

**THE ROLE OF ONLINE INTERNET-CAM CHAT IN PROVIDING EFL  
FRESHMEN'S WITH OPPORTUNITIES TO INTERACT WITH THE TARGET-  
LANGUAGE COMMUNITY AS AN AUTHENTIC ENVIRONMENT TO DEVELOP  
COMMUNICATIVE LANGUAGE SKILLS**

**Ahmed I. Al-Abdali**

Associated Teacher /Applied Linguistic, Iraqi Ministry of Education- Al-Anbar-Iraq

---

**ABSTRACT:** *The present study attempted to investigate the effect of Internet-Cam chat as one of the most effective tools of computer-assisted language learning (CALL), and measuring its effect on communicative language skills of the EFL learners. It basically focused on using Internet-Cam chat as authentic materials and real-life situations. To achieve the purpose of this study, 42 participants out of 114 undergraduate EFL learners who registered for a Conversational Skills Course at Al-alBayt University during the first semester of the academic year 2015/2016 were randomly selected and divided into two groups: Group one consisted of (22) students, which was assigned as an experimental group, and group two consisted of (20) students, which was assigned as a control group. The participants were given 24 sessions of instruction on the language skills elicited from the textbook. Then they sat for post-test at the end of experiment period. The instrument of the study was based on the achievement test. The Statistical Package for Social Sciences (SPSS) software was used to analyze data and to evaluate any possible difference or any statistically differences between scores for the pre/post-test between the two groups in order to answer and accomplish the questions and objectives of the study. Mean scores, standard deviations, and significance levels were conducted to assess the effect of using Internet-Cam chat on EFL learners' communicative language skills. Results showed a statistically significant improvement in whole communicative language skills of the EFL students. The results of the post-test based on the findings of t-test showed that the experimental group performed better than the control group in the communicative language skills of language. This might be attributed to the new method of teaching that is Internet-Cam chat through which the experimental groups' students interacted a lot with native speakers of English. In other words, the findings of the study revealed that the experimental group students have developed their language skills. In the light of the findings of the study, the researcher recommended to use all CALL applications in general and online-cam chat in particular in educational operations to develop EFL learners' communication skills. The researcher recommended researchers also to use other applications of CALL and make other studies with different variables and large samples to develop other skills which are not investigated yet.*

**KEYWORDS:** CALL, Internet-cam chat, Freshmen, EFL, Target Language Community, English Language Skills.

---

## INTRODUCTION

Technology integration served to assist in forming a deeper understanding of preserves secondary social studies teachers' perceptions and practices as they participated in teacher education method courses and field experiences regarding technology integration (Wilson, 2003). Using technology has changed teachers' practices in teaching and learning because the classroom became more active, a like-life environment, and a student-centred rather than

teacher-centred.. Moreover, teachers' roles changed from lecturers, all-in-all factors holders, the only facts tellers, information sources, and experts to observers, advisers, and facilitators. In addition, student' roles changed from unreceptive listeners to main participants, the role-takers, the action-doers, the role-play members, and occasional experts. Accordingly, the goals of teaching could not be achieved without the help of instructional technologies. These instructional technologies can be regarded as authentic materials which enable learners to exposure and interact directly with native speakers of English. Teaching goals cannot be achieved alone without the help of technology i.e. CALL.

Accordingly, "computer technologies have dramatically changed the way people gather information, conduct research, and communicate with others worldwide" (Wang, 2005 p.39). He added that the best way to learn a language is in an interactive environment. More importantly, computer technologies are powerful and effective tools in language teaching. Technology can help students develop all kinds of skills from the basic to the higher-order critical thinking ones (MacKinnon,2002). Technology can also help to facilitate the knowledge-constructed classroom. Technology helps not only the learners, but also the teachers. Teachers became a good users of computers and they organized their time, they became able to use computerized tests and quizzes.

