

The Effect of Video- Mediated Communication on 7th Grade EFL Students' Para-Linguistic Competence and Attitude

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Abstract

This study aimed to investigate the effect of Video-Mediated Communication (VMC) on 7th Grade EFL students' para-linguistic competence and attitude. The study sample consisted of thirty 7th-grade students at AL Manbar Privet School at Al-Mafraq during 2019/2020. The study sample was divided equally into two groups: an experimental and a control group. The control group was taught using a paper textbook, whereas the experimental group was taught using the VMC strategies. The study's findings indicated that using VMC in language teaching and learning significantly affects developing students' para-linguistic competence and attitude. However, the experimental group performed better than the control group in speaking due to the new method of using VMC. The results also showed that the experimental group has a positive attitude toward VMC, which might be due to using the VMC strategies through which the experimental group students have developed their para-linguistic competence and attitude.

Keywords: Video-Mediated Communication, para-linguistic competence, regular Instruction

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1. Introduction

Video Mediated Communication is defined as a new teaching method that allows learners to learn via watching videos and spend more time interacting with others. Teachers must be aware of the importance of involving the students in the teaching process. As a result, students are more likely to participate actively in class, reflecting the true definition of teaching. Previous scholars had stressed the importance of learning and recalling things depending on receiving the information. It can be proven by Benjamin Franklin, who stated that "Tell me and I forget, teach me, and I may remember, involve me, and I learn."

Learning through videos may allow the students to acquire paralinguistic techniques, which are the aspects of speech that do not involve words. These could add stress or reminders to what people say, such as body language, gestures, pauses and junctures, intonation, facial expressions, eye contact, tone, and voice pitch. "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" (Bataineh and Al-Abdali 2014). Therefore, students need to acquire paralinguistic competence in order to achieve this goal.

Such techniques have been argued to be a motivation for students to learn in a fun environment. Motivation is the factor that impacts student's desire for learning, which is something all our students bring with them in one form or another. "It is not the case that all we need to do as teachers is to identify it, encourage it, feed it now and then, and watch it grow" (Gilakjani, Leong and Sabouri 2012). Motivation plays a vital role in students' language learning and performance, and it is essential to create a positive and supportive atmosphere. Without motivation, a learner cannot perform or learn a language. Motivation makes purposes visible. Learning a different language is very challenging, but if the learner has an internal desire to learn any language, he/she can do well. It is an internal or external desire in people, which increases learners' interest to learn a different language to achieve a goal. (Zaman 2015). Accordingly, new strategies are required to motivate students to learn with a fun new environment which can be through paralinguistic strategies at the classroom.

The purpose of the study, therefore, is to examine the effect of video-mediated communication on learning process. More specifically, the study seeks to answer the following questions.

1. Are there any statistically significant differences between experimental and control group students' paralinguistic competence due to the teaching strategy VMC vs. regular instrument?
2. Are there any statistically significant differences in the experimental group students' mastery of each paralinguistic aspect (prosodic aspect and non-verbal) due to the new VMC strategy experiment
3. What are the experimental group students' attitudes toward using VMC?

The study has proposed the following Hypotheses. The first hypothesis is that there are no statistically significant differences between the experimental and control group students' paralinguistic competence due to the teaching strategy VMC vs. regular instrument at $\alpha \leq 0.05$. the second hypothesis is that there are no statistically significant differences in the experimental group students' mastery of each paralinguistic aspect (prosodic aspect and non-verbal) at $\alpha \leq 0.05$, due to the strategy of using VMC. The third and the last hypothesis is that the experimental group students have a negative attitude toward using VMC.

2. Operational definition of the terms

This section is devoted to clarifying some basic notions that are used extensively in this paper. *Regular Instruction* is one of the terms that used in the current study which defined as a method based on teaching curricula and content to students by using old educational aids such as blackboards, pens, and textbooks. It depends on three fundamental pillars: the teacher, the learner, and the information. Another technical term is Video Mediated Communication VMC which is one of the new teaching strategies that allow teachers to use video in the classroom to teach, motivate and improve students' English language skills and stimulate face-to-face communication.

Other terminologies been used in the study related to Para-linguistic competence consisting of prosodic and non-verbal aspects. Prosodic is identifying with the musicality and pitch (the manner in which a speaker's voice rises and falls) of language. Whereas, Non-verbal is sending and receiving messages using your hands, arms, body, face, and eyes. Attitude is another important concept that has been used in this study which refers to the students' stance toward a VMC strategy whether they find it a useful strategy or not.

