The Effect of Using Audiovisual Chat on Developing English as a Foreign Language Learners' Fluency and Productivity of Authentic Oral Texts

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Abstract

This experimental study aimed at investigating the effect of using audiovisual chat on the improvement of tenth grade students' fluency and productivity of authentic oral texts in English, in the first semester of the scholastic year 2013/2014. For the sake of carrying out the present study and fulfilling its aims, the following two hypotheses were proposed: "Audiovisual chat has a great effect on the tenth Grade students' fluency in English" and there are no statistically significant differences between the mean scores of experimental group's mastery of each aspect of fluency at the $\left(p \leq 0.05 \right)$ level. The population of the study consisted of all 10th grade students in Amman First Directorate of Education during the scholastic year 2013/2014. However, the sample of the study consisted of 61 students studying at AL-Shmissani Al-Kharbi Basic School for Girls. This is a quasi-experimental study because the school was chosen intentionally as it had up-to-date internet connected laboratories and a number of tenth grade sections. After reviewing the theoretical literature and the previous studies, the researcher identified the aspects of language fluency to be studied i.e. authenticity, pragmatics, creativity, non-verbal communication, prosodic aspects , structural accuracy, figures of speech and idiomatic expressions, lexical accuracy, everyday life expressions, and speaking confidently. A pre-test was administrated to know the actual level of groups, the control group and the experimental one before being exposed to the new experience of teaching. The control group was taught traditionally, while the experimental group was taught via audiovisual chat . Two months later, a post- test was administrated so

as to find if any change occurred, if it occurred, to what extent and in what dimension. To be certain of the validity of the test, it was presented to a group of referees and its reliability was calculated by Cronbach Alpha Coefficient to be (0.90). To

treat the raw scores statistically; T.test, One-Way ANOVA, and Scheffe were used, by applying the quantitative research methods. The findings of the study revealed significant differences in the mean scores between the control and the experimental group. Students' performance in the experimental group was better than that of the control group. Finally, a number of related recommendations were presented to students, researchers, teachers and curricula designers.

Keywords: audiovisual chat, fluency, productivity of authentic oral texts, call, CMC

1. Introduction

Fluency is a flow in which words are joined together while speaking quickly (Cumming, 2003). It is a characteristic of the speaker. To Tamo, " a person is a fluent speaker when he is capable of using the language structure accurately" (2009 :

31). Mahfouz & Ihmeideh (2011) familiarized fluency by attaching it to the creative and imaginative use of the language. Brumfit (1986) blended it to the natural use of language. It is also defined as the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, body language, stress, rate of speaking, and use of interjections and interruptions".

In addition, Schmidt (1992) called fluency an automatic procedural skill while Richards et al (1985) refered to the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently.

The final goal of fluency (good text comprehension at an appropriate rate) is affected by the skills readers possess in each component. Moreover, influential components for fluency differ according to the developmental stage of second language learner (Halse, Schuh & Alessi 2009).

Furthermore, acquiring English language fluently is very important both academically and generally because it is a key factor of failure and success of the students in their practical life. The pedagogic problem in foreign language teaching is to prepare learners to be able to use the language. It is sequential arrangement of words of a specific language to convey a message orally.

Moreover, Alexander (1984) said that fluency in FL can be adopted by the students. To understand L2 in a better way, students can be involved to narrate any event from their past life. They can be given the model of narration as for this purpose. Many FL teachers complain that fluency in oral skills is very difficult to develop in learners. Marianne Celce-Murcia & Lois McIntosh (1978) have already endorsed this idea that:

l- Fluency in speaking is probably the most difficult of all second language skills to develop.

2- Because speaking practice crosscuts so many other classroom activities.

Accordingly, language fluency seems to include both accuracy and speed factors (Wolf

& Katzir-Cohen, 2001 cited in Blake, 2009) . Fluent language learners are those who can comprehend a text's meaning smoothly and effortlessly at an appropriate rate. Reading slowly with a lot of halts and repetitions does not represent fluent reading even if the reader achieves higher levels of comprehension.

Surprisingly, little empirical research attention has focused on the role of CMC on language fluency.

CMC is a good way for providing an interactive learning environment, which is always available. It helps developing the speaking skill in English language where students and

teachers alike exchange various subjects and different levels. According to Debra (2006), the sites of learning and teaching using Computer Assisted Language Learning (CALL) are shifting from CD-based, LAN-based or standalone programs to CMC. As this change occurs, pedagogical approaches to using computer assisted language learning (CALL) also shift to forms, which had better exploit the communication, collaboration and negotiation aspects of the internet.

Numerous teachers and designers have created multimedia applications to help learners understand and make meaning from not just oral and written language of the target culture, but also some of the visual, social, and cultural utterances. Audiovisual chat rooms allow students to practice and develop speaking with each other, through oral communication. One of the supposed benefits of Computer Mediated Communication (CMC) is that it can result in more equal participation among students. Also, the students' use of a language which is lexically and syntactically more formal and complex in electronic discussion that they did in face-to-face discussion (Warschauer, 1996).

Audiovisual chat is an easy tool to access communication. Mubark, Rohde & Pakulski (2009) emphasized that an information technology tools such as the Internet chat rooms could be one of the cheapest and friendly tools which could be used by learners to meet the social and psychological needs.

