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The Perception of EFL Learners towards the Use of the Telegram App to Enhance Their Language Learning: A Case Study from Iraq

Zena Abdulameer Mohammad
University of Baghdad
Email: zena.am@uobaghdad.edu.iq

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Abstract

The study aims to investigate the viewpoints of Iraqi EFL students regarding using the Telegram application for English language learning and its effectiveness in developing their English language skills, particularly vocabulary, writing, and pronunciation. The College of Education for Women is where the study was conducted. Thirty-five third-year English Department undergraduate female students, all of whom were 21 years old, participated in the study, which has been conducted at the College of Education for Women. The study employed a mixed-methods design comprising two equal versions (10 and 15 items) of standardized questionnaires and five semi-structured interviews. According to the findings, the majority of students had a positive attitude towards Telegram, which is related to its convenient interface, flexibility, and the ability to organize communication, share materials, and continue studying after lessons. Telegram has been noted to enhance vocabulary learning, writing skills, oral language, and learners' autonomy and motivation. The research concludes that Telegram has the potential to be successfully used in EFL teaching with appropriate teacher training and curriculum integration. Notably, the study fills an important gap in the literature on how mobile messaging platforms can be used to support English language learning in resource-constrained settings where conventional language teaching is severely constrained. It offers practical recommendations for implementing digital platforms in Iraqi higher education and other contexts. The paper recommends that teachers officially include Telegram in EFL courses, train on Telegram's additional features, encourage independent study through Telegram-based tasks, and implement a blended learning model, implying that Telegram should be used as an addition to traditional classroom education, not as a substitute.

Keywords**:** Chatbot**,** digital literacy, digital tools, mobile-assisted language learning, social media platform, telegram

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Introduction

The past several decades have witnessed phenomenal technological developments that have had significant impacts on the educational landscape, especially in language learning and teaching. The technology implemented in learning has transformed the way language is learned, making it more accessible, interactive, and responsive to individual learners' needs. Mobile-Assisted Language Learning (MALL) is one such technological advancement that has become highly prominent due to the proliferation of smartphones and mobile apps. Using MALL, learners are empowered to study language learning at convenient times and places. not just through the traditional classroom environments, but also in ways that are effective for supporting a variety of learning preferences and to promote individualized learning processes. A meta-analytical study reveals moderate to strong positive effects of mobile applications on second-language performance, demonstrating their effectiveness in improving language proficiency (Mihaylova et al., 2022).

Messaging applications are also among the mobile tools that have significantly changed the way language is taught and learned, enabling new ways of communicating and delivering content. Telegram is a fast, secure, and well-featured communication tool that is an example of a platform with significant educational potential. Originally designed to be used as an instant messaging platform, Telegram currently provides a range of features, including group chats, file sharing, voice messaging, broadcast channels, and customized learning materials, which are programmed by bots (Molina, 2022). Its application in English as a Foreign Language (EFL) settings has also countered some of the most important challenges. Most students are unaware of Telegram's ability to aid English language learning, and it can also cause hesitation and fear. It also has some issues with device compatibility. As a result, students find it difficult to get feedback on their academic achievement from their teachers (Khan et al., 2024).

According to the majority of EFL learners, Telegram is an efficient solution to acquire vocabulary and grammar ability, which can help to modernize the English teaching process in higher education (Al Maharma & Abuse'aleek, 2023). Research indicates that Telegram-based chatbots can be highly engaging for learners and enhance vocabulary acquisition through interactive, adaptive learning strategies (Shikun, 2024).

In conducting this paper, two main research questions were formulated based on the study's objective and the context of Iraqi EFL learners, with the goal to investigate the educational value of the Telegram app. With the growing body of literature on the topic of MALL and social media platforms and their increasing emphasis on such aspects as enhancing second language (L2) speaking skills, mobile-assisted retention of L2 vocabulary, learner engagement, skill development, and user perception (Akkara et al., 2020; Al-Khalidi & Khouni, 2021; Lin & Lin, 2019), the current paper aims to add to the expanding area of study with a specific concentration on Telegram in the university setting in Iraq. These questions are:

a) What are the attitudes of Iraqi EFL learners toward using the Telegram app for English language learning?
b) How does the use of the Telegram app affect the development of key English language skills (e.g., vocabulary, writing, pronunciation) among Iraqi EFL learners?

