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## Appropriate Methods, Strategies and Techniques for Teaching Arabic Reading Comprehension in Secondary School in Nigeria

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### Abstrak

Arabic, as a foreign language in Nigeria, is predominantly taught within formal school environments where students often face persistent challenges in reading comprehension. These difficulties are largely attributed to the dominance of traditional grammar–translation methods, limited exposure to authentic texts, and reliance on outdated instructional practices. This study critically examines and synthesizes effective teaching methods, instructional strategies, and classroom techniques that can enhance Arabic reading comprehension in Nigerian secondary schools, where Arabic is neither a native nor widely spoken language. Adopting a conceptual and literature-based approach, the research analyses scholarly publications, curriculum documents, and relevant educational theories on Arabic instruction in non-Arabic-speaking contexts. The findings indicate that a hybrid model—combining the Direct Method and the Reading Method, reinforced by explicit strategy instruction (e.g., summarisation, questioning, re-reading) and practical techniques (e.g., reading aloud, visual aids, technology integration)—can significantly improve comprehension outcomes, vocabulary acquisition, critical thinking, and learner motivation. The study concludes that contextually responsive integration of method, strategy, and technique offers a transformative framework for Arabic reading instruction in Nigeria. This contribution provides an adaptable instructional model for teachers and serves as a valuable reference for curriculum developers and policymakers in language education reform.

**Keywords:** *Arabic Comprehension; Language Pedagogy; Teaching Strategies; Nigerian Context; Curriculum Reform*

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## INTRODUCTION

Globally, more than 422 million people speak Arabic, making it one of the most widely spoken languages across the Middle East, North Africa, and parts of Sub-Saharan Africa (Ahmed, 2018). Despite its global relevance, Arabic remains one of the least proficiently mastered foreign languages in many non-Arabic-speaking nations, including Nigeria, where it is taught as an elective subject in both junior and senior secondary school curricula (Akande, 2024). Alarming, Katibi and Jamiu (2024) revealed that less than 30% of students enrolled in Arabic courses demonstrated adequate comprehension skills by the end of their secondary education. This educational gap signals a pressing need for more effective pedagogical frameworks tailored to Arabic reading comprehension. In educational discourse, the concepts of methods, strategies, and techniques are often conflated, yet each plays a distinct role in the instructional process. Methods refer to the overarching plans or systematic procedures adopted for delivering content, for instance, the direct method or reading method in language instruction (Dakhalan & Tanucan, 2024). Strategies are more targeted approaches employed to achieve specific learning goals, such as skimming or summarisation techniques during reading. Techniques are the actionable tools or practices—like the use of flashcards or guided questioning—utilised within a strategy to operationalise teaching and learning (Tofade et al., 2013). A clear understanding and appropriate application of these components are vital for effective foreign language instruction.

Arabic, though recognised as a language of heritage and liturgy in Nigeria, is officially treated as a foreign language within the national educational system. Unlike English or indigenous Nigerian languages, Arabic lacks societal immersion outside academic or religious contexts, posing additional challenges to students in acquiring reading fluency and comprehension (Usman, 2024). Moreover, prevailing teaching methods often emphasise rote memorisation and grammar translation approaches that have limited efficacy in fostering critical comprehension skills (Sattarova, 2024; Vireak & Bunrosy, 2024). This research is prompted by a growing pedagogical concern: the underperformance of students in Arabic reading comprehension despite years of instruction. Literature reveals a lack of sufficient localised research focusing specifically on how appropriate instructional methods, strategies, and techniques can be adapted to suit the sociolinguistic realities of Nigerian learners (Odugu & Lemieux, 2019). While extensive studies exist on second-language acquisition models in Western or Arabic-native settings, few empirical works provide practical frameworks for teaching Arabic reading comprehension in Anglophone African contexts, where learners navigate a multilingual environment dominated by English, Pidgin, and indigenous languages.

Therefore, this paper investigates appropriate teaching methods, strategies, and techniques with demonstrable effectiveness in improving Arabic reading comprehension at the senior secondary school level in Nigeria. It aims to fill a critical gap in both theoretical understanding and practical application by providing culturally responsive and instructionally sound recommendations for Arabic language educators. Through a synthesis of existing literature and pedagogical models, this paper advocates for instructional reforms that align with students' cognitive development, linguistic environment, and academic needs.

