

**EFFECTIVENESS OF YOUTUBE VIDEOS IN  
TEACHING VOCABULARY**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by  
SangitaDulal**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2021**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that Mrs. SangitaDulal has prepared this thesis entitled **Effectiveness of YouTube Videos in Teaching Vocabulary** under my guidance and supervision

I recommend this thesis for acceptance.

Date: 18-03-2021

.....

**Mr. Ashok Sapkota (Supervisor)**

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

## RECOMMENDATIONFOR EVALUATION

This thesis has been recommended for evaluation by the following **Research Guidance Committee:**

**Signature**

**Dr. Gopal Prasad Pandey**

.....

Reader and Head

Chairperson

Department English Education

Tribhuvan University, Kirtipur

**Dr. Ram Ekwal Singh**

.....

Reader

Member

Department English Education

Tribhuvan University, Kirtipur

**Mr. Ashok Sapkota (Supervisor)**

.....

Lecturer

Member

Department English Education

Tribhuvan University, Kirtipur

Date: 22-12-2019

## **EVATUATION AND APPROVAL**

This thesis has been evaluated and approved by the following **Thesis Evaluation Committee:**

**Signature**

**Dr. Gopal Prasad Pandey**

.....

Reader and Head

Chairperson

Department English Education

Tribhuvan University, Kirtipur

**Dr. Chandreshwar Mishra**

.....

Professor

Expert

Department English Education

Tribhuvan University, Kirtipur

**Mr. Ashok Sapkota (Supervisor)**

.....

Lecturer

Member

Department English Education

Tribhuvan University, Kirtipur

Date: 01-07-2021

## **DEDICATION**

**This thesis is dedicated to my grandfather KRISHNA PRASAD DULAL  
because of whom I reached here.**

## **DECLARATION**

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 16-03-2021

.....

**SangitaDulal**

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## ABSTRACT

The present study, entitled "Effectiveness of YouTube videos in Teaching Vocabulary," was carried out to investigate the effectiveness of YouTube videos in teaching vocabulary at grade six using action research design and qualitative method of analysis ~~used an action research design and a qualitative technique of analysis to explore the effectiveness of YouTube videos in teaching vocabulary at grade six.~~ This research was conducted in the academic year 2076. Twenty-three students of Yashaswi Gurukul English School, Dhobighat, Lalitpur were the sample population of the study. ~~This study took place in the academic year 2076.~~ The data was collected using a preliminary test, two progress tests, and a final test. The preliminary test was given at the start of the study, ~~The study's sample population consisted of twenty three pupils from Yashaswi Gurukul English School in Dhobighat, Lalitpur. The main techniques for data gathering were classroom instruction~~ two progress tests were conducted in every seven classes, and the, and the final test was administered after a month of intervention. The results of these assessments were then compared to ~~see~~ determine the effectiveness of YouTube videos in teaching vocabulary items ~~show effective YouTube videos are at teaching vocabulary items.~~ In comparison to the preliminary test, the students gradually increased their vocabulary in the first, second, and final tests, according to the results. The result of the study clearly demonstrated that YouTube videos provided statically significant effect on students' vocabulary acquisition. ~~The pupils performed better on the final test than on the preliminary test, according to the research.~~ The study's findings showed that YouTube videos had a statistically significant impact on pupils' vocabulary development. The students were seen to be very engaged in the lessons during the deployment of the videos since they enjoyed watching ~~viewing~~ them. Furthermore, the findings of the study also indicated that well-selected video materials could enhance students' language learning

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~~process as well as increase their motivation to learn the target language.the study's findings suggested that well-chosen video resources could help students improve their language acquisition as well as their motivation to learn the target language.~~

This thesis consists of five chapters. Chapter one introduces the study which includes background of the study, statement of the problem, objectives of the study, hypothesis, significance of the study, delimitation of the study and operational definition of the key terms in this chapter. Furthermore, chapter two deals with the review of related literature. In addition, chapter three includes the methodology and procedure adopted during the study. Chapter four incorporates and analysis and interpretation of the study under different headings. Chapter five comprises findings, conclusion and recommendations of the study in brief.

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## **LIST OF ABBREVIATIONS USED IN THE STUDY**

EFL: English as Foreign Language

ESL: English as Second Language

ELT: English Language Teaching

ICT: Information and Communications Technology

CDC: Curriculum Development Committee

# **CHAPTER ONE**

## **INTRODUCTION**

This is an introductory part of the research work. This is the study entitled “Effectiveness of YouTube Videos in Teaching Vocabulary”. This introductory section includes the background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### **1.1 Background of the Study**

Acquiring a second/foreign language requires a number of competencies, skills and constitutes. Vocabulary is one of those essential parts of foreign language learning. The root of that without plenty of vocabularies, the English language learners cannot comprehend written text; nor can they convey communications to others.

Thornbury (2002) believes that if learners spend a great amount of time in grammar, they will not be able to make much progress in their language learning, but learning more vocabulary and phrases will help them make more improvement as they can say very little with grammar, but you can almost communicate everything with words. Relating to Harmer (1991, p.153), vocabulary is the core component of language; he further suggests that if language structure makes up the skeleton of language, then it is the vocabulary that provides the vital organs and the flesh.

Vocabulary is very important aspect of language learning which employs many more techniques to teach it, among them, one of the various techniques in teaching vocabulary is using visual aids. Several studies have indicated that the use of visual aids greatly improves information retention and improves students' understanding of unfamiliar vocabulary (Thornbury, 2002). Visual aids are useful to attract learners' attention to the lesson being taught.

Educators understand the importance of vocabulary; so they considered that large vocabulary is an assert reader, those who knows are likely to comprehend what they read. In this connection, Cameron (2002) says, the knowledge of vocabulary enables students to comprehend what they read, and the act of reading itself provides the opportunity for students to encounter and learn new words. Furthermore, the more words students know, the more likely they are to learn new words earlier. Conversely, students with limited vocabularies tend to reads less and therefore have fewer exposures to new words in actual running text. (p.124)

The social media in recent years has been considered an effective tool to supplement the traditional teaching method. One of these systems that teachers use is definitely YouTube. YouTube can be a particular extend of new phenomenon, scholars and researchers in vocabulary acquisition are increasingly concerned about its effectiveness in the ESL/EFL context. In addition, using videos to improve students' vocabulary acknowledgement and comprehension provides language learners the exposure to authentic content and context, thus the learners can improve their language abilities (Katoridou, Yiangou&Zarpetea, 2002).

Mayer (1947) stresses that the use of videos is greatly effective especially for introductory courses as it can facilitate difficult concepts, and attract the attention of weak students as well as visual/special students. In addition, video clips on YouTube are limited in lengths; this makes them suitable for the constricted classroom's time. Relating to Balcikanli (2011), YouTube can be valuable to address students' interests and needs for real life language by providing authentic discourse. Moreover, YouTube offers a myriad of opportunities for learning a second language while learners can watch as well as listen to different kinds of spoken material (Formal and Informal), genres(songs, fictions, debates, talk shows, film clips); therefore, learning flesh vocabulary or additional language skills. McKinnon (2011) remarks that the scenes, movements, feelings, and gestures presented in YouTube video



segments present significant visual impetus for language learning. If teachers could use information technology to show teaching material with audio-visual animation effect, then the learners' motivation aroused and the learners could understand and be familiar with what they learn more (Lu, 2010). Mastering vocabulary can help to get easier to use a language as Schmitt (1997) says, "Large vocabulary can help to express ideas precisely in communication. Vocabulary knowledge enables language use; language enables the increase of it, and knowledge of the world enables the increase of it and language use."

According to Mayer & Sims (1994) visual elements such as pictures or real objects are learned better than a lot of words because the use of pictures is easier and more effective. In addition, images are useful for learning process. According to Armstrong (2001) if learners learn and memorize the vocabularies through visual materials, this way is more useful than the time when they learn vocabularies without perception of visual materials and through only text. Harmer (2001) says that real objects, some books, newspapers or magazines make the learning process easier. As a result; they are used by teachers for better learning. As Richards (1985), they defined this study like this: all of us are able to have this ability to remember most things after a short or long time. This ability is called retention. Furthermore, according to Nelson (1977), we can remember pictures or images better than vocabularies. Potter & Faulconer (1975) investigated this study and they concluded that we can classify pictures better and faster than vocabularies. And, according to Paivio (1986), we can store and remember pictures for a long time.

From aforementioned views, we can come to the conclusion that vocabulary is one of the most crucial aspects in language learning without which communication is not possible. Besides this, having adequate knowledge of vocabulary helps to enrich learners' capabilities in learning English. The more vocabulary items we have, the more we can express our ideas in different fields. Regarding its importance, teachers most choose the effective technique to teach

vocabulary. Among several techniques of teaching vocabulary, using videos is the most important one because they help to make lessons more alive. It can provide students with realistic models to imitate the dialogue using simple language, allowing them to understand and learn the words in context. It can also assist students in focusing their attention on objects, events, and situations that provide meaning in context, allowing them to remember things for a longer period of time.

## **1.2 Statement of the Problem**

Many students have learning difficulties, such as poor language skills, which have a direct impact on their vocabulary development. Students struggle to learn language because of the way the teacher provides vocabulary to them.

English is the most popular modern language studied worldwide, and there are numbers of courses in education institutions done through the medium of English. Being the first foreign language and obligatory subject at school, English needs a serious handling in order to give the best quality of treatment to students. In fact, students must cover the four language skills in order to reach the target language, and while emphasizing these four skills, we cannot overlook the importance of vocabulary knowledge. To develop such language skills, you must first master vocabulary. It is a crucial part of language learning. We will have difficulty studying English if we do not have adequate vocabulary.

Learning language is, of course, difficult because there are many situations in which learners must comprehend certain elements such as spelling, noun, verb, adjective and conjunction. Without proportional amount of vocabularies, anyone will struggle with their language skills. Acquiring a suitable vocabulary for communication in a second language is absolutely essential. The employment of creative strategies in vocabulary instruction can help [student/pupils](#) enhance their word power.

Today, the situation is vastly different. Students can communicate well in English with a limited vocabulary, but they struggle to learn new terms. This phenomenon is based on my two-year teaching experience at Yashaswi Gurukul English School. I have discovered that the majority of ~~pupils~~ students' experience the same issue. When I teach in the classroom, students actively participate and offer the correct meaning of words, but when I ask them the same questions later, they are unable to respond. It signifies that ~~students~~ individuals only remember the meaning for a short period of time. Reading, writing, listening, and speaking are all difficult for most pupils. Individuals are frequently bewildered by the meaning of complex ~~terminology~~ terminology in a reading environment. When it comes to writing, students confront similar obstacles. Instead of applying the new ~~vocabulary~~ terminology they learned in the class, they repeatedly ~~employ~~ employ the old jargon. Similarly, students struggle with ~~listening and speaking as well~~. In order to tackle this problem, teachers will require a new technique to handle the problem, such as the use of any media. One of Another techniques to increase a student's vocabulary is to use media. However, there are few researches on the effectiveness of YouTube in vocabulary teaching and learning in Nepal.

Although children enjoy watching YouTube videos, no significant research has been done on how to use it in the language classroom, and also studies on the usefulness of YouTube in vocabulary teaching and learning are limited in Nepal. ~~Hence As a result, I was motivated eager to conduct pursue research on this topic subject. This study is an attempt to find out how far the YouTube video is effective in developing vocabulary. This research aims to determine how successful YouTube videos are at developing vocabulary.~~

### 1.3 Objectives of the Study

The following objectives were designed to carry out the action research:

- a) To find out the ~~effectiveness~~ ~~iciency~~ of YouTube videos in the development of vocabulary in sixth-grade students,
- b) To find out ~~the students' responses on the use of the video to develop vocabulary mastery,~~ ~~how the students felt about using the YouTube videos to help them gain vocabulary mastery,~~
- c) To suggest some pedagogical implications.

#### 1.4 Research Questions

The following research questions were used in the study:

- a) Does watching YouTube videos assist sixth-grade students expand their vocabulary?
- b) What are the students' ~~response~~ ~~actions~~ to the use of video in ~~teaching~~ vocabulary ~~instruction~~?
- c) Is using YouTube videos in the English classroom beneficial to students?

#### 1.5 Significance of the Study

Vocabulary is ~~an important aspect~~ ~~the essential parts~~ of language because they appear in speaking, listening, reading and writing. According to the problem statement, ~~the researcher is seeking to use YouTube videos as a teaching approach to improve students' vocabulary. Students will find language learning interesting because this technique makes it easier for them to recall vocabulary while also being fascinating.~~ ~~the researcher is interested in improving students' vocabulary and is attempting to use YouTube videos as a teaching strategy.~~ ~~Because this strategy makes it easier for pupils to memorize vocabulary and it's also entertaining, students will find language learning enjoyable.~~

~~This study is significant to those who are interested in language teaching and learning (particularly to English language teachers).~~ This study is significant to those who are interested in language teaching and learning (particularly to

English language teachers). The researcher hopes that this research will give significant advantages in reinforcing vocabulary on students. This study, according to the researcher, will provide considerable benefits in terms of reinforcing language in kids. Its goal is to determine the usefulness of YouTube videos as a teaching tool. The findings of this study are expected to have important implications, both theoretical and practical. It will undoubtedly pique the curiosity of exporters, curriculum developers, practitioners, teachers, and even university students interested in pursuing a teaching career. It aims at establishing the degree of effectiveness of YouTube videos as a teaching technique. The result of this research expects to give significant effects not only theoretical but also practical. It will definitely arouse a new interest among exports, curriculum developers, practitioners, teachers and even the university students who are going to pursue their career in teaching. Therefore, it is also beneficial for resource persons to develop relevant materials. As a result, resource persons should generate relevant material.

It is believed to make learning more enjoyable and communicative, increasing not only their motivation drive but also their vocabularies in English learning English. It is intended that the result of this study will be able to expand the students' understanding in terms of teaching English through videos, and it is also expected that the result of this study as a basic consideration and basic information to do further investigation, and that the result of this study will serve as a basic consideration and basic information for future investment.

