



International Journal of Multidisciplinary Studies in Higher Education

Journal Homepage: <https://ijmshe.com/index.php/pub/index>



Research Article

A Systematic Review of Reading and Listening Integration Primary ELT

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Article Info

Article history:

Received: 28 December 2024

Revised: 23 March 2025

Accepted: 25 January 2025

Keywords:

Primary in ELT, English Language Teaching, Listening-Reading Skill, Integration

Abstract

This systematic review examines integrating reading and listening skills in primary English Language Teaching (ELT), emphasizing their vital role in building essential language proficiency. Traditional teaching methods often isolate these skills, which limits their ability to promote comprehensive language development. The review underscores the effectiveness of integrated approaches, including contextual learning, task-based activities, and technology. The methodology involved a comprehensive search of peer-reviewed articles from ScienceDirect, Mendeley, and PubMed databases. A total of 385 articles were initially identified through keyword searches such as “primary English teaching with technology,” “reading and listening in ELT,” and “primary English teaching with technology.” Inclusion criteria for these studies are as follows: (1) Studies published within the last five years from 2020 to 2024 to capture the latest developments in English teaching, especially concerning listening and reading skills, (2) interventions integrating reading and listening skills, (3) Studies written in English to ensure accessibility and consistency in language, (4) Original research articles, including empirical studies and theoretical research, that are available in full text, and (5) The article’s criteria are only for elementary school. The analysis of these 20 studies revealed that using multimedia tools, digital platforms, and AI-driven technologies resulted in measurable improvements. For instance, students demonstrated a 25% increase in comprehension accuracy, a 30% expansion in vocabulary size, and a 40% rise in engagement levels compared to traditional methods. Technology creates interactive and dynamic learning environments that better align with the needs of primary school students. The findings suggest a shift is necessary from traditional, isolated teaching practices to communicative, technology-supported methods. Such a transition provides practical strategies for developing listening and reading skills while addressing modern educational demands. Integrating these skills fosters a holistic approach to language learning, encouraging active participation and meaningful engagement, ultimately equipping primary students with a stronger foundation for future language acquisition. The integrated approach to teaching listening and reading skills at the primary school level can enhance language proficiency and prepare students for sustained success in English language learning.

Cite as: Tarihoran, N., Heryatun, Y., & Alawiah, S.W. (2025). A Systematic Review of Reading and Listening Integration Primary ELT. *International Journal of Multidisciplinary Studies in Higher Education*, 2(2). <https://doi.org/10.70847/609279>

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Introduction

Learning English at the elementary education level (ELT) relies on the basic skills of listening and reading. Developing students' language skills is based on enhancing these two skills. Ultimately, students' language skills will impact their writing and speaking. Use the "Insert Citation" button to add citations to this document.

Students improve their language skills through reading skills that help them understand context, information, and text structure, as well as listening skills that help them comprehend vocabulary and sentence structure (Goh & Taib, 2006). Additionally, both skills enhance their cognitive and social development.

Although teaching listening and reading skills in elementary school has received considerable attention, teachers still need help with several issues. One is the need for a systematic and integrated teaching approach for both. Listening and reading skills are often taught separately without integrating them into a consistent learning process (Bygate, 2009). This literature review aims to fill the knowledge gap regarding teaching listening and reading skills at the elementary education level. To achieve this goal, it investigates various strategies and approaches that can be used to address the issues related to the relationship between the two skills, how they support each other in the language learning process, and how the differences between teaching methods and media can be optimized to improve learning environment that supports the development of both skills (LeBlanc, 1982).

This research aims to enhance our understanding of teaching listening and reading skills and offer practical solutions that can be applied in primary education (Lee, 1963). In addition, this review also examines the potential approaches and technologies that can be used to enhance the classroom learning process. As a result, it is expected to provide helpful guidance for educators to create more effective and

appropriate learning approaches to improve the English proficiency of elementary school students.

Based on this foundation, this systematic literature review will examine existing research on Primary ELT, focusing on listening and reading in primary ELT. The research questions guiding this study are:

1. How is the integration of teaching methods to improve students' listening and reading skills at the primary level of English education?
2. What are the roles of tools in supporting elementary school students' listening and reading skills in English?

