

The Impact of Using Audio-Visual Chat With Native-Like Speakers on Jordanian Eleventh-Grade EFL Students' Social Aspect of Socio-Cultural Competence

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Received: February 1, 2025 Accepted: February 24, 2025 Published: February 28, 2025

doi:10.5296/ijl.v17i1.22618

URL: <https://doi.org/10.5296/ijl.v17i1.22618>

Abstract

This paper aims to investigate the impact of using Zoom Audio-visual Chat (Zoom-AVC) with native-like speakers on developing Jordanian eleventh-grade English as a Foreign Language (EFL) students' social aspect of socio-cultural competence (SCC). To achieve this purpose, a representative random sample of thirty-six students studying at Dogara Secondary School for Boys was chosen in an experimental group. This quasi-experimental study used a speaking test to measure students' social aspect of SCC.

The findings showed that there are statistically significant differences between pre-test, post-test, and delayed post-test mean scores. Additionally, the findings showed that using Zoom-AVC has a significant effect on the social aspect and its retention level. In the light of these findings, many recommendations were presented.

Keywords: Zoom, Social aspect, Socio-cultural competence, Audio-visual chat

1. Introduction

1.1 Study Context

Recently, the use of audio-visual chat (AVC) technology, specifically platforms such as Skype and Zoom, has become prevalent in the Teaching of English as a Foreign Language (TEFL) in Jordan. This adoption has been particularly accelerated by the COVID-19 pandemic. Research conducted by Abuseileek and Kanan (2013) and Rajab (2020) suggests that although the use of AVC in the development of speaking skills among Jordanian EFL students, there is still potential for further improvement in their SCC.

Jordanian educational institutions swiftly transitioned to online learning in response to the pandemic, making use of advanced virtual communication platforms such as Microsoft Teams, Zoom, and Moodle (Ibrahim et al., 2021; Jehad et al., 2020). Zoom has become the favoured platform for online education in Jordan because of its strong security measures, protection of data privacy, and advanced functionality (Alharbi & Khalil, 2022).

Canale and Swain (1980) and Hymes (1967) define communicative competence as comprising linguistic, sociolinguistic, discourse, strategic, and sociocultural elements. Although the Jordanian EFL curriculum places a strong emphasis on developing communicative competence (JMOE, 2020), students continue to face difficulties in English oral communication as a result of insufficient SCC (AlBataineh, 2019; Abu Helu et al., 2009). AlKhawadeh (2017) suggests that educational technologies such as AVC are advised to fill this gap.

SCC is a crucial aspect of communicative competence. It entails comprehending and effectively engaging with cultural norms and practices (Canale & Swain, 1980; Richards & Schmidt, 2010). To develop effective communication skills, it is crucial for EFL students to actively interact with authentic cultural elements of the English language (Bataineh, 2009; (Al-Momani et al., 2017). The objective of this study is to improve the social aspect of SCC of eleventh-grade EFL students in Jordan by using Zoom-AVC with native English speakers.

1.2 Statement of the Problem

EFL students struggle with English communication and lack of SCC, impeding their ability to handle intercultural situations and engage in meaningful cross-cultural interactions (Al-Issa, 2011; Azar, 2012; Bataineh, 2014b; Bataineh & Al-Braihi, 2019; Bataineh et al., 2020). This issue contributes to low self-confidence in speaking skills, necessitating immediate focus to enhance English language instruction (Bataineh, 2014b; Bataineh & Al-Abdali, 2015; Al-Zoubi, 2018; Towairesh, 2021; Shamaa & Sami, 2022).

Despite Jordanian eleventh-grade EFL students learning the English language for over ten years, these students struggle with oral communication due to limited SCC and challenges with the phonological system, which are crucial for effective communication (Bataineh, 2009; Azar, 2012; Khazaleh, 2017).

The Jordanian EFL curriculum focuses on linguistic competence, neglecting the SCC necessary for effective oral communication (Bataineh et al., 2017; JMOE, 2020). Integrating

technology and various learning platforms can address this gap, as supported by Vygotsky's Sociocultural Theory and the Communicative Language Teaching (CLT) approach (Johnson, 2014; JMOE, 2020; Almohtadi & Aldarabah, 2021; Awabdeh, 2021).

Upon examining the explanations, reasons, justifications, suggestions, and related studies concerning technology, specifically Zoom, and SCC, it is appropriate to state that despite the growing utilisation of technology in language learning, there is a dearth of empirical research on the efficacy of employing Zoom-AVC with native-like speakers as a means of enhancing the social aspect of SCC in oral communication of EFL learners.

1.3 Purpose of the Study

This study aims to find out whether there are any statistically significant differences between the mean scores in the pre-test, post-test, and delayed post-test on the development of the social aspect of SCC in oral communication of 11th-grade EFL students due to the use of Zoom-AVC with native-like speakers.

1.4 Question of the Study

Are there any statistically significant differences between the mean scores in the pre-test, post-test, and delayed post-test on the development of the social aspect of SCC in oral communication of 11th-grade EFL students due to the use of Zoom-AVC with native-like speakers?

