



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“THE DOMAN METHOD TO DEVELOP
VOCABULARY FOR LEARNERS WITH DYSLEXIA
IN ESCUELA DE EDUCACIÓN BÁSICA EDUCA”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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La Libertad – Ecuador

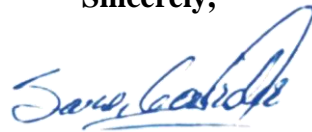
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ADVISOR’S APPROVAL

In my role as Advisor of the research paper under the title “**The Doman method to develop vocabulary for learners with dyslexia**” prepared by **Lavayen González Marco Antonio**, an undergraduate student of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Peninsula of Santa Elena State University I declare that after oriented, studied and reviewed the project, I approve it in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



.....
Msc. Sara González Reyes

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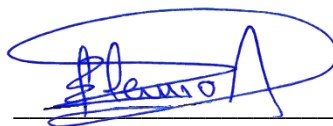
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STATEMENT OF AUTHORSHIP

I, **MARCO ANTONIO LAVAYEN GONZÁLEZ** with ID number 2400161796, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project “The Doman Method to Develop Vocabulary for Learners with Dyslexia at Escuela de Educación Básica EDUCA”, certify that this study is of my authorship, except for the quotes, statements, and reflections used in this research project.

A handwritten signature in blue ink, reading "Marco A. Lavayen G.", is positioned above a horizontal line. The signature is written in a cursive style with a blue underline.

LAVAYEN GONZALEZ MARCO ANTONIO

AUTHOR

DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY;
THE INTELLECTUAL PROPERTY BELONGS TO PENINSULA DE SANTA ELENA STATE
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LAVAYEN GONZALEZ MARCO ANTONIO

AUTHOR

Acknowledgment

I would like to take the opportunity to thank my parents, family and God. At the same time, my professors, specially to my thesis tutors to provided me the knowledge to completed it and bring the knowledge during this process in my student life to achieve my goals in my major.

Dedication

I want to dedicate this project to God, to my family, my professors, my friends and my girlfriend for guide and accompanied me during my student life and my process to reach to achieve this project.

With love

Marco Antonio

Abstract

The main objective of this research is to demonstrate how the Doman method develops vocabulary for learners with dyslexia. This project was realized in Escuela de Educación Básica EDUCA, focusing on English teachers. Thanks to the review of previous studies, it is determined that for the application of the Doman Method, capacity, aptitude, age, knowledge, and neurological process, the active participation of the student, the time, the content, and the attractive and good quality materials are of utmost importance. The research is of qualitative paradigm under a descriptive participatory action research design. The instruments applied for the collection of the information were the teacher interview. The results obtained were contrasted with the theoretical bases previously reviewed. With the development of the research, it was possible to know through interviews with English teachers that the Doman method is not only applied to students with dyslexia since it also promotes inclusion in the classroom.

KEY WORDS: learners with dyslexia, Doman method, develop vocabulary, knowledge, capacity, quality materials, promotes.

Resumen

El objetivo principal de esta investigación es demostrar cómo el método Doman desarrolla el vocabulario de los alumnos con dislexia. Este proyecto se realizó en la Escuela de Educación Básica EDUCA, enfocado a profesores de inglés. Gracias a la revisión de estudios previos, se determina que para la aplicación del Método Doman son de suma importancia la capacidad, la aptitud, la edad, el conocimiento y el proceso neurológico, la participación activa del alumno, el tiempo, el contenido y los materiales atractivos y de buena calidad. La investigación es de paradigma cualitativo bajo un diseño de investigación acción participativa descriptiva. Los instrumentos aplicados para la recolección de la información fueron la entrevista docente. Los resultados obtenidos fueron contrastados con las bases teóricas previamente revisadas. Con el desarrollo de la investigación se pudo conocer a través de las entrevistas realizadas a los docentes de inglés que el método Doman no sólo se aplica a alumnos con dislexia ya que también promueve la inclusión en el aula.

PALABRAS CLAVES: alumnos con dislexia, método Doman, desarrollar vocabulario, conocimientos, capacidad, recursos de calidad, fomentar.

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Introduction

English has become the primary language by which people communicate worldwide because it is used in various fields such as science, social affairs, technology and education. Most information can be found in books, websites, and educational and scientific articles.

