

EXPLORING THE ROLE OF USING TELEGRAM MESSENGER IN EDUCATION

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Abstract

The contemporary, technological era has seen significant advancements in every discipline. With the passage of time, new advancements are revealed. These inventions help us grow as a species. The sector of education is changing significantly as a result of the development of this contemporary technology and the internet. Smart boards and e-books are used in lieu of the traditional blackboard and books. The way that students study has also changed, and they now depend more on contemporary technology. Education as opposed to reliance on teachers using at their disposal, the instructors adapt their methods and strategies to teach the students English while incorporating new technology into the classrooms. Some professors in their EFL/ESL classes even urge the students to utilise Telegram and Messengers to simplify their study. A learning resource is crucial to a course's success in achieving its learning aim. The focus of this research is on students' perceptions of utilising Telegram Messenger as a learning tool. Descriptive qualitative research was used in this study. It took place in Punjab, the province in Pakistan. At the English Study Program, third semester students were chosen using random sampling technique to participate in the study. A questionnaire with 20 statements served as the study's research instrument. Additionally, the researcher used a Likert scale to collect data on the four indicators in this study. 5 choices were given and they were strongly Agree (SA), agree (A), Undecided (U), Disagree (D) and strongly Disagree (SD). By ticking a single check box in Survey Monkey, the respondent was asked to provide their opinion on how pupils felt about using Telegram Messenger in an online questionnaire that employed closed-ended questions. The research aimed to explore the importance of social media in educational institutes and it was proved by the responses of the participants.

Keywords: technological era, Smart boards, contemporary technology, descriptive qualitative, telegram Messenger

1. Introduction

Since almost every occurrence includes numerous viewpoints, it is not just possible to see, analyse, and conceive reality and phenomena from a single point of view. People may use their viewpoints to examine the phenomena or the issue. Perspective, according to Wahyuni (2018), is the way a person views something or how they act in response to a problem or situation. Because humans seldom think in a restricted way and because there is more than one way to look at a topic, people who have perspective think extensively and wisely while solving their problems or issues. A person's unique viewpoint on something cannot be imitated by another person. Everyone has a unique viewpoint on anything, thus someone with a wide and insightful perspective can see things from many various angles, comprehend them, and interact with others easily. People need to interact socially since they are social creatures who depend on others to survive (Wahyuni, 2018).

The activity that takes place every day is socialising and interaction. People meet, converse, and share their emotions. But there is no doubt in it that technology made easy the act of interaction with those people who are not present there physically. In the age of globalisation, everything was in order. Multimedia and technology have grown quickly. One of such is the internet, which anybody may use to search for anything. Any person can avail the technology and internet to communicate when he /she needs without wasting time. The invention of mobile phone is also one of them which is being utilized by the people for different purposes. A mobile phone was originally only a voice communication device, but it quickly evolved into a minicomputer with wireless networking, a decent camera, applications, and multimedia, allowing users to enjoy the full potential of the technology in both hands. People adopted mobile phones because they were convenient to carry, easy to keep in their pockets or bags, and offered simplicity and flexibility.

The most widely used gadget nowadays is a mobile phone. In addition to being used as means for communication, they may also be used for amusement and interpersonal interaction. Some individuals use their smartphones to aid in their profession, and when they have spare time, a good application may keep them occupied. The majority of individuals utilise their mobile phones to interact with others or to communicate with people in other countries. Because every person interacts with other individuals, people post positive stories or tutorials on social media to demonstrate existence. The benefits of a mobile phone are being used to schooling. Students and teachers are getting benefits from technologies in their learning and teaching. Mobile phone has become a good means for providing knowledge and information to students and teachers. Instead of working alone, these systems enable numerous people to collaborate.

According to Haygood, Garner, and Johnson (2012), Koole (2009), and Smaldino, Lowther, Russell, and Mims (2008), technology has several uses for instructors who want to increase their knowledge and technology is appealing for them. Telegram Messenger is a helpful mobile software that may assist kids with their study. Any mobile device with Internet connectivity, including free applications, may access this service, making it easy to use. Instructors are able to communicate with students quickly because via Telegram Messenger's one-cloud technology, which transmitted messages more quickly, allow for student group chats, and allow teachers to share files larger than 1.5 GB in size, such films and PDFs. People may access it for free and without any advertisements. Even in the free class, the teacher find it simpler to interact with the pupils (Yu, Akhter, & Reivan Ortiz).

