



**UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS
HUMANAS Y DE LA EDUCACIÓN**

CARRERA DE IDIOMAS

MODALIDAD PRESENCIAL

**Proyecto de Titulación previo a la obtención del Título de Licenciada en
Ciencias de la Educación**

Mención: Inglés

THEME:

“THE STARFALL APP AND THE READING SKILL”

Author: Jessica Andrea Robayo Rivera.

Tutor: PhD. Sara Jacqueline Iza Pazmiño.

Ambato- Ecuador

2021

SUPERVISOR APPROVAL

CERTIFY:

I, Sarah Jacqueline Iza Pazmiño, holder of the I.D. No. 0501741060, in my capacity as supervisor of the Research dissertation on the topic: “THE STARFALL AND THE READING SKILL” investigated by Jessica Andrea Robayo Rivera with I.D No. 0604816405 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 Board of Directors.



Firmado electrónicamente por:

SARAH JACQUELINE IZA PAZMINO

Lic. Sarah Jacqueline Iza Pazmiño, Mg.
ID: 0501741060
SUPERVISOR

DECLARATION PAGE

I declare this undergraduate dissertation entitled “THE STARFALL AND THE READING SKILL” 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.



.....
Jessica Andrea Robayo Rivera
ID: 0604816405
AUTHOR

**TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIA
HUMANAS Y DE LA EDUCACIÓN**

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic entitled “THE STARFALL AND THE READING SKILL” which is held by Jessica Andrea Robayo Rivera undergraduate student from Carrera de Idiomas, academic period April 2020 - September 2021, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, 14th April, 2021

REVISION COMMISSION

**VERONICA
ELIZABETH
CHICAIZA
REDIN**

Firmado digitalmente por VERONICA
ELIZABETH CHICAIZA REDIN
DN: c=ECUADOR, o=VERONICA ELIZABETH
CHICAIZA REDIN, ou=SECURITY
DATA S.A. S, cn=VERONICA DE
CERTIFICACION DE INFORMACION
Número de certificado: 2021-04-28
Fecha: 2021-04-28 23:56:08.00

.....

Dra. Verónica Chicaiza Redin



Firmado digitalmente por:
**LORENA FERNANDA
PARRA GAVILANEZ**

.....

Mg. Lorena Parra

COPYRIGHT REUSE

I, Jessica Andrea Robayo Rivera with I.D. No. 0604816405 confer the rights of this undergraduate dissertation “THE STARFALL AND THE READING SKILL”, and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of Universidad Técnica de Ambato, without any kind of profit from it.



.....
Jessica Andrea Robayo Rivera
ID: 0604816405
AUTHOR

DEDICATION

I dedicate this project to my mother Marivel Robayo who has inspired me throughout my life to be a better human being, to my daughters Paulette and Evita for accompanying me in this process and to my family for the support provided.

Jessica.

ACKNOWLEDGMENTS

I want to thank my grandparents Hector Robayo and Eva Rivera since they have been a fundamental pillar to be able to complete this process, I also extend my gratitude to the Technical University of Ambato and teachers who guided my path of knowledge. My special thanks to my PhD Sara Jacqueline Iza Pazmiño tutor for guiding and supporting me in this important process to complete my career.

Jessica.

TABLE OF CONTENTS

SUPERVISOR APPROVAL	i
DECLARATION PAGE	ii
TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIA HUMANAS Y DE LA EDUCACIÓN	iii
COPYRIGHT REUSE	iv
DEDICATION	v
ACKNOWLEDGMENTS	vi
ABSTRACT	x
INTRODUCTION	1
CHAPTER I.	2
1.1.1 Theoretical Framework	7
Independent Variable	7
The Starfall App	7
Dependent variable	10
Reading Skill	10
1.2. Objectives	13
1.2.1. Process of achieving the objectives	13
CHAPTER II.	15
METHODOLOGY	15
2.1. Resources	15
2.2. Methods	16
CHAPTER III	25
RESULTS AND DISCUSSION	25
3.1. Result	25
3.1.1. Survey results	26
3.1.2. Results	31
3.3.5Activities evaluation	33
3.2. Verification of hipotesis	39
3.3 Discussion of results	40
CHAPTER IV.	42
CONCLUSIONS Y RECOMMENDATIONS	42
4.1. Conclusions	42
4.2. Recommendations	43
BIBLIOGRAPHY	44

Annex 3:	51
Annex 4:	56
Annex 5	57
Annex 6	59
Annex 7	61
Annex 8	62
Annex 9	63
ANEXO 10	65
ANEXO 11	66
ANEXO 12	67

INDEX OF TABLES

Table 1. Pretest results	29
Table 2. Post-test results	31
Table 3 .Pre-test y Post-test	32
Table 4. Level of learning	33
Table 5. Experience	35
Table 6. Heip in the reading process	36
Table 7. Reading encouragement	37
Table 8. Paired Sample Test	39
Table 9 Rubric for Reading comprehension based on the CEFR	61
Table 10 Rubric for Reading comprehension based on the CEFR level A1	62
Table 11: Activity Plan to develop the different stages	65
Table 12 Activity Plan.....	78

INDEX OF GRAPHICS

Graphic 1. Percentage of answer in the question 1	26
Graphic 2. Percentage of answer in the question 2	26
Graphic 3. Percentage of answer in the question 3	27
Graphic 4. Percentage of answer in the question 4	28
Graphic 5. Percentage of answer in the Pre-Test	29
Graphic 6. Percentage of answer in the Post-Test	30
Graphic 7. Pre.Test vs Post-Test analysis	31
Graphic 8. Learning percentage	33
Graphic 9. Percentage of experience	34
Graphic 10. Percentage of help in the reading process	35
Graphic 11. Percentage reading encouragement	36
Graphic 12. Percentage of App rating	36

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

ABSTRACT

Theme: “The Starfall App and the Reading Skill”

Author: Jessica Andrea Robayo Rivera

Tutor: Lic. Sarah Jacqueline Iza Pazmiño, Mg.

Date: March, 2021

The main objective of this research is to help third year students of basic education of the "Continental School" by using the application "Starfall" which will serve as a participatory pedagogical resource in the process of improving the ability of reading in the children studied, for this it was necessary to focus on a quantitative methodology due to the surveys, pretest and posttest applied in relation to the tests carried out before using the application with the data after having used it, obtaining a result favorable to the application demonstrating that there is a notable improvement with the use of the application "Starfall" which helps, strengthens and improves the ability to read, and understand the English language in 11 children which are in an age range of 7 and 8 years to which the study was subjected, mentioning that the improvement obtained was due to the fact that it was carried out in a didactic way and with different activities. It is to the liking of students and with support in technology for its development, it is worth mentioning that the application serves as support due to the current reality that is experienced by the COVID-19, making it easier for students to actively participate from home.

Key words: Starfall, pedagogical, language, vocabulary, application.

INTRODUCTION

It is important to mention that currently students use applications as academic support, this research work has been carried out with the theme "THE STARFALL AND THE READING SKILL" This research consists of four chapters; each one has a direct relationship with the topic to be investigated.

CHAPTER I

This chapter contains the research background, which serves as a guide for the development of this research. In addition, it establishes both the general and specific objectives that have been achieved in the investigation.

CHAPTER II

This chapter focuses on explaining the materials and methods used for the development of the research, in the same way it describes the approaches proposed in this project, type of research, the population and sample that is considered for the study.

CHAPTER III

The results obtained in the survey presented to the sample are described with their respective analysis and interpretation, the surveys are intended to determine the verification of the hypothesis. The results of the research are presented in a statistical way and with the percentages obtained from the variables in studies with the tables of results of the information provided.

CHAPTER IV

The last chapter five, contains important conclusions and recommendation.

CHAPTER I.

THEORETIAL FRAMEWORK

1.1 Investigation Background

This section collects information from previous investigations, which establish a relationship between the use of the Starfall app and the Reading skill, the researchers involve publications, investigations about the benefits on the application and the reading skill.

In the publication “**Starfall, the application which your child learns to read in English**” developed by Anón (2017) the author investigated about the problems in reading comprehension, children presents difficulties at the moment of reading , some of them is the lack of vocabulary as a result of that, pupils have little reading comprehension. The research-based method was used where a systematic phonics starting with consonant-vowel consonant was applied. The author stated that Starfall is an application that is based on exploration, game and positive effort, encouraging children to feel safe and motivated (Anón, 2017).

Being this an alternative within the educational area, mainly effective for special education, home education and for learning the English language. Since technology is rapidly becoming essential in the learning process, the Starfall application allows learning to be more encouraging and easier, thus engaging the users of this app (Anón, 2017).

In the article titled “**Learning English at starfall.com**” Muñoz (2019) mentioned that reading should be beyond books, monotonous time and this app should help not only students but also teachers. In consequence the app is considered as a curricular complement that offers lessons based on research and tools for teachers when teaching their classes in such a way that it allows them to manage time in a better way. The scientific evidence-based method was used, this method helped to improve fluency and comprehension (Muñoz, 2019).

In addition Anón (2019), determines that “Starfall app provides many facilitations such as the development of reading and spelling skills, this allows the development

of elementary phonetics in the different levels of difficulty that the application presents”.

In the publication named “**Reading Skills**” written by Charles (2017) stated that reading is visual word identification that is the process most distinctive to reading. Beginning with a visual input—a string of letters—perceptual processes produce the activation of the grapheme units (individual and multiple letters) that constitute words. In traditional models of human cognition, the words are represented in a lexicon, the reader’s mental representation of word forms and meanings. Successful word reading occurs when there is a match between the input letter string and a word representation. To this research the traditional method was used which helped to memorize the words and increase the vocabulary (Charles, 2017).

Readers who fail to read words accurately fail to comprehend. Thus, word-level problems are potentially the most important in creating reading failures, because they lead both to word reading problems themselves and to derivative comprehension problems. For example, verbal efficiency theory assumes that readers who lack efficient word identification procedures are at risk for comprehension failure (Charles, 2018).

In the article titled “**6 essential skills for reading comprehension**” written by Andrew (2017) mentioned that “reading is a complex process that draws on many different skills, these skills lead to the ultimate goal of reading: reading comprehension, or understanding what’s been read”. A promising approach was used where it focusses on the features of effective text as a way to integrate reading and writing using the different essential skills (Andrew, 2017).

There are six essential skill needed for reading comprehension. **Decoding** this is the phonetic awareness, it allows to hear individual sounds in words. **Fluency** read quickly and without making too many errors. Fluent readers read smoothly at a good pace. They group words together to help with meaning, and they use the proper tone in their voice when reading aloud. On the other hand, the **Vocabulary** allows to understand what is being read, it is important to understand most of the words in the text. Having a strong vocabulary is a key component of reading comprehension. Students can learn vocabulary through instruction. But they typically learn the

meaning of words through everyday experience and also by reading. Additionally, **Sentence construction and cohesion** it is important to understand how sentences are built. So, might connecting ideas within and between sentences, which is called cohesion. But these skills are important for reading comprehension as well (Andrew, 2017).

Furthermore, **Reasoning and background knowledge** it is important for readers to have background or prior knowledge about the world when they read. They also need to be able to “read between the lines” and pull out meaning even when it’s not literally spelled out. Finally **Working memory and attention** it allows readers to take information from the texts. Working memory allows them to hold on to that information and use it to gain meaning and build knowledge from what they’re reading (Zadrozny, 2019).

To continue, in the research titled “**Supporting students multilingual English during the closing of schools**” according to Pauley (2020) mentioned that “the sudden closure of institutions due to the pandemic has caused many inconveniences and difficulties in the learning process for instance, the lack of motivation”. Consequently, the use of digital resources has been required to facilitate the learning and teaching process in students, parents and teachers. The individualized instruction method was used to help students to base on one -to- one teaching and self-paced learning based on an outline of progressive goals. This research has relevant information about the use of digital tools as a way of learning having a variety of activities where students can watch cartoons and listen to audiobooks with different funny voices using the Starfall app (Pauley, 2020).

In addition, in the research titled “**Make your career take off thanks to languages**” according to Bastero (2018) it established that the problem is the lack of motivation, as a result of that the design of the application was intended for the use of the youngest, since it facilitates the learning process of the alphabet in a fun and interactive way through the use of pictures and sounds. Being highly recommended for primary school teachers and for parents who wish to get involved in the initiation of English language in their children. The researcher used the explicit method in order engage students to learn and to have a rich vocabulary knowledge. Since

having a good base of the letters will help students to learn words and thus read and understand better (Bastero, 2018).

In the research “**Development of cognitive strategies to improve English reading comprehension**” according to Anón (2017) mentioned that If there is not a good reading comprehension, the intellectual success of the human being is affected since this is achieved through knowledge from the contents of the reading.in this research. In this project the author used the quasi-experimental method as a methodology because it has been applied to a population of fifty people. The results of this research have been significant since it has improved the reading comprehension of the population studied. Starfall is an application designed for students ages 4 to 9 in which they can play games that help with reading, fiction, nonfictions topics, language arts. In such a way that it keeps children entertained and also keeps their brains used to learning (Anón, 2017).

