The Use of Media (Videos) to Reduce ESL Students' Speaking Anxiety: A Case Study of Grade Five Bhutanese Students in Mongar District

Dawa Gyeltshen* and Nipaporn Chalermnirundorn
M.Ed. Student, Master Degree in Education in Curriculum and Instruction,
Suryadhep Teacher College, Rangsit University.
Lecturer, Suryadhep Teacher College, Rangsit University.
E-mail: *dawagyeltshen22@gmail.com

Abstract

This study focused on examining the effectiveness of media (videos) in reducing ESL grade five Bhutanese students' English speaking anxiety and their perception on the use of media (videos) in reducing English speaking anxiety. Mixed methods were employed to carry out the study. The researcher developed 4 English Lesson Plans of 100 minutes each (1 Lesson Plan = 2 Sessions) incorporating media (videos) and taught 8 sessions (2 sessions per week) in a sample group of 30 ESL grade five Bhutanese students within the time period of a month and practiced English speaking using media (videos). During four weeks of data collection, the researcher collected the quantitative data through Pre-survey (before the intervention) and Post-Survey (after the intervention) using Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire and collected the qualitative data through classroom observation (CO) and focus group discussion (FGD). All the instruments were validated by three experts (one from Thailand and two from Bhutan) and the Item Objective Congruence (IOC) was used to evaluate the items. The quantitative data were analyzed using inferential statistics t-test with P-value 0.05 level of significance and the qualitative data were analyzed using the coding system (open, axial and selective) of Grounded Theory of Strauss and Corbin. The results revealed that the use of media (videos) were significantly effective in reducing ESL grade five Bhutanese students' speaking anxiety and they had a positive perception towards the use of media (videos) in reducing speaking anxiety.

Key Words: Media (Videos), ESL, Speaking Anxiety, Media Perception

1. Introduction

The modern education system was introduced in Bhutan in the early 1960s with English as a medium of instruction and has become unofficially official language in Bhutan. The English curriculum (PP-XII) of the schools in Bhutan focuses on the four modes of discourse: Reading and Literature, Listening and Speaking, Writing, and Language and Grammar (Royal Education Council, 2016). English is one of the major subjects taught in all the grades (Pre-Primary - XII) in the schools of Bhutan (Singay, 2018).

Among the four English language skills (listening, speaking, reading and writing), speaking is the most important skill for ESL students as it is used for interpersonal communication. Human beings use speaking twice as much as writing and reading in the process of communication (Sadiku, 2015). Imane (2016) mentions that the speaker 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 means of communication. But it is a challenge for the ESL students of Bhutan to speak English confidently. To speak English confidently and fluently is still the trouble for the majority of ESL Bhutanese students, though it has been used as a medium of instruction for more than 50 years (Singay, 2018). LaPrairire (2014) states that the ESL Bhutanese students face difficulty to take part in a simple English conversation, even after the completion of a full cycle of secondary education.

Speaking anxiety is one of the foremost factors hindering the Bhutanese ESL students in developing their English speaking skills. Harutunian (2017) states that speaking anxiety is a problem that affects students who learn English as their second language or as a foreign language. Speaking anxiety is the feeling of apprehension, frustration, worry, or nervousness which affects the verbal communication to take place fluently, coherently and suitably (Mahmoodzadeh, 2012). Speaking anxiety has detrimental effects on ESL students' speaking achievement, high level of the anxiety leads to poor oral performance (Ewald, 2007). Elkhafaifi (2005) explains that the worried ESL students do not volunteer to answer and participate in speaking activities which immediately affects oral performance of the ESL students. ESL students who experience anxiety would withdraw from activities, sit passively and might even quit the class entirely (Gregersen & Horwitz, 2002). Therefore, it is crucial to make ESL students' psychological aspect a good and safe condition.

