

JOURNAL OF
Educational &
Psychological
S C I E N C E S

**Effect of Using On-line Chat on the Writing
Composition of First Secondary
EFL Students in Jordan**

Dr. Akram M. Al-Omari

Faculty of Education
Yarmouk University

Dr. Abdullah A. Baniabdelrahman

Faculty of Education
Yarmouk University

Effect of Using On-line Chat on the Writing Composition of First Secondary EFL Students in Jordan

Dr. Akram M. Al-Omari
Faculty of Education
Yarmouk University

Dr. Abdullah A. Baniabdelrahman
Faculty of Education
Yarmouk University

Abstract

This study aimed at investigating the effect of using On-line Chat discussion on the writing composition of 10th grade EFL students. The sample of the study consisted of 127 EFL students (31 males and 32 females) in the experimental group were taught using On-Line Chat discussion with native and non-native English speakers through the Internet; whereas the control group consisted of 64 (32 males and 32 females) received the same instructional materials and time used for the experimental group, using the traditional teaching method. Five different writing passages were taught to the experimental and the control groups for five sessions. The results of the study revealed that there were statistically significant differences between the mean scores of the experimental group and the control group after treatment. On-line Chat method of teaching had a greater significant positive effect on improving the EFL students' English writing composition than the traditional method. The results also showed that there was no significant difference between males and females' achievement. The results of this study imply that schools can benefit from the use of the Internet as a source of learning. This might encourage educators to stress the use of On-Line Chat technique in teaching in order to develop EFL students' writing composition.

Key words: EFL, instructional medium, on-line Chat, ICT, writing composition.

أثر استخدام طريقة المحادثة والنقاش عبر الإنترنت على القدرات التعبيرية لدى طلبة الصف العاشر الذين يتعلمون اللغة الانجليزية بوصفها لغة أجنبية

د. عبدالله بني عبدالرحمن

قسم المناهج وطرق التدريس
كلية التربية - جامعة اليرموك

د. أكرم محمود العمري

قسم المناهج وطرق التدريس
كلية التربية - جامعة اليرموك

الملخص

هدفت هذه الدراسة إلى تقصي أثر استخدام طريقة المحادثة والنقاش عبر الإنترنت (On-Line Chat) على القدرات التعبيرية لدى طلبة الصف العاشر الذين يتعلمون اللغة الانجليزية بوصفها لغة أجنبية. شملت عينة الدراسة 127 طالباً وطالبة (31 طالباً و32 طالبة) في المجموعة التجريبية، درسوا باستخدام المحادثة عبر الإنترنت مع أفراد لغتهم الأم هي اللغة الإنجليزية، أما المجموعة الضابطة فقد تكونت من 32 طالباً و32 طالبة درسوا بالطريقة الاعتيادية. درست كلتا المجموعتين خمسة نصوص كتابية مختلفة في خمس حصص. وقد أظهرت نتائج الدراسة تفوق طلبة المجموعة التجريبية التي درست باستخدام المحادثة عبر الإنترنت في اختبار التعبير على طلبة المجموعة الضابطة التي درست بالطريقة الاعتيادية على مستوى الدلالة. كما خلصت الدراسة إلى عدم وجود فروق ذات دلالة إحصائية بين تحصيل الطلبة الذكور والإناث. وبناء على هذه النتائج تمت التوصية بالتركيز على استخدام الإنترنت كمصدر للتعليم لدى طلبة المدارس، والإفادة من طريقة المحادثة والنقاش عبر الإنترنت (On-Line Chat) في تدريس اللغة الإنجليزية بوصفها لغة أجنبية.

الكلمات المفتاحية: اللغة الإنجليزية كلغة أجنبية، الوسائل التعليمية، المحادثة عبر الإنترنت، التعبير.

