

CHAPTER ONE

INTRODUCTION

This is the study on "Students' Perceptions on the Use of YouTube in developing communicative competence". This introductory chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

The word "communication" is derived from the Latin word 'communis' which means 'to share' and includes verbal, nonverbal and electronic means of human interaction. Communication is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing and so on. It is the meaningful exchange of information between two or group of living creatures.

Human beings convey information through a variety of medium including speaking, telephone, email, blogs, TV, art, hand gestures, facial expressions, body language and even social contexts. Communication can occur instantaneously in closed, intimate settings or over great periods of time in large public forums like the internet. However, all forms of communication require the same basic elements' i.e. a speaker or sender of information, a message, and an audience or recipient. The sender and recipients must also share a common language or means of understanding each other for successful communication. (www.skillsyouneed.com/ips/what-is-communication.html)

Communicating with others involves three primary steps. Thought is the first primary step. Information exists in the mind of the senders. This can be a concept, idea, information or feelings. The second step is encoding. In encoding, a message is sent to a receiver in words or other symbols and

decoding is the final step. In decoding, the receiver translates the words or symbols into a concept or information that he or she can understand.

This is the twenty first century. Everything changes in course of time. Similarly, the ways of communicating with each other have also changed with the change of time. In the past, there was only face to face communication. But nowadays, it is the age of hungry information society. The old system of face to face human communication has changed into very complex system due to the technological means of communication i.e. e-mail, internet based on modern technological devices. Some of them are electronic communication i.e. through radio, television, film, mobile etc. and print devices i.e. through books, manuals newspaper, magazines, brochure, banner etc. Thus, the technological means of communication covers the broad area in our life. Technology has brought a great revolution in every aspect of human life as well as language teaching and learning.

According to Hew et.al (2011, 16), "YouTube is the most popular social networking service and website. The means of social networking website refers to the concept which is one of the most worldwide instantaneous means of communication through networks is popularly known as YouTube." There are other kinds of tools will use for social exchange, such as-email, internet, blogs, videos conferencing, photo sharing, wikis, and virtual worlds which are called social media.

Among them, the popularity of YouTube is so much increasing day by day. The focus can be seen only on the one specific social media which is social networking websites and more precisely one of them networking is YouTube.

According Rubin (2011, p.11), YouTube is founded by former-Harvard Student Mark Zuckerberg within the financial support from Eduardo Saverin. His other two friends Dustin Moskovitz and Chris Hughes helped him to grow the site to the next level. They lunched the YouTube in February 2004. After one year

YouTube is officially called YouTube and the domain of YouTube came into existence in August, 2005.

YouTube is the top ranked social network in terms of global communication. It provides such a powerful genuine presence for the learning of English particularly in contexts where opportunity for exposure to and interaction in the English language are limited. It can provide numerous other pedagogical advantages to both teachers and students. It can bring genuine interaction and communication between teachers and students through the chat rooms, personal information, news group, background and status. It is a network that connects both the teachers- students and students-students interaction in the form of web-based communication. It also indirectly creates a learning community. It helps instructor to connect with their students about assignment, upcoming events, useful links, and sample of work outside the classroom. Students can use it to contact classmate about question regarding class assignment or examination as well as collaborate on assignment and group projects in on online environment.

It is the connection of YouTube networking and the social communication capabilities that can benefit both the teachers and the students by tapping into a greater number of learning styles. It provides an alternative to the traditional lecture format. It creates an online classroom community and increases teachers-students and students-students interaction. By looking such kinds of use of YouTube in language teaching and learning, I have carried out the study.

1.2 Statement of the Problem

Among the different social media based on computer technologies that can be used in ELT, YouTube is one of the most influencing and increasingly used social media at present. So, I have specified the use of YouTube in ELT in the study. The issue addresses in the study is how YouTube provides learners with the opportunity for social interaction in learning English. It supplies great

opportunities for language learners such as getting ample amount of input and learning how to express themselves especially in communicative practices. In addition to this, YouTube enables students to have greater confidence in interacting with people. Likewise, YouTube has greatly facilitated L2 learning and teaching by presenting endless input source for both learners and teachers. When English Language Teaching (ELT) is taken into consideration, YouTube provides English teachers with unprecedented authentic materials, which is one of the key elements in ELT. Therefore, language teachers play a decisive role in turning technology into a functional tool that facilitates language learning and teaching. For the reason, the study is central to the identification of the contribution of YouTube in teaching and learning.

Most of the YouTube users are the students from elementary to higher levels. Students should make habit for learning from technology. They can encounter with different educational lectures in YouTube and they can post themselves too. In the context of Nepal, Nepal English Language Teachers' association, Readers Digest, Rochester Institute Technology and many more educational institutions have been posting different educational news, materials and information in their YouTube as well. If the students are being conscious and aware of that they can easily get a number of benefit from this. So, the major issue of the study becomes how effectively YouTube is used by the teachers and learners.

I myself use YouTube frequently. I have been benefited in a great extent. I have got various insights from it. The role of information and pictures related to English language teaching has encouraged me to carry out the research as well. Thus, the problems to be stated in the study are the extent to which YouTube used in language teaching and learning process and the reasons behind the use of YouTube by teachers and learners and the benefits that they get from it.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i) To identify the students' perceptions on the use of YouTube in developing communicative competence and
- ii) To suggest some pedagogical implications on the basis of the findings of the study.

1.4 Research Questions

The study addressed the following research questions:

- a) How do students perceive the role of YouTube in teaching and learning English?
- b) What is the potential use of the YouTube to contribute in teaching and learning English?
- c) To what extent is YouTube useful in ELT?

1.5 Significance of the Study

The present study shows that the value and importance of YouTube in teaching and learning process is undeniable. It provides numerous pedagogical advantages to both teachers and students. Therefore, the study is broadly based on the investigation of the potential role of the YouTube to carry out the teachers' and the students' perceptions about the use of YouTube. YouTube provides real world English language learning contexts, culture, authentic materials and teaching activities. Moreover, the study is significant and helpful for the educational administrators, the language planners, YouTube users, policy makers, teacher trainers and course developers to take social media as a powerful means/resource of language teaching and learning. As the study provides valuable information about the contribution and role of YouTube to

teachers and students, it is particularly more significant to the teachers and learners.

I'm hopeful that the study brings some new insights on how to use YouTube properly why to use and to what extent one is benefited from it. The study seeks to address some major concerns in the current use of modern technologies in ELT to enhance learners' language proficiency. Therefore, the study becomes significant to the practitioners to enhance teaching and learning English by providing with authentic and meaningful learning environment.

1.6 Delimitations of the Study

The present study had the following limitations:

- a) The study was limited to the Use of YouTube only in English language teaching and learning process.
- b) The area of the study was limited to five different Secondary Schools of Lahan Municipality of Siraha district.
- c) It was limited to the responses obtained from 25 students and 15 teachers.
- d) It was limited to the information obtained through the tools like questionnaires.

1.7 Operational Definition of the Key Terms

The operational definition of the key terms has been presented in the following manner.

E-Mail: I have used the term e-mail to refer to the electronic mail to the transmission of message over communications network.

Blogs: In my study, it refers to the short form for Web log, a blog is a Web page that serves as a publicly accessible personal journal for an individual. Typically updated daily, blogs often reflect the personality of the author.

Exam generators: In my study, 'Exam' generators' are not defined like "On line exam generators" but there are some applications such as Quia and Hot Potatoes where teacher can create a class, exercise and task that can be assigned and graded immediately online.

Specialized Web Sites: For my study a web site is a place connected to the internet where a company or an organization, or an individual person puts information. These documents are written in HTML (hypertext mark up language) and are translated by your Web browser. Web pages can either be static or dynamic. Static pages show the same content each time they are viewed. Dynamic pages have content that can change each time they are accessed.

E- Learning: For my study, the term, E-learning refers to the use of electronic media and information and communication technologies (ICT) in education. E-learning is broadly inclusive of all forms of educational technology in learning and teaching.

Internet: In my research, the internet is taken as a network of networks. It is a system of linked computer World Wide networks that facilitate data transfer and communication service, such as e-mail, World Wide Web.