An effective way of reducing ESL students' speaking anxiety is the incorporation of media (videos) in the ESL speaking lesson. They can improve ESL learners speaking skills, build

curiosity and self-confidence and reduce the speaking anxiety at the same time. Huang (2013) mentions that the use of media (videos) in ESL classroom has a positive relationship between reduced anxieties as they create a relaxed, conducive and positive environment to learn English. English media (videos) present the language in less structured and in a more natural way. They help with language development, reduce anxiety through motivation, attract learners' attention and foster learning (Cakir, 2006; Lopez-Osorio, 2016; Riswandi, 2016; Sihem, 2013).

To draw maximum advantages, it is necessary to choose media (videos) appropriate to the learners and in line with the objectives intended to accomplish. Learners' age/interest, clarity of the messages/language, pacing, content, graphics and length of the videos are some of the important aspects needed to be considered while choosing media (videos) to be incorporated in the process of teaching and learning (Bello, 1999; Botirca, 2007; Intajuck, n.d.; Lopez-Osorio, 2016). Not only the selection of media (videos) plays an important role, but also following the correct procedure while implementing media (videos) like previewing, viewing and post viewing with the appropriate activities according to the objectives is essential (Cakir, 2006; Intajuck, n.d.; Lopez-Osorio, 2016).

Cognitive Theory of Multimedia Learning which states that the meaningful learning happens when learners are engaged with visual and audio than from aural alone supports the use of media (videos) as they present both aural and visual aids (Mayer & Moreno, 2003). Theory of multiple intelligence is also closely related to learning through media (videos) because they incorporate multiple aspects of intelligence, such as visual/spatial, linguistic/verbal, logical and musical and offer greater room to address a broader range of learners' need (Zhou & Brown 2015). Further constructivism also supports the use of media (videos) for the reason that they provide resources for learners to construct their own knowledge through observation and interaction with media (videos) materials (Woolfolk, 2007).

English being the second language to Bhutanese students and the lack of opportunities to practice English speaking due to Traditional Method of teaching and learning make learners feel anxious and nervous to speak English. Therefore, this study has been conducted to find out the effectiveness of media (videos) in reducing ESL grade five Bhutanese students' English speaking anxiety and to find out their perception towards the use of media (videos) to reduce English speaking anxiety.

2. Research Objectives

The two main objectives of the present study were:

- To examine the effectiveness of media (videos) use in reducing ESL grade five Bhutanese students' English speaking anxiety.
- To find out ESL grade five Bhutanese Students' perception of the use of media (videos) in reducing English speaking anxiety.

3. Research Hypotheses

To achieve the main objectives of the study, the following points were hypothesized.

- The use of media (videos) will reduce ESL grade five Bhutanese students' English speaking anxiety.
- ESL grade five Bhutanese students will have a positive perception of using media (videos) to reduce English speaking anxiety.

