THE POWER OF INTEGRATING BITE-SIZED LEARNING AND TEACHER TALK ON TELEGRAM AMID PANDEMIC

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ABSTRACT

Bite-sized learning works in synergy with microlearning. It promotes small activities and content to understand the materials in a sequence of ways with meaningful information. Telegram, one social media, can be used as an online learning platform. Bite-sized learning encourages Telegram features in providing simple and fun activities comprehensively. Teachers shared knowledge and skills, organized teaching activities, and helped students practice through teacher talks, either in organizing a classroom or achieving the teaching goals. Since this study explored how bite-sized learning and teacher talk on Telegram in L2 Listening class, this study used a qualitative approach with a case study. The result revealed how well the teacher communicates with the students during online learning in giving instruction, sharing ideas and knowledge, stimulating students to respond to the teacher and material, cultivating students' intellectual ability, and managing classroom activities. Furthermore, those activities need to be more noticed, extra patience and energy, a more creative in delivering instruction and materials to initiate and stimulate students to respond and engage in the class. These study results imply that during online learning, the teacher talk and bite-sized learning need to be implemented and improved well and creatively to promote students' understanding, interaction and engagement.

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A. Introduction

Pandemic brings the change, especially to the educational system; how the teaching and learning process should exist and perform before the pandemic outbreak. Online learning was becoming popular to overcome this situation. It makes the most of the teachers and students who are unfamiliar with online or blended learning get difficulties. Increasing the use of technology in online learning makes the teachers have a very

strategic role in learning.[1] The instructional design should be improvised. Preparing materials, handouts, and teaching media should take into account. It relates to the application or learning management system used to perform online learning. Many learning platforms are offered, but the problem is which one to choose based on the schools', stakeholders', teachers', or students' needs and expectations. A learning platform as a bridge between the teaching and learning process is expected to represent the teaching and learning in an actual class. These learning platforms can help teachers and students communicate like in actual class.

For this reason, the author chose Telegram to perform teaching and learning activities. Since the author teaches an L2 Listening class, most teaching and learning activities use audio. Since the pandemic, these activities should be designed virtually, more excitingly, and updated.

Besides activities, notify that the soul of the language classroom is interaction. Interaction between the teacher and students should be provided. A classroom should be interactive. Through interaction, students can increase language storage as they listen to and read authentic materials or even the output from their friends in the discussion, joint problem-solving task, etc. Telegram features contribute to any

interaction of the teaching and learning process, including the discussion that motivates students to explore their ideas regarding the materials given.[2] Besides, the Telegram bot is like a virtual robot programmed with instructions and answers or interacts with the user.[3]

Providing and maximizing the use of Telegram features in this study can lead and contribute to having interaction like 'comment bot,' 'poll,' 'quiz bot,' and the other supported link that stimulate the interaction process. It is in line with Aladsani that those Telegram features contributed to academic collaboration accompanied by peer comments and feedback.[4] Moore emphasized that peer interaction improves students' educational skills and expertise and sharpens their skills as knowledge creators.[5] In addition, Brown stated that interaction is the collaborative exchange of thought, feeling, and ideas between two or more people, resulting in a reciprocal effect on each

[1] Muthmainnah et al., "The Students' Needs in Developing EFL Materials ICT Based," *OKARA: Jurnal Bahasa dan Sastra* 15, no. 2 (2021): 235–47, https://doi.org/10.19105/ojbs.v15i2.4679.

[2] Rasyidah Nur Aisyah, Dewi Masitho Istiqomah, and Muhammad Muchlisin, "Rising English Students' Motivation in Online Learning Platform: Telegram Apps Support," *Utamax: Journal of Ultimate Research and Trends in Education* 3, no. 2 (2021): 90–96, https://doi.org/10.31849/utamax.v3i2.6464.

[3] Muhammad Muchlisin, "The Power of Telegram as a Digital English Learning Media" (Retco 9 National Seminar, Tuban: Unirow, 2019), 12–19.

[4] Hibah Khalid Aladsani, "University Students' Use and Perceptions of Telegram to Promote Effective Educational Interactions: A Qualitative Study," *International Journal of Emerging Technologies in Learning (IJET)* 16, no. 9 (2021): 182–97, https://doi.org/10.3991/ijet.v16i09.19281.

