



## UNLEASHING THE POWER OF READING: EFFECTIVE STRATEGIES FOR NON-NATIVE ARABIC LANGUAGE LEARNERS

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### **Abstract**

*This study addresses the pressing need for effective reading strategies among non-native Arabic language learners, who often encounter considerable obstacles in decoding and understanding Arabic texts due to the language's complex morphology and diglossic nature. The main aim is to identify and classify strategic approaches that enhance Arabic reading proficiency and, in doing so, support broader language acquisition. Framed within the discourse of second language pedagogy, the research draws attention to the lack of focused studies on Arabic reading skills, emphasizing its theoretical and pedagogical significance. Using a systematic literature review, the study synthesizes findings from recent scholarship to evaluate cognitive, affective, and metacognitive strategies that benefit non-native learners. Results indicate that Direct Memory Strategies are essential for vocabulary retention and text recall, while Direct Cognitive and Compensation Strategies help bridge comprehension challenges. In addition, Indirect Cognitive, Affective, and Social Strategies contribute to learner motivation and collaboration, which are vital for maintaining sustained engagement with Arabic texts. These findings confirm that a multimodal strategic framework can meaningfully enhance Arabic reading competence as a second language. The study offers both theoretical insights and practical guidance for educators, curriculum developers, and policymakers working in Arabic language education.*

**Keywords:** *Arabic Reading Skills, Reading Strategies, Second Language Acquisition, Non-Native Learners, Language Pedagogy.*

### **Abstrak**

Penelitian ini membahas kebutuhan mendesak akan strategi membaca yang efektif bagi pembelajar bahasa Arab non-penutur asli, yang kerap menghadapi hambatan dalam memahami dan menguraikan teks Arab akibat kompleksitas morfologi serta sifat diglosia bahasa Arab. Tujuan utama studi ini adalah mengidentifikasi dan mengklasifikasikan pendekatan strategis yang dapat meningkatkan kemahiran membaca

sekaligus mendukung akuisisi bahasa secara lebih luas. Dalam kerangka pedagogi bahasa kedua, penelitian ini menyoroti minimnya kajian yang secara khusus membahas keterampilan membaca dalam konteks bahasa Arab, sehingga mempertegas relevansi teoritis dan praktis dari kajian ini. Melalui metode telaah pustaka sistematis, studi ini menyintesis berbagai temuan mutakhir guna mengevaluasi strategi kognitif, afektif, dan metakognitif yang relevan bagi pembelajar non-penutur asli. Hasil kajian menunjukkan bahwa Strategi Memori Langsung berperan penting dalam retensi kosakata dan pengingatan isi bacaan, sementara Strategi Kognitif Langsung dan Kompensasi membantu menjembatani kesenjangan pemahaman. Selain itu, Strategi Kognitif Tidak Langsung, Afektif, dan Sosial turut mendorong motivasi serta kolaborasi belajar, yang krusial untuk keterlibatan jangka panjang dengan teks Arab. Temuan-temuan ini menegaskan bahwa kerangka strategi multimodal dapat secara signifikan meningkatkan kemampuan membaca bahasa Arab sebagai bahasa kedua. Studi ini menawarkan wawasan teoritis sekaligus panduan praktis bagi para pendidik, perancang kurikulum, dan pengambil kebijakan di bidang pendidikan bahasa Arab.

**Kata Kunci:** *Keterampilan Membaca Arab, Strategi Membaca, Akuisisi Bahasa Kedua, Pembelajar Non-Penutur Asli, Pedagogi Bahasa.*

## INTRODUCTION

Non-native speakers often find Arabic challenging due to its unique script, sound system, and grammar. These difficulties are compounded by the linguistic distance from most learners' first languages, and by cultural nuances that shape how Arabic is used in context. Among the four core language skills, reading holds a crucial role not merely as a mechanical activity, but as a gateway to deeper linguistic proficiency.<sup>1</sup> In today's interconnected world, reading is increasingly recognized not only as an academic necessity but also as a means of fostering intercultural understanding.<sup>2</sup> As a foundational skill, it consolidates vocabulary knowledge, syntactic awareness, and discourse competence.<sup>3</sup> Strengthening Arabic reading abilities for non-native learners is thus not just a pedagogical concern it is a sociolinguistic imperative that underpins their academic integration and broader communicative capacity.<sup>4</sup>

The growing focus on reading in second language acquisition especially in Arabic reflects increasing awareness of the unique complexities learners face. Arabic's diglossic structure requires

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<sup>1</sup> Mahmud Abubakar Garba, Abd Rauf Bin Hassan, and Mohd Azidan Abdul Jabar, "Functions of Collocations in the Prevention of Linguistic Errors among Arabic Learners as a Foreign Language," *Cogent Social Sciences* 9, no. 2 (2023): 1-13. <https://doi.org/10.1080/23311886.2023.2260608>.

<sup>2</sup> Yi Liu, Hao Cui, and Zhongqiang Zhang, "Bilingual Interactive Teaching in Public Management Cases," in *Proceedings of the 2nd International Seminar on Education Research and Social Science (ISERSS 2019)* (Paris, France: Atlantis Press, 2019), 238-240. <https://doi.org/10.2991/iser-19.2019.115>.

<sup>3</sup> Zamri Arifin et al., "Language Learning Strategies of Non-Muslim Students Applied to Arabic Language Course Inside and Outside the Classroom," *Ijaz Arabi Journal of Arabic Learning* 4, no. 1 (2020): 1-11. <https://doi.org/10.18860/ijazarabi.v4i1.9995>.

<sup>4</sup> Wahyudi Buska, Yogia Prihartini, and Nur Hasnah, "Analysis of Students' Arabic Proficiency for Vocabulary Mastery in State Islamic Junior High School in Muaro Jambi," *INNOVATIO: Journal for Religious Innovation Studies* 18, no. 1 (2018): 51-62, <https://doi.org/10.30631/innovatio.v18i1.40>.

fluency across both Modern Standard Arabic and classical forms, which often differ significantly from everyday spoken varieties.<sup>5</sup> Complicating this further is the script itself: right-to-left orientation, consonant-heavy orthography, and limited vowel representation impose added cognitive demands. These features often disrupt the link between word recognition and deeper comprehension, making strategic reading essential.<sup>6</sup> These strategies must address both language input and learners' metacognitive skills such as planning, monitoring, and evaluating their comprehension. Given the expansion of Arabic instruction across diverse educational contexts from Islamic schools to secular language institutes this growing reach underscores the need to refine and adapt reading strategies both practically and pedagogically.

