Using Video Captioning to Enhance EFL Spoken Discourse Competence among Secondary School Students

Prepared By

Hemat Mohamed Tawfik Gad

English Language Teacher

Supervised by

Dr. Fatma Sadeq Mohamed
Professor of Curriculum and TEFL instruction Faculty of Education, Benha University

Dr. Mahsoub Abdel-Sadeq Aly
Professor of Curriculum and TEFL Instruction Faculty of Education, Benha University

Dr. Randa Safyeldin Karboush
Assistant Professor of Curriculum and TEFL Instruction Faculty of Education, Benha University

Using Video Captioning to Enhance EFL Spoken Discourse Competence among Secondary School Students

Abstract

The present study aimed at investigating the effectiveness of video captioning in enhancing EFL secondary school students' spoken discourse competence. The study followed the quasi-experimental one group design. The participants were 30 first year secondary school students at Yasser Freij Issawi Martyr Lieutenant –Colonel Secondary School at Shebin Elkom, Menoufia Governorate during the second semester of the academic year 2021/2022. To identify the most important and required spoken discourse competence components for the participants, a checklist of spoken discourse competence components was developed and validated by 10 EFL Jury members. A pre- and a post communicative competence test was developed . A communicative competence rubric was adopted to grade and analyze students EFL spoken discourse competence components. Finding of the study revealed that there was a statistically significant difference at 0.01 in the post assessment of spoken discourse competence test in favour of the post-assessment. Consequently, video captioning was effective in enhancing EFL spoken discourse competence among secondary school students.

Key words: Video Captioning, spoken discourse competence,

Introduction:

Language is a means through which we can communicate with each other, to express our needs, feelings or opinions. English is the first foreign language aims at Communicative competence. Spoken discourse competence is one of the important components of communicative competence.

When people learn a foreign language, they usually want to make use of that language to communicate with people who speak the same language. They can find themselves in the need of understanding them and talking to them. It is essential for students to understand the language they are exposed to and to respond appropriately so that they can become competent users of that particular language. In real-life communication,

people use a variety of language skills – listening, speaking, reading, and writing (Tavil,2010).

The goal of every language classroom is to develop communicative competence . This goal is best achieved if we give more attention to language use, fluency, representative language and contexts, and the students' application of learning in real life situations. The enhancement of communicative competence will be achieved in case of the feeling of students that they are working on communicative skills, practicing some functions within a social context. Communication is a means of persuasion, sharing information ,influencer in relationships, and important in all areas of life (Lasala,2014).

Discourse competence is one of the components of communicative competence .It means the mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres. It is the knowledge of rules regarding cohesion, which deals with how utterances are linked structurally, and coherence which refers to the relationship between different meaning in a text (Canal,1980:9)

Masruddin (2018:284) agreed with Brown (2001: 264-267) about some principles which teachers must consider before adopting teaching speaking technique that cover learners' needs, motivate learners, encourage the use of authentic language in meaningful context, provide appropriate feedback and correction, link speaking and listening naturally, and give students the opportunity to initiate oral communication. In addition, Masruddin (2018:284) agreed with (Ur ,1996: 120) that a teacher should apply an appropriate technique to reach a successful speaking class; in which learners can talk a lot during the class; students must be involved in the learning task and activities , students should be encouraged ,and students should use language at an accepted level.

The fast growth of technology has brought many advances in education and especially in language teaching. Teachers are using different audio-visual tools to facilitate the teaching process. Video materials are revealed as an effective method in teaching English as a foreign language for all learners both inside and outside classroom. Technology has been extensively common as effective tools in English language teaching such as

listening, writing, reading and speaking skills. Teachers are using different audio-visual tools such as videos which are widely used in EFL classrooms to facilitate the teaching process which confirm student centeredness, independence, interaction and connectivity (Bajrami& Ismaili,2016:502)**.**

Prasad (2013) numerates the communicative assumptions of language teaching: First, the engagement in interaction and meaningful communication facilitates second language learning. Second, providing students with opportunities of negotiation of meaning, expansion of students' language resources, the usage of language , participating in meaningful intrapersonal exchange . Third, students' processing of relevant, purposeful, interesting and engaging content result in meaningful communication. Fourth, communication uses several language modalities as it is a holistic process. Fifth, The inductive, discoverable, and reflective activities facilitate language learning. Sixth, the ability to use language accurately, fluently, and creatively is the crucial goal of learning . Seventh, language learners have different needs and motivations for language learning. Eighth, the use of effective learning and communication strategies is required for successful language learning. Ninth, the teacher' role is a facilitator who creates encouraging classroom climate and provides opportunities for students to use and practice the language. Lastly, the classroom is a community where learners learn through collaboration and sharing .

