

CHAPTER ONE

INTRODUCTION

This research entitled “Effectiveness of Using Videos in Teaching Listening” has been conducted to find out the effectiveness of the use of videos in teaching listening skill. This chapter includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms.

1.1 Background of the Study

Language teaching involves different aspects and skills. Language skills simply refer to the strategic competence for teaching the components of language in communicative situation or context, (Harmer, 2008). There are four language skills in English language which help to become a proficient language learner of English. The four different skills of English language are listening, speaking, reading and writing. These four skills are categorized as productive and receptive skills.

Listening skill is the receptive skill which refers the ability to listen, comprehend and use the form of spoken or written activity in a certain context. Listening activities take place either in interactive listening situation; two ways conversation which includes telephone conversation and face to face conversation or in non-interactive situation; listening to the radio, T.V, films etc. Normally, listening skill is done using different materials such as videos, audios, tape recorder, cassette player, conversation.

Listening skill makes students comprehend their learning through listening. Ur (2009), says about the goal of teaching listening and its effectiveness in language learning. According to her, “teaching listening means to enable the students to cope with the listening situation that are mostly encountered in their

real life”. Therefore, listening skill is the key skill which occurs in the day to day communications and activities of human beings.

Listening skill is an important aspect of teaching language and for teaching listening skill to the students, visual aids become more effective and goal oriented. It has become the more powerful tool that can be used for language teaching purpose. The use of videos in language classroom motivates and triggers learners. It doesn't only help learners but also helps teachers in language classes as well, z(Harmer, 2008).

However, if we talk about the context of Nepal regarding English language teaching and learning, listening skill is not given much emphasis. The use of videos in teaching listening skills seems far cry till now. Visual representation of any subject matter stimulates reader to learn in a better way. In such context, the adoption of new techniques in the classroom to teach language can be effective. So, this study has dealt with the effectiveness of use of videos to teach listening skill in government aided school.

1.2 Statement of the Problem

Listening skill is a very important part of teaching English language. It is mostly focused worldwide. People can learn any language when they hear that language rather than reading the text. For teaching English videos are used in the classroom for effective teaching.

If we talk about the context of Nepal, listening skill is not focused though syllabus has been granted. At the school level especially community schools, listening skill is not focused because of technical problems. When the researcher was a student, listening activity was not done in the class. But during the board exam of S.L.C. only, the researcher acquainted with listening test by listening tape recorder. It was very difficult for the researcher to understand the text at once as we had not practiced before.

Therefore, in the context of Nepal, videos become effective medium to teach listening skill. Videos are the visual materials which contain video as well as audio (acoustic). Students can see and listen at the same time and it helps to develop interest among learners. Short stories, short films, documentaries, speech, conversation are available in various visual forms. Videos materials can be brought in the classroom to make effective listening. Therefore, the researcher had conducted research in this area of listening to find the effectiveness of videos in better rating learning achievement.

1.3 Objectives of the Study

This study had attempted the following objectives:

1. To find out the effectiveness of using videos in teaching listening skill at secondary level.
2. To suggest some pedagogical implications.

1.4 Research Questions

The researcher had used the following research question to conduct this study:

1. What are the effects of videos in teaching listening skill?
2. How videos trigger learners to engage in learning better way?

1.5 Significance of the Study

The findings of this study will be helpful for the curriculum designers and ELT policy makers. They can include videos as teaching materials at secondary level. Likewise, it will be more effective for the teachers who are teaching English at secondary level. They can bring varieties in listening activities by using videos. Similarly, the students of secondary level will also be benefitted. Furthermore, those who are interested in doing research in this area will find it as a helpful tool.

1.6 Delimitations of the Study

This study was limited to:

1. Janata higher secondary school, Gauradaha-Jhapa.
2. Sample was two groups of 40 students.
3. The role of videos in teaching listening skill was only focused.
4. The experimental design and pre test-post test items as tools.
5. Experiment of 30 days.

1.7 Operational Definitions of Key Terms

Comprehension : Here comprehension refers to listen the video and comprehend it for the totality of intentions, that is , attributes, characters, marks, properties or qualities.

Effectiveness : The result after the completion of the study and its degree.

Listening : Here listening is activity in classroom where videos are used as listening material. Skill or ability of perceiving language and content through visual text/material.

Skills : Here skill refers the listening skill.

Videos : Record of sound with visual images. Here videos are the tools (documentary, conversation and short stories) for teaching listening comprehension. They refer the motion picture stored on Video Home System or some other format.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

In this chapter, 'Review of related literature and conceptual framework of the study' consist of review of theoretical literature, review of empirical literature, implications of review of related literature, and conceptual framework.

2.1 Review of the Theoretical Literature

This review of theoretical literature includes the following different aspects in English language teaching.

2.1.1. Language Skill

English language learning and teaching involves various skills. Skills are the ways that are followed by the teachers while teaching language in the classroom. According to Collins Dictionary, "language skills are the ability to use language." It denotes that language skills enhance the learners to use language. In other word, language skills make the learners to use language in easy an comfortable way.

While talking about the language skills, there are various types of skills. Harmer (2008) mentions the language skills with their types. According to him, there are four skills of language. These skills are reading, listening, speaking and writing. He furthermore defines these skills under receptive and productive skills. Receptive skills are reading and listening in which learners derive meaning through discourse. On the other hand, productive skills include speaking and writing where students actually produce and practice language.

2.1.2. Listening Skill/Comprehension

Listening skill is a process activities which are followed by the teachers in language classroom. In the word of Buck (2001), "Listening is a complex

process where a language instructors use different procedures to teach listening activity.” Listening is the process of understanding of words and sentences through sound. Listening is a special skill in which students receive sound of any text and comprehend it.

In this regard, Volkmar (2013 p-1743), defines listening skill as “the multiple processes involved in understanding and making sense of spoken language.” The understanding of spoken language includes reorganization of speech sound, understanding the meaning of individual sound and knows the syntax structures of sentences in which the text is presented. Not only this but how a sentence is changed while speaking in terms of statement to question is also done during listening activities. The learners hear spoken language and derive the information to make their knowledge relevant. Furthermore this definition asserts that listening comprehension involves significant memory demands to keep track of causal relationships expressed within the discourse.

2.1.2.1. Types of Listening Skill

For the improvement of listening comprehension of students, there are different sorts of listening skill which can be implemented in the language classroom. Different scholars have recommended different types of listening skill. In this regard, Harmer (2008 p.303), has categorized the types as extensive and intensive listening.

Extensive listening is a way to practice listening skills which includes the listening of different recordings, videos and interviews to get the context of the language that the students are learning. It helps in the acquisition of vocabulary and grammar. To conduct the extensive listening activities, Candida (2013) has suggested some tips for extensive listening to learn English in his article. These tips are:

-) Choose a topic that will keep your interest and that you are familiar with.

-) Listen carefully, but listen for main ideas, not details. Try to understand the important points of the video or audio recording.
-) Try to find sources that offer basic informations. If it is too in-depth, you may get frustrated when dealing with unfamiliar vocabulary.
-) If you feel that you can't understand most of what is happening, try finding an easier source. Listening is one of the most difficult skills for language learners.

Intensive listening on the other hand refers the activities which are conducted to learn language forms in terms of real situation. It is an activity which emphasizes on students' attention on language forms. It aims to make the students aware about the differences in sound, structure, and lexical choice which can affect meaning. In this listening situation, the learners transfer the listening situation in real context of language use. The key features of the activities in intensive listening skill according to Rost (2011) are as follows:

-) The learners work individually.
-) The learners listen as many times as they wish.
-) The teacher provides feedback on accuracy.
-) The teacher provides some written support.

2.1.2.2. Listening Stages

Listening activities are conducted on three different phases. Hoston (2016) mentions the phases of listening tasks as pre-listening, while-listening and post-listening.