### **Theoretical and Conceptual Framework**

The effective teaching of Arabic reading comprehension as a foreign language is deeply rooted in well-established theories of language acquisition and cognitive development. In Nigeria, where Arabic is not widely spoken outside formal or religious institutions, these frameworks help shape instructional choices that can better support student learning outcomes.

The behaviourist theory, developed by Skinner, posits that language acquisition occurs through stimulus-response conditioning, reinforcement, and habit formation (Fauzi et al., 2022). According to Sumers et al. (2021), learners imitate linguistic inputs and are shaped by rewards or corrections. In the context of Arabic reading instruction, this theory underpins the direct method, which emphasises repetition, drills, and the reinforcement of accurate pronunciation and word recognition. In Nigeria, where many students have minimal or no exposure to Arabic outside formal classrooms, behaviourist techniques—such as pattern practice, memorisation, and mimicry of oral reading—can serve as foundational steps. Although the behaviourist model has been critiqued for ignoring internal cognitive processes, its relevance in early-stage instruction, particularly for phonological and vocabulary development, remains significant (Macken & Ferguson, 2014). Learning is the result of conditioning, and language habits are formed through stimulus-response-reward patterns (Smith & Church, 2018). Jean Piaget’s cognitive development theory emphasises the mental processes learners engage in when acquiring knowledge. Piaget identified developmental stages—particularly the formal operational stage (ages 11 and up)—where learners can think abstractly, make inferences, and comprehend complex ideas (Lahti II, 2012). At this stage, secondary school students can handle inferential reasoning, thematic analysis, and summarisation, all crucial for reading comprehension. Applying Piaget’s model in Arabic language instruction suggests that strategies such as identifying main ideas, synthesising information across paragraphs, and making textual inferences should be introduced progressively as students mature cognitively. The development of cognitive structures is a prerequisite for the development of advanced comprehension skills.

### **Review of Related Literature**

Arabic language education has been gaining momentum globally due to its religious, cultural, and political significance. In non-Arabic speaking countries—such as Nigeria, Indonesia, Turkey, and Malaysia—Arabic is taught primarily as a foreign or target language. According to Salameh (2018), Arabic as a foreign language (AFL) presents unique instructional challenges because of its distinct script, complex morphology, and diglossia—the existence of Modern Standard Arabic alongside various spoken dialects. These linguistic features demand methodologically sound teaching practices, especially when teaching reading comprehension. In the Nigerian context, Arabic has historically been taught through Qur’anic recitation and rote memorisation, with less emphasis on modern communicative competence (Yahaya et al., 2024). The Nigerian government’s inclusion of Arabic as an elective subject in the National Policy on Education reflects a recognition of its importance; however, classroom practices often fail to support learners in developing higher-order literacy skills in Arabic.

Several methods have been proposed and used globally in teaching Arabic reading comprehension. Among the most notable are the Direct Method, the Reading Method, and the Grammar-Translation Method. The Direct Method emphasises immersion in the target language without recourse to translation. It focuses on oral interaction, spontaneous use of language, and visual cues to convey meaning (Dakhalan & Tanucan, 2024). In Arabic instruction, this method has been shown to foster greater learner engagement and improved listening and speaking fluency (Yul et al., 2023). However, it demands a high level of teacher proficiency and often lacks focus on written comprehension, particularly in literacy-poor environments like some Nigerian public schools. The Reading Method prioritises exposure to written texts, building vocabulary, and grammar through extensive and intensive reading. Brown and Lee (2025) argue that in contexts where communicative immersion is not possible,

the reading method offers a practical alternative for language acquisition. This is especially useful for Arabic in Nigeria, where students rarely hear Arabic spoken outside the classroom. Wei (2021) supports this approach through his Input Hypothesis, which asserts that comprehensible input is critical for language acquisition, especially when delivered through authentic reading materials. In many Nigerian schools, the residual influence of this method has limited students' ability to engage meaningfully with Arabic texts, leading to superficial understanding without deeper textual analysis (Usman, 2024).