Existing research into Arabic reading pedagogy has offered valuable insights into areas such as phonological awareness, vocabulary development, and comprehension techniques. Studies like those by Tibi and Kirby emphasize phonological training to support fluency,<sup>7</sup> while Shehata highlights the impact of contextualized vocabulary instruction.<sup>8</sup> Despite these contributions, notable gaps remain. Many studies treat individual skills in isolation, failing to consider how they interact within classroom dynamics or collaborative learning environments. Additionally, the long-term effectiveness of various strategies across different learner populations has yet to be systematically assessed.<sup>9</sup> Meanwhile, the rapid growth of digital learning tools has outpaced the research evaluating their impact on Arabic reading acquisition.<sup>10</sup> This study aims to address these gaps by synthesizing effective reading strategies and examining how they operate within the evolving contexts of language learning.

This study adopts a cognitive and metacognitive lens to investigate reading strategies for non-native learners of Arabic. Drawing on well-established models of reading comprehension such as the interactive model and strategic competence theory it conceptualizes reading as a multilayered

<sup>5</sup> Abdul Haris, "Teaching Reading of Arabic Language in Indonesia: Reconstruction of the Contents and Scope of Nahwu Science," *Eurasian Journal of Applied Linguistics* 8, no. 2 (2022): 122–36, <https://doi.org/10.32601/ejal.911547>.

<sup>6</sup> Mohammadtaghi Shahnazari, "The Role of WM in Second Language Reading Comprehension: Does L2 Proficiency Level Matter?," *Learning and Motivation* 82 (May 2023): 101875, <https://doi.org/10.1016/j.lmot.2023.101875>.

<sup>7</sup> Sana Tibi and John R. Kirby, "Investigating Phonological Awareness and Naming Speed as Predictors of Reading in Arabic," *Scientific Studies of Reading* 22, no. 1 (2018): 70–84, <https://doi.org/10.1080/10888438.2017.1340948>.

<sup>8</sup> Asmaa Shehata, "Short Vowels and Context Effects: The Case of English Speakers Reading Arabic," *International Education Studies* 14, no. 8 (July 30, 2021): 93, <https://doi.org/10.5539/ies.v14n8p93>.

<sup>9</sup> Anna Dillon and Kay Gallagher, "The Experience of Co-Teaching for Emergent Arabic-English Literacy," *The Qualitative Report*, 24, no. 7 (2019): 1556-1576, <https://doi.org/10.46743/2160-3715/2019.3972>.

<sup>10</sup> Abdul Ghani bin Md Din et al., "The Role of Technology and its Techniques in the Development of Teaching Arabic to Non-Native Speakers," *International Journal of Academic Research in Business and Social Sciences* 13, no. 10 (2023): 102-115, <https://doi.org/10.6007/ijarbss/v13-i10/18665>.

process involving both bottom-up decoding and top-down meaning-making mechanisms.<sup>11</sup> The framework also integrates metacognitive strategy instruction, equipping learners with tools to self-regulate their reading through techniques like prediction, questioning, and summarizing.<sup>12</sup> Vygotsky's sociocultural theory further informs the study by framing the importance of scaffolding and collaborative learning in fostering comprehension.<sup>13</sup> Together, these theoretical strands support an analysis that connects individual strategy use with broader instructional practices. Grounded in these models, the study explores how reading strategies work both mentally and socially to help non-native speakers improve their Arabic reading skills.

The primary aim of this research is to identify, classify, and evaluate effective strategies that support Arabic language development through reading. More specifically, the study seeks to: (1) examine the cognitive and metacognitive strategies most frequently employed by proficient readers; (2) explore how these strategies are nurtured through teaching methods; and (3) assess the role of technological tools in strengthening reading comprehension. These objectives respond to persistent gaps in existing literature, where the interplay between strategy use and learning outcomes remains underexplored. Additionally, the study proposes a practical framework that educators can apply to improve learner engagement with Arabic texts. In achieving these aims, the research intends to contribute substantively to the evolving field of Arabic second language pedagogy, especially in settings that emphasize learner autonomy and digital learning environments.

At its core, this study advances the argument that reading comprehension among non-native Arabic learners can be substantially improved through the deliberate application of cognitive and metacognitive strategies, supported by collaborative learning and technological integration. It rests on the assumption that learners equipped with such strategies will show greater retention and deeper comprehension, particularly in tasks that involve semantic processing and inference. Evidence supports this view: learners trained in metacognitive reading strategies consistently outperform those who rely solely on passive reading.<sup>14</sup> For instance, learners who practice summarizing and

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<sup>11</sup> Reima S Al-jarf, "Teaching Reading to Efl Freshman Arabic Students Online," *Eurasian Arabic Studies* 8 (2019): 57–75.

<sup>12</sup> Salim Khaldieh, "An Investigation into Reader-Text Interaction: Native, Proficient, and Less Proficient Non-Native Readers of Arabic," *Al-Arabiyya* 32 (1999): 117–56, <http://cat.inist.fr/?aModele=afficheN&cpsidt=1546774>.

<sup>13</sup> Pauline Gibbons, *Scaffolding Language, Scaffolding Learning Teaching Second Language Learners in the Mainstream Classroom*, Heimemann (Sydney, 2003), 36-37.

<sup>14</sup> Ji-Young Mun, "The Effect of Metacognitive Reading Strategy Instruction on Arabic Learners' Reading Strategy Use and Reading Comprehension," *The Institute of Middle Eastern Affairs* 23, no. 1 (2024): 223–56, <https://doi.org/10.52891/JMEA.2024.23.1.223>.

predicting often achieve significantly higher comprehension scores.<sup>15</sup> Similarly, digital tools such as interactive reading platforms have been shown to boost learner motivation and heighten strategic awareness.<sup>16</sup> These findings underscore the importance of integrating strategy instruction into Arabic reading curricula. Accordingly, the study hypothesizes that consistent and intentional strategy training will lead to measurable improvements in reading performance across diverse learner populations.

In sum, the investigation and implementation of effective reading strategies for non-native Arabic learners carry substantial pedagogical and cultural value. This research not only addresses practical challenges encountered in the classroom but also contributes to theoretical progress in Arabic linguistics and second language acquisition. The outcomes are expected to inform curriculum designers, instructors, and policy-makers by offering empirically grounded recommendations for reading instruction. By engaging both the cognitive and sociocultural aspects of reading, the study positions reading not merely as a linguistic task but as a transformative skill one that fosters intercultural understanding and academic advancement. Ultimately, this research affirms that unlocking the power of reading is essential to unlocking the full linguistic potential of Arabic learners.