## **1.6 Delimitations of the Study**

It is difficult to include a large area in this kind of small research due to the limited time and resources. The following are some of the study's limitations:

- a) The study was limited to Yashaswi Gurukul English School, Dhobighat-Lalitpur district.

- b) Twenty-three students of the grade six were selected as a sample population.
- c) The study was limited to vocabulary aspect.
- d) Though there are several techniques of teaching vocabulary, only YouTube videos and verbal technique were used as a technique for the study.
- e) Four weeks was taken to complete the research.
- f) A preliminary test, two progress tests and a final test were used to collect the data of the research.

### **1.7 Operational Definitions of the Key Terms**

There are some key points which are frequently used in the research. Every word has its own meaning according to the context. So, I have selected some words which give contextual meaning of my research.

**Effectiveness:** In this study ‘effectiveness’ is the degree to which something is successful in producing a desired result; success.

**Video:** In this study, ‘video’ is an electronic medium for the recording, copying, playback, broadcasting and display of moving visual media.

**Vocabulary:** In this study, ‘vocabulary’ is the core component of language. It is a set of familiar words with in a person’s language.

**YouTube:** In this study ‘YouTube’ is a popular video sharing website where registered users can upload and share videos with anyone able to access the site.

## CHAPTER TWO

### **REVIEW OF RELATED LITERATURE**

Review the related literature is very important and significant to carry out any research. It helps to make the research valid and reliable and it helps the researchers to gain wide area of knowledge of their research. This section includes review of related theoretical literature, review of related empirical literature, and conceptual framework. The literature related to the research study is reviewed under two broad headings: theoretical and empirical.

#### **2.1 Review of Related Theoretical Literature**

There has been a considerable amount of literature in the field of English language teaching. One of the debated issues in this field has been the technique of teaching vocabulary in an ELT classroom.

This chapter deals with the review of previous studies including theory and empirical literature. Theoretical literature provides an insight to the researcher related to the number of aspects that have a direct or indirect bearing in the research topic. It serves as a basic for developing a theoretical framework, which helps to investigate the problem that researcher wishes to do. The major topics in the chapter are defining vocabulary, importance of teaching vocabulary, the use of multimedia in vocabulary acquisition, techniques of teaching vocabulary, cognitive theory of multimedia learning and sources of learning vocabulary.

##### **2.1.1 Defining Vocabulary**

Vocabulary is one of the essential aspects that play an important role for foreign language teaching and learning; it is considered as a necessary component for the development of English skills. The term ‘Vocabulary’, in

general, refers to the list or collection of words usually alphabetically arranged and explained. Vocabulary is the indispensable aspect of language. A unit of vocabulary is generally referred to as a lexical item or lexeme. Likewise, lexicon is synonymous with vocabulary. Everyone starts to communicate with the help of words in course of language acquisition or learning. According to Richards (1985) “Vocabulary refers to the set of lexemes, including single words, compound words and idioms.” It means, vocabulary includes to the list of lexical items, what we call words. It is one of the important aspects of language which plays the role of building blocks in language. Vocabulary is the most important aspect of language, which is worth investigating, Cameron (2002, p.124)

Without good command over vocabulary, knowledge, we cannot express our ideas and thought. According to Hatch and Brown (1995), Vocabulary means different words which are used by all speakers in all languages. According to Harmer (1991, p.153) ‘If a language structure makes up the skeleton of language then it is vocabulary that provides the vocal organs and flesh’. An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words used. Furthermore, according to Ur (1996, p. 60), “Vocabulary can be defined roughly, as the words teachers teach in the foreign language”. It is evident that each set of vocabulary can make up for more than just one word, but it combines into a single meaning.

Therefore, there are several definitions of the vocabulary defined by various scholars. However, based on the definitions above, vocabulary refers to the total stock of words that teachers and learners use it in the process of teaching and learning English as a foreign language. It is a tool of thinking and a medium of exchanging ideas. Without achieving a higher number of vocabularies, we cannot express our ideas clearly. Thus, vocabulary is the most significant aspect of language.



### **2.1.2 Importance of Teaching Vocabulary**

Vocabulary is the most required skill when learning a foreign language. It is the basis for the development of all other skills: reading, writing, speaking and listening. Vocabulary is the main tool for the students in their attempts to use English effectively. Talking about its importance, the linguist Wilkins (1972) argued that, “Without grammar little can be conveyed, without vocabulary nothing can be conveyed.” Indeed, words are the most important tool for communication. The main reason for communication problem is lack of vocabulary. Many students are confronted with the problem of forgetting the words immediately after the teacher has elicited their meaning or after they have looked them in the dictionary, this also cause of lack of vocabulary.

Researchers such as Nation (2005); Maximo (2000); Read (2000; 2004); Gu (2003); Marion (2008); Susanto (2016); and Nation (2001) and others have realized that the acquisition of vocabulary is essential for successful foreign language use and plays an important role in the formation of complete spoken and written texts. Learning vocabulary items plays a vital role in all language skills (listening, speaking, reading, and writing) (Nation, 2001). Alqahtani (2015), furthermore, argued that the acquisition of an adequate vocabulary is essential for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions we may have learned for comprehensible communication. Some research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for readers to overcome. (Nation, 2001; Alqahtani, 2015)

Alqahtani (2015) stated that there was not much value in being able to produce grammatical sentences if one was not get the vocabulary that needed to convey what one wish to say. While without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Maximo (2000) stated many reasons for devoting attention to vocabulary. First, a large vocabulary is of

course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem’.

Vocabulary knowledge is viewed as an essential tool for mastering any language skills; it also contributes to the understanding of written and spoken texts. Vocabulary enables the student to go forward with the language, promote their critical thinking and make them get fluency. Thus, while more frequent the exposure to vocabulary is, learners are more confident to understand and interpret the meaning of some unknown words from context. Indeed, learning vocabulary does not only mean the learning of new words but also to know their functions and applicability to different contexts and situations. In other words, the comprehension and production of the language depend on the simultaneous and complex process of extracting and constructing utterances through the use of appropriate lexical combinations, in the appropriate time and appropriate place. Learners must not only learn the language as an abstract system of vocal signs or as if it were a kind of grammar text with an accompanying dictionary, but it must be learned as a tool that allows learners to know what utterances are useful to communicate effectively, and know what utterance is or is not appropriate to use in a given context.

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. So, vocabulary is considered as central of language teaching and is of paramount importance to a language learner. It is almost impossible to learn language without words, even communication between human being is based on words.

### **2.1.3 The Use of Multimedia in Vocabulary Acquisition**

The combination of text, sound, graphics, video or animation to teach vocabulary is becoming a common aspect of instructional practice in language learning. Most of the language learning software of these days consists of hypermedia (Fotos& Browne, 2013). However, the use of multimedia is highly debated in terms of whether or not it benefits students. Studies such as Hoffler and Leutner (2007) and Ilhan and Oruc (2016) have supported the use of multimedia. This has led some language teachers to develop their materials and present them using multimedia. Also, students are able to learn independently and autonomously. The use of technology in the language classrooms has been found to enhance students' achievement, engagement and the overall students' participation in language learning (Cobb, Heaney, Corcoran & Henderson-Begg, 2010).

Many second language acquisition researchers studied the result of multimedia instruction on vocabulary development. They have found that the utilization of supplementary prompts such as videos and pictures enhances vocabulary learning. Chun &Plass (1996) argued that supporting vocabulary learning with pictorial and verbal cues can help increase the retention and recall of the lexical products. Al-Seghayer (2001) conducted a study that investigated the impact of different settings of multimedia: "the printed text definition alone, imprinted text definition in conjunction with still pictures, and printed text message definition coupled with videos" (Al-Seghayer, 2001, p.202). The findings of the study indicated that the use of video clips with a text description is more creative in the acquisition of new English vocabulary than the use of picture with a text designation. Students in the study were able to learn and memorize more vocabulary when videos were old than when pictures were given. The application of different following cues can supply meaningful learning knowledge.

Almurashi (2016) reported that YouTube is effective to help learners comprehend the English lessons, perform better, as well as enhance their English understanding. Mustikawati (2013) also researched to examine the effectiveness of using video in teaching speaking and found that students who used video in learning English had better speaking ability than the ones who used textbook. As a result, the students knew better how to use the previously learned vocabulary in the proper contexts. It was similar to the finding revealed by Almurashi (2016) which showed that the use of video had significantly improved the students' understanding and performance. Almurashi (2016) argues that YouTube give benefits for teacher and students to be creative and innovative. In other words, YouTube gives benefits to students to watch an educational video which helps them to enrich their skills. Berk (2009) emphasized the key role of teaching language in the college classroom by using YouTube videos. Another study by Seilstad (2012) investigated using YouTube clips as a new method for teaching English language students in Morocco. The research pointed out, using YouTube videos is a relatively simple strategy to create relevant and specific teaching material. Results from the learners' surveys, comparison to students' final grades in previous semesters, and forms of personal reflection shed light on the efficiency of using YouTube videos. According to a study by Boster (2006), videos can affect educational achievement in a positive way.

As many researchers have observed, learners can gain positive indicators when they watch authentic and real-life clips (Maness 2004). Using YouTube videos to teach English classes as supplementary material will provide learners with good understanding and knowledge of their lectures. In addition, it is likely to make the learning process more fun and meaningful. Furthermore, it gives students the opportunity to memorize their lessons more easily.

#### **2.1.4 Technique of Teaching Vocabulary**

The teacher has an essential role in helping students to improve their vocabulary. To solve the problem, vocabulary teaching has not been enough responsive, they must be able to choose the correct methods of teaching vocabularies. Thus, teachers are supposed to adopt various strategies and techniques to deal successfully with unfamiliar words that their students may come across while teaching them. In order to provide an informative atmosphere and variety in vocabulary teaching, there are several useful strategies for teachers to consult. Commonly, there are several techniques concerning the teaching of" vocabulary. Some of them are; using visual representation, verbal techniques, teaching vocabulary in context, word map, flashcard and games.

##### **a. Visual Representation**

One of the very basic vocabulary teaching strategies for young learners is to use visuals, realias with written forms of the words. Concerning this issue, Plass, Chun, Mayer, and Leutner (1998) indicate that students are able to recall the words better if they are explained in written forms and supported with visual materials. Since the young learners are very good observers, Brewster (2002) advises the demonstrations, gestures, and body movements as one of the best means of teaching for young learners. Moreover, Tellier (2008) indicates that the activities offering the visual representation of the words especially the ones including reproduction of that activity, reproducing gestures or pictures, influence the memorization of the young learners.

##### **b. Verbal Technique**

The second major technique is verbal techniques. This technique pertains to the use of illustrative situation, synonyms, opposites, scale, definition and categories. More specifically, Mendez and Rodriguez (1999), there are four kinds of verbal techniques, namely: Definitions and illustration, Synonyms and

antonyms, Explanation and Translation. All of these verbal techniques can be used by teacher in presenting vocabulary.

### **c. Teaching Vocabulary in Context**

This is another technique of teaching vocabulary. Vocabulary teaching according to the topic and the association is very useful for the students to remember the exact meaning. The topic related words are easier to teach but according to Cameron (2001) the context ought to be meaningful for the young learners and include the authentic language usage. Once the learners understand the topic, they may acquire a better understanding of those words. Nilsen (1976) explains that teaching vocabulary to young learners in meaningful context is essential since it helps not only to keep the attention of the learners alive but also naturally generate the target vocabulary. Furthermore, Nunan (1991, as cited in Kaya, 2016) also underlines that it is necessary to begin teaching a new vocabulary by providing it in a meaningful context, and then let the learners use it out of this context later.

### **d. Maps**

For the vocabulary learning, word map may be one of the most common ones which generate creative thinking. Learners basically brainstorm on the given word and design a map which constitutes the words among the key concepts or the key words. The relationship between the words helps students to remember the words easily.

### **e. Flashcards**

Flashcard is a great tool to capture the attention of the young learners since it attracts the visual sense. The teacher may use the flashcards when introducing the new vocabulary to the learners. By flipping the flashcards the curiosity of the learners may be stimulated and thus they get more receptive. It is also very

useful in terms of fulfilling the Multiple Intelligences Theory of Gardner (1983) since flashcards appeal to different types of learners.

#### **f. Games**

The young learners are still in a game world. They enjoy playing games a lot. At the same time, they also learn new things during their games. For this reason, having students play an informative game has a crucial place in language teaching. Regarding this issue, Bakhsh (2016) indicates that games create amusing and informative atmosphere for the young learners in a language class. Moreover, Bakhsh et al (2016) points out that games are useful in order to develop the four language skills; listening, reading, writing, and speaking. Likewise, Gardner (1999) also underlines that games improve the interpersonal, kinesthetic and visual intelligences of young learners.

In order to be able to have rich vocabulary, not only do students need to learn as many words as possible, but they also need to remember them because, in fact, learning is remembering. Learners are different in terms of how easily they memorize vocabulary. According to Harmer (1991), researchers into the domain of memory distinguish three types of memory: short-term store, working memory, and long-term memory. In terms of the students' memory, it has been designed a number of techniques which help learners efficiently memorize the words and to help teachers make the process of learning easier for their students. One of the witty technique to be taken into consideration when the both learning and teaching vocabulary is visual technique.

Students will easily learn new words if they are taught to associate them with their picture. Therefore, visual technique is an attractive and motivating method that can be used for facilitating the task of learning vocabulary. Visual presentation involves different tools such as pictures, gestures or other demonstrations. Using visual tools for introducing words can be more useful than using other techniques. Furthermore, using visual tools are a motivating

factor which help learners and contribute to remembering new learned words through remembering their representations.

### **2.1.5 Cognitive Theory of Multimedia Learning**

The principle known as the “multimedia principle” states, “people learn more deeply from words and pictures than from words alone” (Mayer 1947, p.47). However, simply adding words to pictures is not an effective way to achieve multimedia learning. The goal is to instructional media in the light of how human mind works. This is the basis for Mayer’s cognitive theory of multimedia learning.