The Glenn Doman method is one literacy teaching method that complies with this characteristic. One of its objectives, the Doman method, is that the student's brain captures a multitude of data in the form of words from the student's brain captures a multitude of data in the form of words, from which the students can make an association of meaning. Students can make an association of meaning, making it easier to establish connections between neurons to elaborate laws and generalizations and then move on to higher abstraction processes, such as alphabet recognition. In addition, it is a method that has great ease of application in the classroom. Furthermore, it is adequate to develop it with students of different abilities in acquiring reading and writing.

A child with special needs has intellectual, physical, sensory, neuromuscular, social-emotional, and social skills deficits, requiring special adjustments to homework, unique learning methods or other related services to best develop their potential or abilities. Therefore, children with special needs, including those with autism, require special treatment and approaches to learning services. A child with dyslexia has a neurological disorder that primarily affects how easily a person can read, write, and spell. In this way, the above allows the formulation of the following scientific question: the Doman method to develop vocabulary for learners with dyslexia.

Glenn Doman was the first scientist to say that children are language geniuses. Doman points out that children learn their native language based on context rather than individual words

with meaningful explanations. On the other hand, schooling often takes language out of context, dividing language learning into artificial categories: articles, tenses, declensions, and exceptions. According to Dorman, most children fail to learn to read because they cannot see texts that would help them learn. The Dorman Method uses flashcards to teach subjects such as language, literacy, mathematics, and a wide range of subjects.

English teachers at Escuela de Educación Básica EDUCA, given the subject of the study. The goal is to show how the Doman method can develop the vocabulary for learners with dyslexia. The goal is to show how Doman's method can develop the vocabulary for learners with dyslexia. Based on the above and research needs, the researchers propose an action research design and descriptive, where theoretical and empirical methods are applied, supporting the implementation of techniques such as interviewing.

Today, due to the constant changes brought about by the modern world, the educational sector in Ecuador has changed in the teaching process, and the players of the educational factor have to adapt to these changes, playing an invaluable role. Therefore, it is crucial to understand various approaches, techniques and strategies given different needs, learning styles and abilities.

For English teachers, there is even more developmental pressure to improve skills such as reading, listening, speaking or writing. The teacher must deepen his knowledge to improve teaching and make teaching enjoyable and, most importantly, meaningful.

Chapter I

The Problem

Research Topic

Strategies and English teaching to develop vocabulary

Title

The Doman method to develop vocabulary for learners with dyslexia

Problem Statement

Foreign language teaching for kids has arisen great interest in the world. Through time, teachers have learned and applied different techniques and methods to focus on students learning problems.

The essence of this technique is to show the students unique cards with images and speak aloud what is depicted on them for a short period. Although the most famous and popular methodology today is the system of the early development of the American scientist, doctor, and author of numerous books, Glenn Doman. He began his research by working with traumatized children. However, it turned out that the technique works successfully for healthy children. As for teaching languages (native and foreign), Doman argued: that all children are linguistic geniuses, and you need to start classes with them already from a few months.

Glenn Doman was the first scientist to say that children are linguistic geniuses. Doman notes that children learn their native language using context rather than individual words with an explanation of meaning. On the other hand, school education often deprives speech of context and breaks language learning into artificial categories: articles, tenses, declensions, exceptions, and etcetera. Doman believes that most kids cannot learn to read for a simple reason - they

cannot see the text in the form that would help them learn. The Doman method employs flashcards to teach subjects such as language, literacy, math and a wide array of topics.

Glenn Doman explains that the Doman Method is a built-in part of his method. By memorizing a grammar of language, the child stores information associated with other learned concepts in their brain. This process allows them to develop spoken and written language. Essential educational data is required to learn how to read and write (Candra, 2017).

Dyslexia refers to a neurobiological learning disability negatively affecting fluent word recognition, spelling and decoding during reading. Children diagnosed with learning disabilities often exhibit symptoms such as the incorrect pronunciation of words, delayed language development, slow growth of vocabulary, difficulty in learning basic information, restlessness, poor attention, developmental delay in motor skills, impulsiveness, confusion of essential words, poor grip, poor coordination, confusion of specific letters, and slow or poor memory. It should give proper treatment to a child who has learning disabilities (Mahmoodi Shahrebabaki, 2018).

In 1968, Doman in the United States developed a new method of teaching for children with reading difficulties. Although other teaching methods for children with dyslexia existed and were used at that time, the Patterning Method of Doman was theoretically driven from the notion that children with learning difficulties did not have the typical neurological developments most children have (Mahmoodi Shahrebabaki, 2018).

Children with a diagnosis of learning difficulties are not hopeless. Rather, they show great potential for improvement when given the correct stimulation and home-based activity program designed to increase brain development (Doman International, 2022).