Pre- Listening Task

The very first phase of listening activity is pre-listening. In this phase, a teacher prepares the students to listen. The teacher makes the students familiar about the task i.e. the situation, people, accents and topic. Before playing the text, a

teacher has to consider the things in mind i.e. set up the listening activity and ask students to preview the course book page or worksheet. Brown (2006) as cited in Houston (2016), mentions two types of pre listening tasks i.e. bottom-up and top-down. Bottom - up listening means to focus on grammar and vocabulary in order to understand the listening track. On the other hand, top-down listening refers the use of background knowledge to understand a listening text. However, a language teacher has to keep in mind that this phase should be as brief as possible. Following activities are done during this phase:

-) Set up while- listening task right before they listen.
-) Explain the task briefly in English, and write on the board if necessary.
-) Take a quick look around and make sure everyone is on the right page or side of the worksheet.
-) Tap the play button.

While- Listening

This is the stage where students actually hear the text and do the tasks as given by the teachers. The students listen for the gist of the text and detail of the text and make inferences.

Post- Listening

Post- listening is the phase where the teacher takes the students beyond the listening text. The teacher looks around the students and helps them where they might have problem in understanding. And the teacher provides feedback on the basis of students' performances.

2.1.2.3 Listening Sub-skills

According to Ahmed (2015) "listening sub-skills are the strategies to help students to learn while doing listening activities in the classrooms." In other word, sub-skills are specific behaviours or activities which are done by the

language users or learners for effective skill learning. Ahmed (2015) furthermore has mentioned the following sub-skills of listening:

) Predicting content

This sub-skill focuses on guessing the topic and related vocabulary before listening the actual text for better understanding. It helps the listeners to get the information which they are going to hear.

) Listening for gist

It believes on getting the whole idea, gist or information in a sequence. The content words in a text (for example noun, pronoun or verb) help the listeners to get the overall pictures of a text.

) Detecting signposts

The signposts are the indicators within listening text which are helpful for the listeners to follow what they are listening to.

) Listening for details

This focuses on specific information in text which are required or the listener is interested to listen.

2.1.2.4 Teaching Listening Processing

Teaching listening is regarded as a core skill of second language proficiency. In this regard, Richards (2008 p.1) said that "listening skill is core component of language teaching which reflects the assumptions if listening isn't tested, teacher won't teach it". It means to say that to make a learner comprehend a listening text; a teacher has to teach the text effectively. It asserts that listening is to understand the spoken discourse where a learner not only comprehend the text but also learn language. Teaching listening emphasizes the role of learner/listener to develop communicative competence by participating, monitoring and evaluating in active listening. Various authors has discussed about the process which are involved in listening activities. Here, the processes of listening by Richards (2008) are presented as:

a. Bottom-up Processing

Bottom-up processing is a process of understanding spoken discourse of listening text which refers the use of incoming input as the basis for understanding the message. It focuses on deriving meaning by analyzing the received data (the level of organization of sound, words, clauses, sentences and texts). It assumes that the learner have to break down the text into chunks to understand the utterance. In this regard, Harmer, (2008) has added "the listener focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole" in bottom-up processing. Likewise, Brown (2000) states that, "bottom-up processing proceeds from sounds to words to grammatical relationships to lexical meaning to final message." In addition this approach focuses on sounds, words, intonation, grammatical structures and other components of spoken language.

b. Top-down Processing

Top-down processing on the other hand refers the use of background knowledge to understand the message of spoken discourse. Richards (2008) argues that "top-down processing goes from meaning to language whereas bottom-up approach goes from language to meaning". In addition, Morley (1991, p.87) as cited in Brown (2000 p.260) mentioned that "top-down processing is evoked from a bank of prior knowledge and global expectations." this approach is concerned with deriving meaning from global understanding with the interpretation of a text.

However, in the word of Brown, these two processing are to be incorporated together to comprehend the text. He furthermore presents the following principles for designing listening techniques:

-) Do not over look the importance only listening where all four skills are involved.
-) Use techniques which are intrinsically motivating.

-) Utilize authentic language and context.
-) Consider the form of listener's responses carefully.
-) Encourage the development of listening strategies.
-) Include both bottom-up and top-down listening techniques.

2.1.2.5 Listening Materials

Teaching materials are the things and sources which are use in the classroom. Listening is the process of comprehending the text through spoken language. And spoken language is presented via various materials. The materials according to Harmer (2008) can be as follows:

-) Tape recorder
-) Telephone conversation
-) CD/ Video player
-) Recordings of native Speakers' speech
-) Music
-) Podcasts
-) Video or short film
-) Live listening

In the similar way, Sharpling (2016) defines listening materials in two types. They are authentic materials and course book materials. Authentic materials include unscripted i.e. lectures and seminars English whereas course book materials include simulated lectures and seminar presentation and semi-scripted listening tasks from course books. These materials are classified as follows:

-) A scripted talk given by one speaker.
-) An unscripted talk given by one speaker.
-) A scripted dialogue between two speakers.
-) An unscripted dialogue between two speakers.

-) A scripted or unscripted conversation between three or more people.

2.1.3. Videos: Tools in Listening

Videos are tools to teach language for the second language learners. The videos materials are presented in front of the students through various means. One of the best ways introduce students to listening is to integrate listening activities into language lessons using multimedia technology. In the alternation of traditional teaching strategies, the use of videos creates the entertaining atmosphere for the learners and trigger for learning which help to develop the listening comprehensive skills of a student. Videos are the interesting materials for the students as it provides the visual picturization of the lesson, Woottipong (2014).

2.1.4. Videos in ELT

In the area of ELT videos play vital role to cope up with the problems that encounter in teaching learning procedures. Videos are the modern ICT devices that help to develop language skills. In the word of Brumfit (1983, p. 8), “Video is of course used to develop different skills at different time.” He furthermore states that the videos are useful for stimulating the ability to interpret the interaction of language skills within a total context, and to act appropriately. In language classroom video materials are used according to the students groups and varieties of materials.

The use of videos in language classroom creates the classroom interactive. Lansford (2014) in his article provides the six reasons why a language teacher adopts videos in ELT classroom. These reasons are:

-) Video speaks to generation.
-) Video brings the outside world into the classroom.
-) Video engages learners.
-) Video is a great source of information.

-) Video provides stimulus for classroom activities.
-) Video provides a good model for learner output.

Likewise, Ferlazzo (2012) presents the following ways to use video in ELT classrooms:

-) Critical pedagogy
-) Back to the screen
-) Language experience approach
-) Dubbing
-) Novelty
-) Video clips and questions
-) Video and reading strategies
-) Inductive learning

2.1.5. The Importance of Videos in ELT

The use of videos in ELT class makes the lesson more interesting. Brumfit (1983 p.29) states that, “videos are an obvious medium for helping students to interpret the visual clues effectively.... and this helps students to interact which lead them to better communication.”

On the other hand, regarding the role of videos in language class Wang (2014) presents the following aspects:

-) Stimulates students’ autonomy and pro-activity.
-) Enriches classroom activities.
-) Depicts real life situation.
-) Provides direct access of communication skill

The above mentioned aspects show that the use of video materials at language class provides authentic communicative situation as well as it provides more fun among students. Wang furthermore says that before using the videos in class, the language teacher should select the appropriate materials and he/she

should have the knowledge of conducting listening activity with using video materials.

2.2 Review of the Empirical Literature

The review of empirical literature part dealt about the research articles that are conducted regarding the different aspects of listening skills.

Similarly, Timilsina (2000) conducted a research on “The effectiveness of recorded materials over conventional techniques in teaching listening.” The objective of this study was to find out the effectiveness of recorded materials in ELT. This study was based on five schools of Jhapa district. The researcher adopted purposive non-random sampling method. The researcher used experimental research design to complete the study. The researcher conducted an experiment upon 9th grade students at Jhapa district. The result of the study showed that the recorded materials were not very effective in listening at grade 9. The voice of the teacher in listening was found more effective.