Effect of Using On-line Chat on the Writing Composition of First Secondary EFL Students in Jordan

Dr. Akram M. Al-Omari

Faculty of Education
Yarmouk University

Dr. Abdullah A. Baniabdelrahman

Faculty of Education
Yarmouk University

Introduction

For the last two decades, an important area in education that received considerable attention by researchers was the writing composition. In this focus, research on writing has concentrated at the present on native speakers, with little done on non-native speakers (Kraples, 1990). Teaching writing composition for foreign students is looking for ways in which students can collaborate and interact with native speakers as well as their peers in discussing their work. Current advances in computer technology and the rapid pace of change in the communications revolution are affecting the way English foreign Language students use information technology to develop their language skills. There is now a wide range of opportunities open to classroom practitioners from creating On-Line courses to the use of authentic On-Line materials as input for activities, and for promoting collaborative projects through computer-mediated communication (Hegelheimer, Mills, Salzmann and Shetzer, 1996). In this context, a useful technique is On-Line Chat technique during which students can share their work with native and non-native speakers.

At the stage, learner can review what he/she has already written, or any part of it which may occur after very short or quite long intervals, several sources of feedback may be generated to facilitate learning which constitutes a key component of any such reviewing process: Firstly, in Chat discussion, the tradition role of teachers as a source of knowledge changes to be a facilitator; their roles are no longer to transmit knowledge. Students are free to engage in discussion and express their thought (Loughran, 2002). Such an approach is still not prevalent in the teaching system in Jordan; teachers tend to dominate the discussion. Secondly, in a classroom context, where a Chat approach is being implemented, there may be peer feedback

from one or more classmates as well as feedback from native speakers. Several participants can write and post responses at the same time resulting in multi-stranded conversations (Herring, 1999). Multiple standing and multiple responses according to Edwards (1992) give opportunities for several participants to express their thought at the same time. Thirdly, in an EFL situation, there may be problems in providing students with access to authentic materials, and to be in contact with native speakers; but according to Dudeney (2000), On-Line Chat session has changed this situation. Learners can express themselves and exchange ideas with others through writing or speaking. The same thing can be done through discussion groups. Furthermore, students can benefit from the peculiarity of listening to native speakers of different languages and be in contact with people of different cultural backgrounds.

On-line Chat offers advantages to learning (Mosquera, 2001; Salaberry, 2000). It allows learners to join groups of discussion on certain interesting topics or establish special groups to discuss certain issues at variety of levels (Agostinno, Lefoe & Hedberg, 1997; Kasper, 2000; Skrabec & Quentine, 2002). It also, allows learners and teachers to exchange views, improves their communication skills (Daniel, 1998; Singhal, 1997) and it may support learning (Murphy & Collins, 1998).

In Jordan however, English as a second language (ESL) is a required subject in all educational levels. In the year of 2001, Jordanian government had called on all schools to start English learning compulsory beginning from the first grade. In higher education, the situation is phenomenal; English is a required course for all undergraduate students in all universities, state and private. Most of universities required two to three courses of English to all undergraduate students. Most Jordanians see proficiency in English as key to occupational mobility, a means of technology (Harrison, 1975), and a tool to communicate with Internet. No studies investigated the use of On-line Chat session approach on Jordanian students' Writing Composition. Most of the studies that have been done were carried out in the USA or western countries, where the culture and situation of learning are different. In this context, a need has arisen for the study of the oriented use of the On-Line Chat discussion on EFL students' writing composition. This study also came out to bridge the gap and to offer students in a country like Jordan the

chance to explore the Internet and to benefit from it in their education. The results of this study might encourage the leaders of education to stress the significance of this strategy for schools.

In general, the ability of English writing composition has been mainly investigated with respect to developed teaching strategies. For example, Agostinno, Lefoe and Hedberg (1997), and Hedbery, Harper and Correns-Agostinno (1998) used students' online conversations and concluded that they often lacked cohesion and direction. Teague (1999), and Poole (2000) reported that students do not prefer using On-Line Chat for educational discussions; other studies have stressed the value of Chat in helping students' interaction (Kop & Rosen, 2000; Maier & Warren, 2000).

