



**THE USE OF MEDIA TO MOTIVATE ESL STUDENTS'
LEARNING: A CASE STUDY OF GRADE FIVE
BHUTANESE STUDENTS IN
MONGAR DISTRICT**

**BY
DAWA GYELTSHEN**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT
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**KEYWORDS: MEDIA (VIDEOS), ESL, SPEAKING ANXIETY, PERCEPTION,
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The objectives of this study were to (1) examine the effectiveness of media (videos) in reducing ESL grade five Bhutanese students' speaking anxiety and (2) find out students' perception on the use of media (videos) in reducing speaking anxiety. Mixed methods were employed and 1 section of 30 ESL grade five Bhutanese students was involved in the study using clustered random sampling method. Four English Lesson Plans of 100 minutes each (1 Lesson Plan = 2 Sessions) incorporating media (videos) were used and taught 8 sessions (2 sessions per week) in the sample group within the time period of a month. The researcher collected the quantitative data through Pre-survey and Post-Survey using Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire and collected the qualitative data through Classroom Observation (CO) and Students' Group Reflection (SGR).

The quantitative data were interpreted using inferential statistics t-test with $p < 0.05$ level of significance. The qualitative data were analyzed using content analysis method. The significance (P) value was 0.01** which indicated that there was statistically significant decrease in the speaking anxiety after the intervention. The result showed that the use of media (videos) were effective in reducing ESL grade five Bhutanese students' speaking anxiety and they had positive perception towards the use of media (videos) in reducing speaking anxiety.

Student's Signature.....Thesis Advisor's Signature.....

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ABBREVIATIONS

Abbreviation	Meaning
BCSEA	Bhutan Council for School Examination and Assessment
CO	Classroom Observation
ESL	English as a Second Language
FLCAS	Foreign Language Classroom Anxiety Scale
IOC	Item Objective Congruence
MoE	Ministry of Education
RCSC	Royal Civil Service Commission
REC	Royal Education Council
SD	Standard Deviation
SGR	Students' Group Reflection
SPSS	Statistical Package for Social Sciences
TPS	Trongsa Poenlop Scholarship



CHAPTER 1

INTRODUCTION

This chapter presents the background and the rationale of the study, objectives of the study, research questions and research hypotheses. Moreover, it also comprises the scope of the study, conceptual framework of the study, terminologies and the expected outcomes of the study.

1.1 BACKGROUND AND RATIONALE OF THE STUDY

With the modernization and globalization, the world has become smaller and a common language has born that the understanding is more profound and real. English has become an essential means of communication in all parts of the world and has spread around the world as a global language. It is no longer constrained to the countries which speak English as the first language (Vu, 2012). English has been mostly used all over the world in the fields of education, health, economics, and communication and information technology due to its flexibility, versatility, and richness. Moreover, English has been used as a language of diplomacy, computing, tourism, aviation and science (Bada & Genc, 2010). About 70 countries in the world today have English as an official language and most of the books on any subjects are written in English. English has become a language of instruction in the classroom to equip the students to face the modern world (Reddy, 2016).

Following the policy of isolation, Bhutan remained in the complete sovereignty throughout the history. It was only in the early 1960s that the country opened its doors to the outside world (Dorjee, 2014). With the opening of access to the outside world, the modern education system was introduced in Bhutan in the early 1960s with English

as a medium of instruction and has become unofficially official communication language in Bhutan. Subsequently, English has been taught as one of the major subjects in all the grades (Pre-Primary - XII) in the schools of Bhutan (Singay, 2018). The English curriculum (PP-XII) for the schools in Bhutan focus on four modes of discourse; Reading and Literature, Listening and Speaking, Writing, and Language and Grammar (Royal Education Council [REC], 2016).

Speaking English is a challenge for the ESL students in the schools of Bhutan. To speak English confidently and fluently is still the challenge for the majority of the ESL Bhutanese students though English has been used as a language of instruction in Bhutan for more than 50 years (Singay, 2018). The result analysis of grade ten students of Bhutan on four skills shows that the students score 35.83% in writing, 35.72% in listening and 33.66% in speaking respectively which is the lowest comparing to other skills (Bhutan Council for School Examination and Assessment [BCSEA], 2017). Moreover, LaPrairie (2014) states that the ESL Bhutanese students face difficulty in engaging themselves in a simple English conversation even after the completion of full cycle of secondary education. Boonkit (2010) and Oradee (2013) mention that the speaking is one of the most important and difficult skills ESL students have to face.

One of the factors hindering ESL students in developing English speaking skill is the feeling of fear or anxiety. The lack of confidence and fear are the first and foremost problems of speaking (Bhattacharjee, 2008). One of the most anxiety provoking skills associated with the learning English is speaking (Luo, n.d.). Harutunian (2017) states that the speaking anxiety is a problem that affects students who learn English as a foreign language or as a second language. The lack of confidence and the low learning motivation affect the speaking ability of ESL students (Huang, 2013). Savasc (2014) explains that the fear of public failure, the fear of making mistakes and the lack of confidence are the factors that affect ESL students' participation in speaking activities. Difficulty of speaking in the class is the most probably the result of anxiety, this is because students fear to make mistakes with respect to all aspects like pronunciation, fluency and grammatical errors while speaking (Occhipinti, 2009). The fear of

committing mistakes is always a problem for the ESL students while learning and speaking English in the classroom (Hashemi & Abbasi, 2013).

The significant causes of ESL students' anxiety in speaking English is a traditional and strict classroom environment. Traditional method of teaching and learning which demands more correct and clearer use of the language makes the learners feel anxious and nervous to speak the target language (Hashemi & Abbasi, 2013). Traditional learning environment influences the learning abilities of the learners negatively by provoking suspicion, frustration, worry and depression (Huang, 2013). Despite of the major pedagogical shift in the teaching methods (traditional method to student-centered method), most of the teaching and learning process in Bhutanese classroom are dominated by teachers' lectures, explanations and comments. Lack of the opportunities to practice speaking in the ESL classroom as a result of the traditional method of teaching makes the ESL Bhutanese learners uneasy and anxious to speak English (Singay, 2018). Therefore, adoption of a useful strategy and material to create a safe and supportive learning environment to encourage students to speak English has seen necessary.

With the rapid development in the field of technologies in this contemporary world, uncountable innovative teaching and learning materials have been made that can be used to reduce ESL learners speaking anxiety. Ministry of Education and the teachers of Bhutan desire to use the advanced facilities to keep up with the development of the modern world and foster the learning of the students. Therefore, Bhutan initiated the use of information and technologies in the curriculum to improve the quality of education since 2001 (Phuntsho, 2017). However, due to the difficult geographical terrains, most of the schools do not have internet connections and are not accessible to the advanced technological facilities unlike other well developed countries. Therefore, an approach that could be used in the context of Bhutanese teaching and learning to reduce ESL students' speaking anxiety is the media (videos).

Media (videos) can present the information without an internet connection and present the information that cannot be accessible in the traditional classroom due to

location, constraints of classroom size and cost. These can boost the interests and morale of the students and reduce speaking anxiety and improve speaking skills at the same time (Williams & Lutes, 2007). Huang (2013) mentions that the use of media (videos) in the ESL classroom play an important role in learning language and have a positive relationship with the reduced anxiety because they create a relaxed, conducive, positive and non-threatening environment to learn English. Powrel (2012) states that the use of media (videos) engage the students visually, cognitively, emotionally and form the main media of teaching and learning today.

According to Bajrami and Ismaili (2016), the use of English media (videos) in the ESL classrooms create the learning environment enjoyable, fun and exciting. The creation of a conducive learning environment is a way to reduce the speaking anxiety of the ESL students. Cakir (2006) mentions that the English media (videos) present the language in a less structured and in a more natural way, making easier for the ESL students to learn the components of speaking like; grammar structure, vocabulary, pronunciation, and intonation. With these knowledge the ESL students gain self-confidence and feel comfortable to speak English. English media (videos) present the authentic language and serve as the excellent models of speaking English (Donley, 2000).

Riswandi (2016) expresses that the media (videos) generate excitements, increase motivation, build confidence, and encourage the ESL learners to speak the target language without difficulty. Media (videos) materials with colorful characters like cartoon motivate the ESL students, make the ESL learning atmosphere realistic and develop the positive attitudes in ESL learners to communicate with friends and teacher (Berk, 2009). Muslem and Abbas (2017) mention that the learning through English media (videos) is an effective way to develop the proficiency in ESL students' speaking skill. Wang (2015) states that the use of media (videos) have the positive effects on the enhancement of ESL students' speaking skills. Media (videos) bring real life into the classroom, the audiences can see and listen to the communication which resembles the actual communication processes in the real world and help the ESL students to develop confidence to speak English in the class.

This study aims to find out the effectiveness of media (videos) in reducing ESL grade five Bhutanese students' speaking anxiety and ESL grade five Bhutanese students' perception on using media (videos) to reduce speaking anxiety. Bajrami and Ismaili (2016); Cakir (2006); Fauzi (2016); Huang (2013); Kabooha (2016); Marwati (2013); Pigg (2017); Rafada and Madini (2017); Riswandi (2016) have conducted the researches and have found out that the media (videos) have positive effects in developing ESL students' English speaking proficiency and reducing ESL students' speaking anxiety. However, not many studies have been done in Bhutanese teaching and learning context. English being the second language to the Bhutanese students and due to the lack of opportunities to speak English because of the traditional method of teaching, the students feel anxious and nervous to speak English. Therefore, it is assumed that using media (videos) in ESL grade five Bhutanese classroom is a possible answer in reducing their speaking anxiety.

1.2 RESEARCH OBJECTIVES

1.2.1 To examine the effectiveness of media (videos) in reducing ESL grade five Bhutanese students' speaking anxiety.

1.2.2 To find out ESL grade five Bhutanese students' perception on the use of media (videos) in reducing speaking anxiety.

1.3 RESEARCH QUESTIONS

1.3.1 Will the use of media (videos) in ESL grade five Bhutanese classroom reduce students' speaking anxiety?

1.3.2 What is ESL grade five Bhutanese students' perception on the use of media (videos) in reducing speaking anxiety?

1.4 RESEARCH HYPOTHESES

1.4.1 The use of media (videos) would reduce ESL grade five Bhutanese students' speaking anxiety.

1.4.2 ESL grade five Bhutanese students would have positive perception on using media (videos) to reduce speaking anxiety.

1.5 SCOPE OF THE STUDY

1.5.1 Population and Sample

Population: The population of the study consisted 3 sections of 92 ESL Grade five Bhutanese students studying in one of the Lower Secondary Schools in Eastern Bhutan. There were 31 students each in 2 sections and 30 students in 1 section. Students were in the age range of 11-13 years old with mixed gender and mixed abilities.

Sample: Researcher used the clustered random sampling and involved 1 section of 30 (16 male and 14 female) ESL grade five Bhutanese students for the study. The students were within the age range of 11-13 years old with mixed abilities.

1.5.2 Content of the Study

For this study, researcher developed four English Lesson Plans of 100 minutes each. The theme of the lesson was on “Media and Communication” from the standardized English text book of ESL grade five Bhutanese students. The speaking activities were developed based on the theme and the content of the text. The ESL Grade Five Bhutanese students were shown media (videos) and given opportunities to speak on the respective topics.

The media (videos) were chosen according to the media (videos) selecting criteria recommended by Bello (1999); Guo, Kim, and Rubin (2014); Intajuck, (n.d.);

Lopez (2016) such as Learners' Age and Interest, Content, Clarity of Message/ Language, Pacing, Graphics and Length of the Media (Videos). Moreover, the media (videos) selected were relevant to the topics of the lessons adapted from the standardized English text book "English: Reading & Literature, Class V" REC (2017).

Table 1.1 Content of the study

Lesson Plans	Topics	Time Frame
Lesson Plan 1: Family (Speak about their family)	Session 1: Watch media (videos) about the family and prepare to speak about their family.	28 th May, 2018
	Session 2: Students will talk about their family	31 st May, 2018
Lesson Plan 2: TV program. (Speak about TV program that they like and dislike).	Session 3: Watch three types of television programs and prepare to speak about TV programs.	4 th June, 2018
	Session 4: Students will talk about the TV programs.	7 th June, 2018
Lesson Plan 3: Short Story-Six Blind Men (Describe the Characters)	Session 5: Watch video on a short story (Six Blind Men) and prepare to talk about the elephant as described in the video.	11 th June, 2018
	Session 6: Student will talk about the elephant as described in the video.	14 th June, 2018

Table 1.1 Content of the study (Cont.)

Lesson Plan 4: Short Story- Six Blind Men (Retell the story)	Session 7: Watch the video about Six Blind Men and prepare to retell the story.	18 th June, 2018
	Session 8: Students will retell the story after watching the video.	21 st June, 2018

The topics were adapted from “English: Reading & Literature, Class V” (REC, 2017).

1.5.3 Time Frame

The study was carried out in the month of May and June, 2018. Researcher taught for 4 weeks (2 lessons in a week).

Table 1.2 Time frame

Activities	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct
Literature Review										
Research Proposal										
Data Collection										
Data Analysis										
Final Defense										

1.5.4 Location of the Study

The study was carried out in one of the Lower Secondary Schools in Monger District, Bhutan. The school had grade levels starting from Pre-primary (PP) till grade 8. It was located in the Eastern part of Bhutan.

1.6 LIMITATIONS OF THE STUDY

1.6.1 The study was carried out with only one section of ESL grade five Bhutanese students in one of the schools in Bhutan. Therefore the finding could not be generalized to all the ESL grade five Bhutanese students.

1.6.2 The data for the study were collected in a period of a month. Therefore, longer period of time for collecting data should be needed to have more authentic and reliable data for the study.

1.7 CONCEPTUAL FRAMEWORK OF THE STUDY

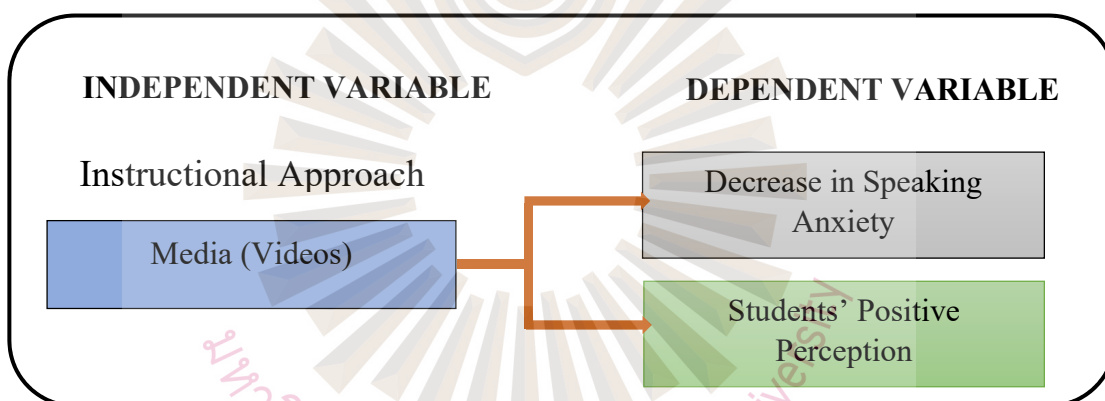


Figure 1.1 Illustration of the independent variable and dependent variable

1.8 TERMINOLOGIES

Media (videos) refer to the audio-visual multimedia with the moving images used for the speaking activities in the ESL grade five Bhutanese classroom to reduce the ESL students' speaking anxiety.

ESL stands for English as a Second Language

Speaking Anxiety refers to the feeling of anxiousness, nervousness, apprehension and worry felt by the ESL grade five Bhutanese students while speaking English.

Perception refers to the ESL grade five Bhutanese students' view on the use of media (video) in reducing speaking anxiety.

Traditional method refers to a way of teaching and learning where teacher is regarded as a dispenser of knowledge and children as the empty slates. The primary ways of teaching is lecture and memorization, and roles of the teacher dominates the classroom.

Children-centered method refers to a way of teaching and learning where teacher is regarded as a facilitator and children as the knowledge constructor. Children play an active role and dominate the classroom. Learning by doing and the understanding of the concept is given more importance than the rote learning.

1.9 EXPECTED OUTCOMES OF THE STUDY

1.9.1 The study would show the effectiveness of media (videos) in reducing ESL grade five Bhutanese students' speaking anxiety.

1.9.2 The study would encourage the teachers and students in Bhutan to use media (videos) in ESL classroom to reduce speaking anxiety

CHAPTER 2

LITERATURE REVIEW

This chapter presents the literature review related to the study to provide the theoretical background of the study.

2.1 DEFINITION OF ANXIETY, SPEAKING AND SPEAKING ANXIETY

Anxiety is a feeling of insecurity, discomfort, and stress led by a particular state of affairs. Suleimenova (2013) defines an anxiety as a feeling of nervousness or disquiet of the mind brought about by a fear of adversity or danger. A feeling of anxious, worry, fear, apprehension, nervousness, or uneasiness, typically about an imminent outcome by an individual is regarded as an anxiety (Nazir, Bashir, & Raja, 2014). Butcher, Mineka, and Hooley (2007) describe an anxiety as a combination of disturbing feelings and opinions or an unpredictable occurrence or an inconsistent response, naturally brought about by a stressor from a danger. Gaibani and Elmenfi (2014) state that an anxiety is a situation in which one has a troubling emotion with the expression of tension due to the anticipation of a danger.

Speaking is one of the skills among four English language skills (reading, writing, listening and speaking) and is a mode of interpersonal communication which involve sharing of ideas or feelings through unwritten, vocally, verbally or orally in the diverse context. Sikder (2015) explains the speaking as a way of interaction through verbal or oral communication which involve a complex language process. Torkey (2006) defines the speaking as an ability to express oneself vocally, reasonably, suitably and fluently depending on the contexts, the audiences and the purposes of speaking. Imane

(2016) expresses that the speaking is a mean of communication involving interaction which is the foundation of developing human relationships.

Most of the ESL students have the feeling of fear, worry, nervousness and apprehension while speaking English. Speaking anxiety is thus defined as the feeling of stress, nervousness or fretfulness while speaking the target language. Mahmoodzadeh (2012) describes the speaking anxiety as a feeling of apprehension, frustration, worry, uneasiness, or nervousness which affects the verbal communication to happen fluently, coherently and suitably. Speaking anxiety is the feeling of shyness and nervousness as the result of fear in the process of exchanging information or messages with the people orally (Toubot, Seng, & Abdullah, 2017). Horwitz (2001) defines the speaking anxiety as the sensation of uneasiness, hesitation, negative attitudes and believes that appear when learners use a language. The ESL students who feel anxious face the symptoms like worry, sweating, forgetfulness, nervousness and difficulties in speaking (Yalcin & Incecay, 2014).

2.2 IMPORTANCE OF SPEAKING

Among four English language skills, speaking is considered as the most important skill for ESL students as it is used for interpersonal communication. Speaking is one of the major skills needed for communication to happen effectively in any language, especially when the speakers are using second language and the ineffective communication due to the low proficiency in speaking leads society into chaos (Boonkit, 2010). Moreover, Imane (2016) also mentions that, speaking is the foundation of all human relationships and people who can speak a language is the same as knowing that language because speech is the basic mean of communication. English has become a global language, especially in the world of internet. So, speaking English proficiently will enhance communication achievements with the native speakers and international community members (Zaremba, 2006).

