# ТЕОРЕТИЧНІ ТА ІСТОРИЧНІ АСПЕКТИ ПЕДАГОГІЧНОЇ НАУКИ

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# DIDACTIC POTENTIAL OF TELEGRAM CHANNELS FOR ENGLISH LANGUAGE LEARNING IN NON-LINGUISTIC PROGRAMS

*Modern technologies can make the language learning process effective and affordable. However, the problem of selecting the relevant didactic materials is still urgent. Telegram channels can become one of the efficient ways to learn foreign languages. They create the platform where users can exchange information, share materials and learn in a convenient and relaxed way.*

*The purpose of the article is to determine the potential of Telegram channels for creating additional educational materials in English for applicants of non-philological specialties. To do this, the study compares the content of Telegram channels created by non-native English speakers (Ukrainians) who have studied English as a foreign language and therefore are aware of the difficulties that students may face. We have considered the positive and negative aspects of such materials, based on practical activities, and give advice for those who want to learn English or improve their knowledge with the help of Telegram channels.*

*The study was conducted based on a comprehensive approach employing the following methods: a content analysis of scholarly literature to determine the current state of research on the use of Telegram channels in foreign language learning in both domestic and international contexts; a comparative analysis to identify trends and best practices in the application of Internet channels for educational purposes; a content analysis to assess the educational potential of Telegram channels; and the generalisation and systematisation of approaches to utilising Telegram channel content in the learning process, particularly for overcoming language barriers, facilitating authentic communication, and enhancing the effective acquisition of a foreign language.*

*The study investigates the didactic potential of 4 Telegram channels: FRIENDS Space, "English Language", "Henry, kissfig" "Engluencer | English".*

*The comparative and descriptive analysis of these Telegram channels and ways to apply them when teaching English to students of non-philological specialties from levels A2 to C1 highlighted several positive points. It must be emphasized that whatever form of study a student chooses – full-time, part-time, distance, or individual, attention to a foreign language should be regular. Only immersion into even artificial, language environment makes it possible to learn the material. Also, for learning using Telegram channels to be truly effective, it is necessary to adhere to certain principles and use different methods.*

*Among the positive aspects inherent in thematic Telegram channels, practitioners highlight a number of factors. Among them are: accessibility, relevance of content, variety of formats, interactivity, community and communicating with other channel subscribers, target audience (everyone can find a resource for their level of language proficiency).*

*Gradual immersion in the language environment is extremely important for those who study a foreign language outside of countries where English is the main language of communication. Regular consumption of content in a foreign language helps to get used to the sound of the language and start thinking in it.*

*Learning a foreign language using Telegram channels is a convenient and effective way to improve one's knowledge. However, to achieve the best results, the participants need to engage systematically, use a variety of materials, and actively interact with other channel subscribers.*

***Keywords:*** *Telegram channel, teaching foreign language, the English language, competence, didactic material, didactic potential, grammatical material, lexical material.*

**Блинова Н.М., Беспалова Н.В., Волобоєва А.О.** Дидактичний потенціал Telegram-каналів у вивченні англійської мови на немовних програмах

*Сучасні технології дозволяють зробити процес вивчення мови ефективним і доступним. Однак актуальною залишається проблема підбору відповідних дидактичних матеріалів. Телеграм-канали можуть стати одним із ефективних способів вивчення іноземних мов. Вони створюють платформу, де користувачі можуть обмінюватися інформацією, ділитися матеріалами та навчатися у зручній та невимушеній формі.*

*Метою статті є визначення потенціалу Telegram-каналів для створення додаткових навчальних матеріалів з англійської мови для абітурієнтів нефілологічних спеціальностей. Для цього в дослідженні порівнюється контент каналів Telegram, створених не носіями англійської мови, українцями, які вивчали англійську мову як іноземну і тому знають про труднощі, з якими можуть зіткнутися учні.*

*Було розглянуто позитивні й негативні сторони таких матеріалів, виходячи з практичної діяльності, і розроблено методичні рекомендації для тих, хто хоче вивчати англійську або вдосконалювати свої знання за допомогою Telegram-каналів.*

