

Video Clippings: A Source to Enhance Communicative Competence

V. Srilatha

Associate Professor of English, Stanley College of Engineering and Technology for Women

ABSTRACT

When learners are asked to speak in English on a given topic, they try to speak, but they may not speak well, due to lack of ideas and exposure. Even to write a piece of composition they need to generate ideas. So, they either escape or postpone due to scarcity of ideas. Owing to this, they lose confidence; they hesitate to speak and show reluctance to write. It has become unavoidable to the learners of vernacular background to build up communicative competence in English. So, the author felt that using video clippings from Youtube would be a better idea to motivate the learners of heterogeneous group to enhance their communicative competence. The present article focuses on teaching speaking skills through group work.

Key words: *Speaking skills, Communicative competence, Youtube videos*

Introduction:

In today's world of technology, every learner is tech-savvy. So, the researcher felt it would be a good idea to make the learners learn English language in an easy and interesting way by using technology. When learners are asked to speak on a given topic, they may not show interest to speak, but they are attracted towards videos because of the visual effect. As M.J Benson says, learners' "interest, aptitude and motivation for learning English and the chances of success in foreign language [...] depend to a large extent on the favourable attitude towards English language" (202). The video clippings generate ideas to speak. With this, they gain confidence and will be persuaded to speak. "Motivation [...] plays an effective role on

academic achievement among students in general and English in particular" (Abdelrahim, I 2012). So, the researcher felt that video clippings from 'YouTube' will be better to motivate the learners to speak, particularly the learners of heterogeneous group to enhance their communicative competence. The present article focuses on teaching Speaking Skills in English by using video clippings from 'YouTube' and 'WhatsApp.'

Background of the study:

The learners of heterogeneous class who come from vernacular background have a little exposure to the target language. They are expected to speak or write on a given topic without giving proper training. The

learners hesitate to do due to fear and lack of ideas. "Ignorance coupled with fear and inhibition obstruct the students' thinking capacity" (Mary Lowrenica, 2011). Hence they fail to reach the target. So, the researcher felt that the better way to motivate the learners to speak in the target language is to generate ideas and persuade them by showing video clippings. As most of the learners use 'WhatsApp,' sharing selected video clippings from 'YouTube' through 'WhatsApp' to each group inculcates curiosity and they are encouraged to learn and will be persuaded to speak.

Objectives of the Study:

1. The first objective is to instill courage in the learners to speak in the second language.
2. The second objective is to build up their confidence level and make them fluent in the second language.
3. The third objective is to make them competent by getting rid of the influence of the mother tongue and improving their accuracy.

Participants and Duration:

A batch of thirty learners of two hours Lab is enough for this method to hone their speaking skills.

Methodology:

Methodology includes the research design, procedure, material used and the assessment procedure.

Research Design:

The present research has been designed to help the learners to improve their fluency by making them involve completely in the process of learning. During this activity each group gets a different and unique video clipping and the respective handouts related to the video clipping. The learners watch the video clippings, answer the questions and express their views in the handouts, interact with the members of the group, overcome stage fright and speak. They also build up their creativity and improve their confidence level.

Procedure:

Divide the learners into five groups of six learners each. Distribute the handouts to each member of the group. The mobile/ tab with the only video clipping should be given to each group. Learners are asked to watch the video and answer the questions given in the handouts. The members of the group discuss, share their views and complete writing individually. Once the groups are ready, the teacher has to play each video in the classroom, so that all the learners in the class watch the video clippings and then the learners from the group come onto the stage to express their ideas related to the video. The teacher plays the next video after appreciating the group with positive remarks and the procedure continues until the completion of all the groups. In the last five or ten minutes the teacher invites two or three learners to come and express their experience of the group activity and s/he finishes up the class with a suggestion or note.

Time Management:

Division of learners into groups and distribution of tab/ mobile and handouts and giving instructions should be done within ten minutes. Twenty minutes of time should be given to complete the task initially and five or ten minutes of time can be extended to motivate them for better performance. After playing video each group should be given eight to ten minutes of time to speak.

Material Used: Mobiles/tabs with video clippings, Handouts, computer with projector, speakers and internet connection.

Handouts:

The handouts are to be prepared based on the video clippings which include questions related to that video. The common questions are: What message did you get from the video? What did you learn and what do you want to do? Is the video useful or informative? Did you face any such incident in your life? If you did, do narrate. Comment on the aspects like style of the language; vocabulary and accent, action, characters, theme, suggestions, etc.

Role of Teacher:

- The teacher should give a tab or mobile with the only video clipping to each and every group and the corresponding handouts to each member of the group.
- The teacher should give instructions and facilitate the learners at various stages. S/he should monitor the learners and help them to comprehend the video.

- The teacher should motivate the learners by giving time limit to complete the task.

Evaluation:

Learners are evaluated by listening to their interpretation and critical analysis of the video clippings from their speech. Even their pronunciation can be analyzed.

Results:

- Each learner has spoken in a different style from his/her perspective.
- The interaction of the learners has helped them to analyze and understand the video clipping from various perspectives.
- The video clippings have generated ideas and even the learners from vernacular background have overcome stage fright and have spoken confidently.
- Their logical thing and analytical skills are developed.
- Learners' communicative competence is enhanced.

Recommendations of the Study:

- a. The teacher should select motivational/ inspiring/ heart-touching/ sensible videos with different themes.
- b. S/he should watch the videos well in advance and prepare handouts according to them.
- c. S/he should also give numbering to the video and handouts to avoid confusion

- d. The teacher should see that there should be only the video clipping in the mobile or tab to avoid distraction
- e. The teacher should monitor and guide them in analyzing the video and encourage them in completing the task in given time.
- f. If the learners make mistakes/ mispronounce the words while speaking, they should not be corrected then, but later, corrections should be made in general.

References:

Abdelrahim, I., & Humaida, I. (2012). Research on Motivation to learn English among college students in Sudan. *English Language Teaching*. Vol.-5, PP-49-56.

Benson, M.J (1991). Attitudes and motivation towards English: A survey of Japanese freshmen. *RELC Journal*, 22(1), 34-48.

Lowrencia, Mary. "Teaching Paragraph Writing -'Bilingual' Newspapers as Tools." ed. B. Mallikarjun, etal. *LANGUAGE IN INDIA- Strength for Today and Bright Hope for Tomorrow*. Vol. 11 (3 March, 2011). Web.

Dear member,

Have you used any of the following digital platforms (or any other also), for promoting online discussions among your students?

Course Management systems
 Moodle, Edmodo, Collaborize classroom
 Social networking/Discussion sites
 Ning, Facebook, Google+, Google groups and Yahoo groups.
 Online Discussion Apps.
 Collaborize classroom and Subtext

If yes, please send your paper, giving an account of your experiences in using them . and also with what effect, to <eltai_india@yahoo.co.in> cc to
 Dr. Xavier Pradeepsingh at pradheepxing@gmail.co

All selected papers will be given cash awards and also published in our E Journal— Journal of Technology for ELT (Impact factor:4.530

Last date for receipt of papers: 15thJuly, 2017

S. Rajagopalan. www.eltai.in