Article Review

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A group of teachers of the Foreign languages department of the University an article by Tabrizi, H.H & Onvani, N. (2018) titled as "The Impact of Employing Telegram App on Iranian EFL Beginners' Vocabulary Teaching and Learning" was assigned to read and discuss. According to the article the essential goal of the project was to investigate the effect of Telegram on studying in the content of 31 female students of English Language Institute in Isfahan whose ages were between 10 and 14 in 2016. The intended aim was to receive a reply for the questions: a) if Telegram usage might effect on teaching Vocabulary to Iranian EFL beginners; b) whether learners take positively usage of Telegram in terms of Vocabulary learning. For the purpose of data collection, a pretest- intending to find out if the participants were familiar with the particular words which were to be taught via Telegram; a post and an attitude questionnaire were implemented to identify the effectiveness of the project. The project itself was divided into two phases: during the first four weeks students were taught via telegram and following four weeks teacher taught them in a traditional face-to-face classroom environment.

The results were compared with the method of words taught via Telegram and the way of the expressions taught traditionally scoring with the help of Multiple Choice Questions in both pretest and posttest. To make analysis a descriptive statistic test along with Kolmogorov-Smirnov test were used twice for both mode of teaching. The result was as expected, the words acquired with the help of the application were much more than those which gained traditionally.

Besides, the article introduces the citations of a number of linguists' investigations had been conducted prior to the current project. For instance, Selwyn (2003) supporting the idea of implementing the ICT in teaching process leads to effective learning alongside with teachers' efficient administration of the tasks. Moreover, Van Der Beemt, Akkerman, and Simons (2010), Boyd (2007), Lomicka and Lord, (2011), Yapici and Havedanli (2014) provided ideas on young generations' portions of the time devoted to social media which can be helpful for education stated in the discussion part of the article.

Section 2. Having discussed with our assigned group members, we came to conclusion that if the case study were conducted in the same agenda in our teaching process the results would be almost the same as those Tabrizi and Onvani (2018) introduced. There are a few factors that can prove our assumptions. Firstly, as Horovits (2012) mentioned the "net generation" of our society tend to rely on technologies more than the real teachers nowadays. Today, younger strata of the population closely connected with World Wide Web that cannot imagine their life, let alone the studies without that. The second factor of the possible investigations would be the accessibility of the technological devices which allows applying the social website for educational purpose. As Hockly (2011) pointed out that "digital literacy and competency" is the part of the most developed countries' curriculum, particularly she counted Norway, Australia and the UK as those involved the notions literally in their educational system. In the perspective of the teachers in our country it is time to involve technology actively in the teaching styles which allow students to feel the part of this modern society. Next, the teachers of contemporary education system are more capable and are likely to deal with the technology than a decade ago.

However, we may still face to minor issues which can occur during the probable project such as slow Internet connection time by time, insufficiency of proper devices and seldom lack of instructors. Nevertheless, these issues may be fixed with the help of initial teacher trainings, providing flexible devices to the students and making contract with a powerful Internet companies.

Section 3. The article reminded me the project among the students of the University of Barcelona and Wofford College researched by Sevilla-Pavon (2016) implying synchronous and asynchronous tools for collaborative discussions in terms of ESP utilizing English which also led to positive affects indicating effective results.

From the teacher's perspective, firstly, it is desirable to identify learner's opportunities, levels and needs. In order to find out students' needs, which social sites would be suitable for their learning process and what content to be taught with the help of the Internet social website needs assessment or questionnaire may be organized in a cyclic way demonstrated by Graves (2000) in the chapter assigned to read in our Curriculum Development course.

After finding out the students' needs, courses might be developed, precisely, alongside with the Vocabulary course intriguing communicative Grammar course also may be applied through social networking system. Adikhari (2017) included the responds of his participants in the article which revealed engaging and communicative activities might be delivered as some students claimed that grammar literacy allows them to be able to identify" what is right and what is wrong" in terms of language (Adikhari, 2017, p.93). The grammar course which had built the crucial comprehension of mine, completely different from the previous understandings before taking the course, would be helpful to organize the project via Telegram or any other social website based on Grammar.

Overall, the implementation of the investigated project in our teaching context is obviously possible as almost all of our students as well as teachers are aware of using the application without any difficulties.

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