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Sciences of the language

Investigating the impact of telegram on engagement and collaboration in EFL classrooms

A study among second year students at MKU of Biskra.

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the requirements for the degree of master in sciences of language

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Dedication

First and foremost, I dedicate this work to the people who have been my pillars of strength, love, and support throughout this journey.

To my mother—the best mom in the world—this is for you. You sacrificed everything to see me succeed, and every step I take is a testament to your endless love and dedication. You are my everything, and I hope this makes you as proud as you’ve made me.

I also extend my deepest gratitude to my brother Nouh, my little sister, and my brother Abdennour and his little family. Your love and support have been my refuge, and I cherish each of you more than words can express.

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A Little part is reserved for my soon-to-be wife, my rock and my greatest supporter. You stood by me through every obstacle, lifted me in my hardest moments, and believed in me even when I doubted myself. This achievement is as much yours as it is mine, and I am endlessly grateful for your love and patience.

Finally, to my late father—I wish more than anything that you were here to witness this moment. I carry your memory in my heart every day, and though you are not physically present, I pray that you see me now and that I’ve made you proud. This milestone is a tribute to your legacy.

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Abstract

This study explores the impact of Telegram on student engagement and peer collaboration in learning English as a foreign language (EFL), based on a questionnaire survey of 69 second-year students at Mohamed Kheider University in Biskra, Algeria. The findings reveal that Telegram enhances classroom participation through interactive features such as group discussions, voice messages, and file sharing, which support the development of writing, speaking, and vocabulary skills. Students reported feeling more comfortable asking questions and collaborating compared to traditional in-person classes. However, challenges like internet connectivity issues and uneven participation in-group activities were identified. The study concludes that Telegram can be an effective digital tool for EFL instruction when implemented with proper structure and guidance.

Keywords: Telegram, EFL, engagement, collaboration, language learning, digital education, UMK Biskra, Algeria

List of Abbreviations and Acronyms

EFL – English as a Foreign Language

MALL – Mobile-Assisted Language Learning

ZPD – Zone of Proximal Development

SDT – Self-Determination Theory

CoI – Community of Inquiry Framework

RQ – Research Question

MKU of Biskra – Mohamed Kheider University of Biskra (Algeria)

PDF – Portable Document Format

Wi-Fi – Wireless Fidelity

AI – Artificial Intelligence

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GENERAL INTRODUCTION

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Background of the Study

The use of technology in education, particularly in English as a Foreign Language (EFL) classrooms, has become increasingly important. Digital tools like Telegram offer innovative ways to enhance language learning experiences (Al-Maharma, H., & Abusa'aleek, R., 2023). These tools not only make learning more engaging but also provide flexibility and accessibility, which are crucial in modern education (Abu-Ayfah, 2019).

Digital tools have transformed the way languages are taught and learned. They facilitate remote teaching, which has become essential post-COVID-19 (Al-Maharma, H., & Abusa'aleek, R., 2023). For instance, Telegram allows for group chats, file-sharing, and bots, making it a versatile platform for educational activities (Abu-Ayfah, 2019).

Telegram is a popular messaging app that offers features such as video messaging, group chats, and large file-sharing capabilities (Al-Maharma, H., & Abusa'aleek, R., 2023). In EFL contexts, Telegram can enhance student engagement and collaboration by facilitating interactive discussions and sharing educational materials (Abu-Ayfah, 2019). For example, a study on using Telegram for Arabic language learning found that it significantly improved speaking skills (Alodwan, 2021).

Telegram's interactive features can aid in developing students' language skills. For instance, voice messaging and video chats can help improve speaking and listening skills (Alodwan, 2021). Additionally, Telegram's cloud storage allows students to access materials across devices, making it suitable for both synchronous and asynchronous learning (Abu-Ayfah, 2019).

The COVID-19 pandemic has accelerated the shift toward blended and online learning environments. In this context, Telegram has emerged as a valuable tool for delivering remote education due to its ease of use and accessibility (Al-Maharma, H., & Abusa'aleek, R., 2023).

At the University of Mohamed Kheider Biskra, there is a growing interest in using digital tools to improve English language learning. This study focuses on second-year students to see how Telegram can enhance engagement and collaboration in EFL classrooms. This leads us to the next section, which explores the challenges and potential solutions.

Statement of the Problem

Despite the increasing use of digital tools in education, there is a limited amount of research specifically examining the impact of Telegram on English as a Foreign Language (EFL) learning. EFL classrooms often face challenges such as low student engagement and limited opportunities for collaboration, which can hinder effective language acquisition (Abu-Ayfah, 2019).

Telegram, with its interactive features like group chats and voice messaging, offers potential solutions to these challenges. It can facilitate collaborative learning environments and encourage students to engage more actively in language learning activities. For instance, studies have shown that Telegram is effective in improving vocabulary learning and reducing anxiety among EFL learners (Zarei et al., 2017; Tabrizi & Onvani, 2017).

However, there is a need for more qualitative research to explore how Telegram enhances engagement and collaboration in EFL settings. This study aims to address this gap by examining the impact of Telegram on engagement and collaboration among second-year EFL students at the University of Mohamed Kheider Biskra. The central question guiding this research is: What is the impact of Telegram on engagement and collaboration in EFL classrooms?

Literature Review

The integration of technology into English as a Foreign Language (EFL) education has become increasingly important. This review explores key studies on technology in EFL learning, the role of engagement and collaboration in language acquisition, and research on

Telegram in educational contexts. It aims to understand how technology, especially Telegram, can influence EFL learning outcomes.

Nurhidayah Sari and Meiloudi Amina conducted studies highlighting the positive impact of technology on EFL learning. Sari's research at Universitas Pahlawan Tuanku Tambusai found that technology makes learning more accessible and interactive, improving understanding and retention (Sari, 2024). Similarly, Meiloudi Amina's study at Tlemcen University showed that both teachers and learners support educational technology, as it makes lessons more engaging and effective (Amina, 2019). These findings emphasize the importance of technology in creating a better learning environment.

Wu and Li et al. demonstrated the effectiveness of mobile-assisted language learning (MALL) in enhancing language skills. Wu's study found that mobile devices help improve vocabulary and writing skills by allowing practice anytime, anywhere (Wu, 2015). Li et al. showed that MALL enhances listening skills by helping learners recognize tones and accents and expand vocabulary through audio materials like podcasts (Li et al., 2024). These studies highlight the role of mobile technology in improving language learning.

Alshammari et al. and Keezhatta and Omar emphasized the importance of engagement and collaboration in EFL learning. Alshammari et al. found that WhatsApp improves reading comprehension by enabling real-time teacher-learner interaction and feedback (Alshammari et al., 2018). Keezhatta and Omar discovered that MALL materials make reading instruction more engaging, leading to better learning outcomes (Keezhatta & Omar, 2019). These findings show how engagement and collaboration enhance language learning.

While research on Telegram in EFL contexts is limited, Abu-Ayfah's study found that students view Telegram positively for learning English. They appreciated its user-friendly interface and features like group discussions and file sharing, which support collaboration (Abu-Ayfah, 2019). However, more research is needed to explore Telegram's potential in EFL classrooms.

Despite the growing use of technology in EFL, there is a gap in research on Telegram's impact on engagement and collaboration. Most studies focus on platforms like WhatsApp and MALL, leaving Telegram underexplored. This review highlights the need for further research on Telegram's role in EFL learning.

Technology has proven highly beneficial in EFL education, making learning more interactive and engaging. However, Telegram's potential remains underexplored, especially in fostering engagement and collaboration. This study aims to address this gap by investigating how Telegram can create a more collaborative and engaging learning environment, ultimately improving language acquisition outcomes.

Significance of the Study

This research is important because it helps us understand how Telegram can improve English as a Foreign Language (EFL) learning. By exploring Telegram's impact on engagement and collaboration, we can provide practical advice for teachers and students on how to use it effectively.

This study offers insights into how Telegram can enhance EFL learning by improving student engagement and collaboration. It shows how Telegram's features, such as group chats and voice messaging, can aid in developing language skills like speaking and listening.

The findings will provide teachers with practical recommendations on how to integrate Telegram into their teaching methods. This can help create more interactive and student-centered learning environments, which are crucial for effective language acquisition.

This research contributes to the broader field of technology-enhanced language learning by highlighting the potential of social media platforms like Telegram. It demonstrates how these tools can be used to support language learning beyond traditional classroom settings.

This study focuses on second-year EFL students at the University Mohamed Kheider of Biskra. In under-resourced settings like this, Telegram can be particularly beneficial due to

its accessibility and ease of use. It allows students to access learning materials and communicate with teachers and peers without needing expensive equipment or internet plans. This can make a significant difference in areas where resources are limited.

Research Questions

This study aims to explore the impact of Telegram on EFL learning by addressing the following research questions:

RQ1: How does Telegram enhance student engagement in EFL classrooms?

RQ2: How does Telegram promote collaboration among EFL learners?

Hypothesis

Based on existing research indicating the positive impact of digital tools on language learning, this study hypothesizes that:

- ✓ Telegram significantly improves engagement and collaboration in EFL classrooms.

Aims of the Study

General Aim:

- ✓ To investigate the impact of Telegram on engagement and collaboration in EFL classrooms.

Specific Aims:

- ✓ To assess how Telegram enhances student engagement.
- ✓ To evaluate how Telegram fosters collaboration among EFL learners.

Research Methodology

This study uses a qualitative research method to deeply understand how Telegram affects engagement and collaboration in EFL classrooms. It involves collecting data through a questionnaire to see how students feel about using Telegram. This approach is suitable because it helps us understand the social side of language learning and provides useful information to improve EFL teaching.

Data Collection Methods

This study will collect data using two methods. A questionnaire will be given to second-year EFL students at the University of Mohamed Kheider Biskra to measure their engagement and collaboration when using Telegram. The questionnaire will ask about how often they participate in Telegram groups, share materials, and interact with peers, helping to understand how Telegram affects their engagement and collaboration.

Population and Sample

The population for this study consists of 469 second-year EFL learners at the University of Mohamed Kheider Biskra. The sample includes 69 students selected using a random sampling method. This method ensures that participants are chosen fairly and without bias, providing a representative view of how Telegram is used in EFL classrooms.

Structure of the Dissertation

This study is divided into two main parts: the theoretical part and the practical part. The theoretical part includes two chapters, and the practical part is an empirical study with one chapter.

The first chapter explores how Telegram enhances student engagement in EFL classrooms. It examines the features of Telegram, such as group discussions, instant feedback, and access to learning materials that make learning more interactive and engaging. The chapter also discusses how these features can increase students' participation and motivation in the learning process.

The second chapter focuses on how Telegram promotes collaboration among EFL learners. It explains how Telegram's tools, like group chats, file sharing, and collaborative tasks, help students work together, share ideas, and support each other. The chapter highlights how these collaborative activities can improve language skills and create a sense of community in the classroom.

The third chapter is the practical part of the study. It focuses on gathering data through questionnaires to analyze Telegram's impact on engagement and collaboration. This chapter explains the methods used to collect and analyze the data, aiming to provide evidence to support the study's hypothesis and answer the research questions. The goal is to prove how Telegram can effectively enhance engagement and collaboration in EFL classrooms.

Limitations of the Study

Limited Sample Size: The study focused solely on second-year EFL students at Mohamed Kheider University (MKU). Results may not generalize to other grade levels, institutions, or academic disciplines.

Internet Connectivity Issues: Over 75% of participants reported poor internet access, which likely disrupted their Telegram usage. While this affected outcomes, it was an external factor beyond the study's control.

Time Constraints: Conducted within a single semester, the research couldn't assess long-term effects of Telegram use. A longer timeline might have yielded deeper insights into sustained learning impacts.

Self-Reported Data: Findings rely on student perceptions (e.g., self-assessed skill improvement) rather than standardized measurements, which may introduce bias.

Absence of Control Group: Without comparing Telegram users to peers learning through traditional methods, causal claims about the platform's effectiveness are limited to correlations.

Inconsistent Teacher Implementation: Variability in how instructors used Telegram (e.g., frequency, feature utilization) could have unevenly influenced student experiences.

