"AN EVALUATION OF THE E-LEARNING COURSE SERIES *TELL ME MORE*"

THANYAMAI SRIWICHIAN

A THESIS SUBMITTED
FOR THE DEGREE OF MASTER OF ARTS IN ENGLISH
LANGUAGE GRADUATE SCHOOL OF ENGLISH TEACHING
MA-ELT

GRADUATE SCHOOL OF ENGLISH (GSE)
ASSUMPTION UNIVERSITY
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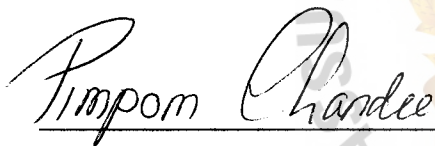| Thesis Title	An Evaluation of the E-Learning Course Series Tell Me More
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The Graduate School of Assumption University has approved this final report of the twelve-credit course, ET 7000 Thesis, submitted in partial fulfillment of the requirements for the degree of Master of Arts (ELT)
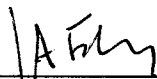
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Plagiarism Statement

I certify that all the material in this study which is not my own work has been identified and acknowledged, and that no material is included for which a degree has already been conferred upon me.

Signature ....

THANYAMAI SRIWICHIAN

Date ....

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Abstract

This study investigates the use by e-Learning course series *Tell Me More* in English Language Teaching. The objectives of the Study are 1) to study the effectiveness of online English Course *"Tell Me More"* Program in terms of the four language learning skills (listening, speaking, reading, and writing, and 2) To determine the strengths and weaknesses evident in the learning activities used in *"Tell Me More"* course.

Participants in this study were thirty undergraduate students who enrolled in the English Communication subject in the Education program in their third year, in English of Ratjabhat Pranakorn University.

The data source for data analysis was learner's responses to the questionnaire. The results of close-ended questionnaire were analyzed by using 1) a basic statistical 2) Chapelle's principles for evaluating CALL software focusing on "Learner Fit".

The conclusions reached were conflicting. The Tell Me More program was reported to be beneficial for a great number of students'; however, a high number of students did not find the activities interesting as over 50% felt neutral about most of the learning activities.

Moreover, there was a need to assist and monitor students' who found some aspects of the program difficult. This program will surely benefit and develop the English proficiency of students in many other educational institutions if it is adopted as suggested in this research.

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Chapter 1

Introduction

1.1 Introduction

The aim of this research is to study the extent to which *the Tell Me More* course corresponds to Learners Fit in terms of learning the four English language skills (listening, speaking, reading, and writing). The first part of this chapter presents the background of the study, followed by the rationale of the study. The next section covers research objectives, research questions and definition of terms.

1.2 Background of the study

Thailand has always been a country using one main language, Thai. The English language has been promoted as the first foreign language that students must study in schools (Biyaem 1997: cited in Wiriyachitra). Hence, that is partially why the Thai students' proficiency levels in reading, writing, listening and speaking skills are low as they have little opportunity to practice the language in and outside their classrooms. Students are taught mainly to memorize new words and form sentences. Because students spend a lot of time memorizing vocabulary and grammar rules, most Thai learners of English are better in reading and writing skills than on oral skills. To help improve students' skills in all areas of English proficiency, teachers should use a more active communication-oriented method (Dresser, 1996).

According to Punthumasen (2007) in 1995, the Ministry of Education announced that English was to be used as the first language in the Thai schools, and in 1996 the

English Curriculum was implemented with which all schools could start to teach English at Prathomsuksa 1 (Grade 1). This meant that Thai students started learning English from the age of 7. However, there are many factors that prevent learners from learning English effectively. Moreover, from her research on the question *Why Thai Students have Low Performance in English?*, the researcher found that the main cause of low performance in English of Thai students are as follows. Most of them do not like to learn English because they find the subject matter boring, and very difficult to understand. Further, teaching methods do not motivate them to learn because teachers mainly concentrate on the reading and the writing skills, textbooks are not attractive, and there is not enough technology to support language learning. Due to the reasons mentioned above, students' attitude towards the English language, Teaching Method and Materials have decreased their attention to learn English (Biyaem 1997: cited in Wiriyachitra). In addition, the large number of students in a class and the inadequately equipped classrooms and educational technology have also increased difficulties in English language Teaching and learning in Thailand (Biyaem 1997: cited in Wiriyachitra).

Nowadays, the internet has become another option associated with teaching as it can motivate and create an atmosphere that is exciting for learning, encourage students to be independent, as well as present readers with multiple modes of texts which include writing, images, sound and video files and links to other websites for gathering information (Warschauer, 2001).

Figure 1.1: Thailand Internet Users
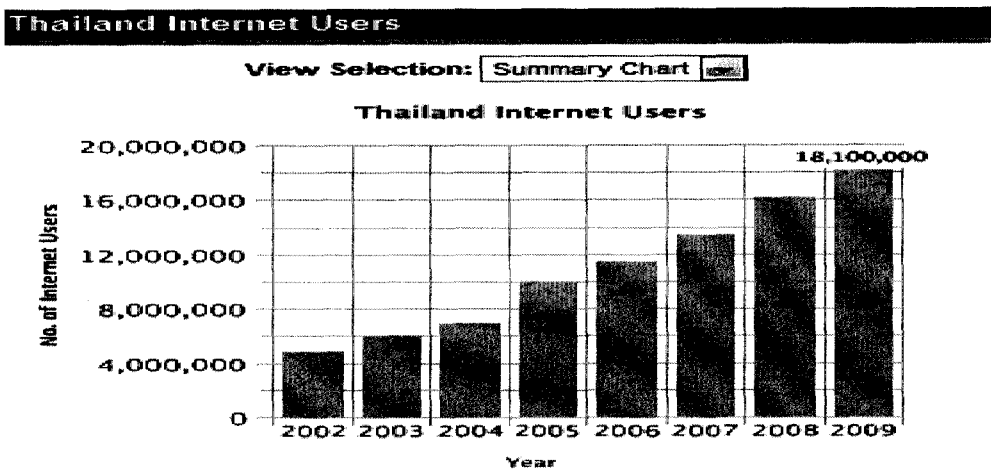
Source: The National Telecommunications Commission, http//www.ntc.or.th

Figure 1.1 above shows the increasing number of internet users in Thailand over the years from 2002 -2009. Internet users in Thailand hit 18,100,000 users. This shows the readiness among Thai people to use the internet for various reasons including accessing information, knowledge, entertainment, and education. As a result, more and more online English programs are available for interested learners. In addition, many English teaching and learning program software have been developed for commercial use. These could be used as supplementary materials for teaching and learning and also for students' independent study.

1.3 Rationale of the Study

English language is a universal language or a means for international communication. The importance of English as a world language can be seen in the wide use in higher education, business, technology and science (Crystal, 1997). Over the years, wide variety of techniques have been introduced as a way to teach English to students in a classroom, for example teaching through cassettes, videos, PowerPoint slides, pictures etc. Most of these methods have some limitations. For instance, to improve students speaking skills, their pronunciation has to be correct and by repeating/following sounds of a native speaker there is not much room for practicing pronunciation outside the classroom. Even by listening to the cassette, this is just one way communication which in itself is a drawback. With much teaching materials/methods and options available, computer assisted instruction or online programs allow users to practice English anywhere and at any time to improve students listening, reading, writing and speaking skills, (Hoffman, 1996; Kumbang, 1998).

Not much research on (1) Thai learners using the Tell Me More course, and (2) no evident shows whether *Tell me More* is appropriate for Thai learners or not? (3) Why *Tell me More* is popular among Thai universities and (4) What the weaknesses or strengths of the program are? This makes it interesting and vital to focus research on these areas.

Recognizing the importance of English for Thai people, English study has been included in Thailand's national curriculum. Under the Nation Education Act of 2002, currently in use, Thai students are required to study English from grades 1 to 12 (Ministry of Education, 2002).

E-Learning has become a part of Thai Education. E-learning provides student-oriented learning atmosphere and model where instructors could help and engage students in group discussions and act as facilitators to learning. Thai people are used to attending lectures in class (one-way communication). For an e-learning class to be successful, there should be interaction not only between students and lecturers but also among the learners as well.

The Thailand National Education Act B.E. 2542 aims to develop students' knowledge, capabilities, and skills required for the production and utilization of appropriate, high-quality, and efficient technology. Section 66 states that Learners shall have a right to develop their capabilities for utilization of technologies for education as soon as feasible so that they shall have sufficient knowledge and skills in using these technologies for acquiring knowledge by themselves on a continual lifelong basis (The Nation Education Act 1999: 30). Apparently, the "Tell Me More" series seem to serve the needs of The Nation Education Act on Technologies and Education as stated in Sections 65 and 66

By studying the effectiveness of *the Tell Me More* program online, among undergraduate students in Phranakhon Rajabhat University, information could be used as a guideline for Thai teachers to develop techniques to teach all the four English skills i.e. reading, writing, listening and speaking in order to improve students' proficiency. The study also aims to help Thai teachers to better understand their students' problems and to find an appropriate way to solve these problems relating to the course to improve students' four skills. Last but not least, the *Tell Me More* online program may assist students in developing their proficiency in all areas of English, as well as be another alternative medium for learning English.

The aim of the program is for self- study to improve students' English language skills (Yamnoon , 2006).

1.4 Objectives of the Study

The main objectives of this research study are as follows:

Objective 1:   To study the effectiveness of the online English Course "Tell Me More" Program in terms of the four language learning skills (listening, speaking, reading, and writing) of undergraduate students in Phranakhon Rajabhat University.

Objective 2:   To determine the strengths and weaknesses as evident in the learning activities used in the *"Tell Me More"* course.

1.5 Research Questions

This research attempt to answer the following research questions based on the above objectives:

Research Question 1:   Does *the Tell Me More* course correspond to Learners Fit in terms of the four language learning skills (listening, speaking, reading, and writing) of undergraduate students in Phranakhon Rajabhat University?

Research Question 2:   What are the strengths and weaknesses as evident in the learning activities used in the *Tell Me More* course?

1.6 Definition of Terms

CALL (Computer Assisted Language Learning): the use of the computer in language teaching and learning.

(Holmes & Gardner, 2006:14)

E-Learning: pedagogy of digital technology (Nichols, 2008:1). That is the use of digital technology in teaching and learning

Learners Fit: Amount of opportunity for engagement with language under appropriate conditions given learner characteristics. (Chapelle, 2001)

Tell Me More (TMM):   A language learning software solution (www.tellmemore.com)

1.7 Organization of the Study

Chapter 1 – Introduction: introduces the background, rationale, objectives, research questions, definitions of terms, and the organization of the study and the structure of the thesis.

Chapter 2 – Literature Review: provides reviews of existing literature on theoretical and critical background related to the study.

Chapter 3 – Research Methodology: this chapter deals with the methodology including study paradigm, approach as a strategy, technique used in data analysis, and limitations of how to evaluate the "Tell Me More" course.

Chapter 4 – Data Analysis: this chapter presents findings of the study based on analyses of the Tell Me More program within the selected teaching methodology theory.

Chapter 5 – Discussion and suggestions for Further Research: the last chapter is a conclusion of results from the analyses and theories from the study.

Chapter 2

The Literature Review

2.1 Introduction

This chapter presents a review of the linguistic and pedagogical theories that are relevant to the study. The review begins with Computer Assisted Language Learning (CALL) and e-Learning, next is an overview of the *Tell me More* Course, then a discussion of the criteria for CALL Evaluation.