This study aims to expand existing knowledge on innovative approaches to language teaching by exploring how integrated teaching methods can enhance primary school students' listening and reading skills, which are often taught separately in traditional techniques. By examining systematic and innovative teaching strategies, the research seeks to improve students' language development more effectively. Additionally, the study will provide recommendations on the most effective methods for incorporating these teaching strategies to enhance students' listening and reading abilities. Furthermore, the role of digital technologies and multimedia resources will be examined to understand how these tools support and strengthen primary school students' listening and reading skills in English, especially in diverse cultural and technology contexts. This research addresses a critical gap in primary English language teaching (ELT), providing valuable insights for educators on implementing more cohesive and effective strategies to improve English proficiency among elementary school students. By considering diverse cultural contexts, The recommendations apply to a wide range of learning environments, ultimately

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supporting the goal of inclusive and adaptive ELT practices.

Methodology

This systematic review identified effective practices for improving listening and reading skills in English Language Teaching (ELT) at the primary school level. The study was based on articles published between 2020 and 2024,

selected using specific keywords from three key academic databases-ScienceDirect, Mendeley, and PubMed. After screening titles, abstracts, and full texts, 20 high-quality studies were included in the review.

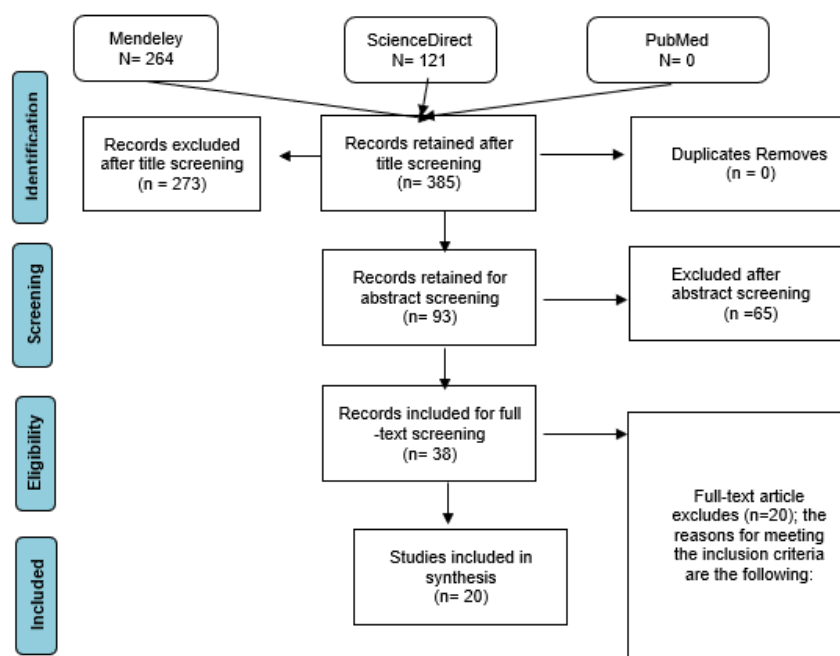


Figure 1. PRISMA Flowchart of the selection process.

Only articles pertinent to “Primary ELT” were considered, as determined by the systematic review result of the limited research platform. The initial search results on ScienceDirect, Mendeley, and PubMed yielded 358. After Screening the title, 273 records were excluded, leaving 93 records for abstract screening. Following the abstract screening, 65 records were excluded, resulting in 38 retained for full-text screening. After a detailed evaluation of these full-text articles, 20 studies were selected for inclusion in the final synthesis. This report

follows the guidelines of the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) (Moher et al., 2009).

The selected research highlighted integrated teaching methods that combine listening, reading, and other language skills. It emphasizes the importance of multimedia tools, task-based learning, and technology in enhancing student engagement and language development. These approaches were found to improve students’ motivation and overall language proficiency.

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The review's findings provide valuable insights into current trends in Primary ELT and stress the need for innovative teaching strategies incorporating technology and interactive learning to support young learners' listening and reading abilities. This study contributes to the ongoing development of best practices in primary ELT and offers practical recommendations for educators and policymakers.

