



## RESEARCH ARTICLE



## ENHANCING COMMUNICATIVE COMPETENCE TO SECOND LANGUAGE LEARNERS THROUGH NARRATION TASKS

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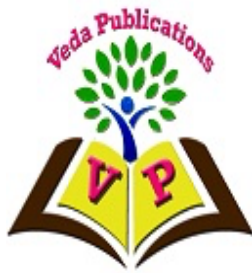
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### ABSTRACT

This study investigates the impact of communicative competence on second language learners at Adaikalamatha College, Vallam, Thanjavur. The present study begins with an Introduction, comprehensive literature review, followed by an exploration of tasks and their role in assisting second language learners. The study also provides a brief profile of the participants from the aforementioned college. There are 50 non- English major participants are chosen from four departments such as (BSc-Computer science, BSc-Statistics, BSc-Bio Chemistry and BA-Economics) at Rajah Serfoji Government College, Thanjavur. Evaluating the second language learners' performance, the criteria considered include complexity, grammatical acceptability, fluency, discourse competence, pronunciation, volume, and overall communicative competence. This paper emphasis on communicative competence and fluency, this study assigns greater weightage to these components. It concludes, the experimental group students got good marks and their communicative competence improved to some extent.

**Keywords:** *Communicative Competence, Tasks, Communicative Language Teaching, You Tube Videos, Evaluation Criteria, etc...*



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## 1. INTRODUCTION

The primary aim of every EFL/ESL teachers in the all over world is to improve communicative competence of L2 learners by using or practising tasks based on the level of learners. Second language teaching/learning has still invariably a tough and thought provoking task in applied linguistics. From oriental methods to modern methods in ELT such as, Grammar Translation Method, Total Physical Response, Audio-Lingual Method, Computer Assisted Language Learning and Mobile Assisted Language Learning, Communicative Language Teaching is one of the effective methods of both L2 learning and teaching. Littlewood (1981:1) states that, 'one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language'. To achieve communicative competence is always a focal point of every second language learners. Among the all ESL classroom activities, practicing communicative competence is always challenging and useful method in L2. This papers presents a preface to the study by giving a brief account of the following i.e. definition of communicative competence, the role of the tasks in communicative competence, literature review, research questions, objectives, materials used for this study, students profile, methodology, assessment criteria, tools, results/discussion, limitation and conclusion.

### 1.1. Definition of Communicative Competence

In applied linguistics, communicative competence is considered a remarkable field of the study rather than other field such as linguistics/ phonetics or

grammar. Many linguists suggest a lot of meaningful definitions on communicative competence. There are some well known definitions,

In the words of the Gumperz (1972), 'communicative competence is viewed as 'behaviour' rather than as knowledge'. Significantly communicative competence made the second language learners respond to a situation in the meaningful way nor subjective one. According to Johnson & Morrow (1981), 'communicative competence is the ability to be appropriate to know the right thing to say at the right time'. Following this, the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom. Communicative competence includes knowledge that speaker-learner has of what constitute appropriate as well as correct language behaviour and also of what constitutes effective language behaviour in relation to particular communicative rules by Richards (1992).

In H.G Widdowson (1978), 'communicative competence is the ability to produce sentences for communicative effect'. Communicative competence is a cognitive process and it helps social development. In Terrel & Krashen (1983) states that, 'communicative competence as the use of language in social communication without grammatical analysis. They related communicative competence to the communication and did not give a focus for grammatical competence. Language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning'. So, communicative competence is about communication not for grammatical knowledge.



## 2. THE ROLE OF TASKS IN COMMUNICATIVE COMPETENCE

Speaking is one of the most challenging skills in L2 learning/teaching than other skills such as Listening, Reading and Writing. Second language teaching/learning is made easy by the way of using tasks. The learner centred tasks has made a road to the L2 learners to obtain their aim in the procedural way. According to Van den Branden (2006:4), 'a task is an activity in which a person engages in order to attain an objective, and which necessitates the use of language'.

The primary aim of the study is to improve communicative competence among the students and not grammar knowledge. Once they get an idea about 'how to start', 'how to fill the pauses in speaking', 'how to prolong in speaking', 'how to gain time to speak continuously'. After that, it is easy for them to self repair/ adds grammar in to their speaking. Therefore, above mentioned process could be done by using tasks and teaching at the L2 classrooms. In the words of Hymes (1972), he explains communicative competence with three principles such as knowledge, ability to use and actual use.

## 3. LITERATURE REVIEW

The following section gives a brief account of the previous works...

Batuto., L.A., and Pena.,M.,M. (2019) worked on 'Enhancing Students' Speaking Competence through Communicative Language Teaching Method'. They used communicative language teaching method to enhance L2 speaking skills. 190 junior high school students are participated in this study. Tasks such as

role play, drama presentation and panel discussion are practised by the students. Observation sheet and rubric tools are used to measure the communicative competence of the students. The results showed that communicative language teaching helped to improve the communicative competence of the L2 students.

