L2 Reading Attitudes, L2 Reading Self-efficacy, and L2 Reading Proficiency: Examining their relationship among Chilean eleventh graders in a hybrid learning context.

Tesina para optar al grado de Magíster en Enseñanza del Inglés como Lengua Extranjera

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Dedication

I dedicate this work to the most important people in my life, Christopher, for being my support and my love, always; and my precious Nicolás, for being with me along this journey, first in my womb and now by my side. I also dedicate this to my family, especially my parents and parents-in-law for being the best grandparents in the world. I love you all.

Nicol

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I thank God, whose loving hand molds my character through challenging times.

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Abstract

Reading is an effective way of learning a language in a foreign context. Previous research has reported that in a regular school context, 11th graders have attained an A1-A2 (CEFR) level of reading proficiency, which is low compared to the aimed B1 level. With the Sars-Cov 2 pandemic, Chilean school instruction has had to make adaptations from a traditional approach to online and hybrid learning. In this setting, not only reading and learning have been affected, but also how students perceive their attitudes towards reading and their capabilities to read in the foreign language. The present study explored the L2 reading attitudes (RAs), L2 reading self-efficacy (RSE) and L2 reading proficiency of 11th grade Chilean students in a hybrid learning context. Likewise, the study aimed at examining the correlation among the variables. It was conducted using a mixed methods research methodology that included questionnaires, tests and interviews. Quantitative results demonstrated that participants had moderately positive RA, moderately high RSE and moderately low reading proficiency. Furthermore, a strong correlation was found between reading proficiency, RSE, and RA. Similarly, L2 RSE was significantly correlated to L2 reading proficiency. Conversely, there was not significant correlation between L2 RA and L2 reading proficiency, only a weak correlation between L2 reading proficiency and the dimension of L2 academic print RA. Qualitative data analysis suggested that the pandemic hybrid learning context has affected students' reading in terms of reduced class hours, difficulties to manage at-home time, and changes in the L2 instruction. Nevertheless, participants' L2 RAs have been mainly developed in face-to-face learning contexts.

Key words: *L2 reading attitudes, L2 reading self-efficacy, L2 reading proficiency, pandemic, hybrid learning.*

Chapter I: Introduction

Reading is essential in the process of learning a foreign language. For many EFL (English as a foreign language) learners, reading is a fundamental means to study the language, expand their vocabulary and grammar, and approach foreign cultures (Oh, 2016). Nowadays, in the Chilean school context, the subject of English language is mandatory from Year 5 to Year 12 in public schools, and the development of reading comprehension skills is encouraged throughout the school's academic years. Nevertheless, several national tests such as ALTE 2 and SIMCE have demonstrated that, although there has been some improvement in the EFL learning-teaching school, students have a low level of reading proficiency when they reach 12th grade (Rodriguez-Garcés, 2015; Agencia de Calidad de la Educación, 2010; 2012; 2014; 2018).

With the Sars-Cov 2, Covid-19 pandemic, Chilean schoolers had to initially complete their academic school year in a national lockdown (Diario Oficial de la República de Chile, 2020) and later in a hybrid school context. This situation implied that all the school routines, including English instruction, had to be rapidly adapted to an online learning setting without precedent. Furthermore, lesson hours were reduced to the minimum required by the Ministry of Education (Ministerio de Educación, 2020), which implied that some learning objectives were not met during that period. This new scenario demonstrated the urgency of learning to be adapted and upgraded to other sources of information such as digital and at distance. A national report (Centro de Estudios MINEDUC, 2020; 2021) indicated that during emergency remote school, learning was achieved poorly, and students felt highly demotivated when studying at home since they felt they did not have the skills, resources or knowledge to accomplish distance learning. Therefore, the possibility that they have likely carried these perceptions and feelings developed during the emergency remote learning at home to the novel hybrid school learning is worthy of study. In

addition, bearing in mind that before this new context, general results in L2 reading were low, this new pandemic might have also affected learners' L2 reading since they had less exposure to L2 instruction, minimum school interaction and poor overall L2 learning. Subsequently, it is necessary to carry out research in the field of L2 reading in order to understand such outcomes in the Chilean school context during hybrid school. In this sense, the role of affective variables might have been a factor that influenced students' behavior and results. The study of affective variables has come to recent recognition in foreign language learning (Dörnyei & Ryan, 2015). International studies have reported that during emergency online learning, students presented increased levels of anxiety, stress, and depression because of the pandemic (O'Donoghue et al., 2020; Huckins et al., 2020; Yang et al., 2021). In the field of language learning, particularly language reading, many researchers have studied the multidimensional nature of L2 reading from a perspective that considers affective factors such as L2 reading attitudes (Lee & Schallert, 2014; Yamashita, 2004, 2007, 2013; Akbari et. al, 2017) and L2 reading self-efficacy (Ghonsooly & Elahi, 2010; Li & Wang, 2010; Fathi & Soleimani, 2020), attributing significant importance to their role in a learner's L2 reading achievement in regular face-to-face reading instruction. Therefore, the present study seeks to contribute to gain an understanding of Chilean school students' L2 reading attitudes and L2 reading self-efficacy and whether they can be related to their L2 reading achievement in a hybrid learning school context.

1.1 Background of the study

Reading attitudes are the feelings and emotions a learner has towards reading, which cause the desire to approach or avoid a reading situation (Alexander & Filler, 1975) or "a state of mind, accompanied by feelings and emotions, that makes reading more or less probable" (Smith, 1990, p. 215). McKenna et al. (1995) suggested that reading attitudes are composed of affective

variables (feelings and emotions) and therefore, negative attitudes may lead readers to be unwilling to read or even avoid reading situations. Thus, a learner's feelings towards a learning situation could be internalized to the point where the situation controls their behavior and hence, their performance (Anderson & Krathwhol, 2001) Kush et al. (2005) argued that readers' attitudes also affect their reading performance by defining the amount of reading a learner decides to be engaged in during the process of reading, as well as the length of reading practice. Research has suggested that they are acquired and developmental (Day & Bamford, 1998; Yamashita, 2004, 2007, 2013). Factors such as reading instruction, instructional setting and teachers' encouragement can contribute to their formation (Crawford Camiciottoli, 2001; Ro & Chen, 2014). In addition, positive reading attitudes are associated to higher levels of L2 reading proficiency (Lee & Schallert, 2015).

Self- efficacy refers to the beliefs that make the performance of a behavior easier or more difficult to be carried out (Bandura, 1977). In other words, people who believe they possess the abilities and other resources they need to perform such behavior or overcome obstacles, are likely to develop a strong sense of self-efficacy. These beliefs and their associated evaluations are assumed to produce an overall positive or negative evaluation or attitude toward performing the behavior in question, i.e., reading. Several studies have shown the importance that L2 reading self-efficacy has in reading achievement. For instance, Mills et al. (2006) indicated that reading self-efficacy was significantly correlated to reading proficiency and that reading self-efficacy positively influences reading proficiency. Ghonsooly and Elahi (2010) indicated that there was a positive correlation between reading self-efficacy and reading comprehension. Likewise, EFL students with higher L2 reading self-efficacy used more reading strategies in comparison to less self-efficacious readers (Li & Wang, 2010). Furthermore, Fathi and Soleimani (2020) proved that L2 reading instruction positively influences L2 reading self-efficacy.

1.2 Statement of the Problem

In Chile, national studies addressing L2 reading - such as English SIMCE- have demonstrated that by the last year of secondary school, students reach the desired B1 CEFR level of proficiency at a minimum scale (Agencia de Calidad de la Educación, 2018). Furthermore, these national studies have focused on measuring students' L2 reading proficiency via standardized tests. The results obtained from these measurements have served to rank and categorize learners according to their level of reading and other variables such as gender or socio-economic background. Reading as well as any other aspect of language learning, has affective components (Dörnyei & Ryan, 2015) such as reading attitudes and reading self-efficacy that are worth studying and might be variables that influence students' reading performance on tests (Fathi & Soleimani, 2020). The role those affective variables play in engaging individuals in L2 reading has earned greater recognition (Grabe, 2009; Bernhardt, 2011; Lee & Schallert, 2014). Equally essential is to address these variables in online learning context in which learners have experienced significant levels of anxiety, stress, and depression because of the pandemic (Huckins et al., 2020; Yang et al., 2021), and where their emotional well-being might have been overlooked (Dizon & Thanyawatpokin, 2021).

Another issue that arises from the national setting is that English SIMCE has measured learners' L2 reading proficiency only in the context of paper-based reading. Due to the Covid-19 pandemic, governmental restrictions have forced schools to modify their instructional setting. In this scenario, many Chilean students have completed their academic school under the modality of hybrid or blended lessons, i.e., some classes are held face-to-face at school and others are done online through asynchronous tasks (Grgurović, 2017). Internationally, the use of technology in blended learning environments has demonstrated to positively impact student interaction and

performance in class (Francom et al., 2020). Conversely, Liu et al. (2019) realized that despite teachers might have had previous experience in the use of technology, they were prone to not using new technologies for learning if they did not have a background with using it in an educational environment. This also affected their students' relationship with the use of digital sources based on the minimum exposure they had to it. Furthermore, the use of digital learning sources in the Japanese context has shown to have an influence on students' autonomy. Fathali and Okada (2018) noted that while students may have had positive experiences while using online learning, it did not mean that it built autonomy in out-of-class language learning and that teachers were still expected to build those skills through strong class scaffolding and support. Therefore, the hybrid context allows the researcher to explore several valuable aspects. First, in-class L2 reading attitudes - i.e., feelings and emotions towards reading - might differ from regular in-class L2 reading attitudes due to the difference that exist in the nature of instruction and human relationships (Fithriani & Alharbi, 2021). Second, students' reading self-efficacy beliefs, i.e., how capable they feel or believe they are to accomplish a reading task- might be affected by the current need of employing digital sources of information and instruction. Third, students' L2 reading proficiency in digital settings might be different from the one when using printed resources. Thus, instead of considering this hybrid school context as a limitation, the present study seeks to explore it in order to contribute to the field of L2 reading. Particularly, with a view to understanding correlations among L2 reading attitudes, L2 reading self-efficacy and L2 reading proficiency in the developing area of blended classes in the Chilean school contexts (Liaw & English, 2017).

1.3 Significance of the study

Considerable attention has been given to the importance of reading attitudes and reading self-efficacy and how they might independently influence L2 reading. It has been strongly suggested that more research concerning the relationship between positive L2 reading attitudes and L2 reading proficiency is carried out, since presence of positive L2 reading attitude may not necessarily lead to more L2 reading (Akbari et al., 2017). Therefore, examining L2 reading attitudes, L2 reading self-efficacy and L2 reading proficiency, in a hybrid learning setting might contribute to the understanding of the L2 reading process from a perspective that considers affective factors as essential (Dizon & Thanyawatpokin, 2021). Furthermore, most of the described studies have investigated the discussed topics utilizing mainly quantitative research approaches. Thus, triangulation between quantitative data and other qualitative methods, such as observations and interviews, is strongly advised when working with adolescent school learners (Wang & Jin, 2020) as well as intermediate language learners (Akbari et al., 2017). For these reasons, the present study will attempt to shed light on how the variables of L2 reading attitudes, L2 reading self-efficacy and L2 reading proficiency might correlate and influence learners' L2 reading.

From a pedagogical perspective, attitudes towards learning and beliefs have an influence on the reading process (Fathi & Soleimani, 2020). Even fluent readers might develop negative attitudes towards reading and choose not to read (McKenna et al., 1995). Day and Bamford (1998) suggested that among the factors that contribute to the formation of L2 reading attitudes, the L2 classroom environment is key. Similarly, Yamashita (2013) suggests that instructional reading design is fundamental to develop students' positive L2 reading attitudes. Educators who recognize the aspects of reading attitudes that are positively or negatively related to students'

reading behaviors and ultimately, their reading proficiency are likely to adopt different approaches in encouraging their students to read. In the described hybrid school setting, it is paramount to acknowledge students' feelings, emotions and perceptions of self-concept towards a reading situation, mainly due to the possibility that they have likely carried attitudes developed during the emergency remote learning at home and might be influential in their novel hybrid school learning. Therefore, much attention should be paid to psychological, cognitive, social and environmental conditions for learning (Ismailov & Ono, 2021).

Regarding participants' age, Conradi et al. (2013) expounded a significant issue regarding the study of reading attitudes. They claim that it had majorly focused on the study of elementary school students, without significantly considering teenage students. While research highlights a worsening of students' reading attitudes as they move through school, it also suggests that adolescents engage in diverse formal and informal reading environments, printed or digital (Mckenna et. al, 2012), which is related to the presented hybrid learning context. This broadens the dimensions in which reading attitudes should be studied. For instance, some students who have been identified as poor or struggling readers in a traditional setting, might present themselves as different readers in a digital environment. This indicates that considering the purpose of reading as well as the medium of reading are nowadays determinants of students' reading attitudes (Conradi et al., 2013). Furthermore, L2 hybrid learning has been studied mainly at tertiary education levels (Thoms, 2020) since universities and other educational institutions offer blended lessons as part of their programs, thus this study seeks to inform and support classroom educators on their teaching practices and lesson planning of reading instruction in a pandemic school context, or in other situations that require the use of emergency blended learning.

1.4 Purpose of the Study

The present study is motivated by the need to understand adolescent students' L2 reading attitudes and L2 reading self-efficacy and how these may impact their reading proficiency in a hybrid learning context.

Therefore, the objectives of this study are:

1. to explore the L2 reading attitudes, the L2 reading self-efficacy and the L2 level of reading proficiency of Chilean 11th grade students in a hybrid learning context.
2. to describe the relationship between the L2 reading attitudes, the L2 reading self-efficacy and the L2 level of reading proficiency in a hybrid learning context.

1.5 Research Questions

Based on the considerations of all the related areas mentioned above, the following research questions are addressed:

1. What are the perceived L2 reading attitudes and reading self-efficacy of 11th grade EFL learners in a hybrid learning context?
2. How are these learners' L2 reading attitudes and L2 reading self-efficacy related to L2 reading proficiency in a hybrid learning context?

In order to provide answers to the posed questions, a mixed methods study will be carried out in a public school. Surveys, a test and individual interviews will be conducted, and results will be analyzed by means of qualitative and quantitative data. Details are described in chapters III, IV and V.

1.6 Organization of the Study

Chapter I provides the context in which the study is carried out. In addition, it briefly presents relevant literature that addresses the issue this study focuses on. Likewise, objectives of the study, posed questions and importance of the research are presented. Chapter II discusses the existent theory and empirical evidence with regards to reading attitudes and reading self-efficacy and hybrid learning. Chapter III tackles the methodology utilized to carry out the study and to answer the research questions. It describes the type of study, participants, instruments, materials and the procedures followed to undertake the study. Ethical considerations of the study are also reported. Quantitative results and discussion are detailed in Chapter IV. Chapter V presents qualitative results and discussion. Conclusions, limitations and pedagogical implications of the study are addressed in Chapter VI.

Chapter II: Literature Review

2.1 Overview

The following sections first, define the main concepts of this study which are reading attitudes (hereafter, RAs) and reading self-efficacy (hereafter, RSE). In addition, foundational constructs such as attitude, language attitude, self-efficacy and self-efficacy in language learning are also discussed. Second, empirical studies about L2 RAs and L2 RSE, and their relation to other areas such as L2 reading instruction, L2 reading proficiency, L2 reading strategy use are addressed. Furthermore, research related to recent online and hybrid learning of the L2 are discussed since the learning context proves to be essential for this study.

2.2 Definition of the concepts

2.2.1 Reading Attitudes

The construct of RAs derives from the initial definition of attitude that was introduced by Fishbein and Ajzen (1975), who conceptualized it as "a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object" (p. 6). Research has supported the notion that attitudes are acquired, malleable and the product of numerous experiences involving the object (Bonneville-Roussy et al., 2013; Orth et al., 2010, 2012; Miche et al., 2014). In addition, the language attitude construct needs to be addressed in order to understand reading attitudes. Dragojevic et. al (2020) define language attitudes as "evaluative reactions to a language" (p. 2). Similarly, Artamonova (2020), defines language attitude "as an evaluative view of a particular language held by an individual or a group of individuals regarding any aspect of the language [...] or any combination of aspects inherent to the language or

associated with it…" (p. 810). A person's language attitudes arise from diverse aspects of a language such as the sounds of the language or the speakers of the language, and the culture associated with the language. This suggests that positive language attitudes can lead to constructive behavior (i.e., reading) in relation to the language in question and subsequently, the experiences that arise from this behavior can reinforce or modify the attitudes towards the language. (Artamonova, 2020).

Reading attitudes were initially defined by Alexander and Filler (1976) as "a system of feelings related to reading which causes the learner to approach or avoid a reading situation" (p. 1). Similarly, Smith (1990) stated that reading attitude is "a state of mind, accompanied by feelings and emotions, that makes reading more or less probable" (p. 215) and that these reading attitudes are likely to generate from previous experiences at home and in school settings. Both definitions indicate that RAs determine the desire an individual expresses towards the performance of a certain reading task. In addition, formal or informal learning experiences are fundamental in the creation of such RAs and hence, the behavior a learner presents towards reading. Among the constituents of RAs, several authors have agreed on the affective, behavioral and cognitive components that RAs possess (McKenna & Kear, 1990; Matthewson, 1994; McKenna et al.,1995; McKenna et al., 2012; Lee & Schallert, 2014). In addition, research has established that RAs develop from four main reading experiences: academic print, academic digital, recreational print, recreational digital (McKenna et al., 2012; Conradi et al., 2014).

Other researchers have associated RAs to motivation and subsequently, to reading achievement (Akbari et. al, 2017; Dörnyei & Csizér, 2002; Dörnyei et al., 2006). For instance, Schiefele et. al (2012) emphasize the idea that reading attitude is one of the domains of reading motivation. Similarly, Jang et al. (2015) states that reading attitudes along with other concepts

such as reading self-efficacy, interest and self-concept are motivation factors that configure an individual's motivation for learning. Despite the fact that reading motivation and reading attitude are closely related, Dörnyei (1998) states that "motivation is responsible for determining human behavior by energizing it and giving it direction" (p. 117). Artamonova (2020) asserts that one can think of attitudes when answering the questions ¨ 'What do I think about X/doing Y?' and 'How do I feel about X/doing Y?'¨ and think of motivation when responding to the question ¨ 'Why do I do or want to do X?' and 'How much do I want to do Y?'¨ (p. 811). Nevertheless, motivation and attitudes towards reading are closely related. They can be regarded as two different ways of illustrating why people read (Cirocki & Caparoso, 2016) since both concepts share common aspects that relate to the extent of influence they might have on an individual's behavior (Jang et al., 2015).

2.2.2 Reading Self-efficacy

In order to understand the concept of reading self-efficacy (RSE) it is fundamental to first define self- efficacy. Self- efficacy is described as 'beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments' (Bandura, 1997, p.3). In other words, self-efficacy refers to an individual's beliefs in their ability to perform a given task or complete an activity, and which might be a predictor of future performance. Similarly, Artino (2012) defines self-efficacy as "a personal belief in one's capability to organize and execute courses of action required to attain designated types of performances" (p. 84). Therefore, self-efficacy beliefs affect almost everything people do; how they think, motivate themselves, feel, and behave.

Regarding the field of education, research has indicated that self-efficacy is a major factor that affects a learner's interest, persistence or the extents of efforts students make in learning, the goals they choose to pursue and their use of self-regulated strategies in performing a task (Raoofi et al., 2012). In the field of Second language learning (SLA) research has shown that learners' self-efficacy for foreign language learning effects their performance in different language domains and it is a predictor of L2 achievement (Mills et al., 2007; Hsieh & Kang 2010, Tilfarlioğlu & Cınkara, 2009). In addition, the fostering of self-efficacy beliefs through curricular choices may strengthen self-efficacy beliefs as well as enhance achievement and linguistic proficiency (Mills, 2014). In another study, Kitikanan and Sasimonton (2017) reported that the positive development of one aspect of self-efficacy, namely self-efficacy in reading, is sufficient to improve the general English language learning achievement. L2 learners might not need to develop all aspects of self-efficacy at the same time, and teachers might focus on a specific language skill to improve the language performance overall. Therefore, RSE is constructed based on the literature that states it is a learner's beliefs in their capabilities of performing a reading task and it develops from an individual's learning experiences. Likewise, it might be a predictor of L2 reading achievement as well as improve general L2 learning.

2.3 Empirical studies

2.3.1 L2 Reading Attitudes

Focusing on the acquisition of L2 RAs, Day and Bamford (1998) developed a model of acquisition and development of L2 reading attitudes which suggested that four sources contributed to the formation of L2 reading attitudes: L1 reading attitudes, previous L2 reading experiences, attitudes to the L2 and the related culture and people (language attitudes) and L2

classroom environment. Except for the factor of L1 RA, the rest of the aforementioned sources of L2 RAs development are important to this study and the context in which is it undergone, since learning experiences, language attitudes and classroom environment are aspects that configure the teaching-learning process in the selected face-to-face and hybrid school context.

Considering RAs and reading habits, Crawford Camiciottoli (2001) surveyed 182 Italian adult learners of English by asking questions related to the study of the English language. In sum, results indicated that L1 reading amount, experiences abroad, and the instructional setting predicted L2 RAs. Following this study, Ro and Chen (2014) replicated the methods and data analysis and investigated 60 advanced non-academic EFL learners' L2 reading frequency and attitude. In line with the original study, the lack of time was the most selected item for poor L2 reading habits. In contrast with the original study, the researchers found that learners with positive RAs tend to read more. In addition, results showed that previous experience in the target language culture and previous English study did not prove statistically significant results on the participants' reading habits and attitudes. These studies demonstrate that factors such as previous experiences with the language, the instructional setting and reading habits are related to the existence of positive L2 RAs.

Regarding L2 RAs and reading instruction, Yamashita (2013) investigated the impact of Extensive Reading (ER) in students' L2 reading attitudes. Participants of this study were 61 undergraduates learning English as a foreign language at a Japanese university. The general results demonstrated that a course of 15 weeks of ER had a positive influence on learners' feelings and emotions and enhanced positive feelings more effectively than reducing negative feelings. Likewise, she found that the reading sessions helped increase university students' comfort and intellectual value towards L2 reading and decrease L2 reading anxiety. Similarly, Lee et al. (2015) studied 124 adolescent EFL Korean learners and the effects that Extensive

Reading (ER) or Translation methods had on their RA and grammar knowledge. Participants' responses to linguistics tests and attitude surveys suggested that ER and translation activities had different effects on learners' grammar knowledge and attitudes depending on their L2 reading proficiency. Although both forms of reading instruction showed positive gains in grammar knowledge from pre-test to later tests, ER seemed to have a negative impact on attitude measures for students of low proficiency but produced positive outcomes for high level students on both attitudes and linguistic measures. Conversely, translation activities seemed beneficial to all level learners for attitudes, but the instruction seemed to have more positive effects for mid-proficiency learners on grammar measures. Therefore, both studies suggest that an L2 reading methodology can have a positive impact on learners' attitudes; however, it is decisive to consider learners' reading proficiency level in order to select an appropriate approach that will foster positive L2 RAs.

Focusing on L2 RA and L2 reading, Lee and Schallert (2014) studied 289 middle school participants studying English in Korea. They investigated the contributions of L2 RAs and language proficiency to reading achievement and to the factors that form L2 RAs. Particularly, L2 proficiency was associated with more positive RAs and fewer negative feelings about reading in the language. In addition, factors such as access to books, length of private instruction, teachers' encouragement and participant gender predicted L2 reading attitudes. Thus, this study suggests that in order to attain high L2 reading proficiency results, the development of positive L2 RAs should be fostered at the school level through ensuring access to reading sources and encouraging learners in their reading process. In a like manner, Akbari et al. (2017) studied how the RAs of 230 Iranian intermediate EFL learners contribute to their L2 reading achievement. The correlational results indicated that L2 RA made a significant contribution to L2 reading achievement and L2 reading, particularly due to the perceived cognitive benefits of reading in the

L2. In other words, Iranian EFL learners presented positive RA based on their beliefs that reading in English is useful for them in their academic life. This study points also points to the importance of developing positive attitude among L2 readers which in turn might affect their reading proficiency.

2.3.2 L2 Reading self-efficacy

With regards to L2 RSE, several studies have shown the importance that this area of research has in reading proficiency. For instance, Mills et. al (2006) conducted research regarding L2 RSE, L2 reading anxiety and their impact in L2 reading and listening proficiency. The participants in the study consisted of 95 university students enrolled in French courses at university in the United States. Regarding L2 reading proficiency, the results indicated that reading self-efficacy was significantly correlated to reading proficiency and that RSE positively influences reading proficiency. In other words, participants who reported a stronger sense of reading self-efficacy achieved higher scores in reading proficiency tests. Students who perceive themselves as good readers become proficient readers. In a similar vein but focusing on the study of RSE and reading comprehension, Ghonsooly and Elahi (2010) conducted research to explore the relationship among RSE, reading anxiety, and reading comprehension among Iranian EFL learners. The participants of the study were 150 English majors at three universities in Iran. The findings of this study indicated that there was a positive correlation between RSE and reading comprehension. Conversely, learners' RSE was negatively correlated with their reading anxiety. Results from these studies suggest that it would be beneficial to focus on the development of students' RSE in order to improve their reading proficiency.

Regarding reading strategy, Li and Wang (2010) carried out an empirical study in order to investigate the relationship between L2 RSE and L2 reading strategy use among Chinese EFL

learners. The participants were 182 sophomore English majors. The findings of this study revealed that reading self-efficacy was positively correlated with reading strategy use. EFL students with higher L2 reading self-efficacy used more reading strategies in comparison to less self-efficacious readers. These results indicate that in order to attain high L2 RSE, learners of all reading proficiency levels should use reading strategies, which in turn should be promoted by teachers and the type of reading instruction.