The first question concerns the affective aspects of learners' experience with Telegram, including motivation, convenience, and overall satisfaction. As illustrated by Utomo et al. (2021), learners tend to have a positive perception of Telegram as a social, non-threatening platform that can be used to build learner-friendly online environments.

As for the second question, it investigates the effectiveness of Telegram as a skill-oriented language-building tool.

Previous studies have also established that mobile applications, when used actively and collaboratively, can result in measurable improvements in vocabulary, writing fluency, intelligibility, and communicative competence (Akkara et al., 2020; Guo et al., 2024). By examining this dimension, the present study will evaluate whether the same benefits exist in the specific case of Iraqi higher education.

Literature Review

Using Online Interactions for Learning English

Online social activities offer broad exposure to real language use, which is vital for the development of EFL learners. Reviews note that social networking sites like Facebook, Twitter, and YouTube help people learn English through authentic communication and collaborative learning. Chatting, video calls, and discussions in forums help EFL students to get genuine language experience and peer feedback (Molina, 2022). According to Barzani and Omar (2024), almost every EFL student at the university has a smartphone and is keen to use it to acquire English through mobile applications. Further, speech and pronunciation are enhanced because, according to Akkara et al. (2020), smartphones improved pronunciation and speaking skills and increased students' interest in learning the language.

In the Iraqi context specifically, Nuri et al. (2021) found that social media platforms helped Kurdish EFL learners practice vocabulary and improve English skills. However, they cautioned that "social media helps learners to improve their vocabulary and learn more words." Still, it does not assist learners to enhance their conventional spelling and writing skills" (p. 214), noting that prolonged exposure led students to use "abbreviated forms, unnecessarily shortened forms, and very informal words under social media influence" (p. 214). In EFL situations, mobile learning incorporates AI-powered chatbots to facilitate flexible, anytime-anywhere language practice. Klímová and Seraj (2023) note that chatbot-based learning improves university students' motivation, self-control, and speaking abilities. According to their study, mobile learning is a possible solution to the knowledge gap in challenging university environments.

Also, chatbots can be useful mobile learning tools, as they allow real-world language interaction outside the classroom. The combination of these results highlights the potential of mobile apps in higher education, assuming that obstacles such as infrastructure (power, training) and network access are overcome.

Results from Azi (2023) show that, compared with conventional approaches, mobile apps greatly improve vocabulary acquisition, learner confidence, and engagement. Notably, mobile platforms help to reduce the fear of communication. Zhao et al. (2022) note that EFL learners on Telegram share their creativity without fear of being humiliated, which encourages motivation. This aligns with prior studies in MALL, which show that mobile learning can boost learners' confidence and autonomy (Molina, 2022). EFL educators also acknowledge the potential of mobile phones to promote learner autonomy and motivation, though there are still issues with technology integration and institutional support (Ghounane, 2019).

Telegram as a Higher Education Platform

The use of telegrams in education has soared due to changes to online and blended learning. Teachers use Telegram group channels and bots to make teaching easier. The educational potential

of messaging platforms is further supported by Bensalem (2018), who argues that these applications facilitate constructivist learning environments where "learners are not seen as passive recipients but rather active constructors of knowledge" (p. 24).

He emphasizes that social networking applications like WhatsApp and Telegram "can help create a learner-centered environment outside the classroom and create ample opportunities for collaboration between students and their peers" (p. 25), positioning these tools as essential mediators in the knowledge construction process. Khalil and Rambech (2022) refer to the chatbot Eduino, a Telegram chatbot that allows students to explore lecture notes, schedules, and quizzes, and students report that it is easy to use. Further, Isidori et al. (2023) observed that Telegram is a virtual learning environment (VLE) in higher education, emphasizing its file-sharing, accessibility, and interactivity. Telegram enables real-time communication between teachers and students and helps them develop skills, especially proficiency in argumentative writing, during distance learning (Yusof, 2025).