Problem question

How can The Doman method develop vocabulary for learners with dyslexia?

Specific questions

- How is relating the Doman theory to EFL?
- How does the Doman method help learners with dyslexia?
- How can we apply the Doman strategy in the classroom?

General Objective

To demonstrate how the Doman method develops vocabulary for learners with dyslexia.

Specific objectives

1. To determine how the Doman method relates to EFL
2. To describe how the Doman method helps learners with dyslexia.
3. To define how we can apply the Doman method strategy in the classroom.

Justification

In primary education, developing vocabulary is necessary because, at this age, learners can learn easier using strategies, methods and techniques. For this reason, this research is focused on The Doman method to develop vocabulary for learners with dyslexia in Escuela de Educación Básica EDUCA, bringing the needed information for teachers and guiding them inside the classroom. At the same time, the new educational regimes encourage inclusion within the educational system.

This study will contribute to society's knowledge of the relationship between The Doman method to develop vocabulary in learners with dyslexia. It seeks to demonstrate the use of the Doman method in teaching English as a Foreign Language, taking into account the guidelines given by the Ministry of Education in the country, including inclusion in the classroom.

This project helps to teachers know the strategies to apply the Doman method to develop vocabulary for learners with dyslexia based on a guide to contain activities and strategies with this methodology. The Doman method complies with the characteristics mentioned above, which helps students develop their vocabulary, and teachers implement it in the classroom to ensure that students develop their skills from a young age and gradually develop their skills when learning a foreign language.

Concerning The Effectiveness of the Doman Method in English Language Learning in Children with Special Educational Needs investigation performed by (Toledo Espino et al., 2013) examined the effectiveness of three programs applied to the Doman Method. This research found that the method is effective because children improved their vocabulary pronunciations, information pieces identified and song comprehension. Additionally, they learned to read words and follow instructions in games and songs.

The Doman Method, which involves applying a regular instruction schedule to young children, helps their brains grow and develop. This research showed that it improves vocabulary of children and increases their brain's storage capacity. It also develops the two sensory pathways that process the most information — the auditory and visual — in the child's brain.

In the canton of Salinas, la Escuela de Educación Básica EDUCA applies the Doman Method to develop vocabulary for learners with dyslexia, promoting the education of children with dyslexia.

Chapter II

Theoretical Framework

Background

Previously to the recent research, author reviewed a project was applied to develop the learning process for reading. It concluded that 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 study, the author found that adapting the Doman Method provides a tool for preschool teachers to develop strategies within the classroom. It advances the process of teaching boys and girls to read using new, motivational and innovative methodologies that work together naturally and naturally. Not only does it create exciting learning, it effectively prepares teachers for subsequent educational level skills. The contents of this research enrich the knowledge about the application of the Doman Method in young children because it presents, in a straightforward and didactic way, a proposal for easy implementation, curricular guides and materials to work on reading in preschool stages (Chaclán Donis, 2017).

The Doman Method

Glenn Doman, one of the forerunners of early learning in children and founder of the founder of Institute for the Development of Human Potential, gives great importance to their stimulation through intelligence bits, which are accompanied by auditory information, thus exercising visual memory. Likewise, working in sessions of concise duration keeps the children's attention, as they are alert to avoid losing the sequence of the bits. In this way, the information they store in their brain serves them for later association with their environment, thus creating meaningful learning. This method was designed for early stimulation to benefit brain-injured

children. Benefit children with brain injuries or other conditions, but given its results and the great successes achieved, it began to be used with all students in schools, thus making it known to everyone. The Doman Method encourages children to associate words with sounds and meanings through play. By doing this, it encourages them to read early. It is also an alternative to traditional teaching methods that do not use syllables. After children start to speak, they continue to make associations between words and images that help them through their middle school years and beyond (Gonzalo, 2016).

The Doman Method contains many good educational principles that we propose with the following recommendations: stimulate early, start when the child is as young as possible, and provide constant joy. Show respect to children whom they trust completely, create programs only when parents and children are satisfied, create learning environments, end activities before children want to quit, Present parts frequently, present new parts in an organized and constant manner, do not assess or examine the child, prepare everything before each session. In this project, authors show to the readers the educational basis for the Doman method and how this can help to create programs when children are satisfied, how create learning environment and define the classroom organization before each session. (Ayuso Lanchares et al., 2019).

The Doman method helps the two brain hemispheres receive information when learning a foreign language; know its rules, grammar, reading and writing process. Its research helps to understand how the child will make a combination of information to learn the language focus their knowledge in the Doman method with strategies to develop the learning process in brains of children (Candra, 2017).