Concerning RSE and reading instruction, Oh (2016) studied 95 college students from two universities in Seoul, who had a beginner EFL level of reading proficiency. Results showed that vocabulary knowledge was found to be a primary source of boosting positive RSE and build a high level of L2 reading proficiency. These results demonstrate that as well as in RAs, reading instruction should be a priority in order to build high RSE that contributes to high L2 reading proficiency. Furthermore, Fathi and Soleimani (2020) conducted a quasi-experimental study with 48 Iranian young learners from two different classes. Their research objective was to find whether students' L2 reading attitudes and L2 reading self-efficacy were modified after a 12-week treatment utilizing Cognitive Academic Language Learning Approach (CALLA) for reading instruction and using questionnaires to measure the two variables. The results revealed that in comparison to the control group, the experimental group significantly increased their L2 reading self-efficacy after the treatment period. In addition, neither of the groups reported any positive changes in their L2 RAs, which led the researchers to the conclusion that RAs might develop through experience in significantly long periods of time. These findings also address the importance of reading instruction, hence, the role of the teacher when fostering high RSE.

2.3.3 Online and Hybrid Learning.

Focusing on instruction and class methodologies, during online and hybrid learning many schools and teachers opted to use the video conference software Zoom (Lowenthal et al., 2020) Others, preferred to use Google classroom looking to synchronize their classrooms with Google-based tools such as Google classroom. Both platforms were reported to have an influence on students learning. Francom et al. (2020) reported that the use of Google classroom in blended learning environments demonstrated to have a positive impact on students' interaction and performance in class; however, when showing preference, their participants showed preference for the Brightspace LMS due to its productivity tools, expressed attitudes towards usage and its usability. Some years before, Fathali and Okada (2018) studied student receptivity to using Google online tools as a portfolio to keep track of EFL reading assignments for test preparation in a Japanese blended setting. Their qualitative study demonstrated that the use of asynchronous tools did not mean that participants would build a stronger sense of autonomy. In fact, teachers had to constantly support and scaffold in out-of-class language learning the ability to work independently. Thus, the aforementioned studies suggest that the use of learning management systems prove to be useful in a hybrid context in terms of course organization; however, its usage does not necessarily imply that students will utilize them effectively. It is important to highlight that whereas many schools moved to video conferencing platforms as their primary means of teaching during online classes, others used alternative forms to reach their students. Lowenthal et al. (2020) utilized asynchronous videos to maintain engagement with their students. They found that this method served to achieve their objective, while also allowing them to look after their students' emotional well-being by not spending many hours in synchronous sessions and providing them more free time. This study indicates that alternative ways of managing distance

learning are also positive in the students' learning. In relation to freedom of learning, Ismailov and Ono (2021) studied the relationship between the type of online assignment and students' motivation. Findings revealed that online learners are likely to exhibit motivation when they are given a certain degree of freedom over the content and pace of their learning. Likewise, participants proved to have a strong sense of intrinsic motivation when doing course tasks and that the role of the teacher had no significant impact on their behavior. Therefore, this study suggests that the type of assignments that foster leaners' freedom of choice may be positively associated to intrinsic motivation and achievement.

Regarding students' perception towards online learning, Dizon and Thanyawatpokin (2021) conducted a study that included 230 Japanese university students, who took a pre and post survey that measured their views towards online learning at the beginning and the end of the academic semester. Results indicate that participants had slightly negative views towards emergency remote language learning at the onset of the semester, and that in the post survey these results did not change considerably. Only the factors of increased familiarity and usability of the learning platform and digital tools used by the participants were significant. Aspects such as pandemic-related stress and anxiety were common among the participants, thus it is suggested that teachers are supportive and flexible to student needs during distance learning. Otherwise, students are likely to lose motivation and fail their classes, which is a growing trend during the pandemic (Fulton, 2021). In a similar vein, Mulyanti et al. (2020) studied perceptions of public and private vocational high school students during pandemic online learning. Regarding distance learning activities, participants from public vocational high schools expressed that 39% of them thought that distancing learning was good and 10.52% of them claimed that it was very good. Furthermore, students from private vocational high schools stated that it was good for 33.74% of students and very good for 7.08% of students. However, 87.5% of students of public schools and

78.8% of students of private schools stated that online learning was not attractive to them. In spite of this, 74.2% of students of public and 51.9% of students at private schools indicated that they were given the opportunity to actively participate during the online learning process, which resulted in understandable, highly practical lessons that were suitable for their technical needs. Nevertheless, 59% of students at public schools and 42.3% of private felt burdened with more assignments in the online learning process compared to the ordinary learning process. These results show that in spite of students moderately positive attitudes towards distance learning, it might not be regarded as an interesting setting for learning, and it might even become a burden if compared to are regular class context. Souza et al. (2020) surveyed 7,203 Brazilian student in the distance learning context. Interestingly, results demonstrated that students preferred to maintain their studies remotely provided that the access to information and communication technologies and conditions for its use were granted. Moreover, the study revealed that students were in need of psychological assistance due to the pandemic, and that they had more difficulty, less interest, and fewer technical conditions to complete their studies. Therefore, factors such as internet access conditions, technology literacy, socioeconomic circumstances, demotivation and home environment proved to be the main factors for students' distance learning continuity and effectiveness. This study addresses the importance of other aspects of remote learning that deal with learners' psychological, social and economic conditions and that impact their school results.

2.4 Summary of the Chapter

To sum up, attitude is acquired through time, thus it is malleable and results from the product of diverse experiences involving an object. They contribute to a person's behavior and act as a mediator between an individual's belief and their actions (Bonneville-Roussy et al., 2013; Orth et al., 2010, 2012; Miche et al., 2014. Language attitudes are evaluative beliefs held by a

person or a group of people towards a language, its speakers and culture. Reading attitudes determine the desire an individual expresses towards the performance of a reading task (Artamonova, 2020). They have three components: cognitive, affective, and conative or behavioral, which means that they are formed based on these three main domains ((Mckenna & Kear, 1990; Matthewson, 1994; McKenna et al.,1995; McKenna et al., 2012; Lee & Schallert, 2014). As well as general attitude and language attitude, L2 RA are developmental and might change based on an individual's learning experience. In addition, they might develop in diverse contexts that include print, digital, academic and recreational dimensions (Mackenna et al., 2012; Conradi, et al., 2014). Studies in the field of L2 RA have demonstrated that teaching instructions teaching methodologies, L2 reading habits are fundamental in the formation of positive RAs since they act as predictors of L2 reading proficiency and reading achievement (Day & Bamford, 1998; Crawford Camiciottoli, 2001; Ro & Chen, 2014; Yamashita, 2013; Lee & Schallert, 2014; Lee et al., 2015, Akbari et a., 2017).

In turn, reading self-efficacy derives from the conceptualization and studies made in the field of self-efficacy, second language acquisition and L2 reading. As a general definition, self-efficacy is described as personal beliefs in one's capabilities to execute a designated task (Bandura, 1997; Artino, 2012). They affect almost everything people do; how they think, motivate themselves, feel, and behave. A person's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges (Raoofi et al., 2012). Research in the field of language acquisition has shown that learner's self-efficacy affects their performances in different language domains. For instance, strong self-efficacy beliefs are indicative of strong achievement and proficiency. Thus, learners with a stronger sense of efficacy to perform in English-related tasks achieved higher test scores (Mills et al., 2007; Hsieh and Kang 2010, Tilfarlioğlu & Cınkara, 2009, Mills, 2014). Furthermore, in the area of L2 reading, RSE is positively correlated

to reading proficiency (Mills et al., 2006; Ghonsooly & Elahi, 2009), reading strategy use (Li & Wang, 2010), and reading proficiency (Oh, 2016; Fathi & Soleimani, 2020). Reading instruction influences a learner's sense of RSE. Curricular choices may strengthen self-efficacy beliefs as well as enhance reading achievement and proficiency. Therefore, it is suggested to focus on the development of students' reading self-efficacy in order to improve their reading proficiency.

Concerning online and hybrid learning, research has demonstrated that the use of learning management system might impact students positively or negatively. While some might benefit from the use of online platforms such as Brightspace LMS and Google classroom to provide continuity to their studies (Francom et al., 2020), others might have presented low levels of autonomy, stress and anxiety related to remote learning (Fathali & Okada, 2018). As an alternative to synchronous distance learning, there is the idea of an asynchronous approach that might work through previously recorded videos that facilitate learners the freedom to organize their own times (Lowenthal et al., 2020). Learners who have experiences a higher sense of freedom in class assignments while at remote learning, have shown higher levels of intrinsic motivation and achievement (Ismailov & Ono, 2021).

The literature discussed above show that L2 RA and L2 RSE are related to learners' previous reading experiences, reading instruction, teaching methodologies, strategy use which in turn, might influence reading proficiency and achievement. For the present study, the variables of L2 RA and L2 RSE are studied from a perspective that considers previous national studies and the hybrid learning context due to the Covid-19 pandemic. National studies have demonstrated that in a regular school setting, Chilean 11th graders have shown to have mostly a basic A1 (CEFR) level of reading proficiency. In addition, recent research regarding distance learning have indicated that remote learning has an impact on students' learning, not only in their content knowledge but also affective factors such anxiety, stress or intrinsic motivation. In a period of

post online emergency learning, the hybrid learning context is significant to this study due to its novel application in schools' settings and to the impact this may have on students L2 reading. Thus, this study explores the relationship between the variables of L2 RA and L2 RSE and their relation to L2 reading proficiency in the hybrid learning context and. A mixed- method study was carried out since it served to gauge students L2 RA and L2 RSE and their correlations as well as examining participant's perceptions regarding their L2 reading in said particular school setting.

Chapter III: Methodology

This chapter is structured into six sections. First, the research methodology and design are addressed. Second, general characteristics of the participants and their educational context are presented. Third, data collection instruments' characteristics, purpose, and structure (i.e., surveys, tests, and interviews) are detailed. Specifically, the data collection instruments were categorized in 4 subsections: Survey for Adolescents Reading Attitudes (SARA), Questionnaire for Reading Self-Efficacy (QESE), Preliminary English Test (PET) and a semi-structured interview protocol. Fourth, procedures to carry out the study are explained by providing details of a pilot study, the data collections process and method of analysis used in this research. Finally, ethical considerations are discussed.

3.1 Research Methodology and Design

This study seeks to explore the relationship among EFL learners' reading attitudes, reading self-efficacy, and reading proficiency. In order to address the issue a mixed methods study was designed. A mixed methods approach refers to the process in which "an investigator gathers both quantitative (closed-ended) and qualitative (open-ended) data, integrates the two and then draws interpretation based on the combined strengths of both sets of data to understand research problems" (Cresswell, 2014, p. 2). In like manner, Johnson et al. (2007) assert that a mixed methods approach serves the purpose of "breadth and depth of understanding and corroboration" (p.123).

In more detail, a quantitative methodology involves a deductive approach towards research (Rovai et al., 2014). It contains a particular hypothesis that can be confirmed or rejected based on a series of observations (Rovai et al., 2014) and a mathematical analysis of the data

collected (Muijs, 2011). A qualitative methodology entails the study of participants and events in their own contexts (Tetnowski & Damico, 2001). It has to do with participants' subjective opinions, experiences and feelings, and its main objective is to examine participants' points of view of certain situations (Dörnyei, 2007). Thus, qualitative research attempts to holistically study the nature of investigated phenomena (Merriam & Tisdell, 2016). Accordingly, a mixed methods design was used to collect comprehensive data that served to acquire a deeper level of understanding of the problem posed. The information gathered from numerical sources along with the participants' perceptions were the most suitable manner to do this study.

In terms of quantitative research, a correlational study was carried out. Two surveys were used and adapted in order to measure participants' reading attitudes (Conradi et al., 2013) and reading self-efficacy (Wang et al., 2014). In addition, an adapted version of a Preliminary English Test (PET) was utilized to determine participants' reading proficiency. In terms of qualitative methods, semi structured interviews were conducted.

3.2 Context of the study and Participants

This study was carried out at a provincial public junior and high school in Colina, Chile. The participants in this study were 124 adolescents (65 females, 59 males). They were between 16-18 years old, studying in 11th grade. In a regular school year, students have 6 hours of face-to-face EFL lessons. Lessons are given using the English language most of the time. Furthermore, the school puts a strong emphasis on preparing 11th grade students to certify their level of English proficiency in a B1 CEFR in 12th grade. That is the reason some students voluntarily enroll in a workshop to be trained to take a PET exam. However, due to the global pandemic caused by Covid-19, in 2020 they had 2 pedagogical hours (90 minutes) of synchronous online lessons. They had to connect to meetings that included around 160 students

per session, while in a regular school classroom, there are approximately 40 students who can read a text in pairs, groups or individually. This context did not allow students to work as they used to do in regular lessons. The time given for instruction was shorter than usual, affecting the lesson design and completion of tasks. Thus, reading activities during class were limited by the context. During the hybrid learning setting in 2021, students attended school every other week. They had classes for 2 hours a week, one week in-person class, and one week through distance asynchronous lessons. Subsequently, methodological aspects of the lessons such as instructions provided, type of activities and assessment of learning had to be changed. Due to the use of face masks and physical distancing in in-person lessons, activities were limited to individual tasks or group activities with scarce interaction among peers. In addition, periods of classes had to be shortened in order to comply with the school schedule, planned by teachers and required by the Ministry of Education.

3.3 Instruments

3.3.1 Survey for Adolescent Reading Attitudes (SARA)

The instrument used to measure students' L2 reading attitudes was an adapted version of the Survey for Adolescents' Reading Attitudes (SARA) by Conradi et al. (2013). This survey is inspired by the Elementary Reading Attitudes Survey (McKenna & Kear, 1990) which was created after the results obtained from the study conducted by McKenna et. al (2012) and recently studied by Wang and Jin (2020). The SARA was designed to be used by teachers and researchers in order to assess adolescent school students' reading attitudes and to plan instruction with the results obtained. It contains 18 items divided into four sections that measure attitudes academic print (3, 6,14,17,18), academic digital (1,5,7,12,16), recreational print (2,8,9,11,13) and

recreational digital (4,10,15) reading. Each answer is scored by using a Likert scale from 1 to 6, where 6 stands for "very good" and 1 for "very bad". The numbers in between do not have a classification using words. Thus, the following values in words were added: bad (2), a bit bad (3), a bit good (4), good (5) (see Appendix A).

For the purpose of this research, the SARA was translated into Spanish since it is the participants' L1. In the survey's original English version, each question starts with the phrase: How do you feel when/if…? After backward translations were done with other EFL teachers and researchers (Degroot et al.,1994), the Spanish adapted version had two phrases that were used to start the questions in order to contextualize each item to the students' understanding: *¿Cómo te sientes cuando…?* (How do you feel when…?) and *¿Cómo te sentirías al…?* (How would you feel if…?) (See Appendix B). The translation of the instrument was carried out to prevent participants' L2 reading proficiency impeded the complete understanding of the items.

3.3.2 Questionnaire of English Self-Efficacy (QESE)

The instrument used to measure participants' reading self-efficacy was the Questionnaire of English Self-Efficacy by Wang et. al (2014), which is based on the instrument by Wang (2004). Originally, the survey was created to assess self-efficacy in the four language skills (listening, speaking, reading, and writing). However, for the purpose of this study, only the items corresponding to self-efficacy for reading were selected (items 2, 12, 16, 21, 25, 26, 29, and 32). The items are measured on a 7-point rating scale from 1 (I cannot do it at all) to 7 (I can do it very well). Each item starts with the phrase Can you…? in order to measure students' perception of capability rather than the intention of performing certain actions (Bandura, 2006) (see Appendix C). As in the SARA, the reading items of the QESE were discussed with another

researcher and translated into Spanish, then backward translations were carried with a few EFL teachers and a researcher, as done with the SARA items (see Appendix D).

3.3.3 Preliminary English Test (PET)

The Preliminary English Test (PET) is one of the Cambridge English Qualifications. The Common European Framework of References for Languages (CEFR) organizes language proficiency in six levels, A1 to C2. The purpose of this test is to assess the four language skills (listening, speaking, reading and writing) at an intermediate B1-B2 level and to certify test-takers' level of language proficiency by ranking them at the test level or below.

In order to measure participants' level of reading proficiency, a former reading test from the preparation book Preliminary 8 (2014) was used. The test has 35 items divided in 5 different sections that assess reading comprehension and the use of vocabulary in context. Each item is scored with one point (35 points total). The original paper-based version of the test consists of a booklet that contains the 5 sections along with the general instructions to complete it and the given time (see Appendix E). For the purpose of this study, a booklet was written and presented in an online platform where the students could answer the test from a technological device at school or at home. In addition, though general instructions for the completion of the online test were given in Spanish, instructions for each section and items were written in English (see Appendix F).

3.3.4 Semi-structured interviews

Semi-structured interviews are a set of written questions that guide the researcher through the interview and allows the investigator to ask some other non-written questions (Dörnyei & Taguchi, 2009). Along these lines, the researcher is able to ask for additional information or take

the conversation to a point that is of interest to the topic (Gass et al., 2005). Therefore, semi-structured interviews allow researchers to delve into the topic being studied from a more profound perspective that may not be perceptible through the usage of written instruments (in this study the SARA and reading QESE).

For the present study, a semi-structured interview protocol was created in order to collect more information about students' L2 reading attitudes and L2 reading self-efficacy in a hybrid setting (see Appendix G). Table 1 shows the profiles that were selected based on the results obtained in the quantitative data collection and analysis. Selection was made based on stratified sampling. First, the categories or stratas were created based on suggestions from Conradi et al. (2020), Wang et al. (2014) and Cambridge Assessment (2019) based on the scores of the participants. This process resulted in 4 different participant's profiles as seen in table 1: medium RA, low RSE and high reading proficiency; high RA, high RSE and high reading proficiency; medium RA, low RSE, low reading proficiency; high RA, high RSE and low reading proficiency. Then, according to the profiles, random sampling was used in order to select and interview participants to the semi-structured interview.

Table 1

Profiles of participants obtained from SARA, QESE and PET results.

Reading Attitude	Reading Self-efficacy	Reading Proficiency
Medium	Low	High
High	High	High
Medium	Low	Low
High	High	Low

Regarding the interview protocol, it consists of 16 general questions that were related to the items and answers collected in the SARA and Reading QESE, 2 profile-specific questions for each of the selected profiles to be studied, and 4 questions related to missing aspects or challenges observed by participants. In addition, the interviews were conducted in Spanish in order to facilitate students to focus on their thoughts and conveying them clearly, instead of focusing on how to formulate their answers in English. (See Appendix H for its English version)

3.4 Procedures

3.4.1 Pilot study

All the instruments utilized in this study were piloted. First, the SARA and QESE were piloted together in a group of 10 12th grade students who responded to their adapted Spanish versions on an online Google form. Similar to the final instrument, these two were presented on the same webpage on the Google form but separated in two different sections with a final open question where they could write their comments regarding the test and how difficult or not it had been to answer. The purpose of each survey was stated at the beginning of the instrument's presentations along with specific instructions to answer each item. According to the pilot participants' feedback on the instrument, items were considered to be understandable to read and straightforward to answer. Second, a pilot study of the reading section of the PET was also undertaken. For this purpose, 10 participants from a different school with similar educational characteristics were selected. Similar to the SARA and QESE, the pilot instrument was presented in an online Google form and participants had an open-ended question to write their impressions of the test. In this case, the second section of the reading PET was found difficult to answer since it was displayed in such a manner that participants had to constantly scroll up and down on their

screens to read the presented text and answer correctly. Therefore, this section was modified to make it more student-friendly and collect more reliable data in the final study. Fourth, the semi-structured interview protocol was piloted once. It was carried out using the meeting platform Zoom via a previously shared link. It lasted around 40 minutes and covered the semi-structured interview protocol entirely. This pilot test was particularly significant to the researcher since the adolescent interviewee suggested the pace that the interview should have. This was not requested explicitly; however, the researcher came to several conclusions from the behavior the participant showed during the session. Some of the preliminary outcomes resulted from this pilot test were that the pace of the interview should be adequate to the availability of internet connection of the participant (some questions needed repetition), items 17 and 18 of the interview protocol were rephrased and used as profile-specific questions, and that the interview protocol should not be rigid, instead it should serve as a guide for a more natural dynamic conversation.

3.4.2 Data Collection

The data collection process was divided into three main steps. First, an information sheet about the study was sent to the participants' parents. This document served to inform parents that the school was participating in this study and that some school hours were going to be used to answer the surveys. Due to the internal school organization and school-parents' relationships, it was not necessary to obtain each parents' consent for the students to answer the online surveys, since the school acted as their representative and authorized the process this way. After this, the participants responded to the online Google form of the SARA and QESE and it was conducted during an in-person session at school. Second, the participants took the online reading PET at home as part of their asynchronous tasks; the link to the form had been previously shared and it was available for a week in order to collect student's responses entirely. In addition, with a view

to collecting the same data gathered in the surveys, it was agreed with the school's teachers that taking the test was going to be rewarded with a grade. Third, after having obtained all the data from the survey, questionnaire, and the reading PET, 10 students with varied results were selected in order to conduct the semi-structured interviews. Before the interviews, the parents of the 10 participants were individually contacted via e-mail and sent the parents' consent for the interviews. They sent the signed document to the school's inspector. Later, the interviews were conducted and recorded through the platform Zoom with a link that had been shared earlier and was also facilitated to the students with the aid of the school's inspector. Each interview lasted approximately 30 minutes and they were done in rounds of three to four interviews in a day. At the beginning of each interview, participants were informed about the interview protocol.

3.4.3 Data analysis

According to Al-Balas et al. (2020) data analysis refers to "categorizing, classifying, and summarizing data to obtain answers to the research questions" (p. 204). Therefore, in order to achieve this, descriptive analysis and inferential statistical analysis (Stapor, 2020) were used to analyze quantitative data. For the qualitative data analysis, the process of thematic analysis was used. It is a method for identifying, analyzing, organizing, describing, and reporting themes found within a data set (Braun & Clarke, 2006). It is a useful method for examining the perspectives of different research participants, highlighting similarities and differences, and generating unanticipated insights (Braun & Clarke, 2006; King, 2004). The different stages involved in the analyses are described below.

For the Survey of Adolescent Reading Attitudes (SARA) and the Questionnaire of the English reading Self-efficacy (QESE) all the data collected was analyzed using IBM SPSS Statistics software in order to run descriptive and inferential statistics. For this purpose, 18 items

in the SARA, and 8 items in the QESE were used. Following, the standard deviation was calculated. While The SARA was answered in a Likert scale from 1 to 6, the QESE was answered in the same form with a different scale that ranged from 1 to 7.

For the Reading Preliminary English Test (PET), the results of the online tests were input in a list and sorted by the obtained scores in ascending order. After this, the scores were categorized according to instructions provided by Cambridge Assessment in the English Scales (Cambridge Assessment, 2019). The PET scale suggested that scores that were below 15 points were ranked in an A1 CEFR level, scores from 16-24 points in an A2 CEFR level, scores from 25-29 points in a B1 level and scores above 30 points in an B2 CEFR level. Therefore, results from the PET were ranked following this procedure.

The quantitative data described above also served the purpose of identifying profiles to select participants to be interviewed. The results of the reading PET were categorized as low (A1-A2) and high (B1-B2). Reading Self-efficacy (Wang et al., 2014) was set as low (1-3), medium (3.1-5) and high (5.1-7). For the Reading Attitudes survey where "3.5 is the midpoint of the scale [suggesting] neutrality or indifference [and] the more a score exceeds 3.5, the more positive the attitude" (Conradi et al., 2013, p. 570), the results were categorized as low (-3) medium (3-4) and high (4.1-6) as shown in table 1.

Focusing on qualitative data, thematic analysis was carried out using the process suggested by Nowell et al. (2017). It is composed of six different phrases that aid organizing and defining themes and that start with familiarizing with the data, generating initial codes, to searching, reviewing, defining and naming themes. Although thematic analysis as described might seem a linear process, the authors suggest that it is "an iterative and reflective process that develops over time and involves a constant moving back and forward between phases" (Nowell et al., 2017, p. 4) Subsequently, in order to code the data, the Atlas.ti software was used.

Research has addressed the use of technology in qualitative analysis and its significant benefits. Softwares provide an organized and easily accessible file system that allows researchers to locate important material quickly and promotes close analysis of the data (Creswell & Poth, 2018). Thus, once all the information was coded themes were established and served to analyze and discuss qualitative data. Table 2 below shows the most recurrent codes identified through the process of coding and the themes that these codes led to.

Table 2

Codes and Themes

Codes	**Themes**
L2 reading at school, L2 reading at home, digital reading, social media, songs, reading for fun, poor readers, intention to read, intrinsic motivation to read.	L2 reading habits. L2 digital reading for fun.
Previous schools, current school, teachers, encouragement, motivation, activities, reading, online reading, in- person activities, in- person reading, reading out loud, own abilities, peers, English is useful, English is important.	L2 reading instruction. Emotions and capabilities.
Lack of time, time at home, online class hours, activities and tasks, online lessons, interaction, online tests, reading, pieces of news, instructions.	Hybrid learning context.

In summary, the present study aims at exploring the relationships between 11th graders L2 RA, L2 RSE and how these may impact their reading proficiency in a hybrid learning context. A mixed-method study was carried in order to provide a more thorough analysis. Table 3 presents the summary of the study design and methods for data collection and analysis.

Table 3

Summary of research design, methods and analysis.

Research Question	Participants	Data Collection Methods	Method of analysis	Objective
Q1: What are the perceived L2 reading attitudes and reading self-efficacy of 11th grade EFL learners in a hybrid learning context?	124 (65 females, 59 males) 11th grade students from a public school located in the Province of Chacabuco, Santiago, Chile.	Survey of Adolescents Reading Attitudes (Conradi et al., 2014) Reading section of the Questionnaire of English Self-efficacy (Wang et al., 2014)	Quantitative analysis. Descriptive and Inferential Statistics.	To explore the L2 reading attitudes, the L2 reading self-efficacy and the L2 level of reading proficiency of Chilean 11th grade students in a hybrid learning context.
Q2: How are these learners' L2 reading attitudes and L2 reading self-efficacy related to L2 reading proficiency in a hybrid learning context?	124 (65 females, 59 males) 11th grade students from a public school located in the Province of Chacabuco, Santiago, Chile.	Reading section of the Preliminary English Test 8 (2014)	Quantitative analysis. Descriptive and Inferential Statistics.	To describe the relationship between the L2 reading attitudes, the L2 reading self-efficacy and the L2 level of reading proficiency in a hybrid learning context.
	10 (7 females, 3 males) 11th grade students from the same school	Semi- structured interview protocol.	Qualitative analysis. Thematic analysis.	

