Fostering Self-efficacy Strategies Towards Intensive Reading in Ten-year old Students in a Blended

English Language Learning Environment

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Abstract

Motivation is an important factor that has impacted students' academic performances. Tobias & Duffy (2009, p.66) have suggested that "motivation must be engaged and sustained for all learners in order to ensure high levels of achievement and to foster a drive toward lifelong participation in learning". Students' self-efficacy beliefs are crucial when engaging them particularly in the reading process. Given that self-efficacy strategies are context and content specific tools, they need to be adjusted to the academic contexts in which students are expected to participate, always focusing on the expected target to achieve.

The aim of this research study was to determine whether self-efficacy strategies foster intensive reading in 10-year-old students in a blended learning environment at Gimnasio Campestre a private bilingual school in Bogota–Colombia. This was a qualitative research study focused on reflections and analysis of students' behaviors and thoughts towards intensive reading in a blended learning environment as well as on the use of different instruments such as surveys, tests, a questionnaire, and permanent in-class observation.

The study revealed that self-efficacy strategies acted as a powerful force to engage students towards intensive reading. Students with strong beliefs in their capabilities reacted positively to specific questions, new vocabulary, grammar structures, and fluency practice. Students were creative using different self-efficacy strategies to solve problems found during the reading lessons. Students with high self-efficacy beliefs were easily engaged and had a positive reception towards the activities performed in the English blended learning environment.

Key Words: self-efficacy, intensive reading, blended learning environment.

RESUMEN

La motivación es un factor importante que ha impactado el desempeño académico de los estudiantes. Tobias y Duffy (2009, p. 66) han sugerido que "la motivación debe estar comprometida y sostenida por todos los estudiantes a fin de garantizar altos niveles de rendimiento y fomentar una tendencia hacia la participación en el aprendizaje permanente". Las creencias de auto-eficacia de los estudiantes son decisivas cuando se los compromete particularmente en el proceso de lectura. Dado que las estrategias de auto-eficacia son herramientas específicas de contexto y contenido, necesitan ser ajustadas a los contextos académicos en los que se espera que los estudiantes participen y logren concentrarse en el objetivo académico establecido.

El objetivo de este estudio de investigación fue determinar si las estrategias de auto-eficacia fomentan la lectura intensiva en estudiantes de 10 años de edad en un ambiente de aprendizaje combinado en el Gimnasio Campestre, un colegio bilingüe privado en Bogotá–Colombia. Este fue un estudio de investigación cualitativo enfocado en reflexiones y análisis sobre comportamientos y pensamientos de los estudiantes hacia la lectura intensiva en un ambiente de aprendizaje combinado, así como en el uso de diferentes instrumentos tales como encuestas, tests, un cuestionario y la permanente observación dentro de la clase.

El estudio reveló que las estrategias de auto-eficacia actuaron como una fuerza poderosa para comprometer a los estudiantes hacia la lectura intensiva. Los estudiantes con fuertes creencias en sus capacidades reaccionaron positivamente a preguntas específicas, nuevo vocabulario, estructuras gramaticales y prácticas de fluidez. Los estudiantes fueron creativos utilizando diferentes estrategias de auto-eficacia para resolver problemas encontrados durante las lecciones de lectura. Los estudiantes con

altas creencias de auto-eficacia se comprometieron con su aprendizaje y mostraron reacciones positivas frente a las actividades desarrolladas en el ambiente combinado.

Palabras Clave: auto-eficacia**,** lectura intensiva, aprendizaje combinado/mixto

Contents

Chapter 1: Introduction

It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations something that will help them makes sense of their own lives and encourages them to reach out toward people whose lives are quite different from their own.

Katherine Patterson

The scope and principle of educational methods have changed considerably in the last century. Educators have attempted to transfer knowledge from one generation to the other. Currently, teachers are faced with the challenge of preparing students to be successful as lifelong learners. McCombs & Pope (1994) have found motivation as an important aspect to be considered within the reading process. They have established that self-efficacy is a combination of engagement and thoughtfulness. According to Bandura (1997) self-efficacy appertains to appraisals of personal capabilities to accomplish courses of action necessary to achieve different goals. Additionally, self efficacy strategies encourage people to believe that one is competent and can do whatever is necessary to achieve expected outcomes. Zimmerman (2000) claims that self-efficacy beliefs influence students' academic motivation. Students generate different expectations which are the most important determinants when selecting different activities, level of effort, and degree of perseverance.

 It has been found interesting to study how self-efficacy strategies foster intensive reading in an English language blended learning environment. Teachers are willing to create contexts to foster motivation when they provide prominent knowledge goals, real-world connections to reading, meaningful choices about what, when, and how to read, and interesting texts that are familiar, vivid, and relevant, but besides that it is necessary to consider the role that self-efficacy strategies play for students to achieve intensive reading goals. Efficacious students monitor their work time efficiently, persevere when they are confronted with

academic challenges, and solve more conceptual problems than low-efficacy students (Schunk, &

Zimmerman, 2004 pp. 11).

Researchers have found self-efficacy to be multifaceted. "Efficacy beliefs regulate human functioning

through four major processes: cognitive, motivational, emotional, and choice processes" (Bandura, 1997).

They affect whether individuals think negatively or positively.

It is essential to know how self-efficacy strategies determine students to engage in reading ability

acquisition. One of the most important reasons that stimulated the decision to do this research study is the

necessity to apply self-efficacy strategies in my classes in order to foster intensive reading. An additional

reason is the concern I have had about ten year old students' self-efficacy beliefs when performing their

reading activities.

This research study is divided in six main chapters. The first includes an overview about this study

topic and the reason of the selected topic. The second chapter includes the main constructs that this

research study encloses and the different literature to support it. Chapter three describes the kind of study

made, the researcher's role, the context in which the study was developed, its participants, the data

collection instruments, and data collection procedures. Chapter four includes pedagogical intervention and

implementation. Chapter five is related to data analysis and findings. Finally, chapter six includes the

conclusions, pedagogical implications, and further research for the study.

Statement of the problem

My experience as English teacher in third grade at Gimnasio Campestre has driven me to identify

insufficient self-efficacy levels some students have when reading. This condition has impacted adversely

their performance in the reading process. Some students have evidenced some inconvenience to

understand simple texts due to their limited knowledge of vocabulary and sometimes it is difficult for

them to achieve the proposed goals. For these reasons, it is necessary to look for proper ways to foster self-efficacy strategies that allow students to read, especially through a blended learning environment considering future school changes in its pedagogical model and the fact that technology can be exploited as a tool to complement the acquisition of the reading skills. Furthermore, I have noticed that reduced self-efficacy levels has affected English language intensive reading performance in most of the ten-year old students at third grade, especially when they read printed texts. Students' attitudes show that their confidence towards intensive reading is diminished when they consider that their efforts have not had the expected results. Conversely, their confidence increase when they believe their attempts have been successful.

It is crucial to consider the importance to provide third grade students with tools that enhance their self-efficacy towards intensive reading in a blended English language learning environment. Similarly, to recognize the relevance of incorporating them into specific learning programs and modes has been evidently one of the targets of the study. For instance when students understand better, they feel engaged in the different activities in the classroom, and they can develop their tasks thinking that they are able to do them. Efficacious children could have better performance, be more creative and do better in school since they have the opportunity to acquire knowledge through reading. "Reading significantly helps in developing vocabulary as well as to have good language skills. Moreover, it develops critical thinking ensuring that students will be able to think and make good decisions". (Hernández 1997, p.51).

A strong allied in fostering self-efficacy towards intensive reading is technology. It gives teachers the possibility to teach and students the opportunity to read and learn in a different way. Today's world is facing its practice not only academically but as a challenging tool that only some people is able to keep up with the necessary ability of real reading which includes the understanding of different types of texts.

An intensive reading program in a blended learning environment for 10-year-old students represents a significant academic benefit considering the purpose of a life-long learning environment we have at Gimnasio Campestre School. Intensive reading through a blended English language learning environment helps learners improve their mental development since it is a strategy that engages greater levels of concentration. In addition, it enhances their communicative skills and opens a world of knowledge helping readers interpret new words and phrases that they come across in everyday conversations, as Farstrup & Samuels (2002, p. 206) have stated "…[…] and is also a learning tool that engages and excites youngsters as it raises literacy levels."

Considering reduced levels of self-efficacy towards reading printed texts in third grade students, I find decisive to examine the different ways self-efficacy strategies contribute to anticipate reading comprehension, especially when it is developed in a blended learning environment where learners have the chance to use different kinds of e-tools to improve their reading ability and evaluate their own results.

The teachers' role in the identification and selection of accurate self-efficacy strategies is expressed in Lundberg & Linnakyla (1993, p. 187) when it is affirmed that "teachers who love reading and are avid readers themselves have students who have higher reading achievement than do students of teachers who rarely read". Teachers who read are more likely to be explicit models for their students when sharing their own reading experiences emphasizing how reading enhances and enriches their lives. They must operate as positive, conscious, and deliberate examples of self efficacy towards reading encouraged as a medium for enhancing understanding.

Research question

The current research study will focus on self efficacy strategies as the major means of fostering intensive reading in ten-year old students in a blended English language learning environment by answering the following research question:

- To what extent do self-efficacy strategies foster intensive reading in ten-year old students in a blended English language learning environment?

Research Objectives

After having identified third grade students need to be motivated to accomplish their intensive reading goals, self-efficacy strategies are the core tools students need to foster intensive reading in a blended English language learning environment. This research study aims to accomplish the following objectives

Main Objective

- To determine whether self-efficacy fosters intensive reading in ten-year-old students in a blended English language learning environment.

Specific objectives

- ❖ To determine the impact of self-efficacy strategies on intensive reading in ten-year old students in a blended English language learning environment.
- ❖ To identify different levels of self-efficacy that influence students' intensive reading in a blended English language learning environment.

Rationale

Students' experience and cognition change as they grow older; they are gradually more precise when judging their abilities. Their self-efficacy strategies related to specific tasks and goals tend to become

shaped. According to Katz (n. d.) after people create adequate ways of managing situations that persist, they act on their perceived efficacy without requiring continuing instruction or reflective consideration.

This research study helps me determine to what extent self-efficacy strategies foster intensive reading comprehension as well as to enhance students' skills in a blended environment. It is necessary to take into account that reading is one of the basic skills language learners should master in order to achieve comprehension and learning related to different topics they will find through their lives.

The justification of this project is based on the identification, use, and enhancement of self-efficacy strategies in third grade students as the agent that promotes intensive reading ability. With the development of this study, students will benefit being active readers when they persist on reading more complex texts than they used to do in previous academic years by exerting effort to solve conflicts and integrate texts with their prior knowledge. Self-efficacious students will count on positive attitudes, self-esteem, believe in themselves and their capabilities by being able to work hard and select a series of activities to better understand a specific reading (Farstrup, & Samuels 2002 pp. 89). Consequently, teachers will have students with high levels of self-efficacy toward different kinds of readings. They need to believe they are capable to acquire new information or complete a task or activity. Equally important is to consider that when students perceive teachers to be interested in their process–fostering their efficacy and creating a context for it–, it will be easy to have total students' engagement, understanding, and participation in class discussions.

Learning to read is a demanding long-term process that requires continuous motivation on the part of the reader. That is why my students' mentality towards reading must change since they need to be aware of the numerous benefits it can bring to their lives for instance: it builds a mature vocabulary and prepares them for long- life learning. However, some students' motivational behavior does not help to achieve the

proposed academic goals. Brantmeier (2005) affirmed that for several students, reading is synonym of anguish that can generate feelings of insecurity, anxiety, and monotony. At the same time, Zimmerman (2002) affirmed that educators realize that the era of simply imparting factual knowledge to their students has passed. What is required now is the pedagogical knowledge and skill to facilitate the creation of life-long learning. This is one of the key reasons that lead me to integrate a blended learning environment to the reading process since students will find another incentive to feel relaxed when reading. Learners need to take advantage of their technological capabilities as well as the different e-tools that technology offers and its integration in their reading lessons since they can use different alternatives to better decode information, comprehend a text and evaluate their progress.

Another crucial reason for blending is because of its pedagogical practices. According to Graham (2004) blended learning approaches increase the level of active learning strategies. Additionally, in a study made by Teale (1986 p. 192) he examined the reading behavior of children and he has concluded that classes and students have different motivational personalities. In the particular case of third grade students a blended environment benefits them since their personal skills, goal settings, and self-efficacy are emphasized and increased with actively engagement. These characteristics are the requirement for success not only in educational situations but in different social contexts. According to Schmidt (2007) blended learning gives possibilities for students controlled activities fostering active and engaged learning that is self-directed and regulated in online stages, offering at the same time, interaction in face-to-face (F2F) lessons with their teacher and their classmates. Consequently, students' personalities affect or contribute to a better intensive reading comprehension depending on the level of self efficacy found in each individual.

The use of Internet in the blended environment is another useful tool that makes reading a daily practice in students' lives. The Internet is seen as an enormous source of information and entertainment. Websites such as rong-chang.com™, Britishcouncil.com™, and abcteach.com™ are used as essential sources for intensive reading practices. Additionally, Students can be involved in a dynamic learning process considering another environment different from the traditional classroom, which help them enhance their academic and social abilities French (2003). The diverse texts students find in the aforementioned websites cover a wide range of topics which can be contextualized with students' interests and reading needs. Multiple websites can be depicted as means that help improve students' mental development and at the same time, enable the expansion of life-long learning skills opening a world of awareness. Eagleton & Dobler, (2007) have declared that Websites that used multimedia can help students visualize and understand different types of concepts, illustrate complex ideas that can help students stimulate their prior knowledge, encourage new knowledge, and emphasize connections between difficult concepts. Third grade students had the opportunity to remember some words that they already knew, listen to their pronunciation, and to learn new vocabulary that was used to establish relationships with the new context. For this reason, it is necessary to consider the impact this study will have within the academic community. The educators' community will also experience the positive impact when working with students who are willing to comprehend and participate actively in their classes showing a high degree of involvement in intensive reading practices.

Chapter 2: Theoretical framework

The current research study involves three main constructs and the relationship among them. *Self-efficacy strategies*, *intensive reading*, and *blended learning environments*. The development of this section will be followed by some explanatory theories which determine important relationships among the dimensions of observable facts related to self-efficacy strategies, intensive reading, and blended English language learning environments in third grade students at Gimnasio Campestre School. The chapter will also illustrate the interdependent relations among each construct.

2.1   Self-efficacy strategies

According to Schunk and Zimmerman (1997) self-efficacy refers to the beliefs a person has about his or her capabilities to learn or perform behaviors at designated levels. Taking into account the history of self-efficacy and its effects on reading proposed by (Hobbes, 1588, p. 48) human beings choose what will give us pleasure and avoid what will give them pain. Self-efficacy considers the amount of effort a person is willing to exert in pursuit of a goal; hence, self-efficacy has magnitude and direction. (Keller, 1987, p. 172) It is also a process that is activated at home but needs to be supported by upcoming learning environments that enhance them a gradual but steady involvement in the reading process.