YouTube: In my study, the term YouTube is regarded as the most popular social networking service and web sites. It is the countless opportunity to increase and enhance the sharing of information.

Technology: The term technology is used as the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society and the environment.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

The chapter includes the detailed review works and their implications on the study. In the same way, the theoretical concepts and conceptual framework are also included in the chapter.

2.1 Review of Related Theoretical Literature

The review of related theoretical literature of the study includes the information about YouTube, internet and online resources, language in YouTube, purpose of using YouTube in the classroom, tips for using YouTube, YouTube as resources and applications, and role of YouTube in general.

YouTube is becoming a part and parcel of our life. Language teachers have to include it as a part of their practices. During our classes, we have to analyze and use resource and some internet devices. There have been valuable uses of social media to the language students. It is an attractive and modern tool that connects them to the real world. Use of the social media platforms facilitates independent learning because students control the content, the pace and the learning objective, so that they can master their skills.

Students are heavily enrolled in website technologies (i.e. blogs, twitter, pod casts, wikis, social network sites, virtual worlds, video sharing and photo sharing). They are crafting on-line lives that seamlessly held with their at line world. Indeed, the YouTube is playing an increasingly important role not only in students' social life but, also in academic activities.

According to Lampe, et.al, (2006, p.135)

Social network sites are quickly becoming ubiquitous online. The most popular of these websites are MySpace, Be Bo and YouTube. While technological differences around, social network sites are “web-based services that indicate to construct a public or semi-public profile within a bounded system, denticulate a list of other uses with when they share a connection, and view and traverse their list of connections and those made by others within the system. YouTube specifically, has been founded to be used and reinforce current offline relationships.

In addition, YouTube gives student instant access to authentic materials and so that different materials can be prepared for learners. They can create and share their own materials with a real audience, thus interaction also alter the chance to combine teacher's goals. Students need and take many advantages from the materials and the technologies that they use. The advantages of YouTube are discussed below:

YouTube is the most popular social networking of all time. The popularity of YouTube is increasing so much that on it will reach up to 1 million members. Many people out there who passes most of their time on YouTube. There are many advantages of using YouTube. They are:

YouTube is the most popular social networking of all time. The popularity of YouTube is increasing so much that on it will reach up to 1 million members. Many people out there who passes most of their time on YouTube. There are many advantages of using YouTube. According to Morrison, (2007, p.7) some of them can be included as:

- YouTube is free and it is one of the best medium for learning.

- Students can use YouTube for study; they can get any information about their projects, homework, assignments, exams.
- It functions as a means of enhancing language practice to both students and teachers.
- People can have encouragement from the lectures that they get through YouTube.

However, the growing use of YouTube is not out of some drawbacks. It means there are some disadvantages of using YouTube beside those many advantages. According to Morrison, (2007, p.8), some of the disadvantages of YouTube are:

- YouTube is addicting. It is indeed addicting which often kills our valuable time. Using YouTube for our need is not bad when we are most of our valuable time than it becomes bad. The biggest disadvantage of YouTube is its addiction to the users which causes many problems.
- YouTube often brings bad effects on students result. Students who are YouTube addicted appear with a bad result on their exams.
- Besides students, people who work in waste their time in browsing YouTube. That's why many offices have decided to block YouTube completely.
- YouTube does not work properly. User often faces trouble while using YouTube.
- It is just a waste of time. It sometimes takes long time to operate.

So, from the above statements, it is clear that if YouTube is not properly used, it can be harmful as well.

2.1.1 The Internet and Online Resources

Internet is a technologically-based communication system. It is a network of networks. The term 'internet' stands for International Network which connects millions of computer users all over the world. Internet provides a powerful genuine resource for the learning of English. It helps to gather information and distribute our data. Internet is an ocean of information accessible to people across the world, but the way it can be used on various platforms in different manner. Many English teachers recognize the potential of the internet for long-distance communication. (<http://www.businessdictionary.com/definition/internet.html>)

Internet is now becoming the world's largest computer network. It is also known as cyberspace, the information superhighway, the online community, the electronic library and the digital revolution. Nepal Cell (NCELL), United Telecom Limited (UTL), Nepal Telecom (NTC) networking agencies are functioning as system tools in our context. They have offered internet through General Packet Radio-date Service (GPRS) and other facilities. Broad links, World link, Smart-cells Wi-Fi are also competing with each other. The internet application that is currently drawing the most attention is the World Wide Web (WWW). WWW is a series of servers that are interconnected through hypertext.

A twelve year meta-analysis of research by the US Department of Education published in June 2009 found that higher education students in online learning generally, performed better than those in face to face courses. So, online learning opens up opportunities for students who may not previously had been able to get an access on these resources. According to Warschauer (2002, pp.5-6) online resource can include following areas:

- ELT/Literature
- According/finance

- Professional services
- Science and technology
- Current affairs (social, political, economic, Cultural, etc.)
- National and International Organizations.
- Software exposure/ applications
- Politics/medicine
- Psychology/sociology

The main search engine of internet is Google. It is one of the greatest linked websites to other websites which is also called the site of other sites for online resources. If anybody does not specify a website, he can go through Google with some words or features of the text for online resources. It assists to the access of required materials. Some of the YouTube resources which can be used in ELT are:

i) Film

Film is known as a series of moving pictures recorded with sound that tells a story, shown on television or at the cinema. The film provides students with examples of English used in real situations outside the classroom. It exposes student's natural expressions and natural flow of speech. Film also makes the language learning process more entertaining and enjoyable.

ii) Song

Song is a short view of music with words that we sing. Songs increase students' interest. It can be a good tool for reviewing the language points. It helps in developing language skills.

iii) Drama

Drama refers to the plays which are regarded as a form of literature. Drama encourages adaptability fluency and communicative competence. Mime helps

develop students' power of imagination and observation. It can be a source of great enjoyment.

iv) Story

A story is a description of events and people that the writer or speaker has invented to entertain people. Story is a branch of literature. It is a sequence of fictional events. Short story can be powerful source for teaching speaking and listening. It provides moral for leading a better life.

v) Poem

A poem is a piece of writing in which the words are chose for sound and image. The words are arranged in separate lines, usually with a repeated rhythm and the lines rhyme at the end.

vi) Lecture

A lecture is regarded as a talk that is given to a group of people to teach about a particular subject for a university or college course. The word 'lecture' has been originated from the French word 'lecture' which means intended to teach about a particular subject. It enables the students to learn mime actions.

vii) Cartoon

A carton is regarded as a using drawing in a newspaper or magazine especially about politics or events in the news. Cartoons are an entertaining source of learning English for the young learners. They are highly motivated to pick up the language exposed before them through cartoons.

viii) Video

Video brings the outside world into the classroom. Advertisements dramas and academic lectures are available in videos. Video engages learners some

teachers feel that watching a video is entertainment rather than education. Videos can be excellent source for information.

ix) Interview

Interview is regarded as a formal meeting in person for the assessment of a candidate or applicant. It makes the students display the abilities such as personality speaking power knowledge, intellect, mental fitness, etiquette fitness, manners etc. It teaches them to change the lifestyle through good habits and determination.

x) Essay

An essay is generally scholarly piece of writing that give that writers own arguments. Essay encourages the learners to engage with the writing process. It improves the skills like critical and creative thinking, planning, researching, drafting .

Some of the relative terms for the internet and online resources can be discussed following ways:

a) Website (Web Presence)

Website is the location of web pages created by any organization, universities and government agency to provide information regarding them. For example: www.nepalnews.com. Each and every website has its own address that is called the internet address. After connecting the internet, we have to search for online resources by using related website addresses. Many people use the term Internet and World Wide Web interchangeably, but in fact, these two terms are not synonymous. Internet and the Web are two separate but related things. The internet is a massive network of networks or a networking infrastructure. It connects millions of computer users together globally, forming network in which any other computer as long as they can be connected to the internet.

Web is just one of the ways that information can be disseminated over the internet.

One of the most common reasons for us to be hanging around on the internet is the abundance of information. The information is generated by multiple sources. It is carefully organized in the form of files and web pages. When it grouped together to form a single entity, then it becomes a website.