3.5 Ethical considerations

Several ethical considerations were considered during the development of the study. Before conducting the present study, it was necessary to request permission from different actors involved in the investigation process such as the school's principal and the participants' parents. In order to do this, a formal letter (see Appendix I) was sent to the school's principal in order to

introduce the project and ask for permission. When the permission was granted, an information sheet (see Appendix J) was sent to all participants and their parents. By doing this, they were informed of the general purpose of the study, as well as the surveys they were going to respond to during school's class time. In addition, considering that the study was designed to be done with teenagers, a parent's consent was sent to the participant's parents in order to allow their children's participation (see Appendix K). Furthermore, it is worth mentioning that the data collection process was done online, using Google forms for the survey, questionnaire, and test, and Zoom meeting for the semi-structured interviews. All of which follows the sanitary measures adopted by the government due to the Covid-19 pandemic. Finally, all the information gathered remained anonymous, as neither the names of the participants nor their personal information was exposed.

Chapter 4: Results and Discussion

4.1 Overview

The following section presents the results obtained from the data analysis process. Findings are organized in order to provide answers to the two posed research questions. For research question number one, results from the Survey for Adolescent Reading Attitudes (SARA) and the reading part of the Questionnaire for English Self-Efficacy are described and discussed. Results of the reading Preliminary English Test are also included. Likewise, for research question number two, Pearson correlations and themes that emerged from the semi-structured interviews analysis are also presented and discussed.

4.2 Research Question 1: What are the perceived L2 reading attitudes and reading self-efficacy of 11th grade EFL learners in a hybrid learning context?

Descriptive statistics in terms of means and standard deviations are described in the results that emerged from the Reading Preliminary English Tests (PET), the Survey for Adolescent Reading Attitudes (SARA) and the Reading Questionnaire for English Self-Efficacy as seen in Table 3.

Table 3 presents the results obtained in the quantitative research instruments utilized. The Reading Preliminary English Test (PET), the Survey for Adolescents Reading Attitudes (SARA) divided in its four dimensions (academic print, academic digital, recreational print and recreational digital), and the Questionnaire for Reading Self-Efficacy (QESE). In the Reading PET, where the maximum score was 34 points, the mean was 21,19. In the SARA, from a maximum of 6 points, the mean of the total reading attitudes was 4,44 (SD =.88). The lowest

mean was for the dimension of academic digital which corresponds to 4,16 (SD = 1,00), followed by 4,25 for academic print (SD = ,94), 4,67 for recreational print (SD = 1,03), and 4,81 for recreational digital (SD = 1,05). Similarly, in QESE, from a total of 7 points (6,88), the mean was 5,18, which reports a positive, but fair RSE.

Table 4

Descriptive Statistics of PET, SARA and QESE

	N	Minimum	Maximum	Mean	Std. Deviation
PET READING	124	4	34	21,19	7,35
ACADEMIC PRINT	124	1,40	6,00	4,25	,94
ACADEMIC DIGITAL	124	1,40	6,00	4,16	1,00
RECREATIONAL PRINT	124	1,40	6,00	4,67	1,03
RECREATIONAL DIGITAL	124	1,67	6,00	4,81	1,05
TOTAL READING ATTITUDES	124	1,50	6,00	4,44	,88
READING SELF-EFFICACY	124	2,00	6,88	5,18	1,14

Furthermore, in order to detail participants' preferences, one item from each dimension of the SARA and the QESE were selected. They were the ones with the highest scores according to their own scales. It implies that in the following items the participants demonstrated their most significant positive reading attitude and reading self-efficacy beliefs.

Concerning the academic print dimension of the SARA, figure 1 shows the results obtained for the question: "how do you feel about using a dictionary for class? 39.5% of the respondents answered that they feel "very good" when using a dictionary during the English class and 31% percent responded that they feel "good". This was the item with the highest percentages including the perception "good" and "very good" in the dimension of academic print reading.

This suggests that the majority of participants employ a dictionary during their hybrid classes as part of their academic learning strategies.

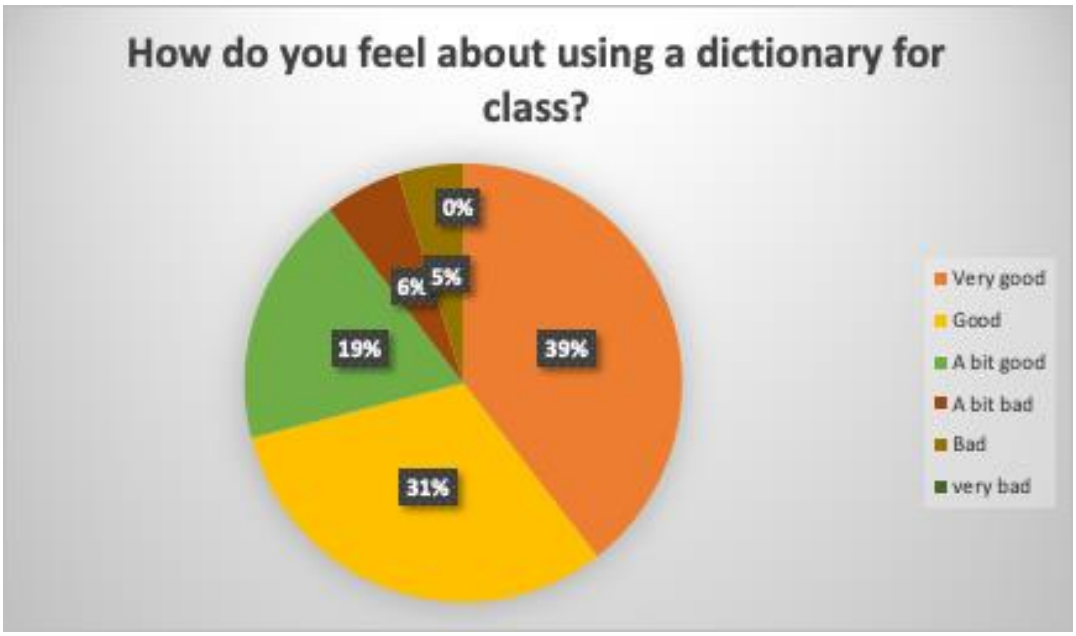


Figure 1. How do you feel about using a dictionary for class?

Regarding the academic digital dimension, figure 2 shows that 32.2% of the respondents stated that they feel "very good" when they have to look up online information for a class. Followed by a 29% the respondents feeling "good" and 28% feeling "a bit good". 8% of the students feel "a bit bad" and 3% "bad" when looking up for information online for a class. These results suggest that the majority of students present positive attitudes towards using digital sources of information for academic purposes in a hybrid learning context. This makes this item, the one with the highest positive preferences within its dimension.

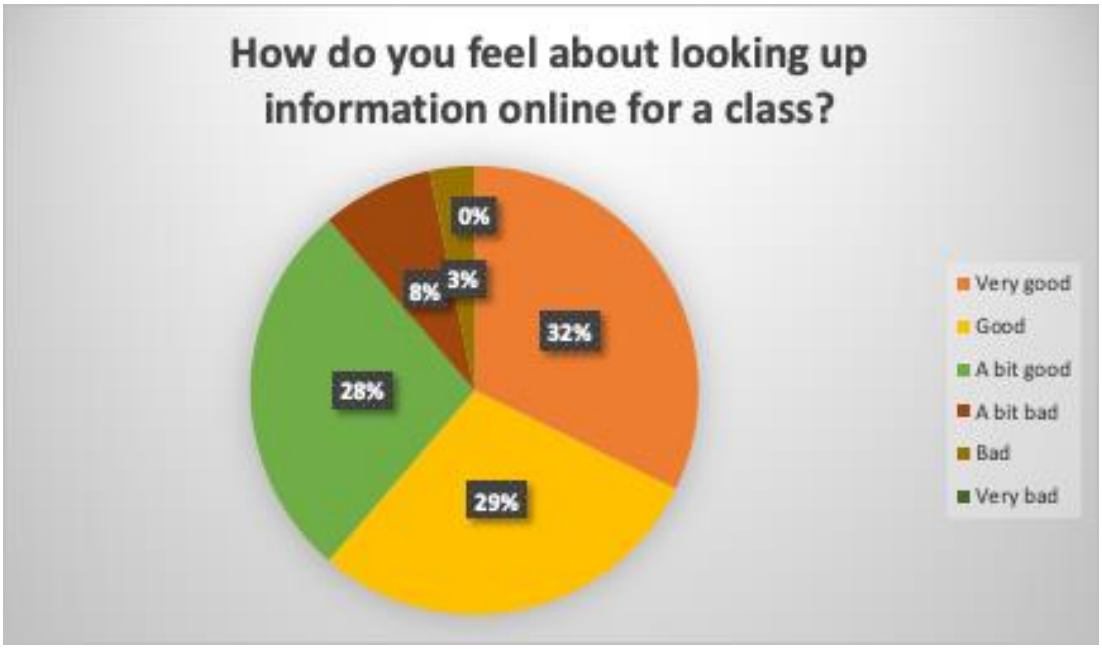


Figure 2. How do you feel about looking up information online for a class?

In the recreational print dimension, 41.9% of the participants reported that they feel or would feel "very good" about getting a book or a magazine for a present, and 26% feels "good". This item is the highest of the dimensions which indicates that in the hybrid school context, students have positive attitudes towards reading paper-based books for fun.

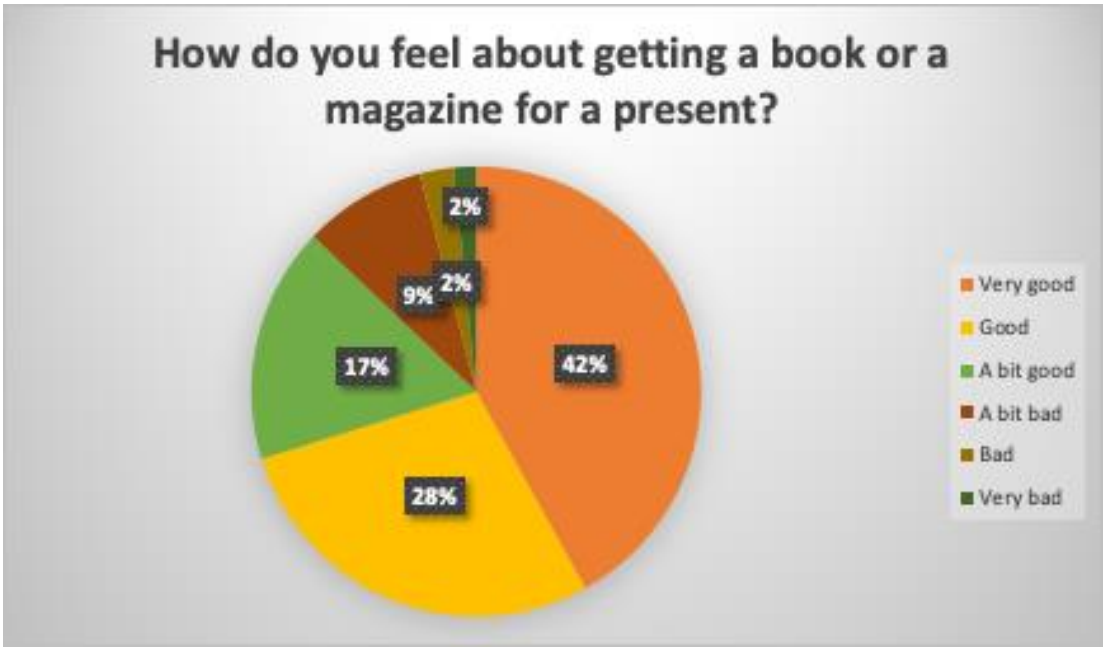


Figure 3. How do you feel about getting a book or a magazine for a present?

In the dimension of Recreational Digital, this question was the item with the majority of preferences. 54% of the participants felt “very good” towards using and reading social media in English in their free time. This item is also the one with the highest scores in the whole survey, which demonstrates that in a hybrid school context, students are likely to use social media in their free time in the L2.

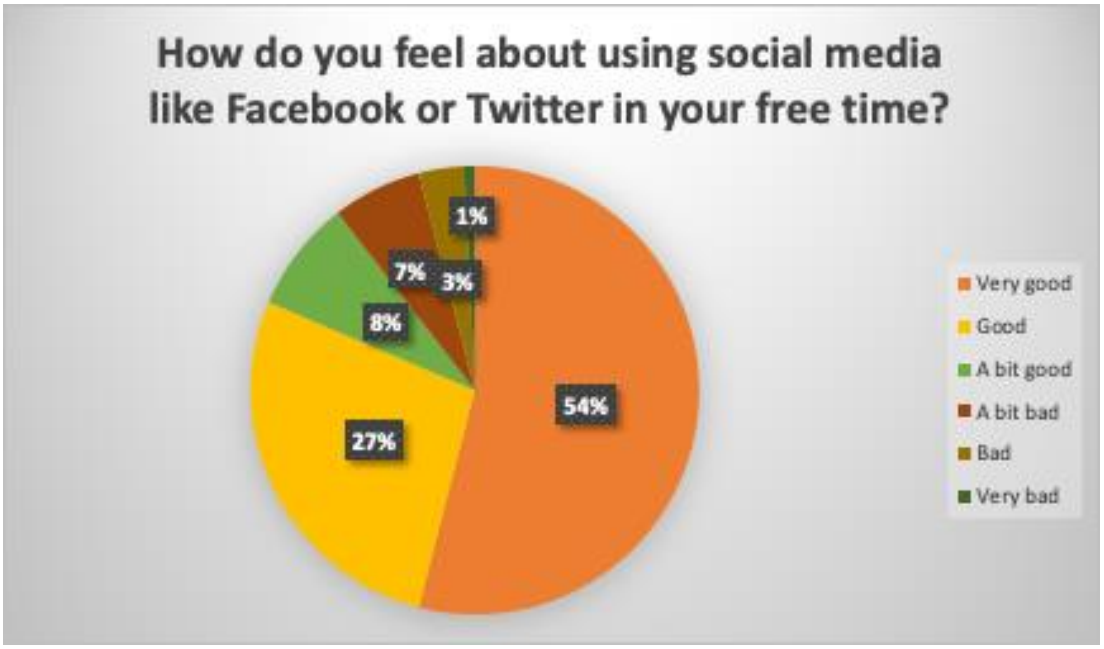


Figure 4. How do you feel about using social media like Facebook or Twitter in your free time?

With regards to participants' L2 RSE, the item with the highest positive perception from student was the one related to reading short English narratives. 32.3% of the participants answered that they "can do it well", 25% answered that the "can do it", and 21% said that they could basically do it. Thus, these results show that participants to this study feel more capable of reading in English when the task is related to short L2 passages.

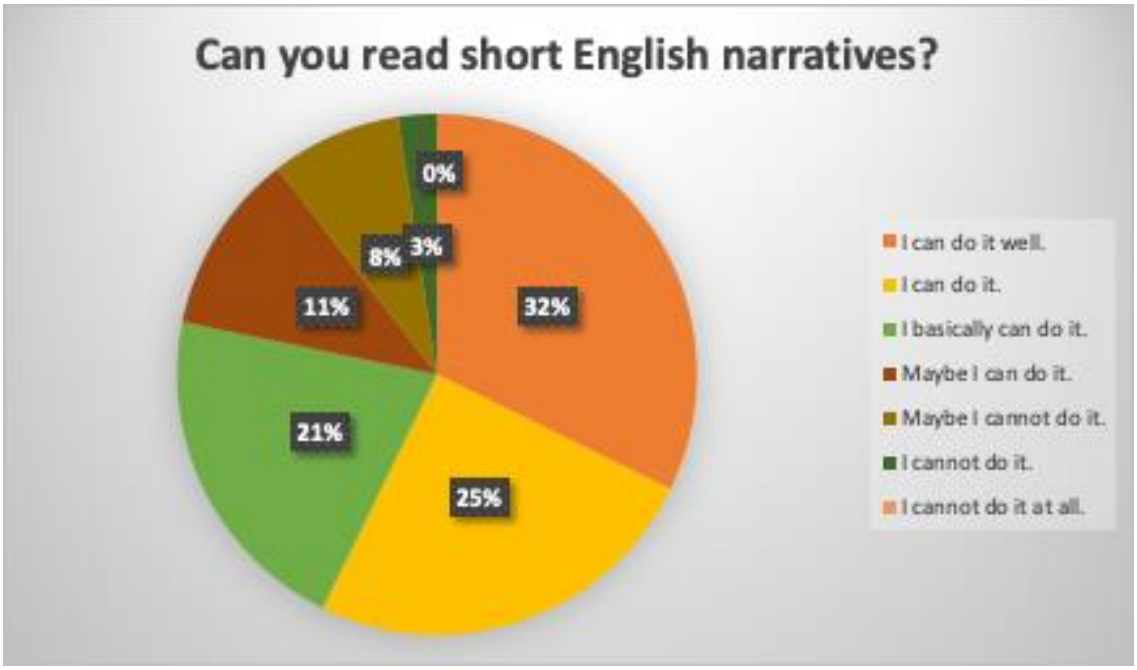


Figure 5. Can you read short English narratives?

In summary, descriptive statistics demonstrate that in relation to L2 RA, participants of the study possess moderately positive reading attitudes (*M* = 4,44) presenting fewer positive attitudes towards academic digital reading (*M* = 4,16) and more positive attitudes towards the recreational digital dimension (*M* = 4,8 1). Regarding L2 RSE, results indicate that participants show moderately positive beliefs (*M* =5, 18). Results for the proficiency test reveal that learners have an average A2 CEFR level (*M* = 21,19). Furthermore, detailed analysis of survey item exhibits that 39.5% of the respondents answered that they feel "very good" when using a dictionary during the English class; 32.2% of the respondents stated that they feel "very good" when they have to look up online information for a class; 41.9% of the participants reported that they feel or would feel "very good" about getting a book or a magazine for a present; 54% of the participants felt "very good" towards using and reading social media in English in their free time;

and 32.3% of the participants answered that they "can do it well" when reading short English narratives.

The first goal of this study was to (1) to explore the L2 reading attitudes, the L2 reading self-efficacy and the L2 level of reading proficiency of Chilean 11th grade students in a hybrid learning context. Findings indicate that L2 reading attitudes of the participants are moderately positive with a total mean's value of 4,44. While recreational digital is the one with the highest mean (*M*=4,81), the academic digital is the one with the lowest (*M*= 4,16). According to McKenna et. al (2012), reading attitudes worsen as students grow up. Following this idea, participants of the study should have presented less positive reading attitudes since they are in 11th grade, one year prior leaving high school. However, their attitudes are more positive now than in previous school's years. They mainly attribute these positive attitudes to different factors such as teachers' encouragement, quality of L2 instructions, the type of tasks and activities in the L2 and importance of studying English for high school and their future life. These findings confirmed Day and Bamford's (1998) argument that enjoyable experiences in the second language classroom environment, including teachers, peers, learning materials, and activities, can shape positive reading attitudes in L2, whereas unpleasant impressions or ongoing experiences may develop into negative attitudes. Furthermore, in spite of their average PET reading scores, which are low, students present moderately high L2 reading attitudes. This idea relates to Park (2020) who suggests that even low-level learners or low-proficiency learners might develop a positive reading attitude when facing a motivational learning methodology. Among the motivational factors that influence participants' reading attitudes are the personal interest in the L2, the perceived utility of the L2, learning experiences in the L2, extrinsic factors such as academic success and intrinsic factors related to their perceived capabilities in the L2. These

factors relate to the study of Ismailonov and Ono (2021) who studied motivation of freshmen college students in a remote learning setting and will be further analyzed in the qualitative data discussion.

In relation to L2 reading self-efficacy, the mean value for this variable is 5,18, which also indicates that the participants of this study have moderately positive beliefs towards reading. Research in the field of L2 reading self-efficacy has linked positive beliefs towards reading to several factors including the use of reading strategies (Zarei, 2018; Mohammed & Mohammed, 2022) and reading comprehension (Liao & Wang, 2018). Readers who have high reading self-efficacy tend to employ various strategies while doing reading activities (Mohammed & Mohammed, 2022). As it is shown in Figures 1 and 2, strategies such as using a dictionary (39,5%) and looking for information online (32,2%) are used in the learning setting. They are familiar to participants and contribute to developing positive attitudes which correlate to reading self-efficacy. Moreover, performance in reading comprehension improves with increased reading self-efficacy beliefs (Liao & Wang, 2018). Other authors have reported that when learners present positive levels of self-efficacy, they do better at performing reading tasks (Genç et al., 2016). Participants of this study present a moderately low L2 reading proficiency; however, they feel capable according to the experiences they have lived throughout their academic lives. The results of the present study might be explained based on Bandura's construct of self-efficacy beliefs (1997). As it will be seen in the qualitative discussion, participants reported that they perceived how capable they were based on how well they had done in previous reading tests or activities (mastery experiences). In addition, a few interviewees explained that their self-efficacy beliefs came from the comparison they made between their own understanding of a reading passage compared to others. When they understood or performed better than a peer in a test or

activity, they felt they were capable of reading in the L2 (vicarious experiences). Moreover, teacher's encouragement and praise were fundamental aspects of participants' reading self-efficacy. In addition, grades were also a determinant factor of feeling capable of reading in English (verbal persuasion). Likewise, their perceived emotions, whether negative or positive influenced their expanded efforts and perseverance to continue reading for a task or test and fostered their internal sense of accomplishments.

4.3 Research question 2: How are these learners' L2 reading attitudes and L2 reading self-efficacy related to L2 reading proficiency in a hybrid learning context?

The second objective of this research was to describe the relationship between the L2 reading attitudes, the L2 reading self-efficacy and the L2 level of reading proficiency of Chilean 11th grade students in a hybrid learning context. Three results emerged from the analysis (1) strong correlations are found between the components of L2 Reading Attitude and L2 Reading Self-Efficacy, (2) L2 reading self-efficacy is significantly correlated with L2 reading proficiency and (3) L2 Reading proficiency is weakly correlated with L2 Reading attitudes in the Recreational digital component. Pearson correlations were run to identify relationships between the components of RA, general RA, RSE and reading proficiency in the PET. Table 5 presents the p value and the strength of the correlation. These results demonstrate that L2 Reading Self-efficacy holds a strong relationship with all the components in the Survey for Adolescents Reading Attitudes (SARA). In more detail, it is significantly correlated with the Recreational Print dimension (r =-.715; p =.000), then with the Academic Digital (r =-.656; p =.000), the Recreational Digital (r =-.655; p =.000), and the Academic Print dimension (r =-.613; p =.000). Similarly, there is a low-moderate correlation between L2 Reading self-efficacy and L2 Reading

Proficiency (r = -.266; p = .003). Furthermore, L2 Reading Proficiency is weakly correlated with L2 Reading Attitudes, only with the Recreational Print component of the SARA (r = -.193; p = .031).

Table 5

Correlations among reading proficiency, reading attitudes, and reading self-efficacy

	PETR	AP	AD	RP	RD	TRA	RSE
PET R	1						
AP	,093	1					
	,306						
AD	,097	,886**	1				
	,284	,000					
RP	,193*	,732**	,637**	1			
	,031	,000	,000				
RD	,174	,622**	,564**	,712**	1		
	,053	,000	,000	,000			
TRA	,155	,934**	,894**	,882**	,790**	1	
	,085	,000	,000	,000	,000		
RSE	,266**	,613**	,656**	,715**	,655**	,749**	1
	,003	,000	,000	,000	,000	,000	

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

(PET R = Preliminary English Test Reading; AP = Academic Print; AD = Academic Digital; R-P = Recreational Print; RD = Recreational Digital; TRA = Total Reading Attitudes; RSE = Reading Self-Efficacy).

The first findings demonstrate that there is a strong correlation between the components of L2 reading attitudes (i.e., academic print, academic, digital, recreational print and recreational digital) and L2 reading self-efficacy. Scarce research has been conducted in this field of reading that directly relates both variables. Nevertheless, the strong correlation between L2 reading attitudes and L2 reading self-efficacy may be understood from the perspective of reading motivation, where reading attitudes and reading self-efficacy are components of the construct and

are related (Jang et al., 2015; Schiefele et al., 2012). Jang et al. (2015) argues that attitudes develop gradually as a result of numerous experiences with reading, for instance, the impact of instruction contributes to a learner's growing awareness of proficiency. Moreover, prior to reading a text, learners judge how capable they are to read and understand such text, which represents an estimation of self-efficacy. These judgements are specific to the task, and self-efficacy results from their perception of text complexity. Therefore, it could be assumed that reading attitude and self-efficacy are related interdependently. To illustrate, if a student perceives that a text is understandable and that reading will be successful (positive self-efficacy beliefs), reading attitudes in turn will be positive as well, affecting their behavior in reading the text. In addition, Cirocki and Caparoso (2016) state that among the characteristics of motivated readers, they are engaged in reading, have a positive attitude towards reading, show a preference for challenge and have high self-efficacy. Thus, the cited studies have explored the relationship among these two variables only in the field of reading motivation. Furthermore, as it will be seen the qualitative sections of the study, the answers of the interviewed participants suggested that they perceived there was a relationship between how capable they feel to read a text in English and the feelings or emotions they experience when reading the same text. One of them explained that when she felt that she was very capable of reading a text, her emotions were going to be of calm and serenity instead of nervousness or anxiety. Another participant expressed that when she felt she understood a text in English she felt encouraged to do tasks in the L2 or to answer in a test successfully. A third interviewee expressed that she thought that everything depended on how she felt, if she felt confident" about reading, she would approach the text with the certainty she would understand it. Therefore, participants' testimonies also support the notion that L2 reading attitudes and L2 reading self- efficacy are related.

