The Effect of Using Web-Cam Chat on Jordanian English Major Students' Paralinguistic Competence

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Abstract

This action research project is an experimental study. It aims at investigating the effect of using web-cam chat on the development of university learners' paralinguistic competence. The population of the study included 460 students majoring in English language and literature at the University of Jordan in Amman. The sample of the study consisted of 32 students registered for a *Debate* course, in the first semester of the academic year 2013-2014. After reviewing the theoretical literature and the previous studies, the researchers identified the paralinguistic aspects of language to be studied, i.e. gestures, postures, facial expressions, gaze and eye contact, bodily movement, intonation, pauses, stress and rhythm, emotional tone of speech, and proximity. A pre-test was administrated to know the actual level of both groups: The control group and the experimental group before being exposed to the new experience of teaching. The control group was taught traditionally while the experimental group was taught via web-cam chat formally inside the lab and informally outside the classroom. Two months later, a post-test was administrated so as to find if any change occurred, if it occurred, to what extent, in what dimension, and in favor of which group. To be certain of the validity of the test, it was refereed by a group of specialists, and its reliability was calculated by Cronbach Alpha Coefficient to be (0.92). To treat the raw scores statistically, means and standard deviations were found. The results of study indicated significant differences in favor of the experimental group, which was taught via web-cam chat. This could be an indirect suggestion for methodologists and curricula designers to emphasize the role of web-cam chat on developing the learners' paralinguistic competence. Furthermore, it could be an invitation for textbooks writers, the time they sit to decide the content of foreign language activities and exercises to take the paralinguistic aspects of language into account because they vary from one language community to another. Finally, it could be wiser if researchers conduct studies at scholastic level to judge the effect of CMC on the paralinguistic competence of the EFL learners.

Keywords: CMC, non-verbal competence, paralinguistic competence, text chat, web-cam

1. Introduction

The new forms of communication is becoming an integral part of modern life finding their place in the language classroom, offering new exciting modes of communication for engaging learners in authentic language learning experiences. It has been reported that with computer-mediated communication (CMC), language learners can develop not only language skills but also intercultural communicative competence, lifelong learning skills and digital literacy, key competencies for becoming active participants of the Information Society. However, to what extent does the adoption of CMC in language learning environments promote these competencies and in what circumstances?

By using CMC tools such as e-mails, chat rooms, discussion rooms, video or audio conference, users worldwide can easily achieve communication, synchronously or asynchronously, without boundaries of time and space. It is, therefore, proposed that CMC can be used to compensate the deficiency of interaction both inside and outside EFL classrooms.

The major goal of foreign language teaching is to develop students' cross-cultural communicative competence (BI, 1999). Hence, non-verbal and prosodic communications become yet another element that one must understand to interact effectively with people from different cultures (Samovar & porter 2003). In this regard, teachers of English should continually improve their own level of cross-cultural awareness, be aware of its importance to develop students' para-linguistic competence, and take the teaching of the paralinguistic aspects into consideration in language teaching so as to improve the intercultural communication competence of the students.

Liang (2007) argued that we convey further elements of meaning by body movements, facial expressions, slight changes in breathing, length of pauses, and degrees of emphasis. These elements are usually classed as kinetics and paralanguage. They vary from language community to language community, and even within language community. This view indicates that no full comprehension of oral communication is complete without taking these aspects into consideration as further delimitations of the message.

In foreign language teaching, it is hoped students could speak English as accurately, fluency and naturally as native speakers. Of course, most of the language learners could not accomplish this. However, the goal of foreign language teaching is to teach students how to appropriately behave verbally and non-verbally in intercultural communication, but not to turn them into native speakers. In terms of verbal behavior, we hope our students can be as accurate and fluent as possible, but for prosodic and non-verbal behavior, teachers should be aware of the different requirements students should receive and send prosodic and non-verbal messages in an accurate, appropriate, and natural way. They should not speak and behave like foreigners, but learn how to avoid cultural shock and ethnocentrism. In order to reach the goal, teachers should help students develop a proper knowledge of the meanings of the paralinguistic aspects of the target culture, become aware of the cultural difference and cultural shock in paralinguistic messages between target culture and students' own culture and learn how to behave appropriately. In fact, prosodic and non-verbal behaviors frequently

occur in foreign language teaching; students would not accurately grasp the meaning of the phrases or expressions without a proper knowledge of the non-verbal and prosodic messages. Teachers of English should make continual efforts to explore how to communicate the non-verbal and prosodic messages to students.

