

## *Literature Review*

# **Evidence-Based Approaches to Teaching Reading in EFL Higher Education: A Systematic Review of Trends and Outcomes**

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## **Abstract**

This study provides an analysis of a systematic review of the past studies published on methods of teaching reading in English as a Foreign Language (EFL) classrooms. The analysis is based on 27 published article journals from 2014 to 2023 using e-data based: Scopus, Taylor & Francis, and Science Direct. This study is based on a Systematic Literature Review (SLR) approach. The researchers would map the articles based on Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). The data were analyzed using content analysis. The summary of the finding is (1) publication trends and network visualization shows detailed links for mapping the status of topics that have or have not been widely explored or discussed, (2) various methods in teaching reading for EFL classrooms and the effectiveness of using those methods to enhance students' proficiency. The finding from this SLR served as a valuable resource for educators facilitating a deeper understanding of the methods of teaching reading, the result affecting students' reading skills, and its implication for enhancing the quality of education

## **Keywords**

EFL classrooms; higher education; systematic review; teaching method; teaching reading skills

## **Introduction**

Teaching reading in English as a Foreign Language (EFL) classrooms is confronted with several multifaceted challenges, encompassing pedagogical, linguistic, and contextual dimensions. Every aspect

of life, including pedagogical communication, has been impacted by changes in social communication (Nunvarova et al., 2023). Educators should continuously update their knowledge of pedagogy, including its application to content, methods of instruction, and technology advancements (Su, 2023). According to Chen (2022), Pedagogical judgments are always “a local matter” and the educational system and its ideology will limit teaching practice change, therefore practitioners should consider their local circumstances and learner success criteria. In a similar vein, Puspitasari et al. (2016) argued that pedagogical competence involves consistently applying the attitude, knowledge, and skills to facilitate learning according to specific goals and frameworks, continuously enhancing teaching practices. Regarding the linguistic challenges, Cimermanová (2015) stated that linguistic obstacles are automatically overcome in teaching practice when reading is done regularly and reading techniques are developed gradually. According to Kulaç and Walters (2016), related to the contextual dimension, when reading, readers are faced with unfamiliar terms in a few different ways. They have the ability to consult a dictionary to find the definition of the word, ask someone what it means, try to deduce the meaning from context or choose to ignore it. However, the best method to assist pupils in repairing the detrimental effects of vocabulary problems is to teach them how to use contextual cues to infer the meaning of unknown terms. Those three challenges are essential to the sustainability of teaching reading.

One notable issue in teaching reading is the diversity of learner profiles, as students may exhibit varying proficiency levels, learning styles, and cultural backgrounds. This heterogeneity demands adaptable teaching strategies that cater to individual needs, posing a significant challenge for educators. Regarding learning styles, Díaz-Arroyo et al. (2023) defined them as the cognitive, affective, and physiological characteristics that students exhibit during the learning process, which may vary over time and context. Similarly, Yotta (2023) describes learning style as the preferred method of learning that a student often uses. These preferences influence how students approach learning situations, including reading tasks, and highlight the importance of differentiated instruction.

In addition to learner diversity, another essential aspect of teaching reading is developing students' reading proficiency, which is a core prerequisite for success in higher education. According to Chang et al. (2013), professionals today are expected to read at an academic level to share information and communicate effectively in modern society. Reading proficiency, as defined by Chang et al. (2013), refers to the ability to answer comprehension questions as a means of assessing a student's competence in understanding written texts. Given its crucial role in academic and professional success, fostering strong reading skills should be a key focus in higher education curricula.

The landscape of teaching reading in EFL classrooms is marked by a myriad of methodological challenges that merit thorough examination and review. The teaching method is one of the pivotal things in the teaching and learning process. According to Li et al. (2023) teaching methods enable students to receive prompt and efficient answers from instructors. Structured methods provide a systematic framework for educators to guide students through the complexities of language acquisition, ensuring a gradual progression in reading proficiency. These methods offer a pathway to engage learners actively, fostering a positive attitude towards reading and language learning. In essence, employing effective methods in teaching reading is fundamental not only for language acquisition but also for equipping EFL learners with the skills necessary for effective communication and cultural competence in an interconnected global society. The importance of employing effective methods in teaching reading within EFL classrooms cannot be overstated. The existence of reading teaching methods is very challenging to explore and apply in learning activities. So, it is very important to be able to know how to teach reading. About the issue, it is necessary to conduct research on a systematic review that focuses on exploring the use of reading teaching methods for the EFL classroom.

