Compelling reading skills in English classes through guided discovery strategy

Habilidades de lectura convincentes en clases de inglés a través de una estrategia de descubrimiento guiado

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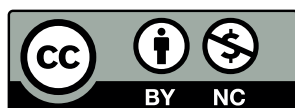
Abstract

The purpose of this article is to present a review of how the guided discovery strategy favors the development of reading comprehension skills and at the same time allows the acquisition of vocabulary and the improvement of grammar in the teaching of English as a foreign language. The methodology used consists of a bibliographic and documentary review of academic texts based on hermeneutic analysis. The results of this research allow us to understand that reading comprehension is of interest as a means to develop cognitive skills and even helps them to become familiar with different reading styles, besides constituting a meaningful learning process, achieving an independent mastery of their skills, knowledge and abilities when learning a language. This article concludes that persuasive reading and guided discovery are effective strategies for teaching reading comprehension. Persuasive texts facilitate comprehension, while guided discovery actively engages students in their own learning, thus improving outcomes.

Keywords:
Compelling, reading comprehension, guided discovery strategy, teaching english.
JEL Classification: XXX.

Resumen

El propósito de este artículo es presentar una revisión de cómo la estrategia de descubrimiento guiado favorece el desarrollo de habilidades de comprensión lectora, permitiendo la adquisición de vocabulario y la mejora de la gramática en la enseñanza del inglés como lengua extranjera. La metodología utilizada consiste en una revisión bibliográfica y documental de textos académicos basada en el análisis hermenéutico. Los resultados permiten entender que la comprensión lectora es de interés como medio para desarrollar habilidades cognitivas que permite comprender diferentes estilos de lectura, constituye un proceso de aprendizaje significativo, logrando un dominio independiente de sus habilidades, conocimientos y destrezas al aprender un idioma. Este artículo concluye que la lectura persuasiva y el descubrimiento guiado son estrategias eficaces para la enseñanza de la comprensión lectora. Los textos persuasivos facilitan la comprensión, mientras que el descubrimiento guiado implica activamente a los alumnos en su propio aprendizaje, mejorando así los resultados.

Introduction

This systematic review aims to analyze the theories on the development of students' compelling reading. In addition, it is to review the guided discovery strategy, which involves providing students with opportunities to explore and discover new information on their own with the guidance of the teacher to improve reading comprehension skills in the process of foreign language acquisition.

Language learning through the guided discovery strategy occurs when the teacher does not present the content in a finished form and with total or complete value, but rather the learner acquires much of the knowledge on their own, through their personal experience of discovering or receiving information. In this type of learning, the student has a great deal of participation, much more direct than in traditional teaching methods. In the context of discovery learning, the teacher acts as a guide or mediator to help and support students in acquiring knowledge and pedagogical objectives on their own.

The use of compelling reading provides a comprehensive introduction to literature where students through reading learn unconsciously, in other words reading has the capacity to involuntarily engage the student in deep and meaningful learning, this is when the student learns without knowing that he or she is learning. According to Csikszentmihalyi (1990), compelling means that the input is so interesting you

forget that it is in another language. It means you are in a state of "flow".

Reading comprehension stimulates cognitive processes that help develop the ability to understand what is read. Compelling reading has a wide relation to reading comprehension since reading that is interesting and engaging can help improve reading comprehension. This allows for literacy benefits along with direct experiences in the learning context and the reader's prior knowledge, which are intertwined with the situations expressed in the texts.

Therefore, second language learning with compelling reading and guided discovery strategy helps to improve reading skills and critical thinking in English classrooms. Knowledge itself organizes these experiences and assimilates them for use in further learning. All of this information accumulates and is leveraged for learner development.

Moreover, compelling reading has become a fundamental activity in the development of the personality and an essential mechanism of socialization, indispensable to develop in this increasingly globalized society. Likewise, reading competence is important for students because it is related to the self-management of knowledge.

