

## Advancing Academic Writing in a Mobile Skype-Based Blended Model

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**Abstract**—There are three areas addressed to direct the plan and implementation of this survey as main objectives: the faculty members' feelings and impression on applying Skype site as a media to teaching and learning academic writing process, the weak and strong points of the Skype site application during the teaching and learning academic writing, and the faculty members' perceptions toward using Skype site as a supporting tool for course delivery based on selected variables. The study was a descriptive quantitative-qualitative research which a general survey model was used in. The survey questionnaires consist of 30 statements, devised in five categories based on Premise Base and Conducive Assumptions to clarify the Skype-based educational utilities and application. The interview item was also applied to explore if the participants affirmed the media-based approach augments their learning of academic English writing process or not. Results related faculty members' perceptions toward using Skype site as a supporting tool for course delivery based on selected variables: their specialization, year of teaching, and past experience with Skype explored that there were no statistically significant differences at ( $\alpha = 0.05$ ) in the use of Skype units due to faculty members majors. There are statistically significant differences at ( $\alpha = 0.05$ ) in the use of Skype units due to the year of teaching variable, in favors of, the third and fourth year faculty members. The result also, revealed that there are statistically significant differences at ( $\alpha = 0.05$ ) in the use of Skype units due to the past experience with Skype variable, in favors of faculty members with no Skype use experience. Also, the calculated mean and Standard Deviations in six areas each having five statements arranged from the highest to the lowest ranking indicate the participants' impressions to Skype-based blended model in teaching academic writing. Skype media as an educational media is a beneficial medium to be applied to deliver academic writing materials and support learning. Faculty members not having enough time to participate in classes feel comfortable with the use of the Skype-based methodology in academic writing. They participating in the course expressed their acceptance of this media in learning academic writing. Skype-based teaching could become a very effective educational medium for learning academic English writing.

**Keywords**—Blended Learning; Skype Media; Academic Writing; Mobile; Faculty Members

## **1 Introduction**

Web media like Skype, Twitter, WhatsApp, and SMS not only make it viable to effortlessly deliver, receive and share information, but to simplify communication, and collaboration interaction with other people utilizing various skills such as writing, link sharing, and voice or video files. Many universities and colleges have devised various platforms applying these media in mobiles to draw faculty members' interactive needs, interests and feelings. Thus, investigators have inspected the capacity of these facilities in different teaching and learning areas [2]; [3]; [33]; & [54]. Lots of Android applications are currently being evolved such as WhatsApp, Skype and GO SMS Pro, the most prominent messenger applications among the university faculty members [32] and [49].

The requirement to different media in teaching and learning confirms the planners to reinforce the ability of faculty members in academic writing [51]. This is prominently since from the didactic view point, faculty members are used to the traditional indulging, old, and adjunct approaches of teaching and learning [5] & [31] and usually are of little time for continuing education. The problem continues as Murphy et.al [42] comment that communication hour for faculty members and lecture is another barrier to be encountered. Therefore, few hours of teaching and learning English per week is not enough to empower the faculty members to exercise and develop English and acquire academic writing. Thus, there is a necessity to find the solutions to these problems particularly in creating environment to meet the faculty members need in their lack of enough time to participate in English writing face to face classes and teach them how to achieve a good outcome even outside the classroom.

## **2 Conducive Assumptions to Language Education and Educational Media**

It is essential for teachers interested in assimilating facets of educational media with their learners to bear in mind the propositions and current didactic attitudes regulating language learning with media. There can be three specific classes to language learning inquiries [4].