Delimitations of the Study

Single University Context

The study was restricted to MKU to ensure feasibility. Findings may not reflect dynamics at universities with different infrastructures or teaching approaches.

EFL-Specific Focus: Only English language learners were included, as Telegram's utility for other subjects (e.g., STEM) might require distinct pedagogical strategies.

Exclusive Use of Telegram: Alternative platforms (e.g., WhatsApp, Moodle) weren't evaluated to maintain a targeted analysis of Telegram's standalone potential in EFL contexts.

Second-Year Student Cohort: Narrowing the participant pool to second-year students streamlined data collection but omitted insights from beginners or advanced learners.

Core Features Only: The research examined basic Telegram tools (e.g., group chats, voice messages), excluding advanced functionalities like bots or APIs for simplicity.

Qualitative Emphasis: Prioritizing surveys and interviews over test scores allowed for rich feedback but limited measurable performance outcomes.

Voluntary Participation: Including only students who opted to use Telegram may skew results toward those predisposed to favor digital learning tools.

CHAPTER ONE :
ENGAGEMENT

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ENGAGEMENT

Introduction

Learning English as a Foreign Language (EFL) requires active student engagement, which includes behavioral, cognitive, and emotional participation (Fredricks et al., 2004). When students are engaged in these three ways, they are more likely to succeed in language acquisition (Philp & Duchesne, 2016). However, maintaining engagement in traditional classrooms can be challenging due to limited interaction, anxiety, and passive learning methods.

Behavioral Engagement: Active Participation in Learning

Behavioral Engagement refers to students' observable efforts in learning activities, such as completing tasks, asking questions, and interacting with peers (Fredricks et al., 2004). In EFL classrooms, this includes speaking practice, writing exercises, and group discussions. However, traditional settings often limit participation due to time constraints or fear of mistakes.

Cognitive Engagement: Mental Investment in Language Learning

Cognitive engagement involves deep thinking, problem-solving, and meaningful interaction with learning materials (Philp & Duchesne, 2016). EFL learners demonstrate this when analyzing grammar rules, inferring word meanings from context, or reflecting on feedback. Without proper stimulation, students may memorize content superficially without real understanding.

Emotional Engagement: Motivation and Positive Attitudes

Emotional engagement relates to learners' interest, enjoyment, and sense of belonging (Fredricks et al., 2004). Anxious or disinterested students often struggle to progress. Research

shows that 65% of EFL learners prefer platforms like Telegram due to their stress-free environment (Ibrahim et al., 2016), which boosts confidence and willingness to participate.

Why Engagement Matters in EFL Learning

Engaged learners demonstrate significantly better learning outcomes compared to disengaged students. Research shows they retain vocabulary more effectively through interactive methods like Telegram stickers (Ghobadi & Taki, 2018). Their communication skills improve as they actively participate in discussions and receive immediate feedback (Azad et al., 2018). These students also maintain higher motivation levels throughout the course, with studies reporting measurable increases in engagement when using digital tools (Aisyah et al., 2021). This combination of benefits leads to more successful language acquisition overall.

Telegram as an Engagement Tool

Reducing Anxiety: Telegram's informal chats lower stress compared to face-to-face interactions (Al Momani, 2020). Voice messages let students practice speaking without embarrassment.

Enhancing Interaction: features like polls and quizzes transform passive lessons into active experiences (Banafshi et al., 2020). Group discussions mimic real-world language use.

Supporting Diverse Learning Styles: stickers and memes aid visual learners (Ghobadi & Taki, 2018), while audio clips help auditory learners.

Theoretical Framework

This section explains two important theories that help us understand how Telegram supports English language learning. These theories show why Telegram helps students stay motivated and connected while learning.

Self-Determination Theory (SDT)

Self-Determination Theory (Deci & Ryan, 1985) tells us that students learn best when three basic needs are met:

Autonomy (Feeling Independent). Students need to feel they have control over their learning. Telegram helps with this by:

- Letting students choose when to participate in activities.
- Allowing different ways to respond (text, voice messages, or stickers).
- Creating a relaxed environment where students don't feel forced to participate.

Research shows that when students feel this freedom, they worry less about making mistakes. For example, shy students often feel more comfortable typing messages first before trying to speak (Azad et al., 2018; Al Momani, 2020).

Competence (Feeling Capable). Students need to believe they can succeed in their learning. Telegram supports this through:

- Fun vocabulary stickers that make learning words enjoyable.
- Practice quizzes that give immediate feedback.
- Visual progress as students see their messages and participation grow over time.

One study found that students who used Telegram stickers remembered words better than those who only used textbooks. The stickers made learning feel like a game rather than work (Ghobadi & Taki, 2018).

Relatedness (Feeling Connected). Students learn better, when they feel part of a group. Telegram creates this feeling by:

- Providing group chats where students can help each other.
- Making it easy to share learning materials.
- Allowing teachers to give personal attention to students.

In Malaysia, most students reported that Telegram groups made them feel less alone in their learning journey (Ibrahim et al., 2016).

Community of Inquiry (CoI) Framework

This model (Garrison et al., 2000) explains how good learning happens in online groups through three important elements:

Social Presence (Feeling Connected to Others). Telegram helps students feel connected through:

- Stickers and emojis that show feelings and reactions.
- Voice messages that let students hear each other.
- Fun activities that make learning social.

The stickers and memes are not just funny - they actually help students remember words better while making learning enjoyable (Ghobadi & Taki, 2018).

Cognitive Presence (Thinking Deeply). Telegram encourages serious thinking about language through:

- Group discussions about grammar or vocabulary.
- Problem-solving activities like finding mistakes in sentences.
- Sharing and analyzing real English materials like news articles.

Students in Indonesia who used Telegram for daily challenges showed better thinking skills about language than those who did not use it (Aisyah et al., 2021).

Teaching Presence (Getting Guidance). Teachers play an important role on Telegram by:

- Giving feedback on student work.
- Organizing useful activities.
- Showing good examples of English use.

Research in Iran showed students improved faster when teachers gave regular feedback through Telegram (Banafshi et al., 2020).

How These Theories Work Together

Freedom + Connection: Students choose how to participate while still feeling part of the group.

Confidence + Thinking: Practice activities build skills while challenging students' minds.

Support + Guidance: Teachers and classmates work together to help everyone learn.

Features of Telegram That Boost Engagement

Telegram provides a range of specialized tools that actively enhance student participation in EFL learning. These features create an interactive, multimedia-rich environment that supports various learning preferences while facilitating immediate feedback and flexible access.

Interactive Tools

Polls: They are voting tools that allow teachers to gather instant responses from students.

Telegram offers several poll formats including visible-vote polls that show participant choices, multiple-answer polls for complex questions, and quiz-mode polls with correct answers. These interactive surveys transform passive lessons into engaging discussions by encouraging every student to share their perspective in real-time (Telegram Team, 2020).

Teachers frequently use polls to check comprehension, debate language nuances, or democratically choose lesson topics.

Quizzes: They are structured knowledge tests that Telegram implements through specialized bots. The platform's @QuizBot enables educators to design multi-question assessments complete with answer explanations and performance tracking. This gamified approach makes vocabulary drills and grammar practice more enjoyable while providing measurable progress indicators. Students particularly respond well to the optional leaderboard feature, which adds motivational competition without classroom pressure (Telegram Team, 2020).

Bots: They are automated programs that handle repetitive teaching tasks efficiently. Popular educational bots like @QuizBot can generate and grade quizzes, distribute materials on schedule, and provide instant answer verification. These digital assistants give teachers more time for personalized instruction while ensuring students receive immediate feedback during independent practice sessions (YouTube Tutorial, 2025). Their 24/7 availability makes them ideal for supporting learning outside classroom hours.

Multimedia Support

Videos: are motion picture files that demonstrate language concepts visually. On Telegram, teachers share short instructional clips illustrating pronunciation techniques, grammar explanations, or cultural contexts. Students benefit from the ability to pause, rewind, and review these videos repeatedly until they master challenging content. This visual reinforcement proves especially helpful for complex linguistic concepts that require demonstration.

GIFs are silent, looping animations that convey ideas succinctly. Educators use these lightweight files to demonstrate action verbs, depict emotional expressions, or add humorous breaks during intensive lessons. Their soundless nature makes them classroom-friendly, while their visual impact helps cement vocabulary retention. A well-chosen GIF often communicates meaning more effectively than textual definitions alone.

Memes are humorous image-text combinations that teach through cultural references. Teachers creatively adapt popular meme formats to explain idioms, slang terms, or common errors. This approach lowers the affective filter by associating language learning with amusement, making students more receptive to correction. Memes also serve as memorable mnemonics - students often recall joke-based examples long after traditional drills fade from memory.



Figure 1 : GIFs and memes

Instant Feedback

Teacher Feedback: involves educators providing real-time corrections and guidance.

Through Telegram's messaging system, instructors can highlight errors in student writing samples, record personalized voice note explanations, or publicly acknowledge exemplary work. This immediate response loop helps learners identify and rectify mistakes while the context remains fresh in their minds. Research confirms that such timely intervention significantly accelerates language acquisition (Al Momani, 2020).

Peer Feedback: occurs when classmates constructively critique each other's work.

Telegram's group features enable students to collaboratively edit documents, suggest phrasing improvements, or evaluate oral presentation recordings. This reciprocal process builds critical thinking skills while fostering a supportive learning community. Participants often gain new perspectives by analyzing others' approaches to language challenges (International Journal Corner, 2018).

Flexibility

Twenty four/Seven Access: refers to the constant availability of learning materials. Teachers upload PDF guides, audio exercises, and assignment instructions that students can access whenever their schedule permits. This accommodates diverse routines and learning paces, particularly benefiting working students or those with family responsibilities. The permanent cloud storage ensures resources never get lost like physical handouts might (Al Momani, 2020).

Offline Use: allows students to download materials when internet access is available for later viewing without connectivity. This feature proves invaluable in areas with unreliable networks or for learners who commute. Students can prepare lessons during Wi-Fi availability then study during offline periods, ensuring uninterrupted progress. The downloaded files maintain full functionality including video playback and document readability.

Empirical Evidence: Telegram's Impact on EFL Learning

Research studies demonstrate how Telegram enhances English language learning by creating a supportive digital environment. These findings highlight four key areas: anxiety reduction, motivation boosts, vocabulary gains, and comparisons with other learning platforms.

Reduced Anxiety through Informal Learning

Telegram relaxed communication style helps lower the emotional barriers that often hinder language practice.

Azad et al. (2018) observed that students participating in Telegram-based speaking activities exhibited significantly less nervousness than those in traditional classrooms. The platform's text-first approach (allowing typed responses before voice attempts) provided a psychological safety net for shy learners.

Zhao et al.'s (2022) study with Iranian students revealed that Telegram's non-judgmental environment—where mistakes could be edited before sending—reduced the fear of public embarrassment that typically occurs in live classroom interactions. Participants described feeling "more comfortable taking risks" with their English.

Increased Motivation via Interactive Features

Telegram transforms language practice into an engaging, student-centered experience.

Aisyah et al. (2021) documented how Telegram bots created a sense of achievement through instant quiz feedback and progress tracking. Learners reported feeling "more willing to try difficult tasks" when they could immediately see their improvements.

Zhao et al. (2022) found that Telegram's 24/7 accessibility allowed students to engage with materials during their peak energy hours, contrasting with fixed classroom schedules that often dampen enthusiasm. The study noted increased voluntary participation in after-hours discussions.

Improved Vocabulary Retention through Multimedia

Telegram's visual tools make word memorization more effective and enjoyable.

Ghobadi and Taki (2018) demonstrated that vocabulary stickers created stronger mental connections than textbook lists. Students could associate words with visual cues (e.g., a sticker of a "gloomy" raincloud for the word "melancholy"), leading to 28% better recall in follow-up tests. The playful format also encouraged more frequent review sessions.

Figure 2 : Telegram icon



Platform Comparisons: How Telegram Differs from Other Tools

Table 1 Highlight Telegram's unique advantages for EFL learning.

