



## RESEARCH ARTICLE

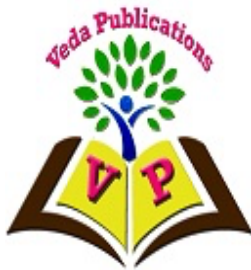
**INVESTIGATING L2 PROFICIENCY AMONG GOVERNMENT COLLEGE STUDENTS IN THE DISTRICTS OF THANJAVUR**

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**ABSTRACT**

Task-Based Learning (TBL) is a widely recognized and effective teaching method used by English Language Teaching (ELT) practitioners globally. Designing and developing tasks for a language classroom can be challenging due to the numerous factors that need to be reviewed, Factors such as learner input, goals, learner roles, teacher roles, task difficulty, task feasibility, and task sequencing are crucial. Once developed, these tasks can be adapted for various classrooms based on learners' proficiency levels.

This paper aims to make Computer Assisted Language Learning (CALL) more accessible and enjoyable by presenting and analyzing several tasks designed for language laboratories. Many tasks are based on YouTube videos. The paper examines selected YouTube videos downloaded to the master console, evaluating their potential for providing comprehensible language input in the classroom. It then discusses the effectiveness of these tasks, along with their advantages, disadvantages, and implications.

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## INTRODUCTION

Computer Assisted Language Learning (CALL) is a growing field in English Language Teaching. Language laboratories have quickly spread to both urban and rural schools and colleges.

The primary benefit of language labs is their ability to deliver audio and video lessons in various formats. They can leverage internet access, blogs, learning software, and worksheets for diverse purposes, including evaluation and context-specific learning. Lessons can be transmitted from the teacher's console to the student's console via a Local Area Network (LAN).

When considering the effectiveness of CALL, several questions arise for ELT practitioners : What can be taught ? How should it be taught ? How does it enhance L2 speaking and listening ? What tasks can be assigned to learners ? How does a teacher design tasks for specific groups of L2 learners ? Does a task tailored for a particular proficiency level (intermediate, advanced, etc.) aid in the development of the L2 learner ?

These questions are vital because significant changes necessitate modifications in materials, teaching methods, and underlying beliefs, as suggested by Fullan and Stiegelbaur in 1991.

## METHODOLOGY

This paper aimed to present a classroom experiment, specifically a language lab experiment, utilizing YouTube videos (downloaded using a YouTube downloader) after evaluating their potential for use in a language laboratory. The selected videos were as follows.

**Elephants' Incredible Intelligence...**Presents by BBC Earth - <https://youtu.be/Fzb2HksUay8?>

**Blue Whales 101...** Presents by NAT Gio WILD - <https://youtu.be/bgiPTUy2RqI?>

Initially, comprehension questions and worksheets were developed based on YouTube videos, along with corresponding scripts. Students were divided into two groups according to their proficiency levels. The first group comprised students from regional medium schools, while the second group included students from urban backgrounds, primarily attending CBSE schools. The selected videos were then shown to their respective groups.

Worksheets and comprehension questions were tailored to each group's proficiency level, and their performance was tracked using their roll numbers. The videos were then replayed a second and, if needed, a third time. Following this, a voluntary mock presentation was conducted, where students were expected to reproduce the message from the video lesson. Their performance in these presentations was recorded, and marks were awarded accordingly.

## RESULTS AND DISCUSSION

After a detailed analysis, it has been observed that the performance of the presenters in the first group varied significantly. Many students who excelled in their presentations did not perform as well on the worksheets and comprehension questions. This discrepancy arises because the worksheets and comprehension questions focus on the intricate details of the videos, demanding meticulous attention from the learners. In contrast, the



presentations required a broader understanding of the speaker's message.

Consequently, they are able to convey what they have heard and seen, albeit not with complete precision. Their presentations effectively communicate the intended message. This approach aligns with the principles of Communicative Language Teaching (CLT), which emphasizes meaning over form. As Jack Richards and Theodore S. Rodgers note, "the emphasis in CLT is on the processes of communication, rather than the mastery of language forms."

For the second group, there is little variation in their scores on worksheets, comprehension questions, and presentations. For example, if a student scores 7 out of 10 on a worksheet, their presentation marks are usually close, around six, seven, or eight. This consistency suggests that they pay attention to minute details while grasping the overall message, indicating that this group performs better than the first group.

Tasks created using YouTube videos not only improve communicative competence (as highlighted by Hymes in 1972) but also act as captivating learning materials, keeping learners engaged throughout the activity. Effective scaffolding is provided for L2 speaking, especially for the initial group of students. They are encouraged to engage in conversation for a while, as the video input serves as an engaging and effective learning tool. (as discussed by Brian Tomlinson in 1998).

The limitations of the experiment include its small sample size, which restricts its applicability. It does

not account for diverse groups of students or those from various backgrounds.

## CONCLUSION

Absolutely ! YouTube videos by BBC & NAT GIO WILD can indeed be fantastic resources for language labs. They provide authentic language exposure, which is crucial for developing communicative competence. When tasks are tailored to the learners' levels and interests, it can significantly enhance their engagement and learning outcomes. By incorporating videos, audio, and interactive activities, students can practice listening, speaking, and comprehension skills in a dynamic way.

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