Galyna Mikhnenko, PhD in Education, Assoc.Prof.

Igor Sikorsky Kyiv Polytechnic Institute, Kyiv

USING MESSENGER TELEGRAM IN ESP CLASSROOM PRACTICE

Nowadays it is impossible to imagine communication between people without using the messengers, such as Viber, Skype, WhatsApp, WeChat, etc. For the last few years Ukrainian students have been using Telegram as the main tool of communication both for study creating group chats to discuss home assignments and for pleasure reading a great number of channels, watching the videos etc. Created in 2013, Telegram is super-fast, free and easy to use attracting more and more participants [2]. It focuses on speed and security and has a lot of functions: it can be used to send and receive quickly big files of any type (up to 1,5 GB in size each), to transfer any quantity of photos and videos instantly and then access them on any other devices, to find the files in the chat by means of hashtags, to create the unlimited number of groups for simultaneous communication (small closed groups for team work, big ones (from 5,000 to 200,000 members) with the possibility to edit or delete the messages for all participants, and thematic channels that work in the mode of news broadcasting), etc. It is important that you can log in to Telegram all your devices – all at the same time. Unnecessary data can be stored in the cloud if you do not want to have it stored.

All these functions can be easily used in teaching practice, in particular English for Specific Purposes (ESP). In our practice, we create the group chats which we use to: 1) exchange the general information about the syllabus requirements, timetable, home assignments, deadlines, assessment, etc.; 2) share all necessary files (text documents, presentations, audio and video files) for classwork and self-study; students can easily find any material in the chat and use it in the class without necessity to print it out or bring a computer for work; 3) encourage students to do group projects, take part in discussions and debates by searching the Internet for relevant information, analysing it, finding evidence and sharing it in the chat; here a great number of thematic channels can become useful; 4) enliven the lesson by stimulating all students to take part in

activities, creating the atmosphere of positive competition, e.g. the teacher suggest playing the game "What if?": the question with a hypothetical idea is written in the chat, and the students working in mini-groups (2-3 people) have to discuss how to answer it, then they type the answer into the chart trying to do it as fast as possible – the whole group can see all variants, consider the mistakes made, define the winners; 5) create questionnaires to get high response rates while solving specific issues, voting for the best projects, etc.

It cannot but mention here that the communication between the teacher and students is becoming more effective: answers and reminders concerning organizational or teaching issues are sent promptly at any time due to the constant access to Telegram by its users. Our students enjoy audio messages; therefore we use this function when the students are required to answer the questions on the topic and send their own audio recordings for future assessment by the teacher or peers.

What is more important is the fact that students who are absent from the class because of valid reasons can take part in activities done by their groupmates. As the group chat has the unified history, such students do not need to disturb anyone to ask about the missed classes and home assignments – they just scroll to the necessary messages. The most important messages can be pinned by the administrator and displayed at the top of the chat screen.

In addition, there are a lot of English learning channels that can provide students with additional vocabulary, grammar practice, updated information and motivational advice as well as entertain students while broadcasting the humorous videos or extracts from sitcoms.

Telegram is the favourite messenger of Ukrainian students now, so using it in teaching practice creates their customary way of communication, thereby developing the motivation to study in general and to learn a foreign language, in particular. All the facts given above prove that the Telegram messenger can help teachers to organise the activity-oriented learning process, realize effective control and individual approach, create the effective system of providing students with information and necessary educational materials as well as enable simultaneous communication with a lot of

students at any convenient time.

References:

1. Шульська Н. Соціальні мережі як ефективне середовище викладацько-студентської комунікації в навчальному процесі / Н. Шульська, Н. Матвійчук // Інформаційні технології і засоби навчання. – 2017. – Т. 58. – № 2. – С. 155–168.

2. Telegram FAQ [Electronic source] – Retrieved on March 27 from: https://telegram.org/faq