- a) Technological propositions are the ones [4] explains as advancement stage, comprising of explorative and descriptive surveys. They aim at evaluating the potential benefits of the special media, addressing the ways they may modify the concept of traditional learning in the face to face classes. In accordance with Blyth's ideas [5], pursuing to apply a particular social networking media and making ready the path for further research in the area of social networking in this area are appropriate for teachers.
- b) Psycholinguistic attitudes to language learning or teaching target the significance of social communication and apprehending. Long [38] & [39] in Interaction Hypothesis believes that language progress is accomplished by person-to-person interaction and the linguistic cooperation that happen. Influential survey in CALL

has long advocated the inspection of acquisition matter within a communicative, psycholinguistic schedule [10], [11],[12] [35], [50] & [52].

- c) Language and social communication function a role in Sociocultural human development, and act as cultural affairs leading to the expression of knowledge contributed by people in the society. Considering the manner this might come up with social networking [56], online connections with other learners and professionals can conceivably present a prosperous setting for socio-cultural language transaction [26], [29] & [25]. These assumptions to language learning are verified to appraise the manner the media conforms to the various models.

### **3 Premise Base**

Self-Determination Theory (SDT) can be claimed as the major rationale behind this study [21]. As some researchers hold, it is a general assumption of human stimulation and personality concentrating on the dialectical relationships between growth-oriented human beings and social contexts also promoting or delaying people's incitation to realize their capacities [19], [20],[21],[22],& [18] also delineate three element enhancing self-determination in the classroom. Liberty, in analyzing what to do and how to do it, refers to the degree of prime that faculty members have when they exercise academic duties, and the degree of choice they have on the time and the manner to perform them [44]. This also occurs through the decisions they can make during the learning process [6] and [23]; these primes aid them become more autonomous and self-directed in making choices for their learning.

The Skype setting, being free from time and area constrains and makes access possible to various people, assists faculty members analyze their obstacles in their own time, to learn via an option providing modality [53] and to learn autonomously. It can be supposed that faculty members learning a foreign language skill through educational Apps feel more independent than others in a face-to-face class.

Integrity refers to establishing and actualizing skills for the manipulation and control of the situations. SDT explains integrity as the need to be impressive in communication with the social setting while experiencing every moment to assert and implement ones potentials and capabilities [19]. Faculty members' feelings of integrity amplify when they are confident that their learning activities and tasks adapt their knowledge and skills. In addition, the activities faculty members are expected to do should be both appealing and provoking to raise participants' inspiration. Assignments should also offer participants a chance to react keenly and to accept immediate comment [6].

Finally, dependence refers to a need for pertaining to or relying upon a class [43]. Classrooms meet this criterion through supplying different opportunities of association and communication for faculty members. Association is, really, one reaction to the demand of dependence in participants and makes it possible for them to talk about a subject and to assist and constructively appraise each other, thereby developing their self-esteem [34]. It is clear that one of the most functional roles of media is organizing interactions and social communication [27]. Communication through these media,

other than being free from time and space constraints, is possible with different kinds of easy to use files like audio, visual, written, and short messages. Thus, one could hope that the applying these networks will raise affections of dependence in the project participants. Considering the time limitations, faculty members learning a foreign language skill through educational media feel more depended on other faculty members than do faculty members in a face-to-face class.

#### **4 Modern Educational Opportunities of Skype**

Communication and correlation primarily achieved in the media settings can be brought into the class. English language learners can adopt the original educational materials located in the social networking sites (SNS) to acquire the English language skills. There are learners devoted to learning English languages in EFL and ESL situations on social and educational networking sites. These sites supply their clients with regular revisions of skills and sub skills like grammar, vocabulary, and much new information. English language learners can have access links delivered on the group page by other participants. Skype provides a variety of educational chances for classes. Faculty members can connect with other faculty members, increase their knowledge, do their exercises, and collaborate with others. They can utilize Skype to contribute in others' projects, refine their language skills, and communicate in written form about particular books and research papers with other faculty members having worked the same books and papers or presented their own proposals to their departments.

Skype, a software application for online communication, has been applied in classes at various levels, providing many possibilities for teaching and learning [7]; [8]; [28]; [42]; and [46]. Skype is a communication media allowing users to make written, audio and video materials over the Internet applying power point, word, mp4, and so on.

