

USING SKYPE TO DEVELOP ENGLISH LEARNERS' SPEAKING MOTIVATION**¹Irfan Ullah Khan, ²Muhammad Ayaz, ³Saqib Khan**¹thescholar@dun@gmail.com, ¹drayaz786@gmail.com & ²saqiblecturer@gmail.com¹Institute of Education & Research, University of Science & Technology, Bannu,²Department of Business Administration Gomal University D.I.Khan

ABSTRACT : *There are various social media sources which play a significant role in English as foreign language learning, one of those social media tools are skype which play a pivotal role in the development of English learning proficiency among the young energetic learners at university level. That is why the present study was conducted to highlight the role of skype use in English learners speaking skills development at university level. Main objectives of this study were to determine the effectiveness of skype use in English learners' speaking skills motivation, and to compare the skype based EFL learners with traditional methods of teaching English at university level and their learning skills and capabilities. Null hypotheses were used in order to find out the difference between experimental and control group. Finally the results of this study showed that the use of skype develops the EFL learners' speaking skills and motivate the EFL learners to improve their speaking skills with the help of skype use for speaking skills development.*

Keywords: Skype, English learners' Speaking Motivation, University level EFL Learners

INTRODUCTION

Internet based online sources enables people to cancel distances, shorten time, and make the world more like a screen. The role of internet is not only in one field but in all walks of life like: scientific, cultural, and economic fields of life. Education is required to meet the needs of this growing scientific acceleration [1]. The main purpose of education is not only to help the learners in cognitive domain but to make them able to improve their skills and competences according to needs and requirement of modern technological era [2]. Technology is used mostly in all fields of life and play great role especially in teaching learning process that is why the previous research studies and practical experiences revealed that students who conduct their learning online are better than those students who try to learn the second language through traditional methods of learning second language like English, we see in our daily routine that those university level young learners who use online sources like Skype, Facebook, Twitter, and WhatsApp users are more competent than those learners who do not use any source of online sources for learning of English as a foreign language[3]. Those students who use technology and Social Media sources for English language learning have an increased advantage on the development of all the four basic skills of language like Listening, Speaking, Reading, and writing skills of English language. Similarly, they have a large amount of vocabulary and proper understanding English grammar because of practice in target language with the help of online source application like skype [4]. Speaking is an active skill of language, and it is that skill of language in which the speaker interact directly and immediately with others during the communication process [5]. It is also discussed in various research studies that speaking skill is basically the heart of language skills, because speaking is that skill which is not only limited to one specific area but necessary in all walks of life [6]. Speaking skill is also necessary for getting job opportunities those students having proper command over the speaking skills of English may get a lot of job opportunities and similarly, they can continue their further studies [7]. Most of the EFL learners try to improve the speaking skills of English language because of

the complexity of the language [8]. It is also a common phenomenon that the differences between the first language or native language and English language discomfort the speakers to speak this new language in front of others [9]. Similarly, the next point is that they have lack of opportunities to do the practice of that language fluently in different contexts [10]. Language is basically a tool or source of communication and for effective communication and fruitful communication the improvement of speaking skills is necessary and its role is like a back bone in communication process [11]. Likewise, online oral diaries are important component of learning a second language, as they allow for a more personal and nuanced use of the language in a safe environment, but it is also not wrong to say that skype role is not less than any other source of improving the speaking skills of language. Skype is such an online source of social media which EFL learners can use for speaking skills proficiency both through audio and video call with their friends, colleagues, class-fellows, and teachers [12]. The role of online courses in the acquisition of oral skills of language, online sources like creating audio e-mail in which students read aloud chosen passages and performed grammar drill activities and finally in his project the findings showed that online courses play a positive role in speaking skills development [13]. According to the report of the first half of 2010, there were 124 million users of Skype who placed 95 billion calls. These calls were approximately 40% video calls [14]. Language is a source or mean of communication and communication means the exchange of ideas between and among human being is known as communication. It is a two process. It may be verbal or nonverbal. communication is considered successful when it brings desired results and when one can get the desired result through communication only and only that time when he/she have a polite manner of speaking and have good command over the speaking skills during the conversation or communication process. In a vest context, speaking means making a speech or expression of ideas and thoughts in oral form, whether it is face to face or may be used any source like telephone, cell phone, skype, WhatsApp, Facebook etc. we use skype for a variety of purposes [15]. The various purposes of speaking are the

following while keeping in mind the role of Skype: The most important purpose of speaking is to inform. It may give the audience information about personnel, process, policy, project, and progress, etc. speech will carry a value only when it has information for the audience [16]. Now in light of the above statement the question is that how to improve the speaking skills of English language, then one may be confused, but there is no need of tension in this technological age one can improve the speaking through Skype, to use it with friends, class-fellows and teachers only for this purpose to improve the speaking skills of English language.