Computer Mediated Communication (CMC) which is " the communication that occurs between humans via some form of computer, such as desktop, mobile phone or similar media" (Johnson, 2007: 612) is one of new teaching approaches which allow students to spend more time interacting with the others instead of lecturing. The major goal of CMC is to help learners to be involved in interactive language learning activities.

Chat modes are defined as the ability to produce oral or written discourse that show how ideas and large chunks of information are represented with the use or online conversation (Shin, 2007). Hirotani (2009) has highlighted the fact that the CMC environment affects the communicative interaction between language learners and allows them to play a greater role in managing the discourse. The traditional approaches of teaching have focused on assigning

Students to read some situational conversations in textbooks and try to memorize and practice in classroom, while using chat modes with interacting real conversations offer real opportunities to understand the situations. CMC like instant messaging (e.g. Windows Messenger) or voice communication (e.g. Skype) is used more and more in different contexts as a primary communication channel. Several studies have addressed how instant messaging is being used in different contexts such as education (Coppens, Trappeniers & Godon, 2004).

Although there are differences between text chat and voice, both offer many advantages for language fluency. On the other hand, Young & Edward (2013) pointed out that text chat promotes consciousness of grammatical and lexical accuracy, ability to study both form and communication skills within the same task. The ability to check utterances before sending

them may enhance language confidence and create a low stress environment. The sense of anonymity enhanced participants' abilities to correct partner mistakes, give opinions more willingly, and foster and environment of equal participation. Less use of native language, with more time afforded to check meanings and words. The collaborative nature of the activity lead to learner output (in terms of quantity of written work) being sizeable. Participants stay on-task due to the positive pressure not to leave their partners waiting. On the other hand, the voice-chat offers benefits such as high dependence on listening skills, particularly as gestures and facial expressions cannot be used to convey meaning. Accurate production and pronunciation of English is required. Greater social feelings are presented. Clarification requests push students to produce modified output. The rapid speed of communication is motivating. Similar to face-to-face communication, participants stay on-task due to positive pressure of a partner waiting for responses or input (Young & Edwards, 2013: 447).

More importantly, (Chapelle, 2004 & Johnson, 2007) pointed out the advancement of computer technology and the prevalence of network connections have helped to shift gradually learning settings 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. Here, the lack of natural social interaction causes "feelings of isolation", which have become a major challenge for online educators.

1.1 Background of the Study and Statement of Problem

The background of the study stems from the researcher's long experience of working as a foreign language teacher, examiner, supervisor, curricula designer, and textbooks writer. His own experience and observations inside the foreign language classes have shown the EFL students have weakness in language fluency. This might be due to the failure of traditional methods of teaching in helping students and the teacher to learn/teach aspects of fluency. Students may not find a suitable environment to communicate, because there are no communications chances with native speakers. Moreover, students inside the class may not spend more time to communicate. This may be due to several factors, like being afraid of committing mistakes in front of their colleagues, their shyness, and the classroom itself may be frustrating to the students, so the researcher will examine an innovative computer based method, the effect of using the audio visual chat on foreign language students' fluency.

Most students in the Arab World face some problems in learning English as a foreign language, especially in listening, speaking, and reading. Rababah (2003) has highlighted that Arab learners of English encounter problems in both speaking and listening. This fact has been clearly stated by many researchers. This may be due to the use of the traditional methods in teaching, which cast a shadow on student's English language performance. Students lack confidence to use English because they are afraid of making mistakes while they interact. Moreover, the curriculum may be inappropriate for helping students to improve their English fluency. English language may be difficult to learn because the students may not have real opportunities to practice the language. Students do not practice

to use English, and class environment is not well prepared for interaction. CMC may give students the proper time to communicate in more relaxing atmosphere, feel less tense as they have face-to-face interaction, learn from each other and employ what they learn in like-life situations. This study focuses on using chat modes (audiovisual) and investigating its effect on EFL student's fluency. This may create better chance for students to communicate with others.

The purpose of the study is to explore the effect of using audiovisual chat on foreign language school students' fluency and investigating their attitudes toward using this method.

This study might be one of the few studies to be implemented on teaching the aspect of language fluency online at Jordanian schools. It may help in developing students' fluency at Jordanian schools in particular.

Students may develop their oral and listening skills. In addition, they may get rid of their fear and shyness when they meet people in the class. In addition to that, they may have more self-confidence. Teachers may use other techniques in their teaching, which may help them to get rid of their daily routine of teaching. They may use modern technology, which is a terrible tool for some of them. In addition, the teachers may be motivated to teach with such a new simple tool. Curricula designers may benefit from this study. They may select different types of web sites chatting rooms for developing different skills of English language in the textbooks.

More importantly, CMC chat modes draw on concepts of active learning. The results indicated whether both modes are beneficial to EFL community, particularly in their fluency. The findings of the study may help:

1. The students practice language in real situational conversations, test communicative skills, and interact with each other in hands-on activities. Moreover, CMC chat modes offer real pedagogical opportunities to students and give them a bigger role in learning.

2. The results may help in the specific teaching objectives, which may maximize students' learning opportunities.

3. CMC chat modes may help teachers during class sessions to redefine their roles, encourage students in individual inquiry and collaborative efforts. They may give them a chance to interact with students to specify their points of weakness and strength in communicative competence.

4. CMC chat modes may be helpful for curricula designers. They may benefit from this study in designing and selecting the content of textbooks and curricula for EFL students.