Non-verbal and supra segmental language is an important part of communication which can constitute 60% or more of what we are communicating (Givens, 2000). If you wish to communicate well, then it makes sense to understand how you can (and cannot) use your body and musicality of the sounds to say what you mean. Therefore, the non-verbal and prosodic aspects of language are important to the learner as grammar, vocabulary, sounds culture and any other aspect of language.

Within the face-to-face encounter of speech, communication is not limited to words. Speakers use a wide variety of extra-verbal devices, from emphasis and dramatic pauses to changes in tone or tempo. Speakers also use a broad range from non-verbal clues. They "talk" with their eyes and their bodies. They use hand gestures, facial expressions, and emotional tone of speech to convey ideas. However, these non-verbal and prosodic aspects of language are different from one culture to another. As we learn a language, we also learn the non-verbal and supra segmental conventions of that language-the meaning of a shrug, a smile, a pout, silence, stress, and intonation.

Whether we choose to ignore the body or to highlight it, the fact of the matter is that it is important to know that we speak volumes about ourselves through it, whether we know it or not. Floyd and Guerrero (2006) comment "while an individual can stop speaking, he or she cannot stop communicating through body idiom. You can say the right thing or the wrong thing with the body, but you cannot say nothing. This is especially true in this era of extreme body consciousness."

In the classroom, or laboratory, these elements may be introduced using films or video chats so that the student can watch the expressions and gestures of the speakers as an aid to meaning. In such a case, the FL students will have a chance to acquire the new language naturally, as they watch like life situations taken from the everyday life of the target language community. This can be efficiently achieved by using web-cam chat.

There is a critical need on the part of anyone who interacts with people of a different culture to be sensitive to the supra segmental and non-verbal aspects of human interaction. Moreover, those who have learned a language without including the supra segmental and non-verbal components are seriously handicapped if they intend to interact with living members of the culture instead of with a paper and print (Damnet, 2008).

The verbal channel of expression is not enough to have a code of understanding, but we should recognize the importance of the non-verbal and supra segmental elements. Therefore, FL teachers could depend on different types of technology to make their students acquire the non-verbal and prosodic aspects of language. This technique was used through this study to investigate experimentally the effect of using web-cam chat on the paralinguistic competence of English language learners.

2. Problem of the Study

Along experience of working as a foreign language teacher, supervisor, curricula designers, and university prof. at BA, MA and PhD levels has revealed that EFL students have problems in communication. One of these problems is that they cannot at most decode and encode the meaning of the prosodic and non-verbal massages. This might be due to fact that FL teachers are at most taken as models. They themselves have problems in the mastery of the prosodic and non-verbal aspects of language. As a result, this defect might lead to problems in communication. More impotently, this defect might lead to problems in communication because emotional tone of speech and the musicality of oral messages play a role in clarifying the speaker's intended meaning. Therefore, EFL instructors should teach English via audiovisual technology to create like-life environments.

More importantly, despite the fact that EFL students study for twelve years of learning English by the time they come to university, they still seem to be incapable of decoding an encoding the paralinguistic aspects of languages that vary from one language community to another. The problem is a serious one as it frequently affects FL teaching and learning. FL specialists, especially FL curricula designers, and methodologist must, therefore, think of what best can be done to improve the paralinguistic competence of the target groups in FL classes. The aim of the study is to enable the learner to talk efficiently to the native speakers of English through correct paralinguistic aspects of the language. Additionally, learning of foreign languages is not an easy task. It needs a lot of hard work and practice, especially, in the areas which are different from the native language of the learners.