From the scientific point of view, education consists of establishing neurological connections, which determine intelligence and develop knowledge. It is concluded that the

younger the child is, the greater his potential because it is more feasible to establish neural connections, and it is easier for him to learn to read at a young age. In order to form neuronal connections, the child must receive all the stimuli from his environment, achieving effectiveness depending on the clarity, concreteness, intensity, frequency, duration, etcetera of these stimuli. Glenn Doman's reading method applies studies and previous experiences to make the stimuli more effective. The child will love to learn to read with the Doman method focus on reading to develop their vocabulary because it is based on the development process of their brain, through curiosity, based on the experiences already acquired by children. This research help to know the differences between traditional methods for education and the Doman method explains that Doman is a global method that starts from the concrete to the abstract. (Monroy Iquique, 2018).

The Doman method in the EFL program

The study of foreign words according to the Doman method is necessary when the child already understands and consciously pronounces a few words in his native language. Otherwise, your little one will speak English. The methodology of Glenn Doman consists of teaching using flashcards - language, reading, numeracy and the provision of a variety of knowledge. In their research, authors provide to readers the classification of The Doman method. At the same time; help to know the strategies to teach using flashcards and different material, necessary to understand words and learn vocabulary in Second Language for the pupils. (Ahtamjonovna & Dilshodovna, 2021).

The Doman method in dyslexia learners

The born of The Doman method in 1968 how a new method of teaching children with reading difficulties developed by Doman in the United States. Although other teaching methods for children with dyslexia existed and were used then, the Patterning Method of Doman was

theoretically driven by the notion that children with learning difficulties did not have the typical neurological developments most children have. In this project, the author show how this method was designed for early stimulation to benefit brain-injured children. Benefit children with brain injuries or other conditions, but given its results and the great successes achieved, it began to be used with all students in schools, thus making it known to everyone (Mahmoodi Shahrebabaki, 2018).

The bits of the Doman method is an instrument of great importance in the first years of the life of children, i.e., they are carried out to achieve early learning. It is so because they develop and foster children's intelligence, attention, and concentration since the images are novel. It helps to develop the cognitive learning process in children and develop their skills to learn something new for them. Bits need to be clear. For example, teachers can include information about the same subject, such as family, fruits, animals, and days of the week, greetings, and etcetera. If there is a picture in the bit, do not let the child assume other interpretations. In this research, authors explain the basis point and strategies for develop cognitive learning in pupils, using the bits of the Doman method in classroom (Íñiguez & León, 2014).

The educator must trust in the potential of students; otherwise, it would not be possible. Following these steps, the psychologist demonstrated that teaching could begin at any age. This study refers to the tips that educator must do in classroom to develop the potential of students and let that they learn for themselves (Bruner, 1983).

In addition, 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 study, the author emphasized that the Dorman method contains steps that must be respected to be more effective. The first is about word use, the second is about word pairs, the third is about reading sentences, and the fourth is about sentence use. Thanks to this order, children can easily face situations that are more complicated. The details of each phase are the most important contributions to this study. Clarify the order in which we apply the methods and how teachers can guide their students with simple suggestions for learning to read (Valencia Gómez, 2017).

The Doman method was developed as part of treating patients with cerebrovascular accidents. It has since expanded its work to assist children with special needs and facilitates intensive care at home. This decision led to the incorporation of new sensory and cognitive components that translated into learning methods. This method was later modified to work with young children who do not have special needs but want or need to improve or enhance their learning. It is also an alternative to teaching other than syllables. Children can recognize words from their shapes by capturing them as images while playing with them. As children begin to speak, they connect, associating words with sounds and meanings. This process continues throughout the school year. Previous research can help to understand how the Doman method develop the learning in cerebrovascular learners facilitating learning methods and strategies to apply with learners with special needs (Toscano Collantes, 2022).

Doman method how strategy in the classroom.

Reading is a fundamental pillar for acquiring knowledge; therefore, working from an early age is essential. Additionally, the Doman Method gives outstanding 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 knowledge regarding the method and the ways it can be applied (Cruz Toro, 2017).

The Doman method for developing English reading skills, concluding that using alternative methodologies that encourage the development of English reading skills is critical to optimize this ability. This research highlighted that the Glenn Doman Method promotes reading for children development by comprehending the intellectual process. Therefore, it allows for capturing the essential ideas in a text and linking them with concepts, achieving that the child in question has a meaning. This research contributes 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 essential theoretical and methodological references around the issue raised (Núñez Fabara & Sulca Guale, 2018).

