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Investigating Students' Attitudes Towards Mobile Assisted Language Learning

The Case of Telegram Application

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Dedication

I dedicate this work to the two most important and most precious persons in my life

My mother A.R

&

My wife B.H

Mohammed Benchehem

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ABSTRACT

The present study aims to assess the usefulness of mobile assisted learning through Telegram Application from the perspective of students. The sample of the study consists of 53 students from the English department level third year of Bachelor's degree and Second year Master degree at the University of Kasedi Marbah Ouagla. For the sake of achieving the study objectives and answering the research questions, the quantitative method and descriptive approach have been followed in attempt to collect quantifiable information for statistical analysis and obtaining clear and highly credible results. Moreover, for the sake of collecting data, the researcher distributed 90 questionnaires as a main data collection source. The questionnaire took two forms, paper and electronic questionnaires that were distributed via e-mails, and Telegram. After analysis of the collected data, the findings show that: the vast majority of participants use mobiles on a daily basis, and consider mobiles as an important tool for language learning. Besides, the vast majority of participants perceive Telegram application as a useful tool for learning English, and view that Telegram may slightly contribute to learning English skills. However, although Telegram application is not perceived as highly significant or crucial for learning English language skills, especially listening and speaking, it is considered as a useful means of assisting language learning in general.

Keywords: EFL learners, Telegram app, Social networks, perceptions, college students, English language skills.

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List of Abbreviations

EFL: English as a Foreign Language

CALL :Computer Assisted Learning Language

MALL: Mobile Assisted Learning Language

OER :open educational resources

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Introduction

1 . Background of the Study

Nowadays using technology as an instructional tool for learning English as a foreign language is significant both for teachers and learners. The use of technology is remarkably extensive, drawing attention to the presumption that mobile devices' applications such as Telegram facilitates learning for EFL students. Telegram is one of the most frequently used application in communication and learning, especially, learning English as foreign language ; this application assists learners to improve their language skills: writing, reading , listening and speaking through subscribing in specific bots, channels and groups of chatting .

2. Problem Statement

Noticeably , the students of University Kasedi Marbah and Ouagla Department of English Language use the mobile phone profusely for learning and exchanging knowledge by using Telegram application .In addition, it is remarked that most students have different attitudes in towards the use of the mobile phone application (Telegram) which is often used to achieve different benefits and to develop language skills by creating groups of chat , channels and Bots within Telegram application . Therefore, this research aims to closely investigate EFL students' perceptions towards the use of mobile learning with a focus on telegram application in particular.

3. The Significance of the study

The present research will investigate students' perceptions regarding the use of mobile devices as a tool for assisting learning among English major students at Uni-

iversity KasdiMarbah and Ouagla. This is because it is important to estimate the attitudes and examine the perceived impact of using mobile applications such as Telegram on enhancing EFL learners' skills and overall learning.

4. Objectives of the study

More particularly, the objectives of this study are to:

- To examine the attitudes of third year bachelor's students at UKMO towards using the mobile as a tool for learning.
- To assess EFL students' perceptions regarding the use of Telegram application for learning English.

5. Research Questions:

In the same line of inquiry discussed earlier, the present study addresses the following research questions:

- What are EFL students' perceptions towards using the mobile as a tool for learning?
- What are the Kasdi Merbah Ouargla university students' perceptions of using Telegram app for English language learning?
- Does the Telegram application contribute to learning English language skills among English major final-years (L3 and M2) students at the University of KasdiMerbah Ouargla universit?
- Does telegram application positively affect the learning of English language skills of students?

6. Research Hypotheses

To answer the above questions, the following hypotheses are set:

- 1- May KasdiMerbah Ouargla university students have positive perceptions towards using the mobile as a tool for learning.

2-May Kasdi Merbah Ouargla university students have positive perceptions towards using Telegram app for English language learning.

3- MayTelegram application stronglycontributes to learning English language skills among students of the University College of English KasdiMerbakOuargla.

4- May Telegram application has a positiveimpact on the development of English language skills

7. Methodology

7.1. Data Collection and Analysis

To test the hypotheses stated previously, this study will adopt a descriptive quantitative approach through a students' questionnaire as the data collection tool. The latter will be submitted to third year Bachelor's degree and the second year Master degree students of English Language Department at Ouargla University. The analysis of the collected data would enable to explore the sample's attitudes and patterns of students' use of mobiles learning in general, and Telegram app in particular.

7.2. Study Population and Sampling

In this study a structured questionnaireis used. It would contain a mixture of close and open-ended questions that measure EFL students' perceptions toward Mobile assisted learning . Observably,the targeted students use the Telegram App in learning English. For the sake of collecting data, the researcher began by distributing 90 questionnaires as a main data collection source. The questionnaire took two

forms, paper and electronic questionnaires that were distributed via e-mails, and Telegram.

8. Structure of the Study

This dissertation will comprise three chapters. The first two chapters are theoretical whereas the third is practical. The theoretical part deals with the review of relevant literature and consists of two chapters. Chapter-I will scan the previous studies about Technology enhanced learning (theories, history, definitions...), whereas Chapter-II will examine studies about mobile assisted learning and Telegram application description . The second part consists of one chapter devoted to the methodology, results, and discussion. In the latter chapter, the data collection instruments opted for and the analysis procedure followed are explained. Results are also reported and discussed in this last part.



Theoretical Part :Technology-Enhanced Language Learning

I. Technology-Enhanced Language Learning

Introduction

Technology has become extensively used in learning foreign languages; likewise, the Computer assisted Language Learning (CALL) and Mobile Assisted Language Learning (MAAL). Computer-Assisted Language Learning (CALL) has been a source of contention since the early 1980s. CALL is an educational approach that is used to facilitate language learning . It is a part from Technology –Enhanced Language learning (TELL) that uses computers , internet , and other digital technologies , such as Mobile .

Furthermore, Mobile Assisted Language Learning (MALL) is an educational approach that uses Mobile devices such as smart phones , tablets , IPod and other handheld devices to assist Language learning .Moreover, the mobile applications and social Media such as Telegram has become a significant tool in developing learners language skills , thus it may affect the learners attitudes and behaviors related to how to learn foreign languages . Accordingly, the present chapter attempts to provide a brief review of the literature on the discipline: The first section realizes the Computer Assisted Learning Language, reviews the development of CALL and benefits of CALL. However, the second section emphasizes Mobile Assisted Language Learning theory , by highlighting what is MALL and theoretical background and cooperative learning with mobile devices in classroom ,In addition to The Telegram application description.

I.1. Computer assisted Language Learning(CALL)

I.1.1. Definition of Computer assisted Language learning

Computer Assisted Language Learning (CALL) is related to the use of computers for language teaching and learning. Significant use of CALL began in the 1960s. Since then, the development of CALL software has followed the changes in teaching methodologies as teaching methods changed to audio - lingual and communicative approaches. CALL software included simulations and more interactive programs. (Pujiawati, 2018)

I.1.2. Phases of Computer assisted Learning

The first CALL (Computer-Assisted Language Learning) programs has been mostly used for manipulating texts and sentences, in the 90s through the emergence of CD-ROMs storing complete encyclopedias or language courses with text, graphics, animations, audio and video elements entered the classrooms. CALL has been used since the 1960s and 1970s, but it still lacks clear research methods. CALL

development passed on three stages (Seljan, 2004; Moras, 2001).

I.1.2.1. The Behaviorist stage

CALL was implemented in the 1960's and 70's when the audio-lingual method was widely used. This provided students with drills and practice. In this phase, the computer is used as a tutor, presenting drill exercises without feedback component, i.e. not including interactive components. (Seljan, 2004)

I.1.2.2. The Communicative approach Stage

In the communicative approach the focus is on using the language rather than analysis of the language, and grammar is taught implicitly rather than explicitly. It also allows for originality and flexibility in student output of language. The communicative approach coincided with the arrival of the PC, which made computing much more widely available and resulted in a boom in the development of software for language learning. The first CALL software in this phase continued to provide skill practice but not in a drill such as : paced reading, text reconstruction and language games . However , the computer remained the tutor. In this phase, computers provided context for students to use the language, such as asking for directions to a place, and programs not designed for language learning such as [Sim City](#), [Sleuth](#) and [Where in the World is Carmen Sandiego?](#) were used for language learning. Criticisms of this approach include using the computer in an ad hoc and disconnected manner for more marginal aims rather than the central aims of language teaching (Seljan, 2004).

I.1.2.3. The current stage

Integrative CALL Approach is based on multimedia computers and the Internet that combine text, graphics, sound, animation and video. The mentioned hypermedia resources can be accessed from a PC, using CD-ROMS or the Internet. Integrative CALL and its research methods are still under developments. (Seljan, 2004)

I.1.3. Benefits of Using Computer Assisted Language Learning

The CALL has extremely impacted both teachers and learners; it is considered a most beneficial tool in learning for EFL in terms of developing and facilitating the learners' four language skills. Thus, the use of computers and web-based by educators and teachers to improve the learning process . The benefits of CAAL can be stated as follows.

I.1.3.1. Motivation and Interest

Notably motivation has a significant impact in learning process , especially with CALL and the use of the technology . The learners and teachers have desire in use innovation tools of learning and teaching .controlling the learners' learning process; a motivated learner has the desire to learn, while a demotivated one may obstacle the teachers'work. However, one can see that motivation depends greatly on the environment of learning. Connell et al (1991, p.14) state that "...before your pupils can work effectively you must do your best to provide them with a comfortable and safe environment". That is to say, the comfortable environment that helps learners and leads to effective learning is the teacher's responsibility. Hence, the teacher should use different techniques in order to improve the learning environment, one of those techniques is the use of technological tools, and namely, the computer-assisted language learning. (HAMINA, 2018/2019)

I.1.3.2. Lecture Comprehension

The main objective of learning is to reach certain goals and achievements. Hence, those achievements are considered as the output of the learning process. Therefore the comprehension of learners impact the input and output of knowledge that received from teachers in classroom among the use the technology materials In this vein, Boulenouar (2013, p.211) points out "Understanding how lectures are understood can not only offer suitable ways to persuade EFL hearers to focus on lectures but also show content lecturers in how to give their lectures to ensure best possible comprehension". However , The strategies of the use technology in class, namely the computer, Hsu (1994) suggests that a computer is extremely a beneficial tool in second/foreign language teaching, due to the various comprehension tools it offers to L2 learner which help him to modify the input he receives to aid his comprehension. Those tools could be pictures, a dictionary, clear sounds or even repetitions. (HAMINA, 2018/2019)

I.1.3.3. Learners' Autonomy

The student's ability to learn independently is extremely vital in achieving the academic goals; learners need to take responsibility for their learning, to be autonomous, and to develop their critical thinking. Thus, fostering the learners' autonomy should be an important goal in the educational system. In this regard, (Ward, 2003) highlights the role of computer-assisted language learning in enhancing the learners' autonomy. He claims that the application of computer-assisted language learning in the teaching/learning process helps the learners in a great way to be effective language learners by themselves and to be autonomous in their learning, through certain templates provided by the CALL materials that contain a number of tips and strategies. To say that, enhancing the learner's autonomy is one of the main benefits offered by the application of CALL programmes.cited in (HAMINA, 2018/2019)

I.1.3.4. Attitude

Learners' attitudes towards the target language can greatly affect their academic achievements and language proficiency. The beliefs they acquire and develop towards language learning can be either positive or negative. Thus, learners' attitudes can facilitate the learning process or they can impede it as well. In this regard Oroujlou and Vahedi (2011, p.997) mention "After all, it is the student's good or poor attitude that makes life easy or difficult in the foreign language classroom". The quote confirms our previous assumption, in terms of depending the success or failure of the language learning on the learners' positive or negative attitudes. Eventually, one of the main benefits of CALL application in the classroom is that it encourages the learners' positive attitudes towards learning. Since most learners are living the digital era, the use of CALL would be very effective to foster their learning. (cited in Li et al., 2015).

I.1.3.5. Immediate Feedback

As a consideration that the student's achievement can be highly improved by the immediate feedback, which can be defined as the information or reactions to a product whether a person's performance or a task, this information can be used as a basis for improvement (English Oxford dictionary). According to Gagne (1988), the immediate feedback can be also considered as a kind of reinforcement, because when learners are told about their correctness they will feel more motivated and proud; consequently, they will do their best to improve their achievements. However, nowadays with the incorporation of technology in class, Computer has got the ability to provide learners with immediate feedback. (Brown, 1997) mentions that the immediate feedback given by CALL encourages the learners to be more motivated while the delayed feedback reduces the student's interest. Moreover, Ebyary (2010) claims that the immediate feedback given by the teacher could not be effective anymore, especially with large number of learners. Thus, the use of computer applications "intelligent feedback" could be used instead of the other sources of feedback.cited in (HAMINA, 2018/2019)

I.1.4. CALL in teaching language skills

Technology has gained a place in language classrooms, in the sense that a strong relationship between technology and TEFL has been established. Computer-assisted language learning among the various pedagogies of teaching languages, was the most effective teaching method, since foreign language (FL) students face a lot of obstacles such as; understanding native speakers, producing a native-like English, also FL learners are getting bored of being unmotivated and being passive in classrooms; all those are now about to disappear due to the effectiveness of CALL method in teaching.

Several efforts have been made to learn various components of language, including vocabulary, grammar, reading, writing, speaking, listening and even culture using multimedia, the internet, speech recognition technology and other software and hardware (Zhao, 2003)

consequently, many benefits are brought to language classrooms in different ways, by making language learning more enjoyable and motivating learners considering them active rather than passive students. Thus, computer-assisted language learning is helpful to teach and learn different aspects of a language so it is worthy to know how CALL could assist in developing foreign language macro-skills in general and pragmatic competence in particular.

1.1.4.1. CALL and listening skill

It has proven that CALL systems help a lot in improving the listening skill through the use of different tools which could be used inside the classrooms by the teacher's instruction as they could be used outside since the internet invaded the world. Among the various multimedia tools that are advisable to be adopted in FL classrooms in order to enhance listening skill, videos, podcasts and audio-books are the most common ones.

First, authentic videos are the most useful tool since they transfer the real native speakers' actions; moreover learners are to receive information better when it is audio-visual because such tool provides them with a correct pronunciation of the TL represented in a real context.

According to Basanta (2000 cited in Bouchefra, 2017) the use of videos "can and does enhance language teaching by bringing the outside world into the classroom, and in short making the task of learning a more meaningful and exciting one". If so, learners, as it is mentioned before, will be trained to listen to native speakers' pronunciation which will help them to overcome their obstacles of understanding natives and increase their motivation, among other benefits.

podcast is defined as "downloadable audio and video multimedia files posted on the internet that can be played on the computer and other portable media players (e.g., mobile phones, tablet and iPods)" (Liu, 2013 cited in, Bouchefra, 2017).

