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**LICENCIATURA EN LENGUAS MODERNAS**

**Improving Reading Skill  
On Students of Starter Level  
Using The Learning A-Z Platform**

**A senior thesis submitted to the Faculty of Languages**

**For the Degree of**

**LICENCIATURA EN LENGUAS MODERNAS**

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**IMPROVING READING SKILL ON STUDENTS OF STARTER  
LEVEL USING THE LEARNING A-Z PLATFORM**

**This Senior Thesis has been read by the members  
of the committee of  
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And is considered worthy of approval in partial fulfillment of the  
requirement for the degree of**

**LICENCIATURA EN LENGUAS MODERNAS**

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# CHAPTER I: INTRODUCTION

## 1.1 Introduction to the problem

The use of the technology to learn and develop a second language nowadays is very necessary to complement the learning process. This is because in the communication era the management of the electronic devices is part of our daily life due to the fact that those devices make our life easier and comfortable. One of the most important devices that teachers are using for educational purposes are personal computers in which we can surf on internet and use different platforms designed to improve a foreign language through many different activities and games. It is very common to see a language learner practicing his or her listening through songs, speaking through scholar conversations, and writing through book's activities, but no many students practice their reading because the majority tend to underestimate this skill. This project is focused on the development of the reading skill by using electronic resources such as a specific English training platform called "**Learning A-Z**". I consider that it is essential to have significant reorientations in the development of this skill by using these new technologies because the new generations are growing very rapidly and we need to give them adequate tools to improve their reading abilities.

In the Institute "**Centro de Investigación y Atención al Desarrollo Infantil**" (**CIADI**), these new technologies have been implemented for the first time, and students from the "starters level" are using a new tool called "**Raz-kids**" in the platform "**Learning A-Z**" where they access to thousands of readings, texts and books. They practice and increase their reading skill and have fun earning points to play into another game inside

the same platform. In chapter III we will discuss the viability of using this tool inside and outside the classroom as well as the measurement parameters the institution should manage in order to take advantage of the platform.

## **1.2 The context of the research**

The main objective of this work is to contribute to the education process focused on the English language learning in the CIADI. In this institution, the methodology is orientated to develop competencies through the use of the multiple intelligences because for the school all students are capable to do many and different task according to what intelligence they have more developed. For that reason, this year the principal and the school owners, orientated by the English coordination of the institution, decided to implement a new electronic tool to enhance the teaching- learning process into the communication era. **Learning A-Z** is an online platform with vast resources such as lessons, worksheets, interactive audio books, and other materials designed to help teachers and students to reach their English level. Due to the fact that the universe of investigations related to the online platforms is very vast, I decided to focus my research only on the reading tools the platform provides. This tool receives the internal name of **RAZ-KIDS** where users may find thousands of interactive books divided into reading levels according to the different ages of students that are designed to help English learners to improve their foreign language. RAZ-KIDS contains amazing tools such as audio readings, the platform.

In it, students and teachers can find thousands of reading materials classified for topics and English levels. Students are divided into different levels based on the University of Cambridge levels division classified on Starters, Movers and Flyers. Because this project

is beginning the most convenient is to test the tool analysing the progress and development of beginners (Starters Level) in order to have a more real result at the end of the research.

### **1.3 Purpose of the study**

The present work aims to identify clearly the progress of the students developing their English language using the Learning A-Z platform. The identification of such issues will be of significant importance to suggest professional development actions not only for the institution but also for the whole CIADI community including teachers, students and parents.

### **1.4 Research setting**

This research took place at CIADI with the kids of starter's level. Their ages are between 6 and 8 and they have been on the institution for a year. The reason why I decided to choose those students was because; based on my work experience with them last year, I am very sure they are ready to start developing the reading competence. In this regard, it was easy to identify an increasing ability if it is given.

### **1.5 Research questions**

- ❖ How effective is the development of context understanding and reading skill of students from starter's level at class after three months using RAZ-KIDS?
- ❖ What is the pertinence of using RAZ-KIDS for improving reading skills on children?
- ❖ What could be other possible competences affected by using RAZ-KIDS?

## **1.6 Chapter summary and overview**

As I mentioned above, the purpose of this work is to determine the utility and viability of the use of Learning-A-Z to obtain a better development of reading and context understanding which could be reflected on a better speaking performance on students from starter's level. In the second chapter the methodology used to analyse the data is explained. In the same way, the context of the investigation is detailed. The description of results is as well the conclusions and proposals are mentioned in chapter four with the intention to be useful for future research.



## **CHAPTER II: METHODOLOGY**

### **2.1 Chapter overview**

This chapter is concerned with the description of the methodological considerations taken into account for carrying out the present research. The chapter also provides a description of the most important characteristics of the context of the research and the participants included in this study. The instrument to collect the data is also described and the procedures for the gathering and analysis of the data are explained. Finally, the chapter conclusions are given.