## METHOD

Reading comprehension, as a central component of Arabic language acquisition for non-native learners, serves as the primary unit of analysis in this study. Defined as the interplay of cognitive, affective, and linguistic processes involved in understanding written texts, reading in Arabic poses distinct challenges due to its script direction, orthographic complexity, and diglossic nature. Within this intricate framework, identifying effective strategies to enhance *mahārah qirā'ah* (reading skills) is vital to the broader discourse surrounding Arabic as a foreign language. This study focuses on pedagogical insights, learner behavior, and instructional interventions that aim to improve reading proficiency among non-native speakers across both formal institutions and informal learning contexts.

The urgency of this inquiry stems from the persistent underperformance in Arabic reading observed among language learners worldwide. Limited access to adapted teaching materials,

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<sup>15</sup> Hooshang Khoshshima, "The Effect of Summarizing Strategy on Reading Comprehension of Iranian Intermediate EFL Learners," *International Journal of Language and Linguistics* 2, no. 3 (2014): 134, <https://doi.org/10.11648/j.ijll.20140203.11>.

<sup>16</sup> Reima Al-Jarf, "Reading Habits and Motivation Among Educated Arabs in the Age of Social Media and Distractions," *Journal of Psychology and Behavior Studies* 3, no. 1 (June 25, 2023): 32–44, <https://doi.org/10.32996/jpbs.2023.3.1.4>.

coupled with the cognitive burden of processing unfamiliar scripts and linguistic structures, places Arabic reading instruction in a precarious position. Strategy-oriented research offers a potential remedy by aligning theoretical perspectives with learners' practical needs, paving the way for measurable improvements in linguistic competence. To examine this issue comprehensively, the study surveys a range of academic literature and practice-based reflections, mapping key themes in Arabic literacy development. The result is a broad yet focused view of current challenges and emerging innovations in Arabic reading pedagogy.

This research employs a qualitative literature review design to systematically collect, examine, and synthesize academic contributions related to reading strategies in Arabic language education. Anchored in content analysis, this design enables the identification of theoretical trends, methodological developments, and research gaps. Instead of testing hypotheses, the study maps key concepts to inform current teaching practices. This design responds to the epistemic need for synthesis in a field where relevant studies are scattered across domains such as education, applied linguistics, and technology-enhanced learning. A qualitative approach supports nuanced exploration of the cognitive, affective, and social dimensions shaping the reading experience for non-native learners of Arabic. It also encourages reflexivity in the selection and interpretation of data, enabling the development of layered strategic insights.

The research process includes defining inclusion criteria, identifying dominant themes, tracking conceptual patterns, and synthesizing interpretations. Source materials consist of peer-reviewed journal articles, academic monographs, language instruction frameworks, and emerging studies on digital Arabic pedagogy. Each step followed principles of transparency and rigor to ensure that the findings are both replicable and analytically sound.

Primary data for this study comprise scholarly publications such as journal articles, conference proceedings, and empirical studies accessed through databases like JSTOR, ScienceDirect, and Scopus. These sources provide the theoretical foundation and evidence-based insights necessary for evaluating Arabic reading strategies. Secondary data include historical language policies, instructional manuals, and national education reports, retrieved from digital repositories and public archives. This dual-sourcing approach offers both scholarly depth and contextual breadth. While primary literature reveals contemporary debates and prevailing theories, secondary sources contextualize instructional practices within institutional and historical frameworks. This combination enhances the credibility and relevance of the strategic recommendations emerging from the review.

Data collection was conducted through keyword-driven searches using terms such as “Arabic reading strategies,” “*mahārah qirā'ah*,” “non-native Arabic learners,” and “digital Arabic

pedagogy.” A systematic inclusion-exclusion protocol prioritized recent, peer-reviewed studies published within the past 15 years. Findings were organized into thematic clusters for further analysis. The data collection also drew on adapted digital ethnography techniques suited for literature-based research. Rather than working with live participants, this approach traced academic and pedagogical discourse through digital platforms to identify evolving themes. Methods included database mining, citation tracking, and backward reference searches, allowing for the reconstruction of intellectual trajectories across published work.

Collecting data through these digital pathways allowed access to extensive and up-to-date knowledge repositories. This method facilitated efficient identification of prevailing arguments and enabled assessment of pedagogical shifts in Arabic reading instruction. It also supported triangulation across the domains of education, linguistics, and educational technology to ensure a multifaceted analysis. The workflow began with the development of a search matrix, followed by multi-stage screening of abstracts and full texts. Data were coded and categorized using conceptual markers related to reading strategies, such as phonological awareness, vocabulary acquisition, text engagement, digital tools, and learner motivation. All entries were documented in a literature matrix and stored using reference management software to support traceability and future analysis.

The study applies an interpretive content analysis model to process the collected literature. This method proceeds through three main stages: restatement (summarizing core arguments), description (identifying conceptual patterns), and interpretation (drawing out implications and pedagogical meaning). These stages are embedded in a reflexive framework that seeks to uncover instructional, ideological, and technological nuances across sources. Interpretive content analysis is particularly suited for investigating reading strategies in a linguistically and structurally complex language like Arabic. It helps illuminate implicit assumptions, affective undercurrents, and teaching orientations embedded within scholarly discourse. It also reveals tensions and blind spots in the literature that may otherwise remain unexamined insights that are crucial for informing curriculum development and policy design.

Data were analyzed through iterative coding using NVivo, grouping related concepts across domains such as strategy efficacy, learner engagement, and the integration of digital tools. Identified patterns were interpreted through the dual lenses of Bloom’s taxonomy and sociocultural learning theory, which guided the thematic synthesis. The final outcome presents a set of strategic insights applicable to educators, curriculum designers, and policymakers engaged in Arabic language instruction.

## RESULTS AND DISCUSSION

### Exploring Dynamic Reading Strategies and Their Varied Types

*Mahārah al-qirā'ah* the skill of reading is one of the four foundational competencies in Arabic language learning.<sup>17</sup> Its importance for non-native Arabic learners is particularly pronounced, as it serves as a gateway to broader linguistic comprehension. This skill not only involves decoding Arabic script but also grasping contextual meaning and interpreting texts with depth.<sup>18</sup> For many learners, especially non-Arab Muslims, *mahārah al-qirā'ah* is essential for engaging with religious texts, most notably the Qur'an.<sup>19</sup> Effective reading skills empower learners to access sacred verses directly, deepening their understanding of Islamic teachings and spiritual values.<sup>20</sup> Beyond religious engagement, reading proficiency also enables learners to explore Arabic literary works. Mastering *al-qirā'ah* allows learners to explore the works of Arab authors and intellectuals, offering direct access to Arabic literary and cultural heritage.