Effectiveness of Telegram for Learning English

Substantial empirical evidence suggests that Telegram has a pedagogical strength in EFL learning. Alakrash et al. (2020) found that high school learners who were taught via Telegram performed better in vocabulary acquisition and were also more engaged. Telegram is used to fill the gaps in education in Iraq due to infrastructural and political instability. Isidori et al. (2024) highlight how easily accessible Telegram is as a free, easy-to-use chat tool, allowing students to access lectures, conversations, and course materials from PCs, mobile phones, and tablets. Attitude surveys support these findings. Results indicate that the Telegram application in language-learning settings has a significant positive impact on EFL students' motivation, reduces anxiety, and fosters positive attitudes toward learning (Zhao et al., 2022). It is beneficial for teachers; Barzani and Omar (2024) note the importance of Telegram for instant communication and for keeping students focused during online classes. Altogether, there is agreement in favour of Telegram as a tool in supporting English language teaching and learning.

Effectiveness of Telegram in Improving Language Capacity

The integration with Telegram is beneficial to enhance support in various languages. The most commonly reported aspect is vocabulary acquisition, as Zhao et al. (2022) found that EFL learners learned more vocabulary through Telegram than through conventional sources. Bensalem supported this (2018) when referring to the WhatsApp situation since he indicates that "WhatsApp has positioned itself as a better alternative because it is a free app and it is easy to use" (p. 26), and his research revealed that the experimental group using WhatsApp significantly outperformed the traditional group on a vocabulary test (p. 23), given that 90 percent of his participants found the method interesting and 81 percent enjoyed the vocabulary learning experience through the messaging platform. According to Alakrash et al. (2020), this is due to Telegram's interactive features.

A study carried out by Borasheva (2026) demonstrated that Telegram can be an effective pedagogical tool when thoughtfully integrated into English for Specific Purposes (ESP) instruction. Writing abilities also have an advantage; Alodwan (2021) reported better writing skills among Jordanian students taught via Telegram. The asynchronous voice notes and group conversations provided by Telegram allow one to practice repeatedly, building confidence by removing the fear of live speaking. All these results confirm Telegram's effectiveness in improving

learners' overall language skills. Results in vocabulary, writing, and pronunciation are consistently better among Telegram users than non-users, due to higher exposure frequency, peer collaboration, and self-directed study.

Its multimedia, interactive, and social capabilities enable the development of a range of language competencies. Iraqi EFL students, who are tech-savvy learners, are well-positioned to benefit from the flexibility and pedagogical soundness of Telegram (Almogheerah, 2020).

Features of Telegram to Support Online Communications

Telegram's educational value stems from a number of technical features. Its flexibility facilitates the exchange of multimedia lesson elements (images, audio, video) between learners (Molina, 2022). Telegram has large groups (up to 5,000 members) and unlimited broadcast channels, so that educators can communicate with entire classes or programs without hassle. Nextcloud is an open-source, free storage solution with monitoring and security/privacy features. A Telegram bot delivers information on cloud monitoring. Users of Telegram can interact with the Telegram bot to obtain Nextcloud monitoring details. This free cloud storage and many built-in bots allow sharing large files (slides and worksheets) without overloading device memory. It is praised for being fast, secure, easy, and cost-efficient (Sari et al., 2020). In Telegram, students can subscribe to channels, listen to recorded pronunciation and lessons at any time, and search or pin content to refer to previous content. It combines text messaging, voice recording, broadcast channels, and chatbot services into a complete learning platform (Alodwan, 2021). Such versatility supports synchronous and asynchronous learning designed to meet different pedagogical needs.

