

Strengthening the Reading Process in Kindergarten Children: A Classroom Experience

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Abstract

This article describes the results obtained with the implementation of a pedagogical strategy to strengthen the reading process in kindergarten children of the "Promoción Social del Norte" Institute of Bucaramanga, through the implementation of a strategy based on the principles of the Doman method. The research was carried out with a qualitative approach, following the phases of the action research methodology. The participating population corresponds to 21 children who started their basic training and their parents. The information gathering technique used in this research was observation and a pedagogical diary the instrument for recording, a detailed record of all events related to the execution of each of the phases of the method, providing valuable data for the investigation; The results achieved were evaluated through a rubric based on basic learning rights and the standards of reading skills for kindergarten. The results indicate that it is possible to strengthen the reading process in kindergarten children through the use of innovative methods supported by theoretical foundations that recognize the learning potential of kindergarten children and the principles that govern language development in the early years of schooling; in this case, the relevance of the reading bits proposed by the Doman method is reaffirmed.

Keywords: Reading, kindergarten, Doman, method, bits.

Introduction

Colombia needs to generate training processes that respond to the advances of science

and technology in the globalized world. Educational institutions recognize the need to innovate, to improve the teaching and learning processes; especially the initial teaching of the reading process. To this end, methods are implemented that are appropriate to the needs of children so that they can learn in a meaningful way and develop their knowledge skills.

One of the processes that most interests the directors, teachers and parents is the innovation in the teaching processes; especially for the development of the reading process in the initial levels. The need to implement learning environments equipped with the tools and resources necessary for children to develop their reading skills in an experiential way arises with the advance of educational technology and the emergence of new experiences and teaching methods.

Although some progress has been made in coverage, high rates of school failure continue, failure that is associated with the difficulties children encounter in their process of acquiring reading skills. The institution intends to generate an integral development in the children who begin their training in the socialization process; this allows them to live together and integrate themselves in a participative way into society.

Problem Statement

Like all educational institutions in Colombia, the “Promoción Social del Norte” Institute is committed to working for the integral formation of children. The members of the educational community have the responsibility of stimulating, strengthening and enhancing the capacities and communication skills that children have in their first years of life, thus ensuring a successful performance in academic life.

In pedagogical practice, the teachers design strategies oriented to promote all the skills and abilities that allow girls and boys to learn how to read successfully at kindergarten level. As part of the improvement processes, kindergarten teachers of “Promoción Social del Norte” Institute in Bucaramanga have carried out some experiences oriented to the development of reading processes from the analytical approach of Glenn Doman.

Parents and family members can enhance children’s development through the interactions they establish on a daily basis. The development of this research project that begins in kindergarten seeks to link families to support learning activities in the development of reading skills in a process of collaboration and ongoing monitoring. The transforming axis of educational action is to propose activities based on the characteristics of the child that facilitate the understanding and assimilation of words for the expression of ideas. Research shows that the joint work between the school and the family has a positive influence on students’ school results; therefore, educational policies must promote measures that encourage this collaboration.

Children need to develop communication skills by expanding learning opportunities, build a vision of their culture, and develop a harmonious relationship with their peers. The need to offer kindergarten students an innovative learning methodology by

enabling the appropriation of language has been identified and this allows the child to communicate their thoughts and enhance cognitive development; for this purpose, the institution has proposed the realization of a work experience with kindergarten students implementing the Glenn Doman Method.

This research work was carried out at the “Promoción Social del Norte” Institute of Bucaramanga with the purpose of implementing a pedagogical strategy based on the Glenn Doman method to strengthen the reading process of children who begin their academic training in kindergarten, in order to design innovative teaching activities that allow children to have meaningful learning based on their interests, needs and prior knowledge.

In the realization of this research project, we had a special interest in implementing an experience that managed to evidence the importance of strengthening the reading processes in grade zero; taking into account that children need to develop their communication skills, enhance their learning opportunities, build a vision of their culture and develop a harmonious relationship with their peers. It was important to generate a process of reflection about the scope of the pedagogical proposal based on the Glenn Doman method carried out with kindergarten students during the year 2019.

Methodology

This research project is developed under the qualitative approach, taking into account that, from the qualities of the problem, it is possible to characterize the skills and capacities that kindergarten students have to strengthen the reading process based on the global method proposed by Glenn Doman.

