



University Students' Perception of Using the Telegram Application in learning listening and speaking skills of English as a Foreign Language in Libya:

Students of Salug Branch, the University of Benghazi as a case study

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Abstract

The development of information technology, and the invention of new applications made it possible for EFL students to learn English via their mobiles. One of the applications that have obtained popularity in learning languages is the Telegram. Recently many language institutions integrated this app in their educational processes. As a result, there was a need to focus on the area of students' perception about the acceptance of the Telegram in the language learning context. Accordingly, this study is conducted with a number of some Libyan university students to investigate their perception towards using the Telegram application in learning the English language skills of listening and speaking. The participants were 30 students who were studying at the third term at the department of the English language, the Salug Branch, Benghazi university. The researcher collected the data by using mixed methods; a questionnaire and a semi-structured interview to gain more reliable and valid data. The findings revealed that the Libyan students had positive attitudes about using this tool in their learning of English speaking and listening skills. The students found it better to use the telegram as a part of their learning process. The study applies Technology Acceptance Model and interaction theory to have an accurate explanation of the Salug Faculty students' perception of using telegram application in learning the English speaking and listening skills. The findings of this research may be applied for further studies into improving different language skills using different web-based tools during online and offline lessons.

Keywords: Telegram Application, learning listening and speaking skills, English Language, Students of Salug Branch, University of Benghazi.



Introduction

The rapid growth of information technology has made it possible for educational institutions to provide various channels to deliver their educational material via the Internet. Accordingly, technology has enhanced the quality of education. Such enhancements can be seen saliently in the improvement of e-learning. More flexible and very sophisticated software tools were invented to afford learners and teachers asynchronous and synchronous language learning. As Wang, & Liang, (2008: 54) in Rhema and Miliszewska 2010:242) stated that, *'E-learning is an ideal learning environment using modern means of information technology, through the effective integration of information technology and the curriculum'*.

In the past e-learning was offered by employing some communication tools like radios and TVs (Bower 2006). Consequently, the adoption of e-learning in teaching some disciplines such as languages was problematic due to various factors. Such factors include the need for self-regulation, difficulties in assessment of the language skills such as speaking, lack of communication in the target language, and the isolated context because of the physical absence of teachers, (Hurd 2006).

Recently technology infrastructure has witnessed great developments and new software programs with various services have been invented. As a result, many language institutions have employed the latest modern technological tools to support language learning and improve their learner's performance. Meanwhile, the attention of language research has become directed to the mobile applications. Comparing to other technological devices, mobiles are the most, cheapest feasible, portable, and flexible tool that can be offered by learners. Furthermore, in the context of mobile assisted language learning, teaching and learning are generated by using mobiles as mediated tools to create an appropriate learning environment. This means that language learning can take place through multimedia capabilities such as videoconferencing, audio serves and chat rooms. Additionally, mobile applications provide the communication forms that are available in traditional classes such as discussions and lectures, and those which may be difficult to achieve in face-to-face classrooms, such as student-student interaction and student-teacher interaction group work and peer discussion.



One of Mobile applications which can offer various alternatives of content delivery and more interactive services to suit learners' needs is the Telegram. '*Telegram is a cloud-based mobile and desktop messaging app with a focus on security and speed* (Boiko& Volkova, 2021)'. It is an application that can be downloaded and installed easily and freely on different types of mobiles, tablets, laptops and computers. There are about 7 million people use the telegram a month and it is considered to be one of the most 10 downloaded apps in the world. It enables its users to communicate, share files of different types (word and pdf) and photos and send text or voice messages. Moreover, it has channels for unlimited audiences and live meeting rooms which can include up to 200,000 people (Telegram FAQ, n.d). It provides an appropriate social learning environment for virtual classes where learners and a teacher can exchange text messages by chat room, use a microphone and a camera to interact, discuss and has feedback. The most significant feature of the Telegram is its security and protection of the privacy of its users by hiding the users' phone numbers. This feature allows learners to interact and participate freely and comfortably.

Learners' perception is a crucial element in any successful learning process. It is critical to take into consideration learners' attitudes and views about using any technological devices in their learning. Language instructors need to investigate if the students find the telegram useful to their language learning and easy to use. If so, students will positively be motivated and highly satisfied with the app. This in turn leads to better language learning. Thus, the following study aims to give insights into using the Telegram as a web-based-tool in learning English as a foreign language in Libya. It emphasizes the role that technology plays in language learning. It constitutes an attempt to make use of research on mobile learning in order to investigate whether it satisfies Libyan students' needs and facilitates their ability to achieve a better learning context for the English language. Since m-learning became an essential component of the educational process, especially in higher education, this technology can provide a new channel for teaching and learning English in Libya. It is important to explore learners' perception towards integrating M-learning, which is the main contribution of this study. This will help university instructors and educators to investigate the effectiveness of the adoption of M-learning in the Libyan higher



education. The results of this study will provide a better understanding of applying the Telegram in learning English in the Libyan context.

