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Emerging Readers: Systematic Exploration of Effective English Reading Strategies for Preschoolers

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Annotation. This study reviews methods for improving preschoolers' phonological awareness and English reading abilities from 2013 to 2023 using the PRISMA protocol. Analysing 22 articles, it identifies 11 strategies for reading development and 5 for phonological awareness. An interactive reading model is introduced, providing a unified framework to support early childhood educators in enhancing literacy skills in young learners.

Keywords: *effective reading, emerging readers, preschooling, reading strategies, systematic review.*

Introduction

Given the rate of language development in the first five years of life, the concentration of research in the early years and the importance of early intervention is to be expected (Shiel et al., 2012; Bercow, 2008). After the age of five, language development becomes more constant and arguably more nuanced, making it more challenging to monitor

(Shiel et al., 2012). Therefore, addressing needs before primary school may be a more effective strategy (Bercow, 2008; Walker et al., 2020). Hence, it is crucial to emphasize the significance of language support in this context. The extent to which children learning English as an additional language are exposed to the language before entering school can vary, and many of these children may start school with limited English language proficiency, especially in terms of their vocabulary (Mahon & Crutchley, 2006). Consequently, while typically developing monolingual English-speaking children can leverage their existing vocabulary knowledge to link newly encountered words in a text to their pre-existing phonological and semantic representations, children learning English as an additional language may find themselves simultaneously introduced to both the spoken and written aspects of a new word (Bowyer-Crane et al., 2017).

Reading English-language materials at the secondary and postsecondary levels was a challenge for many students who learned English as a Second Language (ESL) students. Preschoolers and elementary school students who receive English instruction benefit from becoming more literate in the long run. It is no secret that developing exceptional reading skills from a young age is essential for success not only in school but also in all facets and stages of life (Lim & Shah, 2022). One of the most fulfilling careers is teaching English to speakers of other languages. This may be the case while working with students under the age of five, where enjoyable instruction is practically always necessary. Because of their weak speaking abilities at this age, pupils must receive adequate instruction to learn a new language (Máximo, 2019). Certain reading techniques can help teachers engage students, inspire them, and pay attention to their needs (Zucker et al., 2009). On the other hand, many pupils may find reading to be a challenging topic. For educators, nothing could be more important than helping pupils develop into proficient readers. The majority of students struggle because they don't use effective reading and learning techniques that are essential for improving their language proficiency. Most of the time, they don't know what reading methods are or how to use them. In the course of learning, reading methods are vital (Lim & Shah, 2022).

Phonological awareness (PA) is recognized to begin to emerge in preschoolers (Freitas et al., 2007). Preschool-aged children have thus been the subject of the majority of PA investigations (Sá & Lousada, 2022). Furthermore, PA is a well-established predictor of reading ability. Before the alphabetic system was introduced, for example, it was important to learn that words are made up of smaller units called phonemes and that letters can be correlated with vocal sounds. The basis for early literacy is the knowledge of phonemes and their manipulation (Carroll et al., 2003; Castles & Coltheart, 2004). It will therefore be simpler for kids to learn to read and write if they can manipulate and think about phonemes (Alves et al., 2010). Thus, early exposure to PA may help preschoolers recognize words later on and associate letters with sounds, which will aid the development of reading and writing skills (Sá & Lousada, 2022). Language

learning (Ziegler et al., 2010), grapheme-phoneme correspondence, and word decoding (Smith et al., 2008) all depend on PA, despite the fact that orthographic representations and grapheme-phoneme correlations vary among languages. According to Alcock et al. (2010), PA skills include the capacity to identify word similarities, to manipulate words through blending and segmentation, and to identify word components such as phonemes and syllables.

Research indicates that early literacy development is critical for academic performance, making reading and writing in English a desirable skill for young learners (NAEYC, 2023). The groundwork for a child's reading development is established long before they enter a classroom. Teachers can implement focused literacy interventions in early education settings if children have not had enough help during their formative years. By bridging educational gaps, these treatments give every kid a fresh opportunity to develop and become proficient in reading. Every young learner has access to efficient teaching techniques and a comprehensive environment for growth and achievement when these intervention strategies are regularly used (Smith, 2022).

Rationale

Preschoolers who have the chance to develop the fundamental language and literacy abilities needed for kindergarten entry are more prepared to start learning to read and write (Ballantyne et al., 2008). Children require clear and direct guidance in building their English vocabulary, along with ample chances to engage in listening and conversing in the language throughout the entire day (Colorin Colorado, 2023). Even though early literacy and language acquisition are crucial for future development, many preschoolers who do not speak English as their first language have inadequate proficiency in these areas when they start formal education. The difference between kids who have these fundamental skills and those who don't grows throughout school if intervention isn't done (Lonigan et al., 2013; Marulis & Neuman, 2013). Repercussions from this may include challenges with subsequent school experiences that last throughout adolescence and adulthood (Marulis & Neuman, 2013; Ogg et al., 2012). To offer meaningful support for the development of reading abilities, it is essential to establish foundational ideas for useful direction. The goal of this systematic review is to identify and assess reading techniques designed specifically for this group of young students. We can see how fundamental reading skills can be developed in a way that is both entertaining and instructive by concentrating on preschool-aged youngsters. Not only will this study address the unique challenges faced by preschoolers for whom English is not their first language, but it will also highlight methods that can foster a lifelong love of reading and education. The aim of this study is to provide educators, parents, and policymakers who are committed to improving early childhood education in multilingual settings with valuable insights gathered from a thorough analysis of

the available literature and practical applications. The following research topics will be the main focus of the review in order to accomplish this goal:

1. What teaching strategy for developing English reading skills in preschool-aged children?
2. How can phonological awareness be enhanced in preschoolers learning to read the English language?
3. What model can be adopted to develop the reading skills of preschoolers?