In addition, it must be taken into account that reading is closely related to motivation. Motivation or lack thereof will influence whether or not they read and, consequently, whether or not they understand the text in question.

Therefore, educators must know and identify the learning needs of their students, including their motivation for reading and the purpose of reading.

This article condenses it the benefits in the use of compelling readings through the strategy of guided discovery not only improve vocabulary, spelling or writing but also increases reading comprehension, ensures the use of this strategy in classes develops motivation, even inculcates the habit of reading, considering that through this motivation is achieved to reach the target language allowing to understand what is read, knowing what is requested, so that they can act accordingly and improve their language skills.

With this research it is concluded that the use of persuasive reading in the teaching of English as a foreign language contributes greatly to the acquisition of reading comprehension skills, since the type of texts used allow a more comprehensible input of information. In addition, the application of the guided discovery strategy puts the students at the center of the learning process, which allows for the development of reading skills in a more enhanced way.

Methodology

The present research work is based on the hermeneutic, content analysis and analytical-synthetic methods. According to, Hernández-Sampieri and Baptista (2015) it is performed from the beginning of the research process in order to understand the topics and benefits to be investigated. This helps to focus

exclusively on the topic of study without getting lost in unrelated topics. Likewise, this research helps to develop a detailed theoretical perspective where different viewpoints are appreciated. This contribution provides an understanding of the research topic.

To conduct this literature review, an in-depth analysis of a series of scientific articles from sites such as SciELO, Dialnet, Google Scholar, Bielefeld Academic Search Engine (BASE), Directory of Open Access Journals (DOAJ), Taylor and Francis online. After a thorough search, the most significant theories, perspectives and viewpoints of each author were selected and by rigorously implementing the hermeneutic methodological approach, a comprehensive and insightful literature review was conducted that sheds light on the value of guided discovery in developing compelling reading skills. The results of this review can help inform future research and educational practices in this area.

Compelling and Comprehension Reading Skills

According to Smith (1989), reading comprehension is a complex skill that is composed of some elements such as the reader, the text and the task. During the reading process, these components interact and are inseparable. The reader uses his or her prior knowledge to make inferences about the content of the text, while the text conveys both the linguistic aspects and the concepts that the author wishes to convey. The task refers to the

cognitive demand that the reader brings to understanding the text. During reading, readers display a series of capacities, such as the fluency with which they recognize words, their reading goals, their motivations and their purposes before the reading activity.

To Valladares (1998), text comprehension is present in all scenarios at all educational levels and is considered a crucial activity for school learning; everything that students acquire, discuss and use in the classroom arises from written texts. Reading comprehension can be defined as "the ability to obtain meaning from written text for some purpose" (Vellutino, 2003).

Hence, the reading as one of the receptive skills, plays a crucial role in shaping individuals' perceptions and knowledge. Reading gives people valuable information to enhance their thinking, skills, attitudes, and knowledge. Van Woudenberg (2021) emphasizes that "reading can provide people with knowledge, understanding, insight, and other epistemic goods."

Based on the compelling (not just interesting) input hypothesis proposed by Dr. Stephen Krashen (2011) he tells us that information must be comprehensible to have an effect on language acquisition and literacy development. Additionally, he points out that it is important for information to be interesting in order to capture the attention of learners of a new language. He even mentions that for optimal learning the content must be compelling as well as interesting.

Compelling means that the input is so interesting you forget that it is in another language. It means you are in a state of "flow" (Csikszentmihalyi, 1990). He says that when a person is in a state of flow, daily problems are forgotten, even the notion of time is lost and nothing else matters but the activity that is being done. The Compelling Input Hypothesis also explains why self-selected reading is typically more effective than assigned reading (Lee, 2007). This happens because of the pleasure and interest that one has, in this case when reading about something that one truly feels attracted to, the reader will be captivated and will simply let the reading flow. Flow occurs during reading when readers are "lost in the book" (Nell, 1988) or in the "Reading Zone" (Atwell, 2007).

