INTEGRATION OF YOUTUBE VIDEOS IN TEACHING AND LEARNING OF ENGLISH LANGUAGE SPEAKING SKILLS AMONG SECONDARY SCHOOL STUDENTS IN NAKURU COUNTY, KENYA

GRACE MIGIRIAMA WAWUDA
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JUNE, 2019
DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

Signature………………………… Date…………………………

Grace Wawuda Mgiriama
Department of Educational Communication and Technology,
Kenyatta University

We confirm that the work reported in this thesis was carried out by the candidate under our supervision as University supervisors.

Signature………………………… Date…………………………

Dr. Hamisi Babusa
Lecturer
Department of Educational Communication and Technology,
Kenyatta University

Signature………………………… Date…………………………

Dr. Moses G. Kariuki
Lecturer
Department of Educational Communication and Technology
Kenyatta University
DEDICATION

This work is dedicated to my late father Kollen Mgiriana for his encouragement and the support that he gave me in my studies.
ACKNOWLEDGEMENT

I would like to appreciate the support and the contribution of various individuals who helped me realize the success of this research. I would like to appreciate my supervisors, Dr. Moses Kariuki and Dr. Hamisi Babusa, in the Department of Educational Communication and Technology. Their insights in the development of this research are immeasurable. I would also extend my most sincere gratitude to Dr. Florence Miima for her encouragement during my study. I sincerely thank all the students and teachers who took part in my research. Their feedback to the research questions led to the success of my research. I thank my family for their support during my studies. May the Almighty God bless you all.
### ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELSS</td>
<td>English Language Speaking Skills</td>
</tr>
<tr>
<td>CALL</td>
<td>Computer Assisted Language Learners</td>
</tr>
<tr>
<td>CBI</td>
<td>Computer Based Instruction</td>
</tr>
<tr>
<td>DMS</td>
<td>Digital Market Statistics</td>
</tr>
<tr>
<td>ESP</td>
<td>Economic Stimulus Programme</td>
</tr>
<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
</tr>
<tr>
<td>ICT</td>
<td>Information Communication Technologies</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
</tr>
<tr>
<td>L2</td>
<td>Second language learning</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>TI</td>
<td>Traditional Instruction</td>
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ABSRACT

Internet resources have the potential to improve teaching and learning. YouTube is a modern technology that is redesigning business, media, entertainment, and humanity in different ways. YouTube is the most popular website that hosts a variety of videos. These include educational videos, documentaries, video clips and live streams from media corporations. With the opportunities it provides, it is now being tapped to transform education. This thesis examines the integration of YouTube videos in teaching and learning of English language speaking skills among secondary school students in Nakuru County-Kenya. Objectives of the study include: to test the effectiveness of YouTube videos in teaching and learning of ELSS, to establish the nature and level of utilization of YouTube videos in the teaching and learning of ELSS, to determine the teachers’ perceptions in the use of YouTube videos in teaching of ELSS, and to find out the challenges that teachers face in integrating YouTube videos in the teaching of ELSS. This research addressed an innovative instructional resource in the teaching of English language and how this can bring about the conceptualization of abstract skills for EFL learners. This study adopted a mixed method. These are qualitative and quantitative research. Various studies in education have recommended the use of ICT such as video technology to enhance traditional face to face instruction. This research set to authenticate this recommendation by examining the effectiveness of videos from YouTube to teach English language speaking skills. The research was experimental in design and was carried out in six schools in Nakuru county, Nakuru North sub-county. These include a national school, two extra-county schools, one county school and two sub county schools. The sample size comprised 360 students and 12 teachers. 180 students were in the control group and 180 in the experimental group. Data was collected using standard students’ assessment tests (SSAT), Class observation schedule and questionnaires. Data was analyzed using independent t tests and analysis of variance (ANOVA) of the Statistical Package for Social Sciences (SPSS). The results showed that there was a significant difference between the experimental group that had been treated with videos from YouTube and the control group that had not been treated \( t =10.5386, p < 0.01 \). Another observation was that the experimental group exhibited better analytical skills of the test items compared to the control group. The third observation is that teachers perceive YouTube videos as a resource that can make learning meaningful and interesting. From the findings, three recommendations were made. The first supports increased utilization of videos from YouTube to teach language skills such as speaking skills, secondly to empower teachers with the necessary skills on how to integrate the same in teaching and learning and also teachers should use teaching and learning activities that encourage learners to communicate in the target language. Implications of using YouTube videos in teaching and learning as well as suggestions for further research have been provided.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Information and Communication Technology (ICT) has the potential to provide learners with new modes of learning (King, 2002 & Rovai, 2002). A lot of research has been conducted on the integration of technology into classroom teaching to supplement and modify traditional instructional practices (Hennessy et al., 2005). Many countries have made efforts to invest in ICT integration in education. This is because they regard it as a tool to provide learners with new styles of learning (Angeli, 2008). Turkey and Asia have spent 11.7% and 22% respectively of their budgets on ICT (World Bank, 2007). These percentages are higher in developing countries. Rwanda for instance, implemented one laptop per child programme. Comparatively, Kenya has made several strides towards integration of technology in teaching.

The government of Kenya has made several efforts in equipping teachers with ICT skills so that they integrate technology in the classroom. The country promulgated a Policy on ICT in January 2006. This catapulted the implementation of ICT in Kenyan schools. Government institutions like the Kenya Institute of Curriculum Development (KICD) have produced digital content for the learners (The Kenya Report 2017). This is in a bid to promote learner centered teaching and self-directed learning. Several efforts including equipping both primary and secondary schools with ICT infrastructure have been made. Teachers have been trained on several topics to enable them utilize technology in their lessons (The Kenya Report 2017). This research was a follow up activity to see how the teachers are using internet resources to teach English language speaking skills.
According to KICD (2006), there are four language skills that are taught. These are reading, listening and speaking and writing skills. Reading and Listening are receptive skills that help in information gathering and learning of concepts. The learner then responds to information appropriately either by speaking or writing. Speaking skills are productive skills that are crucial to the learners both in and out of school. One has to reflect on the various signs that communicate apart from words and thereafter engage the most effective communication strategies. Speaking skills also help individuals to express themselves in a logical manner when they use language for various functions. YouTube videos are resources that can be used to demonstrate how the skills are applied in context. English language speaking skills is an area that covers pronunciation, prosody, etiquette, discourse analysis and verbal and non-verbal skills used in speaking.

### Table 1.1 Candidates’ Performance in 3 Sub Counties in Nakuru County

<table>
<thead>
<tr>
<th></th>
<th>Nakuru North</th>
<th>Njoro</th>
<th>Subukia</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Entry</td>
<td>3489</td>
<td>3665</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>5.78</td>
<td>5.62</td>
</tr>
<tr>
<td>2014</td>
<td>Entry</td>
<td>4198</td>
<td>4251</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>6.900</td>
<td>5.55</td>
</tr>
<tr>
<td>2015</td>
<td>Entry</td>
<td>5231</td>
<td>4857</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>5.783</td>
<td>5.09</td>
</tr>
<tr>
<td>2016</td>
<td>Entry</td>
<td>5678</td>
<td>5148</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>4.461</td>
<td>4.79</td>
</tr>
<tr>
<td>2017</td>
<td>Entry</td>
<td>5970</td>
<td>5248</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>4.560</td>
<td>4.75</td>
</tr>
</tbody>
</table>

**Source:** Nakuru County Education Office
Table 1.1 shows the performance of English for the past four years. The figures indicate a fluctuating performance in English in Nakuru County. Most schools could not manage the mean average of 6.00. The dwindling performance in English shows that speaking skills are not being acquired effectively. Moreover, there has been a public outcry of Kenyan graduates who cannot communicate in English (Alonzo, 2014). This could be as a result of rote learning that started from primary school; sustained to secondary school and ingrained in institutions of higher learning (Buhere, 2009). This research will focus on the teaching resources that teachers of English in Nakuru-North Sub-County utilize to teach ELSS.

Table 1.2 Candidates’ overall Performance in English in the last four years

<table>
<thead>
<tr>
<th>Year</th>
<th>Paper</th>
<th>Enrolment</th>
<th>Maximum score</th>
<th>Mean score</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>1</td>
<td>42499</td>
<td>60</td>
<td>29.02(48.37%)</td>
<td>8.80</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>80</td>
<td>60</td>
<td>28.70(35.88%)</td>
<td>11.26</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>60</td>
<td>60</td>
<td>19.97(33.28%)</td>
<td>6.30</td>
</tr>
<tr>
<td></td>
<td>Overall</td>
<td>200</td>
<td>60</td>
<td>29.02(48.37%)</td>
<td>8.80</td>
</tr>
<tr>
<td></td>
<td>200</td>
<td></td>
<td>77.68(38.84%)</td>
<td>24.28</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>1</td>
<td>525621</td>
<td>60</td>
<td>29.37(48.95%)</td>
<td>8.28</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>80</td>
<td>80</td>
<td>31.86(39.82%)</td>
<td>12.43</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>60</td>
<td>60</td>
<td>19.35(32.25%)</td>
<td>6.13</td>
</tr>
<tr>
<td></td>
<td>Overall</td>
<td>200</td>
<td>80</td>
<td>29.37(48.95%)</td>
<td>8.28</td>
</tr>
<tr>
<td></td>
<td>200</td>
<td></td>
<td>80.58(40.29%)</td>
<td>24.40</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>1</td>
<td>571644</td>
<td>60</td>
<td>29.15(48.58%)</td>
<td>8.15</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>80</td>
<td>80</td>
<td>20.39(25.49%)</td>
<td>10.86</td>
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<tr>
<td></td>
<td>3</td>
<td>60</td>
<td>60</td>
<td>18.52(30.86%)</td>
<td>5.23</td>
</tr>
<tr>
<td></td>
<td>Overall</td>
<td>200</td>
<td>60</td>
<td>29.15(48.58%)</td>
<td>8.15</td>
</tr>
<tr>
<td></td>
<td>200</td>
<td></td>
<td>68.06(40.29%)</td>
<td>22.03</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>1</td>
<td>610084</td>
<td>60</td>
<td>25.89(43.20%)</td>
<td>7.12</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>80</td>
<td>80</td>
<td>28.24(35.30%)</td>
<td>11.73</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>60</td>
<td>60</td>
<td>19.42(32.37%)</td>
<td>5.92</td>
</tr>
<tr>
<td></td>
<td>Overall</td>
<td>200</td>
<td>60</td>
<td>25.89(43.20%)</td>
<td>7.12</td>
</tr>
<tr>
<td></td>
<td>200</td>
<td></td>
<td>73.55(40.29%)</td>
<td>22.57</td>
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</tbody>
</table>
Speaking skills are tested in paper one that takes sixty out of the total two hundred marks. In the past emphasis has been given to writing and reading skills at the expense of speaking skills (KICD 2006). This imbalance has to be corrected as all language skills are essential. Figure 1.2 shows that the overall performance is far from the ideal mean of 100(50%). This means that teachers have to be innovative so as to improve the learning outcomes. (KCSE Report 2017). The figures also show a decline in performance in paper 1 which tests speaking skills from 29.15 in 2016 to 25.89 in 2017. The reason for the above performance could result from the resources and teaching strategies used by the teachers to deliver content. Teachers of English should endeavor to equip learners with skills to communicate effectively and not put emphasis on learners scores (Kiai, 2012). Teachers handling EFL learners will have to use methods that make learners speak the language so that they achieve communicative competence and communicative performance. This implies that resources that are used should encourage learners interact in the target language as they handle learning tasks. If technology is integrated in a language learning lesson, it can help learners achieve communicative competence (Sanchez, 2007). Internet resources that come with technology can help teachers to integrate technology in a more meaningful way.

Alexa (2011) observes that most people visit YouTube in search for information. In Kenya YouTube is also becoming popular among the adults and the youth. Anyone with internet access can visit the site. People visit the site to search for videos on various things like news, documentaries, coverage of international events, commercials and instructional videos. The videos are now being used by teachers to enrich their teaching and learning resources (Bloom, 2009). The videos are fresh and interesting and motivate the learners. Hilderbrand (2007) observes that teachers can make learning visually stimulating by incorporating real-life clips into their lessons. They provide visual
support of the content being taught as well as show demonstrations on how to perform certain skills. Videos from YouTube have been used to teach writing, literature texts and historical events (Vian, 2015). This research focused on the use of videos from YouTube to teach English language speaking skills.

Achieving communicative competence in English is an important feat for EFL learners in Kenya. This is because English is used for official communication in the country. The teaching of speaking skills is influenced by several factors. Among them is the influence from the first language and learner’s attitude towards the target language. Majority of EFL learners in Kenya cannot speak in English and most of them use compensatory tactics to communicate. These include code switching, speaking slowly making unnatural utterances using poor pronunciation (Alonzo, 2014). Some learners even choose to remain quiet in class. Teachers should endeavor to use learner centered activities that expose learners to authentic use of language in context (Johnson, 2006). This calls for teachers to embrace communicative language teaching approaches that advocate for active participation of the learner in listening and speaking freely.