Human beings use speaking twice as much as writing and reading in the process of communication. Capability to communicate orally using the target language

effectively is the most important because learners who cannot speak effectively will not be considered as the effective language users. Speaking skill is needed to express one's thoughts and ideas and it defines one's expressiveness (Sadiku, 2015). Zaremba (2006) states that the effective communication through speaking have benefits for both business organizations and speakers for the reason that the speaking skill is usually placed ahead of the work experiences for the employment. For example, an efficient speaking helps in gaining good outcomes in the job interviews. Further, Baker, and Westrup (2003) mention that the students who have an ability to speak English well have the greater opportunities of getting employment, promotion and further education.

Other advantages that the speakers enjoy are that, speaking provides opportunities to express one's ideas, feelings and views. Boonkit (2010) mentions that the students enjoy the greatest joy when they can share their ideas with others and they get to know themselves better while speaking to others. Speaking is one of the media through which much language is learnt and an effective speaking act as a way in bringing harmony and unity in the society. Speaker can influence the listeners through speaking and the speaking skill is important for the professional and personal development and for the career success (Qureshi, n.d.). Imane (2016) cites that the effective speakers can gain the attention of audience and will have more opportunities to get job and will have more friends in the society.

2.3 COMPONENTS OF SPEAKING ENGLISH

2.3.1 Fluency

According to Thornbury (2005), fluency is the ability to speak or share ideas, thoughts, and views without any obstruction and hesitation. Jafarpour, Hashemian and Rafati (2013) mention that fluency is the capability of talking smoothly, coherently and evenly without much break. Fluency is an important aspect of speaking because the flow of the message is hampered without it. If speaker is not fluent enough, he or she will distract audience and cannot convey the message he or she intended to. Baker and Westrup (2003) define the fluency as the ability to speak with ease without too much of

hesitation, too many pauses and thinking of making mistakes. One of the major elements used to judge speakers' ability and proficiency in ESL classroom is fluency (Diyyab, Abdel-Haq, & Aly, 2013).

2.3.2 Pronunciation

Good pronunciation is another aspect of a good speaker. Pronunciation is the utterance of words with correct sound, intonation, stress, pitch and enunciation (Ashour, 2014). Pronunciation is the production of words with the right and meaningful sound within the context (Dalton & Seidlhofer, 1994). To accomplish or convey meanings, pronunciation plays a great role in speaking (Harmer, 2001). Pronunciation not only help the students to learn language but also help to express message. Poor pronunciation will impart wrong message and make communication unpleasant and frustrating for the listeners and speakers (Ashour, 2014).

2.3.3 Grammar

Rules that governs the formation and construction of language is called grammar. Debata (2013) explains that the grammar is the learning of how words work together to form sentences and it is important for clearer and effective communication. Grammar is the study of rules for the combination of words into sentences and it is important in order to be able to speak accurately (Zhang, 2009). It is impossible to have the clear communication without good knowledge of grammar because knowledge of grammar leads to the better understanding of expressed thoughts and ideas (Wang, 2010).

2.3.4 Vocabulary

Phisutthangkoon and Panich (2016) define vocabulary as the words of language that encompass a word, phrases or several words which express specific meaning the way single word does and it can consists in three main aspects (form, meaning and use). Alqahtani (2015) mentions that the vocabulary are the list of words or total number of

words in a language with their meaning that one must possess to communicate efficiently. Vocabulary is the basis of speech and the most important in learning second language (Seffar, 2015). Possessing wide range of vocabulary helps students to become independent learners by acquiring knowledge. It is essential in English language because the students cannot express or understand the language without sufficient vocabulary (Koizumi & In'nami, 2013).

2.4 RELATIONSHIP BETWEEN ANXIETY AND SPEAKING

Speaking is one of the important skills of English language learning. It engages more than one individual and threatens ESL students to speak comfortably. In the ESL learning classroom, attention has been given to speaking anxiety because of the detrimental consequences it has on the ESL students' speaking achievement. Sadiq (2017) mentions that the anxiety has a significant effect on the ESL students and speaking is the skill most affected by the anxiety. One of the constant challenges faced by the ESL students is feeling of an anxiety because of negative impacts it has on the learning process (MacIntyre & Gardner, 1989). Speaking anxiety will have a negative impact on ESL students. It will lead to negative self-assessment and consequently it will affect the ESL students to get good grade in English proficiency, particularly fluency. ESL students with high level of anxiety have a less possibility to improve their speaking proficiency (Ahmed, 2016). Bekleyen (2009) mentions that the anxious or worried students seldom volunteer to take part in the speaking activities.

Anxiety is one of the most notable factors that affects speaking. High level of anxiety leads to poor oral performance (Ewald, 2007). Elkhafaifi (2005) explains that the worried ESL students do not volunteer to answer and participate in the speaking activities which immediately affects the oral performance of the ESL students. Crookall and Oxford (1991) also mention that the problems like lack of risk taking ability, lack of self-esteem and lack of self-confidence which affect the English speaking proficiency are the results of anxiety. Speaking anxiety affects ESL students' ability of processing information in the target language and oral performance negatively (Liu, 2006; Mak,

2011). The main reason that harm the ESL students' level of speaking proficiency is anxiety (Alrabai, 2015).

Speaking Anxiety may lead ESL students feel uncomfortable and stay quiet during the English classes, particularly in spoken ones (Thompson & Lee, 2014). Rassaei (2015) points out that not only the Speaking anxiety affects ESL students to improve fluency but also accuracy. Due to the worry and concern about the correctness rather than the contents of the message they anticipate to convey, the output get changed when they involve in the conversations. ESL students who experience anxiety would withdraw from the activities, sit passively and might even quit the class entirely (Gregersen & Horwitz, 2002). Trang, Baldauf, and Moni (2013) state that, to make ESL students' psychological aspect a good and safe is crucial to develop their speaking proficiency.

2.5 TYPES OF ANXIETY

2.5.1 Trait Anxiety

Trait Anxiety refers to the feeling of anxiousness, worry, and nervousness in the wide range of circumstances. People who are affected with Trait Anxiety are fretful about numerous things under many situations. This type of anxiety becomes permanent if people cannot reduce it and hinders learning (Riasati, 2011). Saidi (2015) explains that the Trait Anxiety is the feeling of stress, apprehension and discomfort in any situation or almost in every situation which affects the learning process of the students. Trait Anxiety happens to the persons who wish to make positive self-presentation in public but worry that they would commit mistakes. Trait Anxiety can be described as a normal personal characteristics in which people are nervous or anxious in the wide-ranging situations (Irzeqat, 2010).

2.5.2 State Anxiety

Chowdhury (2014) states that the people have a nature to become apprehensive in a particular situation. Thus, State Anxiety is defined as a fear, worry or apprehension experienced by individuals in a particular situation. Temporary anxiety faced by people which is caused by a temporary situation is State Anxiety (Aydin, 2009). State Anxiety is not permanent and it can vary from time to time and situation to situation. This type of anxiety can be reduced by making an individual to become familiar with the particular circumstance that make them concerned (Luo, n.d.). State Anxiety is a temporary stressful state of mind triggered by perception of threat in a particular event or a situation. ESL students become anxious when they are asked to speak English because of the State Anxiety (Saidi, 2015). Irzeqat (2010) described State Anxiety as fear or unpleasant feeling induced by a particular event or a situation.

2.5.3 Situation Specific Anxiety

Situation Specific Anxiety is discussed as a feeling of insecurity, nervousness, and anxiousness originated from the well-defined circumstances (Occhipinti, 2009). Situation Specific Anxiety will be constant over a period of time but it will not be constant all over the situation and it is similar to State Anxiety (Luo, n.d.). According to Irzeqat (2010), Situation Specific Anxiety is a feeling of anxiousness developed from a definite kind of event, time or situation like speaking in the public. Anxiety which is related to the ESL learning should be considered as a Situation Specific Anxiety rather than the State Anxiety (Horwitz, E., Horwitz, M., & Cope, 1986a).

2.6 FACILITATING ANXIETY AND DEBILITATING ANXIETY

Depending on the positive and negative impacts anxiety has on learning, it is divided into two kinds: Facilitating Anxiety and Debilitating Anxiety (Occhipinti, 2009).

2.6.1 Facilitating Anxiety

Anxiety is described as a Facilitating Anxiety when it becomes positive force in learning. Facilitating Anxiety fosters and motivates learning. It stimulates the students to face new learning experiences by preparing well to prevent their feeling of anxiety. The students put extra effort to complete assigned task due to worry or fear and help them to get positive outcome. For example, students study hard due to the fear of failing in examination (Saidi, 2015). Moyer (2008) states that the Facilitating Anxiety associates with low level of anxiety and it enhances learning achievement by motivating the learners. Facilitating Anxiety occurs only with completing of an easy task (Horwitz, 2001).

2.6.2 Debilitating Anxiety

When anxiety becomes obstruction to learning, it is regarded as Debilitating Anxiety. Debilitating Anxiety makes students to quit from the particular activity to hide their fear and leads them to develop averting behavior which ultimately hinders the learning achievement. For example, some learners never participate in speaking activities due to the fear of making mistakes (Occhipinti, 2009). Debilitating Anxiety is associated with high level of anxiety and it decreases learning achievement by demotivating the learners to participate or experience the particular task (Moyer, 2008). Horwitz et al. (1986a) explains that the highly worried ESL students escape speaking English or take much time in learning vocabulary.

Anxiety may harm or foster the learning achievement of the learners depending on the level of anxiety. The role of teacher in helping students to maintain an appropriate level of anxiety is crucial because an appropriate level of anxiety plays a constructive role and encourages learners to maintain their persistence in the course of learning (Saidi, 2015).

2.7 CAUSES OF SPEAKING ANXIETY IN ESL CLASSROOM

Speaking anxiety in ESL classroom can be caused by many factors such as:

2.7.1 Linguistic Difficulties

In the beginning of learning second language, many of ESL students face difficulties in learning second language. The problems ESL students encounter in the process of learning hinder the development of vocabulary, pronunciation and grammar knowledge. Lack of sufficient vocabulary, a poor knowledge of grammar and poor pronunciation, ESL students fear to speak out and become passive in the classroom (Kayaoglu & Saglamel, 2013). (Occhipinti, 2009) reports that the difficulties faced by ESL students to acquire the perfect accent and pronunciation as the native speakers and the unfavorable experiences they experienced in the course of learning are the causes of speaking anxiety in the ESL classroom.

2.7.2 Cognitive Challenges

Kayaoglu and Saglamel (2013) state that the fear of failure such as failing in communication, fear of making mistakes, and fear of failing in front of others prevent the ESL students from participating in the speaking activities. Competitiveness among the learners and low self-esteem are the main sources of ESL students' speaking anxiety. Learners compare themselves to classmates and worry about being negatively assessed by their friends and teacher and tend to withdraw from the speaking activities (Young, 1991). ESL students who have low self-esteem fear to lose their face in front of peers and teacher and never participate in the activities, especially speaking (Gustafson, 2015).

2.7.3 Classroom/Teaching Procedure

Singay (2018) explains that the traditional method of teaching and the lack of opportunity for the ESL students to participate in the speaking activities are the primary

causes of anxiety in the ESL classroom. The strict discipline and demand for the correct and clear use of the target language in the traditional classroom make ESL students feel anxious to speak in the class (Hashemi & Abbasi, 2013). Tanveer (2007) points out that the ESL learners get nervous when they are called upon to respond individually rather than voluntarily and the ESL students feel more relaxed to speak when paired or put into small groups. Lack of teachers' knowledge on new strategies of teaching English in interactive way and in an appropriate ways are the major causes of ESL student's speaking anxiety (Kocak, 2010). Rao (2002) mentions that the traditional way of learning which focuses on the accuracy rather than fluency makes ESL students unenthusiastic to speak in the classroom.

2.7.4 Teacher-Student Interaction

Horwitz et al. (1986b) points out that the ESL students feel insecure when teacher pays direct attention on their mistakes in front of the friends and teachers' strict methods of correcting error is a source of anxiety. Mak (2011) mentions that the strict evaluation of students' mistakes in the class by teacher is a cause of anxiety. Tanveer (2007) points out that the teachers' perception of their role as a mistake evaluator rather than assisting students when they commit mistakes increases anxiety in ESL students. Further, Young (1991) mentions that the teachers' role like a source of all knowledge than facilitator is a contributing factor for speaking anxiety. Lack of teacher's support and personal attention for students cause speaking anxiety. For example, unfriendliness and unsympathetic behavior of the teachers towards the ESL students create a stressful learning environment (Cao, 2011).

2.7.5 Lack of Preparation

Lack of preparation to speak in the target language is a cause of speaking anxiety. Without good practice or well preparation, the student may not know what to speak and encounter difficulty in choosing the appropriate vocabulary and difficulty in expressing logically which ultimately leads to the feeling of anxiousness to speak out (Ahmed, 2016). Having prepared well could boost the students' confidence to speak

English (Liu, 2007). Speaking anxiety may rise from the lack of preparation and practice in the classroom. It is essential to prepare well as it lets speakers feel safe and secure and avoids the speakers from making mistakes (Tsou, 2005).

2.7.6 Communication Apprehension

Fear, shyness or anxiety felt by the learners to speak in a group or to communicate with the people is regarded as a communication apprehension. It includes the difficulties in interacting with community, listening to friends and speaking in the public. Saidi (2015) mentions that the ESL students who fear to participate in communication with friends or in front of the peers are more likely to face a greater challenges in speaking second language because of the little knowledge they possess on communicative situations.

2.7.7 Fear of Negative Evolution

Fear of negative evolution is described as individual's feeling of fear, anxiousness, tension, uncertainty and nervousness developed from worry being assessed by others. ESL students will avoid speaking in the class due to the fear of being criticized by others if they make mistakes (Horwitz et al., 1986b).

2.7.8 Test Anxiety

Test anxiety is defined as a fear of failure. ESL students become anxious and nervous before or during the speaking test and it creates the obstacles in speaking performance. Anxiety is provoked when ESL students are engaged in the speaking activities such as dialogue to be graded by teachers and it hinders speaking. Tanveer (2007) points out that the speaking test contributes in the development of both test and oral communication anxiety.

2.8 MOTIVATION IN LEARNING SECOND LANGUAGE

Pakdel (2013) states that the term motivation is derived from the Latin word means encourage or stimulate. Mahadi and Jafari (2012) define motivation as the learners' need, desire and willingness to do something to achieve desired goal. Motivation is the energizers for learners to keep on working towards achieving the targeted result. It includes learners' keenness, excitement, enthusiasm and interest towards learning (Ryan & Deci, 2000). Brown (2007) mentions that the learner's choice of a goal and devotion of their effort to accomplish the particular objective determine the motivation.

According to Chalermnirundorn (2015), motivation is the key element and one of the essential forecasters of second language learning. Motivation is regarded as an important component that determines the success and failure of second language learning because it offers the driving strength to endure the long and tiresome learning process. Cook (2000) states that the age, personality and motivation are the three important factors which influence the second language learning, but among three factors motivation is the most essential in second language learning. Moreover, Brewer and Burgess (2005) mention that the foundation and the important part of learning second language is motivation.

Gardner (1985) state that the Socio-Educational Second Language Learning Theory has identified two different types of motivation: integrative and instrumental. These two types of motivation are effective and useful factors for second language learning.

Integrative Motivation: Integrative motivation is the interest, desire or willingness of the learners in learning the particular language which is stimulated by a purpose or an aim of engaging or interacting with the people of the community. Integrative motivation arises when the learners desire to become a part of the particular group and the culture (Ellis, 1994). Gardner's theory points out that the attitude, interest and effort are the three elements that involve in integrative motivation.

Instrumental Motivation: Instrumental motivation is the willingness or desire of the learners in learning target language provoked by the external stimuli such as rewards. Instrumental motivation rises when the learners expect some advantages and benefits from learning the language such as passing an exam, getting an employment or a promotion (Chalermnirundorn, 2015).

According to Ryan and Deci (2000), Self-Determination Theory groups motivation into two kinds: Intrinsic motivation and extrinsic motivation. They mention that these two types of motivation play very important roles in learning second language.

Intrinsic Motivation: Intrinsic motivation is the keenness and curiosity arisen to learn because the learners feel that they are important, interesting, pleasant and joyful to learn (Mahadi & Jafari, 2012). Walker, Greene, and Mansell (2006) state that intrinsic motivation is self-yearning to look out for new challenges and problems stimulated by an enjoyment and interest in the work itself and exist within the individual rather than depending on external factors. Learners who have intrinsic motivation can learn from their own mistakes.

Extrinsic Motivation: Ryan and Deci (2000) state that the extrinsic motivation is the interest and aspiration of the learners arisen to learn from the external factors like reinforcement, punishment or reward. Vansteenkiste, Lens, and Deci (2006) explain that extrinsic motivation is opposite of intrinsic motivation and it is used to achieve the results that a learner would not realize from the intrinsic motivation. Reward for the expected behavior and punishment for the misbehavior are the common extrinsic motivations.

Motivation plays important role in learning second language (Gardner, 1985). Therefore, to foster second language learning, it is crucial for teachers to design second language speaking instruction that fosters learners' motivation.

2.9 ADVANTAGES OF USING MEDIA (VIDEOS)

The use of English media (videos) in ESL teaching and learning process has become common due to the numbers of advantages it has on the ESL students. Some of the significant advantages of using English media (videos) are:

2.9.1 Language Development

According to Donley (2000), English media (videos) contain normal conversation and are the sources of authentic language. Therefore, ESL students can have the excellent models of speaking English from the English media (videos). English media (videos) in general present an authentic language and is spoken at a standard speed with the correct accent because the most of good English media (videos) are produced by the native English speakers (Muslem, Mustafa, Usman, & Rahman, 2017). Bajrami and Ismaili (2016) state that the incorporation of English media (videos) in ESL classroom enhance the students' speaking skills, especially fluency. English media (videos) present the language in less structured and in more natural way, making easier for the ESL students to learn grammar structure, enrich vocabulary, pronunciation and intonation (Cakir, 2006). Further, Muslem and Abbas (2017) mention that the learning through English media (videos) and staying abroad are the two effective ways to develop ESL students' speaking skill.

2.9.2 Reduce Anxiety through Motivation

The use of English media (videos) in an ESL classroom can create learning environment enjoyable, fun and exciting. Creating a conducive learning environment is a way to reduce anxiety of the ESL students (Bajrami & Ismaili, 2016). Media (videos) materials with audio, pictures and colorful characters like cartoon, motivate the ESL students and make the learning atmosphere realistic. So, the ESL students develop positive attitudes to communicate with the friends and teacher (Berk, 2009). Cepon (2013) expresses that the music and setting elements in media (videos) make the learning language entertaining, enjoyable, motivating and low anxiety provoking

environment. Media (videos) generate excitements, increase motivation, build confidence, and encourage autonomy and proactivity by providing topics and ideas for learners to discuss (Riswandi, 2016). Huang (2013) mentions that the use of media (videos) in the ESL classroom create a relaxed, non-threatening, conducive and positive language learning environment and have a positive relationship with the reduced anxiety of the ESL students.

