

Student Perspectives on Using Telegram for Learning English at the University of Tripoli Law School

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ABSTRACT

This study navigated the use of Telegram as an educational tool within the English-language law program at the Faculty of Law, University of Tripoli. It espoused the mixed-methods approach, reporting the experiences of 44 students. A questionnaire was employed to accumulate data. Descriptive statistics and thematic analysis were used to analyze data. Findings accentuated the positive effects of Telegram on English language learning among law undergraduates at the University of Tripoli. Further, findings revealed that Telegram's user-friendly interface, direct communication features, and multimedia sharing were instrumental in enhancing language acquisition. Moreover, findings unveiled that the incorporation of Telegram was shown to modernize education by promoting connectivity, and optimizing academic experiences despite challenges encountered. Besides, findings supported Telegram implementation in blended learning environments to mitigate barriers and catch up with other countries exploiting educational technologies in their educational systems. As a result of its valuable contributions for educators and students, and the revolution of educational institutions it brings, the study strongly advocated the integration of Telegram into education.

Keywords: Telegram, language acquisition, law students, e-learning, blended

الملخص

تتناول هذه الدراسة استخدام تطبيق التليجرام كأداة تعليمية لتدريس مادة اللغة الإنجليزية في كلية القانون بجامعة طرابلس. اعتمدت الدراسة منهجية بحث مختلط، حيث تم تسجيل تجارب 44 طالباً باستخدام استبيان لجمع البيانات، كما تم الاعتماد على الإحصاء الوصفي والتحليل الموضوعي لتحليل البيانات. أبرزت النتائج التأثيرات الإيجابية لاستخدام التليجرام في تعلم اللغة الإنجليزية بين طلاب القانون بجامعة طرابلس. بالإضافة إلى ذلك، كشفت النتائج أن واجهة المستخدم السهلة للتطبيق، وميزات التواصل المباشر، ومشاركة الوسائط المتعددة، ساهمت بشكل كبير في تعزيز تدريس اللغة. كما أظهرت النتائج أن دمج التليجرام في العملية التعليمية يسهم في تحديث التعليم من خلال تعزيز التواصل وتحسين التجارب الأكاديمية على الرغم من التحديات التي قد تواجهه. علاوة على ذلك، دعمت النتائج تطبيق التليجرام في بيئات التعلم المدمج لتقليل

الحواجز واللاحاق بالدول الأخرى التي تستفيد من التقنيات التعليمية في نظمها التعليمية. ونظرًا للمساهمات القيمة التي يقدمها التليجرام للمعلمين والطلاب، أوصت الدراسة بشدة بدمج في العملية التعليمية.

الكلمات المفتاحية: التليجرام، اكتساب اللغة، طلاب القانون، التعلم الإلكتروني، التعلم المدمج.

Introduction

To date, the global market has been significantly influenced by the widespread availability of digital technologies on the World Wide Web. Technological advancements have enabled educational institutions to adopt innovative methods, revolutionizing traditional teaching approaches and making education more efficient and engaging. The Internet, in particular, has reshaped education globally, allowing teachers and students to expand their knowledge and improve academic performance (Siemens, 2005). It also facilitates convenient access to information from any location (Kumar & Mishra, 2021), streamlining the flow of knowledge that was once hindered by cost and time constraints, thereby enhancing the educational experience (Warschauer & Matuchniak, 2010).

The integration of educational technologies has transformed how learning is approached by both instructors and students. Smith & Johnson (2020) argue that this shift enhances learning experiences and improves teaching practices, particularly for the current generation of students, who are deeply reliant on technology (Omar et al., 2022). Modern educational tools enable teachers to deliver more effective instruction, make knowledge accessible, and reform curricula through interactive media, online resources, and student engagement (Harb et al., 2022) and advancing comprehension in innovative ways (Omar et al., 2022).

The use of digital learning tools has gained widespread popularity in education (Wakerly, 2018). Contemporary methods, such as digital lectures, interactive programs, and live video meetings, serve as alternatives to traditional approaches like textbooks and face-to-face interactions (Johnson et al., 2016). Means et al. (2010) note a significant increase in technology adoption in educational institutions, a trend Prensky (2001) attributes to the rise of "digital natives" who are adept at using technology for learning. Percival & Percival (2009) emphasize that digital tools can enhance student performance in online courses, highlighting the importance of

thoughtful integration of technology in education. With Internet access, students can engage in online learning anytime, anywhere, benefiting from the adaptability of these technologies (Bates, 2019).

