PENINSULA OF SANTA ELENA
STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER

DEVELOPING READING STRATEGIES USING DOMAN´S METHOD TO SECOND GRADERS AT ÁRBOL DE VIDA ELEMENTARY PRIVATE SCHOOL. JOSE LUIS TAMAYO, SALINAS, SANTA ELENA PROVINCE. SCHOOL YEAR 2014 - 2015.

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

Author: Verónica Roca Panimboza

Tutor: MSc. Luis Iza Espinoza

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TRABAJO DE TITULACIÓN

Previo a la obtención del título:

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ADVISOR´S APPROVAL

La Libertad, May 2015

In my role as Advisor of the research paper under the title "**Developing Reading Strategies Using Doman´s Method to Second Graders** at Árbol de Vida Elementary Private School, José Luis Tamayo, Salinas, Santa Elena Province, School Year 2014- 2015" prepared by LUCIA VERÓNICA ROCA PANIMBOZA undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having 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 board of examiners tribunal.

Sincerely

………………………….

MSc. Luis Iza Espinoza

Advisor´s Full Name

STATEMENT OF AUTHORSHIP

La Libertad, May 2015

I, LUCÍA VERÓNICA ROCA PANIMBOZA, with ID number 091740050-9 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor´s degree in English, in my role as author of the research paper "**Developing Reading Strategies Using Doman´s Method to Second Graders** at Árbol de Vida Elementary Private School, José Luis Tamayo, Salinas, Santa Elena Province. School Year 2014 – 2015"; certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

_____

LUCÍA VERÓNICA ROCA PANIMBOZA

091740050-9

BOARD OF EXAMINERS

DEDICATION

I dedicate this research paper to God because He has been my guide every day of my life.

Also, I dedicate it to my family and my husband, who encouraged me to finish this career. To my daughters, who understood and forgave me for all the times that I could not be with them during the development of this research.

Finally, I would like to dedicate this work to my parents, for the understanding and help that they have given me; without them none of this would have been possible.

Vero

ACKNOWLEDGEMENT

First, I want to express my gratitude to my Lord, who gave me the life, intelligence and wisdom to overcome all the troubles. Because of his guidance, I could finish my career.

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Finally, I would like to give my sincere gratefulness to my whole family, my friends, and all my teachers. They were an important pillar to develop and conclude all the stages during my time as a student.

Thanks for everything.

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Advisor: MsC. Luis Iza Espinoza

ABSTRACT

The topic of this project is **Developing Reading Strategies Using Doman´s Method to Second Graders** at Árbol De Vida Elementary Private School, José Luis Tamayo, Salinas, Santa Elena Province. School Year 2014 - 2015. According to the topic, reading is considered an important role in the development of the little children learning, for that reason this research is focused on the use of reading strategies for teaching children in order to develop their reading skills through Doman´s method. It is considered as the most important skill to be developed at early age, and Doman´s method is regarded as one of the best techniques. Five essential processes are considered for strengthening this writing research work. The first purpose was to research and analyze the lack of interest in reading English as a foreign language on children under eight years old, once the problem was detected, an alternative proposal was submitted for the solution of this educational problem. The second main purpose is written in the literature review that presents a practical structure by reviewing the relevant information about the importance of reading from books, articles, and websites in order to improve vocabulary, pronunciation, and even grammar patterns in second graders. The qualitative and quantitative methods were useful to describe and analyze information from surveys applied to teachers, students and parents from second grade at Árbol de Vida Elementary Private School, which describes the importance and the benefits of the use of Doman´s method in the classroom. The goal of these gathered techniques is to know how to appreciate and use Doman´s Method in the classroom. Finally, the results of this research have been used to design a guide with Doman´s method to develop reading strategies, it can be appreciated in the process number four, which includes activities related to Doman´s Method for students of second grade to practice and develop their reading skills.

Keywords: Doman´s Method – reading – children – guide.

INTRODUCTION

Reading English as a Foreign Language is a little complicated to teach for many teachers for many accomplishments related to attention, retention, motivation or sometimes influenced by their mother tongue. For that reason, this research was designed to develop the children´s reading strategies through the use of "Doman´s Method".

As it is known, many children do not like to read because of the lack of motivation or because they do not have the opportunity to read in the development of the English classes. The purpose of this research, "Developing Reading Strategies Using Doman´s Method to Second Graders" is to create fun activities that students find attractive through the use of bits from Doman´s Method as a basis for them to read.

Starter find it difficult to learn how to read in English, because it has a complex system that makes reading so difficult and a hard activity for them.

Furthermore, it is recognized that many children do not like reading because they do not have materials to develop reading skills or they do not have the practice of reading in their English classes and even at their homes. Also, the lack of motivation occurs because they do not have a space to read in their classrooms. The aim of this research: "Developing Reading Strategies Using Doman´s Method to Second Graders", is to create a guide which will have different activities to

engage students to develop reading skills through bits of Doman´s Method. The present research has five chapters, developed in the following way:

Chapter I is about the problem, which exposes the statement of the problem with its context, critical analysis, problem formulation, guideline questions, and problem limitations of the issue chosen; the significance and objectives to make the present research, why the researcher wants to research the development of reading strategies through Doman´s Method in second graders.

Chapter II is the theoretical framework. It shows the analysis of the previous research; the philosophical basis and fundamental categories which support and explain the importance of reading and some benefits for children at the beginning of their pupillage. Also, it declares the legal basis, hypothesis and variables of study.

Chapter III indicates the description of the methodology which is used in this research, the level or type of research that is going to be used, the techniques and instruments used for data collection applied to teachers, parents and students of Second Grade at "Árbol de Vida" Elementary Private School, the data collection plan, and data processing plan. All of this is taken into account for the analysis and interpretation of the results, and the conclusions and recommendations.

Chapter IV is about the proposal, which expresses the solution of the problem of this research. Also, it shows the origin, its significance, objectives, and the conclusions and recommendations.

Chapter V is about the theoretical framework with the resources and source materials used in this work.

CHAPTER I

THE PROBLEM

1.1 Title of Project Proposal

Developing Reading Strategies Using Doman´s Method to Second Graders at Árbol De Vida Elementary Private School. José Luis Tamayo, Salinas, Santa Elena Province, School Year 2014 - 2015.

1.2 Statement of the Problem

Although Ecuador makes an effort to raise its aims and change the quality of education in our children, with a model of development and advancement as the best countries in Latin America, one of the principal problems in the basic education is the shortage of interest in learning English in any school in our country. Children do not like it because the wrong strategies, methodology, motivation unsuitable didactic resources that teachers apply in their classes.

In Salinas, this problem grows because in most of its schools the Spanish teachers have to teach also English. It is a little complicated for them because they do not know how to teach and apply the correct techniques for teaching English.

It is very important to mention that Listening, Writing, Reading and Speaking are the four essential skills to develop and acquire a foreign language like English. The objective in this research is to demonstrate that Reading is the main skill that children have to develop at the beginning of their scholarship, because reading is

the root or the principal source that contributes in their preparation, so reading increases imagination and creativity, allowing to learn about the world around them.

It is totally necessary to investigate at "Árbol de Vida" Elementary Private School in the academic year 2014 – 2015, how reading skills will influence in children´s learning; which is the priority for developing reading activities in order to increase the knowledge and improve the learning in general, in fact reading skills can help them to develop their future life in a successful way.

1.2.1. Context

"Árbol de Vida" is a private school. Although it really has some trained teachers in each area, especially in foreign Language.

The results of this research will demonstrate reading as one of the least practiced because children of this age do not read for many reasons:

- Children are learning to read in their mother tongue

- English has different pronunciation from Spanish

- The students only repeat words that teachers say

- Children do not know how the word is written, and

- The students confuse letters and phonemes, when they read.

As a result, they read English like Spanish, making mistakes and learning them in the same way. Motivation has an important role in the classroom. For this reason,

a good teacher must encourage the interest and the curiosity in the children learning, creating a good class environment, so the teacher must have a variety of approaches that he or she has to follow in order to guide all the time to the children´s learning. The challenge of a teacher is to contribute in the children education according to the constant change of our world.

Glenn Doman created some programs using intelligent bits or flashcards with the purpose of allowing them to know how to develop the different kinds of children potentials with cerebral problems. Then this method was used in some modern schools for twenty years. So, the bits developed the visual and auditory memory of them, also the bits are accepted by the human brain immediately, in order to activate their abilities and skills, specially reading skills, because they are looking how the word is written and how it is pronounced.

Doman´s Method allows children to become engaged in their learning process because this method is like a game that is applied in short sessions. The sessions are so short that children want to continue working.

If the teacher has a good method in his/her hand like Doman´s Method, children will be able to develop their reading skills, and teachers will have intellectual children, children with desire and enthusiasm discovering more and more in their learning. As a result, the society will have children able to build their own learning.

1.2.2 Critical analysis

To develop reading skills is a little complicated when beginners are learning English. Repetition however, is not a good technique and it is still applied in the children´s learning in some institutions of our country; so children repeat wrong what they learn wrong. In addition teachers do not use ICTs, they do not have innovating materials, they do not combine strategies, and they are not trained to achieve their children´s learning. All of these cause demotivation in their students while they are learning English. As a consequence, they promote selflessness and a poor academic performance.

The teaching – learning process should become an enriched moment where children should be happy and they should enjoy while they learn, however the lack of pedagogical updating and the lack of resources in class do not let their potential skills develop.

The problem can be solved if the teacher applies the Doman´s Method in their classes which uses intelligent bits. Through this, the teacher will set up the basis for reading, because Doman´s Method offers the opportunity to recognize words, phrases, and sentences in a meaningful context, introductory activities and a personalized approach. Also, Doman´s Method will increase children's knowledge and their fluency in reading and writing, improving their lexicon enhancing their fluency and grammar structure. Children will be familiarized with words that they can apply in different context, when they talk, and our country will provide an excellent education in the future.

1.2.3 Problem Formulation

What is the influence in the development of reading skills through Doman´s Method applied to second grader at Árbol de Vida Elementary Private School of José Luis Tamayo of Santa Elena province, school year 2014 - 2015?

1.2.4 Guideline questions

- Why do children lose interest in learning English?

- Why teachers do not apply updated activities in their English class?

- Why do teachers use traditional methods in their classes?

- What is the Doman´s Method?

- Does the application of a Doman´s Method Guide, develop reading strategies in English learning?

- Why are reading skills important in English learning?

- How would a Doman´s Method Guide help in the development of reading strategies used to second graders at Árbol de Vida elementary private school, Jose Luis Tamayo, Salinas, Santa Elena province, School year 2014 – 2015?

1.2.5. Problem Limitation

People who live here have a low salary which is earned from fishing, the main activity; as well as building and housekeeping; their children go to this school because is near, popular and cheaper than other private schools.

Field: Educational

Area: Second Grade in a Private Elementary School

Aspect: To develop reading strategies through Doman's Method.

Topic: **Developing Reading Strategies Using Doman´s Method to Second Graders** at Árbol De Vida Elementary Private School, José Luis Tamayo, Salinas, Santa Elena Province. School Year 2014 - 2015.

Problem: What are the strategies for the development of reading skills of second graders at Árbol de Vida Elementary Private School at José Luis Tamayo in Santa Elena province, school year 2014 - 2015?

Time delimitation: Academic year 2014-2015

Population delimitation: Children from second grade

Spatial delimitation: "Árbol de Vida" Private School.

Contextual delimitation: Students between 5 and 8 years old.

1.3 Significance

The daily experience in the classroom has shown that children need to improve reading skills in order to learn the English language more effectively. Reading is a process which entails word recognition, comprehension and the ability to build meaning from written texts, even when children do not know the meaning. It can serve as a guide for meaning, also reading helps us to develop critical thinking;

besides it provides in all of us the skill to know, analyze, synthetize, compare, explain and infer.

Children´s interest in reading must be stimulated at the beginning of the pupillage to achieve the cognitive and communicative competences, and build the critical comprehension of text and context like the activities for building meanings.

For that reason and because reading is the most fundamental skill that a teacher has to teach his/her students, it is considered to create a guide of Doman´s Method to develop reading strategies in children from second grader at "Árbol de Vida" Elementary Private School.

This project pretends to help the teachers with the use of Doman´s Method facilitating their work, encouraging a cooperative learning in their students, supporting their previous knowledge. In fact, Doman´s Method will stimulate their student's creativity, imagination, and their logical thinking; in this way, this proposal will allow to solve some problems in the classroom, filling the gaps that the current pedagogy and education requires.

1.4 Objectives of the Research

1.4.1 General Objective

- To develop reading strategies using Doman´s Method to second graders at Árbol De Vida Elementary Private School. José Luis Tamayo, Salinas, Santa Elena Province. School Year 2014 - 2015.

1.4.2 Specific Objectives

- To distinguish the possible causes that affect the reading skills in children´s learning.

- To identify the causes that affect the limitation of reading skills in the learning process of children from second grade.

- To analyze why reading activities are important in the learning of children under seven years old.

- To determine reading activities in order to help students in the learning of English in second grade.

- To design a variety of exercises in a Doman´s Method Guide to develop reading skills.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Previous Research

In order to develop this literature review, research or terms and background were done in this field; however it is concluded that an exact theme of this research does not exist.

Nevertheless, in the research made in the School of Philosophy at the University of Cuenca, a similar research with a different topic was found:

Authors: Fanny Corrales, Miriam Faicán.

Title: "Techniques to improve the reading skills based on the Natural Approach Method.", year: 2010.

The authors mentioned that reading is one of the important skills of a foreign language and if teachers follow the Natural Approach Method (a significant instrument that can help to increase knowledge) they will activate the children´s imagination and creativity in order to encourage their students to read well and love English. Considering English as one of the most important languages around the world, this research is focused on the development of Reading strategies through Doman´s Method on second graders. The author considers focusing on students of this age because they are at the beginning of learning and this will influence in their future learning process.

One of the biggest teachers' mistakes is to focus in verbal and auditory aspects, because they think these skills cause more difficult in the children´s learning when they study another language, but reading is important, too.

Reading is a very much determined process by the children´s brain.

When somebody reads by activating their different brain areas such as creativity and imagination; emotions, beliefs, moods, fears are used together. In fact, when people read they keep their mind busy and in good condition.

Reading does not come naturally like speaking does. When somebody learns to read; he/she does in a regular way, because there are different factors that influence this procedure.

It is important to understand and distinguish the different abilities that reading has like: phonemics, phonics, fluency, vocabulary and comprehension, which make the education to look for the correct approach or methodology to use in each of these elements in order to comprehend and express.

2.2 Philosophical Basis

2.2.1 Significant/Meaningful Learning

(Snowman, 2012) Refers that "Meaningful learning is the creation of knowledge structures from personal experience." "Constructivists view the learner as an active agent in the construction of knowledge" "Social interaction and the negotiation of understanding with others can help construct knowledge". Learning is built from the mentalist perspective, which means students have the

responsibility in their learning because students relate knowledge to the new learning. So, they are concerned in their acquisition, assimilation and retention of contents, in fact students have the predisposition for learning.

Meaningful learning is the interaction between previous knowledge that is present in the cognitive structure and new information or content; making a new one. For example, if teachers show a simple word, like "chair", students realize the simple word by making the relationship between another kind of furniture, and that is the connection between knowledge.

"Knowledge, concepts, abilities must be functional, which means they can be used in different aspects. The more meaning students have, the more effectively their functionality is. In case of the acquisition of foreign language, it is necessary that all information is connected in order to let the communicative competence rise in the student". Thereby, the teacher competence is to make didactic resources for developing the acquisition of English. (Palmero, 2010)

2.2.2 Vygotsky Theory

According to (Charlesworth, 2014), "Vygotsky saw the cooperative relationship between adult and child as the main part of the education process" From Vygotsky-based cognitive-developmental view, it is referred on social interactions. The fundamental role is the relationship between people and their social environment in order to make learning meaningful.

(Peter Hick, Ruth Kerthsner and Peter T. Farrell, 2009) Says that "Vygotsky asserts the importance of the formative effect of social, cultural and historical

influences. The notion of the ZPD establishes its position on the way in which instruction (which embodies social, cultural and historical influence) can lead development." Vygotsky developed concepts of cognitive learning zones, the zone of actual development (ZAP) and the Zone of Proximal Development (ZPD); the first one refers to activities that children can do by themselves, and the second one refers to activities that children necessarily need adult´s assistance to succeed in something; the adult takes and guides a point of view more prominent providing the scaffolding that children need to change in each Zone of Proximal Development to reach their potential learning. When children read, they associate the content of the reading with the zone of proximal development of reading; because they modify the content of the reading with external aspects like their own knowledge, allowing exploring the text and decoding it in any aspect. All these processes make them understand, comprehend, interpret and incorporate the elements that appear in it.

2.2.3 Piaget Child´s Theory

(Charlesworth, 2014) Mention that "Piaget refers to playing as it is related to mental development. Playing serves the functions of assimilation and accommodation" It is the most important guide in the development of learning during childhood, it concerns about cognitive and affective vision of learning directed by the constructivist approach; where children learn through their own experiences and errors, adults have to motivate children by making social interactions.

In the classroom teachers play an important role because they are guides; permitting them to think and make decision by themselves. It's very essential to mention that children learn through the imitation, so teachers have to use the different kinds of techniques in order to teach to read, so children learn through the interaction with their surrounding objects.

2.2.4 Juan Amos Comenius

(Lorenzo, 2011) Mention that "Comenius firmly believes that languages should be taught "not as forming in themselves a part of erudition or wisdom, but as being the means by which we may acquire knowledge and may impart it to others."

According to Comenius, pioneer in the teaching of foreign languages; he said that children learn a second language as a tool for increasing their knowledge and not as a part of knowledge. So it is very important to learn another language like English not only for interchanging communication and learning about another culture; but also it is important in any course for specific purposes.

 Acquiring another language is essential, but it is according to our necessity in order to understand any topic that children study. Furthermore, it recommends teaching vocabulary according to the context, so people learn more when they practice more; not for using rules and doing exercises in a frequent basis.

2.3 Fundamental Categories
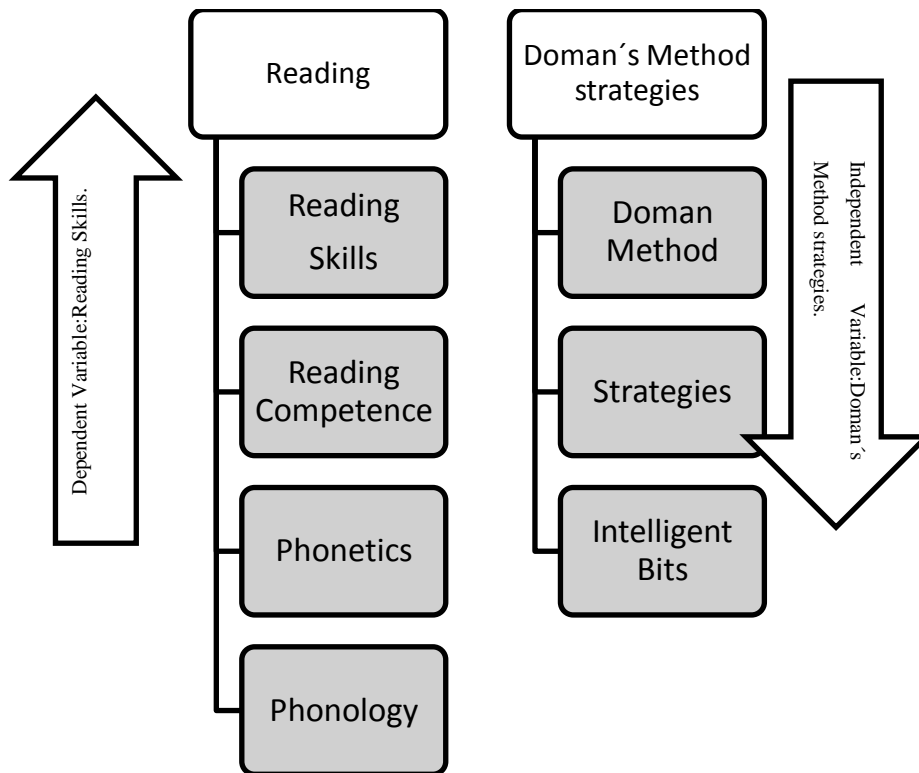
Chart 1 Fundamental Categories

2.3.1 Basic Skills in English Language Learning

The four basic skills in English Language Learning are:

- Listening

- Speaking

- Reading

- Writing

They are related to each other by two parameters:

- The way of communication: oral or written.

- The route of communication: receiving or producing the message.

The relationships among the skills are represented in the following table:

	Oral	**Written**
Receptive	Listening	Reading
Productive	Speaking	Writing

Chart 2 Basic Skills in English

2.3.2 Reading skills

(Naranjo, 2010) Believes that "Reading is the process of constructing meaning through the dynamic interaction among the reader's and the authors; it involves communication between existing knowledge".

There is a major number of meanings of what reading is and its procedures. However, some agree that "it is a process which involves word recognition, comprehension and the ability to build meaning from texts".

Some explanations of reading are defined as:

Reading is a thinking process that people have for understanding print and graphic texts.

- It is the ability to translate written text into oral language.

- It is the mode to distinguish words and their meaning.

- It achieves the global meaning of the information.

Also, it is one of the most important activities that people do in order to form their culture.

Reading promotes habits because it permits to acquire an intellectual base of knowledge.

Reading achieves the intellectual, social, moral and spiritual development because it is an interpretation of the meaning according to the human attitudes that people have. It is an internal decoding process that a person does; therefore, it is active and it is not passive, which lets it build new information.

The constructed meaning by a reader depends on a large extent on the relationship between the author's purpose for writing the text and the reader's purpose for reading it.

(Naranjo, 2010) Says that "Reading can help understanding vocabulary and distinguishing grammatical structure, which helps to improve the students´ writing abilities and the listening comprehension at the later stages".

The reader has to:

- Identify vocabulary.

- Pick out key words, identifying issues and goals.

- Interpret writing in an alphabetic structure, this means establishing a connection between sounds and symbols. In a pictograph system, it means combining the meaning of words with printed codes.

- Understand the meaning of words, including unknown expressions.

- Distinguish grammatical word classes: noun, adjective, verb, adverb etc.

- Identify basic syntactic patterns.

- Distinguish sentence constituents, such as subject, predicates, verb, object, etc.

- Create previous inferences, predict outcomes, and infer relations and connections among the parts of the text.

- Use both knowledge of the world and lexical devices.

- Get the main idea or the most important information.

- Discriminate the main clue from supporting details.

(Rachel L. McCormack, Susan Lee Pasquarelli, 2010) Agree to say that "Good readers are likely to be ones who have had the benefit of rigorous instruction in decoding and comprehension"

If children get to read early, they have the possibility to become richer by increasing their skills in reading. They obtain some benefits, ranging from increased vocabulary knowledge until decoding of paragraphs.
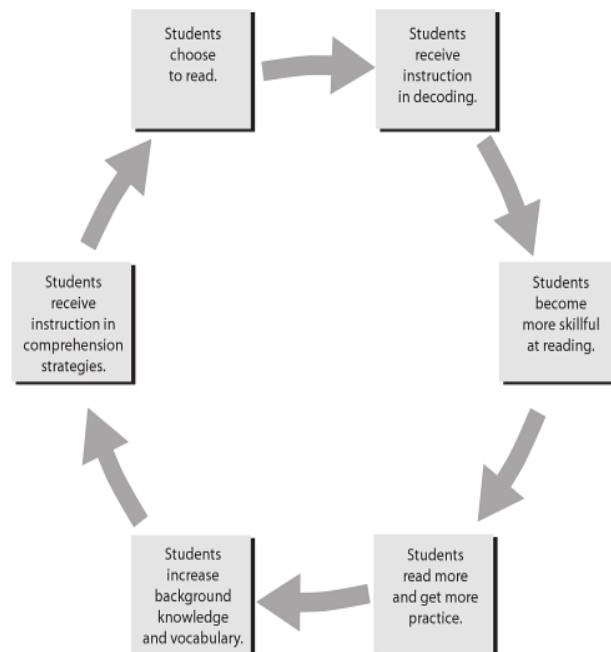
Chart 3 Source: ("The Rich Gets Richer", for Good Readers) based on Stanovich.

2.3.3 Reading Comprehension

(Calasquillo, Angela; Segan, Philip, 2012) Write that "Comprehension is a process that involves not only sensory prospects, but more importantly, cognitive aspects". Comprehension is the ability that people must have in order to understand anything. So, they have to incorporate the information and then process it for becoming part of our knowledge.

(Calasquillo, Angela; Segan, Philip, 2012) Says that "Comprehension is the ultimate reading skill that provides the links between known and unknown." The reader will construct meaning where it is associated to what the reading teaches in a determined context, letting new meanings being understood by the reader.

(Calasquillo, Angela; Segan, Philip, 2012) Believes that "Reading comprehension is the interaction between authors and readers." When somebody reads, a dialogue is made between the reader and the writer. So, it is an active action that the reader does.

