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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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THEME:

GUIDED READING STRATEGY AND READING COMPREHENSION

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DEDICATION

TO:

To God, who has blessed me with health and has been my strength and guide every step. Thank you for giving me the courage and wisdom I needed during the most turbulent moments.

To my parents, Fabián and Isabel, are the fundamental pillars of my professional formation. Thank you for always being by my side, for your unconditional support, and for believing in me even when I made mistakes. Your advice has been a light that helped me become a better person.

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TABLE OF CONTENTS

SUPERVISOR APPROVAL ii
DECLARATION PAGE iii
TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN iv
COPYRIGHT REUSE v
DEDICATION vi
ACKNOWLEDGEMENTS vii
TABLE OF CONTENTS viii
INDEX OF TABLES ix
ABSTRACT x
RESUMEN xi
Chapter I.- Theoretical framework 13
1.1 Research background 13
1.2 Theoretical foundation of the variables 13
Independent variable 15
Dependent variable 26
1.3 Objectives 37
General objective 37
Specific objectives 37
1.4 Fulfillment of objectives 37
Chapter II.- Methodology 38
2.1 Materials 38
2.1.1 Instruments 38
2.1.2 Population 39
2.1.3 Ethical considerations 39
2.1.4 Procedure 40
2.2 Mixed Approach 41
2.3 Descriptive 42
2.4 Bibliographic Research 43
2.5 Field-Based Research 43
2.6 Research Questions 44
Chapter III.- Results and discussion 45

3.1 Analysis and discussion of the results 45
3.2 Discussion 50
Chapter IV.- Conclusions and Recommendations 54
4.1 Conclusions 54
4.2 Recommendations 56
REFERENCES 57
ANNEXES 90

INDEX OF TABLES

Table 1: Population *39*
Table 2: Guided reading strategies *45*
Tabla 3: Key components of guided reading strategy *48*
Table 4: Levels of reading comprehension *49*
Table 5: Cronbach's Alpha Validation *91*

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Teme: Guided Reading Strategy and Reading Comprehension

Autor: Pilalumbo Toaquiza Erika Maribel

Tutor: Lic. Velastegui Viteri Santiago David, Mg.

ABSTRACT

This study analyzed students' perspectives on the guided reading strategy in reading comprehension. A total of 66 students (35 women and 31 men) from the first and second years of BGU at Unidad Educativa del Milenio Cacique Tumbalá participated in a descriptive, non-experimental study conducted in the rural area of Zumbahua, Pujilí, Cotopaxi, Ecuador. The data was collected through a survey of 21 items on the Likert scale, whose reliability reached Cronbach's alpha coefficient of 0.950. In addition, the instrument was validated by five experts, with results of the Aiken V coefficient between 0.98 and 1, confirming its validity. The research was based on three questions oriented to specific objectives. The results revealed that the most used strategy before reading was to establish a purpose, as it helps to concentrate on key aspects of the text. During reading, comprehension monitoring and guided questions allow the identification of difficulties and self-regulate their reading process. In the final phase, summarizing and formulating critical questions were the most representative, as they facilitate the synthesis and analysis of the content. Among the main components that strengthen guided reading are teacher support and small group instruction, which encourage collaboration and meaning making. Regarding the levels of comprehension, the critical level was the most developed, evidencing reflective and analytical thinking. In conclusion, the balanced application of guided reading strategies in their different phases promotes active, critical, and meaningful reading comprehension in students.

Keywords: *Guided reading, strategies, reading comprehension, levels of comprehension, teacher support.*

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RESUMEN

El presente estudio analizó las perspectivas de los estudiantes sobre la estrategia de lectura guiada en la comprensión lectora. Un total de 66 estudiantes (35 mujeres y 31 hombres) de primero y segundo de BGU de la Unidad Educativa del Milenio Cacique Tumbalá participaron en un estudio descriptivo y no experimental, realizado en la zona rural de Zumbahua, Pujilí, Cotopaxi, Ecuador. Los datos se recolectaron mediante una encuesta constatada de 21 ítems en la escala de Likert, cuya fiabilidad alcanzo un coeficiente Alfa de Cronbach de 0,950. Además, el instrumento fue validado por cinco expertos con resultados del coeficiente V de Aiken entre 0,98 y 1, confirmando su validez. La investigación se basó en tres preguntas orientadas a los objetivos específicos. Los resultados revelaron que la estrategia más empleada antes de la lectura fue establecer un propósito, ya que ayuda a concentrarse en aspectos clave del texto. Durante la lectura, monitoreo de la comprensión y preguntas guiadas que permite identificar dificultades y autorregular el proceso lector. En la fase final, resumir y formular preguntas críticas resultaron las más representativas, pues facilitan la síntesis y el análisis del contenido. Entre los componentes principales que fortalecen la lectura guiada destacan el apoyo del docente y la instrucción en grupos pequeños, los cuales fomentan la colaboración y la construcción de significado. En cuanto a los niveles de comprensión, el nivel crítico fue el más desarrollado, evidenciando pensamiento reflexivo y analítico. En conclusión, la aplicación equilibrada de las estrategias de lectura guiada en sus distintas fases promueve una comprensión lectora activa, crítica y significativa en los estudiantes.

Palabras clave: *Lectura guiada, estrategias, comprensión lectora, niveles de comprensión, apoyo docente.*

Chapter I.- Theoretical framework

1.1 Research background

This study provides relevant and comprehensive information regarding the Guided Reading Strategy and Reading Comprehension. The literature review drew from reliable sources such as Google Scholar, Scopus, and ResearchGate, focusing on studies from 2020–2025, mainly conducted at the secondary level in Indonesia, the Philippines, etc. Most studies employed quantitative or mixed-methods designs, while one qualitative study focused on university learners, representing a less-explored context. Overall, the reviewed evidence demonstrated that guided reading enhances comprehension and supports reading development, thereby justifying its use in this research.

Fadli et al. (2022) examined the effectiveness of the guided reading strategy in improving students' reading comprehension and learning outcomes. The study involved 20 eighth-grade students and adopted a mixed-methods approach that integrated quantitative and qualitative data within a classroom action research framework. The research was conducted over two action cycles, each consisting of the stages of planning, action, and observation. Data were collected through a multiple-choice reading comprehension test and an observation instrument. The findings indicated that the implementation of guided reading within classroom action research positively contributed to the development of students' reading comprehension and overall learning performance.

Audira et al. (2020) noted that the guided reading strategy aimed to improve students' reading comprehension scores. A group of 30 eighth-grade students was selected. The project adopts a quantitative, experimental approach and was conducted at SMPN 16 in Banda Aceh. Data collection involved a pre-test, a treatment test, and a post-test. The data was then analyzed using the t-test. The results therefore positively answered the research question posed at the beginning of the study, concluding that the guided reading strategy improved students' reading comprehension, leading to improved performance.

Sitepu et al. (2023) stated that the study aimed to examine the effectiveness of guided reading in improving students' reading comprehension. Using a quantitative quasi-experimental design, the research involved 287 ninth-grade students divided into experimental and control groups. Data were gathered through multiple-choice pre- and post-tests on narrative texts and analyzed using SPSS version 26. The results confirmed that guided reading significantly enhanced students' comprehension of narrative texts.

Canubas (2023) analyzed the impact of guided reading on the development of reading fluency and comprehension through a systematic review and meta-analysis. The study focused on adolescents with initial reading difficulties and examined empirical evidence drawn from a comprehensive bibliographic review. The findings indicated that guided reading provides effective remedial support by incorporating appropriate text selection and instructional scaffolding. Overall, supported reading practices yielded positive outcomes in reading development, and the study offers a foundation for the application and refinement of related instructional strategies.

Elmiwati et al. (2025) investigated the effectiveness of guided reading strategies in enhancing students' reading comprehension of descriptive texts. The study adopted a classroom action research design with both qualitative and quantitative components and involved a population of 38 students. Data were collected through assignments, tests, observation checklists, interviews, field notes, and mean score analysis. The findings demonstrated consistent improvement in students' reading comprehension across each instructional cycle, leading to the conclusion that guided reading is an effective strategy for improving comprehension of descriptive texts.

Fermin (2022) investigated students' reading difficulties and the implementation of guided reading activities as an intervention strategy. The study employed an action research design with an observational approach and involved 20 first-year university students from the Faculty of Teacher Training. Data were collected through a questionnaire. The findings highlighted the presence of reading comprehension difficulties and supported the use of guided reading as an effective intervention. The study recommended disseminating the results among English teachers and encouraged further research using alternative action research methods to better assess reading comprehension challenges and refine guided reading practices.

1.2 Theoretical foundation of the variables

Independent variable

EFL methods and approaches

Richards and Rodgers (2001) remark that EFL Methods and Approaches refer to the diverse strategies and techniques employed by teachers to facilitate learning. They encompass the theories, principles, and procedures that guide pedagogical practice and foster the development of students' linguistic competence. Similarly, Al-Jaro et al. (2024) affirm that language specialists continually seek to enhance language instruction through principles and theories about how language is learned, represented, organized, and structured beneficial for designing effective curricula and classroom methodologies that respond to learners' needs and learning context.

According to Shenassa (2024), the language teaching model illustrates the connection between language teaching theory and practice and the potential of collaboration for practical, effective teaching decisions. There are three levels to this model. The first is the approach, which focuses on the fundamental beliefs and principles of language and language learning; the second is the method, which applies those principles to the important choices regarding content, teaching strategies, and order of instruction; and the last is the technique, which is the application of those strategies to specific activities and routines in the classroom (Stephen & Bryk, 2002).

The way that English is taught has significantly changed. Teaching methods were primarily centered on the educators and the mastery of specific grammatical rules. However, today's practices focus on the ability to communicate and the language's practical use. This change represents a clear shift in the way language learning is viewed, moving from a structural to communicative approach (Yule, 2010). In this sense, the Grammar Translation Method and the Direct Method can be seen as the precursors to the modern approaches, especially the Communicative Approach and Task-Based Learning, which focus on the integration of the language skills (EFL Cafe, 2022).

The Grammar-Translation Method is one of the earliest systematic approaches to foreign language instruction. It emphasizes the memorization of grammatical rules,

text translation, and written practice. While this method is effective in fostering reading comprehension and grammatical accuracy, it presents notable limitations in promoting communicative competence and meaningful interaction (Spratt et al., 2011). In contrast, the Direct Method prioritizes exclusive use of the target language in the classroom, avoiding reliance on the mother tongue or translation. Its primary aim is to develop oral proficiency, enabling students to communicate effectively through practical exercises and conversational activities (Andriyani, 2015).

Subsequently, Kakunta and Kamanga (2020) assert that the Audio-Lingual Method places strong emphasis on repetition, imitation, and the practice of structural patterns. Students learn through repetition exercises and modeled dialogues, which strengthen pronunciation and accuracy but limit communicative spontaneity. A method of teaching foreign languages that prioritizes oral competence and the formation of linguistic habits through listening, repetition, and memorization of dialogues and sentence patterns. Its objective is the automatic acquisition of structures that allow the student to respond fluently in real life (Vireak & Bunrosy, 2024).

Celce-Murcia et al. (2014) explain that the primary purpose of Communicative Language Teaching is real-life communication. This approach seeks to develop fluency and communicative competence through interactive activities. The role of the teacher is to transmit knowledge and facilitate learning, while the student assumes an active and participatory role. This approach is based on students conveying and understanding meanings in real-life situations, encouraging interactive activities and meaningful language practice (Richards & Rodgers, 2014).

Another relevant approach is the Task-Based Learning, an educational approach where teaching focuses on the completion of a meaningful task with real-life application rather than on teaching isolated grammar or vocabulary. It promotes problem-solving skills and helps learners develop fluency and accuracy while engaging in collaborative or individual tasks (Littlewood, 2004). Ultimately, the Total Physical Respond connects speech with physical action to facilitate learning, repetition, along with motor activity, strengthens memory connections, and facilitates recall. It is a language teaching method that uses physical movement to connect language and learning, like children learn their native language (Richards & Rodgers, 2014).

