

# The Impact of Teaching Telegram Application 'Techniques on Improving EFL Ss Speaking Skills: (A Case Study of Sudanese Secondary Schools – Khartoum Municipality, -2019 – 2021AD )

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## Abstract:

This study aims at investigating whether EFL Sudanese secondary school teachers use telegram application on improving EFL learners 'speaking skills, finding out teachers attitude toward applying telegram application on improving learners' speaking skills and investigating whether Telegram application can improve EFL learners' speaking or not. The study adopted the descriptive analytical method. A questionnaire was used for collecting the data from nineteen of EFL' teachers at secondary schools, Khartoum State, Sudan.(2019 - 2021) Then the collected data were statistically analyzed with the SPSS Program, also showed that: using technology in EFL classroom enhances students interaction, most of EFL Sudanese teachers don't have the required knowledge of how to use information technology in ELT teaching speaking skills, The study recommends the following: Technology equipment should be used in EFL classes. Teachers should be train on using telegram applications in EFL setting. EFL learners should be motivated through using technology in English language learning. Distant learners should take the advantages of telegram services. Computerized lessons programs should be applied in EFL classes in Sudan. EFL classes should not be crowded with the learners. Teaching styles in EFL classes should be motivating to the learners.

## **Key Words:** Telegram App – speaking skills – Using Telegram App in preparing English Language – Teaching methods in English Language classes.

أثر تدريس تطبيق تقنيات برنامج التليغرام في تجويد مهارات الكلام لدى طلاب اللغة الإنجليزية -  
كلغةً أجنبية في السودان

(دراسة حالة المدارس الثانوية بمحلية الخرطوم 2019 - 2021م)

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مستخلص الدراسة:

تهدف هذه الدراسة إلى معرفة ما إذا كان معلمو اللغة الإنجليزية لغةً أجنبية في المدارس الثانوية السودانية يستخدمون تطبيق التليغرام لتحسين مهارات التحدث لدى متعلمي اللغة الإنجليزية لغةً أجنبية، أيضاً معرفة موقف المعلمين تجاه تطبيق التليغرام على تحسين مهارات التحدث لدى المتعلمين والتحقق مما إذا كان التطبيق يمكنه أن يحسن من تحدث متعلمي اللغة الإنجليزية لغةً أجنبية أم لا . اعتمدت هذه الدراسة المنهج الوصفي التحليلي . تم استخدام استبانة لجمع البيانات من عدد (19) من معلمي اللغة الإنجليزية لغةً أجنبية بالمدارس الثانوية بولاية الخرطوم ، السودان (2019 - 2021) ، ثم تم تحليل البيانات المجمعة إحصائياً باستخدام برنامج SPSS ، أظهرت النتائج أن استخدام التكنولوجيا في الفصول الدراسية للغة الإنجليزية لغةً أجنبية يعزز من تفاعل الطلاب استخدام برنامج التليغرام يدعم تعليم مهارات التحدث، كما أن تطبيق برامج التواصل الاجتماعي يعزز من مهارات التحدث لمتعلمي اللغة الإنجليزية لغةً أجنبية ، معظم معلمي اللغة الإنجليزية لغةً أجنبية ليس لديهم المعرفة المطلوبة في كيفية استخدام تكنولوجيا المعلومات في تعليم اللغة الإنجليزية ومهارات التحدث ، توصي الدراسة ما يلي : يجب استخدام المعدات التكنولوجية في فصول اللغة الإنجليزية لغةً أجنبية . يجب أن يتدرب المعلمون على استخدام تطبيقات التليغرام في إعداد اللغة الإنجليزية (لغةً أجنبية) . ينبغي تحفيز متعلمي اللغة الإنجليزية ( لغة أجنبية ) من خلال استخدام التكنولوجيا في تعلم اللغة الإنجليزية ويجب على المتعلمين عن بعد الاستفادة من مزايا خدمات البرنامج كما ينبغي تطبيق برامج الدروس المحوسبة في السودان داخل فصول اللغة الإنجليزية ( لغةً أجنبية ) . لا ينبغي أن تكون فصول اللغة الإنجليزية ( لغةً أجنبية ) مزدحمة بالمتعلمين. مع مراعاة أن تكون أساليب التدريس في فصول اللغة الإنجليزية ( لغة أجنبية ) محفزة للتعلمين .  
الكلمات المفتاحية: تطبيق التليغرام - مهارات التحدث - استخدام تطبيق التليغرام في إعداد اللغة الإنجليزية - أساليب التدريس في فصول اللغة الإنجليزية

### **Introduction:**

#### **1.0 Background:**

Technology usage has become a crucial factor in learning English in and out of the classroom. Nowadays, we live in the era of the modern technology and day by day new types of technologies

emerge. One of the widely discussed technologies is Mobile learning or M-learning. This study discusses the importance of the M-learning in teaching and learning English language. It particularly focuses on mobile messaging application “Telegram”, this program is one of the best technologies programs, it was created by Durov brothers and which is being used in many parts of the world, especially in Asia. This informative study gives an overview of the application, its positive effects and its use among the students.

What is Mobile learning? Why do we need it? Is it important for the classroom? We see some students wandering inside the Telegram, trying successfully and sometimes unsuccessfully upload their videos, audios and pictures of their notebooks through Telegram mobile application. As we have mentioned above; Telegram is a mobile application launched in 2013 by brothers Nikolai and PavelDurov, the founders of Russia’s largest social network VKontakte. It is a messenger application allowing teachers as well students to utilize this app as for educational live teaching or using pre preparing advanced lessons via recording audios or videos, likewise exchanging messages, upload audios and videos materials. Creating educational channels. It has advanced speed Compared to similar programs such as WhatsApp and advanced new security measures.

### **1.1 Statement of the Problem**

Many of EFL Sudanese learners lack ability to speak in English language in the classroom. This problem in oral skills can be solved through following effective teaching techniques via social media programs like Telegram Application. In other words, the extent to which learners succeed in producing accurate target utterances depends mainly on acquiring pronunciation through listening.

## 1.2 Objectives of the Study

This study aims :

1. To investigate whether EFL Sudanese Secondary School teachers using Telegram Application on improving EFL learners 'speaking skills.
2. To find out teachers attitude toward applying Telegram application on improving teachers 'skills.
3. To investigate whether Telegram application can improve EFL learners' speaking or not.

## 1.3 Questions of the Study

This study tries to answer the following questions:

- 1-To what extent do EFL secondary school teachers apply Telegram application on improving EFL learner's speaking skills?
- 2-What is the impact of Telegram on improving students' speaking skill?
- 3- To what extent do Sudanese secondary school teachers use Telegram application in teaching EFL' learners speaking skills?

## 1.4 Hypotheses of the Study

This study hypothesizes the following hypotheses :

1. EFL secondary school teachers do not apply Telegram application on improving EFL learners' speaking skills.
2. EFL teachers have positive or negative attitudes towards applying Telegram Application in teaching speaking skills.

## 1.5 Significance of the Study

This study is of great importance to EFL teachers, learners, syllabus and designers as it shows the role of dialogues and conversations freely out of classes in improving EFL learners' speaking skills through social media programs specifically Telegram. The study also shows the positive impact of the App on students speaking skills.

For the teachers, it shows them the importance of using speaking techniques in their teaching methods. For the learners it

provides them with good learning activities and chances for speaking freely. For the syllabus designers it shows them the effectiveness of designing materials that help in promoting practicing speaking skills.

### **1.6 Methodology of the Study**

This study adopts the descriptive analytical method. A questionnaire will be used for data collection from EFL Sudanese secondary school teachers.

Then the data will be analyzed with the Statistical Packages for Social Sciences (SPSS) program. Nineteen Sudanese secondary school teachers were selected randomly as sample by cutting small pieces of papers and writing on them (in) and (out), as (in) means choosing a teacher randomly to fill out the questionnaire.

### **1.7 Limits of the Study**

The study is limited to: Improving EFL Learners' speaking skills through oral activities using Telegram techniques in the academic years (2019-2021) at Khartoum Municipality.

### **1.8 List of terms and abbreviations:**

SUST = University of Sudan of Science and Technology.

EFL = English as a foreign language.

M-Learning = Mobile learning.

TAPP = Telegram Application .

Ss = Students.

ICTs = Information and communication Technologies.

CMC = Computer-Mediate Communication.

TEC = Telegram Education Channel.

SPSS= Statistical Package for the Social Sciences.

### **2.21 Previous Studies**

#### **Local study:**

#### **Study No. 1**

Ahmed, S. T. S. (2019). Chat and learn: Effectiveness of using WhatsApp as a pedagogical tool to enhance EFL learners

reading and writing skills. *International Journal of English Language and Literature Studies*, 8(2), 61-68. <https://doi.org/10.18488/journal.23.2019.82.61.68>

### **Study No. 2**

Abrar, M., Mukminin, A., Habibi, A., Asyraf, F., Makmur, M., & Marzulina, L. (2018). "If our English isn't a language, what is it?" Indonesian EFL student teachers' challenges in speaking English. *The Qualitative Report*, 23(1), 129-145.

### **Local study:**

#### **Literature Review**

#### **Overview About the Importance of English Speaking for Global Communication**

This study discusses the possibilities of enhancing speaking skills and EFL teaching and learning through using information and communication technology. It also investigates the effectiveness of using telegram application and different kinds of equipment and social media for motivating EFL' to improve their speaking performance.

It also sheds light on the new web generations that effectively be used as sources that supply EFL to use authentic materials in EFL classrooms. This chapter also presents some previous studies in the same direction.

### **Study No. 3**

Abu-Ayfah, Z. A. (2020). Telegram app in learning English: EFL students' perceptions. *English Language Teaching*, 13(1), 51-62. <https://doi.org/10.5539/elt.v13n1p51>

### **Regional Study:**

#### **Study No. 1**

#### **Regional Study:**

Ally, M. (2009). *Mobile learning: Transforming the delivery of education and training*. Athabasca: AU Press.

Study No.2

Alsunbul, A. (2002). Issues relating to distance education in the Arab World. *Convergence*, 35(1), 59-80.

## **International Study:**

### **Study No. 1**

Using Online EFL Interaction to Increase Confidence, Motivation, and Ability Wen-chi Vivian Wu<sup>1\*</sup>, Ling Ling Yen<sup>2</sup> and Michael Marek, 2001, Providence University, Taichung, Taiwan 43301 // *2National Central University, Taoyuan County, Taiwan.*

### **2.1 The Importance of English in The World**

English language is important for global communication and education.

Burns, et al (2001) asserts that, one of the global languages is English language. There are several factors that make us learn English language to go through in the current time. First of all, it has international standard, that's why everyone needs to learn English in order to get in touch on the international level.

Burns, et al (2001:83), asserts that "English language is important because, a language is the source of communication. It's the way that through the use of it, we can share our ideas and thoughts with each other". However, every country has their own national language, and then they have different local languages spoken and understood by their people in different regions because there are plenty of uncountable languages in this world. The importance of English cannot be denied. English is an international language in the world.

### **2.2 English as an International Language**

If an international language exists today, it is inarguably English. Not only is it the default language of international business, it has integrated itself into many languages through loanwords. Loanwords span from "Internet" to common phrases like "Ok". There are more than 350 million people that claim English as their native language, and 430 million more people



speak it as their second language. English speakers are found in every corner of the world, so it's hard to ignore its status as an international language.

### **2.3 English Language Teaching and Learning (ELT)**

English language teaching is the type of language that used in education and performed according to the teaching methods. Brown (2007:61) illustrates that, there is a depending and subordinating relationship between teaching and learning.

Teaching plays roles as guiding, facilitating learning, and encouraging the learner and setting the conditions for learning. Having a good understanding of how the learner learns will help teachers determine their philosophy of education, their teaching style, approach, methods, and classroom techniques. According to Cook (2001), "the proof of teaching is in the learning", and "all successful teaching depends upon learning". Cook also states that there is no point in providing interesting, well prepared language lessons if students do not learn from them.

### **2.4 Goal of Language Teaching and Learning**

It is important for teachers and learners to understand the goal of language teaching and learning, as well as how to achieve it.

It is pointed out that the goal of language teaching is to develop learners' communicative competence. (Liu, 2003) when selecting learning activities, we must always remember that our goal is for the students to be able to interact freely with others: to understand what others wish to communicate in the broadest sense, and to be able to convey to others what they themselves wish to share.

### **2.5 Definition of Speaking**

Speaking is being capable of speech, expressing or exchanging thoughts through using language. Speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances



to convey meaning (Nunan, 2003).

(Harmer, 2001) argues that, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and, fluency, considered to be ‘the ability to keep going when speaking spontaneously’. Bygate (1991), also emphasizes knowledge of the language, and skill in using this knowledge for an effective communication. Language knowledge and skill in using it, are considered two fundamental elements of an effective communication.