Audio-books are another effective tool to be used in order to enhance FL learners' listening skill. According to Shokoff (2004 cited in Ekaterina, 2012) "audio-books are discreet works, different fundamentally in form from the quieter printed page", this recording tape is a very effective tool allows learners struggling their problems of being anxious while listening to native speakers talks and make them enhance their listening skill.

The use of audio-books and according to Ferris (1996 cited in Ekaterina, 2012) that when teachers use such an authentic material in the classroom they give learners chances to practice listening in a real-life lectures by a number of native speakers; he also believe that this useful tool offers an understandable input that needs meaning negotiation and linguistic features beyond the current level of learners competence.

I.1.4.2. CALL and reading skill

Reading is a vital factor for acquiring knowledge;,it is important in enhancing FL learners capacity of enriching their vocabulary package due to the technological development, reading materials became more available, easy to be downloaded, and the most important is that they are inexpensive. There are a lot of multimedia reading materials that could be used by both teachers and learners in teaching and learning FL, such as the use of eBooks, and online dictionaries.

E-Books are an effective tool which can reduce FL learners reading problems, sometimes hey find difficulties in understanding the TL, this lack refers to a number of reasons (e.i wrong pronunciation of some English words), where they will not be able to understand what is given to them.

The best thing to do to avoid such problems is to use e-Books which are seen not only as a tool to improve foreign learners reading comprehension but also as a tool which motivate them, according to Reid (2016), “an E-book can be an effective tool that can gain students’ interest and motivate them to complete the task at hand” (Reid, 2016 cited in Bee Choo &Zainuddin, 2018).

The online dictionary is another helpful electronic tool which provides new challenges to help FL learners read and is an important educational tool for English learning. Teachers, by using such a useful tool, make any piece of a text more comprehensible, it’s already mentioned that generally FL learners face difficulties of understanding what they are reading, the use of online dictionaries reduce that kind of problems.

Among the various benefits online dictionaries provide learners with, it is found that thishelpful tool enables students to find word lists for expansion in their own field in order to readmore credible materials; they will find information on cultural and social subjects in dictionariesto enhance their English literacy, also they give provide real time information that will providecomprehensive word information (lexical, semantic and syntactic information) and potentiallyhave additional word information for students to have a broad knowledge in various onlinedictionaries (Li, 2014, p. 298-299).

Many other electronic tools could be also used by both teachers and learners in and out the classrooms in order to enhance FL learners' reading skill, such as articles, journals, edublogs, etc. where it is found that the use of such tools make reading more and more desirable, in which the use of computer and the internet in reading class "can encourage EFL learners and open opportunities to read widely in foreign language" resulting in "developing vocabulary ... mastering important structures in the target language ... promote extensive reading; build reading fluency and rate; develop intrinsic motivation for reading; and contribute to a coherent curriculum for student learning" (Alseid, 2013, p. 64, cited in, Bouchefra, 2017).

I.1.4.3. CALL and speaking skill

Speaking skill is considered the cornerstone for communication, It is the skill which FL learners will be judged upon most in real-life situations and is a significant part of everyday life; generally a learner's first impression is focused on his ability to communicate fluently and appropriately.

Consequently, CALL systems are beneficial tools to be used in FL classrooms in order to help learners enhance more their speaking skill, such as Video conferencing, speech recognition software, and quicktionary which are effective tools to be used in FL teaching and learning processes.

Video conferencing is a live relay system where students get the chance to instantly pose questions and get responses from experts ,whom provide learners with the ability of listening and learning about the world throughout their field (Parveen, 2016, p.122). If English teachers adopt such a tool, their learners absolutely will improve their speaking skill and enrich their vocabulary, also their pronunciation will be better, thus they could differentiate between the British ascent and the American one and adopt the most preferable to them to be used.

The speech recognition software is an extremely useful program which helps learners develop their speech skills by converting speech to machine-readable information, it recognizes the learners' accuracy and offers feedback by providing scores of grammar, pronunciation, comprehension and provided with the correct forms, and enables them to practice again until they are qualified (Parveen, 2016, p.122-123). The use of such effective programs play a crucial role in improving learners' speaking skill performance; even distance learners can benefit from this kind of programs since there is no teacher who instruct them.

The pen-like device which allows learners to easily search a word and get its meaning and phonetic translation on its own LCD monitor.

Technology such as Enounce and Sound-editor help in adjusting the speech rates of listening material and provides mouth and tongue movements' depictions which promote learning and improve pronunciation (Parveen, 2016, p.124).

It is necessary to involve such a useful tool in foreign language classrooms, since it facilitate learners' learning specially when it serves the real needs of learners and helps to improve their performance.

I.1.4.4. CALL and the writing skill

Writing is a skill that language learners have to learn as a fundamental component; it is essential in written communication for both communicative and academic purposes.

The use of effective tools while teaching writing can be helpful to result better products and good writing by FL learners. Among the various types of CALL systems' programs, Edublogs, E-mails, and word processor, can be a very helpful tool for enhancing the writing skill.

Edublogs, according to Rini (2011) "could be defined as an online writing space to organize thoughts and share information with others for educational purposes. They provide an opportunity for intensive writing practice, offers a context in which language is used meaningfully", thus teachers can create a class blog where learners can post their work there, in this way learners will be able to interact with peers and learn from each other by commenting on their works, this kind of interaction will let learners improve their writing fluency and increase their motivation. Using edublogs is helpful since it can be used in and out of the classrooms so the interaction will not be limited to the classroom.

Emails are another tool which can improve the learners' writing skill. It is agreed that "Email can be used in teacher-student, student-student communication including formal and informal consultations, exchange of dialogue journals and writing conferencing" (Belisle, 1996 cited in Mansor, 2007), when learners use the email to contact their teachers, they will pay a great attention to the language they are using (e.i. the structure, the word choice, formality, etc), in this way and if teachers adopt this tool to assist their writing lessons, s/he can correct learners.

Word processors "is a device or computer program that provides for input, editing, formatting and output of text, often with some additional features". It is one of the most beneficial tools which can improve a FL learners' writing quality, it helps users to make text modifications which would have been harder on paper. These modifications vary from basic editing (for example, punctuation correction, orthography, grammar) (Drowns, 1992).

I.2. Technology Integration and E-Learning

I.2.1. Definition of Technology and Technology Integration

There are many definition of technology among researchers. İŞMAN (2012), define technology as a practical use of knowledge particularly in a specific area and is a way of doing a task especially using technical processes, methods, or knowledge. The usage of technology includes not only machines (computer hardware).therefore, Technology enhance learning in term of use electronic material and tools such as open educational resources (OER), have been seen as policy instruments which help to achieve various educational purposes at an institutional level. Ferran et al regard OER as a policy instrument of higher education institutions to facilitate flexible learning experiences, enhance transparency in learning paths, and enable greater accessibility to the learning materials in order to reinforce the concept of lifelong learning. (Kam Cheong Li, 2014)

I.2.2. Use of Technology in English Language Classrom

Technology is an effective tool for learners. Learners must use technology as a significant part of their learning process. Teachers should model the use of technology to support the curriculum so that learners can increase the true use of technology in learning their language skills (Costley, 2014; Murphy, DePasquale, & McNamara, 2003). Learners' cooperation can be increased through technology. Cooperation is one of the important tools for learning. Learners cooperatively work together to create tasks and learn from each other through reading their peers' work (Keser, Huseyin, & Ozdamli, 2011). (Kam Cheong Li, 2014)

I.2.3. Advantages and Disadvantages of E-Learning

E-Learning is a learning system that utilizes electronic media as a tool to assist learning activities. E-learning is an aggregation of all types of learning that use computers as a medium to support the learning process . E-Learning is the basis and logical consequences of the development of information and communication

Electronic learning is also referred as learning that uses electronic devices, mainly through online communication. E-Learning does not only accesses information (for example, laying out web pages) but also helps learners with specific results (eg achieving goals). In addition to delivering teaching, e-learning can monitor learners' performance and report on learning progress (Li et al., 2015)

I.2.3.1. Advantages of E_Learning

The main benefits of E-Learning are its flexibility and accessibility, both in terms of time and place and in terms of its accessibility to a much wider population. A student is now able to learn wherever there is a computer and at whatever time of the day is convenient to them. E-Learners are able to access the E-Learning materials

from home, work or wherever they choose, and at the time of day that they choose. They can also control the pace at which they progress through the materials.

Students can create learning spaces in their own homes. Klein and Ware (2003) found that this was preferential to any official space allocated to the E-learner by the employing organisation.

Students are able to obtain globally recognised qualifications from established UK universities and still continue to live and work in their home country. E-Learning allows students to choose a course, which is recognised as the best in their field, no matter which university it originates from. E-Learning breaks geographical boundaries and erases worries that mature students may once have encountered such as moving home, or finding new schools for children and they can continue to work, if they choose to study part time (Walmsley 2003).

E-learners have shown E-Learning to be effective and to improve learning outcome and speed. This is explained by the fact that the average E-student will be mature in employment that this will lead to more employees learning on-line while at work, the importance of this is that there is a growing recognition among students, employers and universities that, by combining work and study, learning takes place at a deeper level of understanding and students are able to apply their knowledge more effectively (Donoghue, et al 2002).

I.2.3.2. Disadvantages of E-learning

The most notable disadvantage of E-Learning is its lack of social interaction. Many students need social interaction in order to perform academically well and thus find distance learning difficult. A student studying a subject in isolation will require a great deal of motivation, time management and a focused approach. A traditional bricks and mortar environment provides the chance for a relationship to develop between students and tutorials facilitating the exchange of ideas (Hameed, et al 2008 : Hasebrook, et al 2003).

I.2.4. Recommendations for the Successful Integration of Technology

There are many recommendations for the successful integration of Technology to improve and develop learners' language skills,

1. Teachers should implement a technology plan that considers integration strategies along with purchasing decisions (Pourhossein Gilakjani, Leong, & Hairul, 2013).

2. Professional development should be specifically considered in order to assure learners' learning and to change the attitudes of teachers unfamiliar with the advantages that technology provides (Pourhossein Gilakjani, Leong, & Hairul, 2013).

3. The technology plan must be closely aligned with the curriculum standards. Teachers should know what educational approach is the most effective one when integrating technologies in the classroom (Pourhossein Gilakjani, Leong, & Hairul, 2013).

5. The computer technology is an integral part of the learning activity through which skills are transferred to learners. 5. Language teachers should urge their learners to use technology in developing their language skills.

6. Universities should regard technology as a significant part of teaching and learning programs. 7. (Ahmadi, 2018)

The use of technology in education is important and emerging. Today, technology is growing rapidly with the development of electronic devices such as computers and mobiles, as well as the development of new theories in learning and education through technology. However, today, learning in terms of theory and mobile-assisted learning is dominated . Mobile applications and social net work such facebook , youtube and Telegram the learning language become easier and rapid . the question to which extend mobile applications assisted language learning effectively ?

The following chapter discusses the Mobile assisted learning via Telegram application .

**CHAPTER-II:
Mobile Assisted
Language
Learning**

II. 1. Mobile Assisted Language Learning (MALL)

II.1.1. Definition of Mobile assisted Language Learning:

Mobile learning or M-learning has been widely defined as the exploitation of ubiquitous handheld technologies, together with wireless and mobile phone networks, to facilitate, support, enhance and extend the reach of teaching and learning (Wong et al.,2014).

Further Kwan et al.(2008) progressively it is achievable to deliver e-learning environments to a range of mobile devices including tablets, PDAs, Pocket PCs and WAP 2 phones. Furthermore, mobile learning is the ability to provide educational contents and resources on personal pocket devices such as smart phones, tablets, i-pads, mobile phones, etc. Educational content refers to digital learning resources which includes any form of content available on a personal device. Thus, M-learning is defined as learning multiple contexts through social and content resources, using personal electronic devices. (Ghedier,2021) .

II.1.2.Mobile-Assisted Language Learning and language skills

The importance of the integration Mobile Learning as theory of new technology language assisted learning among EFL learners makes us investigate on the impact of Mobile assisted Language skills achievements , there are several researchers and studies based on Mall and language skills (Reading , writing , speaking and listening)

Therefore, Kumaravadivelu (2003) asserts that language traditionally is divided into four skills: listening, speaking, reading and writing. And their teaching reflects this division, as each skill was taught separately. However, in everyday practice these skills are integrated, and so their teaching should be. "Rare indeed is the day when we only listen, or only speak, or only read, or only write" (Kumaravadivelu, 2013 p. 225). Hence, this integration of language skills reflects our daily use of mobile technologies (mobile phone): we often listen and speak, while making calls; and write and read while sending or receiving messages or making our own notes. Mobile technologies have attracted users due to their sophisticated uses and increasing capacity (Viberg & Gronlund, 2012). They have already made their presence among people in general and students in university in particular. Nevertheless, their use in teaching and learning has been more gradual, since educators are seeking to understand how to effectively use them to support various types of learning (Kukulska-Hulme & Shield, 2008). A review of published work during 1994 to 2012 on mobile

assisted language learning indicates that there are approximately 575 works that have been published in the last two decades. Among these works, topics such as attitude of users, pedagogical design, motivational effects and others have been investigated (Burston, 2013).

In their recent work, Viberg and Grönlund (2012) provide a comprehensive literature review of MALL papers published during the period 2007-2012. The literature review consisted of 54 papers published in the domain of second and foreign language acquisition. This review shows that most research papers focus on vocabulary acquisition, listening and speaking skills, and language acquisition in general. Also, the findings indicated the lack of studies on grammar, pronunciation, and writing skills.

In a similar study, FeiYanga, Ju Chaoa, and Changa, (2013) examined 44 MALL-related studies that have been published during the 2008 to 2012 and the results were quite similar to Viberg et al. (2012) findings. The study shows that vocabulary learning lead the list of language learning topics with 13 (28%) followed by listening skill 12 (26%) studies, and speaking and reading 7 (15%) studies each, and writing skill has only 3 (7) studies. The rest 4 (9%) studies topics were not specified. FeiYanga et al. (2013) assert that this research indicates that mobile technologies are best application for learning vocabulary. However insightful these literatures, mobile devices cannot be limited to specific skills, as technology is developing and new research is also being conducting to have a fully understanding of this new field (cited in Ghrieb, 2015)

II.1.2.1. MALL Research on Listening and Speaking

Speaking and listening one the significant communication skills , nowadays these skills are used widely through Mobile devices and application which takes a important role in learning. The following studies mention the develop Mobile assisted listening and speaking skills .