Taking everything into account, the Starfall application contains updated information, in addition to presenting a user-friendly interface, making it easier for the student to interact within it without losing interest. This application facilitates the student to assimilate in a better way the content taught by the teacher making this app effective for the reading and the learning process achieving higher performance in terms of the development of the classes and the reading ability of the students (Ávila, 2017).

In the research “**kindergarteners and Learning Devices**” a study presented to The Faculty of the School of Education at the California State University Channer Islands by Ávila (2017) investigated about the effectiveness of the Starfall app being one of the most selected by students, they spent the majority of time exploring the app and feeling comfortable with.

The reciprocal teaching method was used, it allowed students to share the role of teachers allowing both students and teachers to lead the digital resource by exploring and teaching how to manage it. This publication addresses the use of some devises and the Starfall app, the effectiveness of the use, helping little kids to explore stories and the different activities. The research helps as an important contribution of how effectiveness is this app for little kids, allowing teachers and parents to guide this

learning process. Children will have an experience not only in the educational part but also having fun while they are learning (Ávila, 2017).

In the publication named “**Vocabulary Growth and Reading Skill**” written by Arsenio and Calvo (2016) there is an analysis focusing in the importance of the reading which gives opportunity to learn new word meanings and to refine word meanings through reading experiences. To this research the direct method was used, students had to use only the second language, it helped to describe the words by using the ESL. In this research the author, analyzed and mentioned about reading is extremely important in the ability to learn new words in order to have a better reading comprehension (Arsenio and Calvo 2016).

Other publication title “**Motivation in Reading in the English Classroom**” developed by Eslava (2017) mentioned the problem about motivation in reading is to impose students to read, the lack of resources and not tell students the benefits of reading.

Reading provides a series of benefits at an educational and personal level such as obtaining a good academic performance, vocabulary acquisition, development of oral and written expression, and improvement of spelling. Among the positive aspects that reading in English contributes to the foreign language learning process, we could highlight the following: Acquire vocabulary on a wide variety of topics and assimilate the meaning of words from the context, activate prior knowledge and use it to understand the text presented, adopt fluency in the language in relation to reading comprehension, recognize grammar points and see how they work in the given context, finally, to observe the different writing styles and formats (Eslava, 2017).

In this research, the author applied the investigation method to conclude that using the different positive aspects in the reading makes the reading process efficient and easier. For this reason, it is huge importance to clarify the factors that come to promote reading in students. These aspects help students to improve in the academic area and increase their knowledge at a cultural level, thus helping to relate and express themselves in a better way, on the other hand, reading allows to potentiate

the capacity for attention observation, develops fantasy and the capacity of imagination (Eslava, 2017).

In the publication **“The reading comprehension skills in English”** developed by Ávila, Leal García and Pulido Díaz (2016) the authors mentioned that it is difficult for students to handle some stages in the reading process such as the analysis of lexical and grammatical characteristics, organization of the text and resources, analysis of information on learning a foreign language, didactic interest, teaching and focus attention on the learning process itself.

The author used a new method called program director method, which is based on the communicative approach with the use of English as an instrument of study and professional work. The results of this study suggest continuing with a reading plan that incorporates the different stages already mentioned. In other words, the student will not only have the habit of reading, but also students will understand and develop the activities around it through the use of technological resources such as the different interactive pages that promote the learning of English (Ávila, Leal García and Pulido Díaz , 2016).

The training of readers in the English language or other foreign languages helps to make their vocabulary more extensive, furthermore, it improves their spelling in the process as human beings with the ability to freely express their opinions, with a huge capacity for reasoning and discernment (Rico Yate et al, 2018).

The reading comprehension strategies that are implemented by some professionals, in many cases are not very interactive and it does not contribute to the cognitive development of students since they only look for readers to answer the questions proposed by the book, limiting themselves to the application of closed questions on the text (Anón, 2017). This causes students not to develop or apply strategies that allow them to understand, develop or apply methodologies that permit them to understand and discern the information found, in the same manner that students become mechanical, non-critical readers who do not understand or assimilate the information presented in the text, who see reading as an obligation but not as a source of knowledge, develop their skills and competence in the language (Ávila, 2016).

1.1.1 Theoretical Framework

Independent Variable

The Starfall App

Starfall is an enjoyable and efficient application. It provides a variety of educational activities in the reading process by exploring the designed activities. According to Fleming (2019) says that apps in education make students more interactive and active. This app is a program service of Starfall Education Foundation, it was opened in September 2002 and it is a free application, it is a public service to teach children to read. The application was conceived by Dr. Stephen Schutz.

According to Stephen Schutz (2019) some of the benefits of the Starfall app is to have readers independently in the different activities, another positive feature of the website is that the ability to email, print out, or save materials can help the ESL/EFL teacher create student-centered and collaborative learning environments in which students practice and enhance their social, cognitive, and metacognitive skills.

Additionally, the activities at the various stages are designed to enhance not only students' word and sound building abilities but also to expose students to high-frequency words suitable for their level. These high-frequency lexical items can help students with writing, speaking, and comprehension in relevant contexts. Another benefit of the application is that it focuses on each letter of the alphabet where students learn the predictable relationship between the sounds (phonemes) and letter combinations (graphemes) (Stephen Schutz, 2019).

According to Matthew Hastings a principal researcher at Microsoft Hastings (2020) says that “apps allow a flexibility in the classroom among teachers who looks for ways to best optimize their students and teachers' schedules and becoming the classes smooth. It helps teachers to have different strategies to teach in and outside the classroom using apps”.

Starfall has a variety of activities where students can get fun and learn at the same time achieving the objective which is learn to read. On the other hand, students will feel comfortable and confident during the learning process. This application was

for kindergarten and grades 1,2,3 students, taking into account the necessities of the pupils (Hastings, 2020).

The application uses well-structured activities that help students to feel not only motivated but also to have a good Social-Emotional development.

- Reading along
- Reader's theaters and play
- Independent reading
- Sentence structure
- Reading comprehension and fluency
- Poetry, Riddles and tongue twisters
- Art and Music
- Phonological awareness and phonics

Starfall App Benefits

According to the author Starfall (2021) establishes that "the Starfall Program cooperative classroom environment features imaginative plush characters as well as some benefits, stimulating interactive online activities, engaging content driven instruction, and hands-on experiences".

With the different activities, students have some benefits while using the application. Children interact with Starfall characters in the classroom as well as through stories, songs, rhymes, practice books, writing journals, and activities online. Furthermore, it includes customizable worksheet generators, lesson plans, math games, more extensive phonics and games, additionally, it encourages children to explore letters and sounds, word recognition, reading comprehension and fluency. On the other hand, the phonics-based learn-to-read activities encourage free exploration and play within a sequentially organized framework (Starfall, 2021).

Students will come to recognize the relationship between speech sounds and letter forms. This is the "Alphabetic Principle. Moreover, students can listen to, manipulate, read, and master each vowel by interacting with the associated book and

games. Each numbered row features a vowel sound. With a basic understanding of the Alphabetic Principle, children are ready to expand their reading vocabulary and comprehension while exploring a variety of genres and topics: classical music, fine art, poetry, and more (Starfall, 2021).

Besides, the plays, folk tales, informational texts, myths, and fables transition children from learning to read to reading to learn. These vocabulary-controlled stories ensure meaningful practice reading high-frequency words (also called sight-words). Children can explore the creative side of their imaginations while reading along with stories about famous artists and composers to reinforce reading and phonics skills as well as readers can experience cultural diversity in literature while reading Greek myths and Chinese fables. Furthermore, students may progress at their individual paces using texts that become increasingly more challenging, confidence in their reading skills will increase as they naturally progress from reader to reader. The subject matter adapts to the level of the reader and ranges from simple fiction to more complex nonfiction (Starfall, 2021).

Dependent variable

Reading Skill

Definition. - It is the ability to understand written texts.

The reading skill allows students to develop their imagination as well as increase new words. Additionally, it works on the comprehension skills.

According to the Andrew (2014) the reading has six abilities which are:

- Decoding
- Fluency
- Vocabulary
- Sentence construction and cohesion
- Reasoning and background knowledge
- Working memory and attention

According to Andrew (2017) “reading can be a challenge for students but using the six abilities will help children to achieve the objective and improve their skills”.

Reading Skills

According to the University of Melbourne (2020) reading is not easy. However, it is all too common for students to pay little attention to their own approaches to reading, that is, how they read, and how they can improve the effectiveness and speed of their reading. It provides reading tips that are specific for particular text types and for the purposes of the reader.

Reading strategy 1: purposeful reading

The reader will need to create a purpose for reading such as: assessment tasks, lecture slides, tutorial questions, textbook questions, I can be created by using questions based on lectures or tutorials, questions based on a skim of the text (contents, headings, subheadings, diagrams, introduction (Melbourne, 2020).

Reading strategy 2: scanning

Scanning is reading quickly to search for specific information, it may allow you to 'read' up to 1,500 words a minute. One reason to scan an academic text is to locate key terms as a means to assess the text's relevance (Melbourne, 2020).

Reading strategy 3: skimming

Skimming is reading quickly to gain a general idea. Skimming may allow readers to 'read' up to 1000 words a minute. Skimming helps you identify whether or not to continue reading, what to read carefully, and where the best place is to begin. Skimming an academic text immediately before reading it carefully can help readers to consider what they already know and can help to develop a purpose for reading. An initial skim can also help maximize your interest in the text and understanding and reflection on the material. As with scanning, skimming does not involve reading every word. Instead, the reader may skim by reading: titles, subheadings, words in that are in bold, in italics or underlined, diagrams, a report's abstract, introduction or conclusion, the first sentence of every paragraph, chapter questions, chapter objectives, chapter summaries (Melbourne, 2020).

Reading strategy 4: information words

There will be times when is needed to do more than skim a text in the way described above, but still need to read quickly. This may require ability to conduct “surface reading”. It is worth remembering that no more than 50% of the words in an average textbook are “information” words. The other words are like glue and paint: they are there to provide connections and add interest, but are not essential for meaning. Look for the message, and the information words will emerge naturally (Melbourne, 2020).

Reading strategy 5: analytical Reading

Analytical reading (or study reading) is needed when the readers want to make sure that is fully grasp and appreciate what students are reading. It is necessary to read statements more than once, stop to think about them, or jot down key words when using this style. As a result, the reading rate can easily drop to below 100 words a minute (Melbourne, 2020).

In the article titled **“What is reading? An Excerpt from Reading for Understanding”** According to Cziko (2016) states that reading is a complex process that involves much more than the ability to decode. Reading ability goes to primary grade teachers, and upper elementary and secondary school teachers at each grade level need teach only new vocabulary and concepts relevant to new content. Reading is a process where readers must be mentally engaged to read and to learn, as well as, socially active around reading tasks, it is necessary to control the reading process in order to monitor the understanding of a text (Cziko, 2016).

In the article titled **“Ending the Reading Wars: Reading Acquisition Novice to Expert”** according to Castles (2018) stated that there has not been a full presentation of evidence in a public forum about reading instruction that goes beyond the use of phonics. Yet reading scientists, teachers, and the public know that reading involves more than alphabetic skills. It is more difficult to find an accessible tutorial review explaining why phonics works. Our experience is that once the nature of the writing system is understood, the importance of phonics instruction in the initial stages of learning to read becomes obvious (Castles, 2018).

Children need to learn to recognize words and quickly calculate their meanings without having to participate in the process of translating back to the sound.

Therefore, it is important to understand how children develop this more advanced form of word recognition, and how teaching practices support this. In addition, reading comprehension is obviously more important than recognizing individual words: if children do not understand words, they will not be literate (Castles, 2018).

To understand better it is necessary to identify individual words distinguish a word from all the numerous similar-looking words, through identifying their appropriate meaning for the context and with the casual connections made within and across the sentence. Besides, it is important to have a good deal of back knowledge and the inferences in order to understand better the information given. Furthermore, it is crucial to work on working memory to manage the information needed to perform complex cognitive tasks such as learning, reasoning, and understanding (Castles, 2018).

The relationship between the Starfall app and the reading skill

In the bibliographic review, there was no official research directly related to the Starfall app and the reading skill. Therefore, conducting this research, in addition to being original, it is essential because it will serve as a basis for teachers and students to have new technological resources to work on reading. However, several opinions have been collected that verify the effectiveness of the Starfall app, for example: In the publication “**Starfall, the application which your child learns to read in English**” developed by Anón (2017) stated that Starfall is an application that is based on exploration, game and positive effort, encouraging children to feel safe and motivated. Being this an alternative within the educational area, mainly effective for special education, home education and for learning the English language.

It is worth mentioning that each exposed research contributes to the development of the current project because it focuses on the benefits of reading and how the app is an important tool to the effectiveness of it through experiences, expectations, motivations that is presented by the individual (Rico Yate et al, 2016).