4. Methodology

4.1. Mixed Method Research Design

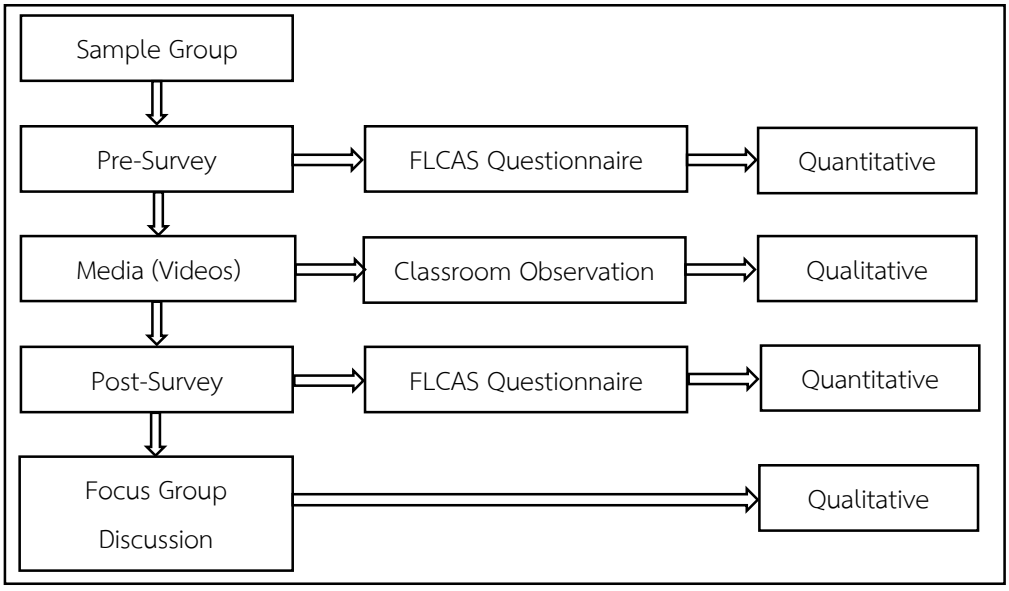


Figure 4.1. Illustration of Mixed Method Research Design

4.2. Population and Sample of the Study

The researcher employed mixed methods to carry out the study. 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. The clustered random sampling was done and involved 1 section of 30 (16 Male and 14 Female) ESL grade five Bhutanese students in the study. The students were within the age range of 11-13 years old with mixed abilities.

4.3. Research Instruments

The study comprised of four instruments: Lesson plans, Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire, classroom observation (CO) and focus group discussion (FGD). Researcher developed 4 English Lesson plans of 100 minutes each (1 Lesson Plan = 2 Sessions) on the theme "Media and Communication" from the standardized English text book of the ESL grade five Bhutanese students incorporating media (videos). The researcher taught 8 sessions (2 sessions per week) in the sample group in a duration of a month and practiced English speaking using media (videos).

Quantitative data were collected through Pre-Survey (before the intervention) and Post-Survey (after the intervention) using a FLCAS questionnaire adapted from Horwitz, Horwitz, and Cope (1986) to examine the effectiveness of media (videos) in reducing ESL grade five Bhutanese students' English speaking anxiety. The FLCAS questionnaire comprised of 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. The researcher explained each and every statement clearly to the students while rating the questionnaire to clarify their confusions to mark against each point on the Likert Scale. The quantitative data were interpreted using descriptive statistics and inferential statistics t-test with the significance P-value 0.05.

Qualitative data were collected through classroom observation (CO) and focus group discussion (FGD) to supplement the data collected through quantitative approach and to have authentic data of the study. Classroom observations (CO) were carried out with the help of a peer teacher during the intervention of the media (videos) in the English speaking lesson to examine the effectiveness of the media (videos) in reducing English speaking anxiety. In a total of three sessions (2^{nd}, 5^{th} and 8^{th}) were observed with the help of a peer teacher. Focus group discussion (FDG) was conducted after the completion of the session to find out the ESL grade five Bhutanese students perception towards the use of media (videos) in reducing speaking

anxiety. The students were divided into 6 groups with 5 members in each group. Focus group discussions (FGD) were led by a student leader in each group and facilitated by the researcher whenever they faced a problem in understanding the questions. Focus group discussion (FGD) contained 10 items and the students were let to answer all the questions.

All of the research instruments were validated by three experts (one from Thailand and two from Bhutan). The Item Objective Congruence (IOC) was used to evaluate the items' correspondence with the objectives based on the score +1, 0 and -1. All the instruments were found congruent and validity with IOC ranging from 0.67 to 1.00. The researcher conducted reliability test of the FLCAS questionnaire with another section of 30 ESL grade five Bhutanese students before the actual study. Cronbach's Alpha Rating was used to measure the reliability of the items of FLCAS questionnaire. 25 items out of 31 items were found reliable with 0.843 Cronbach's Alpha Rating Scale. The researcher used 25 items which were reliable for the study.

4.4. Ethical Consideration

The researcher obtained approvals from the authority concerned (Director General of Ministry of Education, Chief District Education Officer, Principal and Subject teacher) before carrying out the study. The participants were informed about the study and consent letters from the parents were sought. Anonymity and confidentiality of the participants were maintained at all the times.