### **Results of the Study**

In this topic the researcher deals with the society and sample of the study, presenting, analyzing and discussing the data of the study, explaining the methodology used to describe the sample and the data collection tool used in the questionnaire and the statistical methods used to prove the validity of the hypotheses.

The researcher presents the results according to the following research hypotheses.

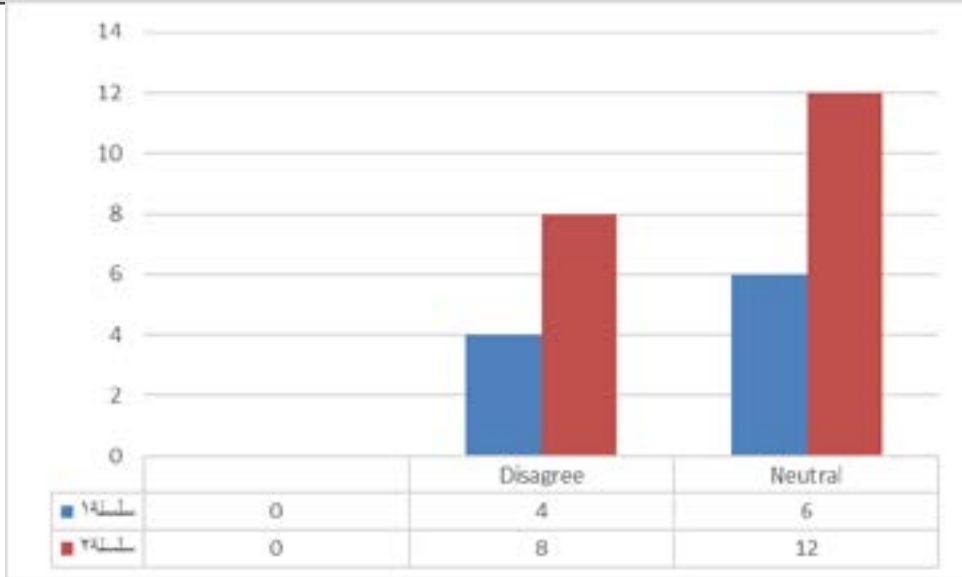
1. EFL Sudanese secondary school teachers do not apply Telegram Application on improving EFL students’ speaking skills.
2. EFL teachers have positive attitudes towards applying Telegram Application in teaching speaking skills.
3. EFL’ teachers have negative attitude towards Telegram a tool of enhancing oral skills

After tabulating the results of research hypotheses, the results appeared as in tables blow.

**4.2.1. Statement (1)** EFL Sudanese secondary school teachers do not apply Telegram application in teaching EFL students’ speaking skills.

**Table (4.1) Teachers do not apply Telegram application in teaching.**

Valid	Frequency	Percent (%)
Agree	45	%90.0
Neutral	4	%8.0
Disagree	1	%2.0
Total	50	%100.0



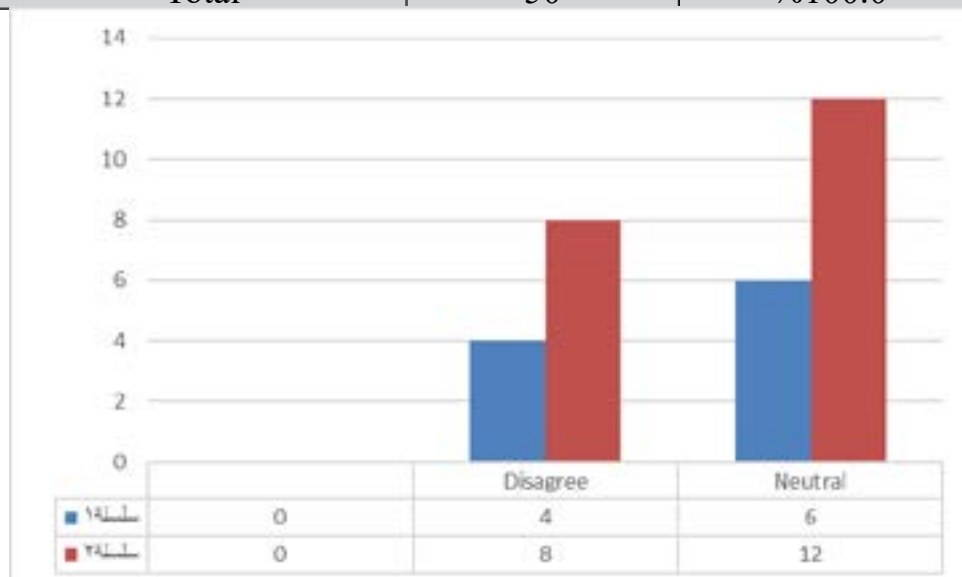
**FIG (4.1) Teachers do not apply Telegram application in teaching.**

The table (4.1) and figure (4.1) show the distribution of the sample by the statement as follows: agree by (90.0 %), neutral by (8.0 %) and disagree by (2.0 %). These results pointed that high percentage in “agree” which is exemplified “(90.0 %) respectively is high. The majorities of the respondents support the statement which claims EFL Sudanese secondary school teachers do not apply Telegram application in teaching EFL students’ speaking skills.

**4.2.2 Statement (2)** Most of EFL Sudanese teachers don’t have the required knowledge of how to use information technology in ELT teaching speaking skills.

**Table (4.2) Teachers don't have the required knowledge of how to use information technology.**

Valid	Frequency	Percent ( %)
Agree	36	%72.0
Neutral	7	%14.0
Disagree	7	14.0
Total	50	%100.0



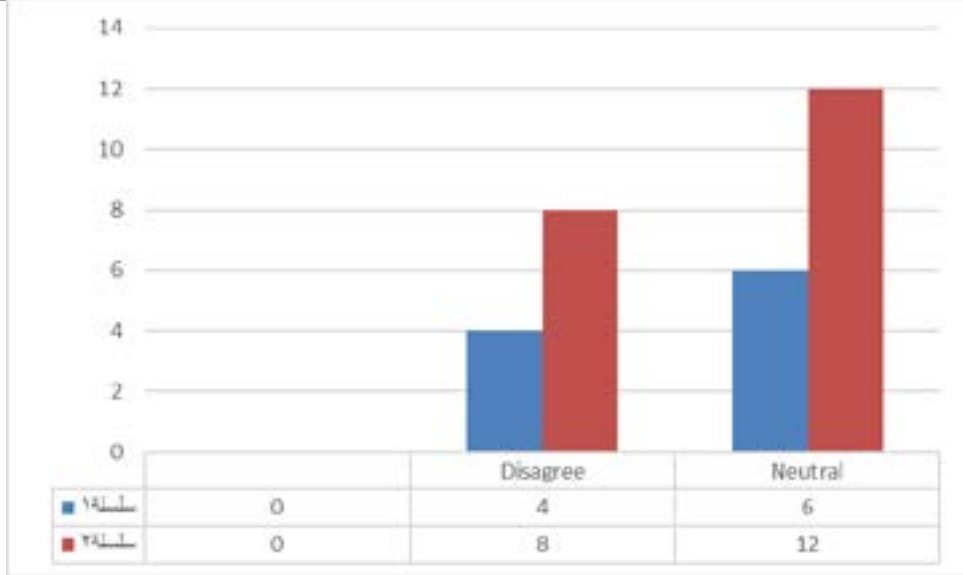
**FIG (4.2) Teachers don't have the required knowledge of how to use information technology.**

The table (4.2) and figure (4.2) show the distribution of the sample by the statement as follows: agree by (72.0 %), neutral by (14.0 %) and disagree by (14.0 %). These results pointed that high percentage in “agree” which is exemplified “(72.0 %) respectively is high. The majorities of the respondents support the statement which claims Most of EFL Sudanese teachers don't have the required knowledge of how to use information technology in ELT teaching speaking skills.

**4.2.3 Statement (3)** Most of EFL Sudanese teachers don't have the possibility to buy smart mobile phones.

**Table (4.3) Teachers don't have the possibility to buy smart mobile phones.**

Valid	Frequency	Percent (%)
Agree	19	%38.0
Neutral	9	%18.0
Disagree	22	%44.0
Total	50	%100.0



**FIG (4.3) Teachers don't have the possibility to buy smart mobile phones.**

The table (4.3) and figure (4.3) show the distribution of the sample by the statement as follows: agree by (38.0 %), neutral by (18.0 %) and disagree by (44.0 %). These results pointed that high percentage in “disagree” which is exemplified “(44.0 %) respectively is high. The majorities of the respondents support the statement which claims Most of EFL Sudanese teachers don't have the possibility to buy smart mobile phones.

**4.2.4 Statement (4)** Due to the problems of constant lack of electricity and poor internet, EFL Sudanese English language teachers often find it difficult to use Telegram Application in teaching speaking skills.

**Table (4.4) Lack of electricity and poor internet.**

Valid	Frequency	Percent ( %)
Agree	41	%82.0
Neutral	7	%14.0
Disagree	2	%4.0
Total	50	%100.0

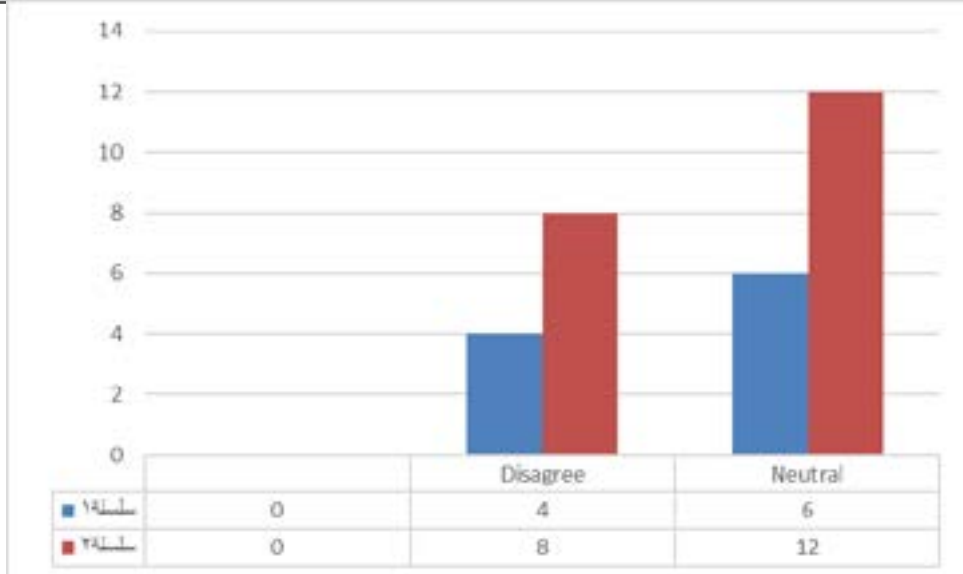


FIG (4.4) Lack of electricity and poor internet.

The table (4.4) and figure (4.4) show the distribution of the sample by the statement as follows: agree by (82.0 %), neutral by (14.0 %) and disagree by (4.0 %). These results pointed that high percentage in “agree” which is exemplified “(82.0 %) respectively is high. The majorities of the respondents support the statement which claims Due to the problems of constant lack of electricity and poor internet, EFL Sudanese English language teachers often find it difficult to use Telegram Application in teaching speaking skill.