According to Krashen and Bland (2014) the term "Compelling Comprehensible Input" refers to both first and second language acquisition. This means that students acquire language naturally, rather than learning it consciously, by being exposed to linguistic information that is both understandable and interesting. They declare that the path to academic language does not pass through the deliberate study of the vocabulary, grammar and textual structure of academic or specialized texts. It is absorbed incidentally, or acquired, largely through reading.

To Trisciuzzi & Zappaterra (2010), compelling reading in English as a foreign language (EFL) requires teachers to explore strategies that can improve

students' reading comprehension, which is why it address compelling reading skills by keeping in mind that the ability to read does not simply involve moving from written sign to sound, but also requires the ability to give meaning to those signs, translating them into understandable sounds, in a reasonable amount of time for effective communication of the message.

In the same sense Carrera and Villafuerte (2016), consider that comprehension is one of the complementary skills with the ability to establish relationships between different passages of an oral or written text, or between the text and the knowledge of the world that one possesses, to adequately interpret the content or message, which is what is sought in compelling reading skills since this seeks the way for the student to learn a language only through the understanding of what one has.

According to Gonzalez (2004), compelling reading skills is a way of doing an efficient reading that consists consciously or unconsciously in clearly identifying the purpose of reading, since if this is done, one knows what one is looking for and can even eliminate distracting information, taking into account that in order to achieve an efficient reading, one can establish objectives.

On the other hand, for Guarín (2017), reading ability is the capacity, talent, expertise or skill that a subject has to perform a certain activity. So because of

this it can be said that it is the ability that develops the human being and that allows him to interpret a text and when this is applied to the acquisition of a second language does not necessarily have to know what each word says to understand the entire text, in addition it does not precisely have to be an academic text for the student to learn, it can be any reading that he likes of any genre and as this will call his attention the student learns and acquires knowledge.

To Escudero, Sastre and Loutayf (2011), the interactive model of reading also focuses on the compelling reading skills because it is not based exclusively on the text or on the reader. In the reading process, both are modified, because each reader reconstructs a parallel text intimately related to the published one, but different, since this new text is based on the reader's intention when embroidering the text, on what he is and knows about the subject, the world and the language before starting to read. In turn, during the the process, the reader's own conceptual schemes and values are modified as he assimilates and accommodates the new knowledge.

Also for Harmgarth (1999), he shows us how at this stage of learning a new language there is selected recreational reading that deals with restricted reading, focused only on favorite authors and genres, and on topics that deeply interest the reader. Children and young adults tend to find adventure, horror, fantasy and nonfiction stories on topics that fascinate them compelling, boys particularly are strongly attracted by

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graphic novels and books with male protagonists (Smith & Wilhelm, 2002) and girls are often passionate about young adult novels that focus on friendships and teen romance (Hesse, 2009).

In terms of compelling and comprehensible readings, Swain (1995) claimed that input and output were actually more important in SLA because they develop fluency, increase linguistic awareness, and generate immediate and constant feedback, this in itself being the basis for all academic skills, it is believed that when students read an engaging text they interact with the reading and ask questions as they read.

In addition, to Villanueva (2022) metacognition in linguistics has an influence on the process of reading comprehension that allows decoding and transforming information through a series of linguistic processes that allow the deepening and comprehension of what is read.

According to Elizabeth (2022), she specifies that compelling reading helps them develop vocabulary and thus broadens their vocabulary, helps them learn about the world and understand complex concepts, students who improve their reading comprehension skills better understand work instructions, are more productive at work, communicate effectively, and lead a quality life.

To Kaufmann (2023), the importance of compelling content is great because if when you read or listen to something that is of great interest or possibly the topic

you read is familiar it is logical that you will learn more and more about it, on the other hand if you read or listen to something that is not of great interest and read it over and over again the brain will stop progressing because it requires things that are stimulating, even when talking in terms of learning content.

From another perspective for Mohseni et al. (2020) state that instruction in metacognitive strategies can facilitate reading comprehension by helping readers monitor their comprehension and use effective strategies to address comprehension problems.

