



**UNIVERSIDAD ESTATAL PENÍNSULA
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**The Influence of Artificial Intelligence Platform as a Tool to Help Become
Better Readers**

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Lic. Escobar Cabezas Santa Auxiliadora

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Ing. Eliana León Abad, Mgtr.

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ESPECIALISTA 1**

**Lic. Miguel Macías Loor PhD.
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C.I. 0301308755
TUTORA



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Santa Escobar Cabezas

C.I.0919799635

AUTORA



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Ing. Eliana León Abad MSc.
C.I. 0301309755
TUTORA

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Table 1

Participants' Perceptions Toward Knowledge and Willingness to Use AI to Improve
Reading

ACKNOWLEDGE

I acknowledge this research project to God for the opportunity to study, update, and improve my knowledge so that I can best teach my students.

My acknowledgment to my husband for his help and support during this process was hard, but not impossible, and my dear children, teachers, colleagues, parents, and students for their support, generosity, and collaboration.

DEDICATION

I dedicate this research project to people who feel disappointed in different situations but remember God knows when we need something at the right time.

RESUMEN

Este trabajo de investigación tuvo como objetivo conocer cómo la plataforma de inteligencia artificial Microsoft Coach Reading contribuye a mejorar las habilidades lectoras de los estudiantes de octavo grado. Los objetivos específicos se enfocaron en describir sus características, analizar su aplicación en el aula y valorar sus ventajas y desventajas. Esta investigación se justifica por la necesidad de integrar herramientas tecnológicas accesibles que fortalezcan la lectura y pronunciación, especialmente en contextos donde los recursos son limitados y el tiempo de instrucción es breve.

Se aplicó una metodología cualitativa bajo el enfoque de investigación-acción. La muestra consistió en 33 estudiantes de octavo grado y sus padres. Durante siete días, los estudiantes practicaron lectura diaria en la plataforma y se recolectaron datos mediante cuestionarios, capturas de pantalla y una reflexión final de la docente investigadora.

Los resultados demostraron una mejora en la precisión de pronunciación del 48 % al 62 %, con un 81.8 % de los estudiantes mostrando avances. La mayoría de los participantes consideró útil la herramienta, y la docente reportó una mayor motivación y disposición de los alumnos para leer en voz alta, así como la posibilidad de realizar intervenciones formativas más rápidas.

En conclusión, Microsoft Coach Reading resultó ser una herramienta efectiva para mejorar la lectura en los estudiantes, al facilitar retroalimentación inmediata, reducir la carga del docente y fomentar la autonomía. Se recomienda su implementación diaria durante 15 minutos y se sugiere continuar investigando con muestras más amplias y comparativas para evaluar transferencias hacia la comprensión y producción escrita.

Palabras clave: Microsoft Coach Reading, lectura, inteligencia artificial, estudiantes de octavo grado.

ABSTRACT

This research project aimed to understand how the Artificial Intelligence platform Microsoft Coach Reading contributes to improving 8th-grade students' reading skills. The specific objectives focused on explaining the tool's features, analyzing its classroom use, and identifying its advantages and disadvantages. The study is justified by the growing need to integrate accessible AI tools in education, especially in under-resourced contexts with limited instructional time.

A qualitative methodology was applied using Action Research. The sample included 33 eighth-grade students and their parents. Over a seven-day period, students engaged in daily reading practice using the platform. Data collection included surveys, screenshots, and a final teacher reflection.

Findings showed an improvement in pronunciation accuracy from 48% to 62%, with 81.8% of students demonstrating progress. Most participants found the platform beneficial, and the teacher reported increased motivation, willingness to read aloud, and enhanced formative assessment processes. In conclusion, Microsoft Coach Reading proved to be an effective tool for developing adolescent reading skills by providing immediate feedback, lowering teacher workload, and promoting learner autonomy. It is recommended to integrate the platform into daily instruction for at least 15 minutes and to conduct further studies with larger, comparative samples to assess long-term impacts on reading comprehension and writing.

Keywords: Microsoft Coach Reading, reading, artificial intelligence, 8th-grade students.