Although Skype is a technical tool, its free version is being used progressively among teachers and schools interested in world education propositions [7]. Skype is being used to promote academic research ideas exchange. Faculty members in different parts of the world are paired off, each is a native speaker of the language with unique research concepts that the other wishes to be informed. According to Yates [61] in consultation and interaction over educational media they take turn between the two academic societies languages.

Teachers also apply Skype in unique manners to satisfy educational goals. The videoconferencing section of the software is valuable in that it offers a method to connect faculty members speaking different languages, hold virtual field trips, and reach out to professionals in different fields of study. These experiences may allow faculty members a chance to apply what they learn in the classroom to real-life experiences and achieve further learning objectives.

Skype in the classroom is a free tool having set up its website. It presents teachers with a way to make their classrooms more communicative and attractive. Skype in the classroom is a service teachers can sign up for that will allow learners to meet others,

receive and post home works, and share ideas. Teachers can collaborate with other teachers around the world and plan different new learning and teaching practices for their class courses. Graddol [25] believes there are various courses in Skype, which L2 learners can participate in and teachers can use Skype's search tool to arrive at experts in their educational field of their profession.

## **5 SKYPE in English Writing**

Yah Awang Nik et.al [60] proclaimed writing has been disclosed to be one of the most difficult and critical language skills learners are supposed to acquire. Despite spending many years improving their writing skills, most English language learners are encountered with barriers in their efforts. These impediments among others are because of the complexities of the writing skill [9]. White and Arndt [58] held writing, which is a complex and prolonged operation is more made difficult for the L2 learner because of sociological, sociocultural, linguistic and cognitive factors.

To alleviate writing problems confronted by English learners, some current studies follow Holton and Clark's [31] strategies called scaffolding in a blended learning approach employing Skype to scrutinize if learners' writing accomplishment could be reinforced. Scaffolding refers to the process of aiding a student to do an assignment obscure or beyond his/her competence. Using this strategy, teaches help learners to conduct parts of exercise within their ability, and scaffold the rest.

Macharaschwili and Coggin [40] examined the adoption of Skype in a blended classroom setting. They found that the face-to-face communications supplied through Skype yielded immediate outcome that would not be possible in an online session. They declared that face-to-face education utilizing Skype for distance learners conduce to student achievement and fulfillment.

Elia [24] directed a study to discover the impact of Skype for language learning in Tandem. She developed to the claim that Skype language learning over "Mixxer" ( a free language exchange site using Skype) could be a persuasive application to be widely assisted and experimented. According to her study, Skype might be an effective media and a reliable aid to EFL learners always facing complexity in having written communication with native speakers.

Beltrán [4] in a study tested the application of Skype chat for developing writing skills and asserted that it raised learners' motivation using technology and was a chance to augment the teacher's accomplishment.

Another research done by Romaña Correa [50] was a proposal on the teaching and learning of English using Skype conference calls. The study results propose that Skype might be assumed as an impressive computer-applied communication medium to improve English as foreign language learners' writing skill.

## **6 Literature Review**

As Gabriel et.al [25] conveyed, education alone is not efficient, if it is not extended by the capacity to receive knowledge and to communicate with a wider range of print

and electronic media. The aim of his research was to inspect the attitude of instructors about the effectiveness of Skype as a media in scaffolding strategy to develop academic accomplishment of participants in online restorative English composition terms through communication with their instructor.

Therefore, the specific objective was to find out if Skype could be an efficient media for instructors to provide scaffolding to learners for the acquisition of English composition skills. Few studies have contemplated the impressions of teachers and participants about the effect of Skype and similar cooperative Web 2.0 technologies on student accomplishment in online asynchronous learning colleges. Strang [55] assessed Skype in an online business mathematics course and explored that students taking part in Skype-led sessions get a statistically higher final grade than those in the control group. This study aimed at the advancement of learners, due to their level and advanced course having already demonstrated academic accomplishment. Strang's survey [55] did not demonstrate whether Skype could be applied to support and develop the learning and capacity of every student.