There have been extensive researches in the teacher's role in facilitating asynchronous on-line discussion (Brace-Govan & Clulow, 2000; Mckington 2000; Wall Williams et al., 2001), and less concentration on teacher/student discussions in On-Line Chat (Burnett, 2003). Hanna and Associates (2002) argue that the challenge for On-Line teaching is to understand and develop process innovations through better uses of existing tools. The innovations have to concentrate on pedagogical concerns and instructional practices. There is a need to change educators' views about effective teaching and learning and how to use technology to achieve them.

Problem and Significance of the Study

It is generally noted that students are text-dependent (Abu-Hamdi, 1983), but teachers are the one who could make the change by shifting the focus of their teaching methodology from content to skill development. In Jordan, the writing composition skill had been given an appropriate effort in the English curriculum. Though, dissatisfaction exists nationwide regarding the weak proficiency of students in English (Ibrahim, 1983). The researchers believe that, the cause of this weakness can be attributed to the method of teaching composition. Consequently, using On-Line Chat technique in teaching English composition, the writing composition of EFL student might change to be better.

Therefore, the results of this study are expected to encourage ESL teachers and curricula planners in Jordan to reconsider using On-Line Chat method to improve students' writing skills.

Purpose of the Study

The present study was undertaken as the first to be conducted with ESL students learning English writing composition using On-Line Chat in the school system of Jordan. The most useful approach seemed to be via treatment. In this context of the fairly lightly researched nature of foreign language writing, it was decided to investigate the effect of using On-Line Chat on the writing composition of Jordanian EFL learners.

Study Questions

The primary study questions addressed in this study were as follows:

1. Are there statistically significant differences ($\alpha = 0.05$) in the achievement of tenth grade EFL students in Jordan that can be attributed to using On-Line Chat in the writing composition?
2. Are there significant differences in the Jordanian EFL learners' achievement in writing composition in regard to using On-Line Chat effected by learners' gender?
3. What are the implications of using On-Line Chat strategy for both the EFL teachers and learners?

Methodology and Procedures

Research Design

This is a quasi-experimental study which has one independent variable with two levels: teaching using On-Line Chat and teaching using traditional method and sex (male and female). The dependent variable was the writing composition achievement.

Population and Sample of the Study

The population of the study consisted of all the tenth-grade students in secondary schools in Irbid Directorate in the academic year 2005/2006. Two of those schools (one male and one female) were selected to carry out the study. Principals and the English teachers in both schools were agreed to cooperate with the researchers to conduct this study. Both schools have their computer labs connected to the Internet. From each of the two schools, two tenth-grade sections were selected randomly. Of those, one male section (31 males) and one female section (32 females) were randomly assigned to

Experimental group (63 students), while the other two sections comprised the control group (32 females, 32 males) as shown in table 1.

Table 1
The Distribution of the Sample of the Study

gender	Experiment group	Control group	Total
Female	32	32	64
Male	31	32	63
Total	63	64	127

Research Instruments

1. The writing composition topics: six topics were selected from the tenth-grade student' text book.
2. The writing composition achievement tests:
 - a) The pre-test consisted of writing three to four paragraphs composition on the topic "A Comparison between City Life and Country Life". The subjects were asked to compare and contrast between "Country Life" and "City Life", discusses some of the advantages of each of the two lives and some of their problems, and explains why they prefer any of them.
 - b) The post-test consisted of writing three to four paragraphs on the topic "Bad Effect of Smoking". The subjects were asked to discuss some of the disadvantages of smoking and what parents can do to help their sons and daughters to prevent them from smoking.

Validity and Reliability of the Research Instruments

A group of seven EFL experts (3 university professors, 2 supervisors and 2 teachers) were selected to validate the research instruments which were originally developed by the researchers. Those experts were first asked to select two writing topics from the tenth-grade student text book to be used for writing composition achievement tests; one for pre test and one for post test. After that, the researchers prepared the pre and post tests on the two selected topics, which were finally modified based on the experts recommendations. The experts also gave weight for each of the levels of writing composition and verified the answer sheet for both tests.