### **2.2 Methodology**

Throughout the years different frameworks have been developed in order to do research in the most appropriate way. A broad distinction has been generally accepted as paradigms guiding research procedures. This is to say, Quantitative research and Qualitative research. Broadly speaking, Quantitative research started at the end of the 19<sup>th</sup> century and qualitative research was developed in the late of 1800s and early 1900s (Creswell, 2005). These two approaches have some differences. According to Creswell (2005) quantitative research involves collecting and analyzing numeric data through the use of specific and narrow questions. On the other hand, qualitative research involves collecting and analyzing data subjectively through the use of broad and general questions. In this framework, for the selection of the approach to be taken in this research the two following considerations were taken into account:

- a) the feasibility to gather the data
- b) the requirements for the data analysis

Based on the previous information and recalling the objective of the research, which is to determine the utility and viability of the use of Learning-A-Z to obtain a better development of reading and context understanding (see chapter one). I decided to set up my universe of study only with students from the Starters level because in other way it would result in a titanic endeavor. Considering the fact that one of the purpose and the reasons of the research was to identify clearly the progress of the students developing their English language using the Learning A-Z platform and to contribute enhancing the quality of the teaching English at CIADI. For that reason, it was necessary to include a significant number of participants in the study in order to obtain an outcome strongly supported taking into account that the groups are small.

As a consequence, it was noted that the approach to be used that would enable the researcher to accomplish the objectives more appropriately needed to be qualitative orientated to obtain 80% of the necessary information to accomplish the main purpose of the research through interviews off some people directly involved on the use of the platform as a reading tool and the majority data was obtained from the results of the reading assessments.. Creswell (2005) indicates that qualitative approach is a contrast with quantitative research because employs different knowledge strategies of inquiry, and methods of data collection and analysis. In this sense the best way to obtain the information seems to be through some interviews to people with high contact with the platform in order to collect a huge part of the necessary data for its analysis.

The other 20% is going to be obtained from a quantitative approach because it is necessary to know a statistical parameter about the reading progress of the students. Creswell (2005) claims that quantitative approach includes employing strategies such as

experiments and surveys though statistical data. In this line on argumentation, a gathering of information after the reading assessments gives enough would account for the issue of including a significant number of participants and for the data analysis of the research. A brief discussion of the main characteristics thus interviews as well as reading assessments are presented below.

### **2.3 Setting context**

This research took place at CIADI with the students of starter's level which are coursing the second and third elementary school year respectively. Their ages are between 6 and 8 and they have been on the institution for at least one year. The mandatory reading practice using RAZ-KIDS was at home as homework. Students had to read at least one book per week having the freedom to read more books if they wanted to. Finally the reading evaluation was during the last week of classes on December inside the classroom and at English classes.

### **2.4 Participants**

As I mentioned before, this paper seeks to identify the progress and develop of the reading skills on students from starter's level using the RAZ-KIDS. The participants were students on second and third grade of elementary school and they have taken English at CIADI for at least one year. It was crucial to take into account this aspect because in this way the final result showed signs of the teaching level of the institution. In the same way it was important to select to participants by random because this gave more real data about the general reading level of the whole students coursing this English level.

The number of participants was ten and as I mentioned before, they were selected to be evaluated through the SEP standardized reading assessment. They must be coursing Starters English language level in order to be selected (the number of participants represents approximately 25% of the entire English students coursing this level). Also I had as participants, three teachers deeper involved in managing the platform and they are part of the English department of CIADI.

## **2.5 Instruments**

This study relied on the use of interviews to collect significate data. According to Creswell (2005) using interviews the data collection process might change as doors open and close for data collection, and the inquirer learns the best sites at which to learn about the central phenomenon of interest. These interviews where basically planed and focused to obtain specific information about the utility and viability of the use of Learning A-Z platform (see chapter one). All of the interviewed answered the same three questions giving their personal opinion based on their experience working with the platform.

The second instrument and perhaps the most important was the reading evaluation applied to the participants after three months using the platform practicing their reading skill. The tool used was the SEP standardized reading assessment which is used to evaluate the reading level students had in Spanish but for this research it was adapted and translated by me. It is important to mention there was not an initial evaluation before students started to use the platform because they are beginners and the great majority did not know English and in this sense, their reading has still not begun to develop.

### **2.5.1 Interviews**

In interviews, the researcher conducts face-to-face interviews with with people deeper involved in managing the platform and they are part of the English department of CIADI. The interviews were by telephone, face-to-face, or in modern days by internet. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants. Creswell, 2005 highlight the importance of to use an interview protocol for recording information during a qualitative interview which most includes the following components; a heading, instructions to the interviewer (opening statements), the key research questions, probes to follow key questions, transition messages for the interviewer, space for recording the comments of the interviewer, and space in which the researcher records reflective notes. It is very important to record information from interviews using handwritten notes, audio taping, or videotaping.