1.5 Significance of the Study

The results of this study have the potential to enable EFL students to acquire the social aspect of SCC, thereby enhancing their ability to engage in effective and efficient oral communication to reduce the chances of interference from one's native language. This study can motivate EFL teachers to enhance their social awareness and comprehension of emerging technology while utilising Zoom-AVC with native-like speakers in the classroom and to incorporate it with traditional instruction to become more enthusiastic and flexible in response to various TEFL advancements and as a result, they would encourage their students to integrate the social aspect of SCC into their oral communication.

Supervisors and methodologists can work together with teachers to enhance students' social aspect of SCC in oral communication. Furthermore, the findings of this study can motivate EFL supervisors to utilise virtual meetings and seminars as a form of in-service training for EFL teachers. Textbook writers would be motivated to utilise this approach when introducing the activities in their textbooks. The Ministry of Education is likely to employ the study as it aims to propose a solution to a significant issue in TEFL, specifically the deficiency and shallowness of the social component of SCC in oral communication.

1.6 Limitations of the Study

The study's population was limited to Jordanian public schools, specifically Dogara Secondary School for Boys, and consisted exclusively of 11th-grade students. The sample size was restricted to 36 Jordanian 11th-grade students. They received their listening and

speaking lessons from an EFL teacher, who used the designated textbook, Action Pack 11 depending on the supplementary materials that are purposefully chosen regarding the social aspect of SCC. The researcher's responsibility was limited to assisting the EFL teacher by presenting a thorough summary of the research and a meticulously devised plan for each lesson. The scope of SCC in this paper was limited to the social. The study was restricted to oral communication using Zoom-AVC with native English speakers.

2. Review of Related Studies

2.1 Related Studies

Bataineh (2009) conducted a content analysis study to assess the presence of authentic sociocultural elements in the prescribed secondary-level English textbooks in Jordan. Consequently, it was determined that English textbooks used in secondary-level education in Jordan primarily focus on the local culture of Jordanian EFL students, while neglecting the authentic culture of the English-speaking communities. Nevertheless, concerns have been raised about the study's transparency and duplicability due to the lack of evaluation criteria and methodology regarding socio-cultural factors. The brevity of the publication may also limit the level of analysis and the scope of the findings.

Abunawas (2012) conducted a study to analyse the communication strategies (CSs) employed by 66 Jordanian university EFL students when interacting with their classmates and teachers. When EFL learners encounter challenges in speaking the target language, they may employ different strategies to overcome them. Individuals possess the ability to forsake their intended message, alter the desired meaning they aim to convey, omit specific pieces of information, simplify and diminish the precision of their ideas, or articulate something that slightly deviates from their intended meaning. Although the study has strengths, its generalizability is limited because it only focuses on Jordanian EFL learners. The possible consequences of the findings for language learning may have changed since 2012, due to potential changes in teaching methods and language learning strategies.

In a quasi-experimental study, Bataineh (2014a) examined how synchronous video conferencing affected the ability of sixty-one Jordanian tenth-grade EFL learners to produce and comprehend high-quality, authentic oral texts. The study's findings indicate that the use of AVC can enhance students' English fluency and their ability to produce authentic oral texts. However, it is crucial to recognise that the study's scope may be limited to a specific context or a particular population of EFL learners. Moreover, the publication of the study in 2014 suggests that there might have been progress in technology and language teaching methods since then, which could have an impact on the relevance of the research findings at present.

Bataineh (2014b) conducted a quantitative experimental study to examine the impact of computer-mediated communication (CMC) on the EFL SCC of forty-three tenth-grade EFL learners from Jordan. The findings indicate that integrating traditional approaches with online chat platforms has a notable influence on students' socio-cultural interaction in the context of EFL. However, the publication of the study in 2014 implies that there might have been

alterations in the technological environment and language teaching methods since then, which raises doubts about the present relevance of the study's findings.

Bataineh and Al-Abdali (2015) assessed the SCC of thirty-eight Jordanian undergraduate EFL students who were enrolled in a Conversational Skills Course conducted through webcam chat. The study revealed that engaging in webcam chat with native-like speakers enhances vocabulary development, language proficiency, and acquisition of certain aspects of sentence structure. However, the study was limited by a small sample size, which hinders the generalizability of the findings to a larger population. Furthermore, the study did not thoroughly investigate the specific mechanisms through which webcam chat contributes to the development of SCC.

In a study conducted by Abu Shamaa (2016), the researcher examined how teaching short stories with religious, geographical, political, social, and historical themes affected thirty-four Jordanian undergraduate EFL students' SCC. The results of this quantitative study indicated that reading short stories could be a beneficial approach to improving students' SCC and performance in all aspects of language proficiency. The study's sample size was small, consisting of only thirty-four participants. As a result, the findings cannot be easily applied to other groups of EFL learners. The study, in its ultimate analysis, did not include a thorough investigation of the exact mechanisms through which short stories enhance the development of SCC.