Similarly, we use speaking for persuasion. The interaction between the speaker and the listener occurs when the purpose is to persuade the listener to take a particular action. A speaker begins by providing facts and figures. He also offers arguments in defense, but when we make our speaking skills of English in such a way that we may persuade the listener it take time and struggle, but the above mentioned research studies gave us a direction that we may get help from various social media sources like skype to discuss our ideas with our friends, class-fellows and teachers and we should get help form them while using various social media sources for English language speaking skills proficiency [17]. A speaker may also explain a situation. It may remove doubt about a thing. It may increase interest in a product of an idea. The speaker may compare two things to reach a decision. The speaker may also clarify a complex state of affairs. On the other side the speaker may use speaking for the purpose of amusing the audience. There are different techniques used for making the audience happy i.e. to say a few words in honour of a retiring person. You would probably make a few amusing comments about the individual for all these the most important point is that to improve the speaking skills. It is the need and desire of each and every student to proper command over the English language in order to solve paper, set assignment and present an effective presentation on his topic which is given to him/her for presentation but especially to make English language fluency in speaking skills. Speaking is such a skill which makes an individual to express his view and ideas in a very systematic manner in front of others like class, seminar, other program etc. oral presentation is a spoken statement requiring preparation and planning. It may take the shape of a formal speech or lecture. Oral presentation must be clear, informative, and technically appropriate for the audience. The higher your status, the more you will deliver oral presentations. There are different steps for preparing effective oral presentation like to determine the purpose, to analyze the audience, to select the main ideas for the message, to do research the topic, to organize the data and write the draft, create visual idea, and especially to rehearse the talk. Now, to keep in mind the above mentioned steps of improvement in speaking skills or oral communication, then this idea comes to the mind of a learner that how I may be able to do the practice of these steps which will improve my oral presentation and communication [18]. Now if in this present age of technology one may not wrong to say that Social Media sources like Skype, Facebook, Twitter, Flicker, WhatsApp etc are only easy and accessible tools for making

environment of Speaking skills proficiency like using Skype to make do practice of presentation. It is said that if you have information then your speech will be effective but it is also clear than now a days most of information we receive from Facebook, and twitter.

Skype is online Social Media tool mostly used for the audio video call. It is an online source of communication and a user can do his communication, both in audio and video from. Skype is one of the most important tools of communication used for both audio and video calls over the internet. The most important benefit for Skype user is that Skype calls are free and it offers a computer to landline service for both local and international calls, as a fee-based service. First of all the user account is necessary in order to receive calls, and then when you receive the user account and save it as a contact then it can be used for next time contact without searching for user account again and again. Similarly, so for as the educators are concerned, educators have been incorporating Skype into their classrooms for a number of years now [19,20]. Language educators are mostly interested in having cross-cultural exchanges with student using Skype, because Skype is that online tool which makes the EFL learners able to exchange their views and ideas with others without any fee or resistance. One Australian educator has used Skype for inter school debates [21]. It is noted that debate and speech competitions on various topics are on the rise. It shows the interest of language teachers because language is a source or tool of communication due to this reason competition and speech programs are necessary for it[22]. Technological development and globalization of the world due to online sources, it was noted that the use of Skype in the classrooms is important because it makes the students able to get the potential of international connection and to know about the world [23]

It is a fact that skype is considered not so important like Facebook, Twitter, and WhatsApp but still we may not say that Skype has no role in teaching learning process of English language. There are some features of Skype use for English language learning which are following:

- It is used for conference call that can be used for speaking practice with friends, colleagues, class-fellows, and teachers.
- Skype is used for instant messaging like skype chat. This function of Skype is useful for EFL/ESL students who are interested in writing rather than speaking. It shows that skype is not only used for speaking skills of EFL learners, but it is also helpful for writing and reading skills of students.
- The other function of Skype is that of file sharing. This feature of Skype is useful for English language learners to share files with other English language learners.
- The next one is screen sharing. This is also one of the most important features of skype features. For example, in video call the students may share screen during the call for more explanation.