2.2 e-Learning

With the advancement and popularity of social media or other programs, even learning a subject or language online has become trendy. Since, students have easy access to computers, have laptops or even an iPads, e-learning has created an urge to learn faster and better with a personal touch. Since some exams, such as, IBT TOEFL are online exams, E-learning has become a valuable a new teaching and learning style. Many universities worldwide and now those in Thailand have adopted online programs to enhance learning and improve students' caliber.

There are many online programs, such as, Anderson and colleagues, with intelligent computer-based tutors around the Adaptive Control of Thought (ACT) theory (Anderson, Conrad, & Corbett, 1989). The tutor used the ACT theory to get the students to emulate the model. Anderson and colleagues' work is often cited as the most successful intelligent tutoring effort.

Many researchers have given different definitions for e-learning. Researchers such as, Nichols (2008:1) stated that e-Learning is the pedagogy of digital technology, E-learning is a combination of the e (electronic) and learning, but is always directed to pedagogy. There are many terms that refer to e-Leaning such as Distance learning, E-learning, eLearning, (e) learning, Interactive, Learning Management System (LMS), learning objective, Flexible/mixed-mode/blended/resource-based learning, online learning and pedagogy. The *Tell Me More* course is cataloged as for online learning. In addition, Pragorbsuk (2004) claims that the advantages of e-Learning in English Language Teaching are it make students' English better and improves students' educational experiences. On the other hand, before adapting the e-learning for teaching, a teacher must realize the balance between benefits and harm.

2.3 Computer Assisted Language Learning (CALL)

Many types of soft wares have been developed to cater to the needs of language learners.

CALL is the acronym for Computer-Assisted Language Learning. It is defined as the search for any study with applications of the computer for language teaching and learning (Levy 1997:1, cited in Torut: 1) In addition, the most important aim of CALL is to find a way for using computers for the purpose of language teaching and learning. Computer technologies that are used include word processing, presentation package, guided drill and practice, tutor, stimulation, problem-solving, games, multimedia CD-ROM, and internet application for language learning purposes.

2.4 Evaluation of CALL Activities

Current approaches to instructing second language acquisition (SLA) reflect a middle ground emphasizing language as the vehicle for goal-oriented activities—not the target of instruction. In the interest of formulating perspectives from instructing SLA in a manner that would guide CALL evaluation, Chapelle (2001) defined a set of criteria, as summarized in Table 1.

Table 1: Criteria for CALL Evaluation

Language learning potential	The degree of opportunity present for beneficial focus on form
Meaning focus	The extent to which learners' attention is directed toward the meaning of the language
Learner fit	The amount of opportunity for engagement with language under appropriate conditions given learner characteristics
Authenticity	The degree of correspondence between the learning activity and target language activities of interest to learners out of the classroom
Positive impact	The positive effects of the CALL activity on those who participate in it
Practicality	The adequacy of resources to support the use of the CALL activity

This study emphasizes on the Learner Fit design where an online program would be applied to study the effectiveness of studying English. Therefore, the *Tell Me More* online course is aimed to enhance the teaching of English Language in order to develop students' English language skills.

2.4.1 The Learner's fit design

This research focuses on the Learner's fit design. The learner-centered approach shows many advantages since it is based on psychological theories about learning from past years' studies about the teaching and learning process. Faculty in higher education needs to realize that using a learner-centered approach is to ensure success in students' learning (Brown, 2003; Hewett, 2003). Moreover, having identified the learners' needs, educators may be better able to adjust the classroom situation to facilitate students' achievement (McCombs, 1997). One major characteristic of the learner-centered approach is the emphasis on diversity among learners where the low performing learners are taken into consideration (Brown, 2003). On the other hand, Milambiling (2002) characterized learner-centeredness as context-sensitive. This means that culture is taken into consideration where the content and methods used in teaching are made appropriate for each learner.

Furthermore, in terms of the direction of the assessment, a learner-centered assessment allows feedback on how well the teaching is facilitating the learning process. Feedback in a learner-centered model also incorporates students making feedbacks on their own learning. Self-monitoring easily develops among college students because of their advanced abilities as compared to the lower grade levels learners. This self-monitoring process enables college students to generate their own thoughts (self-regulation), become aware of their own learning and manage their own learning. This shift in assessment in a learner-centered method is explained by

Weimer (2002) with a larger and balanced purpose. Assessment and evaluation in a learner-centered approach involves students with a more active role. The language tasks presented on the website mostly resemble classroom tasks and primarily address visual learners with not much experience in multimodal environments. Also, the drill-and-practice approach of the website and the repeated open-ended and multiple-choice cloze tests may fatigue even the most motivated learners

(Weimer : 2002)

The evaluation framework described below is built with a view of the language teaching / learning process proposed by Richards and Rodgers (2001). Richards and Rodgers' framework is designed to analyze whole methods rather than individual pieces of courseware. Figure 1 lays out the major sections of the framework. At the top is the courseware itself, consisting of the basic software and any accompanying text, and documentation, etc.

The framework involves the roles and goals of the learners and the syllabus which most closely fits Richards and Rodgers' concept of design. This is referred to as the learner fit. To the right of it is the section which includes the considerations corresponding to Richards and Rodgers' notion of language teaching approach which is referred to as teacher fit. An appropriateness judgment represents the results of the evaluation in terms of the basic fit of the courseware with the teacher/evaluator and learners. This represents the ways in which the courseware might be exploited for consistency with the learner and teacher fits. (Hubbard : 2006)

Figure 2: Evaluation Framework: Central Components
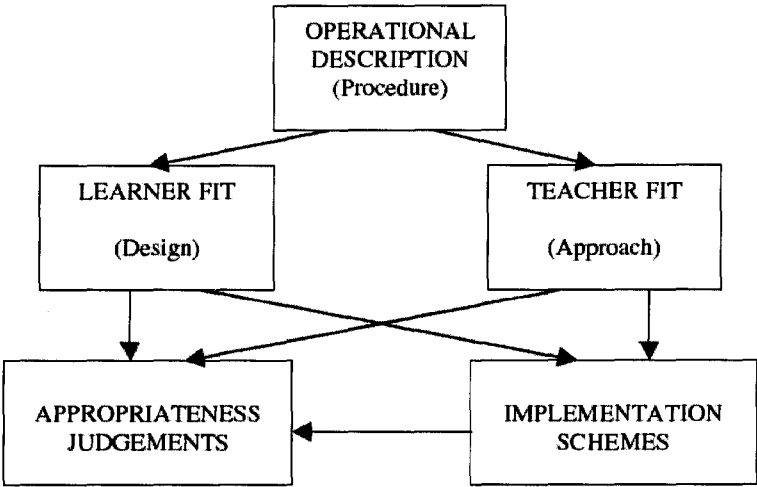
Source: Hubbard (2006)

Learner fit, roughly corresponds to Richards and Rodgers' *design*. While it is separated from *approach* in this evaluation framework, it is not entirely independent of it: the design decisions made in setting up the actual class, particularly the syllabus, presumably following from the teacher's approach and should therefore be consistent with those assumptions. A teacher normally pursues the task of evaluation with a particular target group of users in mind. In the ideal case, this would be a specific group of students in a specific class, all of whose relevant individual learning characteristics are known to the evaluator. Obviously, such an ideal will not occur in real life, but the more the evaluator can specify about the target audience, the better.

Figure 3: The Learner Fit
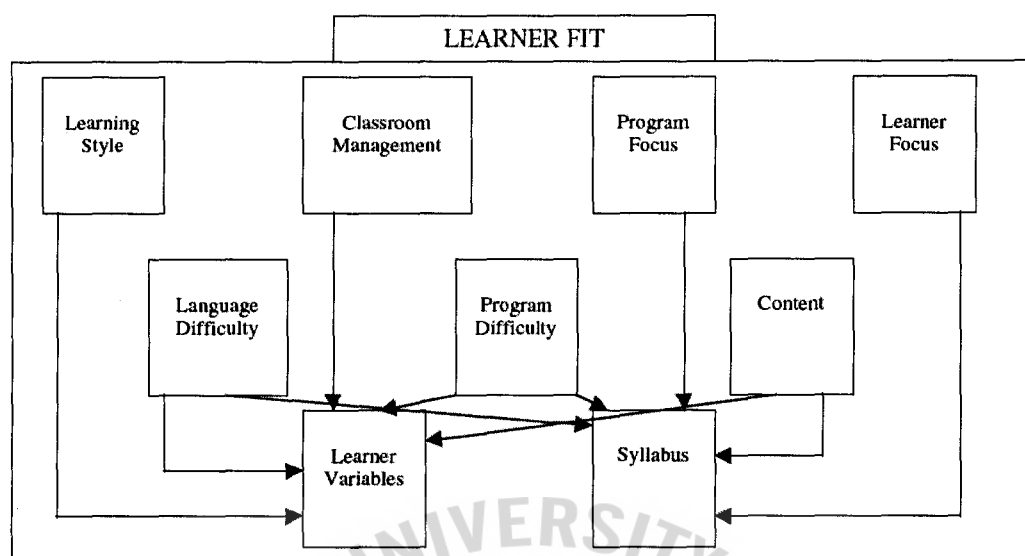
Hubbard (2006)

The syllabus is used here to mean both the goals and objectives and the planned methods of reaching them. There are several different types that have typically been referred to in language teaching literature: structural, situational, notional-functional, and content centered. Another central area of the syllabus is the skill or skills being focused on: in dealing with particular skills, such as reading or writing, the syllabus may be oriented toward the learning and practicing of sub-skills and strategies for more effective processing and retention or production.

Phillips (1985) stated that the component of *classroom management* refers primarily to the grouping of students for a particular CALL activity, but it can be reasonably extended to include other areas where the teacher is involved in controlling or monitoring the learner's activities. With respect to grouping, software is normally designed to accommodate either one or two learners at the same time, though small group and whole class activities are often possible. Another consideration in classroom management has to do with record keeping. Programs may keep records

in a number of areas—scores on exercises or tests, time spent on specific activities, specific errors, etc.

Phillips defines the next component, program focus, as the linguistic objective of the activity. The categories he suggests for this component are discourse/text, syntax, lexis, morphology, and graphology/phonology. As he points out, the hierarchical structure of this classification scheme is such that a program focused at any given level will involve practice at lower levels as well. Sentence level grammar drills, for example, would necessarily involve work at the lexical, morphological, and graph logical levels. In using this category in evaluation, a teacher would need to go beyond the basic linguistic category and specify the focus in detail. For instance, if the software had a grammar focus (Hubbard: 2006) particular morphological or syntactic rules covered would need to be considered. With reference to learner focus, this component of the Phillips' system is built around the traditional four skills of listening, speaking, reading, and writing.

Language difficulty consists of four dimensions: variety, transparency, familiarity, and length. Presumably, texts which are longer and more varied will be more difficult, while those that are familiar and transparent will be less so. Other classification schemes for language difficulty are undoubtedly possible, based perhaps on notions of syntactic complexity, percentage of low frequency vocabulary, paragraph length, and so on. It is particularly important to consider this category with respect to control options: in some programs the students may have greater control over this dimension than is possible in a traditional classroom.

The component of program difficulty is the last from Phillips' framework. It concerns demands placed on the students in interacting with the software that are not strictly linguistic. Specifically, he lists redundancy, timing, and input as subcategories of

program difficulty. In addition to these factors which may make a particular program overly challenging to the detriment of the language skill being learned or practiced, it is appropriate to consider the operational complexity of the program as well. For instance, a lack of familiarity with the activity type and the types of control decisions the learner may be allowed can add significantly to the difficulty of operating a program. Where adding these dimensions of difficulty is justified for pedagogical reasons (maintaining interest through a variety or allowing a high degree of student control for example), then the evaluator should look for courseware incorporating a tutorial (similar to those often provided for users of word processors, databases, and other programs whose operation alone is inherently a challenge) or be prepared to spend class time on teaching program operation. One final area of program difficulty involves consistency: screen layout, input conventions (especially the use of the Space Bar, Escape, and Enter keys), etc. should be consistent within a single courseware package so as not to add unnecessarily to the learning burden.