3. Theoretical background and review of related literature

Teaching English as a foreign language has recently received a particular emphasis due to developments in all aspects of life. New theories, publications, and new teaching methods are always introduced to elevate learners' achievement. According to Chastain (1988), learning the language is a universal and natural learning language. Functional knowledge of both is necessary to enable the learner to interact and communicate with other people in one's communicative environment. However, he adds, language is so complex that a student cannot absorb all values and habits of the target language people. The students are involved in becoming familiar with those aspects that are most important in understanding the people and their way of life with the help of language teaching technologies such as VMC.

Leather and James (1991) (cited in Bataineh 2014) assert that second language learners (L2) often feel more comfortable in electronic communication than face-to-face situations. In other words, they experience more comfortable practicing pronunciation without feeling embarrassed, worrying about their mistakes. Furthermore, while oral production is supported through visual aids, students can practice extra effectively and confidently.

Herron, Cole, Corrie, and Dubreil (1999) explored the effect of using FL video with sound to improve students' competencies. The purpose of the study was to investigate the effect of using FL video with sound to improve students' cultural knowledge. Post-test scores were higher than the pre-test. The result revealed that the experimental group affected teaching competencies of language after watching videos; students were able to improve their knowledge of foreign language competence. Furthermore, the video had effects on teaching student's competence.

Additionally, Blake (2000) claimed that EFL learners do not need to passively listen to audiotapes alone after class through the Internet and the use of CMC tools. They can easily participate in interactions by posting and replying to messages on discussion boards anytime they feel comfortable or have free time. Learning becomes a 24-hour process, besides paralinguistic aspects such as word stress, pause, juncture intonation, and facial expression. This new way of learning that engages learners in authentic social interactions can significantly expose learners to the TL and practice what they have learned in the classroom.

Cheon (2003) demonstrates that with the appearance of video-mediated communication, technology methods of communication and learning were effectively changed. Shy learners may be frightened of making mistakes. They may also choose to speak, much less in the classroom, but via VMC tools such as emails, chat rooms, discussion rooms, video or audio conferences, users worldwide without difficulty achieve communication, without borderlines of time and area. Therefore, it proposed that VMC may compensate for the deficiency of interaction inside and outside the EFL classroom.

Dukes (2005, 4) points out that "using technology in teaching foreign language learners has affected the classroom. It can increase interaction among students and create an authentic environment. Via technology, we can create different learning of students' authentic learning through providing students with materials and activities related to the real world; and create a positive learning environment that is supportive and open". More importantly, VMC creates an authentic atmosphere of the foreign language country in the classroom and helps the teacher give his voice some rest for a while with the advantage of allowing the student to become used to native speakers of the language taught.

Trofovich and Baker (2006) examined five supra-segmental features: stress timing, peak alignment, speech rate, pause frequency, and pause duration, and showed how each feature contributed to fluency and foreign accents whenever they are taught via technology. The results revealed that suprasegmental contributed to foreign accents at all experience levels. That pause duration and speech rates were more likely to influence the foreign accent rating than other supra-segmental. Increasing the number of features and participants would improve the reliability and generalizability of the results. However, the earlier study discussed only minimal prosodic components and did not examine specific factors determining listeners' attitudes towards accented speech.

Dament (2008) conducted a study to investigate the effect of film on teaching and learning intercultural, non-

verbal, and para-linguistic aspects. The study used qualitative and quantitative approaches in conducting classroom research on the learning and teaching of non-verbal communication within EFL speaking and listening skills classes. The experimental intervention involved explicit teaching of non-verbal communication, and the control group was taught traditionally. Both groups are exposed to the same native speakers' interactions in the same four films. However, the classroom activities focus on linguistic and pragmatic features arising from the films, adopting a quasi-experimental pre and post-test design. The comparison between the two groups indicated that: students with a more positive attitude towards getting a higher level of understanding of non-verbal communication of English native speakers, hence, high level of ability to apply non-verbal channels of communication appropriately in the role-playing interaction with English. The result revealed that using films and role-play appropriately may provide influential native speakers modeling and opportunities for practice.

Tamo (2009), in his study on video-mediated communication language learning, proposed that the integration of VMC into EFL learning can provide learners with more authentic input and more opportunities to participate in the target contexts. Moreover, motivation, social equality, and identity can also be encouraged by using VMC inside and outside the classroom. Besides, it is not only supplementary materials to provide the students with genuine information about a particular cultural group, but they are an essential medium for conceiving and acquiring.

Jiang (2010) suggested that the integration of VMC into EFL learning can provide learners with more authentic input and more opportunities to participate in the target sociocultural contexts. Both linguistic and pragmatic knowledge can be promoted. Moreover, motivation, learner autonomy, social equality, and identity can also be encouraged by using VMC inside and outside of the classroom. He also suggested that integrating video-mediated communication VMC into EFL learning can increase both input (exposure) and output (use) of the target language that is needed for learners to promote both their linguistic and sociocultural competence.