Astuti., W., Widanta., and Jaya. (2012) studied on 'Can the Task-Based Learning Improve Students' Communicative Competence?'. There were 52 female students involved in this study. TBLT model and conventional models used as tool for this study. The findings proved that up on the use of TBLT exceeded than conventional method. Students could perform well when they followed TBLT method/approach.

Logak., E. T., and Wani., W. (2020) 'Communicative Language Tasks to Enhance Young Learners' Communicative Competence'. They used qualitative method for collecting data. Purposive sampling technique method, pre-test, post-test and individual interview used for analysing results. 10 participants selected from rural primary school, Malaysia. Communicative tasks namely role plays, information gaps, jigsaw, structured interviews, language games and pair /group work are used in this study. The results revealed that, communicative language tasks motivated the students to learn English and improved their communicative competence.

Moharana., J.,(2021) focused on 'Role of Communicative Language Teaching (CLT) in Improving the Communicative Competence of the Second Language Learners of English'. He suggested that Communicative Language Teaching is the best teaching method to improve communicative competence of the second language learners.



Deepa., P., and Ilankumaran., M. (2019) worked on 'Targeting Communicative Competence through Poetry as a Tool'. They used poetry as tool to improve communicative competence among the Non-English major students. Participants are divided into three categories, 10-15 minutes time also given to them for preparation and speak. Poems such as 'The Mending Wall' and 'The Road Not Taken' are used for this experiment. The result found that students developed their communicative competence to some extent.

Choeda., Gyeltshen., Daker., S., Gyeltshen., S., Wqngmo., Dorji., and Letho. (2020) worked on 'Communicative Competence of Secondary School Students of Bhutan'. There were 864 random sampling questionnaire collected from middle and higher secondary school students, Bhutan. The researchers employed the activities such as literary feast, debates and speaking activities among the students. The findings showed that, the tasks helped the students to repair their shortfalls in speaking and communicative competence improved.

#### 4. RESEARCH QUESTION

- Does You Tube video assist the L2 learners to improve their communicative competence?

#### 5. OBJECTIVES

To develop and make use of student-oriented tasks (i.e. You Tube Videos) so as to improve the communicative competence of government college students.

To find out make use of You Tube videos with transcripts helps to improve communicative competence.

To find out whether the students are able to speak based on the You Tube videos.

#### 6. MATERIALS USED OF THIS STUDY

A designed (i.e. realia) material was developed for this tasks. Materials are You Tube videos, subtitles, transcripts, British council assistant sheets, and glossary carefully prepared and the videos are downloaded from by using You Tube downloader. The materials are tailored according to the student's level. Videos are, world's biggest wild cows – dangerous gaur of India by Paul Williams,

i.e.

<https://youtu.be/GyVkvhTZBfA?si=9gg4TkDs9P8KGng4>

#### 7. STUDENT PROFILE

The non-English major undergraduate (BSc-Computer science, BSc-Statistics, BSc-Bio Chemistry and BA-Economics) students are studying at the Rajah Serfoji Government college, Thanjavur, Tamilnadu, India. The peers age between 18 and 21. Based on the language testing scale 1999, they could be termed as below intermediate. They had completed their schooling (i.e. first standard to twelfth standard) at state board government school and medium of instruction was Tamil. On the top of that, most of them were from the typical agricultural family background, so their parents also not much aware about English.

#### 7. METHODOLOGY

The (BSc-Computer science, BSc-Statistics, BSc-Bio Chemistry and BA-Economics) students from Rajah Serfoji Government College, Thanjavur were introduced about the intension of the experimental



study and its benefits to the students. A basic oral fluency test was used to identify the students L2 speaking calibre in English. The students who have scored more than 50 percentages of marks in the

BOFT (i.e. Basic Oral Fluency Test) were taken for experimental study and they were also ready to participate in it.

#### Marks of Basic Oral Fluency Test

| S.No | Name           | Class                | Reg.No  | BOFT Score |
|------|----------------|----------------------|---------|------------|
| 1    | Ravi Kumar     | BA-Economics         | 21EC098 | 4          |
| 2    | Haji           | BSc-Statistics       | 21ST111 | 5          |
| 3    | Sunitha        | BSc-Computer science | 21CS231 | 4          |
| 4    | Pream          | BSc-Bio Chemistry    | 21BC442 | 5          |
| 5    | Manisha        | BSc-Statistics       | 21ST119 | 6          |
| 6    | Surya          | BSc-Computer science | 21CS234 | 6          |
| 7    | Divya          | BA-Economics         | 21EC095 | 5          |
| 8    | Anandh         | BSc-Bio Chemistry    | 21BC446 | 4          |
| 9    | Sanjay Kumar   | BSc-Computer science | 21CS237 | 5          |
| 10   | Priyadharshini | BSc-Statistics       | 21ST129 | 5          |