2.9.3 Foster Learning

Media (videos) support the ESL learners to comprehend the concept better by providing pictorial clues, expressions and gestures beyond what they hear (Cakir, 2006). Hemei (1997) also states that the other features like audio and visual aspects of the media (videos) help the students to understand some difficult vocabulary clearly that may not be fully understood without it. Learning through the media (videos) provide an opportunity for the language learners to experience a real feeling and assist the ESL learners to understand the concept better. The combinations of moving and talking images in the teaching are more effective in sharing and understanding the information than the lecture and printed words. Sihem (2013) states that the media (videos) help the teachers to teach effectively by supporting the spoken and written words with concrete images and by making the learning happen permanent.

2.9.4 Attract Attention

Attention is one of the most important factors that determines the learning achievements of the learners. Generally, the learners face difficulty in keeping attention for a long when they are listening or reading without visual aids thus hindering their learning success. Research carried out by Vawter (2009) and Bradbury (2016) explains that the average attention span of students during listening to a lecture is 10-15minutes. Vawter (2009) also states that the students learn more through visual than aural. According to Lopez-Osorio (2016), people will usually remember 10% from the reading, 20% from the hearing, 30% from the seeing and 50% from the hearing and seeing. So, the media (videos) provide both audio and visual. Visual presentation

through the media (videos) help to capture one's attention to concentrate for the sustained period of time (Bran, 2010). Learners face difficulty to concentrate when they are exposed to the long conversations without visual aids (Paulsen, 2001).

2.10 MEDIA (VIDEOS) SELECTING CRITERIA

Before putting the media (videos) into practice, it is crucial for the facilitators to choose the appropriate media (videos) in order to have the significant impact in teaching and learning. Some of the standards need to be taken care to select media (videos) are:

2.10.1 Learners' Age and Interest

Media (videos) chosen must be appealing to the students and must motivate the students to learn. Learners' interest depends on their age. For example, media (videos) liked by 12 years would not be liked by 40 or 50 years old. Appropriate media (videos) will enhance the students' interest and foster their learning. Therefore right choice must be made depending on the students' like and age (Lopez, 2016).

2.10.2 Content

It is vital to study the contents of the media (videos) before implementing them into the teaching and learning processes. The contents must be studied well from the view of their applicability in the children's world, in relations to how well they suit the pupils' interests. The contents of the media (videos) should match the instructional goals. It should be culturally appropriate for the learners and the contents must offer the materials for discussion, reinforcement and study of the values (Bello, 1999).

2.10.3 Clarity of Message/Language

Accent and the language use in the media (videos) may pose problems to the learners. The instructional message must be clear to the learners. The media (videos) must be selected based on appropriate level of the language used and the language

learning opportunities they provide. It is must for the teachers to make students clear about what they are going to watch and the media (videos) chosen must have a simple and clear language and must not be offensive in any way (Intajuck, n.d.).

2.10.4 Pacing

Pace of the language used in the media (videos) must not be too fast or too slow. It should be chosen according to the level of the learners. If it is too fast for the learners, it would hinder the understanding and if too slow for them, it would be monotonous (Bello, 1999).

2.10.5 Graphics

Visual aspects in the media (videos) play a great role as pictures support the understanding and serve the purpose of scaffolding. Therefore, the images in the media (videos) must be clear and understandable (Lopez, 2016).

2.10.6 Length of the media (videos)

Length of the media (videos) should be less than five minutes to have the maximum understanding of the contents of media (videos) in the class. To maximize the concentration of the learners it is best to present media (videos) in short segments (Botirca, 2007). Average engagement time of the students to watch media (videos) is close to 100% when the length of media (videos) are less than five minutes and it drops with the lengthening of the length of the media (videos). An average engagement time with 9-12 minutes media (videos) is about 50% and 12-40 minutes media (videos) is about 20% (Guo et al., 2014).

2.11 IMPLICATION OF MEDIA (VIDEOS) IN ESL CLASSROOM

To draw the maximum advantages from media (videos) used in teaching and learning process, the facilitator must follow the correct procedures. The correct procedures need to be followed by facilitator are:

2.11.1 Pre-Viewing

Before starting the presentation of media (videos), teacher must prepare students to do the activity successfully by sharing the objectives and discussing what they must do after watching the media (videos). Prediction activities, discussion on title of the media (videos), assigning of task, pre-teaching of any unusual vocabulary and getting ready with the media (videos) presentation materials are the activities involved in pre-viewing. These activities help the students to get ready for the lesson (Lopez, 2016).

2.11.2 Viewing

While watching the media (videos), the teacher should remain in the classroom with the learners to facilitate and support if need arises. Viewing of the media (videos), making observation, prediction of what is coming next, pause, rewind and taking notes to complete worksheet to fulfill the objectives are the activities involved in this stage. Maintaining the silence is mandatory at this stage and to learn at the maximum and exploit the film at its best are the main aims of this stage. The activities in this stage depend on the objectives of the lesson and the students' grade level (Cakir, 2006; Lopez, 2016).

2.11.3 Post-Viewing

Follow up of the activities is very important to keep the learners on the track. Reviewing, clarification of complex points, discussion of events, retelling, roleplaying, describing scene, and completing of the exercises are some of the activities involved in this stage. These activities provide the learners the opportunities to develop

communication competence and team building through discussion and sharing of the ideas (Cakir, 2006; Intajuck, n.d.).

2.12 RELATED LEARNING THEORIES

2.12.1 Cognitive Theory of Multimedia Learning

The theory of Cognitive Theory of Multimedia Learning was first developed by Richard Mayer in 1980s as the meaningful learning model (Sorden, n.d.). According to Mayer and Moreno (2003), the principle of Cognitive Theory of Multimedia Learning believes that the meaningful learning happens when the learners engage with visual and audio than from aural alone. This theory consists of three main assumptions.

1) First assumption describes that the human cognitive consists of two distinct channels (audio and visual) for information processing occasionally regarded as Dual-Coding Theory. Human use the verbal/audio channel for processing aural input and the pictorial/visual channel for processing visual input.

2) Second assumption states that the capacity of both channel in human cognitive is limited. Information processing that take place in both channels (audio and visual) at a time is limited.

3) Third assumption explains that the learning is an active process and meaningful learning happens when the learners have the opportunity to learn with verbal and visual presentations. They learn by selecting, organizing information and making relations with the prior knowledge.

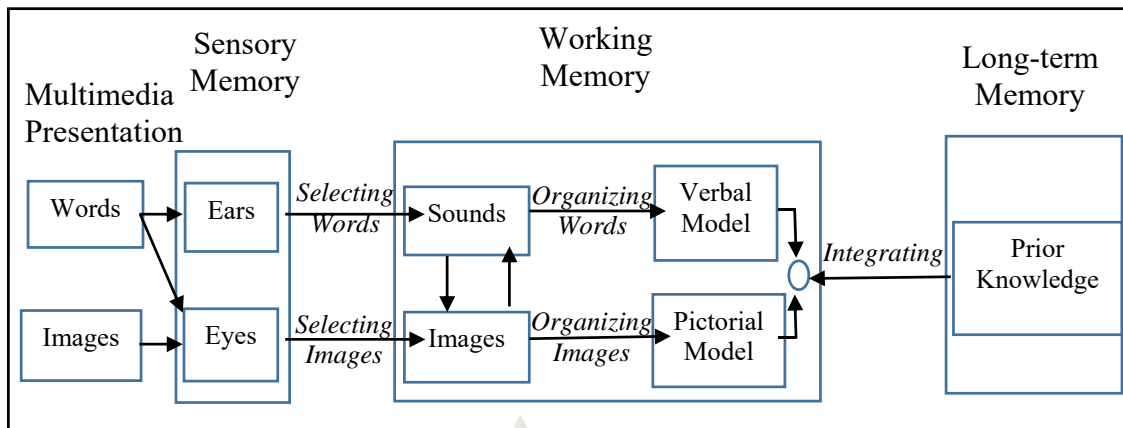


Figure 2.1 Illustration of Cognitive Theory of Multimedia Learning

Source: Mayer & Moreno, 2003

Lopez (2016) mentions that the learners remember 10% from the reading, 20% from the hearing, 30% from the seeing and 50% from the hearing and seeing. So, Cognitive Theory of Multimedia Learning supports the learning through media (videos) because the media (videos) provide both image and audio to process information using both (auditory and visual) channel.

2.12.2 Multiple Intelligence Theory

According to Zhou and Brown (2015), Gardner's theory of multiple intelligence believes that the human beings are capable of nine different types of intelligence and challenges the earlier views of intelligence that believed that the human's intelligence is fixed to one throughout their entire life. It believes that every person is intelligent and capable in their own way and differs in learning style. Therefore, incorporation of teaching and learning strategies that take care different types of intelligence is must for better and meaningful learning. Nine multiple intelligence are: Verbal/Linguistic intelligence, Logical/Mathematical intelligence, Visual/Spatial intelligence, Bodily/Kinesthetic intelligence, Naturalistic intelligence, Musical intelligence, Interpersonal intelligence, Intrapersonal intelligence and Existential intelligence.

Verbal/Linguistic: Verbal/Linguistic intelligence is the learners' capability to use words, languages and understand the languages. It includes speaking, reading, writing, and other means of communication like written and oral communication.

Logical/Mathematical: Logical/Mathematical intelligence is an ability of the learners to work with statistics like collecting and organizing, analyzing and interpreting and concluding and predicting. Children who possess this intelligence recognize patterns and relationships and work with abstract symbols.

Visual/Spatial: Learners' ability of creating and handling of a mental representation is regarded as Visual/Spatial intelligence. Learners who possess this kind of intelligence are imaginative and learn easily and mostly from visual presentations like pictures, movies, videos, and demonstrations using props and models.

Bodily/Kinesthetic: Bodily/Kinesthetic intelligence is the capability of the learners to learn through the feelings that they sense in their bodies. Learners with this kind of intelligence enjoy and learn through dancing and moving, playing physical activities and acting things out.

Naturalistic: Naturalistic intelligence refers to an ability of the learners to identify and categorize plants, animals, and minerals. Learners who possess this kind of intelligence have the knowledge and skills to classify the species such as the animals and plants around them and prefer outdoors and hands-on learning.

Musical: Learners' ability in understanding, composing, and interpreting musical rhythm, tones and pitches is regarded as Musical intelligence. Learners with this intelligence enjoy listening music and learn better through music.

Interpersonal: Interpersonal intelligence is an ability of the learners to understand and handle the emotions, motivations, actions, and the moods of others. It includes good skills of interaction, good skills of communication and the aptitude of showing empathy towards the feelings of others. Learners who possess this kind of

intelligence enjoy being with friends, working in groups and learn mostly through interacting with friends.

Intrapersonal: Intrapersonal intelligence is an ability of understanding one's own weaknesses, strengths, motivations, and emotions. In other words it is an ability to know or understand oneself. Learners with this intelligence learn better individually or when they are lone.

Existential: Existential intelligence is an ability of the learners to ask and contemplate the questions in regards to the survival including life and death. Learners with this intelligence learn better by making connection across the curriculum and involving with community.

Learning through textbooks take care only linguistic approach to learning but integration of media(videos) in teaching and learning process incorporate multiple aspects of intelligence such as visual/spatial, linguistic/verbal, logical and musical, offering greater room to address a broader range of learners' need. Therefore, teaching and learning through media (videos) is closely related with Gardner's Multiple Intelligence learning theory.

2.12.3 Constructivism

According to Piaget (1970), learning is an active process where learners construct their own meaning through making relations to the prior knowledge. He believes that the learners are active creator of knowledge rather than passive recipients. Constructivist teaching and learning perceive that the learners are active in constructing their own knowledge and challenges the view of learners as a passive learners responding to external stimuli. Learners learn through experiencing things and by making reflections on the experiences they have (Bruning, Schraw, Norby, & Ronning, 2004). Woolfolk (2007) mentions that the constructivism is a theory of learning in which learners use resources, information and help from others for construction of knowledge, cognitive development and problem solving strategies development.

Therefore, it is vital for the facilitator to provide enough resources and opportunities for the learners to think and construct their own knowledge creatively.

Teaching and learning through media (videos) provide resources for the learners to construct their own knowledge through observation and interaction with the media (videos) materials. Further it act as a guide and facilitate learning through imitation and encouraging self-guidance in learning. Thus, learning through media (videos) align with the learning theory of constructivism.

2.13 RELATED RESEARCH

In the study carried out by Cakir (2006) on “the use of video as an audio-visual material in foreign language teaching classroom” found that the use of video had a great benefit in practicing listening skills and stimulating speaking skills.

Study carried out to explore EFL learners’ anxiety and E-learning environments by Huang (2013) found out that the use of media (videos) in teaching and learning reduced anxiety and provided less stressful learning environment and suggested that using multimedia in learning language would reduce learners’ anxiety.

Marwati (2013) has conducted a research on using classroom multimedia tools to improve English speaking learning process for the students by employing video clips and found out that the video clips were effective in improving English speaking.

Kabooha (2016) conducted a research on “Using Movies in EFL Classroom”, “to study the opinion of Saudi English as a foreign language (EFL) learners as well as teachers towards the incorporation of videos in their classes as a tool to develop students’ language skills”. Finding of the study revealed that both the students and teachers had positive attitudes and suggested that appropriately chosen movie materials could improve the students’ learning language through motivation.

An action research carried out by Fauzi (2016) to investigate the use of multimedia-based presentation in improving students' speaking skill showed that the students' confidence to speak in front of their friends and presentation skills increased and suggested the use of multimedia in the teaching and learning process.

Study carried on "the role of video materials in EFL classrooms" by Bajrami and Ismaili (2016) suggested that by using the appropriate media (videos) material can motivate and improve students' communicative language competence by ensuring student-centered classroom environment.

Riswandi (2016) conducted a study on the "use of YouTube based videos to improve students' speaking skill" and the finding revealed that there was an improvement in the students' speaking skill and some attributes of speaking like fluency, vocabulary, pronunciation, grammar and content were improved.

The study carried out by Rafada and Madini (2017) to find out the "effective solutions for reducing Saudi learners' speaking anxiety in English as a foreign language (EFL) classroom" found out that the watching movies was one of the effective ways of reducing speaking anxiety. Moreover, the study revealed that the students and the teachers had a positive attitude towards the use of movies in the classroom to reduce speaking anxiety.

Pigg (2017) conducted a study to find out Finish ninth grade students' and their teacher's opinions and experiences in using YouTube videos in English language class and found out the positive relationship with the improved language learning and had positive perception on using YouTube videos in the English language class.

Muslem et al. (2017) studied on "the application of video clips with small group and individual activities to improve young learners' speaking performance". A quasi-experimental study with pre-test and post-test was done and result suggested that the teaching and learning speaking in ESL classroom with video clips could be one of the effective methods to improve ESL learners' speaking performances.

Before ending this chapter, speaking anxiety refers to feeling of anxiousness, tension and worry to express or communicate orally. Speaking is one of the skills among four language skills mostly affected by the anxiety. Most of the ESL learners feel anxious to speak English and it has the negative effects in developing ESL students' speaking proficiency. Speaking is one of the major skills needed for effective communication in any language because ineffective communication due to the low proficiency in speaking leads society into disaster. The use of the media (videos) in the ESL classroom has advantages like development of language, reducing anxiety through motivation, attracting attention and fostering the learners' interest to learn.

Learning theories like Cognitive Theory of Multimedia Learning, Multiple Intelligence Theory and Constructivism Theory support the use of media (videos) in ESL speaking classroom. Media (videos) present both aural and visual aspects and provide reach resources for learners to construct knowledge of their own and learn through employing multiple intelligence. Many researchers have carried out the study to find out the effectiveness of media (videos) in reducing ESL learners' speaking anxiety in different level of grades and ages. All the related studies mentioned above revealed that the use of media (videos) had positive relation with reduced speaking anxiety and teachers and learners had positive attitude towards the use of media (videos) in the speaking classroom.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the research design, research instruments, population and sample of the study, validity and reliability of the research instruments, data collection procedures and data analysis.

3.1 RESEARCH DESIGN

Mixed-methods is a type of research methodology which embeds qualitative data and quantitative data in a study. It provides an alternative method to traditional quantitative and qualitative approaches (Halcomb & Hickman, 2015). Incorporation of the mixed-methods provide a better, broader and in-depth understanding of the complex phenomenon and enhance confidence, improve accuracy and completeness and contribute to the overall validity (McKim, 2017). Therefore, researcher used the mixed-methods to carry out the study. Researcher adapted Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire developed by Horwitz et al. (1986a) to gather quantitative data. Classroom Observation (CO) during the session and participants were let to write Students' Group Reflection (SGR) after the class to collect the qualitative data.

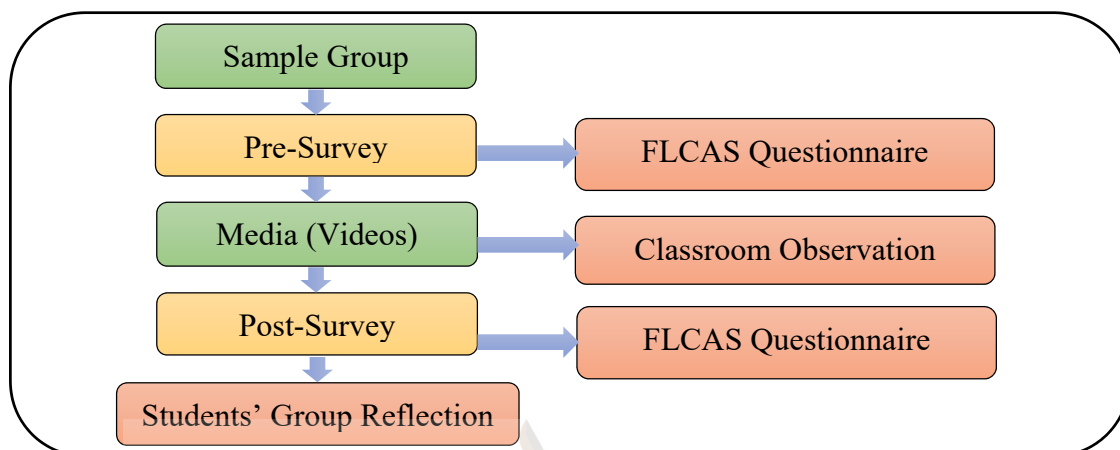


Figure 3.1 Illustration of Research Design

3.2 POPULATION AND SAMPLE OF THE STUDY

3.2.1 Population

The population of the study consisted 3 sections of 92 ESL grade five Bhutanese students studying in one of the Lower Secondary Schools in Eastern Bhutan. There were 31 students each in 2 sections and 30 students in 1 section. Students were in the age range of 11-13 years old. Division of students into sections, particularly in this school was not based on merit ranking. Therefore, students in all the sections consisted mixed genders and mixed abilities.

3.2.2 Sample

The clustered random sampling was used and involved 1 section of 30 (16 Male and 14 Female) ESL grade five Bhutanese students for the study. The students were within the age range of 11-13 years old with mixed abilities.