In the sense, a website is represented as centrally managed group of web pages, containing text images and all types of multi-media files presented to the attention of the internet users in an aesthetic and easily assessable way. All websites enabled through the internet constitute the World Wide Web (WWW). (searchmicroservices.techtarget.com/definition/Web-site)

b) Webpage

Webpage is the location of information that is stored in the website. The www consists of a huge collection of documents with related website. Webpage provides vast amount of information of related websites.

c) Browser

Browser is a software application which used to locate and display web pages. The most popular browsers are Netscape, Navigator and Microsoft the internet Explorer. Both of these graphical Browsers mean that they can display graphics as well as texts. Browser is the client server that allows a user to display and interact with a hypertext document.

d) Web Server

A computer that is maintained by a system administrator of the internet Service Provider (SIP) and that responds to requests from a user's browser is web server. So, a web server is a site through which webpage are kept. It is a program that responds to requests from web browsers to retrieve resources.

2.1.2 Language in YouTube

The term 'language' is defined with reference to the notion of society: a language is what the members of a particular society speak. Language cannot be used in vacuum or in isolation. It is always used among the people in their society for communication. The language is one of the fundamental features of a community. And at the same time, we must understand that the use of language is influenced by various social constructs, such as power, status, gender, race, clan, solidarity assistance.

English is one of the most widely spoken language in the world and it has estimated of about (250-350) million non-native speakers which means that there are a huge number of people who converse and communicate in English even though it is not their own language or native tongue (Rubin, 2011, P. 64). English is spreading around the globe. It is used in electronic media, print media, BBC. English language is the most widely used language in YouTube.

2.1.3 Using YouTube in the Classroom

YouTube is not just a great way to find old friends or learn about what's happening the weekend, it is also an incredible learning tool. Teachers can utilize YouTube for class projects, for enhancing communication, and for engaging students in a manner that might not be entirely possible in traditional classroom setting. For example, a teacher can use a YouTube for their classroom. From there, teachers and students can interact with one another in an entirely contemporary way. They can discuss about the book, take classroom polls and share informative materials. Social networks like YouTube, Twitter, Pinterest, etc provide vast resources for learning. The teachers can post reminders for homework assignments, educational resource and other valuable classroom information. Students and educators set up a community board where everyone can participate and share.

2.1.4 Benefits of Using YouTube

Similarly, YouTube can be used not only for communication purpose but also for classroom benefits. According to Sabieh (2001, 40), some of the benefits of using YouTube as a learning tool are:

- Students are comfortable with YouTube: Most students are the users of YouTube, so implementing it into class provides a comfortable way for students to participate in classroom interaction.
- Promotes collaboration: YouTube's design promotes social interchange between participants, thereby increasing collaboration between students working on activities.
- Keeps schools current: It suggests moving from a skills-centered approach to learning. It is one of the connectivity to be attached with schools activity.
- Student's engagement: When students are accessing the class content, more often, they will be thinking about and engaging in the lessons more frequently.
- Ambient awareness: YouTube provides an excellent opportunity for the students and teachers to participate in ambient awareness, a way of getting know those we follow on social networks in more meaningful ways.
- Teach personal responsibility: Teachers can take the opportunity to teach students how to responsibly use YouTube and other social networking sites so it helps for their future—not for opposite activities.
- Access to guest speakers: Instructors who have stayed in contact through YouTube with past students or who have moved on to their careers have an excellent resource for guest speakers for the class.

2.1.5 Role of YouTube in General

YouTube, a global social media is a relatively new resource for educators. There is emerging evidence that YouTube provides a variety of valuable aids to education. The content of textbook, library and teacher's knowledge is enhanced by the new medium. Millions of websites are there to enhance learning. We can go to our relevant website and get information on our required topics. Most of the websites facilitate for downloading and saving the required material. The all thing are made more very easy with the help of internet. The social media is a means of communications. Several social media like my space, Friendster, Xanga, wi5, Twitter, BeBo, and YouTube and all need internet to conduct. Without internet it cannot move ahead. Through internet we can upload and download our research online and share our contribution worldwide. The internet based learning modules actively engage students in a unique manner from the traditional class lecture. The teacher should have the idea of using YouTube and implementing it in outside the classroom. YouTube creates motivation to the teacher and students. It makes the learning environment interesting and brain storming. It also helps to understand detail study if students are unclear at any subject matter in the classroom. Collaborative teaching and learning process exists through YouTube. The thing to be considered is teacher and students do not waste their time to talk about unnecessary matter. They should always be formal as like as the classroom. While discussing with YouTube, the teacher should think I am always teacher insides the classroom or outside the classroom. Similarly, students should think that I am a learner and I should be always ready to learn.

YouTube is also taken as distance teaching and learning. YouTube helps them in their teaching and learning process. Those who cannot take their class regularly due to the many reasons, they use YouTube as a means to update. YouTube can provide numerous opportunities for the learner to learn. Hence YouTube is pedagogically implemented in the classroom or outside the classroom. The environment and time never obstacles to learn by means of

using YouTube. Learning through YouTube brings everywhere opportunities. Learners never tired and they always affected by YouTube in their learning process. (https://en.wikipedia.org/wiki/Social_impact_of_YouTube)

As Voitnofer (2007, 11) says that social network between the teacher and students should encourage for;

- 1) The technical and pedagogical characteristics of educational technology.
- 2) The social aspects of educational technology and
- 3) How to think about emerging technologies in relation to teaching.

It is important for teacher to introduce social networks to the students. A teacher should make separate accounts for their students. Teacher can contact students via YouTube by sending messages, posting comments on ‘the wall’ or chatting with students during virtual office hours. By increasing students’ involvement through communication and community, teachers can tailor their course towards a variety of learning styles. The general roles of YouTube can be summarized in the following:

- It provides a rich data base of authentic materials.
- It offers an excellent tool for interactive learning.
- It provides an excellent context for collaborative material development.
- Its multimedia capabilities, which combine graphics, sound and movies are particularly conducive to language learning.
- Materials stored in the web can reach a wide audience at a relatively low cost.

On the basis of above mentioned general roles, the study attempts to explore the specific contribution of YouTube in English language teaching and learning from teachers and learners view points.

2.2 Review of Empirical Literature

I have reviewed many books, journals, studies, articles and others sources to carry out the study. Those reviewed tasks help to provide both theoretical and methodological knowledge which are as follow.

Adhikari (2008) conducted a research on "Effectiveness of using computer in teaching vocabulary". He aimed to find out the effectiveness of using computer in teaching vocabulary in contrast to traditional ways of teaching vocabulary. He prepared the test items as the tools for data collection from the text book 'Our English' prescribed by CDC for grade nine. He selected 24 students similarly in his study these students were classified into two groups namely controlled and experimental on the basis of odd and even number of their score on pre-test. He concluded his research work stating that using computer in teaching vocabulary is a significantly effective way of presenting new vocabulary items in EFL classroom.

Similarly, Khanal (2008) conducted a research on "Attitudes of higher secondary teacher towards the use of computer and the internet." The study was carried out to find out the attitudes of higher secondary English language teachers in the use of computer and internet in teaching English. He used questionnaire as a tool of data collection. The sample of the study consisted 35 teachers' from Kathmandu Valley. He selected the sample by using simple random sampling procedure. He found that majority of the teachers had positive attitudes towards the use of computer and the internet. Although less than 25 per cent English teacher of Secondary School in Kathmandu valley did not have the access of computer and the internet, they have the positive attitude towards their use in curricular activities. All teachers are found to be interested in increasing computer and the internet access in the future.

Chaudary (2009) carried out research on "Use of internet as a language learning tool". The study was carried out to find out the extent to which the students use

the internet as a language learning tools. Questionnaire was used as the research tool to collect the data. Out of all the students of MA and M.Ed., he selected 80 students randomly as the sample for his study. He included 40 from MA students and 40 from M.Ed. His findings showed that 80% of the total M. Ed. students and 76.6% of the total M.A students used the internet as a language learning tool. They were also found to use internet to search the authentic information for their learning.