1.2 Questions of the Study

1. Does the audiovisual chat have an effect on English language students' fluency?

2. In which aspect of language fluency did the experimental group students develop more as a result of using audiovisual chat?

1.3 Hypotheses of the Study

Based on the preceding research questions, the following hypotheses are formulated:

Ho1: There are no statistically significant differences between the mean scores of the experimental and control groups' fluency due to methods (audiovisual chat and vs. traditional methods) at the $(p \leq 0.05)$ level.

Ho2: There are no statistically significant differences between the mean scores of experimental group's mastery of each aspect of fluency at the $(p \leq 0.05)$ level. These aspects include (creativity of ideas, self- confidence, using relation words and conjunctions, recognition and production of the non-verbal and prosodic aspects of language, using proper grammar, using new lexicons, using figures of speech and idiomatic expressions).

1.4 Limitations of the Study

The results of the study are limited to the following:

1. The sample of the study is the English language students in the public school.

2. The study is meant to measure students' fluency based on their audiovisual chat.

3. The study is limited to language fluency.

4. The duration of the study was limited to period of (12) weeks.

5. The sample size was small and only included a selected group of individuals.

6. Another limitation is related to the material of the study. It included reading, listening, and speaking activities which are stated in the prescribed textbook for the tenth grade.

7. Chat rooms including web-cam interaction.

2. Review or Related Literature

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

Chun (1994) pointed out that one of the most important reasons that CMC has received attention from second language professionals is that it enables students to have meaningful and authentic exchanges in the target language. CMC has become an emphasis in recent language movements also because it promotes equal participation in the classroom.

Similarly, Baudrillard, (1994) explored that simulation of the interaction and communication cannot be disassociated from the user's online image. It is essential to understand the collective and individual behavior of CMC users to comprehend the particularities of interactions among individuals using video chat technology. Whereas, an important part of the "life" in video chat rooms is a process which simulates the relations that already exist in

the "real world", where group identification and presentation of the self is based not only on text (as in earlier and parallel CMC processes), but also on the color of the skin, language, ethnical traces, and cultural representation through clothing, and other visual characteristics. In short, the video chat room, if not 'actual' reality, is a very close simulation of reality.

In addition, Walther (1996) distinguished between CMC and face-to-face communication is the fact that it is not the matter of "amount of social information exchanged but with the rate of social information exchanged" (P: 10). Although initial research claimed that messages conveyed through CMC lacks nonverbal cues, with the emergence and increasing popularity of video chatting features as suggested by Pauley & Emmers-Sommer (2007), this opens up doors to future research incorporating nonverbal cues into CMC.

By the same token, Chan (1998) suggested that social sciences are increasingly interested in understanding the characteristics of computer Mediated Communication and its effects on people groups and organizations. The first effect of this influence is the revolution in the metaphors used to describe communication. After describing these changes, the paper outlines a framework for the study of computer-mediated communication and considers the three psychosocial roots of the process by which interaction between users is constructed-networked reality, virtual conversation and identity construction. His paper also considers the implications of these changes for current research in communication studies, with particular reference to the role of context, the link between cognition and interaction, and the use of interlocutory models as paradigms of communicative interaction: Communication is not only-or not so much a transfer of information, but also the activation of a psychosocial relationship, the process by which interlocutors co-construct an area of reality.

More importantly, Cifuentes & Shih (2001) stressed that Computer-Mediated Communication (CMC) provides and authentic context for learning functional abilities by providing EFL learners with opportunities to interact with native English speakers. With explicit instruction on how to communicate in the virtual environment, CMC may enhance intercultural teaching and learning.

Besides, Chun (2002) explored social interactive features of synchronous Computer-Mediated Communication (CMC) commonly known as "chat" as such features unfolded in real time and developed over a nine-week period in two fourth-semester college Spanish classes. The study invoked the Vygotskian sociocultural theoretical framework and employed discourse analysis as a research tool to describe and explain outstanding features of chat room communication. Specific interactional features examined are inter-subjectivity, off-task discussion, greetings and leave-takings, identity exploration and role-play, humor and sarcasm, and use of the L1 (English). Through these communicative behaviors, learners appropriated the chat room environment, transforming it into a learner-centered discourse community governed by communicative autonomy and the use of language and discourse functions that go beyond those encountered in the typical L2 classroom.

Furthermore, Cumming (2003) conducted a study to test the hypothesis that synchronous computer-mediated communication (CMC) can indirectly improve L2 oral proficiency by

developing the same cognitive mechanism underlying spontaneous conversational speech. The findings showed that the experimental group (two of four contact hours per week in a chat room) scored higher than participants in the control group in oral proficiency.

Besides, Greenfield & Subrahamanyam (2003) carried out a study on online discourse in teen chartroom. They revealed that the visual nature of the chat medium allows participants to modify extant communication strategies and create new ones to fulfill these requirements. It also enabled participants to construct important characteristics and relevant utterances.

