
Systematic Review: How the Reading Aloud Strategy Still Used in the Last Five Years

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Abstract

The main objective of this study is to explore a study of Reading Aloud Strategy in Teaching English as a Foreign Language (EFL) and its relevance in contemporary educational settings. This research specifically addresses the following objectives: to identify the implications of RA implementation, determine the most effective strategies for its application, and evaluate its effectiveness across different educational levels. Data in the form of articles retrieved through internet search engines at the last five years; between 2018 and 2022. Key search terms included "Reading Aloud," "EFL reading strategies," and "teaching reading comprehension." Articles were selected based on criteria such as publication type, accessibility, participant demographics, research methods, and their focus on RA in EFL contexts. Findings are categorized based on their contributions to answering the research questions, providing insights into the strategic implementation and outcomes of RA in various educational settings. The result reveals that the RA strategy continues to be a adaptable and valuable strategy in Teaching English. Educators are still encouraged to adapt RA methods to their specific classroom contexts, using both traditional and technological approaches to maximize student outcomes in reading comprehension and other learning objectives.

Keywords: EFL, reading aloud, reading comprehension, systematic literature review, teaching strategies



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1. Introduction

Reading in English Foreign Language (EFL) Context is a foreign language skill that has its own difficulties, such as non-native speakers should deal with the linguistic aspects; vocabulary, syntax, and background knowledge (Vaughn, Roberts, Capin, Miciak, Cho, & Fletcher, 2018). In linguistic comprehension, the speakers must be able to use their reading skills to acquire lexical information from the text that represents meaning and syntax so that they can understand and re-explain the contents of the reading (Lonigan & Milburn, 2017). However, reading comprehension has three levels, namely Literal, Inferential, and Evaluative (Basaraba & Yovanoff, 2013), so that students can be said to be proficient in English when they have reached a certain stage as in previous study that tested the level of reading comprehension of adolescents, which on average belong to the Literal and Inferential levels (Mahmudah, 2017). Then, several preliminary studies have investigated the effect of using electronic applications with reading comprehension levels where one of them used gamification on the reading comprehension of sixth grade students of Jordanian EFL where the researchers conducted experiments whose results showed that experimental group taught through the gamification instructional program using the ClassDojo Website has a significant influence on the level of reading comprehension; literal, inferential and critical levels (Abusa'aleek & Baniabdelrahman, 2020).

The two examples of introductory studies deal with how to evaluate the level of students' comprehension toward a language, but what is most important in learning is a continuous process carried out by students (Ifeoma, 2022). Here, the selection of teaching strategies is also important to do by the teacher in order to make the purpose of learning achieved at the end of study and based on a research, various strategies have been used in teaching reading such as Question Generating, Question Answering, Encouraging the Use of Dictionaries, Predicting, Monitor Comprehension, Generating Text, Skimming, Scanning, and summarizing (Wibowo, Syafrizal, & Syafriyadin, 2020).

Those reading strategies are a way to passively improve reading comprehension by using a complex cognitive activity without intensively involving other language skills such as using speaking or listening skills (Burt, Peyton, & Adams, 2003). One example of integrated skills in improving reading comprehension is to use a reading-aloud strategy in which reading activities involve voices and the students should be able to track the right words and intonation that they heard to get more information and it can be able to improve students' pronunciation and vocabularies (Sofyan, Wahid, & Idris, 2021). In addition, the functions of

reading aloud in EFL context are to practice pronunciation, to improve oral English, to get deeper understanding, to strengthen the knowledge, and to improve classroom atmosphere (Huang, 2010).

On the other hand, the basic theory of the reasons people read is to get instrumental purposes by reading instructions and signs, and to get a pleasurable feeling by reading a story (Harmer, 2001). Meanwhile, the Reading Aloud Strategy is chosen and used to combine the two objectives where readers are expected to capture symbols or images from the sounds heard so that they can capture the meaning and feel satisfied after understanding the reading and at the end, the readers enhance their vocabularies (Hiebert & Kamil, 2005). However, the use of the reading-aloud strategy is classified as a conventional strategy that uses a systematic approach where the teacher acts as the model sharpens students' higher-order thinking skills and encourages students to remember the story through the loud voice of the teacher who reads the text slowly and repeatedly within a certain time (McGee & Schickedanz, 2007).