1.2.Objectives

General objective

- To delimit the incidence of the Starfall App in the development of the reading skill.

Specific Objectives

- To identify how Reading skill is being developed
- To analyze the benefits of the Starfall App in the students
- To determine how the Starfall App helps in the reading development

1.2.1. Process of achieving the objectives

- To identify how Reading skill is being developed

To achieve this first objective, a search, and analysis of various bibliographic sources available were developed to record the benefits and effectiveness on reading skill.

- To analyze the benefits of the Starfall App in the students

In order to achieve the second goal, a review and analysis of various bibliographic resources available on platforms were developed to record the importance and effectiveness of mobile applications including Starfall app with special emphasis on children, which is the population addressed in this study

- To determine how the Starfall App helps in the reading development

In order to achieve this objective, field work (experimentation) was developed, including, in the early stages, a training plan about the operation and use of the Starfall App, following by the evaluation of students' initial level of reading comprehension. After applying various activities on this platform, the evaluation process was repeated because in such manner, a comparative analysis of results could be developed and thus, the effectiveness of the proposed app could be determined.

CHAPTER II. METHODOLOGY

2.1.Resources

For the development of this project, the following resources were implemented:

Human Resources:

- Researcher
- Students
- Research Tutor

Office Supplies:

- Sheets of paper
- Pens
- Copies

Bibliography Resources

- Books
- Articles
- Reports
- Newspaper

Technological Recourses

- laptop
- Internet
- Printer

Institutional Resources

- Universidad Técnica de Ambato
- Educational Unit “Continental School”

Economic Recourses

The development of the project did not imply mobilization cost or material; however, due to certain items such as copies and prints, an approximate economic cost of \$ 50 is estimated.

2.2.Methods

Quantitative approach.

According to the author Creswell (2018) stands that “the quantitative research methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques”. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon. Besides, the designs are either descriptive [subjects usually measured once] or experimental [subjects measured before and after a treatment] (Creswell, 2018). Therefore, this project is experimental because the Starfall application is used to assess and improve reading skills. Besides, the examination was corresponding a quantitative methodology by applying the pre and posttest which were scored with the tabulation and the survey was done in order to have a real data on the use of the application and the reading skills. The standardized pretest and post-test were taken from CERF which asses the elements of the reading comprehension, reading correspondence, reading orientation and reading for information. As a result, to assess the elements was applied inside the virtual classroom using Meet. The examination was done to analyze the reading problems in the students of the Educational Unit "Continental School" present.

Research approach

Bibliography Research

According to Barratt (2016) a bibliography “means listing all the sources which you have consulted while writing your essay or research article. Bibliography of works cited: It contains the name of those books whose content has been cited in the text of the research report”.

In this project, the bibliographic research modality was implemented since it allowed collecting information from reports, publications, and scientific articles among other sources of information to review, select and analyze them with the objective of using the information as a basis for the development of the research in order to support the study variables such as Starfall app and the Reading Skill.

Applied Research

According to Baimyrzaeva (2018) stated that “the goal of this research is to determine the applicability of theory and principles by testing hypotheses within specific settings”.

In the development of the research, the applied research modality was implemented, because the purpose of the project was to solve the reading difficulties that the students of the “Continental School” presented using the Starfall app during English classes by Meet.

Research level

Descriptive

According to Nassaji (2016) stated that “the descriptive research is defined as a research method that describes the characteristics of the population or phenomenon studied. This methodology focuses more on the “what” of the research subject than the “why” of the research subject”.

The descriptive research level allowed to establishing the study population and the reality in which the classes are developed, describing the proposed application from the pedagogical approach, controlling the difficulties that students present in terms of language assimilation focusing on reading skill.

Experimental

According to Mitchell (2020) stated that “experimental research is research conducted with a scientific approach using two sets of variables. The first set acts as a constant, which you use to measure the differences of the second set”.

The research was experimental because a new pedagogical strategy was tested through the use of digital application implemented to a group of students from the “Continental School”, during a defined period to control the effectiveness in the reading process.

The experimentation process implied the development of five activities, 1 for each week around 40 minutes respectively. After each activity, the reading aspect was strengthened. In the first week, parents had to answer a survey about the use of applications and the reading skill, in order to have clear results and clear opinions about the experience and the use of them. This survey is aimed at children with the parents’ help since the population studied are young children between 7 and 8 years old. (Annex 1). The pretest and the posttest were done in the first and the sixth week using Google Forms (Annex 2) (Annex 3) (Annex4) and (Annex 5) An All of them, under evaluation criteria proposed in the CEFR standardized test for level A1(Annex 7) and (Annex 8).

Population and sample

The research had 11 students in the third year of basic education from the “Continental School”, aged between 7 and 8 years. In addition, the group of students was assigned by the institution.

Therefore, due to the fact that the study population is small and accessible in its entirety, the research was developed with 11 children under the following criteria:

- Students who will participate in the development of the project will be whose parents give their consent to participate in it.
- Students will participate at least in the 80% of the activities proposed in the Starfall app.

Technique and instruments for data collection

The following data collection techniques were used:

Survey: According to Blanke (2020) stated that a “survey is a method used for collecting data from a group of respondents to gain information. It is a procedure to

ensure that each respondent can answer the questions to avoid biased opinions that influence the outcome of the research”.

As a result of that the survey was done in this project, it was developed at the beginning and at the end of the research through the Meet app in order to explain the questions. The survey was sent to the tutor to share through WhatsApp in a word document, the information was received in the same way through WhatsApp in a word document. The survey had 4 multiple choice questions , two questions with two answer options and two questions with three answer options , it was applied to students with the parents’ help because of the age of the students between 7 and 8 of the educational unit to collect information regarding the use of applications and the time spent in the reading process, making possible to develop a Situational diagnostic with the aim of identifying how reading is being developed in children, as well as to prove the effectiveness of the Starfall app and the benefits that it brings to the reading process.(Annex 1 and Annex 9)

Psychometric technique: Chalhoub (2017) the psychometric technique incorporates the whole enterprise of measuring the language construct, which includes the development of test items, the analysis of items, and the interpretation of scores.

This technique was implemented to evaluate comprehension reading in third-year students of basic education of “Continental School”, under pre-established criteria. The psychometric technique allowed to applying a pre- test and a post-test through the use of graphs and short readings in the Starfall app. The Pretest has 3 multiple questions, the first activity is a short reading which is a literacy text because it is a short story. The second activity is to answer the questions according the reading using the multiple options. The last activity is to identify famous person in the picture and answer the questions. It was developed by using Google Forms and the Starfall app. In the post test was necessary to add a new short reading in the last questions in order to prove the effectiveness of the application and to evaluate the reading comprehension in a better way, the short reading is a historical text because it refers to a fact of history. The results of the tests helped to identify the different aspects that students improved such as the comprehension of the reading, as well as, to identify the letters and its sounds and to increase the vocabulary. (Annex4) and (Annex 5)

Rubric: According to Goodrich (2016) a rubrics expert, defines a rubric as “a scoring tool that lists the criteria for a piece of work”. It defines in writing what is expected of the student to get a particular grade on an assignment.

To evaluate the students’ reading comprehension, the CEFR parameters were used. In this instrument, the ability of reading is contemplated and it is scored from 5 to 1 point; where 5 results in advanced understanding short readings, be familiar with words and phrases and 0 cannot understand any basic word. These criteria were adapted from the CERF level A1 to the students of the Continental School. (Annex 7 and Annex 8)

Research investigation

The intervention presented 4 stages:

Stage 1

- Request to “Unidad Educativa Continental School” for the development of the investigation.
- Assignment of the study group and coordination of curricular activities and schedules.
- Explanation about the research to parents to request their approval and commitment to participate.
- Instructions to the English teacher on the use of the proposed application and the 5 activities.

Stage 2

- The survey was applied to the students with the parent’s help in order to collect information about the applications used in reading.
- The application of activity 1 presented as a pre-test through an activity. Based on a short story in the Starfall app (Zac the Rat) this story center on the A vowel sound. the student had to read the short story and answered the questions presented in the Starfall app, to develop this activity the Meet platform was used and Google Forms. This activity was assessed in the range of 1 to 5 points taken as a reference the Common European Framework rubric, this was adapted to the group of students of the institution.

- During the pretest, it was identified that students at the time of reading were not familiar with some words. In addition, the students did not answer correctly.

Phase 3: Intervention

- Explanation to students about the use of the application, the type of activities that are developed and the expected results.
- Application of the 6 activities detailed below:

Activity 1

The Starfall application is made up of 6 sections, in the first section **Learn to read** presents the long and short vowels with small dynamic stories for each one allowing to reinforce the vowels and at the same time the reading skill. These little stories are made by different cartoons, additionally the stories can be read and heard, this allowed the children to be motivated and engaged in the reading process since they are audiovisual activities.



Figure 1. The educational vowels
Source: Starfall application
By: Robayo, J (2021)

Activity 2

In this section called **It's Fun to Read** involves different activities such as art gallery where children could explore the creativity of their imaginations while listening and reading the stories of famous artists, in this section while reading and taking part in the stories they reinforced the reading skill. In the Magic section it gave the

opportunity to practice vocabulary by recognizing the words while the children play, be assistants to perform the tricks, thus allowed them to reinforce the vocabulary which is very important for the reading process. In the poetry part children found poems written by different recognized poets, children were able to listen and read this magical experience of poetry.



Figure 2. It's fun to Read
Source: Starfall application
By: Robayo, J (2021)

Activity 3

This section is based on different genres where it involves a fun way to read and helps to reinforce reading comprehension with the different topics, children could read and listen to the different stories whether fiction or non-fiction.



Figure 3. I'm reading
Source: Starfall application
By: Robayo, J (2021)

Activity 4

The “**Talking library**” option was used for students to link what was taught. In this activity helped to improve the reading skill through the practice of reading. In this way, with teacher’s help, students proceeded to practice with the variety of existing reading activities, helping not only the pronunciation but also the reading skills getting new words.



Figure 4.Library talking

Source: Starfall application

By: Robayo, J (2021)

Activity 5

At this stage the researcher the **Seasonal** part begun by explaining the development of the reading skills through practical activities, such as the calendar part where children could find the days of the week and the months of the current date in which the activity was carried out and students read and complete the missing date, on the other hand there was the rabbit, in this activity the children read and chose some words where the rabbit had to act following the chosen words



Figure 5.Seasonal part

Source: Starfall application

By: Robayo, J (2021)

Activity 6

Finally, in the last week, the researcher gave a brief feedback on the topics seen as in the application, the researcher evaluated students , using the posttest (Annex 3), the last question of the posttest was added to increase the difficulty of the activity in the reading to evaluate the reading comprehension, familiar names, basic words and phrases which was graded according to the number of questions correctly answered, using the rubric based on the CEFR, in addition to this activity of the application and small games were repeated to observe the skills developed by the students. In this way the feasibility of the Starfall application for the development of reading skills verified.

The second survey was answered by children with the parent´s help to analyze and verify the experience with the Starfall application in the reading skills. (Annex 6)



Figure 6. Application window for students from first to third grade of basic education

Source: Starfall application

By: Robayo, J (2021)

Information processing plan

The information processing plan is defined as:

- Information review.
- Classification of information.
- Processing through Excel.
- Design tables and graphs with the results obtained.
- Analysis and interpretation of results.
- Verification of the hypotheses.

CHAPTER III

RESULTS AND DISCUSSION

The objective of this chapter of the project was to collect information through a virtual survey sent to parents of each third-grade student of the “Continental School” Píllaro, it was considered important to apply the survey to the students with the parents’ help in order to collect clear opinions and data about the use of applications and the reading process. The survey was applied with the aim of having clear results to help the investigation to have information truthful about app use and reading skills. The survey was applied to a total of 11 children, the parents were asked to provide support to answer the questions for that reasons it was done in Spanish in order to be able to obtain real values . The survey has 4 multiple questions about the use of the applications and the time spent in reading. It also helped to connect with the objects allowing to identify how Reading skill is being developed furthermore to analyze the benefits of the Starfall App in the students and to determine how the Starfall App helps in the reading development (Annex 1).

In the same way, the second survey was done in Spanish which was carried out to the students with the parents’ help, to verify the feasibility of the application, the survey has 4 multiple questions about the use of the application and the experience (Annex 6).