For teachers who teach English as a second language, it is often a challenge to make use of technology to craft interesting lessons. If teachers and students have access to the internet, they can utilize YouTube - an online audio visual resource- to access various language learning materials. This study will give teachers insights on how to use the online video repository to come up with a resource rich learning environment that promotes autonomous learning. Watkins and Wilkins (2011) observe that research on the effect of online videos in an EFL classroom is fairly scarce. This is because YouTube is a recent development. Teachers can utilize the multimodal text in YouTube videos to present content in various modes (Trier, 2007). Alongside showing YouTube
videos to model target behavior, teachers can design learning tasks that engage their learners with video programmes. A teacher can formulate questions on the video and give the learners to discuss in small groups (Chun, 2006). YouTube videos include real life clips and graphic demonstrations on topics taught in class. This provides pedagogical value to learners as they learn from both the teachers’ demonstrations and the video demonstrations. The quick short videos provided can be used to initiate students’ discussion and encourage learners to think critically. (Burke, 2009).

It is against this background that the study on integration of YouTube videos in teaching and learning of English language speaking skills among secondary school students in Nakuru–North Sub County was conducted.

1.2 Statement of the Problem

Effective teaching and learning of speaking skills call for the ability of the teacher to formulate learner centered classroom activities that encourage EFL students to communicate effectively in the target language. The activities include oral drills, discussion groups, language games, role play, making speeches debating, dramatization and interviews. Since speaking skills are practical in nature, the teacher has to explain and demonstrate to the learners what is expected and later allow them to practice. The teacher therefore has to make learners imagine a context and enact a particular role so as to practice the skill. For example topics such as interviews and non-verbal cues used in speaking are presented in text format in the course books used to teach English to EFL learners. The teacher has to be resourceful to make learning interesting and meaningful by demonstrating how a particular skill is used and explain the scenario in which it can apply.
A research done by Gudu (2015) for teaching of speaking skills revealed that teachers use teacher centered methods such as question and answer method, demonstration, lecture method, and repetition drills. Also some teachers use mother tongue to explain language concepts to the learners. They also did not correct learners who used mother tongue in the discussion groups. This makes the learners to undervalue the use of English for communication purposes and consequently the students cannot interact effectively in the target language. This study sought to fill the gap of imaginative learning so that learners can learn from examples beyond the classroom. Videos from YouTube increase the ESL learners’ comprehension since they have both visual images and sound. The learners not only hear the language but also see it. English language speaking skills are presented with the total context which includes the physical environment, linguistic and paralinguistic features.

1.3 Purpose of the Study

The purpose of this research was to tackle the concern on low performance of English and seek the intervention of videos from YouTube teacher demonstrations or other teaching and learning resources. The effect of using the videos was analyzed to see if there was an improvement in performance ELSS after treatment.

Speaking skills include; Etiquette, public speaking skills, discourse analysis and pronunciation skills. At any given lesson one of the topics takes prominence while the others are integrated in the lesson. This research sought to establish whether YouTube videos have an impact in the acquisition of these skills. Their effect in acquisition of ELSS was studied to gauge if there is any significant improvement in performance when the YouTube videos were used.
1.3.1 Specific Objectives of the Study

The objectives of the study were;

i. To determine the effectiveness of YouTube videos in the teaching and learning of ELSS.

ii. Establish the nature and level of utilization of YouTube videos in the teaching and learning of ELSS

iii. To determine teachers’ perceptions on the use of YouTube videos in the teaching and learning of ELSS

iv. To find out the challenges the teachers encounter in integrating YouTube videos in teaching of ELSS.

1.4 Research Questions

The following research questions guided the research

i. What is the effect of using YouTube videos in the teaching ELSS?

ii. What is the nature and level of utilization of YouTube videos in the teaching of ELSS?

iii. What are the teachers’ perceptions on the use of YouTube videos in the teaching of ELSS?

iv. What are the challenges that teachers encounter in integrating YouTube videos in teaching of ELSS?

1.5 Significance of the Study

The findings of this study will be useful to the teachers of English in schools with inadequate teaching resources. It will help them use video models to demonstrate skills that were otherwise imagined because of lack of resources. The study will also help students with limited proficiency in oral skills to learn in an environment that favors
oral activities. Videos can trigger discussions among learners as they critically analyze a particular language concept demonstrated in the video. It will also help the subject panelists at the KICD to produce more videos that will help in the acquisition of communicative competence. The Kenya national Examination Council and Quality Assurance and Standard Officers who have complained about poor performance in English will benefit since they will advise teachers on resources available that can boost acquisition of language skills. Teacher trainers can also benefit from the videos by downloading examples of best practices of content delivery and later showing them to the trainees.

1.6 Limitations and Delimitations of the Study

1.6.1 Delimitations of the Study

The study was delimited to YouTube videos. These are those videos that are downloaded from the YouTube website and can supplement the learning of ELSS. The researcher will establish the nature and level of utilization of the videos and the effect they have in the teaching of ELSS. The study delimited itself to the teachers’ perceptions on the use of YouTube videos to teach speaking skills in Nakuru County. The study was also delimited to English language speaking skills. These include; pronunciation, prosody, etiquette, discourse analysis, verbal and non-verbal strategies.

1.6.2 Limitations of the Study

Limitations are those elements that the researcher cannot control. The researcher was limited by the unwillingness of some of the teachers who felt that preparing a YouTube integrated lesson was too tasking. The researcher explained to them the importance of the research in relation to the changing needs of the learner.
There was lack of ICT resources in some of the sub county schools and some targeted respondents were unwilling to participate in filling in the questionnaire. The researcher encouraged them to participate by explaining to them the importance of the research. The research was limited to six schools out of the possible twenty seven due to time constraints.

1.7 Assumptions of the Study

In carrying out the research, the researcher made the following assumptions;

i. The teaching resources selected by teachers for listening and speaking are characterized by a number of weaknesses such that learners abstract most of the skills.

ii. That the use of YouTube videos in the teaching of speaking skills has a significant impact on performance.

1.8 Theoretical and Conceptual Framework

1.8.1 Theoretical Framework (Constructivism)

This study was grounded on two theories social learning theory by Albert Bandura and theory of social development by Vygotsky. They explain the relation of YouTube videos and the teaching of ELSS.

According to Banduras theory people learn through direct experience and modeling. Man has the capacity to learn by observation and acquire large integrated units of behavior. They observe various actions by others and thereafter form a hypothesis about the type of behaviors likely to succeed. Most behaviors that people display are learnt through the influence of example. Instead of the tedious trial and error method, one can provide a competent model who will demonstrate how a particular activity is
performed. Speaking skills have novel forms of behavior that can only be conveyed through social cues. Bandura (1977) observed that choosing the appropriate model can shorten the acquisition process of a skill. Pictures and live demonstrations convey a larger amount of information as compared to words only. Leaners achieve better learning outcomes through observational learning if the teacher reinforces the skill learnt. When responses matching to the models actions are reinforced positively, the skill is developed and vice versa.

Banduras theory assumes that observers acquire mainly symbolic representations of a skill or activity and not the stimulus response relationships. The leaner can therefore reproduce a skill in different contexts since the representations serve as a guide for behavioral reproduction. Exposing leaners to models is not an end in itself (Bandura 1977). The teacher has to choose videos with interesting and winsome qualities so as to capture the attention of the learners as well as enhance retention of the learnt information. Videos tie actions and words to the appropriate setting in which they performed. As such, observers learn to analyze critical features in their environment.

Vygotsky advanced a theory whose main concern is knowledge construction through social interaction. Vygotsky (1995) explained the idea of zone of proximal development. He noted that a learner can easily understand things that are one level above his/her current level. A teacher should therefore organize learning tasks in a way that they give tasks that are within the learner’s zone of proximal development. Vygotsky also proposed the idea that children learn through interacting with more knowledgeable peers and adults. The teacher should provide enough teaching and learning resources to initiate interaction among the learners. An individual learns by observation and engaging in meaningful interactions with other people.
Constructivism theory is concerned with how individuals construct their own knowledge by experiencing things and meditating on those experiences. Constructivists advance the idea that learners construct their own knowledge based on experiences. Knowledge does not exist outside the brain. Frommer (1999) agrees that learners gain knowledge by experiencing things. When teachers use constructivist teaching methods they should provide a resource-rich learning environment so that as learners interact with these resources, they construct their own knowledge. Learners are thus engaged actively in a lesson.

Constructivists advance the idea that knowledge is dynamic. An individual does not submissively receive information from authoritative sources like teachers and textbooks but constructs his/her own by reflecting upon what they encounter (Maclellan & Soden, 2004). In a learning situation, the teacher should focus on developing learners intellectual abilities by making them think. Intellectual authority does not lie with the teacher nor the resources but by the interaction between the teacher, the students and the resources. Learners are actively involved in generating knowledge not receiving information passively. As individuals reflect upon their experiences, they construct knowledge internally. Individuals construct their own understanding by relating prior knowledge with new knowledge and experiences (Richardson, 2003 & Schunk, 2004). Prior knowledge of a topic determines the success of learning new things. The teacher should therefore know the learners background knowledge so as to build on it.

According to constructivists, learners are able to analytically look into an issue and come up with resolutions. They generate knowledge by engaging their intellectual faculties to construct their own. The teacher thus negotiates meaning with the students. Learners are not empty vessels to be filled by an authority instead they collaborate and exchange ideas and come up with new knowledge. The teacher’s role in a constructivist
learning situation is to facilitate learning by creating an enabling environment. This is by using strategies like discussion forums, hands on activities, project work and films to provide the visual context. Teachers begin by dividing a task into parts. The learners are then actively involved in generating knowledge by discussing with their peers. Members in a discussion group have unique background, characteristics and experiences. Learners therefore get the opportunity to voice their own perspectives as well as question others understanding. Constructivists are concerned with the process of learning as well as the outcome. YouTube videos can help teachers construct discussion activities for the learners. This encourages collaborative learning. Constructivism focuses on the learner and the experiences that the learner engages in in the learning process.
Figure 1.1 A Constructivist Teaching Sequence.

Source: Drive and Oldham (1986)

Figure 1.1 shows a constructivist teaching process advanced by Oldham and Driver (1986). According to this model, there are five stages. These are orientation, elicitation, reconstructing, application and review. At the orientation stage, the teacher arouses the interest of the learners. At the elicitation stage, learners are given the opportunity to discuss in small groups. Restructuring phase involves the teacher using different strategies to facilitate the construction of knowledge. In the application stage, learners apply their revised conceptions to solve new problems. At the end of the lesson learners review the extent to which their thinking has changed. They then modify their previous conceptions or construct new ideas.
1.8.2 Conceptual Framework for the Necessity of YouTube Videos in Teaching Speaking skills

Conceptual framework as a brief description accompanied by a graphic representation of the major concepts of the study and the relationship that exists within the variables (Mugenda and Mugenda 2003). Figure 1.2 shows the relationship between the study variables in the context of the present study.

In the current study, effective teaching and learning using YouTube videos is the independent variable. It is the first variable in the framework. In the second level, there is better acquisition of skills and retention of knowledge and improved results. These are dependent variables. The efficacy of a resource to be used to teach depends on the learning outcomes. If the learner acquires ELSS effectively it means there will be better learning outcomes. Learning occurs when the learner has acquired new knowledge, skills and attitudes through the experiences provided in a learning environment (Twoli et al., 2007). The third level has three variables; challenges of integrating YouTube videos in teaching, perception of teachers on integration of YouTube videos in teaching and Nature of YouTube videos. These are underlying variables that can influence integration of videos from YouTube in the teaching and learning of ELSS.

For integration of YouTube videos to occur the nature of videos available on YouTube must be relevant to content and be in line with the lesson objectives. These may include educator-made instructional videos, cartoon animations, news clips, speeches and documentaries. Teacher’s perception on integration of YouTube videos refers to the way in which the teachers view YouTube videos in terms of their relevance to teaching of English language speaking skills. If they view the videos useful then there is a possibility that they will integrate them in their teaching and
thus impact the learning outcomes. Also how teachers understand the concept of integration can have an impact on the integration of the YouTube videos in teaching and learning of ELSS. They may view ICT integration as operating the technology tools or utilizing the resources that come with technology or both. The other variable is the challenges of integration of YouTube videos in the teaching of ELSS. The problems of using the videos can include getting the appropriate video, lack of enough skills to integrate the videos in a lesson, time needed to prepare a video integrated lesson or lack of internet access.