The researcher made the assumption that Telegram Messenger served as a kind of informative media used during teaching and learning process, particularly in the context of English. The third semester English department students took a course called English for Business, which was one of the English Specific Purposes based on the most recent curriculum (Zhang, Akhter, Al-Abyadh, & Cong, 2022). The third semester students took this course to learn how to utilise English in work-related tasks, particularly to write professional or casual letters. When they were at educational institutions and had to write official letters to other organisations, the students were skilled writers (Akhter & Nordin, 2022). Students held a group class via Telegram Messenger to communicate and share videos, materials, and have discussions about materials during English for business class lectures, which utilised 23% of the allotted time for utilising Telegram Messenger (Zhang et al., 2022).

Sharing information regarding readings and homework assignments for students in lectures become simpler due to technology and internet. Following material sharing on Telegram Messenger, students may debate relevant topics in class after lectures. Students might speak with their friends or the lecturer if they have questions or issues. According to Finn and Bucci (2004), "integrating conventional and electronic learning will provide an instructional environment". E-learning offers flexibility and efficiency that are not present in conventional methods that emphasise face-to-face communication and teacher-student engagement. This was further pronounced by Thorne (2003) as "the way of meeting the challenges of tailoring learning development to the needs of individuals by integrating the innovative and technological advance offered by online learning with the interaction and participation offered in the best of traditional learning."

In conventional classrooms, multimedia, electronic, virtual, and internet technologies were the main emphasis of blended learning. As a result, students had access to the content both offline and online when connected to the internet and in-person during class (Akhter, 2020). The major reason the researcher picked this term is because we live in a technological age when individuals don't resist utilising technology like gadgets and the internet. Lecturers, who are licenced professionals in education and science, their main responsibility is to change, advance, and disseminate science and technology via teaching, research, and service to the community (Akhter & Nordin, 2022). Therefore, in order to assist learning materials, lectures in education must make use of current technology. Teachers must have used technology into the classroom (Zhang, Akhter, Nassani, & Haffar, 2022).

Technology is available to teachers for use as educational material. The definition of media education by Buckingham (2003), Briggs in Aniqotunnisa (2013), and Cornell as mentioned in Fedorov (2006) is "it deals with all communication medium and encompasses written word and graphics, the sound, the still as well as moving pictures, supplied on any form of technology." Beyond that, Telegram Messenger was not used for academic purposes (Akhter, 2021). In the context of students, Telegram Messenger was an unfamiliar programme. Another social networking platform or programme has taken the place of Telegram Messenger. Despite the fact that Telegram Messenger offers several advantages over other apps, some students weren't interested in using it (Akhter, Kausar, & Faisal, 2020). Based on the aforementioned reasons, the researcher carried out a study to find out how students felt about using Telegram.

The development of the internet, multimedia, and social networks has drastically altered our lives. The field of foreign language teaching and learning as well as education in general both profited greatly from these discoveries and advancements (Alahmad, 2019). "Language learners and instructors now have access to resources and possibilities that were never previously possible and it is due to modern technology. All credit goes to modern technology" (Akhter & Nordin, 2020). Rapid technology has affected the education system strongly. With the development and innovation in technology, education system is also changed. Undoubtedly, every sphere of human life has altered due to technology. Digital media, multimedia and social media are the

blessings of 21st century. According to Baron(2019), "our cumulative experience with communications technology has gradually modified behavioural and societal standards". Since mobile technologies "provide a new paradigm in connectedness, communication, and cooperation in our daily lives," every member of society now has access to vast quantity of information that was previously inconceivable (Alahmad, 2019). The use of these new forms of communication in language learning and teaching is contentious, and there is a paucity of data on whether and how they may assist language acquisition, despite the fact that they are extremely appealing to language instructors, learners, and material creators (Alahmad, 2019).