English language methods

Okonkwo and Danner (2022) indicate that English Language Methods are a key element in effective English language teaching, as they provide theoretical and practical guidance for instructional planning. These methods combine linguistic, cultural, and pedagogical principles that help teachers design clear lessons, choose appropriate activities, and support meaningful teacher–student interaction. In reading instruction, the selected methods influence how students interact with texts, understand information, and build meaning (Lin, 2016).

Thornbury (2025) conceptualizes that the term method refers to a way of teaching a language based on a coherent set of principles linked to specific techniques and procedures that facilitate the learning of English. These approaches reflect beliefs or theories about learning a second language. Richards and Schmidt (2010) suggest that the approach raises general ideas about language learning; conversely, the method translates those ideas into concrete actions within the classroom. One method guides the selection of content and activities, the teaching strategy, organization of lessons, techniques, and evaluation of student performance.

Larsen-Freeman (1990) mentions that the relevance of English Language Methods in contemporary education lies in their ability to address diverse learning needs and promote active learning. Modern classrooms require approaches that move beyond rote practice and emphasize understanding and meaningful learning. Methods focused on interaction, scaffolding, and learner-centered instruction support reading comprehension by guiding students before, during, and after reading. When applied effectively, these methods enable teachers to use guided reading strategies that enhance comprehension monitoring, vocabulary development, and overall text understanding

Content-based instruction

Content-Based Instruction is a teaching method that combines language learning with academic subject content, such as history or science. Instead of emphasizing grammar or isolated vocabulary, it promotes language development through meaningful interaction with content. This method maintains a dual focus on language and subject goals, allowing learners to develop language skills while 17

acquiring academic knowledge. Additionally, CBI encourages active use of the target language to understand, analyze, and communicate information (Roodsari & Harrison, 2024).

Direct method

Kiourtzidis (2023) affirms that the Direct Method focuses on natural and communicative language teaching by using only the target language and avoiding translation. It emphasizes listening and speaking before reading and writing, with grammar taught inductively through examples and real-life contexts. Classroom activities include question-and-answer drills, role-plays, storytelling, and the use of real objects or pictures to teach vocabulary, encouraging active participation and spontaneous language use (Batool et al., 2017).

Natural approach

The Natural Approach is a language teaching method that aims to develop second language acquisition in a way like first language learning. It prioritizes communication and comprehensible input over explicit grammar instruction, ensuring understanding before language production. Learning takes place in a low-anxiety environment that reduces the affective filter and builds learner confidence. Oral production is not forced, allowing students to speak when ready and develop fluency through interactive activities such as role-playing, storytelling, and contextualized tasks (Krashen & Terrel, 1998).

Community language learning

Pangeran (2025) considers Community Language Learning is a humanistic language teaching method that promotes a supportive learning community through collaboration and emotional security. Based on Counseling-Learning theory, the teacher acts as a counselor who guides learners while they actively participate in the learning process. This method integrates learners' emotions, thoughts, and prior knowledge with language learning, fostering self-expression, self-acceptance, and confidence. Common techniques include group discussions, reflective dialogue, and collaborative problem-solving (Richards & Rodgers, 2001).

Instructional method

According to Anderson and Dron (2012), the integration of technology has transformed instructional methods, leading to the emergence of digital and hybrid models that combine face-to-face and online learning environments. These models promote flexibility, convenience, and adapted lessons, allowing students to learn at their own pace. The use of multimedia tools and collaborative software has improved student participation and motivation, moving from fixed methods to more dynamic systems that adapt to changes in the educational context (Smart et al., 2004).

Moreover, Reigeluth et al. (2017) explain that today's educational system understands that teaching involves much more than simply transmitting knowledge to students. Knowledge must be complemented by the development of skills, values, and critical thinking. Effective instructional methods depend on the relationship between instructional design theories, educational theories, and learning objectives (Li, 2023). Instruction methods must be tailored to the needs, prior knowledge, and context of the learners while achieving consistency between the teaching methods and objectives.

Akdeniz (2016) demonstrates that instructional method refers to the systematic methods, strategies, and approaches that teachers use to facilitate students' learning. Knowledge transfer and the systematic arrangement and delivery of educational material so that learners understand, remember, and use the knowledge acquired effectively (Lombardi, 2018). It is a core component of the teaching-learning process as it sets the parameters and elements of educational activities and encourages engagement.

Techniques in teaching shifted from direct teaching and rote memorization to integrating both cognitive and metacognitive strategies where reflection, analysis, and independence are necessary (Joyce & Weil, 2015). Dewey (1916), methods based on experiential and interactive learning have emerged, emphasizing the importance of active, meaningful learning. Gagné (1985) classifies techniques in instruction through the theory of learning conditions, distinguishing types of instruction depending on the objectives of the education and the profile of the learners.

Dmitrichenkova and Dolzhich (2020) claim that choosing the right method of instruction is vital for the teaching-learning process and for students to understand the content, engage with it, and learn it with respect to their individual needs and self-direction, while also learn critically. In contrast, Patel (2020) informs that such methods are called techniques whereby, in one of the existing systems, methods of teaching are classified into three broad categories: interaction-centered, teacher-centered, and learner-centered.

Interaction-centered

Interaction-centered emphasizes a form of communication and collaboration among students, which in this study is essential to guide learners toward meaningful comprehension through participation (Tecnia Institute of Advanced Studies, 2021). From this perspective, students work mutually, sharing information, solving problems, participating in questioning and answering sessions, role-play, brainstorming, learning through games, and immersing in authentic cooperative situations (Vinogradova et al., 2018).

Teacher-centered

Ghafar (2023) proves that teacher-centered methods mainly include lectures and demonstrations, in which the teacher plays a leading role in conveying the content. Learners gain knowledge mainly through the teacher's explanations and support. Likewise, the educator is responsible for designing lesson plans and assessments, cultivating students' interests and areas of specialization, and creating a learning environment that supports participation (Lathan, 2025).

Learner-centered

Learner-centered methods regard students as active agents who bring their own knowledge and ideas, which influence the assimilation of new information (Olugbenga, 2021). This perspective shows that learning is constructed, not simply transmitted, highlighting students' responsibility and fostering an active classroom where the teacher acts as a facilitator (Medical College of Wisconsin, 2022). A shift that promotes autonomy and critical thinking, adopting a more reflective and participatory role.

Guided reading strategy

Shanahan (2024) notes that guided reading is an instructional strategy that involves a teacher working with a small group of students who exhibit similar reading behaviors and reading levels. Marie Clay was a key figure in the development of Guided Reading through her studies on the process of reading development. Her observations led to the creation of the Reading Recovery program, an early intervention model based on observation, differentiated instruction, and leveled texts, principles that directly influenced the practice of Guided Reading. Subsequently, Fountas and Pinnell (1996) systematized and expanded this strategy in primary education by developing the well-known *A to Z* text-leveling system and publishing a series of key instructional books. Through this framework, the teacher acts as a facilitator during the reading, providing support at the before, during, and after reading stages through strategies (Miller, 2010).

Before reading strategies

Previewing the text

According to Valeri-Gold (1987), previewing allows students to establish clear purposes for reading and make predictions that reinforce and improve the learning process, helping the reader to process information more effectively. This strategy consists of observing the paratextual elements of a reading, such as titles, subtitles, or key terms, to anticipate the content, helping students activate assumptions about the information they will encounter and guiding their initial understanding (Arce, 2000).

Activating prior knowledge

Belouiza et al. (2024) conceptualize that prior knowledge activation is key because readers' understanding is based on the relation between a text and students' prior experiences, which suggests that comprehension improves when learners actively connect new content to what they already know and apply it meaningfully. Ferlazzo and Sypnieski (2018) show that this strategy activates prior knowledge before reading, enhancing students' ability to relate new information to previous experiences and improving overall comprehension and engagement.

Setting a purpose for reading

Defining a purpose before reading involves setting clear goals, such as finding specific information, answering a question, or understanding a main idea (Eze, 2016). This strategy helps the reader concentrate on key points and read more systematically, as it guides attention to specific aspects of the text and motivates the reader to verify the achievement of their objective in reading (Washington, 2007).

During reading strategies

Guided questioning

Irawati (2019) claims that guided questioning is where teachers ask questions throughout the reading process, fostering active thinking and assisting students in surpassing the basic reading comprehension level. The teachers promote the making of inferences, the recognition of main ideas, and the resolution of questions. Mishra et al. (2024) emphasize that the strategy of questioning the students concerning the text is one of the most effective methods to promote comprehension.

Think-aloud

According to Israel and Duffy (2009), the think-aloud approach requires expressing learners' thoughts aloud, which, in turn, assists learners in grasping the mechanisms of memory. However, some thoughts take time to verbalize; students can understand ideas even if they cannot express them immediately (Alqahtani, 2015). Nevertheless, this strategy is employed to promote higher-order thinking skills, such as analysis, evaluation, and creation, to enhance comprehension.

Highlighting/annotating

According to Campbell (2025) indicates that marking and annotating while reading helps students organize and remember relevant information. These graphic strategies for text processing support the identification of key ideas, encourage active interaction with the text, and promote deeper learning (Simpson & Nist, 1990). That means that annotation turns reading into a dialogue between the text and the reader, in which the reader leaves traces of their thoughts, questions, and discoveries.

Chunking the text

The chunking reading strategy consists of dividing a complex text into smaller, more manageable segments, which students then restate in their own words (Ruzui, 2024). This strategy can be applied to texts of varying lengths and difficulty levels. By using chunking, students enhance their ability to identify key concepts and main ideas and improve their paraphrasing skills (Keenan, 1984). Thus, it facilitates the organization and synthesis of information, facilitating fluency and comprehension.

Monitoring comprehension

Pressley and Afflerbach (1995) indicate that monitoring comprehension is a metacognitive strategy that enables readers to consciously monitor and regulate their understanding. It involves identifying moments when comprehension is hindered and making decisions to overcome them by applying appropriate repair strategies, such as re-reading, questioning, or summarizing (Baker, 1979). Readers assess their comprehension to ensure the text makes sense and ideas connect logically.

After reading strategies

Summarizing

Duke and Pearson (2002) maintain that summarizing is the process of expressing the most essential ideas or information from a text in students' own words, concisely and coherently. Summarization enables students to identify and distinguish the key concepts of a text, disregard irrelevant details, and integrate the main ideas into a meaningful whole (Malaj, 2020). Furthermore, summarizing enhances retention of reading and serves as an effective tool for monitoring comprehension.

Discussion

Sedita (2025) claims that the discussion strategy refers to the act of sharing viewpoints, sharing and contrasting various explanations, and building the overall structure of the meaning of the text through discussion. This strategy encourages the establishment of a comprehensive understanding by taking into consideration the various perspectives (Alvermann, 2002).

Retelling

As Morrow (1985) defines, retelling is the ability to process stories by students after reconstructing them, either orally or in writing, in order that the events happen to retain chronological order. This method requires students to draw on the story structures they have learned and apply them effectively to the new text (Sutherland, 2022). Thus, this implies that effective retelling engages learners in reorganizing meaning rather than merely recalling isolated details.

Making connections

According to Simon (2025), this strategy involves students linking the content of a text to their own experiences (text-to-self), to other texts they have read (text-to-text), or to real-world events and situations (text-to-world). This process makes reading meaningful, increasing motivation and deepening comprehension by allowing students to interpret and evaluate information from different perspectives (Fuchigami, 2024).

Critical thinking questions

The critical thinking questions strategy involves students, after reading, formulating and answering questions that lead them to analyze the author's intention, identify possible biases, evaluate the evidence presented, and reflect on the implicit meanings (Cubukcu, 2011). Paul and Elder (2006) explain that this approach fosters a deeper understanding of the text, develops analytical skills, and encourages independent and critical thinking about the reading.