The theory is also based on the idea that learners attempt to build meaningful connections between words and pictures and that they learn more deeply than they could have with words or pictures alone. According to the theory, one of the main aims of teaching using multimedia is to encourage the learner to build a coherent mental representation from the presented material. The learner has to make sense of the presented material as an active participant, which leads to the construction of new knowledge. Mayer argues that meaningful learning from words and pictures happens when the learner engages in five cognitive processes. These include selecting relevant words for processing in verbal working memory as well as relevant images for processing in visual working memory, organizing selected words into a verbal model as well as selected images into a pictorial model and finally integrating the verbal and pictorial representations with each other and with prior knowledge.

A cognitive theory of multimedia learning is based on three main assumptions: there are two separate channels (auditory and visual) for processing information; there is limited channel capacity; and that learning is an active process of filtering, selecting, organizing, and integrating information. The theory is based on the theory that also learners try to build meaningful



connections between images and words and they learn more than they could have with terms or pictures alone deeply.

Mayer's cognitive theory of multimedia learning presents the idea that the brain does not interpret a multimedia presentation of words, pictures, and auditory information in a mutually exclusive fashion; rather, these elements are selected and organized dynamically to produce logical mental constructs. Furthermore, Mayer (1947) underscores the importance of learning (based upon the testing of content and demonstrating the successful transfer of knowledge) when new information is integrated with prior knowledge. The cognitive Theory of Multimedia Learning theory gives a good explanation as to why videos help the students to learn better. The theory suggests that presenting information in video format thereby catering to both the visual as well as auditory senses is a more effective method of teaching than just through either of those senses alone.

#### **2.1.6 Sources of Learning Vocabulary**

Vocabulary knowledge has been considered as an essential component of language fluency (Nation, 2001; Read, 2000). The role of vocabulary in learning foreign language is inevitable. Richards and Renandya (2002) believe that vocabulary plays crucial part in one's foreign language learning and language proficiency that can affect how well learners speak, listen, read and write. Selecting an effective source for learning vocabulary is the most important task of the learners. In order to cope with new vocabulary when it occurs and to learn unfamiliar vocabulary, learners have to be able to get information about the words with consulting reference sources properly and using parallels can also be helpful in vocabulary acquisition. There are numerous sources for learning vocabulary. Some of them are; Course book, Dictionary and YouTube Videos and so on.

### **a. Course book**

Course book is one of the significant components for teaching and learning vocabulary. It is helpful for course book users to learn vocabulary because it provides a list of important vocabularies for each unit in terms of the learners' level. Course books contain word list which may provide a gateway for the targeted learners to develop vocabulary knowledge, and in turn improve the possibility of understanding and using the target language (Webb & Nation, 2017). Regarding lexical acquisition, the course book may provide explicit or incidental opportunities for learners depending on various kinds of activities included. A strong point of this course book is that the vocabulary activities sequence systematically through the four skills of reading, listening, speaking and writing, which, according to Webb & Nation (2017), can help develop both receptive and productive vocabulary knowledge. Therefore, course book is an essential tool to develop the lexical competence of L2 learners.

Although the course book contains vocabularies according to the students' level, it doesn't contain adequate vocabulary items for a year-long course. It gives more priority to important vocabulary only. Course books are often written to fit a majority of students and, even then, fail considerably at addressing all the issues necessary for most students. When learning English as a second language each student has his/her own pace and rhythm, so a course book can feel too restricting not only to the teacher but also to the students themselves. When textbooks do not inspire the students to learn the language, they can drive students to become disengaged and disappointed. What's more, course books are so expensive that they are not replaced or updated as often as they should, and this causes them to soon become outdated.

## **b. Dictionary**

Second important source of learning vocabulary is dictionary. We can learn vocabulary easily by using dictionary because it includes the etymology or history of the word and whether the word is absolute or non-standard, different meaning of the word according to the context and examples. Bilingual and monolingual dictionaries are the most used by foreign language learners. Both dictionaries are effective for learning vocabulary, if the learners want to learn the target language in rapid pace, they can use bilingual dictionary because in bilingual dictionary the meaning of the words are given in both target language and native language. Bilingual dictionaries are generally employed in the initial stages of learning language and may help the learners to solve the terminological problems unless unfamiliar word has numerous entries. Many bilingual dictionaries give only single word translations, as a result of which learners are bound to make mistake. Koç and Bamber (1997, p.64) state that "as the meaning of a word tends to change according to the context in which it is used, the chances of getting the wrong meaning with this type of dictionary are fairly high." Therefore, students should be aware of the disadvantages of using bilingual dictionaries.

On the other hand, while using a monolingual dictionary users have to think in English and meanings have to be understood in terms of other English words. But it is very difficult to understand the meaning of the word for those learners who are learning the foreign language initially. In addition to monolingual dictionary students can also make use of other dictionaries such as "The Dictionary of Idioms, The Dictionary of Collocations, The Dictionary of Synonyms and Antonyms" and the like. Students should be aware of the fact that dictionaries vary with respect to the number of words• they include and the amount of information they provide for each lexical item. The shorter the dictionary entry for the word is, the less trustworthy it will be.

### **c. YouTube**

YouTube videos are another important source for vocabulary learning.

YouTube is considered as one of the essential applications of ICTs nowadays, which plays a fundamental role in creating a relaxed learning atmosphere that suits the learners' needs. Using English video is helpful in learning as well as remembering new vocabulary. Terantino (2011) contends that YouTube gives learners with access to language and culture-centered videos while being fun and interesting. Additionally, it also gives the students an avenue to get information and instruction from all over the world thus providing them an opportunity to engage meaningfully in the target language" (Terantino 2011, p.11). Balcikanli (2009) who believes that as YouTube provides several videos on any presented subject, the students are able to retain the words that they learn in their memory without having to get bored.

YouTube is a multidimensional source that offers videos in all fields of knowledge that can be accessed effortlessly. In addition, video clips on YouTube are limited in lengths; this makes them suitable for the constricted classroom's time. The language learners can receive the utterance and visual stimuli simultaneously, which can enhance their language learning skills as well as their vocabulary comprehension.

In summary; among many tools and techniques, watching YouTube videos is one of the most effective ways to acquire vocabulary because learners may become bored while searching meanings in dictionaries or reading word meanings in textbooks. Visual aids are useful to attract learners' attention to the lesson being taught. Moreover, YouTube video clips are limited in length, makes them suitable for the time constraints of the classroom. YouTube videos are also interest of the students so that learners learn vocabulary joyfully without getting bored, which helps them to retain the words for long time.

## **2.2 Review of Empirical Literature**

Several studies in the realm of education have been undertaken on teaching vocabulary. The following is a brief review of some of the research that has been done on teaching vocabulary:

Gurung (2016) carried out a research entitled, “Effectiveness of Animated Films for Developing Vocabulary and Language Function.” The researcher major objective was to find out the effectiveness of animated films in developing vocabulary and language function. For the purpose of the study, an experimental design was adopted. To carry out the research, thirty-six students of grade six from a government aided school of Sankhuwasava, were selected as sample population. A pre-test was given before using films to determine the proficiency of the students. Then, they were divided into two groups on the basis of odd-even roll number according scores obtained in the pre-test. After dividing then into groups, both groups were taught the same vocabularies and language function using different materials. Group ‘A’ was taught showing animated films and explanations were used for teaching vocabulary in Group ‘B’. After teaching for one month, post-test was administrated. Then, the result of the both pre-test and post-test were compared to determine the effectiveness of two techniques. The findings of the study shows that teaching showing animated films as an technique is more effective than teaching through definitions and explanations for teaching vocabulary and language function.

Artanti (2015) carried out a research entitled, “Improving Students’ Vocabulary Mastery using Animation Video”. The researcher objective was to find out the effectiveness of animation videos to improve the students’ vocabulary at the fifth grade students. The research conducted at the fifth grader students of SDN Jatisobo 02 in the Academic Year of 2014/2015. It was conducted from April to June. In the implementation of teaching-learning process, the researcher conducted two cycles. Each of cycle consists of four steps; planning, action, observation and reflection. It optimized the use of animation video as the media

for teaching vocabulary. The study used both qualitative and quantitative method. This research concludes that the use of animation video can improve the students' vocabulary mastery and the classroom condition.

Kate and Marquez (2010) carried out a research on "Teaching Vocabulary with Visual Aids." The purpose of the research was to show to test use visual aids in the ESL/EFL classroom. Using visual aids such as pictures, posters, word calendars, videos and computers can help students easily understand and realized the main points that they have learnt in the classroom. For the visual aid students have different responses and expressions because of their educational and cultural background. Using visual aids help students understand the deep meaning of a topic and realize similarities and differences between each topic. The intent was to guide ESL/EFL teachers everywhere in the optional use of visual aids in their classroom.

Sapkota (2017) carried out a research entitled "Effectiveness of Visual Materials in Teaching Vocabulary with young learners." The main purpose of this study was to investigate the effectiveness of visual materials in teaching vocabulary at Grade six. The research used experimental research design and quantitative method of analysis. Fifty students of Purashodya Secondary School, Hugdishir 8, Baglung were the sample population and pre-test and post-test were the major tools for data collection. The students were divided into two groups; experimental group and control group. Experimental group was taught by using visual aids whereas control group was taught using traditional method. The finding of the study shows that the group which was taught using visual aid (for experimental group) was found better in all of the cases.

Alwehaibi (2013) carried out the research entitled, "The impact of using YouTube in EFL Classroom on Enhancing EFL Students' Content learning." His major objective of the research was to experiment the impact of YouTube technology in EFL Classroom. For the purpose of the study, a quasi-experimental design was adopted. Based on such design, two groups of

students at the Department of curriculum and Instruction in the faculty of Education at Princess Noura University in Riyadh, Saudi Arabia, were randomly assigned to the experimental and the control group of the study. There were forty-five students in the control group and fifty-one in the experimental group. The students of the control group taught the course through the same content through the usual lecture-based method and subjects of the experimental group were instructed the theoretical background of the course through the use of You Tube videos. The main finding of this study shows positive gains for the experimental group students' outcomes as a result of the integration of video technology in instruction. Thus, it was recommended that YouTube should be considered as an effective instructional tool for enhancing content learning of EFL classroom.

Chun and Plass (1996) carried out the research entitled, "Effects of Multimedia Annotations on Vocabulary Acquisition." Their major objective of research was to find out the effectiveness of different types of multimedia annotations for vocabulary acquisition. To achieve the objective, the researcher selected 160 university German students using CyberBuch, a hypermedia application for reading German texts that contains a variety of annotations for words in the form of text, pictures and video. The finding of this study shows that supporting vocabulary learning with pictorial and verbal cues can help increase the retention and recall of the lexical products.

Gautam (2011) conducted the research study on the "Effectiveness of visual materials in developing reading skill." Thirty students of grade eight were the sample population of the study. The researcher himself involved in experimental teaching for the purpose of carried out the research. The tests were major tools for data collection. The tests were administrated before real teaching and after teaching and result was analyzed by comparing the result of pre-test and post-test determine the effect of visual materials which was found to be effective and motivating technique in teaching English language classroom in developing reading skill.

Similarly, Giri (2009) conducted an experimental research entitled, “Effectiveness of Using Pictures in Teaching Vocabulary in Primary Level” to determine the effectiveness of pictures in teaching vocabulary in primary level. She took all the primary level students as the population sample and 50 students of grade one studying at Shree Khaireni Higher Secondary, Khairenitar 8, Tannahun as the sample in her work. The tests (pre and post) were the major tools for data collection. She administrated a pre-test before actual experimental classroom teaching and post-test immediately after classroom teaching. After administrating the pre-test, the students were divided into two groups on the basis of section division. One group (Group A) was taught using pictures whereas another group (Group B) was taught using translation method. After attending fifteen, she administrated a post-test. After that, the results of these tests were compared to determine the effectiveness of picture technique in teaching vocabulary items. From this research, she found that the students who were taught through picture technique were found to have better result than the students who were taught through translation.

Al-Seghayer (2001) carried out the research entitled, “The Effect of Multimedia Annotation Modes on L2 Vocabulary Acquisition: A Comparative Study.” This study examines which of the image modalities-dynamic video or still picture is more effective in aiding vocabulary acquisition. The researcher selected the thirty ESL students. They were introduced to a hypermedia learning program, designed by the researcher for reading comprehension. The program provides users reading a narrative English test with variety of glosses or annotations for words in the form of printed text, graphics, videos and sound, all of which are intended to aid in the understanding and learning of unknown words. The researcher uses primary sources for the data collection. This study used questionnaires and face-to-face interview. The finding of the study shows that a video clip is more effective in teaching unknown vocabulary words than still pictures. ”



Kosslstra,Jonannes and Beentjes (1999) conducted a study entitled, “The effect of viewing subtitled videos on Vocabulary Learning.” The main objective of the study was to find out the effectiveness of English subtitle video on the EFL learner’s vocabulary. The researchers selected 92 students of Iranian degree university students and divided them into two groups randomly. They were given two instructions, one practicing instructional video episodes with subtitles and other without subtitles. Their vocabulary learning was tasted by a Content Specific Test (CST). The findings illustrated that participants viewing the videos with subtitles could obtain a significantly higher mean score of CST vocabulary tests than that of the ones who viewed without subtitles.

Prensky (2009) carried out the research entitled, “The Effective use YouTube Videos for Teaching English Language in Classroom as Supplementary Material.” The main objective of this study was to examine the effective role of the multimodal text found in many YouTube videos for teaching English inside the classrooms as supplementary material. To achieve the objective, the researcher selected 53 learners studying the English language at Taibau University in Alula, 30 students from Group A and 23 students from Group B. Students were placed in different groups according to their courses. The study used both qualitative and quantitative methods. For the qualitative portion, the researcher used an interview and for the quantitative portion, an online survey was given to the subjects of the study. The paper found that the use of YouTube in teaching the English language plays a leading role in helping learners understand their English courses.