As a very important way to measure students 'reading I used a standardized reading evaluation instrument from the Secretaría de Educación Pública (SEP) "Procedures Manual for the development and assessment of reading comprehension in the classroom" (Consult annexes to see the instruments) translated and adapted by me to obtain important data to contribute to the main purpose of this research. The results were analyzed and graphed in order to have a better perspective of students' progress. The graphic impression of the used tools can be found on the Appendix.

Finally, the main tool linked to the rest of the tools was my observation work because through this tool I obtained very crucial information that at the beginning I did not

take into account and it was so relevant to establish a better point of view of this electronic material.

## **2.6 Data gathering**

This research consists on selecting individuals who are the representative of a specific population (Creswell, 2005). In this way, in the case of the observation and evaluation of the reading skill, the methodology used to select the participants was probability sampling. The universe of study was 10 students of 56 which are coursing Starters English level. The obtained information was analyzed and graphed to have a better view and perspective of the thinking of students about their everyday work with the platform.

In the case of the interviews I talked with people deeper involved in managing the platform and they are part of the English department of CIADI. Through the interviews I obtained important aspects to be taken into account to help beginners to develop more efficiently their reading competence. The last step was to gather all the results of the reading evaluation to analyze the results and one by one and the obtained data was graphed in order to have a visual aid to compare the information.

## **2.7 Data analysis**

The result of the interviews was analyzed meticulously and with calm in order to obtain very important information from the interviewed people. The majority of the answers were very different but some of them were closed related. It is important to emphasize that the data were not handled as an absolute true, only as a reference to start and orientate the direction of this research.

In the case of the reading evaluations the result was very interesting because a great majority of students have the same learning style to develop their reading skill. This was something that I was expecting from the evaluation and it gave me strong references to keep my research walking as it was.

Once I have finished the analysis of the reading evaluations my first impression was satisfactory because 70% of students have demonstrated a positive increase on their reading skill and context understanding. Moreover, they are able demonstrate their reading level inside and outside the classroom according to the results of the reading standardized evaluation of the SEP.

## **2.8 Chapter summary**

This chapter provided all the most important aspects taken into a count to collect and to analyze the data. The data was collected through interviews, literature review, consulting of reading strategies, reading assessment and observation. The instrument application implied a considerable number of participants in order to get a valid and reliable research. The universe of study consider students of the “Centro de Investigación y Atención al Desarrollo Infantil” (CIADI) coursing the Starter English level according to the University of Cambridge. The interviews were applied to teachers who have a continuous contact with the Learning A-Z platform. The literature consulted is complete based on the environmental and pedagogical design of learning objects and reading materials. The reading assessment, on the other hand, were applied to students from CIADI with a Starter English level. Finally the most important tool was my observation because it was crucial to identify important aspects that sometimes we as teachers do not identify because we are more focus on our classes.

## **CHAPTER III: THE ANALYSIS PROCESS AND THE MAIN RESULTS**

### **3.1 Analysis of the interviews**

After the interviews I gathered all the information and started to analysis the answers of the teachers. It was evident they had a good impression of the platform and they are very close related with the tool. However; it was very important to distinguish between the convergent opinions and the opinions with a different point of view. In this sense, I did the analysis question by question checking each answer and comparing with my own experience working with RAZ-KIDS as well as the observation I did when students practiced inside the classroom.

### **3.2 The useful tool inside RAZ-KIDS that help students to develop their reading comprehension**

Teacher 2 said “I consider when students have the opportunity to relate the images they see and the words they read at the same time their interest on reading increases and they fell more comfortable and confidents to read and practice”. In the light of the teacher’s answers which were close similar to the opinion of T2 and doing a comparison with my observations; I determined that the reading tool known as RAZ-KIDS provides an environment adequately created to call kids attention and gives them a lot of visual stimulations such as images, videos and short interactions during each reading. This help them to have a better understanding of the reading, enjoy the activity and they feel very



confident when they try to practice because most of the time in front of other students they may feel fear and shame causing they do not train correctly.

My conclusion about this aspect is RAZ-KIDS have an educational environment highly developed to help student to increase their reading comprehension.

### **3.3 Change performance on reading skill during the first three months using RAZ-KIDS at class**

The three teachers as well as me, agreed that this tool had helped students to develop a better pronunciation, fluency, vocabulary recognition not just when reading but when they are at class or even outside the class. Some students even are self-correcting and correct to another classmates this was a big advance because to do this action they had to feel very sure about what they know. Teacher 2 had an interesting experience after one month using the platform. T1 told me *that one day a little girls from his class of science came to him and asked him about the colors of the rainbow but she did not know how to say rainbow before. T1 said “Teacher te gustan the colors del rainbow” that was awesome because that week they had to read a text related to the weather and there she found this new word and she was able to use it without the necessity I asked her to do it”* because of that he realized the platform was helping them to increase their vocabulary.