The second findings indicate that there is a low-moderate correlation between L2 Reading self-efficacy and L2 Reading Proficiency. These findings share similarities with Mills et. al (2006) and learners of French as a second language. Their study suggested that reading self-efficacy was significantly correlated to reading proficiency and that reading self-efficacy positively influenced reading proficiency. Similarly, Chen (2007) indicates that EFL learners' self-efficacy is an important factor in the achievement of higher scores in English language skills such as listening or reading comprehension. Kitikanan and Sasimonton (2017) demonstrated that in adult learners of English, English learning achievement and self-efficacy for English reading were moderately and positively correlated. Their study showed that when self-efficacy reading was high, participants' test scores were also high. Liao and Wang (2018) also reported that after a comprehension strategy intervention, adult ESL learners also reported to have a correlation between reading self-efficacy and reading proficiency. Self- efficacy theory indicates that prior experiences impact perceptions of skills (Bandura, 1997). Participants of the study indicated that teachers' encouragement, the type of tasks and activities in the L2 and their comparison to peers, were major aspects that influenced their perceptions of how capable they were to complete their tasks. Despite the fact that the average scores in the Reading PET were moderately low (21,19), students perceive that they are capable of reading in the L2, and they attribute their general low results to other reasons such as lack of asynchronous time combined with the length of the reading test. This idea is also related to Figure 5 regarding the QESE results, where 32.3% of the participants marked that they "can do it well" about reading a short passage in the L2. Therefore, students perceive that they have the ability to read, understand L2 reading texts and answer successfully in a test when the reading is short. The ideas might explain the existent correlation between reading self-efficacy and reading proficiency. Although students' reading proficiency scores are low, they may tend to increase when RSE increases.

The third findings establish that L2 reading proficiency is weakly correlated only with the recreational print component of L2 RA and not with the entire category of L2 RA. These results are contrary to Lee and Schallert's (2014) results which reveal that L2 reading proficiency is related to positive RA. Their study, carried with teenagers and adults, demonstrates that reading achievement is predicted by reading attitude and language proficiency. However, in the present study, the results in the Reading PET do not correlate to participants' moderately positive reading attitudes. Similarly, Yamashita (2013) suggests that L2 reading proficiency is not a significant predictor of L2 reading attitudes of adult EFL learners, which might also indicate no correlation among them. As it will be seen in the next qualitative section, participants to the semi-structured interviews declared that they liked reading in the L2 because they perceived it as a useful subject, and that their low results in the Reading PET might have been attributed to reasons such as lack of time, difficulties in time management in relation to completing asynchronous work and school homework, and their perception towards the test, which was considered too long and led them to lose concentration. Results in the SARA demonstrated that 41.9% of the participants reported that they feel or would feel "very good" about getting a book or a magazine for a present. This item is the highest of the dimensions, which suggests that students still prefer to read paper-based texts in a hybrid school context. However, as it will be seen in the qualitative discussion, they admitted that they hardly- ever read books. They declared to not have the habit of doing it, though, they would like to start reading texts such as novels, tales, and recipes. Therefore, their answers might be related to the desire they have to read in the future. Many SARA items were stated beginning with the phrase *¿Cómo te sentirías…?* (How would you feel…?) which in Spanish implies a possible or imaginary situation that can happen in the future; thus, students might envision themselves with ideal positive L2 reading attitudes when the topic of discussion relates to reading recreational printed sources.

Results obtained from semi-structured interviews aid to understand and complement the correlations found. Table 6 shows participants who were selected to be interviewed in the semi-structured interviews according to their specific characteristics regarding their gender, age, L2 RA, L2 RSE and reading proficiency level. Their opinions and impressions are captured and are cited using their participants' numbers as follows. (e.g., P1).

Table 6

Profiles of participants to the semi-structured interviews.

Nº of Participant (P)	Gender	Age	Reading Attitude	Reading Self-efficacy	Reading Proficiency
P1	Male	17	Medium	Low	High
P2	Female	17	Medium	Low	High
P3	Female	16	High	High	High
P4	Female	16	High	High	High
P5	Female	16	Medium	Low	Low
P6	Male	16	Medium	Low	High
P7	Male	16	High	High	Low
P8	Female	16	High	High	Low
P9	Female	16	High	High	High
P10	Female	17	Medium	Low	Low

4.3.1 Hybrid learning context.

Due to the Sars-Cov 2, Covid-19 pandemic, students had to complete their 11th grade in a hybrid learning context. This means that they had to attend in-person lessons every other week. This setting was attributed to have influenced students L2 reading regarding the PET test and the type of distance lessons they had.

Reading proficiency. P5 attributed her results in the reading PET to the lack of successful time management and not necessarily to her RA or RSE. In addition, she did not think that her results in the reading test are definite because

> (My results) were something related to time. The day I took the test I arrived home late, and I didn't have much time left to take the test. Maybe if I had arrived earlier, I would have had better results and everything that I am telling you now, would have been reflected there.

P5 stated that the hybrid context affected her reading proficiency since she could not take the test in an ideal time setting. This idea relates to Souza et al. (2020) who report that Brazilian school students thought that their remote leaning would have been successful if the at-home learning conditions had been favorable in terms of access to the internet, home dynamics and students' at-home organization.

P10 also related her results in the test to time issues. She declared that "I took that test in a hurry, without taking it seriously… to be honest. Of course, the results weren't as I would have liked them to be [...] (if her attitude had been different) surely, they would have been higher". P10's words could be associated to two aspects, time management and interest. She expressed that she did not took the assignment of responding the online test as a serious task. It combined with her lack managing time successfully ("in a hurry") and resulted in a low reading proficiency result. This situation relates to the study carried out by Mulyanti et al. (2020) with Indonesian vocational high school students, who did not regard remote learning as bad, but as not attractive to them.

P7 also related his reading proficiency to lack of interest during the hybrid period, but with a higher content of emotional reasons. He stated

> "I know they (results) were rather low. I'm not sure, but I think that it was because in that moment I wasn't paying attention to the assigned tasks. Let's say that in that time I was depressed… I was depressed for a long time because I didn't know what to do exactly. By the time the third trimester began, I started to be more active about homework [...] I had bad results because I didn't want to do anything. But now I can read and answer to a question in English".

P7 clearly stated that he felt demotivated and depressed during the periods of remote learning in the hybrid context to the point that he did not know how to be involved in the process until the final period of the academic year approached. Dizon and Thanyawatpokin (2021) indicates that negative attitudes towards distance learning are strongly associated to pandemic-related stress and anxiety, for P7 it was depression and demotivation what caused him not to take the test completely engaged.

P8 attributed her results to communication difficulties. She stated "I wasn't prepared to take the test. We weren't given the contents of the test [...] what the tests would have. I didn't think that it would have those long texts, [...] this was the first test like this… I hadn't practiced before, but we did have information about the long texts that were in a PET". This perception is related to Dizon and Thanyawatpokin's (2021) study were 16% of the participants found that it was harder to communicate with teachers and classmates during remote lessons. Similarly, Tang et al. (2020) also revealed that socialization with peers and teachers decreased during hybrid learning, which implied that forming relationship or maintaining the ones built at school was difficult.

Students reading proficiency was low towards a computer-based reading test. They believe that their abilities for L2 reading were shadowed by the hybrid context based on factors

such as time management, lack of interest and depressive moods, and communication with their teacher.

Online lessons. Participants perceived that online lessons were different to in-person classes and that they affected their attitudes towards reading. According to the quantitative results, the dimension of academic digital reading had the lowest scores in the survey. This might be attributed to the decreased interaction among peers, reduced class periods and reduced reading in the L2. P3 referred to classes as followed

> … with the pandemic, we started with the online classes and my teachers had been changed, obviously it was more difficult with the online classes. I felt that we didn't practice much, like with the games that I mentioned, or that sometimes the teacher started a conversation, and one could answer in English, but we lost that with online classes.

P3 considered that the online setting for learning had been less favorable because the interaction with her teachers and peers had been reduced. Research has shown that this is a common element in distance lessons, and that it affects instruction, learning and the development of social and academic abilities (Tang et al.,2020; Dizon & Thanyawatpokin, 2021). Therefore, participants' general L2 reading proficiency might have been affected by the reduced socialization among student during reading tasks. In addition, the adapted schedules and school timetables made students perceive that with the hybrid learning context classes were more disadvantageous. P3 also stated that "with the pandemic classes were reduced. We went from having 6 hours a week, to have 2. We didn't have the time to do much…". By having 2 hours a week of in-person classes (90 minutes) every other week, the development of language skills such as reading may not have been achieved completely, thus the reduction of class hours is also a factor that affected L2 reading during remote lessons (Centro de estudios MINEDUC, 2020;

2021). Furthermore, this feeling of unfavorable learning setting might have been based on how their educators guided them to online learning. Online assignments designed by teachers have a major effect on how students approach online learning (Ismailov & Ono, 2021). Likewise, the importance that teachers might have given to distance lessons might have affected the value students gave to online learning.

Regarding remote reading, P6 expressed that online academic reading had been mainly to read text based on completing Google forms and taking online tests.

> I haven't read much on paper, I've read longer texts on the internet, and I have read on Google forms in the tests we have taken, but I think that reading on paper would be easier [...] because of the tests we have taken I have seen English in the instructions or texts from a magazine in English, for example.

Other participants declared that they had mainly read pieces of news during the hybrid school year. When P9 responded to question 3: What do you like reading in English the least? She answered

> maybe the news [...] because sometimes there are topics that I am not very interested in, and in the test, we always have to read texts like those and not all of them interest me [...] we have read pieces of news because there was a unit (of study) in which we had to create a piece of news.

Similarly, P8 said that "at school we always have to read pieces of news or articles that are important, and I have practice with that". P9 and P8 extracts show that online classes regarding reading were related to pieces of news. This type of assignments created mixed feeling in the students, while P6 regarded it as an uninteresting task and P9 did not like reading such

texts, P8 considered them important and that they added expertise to her reading practice. This is related to Lee et al. (2015) and to the notion that different approaches to reading are effective for different language levels. P6 and P9 have high levels of reading proficiency, but P8 has a low level of reading proficiency. Thus, the aforementioned activities were useful for the learner who was less proficient. In addition, the use of asynchronous tools like Google forms did not mean that participants would have a stronger sense of engagement (Fathali & Okada, 2018). Similarly, participant to the study carried out by Ismailov and Ono (2021) considered that among demotivating online assignments, taking a short and long quiz online was one of them. Therefore, the manner in which teachers approached students to remote reading could have been more motivating according to their preferences. Lowenthal et al. (2020) points out that alternative ways to managing online learning are positive, however, for these participants the aforementioned activities were not completely of their liking.

Regarding the frequency L2 reading, P4 answered the question: Do you read texts from an English textbook? She said “no, not this year (hybrid classes), that is why I don’t have it that present, but in previous years we sometimes read some texts that were in the textbooks we had”. This idea of not reading in the L2 from coursebooks might have also affected learners’ perceptions towards the importance and length of academic reading in a hybrid learning setting. Therefore, students’ less positive attitudes towards academic digital reading might be attributed to the type of assignment they were given to complete during distance learning combined with the ones of academic printed sources.

Participants perceived that distance asynchronous learning was an extension of learning and not learning itself. When they were asked about their meaningful reading experiences, ability perceptions or feeling and emotions, they recalled classroom activities, teachers’ methodologies

in the classroom and reading activities in the classroom. Fithriani and Alharbi (2021) assert that this is common in hybrid learning contexts where two different instruction delivery methods exist, which in turn create two distinct communities: the community of face-to-face interaction and the online community. In this case, the online community was related to the completion of activities and responding to tests. In fact, students sensed that online learning had not been a meaningful experience for them. P2 refers to it as “difficult time” and P3 to a period where they had “less hours of English", a pause in their regular learning process. Therefore, asynchronous online reading might have been impacted by their previous experiences of online learning and during the hybrid learning which result in low positive attitudes towards academic digital sources of reading.

4.3.2 L2 reading habits.

Students reported that reading at school in a normal learning context consisted of reading sometimes, some texts in a textbook. In a hybrid learning context, reading routines had changed by having to read mainly online news and short texts related to taking tests. These changes on the type of texts might have influenced the fact that the academic digital component was the dimension with the lowest scores in the survey. In addition, participants expressed that reading at school was mainly for academic results such as school compliance and not necessarily because it was a pleasurable thing to do.

When P2 answered the question: what type of thing do you read for school? She answered, “for school… to be honest I don’t read for school, I mean I only read the things I’m assigned to… things like tests and activities”. Likewise, P4 stated that she read liked reading for school but that she did it mainly for the reason “because I must do it” and that she read

> "Not for myself, not because I'm bored and that means I'm going to read, but it wouldn't bother me if someone made me read in English. It's not something that comes from me, but I wouldn't complain If I had to".

Furthermore, low proficient readers admitted that they were not avid readers and that these habits were related to their reading comprehension skills. P2 declared that she liked "short texts, like those that have like 3 lines… I can read those, but in others tests I have read too long text and that is difficult for me. Likewise, P1 said that he liked "short and simple texts to start with reading and later, with more difficult things".

Moreover, they stated that printed sources such as books were not usually part of their reading habits. When asked about the type of texts they read during the academic year, P3 said

> mmm… you're asking if we have complementary readings (extensive) or things like that? Like the ones we read for Spanish? No, we don't have that in the English class, but we have the typical texts for test. When we have tests, there's always a part that has a text.

These habits might be related to the fact that students have not been reading books at school as part of an extensive reading program nor the school curriculum, according to an initial interview with the school's English coordinator. Most of the reading done in a regular school context is done as intensive reading using textbook passages or fragments, and in order to answer comprehension questions. P1 conveyed that the texts they read "sometimes were the news or short tales, but mostly the news. It is what we were seeing the last time". Studies have suggested that when English resources are available to learners, they are likely to build positive attitudes towards L2 reading (Crawford Camiciottoli, 2001; Ro & Chen, 2014), which implies that reading behavior may be more naturally shaped by being exposed to sufficient reading resources. Despite that reading at

school and in distance learning is limited for the participants and that they openly admitted having poor reading habit, they still display moderately positive reading attitudes.

Another significant aspect is that research has found a correlation between reading amount and reading achievement (Lee & Schallert, 2014). Those who read more achieve a higher level of language-related skills, including reading comprehension. This is not the case for P1, P2, P3, P4, P6, P9 who present high language proficiency levels but claimed to scantly read. This suggests that the little exposure they have had in face-to-face learning and in online learning has been significant to shape their attitudes. Therefore, the present study advocates for the notion that meaningful reading experiences surpass the time or amount of time a learner devotes to reading.

Participants also mentioned that in spite of their poor reading habits, they would like to start reading more. P1 declared that "it is difficult to understand some words in English, but I do like reading. I don't read much in English, but I'd like to implement it more day-to-day. Correspondingly, P5 said that she did not read in English in her free time, but that "next year I will buy a book in English, well, a novel in English. I feel more capable now to be at that level [...] The Vampire Diaries [...] I think that the story is interesting…". For the majority of low proficiency readers L2 reading is not part of their habits since they find it a difficult subject. However, as it will be seen in some of the following sections, their RSE beliefs have changed through the years and according to their school experiences. For all the participants their current RSE beliefs are higher now than in the previous school's years. Therefore, the desire that students express to start implementing L2 reading as part of their lives might be related to the idea that self-efficacy beliefs represent future-oriented conceptions of the self and that they change if an individual undergoes different experiences (Urdan & Pajares, 2006).

4.3.3 Digital L2 Reading for fun.

Contrary to their habits towards paper-based reading, they spent significant time reading digital sources of information for fun. These results are related to the ones shown in Figure 4 where 54% of the participants felt "very good" towards using and reading social media in English in their free time, making this item the one with the highest scores in the whole survey. In addition, the results share similarities with Mckenna et al. (2012) who strongly suggested that digital settings are an essential part of language learning, and many learners are inclined towards it.

Participants explained that among the L2 reading activities they liked doing were reading comments on social media such as Twitter, YouTube or TikTok, Wattpad stories, songs lyrics, movie reviews, English subtitles in movies and video games dialogs. Among the aforementioned activities, listening to music while reading the lyrics and using social media in English were the two most reported preferences. Therefore, these habits might be explained based on the fact that during the pandemic and in a hybrid learning context students are more exposed to screens and digital sources of information (Lederman, 2020). When P8 answered the question: what do you like reading in English the most? She said "songs. For example, on Spotify there is a part where it says lyrics and one can read the lyrics there, or the movies with subtitles (in English)". Similarly, P5 responded

> What I like reading the most are movies reviews and I also like reading about music, well old music [...] I think it is interesting. Most of the music I listen to is in English, so I like reading interviews that some band I like gave… and about the movie reviews, the majority of critics that I like are English speakers.

When talking about her perceived abilities in L2 reading, P3 said that the texts she understood best were “Twitter gossips, comments or subtitles on TikTok or YouTube videos”. She added “I have read short fragments of Wattpad books too. I hadn’t mentioned it earlier but that could also be considered as reading for fun”.

Regarding his future plans for L2 reading, P1 said that he would like to implement “the reading of the news, changing the cellphone language to English. That way I can read and practice reading in English… listening to music as well, watching tv series and movies… all kind of things.

Students’ perceptions reveal that they are aware of other sources of L2 reading that might not be strictly related to academic-based tasks or with school-related purposes. These findings are contrary to Wang and Jin (2020) who suggested that adolescent Chinese learners considered recreational digital reading as light reading or just for the purpose of entertainment. In Chinese culture the exercise of literacy skills must be in a traditional academic setting to be regarded as real reading.

4.3.4 L2 reading instruction.

L2 reading instruction was one transversal theme that appeared in the interviews, and which had a major influence on students’ perceptions of L2 reading attitudes and L2 reading self-efficacy. These findings coincide with Fathi and Soleimani (2020) who conclude that L2 reading instruction has been conducive in fostering and increasing reading self-efficacy of Iranian EFL learners. The identified codes related to the topic were the school's environment, teacher’s encouragement, teacher’s methodologies and own perceptions compared to peers.

School environment. Day and Bamford (1998) and their model of acquisition and development of L2 reading attitudes suggests that among the factors that contribute to the

formation of L2 reading attitudes, the L2 classroom environment is key. Participants reported that their current school environment had influenced their perception and appreciation of L2 reading and overall learning. All of them declared that studying in this school had changed how they saw and valued English. Their school has a strong academist view of education, where academic success and accomplishments are fundamental in their school identity. Therefore, learning and managing the foreign language is important for them. P1 expressed "in 7th grade I didn't like the language, but from 8th grade on I started liking the subject". One of the reasons for this switch in the attitudes could be explained from the following point of view from P7

> In my previous school, the teacher used to speak everything in Spanish, but here (at the school) the teacher entered the classroom and she spoke everything in English, from the beginning (of the class), and I was surprised because I had never been in a class like that. It affected me because it was something new for me, I felt surprised, above all… but then I adapted.

He added that "English was not taught well… we were taught the basics" and that when he started at this school (7th grade) he had experienced a "drastic change" in the L2 teaching-learning process. He also expressed that at the beginning of 7th grade, he felt that his emotions (attitudes) "were negative [..], but then they started to become positive because I started liking the language and I started using it more".

Students reported that their attitudes to language learning and to L2 reading had changed based on their experiences at previous school and at the present. This confirms that reading attitudes are developmental and are shaped over time (Yamashita, 2013). Their switch to positive attitudes is expressed in that they now believe English is useful, important, and has practical value. They consider that English is a valuable language because today it is used everywhere. P2

expressed that “I have the desire to understand English, to learn it, because it opens a lot of doors”. Likewise, P1 stated “I think that the English language is fundamental… for everything. It is the language that most people speak, and it is important to learn it. It is useful for a lot of things”.

Teacher’s encouragement. Participants' perspectives suggest that teachers have played a vital role in shaping their L2 reading attitudes and L2 reading self-efficacy. However, their actions have not impacted them from reading activities or direct reading instruction precisely. Students reported that teacher’s encouragement, from an integrated teaching perspective, has helped them to feel motivated and that they feel capable of learning English and use it in different areas such as speaking, reading and writing tasks. From an academic view, P4 stated that

> Teachers have always helped us to improve or to like what we don’t like. I have a good relationship with my English teachers and every time I have needed them, or If I haven’t understood something, they have helped me to understand or do it better.

P10 recognized to have been motivated to continue reading in English based on the following

> I didn’t have a group to work with (she was absent), so I prepared (wrote) a piece of news about my favorite music band, alone… and I read it to the teacher. He awarded me a 7 and congratulated me. He told me that I had done it greatly and that my pronunciation (for reading out loud) had improved a lot. I felt motivated, I felt really good.

Furthermore, teachers’ encouragement from an affective point of view has also influenced students’ language attitudes and self-efficacy. P1 expressed that

> Once, there were activities at the school and all the English teachers sang in front of the students. It was fun to see how they sang in English because I understood (what the song was about). I liked it, it motivated me to practice more and listen to music in English.

P7 mentioned that he felt confident and capable of reading in English based on the techniques teachers have facilitated him. However, he highlights that when he was in 9th grade, his teacher "made [them] sing during classes, so we didn't feel afraid of talking or reading out loud in front of our classmates, nor feel nervous… my teachers have always been there for me when I have needed something".

Lee and Schallert (2014) demonstrated that teachers' encouragement for L2 reading was associated with positive cognitive and conative attitude factors. They also considered that teachers' encouragement was a predictor of L2 reading attitudes. Participants' testimonies demonstrate that teacher's encouragement, whether academically or affectively, has had a positive impact on how they perceive reading in a second language.

Teacher's methodologies. Participants' perspectives of reading included silent reading and also reading out loud. Many of them associated reading to pronunciation and when asked the reason behind this idea, they said that in a normal school context they read out loud as part of the English lessons. P1 expressed that once he had to read a piece of news out loud in front of the class and that he "felt good reading, I didn't feel uncomfortable in front of my classmates". This testimony supports the idea that a learners' sense of self-efficacy is influenced by their experiences (Bandura, 1977), which in turn are provided or made possible by teachers. P9's perception of her ability to read in English (L2 reading self-efficacy) had changed when she "started to read more in English because it had made (me) her aware of her (my) level of reading in English", which according to the reading PET were high.

P3 mentioned that their teachers used a variety of techniques to teach not only reading skills, but others such as grammar in use. She said, "my teacher knows that some people will learn the language in a more practical way, not just writing structures on the whiteboard, so he gives us the opportunity of learning in different ways". She added

> My teacher from the last three years is skilled […] sometimes he says: "ok, let's start with a game", and three classes later one can recognize that we were using structures to play games, and it is the same we were doing before.

Likewise, P8 recognized that her teachers had taught them "strategies to read better" which have aided her to read and have increased her sense of being capable of reading in English.

Although teachers and their ways of teaching influence positively their student's sense of reading efficacy and attitudes, they might also impact them negatively. P6 declared the following

> If a teacher comes and demands that we have to translate everything perfectly or he will qualify us badly or things like that, of course (they will turn negative). One won't like certain things or will lose interest and motivation (in the subject) if things are imposed with no reason or instructions are not clear. The good thing is that is not the case.

Consequently, students' perspectives of their own L2 reading attitudes and L2 reading self-efficacy are highly influenced by teachers' methodologies in face-to-face and hybrid learning contexts, and these could result in positive or negative perceptions.

Abilities compared to peers. Students reported that their sense of capability in reading (L2 RSE) was influenced by their peers' abilities and how they felt in front of this. The results are related to the concept of vicarious experiences, when individuals measure their own capabilities compared to others (Bandura, 1997). Some participants stated that their sense of

capability displayed when others could not perform a reading task successfully -and they could- they felt highly capable of reading in English. For instance, P3 said "I trust myself. I have compared myself with my surroundings … I don't know if that's good, but I think that from that I feel talented. I know I can understand English".

P4 also stated that she feels very capable in her reading and overall L2 performance by expressing the following

> Well, sometimes when I am with people that has better grades than I, maybe I feel less capable, but normally I am used to being capable. I don't want to sound self-centered, just in case, but I am used to being capable to do thing in English, like reading or speaking. It's just few things that make me feel less capable, for example when I am with professional people, for obvious reason, but apart from that… I believe nothing else.

She felt very confident of her capabilities in L2 reading, she stated that she would feel less capable if she were with people with better grades or with people who were better in English than her. Nevertheless, she always felt very capable of performing in L2 reading tasks. Her perception is sustained by her results, she had high L2 reading attitudes, high L2 reading self-efficacy and high L2 reading proficiency, which might as well demonstrate that when learners have already developed positive reading attitudes and self-efficacy, peer's perception might not affect their view of their capabilities. More research into the confidence of high achievers would aid to understand such phenomenon.

P8 also referred to her capabilities towards reading compared to her classmates. She expressed that her efficacy beliefs have changed positively through her years at the school and that she had realized this by contrasting her performance with their peers. She stated

> [...] Before, it was harder… I felt that I was in a lower level compared to my classmates because they had a good base on English and I had nothing, so it was like: Oh no! I would have liked to have that level. In my previous school, we weren't even taught the alphabet [...] so it was like a disadvantage. At that time, I felt less capable.

Hsieh and Kang's (2010) investigation on Korean English language learners confirmed that self-efficacy is a significant predictor of L2 achievement. Regression analyses revealed that participants with a stronger sense of efficacy to perform in English-related tasks achieved higher test scores. In addition, the findings suggested that learners with high self-efficacy attributed success to internal or personal factors. Very proficient learners are confident about what they can achieve. They set themselves challenges and are strongly committed to accomplishing them, they work harder to avoid failure (Ching, 2002). Conversely, in a more recent study, Pinter (2017) suggests that learners with low self-efficacy may convince themselves that they are not good at learning a language. It follows, then, that one's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges.

