



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**Informe final del trabajo de Titulación previo a la obtención del título de
Licenciado/a en Pedagogía del Idioma Inglés.**

Theme: BLENDED LEARNING AND READING COMPREHENSION

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Ambato – Ecuador

2024

SUPERVISOR APPROVAL

CERTIFY:

I, Mg. Hernández Freire Alba Paulina, holder of the I.D No. 1803691029, in my capacity as supervisor of the Research dissertation on the topic: “Blended Learning and Reading Comprehension” investigated by Miss. Pindo Tenesaca Loyda Georgina with I.D No 2150208524, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

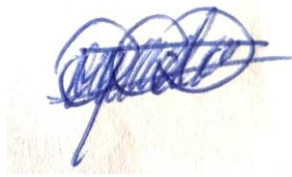
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DECLARATION PAGE

I declare this undergraduate dissertation entitled "Blended Learning and Reading Comprehension" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.



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DEDICATION

TO:

I dedicate this research work to God for being my spiritual support and for his blessing all time. Also, he provides me physical condition and strength to achieve my dream.

In addition, without the help of many people, this thesis could not have been written. I am indebted to people who are important to me. To Enrique Gamboa and his wife who support me during all time in my career, economic and emotional.

I consider myself to be a part of my family that they have been in one form or another helping me to feel competent and capable while supporting me carrying out this phase of my life, especially my friends Mary Sabando and Mélida Tusa who support and help me.

Finally, this study is dedicated to my appreciated teachers for their effort and disposition for imparting their knowledge to me. I am looking forward to sharing their inspiration and passion with my own students.

Loyda.

ACKNOWLEDGEMENTS

I am humbled and grateful for the immense support I have received from Enrique Gamboa and his wife, my teachers, and my friends. Their belief in me, their dedication to my education, and their unwavering support. As I get on this new chapter of my life, I carry with me the lessons, knowledge, and memories that they have helped me create. I am forever thankful to them and will strive to make them proud in all my future activities.

Loyda.

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EXTRANJEROS

TOPIC: “Blended Learning and Reading Comprehension”

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ABSTRACT

The current investigation analyzed the influence of Blended Learning in improvement of Reading Comprehension. It is quantitative research with descriptive design with a total population of 68 students (29 males, 38 females and 1 prefer not to say) in the first semester of Pedagogia de los Idiomas Nacionales y Extranjeros. The data were collected through a constructed survey with 25 items based on research questions (Blended learning models, online activities, and Reading Comprehension strategies with a Likert scale). It was validated by Cronbach 's Alpha 0.946. The results indicated that the use of Blended Learning was significantly, and they had a positive perception of the method. Consequently, Blended learning in the field of education brings out a multitude of benefits, allowing students to acquire knowledge in a more productive and proficient manner. Finally, this study contributes to understanding the importance of the Blended learning in improving reading comprehension.

Keywords: Blended Learning, Reading Comprehension, online activities, Blended learning models, students.

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TÍTULO: “Blended Learning and Reading Comprehension”

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RESUMEN

La presente investigación analizó la influencia del Aprendizaje Combinado en la mejora de la Comprensión Lectora. Es una investigación cuantitativa con diseño descriptivo con una población total de 68 estudiantes (29 hombres, 38 mujeres y 1 prefiere no decir) del primer semestre de la Pedagogía de los Idiomas Nacionales y Extranjeros. Los datos fueron recolectados a través de una encuesta construida con 25 ítems basados en preguntas de investigación (modelos de aprendizaje semipresencial, actividades en línea y estrategias de comprensión lectora con escala Likert). Fue validado por el Alfa 0,946 de Cronbach. Los resultados indicaron que el uso del Aprendizaje Combinado fue significativo y tuvieron una percepción positiva del método. En consecuencia, el aprendizaje semipresencial en el ámbito de la educación aporta multitud de beneficios, permitiendo a los estudiantes adquirir conocimientos de una manera más productiva y competente. Finalmente, este estudio contribuye a comprender la importancia del Aprendizaje Combinado en la mejora de la comprensión lectora.

Palabras clave: Aprendizaje Combinado, Comprensión lectora, actividades en línea, Modelos de Aprendizaje Combinad, estudiantes.

B. CONTENT

CHAPTER 1 THEORETICAL FRAMEWORK

1.1 Research background

Different researchers study the value, effectiveness, and consequences of Blended learning in enhancing students' reading abilities in different educational groups. Every information was gathered from two academic data bases including: Google Scholar, Elsevier and Universidad Técnica de Ambato Repository, the information gathered refers to the effectiveness and application of B-learning in improving student's reading comprehension in various academic fields.

In today's digital era, traditional instruction methods are being combined with virtual platforms to create a blended learning environment. Bouguebs (2019) conducted a study design that was based on quantitative data gathered where thirty second-year university students participated. By utilizing a platform, language teachers can further enhance their teaching methodologies their students in developing their reading skills and motivation to learn. The aim of this section is to delve into the insights and findings derived from the study, highlighting the positive attitude observed among EFL learners towards this blended approach. Additionally, it examines how this approach has contributed to the improvement of students' reading skills and increased their motivation to learn. Through an evidence-based analysis of this research study, researchers hope to shed light on the effectiveness of Moodle-based blended learning in enhancing the teaching and learning experience for EFL learners about reading skills acquisition and overall motivation.

Also, Macaruso et al. (2020) discussed the effectiveness of B-learning, which involves a teacher leading the instructional process while using technology. The population in this research is 2217 students who are part of the fifth grade and three different institutions' administrators during the 2016-2017 academic year. Additionally, the research was conducted as an experimental study, and involved the use of a standardized reading test. In conclusion, at the end of the academic year, after the treatment of students at the elementary level had a greater success on the reading

test, the application of B-learning had a practical effect on the environment, allowing teachers to create a humorous environment and interact directly with their students, this increased the students' motivation and participation in the class.

The research conducted by Kheirzadeh and Birgani (2018) used experimental research that combined digital resources with traditional methods in the teaching process, this way, authors were able to identify the effectiveness of the implementation of B-learning in the enhancement of their reading comprehension ability in college students. Some authors taken part in this research. Additionally, 60 students participated in this research, the majority of which were between the ages of 19 and 25, and were male and female, this population was divided into experimental and control groups. As a result, the process of research began with the application of a pre-test that evaluated the students' ability to comprehend reading material, then they followed up with a class that based on the results of the test and the final step was the application of a post-test that demonstrated the improvement of student's grades using B-learning method strategy.

Djiwandono (2018) aimed to find out the effectiveness of B-learning in improving reading comprehension and vocabulary acquisition, it was an experimental study in an educational project involving 24 students. Additionally, researchers had a control group that implemented different tests and questionnaires to assess the reading comprehension capacity, vocabulary, and duration of six weeks, in this research, the method used is called ANCOVA and is used to analyze the effect of two variables of the independent variable on the dependent variable. Furthermore, this study was conducted in an online session where participants interacted more with the reading text but did not change their collective patterns and were only associated with the teacher's instructions.

In a separate investigation conducted by Hashemi (2020) conducted a study in which blended learning provides teachers and students with unique opportunities to use the benefits of technology while supporting valuable aspects of traditional teaching. By integrating online resources and platforms, teachers can create a more engaging and interactive learning environment. This hybrid approach allows students to access a variety of materials, collaborate with peers and receive personalized feedback, improving their overall learning experience. Furthermore, when the impact

of blended learning on the four comprehensive English skills (listening, speaking, reading, and writing) was studied, it became clear that this model offers significant benefits. First, listening and speaking skills are significantly improved by integrating multimedia content and interactive exercises into the online platform. Students can listen to real material, converse with a virtual partner, and get instant feedback on their pronunciation and intonation.

Likewise, Bataineh et al. (2019) determined Blended learning is an innovative approach to education that combines traditional classroom instruction with digital technology. Also, researchers employed a quasi-experimental design involving pre and posttests, to evaluate the effectiveness of blended learning. Additionally, the participants in this study were divided into two groups: the experimental group, which received instruction through a blended learning approach, and the control group, which followed traditional classroom instruction. By comparing the results between these two groups, researchers were able to assess the benefits of incorporating technology into education. Furthermore, qualitative analysis was conducted to explore subjective factors such as student engagement, motivation, and overall satisfaction with blended learning. This approach provided valuable insights into how learners perceive and experience this innovative teaching method. In summary, blending traditional teaching methods with digital technology has shown promising results in terms of improving student outcomes. The combination of quantitative data from pre and posttests along with qualitative interviews allows for a comprehensive evaluation of the effectiveness of blended learning approaches.

Olifia et al. (2020) conducted a study was on the improvement of reading comprehension through the application of Blended learning in fifth grade. First, the researchers employed a purposive sampling technique and selected a group of 20 foreign students to participate in the study, where they applied a pre and post. The results showed that after participating in the intervention, the students exhibited the improvement of reading comprehension skill, and their levels of happiness and enthusiasm increasing in their learning process. Although, it is worth noting that one challenge faced during this study was the limitation of time and the number of materials available. Finally, this research contributes valuable insights into effective strategies for enhancing reading comprehension skills among fifth-grade students and

underscores the importance of creating engaging learning environments despite resource limitations.

Moreover, Pammu et al. (2021) established B-learning has emerged as an alternative solution to address various reading comprehension problems faced by students. Also, this innovative approach combines both online and face-to-face teaching modes, providing a well-rounded learning experience. In addition, the research design was a quasi-experimental study involving a sample of 60 students in the eleventh grade. Moreover, the findings indicated that incorporating blended learning improved significantly reading comprehension skills among the participants. Finally, the integration of technology in education has revolutionized traditional teaching methods, and blended learning stands as an effective model that optimizes both online and offline resources for enhanced academic outcomes, by incorporating online resources, interactive activities, and digital tools, blended learning offers flexibility and personalized instruction tailored to each student's needs.