The Doman Method foster inclusion inside the classroom

The adaptation of the methodology to teach reading has a great benefit at the school level because, through its implementation, the possibilities of child for reading acquisition are stimulated. This research emphasizes that, for implementing the Dr. Glenn Doman Methodology to teach reading, the grounded bases of the method must be considered to ensure achieving the objectives to promote the habit of reading in children. In addition, teachers need to find new strategies to stimulate reading, as it is the basis for future knowledge. This study provides the theoretical and scientific basis for the Doman Method, which enables children to develop their full neural potential and facilitate their acquisition of reading and the implementation of the presented method (Monroy Iquique, 2018).

Vocabulary

It is defining how a set of words used by a person, class, or profession when learning a foreign language and expressing meanings or ideas to construct sentences for communication. Additionally, learn the difficulties children have when learning English vocabulary as a foreign language. Knowing why and how children develop vocabularies is crucial to understanding the fragile nature of words. Teachers must understand that vocabulary development is complex and will take time to solve. It will help them develop methods to help students learn and use words in their daily lives. At the same time, vocabulary is a list of important elements for individual speakers who convey meaning and communicate with each other in an official or international language. In addition, vocabulary is important for people, especially students, teachers, and authorities. In addition, every year often introduces a new word or vocabulary into this world. That is why they are so important in enriching their vocabulary (Najili, 2018).

Legal Basis

Ecuador Constitution; Current Act and Regulations Education

The legal basis for this investigation is based on the Ecuadorian Constitution. Current Laws and Regulations Education, Norms for Children and Youth:

Education is a right of people throughout their lives and an inescapable and inexcusable duty of the State. It is a priority area of public policy and state investment, a guarantee of equality and social inclusion, and an indispensable condition for a good life. Individuals, families and society have the right and responsibility to participate in the educational process. It refers to all Ecuadorians have the right to free education. It is because education is a duty of the state and is human-oriented (Const., 2021, art. 26).

Education will be centered on the human being and guarantee his or her holistic development within the framework of respect for human rights, a sustainable environment, and democracy. It will be participatory, compulsory, intercultural, democratic, inclusive, and diverse, of quality and warmth. It will promote gender equity, justice, solidarity, and peace; it will stimulate a critical sense of art, physical culture, individual and community initiative, and the development of competencies and capacities to create and work. Education is indispensable for knowledge, the exercise of rights, and the construction of a sovereign country and it constitutes a strategic axis for national development (Const., 2021, art. 27).

The State shall guarantee freedom of teaching, academic freedom in higher education, and the right of individuals to learn in their language and cultural sphere: education and the right of people to learn in their language and cultural environment. Mothers and fathers or their representatives shall have the freedom to choose an education for their children according to their principles, beliefs, and pedagogical options. It refers to parents or representatives shall have the freedom to choose their education of children, taking into account their philosophy and pedagogical options, to develop their full potential of children in education and learning (Const., 2021, art. 29).

Variables of the study

Dependent Variable

Develop vocabulary

Independent Variable

The Doman Method

Chapter III

Methodological Framework

Methods

It is gathering information by recording narratives, audio, photos, field notes, written records, and other data through various methods is considered qualitative research. It includes the use of observation, interviews, and various instruments. Qualitative research is mainly linked to the social sciences. However, it is also used for political and market studies, as well as in the field of social science. Qualitative studies are characterized by being focused on the subjects and their adopted behaviors, the inquiry process is inductive, and the researcher is constantly interacting with the participants and the data to find the answers focused on the subjects and their behaviors. The inquiry process is focused on examining social lives of people with the help of ongoing interactions with participants and data (Alan Neill & Cortez Suárez, 2018).

Qualitative research analyzes non-numerical data to obtain an exploratory approach to the phenomena it studies. In other words, this type of research focuses on the in-depth analysis of a specific topic. It usually seeks to know the object of study in detail to carry out other research, such as quantitative research. Therefore, it is interested in quality, not quantity, using small, carefully selected samples (Rus Arias, 2021).

Technique and instruments for data collection

Descriptive research specifies relevant characteristics of the object of study, responding to who, where, when, how, and why. Likewise, it seeks to measure or evaluate the most relevant aspects, dimensions, or components of the phenomenon or phenomena to be investigated, formulating the specific questions, that it seeks to answer and is based on the measurement of one or more attributes of the described phenomenon (Zaruma Andrade, 2020).