According to Fountas and Pinnell (2018), planning and organization are the fundamental aspects of creating an effective guided reading class to support students' learning experiences. Identifying the essential elements of guided reading strategy is necessary to keep the required structure and conditions for meaningful teaching.

Small-group instruction

Fountas and Pinnell (2011) explain that guided reading is a small-group instruction where the teacher selects a text of an appropriate level, presents it, and delivers instruction that supports its understanding. Therefore, Jhonson (2022) narrates

that in small groups of 4-5 students work together on an activity or task where they think, converse, and practice, while the teacher monitors and supports their learning.

Text leveling system

The text leveling system, known as the alphabet from A to Z, is a method that classifies books or reading materials according to their level, in a progressive way, to guide students in their reading development (Cwiek et al., 2012). Each letter of the alphabet represents a specific level of complexity; for example, A-level texts would be simple, with few words and short sentences, while more advanced levels, Z, contain longer texts, a larger vocabulary, and complex grammatical structures (Barthes, 1994).

Text selection

According to Serravallo (2024), selecting appropriate texts involves considering factors such as book size, print quality, spacing between words and lines, and familiarity with the vocabulary. Additionally, a balance between known and new vocabulary, sentence complexity, and the predictability of grammatical structures is essential, as texts with recurring patterns facilitate comprehension (Heinemann, 2020).

Students assessment

Marion and Domaleski (2025) argue that assessment helps educators supervise students' processes, progress, and the achievement of outcomes. Therefore, professors can customize teaching, accordingly, using techniques such as observations, reading record analysis, monitoring comprehension, and standardized testing (Clay, 2014). With quality assessments, educators can determine appropriate texts, student grouping and apply techniques to use for direct instruction.

Teacher support

The teacher's responsibility is to support and facilitate learning rather than simply transmit information, accompanying and guiding students throughout the reading process (Schwartz, 2005). Teachers set an example and guide students while they tackle a text, guide them step by step, and help them navigate through the most complex parts (Hegwood, 2024).

Dependent variable

English language skills

According to Husain (2015), language is a distinctive human attribute that allows for the expression of thoughts, emotions, and ideas within a social context. It is not simply a collection of words, but a systematic, rule-governed means of communication in which the arrangement of words determines meaning. Language emerges as an essential social and communicative tool for interaction. Furthermore, language is considered a skill rather than a content-based subject, belonging to the psychomotor domain, as it involves active performance. It encompasses four fundamental subskills: listening, speaking, reading, and writing, which together form the basis of effective communication (Dash, 2013).

Koneru (2011) states that students develop a strong linguistic competence when they understand a language and practice it continuously. The principal aim is to attain communicative competence, which is the ability to use a language effectively. This ability allows students to recognize and express messages that are intelligible and relevant to the situation. This can be achieved in academic, professional, and interpersonal situations. Thus, mastery of the English language is not only knowledge of the language; it also includes the ability to use it to communicate efficiently in everyday and work-related situations (Simon & Simon, 2025).

English language skills refer to the four fundamental abilities required for effective communication: speaking, listening, reading, and writing. These skills are categorized into two types: productive skills, which include speaking and writing, where the pupil actively produces language. Receptive skills, where learners understand the language presented to them (Golkova & Hubackova, 2014). On the other hand, there are the receptive skills, a term used for reading and listening; basically, they are skills whose meaning is extracted from the meaning of the speech, forming the core of language competence, allowing students to communicate, understand, and share ideas in different situations (Al-Jawi, 2010).

Mishra (2017) emphasizes that speaking is a productive skill in the oral mode, involving the articulation of sounds through different vocal organs, and it represents a

complex cognitive and linguistic process that extends beyond simply pronouncing words. It manifests in different communicative situations like dialogues and conversations, and non-interactive contexts such as recordings. Speaking can take formal or informal forms, and it is one of the skills that students aim to develop, as fluency in oral communication increases personal confidence and fosters effective social and academic interaction (Geok, 2013).

Writing is a productive skill in the written mode and consists of communicating thoughts and ideas through graphic symbols, which is regarded as the most complex of the language skills, as it requires coherence, organization, and mastery of grammar, spelling, vocabulary, and textual structure (Phuler, 2023). Writing is used in personal, academic, and social contexts, addressing both specific and general audiences. Moreover, it has played a fundamental role in the preservation of history, the dissemination of knowledge, and the establishment of cultural, educational, and legal systems throughout human development (Geok, 2013).

According to Craven (2023), one of the main receptive skills is listening, which consists of the volunteer registering and processing sounds of discourse and making sense of them. Another step that calls for consistent mental effort and involvement is listening. It is crucial because it improves students' pronunciation, intonation, stress, and vocabulary so they can interact with others and communicate. One of the main advantages is to increase self-esteem and improve mental health and academics in general. Moreover, the strongest predictor of the ability to learn and use more of a given language for various purposes in an efficient manner is that it improves the ability to understand and respond to various situations (Geok, 2013).

Interaction with written or printed words is made possible by the ability to read. Students can interpret signs and symbols by deciphering them. This contributes to the development of vocabulary and improves comprehension of the material presented, which enables the reader to create meaning in a deeper and more contextualized manner by fusing their past knowledge, personal history, and social surroundings (Purnama & Ramdhani, 2023). Furthermore, it also helps improve and develop language and thinking ability, which leads to comprehension and engagement with different forms of discourse in a reflective and deep-thinking manner (Geok, 2013).

Receptive skills

Ivančić and Mandić (2014) mention that language skills can be classified into two main types: receptive and productive. Receptive skills are those that allow readers to receive and interpret information, such as listening and reading. On the other hand, productive skills involve the active use of language to express ideas, as in speaking and writing. Another classification distinguishes between auditory and graphic skills, where auditory skills relate to listening and speaking, while graphic skills focus on reading and writing (Al-Jawi, 2010). The transfer from receptive to productive competence is a gradual process that develops through consistent exposure and practice.

Isma (2013) points out that language skills are divided into receptive and productive. Habitually, they have also been grouped as active skills, writing and speaking, and passive skills, including listening and reading. Ivančić and Mandić (2014) highlight that receptive skills are based on the recognition and extraction of meaning from spoken or written language. The main objective of developing these skills is to improve students' ability to understand and interpret texts using their previous knowledge. Strengthening receptive skills favors general language competence because it simultaneously improves listening and reading comprehension.

Listening

Ehtigad (2024) emphasizes that listening is a receptive skill that involves interpreting language rather than producing it. It consists of more than simply hearing what is being said; it also entails understanding the intentions of words, feelings, and goals of communication. The aim of developing listening comprehension is to facilitate learners to be able to accurately identify and process spoken information at different levels, from sound and word recognition (Gulam, 2025). This skill requires mental effort, as it involves the identification of facts and opinions, the main idea, and contextually new words from the rest of the text.

As Schmidt (2016) explains, there are two main types of listening: extensive and intensive. Extensive listening occurs outside the classroom and involves materials that students choose for pleasure or interest, promoting motivation, fluency, and vocabulary acquisition. In contrast, intensive listening is a more focused, teacher-

guided practice that aims to achieve specific academic objectives through detailed comprehension activities (Chu, 2016). The integration of both types allows more comprehensive auditory competence by offering diverse opportunities to strengthen listening abilities in natural and instructional contexts.

According to Vandergrift and Goh (2012), teaching listening effectively requires employing strategies that support learners before, during, and after listening tasks. Activities that introduce the theme or topic of study help to activate prior knowledge and clarify the listening purpose. During the listening phase, tasks that focus attention on a particular detail are designed. Activities that center on listening to the text and tasks that focus on listening help to consolidate understanding through reflection, discussion, or summarization. The listening task structure guides and targets the process as well as the level of comprehension, and the stages promote and enhance students' metacognitive awareness (Craven, 2023). Therefore, students can self-monitor and assess their individual listening process.

Reading

According to Broughton et al. (1980), reading is not a simple mechanical activity, but a complex cognitive skill composed of multiple sub-skills. Initially, the reader must recognize the basic graphic forms that appear in a text, such as figures, lines, and points, as well as identify their differences. Subsequently, these graphic symbols must be associated with linguistic elements, understanding that they represent letters and words rather than simple drawings. Finally, reading requires a higher level of intellectual and abstract processing, in which the reader comprehends that the written symbols correspond to the sounds of the language.

Harmer (1998) maintains that every time students engage with a text, they must employ distinct reading strategies for various objectives. Extensive reading involves going through large amounts of text for general understanding, typically using materials that students choose themselves based on their own interests and preferences, such as comics, as this tends to activate and sustain a reader's motivation and interest. This differs from intensive reading, which is a highly focused and methodical approach used to identify various text structures, make predictions, and determine the contextual meaning inferred from the text (Ali, 2019).

Reading skills

Spratt et al. (2011) highlight that reading is one of the four language skills, along with writing, listening, and oral expression. Reading means making sense of the written text by understanding the language of the text at different levels: words, sentences, and the whole text. In addition, when addressing reading skills, the reference is to the set of abilities required by readers to comprehend, interpret, and analyze a written text.

Skimming

The skimming strategy involves reading a text quickly to grasp its overall meaning without focusing on specific details, allowing the activation of prior knowledge, setting a clear purpose, and increasing interest and comprehension. This reading practice emphasizes key elements such as first sentences, names, dates, or events (Flores A. A., 2020). It is used in the pre-reading phase to obtain a general idea and organize information before mentally before detailed reading.

Scanning

According to Grellet (1981), scanning focuses on locating specific information, such as dates, numbers, or supporting details, without deeply analyzing the entire passage. Practically, readers can focus on the objective of their reading, since recognizing the purpose of reading a text and what is sought facilitates the identification of relevant information. This strategy can be applied mainly during the reading process, when students search for specific data, in which students identify relevant clues and read the necessary sections to obtain the required information.

Inferring

Casey (2022) verifies that inference is a skill that readers begin to develop over time and experience. It consists of making assumptions about information that is not explicitly stated, using the reader's prior knowledge, and the information in the text, as it allows readers to interpret, make critical judgments, and connect ideas in meaningful ways. Inferences are applied during reading by analyzing the text's structure, examining the title's function, considering multiple interpretations, and promoting critical questioning through audio-visual elements.

Predicting

Predicting allows readers to anticipate events, actions, or outcomes in a text by interpreting clues from titles, images, or graphs and integrating them with their prior knowledge to form informed assumptions about the content (Hasruddin et al., 2021). According to Despins (2024), this skill is used in the classroom before the reading section as students examine the text and visual materials to draw on previous knowledge and get deeper comprehension.

Reading for detail

Spratt et al. (2011) clarify that detailed reading consists of carefully examining a text to obtain accurate information. This strategy involves a slow, comprehensive, and analytical reading, which allows readers to understand the literal meaning of the text, enabling them to accurately interpret the author's message and improve comprehension. Avellaneda (2020) proposes that reading for detail is utilized in the pre-reading phase since it helps readers concentrate on analyzing each section of the text to understand the content and retain key information.

Deducing meaning from the context

Ożóg (2013) conceptualizes that deducing meaning from context involves readers deciphering the meaning of unknown words or expressions by examining the contextual situation of the material. This process concerns using previous knowledge, language skills, and logical conclusions to understand the significance of a text (Olayinka, 2025). This skill is used during the reading phase, where students analyze elements of the text itself and activate prior knowledge.

Understanding text structure

Spratt et al. (2011) remark that understanding the structure of the text involves recognizing the general development of certain types of texts. Text structures facilitate explicit instruction on patterns such as description, comparison-contrast, sequencing, cause-effect, and problem-solution, enhancing comprehension of academic texts (Roehling et al., 2017). Thus, it is operated during reading to identify main ideas and logical relationships between concepts.

Reading comprehension

Israel and Duffy (2009) report that in the first half of the twentieth century, the teaching of reading comprehension was not central or structured and was promoted through teacher questions to guide the discussion, without systematic strategies. Huey (1908) anticipates constructivist positions by stating that reading consists of creating meaning from the author's footprints, while Thorndike (1917) describes it as a complex reasoning process. Subsequently, David (1944) proposes a psychometric framework that reduces nine categories to two factors: word factor vocabulary, and reasoning factor inference and connection to prior knowledge.

