

**Perceptions of English Language Teachers towards the Use of YouTube for
Developing Speaking Skills**

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

**Submitted by
Bipana Shrestha**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2023**

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**T.U. Red. No: 9-2-375-25-2012
M.Ed. Fourth Semester
Exam Roll. No: 7328283/073**

**Date of approval of the
Thesis Proposal: 2079/3/15
Date of Submission: 03-04-2023**

Declaration

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

Date:02-04-2023

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Recommendation for Acceptance

This is to certify that Mrs. Bipana Shrestha has prepared the thesis entitled **Perceptions of English Language Teachers towards the Use of YouTube for Developing Speaking Skills** under my guidance and supervision.

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Dedication

This work is affectionately dedicated to my family for their unconditional love, sacrifices and being a source of inspiration, wisdom and proper guidance.

Acknowledgements

I would like to express my sincere gratitude to **Dr. Tara Datta Bhatta**, Professor, Department of English Education, Tribhuvan University, Kirtipur for guiding me with regular encouragement, inspiration and insightful suggestions throughout the study. I would like to acknowledge his invaluable instructions, suggestions, guidance and cooperation in completing this research work.

I would also like to express my gratitude to **Dr. Gopal Prasad Pandey**, Reader and Head of Department of English Education, and **Mr. Bhim Prasad Wosti** for their invaluable comment and suggestions while conducting the viva of the proposal of this research which raised my awareness for carrying out this thesis.

I am indebted to **Prof. Dr. Anjana Bhattarai, Dr. Purna Bahadur Kandel, Mr. Ashok Sapkota, Mr. Guru Prasad Poudel, Mr. Resham Acharya, Mr. Khem Raj Joshi** of Department of English Education, Tribhuvan University, Kirtipur, Kathmandu for their invaluable and inspirational lectures.

Thanks are due to **Mr. Ashish Shrestha** and **Mrs. Gita Shrestha** for their support in providing me with the materials from the library.

Last but not least, I am thankful to my friend **Kopila Tumlinge, Bimal Basyal** and relatives and respondents who supported and encouraged me throughout the entire endeavor.

Bipana Shrestha

Abstract

This study is entitled as **the Perceptions of English Languages Teachers towards the Use of YouTube for Developing Speaking Skills**. It aimed to find out the perceptions of English teachers towards the use of YouTube for developing speaking skills in secondary Level of Dhading District. Keeping the objectives in Consideration, five secondary level English teachers from five secondary level schools were selected as sample through non-random purposive sampling procedure for this study. Descriptive survey research design was employed to carry out this study. The data were collected by using questionnaire which were analyzed and interpreted in a thematic approach. The findings of the study show that teaching speaking skill through YouTube videos is an effective and motivating tool in English language classroom. From the obtained data, it was found that students got to observe authentic pronunciation, conversation setting and visual information that facilitated them in understanding of unfamiliar through YouTube videos. Net access problem, time allocation, poor maintenance of technical facilities, problem of video selection were the difficulties found while teaching speaking through YouTube videos. Likewise, Students' hesitation, anxiety to speak, lack of vocabulary, rare interaction among teachers and students, poor grammar and pronunciation, hesitation of making mistake and have low confidence were the problems found in students while communicating.

The present study includes five chapters. The first chapter deals with introduction including background of the study, statement of the problem, objectives of the study, research questions, Rationale of the study, delimitations of the study and operational definitions of the key terms. Chapter two deals with review of related literature and conceptual framework which consists of review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. Chapter three deals with methods and procedures of the study including design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis and interpretation and ethical considerations. Similarly, chapter four deals with analysis and interpretation procedure of data. Likewise, chapter five deals with conclusion, and implications. Finally, the references and appendices are included at the end of this work respectively.

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Chapter 1

Introduction

The present study is on **Perceptions of English language Teachers towards the Use of YouTube for Developing Speaking Skills**. This chapter consists of background of the study, statement of problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

Background of the Study

Technology has entered every walk of our lives. We are in the age where smart phones are the source of either information directly. It plays a vital role in societies and it can be used for many aspects of daily life. For instance, many people use technology to conduct activities and works like searching for a job, completing business transactions, or gathering information. In fact, technology can offer learners many online materials, such as websites for learning, and provide them an incredible source of information. However, there are a significant number of online materials that can be integrated into traditional English lessons, such as the YouTube website.

YouTube is considered a source of online material that can play a key role in the teaching and learning field. It has become more popular with people, particularly among adults. This website can provide students with everyday videos and authentic situations that may help them improve their understanding and performance in English language lessons. As many researchers have observed, learners can gain positive indicators when they watch authentic and real-life clips (Maness 2004). Using YouTube videos to teach English classes as supplementary material will provide learners with good understanding and knowledge of their lectures. In addition, it is likely to make the learning process more fun and meaningful. Furthermore, it gives students the opportunity to memorize their lessons more easily. Berk (2009) added that ‘YouTube is an educational manner is beneficial for simulating a learning activity and motivating the students.’ Therefore, according to those studies, YouTube is a learning tool. It helps learners to motivate and improve their vocabulary and pronunciation skill.

Harmer (2007) states, “speech is the primary manifestation of language, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.” The goal of teaching language is to develop accuracy and fluency to speak and a good speaker is one who speaks a language accurately and fluently. It is a great help for students’ participation in teaching learning activities. “Speaking is the crucial part of second language learning and teaching. The former focuses on giving an interrupted oral presentation and the latter on interacting with other (Nunan,1989). “Speaking is based on successful interaction. One important purpose of teaching speaking is to make our students learn some of features of spoken English which includes pronunciation, stress, rhythm, intonation, etc. The main elements of speaking skills are vocabulary, pronunciation, comprehension and grammar.

Statement of the Problem

Mastering speaking skill is very important for the students in order to make the students able to communicate with other people from other countries easily. English belongs to life skills which often become one of job requirements, in which graduate students need to master since they want to compete in getting job or continue their studies.

In Nepalese school, I found that, students face a lot of problems in mastering the speaking skill. Students learn another language after their mother tongue for maintaining communication with the people of other community speaking a different language. First, the students felt afraid and nervous when they wanted to speak or communicate using English in front of their classmates. Second, the students did not have any idea or initiative to speak unless he asked them question, or when they had ideas, they did not know how to express the ideas. So, teaching speaking skill from YouTube videos become more interesting for learners as they encourage the learners to learn more actively and more involved in subject matter. In fact, the use of YouTube videos in teaching and learning can generate new desires and interests, to encourage motivation and stimulation and learning activities. Meanwhile, this study focused to increase students’ critical thinking from the videos. The purpose of this study is to help students learn using media YouTube. However, the questions are; Does the use of YouTube videos ensure effective language teaching and learning? Is

the use of YouTube videos helpful for enhancing the elements of speaking skills (pronunciation, fluency, grammar and vocabulary)? So, I am interested to conduct the research in teaching English speaking through YouTube videos.

Objectives of the Study

The objectives of this study were as follows:

1. To explore the secondary level English teachers' perceptions towards the use of YouTube for developing speaking skills.
2. To suggest some pedagogical implications.

Research Questions

The present study was based on the following research questions.

1. What are the perceptions of teachers towards the benefits of YouTube in teaching speaking skill?
2. What are the benefits of using YouTube videos for teachers to develop speaking skills?
3. How do teachers teach speaking skills through YouTube videos?

Significance of the Study

Since the major goal of the study was to find out the teachers' perception in the use of YouTube in teaching to develop students' speaking skill. This study bears significance to all who directly or indirectly involved ELT world such as students, teachers, researchers, educationist, curriculum designers, and policy makers and so on. In addition, the study gives some insights about the role of YouTube to develop students' speaking skill. It helps to the researcher who is going to research on the area. Similarly, it helps to overcome from the problems which are facing in language teaching learning process. Once they know the role and effect of YouTube videos, they can plan their lesson in such way that their teaching becomes effective to yield desired results. Furthermore, the study may be equally beneficial for the curriculum framers, textbooks' writers and policy makers.

