



The Impact Of Video- Input Based Communication Tasks On ESL Learners Belonging To Fishermen Community

M. Johnson Sangeetharaj^a , Dr. S. Shanmugasundaram^b

^aAssistant Professor, Department of English, Tranquebar Bishop Manikam Lutheran College (Affiliated to Bharathidasan University, Tiruchirappalli), Porayar, Tamil Nadu, India.

^b Assistant Professor, Department of English, Rajah Serfoji Govt Arts College (Autonomous) (Affiliated to Bharathidasan University, Tiruchirappalli) Thanjavur, Tamil Nadu, India.

APA Citation:

Johnson Sangeetharaj, M., & Shanmugasundaram, S. (2021). The Impact of Video- Input Based Communication Tasks on ESL Learners belonging to Fishermen Community, *Journal of Language and Linguistic Studies*, 17(3), 2038-2042

Submission Date:08/10/2021

Acceptance Date:22/12/2021

Abstract

ESL teachers throughout the world try to improve the Communicative Competence of second or foreign language learners through various tasks and activities. This paper makes use of both Communicative Language Teaching method as well as CALL (Computer Assisted Learning Learning). This paper, “The Impact of Video- Input Based Communication Tasks on ESL Learners belonging to Fishermen Community” attempts to study Communicative Competence of the learners who use video clippings from You Tube .The central notion of Communicative Competence is to assist the learner to Communicate by focusing on form rather than meaning. This is done by making use of tasks, specifically designed for this purpose. When Learners speak they hesitate a lot, therefore they struggle to continue to speak. It is in this context CLT based tasks simply allow them to continue to speak, without worrying about their mistakes. Fluency is their immediate goal, accuracy is given importance at the later stage. Every time the students struggle to speak, their Communicative competence improves at least to a minimum level. Hence, this study makes use of ‘Video Clippings’ downloaded from You Tube with Sub Titles on a interesting topic, so that the learners are allowed to watch videos and to speak on their own without worrying about their grammatical errors and they are given scores for their performance and these scores are analysed with the use of descriptive statistics.

Keywords: *Communicative Competence, Video Clippings, Fluency, Accuracy, Scaffolding.*

1. Introduction

Learning a second language has always been an interesting and challenging task and in Applied Linguistics, Communicative Language Teaching has emerged as one of the methods of learning in L2. In CLT, L2 learners are trained to achieve Communicative Competence. Though it is a challenging skill to be taught it is considered as the most useful in the ESL classroom.

Many tasks are used in ‘CLT’ that help the learners to have a better learning experience, by involving themselves in various tasks.

This paper The Impact of Video- Input Based Communication Tasks on ESL Learners belonging to Fishermen Community, (taught through CLT) presents the impact of video-input tasks on fishermen students.

To administer the said task, the following materials are used.

1. Video Clippings from You tube with sub titles.
2. Cue Cards and Flannel boards.
3. Hints of the Topic or Framework for Speaking.
4. Giving verbal assistance and useful phrases and link words in a chart.

2. Research Question

Does assisting with Video Clippings from You Tube with Sub Titles help the learners to improve their communicative competence?

3. Objectives

- To find out whether Communicative Competence improves with the use of Video Clippings with sub titles.
- Whether the students are able to communicate based on the video clippings they watch.
- As they watch whether the learners are able to expand or generate their ideas while speaking in L2.

4. Materials used for this Study

A video clipping from You Tube with subtitles and a written script of the same video is used with comprehension questions. The Video is played with sub Titles and key words, In addition to that a worksheet containing a script and a frame work with important words, phrases and templates are given.

5. Students Profile

Ten ESL learners studying in TBML College, Porayar, Tamilnadu were chosen for this study. They were aged between 17and 21.Their language capacity could be termed as intermediate low (as per the AICFL Scale 1999). These students had completed their Schooling in Regional medium (Tamil) in government schools. Besides all of them were from fisherman villages, a typical environment where the chances of using English was quiet remote. They never had reading habits nor did their parents support them in terms of providing them with English Newspapers.

6. Methodology

The Fishermen students from TBML College, Porayar were introduced about the study and they were given an orientation about the task and they were motivated about the benefits of the study. A baseline test was conducted to know the competence level of the students, with reference to speaking in L2. Students who scored more than 60 percentage of marks were chosen for the study after knowing about their interest to participate in the present study.