[5] Michael G. Moore, "Editorial: Three Types of Interaction," *American Journal of Distance Education* 3, no. 2 (1989): 1–7, https://doi.org/10.1080/08923648909526659.

other.[6] The emergence of those features in the learning platform cannot be avoided from the teacher's creativity and teacher talk. Creativity affects how to deliver instruction, which is essential in design courses and innovation creation courses in pre-service preparation.[7] From this point, the interaction during online learning should also be considered since there are many obstacles and challenges in online learning.

From the previous research, there are many obstacles faced by both teachers and students during online learning. One of them is poor communication. The students only got the task without explicit instruction and communication.[8] Besides, online learning cannot be avoided from any distraction since we have to stay with other family members, making us less focused on the materials given. Moreover, staying motivated during online classes need to be considered since while having online learning, we lack in-person interaction.[9] Therefore, the teacher talk role is considered while communicating during

virtual class. Teacher talk will affect how students act to their understanding.[10] That's why teacher talk is crucial in the teaching and learning process since almost all activities use talks from the teacher.[11] Besides, gradually giving small activities will boost students' interaction and help them keep focusing and understanding the materials. This is Those activities are what we call bite-sized learning. In relation, in the researcher's L2 listening class, many students seem not to have a chance to avoid online classes since many small activities must be followed spontaneously. It is undoubtedly guided and promoted by the teacher talk. They have to keep in touch with their online class, wait and respond to the lecturer's questions or other students. Implementing bite-sized learning in this online class would make the students more focused and not worried about understanding course expectations. For that reason, this article describes the use of bite-sized learning integrating with teacher talk to teach L2 listening comprehension in the Telegram classroom.

Some previous research talked about bite-sized learning like Colin Gray, who has designed online education for

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[6] H. Douglas Brown, *Teaching by Principles. An Interactive Approach to Language Pedagogy.* (New York: Pearson Education, Inc., 2007), 47–48.

[7] Thapanee Seechaliao, "Instructional Strategies to Support Creativity and Innovation in Education," *Journal of Education and Learning* 6, no. 4 (2017): 201–8, https://doi.org/10.5539/jel.v6n4p201.

[8] Joko .S, "Students' Problems Face in Online Learning Amid Pandemic COVID-19," *Acitya: Journal of Teaching and Education* 3, no. 2 (2021), https://doi.org/10.30650/ajte.v3i2.2197.

[9] Jessie S. Barrot, Ian I. Llenares, and Leo S. del Rosario, "Students' Online Learning Challenges during the Pandemic and How They Cope with Them: The Case of the Philippines," *Education and Information Technologies* 26 (2021): 7321-38, https://doi.org/10.1007/s10639-021-10589-x.

[10] Nadia Izzati and Hamzah, "The Use of Teacher Talk Through Online Teaching and Learning Process in EFL Classroom During the COVID-19 Pandemic" (Ninth International Conference on Language and Arts (ICLA 2020), Atlantis Press, 2021), 8–13, https://doi.org/10.2991/assehr.k.210325.002.

[11] Nana Jing and Junrui Jing, "Teacher Talk in an EFL Classroom: A Pilot Study," *Theory and Practice in Language Studies* 8, no. 3 (2018): 320–24, https://doi.org/10.17507/tpls.0803.07.

work-based learners through refining bite-sized learning. He stated that bite-sized learning offers several unique advantages to working-based learners, such as increased participation and an increase in discipline and priority around online learning.[12] Furthermore, Manning et al., in their quantitative study, assessed the impact of bite-sized teaching on knowledge acquisition and learner attitudes in postgraduate medical education. They stated that teaching via brief, focused learning units delivered by peers was well received by learners and appeared to have a significantly greater impact on immediate knowledge recall than case-based teaching.[13] Another study that combined bite-sized learning with other applications was studied by Tita et al.. They found that Bite-sized activities have been used and integrated with an interactive feature in Moodle platform in the project of DOTS (Developing Online Teaching Skills) to be used by language professionals, particularly freelance teachers who frequently miss out on the training opportunities provided for their full-time colleagues.[14]

Unlike previous research, this study explored the implementation of bite-sized learning integrated with teacher talk in Telegram apps for classroom interaction during L2 Listening class. This study investigated the case study, which presented the practical activities with bite-sized learning and teacher talk using the Telegram application. Different variables, subjects, and applications would give different ways of explaining the implementation of bite-sized learning.

Through this focus on the implementation of bite-sized learning apps for classroom interaction. This research aimed to elaborate on the use of Telegram features and teacher talk during L2 Listening Class to students of the English teaching program at Tarbiyah Faculty of IAIN Madura.

