Teachers' Perceptions on Using Video Materials for Teaching Listening Skills

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Dhan Bahadur Japrel

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu

2023

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Recommendation for Acceptance

This is to certify that **Mr. Dhan Bahadur Japrel** has prepared the thesis entitled **Teachers' Perceptions on Using Video Materials for Teaching Listening Skills** under my guidance and supervision.

I recommend the thesis for acceptance.

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Declaration

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

Date: …02/09/2023   ......……………......

                     Dhan Bahadur Japrel

Dedication

This thesis is dedicated to the people who have heartily supported me through my education.

Thanks for making me see this adventure through to the end.

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I would like to extend my deep sense of profound gratitude to my thesis supervisor, **Dr. Renu Singh**, Lecturer, Department of English Education, University Campus, Kirtipur, Kathmandu for making constant supervision and guiding me with regular inspiration, encouragement and insightful as well as valuable suggestion throughout the study. I would like to acknowledge her invaluable instructions, suggestions, guidance and strong co-operation in completing the study.

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I would like to express my gratitude to all the **Head Teachers and Teachers** of different community schools in Nuwakot district for their friendly help in collecting required data to accomplish my study.

All those who directly or indirectly supported this work are heartily thanked.

Dhan Bahadur Japrel

Abstract

This study entitled **Teachers' Perceptions on Using Video Materials for Teaching Listening Skills** aimed at exploring the Teachers' perceptions on using video materials in developing students' listening skills and role of watching videos for enhancing students' listening skills. I used survey research design and used non-random purposive sampling procedure which were thirty secondary level teachers teaching in fifteen community schools in Nuwakot district. A set of close/open-ended questioner were used as the major tool of the research. the study displayed that most of the teachers have used video materials, engaged to the students. Most of the teachers found watching videos as encouraging activity for learners to be self-directed and independent in developing listening skill and it is helpful for the integrative development of listening and speaking skills. The critical problems found were lack of electricity, lack of internet, students' low English language proficiency and lack of practice culture of teaching listening skill effectively in most of the schools. Similarly, finding audio video materials, managing time and motivating the students were the critical challenges of teaching listening skill. The other fundamental problems were lack of audio video materials, lack of trainings to the teachers and selecting suitable contents.

The present study consists of five chapters. The first chapter is an introductory chapter. It includes background of the study, statement of the problem, objectives of study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter deals with theoretical and conceptual framework of the study. The third chapter deals with methods and procedures which incorporate research design and method, population, sample and sampling strategies, field/site of the study, data collection tools and techniques, data collection procedures and data analysis and interpretation procedure. The fourth chapter deals with rigorous analysis of data and interpretation of results. The fifth chapter presents summary of findings, conclusion and implications based on this research.

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List of Figures

Lists of Symbols and Abbreviations

BBC	British Broadcast Corporation
CDC	Curriculum Development Centre
CEHRD	Centre for Education and Human Resource Development
EFL	English as Foreign Language
ELT	English Language Teaching
IELTS	International English Language Testing System
MOE	Ministry of Education
No	Number
OHP	Over-Head Projector
TU	Tribhuvan University
TV	Television

Chapter 1

Introduction

This study is based on **Teachers' Perceptions on Using Video Materials for Teaching Listening Skills.** This section consists of background of the study, statement of the 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

Language is a tool of communication. It is extremely complex and highly versatile code used for human communication. It is a dynamic and open system that allows human beings to communicate their thoughts, feelings, desires, emotions, experiences and ideas. Crystal(2008) defines language as concrete at of speaking writing or singing in a given situations. Language is a vehicle of human thoughts. We use spoken form of language every day, face to face, as a means of communication and written form of language allows us to record and hold on to our history across generations. Listening is the receptive and primary language skill. Listening skill refer to the skill or ability to receive and interpret the message from communication. Listening is the first language skill in the natural order. Traditionally it is taken as passive skill, but in present it take active skill, language listener become too much active while listening to get proper message from the exposure.

Listening skill is a key to receiving messages effectively. Itis a combination of hearing what another person says and psychological involvement with the person who is talking part in listening. Listening is an important skill of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view. It requires a high level of concentration and energy. It demands that we set aside our own thoughts and agendas, put ourselves in another's shoes and try to see the world through that person's eyes.

Listen means hearing something through the ears. It is the most difficult skill of language that people try to listen and understand the message. We can listen to either audio or video contexts and comprehend the messenger. Listening is good for

pronunciation, intonation, stress or sounds and other features. Good listening helps to promote good speaking. Effective communication depends on good listening. Listening to a variety of materials help people understand. Sometimes people will be speaking dialects. Only teacher's voice is not enough if there is audio or video recorded material, we can listen to various people in different situations. All the speaking situations cannot be created in the class e.g.at the hospital, at a shop, at an airport, at the bus station, restaurant etc. through listening skill helps students develop grammar and vocabulary and can also deduce meaning.

Videos materials indicate audio and videos which help to develop the listening skill to the student. Video materials refer to recorded sound with visual representations which are reproduced mechanically, electronically or both these materials include Television, short videos, movies, OHP, small role play. These all materials may or may not develop for teaching learning propose. Sherman (2003) presents convincing argument for incorporating authentic videos materials in to language classroom, she provides a variety of practical classroom activities showing how use videos to bring real world language and culture into the classroom in contemporary, engaging and productive ways. Videos are defined as text combining different modifiers such as words image, sounds or music (Gee & Hayes, 2011). Thus, videos are multimodal text that represents meaning more than other materials. Videos materials are not only part of everyday life activities but they are shown as effective materials of teaching listening skill.

Statement of the Problem

Communication cannot be existed without good listening skill. When the language learners listen properly to the speaker and they can grab all words and messages from different kind's materials and they can respond to them if they have sound listening skill. It is difficult to develop our speaking skill without having good listening skill. Audio and videos materials can be used to promote listening skills. In the context of our classroom language teachers played various audios materials time and again but they could not emphasized on videos materials so they failed to grasp the meaning of the text. Due to the lack of listening culture to the target language less emphasis on videos materials and their de-motivation towards listening text were critical problems for enhancing listening skill. Teacher had the perceptions that videos

could not help in teaching listening in previous era. Different video materials in the target language can help to promote the habit of listening and motivate students towards target language. Lack of listening skills can breakdown the goals of language teaching. Because of the aforementioned reasons, I explored the perception of English teachers on the use of video materials in developing listening skill at secondary level.

Significance of the Study

This research is worthy enough for the government to monitor teachers. It also helps secondary level English teachers to know their comprehension ability and realize the need for further improvement. It is equally important for the researchers who wish to undertake researches on different faces of listening comprehension in future. The finding of the study will also be significant to all those who are directly or indirectly involved in teaching and learning English as a second/foreign language specifically in context of Nepal. Usually, the teachers focus much on writing skill and reading skill than speaking and listening skills. As a result, English language learning is being more complicated and challenging. Due to less attention on listening skill, the learners have been facing critical problem in pronunciation, comprehension and communication. As this study shows the important role of using video materials in developing listening skill, it will be significant to the school level students, IELTS students, teachers, researchers and other ELT educators.

Objectives of the Study

This study had the following objectives:

)   To find out the practices of using video materials in teaching listening skill.
)   To find out the teachers' perception on the role of video materials in enhancing students' listening skill.
)   To find out the problems faced by English teachers in teaching listening skill.
)   To suggest some pedagogical implications.

Research Questions

The following were the research questions of the study:

)   What are the practices of teaching listening skills?

⟩ What is English teachers' perception on the role of using video materials in teaching listening skills?

⟩ What problems do English teachers face while teaching listening skills?

Delimitations of the Study

This study had the following delimitations:

⟩ The study was limited to sample population of English Language teachers of secondary level.

⟩ The study was limited to 30 teachers teaching at different secondary schools in Nuwakot district.

⟩ The data were collected using a set of questionnaires.

⟩ The study was limited to role of video materials in developing listening skill in ELT.

⟩ This study was limited to survey research design.

⟩ The data were presented in figures and analyzed both objectively and subjectively.

Operational Definition of the Key Terms

Perception - The way in which something is regarded, understood, or interpreted.

Proficiency- Here proficiency refers to the ability, skill, and competence.

Public School- community school

Secondary Level Teachers- the teachers who especially teach English language at grade 9 and 10 in community schools.

Video materials - It refers to video or other material containing a still or moving recorded image Or images video player, video recording, television and Computer

Chapter 2

Review of Theoretical Literature and Conceptual Framework

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

Review of Related Theoretical Literature

This sub-part deals with different theoretical perspectives related to the use of audio materials in teaching listening skills.

Listening Skill. Listening is a skill of language. It is receptive and assimilative skill in a narrow sense and active and interactive skill in a broad sense. Listening skill refers to the ability to listen, understand and respond appropriately. Indeed, Listening involves not only correctly interpreting incoming speech but also responding appropriately to the speaker, especially in the face-to- face conversation where listeners must be able to contribute verbally to the discourse. Responses can be in action, in writing or in oral form. Listening is taken as trying to understand the oral messages people are conveying. According to Underwood (1989, p.1), "Listening is an activity of paying attention to and trying to get meaning from something we hear". It implies that listening is an active process of constructing message from incoming comprehensible input. Similarly, Rost (2002, p.78) mentions "Listening is the most important skill in language learning, because it is the most widely used language skill in daily life". Listening is a mental process of constructing meaning from spoken input.

Teaching Listening. Teaching listening can be viewed from two points of view. They are: listening as comprehensible and listening as acquisition. Listening as comprehensible is a traditional way of thinking about listening whereas listening as acquisition is a modern way of thinking. Therefore, comprehension and acquisition are the two major goals/purposes of teaching listening. Underwood (1989) presents five purposes of listening. They are: to engage in social rituals, to exchange information, to hold control, to share feeling and to enjoy yourself.

Listening Situations. Learners who are practicing listening for the purpose of developing listening ability, a variety of situations can be created. Moreover, it is necessary to bring and introduce real life situations in the listening practice. For this, what can be done is prepare audio clips and scripts from different sources such as telephone conversation, conversation with hotel receptionist, job interviews and implement in the classroom teaching. Penny Ur (1984, p.53) provides the following list of listening situations.

- Listening to the news or weather forecast/sports report/ announcements, etc. on the radio;
- Discussing work or current problems with family or colleagues;
- Making arrangements or exchanging news etc. with telephones;
- Chatting at a party or other social gatherings;
- Receiving instructions on how to do something or get somewhere;
- Attending a lesson or seminars;
- Being interviewed or interviewing;
- Watching a film or theatre show or television programs;
- Hearing a speech or lecture;
- Listening to recorded or broadcast songs;
- Being tested orally in a subject of study;
- Hearing announcements over the loudspeaker (at a railway station, for example, or airport);
- Attending a formal occasion(wedding or prize-giving or other ceremony);
- Getting professional advice (from a doctor, for example);

From the above listed situations of listening activity, there can both authentic and unauthentic situations. Authentic situation refers to the real life situation whereas unauthentic situation refers to the prepared for the purpose of developing listening skills. Both situations can be explored to develop learners listening ability.

Difficulties of Teaching Listening. Brown (1983) suggests that there are four clusters of factors which can affect the difficulty of oral language tasks are related to:

The speaker. how many there are, how quickly they speak, what types of accent they have;

The listener. the role of the listener, the level of response required, the individual interest in the subject;

The content. grammar, vocabulary, information structuring, background knowledge**;**

The support whether. there are pictures, diagrams or other visual aids to support the text.

Underwood (1889) suggests the following as the problems or difficulties in handing listening class. They include:

- Lack of control over the speed at which speakers speak;
- Not being able to get things repeated;
- The listeners limited vocabularies;
- Failure to recognize the signals;
- Problems of interpretation;
- Inability to concentrate;
- Established learning habits;

Principles of Teaching Listening. A language teacher should keep in his/her mind some key principles of teaching listening for effective teaching. The principles of teaching listening are explained below based on Harmer (2008):

Principle 1: Encourage students to listen as often and as much as possible.
This Principle suggests that the students should get more listening opportunity. The more they listen the better their listening skill will be developed.

Principle 2: Help students prepare to listen. According to this principle, the students should be involved in various pre-listening tasks before they actually listen to the text. This makes them ready to listen. For this we can show the picture, ask questions, and give some background to the text and the like.

Principle 3: Once may not be enough. According to this principle, while teaching listening we need to give our students an opportunity to listen to the audio more than once. They may not be able to complete the task in single listening.