From the perspective of the qualitative paradigm, action research integrates knowledge and action; in this sense, based on the characteristics of the population, the problems that have been defined and the need to generate a

relevant solution, the project adopts the action research methodology, since this methodology promotes the participation of the members of the educational community.

The main data collection technique used in this research is observation, and the recording instrument is the pedagogical journal. Good qualitative observers must know how to listen and use all their senses, pay attention to details, possess skills to decipher and understand behaviors, be reflective and flexible to change the focus of attention, if necessary (Hernández, Fernández and Baptista, 2014, p.9)

A pedagogical diary is a tool that allows the detailed recording of all the events related to the execution of each of the phases of the method, providing valuable data for research. Therefore, its information is an input for the presentation of results in a research report, enabling reflection and formulation of conclusions. The instrument was structured based on the following categories: purposes, description of the activity, development of the Glenn Doman method, results obtained and observations.

A diagnostic chart is another instrument used in the initial phase; it evaluated different aspects of the development of kindergarten children at the time of starting the training process; this instrument was also used at the end of the pedagogical strategy based on the Doman method to determine the development of the reading skills achieved. The observation resulted in the diagnostic structure of the capacities and abilities of kindergarten children; for this purpose, a diagnostic chart was designed based on the standards and indicators of cognitive (basic learning devices), communicative, psycho-motor and socio-affective development, in which skills, knowledge and experiences of kindergarten children were identified. The information obtained through the different instruments was an essential tool for the

design of the pedagogical strategy focused on the strengthening of the reading process of kindergarten children.

In order to know the results of the pedagogical strategy for strengthening reading skills based on the Doman method, the activities were evaluated through a rubric designed for this purpose. The evaluation indicators were structured taking into account the various cognitive processes: attention, perception, and memory that intervene in reading comprehension (Torres and Granado, 2014).

There are a good number of methodological references applied to the educational context that describe the steps or stages to be followed when carrying out an action research; Kemmis and Mc Taggart (1988) describe the phases of the process as a "self-reflective spiral", which includes the phases of: planning, action, observation and reflection. Planning starts with the identification of the problem that has been diagnosed; in this phase, the aim is to answer three questions: What is happening now? In what sense is it problematic? What can I do about it?

Diagnostic Phase

The development of the research started with the collection of information from different theoretical sources to establish the foundations of the global method proposed by Glenn Doman. With this information, the phases of the teaching method, the categories of words that were conformed with the bits and strategies for the work in the classroom were identified. In this case, data collection instruments were used to provide evidence about the different difficulties that serve as a starting point in the formulation of the pedagogical actions that were carried out as part of the execution of the research project.

In order to achieve the objectives proposed in the research, a permanent observation of

the activities is proposed; in this sense Flirk (2007) proposes that "the observer researcher be an active part of the experience, be located within the group and share with it the different activities that are carried out" (p.68). In this case, the researcher is linked to the institution and plays the role of facilitator of the activities, thus facilitating the collection of information.

In this initial phase, it is necessary to establish the level of development of the different skills of the children before the implementation of the method. An instrument was developed to establish the characteristics of communicative, cognitive, psychomotor and socio-affective development of kindergarten children. The result of the diagnosis is fundamental for the characterization of the developmental level of the children in order to focus the pedagogical work on the objectives of the research and the development of the strengthening strategy in the reading process of kindergarten children; in this way, the planning phase begins.

It is important to point out that at this point in school training (kindergarten) children have notions that allow them to differentiate letters and numbers, although they do not identify simple words, which is predictable if we take into account that the diagnosis was made at the beginning of the school year. At this stage, children can easily answer simple questions related to the texts read and images presented, which evidences their ability to understand literal reading. In relation to oral language, children can express their ideas in simple and well-structured sentences; this is evidenced by their ability to describe objects, places and narrate anecdotal situations, and to understand and execute simple commands. These skills correspond to the developmental level expected for kindergarten children.

The cognitive capacities are in a level of development according to the age. It is evident that the children begin in the practice of the games of concentration, memory and

attention; in addition, they try to solve diverse situations that appear in daily life. It is significant that children (20 out of 21) are progressing in the ability to maintain attention for periods of time and follow directions correctly. It should be noted that the established scale of values helped define the cognitive capacities with an initial performance level in the children evaluated; all of the children evaluated were unable to express a logical sequence of data.