(Calasquillo, Angela; Segan, Philip, 2012) Further, "reading comprehension is the skill used to obtain meaning from printed pages." So, it is a developmental process in which students can get meaning from written symbols in the message, allowing them to activate the imagination, to be creative, to be critic, and more; and also, readers will establish relationships, identity main ideas, analyze, infer and deduce the author´s meaning.

For this reason, teachers have the responsibility to apply some strategies in the development of reading in order to get the positive ability to understand graphs, words, vocabulary, sentences, paragraphs and all types of contents.

2.3.4 Vocabulary

(Michael F. Graves, Diane August and Jeannette Mancilla-Martinez , 2013) Agree to say that "Vocabulary can be classified as receptive (words we understand when others use them) or productive (words used by ourselves). Vocabulary can also be classified as oral or written. Thus, each of us has four types of vocabulary: words we understand when use in our speech (receptive/oral), words we can read (receptive/written), words we use in our speech (productive/oral) and words we use in our writing (productive/written).

It is important for researchers to understand how and why children acquire vocabulary, because it is essential to know that knowledge of words is fragile and a complicated process that will not be solved in an easy way, so teachers can apply a variety of methods to help students to acquire words and be able to transmit them in their daily life.

Vocabulary knowledge is related to meaning and affects comprehension. Developing vocabulary skills is an important part of the reading process. In fact, many students struggle with reading simply because they do not know the meanings of the words in the text.

Vocabulary is always going to be found orally or written, so students need to have awareness of words meaning and they are capable to identify their meaning in different contexts.

When students try to explain anything, they usually use vocabulary that they have in their thoughts thus; students have to be familiar with many words for using them when they are speaking and writing.

(Duffy, 2009) Refers that "Vocabulary and comprehension instruction can be started as early as preschool if we use listening situations. Comprehension in oral messages requires the same strategies as comprehending printed messages.…"

If beginning readers, like children, have printed words in their oral vocabulary, they will get used to it more easily and quickly. Then, the educator in all subject areas and grade levels must take the time to teach key terms as well as strategies. They have the responsibility to help them for developing a vocabulary program that would direct these learning processes for applying words in different contexts.

The relationship between vocabulary and reading has a great connection, because students have to use both to know a number of words in order to understand better the paragraph that they read.

2.3.5 Phonemics Awareness

(Scott, 2009) Says that "Phonological awareness is a special kind of sound knowledge. It is different than the phonological knowledge required in the comprehension or production of language". Phonological awareness requires a conscious alertness to the sound properties in speech. Phonemics awareness is the ability to understand spoken words of individual speech sounds called phonemes. It is the ability to identify phonemes, independent of meaning; it allows the individual to recognize and manipulate sound segments in spoken words. There are different levels of common phonological awareness in words, such as in: syllables, rhymes, and sounds.

Phonemics awareness is a prerequisite to learning to read because it helps children to understand the alphabetic principle, so children have to recognize sounds before they learn to read, they do not have to know how to name letters or their corresponding sounds in order to demonstrate phonological awareness. Thus, it is important because it is basis of reading.

Good readers look for "letter patterns" as one technique. When they try to decode unknown words, they use familiar sound chunks from known words; this "chunking" of sounds makes the reading process more efficient. This ability to look inside words for syllables, rhymes, and individual sounds when reading and spelling is based on the student's phonological awareness.

2.3.6   Phonics

(Strickland, 2011) Mention that "Phonics refers to instruction in the sound-letter relationship used in reading and writing. It involves an understanding of the alphabetic principle (i.e., there is a relationship between spoken sounds and letters or combinations of letters) on which the English language is based and a knowledge of the sounds associates with a particular letter or combination of letters"

Opposing Voices

- "Today's teachers *don't* teach phonics. Our language is alphabetic. First, children should be taught the letters of the alphabet and the sounds that go with them and then they will be able to read."
- "Today's teachers *do* teach phonics. First, children need to learn that reading is supposed to make sense. Phonics should be taught, as needed, within the context of learning to read and write."

Chart 4 Phonics (Strickland, 2011)

Phonics refers to associating letters with sounds used in reading and writing. It involves an understanding of the alphabetical codes (letter recognition, rhyming words, spelling pattern). Ii is the ability to link a symbol and a sound. In all cases it should begin in kindergarten and first grade and give emphasis in second grade.

English is a language that has no direct correlation between phonics and graphemes like Spanish, when children learn in their own language. It is easier to learn reading because in Spanish there is this relationship, for that reason this research considers the importance to teach phonics at the beginning of the pupillage in order to familiarize with this term, because words in English are not written like they are written in Spanish.

2.3.7 Doman´s Method

(Ruiz, 2010) As it is known reading is a potential function of the brain and one of the most difficult skills when people learn. Reading is mostly the base of all the learning. Besides, all the successful pupillage is based in the learning process of reading.

If people also remember how a word is written and how it is heard, when it is used in a piece of paper, it will be used as a channel of information. This process gives the opportunity to record it. The use of a piece of paper or cards is called bits.

An Intelligent Bit is a bit of information; it can contain a picture, a photograph, a word, that helps us to process knowledge. Glenn Doman achieved this traditional method to stimulate children with cerebral problems. It has been applied to little children in different countries for more than fifty years in order to learn their

mother language and a foreign language. Children are not only capable to learn one foreign language, but also five languages and the results are excellent.

(Doman, 2012) Says that the method consists in writing a word in cards or bits, then play with the children showing five of them three times a day. The words must be printed.

The bits should be clear, they can contain information with the same topic, for example: family members, fruits, animals, days of the week, greetings, etc. If the bit has a picture, it must be clear with the purpose that children would not take another interpretation.

The bit gives the opportunity to children to establish the new knowledge with the previous knowledge that they have. Also they would be able to develop other skills.

This reading method develops early children mind and facilitates teaching learning process because their brain can absorb large amount of information.

This method uses seven steps:

Step 1, step 2 and step 3 use cards or bits from 12 to 15 centimeters with red printed letters, all the words are written in low case letter, the words used can be familiar for children, but in English it will be used for presenting the new vocabulary in each unit.

Step 4 uses a text with pictures with short content, the words are structured from the book, then written in cards of 8 centimeters with black color, then it is shown

to the children in the order that is shown in the book. For English learning it will be applied for children, they must extract new words of the short stories given in the unit of the book in order to memorize and recognize the new words.

Step 5 collects and makes a booklet with the new words. For teaching English, it can be applied by making the booklet but some pictures can be added in order to memorize them in a better way.

Step 6 is to read the book or reading showed in the step 4.

Step 7 shows the alphabet in cards or bits. In English teaching, this activity can be shown but adding the spelling of the words studied in the previous step.

2.3.7.1 How can teachers apply Doman´s Method in English classes?

In the classroom, teachers can apply this method like a game at the beginning of the English classes, where children entertain themselves; they will stimulate their vision and audition and learn more about their environment around them, in order to stimulate their curiosity and learning to read.

The teacher must choose the topic of the class and explain the children how the game will be and its rules, the game with the use of the intelligent bits is applied for three or five minutes, so children must be attentive. The success of this game is that children always want to work more.

Playing is very important in the development of a learning process that is the only activity that children are motivated and produces in them willingness to learn.

2.3.7.2 Objectives of Doman´s Method

- To stimulate the intelligence and brain of the children.

- To develop visual and auditory memory.

- To increase the lexicon.

- To develop children´s intelligence, they can learn by relating information with others.

- To improve the attention and concentration of the children.

- To encourage the curiosity and interest when children are learning.

2.3.8 Methods

According to (Jack C. Richards and Theodore S. Rodgers, 2014) agree that "A method has a variety of techniques and procedures that have provided the teachers with different issues of how to teach in relation to their knowledge, beliefs, and practice".

2.3.9 Grammar Translation

This method is used by many teachers for understanding literacy text. It is a traditional method used since the early 40s, especially for teaching vocabulary and grammar rules, and attempting to produce perfect translation of literacy prose. The grammar translation is focused in the importance of the meaning in English learning, thus it is proposed that reading is the first skill taught before another one. This method is applied in linguistic principles which could be best way to

practice, causing frustration for the students because it is focused in the grammar and language structure.

2.3.10 The Direct Method

The Direct Method is used to build approach around observation of children language learning, where language is taught without translation, students must learn as if it is their native language.

Vocabulary is taught with demonstration and actions, mimes and pictures, grammar is taught by inductive method, teachers have to be a guide, also they have to encourage direct and spontaneous use of the foreign language, teachers must not speak much, students must speak a lot.

The problem of this method is that it is so difficult to apply in our environment because teachers are not enough trained, and the time of the class period makes that all students do not have the chance to participate, as it is required.

2.3.11 The Lexical Approach

Since children´s processes to learn how to speak is complicated to them, theories demonstrate they copy words, phrases and sentences that are heard. Therefore, words are taught in a repetitive way; grammar, however, is more difficult to explain how they learn because it is acquired in a "superficial" mode; that is called "grammatical units".

Chomsky´s influential theory of language gives emphasis to learn words and phrases that are heard previously, so if these words, phrases and sentences are

listened every day, children will learn in a natural way. Chomsky gives a variety of forms to learn words, phrases, collocations that can be included in different kinds of texts. If children listen those words previously, they understand much better the text that they are listening or reading. This method plays an important role in learning and in communication, so it is necessary to apply in teaching English as a Second Language because children have the capability to learn easily; as a consequence, they can produce communication from the constructions of "chunks" that contributes to their fluent speech.

2.3.12 Strategies

(Kenneth D. Moore and Jackeline Hassen, 2011) Says that "Strategies are cognitive processes that teachers use when they teach their classes in order to contribute in learning".

Strategies must be facilitated in the children´s learning, so teachers have to apply them according to the context. Students apply these strategies to build their own learning connecting their previous knowledge with the new one. For that reason, teachers are the correct assistant or guide to make this knowledge meaningful through creating and innovative resources applied in the classroom.

2.4 Legal Basis

2.4.1 Ecuador Constitution; Current Act and Regulations Education

The legal basis of this research is based on the Ecuador Constitution; Current Act and Regulations Education, Code on Children and Adolescents:

(ASSEMBLY, 2011) According to the Political Constitution of the Republic of the Ecuador, our Government has the obligation of warranting the right to the education; it is an irrevocable right for people, so it is permanent for all their citizens. It is an inexcusable duty of the State, the society and the family; so the government has to support the education, and provide as a high-priority area the public investment required for the national development and guarantee of the social justness. It is responsibility of the State to define and to execute political rules that will allow to reach these purposes.

Article 26.- All Ecuadorian people have the right of education because it is mandatory for the State so it is focused on the human being.

Article 27.- Education allows people to develop their aptitudes, being able to generate their own way to work, considering their gender, equity, justice; always following and respecting the human rights.

Article 29.- Parents or representatives have the liberty to choose their children´s education, considering their philosophies and pedagogical options, in order to develop all their children´s skills in the teaching – learning process.

THE GOOD LIVING SYSTEM PRINCIPLES

Inclusion and Equity

Art. 343.- The national education system shall incorporate an intercultural vision in line with the country's geographical, cultural, and linguistic diversity and respect for the rights of the communities, people and nations".

The national education system has the purpose to change individual and collective capabilities and potential of the Ecuadorian population. The system will be centered to the learner and will work flexibly and dynamic, inclusive, effective and efficient, generating knowledge, capabilities, arts and culture.

Article 347.- Education is the responsibility of teachers, students, and parents. It must be tripartite if one of these members fails; the education of children will not obtain the required results. They have to immerse in their children´s learning process for guaranteeing their children educational process and they will be productive in their social environment.

2.4.2. Law of Childhood And Adolescents

Art 37.- Right to Education

(Nacional, 2003) "Children and adolescents are entitled to a quality education". This right demands an educational system that:

Kids and teenagers must have a right and equal education, so teachers have to provide the better in their classes, offering and covering all the needs that are demanded in our educational society, so English is an overall language, and it is very important to teach this subject in Ecuadorian institutions.

Literal 4 It says therefore, that kids and teenagers will benefit from teachers, didactic resources, laboratories, equipment and structure in good conditions, consequently the teachers´ duties will be to implement and use all the necessary in order to reinforce its aims.

2.5 Hypothesis

- A guide of Doman´s Method develops the reading strategies in second graders at "Árbol de Vida" Elementary Private School.

2.6 Variables of Study

2.6.1 Dependent Variable

Reading Skills

2.6.2 Independent Variable

Doman´s Method Strategies

CHAPTER III

METHODOLOGY

3.1 Research Approach

(Kothari, 2011) Agree that, the methodology is a way of procedures that supports the development of scientific knowledge, working parameters and clarifications to solve research problems.

It is necessary to describe the type of approach that this research will use. This research includes a descriptive and feasible approach; also it will use quantitative and qualitative methods. It requires an internal research, because the sample is small.

Those methods will allow knowing about the problem. It applies bibliographic and field research in all the school. It is necessary to use a qualitative method because it analyzes ways, qualities and values of children who are involved in the problem. Also it is going to establish a guide of different activities, following easy steps in order to use the Doman´s Method Strategies in the development of Reading skills in the learning of second graders at "Árbol de Vida" private school, during the school year 2014 – 2015.

3.2 Level or Type of Research

This research will be supported with the following methods:

3.2.1 Bibliographic Research

During this research, overall perspectives from different approaches, analyses, meanings and thoughts of some authors were considered in order to argue the

fundamental categories. It will use materials that contain information about reading skills. Also, it has a variety of materials about strategies and techniques of reading, which help in the development of this research, furthermore this analysis is based on bibliographic resources like books, newspapers, articles and documents, which are collected, read and classified for the development of this research to provide the statement and significance of it.

The methods used in this research can permit to show the effect produced in the institution and its community, because it is necessary to know the background and the phases of the problem.

3.2.2   Field Research

Several surveys, questionnaires will be applied to children, teachers and parents, which will give data informing about what possible causes are in the development of reading skills in second graders at "Árbol de Vida" Private School, where the problems are observed.

3.2.3   Descriptive Method

The aim is to describe the nature and to explore the causes of the phenomena. It allows identifying what are the real features of the phenomena, in this case, in children´s English Language Learning. So, after the problem is located at "Árbol de Vida" Private School, it will allow knowing the causes of the shortage in their English learning. One and the most relevant problem is the lack of pronunciation in reading: they are not motivated; they do not understand the meaning of words, and all of these problems make the children lose the interest in their learning.

3.2.4 Instruments for Data Collection

For the development of this research it will be considered the scientific observation method, because during the observation process it was discovered a problem that this research will pretend to solve.

The first aspect that this research will consider is the following:

3.2.5 Synthetic Analytical Method

For the synthesis of this research, information from different sources were used, such as e-books, internet pages, articles, etc., and they were used for the elaboration and process of quotations in the development of the literature review of this research.

3.2.6 Inductive Deductive Method

This method is used at the moment of collecting all the information and date in order to stablish the general results.

3.3. Population and Sample

3.3.1 Population

The population of this research is formed by all the 24 students from second grade, 1 principal, and 12 teachers from the "Árbol de Vida" Private School. The data was given by the Secretary of this institution.

Chart 5 Population

No.	Description	Quantity	%
01	Principal	1	100%
02	English teacher	1	100%
03	Teachers and secretary	11	100%
04	Students from second grade	24	100%
05	Parents	24	100%
	Total	87	100%

Source: "Árbol de Vida" Elementary private school
Author: Lucía Verónica Roca Panimboza

3.3.2 Sample

The sample is the total of the population.

In this case the sample is small. It is under 100 people, so it is not necessary to apply any size formula, it is considered to work with the entire universe.

3.4 Operational Variables

Chart6: Independent Variable

Doman´s Method

Conceptualization	Dimensions	Indicators	Items	Techniques and instruments
Doman´s Method	Education Learning process Pictures Resources Reading skills	Reading Skills Methodological Strategies	Do students develop their reading skills in English classes? Does the teacher apply the right and appropriate teaching strategies in the classroom? Are the teachers disposed to use Doman´s Method in the classroom? Will the use of Doman´s Method develop the reading skills in second grade students?	Surveys Second Graders English Teacher Parents Camera

Source: Research Field
Author: Lucía Verónica Roca Panimboza

Chart 7: Dependent Variable

Reading Skills

Conceptualization	Dimensions	Indicators	Items	Techniques and instruments
Reading Skills	Methods and Strategies Meaningful learning Reading Skills (Reproductive ability)	Constructivism Motivation	Are students developing their reading skills in English classes? Does the teacher guide or motivate to read in English in the classroom? Will students from second grade develop reading skills through the use of Doman´s Method?	Surveys Second graders English Teacher Parents Camera

Source: Research Field
Author: Lucía Verónica Roca Panimboza

3.5 Techniques and Instruments for Data Collection

The following techniques will be applied in the development of this research:

Observation and Survey.

used in the development of English classes.

3.5.1 Survey

Survey is one of the important areas of measurement in applied social research. It will be shown through the elaboration of a questionnaire which will let us know the advantages or disadvantages of Doman´s Method Strategies in order to develop reading skills using second graders at "Árbol de Vida" Elementary Private School.

3.5.2 Camera, Video

This instrument will be used to capture images and videos in order to reproduce them later and have an evidence of the implementation of the project.

3.5.3 Questionnaire

It is a document with several questions which was elaborated to get information about the problem.

3.6 Data Collection Plan

The data collection plan was done according to the surveys, and statistical charts were done in order to present this research paper.

Chart 8: Data Collection Plan

Basic Questions	Explanation
1. What for?	To develop reading strategies.
2. From which people or objects?	The students from second grade at "Árbol de Vida" Elementary Private School.
3. About what aspects?	Reading skills
4. Who?	Research students.
5. To Whom?	Students, English teacher, parents.
6. When?	School year 2014 - 2015.
7. Where?	At Árbol de Vida Elementary Private School.
8. How many times?	Once a year during the academic year 2014 - 2015.
9. How?	Individually and in groups
10. What data collection techniques?	Observation and surveys
11. With what?	Lists, questionnaires and cameras.

Source: Research Field
Author: Lucía Verónica Roca Panimboza

3.6 Data Processing Plan

Chart 9: Data processing plan

Determination of a situation	Data research	Data collection and analysis	Definition and formulation	Statement of solutions
The lack of knowledge in vocabulary, pronunciation and low use of reading resources was determined through surveys directed to students, tutors and parents from second graders at "Árbol de Vida" Elementary Private School, with the intention of including the use of Doman´s Method to develop reading strategies.	When the problem was discovered, the researcher looked for related information on: E-books, books, articles, Internet, among others. Besides, surveys directed by parents, students, and teacher at "Árbol de Vida", Elementary Private School.	Once the problem was detected, surveys for students, parents and children were made. This information was analyzed in order to develop a proposal to solve the problem.	Using all the collected data that proved the shortage of Reading Skills in Children while learning English, it was important to involve the Director of the institution and tutors to the process in order to inform and become part of this project with the goal of developing reading skills in each student.	Implementing a guide of Doman´s Method Strategies for second graders at "Árbol de Vida" Elementary Private School, will develop reading skills.

Source: Research Field

Author: Lucía Verónica Roca Panimboza

3.7 Analysis and Interpretation of the Results

3.7.1   Surveys directed to Students from Second Grade at "Árbol de Vida"

Elementary School.

Question 1: How much do you like English subject?

Objective: To determine the opinion of students about their predilection of English subject.

Chart 10: How much like English subject.

ALTERNATIVES	FREQUENCY	PERCENTAGE
A lot	15	63 %
Something	7	29 %
A little	1	4 %
Nothing	1	4 %
Total	24	100%

Graphic 1: How much like English subject.
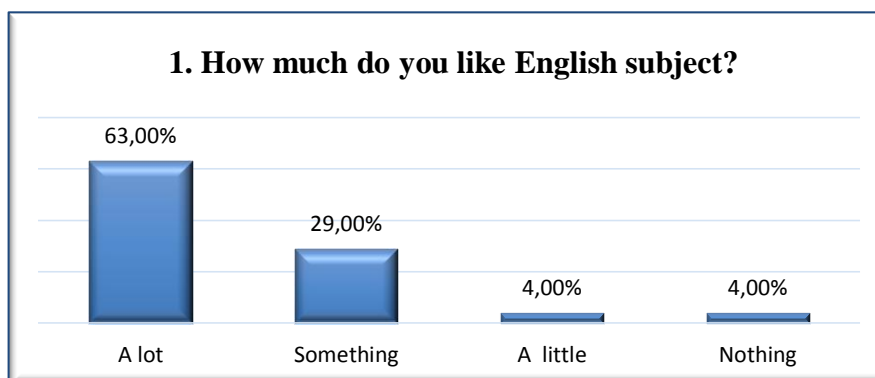
Source: Students from Second Grade at "Árbol de Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: the Graphic above shows the result of the first question. As it can be seen 63% of the students likes English subject, the 29% likes partially English subject, the 4% shows that students like a little and nothing, It means that students must be encouraged by their teacher when they receive English classes.

Question 2: In English classes you participate…

Objective: To determine the participation of students in English classes.

Chart 11: Student participation in English classes.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	3	13 %
Sometimes	11	46 %
Rarely	7	29 %
Never	3	12 %
Total	24	100%

Graphic 2: : Student participation in English classes
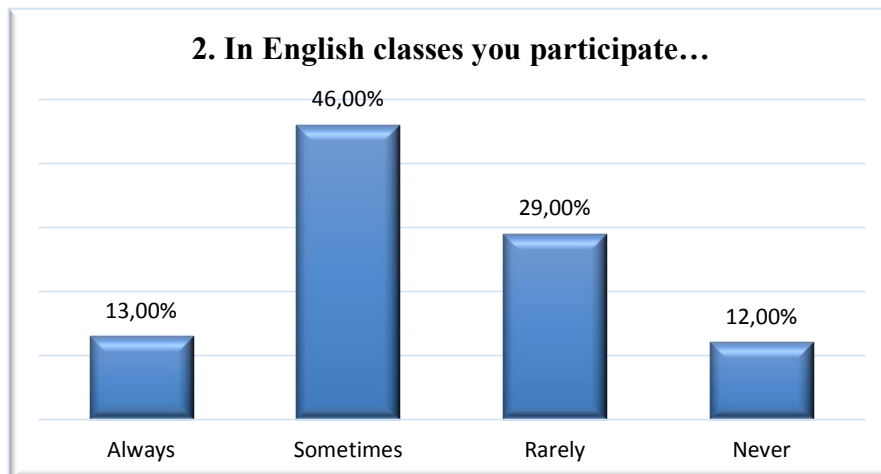
2. In English classes you participate…

- 46,00% — Sometimes
- 29,00% — Rarely
- 13,00% — Always
- 12,00% — Never

Interpretation: According to the second graph, the 46% of students participate sometimes in English classes, the 29% participates rarely, 12% never participate and the 13% always do. That means that students are not motivated to participate during the development of English classes.

Question 3: Does your teacher apply reading activities?

Objective: To identify the application of reading activities in English classes.

Chart 12: Application of reading activities.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	16	67 %
No	8	33 %
Total	24	100%

Graphic 3: Application of reading activities.
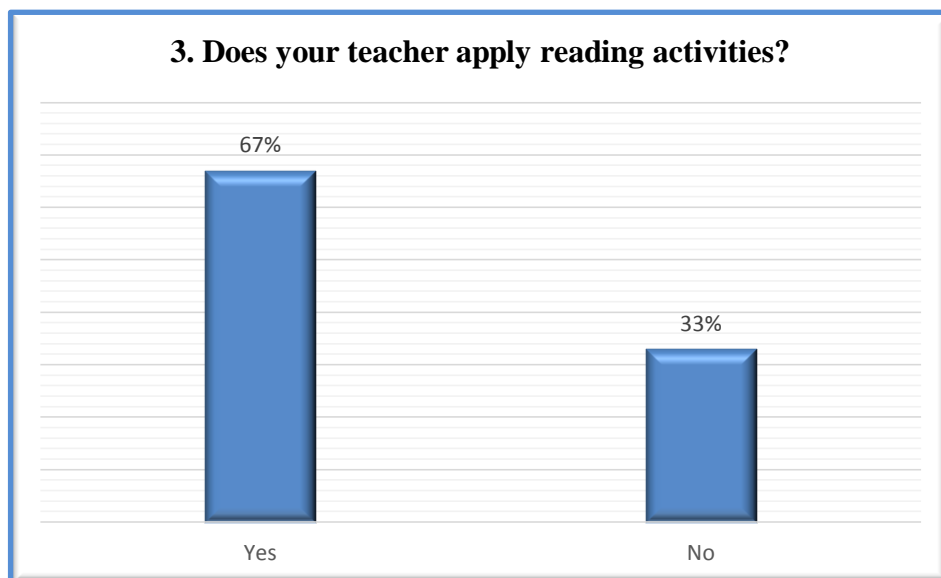
Source: Students from Second Grade at "Árbol de Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: In this graphic, it can be appreciated that 67% of the students support that teacher applies reading activities and the 33% disagree with that; so teachers need to apply more activities for keeping their engagement and attention while they are learning.