Principle 4: Encourage students to respond to the content of a listening, not just to the language. This principle maintains that the students should know the content of the listening material. It is not sufficient for them just to listen to the language.

Principle 5: Different listening stages demand different listening tasks. This principle suggests that we need to use different listening tasks in different stages of teaching listening. There stages of teaching listening:pre-listening, while -listening and post-listening. We need to use different tasks in these stages.

Teaching listening is not a random process rather it is a systematic process of exposing the learners to authentic English supporting them in the development of specific listening sub-skills.

Stages of teaching listening. There are different stages and activities in teaching listening. Underwood (1989, p.28) gives following stages of teaching listening: pre-listening stage, while- listening stage and post-listening stage.

Pre-Listening Stage. This is the stage of preparation for the actual listening stage. At this stage, teachers have to carry out a number of activities/tasks. Underwood (1989, pp. 35-43) mentions the following activities for pre-listening stage:

- Looking at the picture before listening
- Looking at a list of items/thoughts/etc. before listening
- Making lists of possibilities/ideas/suggestion etc.
- Reading a text before listening
- Reading through question (to be answered while listening)
- Completing part of a chart
- Predicting/speculating
- Previewing the language which will be heard in the listening text.

While Listening Stage. This is the stage where students listen to the text. This stage will be accompanied by extensive and intensive activities/ tasks. Underwood (1989, pp.53-69) mentions the following activities for while-listening stage:

⟩ Putting pictures in order

⟩ Completing pictures

⟩ Picture drawing

⟩ Carrying out action

⟩ Making model/arranging items in patterns

⟩ Following a route

⟩ Form/chart completion

⟩ Using lists

⟩ True/False, Multiple choice questions

⟩ Text completion (gap filing)

⟩ Spotting mistakes

Post-Listening Stage. During this stage, learners should be given opportunities to exploit the language they have stored in their long term memory. Underwood (1989, pp. 81-92) points out the following activities for post-listening stage:

⟩ Form/chart completion

⟩ Extending lists

⟩ Extending notes into written responses

⟩ Summarizing

⟩ Using information from the listening text for problem-solving and

⟩ Decision making activities

⟩ Jigsaw listening

⟩ Identifying relationships between speakers

Importance of Video Materials in Teaching Listening Skills

Materials are meaningful tools to facilitate learning of a language and used by teachers. Video materials used in teaching listening have a crucial role for the purpose of listening activity. The use of video materials is an exceptional learning tool, since learners are provided with a lot of advantages when they are used in combination with an active learning strategy. A teacher has to prepare all such materials. Some of the materials can be prepared by the teachers and some of them can be collected or bought. Some importance of using video materials in teaching listening are:

⟩   It makes learner more creative,

⟩   To develop critical thinking power,

⟩   To awake student's interest,

⟩   To increase students positive mood in learning,

⟩   Improve English of students as well as teachers,

⟩   Make classroom lively helpful to make teaching effective,

⟩   Develop students listening comprehension,

⟩   It works better in a team-based environment,

⟩   Motivate and attracted learners towards learning,

⟩   Teaching learning activities are easier to remember and they sometimes are sources of information.

Similarly, Wright (1986, p. 46) says that there are some importance of visual materials. They are as follows:

⟩   They make communicative approach to language learning easier.

⟩   They can be used for decorative purposes for crating variety and making lesson more interesting.

⟩   They shorten teaching leaning process.

Review of Empirical Literature

There are many researches which have been carried out to find the process of teaching of the English language. The topic selected for this study has already been touched by some researchers which are as follows:

Brook (2011) has published an article entitled "The Affordance of You Tube for Language Teaching and Learning". This paper examined the affordance of YouTube in teaching and learning. She mentioned that You Tube has been shown to be a tool that facilitates language teaching and learning and confidence building, as well as affords authentic, student centered activities with increased participation. She has also talked about some particular limitations.

Mandal (2011) conducted a research study on "Teachers Views on the Use of Authentic Materials in Teaching English". The main objective of this study was to identify and analyze the use of authentic materials by the ELT teachers at lower

secondary level. The sample populations were twenty teachers from the lower secondary level of Saptari district through non-random sampling procedure. He used questionnaire as research tool to collect the data. His major finding of this study showed that English teachers were use authentic materials in teaching English in the classroom.

Bhattarai (2013) carried out a mix method research entitled 'Strategies Used in Teaching and Learning listening'. This study was primarily focused on teaching and learning listening activities of the teachers and learners. The purposes of his study were; to analyze the strategies in teaching listening in secondary level; to find out learner's strategies and problem in learning listening and to find some pedagogical implications in classroom teaching. All the secondary level English teachers and students of Tanahu district were population of his study. Among them fifty participants, i.e. 10 teachers and 40 students of same place and level were the sample for his study. The data of the research was generated from primary sources through inquiry and observation. The chief findings of his research were, the majority of the students always faced problem in guessing unknown words while listening and speed of speech in recorded voice is problematic in listening.

Ismaili (2013) conducted an experiment research entitled "The Effectiveness of Using Movies in the EFL Classroom- A study conducted at South East European University". The main objective of this study was to analyze the effects of using movies in the EFL classroom. The study revealed the effects of movies on developing students listening and communication skill. The study was conducted on a sample of two groups: an experimental and a control group taught conventionally. The study was carried out at the South East European University in the academic year 2011/2012. The participants in this study were pre-intermediate and intermediate level of students, aged 18-25. The results of the study have shown that significant differences between experimental and control group of students on integrated skills, using video incorporated in the teaching material. The study concluded that movies attract students' attention, present language in a more natural way that found in course-books. What is more important movies offer a visual context aids which help students understanding and improve their learning skills.

Limbu (2017) carried out a survey research entitled "Teachers' and Students' perceptions towards the use of visual aids in teaching speaking skill". The main objectives of this study were to identify the perceptions of teachers' and students' towards the use of visual aids in teaching speaking skill. The study included both primary and secondary sources for data collection and sample population of her study were ten English teachers and twenty students from five community based secondary level. He used questionnaire as data collection tools. The main findings of his study showed that different types of visual materials can bring change teaching and learning method.

Yadav (2019) conducted a research work the entitled "Secondary School Teachers' Beliefs on Using Visual Aids". The main objective of this study was to find out the beliefs and practices of secondary level English teachers in using visual aids in their language classes. She selected students' forty English teachers of Saptari district as sample population. She used two set of questionnaire as a tool for data collection. She found that secondary level teacher had positive view in the use visual aids. It also showed that visual aid is easily available only in forty percent of the school.

Implications of the Review for the Study

I have reviewed he previous research theses, ELT journals, articles and books which are related to my study.First of all, I came to select this area after going through these different studies on teaching listening skill. They became supporting sources for me to select this topic. Similarly, I reviewed some of the previous empirical research carried out in the central Department of English education, T.U. After reviewing these studies, I have gathered ideas and knowledge regarding how I should proceed ahead. Firstly the research studies carried out by Joshi (2008) work, the researcher get the good idea in setting research questions. Likewise Yadav (2019) and Limbu (2017) were helped me to get ideas about on the usefulness of visual aids in enhancing reading comprehension. Similarly, Ismaili (2013) provided me detail input and also provided insights and information about teaching language skill, importance of using audio and video materials in the classroom and so on, which ultimately helped me to explore the theoretical concept on my study and helped me know about English teacher's perception on teaching listening skill. Likewise, Brook (2011) helped me to
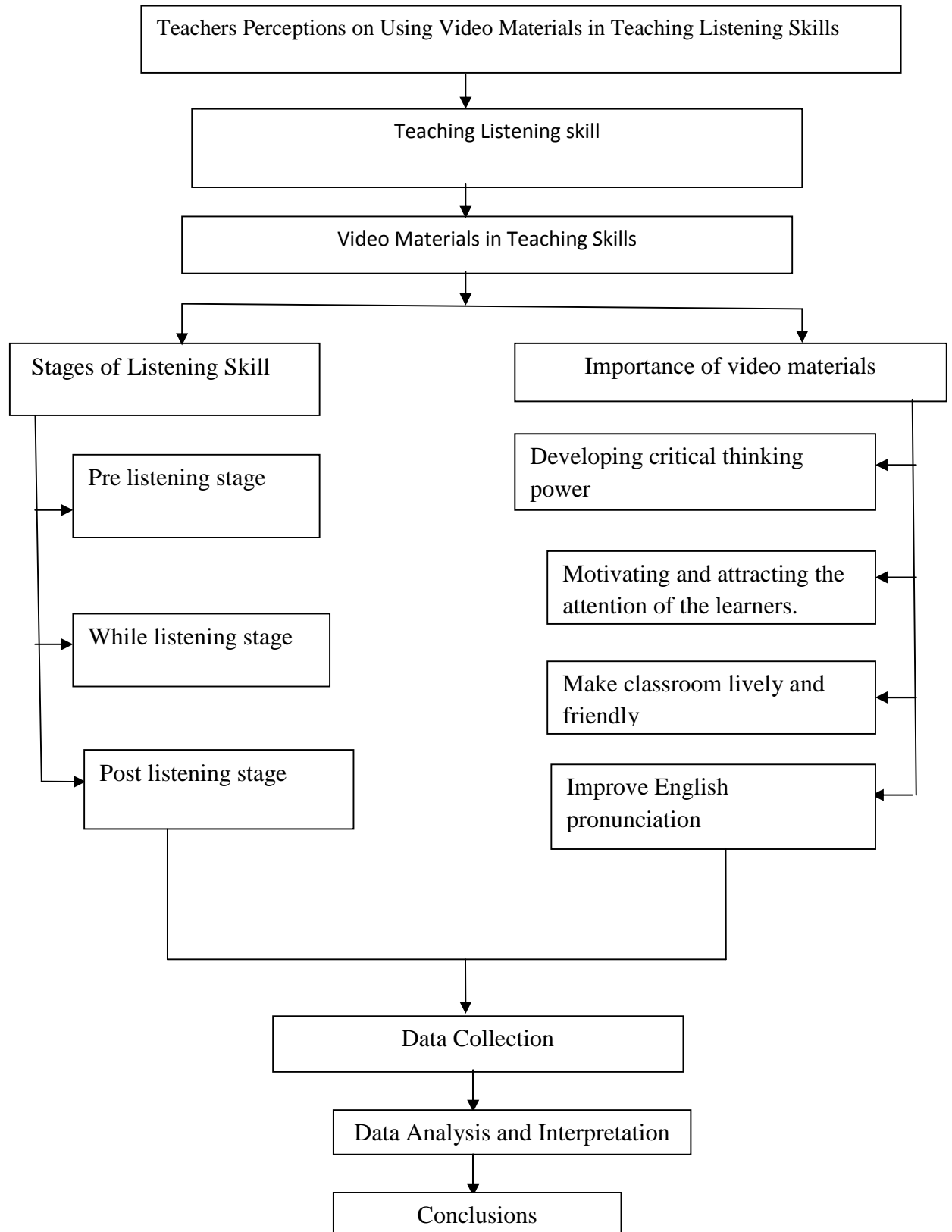
develop methodology.And finally; Bhattarai (2013) helped me in data collection tools, select populations and sampling procedures.

After reviewing research studies, I found some beneficial methods, process of sampling procedure and tools for data collection. Some researches were beneficial for the definitions, and for searching sites as well. The researches themselves become the source of guidelines for conducting of this research proposal.

Conceptual Framework

Conceptual framework is the brief framework of the whole study. According to Kumar (2010), "The conceptual framework stems from the theoretical framework and concentrates usually on one section of the theoretical framework which becomes the basis of the studythis study "Teacher's Perception on Using Video Materials in Teaching Listening at Secondary Level" will be based on the conceptual framework presented (figure 1) in the next page

Figure 1: Conceptual Framework

Teachers Perceptions on Using Video Materials in Teaching Listening Skills

Teaching Listening skill

Video Materials in Teaching Skills

Stages of Listening Skill

Pre listening stage

While listening stage

Post listening stage

Importance of video materials

Developing critical thinking power

Motivating and attracting the attention of the learners.

Make classroom lively and friendly

Improve English pronunciation

Data Collection

Data Analysis and Interpretation

Conclusions

Chapter 3
Methods and Procedures of the Study

This chapter consists of design of the study, population and sampling procedures, research tools and techniques, sources of data, data collection procedures, and analysis and interpretation of the data.

Design of the Study

Research refers to a systematic investigation that is designed to another question. In another words, research is an art of scientific investigation. It means that the meaning of research as a careful investigation or inquiry. This study was based on survey research design.