The growing prevalence of educational technologies is evident in the increasing use of electronic devices equipped with language learning apps like Duolingo and Babbel. Since 2016, this trend has expanded steadily, with the language learning app market projected to reach \$14.5 billion by 2025 (Business of Apps, 2021; Statista, 2022). Most educational programs are now accessible via apps and networks on handheld devices, such as smartphones and tablets, providing students with continuous access to language input (Chinnery, 2006). Johnson et al. (2016) predict that mobile apps will play an increasingly prominent role in education as technology evolves. These applications offer opportunities to enhance teaching and learning experiences, allowing students to study according to their specific needs while enabling communication, task completion, and interactive activities.

Research Objectives

The study aims to examine the impact of Telegram on law students' English language learning. The study attempts to accomplish the following objectives:

1. To assess the impact of utilizing Telegram on law school undergraduates' English language learning .
2. To obtain law school undergraduates' perceptions of the use of Telegram in their English language learning experience .

Research Questions

This study is guided by two main questions. They are as follows:

1. How does the utilization of Telegram impact law school undergraduates' English language learning?
2. What are the perceptions of law school undergraduates toward the use of Telegram in their English language learning experience?

Technically, Telegram, the focus of this study, is a cloud-based instant messaging service developed by the Durov brothers, initially gaining popularity as a social networking platform in Russia

(Johnson, 2019). Designed to prioritize user confidentiality and data security, Telegram was created as a secure alternative to mainstream communication platforms. The application is renowned for its reliability, user-friendly interface, and robust security features, including end-to-end encryption to protect users' personal data (Johnson, 2019). It supports a wide range of functionalities, such as text messaging, voice and video calls, file sharing, unlimited-member channels, location sharing, and scheduled messages, making it suitable for both personal and professional communication (Hew, 2017).

In the field of educational technology, Telegram has gained recognition as a versatile platform for learning and engagement. Its education-specific features, such as the ability to create channels and groups, schedule communications, and share large files, have made it an attractive tool for educators and learners alike (Zhao et al., 2022). Integrating Telegram with traditional teaching methods can enhance opportunities for English language learners to participate in online discussions and improve their communication skills (Bista & Glass, 2015). This has led to its increasing adoption in language teaching and learning programs at colleges and universities worldwide.

Theoretical Framework

Theories play a critical role in academic research by providing foundational frameworks for scholarly investigations. In the context of blended learning, various theories offer insights into the integration of educational technologies. This study employs the Technology Acceptance Model (TAM) as its theoretical framework.

Technology Acceptance Model (TAM)

Developed by Frederick Davis in 1985, TAM explains how individuals adopt and use information technology (Legrís et al., 2003). The model focuses on two key factors: perceived usefulness (the extent to which a user believes a technology will enhance their performance) and perceived ease of use (the degree to which a user finds the technology easy to operate). These factors, influenced by external variables such as education, support, and technical infrastructure, determine user acceptance and positive experiences with technology (Asmara & Ratmono, 2021).

TAM is particularly relevant to blended learning, as it helps researchers understand why learners adopt or resist learning technologies and how these technologies can be optimized for better acceptance and use (Lazar et al., 2020). It emphasizes designing blended learning tools that are perceived as useful and easy to use, while providing adequate training and support to facilitate adoption (AlMohaya, 2022). Understanding these variables can guide the design of enhanced instructional strategies, improve learner participation, and achieve desired educational outcomes (Al-Hawari & Mouakket, 2010).

AlMohaya(2022) suggest that educators should highlight the benefits of technology in language learning to increase its perceived usefulness. They recommend user-friendly platforms and interfaces to reduce barriers and address ease of use. Additionally, fostering positive attitudes through surveys and creating supportive environments can enhance technology adoption. By integrating blended learning in English language education, educators can create engaging, technology-enhanced learning experiences that improve outcomes (Topping et al., 2020).

Previous Studies

Examining prior research on Telegram's use in educational contexts is essential for identifying gaps and guiding new investigations. Several studies have explored Telegram's potential in education, offering valuable insights. Xodabande (2017) investigated Telegram's effectiveness in teaching English pronunciation to Iranian EFL learners. The experimental group using Telegram showed significant pronunciation improvement compared to the control group. However, no notable progress was observed between the post-test and a delayed test conducted four weeks later.