Some studies that have been done on how to teach reading have focused on the specific method and the unique parts of reading in a second language. First, a study by Reiber-Kuijpers et al. (2021) explored digital reading in a second or foreign language. In this study, the researchers focus on reviewing the



characteristics of the digital environment, the task, and the readers' characteristics, including language and reading proficiency levels. Second, research done by Budianto et al. (2022) discussed the kinds of summarizing strategies used to develop reading comprehension. It is a written text that involves the concurrent retrieval and construction of meaning through active interaction and engagement with the language on the page (Anggraini et al., 2022). The result of the research, the researcher explored the strategy used and the impact of each strategy in developing reading comprehension. Third, Mafarja et al. (2023) did a systematic review about the use of one method in teaching reading, that is reciprocal teaching method. The result found that this method increases the comprehension of the students, enhances cooperative learning, improves academic achievement, and improves the understanding of reading, solving word problems in scientific fields. Those literature reviews are limited to specific things that relate to teaching reading.

The present systematic review aims to critically assess and compile the body of research on reading instruction methods used in EFL classrooms. The study intends to uncover methods for teaching reading in the field of EFL reading education with an emphasis on pedagogical tactics and instructional approaches. This review will focus on published articles in the last 10 years that have assessed the use of methods in teaching reading for EFL classrooms. The research seeks to provide a comprehensive overview of diverse methodologies used worldwide, including but not limited to traditional approaches, technology-assisted methods, and experiential learning techniques. The review will also focus on higher education learners. By systematically analyzing and comparing findings across a range of scholarly sources, the paper aims to offer insights into effective practices, address gaps in the current literature, and provide valuable recommendations for educators, curriculum designers, and policymakers involved in enhancing reading proficiency in EFL settings. The following are the research questions of the study:

1. What are the publication trends of teaching methods employed in EFL classrooms for developing reading skills?
2. What evidence exists regarding the effectiveness of different teaching methods in improving reading proficiency among EFL students?

This systematic review makes a significant contribution to the field of EFL education by systematically synthesizing and analyzing a diverse array of literature on methods of teaching reading. The article provides a thorough summary of the state of EFL reading instruction and approaches by condensing important findings from numerous studies. In addition to pointing out prevalent patterns and successful strategies, the synthesis clarifies new developments and difficulties in the field of teaching reading to EFL students. The purpose of the study goes beyond simple summarizing; rather, it seeks to offer insightful information to educators, researchers, and policymakers involved in curriculum development and instructional design. The combined knowledge is ready to support evidence-based decision-making and provide useful suggestions for improvement.

## Method

This study used a search methodology to find the publications that need to be examined to address a certain research problem. It entails a methodical examination of the content of the article for synthesis and analysis. Following the guidelines described in Moher et al. (2009), the systematic review adheres to the Preferred Reporting Items for Systematic Reviews and Meta-analysis (PRISMA). The goal is to enable a methodical, well-planned, and recorded review process in a way that supports the integrity, accountability, consistency, and transparency of the reviewed articles. The study process also includes choosing the data source, the search keywords, and the guidelines for what to include and what to leave out of the search. The discovered articles' main ideas are compiled into tables, and their quantifiable elements are examined to help with the synthesis process.

Data sources that are used to find the articles that will be included in the review are the first step toward a systematic review's quality. A comprehensive exploration and examination of the current literature from various academic databases and journals is necessary for this. This study is based on a thorough



collection of academic publications that were obtained from three well-known databases: Scopus, Taylor & Francis, and Science Direct. Those three databases were selected as data sources, all of which incorporate all major publishers and journals included in them and are thought to be reputable and of good quality.

Based on what we learned from the first search for similar work, we came up with the following search query: “teaching method”, “method + teaching reading”, “English language teaching”, “method + teaching reading + English language teaching”, “EFL classroom”, “method + teaching reading + EFL classroom”, “higher education”, “method + teaching reading + higher education”, “higher education + EFL classroom”.

The inclusion and exclusion criteria utilized in this systematic literature review are described in Table 1, which was modified from Zhai and Razali (2023). The criteria were divided into four main categories: publication time, language, document type, and grade. Articles published in 2013 or earlier were not included in the publishing timeline; only those published between January 2014 and December 2023 were included. In terms of language, publications in other languages were not considered; only English-language articles were. Books, conference proceedings, non-peer-reviewed papers, and notes were not included in the review because it was limited to peer-reviewed journal research publications. Lastly, the review excluded articles that were not pertinent to this educational level and focused on studies conducted within the framework of higher education.