Like others, Singh (2010) argued that VMC provides authentic competencies exposures of the foreign language to students. One of the exposure complaints by EFL speakers/writers is that they lack natural communicative competence and that their English is bookish. As a part of VMC, current multimedia communication and internet technology enable students to get exposed to native English speakers' or writers' environments. It is assumed that this exposure will help students to produce native-like communication. Besides, success in the implementation of web-cam chat in EFL settings may become possible due to the nature of VMC, which enables students as well as the teacher to enjoy authentic learning materials.

Nowrozi (2011) suggested that CMC tools such as internet telephony, audio and video conferencing, voice mail, or voice discussion board can all be used to promote learners' speaking paralinguistic aspect competence that leads to more proficiency as facial expression, intonation, pause, and gesture. By engaging learners in recording speech and sending files to other learners, communicative speaking skills can be a goal to achieve paralinguistically. Using CMC brings life into the language classroom and turns it into a small foreign world. culture.

Additionally, Singh (2011) asserted that VMC had been found to facilitate the development of language skills. For example, VMC to teach competencies and found that VMC is a workable technology, which strengthened his participants' language competencies. Furthermore, he contained that using VMC brings life into the language classroom and turns it into a small foreign world. Besides, it is not only supplementary materials to provide the students with genuine information about a particular cultural group, but they are an essential medium for conceiving and acquiring culture.

Graddol (2012,18) asserts, "technology lies at the heart of the globalization process, affecting work, education, and culture." According to him, video-mediated communication is a crucial way to learn the native language speakers' competencies since it has been proved to be an effective tool for language learning. In recent years its use in language classrooms has gained popularity. In several studies, video-mediated communication has been found to strengthen students' competencies. Therefore, using VMC in classrooms is an important way for teaching English within its competencies.

Solanki and Phil (2012) maintained that by having more exposure to the target language, learners could have more opportunities to participate in the social and target context. By using video-mediated communication, learners can introduce their families, countries, and culture. Moreover, using microphones and web cameras allows learners to participate in online communications that almost resemble traditional face-to-face conversations. However, interaction cannot be as immediate as real-life communications due to transmission time. Nevertheless, through audio and video communications, learners can obtain both verbal (e.g., intonation) and non-verbal, e.g., Facial expression cues that are essential to developing para-linguistic competency.

Eslami, Mirzaeli, and Dini (2015) investigated the impact of practical instruction through asynchronous computer-mediated communication (ACMC) on the acquisition of requests by Iranian EFL learners. The study was conducted on three EFL learners, a control (n = 27), and two intervention groups. The study employed different techniques of investigation, explicit and implicit. Whereas the participants of the explicit group (n = 23) received consciousness-raising activities, the implicit group (n = 24) received enhanced input and implicit feedback. The

study used different methodological strategies such as discourse completion task (DCT) to compare control and intervention groups. In addition, quantitative and qualitative analyses were used to determine the effect of instructional methods on EFL learners' pragmatic competence. The study found that both treatment groups significantly improved in a way that outperformed the control group. Nevertheless, the explicit group performed significantly better on the DCT and email communication measures than the implicit group.

Khalifa and Faddal (2017) examined the role of paralinguistic strategies as an influential factor in learning and foreign language teaching. They maintained that paralinguistic strategies play essential role in developing the learner's linguistic performance and language teaching. In addition, the study aimed at discovering the relationship between students' learning and teachers' paralinguistic; and the learners' credible teaching perceptions depend on the teachers' paralinguistic. The participants of the study were teachers and students of English language in the College of Science and Arts, Almandaq Branch in Albaha University. The finding of the study showed that paralinguistic strategies contribute in communicating effective meanings. Therefore, it is recommended that EFL teachers and learners should use paralinguistic strategies in their teaching and learning processes to convey meaning effectively.

Rusk and Pörn (2019) described the interactional sources and social practices for intersubjectivity in video-mediated environments (VMEs) within the context of tandem language learning in a virtual learning environment (e-Classroom tandem). The experiment was arranged within formal language education in upper secondary schools. The study was conducted on video and screen recordings of several tandem dyads' video-mediated interaction. More specifically, the study analyzed how "lag" (a delay in the connection) affects participants' meaning-making and ways to maintain intersubjectivity in VMEs. The study showed that participants use different interactional resources and practices regarding turn design, turn-taking, and turn construction to maintain intersubjectivity. Therefore, in the context of e-Classroom tandem, the roles of the speakers of L1 and L2 appear to be of situated importance for maintaining a mutual understanding in VMEs.

Ueno, Nakano, Zeng, and Nihei (2020) stressed the importance of paralinguistic elements in conveying the meaning of any conversation. They emphasized the massive role of facial expressions and the degree of intensity in affecting the meaning of the speaker's feedback. The study analyzed 33 video-mediated conversations by three people and obtained audio and speech data for each participant. The analysis was dependent on the multimodal deep neural network model that guesses the intensity of facial expressions co-occurring with feedback responses. The study found that close-up frontal face images of each participant are constantly presented on display. In addition, the participants' attention is more likely to be drawn to the facial expressions.