Kovtun et al. (2021) explored the use of a Telegram chat bot in a blended learning environment, focusing on individual student support, safe learning spaces, and foreign language skills. The study involved 138 foreign students learning Russian and 45 Russian students learning English. Results indicated that the chat bot motivated learners, provided personalized feedback, and enhanced learning through voice recognition and chat interfaces. While the findings supported classroom integration, further research was recommended to assess its impact on conversational skills. Azizpour (2021) conducted a qualitative study on Iranian EFL lecturers' attitudes toward online instruction during the COVID-19 pandemic.

Semi-structured interviews with 13 lecturers revealed a need for professional training and updated technology to improve interactive online classes and benefit students.

Aladsani (2021) examined Telegram's role as a Social Networking Site (SNS) in fostering interactions among university students. The study identified instructional activities that promoted engagement on Telegram and highlighted students' positive perceptions of its use. It advocated for integrating Telegram and similar SNSs into teaching to enhance methods and support learning. Wiranegara and Hairi (2020) explored Telegram's effectiveness for English language learning during the pandemic. Findings showed that while distance learning required more time than face-to-face classes, it could be efficient and effective. Telegram facilitated continuous interaction, resource sharing, and communication, suggesting its potential for fostering lifelong learning strategies.

Mahzoun and Zohoorian (2019) studied Telegram's impact on vocabulary learning and retention using a mixed-methods approach. While Telegram significantly improved vocabulary learning, it had no notable effect on long-term retention. The study offered pedagogical implications for EFL teachers, policymakers, and material developers. These studies collectively highlight Telegram's potential as an educational tool while underscoring areas for further research, such as long-term retention and conversational skill development.

Methodology

This study employs a mixed-methods approach, integrating both qualitative and quantitative methods to explore the complexities of human experiences and uncover underlying motives, beliefs, and social dynamics. Qualitative research focuses on understanding personal viewpoints and experiences through methods like observations and open-ended interviews, providing insights into individual perspectives and contextual influences (Aspers & Corte, 2019). Quantitative research, on the other hand, systematically collects and analyzes numerical data to establish empirical evidence and draw objective conclusions about broader populations (Creswell, 2014). This combination ensures both depth and reliability in the findings.

Population and Sampling

The study used convenience sampling, a non-random method where participants are selected based on availability, accessibility, and willingness to participate (Suwartono, 2014; Creswell, 2012). Participants included 44 Libyan undergraduates enrolled in an English for Specific Purposes (ESP) course during the Spring semester of the 2022-2023 academic year (March–August 2022). These students, part of a law faculty program, were the only group using Telegram for their course. Participation was voluntary, and the researcher, a co-admin of the Telegram group, observed interactions within the app.

The Questionnaire

The questionnaire consisted of 30 items divided into two sections. The first section collected demographic data (gender and age), while the final section explored participants' attitudes toward Telegram use in the ESP classroom. The questionnaire was developed in two stages: identifying key variables and establishing indicators to measure them. It focused on five attitudinal indicators, as shown in Table 1 below:

Variable	Indicators	Number of Items	Total
Students responses concerning both the implications and impacts of using Telegram as a tool for English language classes	1 Attitudes toward Usage	1-8	8
	2 Perceived Actual System Use	9-14	6
	3 Students' Communication of Telegram as a means to enhance their course interactions	15-19	5
	4 Students' satisfaction	20-23	4
	5 Students' Challenges	24-30	7
	Total		30

Table 1 shows Questionnaire Indicators

The indicators were operationalized into 30 statements on a 5-point Likert scale, with participants indicating their level of agreement or disagreement. Questions 1–19 assessed students' attitudes toward Telegram as a learning tool, while questions 20–30 identified potential challenges faced when using the app. Table 1 outlines the indicators used in the questionnaire.

Analysis and Discussion

This section endeavors to analyze and discuss data relating to participants' responses to the survey questionnaire questions. Responses gathered through the Google Form showed that out of the 44 participants taking part, females made up 64.9% of the total, while males comprised 35.1% of those answering questions. Participants' ages ranged from 18 years old to 26 years old. The response rate was 100% .

Responses Concerning Indicator One: Attitudes toward Usage

Table 2 presents participants' responses to Indicator 1, which included 8 statements (1A–1H) assessing their experience using Telegram in their ESP course. Overall, responses reflected a positive perspective, with the majority of participants selecting "strongly agree" or "agree" across all statements.

