



# UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES  
Y EXTRANJEROS

APPLICATION OF THE DOMAN METHOD THROUGH ENCYCLOPEDIA  
INTELLIGENCE BITS FOR THE IMPROVEMENT OF READING  
COMPRESSION IN THE ENGLISH LANGUAGE

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LICENCIADA EN PEDAGOGÍA DEL IDIOMA INGLÉS

VASQUEZ ILLESCAS JOSELYN JANETH  
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TRABAJO TITULACIÓN

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PINTO SANCHEZ YASMIN LISSETH

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## **DEDICATION**

To God, our heavenly father who cares for us and has given us the strength to continue on the right path and complete this important stage of our lives.

To our parents, who taught us values that today serve us to fulfill each of our goals.

To our families, who are our most significant source of inspiration, for giving us words of encouragement and being the reason for our overcoming.

To our students, who inspire us to be excellent professionals because they deserve quality teachers.

To our companions, who had patience and supported us with our concerns.

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To our teachers of our training process, who gave us and contributed with their knowledge, to train as professionals and to be excellent contributions to the educational society.

To the Technical University of Machala for giving us the opportunity to be integral professionals.

## **RESUMEN**

El presente trabajo investigativo tiene como objetivo principal mejorar la comprensión lectora en el idioma inglés, a través de la aplicación del Método Doman mediante Bits de inteligencia enciclopédicos en estudiantes de Quinto año de Educación General Básica. Gracias a la revisión de los anteriores estudios realizados, se determina que para la aplicación del Método Doman, es de suma importancia la edad, la participación activa del estudiante, el tiempo, el contenido, los materiales llamativos y de buena calidad. La investigación es de paradigma cualitativo, bajo un diseño de investigación- acción participativa, descriptiva. Los instrumentos aplicados para la recolección de la información fueron la guía de observación, test de diagnóstico y la entrevista al docente. Los resultados obtenidos guiaron a la aplicación del Método Doman mediante los Bits de Inteligencia enciclopédicos. La propuesta pedagógica se basa en cuatro clases de asesoramiento pedagógico dirigidos a estudiantes de Quinto Año de Educación General Básica, en conclusión es vital que los actores del sector educativo (Padres de familia, docente y estudiante) trabajen en conjunto en la nueva modalidad de estudio, para evitar que el proceso de la enseñanza-aprendizaje del idioma inglés se desarrolle con debilidades en las macro destrezas.

**PALABRAS CLAVES:** Método Doman, Bits de inteligencia, enciclopédicos, tiempo.



## **ABSTRACT**

The main objective of this research is to improve reading comprehension through the application of the Doman Method by means of encyclopedic intelligence bits. Thanks to the review of previous studies, it is determined that for applying the Doman Method, the age, the active participation of the student, the time, the content, the attractions, and good quality materials are of utmost importance. The research is of qualitative paradigm, under a participatory action research design. The instruments applied for collecting the information were the observation guide, diagnostic test, and teacher interview. The results gotten guided the application of the Doman Method through the encyclopedic Intelligence Bits. The pedagogical proposal is based on four pedagogical suggestion classes directed to students of Fifth Year of General Basic Education. In conclusion, it is fundamental that the educational sector actors (parents, teacher, and student) work together in the new study modality to avoid the weaknesses in the English language teaching-learning macro skills.

**KEYWORDS:** Doman method, intelligence bits, encyclopedic, time.

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## INTRODUCTION

English is a language that worldwide has become a great necessity for people communication from anywhere because it is used in different fields such as Scientific, Social, Technology, and Education. In the education field, most of the information is found in books, web pages, scientific articles, etc.

English has become the language of communication factor, not only in international business but also in almost all situations where two people do not speak the same language. Even in countries where several regional or tribal languages coexist, English acts as a common communication tool. Despite the controversy of this de facto language status, governments around the world are increasingly aware of the fact that speaking English is necessary for all their citizens to participate in today's global economy. (Index, 2012)

Nowadays, in the Ecuadorian educational field because of the constant transformations generated by the modern world, it has undergone changes in the teaching-learning process where the educational factor actors have to adapt themselves to these changes by playing very valuable roles.

Now, within the teaching-learning process of the English language, we work with the four skills as receptive (reading and listening) and productive (speaking and writing).

Therefore, it is of utmost importance to know the variety of methods, techniques and strategies, given the different needs, learning styles, and abilities.

In the case of English teachers, the pressure is even greater to improve the development of any skill, such as reading comprehension, listening comprehension, speaking, or writing. The teacher must reinforce his or her knowledge to improve the class, make it enjoyable and, above all, meaningful.

In this way, the above mentioned allows the formulation of the following **scientific problem**: How to improve the reading comprehension skills in English language in students of fifth grade of the Unidad Educativa Fiscomisional "Gran Colombia" in Alamor city?

Considering the **object of study**, the teaching-learning process of the English language in Basic General Education.

The **general objective** is to apply the Doman Method through Intelligence Bits in order to improvement English reading comprehension skills in English language in

students of fifth grade parallel “A” of the Unidad Educativa Fiscomisional "Gran Colombia" in Alamor city in 2021-2022 school year.

This objective is delimited in **the field of action**, the methods of teaching and learning

For this research, the following specific objectives are proposed as **specific objectives**

- To elaborate the theoretical framework for the study of reading comprehension.
- To identify the current reading comprehension level of students of fifth grade parallel “A” of the Unidad Educativa Fiscomisional "Gran Colombia" in Alamor city.
- To apply the Doman Method by means of Intelligence Bits for the improvement of reading comprehension.
- To determine the changes that occurred in reading comprehension after implementing the didactic resources.

This research is valuable because it is possible to apply the Doman Method that is commonly used in children from 0-6 years of age, where the present research is aimed at students of fifth grade parallel “A” of the Unidad Educativa Fiscomisional "Gran Colombia" in Alamor city in 2021-2022 school year, whose ages are on average 9-10 years old, where the aim is to enhance the skills acquired in this case reading comprehension through intelligence bits.

Due to the above mentioned and the requirements of the research, the researcher proposes to carry out qualitative paradigm research, with an action research design and descriptive, in which theoretical and empirical methods are applied, aided in the implementation of techniques such as participant’s observation, interviews, and pedagogical test.

The **importance** of this research lies in the application of the Doman method, which is part of the teaching-learning process. Learning is stimulated, and makes the students understand and put into practice the contents through practice and in a striking, and innovative way.

The research **practical contribution** consists in the application of the Doman Method based on the intelligence bits for English reading comprehension. Its **novelty** consists in the application of the Doman method which is generally applied to children from 0-6 years old. In this research, it will be applied to students from 9-10 years old with the creation of intelligence bits to improve the reading comprehension of fifth-grade students of the Unidad Educativa Fiscomisional "Gran Colombia" in Alamor city.

This research consists of an introduction where the categories of its theoretical design are presented and three chapters with their respective headings:

**CHAPTER I:** Consists of the analysis carried out through the specific bibliographic review of the field in the study object, including the historical background of the teaching-learning process and supports its achievement.

In the referential and contextual background, there are a review and analysis of research developed at the international, national, and local level (World, Latin America, Ecuador, El Amor, Loja).

**CHAPTER II:** It is based on epigraphs focused on the methodological framework, the method, and materials used by the students of fifth grade parallel "A" of the Unidad Educativa Fiscomisional "Gran Colombia" in Alamor city in 2021-2022 school year and the analysis of the acquired results.

**CHAPTER III:** It presents the support and design of the proposal, the practical contribution of this work to achieve validation.

Finally, conclusions, recommendations, bibliography, and annexes are presented.



## CHAPTER I. THEORETICAL FRAMEWORK

This chapter covers the historical review aimed at improving reading comprehension in the English language, establishing the inclinations over time, thanks to this search it will be possible to acquire a clearer and more exact perspective on the diversity of methods that have emerged from root of this topic, which facilitates taking the method that supports the scientific question How to improve the English language reading comprehension skills of fifth-year basic students of the “Fiscomisional” Educational Unit "Gran Colombia" of the City of Alamor?

### **1.1 Historical background of the application of the Doman Method for the improvement of reading comprehension through encyclopedic bits of intelligence in the teaching-learning process in Basic Education.**

In the teaching-learning process of the English language, the teacher and the student are two important components, where the teacher plays a role of guide and facilitator of knowledge and the student is a primary agent who plays an active role in the process.

For this reason, the process of teaching - learning knowledge of a second English language. It has seen the need to develop a variety of methods so that this process is significant given that it takes place within the classroom, among the methods Most prominent are:

#### **Grammar-Translation Method:**

This method has some disadvantages, among which we highlight that it gives students the erroneous idea that a language is a collection of words that are isolated and independent. The method also decreases student motivation since it leads to frustration and boredom. (Aznar Alejo, 2014, p.10)

It is generally known as one of the first methods used for teaching a second language, it is distinguished by different names such as "classical method" which is based on the fact that students must learn grammar rules and structures of the second language to be able to make correct translations to the texts.

#### **Direct Method:**

Teachers should encourage direct and spontaneous use of the language learned in class. Thus, students will be able to learn the language and induce grammatical rules. The vocabulary learned can be used to teach the new one, using mime, shows and clips. (Aznar Alejo, 2014, p.10)

The direct method is the same as the translation method, one of the old methods, used by teachers who have oral expression as a priority, avoiding translation and relating the

connections of the objects of the mother tongue with English, where the use of the English language is exclusive in the classroom.

**Audio Lingue method:**

"The Audio-lingual Method has introduced memorizing dialogues and imitative repetition as specific learning techniques. It is an interpretation of learning in terms of stimulus and response. "(Aznar Alejo, 2014, p.10)

In addition, the Audio lingue method considers that language acquisition is done through habit and repetition of existing phrases and in pronunciation.

En 1955, Doman fundó los Institutos para el Desarrollo del Potencial Humano en Filadelfia, donde reciben tratamiento niños y jóvenes con alguna lesión cerebral o 24 anomalías genéticas, como el síndrome de Down. Al principio el objetivo era mejorar las funciones físicas de los pacientes. Los beneficios que se obtuvieron hicieron que el sistema se extendiera a la etapa de educación infantil regular, pues ayudan al desarrollo de la inteligencia de los niños y de las niñas, a la vez que los motivan y los animan en sus aprendizajes. ( León Bustamante & Iñiguez Merchán, 2014, p.25)

The Doman Method emerged more than 50 years ago from research carried out by a team of neurologists and brain injury specialists led by Dr. Doman in Philadelphia, unfortunately at that time due to the difficulties that children with injuries presented brain (which were a product given to the death of neurons that could not recover) for learning, there was discrimination. Doman and his research team argued that the remaining neurons could be developed, make and make connections with the functioning that the dead neurons should have developed.