The researches mentioned above are relevant to effective vocabulary teaching methodologies. While reviewing the related literature, I discovered that there hasn't been much research done on the effects of YouTube videos in EFL classrooms on vocabulary recognition and retention in the context of Nepal, which triggered me to do this research on this topic. My study will be distinct from any other conducted by the Department of English Education.

### **2.3 Implication of Review for the Study**

The literature review is a strategy for discovering, analyzing, and summarizing the current body of complete and recorded work generated by researchers, scholars, and practitioners that is systematic, explicit, and repeatable. It aids the researcher in clarifying and focusing research questions, reforming technique, and contextualizing findings. It broadens his/her research thinking in the field of study he/she is studying.

In this study, the literature review has significant implications in the course of work, including topic selection, methods, and results. Reviewing literature, as Kumar (2011, p.46) points out, can be time-consuming, daunting, and irritating, but it can also be gratifying. During my literature review, I looked at a variety of theoretical and empirical research projects. I learned more about teaching and learning vocabularies, its methodologies, tactics, importance, policy, and practice after examining numerous literatures on the subject. The study that I conducted throughout my literature review gave me a lot of ideas for performing research on my chosen topic that will be more beneficial to me.

Chun and Plass's (1996) research has given me some useful insights on teaching vocabulary, developing a conceptual framework, and preparing research tools. Similarly, Artanti (2015), Gautam (2011), and Giri (2009) conducted research that helped me learn more about teaching vocabulary. Similarly, I learned about the role of multimedia in vocabulary instruction from the research undertaken by Prensky (2009) and Gurung (2015). Similarly, Alwehaiba (2013) assisted me in gathering broad information about the impact of YouTube in English teaching.

All of the documents I studied assisted me in broadening my knowledge, selecting the suitable research design, data collection processes, data analysis, result interpretation, and finally, concluding the study. All of the

papers I studied during my own research proved to be supportive and useful, making my work more reliable and instructive.

## **2.4 Conceptual Framework**

Conceptual framework is the guideline of the research which determines the nature and quality of the research. It also refers to the mental picture of things in consideration. Based on theoretical and empirical literature review, I have developed the following conceptual framework:



This study was formulated to discover the improvement in vocabulary competency by using YouTube videos which were carried out over the course of four weeks. I ~~selected~~ ~~those~~ twenty-three grade six ~~student~~ ~~kids~~ from a private school in Dhobighat, Lalitpur district. For the study, I prepared a set of test items to assess the students' vocabulary knowledge. The preliminary test, ~~two~~ ~~different~~ progress tests and the final test were administered at the start of the study, during intervention and at the end of the treatment period, respectively. Throughout the four weeks-time period of treatment, they were observed for total four times. The observations were carried out to assess the changes in the participants' vocabulary competency through the implementation of using YouTube videos. I had followed Berk's (2009) instructions for using video clips in the classroom. I examined and analyzed the acquired data after administering multiple tests over the course of a month-long intervention.

## **CHAPTER THREE**

### **METHOD AND PROCEDURES OF THE STUDY**

This methodological part consists design and method of the study, population, sample and sampling procedure, study area, data collection tools and techniques, data collection procedure and data analysis and interpretation procedures of the study.

#### **3.1 Design and Procedures of the Study**

A research is the specification of methods and procedures for acquiring the information needed. It is the overall operational pattern or framework of the project that stipulates what information is to be collected from which sources by what procedures. In other words, the research design is intended to provide an appropriate framework for a study.

The design for this research study is qualitative in nature and uses content analysis and descriptive statistics; it closely follows the characteristics of an action research design. This study follows the four-stage method in action research as proposed by Richards' and Lockhart (2010):

- Step 1: Planning
- Step 2: Action
- Step 3: Observation
- Step 4: Reflection

There are numerous methods for conducting research, such as;Individual action research, collaborative action research, and school-wide action research.Among them, this study is based on collaborative action research.

Basically, an action research is a spiral process that includes problem investigation, taking action and fact-finding about the result of action. It

typically follows a cycle as we move through each of the steps. It enables a teacher to adopt/craft most appropriate strategy within its own teaching environment. It is a structured process in which teachers identify, examine, and improve aspects of their teaching. Action research is also called teacher research. It is an approach design to develop and improve teaching and learning. Action research addresses the immediate problems. It is conducted by the practitioners to find out and solve the immediate problems.

Kurt Lewin is generally considered the 'father' of action research. Lewin first coined the term 'action research' in his 1946 paper "Action Research and minority Problems". The essence of action research is teacher's solving everyday problems in schools to improve both students learning and teaching effectiveness. Good action research integrates theory, practice and meaningful applications of research results. It aims to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously.

Action research involves a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practice (Burns, cited in Cornwell 1999, p.5).

Action Research is more of a holistic approach to problem-solving, rather than a single method for collecting and analyzing data. Thus, it allows for several different research tools to be used as the project is conducted. These various methods, which are generally common to the qualitative research paradigm, include: keeping a research journal, document collection and analysis, participant observation recordings, questionnaire surveys, structured and unstructured interviews, and case studies. The purpose of action research is to provide teacher researchers with a method for solving everyday problems in

classroom or schools, in order to improve both students learning and teacher effectiveness.

Different scholars have discussed different steps of action research. However, the common steps used in action research are:

- Step 1: Identification of the problems
- Step 2: Plan of action,
- Step 3: Data collection
- Step 4: Analysis of data
- Step 5: Plan for future action.

According to the definition given above, action research can be defined as the process of studying a real school or classroom situation to understand and improve the quality of actions or instruction. It is a planned, cyclic, systematic and reflective process which aims to solve the immediate problems, and find out their solutions within the available resources. Action research varies from other types of research because it focuses on bridging the gap between theoretical and applied research rather than developing a theory.

### **3.2 Population, Sample and Sampling Procedures**

The population of my study was students in grade six from Yashaswi Gurukul English School in Dhobighat, Lalitpur. A simple random sampling procedure was used to choose twenty-three sixth-grade students.

### **3.3 Research Tools**

The data was collected using a set of test items. I prepared 100-point test items for the preliminary test, the progress tests, and the final test. Twenty-three sets of questions, each with five test items, were created. Synonyms, antonyms, fill in the gaps, matching objects, and multiple choice questions were included in each test item. The items in the test were objective in nature.



### **3.4 Sources of Data**

In this research, both primary and secondary sources were used for the collection of required data. Primary sources were used to gather first hand data, while secondary sources were used to enhance the theoretical understanding for this study.

#### **3.4.1 Primary Sources**

This research was based on primary sources of data. The primary sources of data for this study were the grade six students of Yashaswi Gurukul English School, Dhobighat, Lalitpur.

#### **3.4.2 Secondary Sources**

I read books, articles, journals, theses, related websites, and other relevant materials as secondary sources for this study. Some of them are McKinnon (2011), Berk (2009), Thronbury (2002), Schmitt (1997), Allen (1983), and Richards (2010).

### **3.5 Data Collection Procedures**

The research was conducted with grade six students Yashaswi Gurukul English School. A qualitative method was used to analyze the data. A preliminary test, two progress tests, and a final-test were used to collect data. The preliminary test was administered at the start of classroom teaching in order to determine the students' proficiency in vocabulary comprehension. Hundred questions were assigned to the students where each question contained one mark. Then, Students were taught through YouTube videos (five to twenty minutes each) along with the help of the printed texts. Twenty videos were used in this study. I followed Berk's (2009) instructions for using video clips in the classroom. The procedure for using video clip in teaching consists of the following steps:

- Step 1: Pick a particular clip to provide the content;
- Step 2: Prepare specific guideline for students;
- Step 3: Introduce the video briefly to reinforce purpose;
- Step 4: Play the clip;
- Step 5: Stop the clip at any scene to highlight a point;
- Step 6: Set a time for reflection on what was scene;
- Step 7: Assign an active learning activity to interact on specific questions, issues, or concepts in clip; and
- Step 8: Structure a discussion around those questions in small and /or large group format.

Then, after seven classes, I administered two different progress tests as well as the final-test. The vocabulary tests were conducted in exactly the same manner as the preliminary test. Finally, I analyzed the obtained data systematically, derived the conclusion and suggested some recommendations.

The implementation of the study consists of four phases based on Richards' and Lockhart (2010). On the basis of these phases, I followed the step-wise activities which are as follows:

1. **Planning:** This is the first phase of action research process. I had prepared all of the necessary materials and instructions in this phase. I had taken some of the most important terms from the videos and sorted them into four categories (noun, verb, adjective and adverb). After that, I selected the method for using the video clips in teaching. For this, I decided to choose the method of Berk's (2009). I prepared a series of test items to assess the students as well. I opted to conduct the preliminary test at the start of the research to determine the students' current level of vocabulary competency. In addition, I determined that I would take two progress tests and the final test in every seven classes. I had printed the text for the students as well.

2. Action: This is the actual action research phase. At first, I selected twenty-three sixth-grade students. Then, I conducted the preliminary test using a list of questions that I had prepared during the planning phase. I handed them a list of words and told them to highlight the vocabulary in the printed text. I presented them a video of short story by following the instructions of Berk (2009). After watching the video, I had set a time for reflection on what was the scene. I also set some time for the students to discuss the meanings of the words in a group setting. I presented a short story video every day for four weeks. In the weekly interval, I took two progress tests, and at the end, I conducted the final-test (four weeks later) to assess the learners' recognition of target vocabularies.
3. Observation: In this third phase of action research, students' answer papers were observed and assessed.
4. Reflection: The results were analyzed and appropriate feedback was provided in this final phase. Finally, students' performance was thoroughly analyzed and evaluated in order to determine whether or not YouTube videos improved students' vocabulary development.

### **3.6 Data Analysis and Interpretation Procedures**

The systematically collected data had analyzed, interpreted and presented descriptively and statically with the help of proper statistical tools and techniques. To analyze and interpret the data, I primarily used holistic discussion. In addition, test results were evaluated and interpreted in accordance to students' vocabulary development. Furthermore, data analysis was carried out by examining the test outcomes of students. The results of the students' vocabulary test served as the foundation for the next cycle's preparation. In each cycle, all data from the preliminary test, different progress tests, and the final test of students' vocabulary development score was analyzed descriptively.

### **3.7 Ethical Considerations**

This section is taken as valuable part in my research because it addresses the original source of researcher. While conducting any study, the researcher should be aware of the ethical considerations. In terms of their personalities, weaknesses, and professional ethics, I was conscious and respectful of my respondents' privacy so that I didn't name any of the participants. I analyzed the data objectively. In this research, I focused on data accuracy and truthfulness. I was aware about plagiarism. Therefore, I did not cite the data from the books, articles, journals and research works without referencing them.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF DATA**

This chapter deals with the analysis and interpretation of the data. Data in the study was collected through the action research design that was planning, action, observing and reflecting. Using the proper instrument, the collected data was processed and descriptively interpreted.

#### **4.1 Analysis and Interpretation of Data**

This chapter is primarily concerned with the analysis and interpretation of data collected by the students from the preliminary, progress, and final tests. On the basis of the following main headings, the obtained data was presented, analyzed, and interpreted:

##### **4.1.1 Analysis of the Preliminary Test Scores**

Before I administered a preliminary test to determine the students' proficiency in vocabulary comprehension, I had selected some major words from the stories and divided them into four areas of language (noun, verb, adjective and adverb). The full mark of preliminary test was 100. I used holistic marking scheme to score the students' answers. The score of the students that they obtained are as follows:

**Table 1**

**Students' Score in the Preliminary Test**

<b>S.N.</b>	<b>Full marks</b>	<b>Obtained marks</b>	<b>Vocabulary aspects (Verb-25, Noun-25 Adj-25, Adv-25)</b>
1.	100	51	V-9, N-9, Adj-18, Adv-15
2.	100	49	V-8, N-8, Adj-17, Adv-16
3.	100	43	V-7, N-5, Adj-16, Adv-16
4.	100	36	V-8,N-8, Adj-9, Adv-11
5.	100	31	V-7, N-6, Adj-11, Adv-7
6.	100	31	V-9, N-8, Adj-9, Adv-5
7.	100	27	V-7, N-8, Adj-7, Adv-5
8.	100	26	V-9, N-6, Adj-6, Adv-5
9.	100	24	V-5, N-3, Adj-10, Adv-6
10.	100	21	V-2, N-4, Adj-6, Adv-9
11.	100	19	V-2, N-3, Adj-8, Adv-6
12.	100	18	V-3, N-4, Adj-7, Adv-4
13.	100	15	V-5, N-2, Adj-4, Adv-4
14.	100	14	V-3, N-2, Adj-5, Adv-4
15.	100	13	V-1, N-1, Adj-6, Adv-5
16.	100	13	V-0, N-1, Adj-4, Adv-7
17.	100	10	V-1, N-3, Adj-3, Adv-3
18.	100	10	V-2, N-1, Adj-4, Adv-3
19.	100	8	V-0, N-0, Adj-3, Adv-5
20.	100	8	V-0, N-1, Adj-3, Adv-4
21.	100	6	V-1, N-0, Adj-2, Adv-3
22.	100	5	V-2, N-0, Adj-1, Adv-2
23.	100	3	V-1, N-0, Adj-1, Adv-1
<b>Total</b>	2300	481	V-92, N-83, Adj-160, Adv-146
<b>Mean (Average Score)</b>		20.91	
<b>Median</b>		18	
<b>Mode</b>		8, 10, 13, 31	

The students of grade six received just 481 out of 2300 full marks in the preliminary test, based on the results above. The mean was 20.91, the median was 18 and the mode was 8, 10, 13 and 31. Similarly, one student received the highest score of 51, and the lowest score was 3, which was also attained by one student. In the preliminary test, 10 students scored above average and 13 students scored below average out of a total of 23 students. In the study, I focused on four domains of language (noun, verb, adjective, and adverb), each worth 25 points. According to the data shown above, the majority of the

students received a very poor and unacceptable grade. However, among the four areas of language, the majority of students secured the highest mark in adjective (146) and the lowest mark in noun (83). They made more lexical errors, such as; underneath, intensive, budge, owe, fling, confiscate, sapphire and rumpus. They also answered correctly in words such as flow, heavily, useless, chilly, entirely, eventually, huge and delicious.