4.5 Data Analysis

The quantitative data collected through Pre-Survey (before the intervention) and Post-Survey (after the intervention) using FLCAS questionnaire were computed, analyzed and interpreted using descriptive statistics and inferential statistics t-test with the significance P-value 0.05. Individual participant's levels of speaking anxiety were compared according to their total scores of Pre-Survey and Post-Survey. The participants who scored 25-56 were leveled as the low level of anxiety, 57 to 89 as the medium level of anxiety and 90 to 125 as the high level of anxiety (Horwitz et al., 1986). Comparisons of mean, standard deviation and significance level P-value were done through paired sample t-test to examine the item-wise anxiety level. The value of 2-tailed significance P-value 0.05 was referred to determine the significance difference between the means.

The qualitative data collected through classroom observation (CO) and focus group discussion (FGD) were analyzed and interpreted using open coding, axil coding and selective coding of the Grounded Theory (Strauss & Corbin, 2008).

5. Results of the Data Analysis

5.1. The Result of Pre-Survey 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 using a FLCAS questionnaire to the sample group to examine the outcome.

Individual participants' level of speaking anxiety in Pre-Survey and Post-Survey were compared by grouping into three categories: 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., 1986). The range of total scores was from 25 to 125 as questionnaire contained 25 items with 5 as the highest and 1 as the lowest score.

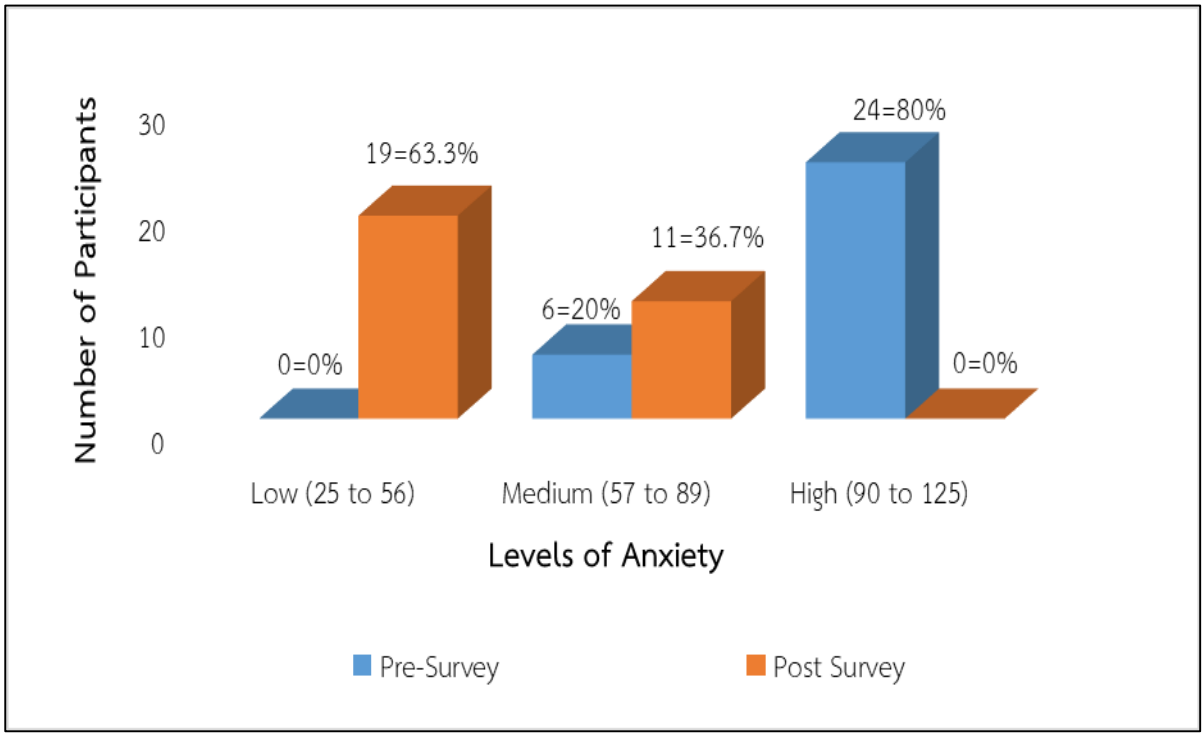


Figure 5.1. Comparison of Pre-Survey and Post-Survey: Number of Participants in Each Anxiety Level Category.