Doman and his research team, upon obtaining positive results after having applied the bits of intelligence known as those of children with brain injury problems, decided to transfer the knowledge to other children, with the aim of increasing and developing the learning capacity from his early age and incentivize the brain to grow and create strong neural connections.

The Doman Method consists of several specific programs such as math bits, language program, music program, physical program, social program, intelligence bits (information units) and where it also highlights the support of parents is of the utmost importance given that the child can reinforce what was acquired in school.

The Doman Method objective is the individual holistic development in the intellectual, emotional, social and physical field. When Doman saw the results of the procedures of the method, he managed to move to the educational field, in Latin America

the method is known as early stimulation where he transferred his intentions, ceasing to be only therapy for disease states but in a method where capacities are exploited of people who did not present any difficulties, in order to enhance learning abilities.

La cultura de nuestro país, hace que la mayoría de los padres confíen ciegamente en la escuela. Creen que, cuando su niño vaya a la educación básica aprenderá a leer. Ignoran que en el Ecuador cuatro de cada diez niños aprenden tan mal, que son incapaces de entender una página, no digamos un capítulo o un libro entero, y como consecuencia los estudios será un aspecto traumante. Luego, cuando terminan de estudiar, no vuelven a leer y se convierten en analfabetos funcionales. (Camino Cepeda, 2015, p.23)

Unfortunately, in Ecuador, teachers not having the freedom to develop or create innovative proposals, the system remains traditional and does not manage to adapt to the new generations who in turn present new needs, given that they enter an institution because of the curiosity to learn and discover.

## **1.2 Conceptual and referential foundations of the application of the Doman Method through encyclopedic bits of intelligence in the teaching-learning process.**

For the improvement of the teaching-learning process of the English language, a variety of educational theories have been presented from the behavioral, cognitive to ending with the constructivist.

The behaviorist theory indicates that the student fulfills a passive role in the teaching-learning process, where the activities used by the teacher are repetition and memorization and the mechanical exercise of grammatical structures.

Cognitive theory is based on the fact that the student fulfills an active role where cognitive skills are developed through the inclusion of grammar rules, in order for the student to develop communication needs.

Thanks to the contributions of Piaget, Vygotsky, Bruner, and Ausubel, the constructivist theory is developed, which is based on the fact that learning is significant, through previous knowledge, the student can create or modify ideas or concepts.

Según la teoría de Piaget, el desarrollo cognoscitivo es un proceso continuo en el cual la construcción de los esquemas mentales es elaborada a partir de los esquemas de la niñez, en un proceso de reconstrucción constante. Esto ocurre en una serie de etapas o estadios, que se definen por el orden constante de sucesión y por la jerarquía de estructuras intelectuales que responden a un modo integrativo de evolución. (Saldarriaga-Zambrano, Bravo-Cedeño, & Llor Rivadeneira, 2016, p.5)

Cognitive development is based on the interaction of the environment where the student generates and builds new knowledge from childhood, this process occurs in certain stages, which are governed by the order and hierarchy of intellectual structures.

Operaciones concretas (2- 11 años). En este estadio se desarrolla la inteligencia representativa, que Piaget concibe en dos fases. La 1ra de ellas (2 a 7 años), es identificada por el autor como preoperatoria, se presenta con el surgimiento de la función simbólica en la cual el niño, comienza a hacer uso de pensamientos sobre hechos u objetos no perceptibles en ese momento. La inteligencia o razonamiento es de tipo intuitivo ya que no poseen en este momento capacidad lógica. (Saldarriaga-Zambrano, Bravo-Cedeño, & Loor Rivadeneira, 2016, p.5)

In the first stage, children begin to make intuitive reasoning through representative schemes such as play, imagination and drawing given their degree of comprehension.

La 2da de estas fases (7- 12 años) es reconocida por el autor como el período de las operaciones concretas en el cual los niños los niños desarrollan sus esquemas operatorios, los cuales por naturaleza son reversibles, razonan sobre las transformaciones y no se dejan guiar por las apariencias perceptivas. Su pensamiento es reversible pero concreto, son capaces de clasificar, seriar y entienden la noción del número, son capaces de establecer relaciones cooperativas y de tomar en cuenta el punto de vista de los demás. Se comienza a construir una moral autónoma. (Saldarriaga-Zambrano, Bravo-Cedeño, & Loor Rivadeneira, 2016, p.5)

In the second stage, students are able to classify, order the acquired knowledge and establish the different points of view building an autonomous morality by themselves.

The Doman Method from a constructivist perspective, points out that reading and writing are processes that have a strong connection that must go hand in hand, where it is of the utmost importance that the student starts from his ideas or previous knowledge so that he can acquire a new content associating one with what is already known with what is being discovered, modifying the knowledge.

### **1.1.2 The Doman Method as a method to improve reading comprehension of the English language.**

To determine how the Doman Method improves reading comprehension in the English language, it is of utmost importance to define reading comprehension and the Doman method as a method for improving reading comprehension in the English language.

Reading comprehension is an active cognitive process through which new knowledge is built, by combining the information provided and the previous knowledge that is possessed, implying the assimilation and interpretation of the text.

La comprensión lectora, posee un desarrollo continuo en el lector, ya que se va progresando en las habilidades que cada vez se acercan a las de carácter superior, esta posee niveles que dan cuenta de una serie de operaciones que los sujetos realizan al momento de leer, las cuales se van mejorando en la medida que nos enfrentamos a la lectura comprensiva. ( Cáceres Núñez, Donoso González , & Guzmán González, 2012, p.60)

Reading comprehension is the result of the processes of Decoding, Fluency, Vocabulary, Construction and cohesion of sentences, Reasoning and prior knowledge, Memory and attention. Comprehension, in this cognitive process are presented two levels that are essential as the micro processes that make up the lower levels of reading comprehension, such as the distinction of the words written in the text, the recognition or elaboration of the ideas at the root of the text and the macro processes that are the generalization and construction, the integration and pertinent elaboration of the general meaning of the text and the implement directed to the previous knowledge.

Linguistic skills or also known as "communication skills or abilities" are the ways of expressing through oral or written language all the knowledge that one possesses.

For the development of reading comprehension, it is important to follow the stages, to obtain a quality compression.

- **Pre – reading:** it focuses on preparing the reader for reading and inquiring about what the student knows about the text or topic.
- **While reading:** at this stage the reader constructs meanings during reading where ideas are absorbed or discarded.
- **Post – reading:** In this stage it is verified whether or not the reader has understood the text.

Doctor Doman, when observing the great advances of his method, decided to apply it in the learning of a second language using Bits of intelligence.

Los bits del método Doman son un instrumento que poseen una gran importancia en los primeros años de vida de los niños, es decir, se llevan a cabo para adquirir un aprendizaje temprano. Esto es así ya que desarrollan y fomentan la inteligencia de los niños, así como su atención y concentración, puesto que las imágenes les resultan novedosas. ( Rodríguez , 2019, p.21)

The implementation of the bits of the Doman Method has become one of the ways to enhance the child's learning, developing attention and concentration, for this depends a lot on the teacher who must have confidence in the ability of the students, also a factor

important the quality of the bits must be novel, precise, clear and large, where the image must occupy almost all the space to make it more visual.

In addition, it is important to highlight that "The bits of intelligence are not only used in Spanish, there are numerous fields in which they can be worked, and one of them and the most important for this research is the English language" (Sisalema Sánchez, 2014, p.35)

The use of intelligence bits in teaching-learning is not only in the Spanish language but in different fields such as in the English language. The intelligence bits are dynamic instruments, which require many more reinforcements than in the mother tongue. Given that it is a new language, students need to assimilate and acquire a new vocabulary, the use of bits of intelligence can be digitally or physically.

Los bits de inteligencia en el campo del inglés ayudan a relacionar el idioma materno (español) con el idioma en aprendizaje (inglés), con bits o estímulos cortos es cuando el niño siente mayor interés debido al entretenimiento y sencillez que estos poseen y más no con recursos de períodos largos que solo llegan a cansar al niño y por ende baja su interés en aprender el idioma inglés. (Sisalema Sánchez, 2014, p.35)

In the English area, the use of intelligence bits helps to connect the mother tongue (Spanish) with the learning language (English) through short stimuli, where the student feels a greater degree of interest, these resources are not for long periods because the student becomes tired or bored.

The Doman Method is made up of different programs: reading, intelligence (or encyclopedic knowledge), music program, mathematics, writing, physical excellence and a foreign language. However, in this research, its application in reading is addressed, where despite variations depending on the students' age, the following phases are followed: 1. Words 2. Word pairs 3. Phrases 4. Sentences 5. Books. (Jimbicti Solórzano, 2020, p.17)

In the Doman Method, the different bits of intelligence can be used as encyclopedic, it depends on the program and the purpose in which I know it is going to work., The bits of intelligence (information units) must be striking, as precise as possible, contain a single element, the image must be of quality, occupy most of the page and be novel for the subject, all these aspects allow increasing vocabulary to develop an improvement in reading comprehension in the English language.

### **1.3 The teaching-learning process of the English language in Basic General Education, Contextual Background**

The study of this research allows to determine the importance of teaching English as a second language in the Ecuadorian educational system specifically in basic general education, during this school stage it is necessary to constantly make innovations to

achieve quality and meaningful teaching in students In this study, it is possible to ensure that in order to improve reading comprehension in the English language in the educational unit, the importance of the English language must be established, which over time has gained strength from being a simple hobby to a great need at a global level also as stated in the theories that appear in the previous section.