I applied survey research design to carry out my research work. The main purpose of carrying of this research was to obtain a snapshot of conditions, attitudes and or events at a single point of time. According to Nunan (2010, p.141), mainly following steps are followed to carry out the survey research:

1.   Define objectives
2.   Identify target population.
3.   Literature review
4.   Determine sample
5.   Identify survey instrument
6.   Design survey procedure
7.   Identify analytical procedure
8.   Determine reporting procedure.

Populations and Sampling Procedures

The population of this study included all secondary level English teachers of Nuwakot district. The sample was thirty secondary level English teachers from different schools. The sample population was selected through purposive non-random sampling procedure.

Research Tools

In this research, the required data were collected through a set of questionnaire including both open-ended and close- ended questions.

Sources of Data

Both primary and secondary sources of data were used for meeting the determined objectives of the study.

Primary Data. Primary data were collected from thirty secondary level English teachers from fifteen community school in Nuwakot district.

Secondary Data. Secondary data were taken from various articles, books, reports, research studies, dictionaries, internet related to the study area, books and theses approved in the Department of English Education, T.U. and also related websites.

Data Collection Procedures

Data collection is the most important part of carrying out any research work. The researchers should focus on the certain and systematic procedures while collecting data. To accomplish the objectives of the study, I adopted the stepwise methodological procedures. Firstly, I prepared questionnaire including both close-ended and open-ended questions. Secondly, I visited the field and established good relationship with the teachers and students by the informal conversation. Then, I explained them the purpose of my study and requested them to co-operate with me. Then, I distributed those aforementioned required materials to select respondents. Finally, I thanked to all the participants for their involvement.

Data Analysis Procedures

The data were analyzed after the completion of data collection from questionnaire including both close-ended and open-ended questions. The obtained data were presented, analyzed and interpreted descriptively and quantitatively in percentage based on questionnaire as the research tool.

Ethical Considerations

Ethical consideration is important while conducting research. The research should not cause any harm to the participants of research. Every respondent has their privacy and own value and norms. So, I kept the participants' confidentiality safe. Then, the participants were given participation information statement and consent form prior to collecting data through the questionnaire. I assured them that there would not be any harmful activities in participants' personal career and professional development. I made them sure about the honesty, trust, truthfulness, sincerity, attention on accuracy in research study.

Chapter 4
Analysis and Interpretation of Data

This chapter consists of analysis of data and interpretation of results as it analyzes and interprets the data collected from primary sources.

Analysis of Data and Interpretation of Results

All the data have been presented, analyzed and interpreted under this heading. The data were collected with the use of questionnaire consisting of close-ended and open-ended questions. The close-ended questions have been presented in three sets. The questions were constructed being based on the objectives of the study. The data were collected from 30teachers teaching English at secondary level in Nuwakot district.

I arranged the questions thematically into three groups to meet the objectives of the study. The collected data were analyzed, interpreted and discussed under the three main headings:

) The practice of using video materials in developing students' listening skill
) The role of video materials in developing students' listening skill
) The problems faced by teachers in using video materials in teaching listening skill.

The analysis of the collected data has been carried out as accurately as possible. The analysis and interpretation of data have been done both statistically and descriptively.

Practice of Using Video Materials in Developing Students' Listening Skill

The first objective of this study was to find out the practice of using e-learning tools in enhancing students' speaking skill using video materials in developing students' listening skill. I asked the participant teachers to respond seven close-ended questions in questionnaire in order to get the required information to meet this objective. The data have been presented through the help of tables and figures.

The students' responses to the objective questions which were asked in questionnaire, have been presented and analyzed under seven different sub-headings in the bar-diagram below.

Use of Video Materials for Improving Students' Listening Skill. The responses of the students related to "How often do you use video materials for improving students' English- listening skill", have been presented in the given figure.

Figure 2: Use of Video Materials for Improving Students' Listening Skill
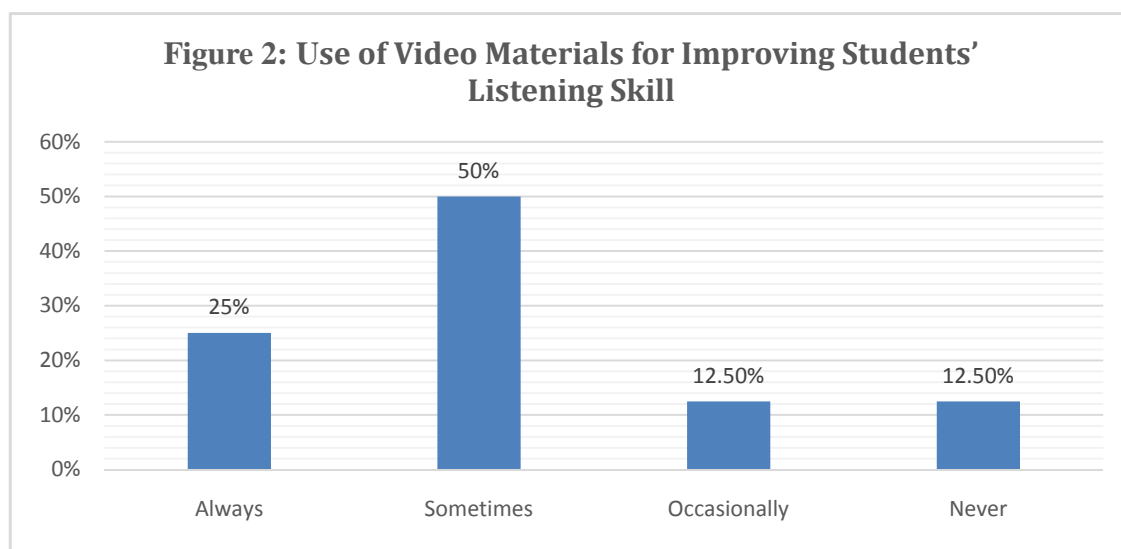
The figure 2 shows that a half of the teachers (50%) viewed that they 'sometimes' used video materials for improving students' listening skill and 25% of them 'always' used such material in developing listening skill. Similarly, 12.50% of them stated that they 'occasionally' used video materials for improving students' listening skill. In contrast, only 12.50% of the teachers stated that they never used video materials. From these data, it was found that a half of the teachers 'sometimes' and 25% of them 'always' used video materials in improving students' listening skill.

Engaging the Students in Watching Native English Speakers' Videos. The responses of the students related to how often they engage the students in watching native English speakers' videos, have been illustrated in the figure below.

Figure 3:Engaging the Students in Watching Native English Speakers' Videos
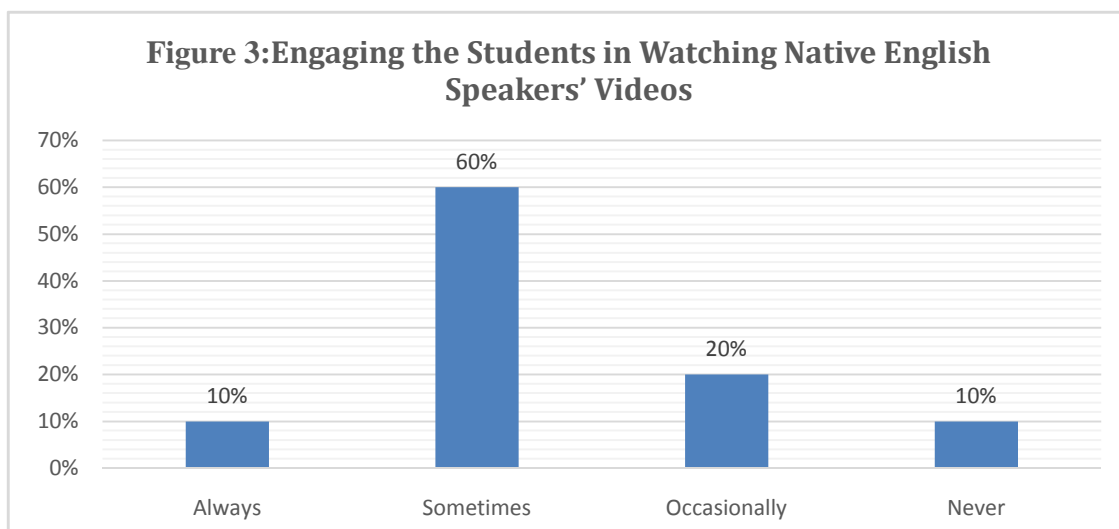

The figure above shows that the majority of the teachers (60%) 'sometimes' and 10% of them 'always' engaged the students in watching native English speakers' videos. On the other hand, 20% of them opined that they only 'occasionally' engaged the students in watching such videos and only 10% of them 'never' watched engaged the students in watching native English speakers' videos. It can be concluded that a majority of the teachers engaged the students in watching native English speakers' videos for developing listening skill.

Video Materials Make English Language Learning Interesting. The responses of the students regarding how often they find English language learning interesting with the use of video materials, have been presented in the figure 4.

**Figure 4: Video Materials Make English Language Learning Interesting**
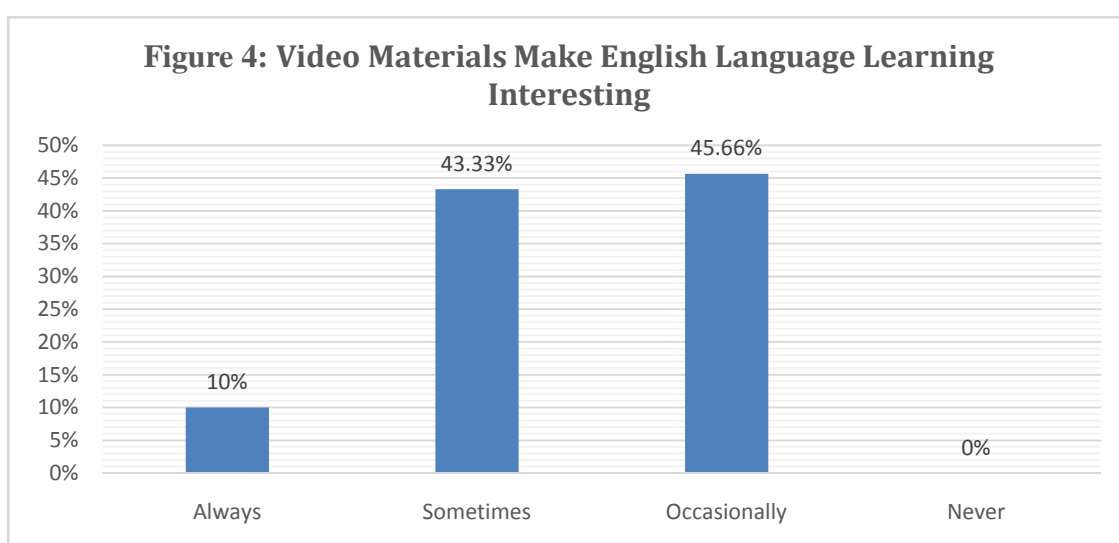
The above figure displays that less than a half of the teachers (45.66%) viewed that they 'occasionally' found English language learning interesting with the use of video materials. But 43.33% of them 'sometimes' and 10% 'always' found English language learning interesting with the use of video materials. From this information, it can be concluded that almost all the teachers found English language learning interesting with the use of video materials though nearly a half of them only 'occasionally' found so.

Motivating the Students to Watch Videos for Enhancing English Listening Skill. The teachers' responses related to "How often do you motivate the students to watch videos for enhancing English listening skill?" have been illustrated in the figure below.