In a pilot study Chou [16] in a college tried to determine whether Skype, combined with other Web 2.0 technologies, could be applied to assist online cooperative learning. Chou [16] ascertained that Skype, Podcasting, Skype, Blogging, and Wikis developed student learning in online sessions. He recommended further inquiry was needed to apply the educational strategies into different learning settings.

In another survey Parker, Boase-Jelinek, and Herrington [45] scrutinized the manner synchronous team chat through Skype was utilized in a graduate level on training teachers, the way they reacted to it, and how much it resulted in improvement of community learning. This study did not target designing instructor-student connections, nor does it append to the knowledge of whether or not Skype is satisfactory by simple learners to assist develop their knowledge.

Skype was utilized in a group of doctoral students who took part in face-to-face classroom Macharaschwili and Coggin [40]. The media was interblended to adjunct students not present at the classroom sessions. They concluded that Skype could be efficiently adopted to link remote learners to face-to-face sessions.

Planning and assigning a synchronous librarian reference service using Skype to teach relevant education to college group, Cohen and Burkhardt [17] hold group classes and a one on-one class with a student demanding extra instruction. They discovered Skype to be appropriate for delivering educational materials to inaccessible learners. However, they did not inspect whether participants apprehended any achievement as an outcome of Skype-lead sessions.

Just as Ab Manan et.al [1] detected, teenagers consumed a lot of time outside of class using social media such as Skype. Given that English is the language commonly used in these Media, researchers observed that there are potential profits when applying Skype in teaching ESL programs. According to them, the notion that rationalizes this matter is that "analysts suppose that the hallmarks presented by Skype, with careful administration, can be used as a powerful educational media". The authors deduce that "blending current face-to-face classes with online learning activities does not only expand insufficient class time but will make learning more appealing to the younger generation learners".

Further, in a survey Chenzi et al [15] incorporated Skype and other educational media into English as second language writing course. Their study yielded different advantages when Skype and other media were applied in the ESL courses.

The Australian educator Smethurst [53] pointed out the positive results of Skype applied for inter-school discussion with the absence of the face-to-face communication. Skype system provided many free utilities like voice and video calls among persons from different geographical locations.

As Davis, [18] designed, lecturers have been applying Skype in their classroom for several years with a high level of achievement and comfort.

More and more English language instructors have decided to blend such developing technologies into their teaching process as such “technologies can capacitate them as teachers and augment their educating as well” [51] and [54].

Skype was adopted for a study since as Mongillo and Wilder [41] stated writing is a social activity that demands applying social modes. The assumptions for this study are that online lecturers may assist to improve the online writing to underprepared learners with poor writing skill by scaffolding learning applying Skype to organize meaningful learning networks that will qualify learners to become independent and hopeful.

In another survey, Macharaschwili and Coggin [40] applied Skype in a group of doctoral students meeting face-to-face in a class. Skype was joint to system to connect these who were absent to the class instruction. Their investigation demonstrated that Skype could be effectively used to attach isolated learners to face-to-face classrooms.

An analysis of instructor and student feeling of the efficacy of Skype to scaffold writing development resulted to two studies, [30] & [36], devising that synchronous tools enhance skill levels and that educators and learners experienced worth and prominence in applying the media.

In a study, Wang et.al [57] scrutinized the writing needs of face-to-face language learners and the value of online contemporary communication in remote-posted language materials. They recommend that synchronous-blended teaching administration systems were undoubtedly accepted by distance language learners, apprehending it as presenting interrelation and communication they would otherwise not have. The results demonstrated that learners seemed to be more confident, related and their loneliness was minimized.