Such problem should be highly taken into consideration, because the paralinguistic aspects of language are a vital part of the communicative competence of the learner, and they play a role in clarifying and deciding the exact intended meaning in the mind or in the heart of the speaker. Otherwise, a kind of misunderstanding might occur in communication. This misunderstanding might lead to misconception, clashes, hatred, enmity, and war. Therefore, to fill the gap of insufficiency, EFL teachers should teach FL languages from the mouths of native speakers in different environments depending on instructional technologies such as CMC (Computer Mediated Communication).

In a classroom, or laboratory, these elements may be introduced using web-cam chat so that the student can acquire the paralinguistic aspects of language as an aid to meaning. In such case, the FL students will have a chance to acquire the target language naturally, as they are exposed to life-like situations taken from the everyday life of language community from the mouths of native speakers. Such authentic English might develop the paralinguistic competence of the learners.

3. The Value of the Study

The benefit of this study can be manifested in the following aspects:

1. According to the researchers' best knowledge, it could be the first study in the world to be conducted about the effect of web-cam chat on the EFL students' paralinguistic competence.

2. The importance of the study stems from making English language teachers, supervisors, examiners, textbooks writers and, curricula designers conscious of the place of CMC in teaching and learning a foreign language since language should be acquired naturally in real life situations taken from the everyday life of the English language community and from the native speakers of English.

3. The study is expected to be of a great use to the ministries of education in the non-native countries of English, especially to textbooks writers to accompany English language textbooks with links to web-cam sites of chatting with native speakers of English so as to acquire the non-verbal and prosodic aspects of language.

4. The Aim of the Study

The study aims at investigating the effect of using web-cam chat on the paralinguistic competence of the EFL learners by answering the following question:

Does web-cam chat via (Facebook or Skype) have an effect on the FL learners' paralinguistic competence?

5. Hypothesis

It is hypothesized that there is a statistically significant difference between the mean scores of EFL learners' paralinguistic competence before and after making web-cam chats with native speakers of English through the WWW. World Sites of social communication.

6. Definitions of Terms

1. Non-verbal competence: A term that refers to for communication using body movements or gestures instead of, or in addition to sounds.

2. Supra segmental aspects: A reference to phenomena which do not belong to the sound segments of language but which typically are spread over several segments i.e. intonation, stress, and emotional tone of speech.

3. Paralinguistic aspects: The study of vocal and non-vocal signals beyond the basic message or speech.(it includes) :

   a) Bodily contact

   b) Proximity

   c) Posture

d) Physical appearance

e) Facial and gesturer movements

f) Direction of gaze

g) Emotional tone of speech

h) Intonation

i) Pause and juncture

j) Rhyme

k) Stress

4. Supra segmental competence: A macro-linguistic term that refers to the mastery of the prosodic aspects of language. It plays a role in decoding and encoding the exact meaning of the oral messages in communication. It refers to learners` knowledge of pronunciation, intonation, stress, pause, and juncture. This competence should be taken into consideration in EFL classes because it decides the exact meaning of what we speak: Otherwise, a kind of misunderstanding might occur.

5. Computer-mediated communication (CMC): A communicative transaction that occurs through the use of two or more electronic devices while language learning.

6. Web cam: A real time camera that can be applied to access real time images on the World Wide Web. This camera can be connected to a computer using a cable or wireless. It is widely used for Skype and other video calling software (worldwide sites of social communication).

7. Significance of the Study

This study sheds the light heavily on a very important issue in FL teaching, since the paralinguistic aspects of language are rarely considered in the traditional EFL classes. Moreover, it emphasizes the role of CMC in the acquisition of the paralinguistic aspects of language.

8. Limitation of the Study

It is limited to university students majoring in English in non-native countries of English language.

9. Literature Review

This section presents a survey of related literature and writings of recognized experts, both of which have significant bearing or relation to the problem under investigation. They are listed from the most recent to the oldest.