Figure 5: Motivating the Students to Watch Videos for Enhancing English Listening Skill
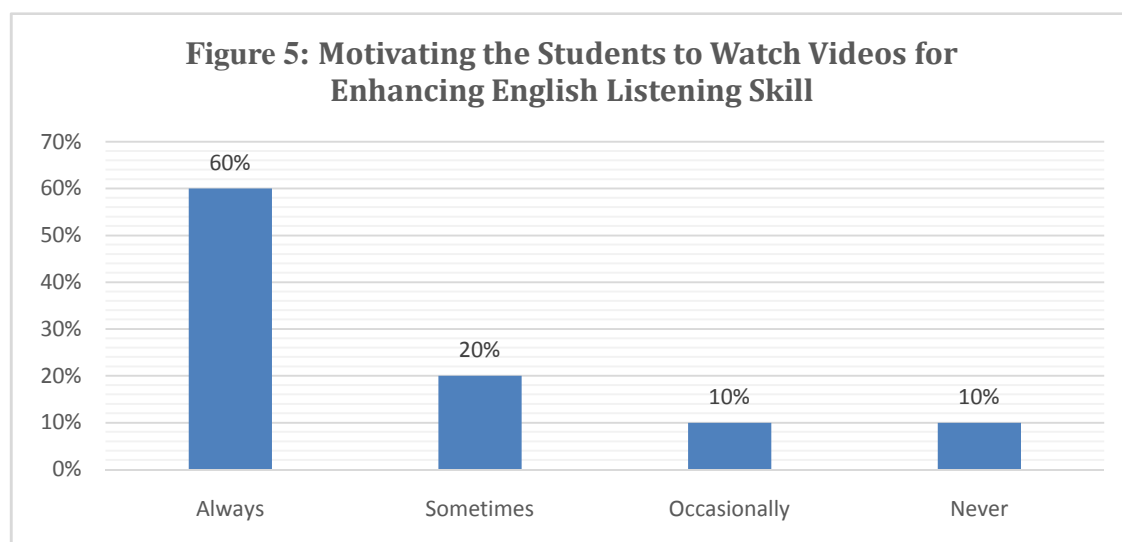
The data in the figure 5 depicts that a majority of the teachers (60%) 'always' and 20% 'sometimes' motivated the students to watch videos for enhancing English listening skill. However, 10% of them 'occasionally' motivated the students towards such activity. But 10% of the students did not motivate the students at all. What can be concluded here from the above discussion is that almost all the teachers motivated the students to watch videos for enhancing English listening skill.

Students' Access of Watching English Videos. The teachers were asked to respond "How often do the students have an access to watch English videos??" The responses of the students have been presented below.

**Figure 6: Students' Access of Watching English Videos**
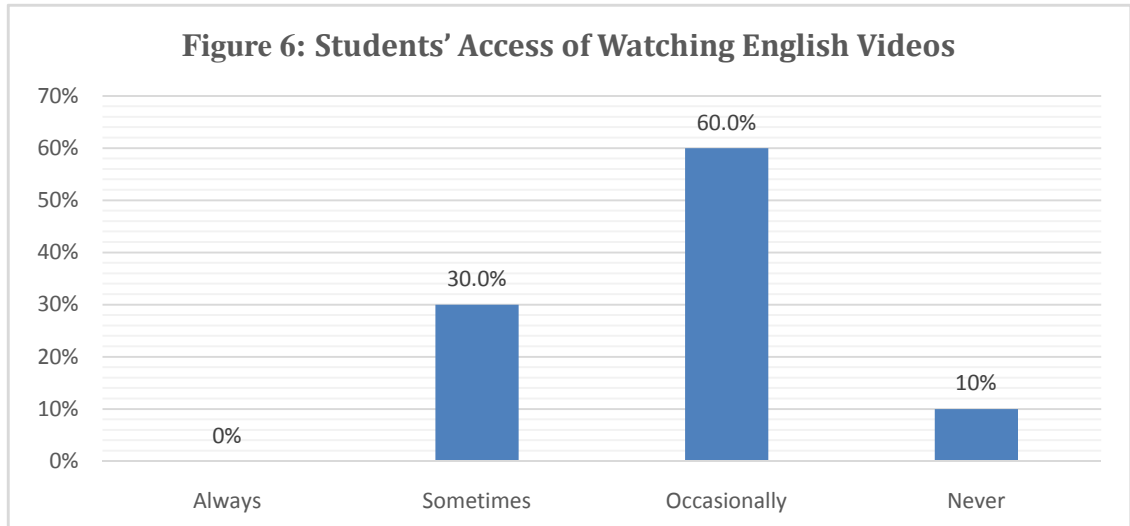
The figure above shows that a majority of the teachers (60%) viewed that the students only 'occasionally' had an access to watch English videos and 30% of them stated that the students 'sometimes' had such access. However, 10% of them opined that the students did not have any access to watch English videos. Analyzing the above data, it was found that the students did not have usual access of watching English videos to enhance listening skill.

Asking Some Pre-Questions before Showing Video-Materials in the Classroom. The data related to the teachers' views regarding how often they ask some pre-questions before showing video-materials in the classroom, have been presented below.

Figure 7: Asking Some Pre-Questions before Showing Video-Materials in the Classroom
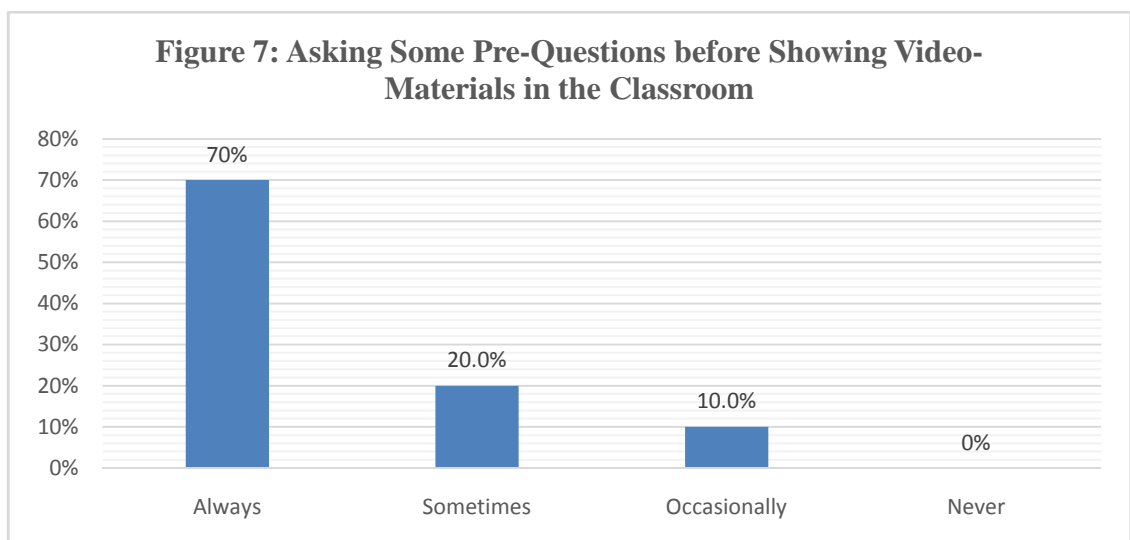
The above figure above indicates that more than two third of the teachers (70%) stated that they 'always' asked some pre-questions before showing video-materials in the classroom. Similarly, 30% of them 'sometimes' asked such questions and 10% of them stated that they only 'occasionally' asked the pre-questions to the students. From this discussion, it can be said that almost all the teachers asked some pre-questions before showing video-materials in the classroom.

Engaging Students in Pair Work and Group Work While Teaching Listening Skill. The responses of the students to the question, "How often do you engage the students in pair work and group work while teaching listening skill?" have been presented in figure 8.

Figure 8: Engaging Students in Pair Work and Group Work While Teaching Listening Skill
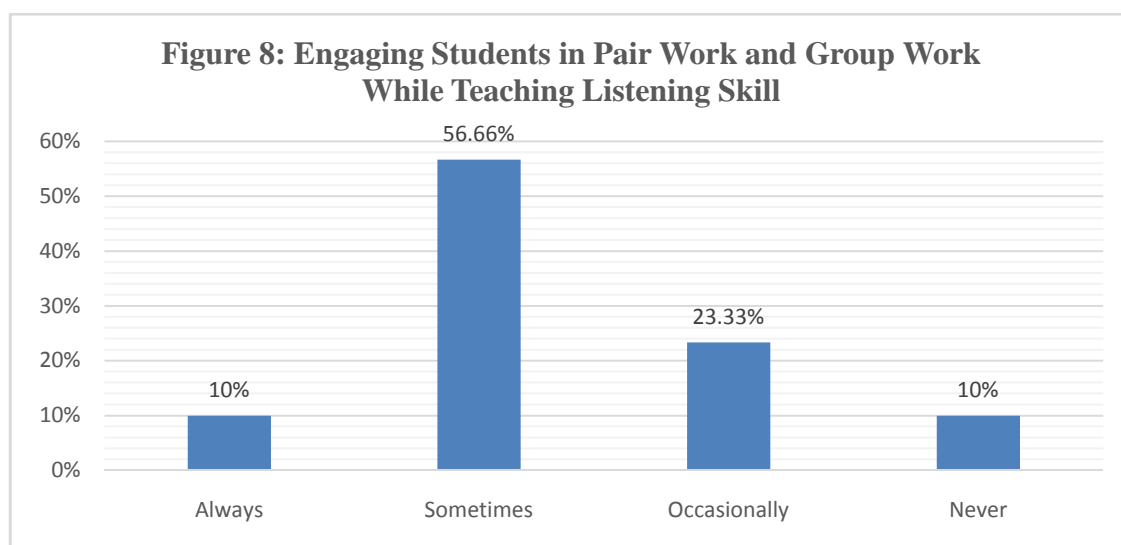
The figure above indicates that a majority of the teachers (56.66%) 'sometimes' engaged the students in pair work and group work while teaching listening skill. Similarly, 10% of them 'always' and nearly one fourth of the teachers (23.33%)'occasionally' engaged the students in such activities. On the other hand, 10% of the teachers never engaged the students in pair work and group work while teaching listening skill. From this discussion, it can be said that the most of the teachers engaged the students in pair work and group work while teaching listening skill.

In order to make the research more convenience, a subjective question has also been asked to the teachers to respond. The teachers were asked to mention any three special ways those they practice in developing students' listening skill. The responses

provided by the teachers regarding the practice of teaching listening skill in their school, have been presented briefly below.

)   Active listening exercises

)   Use of authentic audio materials

)   Pair and group listening tasks

)   Teaching phonetic structure and transcription

)   Suggesting them to learn in auto read software

)   Testing them with comprehension after presenting people's speech, address or debates

)   Use of various language games

)   Engaging the learners in interactions

)   Providing more listening exposure to the students

)   Using audio device regularly in the classroom

)   Using video materials in the classroom

)   Making students write from dictation method to encourage listening

)   Playing audio several times

The teachers have mentioned various ways of developing students listening skill in their schools ranging from use of authentic audio materials to dictation method.

Role of Video Materials in Developing Students' Listening Skill

The second objective of the study was to explore the role of video materials in developing students' listening skill. I asked ten close-ended questions and one open-ended question to the participant teachers to explore the role of video materials in developing students' listening. In order to draw the required data to meet the objective, the teachers were asked to respond ten multiple choice questions through frequency rating scale of five frequencies: strongly agree, agree, neutral, disagree and strongly disagree. The responses provided by the teachers have been presented in the pie charts and analyzed below:

Effectiveness of Video Materials to Improve Students' English Listening Skill. The responses of the students related to the statement, 'Videos are very

effective materials to improve students' English Listening skill.'have been illustrated in the given figure.