Research highlights the importance of cognitive, metacognitive, and affective strategies in language learning. Cognitive strategies involve guessing meanings from context, summarising, and analysing text structure. Metacognitive strategies involve planning, monitoring, and evaluating comprehension. Fazza (2021) found that teaching these strategies in AFL classrooms improved student performance in reading tasks. However, these strategies are underutilised in Nigeria due to teacher-centred instructional models and inadequate teacher training. Stevens et al. (2020) list seven evidence-based strategies for enhancing reading comprehension, including question generation, summarising, and re-reading difficult sections. Applying these strategies to Arabic instruction can enhance learners' ability to extract main ideas and build a coherent mental representation of the text. Seyidov and Çitil (2024) and Gilakjani et al. (2011) have highlighted the importance of effective techniques in enhancing Arabic reading comprehension in secondary schools. Techniques like graphic organisers, story maps, and visual prompts help students break down texts into understandable parts, with visual techniques being particularly helpful in foreign language settings. The integration of digital tools, such as Arabic educational apps and pronunciation software, has shown promise in enhancing learners' engagement and comprehension. However, the digital divide in Nigeria limits access to these resources in rural schools. Encouraging students to read aloud helps develop fluency and pronunciation, while think-alouds allow them to articulate their thought processes. Limited empirical studies focus on Arabic reading comprehension in Anglophone African contexts, particularly Nigeria. The Nigerian curriculum lacks standardised assessment tools and structured reading models, leading to inconsistencies in instructional delivery. This paper addresses this gap by synthesising best practices from global literature and proposing context-sensitive pedagogical solutions for the Nigerian educational setting.

## **RESEARCH METHODOLOGY**

This study adopted a conceptual and literature-based research design. The paper relied on critical synthesis and interpretive analysis of existing scholarly literature, educational policies, curriculum documents, and pedagogical frameworks related to the teaching of Arabic reading comprehension in secondary schools, particularly within non-native contexts such as Nigeria. The primary sources of data for this study were published academic works, curriculum policies, textbooks, institutional reports, and peer-reviewed journal articles. The selection criteria included: Relevance to Arabic as a foreign or second language (AFL/ASL) instruction. Recency and credibility, prioritising works published between 2015 and 2025 (with exceptions for foundational texts). The literature reviewed included works by language education theorists (e.g., Krashen, Oxford, Richards & Rodgers), contextual studies in Nigerian Arabic education, and research articles from educational technology, applied linguistics, and curriculum development fields. The research employed thematic content analysis to extract, categorise, and interpret key findings from the reviewed literature.

The analytical process involved the following steps: Identification of relevant pedagogical frameworks, teaching models, and instructional approaches. Comparison of instructional approaches across different cultural and educational contexts, especially between native Arabic environments and non-native settings like Nigeria. Evaluation of the documented impacts of these methods, strategies, and techniques on student outcomes such as comprehension, fluency, motivation, and academic performance. In synthesising this literature, the researcher paid attention to both converging patterns (e.g., effectiveness of reading-based input) and divergent perspectives (e.g., limitations of the Direct Method in non-immersive environments). Although this research did not generate empirical data, the credibility of the analysis was strengthened through the following measures: Cross-referencing multiple sources to validate recurring themes and instructional findings. Ensuring balanced representation of perspectives from both Western and Arabic-speaking scholarly traditions. Incorporating context-specific literature from Nigerian educational settings to ground the theoretical findings in real-world application. Furthermore, the study maintained academic rigour by referencing peer-reviewed journals, educational policy documents, and established pedagogical frameworks widely accepted in the field of language education. Despite these limitations, the conceptual methodology provides a robust theoretical foundation and offers practical recommendations for Arabic language teachers, curriculum planners, and education policymakers.

## **RESULTS AND DISCUSSION**

### **A. Arabic Reading Comprehension and Methods of Teaching Arabic Reading Comprehension**

The review of literature on Arabic reading comprehension and its instructional methodologies revealed several consistent themes, empirical observations, and theoretical implications relevant to teaching Arabic in non-native contexts, particularly in Nigeria. Across the reviewed literature, reading comprehension is repeatedly acknowledged as a critical component of second and foreign language acquisition, especially in contexts where language exposure is limited to formal education settings. Uccelli et al. (2015) agree that the ability to comprehend and interact with written texts is not only essential for academic success but also a key pathway to overall linguistic proficiency. In the case of Arabic as a foreign language, reading comprehension is especially vital due to the diglossic nature of Arabic (differences between spoken dialects and Modern Standard Arabic).