Furthermore, Mcalister & Ravenscraft (2004) examined EFL college students' perceptions on using synchronous text chatting for English learning. Seventy students in performed synchronous text chatting in English through the internet about a given topic. This chatting was done as a homework assignment. Then, their reactions to and attitude toward the

synchronous text chatting were surveyed through a questionnaire. The analysis of data revealed several positive aspects of synchronous text chatting in terms of confidence and motivation. Also, many students regarded synchronous text chatting conductive to developing speaking and writing skills. Nevertheless, some students found English text chatting less enjoyable and less efficient mainly due to various difficulties from chatting time arrangement between partners. Limited knowledge of vocabulary, grammar, and topic of chatting. Concerning practical issues, students preferred a native speaker as their partner and wanted to talk about topics that they were interested in and familiar with. They also wanted to have feedback about their English use and follow-up activities. A majority of students did not think that text chatting should be included as an in-class activity. Based on these findings, some pedagogical implications are provided that may be helpful for implementing synchronous English text chatting in the EFL course.

Furthermore, Xiao and Yang (2005) investigated the effectiveness and potentials of using online audiovisual chatting to improve EFL students' oral competence. They revealed that audiovisual chatting improves EFL students' oral competence.

Moreover, Jarrel (2005) conducted a study on analyzing oral skills in voice e-mail and online interviews. The findings revealed that the area of oral proficiency were significant and gains in scores.

Like others, Tabatabaei & Sharifi (2005) investigated the difference between the interactions in on-line chat rooms and regular classroom discussions, with regard to self-repair, to figure out chatting potentials in enhancing foreign language development. Forty intermediate female students with the age range of (14-18) participated in this study. They were randomly divided into two groups of on-line chatting treatment and face-to-face class treatment, 20 each. The instruments included in this study were a pre-research questionnaire, the Oxford Placement Test (OPT), a pre-test and post-test, Yahoo Messenger Software, and a voice recorder. The data were collected through a pretest-posttest design, transcription of students' discussions, and printouts of the chat sessions. The comparison of on-line chatting could result in progress of learning a foreign language (i.e. accuracy of their speech) through self-repair. Furthermore, according to the findings of this study, on-line

chatting provided the participants with a unique opportunity to put their grammatical knowledge into practice through meaningful communication. Moreover, most of the errors the learners corrected belonged to the category of subject-verb agreement, presumably because such errors might jeopardize the accurate speaking. The results of the study may have significant implications for teaching, testing, and materials development.

Similarly, Crolltte (2005) conducted a study to investigate the effect of online chat on second language oral proficiency development. The findings revealed that on-line chat can play a positive role in speaking proficiency and should be included as part of the curricula for language teaching when feasible.

More importantly, Shin-L and Ritchard (2007) presented an effective and direct method to study Non-verbal Cue in computer-mediated communication context (CMC).The real digital communications such as the internet are used to the logical information converted easily into a digital signal for the communication media. However, a human communication is composed of not only logical information, but also sensitivity-like non-verbal one. Non-verbal information like the human voice, gesture, and emotion rather than verbal one is more useful to understand the user's inclination exactly. However, it is quite difficult to catch the meaning of non-verbal information without using a specially purposed device such as the motion capture. Although the devices that can be used for the experimental purposes of understanding the meaning of non-verbal information, the confidence of results is not enough because the devices give an invisible pressure to an examinee's wearing the equipments.

Moreover, Jarrel (2008) explored the challenges which FL teachers face in facilitating the improvement of speaking skills such as sparing sufficient time for practice to enable students to achieve fluency in speaking through internalizing the structures, and establishing a balance between fluency and accuracy. He sought an answer to the question as to whether computer-mediated communication technologies be a solution for overcoming these problems. The study was conducted as additional practice to the foreign language lessons with the participation of (60) students. Task-based language teaching principles were taken as basis in preparation of the teaching materials in the study, in which text and voice chat applications among the computer-mediated communication technologies were used. During the applications, data were collected in several ways: Participants' perspectives regarding their changing experiences and the types of tasks used were investigated through the use of open-ended questionnaires after each session: A general insight was obtained into the students' experiences with close-ended questionnaires given at the end of the study.The use of the target language in communications among students were determined by investigating the text communication logs. From a user-oriented perspective, the results of the study shed light on the strategies that can be used in computer-mediated communication technologies valuing the experiences and perceptions of the learners.

More importantly, Satar & Ozdener (2008) investigated the effect of synchronous CMC on speaking proficiency and anxiety (Text versus voice chat). They found that the speaking proficiency of both experimental groups increased.

Like others, Blake (2009) examined the effect of potential of text-based internet chat for

improving oral fluency in second language. The findings revealed that the text-based internet chat environment can be a useful way of building oral fluency by facilitating autoimmunization of lexical and grammatical at the formulator level.

By the same token, Hirotani (2009) investigated the effects of synchronous and synchronous CMC on the development of linguistic features of learners' speech in Japanese. Using learners from fourth-semester Japanese classes, the following research questions were examined: (a) Does CMC have positive effects on the development of oral proficiency among learners of Japanese? And (b) are there any relationships between language use in CMC and the development of oral skills? The participants were divided into three groups: Tow CMC groups (synchronous and synchronous) and one face-to-face group. They engaged in weekly discussions over the course of a semester, and the gain scores in terms of language output, linguistic complexity, accuracy, and cohesive devices between the pre-test and the post-test were compared. In addition, the relationship between language use in both types of CMC and the gain scores on the oral tests was examined, using Pearson correlation coefficients. The present study did not find any significant differences among gains in the linguistic indices. However, it found that CMC language use was correlated positively with the gain scores in several indices, and a relationship between CMC language use and the development of oral proficiency was observed.