Delimitations of the Study

The study had the following delimits;

- a. The study was confined to the secondary level teachers.
- b. The area of the study was Dhading Bensi.
- c. This study delimited to five teachers from the secondary level. Only teachers' perception on using YouTube to develop students' speaking skill.
- d. The data were collected through only open- ended questionnaire.
- e. The study delimited to find out the teachers' perception on the use of YouTube Videos to develop speaking skill.

Definitions of the Key Terms

YouTube: YouTube is a video sharing service that allows users to watch videos posted by other users and upload videos of their own. It helps to enhance vocabulary, pronunciation and voice modulation.

Speaking Skill: Speaking skills are the skills that give us the ability to communicate effectively. These skills allow the speaker, to convey his or her message in a passionate, thoughtful, and convincing manner.

Perceptions: Someone's feelings of likes and dislikes, favorable or unfavorable towards the object. It also includes the positive, negative, and neutral points of view toward something. In this research, perception refers to attitude or opinion given by secondary teachers about use of YouTube to develop students' speaking skills.

Chapter 2

Literature Review

This chapter appends review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework for the study.

Review of Related Theoretical Literature

This section consists of the details of reviewed studies and their implication in the study. There are presented the previous studies related to the study. Under this section, different books by various scholars, journals, articles of various ELT field through online sources were extremely studied and reviewed intensively.

YouTube as an Educational Tool.

YouTube is being a strategy in teaching speaking. YouTube was chosen because this site gives many contributions in the teaching and learning process. It provides a huge of video content that is exploitable for a class use. YouTube as a media is used by the teacher to solve this problem at the first step. Khalid (2012, p. 527) defined YouTube is a video-sharing website on which users can upload, share and view videos. According to Burke, et al. (2009, p. 2) YouTube is a public-access Web-based platform allowing people to easily upload, view, and share video clips across the internet through www.YouTube.com, other websites, mobile devices, blogs, and email. YouTube is considered by the researchers as an alternative strategy to enhance students 'speaking skill. After watching YouTube-based videos, it is expected that students can get the ideas to speak from the real environment of the speaker in order that students will have an opportunity to do imitative, intensive, responsive, intensive, interactive and extensive speaking performance. Students can also get new vocabulary and the examples of pronunciation that give them the opportunity to do the improvement. Speaking skill will be better if it is supported by the real environment or authentic material as the students' schemata. YouTube also exposes the students to various dialects of English existing all over the world. Therefore, it can be stated that YouTube is an online source that provides various videos that need to be selected before utilizing it for teaching and learning purpose in

the classroom. Other findings show that the implementation of YouTube based videos in teaching speaking can improve the students' speaking skills and motivation.

(Riswandi, 2016).

YouTube is considered a source of online material that can play a key role in the teaching and learning field. It has become more popular with people, particularly among adults. This website can provide students with everyday videos and authentic situations that may help them improve their understanding and performance in English language lessons. As many researchers have observed, learners can gain positive indicators when they watch authentic and real-life clips (Maness 2004). Using YouTube videos to teach English classes as supplementary material will provide learners with good understanding and knowledge of their lectures. In addition, it is likely to make the learning process more fun and meaningful. Furthermore, it gives students the opportunity to memorize their lessons more easily. It also makes a particularly powerful contribution to both the content and the process of teaching learning; especially contribute to interest and motivation.

Speaking Skill

Speaking skill has some important elements which can be divided into six aspects. Harmer (2007) elaborates the ideas about elements of speaking skills; such as;

- (1) Comprehension,
- (2) Vocabulary,
- (3) Pronunciation,
- (4) Fluency,
- (5) Grammar, and
- (6) Intonation or Expression.

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it. Comprehension simply means the ability to understand something. In term of comprehension aspect, people should understand the spoken words of the interlocutor, regardless of grammatical and other errors. Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and

nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Therefore, it can be concluded that the comprehension refers to the speakers' understanding about what they are saying to the listeners in order to avoid misunderstanding information. In addition, its function is to make the listeners easily catch the information from the speaking. Videos create a more engaging sensory experience than using print materials alone. Learners actually get to see and hear the concept being taught, and they can process it in the same way they process their everyday interactions. Videos increase knowledge retention, since learners can be stopped and replayed or reviewed as many times as needed.

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. Vocabulary is an important aspect of speaking which enables people to convey their information to others effectively. Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communication. It can be said that one key to success in communication, which is the power of words. If we don't have the words to say what we want to say, then we cannot say it. Being a good speaker means constantly growing our vocabulary. The more interesting words we know, the stronger our speaking skills. The best way to grow our vocabulary is to read in English and make a note of any new words that we encounter in a vocabulary notebook. Furthermore, learners learn vocabulary from by listening Novel, Stories, and Dialogue etc.

Then, Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they

have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand. It is related to the articulation of words in which it is very important, since wrong pronunciation will lead the interlocutor to difficulties in grasping the meaning. A skilled speaker can use the sub skills of pronunciation to emphasize and make the communicative effect of their speech more impactful. The sub skills of pronunciation include: word and sentence stress, intonation, rhythm and the use of the individual sounds of a language. A good way to practice your pronunciation is to copy or imitate. Learners simply learn pronunciation by listening videos from YouTube and try to imitate them as closely as possible.

Fluency is the ability to read and speak easily, smoothly, spontaneously and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “errs”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the ideas above, the researcher concluded that another important component is fluency. Fluency is defined as the ability to speak communicatively, fluently and accurately. It also refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students’ fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. Fluency is about how comfortable and confident you are in speaking English. If you can speak for an extended period of time, that is an indicator of strong fluency. It is also about

showing a clear connection between each point that you are trying to make. However, people should also consider the accuracy, appropriateness of their talk, in speaking.

In this regard, learners can watch Videos of tips to improve fluency and improve their fluency.

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. The function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator. Grammar relates to the structure or rule of producing sentence correctly. The last aspect is intonation or expression which clarifies a sentence being delivered. It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. Hence, learners learn grammar by watching the rules of grammar in You Tube.

Generally, Intonation is about how we say things, rather than what we say, the way the voice rises and falls when speaking, in other words the music of the language. Intonation is primarily a matter of variation in the pitch level of the voice (*see also tone*), but in such languages as English, stress and rhythm are also involved. Intonation conveys differences of expressive meaning (*e.g.*, surprise, anger, wariness). In many languages, including English, intonation serves a grammatical function, distinguishing one type of phrase or sentence from another. The three main patterns of intonation in English are: falling intonation, rising intonation and fall-rise intonation.

Falling Intonation. Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. A falling intonation is very common in *wh*-questions.

Rising Intonation. Rising intonation describes how the voice rises at the end of a sentence. Rising intonation is common in *yes-no* questions:

Fall-rise Intonation. Fall-rise intonation describes how the voice falls and then rises. We use fall-rise intonation at the end of statements when we want to say that we are not sure, or when we may have more to add:

The best way to improve intonation is simply to become more aware of it. By listening carefully to a recorded conversation, therefore, YouTube is a good place to start. Learners can learn by noticing how other speakers use intonation to express themselves. Another idea is to record their own voice.

Importance of YouTube videos for teaching and learning English in classrooms

To begin with, Berk (2009) emphasized the key role of teaching language in the college classroom by using YouTube videos. The researcher mentioned more than 15 benefits regarding why videos should be used in teaching. Another study by Seilstad (2012) investigated using YouTube clips as a new method for teaching English language students in Morocco. The research pointed out those using YouTube videos is a relatively simple strategy to create relevant and specific teaching material. Results from the learners' surveys, comparison to students' final grades in previous semesters, and forms of personal reflection shed light on the efficiency of using YouTube videos. Prensky (2009) asserted the effectiveness of using YouTube videos in teaching since there it contains videos from major scientists, authors, TV news broadcasts, politicians, and other TV programs. The researcher added that YouTube videos have become a standard means of communication with important information that is available only in video and is not found in print form.

