



Using Telegram application to promote student engagement in ESP classroom

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Abstract: This descriptive qualitative study aimed to explore student engagement and student responses towards using Telegram in the ESP classroom. The participants consisted of 66 students from a private university in Indonesia. They were selected using a purposive sampling method. This study was conducted in a fully online mode class. This study also identified various ways in which assignments and student-to-student/teacher-student relationships in online learning environments can trigger student responses. An observation checklist and an interview guideline were used in data collection, and the theory of student engagement as a controlled action was employed in data analysis. The teaching practice of using Telegram in online classes seems to trigger various constructive responses and lively discussions. The discussion activity was mostly initiated by the teacher or the students who intended to ask questions or clarify an idea. This study shows that the use of Telegram in ESP classrooms contributes to a significant increase in students' engagement, interaction, motivation, and collaboration online. Despite its limitations, Telegram has proven its benefits to be used for improving students' interaction and engagement during language learning. Language learning is more enjoyable for both the students and teachers by incorporating Telegram in the ESP classrooms. In conclusion, this study presents the importance of technology integration in education, which makes learning more effective and empowering.

Keywords: online learning; online application; student engagement; ESP classroom.

A. Introduction

As teachers work to boost student engagement and enhance learning outcomes, technology integration in educational settings has recently attracted much attention. Mobile messaging applications, in particular, have emerged as promising platforms for

facilitating communication and collaboration in educational contexts (Kalogeropoulos, 2021). This study uses Telegram, a popular messaging application, to increase student engagement in English for Specific Purposes (ESP) courses, which is crucial for advancing language proficiency and enhancing comprehension and communication skills.

ESP course holds immense importance in students' language learning process, as it builds upon fundamental language skills and aims to deepen students' understanding and mastery of ESP courses, specifically English for Business Purposes (EBP) and English for Academic Purposes (EAP). However, traditional approaches to teaching this course often struggle to capture students' attention and maintain their engagement. As technology plays a prominent role in students' lives, exploring innovative methods that leverage digital tools to enhance learning experiences is imperative.

This study is conducted in a higher education setting, where ESP course is a general subject. The aim is to explore the potential of the Telegram application as a learning tool to increase student engagement and foster active participation. By integrating Telegram into the learning process, teachers can create an interactive and collaborative learning environment that goes beyond the limitations of the conventional classroom setting.

Previous research has highlighted the positive effects of technology integration on student engagement and learning outcomes. Mobile messaging applications have been utilized in various educational contexts, demonstrating their potential to facilitate communication, collaboration, and knowledge sharing. However, most of these studies use Telegram for English language learning. By examining the use of Telegram as a tool to increase student engagement in English education, particularly in an English for Specific Purposes course for non-English Department students, this study aims to close the current research gap.

Due to a lack of physical interaction between students and teachers and between students and other students, educational interaction is significant in online learning environments (Berg, 2020). Interactive learner interfaces are essential for online learning. Technology users should feel comfortable and satisfied with it as they use it to learn and organize their knowledge as students. If technical issues in an online system are not fixed right away, it may negatively affect students' learning and technological engagement (Berg, 2020).

Telegram's numerous features make it a useful tool for academic work. The use of Telegram in previous literature has been discussed regarding students' attitudes toward it, its benefits and drawbacks, and how it affects their academic achievement. This research showed that students like using Telegram because it adds interest to their classes (Alkhezzi & Al-Dousari, 2016). Previous studies have shown that Telegram's features support different forms of online interaction. It facilitates all file types and discussions, for instance, and allows for groups to maximize learner-teacher and learner-learner interactions, which improves students' academic results in their online learning courses (Faramarzi et al., 2019).

According to an analysis of the literature, it appears that most of these studies have concentrated on the results of experiments that determine whether Telegram successfully promotes students' tutorial outcomes or investigates students' attitudes toward Telegram. Even though this search ultimately emphasizes the value of online interaction, there are few studies on using Telegram to enhance student interactions in online academic settings. Furthermore, not much qualitative research has been done to look at how college students feel about using Telegram for their interactions or what academic activities are used to enhance interaction in general.

Hence, the primary objective of this research is to examine the integration of Telegram as a tool to increase student engagement in ESP courses. By addressing these research objectives, this study intends to provide valuable insights into the potential benefits of Telegram in promoting student engagement and fostering a dynamic and participatory learning environment in ESP courses. Ultimately, the findings of this research can inform teachers about the integration of Telegram mobile messaging applications in ESP courses, leading to improved student engagement and experiences. It might also be beneficial for integrating Telegram into other courses beyond ESP.