B. Method

The study was a qualitative one as it was an attempt to understand human experience and describe the phenomenon under study from the participants' perspective.[15] The focus of this study was to elaborate and describe the use of Telegram features and teacher talk during L2 Listening Class to students of the English teaching program at Tarbiyah Faculty of IAIN Madura that has been accustomed to using Telegram as media to perform online learning. In line with these objectives, we used a qualitative approach with a case study.

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[12] Colin Gray, "Designing Online Education for Work Based Learners: Refining Bite-Sized Learning" Thesis, Scotland, Abertay University, 2015, 3.

[13] Kimberly D. Manning et al., "The Micro Revolution: Effect of Bite-Sized Teaching (BST) on Learner Engagement and Learning in Postgraduate Medical Education," *BMC Medical Education* 21, no. 1 (2021): 69, https://doi.org/10.1186/s12909-021-02496-z.

[14] Tita Beaven, Martina Emke, Pauline Ernest, Aline Germain, et al., "Needs and Challenges for Online Language Teachers-The ECML Project DOTS," *Teaching English with Technology: A Journal for Teachers of English* 10, no. 2 (2010): 5–20.

[15] Sharan B Merriam, *Qualitative Research and Case Study Applications in Education*, 2nd ed. (San Francisco: CA: Jossey-Bass Publishers, 1998), 26–27.

The data were collected through virtual observation of the online teaching and learning process in Telegram. Verbal data consists of words or sentences that are spoken and written by the teacher and the students as the forms of how bite-sized learning and teacher talk play the role. In capturing learners' interactions during the class, the students' chats in the application were retrieved through the 'export' feature or screenshot and saved for further analysis to assist the practicality of data analysis. Besides, the information from interviewing some students would be complementary data.

The collected data were categorized and concluded into types of teacher talk and students' responses, while interaction guided the students' engagement.

C. Results

Bite-sized learning is a term in this study regarding microlearning. Microlearning refers to a learning strategy designed using short learning content and short activities that make a mini-course. It is also called bite-sized learning because it utilizes small, well-planned, bite-sized chunks of units or activities.[16] It delivers complex knowledge in fragments or bite-size 'nuggets' of information.[17] The bite-sized learning that the author mentioned

has been integrated with social media on a mobile phone. Nafisah Endahati and Rudha Widagsa declared that learning through social media improved students' participation and motivation.[18] It is in line with Hug that instructors and students can apply microlearning to create uniquely mobile-compatible content and activities.[19] The researchers used Telegram as social media, which provided and promoted microlearning in terms of bite-sized learning. Since microlearning provides micro-content and micro activities, teaching and learning activities will be more active, and the communication and interaction between the lecturer and students will run well. Microcontent means providing information in short, simple form and in small well-planned unit/nuggets, mostly through a mobile application.[20] While micro activities in bite-sized learning will make the students more engaged with the materials, performing bite-sized learning can not be separated from the teacher's talks. It should be integrated. Giving small content and a series of activities need suitable teacher talk to produce student talk or students' response.

[16] T. Hug, "Micro Learning and Narration: Exploring Possibilities of Utilization of Narrations and Storytelling for the Design of 'Micro Units' and Didactical Micro-Learning Arrangements," in *MiT4: The Work of Stories* (The fourth Media in Transition Conference, Cambridge (MA), USA: MIT, 2005), 3.

[17] C. Wang et al., "The Efficacy of Microlearning in Improving Self-Care Capability: A Systematic Review of the Literature," *Public Health* 186 (2020): 286–96, https://doi.org/10.1016/j.puhe.2020.07.007.

[18] Nafisah Endahati and Rudha Widagsa, "Social Media as Strategy to Improve Students' Participation and Motivation in English Subject," *English and Literature Journal* 5, no. 2 (2018): 161–72, https://doi.org/10.24252/elite.v5i2a5.

[19] Theo Hug, "Mobile Learning as 'Microlearning': Conceptual Considerations towards Enhancements of Didactic Thinking," *IJMBL* 2, no. 4 (2010): 47–57, https://doi.org/10.4018/jmbl.2010100104.

[20] Hug, "Micro Learning and Narration: Exploring Possibilities of Utilization of Narrations and Storytelling for the Design of 'Micro Units' and Didactical Micro-Learning Arrangements," 3.