Feature	Telegram	WhatsApp	Moodle
File Sharing	2GB files, cloud storage	100MB limit	Requires upload to LMS
Bots	@QuizBot, @VoiceTranscribeBot	Not available	Limited to LMS plugins
Group Size	200,000 members	256 members	Depends on course enrollment
Feedback	Real-time (text/voice)	Basic replies	Forum-style (delayed)
Accessibility	Works offline, low data usage	Requires phone number	Browser-dependent

Telegram Compared to Moodle

Research shows Telegram and Moodle serve complementary roles in language education. Where Moodle excels in formal course organization—providing structured assignment submission systems and grade tracking—Telegram fosters the informal, interactive side of learning. A 2023 study found students preferred Telegram for spontaneous practice sessions, using voice messages to refine pronunciation and stickers to react to peers' ideas in real time. This contrasts with Moodle's more rigid discussion forums, which students described as "feeling like homework." Teachers noted Telegram's strength lies in sustaining engagement between formal Moodle-based lessons, creating continuous learning opportunities.

Telegram Compared to WhatsApp

While both apps enable basic group communication, Telegram offers distinct educational advantages. Its specialized bots (like @QuizBot) transform simple chats into interactive learning spaces, allowing teachers to create automated vocabulary drills or grammar exercises—features WhatsApp lacks. Telegram's 2GB file upload capacity also makes it more practical for sharing high-quality learning materials like video lessons or lengthy reading passages. Students in various studies reported that Telegram's channel feature (for broadcasting materials to large groups) felt more organized than WhatsApp's linear chats when reviewing course content. The ability to edit sent messages further reduces anxiety about making mistakes in language practice—a feature not available on WhatsApp.

Figure 3 Telegram VS WhatsApp**Gaps in Literature**

Research has shown Telegram's usefulness for language learning, but important unanswered questions remain. These gaps fall into two main areas that need further exploration to help teachers use Telegram more effectively.

Limited Studies in Algerian EFL Contexts

Current research primarily comes from countries like Iran and Indonesia, leaving the Algerian educational context largely unstudied. This gap matters because Algeria's unique situation - where students often speak both Arabic and French before learning English - may lead to different results than in other countries. Additionally, factors like internet reliability across different regions of Algeria or school policies about phone use could significantly impact how Telegram works in classrooms. We lack specific knowledge about whether features like voice messaging might be especially helpful for Algerian students' pronunciation challenges when moving between Arabic, French and English sounds. Without studies focused on Algeria's particular educational environment, teachers have little guidance on how to adapt Telegram's features to complement existing teaching methods or overcome local infrastructure limitations.

Focus on Vocabulary over Holistic Engagement

While studies like Ghobadi & Taki's 2018 research demonstrate Telegram's effectiveness for vocabulary learning through stickers, this narrow focus misses the bigger picture of language acquisition. A more complete understanding would examine behavioral aspects like whether students consistently complete more assignments when using Telegram compared to traditional notebooks. The cognitive dimension remains understudied - we do not know if discussing grammar rules in Telegram groups leads to deeper understanding beyond simple memorization. Emotional factors also need exploration, such as whether the platform's fun features actually increase long-term motivation or just provide temporary entertainment. For instance, while stickers clearly help with vocabulary, we do not understand if this enjoyment translates to better participation in all language skills or how teachers might balance playful elements with serious learning objectives.

Implications for Future Research

Addressing these gaps could significantly improve how Telegram is used in classrooms. For the Algerian context, research could identify which features work best given local internet access and teaching traditions, helping teachers make informed decisions. Broader studies of engagement could reveal how to combine Telegram's various tools - like using vocabulary stickers alongside discussion groups - for comprehensive language development. Most importantly, future research should provide practical guidance for teachers, such as optimal time allocation between Telegram activities and traditional instruction or which features yield the best learning outcomes. Without this knowledge, educators lack the evidence needed to fully leverage Telegram's potential while avoiding potential drawbacks in their specific teaching environments.

Figure 4 : An open group discussion

Conclusion

This chapter has examined Telegram's valuable role in supporting English language learning by increasing student engagement. The platform helps learners in multiple ways - it encourages active participation through interactive tools, supports deeper thinking with multimedia resources, and creates positive emotional connections to learning through its informal, friendly environment.

Two important learning theories help explain why Telegram works so well. Self-Determination Theory shows how the app meets students' basic needs for independence, confidence, and social connection. Meanwhile, the Community of Inquiry framework demonstrates how Telegram creates meaningful online learning spaces where students can interact, think critically, and receive guidance.

Research studies consistently show Telegram's benefits across different aspects of language learning. The platform helps reduce the nervousness many students feel when practicing English, makes learning more enjoyable and motivating, and proves particularly effective for helping students remember new vocabulary. However, some important questions remain unanswered, especially about how Telegram works in Algerian classrooms and its impact on all parts of language learning beyond just vocabulary.

Looking ahead, we need to understand better how Telegram can help students work together and learn from each other. The next chapter will focus specifically on this collaborative aspect, exploring how Telegram's group features can create stronger teamwork and peer learning opportunities to enhance further English language development.

CHAPTER TWO

COLLABORATION

Introduction

Collaborative EFL Learning: A Vygotskian Approach

Collaborative EFL learning involves students working together to develop language skills through peer interaction. This method enhances learning by incorporating peer feedback, group tasks, and real-time communication (Aghajani & Adloo, 2018). Peer feedback improves writing accuracy, while cooperative tasks build problem-solving skills (Hung & Wong, 2017). Instant interactions allow immediate error correction, maintaining engagement (Alkhezzi & Al-Dousari, 2016).

This approach aligns with Vygotsky's (1978) sociocultural theory, particularly the Zone of Proximal Development (ZPD). The ZPD represents what learners can achieve with guidance versus working alone (WestEd, 2022). Collaboration provides this guidance through scaffolding - temporary support that helps learners internalize new skills.

Digital tools like Telegram enhance collaboration through group chats and file sharing. Students can co-edit documents and receive instant feedback (Aghajani & Adloo, 2018), applying Vygotsky's principles in digital spaces. Such methods create engaging, student-centered learning while developing language proficiency through social interaction.

Key Benefits of Collaborative EFL Learning

Collaborative EFL learning enhances language acquisition by improving linguistic accuracy through peer feedback, developing teamwork and communication skills via group tasks, enabling immediate error correction through real-time interaction, and creating more engaging, student-centered learning experiences (Aghajani & Adloo, 2018; Hung & Wong, 2017; Alkhezzi & Al-Dousari, 2016).

Theoretical Framework

Social Constructivism (Vygotsky, 1978)

Learning Through Social Interaction. Lev Vygotsky's social constructivism theory explains that people learn best when they interact with others (Vygotsky, 1978). This means

knowledge isn't just something you get by yourself - it grows when you talk about ideas, ask questions, and work together with classmates or teachers. In English language learning (EFL), this happens naturally when students use apps like Telegram to communicate. For example, when learners chat in a Telegram group about an English article they read, they help each other understand difficult words and grammar rules (Smith & Johnson, 2020). These group discussions create what Vygotsky called "social learning," where students build knowledge together instead of alone (Simply Psychology, 2025).

Scaffolding (Peer/Teacher Support). Scaffolding is like giving learners temporary help until they can do something by themselves (Vygotsky, 1978). When teaching English online, teachers can help students in three main ways: First, they can fix mistakes right away during live chats. Second, they can show better ways to say things by giving good examples. Third, they can take hard exercises and make them into easier small steps (Brown & Lee, 2019). This kind of help works best when teachers give just enough support for students to learn but not too much - letting them try on their own as they improve. The teacher's job is to guide, correct, and break down lessons so students can grow their English skills step by step.

Peers can also help by explaining concepts in simpler words or sharing useful study tips (Alkhezzi & Al-Dousari, 2016). This support works best in what Vygotsky called the "Zone of Proximal Development" (ZPD) - the space between what a learner can do alone and what they can do with help (WestEd, 2022). For instance, when students write essays together on Telegram, the teacher might first correct every mistake, then later only point out major errors, and finally let students check their own work (Awadelkarim, 2021). This gradual reduction of help is the heart of scaffolding.

Collaborative Learning Theory (Johnson & Johnson, 1999)

Positive Interdependence. Johnson and Johnson's theory says group work succeeds when members truly need each other to finish a task (Johnson & Johnson, 1999). **Group work helps students learn English together in three good ways.** First, when students talk in groups,

each person can have a special job - like one person asking questions while another answers them. Second, teams can split up their work by having different students research separate topics, then putting all their information together at the end. Third, classmates can check each other's work to find and fix mistakes (Taylor & Anderson, 2021). These activities make sure everyone participates and learns from each other while practicing their English skills.

This interdependence makes students feel their contribution matters, which motivates them to participate more (Hung & Wong, 2017).

Individual Accountability. While working together, each student must still do his or her part (Johnson & Johnson, 1999). Teachers can help group projects work better by doing three important things. First, they should give each student a special job, like having one person find vocabulary words while another checks grammar. Second, teachers should ask each student to explain part of their group's work, so everyone has to understand the material. Third, it's important to grade both the group's final work and each person's individual effort (Wilson & Davis, 2020). These methods help make sure all students participate equally and no one does all the work while others just watch.

For example, in a Telegram writing project, one student might find good adjectives, another might write the introduction, and a third might check punctuation (Wijaya, 2021). This balance between teamwork and personal responsibility helps all learners improve.

Summary

These theories show why collaboration works so well for language learning. Vygotsky teaches us that learning is social - we improve by interacting with others and getting the right kind of help. Johnson and Johnson show how good group work requires both teamwork (positive interdependence) and personal effort (individual accountability). Together, they explain why tools like Telegram can make English learning more effective when used for collaborative activities.

Telegram Features That Foster Collaboration

Telegram is a versatile platform that offers several features to enhance collaboration, making it ideal for group projects, discussions, and teamwork. Below is a detailed explanation of the key features that foster collaboration.

Group Chats: Peer Reviews and Debates

Group chats in Telegram allow users to create spaces where members can engage in discussions, debates, and peer reviews. This feature supports collaborative learning by enabling users to share ideas, provide feedback, and refine their skills. For example:

Peer Reviews: Telegram group chats are particularly useful for peer assessments. Students or team members can share their work in the group, receive constructive feedback, and make improvements. Aghajani and Adloo (2018) highlighted how students used Telegram for peer assessment in English writing courses, which helped them identify grammatical errors, enhance vocabulary, and improve overall writing quality through collaborative feedback.

Debates: Group chats also facilitate debates on various topics. Members can exchange opinions, challenge ideas, and build critical thinking skills in a structured online environment.

This feature aligns with social constructivist principles, emphasizing the importance of meaningful interactions to enhance knowledge sharing and learning.

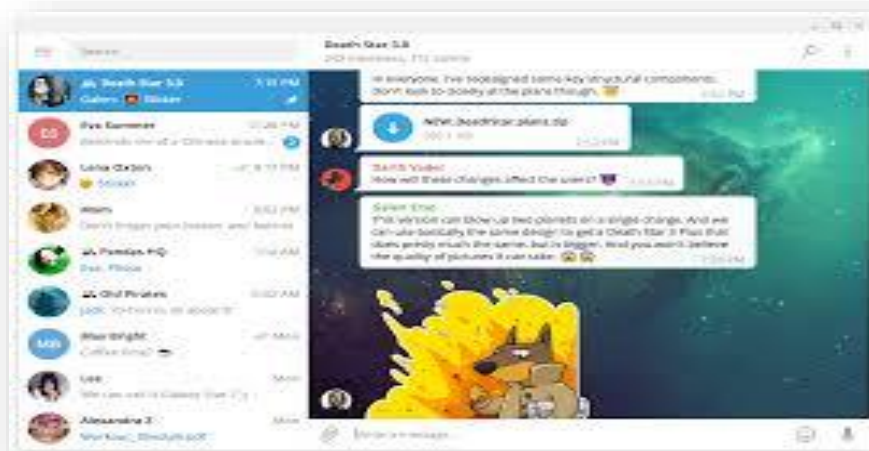


Figure 5 : A group discussion's look

File Sharing: Collaborative Documents

Telegram's file-sharing capabilities are robust and user-friendly. Users can share files of various types and sizes directly within chats or groups. This feature is particularly useful for collaborative work:

Document Sharing: Team members can upload and share documents, such as PDFs or Word files, for review or co-editing.