The literature supports the effectiveness of both the Direct Method and the Reading Method for teaching Arabic comprehension, but with contextual considerations. The Direct Method, with its emphasis on immersion, oral repetition, and use of visual cues, was found to enhance pronunciation, vocabulary acquisition, and spontaneous language use (Dakhalan & Tanucan, 2024). However, its success is contingent on the availability of qualified teachers and learners' consistent exposure to Arabic, which is often lacking in Nigerian public schools (Katibi & Jamiu, 2024). The Reading Method suits Nigerian settings where Arabic is taught primarily through texts. Reading Method highlights that graded reading materials, contextual vocabulary learning, and comprehension-focused tasks can improve literacy even in low-exposure environments. The Reading Method suggest that an integrative use of these two methods—reading-based input complemented by oral reinforcement—yields the most promising results for AFL learners in Nigeria (Byram, 2002). However, the review also

highlighted that strategies are underutilised due to a lack of teacher training, an overemphasis on grammar-translation methods, and the absence of student-centred pedagogy (Faloye, 2022).

The review found that instructional techniques—the hands-on tools that translate methods and strategies into practice—are decisive in shaping how learners interact with Arabic texts (Algabli, 2024). Techniques frequently referenced to enhance comprehension consist of graphic organisers and story maps (Sholichah, 2017). Utilising technology-enhanced instruction through educational applications, videos, and audio tools. These techniques not only facilitate comprehension but also support learning motivation and vocabulary development, especially among younger and beginner-level learners. However, their implementation in Nigerian classrooms remains uneven, primarily due to infrastructural limitations and a lack of teacher capacity building. The literature revealed that despite the potential of modern methods and strategies, several contextual challenges in Nigeria hinder effective Arabic reading instruction. Teacher training gaps: Arabic teachers are not professionally equipped to employ communicative or student-centred methods (Sirajudeen & Adebisi, 2012). Limited access to Arabic reading materials, schools often lack textbooks, dictionaries or culturally relevant reading texts. Arabic is often taught with outdated syllabi that prioritise grammar and translation over comprehension and interaction. These systemic issues call for policy reforms, investment in teacher professional development, and the creation of localised Arabic instructional materials that align with the needs and realities of Nigerian learners.

## **B. Appropriate Methods and the Direct Method of Teaching Arabic Reading Comprehension**

The exploration of literature concerning methods for teaching Arabic reading comprehension revealed key insights into what constitutes effective instructional approaches in Arabic as a Foreign Language (AFL) classroom. These insights are particularly relevant for educational contexts like Nigeria, where Arabic is taught without a surrounding language environment, and where instructional time is limited, teacher preparation is uneven, and student motivation may vary widely. Across the literature, a consistent theme is that the choice of appropriate teaching methods is foundational to improving learners' reading comprehension skills in Arabic. According to Singh (2023), an acceptable approach is by the following circumstances: the language and cultural context of the learners; the stage of cognitive development that the learners are currently in; the instructional objectives (such as comprehension and vocabulary growth); and the availability of resources. Studies show that teacher-centred methods, such as the traditional grammar-translation approach, tend to focus heavily on rote memorisation, grammar drills, and translation of Arabic texts into English or indigenous languages (Almohanna, 2020; Jin & Cortazzi, 2011). While this approach supports vocabulary building, it often neglects comprehension, contextual understanding, and the development of reading as an interpretive process.

In contrast, methods that are student-centred, immersive, and communication-oriented—such as the Direct Method and Reading Method—are found to be more effective in developing comprehension because they expose students to Arabic in context and require them to interact with meaning rather than isolated words (Alrashidi, 2022). Appropriate methods for teaching Arabic reading must focus on comprehension, not translation (Alaboud, 2022). Methods should integrate listening, speaking, and reading, even if the instructional focus is on reading. They should be adaptable to resource-limited settings and linguistically diverse classrooms like those found in Nigeria. Emphasis must be placed on comprehensible input, active participation and scaffolded support to aid comprehension (Reynolds, 2017). The Direct Method promotes