Effective teaching and learning using YouTube videos was the experimental variable. The researcher exposed the experimental group to YouTube videos and none to the control group. An achievement test was given to the two groups. The students’ scores of the control group and the experimental group were compared. High scores of the experimental group lead to successful integration of YouTube videos in speaking skills lessons. Individual and social-cultural factors necessary for effective teaching and learning however could not be controlled by the researcher. These include; student entry behavior, teacher characteristics and emotional state of the learner
Figure 1.2 Conceptual Framework

Effective teaching and learning using YouTube videos

Better acquisition of skills and retention of knowledge → Improved results

Challenges of integrating YouTube videos in teaching
Teacher’s perception on integration of YouTube videos in teaching
Nature of YouTube videos

Individual and social cultural factors: student entry behavior, teacher characteristics and emotional state of the learner
1.9 Operational Definition of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>YouTube</strong></td>
<td>A website that contains various videos that can be downloaded by users e.g. cartoon animations, news clips, documentaries and id videos</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td>Extent of use</td>
</tr>
<tr>
<td><strong>Perception</strong></td>
<td>The way in which teachers regard YouTube videos</td>
</tr>
<tr>
<td><strong>Nature</strong></td>
<td>Genre of YouTube videos e.g. cartoon animations, video clips or lesson videos</td>
</tr>
<tr>
<td><strong>ICT integration</strong></td>
<td>Using technology to teach.</td>
</tr>
<tr>
<td><strong>Utilize</strong></td>
<td>Make effective use of something.</td>
</tr>
<tr>
<td><strong>Discourse analysis</strong></td>
<td>Ability to analyze naturally occurring language either vocal or written in terms of etiquette rules, verbal and non-verbal cues and meanings.</td>
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<tr>
<td><strong>Verbal strategies</strong></td>
<td>Ability to produce and understand speech among participants.</td>
</tr>
<tr>
<td><strong>Non-Verbal strategies</strong></td>
<td>Communication through body movement, facial expressions eye contact and posture</td>
</tr>
<tr>
<td><strong>Prosody</strong></td>
<td>The patterns of stress and intonation in a language.</td>
</tr>
<tr>
<td><strong>Rhythm</strong></td>
<td>The regular beat of words and phrases in relation to the stressed and unstressed syllables.</td>
</tr>
<tr>
<td><strong>Intonation</strong></td>
<td>The rise and fall of the voice when one speaks.</td>
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<tr>
<td><strong>Instructional video</strong></td>
<td>Any video designed to teach a particular topic e.g. an instructional DVD from KICD or even the ones downloaded from cites like YouTube.</td>
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<td>------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Pedagogy</strong></td>
<td>The method and practice of teaching.</td>
</tr>
<tr>
<td><strong>Comprehensible input</strong></td>
<td>The language input is one level above the learners’.</td>
</tr>
<tr>
<td><strong>Communicative performance</strong></td>
<td>Application of the underlying rules of a language to the actual language use.</td>
</tr>
<tr>
<td><strong>Communicative competence</strong></td>
<td>Knowing the grammar rules underlying a language</td>
</tr>
<tr>
<td><strong>Visual learning</strong></td>
<td>Learners learn through images.</td>
</tr>
<tr>
<td><strong>Zone of proximal development</strong></td>
<td>Variance of what the learner can do without being assisted and what they can do while being assisted.</td>
</tr>
<tr>
<td><strong>Conventional methods of teaching</strong></td>
<td>Teacher centered methods of teaching that include teacher led discussion, explanation, lecturing and dictation.</td>
</tr>
<tr>
<td><strong>Communicative language</strong></td>
<td>Teaching strategies that encourage learner interaction.</td>
</tr>
</tbody>
</table>
CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 Introduction

You Tube has been embraced by many individuals in recent years. This is because of the numerous videos that are available in the website. Technology advancement has made most EFL instructors to tap into videos so as to make learning more fun and meaningful (Mayora, 2009). This chapter as been organized using the following titles: Effects of integrating YouTube videos in the teaching of ELSS; nature and level of utilization of YouTube videos in the teaching of ELSS; perception of teachers on the use of YouTube videos in the teaching of ELSS; and challenges that teachers encounter in integrating YouTube videos in the teaching of ELSS.

2.2 Effects of integrating YouTube videos in the teaching of ELSS

Information communication technologies have brought new ways of delivering content to the learners. The technologies that can be utilized to teach language skills include television programmes, video players and web 2.0 media which includes videos from YouTube. YouTube; which is an online video sharing site has become popular among teachers who teach language. This is because it has video clips that show authentic use of language (Godwin-Jones, 2007). Apart from capturing the attention of the students, YouTube videos motivate students and make it easy for the teacher to teach new words in context (Watkins & Wilkins, 2011).

Another study by Almurashi (2016) investigated the how YouTube can be utilized as a vehicle to passing on language skills. The research pointed out that, YouTube videos are valuable teaching resources that can be incorporated in English language learning. This is because they can also help learners with understanding the lesson, improve their
performance, simplify complex concepts, and make learning interesting also; the
learners are able to remember what they have learnt. This is because this website has a
library of real life clips that exhibit authentic scenarios that may help them see language
being used in different contexts. English language learners learn more efficiently when
they see real-life clips (Maness, 2004). The role of the teacher role is to facilitate and the
learner is actively involved in the learning process.

Videos can provide new opportunities for learning through modeling new behavior and
skills. Modeling in learning of ELSS occurs when animated characters or filmed actors
demonstrate skills, or vocalize the concepts that the learner has learnt. Teaching using
audiovisual aids yields better learning outcomes (Mackey & Ho, 2008). Videos which
show graphic images provide circumstantial learning, helps English language learners
to learn more efficiently. This compensates for any lack of understanding that may result
from listening alone (Seo, 2002). The images that are accompanied by voice help
learners especially those who are visually inclined to understand the content more easily
and be able to apply the same in other contexts.

Video technology-based instruction can be very effective in social constructivist
learning environment (Reeves & Reeves, 2008; Tutty & Klein, 2008). This is because
they have the potential to initiate students’ discussions and help them develop critical
thinking skills. Traditional lecture methods can be interchanged with collaborative
learning (Van der Schee 2003). With a resource-rich learning setting the students have
the opportunity to create their own knowledge and to perform better. YouTube Videos
are an easy and natural way to learn and get students to use their critical cognitive skill.
Students challenge their thinking as they predict the actions of the actors and formulate
alternative decisions for them (Mechling, 2005).
Unkovich (2011) observed that when learners learn using videos, they are able to retain what they have learnt for a longer duration. This is because a video enables learners to see concepts they would otherwise have abstracted. YouTube videos enable the teacher to bring real life examples in class. Use of YouTube videos to exemplify different contexts can improve teaching practices in today’s classroom. Conceptual and problem-solving knowledge acquired in school today remains inert for many students (Burke, 2009). This is because students are fixed to textbooks and presentations in class. Modeling through videos can be a form of skill training (Unkovich, 2011). Theoretical and accurate knowledge is shown and situated in the contexts in which they occur. Abstract knowledge is thus exemplified in real life situations. This encourages clarity of information and a rich web of unforgettable associations on key concepts. The learner learns through observation, mimicry, self-correction and carrying out tasks. Through watching what an expert speaker is doing, the learner is provided with a more realistic expectation about what will be required of them as they go on to learn complex speaking skills. Video modeling using video clips and cartoon animations and interactive activities can help EFL learners to acquire speaking skills (Ayres et al., 2006). The major objective of language learning is to be able to communicate effectively. However achieving proficiency in an EFL classroom is not easy. Even students who score highly in national exams find it difficult to express themselves (Sarwar et al, 2014). This calls for teachers to be more innovative in teaching of ELSS. YouTube is a potentially rich resource teaching speaking skills since it has videos showing real language use by real people. The nature of speaking skills is presented in a more realistic manner by the characters in the videos.

2.3 Nature and level of Utilization of You Tube videos in teaching ELSS

Incorporating YouTube in language lessons can energize teaching of English and help
motivate learners (Everhart, 2009). YouTube videos allow learners to watch and research in real time and also it encourages interactive participation. Most of the videos that are available in the website contain linguistic and cultural information that is related to the target language that is English. Majority of the videos are created by master instructors for educational purposes. A series of videos on speaking skills have been posted. Table 2.1 below shows some of the skills that a learner should have gained by the end of the language training course.

Table 2.1 Overview of YouTube Videos for teaching English language speaking skills

<table>
<thead>
<tr>
<th>Speaking Skill</th>
<th>Video title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone etiquette</td>
<td>Courtesy rules-telephone skills</td>
<td>A video that explains how to answer and transfer a call. It also gives a short example of a front office secretary receiving a call on behalf of the manager.</td>
</tr>
<tr>
<td>Interviews</td>
<td>Job interview skills</td>
<td>A video on how to prepare for an interview and how to speak politely during an Interview</td>
</tr>
<tr>
<td>Polite interruption</td>
<td>Polite etiquette rules to interrupt someone in English</td>
<td>A video tutorial on polite phrases used when interrupting an individual.</td>
</tr>
<tr>
<td>Holding a successful class discussion</td>
<td>How to discuss a topic in a group.</td>
<td>A video clip showing students discussing. Polite phrases used are highlighted.</td>
</tr>
<tr>
<td>Speech presentation</td>
<td>Tips for public speaking and presentation</td>
<td>A tutorial on how to deal with anxiety before and during a presentation</td>
</tr>
</tbody>
</table>
According to Duffy (2008) instructors are sourcing for language teaching materials from YouTube. There are a variety of culture-based videos that are accessible and enjoyable to watch and learn from (Terantino, 2011). Numerous studies have been conducted on the impact of utilizing videos from YouTube to teach and learn in language training classrooms. Berk (2009) encouraged instructors handling college students to use YouTube videos in their lessons as they play a key role in simplifying concepts. The researcher discussed the superiority of using pictures to teach. He emphasized that ideas can be clearly explained and remembered if they are presented as pictures rather than of words. Another study by Seilstad (2012) investigated on YouTube as an alternative way of teaching EFL learners. The researcher pointed out that the videos available on YouTube can be used to teach conversation skills effectively.

Mayora (2009) underscored the importance of using authentic resources to help learners in understanding classroom tasks. YouTube videos help learners see real life examples of language in use instead of abstracting the same. A teacher can formulate speaking tasks by telling the learners to comment on the video they have watched. Learners in this case express their ideas freely. This opens a chance for expressivity and fluency (Mayora, 2006). This integrates other skills like listening, reading the subtitles where applicable and can even extend to writing. Pino-Silva (2007) adds that giving the learners the opportunity to comment about a video helps learners think critically. Tasks from YouTube videos have situational authenticity. Learners comment by speaking or writing after watching an audiovisual material. The learner is likely to experience similar scenarios later in his/her life. When a learner is asked to interpret a video, he/she becomes involved in the lesson instead of being a passive learner.
YouTube is an internet recourse that provides for visual learning. Numerous studies conducted on the impact of using videos on student learning showed that the students who were exposed to the videos had better scores than those who learnt using conventional methods. This visual aspect of YouTube videos has been used successfully by researchers. Desmet (2009) observed that YouTube videos can be used effectively to teach Shakespeare’s plays in literature classes. He noted that the videos boosted the students’ comprehension of the style and language in the play with ease. Another study was done at a college where visual media and group activities were used to improve student participation in an environmental science class (Gill, 2011). The research findings showed that the students had better scores and were very attentive during the lesson. These findings prove that videos from You Tube are an invaluable resource in content delivery. Most of the speaking skills topics that language teachers would like to teach are available in the site. The amount of educational videos available on the site can be of great help to teachers (Trier, 2007). The site is also user friendly since once one gets a video on a certain topic, other videos with the same theme appear on the interface. Users do not need to log-in in order to view clips, and one can download and save for future use.

YouTube’s popularity has grown and the wealth of videos available on the site makes it indispensable in teaching and learning (Hilderbrand, 2007). Everhart (2009) agrees that YouTube is perhaps the first place users search for video content. Video technology has become popular among teachers. The internet has provided new modes of communication; YouTube videos included. This is an advantage English language teachers in Kenya can utilize to present content in various ways,
2.4 Teachers’ perceptions on the use of YouTube videos in the teaching of English language speaking skills

Rogers (2012) observes that it is crucial to consider the perceptions of technology adopters towards the new innovation. The opinion of the users towards the technology tool will determine the success of implementation. Also Hismanoglu (2012) noted that when teachers favour the new technologies to enhance conventional methods, they will be willing or unable to use them meaningfully. He therefore recommended that teachers need support and training to utilize technology into their lessons. Positive perceptions are pointers that teachers will integrate technology in teaching (Khan, 2011).

A research by Vian (2015) on teachers perceptions on the utilization of YouTube videos in an English language learning in Hong-Kong showed that teachers think that YouTube can motivate students and described the videos as interesting’ or attractive. Some teachers associated the attractiveness of YouTube to its multimodality, which also helps cater for diversity in the classroom. Students who are visually inclined were able to learn and recall better. Teachers think that YouTube videos can help learners acquire language skills with ease. Teachers however felt that they have a challenge in getting the appropriate videos. They also could not use the interactive nature of YouTube by commenting on the video online because of lack of familiarity with the same.

Chaka (2012) who studied web 2.0 tools observed that although new digital technologies are being used to teach, some teachers do not use them because of their attitude and institutional factors. Most teachers prefer traditional teaching methods to teach speaking skills like pronunciation. According to the author, studies need to be conducted on the usefulness of these technologies so that they become appealing to the
teachers. A research conducted by Tergujeff (2013) on English Pronunciation Teaching in Finland showed that teachers over rely on text books to teach skills like pronunciation. They cited lack of time to find extra material to teach this speaking skill and lack of enough training on how to integrate YouTube videos to teach pronunciation. Baker and Murphy (2011) have noted inadequate training in the teaching of speaking skills in teacher preparation programs. Teachers should however be willing to try new methods of teaching to cater for individual learning differences in spite of the challenges in teacher training programs (Syrjälä, 2014).

Syrjälä (2014) observed that teacher’s personal preferences in selecting teaching and learning resources is an obstacle to integration of new technology in teaching. He noted that some teachers are still reluctant to try digital training tools. In a research conducted by Vian (2015), student–teachers were more willing to use YouTube videos in the teaching of English language compared to the regular teachers. The author explained that the trainee teachers are more familiar to YouTube videos compared to the regular teachers. They also recognize the link between student motivation and the multimodal text of the videos. They believe that YouTube videos help learners understand complex concepts.

Odisho (2003) discussed the importance of using methods that cater for different learning styles. These include visual, auditory, kinesthetic and tactual learners. Auditory students learn through voice and remember the content with ease. Visual learners learn better through visual images. Tactual learners learn better through hands on activities. Kinesthetic learners learn effectively using audio visual material as well as practical assignments. They need plenty of participation in the lesson. Celce-Murcia (2010), questioned the supremacy of hearing as the main source of input to learn pronunciation. This is because some learners have a challenge of hearing a sound and
repeating it. He therefore encouraged multisensory teaching. This means apart from verbal instructions, dictation, listen-and-repeat method, the teacher needs to provide visual support.