Dament, A. (2008) investigated the teaching and learning of intercultural non-verbal aspects by university students majoring in English in Thailand and starts from the position that intercultural non-verbal competence is important, but neglected area within English language teaching for international communication. Five aspects of non-verbal communication where differences between Thai and native English norms are investigated: Facial expressions, eye contact and gaze, bodily communication, kinesics (touching), and vocalic communication. The study employed a range of qualitative and quantitative approaches in conducting classroom research on the learning and teaching of non-verbal communication within university EFL speaking and listening skills classes. Seventy-three second year undergraduate students majoring in English were randomly assigned to and participated in one of two different teaching interventions both of which involved the use of the same four American and Australian contemporary films. The experimental intervention involved explicit teaching of non-verbal communication and the other more traditional one provided exposure to the same native speakers' interactions in the same four films, but with classroom activities focusing on linguistic and pragmatic features arising from the films. Adopting a quasi-experimental pre and post-test design. The study included three phases of data collection: (1) pre assessment, (2) teaching phase, and (3) post teaching assessment. The pre and teaching assessments cover students' attitudes towards post understanding and having ability to employ non-verbal communication when communicating in English in intercultural contexts. The post teaching assessment covers the same areas together with additional qualitative data collection about students' experiences of participation in the study. Data analyses include use of analysis of covariance (ANCVA) and multivariate analysis of covariance (MANCOVA) and within group t-test. The study revealed that in comparison with students from the control group students from the experimental group who had participated in the explicit teaching of non-verbal communication had: (a) more positive attitudes towards non-verbal communication of English native speakers, (b) a higher level of understanding of non-verbal communication of English native speakers, (c) a higher level of ability to apply non-verbal channels in communication appropriately in role playing interaction with English native speakers, (d) most students from both groups were positive about the opportunities that practicing role plays and viewing contemporary English language films provided for them to enhance their intercultural acquisition of non-verbal competence in communicating in English with native speakers. Qualitative data supported the quantitative findings and also indicated that students in the experimental group had achieved a deeper and more explicit understanding of the role of non-verbal communication in interactions in English, whilst also demonstrating a strong sense of what might be acceptable in an English language context with English native speakers and what is acceptable with fellow Thais. Furthermore, the results highlighted that it is not essential for nonnative speakers to stay study abroad in English as native language speaking countries in order to improve their communicative and

intercultural non-verbal competences to levels approximating that of native speakers. Films and role-play, when used appropriately, may provide effective native speakers modeling and opportunities for practice.

By the same token, Liang (2007) discussed the idea that non-verbal competence is essential in foreign language acquisition; in the sense that non-verbal communication has not been given sufficient attention and importance in foreign language teaching in China.

Similarity, Hirotani (2004) suggested CMC tools such as internet telephony, audio and video conferencing, voice-mail, or voice discussion board can all be used to promote learners' speaking proficiency. By engaging learners in tasks of recording speech and sending files to other learners, communicative speaking skill can be a goal to achieve.

In addition, Cifuentes and Shih (2003) emphasized that CMC provides an authentic context for learning functional abilities when EFL learners interact with English-as-a first-language speakers. When provided with explicit instruction on how to communicate in the virtual environment, CMC might benefit intercultural teaching and learning.

More importantly, Burgoon (2008) pointed out that the advancement of computer technology and the prevalence of network connections have helped to shift gradually learning setting from the traditional face-to-face classroom to online learning environment, where learners interact with the instructor and with other learners through computer-mediated communication (CMC) technologies, including asynchronous and synchronous communication tools.

Knapp (2007) spoke of non-verbal behavior as an elaborate and secret code that is written nowhere, known by none, and understood by all. Unfortunately, for cross-cultural understanding the "all" refers only to members of the same culture. Those who interact with members of a different culture know that knowledge of the sounds, the grammar, and the vocabulary of the foreign language is indispensable when it comes to sharing information. However, being able to read and speak another language does not guarantee that understanding will take place. The critical factor in understanding has to do with other aspects that exist beyond the textual-aspect that include the many dimensions of paralinguistic aspects that create a code in an act of communication.