On the other hand, Reading Aloud (RA) is a widely recognized instructional strategy in teaching English as a Foreign Language (EFL), valued for its ability to integrate reading, pronunciation, and comprehension skills. RA involves oral reading of texts, allowing learners to practice pronunciation, develop listening comprehension, and engage with texts interactively. Previous research highlights its efficacy; for instance, underscores RA's role in improving oral fluency and vocabulary acquisition (Huang, 2010), while McGee and Schickedanz (2007) emphasize its capacity to enhance cognitive and linguistic abilities.

Despite these benefits, technological advancements have introduced modern tools such as mobile-assisted learning and gamified platforms, prompting questions about the continued relevance of RA. Some studies, such as (Sun, 2020) and (Yıldızb & Ceyhan, 2021), advocate for integrating RA with interactive elements, including picture books and multimedia aids, to enhance its appeal. However, gaps remain in understanding RA's adaptability across diverse educational levels and contexts. Then, this research addresses these gaps by systematically reviewing studies on RA's implementation in EFL settings. The novelty lies in examining RA's implications, identifying optimal strategies, and determining its effectiveness across educational levels. By doing so, this study contributes to a nuanced understanding of RA's place in contemporary EFL pedagogy.

Therefore, it is necessary to carry out a systematic review on the application of the Reading Aloud Strategy to understand further implications and general conclusions from the large number of reading aloud studies seen from the various types of research methods that other researcher used. So, systematic literature review was conducted to further discuss the feasibility of using this conventional strategy. The main aim of this systematic review is to present a synthesis of the empirical findings in the past regarding studies on the

implementation of Reading Aloud in EFL class, so that further implementation of this strategy can be carried out better in EFL class with the following questions:

- a. What are the implications of implementing the Reading Aloud strategy in EFL classrooms?
- b. What strategies optimize its implementation?
- c. Which educational levels benefit most from RA?

Research Objective:

- a. Identify the implications of RA implementation in EFL classrooms.
- b. Determine the most effective strategies for RA application.
- c. Evaluate the educational levels where RA is most effective.

2. Method

This study used A Qualitative-Systematic Review (QLSR) method. The technique of data collection is retrieved articles about Reading Aloud Strategy in the English as a foreign language context. The limitation of the study focused on how Reading Aloud Strategy used in the last five years, started from 2018 to 2022. The systematic review activities were scoping, selecting, identifying, and evaluating the primary scientific papers about a strategy of reading skill in EFL. Several steps were used in analyzing the data as follows:

2.1. Phase 1: Scoping review design and data collection

In the Scoping review design phase, the researcher drew on existing literature from a variety of information sources and generally includes findings from different study designs and methods. This stage is a very useful approach to comprehensively review studies on the use of Reading Aloud strategy in EFL classes. The activities undertaken in this phase use the recommended steps framework for scoping reviews introduced by Arksey and O' Malley in 2005 which includes:

- Identifying research questions about the implications and the main conclusions of the implementing Reading Aloud Strategy in English Foreign Language (EFL) Class. Keywords used included "Reading Aloud," "EFL reading strategies," "RA implementation," and "teaching reading comprehension." Articles were sourced from Google Scholar, Cambridge Core, ProQuest, and EBSCO.
- Identifying relevant studies related to Reading Aloud Strategy in the context of EFL Class
- Selecting a study according to the criteria (see table 1). Articles were coded and categorized based on their research objectives, methods, findings, and implications.

Table 1. Data selection criteria

No.	Types of Criteria	Criteria
1.	Publication	Journal Articles
2.	Access	Online
3.	Participants	<i>Young Learner</i> <i>Adolescence</i> <i>Young adulthood</i> <i>Later adulthood</i> (mid-20s and older)
4.	Research Method	Library study, Experimental, Survey, Case Study, Quantitative, Qualitative, Mixed Methods, etc
5.	Context	Reading Aloud in English Foreign Language (EFL)
6.	The last 5 years Articles	2018, 2019, 2020, 2021, 2022

2.2. Phase 2: Selecting and screening data

In the second phase, the researchers had data storage of articles related Reading Aloud Strategy 50 articles in the last five years. These articles were from the phase 1. Then, the main activities in this phase carefully selected the articles based on the research's purposes. At the end, the selected articles should be matched with the criteria. The article of reading aloud strategy should be in English Foreign Language context and abandoned the article about implementing reading aloud strategy in other languages. Here, the researchers focused on selecting article about reading skill, not writing or other skills, sometimes when doing a search, the title not mention they put other skills on it. So, the researchers screened article carefully and eliminated them if putting other skills except reading. At the end, the researchers found 35 articles to be analyzed.