Wang (2005 p. 40) stated, "while language is for communication, the Internet has broken down communications distance barrier. Therefore, students can build up partnerships with learning peers in target languages through the internet. The main ways of communication on the Internet include e-mail, instant messaging, chat rooms, and bulletin boards. With Yahoo messengers, students can not only send instant messages, but also have audio and video conversations that greatly motivate and improve their speaking and listening abilities." As a result, through using e-mails, learners get rid of fear and shyness. They became able to express their ideas and thought freely without hesitation.

The use of technology in English as a foreign language (EFL) in learning and teaching included mobile phones, mobile assisted language learning (MALL), computer-assisted language learning (CALL), CDs, DVDs, films, data shows, iPads, iPods, intranet, internet, multimedia, etc. These types of technology can be regarded as effective tools in the educational operation (Bataneh and Al-Abdali, 2015).

Nowadays, information revolution is bringing people of different backgrounds from around the world into a global information superhighway. Technology provides a global platform connecting thousands of networks around the world. According to Means & Rochelle (2010), information and communication technology (ICT) has been used in schools since the 1980s, but the advent of the World Wide Web, along with increases in computing power at low cost and portable forms have made use of ICT much more prominent for learning. Moreover, ICT is being used to support teaching, learning and assessment. Current technology trends with the potential to further change learning practices include the increasing availability of open-source course content on the Internet, and the rise of collaborative user-generated content are likely to make ICT an increasingly important factor in learning. To sum, the internet can enrich and support learners' education. The internet technology offers educators with every possible information and sources. It can be regarded as the best channel to send/receive the teaching and learning material. Learners became able to use internet and read their educational materials when/where ever they want, inside/outside classrooms.

D'Ambra et al. (1998) claimed that e-mail, web-cam users evaluated the communication richness of CMC systems by their capacity to transmit social information traditionally transmitted by face-to-face or/and phone communication. They found that voice-mail or web-cam are appreciated because such systems have the capacity to transmit social information which is absent in classical e-mail communication.

This means that e-mail or web-cam are very important in the process of language learning. With the help of these instructional technologies EFL, learners can communicate with people in most parts of the world very cheaply and quickly. Moreover, they provide EFL learners with rich context to reflect on native and target language cultural practices, perspectives, and products.

In addition, the internet technology is one of the most effective tools of providing learners with a good learning environment. Internet made the communication between people so fast, available, and easy to use. Learners can study at their homes via sharing a videoconferencing with their teachers, not necessary in the same country, but also in different countries. Accordingly, using internet changed the world into small classroom through which make groups to study and discuss their homework. It is the responsibility of students seeking information and formulation which develop their thinking skills. The frequent use of internet develops language communication skills where students and teachers alike exchange different duties like written passages, oral chat, and audio-visual discussions on different subjects and different levels. The computer technology does not replace the teachers' roles but assist them.

Internet is regarded as a communication tool that allows learners to make audio-visual calls.

CALL can help learners with different levels of language proficiency. Teaching and learning a language via pictures, sound, and videos can create a real and authentic learning environment and students are able to react and use grammar in native like activities through a virtual environment ( Hashemyolia and Ayub, 2014). Additionally, Computer Assisted Language Learning (CALL) is related to the use of computers technology for language teaching and learning. In language learning, CALL carries two important features, which are interactive learning and individual learning (Schwienhorst, 2008). More importantly, Lu, Goodale & Guo (2014) showed that online synchronous videoconference with native English speakers had positive impacts on Chinese participants' English pronunciation, oral fluency and, productivity in English.

CALL offers coloured pictures, animations, sounds to support the young children learning, engagement, output, and outcomes. CALL link the operational process directly with motivation and positive attitudes towards using CALL in education. Computers have advantages for improving the writing skills of students, because they are able to type their stories, and thoughts or homework with the help of word processor or other writing programs which can help students to improve, enhance, and develop their writing skills and mechanics of writing as well.

### **The problem of the study**

In spite of the fact that foreign language learners are being taught in Arabic countries from first basic grade to sixth preparatory grade in public schools, the output does not always meet the requirements of higher education and learners yet unable to speak language, communicate, express themselves. In addition, they have bad attitudes towards learning English language. This might be attributed to the methods of teaching being used in schools.