B. Method

The current study utilized a descriptive qualitative method to explore student engagement and responses toward using Telegram in the ESP classroom. The participants of this study were 66 students enrolled in the English for Business Purposes course in a college in Indonesia. Participants were drawn entirely from the two existing classes to

ensure representation across proficiency levels and demographics. The cross-section of the two classes provides a diverse pool of talent and perspectives that give us a better understanding of the challenges and limitations of Telegram usage, and enable us to tailor our solutions to meet the needs of our students better. This study was conducted from Agustus 2022 to March 2023.

Qualitative data was collected through interviews and observations conducted in the class to explore students' experiences, attitudes, and perceptions of Telegram usage for learning. However, even though we have collected real and high-quality evidence, we also review the conducted research using theoretical triangulation techniques in order to reduce the research subjectivity bias (Habibi et al., 2018). Then, a thematic analysis was conducted to identify common themes and patterns concerning student engagement, in addition to Telegram's impacts on their learning experience. These themes were then reviewed, refined, and organized to provide a comprehensive understanding of 'students' experiences and perceptions. Even though the data is valid, data triangulation is required by integrating other data sources related to increasing student engagement (Fabrizz et al., 2021).

C. Result and Discussion

1. Telegram for Interactions

Hillman et al. (1994) described and discussed four types of interactions in their research, which also offered some suggestions for enhancing these interactions and explained the advantages of these interaction types for students' learning.

Learner-teacher interaction is the interaction type that is mentioned in literature the most. There are a variety of ways for educators to communicate regularly with college students online. Interaction can be improved by giving students immediate feedback and using their first names when sending instant messages (Vlachopoulos & Makri, 2019). Offering emotional aid is an outstanding way to enhance student interaction and decrease their feeling of isolation (Froment et al., 2002). Moreover, the teacher's participation in the discussion thread with their students motivates them to put more effort into their online study activities (Vlachopoulos & Makri, 2019). According to Vlachopoulos & Makri (2019), synchronous lessons greatly maximize student interaction. When teachers and

students get along well, academic achievement, satisfaction, motivation, and persistence to finish a course all improve (Froment et al., 2002). Due to the physical distance between students and teachers in online learning environments, learner-teacher interaction can foster a sense of academic community that may also put an end to students' feelings of isolation (Vlachopoulos & Makri, 2019).

The second type of educational interaction is learner-learner interaction, which happens when college students interact and engage in academic activities. Teachers can enhance this interaction by encouraging students to take part in threaded discussion boards and plan or direct the teamwork (Vlachopoulos & Makri, 2019). In addition to these activities, students can engage in asynchronous or synchronous online peer interaction with or without a teacher present. Yu et al. (2020) pointed out that college students who participate in appropriate peer interactions in online resources gather a sizable amount of data and increase their academic achievement (Yu et al., 2020).

By assigning research tasks and instructional videos for students to watch, teachers can encourage student engagement with the material (Berg, 2020) and interactive course materials that students can use (Vlachopoulos & Makri, 2019). When students interact with interactive learning content and tasks, they retrieve prior knowledge, process new knowledge, and synthesize both to produce knowledge (Berg, 2020; Sari et al., 2023).

Interactive learner interfaces are essential for online learning. Technology users should feel comfortable and satisfied with it as they use it to learn and organize their knowledge as students. If technical issues in an online system are not fixed right away, it may negatively affect students' learning and technological engagement (Berg, 2020).

The results of the interviews and observations delineated 'students' engagement and responses toward using Telegram in the ESP classroom. Additionally, the findings can be used to inform pedagogical practices that incorporate technology into learning. The findings will contribute to the existing literature on technology integration in ESP courses. They will also provide practical insights for teachers promoting student engagement and active learning experiences.

Thematic analysis of the focus group interview data yielded several prominent themes related to students' experiences and perceptions of using Telegram in the ESP

course. These themes shed light on the qualitative aspects of student engagement and provided valuable insights into how Telegram shaped their learning experiences. The results of this study provide useful information for developing effective educational strategies for ESP courses by applying Telegram as a learning platform.

