ENGLISH READING ANXIETY AND COMPUTER-ASSISTED LANGUAGE LEARNING ANXIETY IN BLENDED LEARNING

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ABSTRACT

The purpose of this study was intended to investigate students' English reading anxiety and CALL anxiety in blended learning. The participants consisted of 75 third-year students majoring in Biology who enrolled in the Reading Academic English course. The research design of the study was the mixed methods—the explanatory sequential design. In the quantitative part, the Foreign Language Reading Anxiety Scale (FLRAS) and the CALL Thoughts Survey were used in the study. In the qualitative part, the instrument used in the study was a focus group interview. It was found that students had English reading anxiety at the moderate level with the mean score of 3.47 and they had CALL anxiety when they used e-learning at moderate level with the mean score of 2.63. In addition, it showed that students had various perceptions on using e-learning as a supplementary to an English reading course which were classified in two main points: advantages and concerns. Self-paced learning, learning facility, and providing immediate feedback were indicated in advantages. The limited accessibility and reading difficulty were indicated in concerns.
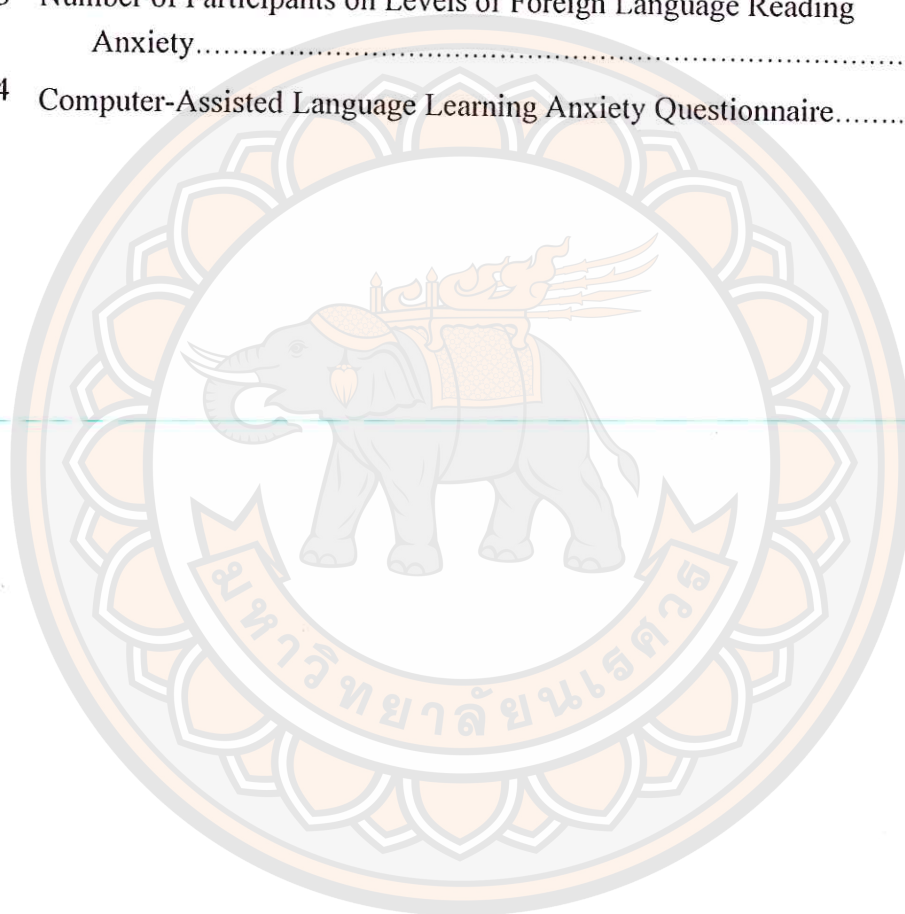
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CHAPTER I

INTRODUCTION

This chapter describes the rationale for the study, the purposes of the study, the research questions, the significance of the study, the scope and limitation of the study, and the definition of terms.

Rationale for the Study

The use of the Internet is widespread today. People use the Internet for different purposes: entertainment, checking and getting information, buying products online and so on. Some people use the Internet to learn languages. However, using the Internet for educational purposes requires additional skills from the student, new attitudes towards learning, and students need to adopt new roles and responsibilities in this new learning environment.

The Internet provides an easy access to four skills, which are necessary for language learning. It is known that English is the most commonly used common language in the world and nobody can argue of the online community with the importance of foreign languages, especially English as a lingua franca. Therefore, it is vital to learn English and it becomes easier when the Internet is used as a tool to learn in the virtual learning environment.

On the Internet, reading involves more of readers' interpretations of texts and of the writer's stance than in a paper reading environment; when a third factor, Internet technology, is involved, reading also becomes a selective process that requires special skills to scrutinize the Internet's abundant visual and non-textual features (Coiro, 2005; Schmar-Dobler, 2003 as cited in Huang, Chern and Lin, 2009). Educators recognize that the computer technology and language learning programs may enhance the language acquisition from both independent and collaborative learning environments, and the language experiences as well (Kung, 2002 as cited in Wang, 2008).

Computer-assisted language learning (CALL) is an instructional method which is used in learning environment to enhance students' proficiency by using computer. CALL provides multimedia of video, sound, graphics, and texts, which allow students to be exposed to the target language and its culture and also facilitates comprehension in listening and reading (Chun and Plass, 1997 as cited in Chen, 2008).

The CALL programs are popular in foreign language learning today because of their benefits to the students to enhance their language proficiency. Moreover, students can study anytime and anywhere. Teachers and students can take advantages from various activities on network. Besides, computer can promote learning interaction between students and teachers. Finally, computers can help classroom teaching with a variety of shared materials and approaches on the network.

As CALL is applied in learning environments, forms of using the computer for learning include e-learning and blended learning. Blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experiences – not a layering of one on top of the other (Archer, Garrison and Anderson, 1999 as cited in Garrison and Kanuka, 2004). Blended learning which e-learning is integrated to a course is an effective and low-risk strategy for today's learning. With computer, a wide variety of materials and activities can be applied to a course. Students will not get bored easily and they may become more active (Wang, 2008). Furthermore, Internet information and communication tools provide flexibility of time and place and the reality of unbounded educational discourse. These reasons show how the best utilize both face-to-face and online learning for purposes of higher education (Garrison and Kanuka, 2004).

However, while students are interactive with computer, unpleasant side effects may occur; for example, frustration, confusion, anger, and anxiety. For foreign language online reading, students may be faced with both foreign language reading anxiety and computer anxiety. Tanyeli (2009) mentioned that when the native language is not English, students usually have fears and worries about not succeeding to learn. However, it is the students who motivate themselves with the help of their institution and lectures to overcome their anxieties.

There have been relatively few discussions of anxiety and second language reading; for example; in one study scholars found that reading in a foreign language is indeed anxiety provoking to some students, and it is a specific anxiety type distinguishable from general foreign language anxiety that has been linked to oral performance. Moreover, it is found that the levels of reading anxiety vary by the target language and seem to be related to the specific writing systems. Besides, it increases with their perceptions of the difficulty of reading in foreign language (Saito, Horwitz and Garza, 1999).

Computer anxiety was a phenomenon when using a computer. Computer anxiety has been defined as the fear, apprehension and phobia felt by an individual when interacting with a computer or when they think about using a computer (Hardman, 1993; Howard, 1986 as cited in Chua, Chen and Wong, 1999).

Some researchers, on previous studies, investigated the relationship between computer anxiety and computer experiences, while other looked into the relationship with age, gender, culture, attitudes, computer performance, self-efficacy, or cognitive abilities (McIlroy, et al., 2001; Tekinarslan, 2008; Mahar, Henderson and Deane, 1997; Beckers, Rikers and Schmidt, 2006; Meier and Lambert, 1991; Rosen, Sears and Weil, 1987; Beckers and Schmidt, 2001, 2003; Rosen and Weil, 1995a, 1995b; Henderson, et al., 1995; Raub, 1981).

Today, integration of the CALL towards language learning is widely practical in Thailand. Teachers and students are exposed to this environment in teaching and learning process. At present, there is no study relating to foreign language reading anxiety and CALL anxiety in Thailand. Therefore, it is interesting to investigate the issue on Thai students.

Purposes of the Study

The current study was intended to investigate students' English reading anxiety and CALL anxiety in blended learning.

Research Questions

The study tried to answer the following research questions:

1. To what extent did students have English reading anxiety in blended learning?

2. To what extent did students have CALL anxiety when they use e-learning?

3. What were the students' perceptions towards using e-learning in their reading course?

Significance of the Study

The study focused on the effect of foreign language reading anxiety and CALL anxiety in blended learning. The present study would be of great significance, first, to the course designers who may make use of the information from this study to make changes or to improve on their courses. Furthermore, this study would benefit future researches about using blended learning for reading courses as well as other courses.

Scope and Limitation of the Study

The study employed a survey method to export students' English reading anxiety and CALL anxiety in blended learning of 75 third-year students majoring in Biology who enrolled in the Reading Academic English course in the first semester of the academic year 2011 at Naresuan University, Phitsanulok were the subjects of this study.

The current study collected the data in the middle of the semester (the eighth week). Therefore, this was a short-term study done on a limited number of participants. Its result might have to be validated by further longitudinal studies. In addition, the study focused on anxiety stemming from English reading activities through the Internet; hence it could not be assumed that the Internet activities on other skills would yield the same results. In order to test CALL anxiety, this study mainly focused on the negative learning cognitions factor, the positive learning cognitions factor, and the enjoyment factor.

Definition of Terms

For the purposes of this study, the following terms had been identified operationally:

1. English reading anxiety is an unpleasant feeling that is typically associated with uneasiness, apprehension, fear, or worry when reading English.

2. Computer-assisted language learning anxiety is the feeling of uneasiness, worry, nervous and apprehension when using e-learning. This study mainly focuses on the negative learning cognitions factor, the positive learning cognitions factor, and the enjoyment factor.

3. Blended learning is the combination of classroom learning using printed reading materials and e-learning for extra activities to enable students to learn anytime and anywhere.

4. Perception is the process by which an organism attains awareness or understanding of its environment by organizing and interpreting sensory information. All perception involves signals in the nervous system, which in turn result from physical stimulation of the sense organ.
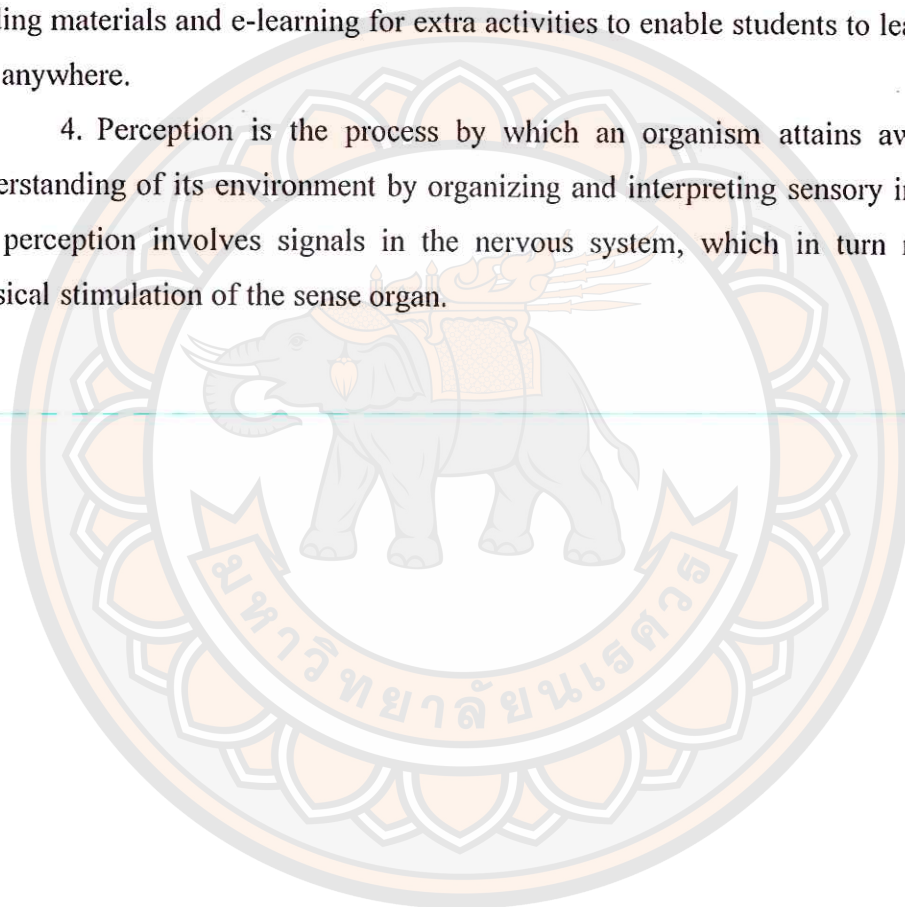
CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

The study aimed to investigate students' English reading anxiety and CALL anxiety in blended learning. This chapter reviews the literature and research related to computer-assisted language learning (CALL), blended learning, online reading, reading anxiety, foreign language reading anxiety, and computer anxiety. Also, some related literature and research are reviewed to obtain sufficient background information for the study.