This research applies the *Tell me More* Software teaching program for the English as a Foreign Language for Thai University students. It is imperative to understand how the program can help students improve in the four areas (listening, reading, speaking and writing).

2.5 Tell me More Course

Tell me More is one of the software that provides oral activities which enable learners to listen, record and playback for accuracy and to practice pronunciation. Besides that, it also provides real situations that encourage students to practice using the language. Speaking plays a crucial role in the language learning process. For listening and reading which both receptive skills are, students are passively receiving and processing information. Speaking involves knowing vocabulary, pronunciation as well as the structure and rules of grammar. Levelt (1989) has put together a framework that characterizes speaking as a multilevel process, moving from intention to articulation. It involves acoustic, linguistic, social, pragmatic, and functional characteristics. CALL was designed to enable students to listen, read and fill in the blanks, but not to produce oral language. Speaking was also absent from testing because of the difficulty in evaluating it objectively and the time it takes to conduct speaking tests (Clifford, 1987).

Tell me More is a commercial Language learning software solution, a product of Auralog Company who is a French language software developer, which was established in 1987. (www.tellmemore.com)

The course's listening material is presented to the learner through the video. The high quality video is accessible with an interface that allows for pausing, rewinding, fast forwarding, and playback. The listening sections begin with pre-listening activities such as making predictions about what will come next, heightening the learner's awareness and encouraging the use of background knowledge. There are functional phrases that are presented in other parts of the lesson which can be practiced in a type of role-play activity. The learners first listen to an audio clip that

has been used previously in the unit. Next, they read the directions on the screen giving them the content (but not the linguistic form) that they should incorporate into their response. Learners are then able to record their responses and play them back so that they hear both the initial utterance and their response. Help is available in the forms of an audio model and written transcripts (See detailed description of the program in Appendix B).

2.6 The use of Tell Me More in other countries

Various studies of the use of "Tell Me More" have been conducted as discussed below.

A research was conducted in Malaysia by Yusof & Borhan (2002). Through the Faculty of Management and Human Resource Development, University Teknologi Malaysia (UTM), the Self-Access Learning introduced "Tell Me More" into the English proficiency courses. The use of this software inspired the researcher to find out its feasibility in developing UTM students' speaking skill. A total of 70 students who were involved in the research were asked to fill up the questionnaires. As a whole, students agreed with the use of "Tell Me More" in helping them to enhance their English speaking skill. It was clearly stated that students agreed that TMM helped them to develop their speaking skill. They preferred learning speaking using the software compared to learning it in the classroom.

Various studies are related to this research study. One is the Learner-Centered Practice Questionnaire (LCPQ). The LCPQ was constructed by Magno and Sembrano (2007) and measured the four dimensions of learner-centered practices of

teachers as rated by students. The LCPQ is based on the principles of the learner-centered practices by McCombs (1997).

As for the students' Teacher Assessment Report (STAR), it generally assesses teacher performance and is anchored on Danielson's Components of Professional Practice (1996). The items during the construction were also anchored in every learner-centered principle of the American Psychological Association (APA).

The measurement models of the latent factors Learner-centeredness (LCPQ) and Teacher Performance (STAR) were established using Confirmatory Factor Analysis.

Three measurement models were made to determine whether learner-centeredness can be reflected in the created measure for teacher performance. All of the domains of the Danielson's Components of Professional Practice as latent constructs are significantly related to learner-centeredness, p<. 001. This means that Danielson's framework is indeed reflective of learner-centeredness and shows that online software did enhance learners' use of the four skills.

Chapter 3

Research Methodology

3.1 Introduction

This chapter presents the methodology used and explanations of the research design related to the research questions. The chapter also discusses description of the research text, the learners, and data collection.

3.2 Restatement of Research Questions

This research aims to answer the following research questions:

Research Question 1:   Does the *Tell Me More* course correspond to Learners Fit in terms of the four language learning skills (listening, speaking, reading, and writing) of undergraduate students in Phranakhon Rajabhat University?

Research Question 2:   What are the strengths and weaknesses evident in the learning activities used in the *Tell Me More* course?

3.3 Description of the Research Context

The lessons in the *Tell Me More* Program were selected by the teacher in the Education Program, in English of Ratjabhat Pranakorn University. Since in Thailand, the teacher traditionally takes the dominant role, as a result students hesitate and become reluctant to use the target language orally (Maurice, 1985). To improve the speaking skill, dialogue is an important activity to include in oral comprehension and expression. Learners will be able to interact when learning English from the Tell Me More conversations on circumstances in everyday life. Hence, Dialogue activities were selected as they are important activities in the lesson and are linked to other activities such as vocabulary, listening, pronunciation practice, and grammar. These lessons incorporate multi-skills training in a single event.

3.4 Description of research population.

Participants in this study were 30 undergraduate students in their third year from the Education Program, in English of Ratjabhat Pranakorn University. They enrolled in the English Communication subject with which the teacher has requested students to use the *Tell me More* program as a self-study supplementary for improving their language skills. It lasted 30 hours and was completed in one term. The Beginner level was chosen for them to learn from.

3.5 Data Collection

Data were collected by using the self- administered questionnaires which were filled in by the respondents.

.The survey of this research was conducted in November, 2012. A letter of permission to distribute the questionnaires was prepared and submitted to the Human Resource Department in Rajabhat Pranakorn University. Data were collected from students who were assigned to use the Tell Me More online English program.

The researcher used both the Primary Data and the Secondary data. The Primary data included information collected from the questionnaires distributed to students in Rajabhat University. The Secondary data included books, journals articles, previous research and related web sites.

3.5.1 Questionnaire Design

The Questionnaire was designed to find out to what extent the *Tell Me More* course corresponds to Learners Fit in terms of learning the four English language skills (listening, speaking, reading, and writing) of the selected undergraduate students in Phranakhon Rajabhat University.

The Questionnaire was constructed with both the open – ended and close – ended questions. For the open end questionnaires, students were free to express their opinions in the space provided after each question. The questionnaires were in both English and Thai.

The questionnaires consisted of four main parts. The first part was the close-ended questions. The questionnaire was aimed to elicit respondents' demographic information which included their gender, age, and education level. The questionnaire was also aimed to provide a general insight into how many students were interested in studying English, and whether they enjoyed studying online or not.

The second and third parts involved questions pertaining to *Learner Fit* (Chapelle: 2001). In this section, questions were based on learners' experience of using the *Tell Me More* program in terms of learning styles, classroom management, program focus, learner focus, language difficulty, program difficultly, and content.

The last part was the Evaluating Activities in *Tell Me More*. The learners were asked to rate the *Tell Me More* activities on a scale from 1 to 5 as follows:

5= Very helpful;

4 = Helpful;

3 = Neutral;

2 = Not helpful;

1= No, not helpful at all.

The Questionnaire was adapted from the articles by Bulut (2007), and Lee (2005).

3.6 Data Analysis

The results of the close-ended questionnaire were analyzed by using the Statistics for Psychological and Social Sciences.

The results of the open-ended questionnaires were analyzed by Chapelle's principles for evaluating CALL software, which focused on "Learner Fit" as a method of data analysis.

Descriptive statistics were used to analyze the demographic profile of respondents. The calculation of averages, frequency distribution and percentage distributions was used as it is the most common form of summarizing data (Zikmund, 2000). Percentage and frequency distribution were used to analyze the demographic profile of respondents such as age, gender, and education.

Figure 4: Evaluation Framework: Learner Fit
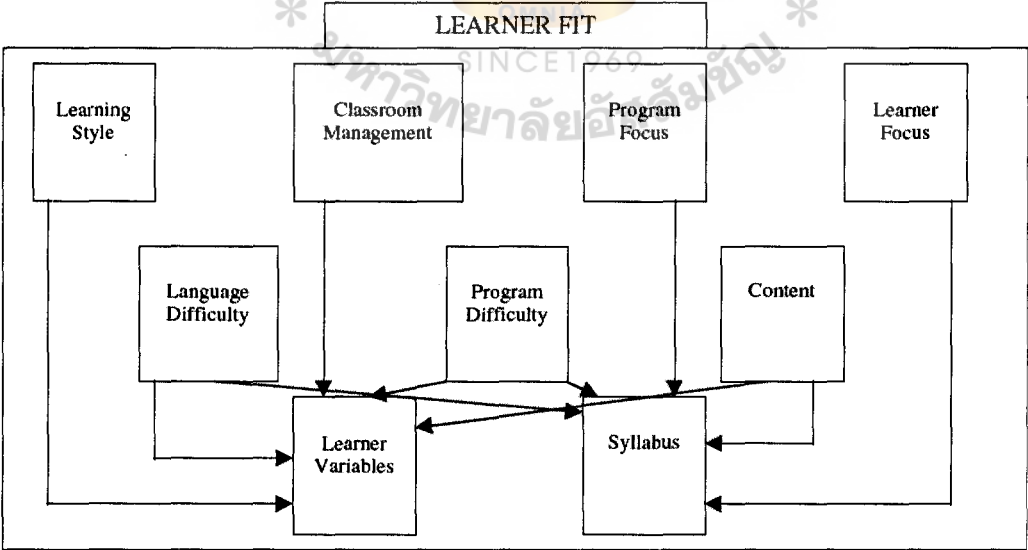
Hubbard (2006)

Chapter 4

Data Analysis

4.1 Introduction

This chapter presents the findings based on the respondents' responses to the questionnaires and is separated into four parts. The first part gives a general overview of the demographic profile of the respondents. The second and third parts provide an insight into the respondents' opinions on the Tell Me More Program. Last but not least, the fourth part evaluates the activities in the Tell Me More Program.

4.2 Part 1: Demographic Profile of Respondents

Table 4.1: Gender of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	8	26.7	26.7	26.7
	Female	22	73.3	73.3	100.0
	Total	30	100.0	100.0	

More female students participated in this research as they represented seventy-three point four percent (73.4 %) of the total respondents whereas only twenty-six point seven percent (26.7%) of the respondents were male.

Table 4.2:   Age of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-22 yrs	27	90.0	90.0	90.0
	Over 20 years old	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

The majority of the respondents, ninety percent (90%), were between 20-22 years old, while the minorities of the respondents were 22 years old or above.

Table 4.3: English level of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good	1	3.3	3.3	3.3
	Good	12	40.0	40.0	43.3
	Fair	13	43.3	43.3	86.7
	Poor	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Table 4.3 shows respondents' rating of their English levels. Forty-three point three percent (43.3%) rated their English levels as fair followed by forty point three percent (40.3%) of those who rated their English level as good. Moreover, thirteen point three percent (13.3%) of the respondents rated their English level as poor and the lowest number of respondents with three point three percent (3.3%) rated their English level as very good.

Table 4.4: English in Tell Me More

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Complete beginner	6	20.0	20.0	20.0
	Beginner	20	66.7	66.7	86.7
	Intermediate	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Table 4.4 revealed the levels of English completed by the respondents using the Tell Me More program. The highest number of the respondents was sixty-six point seven percent (66.7%) who finished the Complete Beginner's level followed by 20% who completed the beginner's level in the "Tell Me More" Program. The lowest numbers were thirteen point three percent (13.3%) of the respondents, who completed the intermediate level in the "Tell Me More" Programme.