Methods

Research Design

In this work, a mixed-method (quantitative and qualitative) design was used to gain comprehensive insight into the attitudes of Iraqi EFL learners towards studying English using the Telegram app. The combination of both approaches allows triangulation of data and, therefore, increased reliability and in-depth data gathering by obtaining student experience and thoughts (Turner et al., 2017). The purpose is to provide in-depth knowledge of the research topic, including data collection and knowledge to be used by the research participants.

Participants

The study sample consisted of undergraduate female students, aged 21 years on average, in their third year of study at the University of Baghdad – College of Education for Women. Participants who used Telegram were purposely selected, and a sample of 35 regular users was selected to complete the questionnaires. Five students (out of a sample of 35) were then randomly picked and interviewed.

Data Collection Instruments

Two Structured Questionnaires (Quantitative Instruments)

There were 15 items concerning the first questionnaire. It gathered students' perceptions of Telegram as an academic communication tool, teamwork platform, and study site. The second questionnaire contained 10 questions to assess perceived improvement in language skills (reading, writing, listening, speaking, grammar, and vocabulary) resulting from using Telegram. The two surveys provided objective statistics on students' attitudes and language skill acquisition, whereas

the Likert-scale questions enabled capturing nuances of perception and conducting statistical analysis of trends (see Appendix).

Piloting and peer review of the questionnaires were conducted to ensure they were clear, relevant, and aligned with the study objectives and to make them effective.

Semi-Structured Interviews (Qualitative Instrument)

The researcher conducted semi-structured interviews with five respondents to gather insights and their experiences using Telegram and elements they found helpful or limiting in learning English. Interviews allowed participants to elaborate on their responses and provide personalized insights that could not be obtained to such an extent from set questionnaires. The qualitative information added depth to the results and provided background and context for interpreting the quantitative data. Five core questions, listed below, were developed to guide the discussions.

a) Which social media application do you use, how often, and why?
b) How do you use Telegram specifically for learning, especially improving your English?
c) What features of Telegram do you find most helpful or different from other apps?
d) In what ways do you and your classmates or teachers use Telegram to communicate or share assignments?
e) What are the advantages or disadvantages of using Telegram in your academic and personal life?

Validity of Data Collection Instruments

To ensure that the data collection tools were valid, the researcher presented the study plan and questionnaire to five EFL professors and requested them to provide their impressions on how the study addressed the objectives. They factored their suggestions and feedback into the final framework version.

Data Collection and Analysis

The questionnaires were completed manually. Face-to-face interviews were conducted, audio-recorded after consent was obtained, and transcribed for research. Results from the questionnaires were statistically analyzed (mean and standard deviation were applied to the data from the two questionnaires to identify trends in perception and language learning gains). Qualitative data collected through interviews were analyzed using thematic analysis of the interview transcripts. Patterns and shared themes, such as usability, motivation, cooperation, and language acquisition, were identified through codes.

Results

Quantitative Results

Students' Attitudes Towards Using Telegram in the Classroom

The quantitative data, collected through two structured questionnaires, provided the necessary information on students' attitudes towards Telegram and their perceived changes in English mastery. To find out how the students felt about the Telegram app related to their English education, the first learner attitudes questionnaire was provided out. Items such as collaboration (M = 4.38), the presence of group projects (M = 4.14), and resource accessibility (M = 3.91) were rated extremely high, indicating that Telegram can support social learning. Furthermore, students' answers reveal the applicability of Telegram and its practicality for academic management, with a

usability scale of 3.67 for academic tasks. Voice messaging, file sharing, notifications, etc., were embraced.

It is, however, notable that item 15, which sought to determine whether learners would choose Telegram over classroom learning, had a relatively low mean of 2.14. That implies that Telegram can improve the learning process, but people see it more as an addition than an alternative to traditional education. Table 1 and Figure 1 present the attitudes of EFL Iraqi learners towards using Telegram in their classrooms.