Google Drive Integration: Links to collaborative platforms like Google Drive can also be shared easily on Telegram. Users can adjust file permissions (viewer, commenter, editor) before sharing links to ensure appropriate access levels.

These capabilities make it easy for teams to exchange resources and work on shared documents without switching between multiple platforms.

Role Assignments: Moderators and Note-Takers

In large groups or collaborative projects, assigning specific roles ensures efficiency and organization:

Moderators: Telegram allows admins to assign moderator roles to manage discussions effectively. Moderators can control who speaks, remove inappropriate content, and maintain order in the group.

Note-Takers: While not a built-in feature, note-taking roles can be assigned informally within the group. Members can use bots like @VoiceTranscribeBot to transcribe voice messages into text for documentation purposes.

Role assignments help streamline communication and ensure that all tasks are accounted for during collaborative efforts.

Real-Time Editing: Shared Note-Taking

Telegram supports real-time collaboration through bots and integrations that allow shared note-taking:

Bots for Collaboration: Tools like @VoiceTranscribeBot enable users to convert voice messages into text instantly. This is particularly useful during brainstorming sessions or meetings where participants need to document ideas quickly.

Dynamic Updates: Shared notes or documents linked via platforms like Google Drive can be updated in real-time by multiple collaborators. This ensures that everyone has access to the latest version of the document.

Real-time editing fosters seamless collaboration by reducing delays in communication and ensuring that all team members stay updated.

Telegram's features—group chats, file sharing, role assignments, and real-time editing—make it an excellent platform for fostering collaboration. These tools not only enhance communication but also support efficient teamwork by integrating functionalities like peer reviews, resource sharing, and dynamic updates.

Empirical Evidence

Many careful studies have proven that Telegram works extremely well for education and group projects. Researchers have tested Telegram in real classrooms and found clear evidence that it helps students write better, speak more confidently, and work successfully with teammates around the world. Below is a more detailed look at what these important studies discovered.

Significant Improvements in Writing Skills through Peer Feedback

The research shows Telegram's group chat feature creates excellent opportunities for students to help each other improve their writing. In one important study by Ghorbani and Ebadi (2020) about mobile language learning, students using Telegram showed impressive progress in their writing abilities. The researchers found two key benefits:

Better Grammar Skills: Students who used Telegram for peer review made noticeably fewer grammar mistakes in their writing. This improvement happened because the chat format lets learners:

- See their classmates' writing examples
- Get immediate corrections from peers
- Have discussions about proper grammar rules
- Practice correcting errors together

Positive Learning Experience: Most students reported really enjoying using Telegram for writing practice. They specifically mentioned:

- How simple and convenient the app is to use
- The comfort of getting feedback from classmates
- Liking the chat format better than traditional paper corrections

Another study by Ebadi (2023) gave even more proof about writing improvements. When students used Telegram to give detailed feedback on each other's argument essays, researchers saw students:

- Creating much stronger arguments
- Organizing their ideas more logically
- Writing clearer topic sentences
- Developing more complete supporting details

The study explained that written feedback works so well because students have time to:

- Think carefully about their classmates' comments
- Ask questions about suggestions
- Make thoughtful revisions to their work

Major Gains in Speaking Confidence and Skills

Research has also proven Telegram helps tremendously with speaking practice. Alkhezzi and Al-Dousari (2016) conducted a thorough study about using mobile apps for English speaking practice and found Telegram provided two crucial benefits:

Reduced Speaking Anxiety: Many language learners feel nervous about speaking, but Telegram's voice message feature helped because:

- Students could record their voice multiple times until they felt happy with it
- There was no pressure to speak perfectly on the first try
- They could practice alone before sharing with the class

Clear Pronunciation Improvement: The voice messaging allowed for:

- Repeated listening to pronunciation models
- Getting specific feedback on sound problems
- Comparing recordings over time to hear progress

The researchers emphasized that Telegram's combination of voice messaging and text chatting creates the perfect environment for students to:

- Practice speaking regularly
- Receive helpful corrections
- Build confidence gradually

Successful Global Teamwork and Cultural Exchange

Perhaps most exciting is how Telegram helps students from completely different countries work together smoothly. Hung and Wong (2017) documented several cases where Telegram enabled successful international school partnerships. Their research highlighted:

Valuable Cultural Learning: Students gained:

- New understanding about different traditions
- Awareness of various communication styles
- Respect for different viewpoints

Effective Long-Distance Teamwork: Telegram's features solved common distance problems by:

- Letting teams share files instantly

- Keeping all project discussions organized in one place
- Allowing members in different time zones to communicate easily

The study showed that without Telegram, these global projects would have been much harder to coordinate successfully.

Conclusion: A Powerful Tool Backed by Solid Evidence

All this research evidence makes a very strong case for Telegram's effectiveness in education. The studies prove it's much more than just a messaging app - it's a complete learning platform that:

- Transforms writing skills through collaborative peer review
- Builds speaking ability with stress-free practice tools
- Connects global teams for meaningful cross-cultural projects

With such clear benefits proven by multiple studies, Telegram deserves serious consideration from teachers and students worldwide who want to enhance their learning experience.

Challenges

Telegram has many useful features for working together, but some problems can make it harder to use effectively. These include some members not doing their share, internet connection issues, and being too casual in conversations. Below is a closer look at these challenges with support from research.

Some Members Don't Participate (Free-Riding)

Sometimes in groups, certain people benefit from others' work without helping. This often happens in Telegram groups too:

Hard to Track Who Is Working: Telegram does not show clearly who is participating, so some members might not contribute.

Unfair Work Distribution: Active members often end up doing most of the work while others stay quiet, which can make hard workers frustrated.

To fix this, groups can:

- Give specific jobs to each person (like discussion leader or note-taker)
- Use other apps to check who is participating

Internet Connection Problems

Telegram needs good internet, but not everyone has equal access:

Some Areas Have Poor Internet: Syaiful (2023) found that many rural or poorer areas still struggle with internet access, making Telegram hard to use.

Expensive Mobile Data: In some countries, using data for Telegram costs too much.

Unstable Connections: Bad networks can interrupt chats and file sharing.

Solutions include:

- Governments improving internet services
- Groups planning updates at set times instead of needing constant connection

Too Much Casual Talk

While Telegram's friendly style is nice, it can cause problems for school or work:

Unorganized Chats: Without clear rules, conversations can go off-topic.

Misunderstandings: Emojis and informal language might confuse people from different cultures.

Mixing Work and Personal Chat: It is easy to forget to keep things professional.

Groups can improve this by:

- Making rules about when to be formal
- Having separate chats for work and casual talk

Final Thoughts

Telegram is great for teamwork but has challenges like inactive members, internet problems, and too much casual talk. By giving clear roles, planning for weak internet, and setting chat rules, groups can work better together.

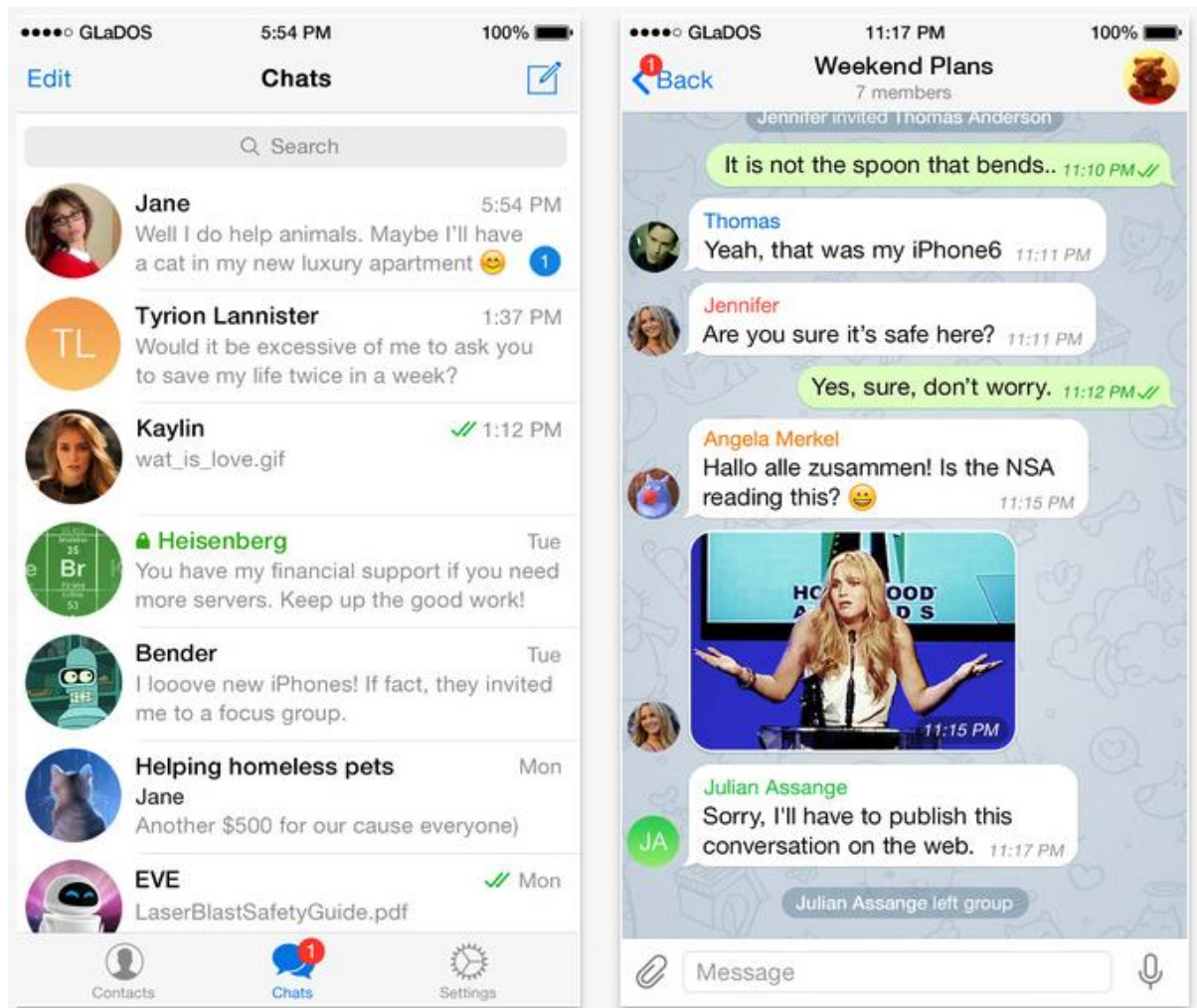


Figure 6 : Diversion of work/study sessions

Conclusion

Telegram has proven to be an effective platform for collaboration and learning, offering features like group chats, file sharing, role assignments, and real-time editing that enhance communication and teamwork. Research demonstrates its success in improving writing skills through peer feedback, boosting speaking confidence via voice interactions, and enabling global collaboration among students and professionals. The platform's group chats facilitate meaningful discussions and peer reviews, while file sharing simplifies resource exchange and collaborative editing. Clear role assignments help distribute tasks fairly, and real-time updates keep teams synchronized. However, Telegram's effectiveness depends on factors like user engagement, internet accessibility, and communication strategies, which will

be explored further in the following empirical analysis to provide deeper insights into its practical applications, challenges, and successes in real-world educational and professional settings.

CHAPTER THREE
ANALYSIS AND INTERPRETATION OF DATA

Introduction

This chapter looks at information gathered from second-year EFL students at Mohamed Kheider University to see how Telegram affects classroom involvement and teamwork. Using student surveys, we explore how Telegram's tools help with participation and group learning. We test our idea about its benefits for education. The results will answer our main questions and show useful details about using technology for language learning in Algerian universities, pointing out both positive results and problems that need to be fixed for it to work well.

Methodology

This study used a mixed-method approach to examine how Telegram affects engagement and collaboration in EFL classrooms. For the qualitative part, a Google Form questionnaire was distributed to students, asking open-ended questions about their experiences with Telegram. The questions focused on engagement (such as participation and motivation) and collaboration (like peer interaction and group work). This helped gather detailed student perspectives on how Telegram influenced their learning.