In addition, Damian (2009) carried out a study on the importance of elementary school students' social chat room on-line. The study revealed that social chat allows for the development-related skills knowledge and is an important part of learning process.

In addition, Zsuzsana (2010) explored the L2 learners' interactions in CMC qualitatively to clarify to what extent CMC is actually a useful device for L2 is learning. She examined how Japanese as a foreign language learners actually interact in Internet Chat (IC) and reports those L2 learners' strategies in CMC take advantage of distinct linguistic and interactional features of IC. The results indicate that CMC provided potential benefits for learning: Facilitating comprehensible and contextualized interaction, learner's self-correction, and collaborative learning environment .

By the same token, Tamo (2010) concluded that insufficient authentic resources and the need to use the target language, EFL learners generally encounter difficulties developing communicative competence. Although CLT is now being gradually adopted, due to factors such as the linear many feature of face-to-face interaction, learners' personality, learning and response pace, teachers find it challenging to maximize interaction in traditional EFL classrooms. Researches on Computer-Assisted Language Learning (CALL) proposed that the integration of CMC 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 through the use of CMC inside and outside the classroom. Further research of whether EFL learners' communicative competence can be fully developed with the help of CMC tools still needed to be done. However, for EFL learners who desperately need more authentic exposure and the opportunities to use the

knowledge learned in the classroom, the use of computer mediated communication tools both inside and outside the classrooms certainly can benefit the learning and develop learners' communicative competence to a certain extent.

Besides, Abe (2011) investigated the connection between CMC and pragmatic instruction by measuring the effects of online chat and traditional face-to-face discussion on the acquisition of disagreement strategies in English. Japanese undergraduate EFL learners served as participants. A mixed methodology was used, and both quantitative and qualitative data from multiple sources were collected. The findings suggest that synchronous CMC is likely to be effective for pragmatic development in the Japanese EFL context.

Similarly, Mahfouz & Ibmeideh (2011) pointed out that the revolution in technology has given rise to chat rooms, discussion rooms, personalized web pages and online discussion rooms, personalized web pages and online database. The IT sector has completely changed the outlook of human communication with video conferencing and instant messaging.

Similarly, Young (2013) investigated the benefits of synchronous computer-mediated communication (SCMC) through negotiated learning tasks. For this purpose, 20 volunteer students completed a number of negotiated task-based learning activities using Skype text-chat and Skype voice chat. The benefits of these SCMC media were explored by examining the frequency of language related episodes (Swain, 2001), as well as by looking at the students' own feedback. From this data it was concluded that Skype voice was advantageous in promoting listening and pronunciation skills as well as negotiation of meaning and production of modified output. Text-chat, on the other hand, was more conducive to the study of grammatical and lexical accuracy while focusing on communication skills.

These communications via (CMC) can be synchronous or asynchronous, text-or video-based, highly interactive, and multidirectional. Determining the most effective combination of technologies continues to be studied (Johnson, 2007).

Related studies focused on features and strategies of CMC that are specific to new media, and the effects of communications technologies on language were given priority over other contextual factors. They tackled pragmatics, sociolinguistics, and discourse studies, and emphasized situational language use and linguistic diversity. Furthermore, they compared between synchronous and asynchronous CMC modes and investigated their features, benefits, difference, and effect on oral discussions, linguistic features of learners' speech and improvement of speaking skills. However, none of them investigated the effect of using chat modes (audio-visual chat) on EFL student's fluency. It also aimed to explore the effects of fluency in which the experimental group students developed most as a result of using audio-visual chats (decoding and encoding the verbal and non-verbal messages), using authentic English, using the prosodic aspects of language appropriately using language structures accuratel y, having lexical accuracy, producing and comprehending English messages with their socio-cultural aspects.

More importantly, many studies were conducted on the effect of oral and visual chat. This

study is different from them in that it examined two groups of students, using two techniques, audiovisual chat, and traditional chat and their effect on students' aspects of fluency. This study also tried to find out the aspects of fluency in which the experimental group students

developed more because of using audiovisual chat. These issues have never been investigated in any study.

Additionally, all the studies mentioned above showed that teaching using CMC plays a major role in language learning. The present study is similar to the mentioned studies in the general aim, which is the effect of CMC on learning and teaching English. However, this study is an attempt to investigate the effect of CMC on EFL learners' fluency. All studies were conducted on advanced students at universities or colleges levels. However, this study was conducted on School level, so the need arises to investigate their performance in the aspects of fluency that include (creativity of ideas, self- confidence, using relation words and conjunctions, recognition and production of the non-verbal and prosodic aspects of language, using proper grammar, using new lexicons, using figures of speech and idiomatic expressions).

3. Methods and Procedures

3.1 Participants of the Study

Participants of the study were (32) female EFL students at AL-Shemssani Basic School for Girls. They were divided into two sections: Section (A) was assigned as (experimental) which used audio-visual chat and section (B) (control) which studied using regular instruction.

3.2 Population of the Study

The population of the study consisted of all students enrolled on the 10th grade in Amman

Directorate of Education

3.3 Variables of the Study

The independent variables of the study were:

1. Teaching method which includes:

A. Teaching aspects of fluency by using audiovisual chat.

B. teaching aspects of fluency in English by using regular instruction method.

2. The students' achievement in language fluency as dependent variable.

3.4 The Instrument of the Study

To achieve the purpose of the study, an achievement test was designed administered by the researcher to measure the effect of the experiment on students' achievement in fluency. The test comprised two parts, speaking and listening. The speaking section was meant to evaluate students' ability to speak on different topics in different situations and produce spoken language with acceptable level of clarity. A team of American examiners interviewed

students.