Both communication and information technologies have fundamentally improved in the twenty-first century. As a result, the majority of people carry portable electronics wherever they go, including laptops, notebooks, iPads, palmtops, smart watches, mobile phones, iPads, flash drives, pagers, and so on. Mobile phones are popular among people since they are convenient and portable. In this respect, Yamaguchi (2005) notes that "some students don't have their own computer" and "mobile phone is preferable to a computer in mobility." According to Miller (2014), "Youth are adopting smartphones at an unprecedented rate and they may serve as the instruments for future study technology." People constantly like using their mobile phones since they are so often utilised for multitasking. People's lives have undergone significant changes as a result of cell phones. People who buy these smart phones online get things that are sold on the international market back home. Despite living in different regions of the globe, people may interact with one other and video chat with them. The travel and tourism industries have seen significant transformation as a result of technology.

People may now read international publications online and watch news channels and programmes on TV and online thanks to technology. The truth is that we don't know how efficient and beneficial it is for college students to study English on their own using smartphone applications. The majority of studies investigating the impact of second language training up to this point have compared the linguistic development of groups exposed to FonF and FonFs instruction (Ellis, & Loewen, 2002; Loewen, 2003). In recent years, research on the efficacy of focus-on-form training has grown significantly and abruptly. The present study's objective is to determine how well Telegram teaches English to Pakistani EFL students. This social network is immensely being popular in Pakistan. Therefore, the research looked at how EFL students perceived utilising Telegram to learn English.

2.Problem Statement

EFL students face problems in learning English language. They face difficulties due to vocabulary and grammar construction. English language learners find themselves in a fix regarding overall skills of that language. Like other learners, Pakistani learners face difficulty to acquire the knowledge of English Language. The reason is that the vocabulary and construction method of English language is different than the Urdu language. Apart from these difficulties, some other issues are involved. Traditional teaching method is also one reason. With the emergence of technology, many approaches are used to teach and learn the students. These new approaches facilitate the learners and ease the learning process. All developed countries are using modern techniques to teach their students. Developing nations are now not far behind in this race. These nations have also realized the importance of modern techniques in education sectors. They are utilizing modern approaches to well equip their learners with latest knowledge. Pakistani education sector also started to use latest modern technique in education. The use of Telegram Messenger App is also one of them.

The undertaken research focused on the use of Telegram App to teach the student English language and looked at how this app helped them in developing their overall skills of language.

3 Research Questions

1. How do modern technology and internet improve the EFL learners' knowledge towards English language?
2. How can Telegram Messenger App be integrated into EFL education system?
3. What are the views of the EFL learners about the usage of Telegram Messengers App?

4 Research Objectives

1. To describe the role of technology and internet improving the knowledge of EFL learners of English language.
2. To integrate Telegram Messenger App into EFL education system
3. To examine the views of EFL learners towards the usage of Telegram Messenger App

5. Review of Literature

There are additional reviews that concentrate on mobile learning. Following are some of the facts that the review paper by Klimova (2018) discovered after evaluating 15 original studies. First, using mobile applications is optional while learning new skills, especially vocabulary. Second, students have a favourable attitude toward using mobile technologies for language learning. Third, pupils who use mobile devices to study a language are more driven to do so both in and outside of the classroom. It is also outlined the advantages and drawbacks of utilising mobile learning for language learning. Hwang and Fu (2019) conducted a different study with a larger focus, looking at 93 publications across two time periods (2009–2013 and 2014–2018). It reveals the tendencies listed below. First, the majority of mobile language learning programmes teach English as a second or foreign

language. Second, pre-schoolers had seldom been the focus of such studies; instead, researchers focused mostly on students in higher education.

The third most popular kind of study was vocabulary research. Fourth, higher order thinking, did not appear in any of the reviewed articles prior to 2012, but only between 2014 and 2018. In contrast to today, when it is increasingly typical to supply several language skills in real-world learning situations, early research on mobile learning often concentrated on teaching specific language abilities, claim Hwang and Fu (2019). Several studies according to the authors, support m-efficacy. According to Naderi and Akrami (2018), reading comprehension is greatly affected by Telegram (Messenger) groups. These authors claim that online learning has gained popularity, and their findings imply that students think smartphones are the greatest device for reading brief texts. Similar to this, Aghajani and Adloo (2018) contrasted in-person teaching of English writing against instruction over Telegram in order to examine the impact of m-learning on cooperative learning (two or more individuals learning together).