Question 4: Does your teacher guide or motivate you to read stories, tales in English?

Objective: To notice the opinion of students if their teacher motivates them for reading in English.

Chart 13: Motivation to read in English**.**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	9	37 %
No	15	63 %
Total	24	100%

Graphic 4: Motivation to read in English
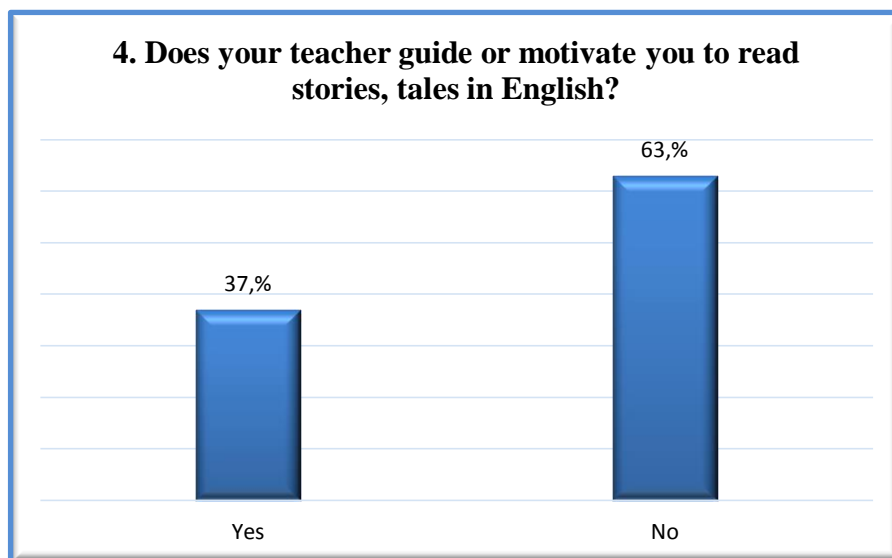
4. Does your teacher guide or motivate you to read stories, tales in English?

Source: Students from Second Grade at "Árbol de Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: In this chart, the 63% of the students support that teacher does not motivate them for generating reading in stories or tales, and the 37% support the contrary, that means that teacher applies a few of these of resources in classes.

Question 5: Do you like reading tales or stories in your English classes?

Objective: To define the opinion of students about types of reading they like in English subject.

Chart14: To prefer reading in English classes.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	11	46 %
Sometimes	9	37 %
Rarely	3	13 %
Never	1	4 %
Total	24	100%

Graphic 5: To prefer reading in English classes.
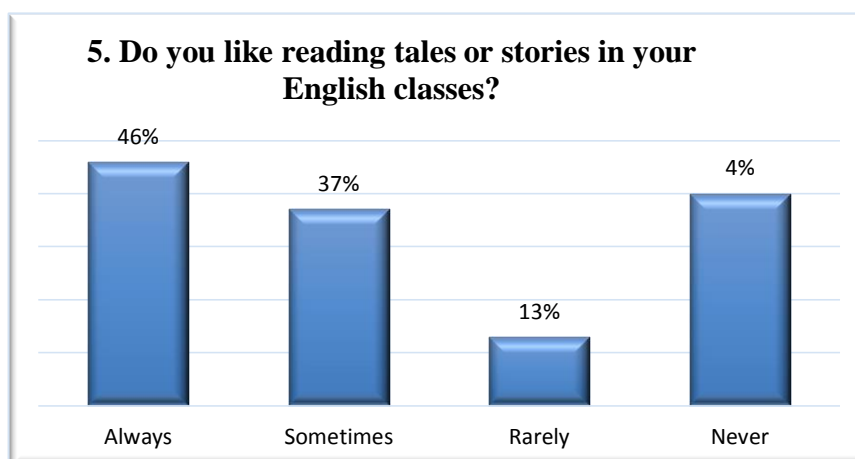
5. Do you like reading tales or stories in your English classes?

Source: Students of Second grade of "Árbol de Vida" elementary private school
Author: Lucía Verónica Roca Panimboza

Interpretation: In this graphic it can be seen that the 46% of the students always enjoy stories in English, the 37% enjoy stories sometimes, the 13% of students suddenly enjoy reading stories, and the 4% say that they never like it. With these results it should be considered to tell stories in English in order to learn and increase students' knowledge.

Question 6: Do you understand the message in the readings or stories?

Objective: To determine the opinion of students about their understanding in the reading message.

Chart15: Understanding readings.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	11	46 %
No	13	54 %
Total	24	100%

Graphic 6: Understanding readings**.**
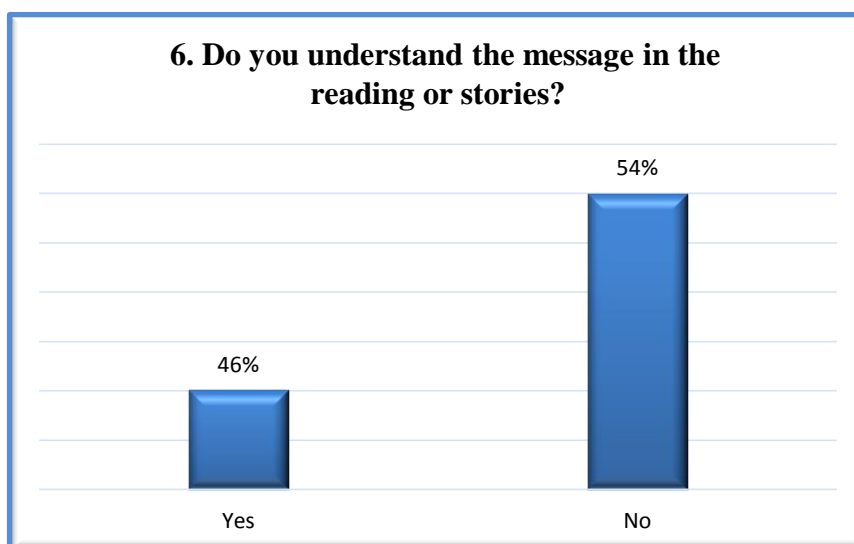
Source: Students from Second Grade at "Árbol de Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: In this graphic, the 46% of students considered that they understand the message or the moral in the reading and the 54% considered the contrary, which means that it is necessary to apply activities to encourage their attention.

Question 7: While you read, do you learn to pronounce correctly and do you learn the meaning of new words?

Objective: To conclude if students learn pronunciation and meaning of new words in reading.

Chart 16: Learning correctly pronunciation and meaning of new words while read.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	20	83 %
No	4	17 %
Total	24	100%

Graphic 7: Learning correctly pronunciation and meaning of new words while read
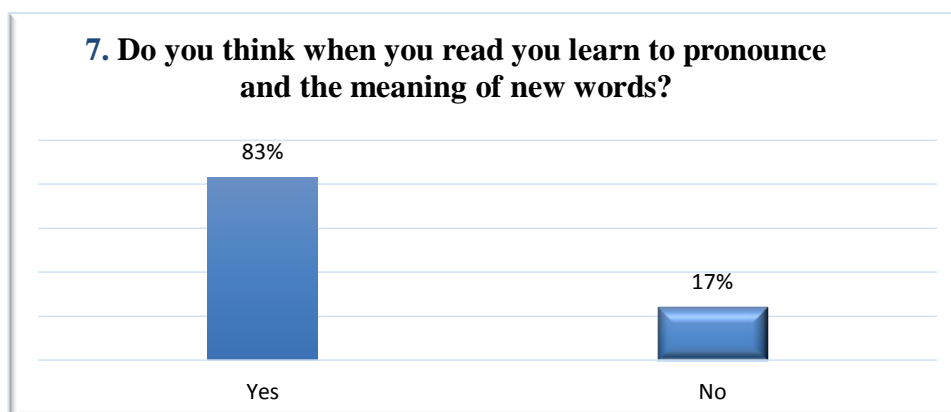
7. Do you think when you read you learn to pronounce and the meaning of new words?

83%

17%

Yes   No

Source: Students of Second grade of "Árbol de Vida" elementary private school
Author: Lucía Verónica Roca Panimboza

Interpretation: According to the question that refers about learning pronunciation and meaning, the 83% of students agreed with that; and just the 17% expressed the contrary. That means children learn a lot when they read, so it is necessary to apply activities to develop this potential greatly.

Question 8: Do you think reading is important to expand the English language?

Objective: To define in students recognize the importance of reading in order to expand their knowledge in this foreign language.

Chart17: Importance of reading to expand English language.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	20	83 %
No	4	17 %
Total	24	100%

Graphic 8: Importance of reading to expand English language.
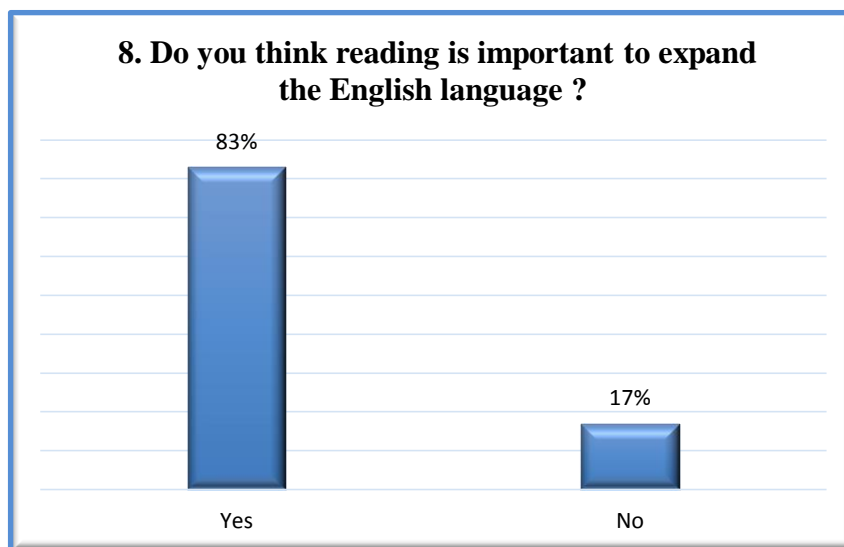
8. Do you think reading is important to expand the English language ?

83%

17%

Yes   No

Source: Students from Second Grade at "Árbol de Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: The following graphic shows that the 83% of the students considered that reading is important to expand the knowledge while learning a foreign language and the 17% disagreed with that opinion. So they consider that reading is important to increase their learning.

Question 9: How much do you understand reading activities applied with your English teacher?

Objective: To determine the opinion of students about their understanding in reading activities.

Chart 18: Understanding reading activities.

ALTERNATIVES	FREQUENCY	PERCENTAGE
A lot	9	37 %
Something	9	38 %
A little	5	21 %
Nothing	1	4 %
Total	24	100%

Graphic 9: Understanding reading activities.
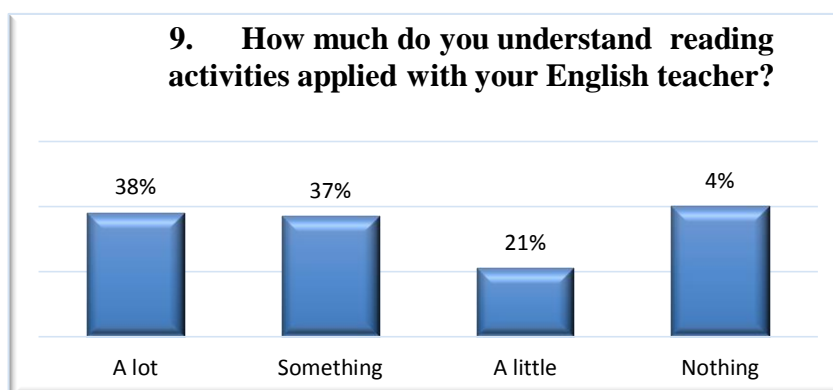
Source: Students from Second Grade at "Árbol de Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: According to the gathered information, the 37% of the students understand a lot of their reading activities, the 38% understand something, the 21% of the students understand a little while reading, and just the 4% of the students understand nothing, so if it is always applied, children will understand a lot more.

Question 10: Would you like to learn English by reading in a funny way using flashcards or bits with visual words and/or pictures?

Objective: To determine the acceptance of using flashcards or bits for learning English.

Chart19: Acceptance of using flashcards or bits for learning English

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	24	100 %
No	0	0%
Total	24	100%

Graphic 10: Acceptance of using flashcards or bits for learning English
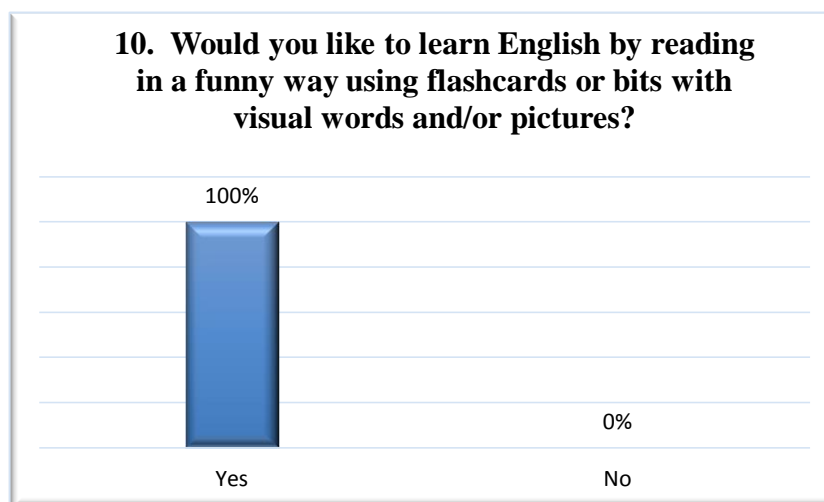
10. Would you like to learn English by reading in a funny way using flashcards or bits with visual words and/or pictures?

100%

0%

Yes   No

Interpretation: All the students expressed that they like to learn English reading in a funny way, using flashcards that can motivate them to develop their reading skills.

3.7.2 Survey Directed to the Parents of Second Graders at "Árbol De Vida", Elementary Private School.

Question 1: How do you consider the English learning of your children?

Objective: To determine the opinion of parents about the importance of their children's English learning.

Chart 20: Parents opinion about the importance of English learning.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Excellent	4	17 %
Very Good	9	38 %
Good	9	37 %
Regular	2	8 %
Bad	0	0 %
Total	24	100%

Graphic 11: Parents opinion about the importance of English learning.
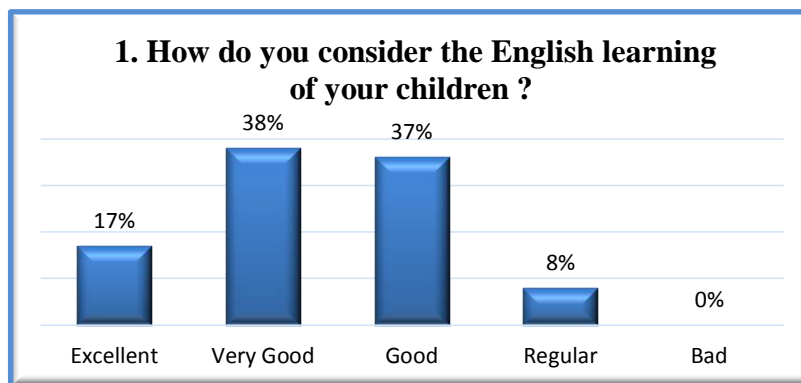
Source: Second Grade Parents at "Árbol de Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: The graph shows the result of the first question. Most of the parents are approving the English learning of their children because 38% and 37% think that the education in that subject is satisfactory, 17% of parents said that the learning is excellent and just 8% said that it is regular. That means that they are satisfied with the learning of their children.

Question 2: Do you consider that teachers use appropriate materials to motivate students' English learning?

Objective: To identify the opinions of parents about motivation from teachers using appropriated materials in the development of English classes.

Chart 21: Appropriated materials to motivate English learning.

ALTERNATIVES	FREQUENCY	PERCENTAGE
A lot	20	83 %
A little	4	17 %
Nothing	0	0 %
Total	24	100%

Graphic12: Appropriated materials to motivate English learning.
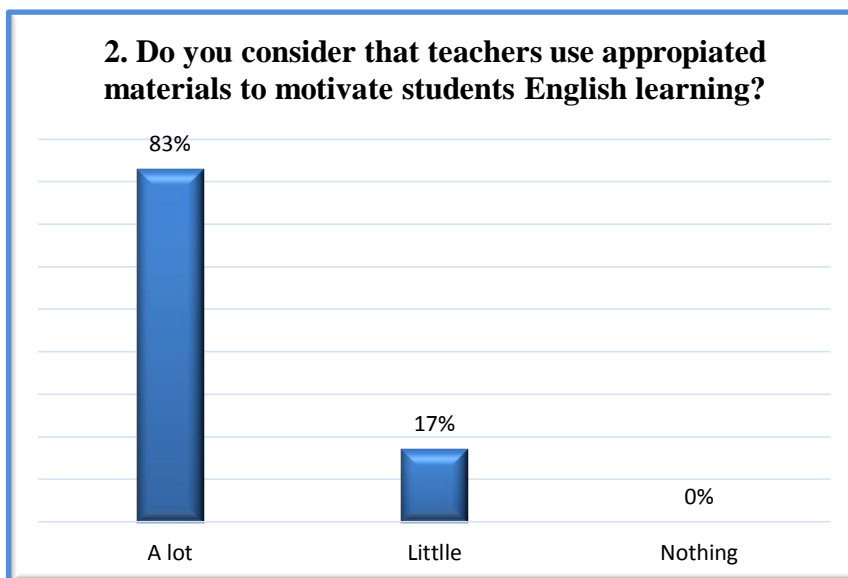
2. Do you consider that teachers use appropiated materials to motivate students English learning?

- 83% — A lot
- 17% — Littlle
- 0% — Nothing

Source: Second Grade Parents at "Árbol de Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: According to the second graph, the 83% of parents are in favor of teachers using materials for motivation in their children; just the 17% said that it is not very important. So, parents want the best education for their children.

Question 3: Do you believe teaching reading in English at early age is important in your children's learning?

Objective: To detect the opinion of parents about the importance of teaching reading in English at early age.

Chart 22: To teach reading at early age.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	24	100 %
No	0	0 %
Unknown	0	0 %
Total	25	100%

Graphic 13: To teach reading at early age.
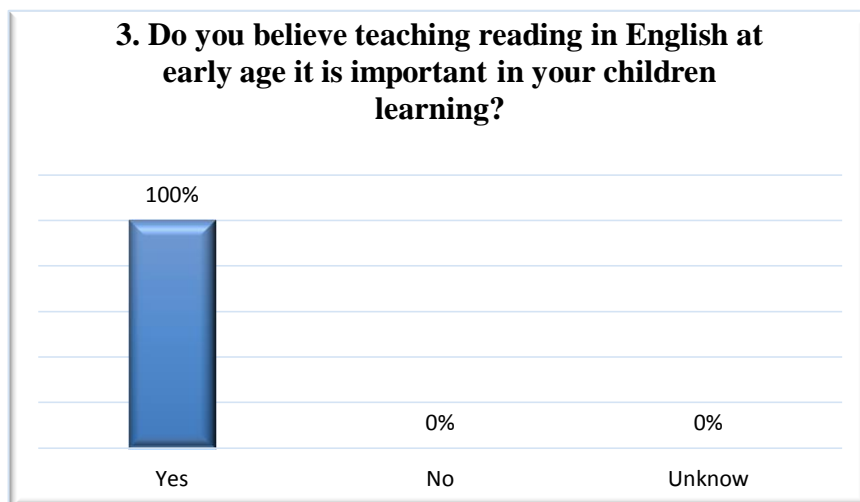
Source: Second Grade Parents at "Árbol de Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: In this graph, it can be appreciated that the 100% of the parents said that it is really important to teach reading in English when children are little. That means teacher can apply different strategies to develop reading skills.

Question 4: Do you motivate your children to read stories or tales in English?

Objective: To identify the opinion of parents if they motivate their children to read in English.

Chart 23: Children motivation to read.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	1	4 %
Sometimes	12	50 %
Rarely	7	29 %
Never	4	17 %
Total	24	100%

Graphic 14: Children motivation to read.
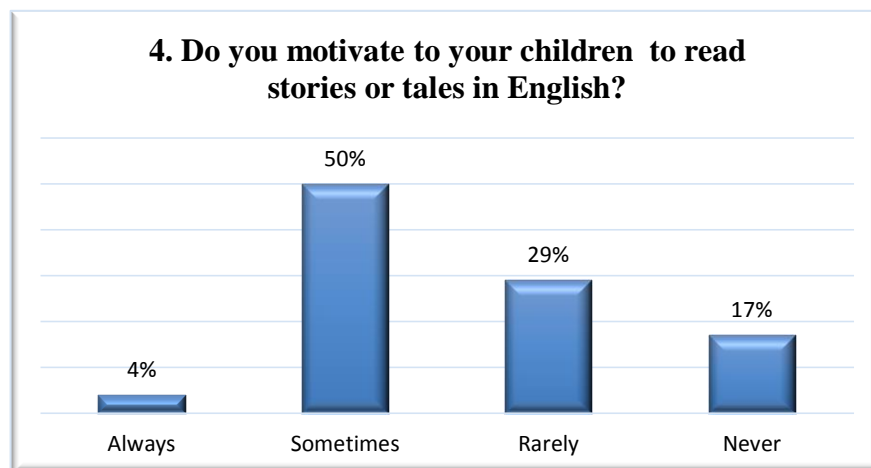
Source: Second Grade Parents at "Árbol de Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: In this graph, the 50% of parents motivate their children to read stories or tales in English, the 29% of parents sometimes motivate their children to read in English, the 4% of parents always motivates their children, and the 17% say that they do not motivate at all their children to read in English. That means that most of these parents support their children's learning by motivating them to read in English.

Question 5: How much do you consider that reading activities influence in speaking skills?

Objective: To define the opinion of parents about the influence of reading activities in speaking skills of their children?

Chart24: Influence of reading in speaking skills.

ALTERNATIVES	QUANTITY	PERCENTAGE
A lot	21	87 %
A little	3	13 %
Nothing	0	0 %
Total	24	100%

Graphic15: Influence of reading in speaking skills.
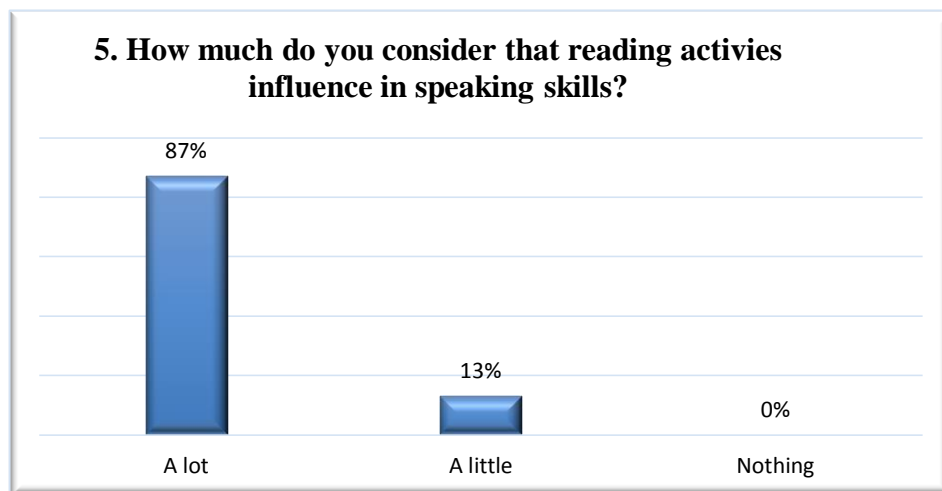
5. How much do you consider that reading activies influence in speaking skills?

- 87% A lot
- 13% A little
- 0% Nothing

Source: Second Grade Parents at "Árbol de Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: In this graphic the 87% of parents support that reading activities can influence in the speaking skills of their children, and only the 13% of parents expressed that these activities are a little necessary for speaking skills. So, applying reading activities could influence in the development of speaking skill.

Question 6: Do you believe if your children use flashcards with words and pictures, will they develop their reading skills?

Objective: To determine the opinion of parents about the use of flashcards or bits in the development of reading skills.