Figure 9: Effectiveness of Video Materials to Improve Students' English Listening Skill
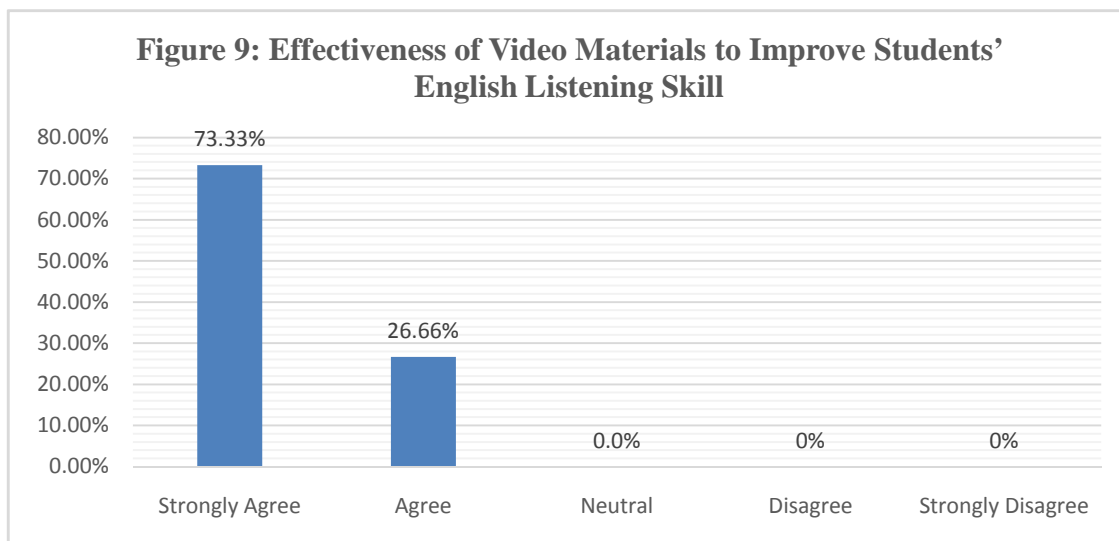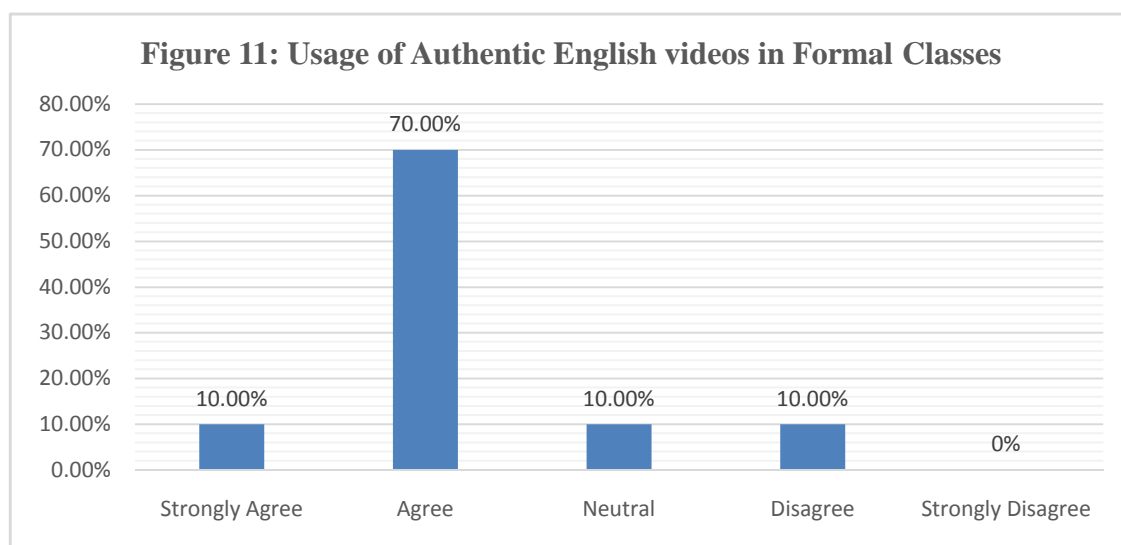

The figure above shows that the most of the teachers (73.33%) 'strongly agreed' that videos were very effective materials to improve students' English listening skill. However, 26.66% of them only 'agreed' that videos were very effective materials to improve students' English listening skill. From this data it was found that for almost all the teachers, video materials are effective tools to improve students' English listening skill.

Benefit of Videos for Students to Distinguish English Sounds. The responses of the teachers related to 'Videos are beneficial for students to distinguish English sounds', have been illustrated in the figure below.

Figure 10: Benefit of Videos for Students to Distinguish English Sounds
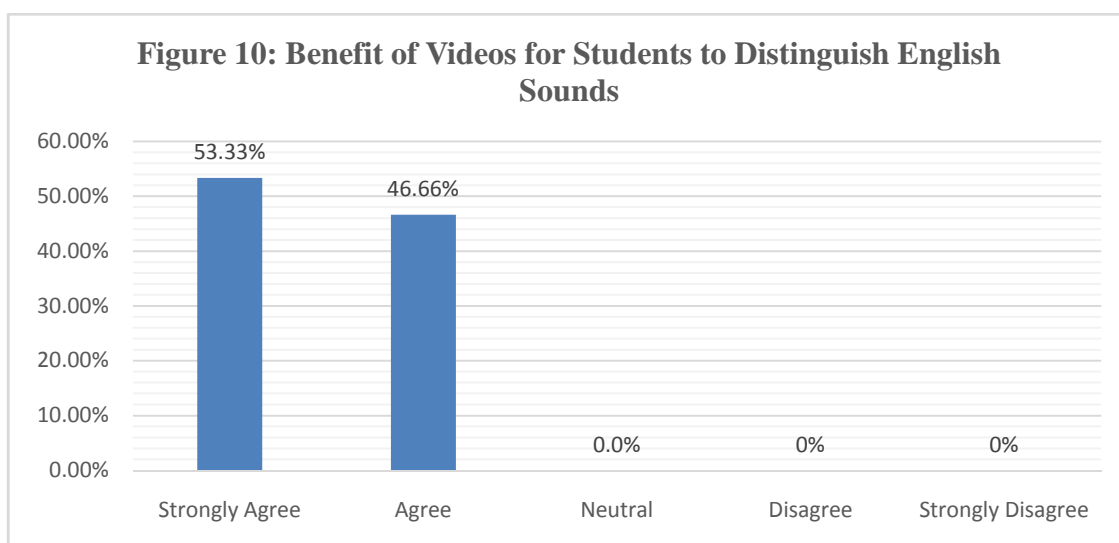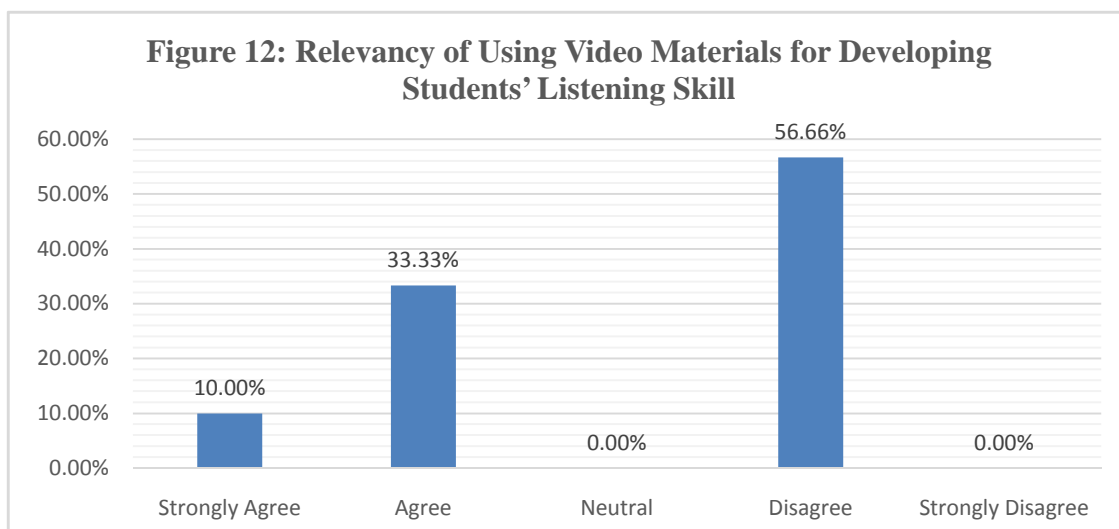
The figure above shows that a majority of the teachers (53.33%) strongly agreed that videos were beneficial for the students to distinguish English sounds. Similarly, 46.66% of the teachers agreed that videos were beneficial for the students to distinguish English sounds. From this data it was found that for almost all the teachers, videos were beneficial for the students to distinguish English sounds.

Usage of Authentic English videos in Formal Classes. The responses of the students related the issue 'Authentic English videos can be used in formal lessons', have been illustrated in the figure below.

Figure 11: Usage of Authentic English videos in Formal Classes

The chart above shows that the most of the teachers (70%) agreed and 10% of them strongly agreed that authentic English videos can be used in formal classes. However, 10% of them kept themselves undecided regarding the use of authentic videos. But few of them (10%) did not agree with the use of authentic materials in formal classes. From this data it was found that the most of the teachers strongly agreed and agreed that authentic English videos can be used in formal classes.

Relevancy of Using Video Materials for Developing Students' Listening Skill. The students were asked to respond to the issue, 'Use of video materials is relevant for developing students' listening skill in context of Nepal.' Their responses regarding it have been illustrated in the figure 12.

Figure 12: Relevancy of Using Video Materials for Developing Students' Listening Skill
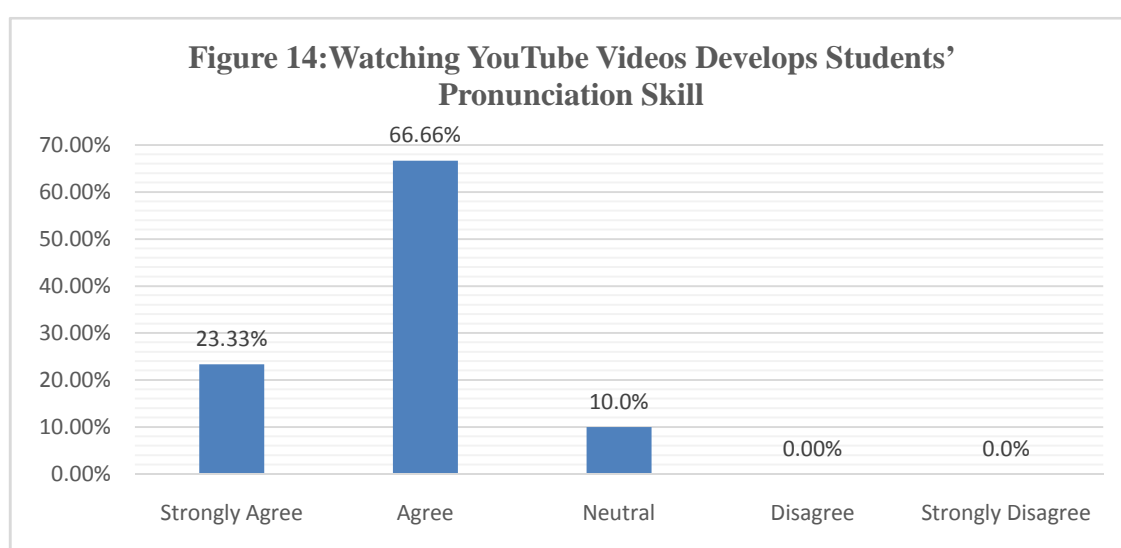

The figure above shows that a majority of the teachers (56.66%) did not agree about the relevancy of using video materials for developing students' listening skill in context of Nepal. But a one third of them agreed and 10% strongly agreed that there was relevancy of using video materials for students to enhance listening skill.From these data it was found that more than half of the teachers did not find the relevancy of using video materials for developing students' listening skill in context of Nepal.

Encouraging Learners to Be Self-Directed and Independent in Developing Listening Skill. The responses of the students related to the issue that watching videos encourages learners to be self-directed and independent in developing listening skill, have been illustrated in the figure below.