#### **4.1.2 Analysis of the 1<sup>st</sup> Progress-test Scores**

After analyzing the preliminary test results, I saw that the students had extremely limited language knowledge. When I taught them using YouTube videos, I found them to be more engaging and eager to learn. This can also be reflected in their outcomes. There is a significant change between the preliminary test and the first progress test, as can be shown. The data of the first progress is shown in table two:

**Table 2**  
**Students' Score in the 1st Progress Test**

S.N.	Full marks	Obtained marks	Vocabulary aspects (Verb-25, Noun-25 Adj-25, Adv-25)
1.	100	67	V-13, N-15, Adj-20, Adv-19
2.	100	66	V-11, N-14, Adj-21, Adv-20
3.	100	62	V-12, N-15, Adj-18, Adv-17
4.	100	61	V-14,N-12, Adj-16, Adv-19
5.	100	59	V-15, N-11, Adj-19, Adv-14
6.	100	58	V-12, N-11, Adj-17, Adv-18
7.	100	57	V-11, N-13, Adj-16, Adv-17
8.	100	56	V-13, N-12, Adj-17, Adv-14
9.	100	54	V-11, N-11, Adj-18, Adv-14
10.	100	51	V-12, N-10, Adj-16, Adv-13
11.	100	51	V-11, N-13, Adj-14, Adv-13
12.	100	50	V-10, N-13, Adj-13, Adv-14
13.	100	49	V-12, N-11, Adj-14, Adv-12
14.	100	46	V-10, N-9, Adj-14, Adv-13
15.	100	42	V-8,N-9, Adj-13, Adv-12
16.	100	40	V-9, N-8, Adj-11, Adv-12
17.	100	39	V-8, N-9, Adj-12, Adv-10
18.	100	35	V-7, N-8, Adj-11, Adv-9
19.	100	34	V-7, N-6, Adj-10, Adv-11
20.	100	33	V-8, N-5, Adj-12, Adv-8
21.	100	32	V-9, N-5, Adj-10, Adv-8
22.	100	30	V-9, N-7, Adj-7, Adv-7
23.	100	30	V-8, N-5, Adj-9, Adv-8
<b>Total</b>	2300	1102	V-240, N-232, Adj-328, Adv-302
<b>Mean(Average Score)</b>		47.91	
<b>Median</b>		50	
<b>Mode</b>		30, 51	

Based on the aforementioned data, the 1st progress test resulted in a score of 112, which is a 27 percent increase over the preliminary test. One student achieved the highest score of 67, while another received the lowest score of 30. The mean was 47.91, the median was 50 and the mode was 30 and 51. According to the data presented above, the average result in the first progress test was 47.91. Out of a total of 23 pupils, 13 scored above average and 10 scored below average marks in the first progress test. I discovered that they struggled with words like banish, harsh, envious, fortune, confiscate and



scurry. They also offered correct answers to words such as appreciate, immediately, tiny, valuable, quickly, eagerly, and so on. Among the four areas of language, they scored 240, 232, 302, and 328 in the verb, noun, adverb, and adjective categories, respectively, indicating that the students' vocabulary knowledge had improved since the preliminary test.

#### **4.1.3 Analysis of the 2<sup>nd</sup> Progress Test Scores**

The first progress test revealed that the YouTube videos aided the students in expanding their vocabulary. Following the first progress test, I resumed teaching using the YouTube videos I had chosen. During the class, I had the students participate in several activities using the videos. Then, after a seven-class break, I performed the second progress test. The scores of the pupils in the second progress test are shown in the table below:

**Table 3**  
**Students' Score in the 2<sup>nd</sup> Progress Test**

S.N.	Full marks	Obtained marks	Vocabulary aspects (Verb-25, Noun-25 Adj-25, Adv-25)
1.	100	81	V-18, N-20, Adj-22, Adv-21
2.	100	80	V-16, N-19, Adj-22, Adv-23
3.	100	79	V-17, N-20, Adj-22, Adv-20
4.	100	75	V-18, N-16, Adj-20, Adv-21
5.	100	73	V-18, N-14, Adj-22, Adv-19
6.	100	73	V-17, N-15, Adj-20, Adv-21
7.	100	72	V-17, N-15, Adj-21, Adv-19
8.	100	70	V-17, N-15, Adj-19, Adv-19
9.	100	69	V-16, N-14, Adj-20, Adv-19
10.	100	68	V-17, N-14, Adj-19, Adv-18
11.	100	68	V-15, N-16, Adj-18, Adv-19
12.	100	67	V-16, N-15, Adj-18, Adv-18
13.	100	67	V-18, N-14, Adj-18, Adv-17
14.	100	67	V-15, N-16, Adj-17, Adv-19
15.	100	66	V-14, N-14 Adj-20, Adv-18
16.	100	65	V-17, N-12, Adj-19, Adv-17
17.	100	63	V-12, N-15, Adj-19, Adv-17
18.	100	63	V-15, N-13, Adj-20, Adv-15
19.	100	62	V-15, N-13, Adj-18, Adv-16
20.	100	61	V-14, N-12, Adj-16, Adv-19
21.	100	60	V-14, N-11, Adj-19, Adv-16
22.	100	60	V-10, N-13, Adj-18, Adv-19
23.	100	59	V-14, N-12, Adj-17, Adv-16
<b>Total</b>	2300	1568	V-360, N-338, Adj-444, Adv-426
<b>Mean(Average Score)</b>		68.17	
<b>Median</b>		67	
<b>Mode</b>		60,63,67,68,73	

The aforementioned result indicates that the students received 1568 out of 2300 full marks on the 2nd progress test, an increase of 47.26 percent and 20.26 percent over the preliminary and first progress tests, respectively. One student had the maximum score of 81, while another student received the lowest score of 59. In the second progress test, the mean was 68.17, the median was 67 and the mode was 60, 63, 67, 68 and 73. There were 11 students who scored above average and 12 students who scored below average out of a total of 23 students. This demonstrates that the pupils' achievement increased in the second progress

test compared to the previous tests. They scored 360, 338, 426, and 448 in the verb, noun, adverb, and adjective categories, respectively, indicating that the majority of students performed better in the second progress test than in the preliminary and 1<sup>st</sup> progress tests.

#### 4.1.4 Analysis of The Final Test Scores

The final test was carried out in the exact same manner as the preliminary test. After the intervention of twenty YouTube videos, the final test was conducted. The final test results are shown in the table below:

**Table 4**  
**Students' Score in the Final Test**

S.N.	Full marks	Obtained marks	Vocabulary aspects (Verb-25, Noun-25, Adj-25, Adv-25)
1.	100	99	V-24, N-25, Adj-25, Adv-25
2.	100	99	V-25, N-24, Adj-25, Adv-25
3.	100	98	V-24, N-24, Adj-25, Adv-25
4.	100	97	V-24, N-23, Adj-25, Adv-25
5.	100	97	V-25, N-23, Adj-25, Adv-24
6.	100	95	V-23, N-23, Adj-25, Adv-24
7.	100	94	V-23, N-22, Adj-24, Adv-25
8.	100	93	V-22, N-23, Adj-25, Adv-23
9.	100	91	V-22, N-21, Adj-24, Adv-24
10.	100	90	V-22, N-21, Adj-24, Adv-23
11.	100	89	V-22, N-21, Adj-23, Adv-23
12.	100	89	V-22, N-22, Adj-22, Adv-23
13.	100	88	V-22, N-21, Adj-23, Adv-22
14.	100	88	V-21, N-20, Adj-24, Adv-23
15.	100	87	V-20, N-20, Adj-24, Adv-23
16.	100	87	V-22, N-20, Adj-23, Adv-22
17.	100	86	V-21, N-19, Adj-23, Adv-23
18.	100	86	V-22, N-21, Adj-22, Adv-21
19.	100	86	V-20, N-19, Adj-23, Adv-24
20.	100	85	V-21, N-20, Adj-21, Adv-23
21.	100	83	V-20, N-19, Adj-23, Adv-21
22.	100	83	V-19, N-21, Adj-22, Adv-21
23.	100	82	V-21, N-19, Adj-21, Adv-21
<b>Total</b>	2300	2072	V-507, N-491, Adj-541, Adv-533
<b>Average Score</b>	90.09		
<b>Median</b>	89		
<b>Mode</b>	83,86,87,88,89,97,99		

More than half of the students achieved a score of 90 out of 100, according to the data. A total of 2072 points out of 2300 were obtained by the students. When compared to the preliminary test, where the highest score was 99 (attained by two students) and the lowest score was 82 (attained by one student), the scoring rate increased by 69.18 percent. The mean was 90.09, the median was 89, and the mode was 83, 86, 87, 88, 89, 97, and 99 for the data shown above. They score 507, 491, 533, and 541 in verb, noun, adverb, and adjective, respectively. As a result, the data show that almost all of the students are making growth in their vocabulary development. YouTube videos have this effect, which makes them more memorable, motivational, and worthwhile. More importantly, almost all of the students scored above 80 percent on the final test, indicating a significant gain in their vocabulary knowledge.

After examining the students' final test, it was found that students obtained low score in the preliminary test due to a lack of appropriate teaching strategies, methods, and resources. Therefore, the role of YouTube videos is found to be fruitful in developing vocabulary of the students. The findings suggest that YouTube videos help in the learning and retention of new vocabulary, as well as improving students' ability to understand and comprehend the target vocabulary. The results of the tests showed that YouTube videos can help students increase their vocabulary by allowing them to understand more through gestures, facial expressions, and audio in the video.

#### **4.2 Holistic Analysis**

This sub-chapter deals with the result in essence the marks obtained by the students in different tests (the preliminary test, the different progress tests and the final test). I, initially, administered the preliminary test to determine the students' current level of vocabulary competency. Then, I intervened my teaching through YouTube videos for developing students' vocabulary. After teaching the vocabularies through YouTube videos for four weeks, I conducted the final test to assess the students' progress in vocabulary development. Each

test had a total score of hundred. The following are the results of a holistic analysis of the students' test scores on several test items:

**Tables 5**

**Holistic Analysis of Test Scores**

<b>Test</b>	<b>Preliminary test</b>	<b>1<sup>st</sup> Progress test</b>	<b>2<sup>nd</sup> Progress test</b>	<b>Final test</b>
Full Marks	2300	2300	2300	2300
Obtained marks	481	1102	1568	2072
Mean	20.91	47.91	68.17	90.09
Median	18	50	67	89
Mode	8,10,13,31	30,51	60,63,67,68,73	83,86,87,88,89,97,99

According to the above-mentioned results, the preliminary test score was 481, (20.91 percent). Similarly, the first progress test resulted in a score of 1102 (47.91 percent), the second progress test resulted in a score of 1568 (68.17 percent), and the final test resulted in a score of 2072, (90.08 percent). In comparison, the statistics revealed the progress of the students' grades. The students' final test scores were much higher than their preliminary test and other progress test scores, according to the findings. Along with the tests' scores, mean, median and mode also increased. This shows that incorporating YouTube videos into the classroom has a considerable influence on students' ability to recognize and comprehend the targeted vocabulary.

According to the findings of the study, students improved their vocabulary knowledge after being taught using YouTube videos, because visual materials capture students' attention and they also enjoyed learning through videos. The uses of YouTube videos in the classroom boosted student participation in the teaching and learning process. In addition, it is found that using YouTube videos actually resulted in the students being highly motivated to watch, read, write, discuss, interact, and take part in the various activities throughout the learning process because students themselves are very curious in learning. They

understand more with gestures, facial expressions along with audio in the video which help them to understand and recall the vocabulary easily. Based on the research findings, I have come to the conclusion that YouTube videos assist students in developing stronger vocabulary knowledge.

### **4.3 Analysis of Classroom Observation**

Students showed curiosity and were naturally driven to participate actively in teaching-learning activities, which resulted in enhancing their vocabulary knowledge, according to my observations, while teaching vocabulary in the classroom using YouTube videos. While teaching vocabulary through YouTube videos, I observed prominent roles of YouTube videos in developing their vocabulary which have been explored under different themes on the basis of my real classroom experiences.

#### **a. YouTube videos attract the attention of the students and motivate them positively in language learning process**

YouTube videos have a positive impact on learning English because the students appear to be highly interested and active in the classroom. I discovered that after teaching the students through YouTube videos, they were excited to learn vocabulary because they enjoyed the videos, which made them pay more attention until the end of the class. While teaching, I would frequently pause the videos and ask them few questions about the words they had seen; at that time, practically all of the students were participating in the responses. Additionally, the learners' curiosity was piqued by the stories' videos. It also plays the role as a facilitator to simplify understanding the lesson's content in general and arouses their interest to develop English vocabulary in a natural setting; because without the help of teacher or any other materials, students themselves can anticipate the meaning of the words by analyzing the gestures, facial expressions in the video. Throughout the research, I found them to be quite curious and engaged in the learning process. They were ecstatic to see the videos. The majority of students expressed satisfaction with YouTube videos as a motivator, admitting that using this resource increases their participation and

curiosity in the classroom. Their final-test results also demonstrated that YouTube videos are effective tools for teaching vocabulary, because the students' vocabulary knowledge had improved significantly after intervention through YouTube videos. Thus, YouTube videos as a fascinating teaching aid in the classroom, it deals with the psychological side of the learners, reducing fear and increasing motivation, which helps to arouse students' involvement and engagement in classroom activities.