immersion by using only the target language (Arabic) in instruction, without translation into the mother tongue. It relies on oral interaction, visual aids, demonstration, repetition, and context to develop vocabulary and understanding. In the case of Arabic, this method aligns well with the natural order of language learning—listening and speaking precede reading and writing. Students are introduced to Arabic texts after being orally familiarised with vocabulary and expressions, allowing for meaningful decoding and contextual comprehension. Al-Hakami (2018) observed that students taught using the Direct Method retained Arabic vocabulary better when words were introduced through oral-visual cues and immediate usage in sentences. The method reinforces comprehension by training students to listen attentively and associate spoken Arabic with written text, which strengthens both decoding skills and interpretive fluency. By avoiding constant code-switching, students learn to process Arabic in Arabic, fostering deeper cognitive engagement with the text.

### **C. Appropriate Strategies for Teaching Arabic Reading Comprehension**

The review of scholarly literature has underscored that while teaching methods provide the overarching instructional framework, it is the strategies employed within those methods that determine the quality of engagement, comprehension, and learner autonomy. Appropriate strategies for teaching Arabic reading comprehension are those that promote interactive, student-centred, and cognitively engaging learning processes, particularly in environments like Nigeria, where Arabic is not a language of daily communication. Across multiple studies, reading strategies have been identified as crucial tools for facilitating learners' ability to understand, interpret, and critically engage with Arabic texts. These strategies include both cognitive strategies (e.g., identifying main ideas, inferring meaning, summarising) and metacognitive strategies (e.g., monitoring comprehension, planning reading goals). Alkhaleefah (2017) found that explicit instruction in reading strategies significantly improved the ability of Saudi AFL students to comprehend longer and more complex texts. Friesen and Haigh (2018) identified seven core strategies—such as predicting, questioning, clarifying, and summarising—as essential in improving reading comprehension in foreign language settings. Elston et al. (2022) categorised strategies into direct and indirect types, and emphasised that learners who actively used strategies like contextual guessing, mental imagery, and text organisation were more successful in acquiring reading fluency and comprehension. Teachers of Arabic must not merely expose learners to Arabic texts, but should explicitly teach and model strategies for understanding those texts. This aligns with constructivist learning theory, which emphasises active learner involvement.

Strategies such as asking questions, annotating, visualising, and monitoring comprehension help learners stay actively engaged with the text (Akparjonovna, 2024). Techniques like summarising, discussing key points, and reflecting on the reading process help consolidate learning and reinforce comprehension. These phases promote deep processing, allowing students to engage critically and personally with Arabic texts. Strategic reading instruction has been shown to improve not only comprehension outcomes but also learner confidence and independence. This is particularly important in Nigeria, where limited classroom time and teacher-centred approaches often leave students passive. Okere (2016) reported in a regional study in North-Central Nigeria that Arabic learners who received guided strategy instruction—especially on summarisation and re-reading—performed significantly better on comprehension tasks than those who followed traditional lecture-style lessons. Solahudeen et al. (2022) observed that students in Southwest Nigeria showed higher interest

and comprehension levels when reading Arabic materials that reflected cultural themes familiar to them. Yana and Lib (2024) noted that positive emotional and cultural engagement enhances students' receptiveness to learning strategies, especially in foreign language instruction. Arabic teachers should select reading materials that are meaningful, relatable, and purpose-driven, and design strategies that tap into learners' real-world experiences and aspirations.

Several studies noted the increasing effectiveness of digital tools and multimedia in supporting strategic reading. Maia (2020) found that Arabic educational apps and interactive online reading platforms significantly enhanced learners' ability to apply strategies like word tracking, audio-supported reading, and vocabulary annotation. Assalahi (2013) found that many Arabic teachers are unaware of modern reading strategies and default to teacher-led, grammar-translation approaches. Wahba et al. (2014) noted a pressing need for professional development programs that introduce Arabic educators to reading strategies and train them in reflective instructional practices. For strategy-based instruction to be successful, Arabic teachers need systematic training in both theory and application of strategic reading techniques.

