



The Role of Guided Reading Method in Reading Comprehension Improvement of Iranian Oil and Gas Industry Engineers

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Abstract

One of the necessities of learning foreign languages is reading comprehension, particularly for adult learners. Also, reading interest of learners would be developed considering the time spent to learn different literacy. The current research aimed at exploring it as a contributing factor when learners are engaged to comprehend and read. The present empirical work was conducted to describe the impact of reading interest and guided reading method on the learners' reading comprehension. It was conducted in Bushehr province, Iran. In this study, there were 8 instructors and 140 EFL learners of oil and gas industry. The learners were placed into classes through *Quick Placement Test*. Research design was mixed method design. Quantitative and qualitative research methods were applied. To analyze the data, SPSS software was used and independent samples t-test was employed. The improvement of the experiment group's post-test scores specified the effectiveness of guided reading method in comparison to explicit reading method. The unstructured interview characterized the instructors' and learners' experiences, discoveries, and feelings in using guided reading method. The findings could assist EFL instructors in selecting a method that can facilitate adult learners' reading comprehension.

Keywords: guided reading, reading comprehension, reading method

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Introduction

Reading skill can support learners to have mastery in English. When reading, the students are responsible to make sense and grasp the text's idea. Hasbun (2006) stated that reading in a foreign language classroom is regarded as a main pillar of the input for the learners. With the ability of reading, learners are allowed to persist developing other skills gained in the class. Then, when the learners read a text they would be able to make a relationship between information taken from different sources for enriching the ability of getting and creating the text meaning. Besides, for exploring the engagement and knowledge of students in reading activities in classroom during the teaching process, a strategy should be presented with the ability of enhancing reading comprehension for them. English teachers should be resourceful in selecting the reading teaching strategy.

According to Macalister (2014), There might be sometimes difficulties for EFL learners in reading academic texts as it needs comprehension ability for understanding the written text, e.g., learners do not read a text in a full context (one paragraph, one section, etc.), and not all of the learners can get the proper information based on reading the text. Besides, the other difficulty that learners may face regarding reading activity is poor vocabulary. That is, when they read a text, they cannot comprehend it successfully if there are some unfamiliar terms and words.

There is an interdependence between methods and theories and methods in cognitive science. The same is true for reading research and methods are in service of theoretical objectives, and at the same time, the basis of the research paradigm is theoretical assumptions. The assumptions of theoretical frameworks originate from cognitive psychology. It is true for both specific assumptions (e.g., the hypothesis regarding adoption of strategies in decision tasks by subjects) and for global assumptions (e.g., the activation hypothesis). Reading theories assume comprehension representations, processes, and outcomes. The purpose of research works in this field is the identification of processes at different linguistic structure levels and documentation of the representations, as well as minimization of confusion in the reading activities and task-specific strategies (Lee et al., 2015).

The theories related to the reading approach are associated with the application of strategies in reading comprehension, for example, to make inferences, separate primary principle from the other details, and predict.

It is assumed by EFL learners that when they read an English text, the meaning proposed by the author is surrounded by the printed words, thus the reading process involves achieving meaning from the words on the summon. The learners' approach to reading is a passive approach and they mostly rely on the bilingual dictionaries, spending a long time on sentence-by-sentence translations. Despite their efforts, they have still a poor reading comprehension (Sainsbury & Clarkson, 2008).

According to Morgan et al. (2013), perceived effectiveness can be defined as beliefs of individuals about their capability of producing elected levels of performance. On the contrary, learners with low effectiveness perceive things as more difficult than they are in fact; they do not understand that their endeavors may

result in better outcomes, so they gain less. In turn, these factors weaken their motives for gaining awareness and developing their efficiency in English-related educational activities.