Upadhyaya (2012) conducted a research entitled “Listening comprehension ability of secondary level students.” The study aimed to find out the listening comprehension ability of students of secondary level and to analyze the difficulty level, discrimination index of test items through item analysis. The researcher adopted survey research design where he selected 100 students as sample population out of ten community schools using purposive sampling procedure. The test items were used as data collection tools. On the basis of the result of the test items, 34% students were found to obtain 8-10 marks which was distinction division according to the national standard of S.L.C. examination. 44% secured the first division marks, 11% secured only the pass division where 4% were poor listeners who could not obtain pass marks.

Acharya (2012) had conducted a research on “Listening proficiency of six grade students.” The objectives of this study were to find out listening proficiency of grade six students of Kathmandu district and to compare the

achievement of the students. The researcher used survey research design. He selected 40 students of grade six from Kathmandu district using non-random judgmental sampling procedure. The test items as tools were used to collect data. The finding of the study showed that the average listening proficiency of the sixth graders was 63.45%. In comparison between public and private schools, private schools' students obtained 72%, on the other hand public schools' students obtained 54.91% only.

Khadka (2015) conducted research on "Classroom activities of novice teachers in teaching listening skill." This research attempted to find out the classroom activities of novice teachers in teaching listening skill and to explore student's views toward novice teachers' classroom activities. The researcher collected data using classroom observation check list and questionnaires where the sample populations were 10 secondary level English teachers and 50 students from Kavre district. This study had found out that the secondary English teachers were using cassette, cassette player and native speakers' recorded voices to teach listening skills which was quite satisfactory. The majority the teachers were found interested in teaching listening skills.

In contrast, Dura (2015) conducted a research on "Listening proficiency of Grade 10 students." The objectives of this research were to find out the listening proficiency of grade 10 students, to compare the listening proficiency of students of private and public schools and to identify the problems of those groups. He selected two public and two private schools in Pokhara city. The researcher used survey research design to complete the study. He selected 60 students from both private and public school using non-random sampling procedures. Test items and questionnaire were used as the tools to collect data. After conducting the research, the researcher found that the private schools were more better in listening proficiency level i.e. 73.5% whereas public schools had only 53.35% proficiency level. The study showed that although all the schools have sufficient listening materials, there is different between public and private schools. The public schools were less in proficiency level because

lack of proper use of listening materials, lack of proper guidance, poor management of physical materials and lack of practical aspect on teaching listening skill.

Basnet (2016) has conducted a research entitled “Practices of teaching listening skill at secondary level.” The objective of this study was to find out the practices of listening skill at secondary level. The researcher used survey research design to conduct the research. The researcher selected five schools for sample by using purposive non-random sampling procedure. The researcher collected data through classroom observation and questionnaire tools. The findings of the study showed that 80% teachers were concerned about involving students’ participation in listening activities, 40% were not concerned about providing feedback to the students. Likewise, 60% teachers preferred L1 in the classroom while teaching listening. 80% teachers were concerned about dividing the class into groups and 40% were focused on practicing listening at home. The majority of the teachers i.e. 80% were concerned about using activities for different stages whereas 20% were not focused on learners’ need and interest. And finally 60% i.e. more than half of the teachers were concerned about interesting presentation of teachers for teaching listening.

Rayamajhi (2016) carried out a research on “Perception of secondary level English language teachers on testing listening skill.” This study aimed to find out the perception of secondary level English teachers on testing listening skill and to find out difficulties faced by the secondary level English teacher in testing listening skill. The researcher followed purposive non-random sampling to select sample population. The sample population was English language teachers of government aided school. Questionnaire was used as research tool for data collection. The findings of this study showed that the majority teachers were found good theoretical knowledge in listening skill. However they do not test listening skill regularly. It showed that 50% teachers perceived testing

listening skill as basic skill and 26% teachers only perceived that it was tested satisfactorily

2.3 Implications of Reviews for Literature

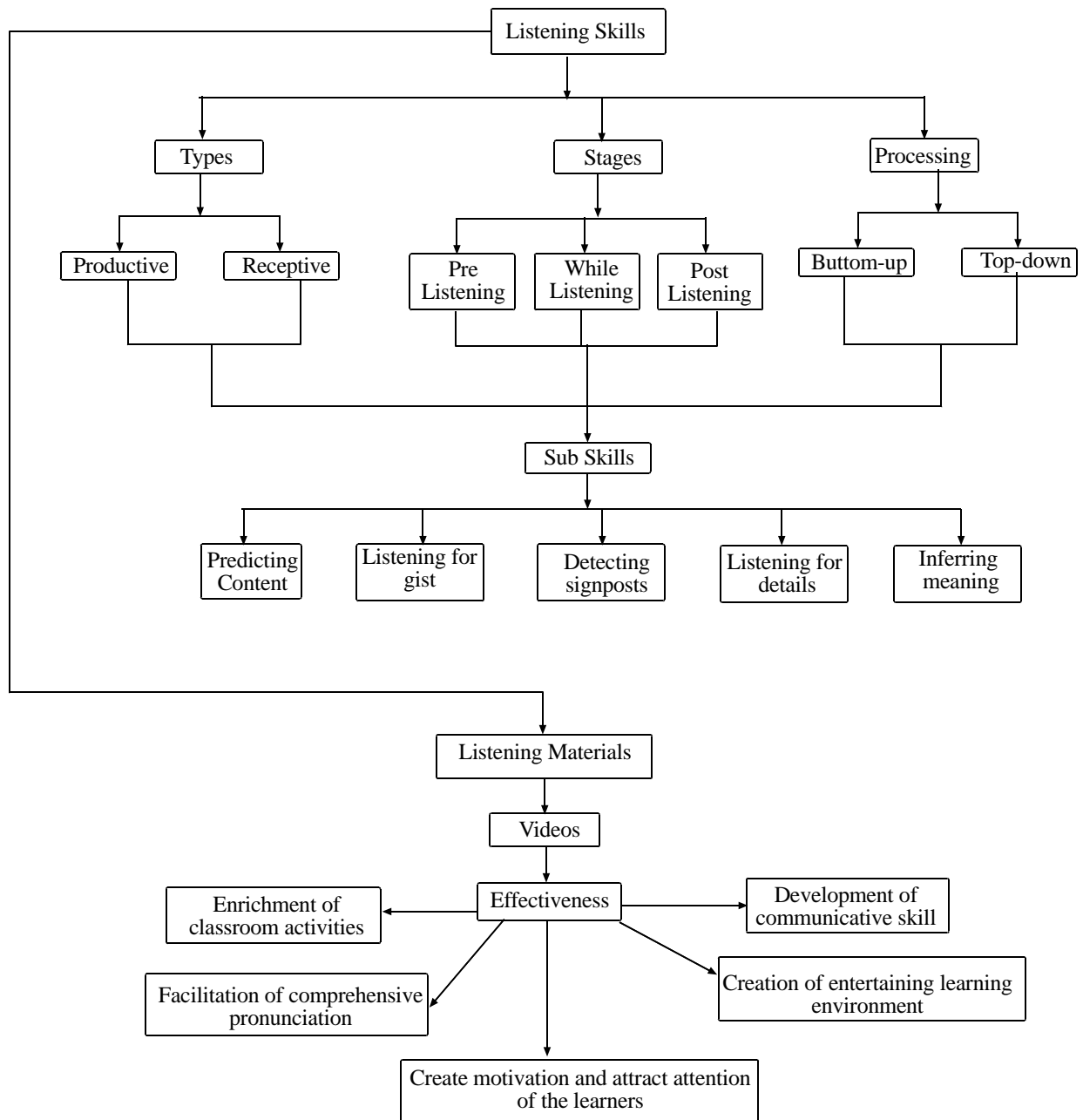
By reviewing the theoretical and empirical literature, the researcher got the significance ideas, information and skill. The concept of teaching listening becomes clear by consulting books and journals by various authors such as Harmer (2008), Ur (2009), Buck (2001), Volmar (2013), Candida (2013), Rost (2011), Houston (2016), Brown (2006), Sharpling (2016), Lansford (2014), and so on.