Ciekanski and Chanier’s research [11] principally aimed on teaching the writing process in an online concurrent-blended setting, indirectly characterizing three other aspects of the acknowledged survey: Skype, scaffolding, and alternative undergraduate writing. Teachers and learners held sessions in ten weeks that lasted about an hour and a half each. The objective of the program was improving professional English and proficiencies in a group of students who were less competent in writing and speaking English. The Participants were typical of the futuristic learners registering in virtual universities. The platform applied in this survey was Lyceum, which empowered learners to have real time oral “link and interaction, take part in text/chat, and read/revise synchronously textual or illustrative made impression”.

The researchers [10] deduce that even when engaged in the writing process, learners complete most of the phases through Skype, explaining what and how to learn,

rather than utilizing the other procedures for interacting. They also concluded that students depended on the devices of Microsoft Word processing software along with other software applications, which implied they made changes to their writing while using other tools. Students determined to engage in multimodal discussion adopting synchronous media. Learners accepted verbal and nonverbal approaches over other strategies. A multimodal learning mechanism supported learners focused on the writing procedure rather than the outcome due to its process-related identity. The investigators indicated that the application of video would have been turbulence in this particular research since speech is associated with different modes of writing. This study on Skype strives to remove the space due to its multimode including video, audio, text/chat, and screen sharing.

Employing online technologies raised the necessity to apprehend and address explanatory and denotative writing, recognized as required skills [40].

While Dunaway's survey [22] was aimed at librarians to assist writing learners acquire information proficiency skills, it was beneficial to the existing study since the current study applied Skype as a medium, combined with other facilities to aid participants improve writing skill.

Because American colleges and universities include students from different countries, curriculum planners identify and accost writing defects of nonnative-English-speaker learners [13]. Cheng [14] specifically described scaffolding for his survey to achieve the "support for learning and problem solving in academic writing. According to Cheng [13], online instruction seminars in Skype supported students' perception since they offer chances for them to follow and present resolutions. He proposed that an asynchronous setting is more efficient to assisting non-native speakers enhance academic writing skills as it has suspended result, giving students time to internalize and process information.

Mongillo and Wilder [40] hypothesized that the online technological interaction media (Skype, WhatsApp,...) offer ineffectual and separated learners with the incentive communication and stimulant they need specifically since these learners are already competent users of multiple technologies.

Furthermore, Murphy and Rodriguez- Manzanares [42] support the need for technological media in distance education programs. In their survey, the medium was indicated as online instructor prepared immediate, productive comment to students, displayed worry of students' evolution, individualized learning, and was accessible for real-time responsiveness to learners' demands.

## **7 Rationale of the Study**

The traditional face-to-face method of academic writing instruction is not sufficient and responsive in developing the faculty members' academic writing proficiency in Kashan University of Medical Sciences. Thus, this study is conducted to investigate the faculty members' perception, and whether educating the faculty members in blended-learning approach using Skype has any effects on the academic writing achievement.



The idea of introducing Skype-based blended learning to the English writing program was initiated when the faculty members faced the problem of not having enough free time to participate at physical classroom. Therefore, the following motives had encouraged the investigator to undertake this study:

1. To propose the idea of using the educational network site, Skype, for faculty members as a supplement of instruction
2. To illustrate the different levels of course integration at an academic writing program
3. To offer an alternative to the traditional lecture format, creating a blended approach
4. To expand pedagogical platform and promote active learning through a Skype-blended system
5. To test the effectiveness of Skype-based writing program and its utilities
6. To determine this teaching media, Skype, utilities as complement of the traditional classroom experience
7. To find how faculty members consider Skype in a new blended-learning system and perceive its efficacy.

## **8 Research Inquiries**

### **8.1 Study Inquiries and objectives**

There are three areas addressed to direct the plan and implementation of this study:

- A. The faculty members' feelings and impression on applying Skype site as a media to teaching and learning academic writing process,
- B. The weak and strong points of the Skype site application during the teaching and learning academic writing, and
- C. The faculty members' perceptions toward using Skype site as a supporting tool for course delivery based on selected variables: year of teaching, past experience with Skype, and their specialization.