Chart 25: Use of flashcards to develop reading skill.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	24	100 %
No	0	0 %
Unknown		0 %
Total	24	100%

Graphic 16: Use of flashcards to develop reading skill.
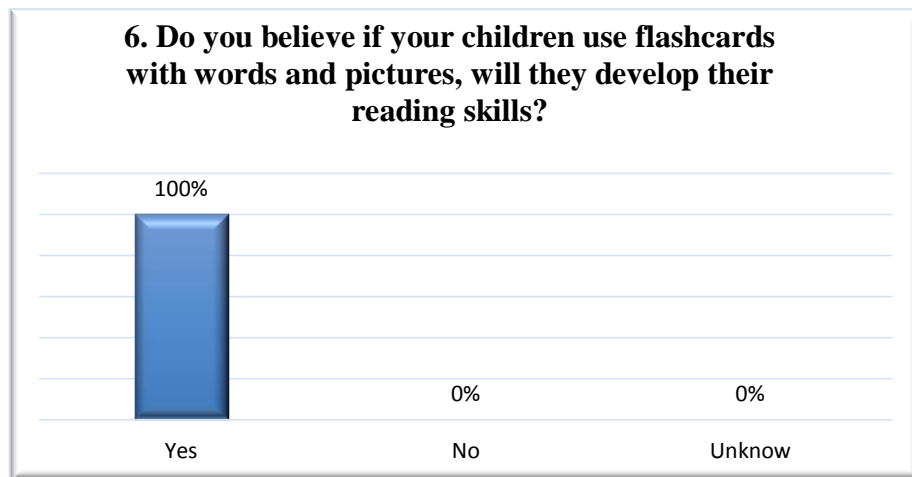
Source: Second Grade Parents at "Árbol de Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: The 100% of parents support that it is important the use of flashcards to develop reading skills in their children.

Question 7: Do you want the teacher to use flashcards with words and pictures to develop your children's reading skills?

Objective: To determine the opinion of parents about the use of flashcards in their children's English learning to develop reading skills.

Chart 26: Opinion of parent to use flashcards in English classes.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	23	96%
No	1	4 %
Unknown	0	0 %
Total	24	100%

Graphic 17: Opinion of parent to use flashcards in English classes.
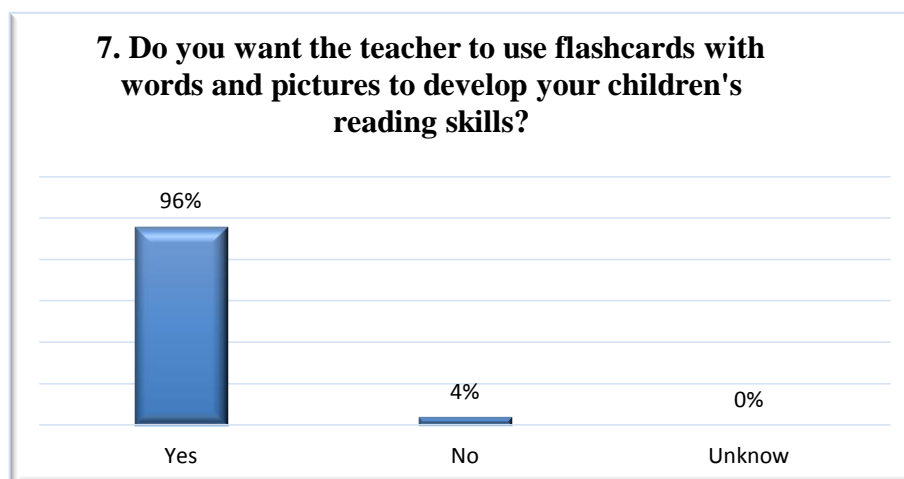
7. Do you want the teacher to use flashcards with words and pictures to develop your children's reading skills?

96%

4%

0%

Yes   No   Unknow

Source: Second Grade Parents at "Árbol de Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: According to the question that refers about using of flashcards to develop reading skills, the 96% of parents agreed with that, and just the 4% expressed the contrary. That means it is very necessary to apply this resource in the development of English classes.

Question 8: Do you want that your children can participate in activities to develop reading skills?

Objective: To identify the opinion of parents about the participation of their children in activities to develop reading skills.

Chart 27: Participation in activities to develop reading skills.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	23	96 %
No	1	4 %
Total	24	100%

Graphic 18: Participation in activities to develop reading skills.
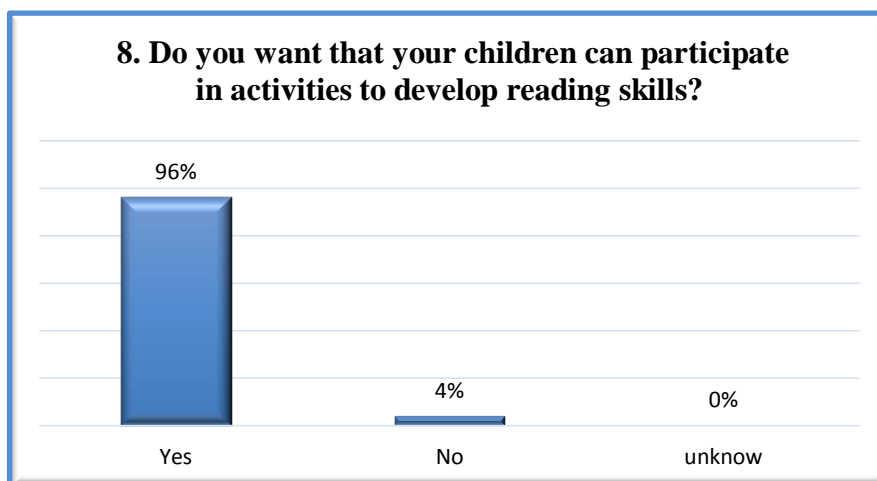
Source: Parents of Second grade of "Árbol de Vida" elementary private school
Author: Lucía Verónica Roca Panimboza

Interpretation: In the following graphic shows that the 96% of the parents considered that it is essential the participations of their children in activities to develop reading skills, just the 4% disagreed, so it considers that reading are important to increase their learning.

Question 9: Does your children´s institution have materials to motivate reading in English?

Objective: To determine the opinion of parents about the support of their institution with materials for their children's English learning

Chart 28: Materials to motivate reading skills.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	8	38 %
Nothing	7	26 %
Unknown	9	36 %
Total	24	100%

Graphic 19: Materials to motivate reading skills.
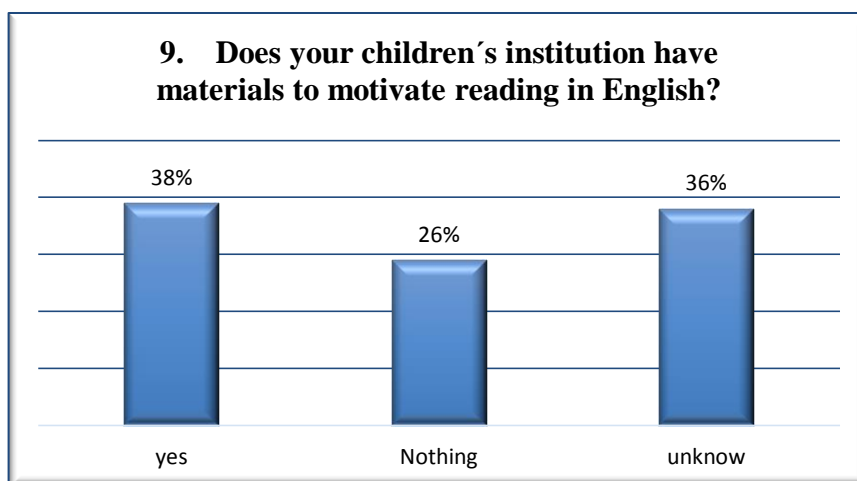
9.   Does your children´s institution have materials to motivate reading in English?

Source: Second Grade Parents at "Árbol de Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: According to the gathered information, the 36% and the 26% do not know if their institution supports their children's learning with materials, the other 38% of parents confirm the contrary. Teachers must apply resources in their English classes.

Question 10: Do you think if your children´s school implements materials like flashcards or tales to develop reading in English, will your children get to speak in English?

Objective: To determine the acceptance of using of flashcards or bits for learning English in their children's English learning.

Chart 29: Implementation of materials to develop reading skills.

ALTERNATIVES	FREQUENCY	PERCENTAGE
A lot	20	83 %
A little	4	17%
Nothing	0	0%
Total	24	100%

Graphic 20: Implementation of materials to develop reading skills.
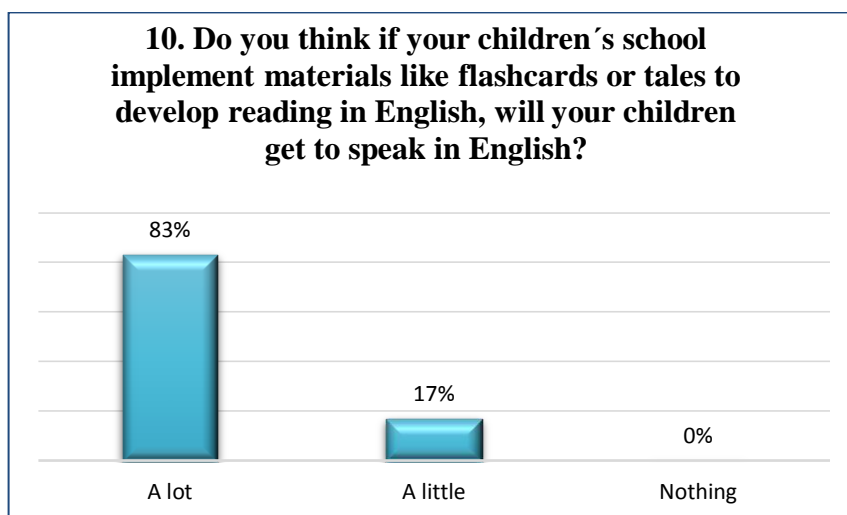
10. Do you think if your children´s school implement materials like flashcards or tales to develop reading in English, will your children get to speak in English?

83%

17%

0%

A lot   A little   Nothing

Source: Second Grade Parents at "Árbol de Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: In the last question, the 83% of parents support the implementation of materials to develop reading in English for students to practice and learn English; just the 17% supports the contrary.

3.7.3 Survey Directed to the Teacher of Second Grade at "Árbol de Vida", Elementary Private School.

Question 1: What skills do you practice the most in class?

Objective: To determine the opinion of the teacher about the skills that are practiced the most in her students' English learning.

Chart 30: To identify the skill more practiced.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Listening	0	0 %
Speaking	1	100 %
Reading	0	0 %
Writing	0	0 %
Total	1	100%

Graphic21: To identify the skill more practiced.
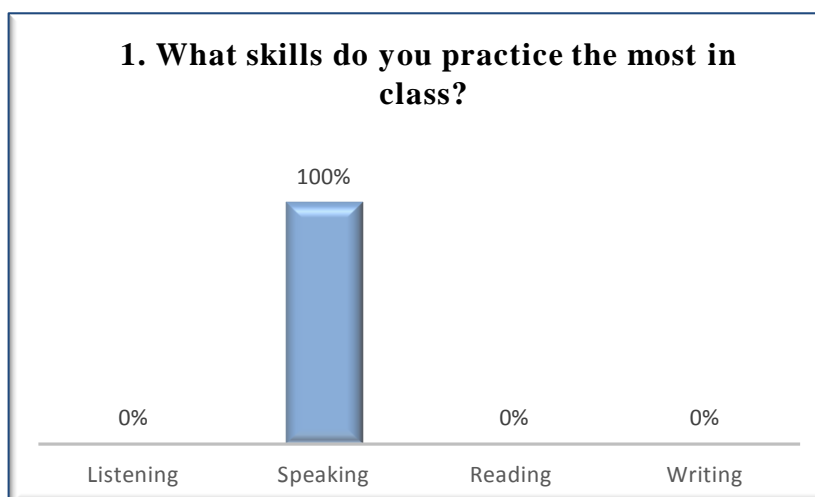
Source: English Teacher at "Árbol De Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: In this graphic, it can be appreciated that Speaking is the skill that teacher practices the most in class with her students; it has the 100% of results. It means that she applies a few activities to develop reading skills.

Question 2: What resources do you use in your classes?

Objective: To determine the opinion of the teacher about the resources that she uses in her English classes.

Chart 31: To determine the resources used in class.

ALTERNATIVES	QUANTITY	PERCENTAGE
Music	0	0 %
Drama	0	0 %
TPR	0	0 %
Visual Spatial	1	100 %
Total	1	100%

Graphic 22: To determine the resources used in class.
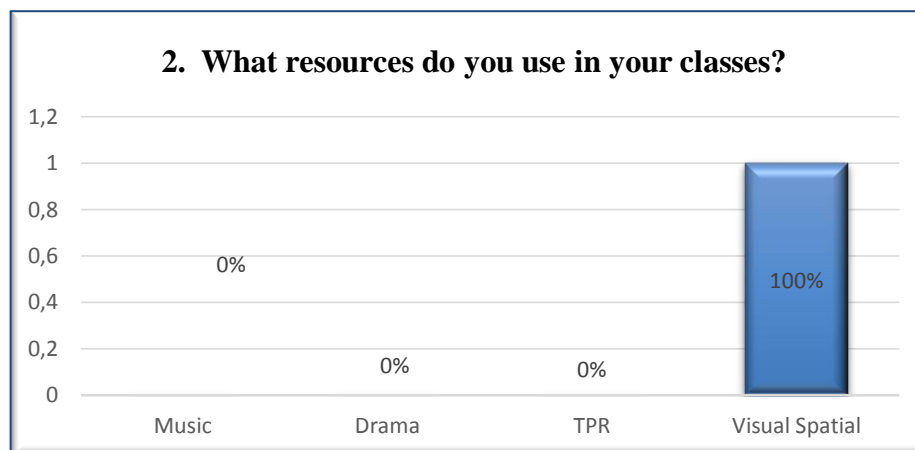
2. What resources do you use in your classes?

Interpretation: According with the second question, the results presented in this graph show that the resource that is used the most by the teacher is Visual Spatial as it is shown with the 100%. It means that she applies resources to develop reading skills in the classroom, and this will be necessary for the application of the project.

Question 3: How often do you practice reading activities?

Objective: To determine the opinion of the teacher about the times she uses reading activities in her English classes.

Chart 32: Practice reading activities.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	0	0 %
Usually	0	0 %
Sometimes	1	100 %
Never	0	0 %
Total	1	100%

Graphic 23: Practice reading activities.
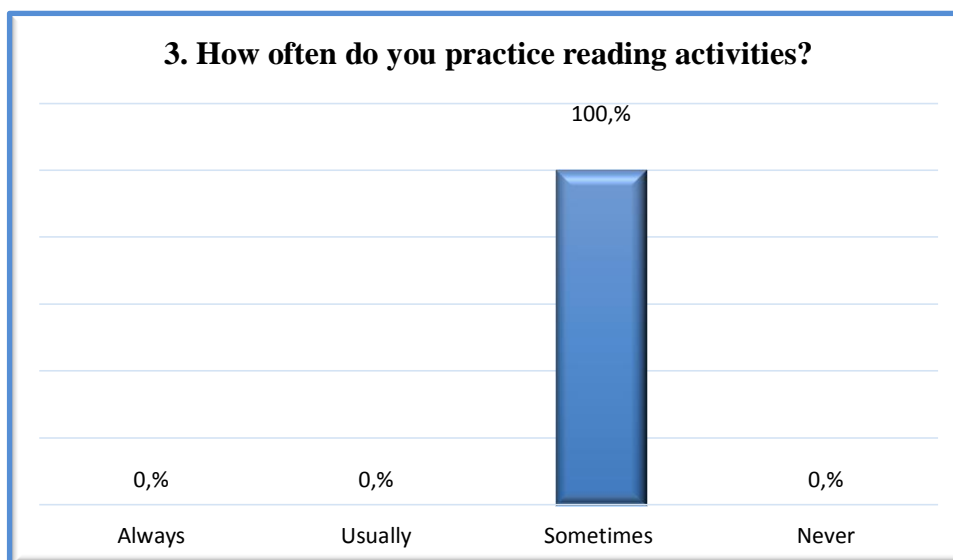
3. How often do you practice reading activities?

100,%

0,%	0,%		0,%
Always	Usually	Sometimes	Never

Source: English Teacher at "Árbol De Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: In the question number three, the results showed that the teacher sometimes uses reading activities in her English classes. That means that reading activities are not part on her daily routines in her classes.

Question 4: Do you believe that reading resources develop English Language?

Objective: To determine the opinion of the teacher about the influence of reading resources in the development of English language in her Children's English learning.

Chart 33: To develop English language using reading resources.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	1	100 %
No	0	0 %
Total	1	100%

Graphic 24: To develop English language using reading resources.
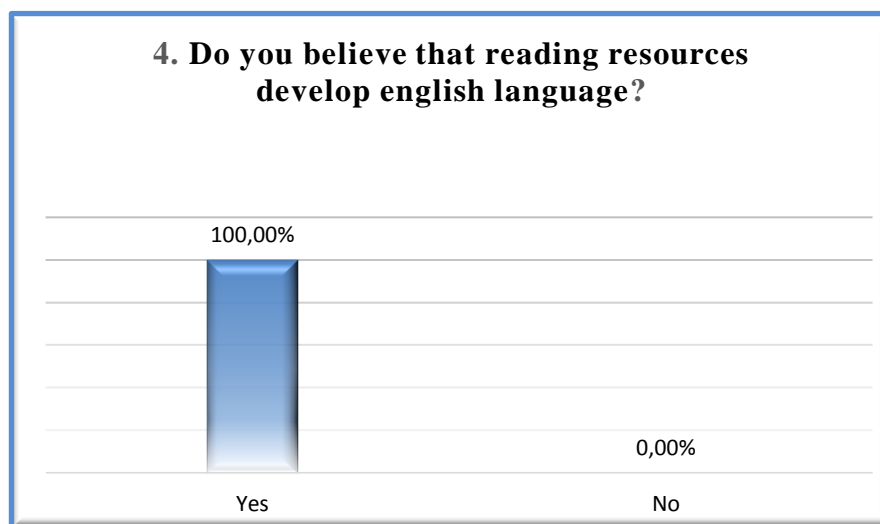
4. Do you believe that reading resources develop english language?

100,00%

0,00%

Yes   No

Source: English Teacher at "Árbol De Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: According to the gathered information of the question number four, the results showed that the teacher agrees with the use of reading resources to develop English language. It means that reading resources should be used in her English classes.

Question 5: How much do you know about reading strategies?

Objective: To determine if the teacher is familiarized with any reading strategies.

Chart 34: Reading strategies.

ALTERNATIVES	FREQUENCY	PERCENTAGE
A lot	0	0 %
Something	1	100 %
A little	0	0 %
Nothing	0	0 %
Total	1	100%

Graphic 25: Reading strategies.
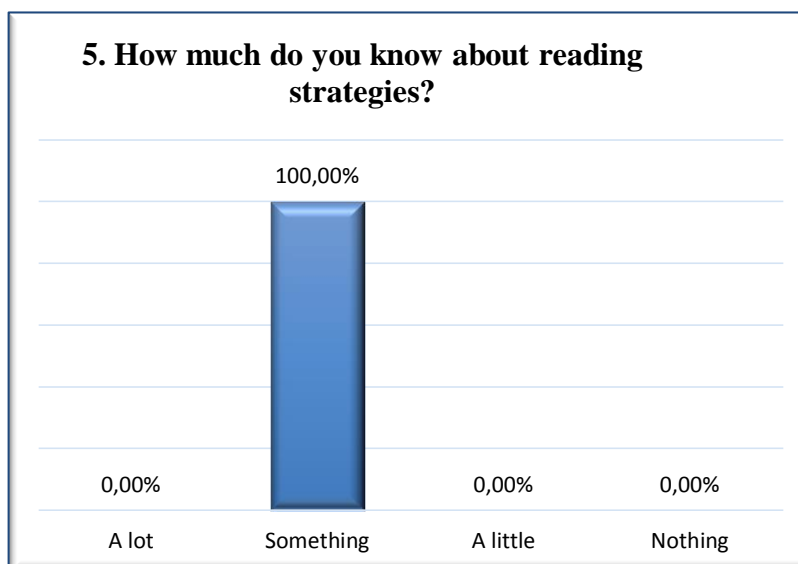
Source: English Teacher at "Árbol De Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: According to the fifth question that refers to her knowledge in reading strategies, the results showed that the teacher has some knowledge about them. It means that she does not use enough activities for developing reading skills.

Question 6: Which activities do you use to teach reading to children?

Objective: To identify the opinion of the teacher about the use of reading activities in her English classes.

Chart 35: To identify activity for teaching reading.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Filling the gaps	0	0 %
Unscramble words	0	0 %
Crosswords	0	0 %
Matching	1	100 %
Total	1	100%

Graphic 26: To identify activity for teaching reading.
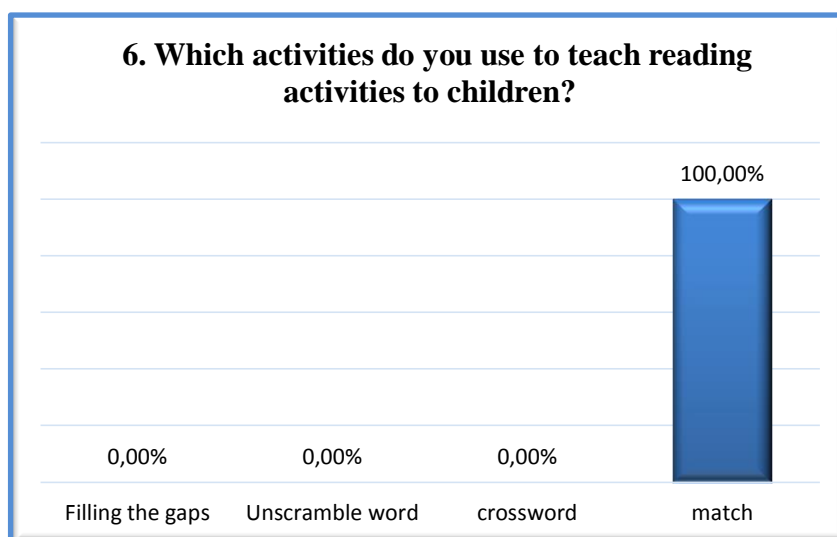
6. Which activities do you use to teach reading activities to children?

100,00%

0,00%   0,00%   0,00%

Filling the gaps   Unscramble word   crossword   match

Source: English Teacher at "Árbol De Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: In this graphic that refers to the use of reading activities in her English classes, it can be appreciated that she only uses activities that children have to match, so additional activities are essential for developing other skills in her children.

Question 7: What kind of materials do you use to practice reading skills?

Objective: To identify the use of materials to practice reading skills in her English classes.

Chart 36: Materials used to practice reading skills.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Flashcards	0	0 %
Short stories	0	0 %
Songs	1	100 %
None of the above	0	0 %
Total	1	100%

Graphic 27: Materials used to practice reading skills.
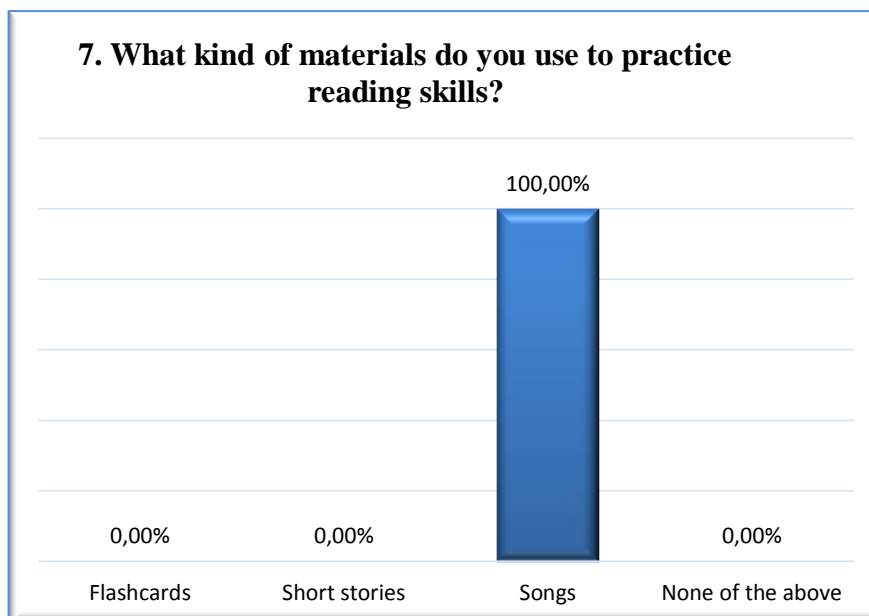
7. What kind of materials do you use to practice reading skills?

Source: English Teacher at "Árbol De Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: In this graphic that refers to the use of reading activities in her English classes, it can be appreciated that she only uses songs, so another resources are also essential for developing reading skills.

Question 8: Do you think reading is important to expand the English language?

Objective: To identify the opinion of the teacher about the importance of reading in the acquisition of a foreign language.