Table 1. *Students' attitudes towards using telegram in the classroom*

No.	Statements	Mean	SD
1	The Telegram app is a good tool for language learning.	3.88	0.71
2	Telegram is easy to use to manage my academic activities.	3.67	0.71
3	Telegram helps me keep in touch with my classmates and motivates me to chat and learn.	4.38	0.72
4	Telegram helps me work better with others on assignments and projects, and participate in group discussions.	4.14	1
5	Telegram helps me understand the course material more clearly.	3.94	0.87
6	Telegram helps have all the shared resources, like notes and links, in one place.	3.91	0.85
7	Telegram notifications remind me of important deadlines and tasks.	3.76	0.97
8	Having the Telegram group available reduced my need to meet in person with classmates or teachers.	3.88	0.89
9	I could get quick answers to my questions in the Telegram group.	3.26	1.03
10	I can easily send any kind of file through Telegram.	3.71	1.17
11	I can easily upload and download photos and videos on Telegram.	3.64	1.21
12	I can easily record my voice and lectures on Telegram.	3.94	0.91
13	I think more courses should include Telegram channels for learning.	3.35	1.02
14	I think the Telegram app is superior to other web apps.	3.55	0.91
15	I prefer Telegram learning to classroom learning.	2.14	0.97

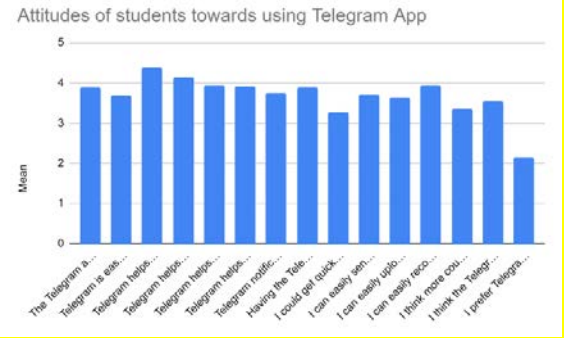


Figure 1. Summary of attitudes of students toward using the telegram

Examining Learners' English Language Skills Through the Telegram App

The second questionnaire, which measured perceived improvement in language skills, showed moderate improvement across all skills. Communication skills (M= 3.71), autonomy (M= 3.58), and reading (M= 3.41) had the highest scores, which implies that Telegram facilitates independent and multimodal learning. Surprisingly, the listening and speaking means were lower (M = 3.14 and M = 3.23), indicating that, despite Telegram's interactive nature, it does not entirely

substitute for real-time oral communication. Table 2 and Figure 2 represent the language skills of learners who use Telegram.

Table 2. *Examining english language skills of learners who use telegram*

No.	Statements	Mean	SD
1	I enjoy learning English through Telegram.	3.44	0.88
2	A good selection of English learning resources is available on Telegram.	3.32	0.79
3	I observed improvements in my language skills since I started using Telegram to learn English.	3.32	0.83
4	Telegram improved my listening skills.	3.14	0.91
5	Telegram improved my speaking skills.	3.23	1
6	Telegram improved my reading skills.	3.41	0.84
7	Telegram improved my writing skills.	3.25	0.95
8	Telegram improved my communication skills.	3.71	0.85
9	Telegram improved my grammar and vocabulary.	3.29	0.98
10	Telegram helps me to become an autonomous learner as I begin noticing my mistakes and self-correcting sooner.	3.58	0.73

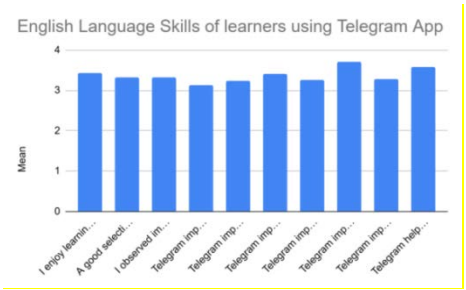


Figure 2. English Language Skills of Learners Using the Telegram

The overall standard deviations for the two instruments were average and showed consistent performance across students. The data demonstrate that Telegram is particularly well-liked for improving access, collaboration, and engagement among learners, However, its performance in more complex productive competencies, such as speaking or writing, may be slightly reduced.