In the present work, methods utilized for the assessment of comprehension of written language, from individual words to full texts, are discussed. In selection of a specific method, the particular theoretical subject of researchers' interest is considered. Generally, theoretical assumptions regarding comprehension representations and processes constrain experimental methods. This research trend, which reflects a research gap in affective dimensions, can be noted also in extensive guided reading studies. Reading and its strategies have been a controversial issue among instructors, so that language instructors always look for an effective method to help their learners with their reading proficiency. The common methods used in institutes have their own advantages and disadvantages. Meanwhile, reading different articles about how to teach reading, attracted the researchers to investigate and find out about a reading strategy called "guided reading method", which was not the current strategy used in language schools and institutes. The present paper aims at investigating the empowerment degree of reading comprehension in adult EFL students at intermediate level using guided reading approach.

Literature Review

Reading and Reading Comprehension

Researchers have identified affective factors as essential parameters in the prediction of the failure or success of L2 reading (Lu & Liu, 2015; Macalister, 2014; Yamashita & Kan, 2011). Nevertheless, despite the important role of affective factors in foreign or language (L2) reading, the affective dimensions in L2 reading have been investigated by a few numbers of studies.

Teng (2009) in Taiwan investigated the association between reading approaches, reading comprehension, and learning styles of male EFL learners at 12th grade. It was observed that most learners could take advantage of both oral and silent reading tasks. Some research participants benefited more from oral reading compared to others.

Saiegh-Haddad (2003) studied the relationship between reading comprehension and oral reading fluency. Oral reading skill of participants was analyzed in two texts, one in English and one in their native language, for determining whether there exists a difference in the relationship between reading comprehension and oral reading skill. No relationship was observed between reading comprehension and oral reading fluency in Hebrew or Arabic reading (Saiegh-Haddad, 2003). However, it was found that in English, reading comprehension is better in those with oral reading fluency.

The study of Miller and Smith (1985) can possibly explain the above finding. These authors investigated comprehension after reading silently and orally. As shown by the findings, comprehension of poor readers improves when they read orally in comparison with silent reading (Miller & Smith, 1985).

Guided Reading Method

Guided reading can be an efficient instructional approach to support independent and accomplished readers (Iaquinta, 2006). Guided reading specifically is useful for the instructors who work with a small group of learners (between 4-6 learners) who have similar reading needs and have the ability of independently reading the texts with similar difficulty levels (Burns, 2001).

A supportive instructional context is provided by guided reading for building the reading process knowledge in learners, applying familiar reading strategies, learning and practicing comprehension, and processing strategies that have been newly explicitly taught when reading manageable texts (Ford & Opitz, 2011) for amusement and accessing information (Routman, 2000).

Fountas and Pinnell (2012) emphasized the status of guided reading in the literacy program in classroom and its importance as a component of a high-quality and balanced literacy program. As these authors put it, guided reading should be one component of a high-quality, all-inclusive literacy endeavor. Alternative tasks that can be effective in supporting reading development include shared reading, reading aloud or reading to students, language experience, writing and reading conferences and workshops, literature discussions, and personal or independent reading (Hornsby, 2000; Rog, 2003; Fountas & Pinnell, 2012; Perkins, 2015). Guided reading constitutes a component of a literacy program and it is considered a vital element (Ford & Opitz, 2011). Therefore, carefully built guided reading groups are regarded as a key constituent of guided reading.

Moreover, guided reading strategy includes problem solving for the learners so that they can understand complicated sentence structure gradually and catch the meaning of unfamiliar terms. This concept is in agreement with the ideal proposed by Iaquinta (2006) who proposed guided reading strategy as an instructional strategy that can be implemented for both independent and dependent readers and serves three important goals: fulfilling various instructional needs of the all learners, enabling them to develop their powers for reading material with increased difficulty accurately and fluently, building meaning and practicing problem solving strategies for finding the meaning of difficult words that include structures of complex sentence, and comprehending the unfamiliar ideas or contexts.

Guided reading does not intend to achieve another task for instructors or merely to read a book. Rather, it aims at being engaged and building reading power in learners. That is, equipping learners with such strategies as decoding terms, questioning, comprehension, and purpose of author.

