

【研究論文】

RAZ Again: A Second Examination on the Effects of a Digital Reading App in an EFL Class

RAZ Again: EFLクラスにおけるデジタルリーディングアプリの効果の再検証

広島文教大学 文教英語コミュニケーションセンター
特任講師 Kelly Eileen Rose

Abstract

This paper continues examining the effects of a digital reading app (*RAZ Kids*) on English language learners and classroom implementation in an English as a Foreign Language reading class. This phase of the research took place during one full academic year April 2022 to January 2023 with a small group of first year students studying Global Communication at a private university in Hiroshima, Japan. The data gathered during this study is both qualitative in the form of anonymous surveys and quantitative results tracking time participants spent using the app. As with the first phase of this study the *RAZ Kids* leveled reading app continues to be an effective method of extensive reading and useful tool for classroom management.

Introduction

During the 2021-2022 academic year a study was launched examining what impact a digital graded reading app would have upon English language learners, as well as its effects in classroom implementation. The author sought to incorporate an extensive reading program using leveled readers provided in a digitalized format. (Nation & Wang, 1999) Specifically, the author wondered about the monitoring capabilities of student usage as well as how the students would respond to an app-based reader. These technology benefits include, “interactive features (e.g. audio narration and online resources) that encourage students to engage with the text in ways not possible with print materials” (Renaissance Learning, 2015). Hence, the digital level reading app *RAZ Kids* was adopted within a year-long English language reading course. This paper continues this study with a new group of students between April 2022 and January 2023. Rose (2022) provides a detailed account of the previous phase of this project.

Student Background

Similar to the prior study, this phase also included a small student cohort of thirty-two in their first year of university. All students were in the Global Communication Department (GCD) which emphasizes English language courses during the initial two years. This study took place

within the Reading Strategies 1 and 2 courses beginning in April 2022 and ending at the close of the academic year in January 2023. The cohort was divided into two ability-based groups determined by an in-house standardized English language assessment administered at the beginning of the year. The higher ability group performed at a B1-A2 level, and the lower ability group operated within the A1-A2 on the Common European Frame of Reference (CEFR). In addition to the English language course load, standardized English language tests are required for these students, especially the Test of English for International Communication (TOEIC). Near the end of the first semester, in July 2022, all thirty-two students took the TOEIC test and had an average reading score of 125. The higher streamed B1-A2 group had an average TOEIC reading score of 145 and the lower streamed A2-A1 level group had 103. For comparison, the previous participants' TOEIC reading scores were slightly higher with the total average at 138, the higher level at 160 and the lower level at 109. All students involved in this study received an iPad mini and access to the on-campus Wi-Fi network provided by the university as well as a one-year subscription to the *RAZ Kids* digital reading app provided by the instructor. The instructor also received membership into the online-based *RAZ Plus* teacher resource website and student management portal. Finally, it must be noted that the author did not receive any compensation from Learning A-Z or its parent company Cambium Learning Group during this study.

Classroom Procedures

As it is the continuation of this research project, the majority of classroom procedures remained unchanged from the previous iteration. The only significant procedural difference from the previous year was that class time was not explicitly provided for using the *RAZ* app. During the previous year's second semester the instructor provided fifteen minutes in every class for students to use the *RAZ* app. However, this year *RAZ* was assigned as a homework component.

This second phase of the study continued the classroom procedures by incorporating the *RAZ* app as daily reading, listening and vocabulary study. Modeled along an extensive reading approach, students were expected to use the *RAZ* app everyday between ten to fifteen minutes with a weekly total consisting of roughly one hour (Nation, 2001). During this time students could read the texts, listen to the embedded narration while following along with the text, or do the comprehension quiz after completing the previous two. In all these activities students received credits in the form of stars, which could be used to customize their app's appearance. Users could change the background wallpaper, modify their avatar, and decorate their reading room. In the teacher portal, the time spent engaging in these motivational incentives was separated from the time students used for reading, listening and completing quizzes. Thus, the instructor could easily track the students' *RAZ* app usage and could gain a detailed report of how much a student interacted with the reading app.

The *RAZ* app was also included as a vocabulary study tool. As they read books in the *RAZ* app students used the highlighter feature and identified three or more challenging words. After reading, students wrote three of these words in a weekly handout (see Appendix A) along with the

Japanese translation and book title. There was also a reflective element asking students to document the number of books read during the week, the number of books the student plans to read during the upcoming week, and an area to write details such as the location and time they will engage with the *RAZ* app. This served as a way to help students manage their homework load and schedule, as well as a metacognitive strategy for students to reflect on their overall reading and vocabulary development.