4. Methodology

This present section is devoted to discussing the methods and procedures used in this study to investigate the effect of using video-mediated communication on seventh-grade EFL students' para-linguistic competence and attitude. Thus, it consists of the following: participants of the study, design of the study, the instrument of the study, validity and reliability of the instrument, variables of the study, instructional treatments, suggested material, study procedures, and statistical analysis.

4.1. Participants of the Study

In Jordan, the study participants consisted of 30 seventh-grade students of Al Manbar Privet School, at northeastern Mafraq Badia Directorate of Education. During the first semester of the scholastic year 2019/2020. They were divided into two groups of 15 students each. The first group was assigned as the control group, which was taught using standard English methods. In contrast, the second group was assigned as an experimental group which was taught using video-mediated communication.

4.2. Instruments of the Study

A pre-test was conducted to determine the actual level of both groups before starting the experiment and collecting data. Four weeks later, the researcher gave them the same test as a post-test to see whether VMC strategy affected students' para-linguistic competence or not. The study depended on using two main tools in its examination: speaking and listening tests and survey questionnaires. The first tool, the test, covered five speaking and listening aspects represented as the following. They were comprehending and using intonation, comprehending and using word and sentence stress, comprehending and using pause and juncture, comprehending and using body language, and comprehending and using facial expression and eye contact. However, the second tool was questionnaires distributed at the end of the experiment to the experimental group students only. The surveyed questionnaire included 15 items to discover their attitude towards the suggested strategy of VMC.

4.3. Design of the Study

The study's experiment was conducted for four weeks, during the first semester of the academic year 2019/2020, at al Manbar Privet School, in Mafraq Northeast Badia Directorate of Education in Jordan. As was mentioned

earlier, there were two groups, namely, the experimental and control group. The former group was taught para-linguistic competence using the VMC strategy, while the latter was taught using traditional English teaching methods. The same instructor taught both groups, and they studied the same material on the same days. Then, the post-test was administered. The experimental group students were asked to answer the questionnaire after the assigned teaching period was finished to examine the effect of video-mediated communication on their attitude. At last, the students' scores were analyzed and compared.

Table (1): The Participants of the Study

Group	Method of Teaching	Numbers
Experimental	Using VMC Solving strategy	15
Control	Regular Instructions	15
Total		30

4.4. Validity of the test

The test and the attitude questionnaire were validated and evaluated by a team of experts in the educational field to ensure their accuracy suggested measuring tools to achieve the purpose of the study. Experts were asked to review the test and the questionnaire of the study. The experts analyzed the tests and the questionnaire items to determine whether the tests are suitable regarding the content, spelling, form, meaning, grammar, the number of the questions, and the distribution of the scores. The recommendations of the experts were taken into consideration and used to improve the instruments.

4.5. Reliability of the Listening Test

For establishing the test reliability, a test-retest strategy and questionnaire were used. A pilot study was conducted where the listening test was given to 15 students who were not included in the study sample. After two weeks, the pilot group took the same test. By using Pearson's formula, the reliability coefficient of the test was calculated, and it was found to be 0.84. Thus, the test could be described as being reliable. The speaking test is subjective, and there is no stability of scores if it is administrated twice at two different times or by two different examiners.

4.6. Variables of the Study

The present study has exploited both dependent and independent variables to test the experiment. The Independent variables were used to examine their effect on dependent ones. Therefore, teaching methods including video-mediated communication strategy and regular instruction were used to see their impact on the students' performance. However, the dependent variables were the possible outcomes of the experiment, which were the student's scores of both groups (control and experimental) in the para-linguistic competence (prosodic and non-verbal) and the experimental group students' responses to the questionnaire.

4.7. Instructional Treatment

Before starting the experiment, the researcher explained the nature of the study and the aims of the study to the students. VMC was explained to the experimental group students, and they were given a chance to ask about the strategy and its role in para-linguistic competence. The students were already divided randomly into two groups; group A was chosen randomly as an experimental group that was taught para-linguistic competence using the VMC strategy. Group B was also chosen randomly as a control group that was taught para-linguistic aspects using the traditional teaching method. However, both groups were taught by the researcher. The pre-test was administered to both groups to measure the actual students' para-linguistics level. The researcher had chosen different educational videos with similar topics to the lessons being taught in the class. A video was presented in the classroom, and then students were asked to discuss and analyze the video of prosodic and non-verbal aspects. While the control group students were taught the same material by the same researcher on the same days using regular teaching instructions.