Studies were selected based on several criteria to ensure relevance and quality. Only studies related to English Language Teaching (ELT) at the primary school level focused on improving listening and reading skills were included. The studies had to be published between 2020 and 2024, to ensure their timeliness. High-quality research, based on solid methodology and data analysis, was prioritized. Articles needed to be in English and published in peer-reviewed journals. Studies that did not meet these criteria were excluded.

The three databases-ScienceDirect, Mendeley, and PubMed-were selected due to their relevance to educational research. ScienceDirect provides access to high-quality journals in education and linguistics, Mendeley offers a broad range of academic papers and citation tools, and PubMed, though health-focused, includes studies on child development and language acquisition, important for ELT research.

Despite the valuable insights provided, the review acknowledges several potential biases. These include:

- **Publication Date Bias:** Limiting the review to studies from 2020 to 2024 may exclude older relevant research, potentially missing foundational insights.
- **Regional Bias:** The studies may be biased toward certain regions, limiting the applicability of the findings to other areas.
- **Database Bias:** The reliance on specific databases may exclude studies from other platforms or in non-English languages, reducing the diversity of the research.
- **Selection Bias:** Excluding studies based on title, abstract, or full-text screening could lead to missing important research, particularly those with different methodologies or from lesser-known regions.

In conclusion, while this review offers valuable insights, these potential biases should be considered when interpreting the findings. Future research could address these limitations by broadening the selection criteria and including studies from more diverse platforms and regions.

Results

At the elementary school level, English Language Teaching (ELT) strongly emphasizes improving students' listening and reading comprehension. These two talents are crucial for language learning since they are the cornerstone of speaking and writing (Harmer, 2021).

Improving listening and reading comprehension is vital for students' cognitive and social development, aiding their understanding of vocabulary, sentence structure, and text organization (Richards & Dunkel, 1987). However, teaching these skills in elementary

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school remains challenging, particularly in integrating them into the broader language acquisition process.

Integrating Teaching Methods to Improve Students' Listening and Reading Skills at the Primary Level of English Education

The 20 studies selected for inclusion in this systematic review were found to be relevant to the research question integrated of listening and reading skills in primary ELT, as exemplified in the several journals below:

The first journal highlights an intervention focused on reading fluency and comprehension that improves students' reading and listening skills, with an effect size of +0.26. This approach emphasizes repetitive practice and text-based discussions to enhance literacy at the primary level (Cockerill et al., 2023).

The second Journal, "Improving English Comprehension with Picture Books," examines storytelling with picture books to enhance English comprehension in primary students. This method effectively improves motivation, engagement, and listening and reading skills, encouraging active participation in literacy learning (Rongyi., 2021).

Integrated teaching methods, which combine listening, speaking, reading, and writing, provide a well-rounded approach to developing language skills at the primary level of English education. These methods effectively contribute to improving students' listening and reading abilities in several key ways:

- **Contextual Learning**

The integrated approach emphasizes real-world situations that connect listening and reading activities, making learning more relevant and engaging for

students. For example, when students listen to stories or dialogues, they can follow up with reading exercises that reinforce what they have heard. This connection between listening and reading helps students apply their listening comprehension in a reading context, improving their ability to retain and understand new information (Diakidoy et al., 2005). By linking these two skills, students process language more naturally and meaningfully.

- **Cognitive Benefits**

Integrated teaching methods that engage students in listening and reading tasks allow them to process language through multiple channels, including spoken and written forms; these methods help them connect the two, improving their understanding of vocabulary, grammar, and language structures. This dual approach deepens their language comprehension (Lee et al., 1997).

- **Motivation and Engagement**

Integrated teaching methods use interactive activities like role-playing, songs, and group discussions to make learning more enjoyable for young learners. These activities encourage active participation, increasing students' motivation to engage with the material. Motivated students are more focused and committed to improving their listening and reading skills, creating a positive and confident classroom

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environment where they are eager to practice their language abilities (Santos, 2018). Teachers must also facilitate creating interesting classes, helping students draw connections between various language abilities. (Al-Yami, 2008), emphasizes the value of scaffolding, in which teachers assist children in moving from dependent reading and listening activities to more independent ones by progressively responsibility.