*Дослідження здійснювалося на основі комплексного підходу з використанням таких методів: змістовий аналіз наукової літератури для визначення сучасного стану проблеми використання Telegram-каналів у навчанні іноземних мов у вітчизняному та міжнародному контекстах; порівняльний аналіз для виявлення тенденцій і передових практик застосування Інтернет-каналів в освітніх цілях; контент-аналіз для оцінки освітнього потенціалу Telegram-каналів; узагальнення й систематизація підходів до використання контенту Telegram-каналів у навчальному процесі, зокрема для подолання мовного бар'єру, організації автентичного спілкування та ефективного засвоєння іноземної мови.*

*У статті розглядається дидактичний потенціал 4 Telegram-каналів: FRIENDS Space, "Англійська мова", "Генрі, Kissінжир", "Englucer / Англійська". Порівняльно-описовий аналіз цих ресурсів і способів їх застосування під час навчання англійської мови для студентів нефілологічних спеціальностей від рівнів А2 до С1 дозволив висвітлити кілька позитивних моментів. Серед них: доступність, актуальність контенту, різноманітність форматів, інтерактивність, спільнота та спілкування з іншими передплатниками каналу, цільова аудиторія (кожен може знайти ресурс під свій рівень володіння мовою). З'ясовано, що поступове занурення в мовне середовище вкрай важливо для тих, хто вивчає іноземну мову за межами країн, де англійська є основною мовою спілкування. Регулярне споживання контенту іноземною мовою допомагає звикнути до звучання мови та почати думати іноземною мовою.*

*Підкреслено, що яку б форму навчання не обрав студент – денну, заочну, дистанційну, індивідуальну, вивчення іноземної мови має бути регулярним. Тільки занурення навіть у штучне, мовне середовище дає можливість засвоїти матеріал. Окрім того, щоб навчання за допомогою каналів Telegram було дійсно ефективним, необхідно дотримуватися певних принципів і використовувати різні методи.*

*Зроблено висновок про те, що вивчення іноземної мови за допомогою каналів Telegram – це зручний та ефективний спосіб покращити свої знання. Однак для досягнення найкращих результатів учасникам необхідно систематично навчатися, використовувати різноманітні матеріали й активно взаємодіяти з іншими передплатниками каналу.*

***Ключові слова****: Telegram-канал, навчання іноземної мови, англійська мова як іноземна, компетентність, дидактичний матеріал, дидактичний потенціал, граматичний матеріал, лексичний матеріал.*

**P**roblem statement. Modern technologies can make the language learning process effective and affordable. However, the problem of selecting the relevant didactic materials is still urgent. Telegram channels can become one of the efficient ways to learn foreign languages. They create the platform where users can exchange information, share materials and learn in a convenient and relaxed way.

In addition, today Telegram channels are the main resources used and trusted by Ukrainians. The recent studies have proved that "according to InMind research, Telegram is the most popular news channel in Ukraine. In 2023, this fact was confirmed by the repeated survey" [Demchenko, Zhuk, Blynova, 2024, p. 137].

A similar opinion is expressed by the popular media resource in the country. Based on the information provided by the research of the sociological group "Rating", the web portal "Censor" notes: "The Telegram messenger is the most popular source of information for 47% of respondents, followed by YouTube (26%)" [Huliaieva, 2024].

The given research compares several Telegram channels for learning English. Among the numerous resources, the authors decided to describe those that are created by non-native English speakers. The channel participants were educated in Ukraine and studied English as a foreign language. Therefore, they faced the same difficulties as the present learners willing to master the language, and are aware of the topics that cause difficulties. We will try to analyse how the viewers can use Telegram channels to learn English, highlighting key approaches and tips for the most effective assimilation of the material.

**Analysis of the latest research and publications.** The problem of learning English with the help of existing Telegram channels is popular both among the scientists and Internet users. The international scientific community is currently analysing the possibilities of using Telegram channels in the educational process. The numerous studies have proved this platform to be both an additional and main tool of learning various aspects of the English language.