- Trifonova and Ronchetti (2003) explain mobile learning as using Information Technology (IT) in enhancing teaching and learning experience through mobile devices. Thus, MALL could be referred as the use of diversified mobile technologies as assistance to expedite language acquisition. Naismith et al. (2004) identify two dimensions of mobile technologies: 1) personal and shared, and 2) portable and static. Past studies suggested that the use of mobile technologies in learning applies six learning theories namely constructivism, behaviorism, collaboration, situated, informal learning and lifelong learning, and support in teaching and learning (Naismith et al., 2004; Rahamat et al., 2017; Cakmak, 2019). Traxler and Kukulska-Hulme (2015) claimed that MALL has been advocated by many teachers and a review done by Hashim et al. (2017) proven that MALL has developed over the past decade as a field within its own right, with an increasing number of articles that

examine the use of mobile devices in both formal and informal language learning. They are discovered to provide richer learning content by extending learners' learning environment beyond the classroom setting (Kukulska, 2009). MALL environments are added more values by the unique attributes of mobile devices identified by Klopfer et al. (2002):

- Portability: the mobile devices allow movability
- Social interactivity: the mobile devices facilitate and enhance communication between users
- Context sensitivity: the mobile devices provide real data in learners' location, environment, and time
- Connectivity: the devices can be connected to each other or a shared network
- Individuality: the devices allow individual learning. These attributes make learning possible without being bounded by physical location and time as well as embrace the self-learning concept which promotes autonomy among learners. (Rajendran, 2021)
- Private feedback: Listening activities on mobile phones or digital media players can be done effectively anywhere and anytime (Kukulska-Hulme, 2013a). Using their mobile phones, learners are in constant informal listening activities. Listening to foreign language is no longer a restricted activity that a learner has to attend to while seating in front of computer or while seating in classroom. Listening is becoming an integrated part of daily activities; listening while traveling, queuing, or even during classroom time. In other words, the availability of accessing podcasts and audio materials in general have extended the opportunities to listen to authentic material more frequently (Kukulska-Hulme, 2013).

II.1.2.2.MALL Research on Reading

Reading is one important receptive skills. The reading skill is based on traditional way of learning reading, brings printed materials. Therefore, in foreign language where printed material are scarce poses another issue for motivating reading among learners of foreign languages.

Reading is usually defined as the ability to interpret meaning from the printed page and comprehend information appropriately (Grabe & Stoller, 2013). However important, the printed page, it seems no longer an important element in defining reading, since technology makes reading available on digital screens. Reading in mobile devices is a recent issue that developed by the developing of mobile technology. People start to find their mobile phones a good tool for their daily reading. As an experience we have observed people reading the holy Qur'an in mosques in their

mobile phones while books are on shelves. This can indicate that Kukulska-Hulme (2013) asserts that reading in foreign language has become a more attractive potentiality, essentially for students who have a long commute day or students who have no possibility to interact with fixed computer. This comes as a result of the widespread of mobile devices that support electronic books such as smart phones, tablet PCs, and Kindles. These mobile devices have extended daily basis reading as it opens new opportunities for second and foreign language readers to access newspapers as well as other news channels online. (GHRIEB, 2015)

Advantages of reading on mobile devices have found support from empirical studies and they include. In his study, Huang (2011) attempted to explore students preferences for reading. As part of the study, participants were given short texts and longer texts. And both short texts and longer texts were delivered to students via mobile phones, emails, and hard papers. The results indicated that, reading from papers were preferred for both longer and short texts. However, short texts were reported more preferred than email. Students preferred the short screen as a result of the small screen of the mobile phones. Shimane and Shimane(2013) reported on three years project of providing reading and grammar material to students via mobile phones. The researcher concludes that delivering reading and writing material through mobile phones were reported as a positive experience; however, a criteria such as; “(a) providing engaging learning materials that are neither too long nor overly-demanding; (b) a proper degree of teacher monitoring; (c) student involvement; (d) the need for incentives; (e) a respect for privacy; and (f) a safe and secure mobile-learning technical environment” (p.117), must be applied (Ghrieb, 2015).

II.1.2.3.MALL Research on Writing

The use of Mobile devices and network app on daily life as progressing activity in Messaging and chatting effects enhancing writing skills via Mobile apps and devices (Kukulska-Hulme, 2013).. There are only a few researchers who try to exploit mobile devices to investigate its potential to developing this critical skill - writing skill, in foreign language. This is also was shown by (Viberg and Grönlund, 2012) who observe that research focusing in writing skill is "underrepresented" (p. 7). Kulkulska-Hulmes (2013) ascribes this to the technical limitation of mobile devices such as the small keypad "Writing practice can be more problematic since it is largely constrained by means of input such as small screens and keyboards, which can present a barrier to extensive writing" (p. 4). On the other hand, although mobile devices seems to be a suitable devices for listening and reading, they also can offer students to practice speaking and writing (Beatty, 2013). As far as writing is concerned, (Kukulska-Hulme, 2013a) suggests that the optical character recognition function equipped in mobile devices can be used to practice the scripts of unfamiliar languages. This also can be helpful for learners who are unfamiliar with the spelling of some words, as this function gives the learner the correct spelling when he/she

fails to. Furthermore, the ability to share written material through mobile blogging can promote student motivation

Kulkuska-Hulme, (2013) views that although most writing done on mobile phones are informal (i.e. blogging, commenting, or sending intimate SMS), academic writing also find support from some empirical studies as well. (Chaka and Ngesi, 2010)report on an experimental study at Walter Sisulu University on using mobile phone for writing short paragraphs by English for Academic Purposes (EAP) students. The study uses SMSes as a platform for writing short paragraphs as well as providing feedback. As a finding, the incompleteness of ideas and thoughts, and the conversational outlook of the paragraphs were among the reported key features of students' paragraphs. However, providing instant feedback was stated as key benefit facilitated by SMSes. (GHRIEB, 2015)

Furthermore, regarding academic writing, (Oyinloye , 2009) attempts to investigate the potential of using mobile phones Global system for mobile communication (GSM) in enhancing “students writing skills in essay writing with special references to expression, content generation, organization, tense and punctuation. The finding of this study show that mobile phones can used for teaching writing skills, generate main ideas and organize them. Also, it gives the opportunity of constant feedback. mobile phones (GHRIEB, 2015).

The Mall has important influence on learning Language skills that gives learner capacity to use the four skills ,through listening and reading on one time or speaking and reading on the main time , thus Mall limited time and space in enhance Language skills.

II.1.3.Mobile Learning Advantage and challenges

II.1.3.1.Mobile learning Advantages

The advantages of mobile-based L2 learning tend to be discussed in terms of the technology; that is, technologically advanced devices and functions, accessibility of learning resources that can be obtained anytime and anywhere, and the use of various applications for studying. These technological aspects tend to be stressed in examining the effectiveness of mobile learning. Learners have adopted mobile technological affordances more readily than those of personal computers, because mobile devices have already become such requisite tools for life daily in many countries that students have their own smart phones or other mobile devices McCarty et al., (2017).

Pachler et al. (2010) show that mobile devices have become indispensable tools for daily life because of their portability, the convergence of technologies, and the decreasing cost for the devices and services. Kulkuska-Hulme (2009) also points out three advantages of mobile learning: ownership, mobility, and convergence of technologies.

.II.1.3.2. Mobile Learning Integration: Issues and Challenges

Mobile learning has numerous issues and challenges to practice and acceptance . The common issues and challenges may related to the features of mobile devices and a few regarding user's expectations. The rapid increase of mobile applications has outpaced the traditional software applications. However, these traditional software engineering applications cannot be applied directly in mobile devices due to the following issues:

1. Different mobile platforms such as Android, Windows 7, etc.
2. Different hardware makers for platforms such as HTC, Google, Samsung, Apple, etc.
3. Mobile device user interfaces (UI) which provide a new mechanism for human computer interaction sequences such as multi-touch interfaces, image recognition, code scanning, etc., that have not been previously explored in research and there is no existing established user interface guidelines.
4. M-learning may make it easier to fraud. M-learning users may use dishonest methods to take or copy something valuable from another person, this may make it easier to cheat.
5. Feeling of isolation, separation, or of being out-of-the-loop. The freedom offered by M learning opens up opportunities for learner to work alone and isolated from other learners (Cited in Ghedeir, 2021).

II.2. Telegram Application Characteristics and Description

II.2.1. Definition of Telegram application as a language learning tool:

There are many researchers who have defined the telegram app differently:

One of the mobile apps is 'Telegram.' It is a cloud-based app which allows users to exchange videos, pictures, audio, or any file stored in a server without occupying space in their mobile device (Abbasi & Behjat, 2016; Ghobadi & Taki, 2018; Serostanova, 2014). There is a sharp trend towards using Telegram, with 200 million users monthly in 2018 as the Telegram Company claimed (www.telegram.org).

Telegram is a free application that can be used for online language learning programs that possesses major advantages to facilitate the process of learning. It is one of the most downloaded messaging apps that is constantly updated and new features are being added to every day. (Faramarzi et al., 2019)

Telegram is one of the most common mobile applications used by foreign language learners. It is a cloud-based application that allows users to exchange images, videos, or files without occupying the mobile device storage. According to Telegram official website, by 2018, the Telegram Company reported that the app had over 200 million users every month. This high number shows that more people opt to learn the English language through the online platform rather than traditional ways of learning. (Almansour, The Effectiveness of Using Telegram App in Learning English as a Foreign Language among Secondary School Students, 2022)

The Telegram application, a free online app, has everything in itself: a massive cloud-based storage system to keep the files, a venue for organizing collaborative online classes, dozens of robot assistants, and the capability of making one's own customized robot for any particular purpose. Therefore it is a compact device that obviates the need of using other applications. Its versatility and user-friendliness made it specifically popular among teachers and learners from all levels. (Sajad Faramarzi, 2019)

Method of registration in Telegram application

The Telegram application is compatible with different operating systems and different devices. (Sajad Faramarzi, 2019). The appropriate operating system should be selected from the website (see Figure 1).

Additionally, it can be used in a web-based domain where installation is not necessary. Other than English, seven other languages are also supported. Signing up to the system is very easy as it only requires the mobile number and the verification code which is later sent to the user via a text message. After logging into the system, the application can be customized in terms of its appearance and security settings. Moreover, the application has the capacity of importing the contacts from the users' phone book.



Figure 1. How to access the Telegram application

II.2.2. Characteristics and features of telegram application

There are many features worthy of mentioning which make Telegram distinct from other software and establishes it as a leading device for distance language learning (Sajad Faramarzi, 2019):

II.2.2.1. Safety and security:

First, this application ensures the cyber security of users since Telegram messages are encrypted and the app has the capability of self-destruction. As it can be seen in Figure 3, these secret chats can be self-destructed without any interference. This allows learners to be more extrovert and cooperative in doing the tasks because users should no longer be worried about the mistakes they might make since the exchanged messages can be easily rectified. This allows learners to express themselves freely because the messages can be corrected at any time. (Almansour, The Effectiveness of Using Telegram App in Learning English as a Foreign Language among Secondary School Students, 2022)

II.2.2.2. The Seamless Network

It can be used Telegram on different devices simultaneously, for example, on both a smartphone and a laptop. This helps the continuation flow of getting the in-

formation from different resources without any interruption. In other words, a learner can start getting the information on their laptop and continue doing so on their mobile phone if they want to get out of the house.

II.2.2.3. Access to channels and groups

Once a Telegram user is signed up, they have access to a wide variety of channels and groups particularly the language learning ones. The channels and groups can either be searched parametrically or accessed by having an invitation link (see Figure 4). Unlike some other virtual societies and websites, access to channels, discussion groups, and online classes can be made much easier with a little search about the topic of interest. Moreover, joining channels and groups is free of any premium charges. Every teacher and/or learner can construct their own channels and groups and invite their students to start interacting in an online environment.

II.2.2.4. Supporting files with various extensions and sizes

Telegram has the capability of supporting all file formats including, but not limited to, doc, zip, ppt, mp3, mpeg, etc. This is very important for distance language learning since teachers and learners need a robust and dynamic environment to send and receive files with different extensions. Moreover, there is no restriction over the size of files which are exchanged. Files up to 1.5 GB can be exchanged in any discussion forum. Selecting a file from the gallery or saving a file to the hardware requires a single touch or click. Figure 5 shows how to choose files from different sources and extensions which obviates the necessity of installing other applications. For instance, the teacher can send a multimedia file with any extension and upload it to a group. All group members can download it for free and share their opinions about it. Learners can also express their own opinions by sharing files. All this maximizes interaction among learners and encourages them to do the tasks collaboratively.

Telegram is a versatile multifunctional online application, with its channels and groups catering for most purposes of their users. Every individual user can create unlimited groups for up to 100,000 members and channels with an unlimited number of members. A group is a combination of email service, text messaging app, multimedia messaging app, online forum discussion, and systematic educational robots. Therefore, it can take care of personal, educational, and business needs all at the same time. Once the members are added to a group, they can be guided by the admin users of the group (usually the online instructors or the researchers and their assistants) to accept the rules of the group (see Figure 6). Depending on the purpose of the group, members are briefed on how to make use of the presented materials within an already determined framework.

II.2.2.5. Assigning tasks to learners

By using a group, a wide range of meaningful and challenging tasks can be presented to Learners. This application endorses podcasts from a wide range of domains: video podcasts for teaching grammar, vocabulary, pronunciation, listening, reading comprehension, formative writing tasks, speaking, etc. In a longitudinal study, Faramarzi (2018) assigned various integrated listening and speaking tasks in Telegram to measure the effect of video podcasting tasks on the development of listening comprehension of EFL learners. The Telegram users demonstrated increased performance in doing integrated tasks comparing to that of non-users.

The participants in the study mentioned Telegram as a powerful device for improving their major skills and sub-skills. Figure 7 shows the video grammar podcasts and how the tasks were presented.

II.2.2.6. Using helpful robots

One of the most important characteristics of Telegram which makes it really different from other distance education programs is the existence of robots or so-called 'bots', which can encourage learners to be self-reliant and independent.

Telegram bot is a global education network that helps connect all students with the people and learning resources needed to reach their full potential. Telegram bot is an online network application for teachers and students. Telegram bot is a social network platform that created educational studies.

The idea of getting help from robots can stimulate an initiative sense especially for introverted learners. Additionally, inquisitive learners can challenge their peers by getting some information from robots. In other words, by having access to a great range of robots, learners can become more independent and discover the materials by themselves. Figure 8 shows Andy's chatting robot which makes language discussion practice more lively for learners, particularly beginners who might be interested in finding out reactions of a native speaker to specific questions. In responding to learners, the robot matches its answers to the linguistic level of the questions.



