

The Effect of Using Telegram Instant Messaging Application on Listening Comprehension Skill among Iranian Intermediate EFL Students

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Abstract – The current study aimed at investigating the effects of using Telegram application, in comparison with classroom instruction, on listening comprehension ability of Iranian EFL students. In order to perform this, 150 female 11th grade high school students at Pardis and Bentolhoda high schools in Masjed Solayman, Iran were selected. The Oxford quick placement test (OQPT) was used to homogenize the whole population and 58 intermediate-levels were non-randomly assigned into two equal groups (i.e., an experimental and a control group). Then, both groups were tested on listening to examine the learners' listening ability at the beginning of the research. During the treatment, the experimental group received listening instructions by Telegram. On the other hand, there was no instant messaging in teaching listening for the control group. At last, to become aware of the students' listening ability after the treatment, a listening posttest was administered to both groups. Data were analyzed through independent samples *t*-test to compare the groups' scores before and after the treatment. The findings revealed that using Telegram application did have a significant effect on improving Iranian EFL learners' listening comprehension ability. Implications of the study suggest that Telegram instant messaging application can enhance intermediate EFL learners' listening comprehension.

Keywords: MALL, Instant Messaging, Telegram Application, Listening Skill

1. INTRODUCTION

Human beings can share their ideas and thoughts with each other by the use of language. Language includes the systems of human communication which consists of the structured arrangement of sounds into larger units such as morphemes, words, sentences, utterances (Richards & Schmidt, 2010). The process of communication by the use of English is primarily based on the main skills of a language (i.e., speaking, listening, reading and writing). Learning language skills have important roles in learners' communication in the real world (Brown, 2007). Among the main skills, listening is considered as a vital component in language learning.

Vandergrift (1999) defines listening as “a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance” (p. 168). Listening has an important role not only in daily life, but also in classroom settings as it is crucial for people to sustain effective communication (Yildirim, 2016). According to Richards and Schmidt (2010), listening comprehension is defined as the process of understanding speech in a first or second language. The study of listening comprehension

processes in second language learning focuses on the role of individual linguistic units (e.g. phonemes, words, grammatical structures) as well as the role of the listener's expectations, the situation and context, background knowledge and the topic. It therefore includes both top-down processing and bottom-up processing. While traditional approaches to language teaching tended to underemphasize the importance of teaching listening comprehension, more recent approaches emphasize the role of listening in building up language competence and suggest that more attention should be paid to teaching listening in the initial stages of second or foreign language learning. Listening comprehension activities typically address a number of listening functions, including recognition (focusing on some aspect of the code itself), orientation (ascertaining essential facts about the text, such as participants, the situation or context, the general topic, the emotional tone, and the genre), comprehension of main ideas, and understanding and recall of details. In this study, it was tried to develop listening ability of Iranian intermediate EFL learners through using Telegram instant messaging application.

Nowadays, technology advances are growing quickly in different domains of human life. With the development of technology, using computers and mobile phones are increasing by people around the world. Accordingly, the rapid growths in information and communication technologies have created new opportunities to improve the reach and quality of education in general and second language learning in particular. Some researchers (e.g., Geddes, 2004) attempted to build instruments to support informal communication. The instruments focused on audio and video environments. Recently, with the emergence of new technologies, computers and mobiles as instruments for informal communication have become of great interest to the modern community especially the young because it is an instrument that successfully supports informal communication (Nardi, Whittaker & Bradner, 2000). Similarly, computer technologies can support learning in a number of ways and facilitate learning pre-processes (Gorjian, 2008). Generating language is the most important item for making inter-personal relationship for self-expression and social interaction. Receptive and productive language skills (i.e., listening, reading, speaking and writing) can be facilitated through the computers and mobiles. According to Abidin, Ahmad and Kabilan (2010), second language learners would increase their abilities, self-knowledge, self-confidence, and lifelong learning. They may improve their abilities by using different computers and mobiles. Mobile phones are new addition to the information and communication technologies for language learning. Based on the importance of these devices in learning especially language learning, the findings of the present study may be beneficial for those who engage in the process of language learning and teaching. Among the different types of technologies, the present study focused on an instant messaging application (i.e., Telegram) in order to develop listening ability of EFL learners. Instant messaging is a type of online chat which offers real-time text transmission over the Internet. Short messages are typically transmitted bi-directionally between two parties, when each user chooses to complete a thought and select "send". In other words, a system for sending messages quickly over the Internet from one device (a mobile or a computer) to another device (Jones, Edwards, & Reid, 2009).