Figure 13: Encouraging Learners to Be Self-Directed and Independent in Developing Listening Skill
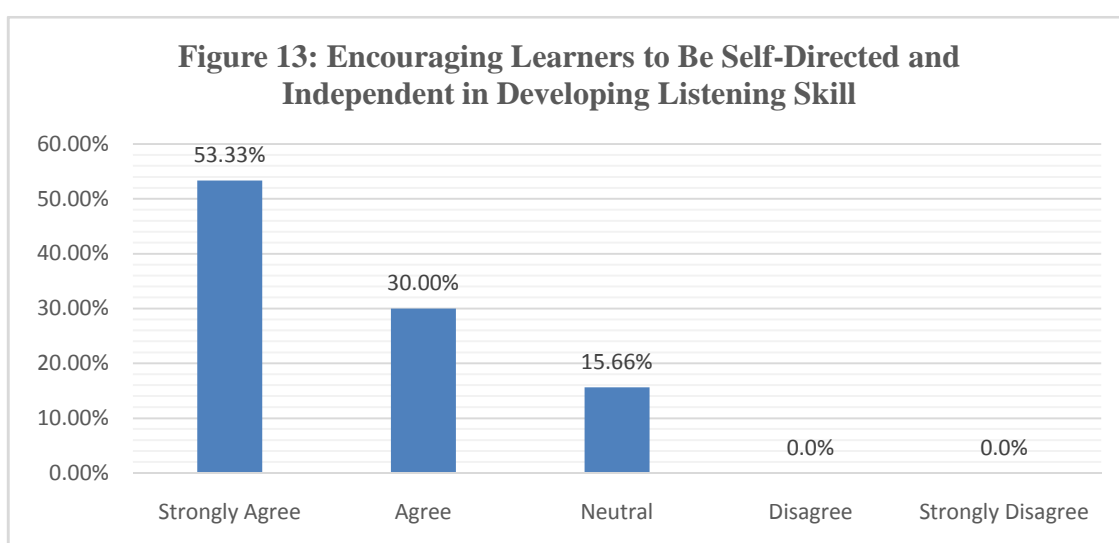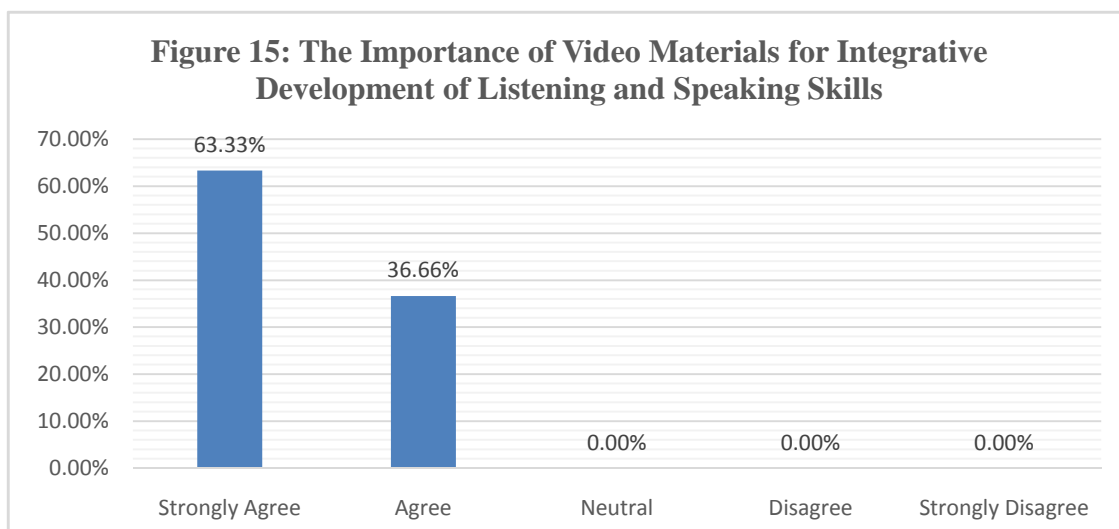
The figure above shows that more than half of the teachers (53.33%) strongly agreed and 30% of them agreed that watching videos encouraged learners to be self-directed and independent in developing listening skill. However, 15.66% of the teachers kept themselves undecided about that issue. From this data, it was found that the most of the teachers found watching videos as encouraging activity for learners to be self-directed and independent in developing listening skill.

Watching YouTube Videos Develops Students' Pronunciation Skill. The responses of the teachers related to watching YouTube videos develops students' pronunciation skill, have been illustrated in the figure below.

Figure 14: Watching YouTube Videos Develops Students' Pronunciation Skill

The figure above shows that a majority of the teachers (66.66%) agreed and 23.33% of them strongly agreed that watching YouTube videos develops students' pronunciation skill. However, a few of them (10%) remained undecided about that issue. From this data it was found that the most of the teachers stated that watching YouTube videos developed students' pronunciation skill.

Importance of Video Materials for Integrative Development of Listening and Speaking Skills. The responses of the teachers related to video materials are important to develop listening and speaking skills together, have been illustrated in the figure below:

Figure 15: The Importance of Video Materials for Integrative Development of Listening and Speaking Skills

The figure above shows that a majority of the teachers (63.33%) strongly agreed that video materials were important to develop listening and speaking skills together. Similarly, more than one third of the teachers (36.66%) agreed that video materials were important to develop listening and speaking skills together. From this data it was found that almost all the teachers found the video materials important for the integrative development of listening and speaking skills.

Importance of Watching Live Conversation in YouTube for Developing Fluency. The responses of the teachers related to 'Watching live conversation in YouTube plays very important role in developing fluency in students English,' have been illustrated in the figure below.

Figure 16:The Importance of Watching Live Conversation in YouTube for Developing Fluency
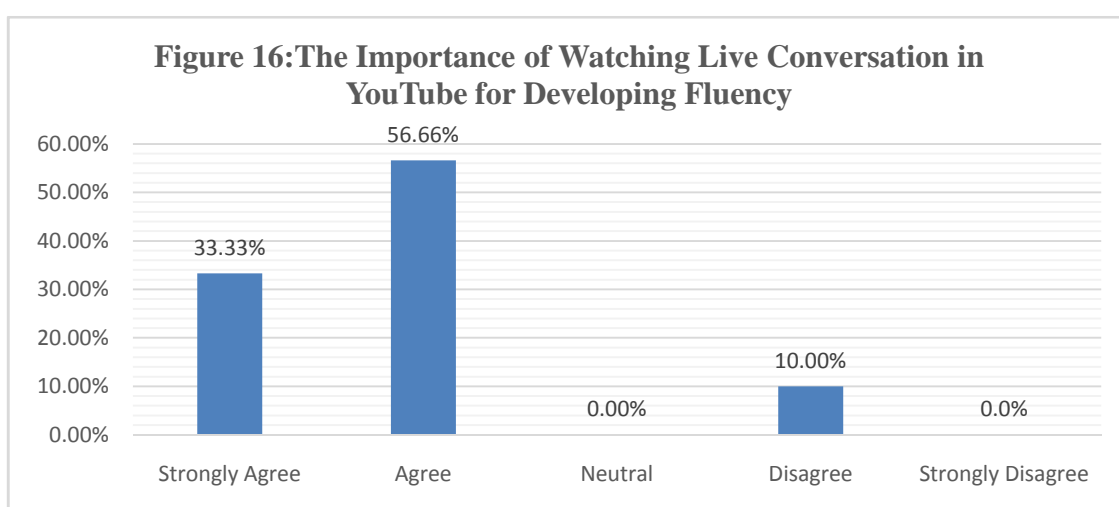
The figure above shows that more than a half of the teachers (56.66%) agreed and 33.33% of them strongly agreed that there was a great importance of watching

live conversation in YouTube for developing students' fluency in English. However, a few of them (10%) did not agree with the importance of watching live videos. From this data, it was found that there was a great importance of watching live conversation in YouTube for developing students' fluency in English.

Importance of Watching English TV Broadcast for Developing Students' Listening Skill. The responses of the teachers related to 'watching English TV broadcast is very important in developing students' listening skill,' have been illustrated in the figure below.

Figure 17:The Importance of Watching English TV Broadcast for Developing Students' Listening Skill
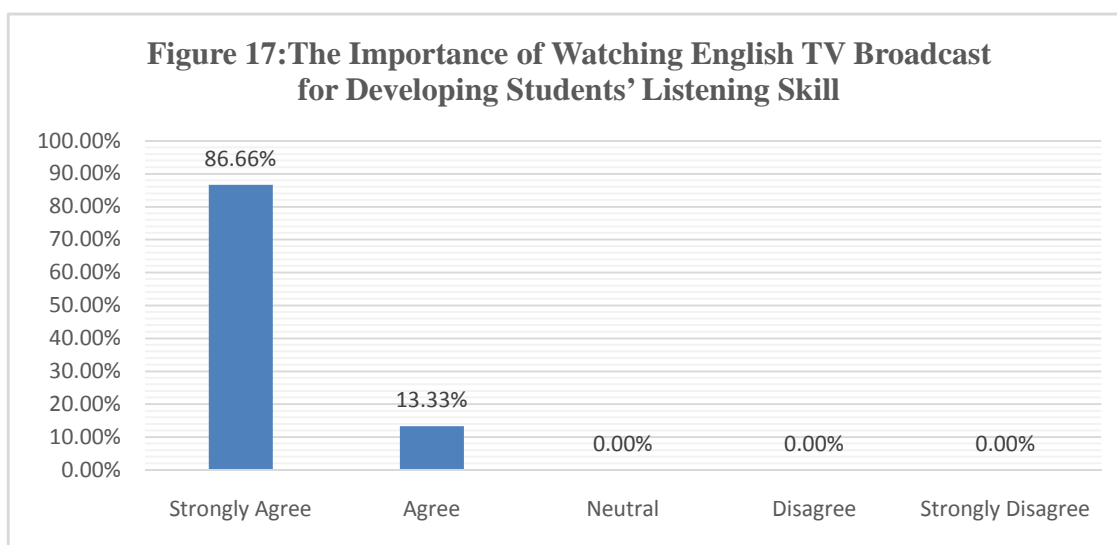
The figure above shows that almost all the teachers (86.66%) strongly agreed that there was a great importance of watching English TV broadcast for developing students' listening skill. Similarly, the remaining 13.33% of the teachers also agreed with the importance of watching English TV broadcast. From this data, it was found that there was a great importance of watching English TV broadcast for developing students' listening skill.

Use of Video Materials as Cheaper Means of Enhancing Listening Skill in Classroom. The responses of the teachers related to 'the use of video materials in classroom is cheaper means of enhancing listening skill,' have been illustrated in the figure below:

Figure 18: The Use of Video Materials As Cheaper Means of Enhancing Listening Skill in Classroom
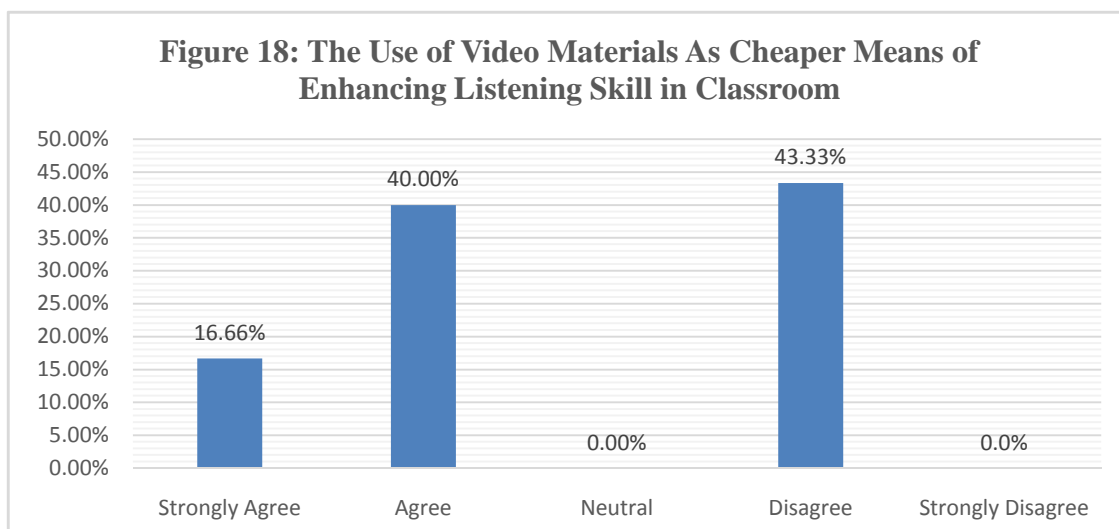
The figure above shows that 40% of the teachers strongly agreed and 16.66% of them strongly agreed that the use of video materials was cheaper means of enhancing listening skill in classroom. On the other hand, nearly a half of the teachers (43.33%) did not agree with the cheapness of video materials. From this data, it was found that the video materials were cheaper for only a majority of the teachers.

In order to get much information about the role of using video materials in developing students' listening skill, I also asked the teachers a subjective question. The responses provided by the teachers have been presented below.

The teachers were asked, "What are the roles of video materials in enhancing students' listening skill?The teachers have mentioned a large number of roles of video materials in enhancing students' listening skill. The most significant responses provided by them to this question have been presented in the following points:

) They motivate the students strongly.

) They improve the listening skill dramatically.

) Students' listening competence can be sharpened.

) They provide meaningful exposure to the students

) They create variety in teaching and learning English language

) We can gain high engagement of the students in learning language

) Videos help them discriminate the individual English sounds.

) The students can identify their listening and speaking proficiency level.

) English language learning can be interesting.

⟩   They can gain various skills of discourse.

⟩   They can identify their mistakes in spoken English and improve them accordingly.

⟩   They can gain cultural awareness through visual exposure.

⟩   They can create integrative learning environment.

⟩   They can learn in their self-pace.

⟩   They arouse the students' interest towards learning English language.

⟩   Their listening proficiency can be developed automatically.

⟩   The students' proficiency in all skills can be effectively developed.

⟩   The students' fear of learning English language can be reduced.

⟩   They can be very much helpful for the students to get good grades in IELTS.

The respondents have stated a number of roles that watching videos plays in enhancing students' listening skill. This activity is not only motivating for the students but it also develops listening and speaking skills together.