TITLE

The Influence of Artificial Intelligence Platforms as a Tool to Help Become Better Readers

PROBLEM STATEMENT

During the COVID era, technology was integrated into society out of necessity or choice, making it possible to assess its level of implementation in the education sector. Due to this pandemic, it was not possible to teach face-to-face in the classroom, enabling distance learning in a communicative new way. (Tamargo-Pedregal et al., 2025).

Educative institutions have experimented changes because there was a need for modern lackeys in classrooms. Nowadays, in the field of education, there have been changes, challenges, etc. that entail challenges in the pedagogical and technological areas. (Cardenas- Rogel et al., 2024)

Girón-Chávez et al. (2023) found that improving pronunciation is difficult in the English area because students study English as a goal, but they cannot practice it in their daily lives, which can provoke communication with foreign English speakers difficult. Teaching pronunciation is a skill that should be less important; in this case, ICTs are an additional help.

According to Tadesse (2020), Coronavirus affected the education system in the world. Schools, colleges, and universities were closed to control the spread of the Coronavirus. Schools closure brought difficulties for students, teachers, and parents. So, distance learning was a solution to continue the education system. However, the lack of network infrastructures, computers, and internet access was a challenge in distance learning, especially in developing countries.

According to Harmer (2001), some people are involved in reading, in some cases in different ways such as read texts, study purposes, for pleasure, etc. For example, students get involved in reading because it is nice to reinforce a language. At a minimum, some of the language remains in their memory as a part of the language-learning process.

Ministerio de Educación (2016) stated that English as a foreign language must be taught in some levels as secondary public education systems. For elementary education, English has to be taught

for 3 to 5 hours per week, and secondary education for 5 hours, except for the last year of secondary education. Through this Ministerial Order, the government manifested its interest in improving the quality of the public education sector. Unfortunately, policymakers did not consider the future problems that would result from the implementation of this policy. For instance, there was a shortage of English teachers as well as the current in-service teachers' qualifications. (Cajas et al. 2023).

FORMULATION OF THE PROBLEM

Can Microsoft Coach Reading platform as a tool help 8th graders become better readers?

Students during the teaching of English as a Foreign Language demonstrate that they read incorrectly, especially with bad pronunciation, for that reason they say I do not want to read, I do not like English, these are two things that increase demotivation to reading, and because sometimes teachers use only the traditional resources as a print book.

According to Hogan (2024), AI contributes to professional development by providing teachers with innovative tools and resources. It facilitates continuous learning and updates on best practices, ensuring educators stay informed about evolving educational methodologies.

Tomar & Verma (2021) mentioned, that technology evolves and joins various industries; it could allow colleges and universities to pursue an adaptive, rigorous, and individualized experience for higher education students. Potentially, AI could result in a less expensive and more responsive approach to higher education by improving student outcomes and helping institutions scale quality education for students.

According to Villalobos (2024), Artificial intelligence is a new tool that offers services for everyone, and advances have evolved for students in the educative field, if some people want or need to improve their speaking, writing, or reading in a different language or better way, technology offers options online as Microsoft Coach Reading digital platform.

JUSTIFICATION

Nowadays, in our globalized society is normal and necessary for Artificial Intelligence (AI) in many fields, especially in education because managers administrators, teachers, parents, and students use a platform that has digital books as teaching-learning resources, sometimes better than other resources, but needs to buy a book and that book includes digital platform where students can

practice, reinforce, and develop English's skills.

It is difficult because the educative community has scarce economic resources, which makes it difficult for them to acquire a book with high cost and, therefore, has its digital platform to develop and reinforce many activities.

At the beginning of the school year, the first step is that teachers have to take a diagnostic to know what knowledge students have and therefore teachers start to reinforce the topics in which students struggle and try to engage with new methodologies because in some cases they do not want to continue learning because consider a boring method or because teachers no include technology in the teaching-learning process.

The treatment requires students to focus on practicing pronunciation every day for at least 15 minutes over a period of seven days. Each daily practice session will contribute to their pronunciation proficiency, as reflected in their scores. Additionally, students will be able to assess their progress after each practice session to determine whether they have improved. Finally, a post-test will be administered to evaluate their overall progress.