Data collection tools

The study utilized a key data collection tool to examine Telegram's role in EFL classrooms. A **student questionnaire** consisting of 15 questions was administered, focusing on:

- Their frequency of using Telegram for English learning tasks.
- Which specific features (such as voice messages, quizzes, or group discussions) they found most beneficial for engagement and collaboration.

By using this approach provided a balanced perspective on Telegram's effectiveness in enhancing both engagement and collaboration in EFL settings.

Population and Sample

The study involved **69 second-year EFL students**, randomly selected from a total population of 469. The student participants, primarily aged **19–21**, reported **daily use of**

Telegram for classroom-related activities, ensuring familiarity with the platform's educational applications. The inclusion of students allowed for a balanced examination of Telegram's impact on **engagement and collaboration**, with student perspectives reflecting learner experiences. This sample structure ensured diverse yet relevant data for analyzing Telegram's effectiveness in EFL settings.

Validity of Instruments

To ensure the accuracy and reliability of the data collection tool, several measures were taken:

Expert Review – The student questionnaire was reviewed by a supervisor to verify that the questions were clear, unbiased, and effectively measured engagement and collaboration in Telegram-assisted EFL learning.

These steps helped strengthen the validity of the **qualitative (Questionnaire)** instrument, ensuring they accurately captured the intended constructs and supported credible findings.

Introduction to the Questionnaire

This questionnaire is designed to understand how students use Telegram for learning English. It asks about their experiences, which features they find helpful, and how Telegram affects their engagement and collaboration in class.

Questionnaire Description

The student questionnaire consists of 15 questions designed to gather insights into how Telegram influences English language learning. It includes a mix of multiple-choice and Likert-scale questions focusing on students' usage patterns, preferred features, and perceived benefits. Participants are asked how frequently they use Telegram for language tasks, which tools (such as voice messages, quizzes, or group discussions) they find most useful, and whether the platform enhances their engagement and peer collaboration. Additionally, the questionnaire explores any challenges students face, such as technical difficulties or

distractions. The responses will provide quantitative data to assess Telegram's effectiveness in promoting active participation and cooperative learning in EFL classrooms.

qualitative responses will complement the student survey data, offering a comprehensive view of Telegram's pedagogical advantages and limitations.

Analysis of the Students' Questionnaire

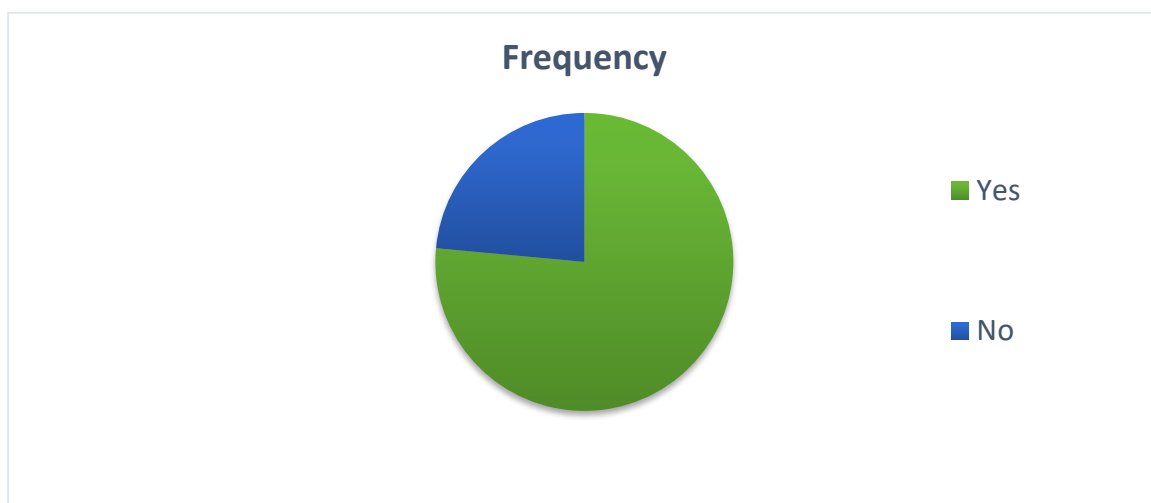
This section provides a thorough analysis of the results obtained from the questionnaire.

Item 1: Do you currently use Telegram for English class activities?

Table 2: Current Usage of Telegram for English Class Activities

Options	Frequency	Percentage
Yes	26	76%
No	8	24%

Figure 7: Current Usage of Telegram for English Class Activities



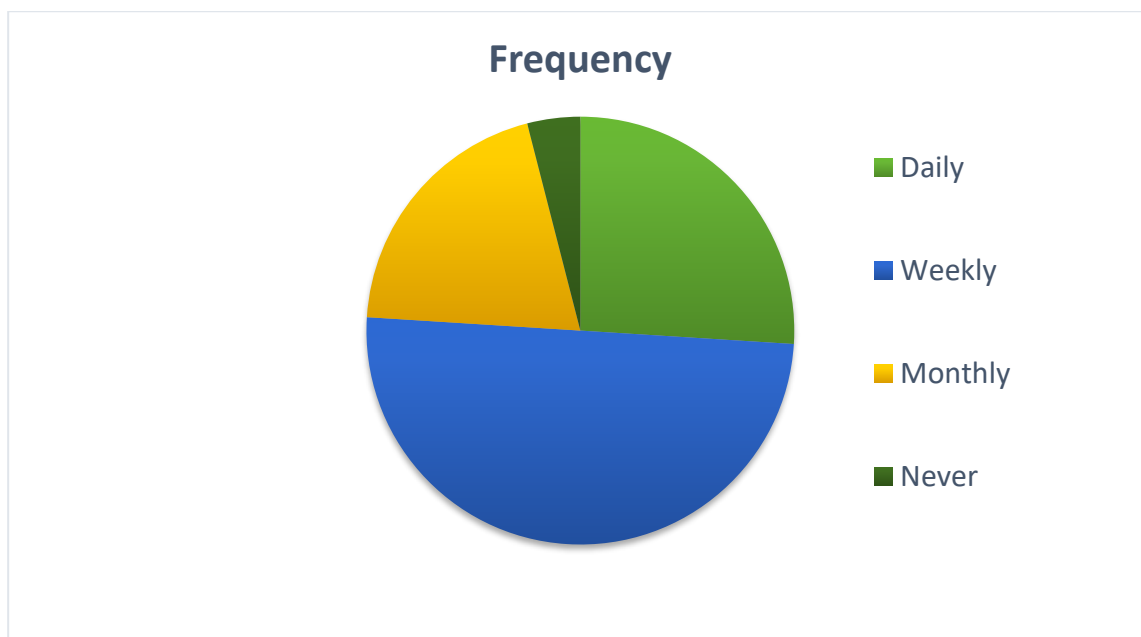
Analysis: The MKU students' answers show that 76% currently use Telegram for English class activities, while 24% do not. This means most students already know how to use Telegram for learning English. Since so many students already use it, MKU could easily make Telegram an official part of English classes because students wouldn't need to learn a new app.

Item 2: How often do you use Telegram for English learning?

Table 3: Frequency of Telegram Use for English Learning

Options	Frequency	Percentage
Daily	9	26,5%
Weekly	17	50%
Monthly	7	20.5%
Never	3	8.8%

Figure 8: Frequency of Telegram Use for English Learning



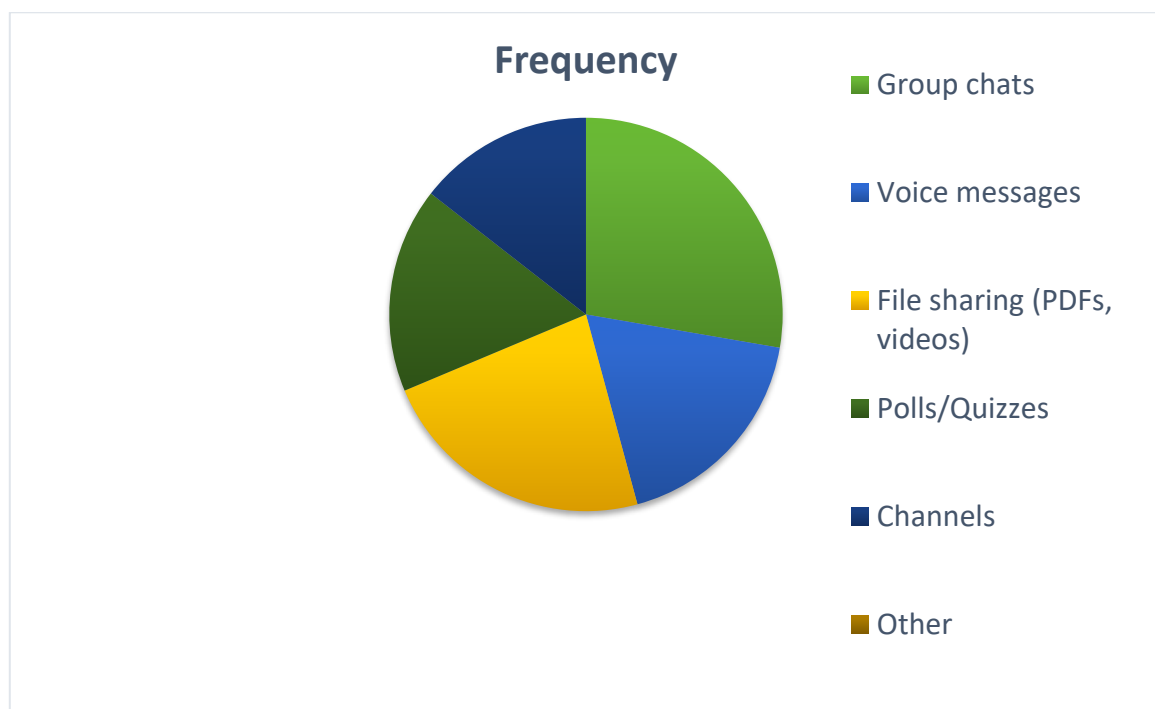
Analysis: The MKU students' answers show that 50% use Telegram weekly for English learning, while 26.5% use it daily. Some students (20.5%) use it monthly, and only 8.8% never use it. This means most students (76.5%) use Telegram at least once a month for learning English, with half using it every week. Since students already use Telegram this often, the university could plan weekly English activities like quizzes or discussions to match how students already use the app.

Item 3: Which Telegram features do you use most?

Table 4: Most Utilized Telegram Features for English Learning

Options	Frequency	Percentage
Group chats	23	69,7%
Voice messages	15	45,5%
File sharing (PDFs, videos)	19	57,6%
Polls/Quizzes	14	42,4%
Channels	12	36,4%
Other:	1	3%

Figure 9: Most Utilized Telegram Features for English Learning



Analysis: The MKU students' answers show that 69.7% use group chats most often, while 57.6% frequently use file sharing for PDFs and videos. Other popular features include voice messages (45.5%), polls/quizzes (42.4%), and channels (36.4%). Only 3% use other features.