Lomicka and Lord (2016) conducted a study to investigate the impact of utilising social networking platforms on the process of teaching and learning a second language. The limited sample size of this study may restrict its generalizability to a broader population of learners or social networking sites. The research also emphasises social networking sites (SNSs), which may not be accessible to all learners. This implies that the outcomes may not precisely depict the advancement of the students. The study lacks a comprehensive explanation of how SNSs contribute to the process of language learning.

Khazaleh (2017) conducted a study on sixty undergraduate EFL students in Jordan to investigate the impact of using videos as a teaching method for drama on students' SCC in the context of a Shakespeare Course. The study revealed that the utilisation of authentic videos for drama instruction leads to a swift enhancement in various socio-cultural aspects, including social, educational, religious, historical, geographical, political, economic, sporting, and recreational aspects. In addition, the participants have not demonstrated notable advancements in the domains of prosody, nonverbal communication, or the utilisation of literary and aesthetic language. The study did not examine the enduring effects of this approach on SCC and motivation.

In their study, Yagi et al. (2017) investigated the potential influence of Soliya's Connect Programme (SCP) videoconferencing facility on the English language learning abilities of University of Jordan students. The utilisation of a mixed methods approach and a comprehensive assessment strategy enhances the robustness of the study's findings. The study's concentration on a solitary programme (SCP) and limited sample size may restrict its

applicability. Subsequent investigations should duplicate the study using larger and more varied samples to enhance the generalizability of the findings.

Al-Rawashdeh (2021) conducted a quasi-experimental study to examine the impact of AVC on the oral proficiency of thirty-two female EFL students in grade seven. The findings indicated that the students' oral skills had shown improvement in listening fluency compared to speaking fluency. Nevertheless, the research sample size is limited, potentially constraining its generalizability. Ultimately, the long-term consequences of AVC cannot be evaluated without the availability of long-term follow-up data.

2.2 Concluding Remarks

The reviewed research provides valuable insights into the SCC and communicative competence of Jordanian EFL learners in various educational levels and contexts. The studies emphasise the importance of combining authentic socio-cultural aspects, efficient communication strategies, and advanced technological tools to improve language proficiency and intercultural communication skills.

The reviewed studies highlight the significance of integrating authentic socio-cultural aspects, varied communication strategies, and advanced technological tools to improve the communicative skills of Jordanian EFL learners. Subsequent investigations should focus on overcoming the constraints identified in these studies, such as the small number of participants, lack of clarity in research methods, and the changing technological environment. This will enable the acquisition of more reliable and widely applicable knowledge regarding effective language teaching strategies.

3. Methodology

3.1 Participants of the Study

The sample population consisted of 11th-grade students from Dogara Secondary School for Boys, which is affiliated with the First Directorate of Irbid, Jordan. This school was intentionally chosen due to the school administrators demonstrated a high level of cooperation in facilitating the implementation of the study. This school includes three sections for 11th grade: two sections in the Literary stream with a total of sixty-eight students, and one section in the Scientific stream with thirty-six students. The research sample consisted of 11th-grade students in the scientific stream section who were randomly chosen.

3.2 Design of the Study

The current research used a quasi-experimental design. This study is quantitative in which a speaking test was administered as a pre-test, a post-test, and a delayed post-test. This process involved assessing the students' responses in the speaking test by assigning numerical values to them.

3.3 Instruments of the Study

Data on the students' social aspect of SCC in oral communication was collected using a quantitative instrument which is a speaking test as a pre-test, post-test, and delayed post-test.

The researcher intentionally developed and designed the speaking test that focused on the social aspect of SCC depending on social supplementary materials that were carefully selected to align with the social aspect of SCC. The speaking test comprises two sets of questions on the social aspect of SCC. In the three testing occasions, each EFL student was individually asked the same identical two questions from the two groups by the team of examiners to guarantee the test's consistency and reliability. The speaking test structure is displayed in Table 1.

Table 1. Structure of the Speaking Test

Section	Questions Group	No. of Questions	Scores	Total
Social Aspect	A	34	50	100
	B	35	50	

3.3.1 Validity of the Test

When developing the assessment instrument for evaluating the social aspect of SCC in oral communication, it was crucial to ensure that the instrument incorporated items that thoroughly covered all the intended social aspects of SCC. Content validity ensures comprehensive coverage of the content domain, while construct validity ensures accurate measurement of the theoretical construct.

The study's instrument was sent to a team of experts, including well-known supervisors in EFL teaching, as well as professors of educational technology and applied linguistics. Their task was to critically evaluate the instrument in terms of its face validity, clarity of questions, connection to the content, structure and grammar, relevance to the social aspect of SCC being studied, appropriateness, and distribution of scores. The experts' feedback and suggestions on the speaking test were incorporated to refine and enhance the instrument, ensuring its effectiveness in measuring the intended construct.

