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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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“The Glenn Doman Method and the Reading Skill”

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2020

TUTOR APPROVAL

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I, Mg. Calero Sánchez Ximena Alexandra , holder of the I.D 1802884062 in my capacity as superior of the research dissertation on the topic: “**THE GLENN DOMAN METHOD AND THE READING SKILL**”, investigated by Miss Mishel Mariela Jimbicti Solórzano, with I.D. 1805398524, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the qualifying Commission appointed by the Directors board.



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DECLARATION PAGE

I, declare this undergraduate dissertation entitled: “**THE GLENN DOMAN METHOD 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 author’s responsibility.



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The Board of the Directors which has received the defense of the Research dissertation with the purpose of obtaining the academic degree with the topic: **“THE GLENN DOMAN METHOD AND THE READING SKILL”**, which is held by Mishel Mariela Jimbicti Solórzano, undergraduate student from Languages career, academic period April-August 2020 and once the Research has been reviewed, it is approved because it accomplishes the basic technical, scientific and regulatory principles.

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DEDICATION

Not all feelings can be captured on this sheet of paper, but I will try to express everything I feel and, of course, the ones whom I dedicated all my effort and I will dedicate it with all my love.

First, this work is dedicated to my parents Carmen Solórzano and Gustavo Pilco, who forged my way, taught me to be a good person, and that after all, struggling brings excellent results. My parents who never gave up and always supported me and, although, sometimes I didn't believe in me, they did. They never stopped loving me, despite my mistakes.

Second, what would be of me without my lovely husband Javier? He has supported me, helped me and encouraged me to move forward. He has taught me that despite the problems we must move forward. I dedicate my thesis to him because he has been unconditional and has met me in the good and the bad moments of my life. I can say that Javier has been my husband, friend and lover. And, our best gift is our beloved daughter, Dominique.

Third, the gift that The Lord gives us with the siblings is priceless, here is where I must thank my adored and crazy sister Kimberly. She has always been strong, fighter and intelligent. With her strength, she helped me to get up when I hit rock bottom, she taught me that everyone in life has a purpose. And to my other siblings: Cynthia, Gilmer and Adamar, although not so close, I love them very much and I will always be there to support them in whatever way.

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It has been a long road to reach the goal, but in the end every effort has the reward that deserves and it is worth thanking everything that life has given me.

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In addition, I wish to say thank you to my beloved Javier since without his unconditional support I would not have finished my career. To my daughter, because my love for her let me move on and never stop.

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TOPIC: THE GLENN DOMAN METHOD AND THE READING SKILL

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ABSTRACT

The current research was developed with the objective of analyzing the effects of the Glen Doman Method in children's reading skills from four to six years old at Charlotte English School. For the research development, it was used a qualitative methodology of a quasi-experimental type, with the participation of 15 students from Charlotte English School, aged between 5 and 6 years old, and 3 teachers, who worked for 8 weeks with the Glenn Doman Method. Before and after the application of the methodology, the reading ability was evaluated in order to determine the initial and final level in order to determine the effectiveness of the intervention through the T-student test. With the development of the investigation, it was possible to conclude that, the effect generated to develop the reading ability in students with the Glenn Doman Method, was positive. Because of the recognition, processing, decoding, retention of visual information and inferences, there was a significant development in terms of vocabulary, identification of words, expressions and comprehension that were bases for reading.

Key words: Glenn Doman, reading, learning, English.

RESUMEN

La presente investigación se desarrolló con el objetivo de analizar los efectos del Método Glen Doman en las habilidades lectoras de los niños de cuatro a seis años en Charlotte English School. Para el desarrollo de la investigación se utilizó una metodología cualitativa de tipo cuasi-experimental, con la participación de 15 alumnos de Charlotte English School, con edades entre 5 y 6 años, y 3 docentes, quienes trabajaron durante 8 semanas con el Glenn Doman. Método. Antes y después de la aplicación de la metodología, se evaluó la capacidad lectora con el fin de determinar el nivel inicial y final con el fin de determinar la efectividad de la intervención a través de la prueba T-student. Con el desarrollo de la investigación se pudo concluir que el efecto generado para desarrollar la habilidad lectora en los estudiantes con el Método Glenn Doman fue positivo. Debido al reconocimiento, procesamiento, decodificación, retención de información visual e inferencias, hubo un desarrollo significativo en términos de vocabulario, identificación de palabras, expresiones y comprensión que fueron bases para la lectura.

Palabras clave: Glenn Doman, lectura, aprendizaje, inglés.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

Inside the documentary review, the investigation entitled **“The Effectiveness of the Doman Method in English Language Learning in Children with Special Educational Needs”** developed by Toledo, Rodríguez & Dávila (2013) aimed to identifying the effectiveness of this method in learning the English language with the application of three programs. Based on the results, this research concluded that the Doman Method is effective because the majority of children reached significant development in terms of vocabulary pronunciation, identification of information pieces, word reading, and comprehension of instructions in songs and games.