In educational settings, the relevance of reading skills is equally critical. Proficient readers can access scholarly sources written in Arabic, engage with original research, and remain informed about academic developments across the Arab world.<sup>21</sup> Moreover, *al-qirā'ah* facilitates everyday communication, allowing learners to understand written instructions, public information, and current events. This functional literacy enhances practical language use in daily life.<sup>22</sup> Reading also contributes significantly to linguistic development. Exposure to diverse texts helps expand vocabulary and solidify understanding of Arabic grammar. Through sustained reading practice, learners encounter a wide range of sentence structures, idiomatic expressions, and syntactic patterns, which strengthens grammatical awareness. Additionally, effective reading techniques such as skimming, scanning, and inferencing not only improve speed and fluency but also deepen comprehension by allowing learners to interpret context, tone, and authorial intent.

From a cognitive perspective, *al-qirā'ah* supports the development of higher-order thinking skills, including critical, analytical, and evaluative reasoning. Interacting with varied text types

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<sup>17</sup> Mark Winston Visonà and Luke Plonsky, "Arabic as a Heritage Language: A Scoping Review," *International Journal of Bilingualism* 24, no. 4 (2020): 599–615, <https://doi.org/10.1177/1367006919849110>.

<sup>18</sup> Mustapha Qureshi et al., "Scale For Measuring Arabic Speaking Skills In Early Children's Education," *Journal International of Lingua and Technology* 1, no. 2 (2022): 114–30, <https://doi.org/10.55849/jiltech.v1i2.81>.

<sup>19</sup> Fadlil Munawwar Manshur, "Typical Literary Works of Pesantren on Righteousness Teaching within Cultural Transformation," *Journal of Social Studies Education Research* 11, no. 4 (2020): 114-148.

<sup>20</sup> Essam Ayyad, "Re-Evaluating Early Memorization of the Qur'an in Medieval Muslim Cultures," *Religions* 13, no. 2 (2022): 179, <https://doi.org/10.3390/rel13020179>.

<sup>21</sup> Hani'atul Khoiroh, Uril Bahruddin, and Umi Mahmudah, "'Taṭwīr Al-Namuẓaj Li Ta'lim Mahārah Al-Qirāah „ala Asās Mahārāt Al-Tafkīr Al-„, Ulya Wa Al-Ma'Rifah „An Al-Muḥtawā Wa Al-Ta'Līm Wa Al-Tiknūlūjiya," *Alsinatuna* 8, no. 2 (2023): 221–40, <https://doi.org/10.28918/alsinatuna.v8i2.1923>.

<sup>22</sup> Ali H. Al-Bulushi and Ali S. Al-Issa, "Playing with the Language: Investigating the Role of Communicative Games in an Arab Language Teaching System," *International Journal of Instruction* 10, no. 2 (2017): 179–98, <https://doi.org/10.12973/iji.2017.10212a>.

challenges learners to process complex information, make inferences, and solve problems based on textual cues. Thus, *mahārah al-qirā`ah* plays a central role in the overall Arabic learning process for non-native speakers. It offers not only linguistic access but also cultural insight and intellectual empowerment. In light of its multifaceted benefits, the following section presents key reading strategies that can be applied to support non-native Arabic learners in developing effective and sustained reading practices.

### **Direct Memory Strategy**

The Direct Memory Strategy in Arabic reading for non-native learners refers to techniques aimed at directly storing and recalling information from the text. This approach focuses on enhancing memory capacity and retention to support more effective comprehension and recall of written material. A widely used technique within this strategy is *repetition*, where learners repeatedly read the text to reinforce their memory of key vocabulary and expressions. Repetition may involve rereading the entire passage or concentrating on specific segments that are particularly challenging or significant.<sup>23</sup> Another key element of this strategy is the use of *marking techniques*, such as underlining, circling, or highlighting essential words or phrases. These visual cues help direct the learner's attention to critical components of the text and can later serve as anchors for review and recall. Such techniques not only make the text more navigable but also support cognitive focus during and after reading.

The value of the direct memory strategy lies in its capacity to help learners overcome difficulties in retaining Arabic vocabulary, grammatical structures, and core language concepts. By consistently applying repetition and visual marking, learners strengthen their ability to absorb and retrieve information, which in turn improves overall text comprehension. This enhanced retention allows learners to engage more deeply with the meaning and context of Arabic texts an essential step in achieving language mastery.

Given Arabic's expansive and nuanced vocabulary, this strategy offers practical tools for internalizing new words. Repeated exposure and strategic highlighting help create mental associations between vocabulary and meaning, supporting more intuitive recall during reading or use. Direct memory strategies also assist with review and consolidation. Learners can return to previously read texts, using prior markings and repetition to reinforce their understanding without starting from scratch. Importantly, this strategy can be adapted to suit individual learning styles. Some learners may prefer rereading for reinforcement, while others may rely more heavily on

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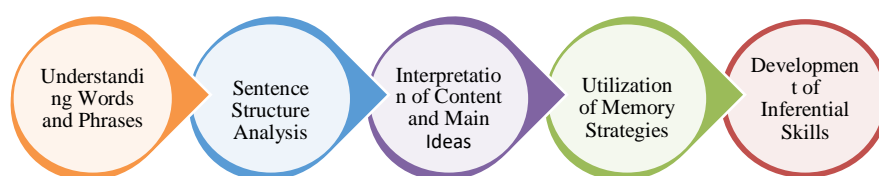
<sup>23</sup> Suhaila Albazi and Nadia Shukri, "Evaluating the Effect of Metacognitive Strategy Training on Reading Comprehension of Female Students at KAU," *International Journal of Applied Linguistics and English Literature* 5, no. 3 (2016): 172–83, <https://doi.org/10.7575/aiac.ijalel.v.5n.3p.172>.

visual aids. This flexibility makes the strategy more effective by allowing learners to adapt reading practices to their own learning styles. By understanding and consistently applying direct memory strategies, non-native Arabic learners can accelerate their language development, enhance their comprehension skills, and become more confident, independent readers in Arabic.

### **Direct Cognitive Strategy**

Direct Cognitive Strategy refers to a reading approach that emphasizes the active use of cognitive processes to interpret and analyze textual information. In the context of learning Arabic as a second or foreign language, this strategy involves deliberate engagement with comprehension, analysis, and evaluative thinking to enhance understanding of the text.<sup>24</sup> It focuses on grasping the meaning of words and phrases, understanding sentence structures, and interpreting the overall content. Learners applying this strategy work to decode individual words and phrases, particularly those that may be unfamiliar. This often requires problem-solving and contextual analysis to determine meaning based on surrounding information. In addition, Direct Cognitive Strategy involves analyzing Arabic sentence structures identifying the syntactic relationships among subjects, predicates, and objects. Mastery of these structural elements contributes to deeper comprehension of how meaning is constructed in Arabic.<sup>25</sup> A further component of this strategy is identifying main ideas and essential information within a text.<sup>26</sup> Learners practice extracting key points to build a coherent mental representation of what they are reading. This process supports both comprehension and retention. Memory techniques such as repetition and mental categorization are also employed to reinforce understanding and aid in subsequent review.

