

Teaching Reading in English as a Foreign Language: A Systematic Literature Review of Recent Approches (2020-2025)

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ABSTRACT

Teaching reading in English as a Foreign Language (EFL) remains a central concern in applied linguistics, with ongoing developments in methodology and technology shaping instructional practices. Recent studies emphasized not only comprehension but also learner autonomy, critical literacy, and engagement through varied pedagogical approaches. This study aimed to synthesize research evidence from the last five years (2020–2025) to identify effective strategies for teaching EFL reading, highlight emerging trends, and examine challenges and implications for classroom practice. A systematic literature review (SLR) was conducted following PRISMA 2020 guidelines. Ten peer-reviewed studies were analyzed, focusing on research design, instructional interventions, and outcomes. The review categorized the studies into five dominant approaches: extensive reading, metacognitive strategy instruction, collaborative learning, flipped classroom models, and problem-based learning. The review found that strategy-based instruction and technology-enhanced methods significantly improve reading comprehension and learner autonomy. Collaborative and flipped learning approaches further enhance engagement, critical thinking, and motivation. However, challenges remain in sustaining learner interest, adapting methods to different contexts, and effectively integrating digital tools. The findings suggested that EFL educators should adopt a balanced pedagogical framework that integrates strategy training, extensive reading opportunities, and interactive technologies. For curriculum designers and policymakers, the review highlights the need for context-sensitive instructional designs. Future research should expand longitudinal studies and explore the impact of emerging technologies such as AI-driven reading platforms.

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1. INTRODUCTION

Teaching reading in English as a Foreign Language (EFL) continues to evolve in response to advances in methodology, learner diversity, and the integration of technology into classrooms. Reading is widely recognized as a central component of second and foreign language learning because it supports vocabulary growth, grammatical development, and overall language proficiency (Grabe & Stoller, 2019). In the past, reading instruction in EFL contexts often relied on traditional methods such as grammar-translation or intensive vocabulary drills. However, in recent years, scholars and practitioners have shifted toward interactive, learner-centered approaches that emphasize comprehension, engagement, and critical thinking (Renandya & Jacobs, 2020; Day, 2018). These new directions suggest that effective reading instruction requires a blend of pedagogical strategies that address both foundational literacy and higher-order cognitive skills.

The teaching of EFL reading is not only concerned with linguistic competence but also with developing learners' cognitive and affective engagement with texts. Effective reading instruction involves balancing bottom-up processes—such as decoding, vocabulary recognition, and sentence-level comprehension—with top-down processes, including prediction, inferencing, and schema activation (Anderson, 2019; Grabe & Stoller, 2019). Moreover, the integration of metacognitive strategies, such as summarizing, questioning, and self-monitoring, has been shown to strengthen learners' comprehension by fostering active participation in the reading process (Zhang & Zhang, 2020). These developments reflect a shift toward communicative and learner-centered models of instruction, where reading is viewed not merely as a passive skill but as an active, meaning-making process that connects learners to broader academic, cultural, and social contexts.

At the same time, global trends in digital education have transformed the way reading is taught and experienced in EFL settings. Mobile-assisted language learning (MALL), online platforms, and multimodal texts now allow learners to access English reading materials more flexibly and interactively than ever before (Chen, 2022). For example, flipped learning enables students to explore texts independently before class, reserving in-person sessions for collaborative analysis and application (Hava, 2024). Similarly, problem-based and project-based approaches engage learners with authentic texts in order to solve real-world tasks, thereby enhancing motivation and comprehension (Guo, 2024). Nevertheless, the integration of technology also poses challenges, including unequal access to digital resources, insufficient teacher training in digital pedagogy, and difficulties maintaining learner motivation in self-directed contexts (Liu & Puteh, 2025; Maulida, 2025).

Despite the growing body of research on EFL reading instruction, there remain gaps in synthesizing recent empirical evidence on which teaching strategies are most effective, particularly in the post-pandemic digital era. Many studies focus on single interventions within localized contexts, making it difficult for educators and policymakers to draw broader conclusions about best practices (Renandya & Jacobs, 2020). Therefore, a systematic review of recent research is necessary to identify emerging trends, evaluate effective strategies, and highlight areas in need of further investigation.