Figure 2. Andy English bot

The following robots are among the few language related robots which can be used by learners from all language levels:

- Pronunciation bot helps learners to check the pronunciation of words on the spot and even get the phonetic notation of the words and messages. Therefore, there is no need to use a dictionary while reading a passage. B. TeleTwitter robot provides an opportunity to check the Twitter account on the go
- The idea behind creating such a robot is to have access to the social network continuously.
- Cloudfile robot can save received files in one's drop box account or other cloud-based system. Even though Telegram has got its own cloud system, some members might be interested in saving the files somewhere else.
- Umad robot provides great animated pictures and learners can use these GIF files in their conversational exchanges to make their conversational exchanges much more exciting
- Study robot covers a wide range of subjects by teaching different aspects of language, geography, world history and so on. Also it measures different areas of English like IELTS, TOEFL, SAT and IAS mock tests
- Wiki robot is capable of searching articles in any chat box or forum. It is a great way of sharing information with others without any interruption. The significance of this robot is to have something to say any time one gets involved in a conversational exchange

- Voicy robot changes the voice messages and converts them to text messages accurately.
- Abadisdic bot gives learners access to dictionaries and encyclopedias in an online environment
- Vote bot enables instructors to conduct a survey and get feedback from students through Likert scale questionnaire system. The voting robot can undo a vote if one chooses an alternative by mistake, or one wants to change their mind about a point (Sajad Faramarzi, 2019)

II.2.3. Comparison with other similar applications

Unlike some other e-learning applications such as WiziQ, Telegram is free. Creating an account is simple and only requires following a few steps. It is safe and it can be operationalized seamlessly by using different devices. The customized adjunct robots are not available in any other application. In spite of having a massive cloud-based system, it works very fast.

Communication has been made easy as far as recording the voice and videos is very simple. Something which is almost nonexistent in other distance language learning programs is the ability to find and join different channels and groups based on the topic of interest.

Moreover, the application is free from any disturbing advertisement. The two-step verification made the security setting confidential. Maximum collaborative learning, peer correction, and discovery learning are among the best features (Sajad Faramarzi, 2019)

II.2.4. Telegram's different features

The app attracts many users because of the numerous features other than being an education platform such as:

- Telegram's different features are instrumental in teaching the skills of the language and its components, such as vocabulary and grammar. Many of these studies focused on the effectiveness of teaching and learning the English language through the Telegram app. Other social media networks have also proven instrumental in improving learners' pronunciation and encouraging group work during the learning process. (Almansour, 2022)
- This app is free of charge and advertisement-free and it can be employed by learners from all levels.
- Provides a dynamic environment which can be customized in accordance to learners' needs (Sajad Faramarzi, 2019)
- Telegram emphasizes speed and security as it is very easy to use, fast in uploading and downloading files, and easy to connect with your fellow members.
- its cloud-based system ensures permanent access to the files which are exchanged across different channels and groups.

- it is capable of synchronizing encrypted data across multitude of independent data centers. (Sajad Faramarzi, 2019)

II.2.5. Telegram's impact on foreign language learning skills

Many previous studies proved the effectiveness of the Telegram app in teaching and learning the English language (Heidari-shahreza & Khodarahmi, 2018; Xodabande, 2017). The adoption of Telegram in English language learning ameliorate different angles of EFL learners' English language skills, such as reading comprehension ability (Naderi & Akrami, 2018), vocabulary (Ghobadi & Taki, 2018), writing skill (Aghajani & Adloo, 2018), and improving speaking skill (Setiawan & Wahyuni, 2017; Xodabande, 2017).

Research states that the Telegram app has been very instrumental in teaching and learning the main four skills of English language along with vocabulary and grammar. For example, a recent study conducted by Abu-Ayfah (2020), has investigated the perceptions of Saudi college students regarding Telegram app effectiveness for English language learning.

The effect of Telegram on developing vocabulary has been previously investigated by several researchers (e.g. Elekaei, 2018; Ghobadi & Taki, 2018; Heidari Tabrizi & Onvani, 2018; Khodarahimi & Heidari-Shahreza, 2018; Movafagh Ardestani, 2017), as well as on grammar (Nabati, 2018), reading comprehension (Azadi and Azad, 2017) or integrated skills (Faramarzi, 2018).

Through the Telegram app, learners have more access to the English language input, and there are increased opportunities to interact with other learners (Akobirov & Vokhidova, 2018). Additionally, instructors can access the necessary tools needed to arrange the learning content. Today, the invention of social media and English use of almost all social networks have provided learners with increased accessibility to a more authentic language than the language taught in the classroom (Ozer & Kilic, 2018, p. 2917). Advancements in speech recognition technologies, online dictionaries, social networking sites, and visual features have enabled learners of foreign languages to develop their language skills.

II.2.5.1. The effect of telegram application on learning the writing skills

Writing is a skill that language learners have to learn as a fundamental component; it is essential in written communication for both communicative and academic purposes. The use of effective tools while teaching writing can be helpful to result better products and good writing by FL learners. Among the various types of CALL systems' programs, Edublogs, E-mails, and word processor, can be a very helpful tool for enhancing the writing skill.

Zarei (2015) investigated the efficacy of using the Telegram software on developing writing in second language, to detect the perception of the students regarding using telegram in writing. an educational aid for language learning, The results indicated that the study group using Telegram App performed better than the control.

According to Aghajani and Adloo (2018), higher scores were obtained by students who are in Telegram Cooperative writing groups more than students in face-to-face cooperative writing groups. Additionally, Al-Jarrah et al. (2019) noted that learners using writing for educational purposes. They need to practice writing very much in order to be qualified. Social media can be a tool where students are encouraged to practice writing. Moreover, Yinka and Queendarline (2018) study how students feel about using the Telegram app in English classes, especially in terms of writing skills. They find the possibility of using Telegram in teaching writing. (Alodwan, 2021)

Another research study conducted by Aghajani and Adloo (2018), found that learners in the Telegram cooperative writing groups scored higher grades compared to those in face-to-face groups. They claimed that the app allowed personalization and flexibility, therefore influencing a positive attitude from them (Aghajani & Adloo, 2018). (Almansour, The Effectiveness of Using Telegram App in Learning English as a Foreign Language among Secondary School Students, 2022)

II.2.5.2. The effect of Telegram application on learning the vocabulary skills

Kinsella states that vocabulary is the single strongest predictor of academic success for EFL learners. Development of vocabulary is not only the key to improve speaking skill, but it also helps students with both writing and reading comprehension. Vocabulary is an important thing to build some sentences, it is used by people to express some situations in daily life even in reading, writing, or speaking skills.

On the other hand, Mashhadi Heidar and Kaviani (2016) find that learning English through Telegram can provide unique technological and pedagogical benefits for Iranian EFL learners, as well as have a positive impact on EFL learners' vocabulary development. (Alodwan, 2021)

Telegram app has also proved effectiveness in acquiring new vocabulary among EFL learners. A study conducted by Ghaemi and Golshan (2018), investigated students' attitudes about learning new vocabulary via Telegram app. Findings of the study ensured that short messages services (SMS) available in the Telegram app had a very positive impact on acquiring new vocabulary among students (Ghaemi & Golshan, 2018). (Almansour, The Effectiveness of Using Telegram App in Learning English as a Foreign Language among Secondary School Students, 2022) Moreover, Ghaemi and Golshan (2018) used Telegram to investigate the impact of short messaging systems on EFL learners' vocabulary learning. (Ghaemi, Golshan, 2018)

Using smart smartphone learning and Telegram-based learning scenarios may be a solution to the difficulty of learning vocabulary. Ghobadi and Taki (2018) also demonstrated that using Telegram stickers to teach vocabulary assists the students to learn new vocabulary easily and professionally. (Alodwan, 2021). Another research study conducted by Tabrizi and Onvani (2018), examined the impact of using Tele-

gram app on learning English vocabulary by Iranian EFL beginner learners. The researcher used a quasi-experimental research design with 31 students, in which vocabulary were taught in two different ways: 4-weeks by telegram app and another 4-weeks by the traditional face to face instructions. By comparing students' grades of the two methods, results showed that learning vocabulary by a social media app (Telegram) was more effective than the traditional way.- cited in. (Almansour, The Effectiveness of Using Telegram App in Learning English as a Foreign Language among Secondary School Students, 2022)

Pirouz (2015) investigated the relationship between using Telegram and interpersonal communication of Islamic Azad University students of Karaj. she selected 345 students as the sample of her study. The obtained results indicated that the average scores of the students who are members of Telegram application higher than that of the students who do not use Telegram.

Mashhadi Heidar and Kaviani (2016) conducted a study to investigate whether Telegram would be an effective and easy learning tool of vocabulary for Iranian female EFL learners at intermediate level at Payam Noor University of Babol. They stated that Telegram learning can bring unique technological pedagogical advantages for EFL learners. The results also revealed that Telegram learning has a significant positive effect on the development of vocabulary learning.

II.2.5.3. The effect of telegram application on learning the pronunciation skills

Furthermore, Setiawan and Wahyuni (2017) investigate the utility of Telegram in teaching English pronunciation to EFL learners. The results suggested that using the Telegram App can be favourable and extremely beneficial to English learners to pronounce words professionally, and using the Telegram app to implement the E-talk castle model has a significant effect on learners' ability to develop their English language speaking skills. (Alodwan, 2021)The use of Telegram has played a critical role also in helping learners improve their pronunciation. Additionally, it has also enhanced their writing ability (Abbasi & Behjat, 2018). (Almansour, The Effectiveness of Using Telegram App in Learning English as a Foreign Language among Secondary School Students, 2022)

On the other hand, pronunciation remains to be one of the main challenges in the aspect of teaching and learning English. The reason behind the noticeable improvement in pronunciation might be the accessibility for students anytime and anywhere (Nimmagadda & Krishnaveer, 2018). (Almansour, The Effectiveness of Using Telegram App in Learning English as a Foreign Language among Secondary School Students, 2022)

The app's usability in teaching English has played a critical role in improving learner's pronunciation (Abu-Ayfah, 2020). The ability to give and respond to feed-

back and comments also improved the process of learning. Additionally, most learners portrayed a positive attitude towards learning the language through the social platforms. (Almansour, The Effectiveness of Using Telegram App in Learning English as a Foreign Language among Secondary School Students, 2022)

II.2.5.4.The effect of telegram application on learning the reading skills

Reading is a vital factor for acquiring knowledge; it is important in enhancing FL learners capacity of enriching their vocabulary package; due to the technological development, reading materials became more available, easy to be downloaded, and the most important is that they are inexpensive.

There are a lot of multimedia reading materials that could be used by both teachers and learners in teaching and learning FL, such as the use of *eBooks*, and *online dictionaries*. In terms of reading, Naderi and Akrami (2018) found that telegram contributes to teaching reading comprehension . (Alodwan, 2021)

II.2.5.5.The effect of telegram application on learning the speaking skills

Speaking skill takes the lion part among the four macro-skills, which is considered the cornerstone for communication. It is the skill which FL learners will be judged upon most in real-life situations and is a significant part of everyday life; generally a learner's first impression is focused on his ability to communicate fluently and appropriately. CALL systems are beneficial tools to be used in FL classrooms in order to help learners enhance more their speaking skill, such as Video conferencing, speech recognition software, and quicktionary which are effective tools to be used in FL teaching and learning processes.

Abbasi and Behjat (2018) investigated the impact of storytelling with Telegram app and found that the experimental group outperformed the control group on a speaking complexity test (Almansour, The Effectiveness of Using Telegram App in Learning English as a Foreign Language among Secondary School Students, 2022) In conclusion the characteristics of the Telegram application that mentioned above gives Telegram importance and significance on assisted learning English .



Practical Part : Methods, Results, and Discussion

**Investigation of Mobile Assisted Language Learning Attitudes among EFL Learners- Telegram application as a model-
-Field study of Sample of Students of the Third year English Language Faculty Bachelor's Degree and Second year Master degree for the impact of Telegram Application on English Language Skills**

preface

After illustrating theoretical and empirical literature for both using a mobile-technology-assisted English learning and Telegram application assisted English learning, and also exposing previous studies that dealt with the same topic, summarizing, and comparing them with the study in hand. This part will be concerned with a sample field study of students of Kasdi MerbahOuargla University Level 3 Bachelor's Degree and Master's Department of English,in order to explore the May Telegram has a role and the impact of Telegram application on learning English language skills, and details aredemonstrate through the following two sections:

- **Section one: Methods of Data Collection and Analysis**
- **Section two: Results and Discussions**

III.1.Section One: Methods and Tools

This section represents an entry to the case study of the impact of Telegram application onEnglishlanguage skills. Data collection tools, study population and sample, and the approach adopted will be illustrated. Besides, all methods, statistical techniques and programs followed in achieving the study objectives.

III.1.1. Population and sample

III.1.1.1. Study population

The study of the population was a collection based on simple random sampling, from the Department of English at Kasdi Merbah UniversityOuargla (KMUO) Students have targeted pre_ graduated students at the Level of Third year Bachelor's degree and post_graduated students of the Second year Master degree.

III.1.1.2. Study sample

The current study was conducted on a sample consists of of 53 students from the English department Level Third year of Bachelor's degree and Second year Master degree at UKMO on the second week of May on the second semester 2022/2023 . Noticeably the targeted students use the Telegram App in learning English. For the sake of collecting data, the researcher began by distributing 90 questionnaires as a main data collection source. The questionnaire took two forms, paper and electronic questionnaires that were distributed via e-mails, and Telegram .38 of them were invalid. thus, 53 questionnaires have been taken as a final sample for the study, and the following **Table (2.1)** provides an illustration for that:

Table (2.1): Statistics of distributed and valid questionnaires

Questionnaire	Distributed questionnaires	Retrieved questionnaires	Invalid questionnaires	valid questionnaires
Number	71	55	2	53
Percentage (%)	100%	77,46%	2,81%	74,64%

Source: made by the student based on questionnaires

III.1.2. Study Variables

Variables of the study are demonstrated in the following Table (2.2)

Variables	
dependent variable	English language skills
Independent variable	Telegram application assisted English learning

Table (2.2): study variables

III.1.3. Study Method

For the sake of achieving the study's objectives and answering the question, Descriptive Approach has been followed as it is considered a method that attempts to collect quantifiable information for statistical analysis and obtaining clear and highly credible results. It allows to describe the nature of studied phenomenon as presented in reality .thus, it is the most effective method to explore :To what extent the Telegram Application contributes and impact to learning English language skills?

III.1.4. Data Collection Sources

For the purpose of Data Collection, this study based on two main sources

III.1.4.1.Primary sources

For the empirical part,the questionnaire has used as a main instrument for conducting the study and collecting information from the sample.

III.1.4.2.Secondary sources

To enrich the conceptual framework in theoretical part, books, articles, review papers, conferences, PhD and Master dissertations have been reviewed. However, The study that is considered baseline is the study of “Almansour, S. M. (2022). The

Effectiveness of Using Telegram App in Learning English as a Foreign Language among Secondary School Students. *Journal of Educational*”, and study of Zahra A. Abu-Ayfah, “Telegram App in Learning English: EFL Students’ Perceptions”, *English Language Teaching*; Vol. 13, No. 1, 2020.