Almas and Krumsvik (2008) noted a discrepancy between how teachers perceive integration of technology and the actual implementation in the classroom. He noted that their teaching practices did not change much even with the knowledge that technology can support the content they are teaching. So and Kim (2009) noted that while teachers have adequate ICT skills, they perceived difficulties in designing assignments using technology. Teachers also tend to think that preparing an ICT enriched lesson is time consuming. With such perceptions, the teachers are unlikely to integrate technology in their lessons. The survey also indicates that while access to computers and Internet were very high, some teachers said they lack confidence in using ICT in classroom. These limitations can be overcome if teachers are encouraged to integrate technology through training.

Perceived usefulness and perceived ease of use are two major determinants of a consumer’s acceptance of a technology. Perceived usefulness in this study refers to how teachers perceive YouTube videos to support their teaching. If a video clip can help a teacher to explain a complex concept easily the there is a likelihood that he/she will use it again. Perceived ease of use refers to the user’s perception of amount of the effort necessary for using the system. Language teachers can utilize resources from YouTube if they believe that they can support realization of the objectives of the lesson.

In conclusion, YouTube resources can be a valuable teaching material that can motivate learners as well as enhance performance. However teachers experiences using the videos can affect their willingness to use this resource in class. If teachers perceive the
videos as useful, user friendly and accessible then there is a like hood that they will use them to teach. Hismanoglu (2012) notes that some teachers view technology as intimidating and time consuming. He however suggests that if teachers are exposed to lessons fully designed with ICT, then they will be encouraged to implement the same. This research sought to find out how the training on using internet resources was done and if the teachers have enough skills to integrate videos in the lesson.

2.5 Challenges teachers encounter in integrating YouTube videos in the teaching of speaking skills in English.

YouTube is one of the web tools that provide motivation to the learners and exposure to spoken language. However it is important to examine the challenges of integrating the videos into classroom teaching. The first challenge of using YouTube in class could emanate from the institution. The site could be blocked by the school thus making access to the video difficult. Another problem can result from the content in the videos. Jones and Kristen 2011 emphasize the importance of choosing appropriate material that will aid in simplifying the content to be learnt. YouTube videos for use during language lessons must meet certain criteria. The videos must be: age appropriate; be aligned with instructional objectives; meet audio and video standards; be accurate and without misconceptions (Everhart, 2009). Teachers are advised to be cautious about material credibility, accuracy and usefulness in a particular lesson.

Teachers are also expected to know how to use YouTube videos in a classroom situation. In an experimental study by Ow & Lew (2014) for example, YouTube is found to be ineffective in helping children learn English alphabets when children only watched the videos passively. This means that these videos should be used as part of a
lesson to allow interaction of the learner with the teacher and other students. Jones & Kristen (2011) outlined ways in which YouTube can be used effectively in class. Firstly, a selected YouTube video can be used as a part of instruction to capture the attention of the learners or to illustrate a concept (Jones & Kristen, 2011, p.79). A YouTube video can also serve as a model. The teacher can teach a skill then show the learners a real life video that shows the skill in use. Thirdly a YouTube video can be used to generate oral tasks to the students. This shows that YouTube videos can be used more effectively if they are used as a supplementary material to help the teacher teach a complex skill. Teachers can show the videos as direct instruction or for extra information. However, Duffy (2008) notes that effective instruction using a video should not be like a student watching a television but rather teacher-to-student instruction, with video as a vehicle for discovery” (p. 124). Lloyd (2013) points out that students learn more with rather than from multimedia. They are able to interact with the teacher, the resources and other learners.

Successful integration of technology into classroom teaching depends on other factors like technical and organizational factors (Savill-Smith, 2005). Findings reveal that the biggest challenges to adopting the use of new technologies were hardware incompatibility, language barriers, lack of electricity, computers, Internet access, inadequate training and the inability to understand the advantages of these technologies (Richardson, 2011).

Developing countries have registered little success in ICT integration in education (Tiene, 2004). This is because they are overly ambitious about what ICT can accomplish. The author found that schools in many developing countries do not realize that ICTs are not limited to simply having the right hardware. Successful integration should also include staff support in terms of adequate training. Teachers often lack of
knowledge and skills about ICTs and thus had difficulty integrating them in instruction. Tiene (2004) noted another challenge of adopting ICT in less developed countries. He identified inability of the user to troubleshoot hardware and software. This inability increases the unlikelihood of using the innovation. He therefore recommended that teachers should be equipped with skills to handle ICT technologies so that they are able to integrate technology in their teaching. Staff development gives potential users a chance to try the ICT innovation in a guided environment (Rogers, 2003). When teachers are equipped with sufficient skills on how to integrate internet resources like videos into their lessons, they will have the confidence to use the technologies in a lesson.

Sadegül (2006) noted lack of infrastructure as an obstacle to ICT integration. ICT infrastructure refers to availability of hardware machines, software, Internet access, and other supporting equipment provided in the school (Vanderlinde & Van Braak, 2010). Pelgrum’s (2001) explains that not seeing others integrating technology in their lessons may be an obstacle to continued use. When teachers observe others using technology, they are likely to try out the same in their lessons. However, if an institution has few machines, limited copies of software, lacks internet access, and teachers have limited time, they may choose not to utilize those resources. These challenges are a hindrance to integration of technology in language learning.

2.6 Summary of the Literature Review and Research Gap

The literature reviewed indicates that YouTube videos have been used to teach several skills successfully. These include; pronunciation, grammar, reading and writing skills. Other subjects that have also utilized YouTube videos are history and literature. Some
teachers used the videos for direct instruction while others used them as part of the instruction for illustration. However, no research has been conducted on effect of utilization of the YouTube videos in Nakuru-North sub-county in the teaching of ELSS. Most of the literature on the use of YouTube in EFL classrooms was however from outside Kenya. Literature also revealed low proficiency in speaking skills among university students in Kenya. The purpose of this study is to explore the effect of using real life clips from You Tube to enhance acquisition of speaking skills.

Teachers have been trained on how to integrate technology in their lessons. The training included topics such as creating electronic lesson plans, PowerPoint presentations, classroom management while using ICT as well as how to find and use Internet resources for classroom use. This study dealt with the teachers’ experiences while using YouTube videos, an internet resource and how it affects student learning.

A lot of research findings also reported a positive impact in using ICT integration as a whole. The research findings did not specify if it is the hardware and software that were used or it is the content delivered using technology.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The areas of focus in this chapter include: research design, location of the study, the target population, the sample size involved in the study, research instruments, piloting of research instruments, data collection procedures, data analysis, logistical and ethical issues.

3.2 Research Design

An experimental design was used in this research. The research employed both quantitative and qualitative methods of data collection. These are; questionnaire for the teachers, standard student assessment tests and class observation schedule. Questionnaires were instrumental in understanding the nature on level of utilization of YouTube videos by the teachers and teacher perceptions on the YouTube videos as an instructional resource in the teaching of ELSS. Respondents gave their opinions towards the YouTube videos. Questionnaires were also helpful in finding out the challenges that teachers faced in integrating YouTube videos in their lessons. Student achievement tests were used to generate numerical data that quantified the effect of using YouTube videos in teaching of ELSS. Class observation schedule was used to record the activities and learning experiences during the lesson. The methods of data collection gave insightful results on integration of YouTube videos in the teaching of ELSS.

Figure 3.1 shows the symbolic design of the process that was followed in the experiment. Integration of YouTube videos was the main factor affecting the outcome of the results once the other variables were controlled. This was done by sampling
schools that are within the same locality and students with comparable ability and background. Figure 3.2 shows the process that was followed where the experimental group had YouTube videos integrated in their lessons as the mode of treatment. The control group was taught using conventional methods. However as an ethical matter, the videos were provided to the students after the research.

**Figure 3.1 Symbolic Design of the Research**

<table>
<thead>
<tr>
<th>R</th>
<th>01</th>
<th>X</th>
<th>03</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>02</td>
<td>□</td>
<td>04</td>
<td>Control Group</td>
</tr>
</tbody>
</table>

01 and 02 are the pre-test observations in the experimental and control groups respectively.

03 and 04 are the post-test observations in experimental and control groups respectively.

X indicates atment and □ No treatment.

Both pre-tests and post–tests are the same in control and experimental groups.

In both experimental and control groups, the usual conventional methods of teaching were used to teach a topic on Debates. A test was administered. These were O1 and O2 respectively. Then a second topic on interviews was taught, a YouTube video on the same was shown to the experimental group. This ensured that any difference that arose in the outcome of the results was only due to the content of the video. Tests and observations were made and indicated as O3 and O4 respectively.
**Figure 3.2 Design and the process of the study**

**RESEARCH POPULATION**
Identify the 27 schools in Nakuru North Sub-County

**MULTI-STAGE SAMPLING**
1. Stratified sampling national, county, and sub-county
2. Stratified disproportionate random sampling schools.
   - National school - 1, county school (girls boarding) - 1, county school (mixed boarding) - 1, sub-county (mixed day) - 2
3. Teachers in the respective schools assign the control and experimental group

**SAMPLE I**
Experimental group

**SAMPLE II**
Control group

**PRE-TEST**

**TREATMENT- YouTube videos used**

**POST-TEST**

**NO TREATMENT- No YouTube videos used**

**DATA PRESENTATION AND ANALYSIS**

**SUMMARY AND CONCLUSION**

**RECOMMENDATIONS**
3.3 Variables

3.3.1 Dependent Variables
In this study the dependent variables are; better acquisition of skills and retention of knowledge and improved results. These depend on the effectiveness of using videos from YouTube to teach. An experiment was conducted to see the effect of integrating video from YouTube in an ELSS lesson on performance. The scores were observed to see if the performance of the experimental group was better than the control group. Change in performance was determined by the student scores in the pre-test and post-test results. The effectiveness of a learning resource is determined by how best it aids in understanding concepts being taught (Twoli 2007). Learners’ reaction towards the video was determined by the observation schedule.

3.3.2 Independent Variables
Effective teaching and learning using YouTube videos is the independent variable. It does not depend on the change in performance. This is the variable that the researcher manipulated to affect the dependent variable. In the study, teacher perceptions, nature of YouTube videos, challenges affecting the utilization of YouTube videos can determine the effective teaching and learning using YouTube videos.

3.3.3 Intervening Variables
These are variables that the researcher has no control over. They include student entry behavior, teacher characteristics and emotional state of the learner
3.4 Location of the Study

The study was conducted in Nakuru-North Sub-County located in Nakuru County, Rift-Valley region. The choice of the location was guided by the fact that performance of learners in English is low. The average percentage is 38% while the national mean is 40.29%. The area has all categories of schools including national, county and sub-county secondary schools. The area has also benefited a great deal from ICT related infrastructure from the government.

3.5 Target Population

Nakuru-North sub-County has two categories of schools - private and public schools. This study targeted all public secondary schools. Most of the public schools in Nakuru-north sub-County have benefitted from ICT infrastructure from the government. The researcher thus chose schools that have had computers for the last five years. The target population for the study is teachers of English and form two students totaling to 3306. These comprised of 2155 students and 51 teachers. Form two students were found suitable for the study since they had covered a number of topics and are familiar with the resources in the school. Form one students had not covered a substantial number of topics. Form threes and fours were busy preparing for external exams that is County mocks and KCSE exams.

3.6 Sampling Techniques and Sample Size

3.6.1 Sampling Techniques

According to the Education office Nakuru North Sub County, the total number of schools in Nakuru North County is 27. The schools were selected using stratified disproportionate random sampling. This is because of the varying total number of schools in each category. This ensured that all categories of schools are included. The
schools are stratified according to national schools, county schools (girls boarding and mixed boarding) and sub-county schools. The only national school in the area was used in the study. Two girls boarding county schools and the only county mixed boarding school was also used for the study. Two sub- county - mixed day schools were also included in the study. This ensured that all the categories are represented. The number of schools selected in the category depended on the number of schools in that category. Teachers to participate in the study were randomly selected. An average of sixty students in each school participated in the study. In each school thirty students were randomly allocated the experimental group and the other twenty the control group.

3.6.2 Sample Size
A sample of 12 out of 51 teachers and 360 out of 1605 students were used for the study. This is 23.5 % of the total teachers and 15.9% of the total students. 6 schools out of 27 schools were used for the study. The representative percentage of schools is 22.2%. Kothari (2008) states that, a 10% sample is adequate to represent a very large population. The sample size for the study is thus adequate. Table 3.1 below shows the sample size

<table>
<thead>
<tr>
<th>Category</th>
<th>Total number of schools</th>
<th>Sampled schools</th>
<th>Total number of teachers</th>
<th>Sampled teachers</th>
<th>Total No of form 2 Students</th>
<th>Sampled students</th>
<th>Sampled students</th>
<th>Total Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>200</td>
<td>60</td>
<td>60</td>
<td>62</td>
</tr>
<tr>
<td>County (girls boarding)</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>300</td>
<td>120</td>
<td>120</td>
<td>124</td>
</tr>
<tr>
<td>County( mixed boarding)</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>150</td>
<td>60</td>
<td>60</td>
<td>62</td>
</tr>
<tr>
<td>Sub- County (Mixed day)</td>
<td>23</td>
<td>2</td>
<td>36</td>
<td>4</td>
<td>1605</td>
<td>120</td>
<td>120</td>
<td>124</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>6</td>
<td>51</td>
<td>12</td>
<td>2255</td>
<td>360</td>
<td>360</td>
<td>372</td>
</tr>
</tbody>
</table>

Source: Sub –County Education office- North Sub -County
3.7 Research Instruments

3.7.1 Questionnaires

In this study, questionnaires were used to collect information on nature and level of utilization of YouTube videos, teachers perceptions on using YouTube and challenges of using YouTube videos in teaching speaking skills in English. The researcher chose this method because of its objectivity. In addition, questionnaires generate quantifiable data ready for statistical analysis (Mugenda and Mugenda, 2003).