My conclusion about this aspect was that the continuous training of students using RAZ-KIDS has increased their capacity to read and understand long texts and it has developed their fluency exponentially. On the other hand this tool achieved to give them confident and sureness to defend their point of view and more specifically what they think is correct when talking and reading.

### **3.4 The tool inside the platform teachers consider help students to develop a better reading skill**

Based on my observation and doing a meticulous comparison with the answers of the teachers, I realized that one of the most important tool RAZ-KIDS provides is the recording and audio-book because students develop the four skills at the same time and enjoy to work and read because they are growing into a new world and to use their personal devices to study and practice it is a big push for students and a huge motivation to keep working as a hobby. In words of Teacher 3 *“I think the most helpful tool has been the recording because students pay too much attention on what they are reading so, they easily comprehend the content of the book and enjoy recording at the same time. That is very exciting for them”*. Her experience working with RAZ-KIDS showed me very important aspect from the tool.

My conclusion about this aspect was that the platform provides an enormous tool that could be exploited to help students to increase exponentially student’s four skills depending of different factors such as log-in time, read books and accessibility to the platform. These three elements were discussed and analyzed through the reading evaluation I made to the students and the results are presented later on.

### 3.5 Reading Evaluation

#### 3.5.1 Number of read books against login time

Before applying the tool I took into account the quantity of students taking Starters level on this course. The total of students were 56 which I took 10 at random. Their ages are between 7 and 9 years old and they are coursing first, second and third grade of elementary school respectively. After three months using the platform there were some notorious changes on their reading performance as well as their reading comprehension. On Figure 1 we can observe the time dedicated to the reading practice inside the platform and how many books they read during this period. At least students had to login and read one book per week which implied that at the end of the third month they should have read twelve books. However; only the 60% of students have read that number of books, the 30% read between 8 and 9 which is close to the objective and the 10% read less than 5 as we can see on figure 1 and 2.

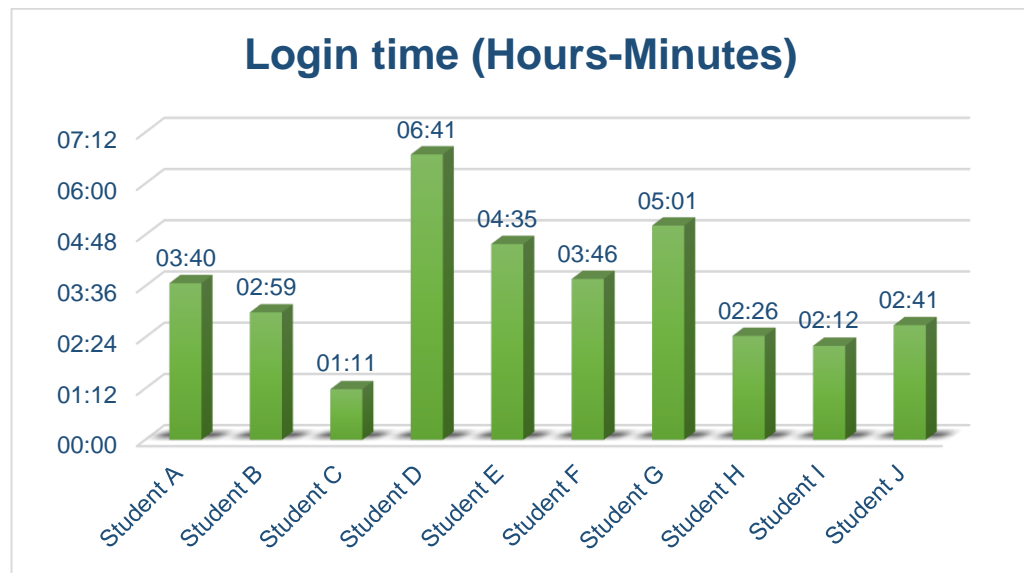


Figure 1.

On Figure 2 we can observe that there was something relevant about this research that came to the light when I analyzed the time login against the read books. Before to

check this my first impression were to find many read books followed by a long login time but this was entirely different because there were any patron or time averageable. There were some students with a long login and just some books on one side, and on the other side there were some students with few time but a lot of read books.