Savignon (1983) suggested characteristics of communicative competence as follows: first, communicative competence is a dynamic rather than a static concept. It depends on the negotiation of meaning between two or more persons who share to some degree the same symbolic system. Second, communicative competence relates to representative systems, written and spoken language. Third, the success of communicative competence depends on one's understanding of the context and his prior experience . It requires making appropriate choices in terms of the situation and the other participants. Fourth, there is a difference between competence and performance. Competence is defined as an apparent ability, and performance as the explicit indicator of that ability. Competence is what one knows. Performance is what does. Lastly, the cooperation of all the participants involved leads to communicative competence because it is relative.

Saleh (2013) mentioned the challenges for achieving the communicative competence : firstly, identifying the effective methods for developing students' communicative competence, and choosing required skills for students. Secondly, misunderstanding of teachers to the concept of communicative competence. Third, the high proficiency level required for the effective teaching of programs aiming at developing students' communicative competence. Lastly, the measuring difficulty of language learners' communicative ability .

Promoting students' semantic/syntactic accuracy to enhance students' communicative competence is the major concern in foreign-language educational programs that is important for real life communication (Keshmirshekan,2019:956). Teachers adopt variety of materials to enhance their students' skills by struggling to find more effective ways to bring videos into the classroom. Videos has important roles in providing interesting learning environment for the students. Captioning is the one of the ways that can improve the use of videos as it provides a better input for students to learn better (Jahanyfard, 2015 :iii).Automatically generating natural language sentences describing an image generally has two components: extracting the visual information as encoder and expressing it in a grammatically correct natural language sentence as decoder

(Amirian, 2021:31).

Theoretical Bases of Video vaptioning

The following theories form the foundation of video captioning. The Dual-Coding Theory that describes the two cognitive systems responsible for receiving, processing, and storing information. The Cognitive Load Theory that contends that our working memory is limited, but cognitive resources can be maximized if information is presented in two modes, verbal and visual. Second language acquisition theory and its support of using authentic videos for L2 listening comprehension(Lin et al.,2016:47). an instructional design principle called the contiguity principle, which states that the effectiveness of

multimedia instruction increases when spoken words and pictures are presented together rather than isolated from one another, either in time or space (Hernandez,2004:17).

a. Dual-Coding Theory:

Dual-Coding Theory provides the understanding of how information is represented and processed in two cognitive systems, which implies that when information is presented both verbally and pictorially learning is enhanced. Dual Coding Theory proposes that (a) the human mind is composed of two subsystems, one specifically for processing visual stimuli (imagery) and the other for processing verbal stimuli (words); and (b) humans remember information and learn it better when they receive it as a combination of imagery and words (rather than only one or the other) because the activation of both these subsystems leads to enhanced long-term memory storage and recall (Paivio,1986).

b. Cognitive Load Theory :

Learning multimedia materials with both narration (spoken text) and subtitles (written text) can cause a split-attention effect. This phenomenon is consistent with cognitive load theory in that mental integration of written text and graphics will overload working memory and hinder learning. The Cognitive Load Theory resists that when processing information, the working memory has a limited capacity, which can be maximized through a dual presentation of information since it provides multiple means of processing, storage, and retrieval.

Overall cognitive load consists of three components, intrinsic cognitive load, extraneous cognitive load, and germane cognitive load. Intrinsic cognitive load is mainly caused by the number of elements that must be processed simultaneously, in addition to the interrelationship between these elements Extraneous cognitive load results from inefficient instructional designs that are demanding

for learners. Germane cognitive load is the load when a learning task is acquired with or integrated into previous schema (Lin et al.,2016:47-48).

c. The Second Language Acquisition Theory

The Second Language Acquisition Theory posits that language is acquired when there is comprehensible input, some degree of attention, and emphasis on meaning in an authentic communicative situation. It relates to the other two theories in that multiple sources of information can provide comprehensible input in order to develop L2 listening comprehension and vocabulary acquisition.

d. The Contiguity Principle

The contiguity principle states that the effectiveness of multimedia instruction increases when spoken words and pictures are presented concurrently rather than isolated from one another, either in time or space (Hernandez,2004:17).

Types of Video Captioning

Captioning is the process of displaying a transcription of the audio portion of a program on a television, video screen, or other visual display. There are two types of captioning: open captioning, which is visible to all viewers and closed captioning, which has embedded coding that a viewer must activate in order to see the captions (Buffington, 2016:101). Generating captions for images takes two steps: (1) Encoding stage: the visual input (an image) is processed by a feature extraction layer (encoder). (2) Decoding stage: a language model is applied to decode the input feature encoding to a pre-defined vocabulary.