Fajlik, (2000) insisted on the view that the paralinguistic aspects are important aspects to teach Japanese English language students if they are to communicate effectively in English. The purpose of his research was to determine which aspects of the paralinguistic ones would be important to teach Japanese university students studying English Literature. Regarding Japanese use of non-verbal communication is described and used as a basis to determine aspects of non-verbal communication, which would be important to introduce Japanese university students to. These findings are also used to develop a survey which was administered to further determine which types of non-verbal communication used in communication would be important to introduce. The pedagogical implication of this research was described and practical teaching suggestions were given. The importance of conducting classroom research regarding the introduction of cultural material is emphasized,

as findings in an initial search of literature regarding Japanese use of non-verbal communication often did not support responses given in the survey.

Witt & Young (1997) believed that other types of visual pronunciation feedback include the graphical display of a native speaker's face, the vocal tract, spectrum information, and speech waveforms. Experiments have shown that a visual display of the talker improves not only word identification accuracy, but also speech rhythm, and timing. A large number of commercial pronunciation tutors on the market today offer this kind of feedback. Yet, others have experimented with using a real-time spectrogram or waveform display of speech to provide pronunciation feedback.

White (1993) argued that correct usage of supra-segmental features such as intonation and stress has been shown to improve the syntactic and semantic intelligibility of spoken language. In spoken conversation, intonation and stress information not only helps listeners to locate phrase boundaries and word emphasis, but also it identifies the pragmatic thrust of the utterance (e.g., interrogative vs. declarative).

After reviewing the related literature, the researchers might be allowed to say that this study is distinguished from the other previous studies in that it investigates the effect of web-cam chat on the prosodic and non-verbal competence of the EFL learners.

10. Population of the Study

460 students majoring in English language and literature at The University of Jordan.

11. Sample of the Study

Thirty- two university students who registered for *Debate* course in the first semester of academic year 2013-2014. All of them were majoring in English language and literature at The University of Jordan. They were divided into two sections. Section one had 15 students, while section two had 17 students.

12. Instrument of the Study

The main procedures adopted to carry out the aims and verify the hypothesis of the study are as follow:

1. Identifying the paralinguistic aspects of language to be studied. They include: Intonation, pause, stress, posture, facial expressions, gestures, eye gaze management, rhythm, and body language.

2. Designing a scale for research in the paralinguistic aspects of language. It ranges from 0 to 100.

3. Scores were distributed logically among the paralinguistic aspects of language

4. A pre-test was administered to know the actual level of both groups before being exposed to the new experience of teaching.

5. Then, the control group was taught traditionally, while the experimental group was taught via web-cam chat. Two months later, a post test was administered to find out if any change occurred, and in favor of which group.

6. Both the pre- post-tests were in a form of oral interviews made by native speakers of English.

7. The native interviewers wrote clear and detailed on each student's performance in every paralinguistic aspect of language. Their reports were accompanied by scores that range from (0 to 25). The total score of the paralinguistic aspects of language was out of one hundred.
8. To get rid of subjectivity, every examiner in the team of interviewers was responsible for evaluating certain paralinguistic aspects of language with 25 scores for each category.

9. The control group was taught traditionally, while the experimental group was taught via web-cam chat.

10. Two months later, a post-test was administered to find out if any change occurred. If it occurred, to what extent, in which dimension, and in favor of which group.

Then, the total score was calculated to be out of one hundred for every student.

12.1 Validation of the Tool

What is important before using any tool of investigation is to make sure that it meets all the requirements of a good tool, i.e., it should be valid, reliable and with an acceptable degree of difficulty. Therefore, the test which is used to investigate the effect of using web-cam chat on the paralinguistic competence of the university students should possess all the above mentioned criteria.