3.3.2 Reliability of the Test

To ensure the reliability of the instrument used in this study, a Pilot Study and Inter-Rater Reliability were used.

3.3.2.1 Pilot Study

This level of reliability was achieved by conducting a pilot study before conducting the main experiment. A random selection website was utilised to choose ten students from the other 11th-grade sections at Dogara Secondary School for Boys as a pilot group. This group of students underwent the speaking test on two separate occasions, with a two-week gap between the sessions. The test was administered by a team of three examiners to ensure the reliability of the assessment tool. They posed a question from each group of questions to each of the ten students randomly and allocated appropriate scores to their responses. After a period of two weeks, the identical procedures were repeated.

To evaluate the reliability of the test, the internal consistency of the test was measured using Cronbach's alpha coefficient with the Statistical Package for the Social Sciences (SPSS) 26.0.

It was calculated using the scores from the first test, considering both the total scores and scores from specific subscales.

Cronbach's Alpha was calculated based on the total scores derived from the first and second-time points. The results showed that the Alpha values for the total scale of pilot 1 assessment and pilot 2 assessment were 0.839 and 0.814, respectively. Hence, the instruments utilised in the study exhibit a high level of reliability.

3.3.2.2 Inter-Rater Reliability

The current study also employed inter-rater reliability to ascertain the instrument's reliability. The scores of individual examiners were compared to evaluate the degree of agreement between those who were given the scoring rubrics for the instrument (refer to Appendix B).

The initial administration of the test employed Pearson's formula to calculate the correlation coefficient between students' scores on both testing occasions, yielding a correlation coefficient of 95%. Therefore, the test can be described as extremely reliable. The inter-rater reliability was assessed using SPSS 26.0. The test yielded a value that surpassed 90%. Consequently, the raters exhibit a significant level of agreement among themselves. Furthermore, the inter-rater reliability among the three examiners was determined to be 0.87, which meets the statistical criteria for acceptability. This indicates that the instrument used in the study can be considered reliable.

3.4 Variables of the Study

This study included Independent Variables: Zoom Audio-Visual Chat with English native-like speakers. Also, it included Dependent Variables: Social Aspect of Socio-cultural Competence. Moreover, there were Mediating Variables: Supplementary Materials on Social Aspect of SCC. Finally, there were Moderator Variables: Prior Proficiency, Cultural Background, and Communicative Competence.

3.5 Instructional Material

The participants engaged in the speaking and listening activities two lessons a week. The lessons incorporated carefully selected supplementary materials from YouTube that were relevant to the social aspect of SCC being studied. For more details about the supplementary materials that were incorporated into the study, (*See Appendix C*).

3.6 Procedures of the Study

1. To prepare for the experiment, the EFL teacher received Zoom-AVC training and detailed briefings on the study's objectives, methodology, and social aspect of SCC.
2. A sample of thirty-six eleventh-grade EFL students at Dogara Secondary School for Boys, who were designated by the Irbid First Directorate of Education, were chosen randomly for the study.
3. The students sat for the pre-test to assess their current proficiency in the social aspect of SCC in oral communication before the intervention by a team of three examiners.

4. The oral communication lessons have commenced. The cohort of students engaged in speaking and listening activities twice a week. The EFL teacher followed meticulously crafted lesson plans provided by the researchers. The EFL students were prompted to engage in oral communication with native-like speakers through Zoom-AVC, ensuring that each student had the opportunity to practise his English. Each participant utilised his mobile device to access Zoom-AVC via a pre-assigned link, which was allocated to fourteen distinct chat rooms. To facilitate seamless chat sessions, both native and EFL students were supervised by their respective teachers.
5. Following the twelve-week intervention, the sample group of students (EFL students) underwent the same speaking test to assess their current level of the social aspect of SCC in oral communication after being exposed to the experiment by the identical team of three examiners.
6. Three months after conducting the post-test, the participants once more underwent the same speaking test (delayed post-test) to ensure that the effectiveness of the intervention is lasting in the retention level.
7. The data obtained from the three testing occasions were organised and forwarded to a statistician for analysis using statistical tools.
8. Eventually, the statistical findings were reported, interpreted, explained, and justified to derive the study's conclusions and recommendations.

4. Findings of the Study

The data collected from the three testing occasions of the speaking tests were analysed using SPSS, such as Descriptive Analysis, Repeated Measures ANOVA, and Paired Sample T-Test analysis. Afterwards, the analysis was presented in the form of tables. Ultimately, the results were documented to answer the research questions.

To address the research question which reads “**Are there any statistically significant differences between the mean scores in the pre-test, post-test, and delayed post-test on the development of the social aspect of SCC in oral communication of 11th-grade EFL students due to the use of Zoom-AVC with native-like speakers?**”, the effect of Zoom-AVC with native-like speakers on students' total scores in the social aspect of SCC was tested by descriptive statistics, including means, standard deviations, and ranges to present an overview of the social aspect of SCC scores.