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

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

Table 5.1. Pre-Survey and Post-Survey: Paired Samples T-Test

Group	Pre-Survey		Post-Survey		Mean Difference (Pre-Post)	t-test	P-value (2-tailed)
Sample	Mean	SD	Mean	SD			
Group	3.78	0.313	2.15	0.375	1.63	18.75	0.01**

Significance level P-value < 0.05-significant

A comparative statistical analysis using paired sample t-test was done within the sample group to examine the item wise anxiety level. The scores of Pre-Survey and Post-Survey was computed and compared in terms of mean, SD, and significant P-value. The 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. 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.

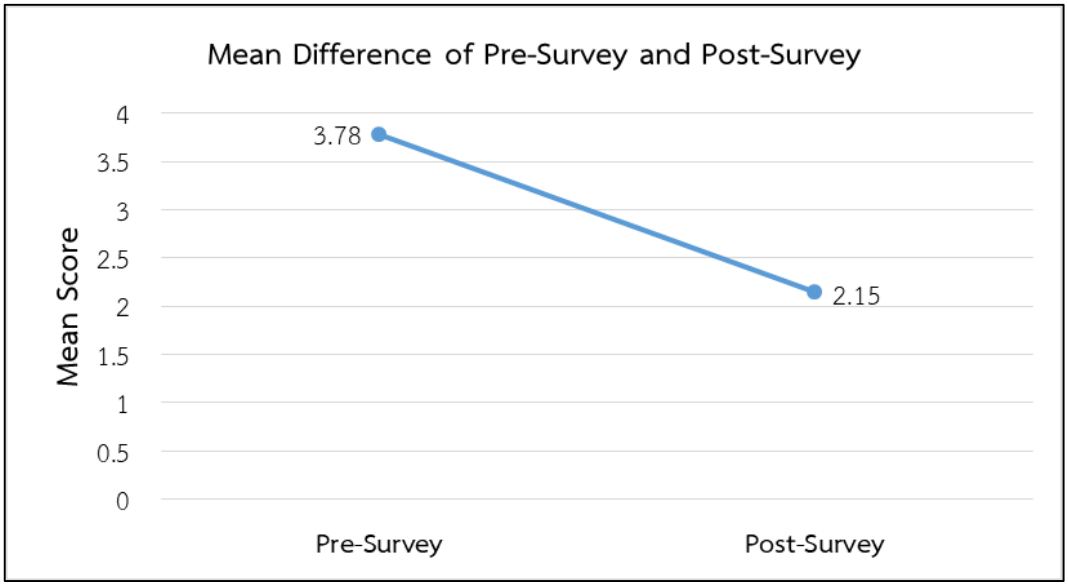


Figure 5.2. Total Mean Comparisons of Pre-Survey and Post-Survey of the Sample Group

Therefore, the findings of comparison made between levels of anxiety in Pre-Survey and Post-Survey through grouping and paired sample t-test confirmed that the use of media (videos) were remarkably effective in reducing ESL grade five Bhutanese students' speaking anxiety.

5.2. The Result of the Classroom Observation Data Analysis

The prime purpose of the classroom observation (CO) was to supplement and confirm the findings of the quantitative data collected through FLCAS questionnaire. The data collected were analyzed using the coding system of (open, axial and selective) of grounded theory (Corbin & Strauss, 2008).