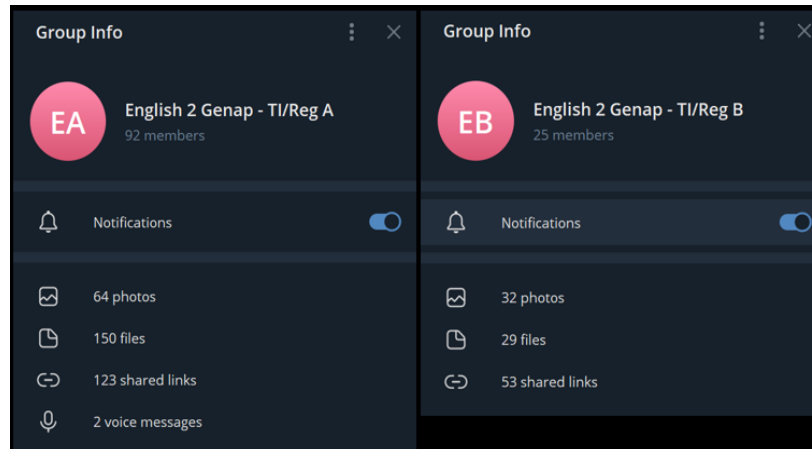


Figure 1. Information sharing

According to 66 students who joined the ESP course (as seen in [Figure 1](#)), they highlighted Telegram's enhanced collaboration and communication. They feel more connected to their peers and teachers with the platform facilitating immediate feedback, information sharing, and discussions. Telegram's group chat feature also allowed students to engage more in discussions, seek clarification, and support one another, fostering a collaborative learning environment. This finding aligns with previous studies emphasizing the positive impact of mobile messaging apps on student collaboration ([Zarzycka et al., 2021](#)). Telegram facilitates brainstorming, comments, and quick understanding checks by employing Telegram bots as seen in [Figure 2](#). Another automated feedback that Telegram can provide is by giving reactions to posts using emojis. It was found that many students gave more responses during learning activities using bots than direct responses. Using bots also reduced the time students took to respond to questions and allowed them to be more interactive.

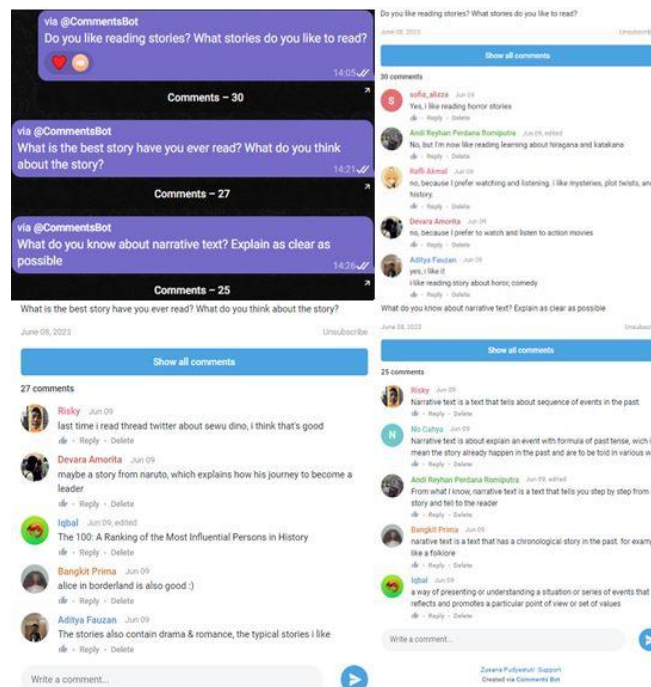


Figure 2. Using Telegram Bot for promoting engagement

Additionally, it was found that students felt more comfortable asking questions via Telegram bots compared to direct interactions. The students felt less reluctant to learn and experienced a less intimidating environment to express their ideas. Reducing the response time and feeling less reluctant are significant aspects of learning as these contribute to more engaging and enjoyable ESP learning. This suggests that bots can also be used to foster more student engagement. Furthermore, bots can help to reduce cognitive load, as students can recall information more easily from a digital platform, and streamline the learning process by providing automated feedback and assistance. Finally, bots can give students a sense of anonymity, encouraging them to be more open in their responses.