Methodology

The research approach included a systematic review, which is a methodical strategy to systematically identify, evaluate, and compile the body of literature on strategies and models for improving preschoolers English reading skills. PRISMA (preferred reporting items for systematic reviews and meta-analyses) criteria were followed throughout the systematic data collection and analysis procedure (Page et al., 2021). This endeavor provides a thorough understanding of the current state of knowledge by identifying important themes, patterns, and gaps in the body of research (EPPI, 2019). With the use of this approach, we are able to draw findings based on solid data and create well-informed recommendations for future research and practical applications.

Search Process

The goal of this review was to systematically compile and summarize studies research that examined practical strategies and models for improving preschool-aged children's English reading abilities. The research was published between 2014 and 2023. To find publications or subjects related to our research questions, we first conducted a thorough analysis of academic journals in the field of literacy. After that, we selected a list of journals based on their alignment with our research goals. Subsequently, we conducted extensive keyword searches across academic databases, including Scopus and Google Scholar employing carefully selected Boolean search terms. We selected the Scopus database for its stature as a leading abstract and citation database in peer-reviewed literature, encompassing approximately 70 million records and featuring over 21,600 peer-reviewed journals from more than 4000 international publishers across various scientific disciplines (Moher et al., 2015; Salisu et al., 2024). Furthermore, Scopus offer users the flexibility to conduct both basic and advanced searches, allowing them to refine their results based on various criteria such as document type, date, subject, author, and recent publications, all while utilizing Boolean operators (Rus et al., 2023; Bamiro et al., 2023). Concurrently, Google Scholar augmented our research efforts by employing Boolean operators in combination with the identified keywords. The selection of these databases was based on their extensive collections

and robust search functionalities, as emphasized in previous studies (Gusenbauer & Haddaway, 2020; Raimi et al., 2024). The specific search terms are detailed in Table 1. In total, our searches yielded 175 papers, and we utilized search update functions, with a cut-off date for inclusion set at 2014.

Table 1
Search Terms

Main Search	("Teaching strategies" OR "Teaching methods" OR "Teaching techniques" OR "Effective models" OR "Models" OR "Phonological awareness" OR "Phonological skills") AND ("English reading" OR "Reading skills") AND ("Preschoolers" OR "Early childhood" OR "children")
Subsidiary Search one	("Intervention") AND ("Reading skills" OR "Phonemic awareness" OR "Phonemic skills") AND ("Improvement" AND "Children" OR "Preschoolers")
Subsidiary search two	("EFL" OR "English as Foreign Language" OR "ELL" OR "English Language Learners") AND ("Reading skills") AND ("Pupils" OR "Young Children"

After a thorough review of the abstracts, our initial set of 125 titles was narrowed down to 86. Nonetheless, the lack of sufficient information in some of the abstracts made it challenging to ascertain the relevance of specific articles to our research. As a result, we carefully reviewed these titles, eliminating any that did not meet our particular requirements, and producing a more specialized list of articles.

The identified studies were then gathered and subjected to a comprehensive analysis. We also conducted a thorough search for duplicates, which were subsequently eliminated. We then proceeded with a two-stage screening process, initially applying our selection criteria to titles and abstracts, followed by a scrutiny of full texts. This rigorous approach led to the identification of 22 articles that met our inclusion criteria, forming the foundation of our study and ensuring a comprehensive exploration of the topic.

Inclusion and Exclusion Criteria

Inclusion criteria:

1. Studies in English.
2. Peer-reviewed articles between 2014 and 2023.
3. Research exclusively conducted on preschool-aged children and non-native English speakers.
4. The papers that provided in-depth analyses and substantial information regarding young children's English reading abilities covered a wide range of topics, including participant characteristics, intervention program descriptions, instructional strategies explanations, evaluation of measured outcomes, and reported results.

Exclusion criteria:

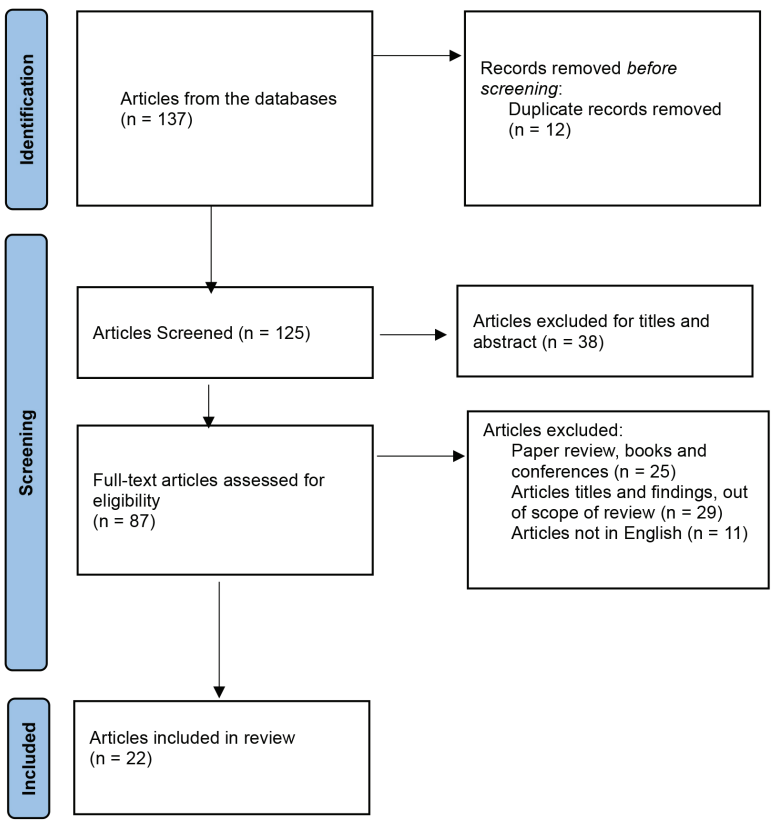
1. Theses, conference papers, and abstracts are available online.
2. Studies not relevant to the research question.
3. Articles not in English.
4. Articles that primarily address age beyond the preschool level are excluded.
5. Articles published before 2013.

Data Analysis

This systematic review implemented a coding procedure, which systematically applied a comprehensive framework covering various critical categories pertinent to the study. These categories encompassed study locations, practical strategies, interventions, sample characteristics, sample size, outcomes, and research methods. The intention behind this framework was to guarantee a thorough analysis of the chosen articles.

Figure 1

Flow Chart of the Review



This systematic review applied a thorough coding process and a thorough structure that covered several important areas relevant to the research. Study sites, doable tactics, interventions, sample size, characteristics, results, and research methodologies were all included in these areas. This framework was designed to ensure that the selected papers would be thoroughly analyzed.

In this context, the data analysis process encompassed descriptive analysis of our findings. Descriptive statistics were utilized to condense the key attributes of the chosen article. The amalgamation of qualitative and quantitative insights contributed to a holistic comprehension of the research landscape within the field.

Results

The results outlined in this research stem from a systematic review that includes a selection of 22 articles published between 2013 and 2023.

Studies Characteristics

This study examined various study characteristics within the reviewed articles. These characteristics included detailed information about the participants, encompassing the demographics and specific attributes of each group. In order to guarantee the validity and generalizability of the results, we also took into account the sample size of every study. To confirm that the tactics were appropriate for the intended developmental stage, we also looked at the age range of the preschoolers who were involved. In order to evaluate the reading interventions' long-term durability and viability, we also looked back at the length of each trial. A complete and nuanced understanding of the efficacy of various English reading tactics for preschool-aged children was made possible by this all-encompassing approach.

Participants

The study included participants within the preschool age range, with a minimum age of 3 years and a maximum age of 6 years. This specific criterion enabled the investigation to identify the most successful approaches and models for enhancing the English reading skills of children in the preschool age group.

Sample Size

The number of participants in these studies varies, spanning from 22 to 705 individuals. Out of the 22 articles reviewed, studies involving children were featured in 19 of them, and three articles centred on teachers (Al-Awidi & Ismail, 2014; Noble et al., 2020).

Study Duration

Study durations from the reviewed articles ranged from a minimum of 3 weeks to a maximum of 48 weeks. Thirteen of the articles provided explicit information about their study duration, while the remaining articles did not specify their duration, with some being conducted over mere minutes or hours. Table 2. Illustrates the study attributes, including participant ages, sample sizes, and study durations.

Table 2
Study Characteristics

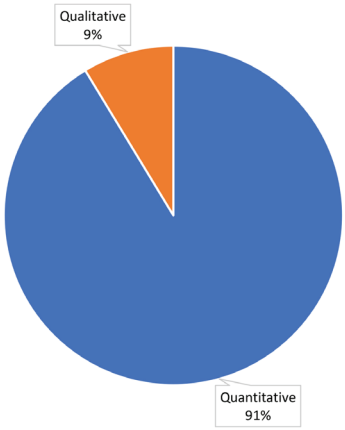
S/N	Authors (Date)	Age of participants	Sample size	Duration of studies
1	Smith (2022)	4–6 years	22	Five weeks
2	Al-Awidi & Ismail (2014)	4–6 years	145 teachers	Not specified
3	Łockiewicz et. al. (2018)	3–5 years	30	Not specified
4	Huennekens & Xu (2016)	4–5 years	15	Six weeks
5	Hooshyar et al. (2018)	5–6 years	102	Not specified
6	Suggate et. al. (2021)	5 years	282	16 weeks
7	Tang (2023)	3–5 years	38	4 weeks
8	Chien (2020)	4–6 years	53	8 weeks
9	Amadi & Offorma (2019)	4–6 years	118	Not specified
10	Bdeir et al. (2022)	5–6 years	107	12 weeks
11	Martinez et. al. (2016)	4–5 years	32	3 weeks
12	Mourão & Robinson. (2016)	4–5 years	23	40 weeks
13	Steinbrink et. al. (2019).	5 years	54	8 weeks
14	Politimou et. al. (2019)	3–4 years	40	Not specified
15	Vidal et al. (2020)	3–4 years	44	48 weeks
16	Zhou & Yadav (2017).	4–5 years	72	Not specified
17	Cetinkaya et. al. (2019)	4–6 years	705	48 weeks
18	Zucker et. al. (2013)	3–5 years	178	30 weeks
19	Noble et al. (2020).	3 years	150 teachers	12 weeks
20	Lestari et. al. (2023).	4–6 years	500	Not specified
21	van der Wilt et. al. (2019).	4–6 years	73	Not specified
22	Máximo (2019)	3–5 years	10 teachers	Not specified