Teacher talk plays a significant role in classroom interaction since it can facilitate students to enhance their levels of comprehension of the learning materials and further encourage them to be more active during the learning process. Teacher talk is everything the teacher says in class. This means that all words from the teacher are categorized as teacher talks. It refers to the special language that the teacher uses when interacting with the students in the classroom. According to Flanders, there are two categories of teacher talk, direct and indirect speech. The first category is a direct influence. It consists of lecturing, giving direction, and criticizing or authorizing. For example, the teacher gives directions about the final assignment in class. The second category is indirect influence. Indirect influences include feelings of acceptance, praise or encouragement, accepting or using student ideas, and asking questions.[21] From this statement, teacher talk takes huge consideration in online learning since promoting interaction during the teaching and learning process makes the students engage in the lesson.

Having online teaching and learning is not as easy as an offline class. Bite-sized learning and teacher talk in Telegram as learning platforms need consideration. The lecturer should prepare well for the bite-sized learning implemented in an online class. The lecturer should ensure that the materials are ready to share and could be accepted and understood well for the students to be posted on Telegram later. In this case, the lecturer should have a virtual lab on Telegram as a 'try-out.' Consequently, it would avoid misunderstanding and not sequence or overlapping in delivering the materials. Lecturer also prepares the unpredictable scenario.

Here are some examples of implementing bite-sized learning and teacher talk from Telegram.

1. Greetings

In this part of teaching and learning, greeting could play a significant role. Giving some interesting emoticons that lead the students to choose which condition represents their feelings. Posting some emoticons would make the students interested to respond soon instead of sending chats.

Fig. 1. Greetings

The conversations in the figure above are transcribed as follows:

T : "(Giving some emoji) Hello everyone, welcome to today's online class. How are you today, guys? Please write how you feel today using one of the emoticons."
S : (Share the emoticon)

Figure 1 shows that the teacher greets the students by asking about their condition using the emoji provided. The talks appeared, and the picture made the class more lively.

2. Brainstorming

Before giving the main lesson to the students, brainstorming would guide students to set their thought and mind to learn additional materials. Giving a picture would visualize and figure out students' ideas about the topic of the lesson to know what they would learn.

Fig. 2. Brainstorming

The conversations in Figure 2 are transcribed as follows:

T : "Anyway, to start our lesson, I want you to look at this picture and write what you have in mind about the picture."
S1 : "He spilled the pizza to his tie"
S2 : "He spills pizza sauce on his tie."
T : "Still 2 answers"

This figure showed how the teacher tried to brainstorm with the students by giving a simple picture related to the day's topic: a mishap. Here, the teacher chose this more straightforward thing to be discussed. Please notice the second response from the teacher. It means the teacher waited for the other students to respond. At this point, the teacher did not let the class be passive. Therefore, she asked for the other answers.

For further instruction and understanding, the other pictures that are still related to the previous one would be helpful to set students' higher-order thinking skills.

Fig. 3. Comparing an event with previous activities

In the figure above, the teacher gives brainstorming and instruct the students using voice notes transcribed as follow:

T : "(Giving another picture but still related the topic) Great. Thanks for your response. Now, how about the second picture? What do you think of this picture compared with the first one? You can see there are crashes there."

Figure 3 shows the responses from the teacher for the students' previous responses. In this figure, the teacher indicated that students must respond compared with the first one. It was categorized as asking a question and giving praise.

These are the responses from students after being given a more complicated picture.

Fig. 4. Responding to the second picture

The conversations in Figure 4 are transcribed as follows:

S1 : "An accident turned the car upside down."
S2 : "The car that had an accident."
S3 : "There has been a car accident."
S4 : "There was an accident on a highway."
S5 : "Overturned car due to road accident and officers evacuating."
S6 : "We have to be careful when we drive a car."
S7 : "Car accident, mam!"
S8 : "The car was got an accident."
S9 : "There was a car accident."
S10: "The car had an accident until it flipped over."
T : "Good moral lesson Mukhlis."

Figure 4 shows the responses to the second picture. The teacher tried to guide the students into 'Mishap' by giving those two pictures as brainstorming. The teacher let the students analyze the differences between those two pictures. The teacher's response is categorized as praise or encouragement in this part.