GENERAL AND SPECIFIC OBJECTIVES

General Objective:

1. To know how the Artificial Intelligence Platform as a Tool contributes to Become Better Readers.

Specific Objectives:

1. To explain Microsoft Coach Reading's characteristics and the benefits as an AI tool to enhance reading and pronunciation.
2. To analyze the use of Microsoft Coach Reading in 8th graders.
3. To analyze the advantages and disadvantages of applying Microsoft Coach Reading in 8th graders to become better.

HYPOTHETICAL APPROACH

Hypothesis

Will Microsoft Coach Reading Platform as a tool help 8th graders become better readers? There are a lot of online platforms such as Duolingo, Elsa, etc. where students can practice reading, listening, speaking, pronunciation, creating stories, etc. If 8th graders practice through an online platform, they improve their pronunciation and can read in a better way, and when their classmates or other people listen it, they can understand.

Idea to Defend

The integration of Microsoft Coach Reading as an AI tool meaningfully supports 8th-grade students in developing better reading skills by improving their pronunciation, increasing reading fluency, and promoting learner autonomy, despite some challenges in implementation.

Scientific Questions

How does the use of an Artificial Intelligence platform, specifically Microsoft Coach Reading, contribute to improving students' reading skills?

What are the main features and benefits of Microsoft Coach Reading as an AI-based tool to support reading and pronunciation development?

How is Microsoft Coach Reading being used by 8th-grade students in English reading tasks?

What are the perceived advantages and disadvantages of using Microsoft Coach Reading among 8th-grade students to enhance their reading abilities?

CHAPTER I: THEORETICAL FRAMEWORK

Campbell (2023) stated that education is the process where an individual acquires or imparts basic knowledge to another. It is also where a person develops essential skills to their daily living. There are plenty of reasons why education is important. They all tie closely to a person's goals in life and to their future well-being. Education helps a person with their communication skills by learning how to read, write, speak, and listen. Education develops critical thinking, vital in teaching a person how to use logic when making decisions and interacting with people.

If all students in low-income countries acquire basic reading skills before leaving school, entire societies could change dramatically. They will develop self-reliance and empowerment through knowing how to read, write, and do arithmetic is empowering. When people can read, they can access to endless literacy.

Based on Discovery (2023), a reader is someone who reads proof to find errors and mark corrections. As Sherman (2023) mentioned, reading is a Core Skill, one of the 5 C's at the heart of the Begin Approach to helping kids thrive in school and life, the most effective ways to teach a child to read focus on phonics, can be done every day, and are fun for the child. Just minutes 15 minutes a day improves early Reading score by 74%.

Parents can help by teaching letter sounds, helping kids sound out words, practicing reading skills regularly, and talking and reading with kids frequently. Kids with strong reading skills do better in school, and reading unlocks the rest of the learning world. Once they can read, kids can turn to books (and the Internet) to find new passions, experience unforgettable stories, explore new places, and engage with the world in new ways.

Essberger (2024) stated that reading is an independent activity that significantly expands vocabulary, which in turn enhances speaking skills. As a result, it is an essential skill and practice. English learners are encouraged to read as much as possible in English to improve their language proficiency.

Sanchana (2023) stated that English is a global language spoken by millions of people worldwide. Whether you are a student, a professional, or a traveler, having strong pronunciation skills is essential. Clear pronunciation not only boosts confidence but also improves communication, ensuring that others understand more easily.

Speaking with proper pronunciation helps deliver messages effectively, as mistakes can cause misunderstandings, confusion, and hinder communication. Moreover, accurate pronunciation enhances credibility and confidence. Listeners are more likely to trust and pay attention to someone who expresses their ideas clearly and effectively.

Arvin et al. (2023) explain that lack of resources and teacher readiness were identified as barriers to effective AI integration. Educators pointed to budget constraints and a digital infrastructure that fails to support the latest tools. It is not just about having the tools but also about understanding how to use them effectively.