After that, the researchers did screen activity on the article title and abstract to recognize the data belong to EFL context and creating data chart related to relevant information which is distributed into columns with specific sub-topics from the literature reviewed. The last activity is to organize, summarize and report results in tables and charts according to the main theme, with an analytical summary of the findings.

2.3. Phase 3: Identifying data

At the identification stage, the researchers wrote the specific data from the article into the table criteria. the researchers conducted a methodical and comprehensive literature search, namely:

- Select data that have the same method and provide notes on the type of sample and number of samples (see table 2);
- Considering the implications of research with similar methods and types of samples;
- Considering the strongest and weaknesses of the research.

Table 2. Number of articles based on methodology

Methodology	Number of Articles
Library study / Systematic review	5
Experimental	10
Survey	1
Case Study with Qualitative Approach	7
Quantitative	7
Mixed Methods	1
Action Research (1) / Exploratory (2) / Empirical Study (1)	4

2.4. Phase 4: Evaluating data

At this stage, the activity carried out by the researchers is to read the full text of the article to find out the feasibility of participating and whether the activities carried out in the previous three stages were in the right path or not. The researchers considered sensitivity for specificity to screen full-text versions of potentially eligible articles to see whether each article correlated with the Reading Aloud Strategy in EFL classes in improving students' reading skills. The results of this stage are presented as finding data.

3. Finding and Discussion

3.1. Finding

In the first phase, the researchers found 50 articles related the keywords and gave them code A1 to A50. Then, they were selected and screened based on the criteria such as abandoned the article about implementing reading aloud strategy in other languages (not English) or did not match between title and content related to Reading Aloud (RA). Finally, in the second phase, the study found 35 articles that belong to the research criteria. All previous studies are about using Reading Aloud Strategy in English Foreign Language class. The researchers classified the data based on the purposes of research, type of respondents, the total respondents, research method, intervention, main result, and implication. Each of articles has a code RA.X which RA stands for *Research Article* and X is the number of articles.

The findings of this study reveal significant insights into the implications, strategies, and effectiveness of RA implementation across educational levels. RA has been shown to enhance reading comprehension, vocabulary, and pronunciation, creating a supportive learning environment particularly beneficial for students with specific needs such as dyslexia (Babude et al., 2018). Additionally, interactive RA fosters student engagement and alleviates anxiety, providing a more dynamic classroom experience (Sun, 2020). Effective implementation strategies include incorporating interactive tools like picture books and multimedia to enhance engagement (Herrera, 2022), as well as integrating technological advancements such as gamification and audiovisual aids to modernize RA applications

(Sánchez-Tello & Argudo-Garzón, 2022). RA demonstrates notable effectiveness at the primary and middle school levels by aiding the development of foundational literacy skills (Wahyuni, 2022), while at secondary and tertiary levels, it supports critical analysis and advanced comprehension skills, making it a versatile strategy across educational settings (Nambi, 2019).

Table 3. The retrieved articles

No	Title Code	Purpose of Research	Respondent	Research Method	Intervention	Main Result	Implication
1	RA 1	To investigate about characteristics and advantages of reading aloud for young children in the EFL contexts from some opinions and previous studies.	Many sources from Articles, book, ideas for more sources.	Library research	It is considered as strategies in teaching English for young learners.	It is believed reading aloud bring more benefits for young children so that it is considered relevant to be implemented nowadays.	Teachers: It saves our children from gadget in urban areas and the best alternatives introduce them to English. Parent: It can be used many stories to the children at home like fairy tales and also it could be chosen some excellent text for.
2	RA 2	To explore how is it effective model to be practiced, how is it supporting to be implemented in teaching.	Many sources such as pictures books, novels, story collections, text authored by instructor, professional development expert.	Library research	Particularly as a tool in teaching reading for elementary students.	The use of reading aloud enhance students understanding of identity and empathy.	Teachers: It is important for pedagogical and literacy practice, sense of culture awareness.
3	RA 3	To analysis some mistakes the students make second to fourth grade in elementary school.	They were 4906 females and 2,638 males in the grades second to fourth students distributed among 118 schools in the Aseer region.	Experimental study	Identify the mistake that students make and developing program to treat these errors.	The use it as statistically to see differential reading error of each student.	Education stakeholder: Provide the teachers some techniques to recognize students' weaknesses in reading then provide real concept with simple way in pronunciation practice.
4	RA 4	To describe a positive virtual classroom experience where reading aloud was taken as a starting point to develop learners	Gathered learners' opinions concerning the significance of the four themed sessions.	Action research	It was used for method know deepest comprehend in reading.	It found that the students more confidence, minimizing anxiety that student felt and then it could be increased all skill which are relating	Teachers: Reading aloud as a resource to instruct learners had accomplished especially when the covid-19 was attack almost all the worlds Learners: To share their thoughts about current