The researches and theses which had been conducted on listening skills in the Department of English Education also help the researcher to complete this study. After the researcher had gone through the study of Dura (2015) and Upadhyaya (2012), the researcher had got ideas about how to conduct a research on listening skill. Similarly, Basnet (2016) helped the researcher to know about the practice of listening activities in the classroom in the context of Nepal. Likewise, Rayamajhi (2016), Khadka (2015) and Acarya (2012) helped the researcher to get the ideas of reviewing different books, journals and articles. Moreover, Timisina (2000) also helped to conduct the study. Finally all these literature helped to write conceptual framework of the study.

In sum, all above mentioned literatures helped the researcher by providing the guidance for conducting a research. They guided how to write the concept and aspects of listening skill, how to review different literatures and to develop methodological procedures of research.

2.4 The Conceptual Framework of the Study

This study, “Effectiveness of Using Videos in Teaching Listening” based on the following conceptual framework.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodological aspects of carrying out the research. The researcher followed the following methods and procedures.

3.1 Design and Method of the Study

This study was based on experimental research design in general and pretest-post-test equivalent group design in particular.

3.1.1 Experimental Research

Experimental research is scientific and systematic approach in which the researcher manipulates one or more variables and measures any change in other variables. It is a research design in which cause and effect relationship is measured. Best and Kahn (2006, p.163) define it as “the most sophisticated, exacting and powerful method for discovering and developing an organized body of knowledge”. Experimental design is such a design in which researcher introduces a variable as a treatment and alters the situation and measures the effort. Such variable is called independent variable because it brings change on other variable and leaves the effect.

In nutshell, it can be said that experimental research is carried out to measure the cause and effect relationship between variables introduced. It can be carried out in controlled or natural setting.

3.1.2 Designs of Experimental Research

There are various designs of experimental research. Different scholars have given different experimental designs. Best and Kahn (2006, p.177) says-“The adequacy of experimental designs is judged by the degree to which they eliminate or minimize threats to experimental validity”. They divide the categories as follows;

- A: Pre-experimental design
- B: True-experimental design
- C: Quasi-experimental design

A. Pre-experimental design

It is the least effective design. It provides either no way of equating the groups that are used.

B. True-experimental design

It provides randomization, control and manipulation. In this design, the populations are experimented in different conditions of the experimental variable.

C. Quasi-experimental design

It provides a less degree of control used only when randomization is not feasible.

Out of the above, this study is based on quasi-experimental design.

3.1.3 Process of Experimental Research Design

Various scholars provide various steps of conducting experimental research. However, the common steps of conducting this research are as follows:

-) Framing the topic objectives.
-) Specifying the objectives.
-) Constructing the hypothesis.
-) Expanding theoretical knowledge.
-) Writing research proposal and preparing research tools.
-) Collecting required materials for the experiment.
-) Going to the field.

-) Establishing rapport with the authority and the subjects randomly into two groups.
-) Giving a pre-test.
-) Marketing answer sheets.
-) Listing raw scores.
-) Calculating the mean of the both groups.
-) Finding out the differences and adjusting it.
-) Starting out the experiment.
-) Giving the post-test.
-) Marketing the answer sheet.1
-) Listing raw score.
-) Calculating the mean of the both groups.
-) Ultimately comparing the mean of both groups.

3.2 Population, Sample and Sampling Strategy

The researcher used purposive non-random sampling procedures to select the school and respondents. All students of class 9 studying in a community school of Jhapa district were the population of this study. Forty students of class 9 of Janata High School, Jhapa were selected for the sample of this study. The selected students were divided into two groups (controlled and experiment) on the basis of the result of pre-test.

3.3 Sources of Data

The researcher used both primary and secondary sources of data to complete the study.

3.3.1. Primary Source

The researcher went to the school and took experiment to collect primary source of data. The researcher selected 40 students who were studying at grade nine in Janata Higher Secondary School, Gauradaha Jhapa and collected data

by administering pre-test and post-test. The pre-test was administered before actual teaching and the students were divided into controlled group and experimental group. The experimental group was taught using videos whereas the controlled group was only used audio to teach. The post-test was administered after teaching for one month. The results of the both tests were analyzed, interpreted and tabulated after taking post-test.

3.3.2. Secondary Source

The researcher had collected secondary data by consulting and reviewing different books, articles, journals, media and web sides which are related to the topic. Furthermore, library consultation, valuable suggestions by lecturers and professors of the department and relevant theses which are conducted in the Department of English Education, internet sources and concerned commentaries were also consulted as the supporting materials to this research study.

3.4 Data Collection Tools and Techniques

A set of test items was the tools of this research to collect necessary data. The researcher selected the test items as suggested by Buck (2001). The test items were objective in nature consisting of 40 marks. These test items were administered in both pre-test and post-test to both the groups. The following test items were included in the test and marks was allocated respectively as follows:

S.N.	Items	Marks allocated
1	Matching item	10
2	True false	5
3	Fill in the blanks	10
4	Ordering the sentences	10
5	One word answer questions	5

3.5 Data Collection Procedures

Keeping the ethical consideration of process of collecting data in mind, the researcher followed the following steps and process to collect the data from primary sources for our study.

At first, the researcher prepared a set of comprehensive written objective test for assessing students' comprehensive ability of listening in classroom. The researcher went in selected school of the study and established rapport with concerned authority especially with head teacher, subject teacher, and students. After getting permission from the head teacher of the school, the researcher met with the subject teacher of class nine and built good rapport. The researcher explained the purpose of the study and got the permission to carrying out experiment in his classroom.

In collaboration with head teacher and subject teacher, the researcher got the fixed time and period to carry out the experimental teaching. After that the researcher met the students of class nine and explained the purpose of teaching and experiment building good rapport. After explaining the purpose, the researcher requested the students to take part in pre-test for one hour and twenty minutes. After the researcher had taken pre-test, the students' answer sheets were marked. And their position was determined from one to forty. The students were divided into groups on the basis of odd and even numbers of their rank and position. The students with odd numbers were put in the group 'A' and that was experimental group. And students with even numbers were put in group 'B' and that was controlled groups as follows;

Present Results	
Group A (Experimental Group)	Group B (Controlled Group)
Odd	Even

After the division of the group, the researcher started an experiment. The researcher taught experimental group using videos and controlled group through tape recorder (no videos only audio) for one month. The researcher

selected the texts including five short stories two documentaries and five conversations.

After one month, a post-test was administered to both the groups. The scores of both groups were tabulated and computed. Finally, the obtained data were compared to determine the effectiveness of videos in teaching listening skill.

3.6 Data Analysis and Interpretation Procedures

The researcher had analyzed and interpreted the data that was collected from primary sources which was obtained through a pre-test and a post-test. The researcher used quantitative process to describe data. The data was computed, presented in the table and compared to know the result of the study.

3.7. Ethical Consideration

Research is a systematic and rigorous process to study in some issue, where ethical aspects play an important role. While conducting research, the researchers should be careful about ethical things.

For the ethical consideration, first of all, the researcher obtained approval for the study from the Committee of Department of English at Tribhuvan University. After obtaining approval the researcher visited selected community school where multimedia had been implemented. Then the researcher made clear about the purpose of study and got permission from the concerned authority in the selected school. Before entering into the classroom, the researcher met the subject teacher and made him clear about the study. After that, the researcher met the students and told them the purpose of the study. After making good rapport with all concern authorities, the researcher started to take experiment of thirty days. During the period of experiment, the controlled group students complained about teaching strategies which are used for two groups. The researcher taught using videos for controlled group after the completion of experiment phase to compensate them finally, the researcher assured all the participants that their identifiable personal information had been strictly kept confidential and no name was mentioned in the thesis as well as in any publications.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

Under this heading, the data obtained through pre-test and post-test have been compared, analyzed and interpreted and the major findings are summarized.