Self-efficacy sources Bandura (1986, 1997) are considered suitable in this research study as core terms to be related to self-efficacy strategies because they allow the researcher to reflect on students' reactions, emotions, feelings, and different behaviors they have when they face different levels of self-efficacy through the online readings in the blended learning environment.

Mastery experience is related to those previous occurrences students have based on their success or failure that influence their self-efficacy (Bandura, 1986). In those previous experiences, students determine the effects of their actions and the interpretations of those effects help them create their self-

efficacy related to the action their performed. In this way the results of students' actions that are interpreted as successful performances enhance their self-efficacy while the results considered as failures reduce their self-efficacy (Pajares, 1997).

Vicarious experience (learning by observation, modeling or imitation) influences on students' self-efficacy expectations when they observe others' behaviors, what they are able to do, and its consequences. Students use this information to create their own expectations about their behavior and its consequences. The influence of this source of self-efficacy is very important when the students are not sure about their own capabilities or when they have had a limited previous experience (Pajares, 1997).

Social persuasion involves verbal influence. Students create and develop their self-efficacy as a result of what their teachers, parents and classmates state. A positive feedback can enhance their self-efficacy while students' efforts to develop their tasks are maintained (Pajares, 1997).

Lastly, students can receive information related to their self-efficacy taking into account physiological reactions when they face specific tasks. Physiological states such as anxiety, stress, discomfort, etc., influence on students' cognition since those feelings are associate with a poor performance and a sensation of incapability and failure. Students determine their self-efficacy by observing their emotional state when performing a specific activity.

Self-efficacy strategies operate as one of the most powerful motivational predictors of how well students perform at almost any endeavor. That means that students must develop appropriate self-efficacy strategies in order to learn and better understand different texts through an intensive reading. These thoughts are reinforced by Wigfield & Guthrie (1997) when they stated that highly efficacious students read more with greater comprehension. Current investigations as the ones made for Gollwitzer and Oettinge (2001, p.126) have established that self-efficacy can be one of the many causes of behavior,

impacting on cognition processes as well. Motivation has been defined as what makes people do or not do something (Day, & Bamford, 1998 p. 27).

Conversely, students who have low level of self-efficacy are not engaged in the different readings, do not read for pleasure but because they have to, do not show an appropriate level of understanding, do not enjoy learning, and do not belief in their reading abilities. Their management of self-efficacy strategies need to be evaluated. When students are convinced they can be successful at reading, they accept reading different kind of texts with confidence. Consequently, learners with high self-efficacy see difficult reading tasks as challenging and work diligently to master them, using their cognitive strategies productively. Farstrup & Samuels (2002, p. 89) have declared that efficacious and engaged learners employ their skills and strategies with effort, persistence, and an expectation of success.

The crucial point in this study as a teacher- researcher and especially in the implementation of a blended approach consists of taking into account the characteristics involved in the different self-efficacy strategies used by the participants in order to promote positive teaching and learning experiences, consolidate my role as an excellent model who provides students with permanent positive feedback and a pleasant atmosphere conducive to learning using different online reading -texts and –ultimately to convince students that they are able to gain understanding and be successful academically at the same time. Moreover, participants in this research study need to learn how to use each self-efficacy source properly since they need to be aware of the type of choice they make during the reading and learning process. In this way it is possible to have a clearer idea of what is learned, the way it is learned, the content, the context, and the goals planned in the intensive reading practice.

2.2   Intensive Reading

Intensive reading is defined as a reading at a low speed that demands a high degree of understanding (Richards & Schmidt, 2002). It also involves the interactive reading of a text that contains great amount of new vocabulary. According to Henry (2001), this type of reading acts as a multifaceted process that involves word recognition, comprehension, fluency, and motivation requiring that students identify the words, understand them and accurately convey meaning in the reading experience.

Intensive reading by nature, takes a great amount of time since students need to read texts that involve a lot of new vocabulary and grammar. Students are required to read in detail with specific learning aims and tasks. According to Snow (n. d.) the main purpose of most reading is to understand the meaning of a text. In the particular case of third grade students, they are in the process to learn vocabulary and language structures in order to enhance their reading understanding. They need to feel confident knowing that their skills have been strengthened aiming at a further reading analysis of complex texts.

Additionally, intensive reading requires students to identify the words, build meaning from them and determine an accurate reading target scenario. Intensive reading practice can be considered as a starting point to be critical because it lets students recognize what a text says, what a text does (metaphorically speaking), and what a text means through its content, language, and structure. In the particular case of this study, it also provides the teacher with the opportunity to instruct ten-year-old students to decode as part of the acquisition of reading comprehension skills. Needless to say, this study is a potential opportunity to implement a pedagogical intervention that fosters decoding and reading comprehension in various formats.

2.3   Blended Learning Environment

The third construct associated to this research study is related to Blended learning environments. Blended learning environments are defined as the systems combined face-to-face (F2F) instruction with computer mediate instruction Graham (2004). He also states that blended learning is an effective pedagogical practice which provides access to learning increasing the level of active learning strategies. Similarly, blended learning (BL) is defined as a classroom- and computer-based environment that is an open system, allowing different kinds of interactions and encounters with other participants (El Gayar and Dennis 2005 p. 1).

In the 21st century new forms of technology are rapidly generating new literacy required to effectively develop students' potentials and foster efficacy (Leu, 2004, p. 310). These technologies also make possible new practices to help children acquire the literacy of their future in a blended learning environment, teaching in the cyberspace classroom requires that teachers develop practices that are more facilitating and engaging. Furthermore, it is necessary to pay attention to the development of a sense of community or social awareness among students in order for the reading learning process to be successful. According to Schmidt (2007) the development of Web technologies, the use of the Internet, or other electronic tool can complement and support face-to-face classes and they have proved to be one of the most effective ways of learning. Among many other benefits students have when the teacher generates a blended learning environment are the possibilities to develop new learning strategies in a flexible way, adjust existing ones by identifying the differences between the ones that work well in face-to face environments and accommodate them in the emerging blended environment.

According to Moore (2004) "students want convenience, flexibility, relevance, immediate applicability, and usefulness for employability, competence, choice, and rapid feedback". They can use technology and apply interactive strategies that enable them to be engaged in the reading process through supplementary reading comprehension exercises. In this study, data revealed that third grade students were motivated to

practice reading using their different learning strategies that facilitated the comprehension of the stories found in the web sites. They felt more engaged in learning, feeling that their class was original comparing with their traditional classroom experience. Third grade students also felt important when sharing with students from other grades the experience they were living. In the particular case of this research study, students had the possibility to be involved with new teaching and learning didactics that not only engaged them to read but let them experience high self-efficacy levels.

Along this research project, ten-year old students in the third grade classroom have been encouraged to believe in their capabilities to understand different online readings provided according to their grade and English level. Students that evidence high motivation levels enjoy readings and seek to understand believing in their reading abilities. They consider themselves as efficacious readers. In addition, Heaperman & Sudweeks (n.d.) have stated that when technology is properly used by the teacher can have a positive impact on the students. They also have affirmed that as the learners work through technological achievements they will develop a higher level of self-efficacy and is more likely to engage in, and maintain life-long learning. The role of self-efficacy strategies in the acquisition of intensive reading ability leads students to read for a variety of personal goals such as acquisition of vocabulary which can be transferred to different contexts, to get speed ability, identify arguments, recognize whether they support or oppose to the main idea. The use of these reading strategies helped them to develop assignments for the English language classes as well as their other classes that involved their target language: they were able to find the evidence, identify conclusions and state whether the evidence supports conclusions. I can say that Students with high levels of self-efficacy are decision makers, who integrate language and cognition in their process.

Multiple studies in intensive reading and self efficacy have been described as the appropriate application of principles, needs, learner analysis, curriculum development, and evaluation in a particular

combination of technological systems. For instance, the study made by Grimshaw and McKnight (2007) revealed the relationship that exists between the practice of reading in a blended environment and self-efficacy. They assert that online readings especially with animations, sound effects, narration, word pronunciation, and text highlighting support text decoding and integration as well as providing clues to meaning. The extra features make reading a more enjoyable experience having this way reading comprehension improvements which help in fostering self efficacy strategies.

The theoretical framework that is used in this research is the Constructivist Theory, which according to Savery and Duffy (1995) has been defined as "a philosophical view on how we come to understand or know". (p. 31); Fosnot (1996) has said a "theory about knowledge and learning" (p. 9), and Schwandt (1992) claimed "[that its roots] reach back to the earliest philosophical arguments over a rational foundation for knowledge" (p. 125). The constructivist theory has its core in three main propositions: What is learned cannot be separated from the context in which it is learned, the purposes or goals that the learner brings to the learning situation are central to what is learned, and knowledge and meaning are socially constructed through the process of negotiation, evaluation, and transformation. (Farstrup and Samuels 2002, p. 26)

Considering my point of view, I strongly agree with the last statement since it is not possible to talk about what is learned independently from how it is learned as variety of experiences that lead to the same understanding. Rather, there must be a combination of the content, the context, the activity of the student, and their goals. The experiences and contexts in which the reading process is fixed will be decisive to each student's ability to use reading.

Comparatively, Nuttall (2005) has stated that "Reading is not a passive skill". She states that "the reader needs to be engaged with what he or she is reading and to respond to the content, not just the

language. Reading is not just decoding what the writer wrote. Reading is to reassemble the meaning from the text by using the reader's schema". (p. 10).

Therefore, learners are more likely to engage deeply with manifestations if they believe that they are capable of doing and if they are also taught within a high efficacy environment with teachers they like, respect, admire, trust and would like to imitate. Students with high efficacy seek and receive more input, interact with confidence, and are more receptive to the input they receive.

Linking the three constructs; self-efficacy strategies, intensive reading, and the blended learning environment to the theoretical framework stated in the research study, I could say that they are critical to each student's understanding and the ability to read since they can actively participate if they are free of anxiety and prepared to accept that they are capable of learning or doing regardless the content to be taught. Students are the ones who self-control and decide how to make links between content, value, purpose, and use. The connections are related to what Savery and Duffy (1995) have stated. They say that the teachers must know how to create learning settings that convince students that they need to engage with all the learning opportunities it provides about reading and how it should be used. In the particular case of this study, the different self-efficacy strategies students used are influenced by the setting (the blended environment) and the different online readings. The following diagram shows the linkage that exists between the constructivist theory claimed in this research study and each of the three constructs.
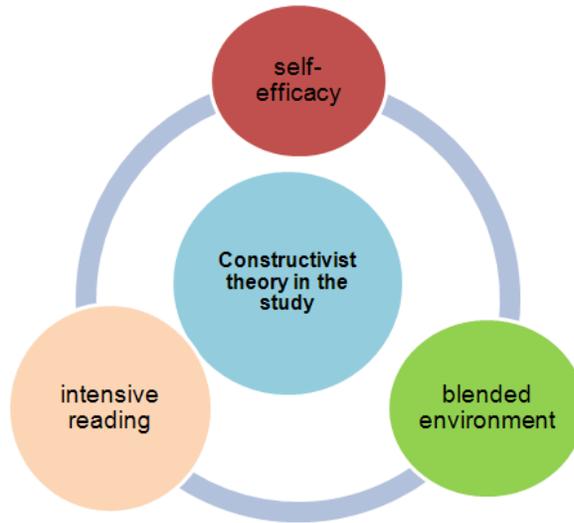
Diagram 1. Theoretical Framework connected to the three constructs

According to the literature on self-efficacy strategies, intensive reading, and the blended learning environment, it can be determined that self-efficacy strategies encourage students to be engaged to the different intensive reading tasks. The type of information students receive from their academic context and their environment are the indicators to promote understanding and acquisition of vocabulary through the blended English language learning environment. The blended learning classroom acts as a linking factor that aids the implementation of self-efficacy strategies to foster motivation.

Chapter 3: Research design

This chapter allows me to define and picture the different procedures developed during the research study. This study was design to reflect and analyze the extent to which self-efficacy strategies foster intensive reading in a blended English language learning environment. The chapter details a justification for the type of the study, researcher's role, the context, and the participants.

3.1   Type of Study

This research study is Action Research considering the characteristics stated by Burns (1999). Action research involves a self-reflected, systematical and critical approach to enquiry by participants who are at the same time members of the research community. Its main purpose is to identify specific relevant situations. Action research involves the characteristics of qualitative research where interpretations are motivated by data resulting from teachers' real educational contexts. Equally important is that it allows triangulating data collection instruments in order to increase validity and reliability. It is a collaborative process where we as researchers have the opportunity to explore a specific classroom issue. Action research also engages a cyclical process: planning, acting, and reflecting which benefits the entire process.

According to Burns (1999) action research has the capacity to improve teachers' research skills and promotes professional development of their teaching practice. She also states that professionals who engage in action research find that their teaching is transformed in many different and positive ways as well as their perceptions on themselves as writes; they become critical, and collaborators with their students.

In addition, Herr and Anderson (2005) have claimed that action research applies a narrative style that lets the researcher to reflect on the research practice as well as the findings. They also have said that the interventions have a cycle of activities in which the researcher commits developing an action plan to

improve what is happening, acting to implement the established plan, observing the consequences of the action, and reflecting on these effects for further planning and successive action.

Using a series of instruments, data was collected in order to analyze a specific situation within a specific context.

3.2   Researcher's role

The researcher's role in this research study is participant observer since the teacher was the researcher. The teacher was the observer who at the same time, was in charge of every single phase of the research. According to Burns (1999) the role of the researcher in action research is aimed at developing questions based on their curiosity about his/her students learning and teaching. As an observer, I had the opportunity to analyze and reflect on the participants' behaviors and feelings taking note of their comments and suggestions.

The researcher investigates questions in a systematized way, collects and analyzes data including his own observations and reflections, articulating theories, discussing his research with some colleagues in order to validate his findings and data interpretations. Moreover, he/she present finding to others, and finally share his research in a written way (Burns, 1999).

Mohr (2004) has provided a clear vision of the researcher's role when she states that her/his effort creates new programs and contributes to the implementation and assessment of existing programs, directs individual and cooperative professional development in the school, and develops skills that enhance the school's capacity for decision making and professional collaboration.

3.3   Context

This research study took place at Gimnasio Campestre with the principal's consent (see Appendix 1). It is a private bilingual institution in Bogotá which follows a communicative approach. The school has elementary, middle and secondary education, with levels ranging from pre-kinder to eleventh grade. As a teacher I am in charge of eight hours of English per week in third grade (the target population selected for the study). The school has other subject matters that support the bilingual process in – Arts and Science– According to the new Pedagogical Model the school focuses its teaching process in four main competences: Information management, critical thinking, creativity, and metacognition. Additionally, the research field takes an important part in the teaching and learning process since teachers are required to do a research per academic year. This is an essential aspect within the community since it is noticeable its impact on the students' learning process.

The school counts on varied technological resources such as a well equipped English language laboratory with a supporter teacher and several computers around the school with unlimited access facilitating students' second language acquisition.