#### 4.2.5 Statement (5) Sudanese teachers are not trained in using Telegram Application.

**Table (4.5) Teachers are not trained in using Telegram Application.**

Valid	Frequency	Percent ( %)
Agree	47	%94.0
Neutral	2	%4.0
Disagree	1	%2.0
Total	50	%100.0

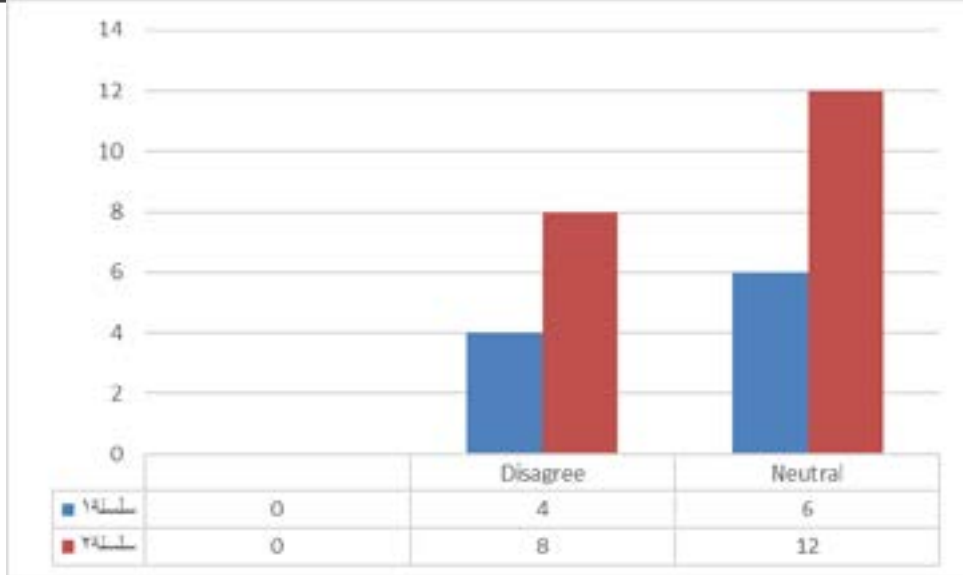
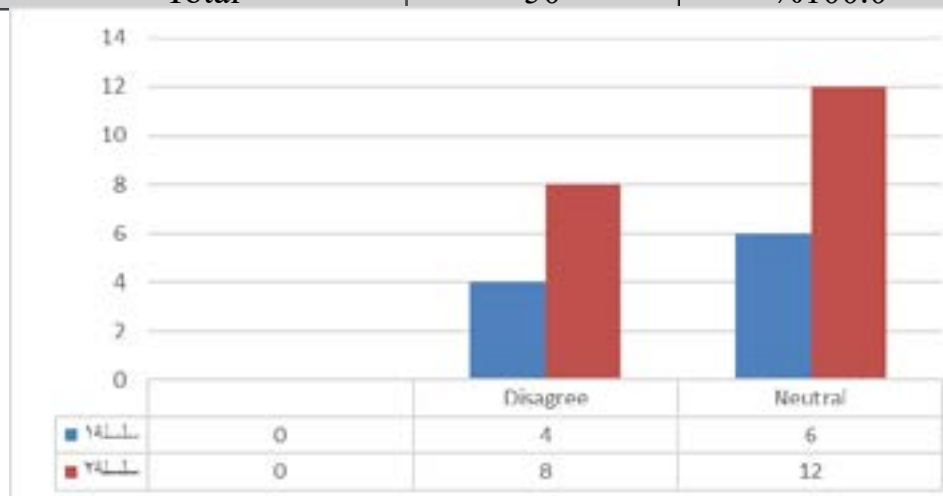


FIG (4.5) Teachers are not trained in using Telegram Application. The table (4.5) and figure (4.5) show the distribution of the sample by the statement as follows: agree by (94.0 %), neutral by (4.0 %) and disagree by (2.0 %). These results pointed that high percentage in “agree” which is exemplified “(94.0 %) respectively is high. The majorities of the respondents support the statement which claims Sudanese teachers are not trained in using Telegram Application.

**4.2.6 Statement (6)** Most of EFL Sudanese teachers do not have the desire to teach via smart mobile phones because they are busy with spatial teaching in many schools, as the return from online teaching is not rewarding compared to spatial one.

**Table (4.6) Teachers do not have the desire to teach via smart mobile phones.**

Valid	Frequency	Percent ( %)
Agree	36	%72.0
Neutral	9	%18.0
Disagree	5	%10.0
Total	50	%100.0

**FIG (4.6) Teachers do not have the desire to teach via smart mobile phones.**

The table (4.6) and figure (4.6) show the distribution of the sample by the statement as follows: agree by (72.0 %), neutral by (18.0 %) and disagree by (10.0 %). These results pointed that high percentage in “agree” which is exemplified “(72.0 %) respectively is high. The majorities of the respondents support the statement which claims Most of EFL Sudanese teachers do not have the desire to teach via smart mobile phones because they are busy with spatial teaching in many schools, as the return from online teaching is not rewarding compared to spatial one.

**4.2.7 Statement (7)** The majority of Sudanese English language teachers are not aware of Telegram Application in teaching English.



**Table (4.7) Teachers are not aware of Telegram Application in teaching English.**

Valid	Frequency	Percent ( %)
Agree	31	%62.0
Neutral	12	%24.0
Disagree	7	%14.0
Total	50	100.0

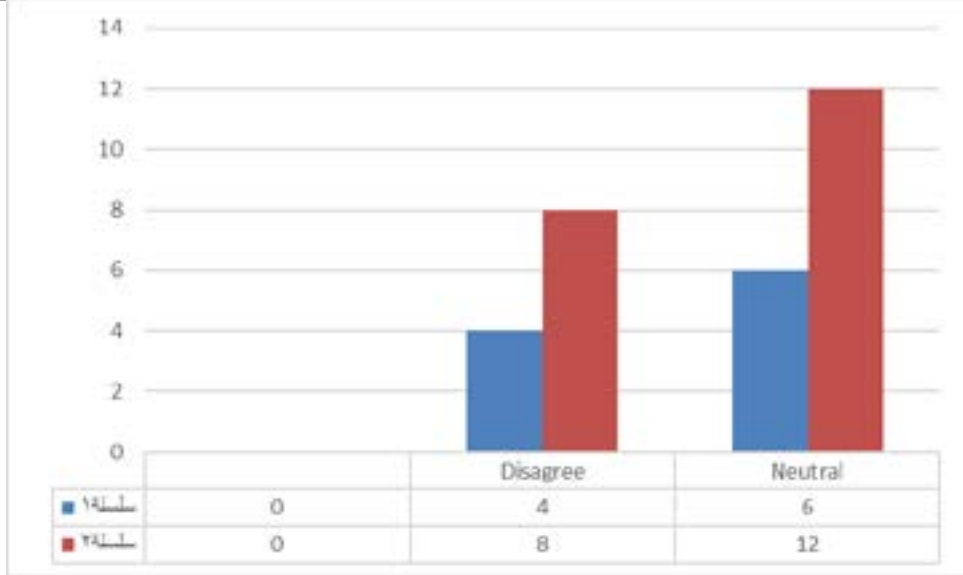


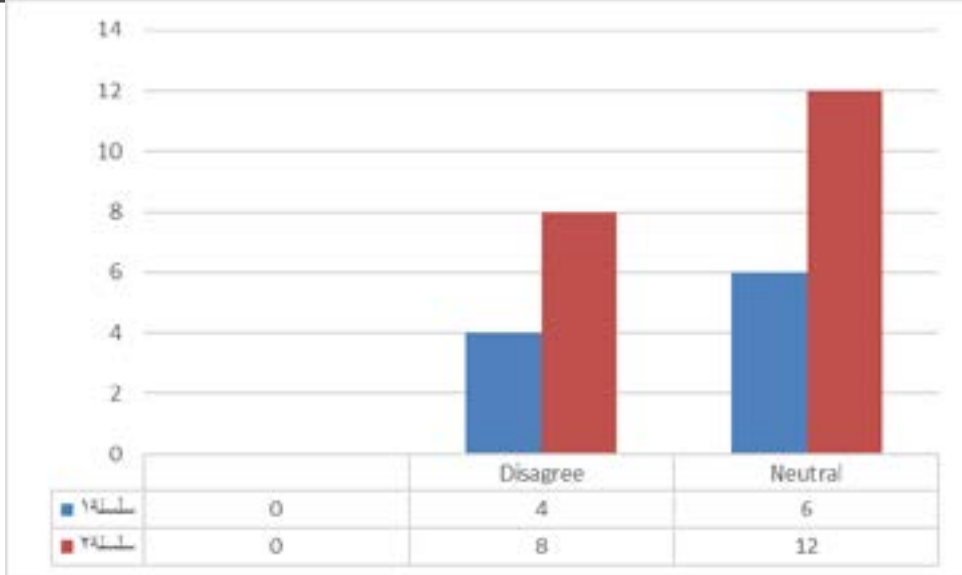
FIG (4.7) Teachers are not aware of Telegram Application in teaching English.

The table (4.7) and figure (4.7) show the distribution of the sample by the statement as follows: agree by (62.0 %), neutral by (24.0 %) and disagree by (14.0 %). These results pointed that high percentage in “agree” which is exemplified “(62.0 %) respectively is high. The majorities of the respondents support the statement which claims The majority of Sudanese English language teachers are not aware of Telegram Application in teaching English.

**4.2.8 Statement (8)** Most of EFL’ Sudanese English teachers are not interested in using Telegram Application in teaching English-speaking skills.

**Table (4.8) Teachers are not interested in using Telegram in teaching English-speaking skills.**

Valid	Frequency	Percent ( %)
Agree	34	%68.0
Neutral	7	%14.0
Disagree	9	%18.0
Total	50	100.0



**FIG (4.8) Teachers are not interested in using Telegram in teaching English-speaking skills.**

The table (4.8) and figure (4.8) show the distribution of the sample by the statement as follows: agree by (68.0 %), neutral by (14.0 %) and disagree by (18.0 %). These results pointed that high percentage in “agree” which is exemplified “(68.0 %) respectively is high. The majorities of the respondents support the statement which claims Most of EFL’ Sudanese English teachers are not interested in using Telegram Application in teaching English-speaking skills.

**4.2.9 Statement (9)** EFL’ Sudanese English language teachers are not encouraged in using Telegram Application in teaching speaking skills.

**Table (4.9) Teachers are not encouraged in using Telegram Application in teaching speaking.**

Valid	Frequency	Percent (%)
Agree	36	%72.0
Neutral	10	%20.0
Disagree	4	%8.0
Total	50	100.0

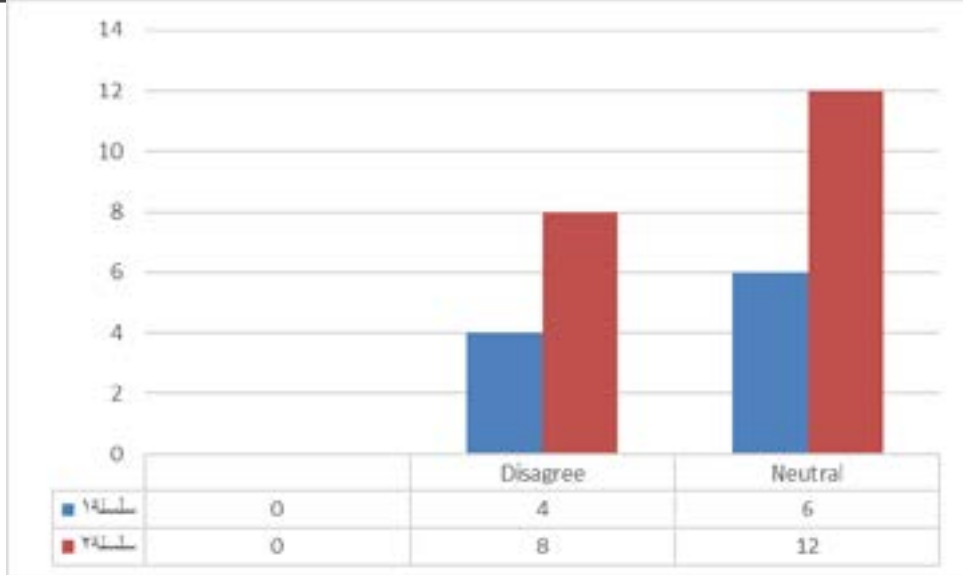


FIG (4.9) Teachers are not encouraged in using Telegram Application in teaching speaking.

The table (4.9) and figure (4.9) show the distribution of the sample by the statement as follows: agree by (72.0 %), neutral by (20.0 %) and disagree by (8.0 %). These results pointed that high percentage in “agree” which is exemplified “(72.0 %) respectively is high. The majorities of the respondents support the statement which claims EFL’ Sudanese English language teachers are not encouraged in using Telegram Application in teaching speaking skills.

**4.2.10 Statement (10)** The majority of EFL’ Sudanese English teachers are not motivated in using Telegram Application in teaching English speaking skills.

**Table (4.10) Teachers are not motivated in using Telegram in teaching English speaking.**

Valid	Frequency	Percent ( %)
Agree	37	%74.0
Neutral	10	%20.0
Disagree	3	%6.0
Total	50	100.0

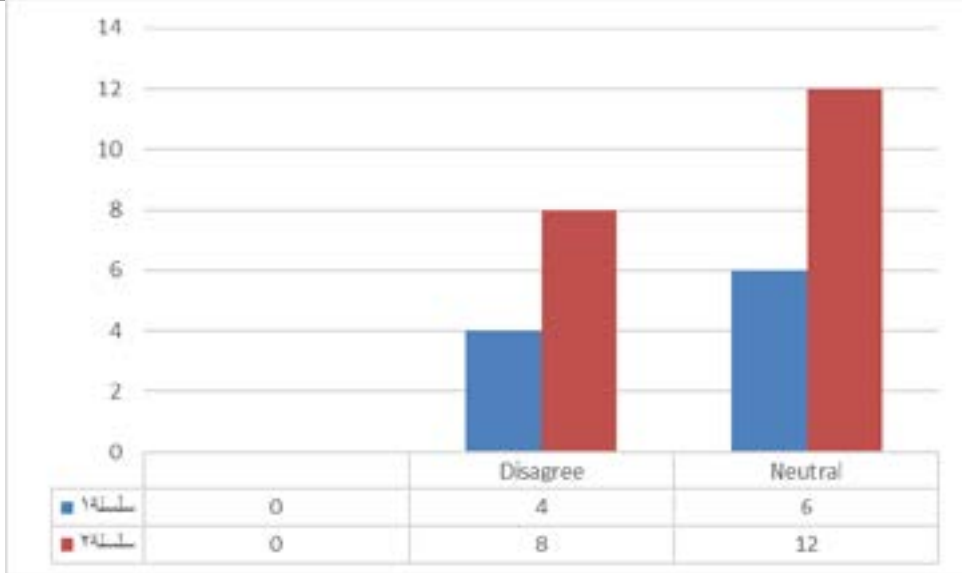


FIG (4.10) Teachers are not motivated in using Telegram in teaching English speaking.