4.8. Instructional Material

As mentioned earlier in this study, the experiment was conducted on the 7th-grade students of al Manbar Privet School, who study the Jordanian public-school curriculum Action Pack coursebook. In addition, students of both groups studied the same material. Nevertheless, in addition to the English textbook, the experimental group also studied via videos that cover the same topics of the lessons found in the 7th-grade textbook in that class. Therefore, the study materials cover different English movies that contained similar topics with English lessons given in the class. Including the instructional materials, especially visual videos, as visual aids brings life to learning by stimulating students. The material included nine videos, as they mentioned in table 2 below.

Table (2): The distribution of the material, number of classes, reading comprehension lessons and time.

Video NO.	Para-Linguistics Lesson	Class Time	Class NO.	Week
1	Seven Wonders of the Ancient World https://m.youtube.com/watch?v=9k0Zw27wtMI	45 min	1	1
2	The Ancient World in about 3 minutes elementary my dear Watson	45 min	2	1
3	Most Amazing Ancient Ruins of the World 25 https://m.youtube.com/watch?v=fq70UHD8DrM	45 min	1	2
4	Detective Riddles Only the Most Attentive 10 1% Can Solve https://m.youtube.com/watch?v=5fJaUK1fQwA	45 min	2	2
5	Describe a Place that You Have Visited that You Particularly Liked https://m.youtube.com/watch?v=VJtMkwDPJKE&t=7s	45 min	1	3
6	Ibn Battuta – The Great Traveler – Extra History https://m.youtube.com/watch?v=TEI0sVYKtg8	45 min	2	3
7	Places Around Town ESL Vocabulary Game Building and Places https://m.youtube.com/watch?v=kK4DOPR41Nc&t=7s	45 min	1	4
8	Building Your Diorama Base https://m.youtube.com/watch?v=f_UNpdJa-3U&t=16s	45 min	2	4
9	How to Make Periscope with Cardboard School Project https://m.youtube.com/watch?v=Bnjin5e4LTmE	45min	1	5
Total	9 Videos	405 min.	9 classes	

4.9. Procedures of the Study

After the researcher got the principal's consent of al Manbar Privet School to conduct the study, the following procedures were followed. The experiment was conducted on the 7th-grade students, which were selected as the participants of the study. The participants were already divided into two groups. Group A was selected as an experimental group, while group B was selected as a control group. In addition, the researcher explained to the students the nature of the study and its purposes. A pre-test was administered to both groups before applying the experiment to estimate their actual level. The material was taught two times a week for each group for four weeks. Students in both groups studied the same material, but the experimental group was given extra visual aid of teaching through videos that cover similar topics in the 7th-grade textbook. At the end of the experiment, a post-test was administered to both the experimental and control groups. Also, the questionnaire was administered to the experimental group only. Once finished, the data were collected and analyzed to show the results.

4.10. Statistical Analysis

SPSS Software program was used to analyze the collected data to answer the study questions. Means, standard deviations, T-test, One-way ANOVA, and Scheffe were used to see if VMC strategy had any significant statistical difference on students' para-linguistics competence. A One-way ANOVA test was used to see any significant statistical difference in the experimental group students' proficiency of each aspect of para-linguistic competence.

5. Findings of the Study

As previously mentioned, this study aims to examine the effect of Video-Mediated Communication on 7th Grade EFL Students' Para Linguistic Competence and Attitude. This study examines any statistically significant differences between experimental and control group students' paralinguistic competence due to the teaching strategy VMC vs. traditional instrument. It also aims at finding any statistically significant differences in the experimental group students' proficiency of each paralinguistic aspect (prosodic aspect and non-verbal) due to the new experiment of using the VMC strategy. In addition, the study also aims to investigate the experimental group students' attitudes toward using VMC. However, table (3) below shows the pre-test result.

Table (3): Means, standard deviation and TTR of the experimental and control groups on the pre-paralinguistic competence test.

Paralinguistic Aspects	GROUP	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Intonation pre	experimental	15	6.67	2.845	.444	28	.660
	Control	15	6.20	2.908			
Word stress and sentence stress pre	experimental	15	13.13	2.973	.066	28	.948
	Control	15	13.07	2.576			
Pause and juncture pre	experimental	15	11.73	3.011	.123	28	.903
	Control	15	11.60	2.923			
Body language pre	experimental	15	10.27	3.011	-.287	28	.776
	Control	15	10.60	3.334			
Facial expression pre	experimental	15	4.87	2.532	.363	28	.720
	Control	15	4.53	2.503			
Total pre	experimental	15	46.67	13.813	.137	28	.892
	Control	15	46.00	12.895			

Table (3) showed that the students' scores for both groups were almost equivalent in the pre-test before applying the experiment. This indicates that the two groups were comparable in terms of their linguistic competence before starting the experiment. This also showed that the difference between scores of both groups on the para-linguistic competence test was not statistically significant. However, the subsequent sections present the findings of the first, second, and third questions and a summary of the study findings.