Furthermore, Barrera (2009) argues that the skill of reading stands out because of the great number of benefits it offers and also because it serves as an enriching source for the rest of the skills. This statement is made under the premise that reading enriches vocabulary and in turn improves oral and written skills, as well as listening comprehension.

For Buckingham (2023), it is important to keep in mind the importance of explicitly teaching reading comprehension strategies, emphasizing that these skills are transferable and must be integrated into knowledge contexts. It is argued that systematic instruction in these skills is crucial, especially for beginning and struggling readers. Research suggests that comprehension instruction should be an integral part of learning from the earliest grades.

It believe that compelling and understandable readings when learning a

language are more beneficial for the student or the person who wants to learn a target language and there are clear examples where English teachers put their students to read academic texts or maybe something in class in order for the student to learn and know more about the language they want to learn, however this does not always result in the way it is expected and that is why it talk about compelling readings.

When it is put it students to read some text, book, among others, that is to their liking, that they know the subject or call their attention, they will learn more, even unconsciously because it awakens their curiosity, the desire to know more, the desire to learn, For this reason and many others, language teachers should implement this type of strategy and much better if it is accompanied by the strategy of discovery guided by the fact that it teachers through these readings only give clues to it students so that they themselves come to a desired response.

Guided Discovery Strategy (GDS)

According to Alcaraz (2018) The Guided Discovery Strategy is a learner-centred inductive approach in which learners, by themselves, can develop explicit grammar knowledge with the teacher's help. Additionally to Lacunza International House (2012),

Guided Discovery is a method based on the communicative approach to language (ECL). Thornbury (1999) argues that one of the characteristics of ECL is that it is learner-centered, gives

the learner more opportunities to participate in the learning process, thus increasing the learner's responsibility for his or her own learning. the learner's own learning.

Saumell (2012) points out that GDS is aligned with more modern language learning theories that advocate student participation and the development of critical thinking skills and autonomy. It relates to analytic learning and problem solving. It helps learners engage in the learning process and thus make personal connections that anchor their learning. It is a learner-centered approach that increases participation and fosters collaboration. It empowers learners towards assuming responsibility for their own learning and becoming more autonomous. It is therefore a valid and useful way of approaching language instruction at all levels of language ability.

Tennant (2011) clarifies that guided discovery is an implicit approach to grammar where the students are 'led' to the grammar through a series of steps. In other words, the guided discovery aims to lead students towards a generalized grammar rule or pattern.

For Alcaraz (2018) the GDS emerges because of the dissatisfaction with either an implicit or explicit presentation of grammar in the classroom. This dissatisfaction has led to a combination of meaning-focused and forms-focused instruction. This approach which combines both implicit and explicit instruction is a modified inductive approach in which exposure to the

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language has to occur first, before explicit focus on grammar and practice. In contrast, In the point of view of Almeida (2011) teaching based on Guided Guided Discovery needs more application time than traditional teaching.

For Oktavia et al. (2023) the guided discovery approach has proven to be an effective pedagogical strategy for fostering learner engagement in a supportive environment, where the teacher guides learners and provides the necessary scaffolding. The teacher's role is to pose key questions, carefully observe the students' signals and make quick decisions about which questions to ask and to whom to direct them. Students, for their part, analyze examples, identify characteristics and attempt to answer the teacher's questions, allowing them to build their own understanding of the concepts being taught.

Saumell (2012) explains that there are two general approaches to teaching a new language, the deductive approach and the deductive approach. two general approaches, and that the new method, Guided inductive approach, takes advantage of what is best between the two.

Elham (2015), The grammatical component of the English language has been taught through two opposing instructional approaches: deductive and inductive grammar teaching approaches. According to Thornbury (1999) and Saumell (2012), a deductive approach, also referred as rule-driven learning, presents the target rule accompanied with

examples of its application to explain and study grammar. Thus, Hashemi and Daneshfar (2018) explain that deductive grammar needs explicit knowledge of rules and patterns, which Klein (1986) points out as conscious learning, in order to understand the language and acquire proficiency.