The collection techniques and instruments are the tools that allow the data collection; in this opportunity, as the research is descriptive, use was made of the secondary sources found, previous studies, and the application of a survey to a finite number of people, whose opinion is of interest for research. Therefore, the following documentary techniques will be used:

Scientific readings: The digital repository of universities was read, and websites of interest contain information on academic content such as indexed journals, scientific articles, publications, and studies, among others.

Interview: The author interviewed English teachers in Escuela de Educación Básica EDUCA to collect data and experiences to contrast information to interpret and analyze data.

Questionnaire: The researcher did an interview questionnaire with six questions for English teachers.

In this project, the researchers used a printed questionnaire for in situ interviews with the permission of teachers and collaboration to support the research content. This questionnaire helps to know the opinion, experiences, and collect data for the English teacher to provide in this research and bring to the author information for interpreting and analyzing data to obtain results and conclusions that guide readers (especially teachers) to foster the inclusion and develop vocabulary in learners with dyslexia. The author collects information to sustain information and experiences referring to the research topic of interviewing English teachers from Escuela de Educación Básica EDUCA during January 2023. For this reason, the author will use a questionnaire that contains six open questions printed for English teachers using a recorder for the interview in situ. Next, the data obtained is going to interpret and analyze.

A questionnaire is a research tool consisting of a series of questions to gather information from a respondent. A questionnaire can be considered a type of written interview. It can be done

in person, by phone, computer, or email. Questionnaires provide a relatively inexpensive, quick, and efficient way to obtain large amounts of information from large samples of people (McLeod, 2018).

Interviews are a form of consultation where the researcher attempts to understand an issue that someone expresses in their opinion. They are performed to gather specific information; this makes interviews an interactive process where someone asks questions to gather information.

Interviews are one of the many data collection methods for qualitative researchers. They are superior to other methods because of the specific traits that make them stand out. As such, the current research investigates issues related to interviews that are vital for creating qualitative data. These issues include the importance interviews have in qualitative data collection (Adhabi & Anozie, 2017).

All research emerges from practical situations and problems. From this perspective, the research approach in which this study is placed is qualitative, starting with the study of descriptive data collection methods to discursively discover some conceptual categories. Given the approach chosen for this study and the nature of the study, interviews and desk reviews are the most representative data collection techniques used to collect data from this study (Ramos Rodríguez & Toloza Blanco, 2018).

Population and sample

The population is the object of study. A population is a group of individuals (or groups of organizations) with common characteristics that researchers can identify and study. Sampling is selecting a statistically representative sample of individuals from a population of interest.

Sampling is an essential tool in research studies, as the target population is usually too large to be

included as participants in a research project. An adequate sample is a statistical representation of the population of interest, large enough to answer the survey question (Majid, 2018).

The research included the participation of five English teachers from Escuela de Educación Básica EDUCA. It is essential to highlight that the group of English teachers in the institution is ten, but five cannot participate in the research for permission of illness and personal issues.

Type of Research

In Pre-professional practices, the author could see how fostered inclusion in the institution through the Doman method accompanied by personal assistance by teachers towards the learners; they applied the method in the classroom to develop skills in the students. However, some teachers should have used this method. They preferred the traditional method of teaching any class.

When starting the research, the researcher looked for related information on e-books, books, articles, Internet, among others—besides interviews directed to teachers at Escuela de Educación Básica EDUCA. Using the entire collected data researcher will analyze and contrast the data collected and the theory reviewed previously, bringing recommendations for readers and conclusions to apply this method in the classroom.

Chapter IV

Analysis of Findings

During the field exploration, the author implemented interviews with English teachers from Escuela de Educación Básica Educa, who agreed to participate in this project and answer the questions about the Doman method and how they apply it in their class.

To carry out this research, the author used interviews with English teachers of the Educa School of Basic Education to obtain information and the opinion of the teachers according to their experience in the classroom, thus obtaining the results of this study.

Once the interviews were completed, the results were analyzed, contrasting the information obtained with the theory previously reviewed, thus achieving the contrast of the information and the analysis of the data obtained, detailed below.

Interpretation of data from the interview

Teachers assume the Doman method should be used inside the classroom, and the government must adopt this method in their educational system. In addition, it is necessary to mention that this method fosters inclusion with students, helps them to learn adequately and develops their knowledge to increase their skills. All teachers agreed that it could help to motivate students and break barriers in their limitations that they can show. Moreover, they will grow with adequate education to get a better professional future. Below, author express the analysis of results previously obtained in the interviews.

Question 1: Why do you think that Doman Method is an accurate way to teach vocabulary?