For example, a number of foreign researchers [Citrawati et al., 2021] have analysed 20 scientific articles related to the use of Telegram channels in the educational process and concluded that the use of Telegram encourages interaction between students and teachers. In addition, experts report that the use of Telegram channels improves reading and speaking skills, and develops listening skills.

The authors of the given study also emphasize: "The interrelated language aspects related to the language skills improved through Telegram were vocabulary, insights and ideas, organizations of ideas, grammar, mechanics, pronunciation, fluency, and comprehension. Moreover, the interactive nature of Telegram provides discussion and constructive feedback to help students' English optimally. These findings imply that Telegram can be used as learning media for improving students' English while providing a productive and assuring environment for the students to use and improve their English" [Citrawati, et al., 2021, p. 253].

Muntaha Ali Mohammad Al Momani investigated the potential of Telegram to improve students' reading skills. The researcher concluded: "It points out to the key role of Telegram® application in creating a student-centred educational environment that is compatible with the modern learning theories that concentrate on the importance of students' motivation and activation of students' role to participate in an effective educational process to achieve the desired outcomes" [Momani, 2020, p. 377].

M. Alahmad in his research devoted to the effectiveness of Telegram app in learning English, notes that Telegram should be considered as a platform where students can exchange ideas with other students and with the teacher. The author claims: "As many distance language learning programs require online contact between the instructors and the students, the educational policy must facilitate the possibility of coordinating a communicative link to get the job done. Also, the broadband internet connections should be made accessible. Learners and teachers in demonstrating the importance of using social media to improve students' English knowledge» [Alahmad, 2020, p. 1278]. The researcher studies the usage of mobile phones in the classrooms and outlines the pros and cons of using mobile apps for the learners.

A. Wardhono, S. Spanos analysed the possibilities of Telegram in acquiring listening and speaking skills. The experts report that "Telegram is becoming a need for users. Telegram Assisted Language Learning (TALL) as technology progresses, the importance of using Telegram alongside in education makes it even more vital to the overall success of a student's ability to communicate internationally." [Wardhono, Spanos, 2018, p. 168–169].

D.A. Wiranegara, S. Hairi confirmed that Telegram is one of the most popular social networks suitable for the educational purposes. One of its positive aspects is that its intermediate server is suitable for data processing using the Telegram API. "Therefore, this social media appli-

cation can be helpful to accommodate the teaching and learning process by both teachers and students" [Wiranegara, Hairi, 2020, p. 113].

D. Mashhadi Heidar and M. Kaviani, working with intermediate-level students, summarized their findings on the possibilities of the influence of Telegram on learning English vocabulary [Mashhadi Heidar, Kaviani, 2016, pp. 65–76].

Z. Zhao et al. compare how the use of Telegram affects the interest in learning a foreign language among EFL students. The group of researchers emphasizes that Telegram has a powerful effect on communication and learning English: "We conclude that social media platforms have a vital role in foreign/second language learning. Therefore, it is highly important to encourage learners to utilize technology in their self-learning as well as language teaching because numerous students have much inclination to use technology only for entertainment" [Zhao et al., 2015, p. 10].

I. Xodabande conducted a comparative research on the effectiveness of using social media Telegram in teaching English language pronunciation to Iranian EFL learners [Xodabande, 2017, pp. 1–14].

M.M. Maharani and N.I. Arisanti carried out the research on students' perception of the peculiarities of narrative writing. It turned out that students appreciate Telegram not only for its ease of use, but also consider it to be useful and effective for mastering essay writing skills. They also noted the possibility to exchange files of various types, and the use of voice chat by the teacher, who presented the materials in this way (topic, instructions for writing the text, etc.). Thus, there was no difference between the involvement of participants into the educational process in the offline classroom activities or online lesson format, since personal interaction was high in both formats as well. The authors of the study believe that "this means that Telegram had the potential to serve as a tool for learning narrative writing online" [Maharani, Arisanti, 2023, p. 32].

It can be mentioned that the current report of the global scientific community into the use of Telegram requires generalization of the accumulated experience, which may become the subject of a further research.

In the light of the above findings, various Telegram channels have already been analyzed [Ляшко, 2024; Стрільчук, 2024].