3. Applying the Stickers and Emoticons

Not only being practical, sending stickers and emoticons during the teaching and learning process could attract and encourage students' motivation in learning. In this part, the teacher talk was performed by visualizing the stickers and emoticon.
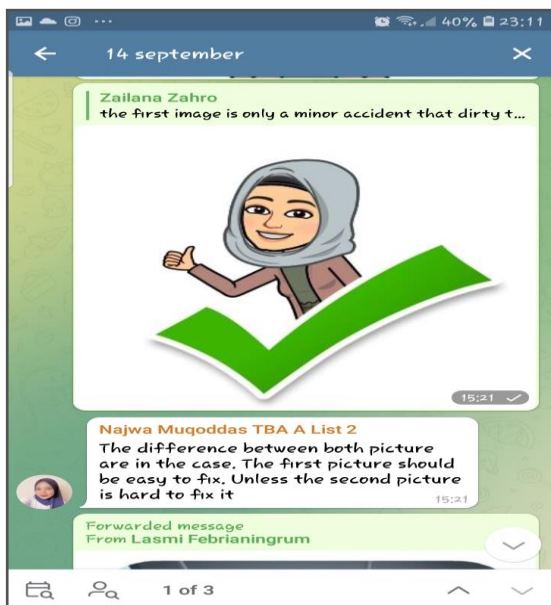
Fig. 5. Applying the stickers or emoticons

Fig. 6. Sticker or emoticon for doing next activity

The conversations in Figure 5 are transcribed as follows:

T : (Giving the emoji of 'great')
S : "The difference between both pictures are in this case. The first picture should be easy to fix. Unless the second picture is hard to fix it."

Figure 5 shows the teacher's talk of praise in the form of a sticker or emoticon. The teacher responded to students' answers regarding their analysis of both pictures.

Another sticker was implemented to move to other activities. The stickers' use made students notice further activities and could not go back to previous actions. Besides, there was a voice note that followed the sticker to explain further instruction.
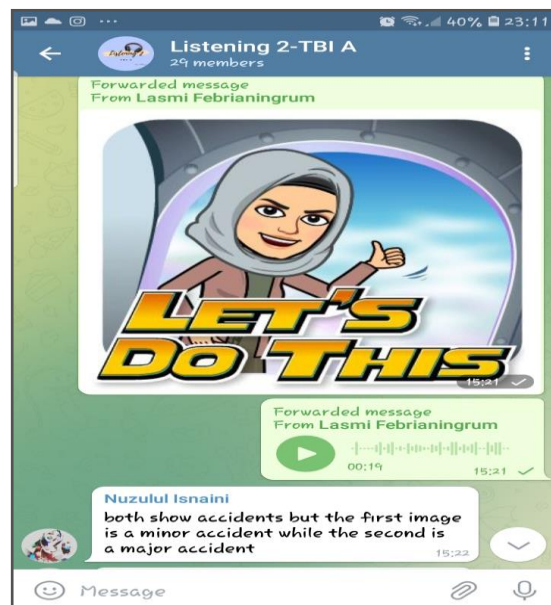
The conversations in Figure 6 are transcribed as follows:

T : Let us do this (sticker or emoticon)
T : "That was a great job. Well, You have known the differences between both pictures. Now, what we are going to talk about today is a mishap. Does anyone know what mishap is?"

Figure 6 shows the sticker or emoticon that the teacher used before going to the next activity. It will make the students prepare for the next activity or questions. Besides, the teacher asks students about the topic and the relationship of the picture they have learned before.

4. Giving Instruction

The lecturer used the comment bot feature for the main activities to explore students' ideas. The sample activities are shown in the following figure.
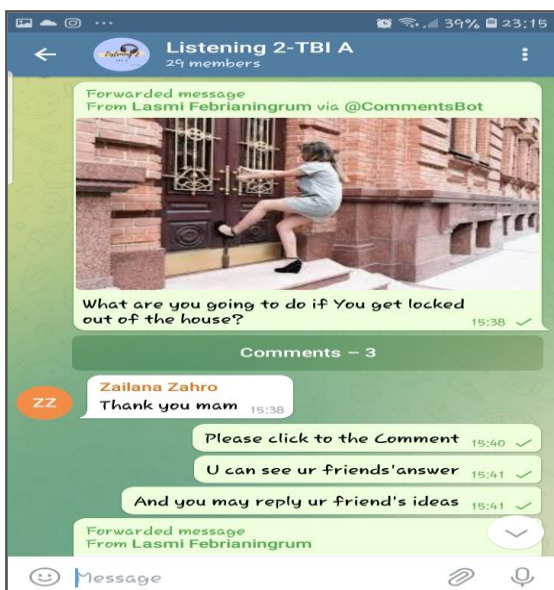
Fig. 7. Direct talk and giving instruction

Fig. 8. Responding to the answers on the comment bot

The conversations in Figure 7 are transcribed as follows:

T : "(Giving the picture through comment bot of Telegram) What are you going to do if you get locked out of the house?"