Attitudes toward usage

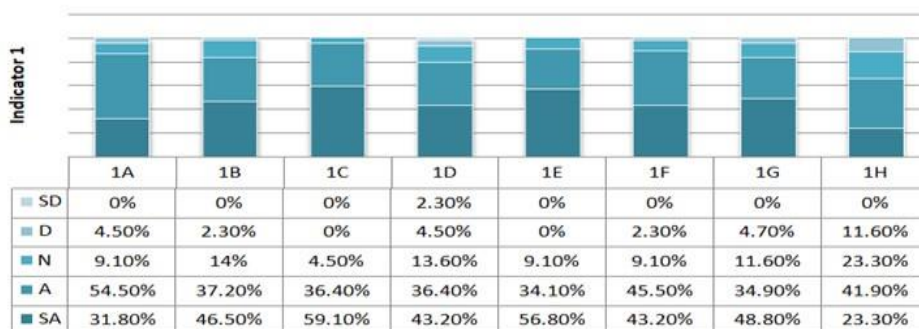


Table 2 shows Attitudes toward Usage

Results indicated that 54.50% of participants found Telegram highly useful for language learning. Statement 1C revealed that 59.10% strongly agreed and 36.40% agreed that the app was easy to install on multiple devices, such as smartphones and tablets, making it particularly appealing to digital natives. Statement 1D explored participants' acceptance of Telegram for educational purposes. A significant 43.20% strongly agreed and 36.40% agreed that the app facilitated learning by enabling lesson sharing and review through study groups and channels at any time and place. One participant noted, *"This program offers the ability to share and review lessons through study groups and educational channels among students at*

any time and place" (Participant 27).

Telegram's user-friendly features and accessibility were further highlighted in Statement 1E, with 56.80% strongly agreeing and 34.10% agreeing that the app provided convenient access to lessons and allowed assignments to be sent and received anytime, anywhere. Participants also praised Telegram's multimedia features (images, audios, and videos) in Statement 1G, with 48.80% strongly agreeing and 34.90% agreeing that these features created an engaging and effective learning environment.

Finally, Statement 1H revealed that Telegram motivated students to track their learning progress, with 41.90% agreeing and 23.30% strongly agreeing. One participant commented, *"The app allows students to recall details they might forget during study sessions, enabling them to discuss with peers, catch up on missed content, and exchange information constructively"* (Participant 22). These findings underscore Telegram's positive reception as an effective, user-friendly tool for language learning, with its accessibility, multimedia features, and ability to enhance engagement and motivation playing key roles in its acceptance.

Responses Concerning Indicator Two: Perceived Actual System Use

Table 3 presents participants' responses to six statements (2A–2F) assessing their perceptions of Telegram as a learning tool.



Table 3 shows Attitudes towards Perceived Actual System Use

Statement 2A assessed participants' perceptions of Telegram as a digital learning tool. The app's support for various file formats (videos, images, e-books, and PDFs) made it convenient for sharing course materials. Results showed that 50% of participants found Telegram highly useful for language learning, with many expressing positive attitudes toward its functionality. For example, Participant

41 highlighted its ability to exchange large audio and video files quickly compared to other software. Statement 2B revealed that 36.4% strongly agreed and 56.8% agreed that Telegram effectively fostered interaction between tutors and students. Participant 17 emphasized its benefits in saving time, accessing reliable information, and facilitating direct communication with peers and instructors.

Statement 2C indicated strong support for Telegram's role in promoting mutual interaction, with 48.8% strongly agreeing and 56.8% agreeing. Participants noted its usefulness for both students and teachers, particularly through academic channels (Participant 36). Statements 2D and 2E highlighted Telegram's effectiveness in enabling teachers to provide direct feedback on students' work. For 2D, 43.2% agreed and 31.8% strongly agreed, while for 2E, 45.5% agreed and 40.9% strongly agreed. Statement 2F demonstrated that Telegram facilitated communication for introverted students, with 45.5% strongly agreeing and 38.6% agreeing. Participant 16 noted the app's utility for revisiting comments, instructional videos, audio clips, and discussions to clarify complex legal terms in the ESP course. These findings underscore Telegram's effectiveness as a versatile and interactive learning tool, valued for its accessibility, communication features, and ability to support both students and teachers.

Responses Concerning Indicator Three: Students' Communication of Telegram as a Means to Enhance Course Interactions

Table 4 presents participants' responses to five statements (3A–3E) evaluating Telegram's role in promoting course interactions.