Role of Instructor in Performing Guided Reading

As suggested by Swain (2010), the guided reading provides a framework to build crucial literacy skills for learners. Nevertheless, Swain declares concerns about the “inherent power structures” in the teaching approach, casting doubt regarding the guided reading effectiveness to facilitate independent critical thought (Swain, 2010). To address this concern, he proposed to adopt a progressively flexible approach to the session structure for guided reading and explore the possible effect of text in a

more open-ended discussion. Various studies have investigated guided reading meetings focusing on learner-instructor interactions and they have also shown the concerns stated by Swain.

Previous studies explored application of the guided reading by the teacher in classrooms and reported concerns regarding dominant discussions of instructors during guided reading instruction. In order to implement guided reading at a high quality, deep knowledge of the reading stages, instructional approach, reading improvement stages, and quality texts are required.

In order to assure that instructors and learners completely take advantage of efficient implementation of guided reading and addressing potential problems, some essential factors should be taken into account. Initially, teachers should clearly understand reading development stages and reading needs for each individual learner, which is determined by data obtained using valid and reliable reading assessment approaches. If teachers are aware of reading needs and abilities of students, it would be useful in selecting proper reading texts and establishing teaching efforts to reflect needs of learners. Next, the other key factor to ensure the guided reading effectiveness is in-depth understanding and knowledge of teacher about the whole dimensions of the guided reading approach.

Following Fountas and Pinnell (2012), instructors should be fully aware of efficient teaching methods and skillful uses of strategies, including questioning, modelling, explicit teaching, prompting, and knowing how and when to use these strategies for supporting development of reading. Besides, teachers should be skillful at facilitating high-quality interactions, which offers opportunity for students for problem solving, negotiating meanings, and engaging in critical and analytical thinking resulting in deeper comprehension and expansion of reading power of learners. Lastly, effective application of guided reading depends on availability of resources, time, and knowledge of text. Sufficient time is needed for teachers for implementing guided reading and comprehending the features of high-quality instructional texts and factors that affect the text difficulty.

Fountas and Pinnell (2012) identified the factors that are fundamental in the efficient implementation of guided reading and argued the need for constant professional development and training for instructors regarding guided reading, which should be provided by experienced literacy coaches and skilled guided reading tutors.

In the present paper, guided reading was argued as an efficient instructional method to support the learners' reading development at different stages of reading development. To conduct the present research, the researchers proposed 4 research questions.

Research Question One: Does guided reading method have an effect on the reading comprehension improvement of the learners?

Research Question Two: Are there any differences in learners' reading comprehension proficiency using guided reading method and explicit reading method?

Research Question Three: What are the instructors’ experiences and findings in using guided reading method?

Research Question Four: What are the learners’ feeling about their reading competency in using guided reading method?

Method

Participants

The present study was conducted in an oil and gas industry in Bushehr, Iran. 140 employees of engineering section of the industry, who were taking part in English courses provided by educational office, participated in this study. In this study 8 classes were chosen and 8 instructors cooperated. All of the participants (learners and instructors) were males and females. The learners’ were studying *American English File 3* Second Edition and were placed to this level using *Quick Placement Test*. The learners were working in Bushehr, but they were from different cities in Iran and had different language backgrounds. Table 1 and 2 provide detailed description of learners’ and instructors’ characteristics.

Table 1

Characteristics of the Learners

Number of the participants	140
Age range	28-40
General English proficiency level	Intermediate
Gender	Female / Male
Language background	Arabic / Persian / Turkish / Kurdish

Table 2

Characteristics of the Instructors

Number of the instructors	8
Age range	26-35
Gender	Female / Male
Educational Degree	B.A. / M.A.

Instrumentation

Choosing Reading Text and Text’s Level

10 features have been identified by Fountas and Pinnell (2012) in relation to text difficulty, which include as follows: text structure and forms, ideas and themes,

content, literacy features and language, vocabulary (word meanings), complexity of sentences, illustrations, words (complexity and length), book, and print features.