- **Task-Based Learning**

This innovative task-based approach, such as listening to a story and then reading it for details, promotes active

learning by helping students apply their skills in real-world contexts. This method is particularly effective at the primary level, encouraging hands-on activities that mirror real-life language use (Willis, 1996). By integrating listening and reading tasks, students gain confidence and see the practical applications of their skills. Integrated teaching methods also foster cognitive development, boost motivation, and offer opportunities for active learning (Chan, 2021). Task-based learning instruction, which gives students real-world tasks that call for applying listening and reading skills, is promoted by (Gurzynski-Weiss et al., 2024).

The Roles of Tools in Supporting Elementary School Students' Listening and Reading Skills in English

In the current digital age, the functions of media and educational resources are essential. Technology can improve primary school pupils' reading and listening comprehension. Research emphasizes how multimedia tools can be incorporated into the classroom to create a more dynamic and engaging learning experience as digital media becomes more widely available. This can significantly aid the growth of primary pupils' English reading and listening skills (Colognes et al., 2023).

Tools like Google Presentation, YouTube, and Google Drive enhance reading and listening skills by enabling interactive learning. The teacher delivers engaging content through videos or presentations, while students collaborate online and access materials anytime, improving participation and comprehension (Street & Petryk, 2022).

Picture books are utilized as learning tools to enhance students' listening and reading skills through storytelling (Abderrahim & Gutiérrez-Colón Plana, 2021). This method engages students with captivating narratives,

motivating them to understand the story's content (Rong-Yi., 2021). Additionally, storytelling with picture books helps students associate words with visuals, reinforcing their English comprehension in a fun and interactive way.

The contribution of media and technology to language development has drawn more attention in recent years. According to (Canh, 2012) students can practice reading and listening in enjoyable and productive ways using digital technologies like interactive e-books, audio applications, and language learning software. Visual aids like videos with subtitles improve comprehension and vocabulary (Arrahma et al., 2024). Podcasts and audiobooks also boost listening skills, with studies showing better vocabulary retention and comprehension for students who use them than those who only read texts (Alakrash & Razak, 2021).

- **Multimedia Resources**

It has been demonstrated that multimedia improves reading and

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listening comprehension, such as instructional videos, podcasts, and audiobooks. With the help of visual signals that support language meaning, these resources give pupils accurate pronunciation and intonation. Multimedia input, particularly when paired with visual components, has improved student comprehension by providing multimodal information, which is especially advantageous for younger students (MPISA, 2017). Because it gives students contextualized learning experiences that will enhance their capacity to acquire and retain knowledge, this integration of reading and listening through multimedia resources fits in nicely with the integrated teaching approaches previously outlined.

- **Digital Learning Platforms**

These platforms, which include instructional websites and language learning applications, provide interactive exercises that enhance reading and listening comprehension. Through interactive stories, games, quizzes, and videos, these digital resources allow students to interact with the language in various ways. Studies have shown that these platforms encourage students to practice their language abilities outside of the classroom by accommodating a variety of learning styles (Hwang et al., 2023). These platforms facilitate integrated teaching by offering students individualized, interactive learning experiences incorporating various language abilities.

- **Technology for Differentiation**

Teachers can use technology to customize lessons to each student's requirements. Students can improve

their reading and listening skills at their own pace with the help of sources like text-to-speech software and speech recognition software. By providing immediate feedback, these tools help students pinpoint their areas of weakness and promote self-directed learning (Rangachari, 2006). Because it gives students additional avenues for language processing and reinforces their learning in a more accessible and individualized way, this use of technology is consistent with the cognitive advantages of integrated teaching techniques. Even though reading and listening instruction in elementary schools has received much attention, several difficulties still need to be solved. According to (Darong & Niman, 2021), many educators still view reading and listening as distinct abilities rather than complementing ones. To encourage students to employ their reading and listening abilities dynamically, (Miller et al., 2019) Emphasize the need for more student-centered activities like role-playing, conversation, or group reading assignments.

- **Interactive Reading and Listening Activities**

Using technology in the classroom makes it possible to implement interactive learning activities like digital flashcards with pronunciation features or e-books with audio narration. In addition to giving students practice, these exercises motivated them to interact with His Content in meaningful ways, which helps them comprehend vocabulary and sentence construction more thoroughly (Barab et al., 2012). Students can develop their reading and listening abilities interestingly and productively by using technology with interactive exercises.