literature review

I will use Technological Acceptance Model as the theoretical framework in this study because it provides an excellent empirical explanation of learners' perception of using and utilizing the telegram in language learning via Mobile phones. It is appropriate to be used in the context of this study. It discusses the variables of perceived usefulness, perceived ease of use and the behavioural intention in using and acceptance of technology. To meet the aim of the research I extended the TAM model by including two more variables that have been proved by Broadbent (2017), Curtis and Lawson (2001), (Chen 2022), and Rashid and Asghar (2016) to have a positive effect on language learning by technology. These two variables are interaction and collaboration, and self-management. Furthermore, I will review the previous research that has been done by using of the Telegram in learning language skills.

Usefulness, behavioural intention and flexibility of online-learning

Technology Acceptance Model was invented by Davis (1989) who attempted to find out the variables that determine people's acceptance and adoption of a new technology. The TAM theory discusses processes behind technology acceptance. Its objective is to measure the variables that underpin the human behaviour toward acceptance and use of technology. The model was based on the theory of Reasoned Action (Marikyan & Papagiannidis2022). According to TAM, perceived usefulness and perceived ease of use are the identified variables that control the actual use of the technology and the behaviour intention to use it. Perceived usefulness is defined as the degree to which a person believes that using a particular system would enhance his or her job performance" (Davis 1989). If the technology has a positive effect on users' job performance, users will have a positive perception towards this technology. In turn, he will intend to use it to have better job outcomes, and this will have a fundamental effect on user behavior. In the study, I used the term flexibility to refer to Perceived ease of use which refers to the degree to which a



person believes that using a particular system is free of effort (ibid). This construct creates a significant attitude towards the behavioral intention to use technology. It reflects the degree of difficulty of understanding and using the technology. If technology is user- friendliness, the adoption of the technology will be high. The model represents a correlated relation between perceived usefulness, perceived the ease of use, intention and user- behavior (ibid). this means that if the technological feature positively stimulates consumers (it is useful and easy to use), consumers will have a high intention and behavior to adopt technology and use it (Marikyan & Papagiannidis, 2022).