Table -1

All the (10) students were not heterogeneous (it could be seen from BOFT), they were from nearby villages. At first part of the experiment, the select students were put into two group i.e. Target group and control group. Only minimum contact classes were allotted because of not getting permission from class teachers (practical reason). Phase two, the researcher was introduced the tasks/topic 'wild Gaur' to the control group of students. Assistances like transcript (160 words) and comprehension questions regarding the topic also given to them. 10 -15 minutes time also allowed them for preparation (requested from the students). Phase three, after monitored their speaking the researcher was given marks based the criteria such as fluency (4 marks), Ability to Expand the Idea (4 marks), Volume (1) and Grammar (1 mark). Phase four, for the target group the same procedure was followed (i.e. topic /task introduction). In addition that, the You Tube video 'wild Gaur' along with subtitle was downloaded and asked them to watch one or two times that was based on the students request. To understand all the nuances i.e. phrases, hard words etc... They were given glossary for the hard



words, meaning of the phrases, transcript of the video, templates and starters to speak in L2. And then the researcher asked the target group students to speak one by one and marks noted against their reg no.

## 8. EVALUATION CRITERIA

The below mentioned evaluation criteria were followed to give marks to the students. There are...

|                                      |
|--------------------------------------|
| Fluency (4 Marks)                    |
| Ability to Expand the Idea (4 Marks) |
| Volume (1 Mark)                      |
| Grammar (1 mark)                     |

Table-2

## 9. TOOLS USED FOR THIS STUDY

You Tube was the tool used for this study.

## 10. RESULTS AND DISCUSSION

### Control Group Students

| S.No | Reg.No  | Topics    | Fluency (4-Marks) | Ability to Expand the Idea (4-Marks) | Volume (1-Marks) | Grammar (1-Marks) | Total (10Marks) |
|------|---------|-----------|-------------------|--------------------------------------|------------------|-------------------|-----------------|
| 1    | 21ST111 | Wild Gaur | 1.5               | 1.5                                  | 0.5              | -                 | 3.5             |
| 2    | 21CS231 | -do-      | 1.5               | 1                                    | 0.5              | 0.5               | 3.5             |
| 3    | 21BC442 | -do-      | 1                 | 1.5                                  | 0.5              | -                 | 3               |
| 4    | 21ST119 | -do-      | 1                 | 1                                    | 0.5              | -                 | 2.5             |
| 5    | 21ST129 | -do-      | 1                 | 1.5                                  | -                | -                 | 2.5             |

Table -3 Experimental Group Students

Table -4

| S.No | Reg.No  | Topics    | Fluency (4-Marks) | Ability to Expand the Idea (4-Marks) | Volume (1-Marks) | Grammar (1-Marks) | Total (10-Marks) |
|------|---------|-----------|-------------------|--------------------------------------|------------------|-------------------|------------------|
| 1    | 21EC095 | Wild Gaur | 3                 | 3                                    | 0.5              | 0.5               | 7                |
| 2    | 21BC446 | -do-      | 3.5               | 4                                    | 0.5              | 0.5               | 8.5              |
| 3    | 21CS237 | -do-      | 4                 | 3.5                                  | 0.5              | 0.5               | 8.5              |
| 4    | 21CS234 | -do-      | 4                 | 4                                    | 0.5              | 0.5               | 9                |
| 5    | 21EC098 | -do-      | 4.5               | 4                                    | 0.5              | 0.5               | 9.5              |



- It was identified that, based on the overall speaking performance and the scores showed the differences between the two groups.
- After make use of the assistances, video transcripts, glossary, fillers, with proper practice the target group students got more marks than control group students.
- With the help of tasks framework and scaffolding the target group students are able to expand their speech. The given tasks motivated them to speak without hesitation. Significantly, it was improved the confidence level of the learners.
- It was found that, target group of students could speak continuously. When they were face obstacles (i.e. lack of vocabulary or thinking for a appropriate word) while speaking, consciously they used fillers for gain time to manage the situation.
- It was found that, target group of students were got much attention from the videos. It played a vital role because of having moving picture, colourful images in it. The participants make use the tasks in a right direction and performed well.
- It was found that, all the target group of students started to speak without hesitation. The given tasks had completely reduced the affective filters (i.e. fear, anxiety and shyness) from the students.
- It was found that, the tasks promoted them to speak around 5-6 minutes than baseline test. Without the help of the task framework and assistance, the control group of students are unable to speak.
- It was found that, the control group students did not perform well. They did use only the mere transcripts. They did not have a framework to speak. So, they are repeated the words again and again. And also they were not able to speak continuously.

#### 11. Limitations

- This experimental study was restricted to only one college (i.e. Rajah Serfoji Government College).
- Random sampling was used so it may not be generalised.
- This study was restricted to minimum contact hours.

#### 12. CONCLUSION

You Tube video task for this study had a major impact on the L2 learning method of the experimental group of students. Almost all the students liked the You Tube video tasks particularly, the video 'wild Gaur'. In the tasks framework, transcripts, subtitle, keywords, templates, fillers are helped them to retain the information naturally. The You tube video 'wild Gaur' is something very close to their long-term memory. That cognitive memory helped them to narrated the video rather than pause or stop in middle of their narration. Therefore, the experimental group



student's communicative competence is somewhat better than their entry level.

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