2. STATEMENT OF THE PROBLEM

According to Hedge (2000), English as the most important and universal language, lingua franca, of the not only common but also academic world has attracted an abundant attention from individuals in numerous different sectors such as politics, economy, computer sciences, as well as common people. Nevertheless, the learning process of this world wide accepted language is an onerous quest since the learner needs to overcome so many barriers. One of the main difficulties which confront those who study foreign languages concerns the problem of listening comprehension ability.

Listening skill may be significant in our country where English is taught as a foreign language because Iranian students need this skill to communicate with other speakers of English language (Barekat, & Nobakhti, 2014). This important skill can be improved by using Telegram but it is not clear to what extent the application could be effective in developing listening comprehension. For that reason, the present study tried to reveal the effectiveness of using Telegram instant messaging application in enhancing listening comprehension skill among Iranian intermediate EFL learners.

Accordingly, there is a need for conducting a research on using instant messaging applications and their effects on oral skills especially listening comprehension skill. While there are numerous research (e.g., Bayraktar, 2002; Chikamatsu, 2003; Khadem Estarki & Bazyar, 2016; Kulik, 1991; Jafarian, Soori & Kafipour, 2012; Hirvela, 2005; Li, 2006; Li & Cumming, 2001; Najmi, 2015; Slattery & Kowalski, 1998) in the field of using instant messaging applications and their effects on different parts of second/foreign language (L2) learning, the current research could be considered as a novel research because it tried to explore the effect of using telegram instant messaging application on developing listening comprehension skill among Iranian intermediate EFL students. In order to conduct the research, the following research question was made:

Research Question: Does using Telegram instant messaging application have any statistically significant effect on developing listening comprehension skill among Iranian intermediate EFL students?

3. RELATED STUDIES

Khadem Estarki and Bazyar (2016) investigated the effect of using mobile-assisted language learning (MALL) on pre-intermediate learners' writing performance. The participants were selected based on the interview and PET test at the beginning of the term. Subjects were assigned into two homogenous groups, one as experimental and the other as the control group. The subjects participating in this study were 30 female pre-intermediate learners. The whole course consisted of 15 sessions and each session took 90 minutes. Both control and experimental groups, benefited from every aspects of the same teaching. To study the impact of using technology on teaching writing, first, the experimental subjects joined a Viber group. At the beginning of every week, the same topic was selected for experimental and control groups, and subjects were required to write the most relevant materials and ideas concerning the selected topic. Learners in experimental group were motivated to participate in Viber group in this way, and the control group members were required to perform writing tasks through conventional writing techniques. Two parallel writing tests (composition) were

administered as the pretest and posttest for both groups. The results of statistical analysis of post-test writing scores revealed that MALL had a significant impact on the writing skill of the experimental group.

Najmi (2015) conducted a research study to find a brand new path which is different from other studies conducted concerning MALL into the learning process, in which the effect of MALL on guided writing of Iranian upper-intermediate EFL learners was investigated. Thirty upper intermediate female Iranian EFL learners participated in this study. The participants in both groups were taught the same and they were taught conditionals and passive voice. They had to make sentences using the taught grammar in the class. The experimental participants had to send their sentences to their teachers and their classmates via text message in order to get feedback if necessary. They were also given an android grammar software (Oxford A-Z of grammar and punctuation) so that they could get help when they needed. The method in the control group was pencil-and-paper. The results showed that there was a difference in the performance of the experimental and the control groups which mean the experimental group did better in posttest.

In order to evaluate feedback on the grammatical accuracy of L2 writing, Safari (2012) placed 117 Iranian EFL learners into four groups. Two low proficiency groups, one receiving feedback via pen and paper and the other via computer and e-mail and two high proficiency groups receiving the same two forms of feedback. For the purpose of the study only a single target structure was selected and at the end of the treatment, all groups displayed significant gains in their accuracy in the use of this target structure. The results of this study clearly indicate the effect of feedback on the writing accuracy of Iranian EFL learners and indicate that L2 writing can be improved if teachers approach it with a plan.