According to Elleman and Oslund (2018), reading comprehension can be understood as a process of interaction between the reader's prior knowledge and the ideas that the text explicitly expresses. The text constitutes a set of linguistic elements that require interpretation, representation, and application, helping readers develop the ability to link the information read with their own context and experiences, which allows them to reach a deeper understanding and generate personal criteria. Therefore, it is crucial in the academic setting since it serves as the foundation for learning in any subject, from reading children's stories to interpreting specialized and complex materials.

Bojovic (2010) verifies that reading is a process of interaction between the reader and the text in which the reader attempts to fulfill the goals that direct their reading. The reader plays a central role, since they interpret the information in the text considering its purpose. Furthermore, reading is fundamentally about comprehension and interpretation rather than just knowing how to recognize every word. As a result, reading integrates elements that give the act of reading depth and meaning, including prior knowledge, feelings, experiences, and the broader context (Montaña et al., 2017).

Reading comprehension levels

Reading comprehension is a complex cognitive process that involves different levels of understanding. The classification of reading comprehension levels can be described as follows: literal comprehension refers to the ability to identify explicit information presented in the text. Inferential involves understanding implicit meanings,

concluding, and reorganizing information to infer the author's message. Critical comprehension represents the highest level, where readers evaluate, judge, and analyze the content based on their knowledge, logic, and values (Safitri & Melati, 2023).

Literal level

Al-Rimawi (2022) suggests that literal reading, which concentrates on the ideas that an author directly articulates without the requirement for a depth analysis and synthesis of other parts, is the most fundamental and universal reading talent, especially in the early stages of education. They are only remembering and identifying the basic structural elements of the text, such as characters, settings, time, events, and more (Flores, 2019). Likewise, it allows the identification of the main idea of a paragraph or a complete text, as well as the sequence of actions or events reported.

Suhadi (2016), the literal level consists of identifying and remembering key concepts or information that have been explicitly stated. The development of literal comprehension is important in the context of education because it enables students to recognize and understand surface meanings before comprehending more complex meanings and engaging higher cognitive processes like analysis and evaluation. Thus, the command of literal comprehension not only covers the way for learners to succeed in education but also facilitates advancement in reading independence and confidence in the understanding of the text (Burke et al., 2025).

Inferential level

Fabrikant et al. (1999) add that inference can be understood as a cognitive process that serves as the mental foundation for constructing more complex levels of reading comprehension. Before reaching a conceptual understanding, the reader must infer information not explicitly stated in the text, filling in the missing information through the interaction between previous knowledge and new information. This process requires the activation of background knowledge and the ability to interpret contextual clues. The connection between the different parts of a text becomes possible as the reader identifies and recovers the implicit information (Kamagi, 1960).

Royeras and Sumayo (2024), reading comprehension models recognize inference as a process present before, during, and after reading that improving which skill directly contributes to the development of reading comprehension in students. Any information obtained from the text that is not explicitly expressed is called inference. When attempting to comprehend a message, the reader creates a mental representation. Though it is a natural ability that can be developed based on different contextual conditions, inference is a mental activity that is not necessarily conscious or deliberate (Bilge & Bayar, 1989).

Critical level

Ugalino (2018) states that critical reading represents an advanced level of reading comprehension, since it is not limited to capturing the explicit content of the text or deducing implicit meaning, but also requires an evaluative stance towards the content. In this type of reading, readers apply their prior knowledge, personal criteria, and experiences to analyze the text from a reflective and conscious perspective. Lastiri (2022) verifies that critical comprehension consists of recognizing the reading information passively and critically to make value judgments. Therefore, the main objective of this level is to comprehend, analyze, compare, and reflect on the text.

Wallace and Wray (2011) verify that at this level of advanced critical reading, readers can approach the text more analytically, examining the assumptions, supporting details, and gaps. Instead of being merely passive participants, readers actively engaged in a conversation with the text by hearing its voices and responding appropriately. In addition to organizing the arguments, the reader interprets the underlying stakes, interests, biases, and presumptions that are influencing the conversation (Sari, 2021). Moreover, in critical reading activates readers reconcile the text with other materials, reflect on internal contradictions, and produce their unique responses from the reading.

The key comprehension strategies

According to the Texas Educational Agency (2002), good readers use a variety of strategies to construct meaning while reading, such as interacting with the text, making predictions, visualizing, summarizing, asking questions, etc.

Activating prior knowledge

Solé (1993) considers that activating prior knowledge helps students to achieve a deeper understanding when new information is meaningfully connected to their knowledge. Information is moved to working memory when teachers ask students to retrieve it from their schemas, which facilitates the development of connections with the new material (NSW Department of Education, 2025). This process also helps the brain make stronger connections and makes it easier to remember and use information later.

Self-monitoring

Lynch (2019) states that autonomous reading is when students read independently, and they are able to govern their comprehension and spot comprehension gaps in difficult texts since they are not dependent on the teacher's ongoing assistance. Consequently, Kolic-Vehovec (2022) adds that students increase their reading independence, achieve a deeper understanding of texts, and develop greater responsibility for their own learning. In this sense, this indicates that autonomous reading cultivates self-regulated comprehension skills.

Self-questioning

Barrutia et al. (2025) support that self-questioning is a teaching strategy in which the instructor monitors students' mistakes during reading and addresses them indirectly, focusing on individual learners without disturbing the class. This strategy encourages students to formulate their own questions, rather than depending exclusively on those provided by the teacher (Marli & Thomas, 1978). This practice fosters active engagement in the reading process by directing the reader's attention to essential information and promoting the identification of main ideas and meaningful connections.

Note-taking

Siswanto (2019) indicates that note-taking is an essential skill to promote comprehension and deep learning, which allows learners to organize ideas, maintain attention, record key information, and critically reflect on the text. When students

concentrate on the key points and paraphrase instead of copying verbatim, this strategy works well. The most common methods of taking notes include annotating from memory, reading a passage, pausing, and writing recall; directly marking the text through underlining or marginal notes; and developing graphic organizers that facilitate the visualization of relationships between concepts (Bahrami & Nosratzadeh, 2017).

Summarizing

As Khoshsima and Tiyar (2014) point out that summarizing promotes autonomous and deep learning since it allows readers to concentrate on the main ideas of a text, organize the information in a clear conceptual framework, and consequently, improve memory and comprehension. By summarizing, the reader selects the essential points and establishes connections with their previous knowledge, which favors more critical and lasting learning (Solé, 1993). Likewise, by helping students form a clear mental picture of the content, summarizing helps them build a strong understanding of facts and ideas, going beyond just reading the text.

Inferring

Casey (2022) affirms that when an author says something, the reader must actively absorb and integrate many components from the text to fully comprehend the author's meaning. This is known as inferring. This involves analyzing the text's signals and combining them with the reader's circumstances, experiences, and prior knowledge. The capacity to infer allows learners to foresee the text's outcome, hypothesize about its future development, and uncover complicated meanings, unsaid emotions, and underlying or unwritten conditions (Oleander & Queensland, 2016).

Visualizing

According to Musdizal (2019), visualization is a cognitive strategy that consists of the reader's ability to create mental images from the information in the text. This technique transforms verbal content into visual representations, making reading more meaningful and closer to the student's personal experience. Consequently, visualization enhances comprehension and memory while also stimulating creativity and motivation towards reading (Hanna, 2020).

1.3 Objectives

General objective

- To examine the perspectives of learners on the use of the guided reading strategy and reading comprehension.

Specific objectives

- To explain the guided reading strategies applied in the phases before, during, and after reading that contribute to the development of reading comprehension.
- To identify the key components of the guided reading strategy that support students' reading comprehension
- To describe the levels of reading comprehension that students achieve through the application of the guided reading strategy.

1.4 Fulfillment of objectives

All the objectives established in this research were satisfactorily achieved through the collection and analysis of data obtained from a survey, which addressed the questions derived from each specific objective. The information obtained was essential for analyzing students' perceptions of the comprehension achieved during the guided reading sessions. Regarding the first objective, explaining the guided reading strategies applied before, during, and after reading, the findings clarified how these strategies significantly support the comprehension process and highlight the role of guided reading as an instructional tool. Identifying the key components of the strategy enabled to recognize which aspects were perceived as most useful to improving understanding. Finally, describing the levels of comprehension achieved through guided reading allowed to identify both students' achievements and their difficulties. For this purpose, the survey included questions that allowed participants to express which strategies they use, which they consider most effective, and the comprehension levels they encountered limitations. This data was crucial to understand how the guided reading strategy can contribute to the strengthening of reading comprehension, also allowing to establish the necessary bases to propose future pedagogical interventions aimed at improving the performance of students in this area.

Chapter II.- Methodology

2.1 Materials

To accomplish the objectives of this research project, a series of materials was deemed essential to develop, covering each phase of the study. These materials included bibliographic and human resources, as well as technological tools for researching the topic of Guided Reading Strategy and Reading Comprehension, which were essential for ensuring the validity and analysis of the information.

2.1.1 Instruments

The initiation of the research project was marked by the design of a structured questionnaire, centered around three main options, each aligned with the research questions formulated: "What guided reading strategies applied in the phases before, during, and after reading contribute to the development of reading comprehension?" "What key components of guided reading strategy support students' reading comprehension?" "What levels of reading comprehension do students achieve through the application of the guided reading strategy?"

Conversely, a survey is a data collection instrument used to gather information about the characteristics, opinions, or behaviors of a specific group. It aims to describe, evaluate, or analyze trends within a population, allowing researchers to draw conclusions or generalize based on participants' responses (Glasow, 2005). The survey was developed and organized into three sections, each designed according to the research objectives and directly aligned with the corresponding research questions. The questionnaire included 21 items on a five-point Likert scale (1 = Never, 2 = Rarely, 3 = Occasionally, 4 = Frequently, 5 = Always).

The first section contained 13 items, examined the guided reading strategies that contribute to the development of reading comprehension. The second section, comprising 5 items, focused on the components of guided reading that support reading comprehension. Finally, the third section included 3 items aimed at the levels of reading comprehension that students achieve through the application of the guided reading strategy.

2.1.2 Population

The participants considered for this research included students from the *Unidad Educativa del Milenio Cacique Tumbala*, located in the rural parish of Zumbahua, Pujilí, Cotopaxi, Ecuador, which serves a predominantly rural and indigenous population. In total, 66 students took part in the study, consisting of 35 women and 31 men, whose estimated English proficiency corresponds to A2-B1 (beginner-intermediate) level according to the Common European Framework (CEFR). Most students identified themselves as members of the indigenous community, while 3 of them identified as mestizo and just 1 as afro-equadorian. The sample was drawn from a rural area where English is not commonly spoken. In addition, participants had access to basic technological resources, mainly cell phones and, to a lesser extent, laptops, which were employed to enhance their knowledge and to support the application of different educational approaches in the classroom.

Table 1: Population

Gender	Participants	Percentages
Male	31	47%
Female	35	53%
Total	**66**	**100%**

Note: The table shows the total number of participants from the 1st and 2nd BGU who participated in data collection.

2.1.3 Ethical considerations

This research adhered to ethical principles to ensure the integrity of both the study and the participants. For this reason, data collection was conducted anonymously to safeguard the privacy and confidentiality of both students and teachers. Based on ethical principles, the information was used privately, protecting participants' identities for academic purposes only. Consequently, the limitations and possible risks associated with the selected methodologies were acknowledged. Furthermore, the project considered the acceptance and approval of the participants transparently and respectfully, maintaining honesty and transparency throughout the entire process of data collection and presentation. Finally, the use, storage, and distribution of the collected information were managed responsibly and ethically, ensuring that the results

contributed to the academic field without compromising the rights of participants (Gajjar, 2013).

