TELEGRAM APPLICATION AS A TOOL TO LEARN ENGLISH: A LITERATURE REVIEW

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ABSTRACT

Utilizing technology is now essential to learn English both inside and outside of the classroom. The modern English classroom makes use of digital technology throughout the world. Digital tools have been used to enhance and facilitate language instruction and learning. This study focuses on the role of using the Telegram application in learning English. It discusses the integration of Telegram in the classroom in order to enhance learners' English vocabulary and writing skills. In this paper, the researcher defined the term "Telegram", elaborated on the use of Telegram in the language classroom, reviewed previous research on utilizing Telegram in improving language learning skills, and stated recommendations for the better use of Telegram to assist learners in improving their English. The literature review indicated that the effective use of Telegram enhances learners' English vocabulary learning as well as writing skills. In addition, Telegram can positively influence the process of learning and meaningful interaction outside of the classroom.

KEYWORDS: *Telegram; language learning; writing skills; vocabulary learning*

INTRODUCTION

Digital technologies assist educators in implementing innovative teaching strategies, which enhance the English language teaching and learning process. According to Abbasi and Behjat (2018) in the era of globalization, the changing in the teaching-learning process occurs fast with the help of modern mobile technologies. Mobile device adoption opens up a lot of promise for e-learning in terms of ubiquity, personalization, and flexibility. The advancement of technology has influenced education in many ways including e-books and virtual classrooms. It has both positive

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and negative impacts on students from various backgrounds. Aghajani & Adloo (2018) stated that the recent wide usage of gadgets and the internet has created tremendous potential in terms of e-learning. In addition, social media has become a platform for youngsters to learn while sharing their knowledge with others feasibly. The advancement in technology has contributed to the betterment of the communication between educators and their learners through images, videos, or exchanging instructional messages instantly while receiving immediate feedback that had never been easier (Alkhezzi & Al-Dousari, 2016). Prasojo et al. (2017) stated that Social Networking Service (SNS) in education allows students to communicate with their classmates and educator in ways that facilitate participation and learning opportunities. In fact, it is possible to create new opportunities for learning English by incorporating Telegram into current teaching methods. Therefore, academic institutions and faculties are increasingly using SNS (Paul, Baker, Cochran, 2015).

Furthermore, the growth of globalization has made English become the lingua franca of the world in recent years (Aghajani & Adloo, 2018). Thus, the need to master the English language is crucial for every learner. According to Prasojo et.al (2017), SNS has a positive impact on students' learning. Vocabulary and grammatical improvement are observed when SSN is employed in their English language learning. Hence, the usage of SNS improves the learning of the English Language among the students. Telegram as a social networking site has become one of the major tools for education and entertainment. Telegram is a centralized, cloud-based, cross-platform, and instant messaging service. Additionally, it offers optional video calling, file sharing, and end-to-end encrypted discussions. Mazman (2010) believed that the rapid development and huge advancement in computer technologies have influenced all aspects of life for more than three decades. Integrating Telegram into existing learning practices can provide informal learning contexts and create new opportunities for English learners.

According to Ibrahim et al. (2016), many advantages of using Telegram have made it to be a very effective tool for the improvisation of the overall teaching and learning process. The researchers also stated that Telegram is a popular learning platform because it is user-friendly and free of advertising. Many advantages and disadvantages have been argued in recent years regarding the students' perception of the usage of the Telegram application. Habibi et al. (2018) stated that students' perceptions are vital to test the sustainability of the effectiveness of Telegram and to judge its benefits to learners. Telegram creates a positive learning atmosphere and promotes student-teacher relationships (Aghajani & Adloo, 2018).

This study reviews the literature on the role of using the Telegram application in learning English. In addition, it discusses the integration of Telegram in the classroom in order to enhance learners' English vocabulary and writing skills. Adesope et al. (2018) stated that Telegram allows students to improve their online learning experience and learn more about the same topics they learn in the classroom. The results of a study by Ibrahim et al. (2016) showed that Telegram can enhance the learning process and create meaningful interactions between students and lecturers. The results

of their study also revealed that Telegram made the learning process easy for sharing information while the main drawback was the internet coverage.

USING TELEGRAM IN ENGLISH WRITING

The effectiveness of writing, according to Wilbers (2001), is based on three factors: (i) the central idea; (ii) organization; and (iii) supporting material. The central idea refers to focusing on a single idea and allowing the reader to discuss it easily while being supported by some supporting ideas. Writing should be subjected to editing and proofreading to ensure that the structure, grammar, punctuation, and spelling are correct. Word choice and expression, words should be accurate, clear, and appropriate to the audience. Moreover, writing should be subjected to editing and proofreading to ensure that the words are spelled correctly and writing is free of errors and mistakes. According to (Sumarsih & Sanjaya, 2013; Durga & Rao, 2018) writing proficiency is one of the key components of communication since it makes it easier for the writer to convey their ideas to the audience. The author's culture, education, and personality are all reflected in their writing style. Therefore, a key component in conveying ideas is effective writing. Students can choose from a variety of options with Telegram, including sending and receiving multimedia messages in addition to texts.