		at the Escuela Normal Estatal de Especialización de .				reading comprehension such as enrich vocabularies, known pronunciation correctly.	events and topics that are relevant for them and to make the classroom dynamic, entertaining and useful (Herrera, 2022).
5	RA 5	To investigate the effectiveness of teaching English using reading aloud technique towards Impulsivity-Reflectivity of Iranian Primary students.	45 elementary students	Experimental research	Reading aloud as technique towards Impulsivity Reflectivity of Iranian Primary.	Reading aloud has any differential effect between impulsive and reflective for students in learning vocabularies. Then, it would be given any significant effect in impulsive and reflective in learning vocabulary.	Teachers: It was decided the best one to use it, so that, teachers can consider the objectives and the benefits with an effective learning activity. (Larsari, 2021)
6	RA 6	To evaluate the conventional practices of reading habits in Indian children from lower, middle, and upper socio-economic backgrounds and to suggest some new methods based on the results.	30 students.	Qualitative method.	It one of the ways to influence reading habit to the students and linguistic competence.	Reading Aloud is important at primary level education and helps children focus on the reading script.	For parents: It might be provided any libraries particularly at home that available with some topic which is needed for the children that contain extraordinary vocabularies. For school: It might also facilitate children with good facilities like children-oriented library to give comfortable during learning activity students. (Gehlo, Qhalaf, & Gehlot, 2020)
7	RA 7	To examine the effects of reading aloud in improving the vocabulary, comprehension, expository and narrative language outcomes of first grade students.	638 students	Experimental research	Some benefit could be increased by reading aloud technique. These are vocabulary skill, comprehension, and expository.	It found that there is significant interaction effect and also it was better outcomes adjusting to student responses.	Teachers: It should be continued to examine content, whether it is to be good instructional designs to build the students' skill and to give deeper comprehension. (Baker L. D., Santoro, Bianca, Baker, Fien, & Otterstedt, 2020)
8	RA 8	To investigated the curriculum development practices who used daily read-aloud.	Two students' elementary classrooms.	Multi case study methods	Read aloud is used to the students in daily routine to change the dominant.	It can be seen that literacy designed curricula which are to be critical issues that can be used to find many sources such as diverse text,	Teachers: They can be used this reading aloud for the student with their routine because it is available any other comprehension like critical sociocultural and