The table (4.10) and figure (4.10) show the distribution of the sample by the statement as follows: agree by (74.0 %), neutral by (20.0 %) and disagree by (6.0 %). These results pointed that high percentage in “agree” which is exemplified “(74.0 %) respectively is high. The majorities of the respondents support the statement which claims The majority of EFL’ Sudanese English teachers are not motivated in using Telegram Application in teaching English speaking skills.

**4.2.11 Statement (11)** Sudanese English language teachers do not have the good knowledge in using such programs in teaching English speaking skills.

**Table (4.11) Teachers do not have knowledge in using programs in teaching English speaking.**

Valid	Frequency	Percent (%)
Agree	17	34.0
Neutral	18	36.0
Disagree	15	30.0
Total	50	100.0

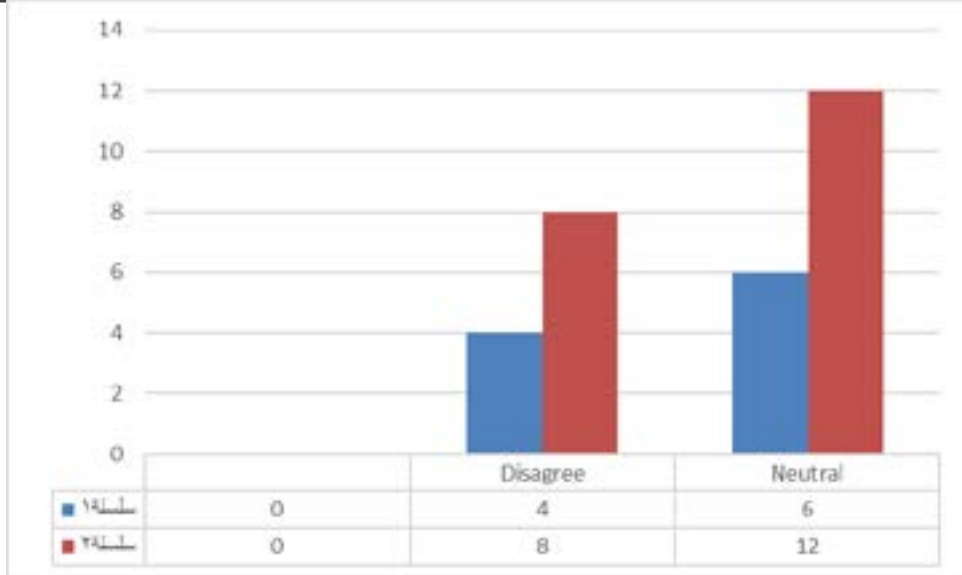


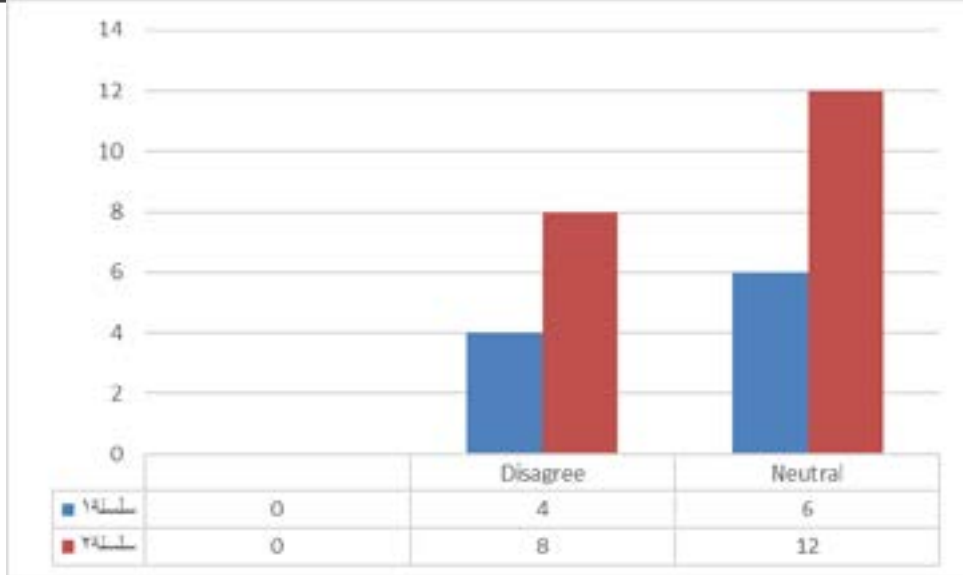
FIG (4.11) Teachers do not have knowledge in using programs in teaching English speaking.

The table (4.11) and figure (4.11) show the distribution of the sample by the statement as follows: agree by (34.0 %), neutral by (36.0 %) and disagree by (30.0 %). These results pointed that high percentage in “neutral” which is exemplified “(36.0 %) respectively is high. The majorities of the respondents do not decide about the statement which claims Sudanese English language teachers do not have the good knowledge in using such programs in teaching English speaking skills.

**4.2.12 Statement (12)** Most of EFL’ Sudanese English language teachers are not interested in social media programs such as Telegram in terms of using it as a teaching tool.

**Table (4.12) Teachers are not interested in social media programs.**

Valid	Frequency	Percent ( %)
Agree	18	%36.0
Neutral	16	%32.0
Disagree	16	%32.0
Total	50	100.0

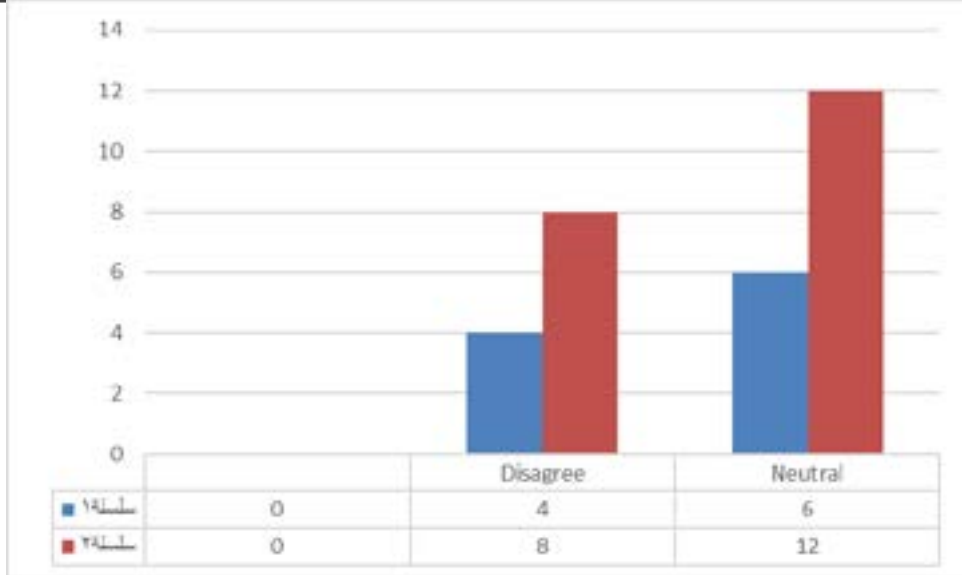
**FIG (4.12) Teachers are not interested in social media programs.**

The table (4.12) and figure (4.12) show the distribution of the sample by the statement as follows: agree by (32.0 %), neutral by (32.0 %) and disagree by (32.0 %). These results pointed that high percentage in “agree” which is exemplified “(32.0 %) respectively is high. The majorities of the respondents support the statement which claims Most of EFL’ Sudanese English language teachers are not interested in social media programs such as Telegram in terms of using it as a teaching tool.

**4.2.13 Statement (13)** EFL’ Sudanese English language teachers are not willing to teach English language via Telegram Application.

**Table (4.13) Teachers are not willing to teach English via Telegram Application.**

Valid	Frequency	Percent (%)
Agree	27	%54.0
Neutral	15	%30.0
Disagree	8	%16.0
Total	50	100.0



**FIG (4.13) Teachers are not willing to teach English via Telegram Application.**

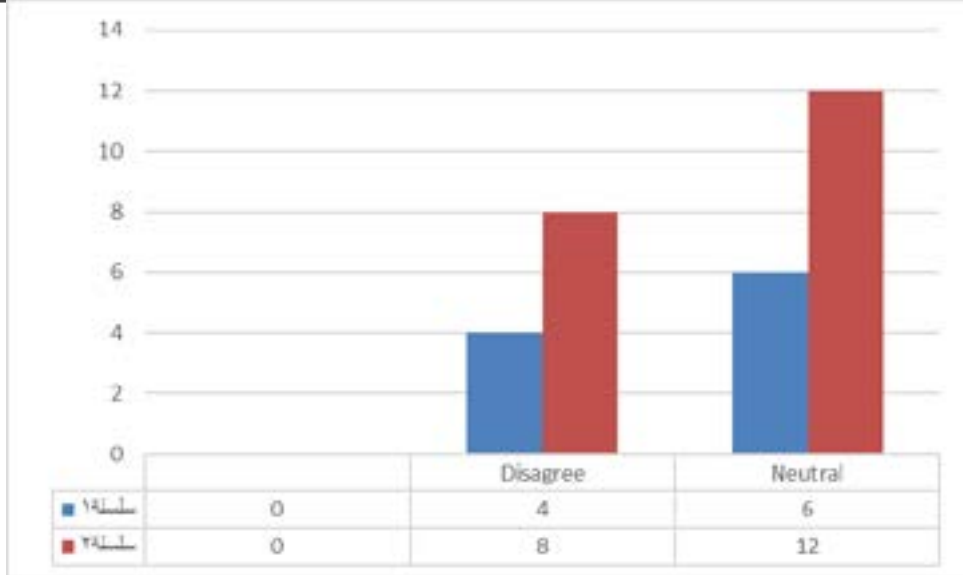
The table (4.13) and figure (4.13) show the distribution of the sample by the statement as follows: agree by (54.0 %), neutral by (30.0 %) and disagree by (16.0 %). These results pointed that high percentage in “agree” which is exemplified “(54.0 %) respectively is high. The majorities of the respondents support the statement which claims EFL’ Sudanese English language teachers are not willing to teach English language via Telegram Application.

**4.2.14 Statement (14)** Most of EFL’ Sudanese English language teachers are not keen to use Telegram Application in teaching speaking skills.



**Table (4.14) Teachers are not keen to use Telegram Application in teaching speaking skills.**

Valid	Frequency	Percent (%)
Agree	29	%58.0
Neutral	16	%32.0
Disagree	5	%10.0
Total	50	100.0



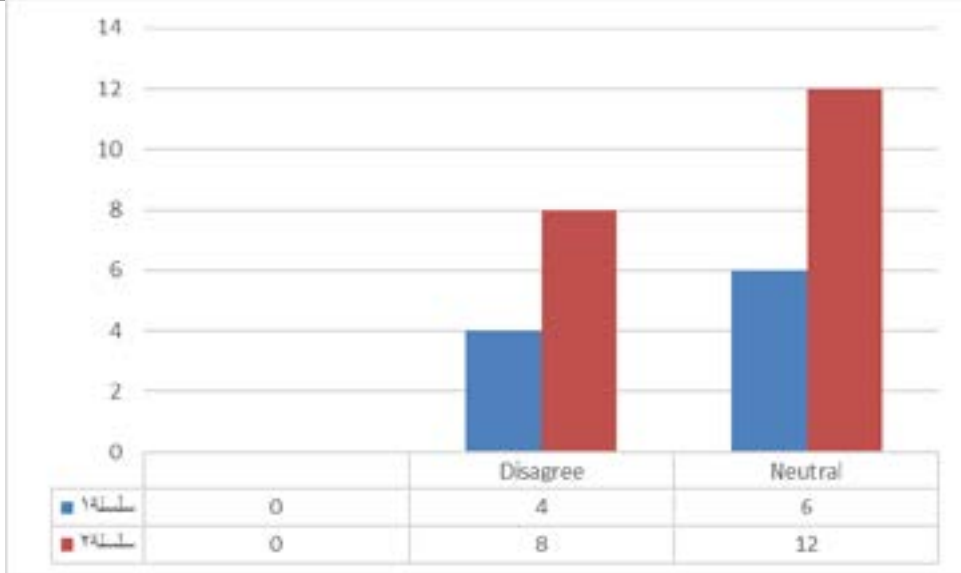
**FIG (4.114) Teachers are not use Telegram Application in teaching speaking skills.**

The table (4.14) and figure (4.14) show the distribution of the sample by the statement as follows: agree by (58.0 %), neutral by (32.0 %) and disagree by (10.0 %). These results pointed that high percentage in “agree” which is exemplified “(58.0 %) respectively is high. The majorities of the respondents support the statement which claims Most of EFL’ Sudanese English language teachers are not keen to use Telegram Application in teaching speaking skills.