Table 3.1 The demographic information of the research participants

Gender	Male	Female	Total
Number	16	14	30
Percentage	53.3%	46.7%	100%
Age Group	11-13 Years Old		

3.3 RESEARCH INSTRUMENTS

3.3.1 Instructional Instrument

3.3.1.1 Lesson Plan

Researcher developed four Lesson Plans of 100 minutes each (1 Lesson Plan = 2 Sessions) incorporating media (videos) were used in the class. The researcher taught 8 sessions (2 sessions per week) in the sample group in a duration of a month and practiced speaking using media (videos). (A Sample Lesson Plan is attached in Appendix - J).

3.3.2 Quantitative Data Collection Instrument

3.3.2.1 FLCAS Questionnaire

The researcher administered Pre-Survey (before the intervention) and Post-Survey (after the intervention) to collect data to examine the effectiveness of media (videos) in reducing ESL grade five Bhutanese students' speaking anxiety. The questionnaire comprised of 25 items. The questionnaire collected data through Likert Scale with five points ranging from, strongly disagree to strongly agree; 1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree and 5 Strongly agree. The researcher explained each and every statement clearly to the students in Dzongkha (National Language) while rating the questionnaire to clarify their confusions to mark

against each point on the Likert Scale. (A Sample FLCAS Questionnaire is attached in Appendix - D).

Table 3.2 Likert Scale range explanation with scale for mean

Level of opinion	Scores	Scale for means	Description
Strongly agree	5	4.21 - 5.00	Highest
Agree	4	3.41 - 4.20	High
Neither agree nor disagree	3	2.61 - 3.40	Moderate
Disagree	2	1.81 - 2.60	Low
Strongly disagree	1	1.00 - 1.80	Lowest

Source: Adapted from Chanjaraspong, 2017

3.3.3 Qualitative Data Collection Instruments

3.3.3.1 Classroom Observation (CO) Form

Observation is a method of collecting qualitative data in a research through systematically recording the behaviors of the participants during the activity. It helps researchers to understand the participants' feelings through their behaviors (Subba, 2016). Classroom Observations (CO) were carried out with the help of a peer teacher during the intervention of speaking lesson. Media (videos) were incorporated in the lessons of ESL grade five Bhutanese classroom to reduce speaking anxiety of the students. Three lessons (3rd, 5th and 7th) were observed during the session and collected qualitative data to examine effectiveness of media (videos) in reducing ESL grade five Bhutanese students' speaking anxiety. (A Sample Classroom Observation Form is attached in Appendix - F).

3.3.3.2 Students' Group Reflection (SGR)

Participants were let to write reflection in English on the lessons in groups after the intervention to collect the qualitative data. They were divided into 6 groups with 5 members each. Groups consisted of the participants with mixed gender and mixed abilities. Students discussed in the groups and wrote their reflection. It focused especially on finding out ESL grade five Bhutanese students' perception towards the use of media (videos) in reducing speaking anxiety. Students Group Reflection Form consisted 10 items and the students were let to answer all the questions in groups. The researcher explained each and every questions in Dzongkha (National Language) to help the participants to understand the questions better. (A sample of Students' Group Reflection Form is attached in Appendix - H)

3.4 VALIDITY AND RELIABILITY OF THE INSTRUMENTS

3.4.1 Validity

According to Singh (2017) the level to which any instrument measure what it proposed to measure is called validity or validity shows how well an instrument measures the objective of the particular study. Validity and reliability are necessary for effective and competent research as they are the heart of the study (Heale & Twycross, 2015). Therefore, the validity of the research instruments was evaluated by three experts (one from Thailand and two from Bhutan). (List of validators is attached in Appendix - K). The Item Objective Congruence (IOC) was used to evaluate the items correspondence with the objectives based on the score +1, 0 and -1.

+ 1: the item is a measure of the objective

0: unsure or unclear whether the item is a measure of the objective

-1: the item clearly not a measure of the objective.

The formula to calculate IOC is $\sum \frac{r}{n}$ (r = sum of the scores of individual experts and n= total number of experts). Any test item with IOC value 0.67 to 1.00 is considered

acceptable and valid and any test item with IOC value 0.67 to -1 is considered invalid and needs to be changed. Items of Classroom Observation (CO), items of Students' Group Reflection Form (SGR) and Lesson Plans were found congruent and valid with the average score value of +1, 0.93 and +1 respectively. (The IOC for the Classroom Observation Form, Students' Group Reflection Form and Lesson Plans are attached in Appendix - E, G and I)

Out of 33 items of FLCAS questionnaire, 32 items were found valid with the score value above 0.67 and 1 item with the score value of 0.33 which was less than 0.67 was found to be invalid. So, researcher deleted the item which was found invalid. (The IOC for the FLCAS Questionnaire is attached in Appendix - B)

3.4.2 Reliability

Reliability refers to the consistency and stability of the test score or the extent to which measures are free from inaccuracy so that they can produce consistent result (Mohamad, Sulaiman, Sern, & Salleh, 2015). The main purpose of the reliability test is to find out the reasonable problem and effectiveness of the techniques or the instruments before implementing to the actual study, which reliability test result can inform possibility and identify alteration need in the actual study (Hazzi & Maldaon, 2015).

To evaluate the reliability of the FLCAS questionnaire, researcher conducted reliability test with another section of 30 ESL grade five Bhutanese students before the actual study. Cronbach's Alpha Rating Scale was used to measure the reliability of the items. It was found questionable with 0.690 Cronbach's Alpha Rating Scale which indicated unreliable. Therefore, the researcher excluded 7 items which were found unreliable and tested again to confirm the reliability. Lastly, 25 items were found good with 0.843 Cronbach's Alpha Rating Scale which indicated reliable and the researcher used those items for the study. (The Result of Reliability Test of FLCAS Questionnaire is attached in Appendix - C).

Table 3.3 Cronbach's Alpha Rating Scale

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: as cited in Mohamad et al., 2015.

3.5 DATA COLLECTION PROCEDURE

3.5.1 Approval and Ethical Consideration

May (2001) states that the ethics is concerned with principles and codes of ethical conduct. Basit (2010) mentions that ethical considerations are exceptionally important in educational research and researchers to ensure that research is conducted in a moral way. Therefore, to carry out the study, approval form the authority concerned (Director General of Ministry of Education, Chief District Education Officer, Principal and Subject teacher) were obtained. Parents and participants were informed about the study and the permission to use their child as sample for the study were sought. Moreover, consent letters from the parent were also sought. (Letters of Approval are attached in Appendix - A). Anonymity and confidentiality of the participants were maintained at all times.

3.6 DATA ANALYSIS

3.6.1 Quantitative Data Analysis

The quantitative data collected through Pre-Survey and Post-Survey using FLCAS questionnaire were computed and analyzed using a computer program. Individual participant's level of speaking anxiety was compared according to their total scores of Pre-Survey and Post-Survey. Participants who scored 25 to 56 were leveled as low level anxiety, 57 to 89 as medium level anxiety and 90 to 125 as high level of anxiety (Horwitz et al., 1986a). Comparisons of mean, standard deviation and significance level were done through paired sample t-test to examine item-wise anxiety level. The value of 2-tailed significance value (p) was referred to determine the significance difference between the means. (The Result of the Paired Sample T-Test is attached in Appendix - L).

3.6.2 Qualitative Data Analysis

According to Lochmiller and Lester (2017), the main purpose of qualitative data analysis is to bring order and the meaning to the data collected. One of the approaches that can be used to analyze text qualitative data is content analysis because this process involves turning a large set of raw data into practical proof through data reduction methods. Text data can be in verbal, print or in electronics from obtained from open-ended survey questions, interviews, classroom observations and reflections (Hsieh & Shannon, 2005). Gbrich (2007) states that content analysis is a method that involves systemic coding and categorization to explore the large amount of textual data to examine the patterns of words used, their relationships, their frequencies, discourses and structures. Therefore, the qualitative data collected through Classroom Observation (CO) and Students' Group Reflection (SGR) were analyzed using content analysis method.

CHAPTER 4

DATA ANALYSIS

This chapter presents the result analysis of the data collected through research instruments: FLCAS questionnaire, Classroom Observation (CO) and Students' Reflection (SR). Data collected through FLCAS questionnaire was computed and analyzed using a quantitative method and data collected through Classroom Observation and Students' Group Reflection (SGR) were analyzed using a qualitative method. The tables and charts are included to present the findings more clearly and vividly.

4.1 QUANTITATIVE DATA ANALYSIS

4.1.1 Data Analysis of Pre-Survey and Post-Survey FLCAS Questionnaire

To answer the first research question 1.3.1, Will the use of media (videos) in ESL grade five Bhutanese classroom reduce students' speaking anxiety?, Pre-Survey (before the intervention) and Post-Survey (after the intervention) were conducted using FLCAS questionnaire to the sample group. Questionnaire contained 25 items and data were collected through Likert Scale with five points ranging from, strongly disagree to strongly agree; 1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree and 5 Strongly agree. Individual participant's scores were added to determine the level of speaking anxiety. Higher the scores indicated the higher level of speaking anxiety and lower the scores indicated the lower level of speaking anxiety of the participants.

To maintain the uniformity in the individual participant's scores, researcher transformed the items' scores or reversed the scores of the items on Likert Scale using a computer program depending on the nature of the items. For Example, item like "When

"I'm on the way to English class, I feel very sure and relaxed" should be rated 1 (strongly disagree) to show the higher level of anxiety and should be rated 5 (strongly agree) to show the lower level of anxiety. This kind of item's score was reversed (transformed score 1 to 5, 2 to 4, 3 to 3, 4 to 2 and 5 to 1) using a computer program.

Item like "I get nervous and confused when I am speaking in my English class" needed to be rated 5 (strongly agree) to indicate the higher level of anxiety and should be rated 1 (strongly disagree) to indicate the lower level of anxiety. This kind of item's score remained unchanged because the higher the score indicated the higher level of speaking anxiety and the lower the score indicated the lower level of speaking anxiety of the participants. Table 4.2 presents the items that needed transformation in their scores.

Table 4.1 Items' score transformed on Likert Scale.

Item No	Items
3	It wouldn't worry me at all to take more English classes.
8	I don't understand why some people get so upset over English speaking.
21	When I'm on my way to English class, I feel very sure and relaxed.

4.1.1.1 Pre-Survey and Post-Survey: Analysis of Individual Participant's Level of Speaking Anxiety

To analyze the level of speaking anxiety of every individual participant, the scores of an individual participant were added. The range of total score was from 25 to 125 since questionnaire contained 25 items with 5 as the highest and 1 as the lowest score. Participants who scored 25 to 56 were labeled to have low level of speaking anxiety, those who scored 57 to 89 were labeled to have medium level of speaking anxiety and 90 to 125 were labeled to have high level of speaking anxiety (Horwitz et al., 1986). Table 4.2 shows the individual's total scores of Pre-Survey and Post-Survey and level of speaking anxiety.

Table 4.2 Individual's total score of Pre-Survey and Post-Survey indicating the level of speaking anxiety.

Std. Code	Pre-Survey Total Score	Level of Anxiety	Post-Survey Total Score	Level of Anxiety
S1	105	High	48	Low
S2	94	High	63	Medium
S3	100	High	65	Medium
S4	88	Medium	61	Medium
S5	97	High	49	Low
S6	98	High	63	Medium
S7	95	High	50	Low
S8	76	Medium	62	Medium
S9	99	High	59	Medium
S10	98	High	68	Medium
S11	103	High	62	Medium
S12	104	High	49	Low
S13	107	High	51	Low
S14	95	High	44	Low
S15	79	Medium	54	Low
S16	103	High	70	Medium
S17	95	High	68	Medium
S18	78	Medium	46	Low
S19	115	High	52	Low
S20	103	High	55	Low
S21	95	High	61	Medium
S22	96	High	52	Low
S23	98	High	52	Low
S24	102	High	56	Low
S25	92	High	44	Low
S26	96	High	39	Low

Table 4.2 Individual's total score of Pre-Survey and Post-Survey indicating the level of speaking anxiety (Cont.)

Std. Code	Pre-Survey Total Score	Level of Anxiety	Post-Survey Total Score	Level of Anxiety
S27	86	Medium	41	Low
S28	90	High	35	Low
S29	103	High	39	Low
S30	88	Medium	56	Low

Table 4.2 in general describes the total scores of an individual participant in Pre-Survey and Post-Survey. It also depicts the level of English speaking anxiety faced by each individual participant in a sample group. The Pre-Survey (before the intervention) showed that all the participants (100%) experienced a medium level to a high level of English speaking anxiety and no participant (0%) faced a low level of English speaking anxiety. That showed that all the participants experienced remarkable speaking anxiety in Pre-Survey. In contrast, Post-Survey (after the intervention) indicated that all the participants (100%) experienced a low level to a medium level of English speaking anxiety and no participant (0%) faced a high level of English speaking anxiety.

Almost all of the participants exhibited the decline and shift in an anxiety level category in Post-Survey from Pre-Survey, except participants with student code S4 and S8. Although they did not show the change in anxiety level category in Post-Survey from Pre-Survey, the score in Post-Survey dropped from 88 to 61 and 76 to 62 in Pre-Survey respectively, showing the fall in their level of English speaking anxiety.

The decline in English speaking anxiety from a high level and a medium level in Pre-Survey to a low level and a medium level in Post-Survey suggested that the incorporation of media (videos) in ESL grade five Bhutanese students' lesson was effective in reducing their English speaking anxiety.

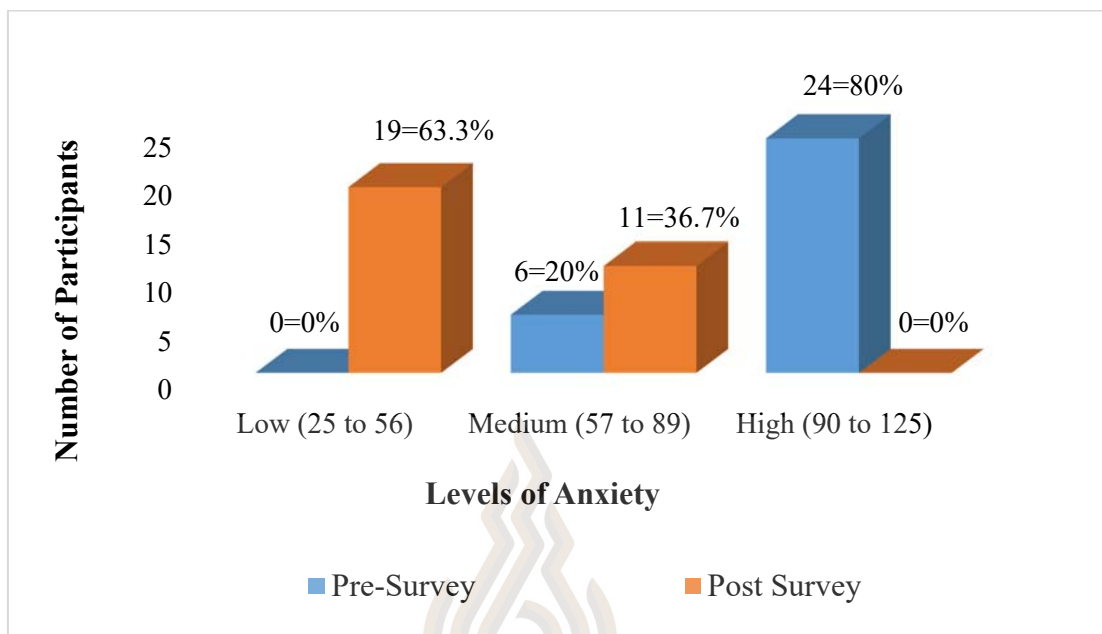


Figure 4.1 Comparison of Pre-Survey and Post-Survey: Number of participants in each anxiety level category.

Pre-Survey indicated that 0 (0%) participant experienced a low level of English speaking anxiety, 6 (18%) participants experienced a medium level of English speaking anxiety and 24 (80%) participants experienced a high level of English speaking anxiety. Whereas Post-Survey indicated that 19 (63.3%) participants experienced a low level of English speaking anxiety, 11 (36.7%) experienced a medium level of English speaking anxiety and 0 (0%) participant experienced a high level of English speaking anxiety.

No (0%) participant existing in a low level of anxiety in Pre-Survey and no (0%) participant in a high level of anxiety in Post-Survey noticeably revealed that all (100%) participants felt reduced amount of anxiety after the intervention of media (videos) in ESL grade five Bhutanese classroom.

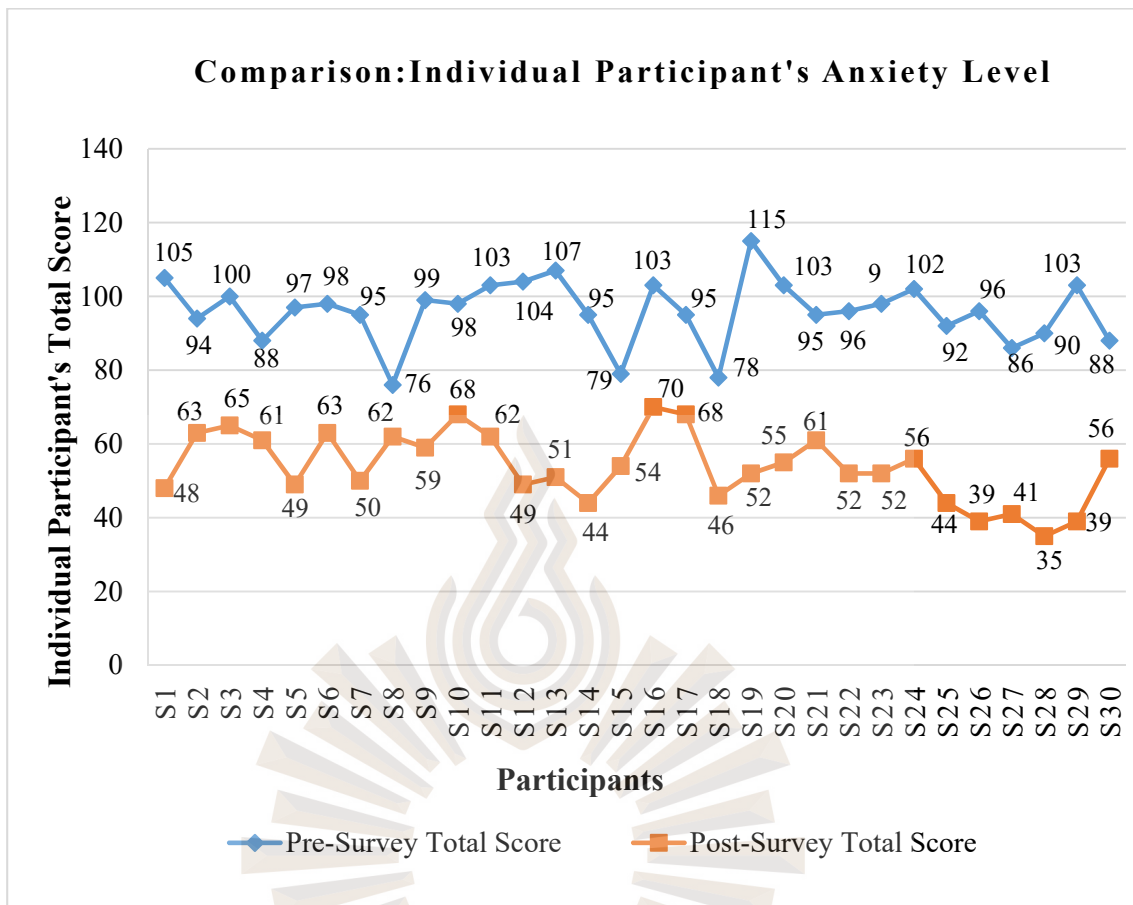


Figure 4.2 Comparison of Pre-Survey and Post-Survey: Individual participant's anxiety level

The two lines; a blue line represents individual participant's scores of Pre-Survey whereas an orange line represents individual participant's scores of Post-Survey. It shows that the blue line lies above the orange line indicating that all of the participants experienced a higher level of English speaking anxiety before the intervention.