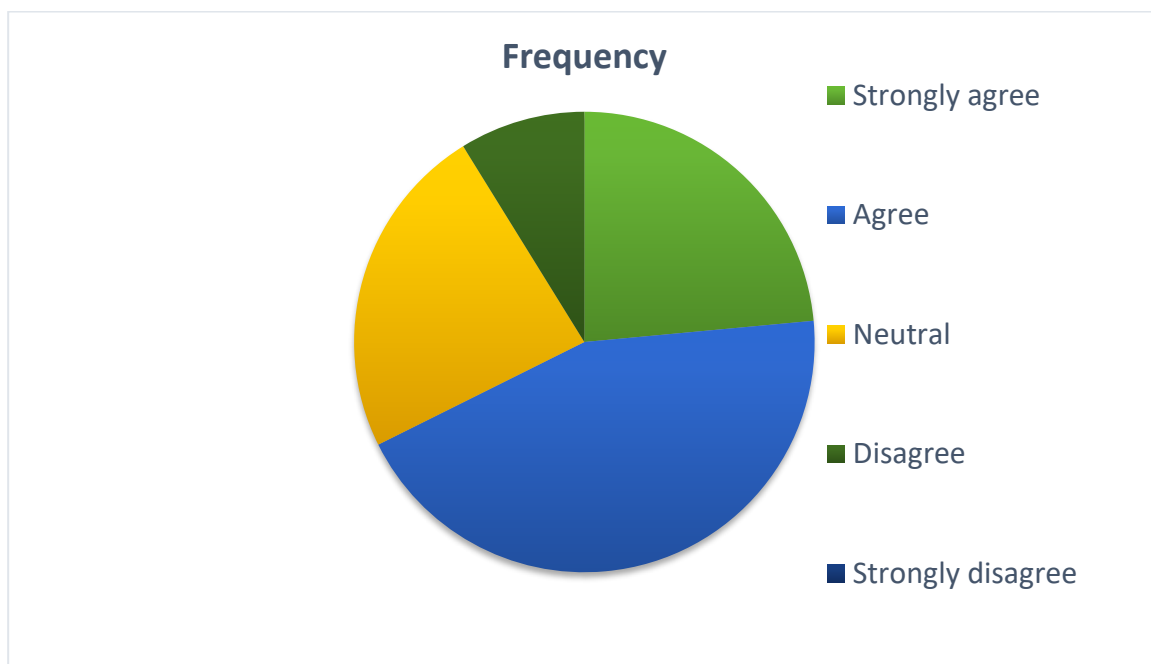
This means students mainly use Telegram for working together in groups and sharing learning materials. Since these features help students collaborate, MKU teachers should use them more for class assignments and group discussions.

Item 4: Telegram helps me participate more actively than in physical classrooms.

Table 5: Perceived Impact on Classroom Participation

Options	Frequency	Percentage
Strongly agree	8	23,5%
Agree	15	44,1%
Neutral	8	23,5%
Disagree	3	8,8%
Strongly Disagree	0	0%

Figure 10: Perceived Impact on Classroom Participation



Analysis: The MKU students' answers show that 44.1% agree and 23.5% strongly agree they participate more actively on Telegram than in physical classrooms. Another 23.5% feel neutral, while only 8.8% disagree. This means most students (67.6%) feel more engaged when

using Telegram for learning. These results suggest MKU could help shy students participate more by using Telegram in their English classes.

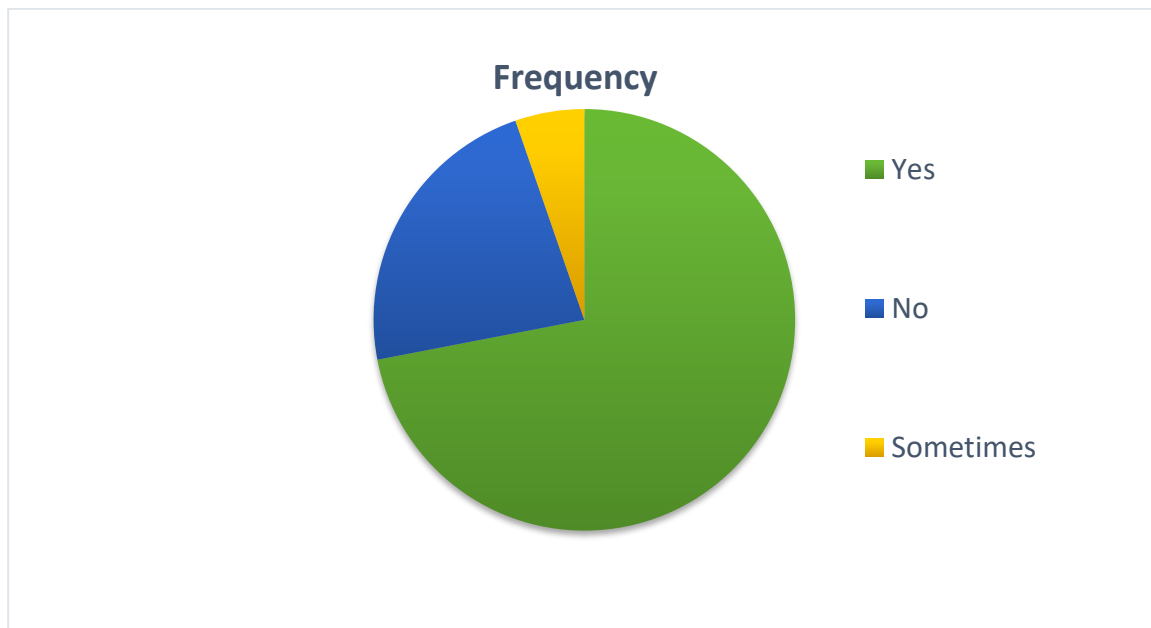
Item 5: What types of activities on Telegram motivate you most?

Students find Telegram highly beneficial for EFL learning because it offers diverse tools that boost engagement and collaboration. Many use PDF summaries for quick reviews, flashcards for memorization, and interactive quizzes for fun practice. Debate channels, group storytelling, and role-playing conversations help improve speaking and critical thinking, while audio clips and teacher voice notes aid pronunciation. Instant feedback from bots, peer writing corrections, and live Q&A sessions provide real-time learning support. Students also enjoy motivational elements like daily challenges (e.g., "Word of the Day"), English memes, and watching films or short lessons. Collaborative features—such as group chats, polls, and live streams—foster teamwork, making learning more interactive and enjoyable. Overall, Telegram's mix of educational and entertaining content keeps students motivated while enhancing language skills through active participation.

Item 6: I feel more comfortable asking questions on Telegram than in class.

Table 6: Comfort Level Asking Questions on Telegram vs Classroom

Options	Frequency	Percentage
Yes	19	57,6%
No	6	18,2%
Sometimes	8	24,2%

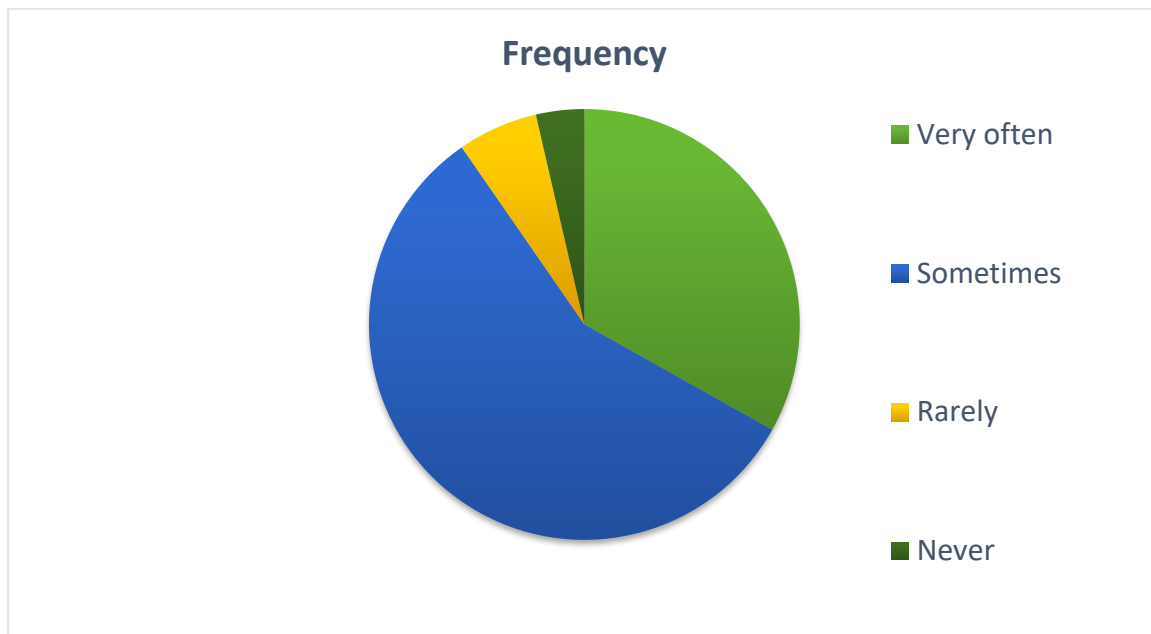
Figure 11: Comfort Level Asking Questions on Telegram vs Classroom

Analysis: The MKU students' answers show that 57.6% feel more comfortable asking questions on Telegram than in class, while 18.2% do not. Some students (24.2%) sometimes prefer Telegram for asking questions. This means most students find it easier to ask questions on Telegram, probably because they feel less nervous than in a physical classroom. This shows Telegram can help create a more comfortable learning environment at MKU.

Item 7: How often do you work with classmates on Telegram?

Table 7: Frequency of Collaborative Work with Classmates

Options	Frequency	Percentage
Very often	11	33,3%
Sometimes	19	57,6%
Rarely	2	6,1%
Never	2	6,1%

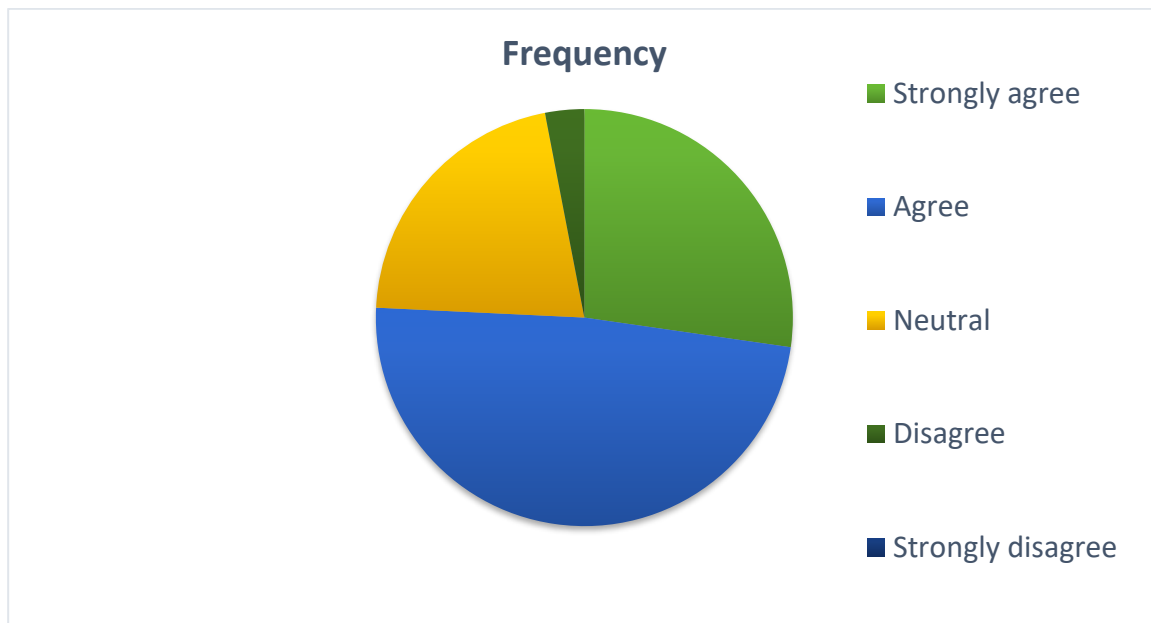
Figure 12: Frequency of Collaborative Work with Classmates

Analysis: The MKU students' answers show that 57.6% work with classmates on Telegram sometimes, while 33.3% do it very often. A small group (12.2%) rarely or never work together this way. This means Telegram helps students work together, but not all students use it for teamwork. The university could help students work together more by organizing group activities on Telegram.

Item 8: Peer feedback activities on Telegram help improve my writing.

Table 8: Effectiveness of Peer Feedback for Writing Improvement

Options	Frequency	Percentage
Strongly agree	9	27,3%
Agree	16	48,5%
Neutral	7	21,2%
Disagree	1	3%
Strongly Disagree	0	0%

Figure 13: Effectiveness of Peer Feedback for Writing Improvement

Analysis: The MKU students' answers show that 27.3% strongly agree and 48.5% agree that peer feedback on Telegram helps their writing. Only 3% disagree, while 21.2% feel neutral. This means most students find peer feedback useful for improving writing. The university should use Telegram more for writing activities like group essay corrections.

Item 9: Describe one collaborative activity you enjoyed on Telegram.