The Role of Skype in English Language Learning

Skype is an important tool of Social Media used by a number of young university level students for sharing useful

information and ideas with their friends, class-fellows, teachers, and even with those people who are abroad and far away from them. Skype is such a useful tool of Social Media which enables the English language learners to create a suitable environment for them and discuss different type of topics things like homework, class assignment and so many other ideas related to their field of interest not only in audio form but they can also use video call for sharing information and discussion. Likewise Skype is such a Social Media tool in which a user can record his/her call and he/she may listen or watch the audio or video record for further clarification and understanding in order to understand those ideas or complex points which are not clear to them during the time of conversation.

OBJECTIVES OF THE STUDY

The following are the main objectives of the study.

1. To determine the effectiveness using Skype to develop English learners' speaking motivation at university level in Khyber Pakhtunkhwa.
2. To compare the speaking skill fluency of Skype based learners with those learners who use traditional methods for speaking skills development.
3. To compare the learning competencies / Abilities of both Skype users and those EFL learners who use traditional methods for speaking fluency of English language.

HYPOTHESIS OF THE STUDY

The study was guided by the following null hypothesis.

Ho1. The first null hypothesis shows that there is no significant difference between the Mean

Scores of experimental and control group on pre-test.

Ho2: The second null hypothesis shows that there is no significant difference between the

Mean Scores of experimental and control groups on post-test

Ho3: The third one is that there is no significant difference between the Mean scores of those students who use Skype for speaking skills development and those who use traditional methods of speaking skills proficiency.

DELIMITATION OF THE STUDY

The study was delimited only male students of B.Tech program Bannu Polytechnic Institute Bannu affiliated with University of Science & Technology Bannu.

RESEARCH METHOD

The study design was basically experimental in nature therefore; the researcher divided the students into two equal groups which the researcher had taken as a study sample. Thirty (30) students were randomly selected by the researcher out of seventy three (73) students of B.Tech program at Bannu Polytechnic institute. First of all the researcher administered pre-test of both experimental and control group in the beginning of the treatment, and then the students' marks were kept as a record for further process,

then the researcher used to give them instructions for complete two months. The researcher used to give instructions to the experimental group through the proper use of Skype based activities in order to improve their speaking skills while the control group was given instruction through old traditional manner like word repetition in classroom, listening and speaking activities in classroom in order to make them able to improve their speaking skills. At the end of the treatment the researcher administered post-test from both experimental group and control group. The researcher used the same difficulty level test which the researcher had used for pre-test, and then the data which was collected by the researcher through pre-test and post-test scores were statistically analyzed. For the analysis of students pre-test and post-test scores data the researcher used descriptive statistics like Mean, Standard Deviation, T-test, and Co-efficient of variance, and then the data was tabulated in proper manner in order to highlight the result of the study properly.

VALIDITY AND RELIABILITY OF THE TEST

When the researcher prepared speaking skills proficiency test as a research instrument for the collection of data then it was given to different English Professors and English language instructors in order to get their opinions about the test construction. The researcher received and noted their comments and set the test in a systematic manner. Similarly, in order to establish the reliability of the test, the researcher applied this test on twenty students outside the participants of the study and it was repeated two weeks later. Pearson correlation was calculated between the students' scores in the test in the two times. It was found to be 86.21%

DATA COLLECTION

The main purpose of this study was to highlight the role of "Skype Use" in Speaking Skills development at university level that is why the researcher collected data only from those students which the researcher had taken as a sample of the study. The researcher encouraged the experimental group students to use Skype for English language speaking skills proficiency while the control group was encouraged to use the old traditional method of speaking skill development in order to find out the significant difference between these two groups, and thus the researcher collected data from that population which the researcher had taken as sample of the study through the help of pre-test and post-test scores.

DATA ANALYSIS

The data which was collected by the researcher through pre-test and post-test (research instruments) was successfully analyzed through descriptive statistics like Mean, Standard Deviation, T-test, Co-efficient of variance, and correlation had been used to measure the data in a proper and systematic way and find out the significant difference between the Mean scores of Experimental group and Control group.