Computer-Assisted Language Learning (CALL)

Nowadays, the use of technology and the Internet is rapidly increasing in teaching language environments (Chen, Belkada and Okamoto, 2004; Eskenazi, 1999; Nelson and Oliver, 1999; O' Dowd, 2003; Pennington, 1999; Toyoda and Harrison, 2002; Warner, 2004 as cited in Chen, 2008). Students today have grown up on computers and are familiar with using the Internet, and teachers are increasingly aware of integrating technology into the instruction for meaningful learning (Koehler, et al., 2004). Educators recognize that the computer technology and language learning programs may enhance language acquisition from both independent and collaborative learning environments, and language experiences. (Kung, 2002 as cited in Wang, 2008).

CALL is an instructional method which provides video, sound, graphics, and texts, which allow students to be exposed to the target language and the culture and also facilitates comprehension in listening and reading (Chun and Plass, 1997 as cited in Chen, 2008). Warschauer (1996) pointed out that the development of CALL over the last 30 years can be recognized in three phases: behavioristic CALL, communicative CALL, and integrative CALL.

Behavioristic CALL is the first phase of CALL which was based on the behaviorist theories of learning. It was conceived in the 1950s and was implemented in the 1960s and 1970s. Programs of this phase entail repetitive language drills and can

be referred to as "drill and practice". Drill and practice courseware is based on the model of computer as tutor (Talor, 1980 as cited in Warschauer, 1996). In other words the computer serves as a vehicle for delivering instructional materials to the students. After rejecting the behavioristic approaches to language learning at both the theoretical and pedagogical levels and the introduction of the microcomputer in the early 1980s, the behavioristic CALL was weakened.

The second phase of CALL, the communicative CALL, was based on the communicative approach to teaching which became prominent in the 1970s and 1980s. Vance Stevens (1989 as cited in Warschuer, 1996) argued that all CALL courseware and activities should be built on intrinsic motivation and should foster interactivity – both learner-computer and learner-learner. Several types of CALL program were developed and used during this phase. Taylor and Perez (1989 as cited in Warschuer, 1996) proposed the computer as tutor model in which the process of finding the right answer involves a fair amount of student choice, control, and interaction. In addition, they proposed another CALL model which involves the computer as stimulus. For this model, it stimulates students' discussion, writing, or critical thinking. The third model involves the computer as a tool (Brierley and Kamble, 1991; Taylor, 1980 as cited in Warschuer, 1996) or, as sometimes called, the computer as workhorse (Taylor and Perez, 1989 as cited in Warschuer, 1996). This CALL model empowers the student to use or understand language.

For the last phase of CALL, integrative CALL, a number of educators were seeking ways to teach in a more integrative manner by developing models which could help integrate the various aspects of the language learning process; for example, using task- or project-based approaches to integrate students in authentic environments, and also to integrate the various skills of language learning and use. Integrative CALL was based on two important technological developments in the mid- 1990s, the dramatic increase in commercial multimedia for language learning as CD-ROMs became standard in home computers and the development of the World Wide Web. People can share the information resources and communicate with one other no matter when and where they are on the network, and also there are mainly free English resources for the online English language learning (Warschuer, 2000 as cited in Wang, 2008).

Ushida (2005) mentioned that various CALL activities attempted to create technology-enhanced language learning (TELL) environments. The study of Adair-Hauck, Willingham-McLain and Youngs (1999 as cited in Ushida, 2005) showed that students could enjoy the TELL learning environment because of the relaxing atmosphere without the pressure of a classroom and peers.

The CALL programs are popular in foreign language learning today because of its benefits to the students to enhance their language proficiency. Wang (2008) promoted the benefits of CALL in five categories. First, CALL programs could offer second language learners more independence from classroom. Computers will never get tired and can repeat the same thing again and again without complaining. Moreover, computers can keep teaching resources for a longer time and also can be shared by other teachers and students around the globe. Second, language learners have the option to study at anytime and anywhere. Traditionally, students go to class at a fixed time and fixed classroom. On network, students can learn and use the same materials wherever they are. Third, CALL programs can be wonderful stimuli for second language learning. Both teachers and students can take advantages from various communicative and interactive activities provided on network in the forms of fun games and communicative activities. Activities on the web reduce the learning stresses and anxieties so that this may promote second language learners learning motivation. Fourth, computer can promote learning interaction between students and teachers. Some activities on the Internet such as sending E-mail and joining newsgroups may promote students to communicate and share their personal view, thought, and experience with people they never met before and interact with their own teachers and classmates without or less shy. Finally, computers can help classroom teaching with a variety of materials and approaches. With computers, teachers can present pictures, videos and written texts with or without sound to the class. Students do not get bored easily and they may become more active. At the same time, students can also share their findings and information with teachers and classmates.

Moreover, Marzban (2011) mentioned that CALL provided the technical and logistic support for the fulfillment of theoretical tenets of communicative approach which emphasized a more humanistic and individualistic learning and which

accounted for different cognitive, affective, biological, and socio-cultural variables among the students.

So far, most discussions on the use of e-learning in higher education have focused on ways for the teacher to incorporate the new technology into their teaching. Discussions or even knowledge about e-learning from the students' perspective seem to be very sparse (Keller and Cernerud, 2002). However, there are reports of students overwhelmingly preferring to take class using e-learning than a traditional course. They felt that e-learning was a helpful tool in their learning (Brotherton and Abowd, 2002). According to Keller and Cernerud (2002), students' perceptions of e-learning in university education may be influenced by specific individual variables. In addition to the variables age and gender, there are at least three characteristics: previous experience of computers, technology acceptance, and individual learning style.

Utilizing an e-learning course is advantageous to the students in learning process. According to Brown (2001), one of the greatest advantages is also a major area of concern. The students also have control over every aspect of the learning situation from the time spent on task, practice time, and study time. A benefit of the students having so much control over their learning experience is that advanced students can proceed without becoming bored with repetitive instruction and can progress through the material without having to wait on other students who may not be grasping the materials as well. By the same token, Kruse (2006 as cited in Borstorff and Lowe, 2007) proposes that students who are having difficulty with the material can slow down to the pace suitable to them which allows them opportunity to fully understand the content and not get frustrated with themselves.

Students in one research study indicated their satisfaction in the ability for web-based instruction to achieve their progress throughout a course (Helmi, Haynes and Maun, 2000 as cited in Borstorff and Lowe, 2007). Dedicated students are also able to extend their learning beyond the requirements of a course when they tap into the wealth of online resources (Berger and Topol, 2001).

The Internet provides an easy access to four skills, which are necessary for language learning. It is known that English language is the most commonly used language in the world and nobody can argue with the importance of foreign languages, especially English. Therefore, it is vital to learn English and it becomes easier when

using the Internet as a tool for learning in the virtual learning environment. For this research, the reading skill was studied on the use of CALL by integrating the e-learning to the reading course.

Blended Learning

As a large number of studies mention the benefits of CALL, the learning process in the study involve both traditional face-to-face interaction using a printed material and e-learning as a supplement to the course. Blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experiences – not a layering of one on top of the other. From this perspective, the Internet has been considered to be a disruptive technology that requires a careful consideration of the educational goals, structures, and process (Archer, Garrison and Anderson, 1999 as cited in Garrison and Kanuka, 2004).

So and Brush (2008 as cited in Akyüz and Samsa, 2009). Wu, Tennyson and Hsia (2010)) argued that blended learning means any combination of learning delivery methods, mostly including face-to-face instruction with asynchronous and/or synchronous computer technologies said that blended learning was described as a learning approach that combined different delivery methods and styles of learning. The blend could be between any form of instructional technology (e.g., videotape, CD-ROM, CAI, web-based learning) with classroom teaching.

Phipps and Merisotis (1999 as cited in Akyüz and Samsa, 2009) proposed that blended learning be referred as the third generation of distance education systems. The first generation was correspondence education which utilized a one-way instructional delivery method, including mail, radio, and television. The second generation was distance education with single technology; for example, computer-based or web-based learning. The third generation is blended learning, characterized as maximizing the best advantages of face-to-face learning and multiple technologies to deliver learning.

Deghaidy and Nouby (2008) mentioned the course design perspective on Rovai and Jordan's study that a blended course can lie anywhere between the continuum anchored at opposite ends by fully face-to-face and fully online learning environments. Also Deghaidy and Nouby (2008) were cited in Kerres and De Witt

(2003) whom offered a 3C-conceptual framework for blended learning designers which involves the 'content' of learning materials, the 'communication' between students and tutors and between students and their peers, and the 'construction' of the students' sense of place and direction within the activities that denote the learning landscape.

From a teacher's perspective, Deghaidy and Nouby (2008) said that a blended e-learning approach required new pedagogical skills in order that the students gain the most from the presented course. Educators suggested that in the face-to-face environment, students having more control over their learning, increases social competencies, improves student morale and overall satisfaction, enhances information skills acquisition and student achievement, respects differences in learning style and pace, and fosters communication and closeness among students and tutors (Martyn, 2003; Hooper, 1992; Saunders and Klemming, 2003; AzTEA, 2005; Byers, 2001; Kendall, 2001; Piskurich, 2004; Joliffe, Ritter and Stevens, 2001 as cited in Deghaidy and Nouby, 2008).

Blended learning is an effective and low-risk strategy which positions universities for the onslaught of technological developments that will be forthcoming in the next few years. Moreover, Internet information and communication tools provide flexibility of time and place and the reality of unbounded educational discourse. These reasons show how the best utilize both face-to-face and online learning for purposes of higher education (Garrison and Kanuka, 2004).

Beyond, Sharma and Barrett (2007) indicated that the crucial element in blended learning is an appropriate balance of face-to-face teaching and technology use. Neither the computer nor the World Wide Web is meant to replace instructors; both are supplements to instructor-developed lesson plans, but technology can provide a myriad of benefits, including the development of independent learners, a source of instant feedback, and motivation to learners.

Online Reading

The Internet is used as an important tool not only for teachers but also for students for all grade levels as a guide for teaching and learning. Considering the objectives of courses and levels of students, the Internet is mostly used in the

university environment as the tool to learn foreign language (Hackbarth, 1997 as cited in Tanyeli, 2009).

In the field of education, language learning and teaching can easily be assisted by the Internet since there are many highly developed web sites which offer speaking, reading, listening, and writing activities. On the Internet, reading involves more than readers' interpretations of text and of the writer's stance in a paper reading environment; when a third factor, Internet technology, is involved, reading also becomes a selective process that requires special skills to scrutinize the Internet's abundant visual and non-textual features (Coiro, 2005; Schmar-Dobler, 2003 as cited in Huang, Chern and Lin, 2009).