This research mentioned that the Doman Method should be applied more frequently for teaching English to young children to enhance brain growth and establish the child's neural connections for information processing, developing the child's intelligence. As the brain receives and stores bits, they are transforming and increasing its capacity and versatility, in addition to developing the two sensory pathways that carry the most information to the brain: the visual and the auditory.

Another research is the one entitled **"The Doman Method in the incitement of reading and writing in children of the kindergarten in the Adventist school Libertad de Bucaramanga"** by Quintero, Uribe & Rodríguez (2015) where is considered the Doman Method for the reading initiation. The authors concluded that the method is effective because it gave good results in the kindergarten children since they progressively advanced, referring to the initiation of reading process. Most of them recognize and read the words presented and also are able to read unknown words.

In addition to the results specified in the research, the authors assumed that the role of reading in human life is very important because it enables the acquisition of skills and functions that determine intelligence. Owing to the intelligence is the sum of

exclusively human characteristics such as seeing and listening, the human being to acquire the ability to read and understand oral and written language, in addition to developing the special capacity to feel and, if necessary, it could develop the ability to read through touch.

This study contributes to the current one, because it defines the Doman Method, its work technique, and it, additionally, makes a tour of the history of using the method and highlights its contribution in the construction of knowledge and how it affects or helps in reading and writing processes in the kindergarten kids.

In Roca's study (2015) under the name: **“Developing reading strategies using Doman’s method to second graders at Arbol de Vida elementary private school Jose Luis Tamayo, Salinas, Santa Elena province School year 2014 – 2015”**, it is mentioned that reading has an important role in the development of learning for young children, because of this reason, the research focused on the use of reading strategies to teach children to develop their reading skills through The Doman Method.

The research shows that reading is the most important skill that must be developed at an early age. It is the basis of learning and the Doman Method is considered one of the best techniques for children to learn, practice and perfect this skill.

This research serves as a guide because it exposes the cognitive advantages of using this method for language teaching in children, and also details an action plan that can be applied to teach or improve writing skills in students.

In the study **"Adaptation of the Doman Method for teaching reading in the community program Futuro Vivo at the age of 4 years"**, developed by Chaclán (2017) there was a project applied to develop the learning process for reading. It concluded the Doman Method had precise guidelines and strategies for the learning process of reading at the age of four; developing the guide and contextualized materials available to teachers for its implementation within the classroom.

In this research, the author posed that the adaptation of the Doman Method provides preschool teachers with tools for developing strategies within the classroom, benefiting the process of teaching boys and girls to read with a new, motivating,

innovative methodology thus, collaborating with natural and interesting learning, as well as being effective in preparing skills for the next levels of education.

The contents of this research enrich the knowledge about the application of the Doman Method in young children because it presents, in a detailed and didactic way, a proposal for easy implementation, curricular guides and materials to work on reading in pre-school stages.

The investigation of Valencia (2017) "**Early care and teaching reading: learning to read in babies: The Doman Method**" recognized the effects of a reading teaching program under this modality, concluding that the outcomes of the Method Doman are immediate and positive because all the students learned to read a considerable number of words, in addition to feeling motivated at all times.

In this research, the author exposed that the Doman Method involves phases that must be respected for greater effectiveness. The first one is the use of single words, the second one corresponds to a pair of words, the third one to the reading of phrases and the fourth to sentences. Because of this sequence, children can face more complex situations with greater ease.

The detail of each of these phases is the most significant contribution for this investigation. It makes clear the sequence of application of the method and the way the student can be instructed in learning to read with simple suggestions.

To continue, another research analyzed is the one titled "**Glenn Doman Method in the initiation of reading in boys and girls from 3 to 4 years old from Education Unit Quisapincha**" developed by Cruz (2017), where through an experimental methodology, this method was part of the English class for several months. The research concluded that reading is a fundamental pillar for the acquisition of knowledge, therefore, it is important to work from an early age. Additionally, the Doman Method gives very good results at this level because, in addition to encouraging children to learn, it develops skills of perception, attention and concentration.

The contribution of this research is in the characterization of the Glenn Doman Method as conceptualizations, objectives, educational advantages and its foundations are exposed, thereby expanding the level of knowledge regarding the method and the ways it can be applied.

The investigative report developed by Núñez (2018) entitled: "**Experimental analysis applying the method of Reading based on the theory of Glenn Doman for the development of the English reading skills in students from initial levels of Education Unit New Era**", had the objective to analyze the application of the reading method based on Glenn Doman's theory for the development of English reading skills, concluding that the use of alternative methodologies that encourage the development of English reading skills is very important to optimize this ability.

This research highlighted that the Glenn Doman Method promotes the development of reading in children by comprehending the intellectual process. Therefore, it allows to capture the most important ideas in a text and link with concepts, achieving that the child in question has a meaning.

This research serves as a contribution to the development of the current one, because in addition to highlighting the advantages and importance of the Glenn Doman Method in children's reading ability, they also contain important theoretical and methodological references around the issue raised.