Book reports were the final component in the course to utilize the *RAZ* app. During the year students selected six *RAZ* books and completed a six-slide PowerPoint template provided by the instructor. Using screenshots and the PowerPoint drawing tools students detailed the basic information, main characters, vocabulary words and answered the book's Focus Question and one of the Connections prompts. A new point system book report rubric was developed during the first semester and adopted the second which better communicated expectations and valued the amount of sentences a student wrote in the Focus Question and Connections (see appendices B and C). The *Results* portion of this paper discusses an issue with the graded reading difficulty level and resulting workload imbalance noticed in the vocabulary and book report portion of this study.

Results

At the close of both semesters students completed a course evaluation survey and a specific *RAZ* survey. All surveys were conducted electronically using Microsoft Forms and Google Forms with translation and supporting images provided. Please see Appendix D for a comprehensive list of questions used during this study. Similar to the previous cohort, the majority of this year's participants indicated a positive impression with the *RAZ* app in all surveys. In the *RAZ* app survey, administered at the end of each semester, the vast majority of students indicated that they were either satisfied or very satisfied with the *RAZ* app as a reading practice tool. Likewise the majority of students felt that their English reading and vocabulary skills had improved and in addition several noted a perceived improvement in their English listening and spelling skills. When detailing the most useful features students indicated listening and reading the books, using the embedded dictionary

Relevant <i>RAZ</i> Survey Questions	Semester 1 (June 2022) 32 responses	Semester 2 (January 2023) 29 responses
My reading skills have improved	3 Strongly Agree 24 Agree 3 Disagree 0 Strongly Disagree 2 Not Applicable	3 Strongly Agree 22 Agree 3 Disagree 0 Strongly Disagree 1 Not Applicable
My vocabulary skills have improved	6 Strongly Agree 21 Agree 4 Disagree 0 Strongly Disagree 1 Not Applicable	4 Strongly Agree 20 Agree 3 Disagree 1 Strongly Disagree 1 Not Applicable
Please indicate your satisfaction with <i>RAZ</i> as a reading practice tool.	4 Very Satisfied 25 Satisfied 2 Dissatisfied 0 Very Dissatisfied	6 Very Satisfied 18 Satisfied 4 Dissatisfied 1 Very Dissatisfied
Would you recommend the <i>RAZ</i> app to a friend or younger student?	3 Strongly Agree 26 Agree 3 Disagree 0 Strongly Disagree	4 Strongly Agree 19 Agree 2 Disagree 4 Strongly Disagree

and word pronounce feature, doing the quizzes and using the art tools such as the digital pen and highlighter. A majority also reported earning and using their star credits and customizing their avatar as either useful or very useful. Finally, when asked whether they would recommend the *RAZ* reading app to a friend or younger student the majority indicated that they would.

In their written responses many students liked the abundance of choice, both in terms of choosing their reading level, and in choosing the text genre or topics. Many reported that the books were fun and appreciated the variety of texts offered. One student wrote, “This app has many kind of books, so I could find interesting books and read these.”(sic) Likewise, “easy” was commonly noted, with students finding the *RAZ* app to be a nonintimidating way to begin reading English texts, as well as the app itself being easy to navigate and use. Most importantly students felt that the *RAZ* app had helped their English language abilities, with one especially appreciating that they now had developed a reading habit. Several students also commented positively about the incentives offered such as customizing the avatar or reading room and indicated that these were useful for their learning. The criticisms involved technology issues such as slow loading time and inability to use the split-screen feature, as well as not being able to increase the narration speed, all of which were also noted in the previous year’s study.

Likewise, students indicated an overall positive perception of the *RAZ* app when answering the course evaluation surveys at the close of each semester. The majority of students felt that their English reading and vocabulary skills had increased by the end of each semester. Additionally, they indicated that the *RAZ* reading app was an effective way to learn English and had cultivated an interest in reading leveled readers.