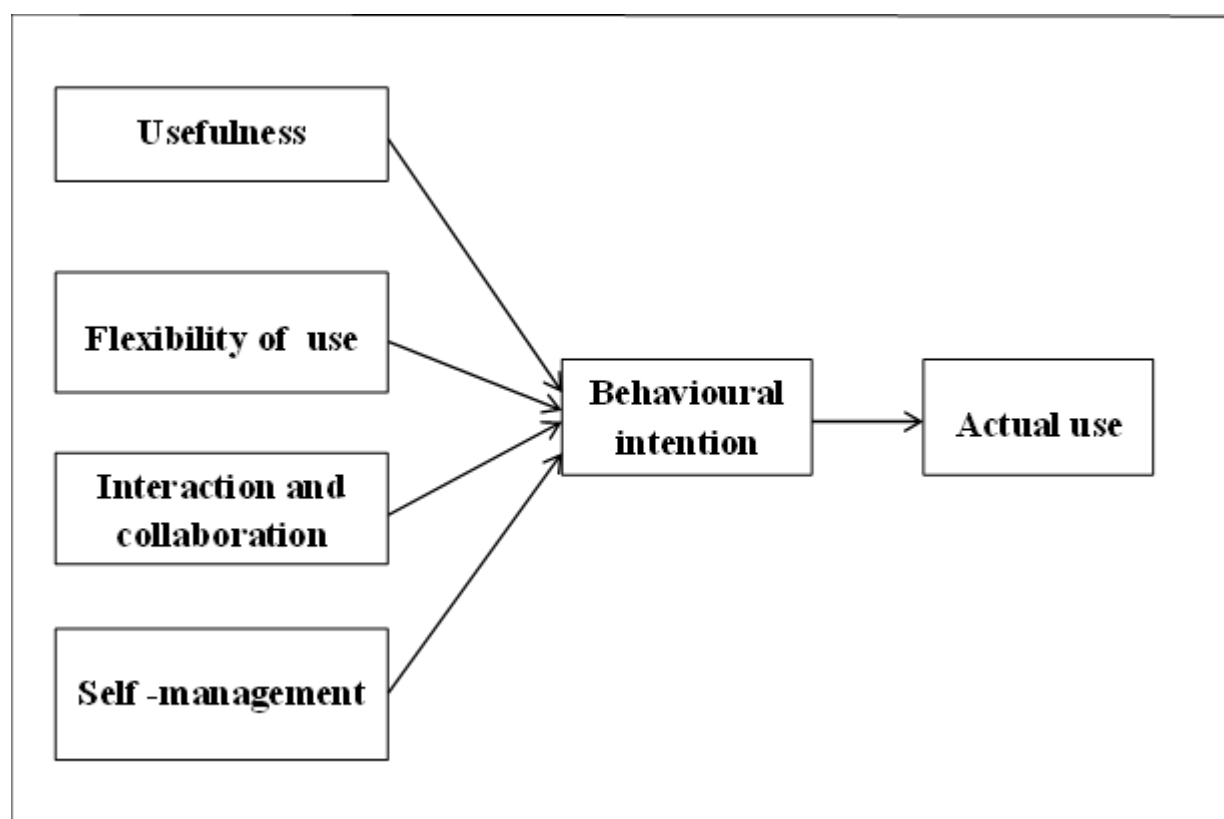


Figure 1. Research Model



Interaction, collaboration and online learning.

Learning is a social process which means that learning is knowledge construction and cognitive processes that occur as a result of an interactive relationship between humans (Beatty2003). The Social Constructivism believes that language learning is a set of social activities that enable people to participate in different communicative settings. The social interaction has a great role in acquiring a language. The constructivism argues that language acquisition can take place by engagement and a participation in social practices and interaction. As a result of this social interaction, learners will be surrounded by social environments which lead to an increase of language learning contexts and a development of learners' cognitive abilities (La Rocca et al2021, Kim2001). Learners' social interaction and a negotiation of meaning can be encouraged and promoted by various collaborative activities. A number of linguists stressed on the importance of collaboration and interaction in learning a language. Beatty (2003) emphasized the role of a real communication in supporting interactive collaboration. Chen (2022) and Levin (2005) mentioned that when having a task, learners participate in idea-sharing, a discussion, and decision-making about the task. Furthermore, the collaboration and the interaction are considered as a key concept of educational communities, thus learners are required to learn interactively and collaboratively to meet the requirement of today's society (Chen 2022 & Levin 2005).

Collaborative environments and social communities can be built by Social-networking tools such as Facebook, Telegram and WhatsApp (Chen2022). As Hsu (2009) mentioned, the web-based tools create an appropriate environment for language learners to ask for clarifications and explanations and elaborate information. additionally, these online applications help language learners to negotiate meaning and share their ideas. The Social-networking tools encourage students-students interaction and student-teacher interaction. Another positive feature that the Social-networking tools provide it is the immediate feedback. Teachers can give their students instructions and immediate corrections. Students can also comment on their peers' mistakes and correct these mistakes. The activities of giving comments, sharing ideas and negotiating meaning about their task enable the learners to have confidence to participate actively. They will achieve



their task and share their ideas faster and effectively. Students can also solve any technical problem that may face them or their teacher when using a Social-networking tool. This activity would enhance the collaborative interaction among students and between the students and the teacher. Theoretically speaking, the social activities of reading peers' posts, sharing ideas and leaving comments promote the principle of accepting a comprehensible input and producing an understood output (Curtis &lawson 2001, Chen 2008).

Self-management and online learning

Researchers have pointed out the connection between self-management and effective online learning outcomes. Cho, Kim, & Choi (2017) revealed that self-management of learning has a positive influence on online learning performance. According to Wang, Wu& Wang (2009, p. 101), Self-management is defined as *"the extent to which an individual feels he or she is self-disciplined and can engage in autonomous learning"*. A positive self-management of learning is an indicator of better learning performance. Rashid and Asghar (2016) Broadbent (2017) stressed the important role of self-discipline on the successful mobile learning environment. Huang & Yu, (2019) in their study on the impact of self-management of learning on mobile language learning reported that the better self-management learners are, the better learning performance they will achieve. Wang, Wu, & Wang (2009) considered Self-management as an important factor of behavioral intention of technology acceptance

Learners' perception and the English language learning by Telegram

Previous studies have discussed the important role of learners' perception on the effectiveness of any technology supported language learning context. Abu-Ayfah (2020) & Depari, etal(2022) stressed on investigation the students' perception as a first step before integration of web-based tools in educational processes. Language researchers such as (Paris etal 2021, & Husu & Cheng 2022) utilized Technology Acceptance Model to study learners' acceptance of MALL. Dahri, etal (2022) conducted a study to investigate the factors that affect collaborative learning via mobile technology. The study involved 472 teachers from the province of Sindh, Pakistan. The study aimed to support collaborative learning and integrate mobile technology in teaching and learning process. The research was based on the Acceptance and Use of Technology Model (AUTM) and



the Unified Theory of Acceptance and Use of Technology (UTAUT2). The researchers used a questionnaire to collect data. The result of the study showed that mobile technology has a positive impact on collaborative learning and teachers' participation and engagement which in turn led to a successful training course. Iksan & Mohd Saufian (2017) proved that using mobile technology in the language teaching and learning process creates a favorable context for learning and support language acquisition.