This study strives to develop the body of knowledge about blended learning and offers educational planners' better perspective about what is effective and what is not while designing and implementing a blended English course using Skype.

### **8.2 Participants and Sample**

The sample consisted of 70 faculty members of Kashan University of Medical sciences, all having problems writing English well by using selective sampling. This has to do with the fact that they are supposed to publish several research papers annually in ISI or other reliable indexed journals. Their papers often require grammar, punctuation, and sentence patterns correction in writing, so that it takes a long time to publish them; sometimes they are rejected for having problems in these fields. The faculty members are full time educational or research members of departments or research

centers of the university. In fact, the lack of enough time to attend academic English classes causes the main problem for them.

## **9 Methodology**

### **9.1 Research Model**

The study was a descriptive quantitative-qualitative research which a general survey model was used in, as one of the objectives of the study was to demonstrate the feeling levels of the faculty members involved in the study group towards Skype application, a Web 2.0 tool, according to various sub-dimensions in teaching academic English writing. An experimental design was also organized to observe and measure the faculty members' attitudes towards the use of Skype in academic English writing.

### **9.2 Collecting Data**

The data for this survey were accumulated via a questionnaire designated to extract faculty members' impressions toward the use of Skype site, as an educational media, to augment conventional teaching approach. The survey questionnaires consist of 30 statements, which were devised in five categories based on Premise Base and Conducive Assumptions to clarify the Skype-based educational utilities and application. The faculty members' feedbacks were addressed directly on the survey. The questionnaire details were forwarded in statements to which the learners should reply in five-point scale. This scale distributed between "strongly agree" to "strongly disagree". They indicated satisfaction of faculty members on the use of Skype as a course educational media.

To confirm the validity of the study method, it was sent to five education experts in educational media for assessment to be reviewed. These members were requested to appraise the questionnaire content and plan and propose any modifications that could improve the survey. All faculty members' ideas on the approach were also aggregated through interviews. Given their limited time opportunity and applying the modern educational media, the participants were asked to express the feeling and concept they have at their minds.

### **9.3 Procedure**

In this Survey the investigator:

- Designed a Skype-based program expressing the necessities in academic writing course educational materials,
- Initiated communications with faculty members through it,
- Notified the participants not to see their profile page, and design their page to control their page,

- Delivered the course Skype site the contents through Power Point, Microsoft Word, and messages that are related to the academic writing course(including sentence patterns, punctuation, sentence structure, and paragraph organization) work in a weekly basis (20 weeks, 80 weeks),
- Set up a “Skype Office Times,” to declare faculty members to interact with him using Skype chat[45]to ask writing questions or obtain additional opinion, and
- Declared anything about exams, quizzes, assignments, or questions that the participants are supposed to know or ask.

## **10 Results and Discussion**

Based on the interview item, “the faculty members' feelings and impression on applying Skype site as a media to teaching and learning academic writing process” the participants affirmed that the media-based approach augments their learning of academic English writing process. The participants are responsive to applying Skype in academic writing subject, and are of the opinion that such use will improve their experiences in learning writing, academically and psychologically. The faculty members recognize that Skype-based method use was explicitly positive and notably promising. Therefore, they ask the university authorities to plan extensive Skype-based English programs for continuing education.

The outcomes related to the “Arranged Expressed Statements from the Highest to the Lowest” were demonstrated in the following Tables. The survey questionnaires consisted of 30 statements, devised in five classes based on “Premise Base” and “Conducive Assumptions” to analyze the Skype-based educational utilities and application. The faculty members' observations were addressed directly on the study. The questionnaire details were forwarded in statements to which the learners replied in five-point scale. This scale distributed between "strongly agree" to "strongly disagree". They indicated satisfaction of faculty members on the use of Skype as a course educational media.