In conducting this systematic literature review (SLR), an initial search was carried out using three major academic databases: Scopus, Taylor & Francis, and ScienceDirect, employing relevant keywords. The search yielded a total of 73 articles. The selection process was conducted in two stages: applying exclusion and inclusion criteria. In the first stage, 34 articles were excluded based on the following exclusion criteria. In the second stage, the remaining 39 articles were screened using the inclusion criteria. As a result, 12 additional articles were excluded for not meeting all inclusion criteria. Thus, a total of 27 articles were included in the final analysis. Table 2 shows the total number of papers analyzed in each journal

*Table 1. Criteria for article inclusion and exclusion adapted from Zhai and Razali (2023)*

Criteria	Inclusion	Exclusion
Publication Timeline	January 2014 – December 2023	2013 and before
Language	English	Language other than English
Document Type	Journal (research articles)	Books Paper Proceeding Non-peer-reviewed articles Notes
Grade	Higher Education	Non-Higher Education

This study did a Systematic Literature review (SLR) with a specific focus on the various methodologies used for teaching reading in EFL classrooms. The PRISMA technique, widely used in various research domains, consists of four distinct processes: identification, screening, eligibility, and data abstraction and analysis. These steps are described in detail below:

*Identification.* The identification process has several activities, such as: setting the background and objective of the research, determining the problem formulation and research protocol, selection, exclusion and inclusion criteria, and a systematic search of the data limited to Scopus database, Taylor and Francis, and Science Direct.

*Screening.* The screening phase involved the inclusion or exclusion of publications based on the specified criteria (Table 1). The selection of publications that matched the requirements of the systematic



literature review (SLR) was based on predetermined criteria, including both inclusion and exclusion criteria. The specific details of these criteria may be found in Table 1.

*Eligibility.* In the third phase, articles were included or excluded according to the present criteria. The researcher conducted an assessment with a quality standard and validation of full-text data completeness.

*Data abstraction and analysis.* The final phase of data abstraction and analysis involved the evaluation, review, and analysis of all papers. We have chosen 27 publications to include in this study. To make it clear the steps that the researchers used in using PRISMA, it was described in the following figure:

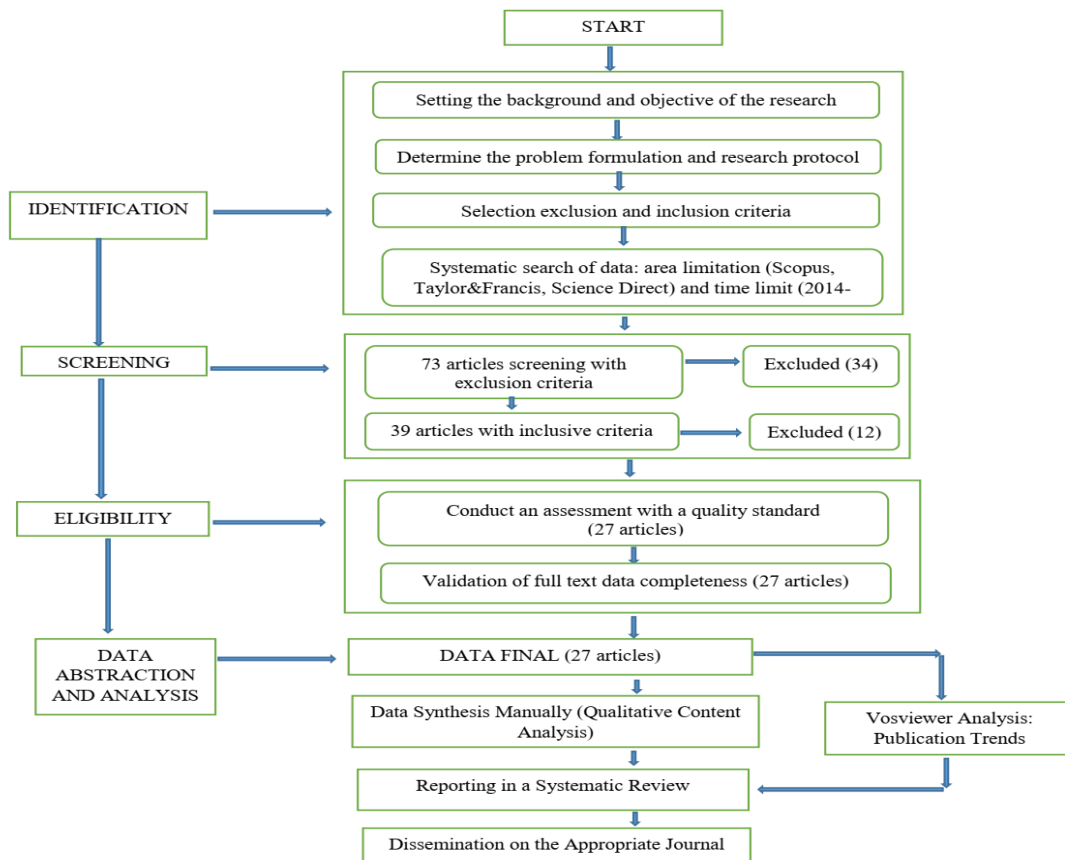


Figure 1. PRISMA steps for SLR studies adapted from Moher et al. (2009)