They come to the conclusion that Telegram enhances the learning experience and helps pupils write better. Additionally, Telegram allegedly boosts motivation and actively promotes a collaborative atmosphere, according to the authors. Awada (2016) investigated WhatsApp's usefulness in language learning and found that it was superior to traditional training for teaching writing skills. Additionally, it boosted the trainees' motivation levels. According to the author, the WhatsApp tool fosters a supportive social atmosphere by fostering a feeling of community or teamwork with other students as well as the instructor. It eases anxiousness as well. Mobile device use in education should be considered essential as a result. According to Andujar (2016), "WhatsApp's mobile instant messaging has the potential to enhance students' second-language writing abilities and foster engagement".

Additionally, it seems that pupils accept WhatsApp. It looked at how mobile learning affects vocabulary acquisition and retention. No doubt that the traditional approach has advantages whereas the learners who use mobile devices in their learning procedure, remark that mobile devices improve their performance in education. However, the authors stress that technology cannot take the place of a traditional classroom. Instead, mobile devices should be utilised to enhance virtual world interaction among students and create a joyful learning environment.

Zhang (2016) investigated the effectiveness of the English Fun Dubbing app (EFD). By allowing students to practise independently and at their own speed, the author argues that EFD encourages their autonomy in language acquisition. Zhang (2016) came to the conclusion that selecting an appropriate application sensibly may improve learning while also encouraging students to utilise their mobile devices sensibly. A key issue is how environment and nature, in this sense, interact to explain the process and results of language acquisition. Children's acquaintance to a language is restricted and constrained, and yet they eventually learn to say whatever they desire, it is in fact the only issue worth addressing in this field (or at least anything they can get away with).

Research has shown, according to Klimova (2018), that using mobile applications may boost students' desire for learning as well as assist them enhance all language abilities, particularly the ability to remember new vocabulary. The applications also increase students' self-assurance, classroom involvement, and propensity to utilise mobile devices for learning. Gamlo (2019) focuses on the significance of motivation for English language learning. The author supports the use of mobile games for language instruction. However, the applications should be chosen depending on the requirements, interests, and grade level of the pupils. M-learning seems to be a huge possibility as a result of the widespread use of mobile devices. They may be approached at nearly any moment by teachers and classmates alike. Study materials may be stored on mobile devices, which considerably reduces the amount of weight that kids have to carry on their backs. Additionally, the student may obtain information in the target language that interests them through the Internet.

The usefulness of the Telegram app in teaching and improving English language skills has been the subject of several prior studies (Aghajani & Adloo, 2018; shahreza & Khodarahmi, 2018; Xodabande, 2017). Though, there are few prior research that look at how students perceive Telegram as a mobile device application for EFL instruction. Additionally, a smartphone demonstrated its superior effectiveness in EFL learning in the Saudi setting. Ahmed (2015) focused on how smartphones might improve EFL learning, particularly in terms of linguistic proficiency. The study gives insight on how students acquire language and develop their speaking, listening, reading, and writing skills. The study confirmed that EFL students who utilised cell phones exhibited more enthusiasm than those who continued to use paper-based textbooks. Al Fadda & Al Qasim (2013) discussed enhancing listening comprehension via podcasting and reaffirmed this assertion. They demonstrated how the use of podcasts may significantly and favourably impact Saudi students' EFL listening comprehension. One of the most crucial duties of instructors is student assessment, since the calibre of instruction in the classroom is directly related to the calibre of the actual assessment. So, having assessment literacy is crucial for instructors.

The assessment literacy makes possible how to observe, understand, and apply data on student performance to enhance instruction. This is because assessment illiteracy leads to faulty assessments, which makes it impossible to achieve the goals of assessment. Small displays, outside distractions and interference, the addictive nature of smart gadgets, sometimes bad attitudes of some instructors and parents are possible additional weaknesses of utilising cell phones in the classroom.

5.1 Telegram as a Social Media Platform for English Learning

It is obvious that the adoption of smartphones and the potential usage of mobile learning applications on smartphones provide a significant opportunity. It's time that both young and adult learners utilise the cell phones. They should be reached at any moment by teachers and their peers. It may modernise communication. Additionally, it seems that the usage of mobile applications for language learning will influence and monitor pupils in a variety of ways. The usage of cell phones should be monitored by parents and teachers because students are immature and don't know which type of material is useful for them. Its excessive use may mislead to the users.