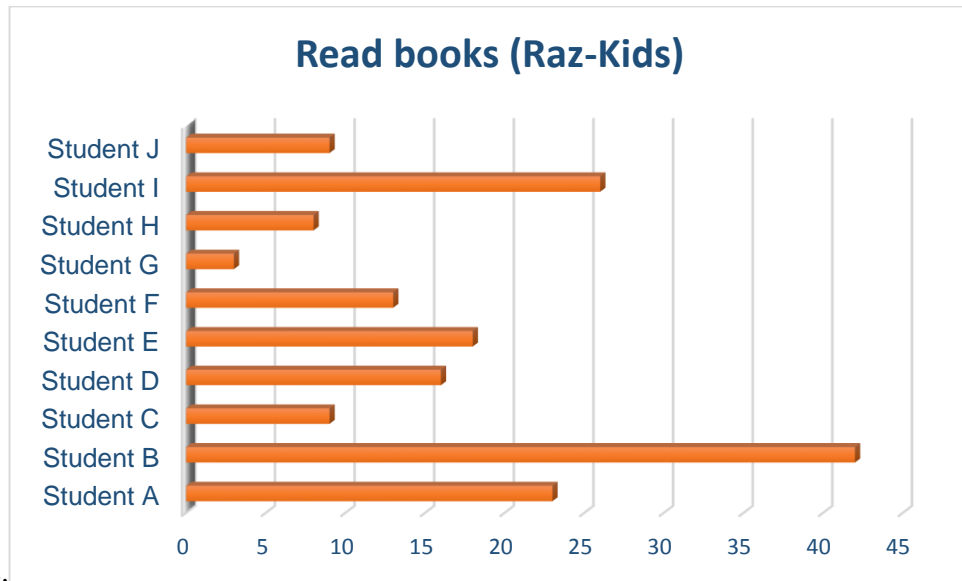


Figure 2.

This phenomenon was due to the platform gives students some points that they can use to play on different videogames inside the platform. During my observation I noticed that some students used to read quickly and then go and play the videogames. This means, students with less books but long login was because they spent more time playing videogames than reading. Finally I realized that the age was not a factor that determine the interest to read because of the notorious variation between the read books and the login time. This can be observed on Chart 1.

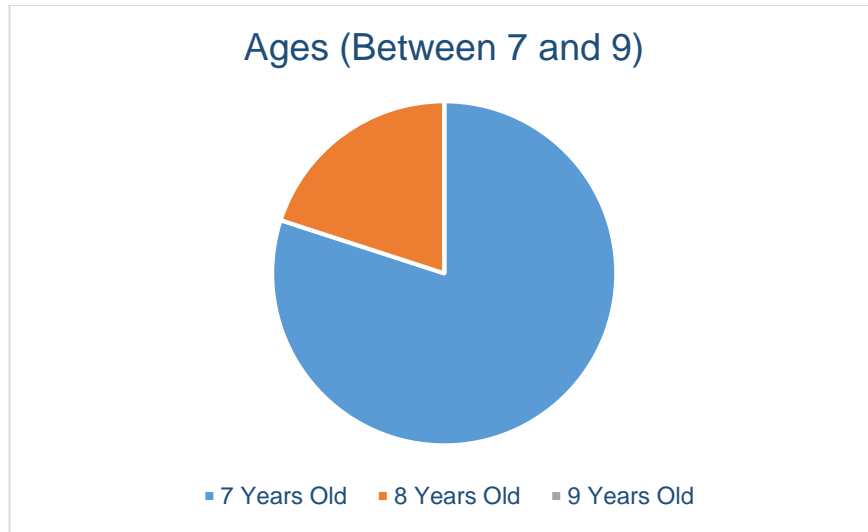


Figure 3.

### Read books against login time

Student	Age	English level	Read books (Raz-Kids)	Login time
Student A	7	Starters	23	3h 40m
Student B	7	Starters	42	2h 59m
Student C	8	Starters	9	1h 11m
Student D	7	Starters	16	6h 41m
Student E	7	Starters	18	4h 35m
Student F	7	Starters	13	3h 46m
Student G	7	Starters	3	5h 1m
Student H	8	Starters	8	2h 26m
Student I	7	Starters	26	2h 12m
Student J	7	Starters	9	2h 41m

Chart 1.

### 3.5.2 Reading comprehension

In the previous analysis we discovered the interest and advantage taking students did during this three months. Now it is crucial to evaluate their reading skill taking into account the three main aspect SEP consider necessary to develop in order to have a correct reading skill. (Consult appendix “A”) The first evaluated aspect was the reading comprehension. A student coursing second or third grade of elementary school must possess specific characteristics and abilities to be consider a standard reader. Through the use of this rubric designed by the SEP, I obtained significant results to contribute to my research.

As we can see on Figure 4. 70% percent of students have and standard reading comprehension which implies they can read, analyze and understand almost all the text being able to report the text and give a personal opinion. They have an adequate vocabulary according to their age and they can understand new words by context. 20% of students have an advanced level which according to the SEP it is the optimum level that students most possess at the end of the elementary school. The last 10% needs some aid to increase adequately their reading skill and get the standard level.