#### **D. Appropriate Strategies and Techniques for Teaching Arabic Reading Comprehension**

The teaching of Arabic reading comprehension—particularly in foreign language contexts like Nigeria—relies heavily on the application of appropriate strategies and practical techniques. While strategies reflect purposeful, overarching plans that guide comprehension, techniques are the tangible classroom tools and actions through which strategies are executed. The literature reviewed shows that both are interdependent and, when carefully selected and applied, lead to significant improvement in learners' comprehension, retention, and reading fluency. A strategy in language learning is a deliberate plan employed to achieve a learning goal, such as identifying the main idea, summarising a passage, or using context to infer the meaning of unfamiliar words (Chamot, 2014). Akparjonovna (2024) affirms that cognitive strategies—such as contextual guessing, summarising, and visualising—enhance comprehension by helping learners process information meaningfully. Metacognitive strategies like monitoring one's understanding and evaluating progress improve self-directed learning. When reading materials and strategies are culturally relevant and emotionally positive (e.g., texts on familiar topics, relatable characters), student motivation and comprehension increase (Tan & Mante-Estacio, 2021). Shanahan et al. (2019) note that strategy instruction is most effective when teachers model strategies and gradually release responsibility to learners. Teachers should explicitly teach reading strategies, not assume learners will acquire them through exposure alone. Techniques are the practical procedures, actions, or tools used by teachers to implement reading strategies and instructional methods. Techniques are highly dependent on the teacher's creativity, resource availability, and understanding of learners' needs. Visual tools such as story maps, Venn diagrams, and semantic webs help learners break down complex texts into manageable parts and understand narrative structures (Praveen & Rajan, 2013). These techniques promote pronunciation, fluency, and metacognitive awareness. When learners verbalise their thought processes, it allows teachers to assess and guide comprehension more effectively (Gilakjani & Ahmadi, 2011). Setiawan and Firdaus (2024) found that the use of Arabic educational apps, audio-visual media, and digital flashcards supports strategic reading and vocabulary development, especially when students can access audio pronunciations, translations, and interactive questions. Techniques such as peer reading, role-play based on reading content, and small group text analysis enhance student engagement and provide social support for comprehension (Stevens, 2015).

The most significant finding from the literature is the complementary relationship between strategies and techniques. While strategies shape learners' approach to texts, techniques provide the instructional scaffolding that makes strategy use possible and effective. A balanced combination of cognitive, metacognitive, and socio-affective strategies—delivered through diverse techniques—ensures holistic comprehension development.

#### **E. Impacts of Appropriate Methods, Strategies, and Techniques on Students of Arabic**

A thorough exploration of literature in Arabic language pedagogy has revealed that the application of appropriate instructional methods, strategies, and techniques in the teaching of Arabic reading comprehension significantly influences students' academic performance, engagement, fluency, and critical thinking skills. These components are not mutually exclusive; rather, they interact synergistically to enhance the Arabic language learning experience, particularly in foreign language environments like Nigeria, where Arabic is taught as a non-native and elective subject. The use of appropriate methods—such as the Direct Method and Reading Method—has consistently shown positive impacts on students' reading comprehension abilities. The Direct Method, which emphasises full immersion in Arabic without translation, improves learners' listening, speaking, and eventually reading fluency (Dakhlan & Tanucan, 2024). It compels students to process the language directly, fostering intuitive comprehension and minimising overreliance on English or mother tongue translations (Nanduri, 2024). The Reading Method, Saepudin et al. (2024), exposes learners to graded Arabic texts, enabling them to build vocabulary naturally and recognise sentence structures within context. It also aids in developing inferencing skills, crucial for textual understanding. Reading-focused methods were found to instil a habit of reading and promote lifelong learning attitudes, especially when students are allowed to explore texts of personal or cultural interest (Amaechi & Motalenyane, 2023). Olugbeko (2018) reported that schools using the direct and reading methods saw measurable improvement in students' comprehension scores, fluency, and exam performance.