To compare, analyze, and categorize the data, the researchers employed content analysis (Fraenkel et al., 2023). Every study was analyzed based on research issues, such as the methods used to teach reading in an EFL classroom and the effectiveness of different teaching methods for students' reading proficiency. This was accomplished by having a column for article details (e.g., authors, year, title, countries, number of participants, grade, and subjects), a column for research design, a column for the aim of the research, a column for the method of teaching reading used, and a column for results that included the effectiveness of different teaching methods for students reading proficiency using Microsoft Excel. We conducted our investigation by first looking at the methods used in teaching reading. Finding the methods to teaching reading that address the first research question (RQ1). To address the second research question (RQ2), the analysis concentrated on obtaining empirical data from studies regarding the effectiveness of employing different teaching methods in improving students' reading proficiency.

## Results and Discussion

Results of the review will be presented according to research focus in terms of publication trends of teaching methods employed in EFL classrooms for developing reading skills and the effectiveness of different teaching methods in improving reading proficiency among EFL students. In extracting data, the inclusion step selects 27 articles from a total of 73 for full-text analysis. The following data analysis presents the visualization and descriptions based on the order of the determined research questions.

RQ 1. What are the publication trends of teaching methods employed in EFL classrooms for developing reading skills?

The development of the final document of 27 articles completed by the year and percentage is shown in the following table (Table 2)

*Table 2. The number of articles published each year*

Year	Document Number	Percentage
2023	5	19
2022	4	16
2021	2	7
2020	2	7
2019	3	11
2018	2	7
2017	0	0
2016	2	7
2015	2	7
2014	5	19
Total	27	100

It shows the number of Scopus-indexed documents on the use of the method in teaching reading for higher education. In the years 2014 and 2023, a consistent trend in publications regarding methods in teaching reading is observed. During this period, five articles were identified, each presenting a distinct method in teaching reading. Notably, from 2015 to 2021, there was a similarity in the number of articles published ( $n=2$ ), suggesting a sustained interest in the subject. However, an intriguing deviation occurred in 2017, where no articles were found addressing methods of teaching reading. This anomaly raises questions about the dynamics of research focus during that specific year and underscores the need for further exploration into the shifts in educational discourse during different time frames. The absence of studies on reading instruction for higher education in 2017 may be due to two main factors. First, research at the time focused more on primary and secondary levels, where improving early reading skills was a major concern. Second, the review was limited to three databases: Taylor & Francis, ScienceDirect, and Scopus, which, despite their reputation, may not have indexed all relevant studies from that year. To make it easy to understand the publication trends, it can be seen from the following chart:



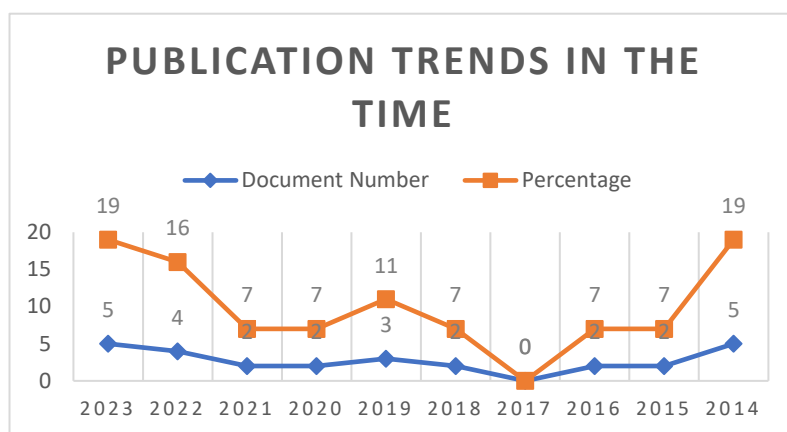


Figure 2. Publication trends over time

After knowing the publication trends, 27 articles were analyzed by using VOS Viewer (VV). Network visualization serves as a powerful tool in delving into the realm of character education research. This innovative approach intricately weaves together interrelated terms from past studies, creating a visual narrative of the evolving landscape of character education. By navigating the interconnected nodes of knowledge, researchers can discern trends, identify gaps, and gain a comprehensive understanding of the evolving discourse of character education. Essentially, the network visualization transforms into an engrossing map that leads researchers around the vast field of study, highlighting new findings and placing them in the context of earlier research. The visualization consists of 55 items, 5 clusters, 400 links, and 454 total link strengths. The different colors in Figure 3 show the clusters of the most dominant note in the biggest node.