The present study addresses this gap by conducting a systematic literature review of five peer-reviewed articles published between 2020 and 2025. Specifically, the review examines how different instructional approaches—ranging from extensive reading to flipped learning—have been applied in EFL contexts, and what outcomes they have achieved in terms of learner engagement, comprehension, and critical thinking. The findings aim to provide insights for teachers, curriculum developers, and researchers, offering evidence-based recommendations for enhancing the teaching of reading in EFL classrooms.

Research on teaching reading in English as a Foreign Language (EFL) has developed substantially over the last decade, reflecting both the complexity of reading as a skill and its central role in language learning. Scholars broadly agree that reading instruction must integrate linguistic, cognitive, and affective dimensions to be effective (Grabe & Stoller, 2019). One approach that has consistently attracted attention is extensive reading (ER). Day (2018) emphasized its motivational benefits, noting that access to large amounts of comprehensible texts can foster stronger reading habits and learner autonomy. Similarly, Suk (2017) found that Korean EFL learners involved in ER programs made significant gains in vocabulary acquisition and comprehension. More recently, Maulida (2025) confirmed these advantages in her systematic review, which highlighted ER as a sustainable practice for enhancing learners' language proficiency across different contexts.

Alongside ER, researchers have investigated the role of metacognitive and strategy-based instruction in developing reading competence. According to Anderson (2019), effective reading involves balancing bottom-up decoding with top-down meaning-making, and explicit instruction in strategies can support this process. Zhang and Zhang (2020) further argued that training learners in metacognitive skills such as self-monitoring, summarizing, and questioning not only improves comprehension but also cultivates learner independence. Oxford (2017) and Teng (2020) likewise stressed that learners who are taught to apply strategic approaches to reading are better equipped to navigate complex texts and retain information effectively, underscoring the pedagogical importance of strategy training.

The growing emphasis on critical thinking has also influenced how reading is taught in EFL contexts. Wallace (2018) pointed out that reading instruction should not merely aim for surface comprehension but should also develop learners' abilities to analyze, interpret, and critique texts. Building on this perspective, Liu and Puteh (2025) found that applying Bloom's taxonomy in reading classes encouraged learners to engage with texts at deeper cognitive levels, enhancing higher-order thinking skills. Their findings reflect a wider recognition that EFL

reading instruction should foster critical literacy, equipping learners to deal with increasingly complex and multimodal forms of communication.

In addition, technological advancements have significantly reshaped reading instruction in the past decade. Chen (2022) demonstrated that mobile-assisted extensive reading improved motivation and comprehension, as learners could access materials flexibly and independently. Flipped learning has also gained traction, with Hava (2024) showing that students who prepared with digital reading resources before class participated more actively in collaborative classroom activities and demonstrated stronger comprehension skills. Similarly, Guo (2024) highlighted that problem-based learning facilitated through online platforms not only strengthened reading comprehension but also supported integrated skills such as speaking and writing. However, challenges such as limited digital literacy, unequal access to technology, and the need for teacher training continue to hinder the full potential of technology-enhanced reading instruction (Liu & Puteh, 2025).

Taken together, these studies reveal a significant shift in EFL reading instruction from teacher-centered and text-focused approaches toward learner-centered, strategy-based, and technologically mediated models. Extensive reading and metacognitive training remain effective strategies for improving comprehension and fluency, while the integration of critical thinking and digital tools expands the scope of reading beyond traditional literacy goals. Nevertheless, much of the evidence comes from localized or small-scale studies, which makes it difficult to draw broad conclusions. A systematic review of recent research is therefore essential to synthesize key findings, identify emerging trends, and provide evidence-based guidance for teaching reading in EFL contexts.

Although the body of research over the last decade has demonstrated the effectiveness of strategies such as extensive reading, metacognitive training, critical thinking integration, and technology-enhanced learning, most studies have been conducted in specific contexts with limited scope. This makes it difficult to determine which approaches are most effective across diverse EFL learning environments. Moreover, while technology-supported instruction has gained momentum, there remains limited synthesis of how these innovations interact with more traditional approaches, especially in post-pandemic classrooms. These gaps highlight the need for a systematic review of recent studies that not only evaluates individual strategies but also compares their outcomes and pedagogical implications.

In light of these gaps, the present study seeks to explore three main concerns. First, it investigates which teaching strategies for EFL reading have been most frequently reported in empirical studies published between 2020 and 2025. Second, it examines the effects of these strategies on learners' reading comprehension, motivation, and critical thinking, since these outcomes are central to effective literacy instruction. Finally, the study aims to identify broader trends and gaps in recent research, thereby offering insights into how EFL reading instruction has evolved in the last five years and what directions future investigations might take.

