



***Utilizing Video Captioning in Enhancing EFL  
Sociolinguistic Competence among Secondary School  
Students***

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## *Utilizing Video Captioning in Enhancing EFL Sociolinguistic Competence among Secondary School Students*

### **Abstract**

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

**Key words:** Video Captioning, sociolinguistic competence,

***Introduction:***

Learning other languages is a must now as world has become a small village by using internet and other advanced communicative means. 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

The good understanding of linguistic, sociolinguistic and socio-cultural aspects of language will assist the speaker to use the exact language in the exact context for the right purpose consequently he will be competent in language use. The difficulty faces language teachers in these contexts is choosing skills require for students and recognizing the effective methods for developing students' communicative competence (Saleh,2013).

The goal of every language classroom is Communicative competence . This goal is best achieved if more attention is given 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).

The usage of language is constrained by sociocultural norms of the society where the language is used. The sociolinguistic competence is the extent to which utterances are produced and understood appropriately. The sociolinguistic competence is essential for communicative social actions because different situations lead to different types of expressions and different types expression and different beliefs and attitudes (Canal,1983:7) and (Hymes,1972:281).

Language is used for self-expression, verbal thinking, problem-solving, and creative writing, but it is used essentially for communication. What makes it difficult to realize the language user's systems of representation for communication with others is the fact that the capability of individuals to interact with others through language is a unique quality. The improvement of communicative competence require active language use, which is constrained by the socio-cultural norms of the society where the language is used(Yano,2003).

The development of knowledge about the language , the sociocultural aspects of it, and the communicative competence of a learner consider the aim of communicative language teaching. The communicative approach is the identification of behaviors of people considered successful at what they do, specifically, the identification of the characteristics of good communicators(Savignon, 1997: 9)

Language competency is further than the ability to generate and create grammatically correct sentences. Rather, given the interest to the sociocultural dimensions of communication, It involves knowledge of how to use language appropriately in ways that are considered acceptable by members of the speech community (Berns, 2020:675).

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 excellent method in teaching English language 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).

videos can offer suitable language experience to native speakers' accents and cultures while living in a non-native context videos can help the learners enhance their listening, speaking, reading and writing skills in an integrative way and can consequently improve their communicative competence ( Bellalem et al.,2018:6).

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 facilitates 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 .

### **Theoretical bases of video captioning**

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).

#### **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).

#### **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 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 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).

### **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.

### **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).

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 aware of 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).

#### ***Context of the Problem:***

In spite of the importance of EFL sociolinguistic 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 find out the Lack of EFL sociolinguistic 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 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 sociolinguistic competence among first year secondary school students enrolled in the Old Secondary School for girls, Menoufia Governorate.

The study of Pauliková,K.(2020) aimed at finding out how selected English textbooks develop communicative competence and whether they provide enough practice for the learners to be prepared for situations outside the classroom at the given primary level. The results of the study show which of the components of communicative competence are represented the most and the least and also which of the three textbooks covers communicative competence the most complexly. Communicative competence in its complexity is addressed in the textbooks very differently. Within the communicative competence, all the seven competences have various presence in the textbooks. Three



competences dominate the development of communicative competence: lexical competence, grammatical competence and discourse competence. Sociolinguistic competence and functional competence are the two lacking both enough presence and practice.

Alshraideh (2021) study aimed at analyzing the English as a foreign language (EFL) learners' and teachers' perception toward the use of online videos in EFL classes. The study population consists of 120 EFL female Saudi students and six EFL female teachers. Their ages range from 18 to 21. Their level of proficiency in English is varied. The responses of the participants showed that the use of online videos is an effective technique and has a positive influence in EFL classes.

Al-Domi (2017) aimed at investigating the effect of using authentic videos on students' prosodic competence and motivation. The findings show that the use of authentic videos in teaching and learning English has a positive effect on the said prosodic competence and motivation domains.

***Statement of the study:***

The problem of the present study can be identified in the weakness in EFL sociolinguistic competence among first year secondary school students. This study was an attempt to investigate the effectiveness of using video captioning to enhance EFL sociolinguistic competence.

***Questions of the study:***

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

1. What are the sociolinguistic skills required for EFL first year secondary school students?
2. What are the features of video captioning for enhancing sociolinguistic competence among secondary school students?
3. What is the effectiveness of using video captioning in enhancing the sociolinguistic 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 sociolinguistic 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. A communicative competence test to measure EFL first secondary school students sociolinguistic competence .
2. Sociolinguistic competence checklist required for first secondary school students.
3. Communicative competence rubric to grade and analyze students EFL sociolinguistic competence.