5.1. Findings Related to the First Question

The first question of the study concerns whether there are any statistically significant differences between experimental and control group students' paralinguistic competence due to the teaching strategy (VMC vs. regular instruction).

To answer this question, the first hypothesis of the study, which stated that there are no statistically significant differences at ($\alpha \leq 0.05$) between the experimental and control group students' paralinguistic competence due to the teaching strategy (VMC vs. regular instruction), was examined. The means and standard deviations of experimental and control group students' paralinguistic competence due to the teaching strategy (VMC vs. regular instruction) were applied to test this hypothesis. Besides, a t-test was used to find out any significant differences between both groups. Table (4) below shows that.

Table (4): Means, standard deviation and TTR of the experimental and control groups on the post paralinguistic competence test.

Paralinguistic Aspects	GROUP	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Intonation post	Experimental	15	14.60	2.261	4.904	28	.000
	Control	15	10.33	2.498			
Word stress and sentence stress post	Experimental	15	18.67	1.496	3.379	28	.002
	Control	15	15.73	3.011			
Pause and juncture post	Experimental	15	17.33	1.676	4.836	28	.000
	Control	15	13.40	2.667			
Body language post	Experimental	15	15.73	2.463	4.863	28	.000
	Control	15	11.53	2.264			
Facial expression post	Experimental	15	12.67	2.743	3.938	28	.000
	Control	15	8.67	2.820			
Post total	Experimental	15	77.67	9.302	4.766	28	.000
	Control	15	59.00	11.982			

Table (4) above shows statistically significant differences at ($\alpha = 0.05$) between the means of both groups on the post paralinguistic competence test in favor of the Experimental group VMC.

5.2. Findings Related to the Second Question

The second research question addressed the issue of any statistically significant differences in the experimental group students' mastery of each paralinguistic aspect (prosodic aspect and non-verbal) due to using the VMC strategy. To answer this question, the second hypothesis of the study which stated that there are no statistically significant differences at ($\alpha \leq 0.05$) between the experimental and control group students' mastery of the paralinguistic aspects (prosodic aspect and non-verbal) due to the teaching strategy (VMC vs. regular instruction) was tested. The means and standard deviations of the experimental group students' paralinguistic aspects (prosodic

and non-verbal) were applied to test this hypothesis. Therefore, the results were computed as presented in table (5) to answer the second research question.

Table (5): Means and standard deviations of the experimental group students' paralinguistic aspects (prosodic aspect and non-verbal)

Paralinguistic Aspects	Mean	Std. Deviation
Intonation	14.60	2.261
Word stress and sentence stress	18.67	1.496
Pause and juncture	17.33	1.676
Body language	15.73	2.463
Facial expression	12.67	2.743

Table (5) shows a slight variance in students' means of the experimental group students' paralinguistic aspects. A one-way ANOVA was conducted to find out whether there are statistically significant differences in these means, and the results are shown in tables (6) below.

Table (6): One-way ANOVA results of students' responses of the experimental group students' paralinguistic aspects

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	327.467	4	81.867	17.233	.000
Within Groups	332.533	70	4.750		
Total	660.000	74			

Table (6) above shows statistically significant differences at ($\alpha=0.05$) between the means of the experimental group students' paralinguistic aspects. Post Hoc Test using Scheffe method was used for Pairwise Multiple Comparisons as shown below in table (7).

Table (7): Pairwise multiple comparisons post hoc tests using Scheffe method between paralinguistic aspects

(I) GROUP	(J) GROUP	Mean Difference (I-J)	Std. Error	Sig.
Intonation	Word stress and Sentence stress	-4.07(*)	.796	.000
	Pause and juncture	-2.73(*)	.796	.026
	Body language	-1.13	.796	.731
	Facial expression	1.93	.796	.219
Word stress and sentence stress	Intonation	4.07(*)	.796	.000
	Pause and juncture	1.33	.796	.593
	Body language	2.93(*)	.796	.013
	Facial expression	6.00(*)	.796	.000
Pause and juncture	Intonation	2.73(*)	.796	.026
	Word stress and Sentence stress	-1.33	.796	.593
	Body language	1.60	.796	.408
	Facial expression	4.67(*)	.796	.000
Body language	Intonation	1.13	.796	.731
	Word stress and Sentence stress	-2.93(*)	.796	.013
	Pause and juncture	-1.60	.796	.408
	Facial expression	3.07(*)	.796	.008
Facial expression	Intonation	-1.93	.796	.219
	Word stress and Sentence stress	-6.00(*)	.796	.000
	Pause and juncture	-4.67(*)	.796	.000
	Body language	-3.07(*)	.796	.008

The mean difference is signification at the 0.05 levels.