4.1 Analysis of Data and Interpretation of the Results

In this section, the data obtained through pre-test and post-test have been analyzed and interpreted in the following sub headings:

4.1.1 Holistic Analysis

The pre-test was administered before starting teaching which was designed covering objective items on teaching listening through videos which were taught during the field study. And pre-test and post-test was administered after teaching the lessons for one month. The full marks of the both tests were forty. The percentage and average score of the two tests were different in both groups. The comparisons of the results of both tests in both groups are presented below:

Table-1

**Comparison of the pre-test and post-test scores of Experimental group
(Group-A)**

Test	No of students	Total Marks	Obtained Marks	Percentage (%)	Increased Marks	Increased Percentage (%)	Average Score
Pre-test	20	800	373	46.62	-	-	18.65
Post-test	20	800	523	65.37	150	18.75	26.15

The above table shows that the total obtained scores of pre-test is 373 (46.62%) and the total obtained scores of the post test is 523 (65.73%) out of full marks 800. The mark of the post-test is increased by 150 (18.75%). There is difference between the score of pre-test and post-test. The average score of the pre-test is 18.65 whereas the average score of the post-test is 26.15. The average score in the post-test is increased by 7.5 than that of the pre-test. So, the differences of the percentage and the average scores between two tests are the results of the use of videos in teaching listening.

Table-2

Comparison of the pre-test and post-test scores of controlled group (Group-B)

Tests	No of Students	Total Marks	Obtained Marks	Percentage (%)	Increased Marks	Increased Percentage (%)	Average Score
Pre-test	20	800	393	49.12	-	-	19.65
Post-test	20	800	481	60.12	88	11	24.05

The above table shows that the obtained score of the pre-test is 393 (49.12%) and the total obtained score of the post-test is 481(60.12%) out of the full marks 800. The mark of the post-test is increased by 88 (11%). The average score of the pre-test is 19.5 whereas the average score of the post-test is 24.05. The average score of the post-test is increased by 4.4 than that of the pre-test.

The above tables (1 and 2) show that the post-test result of experimental group (Group A) is better than the result of post-test of controlled group (Group B). The increased average score of experimental group is 7.5 whereas the increased average score of controlled group is only 4.4. The increased percentage of experimental group is 18.75 but the increased percentage of controlled group is

11. It means the increased percentage of experimental group is increased by 7.75 than that of control group.

4.1.2 Item Wise Analysis

The test items were same in both pre-test and post-test for the experimental group and the controlled group. Each test contains five categories: arranging in order, matching, true or false, filling gaps and choosing the best answer with forty items. The full mark for both of the group was forty. The following tables show the item wise correct and incorrect responses within both tests of both groups.

Table 3
Item wise Responses of Group A on the pre-test

S.N.	Items	No of Items	Correct Responses		Incorrect Responses		Total
			No	Percent (%)	No	Percent (%)	
1.	Arranging in order	10	71	35.5	129	64.5	200
2.	Match the following	10	12	6	188	94	200
3.	True or false	5	89	89	11	11	100
4.	Fill in the blanks	10	115	57.5	85	42.5	200
5.	Choose the best answer	5	94	94	6	6	100

The above table shows that the item choosing the best answer has the highest number of correct responses (94%) and match the following has the least number of correct responses (6%). The result of the correct responses shows that the matching item was most difficult for them.

Table 4**Item wise Responses of Group A on the post-test**

S.N.	Items	No of Items	Correct Responses		Incorrect responses		Total
			No	Percent	No	Percent	
1.	Arranging in order	10	120	60	80	40	200
2.	Match the following	10	76	38	124	62	200
3.	True or false	5	87	87	13	13	100
4.	Fill in the blanks	10	145	72.5	55	27.5	200
5.	Choose the best answer	5	95	95	5	5	100

The above table shows that choosing best answer, true false and filling gaps items have the greatest number of correct response (95%), (87%) and (76%) accordingly. Whereas, match the following has the least number of correct responses (38%) out of the total marks.

Table 5**Comparisons of Item wise Correct Responses of Pre-test and Post-test of Experimental Group (Group A)**

S.N.	Items	Correct Responses		Percentage		Increased Percentage
		Pre-test	Post-test	Pre-test	Post-test	
1.	Arranging in order	71	120	35.5	60	24.5
2.	Match the following	12	76	6	38	32
3.	True or false	89	87	89	87	-2
4.	Fill in the blanks	115	145	57.5	72.5	15
5.	Choose the best answer	94	95	94	95	1

The above table shows that item wise comparison between pre-test and post-test of experimental group. The item wise correct responses in pre-test are 35.5 percent in arranging in order, 6 percent in match the following, 89 percent in true or false, 47.5 percent in fill in the blanks and 94 percent in choose the best answer whereas in the post-test the percentage of the correct responses items are 60, 38, 87, 72.5 and 95 respectively. The correct responses in the post-test are increased by 24.5 percent in arranging in order, 32 percent in match the following, 15 percent in fill in the blanks and 1 percent in choose the best answer but 2 percent is decreased in true or false item. In comparison to the pre-test, the higher numbers of correct responses were achieved in the post-test.

Table 6
Item wise Responses of Group ‘B’ on the pre-test

S.N	Items	No of Items	Correct Responses		Incorrect Responses		Total
			No	Percent	No	Percent	
1.	Arranging in order	10	77	38.5	123	61.5	200
2.	Match the following	10	21	10.5	179	89.5	200
3.	True or false	5	92	92	8	8	100
4.	Fill in the blanks	10	118	59	82	41	200
5.	Choose the best answer	5	94	94	6	6	100

The above table shows that the highest number of current responses in true false and choosing best answers (92% and 94%) out of the total responses and match the following item has the least number of correct responses (10.5). It shows that the control group felt difficulty to complete the matching item.

Table 7**Item wise Responses of Group 'B' on the post-test**

S.N.	Items	No of Items	Correct Responses		Incorrect Responses		Total
			No	Percent	No	Percent	
1.	Arranging in order	10	98	49	102	51	200
2.	Match the following	10	72	36	128	64	200
3.	True or false	5	86	86	14	14	100
4.	Fill in the blanks	10	133	66.5	67	33.5	200
5.	Choose the best answer	5	92	92	8	8	100

The above table shows that choosing best answer, true false and filling gaps items have the greatest number of correct response (92%), (86%) and (66.5%) accordingly. Whereas, match the following has the least number of correct responses (36%) out of the total marks.

Table 8**Comparisons of item wise correct responses of pre-test and post-test of controlled group (Group B)**

S.N.	Items	Correct Responses		Percentage		Increased Percentage
		Pre-test	Post-test	Pre-test	Post-test	
1.	Arranging in order	77	98	38.5	49	10.5
2.	Match the following	21	72	10.5	36	25.5
3.	True or false	92	86	92	86	-6
4.	Fill in the blanks	118	133	59	66.5	7.5
5.	Choose the best answer	94	92	94	92	-2

The above table shows that item wise comparison between pre-test and post-test of controlled group. The item wise correct responses in pre-test are 38.5 percent in arranging in order, 10.5 percent in match the following, 92 percent in

true or false, 59 percent in fill in the blanks and 94 percent in choose the best answer whereas in the post-test the percentage of the correct responses items are 49, 36, 86, 66.5 and 92 respectively. The correct responses in the post-test are increased by 10.5 percent in arranging in order, 25.5 percent in match the following, and 7.5 percent in fill in the blanks but 6 percent is decreased in true or false and 2 percent is decreased in choose the best answer items.

4.1.3 Analysis and Interpretation of Pre-test scores

The pre-test was administered after the researcher had built rapport with the school administration in order to determine the students' initial proficiency in listening activities. The test item was consisted of five objective items such as arranging in order, matching, true or false. Filling gaps and choosing the best answer. The scores obtained by the students on pre-test are given below.