Distribution of reviewed Articles by Research Methodology

Among the numerous studies analysed, a significant fraction of twenty-one of them utilized quantitative research methods to address their research inquiries. In

contrast, two studies opted for a qualitative methodology to explore the intricacies of the subject matter. Figure 2 shows the chart of the methodology used.

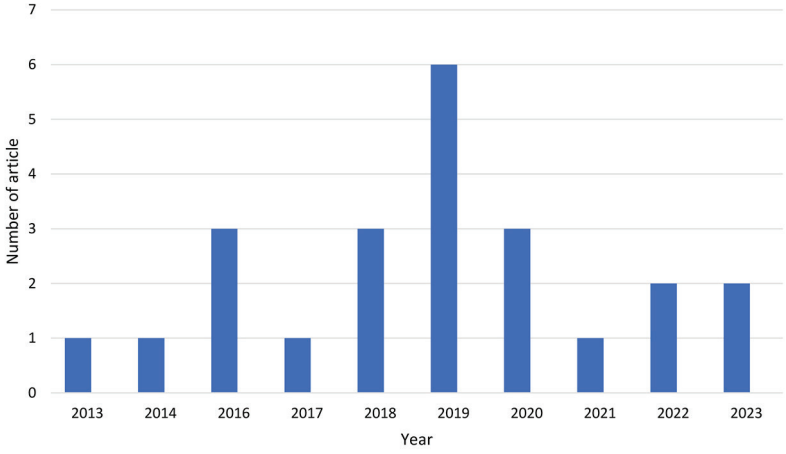
Figure 2
Distribution of Research Articles by Methodology



Trends in Yearly Publication of Reviewed Articles

Figure 3. shows the publication by year of the reviewed papers. The study covered articles ranging from 2013 to 2023. As shown in Figure 3, there is an increase in number of published articles from 2013 to 2019. However, there is a drop in number of articles from 2019 to 2023.

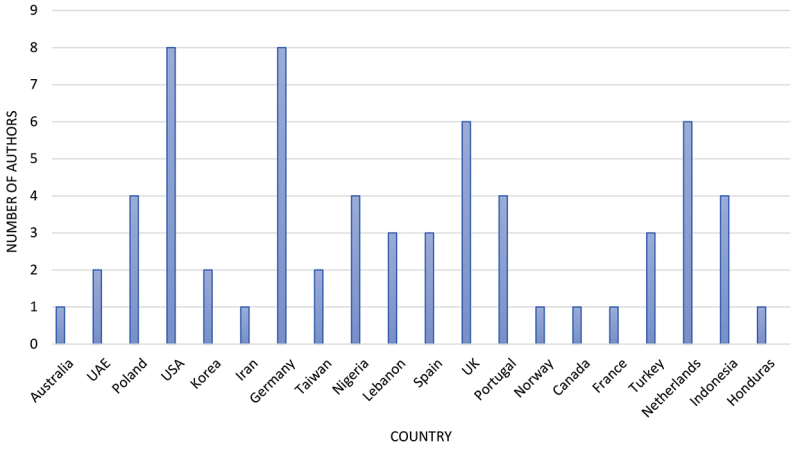
Figure 3
Publication by Year of Reviewed Articles



Distribution of Authors by Country of Affiliation

A collective of 65 authors have made contributions to the articles under review, with the United States and Germany standing out as the countries with the most significant authors affiliated with institutions in their country. Figure 4 illustrates the distribution of articles based on the authors' respective countries.

Figure 4
Distribution by Author Country of Affiliation



Strategies for Developing English Reading Skills

A total of 10 articles under review conducted in-depth explorations of a variety of strategies aimed at enhancing the English reading skills of preschool-aged children. Within these articles, eleven distinct strategies were discerned. These strategies encompass the following:

1. Tiered-based Literacy Intervention Strategy
2. Computer Assisted Language Learning (CALL)
3. Literacy Skill Development in the Native Language
4. Dialogic Reading
5. Data-Driven Language Learning Games (DLLgame)
6. Interactive Elaborative Storytelling (IES)
7. Game-Based Learning Strategy (GBL)
8. Repeated Read-Aloud with Question and Answer (RR with Q&A)
9. Repeated Read-Aloud with a Focus on Executive Function (EF)
10. Collaborative Practice Strategy
11. Storybook reading

Table 3 in the appendix highlights these identified strategies, presenting information about the authors, strategy descriptions, research focus, and critical findings. This table is a great tool to use when trying to understand how effective different tactics are.

Approaches for Developing Phonological Awareness

Six articles provided insights into enhancing phonological awareness in preschool-aged children, a crucial aspect of early literacy development, with the review identifying five methods to utilize phonological awareness for improving English reading skills in this age group.