According to (Jackman, 2019). YouTube is one of the new e-resources that can be used in contemporary tertiary education pedagogy. In addition, YouTube, considered to be the most widely used view hosting website, is also seen as a prominent contemporary e-resources with numerous benefits in the university classroom (Jackman, 2019). The research context for the present study was set within the a South African institution of higher learning and in other countries such as the United States it has already been established that YouTube videos are commonly used for teaching and learning (Smith, 2011; Schaper et al., 2014). YouTube videos can be a valuable source of content to supplement existing case teaching materials in health management and policy (Green, Aziz, Joseph, Ravanam,

Shahab & Straus, 2018). The relevance and use of YouTube in teaching and learning was cited by Dreon and Dietrich (2009) who pointed out positive reactions from teachers after viewing YouTube as motivation for utilizing the video-streaming in an educational manner. Students who utilize YouTube tutorials could also be classified as content creators and users since some students upload the content for sharing purposes and other view for learning purposes. It has been found that social media fosters social learning in effective ways such that it can substitute traditional modes of instruction (Buzzetto-More, 2012; Buzzetto-More, 2014). The learning approach of traditional lecture-centred classrooms is being challenged by active learning hybrid programs such as YouTube (Hund&Getrich, 2015). YouTube videos widely considered as easy to share with faculty in other fields and at other institution (Topps, Helmer & Ellaway, 2013) making them useful for learning purposes Ferrer, Belvís, & Pamies (2011) established in their research that students from less affluent social background who had not previously received exposure to ICT devices such as tablet PCs did not perform in class as well as students who had received prior exposure to ICT. This then re-enforces the relevance and importance of modern communications in the learning environment.

Usefulness of YouTube for Learning English

YouTube has been used as a tool for the purpose of improving the English-speaking skills of students. In particular, an action research study that evaluated the use of this technique on seventh grade students could that there was an overall improvement in the students' speaking skills after applying this intervention. In particular, Riswandi (2016) found that knowledge of content, grammar, pronunciation, vocabulary, and fluency improved for those who had participated. This technique has also been applied to support the English-speaking skills of 11th grade students in Portugal (Bastos & Ramos, 2009). The authors concluded that the use of YouTube and related learning strategies contributes value to the classroom. In particular, this is an additional mode through which students could be exposed to the language-based material that they are learning, and YouTube may make the experience more meaningful for them because this allows their interests to be captured. At the university level, research has demonstrated that groups who participate in watching YouTube videos to assist them during a reading activity were

more likely to receive better scores compared to students who did not participate in the intervention. Vocabulary achievement was a long-term effect associated with this outcome (Kabooha & Elyas, 2018). Another advantage is that YouTube videos could be used to educate students about some of the diversity that appears in English speaking across the world to better prepare them for some of the social situations that they may find themselves. (Jalaluddin, 2016)

Recent advances in modern technology have created a surplus of electronic devices and e-platforms that are available to teachers at all levels (Jackman, 2019). The use of YouTube in academy has received great attention primarily in the medical academic field as indicated by literature (Clifton & Mann, 2011; Green, et al., 2018; Schaper et al., 2014). Su and Kuo (2010) argued that YouTube is frequently used by university students and posting information literacy videos on YouTube increases visibility but does not easily achieve a comparable accomplishment of an extensive and well-structured tutorial. Numerous librarians not only build information literacy tutorials on their library websites, but also post instructional short films on video sharing sites for easy access and high visibility (Su & Kuo, 2010)

Teaching Speaking with Videos

Harmer (2007, p. 287) proposes two video-based activities which can be used in video-based lessons. One of them is video watching activities. A number of activities are designed for specific video situations. They explore the range of options for use with both “off-air” and language learning videos. Video watching activities includes three sections as follows:

General comprehension. The activity in this section is designed to have students to watch video in order to understand the gist of video and then look back again for details. In this activity, students have to try and give as many as information about what they have seen. Then, in pairs, they have to agree on everything they heard and saw. When the discussion has been finished, the teachers read out questions and the students have to write the answer. After that, they compare with other pairs whether they all agree. They watch the video again to check the answer.

Working with aspect of language. The activity in this section shows the unique language works to the medium of video. A way of greeting students in monolingual

groups to focus on language is to get hold of English language videos which have subtitles in students' language. The teacher can start by viewing the video without sounds and discussing the subtitles in general. After the first viewing, both the teacher and students discuss what they have seen. The second viewing, the students have to write down what they think the original English words were. For the final viewing, they watch the extract with the sounds turned up to compare their English with the words that were actually spoken.

Videos as spring board to creativity. How video clips help to start the students' creativity showed in the activity of this section by encouraging interpretation, provoking thought, and asking for language use. In this activity, students watch a video clip and the teacher make sure that they understand it. Then they do any language work which may be appropriate. Teacher asks students to watch the clip again but they have to imagine how the scene would be different. This activity helps the students understand more about language being used and direct them to insights about language and behavior in general. Sometimes, the teacher needs to modify and select their own authentic video material to fit their timetable and the specific needs of the students.

Richards and Renandya (2002) suggest some guidelines to help teacher planning video lessons effectively and exploit the video material to its utmost effect. They are:

Guiding the students toward appreciating video as a language learning tool:

Teachers need to lead students to an appreciation of video as a valuable tool for language learning. It helps them to develop viewing skills which they can apply to their video and television viewing experience outside the classroom.

Making the video an integral part of the course. Video's true potential in language learning is only achieved when it is used as an integral part of a course. One way to do this is to bring in the video to introduce or to expand on a theme or topic that is already part of the curriculum or that is deal with in the students' textbook.

Using short sequences. It is difficult to specify an exact sequence length without identifying a particular video sequence. It is better to exploit a short (three to five minutes) segment of video thoroughly and systematically rather than to play a long sequence which is likely to result in less active viewing on the part of the students.

Familiarizing oneself with the material. Treat the video material as seriously as any other language teaching material. The teacher has to learn the materials before presenting in the class. 28 If time allows, try to doing the activities in order to anticipate difficulties or questions the students may have.

Treating the video as both a visual and an audio text. When planning the lessons, it is important to consider not only the video script, but also the video itself. Test the degree of visual support in a video sequence by viewing it first when the sound is turned off to see how much people can comprehend based on the pictures alone.

Designing lessons that provide opportunities for repeated viewing. Once is not enough. Unless students are extraordinary and –native levels of language proficiency, they will need to see and hear a video sequence several times if they are to understand the situation, identify the characters, and observe and recall the language and other facets of the video in any detail.

Planning activity for three stages. Teachers can promote active viewing and increase students' comprehension and recall by planning video-related lessons for three stages of activities: previewing, viewing, and post-viewing. The stages are elaborated as follows:

Pre-viewing activities. These prepare the students to watch the video by tapping their background knowledge, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary.

Viewing activities. These involve playing and replaying the entire sequence or relevant parts and requiring students to focus on important aspect such as factual information, plot development, or the language used in particular situation.

Post-viewing activities. These require students to react to the video or to practice some particular language point. In this point, the teacher can make discussion, role play, debate, etc. Like any other resources, video is best when it is used carefully and intelligently. The teacher is responsible for making video-based lesson a rewarding language learning experience. How the teacher approach the use of video in the

classroom will determine how valuable it is perceived to be by the students, and how significant it will be to them, in the language learning process.

The Advantages of Using Video in Teaching Speaking

Teaching by using video has been used since years ago. It is believed that video gives potential impact on foreign language study. It is beneficial to present both linguistic and non-linguistic aspects. A video is a resourceful tool for teaching foreign language speaking. Harmer (2007,p. 308) states that a video can provide language in use. For example, the students can see how intonation matches facial expression and what gestures accompany certain phrases. Another great advantage of video is that it provides authentic language input for the students. Cakir (2006) states movies and TV programs are made for native speakers, so in that sense video provides authentic language input. Smaldino, Lowther, and Russell (2007,p.316) say that one of the advantages of using video is cultural understanding. It means that the teacher can develop a deep appreciation for other cultures by seeing depictions of everyday life in other society. A video offers some exceptional qualities that make it particularly useful in education. Lever-Duffy and McDonald (2008) say that video can appear to alter both time and space as it captures events. They also state that video has the potential to shift the viewer's location as well as the time frame experience. Video travelogues, documentaries, and docudramas can seem to shift where viewers are located, from the classroom to the location they are viewing.