T : "Please click on the comment. You can see your friends' answers and you may reply to your friends' ideas."

Figure 7 showed how the teacher's creativity in using bite-sized learning. The teacher implemented the direct talk, giving instruction, and she gave the picture put in Telegram feature that is 'comment bot.' The students answer the question through this feature. In this feature, we can see the students' name who has responded to them.

Checking students' availability during the learning process should be considered, especially when they were given a task to do. The power of the teacher talks in this part can confirm the students about the difficulties doing the task.

The teacher follow up regarding the previous instruction shown in Figure 7 is transcribed as follow:

T : "(giving sticker or emoticon) Well done, you have got the ideas there. Is it hard for you?"

Figure 8 shows the response from the teacher regarding the students' answers on the comment bot. Not only did she praise the students, but she also gave stickers or emoticons to make the process of teaching and learning more fun. She also asks about the students' feelings to ensure that they are fine with the activities.

Here are the students' responses after getting the question of confirmation. Some students answered in simple and short answers, and some answered with further explanations. It is shown in Figure 9 below.

Fig. 9. Teacher talk to confirm

From this figure 9, we can see the praise from the teacher after being given the task or activity, as she said, "Good ."She also asks for confirmation regarding the next activities. From this point, we can see the response from students directly without pause. It means the students are active during the learning process.

Another activity for further understanding. Giving pictures through comment bot features would dig students' abilities. The picture followed by the audio and instruction at the same time would make students easy what to do.
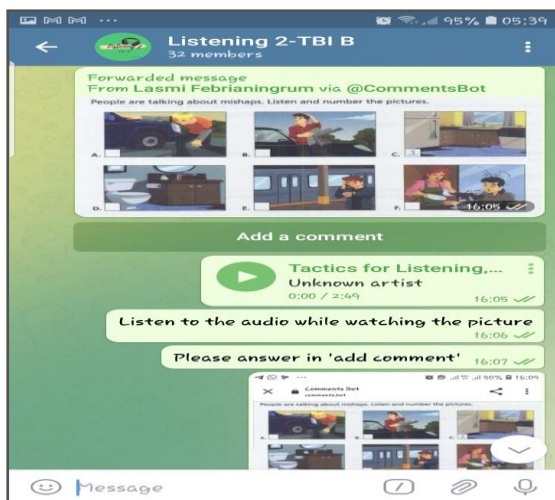

Fig. 10. Giving the task of listening to audio

Figure 10 shows how the teacher gave the task of L2 listening activity using comment bot and audio. The teacher does not forget to give instruction regarding what the students could do for the task and how they answer the task.

Since this is L2 Listening Class, some voice notes were given to the class. Responding to students' answers would make students feel appreciated by the lecturer. The existence of stickers to do further tasks is needed to keep students motivated in the class.

Fig. 11. Bite-sized learning-collaboration

The voice notes in the figure above are transcribed as below.

T : "Wow. That was great. You got the answer there."
T : (Sticker), "It seems that you got the answer. It means that you got many experiences based on the audio related to the picture. Now, we go to the next task."

Figure 11 points out how the teacher confirms students' answers and

understanding. The teacher used indirect talk by accepting students' ideas. Besides, she asks the students to be ready for the next task.

This further picture was about other ways to share links besides the comment bot. The use of "tricider.com" is really helpful in keeping students engaged in the class. Through this link, students can give pro or contra statements from other students' comments.
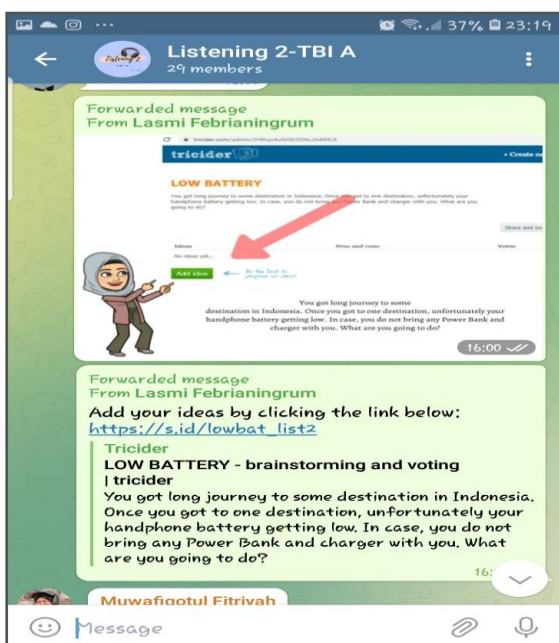

Fig. 12. Bite-sized learning using certain link

From this figure 12, we can see that the teacher provided a link to make students comprehend the materials. She used the link tricider.com with the instruction provided.