Although the research on the attitudes towards the Internet is innumerable, the studies on students' attitudes towards the integration of ICT-based reading in foreign language curricula are few (Sagin Simsek, 2008). One of the studies by Yessis (cited in Sawaki, 2001) showed that although the computer practice group read more slowly than the paper practice group, the computer practice group accomplished significantly better focusing more on the content of the texts. The approach to tasks and lesson designs of online reading should follow the same guidelines suggested in the literature on reading methodology. Invariable with the previous research, it was proposed that the use of the Internet in learning required some technological skills and knowledge from both teacher and student (Warshauer, 1997; Brandl, 2002 as cited in Sagin Simsek, 2008).

Singhal (1999 as cited in Huang, Chern and Lin, 2009) investigated hypertext reading strategies among university students in a Web-based reading class and sought to ascertain the usefulness of such Web-based programs. The study found that after Web-based reading instruction, students' reading comprehension improved and their use of reading strategies also increased. Some studies in the area of web assisted instruction and reading have also found an increase in student motivation and confidence. Students believe in the effectiveness of online reading activities and that they enjoyed participating in the online activities (Adler-Kassner and Reynolds, 1996 as cited in Tanyeli, 2009).

Reading Anxiety

At present, the database of research concerning anxiety and foreign/ second language reading is not complete, and therefore no generalizations specific to reading can be formulated. Sellars (2000 as cited in Horwits, 2001; Brantmeier, 2005) mentioned in a study on reading anxiety that reading anxiety is a distinct variable in foreign language learning. Students with higher levels of overall foreign language learning anxiety reported higher levels of reading anxiety. In a close look at anxiety ratings, findings showed that more students indicated feeling "somewhat" anxious about second language reading than any other rating. Sellars also found a negative relationship between reading anxiety and second language reading comprehension when students read a magazine article.

Young (2000 as cited in Brantmeier, 2005) examined several interacting variables including anxiety, comprehension, self-reported comprehension, text features, and reading ability with four different non-literary reading passages such as magazines, newspaper, etc. The finding reported a significant relationship between second language reading anxiety and second language comprehension with two of four passages utilized in the study.

Brantmeier (2005) also studied about second language reading with advanced language learners; the result revealed that at the advanced level of language instruction learners generally do not feel anxious about reading in a second language. Learners are more anxious about post-second language reading tasks (both oral and reading) than the act of reading itself. Students feel less anxious about reading when immediate communication apprehension is not a concern.

Foreign Language Reading Anxiety

During language learning, anxiety is known as a factor which affects students at every stage of learning, whether during input, processing, or output (MacIntyre and Gardner, 1989). Anxiety is distinguished into several categories; trait anxiety and state anxiety are typically distinguished. Trait anxiety is a characteristic of a student's personality; in contrast, the state anxiety is experienced in response to a specific event (Spielberger, 1983 as cited in Horwitz, 2001). MacIntyre and Gardner defined language anxiety as "the feeling of tension and apprehension specifically associated

with second language contexts, including speaking, listening, and learning" (1994, p. 284)

Over three decades ago, there were studies which found the different relationship between anxiety and second language achievement, then Scovel has investigated and concluded that language researchers should be specific with the type of anxiety they are measuring (Scovel, 1978 as cited in Horwitz, 2001, p.113). Horwitz, Horwitz and Cope (1986) moved further by proposing a situation-specific anxiety construct, Foreign Language Anxiety, which they described it as "a distinct complex of self-perceptions, belief, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process".

When the native language is not English, students usually have fears and worries about not succeeding to learn. However, it is the students themselves who motivates themselves with the help of their institution and lectures to overcome their anxieties (Tanyeli, 2009). Reading seems to have least conscious to anxiety effects because it is done privately with unlimited opportunity for reflection and reconsideration.

The possibility of a specific anxiety in response to second language reading has important consequences for teachers' understanding of the reading process and the practice of reading instruction. Anxiety would seem to be a mediating variable that intervenes at some point between the decoding of a text and the actual processing of textual meaning (Saito, Horwitz and Garza, 1999).

Saito, Horwitz and Garza (1999) proposed two aspects of foreign language reading which would seem to have great potential for eliciting anxiety: unfamiliar scripts and writing systems and unfamiliar cultural material. With respect to unfamiliar writing systems, the reader would experience anxiety as soon as he or she attempts to decode the script because the reader would immediately experience difficulty in processing the text. Unfamiliar cultural concepts would seem to have an impact at a point in the reading process that is less immediate than that of unfamiliar scripts and writing systems. In other words, anxiety is also anticipated when a reader can decipher the words of a foreign language text, but not its sense, because of incomplete knowledge of the cultural material underlying the text.

Although reading plays a substantial role in the second language curriculum, there has been relatively little discussion of anxiety and second language reading. With the current emphasis on authentic texts, and their inherently unfamiliar cultural content, one would expect reading to be problematic for many students, such as in Vande Berg's (1993 as cited in Saito, Horwitz and Garza, 1999) study which students in an introductory French literature class found reading French difficult. After considering, she found the fact that the advanced students experienced anxiety over reading suggests that the unfamiliar cultural concepts encountered in a literature class may be responsible for anxiety reactions, given that those students were likely already comfortable with the French writing systems.

Saito, Horwitz and Garza (1999) studied the anxiety by the FLCAS and the FLRAS, the specific foreign language reading anxiety which they developed to the reading aspect. They found that reading in a foreign language is indeed anxiety provoking to some students, and it is a specific anxiety type distinguishable from general foreign language anxiety that has been linked to oral performance. Moreover, it is found that levels of reading anxiety vary by the target language and seem to be related to the specific writing systems. Besides, it increased with students' perceptions of the difficulty of reading in a foreign language. The tool that was used to assess foreign language reading anxiety was the Foreign Language Reading Anxiety Scale (FLRAS) developed by Saito, Horwitz and Garza in 1999.

In addition, there is a study on EFL reading anxiety as well. Shao (2014) investigated the causes of Chinese college students having English reading anxiety through questionnaires and interview of students in the University of Jinan, China. The researcher found five causes of the anxiety: lacking of cultural knowledge of English-speaking countries, lacking of confidence in reading English, lacking of necessary reading skills, lacking of English linguistic knowledge and lacking of interest in reading English.

Computer Anxiety

In today's society, computers have been recognized as not only a powerful technology for managing information and enhancing productivity, but also an efficient tool for education and training. As people are encouraged to interact with computers,

some face the fear and apprehension provoked by computer (Chien, 2008). Computer anxiety is a phenomenon when using a computer. Computer anxiety has been defined as the fear, apprehension and phobia felt by an individual when interact with computer or when they think about using computer (Hardman, 1993; Howard, 1986 as cited in Chua, Chen and Wong, 1999). Other terms are used interchangeably with computer anxiety such as computerphobia (Rosen, Sears and Weil, 1987) and computer apprehension (Anderson, 1996).

Scholars argued that trait anxiety is a characteristic of a student's personality; in contrast, the state anxiety is experienced in response to a specific event (Spielberger, 1983 as cited in Horwitz, 2001). Saadé and Kira (2007, 2009) defined the concept-specific anxiety as a transitory-neurotic type of anxiety. It is the range between the trait and state anxieties which is associated with a specific situation. Therefore, computer anxiety is a concept-specific anxiety because it is associated and covered a wide variety of situations in which people interact with computers (Oetting, 1983 as cited in Saadé and Kira, 2009; Gilroy and Desai, 1986 as cited in Parayitam, et al., 2010).

Since the 1970s, educators have been investigated people's negative reactions to computer technology. The studies reviewed so far mainly involved the relationship between computer anxiety and computer-related variables. Some educators studied the relationship between computer anxiety and computer experiences, other looked into relationship to age, gender, culture, attitudes, computer performance, self-efficacy, or cognitive abilities (McIlroy, et al., 2001; Tekinarslan, 2008; Mahar, Henderson and Deane, 1997; Beckers, Rikers and Schmidt, 2006; Meier and Lambert, 1991; Rosen, Sears and Weil, 1987; Beckers and Schmidt, 2001, 2003; Rosen and Weil, 1995; Henderson, et al., 1995; Raub, 1981).

Researchers examining e-learning and individual characteristics, it is found that computer anxiety played a significant role in a learning process. Individuals with high computer anxiety are likely to remain in that state of high computer anxiety in the future, and experience greater anxiety with repeated exposure to computers. They are at risk for resisting the use of computer technology and an inability to gain learning benefit over the anxiety cost of an e-learning environment (Fuller, et al., 2006 as cited in Chien, 2008). Computer anxiety can affect student acceptance of computer-based

training support tool. Also it can mediate the effect of perceived ease of use of e-learning (Wagner and Flannery, 2004; Jashapara and Tai, 2006 as cited in Chien, 2008). Saadé and Kira (2009) investigated the influence of computer anxiety on perceived ease of use and the mediated effect of computer self-efficacy on this relationship, within an e-learning context. The finding demonstrated the importance of self-efficacy as a mediator between computer anxiety and perceived ease of use of a learning management system.

Many theoretical frameworks have been used to measure in computer anxiety area. Maurer and Simonson's (1984) Computer Anxiety Index (CAIN), developed in conjunction with the Standardized Test of Computer Literacy (STCL), examines avoidance of caution with, negative attitudes toward, and disinterest in computers (Rosen, Sears and Weil, 1987). Loyd and Gressard's (1984) Computer Attitude Scale (CAS) assesses computer liking, confidence, and anxiety through a Likert attitude-measurement format (Rosen, Sears and Weil, 1987). Raub's Attitudes Toward Computers Questionnaire measures three factors: computer appreciation, usage and societal impact (Rosen, Sears and Weil, 1987). Weil, Sears and Rosen's (1988) Computer Anxiety Rating Scale (CARS) developed to measure activities and experiences with computers that might cause anxiety (Gordon, et al., 2003; Korukonda, 2007; McIlroy, Sadler and Boonjawon, 2007; Hogan, 2009). Weil and Rosen's (1988) Computer Thoughts Survey (CTS) developed to assess cognitions while using a computer or thinking about using a computer (Gordon, et al., 2003; Korukonda, 2007; Hogan, 2009). Sears, Rosen and Weil's (1988) General Attitudes Towards Computers Scale (GATC) developed to examine negative global attitudes about computers. (Gordon, et al., 2003; Korukonda, 2007; Hogan, 2009).

Gordon, et al. (2003) revealed on their study that the factor structure of the Computer Anxiety Rating Scale as suggested by Rosen and Weil (1992) was not replicated in the sample. On the basis of possible lack of validity in the sub-scale scores derived from the Computer Anxiety Rating Scale. However the factor structure of the Computer Thoughts Survey as suggested by Rosen and Weil (1992) was supported.

Morover, McIlroy, et al. (2001 as cited in Gordon, et al., 2003) found in their study that the Computer Thoughts Survey is "a slightly more effective instrument for eliciting differences in computing attitudes than the Computer Anxiety Rating Scale across the number of groups and conditions, which in turn might imply that negative computing cognitions are more resistant to change than anxiety attitudes". From the McIlroy, et al. (2001) study, there is evidence that the Computer Thought Survey scores may have more utility than the Computer Anxiety Rating Scale in indicating computerphobic attitudes and therefore maybe considered a more useful instrument in determining potential computerphobic students in future studies (Gordon, et al., 2003).