Therefore, it is deemed worthwhile to investigate the effectiveness and usefulness of computer-assisted language learning on the performance of learners' communication skills.

In addition, the researchers believe that teaching English language through traditional ways may not encourage and help EFL students to use it naturally in the way it is actually used by its people. Besides, the researchers believe that English as a foreign language should be taught exactly in the way it is actually used by the native speakers of English. Accordingly, EFL students need more exposure to authentic English materials; English variations and in real-life situations. EFL classes' environments are at most not well-prepared for interaction. Accordingly, this study tried to investigate the effect of using CALL (Internet-Cam chat) on developing communicative language skills of university EFL learners.

More importantly, many researchers regard Internet-Cam chat as an effective tool in teaching the communicative language skills, language components, and language mechanics. Accordingly, this study tries to investigate its effect on communicative language skills.

### **The purpose of the study**

The purpose of the study is to add to the scholarly literature on the impact of using CALL (Internet-Cam chat) on university EFL learners' communicative language skills when they interact appropriately in culturally communicative settings. Furthermore, this study integrated technology as one of the delivery systems to determine whether CALL can serve as a potential channel to develop communicative language skills of EFL learners.

### **The significance of the study**

The study is significant in the sense that the findings of the study might be officially adopted by The Ministry of Education and Ministry of Higher Education to use Internet-Cam chat in teaching the communicative language skills. In addition, teachers may use other techniques in their teaching, which may help them get rid of their daily routine of teaching through using modern technology. Finally, curricula designers may benefit from this study, in the sense that they may select different types of web-sites chat rooms for developing other communicative skills of language such as the verbal and non-verbal communicative abilities.

Accordingly, the results of this study may encourage foreign language teachers, supervisors, curricula designers, textbook writers, and methodologists to look for effective techniques that give student a chance to develop the communicative language skills more efficiently and effectively. Therefore, this study focused on investigating the effect of using Internet-Cam chat on EFL learners' communicative language skills. It suggested that Internet-Cam chat might be one of the practical techniques to improve the teaching of the communicative language skills.

### **Questions of the study**

This study tried to answer the following questions:

Q1: Are there any statistically significant differences between the mean scores of the experimental and control groups in the communicative language skills due to the method of teaching ( Internet-Cam chat vs. Regular communicative method)?

Q2: Are there any statistically significant differences between the mean scores of the experimental group students' performance in the communicative language skills ( reading, writing, listening, and speaking) as a result of using Internet-Cam chat?

### **Hypotheses of the study**

Three broad hypotheses are investigated in this thesis:

Ho1: There are no statistically significant differences between the experimental and control groups' mean scores in the communicative language skills due to the method of teaching (Internet-Cam chat vs. Regular communicative method) at  $\alpha \leq 0.05$ .

H02: There are no statistically significant differences between the mean scores of experimental group students' performance in the communicative language skills as a result of using Internet-Cam chat at  $\alpha \leq 0.05$ .

### **Limitation of the study**

First, the sample size was small and only included a selected group of individuals at Al-alBayt University in the first semester of the academic year 2015-2016. Second, the duration of the study is limited to a period of 8 weeks.

## **REVIEW OF RELATED LITERATURE**

Surveys of related literature and writings of recognized experts are presented, both of which have significant bearing or relation to the problem under investigation.

Lee (1998) investigated the use of a combination of Internet technologies on-line newspapers and on-line chat rooms to enhance the learning of advanced Spanish students. The goal of the project was (a) to create opportunities for students to read authentic materials and gain cultural knowledge via on-line newspapers, (b) to enhance intercultural exchanges via on-line chat rooms, and (c) to improve students' writing and speaking skills as well as promote collaborative learning among students. The findings of the study revealed that Internet does not only provide a powerful pedagogical tool but also supports an interactive methodology that truly enlarges students' imagination and ingenuity as they communicate with others in the real world. The positive results of the study indicated that foreign language teachers could well explore and experiment with the application of combined Internet resources for advanced language students.