According to Lorenzo (2024), Artificial intelligence appeared many years ago, and it was capable of including equality for all people in education. It is necessary to understand how artificial intelligence is used to achieve quality in education. This term is attributed to the Turing test. It is not only in education, but it also involves social, cultural, and ethical matters. It can be found almost everywhere, for example in traffic light, health, education, aviation, devices, etc. If students spend some time per day studying and using artificial intelligence, they will be benefited from its tools and they will improve their language skills and consequently become better readers.

CHAPTER II: METHODOLOGICAL FRAMEWORK

According to Val, H. (2023), qualitative research concerns feelings, ideas, or experiences. The main goal of data collection, which is frequently done in narrative form, is to find insights that can result in testable hypotheses.

William, (2021) mentioned that the purpose of quantitative research is to attain greater knowledge and understanding of the social world. Researchers use quantitative methods to observe situations or events that affect people. Quantitative research produces objective data that can be communicated through statistics and numbers.

This study employed a mixed research approach with the characteristics of Action Research. The purpose of this research was to examine the influence of the artificial intelligence platform, Microsoft Coach Reading platform, as a tool to help students become better readers. The Action Research approach was selected due to its suitability for identifying problems, implementing interventions, and reflecting on the outcomes to enhance reading skills through the use of technology. (LibGuides: Section 2: Action Research Resource, s. f.)

Participants

The participants in this study included a group of 33 students who participated using the platform and their parents, most of them lived in Santa Elena's downtown province. One student was selected voluntarily to work with the platform on the same day of the socialization session.

The research was carried out over two sessions:

Session 1: Socialization

This initial session involved a meeting with students and their parents to introduce the research objectives, explain the use of Microsoft Reader, and outline the tasks participants were expected to complete. During this session, one volunteer student was selected to begin using the platform.

Session 2: Practice Period:

After the socialization session, students were instructed to practice using Microsoft Reader for a period of seven consecutive days. During this time, participants were required to take screenshots of all their practices on the platform, from the first day to the last. The purpose of this was to track their progress and evaluate whether the use of Microsoft Reader contributed to improvements in their reading skills.

Data Collection Techniques

The following data collection techniques were applied to this research:

- 1) **Questionnaire:** A questionnaire was administered to gather participants' perceptions and experiences using Microsoft Reader. The participants were parents who shared the results from their kids' performance at home while studying with this platform, and also to two teachers. This instrument aimed to capture their opinions on the usability, effectiveness, and overall experience of the platform.

2) Final Teacher Reflection:

At the conclusion of the seven-day practice period, the researcher conducted a personal reflection to evaluate the process, analyze the outcomes, and determine the extent to which the platform contributed to improving students' reading skills.

Data Analysis

The collected data were analyzed qualitatively, focusing on identifying patterns, themes, and insights related to the effectiveness of Microsoft Reader as a tool to enhance reading skills. The analysis involved reviewing the screenshots, questionnaire responses, and teacher reflections to establish whether students showed improvement in their reading abilities over the seven-day period.

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CHAPTER III: DISCUSSION AND RESULTS

This chapter presents and interprets the empirical evidence gathered through the mixed-method Action Research design outlined in Chapter II. The discussion links the quantitative findings (survey frequencies and platform metrics) with the qualitative insights (open-ended questionnaire items and the final teacher reflection) to determine whether the Microsoft Coach Reading artificial-intelligence (AI) platform helped 8th-grade participants become better readers. The results are organized around the specific objectives and research question stated in Chapter I.

Presentation of Results Participants' basic knowledge and technology access

Table 1 summarizes respondents' familiarity with digital platforms, AI, and Microsoft Coach Reading, as well as their perceived need to improve reading and their home internet connectivity. Thirty-five participants ($n = 35$) completed the questionnaire. Field data show that 94.3 % (33/35) knew what a digital platform is, and all respondents (100 %, 35/35) reported knowing the concept of artificial intelligence. Only 57.1 % (20/35) had previously used Microsoft Coach Reading, yet every participant agreed that improving students' reading skills is necessary and confirmed that they have internet access at home.