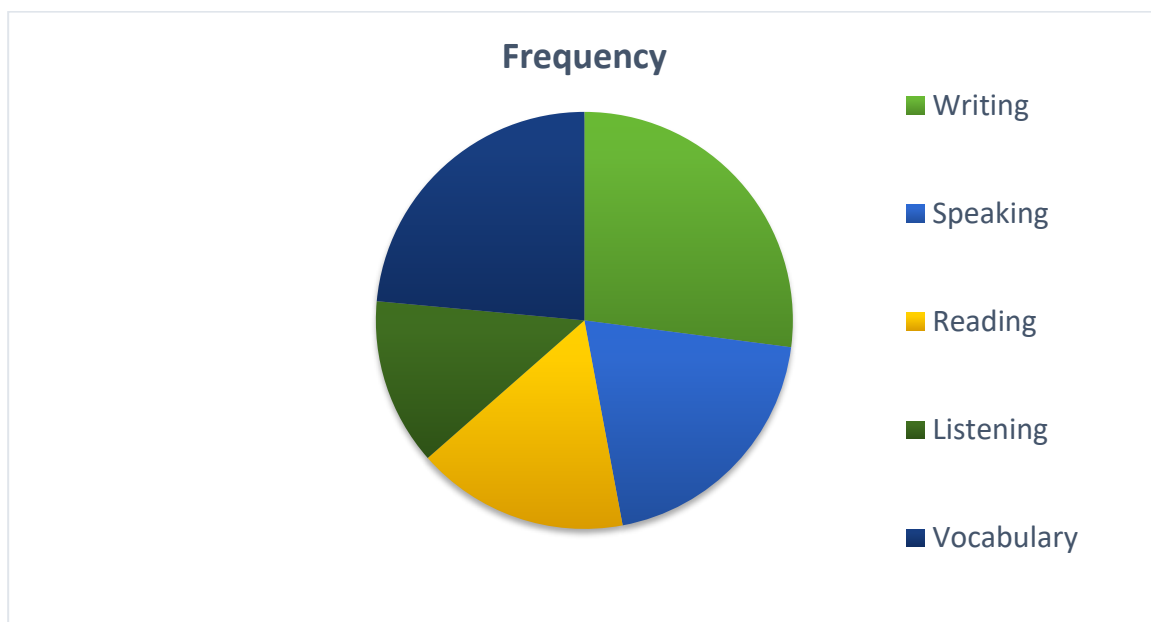
Students highlighted how Telegram facilitates collaborative EFL learning through creative group projects. Many enjoy co-writing tasks like virtual English newspapers, chain stories, and shared Google Docs for homework. Interactive activities include peer reviews of voice messages, correcting each other's quizzes, and group-editing essays. Role-playing dialogues (e.g., customer/shopkeeper) and team translations (e.g., Arabic news to English) build practical skills, while debates on topics like social media foster critical thinking. Fun initiatives like creating idiom memes, TikTok-style lesson clips, or group podcasts make learning engaging. Study groups for exam prep, shared vocabulary lists, and live streams strengthen peer support. Students particularly value collaborative discussions—analyzing English texts, brainstorming presentations, or chatting about movies—as these boost both language skills and teamwork. Overall, Telegram transforms learning into a dynamic, socially interactive experience.

Item 10: Which skills improved most through Telegram?

Table 9: Language Skills Most Improved Through Telegram

Options	Frequency	Percentage
Writing	23	69,7%
Speaking	17	51,5%
Reading	14	42,4%
Listening	11	33,3%
Vocabulary	20	60,6%

Figure 14: Language Skills Most Improved Through Telegram



Analysis: The MKU students' responses demonstrate Telegram's effectiveness for language skill development, with writing showing the most improvement (69.7%), followed by vocabulary (60.6%), speaking (51.5%), reading (42.4%), and listening (33.3%). These results clearly indicate that Telegram serves as particularly valuable tool for productive skills practice. Given these findings, MKU should prioritize using Telegram for writing-focused activities like collaborative document editing while continuing to utilize voice messages for

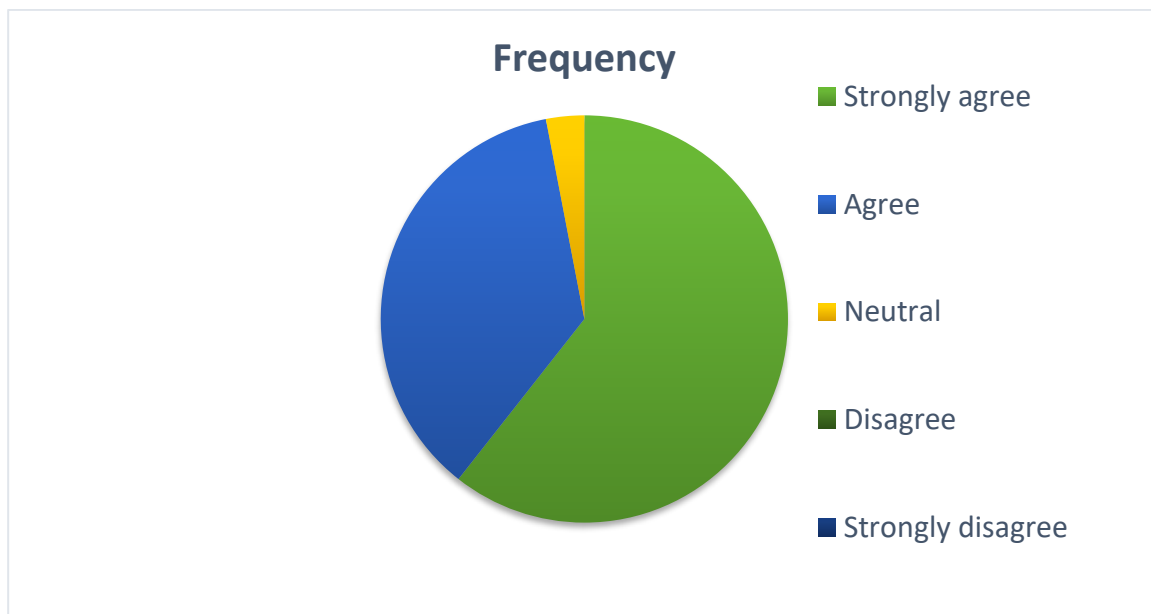
speaking practice. The platform's strong impact on vocabulary acquisition also suggests potential for expanding lexical development activities.

Item 11: Voice messages helped reduce my fear of speaking English.

Table 10: Impact of Voice Messages on Speaking Anxiety

Options	Frequency	Percentage
Strongly agree	20	60,6%
Agree	12	36,4%
Neutral	1	3%
Disagree	0	0%
Strongly Disagree	0	0%

Figure 15: Impact of Voice Messages on Speaking Anxiety



Analysis: The MKU students' answers show that 60.6% strongly agree and 36.4% agree that voice messages on Telegram helped reduce their fear of speaking English. Only 3% were neutral, while nobody disagreed. This means almost all students (97%) feel more confident speaking English when using voice messages. Since many students at MKU struggle with

speaking confidence, this makes voice messages a very useful feature for English practice.

The university should use this feature more in language classes.

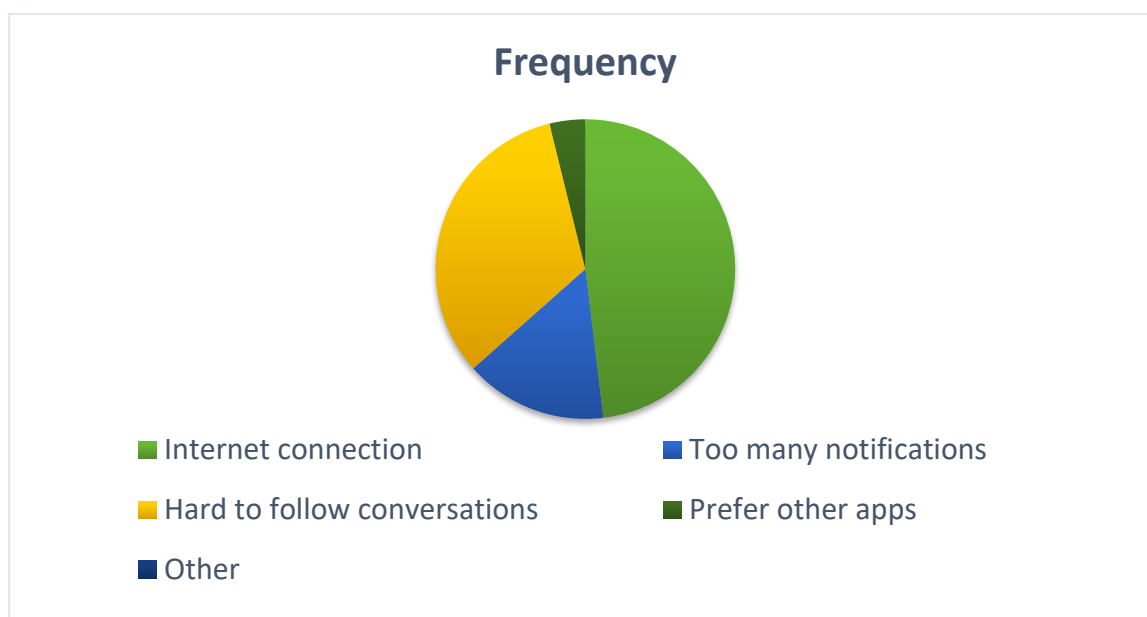
Item 12: How does Telegram help with your homework?

Telegram significantly aids EFL students with homework and self-study through its versatile support systems. Classmates collaborate by sharing summarized notes, solved exam papers, and annotated PDFs, while group chats and polls help organize deadlines and review priorities. Educational bots provide instant grammar checks and auto-graded exercises, and peer discussions in homework channels offer quick clarifications. Teachers contribute voice notes to simplify complex topics, extra practice questions, and video tutorials. Shared resources like Google Drive folders, downloadable worksheets, and textbook screenshots reduce reliance on physical materials. Students particularly value the platform's speed and accessibility—night-before-exam threads, real-time peer explanations, and anonymous question features create a low-pressure learning environment. Voice messages further streamline communication, enabling clearer explanations than text. By centralizing academic resources, peer support, and teacher guidance, Telegram makes homework more manageable and revision more effective.

Item 13: What problems do you face using Telegram?

Table 11: Challenges Faced When Using Telegram

Options	Frequency	Precentage
Internet connection	25	75,8%
Too many notifications	8	24,2%
Hard to follow	17	51,5%
Prefer other apps	2	6,1%
Other: _____	0	0%

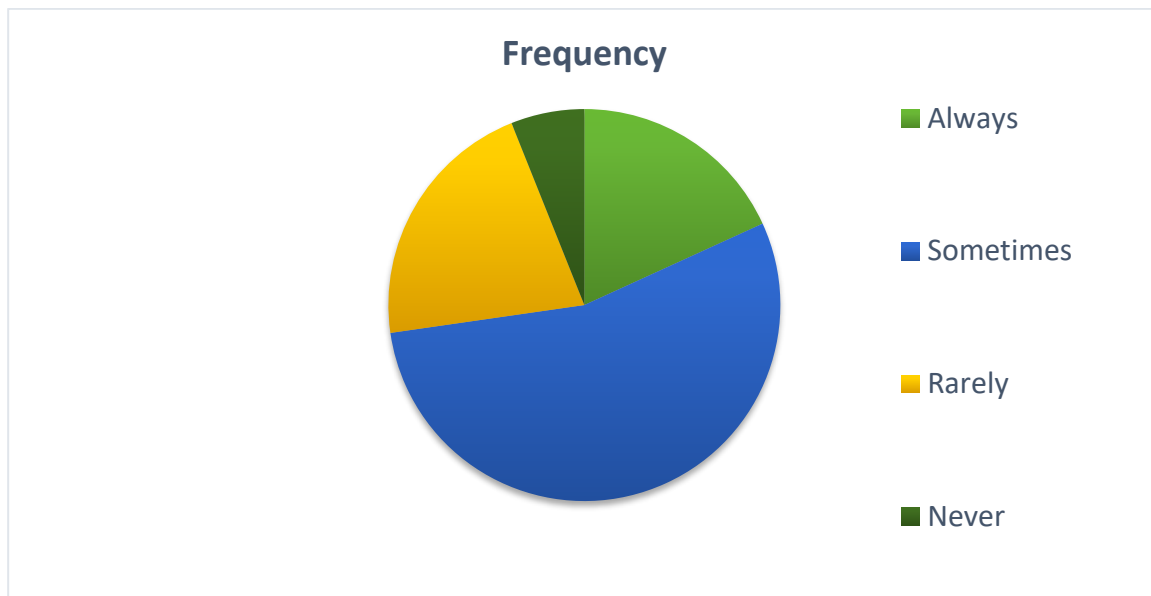
Figure 16: Challenges Faced When Using Telegram

Analysis: The MKU students' answers show that 75.8% have problems with internet connection when using Telegram, while 51.5% find it hard to follow conversations. Some students (24.2%) get too many notifications, and a few (6.1%) prefer other apps. This means the biggest problem is internet access, which is not Telegram's fault but affects how students can use it. To help, MKU could provide better Wi-Fi access or offline learning materials for when students cannot connect.