Closed-captioned videos create a successful learning opportunity by obtaining and maintaining students' attention. It allows the student to visualize word and sentence patterns which provide access to images and features that allow the students to perceive events or actions. It promotes cognitive processing, which provides an opportunity for different styles of thinking and

learning through integration of sound, pictures, objects, and words (Rowland,2007:35-36)

The Importance of Captions

Watching authentic video material is a way to compensate for in-class inadequacies. Captions have been used successfully in a variety of ways to facilitate comprehension of video material .Information coming through two forms of input is better than a single form of input such as listening or reading alone(Park,2004:3-4).

Videos are good sources of input as they offer the chance for students to be familiar with behaviors of the native English speakers in the different situations, besides, helping them to be more aware of the culture of native people; thus increase students' motivation. Short videos are more manageable and easier to fit within the limited time of classes as they focus on specific tasks or situations, and they can be made for the English classes' purposes (Chang et al., 2011:2315).

Captioned videos are more accessible, and easy to produce .They are an important pedagogical tool because they bring more native voices into the learning environment and help learners integrate written and aural information, which supports language acquisition (Winke et al.,2010:68).

Captioned videos enhance the learners' ability to learn and recall vocabulary and provide learners with the correct word form, through mixed modes of delivery (text, graphics, audio, and video) It assisted children identify and read more words, recognize the meaning of those words, and make inferences (Linebarger et al.,2010: 148).

Five ways to increase the instructional video's effectiveness :

Learning better from an instructional video when the onscreen instructor draws graphs on the board while lecturing which is called dynamic drawing principle , the onscreen instructor moves eye gaze between the audience and the board

while lecturing which is called gaze guidance principle, the lesson contains stimulates to engage in summarizing or explaining the material which is called generative activity principle, a demonstration is taken from a first-person perspective which is called perspective principle, or subtitles are added to a narrated video that contains speech in the learner's second language (subtitle principle) (Mayer etal.:2020)

Context of the Problem:

In spite of the importance of EFL spoken discourse competence, there was a lack in them among secondary school students. To document the problem of this study , a pilot study was conducted by the researcher to investigate EFL spoken discourse competence among first year secondary school students. The participants were 25 students of first year secondary school students enrolled in the Old Secondary School for Girls, Menoufia Governorate. The pilot study consisted of a speaking test.

The pilot study conducted by the researcher revealed that there is a low level of first year students' EFL spoken discourse competence, so the researcher proposed video captioning to enhance EFL spoken discourse competence among first year secondary school students.

On the other hand there are some studies that dealt with communicative competence such Wilt et al., (2018) who investigated the relation between oral communicative competence ,peer rejection and gender differences in early childhood education among children aged 4–6 years. The results revealed that oral communicative competence accounted for unique variance in peer rejection and was negatively related to the extent to which children were rejected by peers: children with poorer oral communicative competence experienced higher levels of peer rejection. No gender differences in this relation were found. This study concluded a strong argument to focus on the promotion of children's oral communicative competence.

Ho,(2020) aimed to investigate the influence of implementing Communicative Language Teaching (CLT) on cultivating undergraduates' communicative competence in Tourism English in (EFL) classroom. Seventy Taiwanese undergraduates were recruited to participate in the study for 15 weeks. Findings indicated that students'

progress towards better communicative competence in paper-based tests and oral-based tests were both significant.

Canals (2021) examined the role that multimodality and translanguaging play in scaffolding oral interactions during language-related episodes (LREs) involving meaning negotiation. The oral tasks carried out using synchronous video-based computer-mediated communication. The participants included 18 dyads of English and Spanish college-level learners. The findings indicated that, during meaning negotiation, the use of translanguaging was particularly frequent, whereas the use of a combination of multimodal elements and translanguaging was more frequent during LREs that were successfully resolved.

Wong et al.(2020) study aimed to examine the role of subtitles in connected speech decoding among Chinese EFL learners. Twenty-eight adolescent EFL learners, all with more than 10 years of experiences in learning English in schools, were tested with three major types of connected speech phonological processes, namely assimilation, elision, and juncture. The results showed that the performances of decoding connected speech in both matched and mismatched subtitles could significantly facilitate the processing of the three types of connected speech examined. Thus, subtitles is crucial for decoding native English connected speech for Chinese EFL learners.

Wisniewska and Mora's (2020) investigated the effect of exposure to L2 audiovisual materials on L2 pronunciation under different viewing modes and task focus conditions. The results revealed that L2 learners with a relatively advanced proficiency level improved their L2 speech processing skills by watching movies in the target language either with or without captions, providing empirical evidence .

Masruddin (2018) investigated the efficacy of using short video in teaching speaking to Indonesian EFL students. The results showed that using short video through group work is effective in teaching speaking to Indonesian EFL students. Consequently, it is suggested to use short video through group work in developing speaking skill of Indonesian EFL students.

Statement of the Problem:

The problem of the present study can be identified in the weakness in EFL secondary school first-grade students' spoken discourse competence. This study was an attempt to investigate the effectiveness of using video captioning to enhance EFL spoken discourse competence.