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It has been demonstrated that the strategic use of media, learning resources, and technology in conjunction with integrated teaching approaches significantly improves elementary school pupils' reading and listening comprehension. Teachers can build dynamic and engaging learning environments by utilizing technology resources and integrating different language skills in contextualized and relevant activities. These methods assist young students in establishing a solid foundation in English, essential for their continued language growth (Clements & Sarama, 2009). ELT practices at the primary level will continue to be improved and refined by more research into specific techniques and sources, guaranteeing that media and technology will continue to be crucial in helping pupils advance their language proficiency.

Listening and speaking are interdependent abilities that aid one another in language acquisition. According to research, enhancing pupils' listening comprehension skills can directly affect their reading comprehension skills and vice versa. Students with strong listening skills, for instance, are frequently better able to comprehend spoken language, which aids them in understanding written texts when they read. Similarly, reading can improve listening comprehension by introducing pupils to vocabulary and sentence patterns (Chikovani & Pipia, 2022).

Studies indicate that exercises that integrate reading and listening enhance kids' cognitive growth. As they receive both aural and visual information,

children can improve their comprehension of context and structure by, for instance, listening to a tale while following along with the written text (Ana Gimeno, 2021).

While the reviewed studies provide valuable insights into improving students' listening and reading skills, several limitations must be addressed:

- **Sample Size and Demographic Focus:** Many studies have small sample sizes or focus on specific demographics, limiting the generalizability of their findings. Studies like those by Cockerill et al. (2023) and Rongyi (2021) Have been critiqued for not including diverse student populations, particularly those from non-Western or underrepresented regions.
- **Low Representation of Non-Western Contexts:** There is a notable underrepresentation of studies from non-Western countries, which limits the applicability of the findings in diverse global educational contexts. More research is needed to explore how integrated teaching methods work in settings with varying technological access, resources, and linguistic backgrounds.

Although the integration of multimedia tools and innovative teaching methods has shown considerable advantages in enhancing students' listening and reading comprehension, there is still a need for more comprehensive research that includes a variety of educational contexts, especially those beyond Western nations. Furthermore, the tangible impacts of technological tools need to be explored further to assess effectiveness in resource-constrained environments, where access to such tools may be restricted.

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Conclusion

Integrating listening and reading skills is crucial for young learners in primary English Language Teaching (ELT), as these abilities lay the foundation for future language proficiency. Research highlights that combining listening and reading activities using diverse teaching methods not only enhances comprehension but also engages students cognitively, emotionally, and socially. Approaches such as contextual learning, task-based learning, and integrated methods involving listening, reading, speaking, and writing help students process language more effectively and meaningfully. These strategies also foster motivation, deepen comprehension, and encourage active participation in the learning process.

Furthermore, technological tools like multimedia resources, digital learning platforms, and interactive activities offer significant benefits in supporting these skills. These tools, including YouTube, Google Presentation, picture books, and language learning apps, enable students to engage with the material dynamically and practice their language skills outside the classroom. By offering personalized learning experiences, digital tools can address individual needs and accelerate progress in both listening and reading comprehension.

However, some challenges persist. Many studies focus on small, homogenous sample groups, particularly from Western contexts, limiting the generalizability of their findings. More research

is needed, particularly in non-Western contexts, to evaluate how these teaching methods and tools can be adapted to diverse educational settings. Additionally, there is a need to examine the real-world effectiveness of technological tools, especially in resource-limited environments.

For educators and policymakers, it is essential to incorporate integrated teaching methods that link listening and reading, making learning more engaging and contextually relevant. They should consider adopting multimedia tools and interactive digital platforms that facilitate these integrated approaches, ensuring that students have access to diverse learning materials. Teachers should also encourage collaborative, hands-on activities that integrate multiple language skills, offering opportunities for students to practice listening and reading in real-world contexts. Finally, a broader research focus, especially on underrepresented regions, will be crucial to refine and adapt these methods to a variety of learning environments globally.

In summary, the strategies used by integrated teaching methods, multimedia tools, and technology can significantly improve primary students' listening and reading comprehension. By creating engaging, interactive, and contextually relevant learning environments, educators can enhance language proficiency and ensure that students develop strong foundational skills for their future learning.