The test was administered individually for each examinee. The total running time each examiner was estimated to range from 10-15 minutes. The sum of all points for the two questions in the speaking test yielded a total of 100 points. Table 1 shows the modified marking scheme that was used in this study, and it is an adapted version of the scale used by Harris (1999).

3.5 Design of the Study

The experiment of the study was conducted for 12 weeks during the first semester of the academic year 2013/2014. The sample of the study consisted of (61) EFL students. It was chosen intentionally as it had up-to-date internet connected laboratories and enough number of tenth grade sections. Students sat to a pre-test in order to assure that the groups had the same fluency level. One instructor taught all participants, and they studied the same material. Then the post-test was given, and the scores were analyzed.

This study sought to identify differences in students' fluency in two groups. AL-Shemissani AL-Karbi Basic School for Girls was intentionally chosen from the total number of basic schools in Amman First Directorate of Education. In that school, there were three 10th grade sections. Section (A) was chosen as a control. It studied the syllabus traditionally while section (B) was chosen as an experimental group: It studied the aspects of fluency using the audio visual chat.

3.6 Validity of the Instrument

The test was given to a jury of experts in language teaching, and a group of teachers of English at Amman First Directorate of Education in order to verify its validity with regard to accuracy, clarity and the a appropriateness of the instruments. Then, the instrument was modified depending their recommendations.

Four experts who were natives of English (one of them an American, the second was a Canadian, the third was British, and the fourth was an Australian) evaluated both tests with the interviews part. And they could therefore, be well grounded in dealing with aspects of fluency. All the information on which students was tested could be found in what was presented using the audiovisual chat. They gave suggestions to improve the test. Their recommendations were taken into account.

3.7 Reliability of the Instrument

One of the methods that can be used to find out test reliability is the test retest technique to establish the reliability of the test.

The test reliability was calculated after testing and retesting with two weeks between them. The researcher calculated the reliability coefficient of the results of the test. To establish the reliability, scores were calculated after testing and retesting with two weeks between them. The researcher calculated the reliability coefficient of the test.

To assess the reliability of the pre/posttest instrument, a reliability sample was constituted.

Section(C), in the same school was decided for the reliability of the instrument. They took the test twice in two different times within a week. Means and standard deviations for the tow tests are presented in table (1). To avoid subjectivity, scores were distributed according to a criterion of fluency.

Table (1).

T1	T2
0.63	0.62

By using Pearson's formula, the pilot administration of the test has shown that the correlation coefficient between students' ranks on both testing occasions were computed and found to be very close. According to Pearson's formula, the reliability coefficient of a test would be acceptable. It is less than (0.50).

3.8 Instructional Material

Students who participated in this study used 10th grade student Action Pack 100 by Cheryl Pelteret, Julia Starr Keddle and Martyn Hobbs (2007, 1st edition). They studied five unites of the book. The focus was on practical language with focus on aspects of fluency.

3.9 Instructional Software

Yahoo Messenger was used in this study. It is an internet telephony provider that allows anyone with an internet connection and headset to communicate in the voice and/or video medium, either one-to-one or in small teleconferencing rooms. Yahoo Messenger was adopted due to its familiarity among students and its easiness to use. This notion of choice goes hand in hand with the students' willingness to communicate (Jarrell, 2005). It also gives the students opportunity to make voice chat in the contrary of other chat rooms that offer only text chat.

The following facilities were used: Headsets and speakers. The specific objectives of the website are the following:

1. Improving oral skills.

2. Improving students' fluency in general.

3. Helping in reducing students' anxiety while interacting around computers.

3.10 Instructional Treatment

At the beginning of the course, the teacher introduced CMC and its applications in learning EFL skills, especially the aspects of fluency. Students were given the chance to ask questions about the course/techniques and methods of teaching fluency. The researcher categorized the students into two groups: The teacher helped the students to sign in e-mails. Then the teacher set the scene for chatting. The teacher supervision was very important because some students were interested in websites. He also answered all students' questions when they faced difficulties. He wrote rubrics and discussed them with students. After the

teacher was sure that students understood them, they started chatting. However, in the control group, the teacher and the students followed the traditional method described in the Teacher's Book. It includes making face-to-face interaction, brainstorming, group work, and discussion.

3.11 Study Procedures

This study was conducted during the second semester of the scholastic year 2010/2011. The following procedures followed after the researcher had got the approval of Amman First Directorate of Education to conduct the study.

1) AL-Shmissani AL-Kharbi Basic School for Girls was intentionally selected to conduct the study because it had up-to-date internet connection and suitable number of groups.

2) The 10th grade in that school was selected as a sample of the study because there were three sections (A, B, C).

3) A pre-test was administrated to the 10th grade sections (A, B) to make sure that there were no significant differences in the achievement test between the experimental and control groups

4) The researcher explained to the teacher how to run the lesson using web-cam chat. .

5) The teacher explained to the students the nature of the study

6) The control group was taught by the same teacher using the traditional method.

7) The experimental group was taught using web-cam chat formally.

8) All groups studied the same material.

9) The program was applied found periods a week over a period of two months.