Besides, in a study carried out by Lamri and Hamzaoui (2018), the integration of technology in learning materials such as e-books, multimedia resources, and interactive exercises can assist Algerian law students in enhancing their reading skills. These materials not only provide a platform for practicing legal vocabulary but also offer real-life examples and case studies that contribute to a better understanding of the subject matter. Moreover, blended learning approaches can facilitate collaborative work among students by promoting discussions, peer feedback, and group projects. These interactions foster engagement with the material while enhancing critical thinking skills through active participation. In conclusion, the application of blended learning holds significant potential in addressing language difficulties faced by Algerian law students when it comes to reading comprehension of managerial and regulatory rules. By combining traditional instruction with digital resources tailored for their specific needs, these students can improve their overall language proficiency while gaining a deeper understanding of complex legal concepts.

Finally, in a study conducted by Lingga et al. (2020), the implementation of blended learning in reading instruction, they have been explored through a qualitative method utilizing a case study approach. In addition, the study involved 13 female and

5 male students, whose experiences were examined through observations, documents, and semi-structured interviews. By employing this research methodology, valuable insights were gained into the advantages and challenges faced by students in a blended learning environment for reading instruction, and the data collected from the students revealed various benefits associated with blended learning, such as increased engagement, personalized learning experiences, and access to a wide range of resources. However, it is important to acknowledge that implementing blended learning also presents certain challenges. The findings highlighted some difficulties faced by students in navigating online platforms and managing their time effectively. Furthermore, technological issues and limited access to devices or stable internet connections were reported as impediments to successful implementation. Finally, this section will examine into the specific findings of the case study on blended learning in reading instruction. It aims to provide a comprehensive understanding of both the advantages experienced by students and the challenges encountered in this unique educational setting.

In conclusion, Blended Learning has gathered substantial attention in the field of reading comprehension, with a growing body of research supporting its positive impact on comprehension abilities. These scientific articles provide important awareness and realistic evidence that strengthen the case for incorporating the Blended Learning in educational practices to improve reading comprehension skills.

Theoretical foundation of the variables

Independent variable

Teaching learning process

Richards and Rodgers (2001) determined teaching learning is an educational process, it can be systematic, has sequency, and need to plan each part of teacher's teaching and student's actions to achieve all goals in their learning process. Further, when teachers teach, they need to pay attention to students age, capabilities, and the students' living conditions because in teaching learning process. Likewise, prior knowledge refers to the new information acquired before the learning process, and , present new material catch the attention of students with different learning styles to motivate students to participate actively in class.

Moreover, Munna and Kalam (2021) mentioned that teaching learning is a mixed process that permits to establish specific objectives to show needs, experiences, and feelings of students through implementation of different strategies to improve memorization in students, in this process permits to learn things focus on education, also, the aim is acquisition of knowledge, improvement of English skills.

Main (2023) argued that the teaching-learning process is an interactive dynamic between educators and students, facilitating the exchange of knowledge within a specific subject area. It encompasses a collaborative approach, wherein teachers assess the learning requirements, establish clear learning objectives, and implement effective teaching strategies. In addition, Albiladi and Alshareef (2019) determined that this process works as a platform for educators to impart their knowledge to students. It can be implemented through two distinct methods. The first method, known as the 'one way' approach, involved the teacher as the only speaker, while the second method, mentioned to as the 'circular' approach, encourages active participation from both the teacher and the students, encouragement a beneficial environment for class development.

Teaching methods

Brown (2014) defined that teaching methods include essential pedagogy skills that make it possible teachers to engage students in an innovative way, that included different procedures, strategies, or styles of teaching which are based on a predetermined schedule. Additionally, Al-Taai (2021) argument that teachers were able to pick one teaching style and personalize it according to all the needs of the classroom. The theory of learning, class size, number of topics, and school statement of purpose are another set of variables that allow for the implementation of several types of approaches in the classroom setting.

According to Kuamr (2022), the strategies and techniques applied by teachers to aid students in obtaining knowledge and skills are referred to as teaching methods. These approaches are developed based on the findings and suggestions of different educational theorists and writers, also to ensure successful instruction, teachers must utilize a variety of strategies, techniques, and methods to create a supportive learning atmosphere that aids students throughout their academic journey.

Then, one recommendation to implement any type of method should be according to training objectives, the different skills that guides have and the manner of learners processing the information or content to be mastered. Furthermore, when it comes to teaching methods, there are many options available to educators, because each method has its own set of advantages and disadvantages. Finally, the teacher must consider a range of factors when selecting a method to use in the classroom, it might be possible utilize a lecture teaching method, where the teacher presenting information to the students in a structured and organized manner (Namitha, 2018).

In contrast, Çankaya (2019) defined that teaching methods are the different process and procedures to planning and organization of many actions to regulate the cognitive and practical activities with students to secure their learning acquisition focus on educational content. In addition, teaching methods have many categories according to the education trends where author defines emphasis in three areas of student's development as: the cognitive, emotional, and the psychomotor area.

Additionally, Elhashash and Elhashash (2022) determined that teaching methods based on the role of the teacher with their learners, are classified in traditional and modern teaching methods. The first method refers to the complete control of the teacher in the learning environment because the class develop only in physical environment, the common strategies used by teacher were drill and rote memorization that consist in leaning through repetition of words, phrases, and another knowledge. Also, the different advantages of teaching methods permit active learning through the interaction of students with educational members, it provides many spaces to improve the learning aspects in class and effectively administrated the class (Roy, 2022).

Wang and Torrisi-Steele (2019) discovered that modern approaches to teaching involve the integration of technology to increase student engagement and facilitate the development of social skills. The use of innovative teaching methods enabled by technology provides students with access to specific information on various topics and encourages the cultivation of unique learning patterns. Additionally, Bidabadi and Isfahani (n.d.) determined that the emphasis is placed on the pivotal role students play in the classroom, promoting their autonomy and involvement in the learning process. It is crucial to consider that every student possesses unique abilities, interests, and experiences when it comes to teaching methods, which focus on pedagogy and management. This consideration can be essential for maintaining students' mental and physical capacities throughout the learning process and allows students to make decisions based on their own experiences.

Information Communication Technology (ICT)

Som (2021) defines information and communication technologies for development as the utilization of ICT for the advancement of social, economic, and political aspects, specifically targeting impoverished and marginalized individuals and communities. This approach is rooted in the idea of development, growth, progress, and globalization, and is commonly perceived as the application of technology for the betterment of society. In the context of education, ICT encompasses various tools such as audio visuals, presentations, animations, digital libraries, online classes, and artificial intelligence. By incorporating ICT, traditional teaching methods can be augmented and improved (Shin, 2021).

Ratheeswari (2018) determined that technology has taken on a crucial role in modern education, with the utilization of different applications, websites, and platforms. Teachers now have access to different resources that can support them in creating more engaging and entertaining learning environments for their students. Information and knowledge can be easily obtained through the use of information and communication technology. Additionally, it included access to the internet, smartphones, innovative desktop and laptop computers, and other technological tools. The rapid advancement of technology has led to significant changes in all aspects of people's lives, necessitating a restructuring of educational programs and the provision of management facilities for every classroom in order to enhance both current and future education (Demir, 2021).

Moreover, Hatlevik and Hatlevik (2018) considered that it required conveying understanding on data literacy, online etiquette, website evaluation, internet safety, and other subjects relating to dependable and respectful technology employ. Online resources bristle which can support teachers in creating age-appropriate classes on modern citizenship. Also, in ICT it is possible to identify some important aspects that refer to knowledge and use, the first aspect is how people interact with technology in their daily lives, other referred to educational platforms are a set of structures, policies, techniques, strategies, and elements. The principles actions are creating, managing, and delivering content fast and easily using internet. platform in a work environment allows among users of a particular site through pedagogical tools, which contributes to the teaching and learning processes (Henderson, 2020).

According to Ratheeswari (2018) stated that many important terms related to ICT are related to education. First, E-learning is an innovative way of learning through the application of different multimedia resources which function with internet or Wi-Fi. In conclusion, students must learn how to use technology safely and correctly now as you have the resources and strategy to perform therefore in the classroom. The expression "digital citizenship" identifies the honest application of technology and decisions which have an impact on both online and in person societies.

In addition, Aminatun (2019) argued that ICT providing students with access to curriculum materials while they are in the classroom, this gives schools the chance to ensure that students can learn at home or even in hospitals. In addition, the importance of learner-centered learning environment it is one that places significant emphasis on the knowledge, skills, attitudes, and beliefs that learners possess prior to engaging in the learning process.

Information Communication Technology had an important aspect in Education because the environment is dominated by technology it has a part in people lives. Also, ICT is now a part of education, allowing both students and teachers to learn in creative ways. This environment draws its inspiration from a learning paradigm known as constructivism refers to the active involvement of students in the learning task, utilizing technology with internet connectivity (Hrehová & Teplická, 2020).

Blended Learning

Blended learning is a new way to teach in this time, it's complemented by technology. According to, Graham et al. (2019) referred that Blended learning is a hybrid learning, technology-mediated instruction, web-enhanced instruction, or mixed-mode instruction, is an educational approach that integrates online educational resources and virtual interaction with traditional face-to-face classroom methods. To illustrate, a blended learning course might entail students attending a class conducted by an instructor in a conventional classroom setting while simultaneously engaging in independent online activities outside of the classroom on an online learning platform.

Moreover, Dlamini and Nkambule (2019) defined that B-learning is a mixed method which refers to e-learning and face-to-face learning. It is possible when students interact with technological and physical resources in class it can be physical or virtual environment. Then, Constructivism is a theory determine how students construct their knowledge through experiment different emotions, things through relation with others, material is easy to manipulate, teachers directly help their students with learning process and the process is more important than the product.

In contrast, Raouna and Raouna (2023) referred that Blended learning in education is a useful integration of in person and virtual class with both experiences physical and online, it might apply in public schools, colleges, and universities. Likewise, the correct definition of objectives permits to identify the purpose and the goals you obtained at the end of the course, make interactive course where students learn actively with funny and interesting sessions, and you need to monitor all activities that realized in class.