Questions of the Study:

To investigate this problem, the present study attempted to answer the following questions:-

1. What are the spoken discourse skills required for EFL first year secondary school students?
2. What are the features of video captioning for enhancing spoken discourse competence among secondary school students?
3. What is the effectiveness of using video captioning in enhancing the spoken discourse competence among first year secondary school students?

Delimitations of the study:

The present study was delimited to the following:

a) Thirty first year secondary stage students enrolled at Yasser Freij Issawi Martyr Lieutenant –Colonel secondary school at Shebin Elkom, Menoufia Governorate.

b) Some EFL spoken discourse competence.

c) Some closed captions videos.

Instruments and Materials of the study:

In order to fulfill the purpose of the study the researcher prepared the following

instruments :

1. Spoken discourse competence checklist required for first secondary school students.
2. A spoken discourse competence test to measure EFL first secondary school students spoken discourse competence .

3. Communicative Competence Rubric to score and analyze students EFL spoken discourse competence.

Significance of the Study:

The present study is important for

(1) EFL Students: as it may help in

1) Developing their spoken discourse competence.
2) Encouraging students to use language in their real life.
3) Allowing students to become more engaged in their learning process.

(2) EFL Teachers: as it helps in

1)   Providing them with new methods of enhancing communicative competence.

2) Giving them some ways and activities to help students feel more engaged.

(3) EFL Curriculum planners:

As it draws their attention to efficacy of video captioning to enhance spoken discourse competence .

Validity and Internal Consistency of EFL Communicative Competence Test:

To estimate the face validity, the EFL communicative competence test was submitted to 11 jury members in curriculum and methods of teaching English. They were asked to indicate the suitability of the content of the test for the students and the clarity of the instruction. Suitability of the test to the students' academic level was reported. Clarity of the test instructions and questions and representation of the targeted skills were also reported

In order to estimate the construct validity and internal consistency of the EFL communicative competence test, , Pearson Correlation between the sub-skills and the total sum of the test was calculated as shown in table (1)

Table (1): The Pearson Correlation between the sub-skills and the total sum of the test

EFL Communicative competence	Grammatical Competence	Sociolinguistic Competence	Spoken discourse competence	Strategic Competence
Pearson Correlation	0.807**	0.811**	0.796**	0.802**

According to this table, The correlations found to be statistically significant. This shows that the test is internally consistent and has construct validity.

Reliability of the EFL communicative competence test:

For estimating the reliability of the EFL communicative competence test, the following two methods were used:

A. Test-Retest Method:

The test was administered to the sample used for piloting the test and they were readministered on the same sample after two weeks. Pearson correlation coefficient was presented in table(2).

Table(2): Correlation Coefficient between the first and second administration of the EFL communicative competence test

Skill	r
Grammatical competence	0.81
Socio linguistic competence	0.84
Spoken discourse competence	0.82
Strategic competence	0.85
Overall communicative competence components	0.81

It is clear in this table that the value of correlation coefficient of communicative competence test and its components indicate that the test is reliable.

B. The Inter-rater reliability method:

The reliability of the test was measured by using inter-rater method which means two or more raters /observers give consistent estimate of the same test and this method is used to avoid the subjectivity factors in grading. Accordingly, the researcher shared a Ph.D. candidate a copy of students' answers and on the EFL communicative competence test and the scoring rubric to score the pupils' answers. Comparing the results of the two raters. Cronbach's Alpha was calculated for each component of communicative competence and as a whole as presented in Table (3)

Table(3): Cronbach's Alpha of the EFL communicative competence test

	EFL Communicative competence as a whole	Grammatical Competence	Sociolinguistic Competence	Spoken discourse competence	Strategic Competence
Cronbach's alpha	0.789	0.781	0.785	0.782	0.788

It is clear in this table that the test has high reliability.

The Video Captioning Implementation Steps:

In the present study, the video captioning was employed and implemented through the following steps:

Pre-viewing activity :

The students match the video aspects. The teacher asks some questions about the topic or the movie and guide the students to understand the rest of the video.

Viewing activity :

This is the second and most important step .The student match the video again for more than "10" ten minutes with focusing on main points of the topic on the movie. The teacher directs the students and guides them to speak with each other discussing the video.

Post viewing activity:

In this step, the students were divided into groups to discuss what they have watched .One of the students stand in front of the whole class and state orally what she / he understand from the video in his/ her own words. Every student from the rest of the group takes turn expressing what they understood. After that one of the students plays the role of the video caption character and speaks freely in his /her own way about the topic. In this step also, the teacher asks the students some questions which help them to communicate with her or with the rest of the class as:

- What do you think of the video?
- What are the points of video you need to grasp more?
- Why do you think so?
- What do you like about the video?
- What do you think the best way to represent it?
- Do you find any difficulty in understanding the words of the video?
- Why do you think so?