In the study, entitled "**Implementation of the Glenn Doman Methodology in the Educational Center La Merced**" developed by Monroy (2018) whose general objective was to design and implement a program based on the Glenn Doman Methodology for the strengthening of student learning, concluded that the adaptation of the methodology to teach reading has a great benefit at the school level, because through its implementation the child's possibilities for reading acquisition are stimulated.

This research emphasizes that, for the implementation of the Dr. Glenn Doman Methodology to teach reading, the grounded bases of the method must be considered in order to ensure achieving the objectives to promote the habit of reading in children.

In addition, teachers must find new strategies to stimulate reading because it is the basis of future knowledge.

This research contributes to the current one because it contains theoretical scientific bases of the Glenn Doman Method, allowing children to develop their neuronal potentials to the maximum and facilitate the acquisition of reading, presenting a creative proposal for the implementation of the method detailing objectives, materials and procedures.

1.2 Theoretical framework

1.2.1 Glenn Doman Method

The Glenn Doman Method, also called the "Doman Method", is an early stimulation system whose initial objective was to get boys and girls with severe brain injuries to improve globally, both physically and cognitively. However, over time the Doman Method expanded the conceivable beneficiaries of the method by adding healthy children in order to strengthen their intellectual development and potential. (Ayuso, Santiago, & Ruiz, 2019).

The Doman Method involves a series of good teaching basic principles which suggests using bits of intelligence taking into account the following recommendations: develop an early stimulation, start when the child is the smallest possible, show constant joy, respect the children having total confidence in them, apply the program only when parents and children are happy, prepare a favorable learning environment, stop the activity before the child wants to quit, frequently present new bits being organized and constant, do not evaluate or examine the child and, take care to prepare everything before each session (Ayuso, Santiago, & Ruiz, 2019).

According to Silva (2018), the Doman programs are based on the game, being the atmosphere where children need to live, since its application generates pleasure and fun. Additionally, among its main advantages are the following:

- It increases visual and auditory memory because stimulates the neural connection of information through high quality and interesting data.

- Children's concentration and attention is more focused and long-lasting.
- Children develop intelligence by learning to associate and relate certain data with others.
- It creates, and maintains internal motivation, since children's interest and curiosity make them discover tastes in certain areas.

The Doman Method is made up of different programs: reading, intelligence (or encyclopedic knowledge), music program, mathematics, writing, physical excellence and a foreign language. However, in this research, its application in reading is addressed, where despite variations depending on the students' age, the following phases are followed:

1. Words
2. Word pairs
3. Phrases
4. Sentences
5. Books.

The reading method under the Doman modality contributes to the evolution of the physiological, intellectual, psychomotor, social and linguistic development, forms and structures the way of thinking and reach reading. It additionally provides the possibility of modifying, structuring and perfecting students' neural and mental systems, allowing the boy and the girl to use increasingly complex levels to think, feel and relate to others (Silva, 2018).

Glenn Doman methodology

The Andújar Orientation Educational Portal (2017) stated that Glenn Doman justified his methodology by explaining the mental process that takes place when the child reads his first words. He stated that a child can learn to read in the same way that he learns to speak, by following the same process. A word heard follows the same electrochemical impulses until it reaches the brain as a word perceived through sight. Therefore, according to the author, a child uses the same effort to learn to speak as to learn to read in a global way, being possible to develop these learnings simultaneously.

When reading globally, the two cerebral hemispheres are used and the word is perceived as a whole, without distinguishing the letters, but considering its drawing. The word enters through the eyes like a photo that is processed and stored. It will be later, when the child discovers the rules that govern written language, just as he discovers the rules that govern spoken language and, for example, conjugates verbs never heard (even regularizes irregular verbs, which he has never heard from the adult). In the same way, the child will discover how the letters combine to produce the same sound, how they coincide in some words and in others, and ultimately, how the "code" of written language is decoded.

His reading methodology is based on showing the young child cards with words, quickly, three times a day, organized in categories and five by five. The cards will be organized into categories, therefore, the child recognizes them and establishes relationships, for example:

- Body parts vocabulary.
- Family.
- Family objects.
- Animals.
- Toys.
- Actions.

Posteriorly, learning to read should have the following sequence:

- First phase: words
- Second phase: Word pairs
- Third phase: Simple sentences
- Fourth phase: Phrases
- Fifth phase: Tales.

1.2.2 Reading skill

For Lestrud (2020), reading skills lead a person to interact and obtain meaning from written language. There are several components that a learner must master, leading to the independent comprehension of the message transmitted in the written content. The

first, phonemic awareness, which is defined as the recognition and manipulation of words in language; the second is phonetics, defined by the same group as the comprehension of the correspondence between letters and sounds in reading and spelling. The third one is the fluency of oral reading, which implies: speed, precision and expression, and the fourth component is vocabulary, defined as understanding the words read by linking the term with the oral vocabulary. (Lestrud, 2016).