The highest score in the Pre-Survey was 115 and the lowest was 76. Whereas the highest score in the Post-Survey was 70 and the lowest was 35. This vividly portrayed the downfall in English speaking anxiety level of individual participant in Post-Survey from Pre-Survey.

4.1.1.2 Pre-Survey and Post-Survey: Item-wise speaking anxiety level analysis.

The Pre-Survey and Post-Survey were conducted with 25 items of FLCAS survey questionnaire. It was rated on a Likert scale from 1 to 5. Each statement was judged according to a scale of the choice corresponding to the five options listed as: Strongly disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4) and Strongly agree (5). The mean and standard deviation were computed for all the statements of Pre-Survey and Post-Survey to examine the item-wise level of anxiety and interpreted according to the mean scale.

Table 4.3 Mean and standard deviation of Pre-Survey indicating the level of speaking anxiety.

Sl. No	Items	\bar{X}	SD	Level of Anxiety
1	I shiver when I know that I'm going to be asked to speak in English class.	4.16	.530	High
2	It frightens me when I don't understand what the teacher is saying in the English class.	4.26	.639	Highest
3	It wouldn't worry me at all to take more English classes.	2.83	.746	Moderate
4	During English class, I find myself thinking about things that have nothing to do with the course.	3.86	.628	High
5	I keep thinking that the other students are better at English language than I am.	3.96	.927	High
6	I develop fear when I have to speak without preparation in English class.	4.60	.621	Highest
7	I worry about the consequences of failing my English language class.	3.83	.791	High

Table 4.3 Mean and standard deviation of Pre-Survey indicating the level of speaking anxiety (Cont.)

Sl. No	Items	\bar{X}	SD	Level of Anxiety
8	I don't understand why some people get so upset over English speaking.	4.00	.909	High
9	In English class, I get so nervous that I forget things I know.	4.30	.651	Highest
10	It makes me feel shy to volunteer to answer in my English class.	4.06	.691	High
11	Even if I am well prepared for English language class, I feel worried about it.	3.80	.996	High
12	I often feel like not going to my English class.	3.43	.727	High
13	I am afraid that my English teacher is ready to correct every mistake I make.	3.80	.846	High
14	I can feel my heart pounding when I'm going to be called on in English class.	4.06	.449	High
15	The more I study for an English test, the more confused I get.	3.16	1.147	Moderate
16	I always feel that the other students speak the English better than me.	3.63	.850	High
17	I feel very self-conscious about speaking English in front of other students.	3.73	.980	High
18	My English teacher teach so quickly, I worry about getting left behind.	2.33	.884	Low
19	I feel more tense and nervous in my English class than in my other classes.	3.80	.996	High
20	I get nervous and confused when I am speaking in my English class.	3.90	.607	High

Table 4.3 Mean and standard deviation of Pre-Survey indicating the level of speaking anxiety (Cont.)

21	When I'm on my way to English class, I feel very sure and relaxed.	3.70	.876	High
22	I get nervous when I don't understand every word the English teacher says.	4.20	.484	High
23	I feel overloaded by the number of rules I have to learn to speak English.	3.96	.614	High
24	I am afraid that the other students will laugh at me when I speak English.	4.03	.614	High
25	I get nervous when the English teacher asks questions which I haven't prepared in advance.	4.46	.507	Highest

Mean of each item of the Pre-Survey exhibited that the highest level of anxiety was rated by the participants for four items. Items (6), “I develop fear when I have to speak without preparation in English class” with 4.60 mean score, (25), “I get nervous when the English teacher asks questions which I haven't prepared in advance” with 4.46 mean score, (9), “In English class, I get so nervous that I forget things I know” with 4.30 mean score and item (2), “It frightens me when I don't understand what the teacher is saying in the English class” with 4.26 mean score.

The lowest mean of 2.33 was rated for the item (18), “My English teacher teach so quickly, I worry about getting left behind, putting it into the low level of anxiety”. Two items, (15), “The more I study for an English test, the more confused I get” with 3.16 mean score and (3), “It wouldn't worry me at all to take more English classes” with mean score 2.83 were rated in a moderate level of anxiety. The rest were all rated in the high level of English speaking anxiety category which pointed out that almost all of the participants faced English speaking anxiety in ESL classroom.

Table 4.4 Mean and standard deviation of Post-Survey indicating the level of speaking anxiety.

Sl. No	Items	\bar{X}	SD	Level of Anxiety
1	I shiver when I know that I'm going to be asked to speak in English class.	1.93	.785	Low
2	It frightens me when I don't understand what the teacher is saying in the English class.	2.50	.938	Low
3	It wouldn't worry me at all to take more English classes.	1.23	.430	Lowest
4	During English class, I find myself thinking about things that have nothing to do with the course.	2.27	.907	Low
5	I keep thinking that the other students are better at English language than I am.	2.30	.651	Low
6	I develop fear when I have to speak without preparation in English class.	2.63	.669	Moderate
7	I worry about the consequences of failing my English language class.	2.47	.937	Low
8	I don't understand why some people get so upset over English speaking.	2.20	.761	Low
9	In English class, I get so nervous that I forget things I know.	2.33	.661	Low
10	It makes me feel shy to volunteer to answer in my English class.	1.77	.679	Lowest
11	Even if I am well prepared for English language class, I feel worried about it.	1.93	.583	Low
12	I often feel like not going to my English class.	1.63	.615	Lowest
13	I am afraid that my English teacher is ready to correct every mistake I make.	1.90	.662	Low

Table 4.4 Mean and standard deviation of Post-Survey indicating the level of speaking anxiety (Cont.)

Sl. No	Items	\bar{X}	SD	Level of Anxiety
14	I can feel my heart pounding when I'm going to be called on in English class.	2.37	.765	Low
15	The more I study for an English test, the more confused I get.	2.20	.714	Low
16	I always feel that the other students speak the English better than me.	2.37	.765	Low
17	I feel very self-conscious about speaking English in front of other students.	2.57	.971	Low
18	My English teacher teach so quickly, I worry about getting left behind.	1.83	.648	Low
19	I feel more tense and nervous in my English class than in my other classes.	2.30	.750	Low
20	I get nervous and confused when I am speaking in my English class.	2.20	.847	Low
21	When I'm on my way to English class, I feel very sure and relaxed.	1.30	.466	Lowest
22	I get nervous when I don't understand every word the English teacher says.	2.70	.988	Moderate
23	I feel overloaded by the number of rules I have to learn to speak English.	2.27	.868	Low
24	I am afraid that the other students will laugh at me when I speak English.	2.30	.750	Low
25	I get nervous when the English teacher asks questions which I haven't prepared in advance.	2.30	.794	Low

In contrast to the mean and standard deviation of Pre-Survey, Post-Survey denoted that no item was rated in the highest and the high level of anxiety. Only two items (6 and 22) were seen rated in the moderate level of speaking anxiety. Item (6), “I develop fear when I have to speak without preparation in English class” which was rated in the highest level of anxiety in Pre-Survey with 4.60 mean score was rated in the moderate level of anxiety in Post-Survey with 2.63 mean score. Item (22), “I get nervous when I don't understand every word the English teacher says” which was rated in the high level of anxiety in Pre-Survey with 4.20 mean score was rated in the moderate level of anxiety in Post-Survey with 2.70 mean score. Others were rated in the low and the lowest level of the anxiety. It indicated that there was diminution in speaking anxiety after the media (videos) intervention.

Table 4.5 Pre-Survey and Post-Survey: Paired Samples T-Test

Group	Pre-Survey		Post-Survey		Mean Difference (Pre-Post)	t	P-Value (2-tailed)
	\bar{X}	SD	\bar{X}	SD			
Sample Group	3.78	0.313	2.15	0.375	1.63	18.75	0.01**
Significance level (p): < 0.05-significant							

The scores of Pre-Survey and Post-Survey were compared in terms of mean, SD, and significant value** (p). The mean scores of the Pre-Survey and Post-Survey were 3.78 and 2.15 respectively with the mean difference of 1.63. The significance (p) value was 0.01 which indicated that there was statistically significant decrease in the scores of Post Survey from Pre-Survey. It signified that the intervention of media (videos) in reducing the level of English speaking anxiety was significant. This was further illustrated by the figure below.

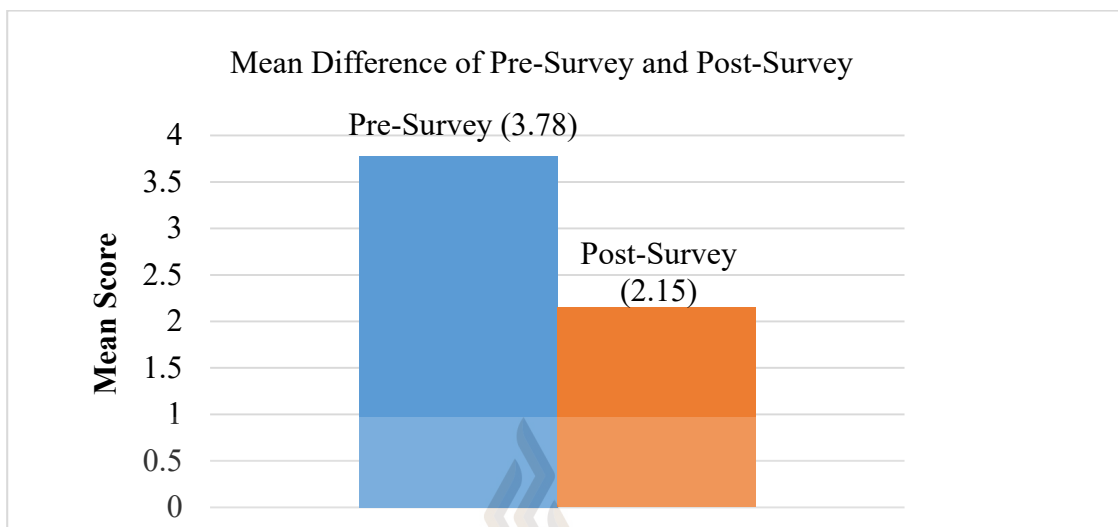


Figure 4.3 Total mean comparison of Pre-Survey and Post-Survey of sample group

4.2 QUALITATIVE DATA ANALYSIS

4.2.1 Analysis of Classroom Observation

In total of three lessons (3rd, 5th and 7th) were observed with the help of a peer teacher to supplement the quantitative data to answer the research question 1.3.1, “Will the use of media (video) in ESL grade five Bhutanese classroom reduce students’ speaking anxiety?” Data obtained through Classroom Observations (CO) were analyzed using content analysis method. The overall data were organized and interpreted in three core themes: (1) Classroom Participation, (2) Motivation in Speaking English and (3) Confidence in speaking English.

4.2.1.1 Classroom Participation

Data collected through Classroom Observation (CO) revealed that the sample group participated better in English speaking activities each time when media (videos) were integrated in the speaking lesson. First Classroom Observation done on lesson 3 (session 3 and 4) (CO-1) in the first week stated, “few students participated in the speaking activities”, the second Classroom Observation carried out on lesson 5

(session 5 and 6) (CO-2) in the third week stated, “the most of the students participated actively in the speaking activities” and the last or the third classroom observation administered on lesson 7 (session 7 and 8) (CO-3) in the fourth week stated, “almost all the students involved actively in the speaking activities”.

Further the participants showed dramatic increase in numbers of volunteerism each time when the media (videos) were incorporated in the lesson. “11 participants volunteered to speak in the class”, mentioned (CO-1). “23 participants volunteered to speak in the class”, stated (CO-2) and (CO-3) stated “almost all the participants volunteered to speak in the class”.

Thus, the increase in numbers of participants actively participating in the English speaking activities and the rise in numbers of volunteerism to speak in the class over the time depicted that the use of media (videos) in ESL grade five Bhutanese classroom was remarkably effective in reducing English speaking anxiety.

4.2.1.2 Motivation in Speaking English

Classroom Observation revealed that the incorporation of media (videos) motivated the participants to take part in speaking activities. It was observed that the participants were enjoying the lesson. The participants were found happy to share their ideas, trying to speak English during the activities and were noticed using their own ideas to continue speaking after watching the media (videos).

“Students were happy to share what they have learned from video and few students used their own ideas to continue speaking. Few students tried to speak English during activities and students seemed to enjoy the lesson”. Classroom Observation-1(CO-1).

“The Most of the students were happy to share the ideas after watching video and students tried to speak English during the activities. The most

of the students used their own ideas to continue speaking and students seemed to enjoy the lesson”. Classroom Observation-2 (CO-2).

“The students were motivated and happy to speak in the class, they used their own ideas to speak and the lesson was enjoyable and interesting to the students”. Classroom Observation-3 (CO-3).

Therefore, above excerpts supported that the media (videos) played an effective role in reducing speaking anxiety of ESL grade five Bhutanese students through motivation.

4.2.1.3 Confidence in Speaking English

Classroom Observation also exposed that the confidence of the participants developed each time when the media (videos) were incorporated in ESL speaking classroom. At first most of the participants were observed hesitant and not comfortable in speaking English but it was seen that the most of the participants were confident at the end of the session.

“Few students spoke without hesitation but most seemed to hesitate and few students were comfortable in speaking English”. Classroom Observation-1 (CO1).

“Many students spoke without hesitation and were comfortable in speaking English”. Classroom Observation-2 (CO2).

“Most of the students spoke confidently”. Classroom Observation-3 (CO3).

Thus, above extracts proved that the media (videos) reduced ESL grade five Bhutanese students’ speaking anxiety by developing confidence.

4.2.2 Analysis of Students' Group Reflection

Qualitative data were collected through Students' Group Reflection (SGR) to answer the research question 1.3.2, "What is ESL grade five Bhutanese students' perception on the use of media (video) in reducing speaking anxiety?" Students were divided into 6 groups with 5 members each. The researcher explained each and every question in Dzongkha (National Language) to help the participants understand the question better. The data obtained through Students' Group Reflection (SGR) were analyzed using content analysis method. The overall data were organized and interpreted in three core themes: (1) Enjoyment in learning, (2) Motivation in speaking English and (3) Confidence in speaking English.

4.2.2.1 Enjoyment in Learning

The data collected through Students' Group Reflection (SGR) exposed that the use of media (videos) in ESL speaking classroom attracted the participants' interest and made learning joyful. Lesson was found fun with music, beautiful actors and lights. Contents of the media (videos) like dialogues, rich vocabulary, good pronunciation, and involvement of audio-visual senses attracted the participants' attention in learning.

"We enjoyed the lesson. It was fun to watch videos in the class because we can explore and get extra knowledge. In video we can see real but in normal lesson we just hear". Students' Group Reflection-1 (SGR-1)

"We enjoyed the lesson. It was fun to watch video because there was music, beautiful actors and lights". Students' Group Reflection-2 (SGR-2).

"We enjoyed the lesson. It was fun to watch videos because we learned new words and pronunciations". Students' Group Reflection-3 (SGR-3).

“We liked watching video. Video has interesting things like images, music and we can see interesting characters”. Students’ Group Reflection-4 (SGR-4).

“Video is a good activity because we get more information and learn the ways of speaking”. Students’ Group Reflection-5 (SGR-5).

“We enjoyed the lesson. Learning through video is a good activity because it is colorful and wonderful. We do not feel sleepy and can pay full attention in learning”. Students’ Group Reflection-6 (SGR-6).

The above excerpts disclosed that the participants enjoyed the lesson and they had a positive opinion in using media (videos) in ESL speaking classroom.

4.2.2.2 Motivation in Speaking English

Students’ Group Reflection (SGR) revealed that the use of media (videos) reduced speaking anxiety of the participants through motivation. The characters’ ways of speaking with good pronunciation, intonation and expression has motivated the participants to speak English. Moreover, the help rendered by English media (videos) to learn new vocabulary through actions inspired the participants to learn English speaking.

“Watching English video helped us in learning new vocabulary which helped us in speaking English”. Students’ Group Reflection-1 (SGR-1).

“Watching video interests us in learning English speaking because we like the ways of speaking in the video. Characters speak with intonation, expression and good pronunciation”. Students’ Group Reflection-2 (SGR-2).

“Watching video interests us in learning English speaking”. Students’ Group Reflection-3 (SGR-3).

“Character in the video speak English and we can copy the way of speaking from them”. Students’ Group Reflection-4 (SGR-4).

“We are motivated to speak English because we love some ways of speaking and learned how to speak English”. Students’ Group Reflection-5 (SGR-5).

“When we watched English videos we all wanted to speak English and we tried very hard to speak in English”. Students’ Group Reflection-6 (SGR-6).

The above excerpts evidently supported that they were motivated to speak and had positive perception in using media (videos) in ESL classroom to reduce speaking anxiety.

4.2.2.3 Confidence in Speaking English

Students’ Group Reflection (SGR) also exposed that the learning of new vocabulary, pronunciation and intonation through watching media (videos) helped participants gain confidence in speaking English. Further, observation made on characters’ ways of speaking by participants and extra information gained through media (videos) helped the participants gain confidence in speaking English.

“By watching videos we learned to pronounce the words correctly and made us confident to speak in the class”. Students’ Group Reflection-2 (SGR-2).

“We learned right pronunciation, new words, way of speaking, and got more information which made us comfortable to share ideas in the class”. Students’ Group Reflection-3 (SGR-3).

“Videos helped us gain confidence in speaking because we could explore and get extra information”. Students’ Group Reflection-4 (SGR-4).

“Watching videos helped us to gain confidence because we learned many new words that helped us to speak English”. Students’ Group Reflection-6 (SGR-6).

Therefore, it was apparent that media (videos) have played a vivid role in decreasing speaking anxiety level of the participants and participants had positive perception towards it.

The researcher targeted to reduce speaking anxiety of ESL grade five Bhutanese students by employing media (videos) in speaking lesson. Most of the participants were found anxious and worried to speak English according to the Pre-Survey conducted. The treatment proved effective in reducing the participants’ speaking anxiety as Post-Survey denoted significant drop in participants’ level of anxiety in speaking English. Participants were observed to have motivated in speaking English, gained confidence in speaking and found participating actively in speaking activities when the media (videos) were employed in the lesson which were the sign of reduced speaking anxiety.