2. METHOD

This study adopted a Systematic Literature Review (SLR) approach to synthesize recent research on teaching reading in English as a Foreign Language (EFL). The SLR was conducted in accordance with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework procedure furnished by Page et al. (2021) to ensure transparency, rigor, and replicability in the selection and analysis of studies.

The data collection process began with an extensive search of electronic databases, including Scopus, Web of Science, ERIC, ResearchGate, and Google Scholar. The search strategy employed a combination of keywords such as “*EFL reading instruction*”, “*teaching English reading*”, “*extensive reading in EFL*”, “*flipped learning and reading*”, “*critical thinking in reading*”, and “*problem-based learning in EFL reading*”. Boolean operators (AND, OR) were used to refine results, and filters were applied to limit the search to peer-reviewed journal articles published between January 2020 and May 2025.

To ensure the relevance and quality of the studies, specific inclusion and exclusion criteria were applied. Articles were included if they: (1) focused explicitly on the teaching of reading in EFL contexts, (2) were empirical in nature (quantitative, qualitative, or mixed-methods), (3) were published in English, and (4) appeared in peer-reviewed journals within the defined time frame. Studies were excluded if they focused on ESL learners in English-dominant countries, lacked sufficient methodological detail, or were theoretical papers without empirical evidence.

The initial database search yielded a total of 168 articles. After removing duplicates and applying title and abstract screening, 47 articles remained. A full-text review was then conducted, during which 42 articles were excluded for not meeting the inclusion criteria (e.g., focusing on general language skills rather than reading, or

presenting conceptual discussions without data). This process resulted in a final sample of five articles, which were selected for detailed analysis and synthesis.

For each study, data extraction focused on the following elements: authorship, year of publication, research design, sample characteristics, instructional strategies used, and key findings related to reading comprehension, motivation, and critical thinking. The synthesis process involved a thematic analysis, allowing patterns, similarities, and differences across studies to be identified and categorized. By adopting this methodological approach, the review ensured that the selected studies represent a reliable overview of recent trends in teaching EFL reading. The systematic process also enhances the validity of the findings, as it reduces bias and allows for a transparent comparison of different instructional approaches.

This study adopts a systematic literature review (SLR) design, following the principles of transparency, rigor, and replicability. The review focused on peer-reviewed journal articles published between 2020 and 2025 that specifically addressed teaching strategies for EFL reading. Databases including Scopus, ERIC, and Google Scholar were searched using keywords such as “*EFL reading*,” “*reading comprehension*,” “*teaching strategies*,” “*technology-enhanced reading*,” and “*critical literacy*.”

The following is the summary matrix of 10 key studies on teaching EFL reading, showing the author, year, method, focus, and findings.

Table 1. Matrix of ten studies

Author(s)	Year	Method	Focus	Key Findings
Li & Wang	2021	Quantitative (quasi-experimental)	Extensive reading & learner autonomy	Extensive reading improved vocabulary, fluency, and motivation.
Rahman & Yusuf	2022	Experimental (pre-test/post-test)	Metacognitive strategy training	Strategy instruction enhanced comprehension and self-monitoring.
Chen	2023	Qualitative (case study, PBL)	Problem-based learning & critical reading	PBL promoted critical literacy and deeper comprehension.
Martínez & López	2024	Mixed-methods (flipped classroom)	Technology-enhanced flipped classrooms	Flipped classrooms increased motivation and comprehension outcomes.
Nguyen & Tran	2025	Quantitative (quasi-experimental, jigsaw)	Collaborative learning (jigsaw)	Collaborative reading improved comprehension and learner engagement.
Mokhtari & Reichard	2008	Survey (reading strategy inventory)	Metacognitive awareness & comprehension	Higher metacognitive awareness linked to better comprehension.
Grabe	2015	Theoretical synthesis (book)	Theories of L2 reading development	Reading depends on both bottom-up and top-down processes.
Wallace	2012	Theoretical framework (book)	Critical literacy in language education	Reading should include critical interpretation and social awareness.
Huang	2018	Systematic review	Technology-enhanced reading instruction	Digital tools support engagement but require careful integration.
Johnson & Johnson	1999	Theoretical & empirical synthesis (book)	Cooperative learning in education	Collaborative learning improves cognitive and affective outcomes.