Pandit (2011) conducted survey research entitled “The Impact of Internet on Language Learners in ELT”. The main objective of his study was to explore the opinions of the students towards the impact and use of internet in ELT. He used questionnaire as a tool of data collection. He selected 50 students studying in M.Ed. 2nd year as the sample. They were selected purposively. After analysing and interpreting the data, he found that the student opined internet as a major source of developing proficiency and getting input in learning. They viewed that they have positive impact in their learning.

K.C. (2012) conducted a survey research entitled “Use of Facebook for Language Learning”. His main objective was to find out the different uses of Facebook for enhancing language learning ability of students. He collected data in his study from 40 students of M.Ed. first year and second year specializing in English. Twenty students were from first year and 20 were from second year. He followed stratified random sampling procedure to select the sample. It was a survey research. The tool of data collection was the questionnaire the finding of the study showed that more than 85% of the total students used the Facebook and other social webs for language learning.

Chapagain (2014) carried out a study on "The Use of Twiter in Developing Language Learning Abilities of the Students". The objective of this study was tool identify the uses of Twiter for developing students learning abilities. He selected 40 students purposively as the sample from all the higher secondary level students of Bara districts. He used questionnaire as the tool for data

collection. The findings of the study showed that the students used Twitter to obtain information related to their study. They used it for chatting and writing on public interest in English.

Though, the above studies are related to the use of computer, internet and language in Facebook, no study is there about the YouTube and its use in language teaching and learning. So, this study is different from the existing studies. It means that the research becomes the first study about the YouTube and its use in Language Teaching and Learning to both teachers and students.

2.3 Implications of the Study

I have reviewed some researches which are related to my study. Among them, some are related to use of internet in language learning tool and some others with the use of language in YouTube. All of them had their own specific virtues in accordance with the title, population and their study areas. These studies are to some extent related to my study. After reviewing these works, I have got lots of ideas regarding the use of computer, internet, and computer based language learning. The implications of the above reviews in the present study are given below:

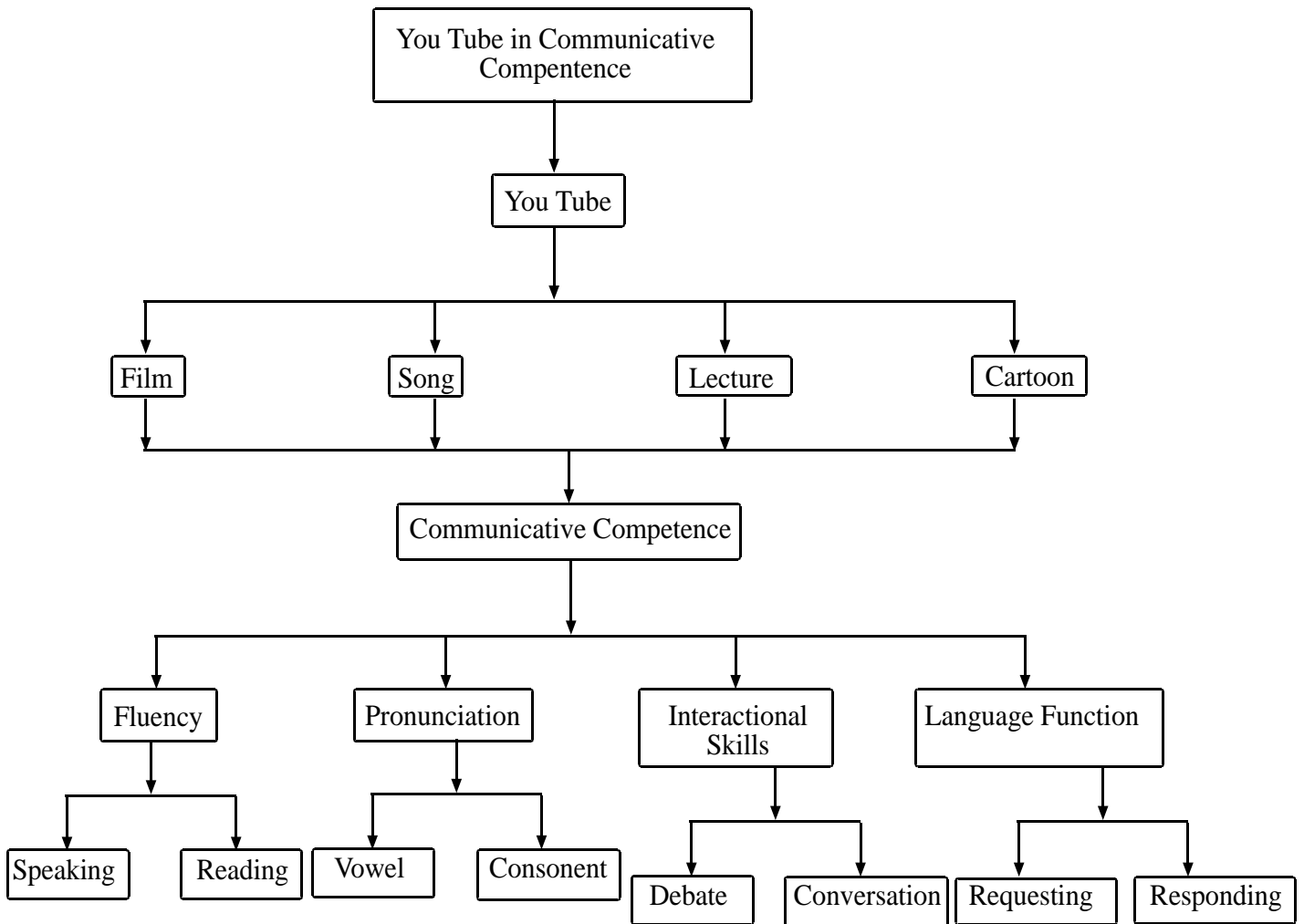
I learned from Adhikari's (2008) research which states that using computer in teaching vocabulary is a significant way of presenting new vocabulary items in EFL classroom. I learned from Khanal (2008) which implies that all the teachers should be interested in technology for increasing access of computer and internet in language pedagogy. I learned from Chaudhari's (2008) research concludes that 80% of the M. Ed and 76.6% of the M.A students used the internet as a language learning tool. It implies that number of YouTube users is increasing day by day.

I learned from K.C. (2012) conducted a survey research .The study implies that the growing number of students is in using internet for their study. I learned from pandit's conducted survey research. The main objective of his study was

to explore the opinions of the students towards the impact and use of internet in ELT. He used questionnaire as a tool of data collection. After analysing and interpreting the data, he found that the student opined internet as a major source of developing proficiency and getting input in learning. They viewed that they have positive impact in their learning. I learned from Chapagain's (2012) research carried out a study. The objective of this study was to identify the uses of Twitter for developing students learning abilities. He used questionnaire as the tool for data collection. The findings of the study showed that the students used Twitter to obtain information related to their study. They used it for chatting and writing on public interest in English.

2.4 Conceptual Framework

YouTube in Communicative Competence are divided into two categories i.e. YouTube and Communicative Competence. Film, Song, Lecture and Cartoon are based on YouTube. Similarly, Fluency, Pronunciation, Interactional skills and Language function based on Communicative Competence. Likewise speaking and reading are come under fluency, vowel and consonant are come under pronunciation, debate and conversation are come under interactional skills and requesting and responding are come under language function. The conceptual framework of this thesis can be presented in the following diagram:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The section deals with design of the study, population, sample and sampling strategy, study area/field, data collection tools and techniques, data collection procedure, data analysis and interpretation procedure.

3.1 Research Design

Survey design was used to carry out the research. I used questionnaire to collect data; the design was economic and the factual data could be derived. That is why survey design has been chosen for the research. Survey is superficial study of an issue or phenomenon. It is a general view and characterization of the circumstances and the testing of its status. It is the most commonly used method of investigation in education research. According to Nunan (1992, p.14), “The main purpose of survey research is to obtain a snapshot of conditions, attitudes and events at a single in point.” According to Cohen and Manion (1985), “Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale government investigation through small scale studies carried out by a single researcher” (as cited in Nunan 1992, p.140). A survey usually addresses the large group of population, sampling is necessary to carry out investigation. The concern here is to ensure that sample should be representatives of the study population as a whole sampling is done to obtain practicability of the study.