Figure 1. Steps of Direct Cognitive Strategy



This diagram outlines the sequential steps involved in Direct Cognitive Strategy: beginning with word-level comprehension, progressing to sentence analysis, content interpretation, memory reinforcement, and the cultivation of inferential thinking. Each step is designed to support learners

<sup>24</sup> Nurhidayati, Irhamni, and Moh Ainin, "Learning Strategy Patterns in Developing Skills for Listening of Arabic Speech," *KnE Social Sciences*, (2020): 223–36, <https://doi.org/10.18502/kss.v4i4.6486>.

<sup>25</sup> Sovinaz and Achmad Tito Rusady, "Uncovering Arabic Language Errors in Conversational Context: An Analysis of Derivation And Inflection Aspects," *Alsinatuna* 8, no. 2 (2023): 172–86, <https://doi.org/10.28918/alsinatuna.v8i2.1745>.

<sup>26</sup> Jacquelyn F. Gamino et al., "Effects of Higher-Order Cognitive Strategy Training on Gist-Reasoning and Fact-Learning in Adolescents," *Frontiers in Psychology* 1 (2010): 188–203, <https://doi.org/10.3389/fpsyg.2010.00188>.

in deepening their comprehension of Arabic texts. The strength of the Direct Cognitive Strategy lies in its capacity to help non-native learners process and understand Arabic at multiple linguistic levels. By targeting specific cognitive functions, it equips learners with tools to decode word meanings, analyze syntactic patterns, and comprehend broader textual themes. This strategy forms a foundational layer for more advanced reading skills and fosters a structured approach to understanding written Arabic. Moreover, by encouraging learners to actively engage with content, Direct Cognitive Strategy promotes the development of critical and analytical thinking. As learners interpret information and connect different parts of a text, they also enhance their capacity for reflection and inference skills essential for nuanced reading comprehension. In Arabic language education, implementing Direct Cognitive Strategy is essential for achieving a more complete and meaningful engagement with texts. It not only improves basic reading ability but also supports the development of cognitive habits that contribute to long-term language proficiency and textual literacy.

### Direct Compensation Strategy

The Direct Compensation Strategy in the context of *mahārah al-qirā'ah* refers to learners' deliberate efforts to overcome reading difficulties by applying targeted strategies. This approach equips learners with practical tools to address challenges in real-time, enabling them to decode, interpret, and engage with Arabic texts more confidently. For non-native Arabic learners, Direct Compensation Strategy is particularly valuable in tackling both linguistic and cognitive barriers that often arise in reading. By adopting such techniques, learners can more effectively navigate the complexity of Arabic script and sentence structures, improving not only their reading accuracy but also their overall fluency and comprehension. This strategy also supports contextual understanding, helping learners move beyond basic word recognition toward deeper engagement with meaning. When integrated into reading instruction, Direct Compensation often used alongside Direct Cognitive Strategies plays a crucial role in building learners' confidence and advancing their language acquisition.

Table 1. Components of the Direct Compensation Strategy

Use of Dictionary or References	Utilizing Context	Understanding Punctuation and Sentence Structure	Skimming and Scanning	Reading Aloud / Audio Media
Identify unfamiliar words	Use surrounding words as clues	Recognize punctuation and its functions	Skim for general overview	Read aloud to support comprehension
Refer to dictionaries to grasp meaning	Extract additional meaning from	Understand sentence structure for	Scan to locate specific details	Use audio media to enhance listening and

Use of Dictionary or References	Utilizing Context	Understanding Punctuation and Sentence Structure	Skimming and Scanning	Reading Aloud / Audio Media
	sentence context	better comprehension		context processing

The Direct Compensation Strategy begins with using dictionaries or reference materials to determine the meaning of unfamiliar vocabulary. When learners encounter difficult words, consulting a dictionary helps them not only identify definitions but also understand how those words function in context. This process reduces vocabulary-related barriers and accelerates comprehension. Another essential element is the use of *contextual cues* within sentences. Learners are encouraged to analyze surrounding words and phrases to infer the meaning of unfamiliar terms. This helps them build deeper, more intuitive understanding of the text.<sup>27</sup>

Attention to *punctuation and sentence structure* also forms part of this strategy. Learners are taught to recognize how punctuation marks and syntactic elements shape meaning. Understanding sentence construction enables them to interpret grammatical relationships and make sense of longer or more complex passages.<sup>28</sup> Skimming and scanning techniques are additionally employed as part of the strategy. Skimming allows learners to quickly gain a general understanding of the text, while scanning is useful for locating specific information or keywords. Both techniques support efficient and goal-oriented reading. Incorporating *auditory methods* such as reading aloud or using audio recordings further enhances comprehension. These techniques activate auditory memory and reinforce contextual understanding by allowing learners to hear the rhythm, intonation, and natural flow of the language.<sup>29</sup> Altogether, the Direct Compensation Strategy empowers learners to actively manage and overcome obstacles in Arabic reading. By applying these techniques ranging from lexical and syntactic support to auditory and contextual strategies non-native readers can develop stronger, more adaptive reading skills, leading to deeper comprehension and greater reading independence in Arabic.

### The Indirect Cognitive Strategy

The Indirect Cognitive Strategy refers to an approach in reading skill development that involves more nuanced and higher-order mental processes. Within the context of *mahārah al-*

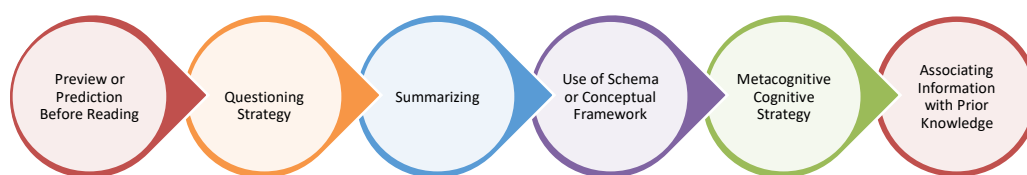
<sup>27</sup> Samir Al-Rimawi and Amaal Al Masri, "The Level of Reading Comprehension Skills of Students with Learning Disabilities in Jordan," *Journal of Educational and Social Research* 12, no. 1 (2022): 1-19, <https://doi.org/10.36941/jesr-2022-0019>.

<sup>28</sup> Suci Ambarwati, "Solving the Difficulties of Reading Comprehension Through Metacognitive Strategy," *English Education Journal*, (2019): 1-9.

<sup>29</sup> Jalil Fathi and Mohsen Shirazizadeh, "The Effects of a Second Language Reading Strategy Instruction on Iranian EFL Learners' Reading Comprehension and Reading Anxiety," *Language Related Research* 13, no. 1 (2020): 267-95, <http://dorl.net/dor/20.1001.1.23223081.1399.11.4.18.3>.