Adair-Hauck, Willingham-McLain & Earnest (1999) evaluated whether integrating technology has an effect on second language learning or not. Findings indicated that the students in the treatment group performed equally well as the control group in listening and speaking and better on reading and writing achievement measures. The study also included findings regarding student motivation, anxiety, and perceptions on meeting the language learning goals students set for themselves. The results may be interpreted that it is both feasible and desirable to integrate, in principled ways, TELL activities into the language-learning curriculum. The recommendations were the TELL component needs to integrate even more authentic, contextualized discourse.

AbuSeileek (2004) investigation was after finding the potential influence of computer assisted language learning on learners' writing enhancement. At the culmination point of the study, the participants in the experimental group were reported to have outperformed those in the control group as a result of being exposed to computer-assisted technique for teaching writing.

Nadeem, Mohsin, Mohsin and Hussain (2012), on the other hand, studied the possible gains in pronunciation resulting from the implementation of CALL-oriented programs. Benefiting from a group of prospective teachers who had enrolled in the teacher education programs, the researchers found that teachers were able to ameliorate their pronunciation of individual sounds as a result of the CALL-based treatment applied.

Barani (2011) illustrated the effects of computer language learning on listening skills. To reach the aim of study, the researcher chose 60 Iranian EFL learners and assigned them to experimental and control groups randomly. During 20 session instruction, the researcher presented and practiced all listening activities to the subjects in the control group. However, throughout the same period, he presented and practiced all these listening activities through CALL to the experimental group. The finding of this article demonstrated that computer assisted language learning has a significant impact on the listening skills. The data showed that users of computer outperformed nonusers in a listening test.

AbuSeileek (2011) investigated the learners' communicative skills achievement in computer-based environments. 216 undergraduate general English language students were divided into cooperative groups in which the students in experimental group used computer-based instruction. The findings revealed that computer-based learning reduced the learners' anxiety from face-to-face debate, so it was very useful in developing the communication skills of foreign language learners.

Fardy, Namdar, Farhadi, Noori Shorabi, and Saboori, (2011) conducted a study to explore the effect of CALL on the reading comprehension of expository texts of Iranian female senior. The results showed that the students who were taught through CALL were successful and CALL positively affected the reading comprehension of expository texts.

Wiebe and Kabata (cited in Meihami and Varmaghani, 2010) did a survey on how is the effect of CALL on reading comprehension on a group of students. The findings of their research revealed the fact that CALL materials if be used in constant way could be significant in improving students reading comprehension.

Xiao (2007) conducted an empirical study to show whether using internet-based desktop Videoconferencing in an EFL setting can develop students' proficiency. The purpose of this study was to investigate the effects of interaction with native speakers via Internet-based desktop videoconferencing on EFL learners' language proficiency in terms of fluency, accuracy, and complexity, as well as examine L2 learners' perception on using Internet based videoconferencing to access native speakers to promote L2 learning. The results indicated that there was a significant improvement in fluency, a slightly significant improvement in accuracy, but no improvement in complexity for the L2 learners in the experimental group. Interaction mode has a significant effect on L2 learners' language proficiency. Using Internet-based desktop videoconferencing to talk with native speakers resulted in a better performance by the participants in the experimental group than those in the control group in terms of fluency, accuracy, and complexity.

## **METHODOLOGY**

### **Participants**

The sample of the study which consisted of 42 were selected of 114 population of undergraduate EFL students at Al-alBayt University during the first semester of the academic year 2015/2016. The average age of students was between 20-22 years old. The participants were randomly divided into two groups: Experimental and control groups. Each group was consisted of 22 which was assigned as an experimental group. Group two consisted of 20 students which was assigned as a control group. Their mother tongue was Arabic.