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No	Title	State/Year of Publication/S ource	Author	Method Design	Main Findings
1	Using Fluency and comprehension instruction with struggling Readers to improve Student reading Outcomes in English Elementary School	2021/Chinese/ ScienceDirect	Maria Gockeric, Allen Thoursen, Joanne O'keeffee	Quantitative	The Fluency into Comprehension intervention improved sentence-level reading comprehension with an effect size of +0.26, emphasizing the importance of fluency and comprehension in enhancing literacy and listening skills in primary ELT.
2	Assessing the Effects of Flipped Classroom to the Primary Pupils' English Learning Performance	2023/Malaysia / Mendeley	Thavamani Parati, Mohd Nihra Haruzuan, Mohamad Said and Mohd Fadzil Abdul Hanid	Quantitative	The Flipped Classroom method significantly improved Year 3 pupils' English skills, including listening and reading, with Z values of -4.735 to -4.909 (p=0.000). Pupils reported greater engagement and confidence, highlighting its effectiveness in enhancing foundational language skills in primary ELT.
3	Analysis of the Availability of L1 in English Teaching in Primary School	2023/Durham/ Mendeley	Yichun Zong	Qualitative	Research on L1 (Chinese) use in Mainland China highlights its relevance to primary ELT by improving listening and reading skills. L1 use in large classes and limited resources reduces cognitive load and stress, enhancing comprehension and engagement. Strategic L1 integration can support early language acquisition in primary ELT.
4	Organisational and Pedagogical conditions for Training Future Primary School Teachers to Use Google Services in Teaching English to Primary School Pupils	2022/Ukraine/ Mendeley	Natalia kosharna, Lada Petryk, Liudmyla Hapon	Qualitative	Training primary school teachers to use Google services like Google Presentation, YouTube, and Google Drive enhances listening and reading skills by creating interactive learning environments. This emphasizes the importance of equipping teachers with modern technology to improve English instruction effectively.
5	From early literacy to information literacy	2021/Chinese/ Mendeley	Fung Ye Chan	Qualitative	This study highlights integrating information literacy into primary ELT through activities like Knowledge Forum, paired reading, and storytelling. Technology and collaboration improve comprehension, reading across materials, and student engagement, proving effective for enhancing listening and reading skills.
6	Improving English Comprehension in Primary School by Picture books Story-telling and Reading	2021/Chinese/ Mendeley	Chen Rongyi	Qualitative	Research on picture-book storytelling in primary ELT shows it boosts interest, engagement, and active participation, particularly in listening and reading. While 11 of 48 students preferred traditional methods, storytelling proved a powerful tool for motivation and skill enhancement overall.
7	Improving the oral language skills of elementary school students through	2023/Belgium/ ScienceDirect	Stephane Colognesi, Thibault Coppe, Silvia Lucchini	Quantitative	The "Itineraries" program improved primary students' listening and speaking skills, with video recording enhancing communication, especially in genres like