Primarily, reading is a cognitive process, and the key to fluent reading is not a type of visual gymnastics, but knowledge. Reading is a process of self-discovery because during this process, readers interact with written materials investing cognitive and metacognitive efforts to decompose new knowledge and create or infer meaning (Ebru, 2015).

1.3 Objectives

1.3.1 General objective

- To analyze the effects generated by the Glen Doman Method in children's reading skills from four to six years old at Charlotte English School.

1.3.2 Specific objectives

- To apply the Glen Doman Method in the development of the reading skill.
- To determine the effect generated by the Glen Doman Method.
- To evaluate children's reading development.

CHAPTER II

METHODOLOGY

2.1 Resources:

The current research required human, material, technological and institutional resources, which are detailed below:

Human resources:

- Researcher
- Tutor
- Students

Material resources

- Sheets of paper
- Pens

Technological resources

- Computer
- Internet
- Printer
- Digital bibliographic sources
- Digital application (Zoom)

Institutional Resources

- Charlotte English School

Economic resources

The economic cost of the project was \$ 50 dollars, regarding to printings, administrative expenses, and use of platforms and digital media for the proposal development.

2.2 Methods

Qualitative approach

The study had a predominantly qualitative approach because its purpose was to describe and understand a specific problem. In this case, the problems that students from Charlotte English School had at the reading level in order to develop a pedagogical proposal focused on this important skill.

Research modality

Bibliographic-documentary

In the research, the bibliographic-documentary modality was used because it reviewed and analyzed various sources of information such as: books, magazines, publications, scientific articles and other in order to, theoretically support, the research variables and additionally, have a guide for the study development.

Field

In addition, the research used a field modality because it had a direct contact with the reality of study: the students from 5 to 6 years of age at Charlotte English School, in order to collect data, regarding reading ability and to be able to apply the Glenn Doman Method.

Research level

Descriptive

The research was descriptive because it characterized the study population and the reality that occurs in its natural context, considering the difficulties that five to six-year-old students have at the reading level for the application of the Glenn Doman Method, and finally, to describe the results obtained.

Quasi-experimental

The research was quasi-experimental because it experiences with a new pedagogical strategy (Glenn Doman Method) for the development of reading in a group of five to six-year-old students from the Charlotte English School, for eight weeks to check its effectiveness on reading skill.

The experimentation process involved 8 activities, 1 for each week with an approximate duration of 30 minutes each one. Before applying the first activity, an assessment (pre-test) was developed referring to reading through an activity that was evaluated using Cambridge reading criteria with a score of 0 to 5 points (See Annex 1).

At the end of the 8 activities, the initial activity was repeated as a posttest rated under the same criteria, to later compare the initial and final results.

Population and sample

The research included the participation of 15 students from Charlotte English School, aged between 5 and 6 years. It is important to highlight that the group of students to work was assigned by the institution itself.

Table 1 Population and sample

Students	15
Teacher	3
TOTAL	18

Considering that the study population was small and accessible in its entirety, the sample was not calculated and the researched worked with 15 children and 3 teachers.

Technique and instruments for data collection

The data collection technique used was:

Psychometric technique: this technique allowed to apply a pretest and posttest to evaluate the students' reading ability. It was applied throughout the activity development, due to the ages of the students.

Survey technique: this technique permitted to know the methods, strategies or materials used within the institution to stimulate and work on students' reading ability through an 8-question structured questionnaire. (See annex 2).

Research intervention

The intervention had 4 stages:

Stage 1 - Authorization

- Request for authorization to Charlotte English School for the research execution.
- Assignment of the study group.
- Management of research activities and schedules.

Stage 2 - Diagnosis

- Pretest application through an activity, asking the student to read some words and then, evaluating in the range of 0 to 5 points as established in the Cambridge Reading section.

Stage 3 - Application

- First, the researcher explained to students about the Glenn Doman method
- Application of the 8 activities.

Week 1: The first week, the students worked on family members, identifying them with flash cards in which the family member and the word were shown, as displaying in figure 1:

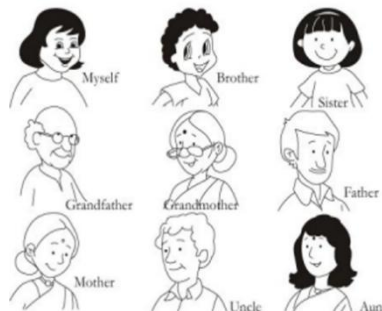


Figure 1. First activity – Family.

Source: Charlotte English School teaching material.

Week 2:

During the second week, students recognized family members through a family tree. They had to read the words and paste them in the correct place, figure 2 is an example where family members are shown and the chart must be filled with the words in the boxes.