*qirā'ah*, this strategy includes methods that go beyond direct decoding of words or sentences and instead emphasize global comprehension, conceptual integration, and strategic engagement with the text.<sup>30</sup> Rather than focusing on isolated linguistic units, Indirect Cognitive Strategy cultivates the cognitive habits necessary for meaningful interaction with longer and more complex texts. One key component of this strategy is *previewing* or *predicting* before reading. Learners examine titles, headings, images, or introductory content to form preliminary expectations about the text. This process activates prior knowledge and builds mental associations that support smoother comprehension during reading. Another related technique is *questioning* learners generate guiding questions they aim to answer while reading. These questions help maintain focus, set reading purposes, and structure the flow of comprehension.<sup>31</sup>

Figure 2. Components of the Indirect Cognitive Strategy



*Summarizing* is another important practice within the Indirect Cognitive Strategy. After engaging with a section of the text, learners are encouraged to summarize what they have understood. This process consolidates key information, strengthens retention, and supports the construction of a coherent overall understanding of the material.<sup>32</sup> Learners are also taught to utilize *conceptual frameworks* or *schemas* mental or visual representations of relationships among ideas within the text. These frameworks help learners organize information hierarchically or thematically, making it easier to connect, compare, and retain content.<sup>33</sup> Another vital skill is *inferencing*, which allows learners to identify implied meanings and unstated implications. By “reading between the lines,” learners go beyond surface-level comprehension to extract deeper insights from the text.

<sup>30</sup> Jamie Costley, “Using Cognitive Strategies Overcomes Cognitive Load in Online Learning Environments,” *Interactive Technology and Smart Education* 17, no. 2 (2020): 215–28, <https://doi.org/10.1108/ITSE-09-2019-0053>.

<sup>31</sup> Norimah Mohamad Yunus and Kuldip Kaur a/p Maktiar Singh, “The Use of Indirect Strategies in Speaking: Scanning the MDAB Students,” *Procedia - Social and Behavioral Sciences*, 13 (2014): 204-214, <https://doi.org/10.1016/j.sbspro.2014.01.1416>.

<sup>32</sup> Feng-Kuei Chiang, Joni D. Wallis, and Erin L. Rich, “Cognitive Strategies Shift Information from Single Neurons to Populations in Prefrontal Cortex,” *Neuron* 110, no. 4 (2022): 709-721.e4, <https://doi.org/10.1016/j.neuron.2021.11.021>.

<sup>33</sup> Lamb & Lerner, *Handbook of Child Psychology and Developmental Science. Vol.3: Socioemotional Process*, Wiley (John Wiley & Sons, 2015): 325.

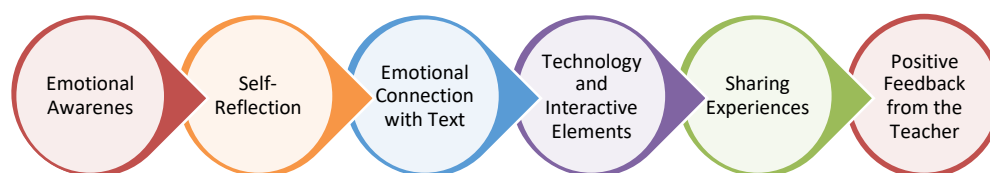
Additionally, the Indirect Cognitive Strategy incorporates *metacognitive awareness*.<sup>34</sup> Learners are trained to monitor their own understanding as they read—identifying moments of confusion, adapting strategies, and recognizing shifts in comprehension. This self-regulation improves both engagement and outcomes. Lastly, *associating new information with prior knowledge* is an essential component.<sup>35</sup> Learners are encouraged to draw connections between the content of the text and their existing knowledge or experiences. This relational learning enhances comprehension and makes reading more personally meaningful. By applying Indirect Cognitive Strategies, non-native Arabic learners can develop not only surface-level comprehension but also deeper, more holistic reading skills. These strategies foster the integration of new knowledge with existing cognitive frameworks, enabling learners to engage with Arabic texts critically, contextually, and reflectively.

### Indirect Affective Strategy

The Indirect Affective Strategy is a pedagogical approach that emphasizes the emotional dimensions of reading to support the development of learners' reading skills. It aims to cultivate a learning environment that nurtures motivation, emotional well-being, and learner confidence. Within this framework, the term “emotional” refers to strategies that help manage learners' feelings and foster a positive and supportive atmosphere conducive to reading success.<sup>36</sup>

A key component of this strategy is encouraging learners to develop emotional self-awareness while reading. This involves recognizing and reflecting on emotional responses triggered by specific texts. By becoming more conscious of these emotions, learners can begin to regulate their affective states and reduce anxiety or frustration. Self-reflection is also encouraged to help learners examine how emotions influence their reading performance. Through this process, they can identify emotional triggers and develop coping strategies to maintain focus and engagement.<sup>37</sup>

Figure 3. Indirect Affective Strategy



<sup>34</sup> Lijia Lin et al., “Information and Communication Technology Engagement and Digital Reading: How Meta-cognitive Strategies Impact Their Relationship,” *British Journal of Educational Technology* 55, no. 1 (2024): 277–296, <https://doi.org/10.1111/bjet.13355>.

<sup>35</sup> Lin et al. "Information and Communication Technology Engagement," 277-296.

<sup>36</sup> S. Wijirahayu and P. Dorand, “Affective Strategies, Attitudes, and a Model of Speaking Performance Development for Engineering Students,” *Journal of Physics: Conference Series* 948, no. 1 (2018): 1-10, <https://doi.org/10.1088/1742-6596/948/1/012024>.

<sup>37</sup> Cinthya Olivares Garita and Verónica Brenes Sánchez, “Indirect Learning Strategies in University Students’ EFL Development1,” *Mextesol Journal* 45, no. 1 (2021): 1–18, <https://doi.org/10.61871/mj.v45n1-9>.