Therefore, from the above arguments, this study employed the Computer Thought Survey (CTS) which was developed by Weil and Rosen (1988) as a model to measure the computer anxiety in reading course in which e-learning is a supplementary part. For this study, participants were the same in age and culture variables, other variables were not counted as the significant factors.
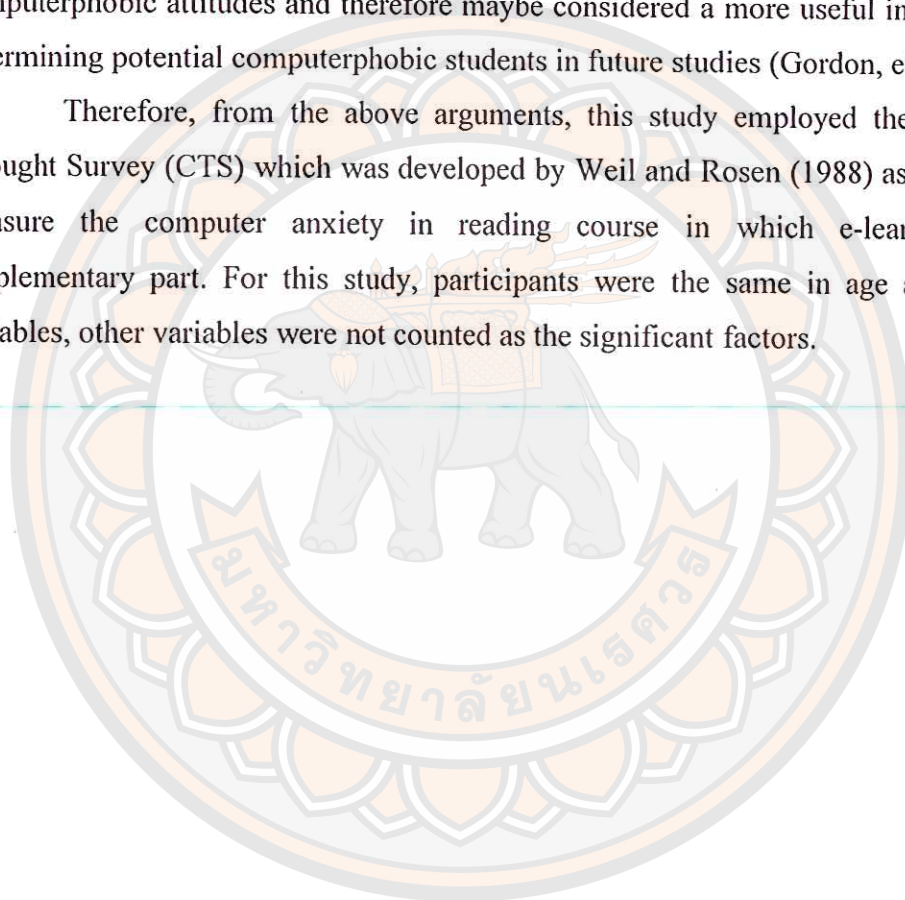
CHAPTER III

RESEARCH METHODOLOGY

The study was intended to explore students' English reading anxiety and CALL anxiety in blended learning. Chapter Three explains the research methodology consisting of the participants, the research design, the research instruments and instrumentations, the validity and reliability of the instruments, the collection of data, and the analysis of data.

Participants

The participants for the current study consisted of 75 third-year students majoring in Biology, who enrolled in the Reading Academic English course in the first semester of the academic year 2011 at Naresuan University, Phitsanulok. They are all native speakers of Thai. They attended two required English courses (Fundamental English and Developmental English) at the university before attending this course. They were selected through the purposive sampling technique.

All of the students were asked to answer the research questions from the FLRAS and the CALL Thoughts Survey for both language anxiety and computer anxiety after the seventh week of studying in the reading course. After that, seven students were selected to ask about their perceptions towards using e-learning in their reading course by frequency of e-learning use.
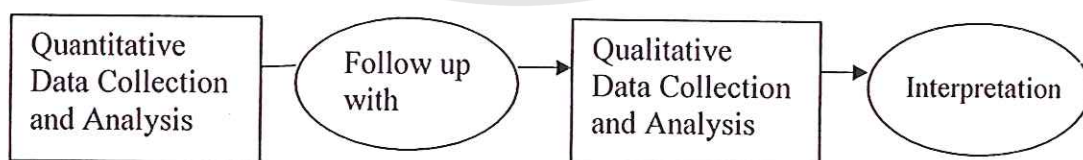
Figure 1 The Explanatory Sequential Design

Source: Creswell and Plano Clark, 2011, p.69

Research Design

In order to answer the research questions for this thesis, the mixed methods design by Creswell, et al. (2003 as cited in Creswell and Plano Clark, 2011, p.57) was used. The explanatory sequential design is a mixed methods design in which the researcher begins by conducting a quantitative phase and follows up on specific results with a second phase (see Figure 1). The second qualitative phase is implemented for the purposes of explaining the initial results in the more depth (Creswell and Plano Clark, 2011, p. 82). The intent of this two-phase, sequential mixed methods study was to explore in-depth perceptions of students towards using e-learning in their blended learning. In the first phase, quantitative research questions addressed the foreign language reading anxiety and CALL anxiety with 75 third-year students majoring in Biology, who enrolled in the Reading Academic English course in the first semester of the academic year 2011 at Naresuan University, Phitsanulok. Information from this first phase explored further in the second qualitative phase. In the second phase, qualitative interview was used to probe significant perceptions of the students with seven respondents who were selected according to their frequency of e-learning use above the average time. The reason for following up with qualitative research in the second phase was to illustrate the depth for quantitative data and to realize the diversity of the respondents views as well.

Research Instruments and Instrumentation

The research instruments used in the study consist of the Foreign Language Reading Anxiety Scale (FLRAS), the CALL Thoughts Survey, and a focus group interview.

1. The Foreign Language Reading Anxiety Scale (FLRAS): The respondents were asked here to indicate the feeling when reading a foreign language. It was developed by Saito, Horwitz and Garza in 1999. The FLRAS (see Appendix A) was modified by the researcher to suit the Thai context and translated into Thai to avoid ambiguity. The scale consisted of 10 items referring to the feeling about reading. It was scored on a 5-point Likert Scale, ranking from "strongly agree" to "strongly disagree".

2. The CALL Thoughts Survey (see Appendix B): The respondents were asked to indicate how often they had the specified thoughts when they used an e-learning in their English reading course. This instrument was modified from the Computer Thoughts Survey (CTS) which developed by Weil and Rosen in 1988. The instrument consisted of 20 items on a 5-point Likert Scale, ranking from "not at all" to "very much". The questionnaire was translated to Thai to avoid ambiguity.

3. A focus group interview (see Appendix C): an interview protocol was used in order to explore in-depth perceptions of students towards using e-learning in their blended learning. A group of seven students was selected according to their frequency of e-learning use. They were students who used e-learning above the average time.

The procedures for the development of the research instrument were as follows:

1. The researcher reviewed the literature about foreign language reading anxiety and computer assisted language learning anxiety.

2. The researcher modified the Foreign Language Reading Anxiety Scale (FLRAS) which was developed by Saito, Horwitz and Garza in 1999 and the CALL Thoughts Survey which was developed from the Computer Thoughts Survey (CTS) by Weil and Rosen in 1988. However, the focus group questionnaire was created by the researcher.

3. The researcher consulted the thesis advisor on language and content validity.

4. The drafts of the questionnaires were modified and corrected based on the suggestions of the thesis advisor.

5. The drafts of the questionnaires were submitted to experts from Western Languages Department, Faculty of Humanities, Naresuan University to examine the content validity, the face validity, the clarity, and the appropriateness of the language.

6. The researcher revised the questionnaires according to the suggestions of the experts.

Validity and Reliability

To ascertain the validity, the items on the FLRAS and the CALL Thoughts Survey were translated and the survey questionnaires were written in Thai to avoid ambiguity. Moreover, the teacher informed students that the questionnaires were not related to grading to prevent the bias in answering the questionnaires. Furthermore, the statements in the questionnaires were checked by the advisor of this thesis and the experts in language teaching before being administered to the students.

To ensure the reliability, the reliability coefficients (Cronbach's alpha, n=75) for the FLRAS and the CALL Thoughts Survey were computed to check the reliability of the questionnaires. The reliability coefficient for the FLRAS was .85; similarly, the previous study showed an internal consistency coefficient of .86 (Saito, Horwitz and Garza, 1999). This finding compares sensibly well with the result of .83 for the CALL Thoughts Survey which was reasonable with the results of 0.81-0.93 obtained from the study of Rosen and Weil (1992) and .87 from the study of Korukonda A. R. (2007). This meant that the questionnaires were highly reliable.

Collection of Data

The Reading Academic English course was taught in the first semester of 2011 for 15 weeks, but only the first seven weeks were included in the research. All 75 students were exposed to the blended learning context which is the combination of traditional face-to-face in-class instruction and e-learning for their supplementary activities to the course. According to Sharma and Barrett (2007), the crucial element in blended learning is an appropriate balance of face-to-face teaching and technology use; therefore, the students for this research took the traditional face-to-face in-class instruction for 75 percent and they took the other 25 percent for online learning.

In the case of online material, they used a reading made material from commercial textbook and they did supplementary activities through module. However, it was not a module itself; it provided some other online learning facility such as the online dictionary on it. The teacher explained the chapter content and then let students do the exercises themselves and gave suggestions when problems occurred. The online course components were described and the instructions on how to use the course components were also posted on the website, as well as instructed in class. Several

websites which were related to the reading skills for each week were added on the e-learning. The links contained reading passages, vocabulary exercises, and reading skill exercises related to the face-to-face material. The students checked the reading links and did the exercises online.

The first week of the course was the preparation period. The students learned to use the e-learning system effectively. Throughout the semester, the teacher acted as a facilitator. She contributed technical support on the online learning and always responded to comments and requests of the students. According to the mixed methods design, the researcher separated the collection of data in two phases.

Phase 1

After seven weeks of the reading course, all 75 students were asked to complete the Foreign Language Reading Anxiety Scale (FLRAS) and the CALL Thoughts Survey.

Phase 2

After completing the FLRAS and the CALL Thoughts Survey, participants were selected for a focus group interview for in-depth perceptions towards using e-learning in their reading course. The average time of using e-learning were computed. The statistics showed that there were seven students used e-learning above the average time. Then, these seven students were asked in the focus group interview about their perceptions towards using e-learning in their reading course in natural conversation for seven open-ended questions. There was an interaction among students in the group. The interviewer acted as a moderator during the interview.

Analysis of Data

Data analysis focused on the English reading anxiety and CALL anxiety in a blended learning. In order to analyze the data, students were asked to complete the Foreign Language Reading Anxiety Scale (FLRAS) to answer the research question number one. For the research question number two, students were asked to answer the CALL Thoughts Survey. Focus group interview was asked to answer the research question number three.

The CALL Thoughts Survey model specified 11 items (items 1, 3, 6, 7, 9, 12, 13, 15, 17, 19, 20) loading on the negative learning cognition factors when using e-learning, five items (items 8, 10, 11, 14, 18) loading on the positive learning cognition factors, and four items (items 2, 4, 5, 16) loading on the enjoyment factor. The factors were specified to be free to correlate, and no cross-factor loadings were specified.

For statistical analysis the responses were coded and analyzed. Statistical methods which were used in analyzing the data were percentage, mean, and standard deviation (S.D.). All of them were used to analyze and present the level of reading anxiety and CALL anxiety.

To interpret mean of foreign language reading anxiety, five scales were used as follows.

1.00-1.50 = extremely low
1.51-2.50 = low
2.51-3.50 = moderate
3.51-4.50 = high
4.51-5.00 = extremely high

In order to group according to computer anxiety, Rosen and Weil (1995) proposed three progressively higher levels of computer anxiety: none or very low, low to moderate, and high. However, the researcher used the same range but changed the interpretation for more precise and understandable as follows.