***Significance of the study:***

**The present study is important for**

- (1) **EFL Students:** as it may help in
  - 1) Developing their sociolinguistic 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 sociolinguistic 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 sociolinguistic 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 instruction 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-sills and the total sum of the test was calculated. As shown in table (1)

**Table 1: The Pearson Correlation between the sub-sills 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 retested 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**

| 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 PHD candidate a copy of students' answers and her appreciation to EFL communicative competence test and the scoring rubric to estimate 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 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 understand 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. Evaluating 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, involving

### **3.1 Sociolinguistic competence task components:**

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

#### **1. Sociolinguistic Competence:**

In this Competence, the teacher and students are English language as way for interacting with others through interesting media based on sociocultural contexts. This competence includes a number of tasks:

- ❖ Being able to use language in a variety of contexts.
- ❖ Producing appropriate utterance of introducing oneself.

This task is determined by some factors as:

- ☒ Learners' mastery of vocabulary.
- ☒ Learners' mastery of sentence production.
- ☒ Structural skills.
- ☒ The mastery of speaking Skill, accuracy and fluency.
- ☒ Stress patterns and intonation problems.
- ☒ Learners' mastery of English expressions.

**The main objectives of sociolinguistic competence are helping students to :**

#### **1. Use the correct language for the situations**

- A. How does a student verbally show respect to the teacher.
- B. How does students appropriately get the teacher 's attention.
- C. How does a student participate in a manner that makes him or her sound intelligent.

**2. Use the language with their peers differ from the language that they must use with the teacher**

**3. Interpret correctly the contextual cues that trigger specific speech of behavior.**

- A.what does it mean for a teacher walk past a student and states: Hi, how are you? is that an opening for extended conversation or is it just a greeting
- B.what does it mean for a peer walk by ,raises his chin and states: what is up.
- C.Does the students know what to do in each of their situations

**4. Engage in the correct proxemics for the situation to determine**

- A. how close or far one should be from the speaker and the listener
- B. how close should a student stand next to the teacher when discussing a homework assignment.
- C. how close should a student sit next to a peer then working in groups.

**5. Engage in appropriate non-verbal behavior for the situations :**

- A. how should a student show respect to the teacher .
- B. should the student look the teacher in the eyes or look down.
- C. should student smile or look sad.
- D. should the student speak up or say nothing.
- E. How should a student show affection toward peers.

**6. Address appropriately for the situation :**

- A. what does one wear to school
- B. how do clothes represent respect for or affiliation with certain groups in the target cultural

**The phases of implementing video captioning .****Phase (1): conscious raising phase**

During this phase, the teacher :

- ❖ presents the definition of the selected oral communicative strategy( Sociolinguistic competence).

- ❖ paraphrases all the sub strategies and variables factors included in the sociolinguistic competence as :stimulation factors, stylistic appropriateness factor ,sociocultural background and awareness of language use

- ❖ provides the students with recorded examples.

**Phase (2) Provision of prefabricated patterns**

During this phase, the teacher :

- ❖ Provides the students with different form of sociocultural competence which may form a problem to them when they encounter in the communicative situations and how to solve it"

| <b>The form of the problem" error"</b>  | <b>The solution "examples"</b>   |
|---|--|
| Incorrect use of language for the situation   | All students learn formal English and use it in all situations   |
| Incorrect Interpretation of the speaker's meaning of contextual clues and the response based on the correct understanding | The students stops and respond well. I'm not doing this well, my English is poor, I'm having a trouble in speaking |
| Incorrect proxemics for the situation   | All the students stand close to the teacher when they ask for help   |

|  |   |
|--|---|
| Not sure about the appropriate gender rules. | A male student insists o speak to another male student and so on..... |
|--|---|

### Phase (3) Using communicative activities

**The most important activity to be used in this phase is the elicitation and negotiation of meaning**

### Phase (4) Recording and Evaluation

❖ In this Phase ,the teacher selects story from the cultural background and asks the students to view it and role play it. When the student perform the retelling and role play, the teacher records them to give them feedback and they as learners give themselves self as self-feedback.

#### ❖ The Implementation steps:

#### Pre-viewing:

#### a. Cultural context /background:

❖ The teacher introduces the context and background a hobbies and free time.

❖ Then she asks one student or students" what are your hobbies"

❖ The teacher elicits responses and has each student asks another student the questions " what are your hobbies"

❖ The teacher show them a picture of one American or English peers on hobby and asks: what are the hobbies" students guess: the person likes boy scouting.

❖ the teacher elicits background knowledge and boy scouts/ scouting

The teacher shows visual vocabulary of boy scouts and offers a brief explanation of scouting.

The teacher gives sample explanation " boy scouts are group of young boys age(7-20). They have meeting and do many activities together. They learn about life together.