4.3.5 Emotions and capabilities

Participants suggested that they perceived there was a relationship between how capable they felt to read a text in English and the feelings or emotions they experienced when reading a text. These ideas support quantitative results that indicate there is a strong correlation between L2 RSE and L2 RA. P10 explained that "if I feel very capable or excellent in reading in English, I think my emotions aren't going to be of nervousness or anxiety. I am going to be calm because I know that I am going to do a good job". Likewise, P4 related her positive L2 RA to her high RSE when declaring "I feel that if I weren't so capable, I wouldn't like it (reading). If I didn't know

how to do it well or if I didn't have good reading comprehension… I wouldn't like it (reading)". P8 equally related her feelings to her abilities in L2 reading. She mentioned "everything is related to how I feel, because if I feel confident about reading, I will understand what I'm reading better". Therefore, participants with different profiles asserted that they found a relationship between the way they felt towards reading, how they would approach a reading situation and how they would perceive their abilities towards reading.

In addition, participants with high levels of reading proficiency also reported significant levels of intrinsic motivation. P9 expressed that she thought that everything depended on how she felt, if she felt confident about reading, she would approach the text with the certainty she would understand it. She displayed an evident intrinsic motivation by stating

> Everything comes from the willingness I have about doing something. If I don't dispone myself to read, I won't achieve it because I'm going to close myself to reading by saying 'I won't understand', but if I say 'ok, I have to understand it, I have to achieve it, I can', things are going to change.

Likewise, P6 declared that among the factors that influenced his perceptions of reading, his own motivation was key. He expressed "I share a basic comprehension of the language with my dad who knows something, but one or two things [...] but the influence comes from me". P4 evidenced that the relation between her perception of abilities and positive feelings towards reading came from the opinion "because I like it, I push myself to do it well. I know I can, and I focus on having high scores and at the end it comes naturally for me … I think that I push myself, but it is easy for me".

P4 related her positive attitudes towards reading to previous learning experiences in the language. This relates to the notion that positive language attitudes contribute to build positive reading attitudes (Day & Bamford, 1998). She asserted

I think everything is related… later in 8th grade I started talking with my friends, using the language as a joke. If we were gossiping, we spoke in English so people couldn't understand. So, we started doing that and I started feeling less embarrassed. So, since I could already speak the language, I think that I didn't avoid other things that were related to English. That helped me to relax when I read, and I thought 'now I understand`.

Participants perspectives support quantitative results based on the understanding that reading attitudes and reading self-efficacy relate as two components of the construct of motivation (Jang et al., 2015; Schiefele et al., 2012). Additionally, participants' thoughts relate to Cirocki and Caparoso (2016) who state that among the characteristics of motivated readers, they have a positive attitude towards reading, show a preference for challenge and have high self-efficacy. In addition, students' motivation and its relation to L2 RSE and L2 RA could be explored based on the expectancy-value theory which was developed to explain how individuals' expectancies and values affect their motivation to pursue certain tasks and activities (Atkinson, 1957; Eccles & Wigfield, 2002; Hulleman et al., 2016). Participants showed three main aspects that suggest that their L2 RA and L2 RSE are related to motivation: intrinsic value, defined by the enjoyment students experience doing the task (P4 " I like it"); attainment value or the importance of the assignment for self-worth (P9 "I have to achieve it, I can"); and utility value which is the practical usefulness of the task for future goals (P3 "That helped me to relax when I read and I thought 'now I understand`). Therefore, students' emotions towards reading and their

perceived capabilities are related, and they are influenced by the value they place on reading in English.

To sum up, the main themes that resulted from participants' perspectives are related to topic such as the hybrid learning context and its influence on students' reading proficiency results and the type of online lessons they had during the described period. In addition, participants asserted that their L2 reading habits were shaped by their reading in face-to-face instruction as well as during the hybrid lessons. They expressed that they were poor readers but at the same time that they would like to take up reading as part of their lives. Moreover, qualitative findings support quantitative results that indicate that the recreational digital dimension of reading was the highest in the survey. Likewise, students claimed that their L2 RA and their L2 RSE were correlated based on how they feel about reading, their perceived abilities and the value they attribute to L2 reading. Finally, students pointed out that L2 reading instruction was a major factor that affected their L2 RA and L2 RSE based on their perspectives of their school environment, teacher's encouragement and methodologies, and their peers. Table 7 below shows the summary of the described themes and subthemes.

Table 7

Quantitative results: themes and subthemes.

Theme	Subthemes	Subthemes
Hybrid learning context	Reading proficiency	Time management for reading
		Lack of interest in reading
		Communication difficulties
	Online lessons	Decreased interaction in L2
		Reduced class hours in L2
		Reduced L2 reading
L2 reading habits	Reading short texts	Poor readers
	Taking online texts	Moderately positive L2 RA
		Moderately high L2 RSE
Digital L2 reading for fun	Use of social media	Positive L2 recreational digital RA
L2 reading instruction	School environment	Formation of positive L2 RA
	Teacher's encouragement	Impact their L2 RA and L2 RSE
	Teacher's methodologies	Impact their L2 RA and L2 RSE
	Abilities compared to others	Formation of L2 RSE
Emotions and capabilities	L2 RA related to L2 RSE	Intrinsic motivation

Chapter 6: Conclusion and Implications

6.1 Conclusion

The purpose of this study was to examine 11th Chilean graders L2 reading attitudes (RA), L2 reading self- efficacy (RSE) and their L2 reading proficiency (RP) in a pandemic hybrid learning context. In addition, the study aimed at exploring the correlations these three variables had. In order to provide answers to the posed questions, a mixed-methods research was carried out at a local school in the province of Chacabuco, Colina, Chile. After quantitative and qualitative data analysis, quantitative results demonstrated that the 124 participants of the study had (1) moderately high L2 RA (2) moderately positive L2 RSE and (3) moderately low L2 RP. Regarding L2 RA, results of the survey indicated that the most preferred dimension of L2 reading was related to digital recreational activities and the least preferred tasks were concerning academic digital activities. In terms of L2 RSE findings revealed that students felt more capable of reading in the L2 when reading short texts. Furthermore, results revealed that (1) there was a strong correlation between L2 RSE and L2 RA, (2) there was a strong correlation between L2 RSE and L2 RP, and (3) a weak correlation was found between L2 RP and L2 RA, only in the dimension of academic print. These results suggest that during a pandemic hybrid learning context, several aspects of the students L2 learning, and reading were affected. Areas such as experiencing difficulties in managing the time at home during asynchronous learning. Likewise, class hours were reduced from 6 to 2 hours a week, which students perceived as a disadvantage in the overall process of learning a foreign language. Similarly, learners reported that online asynchronous learning consisted of doing tasks at home such as answering to tests or doing personal work related to the English subject. They claimed that reading was done at a minimum

rate, differently to what they had used to do in previous years, and that they missed regular interaction with their peers. In addition, learners asserted that they were poor readers in all the dimensions of L2 reading. However, they liked spending time reading from digital sources in the L2 such as social media, song's lyrics and video games. They also expressed that they would like to read more in English as part of their future routines. Furthermore, they declared that they found that learning and reading in English was useful and important. They asserted that they liked the language, and that this preference was related to their learning experiences. Some of them had always liked the language as a school subject, but the majority changed their perspective after they had started studying at their current school. In this change, the school environment has been paramount. Elements such as teacher's encouragement, methodologies and strategies have been of vital importance in their development of their L2 RA and their L2 RP. They reported that now they feel more capable of reading in the L2. Some of them reported that they felt more capable of reading in English when comparing their own performance to others. In addition, they believed that their perceived capabilities were related to the emotions and feelings they experience when facing a reading fragment. For high proficiency readers, this relationship also related to their intrinsic motivation for L2 reading. Conversely, low proficiency level learners did not relate their results to their perceived L2 RA, nor their L2 RSE, in fact, they argued that external factors such as time management influenced their overall performance.

In conclusion, participants L2 RA have positively developed over time and through enjoyable learning experiences that have involved diverse educational actors such as teachers, school and classroom environment and their relation to peers. Similarly, their sense of L2 RSE has also developed positively through meaningful experiences in the language learning process, which suggest that L2 reading self-efficacy beliefs are also developmental in nature and can improve through time. With regards to L2 reading proficiency, even low proficiency learners

presented moderately positive RA and RSE, which suggest that there are other factors that affect learners' reading results. Further research in a similar school context might serve to shed light about this topic. Finally, it is of paramount importance to emphasize that for this group of students, L2 reading, and the learning of a second language is still conceived in a regular face-to-face school environment. The lockdown, online learning and asynchronous hybrid learning were observed as a pause in their regular school life. This is supported by the notion that when asked about their feelings and emotions, and their capabilities in L2 reading students did not mention the pandemic or distance learning as major contributors of their beliefs. They just asserted that it has affected them since it was something uncommon that represented difficulties in at-home organizational matters and towards some type of learning tasks.

6.2 Limitations

The first limitation of the present study is related to the Covid-19 pandemic and the hybrid learning context in which it was conducted. All instruments had to be administered using online platforms such as Google forms and Zoom meetings. Even though this was the most suitable manner considering the current learning context and the study itself, it would have been better to be present with the students when they responded to the questionnaires in order to solve doubts or meeting in-person with them for the semi-structured interviews.

The second limitation is regarding one aspect of the methodology design, the instrument used to assess proficiency could have been different. Multon et al. (1991) demonstrated that the effect of self-efficacy was smaller in standardized test measures, compared to classroom-related or basic skills measures. Similarly, Lee and Schallert (2014) found that academic self-efficacy had a rather small effect on reading ability, measured on the changes in standardized reading scores. In this sense, it is important to consider that standardized tests are only one strategy to

measure students' abilities, and that there are other mechanisms of developing students' L2 proficiency that include classroom-related tasks as well as online digital sources of reading.

The third limitation was time. Due to the limited amount of time, the study had to be restricted to one geographical area and to be based on only one school in the province. The study was carried out in a public school, though it would have been useful to include private and subsidized schools to have a more panoramic view of the Chilean school reality during hybrid learning. It would have been enlightening to compare and contrast results of students from different institutions as well as their perceptions regarding L2 reading attitudes, L2 reading self-efficacy and L2 reading proficiency.

The fourth limitation is regarding the nature of the setting which constrained the plausibility of an experimental approach to the research that included a treatment. Thus, the present study was designed to explore correlations among the variables. In a regular school context, a larger study that combined correlations, causalities and other aspects might have contributed to the field of L2 greatly.

6.3 Pedagogical implications

One of the major concerns that configured this study was to explore whether affective variables influenced L2 reading proficiency. On the one hand, findings demonstrated that L2 reading attitudes and L2 reading self-efficacy, affected not only the L2 reading process but the overall L2 learning. The affective variables were developed and shaped based on several factors that included the person and their learning experiences. Nevertheless, specifically in terms of L2 reading attitudes, they were weakly correlated, only L2 reading self- efficacy was strongly correlated with L2 reading proficiency despite that the average scores were moderately low. It is crucial for teachers to guide their students to develop a sense of L2 reading self-efficacy through

effective and constant reading activities. Participants of the study claimed that reading in a normal school context was sometimes present. Therefore, their sense of L2 reading self-efficacy had developed based on minimal experiences in the L2 reading, which might have given them a sense of accomplishment based on a basic understanding of the written language. Therefore, if an institution's purpose is to achieve a high level of reading proficiency and general language proficiency, reading instruction should be a recurrent teaching practice.

Furthermore, findings revealed that participants' most preferred reading-related activities were done in a recreational digital setting and that they preferred less academic digital reading tasks, showing a duality regarding the use of technology in L2 reading. Therefore, the use of technology in L2 reading is contentious based on students' perspective of their process of reading and understanding the language. In order to come to an agreement between these two variables, teachers should incorporate activities that are more engaging and contextualized to students' age, likes and realities. The results challenge current teaching practices and schools' management in a hybrid learning context, when attempting to motivate students in a face-to-face community as well as in a distance learning community. Students showed that they do not value both approaches equally, thus, if the current hybrid learning context is maintained, teachers have the demanding labor to contribute to more positive L2 reading attitudes in their entirety.

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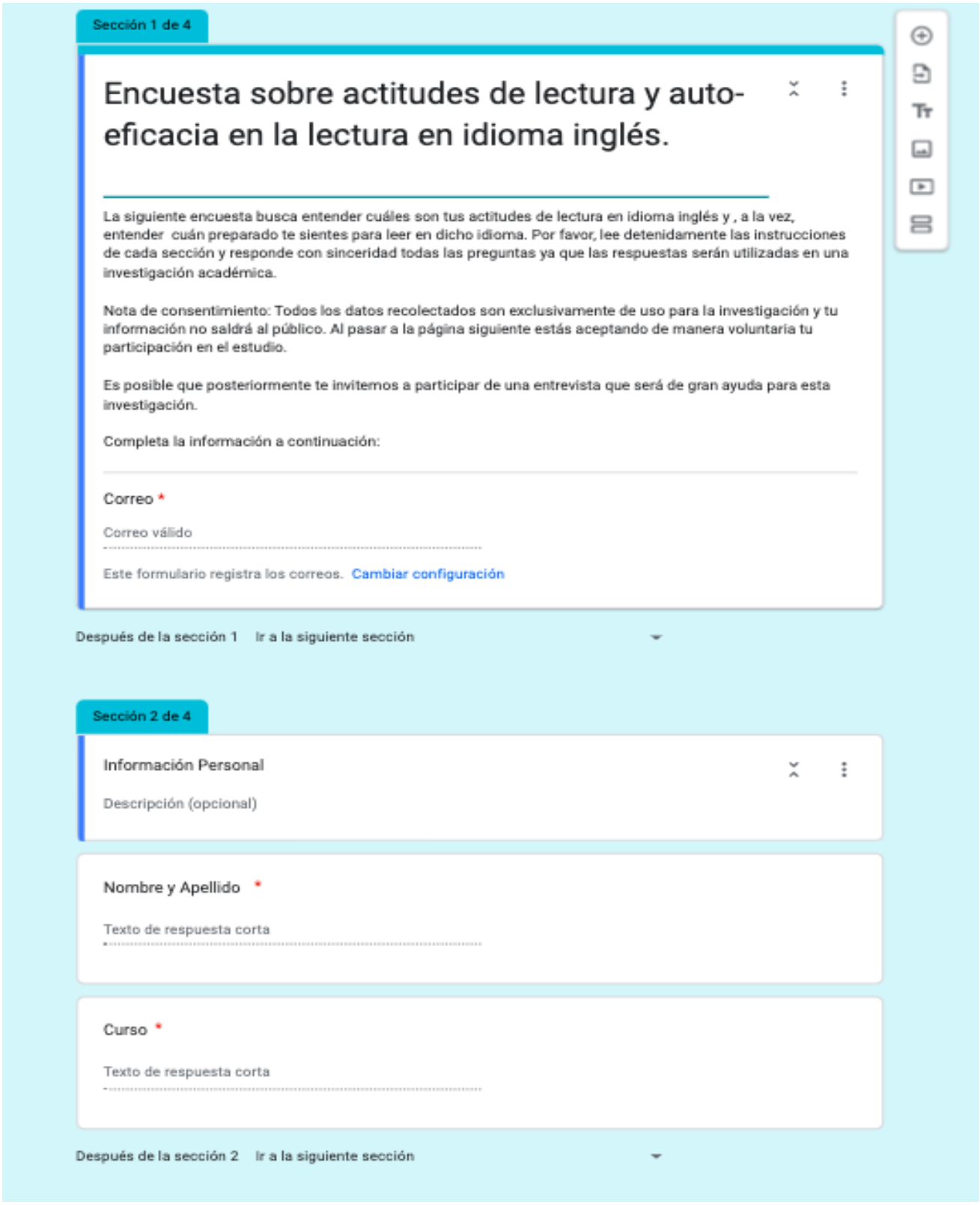
Appendix A: English version of Survey of Adolescents Reading Attitudes

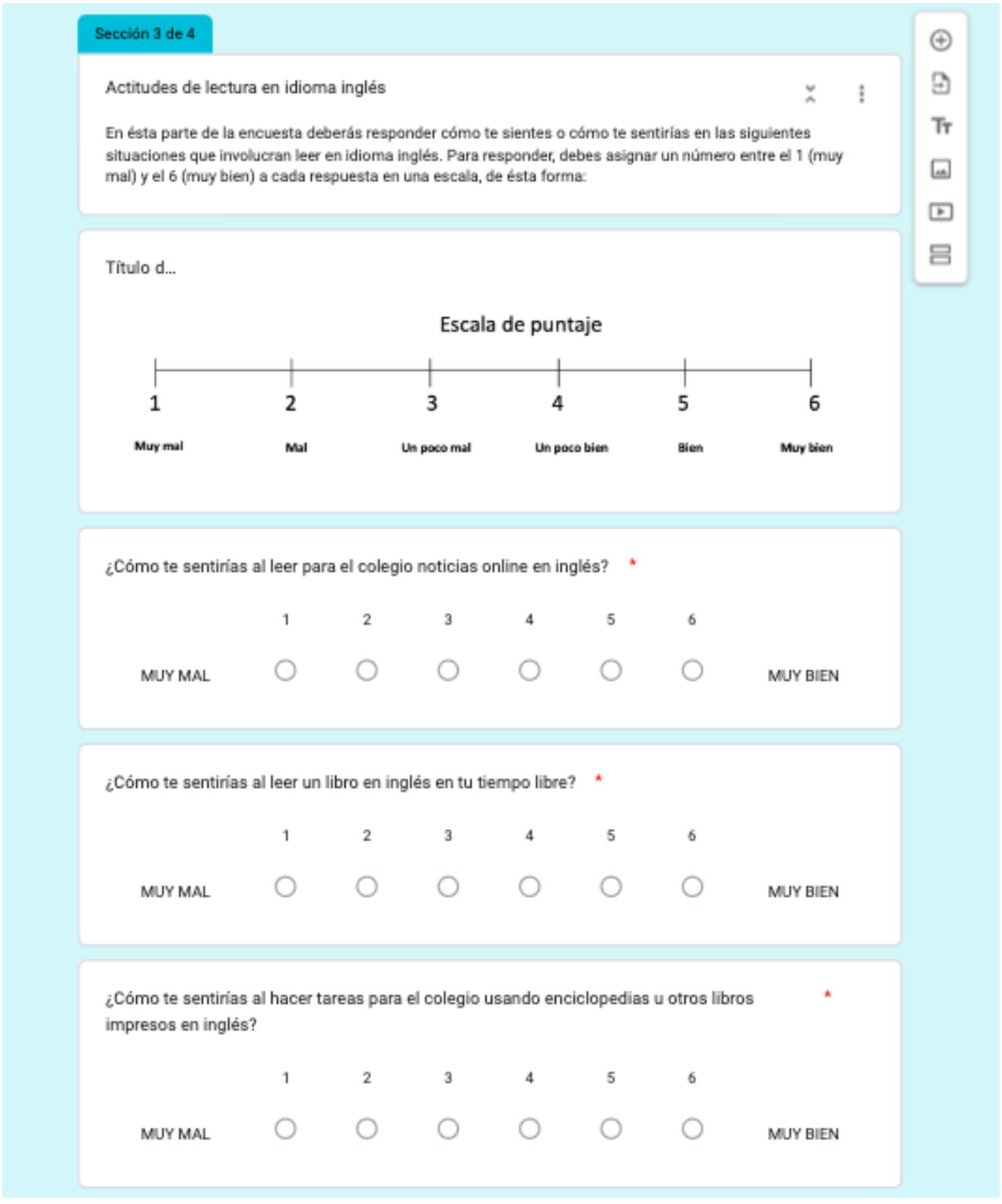
FIGURE 2 Survey of Adolescent Reading Attitudes

Survey of Adolescent Reading Attitudes

1.	How do you feel about reading news online for class?	Very Good	6	5	4	3	2	1	Very Bad
2.	How do you feel about reading a book in your free time?	Very Good	6	5	4	3	2	1	Very Bad
3.	How do you feel about doing research using encyclopedias (or other books) for a class?	Very Good	6	5	4	3	2	1	Very Bad
4.	How do you feel about texting or emailing friends in your free time?	Very Good	6	5	4	3	2	1	Very Bad
5.	How do you feel about reading online for a class?	Very Good	6	5	4	3	2	1	Very Bad
6.	How do you feel about reading a textbook?	Very Good	6	5	4	3	2	1	Very Bad
7.	How do you feel about reading a book online for a class?	Very Good	6	5	4	3	2	1	Very Bad
8.	How do you feel about talking with friends about something you've been reading in your free time?	Very Good	6	5	4	3	2	1	Very Bad
9.	How do you feel about getting a book or a magazine for a present?	Very Good	6	5	4	3	2	1	Very Bad
10	How do you feel about texting friends in your free time?	Very Good	6	5	4	3	2	1	Very Bad
11.	How do you feel about reading a book for fun on a rainy Saturday?	Very Good	6	5	4	3	2	1	Very Bad
12.	How do you feel about working on an internet project with classmates?	Very Good	6	5	4	3	2	1	Very Bad
13.	How do you feel about reading anything printed (book, magazine, comic books, etc.) in your free time?	Very Good	6	5	4	3	2	1	Very Bad
14.	How do you feel about using a dictionary for class?	Very Good	6	5	4	3	2	1	Very Bad
15.	How do you feel about using social media like Facebook or Twitter in your free time?	Very Good	6	5	4	3	2	1	Very Bad
16.	How do you feel about looking up information online for a class?	Very Good	6	5	4	3	2	1	Very Bad
17.	How do you feel about reading a newspaper or a magazine for a class?	Very Good	6	5	4	3	2	1	Very Bad
18.	How do you feel about reading a novel for class?	Very Good	6	5	4	3	2	1	Very Bad

Appendix B: Spanish online version of the Survey for Adolescents Reading Attitudes




Sección 3 de 4
Actitudes de lectura en idioma inglés
En ésta parte de la encuesta deberás responder cómo te sientes o cómo te sentirías en las siguientes situaciones que involucran leer en idioma inglés. Para responder, debes asignar un número entre el 1 (muy mal) y el 6 (muy bien) a cada respuesta en una escala, de ésta forma:
Título d...
Escala de puntaje
1 Muy mal
2 Mal
3 Un poco mal
4 Un poco bien
5 Bien
6 Muy bien
¿Cómo te sentirías al leer para el colegio noticias online en inglés? *
1 2 3 4 5 6
MUY MAL
MUY BIEN
¿Cómo te sentirías al leer un libro en inglés en tu tiempo libre? *
1 2 3 4 5 6
MUY MAL
MUY BIEN
¿Cómo te sentirías al hacer tareas para el colegio usando enciclopedias u otros libros impresos en inglés? *
1 2 3 4 5 6
MUY MAL
MUY BIEN

¿Cómo te sentirías al chatear o enviar e-mails en inglés en tu tiempo libre? *

	1	2	3	4	5	6	
MUY MAL	○	○	○	○	○	○	MUY BIEN

¿Cómo te sentirías al leer para el colegio textos online (por ejemplo, en el computador) en inglés? *

	1	2	3	4	5	6	
MUY MAL	○	○	○	○	○	○	MUY BIEN

¿Cómo te sentirías al leer textos en tu libro de inglés (textbook de la clase de inglés)? *

	1	2	3	4	5	6	
MUY MAL	○	○	○	○	○	○	MUY BIEN

¿Cómo te sentirías al hablar con un/a amigo/a sobre algo que has leído en inglés en tu tiempo libre? *

	1	2	3	4	5	6	
MUY MAL	○	○	○	○	○	○	MUY BIEN

¿Cómo te sentirías si te regalan un libro o revista en inglés? *

	1	2	3	4	5	6	
MUY MAL	○	○	○	○	○	○	MUY BIEN

¿Cómo te sentirías al chatear en inglés con tus amigos en tu tiempo libre? *

	1	2	3	4	5	6	
MUY MAL	○	○	○	○	○	○	MUY BIEN

¿Cómo te sentirías al leer por diversión un libro en inglés un día domingo lluvioso? *

	1	2	3	4	5	6	
MUY MAL	○	○	○	○	○	○	MUY BIEN

¿Cómo te sentirías al tener que hacer un proyecto/trabajo en inglés online con tus compañeros de clase? *

	1	2	3	4	5	6	
MUY MAL	○	○	○	○	○	○	MUY BIEN

¿Cómo te sentirías al leer una novela en inglés para el colegio? *

	1	2	3	4	5	6	
MUY MAL	○	○	○	○	○	○	MUY BIEN

¿Cómo te sentirías al leer un libro en inglés online (por ejemplo, en el computador) para el colegio? *