Chart 37: Importance of reading.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	1	100 %
No	0	0 %
Total	1	100%

Graphic 28: Importance of reading.
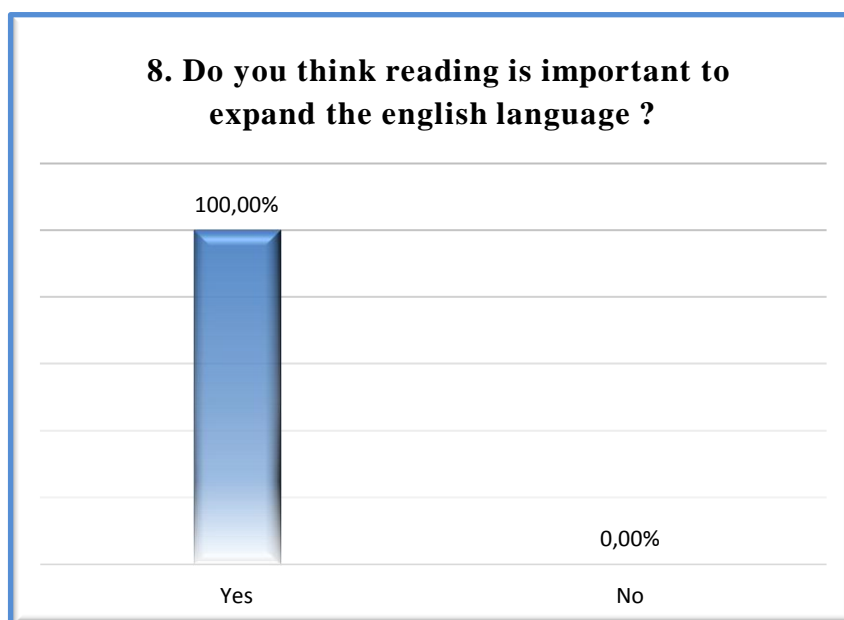
8. Do you think reading is important to expand the english language ?

100,00%

0,00%

Yes   No

Interpretation: In this graphic that refers to the importance of reading in the developing of English language, the teacher agrees with that, so reading activities in the daily routine in class should be included for developing reading skills.

Question 9: What strategies do you use to develop reading skills?

Objective: To determine the opinion of the teacher about the importance in the using of strategies to develop reading skills in the acquisition of a foreign language.

Chart 38: Use of strategies to develop reading skills.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Skimming	0	0 %
Scanning	0	0 %
Predicting	1	100 %
Guessing	0	0 %
Total	1	100%

Graphic 29: Use of strategies to develop reading skills.
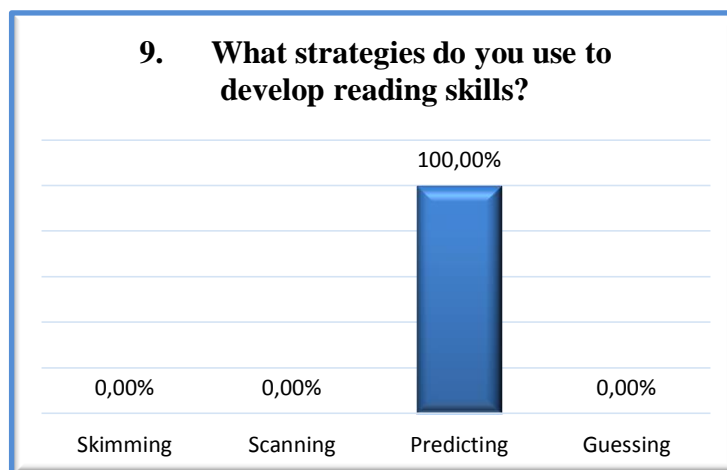
Source English Teacher at "Árbol De Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: In this graphic that refers to the importance of using reading strategies in the developing of English language, the teacher agrees that predicting is the most significant skill for developing reading skills. However, in English classes all of the above alternatives are important.

Question 10: What do you think about applying flashcards or bits as a strategy to develop reading skills?

Objective: To determine the opinion of the teacher about the importance of the application of different kinds of materials as a strategy to develop reading skills in the acquisition of a foreign language.

Chart 39: Application of flashcards as a strategy to develop reading skills.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Bad strategy	0	0 %
Good strategy	1	100 %
Excellent strategy	0	0 %
Never heard about it	0	0 %
Total	1	100%

Graphic 30: Application of flashcards as a strategy to develop reading skills.
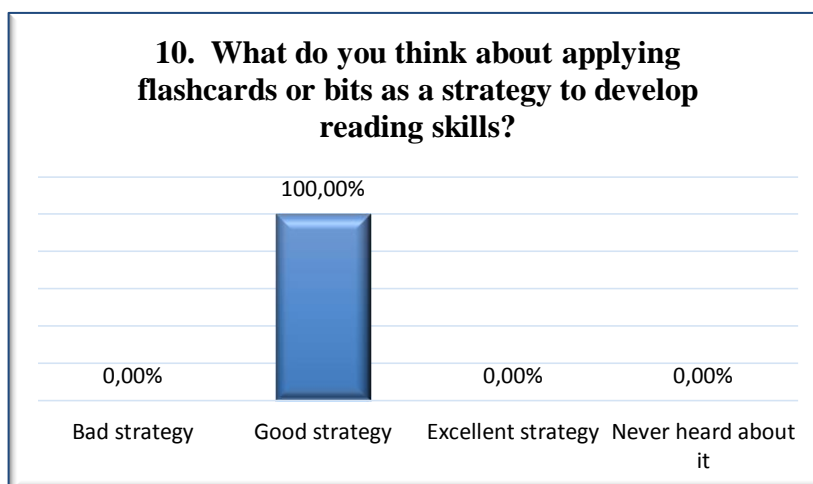
Source: English Teacher at "Árbol De Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: In this graphic that refers to the importance of the application of reading strategies, the teacher agrees that this method is a good strategy in the development of the English language, so this proposal will serve the teacher as a support to her class activities.

3.8 Conclusions and Recommendations

From the results obtained on the surveys applied to the parents, students and English teachers from second graders at "Árbol de Vida" Private School in José Luis Tamayo in Salinas, it is concluded that a design of a proposal is needed. The conclusions and recommendations are the following:

3.8.1 Conclusions.-

- It is necessary to emphasize that the main objective of this research is to develop reading strategies through Doman's Method, so the previous research gives feedback that there is a real connection between children's need to practice more reading skills and reading strategies through Doman's Method.

- Reading resources were analyzed in order to learn more about reading skills, and Doman's Method was considered the most important because it contributes with benefits and strategies to develop reading skills in little children.

- At "Árbol de Vida" Elementary Private School, the teacher wants to have additional material to develop and improve the students' learning, so she considers the importance of printed words in bits for learning to read.

- Second graders are students who have the support of their parents, they want their children to learn more, so they could help the teacher with the making of flashcards or any other kind of material to improve their children's learning.

3.8.2 Recommendations.-

When the research was done at "Árbol de Vida" Elementary Private School, it demonstrated that children do not have interest in reading in English. It is

recommended that teacher must create illustrative materials for her students, she applied another strategy for learning to read, but it caused boredom to the children, so she considers that Doman´s Method strategy can be a good strategy to learn in a better way.

- To implement a guide based on Doman´s Method to improve the English learning process and all the students will benefit and able to read better.

- To select the contents of vocabulary, sentences and short paragraph to make their own material resources in order to be implemented in their reading classes.

- To encourage the teacher and students for the use and development of this guide.

CHAPTER IV

THE PROPOSAL

4.1 Informative Data

This research was developed at "Árbol de Vida", Elementary Private School in José Luis Tamayo, Salinas.

4.1.1 Title of proposal

Design a guide based on Doman´s Method to develop reading skills for second graders at "Árbol de Vida" Elementary Private School, School Year 2014 - 2015.

Executing Institution "Árbol de Vida**"** Elementary Private School

Country: Ecuador

Province: Santa Elena

City: Salinas

Parish: José Luis Tamayo

Sector: Rural

Regime: Coast

Beneficiaries: Second Grade Students

Schedule: Morning

Genre: Mixed

Characteristics of the Community: Middle class

Characteristics of the School: Reinforced concrete

Estimated time for execution: 1 month

Responsible:

Author: Lucía Verónica Roca Panimboza

Advisor: MSc. Luis Iza Espinoza.

Staff of the Institution:

MSc. Douglas Maldonado	Principal
Lcdo. José Panimboza	Vice Principal
Lcda. Yadira Rocafuerte	Coordinator
Miss. Ana Panimboza	English Teacher

4.2 Proposal Background

The referred proposal emerged from a problem detected with second graders at "Árbol de Vida" Elementary Private School. Most of the students are not interested in learning English because they are not motivated; they look at English as a common subject, they used to pass to the next level or grade without the real awareness that English could help in their life.

All of this shows us the shortage on the development of English learning, which falls in the lack of reading strategies to expand children's English learning from second grade, who have received their English classes in a traditional way.

After applying surveys directed to teachers, parents and students from second grade in order to determine the use of resources or materials, it resulted in some

ideas to help the children to enhance the development of reading skills, even more, to identify the application of strategies or techniques to improve skills with the purpose of speaking English more fluently.

It could be confirmed that the teacher uses few resources to develop reading skills. Children could hardly read because they are influenced by their mother tongue. As a result, the children need creativity and innovation in their process of learning English.

There are some private schools that have in their curriculum English as a Foreign Language. In public school, the current education reform does not provide English with the enough teaching hours, but it is important to learn English at early age, so English will open doors in different areas and purposes.

For that reason and with the authorization of the principal and the collaboration of his English teacher of this school, this project has the intention to correct and help some of the needs that children in Second Grade are going through. By applying this proposal based on "Doman´s Method", reading strategies for the development of English learning in children of second grade at "Árbol de Vida", Elementary Private School will be used.

It is expected that the teacher of this school can benefit and be able to practice with her children in the correct way during the learning-teaching process.

4.3 Significance

It is the duty of the English teacher to encourage to her students and apply the correct strategy to develop English skills. For that reason, the present proposal gives the possibility to apply resources based in constructivist learning.

It was confirmed that children from second grade have demonstrated a considerable preference for learning by doing physical movements and playing, and teachers must take advantage of this attitude.

Second graders are children willing to learn and do all the things that teachers apply in classes, as long as they are motivated, so the most meaningful learning takes place when students are motivated and interested in participating in classes. Those are the reasons why teachers must use the correct materials and resources, techniques and strategies in order to encourage their children in the English learning.

It is considered that children of this age are the root of learning; they are like a sponge, they absorb very rapidly all the things that are taught. The present proposal tries to suggest some strategies in which an English class should emphasize topics in order to develop reading skills.

It is going to suggest strategies based on "Doman´s Method" by following phases with the purpose of increasing lexis, in order to learn to listen and then write and speak. Reading magnifies vocabulary and introduces to new meaning of words. Once all of this process is done, it will become easier to teach reading and students will be able to read and understand more.

To improve in reading skills through Doman's Method includes benefits of empowering students to build their own knowledge and to solve problems by themselves.

The result of applying this proposal is that children can progress in their English knowledge, if the teacher implements and takes into account these strategies along with another one to improve other skills, children will learn English and begin to practice in their daily learning in a positive way.

4.4 Objectives

4.4.1 General Objective

- To develop reading strategies using Doman´s Method to second graders at Árbol De Vida Elementary Private School. José Luis Tamayo, Salinas, Santa Elena Province. School Year 2014 - 2015.

4.4.2 Specific Objectives

- To determine the type of resources that the teacher uses in the development of English classes.

- To connect strategies based on Doman´s Method in the teacher's daily English classes and to assist in their purposes.

- To establish the correct type of Doman´s Method in the process of English learning to second graders.

- To train the English teacher in order to master in Doman´s method.

- To motivate the English teacher in the use of strategies based on Doman´s Method.

4.5 Design and Development of the Proposal

Doman´s Method

To develop reading strategies in second graders at "Árbol de Vida" Elementary private school

Author: Verónica Roca Panimboza

La Libertad - Ecuador

2014-2015

METHODOLOGY

Nowadays everybody knows that English is an essential subject in the development of our life. All the things movies, appliances, computer programs, manuals, and more are in this language.

Considering that the English native children's learning is not the same as foreign children, the pace while teaching must be slow, but the application of the correct strategy should be the best, considering the age and the role of each student. All of the above reflects in the making of the guide based on Doman's Method strategies.

Doman´s Method is a technique used to help parents to help their children to recover from brain injury. In some schools, they have mastered this method in order to teach a foreign language and reach the maximum potential in the development of it.

Doman´s Method consists in flashcards of bits with pictures or words for opening up the brain and accelerates children's learning. With the correct use and the encouragement that the teacher has to apply in her classes, it has a high estimate of success during its application. The teacher has the freedom to apply this method at the time that she considers it.

Expecting that this proposal is going to be useful in the development of English classes of this school and why not to another one, it is our sincere desire is that the teacher can teach her knowledge in a dynamic way, developing reading skills in a confident and motivated environment in the classroom.

Roles

- Teacher

- Students

Teachers have a role like parents and parents like progenies in the classroom, where reading resources, in this case bits, are the channel of learning in the classroom.

Advantages

- Doman´s Method activities allow working at the beginning of the English classes like a game.

- Doman´s Method activities allow students to enjoy spending time out of their chairs.

- Doman´s Method activities are simple and they do not require special preparation by the teacher.

- Doman´s Method activities are simple and they can be worked with students with mixed abilities and levels.

- Doman´s Method activities are good for the kinesthetic students who need to be always active in the classroom.

Chart 40: Operating Model

Contents	Goals	Resources	Responsible People	Beneficiaries	Time
Phase 1 Choose the contents	Select vocabulary or words from each unit of Enterprise book for second graders	English Book	Verónica Roca Researcher Second grade teacher	Second graders English Teacher Institution	1 day
Phase 2 Elaborate the bits for being applied at the beginning of the English class.	Choose cardboards for printing the materials which are going to be used.	Cardboards Computer Printer	Verónica Roca Researcher Second grade teacher	Second graders English Teacher Institution	1 week
Phase 3 Select the activities to be applied at the beginning of the English class.	Choose some strategies to be applied with the bits in order to develop reading.	Computer Printer Internet	Verónica Roca Researcher Second grade teacher	Second graders English Teacher Institution	1 week
Phase 4 Apply the activities as an opening or introduction of the English class.	Add the activities in the English teacher planning.	Materials planning	Verónica Roca Researcher Second grade teacher	Second graders English Teacher Institution	1 month

Author: Lucía Verónica Roca Panimboza

Chart 41: Develop of the Proposal

Topic	Objectives	Responsible	Time	Evaluation
Lesson 1 Animals	To learn meaning of words	Teacher - Students	5-10 min.	Children recognize words written
Lesson 2 Animals	To acquire the domain of writing	Teacher - Students	5-10 min	Children rewrite the words correctly
Lesson 3 I love my family.	To acquire the domain of writing	Teacher - Students	5-10 min	Children write the words correctly.
Lesson 4 Let´s buy	To identify a letter missed	Teacher - Students	5-10 min	Children write the words correctly.
Lesson 5 Let´s buy	To identify colors with fruits.	Teacher - Students	5-10 min	Children pronounce the words correctly.
Lesson 6 I love my family	To recognize new words	Teacher - Students	5-10 min	Children recognize the part of the words.
Lesson 7 My face	To strengthen working in pairs.	Teacher - Students	5-10 min	Children identify words with their own pictures.
Lesson 8 This is my house	To recognize the parts of a house	Teacher - Students	5-10 min	Children write the words correctly.
Lesson 8 I can	To introduce short sentences	Teacher - Students	5-10 min	Children recognize parts of the sentence.
Lesson 10 Bingo	To identify words with sounds	Teacher - Students	5-10 min	Children identify words with sound.

Author: Lucía Verónica Roca Panimboza

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Strategy 1

Activity: Guessing

Objective: To learn meaning of words.

Source: http://es.123rf.com/profile_irwanjos
Author: Lucía Verónica Roca Panimboza

Description:

- Select the topic and make the flashcards.
- Make a circle on the floor with the children.
- Put the bits in the center of circle.
- Show your children all the bits first and then tell the name of all the bits as you show them.
- Show your children in the other side where the words are written.
- Put these bits on the floor.
- Tell the students to point the bits mentioned.
- Have students try to describe, draw in the air or make the onomatopoeic sound.
- Finally, shows the picture with their names. Children realize if they are correct or they made mistakes.

Evaluation: Children recognize the written words.

Lesson 1: Animals

Strategy 2

Activity: Quick mind

Objective: To acquire the domain of writing.
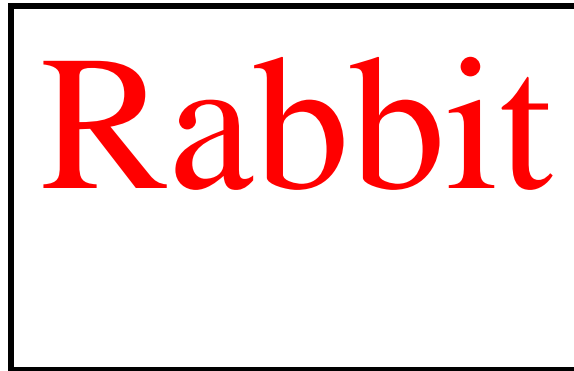
Author: Lucía Verónica Roca Panimboza

Description:

- Select the topic and make the flashcards (no more than ten).

- Place a selection of bits on the floor, while children are sitting on the floor.

- Mention all the bits placing them on the floor and describe them when the bits are shown.

- Then, put the bits in front of all the children

- Give them time in order to memorize the bits.

- Face down the bits or hide them.

- Have the students write all the words that they remember.

- Show them the bits again in order to check their mistakes.

Evaluation: Children rewrite the words correctly.

Lesson 2: Animals

fish

rabbit

cat

chicken

cow

pig

dog

bird

duck

horse

Author: Lucía Verónica Roca Panimboza

Strategy 3

Activity: The Smartest

Objective: To acquire the domain of writing.
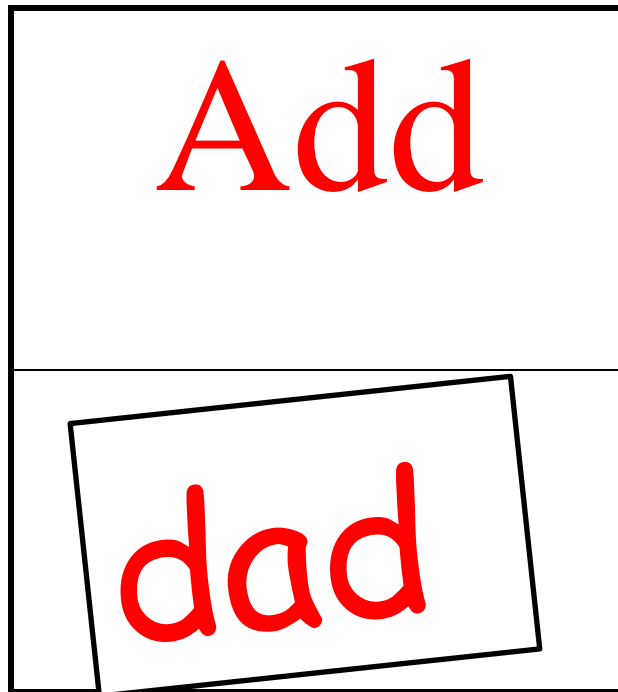
Author: Lucía Verónica Roca Panimboza

Description:

- Tell the students they are going to unscramble words of any topic (in this example the topic is family members).

- Show them the bit written correctly (no more than five), repeating three times each one. Hide the bits.

- Divide the class in small groups. Give them bits with the words in disorder.

- Give them additional paper in order to write the word correctly.

- Stick on the board all the words. They check their mistakes.

Evaluation: Children write the words correctly.

Lesson 3: I love my family

omhter   mother

aftehr   father

seitrs   sister

byba   baby
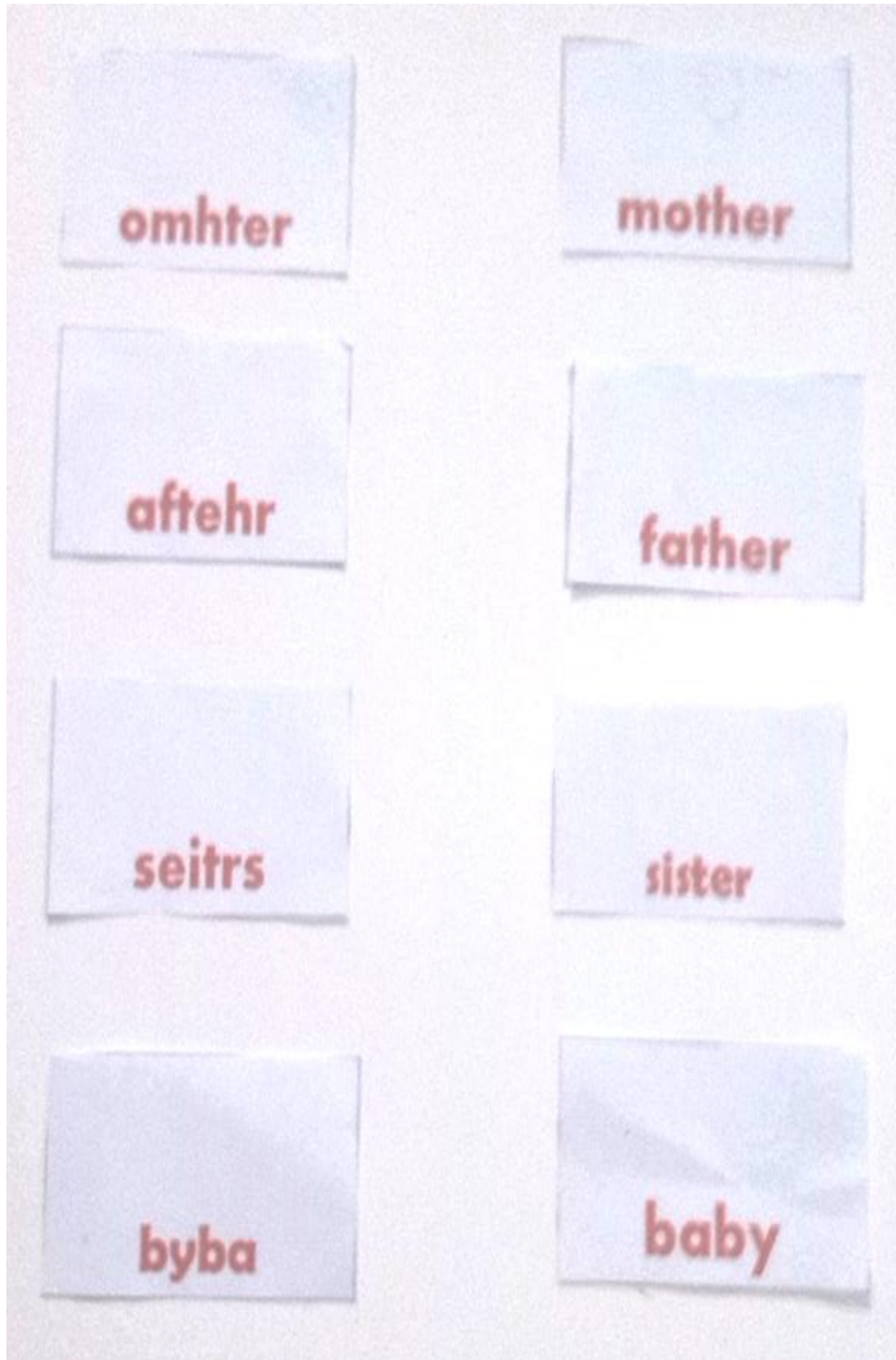
Author: Lucía Verónica Roca Panimboza

Strategy 4

Activity: Missing Letter

Objective: To identify a letter that is missing

$$\underline{\ }r\underline{\ }ng\underline{\ }$$

Author: Lucía Verónica Roca Panimboza

Description:

- Select the topic and make the flashcards.

- Tell the students the topic of the day.

- Tell the students that they should work in small groups.

- Give to each group two or three bits.

- Have the students work in order to write the missing letters.

- Explain them that the missing letters are vowels or consonants.

- Give time in order to complete their word(s).

- When they are done, tell them to stick the words on the board.

- If the words are wrong, give the opportunity to another group to correct it.

- Finally, all the students read all the words correctly.

Evaluation: Children write words correctly.