### **Instrument**

In order to address the research question the researcher utilizes the following instrument:

### **Achievement Test**

To achieve this purpose, students of both groups sat for a written, listening, speaking and oral tests at the beginning of the first semester of the academic year 2015/2016 to determine their actual knowledge and level in the communicative skills before starting the experiment. The test was based on the prescribed syllabus. It consisted of four parts; written, listening, speaking and oral tests. The written test measured the learners' ability in reading comprehension skill; whereas the listening test measured learners' ability to listen attentively and response to the situations, the speaking test measured learners' ability to speak fluently without hesitation and with a good pronunciation, while the oral test measured their ability in speaking skill. In the reading test, there was one passage followed by 25 questions, which were related to different subjects and activities, in the writing test, students were asked to write two paragraphs from 50 to 70 words about two topics on different subjects. The examinees were also asked to re-order five sentences to make them grammatically well-formed. In the listening test, the examinees listened attentively to two conversations; a debate, a short dialogue, and a discussion on different topics and then, they were asked 25 different questions on the topics that they have listened to. In the speaking test, a team of four American experts asked each student 25 questions on different subjects. After eight weeks, the same test re-named (post-test) was administered. The teacher informed the learners that neither the pre-test nor the post-test would count to their final grades in the course. An interval between the pre/post-tests was made for 8 weeks, which was a good period to minimize the effect of the pre-test on the results and conclusions of the study. The test examined the learners' ability to function in a native community of English and communicate in a cultural context.

### **Design of the study**

The researchers used a pre/post-test technique in this experimental study. Both groups were taught the same material on the same days of the weeks. The Conversational Skills Course teacher taught the control group traditionally, whereas the experimental group was taught via Internet-Cam chat by the researchers. In addition, they were given the same test before and after the experiment to measure differences (if any) in the students' communicative skills. Group one that was assigned as an experimental group was taught the prescribed material using Internet-Cam chat in which students interact with native speakers of English in their target world. Additionally, through communication with native speakers via Internet-Cam chat, students were involved in communicative oral activities. Then, the experimental group

students had audio-visual and text chat via Internet-Cam among each other to internalize what they have acquired through chatting with native speakers of English. Group two which was chosen as a control group was taught the same material traditionally without using any technology. The pre-test was administered by native speakers of English on topics that are related to language communicative skills, and the post-test was administered in the same manner. The team of examiners are teachers who teach English language in British Council in Amman. To avoid subjectivity, a mean score was calculated by the team of examiners to each examinee. The design of the study was stated in Table 1.

**Table 1: Table of the Participants of the Study**

Group	Method of teaching	Number
Experimental	Internet-Cam chat( Skype)	22
Control	Regular communicative method	20
Total		42

### Validity of the test

A group of English language specialists and professors who are specialized in educational psychology, computer science, curricula, TEFL, linguistics, CALL, and philosophy of education validated the test. Remarks and recommendations of these experts were taken into consideration. They made important changes on the test and the materials of the study. They checked the test regarding the number of questions, distribution of scores, the content, form, spelling, grammar, meaning, and duration.

### Reliability of the test

One of the techniques that can be used to find out test reliability is the test- retest method. Thus, to establish the reliability of the tests, the test-retest technique was used. A random sample of 19 students was selected from the same department from which the actual sample was drawn. They sat to the test. Two weeks later, the pilot group took the same test. In both administrations, favourable and identical conditions were secured concerning the place, time, clarification of each test item and discipline.

### Variables of the study

The study has the following variables:

1. The independent variable of this study is the teaching method which includes:
  - a. teaching the communicative language skills by using Internet-Cam chat, and
  - b. teaching the communicative language skills by using the regular communicative method.
2. The dependent variables are student's scores of both groups (experimental and control) in the post-test and in communicative language skills (speaking, listening, reading, and writing).



### Instructional program

Skype program was used in this study. It was chosen among other softwares due to its easiness and for its modern technological features such as audio-visual chat, oral chat, text chat, video and file sharing, and the possibility of making a group of students at the same time. It is also can be regarded as one of the authentic materials that gives learners an opportunity to develop their English language. It helps them to make an oral and written discussion with their teachers.

### Findings

To determine the difference in the means scores of the two groups, a pre-test was conducted. It was administered at the beginning of the first semester of the academic year 2015/2016 to know the actual level of students before starting the experiment.