1.00-2.33 = low
2.34-3.66 = moderate
3.67-5.00 = high

Furthermore, to reveal in-depth perceptions of students towards using e-learning in their reading course, focus group interview was used in the study. Data derived from the interview protocol was transcribed and reported into themes raised by the interview participants. In addition, the data obtained from the interview protocol included a thorough description of the themes and multiple perspectives from participants to support these themes as well.

CHAPTER IV

RESULTS

This chapter presents the findings and the results of the study including three categories according to research questions as follows. The first one described the data obtained from the Foreign Language Reading Anxiety Scale, the second one showed the data obtained from the CALL Thought Survey, and the other finding from the focus group was presented for the third one. The research questions in Chapter One, served as the framework for the presentation of the findings.

Research Question One:

To what extent did students have English reading anxiety in blended learning?

Finding One

To obtain the answer for this question, the Foreign Language Reading Anxiety Scale was used. The participants were asked to complete 10 items asking about anxiety during reading a foreign language article. The findings were presented in two aspects: the frequency distribution of students for each statement and the average score of the students' reading anxiety.

Table 1 Frequency Distribution of Participants on the Foreign Language Reading Anxiety Scale

Item	Statement	Frequency of Participants				
		SA	A	N	D	SD
1	I feel worried when I am not sure whether I understand what I am reading a passage. (N=75)	10	33	24	6	2
2	When reading a passage, I often understand the words but still cannot quite understand what the author is saying. (N=75)	8	37	25	5	0

Table 1 (cont.)

Item	Statement	Frequency of Participants				
		SA	A	N	D	SD
3	When I am reading a passage, I get so confused I cannot remember what I am reading. (N=75)	8	37	24	5	1
4	I feel intimidated whenever I see a whole page of English in front of me. (N=75)	14	27	23	10	1
5	I feel worried whenever I encounter unknown grammar when reading a passage. (N=75)	13	37	17	7	1
6	When reading a passage, I get nervous and confused when I do not understand every word. (N=75)	14	35	18	7	1
7	It bothers me to encounter words I cannot pronounce while reading a passage. (N=75)	16	30	23	4	2
8	I am worried about all the new symbols that I have to learn in order to read a passage. (N=73)	5	20	32	13	3
9	I do not feel confident when I am reading in English. (N=73)	2	17	42	10	2
10	I am not satisfied with the level of reading ability in English that I have achieved so far. (N=73)	3	24	25	20	1

Note: SA=strongly agree, A=agree, N= neither agree nor disagree, D=disagree, SD=strongly disagree

Table 1 presents a frequency distribution of participants on the FLRAS on each item. There were seven items that the majority of students showed agree of the FLRAS statements. The great majority of students agreed with statements indicative of the highest reading anxiety on this group as the following statements: "When reading a passage, I often understand the words but still can't quite understand what the author is saying." (49.33%), "When I'm reading a passage, I get so confused I can't remember what I'm reading." (49.33%), "I get upset whenever I encounter unknown grammar when reading a passage." (49.33%); whereas, students agreed with statements indicative of the lowest reading anxiety as "I feel intimidated whenever I see a whole page of English in front of me." (36%).

However, there were only three items that the majority of students showed neither agree nor disagree of the FLRAS statements. They reported the highest reading anxiety on this group as "I don't feel confident when I am reading in English." (57.53%), but the statement indicatives of the lowest reading anxiety was "I am not satisfied with the level of reading ability in English that I have achieved so far." (34.25%).

Apart from presenting the result in frequency distribution of participants on the FLRAS, mean and S.D. were also presented to separate students' anxiety into groups by the mean value as on Table 2.

Table 2 Foreign Language Reading Anxiety Questionnaire

Rank	Statement	Mean	S.D.	Meaning
1	I feel worried whenever I encounter unknown grammar when reading a passage. (N=75)	3.72	.909	High
2	When reading a passage, I get nervous and confused when I do not understand every word. (N=75)	3.72	.924	High
3	It bothers me to encounter words I cannot pronounce while reading a passage. (N=75)	3.72	.952	High

Table 2 (cont.)

Rank	Statement	Mean	S.D.	Meaning
4	When reading a passage, I often understand the words but still cannot quite understand what the author is saying. (N=75)	3.64	.765	High
5	When I am reading a passage, I get so confused I cannot remember what I am reading. (N=75)	3.61	.820	High
6	I feel worried when I am not sure whether I understand what I am reading a passage. (N=75)	3.57	.918	High
7	I feel intimidated whenever I see a whole page of English in front of me. (N=75)	3.57	.989	High
8	I am worried about all the new symbols that I have to learn in order to read a passage. (N=73)	3.15	.938	Moderate
9	I am not satisfied with the level of reading ability in English that I have achieved so far. (N=73)	3.11	.906	Moderate
10	I do not feel confident when I am reading in English. (N=73)	3.10	.767	Moderate
	Overall	3.47	.582	Moderate

Table 2 shows the foreign language reading anxiety which students revealed the anxiety in two levels, high and moderate, while the overall showed that students have anxiety at the "moderate" level (mean score of 3.47). There were seven statements that students showed anxiety at "high" level. Students who scored the highest on reading anxiety endorsed statements like "I get upset whenever I encounter unknown grammar when reading a passage." (3.72), "When reading a passage, I get nervous and confused when I don't understand every word." (3.72), and "It bothers me

to encounter words I can't pronounce while reading a passage." (3.72). However, there were only three statements that students showed anxiety at "moderate" level. Students showed the lowest anxiety at the moderate level of reading anxiety endorsed the statement as "I don't feel confident when I am reading in English." (3.10).

Besides separating students by the mean value which was shown on Table 2, the average was used to display students into two groups by level of foreign language reading anxiety (higher than average and lower than average) as on the following table.

Table 3 Number of Participants on Levels of Foreign Language Reading Anxiety

Level of Foreign Language Reading Anxiety (Mean = 3.47)	Number of Participants (N = 75)
Higher than average	44
Lower than average	31

Table 3 illustrates numbers of participants on levels of foreign language reading anxiety by classifying students into two groups by the average of the overall scores (mean score of 3.47). Students with higher than average levels consisted of 44 students, but the remaining 31 students fell in the lower than average level.

Research Question Two:

To what extent did students have CALL anxiety when they use e-learning?

Finding Two

To illustrate the CALL anxiety when the participants used e-learning, they were asked to complete 20 items of the CALL Thoughts Survey. The statistics of mean and standard deviation (S.D.) were carried out to find the answer for this question as well. In order to consider participants' computer anxiety, three scales according to the range mentioned in Chapter Three were used as low, moderate, and high.

Table 4 Computer-Assisted Language Learning Anxiety Questionnaire

Rank	Statement	Mean	S.D.	Meaning
1	I feel overwhelmed by how much I do not know.	3.63	.866	Moderate
2	Using e-learning will not shorten my work.	3.21	.843	Moderate
3	I am going to make a mistake on e-learning system.	3.04	.845	Moderate
4	I do not like learning through e-learning.	3.00	.717	Moderate
5	I will not be able to get the computer to do what I want.	2.92	1.112	Moderate
6	What if I hit the wrong button?	2.83	1.178	Moderate
7	This e-learning is not interesting.	2.77	.815	Moderate
8	I did not enjoy using e-learning.	2.75	.595	Moderate
9	I cannot get help if I get stuck.	2.71	.882	Moderate
10	Studying on e-learning is boring.	2.65	.707	Moderate
11	I am totally confused with using e-learning.	2.65	1.020	Moderate
12	I do not want to learn through e-learning.	2.59	.755	Moderate
13	I hate this e-learning system.	2.55	.990	Moderate
14	I know I cannot use e-learning.	2.44	.775	Moderate
15	My classmate will notice if I make a mistake on e-learning.	2.43	.975	Moderate
16	I feel stupid when using e-learning.	2.23	.879	Low
17	I do not know what I am doing on e-learning.	2.15	.711	Low
18	I am afraid I will wreck the program.	2.12	.986	Low

Table 4 (cont.)

Rank	Statement	Mean	S.D.	Meaning
19	Others have learned this but I cannot.	2.04	.761	Low
20	I am too embarrassed to ask for help.	2.00	.959	Low
	Overall	**2.63**	**.428**	**Moderate**

N = 75

Table 4 presents a distribution of participants into three classes depending on the levels of CALL anxiety from the mean value. The overall showed students' CALL anxiety at "moderate" level (mean score of 2.63). When the results were arranged in order, it was very interesting that there was none at the "high" level of CALL anxiety, but the great majority of students had anxiety at "moderate" level as showed in 15 items. Students who scored the highest on CALL anxiety endorsed the statement as "I feel overwhelmed by how much I don't know." (3.63). Moreover, some students showed the anxiety at "low" level on five statements. Students showed the lowest CALL anxiety at the moderate level endorsed the statement as "I'm too embarrassed to ask for help." (2.00).

Research Question Three:

What were the students' perceptions towards using e-learning in their reading course?

Finding Three

In order to illustrate the answer for this research question, seven participants were asked about their perceptions towards using e-leaning in the reading course by the focus group interview. The information from the interview protocol was translated in two main points: advantages and concerns.

It was new to apply e-learning in a reading course for students in Naresuan University. Using this technique was quite different for the students leading to various perceptions as the respondents revealed as below.

Advantages

Even though using e-learning as a supplementary material was not wide spread enough for today learning and also the students may not be familiar with this technique of teaching; however, the respondents of this study still presented various ideas on the advantages. Three categories on the advantages were specified as self-paced learning, online learning facility, and providing immediate feedback.

1. Self-paced learning

Self-paced learning can promote getting new vocabularies, getting reading techniques on reading and so on during the participants used e-learning as follows. The first one, they agreed that e-learning helped them to enhance their learning because they could learn on their own pace and time. Participant 1 said, "There were lots of exercises that we could practice more at home after learning in a classroom." Identically, Participant 6 said, "It was convenient that we could review it again after doing exercises in class. It helps us to memorize the content and have a chance to do more exercises." Moreover, Participant 2 and 4 also agreed with these comments and they said that they could practice on the exercises before having a test which could help them to get higher score on it.

The second idea was about getting new vocabularies from e-learning. Participant 1 and 5 had the same comment on this. They said that they got more new vocabularies from the reading passages and exercises which help promote their reading ability. The third one was about techniques derived from reading through e-learning. Participants showed different techniques they got. Participant 1 and 2 talked about the technique to find the main idea from exercises on e-learning, Participant 7 showed an idea on technique to find the topic and the main idea from the reading passages as well. She said, "If we often read English passages, we could find the topic and the main idea of the reading passage easily." Participant 3, 4 and 6 talked about the technique in quick reading because of the timer on e-learning as Participant 3 said, "It helped in quick reading because there was a timer on e-learning. We had to read and did the exercises in time." In addition to this category, another comment about skills was also focused. Participant 1 talked about skills which she got from e-learning. She said, "I got both skills on reading a passage on e-learning and skills on using computer and technology as well."

Another comment on this topic was about the advantage of technology. In this case, technology means using computer or e-learning in an English reading course. Participant 1 said, "Applying technology which we use in daily life into learning is a good idea. Learning through online media and also do exercises at home is convenient. There is no need to learn only in a classroom anymore." Participant 2 also agreed on this and she said, "It was convenient because technology is already advanced. It is not the time to sit and read from only a book. I need something new. Using e-learning is that using technology to be more useful and leading us to develop my skills. Reading on a book, we get knowledge from the book only; in contrast, reading online, we can get more knowledge."

2. Online learning facility

The participants of this study perceived ease of use of the e-learning during using e-learning as a supplementary material to a reading course. It facilitated learning by providing a tool to translate a vocabulary, and it facilitated strategy practice during learning online as well. For face to face interaction in a classroom, instructors helped them on their reading when problems occurred; in contrast, there was no instructor with them when they read by themselves at home on e-learning. Fortunately, there was a translator program on e-learning for them when they had some problems in reading. Most of them pointed to the advantages of translating new vocabularies. Participant 6 said, "There was a translation program on e-leaning which helps me to translate new vocabularies not only for the English reading subject, but also from other subjects." In additions, Participant 3 said, "It was convenient and easy to translate a new word as I only copied and pasted the new word on the translation program, and then I understood that word right away." Besides, Participant 4 and participant 7 suggested the same idea about this. They said, "It was convenient and quick to translate a new word on this program."

