

EFFECTIVE L2 LANGUAGE LEARNING OPPORTUNITIES THROUGH GROUP WORK IN TERTIARY LEVEL ESL CLASS ROOM

R. Shanmugayogini

Abstract

Teaching is an art that incorporates many methods. Second language teachers adopt various strategies to enable the L2 learners to achieve their learning goals. This study explores the possibilities of obtaining effective second language learning opportunities through group work in tertiary level ESL class room. The data were procured from pre and post test performances in group work activities of the first year student from the Faculty of Management and Commerce Studies, University of Jaffna and from the teachers' observation. The objective was to find out whether the group work activities pave the way for effective second language learning opportunities. The findings prove that the participants and the teachers have found that the opportunities of learning in groups increased effective L2 learning opportunities. The study also presents the benefits of using the group work activities in second language classroom.

Keywords: : *L2 language learning opportunities, Group work, Tertiary level ESL class room*

1. INTRODUCTION

ESL teachers utilize various techniques to make their learners achieve their learning goals.

In the context of the present study the first year students from the Faculty of Management are the participants. The total number of students in each group assigned for teaching comprises of more than fifty five students. The teachers therefore are unable to take individual attention. As a result majority of the students do not play an active role in learning. Majority of them remain silent and teachers have to make

them talk and respond with great attempt. Yet teachers have to make the learners practice the language skills and enable them to obtain proficiency in all four skills. One of the ways of giving students more of the time they require to practice a language than is possible in the ESL classroom is by dividing the class into groups. Grouping is utilized as the main strategy. By assigning students to groups on a random basis various writing tasks were administered to the participants. Grouping helps teachers to individualize or match their teaching to individual learners. This study therefore emerges as an experimental one to explore the possibilities