Participants’ expressed positive opinion towards the use of media (videos) in reducing English speaking anxiety. Participants stated that the learning was exciting and fun through media (videos). Furthermore they mentioned that model of speaking with gestures, expression, good pronunciation and gaining of extra information from media (videos) motivated them and helped them to gain confidence in speaking English. Therefore, data analysis of FLCAS questionnaire, Classroom Observation (CO) and Students’ Group Reflection (SGR) concluded that incorporation of media (videos) were

effective in reducing speaking anxiety and participants had positive perception towards the use of media (videos) in reducing ESL learners' speaking anxiety.



CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATION

This chapter presents the conclusion form the results of data analysis, discussion of the findings and recommendation for future studies.

5.1 CONCLUSION

This case study on the use of media (videos) to reduce ESL grade five Bhutanese students' speaking anxiety primarily aimed to (1), examine the effectiveness of media (videos) in reducing students' speaking anxiety and (2), find out the students' perception towards the use media (videos) in reducing speaking anxiety. To realize the objectives the quantitative data were collected through FLCAS questionnaire and the qualitative data were collected through Classroom Observation (CO) and Students' Group Reflection (SGR). The following conclusions were drawn after analyzing the data collected through mixed-methods.

5.1.1 The Result of Pre and Post-Survey Questionnaire Data Analysis

The first objective of the study was to examine the effectiveness of media (videos) in reducing ESL grade five Bhutanese students' speaking anxiety. Pre-Survey (before the intervention) and Post-Survey (after the intervention) were conducted to the sample group to examine the outcome.

Individual participant's level of speaking anxiety in Pre-Survey and Post-Survey was compared by grouping into three category; (1) Low level-(25 to 56), (2) Moderate level-(57 to 89) and (3) High level (90 to125) according to the total score of individual participant in Pre-Survey and Post-Survey (Horwitz et al., 1986a). Pre-Survey pointed

out that 0 (0%) participant experienced a low level of English speaking anxiety, 6 (18%) participants experienced a medium level of English speaking anxiety and 24 (80%) participants experienced a high level of English speaking anxiety. In contrast, Post-Survey indicated that 19 (63.3%) participants experienced a low level of English speaking anxiety, 11 (36.7%) experienced a medium level of English speaking anxiety and 0 (0%) participant experienced a high level of English speaking anxiety.

The decline in English speaking anxiety level from a high level and a medium level in Pre-Survey to a low level and a medium level in Post-Survey suggested that incorporation of media (videos) in ESL grade five Bhutanese students' lesson was effective in reducing their English speaking anxiety.

A comparative statistical analysis using paired sample t-test was done within the sample group to examine the anxiety level. The scores of Pre-Survey and Post-Survey were computed and compared in terms of mean, SD, and significant value (p). The total mean score of the Pre-Survey and Post-Survey were 3.78 and 2.15 respectively with the mean difference of 1.63. The significance value was 0.01 which indicated that there was statistically significant decrease in the scores of Post Survey from Pre-Survey.

Therefore, the findings of comparison made between levels of anxiety in Pre-Survey and Post-Survey through grouping and paired sample t-test confirmed the first hypothesis which stated that the use of media (videos) would reduce ESL grade five Bhutanese students' speaking anxiety.

5.1.2 The Result of the Classroom Observation Data Analysis

The prime purpose of the classroom observation was to supplement and confirm the findings of the quantitative data collected through FLCAS questionnaire. The data collected were analyzed using the content analysis method.

Participants were observed participating actively and the number of participants volunteering to speak in ESL classroom were found increased every time when the

media (videos) were employed in the lessons. It was observed that participants were enjoying the lesson, motivated to share their ideas, trying to speak English during the activities and were noticed using their own ideas to continue speaking after watching media (videos). Furthermore, it was observed that participants' confidence in speaking English was boosted over the time when the media (videos) were used. Hence, the study concluded that the result of classroom observation supported the finding of quantitative data collected through FLCAS questionnaire proving that the use of media (videos) in ESL grade five Bhutanese classroom was effective in reducing English speaking anxiety.

5.1.3 The Result of the Students' Group Reflection

The second objective of the study was to find out the ESL grade five Bhutanese students' perception on the use of media (videos) in reducing speaking anxiety. Participants were let to write their reflection to examine the result. The data were analyzed using the content analysis method.

The result of Students' Group Reflection (SGR) revealed that the integration of media (videos) in ESL grade five Bhutanese classroom made learning fun, exciting and joyful. It also motivated participants to speak English and helped to develop their confidence in speaking English. Participants expressed that the lesson was fun with music, beautiful actors and lights. Contents of media (videos) like dialogues, rich vocabulary, good pronunciation and involvement of audio-visual senses attracted participants' attention in learning. They also stated that the help rendered by media (videos) to learn new words through actions and model of speaking with expression, intonation and good pronunciation inspired them to speak English. Additionally, participants pointed out that extra information, new vocabulary and correct pronunciation they learnt from media (videos) made them confident to speak English.

Therefore, from the result of the Students' Group Reflection (SGR), the researcher concluded that ESL grade five Bhutanese students had positive perception towards the use of media (videos) in reducing speaking anxiety.

5.2 DISCUSSION

This study had two major findings. The first outcome was that the use of media (videos) was effective in reducing ESL grade five Bhutanese students' speaking anxiety. And the second finding was that the ESL grade five Bhutanese students had positive perception towards the use of media (videos) in reducing speaking anxiety.

5.2.1 Media (Videos) Reduce ESL Learners' Speaking Anxiety

The result of Pre-Survey and Post-Survey revealed that the use of media (videos) was effective in reducing level of speaking anxiety of ESL grade five Bhutanese students. Individual participant's anxiety level analysis showed that all the participants experienced a medium level to a high level of speaking anxiety in Pre-Survey. Their anxiety level has seen reduced to a medium level and a low level in Post-Survey. In line with it, comparison of item-wise anxiety level also indicated that there was fall in anxiety level of participants in Post-Survey from Pre-Survey. The significance (p) value was 0.01 which indicated that there was statistically significant drop in the level of speaking anxiety in Post-Survey compared to Pre-Survey.

The above finding was aligned with the finding of Bajrami and Ismaili (2016); Cakir (2006); Cepon (2013). They found out that the audio-visual and setting elements in media (videos) made language learning entertaining, enjoyable, motivating and low anxiety provoking environment. The finding was also supported by the finding of Rafada and Madini (2017). They concluded that the watching English movies was an effective solution for reducing speaking anxiety in ESL classrooms. Moreover, finding of Fauzi (2016) which stated that the media (videos) reduced speaking anxiety through developing ESL learners' confidence to speak supported the above finding.

The possible reasons for having significant reduction of ESL grade five Bhutanese students' speaking anxiety when media (videos) were incorporated could be due to the correct procedure followed by the researcher to implement the media (videos). To have maximum effect of the media (videos) researcher followed correct procedures

(pre-viewing, viewing and post viewing) as recommended by Cakir (2006); Intajuck (n.d.); Lopez (2016).

The result of the Classroom Observation (CO) supplemented and supported the finding of Pre-Survey and Post-Survey. The number of volunteers to speak in ESL classroom increased and participated actively in the English speaking activities over time when media (videos) were employed. The lesson was observed enjoyable, exciting and fun for the participants. Participants were found motivated to speak in English during the activities. Furthermore, it was observed that the media (videos) played an effective role in developing students' confidence in speaking English. Hence, the study concluded that the use of media (videos) in ESL grade five Bhutanese classroom was effective in reducing English speaking anxiety through motivation and boosting confidence.

The above finding was parallel to the finding of Huang (2013), who found that the use of media (videos) in the ESL classroom created non-threatening, positive and relaxed English learning environment and had a positive relationship in reducing speaking anxiety. The finding was also consistent with the finding of Riswandi (2016) which indicated that the media (videos) increased motivation, built confidence, and encouraged proactivity by providing topics and ideas for learners to discuss. Further, the finding was similar to the finding of Wang (2015) and Muslem et al. (2017). They found that the use of media (videos) had positive effects on the enhancement of ESL students speaking skills which ultimately helped in reducing ELS learners' speaking anxiety.

The repeated opportunities provided to speak English by media (videos) must have reduced ESL students' speaking anxiety. Singay (2018) found that the lack of opportunities to practice oral communication in the classroom as a result of traditional method of teaching was the cause of anxiety of ESL Bhutanese students. Bajrami and Ismaili (2016) suggested that using the appropriate video materials motivated and improved students' communicative language competence by ensuring student-centered classroom environment.

5.2.2 Positive Perception in use of Media (videos) in ESL Speaking Classroom

The integration of media (videos) was perceived to have made learning fun, exciting and joyful. It was also found that media (videos) motivated and developed the participants' confidence in speaking English. The contents of media (videos) like dialogues, rich vocabulary, good pronunciation and involvement of audio-visual senses attracted participants' attention in learning. Learning of new vocabulary through actions and model of speaking with expression, intonation and good pronunciation inspired the participants to speak English confidently. Therefore, the researcher concluded that ESL grade five Bhutanese students had positive perception towards the use of media (videos) in reducing speaking anxiety.

The finding was analogous to Kabooha (2016) and Pigg (2017) who studied the students' and teachers' perception in use of media in ESL speaking classroom. The finding was also in relation to the findings of Donley (2000) and Muslem et al. (2017). They found out that the English (videos) presented the excellent models of speaking and encouraged students to speak English. Furthermore, the result was supported by the findings of Bajrami and Ismaili, (2016); Berk (2009); Bran (2010); Cakir (2016); Hemei (1997), and Their findings stated that materials with pictorial clues, visuals aspects, gestures and colorful characters like cartoon in videos attracted attention, fostered vocabulary learning and speaking abilities.

ESL grade five Bhutanese students' positive opinion towards the use of media (videos) must have risen from the appropriate media (videos) used in the speaking lesson. The researcher chose the media (videos) considering the selection criteria recommended by Bello (1999); Botirca (2007); Guo et al. (2014); Intajuck (n.d.); Lopez (2016) to draw the maximum advantages form the media (videos) used.

5.3 RECOMMENDATIONS

5.3.1 Recommendation for Practice

The study found out that the use of media (videos) was effective in reducing ESL grade five Bhutanese students' speaking anxiety and students had positive perception towards the use of media (videos) in ESL speaking class. Therefore, the following recommendations have been made based on the findings of the study with the hope that it possibly would assist the English teachers and students in ESL speaking classroom.

1) The study found out that the use of media (videos) had positive effect in reducing speaking anxiety and students had a positive perception towards the use of media (videos) in reducing ESL learners' speaking anxiety. Therefore, Bhutanese English teachers are recommended to use media (videos) in ESL speaking classroom to improve speaking skills and reduce speaking anxiety.

2) Bhutanese English teachers can also try to integrate media (videos) in ESL listening classroom to improve listening skills.

3) Bhutanese teachers may also try to incorporate media (videos) in the teaching and learning process of other subjects like Social Studies, Dzongkha, Mathematics and Science to improve learning achievement.

4) This study would serve as a reference for the future researchers to carry out the studies on similar fields.

5.3.2 Recommendation for Future Study

1) The study was limited to a section of 30 ESL grade five Bhutanese students. For further studies, similar research can be conducted to a bigger sample size and different grade levels in Bhutanese schools.

2) To have more reliable and significant results, the future studies need to be carried out over a longer period of time.

3) This study focused only on students' perception. Therefore, it is recommended that future studies can be conducted to find out the opinion of teachers in using media (videos) in ESL speaking classroom of Bhutan.

4) It would be interesting to conduct a comparative study of the use of videos with other media to find out the differences in their effectiveness in reducing the level of speaking anxiety and students' perception.



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The logo of Rangsit University is a circular emblem. At the top is a stylized flame or sunburst. Below it is a ring of 24 triangular segments, each pointing outwards. The word "APPENDICES" is centered over the ring.

APPENDICES

มหาวิทยาลัยรังสิต Rangsit University



APPENDIX A

LETTER OF APPROVAL



The Director General
Department of School Education
Ministry of Education
Thimphu, Bhutan

Date: 14 May 2018

Subject: Request for Permission to Collect Data for M. Ed. Theses

Dear Sir/Madam,

The Faculty of Education for the M. Ed. Program in Curriculum and Instruction would like to request your permission for four Trongsa Penlop Scholarship M. Ed. candidates to collect data in Bhutan for their Thesis from May-June 2018. The details of the candidates are shown below:

Sl. No	Name of Student	Research School	Research Title
1	Dorji Wangchuk K	Samdrup Jongkhar District	School Principals' Perceptions towards Instructional Leadership Practices: A Case Study from Southern District
2	Ngawang Tenzin	Kamji Central School	ESL Learning Strategy among Grade Nine Bhutanese Secondary School Students in Chukha, Bhutan
3	Dawa Gyeltshen	Kengkhar Lower Secondary School	The Use of Media to Reduce ESL Students' Speaking Anxiety: A Case study of Grade Five Bhutanese Students in Mongar District
4	Kuenzang Wangchuk	Nobding Lower Secondary School	The Impact of Collaborative Strategic Reading on ESL Reading Comprehension of Grade Seven Bhutanese Students in Wangdue Phodrang District

Thank you for your kind consideration.

Truly yours,

Assistant Professor Anchalee Chayanuvat, Ed.D.
Dean of Faculty of Education
Rangsit University
Muang-Ake. Paholyothin Road
Lakhok, Pathumtani 12000 THAILAND

Tel +662-997-2222 ext. 1275, 1276
Fax +662-997-2222 ext. 1277



དབལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།
 Royal Government of Bhutan
 Ministry of Education
Department of School Education
 School Planning and Coordination Division



ཤེས་རིག་
 --Rethinking Education--

MoE/DSE/SPCD/SLCU(2.1)2018/ ༡༠ /

17th May, 2018

The Chief Dzongkhag/Thromde Education Officers
 Dzongkhag/Thromde Administration
 Samdrupjongkhar, Chukha, Mongar, Wangdue, Thimphu Thromde, Paro and Dagana.

Subject: An approval to carry out data collection.

Sir(s) Madam(s),

The Dean of Faculty of Education, Rangsit University, Thailand has written to the department to seek permission for 11 Bhutanese M.Ed candidates to collect data for their thesis.

In this regard, the Department of School Education is pleased to accord an approval for the candidates to collect data from the schools allocated to them as per the attached letter from the Dean.

Therefore, you are requested to kindly facilitate them to carry out the data collection without disturbing the normal school routine.

The letter dated 10th May and 14th May, 2018 from the Dean of Faculty of Education, Rangsit University, Thailand is attached for your reference please.

Thanking you,

Sincerely yours,

(Karma Tshering)
 Director General

CC:

1. The DASHO DZONGDAG/THROMPOEN, Samdrupjongkhar, Chukha, Mongar, Wangdue, Thimphu Thromde, Paro, Dagana for kind information
2. Assistant Professor Anchalee Chayanuvat, Ed.D. the Dean of Faculty of Education, Rangsit University for kind information
3. The Offg. Chief Program Officer, SPCD for information
4. M.Ed candidates for information and follow up



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།
 Royal Government of Bhutan
 Ministry of Education
 DZONGKHAG EDUCATION SECTOR, MONGAR



MD/EDN/MICS-28/2017-2018/ 1115

May 23rd, 2018.

To

The Principal,
 Kengkhar LSS
 Kengkhar, Mongar.
 Bhutan.



Subject: **Permission to collect data for M.Ed course**

Sir,

Mr. Dawa Gyeltshen, who is undergoing M.Ed course, at Rangsit University, Thailand has identified Kengkhar LSS as sampling for his thesis. Hence, he had approached our office for permission to conduct data collection from your school.

Therefore, kindly do permit him to collect necessary data from your school and do provide necessary cooperation and support to enable him to complete data collection, please.

The candidate is also advised to abide by the code of conduct of the students and schools during the time of data collection.

This letter is valid till the completion of data collection at Kengkhar Lower Secondary school, Mongar, Bhutan only.

(Ugyen Thinley)
 Dy. Chief DEO, Mongar, Bhutan
 Dy. Chief Dzongkhag Education Officer
 Dzongkhag Administration
 Mongar

Copy to:

1. The Dean of Faculty of Education, Rangsit University, Thailand
2. The Person Concern
3. Office

May 24, 2018.

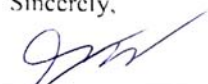
TO WHOM MAY IT CONCERN

Respected Principal,

I am currently enrolled in the Master of Education in Curriculum and Instruction at Rangsit University, Thailand. I am studying on *'The Use of Media to Reduce ESL Students' Speaking Anxiety: A Case Study of Grade Five Bhutanese Students in Mongar District'*. This research will involve teaching of eight English lessons during the school hours for a period of four weeks from Mid-May to Mid-June, 2018. Focus Group Discussion will also be conducted towards the end. The content of the teaching will be no different from what they are supposed to learn and it focuses on reducing speaking anxiety. I believe that it will surely help students improve speaking skills. The questionnaire, classroom observation and group discussion are solely for research purposes. I would like to seek your permission to let the teachers and students to participate in this study. Their names, identifications and school will not be used in the research paper or presentations. It is important to note that all information provided will be confidential.

I thank and greatly appreciate for your support in this research.

Sincerely,


 (Dawa Gyeltshen)

Student

Rangsit University, Thailand.

I have read the information statement provided and any questions I have asked to have been answered to my satisfaction. I agree to allow my students and teachers to participate in this study provided it is voluntary participation and they can withdraw at any time they like. I agree that research data gathered for the study may be published maintaining the name of the school and the individual student participants are anonymous.

Name: Kinzang WangchukSignature: Principal
Kenghar Lower Secondary School
Mongar: BhutanDate: 24/5/2018.

May 24, 2018.

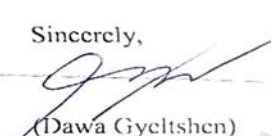
TO WHOM MAY IT CONCERN

Dear Parents,

I am currently enrolled in the Master of Education in Curriculum and Instruction at Rangsit University, Thailand. I am studying on '*The Use of Media to Reduce ESL Students' Speaking Anxiety: A Case Study of Grade Five Bhutanese Students in Mongar District*'. This research will involve teaching of eight English lessons during the school hours for a period of four weeks from Mid-May to Mid-June, 2018. Focus Group Discussion will also be conducted towards the end. The content of the teaching will be no different from what they are supposed to learn and it focuses on reducing speaking anxiety. I believe that it will surely help students improve speaking skills. The questionnaire, classroom observation and group discussion are solely for research purposes. I would like to seek your permission to let your child to participate in this study. Their names, identifications and school will not be used in the research paper or presentations. It is important to note that all information provided will be confidential. If you agree to let your child participate, please sign the form below.

I thank and greatly appreciate for your support in this research.

Sincerely,



(Dawa Gyeltshen)

Student

Rangsit University, Thailand.

I acknowledge that the content of this research study has been thoroughly explained to me and any questions have been answered. I have read the letter provided by Mr Dawa Gyeltshen and have agreed to let my child () participate in the research as described.

Name: *Dorji Choeda (warden)*Signature: Date: *24/05/18*

มหาวิทยาลัยรังสิต Rangsit University

May 24, 2018.