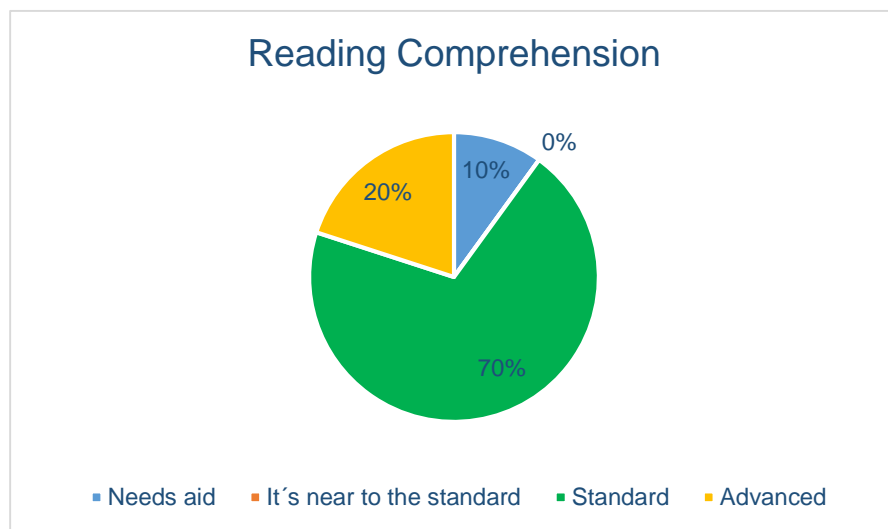


Figure 4.

### **3.5.3 Fluently and Reading speed**

After to apply the evaluation of fluently and reading speed on each student, (Consult appendix “B” and “C”) the results were very close related to the reading comprehension on the majority of students. In the case of fluently 70% of students had a standard fluently level or exceed it, while 30% needs to put more emphasis on their training and practice on the platform in order to increase correctly and in a short time their fluently. However; comparing this result with the previous analysis of the reading comprehension, I could conclude that despite the fact that a considerable number of students had a poor fluently, they are able to understand a short text by their own and to use the information to solve problems. (Asking and answering questions)

The last point of the reading evaluation according to the SEP is the reading speed. Students between 7 and 9 years old most be able to read between 85 and 99 words per minute in order to be considered a standard reader, more than this quantity is label as an advanced reader according to the ages. This time the correlation between fluently and speed had a very close relation because the students that had a standard fluently had a standard or are near to the standard of speed. It means their reading skill are growing adequately and at the same steep because the 70% of the students with a good fluently are inside of the 80% that have a developed speed.

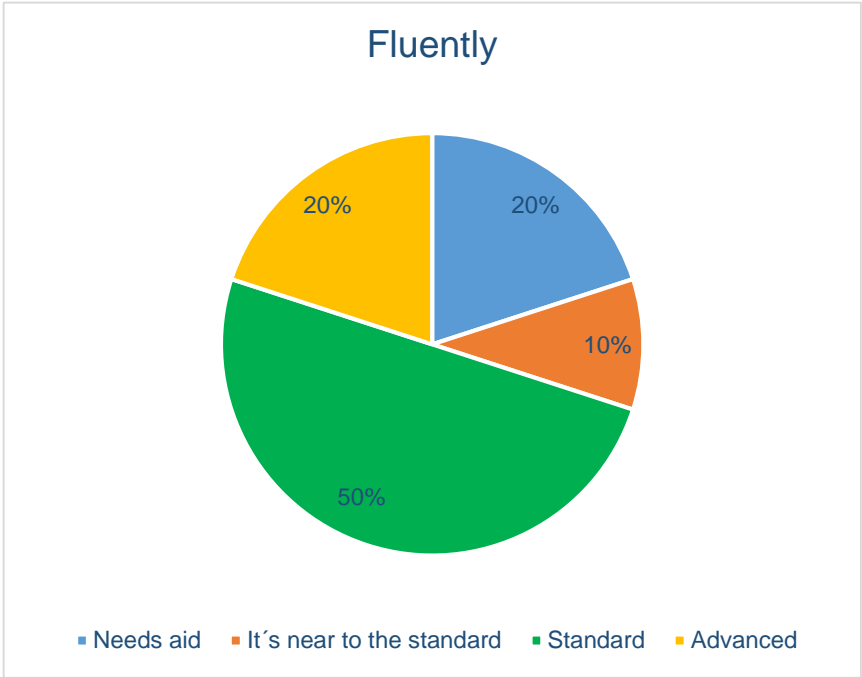


Figure 5.