Problems Faced by the Teachers in Enhancing Students' English Listening Skill

There are many problems and challenges which can occur in developing students' listening skill. In order to get the required data related to the problems faced by the teachers, they were asked 6 close-ended questions and one open-ended question. The teachers' responses related to that issue retrieved from close-ended questions, have been presented in the bar diagrams and the responses have been analyzed below:

Problems Faced by the Teachers in Using Video Materials in Classroom. The responses of the teachers to the question, 'What type of problem do you face while using video- materials in the classroom?' have been illustrated in the figure below:

Figure 19:Problems Faced by the Teachers in Using Video Materials in Classroom
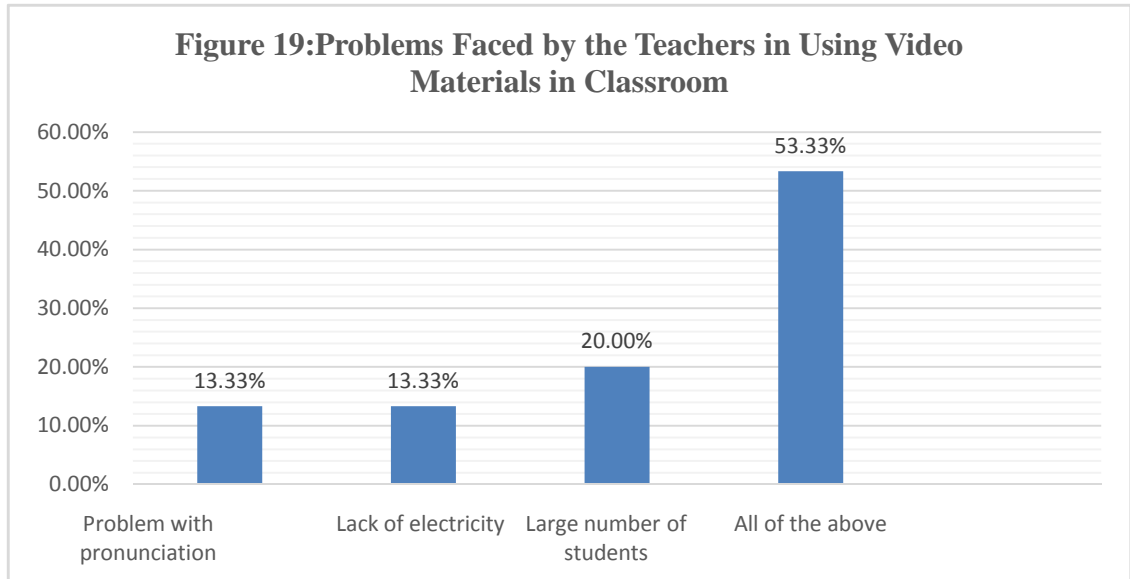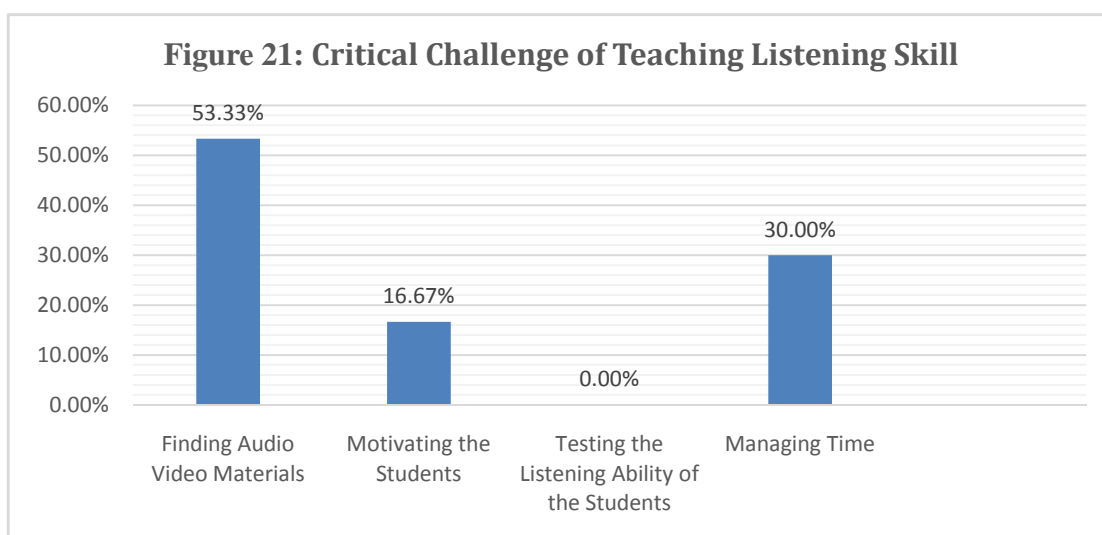

The figure above shows that more than half of the teachers (53.33%) found all three problems such as pronunciation, lack of electricity and large number of students. Twenty percent of the teachers found the large number of students as the main problem in using video materials in classroom. 13.33% of them stated problem with pronunciation as the major problem and same percentage of the teachers found lack of electricity as the main problem of using video materials in classroom. From this data, it was found that all the three problems problem with pronunciation, lack of electricity and large number of students as the main problems in using video materials in classroom.

Low English Language Listening Proficiency of the Students. The responses of the teachers to the problem, 'The students have low English Language Listening Proficiency' have been illustrated in the figure below:

Figure 20:B. Low English Language Listening Proficiency of the Students
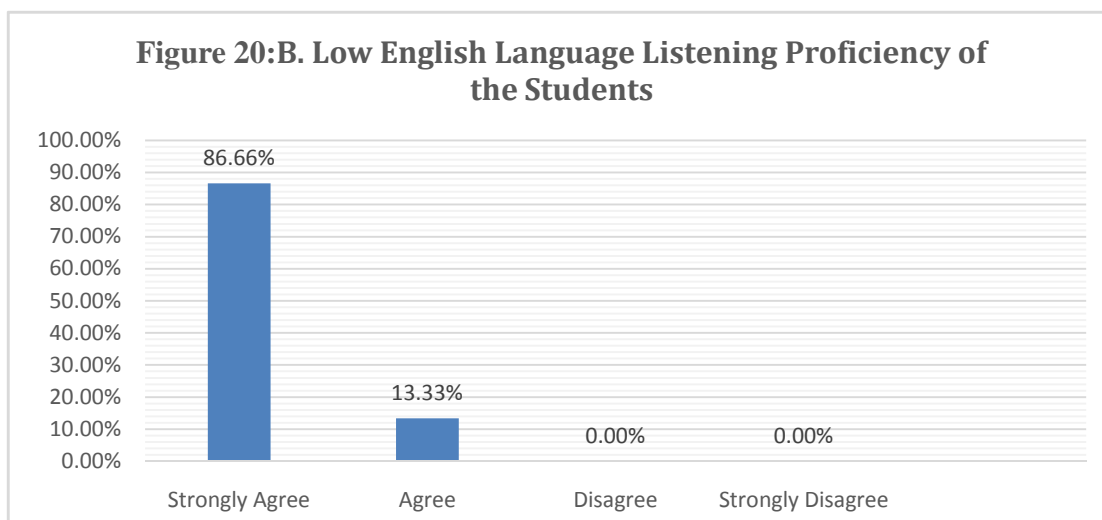
The figure above shows that almost all of the teachers (86.66%) strongly agreed that the students had very low English language listening proficiency. Similarly, the remaining 13.33% of them also agreed that the students had low listening proficiency. From this data, it was found that all the teachers found Students' low English listening proficiency as the great problem in enhancing students listening skill.

Critical Challenge of Teaching Listening Skill. The responses of the teachers to the question, 'Which of the following is the most critical challenge of teaching listening?' have been illustrated in the figure below.

Figure 21: Critical Challenge of Teaching Listening Skill

The figure above shows that more than a half of the teachers (53.33%) stated that finding audio video materials was the critical challenge of teaching listening skill. Similarly, 30% of them found managing time as the critical challenge of teaching

listening. But 16.67% of them took motivating the students as the critical challenge. From this data, it was found that for the teachers finding audio video materials, managing time and motivating the students were the critical challenges of teaching listening skill.

Usual Practice and Culture of Teaching Listening in Schools. The responses of the teachers to the issue 'There is no usual practice and culture of teaching listening in schools' have been illustrated in the figure below.

Figure 22:The Usual Practice and Culture of Teaching Listening in Schools
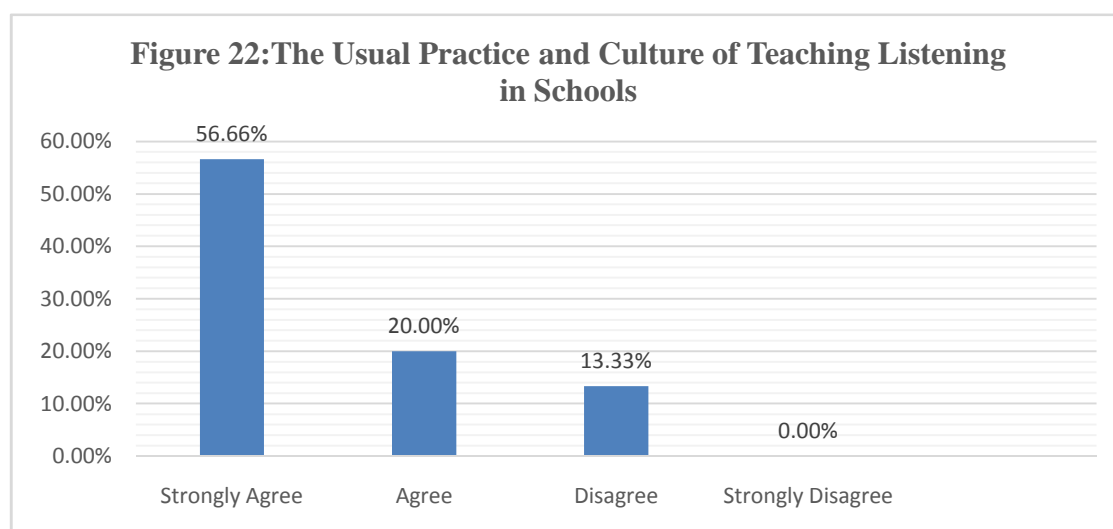
The figure above shows that more than a half of the teachers (56.66%) strongly agreed and 20% of them agreed that there was no usual practice and culture of teaching listening in schools. On the other hand, 13.33% of them did not agree that there was no usual practice and culture of teaching listening in schools. From this data, it was found that there was no usual practice and culture of teaching listening in most of the schools.

Unawareness of Teaching English Language Listening Skill Effectively. The responses of the teachers to the issue 'The English teachers and School administration are not aware of teaching English language listening skill effectively,' have been illustrated in the figure below.

Figure:23 The Unawareness of Teaching English Language Listening Skill Effectively
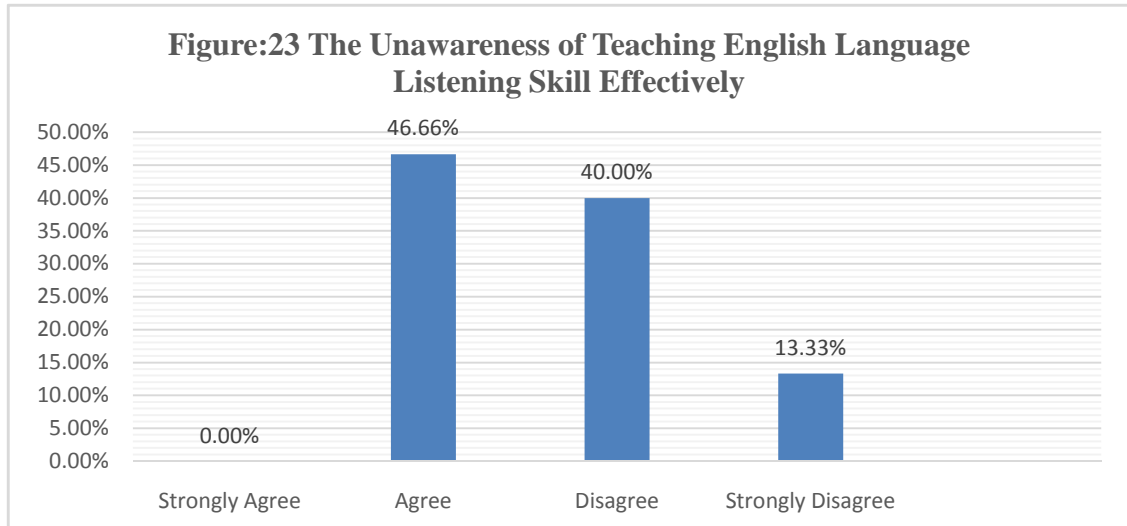
The figure above shows that nearly a half of the teachers (46.66) agreed that teachers and school administration were unaware of teaching English language listening skill effectively. On the other hand, 40% of them disagreed and 13.33% of them strongly disagreed with that problem. From this data, it was found that only more than a half of the teachers and school administration were aware of teaching English language listening skill effectively.