Harmer (2007,p. 282) says that learner motivation increases when learners learn language using video. Most students show an increased level of interest when they have a chance to see language in use as well as they hear it, and when this is coupled with interesting task. The use of authentic material can enhance students' interest in classroom activities and increase their motivation to listen, understand, and learn. A video can be effective way to get students' attraction and increase their motivation.

Furthermore, Brewster et al (2002,p. 204) concludes some benefits of using videos for young learners into four aspects as follows:

Psychological aspect. Video adds variety in the teaching and learning process so that students find it fun, stimulating and highly motivating. It can make learning experience successful and thus develop positive attitudes and confidence to the target language and to language learning.

Linguistic aspect. Video presents or revises new words, phrases, and expressions. It shows all factors of communication; the language forms, nonverbal codes, negotiation of meanings, and interaction. Video also provides a full context of language use so that the learning is more accessible and memorable.

Cognitive aspect. Video can improve the students' curiosity and provide up-to-date information. It enables students to maximize their abilities to infer from context. Moreover, video can develop students' motor skills, information and research skills, and communication skills as well as independent learning.

Cultural aspects. From cultural aspect, video enables students to see the world beyond the classroom and improve their cultural awareness. It helps bridging the cultural gap by providing background cultural information.

However, above all the advantages of using video to teach speaking, Riddel (2003, p. 223) states that there are also the disadvantages of using video. The disadvantages of using audio-visual media are the concern of the using of equipment such as students may not see it as a real learning. Students sometimes are frustrated with the 'stop-start' nature of lesson, and with a very big class not everyone may be able to see the screen. The teacher may have to prepare their own materials and tasks. Riddle also suggested not overusing video type of lesson.

From the theories above, it can be concluded that video brings many advantages in teaching and learning speaking. Using a video in teaching speaking gives authentic model of English. It can also provide language in use. Moreover, a video in speaking allows students learning correct pronunciation, improving their vocabularies and understanding different culture. A video is generally easy to understand because of the available visual clues. Using it in learning is interesting and motivating for the students to learn. However, the teacher should also concern about the equipment used in teaching video. Teacher should also manage the use of video and the impact for the

students, so they can see it clearly and become aware of what the aims of video for their learning.

The Techniques of Using YouTube Video in the Classroom

When using video in classroom, there are some techniques that can be used by the teacher for its implementation. The following are some practical techniques for video implementation in classroom as suggested by Cakir (2006) and Rice (as cited in Sari, 2012).

Active viewing. It is necessary for students to take an active part on the video since this technique needs them to focus their attention on the main idea of the video. Before playing the video, the teacher should write some key questions on the board related to the video, so the students get an overview about the content of the video. The students may take a note during watching the video and after that they should answer the questions orally. For detail comprehension, the students can be given a cue sheet or viewing guide then let them watch and listen for specific information needed.

Freeze Framing and Prediction. It means stopping the video at certain point so it shows certain picture on the screen by pressing pause button. Then the students are asked to predict about what action the character at the frozen picture on the screen will probably do, how is his/her feeling and what will probably happen, or any other questions related to the picture. Freeze framing fires the imagination of the students by leading them predicting and deducing further information about the characters.

Silent Viewing. It means that the video is playing with the sound off and is only using the moving picture. One way of doing this technique is the students are asked to observe the behavior of the character and to use their deduction. Then pause the video at certain point to stop the moving picture on the screen and get students to guess what is happening and what the characters might be saying or ask students what has happened up to that point. After that, the video segment is replayed with the sound on, so that the students can compare their deduction with what actually happens in the video.

Sound on and vision off activity. This technique is used by removing the visual element of the video so that the students only can hear the dialogue but are unable to see the action. Then the students can be asked to guess the setting, action, characters, etc. from the soundtrack.

Repetition and role-play. When there are some difficult language points in the video unit, a repetition can be a necessary way for communicative production exercises. Through this technique, the teacher replays difficult point of the video and asks the students to do repetition individually or in chorus. After the students have clear understanding about that difficult point they can be asked to act out the scene as much of the original version as they can remember before asking them to improvise the scene to fit their views of the situation and the characters they are playing.

Jigsaw viewing. To implement this technique, the teacher can instruct half of the students to go out of the classroom for few minutes and the rest are watching the video with sound off. Then the students switch places and the second group watch the video with the pictures off. Finally, they come back to share their ideas about what the video is about.

Review of Related Empirical Literature

Under the department of English Education many languages comparative research works have been carried out. But there is no any researches have been done on developing speaking through YouTube videos. So, I was interested to do research in this sector. Each and every research work requires the knowledge of previous background to obtain targeted objectives and to validate the study. Here, this section is an attempt to review the related studies, articles, journals, and reports.

Oli (2007) conducted a research on “The impact of informing gaps in developing speaking skills: a practical study”. The objective of this research study was to measure the impact of information gaps in developing speaking skills. It was experimental type of research. His sample populations were 50 students at grade 10. He took both pre and post test method for data collection. He found that information gaps activities have positive impact on developing speaking skills.

Yao Wu, et al. (2010) conducted a combined study entitled "The effect of movie viewing in learning English as a foreign language. The main aim of study was to find out what genres of English movies students enjoy viewing. The study was also devoted to find out whether movie-related vocabulary preview given by teachers will help learners feel more comfortable with the approach of learning language through film viewing and thus facilitate. In this study two films were chosen for the participants of different classes to watch. Altogether 254 participants were sampled for this study. The participants were freshmen, sophomore and Junior English majors and sophomore non-English majors at Yuanpi University. This study was an investigation on the correlation between the viewing of DVD films and effective learning in EFL classrooms. The researchers have had significant findings. Whether they are an integral part of the school curriculum or supplementary teaching materials, DVD films with their special features such as subtitles and chapter separation would help to develop an effective learning environment. Teachers can design film-related activities and integrate them into instruction to motivate students.

Parajuli (2011) carried out research on entitled "Teaching of speaking at the lower Secondary level, analysis of classroom activities." The main objectives of this study were to identify the activities used in teaching speaking skill at lower secondary level. He carried out research on 30 English Teachers. He selected the sample through non-random sampling procedure. He used primary sources for data collection. He used questionnaire and observation checklist as his research tools. Finally his major finding was teachers were using different speaking activities in the classroom, among them discussion, pair work, group work, were more common in the classroom. Activities conducted by the teachers were found satisfactory to the level of students.

Poudel (2014) carried out survey research entitled "Teachers' perception on the role of collaboration in teaching speaking". The main objective of this study was to find out activities used by secondary level English teachers to teach speaking skill. The study included both primary and secondary sources for data collection and sample population of his study were 40 secondary level English teachers. He used the observation checklist and questionnaire as data collection tools.

Gautam, Shakya and Shrestha (2016) carried out research on "Use of flipped model in classroom". The main objective is to learn independently. The survey

questions were designed and divided into three parts. Questionnaire part had four different sub sections namely; opinion, influence, benefits and challenges. However, this model may be difficult to adopt as the replacement of traditional model, it may not properly coped up by the student as well as teacher.

Anas and Zakaria (2019) carried out a study on, “ESL Learners’ Perceptions on English Subtitled Audio-Visual Materials” in a Malaysian context. The research aimed to study ESL learners’ perceptions on English subtitled audio-visual materials. The study used a mixed-method with the usage of both questionnaire survey and interview to provide insight into perceptions of this particular group of learners on English subtitled audio-visual materials. A survey was conducted among thirty students to gauge their perceptions towards the use of audio-visual materials for language learning. The study shows that audio-visual materials are highly accepted among these learners as they make use of its benefits in both inside and outside of classroom.

Dangi (2021) conducted a research entitled “Effectiveness of Visual Materials in Reading Comprehension” using an experimental research design. The main objective of the research was to determine how effectively visual materials compressed reading. The class was divided into the experimental and control groups using pre-test and post-test items. While the experimental group received fresh instruction, the control group was left to proceed as normal (i.e., visual aids). This led to the discovery that the experimental group, which received instruction via visual materials, received higher average scores in seen text, unseen text, and Para-orthographic text compared to the control group. The average proficiency of the learners teaching through visual aids was higher by 2.5 in comparison to the students teaching through usual mode.