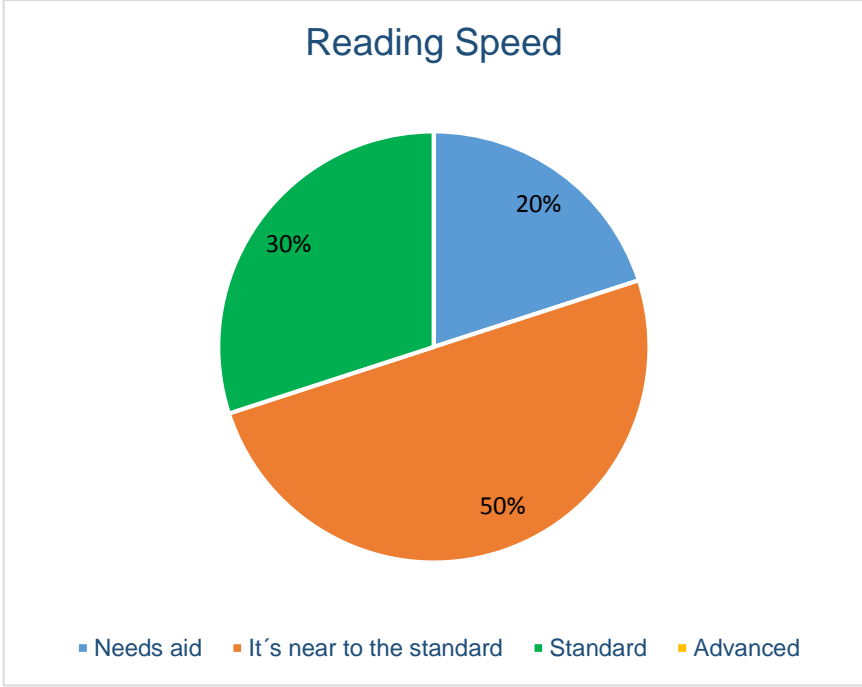


Figure 6.



### 3.6 General overview

Once I finished the evaluations and the corresponding analysis of each student, I gathered all the data in order to have a general overview and a comparison of their performance throughout this three month and the results were amazing because I realized that there was not a student with all his or her abilities developed in the same level. All students have to keep practicing and increase their reading skill from different sides. However; 90% of students have or exceed the standard level in reading comprehension which means that the continuous use of RAZ-KIDS have develop this ability in almost all the students and it has increased the fluently and speed in the 50% of the children from starter's level.

**Student's reading evaluation  
(SEP standardized system)**

Student	Reading Comprehension	Fluently	Reading Speed
Student A	Standard	Standard	It's near to the standard
Student B	Standard	Standard	It's near to the standard
Student C	Standard	It's near to standard	It's near to the standard
Student D	Standard	Needs aid	Needs aid
Student E	Standard	Standard	Standard
Student F	Standard	Standard	It's near to the standard
Student G	Needs aid	Needs aid	Needs aid
Student H	Advanced	Advanced	Standard
Student I	Advanced	Advanced	Standard
Student J	Standard	Standard	It's near to the standard

Chart 2.

## **CHAPTER IV: CONCLUSIONS**

### **4.1 Introduction**

In Chapter 2, I showed and described the findings of the interviews as well as the results of the reading evaluations I applied to the students using charts and graphics. These two instruments revealed the advantage and disadvantage the platform presents and the results were presented in Chapter 3.

This chapter restates the research questions and answers them based on the obtained data throughout the research. Here it is presented a conclusion and suggestions for a deeper research in the future and at the same time, I report some limitations of the study and I suggest directions for further research through the answers I gave to my research questions.

### **4.2 Findings and significance of the study**

This section describes the findings and significance of the study. It also answers the three research questions that guided this study:

- ❖ RQ1. How effective is the development of context understanding and reading skill of students from starter's level at class after three months using RAZ-KIDS?
- ❖ RQ2. What is the pertinence of using RAZ-KIDS for improving reading skills on children?
- ❖ RQ3. What could be other possible competences affected by using RAZ-KIDS?

In order to answer the three research questions I applied three interviews and ten reading evaluations. The interviews showed the positive and negative perspective teachers from CIADI have in relation with the platform. The three teachers agreed on almost all the aspects I questioned them and they presented a big trust on the tool because their answers were very specific and concrete. The interviews also revealed the needs of the teachers while they worked on the platform as well as the needs of students.

In the other hand, the reading evaluations came to the light specific reading problems that students had and gave me a reference point to determine how much the tool have helped them to increase their reading performance and speaking competence in a short time (three months). Without the use of this standardized instrument the obtaining of the results would be irrelevant and less dependable.

Based on the previous explained collecting data, I got the answer to my research questions:

- ❖ RQ1. At class and outside of the class students presents an exponential growing because according to the results of the instruments, 80% of students has increase and potentiate reading fluently and speed. Moreover, now they possess a huge new vocabulary they did not have before to start practicing with the platform three months ago. The last and more crucial result was their reading comprehension due to the fact that the 90% of students presented a standard level which means they are able to read by their own a text or book and catch the majority of the information without troubles. And this is not only at class but when they have to take part on another classes that require them to read and understand like for example in the science class which is completely in English.

The final conclusion and answer to this RQ was positive and strongly supported because there was evidence that demonstrate Learning A-Z through RAZ-KIDS is highly effective to impulse and aid students to increase their English level.

- ❖ RQ2. The second question is close related to the answer to the first one because if a student presents a significant advance at class, it is almost a fact that student is be able to use the language outside the class. In the communication era students are able to interact with technology without any trouble and they learn easy and fast. The use of platforms to interact and learn a foreign language is not an option anymore, it is necessary because nowadays to work with technology is part of student's daily life and their natural learning proses.

The final conclusion and answer to this RQ was positive and strongly supported because after three months of working with the platform students were able to communicate concrete and simple ideas and feelings they have at any moment.