**Table 2: Means and Standard Deviation of the Experimental and Control Groups on the Pre-Test**

Group	N	Mean	Std. Deviation	T	DF	Sig.
Control Group	20	42.66	13.58	0.26	35	0.74
Experimental Group	22	43.88	13.39			

Table 2 shows the absence of statistically significant differences at the level of significance  $\alpha \leq 0.05$  for the communicative language skills for pre-assessment due to group. The findings revealed that student' scores for both groups in the communicative language skills were almost equivalent in the pre-test before applying the experiment.

### Findings related to the first question

The first question of the study is "Are there any statistically significant differences between the mean scores of the experimental and control groups in the communicative language skills due to the method of teaching (Internet-Cam chat vs. Regular communicative method)?"

To answer this question, means and standard deviations of the two groups for the method of teaching were calculated (see Table 3).

To measure changes in the whole communicative language skills as a result of using Internet-Cam chat and a regular communicative method, and by using appropriate statistical means, the researchers found out that there is a significant difference in the communicative language skills of both groups in the post-test in favour of the experimental group. Accordingly, the hypothesis of the study, which reads, "Internet-Cam chat has an effect on the communicative language skills of FL learners" is confirmed.

It is obvious from Table 3 that the mean scores of the experimental group in the post-test were higher than those of the control group. The differences in this finding may be attributed to the method of teaching.

**Table 3: Means and Standard Deviation of the Experimental and Control Groups on the Post-Test**

Test	Group	N	Mean	Std. Deviation	T	Df	Sig.
Pre test	Control	20	42.66	13.58	0.26	35	0.74
	Experimental	22	43.88	13.39			
Post test	Control	20	48.24	13.97	3.32	35	0.00
	Experimental	22	67.68	14.84			

Table 3 shows that there is a statistically significant difference between the performances of the two groups on the post-test. This difference indicates that using Internet-Cam chat in teaching English language to undergraduate EFL learners has positive effect on their language skills, where the mean score for the experimental group is 67.68 while for the control group is 48.24.

#### Findings related to the second question

The second question of the study was "Are there any statistically significant differences between the mean scores of the experimental group students' performance in the communicative language skills ( reading, writing, listening, and speaking) as a result of using Internet-Cam chat"?

To answer this question, One Way ANOVA applied for the means of the two groups on (reading, writing, speaking and listening) for pre-post-tests. Table 5 shows in which skill experimental group students' developed more as a result of using Internet-Cam chat.

**Table 5: The Post-Test Results of Experimental Groups in Language Skills.**

Skill	Mean	Std. Deviation	One-way ANOVA	Df	Sig. (p)
Reading	17.20	2.99	1.93	34	.000
Writing	15.29	3.54	2.23	35	.000
Listening	15.32	4.35	4.05	35	.000
Speaking	19.87	4.26	4.82	35	.000
Total	67.68	14.84	3.32	35	.000

Table 5 shows that there were significant differences for experimental groups' performance in all communicative language skills (speaking, listening, reading, and writing) due to using

Internet-Cam chat. The findings of the study revealed that EFL learners developed their proficiency, accuracy, mechanics of writing and speaking, and listening comprehension. They became good listeners, and then became good speakers, this was because of using online chat.

### **Summary**

The findings of the present study indicated that forty-four undergraduate EFL students of English have developed their language skills over two months of a semester through Internet-Cam chats. Results from the analysis suggest that Internet-Cam chat found to offer a great opportunity in the developing of the communicative language skills. Accordingly, the experimental group students' scores in the communicative language skills were better than control group scores'. In other words, Internet-Cam chat affected participants' achievement in speaking, listening, reading, and writing skills.

## **DISCUSSION**

### **Discussion related to the first question**

The first question investigated if there were any significant differences between the mean scores of the experimental and control groups in the communicative language skills due to the method of teaching (Internet-Cam chat vs. regular communicative method).