**b. Students learn vocabulary joyfully through YouTube videos**

YouTube videos are the new and fascinating instruments for teaching vocabulary because the use of technology in the language classroom has been found to enhance students' achievement and the overall students' participation in language learning. During my observations, I found that all of the students enjoyed the teaching learning activities because the visual content entertained them. During the intervention phase, the students were having a lot of fun and were really interested in what they were doing. They thoroughly enjoyed the class and learned the words without becoming bored. All of the pupils participated enthusiastically, which improved their word power. The majority of the students in the study believed that using YouTube in the classroom to acquire new vocabulary created an appealing and engaging learning environment, as well as motivating them to learn faster and more effectively. According to the students' responses, using YouTube videos in the classroom inspires students to study and increases their attention because they are appealing and entertaining. Therefore, YouTube videos can be regarded as one of the most effective educational and entertaining resources for creating a positive learning atmosphere.

**c. YouTube videos help to retain the vocabulary for long time**

YouTube videos help to recognize and remember new vocabulary. After teaching vocabulary through YouTube videos, I found that YouTube videos had been assisting the learners to develop the vocabulary by enabling them to visual clues. Those visual clues supported them to increase the retention and

recall of the lexical products because videos help to create visual images of the words in learners' mind. Similarly, based on the result of the final-test, I found that the score of the students had been increased dramatically than the preliminary test. Intervention only with text books, I found that there was a less participation of the students in teaching learning process. But during the intervention with YouTube videos, I noticed that students' performance and participation had increased. In addition, the videos enhanced the capacity of the students to remember words by establishing auditory, visual as well as mental links that helps them store the new information in their long term memory. Thus, Watching YouTube videos is creating a good atmosphere which makes learners showing most eager interest to the English class

This study states that if the learners are exposed to YouTube videos, they will develop their vocabulary efficiently and increase their motivation in the classroom. I found that YouTube videos create a most attractive atmosphere which makes the student more motivated and sustain their attention. Learners showed their positive attitude towards the integration of YouTube videos as a teaching aid in the classroom. They indicated that learning through YouTube videos is more interesting than the traditional method. Most of the participants agreed that the practicing English using videos on YouTube regularly and repeatedly may help them to acquire more vocabularies, and listening conversations of the videos assist them to exploit their right pronunciation and provided them with new words to use it in their verbal and non-verbal messages. It is found that using YouTube actually resulted in the students being highly motivated to watch, read, write, discuss, interact and take part in the various activities throughout the learning process. Hence, we can say that YouTube videos can be one of the motivational, beneficial and exciting teaching learning resources that enrich students' vocabulary.



## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

Based on the data analysis and interpretation done in chapter four, I gave the entire conclusion, findings, and some recommendations in this chapter. The following conclusion and recommendation of the study have been drawn based on the analyzed data. I have presented the conclusions, findings and recommendations in the separate headings so that it will be comprehensible for the concerned readers.

#### **5.1 Findings**

On the basis of data analysis and interpretation, the findings are presented. This study was formulated to discover the improvement in vocabulary competency by using YouTube videos which were carried out over the course of four weeks. I chose twenty-three students in grade six from a private school in Dhobighat, Lalitpur district. I also prepared a set of test items to assess the students' vocabulary knowledge. The preliminary test, different progress tests, and the final test were given at the beginning of the study, throughout intervention, and at the conclusion of the treatment period, respectively. They were observed four times over the course of the four weeks period of treatment. The observations were carried out to assess the changes in the participants' vocabulary competency through the implementation of YouTube videos. I examined and analyzed the acquired data after a month of intervention to find out the students' progress in vocabulary development.

Based on the data obtained from the different tests, the following findings have been derived. Here, I have analyzed the data according to the four language aspects (verb, noun, adverb and adjective) which I had focused in the study.

### **1. Noun aspect**

According to the results, the majority of students had trouble in the preliminary test giving the right meaning of the nouns. The students received 83, 232, 338, and 491 out of 575 points in the preliminary test, first progress test, second progress test, and final test, respectively. This demonstrates that the students' achievement improved gradually in the second, third and final tests as comparing to the preliminary test. Most of the students correctly defined words like effort, wrestling, balance, piglet, hunter and others among the offered nouns. Meanwhile, nouns such as despair, sapling, dungeon, rumpus, sapphire and others are challenging because many students made errors in these words throughout the test.

### **2. Verb aspect**

As seen in the data, least score was seen in verbs with 92 out of 575 in the preliminary test. But it showed an exponential improvement when it came to the final test with 507 score. Among the given verbal words; flow, appreciate, save, reward, trunk, lay and other linguistic words were simpler for the students, whereas vocabularies like budge, gnash, confiscate, scurry, banish, fling, and imposter were harder.

### **3. Adjective aspect**

In comparison to the other three elements, the students got the highest score in the adjective aspect, as seen in the data. The students received 160 in the preliminary test, and their scores improved to 328 and 444 in the first and second progress tests, respectively. The students obtained a score of 541 out of 575 in the final test. Students found it easier to write the accurate meanings of words like thirsty, useless, entire, rich, tiny, and horrible, however words like chilly, harsh, envious, and blinding were commonly written incorrectly by the students.

#### **4. Adverb aspect**

In the preliminary test, the highest score was obtained in adverbs by the participants after adjectives, securing 146 correct answers out of 575. The score sharply increased to 302 and 426 in first and second progress tests respectively. In final test, 533 adverbial words were done with correct meanings. Intently, underneath, readily, eagerly, mischievously, steadily and swiftly, are the examples of adverbs that students found difficult, whereas, entirely, inside, immediately, quickly, early and daily, are the examples of adverbs that students correctly completed.

From aforementioned findings, it can be observed that the students made the most mistakes in nouns and the least mistakes in adjectives. The preliminary test revealed that the students committed numerous errors on each form. They even made errors in commonly used terminology. Visual representations, on the other hand, assist students in anticipating the meanings of words and helping them recall them for a long time. That was also evident in their outcome. It is clear that there is a significant difference between the preliminary and the final test.

#### **5.2 Conclusion**

Based on the findings of the study as well as review of the previous literatures, it can be deduced that teachers should be encouraged to use technology in their classroom. The majority of students were positively engaged in all teaching learning activities while being taught through YouTube videos, according to the findings. It was discovered that YouTube videos piqued the students' interest in becoming engaged, as the majority of the students eagerly participated in the activities suggested by the teacher.

I would like to conclude that this study plays vital role to find out the effectiveness of YouTube videos for teaching vocabulary. Teachers can make full use of the pedagogical implications of using YouTube videos in the

classroom. I stressed the importance of YouTube videos for English teachers in making vocabulary instruction interesting, long-lasting, and meaningful.

On the basis of analysis and interpretation of data, the conclusions of the study were presented as follows:

- a. According to the findings, YouTube videos are interesting tools for children to develop their language skills and expand their vocabulary.
- a. YouTube videos help students remember the content of the lesson more effectively, allowing them to retain the vocabulary for a longer-period of time.
- b. YouTube videos encourage students to be more participatory in the classroom by increasing their participation and engagement.
- c. Data analysis and interpretation reveal that YouTube videos drive students in language learning process in a more fascinating and enjoyable manner.
- d. Watching YouTube videos in the classroom has been found to make learning more interesting and meaningful.
- e. It allows students to grasp the meaning of words in an effective manner.
- f. YouTube videos can help students grasp and anticipate the correct meaning of words because they can provide realistic models for students to emulate the dialogue and learn words in context.
- g. YouTube videos can pique people's curiosity and hold their attention longer, resulting in higher knowledge retention.
- h. In conclusion, using YouTube videos to promote vocabulary competency among lower secondary students is an interesting and effective strategy. With careful planning and selection of appropriate videos, students will be able to learn more new terms efficiently.

### **5.3 Recommendation**

Many academics recommend a variety of vocabulary-teaching methods. Using YouTube videos as an effective technique in teaching vocabulary is one of them, according to this study. YouTube videos have long piqued the interest of young learners because they can provide a valuable source of language exposure. In Nepal, cartoons, films, YouTube videos, and television networks impact practically all youngsters from all walks of life. As English language teachers, we should consider a more effective approach of using YouTube videos into language classrooms.

The study will inspire English language teachers to stay up to date with information and communication technology and to utilize YouTube videos as a tool in teaching vocabulary because it provides information on how to use YouTube videos in the classroom. This research is useful not just for new teachers, but also for scholars who want to conduct more research. It will encourage syllabus designers to include YouTube videos as one of the instructional strategies in English language courses. Textbook writers will equally be benefited while devising activities for vocabulary teaching and learning. For a variety of reasons, English teachers can benefit from the availability of this thesis.

The recommendations are divided into policy level, practice level, and further research for policymakers, practitioners, and researchers. So, on the basis of the findings, the following recommendations have been made.

#### **5.2.1 Policy Related**

Policy recommendation is simply written policy advice prepared for some group that has the authority to make decisions, whether that is a cabinet, council, committee or other body. Furthermore, it is the primary way by which most levels of government make policy decisions. Many policies are developed in Nepal without appropriate analysis, and they are revised almost shortly after

they are formulated. In this context, the current research is being conducted to determine the effectiveness of YouTube videos in the teaching of vocabulary.

The major recommendations for policy level are given below:

- a. YouTube videos are effective vocabulary-building tools. Therefore, syllabus designers, methodologists, and teachers should be encouraged to use YouTube videos in language classrooms.
- b. Curriculum developers and textbook designers should select the relevant activities to support the use of YouTube videos in the classroom.
- c. Teachers who teach English or non-English subjects in schools should be aware of how to effectively use YouTube videos in the classroom. It would be better if the concerned body conducted various teacher trainings on how to use such teaching resources in an appropriate manner.
- d. In addition, school management should be more cooperative in terms of using YouTube in the classroom. The school administration is responsible for providing all of the necessary facilities and conditions, such as Internet access and classroom organization in order to enable them to use ICT materials like YouTube videos in the classroom.
- e. If the CDC develops visual-based exercises, it will be easier to get optimum achievement in teaching vocabulary.

### **5.2.2 Practice Related**

The following practice level related recommendations are made on the basis of the analysis and interpretation of the data. The studies analyzed the research which is directly related to the practice field of ELT. Therefore, this study and its findings will be very helpful for the stakeholder and the practitioners of ELT. Such as: teachers, textbook writers, material producers. The following are the study's primary recommendations at this level:

- a. Students performed relatively better in the progress tests and the final test, according to this study. Thus, I would advise English language teachers to employ YouTube videos in their classrooms to help pupils improve their vocabulary.
- b. To implement this technique in school level effectively, teachers should be trained and provided with sufficient teaching materials.
- c. In addition, by providing EFL learners with the opportunity to acquire more vocabularies, teachers should attempt to create a cognitive learning by engaging the students in learning using interesting video activities that foster the sense of challenges among them to meet their expectation.
- d. Based on my observations, I discovered that YouTube videos drew students' attention to instructional learning activities and also helped them grasp more through gestures, facial expressions, and audio in the videos. As a result, the instructor should use it to inspire, motivate, and engage students in their studies.
- e. According to the findings, using YouTube videos in an ELT classroom is an effective way to teach vocabulary. Therefore, it should be practiced and adopted in every school to help children expand their vocabulary.
- f. Finding and selecting the appropriate videos is the most important step for both teachers and students. For this reason, I believe it would be beneficial to subscribe to channels that provide reliable educational lessons in order to improve learning and teaching.

### **5.2.3 Further Research Related**

The present study is qualitative research based on action research design. This study would be highly directive for further research. The findings of this research will provide as valuable secondary resource materials for other researchers who are interested in conducting research in relevant topic. This study is mainly focused on role of YouTube videos in developing students' vocabulary knowledge.

It is equally important to the further works that will be carried out in the future in the field of vocabulary. It will also be a secondary source for them. They can learn about data analysis methodologies, research design, and for empirical literature. The major recommendations of this level are as follows:

- a. Twenty-three students of Yashaswi Gurukul English School were included in the study. However, further research can be carried out with more number of students and more academic institutions.
- b. In this study, twenty videos were used. The length of each video was different. If the duration of the videos is equivalent in length to the duration of the class, the students will have adequate time for other learning activities.
- c. This research used downloaded YouTube videos and used the same videos exactly to the students without modifying them. However, it would be better to modify the videos according to the class time and highlight the important vocabularies.
- d. This research was limited to the vocabulary teaching only. Similar type of research can be carried out on other areas like word formation, grammar, and word meaning.
- e. Furthermore, suggestions can be made to other researchers to undertake further research that can enhance this research because it can be broadened and expanded to various subjects and circumstances.
- f. Finally, I acknowledge that this work may not be perfect, because of that, constructive criticism and recommendations are highly anticipated in order to improve the thesis. Hopefully, this will be beneficial to us and contribute positively to the English language learning context.