Jafarian, Soori and Kafipour (2012) investigated the effect of Computer Assisted Language Learning (CALL) on EFL students' writing achievement. Forty students in a high school in Iran were selected and divided into experimental and control groups (20 and 20 respectively). An independent sample t-test was run to find if there were any significant differences between the results of the experimental and control groups in the writing test. CALL users' achievement in EFL were significantly higher than nonusers ($df = 38, p \leq .05$). This significant difference between the two groups favoring CALL users was an indication of the effect of CALL on improving students' knowledge and competency in EFL.

Bayraktar (2002) conducted a meta-analysis of effectiveness of computer assisted instruction (CAI) on student achievement in secondary and college science education compared to traditional instruction. Results showed a small positive effect for CAI use when used in simulation or tutorial models, with individual computer use, and when used as a supplement to traditional instruction. Following the same path, Noriko (2000) developed a language tutor program to develop learners' grammatical and sentences production skills in Japanese language. The study revealed that students' achievement improved tremendously.

Likewise, Chikamatsu (2003) examined the effects of computers on writing efficiency and quality among intermediate learner of Japanese. One of the finding was that accuracy rates and number of Kanji characters used were significantly different, indicating that learners benefited from computer writing.

Hirvela (2005) explains that college writing is becoming more computer-based and computer is turning into a popular tool in writing instruction. So, it is necessary to learn about world of electronics and the demands which are put on the shoulders of writers and readers. He continues that it is essential to introduce them the idea of screen culture.

Slattery and Kowalski (1998) maintained that there are two waves in Computer Assisted Language Learning. The first one started in 1980s and early 1990s which was related to using word processors and improvement in writing quality and even motivation which the learners had with the new system of writing and typing. The second one is placed on computer-mediated communication (CMC) which appeared with the arrival of Internet and the role of hypertext which link a related text to numerous texts. On the other hand, students can electronically communicate with each other.

Li and Cumming (2001) sought to examine whether word processors could change a second language learner's writing process and improve the quality of writing or not. Analysis of the raw data indicated the advantages for the word processing medium over the pen and paper medium in terms of a greater frequency of revision made at the discourse and syntactical levels. The computer mediated learners gained higher scores for content on analytic ratings of the completed compositions. Li and Cumming (2001, p.128) assert "word processors help reduce the mechanical difficulty involved in changing texts and offer a fluid and easily transformed communication, users might create longer compositions and do more revisions of their writing than they would do with pen and paper."

Li (2006) investigated the influence of word processing on the writing of students of English as a second language (ESL) and on writing assessment as well. Twenty-one adult Mandarin-Chinese speakers with advanced English proficiency living in Toronto participated in that study; one on a computer that traced and recorded their writing and revision processes and the other written with pen. Think-aloud protocols were also recorded. The results of that study revealed that participants paid more attention to higher order thinking activities while evaluating their written texts in the computer session, that they revised significantly more at most levels on the computer, and that their computer-generated essays received higher scores in argumentation than the hand-written ones. He came to this conclusion that educators should seriously consider the impact of computers on writing assessment.

Kulik (1991) stated that a meta-analysis of findings from 254 controlled evaluation studies showed that computer based instruction (CBI) usually produces positive effects on students. The studies covered learners of all age levels from kindergarten pupils to adult students. In the year 1997, *The Computer Assisted Language Learning Journal* devoted a special issue, "The virtual learning environment" revived by Crossby (1997) for CALL environment and effect on learning and teaching. Following the same path, Levy (1997) reviewed wrote CALL projects from the 1960s to the 1990s. Conrad (1996) noted that there had been a meager output of CALL effectiveness research published by the recognized second language acquisition journals, and that the 19 empirical studies he did uncover represent almost as many different specific areas of CALL applications. Research conducted in this area has documented many positive effects on students' achievement and learning. Recently, Jung (2002) presented a bibliography on CALL. Most citations were post-1997 journal articles and book publications.

4. METHOD

4.1. Participants

The participants of the study were 148 female eleventh-grade high school students at Pardis and Bentolhoda high schools in Masjed Solayman, Iran. They studied English as a foreign language and their ages ranged from 14 to 17 years with an average range of 15 years. The language learners were non-randomly selected from different classes of the high school. They have studied English for an average period of 3 years at high school. In order to choose a homogenous sample, the OPT was administered to the whole population of this study. Out of the whole population, 40 EFL learners who got the band score of the OPT (i.e., from 35 to 46) were considered as the intermediate students and participated in this study. The homogenized students were divided into experimental and control groups (each group consisted of 20 students).