Similar findings were made by [Aghajani and Adloo \(2018\)](#), who used Telegram as a platform for language learning. Due to the online peer assessments that were given, which greatly impact learner-learner interaction, they found that this platform increases students' interactions with peers in a cooperative environment. Habibi et al. report that learner-teacher interactions are the most prevalent type of online mastery interaction. Telegram is used for various purposes ([Habibi et al., 2018](#)). First off, Telegram offers a great way for students to get prompt feedback. Additionally, Telegram allows students to

communicate with their teachers outside of the constrained time and space of traditional classrooms (Habibi et al., 2018). These findings are in line with those who also argued that interactions between students and teachers are the kind of interaction that is most beneficial to both parties.

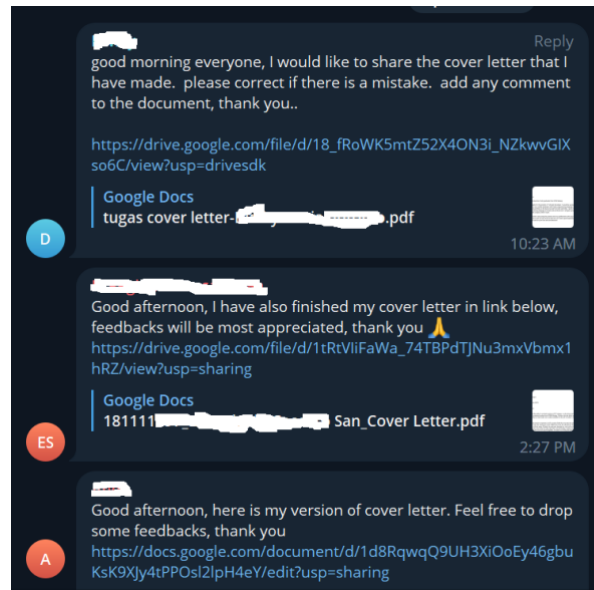


Figure 3. Immediate Feedback

Moreover, the Telegram application could be used to get immediate feedback as seen in Figure 3. This feedback is beneficial for both the students and the teacher. The progress of the performance can be monitored, and the teaching practice can be adjusted accordingly. The students received feedback on their work immediately after they posted it in the Telegram group chat, followed by lively discussions with other students and teachers. Sharing ideas, asking questions, and clarifying their comprehension of the discussed topic could be provided on the platform. The discussion could be more efficient and effective because many works would receive feedback in the classroom or after the class session. These activities encourage the students to stay motivated, encourage their engagement, and improve their learning outcomes. The discussions held on the platform, which is actually for learning content and academic tasks, is beneficial to improve the students' social participation. A collaborative learning process in which feedback is provided consists of these three dimensions, which should be scaffolded through educational support and feedback. These three aspects support online learning (Coll et al., 2013; Coll et al., 2014).

Online collaborative learning needs the students to take the role as an active participant by comprehending the tasks and the rules for successful group work. Their achievement in learning the content knowledge should be as good as their social interaction with their peers in finishing the tasks. To achieve their goals of learning, the students needed to build strong coordination and share the learning activities. This kind of engagement would enable the silent students or those with anxiety to contribute more in the learning process to receive good performance learning too. So, the direct feedback posted in the Telegram improved active engagement of the students (Figure 4). The feedback was also provided on time which allowed the students to adjust their learning process quickly. It also provided a platform for the students to ask questions and receive prompt answers. The feedback was personalized and tailored to the needs of the individual student. The results indicate that using Telegram successfully achieved the desired outcome and provided learners with the support they needed. Telegram as a learning platform successfully fostered collaboration, provided feedback, encouraged active learning, and maintained social interaction.



Figure 4. Promoting active engagement

Next, students appreciated the integration of many resources through Telegram. They found access to audio, video, and visual materials beneficial in reinforcing language concepts and making learning more engaging and enjoyable. This finding supports the research of Halverson & Graham, who reported that integration enhances student

engagement and comprehension in language learning (Halverson & Graham, 2019). The integration of resources, or online resources, helped the students practice their English skills in real-world interaction. These resources support immediate feedback as the students could review their mistakes for corrections. Furthermore, the students may also develop a profound understanding of the English language, boost their confidence in their English communication skills, develop their critical thinking skills, and communicate effectively in a real conversation. This made the whole learning experience more meaningful and engaging, leading to better learning outcomes.

Additionally, students liked Telegram's asynchronous nature. They valued the ability to revisit and review course materials at their own pace. This accommodated different learning styles and facilitated a deeper understanding of language concepts. This finding aligns with research by Fabriz et al., who found that asynchronous learning promotes active engagement and flexibility in language education (Fabriz et al., 2021). This is especially true for language learning, as language structure and usage require repeated practice and review. Asynchronous activities, such as those available in Telegram (as seen in Figure 5), can allow students to practice and review language concepts in a low-pressure environment. As a result, the student's engagement and motivation in language learning can be improved, as well as their independence and self-direction in learning.