Graph No.4.1: Mean and Standard Deviation of Experimental and Control groups on Pre-test

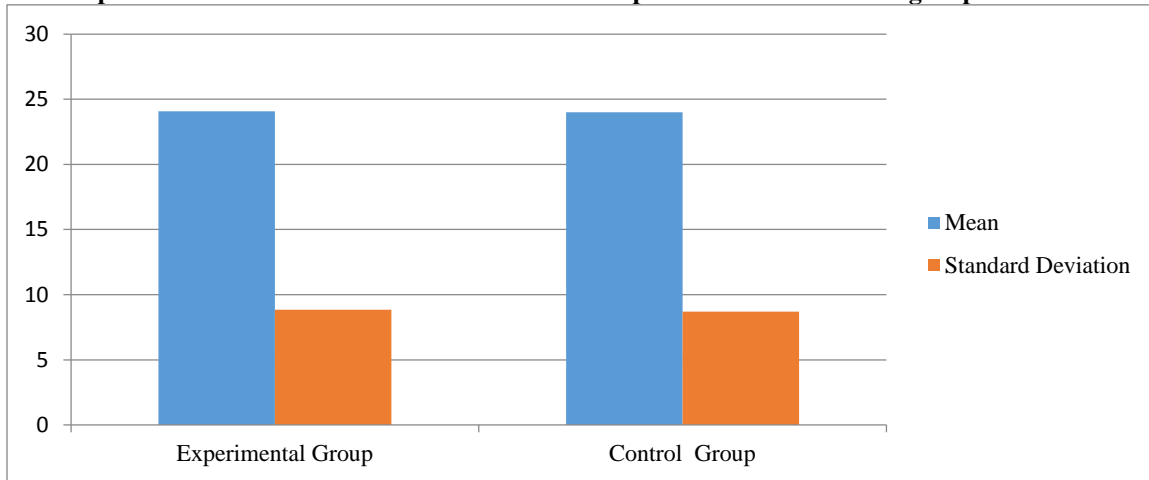


Table No 4.1: Mean and Standard Deviation of Experimental and Control groups on Pre-test

S.No.	Group	Mean	Standard Deviation
1	Experimental	18.67	4.20
2	Control	18.73	4.18

As it is clear that the researcher has compared the learning competences of students at university level who use sky for English language speaking skills development with those students who still use the old traditional methods of learning the various skills and competencies of English language learning. Therefore, to check their learning capabilities get

data from the respondents the researcher used pre-test and post-test. Now the result of pre-test which the researcher had used to check the equivalence of experimental group and control is presented in the above table.

Graph No.4.2: Mean and Standard Deviation of both Experimental and Control groups on Post test