3.7.2 Standard Students Achievement Tests

Appendix D,E,F and G show the two achievement tests and their marking schemes used in the research. These were used to find out the performance of the students before and after the treatment (pre-test and post-test). They were used to answer the first research question. They were based on the five skills spelt out in the blooms taxonomy of educational objectives.

3.7.3 Class Observation Schedule

This is in appendix C. It was used alongside SATs to test the effectiveness of YouTube videos on acquisition of ELSS. It was used to record the teaching and learning activities during the lesson.

3.8 Pilot Study

Two sub county schools other than the ones that were used in the actual data collection were used for piloting. The main objective of piloting was to establish the time needed in answering the test items, to clarify or remove any ambiguity and to check the validity of the instruments. One of the schools was the experimental class where YouTube videos were used while the other was the control class. In choosing the schools for the pilot study the facilities available in the schools was considered. The researcher and the
teachers of English administered the pre-test and post test instruments after teaching one of the two chosen topics to be used in the research. Items that are ambiguous were made clear. These clarifications and adjustments were then incorporated in the final instruments. Two questionnaires were used at the piloting stage. Ambiguous and unclear questions were discarded at this stage.

3.8.1 Reliability of the Instruments.

Reliability refers to the degree of consistency of scores obtained by the same individual when examined with the same test on different occasions. The greater the degree of consistency in an instrument, the greater is its reliability. A scale or a test is reliable to the extent that repeated measurements obtained using it under constant conditions will give the same results (Mugenda, 2003).

To produce consistent and dependable scores, split-half reliability was done by dividing the scores on the achievement test items into two. The first five items were on topic 1 (interviews) and the last five items were on topic 2 (debates). The scores on the two sets of items were compared to determine how consistently the students performed across each set. Cronbach’s alpha was used to determine the degree of consistency of the test items. The two set of scores from the tests administered on the two different topics were used to calculate the internal consistency. For the achievement test reliability was 83% which translates \( \alpha > 0.8 \). The questionaries’ reliability was also using Cronbach’s alpha ad it was 87.97% converts to \( \alpha > 0.8 \). tis sows that the test items and the questions in the questionnaire were highly correlated.

3.8.2 Validity of the Research Instruments

Validity is a measure of the degree to which a research instrument measures what it is meant to measure. In determining the content validity of the instruments, care was taken
to ensure that all items covered all the issues under investigation. To ensure construct validity, the clarity of the items and level of language was checked. This was done through piloting of the instruments and thereafter consultations with the researcher’s course supervisors. In developing the learners test the six levels in the cognitive domain were considered; psychomotor domain which focuses on development of skills and affective domains were also considered.

3.9 Rationale for Choice of Topics.

The topics used in the study are interviews and debates. The two topics are closely related in that both require discourse analysis skills where polite language and spontaneous responses are required. The two topics require a quick analysis of an online speech and public speaking skills. Under interviews, there are three sub-topics. These are: Preparing for an interview, during the interview and after the interview. These are similar with the debates as they too require preparation, effective presentation and an individual assessment after the debate for future improvement. In both topics, one has to deal with anxiety that comes with presentation and an analysis of the listener’s reaction towards his or her speech.

3.10 Data Collection Procedure

To minimize the Hawthorne effect, a preliminary visit was done. This served to establish a good working relationship between the researcher and the respondents. The researcher explained the purpose of the research to the teachers who were to assist in teaching and administering the exams. Further the researcher collected timetables for form two classes to help in planning for the actual visit. To prevent the teacher from making any prior arrangements, no special appointment was given. During the actual visit, the researcher used class observation schedule to record the teaching and learning
activities. One teacher integrated YouTube videos in his/her lesson and the other taught using conventional methods. After one hour, in which the learners went on with their routine, the students sat for a forty minutes test to see which group performed better. The teachers were then given the questionnaires to fill later at their convenience. The researcher used a standardized marking scheme to mark the papers.

3.11 Data Analysis Plan

All questionnaires were collected and checked to see if they had been filled. The quantitative data collected was coded appropriately and then analyzed using Statistical Package for Social Sciences (SPSS) the latest version. Descriptive statistics including percentages, means and frequency tables were employed in the analysis.

3.12 Logistical and Ethical Considerations

Prior to the research, relevant authorization letter was sought from the graduate school through the Department of Educational Communication and Technology of Kenyatta University and a research permit from the National Council for Science, Technology and innovation. Consent to conduct the study in Nakuru–North sub-county was sought from the county director of education Nakuru County. The participants then filled the questionnaire which explained the purpose of the study, gave assurance of confidentiality and which requested them for their voluntary participation in the research. The researcher explained the importance of the research to the teachers and the students.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter gives an analysis of the data collected during the research. It is organized according to the research objectives. Quantitative statistics in the form of graphs, pie charts and tables have been used to show the findings. This chapter begins with the general characteristics of the respondents and then proceeds to a detailed analysis of the findings and subsequent interpretation.

4.2 General characteristics of the respondents

Table 4.1 presents results on teaching experience and gender of the teachers. Majority of the teachers of English are female (69.2%) compared to their male counterparts (30.8%). This however does not affect learning outcomes. Pishghadam & Moafian (2009) noted that there is no major difference between female and male EFL teachers. They referred to gender as a static variable that does not determine teacher success. In terms of the teaching experiences, majority of the teachers had over five years of experience (38.5%) while the others were evenly spread. Table 4.1 shows that a majority (61.5%) of the teachers had less than five years of experience. This implies that young graduates are being absorbed heavily in the teaching profession. Furthermore, the rate of employment in the industry seems to be evenly distributed across the years.
Table 4.1 Gender Distribution of English Teachers

<table>
<thead>
<tr>
<th>Gender of respondent</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>7.70%</td>
<td>7.70%</td>
<td>15.40%</td>
</tr>
<tr>
<td>1 year</td>
<td>0.00%</td>
<td>15.40%</td>
<td>15.40%</td>
</tr>
<tr>
<td>2 years</td>
<td>15.40%</td>
<td>0.00%</td>
<td>15.40%</td>
</tr>
<tr>
<td>3 years</td>
<td>7.70%</td>
<td>0.00%</td>
<td>7.70%</td>
</tr>
<tr>
<td>4 years</td>
<td>7.70%</td>
<td>0.00%</td>
<td>7.70%</td>
</tr>
<tr>
<td>5 and above</td>
<td>30.80%</td>
<td>7.70%</td>
<td>38.50%</td>
</tr>
<tr>
<td>Overall</td>
<td>69.20%</td>
<td>30.80%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Table 4.2 reveals that majority of the English departments were headed by female teachers (15.4%). 7.70% of male teachers were subject heads for the language. This is expected considering that most teachers in the language were female which implies that they are to have a leading role in the language departments. The figures in table 4.2 also reveal that female leadership has been embraced in many schools which is a way of empowering the female in the society.

Table 4.2 Responsibility of English Teachers by Gender

<table>
<thead>
<tr>
<th>Gender of respondent</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of department</td>
<td>15.40%</td>
<td>0.00%</td>
<td>15.40%</td>
</tr>
<tr>
<td>Head of subject</td>
<td>0.00%</td>
<td>7.70%</td>
<td>7.70%</td>
</tr>
<tr>
<td>Teacher</td>
<td>53.80%</td>
<td>15.40%</td>
<td>69.20%</td>
</tr>
<tr>
<td>Any other</td>
<td>0.00%</td>
<td>7.70%</td>
<td>7.70%</td>
</tr>
<tr>
<td>Total</td>
<td>69.20%</td>
<td>30.80%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Figure 4.1 shows the ICT technologies used in the schools under study. The results reveal that the most teachers use ICT for aiding in teaching and learning of English. The most popular are the instructional videos from KICD (42.9%) followed by
YouTube videos (33.3%). This implies the use of videos that guide students in critical elements such as pronunciation and other English topics have been embraced by teachers. These research findings are consistent with the research conducted by Godwin-Jones (2007) on the growing interest in YouTube videos. The adoption of instructional videos was high since most students and teachers prefer audio-visual aids as they cater for their diverse learning styles. Rautao (2012) observed that audio visual aids are efficient in enhancing the teaching and learning process. Instructional videos such as the ones from the KICD were highly adopted across the schools as teaching tools for English language. While computerized self-instruction programmes would be recommended by many, their usage was low (9.5%) which can be attributed to their non-availability and inadequacy of computer skills among the teachers. The television was also less used (15.4%) which could be due to its generality in information. Most schools had access to television but the programmes airing English lessons are limited. Moreover, television programmes run at very specific fixed schedules which may not be in line with the teaching hours of many schools. Therefore, most teachers would prefer using videos to television. The least most used ICT technology used in teaching English language by teachers was radio programmes (4.8%) which could be attributed to the fact that this can only be effective for pronunciation since it is just sound.
Figure 4.1 Current ICT Technology used in Schools

4.3 Effectiveness of YouTube videos in the teaching and learning of ELSS

The researcher sought to determine the effectiveness of integrating YouTube videos in ELSS lesson. Six schools were chosen at random representing the four main categories of secondary schools in Kenya that is national, extra-county, county and sub-county schools. Two related topics were taught to the control group. The topics were debates and interviews. An exam was given after that and the percentage scores obtained were as follows.

Table 4.3 Pre-test and post test scores for the control group.

<table>
<thead>
<tr>
<th>School Type</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>61%</td>
<td>64%</td>
</tr>
<tr>
<td>Extra County</td>
<td>61%</td>
<td>54%</td>
</tr>
<tr>
<td>County</td>
<td>53%</td>
<td>48%</td>
</tr>
<tr>
<td>Sub County</td>
<td>47%</td>
<td>46%</td>
</tr>
</tbody>
</table>
4.3.1 Control group overall performance analysis

The average mean for the control group was 55.5% in the pre-test and 53% in the post-test. This means that there was a slight drop in the performance. These findings are consistent with past research findings in which prior knowledge can affect the acquisition of new knowledge negatively or positively (Hoz et al.2011). Prior Knowledge can facilitate the understanding of new material by optimizing on clarity of the study material. On the other hand, prior knowledge can hinder the acquisition of new information if there are misconceptions and generalizations that may mislead the learner (Hoz et al.2011). In the current study, the researcher found out that some learners in the control group could not differentiate between preparing for an interview and preparing for a debate. It is thus important that teachers clarify concepts to the learners so that they avoid mixing up the concepts taught. The standard deviations for the control group in the pre-test and post-test was 5.43 and 5.94 respectively. This means that students who scored low marks in the first test still scored low marks in the second test. This calls upon the teachers to enhance students’ understanding of a topic by varying learning activities.
Table 4.4 Pre-test and post-test scores for experimental group

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>61%</td>
<td>81%</td>
</tr>
<tr>
<td>Extra County</td>
<td>61%</td>
<td>77%</td>
</tr>
<tr>
<td>County</td>
<td>53%</td>
<td>57%</td>
</tr>
<tr>
<td>Sub County</td>
<td>47%</td>
<td>59%</td>
</tr>
</tbody>
</table>

Figure 4.3 Percentage scores for experimental group

4.3.2 Analysis of experimental group overall performance

Table 4.4 shows the percentage scores for experimental group. The average mean for the experimental group was 55.5% in the pre-test and 68.5% in the post-test. This shows that there was an improvement in performance after the learners were exposed to videos from YouTube. The significant difference of the post-test when compared to the pre-test was at 0.05 level. This shows that the students’ performance improved since the scores were higher in the post test. These research findings are consistent with earlier research findings that underscored the importance of using authentic videos from
YouTube to better the learning outcomes (Almurashi 2016).

4.3.3 Comparison between the control and experimental groups overall performance

The experimental group was exposed to the YouTube videos in teaching the topic on interviews while the control group was subjected to conventional teaching methods. The students were then given a similar test on the topic taught and evaluated out of twenty marks. The results for the mean scores for the experimental, control and both combined groups per school type are shown in Table 4.5. A t-test was carried out to test the significance difference between the performances.