According to Pitcher and Fang (2007), levelled texts are instructional reading materials, which are arranged within a gradient or continuum of levels in terms of their difficulty, from simple texts to more challenging and complicated texts. It is viewed that texts with similar features or characteristics offer almost the same level of support and challenge to the reader. Thus, they have the same level of difficulty. Therefore, following the prior explanations, the selected reading texts were at the learners' instructional level (Intermediate, B2).

Reading Comprehension Test 1

A standard reading comprehension test was administered to homogenize the learners and determine their reading proficiency level. This reading test was treated as a pre-test and it was chosen from *American English File 3* ready to use reading tests.

Evaluation: Reading assessment procedures

The followings are the reliable procedures used for assessment of reading development in the present study: reading logs for monitoring reading engagement level, reading comprehension assessments, formal teacher-student conferences, self-assessments, and retellings.

According to Ministry of Education of New Zealand (1996), instructors can use a variety of reading assessment methods and develop a comprehensive and accurate profile about their learners' interests, attitudes, strategies, understandings, skills and knowledge, employed information sources, processing strategies, content knowledge, comprehending of texts and text structures, and reading progress and development over time. Using the collected data, instructors can take decisions related to flexible student groupings, teaching spotlights in future guided reading sessions, and selection of suitable guided reading materials, which both support and challenge the readers and, thus, increase new learning opportunities for learners.

Reading Comprehension Test 2

To find out the role of guided reading method a post-test was designed. In order to reduce the testing effect, reading comprehension test 2 was quite different from pre-test. This test that was designed by the researchers included two reading passages following 7 question parts: 1. Identify the main idea, 2. Understand meaning from context, 3. Complete the paragraphs with a heading from the list, 4. Confirm a text's content, 5. Skim and match the two halves, 6. Answer the questions and find supporting details from text, and 7. Scan for information and fill in the blanks with appropriate words from text.

Unstructured Interview

At the end of course, the learners and instructors were interviewed using unstructured interview by the researchers. The participants shared their experiences, feelings, and discoveries in a course instructed by guided reading method.

Study Design

This study had a mixed research design including quantitative and qualitative methods. For quantitative part of the study, a quasi-experimental method was used to answer first two research questions. For qualitative part of the study, two unstructured interviews were designed; both learners and instructors were interviewed to express their experiences, findings, and feelings. Research questions 3 and 4 were responded using the data collected from unstructured interviews. 4 classes were control groups and they did not receive the new instruction method. The other 4 classes were experiment groups and they received the special treatment. The dependent variable in this study was reading comprehension proficiency and the independent variable was reading instruction method.

Procedure

After establishing the homogeneity of the learners' proficiency level through pre-test, the instruction was employed.

The accepted reading method in this office was explicit reading instruction. The treatment used by the researchers was guided reading instruction. There were 8 intact classes, 4 of the classes were assigned as control group and the other 4 classes were assigned as experiment group. The control group was taught through explicit reading method; however, the experiment group was taught using guided reading method. The instruction continued for 10 sessions, every session being 45 minutes.

The treatment included three phases: 1. Before reading, 2. Independent reading, and 3. After reading.

In the before reading phase, the instructor used lead-in questions and picture descriptions. Independent reading phase included alluding time for learners' reading, highlighting new vocabulary, and guiding learners in their reading and understanding process. In the last phase, namely after reading, the instructor provided practices for reading comprehension e.g. guessing the meaning from text, understanding the main message, gist questions, detailed questions, and personalizing the topic.

Finally, to compare the results of two types of instruction used in the present research, a post-test was designed by the researchers. The results of pre-test and post-test were compared and contrasted using SPSS software. Also, learners and instructors were interviewed using unstructured interview at the end of the course.

Data Analysis

To compare and contrast the results of pre-test and post-test, SPSS software was used. For an independent samples t-test to represent valid results, it should adhere to the following assumptions: 1) the data values must be independent; 2) data values are continuous; 3) data in each group must be obtained via a random sample from the population; 4) the variances for the two independent groups are equal; 5) measurements for one observation should not affect measurements for any other observation; and 6) data in each group are normally distributed. Thus, since the data

met these assumptions, SPSS statistics were used safely. After entering the data, independent samples t-tests were run for analysis of pre-test results only , post-test results only , and pre-test and post-test results together.