2.1.4 Procedure

The research project was developed rigorously and progressively; thus, a clearly defined protocol was followed to generate an in-depth study of the topic in question. Initially, the first phase was based on an extensive literature review regarding the guided reading strategy and reading comprehension. The use of different academic sources, such as books, scientific articles, and academic databases, was extremely useful for the collection of necessary information. A thorough examination of many libraries and online resources, such as Internet Archive, Google Books, Scribd, ResearchGate, and Academic Google, was also part of the research process.

After this phase, the implementation of the instrument design began, the purpose of which was to analyze the impact of the guided reading strategy and the development of reading comprehension. To develop the survey, the specific research objectives were operationalized into three research questions, which covered the knowledge and dimensions necessary for the study. Each of these questions required a detailed review of the literature, focusing on strategies, essential components of guided reading, and levels of reading comprehension. The results of this analysis were translated into carefully worded and structured items in a closed-ended question format, using the Likert frequency scale (always, often, occasionally, rarely, and never).

Once the instrument had been structured, the validation process began to verify its reliability and validity. First, the instrument was subjected to a content validation process by five professionals, who, using Aiken's V method, evaluated the consistency, cohesion, and relevance of the questions, which ultimately had an acceptance level of 0.98, confirming its scientific validity. Some items containing feedback were analyzed to make adjustments that optimized the accuracy and comprehension of the questions. In addition, a pilot test was administered to ten students. Subsequently, the pilot data were processed using the SPSS (Statistical Package for the Social Sciences) program, applying validation techniques that included Cronbach's alpha coefficient, whose value of 0.950 demonstrated high internal consistency and reliability of the instrument.

Once the validation process was complete, the data collection phase was carried out with students from the first and second years of high school at the *Unidad Educativa del Milenio Cacique Tumbalá*. The application began with a brief presentation and general explanation of the research topic and objective, using slides to ensure understanding of the procedure. To facilitate the administration of the survey, the digital link was shared with the class representatives, who shared it with the rest of their classmates. The instrument was structured in four sections: the first contained general information about students, while the remaining three were related to the research objectives. Participants were invited to respond, contributing their personal perceptions and experiences regarding the guided reading strategy and reading comprehension.

After collection, the data were processed and statistically analyzed in the SPSS program, where the calculation of means and the organization of the results in data tables were performed. Finally, after the analysis, conclusions were derived for each objective; similarly, recommendations were formulated that offered a clear understanding of the guided reading strategy and reading comprehension. The processes implemented in each of the stages of this research were central axes that guaranteed the integrity, coherence, and credibility of the research work, contributing to the academic field.

2.2 Mixed Approach

Mixed methods research emerges as a valuable alternative to address complex problems in fields such as education, health, and social sciences, as it involves the inclusion of both quantitative and qualitative approaches within a single study or across a sequence of studies to achieve a deeper level of understanding than would be possible employing a single method or even multiple methods within a study (Mertens, 2023). Similarly, Clark and Ivankova (2017) add that quantitative research relies on numbers and statistical data to analyze relationships between variables, while qualitative research focuses on experiences, opinions, or perceptions expressed through words or images, and by integrating both approaches, the mixed approach makes it possible to take advantage of their strengths and overcome their limitations, thus providing a broader and deeper perspective.

Ritchie and Lewis (2003) confirm that qualitative research is an interpretive and naturalistic approach that seeks to understand the meanings people attribute to phenomena within their social and cultural contexts, generating non-statistical findings based on participants' experiences, perspectives, and narratives. On the other hand, quantitative research is an approach that aims to explain phenomena through the collection and analysis of numerical data using mathematical and statistical methods. It focuses on objectively measuring social reality, transforming observations into numerical information. Its essence lies in formulating questions that can be answered with quantifiable data, such as percentages, averages, or frequencies, and in designing instruments that convert non-numerical phenomena, such as attitudes or beliefs, into measurable data (Sukamolson, n.d.).

2.3 Descriptive

Guided reading as a reading strategy has been proven to aid in the improvement of reading comprehension of students, and documenting and analyzing this improvement was the focus of this particular research work, of a more descriptive nature. Descriptive research facilitates the analysis of contextual factors in situations that demand focused attention and helps to understand the existing phenomenon. Therefore, the study aimed to observe and describe the guided reading practices that were used in the classroom and to assess the changes in students' reading comprehension, and describe the changes in engagement and achievement as a review of time.

According to Kothari (2004), descriptive research focuses on providing a detailed account of an event from beginning to end, identifying patterns and trends without necessarily establishing cause-and-effect relationships. A study that examines and reports on observable features focuses on characterizing the current state of phenomena without the researcher having control over the variables. Its main purpose is to describe the situation as it exists in the present, through methods such as surveys, comparative studies, or correlational analyses, enabling the recording of facts, behaviors, or preferences and providing a detailed view of reality, and it is commonly used in ex post facto studies to measure frequencies, habits, or trends (Deckert & Wilson, 2025).

2.4 Bibliographic Research

The study incorporated bibliographic research to understand the guided reading strategy and reading comprehension concepts. According to Boussif (2021), bibliographic research is the cornerstone of every scientific research study and is the first step that every researcher must undertake in the development of a research project. It involves the methodical effort of finding and reviewing a body of literature on a particular research topic that spans multiple sources such as books, journal articles, and academic theses. This process allows researchers to appreciate the overall existing body of knowledge to identify gaps in the literature, and it also aids in evaluating previous findings in comparison to a new study and fosters research in a particular area of study. By integrating the findings of previous studies, researchers can conclude and build upon the studies to undertake a more informed study.

Bibliographic research is a way of reviewing past research to determine the existing research within a field and the gaps that remain. Achieving this requires the collection, review, and analysis of materials from a variety of resources such as textbooks, journal articles, and graduate theses. This process establishes the potential and unknown variables that can be useful to support new research. The final output of this process is the ability to build the theoretical and methodological structures to support the quality and relevance of the study (Ocaña-Fernández & Fuster-Guillén, 2021). Review articles do not generate new data but synthesize existing information that serves as a foundation of knowledge for the generation of new concepts. The importance of bibliographic research in a study is to synthesize new research based on the existing knowledge and available evidence in the field. The researchers develop both a descriptive and empirical understanding of the area of study (Boon, 2017).

2.5 Field-Based Research

In this study, field research was the most prominent form of research, as the guided reading process was viewed and described. Data was garnered using student surveys and classroom observations. Reyes-García and Sunderlin (2011) underline that field research is defined as a way of studying and interpreting behaviors in their natural settings. Comprehensive and richer data can be gathered through the researcher's immersive participation. A variety of methods are used, including naturalistic or participatory observation, passive archival research, and field studies or experiments

aimed at ascertaining cause/effect relationships, as well as direct surveys aimed at systematically collecting data on participants' actions, thoughts, and behaviors. It offers a well-rounded comprehension of the phenomenon in context and meets the requirements of describing and explaining the researched phenomenon (Ares, 2015).

Islam et al. (2025) emphasize that field-based research involves the systematic collection of data within natural or community settings, considering ethical permissions, informed consent, and access to participants. Researchers must account for contextual and cultural diversity, socioeconomic and political patterns, and community dynamics. Establishing rapport with participants and managing power relations are essential for accurate data collection. Various methods, such as observation, interviews, surveys, and recordings, are employed to gather information. Previous experience may help in gaining access; however, communities are always changing, so some degree of flexibility and adaptability is necessary. Ultimately, field research offers the best possible understanding of social behavior and phenomena that would otherwise be unobservable in a controlled setting (Kakoly, 2015).

2.6 Research Questions

- What guided reading strategies applied in the phases before, during, and after reading contribute to the development of reading comprehension?
- What key components of the guided reading strategy support students' reading comprehension?
- What levels of reading comprehension do students achieve through the application of the guided reading strategy?

Chapter III.- Results and discussion

3.1 Analysis and discussion of the results

This chapter presents a detailed analysis and discussion of the results obtained from the survey. The main objective is to address three research questions derived from the study's objectives. The data were processed and analyzed using the Statistical Package for the Social Sciences (SPSS), which facilitated the calculation of mean scores and the organization of the results tabulation for clearer interpretation.

The following research questions guide the analysis:

1. What guided reading strategies applied in the phases before, during, and after reading contribute to the development of reading comprehension?
2. What key components of the guided reading strategy support students' reading comprehension?
3. What levels of reading comprehension do students achieve through the application of the guided reading strategy?

Table 2: Guided reading strategies

Item	Mean
When I read a text, I pay attention to the titles, subtitles, or images to form an idea of what the text will be about. [Before reading: Previewing the text]	3,88
When I read a text, I connect the text with my previous experiences. [Before reading: Activating prior knowledge]	3,88
I have a specific purpose for reading; for example, I read to find specific information or to answer questions. [Before reading: Setting a purpose for reading]	**4,14**
My teacher asks me questions while I read to help me understand the text better. [During reading: Guided questioning]	**4,12**
I express my ideas aloud to understand and remember the reading information. [During reading: Think-aloud]	**3,68**
I underline, highlight, or write notes while reading to organize ideas and remember important information. [During Reading: Highlighting/annotating]	3,95

I divide a long text into smaller parts and express the ideas in my own words to understand it better. [During reading: Chunking the text]	3,83
When I do not understand a part of a text, I read it again, ask myself or the teacher questions, or summarize it. [During reading: Monitoring comprehension]	**4,15**
I take the main ideas of a text using my own words. [After reading: Summarizing]	**4,14**
I share my opinions and listen to my classmates to compare ideas when reading. [After reading: Discussion]	3,97
I narrate a story orally or in writing, following the order of events in the text. [After reading: Re-telling]	3,82
I connect what I read with my own experiences. [After reading: Making connections]	4,00
I ask myself questions to think about what the author means or if I agree with his ideas. [After reading: Critical thinking questions]	**4,06**

Note: The table shows the mean scores of the items, based on students' responses to the Likert scale: 5= Always, 4= Frequently, 3= Occasionally, 2= Rarely, and 1= Never.

Analysis and interpretation

This study's findings suggest that students tend to use a range of guided reading strategies during all three stages of reading. In the pre-reading phase, setting a purpose strategy had the highest mean (m = 4.14), indicating that most students start reading purposefully, like to extract details, or find answers to comprehension questions. Reading with a purpose enhances concentration, aids in achieving goals, and focuses attention on the major components of the text and understanding, thereby promoting deeper cognitive engagement. Such engagement encourages the initiation of pre-reading processes that allow students to hypothesize, structure, and effectively supervise their journey through the text.

Alternatively, during the reading stage, the most used strategies were monitoring comprehension (m=4.15), which proves that students are capable of self-regulating their reading process, since when they do not understand a part of the text, they tend to reread, ask questions, or summarize the information. This behavior reflects a mature and autonomous reading process where students are aware of their difficulties and take concrete actions to overcome them. Additionally, the guided questioning

strategy (m=4.12) highlights the key role of the teacher as a mediator of the reading process. The questions asked help students to reflect, interpret, and relate ideas, guiding their attention to the important points in the text.

In the post-reading stage, the most representative strategies were summarizing (m=4.14), which reveals students' ability to synthesize the most relevant information in the text using their own words, thereby facilitating the organization of main ideas and the retention of key information. Similarly, the strategy of asking critical thinking questions (m=4.06) made it clear that students achieve deeper levels of comprehension by questioning the author's ideas, analyzing their intentions, and reflecting on whether they agree. This phase demonstrates the transition from literal to inferential and critical comprehension, showing that students understand what they read and evaluate, and form personal judgments.

Lastly, the strategy used during the reading phase, think-aloud, showed slightly lower results (m=3.68) compared to the other strategies. The data from the study shows that students do not often express their thoughts aloud while reading due to a limited understanding of this strategy, because of limited practice of insufficient teacher guidance. Moreover, the relatively low application of this strategy indicates the need for a stronger instructional focus, since it enables learners to externalize their thought process and make comprehension visible. Nevertheless, this technique is valuable for improving reflection and self-assessment in the reading process, as it allows students to verbalize the mental processes involved in comprehension.