Therefore, a fundamental goal of reading instruction is to equip learners with the necessary information by making this type of reading compelling to them so that they learn more than they should even without realizing it by providing, abilities, and experiences to become proficient and enthusiastic readers (Wiratmoko et al., 2023).

From the perspective of Achoy (2020) the inductive grammar teaching focuses on a rule-discovery learning process where learners' understanding of the structures is derived from examples without a previous implicit encounter with the rules. This implies learning through an experiential method in which the "exposure to a massive amount of input [makes] the regularities and patterns of the language become evident, independent of conscious study and explicit rule formulation. (Thornbury). For instance, Golin (1998) states that a child acquires the first language through an inductive method, or that is, he acquires it in the natural environment, listening to it and inducing the rules when speaking.

Thus, Lee and VanPatten (1995) affirm that the traditional way of teaching grammar is not communicative and does

not give good results because they are mechanical, repetitive and meaningless activities for the student. Therefore, Caprario (2013) his mirrors the everyday natural learning process that occurs in an informal learning environment; that is, having a more inductively oriented EFL classroom facilitates learning grammar more naturally.

The inductive grammar teaching approach views the learner as the most important entity of the teaching-learning process. Since students are closely involved in the discovery of rules and consequently in their own knowledge schemata construction, they must play an active role as part of their experiential learning (Mohammad, 2015).

Effective reading comprehension relies on active engagement, where students draw upon their world knowledge and language skills to make predictions and connections with the text. Understanding the specific comprehension difficulties students face is crucial, and it involves distinguishing between word recognition and message understanding (Kasmiri, 2023).

On the other hand, Clark and Kirschner et al. (2012) and Thornbury (1999) also highlight that students, mainly beginners, have more advantages from teaching more directly. Another important aspect of the Curriculum Plan, for Svinicki (1998) states that teaching should be learner-centered rather than content or method-centered the method.

For Imbaquingo and Cárdenas (2023),

the effectiveness of the guided discovery strategy to improve reading comprehension skills in English classes. They focus on how this active methodology allows students to discover and apply reading strategies autonomously, resulting in better comprehension of texts.

It consider that the guided discovery strategy is a great tool for the development of reading comprehension, since the student is the center of learning which allows them to understand what they read, without the need to understand completely or every word of the text with inferences and comprehensible entries, even the development of this skill through GDS makes students develop grammatical learning, vocabulary and communication skills, which favors not only academically but interpersonally.

Grammatical comprehension through compelling reading

To Quimbiulco (2016), the Reading Techniques employed by the teacher constitute determining factors during the process of learning a second language in the classroom, which is why with the help of the guided discovery strategy, pronunciation is improved and expanded and most importantly helps to grasp the main idea of what is read without spoiling the development of reading, and thus achieve meaningful learning.

According to Charria and Gonzalez (1996) together with the discovery strategy helps to translate, decode the signs or graphemes and convert graphemes into phonemes quickly and

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correctly, this can be applied when students are young or beginners and begin to join consonants with vowels and end up pronouncing the phrases they find written by the millions in books, posters, magazines, newspapers, flyers or even street murals; ability to only read certain content ignoring the meaning.

Additionally, compelling reading, according to Jurado (2009), is that which is enjoyed. It can be from a book of stories, novels, newspapers, etc. It depends on each one, with this reading not only learns but also develops the ability to reason and write with good spelling and with this type of reading increases the grammar but by the fact that students read what they like and thus learn faster.

The ability to read is essential for everyday life and academic success. One of the most crucial abilities that every learner must master is compelling reading, as it serves as the gateway to knowledge and information. All study areas require reading as a prerequisite, making it an indispensable skill for any student (Adora, 2024).