From the result, we can see that most teaching and learning from the beginning to the end process are done by using bite-sized learning, which needs some effort to have the teacher talk and a creative way of delivering the materials and the teacher talk itself.

1. The Implementation of Bite-Sized Learning in Telegram

Based on the results of online classroom observation, bite-sized learning made the teaching and learning process run well with the proof of the students' activeness in responding to the teacher. Using some features on Telegram, like a *comment bot*, was beneficial to accommodate students' responses to get feedback from other students and teachers.[22] Sharing some links like *tricider.com* supported the implementation of bite-sized learning. Furthermore, an exciting picture in promoting the material would make the students more enthusiastic about engaging in class.

Besides, the lecturer can share links like *padlet.com* to show the materials and have interactive activities in its feature. We can share any videos, audio, text, picture, and many more to be discussed and have students' responses since the menu or features of *padlet.com* can pop up the answer and the students' names. Moreover, the 'comment' feature would stimulate to have interaction. Those activities would guide and lead to the next level activities to better comprehend the materials. It aligns with the concept of bite-sized learning in microlearning that also becomes a context-sensitive interactive experience through mobile devices.[23] Applying bite-sized learning

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[22] Rasyidah Nur Aisyah, Dewi Masitho Istiqomah, and Muhammad Muchlisin, "Rising English Students' Motivation in Online Learning Platform: Telegram Apps" 3, no. 2 (2021): 90–96.

[23] Peggy Semingson, Matt Crosslin, and Justin Dellinger, "Microlearning as a Tool to Engage

needs creativity since it is microlearning in which content embodies short instances of learning from a few seconds in time to up to several minutes.[24]

2. The Implementation of Teacher Talks in Telegram

Teacher talks play a significant role in the classroom setting. In this case, teacher talk during online learning, especially for L2 Listening Class, is not as easy as offline or face-to-face learning. Concerning creating an interactive foreign language classroom, it is essential to pay attention to teacher talk employed by the lecturer in the classroom. Yanfen and Yuqin stated that the appropriate teacher talk could create harmonious atmospheres and, at the same time, promote a more friendly relationship between teachers and students and consequently create more opportunities for interactions between the teachers and the students.[25] Flanders Interaction Analysis Category System (FIACS) classified teacher talk into seven types in two categories: direct influence and

indirect influence.[26] The direct influence type covers lecturing, giving directions, and criticizing or justifying authority. Meanwhile, the indirect influence consists of accepting feelings, praising or encouraging, accepting or using pupils' ideas, and asking questions.

We saw that the lecturer mostly used indirect influence from the online observation. The teacher accepted students' feelings and gave praise and encouragement. Similar to Crespo, giving praise to students who answered correctly.[27] In addition, the teacher performed giving instruction and asks for questions and confirmation as the direct influence. As a result, the interaction between the students and the teacher emerged and existed. Students became more active in responding to the teacher's talk since their answers were needed. It is supported by Ana et al. that the types of teacher talks mentioned above, such as praising and encouraging, accepting ideas of students, asking questions, lecturing, and giving direction, were used to support the students' activeness in an online classroom.[28] Therefore, they felt

Students in Online and Blended Learning" (Conference: Society for Information Technology & Teacher Education (SITE) 2015, Las Vegas, Nevada, 2015); Mojtaba Aghajani and Mahsa Adloo, "The Effect of Online Cooperative Learning on Students' Writing Skills and Attitudes Through Telegram Application," *International Journal of Instruction* 11, no. 3 (2018): 433–448.

[24] Theo Hug, "Microlearning," in *Encyclopedia of the Sciences of Learning*, ed. Norbert M. Seel (Boston, MA: Springer US, 2012), 2268–71, https://doi.org/10.1007/978-1-4419-1428-6_1583.

[25] Liu Yanfen and Yuqin Zhao, "A Study of Teacher Talk in Interactions in English Classes," *Chinese Journal of Applied Linguistics (Bimonthly)* 33, no. 2 (2010): 76–86.

[26] Teika Ameiratrini and Eri Kurniawan, "Students' Perceptions of Teacher Talk Through Online Learning During Covid-19 Pandemic" (Thirteenth Conference on Applied Linguistics (CONAPLIN 2020), Atlantis Press, 2021), 593–99, https://doi.org/10.2991/assehr.k.210427.090.