After the tests had been validated by the experts, the pre-test was administered to 24 tenth grade EFL students and the post-test was administered to 22 EFL students in another tenth grade section. The reliability of each test was established using the Interrater reliability as follow:

Three English professors from yarmouk University English department who experienced EFL composition writing were chosen as raters. Each essay paper for pre and post test was collected and photocopied three copies, then one essay copy and one copy of the correct answer sheet were handed to each of the three assigned ratters with the following criteria: Each paper gets 25 points; 15 points for ideas, one point for the title, two points for spelling, two for grammar, two for paragraphing and three for coherence. The researchers collected the corrected papers from all raters, and then the final scores were used to calculate (K). The reliability coefficient for the pre-test was 0.84, and 0.81 for the pos-test, which were considered sufficient for the purpose of this study.

Procedures

The following steps were used to conduct this study:

1. Permission was taken from the Irbid Directorate of Education to conduct this study.
2. A group of seven EFL experts were selected to validate the research instruments.
3. Six writing topics from the tenth grade textbook were selected.
4. In order to ensure the equivalence of the two groups before treatment, the pre-test in writing was conducted prior to the treatment: Subjects were handed a coded sheet of paper marked pre-test, and instructed to write his/her gender, then Subjects (Treatment and Control groups) were handed a copy of the pre-test and given 45 minutes to finish. The final score was calculated by averaging across the three raters.
5. Two-way analysis of variance was used to test the differences between the means of the two groups (Treatment and control groups) and the results are presented in table 2 and 3.

Table 2
Mean Scores and Standard Deviations With Regard to Writing
Composition of Both Groups Before Treatment

Variables	N	Mean	SD
Control group	63	11.87	1.55
Experimental group	64	12.08	1.00
Males	63	12.00	1.31
Females	64	11.95	1.30

Table 2 shows that the mean scores of the control group (11.87) and the mean scores of the experimental group (12.08) before treatment were very close. Also, the mean scores of the male students (12.00) and the mean scores of the female students (11.95). All means were close to each other.

However, to see if those noticed differences were statistically significant or not, Two Way Analysis of Variance (2-way ANOVA) was used, and the results are presented in table 3.

Table 3
Two Way Analysis of Variance (2-way ANOVA) for the Writing
Composition of the Two Groups Before Treatment

Source	DF	Sum of Squares	Mean of Squares	F-Value	Pr>F
Method	1	1.33	1.33	0.78	0.3788
Gender	1	0.07	0.07	0.04	0.8456
Error	124	211.53	1.71		
Total	126	212.93			

Table 3 shows that there are no statistically significant differences ($\alpha=0.05$) between mean scores of the control and the experimental groups before treatment. It also, shows no statistically significant differences ($\alpha=0.05$) between mean scores of males and females. This means that the two groups were equivalent before treatment.

6. Six topics from the tenth-grade English textbook were selected to be taught to both experimental and control groups.

7. The treatment: the computer coordinator at the schools where the experimental group (male and female) to be conducted first checked out the ministry of education Information Technology (IT) configurations, their infrastructure and educational strategies in the use of IT as a tool for learning. Valuable information was exchanged on IT implementation and

the schools' website was also explored. After that, the English teachers and the coordinators in the two schools helped establishing a list of students' e-mails for each student in the experimental group.

At the outset of the course, the researchers first invited two American females to participate in this study. Both females were English teachers in an American school that had its' own website. They were enthusiastic and excited over the challenge of having involved in what appeared to be an exciting Social Studies research where they would be communicating in a real-life context with a real audience - the two American females from the united state - as well as their classmates. The students on the other side were seen motivated, interested and exited to be involved with other people from other culture, especially with English native speakers.

The researchers decided on specific topics to research into and to present their findings. Students were introduced to the selected topics two to three days' prior to the day of the treatment started. The treatment went through over a ten-week period. The selected topics and the teachers' personal welcome were displayed on the website.