Based on research by Nigerian teachers (Yinka & Queendarline 2018), integrating the telegram messenger in the teaching and learning process can develop the quality of higher education. Ibrahim et al. (2016, p. 8) considered the advantages of implementing the Telegram app in the teaching and learning process. They indicated that in the Telegram the downloaded files do not be deleted when changing the mobile device. Teachers can download large files and organize group work in and out of the class. Furthermore, the researchers indicated that the Telegram app enhances interactive learning by the character of sharing information easily and quickly. Ahmed (2015) examined the effect of using smart phone in English language learning of grammar and the fourth skills of listening, speaking, reading and writing. He revealed that smartphones made students more enthusiastic and motivated to learn.

Language researchers such as (Naderi & Akrami, 2018), (Aghajani & Adloo, 2018) have been pointed out the possibility of utilizing the Telegram in the process of teaching and learning English language skills and they verified the effectiveness of using the Telegram in teaching and learning four skills of the English language at the university level. Abu-Ayfah (2020) conducted a study on EFL students' perception of using Telegram to learn English language skills at Taibah University Saudi Arabia. She indicated that the students have appositve responses about learning English via the Telegram. The study concluded that ((57.6%) of the participants indicated that the Telegram is suitable for learning listening skills. (56.8%) of the participants reported that using the Telegram in learning English helped them to speak English more easily.



Abu-Alish and Love (2013) conducted a study to verify the factors that affect university students' perception of acceptance of a mobile learning system. The researchers found that the key factor of a successful m-learning is to take into consideration the students' acceptance of this technology and the factors that influence the students' acceptance. Boiko and Volkova (2021) have studied the possibilities of integrating the Telegram app in a foreign language teaching and learning process at the technical universities in Ukraine. The study emphasized on using the Telegram to improve the students' speaking accuracy and writing. Moreover, the Telegram helped to ease language acquisition and encourage learners' autonomy. This research concluded that the implementation of the Telegram for the foreign language study at universities improves students' speaking and writing levels, creates a motivated learning environment and enhances language acquisition.

Research methodology

This research seeks to examine university students' perception of using the Telegram application in learning the skills of English listening and speaking as a foreign language in Libya. The study will explore students' views on using the Telegram in their learning of English speaking and listening. Furthermore, it will formulate recommendations to adoption of this technology in English language learning. Accordingly, I attempt to provide insights into the adoption of the Telegram application in Libyan higher education and what Libyan English language students feel about this technology and to what extent they perceive its viability.

The purpose of research

This study focuses on students' perception towards the utilization of M-learning in higher education in Libya as a prior examination to the actual implementation of this technology as less attention has been paid in this research context. Due to the reason that there are a few available articles related to the students and teachers' attitudes towards the employment of M-learning in the higher educational universities in Libya, this research has been conducted to examine the



Libyan university students' perception of using the Telegram Application in learning the English skills of Listening and speaking.

Research Questions

Based on the previous discussion, I set the following research questions surrounding the use of the Telegram as a web-based-tool:

1. To what extend is the Telegram useful in learning the English speaking and listening skills?
2. Is the telegram a flexible app to use in learning these two skills?
3. Does this application enhance students' interaction and collaboration?
4. Do students have self-management while using the telegram?
5. Do the students have the behavioural intention to use it in the future?

Research Approach

In this exploratory research method, mixed research is adopted to gain more accurate and deep results about the nature of Libyan university students' views towards utilizing the Telegram in learning the skills of English speaking and listening as a foreign language in Libya. The quantitative approach is used to measure the number of Libyan students' responses towards the factors of usefulness, flexibility, interaction and collaboration, self -management and behavioral intention. The focus of quantitative research will help me to gain accurate numbers about how students perceive the Telegram as a medium of learning the English skills of listening and speaking. In addition to the questionnaire, a semi structure interview is used as well. Five questions were used with six students to gain deeper results.

The participants are 30 students studying in the third semester at the department of the English language faculty of Art and Science, Salog Branch, Benghazi University. They learnt their course of English listening g and speaking, III by using Telegram beside the classroom. They sometimes used the Telegram at their homes to learn extra materials to support their listening and speaking skills. The students enrolled five virtual classes by the Telegram app. The participants had not



used the application of the Telegram for educational purposes before and also it was their first time to have some virtual classes. At the end of the semester, they were asked to fill in a questionnaire with 35 items measuring their perception of using Telegram in their learning of English listening and speaking skills. Moreover, a semi-structure interview was conducted with six students to have deeper understanding and insightful results.

Data sampling

The participants in this study were 30 Libyan students majoring the English language at the department of the English Benghazi university, Salog Branch. The participants were a mixture of 6 males and 24 females. The students learned their course English listening and speaking III by implementing the telegram for the first time in their course for four months. They had virtual classes by the telegram to learn English listening and speaking, in addition to their face-to-face normal classes. As a majority of students fall within the same age and a high percentage of them are females, I did not test for the effect of age and gender. Since all of the participants have mobile device experience and use the app of the telegram in their social life, I excluded the factor of the technological experience in my study.