[27] Sandra Crespo, "Praising and Correcting: Prospective Teachers Investigate Their Teacherly Talk," *Teaching and Teacher Education* 18, no. 6 (2002): 739–58, https://doi.org/10.1016/S0742-051X(02)00031-8.

[28] Rina Yuli Ana, Ratna Dewi, and Bahrun Amin, "Types of Teacher Talk to Support Students' Activeness in Online Classroom," *English and Literature Journal* 8, no. 1 (2021): 76–90, https://doi.org/10.24252/10.24252/elite.v8i1a7.

stimulated to reply and respond to the questions soon. They have no chance or reason for leaving the class, even for a minute.

Since applying bite-sized learning in L2 listening class, teacher talk is crucial to make the students engage with the class. Waiting for students' responses and finding out the appropriate sentences, statements, or instruction in teacher talk to make the students active during online class needs creativity, patience, and persistence. Moreover, the instructional strategies using questions, classroom discussion, self-directed study, and inductive and deductive thinking on Telegram make students engage in learning activities and create innovation in learning.[29] The use of Telegram optimally with bite-sized learning and teacher talk made the teaching and learning process of Listening 2 Class run smoothly since it promotes the students' engagement with the class.[30]

From the implementation of bite-sized learning and teacher talk in L2 Listening Class through Telegram, we can see that students really can interact well like in real class. The emergence of teacher talk during online teaching and learning can support the real communication between the lecturer and the students. Bite-sized learning can change the students' knowledge since they are guided to answer or respond to the material in a sequence way of learning. They comprehended the material gradually. Besides, it also changed the students' attitude in answering or responding. They had to take part in every session of given instruction directly without any pace of time. Unlike other online learning like moodle platforms studied by Beaven et al., any instruction of the materials can be responded to at a particular time.[31]

Synchronous teaching and learning, like using bite-sized learning at Telegram recommend for any courses that need direct communication and interaction with the teacher and students. However, various teacher talks need to be considered to make alive during the interaction. The use of any interactive links like Padlet, Canvas, or YouTube also might be performed to make the virtual teaching and learning process run well. In addition, at the end of the courses at Telegram, the links of Quizizz and Google form should be shared to conduct online assessments besides the poll bot at Telegram itself.

D. Conclusion

The interaction between the lecturer talks and the students' responses during online learning through some activities implied bite-sized learning and the spoken and written expression in Telegram

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[29] Thapanee Seechaliao, "Instructional Strategies to Support Creativity and Innovation in Education," 201.

[30] Charanjit Kaur Swaran Singh et al., "Rethinking English Language Teaching through Telegram, Whatsapp, Google Classroom and Zoom," *Systematic Reviews in Pharmacy* 11, no. 11 (2020): 45–54, https://doi.org/10.31838/srp.2020.11.9.

[31] Tita Beaven, Martina Emke, Pauline Ernest, Aline Germain Rutherford, et al., "Needs and Challenges for Online Language Teachers-The ECML Project DOTS", 5–20.

features. Applying bite-sized learning during online classes would make the class, the students, and the lecturer more active and interactive. Bite-sized learning through a mobile application like Telegram does not require the prolonged attention of the students. Moreover, the appropriate teacher talk would create the class alive since the students got a quick response from the lecturer. Besides, they understand well the materials given, from small, simple activities and sequences to the harder ones using bite-sized learning. This study revealed how teachers communicate with the students during online education by giving instruction, sharing ideas and knowledge, stimulating students to respond to the teacher and material, cultivating students' intellectual ability, and managing classroom activities. Furthermore, those activities need to be more noticed, extra patience, extra energy, and more creative in delivering instruction and materials to initiate and stimulate students to respond and engage in the class. Having good instructional design like integrating Telegram bot, bite-sized learning, and teacher talks, students felt happy, curious, and motivated about upcoming activities in their L2 listening class. Therefore, they keep engaged during online classes. Considering all the facts, bite-sized learning integrated with teacher talk represents any pedagogy that encourages learning in short segments.

In light of the results of this study, this paper has limitations that point to further opportunities. The authors focused on the practical activities of bite-sized learning and teacher talk during the teaching and learning process. Additional studies on other lessons or courses should provide further insights into the use of bite-sized learning on Telegram towards the students' performance and engagement. Moreover, additional studies about the impact of using bite-sized learning on Telegram on students' attitudes need to be further considered.

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