4.2. Instruments

4.2.1. *Oxford Placement Test (OPT)*

The OPT was given to participants to find out their homogeneity level. It is a placement test for homogenizing the whole population of the study as intermediate EFL learners. The test helped the researcher to make sure if all of the subjects were in intermediate level of proficiency. After consultation with many teachers to assess the learners' knowledge of language as well as their receptive and productive skills, the placement test was administrated. The OPT was used to measure the learners' general language ability so they could be placed into the appropriate level for the research. It is the test of language proficiency presented by *Oxford University Press, Local Examination Syndicate* which provides tutors with a reliable and time-saving technique for determining the proficiency level of a learner. This test consists of 60 items in two parts: Part one with the first 40 multiple-choice items and part two with 20 multiple-choice items.

4.2.2. *Listening Pretest and Posttest*

In order to measure the EFL students' ability in listening skill before and after the treatment, the researcher used two listening sections extracted from preliminary English tests (PET). Each listening paper has four parts comprising 25 questions. The learners are expected to understand a range of spoken materials, in both informal and neutral settings, on a range of everyday topics. Recorded materials may include announcements, interviews and discussions about everyday life. Part 1 has seven short recordings and three pictures for each. Learners listen to key pieces of information in order to complete seven multiple choice questions. Part 2 has a longer recording either in monologue or interview format. Learners identify simple factual information in the recording to answer six multiple choice questions. Part 3 has a longer monologue, which may be a radio announcement or a recorded message with information about places and events. The learners are given a page of notes summarizing the recording and must fill in six pieces of information which are missing from the notes. Part 4 has an informal conversation between two people who are discussing everyday topics. The

learners decide whether six statements are true or false, based on the information, attitudes and opinions of the people in the recording.

4.3. Teaching Materials

10 listening sections were selected from American English File 3 written by Latham-Koenig and Oxenden in (2018) because the course book was taught in Language Institutes as intermediate level. Four-skills American English course with a communicative methodology, engaging texts, and a strong pronunciation syllabus-designed to get students speaking. With texts and topics that make learners want to speak, American English File is the course that gets students talking. It gives you full skills coverage with a clear focus on pronunciation, plus wide-ranging support and resources too. Resources include Test Generator CD-ROMs, DVDs, Multi-ROMs, and websites. The highly popular teacher's site has extra lesson ideas and resources for you to download. American English File 3 gets students to talk thanks to its unique and proven formula combining confidence-building, opportunity, and motivation. High-interest contents are organized in lively, achievable lessons, using humor and imagination to encourage students to communicate and enjoy learning English.

4.4. Procedure

The first step in the current study was to homogenize the learners into intermediate level. Accordingly, 148 EFL learners were administrated the OPT. In other words, to determine the participants' proficiency level and to have homogeneous groups and real-intermediate level students, they were administrated the OPT. The participants had 50 minutes to answer the questions. After the placement test, 40 intermediate EFL learners were selected to take part in the study. Then, the homogenized students were divided into experimental and control groups.

The second step in this study was to measure the learners' listening ability before the treatments. In other words, the listening pretest was administrated to both groups to see the performance of the students' listening comprehension. The learners had 25 minutes to answer the test's items.

Having administrated the pretest, to investigate the effect of using Telegram instant messaging application on developing listening comprehension skill of Iranian intermediate EFL students, the researcher administrated the treatment. During the treatment, the experimental group received the listening instructions by Telegram. The experiment was conducted under supervision of the researcher. In order to do that, the listening sections extracted from the teaching material (i.e., *American English File 3*) were taught through the use of Telegram. Each session, one listening section was taught.

With regard to the control group, the teaching materials were similar to that of the experimental group, except that there was no instant messaging in teaching listening. That is to say, the researcher provided the learners in the control group with conventional teaching of gerunds. The teacher taught the listening parts of gerunds in the class. Each session lasted 30 minutes. It should be noted that the selected units were taught to both the experimental and the control groups, but the researcher taught them differently to study the effects of Telegram

instant messaging application on improving the Iranian EFL students' listening comprehension skill. At last, to become aware of the students' listening comprehension skill after the treatment, the posttest was administered to both groups (experimental and control groups).