Research strategy

A case study is the strategy that I used in this empirical study. The case study is a research design that takes as its subject, a single case or a few selected examples of a social entity (Marshall,1998:56 cited in Thomas, 2004: 127). As Biggam (2008) mentioned, the case study is suitable to investigate the implementation of a change in an organization. In line of what have been said the strategy of case study is appropriate to the aim and objectives of the study which target to investigate the university students' perception of using the Telegram App in learning the English skills of listening and speaking as a foreign language in Libya.

Research technique

the data collection is a combination of quantitative and qualitative techniques. A questionnaire is used to collect data the analysis of which might provide answers to the research questions. In



order to achieve the aim of the study, five Likert scale questionnaire was used ranging from strongly disagree to strongly agree. The questionnaire consisted of five themes which are divided into sub-themes or items. This will help to make data analysis easier. The five themes measure five factors that have been proved by previous literature in the field of mobile assisted language learning as core factors in learners' perception of the technology in language learning. The first factor was usefulness. This theme aims to examine learners' views towards the usefulness of the Telegram in learning English speaking and listening skills. The theme has 12 sub-themes. According to Dornyei (2010) dividing each research main themes into sub-headings helps to make data analysis easier. The second theme is interaction and collaboration. The aim of this theme is to find out if the telegram provides the appropriate environment for interaction and collaboration among the students and between the students and the teacher. It has eight items. The third theme is the flexibility of use and it consists of eight items. This theme aims to examine what students feel about flexibility of using the telegram. It deals with ease of use, navigation of the information, security and the clearness of the application. The fourth theme is self-management. It consists of four sub-themes. It seeks to view if the students perceive that they are organized and self-disciplined when they use telegram and they are not distracted by other applications. The fifth theme is behavioral intention. It has five sub-themes. It provides students future plans to use the Telegram in learning English.

Validity and reliability of the questionnaire

I asked the participants to express their experience about using the Telegram in their course of learning English listening and speaking. The participants have to send their reflection as a voice or a written message via the Telegram. Accordingly, the questionnaire scripts were self-built with reliance on previous literature in the field of language and technology and what participants reported about their experience with using the telegram. Two professionals reviewed the statements of the questionnaire to assess its content validity. The questionnaire was then modified and revised based on the professionals' feedback.



I distributed the questionnaire by hand and the participants answered it in the class. The full transcripts of the questionnaire will be attached to the appendix. The students were not required to identify themselves in the questionnaire. The results of the questionnaire were completely confidential and used for the current study only. A pilot study was conducted and the questionnaire was distributed to 15 students before the main study to ensure that the questionnaire is valid. Cronbach's alpha method was used to check for data consistency. the instrument produced a highly reliable result as it appeared in table 1 which is a Cronbach Alpha of 0.836. According to Dornyei (ibid), Cronbach's alpha value should be higher than 0.7. Cronbach's alpha values for all the constructs are more than 0.7.

Table 1. Cronbach Alpha Coefficients

Cronbach Alpha	N of items
.836	40

Methods of Data Analysis

In The current study I applied the descriptive, analytical method and used the statistical software SPSS. Descriptive statistics were calculated to investigate the students' perceptions of using Telegram app for learning English Listening and Speaking skills.

Descriptive statistics,

the data were collected and analyzed quantitatively. I used the mean and standard deviation to analyze the data.

Table 2: The mean and standard deviation for each item.

Items	N	Mean	Std. Deviation
The Telegram app provides me with enough opportunities to develop my listening skill.	30	4.6000	.49827
Using The telegram app give me more opportunities to improve my speaking skill.	30	4.3667	.55605
My English-speaking fluency has increased rapidly with the use of the telegram.	30	4.0333	.92786



Watching (for example, videos/recorded lectures) on telegram promotes my listening skills.	30	4.2333	.67891
It enables me to accomplish my tasks more quickly	30	4.3667	.66868
It improves my learning outcomes.	30	4.1333	.57135
The adoption of this style of learning develops the quality of learning the skills of speaking.	30	4.3667	.61495
The implementation of this app in the listening classes improves the quality of learning the skills of listening.	30	4.2333	.77385
I would be motivated to join a language classroom that makes use of the telegram because I believe my level of speaking will increase.	30	4.2333	.56832
I would be motivated to join a language classroom that makes use of the telegram because I believe my level of listening will increase.	30	4.2333	.77385
My interaction using the telegram has positively affected my listening skills.	30	4.1667	.53067
My interaction using the telegram has positively affected speaking skills.	30	4.2333	.50401
I can share information and communicate more easily in English after using the telegram.	30	4.0000	.98261
The telegram makes me more confident to verbally communicate with others and share information, opinions, and feelings.	30	4.1000	.75886
I feel comfortable when I collaborate with classmate while using the telegram app.	30	4.1333	.73030
Telegram enhances teamwork with person group assignments.	30	4.3667	.61495
Interaction by using telegram is more interesting and easier than face to face in the class.	30	3.8000	1.06350
Telegram services like recording voices and sending messages help me to participate and interact with the class smoothly.	30	4.4000	.67466
I can access the learning material anytime and anywhere easily.	30	4.3667	.88992
It takes a lot of time and effort to become skilful at telegram for learning	30	4.3667	3.43896
I find it is easy to post my profile and any responses or question on our class group on Telegram	30	4.2333	.62606
Interacting and using telegram to support learning requires a lot of mental effort	30	3.6333	.99943