Lesson 4: Let´s buy
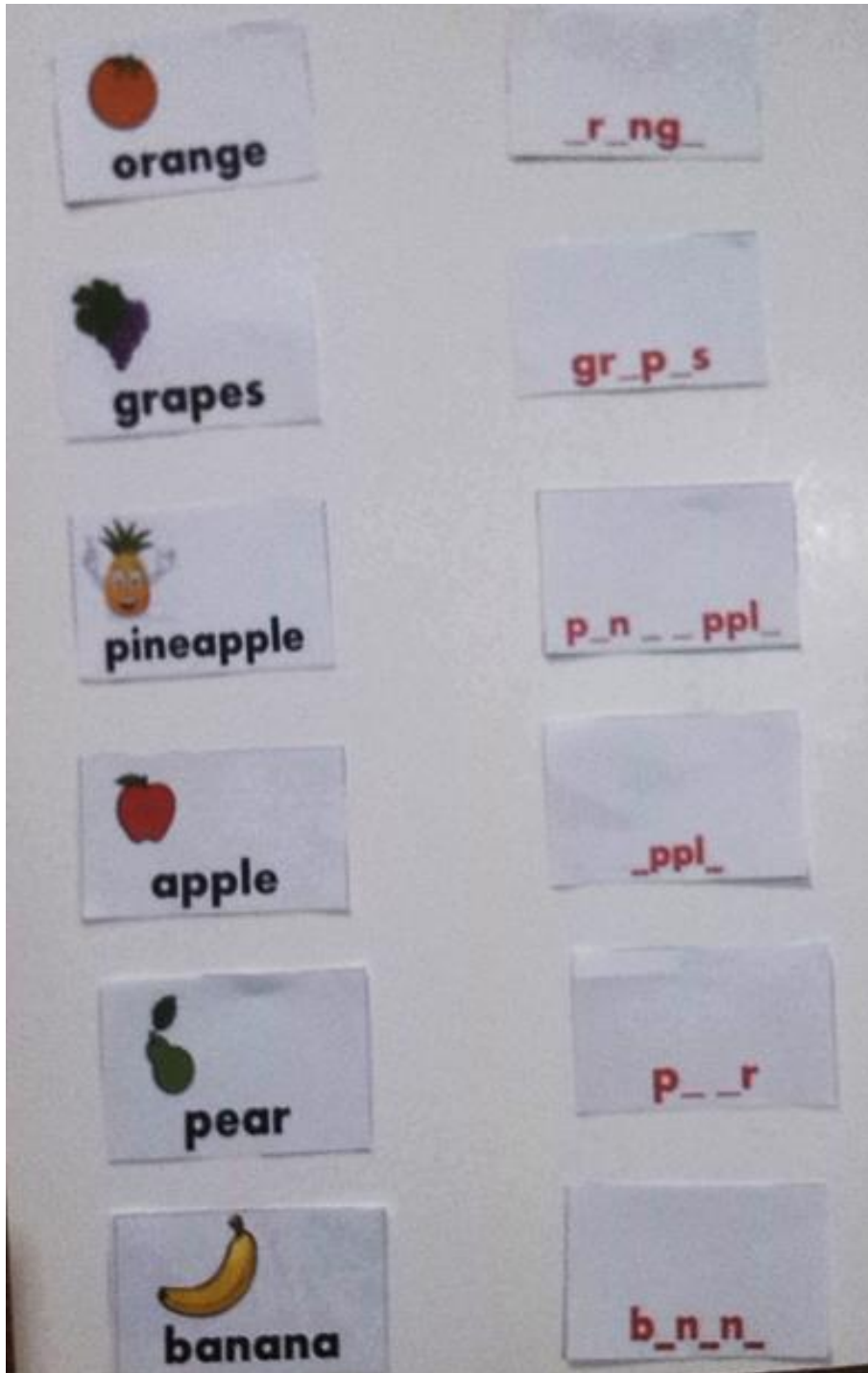
Activity: Up and Down

Objective: To relate colors with fruits.

Source:http://www.pequeocio.com/adivinanzas-infantiles-de-frutas/
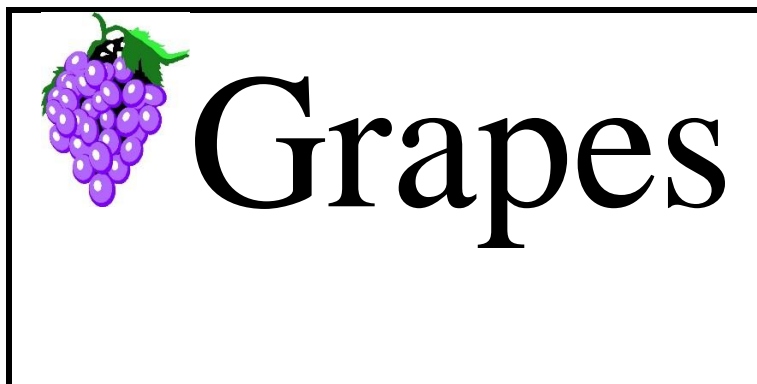
Author: Lucía Verónica Roca Panimboza

Description:

- Tell the students to make a big circle sitting down on the floor.
- Tell them that they are going to learn the topic selected.
- Modulate your voice whispering when you show the bit of the adjective using your left hand down.
- Speak in a normal voice when you show the bit of the noun using your right hand up.
- Distribute the bits in order to find the correct pair.
- The team that pronounces in the correct way, wins.

Evaluation: Children pronounce the words correctly.

Lesson 4: Let´s buy

Activity: Make a New Word

Objective: To recognize words.

Description:

- Select the topic and make the flashcards.

- Tell the students the topic of the day.

- Have students make short groups.

- Show to the children all the words.

- Have students read the words in chorus.

- Cut out the words in two or three parts.

- Give to the children three or four groups of words cut.

- Have students form the words correctly.

- Stick the correct words on the board

- Children read and copy the words.

Grand Fa ther
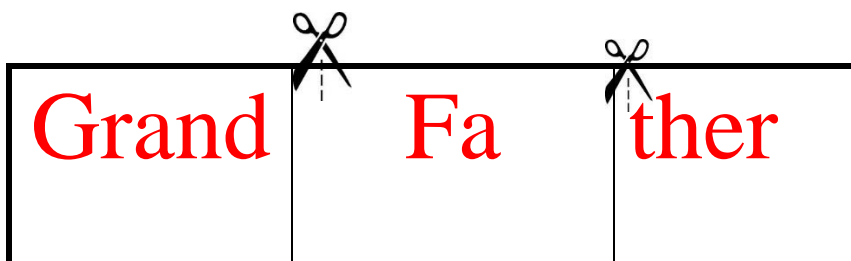
Author: Lucía Verónica Roca Panimboza

Evaluation: Children match the part of the words.

Lesson 6: I love my family
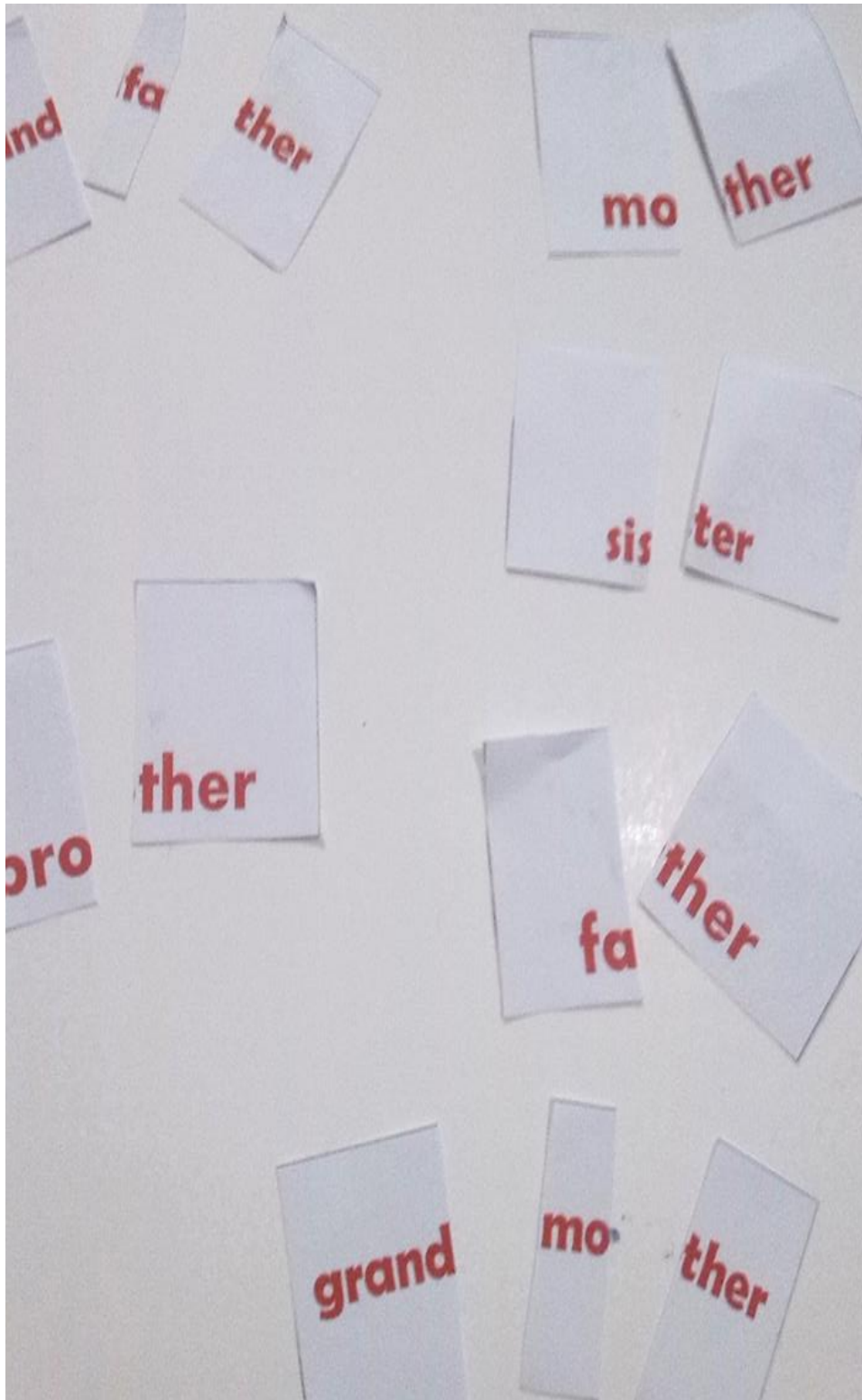
Author: Lucía Verónica Roca Panimboza

Strategy 7

Activity: Matching.

Objective: Reinforce working in pairs.
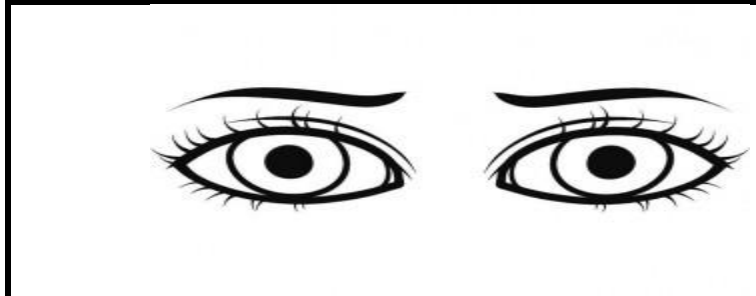
Source:http://laminaseducativasde.blogspot.com/2012/04/los-5-sentidos.html

Author: Lucía Verónica Roca Panimboza

Description:

- Tell the students that they have to make two teams sitting on the right and left sides of an imaginary line, forming a row.
- Give them some bits or flashcards, one row is going to have bits with words and other ones are going to have bits with pictures.
- Tell them that when they hear a flashcard belonging to their team, they stand up as quickly as possible.
- The team who stands up the fastest, wins.

Evaluation: Children identify words with their own picture.

Lesson 7:My face
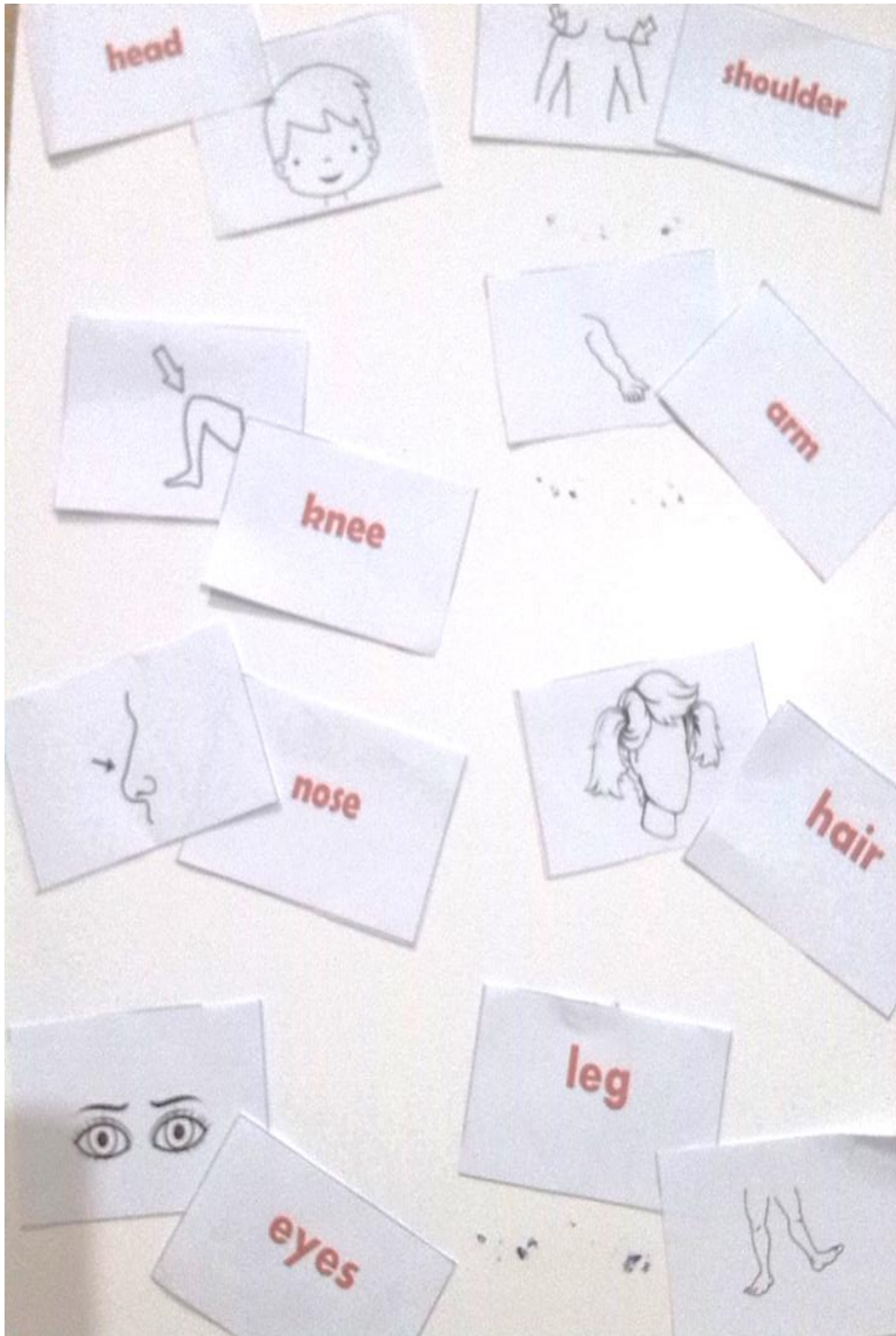
Strategy 8

Activity: Magical Eyes.

Objective: To recognize part of a house.

Source:http://www.eslprintables.com/Vocabulary_worksheets/The_house/Parts_of_the_house/index.asp?page=2

Author: Lucía Verónica Roca Panimboza

Description:

- Tell the students they are going to work in small groups.

- Give to each group a big bit just with pictures showing part of a house.

- Stick on the board the words that show each part of the house.

- Read aloud with the children, making gestures to recognize the words that are shown.

- Give time to memorize them, and then take out the bits from the board.

- Give pieces of paper in order to write and stick in the correct pictures that they have.

- The team that writes correctly, wins.

Evaluation: Children write the words correctly**.**

Lesson 8: My house

Source:http://www.eslprintables.com/Vocabulary_worksheets/The_house/Parts_of_the_house/ind
ex.asp?page=2

Author: Lucía Verónica Roca Panimboza

Activity: I Can Do It.

Objective: To introduce short sentences.

Source:http://www.dreamstime.com/royalty-free-stock-photography-five-senses-cartoon-

illustration-depicting-smell-touch-hearing-taste-sight-image38624147
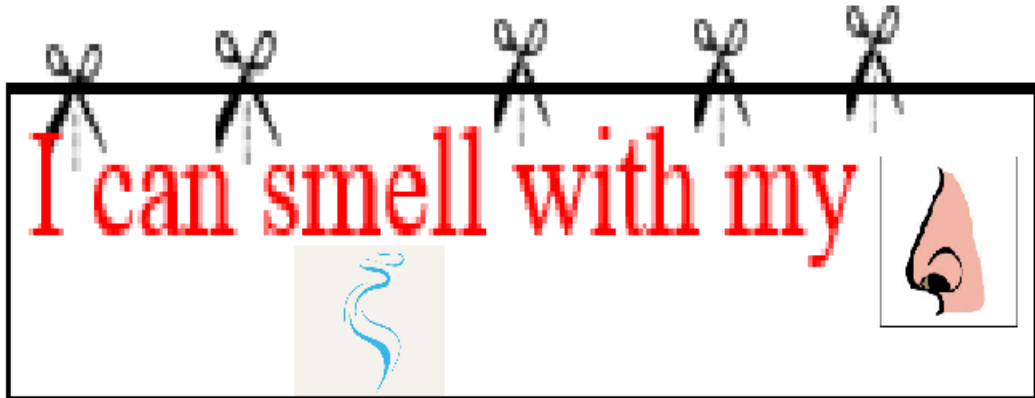
Author: Lucía Verónica Roca Panimboza

Description:

- Write short sentences according to the topic in big pieces of papers.
- Show your children the different sentences.
- Have students read the sentences chorally.
- Cut out the words in two or three parts.
- Tell the students that they have to work in short groups.
- Give to each group three or four groups of words cut.
- Give time to them in order to form the sentences correctly.
- Stick on the board the sentences.
- Encourage the children to read individually.

Evaluation: Children identify parts of the sentence.

Lesson 8: I can….

I can smell with my
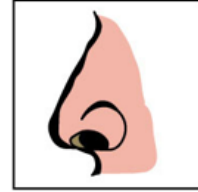
I can see with my

I can hear with my

I can taste with my

I can touch with my

Strategy 10

Activity: Quick Mind.

Objective: To identify words with sound.

B	I	N	G	O
apple	smell	yellow	mom	see
grapes	love	Red	I	fruit
pear	five	Green	baby	vegetable
peach	four	purple	sister	father
banana	one	Blue	brother	can

Author: Lucía Verónica Roca Panimboza

Description:

- Make the bingo cards with some words previously studied by the children.
- Give them one card of bingo.
- Give them some small tabs to play bingo.
- Put in a bag several bits with the words.
- Take out the bits one by one letting the children filling in their bingo´s cards.
- The teacher has to say BINGO! when a child wins.

Evaluation: Children recognize the sounds of the words correctly.

4.6 Charts, tables, and graphs

The following chart is the analysis of the surveys directed to students from second grade at "Árbol de Vida" Elementary Private School, after the application of this proposal.

Chart42: Surveys Took After Applying the Proposal

	Yes	No			Total
4. Were the activities that teacher applied using bits for reading fun?	23 96%	1 4%			24 100%
5. Did you learn some new words after playing with bits for reading?	24 100%	0			24 100%
6. Did you learn pronunciation after playing with bits for reading?	23 96%	1 4%			24 100%
7. Did the bits for Reading help you to understand English activities much better?	24 100%	0			24 100%
10 Can you communicate in English language?	18 75%	6 25%			24 100%
	A lot	**Something**	**A little**	**Nothing**	**Total**
1. Did you like English activities to develop reading?	22 92%	2 8%	0 0%	0 0%	24 100%
2. Did you like the games implemented using bits to develop reading?	20 83%	3 13%	0 0%	1 4%	24 100%
3. How much do you know about bits for reading?	22 92%	2 8%	0 0%	0 0%	24 100%
8. How much do you know about bits for reading?	14 59%	8 33%	2 8%	0 0%	24 100%
9 How much did you learn with this method?	16 67%	8 33%	0 0%	0 0%	24 100%

Source Students from Second Grade at "Árbol de Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

4.6. Survey directed to students from Second Grade at "Árbol De Vida", Elementary Private School after the Application of the Proposal

Question 1: Did you like English activities to develop reading?

Objective: To determine the opinion of the students to see if they enjoyed the English activities prepared to develop reading.

Chart 43: Likes activities to develop Reading skills

ALTERNATIVES	FREQUENCY	PERCENTAGE
A lot	23	96 %
Something	1	4 %
A little	0	0 %
Nothing	0	0 %
Total	24	100%

Graphic 31: Likes activities to develop Reading skills
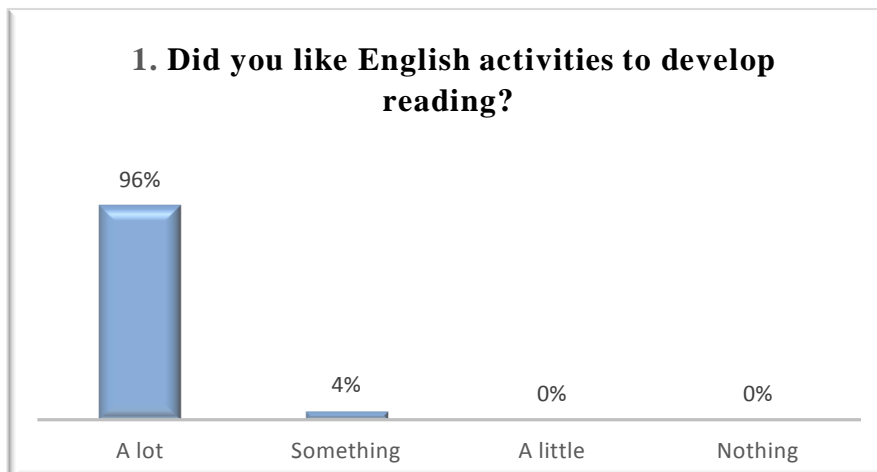
1. Did you like English activities to develop reading?

96% A lot
4% Something
0% A little
0% Nothing

Source Second Grade Students at "Árbol de Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: In the first question, the results showed that 96% of the children enjoyed a lot English activities, and just the 4% of the students enjoyed something. It means that reading activities are valuable for being implemented in their English classes.

Question 2: Did you like the games implemented using bits to develop reading?

Objective: To determine the opinion of the students about their acceptance while playing games with bits to develop reading.

Chart 44: Games implemented using bits

ALTERNATIVES	FREQUENCY	PERCENTAGE
A lot	20	83 %
Something	3	13 %
A little	0	0 %
Nothing	1	4 %
Total	24	100%

Graphic 32: Games implemented using bits
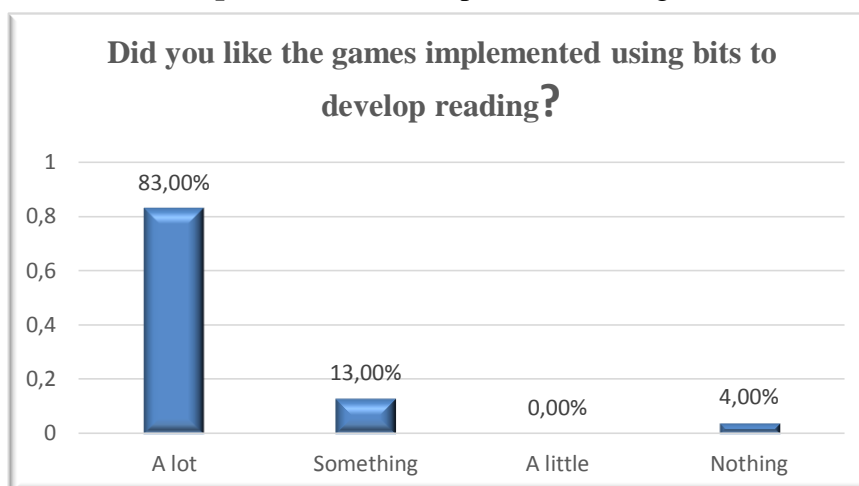
Interpretation: In this question, the results showed that 83% of the children enjoyed a lot the games by using bits to develop reading skills, the 13% said that they enjoyed some on the games, and the 4% of the children said that the did not like the games. That means that the use of bits to develop reading skills are accepted for most children in the developing of their English classes.

Question 3: How much do you know about bits for reading?

Objective: To determine the opinion of the students about their knowledge about Doman's Method bits

Chart 45: Knowing about bits for Reading.