Discussion

This section is dedicated to the exploration of our findings. It aims to provide a understanding of how the identified strategies can be effectively applied and suggests potential models for their successful implementation.

Effective Teaching Strategy for Developing English Reading Skills in Preschool-Aged Children

Several fundamental strategies and techniques have been pinpointed for improving the English reading abilities of preschool-aged children. A total of eleven strategies were discerned from the articles under review, with an exclusive focus on children within the age range of 3 to 6 years.

Two of the identified strategies were digitized (Computer Assisted Language Learning and Game-Based Learning Strategy), highlighting the significance of technology in fostering early childhood English literacy skills. According to research by Al-Awidi and Ismail (2014), using computers helps youngsters improve their reading abilities, promote reading, hear stories read aloud, recognise letter-sound correlations, and recognise letters and word-beginning sounds. Teachers noted various advantages of computer-assisted language learning (CALL), including opportunities for active involvement and differentiated instruction. Furthermore, the result of the findings by Hooshyar et al. (2018) confirms that student's performance in reading skills measurably improves when game contents are customized to their ability, in contrast to their improvement in uncustomed games.

Another significant discovery from this review emphasized the pivotal role of a solid foundation in children's native language as a fundamental building block for achieving proficiency in reading English. This is asserted in the research of Łockiewicz et al. (2018), who found that despite the differences in transparency between the two languages, emerging letter identification from a first-language alphabet, phonological

awareness in a first-language, and non-verbal intelligence in a first-language were all related to achievements in learning English as a foreign language in Polish preschool children. Additionally, the findings of Huennekens & Xu (2016) found that all the children in their study responded positively to the focused instruction in their home language. They demonstrated notable improvement in phonological awareness and alphabet knowledge over the short intervention time. As one might expect, the children's skills in Spanish phonological awareness and alphabet knowledge improved significantly with instruction in Spanish. Their English language emergent literacy skills also improved significantly following the focused instruction in Spanish.

Three studies emphasized the significance of incorporating gaming activities into children's education, as they identified the utilization of game-based strategies. According to Tang (2023), children can learn vocabulary through game-based learning. He discovered that the right kind of game-based learning not only encourages vocabulary growth but also helps kids store new words in their long-term memory. In addition, Chien (2020) claimed that using picture cards and morpheme games to teach vocabulary to preschoolers can be a successful strategy.

Enhancing Phonological Awareness in preschoolers Learning to Read the English Language

Phonological awareness refers to a cohesive, singular capability for processing phonological information that plays a crucial role in early literacy development during the preschool and early elementary school years (Milankov et al., 2021). Nonetheless, phonological awareness encompasses a broader spectrum of skills, with phonemic awareness being one of its components. Based on the results of numerous studies, we selected appropriate strategies for enhancing children' phonological awareness as part of this review.

Through the development of their phonological awareness, phonetics, and phonics skills, these methods assist kids in becoming more confident readers, speakers, and interactors with adults and other kids. Nonetheless, research was done by Amadi and Offorma (2019) to contrast the effects of analytical and synthetic phonics. Their study's findings demonstrated that the synthetic and analytical phonics groups, respectively, achieved mean accomplishment scores of 41.59 and 30.47 with standard deviations of 14.61 and 5.59. Their study's findings demonstrate that synthetic phonics outperforms analytic phonics in raising students' reading achievement. Bdeir et al. (2022) concluded from their research that rhyme awareness can effectively improve preschoolers' phonological awareness.

One significant finding from these studies is the effectiveness of using music to boost the phonological awareness of preschool-aged children. This area was investigated in three separate research studies. According to Steinbrink et al. (2019), there was a significant correlation between phonological awareness and the two tempo processing tasks

and the two harmonic musical measures (pitch awareness and contour recognition). Furthermore, the only music processing tasks where there was a significant correlation with phonemic awareness were those that involved rhythm processing. According to their findings, phonological awareness activities that mix pitch and rhythm may be especially effective in helping preschoolers learning to read English develop their phonemic awareness skills. Politimou et al. (2019) results showed that rhythm perception and synchronization to the beat (its variability) were important predictors of phonological awareness in children. This suggests that musical ability, phonological awareness, and grammar development in youngsters have a lot of important links. Furthermore, Steinbrink et al. (2019) found a substantial relationship between the two tempo processing tasks, the two harmonic musical measures (pitch awareness and contour recognition), and phonological awareness. Moreover, only tasks involving rhythm processing showed a significant association with phonemic awareness in the context of music processing. Their results suggest that phonological awareness exercises combining pitch and rhythm might be particularly useful in assisting preschoolers learning to read in English with the development of their phonemic awareness.