						some critical perspective for the students in every single school day.	sociopolitical themes and issues that include multiple. (Vlach, 2022)
9	RA 13	To explore a reading aloud as project for young learners to improve English reading and language learning at the English classroom.	21 students 10 males and 11 females	Exploratory study.	Reading aloud is as project had to young learners.	The results reveal reading aloud was given meaningfully for young learners to improve English reading skill.	Practitioner: It had been explored and also it had been maintenance and development as strategies to facilitate English language development. (Sanchez, Lezama, & Oaxaca, 2022)
10	RA 15	To know the effect of reading aloud in teaching reading to improve English pronunciation.	31 students. 13 male and 18 female.	Experimental research	It is use as a technique in improving English Pronunciation.	The result showed pronunciation skill particularly could be improved by reading aloud. So that this could be conclude, there is significant effect for students' pronunciation by using the reading aloud in teaching.	Teachers: Reading aloud is one way in drilling students' English pronunciation that might be examined by teachers. It must be supported by teachers and also, they should be realized since this way to be interesting thing to increased students' pronunciation practice (Wahyuni P. , 2022).
11	RA 16	To examine the effect of interactive reading aloud (IRA) lessons on students' reading comprehension levels, reading motivation, and reading fluency skills.	62 students	A mixed experimental design	Reading aloud is lesson to see students 'comprehension and their reading motivation, and fluency skills.	The result shows some benefits in practicing the IRA. Some benefit that could be seen such as students reading comprehension, their motivation for daily reading and improving reading fluency.	Teachers: The teachers might be examined interactive reading aloud model rather than the researcher performance in this study. They might be used with their different student's level. (Yıldızb & Ceyhan, 2021)
12	RA 17	To investigated the effects of interactive reading aloud picture book.	56 students	Experimental design	Reading aloud is modeling to infer the meanings of unfamiliar words in English.	The result found the interactive picture-book of reading aloud provided positive classroom environment, it is more fun and make better performance on word inference during such reading activities.	EFL Teachers: It was modeling and scaffold practice that was positive impact on students' use of prior knowledge and text to infer the meanings of unfamiliar words. (Sun, 2020)
13	RA 19	To analysis of read-aloud strategies and silent reading strategies.	170 students. 100 male and 70 female.	Experimental design	Read-aloud is used as an effective strategy on students' reading proficiency	The result shown better response by the students implementing reading aloud rather than silent reading for some aspect like	Teachers and parents: Reading aloud is one of recommended strategy for students who want to enhance reading proficiency and literal

					and literal reading skills.	reading proficiency and literal reading skills.	reading skills. (Sajid & Kassim, 2019)
14	RA 20	To know the students' competence in reading skills.	40 students	Quasi experimental	Reading aloud is used as strategy to measure students' competence in reading skill.	It could be showed from the data conclusion that reading aloud is essential strategy to increase students reading competence.	Teachers: The teacher need to be aware that reading some competence like comprehension, analysis and interpreting of the text could be defeated by reading aloud. (Sofyan, HJ, & Idris, 2021)
15	RA 21	To investigated the effect of read-aloud on young learners and to examined whether students with dyslexia identification benefit with no official identification of dyslexia.	233 students with no identified dyslexia and 47 students with dyslexia identification.	Quantitative method	Read aloud is used to test assist dyslexic students in demonstrating comprehension on text.	It was found reading aloud give the effect particularly for dyslexic participants with some challenge texts, and a them in performing their non-dyslexic peer's level.	Teachers: Some administration test needs to be modified by teachers in order to assist dyslexic students reading comprehension in demonstrating their text comprehension. (Babude, Kormos, Ratajczak, & Piżorn, 2018)
16	RA 22	To explores classroom experiences of students with reading aloud of Soyinka's (2007) play The Trials of Brother Jero.	A learner in secondary school.	Case study	Reading aloud is used as the role during reading exercise to create systematic classroom environment	Reading aloud seems to create a systematic classroom environment. Clearly performance was seen during the carrying this reading aloud.	Teachers: It should be ware with some the benefit of the reading aloud. The school: It should be support from school in promoting reading aloud as stipulated by the syllabus (Nambi, 2019).
17	RA 23	To reports some research results of reading aloud articles published between 2011 and 2015 reviewed journals across the K-8 curriculum.	It provides a review of research on reading aloud at home, in school, across the curriculum	Quantitative method	Some advantages will be given by reading aloud. it is an instructional either in context reading comprehension or reading literacy.	It would be concluded that reading article rich of some benefit such as literary text, informational/literary text, and hybrid text.	Parents and teachers: In fact, that reading aloud could obtained more positive impact of disposition reading across the curriculum and through-out the grades. (Bintz, 2020).
18	RA 24	To extend knowledge of read-aloud in practicing.	Three hundred classrooms from 150 schools.	Quantitative method	Reading aloud is used as instruction tool in the classroom.	It could be indicated by both data collections the literacy instructional skill in practice is rarely while selection of	Teachers: Teachers should be smart to select appropriate books with enable clear instructional, properly purpose to their children before teacher have contribution teaching