Si se hace una retrospectiva a la enseñanza del idioma inglés, se puede decir que nuestros maestros por tradición, nos han enseñado el vocabulario, oraciones, diálogos, frases, entre otros y solo se evaluaba los aspectos cognoscitivos, es decir solo conocimientos gramaticales, mediante la repetición mecanizada de palabras, frases, oraciones, proposiciones descontextualizados y que no aportaban a la realidad del estudiante ecuatoriano. ( Barrera Erreyes & Barragán García, 2017, p.4)

At the beginning in Ecuadorian educational institutions, the teaching of the English language was carried out in a mechanical and monotonous way, where the English teacher was the carrier of knowledge, which was related to external contexts provided by established books and not to reality Ecuadorian, the practice consisted of the student memorizing the vocabulary or the dialogues. This teaching – learning process took a vulnerable position given the new educational needs that required a change of perspective. The student went from being a passive entity to taking a leading role where it is sought to develop communication skills in the English language (Speaking, Writing, Listening and Reading) in an integral way through the active participation of the student and the use of methods,

This research work is carried out at the “Fiscomisional” Educational Unit "Gran Colombia" of the City of Alamor, an institution that was consolidated through the management of the religious community that with effort and great care managed to establish itself as a school in 2009, when the existence in the Directorate of Education of the City of “Loja”.

To give a better contribution to the community of “Alamor” in the educational field and respond to the demand of students, the school in 2010 finally had a beneficial change from being a School to an Educational Unit where more children from the town were given the opportunity and education professionals who contribute to a quality process.

The research works with students in the fifth year of basic general education, which consists of 22 students, of whom fourteen are female and eight are male, with an age range determined by nine and ten years old.

In order to elaborate this study, a documentary search of previous works on the Doman Method and reading comprehension was carried out to determine the aspects in the teaching-learning process, for this an observation guide was applied (Annex. 1) in which the teaching-learning relationship of English as a second language is proposed, which is a process that requires praxis and dedication.

Where it is possible to observe that English classes and lessons have become repetitive, the student listens to what the teacher explains during class time on some occasions (without understanding) and later the student must perform exercises that in the majority of times with a degree of difficulty, given that the teacher does not use or vary the methods, strategies or the management of digital applications for teaching or improving skills.

La nueva realidad mundial demanda cambiar la percepción de educación tradicional, en donde el docente tenía la verdad absoluta y los estudiantes se concebían como recipientes en los que se depositaba conocimientos. Además, las estrategias para generar un proceso de enseñanza-aprendizaje, en donde el maestro solo se valía de clases magistrales y recursos memorísticos, deben cambiar ante este nuevo escenario; el docente debe transformarse y ser creativo; de lo contrario tratará de implementar en un sistema virtual, la realidad presencial bajo una estructura tradicional; lamentablemente esto no funcionará y no dará los resultados necesarios para responder a las exigencias de la sociedad. (Hurtado Talavera, agosto 2020, p.4)

This is assumed by the change in the study modality due to the global health situation, the Ecuadorian educational system took the option of virtual classes, where the teacher must create and transform a new scenario where the teaching process – learning must be meaningful for students as well as face-to-face training, without these changes the teaching process - learning will suffer the demands of society.

For the teaching-learning of the English language, the interest of the students is essential to acquire the knowledge, employed in the class, where the students have developed other needs which the teacher of the English area must cover with the innovation of materials or resources, for the process of education.

The foregoing can be demonstrated in the results after having performed the diagnostic test. (Annex 2) applied to the class group, where it is detected that the students at the time of reading have problems in the pronunciation of the words in English also in the identification of the meaning of the English words in the text, the grammatical rules, memorization of the writing of the words and the understanding of the main idea of the text, according to the application of the diagnostic test.



The results were scored according to the following values as indicated in the following chart.

**Chart 1. Values reported to the diagnostic test.**

Values	Notes
Always (3)	10 - 9
Sometimes (2)	8 - 7
Never (1)	Less than 7

Once the values have been established, it allows the graphic presentation of the results.

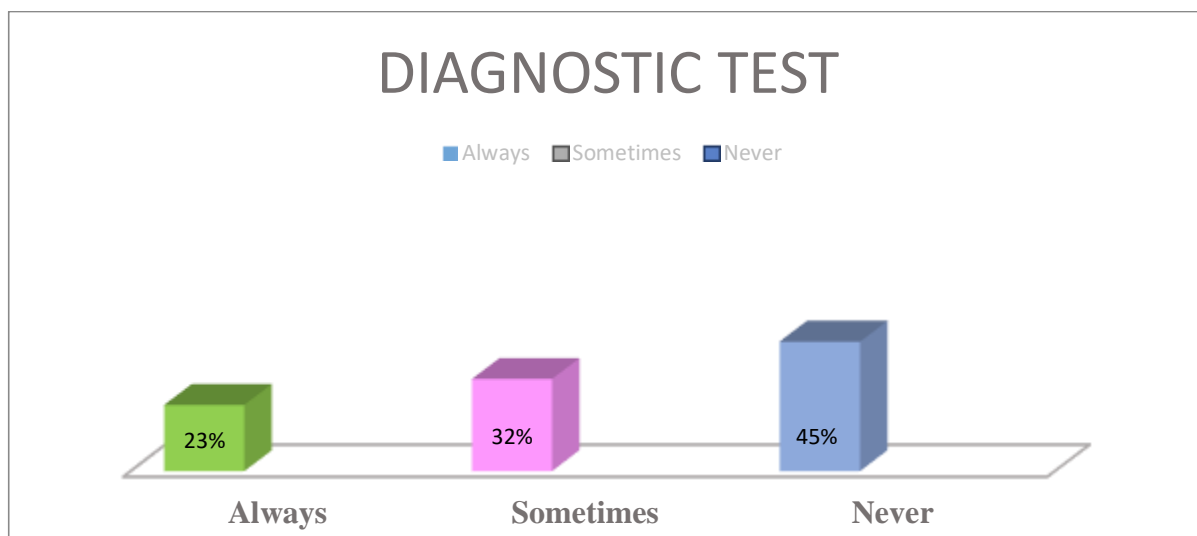


Figure 1. Result of the diagnostic test

On the other hand, it is specified on the way to apply reading comprehension, where productive skills (oral expression, written expression) and receptive (listening comprehension, reading comprehension) were estimated. Through reading comprehension, providing as a result that students sometimes have difficulty with the interpretation, memorization and pronunciation of the English words in the text.

Since in the activities the students felt suspicious when reading aloud the text and the use of grammar rules.

To obtain more information from another point of view, an interview was applied to the English teacher (Annex 3).

- The student has difficulty obtaining information from the text.
- The student does not memorize the writing of the words when making sentences after having read.
- During reading, it is difficult for the student to memorize the pronunciation of the words in the text.

- When the student reads, they do not use clues to give meaning to the words in English.
- With the help of the teacher and constant explanation, the student manages to understand the content of the text.
- During reading, most of the students have trouble identifying the meaning of the words.
- Occasionally interprets the meaning of words when the teacher conducts a review of the prior class.
- The student rarely understands the main idea of the text.
- At the time of reading the student has problems identifying the sound of words when reading.
- When reading aloud, the student performs the activity with great uncertainty due to the pronunciation of the words in English.
- Students have trouble using grammar rules to create sentences.
- Students do not recognize the order of words in English to form sentences.
- When using words of similar sound in the text, the student cannot differentiate the words in English.

In conclusion, it is possible to show difficulties in reading comprehension, as well as in productive and receptive skills of the English language, the poor development of language skills is also identified, making English classes boring and difficult for students to understand.

## **CHAPTER II. METHODOLOGICAL FRAMEWORK**

This chapter shows the main elements for the Doman method application through intelligence bits in fifth grade students from parallel “A” of the Unidad Educativa Fiscomisional "Gran Colombia" in Alamor city. The formulation of the methodological framework allows detailing and justifying each element selected for the research, such as methods and techniques elaborated for the development of each activity. It allows for a base and specifies in a rigorous and successive way the methodology, whose purpose is to generate a solution to the established problem.

### **2.1 Type of study or research conducted.**

El enfoque cualitativo se selecciona cuando se busca comprender la perspectiva de los participantes (individuos o grupos pequeños de personas a los que se investigará) acerca de los fenómenos que los rodean, profundizar en sus experiencias, perspectivas, opiniones y significados, es decir, la forma en que los participantes perciben subjetivamente su realidad. ( Fernández Collado, Baptista Lucio, & Hernández Sampieri, 2010, p.406)

This research is carried out from a qualitative paradigm, through which it seeks to collect and analyze the perceptions of those who participate, in the phenomena in a naturalistic way and without influencing the control, that is to say, it is a deep methodology that is involved in the interpretation of the humanistic perspective.

### **2.2 Research Design.**

Para trabajar en el marco del enfoque cualitativo, es importante tener ciertas claridades en torno a los rasgos propios del diseño cualitativo. Por diseño nos referimos al camino que se debe seguir para poder realizar una investigación; en este sentido el diseño se refiere a la planificación de un proceso específico de producción de conocimientos. (Echeverría G., 2005, p.5)

Due to the fact that research design is the action of planning in a general way, the researcher acquires answers to his questions to verify the research hypothesis, in this phase the researcher basic strategies are identified in order to develop truthful and interpretable information.

Este tipo de investigación la llevan a cabo las y los participantes en situaciones sociales para mejorar sus propias prácticas, el entendimiento de las mismas y las situaciones dentro de las cuales tienen lugar. La Investigación Acción se lleva a cabo a partir de

una serie de fases cíclicas (cuando termina vuelve a empezar): • Planificación. • Acción. • Observación. • Reflexión. (Gurdián-Fernández, 2010, p. 219)

In fact, given the need to improve reading comprehension in the English language in fifth grade students from parallel "A", the present research follows an action-research design, directing the research participants through the realization of the phases.

### **2.3 Population and Sample or object of study.**

For the conduct of this research, it was taken as a population to students of the "Greater Colombia" Physiological Educational Unit in the City of Alamor, the availability and feasibility of research was also considered. The which is made up of fifth-year students in basic, a course that has a total of 22 students, for research no sample was selected and work was carried out directly with the entire population, among which 14 are women and 8 are male, with an age range determined by 9 and 10 years of age.

### **2.4 Research Methods**

#### **2.4.1 Theoretical Level Methods**

Los métodos teóricos se utilizan de manera reiterada desde la elaboración del diseño investigativo, a partir del estudio del estado del arte sobre el problema científico, hasta la interpretación de los datos y hechos constatados y las correspondientes conclusiones y recomendaciones. (Ortiz, 2012, p.5)

Theoretical methods allow us to analyze the relationships of the object of study, the interpretation of the data found, and the systematization of the information that allows us to formulate the hypothesis of our research.