Moreover, for Alliende (1993), reading is a means of study, information, and recreation that affects the totality of readers' cultural lives. This author recommends that teachers plan authentic performances that improve students' reading comprehension and guide them toward meaningful learning, and with guided discovery and the teacher's help, they will gain advantages in the writing or grammar of a language.

Ballesteros (2012) argues that, reading in a foreign language plays a primary role in the improvement of comprehension and interpretation of texts and in the expansion of vocabulary, when it is referred to this together with guided discovery the teacher generates an increase in the vocabulary of the students. Thanks to reading, students review sounds and spelling, vocabulary and grammar, fix the spelling and meaning of words and phrases and, in general, improve their communicative competence in the foreign language.

In addition there are levels of reading comprehension according to Scribd (2020), the literal level is the way to read literally what is written in the text, so, answers will appear explicitly, but, it is required that the reader knows all the words of this and to recognize the words is necessary to make use of grammar, ie, read in accordance with the text to perform the recognition, location and identification of elements.

Merla, M. (2023) affirms that the teaching of English grammar through group work by using deductive method plays positive role in improving the academic achievement of the students studying English. This can be seen from the result of Post-test which increased significantly. It happened because Students are more actively involved in the learning process.

According to Bernal (2003), the skimming technique also helps students with grammar, which is based on obtaining general information about the

text, where the reader does not have to read every word or every line of the text, but makes a quick visualization of the entire content. For many authors this strategy is ideal for making inferences, considering the relationship between sentences and ideas.

On the other hand, for Guiz et al. (2024) the application of TICS in teaching reading habit is particular flattering for students. They propose a didactic program with innovate strategies for engage the cognitive attention and develop the reading skill thus promoting the improvement of reading skills. In that way they promote teacher's ability to boost the potential of its students.

Also according to Marks (2013), the scanning technique is one of the strategies that can be used to increase vocabulary and improve grammar along with guided discovery and the first thing to do is to determine what keywords to look for, then quickly look at the text for those words and finally, read the sentences around them to see if they provide the information you are looking for. This scanning technique is useful in the pre-reading stage to develop knowledge.

To all this we add relevant information because it is important to know that, according to the Royal Spanish Academy (2024), reading comprehension is a mental process that involves the ability to interpret and understand the meaning of the text. According to the Royal Spanish Academy (2024), reading comprehension

is defined as "the ability to understand what is read, interpret the meaning of the text and relate it to one's own knowledge"

It assume that grammatical comprehension through engaging reading is an approach that seeks to improve reading comprehension in general, focusing on grammar comprehension and vocabulary acquisition through reading interesting and engaging texts, since by reading interesting texts, students get involved and feel more motivated in the learning process which results in the development of reading comprehension and grammatical skills that favor reading skills and of course improves their level of proficiency.

Benefits to apply in classrooms GDS

According to Joy (2014) discovery-based learning method assisted to a great extent in effective teaching and learning of Physics (Joy, 2014). The participants classified by gender did not differ on the extent to which discovery-based learning method helped in effective teaching and learning, improved students' knowledge and promoted research in Physics (Joy, 2014).

Additionally, Singaravelu, (2012) argued that the effectiveness of the Discovery Learning method in learning English Grammar for the learners is particularly beneficial for any students who learn EFLL/ESL, discovery learning is a highly student-centered and self-directed form of learning.

Besides, Zahara and others, (2020)

investigated the impact of using guided discovery in teaching reading comprehension. This study implemented a quasi-experimental method by pre-test and post-test control group design. Experimental group and control group were selected for obtaining data. The use of t-test for analyzing data.

Furthermore, Rahmi and Ratnaida (2014) conducted research on the use of discovery learning strategy in teaching reading report texts to senior high school students. They suggested that there six stages for discovery learning strategy activity, namely; stimulation, problem statement, data collection, data processing, verification, and generalization. The advantages of discovery learning strategy (1) enhancing students' vocabulary, (2) highly motivation for students, (3) intending students' improvement (4) more be creative (5) teaching knowledge and skills (6) improving students' self confidence.