The authors of this article have already concentrated on analysing of non-traditional types of didactic materials [Kyrylova, Blynova, Pavlenko, 2023]. But the importance of Telegram channels in learning English for the students of non-linguistic specialties has not been the subject of our scientific interest yet, which creates the **scientific novelty of this research**.

**The purpose of the article** is to determine the potential of Telegram channels for creating additional educational materials in English for applicants of non-philological specialties. To do this, the study compares the content of Telegram channels created by non-native English speakers (Ukrainians) who have studied English as a foreign language and therefore are aware of the difficulties that students may face. We plan to consider the positive and negative aspects of such materials, based on practical activities, and give advice for those who want to learn English or improve their knowledge with the help of Telegram channels.

**The study was conducted based on a comprehensive approach employing the following methods:** a content analysis of scholarly literature to determine the current state of research on the use of Telegram channels in foreign language learning in both domestic and international contexts; a comparative analysis to identify trends and best practices in the application of Internet channels for educational purposes; a content analysis to assess the educational potential of Telegram channels; and the generalisation and systematisation of approaches to utilising Telegram channel content in the learning process, particularly for overcoming language barriers, facilitating authentic communication, and enhancing the effective acquisition of a foreign language.

**Presentation of the main research material**. Telegram channels have become an integral part of our lifestyle, in particular, they can be used as additional materials in the process of learning foreign languages. Such resources offer a convenient and affordable way to gain new knowledge, practise the language and communicate with other channel subscribers. Several resources created by non-native speakers who understand what difficulties may arise in the process of learning English and how to overcome them will be analysed below.

The first analysed Telegram channel – FRIENDS Space [FRIENDS Space, 2024] at the time of the study had 9494 subscribers. The resource belongs to the private English school "Friends" and is designed to study English for applicants of any level of foreign language proficiency. Every day, the channel owners publish vocabulary on various topics, grammar rules, life memes, and also offer pronunciation training, explanations of abbreviations and listening practice through videos and interviews with famous people. On the channel, you can also find short texts with the practice of new vocabulary in the comments, and weekly thematic sections with word selections on various topics – from food and clothing to a healthy lifestyle – that can help expand your vocabulary.

Questions of the day encourage subscribers to leave comments and offer their answers and make the learning process more interactive. Reaction buttons and comments for feedback greatly facilitate the learning process.

We turned to the domestic Telegram channel analytics service TGStat for statistics regarding the analysed resources. At the time of the study, the channel had 9494 subscribers. The channel was founded on April 19, 2021, and its duration of existence made almost 4 years. The citation index is 90.9 (of which there are 185 citations of the channel's content, 396 mentions and 40 times visitors shared the content). The number of posts made 863.6 per week, and the owners published certain information for public access every day. According to the research, 26% of subscribers read posts, 11% do so in the first 24 hours after publication, and the rest read them later, depending on the convenience of reading the information [TGStat, 2024c].
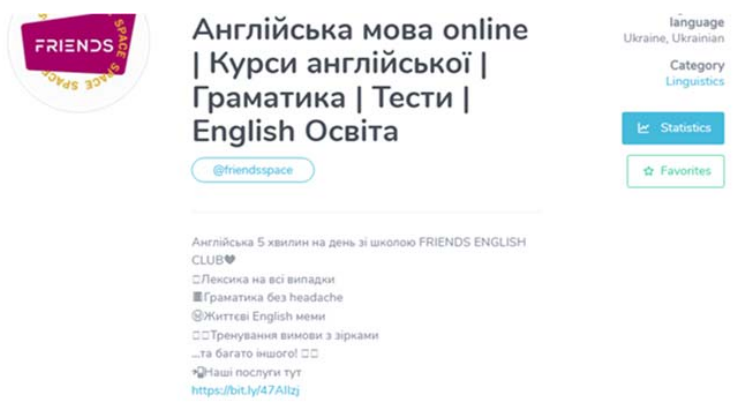


**Fig. 1. The main screen of the FRIENDS Space Telegram channel [FRIENDS Space, 2024]**

At the time of the study, subscribers were offered to learn the grammar topics for Present, Future and Past Perfect Continuous.

