Title	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.