#### b. Guiding questions :

The teacher gives and distribute a number of questions that focus on the scouting:

- How old was the person when he started boy scouts?
- Where was the boy scout meeting?



**Viewing****❖ Video (1) view(1)**

- The teacher plays the video and has the students complete it.
- She discusses answers of the questions and elicit other questions.
- The teacher discusses the pronouncing of some vocabulary with the students .

**❖ video(1) reviewing**

- The teacher replays the video and highlights the vocabulary word activities, Asks the students what activities they think boy scout do, asks the students to think of questions to ask the person using the word activities.
- what activities do you do?
- The teacher has the students guess what activities the person talk about in video (2)

**❖ video(2) view(1)**

Guided questions:

- The teacher points to the students and points to the person and gives guiding questions orally
- One the activities that the person does in boy scouts?

**❖ video(2) viewing(2)**

The teacher discusses and responds to the follow-up questions:

- What do you want to know about person hobby?
- what do you want to know about boy scout?

**Language and cultural extension :**

- The teacher asks the student to explore scouting around the world through the website for "the world organization of the scout movement"
- The teacher demonstrates the websites and links, e.g. "the youth preform"
- In pairs, the students investigate scouting through scouting activities .
- Students present pictures and caption for the clues.
- The teacher asks the students to look at vocabulary visuals through a group of pictures. p. 85-88
- The teacher asks the students to ask and answer questions about the pictures.

- The teacher highlights the topic, the key vocabulary, language forms, cultural references.

- **Finding of the study:**

Finding of the present study was presented in the light of the hypotheses of the study. In order to identify the effectiveness of a program based on video captioning to enhance EFL communicative competence and motivation for secondary school students.

- **Findings of the study hypothesis**

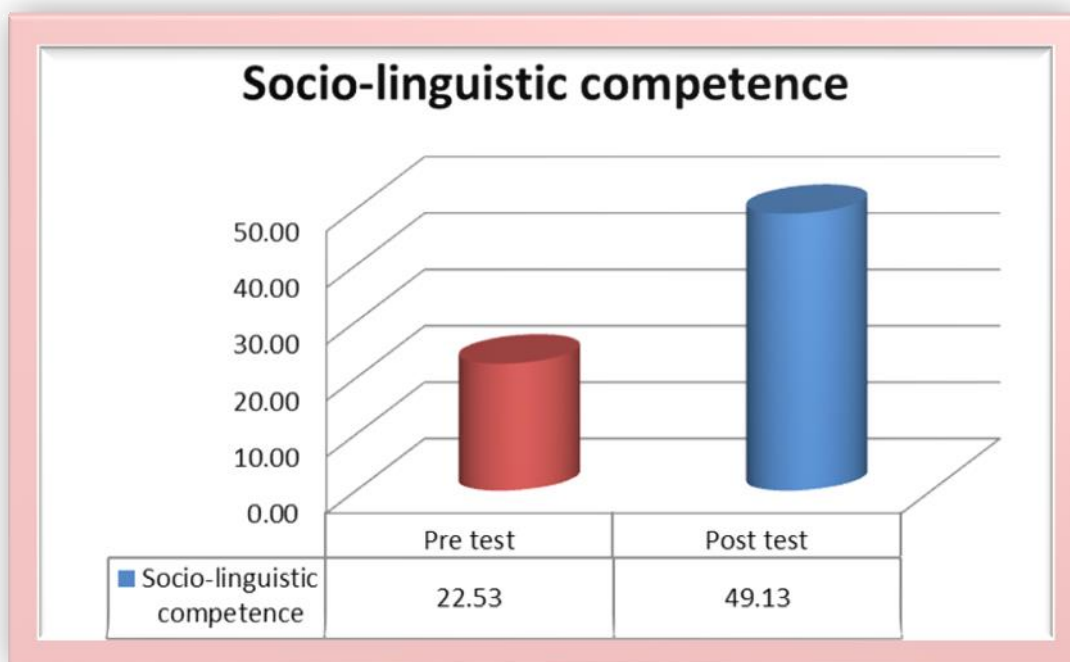
The hypothesis states that " There is a statistically significant difference between the mean score of the study sample in the pre-post testing in the Socio-linguistic competence in favor of the post administration."