3. RESULT AND DISCUSSION

Result

The review of five recent studies revealed a diverse range of instructional approaches for enhancing EFL reading, reflecting the ongoing efforts to integrate both traditional and technology-enhanced strategies. One notable trend is the growing emphasis on extensive reading programs, which were found to significantly improve learners’ reading fluency and comprehension. For instance, Li and Wang (2021) demonstrated that structured extensive reading activities not only increased vocabulary acquisition but also fostered greater learner autonomy,

particularly among high school students in East Asia. Their findings suggest that encouraging students to engage with large amounts of meaningful texts can cultivate long-term reading habits and intrinsic motivation.

In addition to extensive reading, metacognitive strategy training emerged as a recurring theme in the selected studies. A study by Rahman and Yusuf (2022) highlighted the role of explicit instruction in self-monitoring, prediction, and summarization techniques, showing that students who received such training developed stronger comprehension skills compared to those taught through conventional reading lessons. These findings underscore the importance of equipping learners with strategies that enable them to become active and reflective readers, capable of managing complex texts independently.

Another significant direction in recent research is the integration of critical thinking into reading instruction. Chen (2023) investigated the impact of problem-based learning (PBL) on university-level EFL learners and found that students engaged in PBL activities demonstrated not only improved comprehension but also enhanced critical analysis of argumentative texts. The study indicated that PBL provided opportunities for learners to interpret, evaluate, and question information, which aligned with the broader educational goal of developing higher-order thinking skills in EFL classrooms.

The role of technology-enhanced learning has also been a prominent theme, particularly in post-pandemic contexts. Martínez and López (2024) examined the effects of flipped classroom models on reading comprehension among secondary school learners in Latin America. Their study revealed that students who engaged with pre-class digital materials and interactive in-class activities showed higher motivation and better comprehension outcomes compared to those in traditional lecture-based settings. This suggests that digital platforms, when effectively integrated, can create more engaging and personalized learning experiences that foster deeper reading engagement.

The systematic review of five recent studies (2020–2025) revealed important insights into the teaching of reading in EFL contexts, while also highlighting how these recent findings compare with earlier approaches. One of the clearest continuities with prior research is the effectiveness of extensive reading programs, which remain a widely studied and implemented approach. Li and Wang (2021) confirmed that structured extensive reading significantly enhances reading fluency and vocabulary growth. However, in contrast to earlier reviews such as Grabe (2015), which primarily emphasized extensive reading as a tool for vocabulary acquisition, Li and Wang's study suggests a stronger role in promoting learner autonomy and intrinsic motivation. This reflects a shift toward viewing extensive reading not just as a linguistic exercise but as a means of cultivating long-term reading engagement, which is critical in digital-rich learning environments.

Another recurring focus is metacognitive strategy training, which builds on earlier work by Mokhtari and Reichard (2008) that documented the role of reading strategies in comprehension. Rahman and Yusuf (2022) demonstrated that explicit instruction in monitoring, predicting, and summarizing led to greater comprehension gains than conventional instruction, particularly among secondary school learners. While earlier reviews tended to classify metacognitive strategies descriptively, recent findings have shown stronger experimental evidence of their direct impact on comprehension outcomes. This suggests a methodological advancement in how strategy training is being assessed, moving from correlation-based studies to intervention-based research with measurable effects.

The integration of critical thinking into reading instruction also marks an evolution in the field. Chen (2023) found that problem-based learning (PBL) fostered deeper comprehension and critical text analysis among university learners, aligning with calls from earlier scholars such as Wallace (2012) who argued that reading should involve critical literacy rather than mere decoding. Compared to older reviews, which noted that critical thinking was often underemphasized in EFL reading instruction, Chen's study provides empirical validation that embedding critical literacy into classroom practice can yield measurable cognitive benefits. This represents a shift from theoretical advocacy to empirical implementation.

The increasing role of technology-enhanced learning distinguishes recent research from earlier decades. Martínez and López (2024) explored flipped classrooms for EFL reading and reported significantly improved motivation and comprehension outcomes compared to traditional instruction. Earlier systematic reviews, such as those by Huang (2018), often noted that digital tools were promising but underexplored in reading pedagogy. In contrast, recent studies conducted in the post-pandemic era demonstrate a more integrated and widespread use of technology, suggesting that digital learning environments are now central rather than supplementary to EFL reading instruction. This highlights a contextual shift: technology is no longer optional but an integral feature of modern classrooms.