III.1.5. Study Tools

One of the main requirements for a research study is the study tools, that enables the researcher to find answers of research questions through collecting data, aiming to gain insights regarding the study's topic. However, it could be challenge to select the most appropriate tool based on the nature of the topic .furthermore, the appropriate statistical methods to analyze data are:

III.1.5.1. Data Collection Tools

-Questionnaire: represents a set of questions or phrases which aim to collect information from the sample, designed based on previous studies carrying the same topic of the study (appendix)

Part One

Includes personal and demographic information about the students in the department of English at UKMO for to study (Gender, Age, Education level and Occupation)

Part Two

It is about measuring mobile learning habits and attitudes (independent variable) consisting of eight questions that measure students' attitudes and habits in learning using Mobil devices and Telegram application

Part Three

It is about measuring attitudes towards and patterns of using a mobile-technology-assisted English learning environment, which consists of ten items

Part Four

This part measuring the perceptions they students have towards a Telegram application assisted English learning, which consists of ten items.

II.1.5.2. Statistical tools

For the sake of analyzing information collected from the questionnaire, data has been dumped in Excel program and then copied in SPSS program version 26 and processed using the following statistical analysis methods:

- ✓ Cronbach's α
- ✓ Arithmetic Mean and Standard Deviation

- ✓ Pearson correlation coefficient
- ✓ One-Way Analysis of Variance (ANOVA)
- ✓ Linear regression
- ✓ T-test
- ✓ One-Way Analysis of Variance (ANOVA)

Also, using Likert Scale five points (neutrality and direction) to evaluate the sample's responses and gives members to each point to make it easy to process as follows:

- ✓ Strongly agree(5)
- ✓ Agree (4)
- ✓ Neutral (3)
- ✓ Disagree (2)
- ✓ Strongly disagree(1)

And to define arithmetic mean values, the following calculations have been done:

1. **Mean:** mean value – the lowest value, which means $5-1=4$
2. **Mean divided by the number of categories:** $4/5=0,88$
3. **(0,88) is added to the minimum scale**

And thus:

Table (2.3): Weighted Mean of Each Level (Likert scale)

Weighted average	Level
From 1 to 1.80	Strongly disagree
From 1.81 to 2.60	Disagree
From 2.61 to 3.40	Neutral
From 2.41 to 4.20	Agree
From 4.21 to 5	Strongly agree

Source: Made by the Student Based on Previous Studies

III.1.6. Reliability and validity test

Several procedures have been conducted for the purpose of testing the validity and reliability of the questionnaire, including questionnaire's refereeing by the supervising professor in the study's topic. In addition, the necessary tests have been done to check the tool's validity and reliability.

1. Reliability of judges

In order to verify the reliability of study's tool. first, it has been designed with the supervisor and based on that, items have been modified and redesigned to take the final form .

2. Validity of the Instruments

Consequence	N	Cronbach's α
mobile-technology-assisted English learning	10	0.752
Telegram application assisted English learning	10	0.895
Total	20	0.820

Validity refers to whether a measurement tool actually measures the variable that researcher wants to measure and whether the distributed questionnaires will give the same results as if it is distributed again on the same sample and at the same circumstances. Resorting to Cronbach's α which is considered to be the most important tool to measure the validity. Results obtained from SPSS are shown in **Table**

(2.4)Table (2.4): Results of Validity Test According to Cronbach's α

Source: Made by the Student Based on SPSS Outputs

The results of the Cronbach's α value for the 10 items of mobile-technology-assisted English learning shown on **Table (2.4)** was valued at **(75.2%)**, while that of 10 items of Telegram application assisted English learning was valued at **(89.5%)**, and the total value was **(82%)** which is greater than **(62%)**, which means that in case of interrogating the same sample again and at the same circumstances, **(82%)** of respondents will repeat the same answers. Thus, the questionnaire is considered to have favorable reliability.

III.2. Section Two: Results and Discussion

This section aims at illustrate the results obtained from statistical analysis and demonstrating the relationship between the study's variables using the statistical analysis methods mentioned previously.

III.2.1. Results of the Study

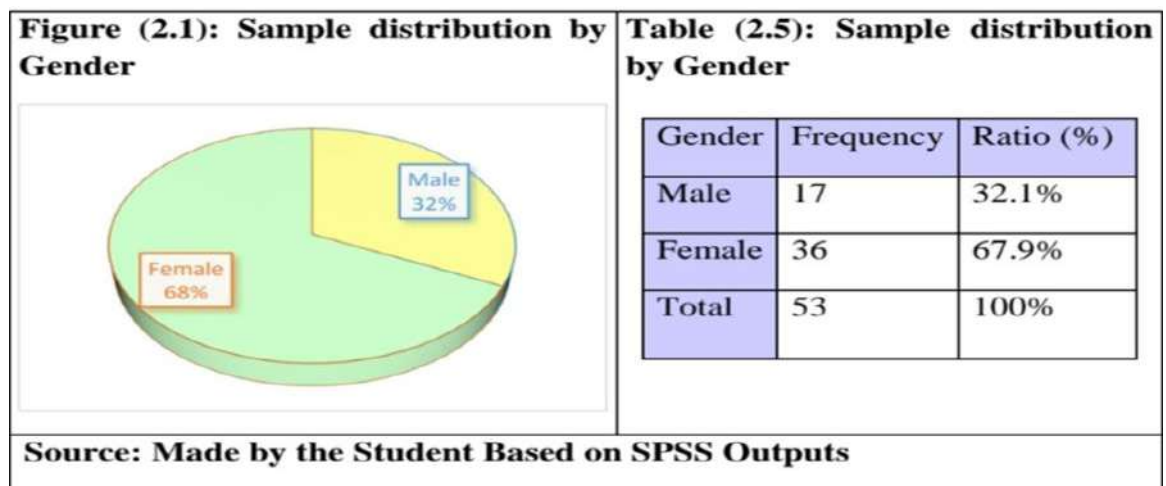
This part is all about demonstrating and analyzing data's personal information and the dimensions of the questionnaire:

III.2.1.1. Personal and Demographic characteristics of the sample

Means all personal and demographic data of the respondents, included in the measurement tools of this study (Gender, Age, Education level, occupation).

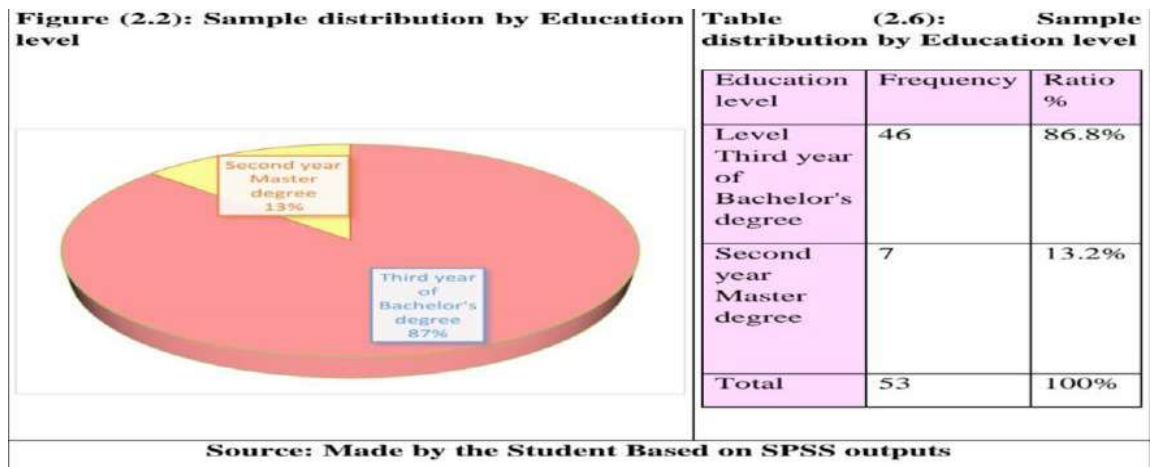
- Personal characteristics of students

First. Sample distribution by Gender:



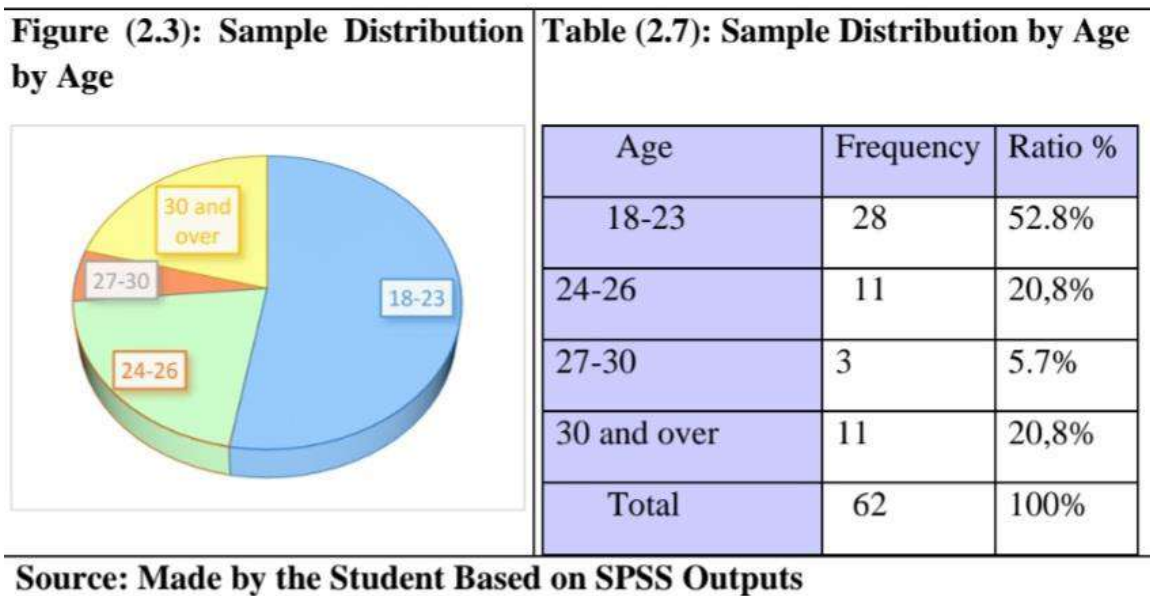
Based on the results in the table above obviously the Females frequency is estimated to be 36 and took a percentage of **67.9%** that is more than males which estimated to be 17 and took a percentage of **32.1%**. The reason is because of the demographics in which the number of females exceeds that of males in Algerian society, in addition to the fact that the most responsive to us in the study are females.

Second. Sample distribution by Education level



The table shows that according to individual's education level, is **86.8%** of them were Level Third year of Bachelor's degree that, followed by Second year Master degree **13.2%**

Third. Sample distribution by Age



The **Table(2.7)** above illustrates the distribution of the sample by Age, where students with a age from 18 to 32 represent half of the sample **52.6%**, followed by the age from 24 to 26, and age 31 and over **29%**, while only **19,4%** of age from 27 to 30, This corresponds to the general statistics of the students' matriculation at graduation levels.

Fourth. Sample distribution by occupation

Figure (2.4): Sample Distribution by Occupation

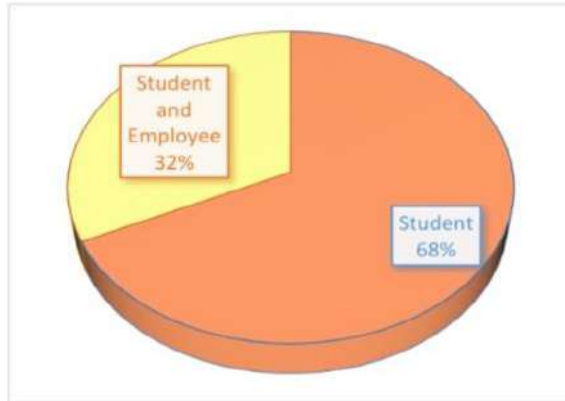


Table (2.8): Sample Distribution by Occupation

Occupation	Frequency	Ratio%
Student	36	67.9%
Student and Employee	17	32.1%
Total	53	100%

Source: Made by the Student Based on SPSS Outputs

From the Table (2.8) above the sample is mostly distributed to first-class students who are only students with the highest **67.9%**, followed by students with student and employee status of 32.3%.for less than a year 32.1%, From Table (2.8) above, the sample is mostly distributed to firstclass students who are only students with the highest percentage 35.5%, followed by the students and employees on the same time status of **32.3%**.These ratios correspond to the normal ratios of student enumeration at the English Language department in general .

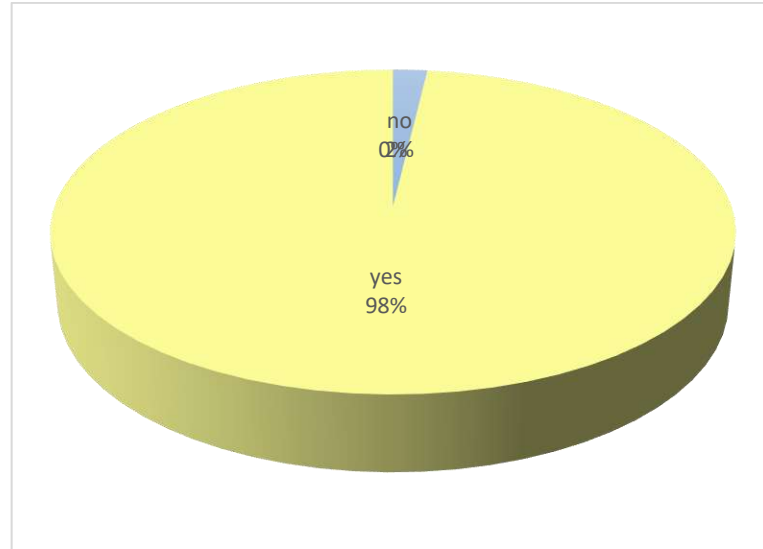
Analysis and Evaluation of mobile learning habits and attitudes

To evaluate the habits and attitudes how the students use the mobile in general and in particular for learning, the following questions are presented, then the responds of the students are illustrated:

Q.4.1 Do have a smart phone connected to internet ?: The students' answers were as illustrated by the figure below.

Figure (2.5): Sample Distribution owns of the smart phone

Do you have smart phone connected to internet ?



Source: Made by the Student Based on SPSS Outputs

As shown in figure (2.5), the vast majority of participants (98%) use an Internet-connected phone device, and (2%) do not use it, therefore it is concluded that each student has a smart phone connected to the Internet. Thus students interest in technology such smart phone and network. telephone device in learning and studying.

2- Frequent of the use of Mobile :

Q.4.2 : How often do you use the mobile?