Table 4.5: English Levels before Tell Me More

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	1	3.3	3.3	3.3
	Very Good	6	20.0	20.0	23.3
	Good	12	40.0	40.0	63.3
	Fair	6	20.0	20.0	83.3
	Poor	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Table 4.5 illustrated the rating results of the English levels of students before they took the Tell Me More course. The highest number of the respondents', forty percent (40%), stated that their English level before they took the course was very good. Twenty percent (20%) of the respondents stated that their English level before the course was good and another twenty percent (20%) of the respondents' indicated that their English level before the course was fair. Sixteen point seven percent (16.7%) of the respondents said that their English level before the program was poor, followed by the lowest number, three point three percent (3.3%), who rated their English as excellent before they took the course.

Table 4.6: English Level after Tell Me More

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good	10	33.3	33.3	33.3
	Good	14	46.7	46.7	80.0
	Fair	4	13.3	13.3	93.3
	Poor	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Table 4.6 showed respondents' rating of their English levels after they took the Tell Me More online English Program. The highest number of the respondents, representing forty-six point seven percent (46.7%), felt that their English level was good followed by thirty-three point three percent (33.3%) of the respondents who felt that their English after taking the program was very good.

Thirteen point three percent (13.3%) of the respondents saw a fair improvement and the lowest numbers of a group, six point seven percent (6.7%), still felt that their English level was poor after taking the Tell Me More Online English Program.

4.3 Part II: Opinions on the *Tell Me More* program.

4.3.1 Learning Style

1. How do you feel about studying online?

In accordance with the analysis, out of thirty respondents, twenty five respondents' (83.3%) felt good studying online. They could practice various activities such as listening and speaking making it easier to study English. The program also enhanced and made their pronunciation better leading to their gaining confidence. Additionally, learning was fun, modern, and seemed easy with Tell Me More as it comes with various patterns and exercises that improve the progresses of their English skills.

Moreover, the excitement was stimulated and they felt that it was much better than learning with a teacher. On the other hand, two respondents (6.6%) found it all right to study online. Three respondents' (10%) found it boring and not fun at all. It made them feel so sleepy and strange learning English online.

4.3.2 Classroom Management

2. Are you able to study better online or with a teacher face to face?

Why? Or Why not?

Eight respondents (26.6%) felt it was better to study online for those who did not have time and it was convenient to study online. There was no pressure and one could study anytime. Moreover, studying online, they could start from easy to difficult levels of English so respondents could progress from the different levels.

However, eighteen respondents (60%) found it was better to study with a teacher face to face. There were various reasons that make it easier and if respondents' did not understand anything, he or she could ask the teacher for clarification. They also preferred to have someone face to face while studying. On the other hand, four respondents (13.3%) were to use the two methods to bring a balance in their English learning skills. They felt studying online brought more practice and convenience, but studying with a teacher enabled the students to ask questions to clearify what they did not understand.

4.3.3 Program Focus

3. Is the _Tell me More_ program easy to understand? Why? Or Why not?

Twenty five respondents (83.3%) found the Tell Me More program easy to understand. They felt that the program was well structured and not complicated to use. One could easily follow the instructions that have been developed at a beginner's level of English where respondents could easily follow. Explanations were also given so respondents were able to understand the specific topic learnt.

In contrast, five respondents (16.6%) found the program complicated, difficult, confusing, and that it was not very easy to use the program. These were probably at the beginner's level of English where they still needed more practice and more time to learn.

4.4.4 Learner Focus /Language Difficultly/Program Difficultly/Content/Syllabus

4. Do you think you will be able to remember the grammar that you studied during the week better? Why? Or Why not?

Twenty two respondents (73.3%) were able to remember the grammar better. What had been learnt during the week was well applied and the program was easy for them to remember. They found that practice exercises such as, matching, speaking, and listening improved their skills. Further, listening to stories online was quite good.

On the other hand, one respondent (3.3%) was not sure about the program. He could not evaluate or saw much improvement. Similarly, seven respondents (23.3%) did not remember the grammar studied during the week. When practicing some exercises online, they would still forget as the program did not give an explanation of the wrong answers. It was also found that the grammar was not well explained making it confusing at times.

5. Do you think you will be able to listen better if you studied through an online English Course using the "Tell Me More" program? Why? Or Why not?

Twenty three respondents' (76.6%) agreed that they were able to listen better when they studied online as the exercises were easy to understand, and fun. Their English skills improved. Practicing exercises for pronouns, vocabulary and writing made it easier for them to understand the topic sentences. Listening to a native speaker was good and the speech was clear making it easier and to listen better. One could improve vocabulary and could repeat the exercises several times.

In contrast, seven respondents (23.33%) did not feel they listened better. They still found it hard to understand the English and the exercises were fast, which made it difficult to follow up. It was also considered not real, since they preferred to listen to real people than doing exercises online.

6. Do you think you will be able to speak better if you studied through an online English Course using the "Tell Me More" program? Why? Or Why not?

Nineteen out of thirty respondents (63.33%) agreed that 'Tell Me More' program helped them to speak better. There were several reasons mentioned by students that aided them in improving their speaking skills. One of the reasons was that students could practice speaking online not once but as many times as they wished. The program offered exercises in pronunciation where students had to follow and repeat what they heard. In this way, they could reflect back and compare their own pronunciation with the voice recorded online and correct themselves if there were any errors in their own pronunciation.

Gradually, confidence built up and made it easier for them to communicate in public. Another reason was that some of the students found the exercises in the program easy to understand.

However, the remaining eleven respondents (36.6%) did not find the 'Tell Me More' Program help them to speak better in English. The largest number of the respondents, around five, said that they only used English when they studied and did not bother using it in their daily lives. The lowest number of the students did not like English and they had no confidence in themselves that they could learn if they gave it a try and one respondent was confused with the grammar.

7. Do you think you will be able to read topics better if you studied through an online English Course using the "Tell Me More" Program? Why? Or Why Not?

Twenty-five (83.3%) out of thirty respondents agreed that they could read topics better after studying through an online course using the "Tell Me More" Program. The reason being that the program offered exercises for students to do and that they could practice online. They had to listen to the recorded voice on the program and follow by reading the transcript word by word or sentence by sentence. It was the sound of the person which they heard that made them able to read the topics better. This helped them to remember faster as they could memorize it. They were also able to learn new vocabulary. In addition, the exercises offered in the program encouraged the students to practice reading carefully and correctly as they would not pass the lesson if they did not read. Some of the students already knew how to read a little from before so they could follow the passage much more easily and faster.

The remaining five respondents (16.6%) did not find the "Tell Me More" Program useful in helping them read topics better. One of the respondents just did not find it useful for him/her at all. The others lacked self-confidence and thought that his/her reading was poor and that they could not read. Another student found it too easy as he/she claimed that he/she already had perfect reading comprehension. The rest gave no explanation.

8. Do you think you will be able to write better if you studied through an online English Course using the "Tell Me More" Program? Why? Or Why Not?

Twenty respondents (66.6%) out of thirty respondents were able to write better after studying the online English course using the "Tell Me More" Program. From previous exercises in learning how to speak and read, the majority of the respondents picked up and remembered the vocabulary learned and were able to use it correctly in forming sentences. Also by practicing the writing exercises offered in the program, they could write and form sentences.

The remaining ten respondents (33.3%) disagreed that the program made them write better. Some of the reasons were that they did not know how to spell the words correctly (two respondents) and simply because one did not like English or their grammar was poor. Some found that they did not understand the grammar and it was difficult to follow the grammar rules (two respondents). Another respondent did not use writing every day and one student also did not find it useful. Two students gave no reason.

9. Do you think you will be able to improve your pronunciation if you studied through an online English Course using the "Tell Me More" Program? Why? Or Why Not?

Nineteen respondents (63.3%) from the analysis out of thirty respondents agreed that the program helped them to improve their pronunciation. Twelve respondents (40%) agreed that it was because they could practice through the exercises offered that was why they felt an improvement in their pronunciation. Two respondents (6.6%) agreed that they felt an improvement because they often tried to speak English in their daily lives. Five respondents (16.6%) agreed without giving any explanation.

Six respondents (20%) did not agree that the program helped them to improve their pronunciation skills. One of the respondents found the program too short so did not see any difference. The other never used what had been studied after the course finished. Two respondents (6.6%) felt that their accents were not good and clear after studying the program. The rest (two) gave no reason. One student did not see much difference and three respondents (10%) did not answer.

10. Do you think "Tell Me More" Program is effective? Why? Or Why Not?

Twenty one students (70%) out of the thirty respondents found the program effective. Nine (30%) out of twenty one respondents agreed that one of the most popular reasons was because the program was designed to let students practice along with the voice recorded in the program and then there were a variety of exercises to practice for all aspects which included speaking, listening, reading and writing. Six respondents (20%) answered yes without providing any explanation.

Additionally, four respondents (13.3%) saw self- improvement by taking this course in all aspects of English. One found the program effective but had insufficient time to study. Another respondent found it effective because he/she could use it in real life.

Five respondents (16.6%) did not find the program effective at all. One student did not understand how to use the program at all. Two other respondents (6.6%) said it depended on the users if they made use of what the program had to offer. One student gave no reason. One student felt the program helped him/her a little. Four respondents (13.3%) left the question unanswered.

4.4 Part 3: Analysis of respondents' opinion on the Tell Me More program.

Table 4.7: Would you like to study English Online (Learning style)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	6.7	6.7	6.7
	Somewhat	3	10.0	10.0	16.7
	Neutral	13	43.3	43.3	60.0
	Often	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

Table 4.7 explained the learning style of the respondents as to whether they would like to study English Online. Forty three point three percentages (43.3%) of the respondents were neutral towards studying English online, while forty percent (40%) of the respondents often liked to study English online. The lowest number, ten per cent(10%), somewhat did not mind studying English online but the remaining (6.7%) absolutely disagreed with studying online.

Table 4.8: Were you able to choose your learning style independently?

(Learning style)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	6.7	6.7	6.7
	Somewhat	4	13.3	13.3	20.0
	Neutral	10	33.3	33.3	53.3
	Often	13	43.3	43.3	96.7
	Yes, very much	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

From the above table 4.8, the students were able to choose the learning style independently while taking the Tell Me More program. The highest number of the respondents (43.3%) often felt that they could choose the learning style independently online. Thirty three point three percent (33.3%) had neutral feelings towards choosing the learning style independently followed by thirteen point three percent (13.3%) that somewhat felt that they could choose independently. The lowest number of the responds' (6.7%) totally disagreed that they could choose the learning style and three point three percent (3.3%) very much agreed that the learning style could be chosen independently.

Table 4.9: Would you have opportunities to interact/speak with everybody in groups in speaking activities. (Classroom management)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	6.7	6.7	6.7
	Neutral	19	63.3	63.3	70.0
	Often	6	20.0	20.0	90.0
	Yes, very much	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Table 4.9 showed whether students had the opportunities to interact/speak with everybody in groups during speaking activities. Sixty three point three percent (63.3%) of the respondents had a neutral feeling that they could speak with others during speaking activities while twenty percent (20%) of the respondents often had the opportunity to speak with the others during the activity. In addition, ten percent (10%) of the respondents very much agreed that they had the opportunity to converse with others during the speaking activity followed by the lowest number of the responds', six point seven percent (6.7%), who disagreed that they had an opportunity to interact with everybody in groups during the activity.

Table 4.10: Would quality of teaching by teachers be affected by online teaching?