3. Providing immediate feedback

Normally, the respondents received the immediate feedback in specific objective in their learning. They could revise and recheck their assignments from the immediate feedback. For this study, there was an immediate feedback by score on their reading exercises. All participants had the same idea on this issue as follows. Participant 5 said, "It was convenient to know the answers and also the competence

level right away after finishing an exercise." Similarly, Participant 7 said, "We knew immediately that if we understood the chapter content from an exercise."

Briefly described the advantages, all ideas of each topic on the advantages: benefits of e-learning, ease of use, and immediate feedback had showed that the participant perceived several positive perceptions of using e-learning as a supplementary material to a reading course.

Concerns

Using e-learning in English reading course was a relatively new technique for students. Having some concerns during the course was not surprising. Ideas on this topic were presented by the participants in two categories: limited accessibility and reading difficulty.

1. Limited accessibility

Accessibility was important for e-learning. Students had to use a computer to log into e-learning to learn and practice their reading on the Internet for the reading course. However, for this study, there were some problems to access into e-learning about a computer and the limited accessibility as the participants revealed. One of the ideas was about a problem of using computer and the Internet. Participant 1 said, "Some students did not have computer or the Internet at home. They got in trouble to do online exercises; then they had to manage their time to use the Internet at the Internet café." Besides, the given time of doing exercise was another idea on this category as Participant 3 said, "Some students who do not have any computer and the Internet at home could not do an exercise on time due to the limitation of time to do the exercise, so they could do only a few exercises." Participant 4 and 5 had the same idea on this issue. They said that they sometimes forgot the period of time to do an exercise because the given time to do each exercise was not the same. The last problem on accessibility was about the password for logging into e-learning as Participant 6 said, "I could not use the same password to log in to do an exercise. After asking for a new one, the limited time to do the exercise was almost finished; therefore I could not do all exercises in time."

2. Reading difficulty

Apart from some concerns on the limited accessibility, some concerns were shown during reading an English article on e-learning. Students read English article and did the exercises on the computer screen. Two different concerns were about feeling dizzy and translation of the reading article. Participant 2 said, "I felt dizzy when I scrolled the screen up and down while reading." There was another idea from Participant 3 with concern about translation as she said, "I had no confidents to translate the reading article into Thai by myself when reading on e-learning."

The participants showed ideas on the concerns about the limited accessibility and the reading difficulty. Obviously, most of these concerns were problems of designing the e-learning program. There was only one problem on translation.

Using e-learning as a supplementary material to English reading course was quite a new trend and was not yet wide spread today. It was regularly for having some advantages and also some concerns on this study. From this study, the participants reported more ideas on advantages than concerns. And most of the concerns were not about the problems of using e-learning in a reading course. It was concluded that using e-learning in a reading course would be an effective choice for instructors.

CHAPTER V

DISCUSSIONS AND CONCLUSIONS

Chapter Five presents a summary of the study and conclusions and discussions of the findings from previous chapter as well as their interpretation. In addition, some suggestions for student, together with the recommendations for further studies were also presented.

Summary of the Study

The purposes of this study were to investigate students' English reading anxiety and CALL anxiety in blended learning. This study attempted to answer the following research questions:

1. To what extent did students have English reading anxiety in blended learning?

2. To what extent did students have CALL anxiety when they use e-learning?

3. What were the students' perceptions towards using e-learning in their reading course?

The populations of this study consisted of 75 third-year students majoring in Biology who enrolled in the Reading Academic English course in the first semester of the academic year 2011 at Naresuan University, Phitsanulok. The instruments used to collect data in the study consisted of the Foreign Language Reading Anxiety Scale (FLRAS), the CALL Thoughts Survey, and a focus group interview. The study was conducted for testing the reliability of the questionnaires. The result revealed that the reliability coefficients (Cronbach's alpha) for the FLRAS reached the 0.85 level. Similarly, the CALL Thoughts Survey showed an internal consistency coefficient of 0.83 (n=75). This meant that the questionnaires were highly reliable.

The results of the data analysis were presented in tables with statistical procedures. The findings can be summarized as follows:

1. The students revealed the anxiety in two levels: high and moderate from asking 10 questions on the Foreign Language Reading Anxiety Scale (FLRAS). Overall, they had English reading anxiety in blended learning at the "moderate" level with the mean score of 3.47. Besides, all 75 students were classified into two groups by the average of the mean scores. Students with higher than average level consisted of 44 students, but the remaining 31 students fell in the lower than average level.

2. All 75 students were asked to complete 20 items of the CALL Thoughts Survey to illustrate the CALL anxiety. They were classified into three classes depending on the level of CALL anxiety from the mean value (mean score of 2.63) as low, moderate, and high. Overall, Students had CALL anxiety when they used e-learning at "moderate" level with the mean score.

3. Seven participants were asked about their perceptions towards using e-learning in the reading course by the focus group interview. Their perceptions were classified in two main points: advantages and concerns. Under the advantages of using e-learning, three categories were specified as self-paced learning, online learning facility and providing immediate feedback. In addition, ideas on having some concerns were presented in two categories: limited accessibility and reading difficulty.

Students revealed that they had positive feelings to use e-learning in a reading course although there were two different concerns because using e-learning in English reading course was quite a new technique for them.

Discussions and Conclusions

From the data analysis for three research questions, the results of this current study increase more understanding of foreign language reading anxiety and CALL anxiety in blended learning as well as the students' perceptions towards using e-learning in an English reading course. The findings were discussed and interpreted as follows:

Discussions of Finding One

Normally, learning language is quite difficult for second language learners. It is true to have anxiety during learning. Anxiety occurred may depend on various variables involved. Research question one aimed to investigate the extent to which students had English reading anxiety in blended learning. According to the result of

the data analysis with statistical procedures, students had English reading anxiety in blended learning at the moderate level with the mean score of 3.47 in overall. However, students revealed high frequency of high foreign language reading anxiety as was presented in Table 2. In other words, students revealed the mean value with a little upper value from the minimum range of the high level. Besides, separating students by the mean value which was shown on Table 2, the average was used to display students into two groups by level of foreign language reading anxiety (higher than average and lower than average) as on Table 3. As can be seen from the table, it illustrated the students with higher than average levels which consisted of 44 students, but the remaining 31 students fell in the lower than average level. This could be implied that most of them had high English reading anxiety.

The result of this research question was consistent with the view on the previous background knowledge of the foreign language reading anxiety. Various reasons were involved with reading anxiety for second language learners. Young (2000) examined several interacting variables including anxiety, comprehension, self-reported comprehension, text features, and reading ability with four different non-literary reading passages such as magazines, newspaper, etc. The finding reported a significant relationship between second language reading anxiety and second language comprehension with two of four passages utilized in the study (Brantmeier, 2005). Moreover, Saito, Horwitz and Garza (1999) indicated that unfamiliar scripts and writing systems and unfamiliar cultural material seem to have great potential for eliciting anxiety. They also revealed that anxiety increased with students' perceptions of the difficulty of reading in a foreign language as well. Similar to the finding in Vande Berg's research, Vande Berg (1993) found that the unfamiliar cultural concepts and writing systems encountered in her introductory French literature class. Sellars (2000) mentioned in a study on reading anxiety that reading anxiety is a distinct variable in foreign language learning. Students with higher levels of overall foreign language learning anxiety reported higher levels of reading anxiety. Sellars also found a negative relationship between reading anxiety and second language reading comprehension when students read a magazine article (Horwits, 2001; Brantmeier, 2005). Tanyeli (2009) proposed that students usually have fears and worries about not succeeding to learn when the native language is not English. In addition, MacIntyre

and Gardner (1989) reported that anxiety affects students at every stage of learning during language learning, whether during input, processing, or output.

In conclusion, second language learners reported that anxiety affects their language learning. They had fears and worries about not succeeding to learn from various variables as showed in the previous studies had cited.

Discussions of Finding Two

Students today have grown up on computers and are familiar with using the Internet, and teachers are increasingly aware of integrating technology into the instruction for meaningful learning (Koehler, et al., 2004). Educators recognize that the computer technology and language learning programs may enhance language acquisition from both independent and collaborative learning environments, and language experiences (Kung, 2002 as cited in Wang, 2008). This study used e-learning as a supplementary material to an English reading course to see the extent of CALL anxiety of the students.

Research question two aimed to explore the extent to which students had CALL anxiety when they use e-learning. Overall, students had CALL anxiety when they used e-learning at the moderate level with the mean score of 2.63. It was very interesting that there was none at the high level of CALL anxiety, but some of the students had anxiety at the low level. This could be discussed that there was a relationship between computer anxiety and computer-related variables which reflected the negative reactions to computer technology which has been found in some educators' studies on the relationship between computer anxiety and computer experiences; in addition, some looked into relationship to age, gender, culture, attitudes, computer performance, self-efficacy, or cognitive abilities as well (McIlroy, et al., 2001; Tekinarslan, 2008; Mahar, Henderson and Deane, 1997; Beckers, Rikers and Schmidt, 2006; Meier and Lambert, 1991; Rosen, Sears and Weil, 1987; Beckers and Schmidt, 2001; 2003; Rosen and Weil, 1995a; 1995b; Henderson, et al., 1995; Raub, 1981).

In today's society, the use of technology and the Internet is rapidly increasing in teaching language environments. Language teachers use the World Wide Web as the effective instructional materials especially in teaching language and culture (Chen, 2008). Students today have grown up on computers and are familiar with using the

Internet, and teachers are increasingly aware of integrating technology into the instruction for meaningful learning (Koehler, et al., 2004). Besides, it has been consistently found in research that computer anxiety can affect student acceptance of computer-based training support tool and it can mediate the effect of perceived ease of use of e-learning as well (Wagner and Flannery, 2004; Jashapara and Tai, 2006 as cited in Chien, 2008).

This could be concluded that students revealed the CALL anxiety at the low level because of today rapidly increasing of the use of technology and the Internet. Most of the students usually use computers and the Internet in their daily life. As can be seen from this research, the arguments above could be supported the result of this research question.

Discussions of Finding Three

Research question three aimed to find the students' perceptions towards using e-learning in their reading course. Using e-learning as a supplementary to the English reading course was quite different for the students. Some of them had a computer and the Internet at home, however, some did not. They perceived various perceptions during using e-learning in their study. The finding from the interview protocol was translated in two main points: advantages and concerns.

Three categories were specified under the advantages. Self-paced learning was the first advantage which the participants revealed that e-learning helped them to enhance their learning because they could learn on their own pace and time, they could get new vocabularies from e-learning, and they could get some techniques to find topic and main idea from a reading passage and some techniques in quick reading as well. The second one was about online learning facility. Most of the participants pointed to the advantage of translation new vocabularies because of the translation program on e-learning which was convenient for their reading. The third advantage was the providing immediate feedback. The participants showed that it was convenient to know their competence level right away after finishing the exercises.

Perceptions on the advantages of using e-learning on this research are relevant to researches in the past. Singhal (1999) proposed that the study on hypertext reading strategies among university students found that after Web-based reading instruction, students' reading comprehension improved and their use of reading

strategies also increased (Huang, Chern and Lin, 2009). Moreover, it has been found in a research that computer anxiety can affect student acceptance of computer-based training support tool and it can mediate the effect of perceived ease of use of e-learning as well (Wagner and Flannery, 2004; Jashapara and Tai, 2006 as cited in Chien, 2008).