Thus, Nassaji and Fotos (2011) pose that exposure to the target language and participation in communicative activities help processing and retention as well as increases learners' awareness of the target language form.

Muliati (2020) affirms that the use of the Discovery Learning Method is able to enhance the students' literal reading comprehension and also can develop the students' interpretive comprehension. Additionally, reading comprehension is the process of simultaneously constructing and extracting meaning through interaction and engagement with print. The success of a comprehension event depends on a good match of reader skills, text difficulty, and task definition (Snow, 2010)

According to Tahaineh and Daana (2013), motivation involves expending effort, persisting in the activities, attending to the tasks and showing desire to achieve the goal. Therefore, Alcaraz (2018) GDA is a methodological attempt to increase learners' motivation in a variety of ways, for instance, by varying the activities typology or by implementing a cooperative environment in the classroom rather than a competitive one which would raise learners' self-confidence.

Another benefit for Conway (2007) is that students practice in problem solving or inquiry in order to understand discovery. Thus, Mayer (2004) argued that discovery learning method is a teaching method to improve students to be more active in learning process by answering a series of questions or solving problems designed to introduce a general concept. In his perspective, Thornbury (2011) advises teachers that "guided discovery is demanding on both you and the learner, and although it may look artless to a casual observer, it isn't enough to throw a task at the learners, let them do it and then move on. Guided discovery requires imagination and flexibility"

Henter (2014) mentions, the teacher should encourage and support learners by using positive language and avoid negative feedback in front of the class.

Instead, collective feedback can be provided to the learners. Another clue to reduce anxiety is the creation of a relaxed environment.

Larsen-Freeman (2003) similarly expressed the idea that by promoting noticing, consciousness-raising tasks, such as enhanced input, input flood and traditional explanations, in addition to grammar tasks, "prime" learners for subsequent encounters with the target form (p. 92).

Additionally, for Diaz et al. (2023) in the findings of their research support the idea that the implementation of an intervention plan through lesson study helped the preservice teacher to design effective lesson plans in order to make learning more open to students' needs and interactions. They expose that the implementation of diverse type of strategies in teaching reading comprehension facilitate the acquisition of the new language in a more enhance way, promoting the metacognitive capabilities of the development of this skill.

Abdullah (2020) affirms, based on his research, that using innovative strategies and creating a cooperative atmosphere inside it classrooms enhances learners' cooperation and fosters them to share and be active during the learning process.

Richards and Rodgers (2003) state that it is useful for both teachers and students to be familiar with current approaches and methods because, among other things, they "solve many of the problems that beginning teachers struggle with".

In the point of view of Soto et al. (2024) indicate that teachers and students view communication activities as stimulating. Furthermore, because communicative activities improve students' fluency, they feel encouraged to participate. Students feel more confident when they support one another through group projects, role plays, class debates, games, pair and group work, and oral presentations.

Moreover, Sahibzada et al. (2020) point out that in order to optimally enhance reading comprehension and critical thinking, there is a great contribution in using storytelling as a resource of the guided discovery strategy, since stories contain elements such as inferences, suspense, exploration of themes, genres, symbolic thinking and literary terms that lead students to think in search of meaning and understanding, and the result, the improvement of linguistic skills and the development of comprehension skills are obtained, thus having self-awareness of logic to differentiate rational points of view and careful expression.

Besides, according to Calle, Aliaga and Molina (2024), reading comprehension is defined as the comprehensive ability to understand, interpret and process the information contained in a written text. It involves extracting meaning, identifying main ideas, inferring implicit concepts, relating information and reflecting critically on textual content. This skill is not limited to the passive decoding of words but involves an active construction of meaning by the reader. From an

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interdisciplinary perspective, in today's education, the integration of digital tools with traditional pedagogy is essential to improve reading comprehension in digital environments.

Benefits of the guided discovery strategy stimulate creativity, problem solving, taking into account that it benefits and promotes the intrinsic motivation of students, since by applying this strategy students have an effective teaching and learning, being the teachers or mentors a guide for them and thus this process is successful.