It is secure to use it.	30	4.2000	.61026
I find it is easy to navigate through and obtain information.	30	4.1333	.68145
I find it easy to use telegram to support my learning of English.	30	4.2000	.96132
Using telegram for my learning purposes is clear and understandable.	30	4.2333	.50401
I am a self-disciplined learning when using Telegram for my English studies.	30	4.1333	.50742
I am organized in performing my English activities.	30	4.1333	.57135
In my English study I set goals and have a high degree of initiative.	30	4.2000	.66436
During the online class of Listening and Speaking on telegram, I do not be distracted by other applications on my mobile.	30	3.8667	1.16658
I plan to use telegram app in my English studies.	30	4.2333	.67891
I predict that I will use telegram frequently in learning English Speaking and Listening.	30	4.2000	.71438
I will definitely like to enrol in a course that uses telegram to support the English language curriculum.	30	4.2333	.67891
I will enjoy using telegram in learning English language skills.	30	4.4667	.81931
I would recommend other students to use the telegram in learning English Speaking and Listening	30	4.3000	.83666

Table two shows the mean and standard deviation scores of the variables that influence the students' perception of the telegram as a medium of language learning for English Speaking and Listening skills. As for the first variable usefulness, we can notice from the table that the telegram app is useful for improving both skills; listening and speaking skills. *Providing the opportunity to develop listening skills* obtained the highest mean score of 4.600 with standard deviation of .49827. This item is slightly higher than that of the speaking skills which is obtained a mean of 4.3667 and standard deviation of .55605. The other items of this variable have mean scores of over 4.000 and standard deviation of less than .67891.



In the second variable, which is interaction and collaboration, all the mean scores of the items of this variable are above 4.000 except for the item number 18. This item has the mean score 3.8000 and a standard deviation of 1.06350. The item represents the student's preference of interaction and collaboration by face-to-face classes than the Telegram in learning English speaking and listening skills.

According to the statistical indication in the table 2, the variable flexibility of use has mean scores over 4.000, unless the item N22 *Interacting and using the Telegram to support learning requires a lot of mental efforts* which obtained a mean score of 3.6333 and a standard deviation of .99943. Which means that the Telegram is easy friendliness. However, it needs some time to be skillful at this app which can be seen in the item N 20 *it takes a lot of time and efforts to become skillful at the Telegram for learning* where $M = 4.3667$ and $SD = 3.43896$.

The fourth variable is self-management and the mean scores are over 3.000, the highest score in this variable is the item n29 where $M = 4.1333$ and $SD = .57135$. The lowest score is the item N 30 where $M = 3.8667$ and $SD = 1.16658$. The final variable is behavioral intention and all items obtained high mean scores which are over 4.00 and standard deviation of less than 0.83666

The mean and standard deviation of the main themes

Table 3: the descriptive analysis of the main themes

	N	Mean	Std. Deviation
Usefulness	30	4.2667	.34699
Interaction and collaboration	30	4.1333	.48026
Flexibility of use	30	4.1708	.55270
Self-management	30	4.0833	.47495
Behavioural intention	30	4.2867	.50837
Valid N (listwise)	30		



According to the table 3, all the variables that affect students' attitude on learning the two skills of listening and speaking by the Telegram have nearly high mean scores. The variables of behavioral intention and usefulness obtained the highest mean score of 4.2867 and 4.2667 with standard deviation of .50837 and .3469.9 respectively. Furthermore, the Telegram app has a positive effect on students' interaction and collaboration where the variable of interaction and collaboration obtained M4.1333 and ST.48026. The variable of flexibility of use has M 4.1708 and ST .55270. In addition, the mean score of the variable self-management is 4.0833 and the standard deviation is .47495.