Boston University Center (2019) determined the successful implementation of Blended learning has been shown to lead to improved success, satisfaction, and retention in students argues that Blended learning is a natural evolution of e-learning, The principal characteristics of B-learning are part online where student learn online with some resources that have flexibility in learning process, the other part refers to away from home it consists in instruction at a physical classroom, school or in university campus. In addition, Naba (2023) determined that Blended learning combines the benefits of both e-learning and face-to-face learning, creating a distance education setting that incorporates the real features of traditional education, such as face-to-face interaction. Unlike traditional learning environments, which are limited by time and place, e-learning provides an atmosphere where students can study without such limitations.

Additionally, Bonk and Graham (2012) established four competences for B-learning as: online integration related to the combination of online with face-to-face class, data practice it refers to the utilization of digital equipment to check the activities that student makes during the class, personalizing instruction it is the adaptation of learning environment for students learning objectives, and the last is online interaction permits to improve the student's interaction with ICT. Moreover, the three more important reasons to choose and applied B-learning in class can increase the access and flexibility through new teaching and learning strategies to further the experiences and increasing cost efficiency where lead time and money for all people in educational context. (Cleveland-Innes & Wilton, 2018).

B-learning courses offers best resources to implement and adapted according to the learning needs of students. Author mentioned five important elements in B-learning course: live events these are synchronous activities, self-paced learning are

learning experiences that students make individually in their own time, collaboration focus on interaction students between with others where they share their ideas and discuss many topics, assessment related to traditional tests, narrative feedback, portfolio and designer's reflection, and supporting materials can be physical or digital resources which aid in learning process (Nurul, 2018).

The 4Cs Blended learning

Ibrahim and Nat (2019) considered that the integration of the 4Cs into language learning not only enhances students' language proficiency but also equips them with essential skills for success in the 21st century. Critical thinking enables students to analyze and evaluate information, fostering their ability to make informed decisions. Communication skills empower students to effectively express their thoughts and ideas, both orally and in writing. Collaboration skills encourage students to work together, promoting teamwork and cooperation. Lastly, creativity nurtures students' ability to think outside the box and come up with innovative solutions to problems. By integrating these skills into language learning, teachers can create a dynamic and engaging learning environment that prepares students for the challenges of the modern world (Kumar et al., 2021).

Communication

Communication is essential in creating a positive learning environment. It allows individuals to express their opinions and ideas, and to receive feedback from others. Therefore, the process of communication is not limited to the exchange of words, but also includes the use of body language, facial expressions, and tone of voice. In addition, communication involves both verbal and non-verbal language, which enables people to socialize, persuade, educate, and motivate (Gupta, 2023).

Collaboration

Collaboration is a crucial aspect of the learning and teaching process because permit to enhance the learning experience as it promotes active participation, critical thinking, and communication skills. Additionally, Jerowsky (2022) determined that it involved the voluntary practice of working with others towards a common goal, because this feature allows students to learn from their peers, work in groups, and solve problems together. It encourages students to share their ideas, perspectives, and

knowledge with others, which can lead to a deeper understanding of the subject matter. In addition, collaboration also helps to develop social skills, such as teamwork, leadership, and empathy. By working together, students can learn from each other's strengths and weaknesses, and support each other in achieving their goals (Ibrahim & Nat., 2019).

Critical thinking

Raouna and Raouna (2023) stated that critical thinking is a cognitive process that involves ongoing evaluation and reflection on a subject matter that captures the interest of students. It enables students to acquire, interpret, organize, and communicate information effectively, while also facilitating the processing of a substantial amount of information. In addition, Halpern and Dunn (2021) determined that to enhancing cognitive abilities, critical thinking also fosters effective communication and collaboration skills. Through the process of critical thinking, students learn to articulate their thoughts and ideas clearly and concisely, enabling them to effectively communicate their perspectives to others, where they can exchange ideas, challenge assumptions, and consider different viewpoints.

Creativity

Patston et.al (2021) defined that creativity is an essential aspect of human development and personality. First, the process of creativity enable it allows them to think outside the box and come up with innovative solutions to complex problems.. Furthermore, Bouchrika (2023) stated that it was a valuable skill that can be developed and nurtured through practice and exposure to new experiences and ideas. In conclusion, creativity is an integral part of human development and personality that enables individuals to produce novel ideas and solutions through a process that involves preparation, incubation, illumination, and verification.

Online activities

Surjono et. al (2019) determine online activities have the potential to enhance the learning process by utilizing various tools such as discussion forums, quizzes, and assignments. In addition, educators have the opportunity to present problems for students to address, fostering an environment where constructive ideas are exchanged to enhance comprehension of the subject matter within a specific week. In addition, in

B-learning exist different activities as synchronous and asynchronous online discussions allow students to engage in real-time discussions with their peers and instructors, while self-assessments enable students to evaluate their understanding of the material. Finally, these resources and tools are essential for online learning and contribute to the success of students in their academic pursuits (Graham et al., 2019).

Synchronous online discussions

Young (2021) established that synchronous activities are incorporated as a component of the blend, ensuring that all students engage in both synchronous and asynchronous activities. It is important to distinguish this form of blending from the scenario where students are blended, with some participating online and others in person. The latter situation resembles previous videoconferencing models, where the teacher is physically present with a group of students, while other students participate virtually through the use of technology (Cleveland-Innes & Wilton, 2018). It is crucial to recognize the distinction between this type of blending and the scenario where students are blended, as the former emphasizes the integration of synchronous activities to enhance the overall learning experience.

Asynchronous online discussions

According to Fehrman and Watson (2020) defined that asynchronous activities in online learning offer learners the flexibility to engage in educational tasks at their own convenience, without being constrained by the participation of other learners or the instructor. Moreover, learners have the autonomy to determine when and how they interact with the online resources, which are readily accessible at all times. In addition, Thompson (2023) determined that asynchronous activities in online learning provide learners with the freedom to engage in educational tasks at their own accessibility, independent of the participation of other learners or the instructor and learners have the autonomy to determine when and how they interact with the online resources, which are accessible at all times.

In summary, asynchronous activities and blended courses typically utilize a learning management system that serves as a shared platform for learners to interact, ask questions, submit assignments, and partake in suggested or self-directed learning activities.

Self-assessments

Self-assessment refers to the active participation of learners in evaluating their own achievements and the results of their learning process. It involves the identification of standards and criteria that can be applied to their work, allowing learners to make judgments regarding the extent to which they have met these standards and criteria. Additionally, self-assessment encompasses various terms such as self-evaluation and self-appraisal, as it encompasses all judgments made by learners about their own work (Wride Michael, 2017).

Blogs

Blogs play a crucial role in facilitating the acquisition of knowledge, opinions, and practical guidance. While they have not surpassed journalism in terms of artistic expression, there is a growing trend among individuals to rely on trustworthy blogs for finding answers to their queries or obtaining insights on diverse topics. Furthermore, the interactive nature of blogs, with comment sections allowing readers to engage and share their thoughts, enhances the overall experience, and promotes a sense of community among readers. (Weiner, 2023).

Virtual field Trips

Admin (2023) defines a virtual field trip refers to a digital tool that enables users to explore and examine a remote location through the use of appropriate materials and imagery, which users can interact with and experience the virtual environment. By leveraging technology, virtual field trips can provide an immersive and engaging experience that allows users to learn about different places and cultures without physically being there. Therefore, the use of technology is crucial in the development and implementation of virtual field trips.

Problem Solving

Problem solving is a crucial skill that students engage in problem solving when they employ mathematical concepts to represent both familiar and unfamiliar situations, devise investigations and plan their approaches, apply their existing problem-solving strategies to find solutions, and ensure the reasonableness of their

answers. It involves the ability to make informed choices, interpret information, formulate strategies, analyze, and investigate problem scenarios, utilize technological tools, and communicate solutions effectively (Lim & Han, 2020).

Concept Mapping

Concept mapping is a technique that involves creating a visual representation of the connections between important ideas or concepts. Principally, a concept map is a diagram that uses circles or boxes to represent ideas, and lines or arrows to show how those ideas are related to one another. This method can be used to create a map of the ideas or concepts of an individual or group, and is often used as a tool for brainstorming, organizing thoughts, and communicating complex ideas (Astriani, 2020).

Quizzes

Quiz is a brief assessment tool designed to evaluate a person's knowledge, understanding, or skills on a specific topic or set of topics. Quizzes are typically shorter than exams and are often used as a formative assessment to gauge a learner's progress during a course or to reinforce key concepts (Zainuddin et al., 2020).

B-Learning Models

Machumu et al. (2018) argued that Blended learning models are commonly utilized in education, which involve a combination of in-person instruction techniques, teacher-led online modules, and self-paced learning. Then, schools often incorporate elements of station rotation, where individual learners or small groups rotate among different learning configurations, either independently or according to a predetermined schedule.

Rotation model

Valamis (2023) determined that this model also allows for the creation of collaborative learning environment, where learners can work together to achieve common goals, where some of the activities are conducted online, while others are carried out in person. Furthermore, the incorporation of both online and in-person activities ensures that learners have access to a diverse range of learning resources and experiences. Finally, this model is particularly beneficial for learners with different

learning styles, as it provides to their individual needs and preferences because highly effective and has the potential to significantly enhance the learning outcomes of individuals (Mahmud, 2020).

Flex model

Graham et al. (2019) determined that flex model of learning is designed to offer learners a high degree of autonomy and control over their learning process. In this approach combines online learning with face-to-face, providing learners with the flexibility to access online content and resources at their accessibility. The adaptive learning platform used in this model allows learners to choose when and where they access the learning materials and making it ideal for self-paced learning which ensures that learners receive the necessary support to achieve their learning goals while maintaining a high degree of independence. Instructors are available to provide support and guidance to learners as needed, helping them navigate through the material. Finally, the flex model of learning is an effective way to promote self-directed learning and empower learners to take ownership of their education (Cleveland-Innes & Wilton, 2018).

A la Carte model

The a la carte model of education requires a certain degree of self-direction from students, particularly when it comes to selecting individual courses. Although, students complete their regular classes as usual, they also have the option to choose from a range of a la carte courses that supplement their learning. Finally, this model permits students to complete their education from the comfort of their own home or using the technology available inside their school (Staff, 2022).