(Classroom management)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	6.7	6.7	6.7
	Somewhat	2	6.7	6.7	13.3
	Neutral	17	56.7	56.7	70.0
	Often	7	23.3	23.3	93.3
	Yes, very much	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Table 4.10 above showed whether quality of teaching by teachers would be affected by online teaching. The highest numbers of the respondents, fifty – six point seven percent (56.7%), were neutral towards the quality of teaching by teachers. However, twenty three point three percent (23.3%) of the respondents often felt the quality of teaching by teachers would be affected.

Table 4.11: Will you be able to learn with teachers help on the computers?

(Program Focus)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	6.7	6.7	6.7
	Somewhat	4	13.3	13.3	20.0
	Neutral	11	36.7	36.7	56.7
	Often	11	36.7	36.7	93.3
	Yes, very much	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Table 4.11 explained whether students were able to learn with a teacher's help by using the computers. Thirty six point seven percent (36.7%) of the students often found that they were able to learn better with teachers' help on the computers while the other thirty-six point seven percent of the respondents (36.7%) had a neutral feeling. Thirteen point three percent (13.3%) of the respondents often found that they had somewhat been able to learn with a teacher's help on the computers. Six point seven percent (6.7%) of the respondents very much agreed that they were able to learn with a teacher's help while the other six point seven percent (6.7%) of the respondents totally disagreed that they were able to learn with a teacher's help on the computers.

Table 4.12: Is the sound clear (Program focus)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	6.7	6.7	6.7
	Somewhat	4	13.3	13.3	20.0
	Neutral	14	46.7	46.7	66.7
	Often	6	20.0	20.0	86.7
	Yes, very much	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Table 4.12 explained whether the sound was clear in the the Tell Me More program online English course. The highest number of the respondents, forty-six point seven percent (46.7%), had a neutral feeling while twenty percent (20%) of the respondents often found the sound in the program clear.

Thirteen point three percent (13.3%) of the respondents found the sound extremely clear and another thirteen point three percent (13.3%) somewhat found the sound clear. The lowest number of the respondents, six point seven percent (6.7%), did not find the sound of the program clear.

Table 4.13: Is the text size appropriate (Program focus)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	6.7	6.7	6.7
	Somewhat	2	6.7	6.7	13.3
	Neutral	13	43.3	43.3	56.7
	Often	12	40.0	40.0	96.7
	Yes, very much	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Table 4.13 depicted the appropriateness of the text size in the program. Forty point three percent (43.3%) of the respondents had a neutral response regarding the text size in the program, while forty percent (40%) of the respondents often found the text size appropriate. Six point seven percent (6.7%) somewhat found the text size appropriate while another six point seven percent (6.7%) did not find the text size appropriate. The minority of the respondents, three point three percent (3.3%), very much agreed that the text size was appropriate in the *Tell Me More* program.

Table 4.14: Is the program content suitable for your knowledge (Learner Focus)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	6.7	6.7	6.7
	Somewhat	2	6.7	6.7	13.3
	Neutral	13	43.3	43.3	56.7
	Often	12	40.0	40.0	96.7
	Yes, very much	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

The above table 4.14 showed whether the program content was suitable for the respondents' knowledge. Forty-three point three percent (43.3%) were neutral about the program content' suitability for their knowledge while forty percent (40%) often found the program suitable for their knowledge. Six point seven (6.7%) of the respondents somewhat found the program suitable while six point seven (6.7%) did not find the program suitable for their knowledge at all. The minority, three point three percent (3.3%), very much found the program suitable for their knowledge.

Table 4.15: Feeling more confident in expressing what you want to said orally

(Learner Focus)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	6.7	6.7	6.7
	Somewhat	1	3.3	3.3	10.0
	Neutral	10	33.3	33.3	43.3
	Often	15	50.0	50.0	93.3
	Yes, very much	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Table 4.15 explained the respondents' confidence to expressing what they said orally. The highest number of the respondents, fifty percent (50%), often felt more confident to express what they said orally while thirty-three point three percent (33.3%) of the respondents had a neutral feeling towards their confidence in expressing what they said orally. Six point seven percent (6.7%) of the respondents very much felt more confident in expressing what they said orally while another six point seven percent (6.7%) did not feel any confidence at all. The minority, three point three percent (3.3%), somewhat felt confident in expressing themselves orally.

Table 4.16: Is the speech of the sound suitable (Language Difficulty)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	6.7	6.7	6.7
	Somewhat	1	3.3	3.3	10.0
	Neutral	19	63.3	63.3	73.3
	Often	6	20.0	20.0	93.3
	Yes, very much	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Table 4.16 pointed out the suitability of the speech sound. The highest number of the respondents, sixty-three point three percent (63.3%), was neutral toward the speech of the sound while twenty percent (20%) often found the speech of the sound suitable. Six point seven percent (6.7%) of the respondents very much found the speech of the sound suitable while six point seven percent (6.7%) of the respondents did not find the speech of the sound suitable at all. The lowest number of the respondents, three point three percent (3.3%), somewhat found the speech of the sound suitable.

Table 4.17: Is the vocabulary easy? (Language Difficulty)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	6.7	6.7	6.7
	Somewhat	2	6.7	6.7	13.3
	Neutral	17	56.7	56.7	70.0
	Often	8	26.7	26.7	96.7
	Yes, very much	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

From the table above, fifty-six point seven percent (56.7%) of the respondents did not find the vocabulary difficult nor did they found it easy. It was neutral while twenty-six point seven (26.7%) of the respondents often found the vocabulary easy. Six point seven percent (6.7%) of the respondents somewhat found the vocabulary easy while six point seven percent (6.7%) of the respondents did not find the vocabulary easy. The lowest number of the group, three point three percent (3.3%) ,very much found the vocabulary easy.

Table 4.18: Feeling frustrated working online (Program difficulty)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	6.7	6.7	6.7
	Somewhat	3	10.0	10.0	16.7
	Neutral	15	50.0	50.0	66.7
	Often	9	30.0	30.0	96.7
	Yes, very much	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Table 4.18 showed that fifty percent (50%) of the respondents had a neutral feeling towards working online. They were neither happy nor did they get frustrated working online. Thirty percent (30%) of the respondents often felt frustrated working online while ten percent (10%) of the respondents somewhat felt frustrated working online. The lowest number of the respondents, three point three percent (3.3%), very much felt frustrated working online.

Table 4.19: Does typing on the computer feel convenient (Program Difficulty)

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	No	2	6.7	6.7	6.7
	Somewhat	1	3.3	3.3	10.0
	Neutral	15	50.0	50.0	60.0
	Often	11	36.7	36.7	96.7
	Yes, very much	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Table 4.19 showed that the highest number of the respondent, fifty percent (50%), felt neutral having to type/write on the computer, while thirty-six point seven percent (36.7%) often felt that typing on the computer convenient. Six point seven (6.7%) of the respondents did not feel convenient at all while three point three percent (3.3%) of the respondents somewhat felt convenient typing on the computer and three point three percent (3.3%) very much felt convenient typing on the computer.

Table 4.20: Is the topic interesting (Content)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	6.7	6.7	6.7
	Somewhat	1	3.3	3.3	10.0
	Neutral	16	53.3	53.3	63.3
	Often	8	26.7	26.7	90.0
	Yes, very much	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Table 4.20 showed that fifty-three point three percent (53.3%) of the respondents had neutral feelings towards the topic of the program offered in the Tell Me More online English course while twenty-six point seven percent (26.7%) often found the topic offered in the Tell Me More program interesting. Ten percent (10%) of the respondents very much found the topic interesting and six point seven percent (6.7%) of the respondents did not find it interesting at all. The lowest number of the respondents, three point three percent (3.3%), somewhat found the topics offered in the program interesting.

Table 4.21: Is the instructions clear (Syllabus)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	6.7	6.7	6.7
	Somewhat	2	6.7	6.7	13.3
	Neutral	15	50.0	50.0	63.3
	Often	10	33.3	33.3	96.7
	Yes, very much	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

From the table above, fifty percent (50%) of the respondents had a neutral response towards instruction in the program being clear while thirty-three point three percent (33.3%) of the respondents often felt that the instruction offered in the program was clear. Six point seven percent (6.7%) of the respondents somewhat felt the instruction was clear and six point seven percent (6.7%) did not agree with the instructions being clear. The minority, three point three percent (3.3%), very much agreed that the instructions offered online were clear.

4.5 Part 4: Evaluating Activities in the Tell Me More program

Table 4.22: Dialogue

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no not helpful	1	3.3	3.3	3.3
	not helpful	2	6.7	6.7	10.0
	neutral	14	46.7	46.7	56.7
	helpful	10	33.3	33.3	90.0
	very helpful	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Table 4.22 explained that fifty-six point seven percent (56.7%) of the respondents found the dialogue spoken neutral while twenty-six point seven percent (26.7%) of the respondents found the dialogue helpful. Thirty point three percent (13.3%) found the dialogue very helpful and the minority, three point three percent (3.3%), did not find the dialogue helpful at all.

Table 4.23: Sentence Pronunciation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no not helpful	1	3.3	3.3	3.3
	neutral	17	56.7	56.7	60.0
	helpful	8	26.7	26.7	86.7
	very helpful	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Table 4.23 gives an overview of the sentence pronunciation in the Tell Me More activity. The majority of the respondents, forty-six point seven percent (46.7%), had a neutral feeling towards sentence pronunciation while thirty-three point three percent (33.3%) of the respondents found sentence pronunciation helpful. Ten percent (10%) found it extremely helpful and six point seven percent (6.7%) did not find it helpful. The minority, three point three percent (3.3%), did not find it helpful at all.

Table 4.24: Word Pronunciation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no not helpful	1	3.3	3.3	3.3
	not helpful	1	3.3	3.3	6.7
	neutral	12	40.0	40.0	46.7
	helpful	10	33.3	33.3	80.0
	very helpful	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

From table 4.24 it could be seen that fifty percent (50%) of the respondents had a neutral feeling towards word pronunciation offered in the Tell Me More online English Program. Thirty percent (30%) of the respondents found the word pronunciation helpful, sixteen point seven percent (16.7%) found it extremely helpful and the minority, three point three percent (3.3%), did not find it helpful at all.

Table 4.25: Phonetics Exercise

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no not helpful	1	3.3	3.3	3.3
	neutral	15	50.0	50.0	53.3
	helpful	9	30.0	30.0	83.3
	very helpful	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Table 4.25 provided an insight on the phonetics exercise offered in the program. Fifty three point three percent (53.3%) had a neutral feeling towards the phonetic exercise while twenty percent (20%) of the respondents found the phonetic exercise helpful and twenty percent (20%) also found it extremely helpful. The minority of the respondents, did not find the phonetics exercise helpful. For a little and not helpful at all, three point three percent (3.3%) reported for each category respectively.

Table 4.26: Picture/Word Association

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no not helpful	1	3.3	3.3	3.3
	not helpful	1	3.3	3.3	6.7
	neutral	16	53.3	53.3	60.0
	helpful	6	20.0	20.0	80.0
	very helpful	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Table 4.26 provided an overview of the picture/word association offered in the Tell Me More program. Forty percent (40%) of the respondents had a neutral feeling towards picture/word association offered while thirty three point three percent (33.3%) of the respondents found it helpful. Twenty percent (20%) of the respondents found the picture/word association very helpful in the program. The minority, three point three percent (3.3%), did not find the picture / word association helpful at all.

Table 4.27: Word Searches

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no not helpful	1	3.3	3.3	3.3
	neutral	15	50.0	50.0	53.3
	helpful	9	30.0	30.0	83.3
	very helpful	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Table 4.27 showed that the majority of the respondents, fifty percent (50%), found word searches activity neutral while thirty percent (30%) found the activity helpful. However, sixteen point seven percent (16.7%) of the respondents found the word search activity extremely helpful. The minority, three point three percent (3.3%), did not find word searches helpful at all.