						books was often had been there/	reading aloud. (Håland, Hoem, & McTigue, 2020)
19	RA 27	To understand how reading aloud can help improve the cognitive learning processes.	10 students. Five boys and the rest are girls.	Quantitative method	Reading aloud is techniques on students' learning attitudes and motivation in the classroom.	The result found reading aloud obtained better contribution than some traditional method is quite in enhancing students' reading skill.	Teachers: Reading practice need to become culture awareness particularly for young students it is noted by the teachers' event though there are quite theoretical implication (Islam & Eltilib, 2020).
20	RA 28	To identify available literature to examine the association between reading aloud and language development.	Analysis 51 articles	Library Study	It used for methodologies to point out the effects reading aloud on practicing enhancement of language.	Even though this study enough obtains some association between reading aloud and language development. It needs to be continued to investigate in order to conduct that reading aloud as a democratic instrument of educational quality.	Reading aloud actually promotes and support in developing children language skill among that could be realized by either their teacher or parent (Batini, D'Autilia, Pera, Lucchetti, & Toti, 2020).
21	RA 29	To examining and documenting how reading aloud has positively influenced the racial identity of children.	Seven children	Case study	Read aloud is used as children literature in multicultural	Awareness for the diverse race could be built to each child. It was assumed from many literatures reviewed.	Teachers: Allow the students to find their identity by many sources. Give them supplement to see themselves then reading aloud make whole sense of diverse racial identity. (Piper, Navigating Black Identity Development: The Power of Interactive Multicultural Read Alouds with Elementary-Aged Children, 2019)
22	RA 31	To report perspective of teachers working on their read-aloud practices in English Language Arts.	64 primaries	Qualitative research	Reading aloud is an instructional practice designed to improve literacy	It indicated that the most teachers consistently that reading aloud was a challenge.	The policy-makers should ensure that implementation of reading aloud in the classroom level. (Duggins & Acosta, 2017).

					achievement		
23	RA 32	To investigate what children, focus on and negotiate during the read aloud.	24 children: 9 girls and 15 boys	Qualitative method	Reading aloud becomes an interactive tool for discussing other aspects that children are needed.	The Finding showed interactive aloud contribute for the students' knowledge. It as a pedagogical tool for introducing evolution in early childhood education.	Teachers: In fact, that knowledge could be engaged by reading. Whatever issues about and whoever are they. But reading aloud is one way to motivate children knowledge. (Frejd, 2021).
24	RA 33	To explore reading aloud are used and shaped social interaction situations.	6 children	Empirical Study	Read aloud is used as performance	The results found reading aloud can offer a significant arena for children's identity production.	The readers: Reading aloud can be used to facilitating the whole social practice. (HAGGSTRÖM, 2020).
25	RA 35	To investigate anxiety of EFL students during reading aloud.	507 participants.	Quantitative research	Reading aloud is tool in practicing.	Many factor that EFL students felt anxiety during reading aloud such as some words are not familiar with them. They have not unknown vocabularies how pronounce them well.	Teachers: Teachers need to pay more attention to enriching the students' vocabulary and improving their pronunciation, since this helps to alleviate students' reading anxiety. (Zemni & Alrefae, 2020)
26	RA 36	To investigate the effects of intensive training of reading aloud on working-memory capacity in young adults.	67 men and 52 women	Experimental research	It considered effective methods for language learning.	The results showed the is significant test-retest decreases in task reaction time to increase in working memory performance.	Teachers: Appropriate method needs to be considered to achieve effective learning foreign language. it must be relevant technique (Takeuchi, et al., 2021).
27	RA 37	To describe how children develop the ability to use pauses during oral reading.	295 children and 20 adults	Quantitative research	Read aloud is media in reading processes.	Based on the result showed the poses is very essential for students to correct some ungrammatical and produces those words correctly.	Educators: It was recommended the reading aloud highlight important and plays in breathing pauses and syntactic-prosodic breaks (Godde, Bosse, & Gérard, 2022).
28	RA 38	To investigate: whether parent literacy is associated with parent-child reading aloud interactions.	660 children	Qualitative research	In this study reading aloud is used as part parents' literacy.	The result showed that lower quality and quantity parent literacy associated with the lower student's assessment score.	Educators: The quantity and quality of parent-child could be improved by Reading aloud then book-sharing interactions could also enhance child outcomes particularly parents have low literacy (Mendelsohna, et al., 2020).