3.4   Participants

This research study considered twenty five 10-year old students at third grade. Their English level corresponds to B1 according to the Common European Framework of Reference (CEFR). They were selected since they showed their willingness to collaborate. They accepted to participate in the research process completing surveys, tests, the questionnaire, and providing feedback related to the different websites used for developing online readings. Third grade students are critical and are always expecting to receive new ways of learning. Participants were also ensured of privacy and not to be graded because of their responses in the different instruments used. Their parents were asked to sign a consent letter with clear explanations about the research mechanics. (see Appendix 2)

3.5   Data Collection Instruments

Since action research must be based on valid, reliable data, accurate data collection techniques should be selected to generate change (Jimenez, 1991-1996, p. 18). I worked with a series of data collection instruments in order to obtain information about the process of fostering motivation towards reading: surveys and a questionnaire, pre-tests, and post- tests since they are means of gathering general information about the teaching and learning process. The following were the instruments used in this research study.

3.5.1   Observation

I decided to use observation since it is considered as a foundation of action research. It makes possible the researcher to document and reflect systematically on the different interaction in the classroom. (Burns, 1999). At the same time observation allowed me to look at specific behaviors and reactions related to self-efficacy towards intensive reading. Observation gives me the basis to have new perspectives on the focus of my study. Among the practicalities of observation are:

-To document and reflect systematically upon classroom interaction and events as they actually occurs.

-To collect data on how learners use language in a variety of settings.

-To study language teaching and learning process in the classroom.

-To study students' behaviors towards one specific topic of study.

3.5.2   Field Notes

During the development of this instrument, I wrote notes while the class was taking place. Field notes were used to write descriptions of different events that happened in the context. Field notes were used to answer questions such as who, *what, where, when, why, and how;* every element in my research study was

integrated and fully analyzed. I used a notebook especially chosen for keeping records of the field notes generated throughout the study.

3.5.3   Surveys

According to Jimenez (1991-1996) the purpose of a survey is to determine what is happening or how people think of a specific topic. This method allowed me to collect information about students' perceptions, attitudes behaviors or characteristics found after completion an English reading lesson. Four surveys were applied during the process. In the pre, while, and post stage.

As reported by Sagor (2000) surveys produce valid data since they provide the researcher with the real and precise thoughts of the participants. In addition they are efficient and versatile. Surveys involved predetermined questions presented in written form, so adequate literacy skills of the surveyed population are required. Furthermore, they demand a great amount of preparation time since the researcher needs to be sure that the questions can be interpreted easily and unambiguously. Another important aspect a researcher needs to consider is related to language level of students, the brevity and clarity of the questions. It is favorable to keep short surveys so that respondents are not going to be overwhelmed (Burns, 2003). In the same way, Jiménez (1996) has stated that surveys are based on simple and precise questions about values of ample aspects. Finally, their answers are usually recorded in some way so that they become available for subsequent reflection and analysis (Wallace, 2006).

 -Surveys are used to gather data about people and their thoughts and behaviors. Among the practicalities of surveys are:

-Surveys enhance interest and motivation in a topic. They are used to assess prior knowledge, attitudes and experiences.

-To be aware of the knowledge, opinions, ideas, and experiences, of our learners, other teachers, parents, etc.

3.5.4   Questionnaire

This instrument was applied in the post stage of the study with questions that covered the aspects object of the study: self-efficacy strategies, intensive reading, and the blended learning environment. Burns (1999) has suggested taking special care in the construction of questions or response items. They have to be clear ensuring that the way they are constructed lead to the kind of information required. According to Mcnabb (2002) questionnaires are appropriate when the research calls for a descriptive design in order to determine what people know, what they think or how they act or plan to act. As a researcher I needed to be absolutely clear about the clarity of the objectives for the research in order to establish appropriate questions that allowed me to get acquainted with the participants' feelings and emotions towards intensive reading activities carried out in the English language laboratory.

3.5.5   Tests

Sagor (2000) has suggested to researchers to include tests as part of his/her data collection. The researcher also needs to test and retest in order to examine whether the data collection procedure is stable from one administration to another. Additionally, tests require the researcher to use a questionnaire which allows students to assess their own level of proficiency (Selinger, & Shohamy, 2004). Among tests practicalities are:

 -Tests are used to check for understanding. The results tell the researcher what students know and do not know about a specific topic.

-To examine how stable the data collection procedure is from one administration to another

Two tests, a pre and a post-test were applied in order to verify students reading comprehension and improvements in their reading proficiency after the lessons.

3.6   Data Collection Procedures

Three stages were developed through the research study. **The pre-stage** was a reflective phase where the researcher had the opportunity to analyze the different factors that were affected third grade students self-efficacy. The researcher could also think about students' vocabulary to understand the readings, and their reactions on the blended environment. The pre-test and the first survey were applied in this stage. Students had also the chance to start the process of exploring the first website rong-chang.com™

During the **while stage** the researcher continued to apply the instruments that were going to provide information for subsequent reports during the study as well as permanent observation of students' reactions and behavior towards the different websites used.

The **post-stage** allowed the researcher to continue making deeper analysis and comparisons in terms of students use of the self-efficacy strategies, improvements in intensive reading, and the benefits of having a blended environment.

It is necessary to highlight the importance of having integrated these three stages I order to have a better organization through the process.

Chapter 4: Pedagogical intervention and implementation

This research study prompts to determine the extent self-efficacy strategies foster intensive reading in a blended environment. That is why it was necessary to create an appropriate blended and motivational learning environment that allowed students to perceive their intensive reading experience as a dynamic and interactive process. The teacher faced different situations related to students self-efficacy towards the readings selected. During the first lesson students were anxious since they thought to find complex readings and vocabulary. As they got familiar with the different stories and the vocabulary and they realized that they were able to understand and accomplish the activities proposed in the web pages or the assignments planned by the teacher, their attitude turned into a more confident being able to play an active role in the reading process. The teacher had also the responsibility to foster an appropriate environment adopting the role of facilitator that supports students to become efficacious and effective readers allowing them to develop the activities in a meaningful and experienced way and getting to the understanding of the readings.

During the pedagogical intervention in the research project, different readings from rong-chang.com™, Britishcouncil.com™, and abcteach.com™ were used as the main sources to get the readings. The first step was focused to get students acquainted with the three websites in the English language laboratory which acted as the most important place to develop the blended learning process. It is necessary to mention that the blended occurred at the blended activity level. According to Graham (2004) this level happens when a learning activity contains F2F and computer mediated elements. Every Friday during forty-five (45) minutes students had the opportunity to be immersed in different online readings through a blended environment where the teacher provided students with the support and guide they required. The following images are examples of the websites used during the research study. The first example corresponds to Rong-chang.com™
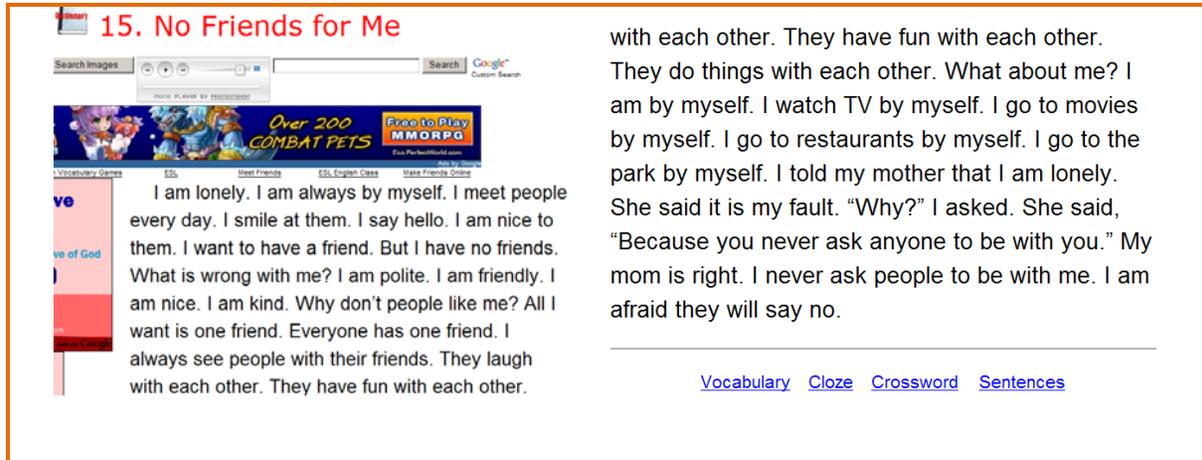
Figure 1. Easy readings. Rong-chang.com™ Website (Rong Chang-Li 1994)

Figure 1 shows one of the online readings developed by third grade students. Its title is "*No Friends for me*". The story belongs to Easy Readings, one of the classifications made by the creator of the webpage Mr. Rong –Chang-Li (1994). Apart from the reading itself, the stories count on four different activities – vocabulary, cloze, crossword, and sentences–that helped participants to be engaged with the text and to better comprehend the stories. These activities contributed to increase students' interest towards the reading piece. The readings from this site were chosen due to content and formatting reasons. They needed to be appropriate for the children's age and they needed to be readable (big font size).

Billy always listens to his mother. He always does what she says. If his mother says, "Brush your teeth," Billy brushes his teeth. If his mother says, "Go to bed," Billy goes to bed. Billy is a very good boy. A good boy listens to his mother. His mother doesn't have to ask him again. She asks him to do something one time, and she doesn't ask again. Billy is a good boy. He does what his mother asks the first time. She doesn't have to ask again. She tells Billy, "You are my best child." Of course Billy is her best child. Billy is her only child.
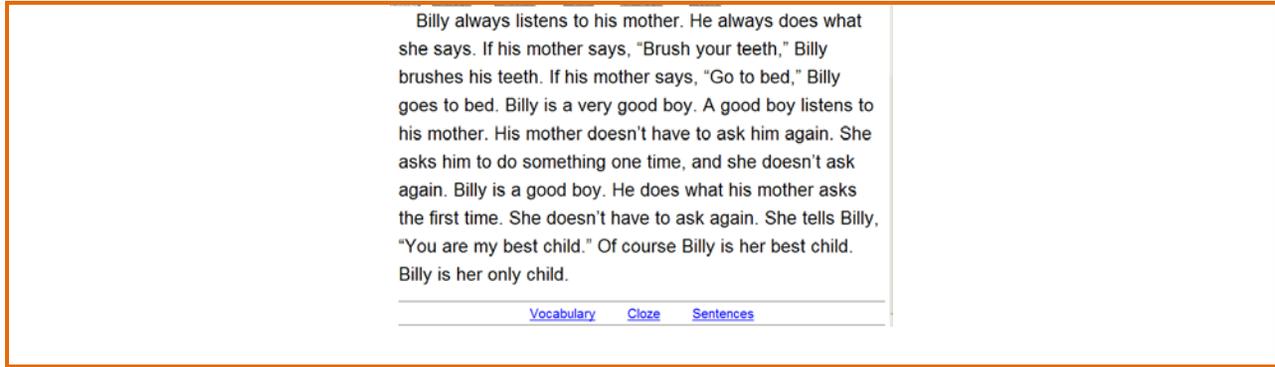
Vocabulary   Cloze   Sentences

Figure 2. Super Easy Reading. Rong-chang.com™ Website (Rong Chang-Li 1994)

Figure No. 2 corresponds to another story developed by the participants. Its title is "*A Good Boy*" taken from Super Easy Reading, the second classification made in Rong-chang.com™. Students also enjoyed these readings since they are short and provided them with the possibility to learn some grammar structures as well as to improve their reading speed. The stories found in the "Super Easy" subdivision were also short and related to students' context, aspect that facilitated its comprehension as well.

Figure 3. Britishcouncil.com™. "Monster Shopping Trip"

Figure No. 3 shows a different website used to motivate participants to read. It corresponds to Britishcouncil.com™ a colorful and dynamic website. It also provided participants with games and questions about the reading that complement their comprehension. The readings from this website were also supported by audio a valuable extra aid in the motivation process for reading comprehension.

It was relevant for me to provide students with authentic online reading materials during the entire process since they help learners generate a more positive or constructive learning attitude.
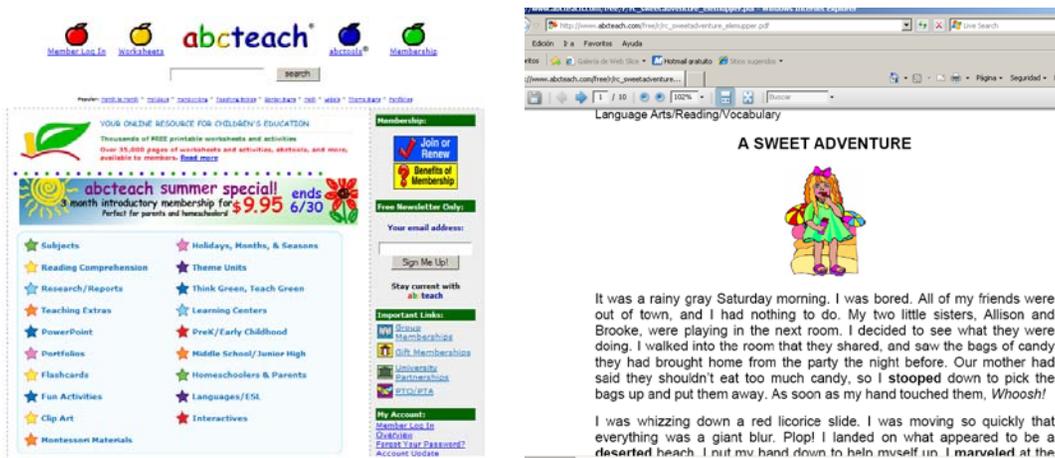

Figure 4. abcteach.com™

Figure No. 4 gives a clear vision of the third website used during the research study in order to motivate students towards intensive reading. It is abcteach.com™. The readings selected were adequate to the participants' ages and English level. After each text there are a series of questions that were used as assessment to help students verify their comprehension.

Once students had the online reading sessions in the English language laboratory, they continued with a face-to-face (F2F) class where some of the new vocabulary and ideas from the stories learned were revisited and used to generate further application of students' learning strategies and social interaction

within the classroom. The F2F classes were also focused on application of critical thinking skills

integrating the knowledge acquired while students worked with online readings and sharing ideas for

collaborative learning and problem solving situations. In addition, these sessions were used to receive

participants' feedback about the website and the content of the readings. The use of the three websites

gave the researcher the opportunity to compare the level of participants' engagement, and comprehension.

Students were always interested in the texts and in the different activities they had.

Figure 5. F2F Lesson after online readings

After students had read online stories and developed different activities to complement their reading

comprehension in the English language laboratory, it is important to give an account of the procedure

followed during the F2F sessions. The teacher introduced the lesson with a game e.g. –hangman- that

allowed students to remember the title of the online story previously read. Then she asked students

different and specific questions about the story in order for them to remember specific events. After that

the teacher encouraged students to work with vocabulary from the story through an activity called

"making words" adapted from Cunningham & Hall (1994) in order for the students to identify the role of

each new word within the sentence. This is an activity in which the teacher wrote some scrambled letters

of a specific word on the board. Using the given letters students had to create other words beginning with

two-letter words and continuing with three, four, five –letter and bigger words until the final word is

made. Students had the opportunity to identify if the word corresponded to a pronoun, noun, verb, etc. The

final word always included all the letters they had that day. This is an example of a word taken from the

story called "A sweet *Adventure*".