Table 4.28: Word Association

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no not helpful	1	3.3	3.3	3.3
	not helpful	3	10.0	10.0	13.3
	neutral	11	36.7	36.7	50.0
	helpful	10	33.3	33.3	83.3
	very helpful	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Table 4.28 showed that the majority of the respondents, thirty six point seven percent (36.7%), had a neutral feeling about the activity word association while thirty-three point three percent (33.3%) of the respondents found word association activity helpful. Sixteen point seven percent (16.7%) found the activity very helpful and ten percent (10%) found the activity not helpful. The minority, three point three percent (3.3%), did not find the activity helpful at all.

Table 4.29: The Right Word

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no not helpful	1	3.3	3.3	3.3
	not helpful	2	6.7	6.7	10.0
	neutral	21	70.0	70.0	80.0
	helpful	2	6.7	6.7	86.7
	very helpful	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

From the above table, the majority of the respondents, representing seventy percent (70%), found the right word activity neutral while thirteen point three percent (13.3%) found the activity very helpful. Six point seven percent (6.7%) of the respondents found the activity helpful and six point seven percent (6.7%) did not find the activity helpful. The minority, three point three percent (3.3%), did not find the right word activity in the program helpful at all.

Table 4.30: Fill-in-the Blanks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no not helpful	1	3.3	3.3	3.3
	not helpful	3	10.0	10.0	13.3
	neutral	15	50.0	50.0	63.3
	helpful	6	20.0	20.0	83.3
	very helpful	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Table 4.30 showed an overview where fifty percent (50%) of the respondents were neutral about the fill in the blank activity while twenty percent (20%) found the activity helpful. Sixteen point seven percent (16.7%) found the fill in the blanks activity extremely helpful and ten percent (10%) found it not helpful. The minority, three point three percent (3.3%), found the activity did not helpful at all.

Table 4:31: Words and Topics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no not helpful	1	3.3	3.3	3.3
	not helpful	1	3.3	3.3	6.7
	neutral	14	46.7	46.7	53.3
	helpful	7	23.3	23.3	76.7
	very helpful	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

Table 4.31 provided a general overview on the words and topics activity. Forty six percent (46.7%) of the respondents were neutral about the words and topics activity while twenty-three point three percent (23.3%) found it helpful. Twenty-three point three percent (23.3%) found the activity extremely helpful. The minority of the respondents, three point three percent (3.3%), did not find the activity helpful at all.

Table 4:32: Words and Functions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no not helpful	1	3.3	3.3	3.3
	neutral	16	53.3	53.3	56.7
	helpful	8	26.7	26.7	83.3
	very helpful	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Table above 4.32 showed that over half of the respondents (53.3%) were neutral about the words and functions activity, while twenty-six point seven percent (26.7%) found the activity helpful. Moreover, sixteen point seven percent (16.7%) of the respondents found s the activity extremely helpful and the minority, three point three percent (3.3%), did not find the words and functions activity helpful at all.

Table 4.33: Grammar Practice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no not helpful	1	3.3	3.3	3.3
	not helpful	1	3.3	3.3	6.7
	neutral	14	46.7	46.7	53.3
	helpful	9	30.0	30.0	83.3
	very helpful	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

The above table showed that forty-six seven percent (46.7%) of the respondents were neutral about the grammar practice in the program while thirty percent (30%) found the activity helpful. Sixteen point seven percent (16.7%) of the respondents found grammar practice very helpful and the minority, three point three percent (3.3%), did not find the activity helpful at all.

Table 4.34: Mystery Phase

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no not helpful	1	3.3	3.3	3.3
	not helpful	1	3.3	3.3	6.7
	neutral	15	50.0	50.0	56.7
	helpful	5	16.7	16.7	73.3
	very helpful	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

It could be seen from table 4.34 above that half of the respondents, fifty percent (50%), had a neutral feeling about the activity Mystery Phase offered in the Tell Me More program. Additionally, twenty-six point seven percent (26.7%) found the activity very helpful. Sixteen point seven percent (16.7%) of the respondents found the mystery phase helpful and the minority of the respondents, three point three percent (3.3%), did not found the activity helpful at all.

Table 4.35: Crossword Puzzle

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no not helpful	1	3.3	3.3	3.3
	not helpful	1	3.3	3.3	6.7
	neutral	13	43.3	43.3	50.0
	helpful	11	36.7	36.7	86.7
	very helpful	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Table 4.35 showed that forty-three point three percent (43.3%) of the respondents were neutral about the crossword puzzle while thirty-six point seven percent (36.7%) found the activity helpful. Thirteen point three percent (13.3%) of the respondents found the activity very helpful and the minority, three point three percent (3.3%), did not found the activity helpful at all.

Table 4.36: Word Order

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no not helpful	1	3.3	3.3	3.3
	not helpful	3	10.0	10.0	13.3
	neutral	14	46.7	46.7	60.0
	helpful	7	23.3	23.3	83.3
	very helpful	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Table 4.36 showed that the majority of the respondents, forty-six point seven percent (46.7%), were neutral about the activity word order while twenty three point three percent (23.3%) found the activity helpful. Sixteen point seven percent (16.7%) of the respondents found the activity very helpful and the minority, three point three percent (3.3%), did not find the activity helpful at all.

Table 4.37: Sentence Practice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no not helpful	1	3.3	3.3	3.3
	neutral	19	63.3	63.3	66.7
	helpful	5	16.7	16.7	83.3
	very helpful	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Table 4.37 showed that sixty-three point three percent (63.3%) of the respondents were neutral about sentence practice while sixteen point seven percent (16.7%) found the activity helpful. Another sixteen point seven percent (16.7%) of the respondents found the activity very helpful and the minority, three point three percent (3.3%), did not find the activity helpful at all.

Table 4.38: Lesson Glossary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no not helpful	1	3.3	3.3	3.3
	not helpful	2	6.7	6.7	10.0
	neutral	13	43.3	43.3	53.3
	helpful	9	30.0	30.0	83.3
	very helpful	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Table 4.38 showed that forty-three point three percent (43.3%) of the respondents were neutral about lesson glossary while thirty percent (30%) found the lesson glossary helpful. Sixteen point seven percent (16.7%) of the respondents found lesson glossary very helpful and the minority, three point three percent (3.3%), did not find the activity helpful at all.

Table 4.39: Grammar Explanations for the Lesson

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no not helpful	1	3.3	3.3	3.3
	not helpful	1	3.3	3.3	6.7
	neutral	18	60.0	60.0	66.7
	helpful	6	20.0	20.0	86.7
	very helpful	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Table 4.39 showed that sixty percent (60%) of the respondents were neutral about grammar explanations for the lesson while twenty percent (20%) found grammar explanations for the lesson helpful. Thirteen point three (13.3%) of the respondents found the explanations very helpful and the minority, three point three percent (3.3%), did not find the grammar explanations for the lesson helpful at all.

Table 4.40: Dictation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no not helpful	1	3.3	3.3	3.3
	not helpful	2	6.7	6.7	10.0
	neutral	14	46.7	46.7	56.7
	helpful	7	23.3	23.3	80.0
	very helpful	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Table 4.40 showed that forty-six point seven (46.7%) of the respondents were neutral about dictation while twenty-three point three percent (23.3%) found dictation helpful. Twenty percent (20%) of the respondents found dictation very helpful and the minority, three point three percent (3.3%), did not find dictation helpful at all.
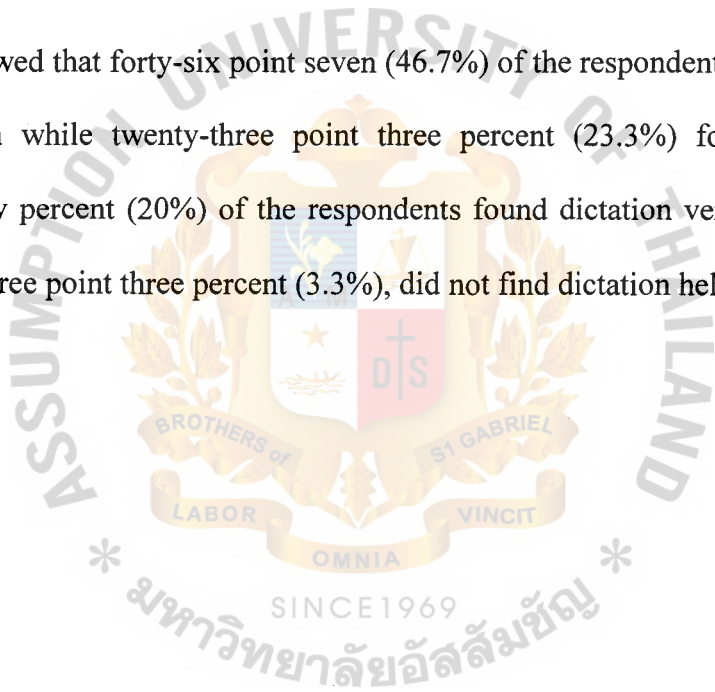
Chapter 5

Conclusion and Recommendations

5.1 Introduction

This chapter presents the summary, conclusion and a recommendation based on the results of the study and is divided into three sections. The first section summarizes the results of the demographic characteristics presented according to the methodology described in chapter 3. The last section offers recommendations and suggestions for further study.

5.2 Summary and Discussion of Findings

This research study explored the extent to which the *Tell Me More* course corresponds to Learners Fit in terms of the learning of the four English language skills (listening, speaking, reading, and writing). This study also showed the summary of the demographic profile. The objectives and summary of this study were as follows:

Objective 1: To study the effectiveness of the online English Course "Tell Me More" Program in terms of the four language skills (listening, speaking, reading, and writing) for undergraduate students in Phranakhon Rajabhat University.

Objective 2:   To determine the strengths and weaknesses as evident in the learning activities used in the *"Tell Me More"* course.

This research aimed to explore the benefits and learners' understanding of the online English Course in the "Tell Me More" Program. The results answered the set objectives as they portrayed that, in the students' opinions, the online English Course "Tell Me More" Program was beneficial for many students. However, their evaluation of the Program seemed contradictory to the benefits that they indicated, especially on the level of language difficulty as described below.

The results of the demographics indicated that most of the respondents who used the Tell Me More program were females (73.4%). The majority of the respondents were aged between 20-22 years (90%), and, in the respondents' opinion, the English level of the highest percentage of the respondents was fair (43.3%). The highest number of the respondents who used the program (66.7%) finished the Beginner's level. Before using the program, less than half of the respondents' felt that their level of English was good (40%). Additionally, twenty percent (20%) of the respondents felt that their English level before the course was very good. In contrast, after completing the program, the highest number of the respondents, representing forty-six point seven percent (46.7%) felt that their English level was good followed by the least percentage of thirty-three point three percent (33.3%) of the respondents who felt that their English after taking the program was very good. On the whole, after the program, slightly more students felt that their English level was good and very good. Hence, this indicates that the English level used in the "Tell Me More" Program in this study was too easy for 80% of the respondents (46.7% felt their English was very good and 33.3% felt that their English was very good).

The results of the respondents' opinions on the *Tell Me More* program in terms of learning style, program focus, language /program difficultly, content/syllabus, learner focus, classroom management and students' evaluation of the Tell Me More activities are summarized below from the highest to the lowest percentages. The item numbers represent the order these items were presented in the questionnaire.