It is significant that the children (20 out of 21) make progress in the ability to orient themselves in space, in daily life situations, managing to locate different objects relating them to each other and to themselves. Finally, through the diagnosis it was established that none of the evaluated children can handle proportional spaces in drawings and texts, neither can they handle space in a sheet following lines and rows, or carry out fine motor activities such as tearing and punching.

It is observed that the children have an adequate knowledge of their body, can orient themselves in space, run, jump, throw the ball and adopt various positions. In relation to fine motor skills, children are in the process of acquiring drawing skills taking into account space and proportions; they do not yet have the ability to follow the lines and rows on a sheet; they are progressing in the ability to do tearing and punching work. These characteristics correspond to the developmental level of children who have recently started school.

In relation to socio-affective development, children can express their emotions in different situations in the classroom, but have not adopted the necessary guidelines to integrate and interact properly with their peers in the group. They are learning to wait their turn, share toys and work items. These results are appropriate for the age and developmental level, considering that kindergarten children begin the process of integration into the school environment.



The diagnostic activity provided a detailed vision of the capacities and abilities of the children in the different areas of development. The curiosity of the children and their willingness to participate, which are very important aspects for the success of the project, stand out as a special quality of the group.

Planning Phase

In the context of action research, plans must be flexible and open to change. The planning phase began in March and culminated in April. The competence standards for kindergarten and the basic principles (clarity, intensity, frequency) proposed by Doman were the main reference for the elaboration of the bits, the conformation of categories and motivation and contextualization activities.

The design of the pedagogical strategy began in March 2019 and was completed

in April of the same year. According to the training needs defined in the diagnostic phase, a selection of basic standards of skills that the Ministry of Education proposes for kindergarten was made; thus it was possible to define the sequence of the methodology and the way of presentation of the different categories of bits.

During the development of this first stage it was necessary to adapt the planning to the dynamics of the institution, initially, to bear in mind the institutional activities such as cultural days that generated the need to reprogram the weekly sequence of some categories. These changes always took into account the guidelines of the Doman method of clarity, intensity, frequency, to ensure results; another aspect corresponds to the selection of the most appropriate times for the presentation of the bits: at the beginning of the day as part of the routine, before going out to rest and at the end of the last learning activity, just before getting ready for departure.

In order to contextualize the different categories of bits, playful activities were proposed that would generate the interest and motivation of the children during the development of the reading method. Special care was taken in the selection of the bits according to the characteristics, diversity and interests of the population of kindergarten boys and girls at "Promoción Social del Norte" Institute. In order to achieve a learning mediated by the phases of the Doman reading method, it is important to know what concepts the children dominate, offering them opportunities for the construction of new concepts by means of experiential experiences.

The bit sessions carried out were planned taking into account the basic principles (clarity, intensity, frequency) proposed by Doman; in addition, motivation and contextualization activities were included, which allowed to link the standards of competences for kindergarten with the bit sequences of the different categories. Family, classroom objects, colors, body parts were the initial topics because of the child's familiarity with these concepts; then, categories such as food, numbers, geometric figures, opposites and animals were worked on. The Doman methodology is characterized by proposing the teaching activities in a sequential structure that allows a detailed planning in this sense; the execution of the strategy was adjusted to the principles of the method to assure the results and to be able to validate the effectiveness of the method.

Phase 1. Words only. The first phase to teach reading with the Glenn Doman method uses 25 words or reading bits; it lasts 14 weeks. The categories are defined with words or bits known or closer to the children; in this case, it started with the category "family". Following the parameters of the methodology, in the initial stage the bits (words) were elaborated as posters in 15-centimeter-high white cardboards. Letters were 12 x 10 centimeters, all lowercase, with a separation of at least 1.2

cm. between each letter. The presentation sessions were held five times a day.

Phase 2. Word pairs. This is an intermediate step between words and sentences, a process that leads to a more complex level of language appropriation. In phase two the planning of activities was carried out following the indications of the method to form word pairs as short expressions that integrate meanings in relation to the objects that are familiar to them and that have been developed with the bit categories in the previous phase; the words as colors and objects closer or more familiar to the children.

The planning of reinforcement activities considered the development of index cards; these learning resources were adapted to the children's work rhythms to simplify the activities and facilitate the recognition of word categories. Also, it included the selection of evaluation criteria to show the children's achievements in relation to the recognition of bits, the expression of ideas and the capacity to interact with their peers in the different activities.