VV online proves to be a valuable resource, empowering readers to engage in a comprehensive exploration of visual data. Through online visualization, readers are equipped to embark on independent studies, delving into the intricacies of connected and disconnected networks. This platform facilitates the discovery of emerging research concepts, offering readers the opportunity to navigate through the dynamic landscape of ideas. As a recommendation for future researchers, the guidance emerges to carefully select themes that extend beyond the existing network by incorporating non-networked keywords. This strategic approach ensures a thorough exploration of the research terrain, fostering a continuous cycle of innovation and expanding the boundaries of knowledge.

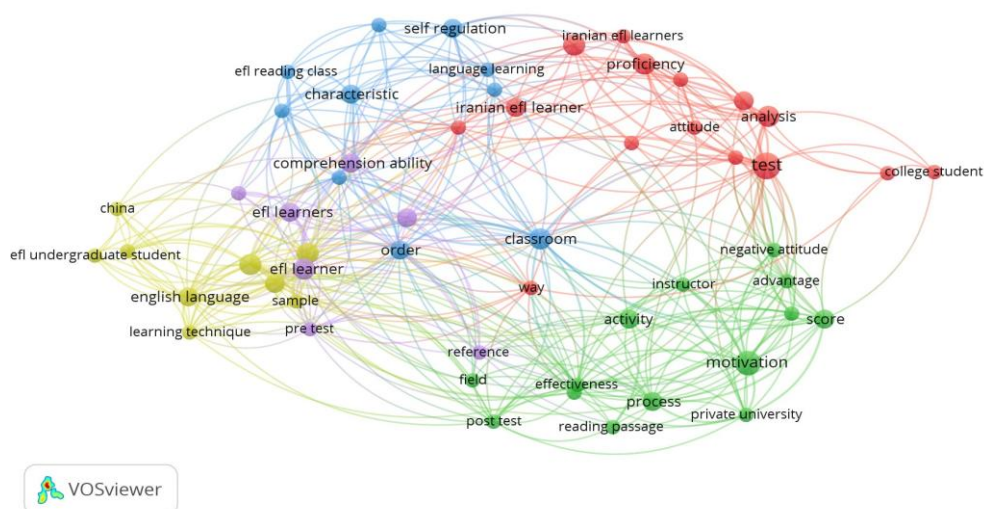


Figure 3. The visualization based on the text data

RQ 2. What evidence exists regarding the effectiveness of different teaching methods in improving reading proficiency among EFL students?

In the field of teaching, finding efficient ways to teach reading is still a crucial endeavour. The findings represent 27 articles that relate to diverse methods employed in teaching reading from 2014 to 2023. As we navigate some points in these articles, the following table will serve as a roadmap, showing the detailed information about each study- the authorship, publication year, the methodologies, and the assessment of the effectiveness of these methods in a pedagogical context. Through this systematic analysis, the researchers serve the various teaching methods, but also the holistic perspective on their practical impact on reading proficiency. The findings can be shown from the following table:

*Table 3. The classification of the method and the effect*

No	The References	The Teaching Method	The Effectiveness
1.	Fitrawati et al. (2023)	Content and Language Integrated Learning (CLIL)	CLIL-based critical reading with interactive multimedia, enhanced analytical thinking, and reasoning related to the issue. Further, interactive multimedia and critical reading material in the classroom boost student enthusiasm, encourage interaction, and build crucial cognitive skills.
2.	Ma et al. (2023)	Reading Literature	Many participants expressed interest in literature circles and believed that they benefited from the practice. Literature improves linguistic competency, cultural awareness, perception, leadership, cognition, and critical thinking, according to participants
3.	Ta et al. (2023)	Concept Mapping	Students' reading comprehension was enhanced through the utilization of the concept mapping technique. To enhance students' reading comprehension and knowledge retention, it was found that combining concept mapping with conventional methods yielded better results than solely utilizing concept mapping
4.	Yan and Kim, (2023)	Schema Strategy Training using Digital Mind Mapping	The study revealed that the utilization of DMM in SSI significantly enhanced participants' understanding of the schema technique in reading. However, there was no notable enhancement in reading comprehension scores.
5.	Eriksson (2023)	Reading Assigned Texts	The results of this study indicate that a significant proportion of students hold a pessimistic outlook towards the reading materials taught in English. They also face challenges in understanding and keeping pace with the assigned readings. Furthermore, many of these students were not aware that reading in English would be a mandatory requirement for new students.
6.	Castillo-Cuesta (2022)	Genially Games	The utilization of Genially games proved to be efficacious in improving English as a Foreign Language (EFL) reading and writing proficiency. Participants exhibited a favorable perspective of the utilization of game-based activities, which concurrently enhanced their level of motivation.
7.	Kayed et al. (2022)	Shadow Reading	The findings demonstrated that shadow-reading had a positive impact on reading comprehension.
8.	Mohammadi et al. (2022)	Asynchronous Web-based Collaborative (AWC) and Question-Answer Relationship (QAR)	The AWC group excelled in critical reading and thinking, indicating the impact of the right instructional approach on developing cognitive and language abilities