The next Telegram channel that can be considered is "English Language" which had 12,515 subscribers at the time of the study [English Language, 2024].
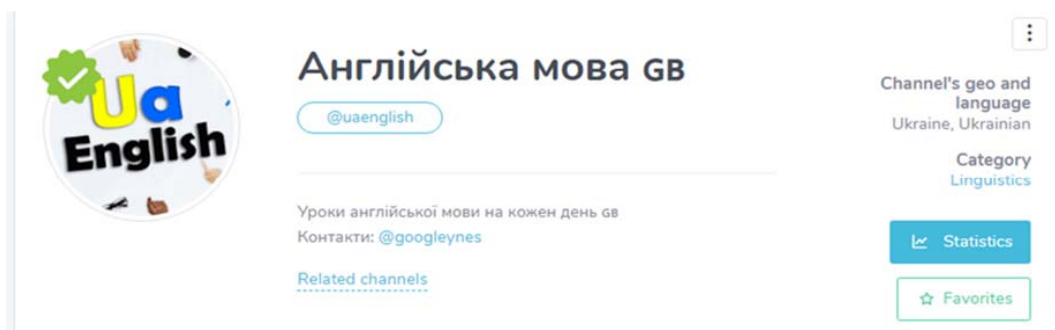


**Fig. 2. The main screen of the English Telegram channel [English Language, 2024].**

According to TGStat, the resource was created on February 23, 2018, almost 7 years ago, which is a long period for a Telegram channel. The citation index is 35.6 (114 mentions of the channel's content, 207 mentions, and 6 times the posts were shared). The total number of posts is 350. The male audience is 31.6%, whereas the female audience is 68.4% [TG-Stat, 2024a].

The channel systematically expands the vocabulary of subscribers. Daily publications include new words, idioms, phrasal verbs with transcription, translation and examples in context, slang expressions on various topics (sports, cosmetology, travel, cooking, appearance, travel, study, relationships, work, etc.).

Special attention is paid to the analysis of grammatical rules, often confused words and idioms. The material is presented in a convenient format and is supported by memes on certain lexical and grammatical topics for better memorization. The channel is suitable for both beginners and those who want to improve their knowledge. Subscribers with an advanced level of English will be able to enrich their vocabulary with idioms and phrasal verbs.

The interface is quite convenient; all grammatical topics are combined in one message. Comments are open under each post, where subscribers can use the material in practice, namely: build their own sentences with new phrases or ask questions to other subscribers, thus forming a community and helping each other in overcoming problems that arise.

The next author's channel is more suitable for subscribers with a high level of fluency in English. The channel "Henry, kissfig" cannot boast of too many subscribers. There are only 3184 subscribers here [Henry, kissfig, 2024]. It is interesting that its author worked for two years as a translator for the President of Ukraine and the First Lady. The period of his work covers the years 2020–2022. The person is not only knowledgeable in issues related to the study and teaching of a foreign language, but also keen on serious topics. Therefore, the resource is not for the mass consumer.
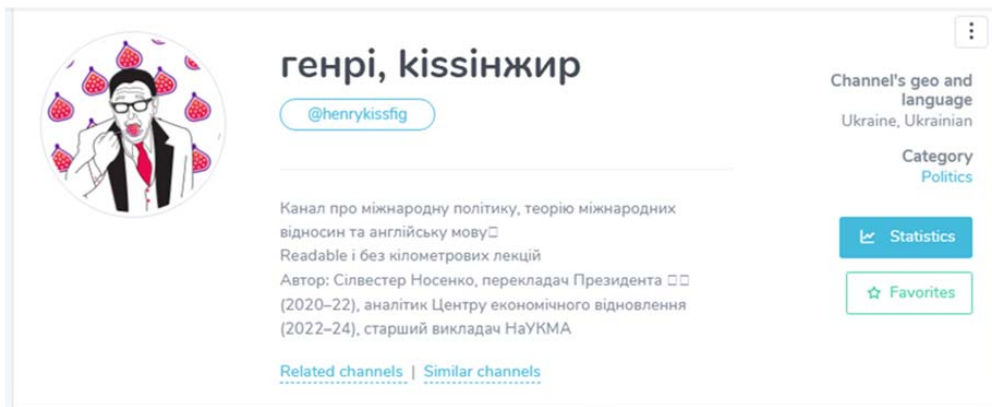