Figure 6. Making Words Activity in F2F session

In the F2F sessions, students reinforced aspects related to the acquisition of decoding skills, spelling

and grammar. They enjoyed these kinds of exercises and their improvement was evident since they started

to use the new words in their oral and written production.

Additionally, a lesson plan was elaborated for each reading lesson (see Appendix 3). Every lesson plan

included a step by step explanation of the varied activities carried out during the reading class. Every

activity had a specific allocated time and different kind of students' interaction. This process helped the

teacher verify students' participation and their reading understanding. Furthermore, an activity table was designed (see Appendix 4) in order to follow chronologically each of the tasks developed by the researcher during the research study. It is essential to say that during the study, three main stages integrated the entire process:

Pre-stage

- During individual meetings participants' parents were told about the characteristics of the research study, the role children will play, the way the teacher-researcher will use the different instruments, and the way to develop the online reading sessions in the English language laboratory. Parents showed interest since they also felt the need for their children to improve their reading skills. They also signed a consent form.

- The teacher-researcher piloted the surveys and the tests in order to verify that the questions were clear enough for the participants.

- The first survey was applied in order to know students' initial impression about reading and their perception as readers. (see Appendix 5)

- The first test (see appendix 6) was administered in order to verify participants reading comprehension.

- The teacher- researcher made permanent observation of students' behaviors and feelings towards the readings, the websites, the blended environment provided, and the F2F sessions.

While-stage

- The teacher-researcher continued the process of applying different instruments in order to have valuable information for the analysis. The second (See appendix 7) and the third (See appendix 8) surveys were applied in this stage.

- During F2F sessions the teacher retook the vocabulary presented in the different readings in order to be used in the construction of written texts and oral discussions. The teacher also received students' feedback in order to make changes or improvements.

- The second test was applied to students to verify reading comprehension. (See appendix 9)

- Permanent in-class observation was developed by the teacher-researcher in order to verify students' levels of self-efficacy acquired.

Post-stage

- In this stage students continued working with the readings selected from the websites. In F2F sessions students had the opportunity to work with the vocabulary they have learned from the readings by including them in oral discussions related to the stories read. The teacher also made constant review about students' reading improvements and their self-efficacy levels.

- F2F sessions were a great opportunity for students to express their impressions, feelings, and thoughts about the whole process. Their attitude was always positive towards specific questions to verify reading comprehension and the supplementary activities such as games and contests designed by the teacher to be worked individually and in groups.

- The final survey (See appendix 10) was applied to students with the purpose to compile their final impressions about their self-efficacy strategies and the reading process carried out in a blended environment.

- A questionnaire designed for this stage was also applied to participants (See appendix 11) in order to have more significant information to be analyzed about students' self-efficacy, intensive reading, and the blended process.

The integration of the three processes above explained allowed the teacher to follow the adequate procedures throughout the process of the research study and especially in the analysis to find five (5) research categories; *previous reading performances* based on students' prior academic experiences, *the other as a model*, based on the observation, modeling, and imitation of others, *interpreting others' words,* related to the kind of feedback given by the teacher and the classmate which impacted on participants self-efficacy, *other kinds of reactions* based on students' behaviors, their mood, and emotional states that involved feelings of anxiety, stress, and fears, and finally *interacting in* a *blended environment* which presented students a different opportunity for learning enhancing not only academic performances but their efficacy feelings. The five categories impacted in a positive way students' performance towards online intensive reading since they felt able to accomplish the planned goals.

Additionally, it was evident the vital role accomplished by the teacher and the students in the reflective process offering by action research since it allowed the teacher-researcher find more interesting ways to motivate participants towards the intensive reading process in a blended environment.

In the chart No. 1 below, the reader can follow a data analysis outline where it is explained the method selected by the researcher in order to develop the data analysis.

DATE	RESEARCHER	PARTICIPANTS	CHOSEN METHOD
March 5, 2010	Evelyn Valencia Beltrán	Twenty- five ten-years-old students at third grade	Grounded Theory based on **Auerbach, C. F. & Silverstein L. B. (2003)**
WHY? Because through developed procedures the researcher produces a formal theory considering			

different patterns that emerge when analyzing the instruments used in the data collection stage. For my analysis I am going to take into account subjective experience, observation, and description according the suggestions given by Auerbach, C. F. & Silverstein L. B. (2003)

WHAT? The different instruments: surveys, a questionnaire, tests, and field notes from my study considering the steps suggested by Auerbach, C. F. & Silverstein L. B. (2003)

HOW? Each instrument from the study and its corresponding items will be examined to identify recurrent ideas. It is also necessary to create a matrix to incorporate them as well as the different themes found in a specific way. The researcher needs to support every aspect with the collected data to be included in the matrix where participants are going to be identified with numbers instead of their names in order to assure the study´s validity, reliability, and confidentiality.

    Content analysis instruments in my study are: surveys, a questionnaire, tests, and some field notes. All of these will provide me with relevant text which will be later filtered in order to have my raw data. ***All data will be transcribed to achieve this.***

Chart 1. Data Analysis Outline

Additionally, the following chart shows and explains the different steps proposed by Auerbach, & Silverstein (2003) which were developed by the researcher during the data analysis. This chart helps the reader to better understand what the researcher wanted to develop during each phase.

Steps	Action	When?
Research Concerns	In this phase, the researcher established the core aspects that needed to be investigated, its main reason, and the theoretical framework were taken into account	Feb. 27- March 3
Relevant Text	Significant information associated to the research concerns was chosen from the different instruments.	March 4-8
Repeating ideas	Similar or same words used by the students to express their ideas in the different instruments were selected.	March 9-13
Themes	Implicit topics taken from the group of repeating ideas were chosen.	March 14-17

Theoretical Constructs	In the same way the groups of repeating ideas were organized into themes, these were structured into more abstract ideas.	March 18-25
Theoretical Narrative	In the final stage, the theoretical constructs were organized to build the theoretical narrative summarizing the students' experience.	March 26-31

Chart 2. Coding Procedure Auerbach, & Silverstein (2003)

CHAPTER 5: Data analysis and Findings

This chapter presents the data analysis method used and the procedures followed in the research study. The last part states the findings from the analyzed data and the conclusions emerged from the study.

There is a growing interest as a member of the educational community at Gimnasio Campestre School to know the magnitude in which a component of motivation, self-efficacy fosters intensive reading in ten-year-old students in a blended English language learning environment. This interest arises taking into consideration the relevance of having efficacious students to become engaged in their role deeming their capabilities and beliefs as learners.

This study represents the efforts to investigate the magnitude in which self efficacy strategies support intensive reading in a blended English language learning environment taking into account the characteristics of a lifelong learning which according to Bryce (2004) it is the exigency to survive in an environment of fast changes in knowledge and technological development. That means that students need to develop cognitive strategies that allow them to go further being actively involved, embracing and engaging in their learning process.

The main objective of this research study intended to determine whether self-efficacy strategies foster intensive reading in ten-year-old students in a blended English language learning environment. The analysis takes into account self-efficacy sources: mastery experience, vicarious experience, social persuasions, and physiological indexes stated by (Bandura, 1997) in order to determine whether they promote intensive reading in a blended English language learning environment. These self-efficacy sources are essential elements that maximize students' self-efficacy to help them engage in different academic tasks (Schunk & Zimmernan, 2008).

In this analysis, there is essential evidence that self-efficacy is connected with reading comprehension since students rely on some category of motivation to facilitate the completion of different tasks. Research has shown that when students show interest in school tasks become excited about them and think they are important and are indicators of students' motivation. (Zimmerman & Schunk, 2008). Motivation is one of the most important factors contributing to students' efficacy beliefs when combining their beliefs with their capabilities to execute tasks, the result is a powerful predictor of performance (Bandura, 1997).

5.1   Sources of data, their validity and relevance

In this research study, validity was considered under the criteria found in (Burns, 1999). Democratic validity showed that the results were relevant to the context. In process validity, *triangulation* was considered as a crucial step. In the same way, dialogic validity was given to the analysis since this has been peer reviewed by the tutor. Another criteria considered and found in the analysis is related to outcome validity since the research study moves participants towards a successful action outcome. Finally, catalytic validity was given to the analysis considering that the researcher and the participants learned from each other and considered mutual reflection on the problem domain.

Four semi-structured surveys with close-response questions were designed for the students in this research study through the pre-while, and post stage. They were piloted with one student who did not participate in the study and two teachers from the English department at the school in order to know if the questions were clear enough or if the questions were misleading. In the four cases no clarification was required. The first survey was taken on August 31, 2009 during the pre-stage; this was a 20-minute and 20 question survey taken by the students, right after the online reading lesson during the next face-to face session.

The second survey was taken during the while-stage. Students responded in 10 minutes the 7 questions designed to know their impressions about the use of web sites for improving reading. Then, the third survey was taken in October 17, 2009. It included five (5) items related to online reading comprehension. Participants responded the survey in five (5) minutes. The last survey was applied in November 4, 2009 in the post-stage. It included six (6) items also related to the experience they had when reading online texts and their feelings about integrating a blended environment their reading learning experience. Students took approximately 10 minutes to answer it.

Survey No	Date	Time	Length
Survey 1	August 31, 2009	20-minute	20 questions
Survey 2	September 24, 2009	10 minutes	7 questions
Survey 3	October 17, 2009	5 minutes	5 questions
Survey 4	November 4, 2009	10 minutes	6 questions

Chart 3. Surveys information

According to Jimenez (1991-1996) the purpose of a survey is to determine what is happening or how people think of a specific topic. To expand this concept, Mertler (2009) has said that surveys are very effective at gathering data concerning students' attitudes, insight, or opinions. This instrument was selected since it allowed the researcher to collect information about students' perceptions, feelings, behaviors or characteristics found after completion an English reading lesson.

   A questionnaire was also designed for the students in the research study. This also was piloted with two teachers at the school. They were asked for their feedback on whether the questionnaire items were clear or needed to be redesigned. Their suggestion consisted of asking the questions not in English but in Spanish in order to guarantee clarity. The questionnaire had ten (10) open ended questions related to perceptions, behaviors, and feelings towards online readings. It was taken for the students in November 12, 2009 during the post-stage. Students spent fifteen (15) minutes to respond the questions. It was

determined to implement this technique because it was necessary for me as a researcher to be acquainted

with students' attitudes, motivation towards reading, and their efficacy. According to (Seliger & Shohamy,

2001) questionnaires require participants to provide information responded to an incentive provided by the

researcher to collect data on phenomena, such as attitudes, motivation, and self-concepts.

   Two tests, *pre-test and post-test* were applied to the students in order to assess their understanding and

level of intensive reading proficiency and at the same time to analyze if there was a significant difference

in students' reading comprehension between pre and post testing. Seliger & Shohamy (2001) have stated

that tests are used to collect data about the participants' ability in areas such as vocabulary, grammar,

reading, metalinguistic awareness, and general proficiency. The reading lessons were developed in a

blended environment in the school's language laboratory. The first website used offered different reading

levels of complexity from "Super-easy readings" to "Easy readings" according to the students' ages and
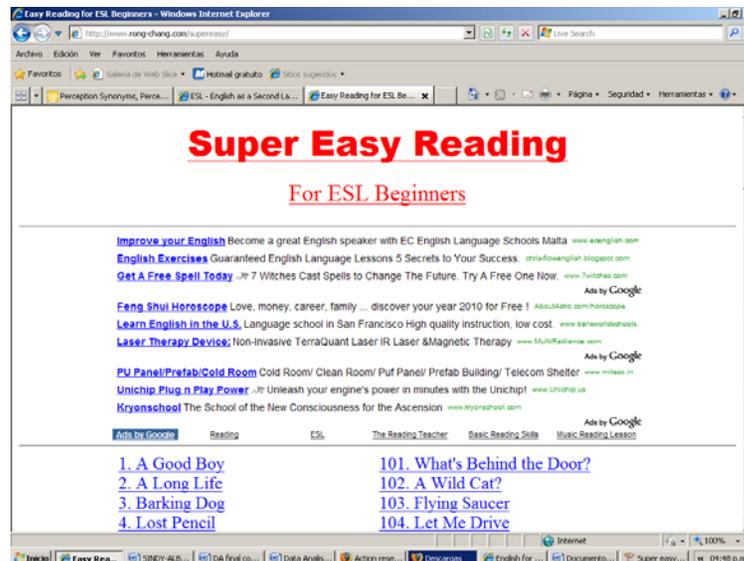
English language level.

Figure 7. Rong-chang-com™ Website (Rong Chang-Li 1994)

Figure 8. Rong-chang.com™ Website (Rong Chang-Li 1994)

The first test was applied in September 17, 2009 It included six (6) different and specific questions about a reading called "*No friends for me*" taken from a web site called English as a Second Language.com™. A post- test was applied in September 23, 2009. It included ten (10) specific questions about a reading called *"A school Day"*. This technique was employed in the research study since it was crucial for me to assess students' levels of reading comprehension. The different readings were selected by the researcher based on their content since they were similar to students' real lives was. Additionally, the font was clear and big for students to easily identify vocabulary and some grammar aspects taught during the lessons.

Finally, observation was considered as another important tool that was implemented with the students during the data collection phase in the research study. Seliger & Shohamy (2001) have affirmed that observations are used to collect data on how participants use language in a variety of settings, to study language learning and teaching process in the classroom, and to study teachers' and students' behaviors. Through open observations it is possible to examine a series of subjects on the whole group of students

and to notice their attitudes. The importance of implementing observation lies in the need to reflect on students' interactions and the different events within a lesson as they really happened. Open notes were taken about the different events related to students' self-efficacy strategies and the use of a blended environment that happened during the in- class work. In addition, explanatory comments about students' reactions, commentaries, feelings, and every behavior were written allowing the researcher to use this instrument as clear evidence to guarantee validity in the study.

5.2   Description of data analysis Methods

5.3   Qualitative Research

Qualitative research is a type of research that consists of an investigation that looks for an answer to a question, uses a predefined set of procedures to answer the question, collects evidence, and produces findings that are applicable beyond the immediate boundaries of the study. Considering these characteristics Grounded Theory method by Auerbach & Silvertein, (2003) was chosen as the most convenient approach since it is the method that uses a systematic set of procedures to expand on an explanation of observable facts by being aware of essential elements. The data analysis procedure in this research study allowed the researcher to use a series of codes selected from the text to develop a hypothesis based on what the participants have said and their behaviors.

5.4   Data analysis procedures

Participants in this research study were twenty-five (25) ten-year-old boys at third grade whose ages range from nine to ten years. They were ensured the confidentiality and **privacy** of their information. They were also told that they would not be graded based on their responses in the surveys, tests, and the questionnaire designed for them.

Researchers such as Auerbach & Silvertein (2003) have suggested a procedure called coding that includes the following steps: research concerns, relevant text, repeating ideas, themes, theoretical constructs, and theoretical narrative. This aligns with the perspectives and procedures determined by Strauss and Corbin (1990) who have stated that grounded theory consist of a set of steps that propose a reasonable explanation of the phenomenon under study.