As a fundamental part for the development of the strategy, it was considered important to carry out activities with the parents, taking into account that, in order to achieve better results, it is necessary for them to support the work from home, maintaining the principles of intensity and frequency in the presentation of the bits. The general aspects of the Doman methodology and the work schedule were socialized to the parents during the activity of presentation of the project.

Execution phase

During the development of didactic activities based on the Doman method, collaborative work was promoted. The implementation of the different activities was carried out until phase two according to the programming presented in the proposal as a strategy to support the validity of the method.

The development of the strategy to strengthen reading based on the Doman method was articulated with the development of activities to contextualize and start working with the different categories of words or bits; that is, the development of the bit-based method was complemented with motivational didactic activities, designed in relation to each category. Once the different categories of words were completed, the progress made in the children's ability to recognize the words represented in the bits was evaluated. For this evaluation, grids were designed to show the children's achievements in relation to the appropriation of the bits (see Appendix E).

In spite of the integration of the phases of the Doman method and the development of activities of motivation and contextualization of the different categories, it was always a challenge to maintain the levels of motivation and participation of the children; in this sense, there are many external factors that affect the moods and concentration of the children. Also, the lack of regularity in the attendance to class of some children was considered a limitation, aspect that managed to be overcome, thanks to the characteristics of sequence and frequency characteristic of the Doman method.

The pedagogical possibilities of the method are easily adapted to the themes to be developed during the year, articulated with the curriculum of the institution. Little time is required for the daily execution of the programmed sequences; therefore, it takes only a few minutes to quickly present the bits, as indicated by the method.

Bearing in mind that the method, in its foundation and proposal of application to the school environment, clearly establishes all the phases and activities to be carried out, making detailed recommendations on the handling of the bits, it is easy for the teacher to articulate and plan the different teaching activities and the monitoring of the results. One aspect that

affects favorably the development of the activities of the method is the easy inclusion to playful activities, which allow contextualizing the different categories of bits. The simplicity of the activities proposed by the method allows an easy linkage of parents, to support from home the work with the bits. It is very favorable for both the institution and for parents that the development of the bits is done with materials at hand, which does not require a large economic investment.

As part of the evaluation of the pedagogical practice, the children's progress in bit recognition, interest in reading, expression of their ideas and interaction with their peers was monitored on a daily basis. These results were related to competences and learning indicators for kindergarten.

The results observed from the first weeks of the Doman method's development until the end of the school year are described below.

The first phase of development of the method for strengthening reading lasted 19 weeks; each week the bits corresponding to the established categories were presented, according to the Doman methodological scheme. During this time, the presentation of the bits was articulated with activities of contextualization of the concepts represented in the different categories of words or bits. During the first week of work in May, an awareness campaign was carried out to familiarize children with the bits.

In this first stage, considering that the children had recently begun their schooling, it is evident that most of them were not able to identify the bits of the family members, but recognized some letters; which indicates that they have incipient notions of written language, and they advance in the formation of phonological awareness and visual discrimination.



After a month of working with the different bit categories, the students are in process or identify the primary and secondary colors in the objects of their environment. It was also observed that thirteen of them identified the bits with the names of the colors, which indicates that they make progress in memory and visual discrimination.

One of the activities that generated positive results was related to the category of bits on the human body. The understanding of the body schema, as well as the care of the body and healthy life establish the transversality with other areas of knowledge. During the work with the bits of the category of body parts, initial progress in the identification of the bits was evidenced, which indicates that there is progress in the recognition of words that refer to concepts of their everyday life.

During the second month of development of the pedagogical strategy, it was seen that a good number of the children manage to identify the bits referring to the names of the group members; it was observed that the students made progress in visual discrimination when they concentrated on the initial letter that composes each one of the names of their classmates. In relation to the category of the bits that represent the names of the numbers, it is important to mention that some students recognized and could count from 1 to 10. They are in the process of recognizing and internalizing the representation of the name of the numbers, however, some students have difficulties to recognize them.

It is important to emphasize that during the game children achieve better results when relating the symbol of the number with the corresponding bit; when performing the group reading of the bits, the progress in the visual discrimination is demonstrated since the students concentrate on the letters that compose each bit and associate the sounds with the concept represented in the bits, being this an evidence of the link between

the pronunciation of the word and the bit. In relation to the results observed in the third month of work, during the development of the application guide of the geometric figures the children worked collaboratively to read the bits; however, they get confused when reading the words that begin with the same letter.