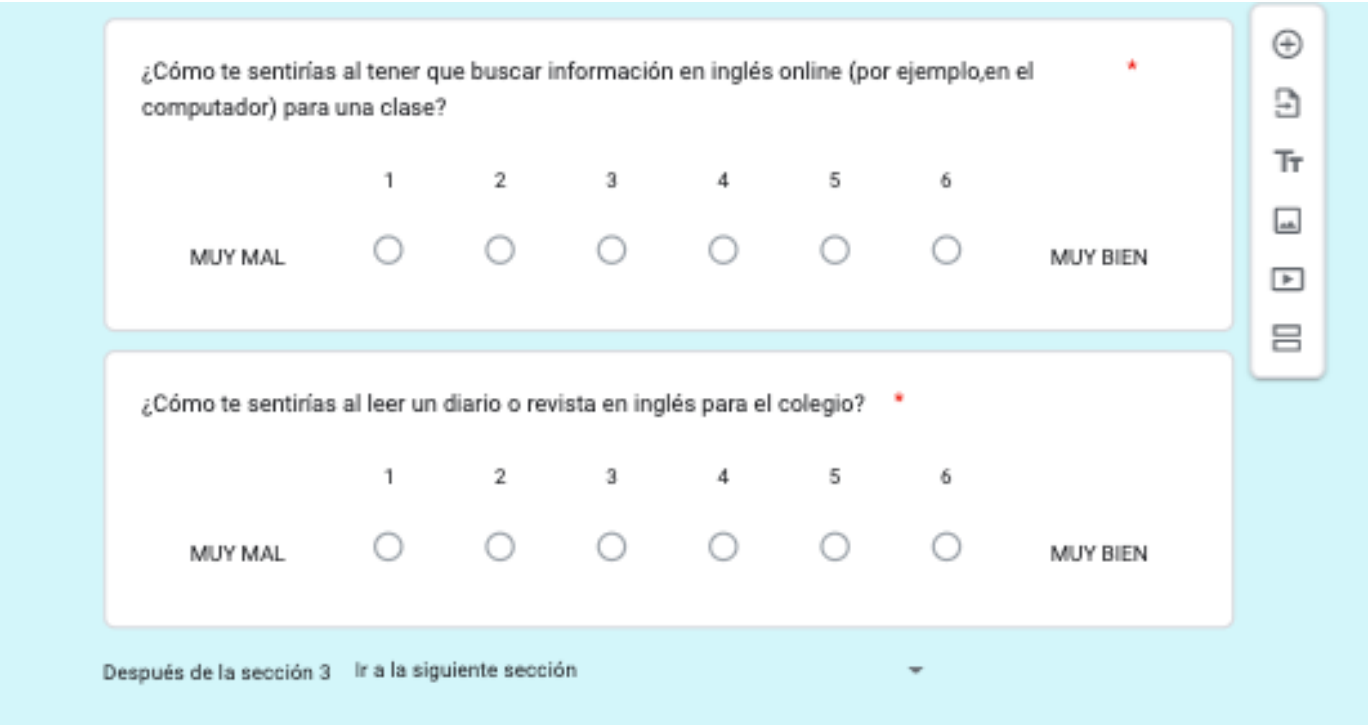
	1	2	3	4	5	6	
MUY MAL	○	○	○	○	○	○	MUY BIEN

¿Cómo te sentirías al leer cualquier cosa impresa (libros/revistas/comics/etc.) en inglés en tu tiempo libre? *

	1	2	3	4	5	6	
MUY MAL	○	○	○	○	○	○	MUY BIEN

¿Cómo te sentirías al usar un diccionario en las clases de inglés? *

	1	2	3	4	5	6	
MUY MAL	○	○	○	○	○	○	MUY BIEN


¿Cómo te sentirías al tener que buscar información en inglés online (por ejemplo,en el computador) para una clase? *
1 2 3 4 5 6
MUY MAL
MUY BIEN
¿Cómo te sentirías al leer un diario o revista en inglés para el colegio? *
1 2 3 4 5 6
MUY MAL
MUY BIEN
Después de la sección 3
Ir a la siguiente sección

Appendix C: Reading section of Questionnaire for English Self-efficacy

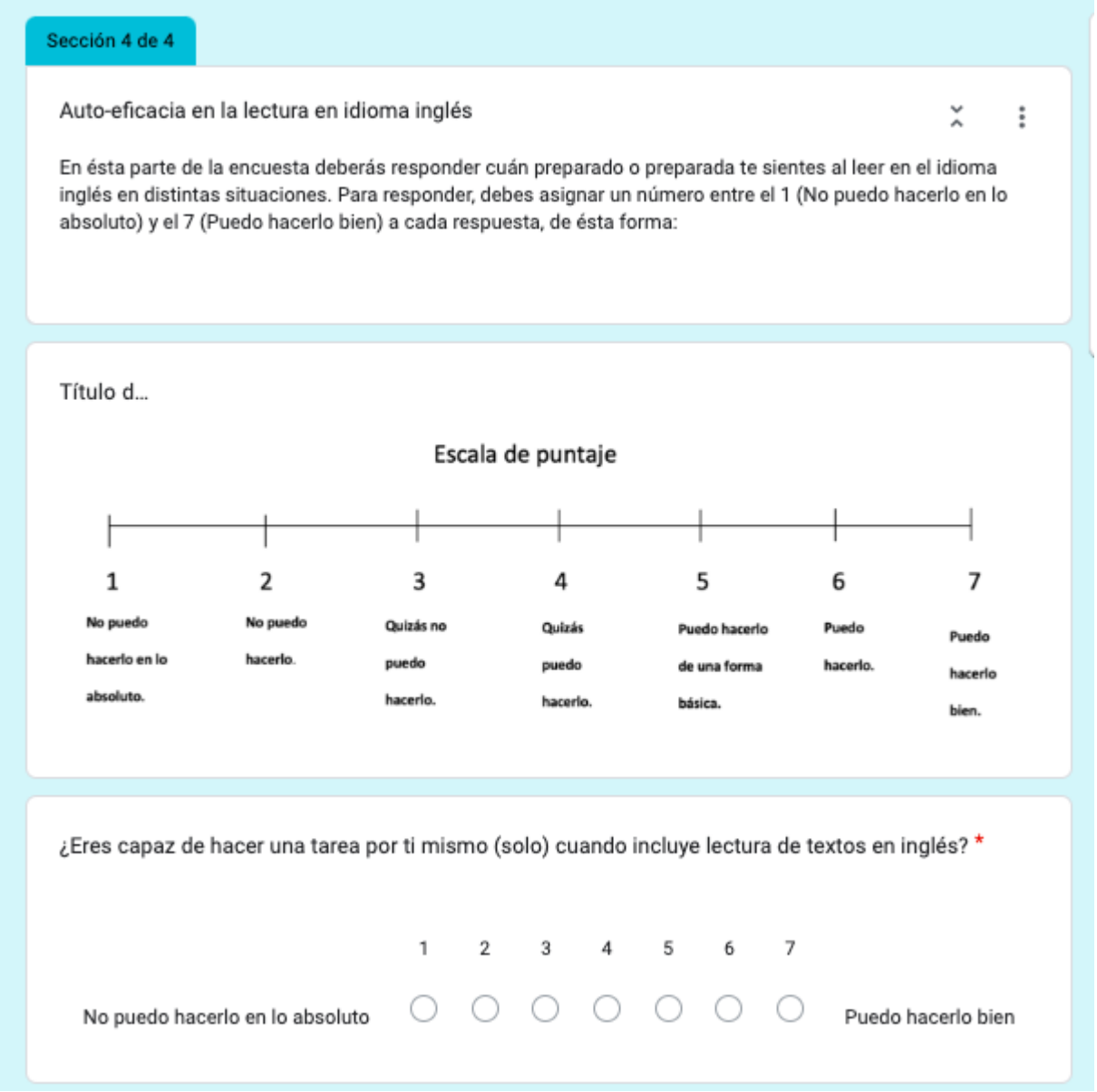
Please use the following scales to answer these questions accordingly. Please choose the number accurately representing your capabilities.						
1	2	3	4	5	6	7
I cannot do it at all	I cannot do it.	Maybe I cannot do it.	Maybe I can do it.	I basically can do it.	I can do it.	I can do it well.

1. Can you understand stories told in English?	1 2 3 4 5 6 7
2. Can you do homework alone when they include reading English texts?	1 2 3 4 5 6 7
3. Can you understand American English TV programs?	1 2 3 4 5 6 7
4. Can you describe your university to other people in English?	1 2 3 4 5 6 7
5. Can you compose messages in English on the internet (face book, twitter, blogs, etc.)?	1 2 3 4 5 6 7
6. Can you describe the way to the university from the place where you live in English?	1 2 3 4 5 6 7
7. Can you write English compositions assigned by your English instructor?	1 2 3 4 5 6 7
8. Can you tell a story in English?	1 2 3 4 5 6 7
9. Can you understand radio programs in English speaking countries?	1 2 3 4 5 6 7
10. Can you understand English TV programs made in China?	1 2 3 4 5 6 7
11. Can you leave a note for another student in English?	1 2 3 4 5 6 7
12. When you read English articles, can you guess the meaning of unknown words?	1 2 3 4 5 6 7
13. Can you make new sentences with the words just learned?	1 2 3 4 5 6 7
14. Can you write email messages in English?	1 2 3 4 5 6 7
15. If your English instructor gives you a tape-recorded English dialogue about everyday school matters, can you understand it?	1 2 3 4 5 6 7
16. Can you understand the English news on the Internet?	1 2 3 4 5 6 7
17. Can you ask your English instructor questions in English?	1 2 3 4 5 6 7
18. Can you make sentences with English idiomatic phrases?	1 2 3 4 5 6 7
19. Can you introduce your English instructor to someone else in English?	1 2 3 4 5 6 7
20. Can you discuss subjects of general interest with your fellow students in English?	1 2 3 4 5 6 7
21. Can you read shot English narratives?	1 2 3 4 5 6 7
22. Can you understand English movies without subtitles?	1 2 3 4 5 6 7
23. Can you answer your English instructor's questions in English?	1 2 3 4 5 6 7
24. Can you understand English songs?	1 2 3 4 5 6 7
25. Can you read English newspapers?	1 2 3 4 5 6 7
26. Can you find out the meaning of new words by using English–English dictionaries?	1 2 3 4 5 6 7
27. Can you understand numbers spoken in English?	1 2 3 4 5 6 7
28. Can you write diary entries in English?	1 2 3 4 5 6 7
29. Can you understand English articles about Chinese culture?	1 2 3 4 5 6 7
30. Can you introduce yourself in English?	1 2 3 4 5 6 7
31. Can you write an essay in two pages about your English instructor in English?	1 2 3 4 5 6 7
32. Can you understand new reading materials (e.g., news from the Time magazine) selected by your English instructor?	1 2 3 4 5 6 7

Selected Items

2. Can you do homework alone when they include English texts?
12. When you read English articles, can you guess the meaning of unknown words?
16. Can you understand the English news on the Internet?
21. Can you read short English narratives?
25. Can you read English newspapers?
26. Can you find out the meaning of new words by using English-English dictionaries?
29. Can you understand English articles about Chinese culture?
32. Can you understand new reading materials (e.g news from the Times magazine) selected by your English instructor?

Appendix D: Spanish online version of the reading section of Questionnaire for English Self-efficacy



Cuando lees en inglés, ¿eres capaz de adivinar el significado de palabras que no conoces? *

	1	2	3	4	5	6	7	
No puedo hacerlo en lo absoluto	○	○	○	○	○	○	○	Puedo hacerlo bien

¿Eres capaz de entender noticias online escritas en inglés? *

	1	2	3	4	5	6	7	
No puedo hacerlo en lo absoluto	○	○	○	○	○	○	○	Puedo hacerlo bien

¿Eres capaz de leer y entender narraciones cortas en inglés? *

	1	2	3	4	5	6	7	
No puedo hacerlo en lo absoluto	○	○	○	○	○	○	○	Puedo hacerlo bien

¿Eres capaz de leer diarios en inglés? *

	1	2	3	4	5	6	7	
No puedo hacerlo en lo absoluto	○	○	○	○	○	○	○	Puedo hacerlo bien

¿Eres capaz de descubrir el significado de nuevas palabras usando un diccionario inglés-inglés? *

	1	2	3	4	5	6	7	
No puedo hacerlo en lo absoluto	○	○	○	○	○	○	○	Puedo hacerlo bien

¿Eres capaz de entender artículos sobre la cultura chilena escritos en inglés ? *

	1	2	3	4	5	6	7	
No puedo hacerlo en lo absoluto	○	○	○	○	○	○	○	Puedo hacerlo bien

¿Eres capaz de entender material nuevo, escrito en inglés (por ejemplo, noticias auténticas de revistas), seleccionado por tu profesor de la asignatura? *

	1	2	3	4	5	6	7	
No puedo hacerlo en lo absoluto	○	○	○	○	○	○	○	Puedo hacerlo bien

Appendix E: Paper- based section of the reading Preliminary English Test

Test 3

PAPER 1 READING AND WRITING (1 hour 30 minutes)

READING

Part 1

Questions 1–5

Look at the text in each question.
What does it say?
Mark the correct letter **A**, **B** or **C** on your answer sheet.

Example:

0



Anastasia is writing to say

A the weather will make her miss tonight's show.

B tonight's show is cancelled due to bad weather.

C Felipe should watch the weather forecast tonight.

Answer: 0 [A] B C

1

Karen,
Your French teacher rang earlier – the Tuesday evening class you wanted next term is full, but Thursday's available if you can go then instead. He'll ring back later.
Jan

A Karen has the possibility of attending French classes on two evenings per week.

B Karen's evening classes will now start at an earlier time this term.

C Karen needs to decide whether to change the evening that she has classes.

2

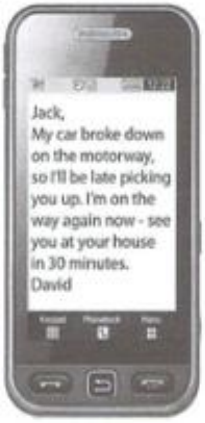
LOCAL FARMERS SUPPLY ALL THIS SUPERMARKET'S VEGETABLES – KEEPING PRICES LOW FOR OUR CUSTOMERS!

A We get fresh vegetables from the farmers with the cheapest prices.

B We promise you won't find lower-priced fresh food than ours.

C We buy our fresh vegetables locally to save you money.

3



A David is fixing his broken car on the motorway at the moment.

B David is half an hour away from where Jack lives.

C David is hoping Jack will collect him in his car soon.

4



A Maria needs Denise to return something she lent her a while ago.

B Maria is inviting Denise to go somewhere with her and Mark.

C Maria wants to borrow something from Denise that she can wear for snowboarding.

5

PARKING

HOSPITAL VISITORS ONLY
WAITING LIMITED TO TWO HOURS
FOLLOW SIGNS TO STAFF PARKING

A Only hospital visitors can park here for longer than two hours.

B Members of hospital staff are allowed to leave their cars here.

C This car park is for people visiting the hospital for a short time.

Test 4

Part 2

Questions 6–10

The people below are all looking for second-hand books.
On the opposite page there are descriptions of some second-hand bookshops.
Decide which bookshop would be the most suitable for the following people.
For questions **6–10**, mark the correct letter **(A–H)** on your answer sheet.

6



Yang is looking for used copies of modern novels for her book group. She would like to visit a bookshop where her two young daughters will be welcome, with drinks and snacks available.

7



Stefan loves beautiful art books but would like to check what's available on the Internet before visiting. He wants to find a bookshop where he can get lunch and spend the afternoon looking at books.

8



Scott has been unable to get a particular textbook which he needs urgently for his project on health care for the elderly. He is very busy and would prefer to have it delivered.

9



Jasmin is setting up a library of classic fiction for her primary school. Before buying some books online, she would like to go to the shop and discuss suitable books with staff.

10



Ian wants a quiet bookshop where he can relax in comfort with a coffee for a few hours after a long day at work. He'd like to get a few cheap novels to take home.

Second-hand bookshops

A Bookworm
This shop has used books for all tastes but customers will have to visit in person and look around as Bookworm does not have a website. The best sections are on medicine, cookery and art. These include some rare and expensive books.

B Bales
This shop is famous for its range of titles, from college textbooks to classic literature, and is known for its peaceful atmosphere. Regular customers come for the excellent café with its sofas and armchairs, which stays open until late.

C Westwood's
There's no room to sit down in this tiny back street bookshop, and the owner is often too busy to chat. On the first floor are children's books and fine art books for collectors. At entrance level there are less expensive general fiction hardbacks.

D Topping's
You'll only find good-quality used hardback books here on certain subjects. Topping's is run by three experts in art, travel and literature for the young. They are happy to chat and advise customers. The shelves are well-organised, and books can also be ordered from the shop's website.

E Scrimshaw's
Scrimshaw's has a huge selection of books showing the works of the great painters. Most are in excellent condition and reasonably priced, and the store's online guide is regularly updated. The basement also has a café and a large number of out-of-date school textbooks on sale.

F Regal
Here you'll find the country's largest selection of science-related books, including topics such as psychology and medicine. There are 70,000 used and new books, all at discount prices. Regal also has an efficient online ordering service plus comfortable sofas and freshly made coffee, and is open during office hours.

G Holt's
Although its prices are high, the fun of Holt's is its lively atmosphere. It's in an old railway station, where you can enjoy afternoon tea and cake in the waiting room. Or leave the kids to play in the former ticket office while you look at the huge selection of recent fiction.

H Wenlock's
This prize-winning bookshop is noted for its wide selection of titles, both paperback and hardback. Fiction is downstairs, non-fiction upstairs under the ancient roof of this 15th century building. The book club welcomes new members to discuss a different novel one evening each month.

Test 4

Part 3

Questions 11–20

Look at the sentences below about an Arctic expedition.
Read the text on the opposite page to decide if each sentence is correct or incorrect.
If it is correct, mark **A** on your answer sheet.
If it is not correct, mark **B** on your answer sheet.

11 A building was ready for the scientists to work in on their arrival in northern Canada.

12 This was the first time scientists had tested Arctic sea water during the winter months.

13 Information was collected on the expedition to help explain the reasons for climate change.

14 The North Pole was the destination of a previous expedition that Ann had been on.

15 Ann had to do special training to be strong enough for the expedition.

16 During her career, Ann has discovered ways to deal with feeling cold.

17 Ann's group achieved everything they had aimed to do.

18 Helen knew it would be difficult doing experiments in freezing conditions.

19 When she went onto the ice, Helen carried equipment to prevent wild animals from attacking.

20 The expedition research is now available for other scientists to read.

Arctic expedition

Ann Daniels and Helen Findlay faced the dangers of polar bears, thin ice and frostbite when they became members of an expedition to the Arctic in 2010.

The expedition team consisted of six scientists and a separate group of three explorers. While Helen and the other scientists were setting up a laboratory site on the ice in northern Canada, Ann and two other explorers set off on a 500 kilometre journey on foot across floating sea ice from Greenland to the North Pole.

Both groups planned to measure how thick the ice was at various sites in the Arctic. They would also collect water samples for testing, in order to discover how the chemistry of sea water was changing, and what effect this was having on plant-life and animals in the ocean. On previous expeditions, the water was tested in the summer, using ships at sea, but they had never collected it from under the ice before. The research was important for understanding what might happen in other oceans around the world in the future, as a result of climate change.

Ann Daniels was working in a bank in 1996 when she answered an advert, inviting ordinary women to join a trek to the North Pole in the Arctic. Since then she has become one of the world's leading professional polar explorers. For the 2010 expedition, she and her two colleagues attended a week-long fitness camp to prepare them for pulling the 120 kilogram sledges over the ice for 12 hours a day.

Despite her previous experience, however, Ann suffered in the freezing conditions. 'It gets into your bones and never leaves you, even when you're in your tent at night,' she said. 'Especially at the end of an expedition when you're totally exhausted.' Yet Ann successfully guided her companions for 73 days and collected all the samples and information that were needed.

Helen Findlay was one of the scientists on the laboratory site based in Canada. Although it was not her first visit to the Arctic, she had never been there in winter and realised that carrying out experiments in such an extreme environment would be challenging. The laboratory tents were heated, but getting equipment to work outside while wearing gloves and thick clothes meant every job took twice as long as it would normally. When they went out onto the ice to collect samples, the scientists were protected by two guides with guns and bangers to frighten any curious polar bears who might be attracted by the smell of humans.

Despite the difficulties, both Ann and Helen stayed out on the ice for the whole of the project, and the results of their studies have been widely published.

Part 4

Questions 21–25

Read the text and questions below.
For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

James Waltham – Chocolate Taster



Whenever I tell people what I do for a living, they can hardly believe this job exists. But I'm not joking! I spend my days at work eating chocolate! Tasting the chocolate is an essential part of making sure that customers get perfect bars of high-quality chocolate from the company I work for.

Every week I receive samples, small amounts that show what the chocolate is like, from our factory and I have to check them for taste, texture and smell. I also have to taste the raw materials we usually use – the nuts, fruit and so on. I spend days choosing the most suitable ones to go into the chocolate.

Just beside my company office I have a kitchen where I can test and taste products I make – and I keep my colleagues happy by giving them samples! My kitchen is full of machines and ingredients to play with. It's wonderful to have a private space I can go off to during the day.

No two days are the same in this job. Sometimes I am at our food lab and others I'm out of the country buying our raw materials and as I've got a young family that can be difficult. But that kind of variety, and lack of routine, is something I love about the job, although I think it still comes second to the chocolate itself! The question I get asked most is whether I get bored of chocolate. I've worked with it for a long time, and I've never felt I didn't want to eat it. In fact, I'll often go home and eat some more in the evening!

21 What is James Waltham doing in the text?

- A recommending the best ways to test chocolate
- B describing what personal qualities are needed to do his job
- C telling readers what makes his job worth doing for him
- D suggesting different methods of making chocolate

22 James says that when he tells people about his work, they

- A say they would like to do the same thing.
- B doubt whether he is serious.
- C think it must be very easy.
- D wonder why he chose it as a career.

Part 5

Questions 26–35

Read the text below and choose the correct word for each space.
For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Example:

0	A	brought	B	held	C	kept	D	grown

Answer: 0 A B C D

Alpacas



Alpacas were first **(0)** ..... by the Inca people in the mountains of South America, more than six thousand years ago. These animals **(26)** ..... clothes, food and fuel for their owners. The softest wool was **(27)** ..... worn by the leaders of Incan society though.

When Spanish explorers **(28)** ..... in the fifteenth century, sheep were introduced and these gradually **(29)** ..... alpacas in the region. It wasn't **(30)** ..... the middle of the 20th century that both farmers and fashion designers began to recognise the **(31)** ..... of alpacas again. They are easy to look **(32)** ..... since they eat grass and are used to low temperatures. Their wool, which comes in a **(33)** ..... of natural colours from white to dark brown, is lighter and warmer than sheep's wool and **(34)** ..... strong.

It is not surprising **(35)** ..... that alpacas are becoming a familiar sight in the fields of North America, Australia and the UK.

26	A	supported	B	provided	C	turned	D	gained
27	A	mainly	B	fully	C	extremely	D	absolutely
28	A	reached	B	delivered	C	arrived	D	transferred
29	A	retired	B	removed	C	returned	D	replaced
30	A	until	B	after	C	during	D	before
31	A	prizes	B	rewards	C	qualities	D	points
32	A	at	B	after	C	for	D	like
33	A	row	B	group	C	range	D	crowd
34	A	only	B	also	C	instead	D	too
35	A	therefore	B	already	C	otherwise	D	enough

23 James says that working in his kitchen involves

A trying various different preparation methods.
B checking the quantities of ingredients in each bar.
C discussing his opinions with other members of staff.
D making sure the best chocolate-making equipment is used.

24 What does James think is a disadvantage of his job?

A He sometimes feels he has eaten too much chocolate.
B He finds it difficult to have a routine with his work.
C He has worked with the same product too long.
D He needs to travel abroad some of the time.

25 Which one would be an advert for the chocolate company James works for?

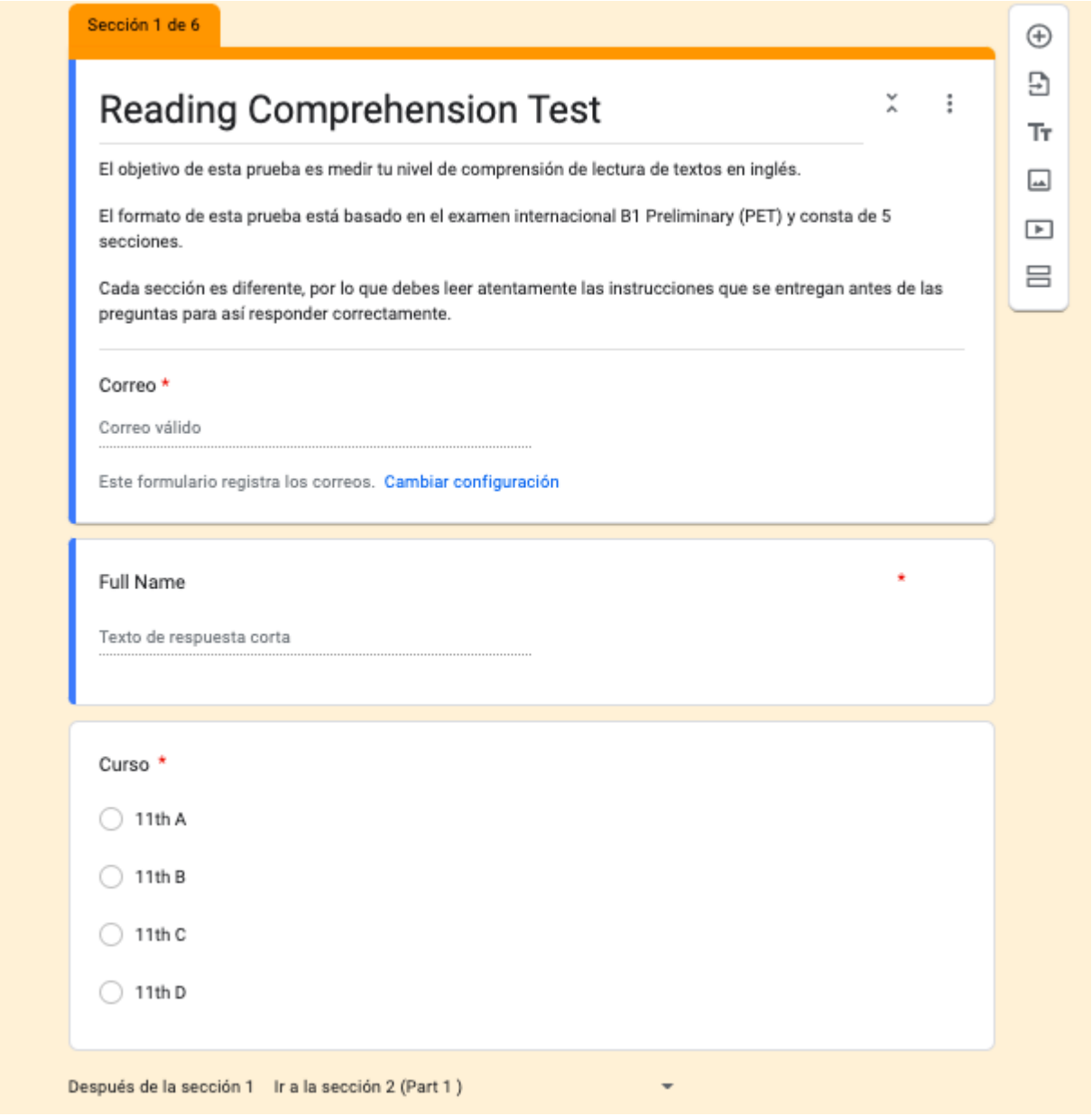
A
Every single bar of chocolate that leaves our factory is tested for its taste.