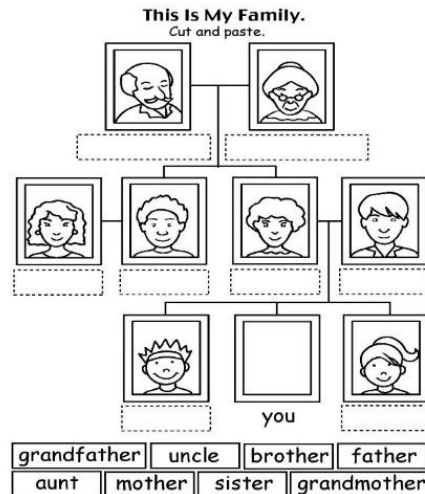


Figure 2. Second activity – Family tree.
Source: Charlotte English School teaching material.

Week 3:

In the third week, students created and read simple sentences, using flash cards. These sentences did not contain all the words; therefore, students could identify each family member. As it can be seen in figure 3:



Figure 3 Third activity – sentences with images.

Week 4:

This week, the students, rehearsal with sentences; however, this time the image was replaced by the word. An example of this activity can be seen in figure 4 where the familiar words learned in advance are used:

He is my **grandfather**.

He is my **grandmother**.

He is my **father**.

She is my **mother**.

He is my **brother**.

She is my **sister**.

Figure 4 Fourth activity – Sentences with words.

Week 5:

This week students worked on daily routines using bits, which contained images and words of daily routines to be read. For this activity, educational bits such as those shown in figure 5 were used:



Figure 5 Fifth activity – Routines.

Source: Charlotte English School teaching material

Week 6:

In this week, the students had to read and recognize various daily routines that were presented in bits; additionally, they had to imitate them when listening to the researcher's instruction.

Week 7:

This week students read short sentences, where family members and daily routines with bits were used. The types of sentences shown in figure 6 are similar to those were used with students.

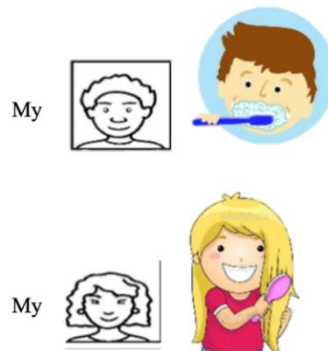


Figure 6 Seventh activity – sentences.

Week 8:

In this week, students repeated the same sentences previously used, but this time the images were replaced by words.

My **grandfather** washes his hands.

My **grandmother** washes her face.

My **father** brushes his teeth.

My **mother** bushes her teeth.

Figure 7 Eighth activity – sentences with words.

Stage 4 - Completion

Posttest application, where the same reading activity and the same pretest evaluation rubric were applied, because the level of development of this skill could be obtained based on the initial and final results.

Information processing plan

The information processing plan involved the following steps:

- Collection of diagnostic information.
- Review and classification of information.
- Information processing using Microsoft Excel.
- Presentation of results in tables and graphs.
- Analysis and interpretation of results.
- Testing the hypothesis using Chi square.
- Discussion of results.
- Presentation of conclusions and recommendations.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Results

The following information shows the results of the reading test application in students, firstly, the results of the pretest and posttest are shown, and posteriorly, a comparative analysis of both is developed in order to determine the students' progress level.

3.1.1 Pretest Results

Table 2 Reading levels reached in pretest.

Levels	Frequency	Percentage
Level 5	0	0%
Level 4	0	0%
Level 3	0	0%
Level 2	11	73%
Level 1	4	27%
Level 0	0	0%
TOTAL	15	100%

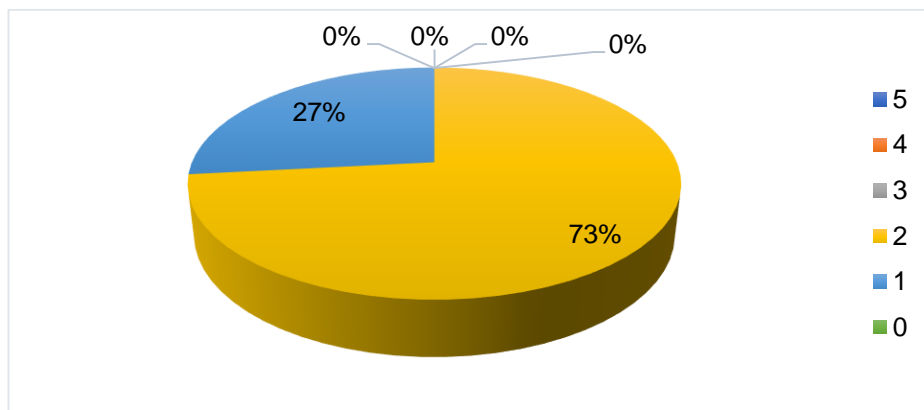


Figure 8 Reading levels reached in pretest.

Analysis and interpretation:

After the pretest application to Charlotte English School students, it was found that the 73% were at level 2 regarding the reading skill development and the 27% were at level one. Information that influence to the low reading level of the students. Concluding that there was excessively effort on the reader part and little communication of the message.

3.1.2 Posttest results

Table 3 Reading levels reached in posttest.