ALTERNATIVES	FREQUENCY	PERCENTAGE
A lot	22	92 %
Something	2	8 %
A little	0	0 %
Nothing	0	0 %
Total	24	100%

Graphic 33: Knowing about bits for Reading.
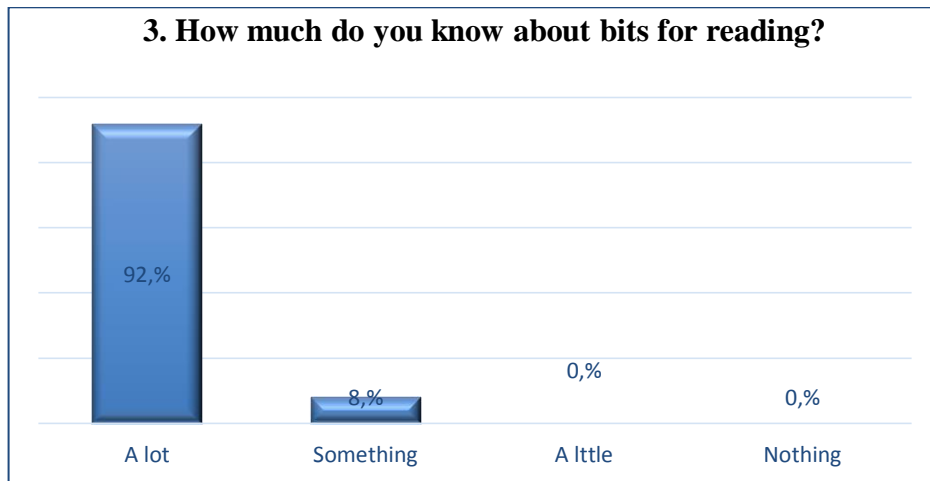
Source Second Grade Students at "Árbol de Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: In this question, the results showed that 92% of the children accepted the use of bits to develop reading skills; just the 8% disagreed in some way. It means that the use of bits to develop reading is accepted by children in the development of their English classes.

Question 4: Were the activities that teacher applied using bits for reading fun?

Objective: To determine the opinion of the students if the activities related to develop reading skills were fun and encouraged them to learn.

Chart 46: Fun using bits for learning.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	23	96 %
No	1	4 %
Total	24	100%

Graphic 34: Fun using bits for learning.
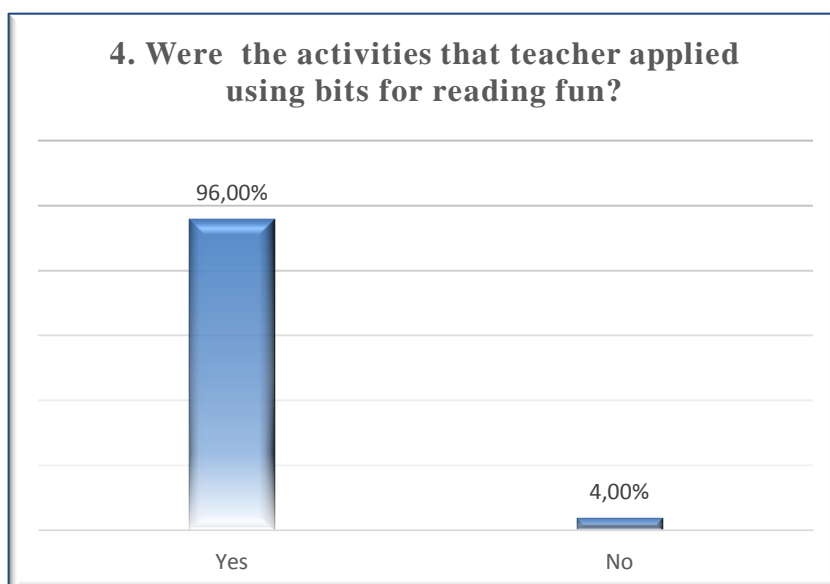
Source: Second Grade Students at "Árbol de Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: In this graphic that refers to the level of acceptance in the activities of reading in the developing of English language, the 96% of the students agreed that this method is a funny way to learn, and just the 4 % of students said the contrary, so reading activities gave significant results for this group of kids.

Question 5: Did you learn some new words after playing with bits for reading?

Objective: To determine the opinion of the students about their capacity in learning new vocabulary words after the application of the reading activities.

Chart 47: Learning playing using bits.

ALTERNATIVES	QUANTITY	PERCENTAGE
Yes	24	100 %
No	0	0 %
Total	24	100%

Graphic 35: Learning playing using bits.
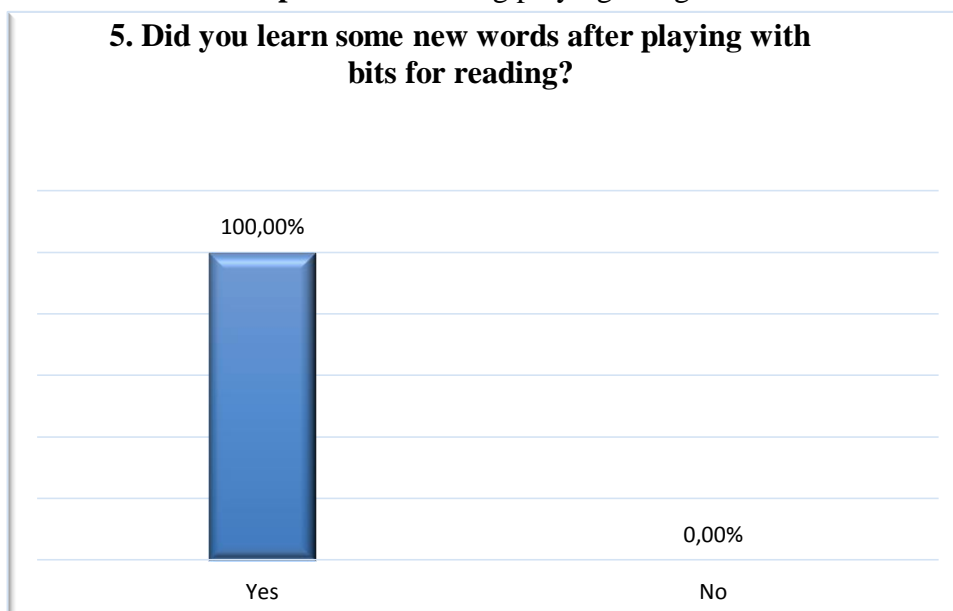
5. Did you learn some new words after playing with bits for reading?

100,00%

0,00%

Yes   No

Source: Second Grade Students at "Árbol de Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: In this graphic the 100% of the students agreed that they learned new words when they used bits for reading; it means that the use of bits provided important outcomes.

Question 6: Did you learn pronunciation after playing with bits for reading?

Objective: To determine the opinion of the students about their learning of pronunciation after the application of the reading activities.

Chart 48: To learn pronunciation using bits.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	24	100 %
No	0	0 %
Total	24	100%

Graphic 36: To learn pronunciation using bits.

6. Did you learn pronunciation after playing with bits for reading?

100,00%

0,00%

Yes   No

Source Second Grade Students at "Árbol de Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: In this graph the 100% of the students agreed that they learned pronunciation when reading activities were applied; it means that the use of bits resulted in important outcomes.

Question 7: Did the bits for Reading help you to understand English activities much better?

Objective: To determine the opinion of the students if the use of bits help them in their understanding in the developing of English classes.

Chart 49: To improve understanding using bits.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	24	100 %
No	0	0 %
Total	24	100%

Graphic 37: To improve understanding using bits.
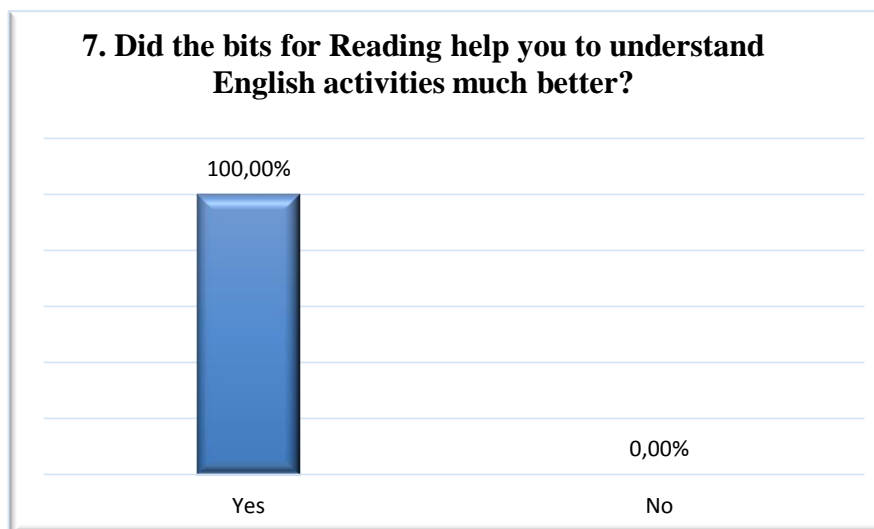
7. Did the bits for Reading help you to understand English activities much better?

100,00%

0,00%

Yes   No

Source: Second Grade Students at "Árbol de Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: In this graph, the 100% of the students agreed that the applications of bits helped them to understand much better their English classes; it means the use of bits resulted in significant good results.

Question 8: How much do you know about bits for reading?

Objective: To determine the opinion of the students about their knowledge of the use of bits for reading.

Chart 50: Knowledge about use of bits.

ALTERNATIVES	FREQUENCY	PERCENTAGE
A lot	14	59 %
Something	8	33 %
A little	2	8 %
Nothing	0	0 %
Total	24	100%

Graphic 38: Knowledge about use of bits.
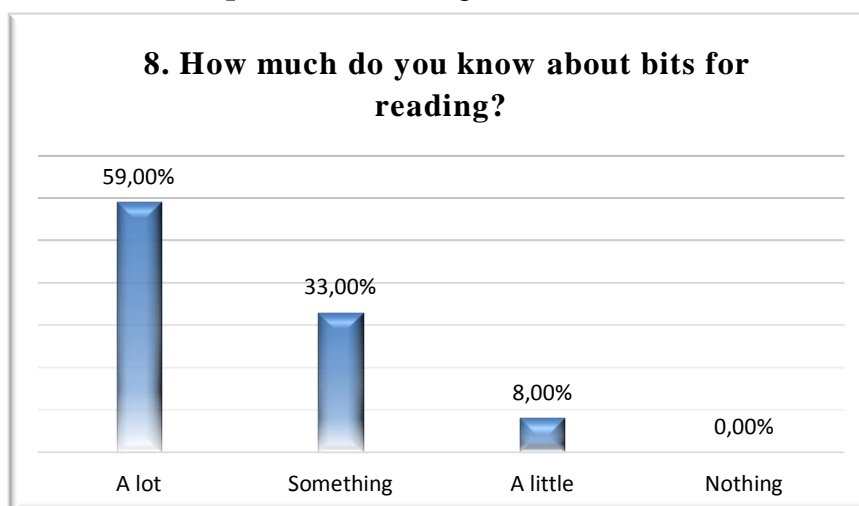
Interpretation: In this graphic that refers about the knowledge of bits to develop reading, the 59% of children know a lot about this term, the 33% of the students have some ideas about this term, and the 8% of the students have a little idea of what it is. It means that the use of bits to develop reading showed excellent results, even to familiarize this term with students.

Question 9: How much did you learn with this method?

Objective: To determine the opinion of the students about their progress in their English learning using Doman´s Method .

Chart 51: English learning progress using Doman´s Method.

ALTERNATIVES	FREQUENCY	PERCENTAGE
A lot	16	67 %
Something	8	33 %
A little	0	8 %
Nothing	0	0 %
Total	24	100%

Graphic 39: English learning progress using Doman´s Method.
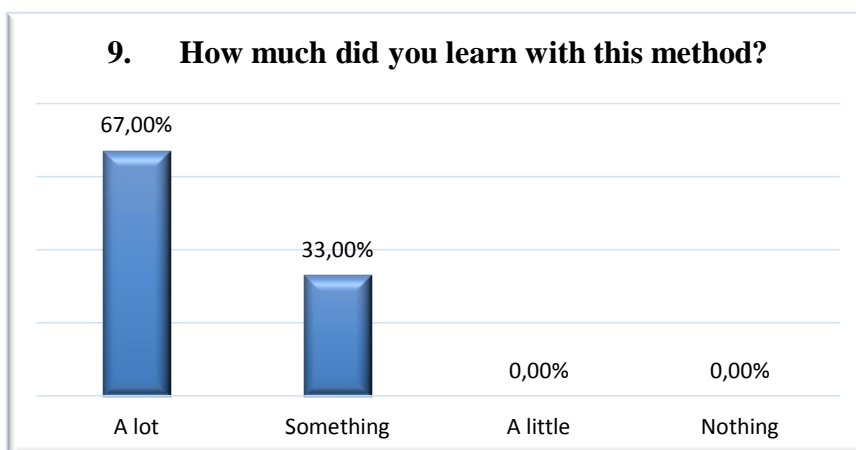
9.   How much did you learn with this method?

67,00%

33,00%

0,00%   0,00%

A lot   Something   A little   Nothing

Source: Second Grade Students at "Árbol de Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: In this graphic that refers about the improvement in the students by learning using bits to develop reading, the 67% of children learned a lot from this project while the 33% of the students learned something about it. It means that the use of bits to develop reading showed excellent outcomes.

Question 10: Can you communicate in English language?

Objective: To determine the opinion of the students about the possibility to communicate after using Doman´s Method in their English classes.

Chart 52: Communication in English language

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	18	75 %
No	6	25 %
Total	24	100%

Graphic 40: Communication in English language
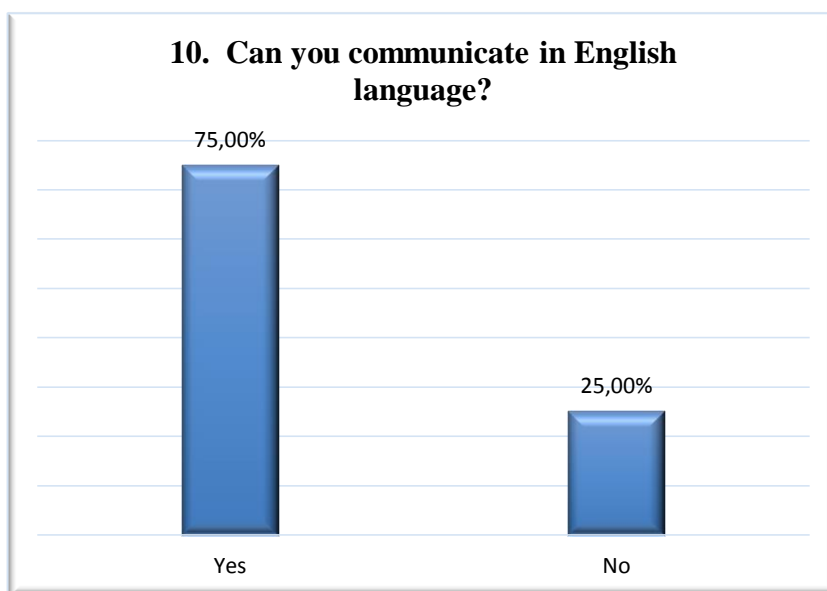
Source: Second Grade Students at "Árbol de Vida" Elementary Private School
Author: Lucía Verónica Roca Panimboza

Interpretation: In this graphic, the 75% of the students agreed that the use of Doman´s Method helped them in their English communication; just the 25% disagreed on that statement. So, if teachers apply this method in their English classes children will learn much better.

Chart 53: Strategies of Improvement

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
• English classes were boring.	• Children enjoyed playing in their English classes.
• Students repeated some words in their notebook.	• Students demonstrate their English learning through the use of bits.
• Students' pronunciation was influenced by their mother tongue.	• Students improve their English pronunciation with songs and word repetition.
• English classes used to be in a traditional way.	• Children felt more encouraged when they participated in English classes.
• Low participation in classes.	• Increased level of interaction between them.
• Low communication in English language.	• Children tried to communicate in English language all the time.

4.7   Conclusions and Recommendations

4.7.1   Conclusions

• The teacher can incorporate Doman´s Method to develop reading skills in order

to achieve their learning-teaching process,

• The students can improve their acquirement of new structures, vocabulary, and

punctuation and even pronunciation.

- Teachers can incorporate the bits using technology in the classroom; will make the class more remarkable and meaningful.

4.7.2 Recommendations

- It is highly recommended that the English teacher should use the Doman´s Method in their English classes as a complement to develop reading and writing.
- It is considered that children can develop the speaking skills, so if children read and write they will apply their knowledge in communication.
- This guide helps for the construction of their knowledge in a meaningful way.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1. Resources

5.1.1 Institutional Resources

Description
"Árbol de Vida" Elementary Private School
Total

5.1.2 Human Resources

Description	Unit cost	Total (in dollars)
School Principal	$0,00	$0,00
Second Grade English Teacher	$0,00	$0,00
Second Grade Students	$0,00	$0,00
Second Grade Parents	$0,00	$0,00
Research Paper Tutor	$0,00	$0,00
Researcher	$0,00	$0,00
Proofreader	$200,00	$200,00
Total		$200,00

5.1.3 Materials

Description	Unit cost	Total (in dollars)
Text Books	$10,00	$10,00
Sheets of paper	$4,00	$16,00
Drafts	$3,00	$18,00
Copies	$0,02	$10,00
Hardcover	$15,00	$45,00
Ink	$10,00	$10,00
Prints	$0,10	$10,00
Cds	$1,00	$3,00
Flash drive	$8,00	$8,00
Pencils	$0,20	$5,00
Total		$135,00

5.1.4 Technology

Description	Unit cost	Total (in dollars)
Internet	$22,00	$132,00
Laptop		$200,00
Telephone and Communication	$6,00	$36,00
Total		$368,00

5.1.5 Economic (Budget)

Description	Unit cost	Total (in dollars)
Self-Management Activities	$22,00	$132,00
Transportation		$25,00
Unforeseen expenses		$25,00
Total		$182,00

TOTAL SUMATORY		**$ 885,00**

5.2 SOURCE MATERIALS

5.2.1 Timetable

#	Activities/Months	Aug 1	Aug 2	Aug 3	Aug 4	Sep 1	Sep 2	Sep 3	Sep 4	Oct 1	Oct 2	Oct 3	Oct 4	Nov 1	Nov 2	Nov 3	Nov 4	Dec 1	Dec 2	Dec 3	Dec 4	Jan 1	Jan 2	Jan 3	Jan 4	Feb 1	Feb 2	Feb 3	Feb 4	Apr 1	Apr 2	Apr 3	Apr 4	Jun 1	Jun 2	Jun 3	Jun 4	Jul 1	Jul 2	Jul 3	Jul 4
1	Socialization with thesis advisor.	x	x	x	x																																				
2	Thesis Desinging.					x	x	x																																	
3	Elaboration Chapter I.									x	x	x																													
4	Chapter I Progress.										x	x	x																												
5	Elaboration Chapter II.													x	x	x																									
6	Field Research at "Institution".															x	x																								
7	Survey Implementation.																	x																							
8	Analysis and interpreation of results																		x	x																					
9	Elaboration Chapter III.																				x	x																			
10	Chapter III Progress.																						x	x																	
11	Elaboration Chapter IV and V.																								x	x															
12	Implementation of activities.																	x	x	x	x	x	x	x	x	x	x	x	x												
13	Review of Thesis draft.																													x	x	x	x	x	x	x					
14	Delivery of final work																																			x	x				
15	Pre defense of thesis																																					x			
16	Defense of Thesis																																						x	x	
17	Graduation day.																																								x

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Attachment 1 Lesson Plan 1 Domestic Animals

Level: Second Grade		**Time:** 10-15 minutes	
Objectives: Students will learn meaning of words through bits of reading to be used in their lives. • Be able to identify domestic animals. • Be able to recognize the names of animals. • Be able to write the names of animals. • Be able to pronounce and learn the tones of the sounds.			
Vocabulary: Cat, dog, rabbit, horse, duck, chicken, pig, cow, bird, fish **Song**: All McDonald had a farm. (background track)			
Material resources: Big Book, Bits of domestic animals, book, student´s book, songs.			
Anticipated problems: Children could not understand instructions.			
Skills	**Contents**	**Methodological Strategies**	**Essential indicators of evaluation**
Listening, Reading, Speaking, Writing Grammar and Vocabulary.	**Cognitive:** Lesson 1: Animal Relationships **Procedural:** Process knowledge To recognize the words written with the correct picture Observation Analysis. **Attitudinal:** Appreciation of the domestic animals.	**Presentation:** Teacher explains how the activity will be done. **Practice:** Students use the picture of the animals to describe, draw in the air or make the onomatopoeic sound of them. **Production:** Students are going to recognize the correct written bit of the names of the domestic animals. Ask students to verify how many right answers they got.	The teacher will evaluate the students' learning through: Individual Student Participation. Pair work activities. Group work activities. Answer to short questions to check students' understanding.

Attachment 2 Lesson Plan 2 Animals

Level: Second Grade	**Time:** 10-15 minutes

Objectives: Students will acquire the domain of writing through the use of bits of reading to be used in their lives.

- Be able to identify domestic animals
  - Be able to recognize the names of animals
  - Be able to write the names of animals
  - Be able to pronounce and learn the tones of the sounds

Vocabulary: Cat, dog, rabbit, horse, duck, chicken, pig, cow, bird, fish
Song: Down on Grandpa's farm. (background track)

Material resources: Big Book, Bits of domestic animals, book, student´s book, songs.

Anticipated problems: Children could not understand instructions.

Skills	Contents	Methodological Strategies	Essential indicators of evaluation
Listening, Reading, Speaking, Writing, Grammar and Vocabulary.	**Cognitive:** Lesson 2: Animal Relationships **Procedural:** Process knowledge to rewrite the words correctly. Observation Analysis. **Attitudinal:** Appreciation of the domestic animals.	**Presentation:** Teacher explains how the activity will be done. **Practice:** Students pay attention in order to memorize each word shown. **Production:** Students are going to rewrite the name of domestic animals correctly. Ask students to verify how many right answers they got.	The teacher will evaluate the students' learning through: Individual Student participation. Pair work activities. Group work activities. Answer to short questions to check students' understanding.

Attachment 3 Lesson Plan 3 Family members

Level: Second Grade		Time: 10-15 minutes	
Objectives: Students will acquire the domain of writing through bits of reading for applying them in daily situations. • Be able to identify family members • Be able to recognize each member of their family. • Be able to unscramble the words. • Be able to write words correctly. • Be able to pronounce and learn the tones of the sounds.			
Vocabulary: father, mother, grandfather, grandmother, sister, brother, baby sister, baby brother **Song**: Family finger. (background track)			
Material resources: Big Book, Bits of family members, book, student´s book, songs.			
Anticipated problems: Children could not understand instructions.			
Skills	**Contents**	**Methodological Strategies**	**Essential indicators of evaluation**
Listening, Reading, Speaking, Writing Grammar and Vocabulary.	**Cognitive:** Lesson 3: I love my family Relationships **Procedural:** Process knowledge to rewrite the words correctly. Observation Analysis. **Attitudinal:** Appreciation of family members	**Presentation:** Teacher explains how the activity will be done. **Practice:** Students pay attention in order to memorize each word shown. Students are divided in groups. **Production:** Students are going to rewrite the words correctly and stick on the board their answer. Ask students to verify how many right answers they got.	The teacher will evaluate the students' learning through: Individual Student participation. Pair work activities. Group work activities. Answer to short questions to check students' understanding.

Attachment 4 Lesson Plan 4 Fruit and vegetables

Level: Second Grade		Time: 10-15 minutes	
Objectives: Students will identify missed letters through the use of bits of reading for the application in their real life. - Be able to identify fruits and vegetables. - Be able to recognize each fruits and vegetables. - Be able to fill in the blanks to form new words. - Be able to write words correctly. - Be able to pronounce and learn the tones of the sounds.			
Vocabulary: apple, banana, pear, orange, grapes, peach, pineapple, watermelon, tomato, potato, broccoli. **Song**: Do you like apples? (background track)			
Material resources: Big Book, Bits of fruits and vegetables, book, student´s book, songs.			
Anticipated problems: Children could not understand instructions.			
Skills	**Contents**	**Methodological Strategies**	**Essential indicators of evaluation**
Listening, Reading, Speaking, Writing Grammar and Vocabulary.	**Cognitive:** Lesson 4: Let´s buy Differentiation **Procedural:** Process knowledge to write the words correctly. Observation Analysis. **Attitudinal:** Appreciation of healthy food.	**Presentation:** Teacher explains how the activity will be done. **Practice:** Students write missing words. Students are divided in group. **Production:** Students are going to write letters in order to complete words. Ask students to verify how many right answers they got.	The teacher will evaluate the students' learning through: Individual Student participation. Pair work activities Group work activities. Answer to short questions to check students' understanding.

Attachment 5 Lesson Plan 5 Let´s buy

Level: Second Grade	**Time:** 10-15 minutes
Objectives: Students will relate colors with fruits through the use of bits of reading for the application in their lives. • Be able to identify fruits, vegetables and colors. • Be able to recognize each fruits, vegetables and colors. • Be able to fill in the blank to form new words. • Be able to write words correctly. • Be able to pronounce and learn the tones of the sounds.	
Vocabulary: apple, banana, pear, orange, grapes, peach, pineapple, watermelon, tomato, potato, broccoli, yellow, blue, red, green, orange, purple, black, white, pink. **Song**: Do you like apples? (background track)	
Material resources: Big Book, Bits of fruit and vegetables, book, student´s book, songs.	
Anticipated problems: Children could not understand instructions.	