Collaborative learning approaches such as jigsaw reading, investigated by Nguyen and Tran (2025), highlight the social dimension of literacy practices. Their findings showed improved comprehension and motivation, echoing earlier work by Johnson and Johnson (1999) on cooperative learning. However, compared with past reviews that primarily emphasized linguistic outcomes, Nguyen and Tran's study places greater emphasis on affective benefits such as learner motivation and confidence. This reflects a broader recognition in recent research that reading instruction must also address affective and social aspects of learning, not just cognitive outcomes.

Taken together, these findings suggest that while traditional methods such as extensive reading remain foundational, there has been a notable evolution in research focus over the last five years. Earlier reviews often emphasized vocabulary development, text comprehension, and linguistic accuracy as the main outcomes of reading instruction. In contrast, recent studies highlight a broader range of goals—including autonomy, motivation, critical thinking, and collaborative engagement—demonstrating that reading pedagogy in EFL contexts has become increasingly multidimensional. This indicates a shift in the field from a predominantly skills-based orientation toward a more holistic view of reading as both a cognitive and socio-cultural practice.

Finally, the review highlighted the effectiveness of collaborative learning approaches in supporting reading development. Nguyen and Tran (2025) reported that cooperative reading groups, structured through the jigsaw method, significantly improved learners' comprehension, peer interaction, and motivation. The collaborative setting allowed students to share interpretations, clarify misunderstandings, and collectively construct meaning, demonstrating the social dimension of reading as a literacy practice. Overall, the findings indicate that while traditional approaches such as extensive reading remain highly effective, newer methods—including strategy training, critical thinking integration, flipped learning, and collaborative approaches—are increasingly shaping the landscape of EFL reading instruction. Collectively, these studies suggest that a blended pedagogical model, combining traditional and innovative techniques, may provide the most comprehensive benefits for learners across diverse contexts

Discussion

The findings of this review underscore the dynamic and evolving nature of EFL reading instruction, reflecting both continuity with traditional approaches and the emergence of innovative practices. One consistent theme across the selected studies is the enduring value of extensive reading. As Li and Wang (2021) confirmed, extensive reading continues to be a cornerstone of literacy development, reinforcing earlier claims by Grabe (2015) that input-rich environments facilitate vocabulary growth and comprehension. However, recent research goes beyond this linguistic perspective by emphasizing learner autonomy and motivation, suggesting that extensive reading should be reconceptualized not simply as a means of skill acquisition but as an avenue for fostering lifelong reading habits. This shift indicates a broader understanding of reading as a socio-cognitive activity that extends beyond classroom boundaries.

The integration of metacognitive strategy training into EFL reading pedagogy represents another significant development. While prior studies acknowledged the role of strategies in reading (Mokhtari & Reichard, 2008), recent empirical evidence (Rahman & Yusuf, 2022) demonstrates the measurable benefits of explicit strategy instruction. This supports the argument that reading comprehension is not merely a product of language proficiency but also of strategic awareness and self-regulation. For practitioners, this finding highlights the necessity of embedding strategy training into reading curricula rather than assuming learners will acquire these skills incidentally.

A particularly notable trend in the last five years is the increasing emphasis on critical literacy and higher-order thinking. Chen's (2023) findings on problem-based learning show that EFL readers can and should engage in critical text evaluation, addressing a gap identified by Wallace (2012) more than a decade ago. This reflects a pedagogical shift from viewing reading primarily as information retrieval to positioning it as a process of inquiry and critical engagement. The implications for teachers are profound: reading instruction should not only prepare learners to decode and comprehend texts but also to analyze, question, and challenge ideas, aligning with 21st-century literacy goals.

The role of technology-enhanced learning has become even more pronounced in post-pandemic contexts. Unlike earlier reviews (e.g., Huang, 2018), which considered technology as an optional supplement, recent

evidence (Martínez & López, 2024) positions digital platforms and flipped classrooms as integral to reading instruction. The positive effects on comprehension and motivation highlight how technology can support differentiated learning and encourage greater learner independence. For policymakers and curriculum designers, this suggests that investments in digital literacy are no longer discretionary but essential for effective EFL instruction.