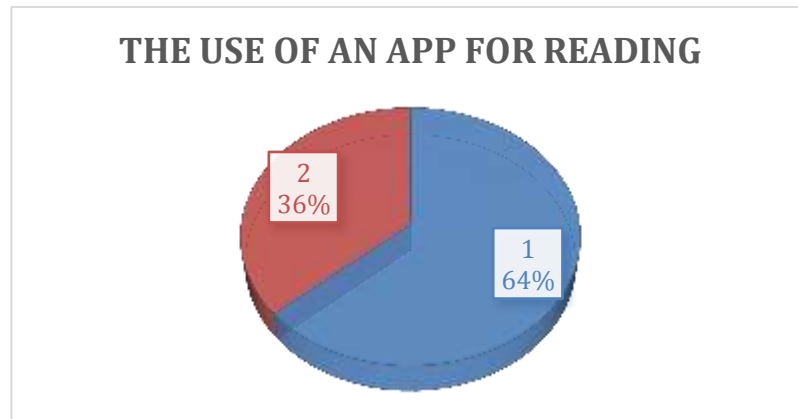
This study begun with monitoring the availability of mobile resources in the student's home. From that, the results of the App with the name of Starfall available in the market on Android mobile devices was focused on the reading skills of the third-grade student of basic education, the results are shown in 12 tables and their respective graphs included with the analysis of the results of the graphs previously mentioned.

3.1.Result

3.1.1. Survey results

Question 1

Have you ever used an educational app for the reading skill?



Graphic 1. Percentage of answer in the question 1

Source: Survey addressed to students at Educational Unit "Continental School"

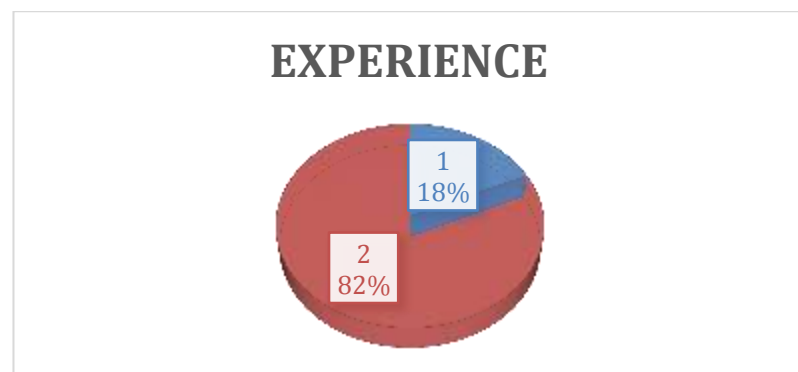
By: Robayo, J (2021)

Analysis and interpretation

Of the total number of respondents, it is determined that 64% of the students have used an educational app for the reading skill allowing them to experience and be familiar with the technological resources, facilitating pupils to assimilate in a better way the reading process while the 36% have not used an educational app, being the Starfall app a newfangled and engaging application achieving higher performance in terms of development of the reading ability.

Question 2

How was your experience using the application?



Graphic 2. Percentage of answer in the question 2

Source: Survey addressed to students at Educational Unit "Continental School"

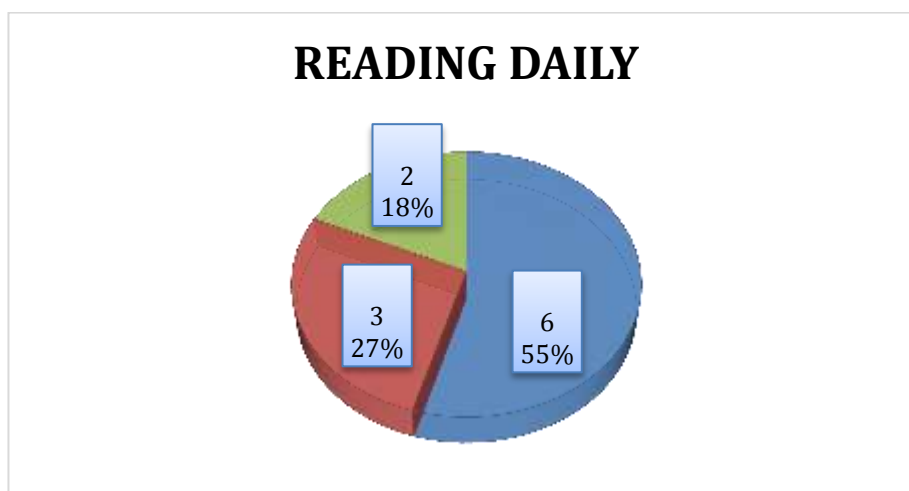
By: Robayo, J (2021)

Analysis and interpretation

Of the total number of respondents, it is determined that 18 % have had an excellent experience using the application, Students need to have motivation to read which facilitates the learning process. The 82% has been a good experience without major complications, since technology is rapidly becoming essential in the learning process applications help students to learn in a better way, and 0% has been bad, thus showing that students like to work with digital resources.

Question 3

How much time do you spend reading daily?



Graphic 3. Percentage of answer in the question 3

Source: Survey addressed to students at Educational Unit "Continental School"

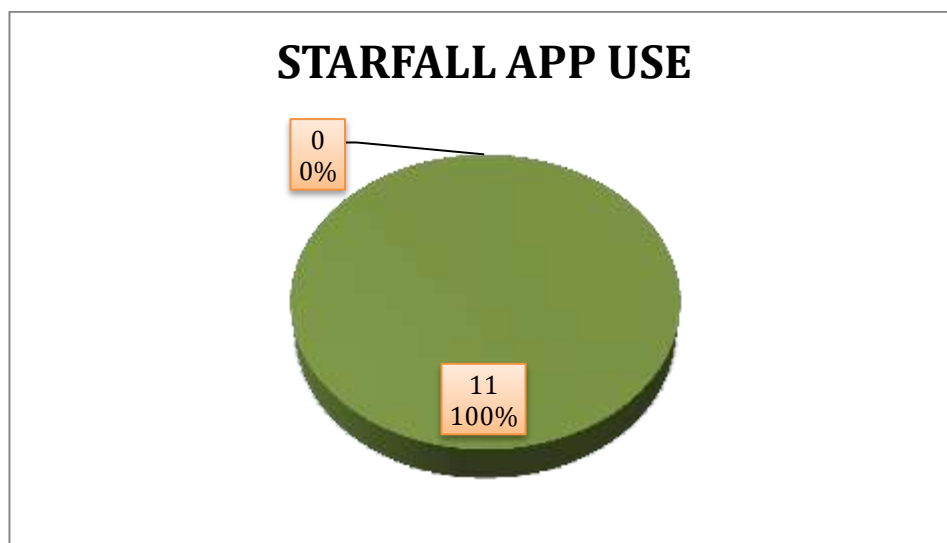
By: Robayo, J (2021)

Analysis and interpretation

Of the total number of respondents, it is determined that 55% of participants read half an hour, due to the sudden closure of institution caused many inconvenient in the learning process as a result it was needed to have a good learning habit and the motivation at home to keep students engaged with reading, meanwhile 27% read one hour and 18% of students read more than two hours. This shows that it worked on motivation and a reading plan which helped students to improve the reading skill.

Question 4

Have you ever used the Starfall app?



Graphic 4. Percentage of answer in the question 4

Source: Survey addressed to students at Educational Unit "Continental School"

By: Robayo, J (2021)

Analysis and interpretation

According to the data obtained in the survey, it was possible to observe that 100% of the students have not experienced using the Starfall app, being this application new and entertaining since this digital resource is based on exploration, game and positive effort which encourage children to feel motivated to read.

3.3.2 Results

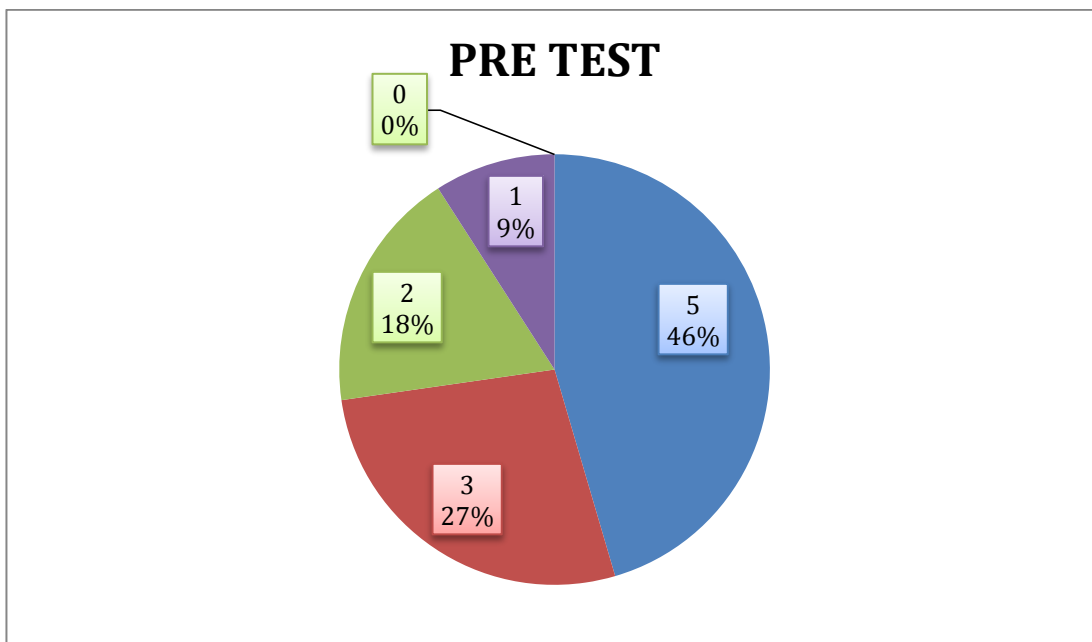
Table 1. Pretest results

The Pretest was designed based Cambridge tests however it was adapted to the content of the Starfall application.

Students	Puntuation	Porcentage
5	1	46%
3	2	27%
2	3	18%
1	4	9%
0	5	0%

Source: Reading skill base on the Common European Framework

Done by: Jessica Robayo



Graphic 5. Percentage of answer in the Pre-Test

Source: Survey addressed to students at Educational Unit "Continental School"

By: Robayo, J (2021)

Analysis and interpretation

Of the total number of students evaluated in the previous test, it was determined that 46% of the students reached a score 1, which means that students did not understand basic words, short messages. It showed that the half of the students were at a low level meanwhile, the 27% of the evaluated students obtained a score of 2, which means that students understood basic words, limited messages and could recognize familiar names while the 18% of the students reached a score of 3 which means that students could understand basic words and phrases, simple messages, as well as to get few ideas about simple information. The next score 9% of the students reached the score of 4 at this level students could understand short texts, phrases, and messages, additionally, could recognize very basic phrases in simple situations. While 0% of the students did not reach the maximum score, which was to understand short texts, short messages simple reminders of daily life and descriptions

The students from Basic education "Continental School" presented significant difficulties in reading comprehension some of them is lack of vocabulary, word recognition, decoding as well as fluency. The lack of this essential skills did not help

students to be awareness of the reading process. Thus, the lack of efficient word identification produces a risk for reading comprehension.

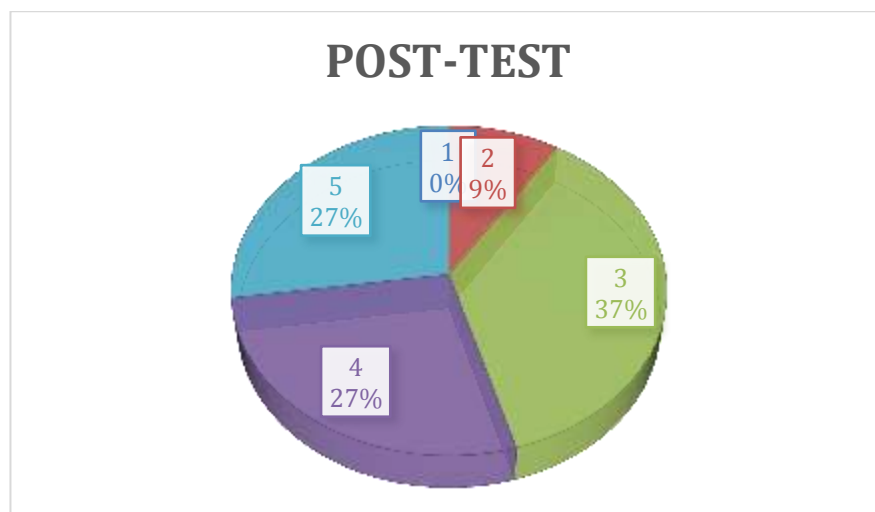
3.1.2. Results

Table 2. Post-test results

Students	Puntuation	Percentage
0	1	0%
1	2	9%
4	3	37%
3	4	27%
3	5	27%

Source: Survey addressed to students at Educational Unit "Continental School"

By: Robayo, J (2021)



Graphic 6. Percentage of answer in the Post-Test

Source: Survey addressed to students at Educational Unit "Continental School"

By: Robayo, J (2021)

Analysis and interpretation

In the post-test applied, it was determined that 0% of the students obtained a score of 1, while 9% of the students obtained a score of 2 showing the that students could understand basic words, limited messages and recognize familiar names, most of the students had a percentage of 37% obtained a score of 3 which means that students could understand basic words and phrases as well as simple messages and recognize familiar names, words in situations. Students who obtained 4 and 5 were 27% in each

of the scores, which means that students could understand short texts, sentences and phrases, as well as recognize familiar names words and phrases of daily life.