Additionally the researchers used the data collected from unstructured interview to investigate the discoveries and experiences of the instructors and learners.

Results

Research Question 1

Considering the statistical analysis results for students’ reading comprehension, a higher T-test was observed for experimental class compared to control class. Therefore, according to table 5, H0 is rejected, and H1 is retained.

In this study, the learners were placed into intact classes using *Quick Placement Test*; then their reading proficiency was examined through a standard reading pre-test. Table 3 shows $p > .05$, so the null hypothesis is retained and there is not any significant difference between reading proficiency of the learners at the outset of the study. Table 4 compares the mean score of experimental and control group in the pre-test. According to table 4, the mean score for the experiment group in the pre-test was 70.71 and the mean score for the control group in the pre-test was 69.91. Thus the mean score of both groups was almost the same. In line with the statistics, figure 1 illustrates the frequency of learners’ reading comprehension scores in control group and experiment group considering pre-test outcomes.

Table 3

Independent Samples T-Test for Reading Comprehension Pre-Test

RC ¹	Levene's Test for Equality of Variances			t-test	
	F	Sig.	T	Df.	Sig.2 Tailed
Equal Variances Assumed	1.501	.223	-.871	138	.385
Equal Variances Not Assumed			-.871	135.3	.385

RC¹: Reading Comprehension Pre-Test

Table 4

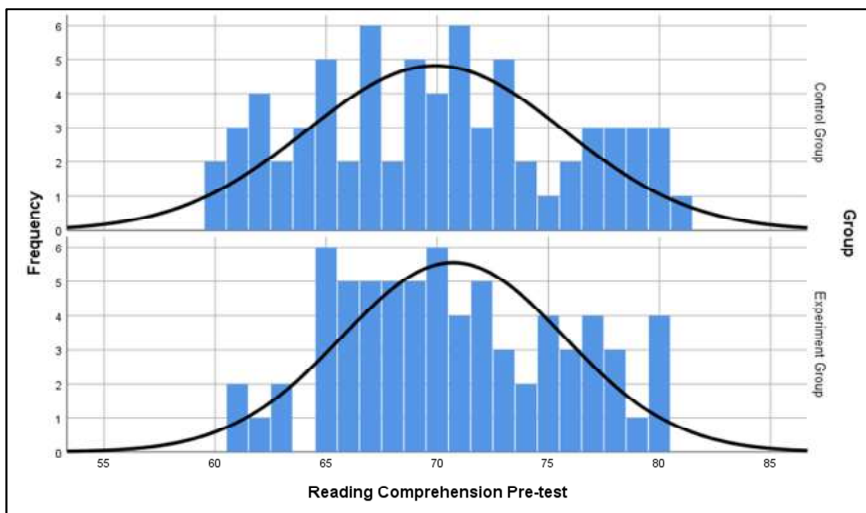
Pre-Test Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
RC ¹ Control Group	70	69.91	5.803	.694
Experiment Group	70	70.71	5.034	.602

RC¹: Reading Comprehension Pre-Test

Figure 1

Frequency of Reading Comprehension Pre-Test Scores



After establishing the learners’ homogeneity by the pre-test results in tables 3 and 4, the instruction was implanted in the course. At the end of the course, the learners were given a post-test to find out the effectiveness of the instruction which answered the first research question. The researchers tried to investigate the effect of guided reading method on Iranian learners’ reading comprehension improvement. Table 5 shows that the p value is less than .05 ($P = .000$), so the null hypothesis is rejected. The independent samples T-test was associated with a statistically significant effect, $t(140) = -9.031, p = .000$ ($p < .05$). Table 6 compares descriptive statistics for the control group and the experimental group. The reading proficiency of the control group ($N = 70$) was associated with $M = 71.34$ ($SD = 5.667$). Based on the obtained results, the reading proficiency of the experimental group ($N = 70$) was associated with $M = 80.03$ ($SD = 5.713$).