According to the results of a study by Sarvari and Ezzati (2019), learners were attracted to the learning materials to improve their writing skills presented via Telegram. However, a few students mentioned that they were not able to concentrate on the lessons due to the interruptions such as posting irrelevant materials by others. Therefore, teachers need to take necessary actions to prevent online learning from being interrupted by irrelevant posts. Helwa (2020) examined the effectiveness of integrating Telegram into digital mind mapping in developing students' critical writing skills. The findings of his study showed a statistically significant difference regarding the post administrations between the participants' mean scores on the pre and post administrations of the assessments. These outcomes were attributed to a program based on digital mind mapping and Telegram.

Aghajani and Adloo (2018) found that students in Telegram cooperative writing groups outperformed those in face-to-face cooperative writing groups in terms of test scores. Additionally, Ghaemi and Golshan (2017) used Telegram to research how short messaging services affect vocabulary learning among English as a Foreign Language (EFL) learners. The challenge of learning vocabulary may be overcome by utilizing smart smartphone learning and Telegram-based learning situations. Additionally, Ghobadi and Taki (2018) showed how utilizing Telegram stickers to teach vocabulary helps students learn new words quickly and effectively. The statistical analysis of the scores indicated that teaching vocabulary through Telegram stickers lead to outstanding advantages for the learners. In addition, Telegram had a positive impact on learning new English vocabulary among Iranian EFL learners. According to Naderi and Akrami (2018), Telegram helps with writing skills instructions. Al-Jarrah et al. (2019) also pointed out that students enjoy writing

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for academic goals using Telegram. Rahma et.al (2018) believed that Telegram can be a suitable media in the teaching-learning process because it has a positive influence on academic writing.

Furthermore, Yinka and Queendarline (2018) investigated students' perceptions of using Telegram in English lessons, particularly in terms of their writing abilities. They realized the potential of Telegram in the writing classroom. Alodwan (2021) examined the effect of Telegram on developing writing skills among EFL students. The findings of his research showed the use of Telegram results in statistically significant differences between the mean scores of the experimental group and the control group in writing ability. Aghajani and Adloo (2018) conducted a study on the effect of online cooperative learning on students' writing skills and attitudes through Telegram. The results of their study revealed that when compared to face-to-face cooperative writing groups, Telegram participants had higher scores. The post-test writing scores, however, did not significantly differ between the Telegram and in-person cooperative writing groups. Their study indicated that there were substantial differences in overall writing skills, content, vocabulary, language use, and mechanics when comparisons were conducted among the group. The results also demonstrated that the students had favorable opinions about Telegram cooperative learning.

UTILIZING TELEGRAM IN ENGLISH VOCABULARY LEARNING

Teachers should encourage learners to learn more vocabulary in a foreign language by making use of the many available technologies. One of the tools that can be used to help students with vocabulary learning is Telegram. Information and Communications Technology (ICT) tools generally tend to increase access to education. Castro Sánchez & Alemán (2011) stated that online course materials can be accessed every day of the week, 24 hours a day. Learning may take place anytime, anywhere, and with the use of ICT tools. Many researchers have looked at various methods for teaching vocabulary, however, some students still show no interest in learning new words. As Stockwell (2007) stated, vocabulary has been one of the most commonly taught language areas through technology in recent years (Dodigovic, 2005; Yoshii, 2003; Yoshii & Flatiz, 2002). According to Gorjian et al. (2012) teaching languages has not remained rigid in the face of the substantial changes occurring in other fields of knowledge and the advancements in network technologies that have led to the rise of the virtual world. This is to enable online contact between users as opposed to offline conversation.

Xodabande (2017) believed that Telegram can be employed by Iranian language teachers and learners in various ways. In line with this, Ardestani (2017) explored the effect of using Telegram on Iranian EFL learners' vocabulary learning. The findings consolidated the role of mobile phones as effective tools in teaching and learning vocabulary. He encouraged EFL/ESL teachers to integrate Telegram into the English vocabulary learning classroom. Schmitt (2008) found that teaching English jargon can be characterized as "words we should know to impart adequately" (Neuman and Dwyer, 2009), which implies that jargon should be considered as more than a lot of single-word units. A broad jargon would permit us to utilize the structures and

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capacities for understandable correspondence (Nation, 2001). Instructing words is a fundamental angle when learning a language as dialects depend on words (Thornbury, 2002). Learning English jargons assume an essential job in the procurement of the four language skills: listening, speaking, reading, and writing.