To enhance the educational process at universities, the Telegram app might be included into the curriculum for higher education. This research suggests that instructors utilise the Telegram app as a complementary tool for in-person education and evaluation. EFL students may also practise their English outside of the classroom using the Telegram app. Mobiles apps are used to interact with one another, but they are also used for other purposes, such as commerce and education. They have several characteristics, each of which has benefits and drawbacks. Yusmita (2019) gave one instance of how great WhatsApp is when he said that it is better than other social media in terms of delivering photographs, audio, and data. Additionally, WhatsApp has specific indicators that indicate delivery, which can be noticed.

Owing to their pervasive usage in applications, these tools are not only used interchangeably but also as extensions of one another in educational settings. Telegram is a better option than its competitors among users due to a number of benefits including sharing images, videos, and audio messages, marketing, connecting to web-based resources, sending files, and sending messages to individuals or groups of up to 5000 users for broadcasting to limitless audiences. Telegram channels may provide informal learning settings and generate new chances for English learning when incorporated into current learning processes. Ghaemi and Golshan (2017) say, "there are many different Telegram channels available for learning about English; one of these channels teaches English vocabulary". Due to inadequate class time, most students often do not have the chance to practise and attain a large number of vocabulary, which may create issues for both language instructors and students. Telegram, on the other hand, is not only a social networking platform; it may also lead to a new kind of language acquisition since it is a tool that students are already acquainted with for their everyday communication requirements.

5.2 Telegram App for Learning Vocabulary

Language vocabulary is a component that plays a significant part in oral and written communication. Both the sphere of education and everyday life need it. Therefore, the purpose of this research is to ascertain how Telegram help students' language skills. According to Kinsella (2017), the single best indicator of academic performance for EFL students is vocabulary. Without vocabulary, no sentence can be constructed. Language can't exist without vocabulary and without language, the process of communication can't occur. All people need to interact with other human beings. For communication, vocabulary is required. People communicate with different people in a form of writing and speaking according to the situation. Even for listening and reading skills, vocabulary is needed. So, in the whole process of interaction among human beings, vocabulary is needed. Pirouz (2015) employed an applied methodology and collected data using a descriptive and correlation strategy. She looked at how students at Islamic Azad University in Karaj used Telegram to communicate with one another. She chose 345 students as the sample for her research out of 3865 applicants. The acquired data showed that students who used the Telegram programme had better average scores than students who did not. Additionally, there is a strong connection between Telegram and emotional reliance. She said that institutions had a responsibility to educate the public about Telegram function, applications, and diverse repercussions on pupils. In research, did in (2016), Ashiyan and Salehi looked at the use and outcomes of mobile apps like WhatsApp. They evenly divided the 60 individuals into the experimental and control groups. While the control group did not utilise any tools for learning new collocations, while the experimental group installed the WhatsApp programme on their smartphones to learn them. When the data from each group was statistically analysed, it became clear that the experimental group which utilised the WhatsApp application to learn collocations performed better than the control group. This research also develops pedagogical implications for using mobile apps as a tool for second language acquisition. Heidar and Kaviani (2016) carried research to find out whether Telegram would be a useful and simple vocabulary learning tool for EFL learners. Out of 100 applicants, 50 female EFL university students were chosen for the research, and they were divided into two groups: experimental and control.

They claimed that Telegram learning might provide EFL students special technical pedagogical benefits. It also showed that learning Telegram had a very favourable impact on the growth of vocabulary acquisition. So, it is

said that this type of learning is advantageous for students learning a foreign language and significantly raises their interest in the subject. Collocation learning, one kind of language chunk, and language education seem to be affected by this application. Collocations in particular aid language learners in acquiring the language more rapidly and effectively. To make colloquial learning more relevant and successful for children's language development, English instructors should be urged to spend more time implementing education in their classrooms. Telegram software should also be given more importance. One of the most cutting-edge applications that may be utilised in the classroom and other healthy situations right now is Telegram.