29	RA 39	To presents trial assessing the impact of a shared book reading aloud.	47 kindergartens	Experim ental research	Reading aloud is used as kind of books.	There is significant impact by using share book reading aloud. Based on the data concluded that any improvement over reading aloud experiments in terms of external validity.	Educators: Reading aloud activity has strong impacts such share book reading aloud for any educational resource. (Barone, Fougère, & Martel, 2020).
30	RA 43	To discuss how reading multicultural literature can be used to promote social justice teaching.	60 students	Case study	Read aloud is used as a way in reading social justice themes that should be addressed in the classroom.	Reading aloud is interactive and make the students enjoy. It would be found new content as well as explore how the texts can be utilized in their future classrooms.	Researcher: Multicultural literature can be used for the teacher to prepare literacy course (Nurkaeti, Aryanto, & Gumala, 2019).
31	RA 44	To analyze the development of family literacy culture through read aloud.	Read Aloud books and relevant articles.	A literature review	Read aloud is used as role models in developing an effective family literacy culture.	The results of this literature review found that family literacy culture can be motivator, role models, mentors, friends and promoters to create literacy beliefs and behaviors in children.	Parents: This study is provided perspective about developing an effective family literacy culture (Abawaini, Dahlan, & Rachmawati, 2022).
32	RA 45	To examine the influence of literacy and read aloud activities on the early childhood.	115 students of early childhood.	Quantitat ive study	Read aloud is used as activities to receive students' language skill.	It found that Literacy and read aloud activities significantly influenced the early childhood Education students' receptive language skills.	Teachers: Literacy and read aloud activities should be continue to improve the early childhood education students' receptive language skills (Lely, Sarwi, & Yusuf, 305–312).
33	RA 46	To analyze the perceptions of read-aloud accommodations (RAAs) on both students with learning impairment and students without learning impairment at the elementary level.	21 participants	Case study	Reading aloud is used as media in learning impairment and students without learning impairment.	The result found that read aloud accommodation (RAAs) had been recommended to eliminate difficulties faced by students with learning impairments mainly in reading comprehension.	All stakeholders: The expectations for both teachers and parents in providing RAAs to students. It is the accountability of all stakeholders to ensure high-quality instruction, provide RAAs when needed, and provide support at all times to students whether in the classroom or at home (Pangatungan, 2018).

34	RA 47	To analyze how well students comprehend reading independently and reading with teacher guidance.	30 students	Review of the literature	Reading aloud is used as measurement in reading comprehension.	The researcher felt that the interaction with the teacher and having discussions about the text truly deepened their reading comprehension.	Educators: Reading aloud needs to occur for ongoing research need to be consider between fluency and comprehension, as well as how fluency can be taught during read aloud (Alme, 2020).
35	RA 48	To analysis teacher awareness to be able to accompany their students in reading books to develop reading interest.	30 students	Experimental research	Reading aloud is used as learning activity.	The result found that students' interest in reading because they get a pleasant impression from reading aloud with their teacher at school.	Teachers: Teacher should play an active role in developing reading attitude by providing reading materials and creating reading friendly environment. then, it will create interesting experiences for students in reading book (Meiristiani, Rofiudin, Santoso, & Sunmut, 2021)

3.2. Discussion

3.2.1. The implications of RA implementation in EFL classrooms

Reading Aloud (RA) demonstrates a significant impact on improving students' reading comprehension, vocabulary acquisition, and pronunciation. These outcomes are particularly valuable in creating a supportive learning environment for diverse learners, including those with specific needs like dyslexia. For instance, the findings from RA21 indicate that dyslexic students benefit from RA by achieving comparable comprehension levels to their non-dyslexic peers. Moreover, RA fosters engagement and alleviates anxiety in classrooms, as supported by RA35, which highlights the role of RA in reducing language learning challenges.

In detail, some studies of reading aloud used quantitative method. From 35 articles, there are four researches which focus on young learners. The RA21 results revealed that young learners with dyslexia identification performed similarly to non-dyslexia children in practicing the read-aloud (Babude, Kormos, Ratajczak, & Pižorn, 2018). As we know that dyslexia are a type of illness when someone unable to read normal. Here, read aloud strategy succeed to help them to read. However, a class condition is also an aspect in achieving the goal of learning such as the RA23 result said that an instructional tool is a technique of teaching that teachers use in practicing reading aloud strategy more than as an intervention technique (Bintz, 2020). Meanwhile, the RA35 result found that even this strategy makes the EFL class sound interesting to young learners (Frejd, 2021), but the students still felt anxiety when reading with aloud sound because not understand the meaning of some vocabularies and unfamiliar pronunciation to them (Zemni & Alrefae, 2020). In contrast, the RA37 result said this strategy is a complex cognitive process and can be used as activities to enhance

students' receptive language skill although there is a worry of the children in the process and it is normal for a learner (Lely, Sarwi, & Yusuf, 305–312) and at the end, the children can find a motivator, role model, or mentor in obtaining language literacy (Abawaini, Dahlan, & Rachmawati, 2022).