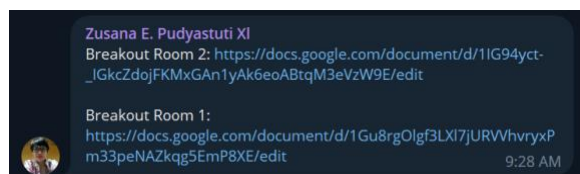


Figure 5. Engaging more in discussions

The use of emojis in giving feedback on the students' work indicates the teacher's presence. Yet, this study also found that avatars were employed in Telegram conversations for a more enjoyable learning experience for the students (Figure 6). The avatars were used by teachers for many different purposes, such as greeting, complimenting, showing appreciation for their work and responses, and social communication. The avatar usage reinforces the teacher's presence, facilitating personalized learning, and enhancing the interaction. This online self-manifestation enhances student interactions in the virtual world (Menezes, 2016). Even though the students are not prohibited from using an avatar in the course, only the teacher used it to maintain interactions with the students. Using an

avatar, inanimate or animate, helps students immerse in language learning better as it lowers their anxiety, increases their motivation, and improves their confidence and engagement. Avatars can hide their personality in language learning (Menezes, 2016; Trasher, 2022). It creates a more comfortable learning environment for the students as they can hide themselves and avoid being shy. Fortunately, most of the students preferred to use emojis or give reactions to the Telegram posts so far.



Figure 6. Employing Avatar for more enjoyable learning

This study contributes to the existing literature on technology integration in language education. While previous studies have examined mobile messaging apps and technology in educational contexts, limited research has specifically focused on Telegram applications in ESP courses. This study adds to the scientific knowledge by demonstrating the positive impact of Telegram on student engagement in ESP courses. The results of this study can be used to inform the design and implementation of technology-enhanced learning strategies in language education. It also provides evidence that technology-enabled learning strategies can effectively increase student engagement in ESP courses or other language courses.

Overall, the interview and observation results indicated that students expressed a higher level of engagement, increased motivation, and a more enjoyable learning experience. These findings may contribute to the knowledge on technology integration in language education. Previous studies have highlighted Telegram as a valuable tool for enhancing student engagement and promoting effective language learning experiences. Furthermore, the findings suggest that Telegram should be considered an important

addition to language classroom strategies (Zheng et al., 2023). It can help create a more dynamic learning environment and promote student collaboration. It can be used also as a platform to support the development of language skills in an engaging and motivating way.

2. Telegram and Its Contribution to Learning

The present study suggests that Telegram can create an engaging and collaborative learning environment for students in the ESP classroom. Telegram usage could help to bridge the gap between traditional and digital learning. The findings of the observations and interviews showed that the use of Telegram provided students with more meaningful learning experiences. 'Students' initiative in learning can be encouraged more by using Telegram.

This finding aligns with previous research highlighting the positive impact of technology integration on student engagement and attitudes in educational settings (Al-Abdullatif & Gameil, 2021). This study contributes to the existing literature by focusing on the application of Telegram to ESP courses. It also focuses on its implications for language learning. Telegram usage can facilitate students' communication, collaboration, engagement, and interaction in the classroom and beyond, as feedback can be provided promptly. In the classroom which was supported by Telegram use, students showed high enthusiasm for language learning. All of these aspects are crucial for the student's success or performance in mastering the English language.

These differences in findings highlight the importance of considering technological tools and platforms used in educational contexts. Each tool may have its strengths and limitations, and the design and features of the tool can influence its impact on student engagement. Understanding these nuances can guide teachers in making informed decisions about technology integration and selecting the most suitable tools for a specific instructional goal. Teachers should also be mindful of potential pitfalls in using technology, such as the potential distraction or lack of access to appropriate tools. Teachers must make informed choices when integrating technology into their teaching. Therefore, teachers should be equipped with knowledge and skills to integrate and use technology in their instructions through professional development initiatives. Quality instruction with technology integration is a key factor in ensuring the effective use of

technology and the achievement of learning goals. Finally, teachers should support and guide students to ensure they can make the most out of the technology.