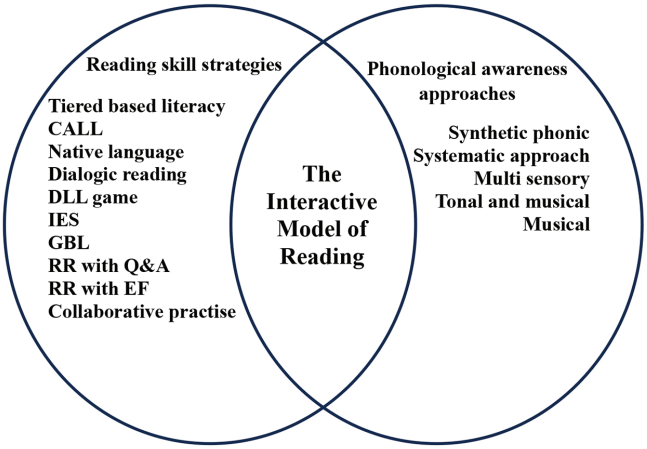
Model to Develop the reading Skills of Preschoolers Successfully

The Interactive Model of Reading has been pinpointed as the ideal choice for enhancing English reading skills among preschoolers. This model seamlessly integrates with the diverse strategies and methods outlined in this research, offering an effective approach to early reading development. The model was created by Rumelhart (Hedge, 2000). Its name is the interactive-activation model. Theoretically, each level of information, from graphemes to words, is independently represented in the memory, and data flows between levels in both ways or what Rumelhart refers to as interaction (Hedge, 2000).

The interactive model presupposes that all top-down and bottom-up processes are interdependent. According to Hedge (2000), there are two ways to understand the word "interactive". The first one discusses how the reader and the text become entangled when the reader tries to make sense of it. The reader actively integrates information from the text with prior knowledge and experiences throughout this process of meaning construction. Reading "may be understood as a form of dialogue between the reader and the text, or even between the reader and the author" according to Hedge (2000). The interaction between the various sorts of information a reader utilizes to make sense of a text is the second meaning of the word "interactive".

Figure 5

Interaction Between Reading Strategies, Phonological Awareness Approaches and the Interactive Model of Reading



As shown in Figure 5. The integration of the interactive reading model, when combined with the highlighted strategies and approaches, can effectively form an appropriate framework and system for fostering English reading skills in preschool children. Zhou & Yadav (2017) study's findings demonstrated that integrating multimedia story reading and interactive questioning with the interactive model of reading can enhance target vocabulary acquisition and engagement among preschoolers. The fact that it had no appreciable impact on overall comprehension, however, highlights the potential advantages of these tactics in educational research and practice. These findings imply that the concept can be used for strategies like CALL, DLL games, and GBL. Furthermore, Zucker et al. (2013) discovered that regardless of the children's initial skill levels, regular interactive shared reading experiences are advantageous for encouraging conversations about the text and boosting the language and literacy development of the young reader. In order to improve vocabulary and reading abilities throughout early schooling, these behaviors should also be continued over time.

In order to create a distinctive and immersive learning environment, educators should think about designing dedicated and interesting reading spaces within their classrooms that are furnished with stimulating visual and tactile elements, such as vibrant wall displays, a variety of reading materials, interactive props like puppets and wooden shapes, comfortable seating options, and the integration of technology like computers and sound systems. According to the tenets of the interactive reading model, this enhanced environment can assist kids of all grade levels in actively participating in interactive reading activities, which will enhance their reading fluency and comprehension (Cetinkaya et al., 2019).

The study of Lestari et al. (2023) compared the effectiveness of three interactive models, namely the traditional, the attention-focused, and the mind-map interactive reading models. The study's conclusions show that all three interactive reading models significantly improved early childhood language skills, especially in the areas of receptive vocabulary, reading comprehension, storytelling, and listening skills. The success of these models was attributed to word repetition and semantics-based strategies, underscoring the value of combining them to help young children's language development. The results of the van der Wilt et al. (2019) study support the idea that using a range of interactive reading tactics helps kids' language development. Significant gains were found in three of the four language ability areas examined by the researchers: narrative abilities, receptive vocabulary, and productive vocabulary.

In the context of the interactive model of reading, the model's applicability and effectiveness in promoting specific reading behaviours when incorporated into teaching. The use of this model, in combination with interventions, can yield positive outcomes and enhance the interactive reading behaviours of teachers (Noble et al., 2020).

Practical Implication

1. The study presents ten educational strategies that are beneficial in helping toddlers enhance their English reading skills. These strategies include dialogic reading, interactive storytelling, tiered-based literacy interventions, and more. To improve reading ability in young children, educators and caregivers can implement these practices in early childhood education.
2. Phonological Awareness Techniques: There are five methods for enhancing phonological awareness, including multimodal approaches and synthetic phonics. These strategies give educators and researchers a variety of tools to support the language development and reading readiness of preschool-aged children.
3. Age-appropriate treatments: The research emphasizes that the most common age range for treatments that work is between three and six years old. This research enables educators and policymakers to establish age-appropriate interventions and instructional models by customizing them to the developmental stage of the kid.
4. Interactive Model of Reading: According to studies, preschool-aged children can improve their English reading skills by using the interactive model of reading. This technique can be included into curricula by educators and curriculum designers to promote interactive shared reading behaviors.
5. Holistic Approach: The study highlights that a complete strategy that blends the interactive model with recognized tactics and techniques can offer an early childhood education framework that is more successful. Teachers can use this holistic approach as a guide to create preschool English reading programs that work.

6. These useful ramifications can help curriculum designers, parents, legislators, and educators create and execute more efficient methods for teaching preschoolers to read in English, thereby advancing their language development and setting them up for success in literacy in later schooling.