Levels	Frequency	Percentage
Level 5	0	0%
Level 4	6	40%
Level 3	6	40%
Level 2	3	20%
Level 1	0	0%
Level 0	0	0%
TOTAL	15	100%

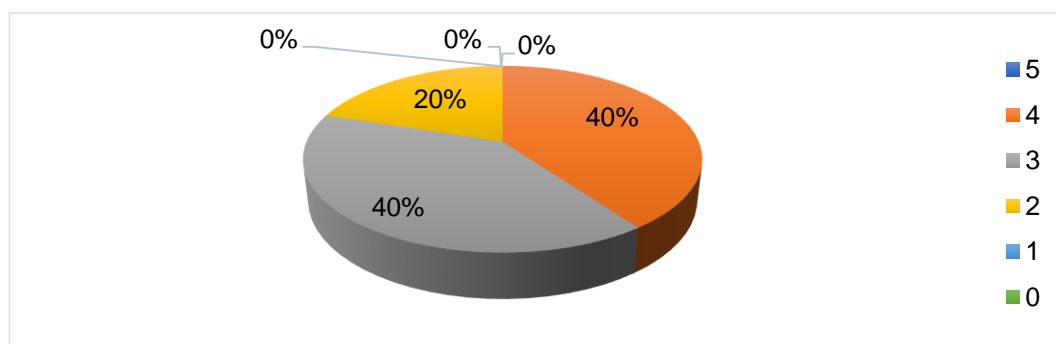


Figure 9 Reading levels reached in posttest.

Analysis and interpretation:

When applying the posttest, the results of positive evolution were evident, since the 40% of students were at level 4, as well as the 40% of them were at level 3, and only the 20% were at level 2. Therefore, reading was much more fluid, showing better articulation and rhythm.

Consequently, students developed their reading skills after 8 weeks, since satisfactory levels were reached (3-4). Hence, there was a satisfactory attempt in the development of the task, requiring little reader effort and the elements of the message could be properly communicated.

3.1.3 Pretest and Posttest Results

Table 4 Initial and final reading levels.

Levels	PRETEST		POSTTEST	
	Count	Percentage	Count	Percentage
Level 5	0	0%	0	0%
Level 4	0	0%	6	40%
Level 3	0	0%	6	40%
Level 2	11	73%	3	20%
Level 1	4	27%	0	0%
Level 0	0	0%	0	0%

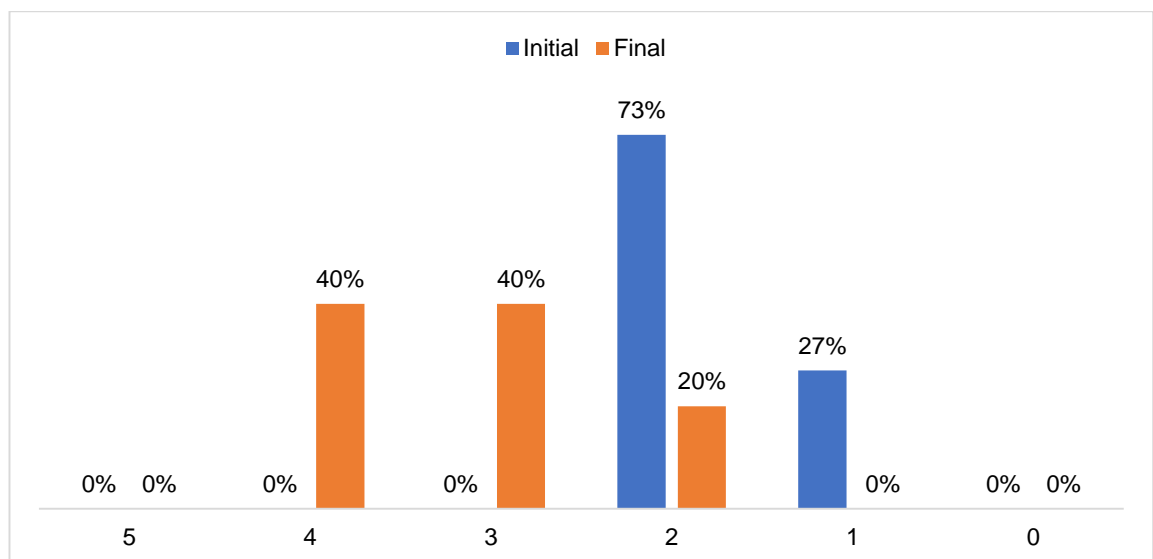


Figure 10 Initial and final reading levels.

Analysis and interpretation:

In order to verify the effectiveness of the Glenn Doman Method in the reading skill development, the initial and final levels reached by the students were compared. The differences were significant since, as shown in Figure 3, when starting the

experimentation, the most of the students were in level 2, since the reader demanded a lot to transmit the message.

However, at the end of the experimentation, significant percentages (40%) were seen in level 3 and 4, considering them satisfactory, because there was a good task performance, minimal reader effort required and all elements of the message are communicated. Furthermore, the percentage of students in level two was low (20%). Therefore, using the Glenn Doman methodology to develop reading ability in students is effective because students achieve skills at this level.