Nunan (1992, p.14) suggests the following eight step procedures of survey research:

- | | |
|---------------------------------------|-----------------------------------------------------|
| Step 1: Define objective | - What do we want to find out? |
| Step 2: Identifying target population | - Who do we want to know about? |
| Step 3: Literature review | - What have others said/discovered about the issue? |

Step 4: Determine sample	- How many subjects should We survey and how will We identify these?
Step 5: Identify Survey instruments	– How will the data be collected: Questionnaire/interview?
Step 6: Design survey procedures	– How will the data collection actually be carried out?
Step 7: identify analytical procedures	– How will the data be assembled and analyzed?
Step 8: determine reporting procedure	– How will results be written up and presented?

In this way survey is one of the important research methods used in educational investigations. It is mainly carried out to find out people's attitudes, opinions and specified behavior on certain issues, phenomena, events or situations. The findings of survey are generalized to the whole group. That is why I chose survey design in my research.

3.2 Population, Sample and Sampling Strategy

A research requires population, sample and sampling strategy. So, the population of this study included all the English students of Siraha district. Thirty secondary level students from five different Secondary Schools of Lahan municipality of Siraha district were taken as the sample in the study. Students and the schools were selected by following purposive non-random sampling strategy.

3.3 Research Tools

The study area of the research was Lahan Municipality of Siraha district. I selected the thirty students from five different Secondary Schools. It included only six students from each school and five Secondary Schools were selected in Lahan municipality of Siraha district. It means that six students from each

secondary school were selected. I used purposive non-random sampling procedure to select the sample in the study.

3.4 Sources of Data

In order to collect the data, I used questionnaire as major tool for students. The questionnaire is consisted of both open ended and close ended questions.

3.5 Data Collection Procedures

In order to collect the data, First of all, I prepared a set of questionnaire. I went to the field and built rapport with the school administration, teachers and students. Then I purposively selected six students from each of the 5 secondary schools. I explained briefly about my purpose of research and informed them about what they will suppose to do. I distributed the questionnaire and requested them to respond. I took questionnaire being based on preset research questions. At the end; I collected the questionnaire from students.

3.6 Data Analysis and Interpretation Procedures

To complete the study, data were analyzed descriptively way. However, quantitative data were analyzed and interpreted with the help of simple statistical computation like- mean, median, ratio. Moreover, I presented the facts in different lists, tables and diagram in order to present those more explicitly so as to draw conclusion of the study.

3.7 Ethical Considerations

For the disciplinary awareness I should follow sound ethical code of conduct to make research as research. To fulfill my research I took consent with respondents. I maintained confidentially regarding the information of the respondents. I did not use the data for any of the case except for my study with permission of respondents. I didn't analyze the data subjectively. I gave dew attention on truthfulness, accuracy, honesty in my study. As well as I avoided the plagiarism while processing the data from study.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter includes the data analysis and interpretation and the summary of the research. The data collected through the questionnaire have been analyzed and interpreted by using various statistical tools Such as percentile. It incorporates the process of organizing, summarizing and synthesizing the data to find results and conclusion of the study. I have analysed and interpreted the data both descriptively and statistically based on the nature of data obtained from the respondents.

4.1 Analysis and Interpretation of Results

This section includes the presentation, analysis and interpretation of data. It is based on how the data have been analyzed and interpreted. The analysis and interpretation of data is done in terms of following heading:

1. Student's perceptions on the use of YouTube in developing communicative competence.

The first heading further comprises eleven sub-headings which are discussed in the following sections:

4.1.1 Students' Perceptions on the Effectiveness of YouTube

The responses are from the English students of secondary level, regarding their perceptions on the use of YouTube. These are analyzed and interpreted under the following sub-headings:

4.1.1.1 Student's Knowledge and Access of YouTube in English language Teaching

It is the technology guided era. The students should use technology in ELT. They should have a sound knowledge and proper access on various ICT based tools, YouTube. Regarding their knowledge and access of YouTube in ELT, I asked them whether they have access of e-mail account and YouTube or not. The following table shows the student's knowledge and access of YouTube in ELT:

Table 1
Student's Knowledge and Access of YouTube in Communicative Competence

S.N.	Items	Responses			
		Yes		No	
		N.	%	N.	%
1	Access in email accounts	15	50	-	-
2	Knowledge on how to use YouTube	14	46.67	1	3.33

Table 1 shows that 50 % (15) of respondents have E-mail accounts. Table also shows that only 46.67% (14) of the students have knowledge and access on using YouTube in their teaching and learning activities. So, the above data showed that 60% of the students have sound knowledge and ease access on YouTube in e-mail and their English language teaching practice.

4.1.1.2 Students' Views about the Effectiveness of YouTube in English language teaching for Communication

These days many of the teachers as well as students used different web-based resources in their teaching and learning. So, I also asked the selected teachers about their views on the use of YouTube in their ELT practices.

The following table shows the students' views on the use of YouTube in ELT:

Table 2

Students' Views to the Effectiveness of YouTube in Communication

S.N.	Items	Responses									
		S.A.		A.		N.S.		D.		S.D.	
		N.	%	N.	%	N.	%	N.	%	N.	%
1	YouTube provides an authentic source of materials for CC	12	40%	18	60%						
2	YouTube enhances language proficiency of the students	18	60	10	33.33	2	6.67				

Table 2 shows that 40% (12) of the respondents strongly agreed that and 60 % (18) of them agreed the statement that YouTube provides an authentic source of materials for communicative competence. Likewise, 60 % (18) of the respondents strongly agreed that YouTube enhances language proficiency of the students, 33.33 % (10) agreed and 6.67 % (2) did not agree with the statement that YouTube enhances language proficiency of the students. So, it can be concluded that for majority of students, YouTube is an authentic source of materials for ELT and for them YouTube enhances language proficiency of students.

4.1.1.3 YouTube as a Tool in Communication

The individuals use YouTube and other social media for various reasons for entertainment, for friendship, for learning and so on. In order to identify the students' views on YouTube as a tool in ELT I asked them whether they used YouTube as the tool in their ELT practice the responses of the informants that are present in the table below:

Table 3

YouTube as a Tool in CC

S.N.	Items	Responses			
		Yes	No	Yes	No
1.	Use YouTube as a language teaching tool in Communicative Competence	24	80%	6	20%

Table 3 shows that 80 % (24) of the respondents have used YouTube as a language learning tool and 20 % (6) of them have not used in this regard So, it can be concluded that the majority of the students have used YouTube as a language teaching tool in developing communicative competence.

4.1.1.4 Reasons Behind the Use of YouTube

People use YouTube and other social media for several of reasons. Similarly, students also used them for various purposes: to explore the reasons behind the use of YouTube, the respondents were asked to provide the reasons behind the use of YouTube in ELT. The responses of the informants are given as follows:

Table 4

Reasons behind the Use of YouTube

S.N.	Items	Responses	Frequency	Percentage
1.	Reason behind the use of YouTube	To Gain Knowledge	14	46.67
		To know problems related to teaching	6	20
		To search academic materials	10	33.33

Table 4 shows that 46.67 % (14) of the respondents have replied that they use YouTube to gain knowledge. Similarly, 20 % (6) of them use YouTube to know the problems related to teaching and 33.33 % (10) of them have replied that they use YouTube to search academic materials. On the basis of above data, the reasons of using YouTube are to gain knowledge, to know problems related to teaching and to search academic materials.

4.1.1.5 Information Obtained from the YouTube

We can obtain huge amount of information on various topics of our interest from YouTube and other forms of social media. To find out the information obtained by the students from the YouTube, the informants were asked about what information they got from YouTube which are as follows:

Table 5

Information Obtained from the YouTube

S.N.	Items	Responses	N.	%
1.	Information obtained from the YouTube	Information related to professional development	18	60
		Online solution	12	40

Table indicates that 60 % (18) of the respondents have replied that they are interested to gain information related to professional development while 40 % (12) of the respondents have replied that they used YouTube for online solution. So, it can be said that the majority of students get information related to professional development from YouTube.