In line with the statistics, figure 2 illustrates the frequency of learners’ reading comprehension scores in control group and experiment group considering post-test results.

Table 5

Independent Samples T-Test for Reading Comprehension Post-Test

RC ²	Levene's Test for Equality of Variances			T-Test	
	F	Sig.	T	Df.	Sig.2 Tailed
Equal Variances Assumed	.141	.707	-9.031	138	.000
Equal Variances Not Assumed			-9.031	137.991	.000

RC²: Reading Comprehension Post-Test

Table 6

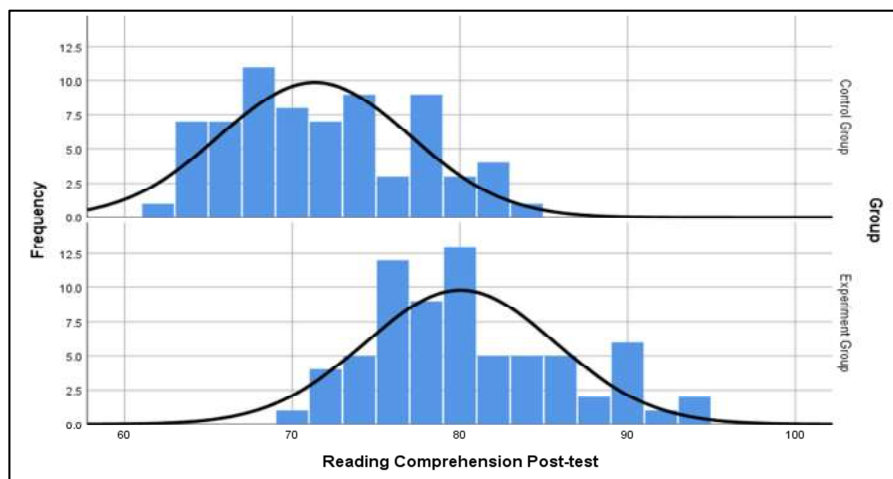
Post-Test Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
RC ²	Control Group	70	71.34	5.667	.677
	Experiment Group	70	80.03	5.713	.683

RC²: Reading Comprehension Post-Test

Figure 2

Frequency of Reading Comprehension Post-Test Scores



Consequently, with 95% CI, it is assumed that there is a significant difference between the reading proficiency of the control group and experiment group in the post-test. It can be inferred that the instruction was effective and there is relationship between guided reading method and reading comprehension improvement of Iranian oil and gas industry engineers.

Research Question 2

In this study the control group was instructed through explicit reading method and the experiment group was instructed through guided reading method. The study's second research question was proposed to investigate if there are differences in learners' reading comprehension proficiency using these two different methods. To investigate this question inferential t-test was used. According to table 7, the statistics for the control group in the pre-test (N = 70) are M = 69.91 (SD = 5.803). Similarly, the statistics for the control group in the post-test (N = 70) are M = 71.34 (SD = 5.667). The proximity of pre-test and post-test results indicates that there was

not any meaningful improvement in learners' reading comprehension proficiency using explicit reading method. However, table 7 presents the statistics for the experiment group in the pre-test as $N = 70$, $M = 71.71$, $SD = 5.034$, and the statistics for the experiment group in the post-test as $N = 70$, $M = 80.03$, $SD = 5.713$. The comparison of the mean scores revealed that there was improvement in learners' reading comprehension proficiency using guided reading method.

Therefore, it can be concluded that there are differences in learners' reading comprehension proficiency using these two different methods. Figure 3 illustrates the findings obviously. The score range for control and experiment groups' in the pre-test was 60-81. However, the score range for control group in the post-test was 62-83, and for experiment group was 70-93. Thereupon, the statistics revealed the effectiveness of guided reading method over explicit reading method.