In this study the research concern consisted specifically of determining the extent in which self-efficacy strategies foster intensive reading in ten-year old students in a blended English language learning environment. Having this research concern in mind, as well as the objectives stated for this study, the different instruments used were analyzed in a separate way in order to make them manageable. The first step, when the researcher determined *the research concern*, acted as a filter since the relevant information was kept while the other was discarded. The next step was *to select similar or same words and expressions* that made reference to participants' previous experiences, observing others, receiving feedback, and comfort or discomfort in the different tasks proposed during the lessons. Then groups of repeating ideas that had some characteristics in common were finding in order to form the *themes*. The following step consisted of organizing those themes into larger and more abstract ideas to identify *the theoretical constructs* that helped the researcher develop her theoretical narrative. Finally, the theoretical constructs were organized into a *theoretical narrative* in order to summarize what it was discovered and learned from the research concerns. Considering the proposal of coding, the researcher moved from the raw text to the construction of the theoretical narrative step by steps. Figure No. 7 shows the procedure followed in a clearer way.
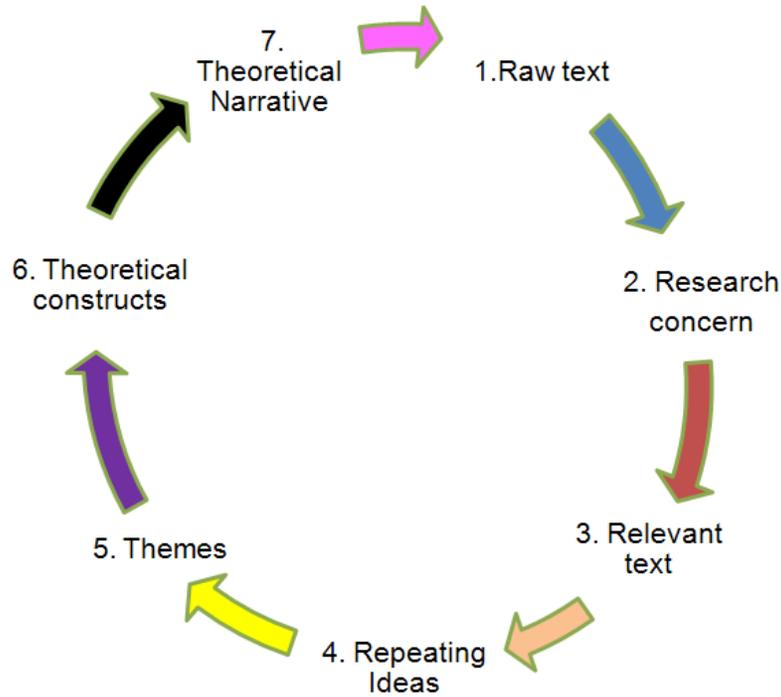
Figure 9. Coding Procedure (Auerbach & Silverstein, 2003)

5.5   Findings

Following the procedure suggested by Auerbach & Silvertein (2003), making deep reflections, comparisons, line by line analysis and going forwards and backwards the data, having always the research concern and the objectives of the study in mind, it was possible to determine particular phenomena that in this study leads to an answer for the proposed question: *To what extent do self-efficacy strategies foster intensive reading in 10-year-old students in a blended English language learning environment?* The next illustration shows the process developed in the study starting from the research question following the main objectives to the specific objectives in order to have a clearer vision about the way all of them were connected during the complete process.
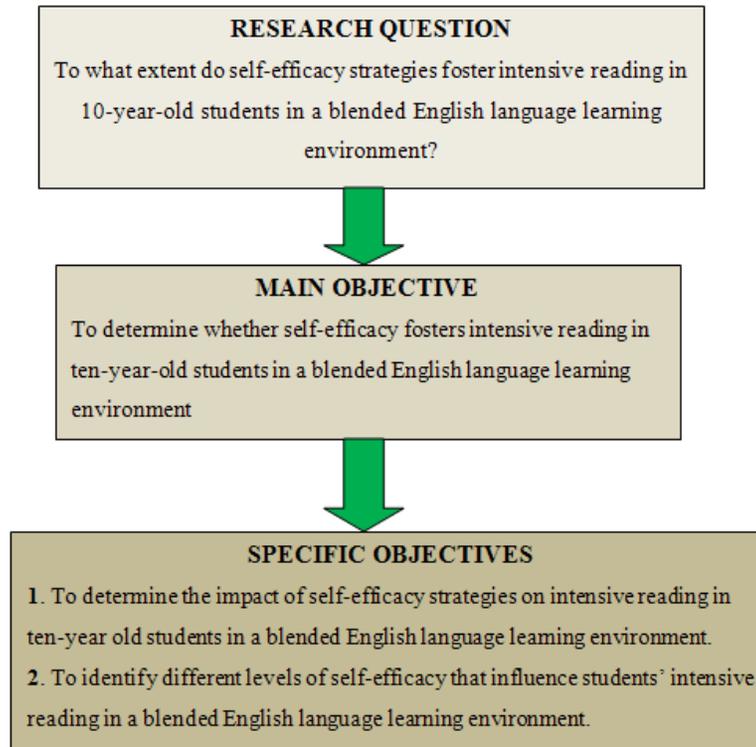
RESEARCH QUESTION
To what extent do self-efficacy strategies foster intensive reading in 10-year-old students in a blended English language learning environment?

MAIN OBJECTIVE
To determine whether self-efficacy fosters intensive reading in ten-year-old students in a blended English language learning environment

SPECIFIC OBJECTIVES
1. To determine the impact of self-efficacy strategies on intensive reading in ten-year old students in a blended English language learning environment.
2. To identify different levels of self-efficacy that influence students' intensive reading in a blended English language learning environment.

Figure 10. Research question and Objectives

On the other hand, figure 11 shows the data analysis legend for the matrix designed (see appendix 12).

The color coding used in the matrix specifies the most representative students' quotes taken from the repeating ideas found in the triangulation process as was suggested by Auerbach & Silvertein (2003). The repeating ideas led the researcher to establish five (5) different categories; *previous reading performances, the other as a model, interpreting other's words, other kind of reactions, and interacting in a blended environment*, which are related to the sources of self-efficacy: mastery experience, vicarious experience, social persuasions, and physiological indexes stated by Bandura (1986).

The legend that indicates the meaning of each color used in the matrix is showed in the following way for a better comprehension.
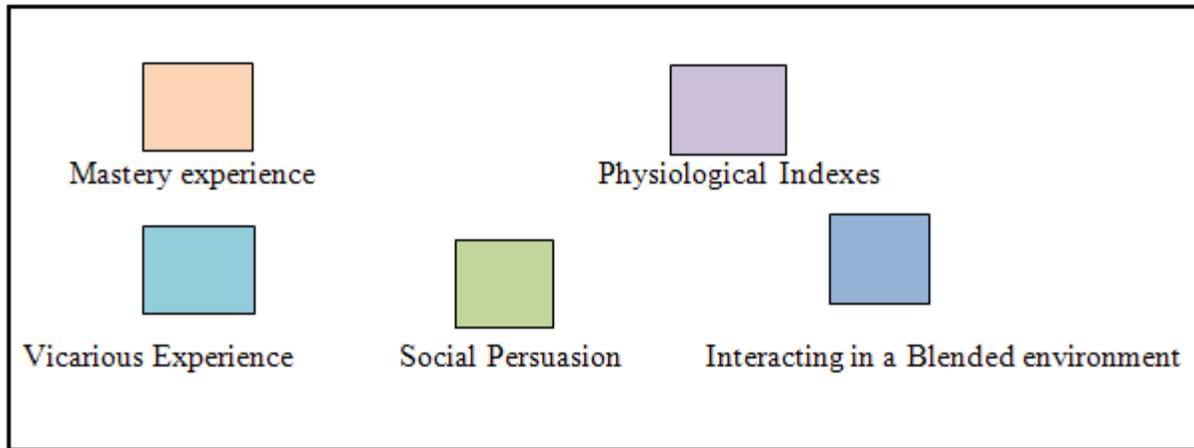
Figure 11. Data Analysis Matrix legend

The matrix integrates seven (7) main parts; the instruments implemented in the study –surveys, questionnaire, and tests–, evidence of mastery experience, vicarious experience, social persuasion, physiological states, and a blended environment. The final column shows the categories found based on the similar responses provided by the twenty-five (25) participants.

The students' quotes that supported each self-efficacy strategy were selected taking into account their correlation with each category and with each self-efficacy source. As it was explained before, mastery experience refers to individuals' occurrences with success or failure in past situations. The information gathered from these experiences was internalized by the learners having as a result feelings of efficacy. According to Bandura (1986, 1997) pasts achievements raise self-efficacy and repeated failures lower it which indicates to students their levels of capability. This self-efficacy source is related to the first category found which was named *previous reading performances* since students were confident when reading based on their preceding learning episodes.

In vicarious experience, students compared themselves to peers whom they perceive are similar in ability to them. According to Bandura (1986, 1997) watching peers do well raises observer self-efficacy and seeing them fail lowers it; the contact to multiple successful role models helps increase self-efficacy

in observers. This self-efficacy source is linked to the second category named *the other as a model* considering students' the necessity to follow a specific academically successful pattern.

Verbal persuasion attempts to persuade students, who may doubt their capabilities, that they possess the skills needed for success at a given task. In the classroom, verbal persuasion often takes the form of verbal feedback, evaluation, and encouragement. Persuasion must be realistic, sincere, and from a credible source; otherwise it affects student self-efficacy beliefs Bandura (1986, 1997). This source is associated to the third category found in the study which was called *interpreting other's words* given that students felt more capable to perform their tasks when they were encouraged by positive feedback.

Physiological state entails that failure or some degree of performance impairment can result if a student fearing failure is in a hyperactive state Bandura (1986, 1997). A physiologically hyperactive state includes symptoms experienced during "fight and flight" responses of the autonomic nervous system, such as increases in heart rate, breathing rate, and sweating. Emotional state refers to the mood a student is in when performing, such as feeling anxious. Depending on the mood, emotional state can either positively or negatively affect the interpretation of an event's outcome Bandura (1986, 1997). This last self-efficacy source is joined to the fourth category found in the research study which was named *other kind of reactions* considering participants' emotional states and mood not only when facing online readings but their F2F encounters.

The last category named *interacting in a blended environment* was considered and related to students' insights and feelings as it was a vehicle used to foster self-efficacy strategies towards intensive reading. Students were willing to read online and complete the activities designed both in the web site and by their teacher from the beginning of the implementation phase. This positive attitude was acquired taking into account the context, their teacher's and peers' behaviors, support and feedback.

During the coding analysis the discovery of categories, their characteristics, and their analysis were the main purposes of the chapter. According to Strauss & Corbin (1997) when the researcher begins to develop a category, it is necessary to do so in terms of its properties or characteristics.

The following illustration shows the five categories found in the study after having followed the procedure suggested by Auerbach & Silverstein (2003). They were interpreted in the light of the different situations evidenced with the students and the theory found. Additionally, they were analyzed making essential connections to the whole study in order to find the answer to the core question.
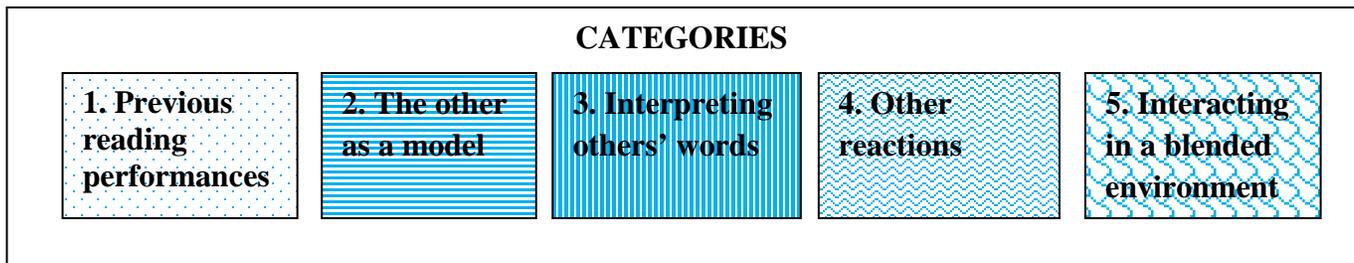
CATEGORIES

| 1. Previous reading performances | 2. The other as a model | 3. Interpreting others' words | 4. Other reactions | 5. Interacting in a blended environment |

Figure 12. Research categories

5.5.1   Category 1: Previous reading performances

The first category identifies the relations that existed between students and their appraisal of direct and previous experiences with online readings and their tasks during the implementation. The category indicates the noticeable influence that students' previous reading experiences had and their pre-established beliefs about their reading performance in a regular lesson. Students' first encounters with intensive reading in a blended learning environment during this study were crucial since their authentic and previous experiences were evidenced from the beginning of the process when they were stimulated to take online reading lessons. Different websites such as *English as a Second language* Lee (1994), *Britishcouncil.com™,* and *abcteach.com™* were introduced to the participants. They provided interesting readings selections, which students could use to practice and have enjoyable and learning reading times. Additionally, students were instructed on the way they had to play the different games and develop

different activities that reinforced the online readings. After the introductory session, students gained more confidence towards the readings, the use of computers and the websites in general to the extent that it is possible to say that their earlier reading experiences exerted a significant influence on their self-efficacy since they started to be more committed in their reading and learning process.

The excerpts below illustrate the responses given by different students where it could be seen the impact of their prior experiences as well as the beliefs they had towards their capabilities to read. The frequency of these kinds of answers was high to the extent that they were considered relevant to be included in the study.

Question. 2. "*Reading short stories is something I often like to do*"

Question. 7. "When I am reading by myself, I understand almost everything"

Question. 9. *"I am an ok reader"*

Question. 14. When my teacher asks me a question about what I have read I always think of an answer"

Figure 13. Excerpt from Survey 1

Third grade students' judgment of their direct and previous experiences had influenced their performance in the online reading lessons. As Jackson (2002) asserts, the experience of carrying out an activity effectively, increases self-efficacy related to the activity. The preceding selection showed that students' own perceptions towards their capabilities to read allowed them to encourage their self-efficacy. During the analysis the researcher could confirm students' high levels of self-efficacy which were acquired considering students' previous and positive thoughts about themselves and their own opinions about their capacities. According to Bandura (1986), mastery experience is related to those previous occurrences students have based on their success or failure that influence their self-efficacy.

Teacher's open observations on participants' performance during in-class activities also provide evidence of the powerful effect of the pre-established beliefs and earlier experiences on students reading ability. Barrentine & Stokes (2005) have affirmed that the identification that the student has mastered a task as a result of personal effort provides strong feedback that he/she possesses the ability to achieve the established goals. This excerpt exemplifies the connection that exists between what was observed and the first category.

> *... students hesitate about their confidence to carry out the different activities found in the website. Those students who properly performed felt eager to continue reading and developing the activities proposed in the websites in order to score their results.*

Fig 14. Excerpt from Field note 1. October 13, 2009

In group students interpreted the results they obtained on the specific online reading tasks. Their self-efficacy was increased as those results were examined by the students in a positive way. According to Pajares (2002) *"outcomes are interpreted as successful raise self-efficacy"* this assertion confirms once more that third grade students' actions were powerful influenced by their positive conviction about their own capabilities.