One of the researchers first emailed the American females with short notes and brief information on their schools. Messages from some of the students in both schools were also included. This was greeted with much enthusiasm by the American females who in turn reciprocated with background information on themselves and their country.

The focus of the students' subsequent messages at this stage remained very much on exchanging personal background information such as personal attributes, family members, hobbies and preferences in terms of subjects studied in school.

From the personal sphere of friends, family and school, the students and the American females began to move towards other areas of interest, extending beyond the world of personal relationships to that of other people and countries other than their own. It is noted that the English teachers played a central role at this critical stage where it was they themselves who actively mediated, and did the actual sending and retrieving of messages for their respective students. It was farther noted that, even at this stage, teachers' influence was not responsible for the topics initiated for discussion.

After the initial stage of socialization and building up of rapport between

the American females and students of the two schools, the researcher emailed the American females a set of instructions to follow during the Chat (i.e. Spelling, grammar, syntax and technicality of the writing). They sound extremely delightful and eager as all students are, curious to find out and learn more about other parts of the world.

The English teacher with the help of the researchers followed a process approach using On-Line Chat in teaching English composition. For each topic selected, students were provided the help that needed on vocabulary and expressions, and the option to ask questions and give suggestions on the topic. Before Chat started, the leader of the Chat discussion was selected and given the responsibility of directing the Chat discussions; the leader assigned the response time for each student and directed the first question, then each student have to respond giving suggestions, opinions, ...etc.

In order to persuade female students to participate in the study; students used the Intranet instead of the Internet, because the Jordan law controls it; the Ministry of Education in Jordan do not allow strange people to access the intranet outside their schools. Though out side the class session, students were requested to chat in writing with each other; female students have used their family names instead of their first names.

At the end of each session (45 minutes every other week for ten weeks), homework assignments were posted on the computer screen. Students then had to write their own compositions on their own time and send three copies, one to their teacher and one for each American female through their e-mails with the responsibility of them to send feedback.

8. The control group: The English teacher at the school posted the topic and the main points to be discussed on the blackboard, and provided the help on vocabulary and expressions that might students have needed. During the session period, the teacher has discussed the same topic used in the treatment group in details with students. Each student had to respond giving suggestions, opinions, ideas ...etc. Then with the help of the teachers, certain words, expressions, and questions were clarified. At the end of each session, assignments were handed to each student. Students wrote their compositions in class and sometimes completed them at home. Feedback on the written compositions was handed back to students.

9. The researchers explained to the teachers, who agreed to teach the

experimental group (males and females), to focus on the On-Line Chat strategy, and to teach the control group as they used to do. To ensure that the teachers fully understood what to do, the researchers attended a few classes and answered all their questions.

10. The post-test was administered to both groups one week after the treatment ended.

11. Data were collected and analyzed, using descriptive statistics such as means and standard deviations. The analysis of variance (Two way ANOVA) was also used to find out whether differences between groups were statically significant ($\alpha = 0.05$) or not.

Results of the Study

The main aim of this study was to investigate the effect of using On-Line Chat teaching strategy on the writing composition of the tenth-grade EFL students in Jordan.

Question # 1: Are there statistically significant differences ($\alpha = 0.05$) in the achievement of tenth grade EFL students in Jordan that can be attributed to using On-Line Chat in the writing composition?

To answer this research question, scores on the writing composition post test were analyzed. The mean scores and standard deviations in regard to total writing composition post test scores were computed as shown in table (4).

Table 4
Means and Standard Deviations of Students Scores after Treatment

Variables	N	Mean	SD
Control	63	13.65	1.95
Experimental	64	14.38	1.08
Males	63	13.97	1.73
Females	64	14.06	1.49

The results, displayed in table 4, showed that the means and standard deviations for both groups on the post-test. Notice the mean scores of the control group ($M=13.65$) and the mean scores of the experimental group ($M=14.38$). Also, notice the mean scores of the male students ($M=13.97$) and the mean scores of the female students ($M=14.06$). All means were close to each other. Overall, this may indicate that using On-Line Chat

method slightly improved the writing composition of the target group.