Skills	Contents	Methodological Strategies	Essential indicators of evaluation
Listening, Reading, Speaking, Writing Grammar and Vocabulary.	**Cognitive:** Lesson 5: Let´s buy Differentiation **Procedural:** Process knowledge to write the words correctly. Observation Analysis. **Attitudinal:** Appreciation for healthy food.	**Presentation:** Teacher explains how the activity will be done. **Practice:** Ask students to brainstorm all characteristics that fruits and vegetables have. **Production:** Students are going to tell the correct word chosen. Ask students to verify how many right answers they got.	The teacher will evaluate the students' learning through: Individual Student participation. Pair work activities. Group work activities. Answer to short questions to check students' understanding.

Attachment 6 Lesson Plan 6 I love my family

Level: Second Grade	**Time:** 10-15 minutes
Objectives: Students will recognize words through the use of bits of reading for the application in their lives. - Be able to identify family members. - Be able to recognize each family member. - Be able to remind each part of the words. - Be able to write words correctly. - Be able to pronounce and learn the tones of the sounds.	
Vocabulary: grandfather, grandmother, uncle, aunt, cousin. **Song**: This is my family (background track)	
Material resources: Big Book, Bits of family members, book, student´s book, songs.	
Anticipated problems: Children could not understand instructions.	

Skills	Contents	Methodological Strategies	Essential indicators of evaluation
Listening, Reading, Speaking, Writing Grammar and Vocabulary.	**Cognitive:** Lesson 6: I love my family Differentiation **Procedural:** Process knowledge to write the words correctly. Observation Analysis. **Attitudinal:** Appreciation for family members	**Presentation:** Teacher explains how the activity will be done. **Practice:** Ask student to read all the words about fruits and vegetables. Students or teacher cut each word then mix them. **Production:** Students are going to place in order the words. Ask students to verify how many right answers they got.	The teacher will evaluate the students' learning through: Individual Student participation. Pair work activities. Group work activities. Answer to short questions to check students' understanding.

Attachment 7 Lesson Plan 7 My face

Level: Second Grade	**Time:** 10-15 minutes

Objectives: Students will identify words with their own picture through the use bits of reading for the application in real situations.
- Be able to recognize parts of the body and parts of the face.
- Be able to distinguish each part of the body and face.
- Be able to fill in the blank to form new words.
- Be able to write words correctly.
- Be able to pronounce and learn the tones of the sounds.

Vocabulary: head, shoulder, knee, leg, arm, toes, fingers, eyes, mouth, hear, nose, hair.

Song: This is me. (background track)

Material resources: Big Book, Bits of body and face, book, student´s book, songs.

Anticipated problems: Children could not understand instructions.

Skills	Contents	Methodological Strategies	Essential indicators of evaluation
Listening, Reading, Speaking, Writing Grammar and Vocabulary.	**Cognitive:** Lesson 7: My face Differentiation **Procedural:** Process knowledge to recognize the word mentioned. Observation. Analysis. **Attitudinal:** Appreciation of their body.	**Presentation:** Teacher explains how the activity will be done. **Practice:** Have students make two imaginary rows. **Production:** Students stand up when they listen the word or picture that they have. Ask students to verify how many right answers they got. Students are going to identify words with their own picture.	The teacher will evaluate the students' learning through: Individual Student participation. Pair work activities. Group work activities. Answer to short questions to check students' understanding.

Attachment 8 Lesson Plan 8 This is my house

Level: Second Grade		**Time:** 10-15 minutes	
Objectives: Students will recognize parts of the house through the use of bits of reading for the application in their life. - Be able to recognize words with pictures. - Be able to write words correctly. - Be able to pronounce and know the tones of the sounds.			
Vocabulary: living room, dining room, kitchen, bedroom, bathroom, garage, patio, floor. **Song**: There is a spider on the floor. (background track)			
Material resources: Big Book, Bits of part of the house, book, student´s book, songs.			
Anticipated problems: Children could not understand instructions.			
Skills	**Contents**	**Methodological Strategies**	**Essential indicators of evaluation**
Listening, Reading, Speaking, Writing Grammar and Vocabulary.	**Cognitive:** Lesson 8: My house Differentiation **Procedural:** Process knowledge to write words correctly. Observation Analysis. **Attitudinal:** Appreciation of their location.	**Presentation:** Teacher explains how the activity will be done. **Practice:** Teacher sticks on the board the word with their own picture. Students read and think of each word. **Production:** Students are going to write the words correctly Ask students to verify how many right answers they got. Students are going to read the word individually.	The teacher will evaluate the students' learning through: Individual Student participation. Pair work activities. Group work activities. Answer to short questions to check students' understanding.

Attachment 9 Lesson Plan 9 I can…

Level: Second Grade		**Time:** 10-15 minutes	
Objectives: Students will recognize short sentences through the use of bits of reading for the application in real situations. • Be able to recognize parts of the sentence. • Be able to write words correctly. • Be able to pronounce and learn the tones of the sounds.			
Vocabulary: Parts of the body and face, fruits and vegetables, like, live, don´t like, can, smell, taste, hear, and see.			
Song: We are a happy family.			
Material resources: Big Book, Bits of body and face, book, student´s book, songs.			
Anticipated problems: Children could not understand instructions.			
Skills	**Contents**	**Methodological Strategies**	**Essential indicators of evaluation**
Listening, Reading, Speaking, Writing Grammar and Vocabulary.	**Cognitive:** Lesson 8: I can…. Differentiation **Procedural:** Process knowledge to recognize sentences. Observation Analysis. **Attitudinal:** Appreciation of their environment.	**Presentation:** Teacher explains how the activity will be done. **Practice:** Students make a group. Students have time in order to recite each sentence given. Students cut the sentences then mix them. **Production:** Students are going to put in order the sentence and stick on the board. Ask students to verify how many right answers they got. Students are going to read the sentence chorally.	The teacher will evaluate The students' learning through: Individual Student participation. Pair work activities. Group work activities. Answer to short questions to check students' understanding.

Attachment 10 Lesson Plan 10 Bingo

Level: Second Grade	Time: 10-15 minutes
Objectives: Students will recognize easily the words that they listened through the use of bits of reading for the application in their life. - Be able to recognize words. - Be able to recognize sounds correctly. - Be able to pronounce and know the tones of the sounds.	
Vocabulary: All the words studied previously.	
Material resources: Big Book, Bits of body and face, book, student´s book, songs.	
Anticipated problems: Children could not understand instructions.	

Skills	Contents	Methodological Strategies	Essential indicators of evaluation
Listening, Reading, Speaking, Writing Grammar and Vocabulary.	**Cognitive:** Lesson 10: Bingo Differentiation **Procedural:** Process knowledge to recognize words and sounds. Observation Analysis. **Attitudinal:** Enjoy games	**Presentation:** Teacher gives each student one bingo prompt. Clarify the pronunciation of some words studied. **Practice:** Ask to complete the bingo prompt by choosing 5 words from the list studied by them. **Production:** Ask the winner to say all the words he/she has. Ask the class to verify if the words are correct. Students are going to recognize sounds of the words correctly.	The teacher will evaluate the students' learning through: Individual Student participation. Pair work activities. Group work activities. Answer to short questions to check students' understanding.

PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

LANGUAGE SCHOOL

ENGLISH TEACHING CAREER

This questionarie will be applied to English Teacher of "Arbol de Vida"

Elementary Private School

Read the questions attentively. Cross one option with a X according to your opinion. Please, be honest with your answer.

1. **What skills do you practice the most in class?**

   Listening ☐   Speaking ☐   Reading ☐   Writing ☐

2. **What resources do you use in your classes?**

   Music ☐   drama ☐   TPR ☐   Visual spatial ☐

3. **How often do you practice reading activities?**

   Always ☐   Usually ☐   Sometimes ☐   never ☐

4. **Do you believe that reading resources develop English Language?**

   Yes ☐   No ☐

5. **How much do you know about reading strategies?**

   A lot ☐   Some ☐   Little ☐   Nothing ☐

6. **Which activities do you use to teach reading activities to children?**

   Filling the gaps ☐   Unscrambled words ☐   Crossword ☐   Match ☐

7. **What strategies do you use to develop reading skills?**

   Flashcards ☐   Short stories ☐   Songs ☐   None of the above ☐

8. **Do you think reading is important to expand the English language?**

   Yes ☐   No ☐

9. **What strategies do you use to develop reading skills?**

   Skimming ☐   Scanning ☐   Predicting ☐   Guessing ☐

10. **What do you think about applying flashcards or bits as a strategy to develop reading skills?**

Bad strategy ☐ Good strategy ☐ Excellent strategy ☐ Never hear about it ☐

THANKS FOR YOU COPERATION!

Attachment 12 Survey directed to parents of second graders of "Arbol de Vida" Elementary private school.

PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

LANGUAGE SCHOOL

ENGLISH TEACHING CAREER

<u>**This questionarie will be applied to parents of second graders of "Arbol de Vida" Elementary Private School**</u>

Read the questions attentively. Cross one option with a X according to your opinion. Please, be honest with your answer.

1. **How do you consider the English learning of your children?**

Excellent ☐   Very Good ☐   Good ☐ Regular ☐   Bad ☐

2. **Do you consider that teachers use appropiated materials to motivate students English learning?**

 A lot ☐   Little ☐   Nothing ☐

3. **Do you believe teach reading in English at early age it is important in your children learning?**

Yes ☐   No ☐ Unknow ☐

4. **Do you motivate to your children to read stories or tales in English?**

Always ☐ Sometimes ☐ Suddenly ☐ Never ☐

5. **How much do you consider that reading activies influence in speaking skills?**

A lot ☐   Little ☐ Nothing ☐

6. **Do you believe if your children use flashcards with words and pictures, will they develop their reading skills?**

Yes ☐   No ☐ Unknow ☐

7. **Do you want the teacher to use flashcards with words and pictures to develop your children's reading skills?**

Yes ☐   No ☐   Unknow ☐

8. **Do you want that your children can participate in activities to develop reading skills?**

Yes ☐   No ☐   Unknow ☐

9. **: Does your children´s institution have materials to motivate reading in English?**

Yes ☐   No ☐   Uknow ☐

10. **Do you think if your children´s school implements materials like flashcards or tales to develop reading in English, will your children get to speak in English? ?**

A lot ☐   Little ☐   Nothing ☐

THANKS FOR YOUR COLABORATION.

Attachment 13 Survey directed to students of second grade of "Arbol de Vida" Elementary private school.

PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

LANGUAGE SCHOOL

ENGLISH TEACHING CAREER

This questionarie will be applied to Students of second Grade of "Arbol de Vida " Elementary Private School

Read the questions attentively. Cross one option with a X according to your opinion. Please, be honest with your answer.

1. **How much do you like English subject?**

   A lot ☐   Something ☐   Little ☐   Nothing ☐

2. **In English classes you participate…**

   Always ☐   Sometimes ☐   Suddenly ☐   Never ☐

3. **Does your teacher apply reading activities?**

   Yes ☐   No ☐

4. **Does your teacher guide or motivate you to read stories, tales in English?**

   Yes ☐   No ☐

5. **Do you like reading, tales or stories telling in your English classes?**

   Always ☐   Something ☐   Suddenly ☐   Never ☐

6. **Do you understand the message in the reading or stories?**

   Yes ☐   No ☐

7. **While you read, do you learn to pronounce correctly and do you learn the meaning of new words?**

   Yes ☐   No ☐

8. **Do you think reading is important to expand the English language ?**

   Yes ☐   No ☐

9. **How much do you understand reading activities applied by your English teacher?**

A lot ☐ Something ☐ Little ☐ Nothing ☐

10. Would you like to learn English reading in a funny ways using flashcards or bit with visual word and/or pictures?

Yes ☐ No ☐

THANKS FOR YOUR COLABORATION.

Attachment 14 Survey directed to students of second grade of "Arbol de Vida" Elementary private school, after applying the proposal.

PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

LANGUAGE SCHOOL

ENGLISH TEACHING CAREER

This questionarie will be applied to Students of second Grade of "Arbol de Vida " Elementary Private School

Read the questions attentively. Cross one option with a X according to your opinion.

Please, be honest with your answer.

1. **Did you like English activities to develop reading?**

   A lot ☐   Something ☐   Little ☐   Nothing ☐

2. **Did you like the games implemented using bits to develop reading?**

   A lot ☐   Something ☐   Little ☐   Nothing ☐

3. **How much do you know about bits for reading?**

   A lot ☐   Something ☐   Little ☐   Nothing ☐

4. **Were the activities that teacher applied using bits for reading fun?**

   Yes ☐   No ☐

5. **Did you learn some new words after playing with bits for reading?**

   Yes ☐   No ☐

6. **Did you learn pronunciation after playing with bits for reading?**

   Yes ☐   No ☐

7. **Did the bits for Reading help you to understand English activities much better?**

   Yes ☐   No ☐

8. **How much do you know about bits for reading?**

   Yes ☐   No ☐

9. **How much did you learn with this method?**

A lot ☐ Something ☐ Little ☐ Nothing ☐

10. Can you communicate in English language?

Yes ☐ No ☐

THANKS FOR YOUR COLABORATION.

Attachment 15 List Of Second Graders

ESCUELA DE EDUCACION BASICA
"A R B O L   D E   V I D A"
José Luis Tamayo - Salinas

NOMINA DE ESTUDIANTES
AÑO LECTIVO 2014 - 2015
2° AÑO BÁSICO

N°	NOMINA DE ESTUDIANTES
1	Aguirre Bajaña Ashley Arianna
2	Alcivar Rodríguez Hamilton Alexander
3	Bazurto Barrero Valentina
4	Castro Pérez Jorge Luis
5	Del Pezo Del Pezo Samuel
6	Figueroa Gonzabay Nicole
7	Figueroa Jaramillo Nahomy
8	Gómez Franco Génesis
9	Manjarres Barros Dayanna Valentina
10	Montenegro Alcivar Marvin
11	Morán Vera Allán
12	Nieves Salinas Saúl Dave
13	Olmedo Castiblanco Stevan
14	Ormeño Ortega Andrés
15	Parrales Poveda Ralphi
16	Peñafiel Galarza María Gabriela
17	Pico Flores Fiorela Denisse
18	Rivera Pillasagua Naomy Mayerly
19	Rocafuerte Jose Miguel Alexander
20	Rodríguez Galarza Said
21	Ruiz Ponce Eily
22	Sánchez Rocafuerte Nathaly
23	Solórzano Ramírez Paola Andrea
24	Vega Cevallos Jerson

Attachment 16 Pictures of field research.

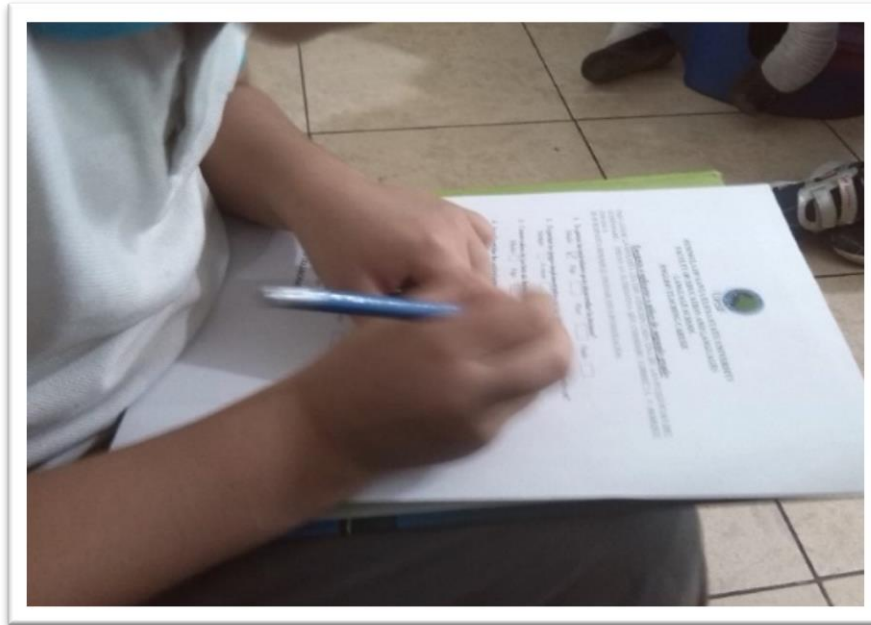**Picture 1 Staff "Arbol de Vida"**

Picture 2 Second graders

Attachment 17 Application of the surveys to parents and second graders

Picture 3 Application of the surveys to students

Picture 4 Application of the surveys to parents

Attachment 18 Graphic evidence of implementation of Project.

Picture 5 Children recognize the written words.

Picture 6 Children rewrite the words correctly.

Picture 7Children identify words with their own picture.

Picture 8 Children match the part of the words.

Picture 9 Children write the words correctly

Picture 10Children identify parts of the sentence.

Picture 11 Children identify parts of the sentence.

Picture 12 Children identify parts of the sentence.

Picture 13 Children read sentences

Picture 14 Children pronounce the words correctly.

Picture 15 Children match the part of the words.

Picture 16 Children starting english activities

Attachment 19 Request to institution to start for the implementation of project.

Salinas, 6 de agosto del 2014.

MSc.
Douglas Maldonado
Director de la Escuela Particular
"Arbol de Vida"
En su despacho.-

De mis consideraciones:

Yo **Lucía Verónica Roca Panimboza** con C.I. 0917400509, egresada de la Facultad de Idiomas en la Universidad Estatal Península de Santa Elena, por medio de la presente solicito a usted se me permita desarrollar mi Proyecto de tesis en tan distinguida institución que usted dirige.

Mi proyecto es "**DEVELOPING READING STRATEGIES USING DOMAN'S METHOD TO SECOND GRADER'S AT ARBOL DE VIDA ELEMENTARY PRIVATE SCHOOL, JOSÉ LUIS TAMAYO, SALINAS, SANTA ELENA PROVINCE, SCHOOL YEAR 2014 - 2015.**" está basado específicamente en desarrollar las habilidades de lectura para los niños del 2do. Grado de básica a través del uso de bits o flashcards, de esta manera estamos aportando a mejorar la calidad del inglés en las instituciones educativas.

Esperando que mi solicitud tenga la debía acogida quedo de Usted muy agradecida.

Atentamente

Lucía Verónica Roca
C.I. 0917400509

Attachment 20 Acceptance of institution for the implementation of project.

ESCUELA DE EDUCACIÓN BÁSICA
"ARBOL DE VIDA"
José Luis Tamayo - Salinas
Telef. 042902439

Salinas, 6 de febrero del 2015.

CERTIFICACIÓN

Por medio del presente certifico que Roca Panimboza Lucia Verónica, con cédula de ciudadanía No. 091740050-9, realizó su PROYECTO INVESTIGATIVO "DEVELOPING READING STRATEGIES USING DOMAN'S METHOD TO SECOND GRADER'S AT ARBOL DE VIDA ELEMENTARY PRIVATE SCHOOL, JOSE LUIS TAMAYO, SALINAS, SANTA ELENA PROVINCE, SCHOOL YEAR 2014 - 2015.", en el Segundo Grado de Educación Básica perteneciente a nuestra institución, realizando encuestas a estudiantes, padres de familia y profesores, obteniendo resultados positivos en su objetivo propuesto.

Es todo lo que puedo certificar, la interesada puede hacer uso de este documento como considere conveniente.
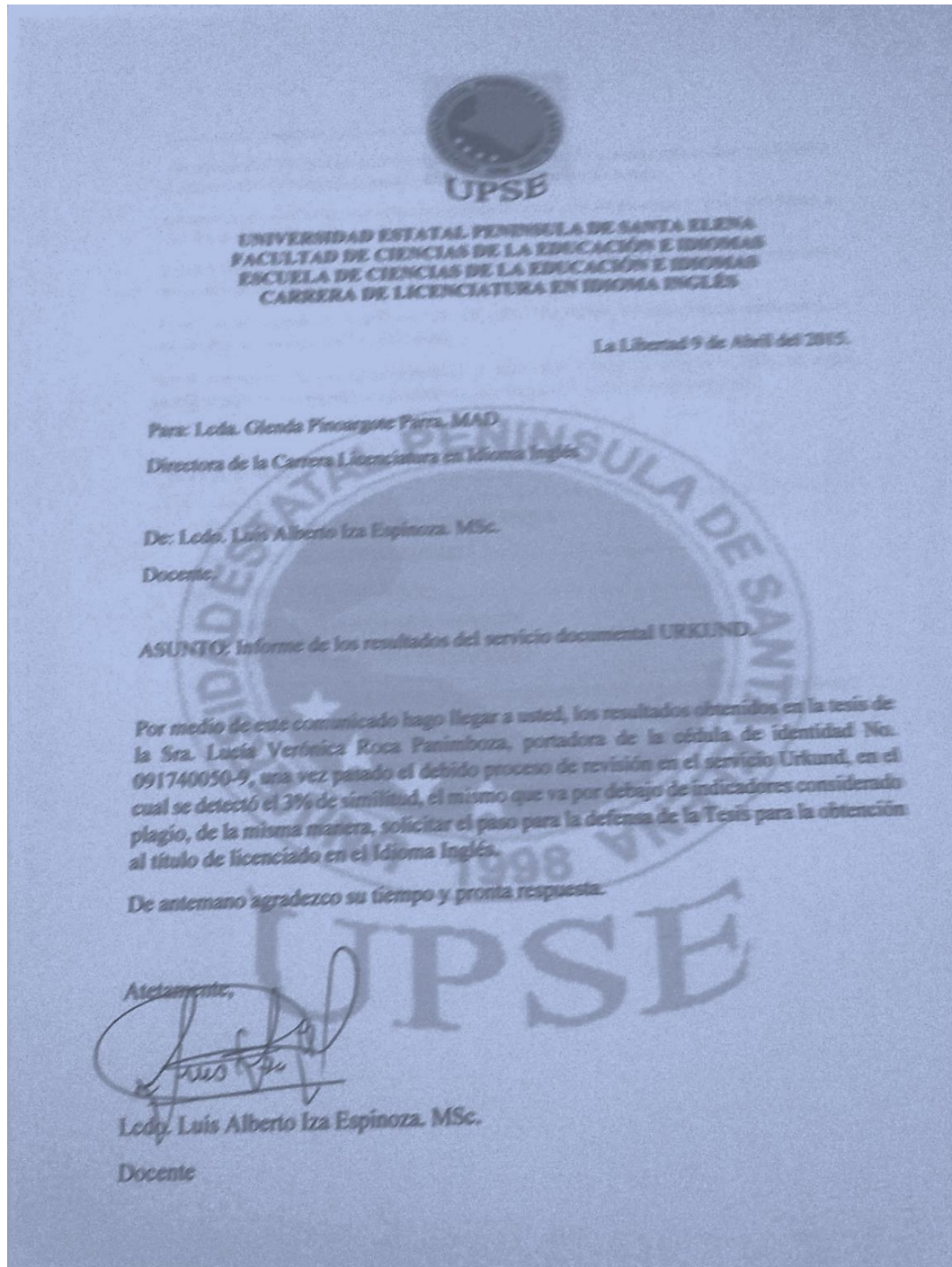
Atentamente,

MSc. Douglas Maldonado

Rector

Attachment 21Anti plagiarism certification

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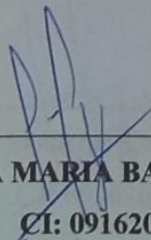
Attachment 22 Certificate of proofreader

SONIA MARIA BARRAGAN LUCAS
sbarragan82@yahoo.com

Salinas, April 24, 2015

CERTIFICATE OF PROOFREADER

CERTIFICATION

I, SONIA MARIA BARRAGAN LUCAS, certify that I reviewed the wording and spelling of the research paper under the title: **"Developing Reading Strategies using Doman's Method to second grader's at Arbol de Vida Elementary Private School, José Luis Tamayo, Salinas, Santa Elena Province, School Year 2014 - 2015."** That, I made the corrections of the work of research. This certification is issued upon request of Miss Lucia Verónica Roca Panimboza, for whatever purpose as deemed appropriate to her interests.

_____

MSc. SONIA MARIA BARRAGAN LUCAS
CI: 0916203748

Salinas, 24 de Abril del 2015

CERTIFICADO DEL GRAMATÓLOGO

CERTIFICO

Yo, SONIA MARIA BARRAGAN LUCAS, certifico que he revisado la redacción y ortografía del trabajo de graduación con el tema: **"Developing Reading Strategies using Doman´s Method to second grader´s at Arbol de Vida Elementary Private School, José Luis Tamayo, Salinas, Santa Elena Province, School Year 2014 - 2015".** Que, he realizado las correcciones correspondientes al trabajo de titulación en mención. Por lo expuesto, autorizo a la Sra. Lucía Verónica Roca Panimboza, el uso de este certificado, como considere conveniente a sus intereses.

_____

MSc. SONIA MARIA BARRAGAN LUCAS
CI: 0916203748