Another important aspect of the Indirect Affective Strategy is the creation of a *supportive learning environment*.<sup>38</sup> Teachers play a central role in shaping a classroom culture that is inclusive, encouraging, and emotionally safe. This can involve offering praise, celebrating small successes, and designing emotionally engaging reading activities that sustain learner interest and enthusiasm. Learners are also encouraged to develop *emotional connections with texts*. This involves identifying characters, themes, or moments that evoke empathy, admiration, or curiosity. Such emotional resonance can deepen both interest and comprehension. For example, identifying with a character's struggle may not only humanize the text but also foster a more meaningful reading experience. *Technology* can further enhance the affective dimension of reading. Interactive platforms, multimedia applications, and digital storytelling tools can make the reading experience more immersive, engaging multiple senses and generating positive emotional responses. These tools help transform reading into a multisensory, enjoyable activity that supports affective learning goals. Additionally, *peer interaction* can strengthen emotional engagement. Learners may be invited to share their thoughts, feelings, and interpretations in pairs or small groups. These discussions build a sense of community and validate emotional reactions, creating a space for collaborative learning and empathy. Finally, *constructive feedback* from teachers plays a crucial role. By offering praise, recognizing effort, and guiding students through emotional challenges in reading, teachers contribute to learners' emotional growth and sustained motivation. This kind of feedback reinforces a growth mindset and supports emotional resilience during the learning process.

### **Social Indirect Strategy**

The Social Indirect Strategy in the context of Arabic reading instruction involves shaping the learning environment and leveraging social interactions that indirectly support reading development. Unlike direct social strategies, which emphasize collaborative tasks or interpersonal cooperation, this approach focuses on the broader social and environmental influences that create a positive context for learning.<sup>39</sup> These include community norms, family involvement, institutional support, and access to shared resources that foster a culture of reading. A foundational aspect of this strategy is *establishing a positive and inclusive classroom environment*. Teachers play a critical role in cultivating supportive spaces that encourage risk-taking, celebrate reading successes, and nurture learners' motivation. A classroom that promotes togetherness and mutual respect enables students to feel comfortable and motivated to improve their reading skills. Parallel to this, *promoting a reading*

<sup>38</sup> K Harper and D Temkin, "Responding to Trauma through Policies That Create Supportive Learning Environments," *Child Trends* (2019): 1–14.

<sup>39</sup> Heriyanti Tahang et al., "Language Learning Strategies Employed By Successful Students in Developing English-Speaking Performance," *Qalam: Jurnal Ilmu Kependidikan* 7, no. 1 (2019): 56, <https://doi.org/10.33506/jq.v7i1.354>.

*culture in society* through schools, extracurricular programs, and community initiatives helps embed reading into the fabric of learners' daily lives. This social reinforcement contributes to the normalization of reading and establishes positive norms that encourage continued engagement with texts.

Figure 4. Social Indirect Strategy



Another important component is *utilizing social and community resources*. Libraries, book clubs, community literacy events, and peer-led reading circles can serve as powerful platforms for learners to develop reading habits. Participation in these activities exposes learners to diverse materials, encourages discussion, and enhances intrinsic motivation. *Empowering learners to act as reading mentors*—for peers, younger students, or community members—is another effective indirect social strategy. Taking on a mentorship role not only builds confidence but also deepens the learner's own comprehension as they model and explain reading strategies to others. This reciprocal dynamic enhances both individual and collective literacy outcomes. *Family and home support* are integral to this strategy. Encouraging parents to engage in shared reading activities, creating reading-friendly home environments, and integrating reading into everyday routines all contribute to learners' sustained literacy development. When the home environment reinforces school-based reading efforts, learners benefit from a consistent, emotionally supportive network.

In sum, the Social Indirect Strategy adds a crucial social dimension to Arabic reading pedagogy. By fostering supportive environments, promoting reading as a valued social norm, and engaging community and family resources, this strategy lays a foundational social infrastructure that enables learners to thrive in their reading journey.

Table 2. Differences Between Reading Strategies

Focus of Strategy		Main Characteristics	Example Implementation
Direct Strategy	Memory	<ul style="list-style-type: none"> <li>Emphasizes memorization of words and information</li> <li>Involves repetition and recall</li> </ul>	<ul style="list-style-type: none"> <li>Repeating key words</li> <li>Taking notes while reading</li> </ul>
Direct Strategy	Cognitive	<ul style="list-style-type: none"> <li>Focuses on comprehension through direct analysis</li> <li>Involves identifying ideas, evaluating structure</li> </ul>	<ul style="list-style-type: none"> <li>Identifying main ideas</li> <li>Using comprehension maps</li> </ul>
Direct Strategy	Compensation	<ul style="list-style-type: none"> <li>Aims to overcome comprehension obstacles</li> </ul>	<ul style="list-style-type: none"> <li>Using dictionaries</li> <li>Adjusting reading speed</li> </ul>

Focus of Strategy	Main Characteristics	Example Implementation
Indirect Cognitive Strategy	<ul style="list-style-type: none"> <li>Involves adaptive problem-solving</li> <li>Emphasizes abstract thinking and reflection</li> <li>Focuses on conceptual depth</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on meaning</li> <li>Making connections</li> </ul>
Indirect "Emotional" Affective Strategy	<ul style="list-style-type: none"> <li>Focuses on emotions and reader-text interaction</li> <li>Enhances motivation and empathy</li> </ul>	<ul style="list-style-type: none"> <li>Connecting emotionally with texts</li> <li>Journaling feelings</li> </ul>
Indirect Social Strategy	<ul style="list-style-type: none"> <li>Emphasizes environmental and social influences</li> <li>Promotes community and family engagement</li> </ul>	<ul style="list-style-type: none"> <li>Joining book clubs</li> <li>Sharing experiences with peers</li> </ul>

### Effectiveness of Reading Skills for Non-Native Learners

The Direct Memory Strategy strengthens Arabic reading by promoting the recall and retention of key language elements. This approach emphasizes the close connection between learning and memorizing essential Arabic words, phrases, and concepts. Through repeated exposure to high-frequency vocabulary and syntactic patterns, learners build a stronger memory foundation that supports comprehension and interpretation. Given Arabic's unique morphological structure and expansive lexicon, non-native learners often encounter challenges in retaining new vocabulary. Techniques such as spaced repetition, flashcards, word grouping, and systematically curated vocabulary lists have proven effective in enhancing recall and comprehension.<sup>40</sup>

In practical application, learners can create personal vocabulary logs, highlight new words while reading, and use digital tools like flashcard apps to reinforce memory. When consistently applied, this strategy supports long-term retention and helps learners develop a more intuitive understanding of word usage within various textual contexts, thereby advancing their overall reading proficiency.

The Direct Cognitive Strategy has also proven effective in improving Arabic reading comprehension for non-native speakers. This strategy encourages learners to actively engage with texts through focused analysis of word meanings, sentence structure, and grammatical patterns. Rather than passively reading, learners use critical thinking to process the information presented. By identifying key ideas, analyzing syntax, and recognizing textual coherence, students gain a more structured and nuanced understanding of Arabic texts. Activities such as paraphrasing, identifying

<sup>40</sup> Izdihar Yunis and Basma Dajani, "Acquiring Reading and Writing Skills among Beginner Learners of Arabic Language, An Applied Analytical Study of the First and Second Books of the University of Jordan's Arabic Curriculum for Non-Native Speakers," *Dirasat: Human and Social Sciences* 49, no. 5 (2022): 275–86, <https://doi.org/10.35516/hum.v49i5.3474>.

main points, and mapping ideas help learners internalize language structures and expand their vocabulary. The Direct Cognitive Strategy fosters awareness of how meaning is constructed in Arabic, supporting learners as they navigate increasingly complex materials.<sup>41</sup> Its emphasis on active comprehension provides an essential cognitive scaffold, enabling learners to progress confidently through different levels of textual difficulty.