Course Evaluation Questions	End of Semester 1 Late July 2022 27 responses	End of Semester 2 Late January 2023 32 responses
My English reading ability has increased	6 Strongly Agree 19 Agree 2 Disagree 0 Strongly Disagree	4 Strongly Agree 24 Agree 4 Disagree 0 Strongly Disagree
My English vocabulary has increased	9 Strongly Agree 17 Agree 1 Disagree 0 Strongly Disagree	6 Strongly Agree 22 Agree 4 Disagree 0 Strongly Disagree
My interest in reading graded readers (using the <i>RAZ</i> app) has increased	4 Strongly Agree 19 Agree 4 Disagree 0 Strongly Disagree	4 Strongly Agree 20 Agree 7 Disagree 1 Strongly Disagree
Graded readers (the <i>RAZ</i> app) are a good way to learn English	9 Strongly Agree 16 Agree 2 Disagree 0 Strongly Disagree	5 Strongly Agree 23 Agree 3 Disagree 1 Strongly Disagree
Book reports are a useful learning and review tool	3 Strongly Agree 16 Agree 8 Disagree 0 Strongly Disagree	3 Strongly Agree 23 Agree 5 Disagree 1 Strongly Disagree

While still positive, a slightly less enthusiastic response involved book reports. This comes to no surprise as it had been an area of the course students tended to struggle with the most during both years. It is likely due to an imbalance in difficulty which arises from this graded reader system. As the graded reading level increases in difficulty, so do the output demands within the *RAZ* app. In this study the author noticed this imbalanced workload in both the vocabulary study and book

reports as students progressed along the *RAZ* leveled reader difficulty scale. When completing the weekly vocabulary study handout, the students operating at an easier *RAZ* reading level (lower ability students) ended up with a more demanding workload as opposed to the higher ability students operating at more challenging reading levels. This is because the easier *RAZ* reading level students read more *RAZ* books during the week and therefore needed to document their vocabulary more whereas the difficult reading levels only required students to read a couple of books each week. In the book reports, however, the higher ability students tended to have a higher workload. As the *RAZ* book's difficulty level increased, so did the Focus Question and Connections tasks. This led to many students in this study producing low quality written responses or misunderstanding the task altogether. To compensate, a point system book report rubric was developed and adopted during this year. This modification improved the grading flow for the teacher and helped communicate expectations to students during the second semester. However, based on teacher and student impressions this current book report procedure will be reworked in the next academic year.

When examining the time students spent using the *RAZ* app, the data shows that students in both the A2-B1 and A1-A2 classes used the *RAZ* app less and earned less stars when compared to the previous year's cohort. During the first semester, the current A1-A2 class's average time within the *RAZ* app was 12.5 hours and the A2-B1 class averaged 15.8 hours, whereas the previous cohort's time was 16.8 hours for the A1-A2 class and 17.8 hours for the A2-B1 class. The second semester was more pronounced with the current cohort using the *RAZ* app 9.6 hours in the A1-A2 class and 10.2 hours in the A2-B1 class. Although the previous year's participants *RAZ* usage also declined during the second semester, their averages were higher at 15.8 hours for the A1-A2 and 17.5 hours with the A2-B1 classes. This trend is also present when comparing the number of stars students earned for completing the listening, reading and quiz tasks. This makes sense as stars are linked to the reading, listening and quiz activity within the app. Yet, the current cohort and the A1-A2 class in particular, explicitly mentioned the incentives in their written responses more than the previous year. No doubt such customizations had an effect on students as they navigated the *RAZ* app.

	Average Amount of time logged into <i>RAZ</i> app			
	Semester 1 & Summer Holiday		Semester 2 & Winter Holiday	
	April – September 2021	April – September 2022	Late September 2021 – early February 2022	Late September 2022 – early February 2023
A1-A2 Class	16.8 hours	12.5 hours	15.8 hours	9.6 hours
A2-B1 Class	17.8 hours	15.8 hours	17.5 hours	10.2 hours
Total	34.6 hours	28.3 hours	33.3 hours	19.8 hours
	Total Amount of STARS earned			
	Semester 1 & Summer Holiday		Semester 2 & Winter Holiday	
	April – September 2021	April – September 2022	Late September 2021 – early February 2022	Late September 2022 – early February 2023
A1-A2 Class	329,770	229,430	257,370	171,030
A2-B1 Class	218,910	209,110	215,850	135,370
Total	548,680	438,540	473,220	306,400

Future Projects Results

One future study mentioned in the initial paper involves the original cohorts' experience and preferences utilizing a more traditional extensive reading procedure during their second year within the Reading Strategies 3 course. After using the *RAZ* app's level readers during their first year, students then changed to a paper-based graded reader system and completed a separate comprehension quiz digitally using Mreader. The graded readers were housed in the university's Self Access Learning Center (SALC) which has an English only policy within the building. Following the extensive reading approach, the instructor for this course encouraged students to self-select books at an easy level and read as many as they liked with a minimum of one each week (Bamford & Day, 1997). When students finished each book, they logged onto the Mreader website, searched the book's title, and took a short comprehension quiz. The quiz could only be accessed once, so students who did not pass the quiz would not receive credit for reading that particular book. This differed with the *RAZ* app where each quiz was linked with the book within the app. Students could take the quiz multiple times, receive feedback on their errors, and self-correct in order to gain full stars for completing the quiz.