#### **4.2.15 Statement (15) Telegram Application does not improve students grammar.**

**Table (4.15)Telegram Application does not improve students grammar.**

Valid	Frequency	Percent ( %)
Agree	20	%40.0
Neutral	9	%18.0
Disagree	21	%42.0
Total	50	100.0



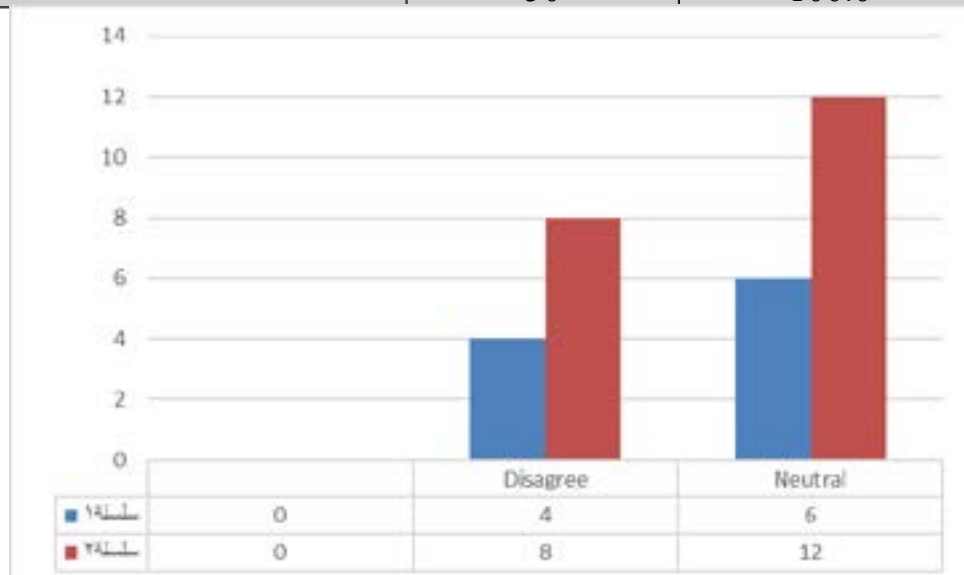
**FIG (4.15)Telegram Application does not improve students grammar.**

The table (4.15) and figure (4.15) show the distribution of the sample by the statement as follows: agree by (40.0 %), neutral by (18.0 %) and disagree by (42.0 %). These results pointed that high percentage in “disagree” which is exemplified “(42.0 %) respectively is high. The majorities of the respondents support the statement which claims Telegram Application does not improve students grammar.

**4.2.16 Statement (16) Telegram Application does not give chance for students to communicate orally.**

**Table (4.16) Telegram does not give chance to communicate orally.**

Valid	Frequency	Percent (%)
Agree	19	%38.0
Neutral	12	%24.0
Disagree	19	%38.0
Total	50	100.0

**FIG (4.16) Telegram Application does not give chance to communicate orally.**

The table (4.16) and figure (4.16) show the distribution of the sample by the statement as follows: agree by (38.0 %), neutral by (24.0 %) and disagree by (38.0 %). These results pointed that there is equality of percentage in “agree and disagree” which are exemplified “(30.0 %) and (38.0 %) this indicates the respondents are support and others are notof the statement which claims Telegram Application does not give chance for students to communicate orally.

**4.2.17 Statement (17) Telegram Application does not allow students to interact with each other.**

**Table (4.17) Telegram Application does not allow students to interact.**

Valid	Frequency	Percent (%)
Agree	15	%30.0
Neutral	7	%14.0
Disagree	28	%56.0
Total	50	100.0

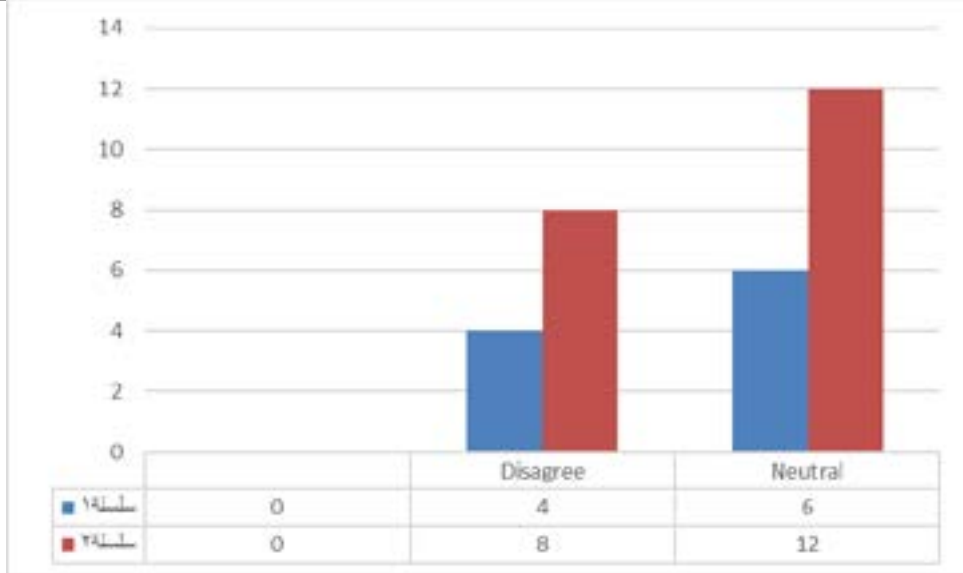


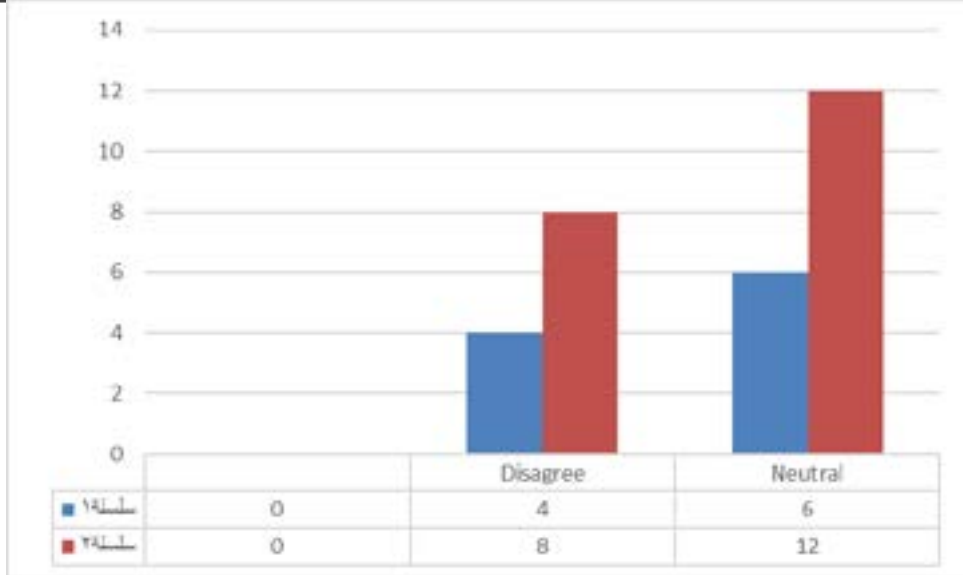
FIG (4.17) Telegram Application does not allow students to interact.

The table (4.17) and figure (4.17) show the distribution of the sample by the statement as follows: agree by (30.0 %), neutral by (14.0 %) and disagree by (56.0 %). These results pointed that high percentage in “disagree” which is exemplified “(56.0 %) respectively is high. The majorities of the respondents support the statement which claims Telegram Application does not allow students to interact with each other.

**4.2.18 Statement (18) Telegram Application does not build students confidence.**

**Table (4.18)Telegram Application does not build students confidence.**

Valid	Frequency	Percent (%)
Agree	11	%22.0
Neutral	11	%22.0
Disagree	28	%56.0
Total	50	100.0



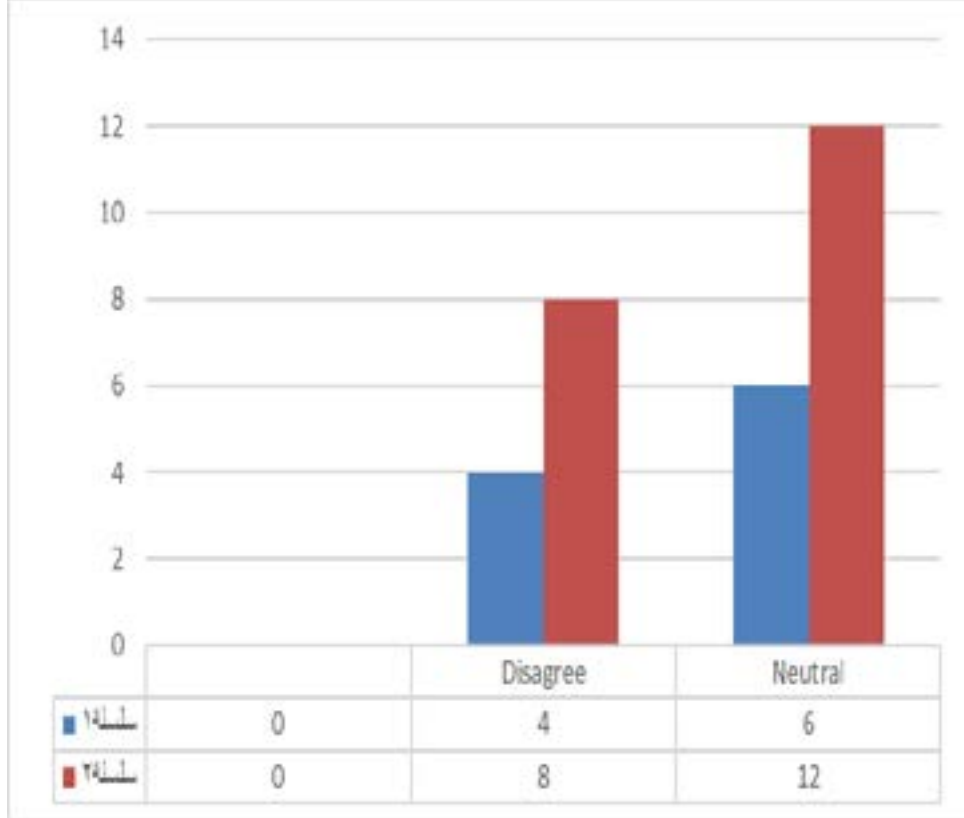
**FIG (4.18)Telegram Application does not build students confidence.**

The table (4.18) and figure (4.18) show the distribution of the sample by the statement as follows: agree by (22.0 %), neutral by (22.0 %) and disagree by (56.0 %). These results pointed that high percentage in “disagree” which is exemplified “(56.0 %) respectively is high. The majorities of the respondents support the statement which claims Telegram Application does not build students confidence.

**4.2.19 Statement (19)** Telegram Application does not improve students wide choices of the vocabulary.

**Table (4.19) Choosing of the vocabulary.**

Valid	Frequency	Percent ( %)
Agree	16	%32.0
Neutral	17	%34.0
Disagree	17	%34.0
Total	50	100.0



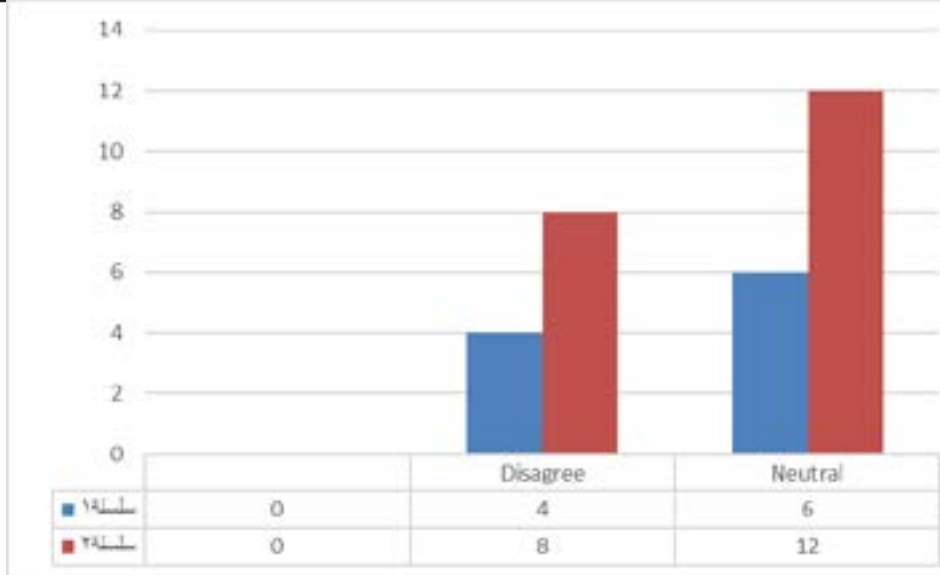
**FIG (4.19) Choosing of the vocabulary.**

The table (4.19) and figure (4.19) show the distribution of the sample by the statement as follows: agree by (32.0 %), neutral by (34.0 %) and disagree by (34.0 %). These results pointed that high percentage in “disagree” which is exemplified “(34.0 %) respectively is high. The majorities of the respondents support the statement which claims Telegram Application does not improve students wide choices of the vocabulary.