Comparing the findings of this study with prior research, there are notable similarities in terms of the positive impact of technology on student engagement. Pandita and Kiran (2023) reported similar improvements in student engagement when technology was integrated into language education. These similarities highlight the consistent pattern of technology-enhanced engagement across different contexts and reinforce the notion that technology can be a valuable tool to promote active student participation. As technology is gradually developing, its contributions and implementations to the learning process might significantly impact teachers and students. The use of technology should not replace the various conventional teaching methods. Instead, it is a beneficial supplement to learning. The appropriate use of technology in the English classroom is important to be considered because it fosters meaningful learning experiences, active engagement, and learning performance. Technology also enables language education to be more accessible for students, even those with limited access to education or those in remote areas. Moreover, technology-based learning offers the possibility of helping teachers reduce their workload and free up time for other activities. Teaching practices are not only interesting and engaging for the students but it is also for the teachers.

However, it is pertinent to note some contrasts between this study and previous research. While prior studies have explored the use of various mobile messaging apps and technology in educational contexts, limited research has specifically focused on Telegram. This study fills this gap by highlighting Telegram's distinctive features that promote collaboration, multimedia integration, and asynchronous learning opportunities. Telegram's specific affordances, such as group chat functionality and seamless multimedia integration, may contribute to its effectiveness in enhancing student engagement. It is easier to create a sense of community, design learning activities, and assign tasks due to Telegram's features and flexibilities which are also supported by its cloud storage and low bandwidth requirement. Technical issues related to learning tools will not seriously influence learning activities, collaboration, and engagement.

The benefits that the students received from using Telegram in their learning were primarily responsible for their outstanding attitudes. The seamless network of Telegram, which enables students to access their accounts on any device, is one of these advantages. They can begin learning on their mobile devices and continue on their laptops. The information flow from various resources can continue uninterrupted ([Faramarzi et al., 2019](#)).

Avatar usage benefits learning in many ways. Avatars also allow teachers to show their enthusiasm and help students feel comfortable in the learning environment. It can be used to give students a sense of identity and belonging in the classroom. It provides the students a sense of safety and comfort, allowing them to express themselves freely and openly. A more comfortable learning environment needs to be enhanced; thus, it is also important for the teachers to create an atmosphere of trust and acceptance which can be accommodated better by the use of avatars. The students can be more focused on their tasks and help them self-regulate their behavior. Last but not least, using avatars can reduce the hierarchical power imbalance between the teacher and the students, creating a more intimate learning environment.

Furthermore, this study revealed that students appreciated Telegram's asynchronous nature, allowing them to revisit and review course materials at their own pace. This finding contrasts with studies that emphasize the benefits of synchronous interactions in promoting student engagement ([Shoepe et al., 2020](#)). It suggests that Telegram's asynchronous features provide substantial advantages by accommodating different learning preferences and needs and enabling personalized learning experiences. Additionally, Telegram's user-friendly interface allows students to access and share course materials easily. Telegram is attractive which makes it a viable option for asynchronous language learning. Telegram is beneficial for overcoming issues, such as different time zones that are preventing students from participating in synchronous learning.

Additionally, Telegram usage is less burden, less intimidating, and less pressured for the students to engage when time constraints and anxiety are the issues actively. It also increases respect and understanding among students as they must formulate their thoughts before interacting with their peers and teachers. This finding is similar to those

reported by [Sari et al. \(2023\)](#), which revealed that 'students' emotional engagement in the language classroom could help them complete a task successfully.

Both students and teachers value the support for media sharing in Telegram. Telegram facilitates file sharing for all file types up to 1.5 GB ([Faramarzi et al., 2019](#)). Teachers can use this feature in their lesson plans to give their students resources like videos and images to help them learn more effectively ([Faramarzi et al., 2019](#)). According to [Al-Abdli \(2018\)](#), students enjoy using Telegram in class because of the videos and pictures their teacher posts. Similarly, [Xodabande \(2017\)](#) emphasized that having his students watch video broadcasts on Telegram helped them with their English pronunciation. He also mentioned that teaching pronunciation can be difficult, but on Telegram, students can watch tutorial videos while listening to native speakers and practice their pronunciation as much as they want, which is impossible in conventional offline classroom settings.