Enriched Virtual Model

Naba (2023) defined that enriched virtual model is a predominantly web-based educational approach that incorporates occasional in-person sessions, but learners are required to attend physical classes or workshops at programmed in intervals to engage in practical exercises, assessments, or collaborative projects. Moreover, this model effectively combines the advantages of online learning, such as flexibility, with the benefits of face-to-face interaction, and personalized instruction as well as opportunities for group participation.

Dependent variable

Receptive skill

The process of acquiring and processing information through receptive skills requires active engagement with the language being encountered. Reading skill emphasis on individuals must decode the written words, comprehend their meaning, and integrate them with their existing knowledge. Finally, the complexity of these processes becomes evident when considering the range of language nuances, cultural references, and contextual frameworks that learners must navigate (Booth, 1998).

According Nuraeningsih (2022) defined that receptive language skill is an ability to cognitively process and understand verbal language. Also, it is stated that it has to do with input rather than output because of the acquisition of data and information through humans' senses. As a result, this will define the role played by the individual in the communication process, as a sender or receiver; and according to the method of transmission of language, oral or written.

Teaching receptive skills tries to provide learners with the skills they require to understand and use in easy written or spoken material. As a result, the teacher may purpose to teach the students how to read and listen to be able offer for all type of text instead of just testing their ability to comprehend the texts. Then, receptive skills are active, and help to improve cognitive processing is applied when either listeners and readers when they read or listen. Top-down and bottom-up processing are two of the very most crucial mental processes that are involved while processing a text (IHWorld, 2021).

Reading

Greenall and Swan (1986) he considers reading is characterized as a way of acquiring knowledge, or success certain information from a coded message. For the human being, the code is language. From the reading of certain symbols, the reader understands knowledge, translates it into information inside his mind, and decodes it. He also says that reading involves knowing how to pronounce written words, identify them and understand their meaning. On a recorded level, reading is being able to understand a text and quote its meaning.

Reading techniques

In reading skills there exist some specific techniques to which help us to understand texts, comprehend what author said, and complete some activities. Anderson and Pearson (1988) determined that the different techniques permit us extract information and ideas about the text, understand and identify how the text is organize in sentences, phrases, paragraphs, and pages, also predict the subject matter, help to check comprehension context of each point of detail in the reading, and the last point may suggest inferring it permit to has a general idea about the content text. In addition, help to identify how words and phrases are connected into the passage, these can be forming simple-compound and complex sentences, the other aspect is related to the style of author, help to students develop their critical thinking, and the last is motivate at students to improve their writing skills through writing summaries about the content they read (Irkinovich, 2022).

Skimming

Skimming, also known as gist reading, involves quickly scanning through a text to comprehend the main idea. The reader does not read every word of the text but instead concentrates on the central theme or the essence of the text. By skimming, readers can save time and still gain a general understanding of the text. However, it is important to note that skimming may not be suitable for texts that require a more detailed analysis or comprehension (Harmer, 2008).

Scanning

It is a strategy that permits to find a specific piece of information within a text, readers often use the technique of scanning. This involves swiftly moving across sentences while rejecting or ignoring any irrelevant information until the desired information is located. By using this method, readers are able to efficiently navigate through a text and locate the information they need without having to read every word (Fauzi, 2018).

Types of Reading

Reading can be classified into two types: extensive reading and intensive reading. Intensive reading entails learners engaging in a meticulous examination of texts, with the aim of achieving specific learning objectives and completing assigned tasks. In contrast, extensive reading involves learners reading texts for enjoyment and to enhance their overall reading abilities. Moreover, extensive reading refers to the practice of students independently selecting and perusing a substantial volume of material (Nuttall, 1982).

Extensive reading

Extensive reading is a language learning strategy that promotes the practice of reading a substantial quantity of books or other reading materials that are comparatively simple for students to comprehend. The primary objective is for the chosen books to be less challenging than the students' current reading level, enabling them to read easily and fluently. This approach encourages students to engage in extensive reading, which not only enhances their reading skills but also fosters a deeper understanding of the language (Gough et al., 2017).

Intensive reading

Phillips (2015) determined that intensive reading is a reading technique that aims to test, evaluate, and increase knowledge by focusing on the literal meaning of the text. This approach often involves note-taking and paying close attention to details. Moreover, intensive reading emphasizes the deconstruction of sentences to comprehend grammar and syntax rules, as well as to extract the details of the topic. Therefore, intensive reading is a valuable tool for improving reading skills and enhancing understanding of the text.

Reading Processes

According to Jones and Christensen (2022), both are processes in which meanings are actively exchanged. Now of using language, transitions between thought and psycholinguistic processes take place. Linguistic processes can be personal or social. They are personal because they are used to satisfy personal needs. They are social because they are used to communicating between people; therefore, they are

similar in their purposes and limitations. The interest in the reading process is not only to teach reading, but to develop thinking, reasoning and creativity with spirit and values in the search for the integral development of students based on meaningful learning

The process of reading consists of three distinct phases: before reading, during reading, and after reading. In the initial phase, the reader establishes a purpose and a plan for their reading. Subsequently, the reader engages in the during-reading phase by reading the text. During this phase, the reader reflects on their purpose for reading and their existing knowledge, which may occur during brief pauses while reading. Finally, the after-reading phase occurs when the reader completes the text. During this phase, the reader takes time to reflect on their prior knowledge, what they have learned or connected with during the reading, and then synthesizes this information to construct new knowledge (Cameron & Dempsey, 2019).

Phillips (2014) determined that five important stages in the reading process. The first stage is pre-reading, during which students prepare themselves for the upcoming reading activity. Next, second stage involves the actual reading process. Also, third stage is responding, where students express their reactions and thoughts regarding the content they have read. This stage often involves engaging in discussions to further explore the ideas presented in the text. Then, fourth stage is exploration, where students can expand their vocabulary by encountering new words within the text. Lastly, the applying stage is where students take the knowledge they have acquired through reading and apply it in practical ways (Greenall & Swan, 1986).

Reading comprehension

Grellet (1981) determines reading comprehension is a fundamental skill that involves the ability to read a text, process it, and derive meaning from it. It encompasses two interconnected abilities: word reading and language comprehension. Word reading refers to the capacity to understand the individual words and their meanings, while language comprehension involves grasping the overall meaning of sentences and passages. However, Gough et al. (2017) determined that comprehending a text goes beyond simply memorizing the exact words and phrases. It entails constructing a mental representation of the text, integrating the meaning of the words

and sentences to create a coherent and meaningful whole. Effective comprehension is crucial for reading to serve a purpose, enabling readers to actively engage with the text and acquire knowledge from it.

Harmer (2008) stated that reading comprehension can present specific challenges that vary from child to child during the initial stages of learning to read, children are still developing their fundamental word reading abilities. Consequently, their proficiency in word recognition is the primary determinant of their reading comprehension skills. As their word reading fluency improves, their language comprehension becomes the critical factor in reading comprehension. Also, some children may effort with reading comprehension due to slow or incorrect word reading skills. In contrast, Duke et. al (2021) determined that others may acquire strong word reading skills but still meet difficulties with comprehension due to underdeveloped language skills. Finally, children who are learning English as an additional language may stand out in word reading. However, their comprehension may be hold back by limited knowledge of word meanings and idioms, as well as a lack of cultural experience in the countries that people speak English as a mother tongue, particularly for those who have recently arrived in the country.

Reading comprehension skills

Reading comprehension can present many changes through the time because it needs to adapt for necessities of learning students and educational era. Nevertheless, of the underlying cause, the importance of identifying the specific skills that require improvement can facilitate the provision of appropriate support. Furthermore, exist many fundamental skills are essential for successful reading comprehension, and practical tips can be employed to enhance these skills (Lee, 2023).

Moreover, Butterfuss et al. (2020) stated that in reading skill exist some micro-skills that learner needs to develop per example: interpret the script it consists of relation between symbols and sounds related to definitions of words, recognize vocabulary to identify the family words, pick out the keywords in text, to figure out the meaning of unfamiliar words from the reading passage, and identify each part of speech in sentences.

Decoding

Collins and Smith (1980) outlined that the process of decoding is an essential component of reading, particularly for children who are learning to read. This skill enables them to pronounce words that they have heard before but have not yet encountered in written form. Also, the ability to decode words is fundamental to the development of other reading skills. In addition, phonemic awareness involves the ability to connect individual sounds with corresponding letters, further enhancing the decoding process. Finally, decoding is a critical step in the reading process that lays the groundwork for future reading success.

Fluency

Fluency plays a significant role in enhancing reading comprehension. When children are able to read fluently, they are able to focus more on the meaning and context of the text, rather than struggling with individual word recognition. In addition, fluency not only improves reading speed, but also facilitates the development of higher-level reading skills, such as inference and critical analysis. By instantly recognizing words, children are able to read with greater ease and fluidity, enabling them to comprehend the meaning of the text more effectively (Metsala & David, 2021).

Vocabulary

In order to comprehend a text, it is essential to have a good grasp of the majority of the words used within it. In contrast students can acquire new vocabulary through instruction, they often learn the meanings of words through their daily experiences and reading. Additionally, expanding one's vocabulary can be achieved by engaging in frequent conversations on a range of topics, where individuals can strive to incorporate new words and concepts into their discussions (Wawire & Zuilkowski, 2020).

Construction and cohesion

Butterfuss et al. (2020), reading comprehension need the creation of a cohesive cognitive representation of the information presented in a written text. The act of reading encompasses three interconnected factors: the reader, the text, and the activity. The intricacy inherent in reading comprehension has led to the development of

numerous influential models and frameworks that aim to explain the various processes involved in comprehending written material. For instance, some models focus on the activation of prior knowledge and the integration of new information with the reader's existing memory, and other models contribute to reading comprehension, such as decoding, vocabulary, and language comprehension.

Reading comprehension strategies

Reading comprehension strategies are designed to enhance the learners' ability to comprehend written text. These strategies provide students with a range of techniques that enable them to understand the meaning of what they read. Additionally, these strategies are often taught to a class and then practiced in pairs or small groups. By utilizing these strategies, students can improve their reading comprehension skills and become more proficient readers (Booth, 1998).