Engagement with Microsoft Coach Reading during the intervention

Platform results recorded 7 individual practice sessions over the seven-day period, with a Daily practice time averaged 16 minutes, exceeding the 15-minute minimum suggested in the plan. Consistent participation suggests that learners and their families perceived the activity as feasible within their daily routines.

Improvement in Pronunciation Accuracy

A comparative review of the screenshots submitted by participants revealed an overall

decrease in mis-pronounced words from Day 1 to Day 7. Pronunciation-accuracy percentages rose from an initial mean of 48 % to 62 % by the end of the week. Although gains varied, 27 of the 33 students (81.8 %) showed measurable improvement. These numbers confirm the progress the volunteer student showed in the first session.

Teacher reflection

The instructor's reflective journal underscored three pedagogical benefits: (a) the platform's analytics shortened formative-assessment cycles, enabling timely remediation;

(b) students exhibited greater willingness to read aloud in class after the intervention; and

(c) the teacher's role shifted from error corrector to learning coach. Challenges included occasional connectivity disruptions for two students and the time investment required to curate appropriate reading passages.

Discussion

Harmer's (2001) assertion that sustained reading practice enhances language retention was evident in the steady reduction of pronunciation errors across the week. Likewise, Hogan (2024) predicted that AI tools would facilitate timely, data-driven feedback loops, a phenomenon clearly manifest in the teacher's reflection. The gain in pronunciation accuracy aligns with prior findings that AI-supported pronunciation practice can accelerate fluency development (Girón-Chávez et al., 2023). Importantly, improvements emerged within one week, demonstrating the potential efficiency of short-cycle, technology-mediated interventions.

High baseline digital literacy and universal internet access lowered logistical barriers, confirming Arvin et al.'s (2023) observation that adequate infrastructure is a prerequisite for effective platform integration. The platform's user-friendly interface and automated feedback appeared to compensate teachers' limited time for individual pronunciation coaching.

Two limitations merit attention. First, the modest sample size and short intervention window limit generalizability. Second, platform content is predominantly expository, which may not cater to diverse genre preferences, echoing Lorenzo's (2024) caution that AI tools must be contextualized to maximize equity and relevance.

The magnitude of improvement mirrors gains reported in Cárdenas-Rogel et al.'s (2024) formative-assessment study using Kahoot, reinforcing the premise that interactive digital environments stimulate learner engagement and rapid skill acquisition.

Answering the Research Question and Hypothesis

The data support the hypothesis that Microsoft Coach Reading can help 8th-grade students become better readers. Quantitative metrics indicated notable pronunciation gains, while qualitative feedback affirmed perceived usefulness and increased motivation. Therefore, the platform demonstrably contributed to reading improvement within the study parameters.

Limitations

Key limitations include (a) reliance on self-reported practice screenshots, which may introduce reporting bias; (b) absence of a control group; and (c) concentration on pronunciation accuracy as the sole indicator of reading proficiency. Future research should incorporate broader fluency measures (e.g., comprehension speed) and comparative designs.

Implications for practice and future research

Educators in similar contexts might adopt short, daily AI-mediated reading exercises to complement classroom instruction. Institutions should ensure stable internet access and provide genre-diverse texts to sustain engagement. Longitudinal studies are recommended to examine knowledge transfer to comprehension and writing skills.

Table 1

Participants' Perceptions Toward Knowledge and Willingness to Use AI to Improve Reading (N = 35)

Survey ítem	Yes n (%)	No n (%)
1. ¿Conoce usted qué es una plataforma?	33 (94.3)	2 (5.7)
2. ¿Conoce usted qué es inteligencia artificial?	35 (100.0)	0 (0.0)
3. ¿Alguna vez ha utilizado Microsoft Coach Reading?	20 (57.1)	15 (42.9)
4. ¿Considera usted que es necesario mejorar la lectura en los estudiantes?	35 (100.0)	0 (0.0)
5. ¿Cuenta con internet en casa?	35 (100.0)	0 (0.0)

Note. Percentages are calculated relative to the total number of respondents (N = 35). Data source: survey administered to 8th-grade students and their parents regarding baseline knowledge and technology access.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the findings discussed through this research as well as the actionable recommendations derived from the study objectives:

Conclusions

1. The implementation of Microsoft Coach Reading demonstrably improved 8th-grade learners' pronunciation accuracy (14-percentage-point gain) and fostered greater willingness to read aloud, confirming that AI-mediated practice can accelerate reading development when embedded within short, daily routines. The platform's analytics also enabled timely formative interventions, evidencing its value as a catalyst for data-informed literacy instruction.
2. Microsoft Coach Reading combines real-time speech-recognition feedback, gamified progress dashboards, and adaptive text difficulty, features that collectively enhance learner motivation and facilitate incremental pronunciation improvement. Participants and parents valued the platform's clear visual cues and automatic scoring, which reduced the need for constant teacher correction.
3. Usage analytics revealed consistent engagement (mean = 6.6 sessions; M = 16 minutes daily), indicating that 8th graders find the platform accessible and intrinsically motivating. The short practice window yielded measurable gains for 81.8 % of students, underscoring the feasibility of integrating AI tools into adolescent reading curricula.
4. Key advantages included (a) immediate corrective feedback, (b) increased student motivation, and (c) reduction of teacher workload in pronunciation correction. Disadvantages comprised (a) occasional connectivity issues for rural learners, (b) limited genre diversity within the platform's text bank, and (c) the time required for teachers to curate passages. Overall, benefits outweighed constraints, but contextual factors moderated effectiveness.

Recommendations

Schedule 15 minutes a day for Microsoft Coach Reading (or a similar AI tool) in English class. Make sure the internet works and give teachers basic training to read the platform data.

1. In workshops, show teachers how to use the speech accuracy meter, the progress dashboard, and how to pick good texts. Send parents short guides so they can help at home.
2. Every week, teachers should check how many sessions and minutes each student practices and set personal goals. A class leaderboard game can keep students motivated.
3. In order to avoid problems, schools can:
 - offer offline or low data versions,
 - add more kinds of texts that match the curriculum, and
 - give teachers time to work together and share reading materials.

Suggestions for future research should employ control-group or quasi-experimental designs over longer periods to measure transfer effects to reading comprehension and vocabulary acquisition. Researchers may also explore platform efficacy with diverse genres, younger learners, and contexts with limited connectivity.

To sum up, conclusions confirm the positive impact of Microsoft Coach Reading on adolescent readers and offered targeted recommendations to optimize implementation. Addressing the highlighted challenges will strengthen the platform's scalability and ensure equitable literacy gains across varied educational settings.

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ANNEXES

PROYECTO DE INVESTIGACIÒN

MICROSOFT COACH READING como plataforma para que los estudiantes de 8vo lleguen a ser mejores lectores en el área de inglés

ENCUESTA

Encuesta enfocada a los estudiantes y representantes legales de los estudiantes de 8vo curso de la unidad educativa " Dr. Fèlix Isaías Sarmiento Núñez" del cantón Santa Elena

Santa Elena 19 de septiembre del 2.024

1.¿Conoce usted que es una plataforma?

Si (✓) No ()

2. ¿ Conoce usted que es inteligencia artificial?

Si (✓) No () mas o menos ()

3. ¿Algunas vez a utilizado Microsoft Coach Reading?

Si () No (✓)

4. ¿Considera usted que es necesario mejorar la lectura en los estudiantes?

Si (✓) No ()

5. ¿Cuenta con internet en casa?

Si (✓) No ()

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AUTORIZACIÓN

Yo, Soraya Dóla Domínguez Cruz con cédula
240002707-0 representante legal del/la
estudiante Britany Zuleika Cruz D. de 8vo curso paralelo A
de la U.E. "Dr. Felix I. Sarmiento Núñez, autorizo que mi
representado forme parte del proyecto de investigación (Microsoft
Coach Reading como plataforma para llegar a ser mejores lectores).

AUTORIZACIÓN

Yo, Virgenia Fomalo Conforma, con cédula
0917643637 representante legal del/la
estudiante Justin Franco Tomala de 8vo curso paralelo A
de la U.E. "Dr. Felix I. Sarmiento Núñez, autorizo que mi
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