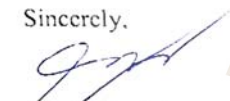
TO WHOM MAY IT CONCERN

Dear Parents,

I am currently enrolled in the Master of Education in Curriculum and Instruction at Rangsit University, Thailand. I am studying on '*The Use of Media to Reduce ESL Students' Speaking Anxiety: A Case Study of Grade Five Bhutanese Students in Mongar District*'. This research will involve teaching of eight English lessons during the school hours for a period of four weeks from Mid-May to Mid-June, 2018. Focus Group Discussion will also be conducted towards the end. The content of the teaching will be no different from what they are supposed to learn and it focuses on reducing speaking anxiety. I believe that it will surely help students improve speaking skills. The questionnaire, classroom observation and group discussion are solely for research purposes. I would like to seek your permission to let your child to participate in this study. Their names, identifications and school will not be used in the research paper or presentations. It is important to note that all information provided will be confidential. If you agree to let your child participate, please sign the form below.

I thank and greatly appreciate for your support in this research.

Sincerely,



(Dawa Gyeltshen)

Student

Rangsit University, Thailand.

I acknowledge that the content of this research study has been thoroughly explained to me and any questions have been answered. I have read the letter provided by Mr Dawa Gyeltshen and have agreed to let my child () participate in the research as described.

Name: *yeshi wangmo*
(matron)

Signature: Date: *24/5/18*



APPENDIX B

IOC OF FLCAS QUESTIONNAIRE

มหาวิทยาลัยรังสิต Rangsit University

**Item Objective Congruence for Foreign Language Classroom Anxiety Scale
(FLCAS) Questionnaire by the Experts**

Sl. No	Items	Rating by Experts			IOC Average	Remarks
		Expert 1	Expert 2	Expert 3		
1	I don't worry about making mistakes in English class.	+1	+1	+1	+1	Accepted
2	I shiver when I know that I'm going to be asked to speak in English class.	+1	+1	+1	+1	Accepted
3	It frightens me when I don't understand what the teacher is saying in the English class.	+1	+1	+1	+1	Accepted
4	It wouldn't worry me at all to take more English classes.	+1	+1	+1	+1	Accepted
5	During English class, I find myself thinking about things that have nothing to do with the course.	+1	+1	0	0.67	Accepted
6	I keep thinking that the other students are better at English language than I am.	+1	+1	+1	+1	Accepted

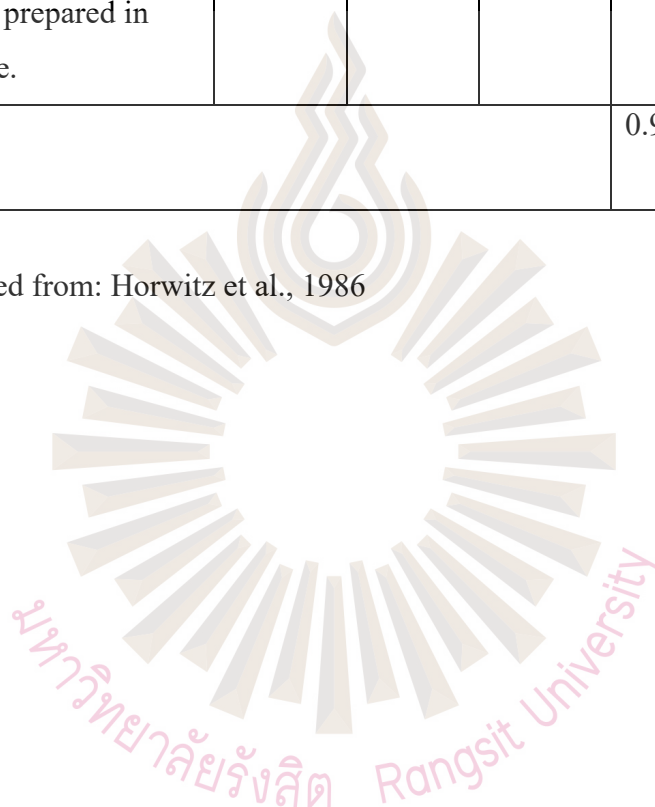
7	I usually feel comfortable during tests in my English language class.	+1	+1	+1	+1	Accepted
8	I develop fear when I have to speak without preparation in English class.	+1	+1	+1	+1	Accepted
9	I worry about the consequences of failing my English language class.	+1	+1	+1	+1	Accepted
10	I don't understand why some people get so upset over English speaking.	+1	+1	+1	+1	Accepted
11	In English class, I get so nervous that I forget things I know.	+1	+1	+1	+1	Accepted
12	It makes me feel shy to volunteer to answer in my English class.	+1	+1	+1	+1	Accepted
13	I would not be nervous speaking the English language with English speakers.	+1	+1	+1	+1	Accepted
14	I feel sad when I don't understand what the teacher is correcting.	+1	+1	+1	+1	Accepted

15	Even if I am well prepared for English language class, I feel worried about it.	+1	+1	+1	+1	Accepted
16	I often feel like not going to my English class.	+1	+1	+1	+1	Accepted
17	I feel confident when I speak English in the class.	+1	+1	+1	+1	Accepted
18	I am afraid that my English teacher is ready to correct every mistake I make.	+1	+1	0	0.67	Accepted
19	I can feel my heart pounding when I'm going to be called on in English class.	+1	+1	+1	+1	Accepted
20	The more I study for an English test, the more confused I get.	+1	+1	0	0.67	Accepted
21	I don't feel pressure to prepare very well for English class.	+1	+1	+1	+1	Accepted
22	I always feel that the other students speak the English better than me.	+1	+1	+1	+1	Accepted

23	I feel very self-conscious about speaking English in front of other students.	+1	+1	+1	+1	Accepted
24	My English teacher teach so quickly, I worry about getting left behind.	+1	+1	0	0.67	Accepted
25	I feel more tense and nervous in my English class than in my other classes.	+1	+1	+1	+1	Accepted
26	I get nervous and confused when I am speaking in my English class.	+1	+1	0	0.67	Accepted
27	When I'm on my way to English class, I feel very sure and relaxed.	+1	+1	+1	+1	Accepted
28	I get nervous when I don't understand every word the English teacher says.	+1	+1	0	0.67	Accepted
29	I feel overloaded by the number of rules I have to learn to speak English.	+1	+1	+1	+1	Accepted
30	I am afraid that the other students will laugh at me when I speak English.	+1	+1	+1	+1	Accepted

31	I would probably feel comfortable around native English speakers.	+1	+1	+1	+1	Accepted
32	I get nervous when the English teacher asks questions which I haven't prepared in advance.	+1	+1	+1	+1	Accepted
Average					0.94	Accepted

Source: adapted from: Horwitz et al., 1986





APPENDIX C

**RESULT OF RELIABILITY TEST OF FOREIGN LANGUAGE
CLASSROOM ANXIETY SCLAE (FLCAS) QUESTIONNIRE
ITEMS**

มหาวิทยาลัยรังสิต Rangsit University

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.843	.841	25

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Stat2	83.93	158.478	.234	.823	.843
Stat3	84.57	152.806	.360	.854	.839
Stat4	83.43	161.978	.184	.864	.843
Stat5	83.87	163.292	.097	.888	.845
Stat6	83.87	146.740	.520	.916	.832
Stat8	83.70	149.734	.524	.865	.833
Stat9	84.57	136.875	.669	.943	.824
Stat10	83.33	167.402	-.107	.932	.854
Stat11	83.87	160.602	.186	.839	.844
Stat12	84.97	144.102	.472	.918	.835
Stat15	84.43	154.323	.412	.943	.837
Stat16	86.60	161.490	.193	.860	.843
Stat18	84.27	150.685	.358	.765	.840
Stat19	83.97	150.171	.451	.838	.835
Stat20	85.17	155.178	.263	.804	.843
Stat22	84.07	156.616	.330	.912	.840
Stat23	84.37	150.447	.720	.847	.829
Stat24	85.33	148.713	.621	.773	.830
Stat25	84.63	148.861	.601	.943	.830
Stat26	84.57	152.875	.466	.936	.835
Stat27	83.97	157.757	.258	.787	.842
Stat28	84.47	145.982	.672	.970	.827
Stat29	84.37	155.413	.418	.874	.837
Stat30	83.87	158.533	.176	.697	.846
Stat32	83.83	151.109	.584	.894	.832



APPENDIX D

FLCAS QUESTIONNAIRE

มหาวิทยาลัยรังสิต Rangsit University

**FLCAS Questionnaire to Assess ESL Grade Five Bhutanese
Students' Speaking Anxiety**

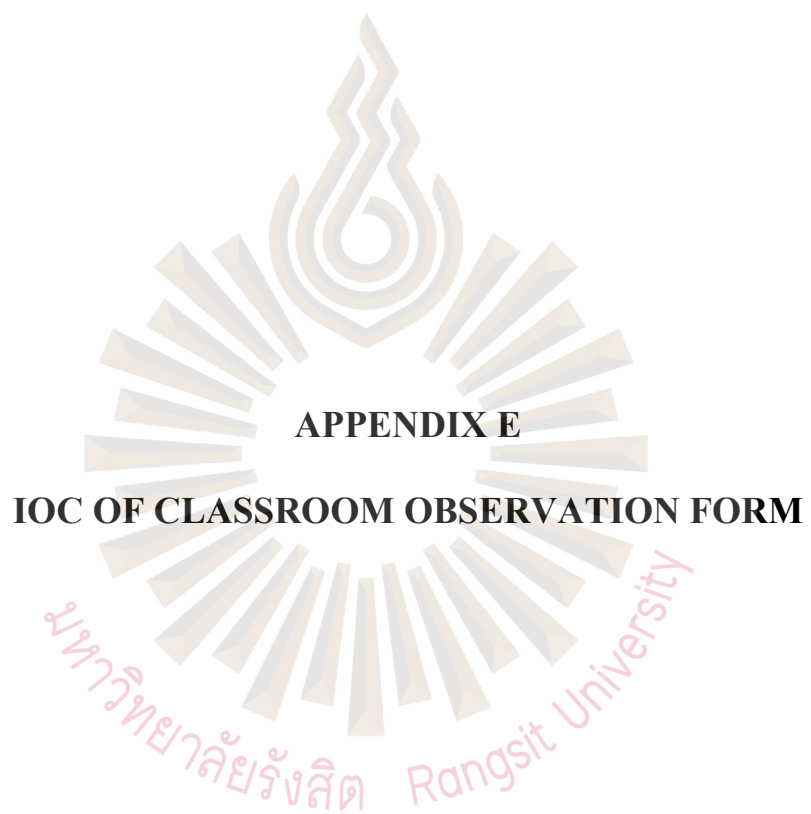
There are 25 items from 1 to 25. Please do rate each item in line with your own perspective by ticking (✓) only once against each item. The Scale 1 to 5 means as follows:

- 5- Strongly agree
- 4- Agree
- 3- Neither agree nor disagree
- 2- Disagree
- 1- Strongly disagree

Sl. No	Items	5	4	3	2	1
1.	I shiver when I know that I'm going to be asked to speak in English class.					
2.	It frightens me when I don't understand what the teacher is saying in the English class.					
3.	It wouldn't worry me at all to take more English classes.					
4.	During English class, I find myself thinking about things that have nothing to do with the course.					
5.	I keep thinking that the other students are better at English language than I am.					
6.	I develop fear when I have to speak without preparation in English class.					
7.	I worry about the consequences of failing my English language class.					
8.	I don't understand why some people get so upset over English speaking.					
9.	In English class, I get so nervous that I forget things I know.					

10	It makes me feel shy to volunteer to answer in my English class.					
11	Even if I am well prepared for English language class, I feel worried about it.					
12	I often feel like not going to my English class.					
13	I am afraid that my English teacher is ready to correct every mistake I make.					
14	I can feel my heart pounding when I'm going to be called on in English class.					
15	The more I study for an English test, the more confused I get.					
16	I always feel that the other students speak the English better than me.					
17	I feel very self-conscious about speaking English in front of other students.					
18	My English teacher teach so quickly, I worry about getting left behind.					
19	I feel more tense and nervous in my English class than in my other classes.					
20	I get nervous and confused when I am speaking in my English class.					
21	When I'm on my way to English class, I feel very sure and relaxed.					
22	I get nervous when I don't understand every word the English teacher says.					
23	I feel overloaded by the number of rules I have to learn to speak English.					
24	I am afraid that the other students will laugh at me when I speak English.					
25	I get nervous when the English teacher asks questions which I haven't prepared in advance.					

Source: adapted from Horwitz et al., 1986a.



APPENDIX E

IOC OF CLASSROOM OBSERVATION FORM

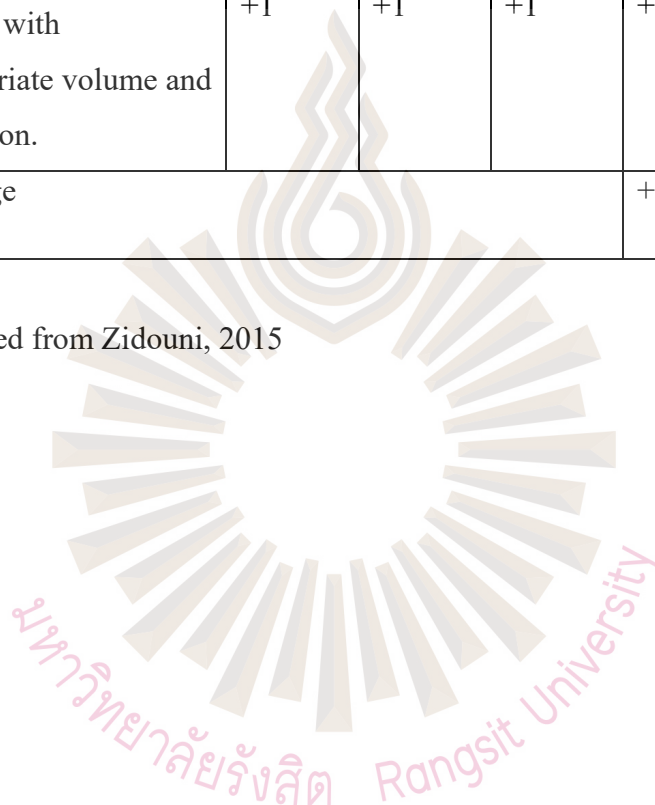
มหาวิทยาลัยรังสิต Rangsit University

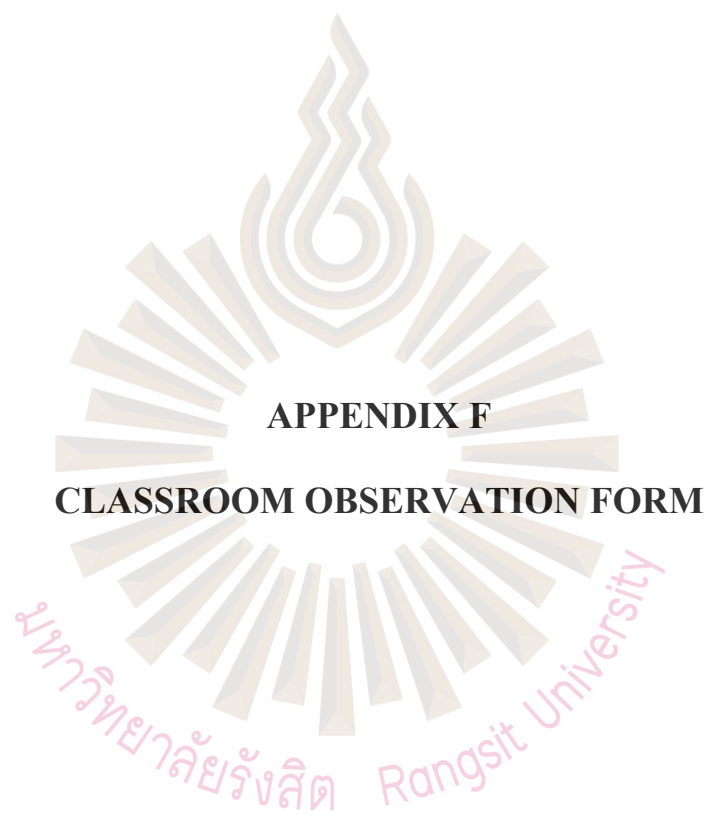
Item Objective Congruence (IOC) for Classroom Observation Form to Assess the Effectiveness of Using Media (Video) in Reducing ESL Grade Five Bhutanese Students' Speaking Anxiety by the Experts

Sl. No	Statements	Rating by Experts			IOC Average	Remarks
		Expert 1	Expert 2	Expert 3		
1	The students are actively involved in the speaking activities.	+1	+1	+1	+1	Accepted
2	The students speak without hesitating.	+1	+1	+1	+1	Accepted
3	The students are motivated to speak English when media (video) is used.	+1	+1	+1	+1	Accepted
4	The students volunteer to speak in the class.	+1	+1	+1	+1	Accepted
5	The students use their own ideas to continue speaking	+1	+1	+1	+1	Accepted
6	The students feel comfortable to speak English in the class.	+1	+1	+1	+1	Accepted
7	The students always try speak in English during class activities.	+1	+1	+1	+1	Accepted

8	The lesson is fun and interesting with the use of media (videos)	+1	+1	+1	+1	Accepted
9	The students speak in English confidently.	+1	+1	+1	+1	Accepted
10	The students speak clearly with appropriate volume and inflection.	+1	+1	+1	+1	Accepted
	Average				+1	Accepted

Source: adapted from Zidouni, 2015





Classroom Observation Form

Sl. No	Statements	Yes	No	Remarks
1	The students are actively involved in the speaking activities.			
2	The students speak without hesitating.			
3	The students are motivated to speak English when media (video) is used.			
4	The students volunteer to speak in the class.			
5	The students use their own ideas to continue speaking			
6	The students feel comfortable to speak English in the class.			
7	The students always try speak in English during class activities.			
8	The lesson is fun and interesting with the use of media (videos)			
9	The students speak in English confidently			
10	The students speak clearly with appropriate volume and inflection.			

Source: adapted from Zidouni, 2015

The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a semi-circular arrangement of rays, with the university's name in Thai and English below it.