The tables demonstrate the participants' impressions on the Skype-based academic writing program in seven domains. They are ordered from the strongest to the weakest according to their mean scores and standard deviations. It was perceived that the program was considered technically good in teaching and learning academic writing. The value of the system in communication perception, and development of language and social communication exchange has been significant. Also, providing chances for communication, supporting any integrity, and enabling reliance upon colleagues are noteworthy in the Skype-based blended learning English writing.

The participants are responsive to applying Skype in academic writing subject, and are of the opinion that this blended Skype-based will improve their conditions in learning writing, academically. The faculty members appreciate that the Skype-based method use was explicitly positive and notably promising. They affirmed that the media-based approach augments their learning of academic English writing.

Results related faculty members' perceptions toward using Skype site as a supporting tool for course delivery based on selected variables: their specialization, year of

**Table 1.** Modifying the concept of traditional learning

Questionnaire Rank	Statement	Mean	Std. Dev.
3	The Skype is a good technical media for delivering and getting activities and tasks in academic writing.	4.3	1
1	Skype assisted to include program bulletin and prompts on academic writing.	4.	1.026
5	Skype was engaged to mention webs addresses supplying the academic writing affairs.	3.91	1,189
4	The site offered us some techniques in the self-directed assessment and decision making for homework.	3.31	0.843
2	The system can be adopted to comprehend educational materials and discourses.	3.21	0.946

**Table 2.** Targeting the significance of social communication and apprehending

Questionnaire Rank	STATEMENT	MEAN	Std. Dev.
5	It helped us in observing others reactions and response to instruction.	4.3	1
2	The program educated writing using social themes and patterns.	4.2	1.019
1	Skype aided the members to receive revisions about the personal page and note.	3.93	1,143
4	Skype was engaged to mention webs addresses supplying the academic writing affairs.	3.80	0.965
3	The site was applied to study the writing assignments details.	3.60	0.959

**Table 3.** Contributing to the development of language and social communication exchange

Questionnaire Rank	STATEMENT	MEAN	Std. Dev.
2	Skype approach assisted us through connecting with our colleagues to have good impressions and feeling in learning writing.	4.2	1
3	Skype provided us the opportunity to adopt the academic writing socio-cultural parts	4	1.029
1	The site can be used to get information about writing practices.	3.92	1,187
5	We followed Skype to obtain instructor advices by evaluation and comments.	3.86	0.865
4	The system assisted us to receive messages about quizzes, midterms, and final exam.	2.89	0.946

**Table 4.** Motivating participants to be more independent than in a face-to-face class

Questionnaire Rank	STATEMENT	MEAN	Std. Dev.
1	It offered us more autonomous opportunities to interact with our colleagues than traditional classes.	4.1	1
5	The system assisted for assessing interaction and fast conversation with each other after and before class hour.	4	1.032
2	Using Skype site motivates us and is a good media for learning academic writing.	3.90	1,189
4	We could make decision whenever trying to have a rest.	2.79	0.798
3	The site was beneficial in describing difficult academic terms in writing.	2.20	0.866

**Table 5.** Amplifying feelings of integrity while doing learning activities

Questionnaire Rank	STATEMENT	MEAN	Std. Dev.
3	The site supported us in appending, excluding, and restoring materials in an appealing way.	4.1	1
1	The Skype media helped the university project improve our integral academic writing.	4	1.026
4	It was used by lecturer to conduct our interaction and participations in integrity.	3.96	1,179
2	The Skype-based approach made us depended on our doing homework.	3.88	0.565
5	Skype was employed to find comprehension and knowledge about academic terms and allusions.	2.1	0.906