The above table shows statistically significant differences at ($\alpha=0.05$) between intonation from one side and between each of word stress and sentence stress and pause and juncture, in favor of each of word stress and sentence stress; and pause and juncture. There are statistically significant differences at ($\alpha=0.05$) between Word stress and sentence stress from one side and between body language and facial expression in favor of Word stress and sentence stress. There are statistically significant differences at ($\alpha=0.05$) between facial expression from one side and between each pause and juncture and body language in favor of each pause and juncture; and body language.

5.3. Findings related to the third question

The third question aims at examining the attitude of the experimental group students' toward using VMC. To answer this question, the third hypothesis of the study was tested, which stated that the experimental group students

have a negative attitude toward using the VMC strategy. To test this hypothesis, a questionnaire of 15 items was used. By having profound interpretation and analysis of the questionnaire results, the experimental group students appeared to have a positive attitude toward using VMC. These might be due to the effect of VMC as an interesting and motivating tool, as shown in table (8).

Table (8): Means and standard deviation of experimental group students' attitude toward using VMC

Rank	No	Item	Mean	SD
1	11	Video-Mediated Communication helped me in Communicating clearly, expressively without hesitation	4.60	.507
2	6	Using Video-Mediated Communication helped me speak with confidence	4.53	.516
3	1	Video-Mediated Communication helped me in using word stress and sentence stress	4.47	.640
3	5	Video-Mediated Communication helped me using in facial expression	4.47	.640
3	9	Video-mediated communication helped me in using gesture and posture	4.47	.516
3	12	Using Video-Mediated Communication helped me to improve my listening and speaking skills	4.47	.640
3	13	Video-Mediated Communication helped me in using rhyme and rhythm	4.47	.640
8	4	Video-Mediated Communication helped me in using intonation	4.40	.632
9	2	Video-Mediated Communication helped me in using body language	4.33	.724
9	8	Video-Mediated Communication helped me in using eye contact message	4.33	.617
9	10	Video-Mediated Communication increased my para linguistic competence	4.33	.900
9	14	I felt happy with this new experience in learning speaking and listening via Video-mediated communication	4.33	.488
13	3	Video-Mediated Communication helped me in using pause and juncture	4.27	.704
14	7	Video-Mediated Communication helped me in using non-verbal and prosodic communication	4.20	.862
15	15	Using Video-mediated communication increased my storage of vocabularies	4.07	.458
Total			4.38	.293

To answer this question, the third hypothesis of the study was tested "The experimental group students have a negative attitude toward using VMC strategy. To test this hypothesis, a questionnaire of 15 items was used. By having profound interpretation and analysis of the questionnaire results, the experimental group students appeared to have a positive attitude toward using VMC. These might be due to the effect of VMC as an exciting and motivating tool, as shown above in table (8). Table (8) above shows that item 11, which stated that Video-Mediated Communication helped the students communicate clearly, expressively without hesitation, received the highest mean (4.60) regarding the degree of agreement.

In contrast, item 15, which stated that video-mediated communication increased the student's vocabulary storage, was ranked last with a mean (4.07). This table also shows that the mean of means for all items is (4.38). After analysing and interpreting students' attitudes toward using VMC and its effect on their attitude, the researcher found that most students' responses were strongly agreed and agreed. This indicated that using VMC had a positive effect on students' attitudes. The experimental group students' responses indicated that using VMC was very effective. Therefore, using VMC has positive effect on the experimental group students' attitude.

6. Discussion of the questions

In the previously mentioned sections, the findings of the study results were presented. The statistical analyses were also displayed with the aid of tables to provide a thorough account of the whole study. However, this section is devoted to discussing the results of the first, second, and third questions. The discussion of each question, therefore, is going to be presented in a separate subsection.

6.1. Discussion of the results of the first question

The first question investigated if there was any statistically significant difference between experimental and control group students' paralinguistic competence due to the teaching strategy VMC vs. regular instruction. The study results revealed that the experimental group students had a higher significant mean score than the control group. The results showed that the paralinguistic competence of the 7th-grade students has developed throughout four weeks of studying paralinguistic competence using the VMC strategy. The experimental group's mean scores in the post-test were higher than the pre-test, and also, it was higher than the control group's mean scores in the post-test. Accordingly, the VMC strategy can be a perfect tool to enhance the 7th-grade students' paralinguistic competence.

Accordingly, the present study's first hypothesis stated that there are no statistically significant differences between the experimental and control group students' paralinguistic competence due to the teaching strategy using VMC vs. regular instruction at $\alpha \leq 0.05$ was rejected. So, the VMC strategy can be considered effective for

developing the 7th-grade students' paralinguistic competence. This finding goes in line with the results of Jiang (2010), Singh (2010) studies which attempted to investigate the effect of VMC on paralinguistic competence.