10) The achievement post-test was administered to the experimental group and the control group, directly after the experiment finished. Two native of English examiners made the interviews inside the classroom.

11) All the collected data were analyzed using the relevant statistical analyses.

3.12 Statistical Analysis

The descriptive statistics including means, standard deviations and significance level were used to account for the difference that may arise due to method (CMC vs. Face-to-face communication). T-test was administered to find if there were any significant differences between the results of both groups which participated in this study at the $P < 0.05$ level. One-Way ANOVA and Scheffe were used to find the aspects of fluency in which the experimental group subjects developed more as a results of using audiovisual chat.

4. Results of the Study

This part includes the following two sections: Findings related to the first question and findings related to the second question:

Table 2. Means and Standard Deviation of the Two Groups on the Pre-test

Group	N	Mean	Std. Deviation	d.f	T value	Sig.
Control group	30	48.2	6.5	59	0.329	0.695
Experimental group	31	48.5	7.4			

Table 2 shows that the difference between the scores of both groups on the pretest is not statistically significant, since there is no statistically significant difference between the control and experimental groups' results in the fluency pretest. Independent-samples t test was conducted to determine whether a statistically significant difference exists between the two groups' performance in the posttest.

4.1 Findings Related to the First Question

The first question of this study concentrated on if there is any statistically significant difference due to using CMC on students' fluency. To answer this question, the means and standard deviations for method of teaching were calculated as stated in Table 2.

To assess changes in overall fluency by using audiovisual chat and a traditional method, and by using the proper statistical means, the researcher found out that there is a significant difference in fluency of both groups in the post-test in favor of the experimental group. The difference in this finding may be attributed to the method of teaching suggesting that students in the CMC group outperformed their peers who used the face-to- face method. This suggests that students' achievement was better in the CMC method. Therefore, the hypothesis of the study which reads, "Audio-visual chat has no effect on the EFL learners' fluency" is rejected.

Table 3. Means and Standard Deviation of Both Groups on the Post Test

Group	N	Mean	Std. Deviation	d.f	T	Sig.
Control group	30	51.3	8.76	59	2.698	0.002
Experimental group	31	62.9	9.08			

Table 3 shows that there is a statistically significant difference between the performances of the two groups. This difference indicates that using the audiovisual chat in English language teaching to students at scholastic level has positive effect on learners' fluency where the mean score for effect on the experimental group is 62.9 while for the control is 51.3.

4.2 Findings Related to the Second Question

Question 2 reads, "There are no statistically significant differences between the mean scores of experimental group's mastery of each aspect of fluency at the $(p \leq 0.05)$ level. These aspects include (creativity of ideas, self- confidence, using relation words and conjunctions,

recognition and production of the non-verbal and prosodic aspects of language, using proper grammar, using new lexicons, using figures of speech and idiomatic expressions)". One-Way ANOVA and Scheffe were used.

Table 4. Means and Standard Deviations of both Group Students' Achievement in the Aspects of Fluency

Students' mean scores in each aspect of fluency	Control group			Experimental group		
	Pre	Post	Effect	Pre	Post	Effect
Productivity of ideas	5.1	5.8	+0.7	5.6	8.3	+3.3
Self confidence	5.4	4.9	+-0.5	4.9	5.7	+0.8
Using authentic English	4.2	4.4	+0.2	4.7	6.9	+2.2
Pragmatics	4.5	4.7	+0.2	4.8	5.7	+1.1
Using relational words and conjunctions	4.8	4.8	0.0	4.4	6.0	+1.6
Using proper structures	5.0	5.6	+0.6	5.3	5.8	+0.5
Using idiomatic expressions	4.3	4.6	+0.3	4.4	6.0	+1.6
Using figures of speech	4.4	5.5	+1.1	5.6	6.4	+0.8
Recognition and production of the non-verbal aspects of language	5.3	5.5	+0.2	4.9	6.7	+1.8
Recognition and production of the prosodic aspects of language	5.2	4.9	+0.3	4.5	7.1	+2.7
Total	48.2	50.7	+2.5	48.5	64.9	+16.4

Table 4 reveals that the experimental group's students achieved higher scores in their creativity and productivity of ideas and using authentic oral texts, where their main scores in the pre-test were 5.6 and 4.7. they developed in the post-test to become 8.3 and 7.1. This means that scores of audiovisual chat had a great effect on students' productivity of ideas and using authentic oral texts. Accordingly, the second hypothesis of the study which reads, " There are no statistically significant differences between the mean scores of experimental group's mastery of each aspect of fluency at the $(p \leq 0.05)$ level. These aspects include (creativity of ideas, self- confidence, using relation words and conjunctions, recognition and production of the non-verbal and prosodic aspects of language, using proper grammar, using new lexicons, using figures of speech and idiomatic expressions) is rejected".

5. Discussion of the Results

5.1 Discussion of the Results of the First Question

This study attempted to test the first hypothesis which reads, "audiovisual chat has no effect on the FL learners' fluency". The findings of the first question reveled that students of English have developed their fluency over two months of a semester through exposure to authentic audiovisual chat. At the beginning of the semester, students took a pre-test to measure the fluency level the same test (post-test) was administrated by the end of the experiment to show that scores were statistically significantly higher. This results of the study rejected the first hypothesis of the study which reads, " There are no statistically significant differences between the mean scores of the experimental and control groups' fluency due to methods (audiovisual chat and vs. traditional methods) at the $(p \leq 0.05)$ level".