Table 2. Mean and Standard Deviation of Speaking Test Scores for Social Aspect of SCC

Aspect	Test	N	Mean	SD
Social	Pre	36	46.61	11.74
	Post	36	64.92	8.93
	Delayed Post	36	65.47	9.32

Despite the scores showing a difference between the pre-test and post-test in the social aspect

of SCC, the initial mean value is lower for the pre-test. The post-test means value showed some expansion and improvement for the social aspect. There was a statistically significant difference in the students' scores from pre-test ($M = 46.61$, $SD = 11.74$) to post-test ($M = 64.92$, $SD = 8.93$), to delayed post-test ($M = 65.47$, $SD = 9.32$) $t(35) = -12.91$, $P < .05$.

Also, a One-Way Repeated Measure ANOVA was performed to assess changes in the social aspect over time (pre-test, post-test, and delayed post-test). Table 3 shows the outcome of this analysis.

Table 3. The Result of a One-way Repeated Measure ANOVA to Test Changes in Social Aspect Over Time (Pre-Test, Post-Test, and Delayed Post-Test)

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Wilks'	0.131	112.46	2.00	34.00	0.00	0.869

The results in Table 3 show that the value for Wilks' Lambda is (0.131), with a probability value of 0.00 (which really means $P < 0.05$). The p-value is less than .05; therefore, it can be concluded that there is a statistically significant effect for time. This suggests that there was a change in the scores across the three different time points. The effect size of this result is depicted in Partial Eta Squared (0.869) which suggests a high effect size. To check the differences between each group in three-time points test administrations, a pairwise comparison was conducted by using the Paired-Sample T-test as shown in Table 4.

Table 4. Paired-Sample T-Test for Achievement for Zoom-AVC with Native-like speakers in the Social Aspects Between the (Pre-Test & Post-Test) and (Post-Test & Delayed Post-Test)

Test	Mean	Std. Deviation	Mean difference	Std. Deviation	T	df	P.
Pre-test	46.61	11.74	-18.31	7.39	-14.87	35	.000
Post-test	64.92	8.93					
Post-test	64.92	8.93	-.556	1.32	-2.53	35	.016
Delayed-test	65.47	9.32					

According to the Paired-Sample T-Test Table 4, there was a statistically significant difference in the students' scores from the pre-test ($M = 46.61$, $SD = 11.74$) to the post-test ($M = 64.92$, $SD = 8.93$), $t(35) = -14.87$, $P < 0.05$, according to Table 4. Also, there was a statistically significant difference in the students' scores from the post-test ($M = 64.92$, $SD = 8.93$) to the delayed post-test ($M = 65.47$, $SD = 9.32$), $t(35) = -2.53$, $P < 0.05$. As a result, when comparing pre-test to post-test scores and post-test to delayed post-test scores of the students in the social aspect, it is possible to conclude that there is an improvement in the social aspect due to the use of Zoom-AVC with native English speakers.

5. Discussion, Conclusion, and Recommendations

5.1 Discussion of the Results of the Study

The findings in this section offer strong evidence of the beneficial effects of Zoom-AVC with native-like speakers on the enhancement of the social aspect of SCC in oral communication among 11th-grade EFL students. The data in Table 2 shows a notable rise in the average scores from the pre-test (mean = 46.61, standard deviation = 11.74) to the post-test (mean = 64.92, standard deviation = 8.93), with a slight additional increase observed in the delayed post-test (mean = 65.47, standard deviation = 9.32). The increasing pattern suggests that students made significant progress in their proficiency to handle social interactions in English after engaging in the Zoom-AVC sessions with native English speakers. The sustained enhancement in the delayed post-test indicates that the students maintained and potentially enhanced their social SCC skills over time, even after the immediate impact of the intervention had subsided.

The One-Way Repeated Measures ANOVA analysis, as presented in Table 3, further strengthens the importance of these findings. The Wilks' Lambda value of 0.131, along with a highly significant p-value ($p < 0.05$), demonstrates that time had a statistically significant impact on the students' scores. This indicates that the observed differences between the pre-test, post-test, and delayed post-test were not random, but rather a direct outcome of the intervention. The Partial Eta Squared value of 0.869 demonstrates the significant impact of the Zoom-AVC sessions with native English speakers. The large effect size confirms that the students' development of the social aspect of SCC in oral communication was greatly influenced by the time they spent interacting with native-like speakers via Zoom-AVC.

The results of the Paired-Sample T-Test in Table 4 offer further understanding of the characteristics of the observed improvements in the social aspect. The significant difference in the pre-test and post-test scores ($t(35) = -14.87$, $p < 0.05$) validates the exceptional advancement of students in their social aspect of SCC in oral communication following the intervention. This improvement demonstrates the efficacy of Zoom-AVC with native-like speakers in enhancing students' comprehension and participation in English social interactions.