In June 2022 thirty-one members of this cohort completed a short survey regarding their impressions of the paper-based graded reader and digital Mreader system, as well as comparing the process to the *RAZ* app system. The majority favored their current approach (paper graded readers and Mreader quizzes) and felt this method improved their English reading and vocabulary skills. When asked to choose the method they felt was the most useful, thirteen indicated the current paper-based system with nine saying the *RAZ* system and nine saying both were equally useful. This tendency was mirrored when asked about which method helped to develop English reading skills and English vocabulary. Finally, the majority of students felt positively when asked to recommend the current paper-based system to a friend or younger student.

Extensive Reading Survey Questions	June 2022 31 responses
My overall English reading skills have improved by reading the SALC graded reader books and taking quizzes in M-reader	14 Strongly Agree 14 Agree 2 Disagree 0 Strongly Disagree
My overall English vocabulary skills have improved by reading the SALC graded reader books and taking quizzes in M-reader	12 Strongly Agree 16 Agree 2 Disagree 1 Strongly Disagree
Which method is the most USEFUL for you?	13 THIS year's method (SALC GR and M-reader) 9 LAST year's method (<i>RAZ</i> app) 9 BOTH methods were useful 0 Neither methods were useful
Which method do you feel helped you to develop your English READING skills the most?	16 THIS year's method (SALC GR and M-reader) 6 LAST year's method (<i>RAZ</i> app) 8 BOTH methods equally 1 Neither methods
Which method do you feel helped you to develop your English VOCABULARY skills the most?	14 THIS year's method (SALC GR and M-reader) 7 LAST year's method (<i>RAZ</i> app) 10 BOTH methods equally 0 Neither methods
Would you recommend THIS YEAR's method (SALC GR and M-reader Quizzes) to a friend or younger student?	9 Strongly Agree 16 Agree 6 Disagree 0 Strongly Disagree

In their written responses most mentioned the variety of texts in a range of levels allowing them a good amount of choice during the process. One supporter wrote, “The English books at the SALC have interesting stories, so I never get tired of reading them, and I enjoy learning grammar and other topics.” Another commented, “It’s fun to read because of the variety of books. It is easy to read because it is paper based.” Many liked the variety of texts with another writing, “There are many books for different levels, and you can choose from easy to difficult ones yourself.”

Although in the minority a few students preferred the *RAZ* method, appreciating its convenience, ease of use, and technology benefits such as embedded audio and quizzes. One student noted that the current system was, “a hassle to rent books every week. I prefer to access it right away on my cell phone.” Another commented, “*RAZ* is easier to use for daily study, and I can finish my homework at my own pace in the gaps (of time) and read more books when I have time. *RAZ* is more accessible.” Another liked the technology perks stating, “*RAZ* is easy to listen to audio, so it is easy to check unfamiliar pronunciations and memorize the meanings of words.” A final student summed it up succinctly stating, “I would recommend *RAZ* reading because I have an iPad and I prefer e-books.”

A theme with some differing opinions was the process of regularly going to a physical space to borrow tangible books as opposed to using the Wi-Fi-based *RAZ* app. One student commented about the current method, “it’s fun to read, but if you don’t have time or something, it gets neglected,” and another agreed, “unlike Mreader, *RAZ* has books in the app, so there is no chance of forgetting to borrow a book and not being able to do homework.” On the other hand, a supporter of the current method wrote, “*RAZ* is difficult to continue because it can easily be done on an iPad. Mreader was very motivating because you had to go directly to the SALC.”

A similar idea noted a difference between the *RAZ* reading comprehension quizzes and Mreader quizzes. Whereas the *RAZ* app was not strict and could allow students multiple chances to answer the questions, the stakes were higher for Mreader. One student pointed out that “Mreaders are a little more difficult because you have to wait 50 minutes after taking one test.” On the contrary several students commented that they liked this approach as they took the Mreader quizzes more seriously. “While *RAZ* can be redone many times, Mreader can only be redone once and has a time limit, which has the advantage of improving reading comprehension and getting the student to read the book more thoroughly.”