The students' answers were as illustrated by the figure below

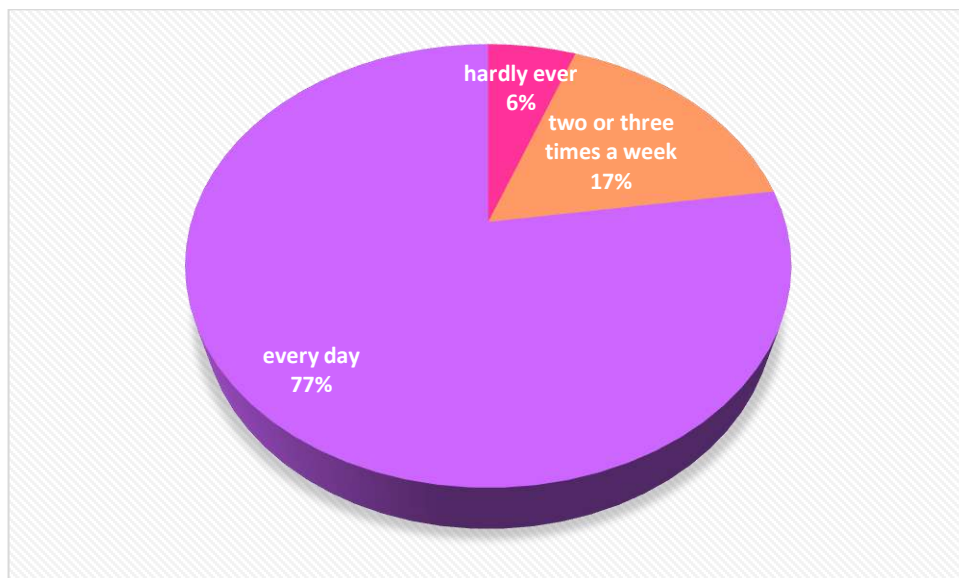


Figure (2.6): Sample Distribution Frequent of the use of Mobile

Source: Made by the Student Based on SPSS Outputs

As shown in figure (2.6) the vast majority of participants (77%) use the Mobile every day , and (17%) use it 2-3 times a week, followed by (6%) of students use the Mobile occasionally, while no student states that he/she does not use the Mobile absolutely. Therefore , the students use the Mobile continuously frequently in depends of their interests,that means: the mobile is important device in use in daily life of students.

Q.4.3 : What purpose do you use the mobile?

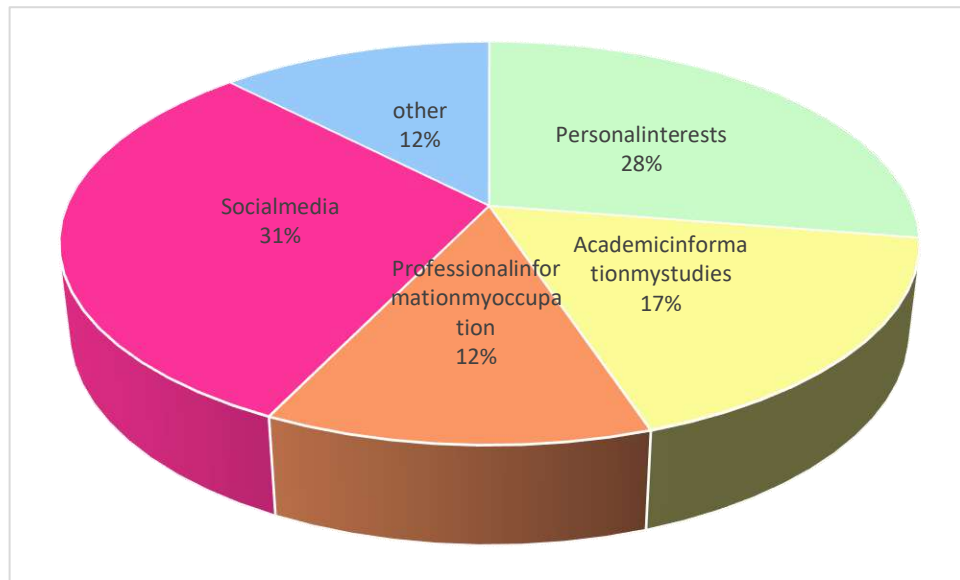


Figure (2.7): Sample Distribution the Mobile Use Purposes

Source: Made by the Student Based on SPSS Outputs

As shown in figure (2.8), the most students stated that they use the Mobile for various purposes . first most students use mobile for net works and social media .31%, of the students use mobile for personal interests purposesand 28% of the students use the mobile for academic purposes (in their studies) . 17% of students use mobile for their professional purposes , especially the students employees . however12% of the students have an other purposes of use the mobile such as :

- For my job
- I use mobile for learning new skills like languages or making videos
- Learning English and chatting
- Learning and playing video games
- Setting schedules and organizing time

5.TheMobile acceptance as important tool for learning

The students' answers were as illustrated by the figure below

Q.5 .Do you accept that the mobile is an important tool for learning?

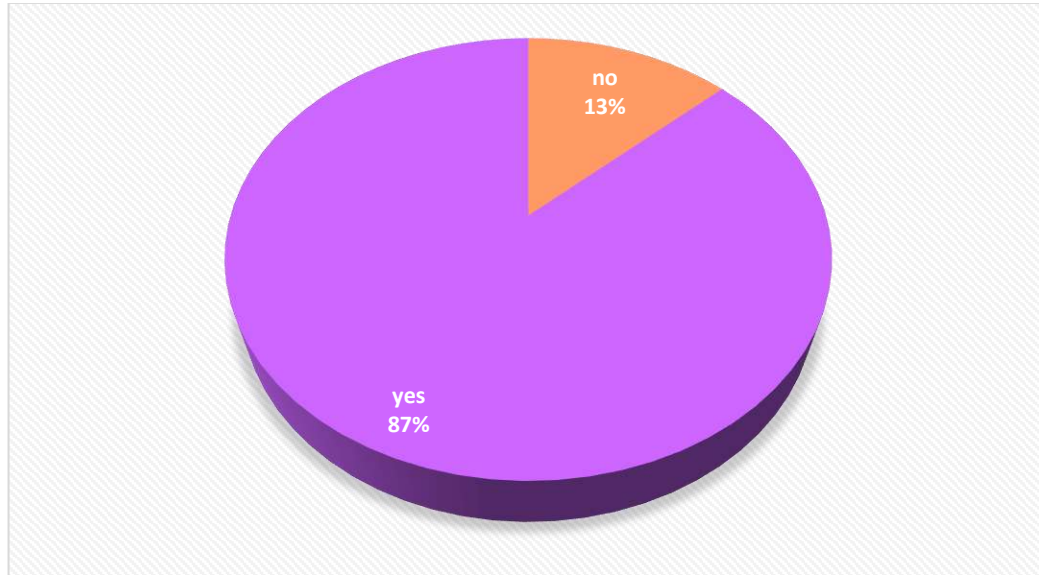


Figure (2.9): Sample Distribution the mobile acceptance as important tool for learning

Source:Made by the Student Based on SPSS Outputs

As shown in figure (2.9), The majority of students 87% accept the Mobile as an important tool for learning language . The Students justified their answers :

- it's a good tool to learn Easley and faster
- It's faster than reading books
- it is because anything you learn it in class is available now in mobile so you can learn whenever and wherever you want
- absolutely special during select the new information
- It mainly connects you to the world thus its language
- there are a lot of Free apps on play store that helps anyone learn & acquire any language not just English
- provide the learner with fast access to internet and using during us learning
- we need to talk with native speakers
- you learn it in class is available now in mobile so you can learn whenever and wherever you want
- It mainly connects you to the world thus its language
- everything we need is on it

- help us to improve our skills in learning
- help us to get more information

A very low percentage of 13% students stated that , the Mobile unaccepted as an important tool for Language Learning the students' justification for it:

- No it's not that important because there are other tools that you can learn English with not just with the mobile
- Not just English, but all languages. Doesn't sufficient way.

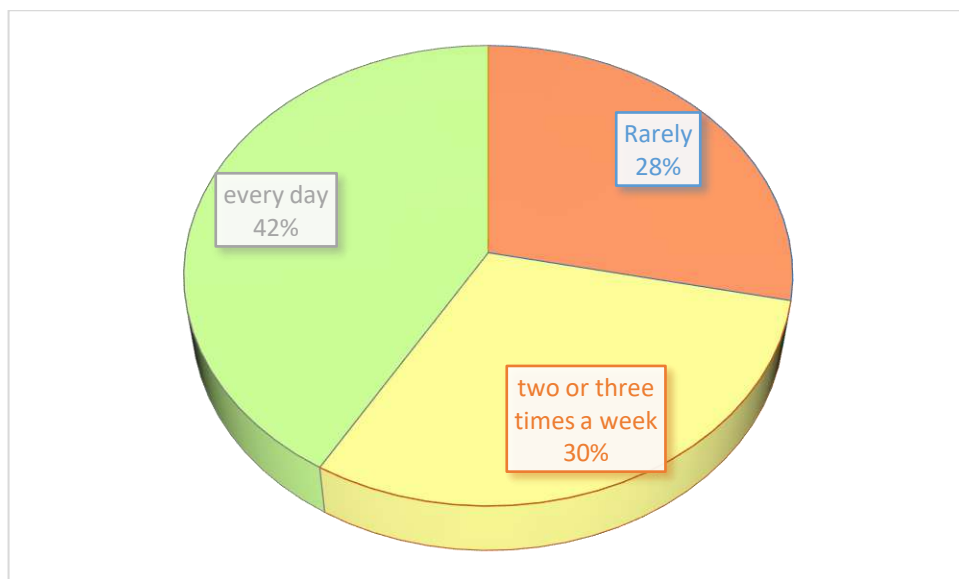
The researcher concludes that , the majority of students accept the Mobile as an important tool for learning language because it is faster, Easley, Free apps, good tool to learn, learn whenever and wherever, to get more information.

Therefore, This **proves the validity of the first hypothesis.**: " The Kasdi Merbak Ouargla university students' have perceptions positive towards using the mobile as a tool for learning"

6- Frequent times of the use mobile applications for learning English

The students' answers illustrated in the figure below

Q6. How often do you use mobile applications for learning English?



Source: Made by the Student Based on SPSS Outputs

As shown in Figure (2.10), the majority of students (42%) use mobile apps to learn English, and (30%) of the students uses it from 2 to 3 times a week indicating that the mobile apps are useful devices in Learning English language , followed by (18%) of students rarely use mobile apps may use other devices or tools for learning English language.

The researcher concludes that the majority of students use mobile applications for learning English almost every day, that mean the mobile apps are useful devices in Learning English language.

Q.7.-Telegram application for learning English:

The students' answers were as illustrated by the figure below

Q.7.Do You use Telegram application for learning and studying ?

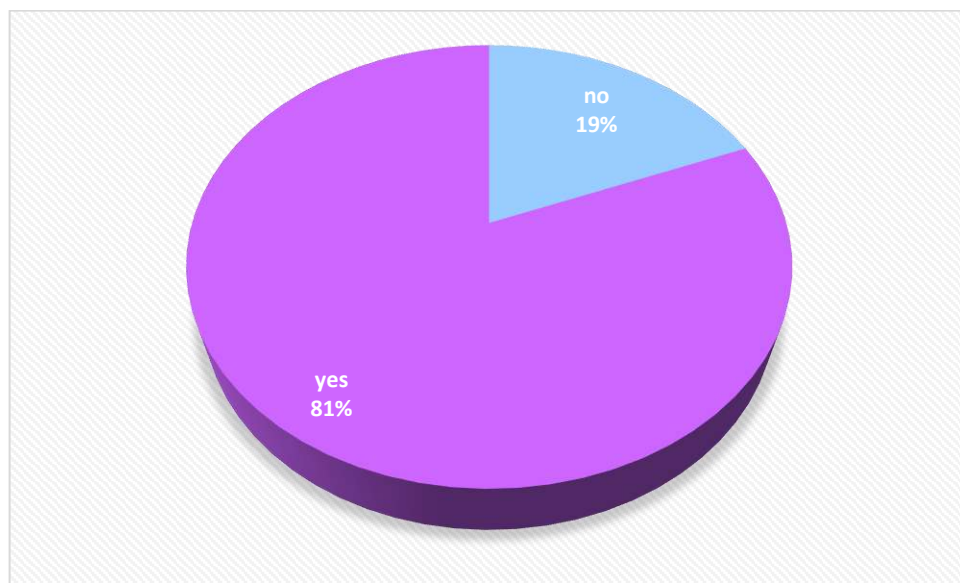


Figure (2.5): Sample Distribution use Telegram application for learning English

Source: Made by the Student Based on SPSS Outputs

As shown in figure 4, the vast majority of participants (81%) answered yes they use and accept Telegram application for learning and studying however , (19%) of the participants answered No they do not use Telegram app for learning and studying ,may they use different app or tool.

The researcher concludes that telegram application important app for learning English may the characteristics of Telegram app facilitate learning English language.

Q.8. -Telegram application consideration useful tool for learning English:

The students' answers were as illustrated by the figure below

Do you consider Telegram application a useful tool in learning English

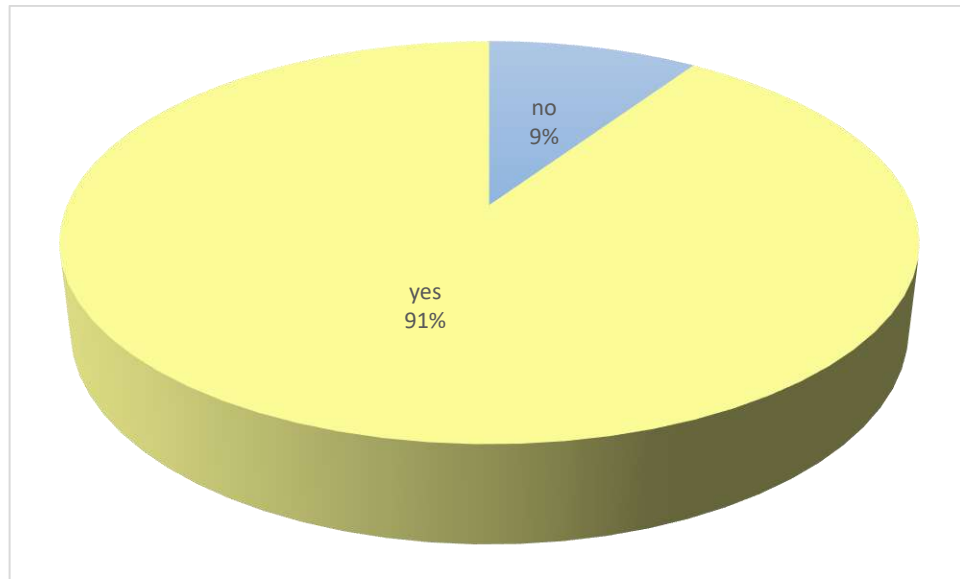


Figure (2.11): Sample Distribution Telegram application a useful tool in learning English

Source: Made by the Student Based on SPSS Outputs

As shown in figure (2.12), the vast majority of participants (91.1%) considered that Telegram application is a useful tool for learning English, unlike (9%) do not considered that Telegram application is a useful tool in learning English.

The researcher that the Telegram application is an important tool for studying and learning English.

