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Physical Activity and Reading Comprehension on Albanian Primary School

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Abstract

Reading comprehension is a foundational skill for early learners, particularly those acquiring English as a Foreign Language (EFL). One persistent challenge in Albanian classrooms is sustaining students' attention during reading tasks, which significantly affects comprehension outcomes. Cognitive research emphasizes that attention and memory are critical to effective text processing, and recent studies suggest that physical activity can support these functions.

This study investigates the role of physical activity in enhancing sustained attention during EFL reading instruction. A structured questionnaire with 25 items was administered to EFL teachers to gather insights on their perceptions of attention during reading, the integration of physical activity into lessons, and their observations of the impact on student engagement and comprehension.

Findings reveal that teachers perceive physical activity as a beneficial tool for maintaining focus in the classroom. When structured movement is incorporated into reading instruction, such as brief physical exercises or interactive tasks, students demonstrate improved attentional control and comprehension outcomes.

These results underscore the potential of movement-based strategies as an effective addition to EFL pedagogy. By fostering attention through physical engagement, teachers can create more interactive and cognitively supportive environments for young learners. Further research is encouraged to determine the most effective types of physical activity and evaluate their long-term influence on reading achievement.

Keywords: Reading Comprehension, Attention, Physical Activity, Young Learners, Sustained Focus, Pedagogy