The peer observer observed that the participants were participating actively and the number of participants volunteering to speak in ESL classroom was found to increase every time when the media (videos) were employed in the lesson. First classroom observation (CO1) done at session 2 in the first week stated, *"Few students participated in the speaking activities",* Second classroom observation (CO2) carried out on session 5 in the third week stated, *"The most of the students participated actively in the speaking activities"* and the last or third classroom observation (CO3) administered on session 8 in the fourth week stated, *"All most all the students involved actively in the speaking activities"*

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). *"Students were happy to share what they*

have learned from the video and few students used their own ideas to continue speaking. Few students tried to speak English during activities and the students seemed to enjoy the lesson", stated CO1. CO3 stated, *"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".*

Furthermore, it was observed that participants' confidence in speaking English was boosted over the time when the media (videos) were used. *"Few students spoke without hesitation, but most seemed to hesitate and few students were comfortable in speaking English",* mentioned CO1. *"Many students spoke without hesitation and were comfortable in speaking English",* stated CO2, and CO3 mentioned, *"Most of the students spoke confidently".*

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 classrooms was effective in reducing English speaking anxiety through motivation and building confidence.

5.3. The Result of Focus Group Discussion

The second objective of the study was to find out the ESL grade five Bhutanese students' perception of the use of media (videos) in reducing speaking anxiety. Focus group discussion was administered to examine the result. The data was analyzed using the coding system (open, axial and selective) based on grounded theory (Corbin & Strauss, 2008).

The Result of focus group discussion revealed that the integration of media (videos) in ESL grade five Bhutanese classroom made learning fun, exciting and joyful. The contents of media (videos) like music, beautiful actors and lights and involvement of audio-visual senses attracted participants' attention in learning. Focus Group 1 (FGD-1) stated, *"We enjoyed the lesson. It was fun to watch the video in the class because we can explore and get extra knowledge. In the video we can see real, but in normal lesson we just hear".* Focus Group 4 (FGD-4) mentioned, *"We liked watching the video. Video has interesting things like images, music and we can see interesting characters".* Focus Group 6 (FGD-6) reflected, *"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".*

It also motivated participants to speak in English and helped them to develop their confidence in speaking English. The help rendered by the media (videos) to learn new words through the actions and model of speaking with expression, intonation and good pronunciation

motivated and inspired the learners to speak English. *"Watching video interests us in learning English speaking because we like the ways of speaking in the video. The characters speak with intonation, expression and good pronunciation",* Stated FGD-2**.** *"We are motivated to speak English because we love some ways of speaking and learned how to speak English",* Mentioned FGD-5. *"When we watched English videos we all wanted to speak in English and we tried very hard to speak in English",* mentioned FGD-6.

Additionally, participants pointed out that the extra information, new vocabulary and correct pronunciation they learnt from media (videos) made them confident to speak English. *"By watching videos we learned to pronounce the words correctly and made us confident to speak in the class",* mentioned FGD-2. *"We learned right pronunciation, new words, a way of speaking, and got more information which made us comfortable to share ideas in the class",* stated FGD-3. *"Videos helped us gain confidence in speaking because we were able to explore and get extra information",* mentioned FGD-4.

Therefore, from the result of focus group discussion, the researcher concluded that ESL grade five Bhutanese students had a positive perception towards the use of media (videos) in reducing speaking anxiety.

6. Discussion

The result of Pre-Survey and Post-Survey revealed that the use of media (videos) were effective in reducing level of speaking anxiety of ESL grade five Bhutanese students. The finding was aligned with the finding of Bajrami and Ismaili (2016), Cakir (2006) and Cepon (2013) which stated that audio-visual and setting elements in the media (videos) made learning language 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 were effective solution for reducing speaking anxiety in ESL classrooms.

The possible reasons for having significant reduction of ESL students' speaking anxiety when the media (videos) were incorporated could be due to the correct procedures 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) and Lopez-Osorio (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 the ESL classroom

increased and participated actively in 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 a vivid role in developing students' confidence in speaking English.