Furthermore, the notable difference, although pretty minor, observed in the post-test and delayed post-test scores ($t(35) = -2.53$, $p < 0.05$) is particularly significant. It indicates that the students not only sustained the progress they achieved immediately after the intervention but also further enhanced these abilities over time. The continued progress observed suggests that the Zoom-AVC sessions with native-like speakers had a long-lasting effect, indicating that the skills acquired were not temporary accomplishments but rather had a lasting impact on the students' social SCC in oral communication. One more possible justification for the sustained progress after three months from the post-test is that the participants might continue chatting with their friends in English or they might continue watching authentic socio-cultural materials since they expressed their interest in learning English within its culture by using authentic materials.

Utilising real-time communication with native-like speakers seems to offer students an immersive and authentic environment to enhance their social aspect in oral communication, resulting in significant and enduring enhancements in the overall SCC. Moreover, the consistent enhancement observed in the delayed post-test underscores the ability of Zoom-AVC with native-like speakers to promote enduring growth in SCC in oral communication. By integrating Zoom-AVC sessions with native-like speakers into their learning routines, students can consistently enhance their social aspect of SCC in oral communication, which is essential for proficient interaction in English-speaking environments.

This result is aligned with Kitishat (2020), Shashaa and Taher (2020), Talafhah et al. (2019), and Awabdeh (2021) who proved the relationship between the social aspect of EFL SCC and oral communication. In this regard, enhancing the social aspect empowered students to effectively navigate cultural disparities and effectively communicate with individuals from diverse cultural backgrounds. Individuals who enhance their social skills experience an increase in self-confidence and proficiency in social interactions, leading to improvements in their overall SCC, communicative competence, and language proficiency. This study adds to the increasing amount of evidence that supports the use of technology-enhanced language learning tools in EFL education. It provides promising implications for the future of language teaching and learning.

5.2 Conclusion

The present study's quantitative results have revealed that Jordanian eleventh-grade EFL students who utilised Zoom-AVC with native-like speakers experienced enhanced social aspect of SCC in oral communication. This improvement was supported by significant increases in scores from the pre-test to the post-test and to the delayed post-test. The enhancements can be ascribed to heightened exposure to authentic social cues, proficiency in navigating social interactions, improved cultural comprehension, and exposure to diverse and innovative language usage through engagement with native English speakers.

Nevertheless, the study also indicates the necessity for additional research to examine the efficacy of Zoom-AVC with native-like speakers on enhancing aesthetic, prosodic and non-verbal, sports-related communication and investigate its influence on learners with varying levels of proficiency. Furthermore, researching the enduring impacts of Zoom-AVC with native-like speakers on the development of overall SCC in oral communication would be highly beneficial.

5.3 Recommendations

Language educators and professionals should give priority to fostering the growth of learners' communication skills to improve their productivity and proficiency. Therefore, employing Zoom-AVC with native-like speakers can be considered a highly successful method for EFL learning, since it allows learners to actively participate in authentic communication settings.

The findings of this study can empower EFL students to gain SCC, which in turn can enhance skilled and efficient oral communication. Understanding the significance of the social aspect

of SCC in oral communication might minimise the chance of interference from one's native language. By utilising Zoom-AVC with native English speakers, EFL students can enhance their skills in oral communication, allowing them to comprehend and express themselves effectively.

This study emphasised the importance for EFL teachers to improve their understanding of new technologies, specifically Zoom-AVC, and to integrate it with traditional teaching methods. When educators have a comprehensive comprehension of the true importance of culture in TEFL and the interdependence between culture and language, they will motivate their students to include SCC in their oral communications.

Supervisors and methodologists should collaborate with teachers to improve students' oral communication skills in EFL by enlisting the support of native-like speakers who possess a comprehensive awareness of the relevant cultural norms in EFL. Moreover, the results of this study suggest that EFL supervisors should incorporate virtual meetings and seminars into the professional development of EFL teachers. This will undoubtedly improve their understanding of sociocultural aspects in oral communication and their expertise in oral communication skills, which will positively influence their EFL learners.

In addition, when creating EFL textbooks to improve learners' SCC, curriculum designers should also consider the importance of including Zoom-AVC sessions with native English speakers. The Ministry of Education should have attention to the study's findings and address a major problem in TEFL, namely the insufficiency and superficiality of the SCC in oral communication. Teachers can enhance students' SCC by integrating authentic videos and discussions that specifically address the social aspect of SCC into classroom activities. Therefore, language curriculum designers should include lessons on social and SCC and encourage its use in real-life oral communication. They can include methodologies, such as Zoom-AVC, which involve incorporating native-like speakers into textbooks for teaching social and SCC in oral communication.

Therefore, language teachers in the EFL setting need to acknowledge the benefits of encouraging oral communication between their students and native English speakers. This can be done by introducing participants to the significance of the social aspect of SCC in oral communication, as well as by increasing their awareness of the potential effectiveness of Zoom-AVC with native English speakers. Additionally, instructors should provide students with opportunities to participate in Zoom-AVC sessions with native English speakers.