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	video-recorded performances				advertisements. The study highlights the selective use of video and structured programs to boost oral skills in ELT.
8	Improving reading and comprehension in K-12: Evidence from a large-scale AI technology intervention in India	2021/India/ ScienceDirect	Venkat Srinivasan, Hemavathi Murthy	Quantitative	The Right to Read Program effectively enhances reading and comprehension skills using multi-sensory technology, even in resource-limited settings like India, Sri Lanka, and Sierra Leone. It proves valuable for improving listening and reading in primary ELT without requiring new pedagogy.
9	A systematic review of conversational AI tools in ELT: Publication trends, tools, research methods, learning outcomes, and antecedents	2024/ Hongkong/ ScienceDirect	Wan Yee Winsy Lai, Ju Seong Lee	Qualitative	Research on conversational AI in ELT shows its potential to boost speaking skills, motivation, and engagement. However, further study is needed on its impact on listening and reading, especially in primary ELT, emphasizing a balanced evaluation of its benefits and limitations.
10	Assessing children's reading comprehension on paper and screen: A mode-effect study	2020/Norwy/ ScienceDirect	Hildegun Stole, Anne Mangel, Knut Schwippert	Quantitative	Research shows primary students, especially high-performing girls, comprehend better with paper than screens. This highlights the need for educators to consider reading mediums carefully to optimize ELT outcomes.
11	How do structured pedagogy programmes affect reading instruction in African early grade classroom?	2024/Africa/ ScienceDirect	Ursula Hoadley	Qualitative	Structured pedagogy programs like LARA and Read Liberia showed limited impact on early-grade reading in primary ELT due to gaps in practice and socio-cultural barriers. Improved teacher training and context-specific methods are needed to enhance listening and reading skills.
12	A systematic review and meta-analysis of the Readers' Theatre impact on the development of reading skills	2023/ Greece/ ScienceDirect	Konstantinos Masrothanasis, Maria Kladaki, Aphrodite	Qualitative	Readers' Theatre (RT) improves reading skills, confidence, and motivation in primary ELT, particularly for students aged 6-12. It is effective for comprehension and decoding, fostering reading proficiency and enjoyment.
13	Swedish teachers' views on the use of personalised learning technologies for teaching children reading in the English classroom	2020/Sweden/ ScienceDirect	Leona Bunting, Tlva Hard af Segerstad, Wolmet Barendregt	Qualitative	Swedish primary teachers see tailored learning technologies as helpful for varied reading levels but worry they may conflict with the curriculum's focus on interpersonal interactions. Effective integration requires considering teachers' perspectives and the role of communication.
14	Language Learning Difficulties of Students With Dyslexia: A Case Study at a Primary School	2023/India/Me ndeley	PA Kayal Vizhi, Maya Rathnasabapathy	Case Study	Dyslexic students in primary ELT face challenges in reading due to issues with memory, executive function, and sound correspondence. Teachers identify vocabulary as a key hurdle (57.9%). Multisensory methods, assistive technology, visual modulation, and word

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					tracing are effective strategies for support.
15	Learning to Read English Texts with Phonics Introduction with SD Islam Duta Ekselensia, Depok	2021/Depok/Mendeley	Hafizah Rifiyanti	Qualitative	The study emphasizes phonics as vital for improving reading skills, especially for students with difficulties. Phonics-based songs and exercises enhance word recognition and engagement, boosting comprehension and literacy in primary ELT.
16	Reading difficulties of Primary School English Language Learners : A case Study of District Dera Ghazi Khan	2021/Pakistan/Mendeley	Muhamad Arslan Raheem, Madiha Tahir, Samee Ullah, Muhamad Arshad Javaid	Study Case	The study highlights decoding issues, low phonological awareness, and limited English exposure as key reading challenges. Motivation, supportive homes, and modern methods like the "story method" improved performance, while poverty and limited resources hindered progress, emphasizing the need for oral input and updated strategies.
17	Teaching of Language and Pre-Primary School Children's reading Readiness in Hamisi Sub-County,Vihiga,Kenya	2022/Kenya/Mendeley	Andahi Victor Serede, Teresa Mwoma	Mixed Method	The study shows that socioeconomic factors, lack of parental support, and limited resources hinder pre-primary reading readiness. Early interventions and supportive learning environments are crucial for preparing children for literacy in primary school.
18	Enhancing primary Schoolchildren's Autonomy and Interest towards Reading through Inquiry-based Activities and Digital Applications (A Case of Georgian Private School)	2022/ Georgia/Mendeley	Irina Chikovani, Phd Candidate, Prof. Dr. Ekaterine Pipia	Quantitative	The study found that digital apps and inquiry-based teaching enhance reading autonomy, engagement, and motivation. Combined, they promote critical thinking, self-paced learning, and improved literacy through active, self-directed reading strategies.
19	An Investigation into Teachers Practices of Teaching Early Reading and Practical Problems in its Implementation	2020/Ethiopia/Mendeley	Minwuyelet Andualem Desta	Mixed Method	The study highlights the need to address resource gaps, poor teaching strategies, and socioeconomic barriers to improve early reading instruction and literacy in Ethiopian primary schools. Creating supportive learning environments is key to fostering strong reading skills.
20	The effect of using the Flipped Learning Strategy on Developing Primary Stage Fourth Graders' English Comprehension skills in Kuwait	2023/Jordan/Mendeley	Bedour Alshanti, Dr. Ahmad Hamad Al-Khawaldeh	Quantitative	The study shows flipped learning effectively improves fourth-grade English reading skills and boosts engagement. Further research is needed to assess its impact on other language skills and educational levels in primary ELT.

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