**Fig. 3. The main screen of the Telegram channel "Henry, kissfig" [Henry, kissfig, 2024]**

According to TGStat, at the time of the analysis, the channel had 3,184 subscribers, 17 people have visited it in the last month, and 20 within the week. The resource was created on September 2, 2021, which means it is almost three and a half years old. The citation index is 8.0 (35 mentions of the channel's content, 52 mentions, and 39 times the posts were shared). The total number of published posts is 513 [TGStat, 2024d].

The channel of Sylvester Nosenko offers a unique perspective on international politics. The author shares his experience, analysing current events and the peculiarities of translating political texts. The channel can be useful for students majoring in International Relations and Law who have an advanced level of English, but want to deepen their knowledge of the English language in a political context.

The next channel is "Engluencer | English". At the time of the study, it had 22,657 subscribers [Engluencer | English, 2024].
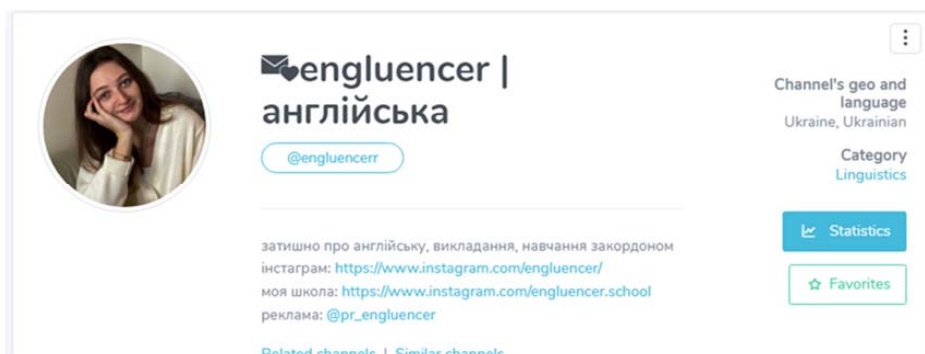
**Fig. 4. The main screen of the Engluencer Telegram channel [Engluencer | English, 2024]**

Statistical information from TGStat prove that 145 people have visited it in the last month, and 5 within the week. The resource was created on April 25, 2021, which means it is three years and a few months old. The total number of published posts is 1945 (27 posts were published per month). The engagement of subscribers is 3.43% (71 reactions, 4 comments, and 53 times the posts were shared) [TGStat, 2024b].

The channel's author is Kateryna, a Ukrainian, an English teacher studying in France majoring in two specialties. This channel is a real treasure for those who strive to master the English language perfectly. The author shares her knowledge and experience, offering various sections: high-level vocabulary, article analysis, and conversation clubs. In addition, Kateryna tells honestly about her personal achievements and difficulties in learning the language, which inspires and motivates subscribers. The channel is suitable for students with an advanced level of English who want not only to improve their language skills, but also to broaden their worldview. Subscribers are impressed by the presence of regular monthly columns on the channel, for example, devoted to high-level vocabulary, magazines, poetry, and ideas for practising certain material. The author also provides thematic selections of vocabulary, sites for communicating with foreigners, books in English, podcasts and videos. The channel provides selections of useful audiobooks, sites for learning English, articles, English-language TikToks and YouTube channels, and applications for learning English. Therefore, the channel performs not only an educational, but also to some extent a reference function.

The author's presence on the channel is quite significant. Kateryna shares her own impressions of the films she has watched, the books she has read, cultural and educational events in Ukraine. In view of this, the subscribers have the opportunity to enrich their knowledge not only in English.

Personal experiences while studying English, which the author talks about during the study, are extremely valuable. Kateryna shares her experience of overcoming the language barrier, analyses her own (typical of many respondents who study a foreign language) linguistic problems, Slavic accent and ways to combat them. The author actively answers users' questions in comments and private messages.