9.	Villanueva (2022)	Metacognitive Reading Strategies	Students primarily used Problem-Solving Reading techniques (PROB), followed by Global Reading Strategies (GLOB) and Support Reading Strategies (SUPP). These metacognitive strategies enhance independent study, develop higher-order thinking skills, and improve reading comprehension and academic achievement.
10.	University of Mazandaran et al. (2021)	Critical Thinking	The quantitative analysis revealed that the participating teachers held a strong perception of critical thinking. Nevertheless, both classroom observation and an interview with a volunteer teacher revealed potential obstacles to the instruction and implementation of critical thinking
11.	Kose et al. (2021)	Tablet Use on EFL Reading Achievement	Students' responses indicate a noticeable increase in self-directed learning, motivation, and classroom engagement. However, overall ratings are still limited by the conclusion of the procedure. The results imply that tablets can effectively support education in remote learning scenarios.
12.	De H. Basoeki et al. (2020)	Reciprocal Teaching-Collaborative Learning	The predominant response from participants indicates that reciprocal-collaborative learning effectively improves students' reading comprehension abilities. This design offers several essential advantages, including interactivity, communication, active group discussions, critical thinking, motivation, leadership, and cooperation.
13.	Amini et al. (2020)	Metacognitive Strategy Awareness and Self-Regulation	The study provides evidence that self-regulatory skills play a crucial part in the success of metacognitive methods for developing reading proficiency. It suggests that relying solely on strategy teaching is insufficient to achieve a high degree of reading proficiency.
14.	Fola-Adebayo (2019)	Blended Learning (BL)	Most students favored the BL style and said that they derived advantages from it. The benefits they obtained include enhanced ICT abilities, increased knowledge beyond the classroom, time management control, effortless expression, improved reading skills, and the establishment of communities of inquiry. A significant number of students expressed that the BL mode greatly contributed to the enhancement of their online critical literacy skills.
15.	Ghorbani Shemshadsara et al. (2019)	Raising Text Structure Awareness	The study found that learners improved comprehension with textual awareness strategies and benefit teachers in enhancing students' awareness of text structure for better reading comprehension.
16.	Tavakoli et al. (2019)	CALL-Mediated TBLT on Motivation for L2 Reading	Using CALL-mediated TBLT in English instruction significantly increased students' motivation for L2 reading.
17.	Singh and Alzubi (2018)	Social Strategies Mediated by Smartphone Features and Applications on Socio-cultural	Smartphone-mediated social strategies enhance EFL reading autonomy, including interaction and self-regulation. Integrating strategy training and smartphones empowers learners in EFL reading.
18.	Karimi and Dastgoshadeh (2018)	Strategy-Based Instruction	Teaching reading methods to pupils helped them enhance their reading comprehension; EAP students benefited most from this.
19.	Esnaawy (2016)	Jigsaw Method	Jigsaw, a dynamic CL method, enhances learning, critical thinking, and communication skills in ESL/EAP reading classes of any size.
20.	Kamgar and Jadidi (2016)	Critical Thinking and Self-Regulation	Advanced and intermediate learners with stronger critical thinking skills showed a significant correlation. Self-regulation had no notable relationship with reading comprehension ability, except among advanced learners.
21.	Gunobgunob-Mirasol (2015)	Glossing Instruction	Glossing instruction proves effective for enhancing readers' comprehension and encourages deeper interaction between

			readers and the text, fostering active engagement between the reader and themselves.
22.	Ninsuwan (2015)	Reading Aloud Technique	Reading aloud increased students' confidence in pronouncing unfamiliar words and facilitated word memorization.
23.	Albeckay (2014)	Critical Reading Program	Proficiency in reading comprehension among EFL students is closely connected to critical reading skills.
24.	Ghabanchi and Behrooznia (2014)	Brainstorming Technique	Engaging in brainstorming played a crucial role in enhancing the participants' reading comprehension and critical thinking skills.
25.	Marzban and Alinejad (2014)	Cooperative Learning	CL significantly improved the reading ability of Iranian pre-intermediate EFL learners.
26.	Zarrati et al. (2014)	Text Structure Strategies	Metacognitive awareness and explicit teaching of textual features enhance students' reading comprehension.
27.	Naeini (2014)	Dynamic Assessment (DA) approaches	The MLE intervention approach of DA significantly improved learners' reading comprehension