Telegram groups, which support up to 200,000 members each, are fantastic for building communities. Users can access these groups either privately through invite links or publicly through the Telegram search box. Numerous studies have demonstrated that Telegram groups support students in various ways to improve their academic performance and course grades ([Mehri & Izadpanah, 2017](#)). First, Telegram groups enhance student collaboration and conversations with peers and teachers, which gives students new information ([Mehri & Izadpanah, 2017](#)). Group discussions also improve students' perceptions of the course content because they frequently converse with their peers ([Habibi et al., 2018](#)).

Additionally, some teachers give students peer assessment tasks via Telegram, which has many benefits because it enables students to share knowledge and information, expanding their knowledge and understanding ([Habibi et al., 2018](#)). Further, peer assessments in Telegram groups encourage students to use their critical thinking skills. After all, they pay more attention to their comments because they are presented in the class's Telegram group and then judged and evaluated by other students and teachers ([Habibi et al., 2018](#)). Another factor in students' improved academic performance is teachers' ability to provide prompt feedback in Telegram groups ([Aghajani & Adloo, 2018](#)).

Despite Telegram's benefits, previous studies have looked into some of its disadvantages. Telegram's main drawbacks are technical problems, such as network outages or a lack of web coverage. Students expressed their irritation with internet issues that interfere with their online learning, such as internet disconnections or a lack of coverage. A further problem is the excessive cost of internet subscriptions. Another negative aspect of Telegram is that it undoubtedly diverts students from the essential goal of its use in their course, which is learning through alternative, non-traditional methods (Alizadeh, 2018). According to Aghajani and Adloo (2018), some students may have forgotten to complete their Telegram writing assignment because they were preoccupied with online entertainment. This hilarious circumstance may occur when a student opens Telegram to send their assignment but gets distracted by other Telegram groups they have joined (Alizadeh, 2018). Another source of distraction is when classmates in a Telegram group send off-topic messages that interfere with learning (Alizadeh, 2018). The simplicity of Telegram may also increase the workload for both teachers and students, particularly if the latter expect their teachers to be always available (Habibi et al., 2018), leading to their disappointment if the teacher does not reply to their queries immediately. The other drawbacks of this platform include cheating, Telegram addiction, and sharing false information (Alizadeh, 2018). According to Alizadeh (2018), students become addicted to Telegram when they spend too much time using it to complete. Additionally, he mentioned that some of his students had admitted they had plagiarized work from other websites rather than writing their assignments from scratch.

The study demonstrates that using Telegram in the ESP classroom can create a more engaging and enjoyable learning atmosphere. Telegram's features, including collaboration tools, multimedia integration, and asynchronous learning opportunities, provide a comprehensive and effective approach to enhancing student engagement in language education. While there are similarities with previous research regarding technology's positive impact on engagement, Telegram's specific features and its asynchronous nature offer distinct advantages. Teachers should consider these findings when selecting and utilizing technology tools to enhance student engagement in language learning. Future research should continue to explore the similarities and contrasts between different technology tools. This will enable us to better understand their specific effects on student

engagement in diverse educational contexts. Teachers should continue to experiment with new technology tools in language learning to determine their potential for improving students' engagement and meeting the student's needs. They should also investigate the correlation between technology usage, the student's learning achievement and the learning outcomes.

D. Conclusion

This study aligns with previous research on how technology integration can help create a more engaging learning experience for students. However, this study adds a novel contribution by focusing on Telegram's application in the ESP course. By leveraging Telegram's unique features, such as group chats, many kinds of resources, and asynchronous learning, teachers can create dynamic and participatory learning environments that foster collaboration, enhance comprehension, and accommodate diverse learning preferences. Telegram is a valuable tool in language education, specifically in the ESP course. It offers innovative approaches to promote student engagement and effective language learning experiences.

However, it is critical to acknowledge the limitations of this study. This is because this research was conducted within a specific educational context, and the sample size was relatively small. Another study could expand the scope by including larger and more diverse samples. It could also explore the long-term impact of Telegram integration, and investigate its effects on learning in different educational contexts.

Furthermore, the findings contribute to the broader understanding of technology integration in education. They emphasize the importance of considering specific tools and their unique affords for enhancing student engagement. Technology integration will be successful by considering a holistic approach that considers the learning environment's social, cultural, and contextual factors. The study highlights how Telegram can be incorporated into an ESP course to provide students with more engaging and enjoyable learning experiences. Telegram features can also assist in 'students' collaboration in an asynchronous learning environment. By harnessing Telegram's potential, educators can pave the way for more effective language learning outcomes and empower students in

their language acquisition. Ultimately, this can lead to a more equitable educational experience for all learners.

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