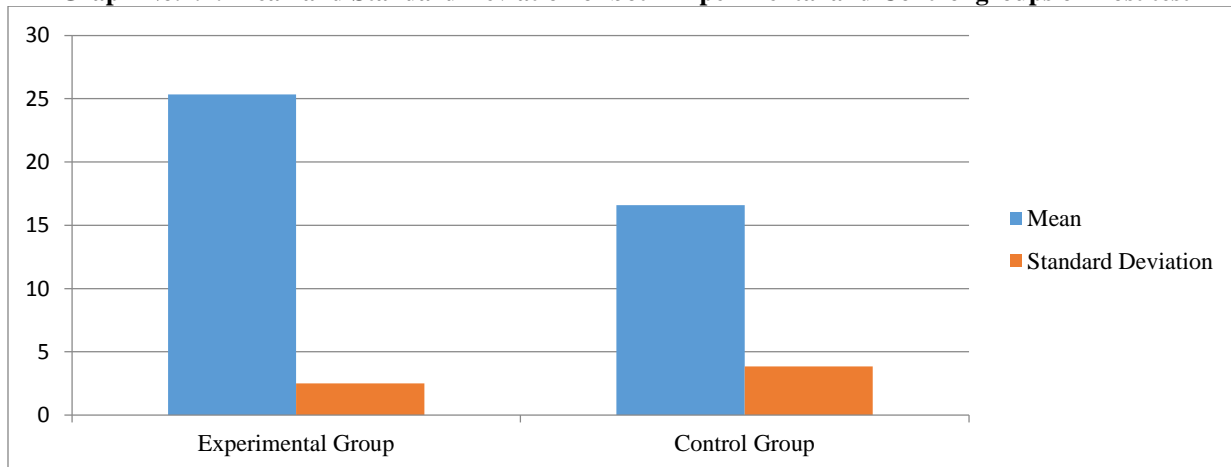


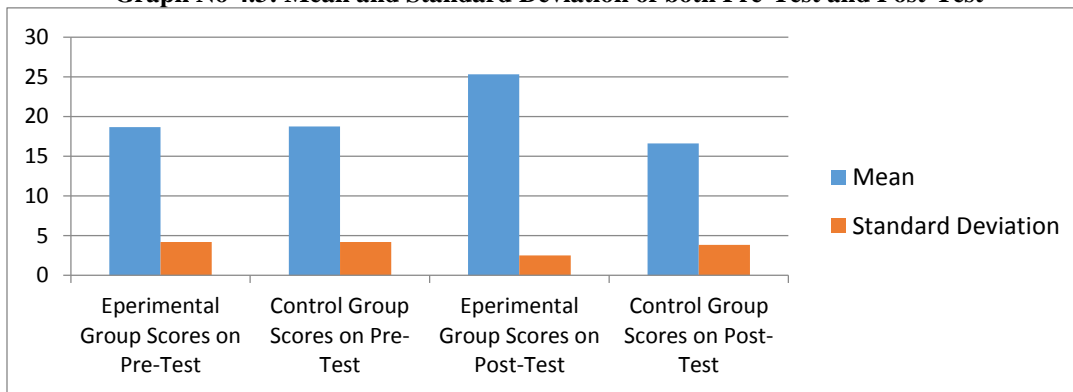
Table No 4.2: Mean and Standard Deviation of both Experimental and Control groups on Post-test

S. No.	Group	Mean	Standard Deviation
1	Experimental	25.33	2.497
2	Control	16.6	3.85

This table above shows the post-test result of both experimental group and the control group. The present study was experimental in nature, it is due to this reason the researcher has presented the post-test scores of both experimental group and the control group in order to find out

the effect of using Skype for development English learners' speaking motivation. Now keeping in mind the above mentioned statement here the result of the study clear indicates that the result of the experimental group is better than control group in light of post-test scores.

Graph No 4.3: Mean and Standard Deviation of both Pre-Test and Post-Test



Pre-Test Result			Post-Test Result		
Group	Mean	Standard Deviation	Group	Mean	Standard Deviation
<i>Experimental Group</i>	18.67	4.20	<i>Experimental Group</i>	25.33	2.49
<i>Control Group</i>	18.73	4.18	<i>Control Group</i>	14.6	3.85

This table is used to make it easy for the readers because the data of this table is already presented in table 1 and two but here the data of both pre-test and post-test are presented side

by side to highlight the main difference of both experimental group and te control group in pre-test and post-test scores achieved by the learners during this study

Graph No.4.4: Mean Standard Deviation and t-value of Experimental and control groups on Pre-test.

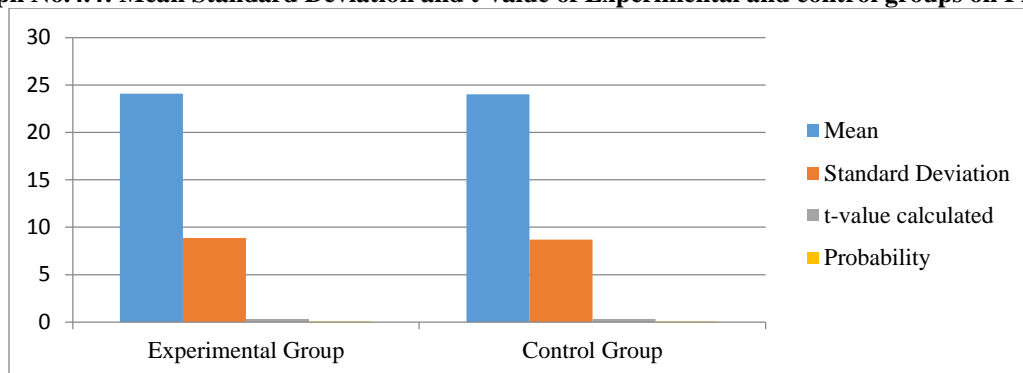


Table No 4.4: Mean Standard Deviation and t-value of Experimental and control groups on Pre-test.

S.No.	Group	Mean	Standard Deviation	t-value calculated	probability
1	Experimental	18.67	4.20	0.32	0.05
2	Control	18.73	4.18		

The above shows not only Mean and Standard Deviation of experimental group and control group in pre-test but also highlights the t-calculated value and probability that is 0.05 level of significance. The result of the study in the

above table show that the t-calculated value of both the groups is smaller and falls in acceptance region which means that both of the groups were equal before the treatment.