The author also organizes conversation clubs for the participants starting with B1 levels, where students discuss interesting and relevant topics. An interesting method of learning a foreign language can be the proposed Reading Challenges. Kateryna selects articles from well-known magazines, and subscribers discuss the received information in the comments, using new vocabulary and their own knowledge of a particular topic.

The daily Word of the Day column is actively functioning, where new words or expressions from the Cambridge dictionary are published, and examples of the use of lexemes and established word combinations in context are given. The teacher also gives associations to words, which contributes to easy memorization.

The channel is suitable for students who want to improve their English and significantly enhance their proficiency skills, and practise spoken language. Many channels offer speaking tasks, discussions, and role-playing games.

Learning a foreign language involves systematic work and a high level of self-organization. Therefore, it is worth emphasizing that Telegram channels have their drawbacks, including:

– Lack of systematization. Materials from different channels may be diversified and far from a single methodological system.

– Limited feedback. Depending on the specific resource, interaction with a teacher or native speaker may be unsystematic, difficult, or simply inconvenient in terms of time.

– Risk of information overload. A large number of channels have a downside. The variety of materials can distract from the main learning goals.

**Conclusions.** In order to make the process of learning English using Telegram channels as effective as possible, practitioners offer several recommendations. The student should create the schedule, where language learning must be systematic, even if they have the opportunity to devote only 10–15 minutes to a foreign language. It has been proven that regular practice significantly speeds up the process of learning a language. In addition, if the platform offers the opportunity to participate in discussions, ask questions, or complete tasks, students must not be shy about taking an active part in the interaction. Communicating with other users, native speakers, and specialists involved in the channel will help improve understanding of the material and eliminate gaps in knowledge.

If possible, subscribers should use the learned materials in real life. They can discuss it with friends, write posts and comments in English, read the news, listen to podcasts and watch movies in English. The more a person immerses himself in the language, the faster they make progress. It is extremely important to combine the use of materials offered by the channels with traditional educational materials, such as grammar, vocabulary and phonetics, which are key aspects of language learning. We emphasize that students should not limit themselves to channels of the same type. It is better to combine various formats, for example, exercises, audio, video and news, to make language learning interesting and multifaceted. It is also worth conducting "mini-research", looking for resources where the same topic is revealed in different ways.

Learning a foreign language will not bring results if it is only a passive process. Active involvement of the language learner is necessary. It is not enough just to listen to the proposed content and do the exercises. There is always a need to create own materials. These can be, for example, self-created cards with new words. They are convenient to use for revising vocabulary units.

When performing pronunciation tasks, it will be useful to record yourself on a Dictaphone. This will allow students to compare their speech with the original voice.

For the written practice, it is worth creating own small texts using new words and expressions. Learners can create their own exercises and share them with other channel participants.

A common problem for many students is the language barrier. The fear of making a mistake, lack of knowledge and low confidence often prevent them from starting to speak a new language. Telegram channels offer a unique opportunity to overcome this barrier and start practising spoken language.

Popular types of content for overcoming the language barrier are, for example, audio recordings of dialogues, video lessons, where the teacher explains grammar rules and new vocabulary, interactive tasks, i.e. exercises for listening comprehension, translation, and sentence construction. Also, the modern level of technical development makes it possible to communicate with a chat bot to practice spoken language. Working in groups where various topics are discussed with other channel users is always extremely fruitful. The main thing is not to be afraid to make mistakes. They are a natural part of the learning process.

By following the above tips, the language learning process can become more effective. Telegram channels are a great tool for overcoming the language barrier. Regular classes, a variety of materials, and communication with others contribute to achieving your goals. Telegram channels allow the subscribers to receive a variety of content, participate in interactive tasks and discussions, and also support daily language practice. The main thing is to choose the appropriate channel and approach the learning process with consistency and activity. Combined with other methods, such as classroom learning, reading books, watching movies, and communicating with native speakers, Telegram channels can become an important element of the language process. It is optimal when, in the era of digital technologies, traditional methods of learning foreign languages are supplemented with innovative approaches. Basing on the results of the research the new prospects for further development in this field can be discussed.