According to the findings of this study, Internet-Cam chat found to offer a good opportunity of teaching the communicative language skills. Additionally, the results of present study showed that university EFL learners have improved and developed their language skills over eight weeks of exposure to Internet-Cam chat. Their scores in the post-test were statistically significant. Accordingly, the hypothesis of the study which reads "there are no statistically significant differences between the experimental and control groups' mean scores in the communicative language skills due to the method of teaching (Internet-Cam chat vs. regular communicative method) at  $\alpha \leq 0.05$  was rejected. The results of the study showed that the experimental group achieved better than the control group, thus, using Internet-Cam chat can be regarded as an effective technique to develop the EFL learners' communicative skills. They made different types of chats among each other and with their teachers using Internet-Cam chat via Skype program which is one of global sites of social communication in the world.

By the same token, Internet-Cam chat was found to be a good tool for creating successful learning outcomes. CALL has been found to be effective tool of chatting and language outcomes. In addition, the researchers found out that Internet-Cam chat allowed students to exchange their experiences and thoughts in a comfortable and relaxed atmosphere.

Using technology in the educational operation is very important and a must to develop learners' skills and teaching. Technology provides students with different opportunities to enhance their abilities and encourage them to learn with motivation. This results is in harmony with Adair-Hauck, Willingham-McLain & Earnest (1999) who evaluated whether integrating technology has an effect on second language learning or not. Findings indicated that the students in the treatment group performed equally well as the control group in listening and speaking and better on reading and writing achievement measures. The study also included findings regarding student motivation, anxiety, and perceptions on meeting the language learning goals students set for themselves. The results may be interpreted that it is both feasible and desirable to integrate, in principled ways, TELL activities into the language-

learning curriculum. The recommendations were the TELL component needs to integrate even more authentic, contextualized discourse .

Online and Internet-Cam chat via computers improved students writing skills. This results of this study are identical with AbuSeileek's (2004) who investigation was after finding the potential influence of computer assisted language learning on learners' writing enhancement. At the culmination point of the study, the participants in the experimental group were reported to have outperformed those in the control group as a result of being exposed to computer-assisted technique for teaching writing.

Synchronous discussions found to have positive effects and benefits to developing EFL students' listening comprehension. Since online chat creates a real-life situations. This finding is in line with what is reported by Barani (2011) who illustrated the effects of computer language learning on listening skills. The finding of this article demonstrated that computer assisted language learning has a significant impact on the listening skills. The data showed that users of computer outperformed nonusers in a listening test.

CALL tools such as Internet-Cam chat supply university students with new opportunities for learning L2 inside/outside classroom. The use of technology in EFL classrooms has positive effects on their learning, because the use of computers provides additional practice such as sounds, animations, coloured lesions, relaxing and motivational environment, and far of teachers' face-to-face anxiety. Students enjoyed using computers, found it useful and enjoyable, and new way of leaning and doing homework. It created a warm-climate between the students and instructor from one side, and among the students themselves from the other side.

The findings of the study revealed that the experimental group students developed all communicative language skills in a computer environment. This might refer to many factors. Firstly, students might find it interesting to express their opinions in speaking because in such non-curricular and informal environment, students might be found un reluctant to express their opinions, and feelings freely without having any hesitation or fear. They were not told about every mistake they commit in speaking. Moreover, the main concern or purpose of speaking is conveying the message to the group regardless of how many syntactic and semantic mistakes are committed in transferring the message. In addition, the role of videoconferencing technology helped to develop listening comprehension skills where the students were engaged in a multi-modal approach of learning and teaching target language. These results go with the results reported by

The findings are in line with Xiao (2007) that participants using Internet-based desktop videoconferencing in the experimental group outperformed the L2 students in the control group throughout the treatment in terms of fluency and accuracy.

Finally, the researchers would like to say that Internet-Cam chat has a great effect on developing students' fluency, accuracy and proficiency as well. Moreover, it helps in developing students' language skills in general and the (receptive and productive) skills simultaneously. What is more, it develops language student' mechanics of speaking and writing.

## **CONCLUSION**

The purpose of this study was to examine the effects of internet-cam-chat as one of the CALL applications on Jordanian language learners' language communication skills. Findings revealed that integrating internet-cam-chat in classrooms had significant effect on the students' productive and receptive skills. Language teachers and learners use computers to break the daily routines of teaching and to add a touch for their teaching to achieve better teaching. Accordingly, there is a need to involve technology in education specially web-cams.