In conclusion, the results indicate that students most frequently apply the strategies of monitoring comprehension, setting a purpose for reading, and summarizing, which are shown to be the most effective for developing reading comprehension, as they allow the reader to anticipate content, regulate their reading process, and consolidate key information, promoting deep and meaningful comprehension. In the same manner, the strategies of guided questioning and asking critical thinking questions strengthen reflection and analysis of the text, promoting high levels of critical thinking. In contrast, the think-aloud strategy is used less frequently, possibly because it requires additional guidance, modeling, and consistent practice.

Tabla 3: Key components of guided reading strategy

Item	Mean
I work in small groups to complete reading activities while the teacher gives me guidance and support. [Small Group Instruction]	**4,20**
I read texts that are according to my level (basic books, intermediate books, and advanced books). [Text Leveling System]	4,06
The texts I read include vocabulary and sentences that I know very well. [Text selection]	**3,92**
My teacher monitors my reading progress to recognize my learning needs. [Students' Assessment]	3,95
My teacher helps me understand a text, instead of just giving correct answers. [Teacher Support]	**4,27**

Note: The table shows the mean scores of the items, based on students' responses to the Likert scale: 5= Always, 4= Frequently, 3= Occasionally, 2= Rarely, and 1= Never.

Analysis and interpretation

The results indicate that teacher support is the most impactful factor of the guided reading strategy (m=4.27). Most students view the teacher as a guide who helps them understand rather than someone who just gives them the answers. Likewise, small group instruction is appreciated (m=4.20) , as students engage in reading and can exchange ideas and get both peer and teacher support. On the other hand, text selection received the lowest result (m=3.92), which means some of the texts still have words that are probably unfamiliar, or the sentence structures are too difficult, which can hinder comprehension, and means the complexity of the texts needs to be adjusted to keep students motivated to read.

To conclude, the evidence suggests that teacher support and the use of small group instruction are the biggest contributors to a student's development of reading comprehension. Additionally, the research indicates that the majority of students have no trouble working in groups, particularly when an instructor is present to supervise the class. However, the selection of the texts needs to be constantly monitored to ensure the texts are appropriate to students' reading levels and learning needs. The focus should be on vocabulary or the structure of the text to avoid the readings from becoming too difficult or frustrating.

Table 4: Levels of reading comprehension

Item	Mean
I concentrate on understanding real information that is directly written in the text without making interpretations. [Literal]	**3,83**
I try to understand ideas that are not directly stated in the text by connecting my previous experiences with new information. [Inferential]	3,97
I analyze a text using my previous knowledge, personal opinions, and experiences to reflect on its content. [Critical]	**4,05**

Note: The table shows the mean scores of the items, based on students' responses to the Likert scale: 5= Always, 4= Frequently, 3= Occasionally, 2= Rarely, and 1= Never.

Analysis and interpretation

The research reveals the different levels of reading comprehension that students achieve from the implementation of the guided reading strategy. One of the highest levels, critical comprehension (m=4.05), suggests that students can move beyond the text at a superficial level and synthesize, analyze, and make meaning of the content based on their own experiences and knowledge. On the other hand, the literal level has a lower mean (m=3.83), which indicates that students can grasp the information presented at a surface level, but their focus is more on analysis, interpretation, and synthesis of the text, rather than just identifying information or facts. These findings show evidence of growth and more advanced levels of reading, meaning that students are able to do more than merely understand what is presented to them; instead, they are seeking deeper significance and value in the content.

The results revealed that using the guided reading technique had a major impact on fostering reading comprehension because it motivated students to think more deeply about the text, develop their interpretations, integrate new knowledge with existing knowledge, and analyze the author's ideas critically. While reading, students move beyond a superficial understanding of the text to interpret it more profoundly using their previous knowledge and life experiences, rather than just extracting the information. This suggests that the activities employed through the stages of guided reading stimulated students' reflective thinking, interaction with the text, and evaluative thinking.

3.2 Discussion

The main intent of the three research questions posed by this study was to explore the strategies, elements, and levels of reading comprehension gained by utilizing the guided reading strategy. In order to obtain a better understanding of the function of guided reading in students' reading comprehension, each question was then addressed in light of the results.

Question 1: *What guided reading strategies applied in the phases before, during, and after reading contribute to the development of reading comprehension?*

Reading comprehension is a complex process that requires the use of different strategies at various stages of reading. Identifying which strategies students use before, during, and after reading provides insight into how guided reading facilitates understanding.

The analysis revealed that students use a variety of strategies throughout the reading process. During the pre-reading stage, the strategy most used was setting a purpose for reading, which shows that learners anticipate the content, focus their attention on the information they need. This helps them become more engaged and better prepared to understand the material. In this sense, Eze (2016) notes that defining a purpose before reading means clearly establishing the objective to achieve by reading a text. This can include different objectives, such as searching for specific information, answering a particular question, analyzing key details, or identifying the main idea of the content, all of which help guide the reader’s attention, improve concentration, and promote a more effective and meaningful reading experience.

During reading, the monitoring comprehension strategy was highlighted, whereby students regulate their own reading process by rereading, asking questions, or summarizing when they do not understand a part of the text. Pressley and Afflerbach (1995) argue that comprehension monitoring allows readers to consciously control and manage their own understanding of a text. Through this process, they become aware of any difficulties that arise while reading and make appropriate decisions to resolve them, using repair strategies such as rereading, asking questions, clarifying ideas, or summarizing key points to restore comprehension. Furthermore, because they engage

with a text and assess their comprehension, adolescents who consistently apply this method might become more critical and intentional readers.

Similarly, the guided questioning strategy demonstrates the direct influence of the teacher as a mediator. Irawati (2019) states that teacher support through questioning facilitates active reflection in students and stimulates active participation and critical thinking. When used in tandem, these strategies show how guided reading is an interactive process that fosters significant and continuous interaction between educators and learners, encouraging a more active comprehension of the text. The methods enable students to monitor their level of comprehension to ensure that there are no gaps, and the critical questions fill in the gaps to improve their higher-order thinking and analysis of the reading material.

In the post-reading phase, one of the most used strategies was summarizing, where students can synthesize the main ideas of the text. In this regard, Duke and Pearson (2002) indicate that summarizing consists of expressing the essential information in a text in learners' own words, briefly, clearly, and coherently, allowing students to recognize and differentiate key concepts, eliminate secondary details, and organize ideas into a logical and meaningful structure. Likewise, the strategy of asking critical questions was of significant value, showing that students reflect on the author's intention and make personal judgments about the content. Paul and Elder (2005) explain that the critical thinking questions strategy involves students creating and responding to questions that encourage them to analyze the text in depth, examine the author's purpose, identify perspectives, and evaluate the reliability of the information.

Conversely, the think-aloud strategy obtained a lower result, which involves students expressing their ideas aloud to understand and remember information. This may be due to a lack of practice, knowledge, or teaching guidance. Though Israel and Duffy (2009) explain that the think-aloud strategy is based on verbally expressing the thoughts that arise during reading or while solving a task, allowing students to make their mental processes visible and thereby facilitating understanding of memory processes and meaning construction during information processing. Although this strategy is less commonly used, it encourages reflection on comprehension and helps make thinking processes more explicit.

***Question 2**: What key components of the guided reading strategy support students' reading comprehension?*

The effectiveness of guided reading depends on the instructional components that structure and scaffold learning. Identifying these elements clarifies how educators can optimize guided reading to enhance comprehension.

The development of reading comprehension is supported by taking certain components of guided reading, which students have shown, including one of the greatest components, teacher support. Schwartz (2005) points out that the teacher's role is to facilitate rather than direct learning. The primary role consists of moving alongside students in their reading to engage them in the process, encourage them to construct meaning, model comprehension, give assistance when students face reading obstacles, and assist them in navigating the text's more challenging passages. Such assistance permeates material engagement and offers a deeper understanding and comprehension of the text.

The other important part includes small group instruction, where students perform different reading tasks within small collaborative groups while the teacher supervises and facilitates support to encourage student participation and conversation. Johnson (2022) recognizes that this strategy operates on the premise that small groups work cooperatively on an activity, project, or task focused on the text to exchange interpretations, questions, and construct meaning. Students clarify their understanding and gain useful peer strategies, such as predicting, identifying the main idea, and summarizing. Through this interaction, they also develop cooperative learning skills, benefiting from shared perspectives and collaborative support.

Students show less inclination toward the text selection component, as many do not always find texts that are appropriate for their level or personal interests, which can negatively affect their motivation and comprehension. However, Serravallo (2024) emphasizes that text selection should consider factors such as vocabulary familiarity and sentence complexity that are appropriate for the reader's level to facilitate reading comprehension, as this enables them to maintain motivation, anticipate content, identify relationships between ideas, and develop comprehension strategies progressively and autonomously, fostering confidence and engagement with the material.

Question 3: *What levels of reading comprehension do students achieve through the application of the guided reading strategy?*

The research findings show that students were mainly exhibiting the critical level of reading comprehension, indicating that students were able to understand, analyze, evaluate, and reflect on the reading. At this level, students were not only understanding the content but also comparing their own opinions with the author's. They could now evaluate the material presented on their own, making them more than just text readers. Likewise, Ugalino (2018) establishes that one of the highest degrees of reading comprehension is critical reading since it entails an analysis and assessment process that goes beyond literal and inferential comprehension, enabling the reader to reflectively question, analyze, and evaluate information. Students operating at this level of reading comprehension were able to evaluate, critique, and determine the validity of the content and structure of arguments, the relevance and coherence of the ideas presented, and the purpose of the arguments presented. This level of reading comprehension emphasizes more active engagement and dynamic interaction with the text as opposed to mere passive reading, thus students can reflect on and interpret the content of the reading material.

By contrast, students demonstrated the lowest degree of literal level of reading comprehension, but other data suggest that they still showed a minimal ability to grasp the content of the text. Flores (2019) asserts that being able to comprehend literal meaning involves recognizing and remembering the information presented in the text. At this level, readers should be able to concentrate on identifying specific details in the text, such as names, places, dates, and events. Additionally, they should be able to follow a story's plot and comprehend its essential concepts; because they attempt to avoid this level of reading comprehension by evading a superficial and minimally engaged processing of the reading material, students are more inclined to gravitate toward this level. Regardless, the ability to understand literal information is still essential since it serves as the foundation for additional interpretative and critical knowledge. Therefore, even though the literal level of comprehension may not be the strongest ability when it comes to allowing students to engage with the text, this facility may have been the most effective in strengthening the development of reading comprehension.

Chapter IV.- Conclusions and Recommendations

4.1 Conclusions

The results of the research work allowed for an examination in detail of the perspectives of students about the use of the guided reading strategy and the relationship with reading comprehension, to ensure the main objective was achieved. Similarly, the data facilitated the examination of each specific objective by providing the following conclusions.

- The results indicate that guided reading strategies significantly contribute to the development of reading comprehension by promoting active and reflective engagement with texts. In the pre-reading phase, setting a purpose enables students to anticipate content and prioritize essential information, which reflects not only an organizational approach but also a metacognitive awareness of reading goals. During reading, strategies such as monitoring comprehension and guided questioning allowed students to identify difficulties and regulate their understanding, demonstrating self-directed learning while simultaneously benefiting from teacher mediation. In the post-reading phase, summarizing and formulating critical thinking questions were particularly effective, fostering synthesis, evaluative reasoning, and reflection on the author's intent. The lower use of the think-aloud strategy highlights a gap in verbalizing cognitive processes, suggesting that students may still require structured practice to externalize their thought patterns. These findings reinforce the idea that guided reading is not merely procedural; it cultivates higher-order thinking, strategic awareness, and critical engagement with texts.
- Regarding the components that support reading comprehension, the study underscores the crucial role of teacher mediation and small-group instruction. The teacher functions as a facilitator who scaffolds meaning-making, models comprehension strategies, and stimulates active participation, which aligns with the notion that reading comprehension develops through guided social interaction. Similarly, small-group work enhances cooperative learning, peer discussion, and exchange of strategies, supporting both cognitive and socio-emotional development. In contrast, text selection was identified as a weakness, since materials sometimes fail to align with students' levels or interests, which can limit engagement and the application of strategies. This indicates that the efficacy of guided reading is contingent not only

on strategic implementation but also on the careful orchestration of pedagogy, collaboration, and textual appropriateness, highlighting the interconnected nature of instructional design and learner outcomes.