5.3 Conclusion and Implication of Research Findings

Learners' opinions on the *Tell Me More* program

5.3.1 Learning Style and Program Focus

In relation to the Learning style and Program Focus,

In terms of learning style and program focus, twenty five respondents or the same percentages of 83.3% felt good studying online (Learning style). They were able to practice various activities such as, listening and speaking making it easier to study English. They also found that the Tell Me More program was easy to understand and felt that the program is well structured and not complicated to use. Further, respondents agreed that they could read topics better after studying through the online course using the "Tell Me More" Program. The reason being that the program offered exercises for students to do and that they could practice online. They had to listen to the voice recorded on the program and follow it by reading the text word by word or sentence by sentence (see Table 5.1 a., below).

Table 5.1 a. Learners' Opinions on Learning Style and Program Focus in the *Tell Me More* program.

Topic	Results
Learning Style	
1. How do you feel studying online?	Twenty five respondents' (83.3%) felt good studying online. They can practice various activities such as listening and speaking making it easier to study English.
Program Focus:	
2. Is the *Tell Me More* program easy to understand? Why? Or Why not?	Twenty five respondents (83.3%) found the Tell Me More program easy to understand. They felt that the program is well structured and not complicated to use.
3. Do you think you will be able to read topics better if you studied through an online English Course using the "Tell Me More" Program? Why? Or Why Not?	Twenty-five (83.3%) out of thirty respondents agreed that they could read topics better after studying through the online course using the "Tell Me More" Program.

Topic	Results
3. Do you think you will be able to read topics better if you studied through an online English Course using the "Tell Me More" Program? Why? Or Why Not? (Cont.)	The reason being that the program offers exercises for students to do and that they could practice online. They had to listen to the voice recorded on the program and follow it by reading the text word by word or sentence by sentence.

5.3.2 Learner Focus /Language Difficultly/Program Difficultly / and Content/Syllabus

In terms of Learner Focus /Language Difficultly /Program Difficultly / and Content/Syllabus, the following results were obtained. Twenty three respondents' (76.6%) agreed that they were able to listen better when they studied online. Their English skills improved. It was easy to understand, and fun.

Twenty two respondents (73.3%) were able to remember the grammar better. What had been learnt during the week was well applied and the program was easy for them to remember.

Twenty one students (70%) out of the thirty respondents found the program effective. One of the most popular reasons was because the program is designed to let students practice along with the voice recorded for the program and then there are variety of

exercises to practice the speaking, listening, reading and writing skills (see Table 5.1 b., below).

Table 5.1 b. Learners' Opinions on Learner Focus /Language Difficultly /Program Difficultly / and Content/Syllabus in the *Tell Me More* program

Topic	Results
Learner Focus /Language Difficultly/Program Difficultly /Content/Syllabus	
4. Do you think you will be able to listen better if you studied through an online English Course using the "Tell Me More" program? Why? Or Why not?	Twenty three respondents' (76.6%) agreed that they were able to listen better when they studied online. Their English skills improved. It was easy to understand, and fun.
5. Do you think you will be able to remember the grammar that you studied during the week better? Why? Or Why not?	Twenty two respondents (73.3%) were able to remember the grammar better. What had been learnt during the week was well applied and the program was easy for them to remember.
6. Do you think "Tell Me More" Program is effective? Why? Or Why Not?	Twenty one students (70%) out of the thirty respondents found the program effective. one of the most popular reasons is listening, reading and writing.

Topic	Results
6. Do you think "Tell Me More" Program is effective? Why? Or Why Not? (Cont.)	because the program is designed in a way to let students practice along with the voice recorded for the program and then there are variety of exercises to practice for all aspects which include speaking,

5.3.3 Learner Focus /Language Difficultly/Program Difficultly/ Content/Syllabus

Twenty respondents (66.6%) out of thirty were able to write better after studying the online English course in the "Tell Me More" Program.

Nineteen out of thirty respondents (63.3%) agreed that the 'Tell Me More' program helped them to speak better. One of the reasons was that students could practice speaking online not once but as many times as they wished and that respondents agreed that the program helped them to improve their pronunciation. Two respondents agreed that they saw an improvement because they often tried to speak in their daily lives. When it came to choosing between the teacher teaching or learning from the "Tell Me More" Program , however, more than half or (60%) of the respondents preferred to study with a teacher as it better to study with a teacher face to face as it was easier to ask the teacher for clarification if respondents' did not understand anything (see Table 5.1 c. , below).

Table 5.1 c. Learns' opinions on Learner Focus /Language Difficultly /Program Difficultly /Content/Syllabus in the *Tell Me More* program (Cont.)

Topic	Result
Learner Focus /Language Difficultly/Program Difficultly /Content/Syllabus	
7. Do you think you will be able to write better if you studied through an online English Course using the "Tell Me More" Program? Why? Or Why Not?	Twenty respondents (66.6%) out of thirty respondents were able to write better after studying the online English course using "Tell Me More" Program.
8. Do you think you will be able to speak better if you studied through an online English Course using the "Tell Me More" program? Why? Or Why not?	Nineteen out of thirty respondents (63.3%) agreed that 'Tell Me More' program helped them to speak better. One of the reasons was that students can practice speaking online not once but as many times as they wish.
9. Do you think you will be able to improve your pronunciation if you studied through an online English Course using the "Tell Me More" Program? Why? Or Why Not?	Nineteen respondents (63.3%) from the analysis out of thirty respondents agreed that the program helped them to improve their pronunciation. Two respondents agreed that they saw an improvement because they often try to speak in their daily lives.

Topic	Result
10. Are you able to study better online or with a teacher face to face? Why? Or Why not?	Eighteen respondents' (60%) found it is better to study with a teacher face to face. There are various reasons that make it easier and if respondents' did not understand anything, he or she could ask the teacher for clarification.

5.3.4 Language Difficulty

In terms of language difficulty, the highest numbers of the respondents, sixty-three point three percent (63.3%), were neutral about the speech of the sound. However, fifty-six point seven percent (56.7%) of the respondents did not find the vocabulary difficult nor did they find it easy.

Table 5.1 e. Respondents' Opinions on Language Difficulty

Topic	Results
1. Is the speech of the sound suitable (Language Difficulty)	Sixty-three point three percent (63.3%) were neutral about the speech of the sound.
3. Is the vocabulary easy? (Language Difficulty)	Fifty-six point seven percent (56.7%) of the respondents did not find the vocabulary difficult nor did they find it easy.

5.3.5 Classroom management

Sixty three point three percent of the thirty respondents (63.3%) had a neutral feeling about their ability to speak with others during speaking activities.

Table 5.1 f. Respondents' Opinions on Classroom Management

Topic	Results
2. Would you have opportunities to interact/speak with everybody in groups in speaking activities? (Classroom management)	Sixty three point three percent (63.3%) of the respondents had a neutral feeling that they could speak with others during speaking activities.

5.3.6 Program Difficulty

Half of the respondents (50%) often felt more confident in expressing what they said orally but had a neutral feeling towards working online. They were neither happy nor frustrated working online. They also felt neutral having to type/write on the computer, and a neutral response towards instruction being clear in the program.

Table 5.1 g. Respondents' Opinions on Program difficulty

Topic	Results
7. Frustrated working online (Program difficulty)	Fifty percent (50%) of the respondents had a neutral feeling towards working online.
8. Does typing on the computer feel convenient (Program Difficulty)	Fifty percent (50%) felt neutral having to type/write on the computer.

5.3.7 Content

Fifty-three point three percent (53.3%) of the respondents had a neutral feeling towards the topic of the program offered in the Tell Me More online English course.

Table 5.1 f. Respondents' Opinions on Content

Topic	Results
5. Is the topic interesting (Content)	Fifty-three point three percent (53.3%) of the respondents had neutral feeling towards the topic of the program offered in Tell Me More online English course.

5.3.8 Syllabus

Fifty percent (50%) of the respondents had a neutral response towards instruction in the program being clear.

Table 5.1 g. Respondents' Opinions on Syllabus

Topic	Results
9. Is the instructions clear (Syllabus)	Fifty percent (50%) of the respondent had a neutral response towards instruction being clear in the program.

5.3.9 Learner Focus

Half of the respondents (50%) often felt more confident in expressing what they said orally while forty-three point three percent (43.3%) indicated a neutral feeling for the suitability of the program for their knowledge.

Table 5.1 h. Respondents' Opinions on Learner Focus

Topic	Results
6. Do you feel more confident to expressing what you want to say orally (Learner Focus)	Fifty percent (50%) often felt more confident in expressing what they said orally.
11. Is the program suitable with your knowledge (Learner Focus)	Forty-three point three percent (43.3%) were neutral about the program's suitability for their knowledge.

5.3.10 Learning Style

The same percentages, forty-three point three percent (43.3%) , felt neutral towards studying English online, though they often felt that they could choose the learning style independently.

Table 5.1 i. Respondents' Opinions on Learning Style

Topic	Results
13. Were you able to choose your learning style independently? (Learning style)	Forty-three point three percent (43.3%) often felt that they could choose the learning style independently online.
14. Would you like to study English Online (Learning style)	Forty-three point three percent (43.3%) were neutral towards studying English online.

5.3.11 Program Focus

Less than half of the respondents, forty-six point seven percent (46.7%), had a neutral feeling about the clearness of the sound in the program. Slightly fewer, forty point three percent (43.3%) of the respondents, had a neutral response regarding the text size. Even fewer, thirty six point seven percent (36.7%) of respondents, often found that they were able to learn better with teachers' help on the computers.

Table 5.1 j. Respondents' Opinions on Program Focus

Topic	Results
10. Is the sound clear (Program focus)	Forty-six point seven percent (46.7%) of the respondents had a neutral feeling about the sound being clear.
12. Is the text size appropriate (Program focus)	Forty point three percent (43.3%) of the respondents had a neutral response regarding the text size in the program.
15. Will you be able to learn with teachers help on the computers? (Program Focus)	Thirty six point seven percent (36.7%) of respondents often found that they were able to learn better with teachers help on the computers.

5.4 An evaluation of the Tell Me More Program activities

The results shown in Table 5.3 indicate that, in most cases, less than 40% of the students felt that the Tell Me More Program activities were helpful. This even highlights the fact that the English level chosen is too low for most of the target group students.

Table 5.4 An evaluation of the Tell Me More Program activities

Activities	Result
Crossword puzzle	Thirty-six point seven percent (36.7%) found the activity helpful.
Sentence Pronunciation	Thirty-three point three percent (33.3%) of the respondents found sentence pronunciation helpful.
Word Association	Thirty-three point three percent (33.3%) of the respondents found word association activity helpful.
Picture/Word Association	Thirty three point three percent (33.3%) of the respondents found it helpful.
Word Pronunciation	Thirty percent (30%) of the respondents found the word pronunciation helpful.
Grammar Practice	Thirty percent (30%) found the activity helpful.

Table 5.4 An evaluation in Tell Me More activities (Cont.)

Topic	Result
Lesson Glossary	Thirty percent (30%) found the lesson glossary helpful.
Word Searches	Thirty percent (30%) of the respondents found the activity helpful.
Dialogue	Twenty-six point seven percent (26.7%) of the respondents found the dialogue helpful.
Words and Functions	Twenty-six point seven percent (26.7%) found the activity helpful.
Mystery Phase	Twenty-six point seven percent (26.7%) found the activity very helpful.
Dictation	Twenty-three point three percent (23.3%) found dictation helpful.
Words and Topics	Twenty-three point three percent (23.3%) found it helpful.
Word Order	Twenty three point three percent (23.3%) found the activity helpful.