However, to see if those differences were statistically significant or not, Analysis of variance (Two-Way ANOVA) was conducted to determine whether there were statistically significant differences between the means of experimental group and control group on the post-test scores as shown in table (5).

Table 5
Results of the Two Way Analysis of Variance (ANOVA) Test
of Students' Scores after Treatment

Source	DF	Sum of Squares	Mean of Squares	F-Value	Pr>F
Method	1	16.69	16.69	6.70	0.0108**
Gender	1	0.32	0.32	0.13	0.72
Error	124	309.00	2.49		
Total	126	325.97			

** p<0.05

Table 5 reports the results of the two-way analysis of variance on the post-test scores. The results reported the mean squares, the sum of squares and the f values for both gender and method of teaching. The table shows statistical significant differences between mean scores of the control group and the experimental group ($F(1, 0.05) = 6.70$) $P < 0.0181$). The mean scores of the experimental group was significantly greater than the mean score of the control group. The results also, showed no statistical significant differences between mean scores of males and mean scores of females ($F(1, 0.05) = 0.13$) $P = 0.72$).

The Effectiveness of Chat in the Process of Teaching and Learning:

The study showed that On-Line Chat between native (the two American females) English speakers and non-native (Students from Jordan) English speakers yielded a number of positive results. Students proved to be more motivated and displayed a positive attitude towards writing compositions. Analysis of the electronic messages also showed a maturity in students' cognitive development over time in the type of questions posed. The study also enhanced students' thinking skills as they responded to specific messages directed to them. They learnt to work collaboratively and, in so

doing, improved their communication skills.

They were also given the opportunities to transfer what they learnt from one environment (the information from email messages with the American females) to new settings (presenting the information on the website). As a result, students were actively engaged in a process of learning through the dynamic and interactive mode of communication. The process further allowed them to actively participate in a real-life type of curriculum which extends beyond their textbooks, and involved them in authentic tasks and situations with real-life audiences.

On the other hand, there were encouraging signs that On-Line Chat can Actually benefit the process of teaching performance. For example, the English teachers played a critical role in laying the foundation and in establishing contact first with English native speakers (The American females), and then later with none-English native speakers (The tenth grade Jordanian students), it is observed that the extent and degree of influence of the teachers remained on the level of technical facilitator and general supervision over the technicalities of writing, and did not extend itself forcibly in the area of content generation or in shaping the specific direction the treatment would take.

While the students control over their own learning became even more significant in such learning process which is largely self-directed and guided by their personal learning process of discovery. It is at the final stage of the process where the teachers' input is visibly seen in helping the students in their assignments and giving feedback.

Discussion Conclusion and Recommendations

This study empirically examined the use of On-Line Chat teaching strategy in improving student's English writing composition, and attempted to empirically determine if using On-Line Chat discussion with native English speakers in teaching and learning English as a foreign language (EFL) will improve students' writing composition. To achieve this, the researchers examined the differences on the mean scores in the post-test of the experimental and control groups. The results showed that the mean scores of the treatment group was significantly greater than the mean scores of the control group, which means that the On-Line Chat method

had positive effect on students' writing English composition. Murphy & Collins (1998) suggested that an instruction that uses On-Line Chat might be considered to support learning.

In addition to the empirical evidences found in this study, additional evidences were reported from the researchers direct observations of the treatment, even though the gains in writing scores for the Chat group might have been very small, other kinds of gains that the researchers were able to witness but was not systematically investigated might be important enough to recommend On-Line Chat aided writing composition for other EFL students. The researchers as well as the school teachers noticed that the students of the treatment group were more active and comfortable in their participation in Chat discussion. They were motivated, collaborated and displayed a positive attitude towards writing. These results support Carnevalis' (2003) claim that On-line Chat rooms might be an effective way to get introverted students to participate in discussion. These results were consistent with the educational literature, in that, using On-line Chat offers advantages to distance learning students (Mosquera, 2001; Salaberry, 2000). On-line Chat enables students to discuss topics at a variety of levels (Agostinno, Lefoe & hedberg, 1997; Skrabec & Quentine, 2002; Wall Williams et al., 2001). Daniel (1998) found that students who engage in collaborative learning and group work do better academically and improve their communication skills. Therefore, the participation of the two Americans in the study might be one of the reasons that could have encouraged them to be active participants.