Therefore, This **proves the validity of the second hypothesis**: “The Kasdi Merbak Ouargla university students’ have perceptions positive of using Telegram app for English language learning”

Section Three: attitudes towards and patterns of using a mobile-technology-assisted English learning environment

In this section will describe the attitude towards and patterns of using a mobile-technology-assisted English learning environment. ten questions are edited as statements, the participants have chosen only one answer for each question about frequent time.

Table (2.10): Means and Standard Deviations of the Sample's Answers Regarding using a mobile-technology-assisted English learning environment

N	Items	Mean	S.D.	Rank	Result
1	I use mobile to learn English.	4,3208	,93590	2	Strongly agree
2	I use mobile to improve my English skills.	4,3019	,88979	3	Strongly agree
3	I use mobile as an assisting tool in my studying	4,5283	,66806	1	Strongly agree
4	I review photos or notes I take in class by using my mobile devices to help me finish learning tasks or prepare for exams	4,2830	1,08091	4	Strongly agree
5	I use mobile apps to practice speaking by chatting with people speaking English	3,3962	1,14924	10	Neutral
6	I use mobile devices to store English materials, and read and learn them on my mobile devices	4,0189	1,08292	6	Agree
7	I use mobile devices to take photos of class notes instead of handwriting which takes more time and patience	3,9811	1,08292	7	Agree
8	I use mobile for reading E-book books instead of paper books	3,6792	1,31227	8	Agree
9	I use mobile to store my classlectures ,and read them, and learn them on mobile device	4,1321	1,01976	5	Agree
10	I use mobile devices to play music or movies while doing English homework or preparing for English exams	3,7170	1,36406	9	Agree
Total		4,02	1,012		Strongly agree

Source: Made by the Student Based on SPSS Outputs

According to the above illustration in Table (2.10), mobile-technology-assisted English learning variable is moving towards an approval

Direction, with a Mean valued at (4,02), and standard deviation (1,012) which explains that mobile is an auxiliary tool for learning English, as result most students strongly agree that Mobile helps learners to learn English.

The students accept the mobile as studies as pointed in the helpful too in academic studies, that observed on the third item which had the greater mean valued at (4,52), and the lowest deviation (0.66). In addition, the students insisted that the mobile device assisted to improve their English language skills as indicated in item number one with a mean valued at (4,32) and deviation valued at (0.93). Also, they considered mobile facilitates and helps them to finish their learning tasks or prepare for exams as pointed in the two item, which had an average of (4,301) and deviation valued at (.88), and to store and save their class lectures to learn them, that appears as pointed in the fourth item, which had an average of (4,28) and deviation valued at (1,08), they use mobile to store English materials and use them as pointed in the nine item, which had an average of (4,13) and deviation valued at (1,01), besides, also, the students use mobile to take photos of class and notes during the classroom as pointed in the six item, which had an average of (4,01) and deviation valued at (1,08), as pointed in the seven item the average was (3,98) and deviation valued at (1,08), the students read E-book books on mobile screen as pointed in the eight item, which had an average of (3,67) and deviation valued at (1,31), moreover they use mobile to play music and watch movies as pointed in the ten item, which had an average of (3,71) and deviation valued at (1,36). However, the only weakness of mobile-technology-assisted English learning are the students used mobile devices poorly to speak English through chat, as indicated in the five item which had a Mean of (3,39) and deviation (1,14), the students don't have a commitment on full time for conversation, may they have lack of continuity, and failure to speak to native speakers in English.

The researcher concludes that mobile-technology-assisted English learning are a useful tool to learn English, especially through assisted learners in their academic university studies, also help students to finish class tasks and prepare for official tests and exams, in addition the mobile enhance learners to improve their English language skills, likely they use mobile devices to store their electronic lectures and use mobile during classroom to read and learn their lectures. Finally learners prefer to use mobile to practice their personal interests such as listening to music and watching films and reading e-books rather than paper books. In general the mobile important tool for assisted learning on depends of the learners attitudes and interests.

In conclude mobile-technology-assisted English learning are a useful method to learn English, especially through assistance in help in their university studies, finish learning tasks or prepare for exams, to improve their English language skills, to store their class lectures, to take photos of class notes and read E-book books, to play music or movies.

Section four : the perceptions students have towards Telegram application assisted English learning

On this section ten statements as questions have given for students to answer which to help describe the perceptions students have towards Telegram application assisted English learning. Through the following:

According to the above illustration in Table (2.10), Telegram application assisted English learning is moving towards an approval direction, with a Mean valued at (3.65), and standard deviation (1,012) that which explains that Telegram application

N	Items	Mean	S.D	Rank	Result
1	It is easy to subscribe and use Telegram app on mobile	4,1698	,91433	2	Agree
2	It is easy to use Telegram to send pictures, emails and texts to friends or classmates related the our studying	4,0189	1,08292	4	Agree
3	I find Telegram app useful to communicate with my class mates and discussion group	4,2264	,93318	1	Agree
4	I find Telegram app useful to exchange lectures and materials we need in our studying	4,1321	1,12725	3	Agree
5	Telegram is helpful to improve my <u>reading</u> and writing skills.	3,1887	1,37361	8	Neutral
6	Telegram is helpful to develop my <u>listening</u> and speaking skills	2,9057	1,50977	10	Neutral
7	Telegram app makes it easy to find people <u>speaking</u> English to practice my English skills	3,0377	1,42724	9	Neutral
8	I find Telegram easy to join to Bots , groups, robots and channels teaching and learning English	3,7547	1,23888	5	Agree
9	Telegram has improved my learning process.	3,3396	1,44040	7	Neutral
10	I accept that Telegram app is an effective tool in learning English	3,7358	1,22711	6	Agree
Total		3,65	1,034	Agree	

Table (2.10): Means and Standard Deviations of the Sample's Answers Regarding towards Telegram application assisted English learning

Source: Made by the Student Based on SPSS Outputs

Is an auxiliary too of learning English skills for English students, thus majority of the students agree and accept that the telegram application is assisted to improve students English Language skills.

Therefore, the students have acceptance for use Telegram application to communicate with their class mates and discussion, as pointed in the third item which had the greater mean valued at (4,2264), and the lowest deviation (,93318), also they say that Telegram app is easy to subscribe on mobile, as pointed in the third item which had the greater mean valued at (4,1698), and the lowest deviation (,91433), besides the students confirmed that Telegram app useful to exchange lectures and materials as indicated in item number four with a Mean valued at (4,1321) and deviation valued at (1,12725).in addition, Telegram is easy to send pictures, emails and texts related the their academic studying as pointed in the two item, which had an average of (4,0189) and deviation valued at (1,082), Based on the previous illustrations as result the students referred to join and subscribe on Telegram application for learning English language and improve their language skills through the telegram features and characteristics. the students join to Bots, groups, robots and channels in Telegram to learning English has pointed in the two item, which had an average of (3,75) and deviation valued at (1,23), However, the Telegram application has not improved much in reading and writing skills, that as indicated in item number five with a Mean valued at (3,1887), and deviation valued at (1,31), also Telegram application did not improve much in speaking skill as indicated in item number seven with a Mean valued at (3,0377) and deviation valued at (1,42), In addition, the students did not benefit greatly from the telegram application in improving listening skills, that as indicated in item number six with a mean valued at (2,9057) and deviation valued at (1,50), thus, the telegram has not motivate learners to improve their English language skills.

The researcher concludes the Telegram application is easy to subscribe and use for facilitate learning English due its characteristics, Some advantages of Telegram app include flexibility, ubiquity, ease of access, ease of use, and the ability to enhance learners' motivation, but the students are not motivated well to use telegram app for improving their English language skill, especially listening and speaking skills, may they prefer other methods more sufficient.

The researcher concludes from the foregoing that despite Telegram's special features and streams of ease and speed, communication, File exchange... etc, that Telegram application has not helped much in learning English language skills, especially listening and speaking skills.

Section five: Analysis of the Contribution of Telegram application on English learning skills

1. The Relationship between Telegram application and improving English language skills

Using Pearson's R coefficient to analyze the relationship between Telegram application and improving English language skills, the results are indicated in the following **Table (2.11)**.

Table (2.11): Pearson's Correlation between Telegram application and English learning skills

Telegram application	English learning skills	
	Correlation	.369*
	Sig	.007
	N	53

Source: Made by the Student Based on SPSS Outputs

****.** Correlation is significant at the 0.01 level (2-tailed)

Table (2.17) indicates that there is a correlation between Telegram application and English learning skills at the significant level **0.007** which is less than **0.05**, thus, the relationship between them is correct and statistically significant at **0.369**, which means that Telegram application plays a role in the adoption of an English learning skills with a ratio of **38.9%**, role as an accredited means of learning English language skills, This indicates that it is a useful means but does not contribute significantly and sensitively to learning English language skills, especially listening and speaking skills.

It concluded that Telegram contributes to a poor level of English learning skills, especially listening and speaking skills.

Therefore, This **negates the validity of the third hypothesis**: “Telegram application contribute strongly all its characteristics to learning English language skills for students of the University College of English Kasdi Merbak Ouargla”

Second. Analysis of the Impact of Telegram application on English learning skills

The Impact of Telegram application on English learning skills

Table (2.12) illustrates the results of Linear Regression to measure the effect of Telegram application on English learning skills:

Table (2.12): Template Summary

Model	R	R-two	R-two adjusted	Standard Estimation Error
1	,369 ^a	,136	,119	8,37247

Source: Made by the Student Based on SPSS Outputs

Through the above table it is noted that R-two=,369, this suggests that applying Telegram application explains 36% of changes in students' English skills, while 74% are due to other factors such as learning from other applications, attendance education, or educational camps, as well as to random error.

Table (2.13): Results of Linear Regression to Measure the Impact of

Variab les	Regression coefficients	Beta	T	Statistical Signi- ficance
Constant	1,460		9,029	0.000
Telegram ap- plication	,012	,369	2,837	0.007

Source: Made by the Student Based on SPSS Outputs

Table (2.13) shows that an explanatory model for the effect of Telegram application on English learning skills can be built as follows:

$$Y = 1.46 + 0.012x^2$$

Y: English learning skills, x²: Telegram application

The researcher noticed that the constant value is **1.46**, which is the value of English learning skills in case of Telegram application's absence, which is a weak value. Thus, Telegram application affects English learning skills with a ratio of **1.2%**, which proves that Telegram application has a very weak effect on English learning skills.

The researcher concludes that Telegram application has a very poor positive impact on English learning skills. Therefore, the fourth hypothesis: " Telegram application has strong positive impact on English learning skills" is denied

III.2.1.2. Analysis of Differences between the Sample's Answers about English learning skills Regarding Students Demographic Data:

Using T-test and One-Way Analysis of Variance (ANOVA), the following reveals the differences between the sample's answers about English learning skills Regarding Students Demographic Data (Age, Gender, and Occupation).

Table (2.14): Results of One-Way ANOVA between Students Age Data and English learning skills

		Sum of squares	Df	Mean square	F	Sig
Age	Between groups	121,319	3	40,440	,493	0.689
	Within groups	4017,926	49	81,998		
	Total	4139,245	52			

Source: Made by the Student Based on SPSS Outputs

Table (2.14) presents the results of the One-way analysis of variance (ANOVA), between English learning skills and Students' Age data at the significant level **0.05**:

- Significance value of AGE, Sig=**0.689**

Significance values is greater than **0.05**, which means that there's no statistically significant differences between the sample's answers about English learning skills regarding the differences of the Age data of these Students.

Table (2.15): Results of T-test and between Students Gender Data and learning skill

	Levene's test on the equality of variances		Test t for equal means		Sig(bilateral)
	F	Sig.	T	Ddl	
Hypothesis of equal variances	9,449	,003	1,455	51	,152
Hypothesis of unequal variances			1,176	20,225	,253

Source: Made by the Student Based on SPSS Outputs

Table (2.15) presents the results of the T test analysis between English learning skills and the demographic data of students (Gender) at the important level 0.05, The statistical indication (Sig) is equal to 0.003. Therefore, the researcher chose a hypothesis unequal to the contrast at which the indicator level is 0.253, which is greater than 0.05, which means that there's no statistically significant differences between the sample's answers about English learning skills regarding the differences of the Gender data of these Students.

Table (2.16): Results of T-test and between Students Occupation Data and English learning skills

	Levene's test on the equality of variances		Test t for equal means		Sig(bilateral)
	F	Sig.	T	Ddl	
Hypothesis of equal variances	,081	,777	-,601	51	,550
Hypothesis of unequal variances			-,615	33,329	,543

Source: Made by the Student Based on SPSS Outputs

Table (2.16) presents the results of the T test analysis between English learning skills and the demographic data of students (Occupation) at the important level 0.05, The statistical indication (Sig) is equal to 0.777. Therefore, the researcher chose a hypothesis equal to the contrast at which the indicator level is 0.55, which is greater than 0.05, which means that there's no statistically significant differences between the sample's answers about English learning skills regarding the differences of the Occupation data of these Students.

The researcher concludes that there's no difference between the sample's answers about English learning skills and demographic characteristics of these Students.

III.2.2. Results' Discussion and comparison to previous studies

Based on the findings, in this part, the results of the current study are discussed in comparison with the results of previous studies presented in the first chapter.

The study question is: What extent the students of department of English at KMOU perceptions toward of using Telegram app for English language learning?

First- Telegram application important app for learning English may the characteristics of Telegram app facilitate learning English language, the vast majority of par-

ticipants (81%) answered yes they use and accept Telegram application for learning and studying, which is in line with the findings of who found that It confirmed that the Telegram today is almost an integral part of EFL college students' daily lives. The result of the current study is also in agreement with also in agreement with Telegram app can be a very effective instructional tool and has a vital role in active learning.

The results shows that Telegram tool has improved my learning process (72%).

Second- The mobile is an important device in use in daily life of students, the vast majority of participants (77%) use the Mobile every day, and (17%) use it 2-3 times a week, followed by (6%) of students use the Mobile occasionally, while no student states that he/she does not use the Mobile absolutely. The result of the current study is also in agreement with also in agreement with studies that confirmed for general usage patterns for the Telegram app, the majority of EFL college students (82%) who use Telegram, among them (33%) students use Telegram 3-4 times/ a week, and (31%) use it once a week. Followed by (22%) use it every day, while only (15%) students, use it occasionally. While among 17% of students who do not use Telegram, 38 (70%) intended to use it in the future. This demonstrates that Telegram has become a primary app of mobile device applications among EFL college students.

It also agrees with Faramarzi et al., (2019) who found the majority of EFL college students (82%) who use Telegram, among them (33%) students use Telegram 3-4 times/ a week, and (31%) use it once a week. Followed by (22%) use it every day, while only (15%) students, use it occasionally. While among 17% of students who do not use Telegram, 38 (70%) intended to use it in the future. This demonstrates that Telegram has become a primary app of mobile device applications among EFL college students.