The above finding was parallel to the finding of Huang (2013), who found that the use of media (videos) in the ESL classroom created conducive, relax and positive environment to learn English and had a positive relationship in reducing speaking anxiety. The finding was also consistent with the finding of Riswandi (2016) which indicated that media (videos) increased motivation, built confidence, and encouraged productivity 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 and ultimately helped in reducing ELS learners' speaking anxiety.

The repeated opportunities provided to speak English by the media (videos) must have reduced ESL students' speaking anxiety. Singay (2018) found that 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) found that the use of appropriate video materials motivated and improved students' communicative language competence by ensuring student-centered classroom environment.

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 their 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. 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 Pigg (2017) and Kabooha (2016) who studied the students' and teachers' perception in the use of media in ESL speaking classroom. The finding was also in relation to the findings of Muslem et al. (2017) and Donley (2000). They found out that 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), Hemei (1997), Cakir (2016) and Bran (2010). 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 perception 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), Intajuck (n.d.) and Lopez-Osorio (2016) to draw the maximum advantages form media (videos) used.

7. Suggestion

The study concluded that the use of media (videos) were remarkably effective in reducing ESL grade five Bhutanese students' speaking anxiety and ESL grade five Bhutanese students had a positive perception towards the use of media (videos) in reducing speaking anxiety. Therefore, the researcher suggested that the use of media (videos) in the Bhutanese ESL classroom was an effective strategy for Bhutanese English teachers to reduce their students' speaking anxiety and suggested that this study would serve as a reference for the future researchers to carry out a similar study on the fields.

This study was limited to a section of 30 ESL grades five Bhutanese students with the time period of one month. Therefore, to have more reliable and insightful result the future study with bigger sample size and longer time is needed. It would be interesting to carry out a comparative research on the use of videos with other media to find out the differences in their effectiveness in reducing speaking anxiety. Moreover, further study can be conducted with the higher grade levels of ESL learners to investigate the effectiveness of media (videos) in reducing English speaking anxiety as the study revealed that the media (videos) played an effective role in reducing English speaking anxiety of the lower grade through motivation, building confidence and creating the learning environment fun and exciting.

8. References

Bajrami, L., & Ismaili, M. (2016). International Conference on Teaching and Learning English as an Additional Language. *Procedia-Social and Behavioral Sciences, 232,* 502-506.

Baker, J., & Westrup, H. (2003). *Essential speaking skill: A handbook for English language teachers*. London, England: Continuum International Publishing.

Bello, T. (1999). New avenues to choosing and using videos. *TESOL Matters, 9*(4), 20.

Bhutan Council for School Examination and Assessment (2017). *Pupil Performance Report 2017.* Retrieved from http://bcsea.bt/downloads/ppr/PPR-2017-FINALREDUCED.pdf

Botirca, O, M. (2007). *Teaching English with Video*. Retrieved from http://www.Diacronia.ro/ro/indexing/details/A5588/pdf

Bran, L. M. (2010). *The effect of technology on attention and concentration within the classroom context.* Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.469.4576&rep=rep1&type=pdf

Cakir, I. (206). The use of video as an audio-visual material in foreign language teaching classroom. *The Turkish Online Journal of Educational Technology, 5*(4), 1303-6521.

Cepon, S. (2013). Effective use of the media: Video in the foreign language classroom. *Mediji. Istraz, 19*(1), 83-104.

Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Los Angeles, CA: Sage Publications.

Donley, K. M. (2000). Film for fluency. *English Teaching Forum*, *38*(2), 24.

Elkhafaifi, H. (2005). Listening comprehension anxiety in the Arabic language classroom. *The Modern Language Journal, 89* (2), 206-220.

Ewald, J. D. (2007). Foreign language learning anxiety in upper-level classes: Involving students as researchers. *Foreign Language Annals, 40*(1), 122-142.

Gregerson, T., & Horwitz, E. K. (2002). Language learning and perfectionism: Anxious and no anxious language learners' reactions to their own oral performance. *The Modern Language Journal, 86*(4), 562-570.