As it could be summarized, all the mean scores of the questionnaire items were above 3.00. These are the average values of the choices when strongly disagree receives 1 and strongly agree receives 5. This means that the learners agreed with all the questionnaire items, which were about the students' perception of using the Telegram app as a medium of the English language learning of speaking and listening skills. The highest mean scores in table 2 belonged to item N 1 (M =4.6000), item n 34 (M= 4.4667) and item N 18(M= 4.4000). In these items, the students express their agreement with the statements claiming that *'the Telegram app provides me with enough opportunities to develop my listening skill', I will enjoy using the Telegram in learning English language skills and the Telegram services like recording voices and sending messages help me to participate and interact with the class smoothly*. On the other hand, the items N 22 has a mean score of 3.6333 with a standard deviation of .99943, the item number 30 has a mean score of 3.8000 with a standard deviation of 1.16658 and the item 17 has a mean of 3.8667 with a standard deviation of 1.06350. The lowest items are *Interacting and using the Telegram to support learning requires a lot of mental effort, during the online class of Listening and Speaking on the Telegram, I do not be distracted by other applications on my mobile and Interaction by using telegram is more interesting and easier than face to face in the class*.



The interview

Beside the questionnaire, a semi-structured interview accompanied the questionnaire results was conducted with 6 random sample of students, 3 females and 3 males. The semi-structured interview was used to confirm the findings of the questionnaire. The interview consisted of five open-ended questions which were based on the research questions and the questions of the questionnaire. The interview was conducted to have a better understanding of the questionnaire results. It also helps to gain more in-depth data about what the students felt and experienced while leaning the English listening and speaking skills through the Telegram. As Dörnyei(2010) stated the semi-structure interview provides an in-depth understanding and explanation of the aspects that comprise people's experiences and perceptions. Accordingly, I used this type of interview to capture the participants' reflections about their experience in using the Telegram in learning of the speaking and listening skills. Besides, the semi-structured interview allows me to elicit more responses about using the tool in the Libyan higher education context.

A professional revised and verified the questions of the interview. During the interview, I tried to elaborate, use probes, on some occasions explain the questions, summarise and repeat their answers to check their understanding of the questions and check if they mean exactly what they say because some interviewees misunderstood some questions. I interviewed each participant and asked her or him a series of questions (described below).

The open-ended questions of the semi structure interview are:

- A. Can you tell me about your experience in using the Telegram app in learning English Speaking and Listening skills?
- B. What do you like about the Telegram as a tool of learning language skills?
- C. What do you dislike about it in learning the English language?
- D. Would you like to use it in your future English classes?
- E. Do you recommend other students to use it in their English classes?



After recording interviews, I started transcribing the interviewees' responses to gather rich data. To get accurate and valid data transcription, I used software 'Sound scribe' to transcribe the data. This software allows its users to play a small stretch of the recording file several times. This software enables the user to repeat, slow and 'foot step' the recordings. It also makes the sound very clear and it is easy and free to download. After I finished transcribing the data, I listened again to the data after two days to test data reliability. The data were analysed qualitatively by coding and identifying the five main themes of usefulness, flexibility of use, interaction and collaboration, self-management and behavioural intention to ease the analysis of the qualitative data and to reflect the aim and objectives of this research.

Table 3 describing the results of the interview

Theme	Data	summary
usefulness	'It is good experience and it is useful for me. It is very good for my major. Mmm it helps me to learn speaking and listening correctly'. 'When I first used telegram application, I use it to learn English language. I used English learning rooms and I was looking for English speaking friends to practice my English listening and speaking skills. I really found it helpful and very useful.' 'I like it. It is enjoyable and useful for my English study'.	Positive perception
Flexibility of use	It is easy to use and to learn from it 'Telegram is practical tool. I can use it outside the class and it encourage additional practice and develop skills. it helps students to become independent learners as they begin to their own mistakes and self-correction too.' 'It is easy to learn language specially voice messages that improve my speaking and	Positive perception



	pronunciation skills by recording my answer in the chat.' 'I like it because when I participate no one in the group know my mobile phone number' 'I can use it at home, I can use the data anywhere and anytime. It is better than face to face because I can stay at home comfortably and relaxed. There is no need to use transportation. 'I cannot lose my assignments and lectures even if my mobile breaks down. I can return to the information without losing it' 'Help me to save lectures and listen to them more than once	
Interaction and collaboration	'There is more interaction than face to face classes and it is quieter than face to face classes.' 'I can work in group freely and without being embarrassed in front of other students''. 'I can contact my teacher anytime to have her feedback'	Positive perception
Self-management	'When I use telegram, I always try to be organized and do my homework on time, but the problem with it is internet connection, weak signals and the electricity.' 'When I use the telegram to learn my classes, I stop notifications in my phone so I will not be distracted by my phone notification. Also, I am sometimes distracted by one of my family.'	The problem of internet connection. Interruption by one of the students' family members.