Qualitative Results

Based on the responses given in the interviews, the following themes (benefits of Telegram to the learners) were identified:

Telegram as a means of education. The students claimed that Telegram helped them learn English. According to them, Telegram has numerous channels that can be used for studying English and developing vocabulary. Other students testify about having Telegram bots that correct language and provide translation capabilities. The variety of learning materials, including PDFs, videos, and audio, was also appreciated by the students and helped them improve their language skills. One student remarked, "*On Telegram, there are too many courses to learn English. They gave me a new vocabulary and enhanced my language skills*."

Convenience and Accessibility. The most notable advantages were the ease of use and conveniences of various devices, and the user-friendly interface of Telegram, which made the

students focus on it. Others claimed that they could very easily access their Telegram accounts using mobile phones and computers, and it was very convenient to learn and communicate wherever they were going. The cloud storage option of the application does not require individuals to store files in their mobile phones and offers a lot of space and freedom in processing a massive volume of information. The fact that the app was convenient to use, as one of the participants mentioned, *"I can open my account on the computer and the phone simultaneously,"* demonstrates how convenient it was.

Communication and Cooperation. Telegram was another important communication and working tool between students and teachers. According to the interviewees, they frequently used the app when sharing information and assignments. Some teachers have even come up with assignment channels, and students have created personal communication channels. The ability of Telegram to send voice messages also makes communication easy. One student said, "We students have established our channels on Telegram to communicate, exchange homework, and our worksheets and reports, and indicated its contribution to the process of turning learning into a collaborative activity.

Applicability of the features of Telegram. The students are attracted by the technical characteristics of Telegram. The possibility of downloading large files, such as photos, videos, and documents, has been raised many times. The app's option to save the value to be reviewed later, known as the Saved messages, was noted as very helpful in the educational setting. Moreover, the Telegram bots that assist with translation and proofreading also offer additional support. The other student remarked, Telegram is the only one where the information is kept at least two years, yet it is not deleted, which signifies the safety and durability of the storage options of the app.

Security and Privacy. Students also had a massive benefit in the security of Telegram. There were positive remarks about the site's sound security system, which keeps their accounts and details secure. With the adoption of some of the security measures, including the two-factor verification measures, the students were sure that their confidentiality was secured. The security measures of Telegram are also believed to be sufficient in order to secure the information of individual students, as one of the students stated that Telegram has security measures where nobody can interfere with their accounts.

Discussion

The quantitative and qualitative data are combined, and the results are very similar. The quantitative results of the study indicated that learner satisfaction with the collaboration and accessibility features provided by Telegram is high, and qualitative results from the interviews showed that convenience, motivation, and flexibility were also high. The interviewees said that Telegram was a simple platform that they could use to communicate with their teachers and peers. These narratives are consistent with the high scores on the questionnaire items related to working in groups and sharing resources, which can be explained by the fact that social media platforms provide interaction and accountability for EFL learners, as concluded by Al-Khalidi and Khouni (2021). These viewpoints are in line with those of Lambton-Howard et al. (2020), who highlighted the utility of social media in creating engaging, community-based learning environments. The

attitudes are comparable to those conveyed by Utomo et al. (2021), who found that Telegram is considered a practical, educator-focused platform.

The sets of data are correlating in the area of learner autonomy. Quantitative responses showed that Telegram enables students to recognize and rectify mistakes independently, as the mean score of the second questionnaire item 10 is 3.58. The interviewees reflected this in the words they used to give examples of using bots and saving messages to read learning content on their own. The arguments align with the findings of Lin & Lin (2019), who highlighted the significance of MALL in promoting self-regulated learning practices in higher education and also showed that the same trends apply to the MALL environment, with learners' independence and confidence growing as they use mobile platforms. Additionally, Akkara et al. (2020) observed that using mobile phones boosted students' motivation in learning the language and improved participants' speaking abilities and general intelligibility. Overall, the learners appreciated the flexibility of Telegram (anytime-anywhere learning), which increased their confidence and motivation.