Table 4.5 English Test Performance comparing experimental and control groups

<table>
<thead>
<tr>
<th></th>
<th>Scores</th>
<th>Control</th>
<th>Combined</th>
<th>T-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experimental</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>16.11</td>
<td>12.56</td>
<td>13.34</td>
<td>5.5986***</td>
</tr>
<tr>
<td></td>
<td>(0.72)</td>
<td>(0.27)</td>
<td>(0.31)</td>
<td></td>
</tr>
<tr>
<td>Extra County</td>
<td>15.31</td>
<td>11.61</td>
<td>12.72</td>
<td>10.6165***</td>
</tr>
<tr>
<td></td>
<td>(0.24)</td>
<td>(0.20)</td>
<td>(0.21)</td>
<td></td>
</tr>
<tr>
<td>County</td>
<td>11.45</td>
<td>10.10</td>
<td>10.55</td>
<td>2.1583**</td>
</tr>
<tr>
<td></td>
<td>(0.53)</td>
<td>(0.35)</td>
<td>(0.30)</td>
<td></td>
</tr>
<tr>
<td>Sub-County</td>
<td>11.89</td>
<td>9.30</td>
<td>9.88</td>
<td>5.2051***</td>
</tr>
<tr>
<td></td>
<td>(0.36)</td>
<td>(0.25)</td>
<td>(0.22)</td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>13.79</td>
<td>10.74</td>
<td>11.54</td>
<td>10.5386***</td>
</tr>
<tr>
<td></td>
<td>(0.26)</td>
<td>(0.15)</td>
<td>(0.14)</td>
<td></td>
</tr>
</tbody>
</table>

Key: figures in parenthesis are standard error, **, *** significance at 5% and 1% respectively

Table 4.5 shows that the overall mean for all the students exposed to the YouTube videos was 13.79 vs. 10.74 for the control group exposed to the normal teaching methods. The overall combined mean for all students tested was 11.54. The experimental group performed better than the control group represented by a t-value of 10.5386 which was statistically significant (p<0.01) at 1% level. This implies that exposure to YouTube videos positively influenced the understanding of ELSS taught
to students. The difference in performance can be attributed to the practical nature of videos in that they offer students a real life simulation experience that cannot be replicated in the normal learning procedure.

The results in table 4.5 further reveal that students from various schools performed better when exposed to the videos from YouTube that is, 16.11 vs. 12.56 for national schools, 15.31 vs. 11.61 for extra-county schools, 11.45 vs. 10.10 for county schools, and 11.89 vs. 9.30 for sub-county schools which were significant (p<0.05) for all school categories. This implies that the YouTube videos can be integrated in all schools and improve the performance of all students irrespective of their category. The YouTube videos can be adopted generally across the country and have a positive impact to students’ performances. Roblyer 2002 found that learning with multimedia elements such as videos, has been shown to be effective for learning activities. Students also prefer visual aids in learning to theoretical learning. YouTube videos boost the learners’ level of understanding by reinforcing the message, clarifying the content and motivating the learners. Scholars in educational research submit that 94% of knowledge is gained through sight and hearing.

Table 4.5 also shows that the school categories in Kenya have different divides of students. That is, students in the national schools perform better as compared to the sub-county schools. This is evidenced by the fact that the overall mean for the national, extra-county, county and sub-county schools were 13.34, 12.72, 10.55 and 9.88 respectively. This implies that the intellectual capacities of students differ according to the category of school a student is in. The mode of categorizing schools in Kenya according to their performance is well illustrated in the study. Ndiritu (1999) shows a relationship between the school category and performance. In her research findings, students with higher marks are admitted in national schools, extra county and county
schools while those with lower marks are admitted in sub county schools. This shows that the entry behaviour of a learner influences future learning outcomes.

From the class observation schedule, the following inferences were made by the researcher.

a. Teachers in both control and experimental group were well prepared in terms of lesson notes and lesson planning.

b. In both the control and experimental group, teachers were well prepared as to what teaching and learning activities they were going to engage the learners. In the lesson on debates, all the learners were taught using conventional methods and engaged in activities such as role playing, pair work and group discussion. During the role play some students shied off despite the encouragement from the teacher. They argued that they have never participated in a debating session before. Mwamba (2005) found out that many students in secondary schools were shy and they prefer to remain quiet in a lesson because they cannot express themselves fluently in spoke English. Another observation made was that during the reading aloud session, the students did not read interpretively.

c. In the experimental class, the teacher introduced the lesson by asking questions related to topic. Later she showed the video to the learners. All the students were keen and followed the lesson. The teacher allowed the learners to watch the video in short segments. She paused on several occasions to explain different concepts which the learners noted in their exercise books.

d. The teacher in the experimental group gave the learners roles to play in an interview and picked a few volunteer students and some who had not raised their hands. All the students displayed skills such as turn taking, verbal and non-verbal cues and appropriate gestures as they presented. This finding is similar
to a study done by Unkovich, (2011) where modeling through videos was used as a form of skill training. Students asked questions on other speaking skills portrayed by the characters in the video.

4.4 Nature and level of utilization of YouTube videos in the teaching and learning of ELSS

Teachers from respective schools responded to questions on the level of utilization of YouTube videos in teaching ELSS. Firstly, the results revealed that majority of the teachers understand the concept of ICT integration in language teaching. In fact, the results showed that all (100%) of the teachers understood ICT integration in teaching. This implies that ICT usage is growing to be a generally accepted teaching method to be used in future for teaching the English language.

![Figure 4.4 Current Understanding of ICT Concept by School Type](image)

Figure 4.4 shows that a majority of teachers (83.3%) had integrated videos from YouTube in teaching of the English language speaking skills. This may have been motivated by their understanding of the ICT integration in language teaching. All
teachers in the extra-county and county schools had integrated YouTube videos in teaching of English language speaking skills. This may be due to an interest in technology and the willingness to adopt new technologies to enhance learning. In the national schools, the integration of YouTube videos was equal to the non-integration which may be attributed to the age of the teachers. That is, the teachers aged above forty five may be reluctant to adopt new teaching methods as opposed to the new teachers aged 20-30. This confirms a study carried out by Vian (2015) who found out that student teachers were more willing to use YouTube videos than the regular teachers. The younger teachers are most likely to integrate YouTube in their lessons because they are familiar with the tool. They are also more equipped when it comes to ICT skills. The integration of the videos from YouTube in the sub-county schools was 83.3% as compared to non-integration which may be attributed to either familiarity to the teaching resource or availability of resources.

![Figure 4.5 Current Types of YouTube Videos Used in Lessons](image)

**Figure 4.5 Current Types of YouTube Videos Used in Lessons**
The results in figure 4.5 reveal that the YouTube videos utilized in the classes were instructional videos (61.5%) among others as shown in figure 4.5. English language is less technical but requires emphasis on key topics and hence the usage of instructional videos was expected to be high because they guide students on different procedures. However, for other applications skills such as public speaking, the usage of news clips, documentaries and cartoon animation video clips were used in schools. This is because these videos gave authentic scenarios on ELSS being used in context.

Most teachers used videos in teaching pronunciation (46.2%) as shown in Figure 4.4. This may be because pronunciation is a critical aspect of communication and more specifically the most technical part of English language. Therefore, for good mastery of the language, correct pronunciation of words needs to be nurtured and ensured through repetition. A video recording can be played back repeatedly until a student masters the correct word pronunciation. The other critical part in mastering a language is its practical applications. As such, the teachers used videos to teach skills in public speaking, telephone etiquette and interviews which can be applied in real life. The videos are good in showing the skills since one can record a poor communication skill in any setup and also the best etiquette. These recording could then be analyzed and played repeatedly for students to learn how to go about it in real life. Humans’ have the capacity to observe the consequences accompanying various actions thereafter develop hypothesis about behavior likely to succeedBandura (1971) All the four skills shown in figure 4.4 are critical for mastery of the subject and can be delivered clearly using visual aids such as videos from YouTube.
Figure 4.6 Current Speaking Skills Taught using YouTube Videos

Even as the skills in Figure 4.6 were taught, a critical element in the mastery of the language is on how they were integrated in the lessons. Various ways in which to integrate YouTube videos in a lesson are shown in Figure 4.7. Figure 4.7 shows that most videos were used to introduce lessons and in illustration of skills. While there may be many ways of integrating videos in a lesson, their use in the introduction is critical since they can be used to initiate discussions where all students can participate. During the lesson, the researcher observed that majority of the students were excited, happy, attentive, and more immersed in the lesson based on the mode used in integrating the videos to the lessons. Almurashi (2016) noted that students feel sleepy and bored when teachers use the same routine to teach. YouTube therefore provides new modes of learning and motivates learners to follow each step of the lesson. Furthermore, Whithaus and Neff (2006) observed that YouTube videos can trigger discussions among learners. This then influences the learning outcomes positively and therefore can be implemented in ELSS to stimulate the learners to practice in the target language.
4.5 Teachers Perceptions on the Use of YouTube Videos in the Teaching and Learning of ELSS

Teachers were further interviewed on their perception on the usage of the YouTube videos in the teaching and learning of English Language. The results in figure 4.8 reveal that a majority of teachers (65% vs. 38.5%) strongly felt that use of YouTube videos could improve the performance of students in ELSS. This is because learning activities are made more interesting and simple to understand. Furthermore, the students’ performance from the experiment revealed positive results which would motivate teachers to have a positive perception towards the YouTube integration in class.

Figure 4.7 How Videos are Currently Integrated in Lessons
The results in Figure 4.8 also show that a majority (76.9% vs. 23.1%) of teachers felt strongly that usage of YouTube Videos made teaching and learning of English Language Speaking Skills interesting and meaningful. This implies that because of the belief that the usage of videos makes learning interesting, there is a high likelihood of the YouTube videos to be adopted in teaching if introduced as many teachers have publicly endorsed them to be effective. The teachers who had not used YouTube videos before also showed a lot of interest in the videos as the experiment was being done. Through understanding the perception of people towards many products, we can be able to estimate their likely behavior change. In this scenario, the aim of every teacher is not only to impart knowledge but also to do so in a simple, interesting and meaningful manner which can be reflected in adoption of YouTube videos in classes.

Figure 4.8 further reveals a strong preference that YouTube videos could facilitate teaching and learning of the ELSS if integrated in the classes. All teachers agreed to the idea with 76.9% agreeing that the videos could facilitate the teaching of the skill while...
23.1% strongly agreed. This conforms to the expectations that integrating the videos in class would make teaching easier and more students would be able to understand the concepts. Furthermore, videos being more practical than theoretical, offer a chance to simplify the dissemination of knowledge and skills. They make it easier to simulate a real life communication skill in class.

Figure 4.9 Ease of Use of YouTube as a Source of Information

Figure 4.9 shows the perception of the teachers on the ease of use of YouTube as a source of information as shown in Figure 4.9. A majority of teachers (58.3%) felt that YouTube was a friendly source of information with 33.3% feeling it to be very friendly and a minority of 8.3% felt it to be difficult. This is expected to be correlated with knowledge of ICT integration skills. While the teaching community integrates YouTube videos in their classes, the belief that they have a broad source of information to students drives them. As the saying goes ‘information is power’ so does a broad category of information add to the power. Almurashi (2016), recommended videos from YouTube as a complementary source of information apart from the school library resources. He noted that the authentic videos make learning lively and meaningful.
They also help teachers execute the lesson more efficiently and effectively.

4.6 Challenges the teachers encounter in integrating YouTube videos in teaching of ELSS.

The teachers also responded to a question the challenges they encountered in integration of YouTube videos in teaching ELSS. One of the challenges faced by teachers is inadequacy of training in the integration of the videos in the teaching of the English. The results revealed that a majority (62%) of teacher had received training on how to integrate videos in learning of English as shown in Figure 4.8. This is expected following the current awareness campaigns on ICT integration in education. Furthermore, the study shows that there is need to train all teachers on ways to integrate YouTube videos in learning since this improves students’ performance which can be done in workshops, seminars and conferences.

Figure 4.10 Current Training on Video Integration in Lessons

Figure 4.10 reveals that of the teachers trained on YouTube videos integration in lessons, only a quarter were satisfied with the time spent observing experts in
integrating videos in class as shown in Figure 4. That is a majority (75%) were not comfortable with the time spent observing experts. Observation is a great learning method specifically for skills such as integration of videos in class which are practical in nature. This implies that more time should be spent integrating the videos practically that is by observing experts do it practically. Training workshops can be used to help teachers acquire skills where observation is the main teaching methodology adopted. Berk, (2009) also observed that teachers lack adequate skills to integrate technology in their lesson. Administrators should therefore hold workshops and seminars to train lecturers or teachers on how to implement technology in their English lessons.

The results in figure 4.10 further divulge that the lesson on integrating internet resources was taught exhaustively. That is, a majority (58.3%) felt that they had been taught in totality how to integrate internet resources in their lessons. However, the remaining teachers (41.7%) are not a negligible number to be ignored. This implies that there is need to increase the training capacity and incorporate a bigger number of teachers so that they are comfortable integrating internet resources in ELSS lessons. The results are consistent with the current standings in the academic teaching where the videos have not been fully integrated in the lessons which may be due to the inadequacy of understanding on the methodology to incorporate internet resources in the classes.
Figure 4.11 shows that (50%) of teachers of English felt that they had not been given adequate opportunities to practice integration of YouTube videos in the lessons. The study showed that most teachers do not know the various ways to integrate the videos in class. Jones & Kristen (2011) gives insight on how YouTube videos can support in content delivery. A teacher can use them to trigger a discussion or to capture the attention of the learners at the introduction stage. This implies that giving enough time to teachers in the teaching colleges may be adequate for them to learn how to integrate practical skills in their lessons but more time needs to be devoted in learning of the skills on how to integrate videos in teaching. Similarly, the study further revealed that the training time given to teachers to acquire the skills for integrating technology in their lesson was not adequate. This is a clear indicator of varying intelligence quotient among teachers in their various training colleges which needs to be accounted for while preparing them.
Figure 4.12: Hindrances to Integration of YouTube Videos in Lessons

Figure 4.12 shows that perception of some teachers towards videos from YouTube hinders the integration of the same in the teaching of ELSS. The attitude of teachers towards the ability of the videos to teach ELSS is critical in the integration of the same. The results show that just a small percentage (15.4%) had a negative attitude towards the integration of the videos in their lessons. This is consistent to the societal expectations where some individuals may prefer something more as compared to others. The inadequacy of time and access to the internet also greatly influenced the likelihood of adoption of the YouTube videos in lessons. A majority of teachers (92.3%) felt that there was both inadequate time and lack of internet access to help the integrate videos in the lessons. This conforms to a research conducted by Morat and Abidin (2011) that cited internet access and inadequate time as major hindrances to integration of YouTube videos in teaching ESL. While time is critical in preparation of a lesson, access to the internet to get the appropriate videos is also equally important. Therefore, as revealed by the results, it would be hard to integrate the videos in the lessons if a teacher does
not have adequate preparation time and enough resources in terms of internet access and the necessary hardware. Searching for the appropriate lesson materials takes time and therefore, enough time is needed to be able to integrate the videos from YouTube in the ELSS lessons.