Less than 40% of the respondents evaluated the activities in the program as helpful as described below, Twenty-six point seven percent (26.7%) of the respondents found the dialogue helpful; 33.3% of the respondents found sentence pronunciation helpful; 20% of the respondents found the phonetic exercise helpful; 33.3% of the respondents found word association activity helpful; 30% found the word searches activity helpful; 13.3%) found the word searches activity very helpful; 20% found the filling in the blanks activity helpful; 23.3% found the words and topics activity helpful; 26.7% found the words and functions activity helpful; 30% found the grammar practice activity in the program helpful; 26.7% found the Mystery activity helpful; 36.7% found the crossword activity helpful; 23.3% found the word order activity helpful.

16.7% found the sentence practice activity helpful; 30% found the lesson glossary activity helpful; 20% found grammar explanations for the lesson helpful; and 23.3% found the dictation activity helpful.

5.5 Conclusion

In conclusion, most of the respondents had positive opinions on learning style and program focus as they felt good studying online. This was because they were able to easily practice various activities such as, listening and speaking. They also found that the Tell Me More program was easy to understand and felt that the program is well structured and not complicated to use. Further, respondents agreed that they could read topics better after studying through the online course using the "Tell Me More" Program.

The reason being that the program offered exercises for students to do and that they could practice online. They had to listen to the voice recorded on the program and follow it by reading the text word by word or sentence by sentence.

In terms of Learner Focus /Language Difficultly /Program Difficultly / and Content/Syllabus, the following results were obtained.

The majority agreed that they were able to listen better when they studied online. Their English skills improved. It was easy to understand, and fun. In addition, they were able to remember the grammar better. What had been learnt during the week was well applied and the program was easy for them to remember. Moreover, most of the students also found the program to be effective because the program is designed to let students practice along with the voice recorded for the program and then there are variety of exercises to practice the speaking, listening, reading and writing skills. Nearly 70% of the

respondents were able to write better after studying the online English course in the "Tell Me More" Program and agreed that the 'Tell Me More' program helped them to speak better as they could practice speaking online not once but as many times as they wished and that the program helped them to improve their pronunciation. Students also felt that their speaking ability improved because they often tried to speak in their daily lives.

On the negative side, however, respondents stated that when it came to choosing between the teacher teaching or learning from the "Tell Me More" Program, more than half of the respondents preferred to study with a teacher as it was better to study with a teacher face to face and also easier to ask the teacher for clarification if respondents' did not understand anything.

In terms of language difficulty, over half of the respondents felt neutral about the speech sound and did not find the vocabulary difficult or easy.

For Classroom management over half of the respondents had a neutral feeling about their ability to speak with others during speaking activities.

For Program Difficulty, half of the respondents often felt more confident in expressing what they said orally but had a neutral feeling towards working online. They were neither happy nor frustrated working online. They also felt neutral having to type/write on the computer, and a neutral response towards instruction being clear in the program.

In terms of content, just over half of the respondents had a neutral feeling towards the topic of the program offered in the Tell Me More online English course. Similar percentage responded neutrally about the instruction in the program being clear though often felt more confident in expressing what they said orally while fewer respondents indicated a neutral feeling for the suitability of the program for their knowledge.

For learning style, just over forty percent felt neutral towards studying English online, though they often felt that they could choose the learning style independently.

Less than half of the respondents had a neutral feeling about the clearness of the sound in the program. Slightly fewer had a neutral response regarding the text size. Even fewer often found that they were able to learn better with teachers' help on the computers.

Very small percentages of the students evaluated the different learning activities as helpful.

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APPENDIX A

Questionnaire: An Evaluation of the e-learning course series *Tell me More*

This questionnaire is designed as a research instrument for the fulfillment of my master degree at Assumption University, Bangkok, Thailand. The study is to examine the effectiveness of an online English Course "Tell Me More," English on the Rajabhat Pranakorn University students in Bangkok, Thailand. Your participation is appreciated. All respondent answers are confidential

Part 1: Personal Information.

1 Gender: ☐ Male   ☐ Female

2. Age: ☐ Under 17   ☐17 – 19   ☐ 20 – 22   ☐ over 22

3. Education: ☐ Year_____   ☐ Faculty _____

4. What is your current English level?

☐ Excellent   ☐ Very good   ☐ Good   ☐Fair   ☐ Poor

5. What level of English have you complete in *Tell me More*?

☐ Complete Beginner   ☐ Beginner   ☐ Intermediate

☐ Intermediate+   ☐ Advance   ☐Business

Part 2: Opinion of the Tell me more program, please write your learning opinion of the *Tell me More* program or provide any other comment that you wish. (Do not skip)

Learning Style: 1. How do you feel studying online?
Classroom Management   2. Are you able to study better online or with a teacher face to face? Why? Or Why not?
Program Focus: 3. Is the *Tell me More* program easy to understand? Why? Or Why not?

Part 2: Opinion of the Tell me more program **(Cont.)**

Learner Focus /Language Difficultly/Program Difficultly /Content/Syllabus

4. Do you think you will be able to remember the **grammar** that you studied during the week better? Why? Or Why not?

5. Do you think you will be able to **listen** better if you studied through an online English Course using the "Tell Me More" program? Why? Or Why not?

6. Do you think you will be able to **speak better** if you studied through an online English Course using the "Tell Me More" program? Why? Or Why not?

7. Do you think you will be able to **reading topics** better if you studied through an online English Course using the "Tell Me More" program? Why? Or Why not?

8. Do you think you will be able to **write** better if you studied through an online English Course using the "Tell Me More" program? Why? Or Why not?

Part 2: Opinion of the Tell me more program **(Cont.)**

9. Do you think you will be able to **improve your pronunciation** if you studied through an online English Course using the "Tell Me More" program? Why? Or Why not?

10. Do you think TMM is effective? Why? Or Why not?

Part 3: Opinion of the Tell me more program, please rate each **aspect of the system** as 5 = Yes, very much; 4 = Often; 3 = Neutral; 2 = somewhat; 1= No, not at all by placing a tick in the appropriate box.

	5	4	3	2	1
Learning Style					
1. Would you like to study English online?					
2. Would you able to choose learning independently?					
Classroom Management					
3. Would you have an opportunities to interact/speak with everybody in pair/group in speaking activities					
4. Would quality of teaching by teachers be affected by online teaching?					
Program Focus					
5. Will you be able to learn with a teacher's help on computers?					
6. Is the sound clear?					
7. Is the text size is appropriate?					
Learner Focus					
8. Is the program suitable with your knowledge					
9. Would you feel more confident to expressing what you want to say orally					
Language Difficultly					
10. I s the speech of sound suitable?					
11. Is the vocabulary is easy?					
Program Difficultly					
12. Would you get frustrated working online?					
13. Does writing on the computer feel convenient?					
Content					
14. Is the topic interesting?					
Syllabus					
15. Is the instruction clear?					

Part 4: Evaluate Activities in TMM, please rate each activities as 5 = Very helpful; 4 = Helpful; 3 = Neutral; 2 = Not helpful; 1= No, not helpful at all by placing a tick in the appropriate box.

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	Activity	5	4	3	2	1
1	Dialogue					
2	Sentence Pronunciation					
3	Word Pronunciation					
4	Phonetics Exercise					
5	Picture/Word Association					
6	Word Searches					
7	Word Association					
8	The Right Word					
9	Fill-in-the-Blanks					
10	Words and Topics					
11	Words and Functions					
12	Grammar Practice					
13	Mystery Phrase					
14	Crossword Puzzles					
15	Word Order					
16	Sentence Practice					
17	Lesson glossary					
18	Grammar explanations for the lesson					
19	Dictation					

Thank you for you time you have spent in completing this questionnaire.

APPENDIX B

Tell Me More Programs.

Tell Me More consists of 6 levels of knowledge based and skills in English as follows: Complete Beginner, Beginner, Intermediate, Intermediate+, Advanced, and Business.

The activities in all of the level are organized into: (1) Dialogue, (2) Sentence Pronunciation, (3) Word Pronunciation, (4) Phonetics Exercise, (5) Picture/Word Association, (6) Word Searches, (7) Word Association, (8) The Right Word, (9) Fill-in-the-Blanks, (10) Words and Topics, (11) Words and Functions, (12) Grammar Practice, (13) Mystery Phrase, (14) Crossword Puzzles, (15) Word Order, (16) Sentence Practice, (17) Dictation, (18) Lesson glossary, and (19) Grammar explanations for the lesson. For some activities, students work on several skills and/or knowledge as discussed below.

Three Learning Modes available: Free-to-Roam Mode, Guided Mode, and Dynamic Mode.

Free-to-Roam Mode is suggested for learners who have a good grasp of the language and wish to progress at their own speed or focus on a particular linguistic aspect.

Guide Mode is strongly suggested to learners who wish to learn a language progressively, with a Learning Path structured around each lesson.

Dynamic Mode is suggested for learners who have good language ability and need specific skills to improve language proficiency.

The activities in the *Tell Me More* Course levels

At the Complete Beginner level, Tell *Me More* provides six workshop lessons as follows: Introduction, The Family, A Party, Brunch with a Friend, Going on Vocation, and A City Tour. The workshop content and activities are organized into the following work activities: Dialogue, Sentence Pronunciation,

Word Pronunciation, Phonetics Exercise, Picture/Word Association, Word Searches, Word Association, The Right Word, Fill-in-the-Blanks, Words and Topics, Words and Functions, Grammar Practice, Mystery Phrase, Crossword Puzzles, Word Order, Sentence Practice, Dictation, Lesson glossary, and Grammar explanations for the lesson. For some activities, students work on several skills and/or knowledge as discussed below.

The Lessons in the *Tell Me More* Course in each level is following here.

2.4.3.1 Lessons at the Complete Beginner level are followed: (1) Introduction, (2) The Family, (3) A Party, (4) Brunch with a Friend, (5) Going on Vocation, and (6) A City Tour.

2.4.3.2 Lessons in the Beginner level are follows: (1) Introducing Oneself, (2) Descriptions, (3) Numbers & Letters, (4) Dates and Times, (5) Objects & Animals, (6) Adjectives, (7) Coming to America, (8) The Cocktail Party, (9) Vocation Plans, (10) The Summer Rental, (11) Grocery shopping, (12) The Supermarket.

2.4.3.3 Lessons in the Intermediate level are following: (1) Weather Report, (2) The Canoe Trip, (3) Vacation Time, (4) At the Shore, (5) Arrival in New York, (6) The East coast, (7) The Housing Search, (8) Visiting a House, (9) Free Time, (10) At the Lake, (11) The Gas Station, (12) Buying a Car.

2.4.3.4 Lessons in the Intermediate+ level are following: (1) Breakfast Menus, (2) "Still Hungry?", (3) The Menu, (4) Desserts, (5) Window – Shopping, (6) The Fitting Room, (7) An emergency, (8) At the Doctor's , (9) Correspondence, (10) At the Post Office, (11) Banks and ATMs, (12) Paying a Bill.

2.4.3.5 Lessons at the Business Advance level are following: (1) Flight Information, (2) Plane Reservation, (3) Seminar Planning, (4) Delegates, (5) A New Job, (6) Job Promotion, (7) Living in America, (8) Seeing the USA, (9) Insurance & Banking, (10) The Post Office, (11) Market Research, (12) Helpful Contracts.

2.4.3.6 Lessons in the Business Expect level are follows : (1) An Appointment , (2) Business Calls, (3) The Company Stand, (4) Comparing Products, (5) Making a Sale, (6) Negotiating, (7) Trouble with Order, (8) After – Sales Service, (9) Handing and Invoice, (10) Paying a Bill, (11) Organizing a Stay, (12) Welcoming Visitors.