Implications of the Study

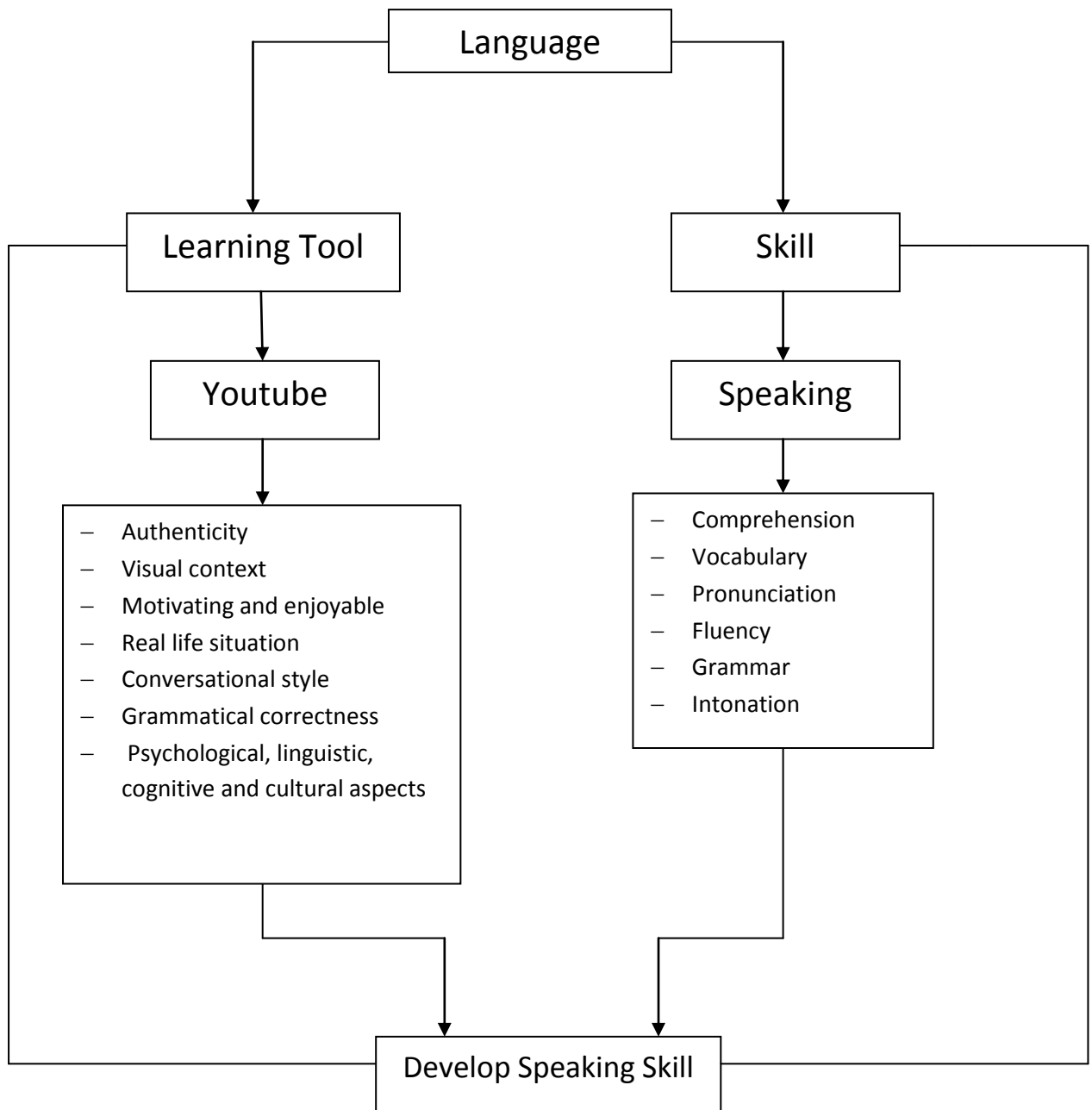
While reviewing the literature I went through various theoretical and empirical research studies. After reviewing these studies, I gained many ideas regarding the process of research. I have got lots of ideas of objectives, research questions, methodological procedure and other things too in order to complete my research. So, after reviewing all those research works, I updated myself with research process and methodological tools which are beneficial to my present research work. Hence, all the

reviewed documents helped me to broaden the knowledge of related study in order to get practical ideas about conducting action research. Thus, these works have direct implications to my research study.

From the empirical review, I got new idea about the use of YouTube to develop students' speaking skill. By reviewing the works of Poudel (2014), provided me information about teaching materials and helped me to adopt appropriate to my research. The literature associated for classroom management in teaching speaking skill by Parajuli(2011) assisted to bring conceptual clarity in this study and focus on my research problem. In the same way, by reviewing the work of Oli(2007) about information gaps in developing speaking skill. I got clear information to focus on techniques of teaching speaking skill.

Conceptual Framework

The conceptual framework is the visual representation of the understanding of the theories by researches and researchers' own conceptualization of the relationship between different variables.



Chapter 3

Methods and Procedures of the Study

This chapters presents the design of the study' sample and sampling strategy, sources of data collection tools and techniques, data collection procedures, data analysis and interpretation procedures and ethical considerations.

Design of the Study

Research is the process of finding something new from the existed data. It is also known as a systematic investigation that is designed to answer questions. To reach to the solution of any problem, there should be the systematic study by applying the scientific procedures to achieve the goal of the research. To reach the goal in successive way a researcher should select appropriate design. Research design is a road map which directs the researcher to the way s/he is heading to. There are so many research designs such as; survey, narrative inquiry, experimental, ethnographic, case study and so on. Grinnell (1993 as cited in Kumar, 2009) defines “Research is a structured inquiry that utilizes acceptable scientific methodology to solve problems and creates new knowledge that is generally applicable.” To reach at the meaningful conclusion of any problem, there should be a systematic study. To specify, Kumar (2009, p.84) writes “A research design is procedural plan that is adopted by the researchers to answer questions validly, objectivity, accurately and economically.” Certain research designs help to make the study accurate, valid and objective. The selection of an appropriate research design is important for making valid and meaningful conclusion.

Survey research design has been used to conduct this study. Survey research design is a type of research design which is used to obtain a snapshot of conditions, attitudes and events at a single point of time. It is used to gather information about population groups to learn about their characteristics, opinions, attitudes or previous experiences. (Leedy and Ormrod, 2005,p.183). This is done by administering a questionnaire, either written or orally to a group of respondents. The main aim of survey research is to gather the factual information, data, attitudes, performance belief and experience. Nunan (2010, p.141) suggest some stepwise procedure of survey research and they are;

- Step 1: Define objectives
- Step 2: Identification of the target population
- Step 3: Literature review
- Step 4: Determine sample
- Step 5: Identifying survey instruments
- Step 6: Design survey procedure
- Step 7: Identify analytical procedure
- Step 8: Determine reporting procedure

I employed the descriptive survey research design with qualitative method. The survey assisted me to identify specific respondents and appropriate location from where I can collect the data.

Population, Sample, and Sampling Strategy

The populations of the study were the teachers of secondary level. As a sample of the study, I interviewed five English teachers teaching in secondary level in five different community schools from Dhading Bensi. I collected data with the help of questionnaire. Non-random purposive sampling procedure was used to select the sample. In a sense that, they can easily share their knowledge and experiences about teaching through You-Tube videos.

Data Collection Tools and Techniques

As the tool for data collection, questionnaire was used to elicit the perceptions, attitudes, and experience towards the effective strategies used by teachers in their English Language Teaching classes.

Sources of Data

I used both primary and secondary sources of data. To fulfill the objectives of the study, I used the following sources:

Primary sources of data. As a primary source, I collected data from five English teachers through questionnaire.

Secondary sources of data. Different journals, books, PDF files, researches and websites were used as secondary sources of data in the study.