Table 9
Individual Scores of Experimental Group 'A' on the pre-test

S.N.	F.M.	Marks obtained in frequency	Percentage (%)	No of students	Percentage (%)
1.	40	24	60	1	5
2.	40	22	55	4	20
3.	40	20	50	4	20
4.	40	19	47.5	1	5
5.	40	18	45	4	20
6.	40	17	42.5	1	5
7.	40	16	40	2	10
8.	40	14	35	2	10
9.	40	13	32.5	1	5
Total	800	373	46.6	20	
Average score: 18.65					

The above table shows that the total full mark of the pre-test is 800. Out of 800, total obtained mark is 373 (46.6%). Similarly, the total average score of the pre-test is 373 and the individual average score is 18.65. The table reveals that

5 percentages of the students have scored 24 marks out of 40. It is the highest score. The lowest score is 13 which are obtained by 5 percent students. 30 percentages of the students are below the average score and 45 percentages of the students are above the average score. It shows that the class consists of mixed ability groups.

Table 10
Individual scores of Control Group ‘B’ on the Pre-test

S.N.	F.M.	Marks obtained in frequency	Percentage	No of students	Percentage
1.	40	24	60	3	15
2.	40	23	57.5	2	10
3.	40	20	50	4	20
4.	40	19	47.5	2	10
5.	40	18	45	5	25
6.	40	17	42.5	3	15
7.	40	16	40	1	5
Total	800	393	49.12	20	
Average score : 19.5					

The above table shows that the total full mark of the pre-test is 800. Out of 800, total obtained mark is 393 (49.12%). Similarly, the total average score of the pre-test is 393 and the individual average score is 19.65. The table reveals that 15 percentages of the students have scored 24 marks out of 40. It is highest score on pre-test. The lowest score is 16 which are obtained by 5 percentages of the students. 40 percentages of the students obtained below the average score and 45 percent are above the average score.

The above tables (9 and 10) show that the highest score on pre-test is found in control group is 24 and the lowest score is 16. Whereas the highest score on pre-test of experimental group is 24 and the lowest score is 13. However, 40 percent students are below the average score in control group whereas 30

percent are below the average score in experimental group. Likewise, 45 percent students are above the average score in control group whereas 45 percent of the students are above the average score in experimental group. The average score is almost same in both groups i.e. 19.65 in control group and 18.65 in experimental group.

4.1.4. Analysis and Interpretation of the post-test Scores

After teaching listening skill for one month, the researcher administered a post-test. The test items were objective as same in the pre-test for both experimental group and controlled group. The individual scores of both groups are presented in the following tables.

Table 11

Individual scores of Experimental Group ‘A’ on the Post-test

S.N.	F.M.	Marks obtained in frequency	Percentage (%)	No of the students	Percentage (%)
1.	40	34	85	1	5
2.	40	32	80	3	15
3.	40	31	77.5	1	5
4.	40	29	72.5	2	10
5.	40	28	70	1	5
6.	40	27	67.5	2	10
7.	40	26	65	1	5
8.	40	24	60	4	20
9.	40	23	57.5	1	5
10.	40	22	55	1	5
11.	40	20	50	1	5
12.	40	19	47.5	1	5
13.	40	16	40	1	5
Total	800	523	65.37	20	
Average Score: 26.15					

The above table shows that the total full mark of the post-test is 800. Out of 800, the total obtained mark is 523 (65.37%). The highest score is 34 (85%)

and the lowest score is 16 (40%). The table reveals that the average score of the individual is 26.15. Out of the total students, 50 percentages of the students are above the average score and 45 percentages of the students are below the average score. Therefore, from the above analysis and interpretation, it is proved that the result of the post-test is better than that of pre-test in experimental group.

Table 12
Individual scores of control Group 'B' on the post-test

S.N.	F.M.	Marks obtained in frequency	Percentage (%)	No of Students	Percentage (%)
1.	40	29	72.5	1	5
2.	40	28	70	1	5
3.	40	27	67.5	2	10
4.	40	26	65	2	10
5.	40	25	62.5	3	15
6.	40	24	60	2	10
7.	40	23	57.5	2	10
8.	40	22	55	2	10
9.	40	21	52.5	5	25
Total	800	481	60.12	20	
Average score: 24					

The above table shows that the full mark of the post-test is 800. Out of 800, the total obtained mark is 481 (60.12%). The highest score is 29 (72.5%) and the lowest score is 21 (52.5%). The table reveals that 24 are the average score. 45 percentages of the students are above the average score and 45 percentages students are below the average score.

The above tables (11 and 12) show that the highest score on post-test is found in experimental group is 34 and the lowest score is 16 whereas the highest score on post-test in control group is 29 and the lowest score is 21. However,

50 percentages of the students are above and 45 percentages of the students are below the average score in experimental group whereas 45 percentages of the students are above the average score and 45 percentages of the students are below the average score in control group. The average score is 24 in control group whereas the average score is 26.15 in experimental group. It also proved that the result of experimental group on post-test is better than the result of control group on post-test.

The above mentioned analysis of test presents the use of videos is more effective to teach listening skills. Beside these analyses, the researcher observed students participation in pair work, group work and role play activities. The videos materials enhance students to engage in listening activities.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the conclusion of the study on the basis of findings of the results and recommendation that are provided for pedagogical implication.

5.1 Summary of the Findings

The findings of this study are derived on the basis of analysis and interpretation of the collected data. During the period of experiment, both groups were taught for one month. The results of the post-test shows that both groups were benefitted but the experimental group which was taught using videos performed their tasks better than the controlled which was taught only audio. Thus, if students in the classroom are taught using videos, they can certainly better perform and develop listening competence than only using audio to teach listening.

Based on the analysis and interpretation of the results, the findings of this study can be summarized as:

- i. After analyzing the marks of test items, the students progressed more in the experimental group than that in control group. Therefore it can be said that the exposures of videos in teaching listening is more effective than that of audio only.
- ii. The average score was 19.65 in control group in control group and 18.65 in experimental group in pre-test. The highest test score of control group was 24 and that of experimental group was also 24 in pre-test. The lowest score of control group was 16 and that of experimental group was 13. The score of the pre-test showed that the mix ability of students in both the groups.
- iii. Similarly, the average score was 24.05 in control group and 26.15 in experimental group in post-test. The highest score of control group was 29 and that of experimental group was 34 in post-test.

The lowest score of control group was 21 and that of experimental group was 16. The test scores and findings showed that the students of experimental group had made a lot progress than that of control group during the period of 4 weeks.

- iv. While comparing the scores of pre-test and post-test, the highest score of control group in pre-test was 24 and that of post-test was 29. Similarly, the highest score of experimental group in pre-test was 24 and that of post-test was 34. There was the difference in the highest score of experimental group between pre-test and post-test. The difference was of 10 marks whereas there was only 5 marks difference in control group in pre-test and post-test. It proves that that the videos are effective to teach listening skill. Likewise, the average score of control group in pre-test was 19.65 and post-test was 24.05. The average score of experimental group in pre-test was 18.65 and post-test was 26.15. The average score increased by 4.8 in control group whereas the average score increased by 7.5 in experimental group. It indicates the effectiveness of videos in listening skill.
- v. In pre-test, both control and experimental groups secured average marks in the items matching, arranging in order and filling gap.
- vi. After analyzing the correct and incorrect responses in different items in different tests, the item that proved most difficult to both groups was match the following. The items that proved to be the easiest to both the groups were true or false and choose the best answer.
- vii. In post-test, the experimental group students secured (60%, 38%, 87%, 72.5%, and 95%) accordingly in the items; arranging in order, match the following, true or false, fill in the blanks and choose the best answer respectively. The secured marks were excellent in experimental group. Among all the test items, match the following item was difficult for the experimental group.

Whereas the control group students secured (32%, 97%, 68.75%, 71.5%, and 50%) accordingly in the items; match the following, true or false, choose the best answer and answer the following. Students felt difficulty in doing match the following item in control group as well.