The following graphic show the outcome of the survey applied to the twenty-five (25) participants in *the pre-stage* of the data analysis process. Students evidenced since the beginning the significance of their own perceptions on their reading performance. (see Appendix 5).
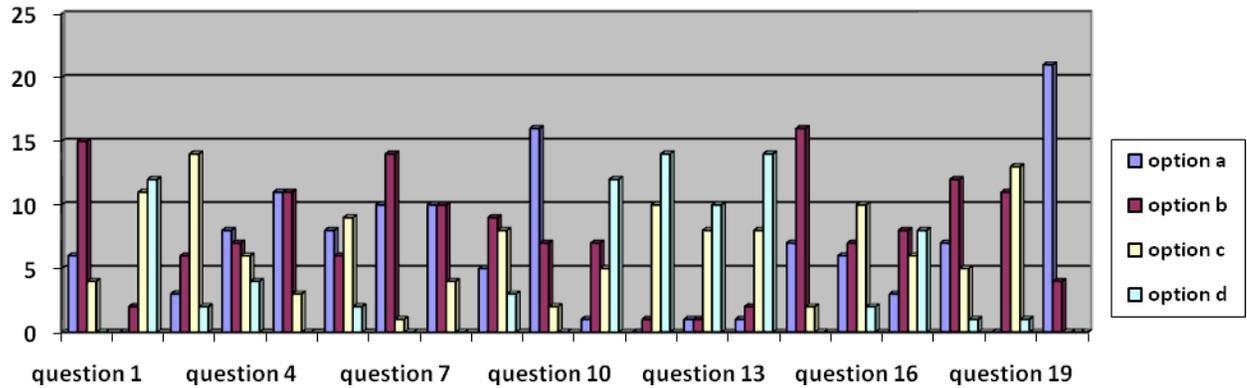
Bar graph 1. Pre-stage. Survey N. 1 August 31, 2009

Third grade students had the opportunity to evaluate their reading competence through specific

questions and activities included in the websites provided after reading each story and believed their

efforts had been successful increasing his confidence and willingness to try similar or more challenging

tasks. These experiences allowed them to increase their self-efficacy.

Participants also felt motivated to obtain accurate performance in their reading lessons using means

different than their own experiences. That is how a second category was found.

5.5.2   Category 2: The other as a model

This category makes allusion to the influence that observation, modeling, imitation, and comparison to

the actions or skills of others had among students. According to Bandura (1997) these aspects provide

feedback indicating students' level of competence allowing them to establish the degree to which a

particular skill is possessed. Additionally, it refers to those reading knowledge acquired by some third

grade students through different means other than their particular experience. They tended to observe and

imitate their classmates' behaviors that got positive results during the online reading process. Reproducing

this information, students had the opportunity to create their own expectations about their behaviors and

its consequences. According to Pajares (1997), the influence of observation, modeling and imitation as self-efficacy strategy is very important when the students are not sure about their own capabilities or when they have had a limited previous experience. This study evidenced that the information received by the participants acted as an encouraging agent to increase their self-efficacy; then these beliefs on their capabilities were significantly enhanced. This event is revealed as an example in the excerpt N.13 taken from the field note in October 13, 2009, where it is shown that having positive models to be copied, students 'self-efficacy is fostered in order to make effective their performance.

> *…although there are some students that support their answers based on the ones provided by their peers. This helps them feel confident when facing specific answers about the online readings.*

Fig 15. Excerpt from field note 2. October 13, 2009

Observation and imitation were mainly influential aspects when students who were observing, found similarities in other students that were performing accurately. According to Bandura (1986) in Cuesta (2009), self-assessment is based on the way others perform; they compare the way they act with those students who have high performance level. They prefer to receive more than one opinion considering that making this comparison will help them improving their results. Then they assumed that this was a model that gave them security enhancing their perception of being capable to perform during the different tasks. Pajares, 2002, affirms that observing these kinds of models helps to the observers beliefs about their own capabilities ("If I can do it, so I can!").

> - *"I can observe the way students who perform well in the online reading and its tasks act as a stimulus with their behavior for the others to do the same".*
>
> - **Students with some difficulties to comprehend and answer specific questions related to the reading, repeat what others are saying. They want to get some positive points for their group.**

Figure 16. Excerpt from field note 1. September 12, 2009

Some students' desire to perform well made them sensible to follow positive models from their peers who guided them through their example to act like them. It is necessary to express that those observations, models, and imitations were essential in building students' self-efficacy during the process. Considering what (Schunk & Zimmerman, 2008, p. 127) have stated, helpful models transmit a successful occurrence and the necessary information to achieve something. This was the case of various third grade students who enhanced their self confidence and believed that they could perform successfully.

Other research studies such as Cuesta (2009) and Sorrentino (1996) have found that the topic of motivation involves a special reference point called *the meaningful other* which guarantees the influence exerted by one individual on a particular one that is considered as a standard. The selection of the "=meaningful other"= could be done because of the relevance of his/her attributes or because of his/her emotional significance. In the particular case of this study, it could be seen how the selected models influenced certain students to act or perform in a specific way.

In addition to this category, there was found that verbal attitude was another determinant factor that influenced on students' self-efficacy. That is why a third category is analyzed to the light of their thoughts and feelings.

5.5.3   Category 3: Interpreting others' words

This category was related to the verbal influence like positive comments students and the teacher exerted on other students in the same group as agent to foster self-efficacy. Bandura (1982) has affirmed that verbal persuasion is extensively used to get people to believe they have capabilities that enable them to achieve what they look for. The comments made by the teacher and students, were focused on students' performance in intensive reading comprehension and different activities or task proposed in the websites as well as the ones designed for the teacher to be developed during the lesson. According to Schunk &

Zimmerman (2008) students pay special attention and are susceptible to the words and comments they obtain from others. The following excerpt is an example of the way others' comments impacted on students' self-efficacy. For instance, when they were asked *"De qué forma influye en ti el hecho que tu profesora o compañeros te animen a continuar leyendo aún si no has comprendido la lectura?"* How does the fact that your teacher or your peers encourage you to continue reading even if you have not understood the reading influence on you? (Translation made by the researcher).

　These were the answers they provided:

"Siento que soy capaz" **"I feel that I am capable"** (Translation made by the researcher).

"El apoyo es importante" **"Support is important"** (Translation made by the researcher).

"Me animan, me ayudan"

"Depende cómo me animen" **"It depends on how they encourage me"** (Translation made by the researcher).

"Me siento más seguro de hacerlo"

"Me siento bien, no siento vergüenza ni pena"

Figure 17. Excerpts from the questionnaire. September 12, 2009

　According to Bandura, (1982), persuasive encouragement in self-efficacy lead students to struggle hard enough to be successful; such influences fosters development of skills and an appraisal of personal efficacy. The answers given by the students evidenced the relevance for them to get positive feedback from their classmates and the teacher in order to increase their self-efficacy. As stated by Pajares (2002), effective persuaders must nurture people's beliefs in their capacities ensuring that the success is achievable.

Positive comments from the teachers and even for their peers encouraged and empowered third grade students to continue enhancing their self-efficacy in order to get accurate results during the online reading lessons. According to Brookhart (2008), the power of feedback lies in its double sense, involving both cognitive and motivational factors at the same time. In the case of this study, positive comments act as an instrument that provides students with the necessary confidence to be effective in their reading process.

Taking into account Schunk & Zimmerman (2008) opinion, young children are not experienced at making precise self-appraisals, for this reason they must depend on the judgments of others to generate their own. The verbal comments made to this group of students played a critical role in the development of their self-efficacy. Their input helped students decide what they wanted to get in reference to their learning goals. It is important to highlight that student who received valid and encouraging feedback by others felt confident about themselves and their capabilities towards the reading comprehension tasks and goals planned for the lessons. Brookhart (2008) has pointed out that feedback that draws students' attention to their abilities as learners can be effective if students hear them in a way that makes them realize they will get the results they want if they spend effort and attention. In addition, "persuasory efficacy attributions have their greatest impact on people who have some reasons to believe that they can produce effects through their actions" (Bandura, 1997, p. 101). This category has its linkage to previous reading performances and the other as a model since all of them bolster feelings of self-efficacy toward intensive reading. Taking into account that these preceding categories all provided information to the students that they could acquire the competence necessary to complete specific tasks, a fourth category named in this study *other reactions* was found which also affected the physiological state of the students.

### 5.5.4   Category 4: Other Reactions

This category was related to the different emotional and affective states that third grade students could identify during the execution of the online reading lessons. Reactions such as discomfort, anxiety, nervousness, stress, arousal, fatigue, etc, can influence students' self-efficacy levels. According to Pajares (2002) "Strong emotional reactions to a task provide indication about the anticipated success or failure of the outcome". Students' negative emotional states were not perceived during the analysis. Adversely, they expressed to feel happy, confident, and comfortable working in the English language laboratory as can be seen in the following excerpt taken from the survey No. 1 August 31, 2009.

> *"When I read in the English lab. I feel very happy"*

Figure 18. Excerpt from Survey 1. August 31, 2009

Students' feelings of comfort and security made them perform adequately in the reading comprehension lessons they had to face. Bandura, (1984) has asserted that high arousal hinders performance since people interpret their fatigue, aches, and pains as evidence of physical inefficacy. In the particular case of this research study the participants expressed to feel *too much more confident about reading now than at the beginning of the year.* They also have expressed to *feel a stronger desire to read more after online reading sessions.* Students' appreciations were indicators that they were impacted positively and that they obtained good results when lowering the level of tension felt in relation to the tasks planned increasing positive feelings. Barrentine & Stokes (2005) have stated that decrease of stress results in improved students' reading ability.

The following graphic shows an example of the emotional state of most of the twenty-five students' when they found positive environmental factors during the online and F2F sessions. The X axis stands for the number of participants-twenty-five (25)-and the Y axis stands for the number of questions –six (6)–
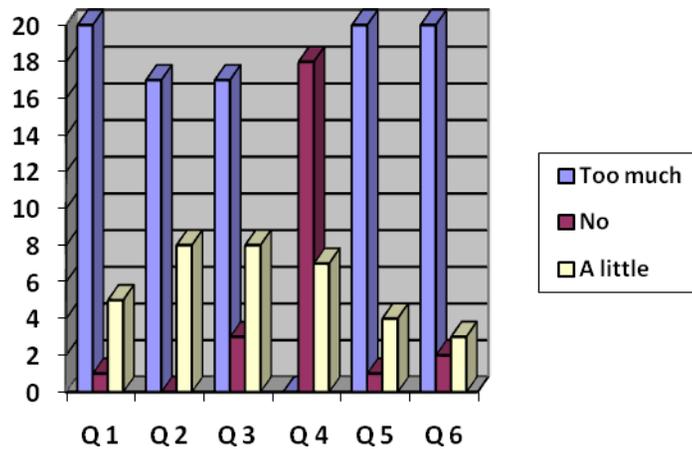
Bar graph 2. Survey N. 4 Post stage November 4, 2009

Students' answers were indicators that they increased their confidence during the process of the study and consequently their self-efficacy. Students' expressions such as *happy* or *confident* confirm the emotional state they experimented during the reading lessons. Pajares (2002) indicates that people have the capability to modify their own thinking and feeling. Accordingly, enhanced self-efficacy influenced strongly the emotional states. Following Schunk & Zimmerman, (2008), students, who realize that they are not anxious while taking tests or perform a particular activity, deduce that they are capable; situation that promotes their self-efficacy. That is how the feeling of happiness experienced as a result of being successful in specific tasks was connected to third grade students' self-efficacy.

The last category found was named *a blended environment* seeing that it was one of the vehicles used from the beginning of this study to foster self-efficacy towards intensive reading.

5.5.1   Category 5: Interacting in a Blended Environment

Figure 19. A Blended environment

This category emerged taking into account the relation that existed between students and the environment that surrounded them during the whole process, their thoughts and feelings for this type of learning environment. It also represented a very real step towards making intensive reading activities differently providing students with real opportunities to make progress through efficacious feelings. It was evident that students felt comfortable with the blended environment while they developed their intensive reading activities; their self-efficacy was promoted since the very beginning of the process when they were encouraged to read online texts by using different websites. Students experienced a sense of confidence when they were in front of a computer developing their tasks. The following excerpts are indicators of students' opinions about the blended environment that surrounded them during the study.

"I think the English lab. is a great place to learn having fun"

"When I work in the English lab. I feel very happy"

"I think reading internet stories in the English lab. is a great way to spend time"

Figure 20. Excerpt from Survey 1. August 31, 2009

Through the blended environment created, the researcher sought to generate the sensation of special reading and learning events to enhance other learning skills such as creativity, critical thinking, and metacognition among others. It is important to mention that 100% of the texts were read online in the

English language laboratory. The F2F sessions took place in the traditional classroom. At the beginning of each blended lesson, the teacher told the participants which web site they would work, the title of the story, and the objective of the lesson. Additionally, a warmer activity related to the story was provided by the teacher in order to create a proper learning situation and environment. In the following step of the lesson, students had access to internet to look for the web site and skimmed the story individually. Then in pairs they made an intensive reading and shared some concerns with their peers. In the final step, students individually responded to different and specific questions related to the story and analyzed their results which were shared by the whole class. Students with low English level always counted on the support provided by the teacher or by their peers.

It is important to mention that most of the participants had previous training about computers usage due to their computer lessons at school and the extra practice at home. Students were always aware of the necessity to be trained to read online, understand, and learn from the different online readings since they were useful sources of input. Leu (2002) has stated that online readings provide support and challenge, which can have great impact on students' self-efficacy. These factors helped to guarantee self-beliefs in their capabilities to find the online texts easily and navigate through the suggested websites as well as to explore each page in order to read in a secure blended environment. As Lynch (2004) pointed out, self-efficacy for technology is a predictive of students improved performance.

This category leads also to consider the teacher's role within the whole research study. Fong, Kwan, & Wang (2008) have pointed out that teachers have new roles as facilitators with the responsibility to keep pace with the students' positive attitudes and expectations considering different ways to include innovative components in their existing teaching practices. During the research study students counted on the teacher's assistance who was always willing to help them cover their needs and difficulties. The following excerpts show evidence of students' thoughts about blended learning activities.

Q4: How do you prefer to read?

a. With a printed text book (3 SS)   b. From websites (22 SS)   c. None (0 SS)

Q5: Do you feel a stronger desire to read after online reading sessions?

a. Yes *(16 students)*   b. No (3 students)   c. Sometimes (6 students)

Fig 21. Excerpt from Survey 2. October 13, 2009

Students showed their satisfaction being taught through a blended environment since they perceived the teacher accomplishing the role of motivator. Prensky (2007) has declared that a motivator teacher has the ability to get students engaged in learning, as opposed to just providing them with content.