The Phases of task –based activities .

Proactive task activity

The instructor clarifies how to use English as the language of instruction. The instructor gives some examples of how to teach in English such as how to open the class, how to explicate the materials, how to conclude the lesson, how to close the class, etc.

Rehearsal phase

In this phase ,the instructor gives the class a situation that provides them with a problem to be solved through collaboration.

Performance phase

In this phase, one student performs the situation, and the whole class observes his performance. Providing requests for repetition when a student performer makes errors enhance interaction .

Debriefing phase

Evaluating of instructor and students of how well the interaction is carried out. Evaluation has two types: explicit grammatical explanation on the use of a particular grammar feature, and the accuracy of the target forms which is called form-focused evaluation, involving. How successfully the intended communication is carried out, the degree of accuracy in conveying the meaning and the accuracy of the target forms which is called meaning-focused evaluation.

Spoken Discourse competence task components:

In preparing tasks for practicing spoken discourse competence , the material included different sub-tasks out of the main competency as follows:

Discourse Competence:

In this competence; the students practice how to use language to combine grammatical forms and meaning to achieve a text in different forms. This competence includes only one task which is: form, meaning integration and connections.

This task is determined by:

- ☒ Learners' mastery of vocabulary.
- ☒ Learners' skills especially tenses.
- ☒ Learners' mastery of sentence forms and patterns.
- ☒ Learners' mastery of English expressions.

The main objectives of spoken discourse competence intervention

By the end of the intervention, students will be able to :

1. Indicate a mastery of rules that determine form and meaning that are combined to achieve a meaningful unity of spoken test .
2. Practice cohesion in form and coherence in meaning.
3. Use cohesive devices such as pronouns, conjunctions, synonyms, parallel structure etc. .
4. Practice coherence through repetition, progression, consistency, reference of ideas, etc. .
5. Be able to practice organization of meaning ,i.e establish a logical relationship between groups of utterances.
6. Connect words on sentences in to stretches of comprehensible oral language .
7. Produce comprehensible input text in different genre.

The phases of implementing video captioning .

Phase (1): conscious raising phase

During this phase, the teacher :

- Presents the selection, sequence, and arrangements of words, sentences, and utterances to achieve a unified spoken text.
- Raises students' conscious of spoken text by providing a spontaneous recorded speech for the students to observe how it is unified in a form of word –meaning relationship.
- Asks students to match two full episodes downloaded from YouTube and also asks them to watch and identify the targeted expression used.

Phase (2)Provision of prefabricated patterns

During this phase

- The students are given prefabricated patterns in a form of forms ,phases to use when they encounter problems to avoid communication breakdown.
- The teacher presents to the students with different types of errors in pattern form and how to solve them as follows:.

type of errors	examples
1. Punctuation	cut out
lack of punctuations	the pool

organization of punctuation	bathroom and the door have a key
using L1punctuation	
using and in place of punctuation	
2. misuse of memorized phrases or forms	"it is hailing eats addegs"
3. substituting: words from the L1 to replace words in L2 that the student doesn't know.	ex.in my prime day of the school the teacher is my simpatico.
4. direct translation from L1 to L2: usually using a dictionary to identify phrases.	ex. the word is being definition by word and contextual character in a generic form.
5. transforming L1 discourse competence to theL2, the way a letter is written , the way the story is formed or the way the essay is organized.	ex.it is a great phrase ,I want you this letter , I discuss the electricity in my home.

Phase (3) Using Communicative Activities:

In this phase the teacher

- ❖ Provides the students with a variety of communicative activities to negotiate for meaning and understand the episode used.
- ❖ Help students highlight the language functions portrayed in the episode, and guides the students towards the production of communicative competence in specific situations.
- ❖ Highlights the language functions portrayed in the episode guiding the students towards an appropriate understanding and interpretations of the interactions between the characters in the episode .

❖ Increases the students motivations through the interacting and stimulating topics of the episode for their continued viewing of authentic video material.

❖ Increases the students awareness of the cross-cultural dimensions reflected in the episode by inviting the students to interpret non-verbal signals and their contributions to communications by encouraging students to discover how language ,behavior , strategy, and tactics as well as differences in cultural background can affect in various communication activities.

Phase (4) Recording and Evaluation

❖ In this Phase, the teacher initiates a virtuous circle for recording the students' performance when carrying tasks such as storytelling or role play for evaluating features of spontaneous oral speech.

❖ The teacher also records the students' performance to describe the four types of possible behaviors related to effective and acceptable communication and achieving goals:
Minimizing, sufficing, maximizing and optimizing to help the students understand how does communicative competence work and how I can be achieved.