Third- Telegram application is an important application full important tool for studying and learning English, the vast majority of participants (91.1%) considered that Telegram application is a useful tool for learning English, Some of the advantages of Telegram application apps include flexibility, ubiquity, ease of access, ease of use, and the ability to enhance learners' motivation. That agree with studies which indicated that the majority of EFL college students prefer to use telegram for language skill improvement because it is ubiquity, ease of access, ease of sharing personal ideas and peer feedback as well as the teacher's feedback to individual students. Furthermore, students can enjoy the comfort of using it which could be catered to their own needs and to a capability of Telegram to provide them with a feeling of security, and confirmed that Telegram app is useful, helpful, effective, motivating, and beneficial, it easy to communicate with the teacher and classmates as communication, it is interactive, fun and encourages cooperation among students.

Telegram application also allows to interact with colleagues to communicate (73%); Telegram application allows to interact with lecturers more effectively (82%), can be categorized into three common themes: Improve Outside Class Learning, Easy to Share Notes and Enhance Communication between the lecturers and students.

-13% Students said many disadvantages to apply a Telegram application stated that the telephone did not reflect an important means of learning the language and the students' justification for because there are other tools that you can learn English with not just with the mobile, the ain't sufficient way. Which came very close to study of Almansour (2022) who confirmed that Telegram app have many disadvantages almost 31% of the students expressed that the problem is with the network connection , easily get distracted with other social media apps or other websites. Moreover, storage was not enough.

The results deal with Almansour (2022) who found the main drawback of using Telegram application tool is the internet issue, shows can be categorized into five common themes: Discussion Topic, Distraction, Internet Issues, Non-Telegram User and Reduced Face to Face Communication.

Similarly with the study of (Davood Mashhadi Heidar M. K., 2023), who found a successful group in fostering the vocabulary knowledge of the learners, This study indicated that social network such as Telegram can affect significantly on English vocabulary learning

The researcher agrees with study of (Mana Alahmad, 2020) who found Telegram is viewed as an ELL platform that could be due to a variety of features such as its ubiquity, ease of access, ease of exchanging personal ideas and peer input, as well as input from the teacher to individual students .

Fourth - Telegram application has not improved much in reading and writing skills with a Mean valued at (3,1887) also Telegram application did not improve much in speaking skill with a Mean valued at (3,0377) it did not benefit greatly from the telegram application in improving listening skills, with a mean valued at (2,9057), the telegram has not motivate learners to improve their English language skills , the students are not motivated well to use telegram app for improving their English language skill , may the prefer other methods more sufficient . On the contrary, the results revealed that the most of students favored to learn vocabulary via Telegram than other language skills. The results also confirmed use of Telegram based on the verity of English language skills, most of the students (66%) preferred to use Telegram for vocabulary learning, and the majority of them identified that using Telegram in learning vocabulary supply them with new vocabularies which are commonly used in daily life.

However, The result is in contrast with the results of Almansour (2022) which showed that Telegram is an effective platform for reading learning, The results of a present study also show that vocabulary learning was followed by the reading skill that 192 (64%) of students found Telegram appropriate for reading ability, almost 172 (57.6%) of students found Telegram suitable for listening skill; even it is ranked less than vocabulary, grammar and reading skills, Telegram as a suitable tool for speaking skill learning, According to speaking skill, almost 170 (56.8%) perceived that using Telegram makes speaking English easier.

-Telegram application actively contributes to English learning skills,Telegram application plays a role in the Telegram had a strong positive effect on the vocabulary learning of EFL students, Also this result is in contrast with the results of (Alodwan, 2021)which showed that the use of Telegram App as an effective technique in teaching writing skill, writing skill has a very important influence on learning outcomes, so that improving writing skill in this study can guide to improve other English language skills, and also The result is in contrast with result of (Almansour, The Effectiveness of Using Telegram App in Learning English as a Foreign Language among Secondary School Students, 2022)the predominant language skill that was developed via Telegram app was writing as reported by the majority of students. . In the second rank comes the vocabulary and reading skills .

The same rustle with Abu-Ayfah (2020) when he confirmed the smallest portion of students (56.7%) perceived that Telegram is useful for English writing learning. Also the findings agree with result of (Almansour, 2022) who fond only few students thought that the app helped them develop their grammar, and listening skills. speaking skill.

- Telegram application has a very poor positive impact on English learning skills, Telegram application affects English learning skills with a ratio of 1.2%. this result is in contrast with the results of (Alodwan, 2021)which showed that learning using Telegram gave positive impacts on participants because the students were required to save and record their writing.

It contrasts with study of (Davood Mashhadi Heidar M. K., 2023) the results It was concluded a successful group in fostering the vocabulary knowledge of the learners, This study indicated also that social network such as Telegram can affect significantly on English vocabulary learning.

III.2.3. Summary of the Part

This chapter was all about the field study. As divided into two sections, the first one started with presenting the sample of students targeted for the study. Then, designing a questionnaire for data collection from the sample, followed by an explanation for the method used and the appropriate statistical techniques adopted for data processing and analysis. Whereas, section two contained a demonstration of all results obtained from data analysis using SPSS program, ended with testing hypotheses and results' discussion in comparison to the results of previous studies.



Conclusion

Conclusion:

It is important to motivate students to use technology in their self-learning as well as in language teaching since many students tend to use technology for entertainment. This study examines students' attitudes toward mobile assisted learning and investigates the impact of Telegram application on learning English language skills from the perspective of students. In other words, students' perception of using Telegram in ELL, including listening skill, speaking skill, reading skill, writing skill, grammar learning, and vocabulary learning, were examined. The target sample of the study were the students of English language department at KasdiMerbahOuar-glauniversity in Algeria.

The findings

The findings of the study were different from student to student depending on the demographical characteristics. Thus, the majority of respondents are females (67.9%) that is more than males which estimated took a percentage of 32.1%. The reason is because of the demographics in which the number of females exceeds that of males in language and literature majors, in addition to the fact that the most responsive to us in the study are females.

- Education level is 86.8% of them were Level Third year of Bachelor's degree that, followed by Second year Master degree 31.2%.
- Students with a age from 18 to 32 represent half of the sample 52.6%, followed by the age from 24 to 26, and age 31 and over 29%, while only 19,4% of age from 27 to 30, This corresponds to the general statistics of the students' matriculation at graduation levels.
- First-class students who are only students with the highest 67.9%, followed by students with student and employee status of 32.3%; these ratios correspond to the normal ratios of student enumeration at the English Language department in general.
- The vast majority of participants (98%) use an Internet-connected phone device, and (2%) do not use it, therefore it is clear that each student has a smart phone connected to the Internet. Thus students' interest in technology such smart phone and network telephone device in learning and studying.
- The mobile is important device in use in daily life of students, the vast majority of participants (77%) use the Mobile every day, and (17%) use it 2-3 times a week, followed by (6%) of students use the Mobile occasionally, while no student states that he/she does not use the Mobile absolutely.
- Most students stated that they use the mobile for various purposes, the most important of which is in social media for at 31%, followed by personal purposes at

28%, then for academic purposes (in study) at 17%, and then for professional purposes at 60%, while the students expressed other purposes like job, learning new skills like languages or making videos, learning English and chatting, Setting schedules and organizing time.

- The majority of students 87% accept the Mobile as an important tool for learning language because it is faster, Easy, Free apps, good tool to learn, learn whenever and wherever, to get more information.

-The majority of students (42%) use mobile apps to learn English almost every day, and (30%) of the students uses it from 2 to 3 times a week indicating that the mobile apps are useful devices in Learning English language, followed by (18%) of students rarely use mobile apps may use other devices or tools for learning English language.

- Telegram application is considered an important app for learning English may the characteristics of Telegram app facilitate learning English language, the vast majority of participants (81%) answered yes they use Telegram application for learning and studying.

- The Telegram application is an important application tool for studying and learning English, the vast majority of participants (91.1%) considered that Telegram application is a useful tool for learning English.

-13% of Students said many disadvantages to apply a Telegram application stated that the mobile did not reflect as an important tool of learning language .however, the students' justification were, because they use other tools (apps, technology devices..) that can facilitate learning English language rather than the mobile learning.

-Mobile-technology-assisted English learning as a method of learning useful to learn English language .Especially, through assisted learners in their academic university studies, also help students to finish class tasks and prepare for official tests and exams, in addition the mobile helps learners to improve their English language skills, likely they use mobile devices to store their electronic lectures and use mobile during classroom to read and learn their lectures .Finally learners prefer to use mobile to practice their personal interests such as listening to music and watching films and reading e-books rather than paper books. In general the mobile is an important tool for assisted learning according to the learners' attitudes and interests.

- Some of the advantages of Telegram application apps include flexibility, ubiquity, ease of access, ease of use, and the ability to enhance learners' motivation. Telegram application is easy to subscribe and use for facilitate learning English due its characteristics.

- Telegram application actively contributes to English learning skills,Telegram application plays a role in the adoption of an English learning skills with a ratio of 38.9%.
- Telegram application explains 36% of changes in students' English skills, while 74% are due to other factors such as learning from other applications, attendance education, or educational camps.
- Telegram application has a very poor positive impact on English learning skills,Telegram application affects English learning skills with a ratio of 1.2%.
- There's no difference between the sample's answers about English learning skills and demographic characteristics of these students.

Hypotheses Tests

- The first hypothesis "**The Kasdi Merbak Ouargla university students have positive perceptions towards using the mobile as a tool for learning**" has been proven, because the majority of students 87% accept the Mobile as an important tool for learning language.
- The second hypothesis "**The Kasdi Merbak Ouargla university students have positive perceptions of using Telegram app for English language learning**" has been proven, because the vast majority of participants (91.1%) considered that Telegram application is a useful tool for learning English
- The third hypothesis "Telegram application contribute strongly all its characteristics to learning English language skills for students of the University College of English Kasdi Merbak Ouargla" has been exiled because Telegram contributes to a poor level of English learning skills, especially listening and speaking skills.
- The fourth hypothesis "**Telegram application has a strongly positively affect the learning of English language skills for students of the College of English University**" has been rejected because Telegram application has a very poor positive impact on English learning skills.

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Limitations

- Findings can not be generalized to other learners' populations
- Findings are descriptive not experimentation of the actual use of mobile learning and telegram applications

Further researcher recommendations

The researcher recommends and suggests the following points:

- Students should be more active and work together by using Telegram App to improve their writing skill and other English skills,
- Researcher called to conduct other empirical studies in authentic classes to investigate the impact of Telegram App on other English skills over a long period of time with other large population and comparing their results with the results of this study,
- Telegram app can be inserted into higher education curriculum to develop undergraduate students' level especially, who studies English,
- English learners can use Telegram app outside the classroom to develop their English. The researcher invites the students to examine the potential of using virtual teacher in teaching language skills via smartphones and computer.
- Telegram app could be incorporated into higher education curriculum to improve Universities educational process
- It is also recommended to use Telegram app to encourage self-study and to change the learners' role.
- This study recommends that teachers can use Telegram app as a corresponding tool for face to face instruction and assessment.
- Therefore, teachers can integrate these new learning methods in the school curriculum as a complementary way of helping students gain more knowledge and skills of the English language.

A general conclusion in light of the findings is that Mall approach can be incorporated and integrated into learning institutions to enhance the learning process. Mobile apps, such as Telegram, can be adopted by educators to complement traditional learning or as a blended learning tool.



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Appendices

Appendix:

Questionnaire

Instructions: The mobile phone has become widely used in learning and teaching. It is considered as a new tool in developing language skills among learners. This questionnaire is designed to assess in what ways and to what extent undergraduate students of English at UKMO use mobile technology in their daily routine. This questionnaire includes four sections,. And the information that you will give is to be used only for search purposes. I wish that you could answer the questions as accurately as possible to each question and item.

Section one: background information (I tick ✓the answer that suits)

1- Gender

Male Female

2- Age

18-23 23-26 26-30 30 and over

3- Occupation

Student Employee Student and Employee

Section Two:mobile learninghabits and attitudes

4.1- Do you have smart phone connected to internet?

Yes No

4.2- How often do you use the mobile ? (choose ONE answer only)

A- Every day **B-** Two or Three Times a week **C-** Hardly ever **D-** Never

4.3- What purpose do you use the mobile for ? (Choose all the purposes that suit you)

- A-** Surfing internet for personal interests
- B-** Surfing internet for academic information (my studies)
- C-** Surfing internet for professional information (my occupation)
- D-** Use social media application (Telegram ; whats-app , facebook .etc)
- E-** Otherpurposes

If other, please

state:.....

.....5- Do you accept that the mobile is an important tool for learning?

A. Yes

B. No

Justify your answer

.....

.....

6- How often do you use mobile applications for learning English ?

A. Every day **B. two or three times a week** **C. rarely** **D. never**

7 . Do You use Telegram application for learning and studying ?

A . Yes

B. No

8. Do you consider Telegram application a useful tool in learning English?

A. yes

B. No

Section Three Ten statements are given below, which students may use to describe their attitude towards and patterns of using a mobile-technology-assisted English learning environment. Please read each statement and indicate the extent to which the statement suits you by ticking(√) the suitable column .

No	Statement	Always	sometimes	Often	Rarely	Never
1	I use mobile to learn English.					
2	I use mobile to improve my English skills.					
3	I use mobile as an assisting tool in my studying .					
4	I review photos or notes I take in class by using my mobile devices to help me finish learning tasks or prepare for exams.					
5	I use mobile apps (Telegram)to practice speaking by chatting with					

	people speaking English					
6	I use mobile devices to store English materials, and read and learn them on my mobile devices.					
7	I use mobile devices to take photos of class notes instead of handwriting which takes more time and patience.					
8	I use mobile for reading E-book books instead of paper books.					
09	I use mobile to store my class lectures ,and read them, and learn them on mobile device .					
10	I use mobile devices to play music or movies while doing English homework or preparing for English exams .					

Section four: Instructions: ten statements are given below to help describe the perceptions students have towards Telegram application assisted English learning.

Please read each statement and indicate the extent to which the statement suits you by ticking \surd the corresponding column.

No	Statements	Strongly disagree	disagree	Neutral	Agree	Strongly Agree
4.1	It is easy to subscribe and use Telegram app on mobile .					
4.2	It is easy to use Telegram to send pictures, emails and texts to friends or classmates related to our studying .					

4.3	I find Telegram app useful to communicate with my class mates and discussion group .					
4.4	I find Telegram app useful to exchange lectures and materials we need in our studying .					
4.5	Telegram is helpful to improve my reading and writing skills.					
4.6	Telegram is helpful to develop my listening and speaking skills					
4.7	Telegram app makes it easy to find people speaking English to practice my English skills					
4.8	I find Telegram easy to join to Bots , groups, robots and channels teaching and learning English .					
4.9	Telegram has improved my learning process.					
4.10	I accept that Telegram app is an effective tool in learning English					

Thank you very much for your participation