As another evidence of students' positive reactions towards online readings were the answers they gave when they were asked: *Cuál crees que fue el propósito de leer utilizando diferentes páginas de internet? "What do you think was the purpose to read by using different pages from internet"? (translation by the researcher).*

Students answered in a positive way evidencing awareness towards the reading process and objectives planned for the study. They agreed in the fact that reading online helped them improve, motivate, learn, and reinforce their process. Their responses can be seen in the subsequent excerpts where most of the students were emphatic using words related to *learning, improvement, motivations, and reinforcement*.

"Aprender a leer más en Inglés"

"Reinforce Reading" (Translation made by the researcher)

"Mejorar comprensión de lectura"

"Motivate us to read" "(Translation made by the researcher)

Fig 22. Excerpt from the questionnaire. September 12, 2009

According to Coiro (2003) blended learning environments have proven to be one of the most effective ways of learning, where students have the opportunity to develop their learning strategies, use technology, and develop strategies that are interactive to be engaged in the reading process through supplementary reading comprehension exercises. Third grade students were aware of the fact that developing tasks from online readings was advantageous for their cognition and strengthened their beliefs in their capabilities related to reading. As Fong, et al. (2008) has stated, blended learning frequently appears as the most successful learning strategy. It is to note that taking this category into account for the whole research study the development of intensive reading activities in a blended learning environment implied the inclusion of different learning styles–visual, auditory, verbal, and social–. This idea was reinforced for the words of Hoffman, & Miner (2008) when they affirmed that "blended learning also can enrich the learning process by engaging a variety of learning styles that will appeal to different participants".

The online readings used in the different lessons provided the students with opportunities to develop their skills in a very different way. Gordon (2007) has affirmed that the use of the Web is a component of the learning experience since it offers authentic language input enhancing this way students' confidence and increasing their efficacy and esteem as they engage in tasks designed around the target language. Additionally, Heaperman & Sudweeks (n.d.) have stated that the combination of connected features contribute in a group to the attainment of self-efficacy in a virtual learning environment. Bearing in mind the previous elements that characterize a blended learning environment and students' perceptions that is why it was decided to consider this category as one of the findings in the research study.

The next chapter will put across the major conclusions that arose at the end of this research study, the pedagogical implications, and the beliefs about the application of this study in other educational contexts.

CHAPTER 6: Conclusions, Pedagogical implications and further research

In the current study, the research question posed was: *to what extent do self-efficacy strategies foster intensive reading in 10-year-old students in a blended English language learning environment?* The collected data let me identify five categories that allowed me to answer the core question.

The study concluded that *students' previous reading performances* were perceived as powerful strategies that fostered their self-efficacy allowing them to have a better intensive reading comprehension achieving the proposed goals. These previous experiences brought new efficacy information to students, enabling them to evaluate their capabilities continuously. According to Bandura (1997) the level to which people modify their efficacy through performance experiences depends on their preconception of capability, effort, perceived assignment complexity, amount of external support, and the way previous experiences are recognized and reconstructed in memory. Each time students started a new reading activity, they were positively driven to accomplish them accurately, finding them meaningful for their reading process.

In addition, students' self-efficacy was impacted when students used another strategy in their reading lessons considering *the other as a model*, where the observer was influenced by the model or models he chose as targets looking for outstanding results. (Bandura, 1997; & Pajares 2002) have affirmed that there exist numerous processes by which modeling exerts it effects on self-efficacy. For instance social comparison which involve similar others, different others, and self-modeling. In the particular case of this research study, when students played the role of observers and they realized that their performance was precise and that the strategy to reproduce others behaviors was successful, he felt satisfied. These events led them to continue believing in their reading capabilities what affected them positively to perform and achieve the reading goals. For the reasons before mentioned it was necessary to pay special attention to

those contextual factors that could have affected students' performance since they can be used for the participants to help or hinder their self-efficacy.

Similarly, when students *interpreted others' words* as a self-efficacy strategy through positive feedback provided by the teacher or their peers, they were verbally persuaded that they counted on the capacities to perform the reading tasks and they were determined to try harder to do what was required. Bandura (1997) has stated that persuasory efficacy information is often conveyed in the evaluative feedback given; when it highlights personal capabilities raises efficacy beliefs. With third grade students, positive feedback acted as an influential element that contributed to foster their self-efficacy. When students heard words of encouragement either from their teacher or from their peers, they felt eager to continue improving their performance being able to deal with the readings tasks.

Other kind of reactions involved affective and physiological and emotional state; it was noticeable that they had essential effects on students' feelings in relation to their capabilities towards the reading activities since it was another way students receive information about their self-efficacy. According to the research made by (Bandura, 1997; & Pajares, 2002) affective states have general effects on personal efficacy in different fields of functioning, emphasizing that the most important ways of altering efficacy beliefs consist of enhancing physical status, reducing stress levels and negative emotional predisposition, and correcting misinterpretations of bodily states.

During the research study, students did not face stressful situations or feelings of failure. Conversely, they evidenced states of happiness and comfort when developing their reading activities. These conditions helped them succeed in the accomplishment of the established goals. I could say that students had control over each situation occurred in the English laboratory, the place where the intensive reading lessons were carried out. Students' positive reactions, physiological and emotional states influenced to increase their self-efficacy beliefs which allowed them to interact and perform when facing the blended environment.

A blended environment surrounded third grade students during the whole process of the research study; this fact allowed them to get acquainted of its characteristics. According to Moore (2004) a blended environment is multidimensional taking into account voice, image, and word that can help allay students' feelings of lack of support, anxiety, and frustration. The blended environment generated with third grade learners had an enormous impact on students' possibilities for learning increasing their confidence towards the use of computers and the reading process. This environment was also a channel that enhanced students' reading skills which not only involved their learning strategies actively but their efficacious attitude. Martin (n.d.) has affirmed that self-efficacy beliefs, outcome expectations, affect, and anxiety have a significant positive influence on computer use.

In addition, the access to the online stories was easy and motivating since students had the chance to assess their reading comprehension through different games that came with the website. The blended environment was an advantageous medium through which students felt efficacious when engaging in online components that involved interaction with their peers, the teacher, and the content. Moreover, the fact that the teacher researcher encouraged students' reading process through understandable learning goals and meaningful online activities contributed to evidence the extent in which the blended learning environment impacted on self-efficacy strategies. As (Moore, 2004, p. 2) has stated "The impact of any particular technology depends on how it is used, the learning goals, knowledge about assessment to evaluate improvements in student achievement, and an awareness of the complex nature of change in the school environment". To make sure about the positive effects of a blended environment on cognition, students were provided with the opportunity to increase the level of collaborative learning and problem solving skills through the use of interactive online texts and activities. As Moore (2004) has affirmed, technology can foster collaborative and self-directed learning, development of critical thinking skills, and problem solving.

The English language laboratory was the central place used for students to read online, exploit some advantages of technology, feel motivated and efficacious, and obtain specific information about the stories. Additionally, the F2F sessions experienced by the participants were focused on application experience having the teacher as a guide who encourage them to interacted with their peers, interchange ideas and have short discussions about specific topics related to the online stories, reinforce vocabulary, and specific grammar structures.

The findings in this research study provided validity to the ground that self-efficacy strategies operated as the agent that fostered intensive reading and as cognitive mediators of action when participants showed their advancement in reading comprehension, vocabulary enrichment, and summarization skills. In addition, this research study confirmed that students' positive prior mastery experiences, the models they follow, social persuasions, and the physiological indexes they experienced affected positively their self-efficacy and their academic performance related to intensive reading. According to Pintrich, & De Groot (1990) self-efficacy is close and positively related to the usage of students' learning strategies; when teachers encourage students to use their learning strategies, they are more likely to enhance their self-efficacy.

6.1   Pedagogical implications

Self-efficacy strategies adequately guided brought a huge amount of benefits to academic achievement in general but specifically in intensive reading in a blended English language learning environment. The students' conviction that they could successfully execute specific outcomes was mediated by the type of information conveyed by both teachers and students during the different academic encounters, but most importantly, during the blended sessions. Self efficacy sources –mastery and vicarious experience, social persuasion, and physiological indexes (Bandura, 1982, 1986, 1997; Pajares, 1997, 2002; Schunk, & Zimmerman, 2008) were taken as the basis through which students got involved in the practice of different

self-efficacy strategies that in the end allowed them to embraced their intensive reading domain. It is essential to take these strategies into consideration if as teacher we want our students to be engaged in accomplishing the proposed academic goals. It is our responsibility in a high degree that they feel capable of dealing with any given task.

Each self efficacy strategy was considered during the intensive reading lessons providing students with feelings of satisfaction and successful when developing each online and F2F activity. Teachers need to be aware of the type of previous experiences their students have had in order to continue reinforcing the positive ones or shifting the negative experiences into positive situations. At the same time, teachers should teach students the best ways to recognize appropriate models to be followed, provide them with positive feedback that acts as an instrument that enhance their self-efficacy and successful towards the different academic challenges.

Another important pedagogical implication is related to the level of interest students had activated by the kind of activities carried out in the lessons which supported and mediated the effect of self-efficacy not only on the online readings but on other processes. Specifically, the topic of intensive reading in combination with students' interest in the blended environment generated high levels of interest.

Finally, online reading activities that involve cooperative learning with several opportunities for students to find appropriate models and positive feedback given by their teacher or their peers produce feelings of efficacy which lead to enhance students' cognitive engagement. Teachers and the entire school administrators should take into account grouping practices on students' efficacy beliefs tied with academic achievement plans.

6.2   Limitations

The present research study has contributed to enrich third grade students' reading skills and cognition through the establishment of self-efficacy strategies in a blended environment. Nonetheless, a main limitation related to the access to the websites arose. The school administration decided to put a special security filter in the computers which impeded an adequate access to the websites object of the study. Each time students were using the computers from the English language laboratory in order to develop online readings a password was required. This event lasted about a month, time during which students had to interrupt their readings two or three times during our online encounters. This circumstance helped to generate disruptive situations that led to have difficulties with concentration. Students with language difficulties and learning disabilities were the less benefit during that time.

6.3   Further Research

The current research study was focused on the extent that self-efficacy strategies foster intensive reading in ten-year-old students in a blended English language learning environment. It is the starting point for future research related to *motivation*. Considering that the topic of self-efficacy strategies requires more time to be devoted, future studies should be expanded on this work by exploring the effects of these strategies on students of other ages.

In addition, this study supports the importance of intensive reading as a way to comprehend online texts. For this reason, future research should focus on providing language teachers with the necessary understanding and tools to monitor the reading process. Considering that new approaches are being applied in education in order to enhance their quality, additional research related to the blended environments in other subject matters such as Mathematics, Science, Arts, and Social Studies may provide valuable information on other possibilities for learning in a motivational way.

This research study involves three challenging constructs to be worked with 10-year-old students. Self-efficacy for instance, requires a great deal of commitment, persistence, and support for each student since this is a field in which students of these ages cannot deal with by themselves.

In addition, intensive reading requires too much attention dedication and patience from teachers. It is a way to slowly comprehend texts, but it is also an efficient kind of reading that provides learners with various academic advantages.

The same happens with a blended environment taken as an opportunity to enhance learning. It requires a total change of mentality and new skills development from both teachers and students. This new culture will bring significant changes in education, changes that will benefit students, teachers, and the entire educational community.

The reflective nature of this research study lets me suggest further research in the field of motivation in general and specifically in self-efficacy sources, intensive reading, blended learning, and their implications in the academic life involving the entire educational community. As Pajares (2006, p. 362) has said:

> "Schools with a strong sense of collective efficacy exercise empowering
> and vitalizing influences on their constituents, and these effects are
> palpable and in evidence–visitors speak of the schools' atmosphere or
> climate and describe them as "can-do" or effective schools."

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Appendix 3: Lesson plan sample

A school Day taken from English as a Second Language

www.rong-chang.com/

Name of teacher: Evelyn Valencia
Institution: Gimnasio Campestre
Date of Observation: 22-09-09
Time of Observation: 10:15-11:00
Length of class: 45mins.
Class/Grade: 3A
Room: English lab.
Number of students: 26
Average age of students: 9-10 years
Level of students: Elementary
Observers: Liuvaba Sichko and Valeriya Lytvychenko

Aims: By the end of the lesson students will be able to:

- Get acquainted with the vocabulary from the story "**A school Day" to** improve their comprehension skills.

- Use sequencing words when retelling the story using a PPT.

- Raise awareness when using sequencing words.

Description

The group is integrated by twenty-six learners with eight hours of English per week. They like to work with computers in the English Lab. They are in elementary level (A1 according to the CEFR). The school's curriculum is focused on improving their reading skills. They are using a new book called *Sprint 2* by Rebecca Williams Salvador, Susan House, Katharine Scott, the series of reading from Scott Foresman, and a lector plan for each term.

Students need to find motivational reasons to read, which help them improve their reading comprehension skills, reinforce their prior vocabulary and learn new one. This lesson is a great opportunity to foster motivation towards reading using the website called **English as a Second Language http://www.rong-chang.com/** they are also going to be challenged by using their technology skills. The English lab counts on 30 computers with internet access. Each learner has his own computer while the teacher can monitor them from main equipment.

Anticipated Problems	Planned solutions
Students may have difficulties following instructions Students may have difficulties understanding the new vocabulary. Students may have difficulties using sequencing words when retelling the story.	I will provide short and clear instructions. I will give them some synonyms or mimic the words. I will help them retaking the specific part of the reading.