Another observation, which might support the empirical finding, is that students who participated in the On-Line Chat discussion were more involved in class discussion than those in control group. Students were trying to learn from themselves and from their classmates. The inevitable issue here is that the English teachers in the On-Line Chat method were not the center of the class; they were monitors, facilitators, and supervisors. It was observed that the extent and degree of influence of the teachers remained on the level of technical facilitator over the technicalities of writing, and did not extend itself forcibly in the area of content generation or in shaping the specific direction the study would take. The students' autonomy and control over their own learning became even more significant in such a

way which was largely self-directed and guided by their personal learning process of discovery. It is also noticed that the leader of the group visibly seen in helping the students to present the information collated in the most attractive and appropriate manner in the design of the respective websites.

These findings are supported by Michael (1997) when he described the challenge as to embrace the technology of the Internet, rapidly tame it with pedagogy, and related it to English language teaching objectives so that teachers could harness its motivational drawing power. It also supported by Mosquera (2001) report, in that; chat rooms are a dynamic resource that can be used in a number of ways to give students a chance to interact in English with native and non native speakers from all over the world. This might have improved their communication skills (Daniel, 1998).

The important of the second finding is that no effect of learners' gender on the use of On-Line Chat strategy. All tenth-grade students (males and females) were deeply held an interest in using technology in their classroom. Ascough (2002) reported that On-line education provides a learning experience different than in the traditional classroom because learners are different, the communication is via computer and World Wide Web, the social dynamic of the learning environment is changed, and discrimination and prejudice is minimized.

The implications of the research presented in this study were that effectively efficient teaching strategies were brought by improving writing composition and insuring that students has access to all sources of knowledge and skills. This can be achieved by introducing the Internet as a source of learning and adopting the use of the On-Line Chat method in teaching and learning. Our findings suggested that in order to improve writing skills, there was an obvious need for the use of On-Line Chat strategy. To obtain better achievements regarding the writing composition EFL students could benefit from On-Line Chat through being in contact with native speakers. In order to consider any generalization of this study, further evidences are required from other settings. This study would encourage greater focus on EFL writing abilities disclosure and its relation with some other variables such as On-Line Chat participation. The finding of this variable associated with the level of students writing ability disclosure should provide an incentive for students learning English as a second language to develop

their writing abilities. This might happen if schools in Jordan adopt the use of On-Line Chat strategy in teaching and learning subject matters.

References

- Ascough April, R. S. (2002). Designing for online distance education: Putting pedagogy before technology. **Teaching Theology and Religion**, 5(1), 17-29. Retrieved October 4, 2006, from EBSCOhost database.
- Agostinno, S., Lefoe, G. & Hedberg, J. (1997). **Online collaboration for learning: A case Study of a postgraduate university course**. Paper presented at AESWEB Conference, Gold Coast: Australia, 5-9 July.
- Abu-Hamdi, Z. (1983). **Input-output-outcome planning of english major: An informal assessment with the Job market in view**. In Dahiyat and Ibrahim (eds.), Papers from the first conference on the problems of teaching English Language and literature at Arab Universities (19-29). Amman: University of Jordan.
- Brace-Govan, J., & Clulow, V. (2000). Varying expectations online students and the implications for teachers: Findings from a journal study. **Distance Education**, 21, 118-135.
- Burnett, C. (2003). Learning to Chat: Tutor participation in synchronous online chat. **Teaching in Higher Education**, 8(2) 247-261.
- Carnevale, D. (2003). Online. **Chronicle of Higher Education**, 50(16), 29-33.
- Daniel, J. (1998). **Mega-universities and knowledge media: technology strategies for Higher education**. London: Kogan Page.
- Dudeney, G. (2000). **The internet and the language classroom**. Cambridge: Cambridge University Press.
- Edwards, A. D. (1992). Teacher talk and pupil competence. In K. Norman (Ed.). **Thinking voices: the work of the National Oracy Project**, (pp. 235-242). London, Hodder & Stoughton.
- Hanna, D. & Associates. (2002). **Higher education in an era of digital competition: Choices and challenges**. Madison, WI: Atwood.
- Harrison, W. C. (1975). **English language policy survey of Jordan**. Arlington: Center for Applied Linguistics.
- Hedberg, J., Harper, B., & Correns-Agostino, S. (1998). **Creating a post graduate virtual Community: Issues for authors and students as authors**. AUC Academic Conference, Melbourn, 22-26 September.