Furthermore, inadequacy of skills required to integrate the videos in a lesson was another major hindrance cited by the teachers with a majority (53.2%) feeling that they lacked the necessary skills. This could be solved by extra training and hence not a major constraint as compared to the problem of getting the appropriate video or materials from the internet to be incorporated in class. A majority of teachers (85.6%) felt that the greatest challenge of all was getting the appropriate videos to be incorporated in class. This could be a challenge since accessing the internet is not enough for a teacher to incorporate the videos in their lesson but they will also need to search and go through a number of videos before deciding on the ones to include in their lessons. Hence, getting the appropriate videos from the available collections becomes a challenge to many teachers who have a lot of lessons to prepare. Jones & Kristen (2011) emphasized the importance of matching the content of the YouTube videos and the curriculum demands.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter is a summary of the research on integration of videos from YouTube in teaching and learning of ELSS. The study was to find out whether or not YouTube is a potential resource for teaching speaking skills. The research also looked into the nature and level of utilization of YouTube videos in teaching ELSS, teachers’ perceptions on YouTube videos and challenges faced while using the videos. The data was collected using a standard achievement test and a teacher’s questionnaire. The chapter also gives the conclusion and the recommendations for further research as the researcher did not cover all areas concerning the integration of YouTube videos.

5.1 Summary

5.1.1 Effect of integrating You Tube videos in the teaching of ELSS

Videos from YouTube were found to have a significant impact on learners’ comprehension. The performance of the experimental group was higher than that of the control group. The experimental group had a mean of 13.79 while the control group had an overall mean of 10.74. The overall combined mean for all students tested was 11.54. The experimental group performed better than the control group which was statistically significant (p<0.01). The experiment proved that audio-visual aids can help the learners to commit to memory what they learn. This is because they were able to remember information learnt earlier. The learners were able to relate the examples they saw in the video to the scenario that was given in the exam. In the analysis questions, the learners were able to give very accurate responses. The teacher used the videos to initiate discussions among students. This gave the learners to communicate in the target
language. The use of videos to teach also led to integration of other language skills like listening, writing, reading and grammar skills. The learners read the captions as well as inferred the new words in context.

From the class observation schedule, the researcher noted that leaners were able to perform the learnt skill as taught. Most learners were very attentive and excited as the teacher used a video to illustrate what he had taught. The multimodal text of YouTube videos makes leaners engaged in many learning activities like reading the captions, listening to the audio and writing some short notes on the video. Higher order learning skills like analysis and synthesis were also developed. The learners also discussed several issues that came up from the videos seen. This helps them to develop analysis skills. The learners were able to see the specific details that are required in speaking skills. There are some subtle characteristics of a discourse that are well handled if the learners see and analyze the same. These would have been very difficult if a teacher were to demonstrate. He/ she may not bring out the authentic scenario. The video on interviews will for instance have lifelong impact on the students since they were able to analyze the dos and the don’ts in an interview after they saw the good and bad examples of interviews. Learners were able to visualize an interview setting which would have been difficult for the teacher to bring out in an explanation.

5.1.2 Nature and level of utilization of You Tube videos

The nature and level of utilization of YouTube videos in the teaching of ELSS was determined by this study. You Tube is an internet resource that has been tapped by media stations to store and retrieve their videos. Most institutions have posted their documentaries on YouTube so as to inform the public on their activities. Some individuals in the catering industry have also posted some recipes that individuals watch and improve their culinary skills. Research findings from this study revealed that 83.3%
of teachers have integrated YouTube videos to teach English language skills. Teachers who had taught for less than four years found it easy to integrate YouTube videos in their lessons. This is because they are familiar with the tool. Web 2.0 tools such as YouTube are very popular among university students in Kenya (Waithaka 2013). The employment body of teachers in Kenya absorbs graduates from these universities. Teachers who had not yet used YouTube videos in their lessons showed a lot of interest and were willing to embrace them in future. The researcher also found out that some of the teachers were not aware of the huge database of videos available on YouTube that they can use to teach. This means that awareness campaigns on online resources that can be used for educational purposes needs to be done.

5.1.3 Teachers perceptions on the use of YouTube videos in teaching and learning of ELSS.

Most teachers agreed that videos from YouTube can make learning meaningful and interesting. 65% of teachers felt that YouTube videos can improve performance, 76.9% of the teachers felt that using YouTube videos makes teaching and learning interesting and meaningful. Respondents also responded to the question on whether or not YouTube videos can facilitate teaching of a skill. 76.9% of the teachers affirmed this. 58.3% agreed that YouTube videos are easy to use. This is because the videos are accessible and are not limited by time and distance. The videos integrate qualities of television, radio, and print into one medium. This unique characteristic contributes to its popularity among teachers.
5.1.4 Challenges that teachers encounter in integrating YouTube videos in teaching of ELSS.

Some of the challenges that teachers are grappling with in integrating YouTube videos are getting the appropriate video, lack of enough skills and internet access. YouTube provides limitless academic opportunities to the leaners. However a facilitator has to have the pre requisite skills so as to integrate the videos effectively in a lesson. From the findings, 62% of the teachers had received training on how to integrate videos in a lesson. Majority however felt they were not given enough time to practice the skill. This calls upon those who train teachers’ on ICT integration to put emphasis on practical lessons.

5.2 Conclusion

This study set out to establish the effect of integration of YouTube videos in the teaching and learning ELSS Nakuru County, Kenya. Review of related literature revealed that there was great need for teachers to use innovative and creative ways of teaching ELSS so as to enhance better skill acquisition of the same and better the performance of English in the area. The ea average English in the area was 38%. This falls below the ideal mark of 100%. It was also below the national performance that was 40.29 %. Consequently the study sought to answer the following research questions.

i. What is the effect of using YouTube videos in the teaching ELSS?

ii. What is the nature and level of utilization of YouTube videos in the teaching of ELSS?

iii. What are the teachers’ perceptions on the use of YouTube videos in the teaching of ELSS?

iv. What are the challenges that teachers encounter in integrating YouTube videos in teaching of ELSS?
To answer the questions, both qualitative and quantitative data was collected. To determine the effect of using YouTube videos in the teaching ELSS, standard assessment tests and class observation schedule were used. The pupils, randomly sampled in experimental and control groups, they were pre-tested and post-tested on two related topics. The scores were analyzed using t-test at a set significance level of \( p < 0.01 \) and a one way Analysis of Variance (ANOVA). Findings for both the qualitative and quantitative studies were discussed in the context of the theoretical and conceptual frameworks as well as in relation to the related literature.

To answer the second question the researcher used the responses from the nine questionnaires collected. The responses were used to gauge the nature and level of utilization of YouTube videos in the teaching ELSS in the study area. The third and the fourth question were also answered using the questionnaires.

From the study, the following inferences were made about videos from YouTube. They provide learners with new modes of learning. They motivate the learners and this leads to better learning outcomes. The videos can be paused and repeated severally for the learners. Speaking skills are applied in everyday life some of which are captured in their context of use. This gives the ESL teachers a variety of resources to illustrate the skills some of which she or he may not be perfect in. The challenges that teachers are experiencing as they integrate YouTube videos can be solved by downloading the videos for use later, and support from the school administration in setting up the infrastructure. Also subsequent training programmes should focus on empowering the teacher with enough skills to integrate internet resources into learning.
5.3 Recommendations

EFL teachers have a challenge of making their lessons interesting and meaningful. This means that they have to be resourceful so as to achieve the lesson objective effectively. Internet resources such as videos from YouTube can be tapped for such a purpose. In the teaching of ELSS, the teacher can make use of readily available videos from the website. These can be documentaries, news clips, movie clips and even cartoon animation. Speaking skills are productive skills that can be modeled using videos. These can be integrated as long as they can illustrate a skill in line with the lesson objectives. The participants in the videos demonstrate the skills in genuine enunciations which is an important learning experience to EFL students. Cruz (2001) encourages the use of videos from YouTube since they enable the teacher use illustrations beyond the classroom.

Most of the teachers have used videos from YouTube to teach language skills. However the small percentage should be encouraged to be innovative so as to liven up their lessons. The 21st century learners are in the digital generation whose learning appetites can be captured and sustained by the use of real life clips. A majority of teachers felt that these online videos can be very helpful in illustrating paralinguistic features like facial expressions gestures body movements and eye contact. However a few felt that they are difficult to use. This means that teacher training colleges and professional development programmes should equip teachers with strategies that enable them use innovative ways of teaching.

The teachers face various challenges as they integrate YouTube videos in their lessons. Among them are getting the appropriate video and lack of internet access. This can be resolved by the teachers downloading the most appropriate video from the website using softwares that allow one to download and save. This allows the teacher to watch
the videos later when one cannot access the internet. It is a fact that to watch videos from YouTube on requires a high bandwidth capacity. However if the teacher downloads a good quality video, it can be viewed later. The multimodal text in YouTube videos can be utilized to teach other language skills like reading, writing, grammar and listening skills. This makes it a cost effective affair.

The teachers also lack inadequate time and skills to integrate the videos. They argued that even though the training time was adequate, more practical sessions should be included to allow them see experts integrating YouTube videos in a lesson as well as practice. This helps the teachers to be able to prepare a video integrated lesson using the shortest time possible. The teachers may also overestimate the impact of videos in learning. This will be counterproductive as learners may end up not gaining much. This being a new tool, teachers need to be enlightened on how to enable learners interact with the videos for better learning outcomes.

Clear policy guidelines in the utilization of video technology for effective teaching and learning should be drawn by the ministry of Education Science and Technology through intuitions such as KICD.

5.4 Suggestions for further research
This study has a number of limitations that give room for further research. They are as follows.

1. Further studies need to be done on the effect of using YouTube videos to teach other English language topics such as listening, writing and reading skills. There are several videos on reading and writing that can be accessed from YouTube.
One can investigate if the input provided by the videos can help learners in acquiring reading skills better and improve their creativity in writing. Also research needs to be done to investigate if learners listening skills can improve through the use of videos from YouTube.

2. More qualitative criticisms that would have provided insights in the use of YouTube videos in teaching and learning are lacking in this study. This is because most of the data collected was quantitative. For example teachers approved the integration of YouTube videos in teaching and learning but they did not explain why.

3. The research covered the perceptions of teachers towards YouTube videos. A research needs to be conducted on the perceptions of the students towards the same. The teachers’ readiness to embrace YouTube videos does not mean that learners would appreciate them too.

4. A study needs to be done on the impact of the YouTube videos when integrated to other learning programmes like computerized self-instruction programmes.

5. There are other instructional videos that tackle various topics in language teaching. A research could be conducted to determine which is more effective compared to the ones available in the market.

6. It will also be worthwhile to explore the impact of YouTube videos in other subject areas like Christian Religious Education, History, Mathematics, Geography and Physics.
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APPENDICES

APPENDIX (A): INTRODUCTORY LETTER

Dear Respondent.

RE: PERMISSION TO CARRY OUT RESEARCH

I am a Masters student. As a requirement for the award of my masters’ degree, I am supposed to carry out a research intended at solving a problem and building on knowledge in my field of specialty. I am, therefore, carrying out a research on integration of You Tube videos in teaching and learning of English Language speaking skills among the secondary school students in Nakuru-north sub-county.

I kindly request you to participate in my study and your responses to the items in the questionnaire will be treated with outmost confidentiality, and will not be used for any other purposes except for this study.

Yours Faithfully

Grace Wawuda Mgiriama
APPENDIX B: QUESTIONNAIRE FOR TEACHERS.

Dear Sir/ Madam,

This questionnaire aims at gathering information on the extent of the use of instructional videos as a learning resource in the teaching of English language speaking skills in Nakuru North Sub-County. All information obtained through this process will be used for research purposes only and handled in strict confidence.

Kindly therefore answer all questions as candidly as possible.

PART A: GENERAL INFORMATION

1. Kindly indicate your gender
   a. Male
   b. Female

2. How long have you taught English as a foreign language? (Tick as appropriate)
   Less than 1 year □ 1-5 years □ 6-10 years □ 11-15 years □
   16-20 years □ 21 years and above □

3. What is your specific responsibility in the school concerning the teaching of English?
   Head of department □ Head of Subject □ Teacher □
   Any other ............................

4. What types of ICT technology does your organization use in teaching English? (Tick as appropriate)
   a) Television □
   b) Radio programmes □ specify the programme (e.g KBC) ..............
   c) Instructional videos □ Specify the company (e.g KICD) ..............
   d) Computerized self-instruction programmes □ Company ..............
   e) YouTube videos □
   f) Any other

................................................................................................................
PART B: NATURE AND LEVEL OF UTILIZATION OF YOUTUBE VIDEOS IN THE TEACHING OF ENGLISH LANGUAGE SPEAKING SKILLS

4. Do you understand the concept of ICT integration in language teaching?
   a) Yes □
   b) No □

5. Have you ever integrated YouTube videos to teach English language speaking skills? (tick as appropriate)
   Yes □  No □

6. If yes have you ever used it for such a purpose?
   a) Yes □
   b) No □

7. If yes explain how you integrated the video in your lesson
   a. To introduce my lesson or □
   b. To illustrate a skill. □
   c. As an assignment □
   d. Any other……………………………………………………………………………..