The RA3 result said that there are no statistically significant differences in students' reading errors due to the gender variable when practicing Reading Aloud in EFL class. It means that the both male and female can be scored in the same standard of rubric scoring, and can be considered to have same weaknesses in reading (Khasawneh, 2021). Then, it is also relevant to the RA20 result. It said that the reading aloud strategy had improved students' competence in understanding, analyzing, and interpreting the reading text both male and female or there is no gender bias (Sofyan, HJ, & Idris, 2021).

3.2.2. The most effective strategies for RA application

Based on the articles, the Effective strategies for implementing RA include integrating interactive tools such as picture books and multimedia aids. For instance, the use of interactive picture books (RA17) has been shown to provide a positive classroom environment by engaging students and aiding in the inference of unfamiliar words. Additionally, combining RA with gamification and audiovisual aids (Sánchez-Tello & Argudo-Garzón, 2022) has modernized its application, making it more engaging for students. Teachers are encouraged to use a variety of techniques tailored to learners' needs to maximize the benefits of RA. While, RA5 result said that reading aloud technique does not have any meaningful differential effect on reflective learners' vocabulary learning. It was contrast by the third result which said that reading aloud has a significant interaction effect and students had better outcomes on vocabulary (Baker L. D., et al., 2020). The RA17 result is about using an interactive picture-book read-aloud which can provide positive classroom environment and the book builds prior knowledge and text to infer the meanings of unfamiliar words to the students (Sun, 2020). It means that using some modes such as colorful pictures, characters, and dialog in practicing reading aloud still relevant on young students' needs and preferences in learning English as Foreign Language.

3.2.3. The educational levels where RA is most effective

RA proves most effective at the primary and middle school levels, where it aids in the development of foundational literacy skills (Wahyuni P. , 2022). For younger learners, interactive and engaging methods, such as those using colorful visuals and dialog, align well with their developmental needs. At higher educational levels, RA can support critical thinking and advanced comprehension, as evidenced by studies emphasizing its role in fostering deeper textual analysis (Nambi, 2019). This versatility across educational levels highlights RA's adaptability and relevance.

So, the findings support previous research on RA's efficacy while revealing slightly different insights. RA's benefits for young learners align with studies by (Huang, 2010) and McGee & Schickedanz (2007), emphasizing oral fluency and vocabulary growth. Additionally, RA's integration with technology corroborates findings by (Sánchez-Tello & Argudo-Garzón, 2022), who highlight the role of multimedia in enhancing engagement.

However, this study identifies gaps in RA's application at higher educational levels, suggesting the need for tailored approaches that incorporate critical thinking activities. Moreover, the findings highlight challenges such as learner anxiety, as noted by (Zemni & Alrefaee, 2020). Addressing these requires strategies like scaffolding and differentiated instruction. Overall, this research emphasizes the need for adaptive RA practices, integrating traditional and modern techniques to maximize learning outcomes across diverse contexts.

4. Conclusion

The main conclusion is that the systematic review on the implementation of the Reading Aloud (RA) strategy in EFL classrooms over the last five years demonstrates its continued relevance and effectiveness. RA has been shown to significantly enhance reading comprehension, vocabulary acquisition, and pronunciation, particularly in young learners. The strategy also fosters classroom engagement and reduces anxiety through supportive, teacher-led activities. However, challenges such as student anxiety and limitations in vocabulary knowledge highlight the need for careful scaffolding and supportive instruction.

Despite the development of technological advancements in language teaching, RA remains a vital instructional approach. By integrating multimedia tools and interactive techniques, teachers can modernize this traditional strategy, making it more engaging and impactful. Future applications should focus on combining RA with innovative technologies to address diverse learner needs across various educational levels. At the end, the researchers conclude that the RA strategy continues to be a versatile and valuable tool in EFL pedagogy. Teachers are encouraged to adapt RA methods to their specific classroom contexts, using both traditional and technological approaches to maximize student outcomes in reading comprehension and overall language development.

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