To make sure that the interviews topics and the identified non-verbal aspects of language meet all the above-mentioned criteria, the following steps have been followed:

12.1.1 Face Validity

In order to ensure face validity of the scale for research in the paralinguistic aspects of language and the oral interviews. They were validated by a group of three experts who are well-known for their long experience in the field of teaching EFL.

They gave some suggestions on the items concerning the distribution of scores among the paralinguistic aspects of language. The researchers have revised and adopted the scale of research in the paralinguistic aspects of language that ranges from (0 to 100) based on the suggestions of the referees. They also gave some suggestions regarding the interviewed subjects.

13. Reliability of the Interview

A reliable test is the one that gives the same or almost the same results consistently on different occasions when given under identical conditions. One of the methods that can be used to find out test reliability is the test-retest method (Storm, 1969). Thus, to establish the reliability of the interviews, the test-retest technique was used. A random sample of (8) students was selected from the same department from which the actual sample was drawn. They were interviewed by the same team of examiners. Two weeks later, they were interviewed on the same topics by the four native examiners of English. By using Cronbach Alpha, the pilot administration of the interview have shown that, the correlation coefficient between students' scores on both evaluation occasions were computed and found to be 83%. According to Cronbach Alpha, the reliability coefficient of a test would be acceptable if it is not less than (0.50). (Hedges, 1966:22 and Nunally, 1972.226). Thus, the test can be described as being highly reliable.

14. Procedures

During the first semester of the academic year 2013-2014, the researchers designed a scale or a criterion for research in the paralinguistic aspects of language. It ranges from (0 to 100). It was applied on students of *Debate* course. Scores were distributed logically among the paralinguistic aspects of language; 25 scores for body language, gestures, postures, and facial expressions, 25 scores for proximies, gaze, and eye management, 20 scores for rhyme and intonation, and 25 marks for stress, pause and juncture. The assessment of students' overall paralinguistic competence was made according to the scale set by the researchers.

Students in both groups were interviewed at the beginning of the course by four native speakers of English who are specialized in teaching English to non-native speakers to evaluate their paralinguistic competence in English. Every student was evaluated independently according to the scale of judgment. The total score was out of one hundred.

The examiners wrote fully detailed reports about every student's actual level of paralinguistic competence before starting the experiment. These reports were accompanied by scores, because scores are more objective and scientific than words.

The team of examiners consisted of four experts. One of them was responsible for evaluating students' gestures, postures and facial expressions while the second examiner was in duty of evaluating students' gaze, and eye management. The third was responsible for evaluating students' intonation and rhythm. The fourth was responsible for evaluating students' use of pause, juncture, and stress.

After watching every student's performance in the paralinguistic aspects of English, scores were given by the team of examiners. Then, the total score was calculated to be out of one hundred for every student.

Table 1 shows the students' performance in the paralinguistic aspects of English before starting the experiment.

Table 1. The Control Group's Paralinguistic Performance in the Pre-test

Students` number	Postures, gestures and facial expressions, out of 25	Gaze and eye management out of 25	Intonation, rhyme and rhythm out of 25	Pause, juncture and stress out of 25	The total out of 100
One	11	9	15	19	54
Two	16	5	12	13	46
Three	7	13	9	13	42
Four	13	10	12	13	48
Five	14	12	12	11	44
Six	13	14	7	14	48
Seven	11	6	13	17	44
Eight	11	11	6	9	34
Nine	15	15	9	4	43
Ten	13	8	11	9	37
Eleven	15	11	11	16	53
Twelve	11	5	19	11	46
Thirteen	12	18	11	10	48
Fourteen	11	8	7	12	38
Fifteen	9	11	13	12	45
Sixteen	9	13	11	8	41
Averages	*12.43*	*10.56*	*11.12*	*12.62*	*47.43*

Table 2. The Experimental Group's Performance in the Para linguistic Aspects of English before Starting the Experiment