As a result, it could be concluded that Internet-Cam chat is so important in teaching English communicative language skills because it can help students learn new mechanics of speaking, listening, reading, and writing. The findings of this study, from theoretical and empirical point of view, suggested that the EFL learners developed their language skills with the help of Internet-Cam chat .

Internet-Cam chat had a positive effect on the the communicative language skills of EFL undergraduate learners. Moreover, language cannot be taught without its skills and activities. Therefore, the language skills should be highly considered in EFL classes.

The following conclusions could be derived from this study:

1. Internet-Cam chat activities could be supportive to the learning of speaking, listening, reading, and writing skills.
2. Learning through Internet-Cam chat is more permanent due to the use of various tools such as sounds, texts, cameras, microphones, and computer screen.
3. Internet-Cam chat enables the individual to advance according to his own learning speed by taking into consideration the characteristics of the individual.
4. The educational environments in which Internet-Cam chat applications are realized in the classroom are highly motivating environments for success and learning, especially learning the productive skills.

## **RECOMMENDATIONS**

It is recommended that Internet-Cam chat can be adapted to most classes, in teaching language skills, components, and mechanics. Accordingly, the researchers recommend using the contemporary instructional technologies for teaching language skills, components, and mechanics such as Internet-Cam chat.

**REFERENCES**

- AbuSeileek, A. (2004). Designing a computer-assisted language learning (CALL) program and testing its effectiveness on students' writing ability in English. Unpublished Ph.D. Dissertation, Amman Arab University for Graduate studies Amman, Jordan.
- AbuSeileek, A.F. (2011). The effect of computer- assisted cooperative learning methods and group size on the EFL learner's achievement in communication skills. *Computer and Education*, 58, 231-239.
- Barani, G. (2011). The relationship between computer assisted language learning (CALL) and listening skill of Iranian EFL learners. *Procedia Social and Behavioral Sciences*, 15, 4059-4063.
- D'Ambra, J., Rice, D., & O'Connor, M. (1998). Computer-mediated communication and media preference: An investigation of the dimensionality of perceived task equivocability and media richness. *Task Behaviour and Information Technology* 17: 164–174.
- Fardy, M., Namdar, L., Farhady, S., Noori Shorabi, H., & Saboori, A. The effect of using computer-assisted language learning (CALL) on the reading comprehension of expository texts for the Iranian university female senior. *Journal of Academic and Applied Studies*, 1, (2), 2011, 1-7.
- Hashemyolia, Sh, and Ayub, A. ( 2014) The Effects of Utilizing English Language Courseware on Secondary School Students' Performance in Iran. *Journal of Educational and Social Research*. Vol. 4 No.3
- Lee, L.(1998) Going beyond classroom learning: Acquiring cultural knowledge via on-line newspapers and intercultural exchanges via on-line chat rooms, *CALICO Journal* , Volume 16 Number 2
- MacKinnon, S. (2002) Technology integration in the classroom: Is there only one way to make it effective? pp.57 *TechKnowLogia*, October - December 2002.
- Means, B. & Roschelle, J. (2010). An overview of technology and learning. *International Encyclopedia of Education*, 8(3) 1-10.
- Meihami and Varmaghani, (2010) The Effect of Integrating Computer-Assisted Language Learning Materials In L2 Reading Comprehension Classroom. *International Letters of Social and Humanistic Sciences Vol 9 (2013) pp 49-58*
- Nadeem, M., Mohsin, M. N., Mohsin, M. S., & Hussain, K. H. (2012). Use of computer assisted language learning in improving pronunciation among prospective teachers. *International Journal of Contemporary Research in Business*, 4 (1), 1-8
- Schwienhorst, K. (2008). The 'third place'–virtual reality applications for second language learning. *ReCALL journal*, 10(01), 118-126.
- Wang, L. (2005) The advantages of using technology in second language education. *T.H.E. Journal* May 2005.
- Xiao, M. (2007). *An empirical study of using internet-based desktop videoconferencing in an EFL setting*. (Doctoral Dissertation). Retrieved from <http://www.academic.com>