With the development of the sequences of work with the categories of bits as parts of the house, food and body parts, the children managed to expand their capacity of oral expression and comprehension that favors their ability to interact in group. The development of categories related to their environment generated spaces for participation, expression of ideas, active listening and the internalization of guidelines such as waiting for a turn and asking to speak. It is important to mention that the Doman method was complemented with the use of images to facilitate the link between the bits and the idea they represent. This way, the visual discrimination skills are potentialized, since the child manages to describe the food, in terms of color, taste, texture and shape, and the auditory discrimination is evidenced when the child manages to read the bit and relates it to the image.

During the fourth month of work important advances in phonological awareness and visual discrimination were evidenced; students identified most of the bits and emphasized the actions with their body when showing concept represented in the bit; only with some words there was difficulty because they started with the same letter, but when listening to the pronunciation later they internalized it and associated it with the bit. Children could identify the bits of animal names that the teacher pronounced.

At the end of the initial words-only phase, it was observed that the children recognized the entire word, there was interpretation and understanding of the word, which was an advance over the methods used so far in the institution. It is necessary to mention that,

although there was no syllabification, the children mentioned the names of some vowels and letters they identified in the bits.

In the fifth month of work, phase two was initiated, in which two words were integrated to structure simple sentences with the bits; it was perceived that the students had managed to recognize the idea or sentence; this capacity was observed in the development of the application guides done as evaluation; the above indicates that, with the intelligence bits, perception (visual and auditory), attention and memory are enhanced, thus generating greater retention in long-term memory and a greater range of attention.

During the sixth month, reinforcement and transfer activities were applied by means of guides, which constitute evaluation evidence of the progress achieved in relation to the bit words that the children manage to identify and the possibilities offered from the teacher's perspective by the implementation of the Doman method in kindergarten.

The evaluation phase aims to learn the results of the strategy based on the Doman method and to reflect on the implications of action research in improving pedagogical action.

Reflection or Evaluation Phase

In this initiative of innovation of the pedagogical activity, the potential of action research to generate changes in the teaching practice is evaluated. It is important to evaluate the results obtained with the implementation of the Doman global reading method; in this sense it is essential to have detailed information of each of the phases in order to demonstrate the limitations and successes of the process. The data obtained in relation to the development of reading skills in kindergarten children facilitated the description of the results achieved with the development of the reading strategy.

In this stage, an evaluation of the skills achieved by the children in relation to the different dimensions of their development was applied, using as tools the evaluation rubrics designed for each activity. The results obtained are described taking into account the established categories of analysis: in the curricular dimension, the basic learning rights articulated with the standards of reading skills for kindergarten; in the cognitive dimension, basic learning devices that comprise the elements of the reading process; the socio-affective dimension, interest and motivation; the psychomotor dimension that integrates the directionality of the texts and finally, the foundations of the Doman method.

Initially, the data obtained in relation to the development of reading skills in kindergarten children from the implementation of the reading bits are presented; in this evaluation categories and sub categories were established that, through the use of grids, made possible a systematic description of the results obtained during the development of the strategy. Also, the results of the parents' survey carried out with the purpose of characterizing the work done as support to the development of the reading strategy are presented.

During the first phase of the method, important conceptual categories were worked on, such as colors, objects in the room, places in the house, parts of the body, animals, until moving towards categories of greater complexity such as: numbers, geometric figures, opposites and actions. As a result of this words-only phase, it became evident that the children have a vocabulary according to their level of development that allows them to describe the characteristics of the objects that are familiar to them, demonstrating that the child builds the concepts from the perception and the relationship that he or she establishes with concrete experiences.

With the development of the different categories of words, it was observed that

the children enriched their vocabulary and improved their oral expression, being more fluent and functional in expressive and comprehensive aspects; they managed to reach a process of interpretation of the situations and argumentation of their points of view, managing to express in a correct way the ideas elaborating coherent answers and according to their age.

It should be noted that, through the bits, children managed to improve their attention by correctly identifying the opposites with the given images, which indicates that memory and visual discrimination are strengthened; it is observed that children are in the process of internalizing the bits since 8 children managed to read the bits that represent the opposites, while the remaining 10 are in the process of doing so.