- Hegelheimer, V.; Mills, D.; Salzman, A.; Shetzer, H. (1996). **World wide web activities that work (and why!)**. International Conference of Teachers of English to Speakers of other Languages, Chicago, Illinois. [Online] http://deil.lang.uiuc.edu/resources/Tesol/www_Activities.html
- Herring, S. C. (1999). Interaction coherence in CMC. **Journal of Computer-Mediated Communication**, 4, Retrieved from <http://jcmc.indiana.edu/vol4/issue4/herring.html>
- Ibrahim, M. H. (1983). The role of english departments in Arab Universities In Dahiyat and Ibrahim (eds.). **Papers from the first conference on the problems of teaching English Language and literature at Arab Universities** (pp. 19-29). Amman: University of Jordan.
- Kasper, L. (2000). New technologies, new illiteracies: Focus discipline research and ESL learning communities. **Language Learning and Technology**, 4(2) 105-128.
- Kop, S. & Rosen, S. (2000). **Teaching online: A practical guide**. Boston, MA: Houghton Mifflin.
- Kraples, A. (1990). An overview of second language writing process research in Kroll, B. (Eds.). **Second language writing: Research insights for the classroom** (pp. 37-56). Cambridge: Cambridge University press.
- Loughran, J. (2002). Effective reflective practice: In search of meaning in learning about Teaching. **Journal of Teacher Education**, 53, 33-43.
- Maier, P. & Warren, A. (2000). **Integrating technology in learning and teaching**. London: Kogan page.
- Mckingnon, G. R. (2000). The dilemma of evaluating electronic discussion groups. **Journal of Research on Computing in Education**, 33, 125-129.
- Michael, C. (1997). ELT online: The rise of the Internet. **ELT Journal**, 51, 3, 279-301.
- Mosquera, F. M. (2001). CALT: Exploiting Internet resources and multimedia for TEF In developing countries. **Computer Assisted Language Learning**, 14(5) 461-468.
- Murphy, K. & Collins, M. (1998). Development of communication conventions in Instructional electronic chats. **Journal of Distance Education**, 12, 177-200.
- Poole, D. C. (2000). Student participation in a discussion-oriented online course: A case Study. **Journal of Research on computing in Education**, 33, 162-179.

- Salaberry, M. (2000). Pedagogical design of learning objectives and technology capabilities. **Modern Language Journal**, **84**(1), 28-37.
- Singhal, M. (1997). The Internet and foreign language education. Benefits and Challenges. **The Internet TESL Journal**, **3**(6), 62- 79.
- Skrabec, J. & Quentine, R. (2002). Progymnastia a synchronus approach to Internet. **Teaching Education**, **123**(2), 313-318.
- Teague, J. (1999). **Computer communication in distance post graduate teacher education**. Paper presented at BERA Conference, Brighton, 1-5 September.
- Wall Williams, S., Waskins, K., Daley, B., Courtney, B., Davis, M. & Dymock, D. (2001). Facilitating cross-cultural online discussion groups. Implications for practice. **Distance Education**, **22**, 151-167.