Prediction

Banditvilai (2020) determined that when engaging in the reading comprehension strategy, students utilize various clues from the text in conjunction with their own personal knowledge and experiences to make predictions about what will happen next. As they continue to read, students acquire additional information and use it to adjust and refine their initial predictions. By encouraging students to make predictions about the text prior to reading, it establishes a framework of expectations based on their prior knowledge and familiarity with similar topics. This process involves prompting students to make informed guesses about what may occur in the text, drawing upon observations made from the book's cover, title, illustrations, table of contents, and headings (Isaqjon, 2022).

Making connections

Making connections is a cognitive process, also known as activating prior knowledge or schema, is a strategy employed in teaching to encourage students to establish connections between a given text and their own personal experiences. By engaging in this process, students are able to bridge the gap between the new information presented in the text and their pre-existing knowledge, leading to improved comprehension. The significance of this strategy lies in its ability to facilitate the assimilation of new information by building upon the foundation of students' prior

knowledge, thereby enabling a deeper understanding of the subject matter (Collins & Smith, 1980).

Visualizing

According to Par (2020), visualization is a reading comprehension strategy that enables both teachers and students to enhance their understanding of a text where readers can either rely on illustrations that are present in the text or create their own mental images or drawings when reading text without illustrations. Also, this technique involves creating and describing an image in one's mind, which is centered around a place, situation, or character in the text.

Summarizing

Summarizing is a cognitive approach employed in reading comprehension, which requires students to engage in thoughtful reflection on the text and effectively convey their comprehension of it. A proficient summary encompasses the central concept of the text along with the essential supporting details, thereby demonstrating the student's comprehensive understanding of the material and ensuring that the summary is not a mere duplication of the original text (Phillips, 2015).

1.2 Objectives

General objective

- To explore the effects of Blended Learning in the improvement of reading comprehension.

Specific objectives

- To identify the B-learning model is the most useful to implement in class to improve reading comprehension.
- To define the sort of online activities that permit to improve the reading skill.
- To identify the reading comprehension strategies promoted in class.

1.3 Fulfillment of the Objectives

The first objective of this study was to explore the effects of Blended Learning in the improvement of reading comprehension in the students at “the first semester at Pedagogía de los Idiomas Nacionales y Extranjeros”. The first specific objective was realized through the identification of the Blended Learning model is the most useful to implement in class to improve reading comprehension, permit students identify what type of class they prefer. Also, Blended learning models depend on the students’ necessities and the class adaptation by teacher.

The second objective was focused on different online activities permit to improve the reading skill. Forums because help students to active engage in discussions and contribute meaningfully which complements face-to-face instruction. Also, quizzes permit to assess students' understanding of the material, reinforce learning, and provide feedback. Finally, concept mapping help to organize and synthesize information in a dynamic way to reinforce my learning.

Furthermore, the third specific objective was to identify the reading comprehension strategies promoted in class where students applied and different strategies to develop their reading comprehension. First, extensive reading focus on

the details in reading texts for enjoyment and to develop general reading skills. Next, intensive reading help students can identify the sentences' structure, grammatical rules, and improve my reading comprehension skill. Also, decoding emphasis on correct pronunciation of words it requires knowledge of letter-sound relationship. Next, students predict the idea of the text through the book's cover, title, pictures drawings and headings. Finally, other strategy permits to create a mental image from the text because this strategy helps me to understand, remember details and make conclusion.

Finally, the B-learning model is considered the most effective approach to enhance reading comprehension in the classroom. By utilizing online activities, students can improve their reading skills and develop a better understanding of the subject matter. In addition, online activities can be used to define the type of learning that is necessary to improve reading comprehension. By incorporating these activities into the classroom, students can develop the necessary skills to comprehend and analyze texts effectively.

To conclude, the promotion of reading comprehension strategies is a crucial aspect of classroom instruction. By identifying the strategies that are most effective, teachers can implement them in the classroom and help students improve their reading skills. The B-learning model is an excellent tool for promoting these strategies and enhancing student learning.

CHAPTER 2 METHODOLOGY

This chapter contributes to the organization of the different processes of data collecting and analyzing the information about the implementation of Blended Learning in education. Research methodology, as defined by Kothari (1990) is the process by which a researcher plans to conduct their research. It's a methodical, logical strategy for resolving research issues. Also, methodology described a researcher's research strategy to guarantee trustworthy, accurate outcomes that meet their goals. It includes the data they will gather, from where, and how it would be collected and analyzed. To be able to for the reader to critically assess a study's overall validity and reliability, the methods section describes the steps to be taken in order to investigate the research problem and the justification for using particular procedures or techniques to identify, select, process, and analyze information applied to understanding the problem (Hamed, 2020).

2.1 Materials

In this research study was use a variety of sources will be documents, books, magazines, newspapers, online publications, journals, in order to permit analyzing the content and improve the knowledge also technological tools like laptops, projector, phones, and online tools. The investigation was aided by the use of Google Forms to gather data. This was applied in the first semester of Pedagogia de los Idiomas Nacionales y Extranjeros. The investigation would not have been successful without the cooperation and support of authorities, teachers, and students.

2.2 Method

The research work applied quantitative methodology, which encompasses various procedures such as data collection, analysis, interpretation, and report writing. Within the domains of survey and experimental research, specific methods are utilized to identify the sample and population, determine the inquiry strategy, collect, and analyze data, present the findings, interpret the results, and document the research in a manner consistent with the nature of a survey or experimental study (Kothari, 1990).

Research approach

Quantitative approach

This investigation supported by quantitative approach refers to a research method that places significant emphasis on the gathering and analysis of numerical data as the primary means of investigation. (Hernandez & Mendoza, 2018) stated that quantitative research was the process need the utilization of mathematical models, statistical methodologies, and computational techniques to collect, analyze, and derive meaningful insights from data. This methodology is often linked to the positivist paradigm, which places importance on objectivity and the application of the scientific method. Also, it demonstrates the relationship between theory and research. The principal aim in quantitative research is to provide general information about the resources that the researcher uses during the investigation (Smith & Hasan, 2020).

Modality

Bibliographic

Additionally, this investigation will be bibliographic documentary because, much related information was searched from journals, articles, books, magazines, and some previous research works which have relevant information to support this work. Bibliographic research was the use of many varieties of sources such as documents, books, magazines, newspapers, online publications, journals, and blogs to permit analyzing the content and improve the knowledge. This kind of research was defined as a process based on the search, retrieval, analysis, criticism, and interpretation of data, which refers to the information obtained by other researchers in documentary sources (Menendez, 2023).

Type of research

Descriptive research

McCombes (2019) determined that descriptive research encompasses a variety of surveys and fact-finding inquiries. Its primary objective is to provide a comprehensive depiction of the current state of affairs. The hallmark of this methodology is that the researcher lacks control over the variables and can only report on observed phenomena. Through the collection and analysis of data, researchers can

gain a deeper understanding of the nature and characteristics of the subject under investigation. Finally, researchers may employ a range of techniques, including surveys, questionnaires, interviews, and observation. It is essential for researchers to accurately define the target population and identify the specific aspects they wish to evaluate to conduct a successful descriptive study.

Techniques/tools

Survey

The technique used in this research work was surveys were usually employed in descriptive research studies. Surveys aim to describe, record, analyze, and interpret existing or past conditions. The researcher does not manipulate variables or organize events. surveys solely focus on existing conditions or relationships, held opinions, ongoing processes, evident effects, or developing trends. Although primarily concerned with the present, surveys occasionally consider past events and influences in relation to current conditions McCombes (2019).

A validated survey was employed to investigate the impact of Blended Learning on the enhancement of reading comprehension skills. Moreover, the survey was validated through Cronbach's alpha, the value obtained was greater than 0.946 which determined the reliability of the instrument. The survey was administered to 68 university students from the first semester of the Pedagogía de los Idiomas Nacionales y Extranjeros Program at Universidad Técnica de Ambato. To address the research objectives, the survey was structured into three distinct sections related with a specific research question: Blended learning models, online activities and reading comprehension strategies.

Evaluation scale

The variable was applied using a constructed scale based on the Likert scale methodology. The values of the scale were determined based on the number of questions in each instrument. Then, the 5-point Likert scale was employed the following points: (1) Never, (2) Rarely, (3) Occasionally, (4) Frequently, and (5) Always, as proposed by each question.

Procedure

Scientific contributions from several authors were analyzed the effects of blended learning on improving reading comprehension skills in students during the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros. A diverse range of reliable sources were employed to gather information, including books, articles, and academic databases like Google Scholar and Repositorio Universidad Técnica de Ambato, among others.

Initially, the general objective and specific objectives were established in agreement with the requirements of our research. Based on these specific objectives, three research questions were formulated. To progress with the research, a survey consisting of 25 items was developed, which were rated on a Likert scale.

Subsequently, the variables were operationalized as outlined in Annex 1. For the independent variable, the dimensions considered were the concepts of Blended Learning, including B-learning models and online activities. On the other hand, for the dependent variable dimension, which was Reading Comprehension, an examination of various reading comprehension strategies was necessary. Afterward, the survey analysis and revision by an expert, and whichever required modifications were made. Following this, the survey was applied to the students. Finally, data analysis was conducted using SPSS software, as detailed in Annex 3.

RESEARCH QUESTIONS

1. Which B-learning model is the most useful to implement in class to improve reading comprehension?
2. What sort of online activities permit learners to improve their reading skill?
3. What are the reading comprehension strategies that are most promoted in class?

Population

The study involved a total of 68 university students from the first semester of the Pedagogía de los Idiomas Nacionales y Extranjeros Program at Universidad Técnica de Ambato. Among the participants, there were 38 females, 29 males and 1

student prefer not to say the genre. In terms of ethnicity, 61 participants identified as mestizos, 5 as indigenous, 1 as white, and 1 as other. Furthermore, 66 students spoke Spanish as their native language, while 1 student spoke Quichua, and the remaining students spoke other languages. Relate to age, 46 students were between 18 and 20 years old, some students were between 21 and 25 years old, and the remaining 3 students were over 25 years old.