Data Collection Procedure

I followed a systematic procedure for collection. First of all, I prepared some questions for questionnaire. Then, I visited selected schools and I greeted to the principals of those schools. Then, I asked for permission to the administration to carry out the research. I distributed the questionnaires to the selected teachers of the school. After that, I fetch back the questionnaire from the teachers after few days. Finally, I thanked to the teachers and administrators for their kind support.

Data Analysis and Interpretation Procedure

The collected data was analyzed and interpreted in a narrative way with description.

Ethical Consideration

In the research period, I am highly concerned on paying attention to different ethical aspects. The participation for the respondents was made entirely voluntary and they werenot disadvantaged in any way in order to maintain research ethics. The data was protected and there was no risk of experimentation and data manipulation.

Chapter 4

Analysis and Interpretation of Data

This section is concerned with the presentation, analysis and interpretation of the collected data. The systematically collected data are analyzed and interpreted using appropriate tools to fulfill the objectives.

I collected data from five secondary level English language teachers from five community schools to investigate their perceptions regarding the use of YouTube videos in developing speaking skills in language classrooms. The data obtained from them have been presented using qualitative method to develop themes.

Benefits of YouTube videos materials: YouTube videos combine visual context with spoken language and develop learners' ability to enjoy and understand English lessons. Students are more interested in exciting activities, and they're more likely to pay attention when they watch videos instead of having read walls of text in books and notes. YouTube videos add life to the e-learning course by making it effective and engaging. According to the respondents, they got a lot of benefits from YouTube videos while teaching. They stated that using visual materials obviously helps in developing the speaking skills of students as they can see and hear the words which could help them to remember better while speaking. They can learn the pronunciation of the words as well. They can see and hear the words which could help them to remember better when speaking. It helps to develop correct pronunciation of the words. Their confidence skill will also be developed after using visual materials of conversation. Presentation visuals help retain information, using visuals make complex ideas easier to understand, Inspiring students to study more effectively. They can see and hear the words which could help them to remember better when speaking. It helps to develop correct pronunciation of the words. Their confidence skill will also be developed after using visual materials of conversation. All teachers exclaimed that there are the huge of benefits of using YouTube videos towards developing speaking skills.

Regarding the benefits of using Youtube in teaching speaking skills Teacher 2 said,

“It can be seen clearly that the use of audio-visual materials helps students in improving their speaking skills. They can see and hear the words which could help them to remember better when speaking. They can pronounce it correctly as they already hear the correct pronunciation from the audio before they talk. It indirectly would boost their confidence level in speaking, and they can overcome their shyness as well.”

Likewise, Teacher 4 said, *“Students can not only listen the pronunciation but also see the different use of organs like, tongue vocal cord, teeth and so on. They can learn how to speak the different words. Teaching can be lively because they can see the gestures while speaking the words or sentences.”*

The data elucidates that using visual materials definitely helps in developing the speaking skill of students. Students can see and hear the words which could help them to remember better when speaking. They can pronounce it correctly as they already hear the correct pronunciation from audio before they talk. It helps to inspire students to study more effectively. In addition, it helps the teacher to present the lesson effectively. It helps to grab an audience’s attention and makes complex ideas easier to understand. In a nutshell, visual aids improve students’ critical and analytical thinking.

Roles of using YouTube videos in teaching: Use of YouTube videos in a language classroom really can be beneficial to make teaching learning effective. Teachers feel comfortable managing the time of lectures and making the students understand. Use of visual material makes the classroom interesting too. It makes easy for teacher to enhance presentation content by easily integrating a wide range of materials into a lesson, It helps teachers establish, explain, connect and associated ideas and concept for enjoyable learning. Students are more interested in exciting activities, and they're more likely to pay attention when they watch videos instead of having read walls of text in books and notes.

The roles stated by the teachers are as:

Teacher 2 said, *“.Helping to inspire students to study more effectively, Helping students retain information for a longer period of time, Providing an example*

to think about concepts ,Increasing the student’s vocabulary and Helping students gain a proper view of topics and concepts.”

Similarly, Teacher 3 said, “*Visual media makes easy for teachers to enhance presentation content by easily integrating a wide range of material into a lesson. It drives motivation towards learner and makes communication quicker and easy.*” The teacher further added that it is crucial part of teaching. Teaching and learning is incomplete without it. Teaching can be livelier. Teaching and learning is really entertaining. They learn without the force of the teachers.

While analyzing the data it was found that YouTube videos helps to engage the audience, boost their understanding of the content and help to convey important message. It makes complex ideas easier to understand. It makes the classroom interesting and entertaining. It draws the attention of students and makes them active and enthusiastic. Visual media makes easy for teachers to enhance presentation content by easily integrating a wide range of material into a lesson. It drives motivation towards learner and makes communication quicker and easy. Furthermore, it increases the students’ opportunity for authentic interaction with native speakers.

Teaching speaking skills through YouTube videos: YouTube videos can be used to make the students aware of the varieties of English spoken around the world and to provide them with authentic materials for speaking skill. They sometimes can be taken as a material to teach speaking in the classroom. From those videos students can be taught the way to speak, and to build up confidence while speaking. Using YouTube inside and outside of the classroom can be very useful to develop speaking, listening and pronunciation skills. YouTube can be a valuable tool through which multiple language skills can be taught. YouTube videos can be used to make the students aware of the varieties of English spoken around the world and to provide them with authentic materials for speaking skill. Students can copy the accent and correct pronunciation which can make the conversation productive.

The teachers stated that; *Using YouTube can obviously improve in speaking skill.*

T4. There are various YouTube channels that help to enhance speaking. Such as: BBC Speaking English, English Fluent, and millions of channels whose

contents are in English language. I tell them to watch those channels regularly for one or two hours every day.

(Teacher 3)

The students can see and listen again and again which helps the learner to learn effectively, we can find authentic materials, there many languages there so the audience can learn feelingly. (Teacher 5)

The obtained data confirms that YouTube video is used as a tool for the purpose of improving the English speaking skill of students. Using YouTube videos can obviously improve speaking skills. Learners can copy the accent and correct pronunciation which can make the conversation productive. It makes classroom lessons more interesting, entertaining and keeps students entertained while learning. Students are often more engaged with visually stimulating activities and are more likely to concentrate while watching videos rather than the teacher giving a lecture to the class. To improve speaking skill, teachers use to suggest the students to watch various channels related to English.

Ways of practicing pronunciation by using YouTube videos: Students can learn and imitate pronunciation by listening Youtube videos. There are so many ways of practicing pronunciation by using YouTube videos. Students can listen, record, practice and drilling too. They can see phonemic chart which can help for correct pronunciation. They can search to search expert trainers pronouncing videos which help them to improve many areas of their English pronunciation. There are many online pronunciation resources like; Fluent U English, Easy World of English, BBC Learning English, Easy World of English etc.

In this regard Teacher 1 said,

“Basically to practice pronunciation the best way is drilling. Even today in our classes we need to make our students practice vocabulary using drills. While making the students practices our students from you tube videos we can pick up some difficult words and highlight them to practice pronunciation.”

Likewise, Teacher 2 said, *“Through drilling, conducting conversation activity, watching American and British programs and finding the differences in pronunciation.”* In addition, Teacher 4 said’ *“That’s really interesting. I show the*

videos related to phonetic symbols and phonetic rules, videos related with pronunciation. I will tell them to imitate the style of speaking and pronunciation style as well.”

The data shows that pronunciation plays a vital role in order to make the process of communication easy to understand. Drilling, listen, record, practice, conducting conversation activity, use of dictionary, watching videos related to phonetic symbols and rules are the ways of practicing pronunciation of different words. Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. A good way to practice your pronunciation is to copy or imitate. Learners simply learn pronunciation by listening videos from YouTube and try to imitate them as closely as possible.

Difficulties faced while using YouTube videos in teaching speaking skill:

While the use of technology in classroom is increasing, many teachers are still struggling in incorporating it into their classes. The teachers stated several difficulties that they had faced while using audio visual aids in language teaching.

Teacher 4 said,

“To be honest, if we are able to search the concerned videos properly, there won't be any problems. But sometimes due to lack of electricity and poor connective of internet teaching learning can't be regular. The videos can't be shown easily”.