**Table 6.** Empowering collaboration with or reliance upon class members

Questionnaire Rank	STATEMENT	MEAN	Std. Dev.
1	The system can be applied to access others writing files and materials as reliable as possible.	4.3	1
3	The plan allowed us to find our colleagues and communicate easily.	4.1	1.036
5	Skype was followed to include or delete academic classmates.	3.94	1,289
4	The system helped everybody react to other faculty members introduced depictions and materials.	3.82	0.465
2	Skype was adopted to receive commands about group exercises and development.	3.56	0.736

teaching, and past experience with Skype explored that there were no statistically significant differences at ( $\alpha = 0.05$ ) in the use of Skype units due to faculty members majors. There are statistically significant differences at ( $\alpha = 0.05$ ) in the use of Skype units due to the year of teaching variable, in favors of, the third and fourth year faculty members. The result also, revealed that there are statistically significant differences at ( $\alpha = 0.05$ ) in the use of Skype units due to the past experience with Skype variable, in favors of faculty members with no Skype use experience.

According to the results, application of Skype system for academic writing purposes is likely to be an impressive factor for teaching and learning process. The Skype-based approach for this study has developed an active learning setting being able to offer unique opportunities to practice writing skill and have feedback from the faculty members. The investigator, as a faculty member in higher education level, was very excited to use educational media, such as Skype, Twitter and WhatsApp groups, as a teaching delivery approach. As the researcher experiences, higher education teaching is going toward utilizing the educational media as part of e-learning process between the instructor and faculty members, and between faculty members themselves as an formal learning setting. However, this assumption and educational manner need specific examined approaches at universities.

## **11 Conclusion**

Skype is a powerful resource for second language teaching if used as support for well-defined learning objectives [48]. It seems that Skype media as an educational media is a beneficial medium to be applied to deliver writing materials and support learning. Faculty members not having enough time to participate in classes feel comfortable with the use of the Skype-based methodology in academic writing. Faculty members participating in the course expressed their acceptance of this media in learning academic writing. The results of current study conducted to find the effect and attitude of the use of social media in higher education are close to the results of other study [59].

Overall, the results of the study indicate that participants are interested in the use of Skype site, as social media, to motivate them and give them the opportunity to use technology in a useful way. Majority of faculty members adjusted their skills to use the Skype site efficiently and claim that they are encouraged to use this media in future.

It has been asserted that technologies should be used as educational facilitator for learning and teaching writing skill. It has also been argued that this type of learning is beneficial for foreign language learners, as it considerably builds confidence and increases learners' interest in the topic. The reasons could be the frequency of exposure as a result to an expanded language input. The survey affirmed that faculty members developed their writing skill and confidence (even if slightly) after being exposed its techniques via Skype.

University language department as the programmer may deduce that Skype-based teaching and learning offers simply the right kind of student-teacher interaction that will motivate the class learning and persuade the participants improve in writing. Therefore, language instructors are not supposed to ignore the conclusive appraisal of conventional classroom adjusting, however, the genuine capability of learning with multifaceted modifications ought to be generally gratified.

Skype-based teaching could become a very effective educational medium for learning academic English writing. Blended learning systems in language skills certainly

need specific inquiries in applying special media, programming peculiar sections, designing explicit utilities, and appraising users demand.

The system is supposed to offer its members some techniques in the self-directed assessment and decision making for homework. E-Learners like to make decision whenever trying to have a rest in their programs. The Skype-based approach is believed to make participants depended on their doing homework; it should not make the learners think they are so independent. In addition to learn writing skill, participants usually desire to be taught some language sub skills and terminologies in writing. The members in the Skype-based academic writing systems must presume assisting learners through quizzes, midterms, and final exam. The media is applied to study the writing assignments details, so that the system can be adopted to comprehend educational materials and discourses.

## 12 Pedagogical Implications

Given the importance of writing for academic purposes in university, there should be some inquiries to discover some new manners or approaches applying new media like Skype at universities. It is advised that more research have to design blended programs with improvised media to address and develop language skills like writing. There should be some more investigations on the application of these media, so that language learners can improve and measure their English knowledge through online media, as Prensky [47] asserted, instructor in some cases may stop lecturing, and start allowing faculty members to learn.

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