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.	3.15	.938	Moderate
9	(N=73) I am not satisfied with the level of reading ability in English that I have achieved so far.	3.11	.906	Moderate
10	(N=73) 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.