In the theoretical methods, we find The Historical-Logical, Hypothetical-Deductive, Analytical-Synthetic, Modeling, Inductive-Deductive, Systematic, Genetic and Abstract-Concrete methods.

#### **Analytic-Synthetic Method:**

This method allows the analysis of a specific phenomenon, decomposing its constituent parts in order to subsequently synthesize and understand the reality in which a given phenomenon is found.

#### **Logical Historical Method**

This method is related to the logical evolution of the subject, that is, to the research performance on the scientific problem, object of research, background, and development.

#### **Hypothetical-Deductive Method**

This method allows the formulation of the hypothesis that accompanies the research, which is an anticipated solution to what the researcher intends to achieve in the research problem.

#### **2.4.2 Empirical Level Methods**

Los métodos empíricos incluyen a las técnicas o metódicas útiles para la obtención del material fáctico. Pero su aplicación continuada no garantiza que los investigadores logren una congruencia interna entre ellos, ya que se conciben erróneamente como independientes entre sí, lo que fomenta cierto esquematismo en su utilización e inconsecuencias entre la concepción teórica admitida y los métodos empleados. (Ortiz, 2012, p.5)

The empirical methods are used at first, allowing to obtain the necessary background to answer the scientific questions, to defend the ideas and data. They also allow the preliminary analysis of the information obtained to later verify the theoretical conceptions.

Empirical methods include observation, measurement, experimentation.

The empirical elements to be applied must be closely related to the object of study and the scientific problem, in order to continue with the operationalization of the variables and to be able to measure the indicators.

For the elaboration of this scientific research, three empirical methods were chosen to support them: an observation guide which allows determining the problem presented in the educational context, a pedagogical test (Diagnostic Test) used to determine the level of knowledge, to later determine the appropriate materials for the English reading comprehension improvement, concluding with the application of an interview to the English teacher, to collect the perspective regarding the problem presented in the classroom and that contributes to the argumentation of the research.

Subsequently, each of the methods and their contribution to the research is clarified.

#### **Observation Guide.**

Observation is a method that has a great specific and integral relationship between the researcher and the social phenomenon, in which information is acquired to later interpret in the development of the research, being the observation the procedure to collect information that allows us to observe the realities.

La guía de observación es el instrumento que permite al observador situarse de manera sistemática en aquello que realmente es objeto de estudio para la investigación;

también es el medio que conduce la recolección y obtención de datos e información de un hecho o fenómeno. (Campos Covarrubias & Lule Martínez, 2012, p.12)

The observation applied in the research is participant observation, which allows the researcher to be immersed in the context.

### **Diagnostic Test.**

In order to find the level of reading comprehension in English, we proceed to apply a test with clear and 19 precise questions, which allows us to determine the degree of reading comprehension and also consider the application of the Doman Method.

### **Teacher interview.**

In order to know how the teaching-learning process of the English language is carried out, specifically focused on the improvement of reading comprehension, a limited structured interview with 19 objective questions was conducted by the teacher, who also collaborated with the collection of data to later carry out the triangulation.

Es una técnica o actividad que, conducida con naturalidad, hace imperceptible su importancia y potencialidad. La o el sujeto, a partir de relatos personales, construyen un lugar de reflexión, de autoafirmación (de un ser, de un hacer, de un saber), de “objetivación” de su propia experiencia. (Gurdián-Fernández, 2010, p.219)

The interview is an activity that allows us to acquire information through personal accounts, synthesizing a reflection from one's own experience.

## CHAPTER III. PEDAGOGICAL PROPOSAL

This chapter details precisely and clearly, how the author contributes to the educational community; In this regard, where the application of the Doman Method is detailed through the encyclopedic intelligence bits for the improvement of the ability of reading comprehension in the English language in basic general education of the Fiscomisional Educational Unit "Gran Colombia" of the City of Alamor. In such a way that a planning composed of 4 classes of pedagogical advice on topics included in the study unit was elaborated, later the respective analysis and interpretation of the instruments applied for the collection of information and previously founded was carried out.

The activities to be developed according to the contents and the indicated ability are also mentioned.

### **3.1 Analysis of the results.**

In this stage of the research, the information collection instruments are mentioned, such as: the observation guide, diagnostic test and the teacher interview, which were directed towards the fifth year students of basic general education and the English teacher, for further analysis and interpretation.

#### **3.1.1 Theoretical foundation of the teaching method to improve reading comprehension in basic general education.**

The objective of this research is to make a contribution to the Educational Unit "Gran Colombia" with the application of a teaching method, the Doman method by means of encyclopedic intelligence bits as a proposal that allows to improve reading comprehension in the English language in students of the aforementioned institution.

For the application of the method, a planning was designed to be implemented in a study unit consisting of 4 weeks of pedagogical counseling class, each class consisting of 45 minutes per week, where students can dynamically and creatively improve reading comprehension in the English language.

A method is considered as a system of specific actions, whose main objective is to obtain good results. That is, according to the object, a series of steps is developed to achieve a specific goal.

In the different sciences such as formal, natural, human, social and applied, the method is applied to acquire a result, the application of this depends on the needs of each science to apply it and reach the proposed end.

Los medios de enseñanza, como los métodos, son expresión de imaginación, originalidad y audacia del profesor al seleccionar los más propicios para la estimulación del pensamiento

creador de los estudiantes. Se considera importante también, hacer un uso adecuado de los medios audiovisuales dispuestos en las escuelas para apoyar el desarrollo del proceso de enseñanza-aprendizaje y así hacerlo más dinámico y productivo. (González González, 2014, p.5)

In the educational field, the method is part of the didactics, I feel this is an essential element that manifests the relationship between teacher-student, where the teacher plans with originality and creativity the activities according to the resources that the teacher has, so that the teacher content is correctly understood and the student assimilates the content during this process.

### **3.1.2 Characteristics of a teaching method.**

El método de enseñanza es la principal vía que toman el maestro y el alumno para lograr los objetivos fijados en el plan de enseñanza para impartir o asimilar el contenido de ese plan. El problema principal en toda reflexión y trabajo metódico radica en encontrar la forma adecuada para lograr que el método utilizado logre los objetivos que se propone el profesor y no el efecto contrario. (Omar Hechavarría & Capdevila Leyva, 2009, p.3)

To carry out this research, it is necessary to take into account the characteristics of a teaching method, this being a process that to be effective must maintain a relationship with the student and the content to be taught.

Los métodos de enseñanza son los componentes más dinámicos del proceso de enseñanza-aprendizaje, pues están basados en las acciones que realizan los profesores y estudiantes, las que a su vez comprende una serie de operaciones dirigida a lograr los objetivos propuestos en este proceso. (Rosell Puig & Paneque Ramos, 2009, p.2)

Being an important component in the teaching-learning process, it is necessary to bear in mind the characteristics that determine a teaching method, such as the following:

- It is the representation of the activities that the teacher and the student will develop within the classroom.
- It is directly related to the object and content.
- It is a grouping of techniques that are applied in an orderly manner.

### **3.1.3 Classification of a teaching method.**

Rosell Puig & Paneque Ramos (Apr-Jun 2009) points out the following:

La clasificación de los métodos de enseñanza es un problema aún no resuelto en la Ciencia Pedagógica, pues existen diversos criterios al respecto y no hay uno que sea aceptado por todos. Por lo tanto, no existe un método de enseñanza universal y muchas son las posibilidades de combinarlo, en dependencia de diversos factores, como las particularidades de los alumnos y la etapa del proceso de aprendizaje que se desarrolla, los objetivos y contenidos de



enseñanza, los medios disponibles, la forma organizativa de la actividad docente y, por supuesto, el trabajo creador del profesor. (p.3)

The classification of teaching methods is individual, there are possibilities to combine them and obtain a good result, everything depends on the criteria or the needs that arise.

Teaching methods are classified according to:

- According to the manner of reasoning.
- According to the organization of matter.
- According to the relationship with reality.
- According to the external activities of the student.
- According to the systematization of knowledge.
- According to the acceptance of what is taught.

### **3.1.4 According to the manner of reasoning.**

#### **3.1.4.1. Deductive method.**

Al hablar del método deductivo nos referimos a aquel que parte de lo general a lo específico. Es decir comienza paso a paso con los datos que han sido validados, para llegar luego a una deducción a partir de un razonamiento obtenido de forma lógica, lo cual se refiere a un proceso donde existen reglas y procesos donde gracias a su asistencia, se llegan a conclusiones finales partiendo de ciertos enunciados o premisas. (Schmidt Urdanivia, 2018, p.7)

The deductive method refers to the content reasoning that occurs from the general to the particular, that is, where the general content is exposed in an orderly way to later reach the conclusions.

#### **3.1.4.2. Inductive method.**

A diferencia del método deductivo, este se basa en conclusiones generales que parten de hipótesis o teorías, es decir parte de lo particular a lo general; es el método, activo por excelencia, el cual ha dado lugar a la mayoría de descubrimientos científicos, pues está basado en la experiencia, en los hechos, lo cual posibilita en gran medida la generalización y un razonamiento globalizado. (Schmidt Urdanivia, 2018, p.7)

The inductive method is the opposite of the deductive method, that is, the reasoning starts from the particular to the general, based on the individual's own experiences until reaching the conclusions of these at a general level.

#### **3.1.4.3 Comparative method.**

Surge cuando los datos que se presentan permiten establecer comparaciones, los mismos que llevan a una solución por semejanza, es decir hemos procedido por analogía. Los datos particulares que se presentan permiten al estudiante establecer comparaciones que llevan a una conclusión por semejanza o analogía. (Schmidt Urdanivia, 2018, p.7)

This method consists of reasoning from the particular to the particular, that is, when comparisons are made between data that are presented, they allow us to establish comparisons that allow us to reach a conclusion from this.