The most frequent words: Doman method increase process, helps students, didactic skills, dyslexia learners need a strategy, environment.

Analysis: For the first question, teachers answered that Doman Method is the best process to develop vocabulary because it supplements their education process, helps increase their knowledge and lets them link the words with a picture, achieving that they remember the words faster.

Question 2: Why do you consider it necessary to apply the Doman method in the Ecuadorian educational system?

The most frequent words: increase vocabulary, great results, vocabulary, can develop knowledge, educational method.

Analysis: To answer the second question, the interviewees said they agreed because they consider this method an educational aid process for pupils to increase their knowledge and develop their vocabulary in any language. It means that we can apply the Doman method in English or Spanish and get great results.

Question 3: Why do you think that the Doman method fosters inclusion in the classroom?

The most frequent words: development children knowledge, better method, special needs, way to teach.

Analysis: In answering the third question, the interviewees answered that The Doman method was developed to help children with special needs in the development of their knowledge and skills. For this reason, scientists test this method in a classroom to achieve better results with kids. They think it is a better way to teach kids of any type or age.

Question 4: In which way does the Doman method help learners with dyslexia?

The most frequent words: dyslexia, disorder, reading process, pictures help learning vocabulary, reading, linking words.

Analysis: Interviewees replied that the fourth question relates dyslexia as a disorder of learning to read and write process. It helps learners with dyslexia to gain vocabulary with an amusing method, linking words with pictures, and it will help their writing and reading process.

Question 5: Why do you consider it necessary to apply the Doman method in the Ecuadorian educational system?

The most frequent words: teachers, strategy, environment, help students successfully, language, resources, learn vocabulary.

Analysis: To reply to the fifth question, the teachers mentioned that they substantially use images or objects related to the meaning of the words to help the students associate objects they have in their environment to develop their vocabulary and learn a language. At the same time, teachers use didactic resources in their classrooms as a strategy to develop the knowledge in their students.

Question 6: Why do you consider the use of didactic material developed English as a Foreign Language?

The most frequent words: foreign language, teaching-learning process, didactic resources, special needs, aids, teach language.

Analysis: In their answer to the sixth question, teachers narrated the importance of using didactic resources to teach English as a Foreign Language regardless of the type of special needs in the learners, age, and other aids that can affect their teaching-learning process.

Interpretation of bibliographic review

The Doman method to develop English reading skills, using this method to develop comprehension of the intellectual process, capture ideas in a text, and link them with concepts (Núñez Fabara & Sulca Guale, 2018).

In their research, (Monroy Iquique, 2018) defines how the Doman method helps foster inclusion in the classroom by stimulating the students' brains to promote the habit of reading in children and encouraging equity inside the classroom.

Cruz Toro, (2017) states that reading is a fundamental pillar for acquiring knowledge. It means that the Doman method develops perception, attention and concentration skills. For this reason, when we apply the Doman method how a strategy in the classroom, the teacher must fulfill the Doman method programs in any language to develop vocabulary, reading and writing skills.

Analysis and discussion of the interview or focus group vs bibliographic review.

As result of this research, it can be confirmed that Glenn Doman's method improves students' reading abilities because it employs bits of intelligence to foster cognitive growth in children. This method uses sense stimuli to create neural connections, catch the attention of all learners, and improve their literacy through repeated words. Doing this also encourages the development of intellectual capabilities in children.

Similarly, Núñez Fabara & Sulca Guale (2018) state that the Glenn Doman Method develops visual intelligence in children. It happens because of the bits of intelligence this method uses to support the development of visual intelligence by stimulating specific areas of the brain to process visual information efficiently and identify things by name. It makes it easier for children to process visual information and retain memories at an earlier age. Because most English-speaking students go through this initial phase, emphasis is placed on using this method to improve their reading skills in these students. This way, better memory retention and the potential for higher retention are achievable.

New methods and strategies have been added to the Doman Method that helps preschool teachers better manage their classrooms. This method helps children develop natural reading skills and motivates them to learn. It is also effective at preparing students for future education levels (Candra, 2017).

Teachers are in line with Monroy Iquique (2018) according to the inclusion since they agree with using the Doman method in the classroom to foster inclusion. For this reason, this method will be applied in the Ecuadorian educational system to motivate teachers and students to foster inclusion inside the class.

At the same time, teachers' answers are aligned with Núñez Fabara & Sulca Guale (2018) when they affirm that Doman method develops English reading skills and allows capturing the essential ideas in a text and linking them with concepts.