Language teachers must consider the interwoven variables of environmental, individual, social and cultural, and communicative competence dimensions that may affect the acquisition of students' SCC and communicative competence. Language teachers must methodically take into account students' SCC and determine what is suitable within the specific environment. They should strive to optimise the aspects that can enhance SCC to the maximum extent possible. The tools used in this study can also be modified and used in future research by academics and educators in the same field, according to the individual context.

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Appendices

Appendix A. Instrument of the Study

Speaking Test (*Social aspect of the SCC*)

Questions of Social Aspect of SCC are in (2 groups, 100 scores, 50 scores for each group)

** The examiners will ask the student a question from each of the following groups. They will use the provided rubrics (*Appendix B*) for the most accurate assessment process.

Group A

No.	Question
1.	What is the custom in India when opening presents given by someone?
2.	In Jordan, how do you show that you've had enough coffee when drinking with a host?
3.	How do you show that you want more coffee in Jordan?
4.	What should you do if a house in the Brazilian countryside doesn't have a doorbell?
5.	How should you act when meeting the Queen of England?
6.	What is the polite time to arrive at a dinner party in Turkey?
7.	Why is it rude to finish all your food in China?
8.	What does "no hard feelings" mean in a conversation?
9.	What does "falling out" mean in relationships?
10.	How do gestures help in communication?
11.	What is a "faux pas" in social situations?
12.	What does "gesticulating" mean?
13.	In which country does shaking your head mean "yes"?
14.	What do the phrases "suits you," "stands out," and "fit in" have to do with appearance?
15.	How can the word "liberating" be used outside of talking about uniforms?
16.	What does "to try something on for size" mean besides trying on clothes?
17.	How can "suits you," "stands out," and "fit in" be used in daily conversation?
18.	How can understanding the terms "suits you," "stands out," "liberating," and "fit in" help with self-expression?
19.	Why is it important to show respect in social interactions?
20.	How is giving a direct order different from asking a question in terms of respect?
21.	How does using "because" make a request easier to accept?
22.	How can giving a reason change the way a request sounds?
23.	How is respectful communication linked to treating others equally?
24.	What advice would you give someone who wants to be more respectful in conversations?
25.	What are common expressions used to show respect in formal greetings?
26.	How do "sir" or "madam" make a greeting more formal?
27.	What's the difference between saying "morning" and "good morning"?
28.	What phrases make a greeting sound more formal and polite?
29.	What phrases are used to ask about someone's well-being in formal greetings?
30.	How do longer greetings make a conversation more formal?
31.	What are some informal ways to say "Hello"?
32.	How is "Hey" different from "Hello" in formality?
33.	What are some informal ways to ask, "How are you?"
34.	How is the phrase "You all right?" used in informal greetings?

























Group B

No.	Question
1.	What are some informal ways to respond to "How are you?"
2.	How do people usually ask, "How are you?" back in informal settings?
3.	What informal phrases are used to end a casual conversation?
4.	What are some informal ways to say it's time to leave in a social setting?
5.	Besides "See you later," what other informal ways are there to say goodbye?
6.	How does "I'm off" show someone is leaving in an informal way?
7.	What phrases can be used to show you're happy to have seen someone before saying goodbye?
8.	How can you thank your host when saying goodbye after a visit?
9.	What are some quick phrases to excuse yourself if you need to leave in a hurry?
10.	Besides "cheerio," what other fun or light-hearted ways are there to say goodbye?
11.	How does "Would you like" make invitations sound polite and friendly?
12.	Why do people say "I wondered if you'd like" when inviting someone?
13.	What's the difference between asking "Are you free on Friday?" and "What are you doing on Friday?" when checking availability?
14.	How do polite words and tone make invitations sound friendlier?
15.	What are some polite ways to make requests?
16.	Why is it important to use polite words when making requests?
17.	What's the difference between "Could you please" and "Can you" when asking for something?
18.	How does "Would you mind" make a request more polite?
19.	Can you give examples of impolite requests and how to rephrase them politely?
20.	How does using polite language help in places like work, public, or at home?
21.	Why is it important to be polite when turning down invitations or requests?
22.	What are some polite ways to say no to an invitation?
23.	Have you ever had to politely say no to an invitation? How did you do it?
24.	Why do some people find it hard to say no to invitations directly?
25.	How can you be both polite and assertive when saying no?
26.	Are there cultural differences in how people say no politely?
27.	What could happen if you don't politely say no to an invitation or request?
28.	How can you practice politely saying no to invitations or requests?
29.	What tips would you give someone to politely decline an invitation?
30.	How important is it to offer help to colleagues at work?
31.	What are some phrases to offer help in the workplace?
32.	Have you ever needed to help a colleague? How did you handle it?
33.	Why might some people hesitate to accept help from their colleagues?
34.	How does offering help improve teamwork at work?
35.	Are there cultural differences in how people offer help at work?