The Direct Compensation Strategy is equally effective in addressing the comprehension barriers faced by non-native Arabic readers. This strategy focuses on overcoming challenges that arise when learners encounter unfamiliar words or syntactically dense passages. Rather than halting comprehension, learners are trained to use contextual clues, morphological analysis (e.g., roots and affixes), and external tools like dictionaries to infer meaning. By applying these techniques, learners are empowered to maintain reading flow even when faced with gaps in vocabulary or knowledge. This process strengthens inferential skills and builds resilience, allowing learners to engage with authentic texts more independently. The Direct Compensation Strategy thus serves as a bridge, helping students progress from word-level recognition to holistic text understanding.

The Indirect Cognitive Strategy supports deeper reading comprehension by engaging learners in high-level cognitive tasks. This approach encourages reflective thinking, prediction, summarization, and the ability to synthesize and evaluate information. Rather than focusing solely on surface-level decoding, learners are guided to understand the broader structure, purpose, and meaning of texts. Activities might include generating questions before reading, making inferences during reading, and drawing connections between different parts of the text or with prior knowledge.<sup>42</sup> These practices promote mental flexibility and deepen learners' cognitive engagement with Arabic texts. By facilitating abstract and conceptual thinking, the Indirect Cognitive Strategy enables non-native learners to interpret texts more insightfully and respond critically to diverse content.

The Indirect Affective (“Emotional”) Strategy emphasizes the emotional and motivational aspects of Arabic reading, acknowledging that learner engagement is strongly influenced by affective factors. This strategy promotes a learning atmosphere that supports emotional connection to the material and cultivates intrinsic motivation. Activities such as selecting emotionally resonant reading materials, incorporating learner interests, and providing space for emotional reflection encourage greater involvement and reduce reading anxiety. By fostering positive emotional experiences such as empathy with characters, curiosity about themes, or pride in comprehension

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<sup>41</sup> Khaldieh, “An Investigation into Reader-Text Interaction: Native, Proficient, and Less Proficient Non-Native Readers of Arabic.” *Al-Arabiyya* 32 (1999): 117-156.

<sup>42</sup> Costley, “Using Cognitive Strategies Overcomes Cognitive Load in Online Learning Environments.” 215-228.

this strategy helps learners build confidence and sustain long-term interest in Arabic reading.<sup>43</sup> The use of praise, storytelling, and emotionally engaging content contributes to a more enjoyable and memorable learning experience. Ultimately, the Indirect Affective Strategy supports learner well-being and cultivates a deeper, more meaningful connection to the Arabic language.

Finally, the Indirect Social Strategy underscores the role of social interaction and environmental context in reading development. Rather than focusing on one-on-one cooperation, this strategy leverages group dynamics, community resources, and cultural norms to foster a positive reading culture. Learners are encouraged to participate in group discussions, reading circles, and collaborative learning activities that facilitate peer support and shared understanding.

Engagement in reading-related social settings such as book clubs, class projects, or family reading routines helps normalize reading as a communal and enjoyable activity. The strategy also values learner contributions through peer mentoring and reciprocal feedback, reinforcing both skill development and social cohesion. By creating a network of encouragement and accountability, the Indirect Social Strategy enhances learners' motivation and embeds reading practices within a broader cultural and interpersonal framework.

Together, these strategies form a comprehensive and flexible approach to teaching *mahārah al-qirā'ah* or reading skills for non-native Arabic learners. Each addresses different dimensions of the reading process from memory and cognition to emotion and social interaction offering educators a rich toolkit to support diverse learner needs in Arabic language acquisition.

## CONCLUSION

This study underscores the central role of the Direct Memory Strategy in strengthening Arabic reading skills among non-native learners. By encouraging repeated exposure and focused recall of key vocabulary and semantic units, this strategy supports the cognitive mechanisms essential for navigating Arabic's complex morphology and root-based lexicon. Learners who engaged in activities such as flashcard drills or spaced-repetition digital applications showed marked improvement in both vocabulary retention and reading comprehension. These results align with previous studies on memory-based learning, confirming the value of this approach in Arabic language teaching. In essence, Direct Memory Strategy offers a structured and effective pathway to mastery by embedding vocabulary knowledge in long-term memory, thus enhancing overall reading fluency.

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<sup>43</sup> Zineb Felli and Nouredine Kentaoui, "The Role of Smart Applications in Serving Self-Learning and Developing Arabic Language Skills for Non-Native Speakers (A Field Study on Sample of Non-Arabic Speakers in the State of Tamanrasset in South Of Algeria)," *RIMAK International Journal of Humanities and Social Sciences* 05, no. 03 (2023): 435–57, <https://doi.org/10.47832/2717-8293.23.24>.

Beyond memory strategies, the study highlights the interdependent value of multiple strategic approaches, including Direct Cognitive, Compensation, Indirect Cognitive, Affective, and Social Strategies. Each contributes uniquely to the reading process: Direct Cognitive Strategy enhances inferencing and summarization; Compensation Strategy helps learners manage unfamiliar elements; Indirect Cognitive Strategy fosters metacognitive reflection; Affective Strategy sustains learner motivation; and Social Strategy promotes collaborative engagement. Observational data and student reflections demonstrate that the combined application of these strategies significantly improves learner outcomes, especially in addressing challenges such as syntactic complexity and orthographic variation. Together, these strategies form a comprehensive framework for developing confident and autonomous readers of Arabic texts. Their integration reflects a pedagogical model that aligns with the multidimensional demands of *mahārah al-qirā`ah*.

However, this study also acknowledges its limitations. Its scope was primarily descriptive, relying on qualitative, classroom-based observations without experimental validation across broader or more diverse contexts. Opportunities for longitudinal studies and quantitative analyses remain open. Furthermore, the growing influence of digital transformation in language education has not yet been fully explored in this research. The potential of adaptive artificial intelligence, gamified mobile applications, and intelligent tutoring systems especially those designed to accommodate Arabic's script and morphological characteristics warrants further investigation. Future studies should examine how factors like age, motivation, and cultural background influence the effectiveness of reading strategies. Addressing these areas will not only refine instructional practices but also contribute to more equitable and engaging pathways for Arabic language acquisition.

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