The survey was completed by all participants voluntarily. The reason for selecting this population is that they are all preparing to be future English teachers, which demonstrates their knowledge of the language and its features. Blended learning was a subject they learned about throughout their studies. Additionally, all participants have been exposed to the language and strategies that can be used to enhance reading comprehension.

Table 1: Population

Population	Participants	Percentage
Male	29	42,6%
Female	38	55,9%
Prefer not to say	1	1,5%
Total	68	100%

Note: The data were obtained from the individuals who participated in the survey.

CHAPTER 3 RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

In this chapter, it was developed an analysis of collected data that was obtained through a survey validated by SPSS software that contained twenty- five questions. This survey was completed by sixty-eight students in the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros enrolled in the Universidad Técnica de Ambato. The purpose of this survey was to analyze the impact of Blended learning on the enhancement of reading comprehension. Moreover, the survey was validated through Cronbach's alpha, the value obtained was greater than 0.9 which determined the reliability of the instrument.

The data collected by the survey in order to answer the three research questions posed:

1. Which B-learning model is the most useful to implement in class to improve reading comprehension?
2. What sort of online activities permit learners to improve their reading skill?
3. What are the reading comprehension strategies that are most promoted in class?

The analysis conducted in this study compares the data gathered with the studies conducted by other authors.

Table 2: Blended learning models

Item	Mean
I prefer having face-to-face classes because I have real materials to work and interact with my classmates and teacher (Face-to-face-class).	4,34
I prefer having online sessions because I have flexibility and integration of technology.	2,90
I prefer having flipped classes because I can learn new contents at home through online resources (videos, readings, etc.) and then engage in discussions in class with the guidance of the teacher.	3,16
My teacher creates a dynamic and engaging learning environment that capitalizes on the strengths of both in-person and online learning experiences.	3,81

My teacher adapts his/her lessons plans using different innovative resources for example TV, projector, Duolingo, flashcards, etc.	4, 09
My teacher works with a mix of traditional and online learning resources based on the availability of courses and individual student needs.	3, 66
I prefer learning where takes place online and attend in-person sessions for specific activities such as labs, discussions, etc.	2,97

Note: The mean values were obtained from the following scales: 5. Always, 4. Often, 3. Sometimes, 2. Rarely, 1. Never.

Analysis and interpretation

Research question number one: Which B-learning model is the most useful to implement in class to improve reading comprehension?

The survey findings showed that students demonstrated a preference for face-to-face classes, as indicated by the highest mean score of 4.34. This result was not surprising, considering that traditional in-person classes have historically been more prevalent. In EFL classes, the Flex Model is highly promoted due to the fact that teachers adapt their lesson plans to incorporate various innovative resources, in that way enhancing the acquisition of knowledge. This is supported by a similar mean of 4.09, indicating that the use of tools such as TV, projectors, Duolingo, and flashcards facilitates students to easily access and acquire different content.

On the other hand, the Enriched Virtual Model, with a lower mean of 2.97, was not preferred by students as it required specific activities to be conducted in person and others online, such as discussions and role plays. This was mainly due to the lack of internet access in some students' homes. However, students recognize the importance of this combination as they are living in the digital era. In contrast, the mean score of 2.90 indicated that students were less inclined on online sessions, despite the advantages they offer in terms of flexibility and technology integration. It can be concluded that students perceived face-to-face classes as more beneficial for their learning, as they provided opportunities to engage with authentic materials and interact with classmates and teachers.

Table 3: Online activities

Item	Mean
I prefer participating in forums because they help me to actively engage in meaningful discussions which complements face-to-face instruction.	3, 43
My teacher applies quizzes to assess students' understanding of the material, reinforces learning, and provides feedback.	4, 00
I use blogs because I can record my progress, insights, challenges throughout the course and interact with my classmates.	3, 13
I employ concept mapping to organize and synthesize information in a dynamic way to reinforce my learning.	3, 26
My teacher works with different online and face-to-face activities and checks them in face-to-face classes.	3, 59
My teacher gives us guidance to complete the assigned activities	4, 10
My teacher creates many activities to work in groups and learn in real time.	4, 15
My teacher incorporates activities in class that permits us to participate and collaborate actively.	4, 13
I effectively manage my time to work autonomously and create my own learning schedule	3, 75
I can control my time and personalize my learning path in online courses	3, 37

Note: The mean values were obtained from the following scales: 5. Always, 4. Often, 3. Sometimes, 2. Rarely, 1. Never.

Analysis and interpretation

Research question number two: What sort of online activities permit learners to improve their reading skill? It was demonstrated with a mean of 4,15 that students chose some online activities that are most useful in class. This result was expected because it was based on the creativity of their teacher to create activities that permit students learn in real time and work in groups with their classmates. In addition, students answer that their teacher applied quizzes that permit to assess students'

understanding of the material, reinforced their learning acquisition, and provided feedback, which is reflected with a mean of 4,00. It means that they showed better results when they take quizzes. The mean was variable, because the number was high, since most of the studies mention this strategy as one of the most common to evaluate the level of knowledge acquisition in students.

In addition, there were students who expressed a preference for utilizing blogs, which had an average score of 3.59, despite them not being the most effective. Furthermore, students reported that they increase a significant understanding when they actively participate in forums, as these platforms encourage them to engage in meaningful discussions. This finding is supported by an average score of 3.43, indicating that students acquire more knowledge when they express their thoughts on a specific topic and read the responses of their classmates.

Table 4: Reading strategies

Item	Mean
I pay attention the details in reading texts for enjoyment and to develop general reading skills.	3, 91
I can identify the sentences' structure, grammatical rules, and improve my reading comprehension skill.	3,72
My teacher makes emphasis on correct pronunciation of words it requires knowledge of letter-sound relationship.	4,09
When I read, I can identify how ideas are connected within and between sentences in logical sense.	3, 76
When I read, I pay attention the book's cover, title, pictures drawings and headings.	4,00
I connect the existing knowledge to added information from a text to get meaning from what I read.	3, 82
I create a mental image from the text because this strategy helps me to understand, remember details and make conclusion.	3,91
I can identify the main idea in the text and express in my own words.	3,74

Note: The mean values were obtained from the following scales: 5. Always, 4. Often, 3. Sometimes, 2. Rarely, 1. Never.

Analysis and interpretation

Research question number three: What are the reading comprehension strategies that are most promoted in class? The mean score of 4,09 indicated that teachers made emphasis on correct pronunciation of each word, where students identified the relationship of letter-sound. Consequently, it can be seen that the application of prediction strategy that indicating it with a mean of 4,00. This was more usual since the teacher may occasionally focus on the book's cover, title, pictures drawings and headings to obtain a main idea and supporting details about the topic.

Students determined that the use of a mental image from the text is a useful strategy that help them to understand, remember details, and make conclusions of a specific topic, it is numerically expressed with a mean of 3, 91. On the other hand, a mean of 3,82 demonstrate that students while reading can connect the existing knowledge with the information of the text. In contrast, the mean score of 3,72 indicated that students were less identifying how ideas are connected in logical senses.

According to the data, students used different reading comprehension strategies to understand the content of the text, obtain information, connect ideas, and learn more vocabulary and knowledge about specific topic. In conclusion, students used different reading comprehension strategies to understand the content of the text, obtain information, connect ideas, and learn more vocabulary and knowledge about specific topic.

Discussion

This investigation aimed to evidence the effects of Blended Learning in the improvement of Reading Comprehension. The information obtained after applying a survey demonstrate that students have a positive stance about Blended Learning and how it can help to improve their Reading Comprehension skill.

Bouguebs (2019) found that the use of different educative platforms permit to enhance their methodologies that they use to teach in class. Also, he considered that Blended learning was a useful approach to develop and improve the student's reading skills and increase the EFL learning experiences. As it is evident in the previous investigation, it is better to promote the use of different platforms to increase the

learning process in students. In another study, Hashemi (2020) explore the benefits of implementation of technology in class, because these facilitated the creation of an interactive environment for students where they have accessed a variety of resources which help to enhance all English skills.

Graham et al. (2019) argued that Blended learning models, which combine in-person instruction, teacher-led online modules, and self-paced learning, are commonly used in education. They further categorized Blended learning into different models. In contrast, Machumu et al. (2018) argued that students have the opportunity to engage in independent study, small group learning, and whole-class instruction, whether it is conducted online or in person.

Zainuddin et al. (2020) determined online activities have the potential to enhance the learning process by utilizing various tools such as discussion forums, quizzes, and assignments. In addition, Surjono et al. (2019) argued that educators have the opportunity to present problems for students to address, fostering an environment where constructive ideas are exchanged to enhance comprehension of the subject matter within a specific week.

The study results indicated that the majority of learners preferring quizzes, forums, concept mapping and blogs. The principal reason that students have a preference with these online activities because they can use and interact in easily way with technology where they find a lot of resources to do them. Also, they can work in groups and real time where they share their ideas, feelings, emotions and knowledge with their classmates and teacher.

Previous findings have indicated that students employ various common reading strategies, including decoding, prediction strategy, visualizing, making connections, and construction-cohesion. Grellet (1981) stated that the significance of reading comprehension as a foundational skill that encompasses the ability to read a text, process it, and extract meaning from it. Furthermore, it is crucial to recognize the importance of utilizing fundamental skills to enhance reading comprehension, and practical recommendations can be implemented to reinforce these skills (Lee, 2023).

Blended learning in the classroom can offer numerous advantages, with the most notable being the increased comfort experienced by students. This is primarily due to the availability of diverse innovative resources that students can utilize to actively engage with their knowledge and enhance their reading skills. Additionally, blended learning confirms to be more accessible for students who possess a lower proficiency level in the English language.