Behavior intention	'Of course, I will use it. yes, of course' 'Yes, indeed, I will use telegram'. 'I will use it, of course' 'Yes, I want to use it in the future. I hope my teachers use it next semester.' 'Yes, I would like to use it' 'Yes, I recommend students to use it. It is a great app.' 'Yes, I recommended my friends to use it' 'Yes, in fact, I recommend my friendand encouraged him to use it' 'I am a teacher and I recommend my students to use it.'	positive
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Discussion

Students at the department of English, the faculty of Art and Science, Salug Branch, Benghazi University have a positive perception towards using the telegram app as a medium in learning listening and speaking skills. All students agree that Telegram is a useful and flexible technology to be used in English language learning of listening and speaking skills. It allows students to learn English by sending text or voice messages. Students can also save, submit, retrieve lectures and lessons. In addition, the Telegram enables them to return to their lectures or assignments anytime, anywhere and from any mobile devices. The students found this app useful, user-friendly and enjoyable. These findings are in agreement with previous research results that proven that m-applications which are user friendly, effective, accessible are an indicator of students' positive acceptance of this technology as a medium of learning. As a result, it will lead to a meaningful learning environment (Abu-Ayfah 2020 & Depari, etal 2022, and Chong et al. 2011). Accordingly, the findings of this study support students' Acceptance Model of M-Learning which argues that usefulness and ease of use are positive indicators of technology using by the side of learners (Alahmad 2020, Dahri 2021, Chong et al., 2011; Liu, Li, & Carlsson, 2010; Agarwal et al. 2007).



Moreover, from the data we can perceive that all the students reported that the telegram provided the right environment for interaction and collaboration. This finding goes in line with researchers who (Kim, 2001, La Rocca 2014 & Ahmd 2015) mentioned that Telegram creates an appropriate environment for collaboration and sharing information. The students also found the app enjoyable, interesting and useful style of English language learning that encouraged them to use it in their future classes which agree with the theory of Technology Acceptance which argues that if the technology is useful enjoyable, users will tend to use it in the future (David1989). This might be the reason that explains why the variable of Behavioral Intention obtained the highest mean score which is 4.2867. The participant reported that the app is enjoyable, useful, interesting and easy to use. The participants' positive attitude towards the variables of usefulness, flexibility of use, interaction and self-management affected positively on their intention to use it in the future. The participants did not have any problems regarding the variable of self-management. They have a highly positive self-discipline when they learn listening and speaking through the Telegram. The participants proved their positive views about the variable of self-management in interviews when they reported that they stop their mobile notifications before starting their classes by the Telegram. However, this variable gained the lowest mean score. It could be due to the weakness of the internet connection, or the interruption of one of the participants' family as it was stated by the participants in the interviews.

Overall, the students' perception of using the Telegram in learning English Listening and Speaking skills was positive. Telegram supported learning of listening and speaking skills which is consistent with the findings of Boiko and Volkova (2021), Bodnenko et al. (2018) and (Cavus, 2016). In addition, we can notice that the Telegram provides more opportunities for improving listening skill than that of speaking skills which might be attributed to the complicated nature of the skill of speaking. As mentioned in Bygate (1987) to be able to speak English is the most difficult skill; learners do not just need to master the grammar of English, but also its pragmatics, functions, phonological features and social and cultural knowledge.

Accordingly, it could be concluded that the degree of the learners' positive attitude towards the application of the Telegram in English classes for the purpose of learning of listening and



speaking skills was statistically significant. In other words, the application of Telegram was found to be a preferred and a meaningful app for students in learning the English language skills of listening and speaking. As a result, implementing and using Telegram app to learn English is a supportive method that have to be considered in future English language classes at the higher education in Libya.

Conclusion and recommendation

To conclude, the results generally showed that telegram app is a beneficial web-based tool in teaching English for several reasons. First, the various features in the telegram can help students to improve their English level. Second, the tool also encouraged some productive collaborative behavior such as students- teacher interaction and student- student interaction. Thirdly, since the students mentioned that the telegram is enjoyable and interesting, using this tool in the language learning will motivate students and attract them to attend their classes. This tool does not require technical support and practices. It just requires sufficient time for students to be familiar with software. Finally, it encourages learning autonomy and self-study. Accordingly, there is no a salient barrier that hinder applying this way of teaching in the Libyan environment. The only problem is the internet connection, which requires the higher education administration to financially support and encourage students and teachers to use the Telegram to improve university education.

Based on the results of the study, higher education institutions need to implement and use the Telegram app in the learning and teaching process as an educational tool for instruction and assessment beside traditional classes. Moreover, language instructors and educators at Libyan universities need to consider providing strategies and plans for designing and developing programs for learning and teaching the English language via the Telegram. Teachers have to raise students' attention to the importance of the Telegram and encourage students' self-study through the Telegram. Finally, this study is an addition to research in the field of mobile language learning. Furthermore, further research is needed to explore and investigate deeply the field of mobile language learning in Libyan universities in the future.



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