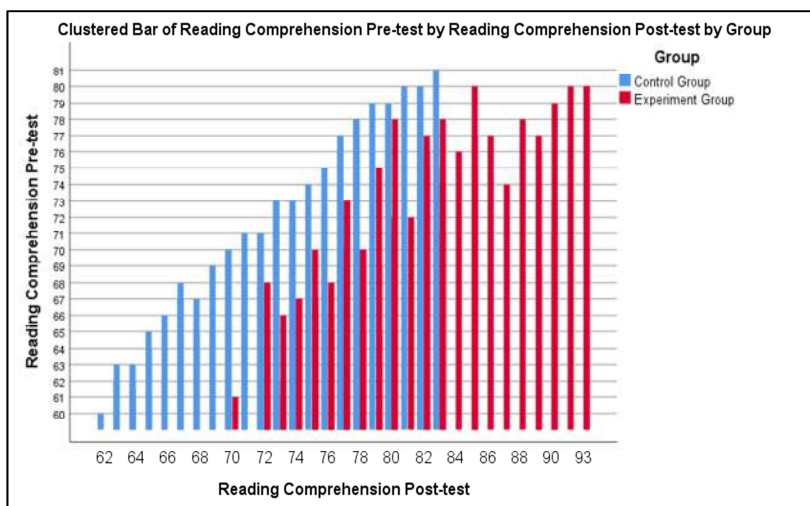
Table 7

Pre-Test & Post-Test Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Reading Comprehension Pre-test	Control Group	70	69.91	5.803	.694
	Experiment Group	70	70.71	5.034	.602
Reading Comprehension Post-test	Control Group	70	71.34	5.667	.677
	Experiment Group	70	80.03	5.713	.683

Figure 3

Frequency of Reading Comprehension Scores (Pre-Test & Post-Test)



Research Question 3

To answer the third research question, the instructors of the study were interviewed. Generally, all of the instructors agreed that when learners applied strategies more in their English reading, they felt more personal control and confidence over their reading skills.

While using guided reading method, the students mostly perceived the importance of learning different reading skills for understanding the reading materials more effectively. They also found that using multiple reading strategies improved their reading comprehension. Some learners, however, and particularly, poorer readers, reported difficulty in predicting what to read rapidly, what is to come, and what not to read. Some learners also felt difficulty in integration of their prior knowledge with the text materials, determination of the meaning of the text's unfamiliar words, and dealing with gaps or inconsistencies as needed. Also, they stated that the time the teacher spent was expectedly explaining to resolve problems. The reading comprehension of students was more captivating than conventional one. Using these strategies the reading comprehension of students could be revolutionized.

Using guided reading strategy, learners gain opportunity for widening their literacy horizon through discovering the best learning at their own pace. Although it is significant that each student makes his / her own strategy in text comprehension, English teacher can initiate guiding their reading habits towards being independent.

Research Question 4

The learners of the study were interviewed to share their feelings, experiences, and discoveries about guided reading method. Some of these experiences are reported anonymously in the following lines.

S1: "I felt the difference from the beginning; first it was difficult to adapt myself with what the teacher said but later I got interested in it."

S2: "I enjoyed doing different activities; the exercises were different and challenging."

S3: "The teacher guided us really well. He was so helpful. All of these made me feel comfortable in the class."

S4: "Attending English classes after long hours of working was boring for me, but this semester was different. We read different texts, talked with each other, and shared our ideas. The class was further than writing down words, translating, and answering the questions."

S5: "I enjoyed learning English more than ever, every passing session I was looking forward for the next. I didn't believe that I can guess meaning without translating them. I really feel more confident."

S6: "I find it difficult, I couldn't understand and do the activities. So I spent more time after class. Little by little I felt OK."

S7: "I really liked the class. Sharing our ideas was the best part of it."

The above lines express some of the learners' experiences who were involved in guided-reading method for the first time. According to the interview data, most of the learners find guided reading method enjoyable. They felt more confident and comfortable. They got more interested in taking part in classes and learning English.

Discussion

In the present paper, an inclusive overview of guided reading is provided. The first research question aimed at investigating the effectiveness of reading instruction method on learners reading comprehension enhancement. Guided reading was argued as an efficient instructional method to support the learners' reading development at different phases of reading development.