Discussion

The findings from this literature review highlight the significant benefits of applying guided discovery strategies to develop compelling reading skills in English language learning.

One key insight is that compelling reading, where the content is so engaging that the reader forgets they are reading in another language, may have a powerful impact on reading comprehension and overall language acquisition .When students are immersed in reading material that truly captivates their interest, according to Csikszentmihalyi (1990) they enter a state of "flow" where they become deeply absorbed in the text, allowing for more effective and meaningful learning. This aligns with the compelling input hypothesis proposed by Krashen, who emphasizes the importance of providing comprehensible and compelling input for optimal language development.

The guided discovery strategy also emerges as a highly effective approach for enhancing reading skills. By allowing students to actively explore and discover new information on their own, with the teacher serving as a guide, this learner-centered method fosters greater engagement, critical thinking, and autonomy in the learning process. The interactive nature of guided discovery helps students make personal connections with the material, leading to deeper understanding and retention of the content.

Furthermore, the literature indicates that the combination of compelling reading and guided discovery can have a synergistic effect, significantly improving not only reading comprehension, but also vocabulary acquisition, grammatical understanding, and overall language proficiency. The engaging nature of the reading materials, coupled with the active, student-driven exploration facilitated by the guided discovery approach, creates a powerful learning environment that caters to the diverse needs and preferences of language learners.

Importantly, the reviewed studies suggest that these benefits extend across various educational contexts and student populations, making the application of compelling reading and guided discovery strategies highly relevant and impactful for English language classrooms. By implementing these approaches, educators can foster a more motivating and effective learning experience for their students, ultimately enhancing their

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overall language development and academic success.

In conclusion, the literature review provides a strong foundation for the integration of compelling reading and guided discovery strategies in English language instruction. By leveraging these evidence-based practices, educators can create dynamic and engaging learning environments that empower students to develop their reading skills, expand their linguistic knowledge, and cultivate a lifelong love of learning.

Conclusions

Using compelling readings with the guided discovery strategy allows students to develop a high level of reading comprehension because the types of texts used are of interest to the learners. Compelling readings make the input of information more comprehensible and they can go deeper into what they are reading, so students acquire vocabulary, understand grammar and develop problem-solving skills.

On the other hand, guided discovery is a learner-centered approach to language teaching that conforms to modern language learning theories. This approach emphasizes learner engagement, critical thinking skills, and autonomy, and encourages learners to become involved in the learning process and to make personal connections that are meaningful to their learning.

Thus, compelling readings through guided discovery provide us with the ability to link analytical learning and problem solving through the development of reading skills, and this form of learning fosters collaboration among learners as they take responsibility for their own learning. In addition, guided discovery strategies allow students to improve and obtain a high development in reading comprehension, because the readings used are of interest which makes the input of information more comprehensible by acquiring vocabulary and understanding grammar, even the student could obtain more knowledge than necessary depending on the level where it is.

However, there are also significant challenges. Preparing guided discovery activities requires considerable time and specific skills on the part of teachers, which can be a barrier for some educators. In addition, there is a risk of students reaching incorrect conclusions, which can lead to confusion and frustration. Classroom management can also be complex, especially in large or diverse classes, and some students may resist this approach if they prefer explicit explanations. As for persuasive texts, their complexity may be an obstacle for lower-level students, and their cultural content may require additional explanations to ensure that all students can understand and analyze the texts effectively.

In summary, while guided discovery and the use of persuasive texts offer significant benefits in English language instruction, it is crucial to address the challenges associated with these

approaches. Teachers must be well prepared, have the skills necessary to guide students, and select materials that are accessible and relevant to all. By carefully balancing the advantages and disadvantages, a dynamic and effective learning environment can be created that fosters communicative competence and critical thinking in students.

Authors contribution

Todos los autores han contribuido de manera significativa en el diseño del estudio, recolección de datos, análisis e interpretación de los resultados.

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