CHAPTER 4 CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

In accordance with the specific objectives defined, the conclusions derived from the research study are now being presented:

Blended learning has proven to be an extremely effective approach in enhancing the development of Reading Comprehension skills, as evidenced by the information derived from the theoretical framework. According to, Naba (2023) Blended learning combines the benefits of both e-learning and face-to-face learning, creating a distance education setting that incorporates the real features of traditional education, such as face-to-face interaction. In addition, Graham et al. (2019) mentioned that Flex model combines online learning with face-to-face, which providing flexibility to learners to access online content and resources. This is primarily attributed to the adaptability of teachers in planning their classes that integrate diverse and innovative resources, which effectively catch the attention of the whole class.

According to the results, students mainly utilize online activities for better learning. Students indicated that using online activities was the most feasible and useful way to improve their reading skills. According to Surjono et al. al (2019) defined, online activities have the potential to improve the learning process through the use of various tools. These activities for use in the classroom allow students to work in groups and learn in real time. Furthermore, Zainuddin et al. (2020) mentioned that the use of quizzes is necessary because they allow teachers to demonstrate students' understanding of the material, reinforce learning, and provide feedback. However, due to limited Internet access, a small number of students do not have access to online resources, limiting their ability to participate in online activities at home and limiting their learning in the classroom.

Finally, certain reading strategies emerged as the most frequently employed by students these were decoding and prediction. Collins and Smith (1980) considered that decoding is a critical step in the reading process that lays the groundwork for future reading success. Also, the ability to decode words is fundamental to the development of other reading skills, particularly for children who are learning to read. This data

highlights the effectiveness of these strategies in helping students' comprehension and understanding of textual content.

4.2 Recommendations

To contribute to the development of effective solutions for improving reading comprehension through Blended Learning, the following recommendations are put forth at the culmination of this research project:

Incorporating Blended Learning into learning situations, in this case English. It is clear from admitting the results of the survey that Blended Learning can be a useful strategy for improving students' reading comprehension skills. By providing students with opportunities to engage in hybrid classes, face-to-face interactions, and online sessions within the English curriculum, can be reinforced, leading to a more inclusive and helpful learning atmosphere.

Teachers have the opportunity to enhance their students' reading comprehension skills by utilizing online resources and real-life materials. These valuable resources aid students in effectively organizing and summarizing information, thereby facilitating their ability to draw conclusions and comprehend texts more efficiently. Moreover, the utilization of these resources is simple to explain, facilitating students to quickly comprehend the concept and promptly apply it. Nevertheless, it is convincingly advised for teachers to employ reliable online resources and authentic materials, as they provide learners with a wealth of information and promote better organization of the text.

As a final recommendation, having in mind the development of reading strategies in different activities that students have. The methods students employ to enhance their reading abilities must be described in detail; this will allow them to choose the most appropriate method for their learning style. Additionally, promote the use of decoding strategies, because studies have demonstrated that they are most beneficial to students when they augment their pronunciation.

C. REFERENCES

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Annexes

Annexe 1. Carta de compromiso



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
UNIDAD DE TITULACIÓN
Av. Los Chasquis s/n y Río Guayllabamba

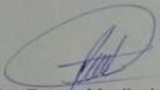
Ambato, noviembre 29 de 2023

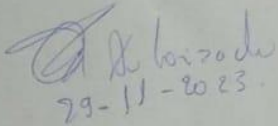
Magister
Sara Iza Pazmiño
Coordinadora de Pedagogía de los Idiomas Nacionales y Extranjeros
De mi consideración:



En calidad de docente responsable de la Unidad de Titulación de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de Ciencias Humanas y de la Educación, me dirijo a Usted muy respetuosamente para solicitar se digne autorizar a la estudiante Pindo Tenesaca Loyda Georgina con C.I. 215020852-4, desarrollar su proyecto de investigación con el tema "Blended Learning and Reading Comprehension" en la Institución que usted muy acertadamente dirige lo cual permitirá finalizar con los estudios de pre-grado para poder acceder a un puesto de trabajo y de esta manera ser una persona independiente, poseer solvencia económica y contribuir con el progreso del país.

Por la gentil atención a la presente, reciba la más alta consideración y estima.

Cordialmente,


Lcda. Dorys Maribel Cumbe Coraizaca Mg.
DOCENTE ESPECIALISTA UNIDAD DE
TITULACION
dm.cumbe@uta.edu.ec
0998131806


29-11-2023



Annexe 2. Operationalization of Variables

- **Objective:** To explore the effects of Blended Learning in the improvement of reading comprehension.

Instructions: For the following statements, select one of the options:

1.Never, 2. Rarely, 3. Occasionally, 4. Frequently, 5. Always.

Variable and conceptualization	Dimensions	Indicators	Technique	Instrument	Questions
<p>Independent Variable</p> <p>Blended learning</p> <p>Graham et al. (2019) argued that Blended learning models are commonly utilized in education, which involve a combination of in-person instruction techniques, teacher-led online modules, and self-paced learning. Additionally, students have the opportunity to engage in independent study, small group learning, and whole-class instruction, whether online or in person. In addition, teachers use online activities to increase the potential to enhance the learning process by utilizing various tools such as discussion forums, quizzes, and assignments (Surjono et al., 2019).</p>	Blended learning models	Class format	Survey	Structured questionnaire	1-3
		Rotation model			4
		Flex model			5
		A la Carte model			6
		Enriched Virtual Model			7
	Types of online activities	Forums			8
		Quizzes			9
		Blogs			10
		Concept mapping			11
		Teacher's work			12-15
	Students' work	16-17			


Variable and conceptualization	Dimensions	Indicators	Technique	Instrument	Questions
<p>Dependent Variable Reading Comprehension</p> <p>Nutall (1982) stated that reading can be classified into two types: extensive reading and intensive reading. Intensive reading entails learners engaging in a meticulous examination of texts, with the aim of achieving specific learning objectives and completing assigned tasks. In contrast, <u>Harmer(2008)</u> determined that extensive reading refers to the practice of students independently selecting and perusing a substantial volume of material. Additionally, reading comprehension can present specific challenges that vary from child to child during the initial stages of learning to read, children are still developing their fundamental word reading abilities.</p>	Types of reading	Extensive reading	Survey	Structured questionnaire	18
		Intensive reading			19
	Reading strategies	Decoding			20
	Construction and Cohesion	21			
	Prediction	22			
	Making connections	23			
	Visualizing	24			
Summarizing	25				

Annexe 3. Cronbach's alpha validation

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,946	,949	25

Annexe 4. Survey

Link: <https://forms.gle/pActUh4vtUVTa5i87>



Sección 1 de 5

Blended Learning and Reading Comprehension

Dear Students:
Queridos estudiantes:

The survey will utilize the information provided for a study titled "Blended Learning and Reading Comprehension." The data collected through this survey will be handled with strict confidentiality.
(La encuesta utilizará la información proporcionada para un estudio titulado "Aprendizaje Blended y la comprensión lectora". Los datos recolectados a través de esta encuesta serán tratados con estricta confidencialidad.)

Thank you for willingly and freely participating in this study.
(Gracias por participar voluntaria y libremente en este estudio.)

Correo *

Correo válido

I have read the preceding paragraph and am ready to voluntarily take part in the survey. (He leído el párrafo anterior y estoy dispuesto a participar voluntariamente en la encuesta.)

Yes
 No

SECTION 1: Personal Information (Sección 1: Información Personal)

Gender (Género) *

Male (Masculino)
 Female (Femenino)
 Prefer not to say (Prefero no decirlo)

Nationality (Nacionalidad) *

Ecuadorian (Ecuatoriana/o) uno
 Other (Otra)

Age (Edad) *

18 - 20
 21 - 25
 25+

Native language (Idioma nativo) *

- Spanish (Español)
 English (Inglés)
 Quichua (Quichua)
 Other (Otro)

Ethnicity (Etnia) *

- Mestizo (Mestizo)
 White (Blanco)
 Afro-Ecuadorian (Afroecuatoriano)
 Indigenous (Indígena)
 Other (Otro)

For the following statements, select one of the options:

5. Always, 4. Frequently, 3. Occasionally, 2. Rarely, 1. Never.

Para las siguientes afirmaciones, seleccione una de las opciones:

5. Siempre, 4. Frecuentemente, 3. Ocasionalmente, 2. Rara vez, 1. Nunca.

Blended Learning Models (Modelos de Aprendizaje Blended)

1. I prefer having face-to-face classes because I have real materials to work and interact with my classmates and teacher (Face-to-face-class).

Yo prefiero tener clases reales porque tengo materiales reales para trabajar e interactuar con mis compañeros y profesora (Clase real).

- 5 Always (siempre)
 4 Frequently (frecuentemente)
 3 Occasionally (ocasionalmente)
 2 Rarely (rara vez)
 1 Never (never)

2. I prefer having online sessions because I have flexibility and integration of technology. (Online sessions).

Yo prefiero tener sesiones en línea porque yo tengo flexibilidad e integración de tecnología (Sesión Online).

- 5 Always (siempre)
 4 Frequently (frecuentemente)
 3 Occasionally (ocasionalmente)
 2 Rarely (rara vez)
 1 Never (nunca)

3. I prefer having flipped classes because I can learn new content at home through online resources (videos, readings, etc.) and then engage in discussions in class with the guidance of the teacher (Flipped class).

Yo prefiero tener clases invertidas porque puedo aprender nuevo contenido en casa a través de recursos online y luego participar en discusiones en clase con la guía del maestro (Clase Invertida).

- 5 Always (siempre)
- 4 Frequently (frecuentemente)
- 3 Occasionally (ocasionalmente)
- 2 Rarely (rara vez)
- 1 Never (nunca)

4. My teacher creates a dynamic and engaging learning environment that capitalizes on the strengths of both in-person and online learning experiences. (Rotation Model).

Mi maestro crea un ambiente de aprendizaje dinámico y atractivo que aprovecha las fortalezas de las experiencias de aprendizaje tanto en persona como en línea. (Modelo de Rotación).

- 5 Always (siempre)
- 4 Frequently (frecuentemente)
- 3 Occasionally (ocasionalmente)
- 2 Rarely (rara vez)
- 1 Never (never)

5. My teacher adapts his/her lessons plans using different innovative resources for example TV, projector, Duolingo, flashcards, etc. (Flex Model).