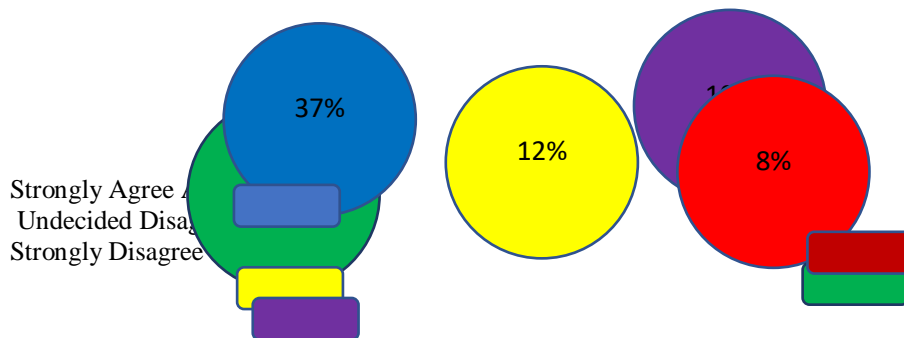
6. METHOD

Descriptive qualitative research was used in this study. Qualitative research is study that describes social contexts via the use of narrative or visual data (Slavin, 2007). The researcher tried to ascertain the opinions of the third semester students about the use of Telegram Messenger in English for the business course in the English Program. Students' thoughts on utilising Telegram Messenger throughout the third semester of English for business class served as the only variable in this study. This study used an electronic survey as its instrument. The most frequent reason for selecting an electronic survey over a paper and pencil survey, according to Lazar and Preece (1999), Oppermann (1995) and Saris (1991), may decrease cost and save the time. To examine students' perspectives on using Telegram Messenger, the researcher created an online survey using the Survey Monkey programme. The Chuttur (2009) surveys were utilised, and they were modified and it included 20 items on the (1) easy to use (2) effectiveness of the app, (3) attitudes toward Usage, and (4) actual system use. Additionally, the researcher used a Likert scale with five choices to collect data on the four indicators in this study: (1) strongly agree, (2) Agree, (3) Undecided, (4) Disagree, and (5) strongly Disagree. Students were asked to tick one choice in Survey Monkey.

7. FINDING AND DISCUSSION

The responses of the students were collected and then it was analysed and the following figures presented the results of the collected data.

Figure 1 Easy to Use



The viewpoints of the students on easy to use were shown in Figure 1. 37% responses were in favour of strongly agree. 40% respondents gave their responses in favour of agree. 12% of respondents identified as uncertain. The proportion of respondents that disagreed was 8%. The number of respondents who strongly disagreed was 10%.

Figure 2 Effectiveness of the App

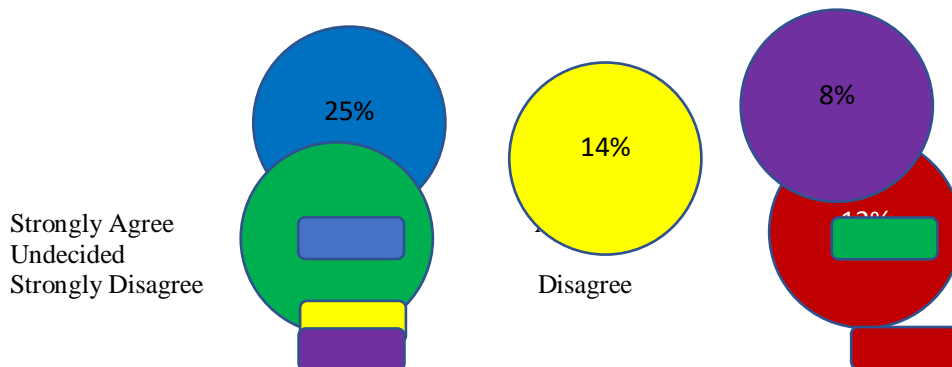


Figure 2 shows the students' viewpoints on perceived usefulness. Positive responses were received generally, with a reply proportion of 25% for strongly agree. 48% of respondents said that they were agreed, which is a generally good response. 14% of respondents identified as uncertain. The number of respondents that disagreed was 12%. The proportion of respondents who strongly disagreed was 8%.