As a result of this research, it can be confirmed that Glenn Doman's method improves students' reading abilities because it employs "bits" of intelligence to foster cognitive growth in children. This method uses sense stimuli to create neural connections, catch the attention of all learners, and improve their literacy through repeated words. Doing this also encourages the development of intellectual capabilities in children.

Similar results were found by Nuñez (2018) in his experimental research. He discovered that the Glenn Doman Method develops visual intelligence in children. It happens because of the bits of intelligence this method uses to support the development of visual intelligence by stimulating specific areas of the brain to process visual information efficiently and identify things by name. It makes it easier for children to process visual information and retain memories at an earlier age. Because most English-speaking students go through this initial phase, emphasis is placed on

using this method to improve their reading skills in these students. This way, better memory retention and the potential for higher retention are achievable.

New methods and strategies have been added to the Doman Method that helps preschool teachers better manage their classrooms. This method, developed by Chaclán (2017), helps children develop natural reading skills and motivates them to learn. It is also effective at preparing students for future education levels.

Chapter V

Reflexions of the Study

The research of Glenn Doman proves that using bits of intelligence as a teaching method benefits student in developing their intellect. It occurs because the Glenn Doman Method encourages children to develop reading abilities by repeatedly using words to capture their attention, develop senses, and stimulate their brains. It also forces children to develop their intellect through repeated use of intelligence.

By stimulating specific areas of the child's brain, this methodology favors the development of visual intelligence by making visual information easier to process. Children can read by identifying and naming things, thanks to increased intelligence. Students can continuously improve their knowledge through the Doman method by employing encyclopedic bits of intelligence. This approach allows students and teachers to remain creative and innovative as they teach. Teachers should stay in sync with the own interests of students and learning efforts as they develop new skills.

In this research, the author found relevant theories and opinions about the Doman method, especially in the interviews, where the English teacher replies to the questions and shares their experiences in the classroom. To analyze the data, the researcher must contrast the information between theory and information collected in the interviews to get the research results.

These techniques can help answer the problem and specific questions in chapter 1. The Doman method helps all types of students to develop their vocabulary, reading and writing skills. Learning a new language can be easier using the Doman method, developed for patients with neurological issues. To effectively learn vocabulary and build skills for people with dyslexia, classroom teachers need to implement classroom strategies. These strategies allow the students

to understand the learning process through didactic material. It needs to be done in small increments to ensure the students are manageable.

Because of the above, the author can infer that it is critical to review this method inside the educational system to help students and teachers have the best education and foster inclusion inside the classroom, as Ecuadorian law requires. This research aimed to demonstrate how the Doman method develops vocabulary for learners with dyslexia. It also gave the study the most information and experience related to this method with learners without special needs.

For the development of this research, the researcher included the participation of five English teachers from Escuela de Educación Básica EDUCA. It is essential to highlight that the group of English teachers in the institution is ten. Still, five cannot participate in the research for permission of illness and personal issues. Since it was impossible to schedule a day for the interviews due to the teachers' busy schedules at the school, it was necessary to conduct the interviews by Zoom. For this reason, the discussions were delayed and delivered late.

This project helps to reinforce the knowledge about the Doman method and which is necessary to apply this method to foster inclusion and teach a language to pupils. This study is a recompilation of information and data obtained for the author to demonstrate the characteristics and use of this method. At the same time, the Doman method can be used in the EFL area and is also a complete method. Therefore, teachers can use this method in any area of education to achieve great goals and develop skills.

From the interviews, it was possible to infer that the Doman method is the only method that focuses on inclusion and finds a teaching model that covers all necessities of students, including their capacity, aptitude, age, knowledge, and neurological process. At the same time, teachers must know the method and guide students step by step regardless of the learners' physical

condition, special needs, age, and aptitude because they need trust and patience to develop their skills.

These findings indicate that children need methods and techniques that encourage their interest in learning to absorb information quickly and not feel overwhelmed by the material. Starting with material provided by Glenn Doman, young children can read using recognizable and familiar phrases. The reader repeatedly emphasizes words for the child to pronounce in their comfort. People who study often use simple statements and pictures to keep reading. As a result, their educational materials need to be attractive, innovative and helpful. They also need to be easy to understand and remember.

Interviews have shown that using the Doman method can develop the vocabulary of learners with dyslexia and no special needs. Using visual media to support learning styles has improved children's early reading skills and increased motivation to learn. Therefore, in learning practice, practitioners should be more creative in learning methods to create a learning atmosphere that promotes learning enthusiasm and adapts to the characteristics of children. Further research will use more creative and innovative approaches to developing advanced reading skills.

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