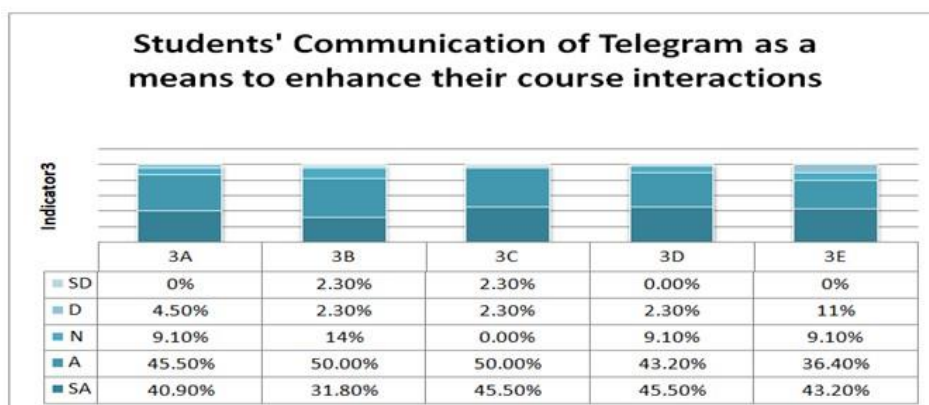


Table 4 shows Attitudes toward Students' Communication of Telegram as a Means to Enhance Course Interactions

Statement 3A assessed participants' use of Telegram for course

interactions. Results showed that 45% found Telegram user-friendly for interacting with teachers and classmates for instructional purposes. Participant 8 noted that teachers used the app to deliver lectures, share assignments, and provide assistance when needed. Statement 3B revealed that 50% agreed and 31.8% strongly agreed that teachers effectively used Telegram to provide materials, manage online classes, and keep students engaged and updated. Participant 22 highlighted its usefulness for seeking help and asking questions from both teachers and peers.

Statement 3C indicated that 50% of participants agreed Telegram enabled students to connect easily, even in areas with poor internet coverage. Social media platforms like Telegram were seen as impactful tools for fostering interaction between educators and learners. Statement 3D showed strong agreement, with 45.5% strongly agreeing that these tools helped students leverage their features to improve learning practices. Participants supported the creation of well-administered study groups with enhanced storage capabilities on Telegram. Statement 3E revealed that 43.2% strongly agreed Telegram allowed members to access old messages anytime and facilitated mutual interaction among students. These findings highlight Telegram's effectiveness in enhancing course interactions, fostering communication, and supporting collaborative learning.

Responses Concerning Indicator Four: Students' Satisfaction

Table 5 presents participants' responses to four statements (4A–4D) assessing their satisfaction with using Telegram for educational purposes.

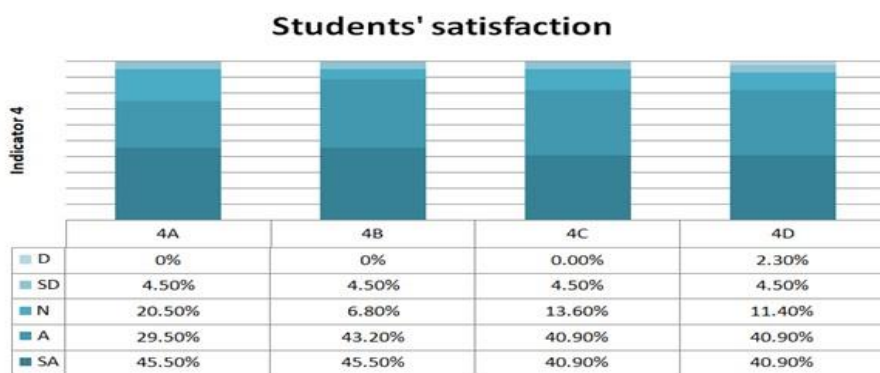


Table 5 shows Attitudes toward Students' Satisfaction

Statement 4A evaluated participants' satisfaction with Telegram for learning. Results showed that 45.5% strongly agreed and 29.5% agreed that they enjoyed using the app. Participant 28 noted that students found joy in communicating and sharing thoughts on Telegram. Statement 4B asked if participants would recommend Telegram for other subjects. A strong majority (45.5% strongly agreed and 43.2% agreed) supported this idea. Participant 31 highlighted the app's features as helpful in accessing desired academic courses.