6.2. Discussion of the results of the second question

The second question investigated any statistically significant differences in the experimental group students' mastery of each paralinguistic aspect (prosodic aspect and non-verbal) due to the suggested strategy of using VMC. The study results showed that the experimental group had the highest mean scores in paralinguistic aspects related to word stress and sentence stress. Then pause and juncture, then body language, then intonation. However, the lowest mean score was facial expressions. Accordingly, the VMC strategy can be regarded as an effective strategy to develop 7th-grade students' paralinguistic competence, and it develops certain aspects more than others.

Accordingly, the hypothesis of the present study stated that there are no statistically significant differences between the experimental and control group students' mastery of each paralinguistic aspect (prosodic aspect and non-verbal) at $\alpha \leq 0.05$." was rejected. These findings agreed with previous studies such as Herron, Cole, and Dubreil (1999), Trofovovich and Baker (2006), Laiw (2006), and Dament (2008), who attempted to investigate in their studies the effect of VMC strategy on paralinguistic aspects (prosodic aspect and non-verbal).

6.3. Discussion of the results of the third question

The third question investigated the experimental group students' attitude toward using VMC and its effect on their attitude. The study results revealed that the experimental group students had a positive attitude toward using the VMC strategy. The results showed that the experimental group's mean score in the questioner was higher. Accordingly, the present study's hypothesis stated that there are no statistically significant differences between the experimental and control group students' attitude at $\alpha \leq 0.05$." was rejected. VMC strategy can be regarded as an effective strategy to affect the 7th-grade students' attitudes positively. These findings corresponded with Pin-Shsiang and Shih-Min (2010), Miller (2003), who attempted to investigate the effect of VMC on students' attitudes in their research.

7. Conclusion

From theoretical and empirical points of view, the findings of the present study suggested that the VMC strategy had a positive effect on developing students' paralinguistic competence, and it had a positive impact on their attitude. Therefore, two main concluding remarks might be consequent from the present study. First, the VMC strategy is an effective strategy for teaching and learning paralinguistic competence. Second, it had a significant impact on students' attitudes.

8. Recommendations

In light of the results of this study, it is recommended that the VMC strategy be adapted to teach paralinguistic competence. According to the study's findings, the Ministry of Education, EFL teachers, students, EFL curricula designers, and researchers are highly recommended to take the following sets of recommendations. The Ministry of Education is recommended to use the VMC strategy so that students and teachers will have the chance to develop their paralinguistic competence and motivation toward learning paralinguistic competence in English classes.

EFL teachers are recommended to use the VMC strategy in English classes. Students also should be encouraged to use the VMC strategy to improve their paralinguistic competence since it can benefit them and make the learning process more effective and enjoyable. Moreover, EFL curricula designers should consider the suggested strategy to improve paralinguistic competence in building curricula. In addition, more researchers should be conducted and applied to know the effect of the VMC strategy on other language skills.

أثر استخدام التواصل المدعم بالفيديو على المهارة الما وراء لغوية وإتجاهات متعلمي اللغة الإنجليزية كلغة اجنبيه في الصف السابع الأساسي
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تهدف هذه الدراسة إلى التحقق من أثر استخدام التواصل المدعم بالفيديو على المهارة الما وراء لغوية لطلاب الصف السابع الأساسي في مدرسة المنبر الخاصة في المفرق-البادية الشمالية خلال عام 2020/2019. حيث شملت عينة الدراسة 30 طالباً تم تقسيمهم إلى مجموعتين متساويتين وهما: المجموعة التجريبية ومجموعة التحكم. تم تدريس مجموعة التحكم باستخدام كتاب دراسي، بينما تم تدريس المجموعة التجريبية باستخدام استراتيجيات لغة التواصل المدعم بالفيديو. وأشارت نتائج الدراسة إلى أن استخدام لغة التواصل المدعم بالفيديو في تدريس اللغة وتعلمها يؤثر تأثيراً كبيراً على كفاءة المهارة الما وراء لغوية للطلاب. ومع ذلك، كان أداء المجموعة التجريبية أفضل من مجموعة التحكم في الحديث بسبب الطريقة الجديدة لاستخدام لغة التواصل المدعم بالفيديو. وأظهرت النتائج أيضاً أن لدى المجموعة التجريبية موقفاً إيجابياً تجاه استخدام التواصل المدعم بالفيديو الذي قد يعود إلى استخدام استراتيجيات جديدة والتي من خلالها طور طلاب المجموعة التجريبية كفاءتهم ومواقفهم الما وراء لغوية.
الكلمات المفتاحية: التواصل المدعم بالفيديو، المهارة الما وراء لغوية، استراتيجيات التدريس التقليدية

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