After analyzing 27 articles related to methods in teaching reading, we classify the use of those methods into three categories: using a single method, using a combination of methods and media, and the last, using technology as a method in the teaching and learning process. Single method means the researcher only used a method in teaching reading. Using a combination of methods and media means the researcher used a method that combined media in teaching reading. The third, using technology, means the researcher used technology media in teaching reading.

The single methods in teaching reading were used by the researchers would be discussed in the following paragraph. The first method stated by Ma et al. (2023) that reading literature is a method that can be used in teaching reading. The result shows that most participants enjoyed the literature circle and found it beneficial. Besides, the participants realized that literature increases language skills, cultural awareness, and various abilities like perception and critical thinking. Another method stated by Ta et al. (2023) that the use of concept mapping was effective in improving reading comprehension. It aims to enhance learners' skills who can read in both their first language and EFL, focusing on enhancing their understanding of written texts (Cahyono & Widiati, 2006) Moreover, the combination using concept mapping with the conventional method was more effective than fully using concept mapping in promoting students' reading comprehension and knowledge retention. The next method is reading the assigned text, based on Eriksson (2023) the findings of this study highlight that a significant number of students exhibit a negative attitude towards assigned English reading. The students face challenges in comprehending reading. The results underscore the need for interventions and support to increase students' English reading skills. The following is the shadow reading method. The study had been done by Kayed et al. (2022) expressed that it has a positive impact on reading comprehension and enhances the learning process by making comprehension more enjoyable as it involves not only recognizing word meanings but also incorporates psychological, social, and cultural functions, which contribute to a more holistic understanding of the text. The quantitative study regarding teachers generally held a high perception of critical thinking. However, upon conducting classroom observations and interviews with a volunteer teacher, potential obstacles to the effective teaching and practice of critical thinking became apparent (University of Mazandaran, Mazandaran Province, Babolsar, Iran et al., 2021). The following method is reciprocal teaching-collaborative learning, according to Basoeki et al. (2020) asserted that participants indicated significantly improves students' reading comprehension skills. This method offers key advantages, fostering interactive and communicative group discussions, encouraging critical thinking, boosting motivation, promoting leadership, and enhancing cooperation among students.



The sequence method is a brainstorming technique. Based on Ghabanchi and Behrooznia (2014), the brainstorming technique essentially increased students' reading comprehension and critical thinking abilities. Critical thinking refers to a higher level of reflective thinking, which promotes awareness of perceptions, feelings, actions, and performance. Ghorbani Shemshadsara et al. (2019) studied enhancing learner comprehension through the implementation of textual awareness-raising strategies. The finding of the study indicates the importance of employing suitable strategies to heighten students' awareness of text structure, ultimately leading to improved reading comprehension abilities. The upcoming procedure is strategy-based instruction. This study was done by Karimi and Dastgoshadeh (2018), the result reported that the students considerably benefited from reading strategies instruction that can improve reading comprehension. The teaching of reading strategies had an impact on the reading performance of EAP students in improving comprehension skills. The next is the jigsaw method. According to Esnawy (2016) jigsaw can motivate learners and improve their focus on text and tasks. This method encourages effective learning, critical thinking, learner autonomy, and communication skills. It is appropriate for any ESL or EAP reading class. The following method is a glossing instruction that has been studied by Gunobgunob-Mirasol (2015). The finding proves effective in enriching readers' comprehension by promoting interaction with the text and encouraging active engagement. It nurtures the awareness of the learning process, leading to a better understanding of the text and its relevance to students' personal lives. The upcoming method is the reading aloud technique. Based on Ninsuwan (2015) finding, reading aloud, markedly fosters students' self-confidence in pronouncing unfamiliar words, fostering the potential for effective word memorization. This method enables students to have a deeper understanding of content and encourages analytical thinking. The following method is a critical reading program. Albeckay (2014) stated that critical reading is closely tied to the reading comprehension competence of EFL students. The finding suggested that a need for proactive measures, including fieldwork, teacher training sessions, seminars, workshops, and a specific focus on critical reading and thinking skills.