4.5. Design

This study sought to investigate the effect of Telegram instant messaging application (i.e., independent variable) on enhancing Iranian EFL learners' listening comprehension skill (i.e., dependent variable) via the pretest and posttest. Hence, it was a quasi-experimental research. In this regard, Mackey and Gass (2005) mention that "randomization is usually viewed as one of the hallmarks of experimental research. Design types can range from truly experimental (with random assignment) to what is known as quasi-experimental (without random assignment)" (p. 146).

5. RESULTS

5.1. Descriptive Statistics

In this section, the participants' distribution of the experimental and control groups in terms of evaluated values is presented in the following table. In the table 1, the pretest and the posttest scores of the groups are shown respectively.

Table 1: Descriptive Statistics of the Experimental and the Control Groups' Scores in the Pre and Posttests

Group	Test	N	M	STD	Min	Max
Experimental	Pre	20	9.25	1.895	5	13
	Post	20	14.22	1.658	9	16
Control	Pre	20	9.90	1.524	6	12
	Post	20	11.35	1.535	9	17

Based on the obtained results from Table 1, the mean score of the experimental and the control groups had increased in the posttest in comparison with the pretest stage. Although that mean scores of the control group was greater than the mean score of the experimental group at the pretest stage, the mean score of the experimental group was greater than the mean score of the control group at the posttest stage. It can be concluded that the treatment for the experimental group was effective than the control group.

5.2. Inferential Statistics

In order to answer the research question of this research and to reveal the difference between the scores of the learners in control and experimental group, two independent samples t-tests were used. The question asked whether Telegram instant messaging application did have significant effect on improving Iranian EFL learners' listening comprehension skill or not. If the significance level is smaller than error value 0.05 ($\text{sig} < 0.05$) in independent samples t-

test, there is a difference between pretest and posttest of the experimental and the control groups.

Table 2: Independent Samples t- test for the Pretest Scores

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	P.	t	df	P. (2-tailed)	MD	SED	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.625	0.205	-1.254	38	0.252	-.64500	0.55882	-1.77559	0.49589
Equal variances not assumed			-1.254	22.921	0.252	-.64500	0.55882	-1.77570	0.49780

Based on the results of Levene's Test for Equality of Variances, the data of the first row were reported (Levene's $F = 1.625$, $p > 0.05$). With regard to the results of the second row of Table 2, there was no significant difference between experimental and control groups' scores in the pretest of listening ($t(38) = -1.254$, $p > 0.05$).

Table 3: Independent Samples t-test in the Posttest Scores

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	P.	t	Df	P. (2-tailed)	MD	SED	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	0.201	0.625	3.985	38	0.000	2.15800	0.45803	1.17761	3.23039
Equal variances not assumed			3.985	26.753	0.000	2.15800	0.45803	1.17751	3.23039

Based on the results of Levene's Test for Equality of Variances in Table 3, the data of the first row are reported (Levene's $F = 0.201$, $p > 0.05$). With regard to the results of the second row of Table 3, there was significant difference between posttest scores of experimental and control groups ($t(38) = 3.985$, $p < 0.05$). The mean score of the experimental group was more than the mean score of the control group in the posttest stage. In view of that, there was significant difference between the posttest scores of the learners in control and experimental groups. Accordingly, Telegram instant messaging application did have significant effect on improving Iranian EFL learners' listening comprehension skill.

6. DISCUSSION

Based on the results from data analysis procedure, it was found that using Telegram instant messaging application did have statistically significant effect on developing listening comprehension skill among Iranian intermediate EFL students. Therefore, the related research null hypothesis was rejected. As a reason for the result, it can be argued that the learners were interested in using Telegram application in order to develop their foreign language learning in general and listening comprehension ability in particular.

The findings of the present study are in line with Khadem Estarki and Bazayr (2016) who investigated the effect of using mobile-assisted language learning (MALL) on pre-intermediate learners' writing performance. After administration of the research, the researchers concluded that MALL had a significant impact on the writing skill of the experimental group. Moreover, the results of the current research match with Najmi (2015) who conducted a research study to find a brand new path which is different from other studies conducted concerning MALL into the learning process, in which the effect of MALL on guided writing of Iranian upper-intermediate EFL learners was investigated. Obtained results revealed that there was a difference in the performance of the experimental and the control groups which mean the experimental group did better in posttest. Similarly, Safari (2012) conducted a research study in order to evaluate feedback on the grammatical accuracy of L2 writing. The results of this study indicated that the effect of feedback on the writing accuracy of Iranian EFL learners.