Lack over training Opportunities. The responses of the teachers to the issue 'the teachers don't have opportunities trainings to use audio video materials properly in teaching listening' have been illustrated in the figure below.

Figure:24 Lack of Training Opportunities
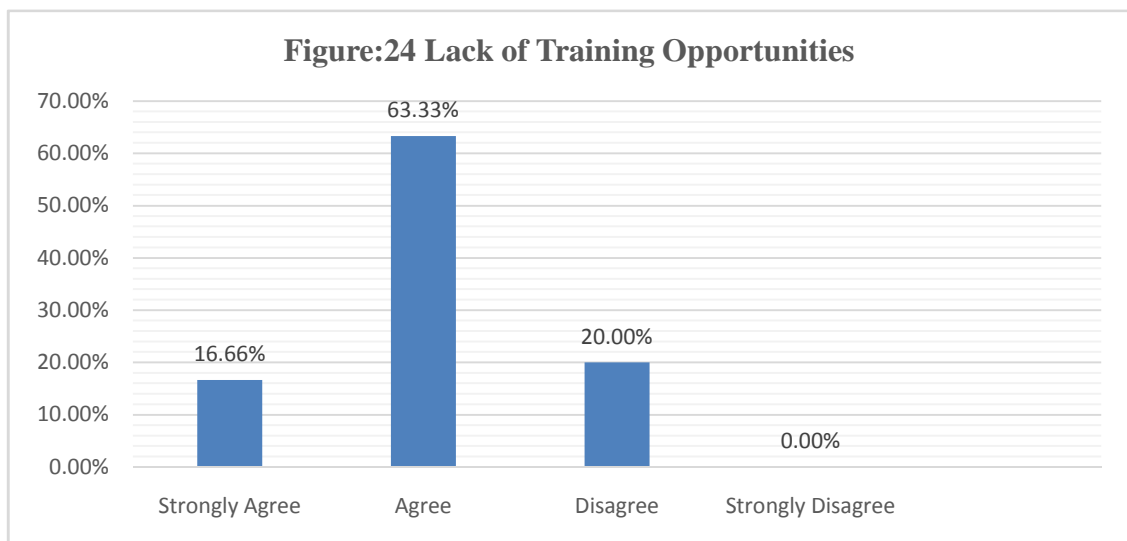
The figure above shows that a majority of the teachers (63.33%) agreed and 16.66% of them strongly agreed that the teachers did not have opportunities of

trainings to use audio video materials properly in teaching listening. On the other hand, 20% of them disagreed with the issue of lack of training opportunities for the teachers regarding using audio-video materials in teaching listening. From this data, it was found that most of the teachers did not have opportunities of training to use audio video materials in teaching listening.

In order to make the research more convenient, I also asked the teachers a subjective question related to the problem of using video materials in enhancing students' listening skill. The responses provided by the teachers have been presented below.

The teachers were asked, "List down any three critical problems those you face in using video materials in teaching listening skill'. The teachers have mentioned a large number of problems those they have been facing in using video materials in teaching listening skill. The most significant responses provided by them to this question have been presented in the following points:

) There are many technical issues.
) Difficult to choose videos with suitable contents according to the students' level, English proficiency, interest and need
) Students' low comprehension ability
) Lack of interactivity
) Length and relevancy of the videos cannot support classroom time.
) The most of the students find watching English videos boring as they cannot understand native speakers' pronunciation.
) Lack of internet
) Lack of electricity
) Lack of audio video materials
) Lack of students' motivation
) Lack of sufficient time
) Lack of usual routine to practice listening skill
) Lack of school administration's concrete and meaningful support
) No opportunities to the teachers to update with new methodologies of language teaching

⟩ There is no culture of sharing teachers' experiences to each other.

⟩ The novice teachers and juniors cannot take support from experienced ones.

From the points mentioned above, it can be concluded that the teachers have been facing several problems in using video materials in teaching listening skill. They stated the problems ranging from lack of audio video materials to students' low proficiency in English. They raised the problem of selecting suitable contents from YouTube are much challenging. Similarly, as the students' English comprehension is too weak, most of them feel boring to watch English videos according to the respondents.

The interpretation presented above reveals that there are varieties in practice and culture of using video materials in teaching listening skill according to the teachers and schools. Similarly, the teachers show their positive perception on the role of video materials to enhance students' listening skill. Finally, they stated several problems they have been facing in teaching listening skill. Summary of findings, conclusion and implications have been presented in the next chapter.

Finding

On the basis of the presentation, analysis and interpenetration of the data the major findings of the study have been summarized below in two sections:

Findings Related to Practice of Using Video Materials in Developing Students' Listening Skill

The findings under this heading are presented as follows:

⟩ It was found that a half of the teachers 'sometimes' and 25% of them 'always' used video materials in improving students' listening skill.

⟩ It can be concluded that the majority of the teachers engaged the students in watching native English speakers' videos for developing listening skill.

⟩ Almost all the teachers found English language learning interesting with the use of video materials though nearly a half of them only 'occasionally' found so.

) Almost all the teachers motivated the students to watch videos for enhancing English listening skill.

) The students did not have usual access of watching English videos to enhance listening skill.

) Almost all the teachers asked some pre-questions before showing video-materials in the classroom.

) It can be said that most of the teachers engaged the students in pair work and group work while teaching listening skill.

) The teachers have mentioned various ways of developing students listening skill in their schools ranging from use of authentic audio materials to dictation method.

Findings related to Role of Video Materials in Developing Students' Listening Skill

The findings under this heading are presented as follows:

) Almost all the teachers, video materials are effective tools to improve students' English listening skill.

) For almost all the teachers, videos were beneficial for the students to distinguish English sounds.

) Most of the teachers strongly agreed and agreed that authentic English videos can be used in formal classes.

) More than half of the teachers did not find the relevancy of using video materials for developing students' listening skill in context of Nepal.

) Most of the teachers found watching videos as encouraging activity for learners to be self-directed and independent in developing listening skill.

) Most of the teachers stated that watching YouTube videos developed students' pronunciation skill.

) Almost all the teachers found the video materials important for the integrative development of listening and speaking skills.

) There was a great importance of watching live conversation in YouTube for developing students' fluency in English.

)   There was a great importance of watching English TV broadcast for developing students' listening skill.

)   The video materials were cheaper for only a majority of the teachers.

)   The respondents have stated a number of roles that watching videos plays in enhancing students' listening skill. This activity is not only motivating for the students but it also develops listening and speaking skills together.

Findings related to Problems Faced by the Teachers in Enhancing Students' English Listening Skill

)   All the three problems; problem with pronunciation, lack of electricity and large number of students as the main problems in using video materials in classroom.

)   All the teachers found Students' low English listening proficiency as the great problem in enhancing students listening skill.

)   For the teachers finding audio video materials, managing time and motivating the students were the critical challenges of teaching listening skill.

)   There was no usual practice and culture of teaching listening in most of the schools.

)   Only more than a half of the teachers and school administration were aware of teaching English language listening skill effectively.

)   Most of the teachers did not have opportunities of training to use audio video materials in teaching listening.

)   They stated the problems ranging from lack of audio video materials to students' low proficiency in English.

)   They raised the problem of selecting suitable contents from YouTube are much challenging.

Chapter 5
Conclusion and Implications

This chapter deals with conclusion and recommendations of the study.

Conclusion

The study was mainly concerned with finding out the teachers' perception on the using of video materials in teaching listening skill. As secondary level English curriculum has made teaching listening skill mandatory in each unit of grade 9 to 12, it is essential to teach this skill effectively.

The first research question was basically concerned with the practices of using video materials in teaching listening skill at secondary level. The teachers have mentioned several practices which they have been applying differently. The most of the teachers stated that they used video materials in improving students' listening skill. Similarly, a majority of the teachers engaged the students in watching native English speakers' videos for developing listening skill and almost all the teachers found English language learning interesting with the use of video materials. Likewise, almost all the teachers motivated the students to watch videos but all the students did not have usual access of watching English videos to enhance listening skill. Almost all the teachers asked some pre-questions before showing video-materials in the classroom and they also engaged the students in pair work and group work while teaching listening skill. The teachers have mentioned various ways of developing students listening skill in their schools ranging from use of authentic audio materials to dictation method. The second research question was concerned with the teachers' perception on the role of using video materials in developing listening skill. The teachers stated the roles variously. For almost all the teachers, video materials are effective tools to improve students' English listening skill and beneficial for the students to distinguish English sounds. Though the teachers found less relevancy of using videos in context of Nepal, most of them strongly agreed and agreed that authentic English videos can be used in formal classes.The most of the teachers found watching videos as encouraging activity for learners to be self-directed and independent in developing listening skill and it is helpful for the integrative

development of listening and speaking skills. Similarly, watching YouTube videos can develop students' pronunciation skill and fluency in English. The teachers found a great importance of watching English TV broadcast for developing students' listening skill.

The third research question was related with the problems that the teachers have been facing in using video materials to develop listening skill. Many problems have been identified on the basis of the teachers' responses. The critical problems found by the study were lack of electricity, lack of internet, students' low English language proficiency and lack of practice and culture of teaching listening skill effectively in most of the schools. Similarly, for the teachers finding audio video materials, managing time and motivating the students were the critical challenges of teaching listening skill. The other fundamental problems were lack of audio video materials, lack of trainings to the teachers and selecting suitable contents from YouTube. Essentially, the teachers stated the noticeable practices, roles and problems of using videos in developing students' listening skill.

Implications

The implications of the findings have been presented under the sub-headings: policy level, practice level and further research related.

Policy Level. The following implications have been made on the basis of the above-mentioned findings of the study to the policy level:

-) The concrete and implementable policy regarding teaching listening should be formulated for the secondary level.
-) Provincial Education Training Centre should design and formulate the training programs to the English teachers related to teaching listening skill effectively.
-) The concerning departments and organizations like Education and Human Resource Development Centre, Department of English Education of different universities etc. should organize physical or virtual workshops, seminars and trainings to enhance English teachers' professionalism.

⟩ The policy should make teaching and testing listening mandatorily external.

⟩ The monitoring policy and policy of reward and punishment to the teachers should be formulated by all the concerned governmental agencies.

⟩ The policy of English curriculum should focus equally to all four language skills: listening, speaking, reading and writing.

⟩ The schools should develop policy of giving extra time for the teachers and students to practice listening skill.

Practice Level. The following implications have been forwarded for the practice level on the basis of findings and conclusion of the study:

⟩ The schools should adopt the practice and culture of focusing on teaching listening skill effectively as the reading and writing skills.

⟩ The teachers should develop usual routine to teach listening skill using videos as well as audios.

⟩ The teachers should update themselves with the recent teaching methodologies.

⟩ The school should facilitate audio and audio- video devices such as TVs, computers, smart boards etc.

⟩ The school should avail good and fast speed internet facility to provide students opportunities to watch live videos and YouTube conversations.

⟩ The different concerning departments and authorities should organize workshops, seminars and trainings to the teachers for providing platform to share their experiences regarding effective teaching of listening skill.

⟩ The students should be provided with the opportunities to watch several videos with suitable contents and length.

⟩ The teacher should assign the project works and group works to encourage the students to watch videos at their homes, too.

Further Research Related. The following implications have been forwarded for the further research level on the basis of findings and conclusion of the study:

⟩ The researchers who are interested in this study area can study on policy of MOE, CEHRD, CDC and Educational Training Centres about use of videos in enhancing students' English language listening skill.

⟩ The researchers can study on the role of watching English movies to enhance listening skill.

⟩ The researchers can study on the role of watching TikTok lives of English native speakers in developing listening skill.

⟩ The researchers can carry out a comparative study on use of audio materials and videos to enhance listening skill.

⟩ The researchers can carry out research on developing listening and speaking skill together by using videos.

⟩ The researchers can study on the role of watching BBC news to enhance listening skill.

⟩ The researchers can carry out research on use of IELTS materials in teaching listening skill.

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