In order to investigate the validity of this hypothesis, data had been described and summarized through calculating the arithmetic average (Mean), the standard Deviation; minimum and maximum were calculated 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.**

| Socio-linguistic competence | Implementation | N  | Mean  | Std. Deviation | Minimum | Maximum | Total |
|-----------------------------|----------------|----|-------|----------------|---------|---------|-------|
|                             | Pre            | 30 | 22.53 | 6.87           | 13      | 44      | 61    |
|                             | post           | 30 | 49.13 | 5.75           | 33      | 59      |       |

Table (4) shows that the value of the arithmetic average (Mean) of the post administration of the Socio-linguistic competence test was (**49.13**) which was higher than the arithmetic average (Mean) of the pre-administration which was (**22.53**). As table (4) shows, there existed a raise in the degrees of the post administration than the degrees of the pre-administration of Socio-linguistic competence test. It also shows the increasing homogeneity (=Std. Deviation / Mean) of grades of the post administration than the pre-administration due a program based on video captioning. This is represented graphically in figure (1)



**Figure (1): Bar Chart of the Mean Scores of the pre and post-test in Socio-linguistic competence.**

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

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 by the following table ( 5 ):

**Table ( 5 ): The T-Value to Signify the Difference between the Mean Scores of the Two Administrations**

| Socio-linguistic competence | Paired Differences |                | t-test | D.f | sig       | <sup>2</sup> η | effect size (d) | Practical significance  |
|-----------------------------|--------------------|----------------|--------|-----|-----------|----------------|-----------------|-------------------------|
|                             | Mean               | Std. Deviation |        |     |           |                |                 |                         |
|                             | 26.60              | 6.88           | 21.173 | 29  | at (0.01) | 0.94           | 3.93            | educationally important |

It is clear from the above table that the calculated value of "t " (21.173) 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.

And in order to investigate the effect and educational importance of the results and its educational importance and effectiveness; the value of ETA square ( $\eta^2$ ) had been calculated as its value (ETA square) was 0.94 And in the light of this, we can say that 94% of the variations between the scores of Secondary school students in the Socio-linguistic competence could be due to teaching treatment, The effect size which = 3.93 was interpreted as large.

There was height effect and educational importance for using A program based on Video Captioning for improving and enhance Socio-linguistic competence.

Therefore, the hypothesis was accepted which indicated that "**There is a statistically significant difference between the mean score of the study sample in the pre-post testing in the Socio-linguistic competence in a whole in favour of the post –test.**"

#### **Discussions of results:**

The results of the study also showed the significant performance of the students in the sociolinguistic competence. This significant in performance may be due to the fact that the tasks presented in this kind of competences via video captioning included the following:

- Stating or giving responses
- Stating discussion
- Asking permission.
- Giving opinion or information
- Asking questions
- Giving clarification
- Expressing agreement and disagreement.
- Giving suggestion or advice
- Concluding ,summarizing or closing the discussion.

All these tasks were used in a social context of school level to help students practice all aspects of language based on the context.

The training through videos focused on the form -focused instruction ,form-meaning instructions and the combining of the two together. The combinations were presented using different text types of different genres ;the students were presented using different text types of different genres; the students were expected to be able to construct texts in groups, individually and independently. All the language functions

required from the students were based on the interactions between the teacher, videos with different language functions .These results are consistent with Masrulio(2018) and Noriss(2011).

The overall results also revealed that the improvement in all communicative competence practice may be due to the idea that the authentic video captioning used was based on the exchange of information in varieties of context, the case which helped the students build on already established information as a source for practicing communicative competence . This is also related to the timing of the videos and the wide range of areas used, the case which supported to the students to practice all kinds of competence the videos were used also as supplements –the activities related to videos supplemented the language and thematic goals within each lesson for training, for example, some served as introductions to the topic, others provided additional vocabulary to reinforce vocabulary in textual material. The scope of the themes and vocabularies introduced through video are adequate to serve as the primary source of language input. These results are consistent with Grase and Lowy(2010).

At the same time, the results showed improvement in all construct of communicative competence; this improvement may be also due to the nation that the videos were easily used independently of the units of session applications, that is they are used dependently on the text. This means that the complementary nature of the videos were used to introduce or reinforce the language learned from the lesson with authentic aural and visual media.

Also, in the spirit of the supplementary material, The videos introduced new vocabularies including culturally relevant expressions perspectives and practice. This result goes on with Greenwood(2018).

**Conclusion :**

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

The sociolinguistic competence training supported the students in :

- Being able and aware of the components of the competences (grammatical and sociolinguistic).
- Using activities and tasks that would engage them in pragmatic authentic and functional use of language for meaningful purposes
- Being encouraged to construct meaning through genuine linguistic interaction with others.
- It can also be concluded that the videos used in the training program were effective in helping the students use and practice sociolinguistic 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. Demonstrating a Scene understanding of conventions of written language including grammar , spelling, and punctuation
  4. Being a adaptable in widening a range of familiar and unfamiliar context with in the classroom and beyond.
  5. Making informal choices about effective ways to communicate formally and informally.

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