Likewise, Teacher 2 said, *“Connection, Vocabulary Use,, Pronunciation, accent, and fluency One -Way Communication, insufficient Time.* Similarly, Teacher 3 said, *“Students were unable to understand the accent, Net access problems, grammar is complex.”*

The data from the questionnaire reveals that connection problems, unable to understand the native accent, insufficient time, problem of video selection related to content, poor maintenance of technical facilities etc. are the difficulties faced while using YouTube videos in teaching speaking. School administration should make sure the classrooms are well equipped with internet connection and technologies for the

teachers to use audio-visual materials without any troubles. Choosing the right audio-visual materials are essential as well to suit the students' level and the content that they are going to teach. For that, teachers can collaborate with their colleagues to choose the best materials for the students.

Challenges found in students while teaching speaking skill: *There are some problems and challenges while teaching speaking in a classroom.* These teachers have been teaching English for the past ten years in the school, respectively. They revealed that the challenges they encountered most in teaching speaking are students' lack of vocabulary, pronunciation problems, nothing to say, lack of motivation and the use or interferences of the mother tongue. *Thus, the teachers do their best to overcome these challenges along the process of their teaching in the classroom. The challenges stated by the teachers are as follows*

Teacher 1 said' "The first major problem is supposed to be lack of exposure and lack of time to read for Nepali learners. Next, because of interference of their mother tongue they commit."

And Teacher 3 said, "*. Lack of vocabulary, shyness to be exposed, nothing to say etc."*

According to the teachers' comments, Lack of vocabulary, shyness to be exposed, nothing to say, use of mother tongue, lack of motivation, low participation, lack of exposure, afraid of mistake and low confidence level, poor grammar and pronunciation etc. are the challenges and difficulties found in students while teaching speaking skill. Furthermore, teacher should motivate the students to speak English while communicating with them as well as with their friends in classroom. After watching YouTube-based videos, it is expected that students can get the ideas to speak from the real environment of the speaker in order that students will have an opportunity to do imitative, intensive, responsive, intensive, interactive and extensive speaking performance. Students can also get new vocabulary and the examples of pronunciation that give them the opportunity to improve. Speaking skill will be better if it is supported by the real environment or authentic material

Effectiveness of YouTube videos in developing speaking skill: The use of audio-visual aids in language classes is absolutely effective because it makes the

whole process simple, productive and enrich the learning activities however there always comes the question how skillful are the teachers and how do they implement such tools in the classrooms. The teaching becomes interesting when a teacher uses different audio-visual tools because it directly involves student in the teaching-learning process. Teachers can get expertise videos we students can improve their pronunciation, intonation, grammar, vocabulary, fluency, and comprehension.

To illustrate, Teacher 4 said, *“In my opinion, the best YouTube videos somehow can help in developing speaking skill in learners because those videos work as exposure, they can learn how to speak, they can learn to manage their time for speaking, managing facial expressions and gestures while speaking.”* Similarly, Teacher 2 said, *“Yes, because it guide students guess the meaning of the unfamiliar words, help students to improve their speaking skill and make students aware of the varieties of English spoken around the world.”* In addition, *It draws the attention of learners and makes them active, energetic and curious.*

To summarize responses, it was found that YouTube videos as it connects academicians, educators and researchers from all over the world and provides interesting and knowledgeable content. It attracts the attention of students and develops their creativity. Through YouTube videos, students can learn how to speak, how to manage facial expression and gesture while speaking. It provides authentic materials for speaking skill. And in fact, there is a direct interrelationship between students’ use of videos to improve their speaking, coherence and oral fluency.

Chapter 5

Findings, Conclusion and Recommendation

This chapter deals with the major findings and conclusion of the study. It also deals with some recommendations in different levels made on the basis of the major findings.

Findings

The overall finding in this research reflects the perceptions of teachers on the use of YouTube in developing speaking skill. The data obtained from questionnaire of five secondary teachers of public schools. The overall findings are listed below:

- It was found that teaching speaking skills through YouTube videos was found to be effective, motivating and encouraging for the development of communication skill.
- The respondents depicts that some of the students used YouTube videos to develop speaking skill whereas most of the students used rarely.
- Similarly, Students got to observe authentic pronunciation, conversation setting and visual information that facilitated them in understanding of unfamiliar through YouTube videos.
- In addition, YouTube videos have been a more valuable resource for audio-visual content for other platform.
- The students seem to be more active, energetic, and enthusiastic to learn from YouTube videos.
- Likewise, students understood more with gestures, expression audio shown in the videos.
- Similarly, students are improving speaking skills slowly by watching movies, vlogs, songs, news etc.
- Furthermore, the data obtained from the questionnaire shows that it takes time to select short videos related to content or course.
- Similarly, students are doing their best to communicate with teachers and friends fluently.

- Net access problem, time allocation, poor maintenance of technical facilities, problem of video selection were the difficulties found while teaching through YouTube videos.
- Likewise, students' hesitation, anxiety to speak, lack of vocabulary, rare interaction among teacher and students, poor grammar and pronunciation, afraid of mistake and have low confidence were the problems found in students while communicating.
- Hence, YouTube videos are beneficial for both teachers and students in teaching and learning classes.

Conclusion

Teachers possess positive perception on the use of YouTube videos in developing speaking skills. Many teachers stated that YouTube videos seem to be effective and motivating tool to teach speaking skill. In addition, YouTube videos provide authentic and varied languages. It gives a visual context and non-verbal language. Students can hear native speakers' tone and accent conversation. Furthermore, it provides correct use of vocabulary, grammar, pronunciation. Teaching speaking skill through YouTube videos are useful because it provides psychological, linguistic, cognitive, and cultural aspects.

The findings of the study suggest that students can improve their components of speaking skill like comprehension, vocabulary, pronunciation, fluency, grammar and intonation. The teachers teach pronunciation through drilling, conducting conversation activity, suggesting them to watch American and British programs and finding the differences in pronunciation. However, teachers faced some technical problems and some problems from students while teaching speaking skill through YouTube videos.

In a nutshell, YouTube videos as a teaching tool which play positive and significant role for gaining better speaking skill of students. Students get motivated towards visual materials which make them entertain and learn the language.

Recommendations

The following recommendations have been drawn on the basis of the findings of the study. The major recommendations at various levels have been presented as three different sub-headings.

Policy Related

- One of the findings of the study shows that the speaking skills of the students are enhanced by using YouTube videos. So, policy level stakeholders can integrate YouTube videos for effective materials for teaching English in the syllabus or curricula.
- The curriculum of English course book should be redesigned; it should include audio- visual activities and should provide adequate time for the use of YouTube videos materials in the beginning of units.
- Current and up-to date audio-visual materials which are more appropriate for the course content, students' linguistic competence, needs, and interests can be selected. It can reduce the workload of overloaded instructors as there will be no need to search, select, and download additional videos.
- Government should form and implement effective policy to overcome the challenges of speaking skill.

Practice Related

- The videos addressed students' need, interest and requirement of the age of the learners. So, the learner can use them to motivate, encourage or engage students in learning.
- High school teachers should be exposed in teaching resources such as audio-visual aids internet, computer etc.
- It has been found that using YouTube videos in ELT classroom is effective tool for teaching speaking skill, thus it should be practiced and implemented at every school in order to develop better communication skill of the students.
- Teacher should encourage student to speak and communicate with them as well as their friends.

Further Research Related

The study mainly focused on the perceptions of teachers on the use of YouTube videos in developing speaking skill. The findings of the research are only limited on five teachers of secondary level of public school. Therefore, the findings cannot generalize on every secondary school of Nepal. It may provide as valuable secondary resource materials for other researchers who are keen interest to carry out research in related field.

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Appendix

Teacher 1

Name: Sita Shrestha

Name of school: Balmandir secondary school

What are the benefits of using visual materials for teachers to develop speaking skill?

= Using visual materials obviously helps in developing the speaking skills of students as they can see and hear the words which could help them to remember better while speaking. They can learn the pronunciation of the words as well.