Also, the two data sets revealed the utility of Telegram for delivering content but found it weak in skills acquisition, specifically in speaking and listening. Mean scores in these areas were lower, and, as interviews showed, although students used voice messages, they did not provide spontaneous feedback in live interaction. Guo et al. (2024) also support these conclusions, arguing that a collaborative learning environment based on mobile learning is most likely to be relevant for peer-assisted and resource-oriented activities. According to Lambton-Howard et al. (2020), social media can facilitate asynchronous learning, but it cannot entirely replace the timeliness of classroom-based feedback/oral correction. In this respect, the findings caution against overusing Telegram to build oral skills.

Interestingly, qualitative responses added a little shade to the insights, and people admired Telegram's storage space and data efficiency, which are not evident in the survey responses but are especially crucial in Iraq's low-resource environment. Guo et al. (2024) confirm this fact by saying that collaborative mobile learning tools are most effective when utilizing the local infrastructural constraints. These interviews, therefore, add to the interpretation of the quantitative results, which also show that Telegram is a handy auxiliary tool but not a holistic solution. Therefore, it can be seen that Telegram has a positive role to play in most areas of English language acquisition, however, the optimal application of the tool may be to supplement, rather than replace, other teaching methods.

Recommendations

Integration of Telegram in the Curriculum

Teachers' use of Telegram channels for instructional purposes should be formally adopted to facilitate communication and information exchange. It has been demonstrated to be more engaging and accessible for learning. In one study, professors reported that they did not find it hard to exchange course materials, videos, and comments using Telegram. They saw an increase in student engagement when using the technology (Isidori 2023). Similarly, in their research, Bello & Dange (2017) found that students use Telegram to learn and teach and advised universities to incorporate it into the curriculum. Additionally, the research demonstrated that the group channel and Telegram's document handling can be used to share assignments and multimedia materials outside the classroom. To ensure that everybody could post announcements and content at the appropriate time, the formal introduction of Telegram into the syllabus (opening a class channel) makes its low-bandwidth architecture suitable for poor internet connections.

Training and Awareness

Students and teachers should be trained to use the Telegram application. The application provides access to videos, photos, audio, and large files stored in the cloud and offers basic chat capabilities. Staff development may introduce more advanced tools, such as Telegram programmable bots, to create quizzes or feedback practice programs. A study by researchers demonstrated that self-practice with a single bot providing specific instructions positively influenced the writing skills of high school students (Hameed Al-Rikabi et al., 2024; Hamza and Saadalla, 2021; Kingchang et al., 2024). Next, it is necessary to implement features such as pinned messages, voice notes, and channels, which have the potential to automate speaking exercises and work. The above skills are practiced to be able to apply Telegram as a medium of communication and an efficient content-management tool in the learning process.

Promote Independent Learning

The teachers should encourage the use of Telegram tasks that require students to be independent. It is evident that Telegram enables independent, self-directed learning at any time and from any place, with the motivation to learn (Sevnarayan, 2023). Accordingly, teachers can use Telegram bots or channels to post quizzes, vocabulary flashcards, and writing exercises. A Telegram writing bot (via the Bot API) has also helped improve students' writing grades by offering guided, interactive exercises (Bensalem, 2018). Similarly, it can be done with rich media: English expression sticker packs on Telegram were identified to aid vocabulary acquisition, and learners can send and share voice-based answers to questions, which also makes it easier to speak (Ravindran et al., 2022). Telegram gives students the freedom to use voice notes, sticky notes, auto-quizzes, and more to train at their own pace outside of class, breaking down barriers to autonomy and motivation.

Blended Learning Approach

Telegram should also be used as a supplement to the ordinary instruction, not as a substitute for the regular teaching, to create an active learning situation. The empirical evidence suggests that social media should be used as an adjunct: professors have to rely on Telegram as an adjunct to classroom instruction (Ravindran et al., 2022). In practice, it means combining classroom teaching with a Telegram channel where discussion and constant revision can take place.