Statement 4C revealed that 40.9% strongly agreed with Telegram's high security, citing features like secret chats and private study groups. Participant 10 emphasized the app's ability to create secure, privacy-focused study groups. Statement 4D showed unanimous agreement, with 40.9% strongly supporting Telegram's role in helping students leverage its features to enhance learning practices. These findings underscore Telegram's effectiveness as a satisfying and secure platform for educational purposes, valued for its interactive and privacy-focused features.

Responses Concerning Indicator Five: Students' Challenges

Table 6 presents participants' responses to seven statements (5A–5G) assessing challenges faced while using Telegram for learning.

Overall, reactions were mostly positive, with many participants rating the statements as "disagree" on the scale.

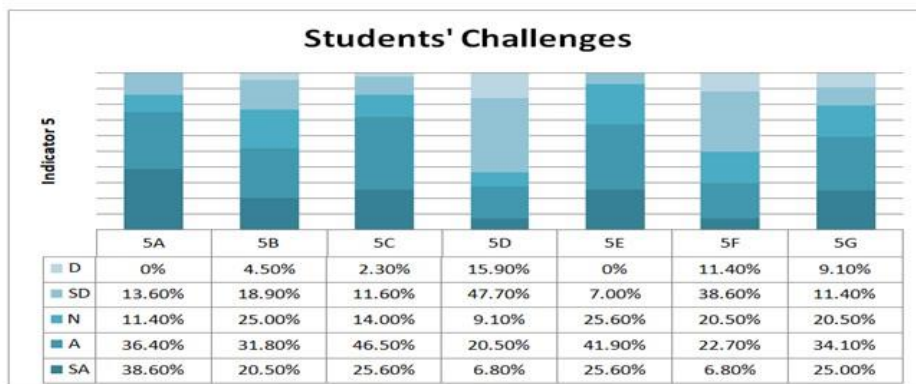


Table 6 shows Attitudes towards Students' Challenges

Statement 5A explored challenges related to frequent power outages affecting internet access. Results showed that 38.6% strongly agreed and 36.4% agreed that these conditions hindered their ability to use the app effectively. Statement 5B addressed high internet subscription costs as a potential obstacle. While 31.8% agreed and

20.5% strongly agreed, 25% remained neutral. Participant 21 noted that internet unavailability, caused by high costs or power outages, disrupted access to the app when needed.

Statement 5C revealed that 46.5% agreed lessons delivered via Telegram were challenging to understand, while 25.6% strongly agreed they faced no issues attending lectures. Participant 4 found the system flawless for educational purposes. Statement 5D showed strong disagreement (47.7%) with the idea that Telegram negatively impacted concentration and motivation. Statement 5E indicated that 41.9% agreed and 25.6% strongly agreed that Telegram increased motivation and interest in learning. Participant 29 highlighted how the app made studying enjoyable and improved communication with study groups.

Statement 5F revealed that 38.6% disagreed with facing challenges in understanding lesson materials, while only 22.7% agreed. Participants acknowledged Telegram's superior security features, such as secret chats, compared to other platforms. Statement 5G highlighted cultural challenges, with 34.1% agreeing and 25% strongly agreeing that Libya's conservative culture led some parents to restrict their daughters from using social media, limiting their access to learning opportunities on Telegram. These findings underscore Telegram's effectiveness as a learning tool while identifying challenges such as infrastructure limitations, cultural barriers, and occasional difficulties in understanding lesson materials.

Conclusion

This study explores the integration of Telegram as a learning tool for law undergraduates at the University of Tripoli, revealing several significant outcomes. Telegram's user-friendly interface, multilingual support, and convenience significantly enhance student engagement in the ESP course. Features such as direct communication, study group formation, and seamless multimedia sharing foster collaboration, motivation, and progress monitoring, contributing to effective language acquisition. The findings align with the Technology Acceptance Model (TAM), demonstrating that students perceive Telegram as a valuable and user-friendly educational tool. TAM principles further emphasize the importance of external variables in determining technology acceptance in education. Telegram's integration into blended learning at the Faculty of Law modernizes the educational experience by bridging geographical distances, facilitating efficient communication, and

catering to diverse learner preferences. Despite challenges like power outages and internet costs, Telegram enhances student motivation, involvement, and cooperation. In the context of English as a Foreign Language (EFL) education, Telegram offers innovative strategies to address obstacles and improve the learning experience, making it a valuable tool for fostering connectivity and collaboration in academic settings.

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