With the presentation of the bits, the participation of all the children was promoted, favoring their social and cognitive skills; besides, they show respect and practice the rules given for the realization of the activities. Collaborative work was observed when facing difficulties to read some bit; if they do not manage to identify it, they make the action by imitation; in this case their peers correct them and tell them that what they are doing is not correct.

The results described in the words-only phase seek to show in detail consolidation of learning typical of kindergarten and progress in the children's skills to identify the bits. During phase two, word pairs, it was evidenced that the children had achieved the reading of the sentences with two words; this capacity was observed in the application guides that they did as an evaluation. This indicated that they had advanced in the understanding of the meaning of the words when executing the drawing that represented the sentence. In relation to the advances in reading based on the Doman method, 13 children were able to read

the bits of word pairs, associating the phrase with the drawing that represented it; this high percentage highlighted the capacities that the children had developed for the recognition of the bits. The children worked with motivation and pleasure during the completion of the guides.

The application of the intelligence bits favored oral expression and the understanding of the communicative function of language, since through the dialogue and interaction of the children in the classroom, appropriate situations were created to acquire the necessary linguistic skills to communicate, express their opinion, encode and decode syntactically, and understand some sentences and produce them, thanks to the interiorization of the lexicon acquired in the method (Moya and García, 2014).

Another fundamental aspect in this stage of evaluation and reflection is related to the participation of parents as a differentiating factor in the results obtained. The pedagogical strategy for the strengthening of reading was based on the involvement of parents to ensure sequence and frequency. In the first moment, the parents were informed about the purposes of the project and committed to the work of accompaniment and strengthening of reading using the bits at home; during the development of the second activity of parents, guided by the teacher, they elaborated the groups of bits and the chronogram for the accompaniment from home.

During the completion activity, the quality of the parents' accompaniment was evaluated by means of a survey. For this purpose, a questionnaire with five questions was used, focused on evaluating the work done and their perceptions of the results achieved.

Parents, being more involved in the learning of their children, play an important role with the use of the bits, because, through the work at home, parents manage to develop a greater



communication and a greater affective bond with their children; in this sense, it stands out that 58.82% of the parents were committed to practice the reading bits during the weekend.

Results or findings

It is considered important to propose a global reading method to explore its potential as a strategy to strengthen the reading process in kindergarten children; thus, the support of educational institutions as the spaces where children are linked to the reading activity is significant. The teachers are the ones who design and program the learning activities in a playful environment to generate the interest of the children to develop the language skills (reading and writing); on the other hand, the parents are an important support when working with the bits from home.

In relation to the pedagogical work, it was possible to plan and carry out teaching-learning activities taking into account the standards of competences and learning results to be achieved in kindergarten, integrating to this planning the sequences of the Doman method and having the presentation of bits make more sense and meaning for them. According to Doman (1994), all knowledge is based on information, and this can be obtained only through facts; in relation to this idea, it is demonstrated that the work with the bits of information, which are presented in the different categories, in sequences selected by the teacher, constitute the base of the knowledge of the future since, by means of the bits, sensorial stimuli are generated which allow them to maintain the active listening, attention and memory.

The most valuable experience is the learning that comes from the opportunity to design a pedagogical strategy based on the Glenn Doman method to strengthen the reading process in kindergarten children at "Promoción Social del Norte" Institute. The research enabled

moments of action and reflection on how to bring 5-year-olds closer to reading and to adapt other methods to improve pedagogical practice for children. Reading contributes to empower the intellect of children in their different stages, involving in this process of teaching-learning teachers and parents, who have an important role in the cognitive, social-emotional, psychomotor, linguistic and moral development of the child (Vivanco, 2010).

The teacher must be creative at all times, let imagination fly and thus transform the world of students; the success in the implementation of this methodology was to manage to maintain the motivation in children, to generate the desire and expectation to read, to experience the joy of each student to see that he/she is reading the bits and to achieve the participation of parents during the process. It is the teacher who brings the child to the written representation of the objects in their environment; in this case, the teacher, based on the interest of the children, makes a planning and selection of the categories for the work with the bits.

The development of the activities with the bits at group level allows the children to progress together doing a playful activity, since children with limited oral expression can strengthen their language skills from the knowledge and vocabulary of children who have a good level of language development. Besides the development, the global Doman method, it is important to include motivational activities based on stories, songs and images, to maintain the motivation, to encourage reading, promoting the development of the child's language; through reading, the child expands his/her vision of the world to understand it and express it.