8. Describe your learners’ reaction towards the video.
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………

9. What type of videos did you utilize?
   a) Music files □
   b) Cartoon animations video clips □
   c) News clips □
   d) Instructional videos □
   e) Documentaries □
   f) Any other □
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
PART C: PERCEPTIONS ON THE USE OF

YOUTUBE IN THE TEACHING OF ENGLISH LANGUAGE SPEAKING SKILLS

10. Do you think YouTube videos are a good material that can be incorporated to teach English language speaking skills.
   a. Yes [ ]
   b. No [ ]

11. To what extent do you agree with the following statements related to the effectiveness of YouTube videos?

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<th>Statement</th>
<th>SD</th>
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<th>SA</th>
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<tbody>
<tr>
<td>a. YouTube videos can facilitate the teaching of English language speaking skills</td>
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<tr>
<td>b. Using YouTube videos makes teaching and learning interesting and meaningful</td>
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<td>c. YouTube videos can improve performance of the learners.</td>
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12. How can you rate the ease of use of YouTube as a source of information?
   Very friendly [ ] Friendly [ ] Difficult [ ] Very difficult [ ]

PART C CHALLENGES OF INTEGRATING YOUTUBE VIDEOS IN THE TEACHING OF SPEAKING SKILLS IN ENGLISH

13. Have you ever received any training on how to integrate a video in the teaching of English?
   14. Yes [ ]
   15. No [ ]

16. To what extent do you agree with the following statements related to the training?
d. The time given for training was enough to acquire the skill of integration of technology in a lesson

e. I was given enough opportunity to practice integrating a video into my lesson.

f. The topic on integrating internet resources was taught exhaustively

g. I was given enough time to observe the experts integrating a video in teaching.

17. To what extent do you agree or disagree with the following statements?

The greatest hindrance to integration of YouTube in the teaching of English language speaking skills is

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<tbody>
<tr>
<td>a. Getting the appropriate video</td>
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<tr>
<td>b. Lack of enough skills on how to integrate the videos in a lesson</td>
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<tr>
<td>c. Lack of access to the internet</td>
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<td>d. Time needed to prepare a video integrated lesson</td>
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<tr>
<td>e. Negative attitude</td>
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18. What can be done to increase utilization of the YouTube videos as a resource for teaching English speaking skills?

........................................................................................................................................
........................................................................................................................................

Thank you for participating
## APPENDIX C: CLASSROOM OBSERVATION SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>School</th>
<th>Topic</th>
<th>Sub topic</th>
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1. Which teaching and learning resources has the teacher prepared for the lesson?
   a) Flash cards [ ]
   b) Text books [ ]
   c) Video [ ]
   d) Any other [ ]

2. How does the teacher introduce the topic?
   a) By questioning [ ]
   b) By demonstration [ ]
   c) By showing a video [ ]
   d) Initiating a discussion [ ]
   e) Asking a few learners to role play[ ]
   f) Reading tasks [ ]
   g) Any other [ ]

3. How are the students involved in the course of the lesson?
   a) Reading aloud [ ]
   b) Role playing [ ]
   c) Taking notes [ ]
   d) Pair work [ ]
   e) Discussion groups [ ]
   f) Any other [ ]

4. How are the learners involved during the video presentation?
   a)
   b)

5. Did the teacher pre-view the video before the lesson
   a) Yes [ ]
   b) No [ ]

6. Did the teacher inform the students on key points to look for in the video?
   a) Yes [ ]
   b) No [ ]

7. What role is the teacher playing when students are watching the video?
   i)
   ii)
   iii)
   iv)
8. What was the students’ reaction as they watched the video?

9. Are there any interruptions during the video presentation by:
   a) Yes [ ]
   b) No [ ]
      i) Students [ ]
      ii) Teacher [ ]
      iii) Others [ ]

10. Did the teacher pause at intervals to clarify some points?
    a) Yes [ ]
    b) No [ ]

11. What activities did the teacher engage the learners in after watching the video?

12. How was any time left after the video presentation spent?
    i) Answering questions [ ]
    ii) Recapitulating the lesson [ ]
    iii) Any other [ ]
    iv) No extra time left [ ]

13. How did the learners respond to any supplementary information in the video not in the reviewed course books?
    i) Asked questions about it[ ]
    ii) Took note of it [ ]
    iii) Did not notice [ ]
APPENDIX D: ACHIEVEMENT TEST: INTERVIEWS

TIME: 40 MINUTES
CLASS: FORM 2

1. What is an interview (1mark)
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

2. Name two instances when interviews are conducted (2marks)
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

3. Your cousin is attending an oral interview in a multinational company. Give him advice on any three things he should do in preparation for the interview. (3 marks)
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

4. Read the following description of an interviewer and an interviewee and identify three non-verbal cues and explain their significance. (3marks)
   As I talked to her on Friday, she kept on fidgeting and shifting her weight from one leg to the other. She had her eyes cast down; she did not look at me even. When I told her to give her educational background, she consulted her watch and with a sneer that I didn’t like, turned and walked away.
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

5. How would you overcome nervousness before an interview? (2marks)
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

6. Mitchel was invited for an interview following an application she had sent. After a few minutes into the interview, the panelists requested her to stand up and breathe in and out a number of times.
a) List down any two signs the panelists saw in Mitchel that prompted them to ask her to breathe in and out. (2mks)

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

b) What were the possible causes of Mitchel’s behavior during the interview? (2mks)
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

7. When Kemboi completed his degree, he was invited to an interview, unfortunately, he failed to secure a job. Explain his failure. (3mks)
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

8. Read the following interview and answer the questions that follow

Shirleen arrives panting at the interview venue, she sits on the bench with the other interviewees. She starts combing her hair. After the first candidate is through, she gets in without inquiring on the order being followed by the others. Here is how she performed.

Shirleen: (sits on the chair in front of the panel)

Manager: Good morning madam?

Shirleen: Hallo!

Manager: Tell us about your Academic background.

Shirleen: (smiling broadly) ooh I have a rich educational background. To start with, I am a professionally trained air hostess with a degree from the famous Mackay University. I am sure you know it. Not unless you sleep on both ears.

Manager: Would you mind telling us your name?

Shirleen: Shirleen Keller. I share my name with celebrities you know!

Manager: Kindly hand in your certificates and thereafter, tell the panel if you have any work experience.

Shirleen: (organizing her certificates which accidentally fall on the floor. She hastily picks them and hands them over to the chairperson.) Yes I have worked for three multibillion company in a span of one year.

Manager: Do you have any future ambitions?
Shirleen: (looking for something from the handbag) For now, I need a job. I have bills and debts to settle.

Manager: Thank you Shirleen for your participation. You can sit outside and wait for results.

Shirleen: Can I know my workmates? It’s good that we strike a deal on how we can stand in for each other when we are busy elsewhere. It works you know.

Manager: Sorry madam, the interview is over; just wait for the results outside.
Shirleen: Okay. See you!

Questions

a. Identify Shirleen’s shortcomings. (2 marks)

b. Identify one way in which the manager maintains etiquette. (1 mark)

Total Marks 20
APPENDIX E: ACHIEVEMENT TEST: DEBATES

ACHIEVEMENT TEST: DEBATES
TIME: 30 MINUTES
CLASS: FORM 2

1. Define a debate (2marks)

........................................................................................................................................
........................................................................................................................................

2. Two friends, Mutunga and Mutiso, have a debate. Mutunga strongly believes that a man should marry more than one wife. Mutiso, on the other hand, argues that a man should only marry one wife. Advise them on five things they should do in order to disagree in an agreeable manner so that their conversation does not degenerate into a quarrel. (3 marks)

(i) ....................................................................................................................................

(ii) ....................................................................................................................................

(iii) ....................................................................................................................................

3. Your classmates intend to visit a neighboring school to take part in a debate for the first time. Give one of the speakers guidelines that he/she should observe before and during the debating session (4mks)

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

4. Why is it important to look directly at the people when you are making an oral presentation? (2mks)

........................................................................................................................................
........................................................................................................................................

5. You are going to take part in a debate. Explain how you would deal with the fear and anxiety associated with public speaking of this kind. (4 marks)

........................................................................................................................................
........................................................................................................................................
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APPENDIX F: MARKING SCHEME: INTERVIEWS

ACHIEVEMENT TEST
INTERVIEWS
MARKING SCHEME
1. An interview is a formal meeting in which one or more persons question, consult, or evaluate another person e.g. a job interview. (1 mark)

Or

A meeting or conversation in which a writer or reporter asks questions of one or more persons from whom material is sought for a newspaper story, television broadcast, journalistic interview.(1 mark)

2. Instances when one hold an interview
   a) When joining a new school
   b) When finding a suitable applicant for a job.
   c) When doing research one interviews the respondents.

3. Research
   Rehearsal
   Good grooming
   Punctuality

4. i. Fidgeting√ / shifting weight from one leg to the other (1 mark) – indicates nervousness or anxiety√ 1mk
   ii. Eyes cast down (1mark) - indicates she is timid or shy person (1mark).
   iii. Consulted her watch√ 1mk – a sign that she is impatient√ 1mk.
   (iv) A sneer√ 1mk – indicates a contemptuous attitude on her part. √ 1mk (Any three points 3 marks)

5. i. Take a deep breath before you start answering questions
   ii. Maintain eye contact with part of the panel
   iii. Be confident in yourself.
   iv. Know that the interviewers are humans and cannot harm you (any 2).

6. a. Mitchel was anxious /afraid /Nervous. √(1mk)
   i. Mitchel was shaking
   ii. Sweating
   iii. Sat with her hands tightly held together on her chest.
   iv. She was shuffling her feet on the floor
   v. She leaned forward on the seat
   vi. She could not speak clearly Any 2, 1 mk each
8 (b).

i. Mitchel was unprepared for the interview
ii. She fears the panelists
iii. She was not confident. *Accept other correct answer. Any 2, 1 mk each 1x2*

= (2 mks)

8c.-

i. Rehearse thoroughly before the interview
ii. Prepare the necessary requirements on time
iii. Arrive in time for the interview
iv. Groom well before the interview
v. One should be relaxed and feel easy during the interview
vi. One should be confident. *Accept any other correct points. Any 2, 1 mk each. 1x2*

= (2 mks)

9a). Shortcomings of Shirleen

i. She comes late for the interview -. After the first interviewer is through.
ii. Shirleen sits even before being told to do so.
iii. She responds to the greetings casually. She says hallo instead of goodmorning to you.
iv. She abuses the panelists by telling them they sleep on both ears.
v. She fails to organize her certificates before the interview.
vi. She gives irrelevant answers to questions asked. She says for now I need a job instead of giving her future ambitions.
vii. She does not maintain eye contact.

9 (b) How the manager maintains etiquette.

i. He greets the interviewer
ii. He thanks the interviewee for attendance.
iii. He uses the words “would you mind” to introduce his questions. He also says” kindly”
iv. He remains calm after being told he sleeps on both ears.
APPENDIX G: DEBATES: MARKING SCHEME

FORM 2 TIME – 30 MINUTES

1. A formal discussion on a particular matter in a public meeting or legislative assembly, in which opposing arguments are put forward and which usually ends with a vote. (1 mark).

Or

Also a debate is a discussion between people in which they express different opinions about something. (1mark)

Or

Debate is a formal contest of argumentation between two teams or individuals (1 mark)

2. (i) Each should listen keenly to the others argument.
(ii) Each should explain his stand without down grading that of the other.
(iii) If one interrupts, he should do so courteously and at the right time.
(iv) Each should use polite language throughout the argument.
(v) Neither should introduce past disagreements into the argument. (Any 3)

3. Before
   i. Do research on the topic under discussion
   ii. Write some notes on the topic
   iii. Do rehearsal before your friends (any 2x1=2mks)

4. During
   i. Breath in and out to gain confidence
   ii. Have eye contact with audience
   iii. Stand straight
   iv. Be brief but concise
   v. Project your voice
   vi. Maintain logical flow of ideas by glancing at your notes

5. To get feedback i.e. know how your audience is reacting to your presentation and, if need be, adjust accordingly.
   iii. Give your audience a positive impression.
   iv. Influence their mood. (Any one illustration)

6. (i) Grooming - good skin care / modest make up neat combed / styled hair

   good oral hygiene / brushed teeth

   (ii) Be smartly dressed - well fitting, ironed clothes / be decently dressed.

   ( i i i ) B e f o r m a l - clothes that fit the occasion. (3 marks)
### APPENDIX H: NAKURU NORTH SECONDARY SCHOOLS

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APPENDIX I: PERMIT COPY

CONDITIONS
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THIS IS TO CERTIFY THAT:
S. Grace Wawuuda Mgeria
of KENYATTA UNIVERSITY, 1648-20100
NAKURU, has been permitted to conduct research in Nakuru County.

on the topic: INTERGRATION OF YOUTUBE VIDEOS IN TEACHING AND LEARNING OF ENGLISH LANGUAGE SPEAKING SKILLS AMONG THE SECONDARY SCHOOL STUDENTS IN NAKURU COUNTY - KENYA

for the period ending: 24th July, 2018

Applicant’s Signature

Director General
National Commission for Science, Technology & Innovation

Serial No. A 15107

CONDITIONS: see back page