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## APPENDICES

### Appendix I

#### List of Videos

S.N	Names & Links of the Videos	Length (Min.)	Vocabulary Aspects	Vocabularies
1.	Bad Habit (T-Series Kids Hut)	5:15	Noun-2, Verb-2, Adjective-1	Sapling, Effort, Forgive, Budge, Unhealthy
2.	The Adventure of Tom Sawyer (T-Series Kids Hut)	14:35	Adverb-3, Verb-2	Swiftly, Quickly, Entire, Skip, Fling
3.	Goose That Laid the Golden Eggs (T-Series Kids Hut)	4:17	Adverb-3, Verb-2	Steadily, Eventually, Enough, Lay, Gather
4.	The Giving Tree (The English Fairy Tales)	13:45	Noun-1, Adverb-3, Adjective-1	Outskirts, Graciously, Intently, Eagerly, Tired
5.	Beauty and The Beast (T-Series Kids Hut)	17:42	Noun-2, Adverb-2, Adjective-1	Dungeon, Explosion, Forever, Ferociously, Scary
6.	The Needle Tree (T-Series Kids Hut)	6:02	Verb-1, Adverb-1, Adjective-3	Hack, Entirely, Disappointed, Worried, Unable
7.	Happy Prince (T-Series Kids Hut)	14:02	Noun-2, Verb-1, Adverb-1, Adjective-1	Sapphire, Despair, Pluck, Foolishly, Chilly
8.	The Red Rose (T-Series Kids Hut)	4:33	Noun-1, Verb-1, Adverb-1, Adjective-2	Thorns, Appreciate, Early, Thirsty, Proud
9.	A Glass of Milk (T-Series Kids Hut)	5:45	Noun-1, Verb-1, Adverb-2, Adjective-1	Savior, Reveal, Immediately, Daily, Intensive



10.	Sand and Stone (T-Series Kids Hut)	5:35	Noun-2, Verb-2, Adjective-1	Oasis, Wrestling, Conserve, Owe, Harsh
11.	The Hungry Fox Stuck in the Tree (T-Series Kids Hut)	4:32	Noun-2, Verb-1, Adverb-1, Adjective-1	Edge, Trunk, Roam, Curiously, Stick
12.	The Sun, Moon and Wind Go Out for Dinner (T-Series Kids Hut)	5:29	Noun-2, Verb-1, Adjective-2	Curse, Thunder, Serve, Delicious, Blinding
13.	The Goose Girl (T-Series Kids Hut)	8:41	Noun-1, Verb-1, Adjective-3	Imposter, Banish, Gentle, Horrible, Onward
14.	The Town Mouse and The Country Mouse (T-Series Kids Hut)	6:02	Noun-1, Verb- 1, adverb-1, Adjective- 2	Security, Scurry, Readily, Humble, Envious
15.	The Elephant and The Ant (T-Series Kids Hut)	6:27	Adverb-1, Adjective-4	Quietly, Huge, Tiny, Useless, Ill-tempered
16.	The Dove and The Ant (T-Series Kids Hut)	4:17	Noun-2, Verb-2, Adjective-1	Balance, Hunter, Flow, Save, Inside
17.	The Magic Pot (T-Series Kids Hut)	8:34	Noun-2, Verb-2 Adjective-1	Treasury, Fortune, Confiscate, Research, Underneath
18.	Winnie the Pooh (T-Series Kids Hut)	7:16	Noun-1, Verb-2, Adverb-2	Piglet, Deserve, Slip, Heavily, Hurriedly
19.	Where the Wild Things Are (T-Series Kids Hut)	7:05	Noun-2, Verb-2, Adverb-1	Island, Rumpus, Gnash, Sail, Mischievously
20.	The Bundle of Stick (T-Series Kids Hut)	5:27	Noun-1, Verb-1, Adjective-2, Adverb-1	Bundle, Reward, Valuable, Rich, Possibly

**Appendix II**  
**Lesson Plan-One**

School's name: YashaswiGurukul English School	Date: 2076-09-13
Grade: Six	Video's length: 5:14m
Video: Bad habit	Time: 45min.
Teaching item: Vocabulary	Students' number: 23
Teacher's name: SangitaDulal	Period: 8th
Link: (T-Series Kids Hut)	

1. Specific objective: On the completion of this lesson, the students will be able to:
  - a. Tell the meaning of the following words:  
Sapling, Effort, Forgive, Budge, Unhealthy
2. Teaching materials:
  - i. Printed text ii. Computer iii. YouTube videos
3. Teaching Learning Activities:
  - a. Pre-video discussion (10min)
    - ) At first, I will tell one of the short stories to warm up the students.
    - ) After that I will provide a list of words and ask them to underline those words in the printed text.
  - b. Video- discussion (15min)
    - ) I will play the video clip.
    - ) I will stop the clip at any scene where those words are used.
  - c. Post-video discussion (10min)
    - ) After the completion of the video clip, I will set a time for reflection on what was the scene.
    - ) I will provide some time to the students to discuss those words' meanings in a group.
4. Evaluation (10min)
  - a. Tell the meaning of these words:  
Sapling, Effort, Forgive, Budge, Unhealthy

### Lesson Plan-Two

School's name: YashaswiGurukul English School

Date: 2076-09-14

Grade: Six

Video's length: 14:34m.

Video: The Adventure of Tom-Sawyer

Time: 45min.

Teaching item: Vocabulary

Students' number: 23

Teacher's name: SangitaDulal

Period: 8<sup>th</sup>

Link: (T-Series Kids Hut)

1. Specific objective: On the completion of this lesson, the students will be able to:
  - a. Tell the meaning of the following words:  
Swiftly, Quickly, Entire, Skip, Fling
2. Teaching materials:
  - i. Printed text
  - ii. Computer
  - iii. YouTube videos
3. Teaching Learning Activities:
  - a. Pre-video discussion (5min)
    - ) At first, I will warm of the students by showing some of the interesting part of the video.
    - ) After that I will provide a list of words and ask them to underline those words in the printed text.
  - b. Video discussion (25min)
    - ) I will play the video clip.
    - ) I will stop the clip at any scene where those words are used.
  - c. Post-video discussion (10min)
    - ) After the completion of the video clip, I will set a time for reflection on what was the scene.
    - ) I will also provide some time to the students to discuss those words' meanings in a group.
4. Evaluation (5min)
  - a. Tell the meaning of these words:  
Swiftly, Quickly, Entire, Skip, Fling

### Lesson Plan-Three

School's name: YashaswiGurukul English School      Date: 2076-09-15  
Grade: Six      Video's length: 4:17m.  
Video: Goose that laid the golden eggs      Time: 45min.  
Teaching item: Vocabulary      Students' number: 23  
Teacher's name: SangitaDulal      Period: 8th  
Link: (T-Series Kids Hut)

1. Specific objective: On the completion of this lesson, the students will be able to:
  - a. Tell the meaning of the following words:  
Steadily, Eventually, Lay, Enough, Gather
2. Teaching materials:
  - i. Printed text    ii. Computer    iii. YouTube videos
3. Teaching Learning Activities:
  - a. Pre-video discussion (10min)
    - ) At first, I will warm of the students by asking some questions from the previous class.
    - ) After that, I will provide a list of words and ask them to underline those words in the printed text.
  - b. Video-discussion (15min)
    - ) I will play the video clip.
    - ) I will stop the clip at any scene where those words are used.
  - c. Post-video discussion (10min)
    - ) After the completion of the video clip, I will set a time for reflection on what was the scene.
    - ) I will also provide some time to the students to discuss those words' meanings in a group.
4. Evaluation (10min)
  - a. Tell the meaning of these words:  
Steadily, Eventually, Lay, Enough, Gather

### Lesson Plan-Four

School's name: YashaswiGurukul English School      Date: 2076-09-16  
Grade: Six      Video's length: 13:45m.  
Video: The Giving Tree      Time: 45min.  
Teaching item: Vocabulary      Students' number: 23  
Teacher's name: SangitaDulal      Period: 8th  
Link: (The English Fairy Tales)

1. Specific objective: On the completion of this lesson, the students will be able to:
  - a. Tell the meaning of the following words:  
Graciously, Intently, Eagerly, outskirts, Tired
2. Teaching materials:
  - i. Printed text    ii. Computer    iii. YouTube videos
3. Teaching Learning Activities:
  - a. Pre-video discussion (10 min)
    - ) At first, I will warm of the students by showing some interesting parts from the previous episode.
    - ) After that I will provide a list of words and ask them to underline those words in the printed text.
  - b. Video-discussion (20min)
    - ) I will play the video clip.
    - ) I will stop the clip at any scene where those words are used.
  - c. Post-video discussion (10min)
    - ) After the completion of the video clip, I will set a time for reflection on what was the scene.
    - ) I will also provide some time to the students to discuss those words' meanings in a group.
4. Evaluation (5min)
  - a. Tell the meaning of these words:  
Graciously, intently, Eagerly, Outskirts, Tired

### Lesson Plan-Five

School's name: YashaswiGurukul English School      Date: 2076-09-17  
Grade: Six      Video's length: 17:42m.  
Video: Beauty and the beast      Time: 45min.  
Teaching item: Vocabulary      Students' number: 23  
Teacher's name: SangitaDulal      Period: 8th  
Link: (T-Series Kids Hut)

1. Specific objective: On the completion of this lesson, the students will be able to:
  - a. Tell the meaning of the following words:  
Scary, Dungeon, Explosion, Forever, Ferocious
2. Teaching materials:
  - i. Printed text    ii. Computer    iii. YouTube videos
3. Teaching Learning Activities:
  - a. Pre-video activities (10min)
    - ) At first, I will warm of the students by showing some interesting parts from the previous episode.
    - ) After that I will provide a list of words and ask them to underline those words in the printed text.
  - b. Video-discussion (20min)
    - ) I will play the video clip.
    - ) I will stop the clip at any scene where those words are used.
  - c. Post-video discussion (10min)
    - ) After the completion of the video clip, I will set a time for reflection on what was the scene.
    - ) I will also provide some time to the students to discuss those words' meanings in a group.
4. Evaluation (5min)
  - a. Tell the meaning of these words:  
Scary, Dungeon, Explosion, Forever, Ferocious

### Lesson Plan-Six

School's name: YashaswiGurukul English School	Date: 2076-09-18
Grade: Six	Video's length: 6:02m
Video: The Needle Tree	Time: 45min.
Teaching item: Vocabulary	Students' number: 23
Teacher's name: SangitaDulal	Period: 8th
Link: (T-Series Kids Hut)	

1. Specific objective: On the completion of this lesson, the students will be able to:
  - a. Tell the meaning of the following words:  
Dissappointed, Hack, Worried, Unable, Entirely
2. Teaching materials:
  - i. Printed text
  - ii. Computer
  - iii. YouTube videos
3. Teaching Learning Activities:
  - a. Pre-video discussion (10 min)
    - ) At first, I will tell one of the short stories to warm up the students.
    - ) After that I will provide a list of words and ask them to underline those words in the printed text.
  - b. Video- discussion (15min)
    - ) I will play the video clip.
    - ) I will stop the clip at any scene where those words are used.
  - c. Post-video discussion (10min)
    - ) After the completion of the video clip, I will set a time for reflection on what was the scene.
    - ) I will provide some time to the students to discuss those words' meanings in a group.
4. Evaluation (10min)
  - a. Tell the meaning of these words:  
Dissappointed, Hack, Worried, Unable, Entirely

### Lesson Plan-Seven

School's name: YashaswiGurukul English School

Date: 2076-09-20

Grade: Six

Video's length: 14:02m.

Video: Happy Prince

Time: 45min.

Teaching item: Vocabulary

Students' number: 23

Teacher's name: SangitaDulal

Period: 8th

Link: (T-Series Kids Hut)

1. Specific objective: On the completion of this lesson, the students will be able to:
  - a. Tell the meaning of the following words:  
Chilly, Sapphire, pluck, Despair, Foolishly
2. Teaching materials:
  - i. Printed text
  - ii. Computer
  - iii. YouTube videos
3. Teaching Learning Activities:
  - a. Pre-video discussion (10min)
    - ) At first, I will warm of the students by showing some of the interesting parts of the video.
    - ) After that I will provide a list of words and ask them to underline those words in the printed text.
  - b. Video discussion (20min)
    - ) I will play the video clip.
    - ) I will stop the clip at any scene where those words are used.
  - c. Post-video discussion (10min)
    - ) After the completion of the video clip, I will set a time for reflection on what was the scene.
    - ) I will also provide some time to the students to discuss those words' meanings in a group.
4. Evaluation (5min)
  - a. Tell the meaning of these words:  
Chilly, Sapphire, pluck, Despair, Foolishly



### Lesson Plan-Eight

School's name: YashaswiGurukul English School  
Grade: Six  
Video: The Red Rose  
Teaching item: Vocabulary  
Teacher's name: SangitaDulal  
Link: (T-Series Kids Hut)

Date: 2076-09-22  
Video's length: 13:04m.  
Time: 45min.  
Students' number: 23  
Period: 8th

1. Specific objective: On the completion of this lesson, the students will be able to:
  - a. Tell the meaning of the following words:  
Early, Thirsty, Appreciate, Thorns, Proud
2. Teaching materials:
  - i. Printed text
  - ii. Computer
  - iii. YouTube videos
3. Teaching Learning Activities:
  - a. Pre-video discussion (5min)
    - ) At first, I will warm of the students by asking some questions from the previous class.
    - ) After that, I will provide a list of words and ask them to underline those words in the printed text.
  - b. Video-discussion (25 min)
    - ) I will play the video clip.
    - ) I will stop the clip at any scene where those words are used.
  - c. Post-video discussion (10min)
    - ) After the completion of the video clip, I will set a time for reflection on what was the scene.
    - ) I will also provide some time to the students to discuss those words' meanings in a group.
4. Evaluation (5min)
  - a. Tell the meaning of these words:  
Early, Thirsty, Appreciate, Thorns, Proud

### Lesson Plan-Nine

School's name: YashaswiGurukul English School      Date: 2076-09-23  
Grade: Six      Video's length: 5:45m.  
Video: A Glass of Milk      Time: 45min.  
Teaching item: Vocabulary      Students' number: 23  
Teacher's name: SangitaDulal      Period: 8th  
Link: (T-Series Kids Hut)

1. Specific objective: On the completion of this lesson, the students will be able to:
  - a. Tell the meaning of the following words:  
Immediately, Daily, Savior, Reveal, Intensive
2. Teaching materials:
  - i. Printed text    ii. Computer    iii. YouTube videos
3. Teaching Learning Activities:
  - a. Pre-video discussion (10 min)
    - ) At first, I will warm of the students by showing some interesting parts from the previous episode.
    - ) After that I will provide a list of words and ask them to underline those words in the printed text.
  - b. Video-discussion (15min)
    - ) I will play the video clip.
    - ) I will stop the clip at any scene where those words are used.
  - c. Post-video discussion (10min)
    - ) After the completion of the video clip, I will set a time for reflection on what was the scene.
    - ) I will also provide some time to the students to discuss those words' meanings in a group.
4. Evaluation (10min)
  - a. Tell the meaning of these words:  
Immediately, Daily, Savior, Reveal, Intensive