The implementation steps :

The discourse competence has its own way of implantation as follow:

A. Previewing :
In this step, the teacher focus the episode to be viewed through :
1. Title discussion: the students examine the title of episode and speculate on the content of the video.
2. Brainstorming: the students working in groups, consider a problem or issue related to video.
B. Viewing :
The episode usually runs about twenty minutes. The teacher divides the entire episode into nine minutes segments for the viewing activities. The teacher is expected to use the coming set of activities for each viewing segment.

   1. **Picture only:** before viewing, students are told to look for the answer to each questions as : where are these

people? why were they there? what is this relationship to each other? what they are talking about? How many characters there? How are they dressed? After viewing of five minutes segments, students work in small group for 3-5 minutes discussing the questions and giving reasons for this answers.

2. **Sound only:** the teacher covers the scene with a large sheet of paper and lets students only hear the sound track of the video and answer some questions again. After listening to the sound only, students are given 1-2 minutes to check and adjust this previous answer .

3. **Picture and sound:** Students match the segment with the sound turned up once again and work in small groups again to find checking of their answers to   the questions.

C. Post viewing:

1. **Describing what happened** : Students match the entire video segment and then working in pairs or small groups, prepare an oral summary of what they saw in chronological order and with much detail as possible, Later they summarize the story in a written form.

2. **Reading alternately:** Students work together in pairs or small groups to create alternate ending report them in an oral way.

3. **Comparing:** Students compare what they thought and knew about the topic before the viewing with what they learned as a result of the viewing. Students also compare the cultural differences of the situations between the target language culture and their own.

4. **Discussion:** video- related questions focusing on issues, personal experience and cultural observation stimulate small groups discussion .students share insight, agree and disagree with one another on small points, propose solution and then report them in a spoken form.

5. **Debate:** the students have a debate on issue related to the video.

6. **Role-playing:** the teacher assigns different groups of students to study to language, gestures personality and action of a particular character. Students from each group are asked to role play a scene.
7. The teacher seeks to develop students communicative competence through linking grammatical development to the abilities to communicate. Hence, form, structure and meaning are not taught in isolation but often arises communicative task, thus creating a need for specific items of grammatical structure, form and meaning .students carries out a task and then reflect on some of the linguistic characteristics of their performance.
8. The teacher creates the need for communicative, interaction and negotiating for meaning through the use of activities such as problem solving, information sharing of role play
9. The teacher provide opportunities for both inductive as well as deductive learning of grammar.
10. The teacher makes use of content that connects to students lives and interests.

Results:

To test the hypothesis which states that " There is a statistically significant difference between the mean score of the study sample in the pre-post testing in the spoken discourse competence in favor of the post administration.", data had been described and summarized through calculating the arithmetic average (Mean), the standard deviation; minimum and maximum of the experimental group on both the pre and post-test, as illustrated in the following table:

Table (4): Descriptive Statistics of the pre-posttests.

Spoken discourse competence	implementation	N	Mean	Std. Deviation	Minimum	Maximum	Total
	Pre	30	28.20	8.57	13	44	60
	post	30	46.03	7.91	30	59	

Table (4) shows that the value of the arithmetic average (Mean) of the post administration of the spoken discourse competence test was (**46.03**) which was higher than the arithmetic average (Mean) of the pre-administration which was (**28.2**). This is represented graphically in figure (1)
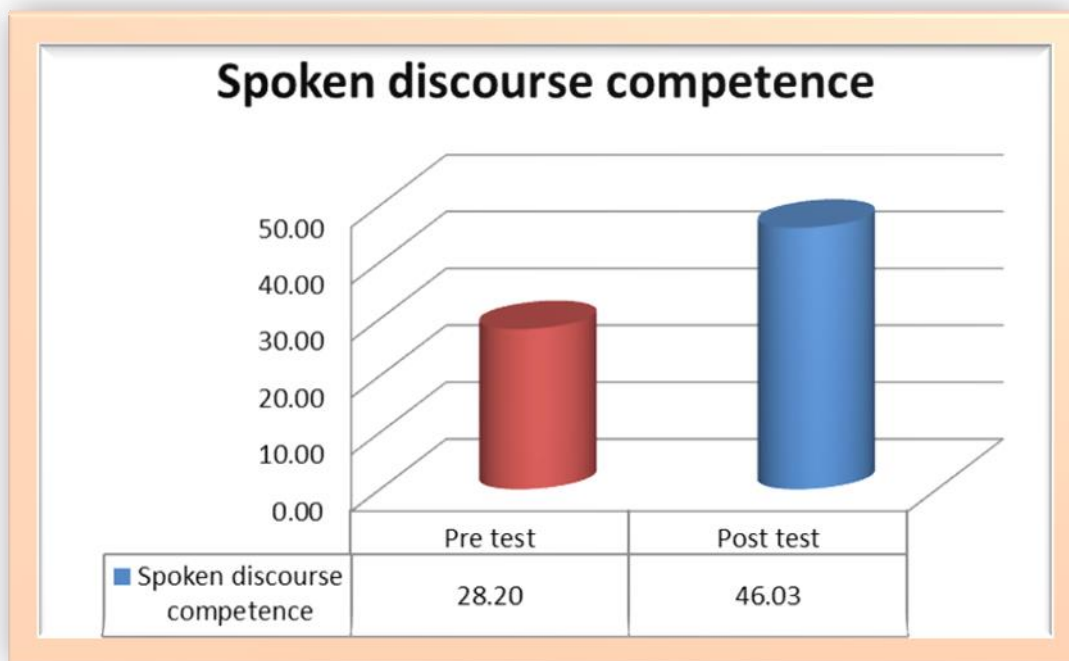
Spoken discourse competence