The other main point was about the concerns of using e-learning. Having some concerns during the course was not surprising because it was quite a new technique for students to use e-learning as a supplementary material to the reading course. Ideas on this topic were presented in two categories. The first one is about the limited accessibility. Some of the participants did not have a computer and the Internet at home. They learned online at the Internet café which was not convenient for them. The other problem on the limited accessibility was about the password for logging into e-learning which made them unable to log in to do the exercise in time. The second concern was about reading difficulty. Two different difficulties were about feeling dizzy when scrolling the screen up and down while reading and about feeling unconfident to translate the reading article into Thai by themselves.

Nevertheless, using the Internet or technology in blended learning should be careful for being a selective choice for an effective learning or teaching process. It should not cause some concerns as presented on this research. Archer, Garrison and Anderson (1999) proposed that the Internet has been considered to be a disruptive technology that requires a careful consideration of the educational goals, structures, and process (Garrison and Kanuka, 2004). As well as from a teacher's perspective, Deghaidy and Nouby (2008) said that a blended e-learning approach required new pedagogical skills in order that the students gain the most from the presented course. In addition, for online reading, it also becomes a selective process that requires special skills to scrutinize the Internet's abundant visual and non-textual features (Coiro, 2005; Schmar-Dobler, 2003 as cited in Huang, Chern and Lin, 2009). For more effective process, scholars proposed that the use of the Internet in learning required some technological skills and knowledge from both teacher and student (Warshauer, 1997; Brandl, 2002 as cited in Sagin Simsek, 2008). In consequence, consideration of other factors which could cause learning or teaching process is significantly important for not only the blended learning, but also for other learning process.

Overall, the participants revealed their perceptions of using e-learning as a supplementary material to the reading course in a blended learning in the positive attitudes. Some concerns were presented; nevertheless, they were not about the anxiety of using e-learning at all. These argued Fuller's view of using e-learning that computer anxiety played a significant role in a learning process. Individuals with high computer anxiety are likely to remain in that state of high computer anxiety in the future, and experience greater anxiety with repeated exposure to computers. They are at risk for resisting the use of computer technology and an inability to gain learning benefit over the anxiety cost of an e-learning environment (Fuller, et al., 2006 as cited in Chien, 2008).

Recommendations

From this study, some interesting points and aspects about using e-learning as a supplementary material to an English reading course were derived; thus, the recommendations are given as follows:

The current study investigated students' English reading anxiety and CALL anxiety in blended learning. Therefore, it is suggested that using blended learning as a supplementary material to an English reading course is quite a new technique for language learning today. However, it is not too hard for new generation to use a computer or e-learning to help promote or enhance their learning with less or without anxiety. As Internet and technology are noteworthy for today and future learning, it is hard to decline these educational aids. Using the Internet in an instruction is an excellent choice to enhance students' knowledge and proficiency not only in language learning, but also in other subjects. Nevertheless, for further studies, instructors or researchers should be careful of difficulties of using the Internet or e-learning in any blended learning such as the limited accessibility and designing the e-learning program. In addition, more qualitative as well as quantitative studies should be conducted to explore foreign language reading anxiety in various groups of students especially integrating the Internet to a foreign language course is noteworthy for today learning. All findings would benefit the teachers, instructors, and researchers to achieve their goals.

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APPENDIXES

APPENDIX A THE FOREIGN LANGUAGE READING ANXIETY SCALE (FLRAS)

Directions: Statements 1 through 10 refer to how you feel about reading English. For each statement, please indicate whether you (1) strong agree, (2) agree, (3) neither agree nor disagree, (4) disagree, or (5) strongly disagree by marking the appropriate number on the line following each statement. Please give your first reaction to each statement and mark an answer for every statement.

1. I feel worried when I am not sure whether I understand what I am reading in English.

   SA   A   N   D   SD

2. When reading a passage, I often understand the words but still cannot quite understand what the author is saying.

   SA   A   N   D   SD

3. When I am reading a passage, I get so confused I cannot remember what I am reading.

   SA   A   N   D   SD

4. I feel intimidated whenever I see a whole page of English in front of me.

   SA   A   N   D   SD

5. I feel worried whenever I encounter unknown grammar when reading a passage.

   SA   A   N   D   SD

6. When reading a passage, I get nervous and confused when I do not understand every word.

   SA   A   N   D   SD

7. It bothers me to encounter words I cannot pronounce while reading a passage.

   SA   A   N   D   SD

8. I am worried about all the new symbols that I have to learn in order to read a passage.

   SA   A   N   D   SD

9. I do not feel confident when I am reading in English.

      SA   A   N   D   SD

10. I am not satisfied with the level of reading ability in English that I have achieved so far.

      SA   A   N   D   SD

APPENDIX B THE COMPUTER THOUGHT SURVEY (CTS)

For items 1–20 please indicate (circle) how often you currently have each of the following thoughts when you use a computer or think about using a computer.

1. I am going to make a mistake.

    Not at All   A Little   A Fair Amount   Much   Very Much

2. This will be fun.

    Not at All   A Little   A Fair Amount   Much   Very Much

3. Everyone else knows what they are doing.

    Not at All   A Little   A Fair Amount   Much   Very Much

4. I enjoy learning about this.

    Not at All   A Little   A Fair Amount   Much   Very Much

5. I like playing on the computer.

    Not at All   A Little   A Fair Amount   Much   Very Much

6. I feel stupid.

    Not at All   A Little   A Fair Amount   Much   Very Much

7. People will notice if I make a mistake.

    Not at All   A Little   A Fair Amount   Much   Very Much

8. This will shorten my work.

    Not at All   A Little   A Fair Amount   Much   Very Much

9. I am totally confused.

    Not at All   A Little   A Fair Amount   Much   Very Much

10. I know I can do it.

    Not at All   A Little   A Fair Amount   Much   Very Much

11. I am willing to give it a try.

    Not at All   A Little   A Fair Amount   Much   Very Much

12. I hate this machine.

    Not at All   A Little   A Fair Amount   Much   Very Much

13. I am afraid I will wreck the program.

    Not at All   A Little   A Fair Amount   Much   Very Much

14. I can get help if I get stuck.

     Not at All   A Little   A Fair Amount   Much   Very Much

15. What if I hit the wrong button?

     Not at All   A Little   A Fair Amount   Much   Very Much

16. This is really interesting.

     Not at All   A Little   A Fair Amount   Much   Very Much

17. I am too embarrassed to ask for help.

     Not at All   A Little   A Fair Amount   Much   Very Much

18. Others have learned this and so can I.
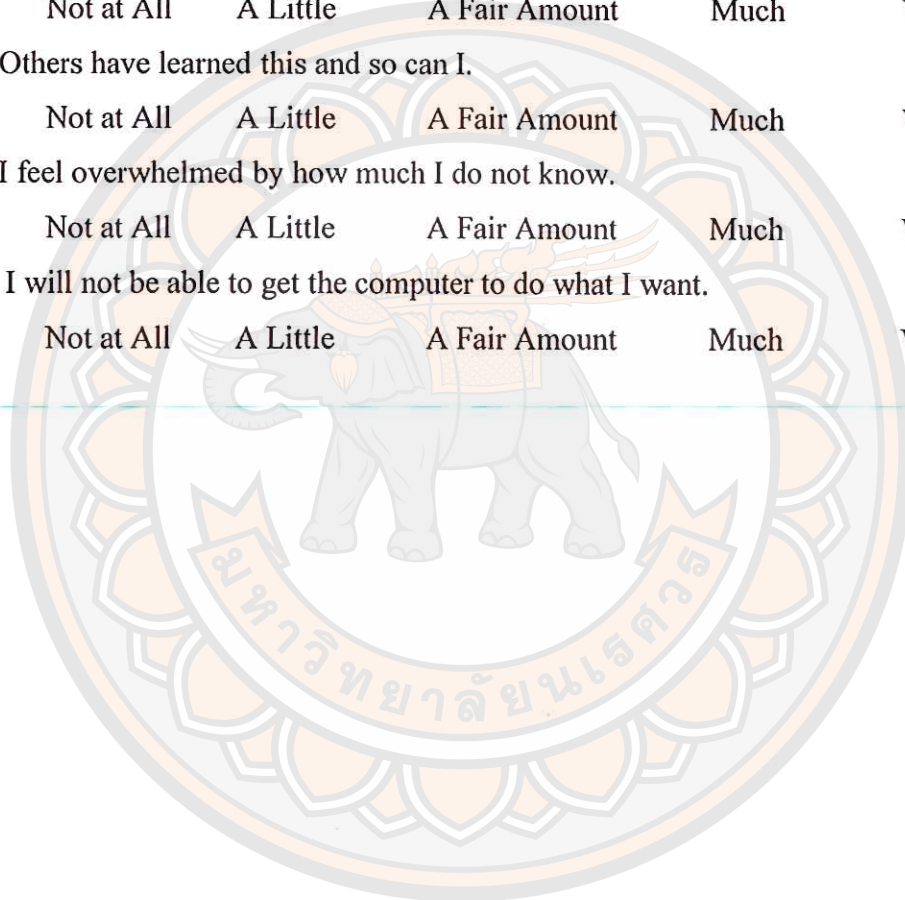
     Not at All   A Little   A Fair Amount   Much   Very Much

19. I feel overwhelmed by how much I do not know.

   Not at All   A Little   A Fair Amount   Much   Very Much

20. I will not be able to get the computer to do what I want.

     Not at All   A Little   A Fair Amount   Much   Very Much

APPENDIX C THE FOCUS GROUP QUESTIONNAIRE

1. How do you feel about using e-learning in a reading course?
2. How do you feel about reading the article in English on e-learning and on a paper?
3. Is the use of e-learning useful or hinder students learning? And how? Does it help promote reading in class? And how?
4. Does the use of blended learning in a reading course has any advantages? And how?
5. Does blended learning improve reading skills or any English learning skills? And how?
6. Do you think that learning by integrating computer use in Reading is appropriate? And how?
7. Can we apply the e-learning with other subjects? And how?
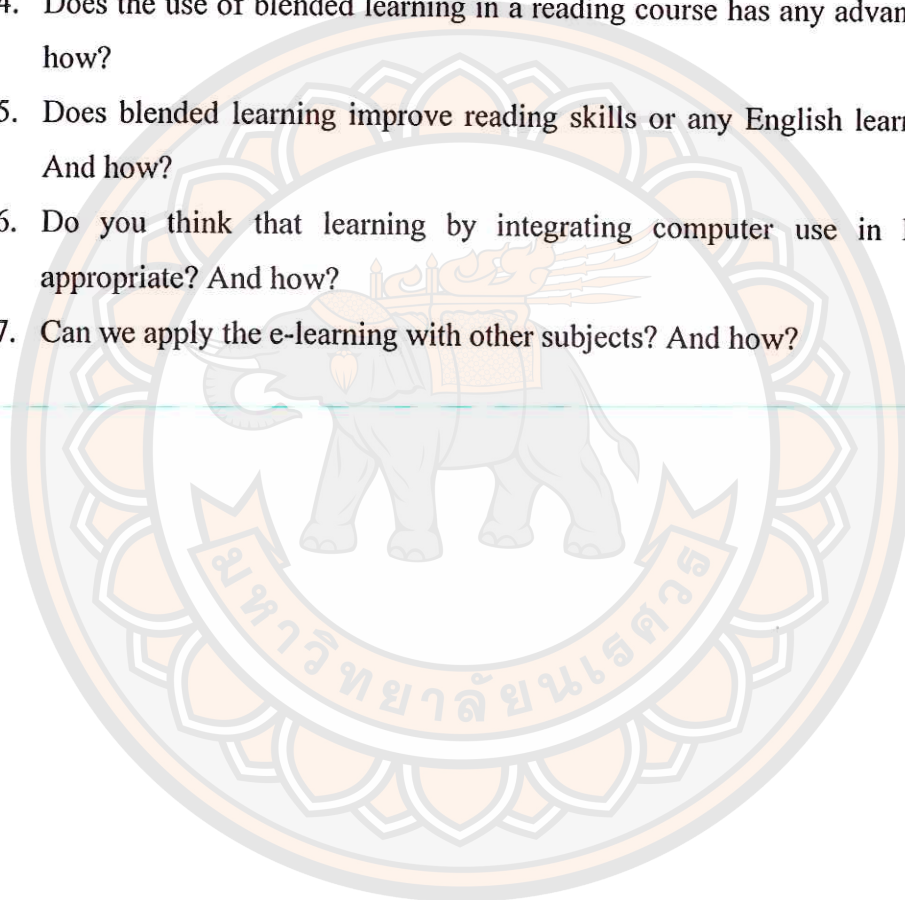
APPENDIX D THE FOREIGN LANGUAGE READING ANXIETY SCALE (FLRAS) (THAI VERSION)