Item 14: Some group members do not participate actively.

Table 12: Frequency of Inactive Participation in Groups

Options	Frequency	Percentage
Always	6	18,2%
Sometimes	18	54,5%
Rarely	7	21,2%
Never	2	6,1%

Figure 17: Frequency of Inactive Participation in Groups

Analysis: The MKU students' answers show that 54.5% sometimes face inactive group members on Telegram, while 18.2% always have this problem. Fewer students (21.2%) rarely experience inactive members, and only 6.1% never do. This means inactive participation happens often but not in every group. To solve this, teachers could give students specific roles like discussion leader or note-taker to make sure everyone participates.

Item 15: What would make Telegram better for learning English?

Telegram serves as a versatile platform for English language practice, offering AI conversation partners, scheduled reminders, and offline lesson access. Students particularly value exposure to diverse English dialects through international channels and tools like Algerian dialect translations. Current features like voice-to-text dictation, teacher-created study channels, and emoji feedback systems enhance learning, while students suggest improvements such as built-in grammar bots for Arabic speakers, Moodle integration for assignments, and anonymous question features to support shy learners. Many request more structured content like interactive video lessons with quizzes, English games, and writing feedback groups with tutor oversight. Students highlight Telegram's role in building confidence through consistent messaging, reading, and speaking practice, though some desire better organization (separate assignment tabs) and reduced group clutter. The platform's

knowledge-sharing potential is evident in film/series channels and peer activities, but learners emphasize the need for more Algerian teacher-created content and meme-based vocabulary tools. While recognizing Telegram's benefits for accessible, anytime learning, users believe official learning channels, live conversation groups, and progress tracking features could significantly enhance its educational effectiveness.

Synthesis and Discussion of the Study (APA 7th Edition, Qualitative Research)

The findings from the student questionnaire confirm that Telegram is an effective tool for enhancing English language learning (EFL) in educational settings. Most students (76%) already use Telegram for class activities, with 50% engaging weekly, indicating high familiarity and acceptance (Tables 1–2). Key features like group chats (69.7%) and file-sharing (57.6%) promote collaboration, while interactive activities (quizzes, debates, and peer feedback) improve engagement (Tables 3–5). Notably, 67.6% of students reported higher participation in Telegram compared to traditional classrooms, with 57.6% feeling more comfortable asking questions online due to reduced pressure (Tables 4–5). Additionally, Telegram significantly aids skill development, particularly in writing (69.7%) and vocabulary (60.6%), while voice messages help reduce speaking anxiety (97% agreement, Table 9). However, challenges such as poor internet (75.8%) and inactive group members (54.5%) were noted (Tables 10–11). Students suggested improvements like structured lessons, grammar bots, and progress tracking to optimize learning. These results suggest that Telegram fosters a supportive, interactive environment for EFL learners, though institutional support (e.g., better internet access and guided activities) could further enhance its effectiveness.

General Conclusion

General Conclusion

This research explored how Telegram enhances engagement and collaboration in EFL learning, focusing on Algerian university students. The findings show that Telegram's interactive features—such as group chats, voice messages, and quizzes—help students participate more actively than in traditional classrooms. By reducing anxiety and providing flexible learning opportunities, Telegram creates a more comfortable environment for language practice. However, challenges like poor internet connectivity and inactive group members need addressing to maximize its benefits.

This first chapter has demonstrated Telegram's significant potential in enhancing English language learning by fostering greater student engagement. Through its interactive tools, the platform promotes active participation, while its multimedia resources encourage deeper cognitive processing. Additionally, its informal and user-friendly environment helps establish positive emotional connections to learning, making the experience more enjoyable and less intimidating for students.

The effectiveness of Telegram can be explained through established learning theories. Self-Determination Theory highlights how the platform fulfills students' fundamental psychological needs—autonomy, competence, and relatedness—thereby increasing motivation. Similarly, the Community of Inquiry framework illustrates how Telegram facilitates meaningful educational experiences by enabling social interaction, critical thinking, and structured guidance within a digital learning space. Empirical research further supports these findings, showing that Telegram reduces language anxiety, enhances motivation, and significantly improves vocabulary retention. However, gaps remain, particularly regarding its application in Algerian educational contexts and its broader impact on comprehensive language skills beyond vocabulary acquisition.

In the second chapter Telegram has established itself as a powerful platform for collaborative learning, offering versatile features that enhance communication and teamwork.

Its group chat functionality enables dynamic discussions and peer review processes, while file sharing and real-time editing capabilities streamline resource exchange and joint project work. The platform's role assignment features help maintain organizational structure in group tasks, ensuring equitable participation. These tools collectively create an interactive digital environment conducive to both educational and professional collaboration.

Research highlights Telegram's measurable impact on skill development, particularly in improving writing through peer feedback and boosting speaking confidence via voice-based interactions. The platform has also proven valuable for facilitating international collaboration, connecting learners and professionals across borders. However, its effectiveness is not universal—factors such as user engagement levels, internet reliability, and communication management strategies significantly influence outcomes. These variables warrant closer examination to optimize Telegram's implementation in different contexts. The third chapter analyzed student survey data, confirming that Telegram boosts engagement and collaboration. Most students reported better writing, speaking confidence, and peer interaction. Yet, technical difficulties (internet problems) and disorganized chats remain barriers. Students suggested improvements like built-in grammar bots and better group management tools to enhance learning.

Overall, Telegram has proven to be an extremely valuable tool for learning English as a foreign language, offering unique advantages that traditional classroom settings often can't match by creating more opportunities for students to actively participate, collaborate with classmates, and take greater control of their learning experience through its interactive features and user-friendly platform. While there are certainly challenges to consider - particularly in areas with unreliable internet access like some regions of Algeria where connectivity issues may limit its effectiveness - the numerous benefits it provides in terms of engagement, accessibility, and collaborative learning opportunities clearly make it worth implementing despite these limitations. Future research should specifically focus on

developing the most effective ways to adapt Telegram for use in Algerian universities, with particular attention to ensuring all students can benefit equally by addressing technical barriers and providing proper training, as when implemented thoughtfully with adequate institutional support and clear guidance for both teachers and students, Telegram has the potential to fundamentally transform English language education into a more dynamic, interactive, and student-centered process that better meets learners' needs in our increasingly digital world by making lessons more engaging, practice more natural, and ultimately helping students develop their language skills more effectively through continuous collaboration and communication.

Pedagogical implications and recommendations

Helping Teachers Use Telegram

The study shows MKU should teach teachers how to use Telegram for English classes. Since most students already use it, teachers can share lesson files, give homework, and correct student work in class groups. Voice messages work especially well - they let students practice speaking without feeling nervous. Teachers need proper training to use these tools well.

Making Telegram Part of Classes

MKU should make Telegram an official part of English courses by creating approved groups for each class. Because many students (75.8%) have internet problems, the university should also provide lessons that work offline and fix the Wi-Fi on campus. This would work well since 76% of students already use Telegram.

Group Learning Activities

Telegram is great for group work in English classes. Students can write together, check each other's work, and discuss topics in study groups. Most students (75.8%) say this helps their writing. Teachers can also use grammar-check bots to help students improve.

Keeping Students Interested

To keep students engaged, teachers should use fun tools like word games and weekly quizzes on Telegram. They should reward active students and keep a help chat open all the time for questions. This builds on what students already like - group chats (69.7%) and sharing files (57.6%).

Planning for the Future

MKU should find out why some teachers and students don't use Telegram and check if users get better grades. They should test these ideas in a few classes first before using them everywhere. Later, they can add things students asked for, like better-organized materials.

Why Telegram Works for Learning

Telegram is free, easy to use, and helps students learn English better. Almost all students (97%) say it makes them less nervous about speaking, and most (69.7%) say it improves their writing. It also teaches students how to communicate online, which is important today. Since 76% of MKU students already use it, Telegram is a good choice for English classes.

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Appendices

Appendix

The Impact of Telegram on EFL Classroom Engagement and Collaboration.

This survey asks about your experience using Telegram for English learning. Your answers will help teachers understand how to improve online learning. Participation is voluntary, anonymous, and will take 5-10 minutes. You may skip questions or stop at any time. By continuing, you agree to participate in this research. Thank you for your help!

1. Do you currently use Telegram for English class activities?

Plusieurs réponses possibles.

- ☐ Yes
☐ No

2. How often do you use Telegram for English learning?

Plusieurs réponses possibles.

- ☐ Daily
☐ Weekly
☐ Monthly
☐ Never

3. Which Telegram features do you use most? (Select all that apply)

Plusieurs réponses possibles.

- ☐ Group chats
- ☐ Voice messages
- ☐ File sharing (PDFs, videos)
- ☐ Polls/Quizzes
- ☐ Channels
- ☐ Other: _____

4. Telegram helps me participate more actively than in physical classrooms.

Plusieurs réponses possibles.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

5. What types of activities on Telegram motivate you most?

6. I feel more comfortable asking questions on Telegram than in class.

Plusieurs réponses possibles.

- ☐ Yes
- ☐ No
- ☐ Sometimes

7. How often do you work with classmates on Telegram?

Plusieurs réponses possibles.

- ☐ Very often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

8. Peer feedback activities on Telegram help improve my writing.

Plusieurs réponses possibles.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

9. Describe one collaborative activity you enjoyed on Telegram.

10. Which skills improved most through Telegram?

Plusieurs réponses possibles.

- ☐ Writing
- ☐ Speaking
- ☐ Reading
- ☐ Listening
- ☐ Vocabulary

11. Voice messages helped reduce my fear of speaking English.

Plusieurs réponses possibles.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

12. How does Telegram help with your homework?

13. What problems do you face using Telegram? (Select all that apply)

Plusieurs réponses possibles.

- ☐ Internet connection
- ☐ Too many notifications
- ☐ Hard to follow conversations
- ☐ Prefer other apps
- ☐ Other: _____

14. Some group members don't participate actively.

Plusieurs réponses possibles.

- ☐ Always
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

15. What would make Telegram better for learning English?

Résumé

Cette recherche examine l'impact de Telegram sur l'engagement des étudiants et la collaboration entre pairs dans l'apprentissage de l'anglais langue étrangère (ALE). L'étude a été menée auprès de 69 étudiants de deuxième année à l'Université Mohamed Khider de Biskra (Algérie) à l'aide d'une enquête par questionnaire. Les résultats révèlent que Telegram améliore la participation en classe grâce à des outils interactifs tels que les discussions de groupe, les messages vocaux et le partage de fichiers, qui favorisent le développement des compétences écrites, orales et lexicales. Les étudiants ont déclaré se sentir plus à l'aise pour poser des questions et travailler ensemble par rapport aux cours traditionnels en présentiel. Cependant, des défis tels que les problèmes de connectivité internet et la participation inégale dans les activités de groupe ont été identifiés. L'étude conclut que Telegram peut être un outil numérique efficace pour l'enseignement de l'ALE, à condition d'être mis en œuvre avec un encadrement structure.

Mots-clés : Telegram, ALE, engagement, collaboration, apprentissage des langues, éducation numérique, Algérie