Conclusion

It is crucial to establish fundamental guidelines for the development of universal reading skills, especially for preschoolers learning English who can already build the basis for fundamental reading abilities before they even reach mastery in the language. This systematic literature review aimed to meticulously identify and compile a range of articles showcasing effective strategies for fostering reading skills and approaches for enhancing phonological awareness in the early childhood period from 2014 to 2023. The overarching goal of this study was to pinpoint a viable model that could be seamlessly integrated with the strategies and approaches uncovered. A total of 22 pertinent articles were reviewed, with the predominant age range of participants falling within the 3–6 years category, aligning with the preschool age group.

This comprehensive review unveiled ten strategies that can be harnessed to develop the English reading skills of preschoolers, encompassing tiered-based literacy intervention, computer-assisted language learning, literacy skill development in the native language, dialogic reading, data-driven language learning games, interactive elaborative storytelling, game-based learning, repeated read-aloud with question and answer, repeated read-aloud with a focus on executive function, and collaborative practice strategies. Additionally, five distinct approaches were identified to enhance phonological awareness in preschool children, including synthetic phonic awareness, systematic approaches, multi-sensory techniques, tonal and musical methodologies, and the use of music.

Furthermore, the study recognized the interactive model of reading as a highly effective model for improving the English reading skills of preschool-aged children. Integrating this model with the array of identified strategies and approaches offers a robust framework that can significantly benefit educators in the field of early childhood education.

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Appendix

Table 3

Data extraction table

Strategies	Description	Research focus	Authors insight	Authors (Date)
Tiered-based Literacy Intervention Strategy	In Australia, the Tiered-based Literacy Intervention Strategy is a systematic approach to enhancing preschool-aged children's literacy skills that tailors instruction to each student's specific requirements. According to their existing literacy levels, pupils are divided into various tiers or levels using this technique.	Spoken language, recognition of sight words, and comprehension development.	Findings demonstrated that when students received regular positive reinforcement, they were most interested in their reading.	Smith (2022).
Computer Assisted Language Learning (CALL)	Computer Assisted Language Learning (CALL) is an approach that uses computer-based tools and software to support and enhance literacy skills in preschool-aged children. This method uses interactive multimedia tools, such as educational games and language applications, to get young students involved in language-learning activities. This way, reading, vocabulary growth, and language understanding are encouraged in a fun and technologically-driven way.	Reading skills, support, listen to stories read aloud, recognize letter/sound relationships, and identify letters and beginning sounds of words.	Teachers use CALL to encourage students to read.	Al-Awidi & Ismail (2014).
Literacy Skill Development in the Native Language	The strategy of literacy skill development in the native Language" aims to bolster a preschooler's English reading abilities by first cultivating their literacy skills in their native language, recognizing that a strong foundation in their mother tongue serves as a crucial stepping stone for mastering English reading.	Polish phonological awareness and English language proficiency	Students' performance in learning English as a foreign language was correlated with their capacity to recognize letters in their original language's alphabet and their first language's phonological awareness.	Łockiewicz et. al. (2018).

Strategies	Description	Research focus	Authors insight	Authors (Date)
Dialogic Reading	Dialogic reading is an interactive approach to improving literacy skills in preschool-aged children, where adults engage in a conversation with the child while reading a book, encouraging them to ask questions, make predictions, and relate the story to their own experiences, promoting language development and comprehension.	writing, phonics, phonological awareness, book knowledge, and print knowledge	Regardless of their beginning ability levels, intervention proved successful for kids.	Huennekens & Xu (2016).
Data-Driven Language Learning Games (DLL game)	The "Data-Driven Language Learning Games (DLLgame)" approach involves teaching preschool-aged children literacy skills using computer-based games and activities while gathering data on their development to customize the learning experience and make it more effective.	Knowledge of the alphabet and phonology	Those with the lowest proficiency levels improved their performance more than participants with higher proficiency levels while playing the customized game.	Hooshyar et al. (2018).
Interactive Elaborative Storytelling (IES)	A literacy method called Interactive Elaborative Storytelling (IES) emphasizes active participation and conversation during storytelling in order to improve vocabulary, understanding, and critical-thinking abilities in young children.	phonological awareness and oral storytelling ability.	The IES group seemed to be more actively engaged in the narrative. Therefore, the IES condition led to better performance on the tale vocabulary test.	Suggate et. al. (2021).
Game-Based Learning Strategy (GBL)	The "Game-Based Learning Strategy" mixes learning with play to encourage kids to learn in a fun and interactive way while employing interactive games and activities to make the process of building reading skills in preschoolers more engaging and pleasurable.	English vocabulary acquisition	In a game-based language setting, researchers discovered that human language acquisition might take place.	Tang (2023).

Strategies	Description	Research focus	Authors insight	Authors (Date)
Repeated Read-Aloud with Question and Answer AND Repeated Read-Aloud with a Focus on Executive Function (EF)	The "Repeated Read-Aloud with Question and Answer" and "Repeated Read-Aloud with a Focus on Executive Function (EF)" strategies both involve reading the same story to preschool-aged children several times, with the former emphasizing comprehension and critical thinking and the latter emphasizing the development of executive function skills to improve cognitive and literacy development.	test of oral language (curriculum-based receptive vocabulary, inferential comprehension, and oral comprehension)	According to the study, participants' curriculum-based oral comprehension and receptive vocabulary improved as a result of the experimental interventions.	Chien (2020)
Collaborative Practice Strategy	The "Collaborative Practice Strategy" involves fostering literacy skills in preschool-aged children through cooperative learning activities that encourage them to work together with peers and adults, promoting language development and reading comprehension in a social, interactive context.	phonological awareness and oral ability.	Children's eagerness to play in the English learning area	Mourão & Robinson (2016).
Storybook reading	This involves reading aloud English storybooks to pre-school children	Comprehension and vocabulary	Most of teachers interviewed believe that reading storybooks helps their students' comprehension and vocabulary.	Máximo (2019)