3.1.4 Development of Activities

The 8 activities developed under the Glenn Doman methodology were rated under the same Cambridge criteria for reading and averaged to verify the students' progress level. This evaluation was developed quickly based on the children participation.

Table 5 Reading levels reached in pretest.

Activities	Average
Activity 1	1,4
Activity 2	1,53
Activity 3	1,6
Activity 4	2
Activity 5	2,5
Activity 6	2,8
Activity 7	3,5
Activity 8	4,1

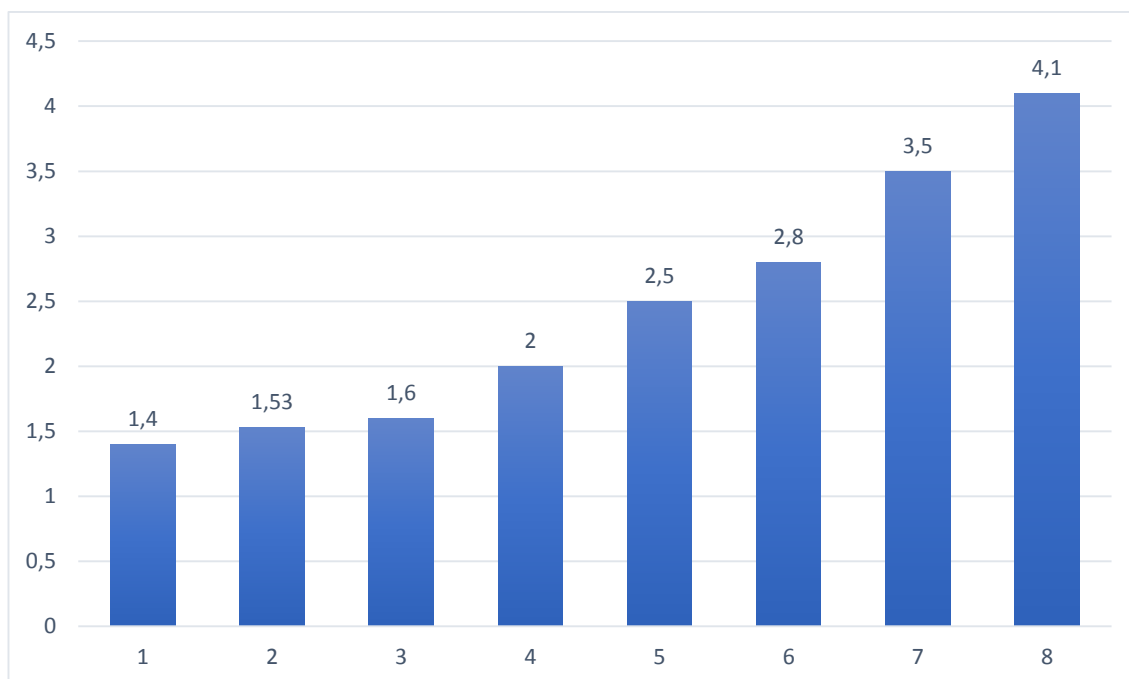


Figure 11 Activities application.

Analysis and interpretation:

During the development of the activities, gaps in reading were also observed. As can be seen in the previous figure, when developing activity 1, 2, 3 and 4 the averages did not exceed 2 points, which denoted the difficulties and the great students' effort to read what teacher asked for.

In the development of activity 5 and 6, progress was already observed in the students' performance, they achieved averages of 2.5 and 2.8, respectively, there was a better attempt at completing the task and there was a partial communication of the reading message.

In activities 7 and 8 a better progress was achieved because the students reached averages of 3.5 and 4.1, considered satisfactory. There was a very good attempt to develop the tasks, not much effort was required from the reader and the elements of the message were communicated.

3.2 Hypothesis verification

The following hypotheses were raised in the investigation:

Alternative hypothesis: The Glenn Doman Method favors reading ability in Charlotte English School students.

Null Hypothesis: The Glenn Doman Method does not favor reading ability in Charlotte English School students.

To test the hypotheses presented, the statistical T-Student test was used, determining the differences between two sample variances and the construction of the confidence interval. The results obtained through the IBM SPSS statistical program are showing in the next table:

Table 6 . Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test experimental group - Posttest experimental group	-1,46667	,51640	,13333	-1,75264	-1,18070	-11,000	14	,001

Done by: Jimbicti, M. (2020)

According to the data obtained, the significance value $\alpha = 0.05$ is greater than the p.value = 0.001, which represents that there is a significant difference between the samples, therefore the null hypothesis is rejected and the alternative hypothesis is accepted: The Glenn Doman Method favors reading ability in Charlotte English School students.

3.3 Discussion of results

After the execution of this research, it could be verified that the Glenn Doman Method favors the development of reading ability in students, because this methodology increases the intellectual possibilities of children through the use of "bits" of intelligence. It is the same as at stimulate the senses, create neural connections with what is achieved, capture attention and develop reading skills by repeating words, thereby also inducing the development of the intellect.