Graph No.4.5: Mean Standard Deviation and t-value of Experimental and control groups on Post-test

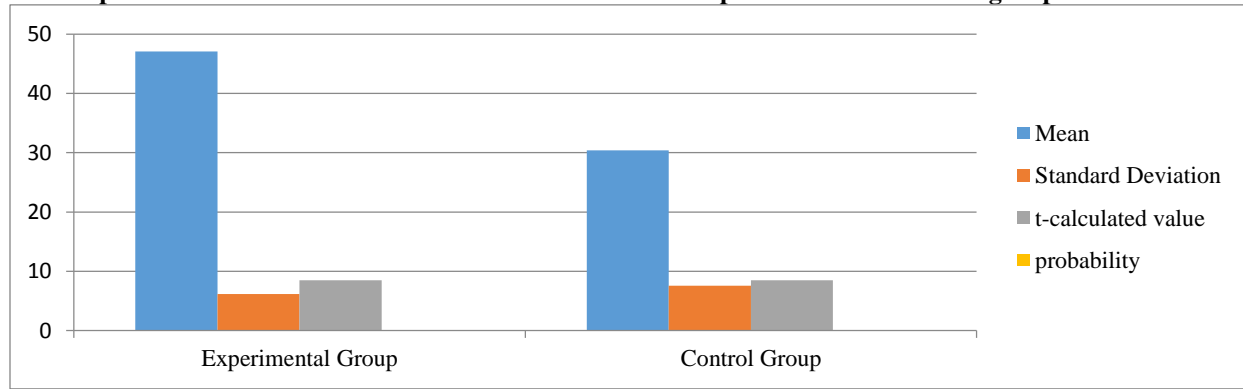


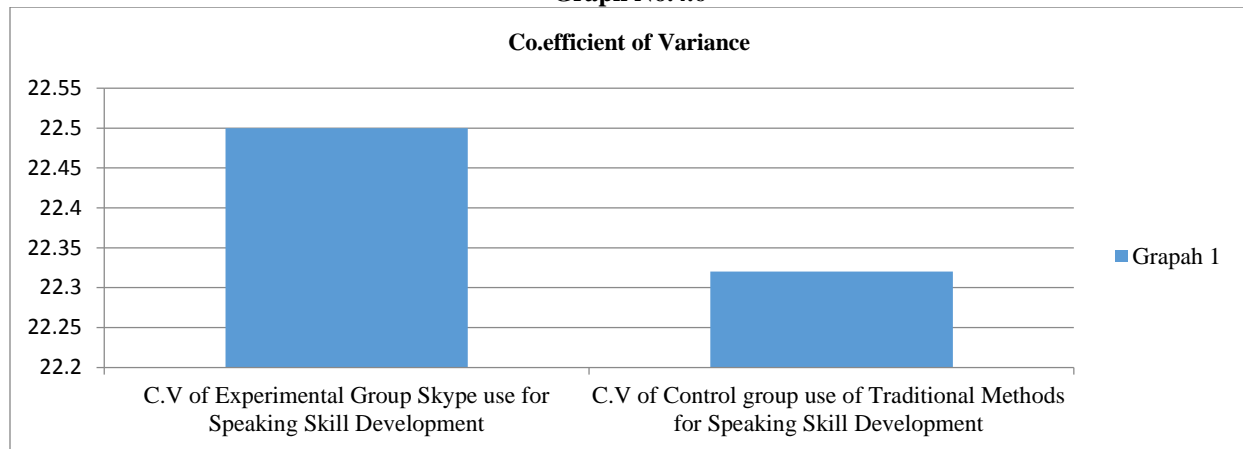
Table No 4.5: Mean Standard Deviation and t-value of Experimental and control groups on Post-test.