Students` number	Body language, Postures, gestures and facial expressions out of 25	Gaze and eye management out of 25	Intonation, rhyme and rhythm out of 25	Pause, juncture and stress out of 25	The total out of 100
One	21	7	8	12	48
Two	12	20	14	12	58
Three	11	17	9	11	48
Four	13	12	15	9	49
Five	12	8	11	11	42
Six	10	10	16	12	48
Seven	14	11	11	10	46
Eight	5	14	10	7	36
Nine	16	8	15	9	48

Ten	9	14	19	17	59
Eleven	17	11	6	15	49
Twelve	11	10	16	18	55
Thirteen	17	13	11	4	45
Fourteen	20	11	6	14	51
Fifteen	10	13	16	10	49
Average	**13.2**	**11.93**	**12.2**	**11.4**	**48.73**

The control group named section (1) studied the Debate course for four months traditionally without having any technology inside the classroom to acquire the paralinguistic aspects of the target language. Then, by the end of the course, this group was interviewed again by the same team of examiners to see if any change occurred. Table 3 shows the control group's scores in the paralinguistic aspects of language in the post-test.

Table 3. The Control Group's Paralinguistic Performance in the Post-Test

Students` number	Body language, Postures, gestures and facial expressions out of 25	Proximies, gaze and eye management out of 25	Intonation, rhyme and rhythm out of 25	Pause, juncture and stress out of 25	The total out of 100
One	14	9	19	10	52
Two	14	13	11	13	51
Three	11	9	11	9	40
Four	8	13	12	12	45
Five	10	5	10	18	43
Six	14	10	11	11	46
Seven	12	16	16	16	60
Eight	10	14	19	15	58
Nine	8	9	10	12	39
Ten	14	15	12	14	55
Eleven	17	13	12	17	56
Twelve	9	14	12	4	39
Thirteen	13	20	12	12	57
Fourteen	11	17	15	8	51
Fifteen	19	18	5	18	51
Sixteen	11	14	11	16	51
Seventeen	9	8	12	18	47
Averages	**12**	**12.76**	**12.35**	**13.11**	**49.47**

The experimental group (named section B) started interacting with native speakers via web-cam worldwide Facebook, Skype and other sites of social communication to acquire the paralinguistic aspects of language effectively. They were encouraged to have no-curricular chats with native speakers informally outside the classroom.

This experiment continued for four months. Then, a post-test of students' paralinguistic

competence was administrated by having interviews by the same team of examiners using the same scale and the same distribution of scores among the paralinguistic aspects of language: Where 25 scores were given for gestures, postures and facial expressions, 25 scores for gaze and eye management, 25 scores for intonation and rhythm, and the 25 scores for pause, juncture and stress.

Table 4 shows the experimental group's performance in the paralinguistic aspects of the language after being taught via web-cam chat.

Table 4. The Experimental Group's Paralinguistic Performance after the Experiment

Students` number	Body language, Postures, gestures and facial expressions out of 25	Gaze and eye management out of 25	Intonation, rhyme and rhyme out of 25	Pause, juncture and stress out of 25	The total out of 100
One	18	13	17	15	63
Two	23	17	18	17	75
Three	11	20	13	15	59
Four	18	9	12	11	50
Five	24	13	14	9	60
Six	16	15	10	16	57
Seven	11	16	18	17	62
Eight	15	17	18	16	66
Nine	16	15	20	20	71
Ten	15	18	15	17	65
Eleven	18	19	18	19	74
Twelve	24	21	20	20	85
Thirteen	17	23	21	19	80
Fourteen	24	24	22	22	92
Fifteen	24	24	22	19	89
Averages	**18.26**	**17.6**	**17.13**	**16.8**	**69.86**

Table 4 shows that students' paralinguistic competence has improved much because of the new experience of teaching , where the average score for the experimental group's subjects in the pre-test equals 48.73 with SD 12.791. However, the mean score for them subjects in the post-test equals 69.66 with SD equals 18.403.