The findings of the present study are in line with Jafarian, Soori and Kafipour (2012) who investigated the effect of computer assisted language learning (CALL) on EFL students' writing achievement. Obtained results revealed that there were significant differences between the results of the experimental and control groups in the writing test. This significant difference between the two groups favoring CALL users was an indication of the effect of CALL on improving students' knowledge and competency in EFL. Likewise, Bayraktar (2002) conducted a meta-analysis of effectiveness of computer assisted instruction (CAI) on student achievement in secondary and college science education compared to traditional instruction. Results showed a small positive effect for CAI use when used in simulation or tutorial models, with individual computer use, and when used as a supplement to traditional instruction. Likewise, Chikamatsu (2003) was another researcher in the field of study who examined the effects of computers on writing efficiency and quality among intermediate learner of Japanese. Related finding revealed that accuracy rates and number of Kanji characters used were significantly different, indicating that learners benefited from computer writing.

The findings of this research match with Li and Cumming (2001) who sought to examine whether word processors could change a second language learner's writing process and improve the quality of writing or not. Results revealed the advantages for the word processing medium over the pen and paper medium in terms of a greater frequency of revision made at the discourse and syntactical levels. Similarly, Li (2006) investigated the influence of word processing on the writing of students of English as a second language (ESL) and on writing assessment as well. The results revealed that participants paid more attention to higher order thinking activities while evaluating their written texts in the

computer session, that they revised significantly more at most levels on the computer, and that their computer-generated essays received higher scores in argumentation than the hand-written ones.

Bayraktar (2002) conducted a research study in order to investigate the effectiveness of computer assisted instruction (CAI) on student achievement in secondary and college science education compared to traditional instruction. Results showed a small positive effect for CAI use when used in simulation or tutorial models, with individual computer use, and when used as a supplement to traditional instruction. Likewise, Chikamatsu (2003) pointed out that CALL gains popularity and is becoming standard in foreign language classrooms. The researcher examined the effects of computers on writing efficiency and quality among intermediate learner of Japanese. Obtained results revealed that accuracy rates and number of Kanji characters used were significantly different, indicating that learners benefited from computer writing.

7. CONCLUSION AND IMPLICATIONS OF THE STUDY

Obtained results revealed that using telegram instant messaging application for control group in which there was no teaching listening through using the application had positive results on developing Iranian EFL learners' listening comprehension ability but, there was not a significant difference between the pretest and posttest of control group. With regard to experimental group, there was a significant difference between the pretest and posttest of the groups. In view of that, using telegram application did have statistically significant effect on developing listening comprehension of the learners. However, the difference between the groups was significant.

The findings of this research are important because they help language teachers in the field of teaching English as a foreign language (TEFL) to reveal the effect of using Telegram instant messaging application on improving Iranian EFL learners' listening comprehension. Therefore, it is suggested that EFL learners use Telegram to improve their listening learning. Moreover, the area of teaching listening is very important particularly in the present condition of requirement of English in Iran where English is taught as a foreign language, so change from teaching traditional techniques to novel ones such as Telegram instant messaging is required.

Listening skill is an important and complicated skill. Also, teaching listening is considered very important. Therefore, Iranian EFL teachers should pay special attention to this vital skill in their teaching and enhance their learners' abilities in listening. Moreover, in teaching listening, language teachers could use Telegram application at appropriate levels. In addition, each student could have a better understanding of his/her strengths and weaknesses in listening and would then be able to improve his/her listening ability.

8. SUGGESTIONS FOR FURTHER RESEARCH

The present study just focused on listening skill. Therefore, interested researchers could study the effect of using Telegram application on improving other main skills (e.g., reading and writing). In addition, this study just focused on female EFL learners. The researcher preferred

the EFL learners because it was more convenient to make connection with them. Thus, interested researchers could study the effect of using Telegram application on improving listening comprehension of Iranian male EFL learners. At last, future researchers could study the effect of other instant message applications such as Soroush, Gap, and Bale (Iranian instant messaging applications) on developing listening ability of EFL learners.

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