- Finally, the analysis of reading comprehension levels demonstrates that guided reading fosters predominantly critical comprehension, enabling students to analyze, compare, and evaluate information independently. This finding reflects the capacity of guided reading to move learners beyond literal understanding toward reflective and evaluative thinking, consolidating skills essential for autonomous interpretation of complex texts. While literal comprehension was less prominent, students still demonstrated the ability to identify explicit information, suggesting that guided reading encourages a preference for deep and cyclical engagement with texts over superficial reading. Overall, these results highlight that guided reading not only enhances literal and inferential comprehension but also actively develops analytical, reflective, and evaluative abilities, thus promoting meaningful and transformative learning experiences.

4.2 Recommendations

Once the analysis was completed and the data obtained in the survey were examined, certain aspects that limit students' reading performance were identified. Considering these findings, the following recommendations are proposed to guide future educational actions and support the proper application of the strategy analyzed:

- It is highly recommended that educators strengthen the balanced use of guided reading strategies in all phases of the reading process. It is essential to promote the consistent practice of setting a reading purpose, monitoring comprehension, asking guided questions, asking critical questions, and summarizing, because these strategies help students read with greater intention and comprehension. Likewise, it is suggested to incorporate the think-aloud strategy more progressively, as it allows students to make their mental processes visible and reflect on their own understanding. This includes integrating activities that encourage the verbalization of thoughts, the exchange of ideas with peers, and ongoing self-evaluation during reading, fostering deeper comprehension and awareness.
- Contrarywise, educators should pay special attention to the main components that make guided reading effective, such as teacher support and small group instruction. Similarly, it is suggested to improve the text selection component, ensuring that the materials are appropriate to the level, age, and interests of students. Teachers should also consider choosing a text with an accessible vocabulary that is neither too complex nor too easy, and engaging topics connected to a real-world context to enhance reading motivation and engagement, ensuring that guided reading is a meaningful, participatory, and tailored process to students' individual needs.
- Finally, it is important to design activities that reinforce reading comprehension levels by promoting a balance in their development. Although students demonstrated mastery in critical comprehension, teachers should apply activities that include identifying explicit information, recognizing sequences, and understanding text details before moving on to more complex levels, so that students become familiar with the text. Similarly, it is suggested to maintain the practice of critical reading, combining it with exercises that strengthen literal and inferential comprehension, thus achieving a comprehensive balance in reading skills.

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ANNEXES

Annex 1

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Zumbahua, 29 de julio de 2025

Magister
Ximena Calero
Presidenta de la Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación
Presente.-

Yo, Msc. Klever Guanotuña Umajinga, en mi calidad de Rector de la Unidad Educativa del Milenio "Cacique Tumbalá", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Guided Reading Strategy and Reading Comprehension" propuesto por la estudiante Pilalumbo Toaquiza Erika Maribel, portadora de la Cédula de Ciudadanía, 050419692-4 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Unidad Educativa del Milenio CACIQUE TUMBALÁ RECTORADO Zumbahua

.....
Msc. Klever Guanotuña Umajinga
RECTOR DE LA UNIDAD EDUCATIVA DEL MILENIO "CACIQUE TUMBALÁ"
0985758622

Annex 2

Table 5: Cronbach's Alpha Validation

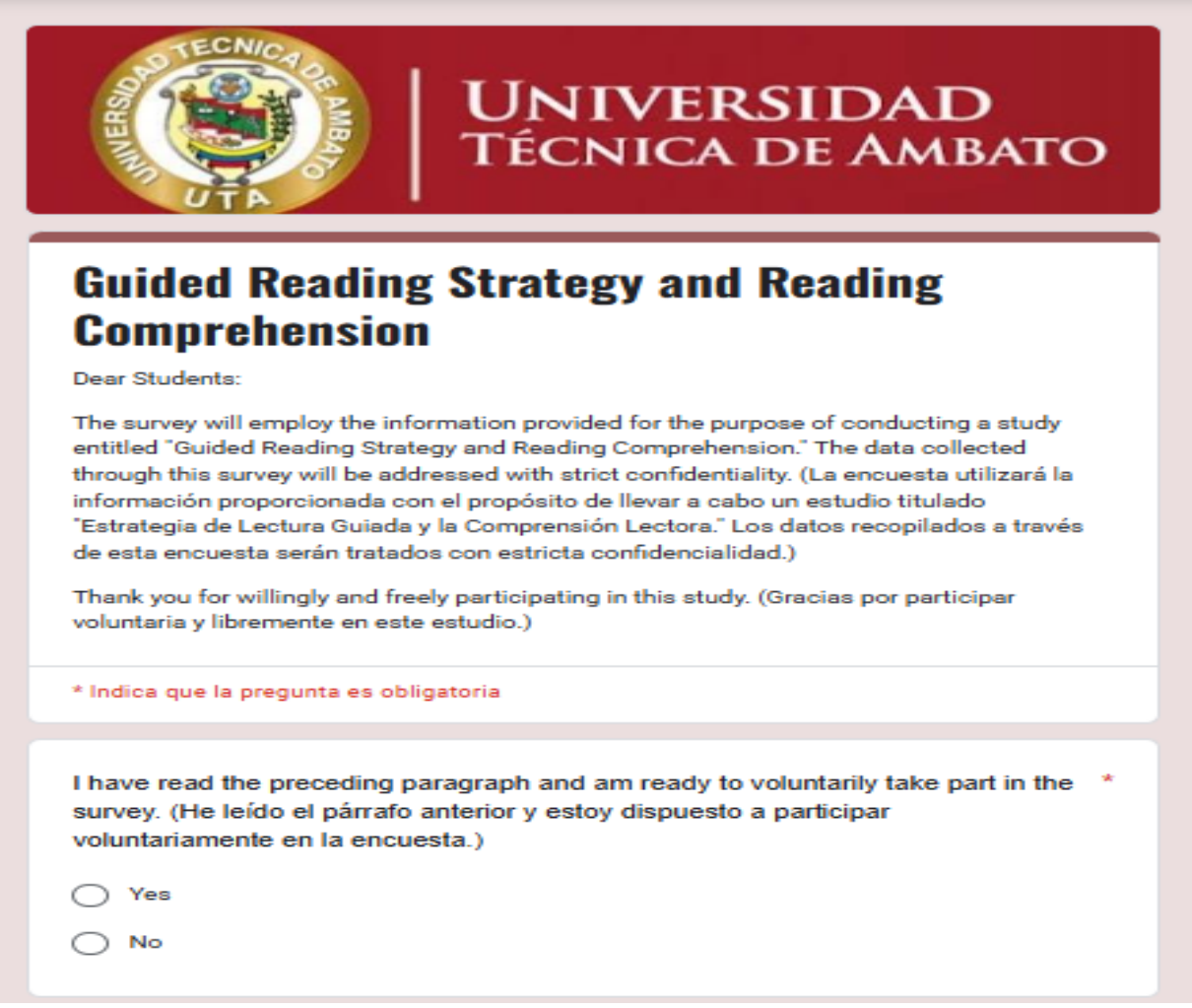
Reliability Statistics		
Cronbach's Alpha	Cronbach's alpha based on standardized elements	N of elements
,950	,954	21

Note: Reliability statistics with Cronbach's Alpha of 21 items with a Likert scale.

Annex 3

Survey Guided Reading Strategy and Reading Comprehension:

https://forms.gle/S5hFYHPmjTDH6QCK8



UNIVERSIDAD TÉCNICA DE AMBATO

Guided Reading Strategy and Reading Comprehension

Dear Students:

The survey will employ the information provided for the purpose of conducting a study entitled "Guided Reading Strategy and Reading Comprehension." The data collected through this survey will be addressed with strict confidentiality. (La encuesta utilizará la información proporcionada con el propósito de llevar a cabo un estudio titulado "Estrategia de Lectura Guiada y la Comprensión Lectora." Los datos recopilados a través de esta encuesta serán tratados con estricta confidencialidad.)

Thank you for willingly and freely participating in this study. (Gracias por participar voluntaria y libremente en este estudio.)

* Indica que la pregunta es obligatoria

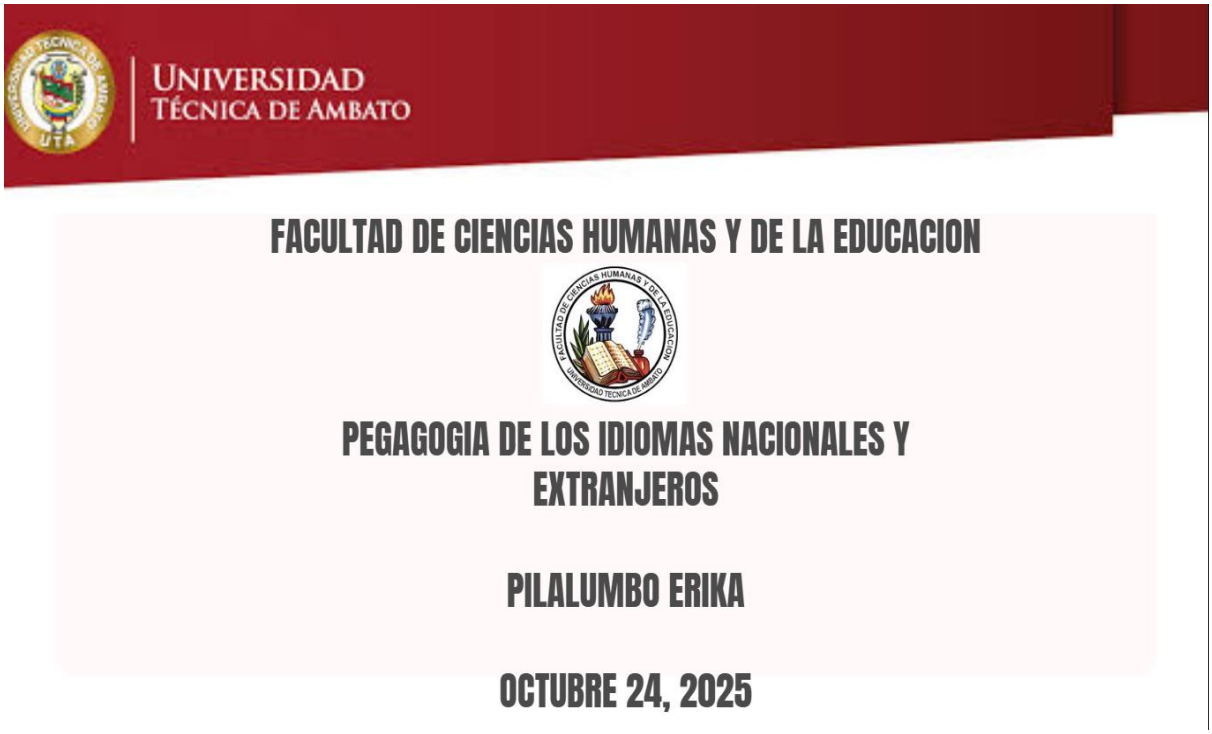
I have read the preceding paragraph and am ready to voluntarily take part in the survey. (He leído el párrafo anterior y estoy dispuesto a participar voluntariamente en la encuesta.) *