Figure 3 Attitudes toward Usage

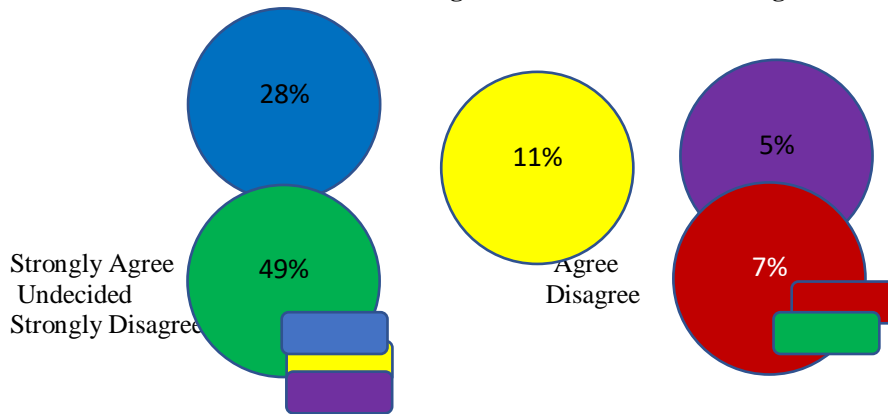
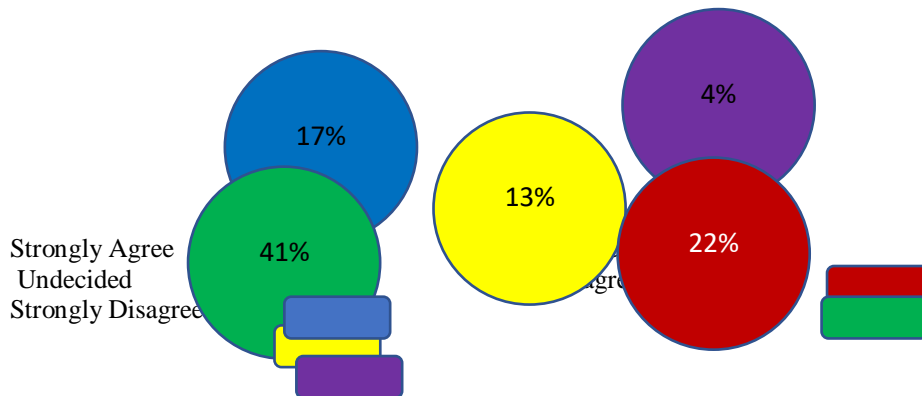


Figure 3 shows the viewpoints of the students' attitudes regarding use. The number of respondents who strongly agreed was 28%, with an overall favourable response. 49% of respondents said they agreed, with a generally favourable response. 11% of respondents said they were unsure. 7% of respondents said they disagreed. The proportion of respondents who strongly disagreed was 5%.

Figure 4 Actual System Use



The final signal, as shown in figure 4, revealed that 17% of respondents strongly agreed, with a generally favourable response. 41% of respondents said they agreed, with a generally favourable response. 13% of respondents identified as uncertain. The number of respondents that disagreed was 22%. The proportion of respondents who strongly disagreed was 4%. The greater and lower percentages for each indication of utilising Telegram Messenger in English for office class may be seen based on the justification provided. The greater number is 40% agree, and the lower percentage is 10% strongly disagree, for perceived ease of use. The greater number is agree 48%, and the smaller percentage is strongly disagree 8% for perceived usefulness. The larger number for attitude toward use is agree 49%, and the lower percentage is strongly disagree 5%. Additionally, the greater number is agree 41% and the smaller percentage is strongly disagree 4% for real system usage.

8. CONCLUSION

This study aims to explain how Third semester English Language Education students at the Teacher Training and Education Faculty of University feel about utilising Telegram chat as a learning tool. According to the research's findings, Telegram Messenger may be used as a teaching and learning tool, but it is also often used

for regular media communication. Less than 50% of respondents said they would utilise Telegram Messenger, as seen by their percentage responses.

Telegram is seen as an ELL platform, which may be a result of a number of aspects like its accessibility, ubiquity, ease of sharing peer and personal ideas, as well as input from the instructor to specific students. Additionally, students may take pleasure in the ease of using it, which can be tailored to their own requirements, as well as Telegram's capacity to provide them a sense of security. It is proved that Telegram is now almost a daily need for EFL students. The Telegram app, a free online tool, offers it all: a sizable cloud-based storage system to preserve the data, a place to arrange group online lessons, a variety of robot helpers, and the possibility to create one's own customised robot for any specific function. Working on various talents and subskills in Telegram is extremely simple, but it relies on taking certain educational requirements into account. The educational policy must make it possible to coordinate a communicative connection since many distant language learning programmes call for online engagement between the instructors and the students. Additionally, access to the broadband internet connections has to be provided. Instructors and students in highlighting the need of using social media to improve students' English proficiency.

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