Whether digital or paper books, clearly there are merits to both extensive reading methods employed in this study. Ultimately the core of extensive reading is to frequently read English books, so students should pursue the method which is best suited for them. As one student declared, “If you want to improve your reading comprehension, you should read books, so I recommend both.”

Conclusion

No matter the method, English reading should be practiced consistently. Indeed, “Reading,

like playing a musical instrument, is not something that is mastered once and for all at a certain age. Rather, it is a skill that continues to improve through practice. (Anderson, et.al, 1985, p. 27) Adopting an extensive reading program using a wide variety of leveled readers allows English language learners to practice their skills frequently and with a large amount of autonomy. Utilizing a digital system such as the *RAZ Kids* app increases the benefits such technology can bring for both learners and instructors. Over the course of two academic years two cohorts of university English language learners indicate that the *RAZ* app was a valuable tool in their language learning endeavors. The author looks forward to continuing this study next academic year with a new cohort of students.

References

- Anderson, R.C., Heibert, E.H., Scott, J.A. & Wilkinson, I.A.G. (1985). *Becoming a Nation of Readers: The Report on the Commission on Reading*. The National Institute of Education, U.S. Department of Education
- Bamford, J. & Day, R. R. (1997, May 21). *The Language Teacher Online 21.5: Extensive Reading: What Is It? Why Bother?* <https://jalt-publications.org/tlt/> Retrieved from https://jalt-publications.org/old_tlt/files/97/may/extensive.html
- Nation, I.S.P. (2001) *Planning and running an extensive reading program*. NUCB Journal of Language Culture and Communication 3, 1: 1- 8. Retrieved from <https://www.wgtn.ac.nz/lals/resources/paul-nations-resources/paul-nations-publications/publications/documents/2001-Extensive-reading-program.pdf>
- Nation, P., & Wang, K. M. (1999). Graded readers and vocabulary. *Reading in a Foreign Language*, 12, 355–380. Retrieved from <https://www.wgtn.ac.nz/lals/resources/paul-nations-resources/paul-nations-publications/publications/documents/1999-Wang-Graded-readers.pdf>
- Renaissance Learning. (2015, September). *The Research Foundation For Accelerated Reader 360*. Wisconsin Rapids, WI.
- Rose, K. E. (2022). *RAZ for all! Exploring the Effects of a Digital Reading App in an EFL Class*. Hiroshima Bunkyo University Education Center Annual Bulletin, 10 (18. 34). Retrieved from <http://harp.lib.hiroshima-u.ac.jp/h-bunkyo/detail/1275020221020145852>

Appendix

Appendix A: RAZ Weekly Reading and Vocabulary handout

NAME: _____ CLASS: **1** **RAZ App Weekly Reading**

Reflection		😊	😞
		3	2 - 1
How well do you feel your English READING skills have improved?			
How well do you feel your English VOCABULARY skills have improved?			
I read _____ books <u>last week</u>. I will read _____ books <u>this week</u>.	When?	Where?	
Book Titles	Vocabulary Words (English & Japanese)		
•	1.	2.	3.
•	1.	2.	3.
•	1.	2.	3.

Appendix B: Revised Graded Reader Rubric

Book Report ?	Reading Strategies 1 & 2			Book Report Grading Paper
	2 points each	1 point each		0 points
Whole presentation	<input type="checkbox"/> All slides filled in correctly <input type="checkbox"/> No errors: spelling/grammar/ typing	<input type="checkbox"/> Most slides filled in correctly <input type="checkbox"/> Some errors: spelling/grammar/ typing	<input type="checkbox"/> Some slides filled in correctly	<input type="checkbox"/> No slides filled in correctly <input type="checkbox"/> Many errors: spelling/ grammar/ typing <input type="checkbox"/> Missing slides
RAZ Vocabulary	<input type="checkbox"/> All words/POS are correct <input type="checkbox"/> All example sentences are from the RAZ book	<input type="checkbox"/> Most words/POS are correct <input type="checkbox"/> Most example sentences are from the RAZ book	<input type="checkbox"/> Some words/POS are correct <input type="checkbox"/> ONE example sentence is from the RAZ book	<input type="checkbox"/> No words /POS are correct <input type="checkbox"/> No example sentences are from the RAZ book <input type="checkbox"/> No Vocabulary
Focus Question and Connections	<input type="checkbox"/> There are 3 or MORE full sentences <input type="checkbox"/> No errors: spelling/grammar/ typing <input type="checkbox"/> All answers are correct	<input type="checkbox"/> There are 2 full sentences <input type="checkbox"/> Some errors; spelling/grammar/ typing <input type="checkbox"/> Some answers are correct	<input type="checkbox"/> There is 1 full sentence	<input type="checkbox"/> There are 0 full sentences <input type="checkbox"/> Many errors: spelling/grammar/ typing <input type="checkbox"/> The answers are not correct <input type="checkbox"/> No Focus Question <input type="checkbox"/> No Connections
		<input type="checkbox"/> Book report is submitted ON TIME		<input type="checkbox"/> Book report is LATE <input type="checkbox"/> No Book Report Submitted