2. What are the roles of using visual materials in teaching?

= Use of visual materials in a language classroom really can be beneficial to make teaching learning effective. Teachers feel comfortable managing the time of lectures and making the students understand. Use of visual material makes the classroom interesting too.

3. How do you teach speaking skill through YouTube videos?

= YouTube videos sometimes can be taken as a material to teach speaking in the classroom. From those videos students can be taught the way to speak, and to build up confidence while speaking. So I sometimes use them in my classroom too.

4. How do you give to practice pronunciation by using YouTube videos?

= Basically to practice pronunciation the best way is drilling. Even today in our classes we need to make our students practice vocabulary using drills. While making the students practices our students from you tube videos we can pick up some difficult words and highlight them to practice pronunciation.

5. What are the difficulties that you have ever faced while using YouTube in teaching speaking skill?

= Today the students' areas of interest have been different and let's say it is difficult to meet them. But we can't run away from it. While taking YouTube videos in the

classroom normally not all the students get engaged and learn what I have supposed they will learn from those videos.

7. What are the challenges and problems found in students while teaching speaking skill?

= There are some problems and challenges while teaching speaking in a classroom. The first major problem is supposed to be lack of exposure and lack of time to read for Nepali learners. Next, because of interference of their mother tongue they commit mistakes and they are afraid of committing mistakes and they don't prefer speaking.

8. Do you think YouTube videos are effective in developing speaking skill? Why?

= . In my opinion, the best you tube videos somehow can help in developing speaking skill in learners because those videos work as exposure, they can learn how to speak, they can learn to manage their time for speaking, managing facial expressions and gestures while speaking.

Teacher 2

Name: Apil Koirala

Name of School: Shree Deurali Secondary School

1. What are the benefits of using visual materials for teachers to develop speaking skill?

=. It can be seen clearly that the use of audio-visual materials helps students in improving their speaking skills. They can see and hear the words which could help them to remember better when speaking. They can pronounce it correctly as they already hear the correct pronunciation from the audio before they talk. It indirectly would boost their confidence level in speaking, and they can overcome their shyness as well.

2. What are the roles of using visual materials in teaching?

- Helping inspire students to study more effectively
- Helping students retain information for a longer period of time
- Providing an example to think about concepts
- Increasing the student's vocabulary
- Helping students gain a proper view of topics and concepts.

3. How do you teach speaking skill through youtube videos?

= Using YouTube inside and outside of the classroom can be very useful to develop speaking, listening and pronunciation skills. YouTube can be a valuable tool through which multiple language skills can be taught. YouTube videos can be used to make the students aware of the varieties of English spoken around the world and to provide them with authentic materials for speaking skill.

4. How do you give to practice pronunciation by using YouTube videos?

= Listen, Record, Get to know the phonemic chart, Use a Dictionary and Do some exercise, Get some minimal pairs (ship, sheep)

5. What are the difficulties that you have ever faced while using YouTube in teaching speaking skill?

= Connection, Vocabulary Use, pronunciation, accent, and fluency, One -Way Communication, Boredom, Insufficient Time, Embarrassment on Students

6. What are the challenges and problems found in students while teaching speaking skill?

=Lack of vocabulary, Pronunciation problem, Nothing to say, Lack of motivation, Use\interferences of the mother tongue and Low Participation

7. Do you think youtube videos are effective in developing speaking skill? Why?

= Yes, because:

#Guide students guess the meaning of the unfamiliar words

#Help students to improve their speaking skill

#Make students aware of the varieties of English spoken around the world

#Provides students with authentic materials

Teacher 3

Name: Govinda Koirala

Name of school: Shree Tamai Ratmate Secondary School

What are the benefits of using visual materials for teachers to develop speaking skill?

= They can see and hear the words which could help them to remember better when speaking. It helps to develop correct pronunciation of the words. Their confidence skill will also be developed after using visual materials of conversation.

2. What are the roles of using visual materials in teaching?

= visual media makes easy for teachers to enhance presentation content by easily integrating a wide range of material into a lesson. It drives motivation towards learner and makes communication quicker and easy.

3. How do you teach speaking skill through YouTube videos?

= Using YouTube can obviously improve in speaking skill. We can copy the accent and correct pronunciation which can make the conversation productive..

4. How do you give to practice pronunciation by using YouTube videos?

=through drilling, conducting conversation activity, watching American and British programs and finding the differences in pronunciation.

5. What are the difficulties that you have ever faced while using youtube in teaching speaking skill?

= students were unable to understand the accent, Net access problems, grammar is complex.

7. What are the challenges and problems found in students while teaching speaking skill?

= lack of vocabulary, shyness to be expose, nothing to say etc.

8. Do you think YouTube videos are effective in developing speaking skill? Why?

= . Yes. Ofcourse. YouTube videos help to improve speaking skill. It draws the attention of learners and makes them active, energetic and curious.

Teacher 4

Name: Rajendra Rana Magar

School: Shree Nilkantha Secondary school

1. What are the benefits of using visual materials for teachers to develop speaking skill?

= The benefits of using visual materials are given as below.

i, They can not only listen the pronunciation but also see the different use of organs like, tongue vocal cord, teeth and so on.

ii, They can learn how to speak the different words.

iii, Teaching can be lively because they can see the gestures while speaking the words or sentences.

2. What are the roles of using visual materials in teaching?

= It is crucial part of teaching. Teaching and learning is incomplete without it.

i, Teaching can be livelier.

ii, Teaching and learning is really entertaining.

iii, They learn without the force of the teachers

3. How do you teach speaking skill through YouTube videos?

= There are various YouTube channels that help to enhance speaking. Such as: BBC Speaking English, English Fluent, and millions of channels whose contents are in English language. I tell them to watch those channels regularly for one or two hours every day.

4. How do you give to practice pronunciation by using YouTube videos?

= That's really interesting. I show the videos related to phonetic symbols and phonetic rules, videos related with pronunciation. I will tell them to imitate the style of speaking and pronunciation style as well.

5. What are the difficulties that you have ever faced while using YouTube in teaching speaking skill?

= To be honest, if we are able to search the concerned videos properly, there won't be any problems. But sometimes due to lack of electricity and poor connective of internet teaching learning can't be regular. The videos can't be shown easily.

6. What are the challenges and problems found in students while teaching speaking skill?

- Ans: Some of the challenges are given as below.

i, Due to children's mother tongue.

ii, lack of proper guidance of teachers.

iii, not availability of proper teaching materials at the rural areas.

iv, lack of expert teachers at the remote areas .

v, not given training to the concerned teachers.

7. Do you think YouTube videos are effective in developing speaking skill? Why?

= Obviously, speaking skill can be developed easily and unknowingly with the enjoyment. It is the best way to teach speaking to the students using YouTube.

Teacher 5

Name: NaneAryal

School; SunauloBhairabi Secondary School

1. What are the benefits of using visual materials for teachers to develop speaking skill?

= Presentation visuals help retain information

= Using visuals make complex ideas easier to understand

= Inspiring students to study more effectively

2. What are the roles of using visual materials in teaching?

= It makes easy for teacher to enhance presentation content by easily integrating a wide range of materials into a lesson.

= It helps teachers establish, explain, connect and associated ideas and concept for enjoyable learning.

3. How do you teach speaking skill through youtube videos?

= The students can see and listen again and again which helps the learner to learn effectively

= we can find authentic materials, there many languages there so the audience can learn feelingly.

4. How do you give to practice pronunciation by using YouTube videos?

= By suggesting them to search expert trainers pronouncing videos which helps them to improve many areas of their English pronunciation.

5. What are the difficulties that you have ever faced while using youtube in teaching speaking skill?

= Quality or accuracy issues

=No control over link permanence

=distracting or harmful content

6. What are the challenges and problems found in students while teaching speaking skill?

=Lack of vocabulary

=Pronunciation problem

=lack of motivation and the use or interference of the mother tongue.

7. Do you think YouTube videos are effective in developing speaking skill?

=Yes, because there we can get expertise videos we students can improve their pronunciation, intonation, grammar, vocabulary, fluency, and comprehension.