### **3.1.5 According to the Organization of the matter.**

#### **3.1.5.1 Method based on the logic of tradition.**

En este tipo de método los datos o hechos son presentados en orden de antecedente y consecuente, es decir obedecen a una estructura de hechos que, de menos a más, es decir desde el origen hasta la actualidad o siguiendo simplemente la costumbre de la ciencia o asignatura; por ello es recomendable estructurar los libros de texto. (Schmidt Urdanivia, 2018, p.7)

This method consists of carrying out the events in a structured way, that is, it follows an orderly way having a beginning and a purpose to carry out the activity.

#### **3.1.5.2 Method based on the student's psychology.**

Cuando el orden seguido responde más bien a los intereses y experiencias del alumno. En este caso en particular el docente debe lograr la motivación del estudiante, alentándolo en todo momento y participando constantemente, es decir interactuar directamente entre el estudiante, dejado de lado la educación tradicional donde el docente manda y el alumno obedece. (Schmidt Urdanivia, 2018, p.7)

This method consists of seeking to give answers in an active way to the needs and preferences that the student presents in the teaching-learning process.

### **3.1.6 According to the relationship with reality.**

#### **3.1.6.1 Symbolic method.**

Según Schmidt Urdanivia (2018) “Utilizando este método de enseñanza el proceso de enseñanza aprendizaje se ejecuta mediante el uso de la palabra oral o escrita.” (p.10).

This teaching method is based on the fact that the teacher is the main protagonist where he imparts knowledge and the student plays a role of passive entity where he receives knowledge.

#### **3.1.6.2 Intuitive method.**

En este caso el docente se vale del uso de la percepción inmediata, utilizando una idea o situación, sin necesidad de utilizar un razonamiento lógico; el principio de la intuición es su fundamento y por ello no rechaza ninguna forma o actividad en la que predomine la actividad ejercida por el docente y se mida en la experiencia real de los alumnos. (Schmidt Urdanivia, 2018, p.7)

This method is based on the teacher at the time of imparting knowledge these is according to the reality of the student, starting from simple knowledge for the best understanding of the information.

### **3.1.7 According to the external activities of the student.**

#### **3.1.7.1 Passive method.**

Se da cuando la actividad principal recae en el docente y los estudiantes solo reciben los conocimientos a través de dictados, lecciones de libros de texto y que luego son reproducidas de memoria, es decir el único papel que cumplen los estudiantes es al momento de responder preguntas y respuestas o al dar exposiciones de lo aprendido en el salón de clases. (Schmidt Urdanivia, 2018, p.7)

This method consists that the teacher carries out most of the process, that is to say that the student's participation is totally passive, performing the role of receiver of knowledge through expositions or questions.

#### **3.1.7.2 Active method.**

A diferencia del anterior, en este método los alumnos cumplen un rol diferente, es decir pasan a ser pieza fundamental y lo que importa aquí es la participación del alumno y el mismo método y sus actividades son los que logran la motivación del alumno. No se debe olvidar que las técnicas de enseñanza pueden convertirse en activas mientras el profesor se convierte en el orientador del aprendizaje, dado que es el único que puede impartir este tipo de aprendizaje en el salón de clases. (Schmidt Urdanivia, 2018, p.7)

The active method consider the student as the main teaching process actor , where the class develops naturally according to the motivation that the student acquires and the teacher when applying this method with their respective teaching techniques becomes the facilitator or guide of knowledge.

### **3.1.8 According to the systematization of knowledge.**

#### **3.1.8.1 Globalization Method.**

Las clases se desarrollan a partir de un centro de interés abarcando un grupo de áreas, asignaturas o temas de acuerdo a las necesidades dadas en el salón de clases. Lo importante no son las asignaturas sino el tema que se trata. En su momento, en este mismo texto, se explica minuciosamente la estrategia transversal y las posibilidades de uso en las aulas. (Schmidt Urdanivia, 2018, p. 7)

The application of this method is directed in the subjects or areas especially in the subjects that are taught according to the needs presented by the classroom.

#### **3.1.8.2 Specialization method.**

According to Schmidt Urdanivia (2018) "When the areas, themes or subjects are dealt with independently, that is, when the knowledge is specialized and must be given only in the subject that concerns it." (p.11).

This method deals with when the subjects are treated without any relation to each other, in different directions.

### **3.1.9 According to the acceptance of what has been taught.**

#### **3.1.9.1 Dogmatic Method.**

The dogmatic method treats all the knowledge that the teacher imparts are true and the student cannot say otherwise or give a point of view.

#### **3.1.9.2 Heuristic method.**

The teacher encourages the student to investigate information that was not clear in the classroom, motivated by the investigative side of the student.

### **3.2 Functional structure of a teaching method to improve reading comprehension.**

In this part of the chapter, the criteria and components that make up the functional structure of a teaching method are established, in this way the criteria for the selection of a teaching method and the main elements within the didactic process are exposed. Specifying the role they play in the teaching-learning process.

#### **3.2.1 Criteria for the selection of a teaching method.**

The selection of a teaching method is according to the needs, desired objectives for the students, at the time of selecting the method, the relationship it has with the student and how the student learns must be taken into account.

Now, knowing the classification of teaching methods and in which situations they can be applied, the role played by the teacher and the student in each of them, it is important to take into account the criteria for choosing a teaching method.

The criteria for choosing a teaching method are as follows according to:

- The content of the subject.
- The size of the class.
- The age of the students.
- The needs of the class.
- The competences of the students.
- The teacher's resources.
- The aptitude of the teacher.

#### **3.2.2 Main components within the didactic process.**

To obtain good results in the didactic process, it is necessary to consider some elements that help to facilitate and guide the educational process.

Among the elements we have:

- **Student:** It is a primordial and essential element within the teaching - learning process, this being the protagonist, where the objectives, adaptations and processes that are carried out within the system are for the benefit of this.

- **The teacher:** It is another fundamental element where it coordinates activities and provides the student's skills so that it is an integral contribution to society, uses materials or resources to provide students with the possibility of acquiring significant knowledge.

- **The objectives to follow:** The objectives are the goals in which the teacher is directed in the educational process, from the macro, meso and micro levels.

- **The contents to be taught:** The contents are the knowledge, values, skills that the student must acquire during a period of time, it can be short-term or long-term to achieve an established goal.

- **Teacher resources:** They are the available materials that the teacher has to develop the class, depending a lot on the kind of activity, knowledge that will be imparted, the context in which it is found.

- **Teaching methods:** They are the sequential activities that the teacher has to direct and achieve the result of the proposed objectives.

- **Teaching techniques:** It refers to the way to use the didactic resources so that the student can acquire skills and can apply them successfully.

Next, the following table describes the planning that was directed to the students of the Fifth year of General Basic Education parallel "A" of the educational unit "Gran Colombia", applying the Doman method through bits of intelligence, as a method and achieve improve reading comprehension in English.

**Table 2. Components of the didactic process.**

<i>Didactic method</i>	<i>Method</i>	<i>Technique</i>	<i>Activities</i>	<i>Resources</i>
The application of the Doman Method to improve reading comprehension in English.	<ul style="list-style-type: none"> <li>- Deductive method.</li> <li>- Inductive method.</li> <li>- Active method.</li> </ul>	<ul style="list-style-type: none"> <li>- Encyclopedic intelligence bits</li> </ul>	-Present to the students the encyclopedic intelligence bits according to the pedagogical advisory topic at the beginning of class and in the middle of the class.	- Printed images

Source: self made

In order for the application of the Doman Method to be developed efficiently through bits of intelligence, the components of a didactic process must be taken into a class planning, this being a guide for the teacher and becoming a sequential organization of the class.

According to (Carriazo Diaz, Perez Reyes, & Gavirla Bustamante, 2020) “Planning can start from a given problem or simply from the anticipation of needs and solutions of the institution. Generally, planning considers what to do, how to do it, for what, with what, who and when something should be done” (p.3).

To create a class plan, you must take into account some questions such as what to do in class, how to do it, why to do it, with what to do it and when it should be done. Respond to needs by providing solutions.

The planning system introduces important new features compared to traditional programs. The latter were an index of questions ordered in a logical way (of contents, therefore) it guided, fundamentally, the activity of the teacher. These programs are associated with the content “imparting” teacher model. Faced with the foregoing, modern planning is fundamentally oriented towards objectives, guides the student's work, is open and reviewable and is associated with a model of a "stimulating, facilitating and guiding" teacher of learning. (Gregorio Cano & Casas Agudo, 2014, p.3)

Planning helps the teacher to have an organization in a sequential way that guides him in the teaching process, where he specifies what activities the student must carry out, giving him the necessary resources, content, indications according to the activity and the teacher is the guide of this process that addresses student concerns or problems.

### **3.3 Results of the application of the contribution.**

In this section of the chapter, it shows the aspects that we have to do with the application of the practice, it means with the group that we will work, the objective, the content, the activities, the methods, resources and the evaluation to be used, also expose the corroboration of the application of the practice.

#### **3.3.1 Planning of the practice**

**Table 3. Planning of class 1**

<b>Course is to say to whom the class is directed.</b>	Fifth year of General Basic Education parallel "A".
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<p><b>Objective of the content that the teacher wishes to achieve.</b></p>	<p>Students use greetings to introduce themselves, do exercises on action verbs using bits of intelligence, and other resources responsibly and with critical judgment.</p>
<p><b>Topic that students are going to discuss in class</b></p>	<p>Presentation and remember what are the action verbs.</p>
<p><b>Activities that the teacher and the student carry out in the process.</b></p>	<p style="text-align: center;"><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>- The teacher greets the students and introduces himself.</li> <li>- The teacher teaches the encyclopedic intelligence bits of the action verbs.</li> <li>- The teacher performs a short warm-up with a video <a href="https://www.youtube.com/watch?v=RPuKjMvrijA">https://www.youtube.com/watch?v=RPuKjMvrijA</a> which guides the students to how to carry out the activity. el cual guía a los estudiantes a cómo realizar la actividad.</li> </ul> <p style="text-align: center;"><b>Activity 2</b></p> <ul style="list-style-type: none"> <li>- The teacher presents slides with the following structure that helps the student to make his presentation. Good morning</li> <li>- My name is_____.</li> <li>- I am _____ years old.</li> <li>- I live in_____.</li> <li>- I like_____.</li> <li>- - The teacher performs a small diagnostic test, in questions to order, describe and write the answers of a short reading, where the students read aloud and respond in their notebooks.</li> <li>- - The teacher asks if the students know what an action verb _____ is.</li> <li>- <a href="https://www.youtube.com/watch?v=K82NVOFAlsc">https://www.youtube.com/watch?v=K82NVOFAlsc</a></li> <li>- Students match the picture that represents an action with the correct word, after the teacher's review.</li> </ul>

	<ul style="list-style-type: none"> <li>- For a better understanding of the action verbs, the teacher reinforces a web page in which the student must listen and relate the image to the word. <a href="https://learnenglishkids.britishcouncil.org/word-games/actions-1">https://learnenglishkids.britishcouncil.org/word-games/actions-1</a></li> </ul>
<b>Methods that the teacher uses for the effectiveness of the teaching-learning process.</b>	<ul style="list-style-type: none"> <li>- Deductive method.</li> <li>- Inductive method.</li> <li>- Active method.</li> <li>- Doman method.</li> </ul>
<b>Resources or materials that the teacher uses for the effectiveness of the teaching-learning process</b>	<ul style="list-style-type: none"> <li>- Encyclopedic intelligence bits of action verbs.</li> <li>- YouTube platform.</li> <li>- Short reading about My house.</li> <li>- Slideshow</li> <li>- Websites</li> <li>- Student notebook.</li> </ul>
<b>Initial and final evaluation of the student's knowledge.</b>	<p>40% of students know how to present themselves.</p> <p>65% of students recognize what are action verbs.</p>

Source: self made.