5.2. Conclusion

The primary aim of teaching listening is to make students enable to do different speaking and writing activities by listening the texts. There are various materials and teaching aids that are used in teaching listening. And the activities are designed on the basis of listening text. The materials that are used in the classroom are audio, visuals, cassette player, live conversations etc. These materials are not totally able to create interest upon learners. Beside this, the students felt difficulty in doing listening activities. In such situation videos are one of the effective medium to create interest among the learners and to help to develop the performance abilities of the students in different listening activities.

Videos are those instructional materials, where visualization of the text with sound is shown in the classroom. It creates learner friendly environment. It helps students to develop the ability to interpret and interact of language skills according to context. That's why, teachers should use videos as teaching materials in listening skill to develop interactive atmosphere in the classroom. The teacher can design various activities on the basis of text, context, students' level and class size etc. However, the teacher should have good knowledge about how to present videos in classroom. On the basis of analysis and interpretation of the data, the researcher has derived the following conclusions:

- i. Students can be engaged themselves in listening as videos arouse curiosity in learners (gestures, sight and scenes).
- ii. Students interact with each other after watching the videos.

- iii. Students can be involved in various activities as the level of perception will be higher when they watch videos.
- iv. Students can relate the text in real life situation as they are involved in role play activities.
- v. Videos were found one of the best materials for developing listening skill to the students.
- vi. Students being exposed with videos were found to be highly motivated by participating in activities like pair work; group work and role play etc.
- vii. The comparison of scores obtained by the students in pre-test and post-test also indicates videos as one of the effective materials in developing listening skill.

In this vein, it can be concluded that videos are one of the best and effective medium for teaching and learning listening skill than the use of audio only. Students progressed more in the experimental group than that in control group. Therefore it can be said that the exposures of videos in teaching listening is effective than that of audio only. It creates interest among learners and they actively take part in various activities. Students get motivated towards learning because of visual materials and their active participation in different speaking and writing activities.

5.3. Recommendations

It is now clear from above findings that videos are effective materials for teaching and learning listening skill. The recommendations for pedagogical implication on the basis of findings derived from the analysis and interpretation of the data are presented below:

5.3.1. Policy Related

The researcher recommends the following action to be taken at policy level to improve the quality level of teaching listening at school level:

- a. It was found that the learning level is increased due to the use of videos to teach listening skill in the classroom. Therefore, the policy makers should develop policy related with use of videos. Curriculum should strictly supervise and guide the teacher should use videos and production of materials is must.
- b. The policy makers should be developed and produced in the videos materials.
- c. Listening activities should be included in the text book with priority.
- d. In depth analysis should be made while designing text books.

5.3.2. Practice Related

The present study is equally advantageous to those who are at practice level.

The level recommendations on the basis of this study are as follow:

- a. The school administration should focus on teaching listening through videos.
- b. The teacher educators should focus on the use of videos to teach listening skill.
- c. The teacher should focus on varieties of activities (pair work, group work, role play) of teaching listening skill through videos.
- d. The teacher should use videos to encourage students to develop their learning abilities and to trigger them for learning and better perception.
- e. The learners should make the habit to expose them in learning listening skill through videos by watching some related video materials through search engines.

5.3.3. Further Research Related

On the basis of findings of the study, following further research related recommendations can be made:

- a. Few researches have been carried out related with listening skill and no any research has been found regarding use of videos in language teaching in department of English Education at Tribhuvan University. Therefore, students should be encouraged to carry out further researches in the area such as "Roles of videos to develop speaking skill", "Use of videos to read story in primary level" and "Use of videos: conceptualizing content in school level students".

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Participant Information Statement

Dear Participants,

I would like to invite you to take part in a research entitled '**Effectiveness of videos in teaching listening**' which aims at finding the effects of videos in teaching listening skill. Your active participation will be helpful to make an informed decision.

This study is being carried out by Shanta Karki for the fulfilment of the master's degree at Tribhuvan University under the supervision of Dr. **Anju Giri**, Professor. Your participation in this study is completely voluntary. The findings of this study will be informed you that might be helpful for improving listening comprehension. If you have any queries, you are free to ask. You can keep this document with you.

Thank you for your kind cooperation.

Researcher

Shanta Karki

Tribhuvan University

Department of English Education

Kirtipur, Kathmandu

Participant Consent Form

Faculty of Education, Tribhuvan University

The Department of English Education

Kirtipur, Kathmandu, Nepal

Supervisor: Prof. Dr. Anju Giri

Effectiveness of Videos in Teaching Listening

I....., agreed to take part in this research study. In giving my consent, I state that I understood the purpose of the study, what I will be asked to do. I have read the participant information statement and have been able to discuss my involvement statement in the study with research if I wished to do.

1. I have got answers to any questions that I had about the study and I am happy with the answers.
2. I understand that being in this study is completely voluntary and I do not have to take part compulsorily.
3. I understand that my real name will not be disclosed in the study.
4. I understand that personal information about me that is collected over the course of this study will be stored securely and will only be used for purpose that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.

I consent to:

Completing required questionnaire	Yes	No
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Signature..... Name..... Date.....

APPENDIX-I

Test Item

Watch and listen the video and complete the following tasks.

Name: Class:..... Roll

No:.....

F.M. 40

P.M. 15

1. Rearrange the following sentences from number 1 to 10. (10)

- a) People will be lost in the world of snip of heavens.
- b) The numerous enrolling sites will just take you away from the miseries of life.
- c) Nepal covers an area of 147,181 sq. km.
- d) Nepal is the land of cultural diversity.
- e) Mount Everest is located between China and India.
- f) The peak is awaiting your amiable company.
- g) The panorama of fast flowing waterfalls amid the blue hills.
- h) Get yourself indulge in various adventures games and make your stay in Nepal a memory of a lifetime.
- i) Mount Everest is the beautiful gift of Nepal.
- j) You might have certainly been reminded of Mount Everest.

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.
- i.
- j.

2. Match the following: (10)

Column A

Amusing
Attractive and interesting
Pleasant
Longing to do something
Surrounded by something
Desire, interest
Making healthy
Willingness to take risk
Suffers
Variety

Column B

enticing
yearning
amiable
scintillating
diversity
invigorate
miseries
amid
indulge
adventurous

3. Write true or false. (5)

- a) People of the world are not interested to visit Nepal. ()
- b) Mount Everest attracts people with its exotic views. ()
- c) Nepal is recognized as the country of natural heritages. ()
- d) The views of Nepal keep the people healthy physically and mentally. ()
- e) Makalu is the highest mountains in the world. ()

4. Fill in the blanks: (10)

- a) Mount Everest is the highest in the world.
- b) Nepal is located between and
- c) The total area of Nepal is
- d) The height of Mt. Everest is
- e) Nepal is a land of diversity.
- f) People will be lost in the world of on earth.
- g) The of fast flowing waterfalls amid the blue hills.
- h) The rivers are
- i) The sites will take us into a

j) We should make a of a lifetime by visiting Nepal.

5. Choose the best answer: (5)

- a) Nepal is famous for:
i. Industries ii. Natural heritages
- b) The views of Nepal attract the tourists.
i. Beautiful ii. Dull
- c) Nepal is surrounded by hills.
i. Black ii. Blue
- d) Mount Everest is ranging frommeters to the highest point.
i. 70 ii. 80
- e) Travelling keeps us.....
i. Lazy ii. Physically and mentally fit

APPENDIX-II
LESSON PLANS

Lesson plan 1 (Experimental group)

Level: Grade 9 Number of students: 40 Time: 1:20 hours Age: 13-16

Teaching item: Teaching listening

Teaching materials: A video clip, worksheet, listening text, slides

Objectives: On the completion of this lesson, students will be able to listen the video and complete the given task.