แบบสอบถาม
ความวิตกกังวลในการอ่านภาษาอังกฤษ

ผู้วิจัยได้จัดทำแบบสอบถามนี้เพื่อเป็นส่วนหนึ่งของวิทยานิพนธ์ ระดับปริญญาโท โดยมุ่งหวังที่จะนำข้อมูลที่ได้รับจากการสำรวจมาเป็นประโยชน์ต่อการจัดกระบวนการเรียนรู้ของผู้สอนและเพื่อเป็นประโยชน์สำหรับงานวิจัยอื่นต่อไป จึงขอความกรุณาให้ตอบแบบสอบถามทุกข้อตามข้อเท็จจริง

คำชี้แจง: โปรดทำเครื่องหมาย ✓ ลงในช่องที่ตรงตามความรู้สึก/ ความคิดเห็นของท่านมากที่สุดเกี่ยวกับการอ่านภาษาอังกฤษในการเรียนแบบผสมผสาน

เกณฑ์การตอบ: แบบสอบถามนี้เป็นแบบประเมินค่า 5 ระดับ โดยมีเกณฑ์การประเมิน ดังนี้

5	หมายถึง	เห็นด้วยอย่างยิ่ง
4	หมายถึง	เห็นด้วย
3	หมายถึง	ไม่แน่ใจ
2	หมายถึง	ไม่เห็นด้วย
1	หมายถึง	ไม่เห็นด้วยอย่างยิ่ง

ความรู้สึก/ ความคิดเห็นเกี่ยวกับการอ่านภาษาอังกฤษ ในการเรียนแบบผสมผสาน	ระดับความคิดเห็น				
	5	4	3	2	1
1. ฉันรู้สึกกังวลใจว่าฉันเข้าใจในสิ่งที่กำลังอ่านอยู่หรือไม่					
2. เมื่ออ่านบทความภาษาอังกฤษฉันเข้าใจความหมายของคำศัพท์แต่ยังไม่ค่อยเข้าใจในสิ่งที่ผู้เขียนกำลังกล่าวถึง					
3. เมื่ออ่านบทความภาษาอังกฤษฉันรู้สึกกังวลมากว่าฉันจะไม่สามารถจดจำสิ่งที่ฉันกำลังอ่านอยู่ได้					
4. ฉันรู้สึกกลัวเมื่อเห็นบทความภาษาอังกฤษที่มีจำนวนมาก					

ความรู้สึก/ ความคิดเห็นเกี่ยวกับการอ่านภาษาอังกฤษ	ระดับความคิดเห็น				
ในการเรียนแบบผสมผสาน	5	4	3	2	1
5. ในการอ่านบทความภาษาอังกฤษฉันรู้สึกกังวลใจเมื่อพบไวยากรณ์ที่ฉันไม่เข้าใจ					
6. ฉันรู้สึกประหม่าและสับสนเมื่อไม่เข้าใจคำศัพท์ในการอ่านภาษาอังกฤษ					
7. ฉันรู้สึกกังวลใจเมื่ออ่านภาษาอังกฤษที่มีคำศัพท์ที่ฉันอ่านออกเสียงไม่ได้					
8. ฉันรู้สึกกังวลเกี่ยวกับการเรียนรู้สิ่งใหม่ๆ จากการอ่านบทความภาษาอังกฤษ					
9. ฉันรู้สึกไม่มั่นใจเมื่ออ่านภาษาอังกฤษ					
10. ฉันรู้สึกไม่พอใจกับระดับความสามารถด้านการอ่านภาษาอังกฤษของตนเอง					

ผู้วิจัยขอขอบคุณที่ท่านได้ให้ความอนุเคราะห์ในการตอบแบบสอบถามนี้

นางสาวโศภณิศ โนอินทร์

นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ

คณะมนุษยศาสตร์ มหาวิทยาลัยนเรศวร

APPENDIX E THE CALL THOUGHT SURVEY (THAI VERSION)

<div style="border:1px solid black;">

แบบสอบถาม
ความวิตกกังวลในการใช้คอมพิวเตอร์ในการเรียนภาษาอังกฤษ

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ผู้วิจัยได้จัดทำแบบสอบถามนี้เพื่อเป็นส่วนหนึ่งของวิทยานิพนธ์ ระดับปริญญาโท โดยมุ่งหวัง ที่จะนำข้อมูลที่ได้รับจากการสำรวจมาเป็นประโยชน์ต่อการจัดกระบวนการเรียนรู้ของผู้สอน และเพื่อ เป็นประโยชน์สำหรับงานวิจัยอื่นต่อไป จึงขอความกรุณาให้ตอบแบบสอบถามทุกข้อตามข้อเท็จจริง

คำชี้แจง: โปรดทำเครื่องหมาย ✓ ลงในช่องที่ตรงตามความรู้สึก/ ความคิดเห็นของท่านมากที่สุด เกี่ยวกับความคิด/ความรู้สึกที่ท่านมีต่อการใช้คอมพิวเตอร์ในการเรียนภาษาอังกฤษ

เกณฑ์การตอบ: แบบสอบถามนี้เป็นแบบประเมินค่า 5 ระดับ โดยมีเกณฑ์การประเมิน ดังนี้

5	หมายถึง	มากที่สุด
4	หมายถึง	มาก
3	หมายถึง	ปานกลาง
2	หมายถึง	น้อย
1	หมายถึง	ไม่มีเลย

ความคิดเห็น/ ความรู้สึกที่มีต่อการใช้คอมพิวเตอร์ ในการเรียนภาษาอังกฤษ	ระดับความคิดเห็น				
	5	4	3	2	1
1. อาจจะเกิดข้อผิดพลาดระหว่างที่ฉันใช้คอมพิวเตอร์ใน การเรียนภาษาอังกฤษ					
2. การเรียนภาษาอังกฤษผ่านคอมพิวเตอร์น่าจะเป็นสิ่ง ที่สนุก					
3. ทุกคนรู้ว่าพวกเขากำลังทำอะไรอยู่ระหว่างใช้ คอมพิวเตอร์ในการเรียนภาษาอังกฤษ					

ความคิดเห็น/ ความรู้สึกที่มีต่อการใช้คอมพิวเตอร์ ในการเรียนภาษาอังกฤษ	ระดับความคิดเห็น				
	5	4	3	2	1
4. ฉันรู้สึกสนุกที่ได้ใช้คอมพิวเตอร์ในการเรียน ภาษาอังกฤษ					
5. ฉันชอบเรียนภาษาอังกฤษผ่านคอมพิวเตอร์					
6. ฉันไม่สามารถเรียนภาษาอังกฤษผ่านการใช้ คอมพิวเตอร์ได้					
7. ผู้อื่นจะสังเกตเวลาที่ฉันทำผิดพลาดขณะใช้ คอมพิวเตอร์ในการเรียนภาษาอังกฤษ					
8. การเรียนภาษาอังกฤษผ่านคอมพิวเตอร์จะช่วยลด ระยะเวลาในการเรียนรู้ของฉันได้					
9. ฉันรู้สึกสับสนในการใช้คอมพิวเตอร์ในการเรียน ภาษาอังกฤษ					
10. ฉันสามารถใช้คอมพิวเตอร์ในการเรียนภาษาอังกฤษ ได้					
11. ฉันเต็มใจที่จะเรียนภาษาอังกฤษผ่านการใช้ คอมพิวเตอร์					
12. ฉันไม่ชอบการเรียนภาษาอังกฤษผ่านการใช้ คอมพิวเตอร์					
13. ฉันเกรงว่าฉันจะทำลายโปรแกรมการเรียน ภาษาอังกฤษในขณะที่ใช้คอมพิวเตอร์					
14. ฉันสามารถขอความช่วยเหลือได้ถ้าฉันติดขัดในการใช้ งานคอมพิวเตอร์ในการเรียนภาษาอังกฤษ					
15. ฉันมักจะตั้งคำถามกับตัวเองว่าจะเกิดอะไรขึ้นถ้าฉัน กดปุ่มผิดขณะใช้คอมพิวเตอร์ในการเรียนภาษาอังกฤษ					
16. การใช้คอมพิวเตอร์ในการเรียนภาษาอังกฤษเป็นสิ่งที่ น่าสนใจมากจริงๆ					
17. ฉันรู้สึกเขินอายมากที่จะขอความช่วยเหลือจากผู้อื่น เกี่ยวกับการเรียนภาษาอังกฤษผ่านคอมพิวเตอร์					
18. ผู้อื่นสามารถเรียนรู้เกี่ยวกับการใช้คอมพิวเตอร์ในการ เรียนภาษาอังกฤษ ดังนั้นฉันก็สามารถทำได้เหมือนกัน					

ความคิดเห็น/ ความรู้สึกที่มีต่อการใช้คอมพิวเตอร์ ในการเรียนภาษาอังกฤษ	ระดับความคิดเห็น				
	5	4	3	2	1
19. ยังมีสิ่งที่ฉันไม่รู้อีกมากในการเรียนภาษาอังกฤษผ่านคอมพิวเตอร์					
20. ฉันไม่สามารถใช้คอมพิวเตอร์ในการเรียนภาษาอังกฤษได้อย่างเต็มที่					

ผู้วิจัยขอขอบคุณที่ท่านได้ให้ความอนุเคราะห์ในการตอบแบบสอบถามนี้

นางสาวโศภณิศ โนอินทร์

นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ

คณะมนุษยศาสตร์ มหาวิทยาลัยนเรศวร

APPENDIX F THE FOCUS GROUP INTERVIEW (THAI VERSION)

แบบสัมภาษณ์แบบกลุ่ม

1. นิสิตมีความรู้สึกอย่างไรต่อการใช้ e-learning ประกอบในการเรียนวิชา Reading

2. นิสิตมีความรู้สึกอย่างไรต่อการอ่านบทความภาษาอังกฤษบน e-learning และบนกระดาษ

3. การใช้ e-learning ในการเรียนมีประโยชน์หรือเป็นอุปสรรคต่อการเรียนของนิสิตอย่างไรบ้าง และช่วยเสริมการอ่านในห้อง (จากหนังสือ) อย่างไรบ้าง

4. การเรียนแบบผสมผสานโดยนำคอมพิวเตอร์เข้ามาใช้ในการเรียนวิชา Reading นี้มีผลดีหรือผลเสียอย่างไรบ้าง

5. การเรียนแบบผสมผสานนี้ช่วยพัฒนาทักษะด้านการอ่านบทความภาษาอังกฤษหรือเพิ่มความรู้ด้านภาษาอังกฤษของนิสิตอย่างไร

6. นิสิตคิดว่าการเรียนแบบผสมผสานโดยนำคอมพิวเตอร์เข้ามาใช้ในการเรียนวิชา Reading มีความเหมาะสมหรือไม่ อย่างไร

7. นิสิตคิดว่าเราสามารถนำการเรียนแบบนี้ไปประยุกต์ใช้กับการเรียนการสอนวิชาอื่นต่อไปได้หรือไม่ อย่างไร