With the application of the activities proposed in the Starfall app, there was progress in the development of the students' reading comprehension, evidenced when applying the posttest activity. Being familiar with words, short sentences and phrases. It showed that the Starfall application encouraged children to explore letters and sounds, word recognition, reading comprehension and fluency. Additionally, students could recognize the relationship between the sounds and the letter forms.

According to this percentages, students in the third- year from Basic Education "Continental School" developed their reading skills, appreciated throughout the activities, because most of the answered were correct in the different questions. in addition, students were more active and attentive engaged with the activities.

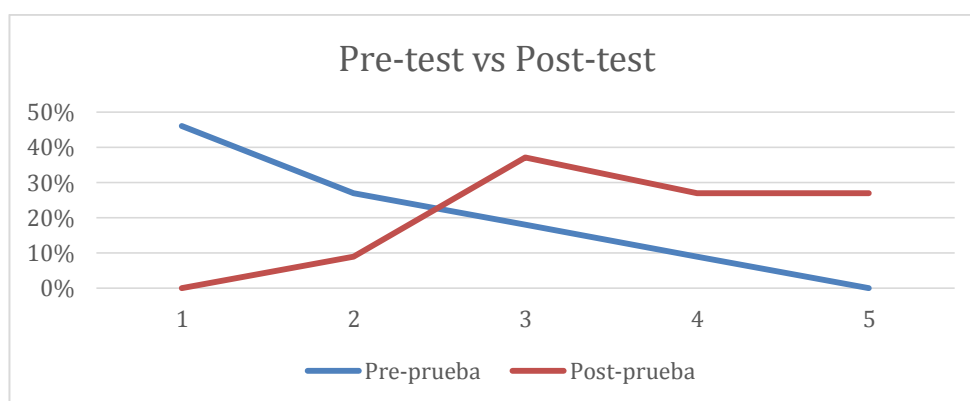
3.1.3. Results

Table 3 .Pre-test y Post-test

Puntuation	Pre test	Post-test
1	46%	0%
2	27%	9%
3	18%	37%
4	9%	27%
5	0%	27%

Source: Survey addressed to students at Educational Unit "Continental School"

By: Robayo, J (2021)



Graphic 7. Pre.Test vs Post-Test analysis

Source: Survey addressed to students at Educational Unit "Continental School"

By: Robayo, J (2021)

Analysis and interpretation

In order to achieve the research goals and prove the effectiveness for the Starfall app. It was necessary to compare the results obtained in the pretest and the posttest

When applying the pre-test and the post-test respectively, the following results were obtained, a reduction of 100% in the students who obtained a score of 0, while the students who obtained a score of 2 the value was reduced to 33 %. While in score 3 the percentage increased 105% with respect to the initial evaluation, for score 4 the increase was 200% with respect to the initial evaluation and to end with score 5 the increase was a total increase going from 0 students to 3 students who obtained the perfect score obtaining an improvement in percentage of 100%.

The results obtained between the pretest and the posttest respectively, significantly helped to verify the effectiveness of the application in the children of the Continental School. The effectiveness of the application allowed students to increase their vocabulary, explore the different activities while reading and interacting with the application. Student`s progress in reading has ranged from the simple to the complex.

In the aspect of reading skills, students improved significantly in recognizing the alphabet, its shape and sounds, which is decoding. Additional students could read smoothly at a good pace which is fluency. Furthermore, students increased their vocabulary which allowed students to understand what was read. Another important point is that students could connect ideas within the sentences, meaning sentence construction. Finally, students could work on working memory and attention in order to hold on to the information and use it to gain meaning and build knowledge from what they were reading.

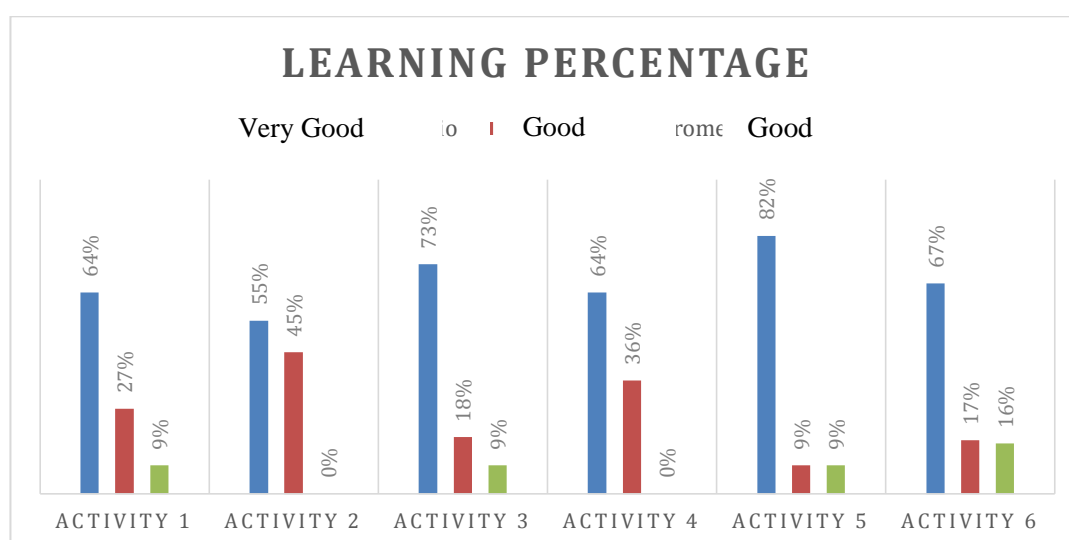
3.3.5. Activities evaluation

Table 4. Level of learning

Activities	Level of learning			Promedio		
	Very Good	Good	Regular	Very good	good	Regular
Activity 1	7	3	1	64%	27%	9%
Activity 2	6	5	0	55%	45%	0%
Activity 3	8	1	2	73%	18%	9%
Activity 4	7	4	0	64%	36%	0%
Activity 5	9	1	1	82%	9%	9%
Activity 6	8	2	2	67%	17%	16%

Activities	Average		
	Very good	Good	Regular
Activity 1	64%	27%	9%
Activity 2	55%	45%	0%
Activity 3	73%	18%	9%
Activity 4	64%	36%	0%
Activity 5	82%	9%	9%
Activity 6	67%	17%	16%

Source: Survey addressed to students at Educational Unit "Continental School"
By: Robayo, J (2021)



Graphic 8. Learning percentage

Source: Survey addressed to students at Educational Unit "Continental School"
By: Robayo, J (2021)

3.1.4. Analysis and interpretation

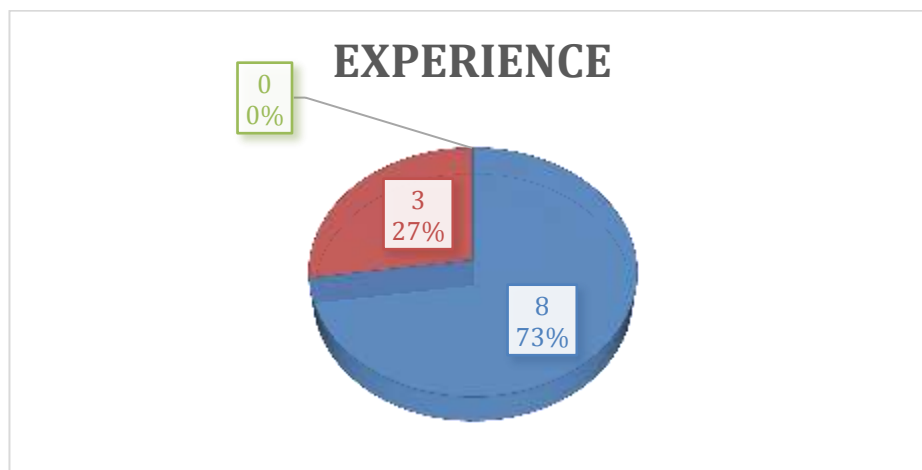
For the analysis of the activities proposed within the application, the level of learning acquired in each of the 6 activities was considered, taking into account a range of very good, good and regular, in the case of activity 1 it was obtained as a result that 64% reached a very good level of learning, 27% good and finally 9% regular in this activity, the objective is to understand the long and short vowels which were exposed with dynamic stories; In activity 2, a percentage of 55% very good, 45% good and 0% regular was reached. In this activity, vocabulary is strengthened through art, poetry and magic activities; In activity 3 a high level was reached based on the previous ones of 73% very good, 18% good and 9% regular, the objective of the

activity is to reinforce the children's reading comprehension through stories to read and listen to them, from fiction and non-fiction, for the following activities, the percentages of greatest relevance to the study are simply considered, these being with a very good level of learning, in activity 4 64% of the activity focuses on improving reading ability as well As in the pronunciation, in activity 5 82% is a didactic game to reinforce the previous activities, in the activity row 6 a value of 67% was obtained, here an assessment of all the activities is made based on the number of questions answered.

How was the experience using the Starfall application?

Table 5. Experience

Excelente	8
Good	3
Regular	0



Graphic 9. Percentage of experience

Source: Survey addressed to students at Educational Unit "Continental School"

By: Robayo, J (2021)

Analysis and interpretation

It is determined that 73% of the students who used this application gave a weighting of excellent showing these pupils were engaged and motivated by the application,

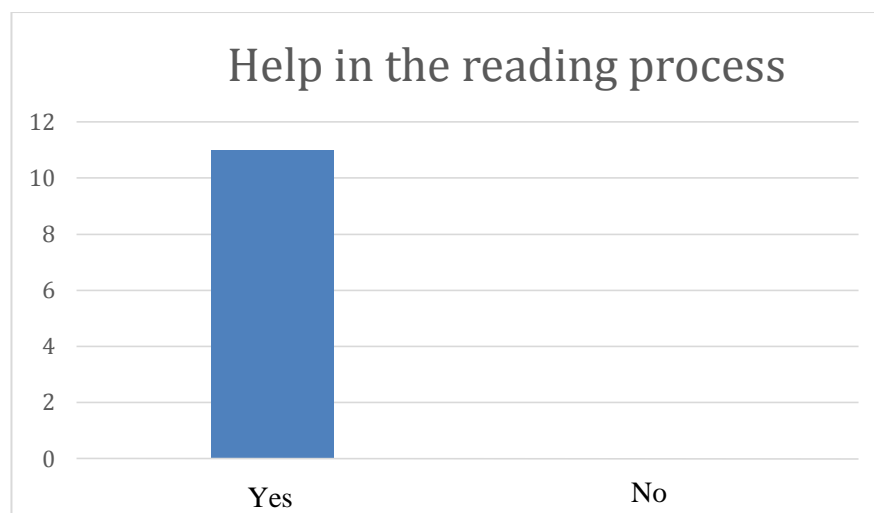
and 27% of the people gave the rank of good to the use of this application. While nobody of the respondents gave a bad rating 0%.

Since this application is an effective digital tool and provides educational activities such as: readings based on stories, art, music, tongue twisters and poetry

Do you think that the application has helped the child in the reading process?

Table 6. Help in the reading process

Yes	11
No	0



Graphic 10. Percentage of help in the reading process

Source: Survey addressed to students at Educational Unit "Continental School"

By: Robayo, J (2021)

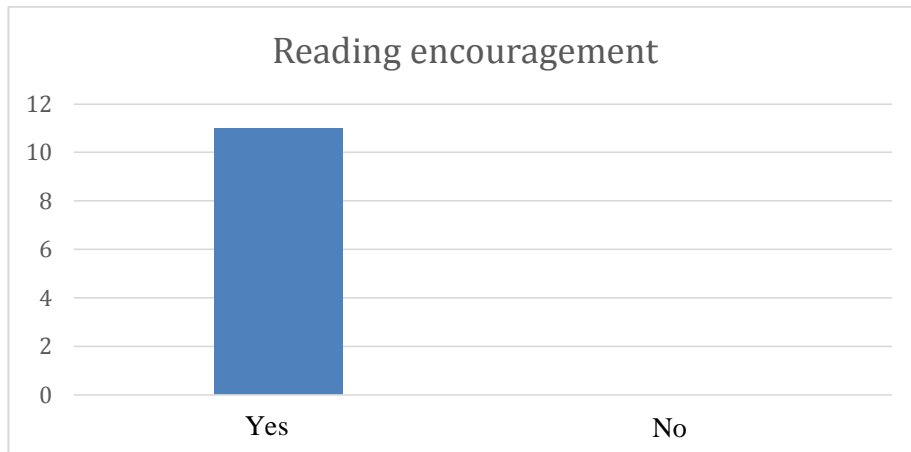
Analysis and interpretation

100% of the students agree that the application helped them with the student's reading process and 0% of the respondents did not give a negative result. The application helped students to be motivated to read and at the same time to have fun. Students could freely explore and play within a sequentially organized framework.