Harutunian, E. R. (2017). *Overcoming speech anxiety in the classroom*. Retrieved from https://muep.mau.se/bitstream/handle/2043/23340/Overcoming%20Speech%20Anxiety%20in%20the%20Classroom.pdf?sequence=2

Hemei, J. (1997). Teaching with video in an English class. *Journal of English Teaching Forum, 35*(2), 45-47

Horwitz, E. K., Horwitz, M. B., & Cope, J. A. (1986). *Foreign language classroom anxiety.the language anxiety: From theory and research to classroom implications.* Englewood Cliffs, NJ: Prentice Hall.

Huang, P. (2013). An Exploration of EFL Learners’ Anxiety and E-learning Environment. *Journal of Language Teaching and Research, 4*(1), 27-35.

Imane, K. K. (2016). *Enhancing EFL learners' speaking skill through effective communicative activities and strategies.* Chetouane, Algeria: University of Tlemcen: Faculty of Letters and LanguagesDepartment of English.

Intajuck, Y. (n.d.). *Maximizing the utilization of video in the EFL/ESL Classroom.* Retrieved from http://citeseerx.ist.psu.edu/viewdoc/ download?doi=10.1.1.602.2109&rep=rep1&type=pdf

Kabooha, H. R. (2016). Using movies in EFL classrooms: A study conducted at the English Language Institute (SLI), King Abdul-Aziz University. *English Language Teaching, 9*(3), 248-257.

López, D. (2016). *The use of authentic videos as a teaching strategy to lower some boredom signs shown by intermediate English students at San Ignacio University Loyola when practicing grammar, in order to improve results.* Lima, Peru: College of Piura: Faculty of Education Sciences.

Mahmoodzadeh, M. (2012). Investigating foreign language speaking anxiety within the EFL learner's inter language system: The case of Iranian learners. *Journal of Language Teaching and Research, 3*(3), 466-476.

Mayer, R. E., & Moreno, R. (2003). The Ways to reduce cognitive load in multimedia learning. *Education Psychologist, 38*(1), 43-52.

Muslem, A., Mustafa, F., Usman, B., & Rahman, A. (2017). The application of video clips with small group and individual activities to improve young learners' speaking performance. *Teaching English with Technology, 17*(4), 25-37.

Pigg, E. (2017). *A case study: Finish ninth grade students' and their teacher's views on and experiences in using YouTube video content in English language learning and teaching.* Oulu, Finland: University of Oulu: Faculty of Humanities.

Rafada, S. H., & Madini, A. A. (2017). Effective solutions for reducing saudi learners' speaking anxiety in EFL classrooms. *Arab World English Journal, 8*(2), 308-322

Riswandi, D. (2016). Use of youtube-based videos to improve students' speaking skill. *ICTTE, 2* (1), 2502-4124.

Royal Education Council. (2016). *English.* Retrieved from http://rec.gov.bt/curriculumpage/ section/english/

Sadiku, L. M. (2015). The importance of four skills reading, speaking, writing, listening in a lesson hour. *European Journal of Language and Literature Studies, 1*(1), 2411-4103.

Sihem, S. (2013). *Using video techniques to develop students' speaking skill*. Biskra, Algeria: Mohamed Khider, University of Biskra: Faculty of Letters and Languages Department of Foreign Languages, English Division.

Singay. (2018). English Oral Communication Needs of Bhutanese Students. *English Language Teaching, 11*(4), 74-81

Wang, Z. (2015). An analysis on the use of video materials in College English Teaching in China. *International Journal of English Language Teaching, 2*(1), 23-28.

Woolfolk, A. (2007). *Educational psychology.* Boston, MA: Pearson Education.

Zhou, M., & Brown. D. (2015). *Educational learning theories. Galileo Open Learning Materials.* Retrieved from https://oer.galileo.usg.edu/cgi/viewcontent.cgi?Article=1000&context=education-textbooks