#### 4.2.20 Statement (20) Telegram Application does not improve students pronunciation.

**Table (4.20) Improving students pronunciation.**

Valid	Frequency	Percent ( %)
Agree	8	%16.0
Neutral	10	%20.0
Disagree	32	%64.0
Total	50	100.0



**FIG (4.20) Improving students pronunciation.**

The table (4.20) and figure (4.20) show the distribution of the sample by the statement as follows: agree by (16.0 %), neutral by (20.0 %) and disagree by (64.0 %). These results pointed that high percentage in “disagree” which is exemplified “(64.0 %) respectively is high. The majorities of the respondents support the statement which claims Telegram Application does not improve students pronunciation.

#### 4.2.21 Statement (21) Telegram Application does not improve students lexemes.



**Table (4.21) Improving students lexemes.**

Valid	Frequency	Percent ( %)
Agree	17	%34.0
Neutral	20	%40.0
Disagree	13	%26.0
Total	50	100.0

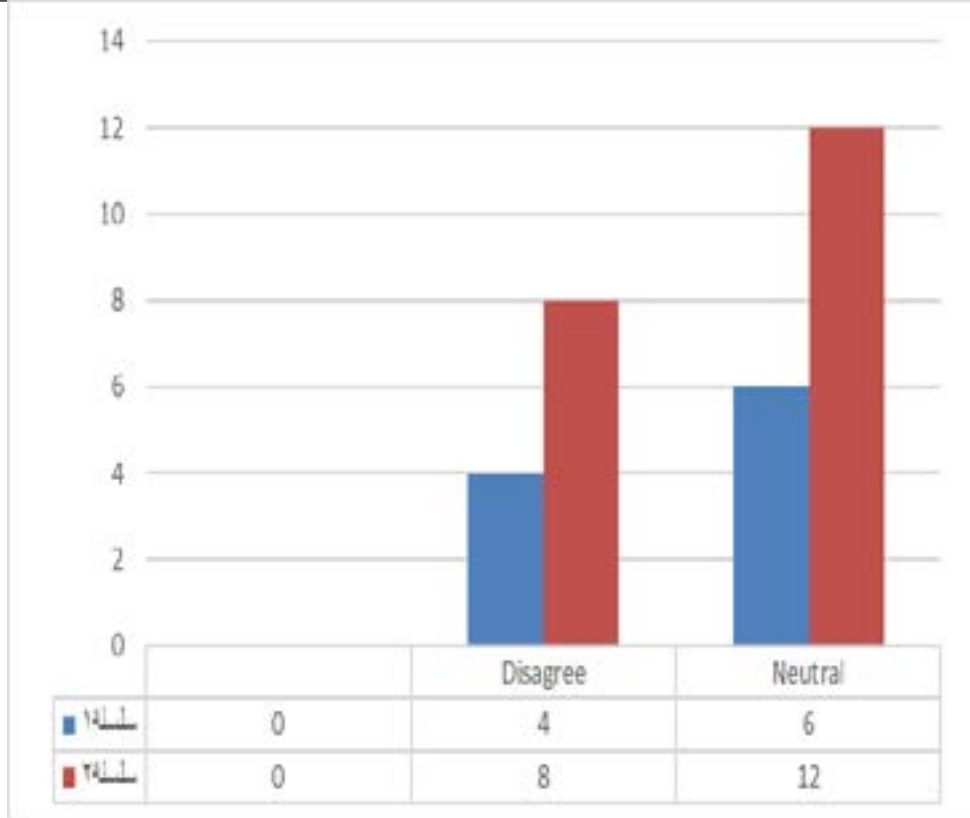


FIG (4.21) improving students lexemes.

The table (4.21) and figure (4.21) show the distribution of the sample by the statement as follows: agree by (34.0 %), neutral by (40.0 %) and disagree by (26.0 %). These results pointed that high percentage in “neutral” which is exemplified “(40.0 %) respectively is high. The majorities of the respondents are not decide about the statement which claims Telegram Application does not improve students lexemes.

**Statement (4.22) Technology reduces EFL learners anxiety to interact**

**q16**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	4	8.0	8.0	8.0
Neutral	6	12.0	12.0	20.0
Agree	40	80.0	80.0	100.0
Total	50	100.0	100.0	

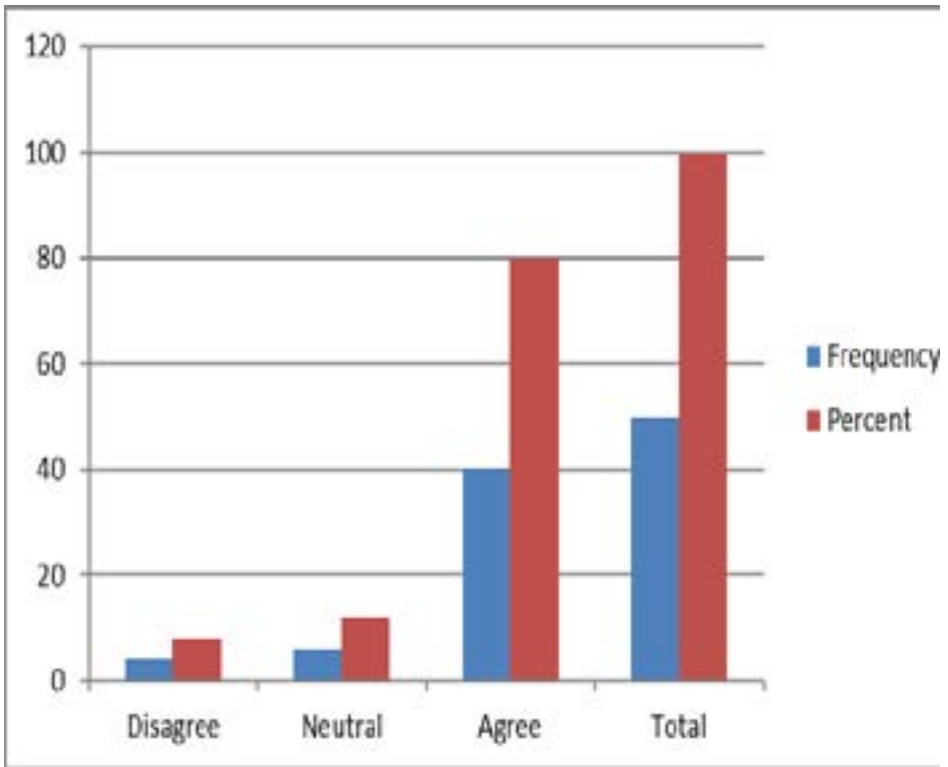


FIG (4.22) Technology reduces EFL learners anxiety to interact

Table and diagram (4.22) show that, technology reduces EFL learners anxiety to interact. Most of the sample (80 %) agree with the statement,(8 %) disagree and (8 %) neutral with the statement. So this statement is accepted.

### Statement (4.23 ) EFL learners can be distant learners through ICT mediums

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	8.0	8.0	8.0
	Neutral	9	18.0	18.0	26.0
	Agree	37	74.0	74.0	100.0
	Total	50	100.0	100.0	

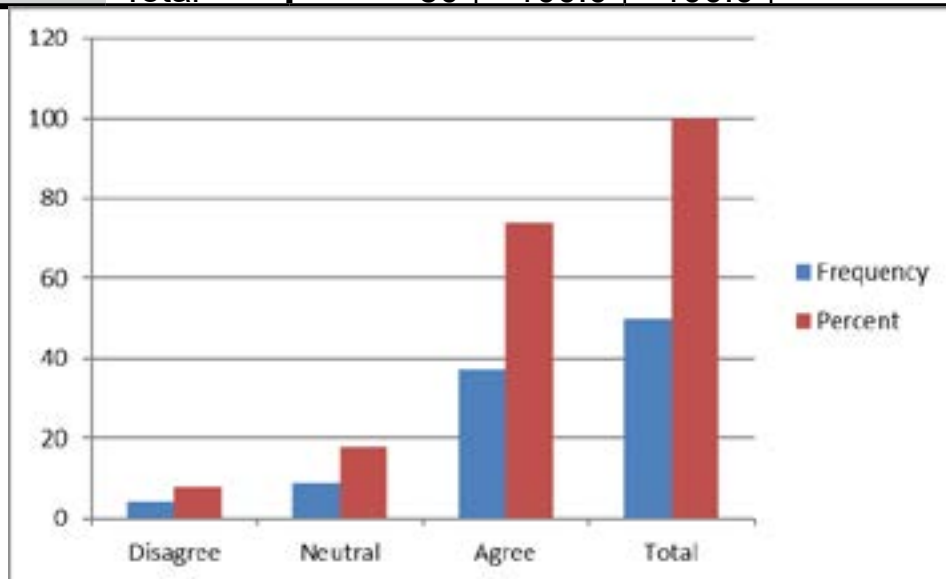


FIG (4.23 ) EFL learners can be distant learners through ICT mediums

Table and diagram (4.23) show that, EFL learners can be distant learners through ICT mediums. According to the statistical analyses (74 %) agree ,(8 %) disagree and (18 %) neutral with the statement. Therefore the statement is accepted.

### Statement (4.24 ) EFL learners can benefit from mobile devices

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	8.0	8.0	8.0
	Neutral	3	6.0	6.0	14.0
	Agree	43	86.0	86.0	100.0
	Total	50	100.0	100.0	

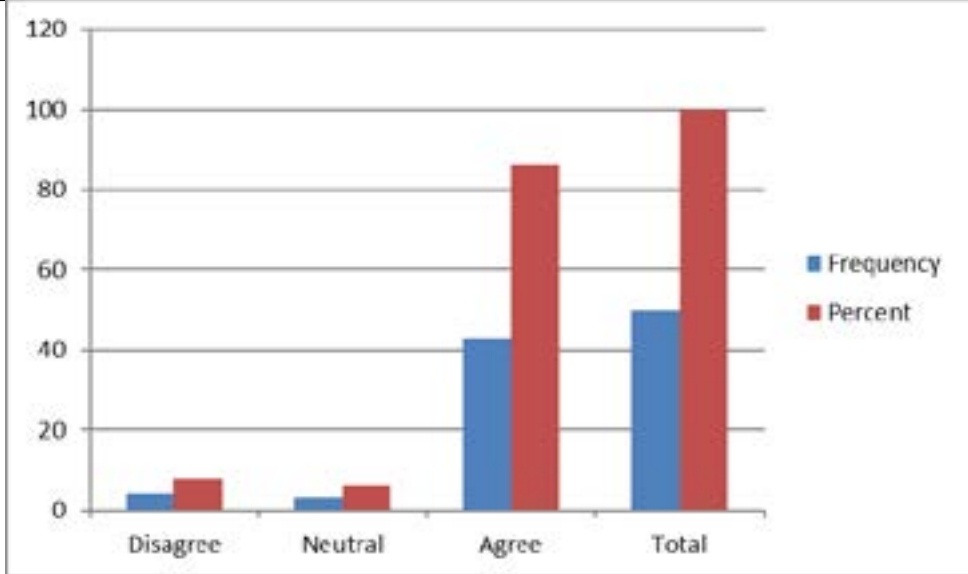


FIG (4.24 ) EFL learners can benefit from mobile devices

According to the statistical analysis of table (4.24) most respondents ( 86 %) agree and (6 %) neutral and (6 %) disagree that, EFL learners can benefit from mobile devices. Thus this statement is not accepted

**Statement (4.25 ) ICTs can be harmful to the EFL learners if not carefully filtered**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	9	18.0	18.0	18.0
	Neutral	6	12.0	12.0	30.0
	Agree	35	70.0	70.0	100.0
	Total	50	100.0	100.0	

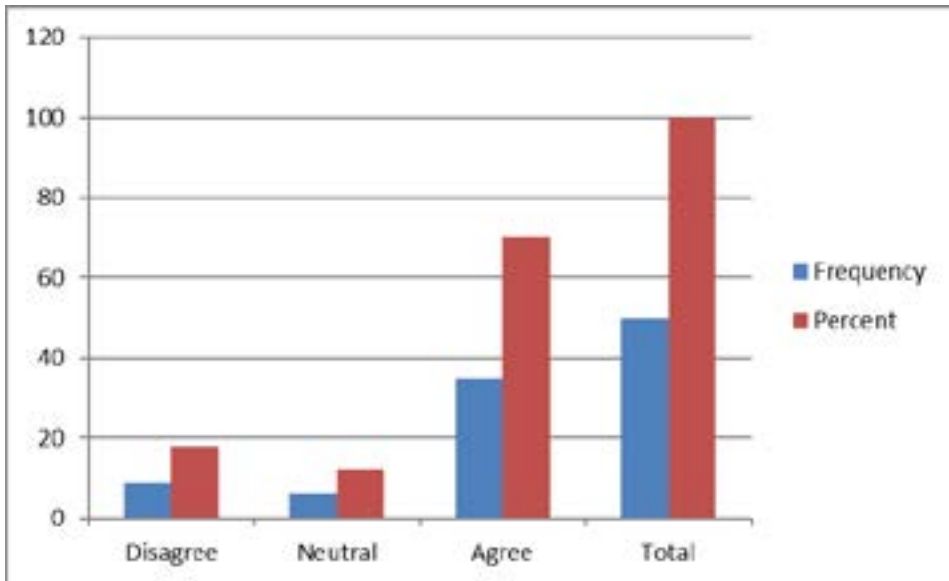


FIG (4.25 ) ICTs can be harmful to the EFL learners if not carefully filtered

According to the statistical analysis of table (4.25) most respondents ( 70 %) agree, (18 %) disagree and (12 %) neutral that, ICTs can be harmful to the EFL learners if not carefully filtered. Thus this statement is accepted.