Table 4
Approaches for developing phonological awareness

Methods	Description	Research focus	Authors insight	Authors (Date)
Application of synthetic phonic instructional strategy to achieve reading skills	Synthetic phonics awareness refers to the development of phonological awareness skills by systematic translation of letters (graphemes) to sounds (phonemes) and then blending or combining the sounds to generate identifiable and meaningful words. Here, the young child learns each of the alphabet's 26 letters as well as the 44 letter sounds that go along with them. Vowel both short and long vowels, as well as consonants, initial single consonants, final consonants, consonants observation, etc., are demonstrated and taught phonologically. Children move from monosyllabic and disyllabic to multisyllabic words.	Reading skill achievement.	The findings suggest that synthetic phonics outperforms analytic phonics in raising students' reading achievement.	Amadi & Offorma (2019).
Systematic and sequential activities of phonological awareness strategy	The systematic and sequential activities of the phonological awareness method are a 12-week intervention that involves teaching systematic activities linked to phonological awareness that follow a specified progression of skills. Following the idea of sentences and words, it moves on to rhymes, syllables, and phonemes. The technique was created based on two programs, including phonemic awareness in early infants and phonological awareness of speech sounds (Roth and Worthington, 2009).	Understanding of rhyme, phonemes, and syllables	The experimental group's performance during the period of intervention showed that they could quickly differentiate between sounds and change the words' oral sounds.	Bdeir et. al. (2022).
Multi-sensory approach	This approach makes use of children's senses in a number of ways, including sight, hearing, touch, and movement, to help them comprehend and engage with language sounds and structures.	improvement of speech abilities and a willingness to learn a language	It was discovered that learners' output of the target phonemes had much improved.	Martinez et. al. (2016).

Methods	Description	Research focus	Authors insight	Authors (Date)
Tonal and musical intervention (Digital)	The strategy makes use of children's developing phonological and literacy skills in order to process their auditory information efficiently and without impairment. For use with iPads and headphones, all tasks have been modified. An iPad app was used to implement the music stimulus, feedback for the example objects, and the response option.	Preschoolers' phonological and phonemic awareness and music processing	Reproduction of rhythm made a special contribution to literacy abilities, namely to alphabetic spelling abilities.	Steinbrink et. al. (2019)
Musical Approach (Non-Digital)	This means that early childhood education must incorporate songs and rhythmic activities. Musical activities include word games that focus on rhythm and sound patterns, singing songs, and clapping in time to sounds. Using this method of teaching sounds and words, pre-reading abilities are developed in an interesting and interactive way.	Pitch, melody, rhythm, and tempo perception in relation to phonological awareness and grammar learning	It was discovered that music was the cause of the more notable development of phonological awareness abilities.	Politimou et. al. (2019) and Vidal et. al. (2020)

Pradedantieji skaitytojai: sisteminis ikimokyklinio amžiaus vaikų skaitymo anglų kalba efektyvių strategijų tyrinėjimas

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Santrauka

Šiame straipsnyje nagrinėjama, kaip ikimokyklinio amžiaus vaikai lavina anglų kalbos skaitymo gebėjimus, kai daugiausia dėmesio skiriama raštingumui ir teksto fonologiniam suvokimui. Tyrime pabrėžiama ankstyvosios kalbos raidos svarba. Naudojantis PRISMA gairėmis apžvelgiami 22 tyrimai (2013–2023 m.), siekiant nustatyti metodus, kurie atskleidžia, kaip pagerinti ikimokyklinio amžiaus vaikų, besimokančių anglų kalbos, skaitymo įgūdžius. Vadovaujantis PRISMA gairėmis, vertinamos tokios strategijos kaip pakopinė raštingumo intervencija (angl. *Tiered-Based Literacy Intervention*), kompiuterizuotas kalbų mokymas (angl. *Computer-Assisted Language Learning* (CALL)) ir gimtosios kalbos raštingumo išlaikymas. Dialoginis skaitymas, žaidimais paremtas mokymasis ir interaktyvusis pasakojimas (angl. *Interactive Elaborative Storytelling*, IES) padeda suprasti žodyną ir gerina fonologinus įgūdžius. Tyrime nagrinėjama ir mišri fonika bei muzika pagrįsta fonologinio suvokimo veikla. Interaktyvusis skaitymo modelis siūlomas kaip ideali sistema, jungianti skaitymo metodus „iš viršaus į apačią“ ir „iš apačios į viršų“. Tyrimo rezultatai rodo, kad, integruojant tradicinius ir skaitmeninius metodus į ankstyvąją intervenciją, galima ugdyti ikimokyklinio amžiaus vaikų skaitymo ir fonologinius įgūdžius ir taip sukurti tvirtą pagrindą būsimai mokyklinei sėkmei.

Esminiai žodžiai: *efektyvus skaitymas, pradedantieji skaitytojai, ikimokyklinis ugdymas, skaitymo strategijos, sisteminė apžvalga.*

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