Regarding the pedagogical practice as a teacher-mediator, it was possible to assume the commitment of being in a continuous construction of didactic strategies and investigating the different ways of strengthening

reading skills, taking into account the interests, motivations and difficulties that are presented in the children. On the other hand, the action research contributed valuable elements for the development of the project; the flexibility, sequentiality and permanent evaluation made possible the realization of adjustments as the execution of the phases of the Doman method advanced.

Currently, teachers agree on the importance of reading and the promotion of these skills from the initial levels of formation; it is recognized that even though a person knows how to read, he/she is not a reader until one acquires the habit of reading (Cerrillo, Larrañaga y Yubero, 2002); in this sense, the teachers of the "Promoción Social del Norte" Institute are committed to carrying out the task of promoting reading, having the child acquire this habit as a support for his or her cognitive development.

In relation to the children who have participated in this research and the results obtained with the implementation of the Doman global reading method, it is possible to affirm that: the most significant thing of the experience was to see the children express their opinions, relating the themes and concepts of the categories with their experiences, the categories of the human body, the food and the parts of the house. The children understanding that the words presented in the bits contain concepts that they know was an achievement. This is a beginning to reach the strengthening of the reading comprehension which will lead the group to develop reading habits; however, it is only a beginning since the process requires constancy in the curricular planning to maintain the link to the world of texts from the classroom work.

The children were always interested in identifying the bits, actively participating, even the children who initially were not able to read the bits showed willingness to learn, making a bigger effort in the activities performed and

relying on their peers to make the identification (reading) of the bits of the different categories. In this aspect, it is highlighted that children felt interested and motivated towards reading, even though in their family environment they do not have a reading culture that allows them to develop these habits. With the Doman reading method, it was possible to generate in the children the interest for the words and their meaning, establishing relations between the concepts and their experiences.

In relation to the parents who have participated in this research and the results obtained with the implementation of the Doman global reading method, it is possible to affirm that, with the workshops carried out, the parents were informed about the fundamentals of the Doman global reading method, guidelines were given for the elaboration of the bits and the calendar of activities was presented. Parents participated actively in understanding the value of the reading strategy as a cognitive development activity, based on the use of bits as stimuli for the appropriation of language. With the handling of the bits every day and every week, a learning experience was generated based on the principles of the Doman method, making it favorable to the learning accompanied by the parents who, taking advantage of the available resources, were able to help in the development of the different phases of the methodology, maintaining the interest and motivation of the children. It was very significant that the parents were involved in the task of strengthening reading and developing the habit of reading in the context of their home; from the work done, the parents perceived the quality and relevance of the method for the reading stimulation that was being used with their children.

At pre-school level, most public educational institutions work with traditional methods of teaching reading and writing; in relation to kindergarten, which is the initial level of training in basic primary education, they work

with the syllabic method. With results that clearly do not allow children to develop their cognitive abilities, in the words of Mena, with traditional methods, “students are not able to reason about the functioning of language or find a logic between the oral and written word; children learn to read without making sense and finish school without mastering reading and writing” (Mena, 2011, p. 7). On the other hand, the proposal of the Doman method is based on very short sessions, so that the child does not get tired and remains motivated to the expectation of new words, which is very positive for learning.

Doman’s method has been implemented by many institutions, which trust the results obtained, either in the interest of improving the quality of education or as a result of research work that has validated it, corroborating the theoretical foundations that support them. In relation to the effectiveness of the method, this research work allows us to affirm that kindergarten children of “Promoción Social del Norte” Institute managed to develop their abilities to recognize words (bits) that expanded their vocabulary and favored the expression of their ideas, recognizing the intentions and communicative situations.

Some institutions, given the interest of teachers, begin to propose new teaching methods that can provide a more effective response to the training needs of children and achieve better results in their ability to read and write. It is significant that the institution supports the interest of teachers in the implementation of reading methods that can generate new forms of teaching in the classroom.

The proposal based on the Glenn Doman method is articulated with the Institutional Educational Project, constituting an innovative methodological strategy that contributes to the fulfillment of the mission by offering quality in the integral formation of kindergarten children at “Promoción Social del Norte” Institute. For

the implementation of global reading methods, teachers require the determined institutional support, facilitating the resources and allowing the teachers to plan the activities based on the curriculum, the guidelines of the selected method and the learning needs of the children.