APPENDIX G

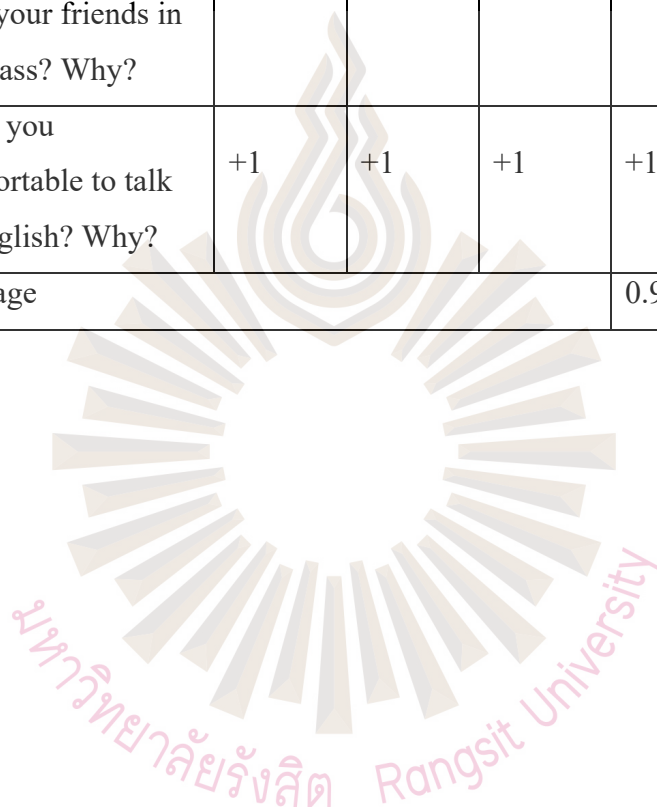
IOC OF STUDENTS' GROUP REFLECTION FORM

มหาวิทยาลัยรังสิต Rangsit University

Item Objective Congruence (IOC) for Students' Group Reflection Form by the Experts

Sl. No.	Question	Rating by Experts			IOC Average	Remarks
		Expert 1	Expert 2	Expert 3		
1	Did you enjoy the lesson?	+1	+1	+1	+1	Accepted
2	Was it fun to watch videos in the class? Why?	+1	+1	+1	+1	Accepted
3	Which part of the activities in the class did you like the most? Explain	+1	+1	+1	+1	Accepted
4	Did you think watching English videos help you in speaking English? Why?	+1	+1	0	0.67	Accepted
5	Did you think watching videos help you gain confidence in speaking? How?	+1	+1	0	0.67	Accepted
6	What were the differences between video lesson and normal lesson?	+1	+1	+1	+1	Accepted
7	Did you think learning through	+1	+1	+1	+1	Accepted

	video is a good activity? Why?					
8	Did watching video interest you in learning English?	+1	+1	+1	+1	Accepted
9	Did you like speaking English with your friends in the class? Why?	+1	+1	+1	+1	Accepted
10	Were you comfortable to talk in English? Why?	+1	+1	+1	+1	Accepted
	Average				0.93	Accepted





APPENDIX H

STUDENTS' GROUP REFLECTION FROM

Students' Group Reflection Form

Direction: Please answer the questions by giving as much information as you can.

1. Did you enjoy the lesson?
2. Was it fun to watch videos in the class? Why?
3. Which part of the activities in the class did you like the most? Explain
4. Did you think watching English videos help you in speaking English? Why?
5. Did you think watching videos help you gain confidence in speaking? How?
6. What were the differences between video lesson and normal lesson?
7. Did you think learning through video is a good activity? Why?
8. Did watching video interest you in learning English?
9. Did you like speaking English with your friends in the class? Why?
10. Were you comfortable to talk in English? Why?





APPENDIX I

IOC OF LESSON PLAN

มหาวิทยาลัยรังสิต Rangsit University

Item Objective Congruence (IOC) for Lesson Plans by the Experts

Sl. No	Attributes	Rating by Experts			IOC Average	Remarks
		Expert 1	Expert 2	Expert 3		
1	Lesson plan 1	+1	+1	+1	+1	Accepted
2	Lesson plan 2	+1	+1	+1	+1	Accepted
3	Lesson plan 3	+1	+1	+1	+1	Accepted
4	Lesson plan 4	+1	+1	+1	+1	Accepted
Average					+1	Accepted





APPENDIX J

SAMPLE LESSON PLAN

มหาวิทยาลัยรังสิต Rangsit University

Sample Lesson Plan

Lesson Plan 1: (Session: 1 & 2)

<p>Subject: English</p> <p>Topic: Media and Communication (Family)</p> <p>Grade: Five</p> <p>Class Strengths: 30 Students</p> <p>Date: 28th and 31st May, 2018.</p> <p>Time: 100 minutes (Block Period)</p> <p>Pupil's Background Knowledge: Students know about their father and mother.</p> <p>Teaching and learning Strategy: Media (Video), Presentation and Question Answer</p> <p>Teaching and learning Materials: Laptop, LCD Projector and Video Clips</p> <p>Lesson Objectives: By the end of the lesson, each child should be able to:</p> <ul style="list-style-type: none"> ✓ Define family is correctly. ✓ Tell at least five sentences about their family confidently. 		
Stage & Duration	Teacher's Activity(s)	Students' Activity(s)
<p><u>SESSION 1</u></p> <p>Introduction</p> <p>(10 Minutes)</p>	<p>-Greet students</p> <p>-Teacher will show a video (Family) using laptop and LCD Projector (<i>Link of the video attached below</i>) to introduce the topic.</p> <p>-Teacher will introduce the topic to be learnt (Family).</p>	<p>-Greet teacher</p> <p>-Students will watch the video carefully.</p>

<p>Lesson Development Activity 1 (10 Minutes)</p>	<p>-Teacher will show two videos (Family) using laptop and LCD Projector (<i>Link of the video attached below</i>).</p> <p>- Teacher will show video twice (As per students choice) if they could not understand.</p>	<p>-Students will watch and listen to video (Family) carefully.</p>
<p>Activity 2 (10 Minutes)</p>	<p>-Teacher will let students think and prepare at least five sentences about their family.</p>	<p>-Students will think and prepare at least five sentences about their family.</p>
<p>Activity 3 (20 minutes)</p>	<p>- Teacher will provide opportunity to 10 students to present their work to the class.</p> <p>-Each student will be given 2 minutes to speak about their family.</p> <p>-Teacher will let 10 students to present their work.</p> <p>-Activity will be continued in next session.</p>	<p>-Students will speak at least five sentences about their family.</p> <p>-Each Students will be given at least 2 minutes to speak about their family.</p> <p>-10 Students will present their work.</p>
<p><u>SESSION 2</u></p> <p>Activity 3 (Continued) (40 Minutes)</p>	<p>-Teacher will continue the activity of first session.</p> <p>-Teacher will let 20 students who have not presented to present their work.</p> <p>-Students will be given 2 minutes to speak about their family.</p>	<p>-20 students will present their work in the class.</p>

<p style="text-align: center;">Closure (10 Minutes)</p>	<p>-Teacher will ask the following questions and close the lesson.</p> <ol style="list-style-type: none"> 1) From the video what do you think the family is? 2) Do you think family is important? Why or why not? 	<p>-Students will answer the questions accordingly and close the lesson.</p>
<p>Video Link</p>	<p>https://www.youtube.com/watch?v=C7exGJQcRhk https://www.youtube.com/watch?v=rjnxA2QvWbI https://www.youtube.com/watch?v=dFOwXUt8IQE</p>	

Lesson Plan Format Adapted from: Seldon, 2016



Lesson Plan 2: (Session: 3 & 4)

<p>Subject: English</p> <p>Topic: Media and Communication (Television Program)</p> <p>Grade: Five</p> <p>Class Strengths: 30 Students</p> <p>Date: 4th and 7st June, 2018.</p> <p>Time: 100 minutes (Block Period)</p> <p>Pupil's Background Knowledge: Children know what family is.</p> <p>Teaching and learning Strategy: Media (Video), Presentation and Question Answer</p> <p>Teaching and learning Materials: Laptop, LCD Projector and Video Clips</p> <p>Lesson Objectives: By the end of the lesson, each child should be able to:</p> <ul style="list-style-type: none"> ✓ Speak at least five sentences about information program that they like and dislike clearly and confidently. ✓ Identify at least two different types of television (TV) program. 		
Stage & Duration	Teacher's Activity(s)	Students' Activity(s)
<p><u>SESSION 1</u></p> <p>Introduction</p> <p>(5 Minutes)</p>	<p>-Greet students</p> <p>-Teacher will ask following questions to review the lesson learned in previous class and to introduce the lesson.</p> <ol style="list-style-type: none"> 1. What is a family? 2. Do you watch television (TV) at home? <p>-Teacher will introduce the topic (Television Program)</p>	<p>-Greet teacher</p> <p>-Students will listen and answer the questions accordingly.</p>
<p>Lesson Development Activity 1</p> <p>(30 Minutes)</p>	<p>-Teacher will show three different types of television program (Cartoon-The Great Big Turnip, News Cast-Bhutan Broadcasting</p>	<p>-Students will watch and listen to video carefully.</p>

	<p>Service News, and Information Program-Four Seasons) (<i>Link of the video attached below</i>).</p> <p>- Teacher will show video twice (As per students choice) if they could not understand.</p>	
<p>Activity 2 (15 Minutes)</p>	<p>-Teacher will divide the class into 6 groups with 5 members in each group.</p> <p>-Teacher will let students think and prepare at least five sentences about the television program they like and dislike.</p>	<p>-Students will sit in groups.</p> <p>-Students will think and prepare at least five sentences about the television program they like and dislike.</p>
<p><u>SESSION 2</u></p> <p>Activity 3 (40 minutes)</p>	<p>- Teacher will let students speak about the television program they like and dislike.</p> <p>- Teacher will monitor the activity and make sure that students participate actively.</p>	<p>-Students will speak at least five sentences about television program that they like and dislike in their group.</p>
<p>Closure (10 Minutes)</p>	<p>-Teacher will ask the following questions and close the lesson.</p> <p>3) Name at least two television program that you watched today?</p>	<p>-Students will answer the questions accordingly and close the lesson.</p>
<p>Video Link</p>	<p>https://www.youtube.com/watch?v=BTs5XctxU54&t=36s</p> <p>https://www.youtube.com/watch?v=qC4PXn5pw8k</p> <p>https://www.youtube.com/watch?v=66eM3sLTcCs</p>	

Lesson Plan Format Adapted from: Seldon, 2016

Lesson Plan 3: (Session: 5 & 6)

<p>Subject: English</p> <p>Topic: Media and Communication (Short Story-Six Blind Men)</p> <p>Grade: Five</p> <p>Class Strengths: 30 Students</p> <p>Date: 11th and 14th June, 2018.</p> <p>Time: 100 minutes (Block Period)</p> <p>Pupil's Background Knowledge: Students have watched television.</p> <p>Teaching and learning Strategy: Media (Video), Presentation and Question Answer</p> <p>Teaching and learning Materials: Laptop, LCD Projector and Video Clips</p> <p>Lesson Objectives: By the end of the lesson, each child should be able to:</p> <ul style="list-style-type: none"> ✓ Describe the elephant as described by six blind men in the story clearly and confidently. ✓ Identify all the characters in the story. 		
Stage & Duration	Teacher's Activity(s)	Students' Activity(s)
<p><u>SESSION 1</u></p> <p>Introduction</p> <p>(5 Minutes)</p>	<p>-Greet students</p> <p>-Teacher will show a short video of Fairy Tale (Cinderella) using laptop and LCD projector to introduce the topic. (<i>Link of the video attached below</i>).</p> <p>-Teacher will introduce the topic to be learnt (Short Story).</p>	<p>-Greet teacher</p> <p>-Students will watch and listen to the video carefully.</p>
<p>Lesson</p> <p>Development</p> <p>Activity 1</p> <p>(10 Minutes)</p>	<p>-Teacher will show a video on short story (Six Blind Men) using laptop and LCD Projector (<i>Link of the video attached below</i>).</p>	<p>-Students will watch and listen to video on short story (Six Blind Men) carefully.</p>

	-Teacher will show video twice (As per students choice) if they could not understand.	
Activity 2 (15 Minutes)	-Teacher will divide the class into 6 groups with 5 members in each group. -Teacher will let students identify all the characters from the story.	-Students will sit in groups. -Students will discuss and identify all the characters from the story.
Activity 3 (20 minutes)	- Teacher will let students to speak out their answers to the class. - Teacher will monitor the activity and make sure that students participate actively.	-Students will speak out in the class.
<u>SESSION 2</u> Activity 4 (20 Minutes)	-Teacher will divide the class into 6 groups with 5 members in each. -Teacher will let students think about how six blind men described the elephant in the story and to prepare to speak in the class.	-Student will sit in groups. -Student will think about how six blind men described the elephant in the story to speak in the class.
Activity 5 (20 Minutes)	-Teacher will let students speak in the class.	-Students will take turn to speak in the class.
Closure (10 Minutes)	-Teacher will ask students to share their opinion about the video and close the lesson.	-Students will share their opinion about the video and close the lesson.
Video Link	https://www.youtube.com/watch?v=4ZgC81NTRJc&t=95s https://www.youtube.com/watch?v=Vn9BUfUCL4I&t=40s	

Lesson Plan 4 (Session: 7 & 8)

<p>Subject: English</p> <p>Topic: Media and Communication (Short Story-Six Blind Men)</p> <p>Grade: Five</p> <p>Class Strengths: 30 Students</p> <p>Date: 18th and 21st June, 2018.</p> <p>Time: 100 minutes (Block Period)</p> <p>Pupil's Background Knowledge: Students can identify characters from story.</p> <p>Teaching and learning Strategy: Media (Video), Presentation and Question Answer</p> <p>Teaching and learning Materials: Laptop, LCD Projector and Video Clips</p> <p>Lesson Objectives: By the end of the lesson, each child should be able to:</p> <ul style="list-style-type: none"> ✓ Retell the story clearly and confidently. 		
Stage & Duration	Teacher's Activity(s)	Students' Activity(s)
<p><u>SESSION 1</u></p> <p>Introduction (10 Minutes)</p>	<p>-Greet students</p> <p>-Teacher will introduce the topic to be learnt (Short Story-Six Blind Men).</p>	<p>-Greet teacher</p>
<p>Lesson Development Activity 1 (10 Minutes)</p>	<p>-Teacher will show a video on short story (Six Blind Men) using laptop and LCD Projector (<i>Link of the video attached below</i>).</p> <p>- Teacher will show video twice (As per students choice) if they could not understand.</p>	<p>-Students will watch and listen to video on short story (Six Blind Men) carefully.</p>
<p>Activity 3 (30 minutes)</p>	<p>- Teacher will provide opportunity to all the students to</p>	<p>-Students will retell the story that they have learnt in the class.</p>

	<p>retell the story that they have watched in the class.</p> <p>-Each student will be given 2 minutes and 30 seconds to retell the story they have watched.</p> <p>- Teacher will let 12 students to speak in the class.</p> <p>-Activity will be continued in next session.</p>	<p>-Each Students will be given at least 2 minutes and 30 seconds to retell the story they have watched.</p> <p>-12 Students will speak in the class.</p>
<p><u>SESSION 2</u></p> <p>Activity 3</p> <p>(Continued)</p> <p>(45 Minutes)</p>	<p>-Teacher will continue the activity of first session.</p> <p>-Teacher will let 18 students who have not spoken to speak in the class.</p> <p>-Students will be given 2 minutes and 30 seconds to retell the story.</p>	<p>-18 students will speak in the class.</p>
<p>Closure</p> <p>(5 Minutes)</p>	<p>-Teacher will let few students to sum up the lesson and close the lesson.</p>	<p>-Students will sum up the lesson and close the lesson</p>
<p>Video Link</p>	<p>https://www.youtube.com/watch?v=Vn9BUfUCL4I&t=40s</p>	

Lesson Plan Format Adapted from: Seldon, 2016



Name of the Experts who validated the instruments

Sl. No	Name	Position Title	Institutes
1	Dr. Marut Patphol	Associate Professor	Srinakharrinwirot University, Thailand
2	Kencho Lham	Teacher	Panbari Primary School, Samtse, Bhutan
3	Hema Rai	Teacher	Tshaphel Lower Secondary School, Haa, Bhutan



APPENDIX L

PAIRED SAMPLES T-TEST

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Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Sat1 - PoStat1	2.2333	.8976	.1639	1.8982	2.5685	13.627	29	.000
Pair 2	Sat2 - PoStat2	1.7667	1.2229	.2233	1.3100	2.2233	7.913	29	.000
Pair 3	Newsat3 - Newpost3	1.60000	.89443	.16330	1.26602	1.93398	9.798	29	.000
Pair 4	Sat4 - PoStat4	1.6000	1.1326	.2068	1.1771	2.0229	7.738	29	.000
Pair 5	Sat5 - PoStat5	1.6667	1.0613	.1938	1.2704	2.0630	8.601	29	.000
Pair 6	Sat6 - PoStat6	1.9667	.8899	.1625	1.6344	2.2990	12.104	29	.000
Pair 7	Sat7 - PoStat7	1.3667	1.2452	.2273	.9017	1.8316	6.011	29	.000
Pair 8	Sat8 - PoStat8	-1.8000	1.1567	.2112	-2.2319	-1.3681	-8.523	29	.000
Pair 9	Sat9 - PoStat9	1.9667	.9643	.1761	1.6066	2.3267	11.171	29	.000
Pair 10	Sat10 - PoStat10	2.3000	.8367	.1528	1.9876	2.6124	15.057	29	.000
Pair 11	Sat11 - PoStat11	1.8667	1.1059	.2019	1.4537	2.2796	9.245	29	.000
Pair 12	Sat12 - PoStat12	1.8000	.9248	.1688	1.4547	2.1453	10.661	29	.000
Pair 13	Sat13 - PoStat13	1.9000	1.2415	.2267	1.4364	2.3636	8.382	29	.000
Pair 14	Sat14 - PoStat14	1.7000	.8769	.1601	1.3726	2.0274	10.618	29	.000
Pair 15	Sat15 - PoStat15	.9667	1.4016	.2559	.4433	1.4900	3.778	29	.001
Pair 16	Sat16 - PoStat16	1.2667	1.0807	.1973	.8631	1.6702	6.420	29	.000
Pair 17	Sat17 - PoStat17	1.1667	1.3153	.2401	.6755	1.6578	4.858	29	.000
Pair 18	Sat18 - PoStat18	.5000	1.1064	.2020	.0869	.9131	2.475	29	.019
Pair 19	Sat19 - PoStat19	1.5000	1.1671	.2131	1.0642	1.9358	7.040	29	.000
Pair 20	Sat20 - PoStat20	1.7000	.8769	.1601	1.3726	2.0274	10.618	29	.000
Pair 21	Newsat21 - Newpost21	2.40000	1.00344	.18320	2.02531	2.77469	13.100	29	.000
Pair 22	Sat22 - PoStat22	1.5000	.9377	.1712	1.1499	1.8501	8.762	29	.000
Pair 23	Sat23 - PoStat23	1.7000	.9154	.1671	1.3582	2.0418	10.172	29	.000
Pair 24	Sat24 - PoStat24	1.7333	1.0807	.1973	1.3298	2.1369	8.785	29	.000
Pair 25	Sat25 - PoStat25	2.1667	.7915	.1445	1.8711	2.4622	14.994	29	.000
Pair 26	Total_Pre - Total_Post	1.54133	.48203	.08801	1.36134	1.72133	17.514	29	.000

Group	Pre-Survey		Post-Survey		Mean Difference (Pre-Post)	t	P-Value (2-tailed)
Sample Group	\bar{X}	SD	\bar{X}	SD	1.63	18.75	0.01**
	3.78	0.313	2.15	0.375			
Significance level (p): < 0.05-significant							

BIOGRAPHY

Name	Dawa Gyeltshen
Date of Birth	July 5, 1987
Place of Birth	Trashhi Yangtse, Bhutan
Institution Attended	Paro College of Education, Bhutan Bachelor Degree of Education (2009-2011) Rangsit University, Thailand Master of Education in Curriculum and Instruction, 2018
Scholarship	Trongsa Poenlop Scholarship (TPS)
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