**Table 4. Planning class 2**

<b>Course is to say to whom the class is directed.</b>	Fifth year of General Basic Education parallel "A".
<b>Objective of the content that the teacher wishes to achieve.</b>	Conducting a review of personal pronouns and identify the forms of the verb to be that relate to personal pronouns in a critical and judicious way.
<b>Topic that students are going to discuss in class</b>	The verb "to be" and the ways in which they are represented (am-are-is)
<b>Activities that the teacher and the student carry out in the process.</b>	<p style="text-align: center;"><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>- The teacher greets the students</li> <li>- The teacher presents the encyclopedic intelligence bits of the personal pronouns.</li> <li>- The teacher asks what are the personal pronouns.</li> </ul> <p style="text-align: center;"><b>Activity 2</b></p>



	<ul style="list-style-type: none"> <li>- The teacher presents the slide by reviewing personal pronouns.</li> <li>- Students carry out an activity to select the correct pronouns in the blanks.</li> <li>- -Students make sentences with personal pronouns on the padlet platform.</li> <li>- <a href="https://padlet.com/einfante21/3rsgyma2nkdhfpsc">https://padlet.com/einfante21/3rsgyma2nkdhfpsc</a></li> </ul> <p style="text-align: center;"><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>- The teacher explains what the verb to be is and the forms that it represents.</li> <li>- The teacher presents the intelligence bits again</li> <li>- The teacher makes the relationship of the personal pronouns with the verb "to be" together with the students.</li> <li>- Students do a short comprehension reading and complete questions with the correct form of the verb.</li> </ul>
<p><b>Methods that the teacher uses for the effectiveness of the teaching-learning process.</b></p>	<ul style="list-style-type: none"> <li>- Deductive method.</li> <li>- Inductive method.</li> <li>- Active method.</li> <li>- Doman method.</li> </ul>
<p><b>Resources or materials that the teacher uses for the effectiveness of the teaching-learning process</b></p>	<ul style="list-style-type: none"> <li>- Intelligence bits of personal pronouns and forms of the verb to be.</li> <li>- Slideshow</li> <li>- Websites.</li> <li>- Short reading My mom</li> <li>- Padlet platform</li> </ul>
<p><b>Initial and final evaluation of the student's knowledge.</b></p>	<p>40% of students recognize personal pronouns and forms of the verb to be.</p> <p>80% of the students identify the forms of the verb to be and the relationship with personal pronouns.</p>

Source: self made.

**Table 5. Planning Class 3**

<p><b>Course is to say to whom the class is directed.</b></p>	<p>Fifth year of General Basic Education parallel "A".</p>
<p><b>Objective of the content that the teacher wishes to achieve.</b></p>	<p>The student performs activities to review the topics studied such as action verbs, personal pronouns and the verb “to be” in a critical and judicious way.</p>
<p><b>Topic that students are going to discuss in class</b></p>	<p>Review of action verbs, personal pronouns, and the verb “to be”</p>
<p><b>Activities that the teacher and the student carry out in the process.</b></p>	<p><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>- the teacher greets the students.</li> <li>- The teacher presents the encyclopedic intelligence bits of the action verb topics, personal pronouns, and the forms of the verb to be.</li> </ul> <p><b>Activity 2</b></p> <ul style="list-style-type: none"> <li>- The teacher reviews the topics through a power point presentation.</li> <li>- Students carry out an activity where they match the picture with the correct action verb.</li> <li>- The teacher presents the intelligence bits again.</li> <li>- The teacher uses the platform to reinforce through two scenes from children's films that include questions that must be answered progressively.</li> <li>- <a href="https://en.islcollective.com/video-lessons/personal-pronouns-english">https://en.islcollective.com/video-lessons/personal-pronouns-english</a></li> <li>- <a href="https://en.islcollective.com/video-lessons/personal-pronouns-and-to-be">https://en.islcollective.com/video-lessons/personal-pronouns-and-to-be</a></li> </ul>

<b>Methods that the teacher uses for the effectiveness of the teaching-learning process.</b>	<ul style="list-style-type: none"> <li>- Deductive method.</li> <li>- Inductive method.</li> <li>- Active method.</li> <li>- Doman method.</li> </ul>
<b>Resources or materials that the teacher uses for the effectiveness of the teaching-learning process</b>	<ul style="list-style-type: none"> <li>- Power Point presentation</li> <li>- Web pages</li> <li>- Intelligence bits.</li> </ul>
<b>Initial and final evaluation of the student's knowledge.</b>	<p>50% of the students handle action verbs, personal pronouns and the verb “to be”.</p> <p>95% of the students assimilate the contents.</p>

Source: self made.

**Table 6. Planning Class 4**

<b>Course is to say to whom the class is directed.</b>	Fifth year of General Basic Education parallel "A".
<b>Objective of the content that the teacher wishes to achieve.</b>	The student through the revision will be able to identify the prepositions of place
<b>Topic that students are going to discuss in class</b>	Prepositions of place
<b>Activities that the teacher and the student carry out in the process.</b>	<p style="text-align: center;"><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>- The teacher greets the students.</li> <li>- The teacher presents the bits of intelligence.</li> </ul> <p style="text-align: center;"><b>Actividad 2</b></p> <ul style="list-style-type: none"> <li>- - The teacher presents definitions of the preposition of place to reinforce knowledge.</li> <li>- Students do preposition exercises on the following pages.</li> <li>- <a href="https://agendaweb.org/exercises/grmmar/prepositions/place-2">https://agendaweb.org/exercises/grmmar/prepositions/place-2</a></li> <li>- <a href="https://agendaweb.org/exercises/grmmar/prepositions/place-1">https://agendaweb.org/exercises/grmmar/prepositions/place-1</a></li> </ul>

	<ul style="list-style-type: none"> <li>- Students do a reading comprehension “Raju's room” and then answer the questions.</li> <li>- The teacher uses another reading.</li> </ul>
<b>Methods that the teacher uses for the effectiveness of the teaching-learning process.</b>	<ul style="list-style-type: none"> <li>- Deductive method.</li> <li>- Inductive method.</li> <li>- Active method.</li> <li>- Doman method.</li> </ul>
<b>Resources or materials that the teacher uses for the effectiveness of the teaching-learning process</b>	<ul style="list-style-type: none"> <li>- Power Point presentation.</li> <li>- Web pages</li> <li>- Intelligence bits.</li> <li>- Reading compression.</li> </ul>
<b>Initial and final evaluation of the student's knowledge.</b>	<p>45% of students recognize prepositions of place.</p> <p>80% of the students handle the prepositions of place in the exercises carried out.</p>

Source: self made.

### **3.4 Corroboration of the proposal**

In this stage of the investigative work, the corroboration of the teaching method is carried out, which provides validity, where identifies the characteristics of how the students were developing in the application of the practice.

#### **3.4.1 Corroboration through practice.**

##### **Class N ° 1**

Being the first class of pedagogical advice with the fifth year parallel students "A", the teacher began with a greeting to the students, then presented the encyclopedic intelligence bits of action verbs quickly with their pronunciation, later the teacher to create a better environment with the students, he did a small warm-up using a YouTube song “Follow-follow me”, in which the students participated and carried out the actions that the teacher carried out.



Figure 2. Introductory activity (“Follow-follow me”).

The teacher presented the content of the class in power point but first mentioned her name, age, where she is from and her favorite hobby, with the same structure the students made their presentations.

To determine the level of domain of skills specifically in reading comprehension in the English language, the teacher carried out a diagnostic test which consisted of 11 short questions, the students in their notebooks carried out the activities guided by the slide, the activities to be carried out consisted of reading the My house reading aloud, where they had to identify the verbs and underline them, put an (x) to the correct answers of the reading, mention that it describes the reading, underline the new words for them, complete sentences using words found in the text, order the words to form sentences and describe one in a short sentence your home or your favorite place in your home.

After the diagnostic test, the teacher asked the students about the action verbs, the students responded with great insecurity and fear of looking bad, demonstrating the lack of domain, the teacher carried out the review with the active participation of the students. For a better understanding for the students the teacher used a video on the action verbs and again presented the encyclopedic bits of intelligence for the students to become familiar with the verbs. The students carry out a short activity where they have to relate 6 pictures with the respective verbs.

Finally, to verify that the student assimilated the content, the teacher uses an activity on a web page where the students have to listen to the pronunciation of the verbs and then relate the word to the picture.

### **Class N ° 2**

The teacher began the pedagogical counseling class with a greeting to the students, presents the encyclopedic intelligence bits of the personal pronouns and the forms of the verb to be with their respective pronunciation, to determine the level of knowledge that the students possess, the teacher asks questions such as what are the personal pronouns, what is the verb to be and what are the forms that the verb to be represents and how they are conjugated to make sentences.

The students at the time of answering had many doubts and they did not even answer the questions, the teacher seeing that the students did not remember the personal pronouns and the verb to be proceeded to make an explanation of each of them and together with the students it was conjugated the pronoun and with the form of the verb to be that corresponds to them.

