore, our results may serve as a foundation for further research in this area in the future.

Furthermore, it may provide Jordanian educators and decision-makers with a positive or negative indicator of the benefits that EFL mobile applications provide students, assisting them in improving the EFL learning process. The following is a quick rundown of several Telegram issues that require further investigation. This research focused solely on how students used Telegram to learn English. Future research may investigate how educators perceive Telegram and whether or not they use or are willing to use it in their classrooms. It's also a good idea to think about the barriers that ELLs face when using the Telegram app.

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