Appendix B. Rubrics of the Social Aspect of SCC

Score	Description
Score 48-50	Exceptional Communication: <ul style="list-style-type: none"> • The student communicates with outstanding confidence, clarity, and fluency. • Ideas are expressed concisely, and the flow of conversation is seamless and highly natural. • Demonstrates a sophisticated command of English, including precise grammar, vocabulary, and idiomatic expressions. • Engages in complex topics with ease, elaborating effectively without hesitation.
Score 43-47	Highly Effective Communication with Minor Hesitations: <ul style="list-style-type: none"> • The student communicates very effectively, with occasional pauses that do not detract from overall clarity. • Ideas are expressed clearly and coherently, showing a strong grasp of language and conversation skills. • Demonstrates the ability to handle moderately complex discussions with minimal grammatical errors. • The flow of conversation is mostly smooth, with minor interruptions in fluency.
Score 38-42	Effective Communication with Noticeable Hesitation: <ul style="list-style-type: none"> • The student communicates clearly most of the time, but there are noticeable hesitations and occasional difficulty expressing more complex ideas. • Some grammatical errors are present, but they do not severely affect understanding. • The flow of conversation may be interrupted by pauses to gather thoughts, yet the student maintains coherence. • Capable of discussing familiar topics with clarity, though struggles with advanced or abstract concepts.
Score 33-37	Moderate Communication with Some Difficulty Expressing Ideas: <ul style="list-style-type: none"> • The student communicates but experiences frequent difficulty expressing ideas clearly. • Grammatical errors and hesitations are more frequent, occasionally interrupting the flow of conversation. • The student can respond to questions but may struggle to elaborate on ideas or maintain a coherent conversation for extended periods. • Understands basic questions but may misinterpret more complex ones, leading to incomplete or unclear responses.
Score 28-32	Basic Communication with Significant Struggles: <ul style="list-style-type: none"> • The student makes an effort to communicate but frequently faces challenges in understanding questions and conveying ideas. • Responses are often fragmented, and there are noticeable pauses or hesitations that impede the natural flow of conversation. • Grammatical errors and limited vocabulary significantly hinder communication. • The student struggles to sustain meaningful interaction without frequent breakdowns in comprehension.
Score 20-27	Limited Communication with Severe Challenges: <ul style="list-style-type: none"> • The student communicates at a basic level but experiences major difficulties understanding questions and expressing responses clearly. • Responses are minimal, often lacking detail, and the flow of conversation is disjointed and unclear. • Grammatical errors and a limited range of vocabulary impede communication severely. • The student finds it difficult to maintain even simple conversations, with frequent misunderstandings.
Score 11-19	Very Limited Communication: <ul style="list-style-type: none"> • The student exhibits very limited communication, with frequent misunderstandings of basic questions. • Responses are minimal or incomplete, and communication is highly disjointed and difficult to follow. • Severe grammatical issues and lack of vocabulary render effective communication nearly impossible. • The student struggles to engage in any meaningful exchange of ideas or maintain a conversational flow.
Score 1-10	Non-Communicative: <ul style="list-style-type: none"> • The student is unable to communicate effectively, with extreme difficulty understanding questions or forming responses. • Responses are either non-existent or severely limited, hindering any meaningful interaction. • The student lacks the necessary language skills to engage in conversation, and communication is severely impaired. • There is little to no attempt to participate in the interaction, and breakdowns in communication are constant.

Appendix C. Supplementary Materials

Lesson No.	Topic	Aid	URL	Duration
1.	Customs and traditions around the world	 Script-Customs and traditions across the world.doc	 https://up.jo1sat.net/do.php?id=541	00:02:36
2.	Cultural differences and body language	 Cultural differences.doc	 https://youtu.be/oTPZWpO9pbA	00:06:12
3.	Does wearing a uniform change our behaviour?	 Does wearing a uniform change our behaviour.doc	 https://youtu.be/CcMhB1DD-Gg	00:06:17
4.	How to show respect in conversations	 How to show respect in conversations.doc	 https://youtu.be/1wVw4D5KvVM	00:03:22
5.	How to greet people formally	 How to greet people formally.doc	 https://youtu.be/o5ghhSAxcpw	00:06:01
6.	How to greet people informally	 How to greet people informally.doc	 https://youtu.be/aI_fREymNjI	00:05:58
7.	How to ask for and give directions	 How to ask for and give directions.doc	 https://youtu.be/hKLaepR2KY4	00:06:15
8.	Ways to say 'sorry' - formal apologies	 Ways to say 'sorry' - formal apologies.doc	 https://youtu.be/0r2-W18sfBA	00:01:02
9.	How to make polite requests	 Script-How to make polite requests.doc	 https://youtu.be/jD3JvzaqrAg	00:06:12
10.	Politely refusing something	 Politely refusing something.doc	 https://youtu.be/WFDvDcozhYM	00:03:55
11.	How to offer help	 How to offer help.doc	 https://youtu.be/NzYxS_XyJoM	00:03:45
12.	How to express happiness, sadness, anger, and tiredness	 Script-How to express happiness, sadness, anger, and tiredness.doc		00:16:30

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