The student performs 8 simple sentences with personal pronouns and the verb to be on the padlet platform, the teacher found that most of the students understood. The teacher presented again the bits of intelligence of the pronouns and the forms of the verb "to be". I observe that the student is already familiarizing himself with the vocabulary through the Doman method.



Figure 3 Use of the padlet platform.

For a better understanding the students read a short text where the pronouns and the verb to be are incorporated, the student reads and completes the questions.

### Class N ° 3

The teacher started the class by greeting the students, began the class by presenting the encyclopedic intelligence bits with their pronunciation, through a power point presentation the teacher reviews each topic and to verify if the students are clear with the contents, asked questions about these and the students actively participated.



Figure 4 The teacher gives instructions for the activities.

The teacher again presented the encyclopedic intelligence bits of action verbs, personal pronouns, and the ways in which the verb to be is represented.

The students work on two websites in which the student watches the YouTube videos in English that are set up with short and simple questions about the reviewed topics, the students must be answered sequentially.

#### Class N ° 4

The teacher begins with a greeting to the students, presents 6 bits of encyclopedic intelligence of the place prepositions, the teacher presents a *presentation at power point where* the concept of prepositions are located and what they are, then the student makes examples with the prepositions and share with his peers aloud reads the sentences, the teacher manages to identify the improvement of the pronunciation of the words but notices that the student does not respect the signs of punctuation.



Illustration 5 Using videos with interactive questions.

The teacher perceives that students still maintain an attitude of shyness and fear at the time of reading, to reinforce the knowledge the teacher uses two websites in donate students must answer 10 multiple selection questions.

The teacher again presents the encyclopedic intelligence bits of the place prepositions, for which he uses two short compression readings, the first reading students must read and answer with the information of the text, while in the second reading students must analyze and respond to the determined teacher who presents problems to find and analyze the answer.

### **3.5 Discussion**

In this stage of the research, the results obtained with the application of the Doman method are analyzed and discussed through the encyclopedic bits of intelligence, for the improvement of reading comprehension in the English language in fifth year students of basic general education, belonging to the "Gran Colombia" Fiscal Education School, in the city of Alamor.

As a result of the Covid19 health emergency situation worldwide, education faces drastic changes such as the closure of educational institutions or the change from face-to-face classes to virtual classes.

The Ecuadorian educational system for taking care and maintaining the integrity of the actors of the educational system, it implemented training for teachers through the platforms as "Mi aula en linea and Me capacito", so that teachers become to get familiar with the work tools, the use of *Microsoft Teams platforms, Google Meet, Zoom, Moodle or Blackboard*, to carry out virtual classes, since May 4, 2020 the educational plan "Aprendamos juntos en casa" was launched in order to search the way to continue and guarantee education without counting that most of the actors (Parents-Students) have been violated in rural and urban sectors, because not all families have devices or easy access to the service to the internet for interaction with the teacher, regarding the tasks or doubts and even worse for the students can attend to virtual classes, Giving them pedagogical guides to the students has been a way of helping but in many cases they do not understand them, directly affecting the teaching-learning process.

In the teaching-learning process of the English language, the hours of classes have been reduced, previously the hours of the English subject according to the levels of education in the case of general basic education was 3 pedagogical hours, currently 1 hour and a half of pedagogical hour, where time has become an enemy for the teacher considering that adapting to the requirements and not the needs of the students, the



English language, not being the student's mother tongue, it needs to remain in constant practice to develop and acquire communication skills (speaking, writing, reading and listening) and the student manages to function easily in any context.

At the long of this present research work, it was determined that indeed, the results of the application of the Doman Method through encyclopedic intelligence bits were positive in the students, which showed the increase in the participation of the students, the interest of themselves increased through the application of the encyclopedic intelligence bits, the compression of the reinforcement contents were more noticeable, where the students presented an example of their own creation, therefore the results were based on the constructivist theory, where the student at the moment of having prior knowledge of the reinforcement topics and by obtaining the new information from them, they got assimilate and improve autonomously and in a group the knowledge imparted by the teacher.

As mentioned by (Saldarriaga-Zambrano, Bravo-Cedeño, & Llor Rivadeneira, 2016): La teoría constructivista de Jean Piaget, no constituye para nada una solución simplista a un problema tan complejo como el desarrollo cognoscitivo, si se tiene en cuenta que el conocimiento se produce como un proceso complejo de construcción por parte sujeto en interacción con la realidad, no se trata del mero hecho de obtener respuestas, sino que lo verdaderamente importante es como se produce el aprendizaje. (p.4).

Indeed, during the practice of this research it was noticeable that in order to really exist the learning, the students were previously exposed to the content and they got assimilate the information, having prior knowledge was a tool for the development of the students in the English class, in this case, the classes given were for pedagogical advice, it means, the English classes were to reinforce the topics that the students had already seen with the teacher of the educational institution.

According to ( León Bustamante & Iñiguez Merchán, 2014):

Los Bits de Inteligencia son efectivos, porque los niños aprenden, sin darse cuenta, nuevos y valiosos conceptos. Además, adquieren un gran volumen de conocimientos básicos, clasificados y estructurados, logrando el desarrollo y ampliación de su lenguaje, refuerzo y estímulo de su memoria, mediante un aprendizaje visual y auditivo. (p.17).

The applications of the Doman method through the encyclopedic bits of intelligence facilitated this teaching-learning process being a constant, creative, and innovative way for students, as long as there is interest on the part of the students and creativity of the teachers so they are not missing the rhythm and aim of the information units.

### **3.6 Conclusions.**

- The elaboration of the theoretical framework in chapter I allowed understanding the antecedents and determining the importance of the Doman method application and of the encyclopedic bits of intelligence, under a constructivist theory.
- Through the application of the diagnostic test it was possible to detect and verify that the current level of reading comprehension in the English language of the fifth year students of Basic General Education parallel "A" present difficulties in the text interpretation in English, problems with the memorization of the writing of the words pronunciation in English and the handling of the grammar rules.
- For the application of the Doman Method through the encyclopedic intelligence bits, a planning was made for a study unit that consists of four 45-minute pedagogical classes. Each class was distributed in two moments for the intelligence bits presentation at the beginning class and during class getting the students' attention.
- During the pedagogical counseling classes, the Doman Method was applied through encyclopedic intelligence bits, showing a positive change in the interest of the students, the increase in active participation and the assimilation of the reinforcement content, despite the short period of classes there was a noticeable and significant change in the comprehension of the texts at the time of reading.

### **3.7 Recommendations.**

- To the English teachers: it recommends that they must consider the new educational modality and the class hours implementing methods which allow them to work and develop receptive and productive skills of the English language in the students.
- To the teachers in general: when planning the class, keep in mind the learning styles of the students and the capacities they have in their development, the activities that are significant and above all that they are not postponed because the students lose interest.
- To teachers: applying intelligence bits, these need to be dynamic, striking and creative, teachers must have in mind the objective, the level of knowledge of the students and the purpose of the application, a good tone of voice and attitude for stimulation of the students.

- To parents: the link with the school, teacher, and the student is very important to determine what are the weaknesses or strengths and the measures that can be taken to benefit the student.
- To the educational community: it is necessary to continue investigating in more depth the application of the Doman Method, the ways that information units can be implanted in the teaching-learning process of the English language practice.

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## ANNEXES

### Annex 1 Observation Guide



**UNIVERSIDAD TÉCNICA DE MACHALA**  
**FACULTY OF SOCIAL SCIENCES**

#### Value table

<b>Value</b>	<b>Level</b>
<b>High</b>	Always (3)
<b>Half</b>	Sometimes (2)
<b>Low</b>	Never (1)

**Units of analysis: Literal knowledge of reading comprehension in the English language corresponding to the fifth year of basic general education.**

**1. Category: Literal knowledge of reading comprehension in the English language.**

High level:	● Correctly obtains information that is included in the text.	
Medium level	Obtains information that is included in the text with difficulty.	
Low level	Not getting information that is included in the text.	

High level:	<ul style="list-style-type: none"> <li>● Memorize correctly the writing of the words in the text</li> </ul>	
Medium level	Memorizes with difficulty the writing of the words in the text	
Low level	Not memorizing the writing of the words in the text	
High level:	<ul style="list-style-type: none"> <li>● Memorize correctly the pronunciation of the words in the text</li> </ul>	
Medium level	Hardly memorize the pronunciation of words in the text	
Low level	Not memorizing the pronunciation of words in the text	

**Units of analysis: Inferential knowledge of reading comprehension in the English language corresponding to the fifth year of basic general education.**

**1. Category: Inferential knowledge of reading comprehension in the English language.**

High level:	<ul style="list-style-type: none"> <li>● Correctly uses prior knowledge to get an idea.</li> </ul>	
Medium level	Use previous knowledge with difficulty to get an idea.	
Low level	Not using prior knowledge to get an idea.	
High level:	<ul style="list-style-type: none"> <li>● Correctly use clues to give meaning to new words.</li> </ul>	

Medium level	Uses clues with difficulty to give meaning to new words.	
Low level	Not using clues to give meaning to new words.	
<b>Units of analysis: Reading comprehension in the English language corresponding to the fifth year of basic general education.</b>		
<b>1. Category: Inferential knowledge of reading comprehension in the English language.</b>		
High level:	<ul style="list-style-type: none"> <li>• Correctly understands the content of the text.</li> </ul>	
Medium level	Understand the content of the text with difficulty.	
Low level	Not understanding the content of the text.	
High level:	<ul style="list-style-type: none"> <li>• Correctly identify the meaning of words when reading.</li> </ul>	
Medium level	Difficulty identifying the meaning of words when reading.	
Low level	Not identifying the meaning of words when reading.	
High level:	<ul style="list-style-type: none"> <li>• Correctly interpret the meanings of words for their use.</li> </ul>	
Medium level	Difficulty interpreting the meanings of words for their use.	
Low level	Not interpreting the meanings of words for their use.	
High level:	<ul style="list-style-type: none"> <li>• Correctly interpret the grammar rules for their use.</li> </ul>	
Medium level	Difficulty interpret the grammar rules for their use.	