**Statement (4.26) Students always need technological devices in language classrooms .**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	2.0	2.0	2.0
Neutral	3	6.0	6.0	8.0
Agree	46	92.0	92.0	100.0
Total	50	100.0	100.0	

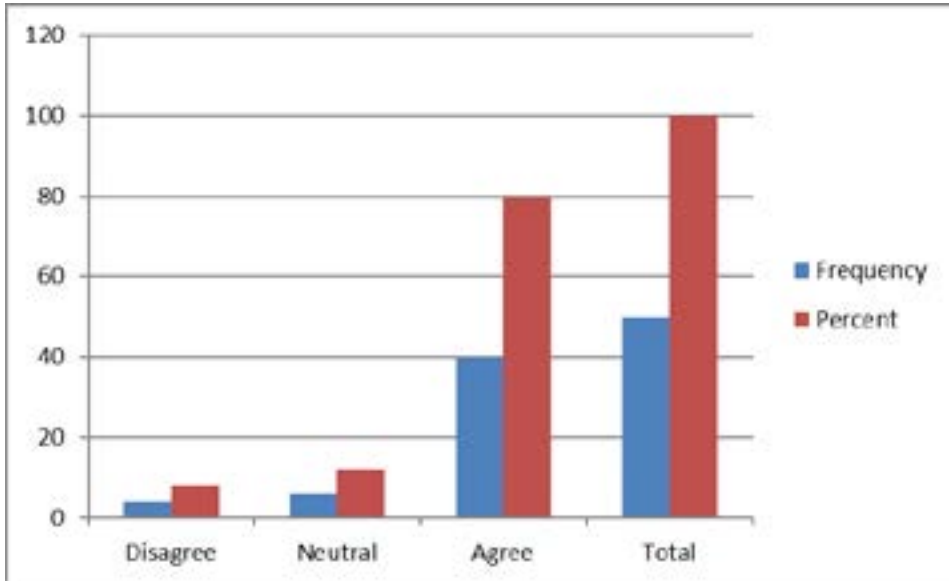


FIG (4.26) Students always need technological devices in language classrooms .

The statistical analysis in table and diagram (4.26) shows that students always need technological devices in language classrooms. According to the statistical analysis of table (4.26) most respondents (92 %) agree and (6 %) neutral and (2 %) disagree with the statement.

**Statement (4.27) Using different technological devices in EFL classes increases students' motivation for learning English.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	4.0	4.0	4.0
	Neutral	1	2.0	2.0	6.0
	Agree	47	94.0	94.0	100.0
	Total	50	100.0	100.0	

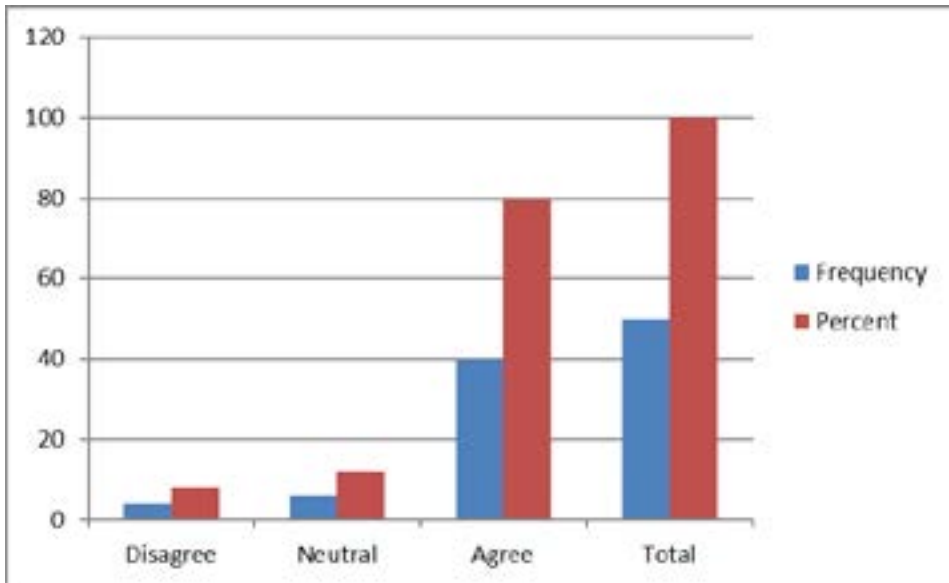


FIG (4.27) Using different technological devices in EFL classes increases students’ motivation for learning English.

The statistical results in table and diagram (4.27) show that, most respondents (94 %) agree , (2 %) neutral and (4 %) disagree that using different technological devices in the classroom increases students’ motivation for learning English. Therefore, the statement is justified.

**Statement (4.28) Power point presentations, lessons are c more enjoyable**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	2.0	2.0	2.0
Neutral	3	6.0	6.0	8.0
Agree	46	92.0	92.0	100.0
Total	50	100.0	100.0	



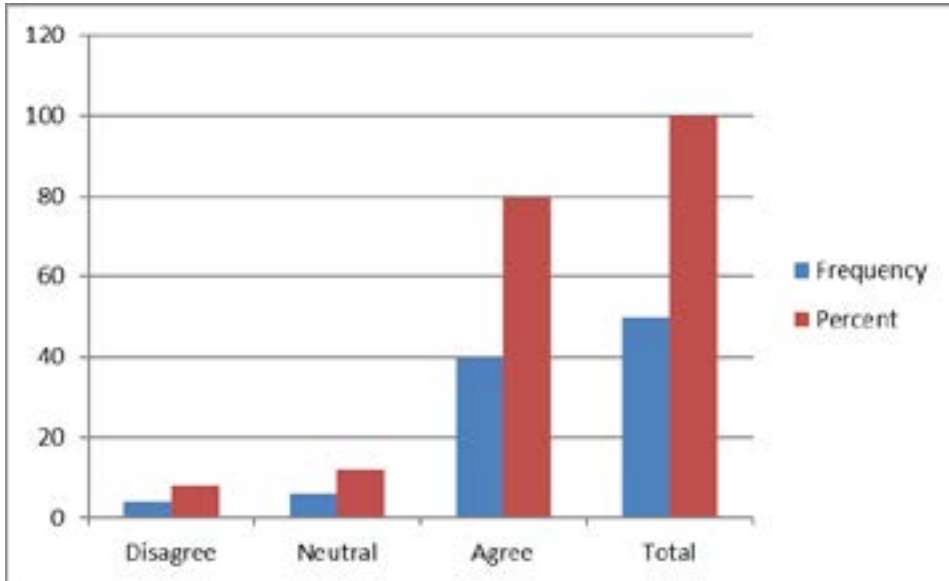


FIG (4.28) Power point presentations, lessons are c more enjoyable

The statistical analysis in table and diagram (4.28) shows that (92 %) of respondents agree that, power point presentations, lessons are c more enjoyable. According to the statistical analysis in table (4.28), only (6 %) of the respondents neutral and (2 %) disagree with the statement.

**Statement (4.29) EFL teachers need to apply a suitable learning materials the suits learners needs**

	Frequency	Percent	Valid Percent	Cumulative Percent
<u>Valid</u> Disagree	2	4.0	4.0	4.0
Neutral	5	10.0	10.0	14.0
Agree	43	86.0	86.0	100.0
Total	50	100.0	100.0	

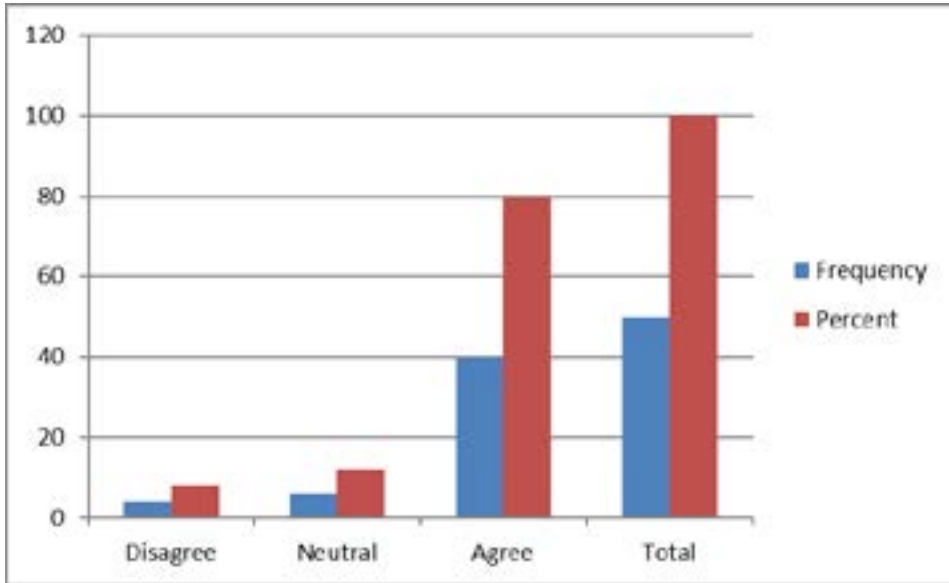


FIG (4.29) EFL teachers need to apply a suitable learning materials the suits learners needs

The statistical analysis in diagram and table (4.29) shows that most respondents ( 86 %) agree, (10 %) neutral and (4 %) disagree that, EFL teachers need to apply a suitable learning materials the suits learners needs. According to the statistical analysis in table (4.29),the majority of the respondents agree with the statement.

**Statement (4.30) Films, videos, CDs and e-learning can be helpful to develop students’ language skills.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	3	6.0	6.0	6.0
Neutral	4	8.0	8.0	14.0
Agree	43	86.0	86.0	100.0
Total	50	100.0	100.0	

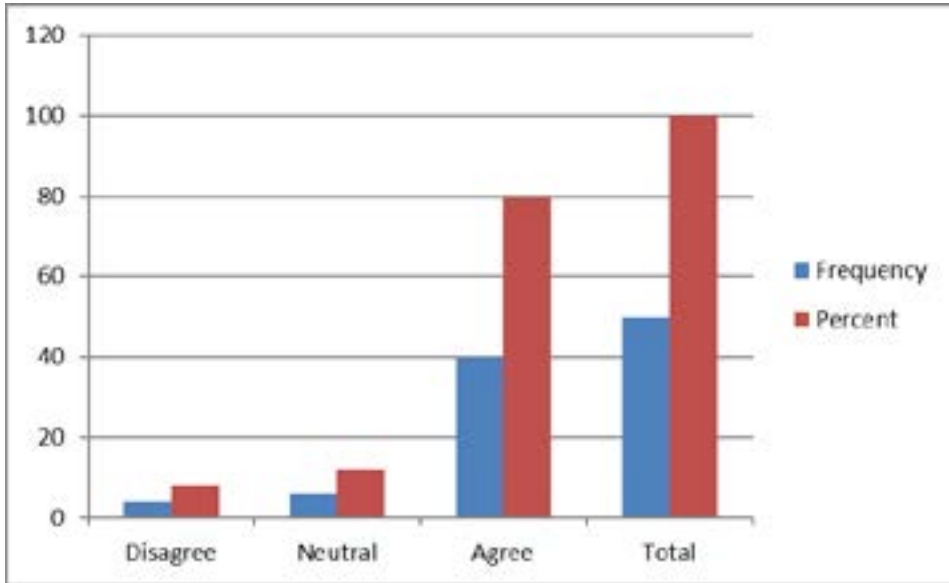


FIG (4.30) Films, videos, CDs and e-learning can be helpful to develop students' language skills.