By the end of the experiment, students of both groups were interviewed. They were put individually in situations to which they were asked to react in English appropriate manner. The test was taken at the end of the experiment. Students were interviewed by native speakers of English.

5.2 Discussion of the Results of the Second Question

This study attempted to test the second hypothesis which reads, " There are no statistically significant differences between the mean scores of experimental group's mastery of each aspect of fluency at the $(p \leq 0.05)$ level. These aspects include (creativity of ideas, self-confidence, using relation words and conjunctions, recognition and production of the non-verbal and prosodic aspects of language, using proper grammar, using new lexicons, using figures of speech and idiomatic expressions).

Results from the analysis suggest that audiovisual chat is found to offer a great opportunity in teaching and learning the aspects of fluency in English. Audiovisual chat with native speakers of English developed their fluency more positively Furthermore, the major finding demonstrates that students made improvement in aspects of fluency that are related to productivity of ideas and using authentic oral texts. Accordingly, the second hypothesis of the study which reads, "There are no statistically significant differences between the mean scores of experimental group's mastery of each aspect of fluency at the $(p \leq 0.05)$ level. is rejected.

6. Conclusion

The purpose of this study was to investigate if audiovisual chat has an effect on 10th grade EFL learners' aspects of fluency in English). In addition, the study investigated the effect of audiovisual chat on students' performance in each aspect of fluency that includes: creativity of ideas, self- confidence, using relation words and conjunctions, recognition and production of the non-verbal and prosodic aspects of language, using proper grammar, using new

lexicons, using figures of speech and idiomatic expressions.

According to the findings of this study, audiovisual chat is found to offer a great opportunity in teaching aspects of fluency. Students achieved better results on the fluency test in audiovisual chat environment than the other group. which was taught aspects of fluency traditionally.

Using audiovisual chat is found to add fun to the process of learning and teaching, students enjoyed spending long time a day in front of computer screen practicing language. Communicating around computers helps students in changing their attitudes towards English class which means that they are no longer shy, reluctant, afraid, or fear mistaking. This can be attributed to many reasons. Students feel refreshed as they leave their classroom and go to computer laboratory which may incredibly reduce English periods monotony. Changing students' state stimulates their abilities and encourages them spend more time in front of computer screen.

Another interpretation could be the relaxing atmosphere and satisfaction the student encounters when using computers. In addition, some students enjoyed using computers as teaching aids from which they always learn a lot. Thus, students received information from each other cooperatively via computers in a more relaxing atmosphere than being received from teachers. During the process of communication, students are away from direct and strict instructions. Interestingly, students were more willing to receive information from computers than from teachers because computers do not embarrass them when they make mistakes. It can be concluded that for many students these days the chat session is an excellent tool for developing students' fluency in English.

This result is consistent with what was reported by Satar (2008) who investigated the use of two synchronous computer-mediated communication tools: Text and voice chat on speaking proficiency and anxiety. The results showed that the speaking proficiency of both experimental groups increased, whereas there was a decrease in the anxiety levels for the text chat groups.

Based on concluded results, it can be argued that the t-experimental group achieved better results on the aspects of fluency specially the aspect that are related to the creativity and productivity of authentic ideas and to the aspects that are related to self-confidence. This result might be due to the fact that audiovisual chat reduces students' fear of negative evaluation. Therefore, they might keep on trying and keeping ongoing. Here they can freely communicate because no one can discover the source of their mistakes. At this situation, students become bolder with their feeling, opinions and participation. It is more encouraging and more relaxing to transfer a message if a student is not known.

In conclusion, this study has shown that audiovisual chat can pave the road toward developing instructional strategies. audiovisual chat should be integrated into the FL curricula. The use of audiovisual chat may have several advantages over the traditional method, and it is recommended to use it. In addition, the study revealed that students acquire the aspects of fluency when they learn English via audiovisual chat. The findings of this

study seem to indicate that audiovisual chat can play an important role in teaching the aspects of language fluency.

Audio-visual chat has a great effect on the learners in the sense that it increased their overall knowledge of the English language community and its culture.

7. Recommendations

In the light of the findings of this study, teachers, supervisors, curricula designers, and researchers are highly advised to take the following recommendations into account:

Schools should be equipped with computers and internet services so that students could have the chance to enter chat rooms and communicate with each other. The Ministry of Education should train teachers of English to be able to deal with computer and internet applications like chat rooms. Students can also practice audiovisual chat activities anytime outside the classroom. Further questions for research may include other techniques for teaching different language skills in audiovisual chat environment. Furthermore, the researcher recommends making many studies about using audio-visual chat and its effect on other competences of language. More importantly, the Ministry of Education may be called to hold training programs to assist teachers use audiovisual chat in teaching language skills and competences.

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Acknowledgement

Autobiography

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He Teaches MA and PhD courses at his university and at Amman Arab University. He has supervised on PhD students at different universities. He worked as a head of the Conferences Department at AL-al Bayt University. He is works as a head of Quality Assurance Department.

He has multi – experiences in curricula , teaching English as global language , teaching English as foreign language, methodology, conferences, quality assurance, Muslim-Christian dialogues, human rights and peace. He has new orientations towards having change in foreign language classes, because he strongly believes that language is an ear and a tongue.

He believes in teaching language with its culture, because language can be regarded as a body and its culture is a soul.

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