These results are similar to those reported by Nuñez (2018), who, after his experimental research, concluded that the Glenn Doman Method promotes the development of reading in children. It happens because the bits of intelligence, that are basic elements of this methodology, favor the development of visual intelligence by stimulating specific brain areas, achieving visual information to be processed more easily and make children able to identify things by name and master them. For this reason, in this study, it is emphasized that it is important to use the Glenn Doman Method to work the reading skills in English in the students of the initial levels because, in this phase, there is a greater capacity for retention and memory.

Toledo, Rodríguez and Dávila (2013), also support this idea, since after developing various learning programs they concluded that the Doman method is effective because most children achieve significant development in terms of pronunciation, vocabulary, identification of pieces of information, word reading and comprehension of instructions through the use of bits. Furthermore, they state that the Glenn Doman Method should be applied more frequently for teaching English to young children because this methodology stimulates and consolidates brain connections that are the basis for the recognition, processing and retention of information.

Finally, according to Chaclán (2017), the adaptation of the Doman Method provides preschool teachers with tools for developing strategies within the classroom, benefiting the reading process in children through a new, motivating and high impact

methodology, contributing to the natural learning of reading, as well as being effective in preparing skills for the next levels of education.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- During the development of the current research, the Glenn Doman Method was successfully applied for the reading skill development in children, since this methodology increases the intellectual possibilities through using bits of intelligence. It favors the development of visual intelligence by stimulating specific brain areas in order to process visual information more easily and children are able to read by identifying and naming things.
- The effect generated by the Glenn Doman Method to develop the reading ability in students, was positive. Because of the recognition, processing, decoding, retention of visual information and inferences, there was a significant development in terms of vocabulary, identification of words, expressions and comprehension that were bases for reading.
- With the evaluation processes, it was possible to know that the children reading development at the beginning of the experimentation was regular because most of them were located at level 2, that means, there was a lot of effort to be able to read. However, at the end of the experimentation, significant percentages (40%) were observed in levels 3 and 4 that were satisfactory, since there was a good performance in reading, a minimum effort required from the reader and all the message elements to communicate adequately.
- The effects generated by the Glen Doman Method on the reading skills of children aged four to six at Charlotte English School were significant, since they went from a regular reading level to a satisfactory one. It was possible to

appreciate a higher performance regarding recognition and decoding of information (words, phrases), vocabulary, comprehension, inferences, memory and attention.

4.2 Recommendations

- To apply the Glenn Doman Method in the learning of the English language requires the development of precise planning in order to achieve objectives, and they must be adapted to the students' own needs, for the selection of materials and the work methodology to meet existing requirements.
- To promote reading from childhood not only to acquire knowledge, but because it provides a magnificent cultural, scientific and literary heritage. Thus, reading helps to expand children's attention span and improve their ability to think and issue criteria.
- It is important that reading ability is evaluated and worked on whenever possible because it involves skills such as attention, coding, memory, reflection that are necessary for the development of other skills, and in general, for the entire training process.

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ANNEX

ANNEX 1

ACTIVIDAD DE PRETEST Y POSTTEST

POINTS 0-5	READING ELEMENTS
	 Father
	He is my 
	 Brush my teeth
	My  
	My grandfather washes his hands.
AVERAGE	

Score	Cambridge Criteria
5	Very good attempt at the task. No effort is required of the reader. All elements of the message are fully communicated.
4	Good attempt at the task. Minimal effort is required of the reader. All elements of the message are communicated.
3	Satisfactory attempt at the task. Some effort is required of the reader. All elements of the message are communicated.
2	Inadequate attempt at the task. Significant effort may be required of the reader. Content elements omitted, or unsuccessfully dealt with, so the message is only partly communicated
1	Poor attempt at the task. Excessive effort is required of the reader. Very little of the message is communicated.
0	Content is totally irrelevant or incomprehensible.

Source: <https://www.cambridgeenglish.org/Images/168150-cambridge-english-preliminary-teachers-handbook.pdf>

ANNEX 2



Urkund Analysis Result

Analysed Document: THESIS_MISHEL JIMBICTI_URKUND.pdf (D79832230)
Submitted: 9/24/2020 5:44:00 PM
Submitted By: xcalero@uta.edu.ec
Significance: 7 %

Sources included in the report:

THESIS_CANDO JOHANA_URKUND.pdf (D78508892)
Sánchez_Gabriela_Tesis_Urkund.docx (D78255053)
Pilco_Diana_Final.docx (D63076811)
MedinaNataly_NoteTakingStrategies_Final.pdf (D62287353)
Llerena Gabriela tesis final corregida.pdf (D62495106)

Instances where selected sources appear:

17

A handwritten signature in blue ink, which appears to read "Ximena Calero".

**Lcda. Ximena Calero S. M.Sc.
TUTORA TRABAJO TITULACIÓN**