Telegram is a good application for contacting missing or unreachable students, as it works well on low-bandwidth, intermittent connections. In fact, researchers indicate that Telegram bridges gaps in student absence, as education becomes accessible to anyone because teachers can post lessons online and track their progress (Zhao et al., 2022).

Consequently, the best approach is a hybrid model that combines live classes with Telegram channels or groups, which would provide greater universality and flexibility but be less specific than live interaction.

Conclusion

Telegram has been found helpful in teaching English to Iraqi EFL learners. The present study explored Iraqi EFL learners' perceptions of using Telegram to improve their English proficiency. The results reveal that Telegram can be an excellent and versatile tool for language improvement due to its interactive features, including file sharing, voice messages, bots, and debate channels. The participants also reported positive attitudes towards its utilization, as well as

increased motivation, enhanced interpersonal communication with teachers and students, and increased access to learning content. These findings confirm prior research in the same international and Middle Eastern context regarding the broader use of the app in the field.

Telegram's low data consumption and austerity measures make it particularly well-suited to the situation in Iraq. The research findings indicate that Telegram is handy for learners, primarily because of its accessibility, ease of use, and interactive learning features, making it a valuable addition to classroom teaching. Telegram has the potential to bring about a radical shift in the outcomes of language study in Iraqi higher education when approached correctly and supported by institutions. There was also a technical capacity ceiling among students, and the institution was institutionally disorganized in the introduction of Telegram into mainstream learning systems.

To leverage the potential of learning, higher education stakeholders should consider adding Telegram to course materials, providing intensive training for learners and teachers, and motivating independent learning through innovative Telegram activities. Telegram cannot replace face-to-face contact in classes, but it is a valuable addition as well. Telegram can help close loopholes in education and improve student-centered language instruction among Iraqi EFL students and others when used appropriately.

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About the Author:

Zena Abdulameer Mohammad has an M.A. in Teaching English as a Second Language (TESL) from *The English and Foreign Languages University (EFLU)*, Hyderabad, India. She teaches at the College of Education for Women, University of Baghdad. She is also training students to develop their English language skills. She is also interested in developing reading skills through using multimedia technology. Furthermore, she has an administrative position in the Scholarships and Cultural Relations Department at the University of Baghdad. ORCID: https://orcid.org/0000-0001-5569-049X

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Appendix
Tables

Table 1. *Students' attitudes towards using telegram in the classroom*

No.	Statements	Mean	SD
1	The Telegram app is a good tool for language learning.		
2	Telegram is easy to use to manage my academic activities.		
3	Telegram helps me keep in touch with my classmates and motivates me to chat and learn.		
4	Telegram helps me work better with others on assignments and projects, and participate in group discussions.		
5	Telegram helps me understand the course material more clearly.		
6	Telegram helps have all the shared resources, like notes and links, in one place.		
7	Telegram notifications remind me of important deadlines and tasks.		
8	Having the Telegram group available reduced my need to meet in person with classmates or teachers.		
9	I could get quick answers to my questions in the Telegram group.		
10	I can easily send any kind of file through Telegram.		
11	I can easily upload and download photos and videos on Telegram.		
12	I can easily record my voice and lectures on Telegram.		
13	I think more courses should include Telegram channels for learning.		
14	I think the Telegram app is superior to other web apps.		
15	I prefer Telegram learning to classroom learning.		

Table 2. *Examining English language skills of learners who use telegram*

No.	Statements	Mean	SD
1	I enjoy learning English through Telegram.		
2	A good selection of English learning resources is available on Telegram.		
3	I observed improvements in my language skills since I started using Telegram to learn English.		
4	Telegram improved my listening skills.		
5	Telegram improved my speaking skills.		
6	Telegram improved my reading skills.		
7	Telegram improved my writing skills.		
8	Telegram improved my communication skills.		
9	Telegram improved my grammar and vocabulary.		
10	Telegram helps me to become an autonomous learner as I begin noticing my mistakes and self-correcting sooner.		