- ❖ RQ3. During the whole proses of assessment, observation, practice and evaluation I realized that more competences were benefit by the use of the platform. 80% of students now are able to interact at class easier and they are able to reply a question or to give their personal opinion using a vast vocabulary and with a better pronunciation. Moreover, many students have developed exponentially their listening skill because when we practiced using an audio they caught faster key words and relevant information to solve a problem.

The final conclusion and answer to this RQ was positive because two more competences of students were affected during the use of RA-KIDS and this were reflected on everyday class and even at home doing some homework.

#### **4.3 Achievement of research aims**

The aims of this work were to identify clearly the progress of the students developing their English reading skill using the Learning A-Z platform. This aims were accomplished through the use and analysis of the interviews and reading evaluations as well as a constant assessment and observation during three months (from October to December of 2014). The aims were satisfactory accomplished through the research process and the final results.

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## APPENDIX

### Appendix “A”

#### Reading comprehension

Level Needs aid	Level It’s near to standard	Level Standard	Level Advanced
<p>When retrieving the narrative the student mentions fragments from the story, not necessarily the most important. (marked with bullets in the other levels). Student’s tale is loose statements, no yarn into a whole consistent. At this level it is expected that the student recover some of the ideas expressed in the text, unmodified meaning of them.</p>	<p>When retrieving the narrative student omits one of the four following elements:</p> <ul style="list-style-type: none"> <li>• To introduce to the characters</li> <li>• Mention the problem or surprising fact that begins the narrative.</li> <li>• Comment about what characters do to solve the problem or done surprising.</li> <li>• Tells how narration ends.</li> </ul> <p>When telling the story student recounting the events stated and incidents disorganized, without But recreates the plot Overall narration.</p>	<p>When retrieving narrative student highlights relevant information:</p> <ul style="list-style-type: none"> <li>• Introduce to the characters</li> <li>• Mention the problem or surprising fact that begins the narrative.</li> <li>• Comment about what characters do to solve the problem or done surprising.</li> <li>• Tells how narration ends.</li> </ul> <p>When telling the story student recounting the events stated and incidents of the story just as they happen, however, the omission of some temporal markers and / or causes no to perceive the narrative fluently.</p>	<p>When retrieving the narrative student highlights relevant information:</p> <ul style="list-style-type: none"> <li>• alludes to place and time where the narration takes place.</li> <li>• Introduce to the characters</li> <li>• Mention the problem or surprising fact that begins the narrative.</li> <li>• Comment on what ago (n) (the) character (s) to the problem or done surprising.</li> <li>• Tells how ends narration.</li> </ul> <p>In recounting the events student stated and incidents such tale as they happen and organizes them using temporal markers and / or causal (for example: after a time; in the meantime; as “x” was very angry decided ... etc.); also makes referring to thoughts, feelings, desires, fears, etc. of the characters.</p>



## Appendix “B”

### Fluently

<b>Level Needs aid</b>	<b>Level It’s near to standard</b>	<b>Level Standard</b>	<b>Level Advanced</b>
<p>At this level the student is able to read only word for word, rarely can read two or three followed words. Student presents severe problems such as to rhythm, continuity and the intonation requires the text, which implies reading process which is lost syntactic structure Text.</p>	<p>At this level student is able to perform a reading usually two grouped words, sometimes three or four words maximum. Eventually reading may be submit word by word. Student presents difficulty with the rhythm and continuity essential for perform reading, because of the grouping of words are listening to awkward and unrelated broader contexts as sentences or paragraphs.</p>	<p>At this level the student is able to read small sentences. Student presents difficulties in the rhythm and continuity due to errors in patterns punctuation indicated in the text (Does not consider the punctuation or he add them), the which, in most cases, not affect the meaning of itself because syntax author is retained. Furthermore, most of the reading is performed with intonation presenting appropriate omission regarding modulations required by the text.</p>	<p>At this level the student is capable of reading mainly paragraphs or long sentences with its meaning, although Student may presents some small errors with respect to rhythm and continuity because of not to follow indicated guidelines in the text, these errors do not detract from the overall structure of itself because it retains author syntax. In general, reading is performed with Adequate intonation applying various modulations into the required text.</p>

## Appendix “C” Reading speed

### Words read per minute

Scholar Grade	Level Needs aid	Level It’s near to the standard	Level Standard	Level Advanced
<b>First</b>	Less than 15	From 15 to 34	From 35 to 59	More than 59
<b>Second</b>	Less than 35	From 35 to 59	From 60 to 84	More than 84
<b>Third</b>	Less than 60	From 60 to 84	From 85 to 99	More than 99
<b>Fourth</b>	Less than 85	From 85 to 99	From 100 to 114	More than 114
<b>Fifth</b>	Less than 100	From 100 to 114	From 115 to 124	More than 124
<b>Sixth</b>	Less than 115	From 115 to 124	From 125 to 134	More than 134