

THE IMPACT OF EMPLOYING TELEGRAM APP ON EFL BEGINNERS' VOCABULARY TEACHING AND LEARNING

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Abstract

This article examines the role of digital technology and social media, specifically the Telegram application, in modern language education. It reviews the research conducted by Heidari Tabrizi and Onvani regarding the effectiveness of Telegram for vocabulary development among Iranian EFL beginners [2]. The study compares traditional teaching methods with Telegram-integrated learning through a project involving 31 students aged 10-14. Furthermore, the article explores the necessity of supplementary digital materials in motivating the "Net generation" and shares personal reflections on using Telegram channels for academic purposes at Webster University. The findings suggest that Telegram facilitates a blended learning environment that enhances student engagement and supports the development of all four language skills.

Keywords: Telegram App, EFL beginners, vocabulary learning, social networks, material design, Net generation, blended learning, digital literacy.

INTRODUCTION

Nowadays technology is becoming main source of material design. While designing needed materials we turn to the Internet, various sites and other resources. Using social media for academic purposes has been developed. Due to Horovits stated Net generation has been found to be applied in different methods of learning from the earlier ages [4]. It is obvious that learners are more involved to the social sites, the Internet, and other sources rather than books to read and learn languages. Its main advantage is it provides interaction and connection between learners through exchanging and sharing opinions. This may engage learners even all around the World. So, research shows that youth spend their time interacting through the Media.

Article written by Husein Tabrizi, H. and Onvani, N. On the impact of Employing Telegram App on Iranian EFL Beginners Vocabulary Teaching and Learning aims at searching the effect of telegram for developing Iranian beginners' vocabulary [2]. To research this purpose experiment was held to define and compare the traditional vocabulary teaching and teaching using Telegram as source to learn vocabulary. In this project 31 students participate who are 10-14 aged. Initially, they have used Telegram four weeks and they have been taught traditionally in another 4 weeks. In order to collect data to research pretest and placement test were administered in terms of language proficiencies. Then students had an interview and were observed to determine their engagement to the Telegram App. At the end of the research students were administered posttests to analyze and compare learning outcomes of traditional learning and using Telegram for learning purposes. Comparing two ways of putting comprehensible input there Use of Telegram was more effective. Living in a century of technology as EFL teacher it not easy to motivate students to learn the target language in a traditional way. Sometimes course books and other ordinary materials can be boring for

students. So teacher needs to design additional materials to facilitate the lesson procedure and make use of other digital technology. Additionally, he/she can upload handouts, related topics, pictures, reading and other from the Internet sources. There are kinds of sources which can be used for teaching and learning purposes as an example of, YouTube, Wikipedia, Skype, Voice Over techniques. But approaching creatively to the source teacher can modify them or add some other instructions to be appropriate students' levels, ages. According to Hockly, developing digital literacies is essential for both teachers and learners to effectively navigate and utilize these online resources [3]. It also provides real-life materials which ensure productivity of the learning and teaching process. Innovation in teaching and learning process is very hot issue. Using technologies allow to teachers and students to gain new experience and be more creative. That is way many educational places have been increasingly started to use technology for education. One of them is social network is Telegram. According to this article, social networks can help teachers and students for extra learning. They have unlimited time in Telegram to communicate at any time and in any place. I strongly agree with this notion, because it would be mistake to consider social networks just a messaging up to communicate. It enables students to practice at the same time their four skills: Listening, Reading, Speaking and Writing.

Motteram G. commented that: "Teacher try to use technology to supplement language classes, because they believe there is a little time for real language use in typical classes" [5] As were said, it is important to add supplementary materials to the lesson. Interactive techniques are accessible in every field and they can be developed. Even through using mobile phones students can be interacted actively. There are tools to utilize and can be taken from the Internet for teaching purposes, so it can be redesigned by the instructors purposefully. During my learning process Master's degree in Webster University, I subscribed to special channel which was created by University Teachers. We can share different materials related to the course: read, download, listen or watch them. If we have questions or misunderstandings, we can run to Telegram on laptop or cell phones, we can do voice call/record speaking that are provided. Jones, Blackey and Chew mentioned that "Social networks can develop formal learning and become part of the educational environment of students"[1].

CONCLUSION

All in all, research showed Telegram App was effective to use for learning vocabulary rather than traditional taught materials. Moreover, social sites such as Facebook, Twitter, Telegram can be made use of as online to motivate and facilitate students. Learners' interaction outside the classroom helps both teachers and pupils through creating friendly and interesting relationship among them. It is very clear that telegram has many advantages for teachers and students in learning English language, in order to provide blended learning atmosphere where learning and teaching process will take place synchronously.

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