Appendix C: Book Report Student Sample

Slide 1

LEVELED Book # 11

Maria Tallchief: Prima Ballerina

Maria Tallchief: Prima Ballerina

Written by Kim Freed and Charlie Alcock

MULTI LEVEL O-R-U

participant's information omitted

Slide 2

Characters

- Alexander Tall Chief (her father)
- Ruth Porter (her mother)
- Henry Paschen (husband)
- Jacques d'Amboise
- Marjorie (her sister)
- Elizabeth Marie Tall Chief (Betty Marie, and Maria Tallchief)
- Madame Nijinska (her ballet teacher)
- George Balanchine (choreographer, and her EX-husband)

Slide 3

Vocabulary

English Word	Part of Speech	Japanese Translation	Example Sentence
Choreographer	Noun	振付師	Two years after Tallchief joined the Ballet Russe de Monte Carlo, choreographer George Balanchine started working with the company.
Streamlined	Adjective	流線形の、合理化された、最新式の	It required dancers to be very strong, quick, streamlined , and athletic.
Inspiration	Noun	靈感、インスピレーション、うまい思いつき	George Balanchine's choreography came to life with Maria Tallchief's dancing, and she became his muse—his greatest source of inspiration .

Slide 4

Focus Question

Who was Maria Tallchief, and why is she an important figure in ballet?

She is the first Native American professional ballerina and the first shining star in American ballet.

She is an important figure in ballet because she was an American trailblazer, as the first prima ballerina from the United States, she helped inspire a new style of ballet, as professional ballet's first Native American star, she opened its doors to ethnic minorities, and her grace, talent, and achievement helped move the world of ballet forward.

Slide 5

Connections

Writing: Watch a video clip of Swan Lake. Using a Venn diagram, compare ballet to another style of dance you know.

Classic Ballet:
Swan Lake, the Nutcracker, and Sleeping Beauty.

There are rules on music, costume, and choreography.

It follows strictly defined techniques.

It attaches importance to form.

Modern Ballet:
The Afternoon of a Faun, and The Rite of Spring.

It attaches original.

It pursues possibility of expression.

There aren't rules on music, costume, and choreography.

The basics of ballet are the same.

Slide 6

Thank you for listening to my book report!

Please read Maria Tallchief: Prima Ballerina when you have time!

Appendix D: Qualitative Survey Questions

<i>RAZ</i> Survey Questions	Course Evaluation Questions
Please indicate your satisfaction with <i>RAZ</i> as a reading practice tool. Please explain your answer.	My English reading ability has increased.
Please indicate how well you feel <i>RAZ</i> has improved your English language abilities.	My English vocabulary has increased.
<ul style="list-style-type: none">◆ My reading skills have improved.◆ My listening skills have improved◆ My writing skills have improved◆ My speaking skills have improved◆ My pronunciation skills have improved◆ My spelling skills have improved◆ My vocabulary has improved◆ My test-taking skills have improved◆ Other skills. Please explain your answer	My interest in reading graded readers (using the <i>RAZ app</i>) has increased.
Which <i>RAZ</i> features did you find useful?	Graded readers/ the <i>RAZ app</i> are a good way to learn English.
<ul style="list-style-type: none">◆ Listening to books◆ Reading the books◆ Doing the quizzes◆ Using the dictionary/ Word Pronounce◆ Using the ART tools: Pen, highlighter, stamp◆ Earning badges◆ Earning / Using STARS◆ Using the Rocket Room◆ Using the Avatar Builder◆ Anything else? Please explain your answer	Book reports are a useful learning and review tool.
What do you like about the <i>RAZ app</i> ?	
What do you dislike or find challenging about the <i>RAZ app</i> ?	
What are your suggestions about the <i>RAZ app</i> ? If you could change something about the <i>RAZ app</i> or how it is used in this class, what would you change?	
Would you recommend the <i>RAZ app</i> to a friend or younger student? Why / why not?	