In line with the findings of this study, Stephanie DeVos maintained that there existed a certain recipe for successful and exceptional guided reading, including various instructional texts, assessment practices for comprehension, homogeneous flexible groups with growing minds, strategies and fluency, understanding of balanced literacy, supportive environment, organized classroom, recording student progress, and running records (DeVos, 2012).

The findings about second research question revealed that there are differences in learners' reading comprehension development and the reading instruction method used in the course. The comparison of the control and experiment groups' scores in the pre-test and post-test outlined the outperformance of the experimental group who were taught through guided reading method. Conversely, the control group who were trained through explicit reading method did not show any significant alteration in reading comprehension proficiency.

This work is consistent with Baker (2014) who maintained that educators must support the power of peers to support educational achievement through considering special configurations for grouping. Also, according to him, student grouping is a way of ensuring the integration of EFLs at all levels with native English speakers. As shown by research findings on the effect of the guided reading on learners, it is seen that they take advantage of participation in guided reading.

The third research question considered the instructors' experiences and findings in using guided reading method. The unstructured interview uncovered the instructors' experiences who were satisfied with the new method. The instructors also reported that the reading comprehension of students was more evocatively than conventional one. Using these strategies the reading comprehension of students was revolutionized. They also believed that optimal learning for the learners occurred when they were assisted by an educator.

Similar to this study is the study conducted by Ferguson and Wilson (2009) in the USA. They examined application of guided reading by teachers in some of upper schools in America. Teachers proposed the following benefits for participation of

students in guided reading: enhanced knowledge of students on a variety of effective reading strategies for supporting text comprehension and improvement of reading levels.

In another study, Whitehead and de Jonge (2013–14) studied the guided reading impact and reported advantages of guided reading for learners. The study was done in New Zealand among fifth grade learners. They observed the learners' reading achievement levels.

Research question 4 asked for the experiences, discoveries, and feelings of the learners. The overall outcome of the interview outlined that the learners were motivated. They felt comfortable and confident. The learners reported that they were challenged and they extended their learning in this method. They also said that guided reading allowed them to practice and consolidate practically.

The outlined outcomes are in line with the findings of other scholars. Chamot and El-Dinary (1999) studied the impact of cognitive, metacognitive, and social strategy instruction taken by learners of Russian, Spanish, and Japanese. Bandura (1994) stated that motivation is influenced by the self-efficacy perception; they are determinants of the goals of individuals, their efforts for achieving these objectives, and their desire for persisting in the face of failure. Individuals that anticipate success in a specific enterprise expect successful outcomes. That is, students with confidence in their academic skills expect high exam marks and the quality of their work to gain benefits. Also, the contrary is true for individuals lacking such confidence. As a result of low self-efficacy, participation of learners in learning tasks is hindered while the absence of learning strategies hinders them from solving problems they face in language.

Conclusion

Considering the general acceptance of perceived effectiveness and strategic learning as crucial factors affecting reading performance of students, Alfassi (2004) argues that teachers should train students to actively control their comprehension process.

It is called “conscious control of the process strategies or metacognition” by Baker and Boonkit (2004). Our study aimed at maximizing the assistance of teachers in training learners' way of learning and processing information via applying different reading approaches, so that their English reading comprehension and effectiveness is strengthened. In the present work, the main reading approach, i.e., guided reading, was the preferred approach, and perceived effectiveness was investigated.

It seems that the use of this reading approach is appropriate for reading comprehension in EFL learners. The third category of the mentioned reading approach allows students to develop their competence in reading comprehension.

It is concluded that from all benefits of guided reading strategy mentioned above, this teaching strategy has a significant impact on reading comprehension of students. Also, different studies on guided reading approach have reported similar

inspiring results. In this way, the students learn decision-making and self-monitoring.

According to the findings of this study, there would be some areas for further research. The current research was done in Iranian context with Iranian learners, so it can be replicated in another context with learners from different language backgrounds. Also, this study was done for EFL learners; further research could be done using this method for ESL students.

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