4.1.1.6 Matter of Discussion Mostly Found in YouTube

We can get different subject matters and the discussion over them in YouTube. To find out the subject matter discussion discussed in YouTube, the selected students were asked about the matter of discussion in YouTube through questionnaire. The following table shows their responses:

Table 6

Matter of Discussion Mostly Found in YouTube

S.N.	Items	Responses	N.	%
1.	Matter of discussion mostly in YouTube	Formally discussed about study and subject matter	14	46.66
		Personal matter	6	20
		Suggestion to the student	10	33.33

Table 6 shows that the majority, 46.66 % (14) of the respondents have replied that they have formal discussions with their students about their study and

subject matter While 20 % (6) of the respondents have discussed about personal matter, and 33.33 % (10) of the respondents replied that they suggested to the students. It states that for the majority of the students claim the matter to be discussed. YouTube are formal discussed about subject matter, personal matter and suggestion to the students.

4.1.1.7 Areas of English Language Teaching Facilitated by YouTube

YouTube can facilitate the students in different areas of language teaching as in grammar, vocabulary, pronunciation and so on. In this regard, the informants of this study were asked about the areas of ELT that are mostly facilitated by the use of YouTube. The following table presents their responses:

Table 7

Areas of Communicative Competence

S.N.	Items	Responses	N.	%
1.	Area of CC in YouTube	Film	16	53.33
		Song	8	26.66
		Lecture	6	20

Table 7 shows that 53.33 % (16) of the respondents have perceived that the main area of Film facilitated by the use of YouTube is Communicative Competence. On the other hand, 26.66 % (8) of the respondents' viewed that YouTube facilitates in Song and, 20 % (6) of the respondents' viewed that YouTube facilitated in Lecture. So, for the majority of the students, YouTube facilitates in Communicative Competence while learning English.

4.1.1.8 YouTube in Students' Language Development

Language development is an on going, self directed and autonomous effort of person to acquire new knowledge and skills and continually improve them after initial formal in their career. My concern here was to find out the role of YouTube in developing language skills and knowledge. So, I asked the students to response on how YouTube helps in their language development.

The following table presents the responses of respondents regarding the YouTube in Language development:

Table 8

YouTube in Students Language Development

S.N.	Items	Responses	N.	%
1.	YouTube in Language development	reading supplemental material and assignment	16	53.33
		Provides reading materials and information	4	13.33
		Helps to find research materials	4	13.33
		It creates learning community	6	20

Table 8 shows that 53.33 % (16) of the respondents have replied that they get supplementary reading materials and assignment for their language development from the YouTube while 13.33 % (4) of the respondents have replied that YouTube provides teaching materials and information in language growth. Likewise, equal numbers of the respondents have replied that YouTube helps to find research materials. In contrast, only 20 % (6) of the respondents have replied that YouTube creates learning community. Majority of the students YouTube provides reading materials and assignment task for their language development.

4.1.1.9 Significant Contribution of YouTube in ELT

YouTube and other forms of media learning have significant contribution in the different filed of human inquiry. Similarly, YouTube becomes significant tool in ELT and it may contribute to facilitate English language learning process. The selected students were asked to mention the significant contribution of YouTube in ELT. The following table shows their responses:

Table 9

Significant Contribution of YouTube in Communicative Competence

S.N.	Items	Responses	N.	%
1.	Significant contribution of YouTube in CC.	Distance reading and learning	8	26.66
		Develop communication skill	8	26.66
		Excellent tool for interactive learning	10	33.33
		Updates with new information	4	13.33

Table 9 shows that 26.66 % (8) of the respondents have replied that YouTube is the best tool for distance reading and learning. It also shows that similar number of respondents view that YouTube contributes to develop communication skill. Simiarly, for 33.33% (10) of the respondent, YouTube is an excellent tool for interactive learning. Only 13.33 % (4) of the respondents view that YouTube contributes to update with new information. On the basis of above information it was found that YouTube has significant contribution on distance learning, communication, interactive learning and for updating new information.

4.1.1.10 Students' Suggestions for Using YouTube

Students have to instruct for their better learning in different ways. YouTube to read in advance, to write on various topics and so on. The students were finally asked to instruct the idea related to the purpose and use of YouTube in their learning. The following table shows their responses:

Table 10

Students' Suggestion for Using YouTube

S.N.	Items	Responses	N.	%
1.	Students' suggestion for using YouTube	Use of YouTube for the purpose of language learning	14	46.66
		To check upcoming events and assignment	10	33.34
		To search and consult language related items	6	20%

Table 10 shows that 46.66 % (14) of the total respondents have replied that they suggest their students to use YouTube for the purpose of language learning. Similarly, 33.34% (10) of the respondents suggest them to use YouTube for checking the upcoming event and assignment and only 20% (6) of the respondents suggest their students for searching and consulting language related items. So, it is concluded that students' suggest to use YouTube for learning purpose, for checking up coming event and assignment and to search language related items.

4.1.2 Students' Perceptions on the Use of YouTube in Learning

In order to fulfil the objectives of this study I also collected the data from the students by means of questionnaire. This section includes the students'

perceptions to the use of YouTube. The responses from the students of secondary level regarding their perception on the use of YouTube are analyzed and interpreted under the following sub-headings:

4.1.2.1 Students' as YouTube Users

Students use YouTube, Facebook, Twitter and other social network for their study purpose. In this study, I asked them about their use of YouTube in learning. The first item includes in the questionnaire to the students to find out whether they are YouTube users or not. The following table shows their responses:

Table 11

Students' as YouTube Users

S.N.	Items	Responses									
		S.A.		A.		N.S.		D.		S.D.	
		N.	%	N.	%	N.	%	N.	%	N.	%
1	Students as a YouTube users	10	32	19	64	1	4			-	-

Table shows that majority of the students i.e.64 % (19) agreed and 32 % (10) of them strongly agreed that they are the YouTube users. However only one of the respondents, i.e. 4 % (1) is uncertain. So, most of the students are found as the YouTube users.

4.1.2.2 Purpose and Importance of Using YouTube to the Students

Students use YouTube for various purposes, for example, to get information, to make their study easier, to brain storm idea and so on. I asked different items to the students to find out their purposes and importance of using YouTube in ELT.

The following table shows their views on using YouTube in ELT:

Table 12

Purpose and Importance of Using YouTube to the Students

S.N.	Items	Responses									
		S.A.		A.		N.S.		D.		S.D.	
		N.	%	N.	%	N.	%	N.	%	N.	%
1	Use YouTube to get information related to ELT	10	32	19	64	1	4	-	-	-	-

The item one included in the table above was asked to identify the fact that why the students use YouTube and what they get from the YouTube. The first item is related to the use of YouTube to get information related to ELT. The responses of the respondents to the item 1 shows that 64 % (19) of the student agree d on using YouTube to get information related to ELT. It also shows that 32 % (10) of the respondents are found to be strongly agreed with it. Similarly, 4 % (1) of the respondents were not sure with it. It states that majority of students agreed on using YouTube to get information related to ELT.

S.N.	Items	Responses									
		S.A.		A.		N.S.		D.		S.D.	
		N.	%	N.	%	N.	%	N.	%	N.	%
2	Use of YouTube is waste of time and money	2	8	1	4	4	12	13	44	10	32

The item two was related with use of YouTube is waste of time and money. The responses of the respondents to the item 2 show that 44 % (13) of the students disagreed with use of YouTube as just a waste of time and money. It also shows that 32 % (10) of the respondents strongly disagreed with it. Similarly, 12 % (4) of the respondents were not sure with it and 4% of them agreed with it. It also showed 8 % (2) of the respondents strongly agreed with

it. It states that majority of students disagreed the use of YouTube as just a waste of time and money.

S.N.	Items	Responses									
		S.A.		A.		N.S.		D.		S.D.	
		N.	%	N.	%	N.	%	N.	%	N.	%
3	YouTube makes my study easier.	15	48	14	48	-	-	1	4	-	-

The item three includes in the questionnaire is related with the use of YouTube to make their study easier. The responses of the respondents to this item show that 48 % (15) of total respondents strongly agreed the item. It also showed that similar number of respondents agreed it. And only 4 % (1) of them disagreed with it. So, it states that majority of the students accept that YouTube makes their study easier.