The use of a method combination with the media in the teaching and learning process can have a significant effect on the students. A study by Fitrawati et al. (2023) mentioned that the utilization of CLIL-based critical reading material with interactive multimedia significantly improves students' analytical thinking and reasoning abilities in relation to subject content. Moreover, the study done by Furqoni et al. (2020) mentioned that critical thinking enables students to think efficiently and makes better decisions. This method not only increased motivation but also fostered increased interaction among students, contributing to the development of essential logical and cognitive competence. Wahyuningsih et al. (2016) also stated that the inherent characteristics of CLIL often require approaches that prioritise the involvement and centrality of students. The following study, done by Yan and Kim (2023), elaborated that the use of Schema Strategy Instruction (SSI) with Digital Multimedia (DMM) effectively heightened participants' awareness of the schema strategy in reading. The next method is metacognitive reading strategies that had been studied by Villanueva (2022), who said that the students primarily used Problem-Solving Reading Strategies (PROB), followed by Global Reading Strategies (GLOB) and Support Reading Strategies (SUPP). These metacognitive strategies promote learning independence, skill acquisition, and high-order thinking, especially improving reading comprehension and academic performance. Then, a study by Amini et al. (2020) explored that metacognitive strategy awareness and self-regulation can be used in teaching reading. The finding shows a statistically significant correlation between greater critical thinking skills and reading comprehension ability among advanced and intermediate learners. However, no significant relationship was found between self-regulation and reading comprehension ability, except for the advanced group of learners. The following method is blended learning. Fola-Adebayo (2019) stated that the majority of students favored blended learning (BL) had some benefits, such as increased ICT skills, extra knowledge acquisition, time management, and enhanced literacy skills. Furthermore, students highlighted that BL significantly contributed to the development of their online critical literacy skills. The next method is CALL-mediated TBLT, in which the use of this method in English language instruction significantly enhanced students' motivation for L2 reading. The latter method is cooperative learning. The finding showed the positive



impact of CL as a classroom teaching method on the reading ability of Iranian pre-intermediate English as a Foreign Language (EFL).

The third area is the utilization of technology to enhance the teaching of reading methods. The Genially game is a multimedia tool that can be utilized for teaching reading. The utilization of its game proved to be efficacious in augmenting EFL reading and writing proficiencies. Participants exhibited a favorable perspective on the utilization of game-based activities, which concurrently enhanced their level of motivation. Another approach involves utilizing Asynchronous Web-based Collaborative (AWC) and Question-Answer Relationship (QAR) techniques. It was noticed that the AWC group did better than the other groups in both critical reading and critical thinking. The latter approach involves utilizing tablets to enhance EFL reading proficiency. The students' comments demonstrate a discernible surge in self-directed learning, drive, and engagement inside the classroom. The utilization of smartphone features and applications facilitated the learners' development of socio-culturally autonomous learning traits in the setting of EFL reading. These traits include interaction, interdependence, self-regulation, self-worth, mutual support, and understanding. It is highly advisable to use that strategy in curriculum design, instructional methods, and training programs. The objective is to empower students by allowing them to take on more accountable positions in the enhancement of their EFL reading abilities. The final strategy is the dynamic assessment (DA) method. The study's findings confirmed that using DA (Discourse Analysis) in second language acquisition research is both feasible and beneficial for integrating it into reading comprehension areas. The MLE (Multilingual Education) intervention technique of DA was shown to be effective and had significant effects on the learners' reading comprehension

## Conclusion

In conclusion, the comprehensive analysis of the articles on teaching reading methods covers three categories: single method, combination method and media, and technology-supported methods. Single methods, such as literature circles and concept mapping, showcased their efficacy in enhancing language skills and comprehension. The combination method and media: CLIL-based materials and Schema Strategy Instruction with Digital Multimedia demonstrated significant improvement in analytical thinking and reasoning. The integration of technology, such as Genially games and Asynchronous Web-based Collaborative Learning, showcased positive impacts on EFL reading and critical thinking skills. The findings underscore the diversity and effectiveness of teaching methods, emphasizing the importance of tailored approaches to meet the varied needs of learners in EFL classrooms. The limitation of this review is that it does not deeply investigate the pedagogical design or implementation process of these methods. Variations in instructional duration, teacher expertise, classroom context, and students' digital literacy may have significantly influenced the reported outcomes but were not the focus of analysis.

Future researchers are encouraged to conduct more in-depth investigations into specific reading instruction methods used in EFL higher education settings. While this review mapped the types of methods and their reported outcomes, further empirical studies are needed to examine how these methods are implemented in real classroom settings and how they influence different aspects of reading proficiency.

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