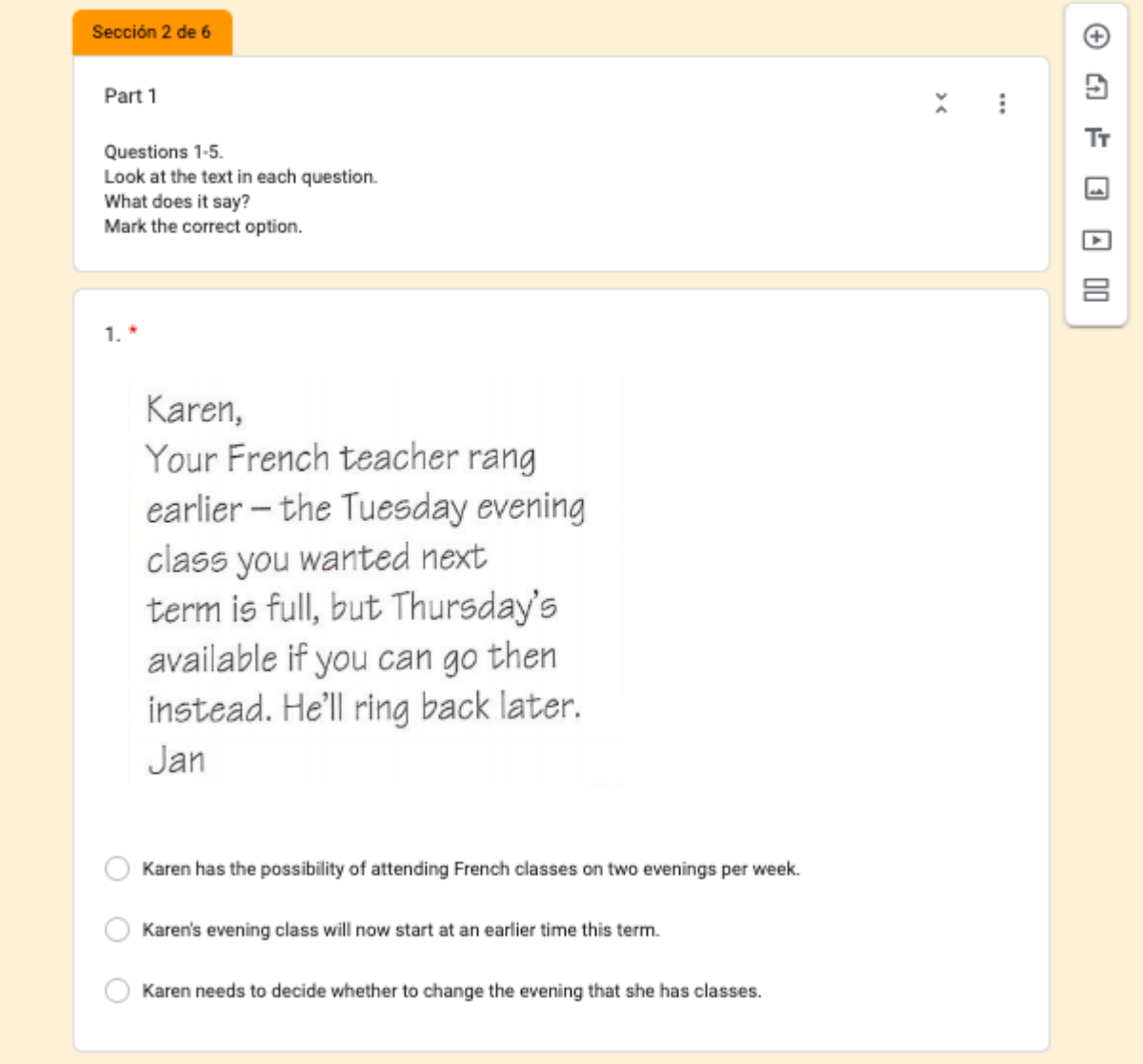
B
We choose only the best ingredients – just chocolate beans, sugar and milk. We don't add anything else.

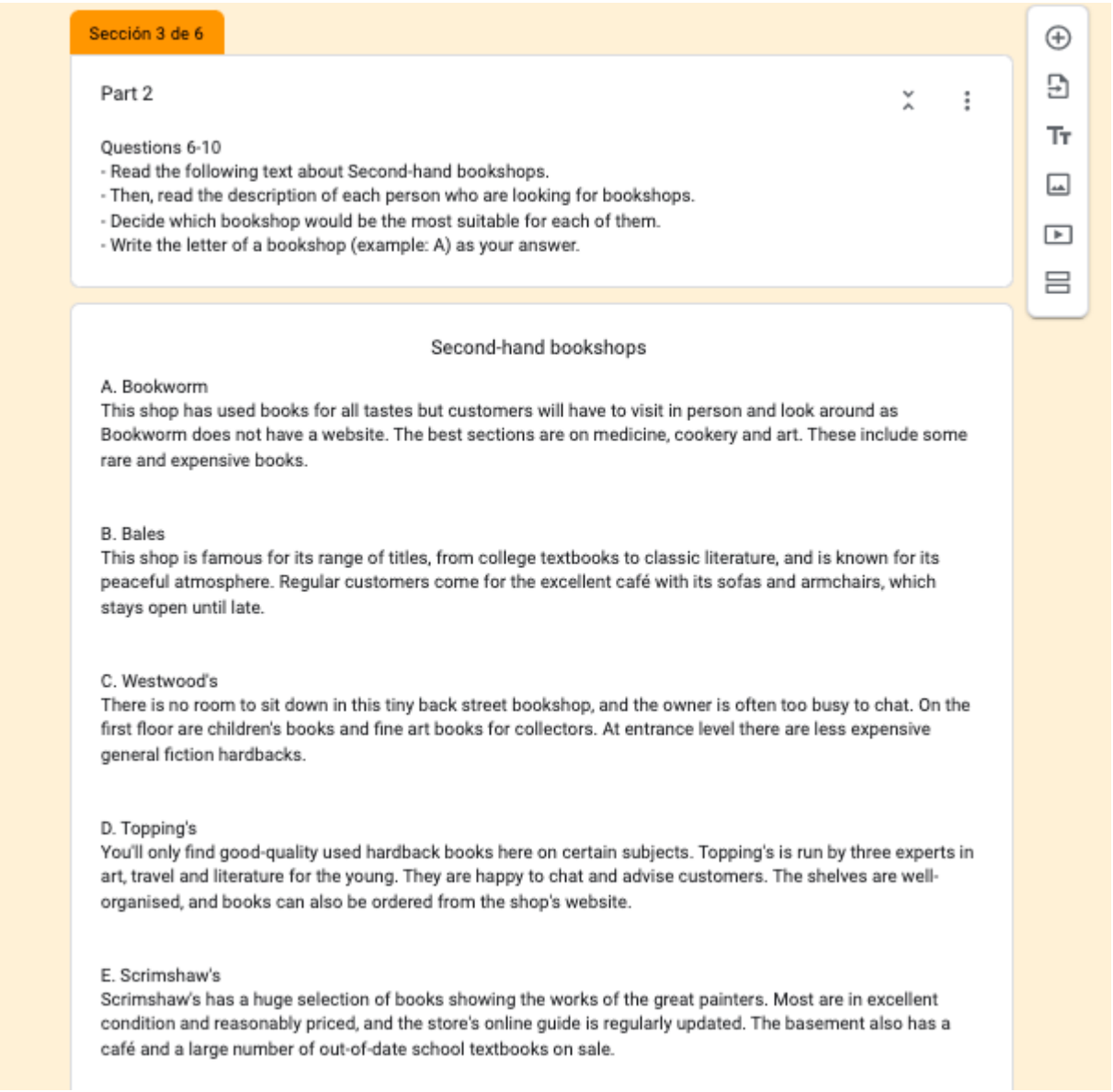
C
We're proud of being so environmentally friendly - all our ingredients are bought from local businesses.

D
We check everything that goes into our chocolate, so that you can enjoy the best chocolate possible.

Appendix F: Samples of the digital sections of the reading Preliminary English Test




Sección 2 de 6
Part 1
Questions 1-5.
Look at the text in each question.
What does it say?
Mark the correct option.
1. *
Karen,
Your French teacher rang earlier – the Tuesday evening class you wanted next term is full, but Thursday's available if you can go then instead. He'll ring back later.
Jan
Karen has the possibility of attending French classes on two evenings per week.
Karen's evening class will now start at an earlier time this term.
Karen needs to decide whether to change the evening that she has classes.


Sección 3 de 6
Part 2
Questions 6-10
- Read the following text about Second-hand bookshops.
- Then, read the description of each person who are looking for bookshops.
- Decide which bookshop would be the most suitable for each of them.
- Write the letter of a bookshop (example: A) as your answer.
Second-hand bookshops
A. Bookworm
This shop has used books for all tastes but customers will have to visit in person and look around as Bookworm does not have a website. The best sections are on medicine, cookery and art. These include some rare and expensive books.
B. Bales
This shop is famous for its range of titles, from college textbooks to classic literature, and is known for its peaceful atmosphere. Regular customers come for the excellent café with its sofas and armchairs, which stays open until late.
C. Westwood's
There is no room to sit down in this tiny back street bookshop, and the owner is often too busy to chat. On the first floor are children's books and fine art books for collectors. At entrance level there are less expensive general fiction hardbacks.
D. Topping's
You'll only find good-quality used hardback books here on certain subjects. Topping's is run by three experts in art, travel and literature for the young. They are happy to chat and advise customers. The shelves are well-organised, and books can also be ordered from the shop's website.
E. Scrimshaw's
Scrimshaw's has a huge selection of books showing the works of the great painters. Most are in excellent condition and reasonably priced, and the store's online guide is regularly updated. The basement also has a café and a large number of out-of-date school textbooks on sale.

F. Regal
Here you'll find the country's largest selection of science-related books, including topics such as psychology and medicine. There are 70,000 used and new books, all at discount prices. Regal also has an efficient online ordering service plus comfortable sofas and freshly made coffee, and is open during office hours.

G. Holt's
Although its prices are high, the fun of Holt's is its lively atmosphere. It's in an old railway station, where you can enjoy afternoon tea and cake in the waiting room. Or leave the kids to play in the former ticket office while you look at the huge selection of recent fiction.

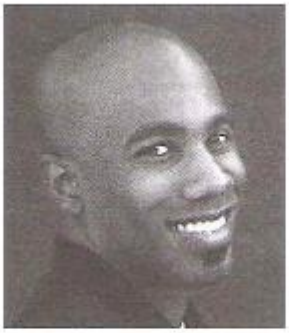
H. Wenlock's
This prize-winning bookshop is noted for its wide selection of titles both paperback and hardback. Fiction is downstairs, non-fiction upstairs under the ancient roof of this 15th century building. The book club welcomes new members to discuss a different novel one evening each month.

6. Yang is looking for used copies of modern novels for her book group. She would like to visit a bookshop where her two young daughters will be welcome, with drinks and snacks available. *

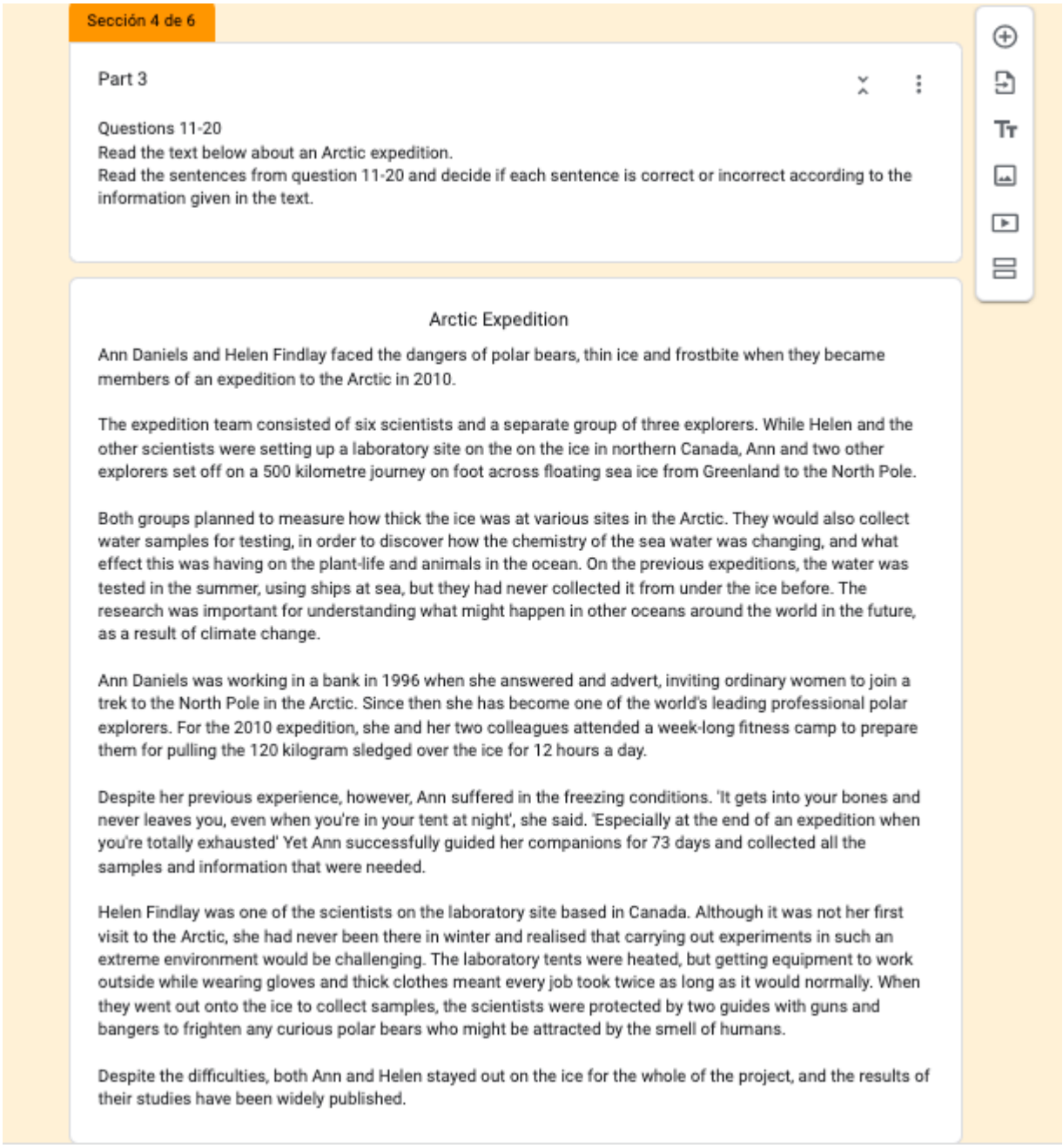


- A. Bookworm
- B. Bales
- C. Westwood's
- D. Topping's

7. Stefan loves beautiful art books but would like to check what's available on the Internet before visiting. He wants to find a bookshop where he can get lunch and spend the afternoon looking at books. *



- A. Bookworm
- B.Bales
- C. Westwood's
- D. Topping's
- E. Scrimshaw's
- F. Regal's
- G. Holt's
- H. Wenlock's



Sección 4 de 6

Part 3

Questions 11-20
Read the text below about an Arctic expedition.
Read the sentences from question 11-20 and decide if each sentence is correct or incorrect according to the information given in the text.

Arctic Expedition

Ann Daniels and Helen Findlay faced the dangers of polar bears, thin ice and frostbite when they became members of an expedition to the Arctic in 2010.

The expedition team consisted of six scientists and a separate group of three explorers. While Helen and the other scientists were setting up a laboratory site on the on the ice in northern Canada, Ann and two other explorers set off on a 500 kilometre journey on foot across floating sea ice from Greenland to the North Pole.

Both groups planned to measure how thick the ice was at various sites in the Arctic. They would also collect water samples for testing, in order to discover how the chemistry of the sea water was changing, and what effect this was having on the plant-life and animals in the ocean. On the previous expeditions, the water was tested in the summer, using ships at sea, but they had never collected it from under the ice before. The research was important for understanding what might happen in other oceans around the world in the future, as a result of climate change.

Ann Daniels was working in a bank in 1996 when she answered and advert, inviting ordinary women to join a trek to the North Pole in the Arctic. Since then she has become one of the world's leading professional polar explorers. For the 2010 expedition, she and her two colleagues attended a week-long fitness camp to prepare them for pulling the 120 kilogram sledged over the ice for 12 hours a day.

Despite her previous experience, however, Ann suffered in the freezing conditions. 'It gets into your bones and never leaves you, even when you're in your tent at night', she said. 'Especially at the end of an expedition when you're totally exhausted' Yet Ann successfully guided her companions for 73 days and collected all the samples and information that were needed.

Helen Findlay was one of the scientists on the laboratory site based in Canada. Although it was not her first visit to the Arctic, she had never been there in winter and realised that carrying out experiments in such an extreme environment would be challenging. The laboratory tents were heated, but getting equipment to work outside while wearing gloves and thick clothes meant every job took twice as long as it would normally. When they went out onto the ice to collect samples, the scientists were protected by two guides with guns and bangers to frighten any curious polar bears who might be attracted by the smell of humans.

Despite the difficulties, both Ann and Helen stayed out on the ice for the whole of the project, and the results of their studies have been widely published.

Título d...



11. A building was ready for the scientists to work on their arrival in northern Canada. *

- correct
- incorrect

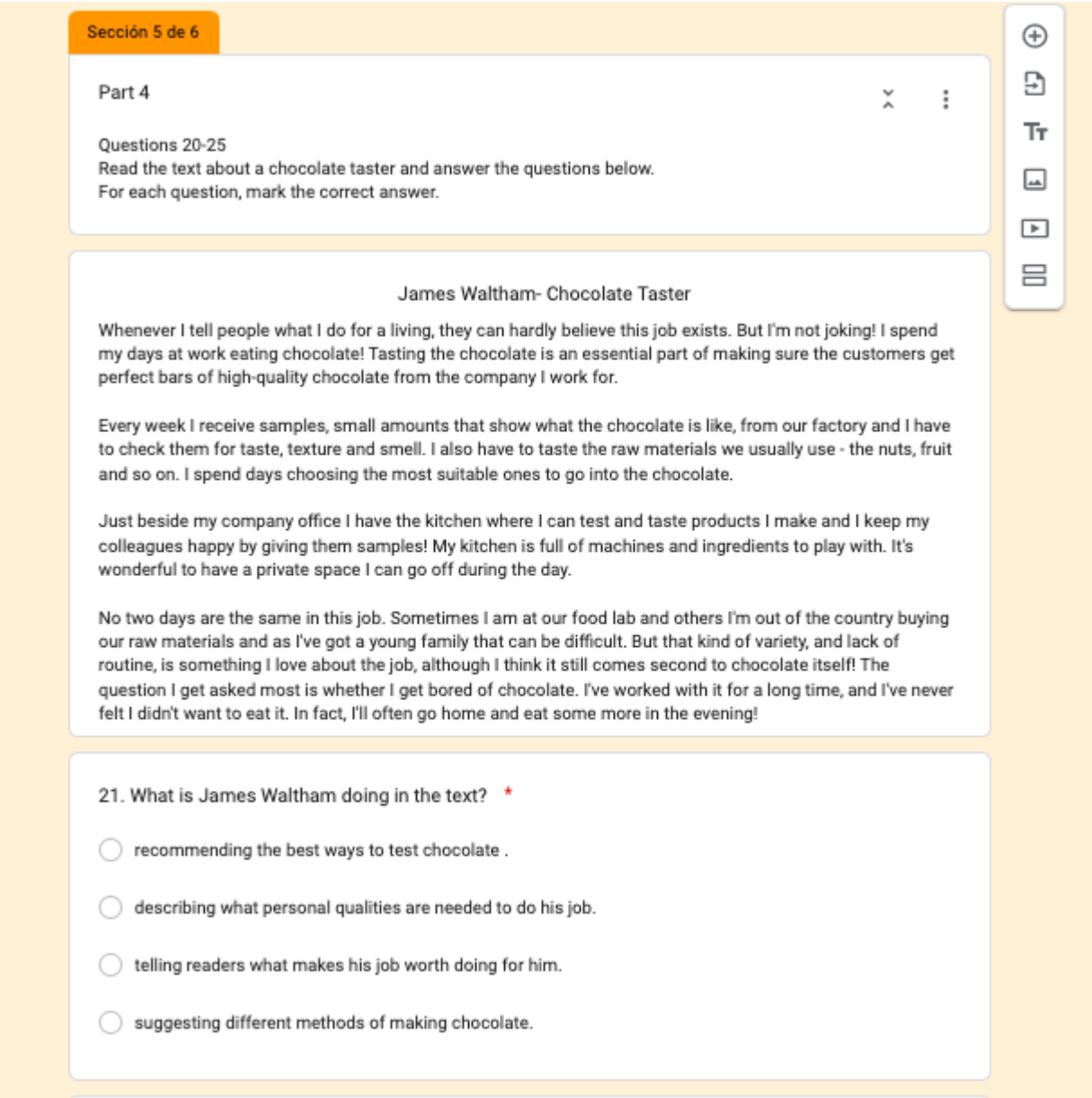
12. This was the first time scientists had tested Arctic sea water during the winter months. *

- correct
- incorrect

13. Information was collected on the expedition to help explain the reasons for climate change. *

- correct
- incorrect

14. The North Pole was the destination of a previous expedition that Ann had been on. *



Sección 5 de 6

Part 4

Questions 20-25
Read the text about a chocolate taster and answer the questions below.
For each question, mark the correct answer.

James Waltham- Chocolate Taster

Whenever I tell people what I do for a living, they can hardly believe this job exists. But I'm not joking! I spend my days at work eating chocolate! Tasting the chocolate is an essential part of making sure the customers get perfect bars of high-quality chocolate from the company I work for.

Every week I receive samples, small amounts that show what the chocolate is like, from our factory and I have to check them for taste, texture and smell. I also have to taste the raw materials we usually use - the nuts, fruit and so on. I spend days choosing the most suitable ones to go into the chocolate.

Just beside my company office I have the kitchen where I can test and taste products I make and I keep my colleagues happy by giving them samples! My kitchen is full of machines and ingredients to play with. It's wonderful to have a private space I can go off during the day.

No two days are the same in this job. Sometimes I am at our food lab and others I'm out of the country buying our raw materials and as I've got a young family that can be difficult. But that kind of variety, and lack of routine, is something I love about the job, although I think it still comes second to chocolate itself! The question I get asked most is whether I get bored of chocolate. I've worked with it for a long time, and I've never felt I didn't want to eat it. In fact, I'll often go home and eat some more in the evening!

21. What is James Waltham doing in the text? *

- recommending the best ways to test chocolate .
- describing what personal qualities are needed to do his job.
- telling readers what makes his job worth doing for him.
- suggesting different methods of making chocolate.

Sección 6 de 6

Part 5

Questions 26-35
Read the text below about alpacas and choose the correct word for each space.
For each question, mark the correct answer.

ALPACAS

Alpacas were first kept by the Inca people in the mountains of South America, more than six thousand years ago. These animales (26)..... clothes, food and fuel for their owners. The softest wool was (27)..... worn by the leaders of Incan society though.

When Spanish explorers (28)..... in the fifteenth century, sheep were introduced and these gradually (29)..... alpacas in the region. It wasn't (30)..... the middle of the 20th century that both farmers and fashion designers began to recognise the (31)..... of alpacas again. They are easy to look (32)..... since they eat grass and are used to low temperatures. Their wool, which comes in a (33)..... of natural colours from white to dark brown, is lighter and warmer than sheep's wool and (34)..... strong.

It is not surprising (35) ..... that alpacas are becoming a familiar sight in the fields of North America, Australia and the UK.

Título d...



26. *

- supported
- provided
- turned
- gained

27. *

- mainly
- fully
- extremely
- absolutely

28. *

- reached
- delivered
- arrived
- transferred

29. *

- retired

Appendix G: Semi-structured interview protocol

Protocolo para entrevista

Buenos días/Buenas tardes. Antes de comenzar con nuestra entrevista, me gustaría agradecerte que hayas completado las encuestas que envié a principios de octubre. A partir de los resultados de esa encuesta, fuiste seleccionado/a para participar en este estudio. Este proyecto de investigación tiene como objetivo explorar la relación que existe en las actitudes de lectura, la autoeficacia en la lectura y el nivel de comprensión de lectura de estudiantes de 3º año medio. Esto quiere decir que este estudio no tiene como objetivo evaluar tu competencia en el idioma, sino que busca entender cómo tus actitudes frente a la lectura en inglés, autoeficacia en la lectura y tu nivel de comprensión de lectura en este mismo idioma, podrían estar asociadas.

Para facilitar la toma de notas y no perder detalles importantes, grabaré la entrevista. Sólo yo tendré acceso a las grabaciones, y estas se eliminarán después de que se transcriban. Además, como mencionaba el comunicado enviado a tus padres, toda la información es confidencial, cualquier dato que pueda revelar tu identidad será eliminado. Además, tu participación es voluntaria y puedes retirarte en cualquier momento si te sientes incómodo. Si decides retirarte, no habrá consecuencias.

Gracias por aceptar participar. He preparado esta entrevista para que dure cerca de 30-40 minutos. Durante este tiempo, tengo varias preguntas que me gustaría cubrir, todas ellas relacionadas a ti y a cómo te sientes frente a la lectura en el idioma inglés. Antes de comenzar, ¿Tienes alguna pregunta?