**Adherence to Ethical Standards**

The use of the posts in Telegram channels as a research material is acceptable and complies with the principles and rules of publication ethics of The Publishing Ethics Resource Kit (PERK) and does not contradict the principles of academic integrity established by the Committee on Publication Ethics (COPE). Using data gathered from Telegram channels adhered to ethical research standards, the ethical guidelines for digital research from the British Sociological Association, and standards of Social Data Science Lab. Informed consent was obtained from the owners of Telegram channels.

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**DIDACTIC POTENTIAL OF TELEGRAM CHANNELS FOR ENGLISH LANGUAGE LEARNING IN NON-LINGUISTIC PROGRAMS**

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*The article is devoted to analysing the possibility of using Telegram cannels as didactic materials. Modern technologies can make the language learning process effective and affordable. However, the problem of selecting the relevant didactic materials is still urgent. Telegram channels can become one of the efficient ways to learn foreign languages. They create the platform where users can exchange information, share materials and learn in a convenient and relaxed way.*

*The purpose of the article is to determine the potential of Telegram channels for creating additional educational materials in English for applicants of non-philological specialties. To do this, the study compares the content of Telegram channels created by non-native English speakers (Ukrainians) who have studied English as a foreign language and therefore are aware of the difficulties that students may face. We have considered the positive and negative aspects of such materials, based on practical activities, and give advice for those who want to learn English or improve their knowledge with the help of Telegram channels.*

The study was conducted based on a comprehensive approach employing the following **methods**: a content analysis of scholarly literature to determine the current state of research on the use of Telegram channels in foreign language learning in both domestic and international contexts; a comparative analysis to identify trends and best practices in the application of Internet channels for educational purposes; a content analysis to assess the educational potential of Telegram channels; and the generalisation and systematisation of approaches to utilising Telegram channel content in the learning process, particularly for overcoming language barriers, facilitating authentic communication, and enhancing the effective acquisition of a foreign language.

The study investigates the didactic potential of 4 Telegram channels: FRIENDS Space, "English Language", "Henry, kissfig", "Engluencer | English".

The comparative and descriptive analysis of these Telegram channels and ways to apply them when teaching English to students of non-philological specialties from levels A2 to C1 highlighted several positive points. It must be emphasized that whatever form of study a student chooses – full-time, part-time, distance, or individual, attention to a foreign language should be regular. Only immersion into even artificial, language environment makes it possible to learn the material. Also, for learning using Telegram channels to be truly effective, it is necessary to adhere to certain principles and use different methods.

Among the positive aspects inherent in thematic Telegram channels, practitioners highlight the following factors:

– Accessibility. Telegram is available at any time and in any place, which allows you to gain new knowledge and consolidate existing ones without being tied to a schedule.

– Relevance of content. The information provided by the owners and hosts of channels is often updated. Subscribers are offered new and diverse materials (news, articles, videos etc.), which contributes to learning a foreign language.

– Variety of formats. Unlike traditional textbooks, Telegram channels provide the most diverse content in terms of format. These can be text lessons and fragments of them, audio files, video materials, quizzes, surveys, and more. Everything is aimed both at the versatile development of language skills and at gaining competitive advantages over other resources of a similar direction.

– Interactivity. There are channels that allow visitors to ask questions and receive professional answers from teachers or other participants, which makes learning more interactive.

– Community. Communicating with other channel subscribers, like-minded people who are also learning a foreign language, helps to overcome feelings of loneliness and receive support and feedback in general. This contributes to socialization and the gradual disappearance of fear of communicating in English or any other language.

– Target audience. Given the existence of a huge number of channels, everyone can find a resource for their level of language proficiency – from beginner to advanced.

– Gradual immersion in the language environment is extremely important for those who study a foreign language outside of countries where English is the main language of communication. Regular consumption of content in a foreign language helps to get used to the sound of the language and start thinking in it.

**Conclusions.** Learning a foreign language using Telegram channels is a convenient and effective way to improve one's knowledge. However, to achieve the best results, the participants need to engage systematically, use a variety of materials, and actively interact with other channel subscribers.

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