Diagram and table (4.30) show that most respondents (86 %) agree, (8 %) neutral and (6 %) disagree that, films, videos, CDs and e-learning can be helpful to develop students' language skills. Thus, the statement is justified.

**Statement (4.31) Group activity through ICT increases students' interaction in EFL classroom.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	3	6.0	6.0	6.0
Neutral	2	4.0	4.0	10.0
Agree	45	90.0	90.0	100.0
Total	50	100.0	100.0	

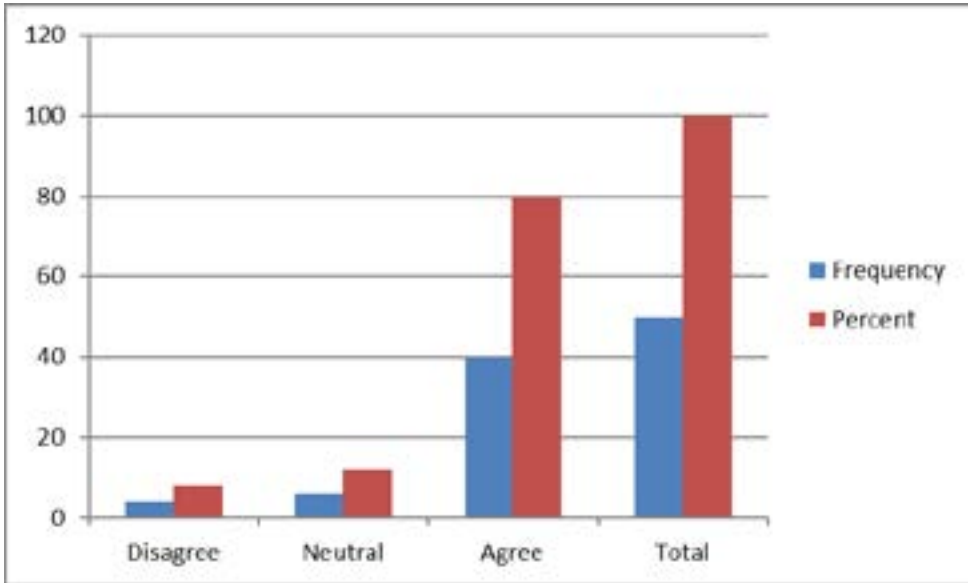


FIG (4.31) Group activity through ICT increases students' interaction in EFL classroom.

According to the statistical analysis of table (4.31) most respondents ( 90 % ) agree, (4 % ) neutral and (6 % ) disagree that, group activity through ICT increases students' interaction in EFL classroom. Therefore, the statement is justified.

**Statement (4.32) Giving learners chances to interact, encourage them communicate in English language.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	3	6.0	6.0	6.0
Agree	47	94.0	94.0	100.0
Total	50	100.0	100.0	

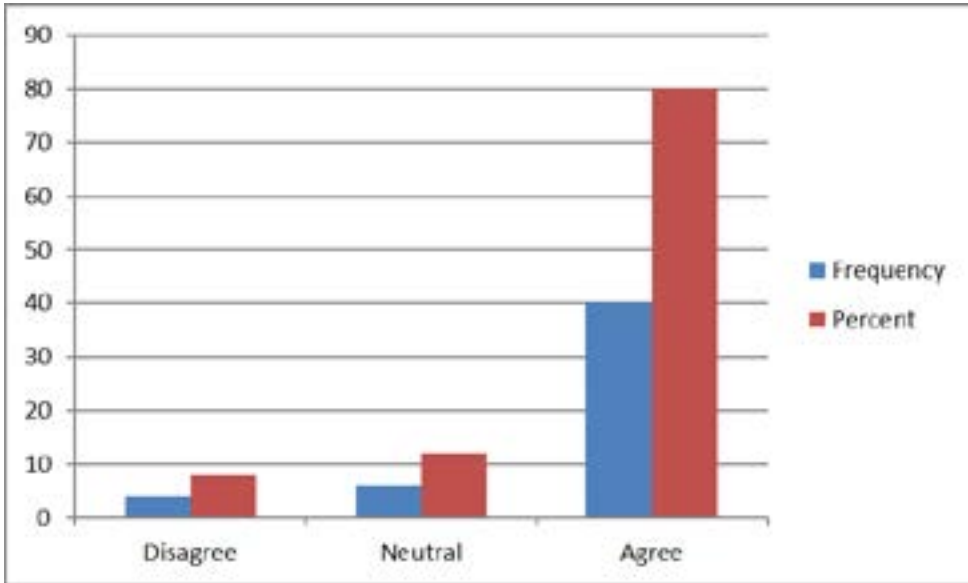


FIG (4.32) Giving learners chances to interact, encourage them communicate in English language.

The statistical analysis of table (4.32) shows that most respondents ( 94 %) agree with the statement and (6 %) neutral that giving learners chances to interact, encourage them communicate in English language.

**Statement (4.33) EFL teachers need to be trained on how to use computer in teaching English language**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	4.0	4.0	4.0
Neutral	3	6.0	6.0	10.0
Agree	45	90.0	90.0	100.0
Total	50	100.0	100.0	

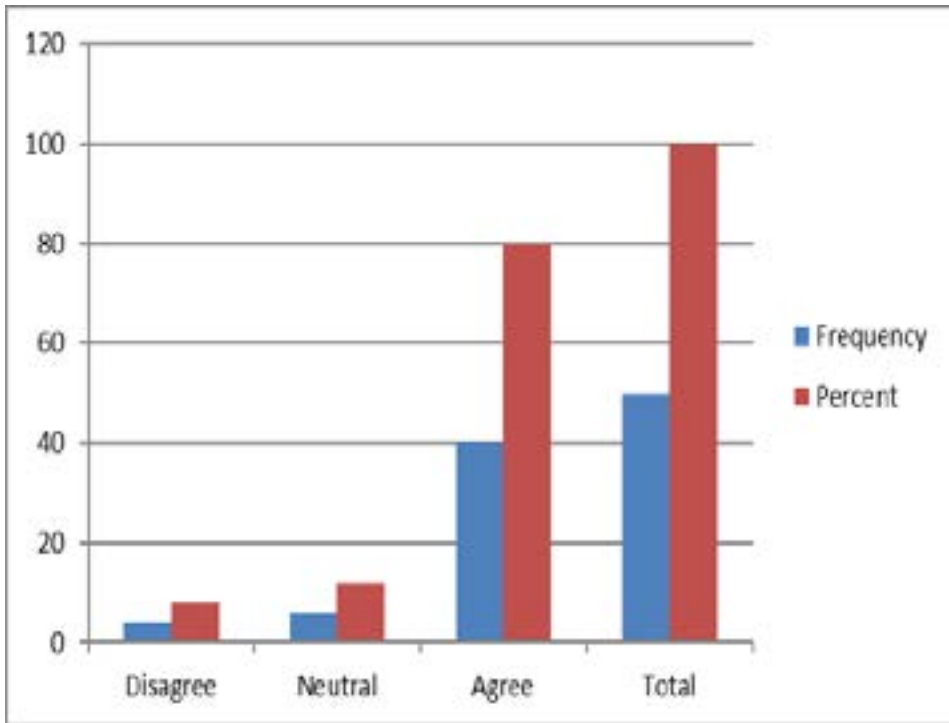


FIG (4.33) EFL teachers need to be trained on how to use computer in teaching English language

According to the statistical analysis of table and diagram (4.33), most respondents (90 %) agree that, EFL teachers need to be trained on how to use computer in teaching English language, (6 %) of the sample neutral and (4 %) disagree with the statement. Therefore, the statement is justified.

#### 4.4 Verifications of Hypotheses and Test Statistics

This study set out to investigate the following hypotheses:

##### 4.4.1 Hypothesis One: EFL Sudanese secondary school teachers do not apply Telegram Application on improving EFL students' speaking skills.

**Table (4.23):** shows the results of the Chi square Test, significant value of hypothesis one.

Statement	Chi-Square	Df	Sig.
1. EFL Sudanese secondary school teachers do not apply Telegram application in teaching EFL students' speaking skills.	72.520 <sup>a</sup>	2	.000
2. Most of EFL Sudanese teachers don't have the required knowledge of how to use information technology in ELT teaching speaking skills.	33.640 <sup>a</sup>	2	.000
3. Most of EFL Sudanese teachers don't have the possibility to buy smart mobile phones.	5.560 <sup>a</sup>	2	.062
4. Due to the problems of constant lack of electricity and poor internet, EFL Sudanese English language teachers often find it difficult to use Telegram Application in teaching speaking skills.	54.040 <sup>a</sup>	2	.000
5. Sudanese teachers are not trained in using Telegram Application.	82.840 <sup>a</sup>	2	.000
6. Most of EFL Sudanese teachers do not have the desire to teach via smart mobile phones because they are busy with spatial teaching in many schools, as the return from online teaching is not rewarding compared to spatial one.	34.120 <sup>a</sup>	2	.000
7. The majority of Sudanese English language teachers are not aware of Telegram Application in teaching English.	19.240 <sup>a</sup>	2	.000

Table (4.23) above shows the chi-square of hypothesis one with the significant value between .000- .062 and it is less than probability value (0.05). That means there is a significant difference, which means that EFL Sudanese secondary school teachers do not apply Telegram Application on improving EFL students' speaking skills.

#### 4.4.2 Hypothesis Two: EFL teachers have positive attitudes towards applying Telegram Application in teaching speaking skills.

Table (4.24): shows the results of the Chi square Test, significant value of hypothesis Two.

Statement	Chi-Square	Df	Sig.
8. Most of EFL' Sudanese English teachers are not interested in using Telegram Application in teaching English speaking skills.	27.160 <sup>a</sup>	2	.000
9. EFL' Sudanese English language teachers are not encouraged in using Telegram Application in teaching speaking skills.	34.720 <sup>a</sup>	2	.000
10. The majority of EFL' Sudanese English teachers are not motivated in using Telegram Application in teaching English speaking skills.	38.680 <sup>a</sup>	2	.000
11. Sudanese English language teachers do not have the good knowledge in using such programs in teaching English speaking skills.	.280 <sup>a</sup>	2	.869



Statement	Chi-Square	Df	Sig.
12. Most of EFL' Sudanese English language teachers are not interested in social media programs such as Telegram in terms of using it as a teaching tool.	.160 <sup>a</sup>	2	.923
13. EFL' Sudanese English language teachers are not willing to teach English language via Telegram Application.	11.080 <sup>a</sup>	2	.004
14. Most of EFL' Sudanese English language teachers are not keen to use Telegram Application in teaching speaking skills.	17.320 <sup>a</sup>	2	.000

Table (4.24) above shows the chi-square of hypothesis two with the significant value between .000- .923 and it is around probability value (0.05). That means there is a significant difference which means that EFL teachers have positive attitudes towards applying Telegram Application in teaching speaking skills.

#### **4.4.3 Hypothesis Three: EFL' Sudanese teachers don't use Telegram Application on improving EFL' students 'speaking skills.**

**Table (4.25): shows the results of the Chi square Test, significant value of hypothesis Three.**

Statement	Chi-Square	Df	Sig.
15. Telegram Application does not improve students grammar.	5.320 <sup>a</sup>	2	.070
16. Telegram Application does not give chance for students to communicate orally.	1.960 <sup>a</sup>	2	.375
17. Telegram Application does not allow students to interact with each other.	13.480 <sup>a</sup>	2	.001
18. Telegram Application does not build students confidence.	11.560 <sup>a</sup>	2	.003
19. Telegram Application does not improve students wide choices of the vocabulary.	.040 <sup>a</sup>	2	.980
20. Telegram Application does not improve students pronunciation.	21.280 <sup>a</sup>	2	.000
21. Telegram Application does not improve students lexemes.	1.480 <sup>a</sup>	2	.477

Table (4.25) above shows the chi-square of hypothesis three with the significant value between .000- .980 and it is around probability value (0.05). That means there is a significant difference which means that EFL' Sudanese teachers don't use Telegram Application on improving EFL' students 'speaking skills.

### Conclusion

The aim of the study is investigating the potential benefits of Telegram Applications in EFL teaching and learning process. The study presents different advantages of telegram technology in

EFL classroom. The researcher distributed a questionnaire to fifty (50) EFL teachers at secondary schools in Al-Khartoum State to collect data about the impact of using Telegram Application on improving EFL learners' speaking skills. Then the collected data were analyzed with the SPSS program. The following are the results:

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