Do you think that the application has been a resource to encourage reading in the child?

Table 7. Reading encouragement

Yes	11
No	0



Graphic 11. Percentage reading encouragement

Source: Survey addressed to students at Educational Unit "Continental School"

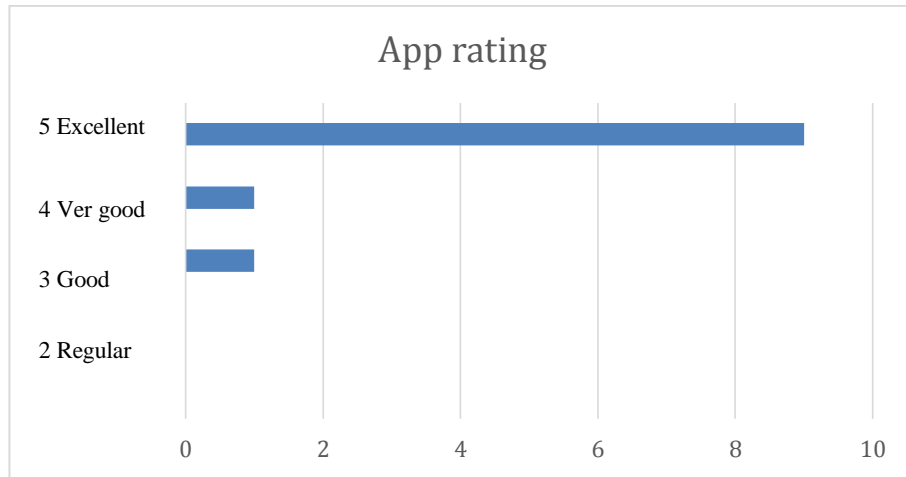
By: Robayo, J (2021)

Analysis and interpretation

100% of the respondents believe that the application generated the engagement of reading by students, showing this that the different activities in the application helped students to be motivated to read and learn and 0% of the respondents agree that the application did not generate the promotion of reading in the students.

Having a different resource student could have more than beyond books and monotonous time. Students could explore, play and learn the sound of the letters as well as the forms and match the input letters. Additionally, pupils could read short sentences and learn educational content.

On a scale of 1 to 5, How does the Starfall app rate?



Graphic 12.Percentage of App rating

Source: Survey addressed to students at Educational Unit "Continental School"

By: Robayo, J (2021)

Analysis and interpretation

9 out of 10 people rate the application for the development of reading in students as excellent, while one person rates it as very good as well as good, on the other hand, 0 people gave a rating of fair and bad for the application used. It shows the effectiveness of the app in students at the moment of reading, helping students to learn and being entertained by the app. The Starfall app is an application based on game and positive effort making children to feel motivated and safe at the moment of reading.

Discussion of results

A mobile application to develop reading skills used in third grade students at the Continental School in Píllaro is very important in the student's life, since being an important skill in language, this allows the student to develop the reading skills and acquire more complexity in the understanding of readers, for this, the development of two tests were used, one before knowing the application and another at the time of interacting with the development of the application and in this way obtaining that the students reduced in a quite acceptable percentage and acquiring reading skills.

The development of reading skills is important, it is very essential in the progress of language; the use of this application can facilitate different teaching processes. Within the significant details that could be observed such us the improvement of the reading skills in students with the increase of vocabulary, the awareness the phonics,

sentence construction and working on memory. Students were interested when using a new application containing different activities, the pupils worked with dedication. On the other hand, the increase of new words was evidenced, as well as the pronunciation, notably improved. Students were highly motivated at the moment of using the Starfall app using the different activities.

3.2. Verification of hypothesis

Null Hypothesis (H0): The Starfall application of participatory pedagogical resources is independent of the progress improvement of the reading and writing skills of the English language

Alternative Hypothesis (H1): The Starfall application of participatory pedagogical resources is dependent on the improvement in the progress of the skill of reading and writing the English language

To test the hypothesis of the present investigation, the statistical test T-student was used, determining if there is a significant difference in the group before and after applying the strategies. For this analysis, it was carried out in the IBM SPSS program, obtaining the following results:

Table 8. Paired Sample Test

Paired Sample Test						
Test value = 0						
	t	df	Sig. (tailed)	Error mean	95% Confidence Interval of the difference	
					Lower	Upper
Pre-Test evaluation	6,062	10	,000	1,909	1,21	2,61
Post-Test evaluation	12,251	10	,000	3,727	3,05	4,41

According to the results obtained, it can be seen that the p-value. it is less than the level of statistical significance which is equal to α 0.05; Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, that is: The Starfall application which is used in pedagogical resources is dependent on the improvement of the progress of the reading and writing skills of the English language which was

applied to the 11 students in the third year of basic education of the "Continental School", between 7 and 8 years old, in which the results were related before using the application with the results after using it, giving as results a high level of significance, acceptable to the investigation.

3.3 Discussion of results

Reading in the English language has a remarkable importance since it allows to increase the vocabulary which is essential for mastering a language, as well as the spelling part. Furthermore, it involves the written part, as a result, it allows to have a critical communication. Donald (2017) stated with the new reading skill that the internet requires, reading experiences become more central to the literacy worlds. To read online and learn efficiently in an age of global communication and online information the Starfall app is one of the most practical and engagement applications.

The present research was involved to verify the Starfall app does favor the reading skill. Through activities where students can watch cartoons and listen to audiobooks with different funny voices using the Starfall app. Additionally, the app centers on traditional early reading skills, but the online experiences provide a nice introduction to the new literacies of online reading

This result is supported by the research “**The new Literacy of Online Reading Comprehension**” according to Donald (2017) the author stated that the Starfall application contains some of the finest early reading software experiences for beginning readers.

For Chase (2017), children still struggle with reading books therefore the Starfall app was designed to develop an early passion for reading. This is a free application website and an excellent medium for special education and English language learners because of the repetition, visuals, and engaging opportunities that the website provides. Another mission of Starfall is to motivate children to read. This mission is accomplished by the site employing a variety of songs, books and activities that create a fun learning environment for students. The bright colors, animation, and voices utilized on the site keep children’s attention and keep them excited to continue exploring the site, which, in turn, facilitates their continued reading practice.

According to Al-Amri (2017) the digital resources allows students to learn at their own pace and will not experience the anxiety of having to keep up with the rest of their peers. In fact, they will feel comfortable navigating and using the site because, simply stated, they can talk as much or as little as they want.

Another strength of the Starfall website is the utilization of multiple intelligences. For visual-spatial learners, this website provides a visually rich environment full of bright and colorful graphics. There are several opportunities for kinesthetic learners to use sign language and motions. Rhythmic-musical learners can learn through the website's numerous songs. For logical-mathematical learners, the website includes books and activities with counting, calendar math, sequencing, and addition. The website also gives children multiple exposures to a variety of genres and authentic materials. Learners can read folktales, poetry, comics, riddles, and plays, as well as interact with paintings and the music of famous artists and composers. Through the use of these materials.

CHAPTER IV.

CONCLUSIONS Y RECOMMENDATIONS

4.1. Conclusions

- When talking about the incidence of the Starfall application in relation to reading ability, the results obtained in the pre-test and post-test could be notably evidenced considering the student's qualification score, obtaining an increase in correct answers after having used the application, because the application in its different activities strengthens both and vocabulary, reading and through the dynamics presented in it.

- From the sample studied, it was determined that the way in which the activities for learning the English language have been carried out is in the traditional way through educational books and videos, but due to the problem of the COVID-19 pandemic, the classes are performed virtually and students are losing interest, because it is not the way they are used to.

- The Starfall application encourages educational fields through games, readings, stories, etc. In this way, children will not get bored when learning while playing, in the same way they can organize their time or carry out activities within the game in free hours or as support in their academic life within the English area, improving their reading comprehension.

- It was determined that the persistent use of the application helps in the experience and liking of the students, the improvement in reading is evidenced, it generated a significant development in the educational processes in the third grade of basic education, raising its average to a high level through the tasks proposed in the activities of the application, through surveys it was possible to conclude that students like to learn in this way and improve their abilities since they could perceive their performance.

4.2.Recommendations

- If possible, determine a larger sample in order to perform a more in-depth analysis.
- Carry out similar activities set out in the application, but applied in real life as didactic support in the classroom.
- The development of reading skills must apply certain conditions to carry out this type of activities, such as: do not generate distractions, do not generate annoying noises, generating a quiet environment, interacting with students.
- Students should be more participatory during the interaction with the application and give their opinion freely, however, make the respective corrections during the application so that they learn in a better way.

BIBLIOGRAPHY

Al-Amri, M. N. (2017, December). *Starfall.com*. Recovered from de: website <http://www.starfall.com>

Anón. (2021). *Starfall, the application which your child learns to read in English »*. *The Parents Network*. Recovered from: 18 de enero de 2021 <https://theparentsnetwork.info/starfall-la-app-con-la-que-tu-hijo-aprende-a-leer-en-ingles/>

Anón. (2018). *Learning English at starfall.com: Aulablog21»*. *Recuperado 18 de enero de 2021*. Recovered from: <https://aula21.net/aulablog21/archives/2013/05/25/aprendiendo-ingles-en-starfall-com/>).

Anón. (2019). *Development of cognitive strategies to improve English reading comprehension*. Recovered from: (<http://cienciamerica.uti.edu.ec/openjournal/index.php/uti/article/view/241/356>).

Arsenio, Por, y Saaichez Calvo. (2017). *Cuatro destrezas: escuchar, hablar, leer y escribir*. Recuperado de: <https://redined.mecd.gob.es/xmlui/bitstream/handle/11162/73102/00820073007971.pdf?sequence=1&isAllowed=y>

Andrew, M. (2017). *6 essential skills for reading comprehension*. Recovered from: <https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/reading-issues/6-essential-skills-needed-for-reading-comprehension>

Ávila, Gabriela Margarita Villamarín. (2017). «La Enseñanza Recíproca (Reciprocal Teaching) In the Development of Reading Comprehension of the English Language in the students of the Eighth Year of Basic Education of the Educational Unit "Victoria Vásconez Cuvi - Simón Bolívar- Elvira Ortega" de la Ciudad de Latacunga, Provincia de Cotopaxi.» 112.

Baimyrzaeva, M. (2018). *Applied Research*. Recovered from: <https://www.iedunote.com/applied-research>

Barratt. (2016). *Bibliography Research*. Recovered from: <https://web.era-edta.org/uploads/s7cj4/what-is-bibliography-in-research-d44364>

Bastero, Co autor, Javier. (2021) « *Make your career take off thanks to languages*». *www.cursosfemxa.es*. Recovered from: 18 de enero de 2021 <https://www.cursosfemxa.es/blog/13679-despegue-carrera-gracias-a-los-idiomas>.

Bautista. (2016) « *Development of oral English proficiency through open educational resources* ». *Apertura (Guadalajara, Jal.)* 8(1):0-0.

Blanke. (2020). *Survey*. Recovered from: <https://www.questionpro.com/blog/surveys/>

Castles, A. (2018). *Ending the Reading Wars: Reading Acquisition From Novice to Expert*. R Recovered from: https://www.researchgate.net/publication/325710300_Ending_the_Reading_Wars_Reading_Acquisition_From_Novice_to_Expert

Chase, B. (2017). *Starfall education*. Recovered from: <http://www.starfall.com/>

Eslava, Julia Isabel, Amparo Hernández, Fernando Ruiz, Edna Aurora Sandoval, Martha Sanchez, Naydú Acosta, y María Alexandra Matallana. s. f. «Documento Técnico ASS/691B.99». 76.

Gallardo, M. (2020). *Supporting Multilingual/English Learners*. Recovered from: <https://eric.ed.gov/?id=ED606049>

Creswell (2017). *Quantitative Research and Analysis: Quantitative Methods Overview*. Recuperado de: <https://libguides.letu.edu/quanresearch#:~:text=Quantitative%20research%20methods%20emphasize%20objective,statistical%20data%20using%20computational%20techniques>.

Leal García, Agnes Aydely, y Arturo Pulido Díaz. (2016). « The ability of reading comprehension in English, in the teachers in training of the 3rd. Year of the Labor Education-Computer Science degree». *Mendive. Revista de Educación* 14(1):9-16.

Leu, Donald J;Zawilinski, Lisa.(2017). "The New Literacies of Online Reading Comprehension". Recovered from: <https://bit.ly/3qSJPVH>

Nassaji. (2016). *Descriptive Research*. <https://www.questionpro.com/blog/descriptive-research/>

Mitchell (2020). *Experimental Research* Recovered from: <https://onlinelibrary.wiley.com/doi/full/10.1002/9781118519639.wbecpx113>

Pauley,G. (2020). *Supporting Multilingual/ English Learners*. Recovered from: <https://www.k12.wa.us/sites/default/files/public/communications/Reopening%20Washington%20Schools%202020%20Guidance%20for%20Supporting%20Multilingual%20English.%20Learners.pdf>

Rico Yate, Jhon Pablo, María Soledad Ramírez Montoya, Susana Montiel Bautista,
Jhon Pablo Rico Yate, María Soledad Ramírez Montoya, y Susana Montiel

Stephen Schutz. (2019). Starfall.com. Recovered from: <https://www.tesl-ej.org/wordpress/issues/volume13/ej51/ej51m2/>

Zadrozny, W. (2019). Reasoning with Background Knowledge. Recovered from:
<https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-8640.1994.tb00162.x>

Annex 1:



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS



Dirigido a: Estudiantes de la Unidad Educativa Particular Continental School.