Table 5. The Both Groups Students' Results in the Paralinguistic Aspects of Language on the Post-Test

Group	N	Means	Std. Deviation	DF	T value	Sig.
Control group	16	49.47	11.18	29	4.405	0.000
Experimental Group	15	69.86	14.29			

15. Discussion of the Results

After investigating the effect of using web-cam chat on the paralinguistic competence of the learners, the results of the study indicated that there is much progress in the experimental group's paralinguistic competence. Therefore, the hypothesis of the study which reads, "web-cam chat has great effect on the paralinguistic competence of the FL learner's is confirmed.

The results of the study showed that the examinees, mean score of the paralinguistic aspects of language in the post-test was much higher than their mean score in the pre-test.

Moreover, the results of the study showed that there is also a big gap between the examinees mean score in every paralinguistic aspect of language in the post test equals (69.86) if it was compared with their mean score in every paralinguistic aspects of language the pretest equals (49.97).

Additionally, the results of the study showed that there was much difference between the average scores of the experimental group's performance in all the paralinguistic aspects in the post-test if compared with the average scores of the control group's performance in all the paralinguistic aspects in the post-test.

Finally, the researchers found out, and with reference to means and statistics, that there is much improvement in students' paralinguistic competence in the post-test that was administered after a four months experiment of being taught in a CMC environment, (web-cam chat), .i.e. (Facebook and Skype). In this setting, the class acquired the paralinguistic aspects of language efficiently and properly. These chats were presented in different environments and in different speeds from the mouths of native speakers who are of different jobs, ages, sexes, contexts of speaking, educational levels and social classes because language with its paralinguistic aspects varies from one situation of discourse to another.

The results of the study showed also that thirteen subjects out of fifteen have improved their overall non-verbal competence, while two subjects showed no change. This is difficult to explain, but as educators know, a class is composed of a variety of students, some with excellent study habits and others without good study habits, and some students simply are not interested.

The number of these cases of law performance was low. It was two out of fifteen. Approximately, 13% of the students showed no changes and 87% improved their paralinguistic competence. The highest progress was in students' use of gestures and postures and facial expressions. However, the lowest progress was in intonation and rhythm equals (16.8).

Students who scored the highest equals (18.26) score in the post-test did not show much progress in the intonation and rhythm. This might be due to the fact that parts of the prosodic messages are genetic and unconsciously made.

The team of examiners noted also that hesitation and stress have, to some extent affected students' performance. Their hesitations sometimes make the native language of the learners

interferes to fill the gap of insufficiency when it occurs.

16. Conclusion

"Non-verbal and prosodic communication is of the record and can convey messages subtly, without provoking confrontation" (Hall, 1959, p59). The person, who glares, shuffles papers, or lean away does not have to acknowledge publicly his/her irritation. It should be noted that in every social encounter the non-verbal encounter, the non-verbal cues sent by our body and its combination with the setting are communicating with a "silent language". Using the "silent language" in the wrong context or the wrong time can create great distress and confusion in cultural strangers who are unaccustomed to the display of these non-verbal habits. Frequent miscommunication and even hostility arise when one communication partner has failed to interpret the intentions of the other as a result of misinterpreting its discourse conventions.

The study suggests using CMC to improve intercultural paralinguistic competence. Hopefully, they can be of some help to teachers of English and students who learn the language. What's more, English language teachers should look at their roles and tasks from a different angle, reconsider the objective of English teaching, and reestablish students' needs and demands, so as to find feasible ways to arouse students' cross-cultural awareness.

According to the native experts' analysis of interviews made for two classes of non-native speakers of English, the researchers found out that there was much progress in the paralinguistic competence of the experimental group after they were exposed to authentic chats and dialogues with native speakers on different topics, themes and functions taken from the everyday life of the English language community. FL specialists should have contrastive studies that compare the paralinguistic aspects of English with those of Arabic because no full comprehension of oral communication is complete without considering this issue. In addition, foreign language teachers of English are recommended to teach language, specially the paralinguistic aspects of language using CMC, weather at school or university level.
More importantly, EFL teachers should have in-service training on how to teach foreign languages using CMC. Besides, they should focus on meaningful communication by emphasizing authenticity and avoiding artificiality.

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