Mi profesor adapta sus planes de lecciones utilizando diferentes recursos innovadores, por ejemplo, TV, proyector, Duolingo, tarjetas didácticas, etc. (Modelo Flexible).

- 5 Always (siempre)
- 4 Frequently (frecuentemente)
- 3 Occasionally (ocasionalmente)
- 2 Rarely (rara vez)
- 1 Never (nunca)

9. My teacher applies quizzes to assess students' understanding of the material, reinforces learning, and provides feedback.

Mi maestro aplica pruebas para evaluar la comprensión del material por parte de los estudiantes, reforzar el aprendizaje y brindar retroalimentación.

- 5 Always (siempre)
- 4 Frequently (frecuentemente)
- 3 Occasionally (ocasionalmente)
- 2 Rarely (rara vez)
- 1 Never (nunca)

10. I use blogs because I can record my progress, insights, challenges throughout the course and interact with my classmates.

Utilizo blogs porque puedo documentar mi progreso, mis conocimientos y mis desafíos a lo largo del curso e interactuar con mis compañeros.

- 5 Always (siempre)
- 4 Frequently (frecuentemente)
- 3 Occasionally (ocasionalmente)
- 2 Rarely (rara vez)
- 1 Never (nunca)

11. I employ concept mapping to organize and synthesize information in a dynamic way to reinforce my learning.

Utilizo mapas conceptuales para organizar y sintetizar información de forma dinámica para reforzar mi aprendizaje.

- 5 Always (siempre)
- 4 Frequently (frecuentemente)
- 3 Occasionally (ocasionalmente)
- 2 Rarely (rara vez)
- 1 Never (nunca)

12. My teacher works with different online and face-to-face activities and checks them in face-to-face classes.

Mi profesora trabaja con diferentes actividades en línea y presenciales que revisa en la clase real.

- 5 Always (siempre)
- 4 Frequently (frecuentemente)
- 3 Occasionally (ocasionalmente)
- 2 Rarely (rara vez)
- 1 Never (nunca)

6. My teacher works with a mix of traditional and online learning resources based on the availability of courses and individual student needs (A la Carte Model).

Mi maestro trabaja con una combinación de recursos de aprendizaje tradicionales y en línea según la disponibilidad de los cursos y las necesidades individuales de los estudiantes (Modelo a la Carte).

- 5 Always (siempre)
- 4 Frequently (frecuentemente)
- 3 Occasionally (ocasionalmente)
- 2 Rarely (rara vez)
- 1 Never (nunca)

7. I prefer learning where takes place online and attend in-person sessions for specific activities such as labs, discussions, etc. (Enriched Virtual Model).

Prefiero aprender en línea y asistir a sesiones presenciales para actividades específicas como laboratorios, debates, etc. (Modelo Virtual Enriquecido).

- 5 Always (siempre)
- 4 Frequently (frecuentemente)
- 3 Occasionally (ocasionalmente)
- 2 Rarely (rara vez)
- 1 Never (nunca)

Section 3. Online Activities (Actividades en Línea)

8. I prefer participating in forums because they help me to actively engage in meaningful discussions which complements face-to-face instruction.

Prefiero participar en foros porque estos me ayudan a participar activamente en discusiones significativas las cuales son complementadas con la instrucción cara a cara.

- 5 Always (siempre)
- 4 Frequently (frecuentemente)
- 3 Occasionally (ocasionalmente)
- 2 Rarely (rara vez)
- 1 Never (nunca)

13. My teacher gives us guidance to complete the assigned activities.

Mi profesora nos guía para completar las actividades asignadas.

- 5 Always (siempre)
- 4 Frequently (frecuentemente)
- 3 Occasionally (ocasionalmente)
- 2 Rarely (rara vez)
- 1 Never (nunca)

14. My teacher creates many activities to work in groups and learn in real time.

Mi profesora crea muchas actividades para trabajar en grupos y aprender en tiempo real.

- 5 Always (siempre)
- 4 Frequently (frecuentemente)
- 3 Occasionally (ocasionalmente)
- 2 Rarely (rara vez)
- 1 Never (nunca)

15. My teacher incorporates activities in class that permit us to participate and collaborate actively.

Mi profesora incorpora actividades en clases para que participemos y colaboremos activamente en clase.

- 5 Always (siempre)
- 4 Frequently (frecuentemente)
- 3 Occasionally (ocasionalmente)
- 2 Rarely (rara vez)
- 1 Never (nunca)

16. I effectively manage my time to work autonomously and create my own learning schedule.

Yo manejo adecuadamente mi tiempo para trabajar de manera autónoma y crear mi propio cronograma de aprendizaje.

- 5 Always (siempre)
- 4 Frequently (frecuentemente)
- 3 Occasionally (ocasionalmente)
- 2 Rarely (rara vez)
- 1 Never (nunca)

17. I can control my time and personalize my learning path in online courses.

Yo puedo controlar mi tiempo y personalizar mi ruta de aprendizaje en cursos online.

- 5 Always (siempre)
- 4 Frequently (frecuentemente)
- 3 Occasionally (ocasionalmente)
- 2 Rarely (rara vez)
- 1 Never (nunca)

18. I pay attention the details in reading texts for enjoyment and to develop general reading skills (Extensive reading) *

Yo presto atención a los detalles en las lecturas de texto para disfrutar y desarrollar las habilidades de lectura en manera general.

- 5 Always (siempre)
- 4 Frequently (frecuentemente)
- 3 Occasionally (ocasionalmente)
- 2 Rarely (rara vez)
- 1 Never (nunca)

19. I can identify the sentences' structure, grammatical rules, and improve my reading comprehension skill. *

Yo puedo identificar las estructuras de las oraciones, reglas gramaticales y mejorar mi habilidad de comprensión lectora.

- 5 Always (siempre)
- 4 Frequently (frecuentemente)
- 3 Occasionally (ocasionalmente)
- 2 Rarely (rara vez)
- 1 Never (nunca)

20. My teacher makes emphasis on correct pronunciation of words it requires knowledge of letter-sound relationship (Decoding). *

Mi maestro hace énfasis en la pronunciación correcta de las palabras, requiere conocimiento de la relación letra-sonido (decodificación).

- 5 Always (siempre)
- 4 Frequently (frecuentemente)
- 3 Occasionally (ocasionalmente)
- 2 Rarely (rara vez)
- 1 Never (nunca)

21. When I read, I can identify how ideas are connected within and between sentences in logical sense (Construction and Cohesion) *

Cuando yo leo, puedo identificar cómo se conectan las ideas dentro y entre oraciones en sentido lógico (Construcción y Cohesión)

- 5 Always (siempre)
- 4 Frequently (frecuentemente)
- 3 Occasionally (ocasionalmente)
- 2 Rarely (rara vez)
- 1 Never (nunca)

22. When I read, I pay attention the book's cover, title, pictures drawings and headings. (Prediction strategy) *

Cuando yo leo, presto atención a la portada, el título, las imágenes, los dibujos y los títulos del libro. (Estrategia de predicción)

- 5 Always (siempre)
- 4 Frequently (frecuentemente)
- 3 Occasionally (ocasionalmente)
- 2 Rarely (rara vez)
- 1 Never (nunca)

23. I connect the existing knowledge to added information from a text to get meaning from what I read (Making connections) *

Yo conecto el conocimiento existente con información agregada de un texto para obtener significado de lo que leo (Haciendo conexiones)

- 5 Always (siempre)
- 4 Frequently (frecuentemente)
- 3 Occasionally (ocasionalmente)
- 2 Rarely (rara vez)
- 1 Never (nunca)

24. I create a mental image from the text because this strategy helps me to understand, remember details and make conclusions (Visualizing) *

Yo creo una imagen mental a partir del texto porque esta estrategia me ayuda a comprender, recordar detalles y sacar conclusiones (Visualización)

- 5 Always (siempre)
- 4 Frequently (frecuentemente)
- 3 Occasionally (ocasionalmente)
- 2 Rarely (rara vez)
- 1 Never (nunca)

25. I can identify the main idea in the text and express in my own words (Summarizing) *

Yo puedo identificar la idea principal del texto y expresarla con mis propias palabras (Resumi)

- 5 Always (siempre)
- 4 Frequently (frecuentemente)
- 3 Occasionally (ocasionalmente)
- 2 Rarely (rara vez)
- 1 Never (nunca)

Annexe 5. Turnitin Report



Recibo digital

Este recibo confirma que su trabajo ha sido recibido por Turnitin. A continuación podrá ver la información del recibo con respecto a su entrega.

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CHAPTER 1 THEORETICAL FRAMEWORK

1.1 Research Background

Different researchers study the value, effectiveness, and consequences of blended learning in enhancing students' reading abilities in different educational groups. Every information was gathered from two academic data bases including Google Scholar, Elsevier and Universidad Técnica de Ambato Repository, the information gathered refers to the effectiveness and application of B-learning to improve students' reading comprehension in various academic fields.

In today's digital era, traditional instruction methods are being combined with virtual platforms to create a blended learning environment. First, the study design is based on quantitative data gathered where thirty second-year university students participated. By utilizing a platform, language teachers can further enhance their teaching methodologies their students in developing their reading skills and motivation to learn. The aim of this section is to delve into the insights and findings derived from the study, highlighting the positive attitude observed among ESL learners towards this blended approach. Additionally, it examines how this approach has contributed to the improvement of students' reading skills and increased their motivation to learn. Through an evidence-based analysis of this research study, researchers hope to shed light on the effectiveness of Moodle-based blended learning in enhancing the teaching and learning experience for ESL learners about reading skills acquisition and overall motivation (Bouquie, 2019).

Miccasuso et al. (2020) discussed the effectiveness of B-learning, which involves a teacher leading the instructional process while using technology. The population in this research is 227 students who are part of the 8th grade and three different institutions' administrators during the 2018-2017 academic year. Additionally, the research was conducted as an experimental study, and involved the use of a standardized reading test. In conclusion, at the end of the academic year, after the treatment of students at the elementary level had a greater success on the reading test, the application of B-learning had a practical effect on the

Tesis Loyda Georgina Pindo Tenesaca

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