Low level	Not interpreting the grammar rules for their use.	
High level:	<ul style="list-style-type: none"> <li>• Correctly understand the main idea of the text.</li> </ul>	
Medium level	Having difficulty understanding the main idea of the text.	
Low level	Not understanding the main idea of the text.	

**Units of analysis: Phonological knowledge of reading comprehension in the English language corresponding to the fifth year of basic general education.**

**1. Category: Phonological knowledge of reading comprehension in the English language.**

High level:	<ul style="list-style-type: none"> <li>• Correctly identify the sound of words when reading.</li> </ul>	
Medium level	Identify the sound of words with difficulty when reading.	
Low level	Not identifying the sound of words when reading.	
High level:	<ul style="list-style-type: none"> <li>• Correctly respect punctuation marks when reading</li> </ul>	
Medium level	Difficulty respect punctuation marks when reading	
Low level	Not respecting punctuation marks when reading	
High level:	<ul style="list-style-type: none"> <li>• Can correctly distinguish similar sounds in words when reading.</li> </ul>	
Medium level	Difficulty distinguishing similar sounds in words when reading.	
Low level	Cannot distinguish similar sounds in words when reading.	

**1. Units of analysis: Lexical knowledge of reading comprehension in the English language corresponding to the fifth year of basic general education.**

**Category: Lexical knowledge of reading comprehension in the English language**

High level:	<ul style="list-style-type: none"> <li>• Correctly use the vocabulary learned to understand the text.</li> </ul>	
Medium level:	Difficulty use the vocabulary learned to understand the text.	
Low level:	Not using the vocabulary learned to understand the text.	
High level:	<ul style="list-style-type: none"> <li>• Correctly use the vocabulary learned to express the text.</li> </ul>	
Medium level:	Use with difficulty the vocabulary learned for the expression of the text.	
Low Level:	Not using the vocabulary learned for the expression of the text.	

**1. Units of analysis: Morphological knowledge of reading comprehension in the English language corresponding to the fifth year of basic general education.**

**Category: Morphological knowledge of reading comprehension in the English language**

High Level:	<ul style="list-style-type: none"> <li>• Correctly use grammar rules to construct sentences</li> </ul>	
Medium Level:	Use grammar rules with difficulty to construct sentences	
Low Level:	Not use grammar rules to construct sentences	

**1. 1. Units of analysis: Syntactic knowledge of reading comprehension in the English language corresponding to the fifth year of basic general education.**

**Category: Syntactic Knowledge of reading comprehension in the English language.**

High level:	• Correctly identify the order of words to construct sentences.	
Medium level:	Difficulty identify the order of words to construct sentences.	
Low level:	Not identifying the order of words to construct sentences	

**Annex 2 Diagnostic test.**



**UNIVERSIDAD TÉCNICA DE MACHALA  
FACULTY OF SOCIAL SCIENCES**

**Teacher's name:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Units of analysis: Literal knowledge of reading comprehension in the English language corresponding to the fifth year of basic general education.**

**1. The student obtains information that is included in the text.**

- a) Always                                      b) Sometimes                                      c) Never

**2. The student memorizes the writing of the words in the text.**

- a) Always                                      b) Sometimes                                      c) Never

**3. The student memorizes the pronunciation of the words in the text.**

- a) Always                                      b) Sometimes                                      c) Never

**Units of analysis: Inferential knowledge of reading comprehension in the English language corresponding to the fifth year of basic general education.**

**4. The student uses prior knowledge to get an idea.**

- a) Always                                      b) Sometimes                                      c) Never

**5. The student uses clues to give meaning to new words.**

- a) Always                                      b) Sometimes                                      c) Never

**Units of analysis: Reading comprehension in the English language corresponding to the fifth year of basic general education.**

**6. The student understands the content of the text.**

- a) Always                                      b) Sometimes                                      c) Never

**7. The student identifies the meaning of words when they read.**

- a) Always                                      b) Sometimes                                      c) Never

**8. The student interprets the meanings of words for his / her use.**

- a) Always                                      b) Sometimes                                      c) Never

**9. The student interprets the grammar rules for his / her use.**

- a) Always                                      b) Sometimes                                      c) Never

**10. The student understands the main idea of the text.**

- a) Always                                  b) Sometimes                                  c) Never

**Units of analysis: Phonological knowledge of reading comprehension in the English language corresponding to the fifth year of basic general education.**

**11. The student identifies the sound of words when reading.**

- a) Always                                  b) Sometimes                                  c) Never

**12. The student respects the punctuation marks when he / she reads.**

- a) Always                                  b) Sometimes                                  c) Never

**13. The student distinguishes similar sounds in words when he / she reads.**

- a) Always                                  b) Sometimes                                  c) Never

**Units of analysis: Lexical knowledge of reading comprehension in the English language corresponding to the fifth year of basic general education.**

**14. The student uses the vocabulary learned to understand the text.**

- a) Always                                  b) Sometimes                                  c) Never

**15. The student uses the vocabulary learned to express the text.**

- a) Always                                  b) Sometimes                                  c) Never

**Units of analysis: Morphological knowledge of reading comprehension in the English language corresponding to the fifth year of basic general education.**

**16. The student uses grammar rules to construct sentences.**

- a) Always                                  b) Sometimes                                  c) Never

**Units of analysis: Syntactic knowledge of reading comprehension in the English language corresponding to the fifth year of basic general education.**

**17. The student identifies the order of words to construct sentences.**

- a) Always                                  b) Sometimes                                  c) Never

**Annex 3 Interview with the English teacher.**



**UNIVERSIDAD TÉCNICA DE MACHALA**

**FACULTAD DE CIENCIAS SOCIALES**

**Student name:** \_\_\_\_\_


**Grade:** \_\_\_\_\_

**Parallel:** \_\_\_\_\_

**1. Read aloud the following text.**

**My House**

My family lives in a house.  
Our house is very nice.  
It has two bedrooms.  
We cook and eat in the  
kitchen. We watch TV in the living room. My  
favorite room is my bedroom. I like to read  
books and do my homework in my bedroom.



**2. Find and underline the Verbs in the text.**

**3. Repeat three times the Verbs from the text.**

**4. Read again the text and then answer the questions.**

**5. Check(x) the correct answers.**

1. My family lives in a big house ( )

2. Our house is very horrible ( )

3. it has seven bedrooms. ( )

4. we cook and eat in the kitchen.( )

**6. What is described in the text above?**

**7. What are the parts of the house?**

**8. Underline the new words from the text.**

**9. Complete the following sentences using words from the text above:**

1. My family lives in \_\_\_\_\_.
2. Our house has two \_\_\_\_\_.
3. we cook and eat in the \_\_\_\_\_.
4. I like to \_\_\_\_\_ and \_\_\_\_\_ in my  
bedroom.

**10. Order the words to make a sentences.**

1. bedrooms/ has/ it / two/.
2. living room/ the / in / We / Tv/ watch.
3. bedroom / is /my/ favorite room.

**11. Describe in a short sentence your house, house or your favorite place.**

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**Annex 4 Bits of Intelligence of the action verbs.**



**JUMP**





**SING**

Annex 5 Bits of Intelligence of personal pronouns.



I

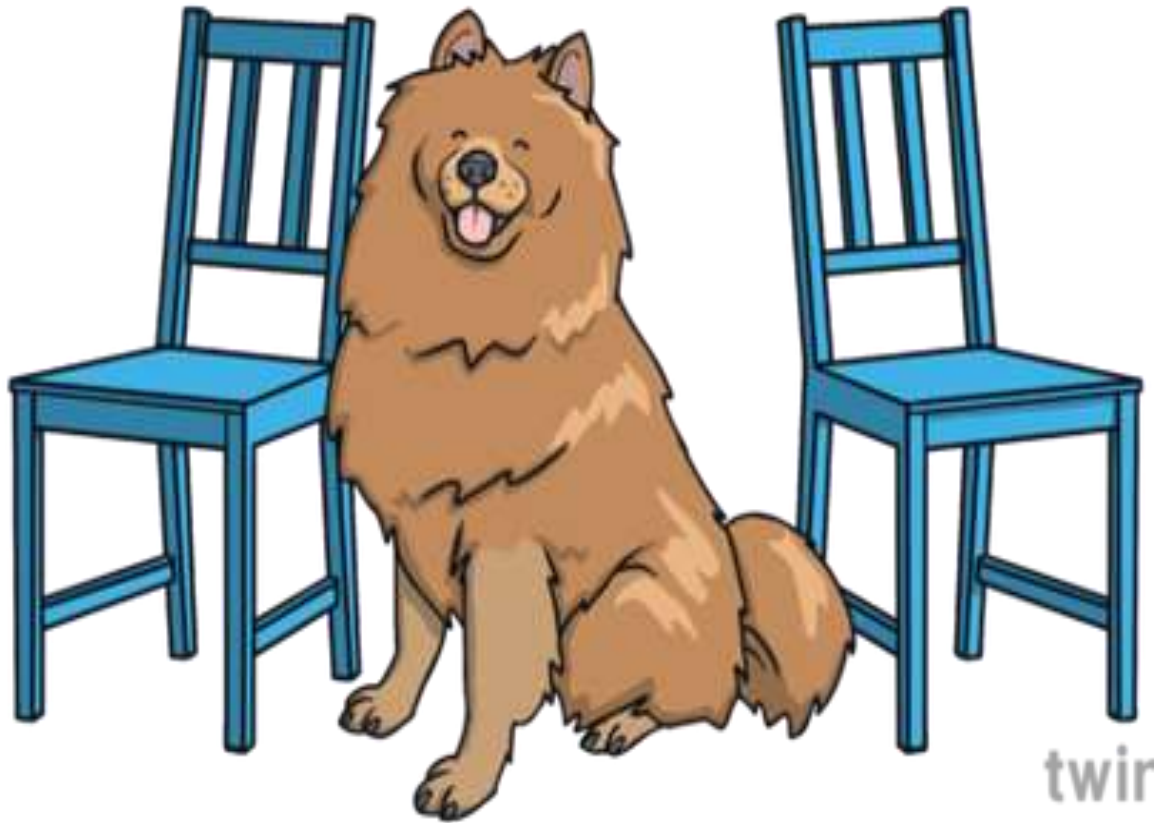


YOU

**Annex 6 Bits of Intelligence of the prepositions of place.**



**NEAR**



**BETWEEN**