S.N.	Items	Responses									
		S.A.		A.		N.S.		D.		S.D.	
		N.	%	N.	%	N.	%	N.	%	N.	%
4	YouTube provides schedule event. This helps them to remind update.	5	16	19	64	1	4	4	12	1	4

The item four was related to the statement that YouTube provides schedule events which helps to update information timely. The data includes in the table shows that 64 % (19) of the students agreed with statement. On the other hand, 16 % (5) students strongly agreed with it. In contrast, 12 % (4) of the students were not sure to it. Likewise, 4% (1) of the students disagreed with the statement and only 4% (1)s of them strongly disagreed with it. So, it can be said that for majority of students, YouTube provides schedule event that helps them to be updated.

S.N.	Items	Responses									
		S.A.		A.		N.S.		D.		S.D.	
		N.	%	N.	%	N.	%	N.	%	N.	%
5	YouTube makes all the students to enjoy for listening to course related lectures.	15	48	12	40	2	8	1	4	-	-

In the same way, the item five was related to the fact that YouTube makes all students enjoy for listening to course related lectures. Regarding this item, 48% (15) respondent strongly agrees that YouTube made them enjoy for listing course, 40% (12) of them agreed and 8% (2) were not sure. In contrast, only 4% (1) of them disagreed that YouTube made all the students to enjoy for listening to course related lectures. It states that majority of the students were strongly agreed on the statement that YouTube made all the students to enjoy for listening to course related lectures.

S.N.	Items	Responses									
		S.A.		A.		N.S.		D.		S.D.	
		N.	%	N.	%	N.	%	N.	%	N.	%
6	YouTube is a brainstorming tool	10	36	12	40	4	12	4	12	-	-

The item six was used to investigate whether YouTube was a brain storming tool. The response of the respondents to this item showed that 36% (10) of the students strongly agreed that YouTube was a brain storming tool for learning. On the other hand, 40% (12) of them agreed with it and 12% (4) of respondent were not sure with it. Likewise, 12% (4) of the students disagreed with it. So, in conclusion it can be said that most of the students have perceived YouTube as brain storming tool.

S.N.	Items	Responses									
		S.A.		A.		N.S.		D.		S.D.	
		N.	%	N.	%	N.	%	N.	%	N.	%
7	YouTube creates motivation in learning	15	48	12	40	1	4	1	4	1	4

The item seven was related with the statement that YouTube creates motivation in learning. In the response to this statement 48 % (15) of the students strongly agreed that the use of YouTube created motivation in learning and 40 % (12) agreed with it. On the other hand 4 % (1) of them disagreed and equal number of them was not sure on it. So, we can say that for many of the students, YouTube creates motivation in learning.

S.N.	Items	Responses									
		S.A.		A.		N.S.		D.		S.D.	
		N.	%	N.	%	N.	%	N.	%	N.	%
8	YouTube contributes in language proficiency	10	36	16	52	4	12	-	-	-	-

The item eight was asked to identify whether YouTube contributes in language proficiency or not. The response on it shows that 36 % (10) of the total students strongly agreed and 52 % (16) of them agree that YouTube contribute in language proficiency. However, 12 % (4) of them were not sure with it. So, it was founded that majority of students agreed the statement that YouTube contributes in language proficiency.

S.N.	Items	Responses									
		S.A.		A.		N.S.		D.		S.D.	
		N.	%	N.	%	N.	%	N.	%	N.	%
9	It has crucial role in learning new language items.	18	60	9	28	1	4	1	4	1	4

The item nine was about whether YouTube has crucial role in learning new language. The data obtain in this item shows that 60% (15) of the total students strongly agreed with the statement 'YouTube has crucial role in learning new language items'. On the other hand, 28% (9)of them agreed with it. However, 4% of them were not sure and disagreed to this statement respectively. It states that majority of students perceive that the use of YouTube has crucial role in learning new language items.

S.N.	Items	Responses									
		S.A.		A.		N.S.		D.		S.D.	
		N.	%	N.	%	N.	%	N.	%	N.	%
10	It offers large number of learning materials.	18	60	10	32	2	8	-	-	-	-

The final item included in the questionnaire was related to the use of YouTube to offer large number of learning materials. The data on this item show that 60 % (18) of the total students strongly agree and 32 % (10) of them agreed that the use of YouTube offers large number of learning materials. On the other hand, 8 % (2) of them were not sure with it. It's showed that for majority of the students, YouTube offers large number of learning materials.

In overall, the above analysis and interpretation shows that students have positive perception regarding the contribution of YouTube in ELT. They are found more facilitated in learning through its application.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Findings

After analysis, interpretation and the presentation of the information obtained from the informants of this study I come of with the following summary of findings of this research:

a. Students' Perceptions

- All Students (i.e. 100%) perceive that YouTube as significant tool for access in e-mail accounts.
- Majority of the Students (i.e. 80%) use YouTube as a language learning tool in Communication classes.
- Majority of the Students (i.e. 60%) get information related to language development.
- Majority of students (i.e. 46.66%) claim that matter of discussion mostly in YouTube for formally discussed about study and subject matter.
- Majority of students (i.e. 53.33%) engage in area of lecture in YouTube for language skill.
- For majority of students (i.e. 53.33%) YouTube provides supplemental reading material and assignment for their language development.
- Majority of the students (i.e. 46.66%) use of YouTube for the purpose of Communication Competence.
- Majority of students (i.e. 64%) agree to use YouTube to get information related to ELT.
- Large number of students (i.e. 44%) disagree to use of YouTube is waste of time and money.
- Majority of the students (i.e. 48%) agree that YouTube makes their study easier.

- Majority of the students (i.e. 64%) agree that YouTube provides schedule event which helps them to remind update.
- Majority of the students (i.e. 40%) agree that YouTube is a brainstorming tool.
- Majority of the students (i.e. 48%) strongly agree that YouTube creates motivation in learning.
- Majority of the students (i.e. 60%) strongly agree that it offers large number of learning materials.

This chapter presents the conclusions of the study and some points of recommendations to be applicable in policy, practice and further research related.

5.2 Conclusion

The value and importance of YouTube is undeniable. So, nobody can be detached from its network. The wide spread availability of the internet in educational institutions makes YouTube dissemble almost everywhere and provides a more connected and interactive experience. YouTube creates an online community environment and increases the teachers-students and students-students interaction. It is useful for the purpose of distance teaching and learning. Social networks such as YouTube can provide numerous pedagogical advantages to both teachers and students.

The whole study is incorporated in five chapters. The first chapter includes introduction, second chapter includes review of related literature and conceptual framework, third chapter includes methods and procedures of study, fourth chapter includes results and discussion and at last, fifth chapter includes conclusions and recommendations.

The title or topic of the research is Students' Perception on the Use of YouTube in developing communicative competence. Chapter one is about the introduction of the research. It mainly deals with the background of the study,

statement of problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of key terms. Under general background it talks about the various purpose of communication. The first chapter is mainly discussed about social media. There are various kinds of social media. Among them, YouTube is the best social media tool in the context of Nepal which provides numerous pedagogical advantages to both teacher and students formally in the classroom or informally outside of the classroom. The main purpose of the study is found out the contribution made by YouTube to the students and teachers in Communication. The most important limitation of the study is 30 students of Secondary School of Lahan Municipality of Siraha district. The present study confirms some of the previous findings and contributed additional evidence that are helpful for teachers, learners, administrators, policy makers and so on. The major conclusions drawn from the study are listed as follows:

- All students (i.e. 100%) perceive that YouTube as significant tool for access in e-mail accounts.
- Majority of the students (i.e. 80%) use YouTube as Communication tool for Communicative Competence.
- Majority of the students (i.e. 60%) get information related to language development.
- Majority of students (i.e. 46.66%) claim that matter of discussion mostly in YouTube for formally discussed about study and subject matter.
- Majority of students (i.e. 53.33%) engage in area of ELT in YouTube for language skill.
- Majority of students (i.e. 64%) agree to use YouTube to get information related to CC.
- Large number of students (i.e. 44%) disagree to use of YouTube is waste of time and money.
- Majority of the students (i.e. 48%) agree that YouTube makes their study easier.