S. No.	Group	Mean	Standard Deviation	t-value calculated	probability
1	Experimental	25.33	2.497	-8.46	0.05
2	Control	16.6	3.85		

In light of the post-test scores presented in the above table and graph clearly shows that the result of the experimental group is better than that of control group not only in Mean and Standard Deviation but also in light of t-calculated value and level of significance. This table shows that those English

learners who use Skype inr English language speaking skills development is better than those English learners at university level who use old traditional methods for speaking skills development

Graph No.4.6

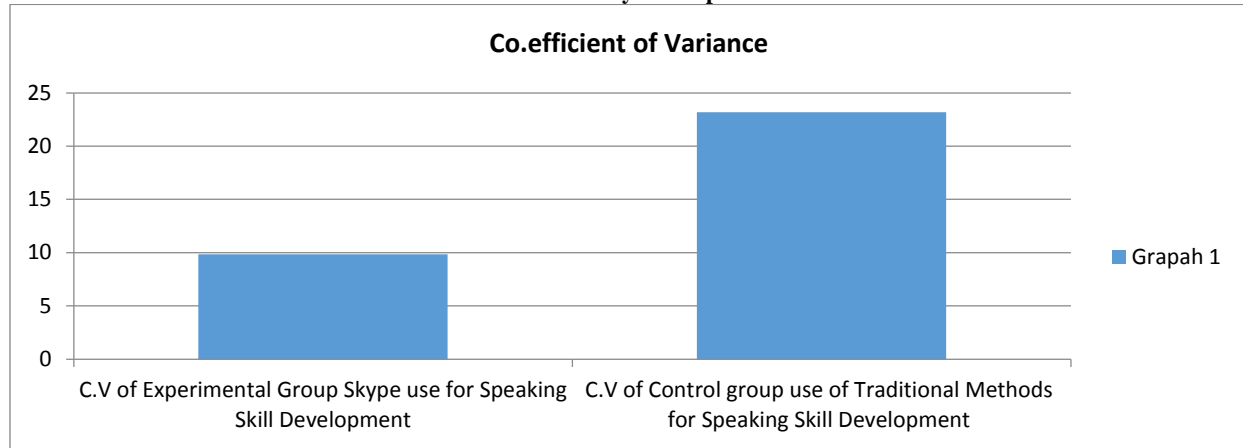


The Co-efficient of Variance (C.V) on pre-test scores of Audio Visual Aids and without Audio Visual Aids Teaching in Vocabulary development

C.V of Experimental Group	C.V of Control Group
22.50	22.32

The co-efficient of variance of both experimental group and te control group is presented here in the above table in order to highlight the main difference between the experimental group and control group in pre-test scores obtained by the

learners before the study. This table shows that before the treatment both of the groups were equal and there was no significant difference in the experimental group and control in pre-test scores.

Graph No.4.7: The Co-efficient of Variance (C.V) on post-test scores of Audio Visual Aids and without Audio Visual Aids Teaching in Vocabulary development**Table No 4.7: The Co-efficient of Variance (C.V) on post-test scores of Audio Visual Aids and without Audio Visual Aids Teaching in Vocabulary development**

C.V of Experimental Group	C.V of Control Group
9.85	23.19

In light of this last table which is present above clearly shows the learning competencies of experimental group than that of control group. The co-efficient of variance between the experimental group and control is quite different from each other. The result of experimental group is better than control group. Now here in light of the above discussion the result of the present study showed that using Skype plays an important role in developing English learning speaking skills as compare to old traditional methods of learning English language.

RESULTS, CONCLUSIONS AND SUGGESTIONS

The results of this present study clearly showed that using skype is an important tool for English language learning, because it motivates the English learners to improve their language learning proficiency. Similarly, the results of the study highlighted that skype chat is not only useful for speaking skill development of English learners but it is also beneficial for reading skills development of English learners, and other important point is that skype chat makes the English learners potential of international connections. The findings of this study showed that skype use helps the English learners in supplementing the attention level of the students and increase their understanding and intellectual capacity of speaking skills proficiency. Thus it may be concluded that using skype develops the speaking skill of English language learners and motivate them for further study and correction of various mistakes in their pronunciation and speaking fluency.

SUGGESTIONS

In light of the above study findings it may be suggested that the use of online social media sources like skype chatting is a skill therefore, teachers should motivate the English learners to learn the proper use of Skype and make them aware about

the benefits of Skype use in development of speaking skill proficiency at university level. It is also very important to encourage the English learners towards the use of skype in English language speaking skills development, because the English learners may use skype not only for learning purposes but also for entertainment in free time. This research article has opened new horizons for other researchers to study the importance and use of Skype for English language learning and other online sources like Facebook, Twitter, WhatsApp, Flicker, and LinkedIn use for English language learning not only at university level but in college and school level.