Scores of Baseline Test

S. No	Name	Father's Name	Roll No	Baseline Test Scores (10)
1	M. Dhivya	Mr.V. Mahendran	VIC201	07
2	V. Dharani	Mr.S.Velayudham	VIC202	06
3	P.Vaitheeswari	Mr. Paneerselvam	VIC203	05

4	V.Kanishkar	Mr.Vijendran	VIC204	06
5	J. Praveen	Mr. C. Jaiyakumar	VIC205	08
6	R. Saranya	Mr.M. Rajenthiran	VIC206	07
7	C. Raja	Mr.R. Chandhiran	VIC207	06
8	J. Smeila	Mr.J.John	VIC208	07
9	S. Sathyakala	Mr.S. Shanmugavadivel	VIC209	05
10	E. Yovan	Mr.S. Easter raj	VIC210	05

The selected students for this study were almost homogeneous and they were divided into two groups, ie, Control Group and mentioned as (A) and Experimental Group mentioned as (B). The group was allotted a few contact hours for coaching. In the first contact hour of the control group they were introduced to the topic “Dolphins” and a written transcript for 150 words was given to them and they were given 5 to 10 minutes for preparation. A set of comprehension questions were given to them for reference and were asked to prepare for presentation. Once they started performing they were given scores based on their ability to speak in L2.

The students selected for the Experimental group were introduced to the topic “Dolphins” and to test their abilities to narrate in L2, an interesting video clipping on the topic “Dolphins” with subtitles (which runs for 4 minutes) was downloaded from “You Tube” and played to them. Students were allowed to watch the video for two or three times and besides they were given meanings for the hard words and also a script and a framework and templates for practice. Then they were asked to perform one by one and their performance was noted and they were given marks.

As could be seen from the marks scored (mean 6.2) in the Baseline Test, they may be considered as a Homogeneous group.

7. Criteria for the Assessment

The following criteria were chosen, namely fluency, accuracy and complexity.

- **Fluency:** The ability to speak continuously without hesitation.
- **Accuracy:** Usage of grammar to speak with linguistic competence.
- **Complexity:** The ability to use complex words, phrases and idioms etc.

8. Tools used for the Study

The following tools were used for their study.

- Video Clippings from You Tube.
- Diary Notes.

9. Results

Control Group A.

S. No	Roll Number	Title	Fluency	Accuracy	Complexity	Marks Scored Max 10
1	VIC201	Written Script on “Dolphins”	2	2	1	5
2	VIC202	Do	2.5	2.5	1	6
3	VIC203	Do	1.5	1.5	1.5	4.5
4	VIC204	Do	1	2	1	4
5	VIC205	Do	1	1	0	2

Experimental Group B.

S. No	Roll Number	Title	Fluency	Accuracy	Complexity	Total Marks Scored Max Marks (10)
1	VIC206	Video Clippings from You Tube on "Dolphins"	6	2	1	9
2	VIC207	Do	6	2	1	9
3	VIC208	Do	5	2	1	8
4	VIC209	Do	5	2	1	8
5	VIC210	Do	6	1	1	8

10. Discussion

- Overall there was a significance difference between these two groups with reference to speaking in L2.
- The performance of the experimental group of students was far better than the control group of students.
- The Video Clipping from You Tube with Sub Titles used had played a major role in their ability to speak in the second language. In fact it was served as a proper framework for their speech as well as a motivational tool.
- Since the framework for their speech was in their hands it was easy for them to continue to speak logically. This had helped them to speak coherently also.
- Another advantage was that they didn't have to look for points, they simply continued with their speech, retaining all the points related to the topic. Another notable point was that, when as they continued to speak their confidence level improved to a great deal.
- Whereas the control group of students stopped in the middle of their speech looking for phrases, words and points, this has put them in a spot of bother. Psychologically they were demotivated and felt quite inferior and they lacked fluency.
- As the control group of students did not have a framework in the form of spoken utterances or templates their speech lacked coherence and logic.

11. Limitations

- This study is restricted to only one college.
- Sample size is small therefore it may not be generalized.
- Number of contact hours allotted for the coaching of the learners was quite restricted.

12. Conclusion

Thus there is a significant difference in the performance between these two groups. The students from the control group found it difficult to arrange their points on the related topic and also to present it coherently since they did not have the opportunity watch the video input whereas the students from the experimental group using the video input from You Tube with subtitles could perform better by way of thinking, organising and speaking. The results of this small experiment shows that if a task is designed/created in tune with the level of the students, it can assist learners to speak in the second language. It also shows that the interest/motivation level of the students from the experimental group is also quite high.

In addition to this, the said experiment focuses only on 'fluency' and not accuracy or complexity. This again implies that learners belonging to this category/level must be encouraged to speak freely on the given task. They should not be stopped in the middle pointing out their errors in the name of accuracy.

References

- “Approaches and Methods in Language Teaching”, Third edition, Jack C. Richards and Theodore S. Rodgers.
“Methods of Teaching English”, N. Krishnaswamy and Lalitha Krishnaswamy.
“Foundations in Sociolinguistics”: An Ethnographic approach, Dell Hymes.
“On communicative competence”, Hymes, D.H. In J.B. Pride and J. Holmes (Eds.),