	Pre test	Post test
■ Spoken discourse competence	28.20	46.03

Figure (1) Bar Chart of the Mean Scores of the pre and post-test in Spoken discourse competence.

It is clear from the previous graphic representations that there is a statistical difference between the scores of pre-test and post-test.

To study the significance of the differences, t-value (Paired samples t- test) used for the difference between the mean scores of the two administrations; as illustrated in the following table (5):

Table (5): The t-Value to Signify the Difference between the Mean Scores of the Two Administrations of EFL communicative competence test.

Spoken discourse competence	Paired Differences		t-test	D.f	sig	$^2\eta$	effect size (d)	Practical significance
	Mean	Std. Deviation						
	17.83	10.79	9.053	29	at (0.01)	0.74	1.68	educationally important

It is clear from the above table that the calculated value of "t " (**9.053**) was greater than the tabulated value of "t" at **29** degrees of freedom and significant level "0.01"; which meant that the difference between the mean scores of the pre- post: tests had reached to the level of statistical significance.

In addition , in order to investigate the effect and educational importance of the results and its educational importance and effectiveness; the value of ETA square ($^2\eta$) had been calculated which reached 0.74 thus, it can say that 74% of the variations between the scores of secondary school students in the spoken discourse competence could be due to the teaching treatment, , i.e. video captioning. The effect size which reached 1.68 was interpreted as large.

There was height effect and educational importance for using a program based on Video Captioning for improving and enhancing spoken discourse competence. Thus, the hypothesis was accepted

Discussions of results:

The results revealed that the students improved in the spoken discourse competence in the post treatment compared to the pre-treatment. This improvement may be attributed to the nature of training the students were exposed to . The training in the spoken discourse competence helped the students to:

First, reflecting the accent register and culture. The video intended to authentic representation of the topic of language that the English language learner might hear outside the classroom and

inside the classroom. with objectives of providing a sequence of activities that make language more comprehensible and memorable for learners to incorporate into this own lexicon and knowledge of cultural practices and mannerism. This contact with the naïve speakers "via videos" is intended to build confidence and increase motivation for the students to speak.

Next: the video presented common language context to language learners may encounter in the classroom, successfully giving the students opportunity to listen to; practice follow up questions and responses in language routers. There contexts follow those of curriculum of the stage of learning and align with the overall communicative goal of the training program to practice spoken discourse within specific context.

Finally: the video material included a variety of spoken text to provide the students the opportunity to put on the language they gain through practice, through interpersonal listening and speaking practice with their peers in the classroom and in a wide area of practice. The accompanying activities provided the language practice and support while also creating the impetus for information gathering, language extension and other communication skills. These results are consistent with (park,2014).

The students' improvement in the spoken discourse may be due to the fact that the videos used provided the students opportunities to practice and view language with in local context. As such, they presented the students with material, texts and topic that include formal language environment, giving them flexible access to real language and formal language. This allowed the students more time to analyse, repeat, respond and otherwise work with the language form gained from authentic context and help students engaging in using the language they encountered in the video and extended it through the thematic material to the interpersonal and presentational modes of speaking. This result is consistent with Norls(2011).

The results of the present study also showed clear improvement in the students post performance in the discourse competence .This improvement can be clarified in the terms of combining the grammatical

forms and meanings to achieve text in different genres in different forms of text types through videos

All these tasks also helped the students listen and speak. The tasks were presented using different strategies to help students speak as self-introduction, retelling stories ,discussing things or objects, and role playing with extensive practice. The extensive training supported the students to produce appropriate utterance of self-introduction in which the students were able to explain addresses, situations, specific and the text. This results is consistent with Gulajda(2018).

Conclusion :

From the previous discussion of the results , it can be concluded that:

The communicative competence training supported the students in :

- Being able and aware of the components of spoken discourse the competences.
- It can also be concluded that the videos used in the training program were effective in helping the students use and practice spoken discourse competence.
- With all its types because these videos included contents which have the following characteristics:
  1. Clear, accurate and authentic content .
  2. A range of texts which evoke responses appropriately.
  3. Making informal choices about effective ways to communicate formally and informally.