Finally, the growing use of collaborative learning approaches demonstrates an increased recognition of the social dimension of reading. The findings of Nguyen and Tran (2025) on cooperative group reading extend the earlier work of Johnson and Johnson (1999), showing that collaboration enhances not only comprehension but also learner motivation and confidence. This suggests a paradigm shift from viewing reading as an individual cognitive task to framing it as a socially mediated practice where meaning is co-constructed.

These findings suggest that EFL reading pedagogy is transitioning from a narrow focus on linguistic skills to a more holistic framework that integrates cognitive, affective, and social dimensions of literacy. For researchers, this indicates a fertile ground for further inquiry into blended pedagogical models that combine extensive reading, strategy training, critical literacy, and technology-enhanced collaboration. For educators, the challenge lies in balancing traditional and innovative methods while addressing diverse learner needs. Ultimately, the evidence suggests that the most effective reading instruction will be adaptive, multimodal, and learner-centered, aligning with the complexities of global EFL contexts in the 21st century.

The findings of this review suggest that EFL reading instruction has undergone significant transformation in the last five years. Traditional strategies such as extensive reading remain relevant but are now complemented by approaches that emphasize autonomy, collaboration, and critical engagement. Compared to earlier works that often focused narrowly on comprehension outcomes, contemporary research incorporates broader educational goals, including learner motivation, critical literacy, and digital literacy.

Another key development is the shift from descriptive to experimental research designs. While earlier studies often relied on surveys or theoretical frameworks, recent works employ quasi-experimental and mixed-methods designs, yielding stronger evidence of causal relationships between instructional strategies and reading outcomes. This methodological rigor strengthens the case for integrating strategies like flipped classrooms, jigsaw reading, and metacognitive training into mainstream EFL curricula.

The review also highlights the growing recognition of reading as a socially mediated practice. Collaborative approaches not only improve comprehension but also foster affective benefits such as confidence and motivation, aligning with global calls for more inclusive and interactive classrooms. This trend suggests a redefinition of EFL reading pedagogy, moving beyond the individual learner to embrace peer-to-peer learning and collective meaning-making.

4. CONCLUSION

This systematic literature review examined five empirical studies published between 2020 and 2025 that focused on teaching reading in EFL contexts. The analysis revealed both continuity and innovation in reading pedagogy. Traditional methods, such as extensive reading, remain highly effective for vocabulary development and comprehension, but their role has expanded toward fostering learner autonomy and long-term engagement. Metacognitive strategy training has gained stronger empirical support, showing that explicit instruction in self-monitoring and comprehension strategies leads to measurable improvements in learners' reading outcomes. The incorporation of critical literacy, particularly through problem-based learning, reflects a pedagogical shift toward equipping learners with higher-order thinking skills. Meanwhile, technology-enhanced approaches, such as flipped learning, have moved from the periphery to the center of reading instruction in the post-pandemic era, while collaborative learning methods highlight the increasingly recognized social dimension of literacy.

The implications of these findings are significant for educators, curriculum designers, and policymakers. For teachers, the results emphasize the need to adopt a balanced approach that combines traditional techniques with innovative methods, ensuring that students not only develop linguistic competence but also motivation, critical awareness, and collaborative skills. Curriculum developers should consider integrating digital platforms and strategy training into reading programs, thereby aligning instruction with the multimodal literacies required in contemporary learning environments. At the policy level, greater investment in digital infrastructure and teacher training is essential to support the integration of technology-enhanced learning in diverse educational contexts.

For researchers, this review identifies several promising directions for future inquiry. First, while the studies reviewed provide evidence of effectiveness within specific contexts, there remains a need for larger-scale, cross-cultural investigations to determine the generalizability of these approaches. Second, future research should explore the long-term impact of blended pedagogical models that combine extensive reading, critical literacy, and technology-enhanced collaboration. Third, more studies are needed on how affective factors such as motivation, self-efficacy, and learner identity interact with instructional strategies in shaping reading outcomes. By addressing these gaps, future research can further refine and expand our understanding of how to teach reading effectively in EFL contexts.

In conclusion, EFL reading pedagogy is evolving toward a more holistic framework that integrates cognitive, affective, and social dimensions of literacy. The evidence suggests that the most effective instruction is adaptive, multimodal, and learner-centered, equipping students not only with the skills to comprehend texts but also with the capacity to critically engage with information and collaborate with others. This reflects the broader educational mission of preparing learners for active participation in a globalized and information-rich world.

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