Tema: “THE STARFALL APP AND THE READING SKILL”

Instrucciones: Por favor, marque con (X) acorde a su opinión.

Evidence: Survey

Continental School

Encuesta

Leer y responder las siguientes preguntas

¿Ha utilizado alguna aplicación educativa para la lectura?

Si

No

¿Cómo ha sido su experiencia utilizando la aplicación?

Excelente

Buena

Mala

¿Qué tiempo invierte en la lectura diariamente?

Media hora

Una hora

Más de dos horas

¿Alguna vez ha utilizado la aplicación Starfall?

Si

No

Nunca

Source: Survey

Prepared by: Robayo, J. (2021)

Annex 2:



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS



Dirigido a: Estudiantes de la Unidad Educativa Particular Continental School.

Tema: “THE STARFALL APP AND THE READING SKILL”

Instrucciones: Por favor, lea cada pregunta y conteste según corresponda.

Common European Framework criteria for evaluating reading skill used as Pre-Test

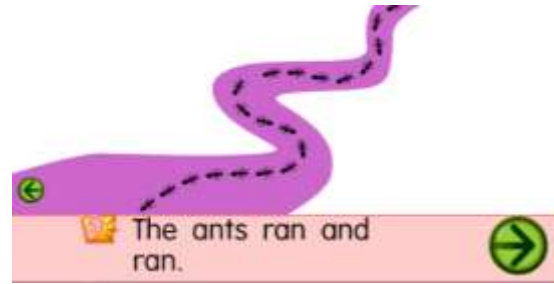
Evidence: Pre test

Pre test

Continental School

1. Look at the pictures and read the short story.





1. Choose the correct answer.

1. Who is Zac?

- a. A rat
- b. A mouse

2. Where did Zac sit?

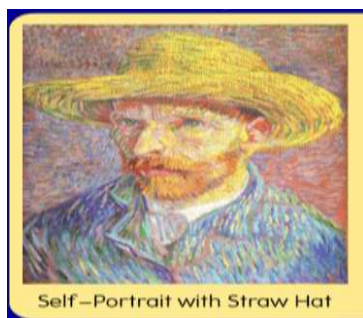
- a. On a chair
- b. On a can

3. What did Zac have?

- a. Fruits
- b. Pan and fan

2. Look at the picture and answer the questions.

Who is the man in the picture?



Have you ever seen a baby take a first step?



Source: Starfall App

Prepared by: Robayo, J. (2021)

Annex 3:

Common European Framework criteria for evaluating reading skill used as Post Test

Post test



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS



Dirigido a: Estudiantes de la Unidad Educativa Particular Continental School.

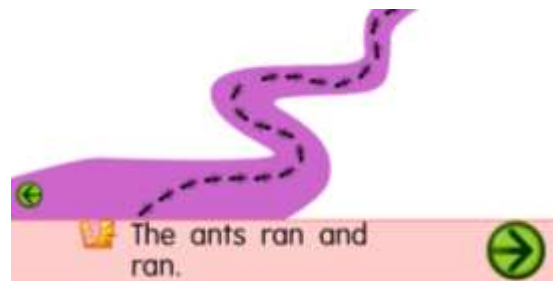
Tema: “THE STARFALL APP AND THE READING SKILL”

Instrucciones: Por favor, lea cada pregunta y conteste según corresponda.

Evidence: Pre test

Continental School

1. Look at the pictures and read the short story.





2. Choose the correct answer.

Who is Zac?

- a. A rat
- b. A mouse

Where did Zac sit?

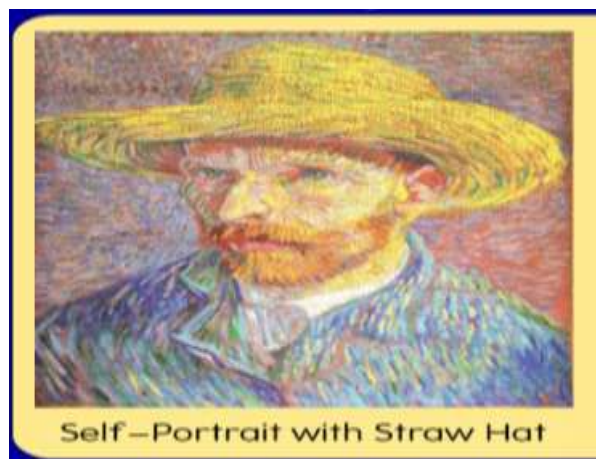
- a. On a chair
- b. On a fan

What did Zac have?

- a. Fruits
- b. Pan and fan

3. Look at the picture and answer the questions.

Who is the man in the picture?



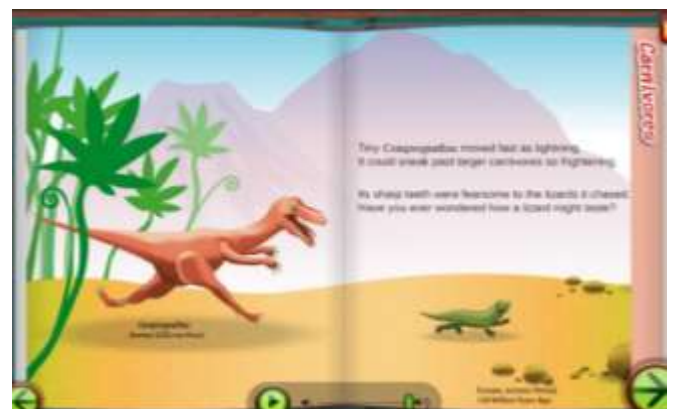
Have you ever seen a baby take a first step?

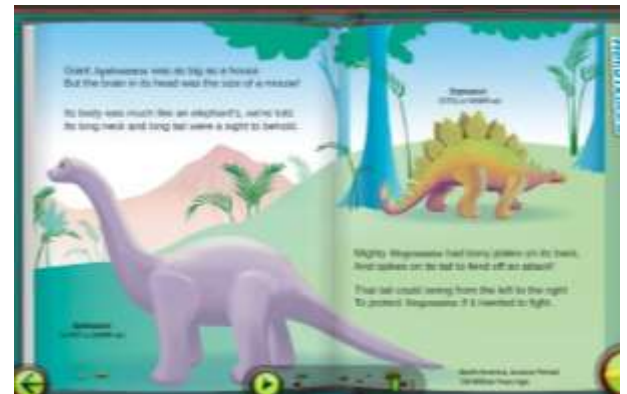


Have you ever made a picture of a dream?



4. Look and read the story





Choose the correct answer

a. Carnivores animals ate meat

Yes

No

b. Tyrannosaurus Rex was long and was tall?

Yes

No

c. Herbivores animals ate meat?

Yes

No

Source: Starfall App

Prepared by: Robayo, J. (2021)

Annex 4:

Evidence: Pretest – Google forms

Pretest- Google forms

UNIVERSIDAD TÉCNICA DE AMBATO
 FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

Common European Framework criteria for evaluating reading skill used as Pre-Test

Obligatorio

Nombre: *

Tu respuesta:

Last name:

Tu respuesta:

1. Look at the pictures and read the short story.



Opción 1



Opción 2



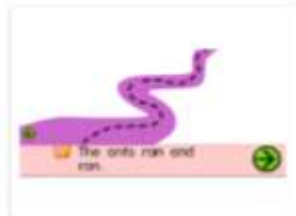
Opción 3



Opción 4



Opción 5



Opción 6

Otras:



Opción 7

2. Choose the correct answer.

Who is Zac? *

a. A rat

b. A mouse

Where did Zac sit? *

a. On a chair

b. On a can

What did Zac have? *

a. Fruits

b. Fan and fan

3. Look at the picture and answer the questions.

Who is the man in the picture? *



Tu respuesta:

Have you ever seen a baby take a first step? *



Tu respuesta:

Source: Starfall App- Google Forms

Prepared by: Robayo, J. (2021)

Annex 5

Evidence: Posttest – Google forms

Posttest -Google forms

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

Common European Framework criteria for evaluating reading skill used as Post Test

**Obligatorio*

Nombre: *

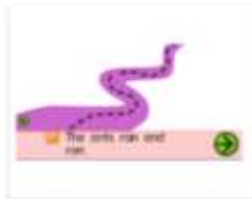
Tu respuesta

Last name: *

Tu respuesta



Opción 5



Opción 6



Opción 7

Who is the man in the picture? *

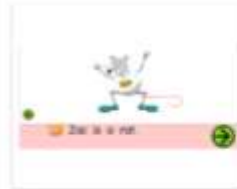


Tu respuesta

Have you ever seen a baby take a first step? *



1. Look at the pictures and read the short story



Opción 1



Opción 2



Opción 3



Opción 4

2. Choose the correct answer.

Who is Zac? *

- a. A rat
- b. A mouse

Where did Zac sit? *

- a. On a chair
- b. On a can

What did Zac have? *

- a. Pin
- b. Pin and fan

Have you ever made a picture of a dream? *



Tu respuesta

4. Look and read the story





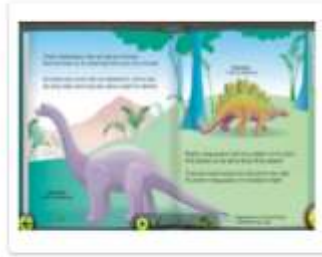
Opción 3



Opción 4



Opción 5



Opción 7



Opción 8



Opción 9



Opción 10



Opción 11



a. Carnívoros animals ate meat? *

- Yes
- No

b. Tyrannosaurus Rex was long and was tall? *

- Yes
- No

c. Herbívoros animals ate meat? *

- Yes
- No

Enviar

Marca estas respuestas a través de Formularios de Google.

Google no cree ni almacena este contenido. [Generar un enlace](#) - [Soluciones del Servicio](#) - [Política de Privacidad](#)

Source: Starfall App – Google Forms
Prepared by: Robayo, J. (2021)

Annex 6



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS



Dirigido a: Estudiantes de la Unidad Educativa Particular Continental School.

Tema: “THE STARFALL APP AND THE READING SKILL”

Instrucciones: Por favor, marque con (X) acorde a su opinión.

Evidence: Survey

Continental School

Encuesta

Lea y responda las siguientes preguntas

Cómo ha sido la experiencia utilizando la aplicación Starfall?

- Excelente
- Buena
- Mala

¿Cree usted que la aplicación ha ayudado en el proceso de la lectura al niño/a ?

- Si
- No

¿Cree usted que la aplicación ha sido un recurso motivador para fomentar la lectura en el niño/a?

- Si
- No

¿En una escala del 1 al 5 como califica la aplicación Starfall?

- 1 Mala
- 2 Regular
- 3 Buena
- 4 Muy buena
- 5 Excelente

Source: Survey

Prepared by: Robayo, J. (2021)

Annex 7

Criteria	Below basic 1	Inadequate 2	Needs improvement 3	Meets expectations 4	Advanced 5
Reading comprehension	Do not understand basic words	Can understand basic words	Can understand basic words and phrases	Can understand very short texts, you only need one sentence at a time, you can choose basic words and phrases.	Can understand very short texts, just one sentence at a time, you can choose familiar names, basic words and phrases, and reread as needed.
Reading correspondence	Difficult to understand short messages	Can understand limited messages	Can understand simple messages	Can understand very short messages	Can understand short messages of the postcard.
Reading orientation	Difficult to re familiar names, words in situations	Can recognize familiar names and words in events	Can recognize familiar names, words in situations	Can recognize familiar names, words and very basic phrases in simple situations	Can recognize familiar names, words and very basic phrases in simple reminders of daily life.
Reading for information	Difficult to get ideas about simple informational materials and short descriptions	Can get few ideas and short descriptions	Can get few ideas about simple informational materials and short descriptions	Can get the ideas about simple informational materials and short descriptions	Can learn about simple informational materials and short descriptions, especially if there is Visual Support.

Table 9 Rubric for Reading comprehension based on the CEFR

Source: Rubric for Reading comprehension based on the CEFR

By: Robayo, J (2021).

Annex 8

Table 10 Rubric for Reading comprehension based on the CEFR level A1

OVERALL READING COMPREHENSION	
C2	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.
C1	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.
B1	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
A2	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
A1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

READING CORRESPONDENCE	
C2	No descriptor available
C1	Can understand any correspondence given the occasional use of a dictionary.
B2	Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.
B1	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.
A2	Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics Can understand short simple personal letters.
A1	Can understand short, simple messages on postcards.