Conclusions

Currently, educational institutions are interested in implementing other methods for teaching reading, which can expand the learning possibilities offered by traditional methods; teachers and parents are concerned about enhancing students’ cognitive development through early reading skill development. In response to the research question “How can we strengthen the reading processes through the Glenn Doman Method in kindergarten children at “Promoción Social del Norte” Institute of Bucaramanga during 2019?”, it is necessary to point out that, it is possible to strengthen the reading process in kindergarten children through the use of innovative methods based on theoretical foundations that recognize the learning potential of kindergarten children and the principles that govern the development of language in the first years of schooling; in this case, the relevance of the reading bits proposed by the Doman Method is reaffirmed; however, in order to become an effective process, it is necessary to develop a work scheme that rigorously follows the phases proposed in the method, besides carrying out a permanent evaluation of the progress achieved by the children in the group.

In this innovation initiative of the pedagogical activity to strengthen reading, the relevance and effectiveness of the Doman method was validated. This method is based on the enormous learning potential of children in their first years and the creative possibilities of learning resources for thematic contextualization and the strengthening of the learned vocabulary, in particular, playful activities, supporting images, songs and guides, to enhance the effectiveness

of the bits to stimulate the reading process. For the design of the learning activities used in the development of the strategy it was relevant to carry out the programming of the bit categories taking into account the thematic units established by the MEN and basic learning objectives for kindergarten.

The planning, execution and evaluation of the schedule and the selection of bit categories made it possible for the teacher to be concentrated on the development of the method and focused on the proposed objectives, managing to maintain adequate control of its execution by complying with the recommendations of the experts and applying its theoretical principles; on the other hand, it is fundamental to recognize the need to make the programming of the sequences (bit categories) of the method more flexible in order to integrate them into the institutional activities (cultural days, civic events, etc.).

Through the pedagogical strategy based on the Doman reading method, didactic planning was facilitated to strengthen reading, managing to stimulate the intelligence of children from a very early age. The relevance of the reading method is validated as an activity that can be developed in grade zero; with the Doman reading method the child discovers the graphic representation of the names of objects and concepts he/she knows, making the strengthening of reading stimulate the child's potential to grasp the language.

As a result of the development of this methodology, we can highlight the active participation of the children during the work sessions designed using the foundations of the Doman Method; in this sense, it is highlighted as a significant achievement that, besides strengthening the skills for coexistence based on respect, attitude of listening, and collaborative work; with the strategy for the strengthening of reading, the development of cognitive and social skills in the children

was favored, such as the identification of the intentions and communicative situations and the appropriation of language from the words that describe their world and allow them to communicate their thoughts.

With the frequent and planned use of the bits the child develops his/her visual discrimination, is able to differentiate the words and their meaning, making progress in his/her abilities to distinguish single words, pairs of words and more complex sentences. In relation to the results obtained with the strategy for the strengthening of reading based on the foundations of the Doman method, a high level of performance of the children to express their opinions is evidenced, relating the topics and concepts of the categories of bits with their experiences; participation was stimulated; children showed special enthusiasm to show that they recognize the words and that with the use of those words they can communicate.

With the implementation of the Doman method in kindergarten, the results obtained were very satisfactory. Through the different phases of the method, it is demonstrated that the method manages to stimulate the appropriation of language (oral expression and reading comprehension), constituting a novel tool to bring children closer to words and their meaning, since communicating is one of the most important functions in life, given that practically all learning and social ability is based on language (Bernal and Sarmiento, 2014).

In relation to the proposed assumptions, it is possible to affirm that the development of a pedagogical strategy based on the Glenn Doman method significantly favors the reading process in kindergarten children at "Promoción Social del Norte" Institute of Bucaramanga; visual and auditory memory is increased through relevant data that manage to stimulate concentration and attention, generating interest in reading.

The planning of teaching activities based on the Glenn Doman method makes possible innovation in strengthening the reading process in kindergarten children by enhancing their intelligence and developing their skills for the appropriation of language; on the other hand, it allows teachers in their pedagogical work to implement new methodologies in their role as mediators, in addition to reflecting on the meaning of reading for students at the kindergarten level.

The participation of parents is fundamental for the strengthening of the reading process in kindergarten children; at home the child strengthens, contextualizes and puts into practice his or her communication skills, having a strengthening reading experience in which parents stimulate the development of language skills, enabling the child to find a connection between his or her environment and the world of knowledge that he or she is beginning to appropriate at school.

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