Activity	Interaction	Procedures	Time	Objectives
Warm up	T>Ss	Show the different pictures in the slide and ask student about the pictures.	5 minute	To motivate the learners.
Presentation	T>Ss	Pre-listening	10 minutes	To make students be ready to listen the text.
	S>Ss	<ul style="list-style-type: none"> - Make students to sit in a proper way. - Manage the materials need for listening activity. - Shows the slides to give background information of the text. - Define the difficult terms that occur in the text. 		
		While- listening	10 minutes	To make students watch the video
		<ul style="list-style-type: none"> - Show the video clip to the students. - Ask them to watch and listen very carefully. 		

		Post listening - Provide worksheet - Play the video again	10 minutes	To make student to listen video to do the activity.
Practice	S>Ss	Ask students to complete the task given in the worksheet	30 minutes	To make students do the activities on the basis of listening video clip.
Production	T>Ss	Ask students about the activities they have done.	10 minutes	To check whether they completed the task or not. And to provide feedback.
	T>Ss	Provide the real text to the students. And show the video clip again.	5 minutes	Make student listen the video with its' real text.

1. Write true or false.

- a) People of the world are not interested to visit Nepal. ()
- b) Mount Everest attracts people with its exotic views. ()
- c) Nepal is recognized as the country of natural heritages. ()
- d) The views of Nepal keep the people healthy physically and mentally. ()
- e) Makalu is the highest mountains in the world. ()

2. Choose the best answer:

- a. Nepal is famous for:
 - i. Industries ii. Natural heritages
- b. The views of Nepal attract the tourists.
 - i. Beautiful ii. Dull
- c. Nepal is surrounded by hills.
 - i. Black ii. Blue

- d. Mount Everest is ranging frommeters to the highest point.
 - i. 70
 - ii. 80
- e. Travelling keeps us.....
 - i. Lazy
 - ii. Physically and mentally fit

Lesson plan 2 (Experimental group)

Level: Grade 9 Number of students: 40 Time: 45 minutes Age: 13-16

Teaching item: Teaching listening

Teaching materials: video, worksheet, listening text.

Objectives: on the completion of this lesson, students will be able listen the text and complete the give task.

Activity	Interaction	Procedures	Time	Objectives
Warm-up		Show a slide with picture having telephone conversation.	2 minutes	To motivate the learners
Presentation		Pre-listening <ul style="list-style-type: none"> - Make students to sit in a proper way. - Manage the materials need for listening activity. - Defines the difficult terms of the text. - Make aware students to be ready to listening the text. 	3 minutes	To make students ready to listen the text.
		While- listening <ul style="list-style-type: none"> - Show the video. - Ask students to watch and listen the text very carefully. 	10 minutes	To make students watch the video
		Post- Listening <ul style="list-style-type: none"> - Provide worksheet - Play the video again 	5 minutes	To make students to listen the text again and comprehend the text.
Practice		- Ask students to complete	15 minutes	To make students do the

		the task given in the worksheet.		activities on the basis of listening and watching video.
Production		Ask students about the activities they have done after listening the text. Provide the real text to the students. And play the text again.	10 minutes	To check whether they completed the worksheet or not. And to provide feedback. Make students listen the text with its' real text.

Lesson plan 1 (Controlled group)

Level: Grade 9 Number of students: 40 Time: 1:20 hours Age: 13-16

Teaching item: Teaching listening

Teaching materials: Tape recorder, worksheet, listening text.

Objectives: on the completion of this lesson, students will be able listen the text and complete the give task.

Activity	Interaction	Procedures	Time	Objectives
Warm-up		Ask the following questions: a. Have you ever visited any lake of Nepal? b. Can you tell the name of some lakes in Nepal? c. Conduct discussion.	5 minutes	To motivate the learners
Presentation		Pre-listening - Make students to sit in a proper way. - Manage the materials need for listening activity. - Defines the difficult terms of the text. - Make aware students to be ready to listen the text.	5 minutes	To make students ready to listen the text.
		While- listening - Open the tape recorder. - Ask students to listen the text very carefully.	10 minutes	To make students listen the text.
		Post- Listening - Provide worksheet	5 minutes	To make students to

		- Play the audio again		listen the text again and comprehend the text.
Practice		- Ask students to complete the task given in the worksheet.	25 minutes	To make students do the activities on the basis of listening audio.
Production		Ask students about the activities they have done after listening the text. Provide the real text to the students. And play the text again.	30 minutes	To check whether they completed the worksheet or not. And to provide feedback. Make students listen the text with its' real text.

1. Write True or False for the following statements:

- a. The best time to visit Rara Lake is January/February. ()
- b. Vulnerable species are found around Rara Lake. ()
- c. The surroundings of Rara Lake are famous for trekking. ()
- d. Phewa Lake lies at the altitude of 782 meters above the sea level. ()
- e. Phewa Lake is a famous tourist area. ()
- f. North shore of the lake has developed into a tourist district.()

2. Choose the best answer:

- a. Which one of the following lake is deepest lake in Nepal?
 - i) Phewa lake
 - ii) Rara lake
- b. What is Rara Lake famous for?
 - i) Different species of forest, culture and scene.
 - ii) Boating
- c. What is the length of Rara Lake?
 - i) 3 km
 - ii) 5 km
- d. What is the distance between Phewa Lake and Annapurna range?
 - i) 28 km
 - ii) 29 km

		carefully. Post- Listening - Provide worksheet - Play the audio again	5 minutes	To make students to listen the text again and comprehend the text.
Practice		- Ask students to complete the task given in the worksheet.	15 minutes	To make students do the activities on the basis of listening audio.
Production		Ask students about the activities the have done after listening the text. Provide the real text to the students. And play the text again.	10 minutes	To check whether they completed the worksheet or not. And to provide feedback. Make students listen the text with its' real text.

Worksheet

Listen the given text and answer the following questions:

1. Match the following:

Endangered	no longer in existence
Appearance	typical or different
Distinctive	in risk
Peculiarly	the act of coming into sight
Extinct	greater than usual

2. Write True or False

- Pandas are popular for their unique appearance. ()
- Pandas look like rabbit. ()
- Pandas are herbivorous animals. ()
- Pandas like to eat pine trees. ()
- Pandas are mainly found in China. ()

3. Tick the best answer

- The pandas are:
 - Plant eating animals
 - Flesh eating animals
- How many reserves had the Chinese government made?
 - 10
 - 12
- The food of P
- Panda is:
 - Pine trees
 - Bamboo trees

4. Fill in the blanks

- A Panda looks like a
- The number of pandas has been
- The government has built up 12 reserves in the western mountain.
- Pandas are favourite with children today.
- The panda has become the most popular among children.

		<p>text very carefully.</p> <p>Post- Listening</p> <ul style="list-style-type: none"> - Provide worksheet - Play the audio again 	5 minutes	To make students to listen the text again and comprehend the text.
Practice		<ul style="list-style-type: none"> - Ask students to complete the task given in the worksheet. 	15 minutes	To make students do the activities on the basis of listening audio.
Production		<p>Ask students about the activities they have done after listening the text.</p> <p>Provide the real text to the students. And play the text again.</p>	10 minutes	<p>To check whether they completed the worksheet or not. And to provide feedback.</p> <p>Make students listen the text with its' real text.</p>

Worksheet

1. Choose the correct answer.

- a. How many people were talking in the restaurant?
 - i) 4
 - ii) 3
 - iii) 5
- b. What is the name of the restaurant?
 - i) Franklin
 - ii) Arthur
 - iii) Peter
- c. What did the costumer 2 like to eat?
 - i) Chicken chilly
 - ii) Beg potatoes
 - iii) French fries
- d. What did the costumer 1 order for drink?
 - i) Apple juice
 - ii) Mineral water
 - iii) Orange juice
- e. How was the food?
 - i) It was sour.
 - ii) It was bitter.
 - iii) It was tasty.

2. List out the food item that are available in Peter's restaurant.

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3. Listen and fill the missing words:

- a. Can I take your ?
- b. What are the ?
- c. Fresh orange for me please.
- d. Actually, we are in a
- e. I will get your in a minute.