Materials

Computers with internet access

Stage	Aim	Procedure **Teacher and student activity**	Time and interaction
Warmer	To motivate learners to want to read.	Hangman game with the title of the reading (3 words)	T-SS 3'
Elicitation	Activate previous knowledge related to sequencing words.	T. will ask SS to mimic their daily routines showing what they do first, next, then, and finally	SS-SS 3'
Lead- in	Introduce the topic.	T will show Ls. some strips of paper with different sentences that include actions students do at school.	T-SS 5'
Skimming	Grasp the main idea.	Students access the website, following instructions to get the reading. They start reading the story. T monitors each S.	SS-SS 5'
Intensive reading. Pair work	Get complete detailed information	T. will ask for specific information.	T-SS 8'
Retelling the story. Group work	Determine comprehension	Learners will be asked to retell the story by using sequencing words.	SS-SS 5'
Focus on vocabulary	Check understanding of concepts	Students will go to the vocabulary activity at the end of the reading. T. will ask them to drill each word. T will ask learners to give a definition of each word.	T-SS 8'
Cloze exercise	Measure how well learners understand how the text is linked	SS will go to the cloze section on the website to complete the exercise.	SS-SS 5'

Pair work	together.			
Students' Feedback		Learners will be asked for their opinions about the activity		
	Get learners thoughts about the activity		T-SS	3'

Appendix 4: Research Project Timeline, action plan, and implementation

Activity/Date	Feb. 2009	March 2009	April 2009	May 2009	Aug. 2009	Sept. 2009	Oct. 2009	Nov. 2009	Feb. 2010	March 2010	April 2010	May 2010
Step 1: Initiation **Seeking out a convenient question after identifying reading problems in my classroom.**	14-21											
Step 2: Preliminary Investigation **Analysis of each step. Planning on AR. Samples of different thesis(analysis)**	16-28	7-28	1-14									
Step 3: Literature review **The role of theory, paper with concerns, data collection readings, analysis of different Instruments, analysis of the question (presentation and feedback from teacher and colleagues), prepare the final paper, theoretical framework, and PPT presentation**	16-28	2-28	4-25	2-23		1-30	1-29	1-27	1-26	1-26		

					1-29	3-28	1-4					
Step 4: Design of action plan **Instructions related to data collection instruments** **Designing an action plan**					1-29	3-28	1-4					
Step 5: Implementation **Consent letters, feedback on the question, Pre-stage: surveys , tests and first readings**						14-29	13-29	3-7				
Step 6: Monitoring/data collection						14-25	13-29	3-7				
Step 7: Analysis and interpretation of data									1-26	1-26	5-30	
Step 8: Reflection & decision making									1-26	1-31	1-30	
Step 9: Sharing findings												3-28

Stage	Month	Week (Dates)	Activity	Data Collection Instrument(s)	Comments
Pre-stage	August	25 28 31- Sept. 4	To consider students' feelings, reactions, behaviors and thoughts To reflect on the questions for the survey	Observation Surreys' piloting with colleagues at school	

	September	7-11	To collect information considering students' feelings towards reading	Surveys with students Focus: Vocabulary and comprehension	
		16	To pilot the use of the website with the students To see which elements of the reading activity succeeded and which did not and to check their comprehension.	Survey on Website readings and feedback. Test	
While-stage	September	14-18	To continue analyzing participants' reactions and motivation towards the readings found on the website	Observation Focus: Main ideas, supporting details, and sequencing words	Teacher asks students for feedback related to the use of the website during reading sessions
		24	To find out what participants think in a particular time with a specific reading. To determine students' motivation towards the readings from the Website.	Weekly reading activities in the English lab. Feedback and survey	
		25	To check and measure students' comprehension	Test	
Post-stage	September	28-30	To follow up students' reactions towards the readings found in the website and their motivation.	Weekly reading and feedback	
		5-9	Week Off	Focus: Comparing and contrasting	
	October	13-16	To check reading comprehension skills acquired in this phase To survey students to check their final perception and motivation towards reading by using the Website. Data Analysis	Final Test Final Survey Questionnaire	The different information gathered is compiled to look for important changes.
	February-April 2010				

Appendix 5: Survey 1

GIMNASIO CAMPESTRE

READING AND MOTIVATION SURVEY

THIRD GRADE

NAME_Juan Felipe Pulido_DATE: August 31, 2009

Please fill out the following questions

1. My parents think I am

   a. a very good reader

   b. a good reader

   c. an ok reader

   d. a poor reader

2. Reading short stories is something I like to do.

   a. Never

   b. Not very often

   c. Sometimes

   X Often

3. I read

   a. not as well as my friends

   b. about the same as my friends

   X a little better than my friends

   d. a lot better than my friends

4. My classmates think reading is

   a. really fun

   b. fun

   ☒ OK to do

   d. no fun at all

5. When I find a word I don't know I

   ☒ almost always figure it out

   b. sometimes figure it out

   c. almost never figure it out

   d. never figure it out

6. I talk to my friends about the stories I read in the English lab.

   a. I never do this.

   b. I almost never do this.

   c. I do this some of the time.

   d. I do this a lot.

7. When I am reading by myself, I understand

   a. almost everything I read

   b. some of what I read

   c. almost none of what I read

   d. none of what I read

8. People who read a lot are

   a. very interesting

   b. interesting

   c. not very interesting

   d. boring

9. I am

a. a poor reader
b. an OK reader
c. a good reader
d. a very good reader

10. I think the English lab is

a. a great place to learn having fun
b. an interesting place to learn having fun
c. an OK place to learn having fun
d. a boring place to learn having fun

11. I worry about what other kids think about my reading

a. every day
b. almost every day
c. once in a while
d. never

12. Knowing how to read well is

a. not very important
b. sort of important
c. important
d. very important

13. When my teacher asks me a question about what I have read, I

    a. can never think of an answer

    b. have trouble thinking of an answer

    ✗ sometimes think of an answer

    d. always think of an answer

14. I think reading internet stories in the English lab is

    a. a boring way to spend time

    b. an OK way to spend time

    c. an interesting way to spend time

    d. a great way to spend time

15. Reading is

    ✗ very easy for me

    b. kind of easy for me

    c. kind of hard for me

    d. very hard for me

16. When I grow up I will spend

    a. none of my time reading

    b. very little of my time reading

    c. some of my time reading

    ✗ a lot of my time reading

17. When I am in a group talking about stories, I

    a. almost never talk about my ideas
    b. sometimes talk about my ideas
    c. almost always talk about my ideas
    d. always talk about my ideas

18. I would like for my teacher to read stories out loud to the class

    a. every day
    b. almost every day
    c. once in a while
    d. never

19. When I read out loud I am a

    a. poor reader
    b. OK reader
    c. good reader
    d. very good reader

20. When I work in the English lab I feel

    a. very happy
    b. sort of happy
    c. sort of unhappy
    d. unhappy

Appendix 6: test 1

GIMNASIO CAMPESTRE

"NO FRIENDS FOR ME" TEST # 1

NAME Daniel Londoño   September 17, 2009

After having read the story "No friends for me" from www.rong-chang.com answer

to these questions.

1. Who is telling the story?

   A. A boy

   B. A girl

   C. How do you know? becouse in a part says "his mom" and his is for boy's

2. What is the problem the boy or the girl has? Explain.

   he isn't have friends

3. Write two questions he or she asks to him/her self.

   • What is wrong with me?

   • for what i don't have friends?

4. At the end of the story who says "Because you never ask anyone to be with

   you." his mom

5. Write four (4) activities the boy or the girl does from him/her self.

   • Go to see a movie

   • See televecion

   • walk in park

   • eat laungh

6. What is that the character from the story wants the most?

   he wan't a friend

Appendix 7: Survey 2

ESL Website Survey #2

Date September 24, 2009

Dear students,

Read each question carefully. Remember that there is not right or wrong answer.

You already had the opportunity to visit www.rong-chang.com ESL website and some of its readings. From the different stories you have read:

1. **What stimulates you to read the most?**
   ✗ Your desire to understand and learn.
   b. Your desire for entertainment
   c. Both

2. **What is your interest level in using a website for improving your reading?**
   ✗ Extremely interested
   b. Interested
   c. Not interested

3. **Have you ever used websites for practicing your reading ability before this academic year?**
   a. Yes
   ✗ No

4. **How do you prefer to read?**
   a. With a text book
   ✗ Using readings from a website

5. Do you feel a stronger desire to read more after online reading sessions?
   ⓐ Yes
   b. No

Why? Because I like too much the readings.

6. Are you satisfied with the Website (readings and activities) used for practicing reading in class?
   ⓐ Very satisfied
   b. Partly satisfied
   c. Unsatisfied

7. Do you have internet at home?
   ⓐ Yes
   b. No

Appendix 8: Survey 3

GIMNASIO CAMPESTRE   Self-efficacy survey   While stage

Date: October 17, 2009

Read and answer very carefully. Remember that there is not right or wrong answer

I.   Are you enjoying the readings from the different web sites we are using in the English lab?

   a. Too much

   b. No

   c. A little

II. Are you having some difficulties to understand the readings from the different web sites we are using in the   English lab?

   a. Too much

   b. No

   c. A little

III. Are you having difficulties to answer specific questions related to each reading?

   a. Too much

   b. No

   c. A little

IV. Do you think you will be able to comprehend the readings at home too?

   a. Too much

   b. No

   c. A little

V. To what extent (qué tanto) have you enjoyed the readings we have worked in the English lab?

   a. Too much

   b. No

   c. A little

Appendix 9: Test 2

Amir Kadamani

GIMNASIO CAMPESTRE

"A SCHOOL DAY" Reading Comprehension Test # 2

September 23, 2009 Third grade A

> After having read the story from www.rong-chang.com
> Read carefully and answer the following questions.

1. What time does the school start?
   a. 7:00 am
   b. 6:30 am
   ⓒ 8:00 am

2. Who woke the boy up?
   a. His sister
   ⓑ His mom
   c. His father

3. What did he eat for breakfast?
   a. A sandwich
   b. A cup of coffee
   ⓒ A bowl of cereal, a banana, a glass of orange juice, and a piece of toast with butter on it.

4. What colors are the bananas outside?
   ⓐ Yellow
   b. White
   c. Orange

5. What color are oranges inside?
   ⓐ Orange
   b. White
   c. Yellow

6. How long from the boy's house was the bus stop?

    a. 3 blocks

    b. 1block

    ⓒ 2 blocks

7. Who he met with and what is his name?

    ⓐ His friend Bobby

    b. His teacher Robert

    c. His father Carl

8. What did they talk about in the bus?

    a. About the Math exam

    b. About cars

    ⓒ About baseball

9. What time did they arrive to school?

    a. 7:00 am

    ⓑ 7:30 am

    c. 8:00 am

10. What did the bus driver say to the boys?

    ⓐ "Have fun in school"

    b. "Study hard"

    c. "Be good"

Appendix 10 : Survey 4

GIMNASIO CAMPESTRE   Self-efficacy survey   post stage

Date: November 4, 2009

Read each question and decide the most suitable answer. Remember that there is not right or wrong answer

    I. Do you like the readings from the web pages we have used on internet?

        a. (Too much)

        b. No

        c. A little

    II. Are the readings easy to understand?

        a. (Too much)

        b. No

        c. A little

    III. Do you think you are able to read not only at school but by yourself at home?

    a. Too much

    b. No

    c. (A little)

    IV. When you start reading a story do you think you will need extra help to understand?

    a. Too much

    b. (No)

    c. A little

    V. Do you think the different readings and activities from the web pages we have used in the English lab have helped you improve your reading comprehension?

    a. (Too much)

    b. No

    c. A little

    VI. Do you feel more confident about reading now than at the beginning of the year?

    a. (Too much)

    b. No

    c. A little

Appendix 11: Questionnaire

GIMNASIO CAMPESTRE   3A   CUESTIONARIO   FECHA: SEPTIEMBRE 12, 2009

Muchas gracias por contestar el siguiente cuestionario. Recuerde que esto no tiene calificación.

1. Cuál crees que fue el propósito de leer utilizando diferentes páginas de Internet? Para aprende mas Ingles.

2. Qué fue lo que más te llamó la atención de las lecturas? Cuando el Papa se susido.

3. Te parecieron fáciles de comprender? Si
Porqué? Porque contaban toda sobre su vida

4. Qué fue lo que encontraste en las páginas que utilizamos en el laboratorio de Inglés que te motivaron a leer? Muy dibertido y chebere,

5. Cómo describirías el lenguaje encontrado en las lecturas? Fáciles ___ difíciles X por qué Yo no captaba todas la Palabras.

6. Sentiste que fuiste capaz de entender las lecturas sin ayuda de tu profesora o de tus papás? No por qué? Yo no se tantas Palabras

7. Cómo te sientes cuando tus compañeros comprenden una lectura y tú no? Muy Precupado y angustiado

8. De qué forma influye en ti, el hecho que tu profesora o compañeros te animen a continuar leyendo aún si no has comprendido la lectura?
Medan anima meayudan.

9. Qué hacías cuando no comprendías una de las lecturas que se están trabajando en el laboratorio? Otra bes leerlas

10. Cuál es la diferencia de leer en los libros y de leer en el laboratorio utilizando páginas de internet? es electronic en el conputaor y en los libros No

GIMNASIO CAMPESTRE   3A   CUESTIONARIO   FECHA: SEPTIEMBRE 12, 2009

Muchas gracias por contestar el siguiente cuestionario. Recuerde que esto no tiene calificación.

1. Cuál crees que fue el propósito de leer utilizando diferentes páginas de
   Internet? Mejorar la forma de leer.

2. Qué fue lo que más te llamó la atención de las
   lecturas? los temas

3. Te parecieron fáciles de comprender? Si
   Porqué? Por que los temas de las lectu
   ras me parecieron interesantes.

4. Qué fue lo que encontraste en las páginas que utilizamos en el laboratorio de Inglés que te
   motivaron a leer? las actividades

5. Cómo describirías el lenguaje encontrado en las lecturas? Fáciles X difíciles _____ por
   qué Si podía traducir y/o entenderlas
   facilmente.

6. Sentiste que fuiste capaz de entender las lecturas sin ayuda de tu profesora o de tus
   papás? Si por qué? las lecturas eran muy fáciles

7. Cómo te sientes cuando tus compañeros comprenden una lectura y tú
   no? Normal porque puedo preguntarle
   a mi profesora.

8. De qué forma influye en ti, el hecho que tu profesora o compañeros te animen a continuar
   leyendo aún si no has comprendido la lectura?

   Bien porque siento que soy capas

9. Qué hacías cuando no comprendías una de las lecturas que se están trabajando en el
   laboratorio? Preguntarle a Evelin

10. Cuál es la diferencia de leer en los libros y de leer en el laboratorio utilizando páginas de
    internet? Que en el lab yo me siento
    capas de utilisar los computadores.

Appendix 12: DATA ANALYSIS MATRIX

Instruments used in the research study: Surveys, Questionnaire and tests to check comprehension	Evidence of Mastery Experience according to SS' repeating ideas.	Evidence of Vicarious experience according to SS' repeating ideas.	Evidence of Social persuasions according to SS' repeating ideas.	Evidence of physiological states according to SS' repeating ideas.	Interacting in a blended environment according to SS' repeating ideas.	Categories found and the given names
Students' Representative Quotes	"The online readings are too much easy to understand" "Reading short stories is something I like to do" "Readings were easy to understand because "I know English", "the vocabulary was easy according to our level"," they have interesting topics". Students' correct responses evidenced the effort they made to understand and succeed with online readings.	"I read a little better than my friends" "I am an ok. Reader" "I feel anguish and worried when my peers understand a reading and I don't" "When I don't understand a reading I reread it, I ask my teacher or my classmates"	"I feel too much confident reading now than at the beginning of the year" "My parents think I am a good reader" "I feel that I am able when the teachers or the classmates encourage me"	"When I work in the English lab I feel very happy" "I feel a stronger desire to read more after online reading sessions"	"What stimulates me to read online the most is the desire to understand and learn" " feel interested in using a website for improving my reading"	Previous reading performances The other as a model Interpreting others' words Other kind of reactions Interacting in a blended environment

Summary	*Participants' prior occurrences let them increase their level of cognition as well as to enjoy the online reading process.*	*Students showed evidence of understanding because of their accurate responses. They took selected peers as effective patterns to be followed. A sense of self-efficacy was evidenced when students had their peers as models to be followed.*	*Positive feedback encouraged students to continue working hard to get the proposed goals.*	*Students felt more confident and eager towards the intensive reading process. Their positive emotional reactions when the teacher asked different and specific questions related to the online stories read helped them succeed.*	Participants were surrounded by a blended environment that made them feel comfortable and willing to read. Online readings allowed most of the students to improve their reading skills and motivated them to learn how to read in English.	
Number of coded excerpts	**173 answers**	*81* **answers**	*86* **answers**	**96 answers**	**146 answers**	