Stockwell (2007) stated that vocabulary has been one of the most commonly taught language areas through technology. According to Diamond and Gutlohn (2006), vocabulary is the knowledge of words and their meanings. This indicates that comprehension and language use cannot be attained without building a solid vocabulary foundation. According to Nation (2001), vocabulary knowledge is understanding a word in its spoken form, which can be identified and comprehended both in and out of context, as opposed to assuming it. Alakrash et al. (2020) investigated the effect of using Telegram on EFL students' vocabulary learning. The data of the experimental research showed that Telegram is an effective teaching tool that motivates students to learn vocabulary. Speaking and writing fluency, as well as the capacity to read and listening comprehension, depend on one's understanding of word meanings and ability to use that knowledge effectively. As a result, for pupils, expanding English vocabulary is crucial to language comprehension. Moreover, vocabulary helps pupils with language production. According to Siyanova & Webb (2016), one way to decide on vocabulary learning goals in an English language-learning program is to look at native speakers' vocabulary size. Ghaemi and Golshan (2017) also conducted a study on Iranian EFL students via social networks to enhance their vocabulary learning. The results of their study revealed that the students in the experimental group outperformed the control group and the use of social networks was regarded as a teaching platform that had a positive effect on students' vocabulary learning.

Kaviani and Mashhadi Heidar (2017) mentioned that students should know a large number of words to be successful in English learning. Their study investigated the effect of Telegram on EFL students' vocabulary learning. The results of their research revealed that the students improved their English vocabulary significantly by using Telegram during meaningful interactions with each other. Additionally, Ghobadi and Taki (2018) carried out a study on the effect of using Telegram stickers on EFL learners' vocabulary learning. The findings of their study revealed that teaching vocabulary through Telegram stickers had outstanding advantages for the learners. It had a positive impact on learning new vocabulary items among the learners. Hakim (2019) conducted a study on using Telegram to facilitate students' vocabulary abilities. The finding of his study revealed that the students were active during the learning process and enjoyed using Telegram because they were able to discuss the assignments in or outside of the class. Tabrizi and Onvani (2018) conducted a quasi-experimental research on the impact of employing Telegram on Thirty one Iranian EFL beginners' vocabulary learning. The results of their study showed that Telegram was an effective tool to motivate students to learn English vocabulary. Beginners can improve their number and level of vocabulary through Telegram with various stickers packs and pictures anytime and anywhere.

CONCLUSION

In summary, based on the literature review Telegram enhances the language learning process and makes the interaction between students and lecturers easier. It makes it possible to share the information for the teaching and learning process while the main drawback is the internet coverage. Besides, Telegram stickers provide a more interesting learning environment for the

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students, especially in terms of vocabulary learning. Integrating Telegram in the classroom provides an interesting learning space and this fact confirms the effectiveness of Telegram. Telegram helps learners improve their skills in using technology. It helps students by promoting authentic resources to improve their vocabulary knowledge. The literature review indicated that the use of Telegram can positively influence the process of learning and interaction outside the classroom. In addition, vocabulary learning can be facilitated by presenting the words via Telegram. Telegram contributes significantly to developing critical writing skills among both EFL and ESL learners. Additionally, the findings of the literature review showed that Telegram gives students the chance to engage in discussions, ask questions, and gather information and knowledge. To sum up, the review revealed that Telegram-based learning is more effective than traditional-based learning.

RECOMMENDATIONS FOR THE SUCCESSFUL INTEGRATION OF TELEGRAM IN LEARNING

The researcher recommends the following points:

1. Students should be more engaging in the learning process by using Telegram to improve their English vocabulary and writing skills as well as other English language skills,

2. Teachers should implement a technology plan that considers integration strategies for using Telegram in their English classes.

3. English language learners should use Telegram outside the classroom to develop their English language skills. Therefore, language teachers should encourage their learners to use Telegram in developing their language skills.

4. Professional development should be considered to ensure learners' learning and to change the teachers' attitudes who are unfamiliar with the advantages of Telegram-based learning.

5. Training workshops to train teachers on how to use Telegram as a teaching strategy should be provided. Thus, technology experts should provide extra assistance for teachers who use it in teaching their English courses.

6. Researchers should carry out more empirical research in authentic classes on the influence of Telegram on other English language skills over a long period with large samples.

7. The Telegram-based plan must be closely aligned with the curriculum standards and teachers should know the most effective teaching strategies when integrating Telegram in the classroom.

8. Teachers should be aware of their roles as facilitators of their students' learning via using Telegram.

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