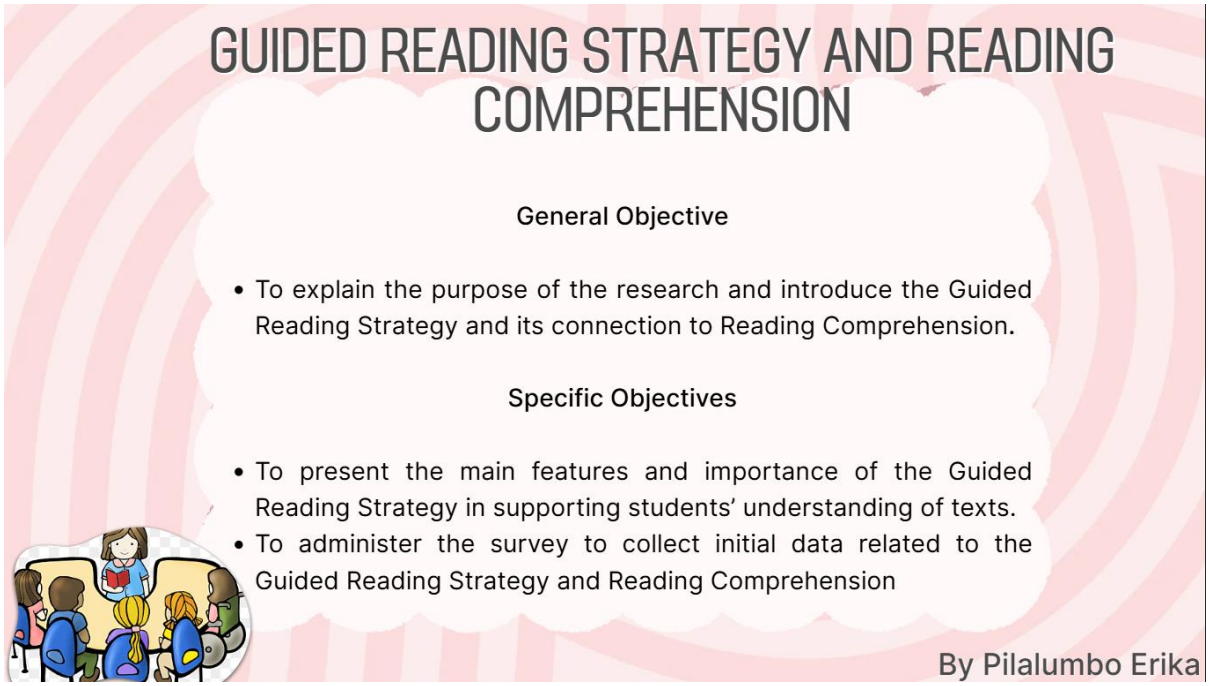
- ◯ Yes
- ◯ No

Annex 4

Guided Reading Strategy and Reading Comprehension presentation:

https://www.canva.com/design/DAG2oijUeZU/b0iWpcWYaMu9aCcWVqZcVA/edit?utm_content=DAG2oijUeZU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton





Annex 5

Specialist's validation

Validated by: Xavier Sulca	ID: 1802447948	Date: 21-10-2025
Signature:	Email: manuelxsulca@uta.edu.ec	
Place of work: UTA	Academic degree; Magister	
Note. Revised and approved in the Curricular Organization Unit, October 2025.		

Validated by: Elsa Hernández	ID: 1802616027	Date: 22/10/2025
Signature:	Email: eda.hernandez@uta.edu.ec.	
Place of work: UTA	Academic degree: PhD	
Note. Revised and approved in the Curricular Organization Unit. October 2025.		

Validated by: Mg. Sarah Fajardo.	ID: 0501741060	Date: 23-10-2025
Signature:	Email: sj.izo@uta.edu.ec.	
Place of work: FCHE - UTA	Academic degree: Master en Lingüística aplicada para la enseñanza del inglés - español.	
Note. Revised and approved in the Curricular Organization Unit. October 2025.		

Validated by: Mg. Dorys Cumbe	ID: 1803694369	Date: 23/10/2025
Signature:	Email: dm.cumbe@uta.edu.ec.	
Place of work: U.T.A.	Academic degree; Master in TEFL	
Note. Revised and approved in the Curricular Organization Unit, October 2025.		

Validated by: Carlos Mayorga	ID: 1803397300	Date: 10/22/2025
Signature:	Email: cd.mayorga@uta.edu.ec	
Place of work: Universidad Técnica de Ambato	Academic degree: Maestría Enseñanza de Inglés como lengua extranjera	
Note. Revised and approved in the Curricular Organization Unit. October 2025.		

Annex 6

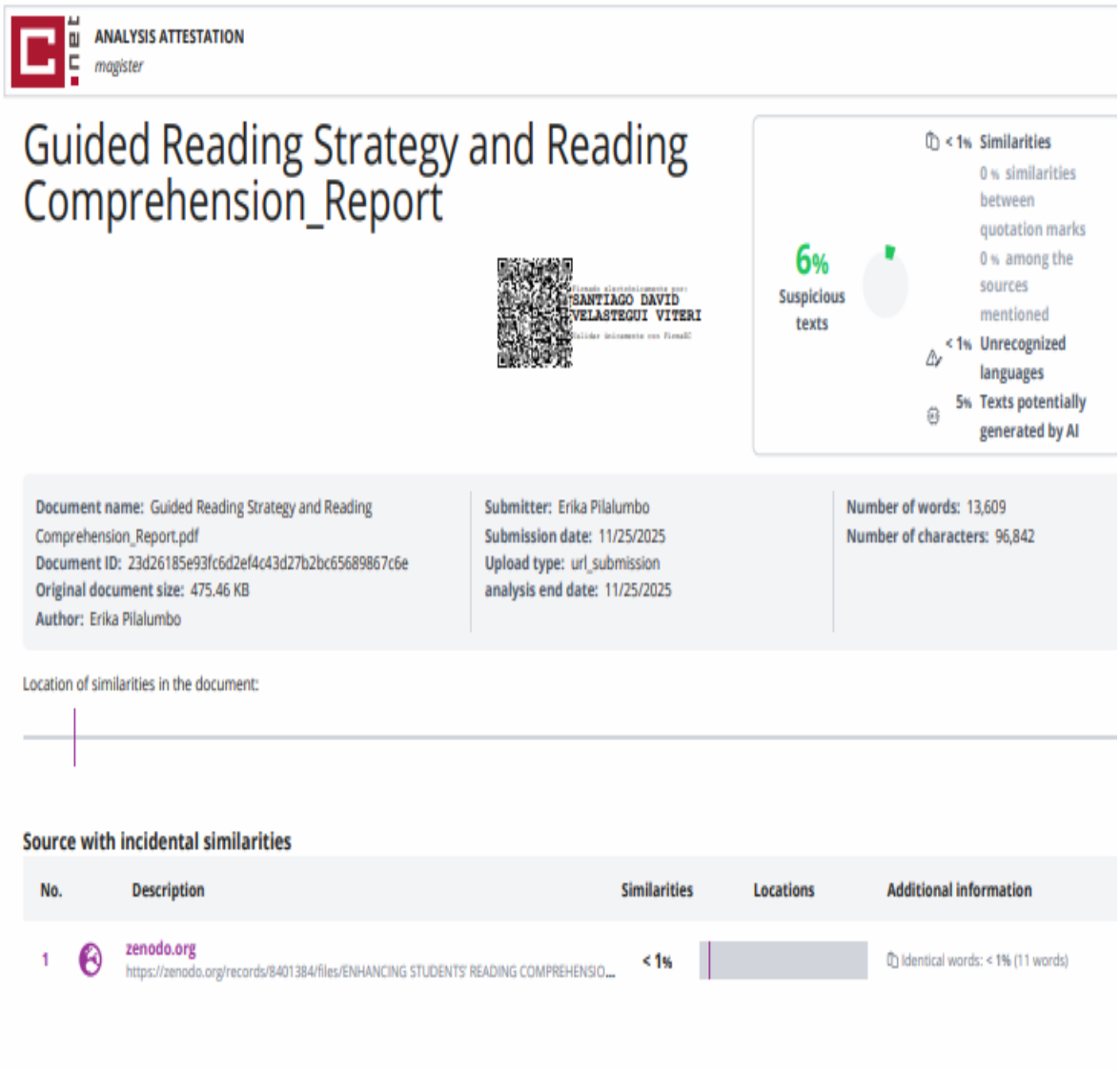
Aiken

		J1	J2	J3	J4	J5	Media	DE	V Aiken	vg
ITEM 1	*Relevance*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,00	1,00	Valido
	Coherence	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 2	*Relevance*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,00	1,00	Valido
	Coherence	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 3	*Relevance*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,00	1,00	Valido
	Coherence	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 4	*Relevance*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,00	1,00	Valido
	Coherence	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 5	*Relevance*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,00	1,00	Valido
	Coherence	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 6	*Relevance*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,00	1,00	Valido
	Coherence	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 7	*Relevance*	4	3	4	4	4	3,8	0,45	0,93	Valido
	Pertinence	4	3	4	4	4	3,8	0,45	0,93	Valido
	Coherence	4	3	4	4	4	3,8	0,45	0,93	Valido
ITEM 8	*Relevance*	4	4	4	3	4	3,8	0,45	0,93	Valido
	Pertinence	4	4	4	3	4	3,8	0,45	0,93	Valido
	Coherence	4	4	4	3	4	3,8	0,45	0,93	Valido
ITEM 9	*Relevance*	4	3	4	3	4	3,6	0,55	0,87	Valido
	Pertinence	4	3	4	3	4	3,6	0,55	0,87	Valido
	Coherence	4	3	4	3	4	3,6	0,55	0,87	Valido
ITEM 10	*Relevance*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,00	1,00	Valido
	Coherence	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 11	*Relevance*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,00	1,00	Valido
	Coherence	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 12	*Relevance*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,00	1,00	Valido
	Coherence	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 13	*Relevance*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,00	1,00	Valido
	Coherence	4	4	4	4	4	4	0,00	1,00	Valido

ITEM 14	*Relevance*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,00	1,00	Valido
	Coherence	4	4	1	4	4	3,4	1,34	0,80	Valido
ITEM 15	*Relevance*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,00	1,00	Valido
	Coherence	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 16	*Relevance*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,00	1,00	Valido
	Coherence	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 17	*Relevance*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,00	1,00	Valido
	Coherence	4	4	1	4	4	3,4	1,34	0,80	Valido
ITEM 18	*Relevance*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,00	1,00	Valido
	Coherence	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 19	*Relevance*	4	3	4	4	4	3,8	0,45	0,93	Valido
	Pertinence	4	3	4	4	4	3,8	0,45	0,93	Valido
	Coherence	4	3	4	4	4	3,8	0,45	0,93	Valido
ITEM 20	*Relevance*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,00	1,00	Valido
	Coherence	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 21	*Relevance*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,00	1,00	Valido
	Coherence	4	4	4	4	4	4	0,00	1,00	Valido

Annex 7

Compilatio Report



ANALYSIS ATTESTATION
magister

Guided Reading Strategy and Reading Comprehension_Report

Firmado electrónicamente por: SANTIAGO DAVID VELASTEGUI VITERI
Validar únicamente con FirmaEC

6% Suspicious texts

< 1% Similarities
0 % similarities between quotation marks
0 % among the sources mentioned
< 1% Unrecognized languages
5% Texts potentially generated by AI

Document name: Guided Reading Strategy and Reading Comprehension_Report.pdf
Document ID: 23d26185e93fc6d2ef4c43d27b2bc65689867c6e
Original document size: 475.46 KB
Author: Erika Pilalumbo

Submitter: Erika Pilalumbo
Submission date: 11/25/2025
Upload type: url_submission
analysis end date: 11/25/2025

Number of words: 13,609
Number of characters: 96,842

Location of similarities in the document:

Source with incidental similarities

No.	Description	Similarities	Locations	Additional information
1	zenodo.org https://zenodo.org/records/8401384/files/ENHANCING STUDENTS' READING COMPREHENSIO...	< 1%		Identical words: < 1% (11 words)