- Majority of the students (i.e. 64%) agree that YouTube provides schedule event which helps them to remind update.
- Majority of the students (i.e. 40%) agree that YouTube is a brainstorming tool.

On the basis of above major findings, it is concluded that YouTube becomes useful tools in teaching and learning English. It is mainly useful in teaching and learning, language aspects, literature. Moreover, it is also useful for distance teaching and learning process due to the growing applications of media based learning in language education teachers and learners have been found that they are interested in different social media to learn various things related to language with the use of YouTube. In the sense, as a researcher I think YouTube has contributed a lot in language learning too. The conclusion of the study suggests that YouTube and other forms of social networks should properly be used for learning language. It is a useful device to develop spoken and written proficiency, basically to the enrichment of English language of the teachers and learners.

5.3 Recommendations

Recommendations are acts of an official suggestion about the best thing to do for accepting or rejecting. The section includes the recommendations made on the basis of findings of this study to be applicable in policy, practice and further research related area of application.

5.3.1 Policy Related

This is the highest level of implementation. The things that are implemented at this level would change the whole system of the country. Some of the implications of the study at policy related are;

- At present E-learning and technology based education has great scope in ELT. It has minimized the value of outdated teaching method (such as

lecture method, GT method etc.). Hence, the policy makers should be aware with the scope and positive effects of YouTube in education system.

- Different types of awareness programs regarding the importance of YouTube in education to the learners and teachers are needed to be conducted.
- As the findings of this study shows that students can get large amount of materials and resources in ELT from YouTube and other social networks, the policy makers are recommended to select such social web as the tools for ELT.
- It shows that the majority of students agree as YouTube provides an authentic source of materials for Communication and majority of them also strongly agree with YouTube enhances language proficiency. So, the policy makers recommend providing internet facility in each of the school for good connection in YouTube and other networks.

5.3.2 Practice Related

It is related to the actual implementation of the policies into classroom practice. Some of the implications of the study for practice related are as below;

- The findings of this study show that students get significant benefits by using YouTube in their learning. So, the students are recommended to use YouTube properly to explain their knowledge and proficiency in Communication.
- The teacher should create separate group in YouTube to deal with students in different study matter. So, there can be a good learning environment by the use of technology in Communication.
- As the findings of this study show that YouTube can be used for variety of purpose and reasons, the student uses digital text rather than print as the students get feedback soon.

- Students get reading materials, assignment task and other information related to ELT from YouTube, the teachers should give assignments in YouTube to the students and provide constant feedback.

5.3.3 Further Research Related

Some of the implications that would be helpful for those who attempt to conduct research under the area are as follows;

- There must be the investigation regarding the suitable technology in Nepal for communicative competence.
- The new researchers are suggested to carry out their studies on the language specific aspects that can be more benefited to the use of YouTube.
- The researchers can investigate on growing implications of social media in pedagogy, relevance of media-based materials in ELT, perceptions of teachers and learners to the role of YouTube, and so on taking references from the study.

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APPENDIX – I

PARTICIPANT CONSENT FORM

Faculty of Education, Tribhuvan University

Kirtipur, Kathmandu, Nepal

Supervisor: Dr. Purna Bahadur Kadel

**Students' Perceptions on the Use of YouTube in Developing
Communicative Competence**

I, agree 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, and any risks/
benefits involved.

1. I have read the participant information statement and have been able to discuss my involvement in the study with researcher if I wished to do.
2. I have got answers to any questions that I had about my study and I am happy with the answers.
3. I understand that being in this study is completely voluntary and I do not have to take part compulsorily.
4. I understand that my real name will not be used in the study.
5. I understand that personal information about me that is collected over the course of the 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

Signature..... Name..... Date.....

APPENDIX – II

QUESTIONNAIRE FOR STUDENTS

Dear student,

As part of my research, I am going to carry out a survey regarding Students' Perception on the Use of YouTube in developing Communicative Competence' under the guidance of Dr. Purna Kandel, the Department of English Education, T.U. I would be grateful to you if you could kindly fill in the following questionnaire with true information. All the information collected through the questionnaire will be used for the research purpose only and your identity will be kept highly confidential.

Name:

Class:

School Name:

Address:

9. While using YouTube, I can use more teaching materials by downloading from internet which facilitates me to begin the dialogue with my colleagues.
- a. Strongly Agree b. Agree c. Disagree
d. Strongly Disagree e. Not sure
10. YouTube is very beneficial to collect varieties of learning materials through use of laptop and Computer.
- a. Strongly Agree b. Agree c. Disagree
d. Strongly Disagree e. Not sure
11. Various types of teaching materials in form of audio, video, picture, graphs etc can be used in classroom for language functions.
- a. Strongly Agree b. Agree c. Disagree
d. Strongly Disagree e. Not sure
12. YouTube is very useful for me to students to integrate complex pictures, charts, cartoon and figures so it helps develop my communicative competence.
- a. Strongly Agree b. Agree c. Disagree
d. Strongly Disagree e. Not sure
13. YouTube draws my attention so it helps enhance the communicative competence.
- a. Strongly Agree b. Agree c. Disagree
d. Strongly Disagree e. Not sure
14. YouTube can present the materials in well-organized form to develop my communicative level.
- a. Strongly Agree b. Agree c. Disagree
d. Strongly Disagree e. Not sure
15. YouTube uses different forms of texts, pictures, audio etc which help develops language fluency.
- a. Strongly Agree b. Agree c. Disagree
d. Strongly Disagree e. Not sure

16. YouTube enhances language proficiency of the students, if it uses properly.
- a. Strongly Agree b. Agree c. Disagree
d. Strongly Disagree e. Not sure
17. It is easy to understand the content used in YouTube because content is presented in context.
- a. Strongly Agree b. Agree c. Disagree
d. Strongly Disagree e. Not sure
18. Use of YouTube in classroom teaching leads towards exploration, innovation and rich resources for interaction.
- a. Strongly Agree b. Agree c. Disagree
d. Strongly Disagree e. Not sure
19. YouTube provides me with various resources which develop my communicative competence.
- a. Strongly Agree b. Agree c. Disagree
d. Strongly Disagree e. Not sure
20. Do you think that YouTube can be a tool in developing communicative competence? Why?

21. Why do you use YouTube?

22. Do you think YouTube could help you to use English language for communication? If so, How ?

APPENDIX – III
LIST OF STUDENTS

Schools	Name of Students	Class
Himalayan Vidyalaya Niketan, Laha-6	(a) Ambe Kumar Mandal	9
	(b) Shybi Karn	9
	(c) Sudit Kumar Thakur	10
	(d) Shiv Kumar Yadav	10
	(e) Nishant Chaudhary	10
	(f) Sujan Sah	9
Sarda Secondary English Boarding School, Lahan-5	(a) Biki Gupta	10
	(b) Aastha Bhatta	9
	(c) Suraj Ray Yadav	9
	(d) Srijana Chaudary	10
	(e) Shivam Shah	10
	(F)Sunil Sah	9
Lahan Vidya Mandir Seconary School, Lahan	(a) Sovanand Mahato	10
	(b) Sabita Yadav	10
	(c) Bharat Yadav	10
	(d) Suruchi Kumari Singh	10
	(e) Prabesh Yadav	10
	(f)Sajan Sah	10
Salhesh Fulbari English Boarding School,Lahan	(a) Puja Gupta	10
	(b) Purshottam Yadav	10
	(c) Arisha Mahat	10
	(d) Loxima Yadav	10
	(e) Utopia Subba	10
	(f)Pappu Yadav	10
Siraha International Academy, Lahan	(a) Kadhika Rasalli	10
	(b) Khushbu Yadav	9
	(c) Raju Yadav	10
	(d) Shanti Kumari Karn	10
	(e) Anjali Sha	9
	(f) Arushi Sah	9