Durante el mes de Octubre, el nivel de tercero medio de tu escuela rindió una prueba online tipo PET a través de google forms. En base a esa prueba y los resultados de las encuestas sobre actitudes de lectura y autoeficacia en la lectura, me gustaría hacerte algunas preguntas más para conocer tu opinión más en detalle.

<u>General questions</u>

1. ¿Te gusta leer en inglés? ¿Por qué?
2. ¿Qué es lo que más te gusta leer en inglés? ¿Por qué?
3. ¿Qué es lo que menos te gusta leer en inglés? ¿Por qué?
4. ¿Lees en inglés para el colegio? ¿Qué tipo de cosas? ¿Por qué las lees?
5. ¿Lees en inglés en tu tiempo libre? ¿Qué tipo de cosas? ¿Por qué las lees?
6. ¿Lees en inglés por diversión?¿Qué tipo de cosas? ¿Por qué las lees?
7. ¿Cómo describirías tu actitud -sentimientos/emociones de bienestar o malestar- al leer en inglés?

8. ¿Qué crees tú que es lo que te hace tener esos sentimientos o emociones frente a la lectura en inglés? ¿Por qué?
9. ¿Siempre has tenido los mismos sentimientos o emociones frente a la lectura en el idioma inglés? ¿Me puedes contar sobre esto?
10. ¿Qué experiencias crees tú han impactado positiva o negativamente la forma cómo te sientes frente a la lectura en inglés ? ¿Por qué?
11. ¿Crees que eres capaz de leer en inglés? ¿Por qué si/no?
12. ¿Qué te hace percibir que eres capaz o incapaz de leer en inglés?
13. ¿Qué tipos de textos en inglés crees que eres más incapaz de entender? ¿Por qué?
14. ¿Qué tipos de textos en inglés crees que eres más capaz de entender? ¿Por qué?
15. ¿Siempre has tenido la misma percepción sobre tu capacidad de leer en inglés? ¿Me puedes contar sobre esto?
16. Piensa por un momento en los sentimientos o emociones que te provoca el leer en inglés. Ahora piensa en cuán capacitado te sientes para leer en inglés ¿crees que estos sentimientos o emociones afectan tu capacidad al leer en inglés? o ¿ crees que tu capacidad para leer en inglés afecta tus emociones o sentimientos ante la lectura? ¿De qué forma?
17. Ahora, piensa por un momento en los sentimientos o emociones que te provoca el leer en inglés y en los resultados en tu prueba PET ¿ crees que estos sentimientos o emociones se relacionan con tu resultados en la prueba? o ¿ crees que los resultados afectan tu sentimientos o emociones en la lectura en inglés? ¿De qué forma?
18. Por último, te invito a que pienses nuevamente en cuán capacitado te sientes al leer en inglés ¿crees que ésta percepción afecta tus resultados en el PET? o ¿crees que tus resultados del PET influyen en cuán capacitado te sientes al leer? ¿De qué forma?

<u>Questions/challenges</u>

1. ¿Crees que exista algún otro factor que afecte tus sentimientos o emociones frente a la lectura en inglés y que no haya sido nombrado en la encuesta?
2. ¿Qué factores crees tú podrían cambiar tus tus sentimientos o emociones frente a la lectura en inglés? ¿Por qué?

3. ¿Crees que exista algún otro factor que afecte cómo percibes tu capacidad de lectura en inglés y que no haya sido nombrado en la encuesta?
4. ¿Qué factores crees tú podrían cambiar cómo percibes tu capacidad de leer en inglés? ¿Por qué?

Appendix H: English version of the semi-structured interview protocol

Interview Protocol

Good morning/afternoon. Before we start with our interview, I would like to thank you for completing the surveys that I sent you at the beginning of October. From the results in that survey, you were selected to participate in the study. This project aims at exploring the relation between reading attitudes, reading self-efficacy and reading proficiency of 11th grade students. This means that this study is not related to evaluating your language competence, but it seeks to understand how your L2 reading attitudes, L2 reading self-efficacy and L2 reading proficiency might be correlated.

In order to facilitate the transcripts, I will video record this interview, only I will have access to it. I told your parents that all the information gathered here is confidential, any detail that might reveal your identity will be omitted. Moreover, your participation is voluntary and you can leave the meeting anytime if you feel uncomfortable. If you decide to leave, there will be no consequences.

Thank you for participating. I have prepared this interview to last around 20-30 minutes. During this time I would like to ask you a set of questions related to you and how you feel when reading in English. Before we start, do you have any questions?

During October, 11th graders in your school took an online mock PET via Google forms. I have the results in the test and the answers in the survey about reading attitudes and reading self-efficacy, and I would like to ask you some questions to know your perspective of these results in more detail.

General questions.

1. Do you like reading in English? why?
2. What do you like reading in English the most, why?
3. What do you like reading in English the least? why?
4. Do you read in English for school? What type of things? Why do you read them?
5. Do you read in English in your free time? What type of things? Why do you read them?
6. Do you read in English for fun? What type of things? Why do you read them?
7. How would you describe your attitudes- pleasant or unpleasant feelings/emotions when you read in English?
8. What makes you have those feelings or emotions when you read in English? / Can you tell me about it?

9. Have you always had those feelings or emotions when you read in English? / Can you tell me about it?
10. What experiences have negatively or positively impacted the way you feel when you read in English? Why?
11. Do you think that you are capable of reading English? why?
12. What makes you perceive that you are capable or incapable of reading in English?
13. What type of texts in English do you feel more incapable of understanding? Why?
14. What type of texts in English do you feel more capable of understanding? Why?
15. Have you always had this perception about your capability of reading in English? Could you tell me about it?
16. Think for a moment about the feeling or emotions that reading in English makes you have. Now, think of how capable you feel of reading in English, do you think that the feelings affect your capability to read in English? Do you think that your capability to read in English affects your feelings? how?
17. Think for a moment about the feelings or emotions that reading in English makes you have, and the results in the mock PET test, do you think that the feelings affect your results in the test? Do you think that your results in the test affects your feelings? how?
18. Finally, think for a moment again of your capability of reading in English. Do you think that this perception affected your results in the mock PET test? Or do you think that your results in the mock PET influence how capable you are of reading in English? Why?

<u>Questions/challenges</u>

1. Do you think that there might be other factors that affect your feelings or emotions about reading in English and that have not been mentioned?
2. Which factors could change your feelings and emotions about reading in English? why?
3. Do you think that there might be other factors that affect how capable you feel about reading in English and that have not been mentioned?
4. Which factors could change your view on how capable you feel about reading in English and that have not been mentioned? why?

Appendix I: Letter of intention

Santiago, septiembre 2021

A:
Sra. (Nombre)
Directora Liceo (Nombre del colegio)
Colina
Presente.

Asunto: Solicitud de participantes para tesis de Magíster.

Estimada directora,

Me dirijo a usted respetuosamente solicitando autorización para realizar mi investigación de tesis de Magíster en la Enseñanza del Inglés (TESOL) que estoy cursando actualmente en la Universidad Andrés Bello. Mi propuesta de estudio consiste en examinar las actitudes de lectura y la autoeficacia que presentan estudiantes de 3º año de enseñanza media frente a la lectura de textos en inglés. Esto se haría a través de una metodología que contempla la aplicación de una encuesta a un curso completo de estudiantes, una prueba y entrevistas a una selección reducida de participantes, todo en formato online. Es importante mencionar que tanto el colegio como la identidad de los estudiantes se mantendrán en el anonimato al momento de publicarse la tesis. Además, luego de analizar e interpretar los datos se le entregará un breve informe en español, con el fin de aportar al proceso de enseñanza-aprendizaje de las clases de inglés.

Esperando una buena acogida y pronta respuesta

Se despide atentamente,

Nicol González Quinteros
Magíster © en la Enseñanza del Inglés TESOL
Universidad Andrés Bello

Appendix J: Information Sheet

COMUNICADO DE PRESENTACIÓN

Estimados apoderados:

Mi nombre es Nicol González Quinteros y soy alumna regular en el programa Magíster en Enseñanza del Inglés como Idioma Extranjero en la Universidad Andrés Bello, y me encuentro en proceso de realizar mi tesis de grado. Los objetivos principales del estudio son explorar cómo las actitudes de lectura , las creencias de autoeficacia y el nivel de comprensión de lectura en inglés se relacionan.

Es por esto, que desde el día 12 hasta el día 18 de octubre del 2021 se invita a los estudiantes de 3º año de enseñanza media a participar de una encuesta online que busca entender las actitudes de lectura y autoeficacia en inglés en estudiantes de su nivel académico. La participación en esta encuesta es voluntaria. Posterior a la encuesta, algunos participantes podrían ser citados a una sesión de entrevistas online para indagar en mayor profundidad.

Toda la información recopilada será confidencial y sólo se utilizará con fines de investigación. Esto significa que la identidad de los participantes será anónima, por lo que nadie además de la investigadora sabrá su información personal.

Los resultados de la investigación serán parte de la tesis para optar al título de Magíster en Enseñanza del Inglés como Idioma Extranjero en la Universidad Andrés Bello, y también pueden ser usados para una posible publicación en una revista educativa. Además, un informe en español con fines pedagógicos se entregará a directivos y docentes de inglés del establecimiento.

Agradeciendo su participación,

Atentamente

Nicol González Quinteros
Magister en la Enseñanza del Inglés como Lengua Extranjera

Universidad Andrés Bello

Para mayor información o dudas , me pueden contactar a: nicolsaraigonzalez@gmail.com

Appendix K: Parents' consent

Estimados apoderados:

Mi nombre es Nicol González Quinteros y soy alumna regular en el programa Magíster en Enseñanza del Inglés como Idioma Extranjero en la Universidad Andrés Bello, y me encuentro en proceso de realizar mi tesis de grado. Los objetivos principales del estudio son explorar cómo las actitudes de lectura , las creencias de autoeficacia y el nivel de comprensión de lectura en inglés se relacionan.

Se invita a su pupilo/a a participar de una sesión de entrevista online el día 01 DIC /02 DIC en dónde se indaga sobre las actitudes de lectura en inglés y las creencias de autoeficacia en la lectura en inglés en mayor profundidad. Toda la información recopilada será confidencial y sólo se utilizará con fines de investigación. Esto significa que la identidad de los participantes será anónima, por lo que nadie además de la investigadora sabrá su información personal.

Agradeciendo su participación,

Atentamente

Nicol González Quinteros
Magister en la Enseñanza del Inglés como Lengua Extranjera

Universidad Andrés Bello

Autorización

Yo, _____, apoderado/a de _____, del curso _____ he sido informado/a acerca del objetivo del estudio y cualquier pregunta futura sobre la investigación, será dirigida al correo nicolsaraigonzalez@gmail.com. Adicionalmente, comprendo los siguientes aspectos:

1. Confirmo que he leído y entendido la información sobre este estudio contenida en un "comunicado de presentación", recepcionado anteriormente. He tenido la oportunidad para considerar la información, realizar preguntas y obtener respuestas satisfactorias.
2. Entiendo que la participación de mi pupilo/a es voluntaria y que es posible retirarse del estudio en cualquier momento. En ese caso, la información provista no podrá ser utilizada en este estudio.

3. Entiendo que toda información dada por mi pupilo/a podrá ser usada por la investigadora solamente para propósitos académicos, en su tesis, publicaciones o presentaciones académicas.
4. Estoy de acuerdo con que mi pupilo/a participe en una entrevista, la cual será video grabada, transcrita y utilizada para cumplir con los objetivos de este estudio.
5. Entiendo que la investigadora asegurará el anonimato de mi pupilo/a de acuerdo a lo estipulado en la legislación y los estándares de ética y protección de datos planteados por la Universidad Andrés Bello. Esto implica 1) utilizar un seudónimo para los participantes durante la transcripción de la entrevista, y 2) no utilizar en la transcripción la información que pueda revelar la identidad del participante.

DOY MI CONSENTIMIENTO PARA QUE MI PUPILO/A PARTICIPE EN ESTE ESTUDIO.

Firma: _____ Fecha: _____

NO AUTORIZO A MI PUPILO/A PARA PARTICIPAR EN ESTA INVESTIGACIÓN.

Firma: _____ Fecha: _____

Appendix L: Sample of Interview Transcript

Participant Nº 4

Profile: High L2 Reading Attitudes, High L2 Reading Self-efficacy, High L2 Reading proficiency

(...)

A: interviewer

B: interviewee

A: dime (nombre de la entrevistada) ¿a ti te gusta leer en inglés?

B: o sea hacerlo como por mí misma, así como de estar aburrida y leer, no. Pero no me molestaría si es que alguien me hace leer en inglés. No no es algo que haga por mí misma, pero no me quejo si lo tengo que hacer me gusta porque lo entiendo y se me hace algo relativamente fácil.

A: ya, o sea, al decirme que si alguien te hace leer en inglés ¿te refieres como al contexto del del Liceo?

B: mhm… o si es que alguien me dice que hay un libro o algo y que es bueno que lo lea, lo leería.

A:ya ¿y cuál sería la razón?

B: por qué me sirve siento que es bueno para poder avanzar en mi nivel de inglés.

A: como tú entiendes, que te gusta, sientes que avanzas ¿qué es lo que más te gusta leer en inglés?

B: Normalmente me gusta leer como las letras de las canciones. La mayoría de las veces hago eso más que nada buscar las letras o historias cortas quizás o bueno la mayoría de las cosas que yo hago en inglés, por ejemplo las redes sociales todo lo uso en inglés entonces sí o sí tengo que leer las cosas en ese idioma.

A: oye ¿por qué decidiste tener las redes sociales en inglés?

B: porque se me hace más cómodo para poder aprender, porque siento que como ahora el inglés está en todos lados, son cosas básicas, entonces me sirve. Hay palabras que a veces no conozco y las veo en las redes sociales y después sé que significan gracias a eso.

A: y en cuanto a la música ¿qué música escuchas en inglés?

B: me gusta harto el pop… música cómo Ariana Grande y cosas así.

A: ¿y tú buscas por ejemplo una canción de Ariana Grande y buscas la letra en inglés y la lees en inglés?

B:sí, normalmente sí.

A: y ¿llegas a consultar con la letra en español o un diccionario?

B: cuando no entiendo algo, normalmente busco la frase simplemente en internet o le pregunto a alguien, porque mi hermano también estudia inglés, entonces él a veces me ayuda saber los significados de algunas cosas, pero normalmente no la busco, normalmente lo saco como por el contexto si no lo entiendo.

A: ah ok, cuéntame (nombre de la entrevistada) ¿qué es lo que menos te gusta leer en inglés?

B: creo que las cosas con cifras, más matemáticas, cosas que tengan un porcentaje eso no me gusta mucho.

A: ¿por qué no te gusta eso?

B: porque no me gustan las matemáticas en general, entonces siento que relacionarlo con el inglés como que me lo arruina un poquito.

A: y ¿en qué situaciones o actividades por ejemplo has leído texto en inglés que tienen cifras?

B:De hecho ahora justo recién, antes de la entrevista, estaba haciendo un trabajo de un electivo que tenemos en el colegio y tenemos que hacer un trabajo completo en inglés, entonces estaba traduciendo los textos y todo eso y tiene demasiado porcentaje y números y eso me tiene un poco aburrida.

A: eso es porque no te gusta mucho matemática…

B: mhm … sí.

A: ¿para el colegio tú lees en inglés?

B: cuando tengo que hacerlo sí, o sea la mayoría de las clases de inglés, tenemos muchos textos en inglés, entonces sí, bastante.

A:ya, y estos tipos de texto ¿cómo son?

B: normalmente son de comprensión lectora más que nada, es como para hacer guías para poder responder preguntas, pero no es como nada en específico.

A: ya son como de lectura general… de inglés general.

B:mhm….

A: y si estás en el colegio ¿por qué las lees?

B: ¿cómo?

A: porque a ti te gusta ¿cierto?, pero ¿hay alguna otra razón por la que tú leas esta actividad que vaya más allá solamente porque entiendes o porque te gusta?

B: porque tengo que hacerlo y normalmente me gusta ayudar a las personas, entonces los leo y sé de qué se trata, si alguien me pide ayuda, puedo explicarles.

A: ah ya, o sea es para ti y también para otras personas.

B: mhm…

A: oye, (nombre de la entrevistada) y cuéntame ¿lees en inglés en tu tiempo libre?

B: no mucho más que las letras de las canciones, pero es que en general no leo mucho.

A: ¿ y en español?

B: en español tampoco, la mayoría de las cosas que leo es en inglés.

A: ¿y lees en inglés por diversión?

B: rara vez, muy poco.

A: y en ese muy poco, ¿qué tipo de cosas lees?

B: bueno me gusta leer historias, o veo como vídeos en youtube de algún caso o algo y lo busco en inglés, así como los vídeos de las historias de desapariciones cosas así y después buscó la historia, normalmente están en inglés más que en español entonces cosas así.

A: a mira qué bueno, que interesante.

B: sí.

A: yo de hecho veo, pero veo en Facebook, una niña que se maquilla y a medida que se maquilla, va contando una historia como de desaparición, de terror, paranormal y también es súper entretenido.

B: sí.

A: entonces dime (nombre de la entrevistada) ¿cómo describirías tus sentimientos o emociones frente a la lectura en inglés?

B: me gusta harto. Siento que leer más que escuchar me sirve más y me entretiene más. También porque me concentro y siento que es más profundo cómo que puedo conectarme más con lo que estoy leyendo más que si alguien me lo estuviera contando.

A: o sea tus sentimientos o emociones, ¿serían positivas frente a la lectura?

B: si.

A: ¿y por qué crees que estas emociones sentimientos son positivos? ¿hay algo que te lleva o que te ha llevado a esto?

B: yo creo que es porque me gusta y como me gusta y me ayuda a mejorar mi inglés siento que lo hago feliz. No es como que alguien me obligue, es algo con lo que estoy cómoda, yo creo que debe ser por eso.

A: ¿y siempre te ha gustado? ¿siempre has tenido estos sentimientos positivos?

B: sí, siempre. De hecho, siempre me ha gustado todo lo que tiene que ver con el inglés, así que sí.

A: y ¿esto partió ahora en el Liceo o también de colegios anteriores?

B: de colegios anteriores, desde muy chica de hecho.

A: sí y ¿qué experiencias- pueden ser en el colegio o experiencias personales - han hecho que te guste el inglés desde chica?

B: yo creo que más que nada, la música porque cuando yo era pequeña estaba como de moda Selena Gómez cosas así, entonces yo creo que desde ahí, de las canciones, saber qué que decían, que significan, y así fui aprendiendo de a poco. En el colegio en el que estaba antes de este, nos enseñaban mucho inglés, no sé yo creo que eso también me gustaba harto, porque lo entendía fácil.

A: entiendo, entonces el colegio… ¿y alguna experiencia personal que tú creas que ha impactado tu emociones frente a la lectura en inglés, fuera del colegio?

B: es que siempre me ha interesado viajar entonces yo creo que también tiene que ver con eso, aprender el idioma.

A: ¿y has viajado a algún país de habla inglesa?

B: lamentablemente no.

A: pero te motiva aprender inglés para viajar…

B: sí, bastante.

A: entonces si te pregunto si crees que eres capaz de leer en inglés ¿cuál sería tu respuesta?

B: sí.

A: ¿y qué te hace percibir que eres capaz de leer en inglés?

B: porque lo he hecho antes y sé que puedo hacerlo, quizá no a la perfección pero puedo hacerlo bien.

A: ¿y qué tipo de textos crees tú que eres más capaz de leer en inglés?

B: no sabría decirtelo…

A: podría ser novelas, historias, noticias. Conversé con una de tus compañeras que me decía que leía Twitter, entonces ¿qué tipo de texto- pueden ser digitales, pueden ser en papel- crees tú que eres más capaz de leer?

B: mmm no sé … quizás las historias como novelas o algo así porque también lo he hecho, o sea como leer cosas en Wattpad por ejemplo.

A: ya otra otra de tus compañeras también me habló de Wattpad, para anotarlo ahí porque nunca antes lo había escuchado, ¿me puedes interiorizar de qué se trata el Wattpad?

B: es como una librería virtual, uno puede escribir historias o puede leerla y puede escribir cosas de lo que sea. Hay historias tanto como de misterio, de romance, comedias. Es una red social también.

A: ¿pero esas son como fan made?

B: sí, o sea por ejemplo no sé si es que alguna vez viste en el cine que había una película que se llamaba *After*.

A: no recuerdo la verdad.

B: bueno, esa película salió de ahí. De hecho la gente escribe sus historias y después las sacan como en físico o el libro, cosas así dependiendo de la fama que alcance cada historia, pero sí es bien entretenido porque hay de todo.

A: mira qué interesante, una buena plataforma también para mí como profesora, qué bueno saberlo. Cuéntame (nombre de la entrevistada) ¿hay algún texto en el que tú te sientas incapaz de leerlo?

B: no lo sé, yo creo que eso lo sabría como viendo algún texto, porque hasta ahora todo lo que he tenido que leer, he podido hacerlo, quizás me ha costado, pero lo he logrado así que tendría que ver no podría decirte algo en específico.

A: o sea tendrías que tener como el texto frente tuyo para decir…

B: mhmm

A: ¿y tú siempre has tenido esta misma percepción de tu capacidad para leer en inglés?

B: con el tiempo lo he cambiando bastante, porque antes no me gustaba mucho leer en inglés, me gustaba escucharlo o hablarlo, pero con el mismo colegio ha ido cambiando.

A: ya ¿y tú crees que el colegio ha cambiado?

B: sí, me ha ayudado bastante a cambiar mi visión sobre la lectura en inglés.

A: ¿ entonces crees que esta visión es positiva si la comparas con la visión que tenías antes?

B: sí.

A: ¿y qué cosas del colegio crees tú que han colaborado para que esta visión sea positiva?

B: que los profes siempre nos han ayudado harto a poder mejorar o a que nos guste lo que no nos gusta, entonces como yo me llevo bastante bien con todos los profes de inglés en el colegio, siempre que he necesitado algo o algo no me queda muy claro, ellos me han ayudado a poder entenderlo o a hacerlo mejor, entonces yo creo que va por ese lado … nunca me cierro a hacer cosas que no me gustan, por que se que en algún momento me van a servir, entonces me obligué a mi misma a hacerlo hasta que me terminó gustando.

A: entiendo… mira piensa en la siguiente situación: tú tienes ciertas emociones o sentimientos frente a la lectura y tienes también una percepción de cuán capaz eres ¿tú crees que estos 2 factores se relacionan?

B: sí.

A: ¿cómo?

B: es que siento que si no fuera tan capaz no me gustaría tanto. Si no supiera hacerlo bien, si no , si no tuviera tanta comprensión lectora, no me gustaría.

A: ¿tendrías a lo mejor sentimientos negativos?

B: si.

A: ya… ¿te acuerdas que yo te dije que también tenía los resultados de tu prueba PET?

B: mhm

A: tú tienes un nivel alto, entonces piensa también en tus sentimientos o emociones y en los resultados de esta prueba PET y dime ¿crees que se relacionan?

B: sí.

A: ¿cómo explicarías esta relación?

B: es lo mismo, porque como me gusta, me esfuerzo en hacerlo bien. Sé que puedo y me concentro para poder tener puntajes alto y al fin y al cabo me sale prácticamente natural. Yo creo que me esfuerzo pero sale solito, es sencillo para mí.

A: súper bien, entiendo. Entonces tus sentimientos emociones son mayoritariamente positivos frente a la lectura… ¿crees que hay algún otro factor- puede ser factor externo o factor interno- que afecte tus sentimientos o emociones frente a la lectura en inglés y que no haya sido mencionado en la encuesta o no hayamos conversado hasta ahora?

B: creo que no…

A: ¿crees que hay algunos factores que podrían cambiar tú sentimientos o emociones frente a la lectura en inglés?

B: no, tampoco porque ya me acostumbré a que me guste entonces antes no me gustaba y ahora sí, así que no creo volver a tener como sentimientos negativos frente a la lectura en inglés.

A: ¿independiente, por ejemplo, del tipo de clase o del tipo de profesor?

B: es que como ya me estoy acostumbrando creo que no, no cambiaría.

A: ya y algún otro factor que afecte tu percepción de cuán capaz eres…

B: bueno a veces cuando estoy con gente que le va mejor que a mí quizás siento que mas incapaz, pero normalmente estoy acostumbrada a ser capaz. No quiero sonar como egocéntrica, por si acaso, pero es que estoy acostumbrada a poder ser capaz de hacer cosas en inglés, o sea leer, hablar. Es muy poco lo que me hace sentir que no soy tan capaz, más que nada cuando estoy con gente mejor que yo como profesionales, por obvias razones, pero fuera de eso nada creo yo.

A: te sientes bien capaz entonces…

B: (asiente)

A: entiendo…

B: quizas, a veces puede ser que soy muy vergonzosa y eso a veces me puede jugar un poco en contra.

A: ya, pero vergonzosa ¿en qué situación?

B: no sé, por ejemplo si ahora tuviera que leer algo en inglés me daría vergüenza.

A: ¿pero leerlo en voz alta?

B: mhm

A: ¿tú crees que hay alguna diferencia entre leer en voz alta y leer de manera silenciosa?

B: sí, mucha, porque en voz alta siempre trato de pronunciar todo perfectamente y cuando estoy leyendo en mi mente lo hago bien , porque claro pues en mi mente es mucho más sencillo, no me pongo tan nerviosa.

A: o sea ¿te afecta a ti la percepción que tenga el resto de lo que tú estás haciendo o lo que tú estás diciendo?

B: sí.

A: ya pues (nombre de la entrevistada) ¿hay algún otro aspecto o algún comentario a lo mejor que se te haya quedado con respecto esta experiencia que te gustaría compartir?

B: creo que no, siento que hablé harto así que creo que dije todo lo que tenía que decir.

A: perfecto muy bien, eso está muy bien.