READING FOR ORIENTATION	
C2	No descriptor available
C1	No descriptor available
B2	Can scan quickly through long and complex texts, locating relevant details. Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.
B1	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.
A2	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. Can locate specific information in lists and isolate the information required (e.g. use the "Yellow Pages" to find a service or tradesman). Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.
A1	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.

READING FOR INFORMATION & ARGUMENT	
C2	No descriptor available
C1	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.
B2	Can obtain information, ideas and opinions from highly specialised sources within his/her field. Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
B1	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. Can recognise significant points in straightforward newspaper articles on familiar subjects.
A2	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.
A1	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.

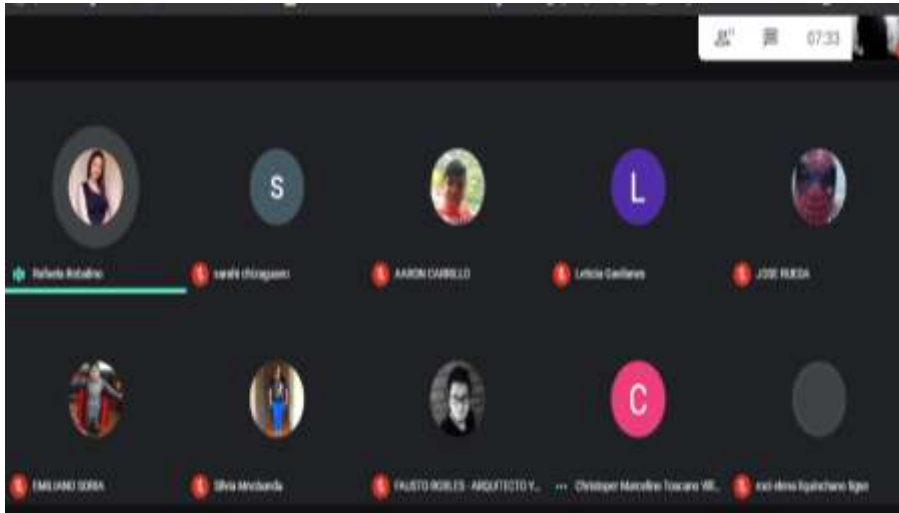
Source: Rubric for Reading comprehension based on the CEFR level A1
By: CEFR scales (2015)

Annex 9

During the activities the cameras were off as it was the teacher's instruction.

INVESTIGATION EVIDENCE

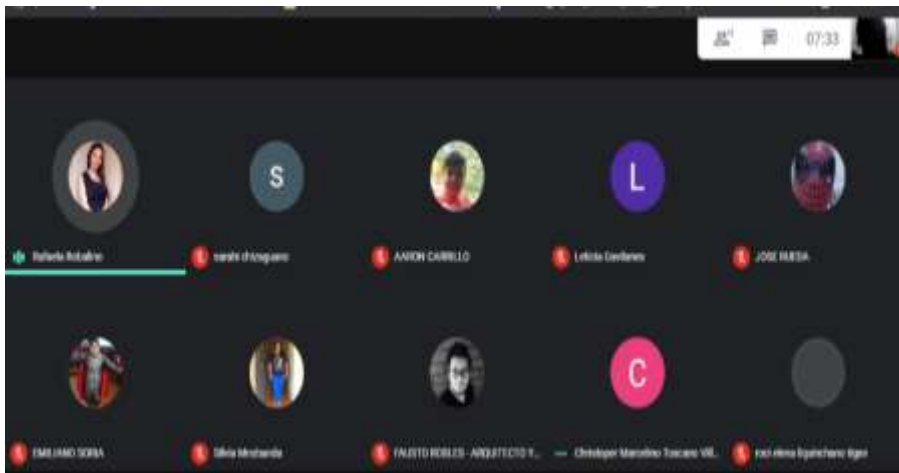
Evidence: of the applied work about Starfall App



Source: Execution of the investigation in the Private Education Unit “Continental School”.

Prepared by: Robayo, J (2021)

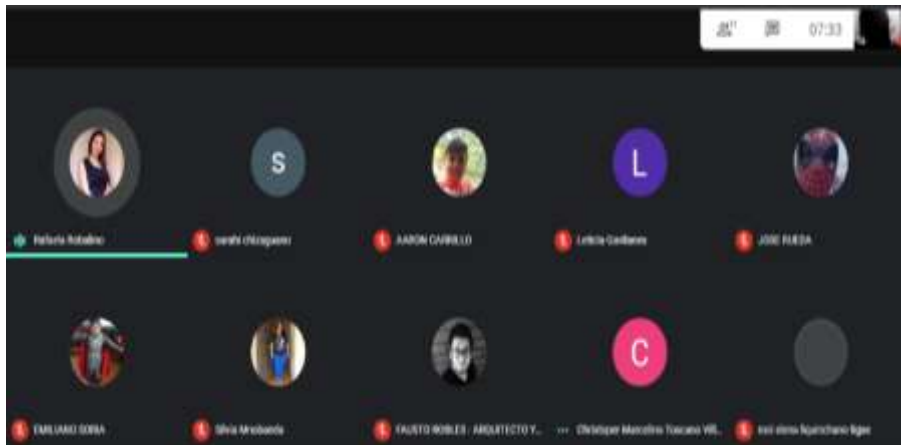
Evidence: of the applied work about Starfall App



Source: Execution of the investigation in the Private Education Unit “Continental School”.

Prepared by: Robayo, J (2021)

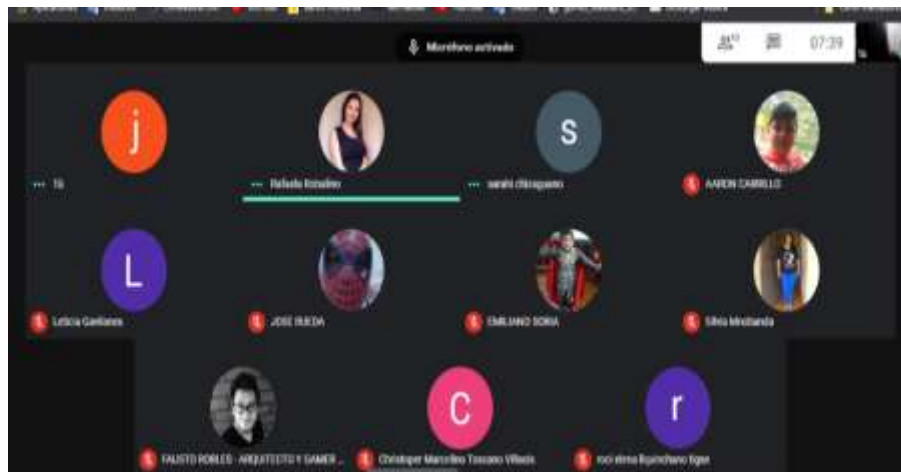
Evidence: of the applied work about Starfall App



Source: Execution of the investigation in the Private Education Unit “Continental School”.

Prepared by: Robayo, J (2021)

Evidence: of the applied work about Starfall App



Source: Execution of the investigation in the Private Education Unit “Continental School”.

Prepared by: Robayo, J (2021)

ANEXO 10

Table 11: Activity Plan to develop the different stages

Activity Plan		
Nombres	Activities	Resources
Activity 1	Survey Pre test Learn to read Identify vowels sounds and forms	Meet platform Survey Word document Google Forms Starfall app
Activity 2	It's fun to read Listen and read short stories, recognize vocabulary	Meet platform Starfall app
Activity 3	I'm reading Read and listen to the different stories, whether fiction or non-fiction.	Meet platform Starfall app
Activity 4	Talking library Read the short stories	Meet platform Starfall app
Activity 5	Seasonal Look at the calendar and fill the activities	Meet platform Starfall app
Activity 6	<ul style="list-style-type: none"> ● Identify letters sound and forms ● Read the short reading ● Complete the survey Answer the questions using the Post test	Meet platform Survey Word document Google Forms Starfall app

Source: Activity Plan

By: Robayo, J (2021)

ANEXO 11

FORMATO DE LA CARTA DE COMPROMISO CARTA DE COMPROMISO

Ambato, 07/10/2020

Doctor, Marcelo Núñez
Presidente
Unidad de Titulación
Carrera de Idiomas
Facultad de Ciencias Humanas y de la Educación

YO, MARIA EUGENIA ACUÑA JÁCOME. en mi calidad de Directora de la Unidad Educativa Continental School , me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "The Starfall app and the Reading Skill." propuesto por la estudiante JESSICA ANDREA ROBAYO RIVERA , portadora de la Cédula de Ciudadanía 0604816405, estudiante de la Carrera de Idiomas Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Lic. María Eugenia Acuña Jácome 1803153616
2875302
0984480701
melodypony@hotmail.com

ANEXO 12

Table 12: Activity Plan


ACTIVITY PLAN

1. INFORMATION DATA:							
Teacher:	Jessica Robayo	Subject:	EFL	Grade :	3 rd	Section:	Basic
Plan Title:			Starfall				
Specific Objective:			Students will be able to read short stories				
2. PLANNING:							
P E R I O D	TOPIC	METODOLOGICAL ESTRATEGIES	RESOURCES	EVALUATION INDICATORS & ACHIEVEMENT INDICATORS	ASSESSMENT Activities/ Techniques / Instruments	OBSERVATIO NS	
<i>1</i>	Activity 1 Learn to read Vowels sounds and forms	<i>TOTAL PHISICAL RESPONSE</i> <ul style="list-style-type: none"> • Students and parents complete a survey • Students look and listen to the long and short vowels sounds and 	Meet Starfall App Pretest Survey	Students will identify the vowels sounds and forms	Pretest	Technique: observation Instrument:	

		<p>forms</p> <ul style="list-style-type: none"> • Students repeat the sounds and identify the vowels forms • Students listen to a short story and answer the questions (pretest) 				CEFR RUBRIC
1	<p>Activity 2 It's Fun to Read</p>	<p>TOTAL PHYSICAL RESPONSE</p> <ul style="list-style-type: none"> • Students identify the letters and sounds using the Starfall • Students identify Vicent Van Gogh picture • Students listen to the short story in the Art Gallery Section of Starfall App 	<p>Meet</p> <p>Starfall App</p>	<p>Students will identify sounds and letters</p> <p>Students will read a short story</p>	<p>Students identify sounds and letters</p> <p>Students read a short story</p>	<p>Technique: observation</p> <p>Instrument :</p> <p>CEFR RUBRIC</p> <p>Identify sounds and letters</p> <p>Students read a short story</p>

		Students answer some questions				
1	Activity 3 I'm reading	<p>TOTAL PHISICAL RESPONSE:</p> <ul style="list-style-type: none"> • Students identify the words Fiction and Nonfiction • Students identify some animals' names • Students listen a short story 	Meet Starfall	Students will identify some words Students will read a short story	Students identify some words Students read a short story	<p>Technique: observation</p> <p>Instrument : CEFR RUBRIC</p> <p>Identify some words</p> <p>Read a short story</p>
1	Activity 4 Talking library	<p>TOTAL PHISICAL RESPONSE:</p> <ul style="list-style-type: none"> • Students reinforce the 	Meet Starfall	Students will identify some words Students will read a short story	Students identify some words Students read a short story	<p>Technique: observation</p> <p>Instrument : CEFR RUBRIC</p>

	Fiction and poetry	<p>words Fiction and Nonfiction</p> <ul style="list-style-type: none"> • Students identify some new words • Students listen a short story The Gingerbread Boy • Students answer some questions 				<p>Identify some words</p> <p>Read a short story</p>
1	<p>Activity 5</p> <p>Seasonal</p>	<p>TOTAL PHYSICAL RESPONSE:</p> <ul style="list-style-type: none"> • Students identify the days of the week • Students identify the months of the year • Students identify the current date • Students answer some 	<p>Meet</p> <p>Starfall</p>	<p>Students will identify the days of the week</p> <p>Students will identify the months of the year</p>	<p>Students identify the days of the week</p> <p>Students identify the months of the year</p>	<p>Technique: observation</p> <p>Instrument : CEFR RUBRIC</p> <p>Students identify the days of the week</p> <p>Students identify the months of the</p>

		<p>questions</p> <ul style="list-style-type: none"> • Students fill in the missing day and date 				year
1	<p>Activity 6</p> <p>I'm reading</p>	<p>TOTAL PHYSICAL RESPONSE:</p> <ul style="list-style-type: none"> • Students read short stories and answer the questions (Posttest) • Students sing the song alphabet • Students and parents complete the survey 	<p>Meet</p> <p>Starfall</p>	<p>Students will read a short story</p>	<p>Students read a short story</p>	<p>Technique: observation</p> <p>Instrument : CEFR RUBRIC</p> <p>Read a short story</p>
PREPARED BY:						
Jessica Robayo						
Signature:						
						

Source: Activity Plan

By: Robayo, J (2021)