REFERENCES

- [1] Al Musa, A. b. (2002). *Using Computers in Education*. Riyadh: Ima Mohamed Bin Saud Islamic University .
- [2] Al Musa, A. B., & Al Mubarak, A. B. (2005). *E lectronic Education: Basics Applications*. Riyadh: DataNet
- [3] Pichette, F. (2009). Second Language Anxiety and Distance Language Learning. *Foreign Language Annals*, 42(1), 77-93 .
- [4] Levy, M. (2009). Technology in use for second language learning. *The Modern Language Journal*, 93(1), 769782.
- [5] Butler, F. A., Eignor, D., Jones, S., McNama, T., & Suomi, B. K. (2000) . *TOEF 2000 Speaking Framework: A Working Paper*. Chicago Educational TestingService .
- [6] Lyman, B. (1999). Internet-based learning: What's in it for the adult learner? In D. French, *Internet-based Learning: An Introduction and Framework for Higher Education* . (pp. 97-119). Stylus Publishing, LLC.
- [7] Baker, J., & Westrup, H. (2003). *Essential Speaking Skills: A Handbook for English Language Teachers*. London: Continuum .

- 48 ISSN 1013-5316; CODEN: SINTE 8 Sci.Int.(Lahore),28(5),41-48,2016
- [8] Nunan, D. (1999). *Second Language Teaching & Learning*. Boston, Massachusetts: Heinle & Heinle .
<http://coolcatteacher.blogspot.com/2006/10/usingskypeinclassroomorjust.html>
- [9] Ellis, R. (2008). *The Study of Second Language Acquisition*. Oxford: Oxford University Press. Gardner, R. C. and Lambert, W. E., 1972. Motivational variables in second language acquisition. *Canadian Journal of Psychology*, 13, pp. 266-272 .
- [10] Shumin, K. (2002). Factors to consider: developing adult EFL students' speaking abilities. In C. J. Richards, & W. A. Renandya, *Methodology in Language Teaching* (pp. 204-211). New York: Cambridge University Press .
- [11] Irfan et al, (2016) "Comparative Analysis of the Effectiveness of Communicative Language Teaching and Grammar Translation Method of Teaching Functional English at Secondary level in Khyber Pakhtunkhwa" science international journal (Lahore), 28 (3) Pp 2751-2755.
- [12] Thomas, M. (2009). *Producing Cell Phone Video Diaries*. In M. Thomas'Handbook of Research on Web 2.0 and Second Language Learning (pp.260 -272). Idea Group Inc (IGI).
- [13] Barr, D., Leakey, J., & Ranchoux, A. (2005). Told like it is! An evaluation of an integrated oral development pilot project. *Language Learning & Technology*, 9(3), 55-78 .
- [14] Melanson, M. (2010). Skype Files for Initial Public Offering. Retrieved August 9, 2010, from http://www.readwriteweb.com/archives/skype_files_for_initial_public_offering_1.php?utm_source=AnaLuciaNovak&utm_medium=twitter&utm_campaign=Feed%3A+readwriteweb+%28ReadWriteWeb%29
- [15] Davis, V. A. (2006, August 6). Using Skype in the Classroom (or just learning how to use it!).
- [16] Mirtschin, A. (2008). Using skype in the classroom. <http://murcha.wordpress.com/2008/12/06/usingskypeineducation/>
- [17] Smith, K. (2009a, August 6). From the Coal Face Skype in the Classroom #2. <http://blogs.educationau.edu.au/ksmith/2009/11/25/fromthecoalfaceskypeinthe classroom2/>
- [18] Smith, K. (2009b, August 6). From the Coal Face: Skype in the Classroom#1. <http://blogs.educationau.edu.au/ksmith/2009/11/19/fromthecoalfaceskypeinthe classroom1/>
- [19] Stephenson, N. (2009). The Many Roles of Skype in the Classroom. From <http://www.isteconnects.org/2009/02/15/themanyrolesofskypeinthe classroom/>
- [20] Waters, S. (2008a, August 6). Quick Start Tips For New Skype Users. <http://thedublogger.com/2008/12/16/quickstarttipsfornewskypeusers/>
- [21] Smethurst, L. (2009, August 6). Student Interschool Debating with Skype. <http://loisath.edublogs.org/2009/08/29/studentinterschooldebatingwithskype/>
- [22] Eaton, S. E. (2010a). *Global Trends in Language Learning in the Twentyfirst Century*. Calgary: Onate Press.
- [23] Waters, S. (2008b, August 6). Skype Other Classrooms! <http://iteslj.org/Techniques/EatonUsingSkype.html>