References

Amirian,S.(2021). *An Integrated Approach for Video Captioning and Applications*, Athens, Georgia .

Bajramia,L.& Ismailia,M.(2016). The Role of Video Materials in EFL Classrooms.In *International Conference on Teaching and Learning English as an Additional Language, GlobELT, 14-17 April, Antalya, Turkey Procedia - Social and Behavioral Sciences,502–506*.doi: 10.1016/j.sbspro.2016.10.068.

Bellalem, F., Neddar, B. A., Bouagada, H., & Djelloul, D. B. (2018). The Use of Subtitled Movies for Vocabulary Acquisition in ESP

Settings: Insights from an Experimental Study in Algeria.*Arab World English Journal, 9*(3), 3-16

Buffington,A.(2016) : *Captioning* In Genie Gertz,G. & Boudreault,P. (Eds.) The SAGE Deaf Studies Encyclopedia (PP.100-102): http://dx.doi.org/10.4135/9781483346489.n35

Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics, 1* (1),1-47.

Canals,L.(2021). Multimodality and translanguaging in negotiation of meaning. *Foreign Language Annals.54,*647–670.

Chang, C., Tseng, H., & Tseng, J. S. (2011). Is single or dual channel with different English proficiencies better for English listening comprehension, cognitive load and attitude in ubiquitous learning environment? *Computers and Education, 57(4)*, 2313–2321.

Hernandez,S.(2004).*The effects of video and captioned text and the influence of verbal and spatial abilities on second language listening comprehension in a multimedia learning environment.* NewYork University Retrieved from Dissertation and Theses database. UMI Number: 3142667 .

Jahanyfard,A.(2015).*The Effects of Captioned video on Learning English Idiomatic Expressions among ESL Learners in the advance Level.*Toledo . ProQuest 10306803.

Keshmirshekan,M.(2019) Improving Upper-intermediate EFL Learners' Communicative Competence through Authentic Materials. *Theory and Practice in Language Studies, 9,* (8), 956-964, August 2019DOI: http://dx.doi.org/10.17507/tpls.0908.10

Lasala,C.(2014). Communicative competence of secondary senior students:Language instructional pocket. *Procedia - Social and Behavioral Sciences ,134,* 226 – 237.

Lin, J. J. H., Lee, Y. H., Wang, D. Y., & Lin, S. S. J. (2016). Reading Subtitles and Taking Enotes While Learning Scientific Materials in a Multimedia Environment: Cognitive Load Perspectives on EFL Students. *Educational Technology & Society, 19* (4), 47–58.

Masruddin, M. (2018). The Efficacy of Using Short Video through Group Work in Teaching Speaking to Indonesian English as Foreign Language (EFL) Students. *Arab World English Journal, 9* (3), 282-293.DOI: https://dx.doi.org/10.24093/awej/vol9no3.19

Mayer,R., Fiorella,L.& Stull,A.(2020) *Five ways to increase the effectiveness of instructional video*. Association for Educational Communications and Technology .https://doi.org/10.1007/s11423-020-09749-6

Paivio, A. (1986). *Mental representations: A dual coding approach*. England: Oxford University Press.

Prasad,B. (2013). Communicative Language Teaching in 21st Century ESL Classroom. *English for Specific Purposes World 14*(40),1-8.

Rowland,J.(2007). Closed-Captioned Video and the ESL Classroom: A Multi-Sensory Approach .*MPAEA Journal of Adult Education (XXXVI)*, 2, 35-39.

Saleh,S.(2013). *Understanding Communicative Competence*. University Bulletin ,3(15), 101-110.

Savignon, S. (1983). *Communicative competence: Theory and classroom practice*. Reading, MA: Addison-Wesley.

Tavil,Z.(2010).Integrating listening and speaking skills to facilitate English language learners' communicative competence. *Procedia Social and Behavioral Sciences , (9)* 765–770.

Ur, P. (1996). *A Course on Language Teaching*. Cambridge: Cambridge University Press.

Winke, P., Gass, S., & Sydorenko, T. (2010). The effects of captioning videos used for foreign language listening activities. *Language Learning & Technology*, *14*(1). 65-86.

Wisniewska,N. &Mora,J.(2020).Can Captioned video benefit second Language Pronunciation? *Studies in Second Language Acquisition ,42*(3), 599–624 doi:10.1017/S0272263120000029.

Wong,S. , Lin,C., Wong,I., and Cheung,A.(2020) .The differential effects of subtitles on the comprehension of native English connected speech varying in types and word familiarity. *SAGE and Open Access pages* 1–13.**DOI: 10.1177/2158244020924378**