### Lesson Plan-Ten

School's name: YashaswiGurukul English School	Date: 2076-09-24
Grade: Six	Video's length: 5:35m.
Video: Sand and Stone	Time: 45 min
Teaching item: Vocabulary	Students' number: 23
Teacher's name: SangitaDulal	Period: 8 <sup>th</sup>
Link: (T-Series Kids Hut)	

1. Specific objective: On the completion of this lesson, the students will be able to:
  - a. Tell the meaning of the following words:  
Oasis, Conserve, Harsh, Owe, Wrestling
2. Teaching materials:
  - i. Printed text
  - ii. Computer
  - iii. YouTube videos
3. Teaching Learning Activities:
  - a. Pre-video activities (10min)
    - ) At first, I will warm of the students by showing some interesting parts from the previous episode.
    - ) After that I will provide a list of words and ask them to underline those words in the printed text.
  - b. Video-discussion (15min)
    - ) I will play the video clip.
    - ) I will stop the clip at any scene where those words are used.
  - c. Post-video discussion (10min)
    - ) After the completion of the video clip, I will set a time for reflection on what was the scene.
    - ) I will also provide some time to the students to discuss those words' meanings in a group.
4. Evaluation (10min)
  - a. Tell the meaning of these words:  
Oasis, Conserve, Harsh, Owe, Wrestling

### Lesson Plan-Eleven

School's name: YashaswiGurukul English School	Date: 2076-09-25
Grade: Six	Video's length: 4:32m
Video: The Hungry Fox Stuck in the Tree	Time: 45 min.
Teaching item: Vocabulary	Students' number: 23
Teacher's name: SangitaDulal	Period: 8th
Link: (T-Series Kids Hut)	

1. Specific objective: On the completion of this lesson, the students will be able to:
  - a. Tell the meaning of the following words:  
Stick, Roam, Edge, Curiously, Trunk
2. Teaching materials:
  - i. Printed text
  - ii. Computer
  - iii. YouTube videos
3. Teaching Learning Activities:
  - a. Pre-video discussion (10 min)
    - ) At first, I will tell one of the short stories to warm up the students.
    - ) After that I will provide a list of words and ask them to underline those words in the printed text.
  - b. Video- discussion (15min)
    - ) I will play the video clip.
    - ) I will stop the clip at any scene where those words are used.
  - c. Post-video discussion (10min)
    - ) After the completion of the video clip, I will set a time for reflection on what was the scene.
    - ) I will provide some time to the students to discuss those words' meanings in a group.
4. Evaluation (10min)
  - a. Tell the meaning of these words:  
Stick, Roam, Edge, Curiously, Trunk

### Lesson Plan-Twelve

School's name: YashaswiGurukul English School      Date: 2076-09-27  
Grade: Six      Video's length: 5:29m.  
Video: The Sun, Moon and Wind Go Out for Dinner      Time: 45min.  
Teaching item: Vocabulary      Students' number: 23  
Teacher's name: SangitaDulal      Period: 8th  
Link: (T-Series Kids Hut)

1. Specific objective: On the completion of this lesson, the students will be able to:
  - a. Tell the meaning of the following words:  
Curse, Delicious, Thunder, Serve, Blinding
2. Teaching materials:
  - i. Printed text    ii. Computer    iii. YouTube videos
3. Teaching Learning Activities:
  - a. Pre-video discussion (10min)
    - ) At first, I will warm of the students by showing some of the interesting part of the video.
    - ) After that I will provide a list of words and ask them to underline those words in the printed text.
  - b. Video discussion (15min)
    - ) I will play the video clip.
    - ) I will stop the clip at any scene where those words are used.
  - c. Post-video discussion (10min)
    - ) After the completion of the video clip, I will set a time for reflection on what was the scene.
    - ) I will also provide some time to the students to discuss those words' meanings in a group.
4. Evaluation (10min)
  - a. Tell the meaning of these words:  
Curse, Delicious, Thunder, Serve, Blinding

### Lesson Plan-Thirteen

School's name: YashaswiGurukul English School      Date: 2076-09-28  
Grade: Six      Video's length: 8:41m.  
Video: The Goose Girl      Time: 45min.  
Teaching item: Vocabulary      Students' number: 23  
Teacher's name: SangitaDulal      Period: 8th  
Link: (T-Series Kids Hut)

1. Specific objective: On the completion of this lesson, the students will be able to:
  - a. Tell the meaning of the following words:  
Imposter, Gentle, Horrible, Banish, Onward
2. Teaching materials:
  - i. Printed text    ii. Computer    iii. YouTube videos
3. Teaching Learning Activities:
  - a. Pre-video discussion (10min)
    - ) At first, I will warm of the students by asking some questions from the previous class.
    - ) After that, I will provide a list of words and ask them to underline those words in the printed text.
  - b. Video-discussion (15min)
    - ) I will play the video clip.
    - ) I will stop the clip at any scene where those words are used.
  - c. Post-video discussion (10min)
    - ) After the completion of the video clip, I will set a time for reflection on what was the scene.
    - ) I will also provide some time to the students to discuss those words' meanings in a group.
4. Evaluation (10min)
  - a. Tell the meaning of these words:  
Imposter, Gentle, Horrible, Banish, Onward

### Lesson Plan-Fourteen

School's name: YashaswiGurukul English School      Date: 2076-09-29  
Grade: Six      Video's length: 6:02m.  
Video: The Town Mouse and The Country Mouse      Time: 45min.  
Teaching item: Vocabulary      Students' number: 23  
Teacher's name: SangitaDulal      Period: 8th  
Link: (T-Series Kids Hut)

1. Specific objective: On the completion of this lesson, the students will be able to:
  - a. Tell the meaning of the following words:  
Readily, Humble, Envious, Scurry, Security
2. Teaching materials:
  - i. Printed text    ii. Computer    iii. YouTube videos
3. Teaching Learning Activities:
  - a. Pre-video discussion (10 min)
    - ) At first, I will warm of the students by showing some interesting parts from the previous episode.
    - ) After that I will provide a list of words and ask them to underline those words in the printed text.
  - b. Video-discussion (15min)
    - ) I will play the video clip.
    - ) I will stop the clip at any scene where those words are used.
  - c. Post-video discussion (10min)
    - ) After the completion of the video clip, I will set a time for reflection on what was the scene.
    - ) I will also provide some time to the students to discuss those words' meanings in a group.
4. Evaluation (10min)
  - a. Tell the meaning of these words:  
Readily, Humble, Envious, Scurry, Security

### Lesson Plan-Fifteen

School's name: YashaswiGurukul English School      Date: 2076-09-02  
Grade: Six      Video's length: 6:27m.  
Video: The Elephant and The Ant      Time: 45min.  
Teaching item: Vocabulary      Students' number: 23  
Teacher's name: SangitaDulal      Period: 8<sup>th</sup>  
Link: (T-Series Kids Hut)

1. Specific objective: On the completion of this lesson, the students will be able to:
  - a. Tell the meaning of the following words:  
Huge, Tiny, Useless, Ill-tempered, Quietly
2. Teaching materials:
  - i. Printed text    ii. Computer    iii. YouTube videos
3. Teaching Learning Activities:
  - a. Pre-video activities (10min)
    - ) At first, I will warm of the students by showing some interesting parts from the previous episode.
    - ) After that I will provide a list of words and ask them to underline those words in the printed text.
  - b. Video-discussion (15min)
    - ) I will play the video clip.
    - ) I will stop the clip at any scene where those words are used.
  - c. Post-video discussion (10min)
    - ) After the completion of the video clip, I will set a time for reflection on what was the scene.
    - ) I will also provide some time to the students to discuss those words' meanings in a group.
4. Evaluation (10min)
  - a. Tell the meaning of these words:  
Huge, Tiny, Useless, Ill-tempered, Quietly



### Lesson Plan-Sixteen

School's name: YashaswiGurukul English School	Date: 2076-09-03
Grade: Six	Video's length: 4:17m
Topic: The Dove and The Ant	Time: 45 min.
Teaching item: Vocabulary	Students' number: 23
Teacher's name: SangitaDulal	Period: 8th
Link: (T-Series Kids Hut)	

1. Specific objective: On the completion of this lesson, the students will be able to:
  - a. Tell the meaning of the following words:  
Inside, Flow, Balance, Hunter, Save
2. Teaching materials:
  - i. Printed text
  - ii. Computer
  - iii. YouTube videos
3. Teaching Learning Activities:
  - a. Pre-video discussion (10 min)
    - ) At first, I will tell one of the short stories to warm up the students.
    - ) After that I will provide a list of words and ask them to underline those words in the printed text.
  - b. Video- discussion (15min)
    - ) I will play the video clip.
    - ) I will stop the clip at any scene where those words are used.
  - c. Post-video discussion (10min)
    - ) After the completion of the video clip, I will set a time for reflection on what was the scene.
    - ) I will provide some time to the students to discuss those words' meanings in a group.
4. Evaluation (10min)
  - a. Tell the meaning of these words:  
Inside, Flow, Balance, Hunter, Save

### Lesson Plan-Seventeen

School's name: YashaswiGurukul English School      Date: 2076-09-05  
Grade: Six      Video's length: 8:34m.  
Video: The Magic      Time: 45min  
Teaching item: Vocabulary      Students' number: 23  
Teacher's name: SangitaDulal      Period: 8th  
Link:(T-Series Kids Hut)

1. Specific objective: On the completion of this lesson, the students will be able to:
  - a. Tell the meaning of the following words:  
Underneath, Confiscate, Treasury, Fortune, Research
2. Teaching materials:
  - i. Printed text
  - ii. Computer
  - iii. YouTube videos
3. Teaching Learning Activities:
  - a. Pre-video discussion (10min)
    - ) At first, I will warm of the students by showing some of the interesting part of the video.
    - ) After that I will provide a list of words and ask them to underline those words in the printed text.
  - b. Video discussion (15min)
    - ) I will play the video clip.
    - ) I will stop the clip at any scene where those words are used.
  - c. Post-video discussion (10min)
    - ) After the completion of the video clip, I will set a time for reflection on what was the scene.
    - ) I will also provide some time to the students to discuss those words' meanings in a group.
4. Evaluation (10min)
  - a. Tell the meaning of these words:  
Underneath, Confiscate, Treasury, Fortune, Research

### Lesson Plan-Eighteen

School's name: YashaswiGurukul English School      Date: 2076-09-06  
Grade: Six      Video's length: 7:16m.  
Video: Winnie the Pooh      Time: 45min.  
Teaching item: Vocabulary      Students' number: 23  
Teacher's name: SangitaDulal      Period: 8th  
Link: (T-Series Kids Hut)

1. Specific objective: On the completion of this lesson, the students will be able to:
  - a. Tell the meaning of the following words:  
Heavily, Deserve, Slip, Hurriedly, Piglet
2. Teaching materials:
  - i. Printed text    ii. Computer    iii. YouTube videos
3. Teaching Learning Activities:
  - a. Pre-video discussion (10 min)
    - ) At first, I will warm of the students by asking some questions from the previous class.
    - ) After that, I will provide a list of words and ask them to underline those words in the printed text.
  - b. Video-discussion (15 min)
    - ) I will play the video clip.
    - ) I will stop the clip at any scene where those words are used.
  - c. Post-video discussion (10min)
    - ) After the completion of the video clip, I will set a time for reflection on what was the scene.
    - ) I will also provide some time to the students to discuss those words' meanings in a group.
4. Evaluation (10min)
  - a. Tell the meaning of these words:  
Heavily, Deserve, Slip, Hurriedly, Piglet

### Lesson Plan-Nineteen

School's name: YashaswiGurukul English School      Date: 2076-09-07  
Grade: Six      Video's length: 7:05m.  
Topic: Where the Wild Things Are      Time: 45min.  
Teaching item: Vocabulary      Students' number: 23  
Teacher's name: SangitaDulal      Period: 8th  
Link:(T-Series Kids Hut)

1. Specific objective: On the completion of this lesson, the students will be able to:
  - a. Tell the meaning of the following words:  
Mischievously, Rumpus, Gnash, Island, Sail
2. Teaching materials:
  - i. Printed text    ii. Computer    iii. YouTube videos
3. Teaching Learning Activities:
  - a. Pre-video discussion (10 min)
    - ) At first, I will warm of the students by showing some interesting parts from the previous episode.
    - ) After that I will provide a list of words and ask them to underline those words in the printed text.
  - b. Video-discussion (15min)
    - ) I will play the video clip.
    - ) I will stop the clip at any scene where those words are used.
  - c. Post-video discussion (10min)
    - ) After the completion of the video clip, I will set a time for reflection on what was the scene.
    - ) I will also provide some time to the students to discuss those words' meanings in a group.
4. Evaluation (10min)
  - a. Tell the meaning of these words:  
Mischievously, Rumpus, Gnash, Island, Sail

### Lesson Plan-Twenty

School's name: YashaswiGurukul English School      Date: 2076-09-08  
Grade: Six      Video's length: 5:27m.  
Video: The Bundle of Sticks      Time: 45min.  
Teaching item: Vocabulary      Students' number: 23  
Teacher's name: SangitaDulal      Period: 8th  
Link: (T-Series Kids Hut)

1. Specific objective: On the completion of this lesson, the students will be able to:
  - a. Tell the meaning of the following words:  
Valuable, Rich, Bundle, Reward, Possibly
2. Teaching materials:
  - i. Printed text    ii. Computer    iii. YouTube videos
3. Teaching Learning Activities:
  - a. Pre-video activities (10min)
    - ) At first, I will warm of the students by showing some interesting parts from the previous episode.
    - ) After that I will provide a list of words and ask them to underline those words in the printed text.
  - b. Video-discussion (15min)
    - ) I will play the video clip.
    - ) I will stop the clip at any scene where those words are used.
  - c. Post-video discussion (10min)
    - ) After the completion of the video clip, I will set a time for reflection on what was the scene.
    - ) I will also provide some time to the students to discuss those words' meanings in a group.
4. Evaluation (10min)
  - a. Tell the meaning of these words:  
Valuable, Rich, Bundle, Reward, Possibly