Strategies are cognitive and behavioural plans used by learners to understand, interpret, and retain information. When strategies are explicitly taught and supported in the classroom, they have transformative effects on learners' reading performance and metacognitive awareness. Strategy instruction—such as summarisation, question-generation, contextual guessing, and predicting—enables students to engage actively with Arabic texts and develop independent reading skills (Qasserras, 2023). Students trained in metacognitive strategies like monitoring, understanding or re-reading difficult passages showed marked improvements in text comprehension and retention (Zhang et al., 2017). When strategies were integrated into interactive reading phases (before, during, after), students exhibited greater concentration, asked more questions, and participated more confidently in discussions (Spruce & Bol, 2015). The literature showed that strategy-based instruction fosters a positive emotional and motivational climate, helping students feel competent and less intimidated by Arabic as a foreign language (Al-Rohili, 2024). Techniques are the specific classroom practices and tools that operationalise methods and strategies. When appropriate techniques are applied, students experience learning in practical, hands-on, and multisensory ways. Techniques such as flashcards, visual aids, think-aloud protocols, and reading aloud provide students with multimodal input that aids memory and comprehension, especially among visual and auditory learners (Ruiz & Alcantara, 2024). Techniques like peer reading, reading aloud, and summarising with scaffolds boost students' fluency and build confidence in reading Arabic

aloud and understanding its structure (Al Aila, 2015). Digital tools such as Arabic reading apps, interactive online dictionaries, and audio-visual resources were found to increase students' motivation and enable them to practice comprehension outside class time (Rahimi et al., 2021). As comprehension improved through strategy-driven techniques, students demonstrated better writing skills, more accurate sentence construction, and more meaningful oral responses in Arabic (Awabdy, 2012).

Despite these positive impacts, several challenges were identified in the literature that hinder the consistent application of appropriate methods, strategies, and techniques: Inadequate teacher training in strategy-based and learner-centred instruction. Shortage of Arabic reading materials, especially level-appropriate and culturally relevant texts. Infrastructure gaps, such as limited access to technology and multimedia resources in rural Nigerian schools.

### **Discussion of Findings**

This research reviewed and synthesised scholarly literature to examine the effects of applying appropriate methods (e.g., Direct and Reading methods), strategies (e.g., questioning, summarisation, re-reading), and techniques (e.g., graphic organisers, reading aloud, technology use) in the teaching of Arabic reading comprehension. The findings showed that these instructional approaches significantly improve learners' ability to understand Arabic texts, enhance vocabulary development, increase fluency, and foster greater learner engagement and motivation. Specifically, schools and learning environments where these approaches were applied reported higher student performance, critical thinking, and retention in Arabic reading comprehension assessments. The results align with the work of Spitzer (2023), who emphasised the role of comprehensible input and the Reading Method in second language acquisition. Similar to Guzman et al. (2018), this research affirms that teaching cognitive and metacognitive strategies (e.g., summarisation, self-monitoring) significantly improves reading outcomes. Rahim et al. (2017), the study supports the importance of using graphic organisers and visual scaffolds to aid comprehension. Unlike research in Arabic-majority contexts (e.g., Saudi Arabia, Egypt), where immersion in spoken Arabic reinforces classroom learning, this research shows that in non-native contexts like Nigeria, immersion-based methods like the Direct Method require significant adaptation due to learners' limited exposure to Arabic outside the classroom.

Hashim (2025) highlighted challenges in grammar-translation methods without offering strategic alternatives. In contrast, this research identifies blended, learner-centred methods that are context-sensitive and more effective for comprehension. The results of this research reflect a broader phenomenon in foreign language education: the shift from teacher-centred, grammar-dominated instruction to student-centred, comprehension-focused pedagogy. This is particularly critical in environments where Arabic is not used socially or conversationally, such as in Nigeria. The research confirms that Arabic reading comprehension must go beyond rote memorisation and translation, instead adopting methods and strategies that engage students actively and cognitively. This shift is reflective of global trends in second language acquisition (SLA), where meaningful interaction, student autonomy, and contextual learning are prioritised. Furthermore, this research underscores the structural inequities in Arabic language instruction across Nigeria, such as a lack of teacher training, insufficient resources, and outdated curriculum frameworks. Addressing these issues has implications not just for Arabic education but for foreign language education policy and reform across Sub-Saharan Africa.

## CONCLUSION

One of the most significant findings that sets this research apart from previous studies is the integrated emphasis on contextual adaptability. While many earlier studies focused on applying generalised methods such as the Grammar-Translation Method or the Direct Method in Arabic language classrooms, this research uniquely demonstrates that the effectiveness of any method is largely dependent on how well it is adapted to local realities, especially in a multilingual, non-Arabic-speaking environment like Nigeria. This study also diverges from earlier Nigerian-based literature that primarily emphasised challenges (e.g., lack of resources or poor student outcomes) by offering pragmatic instructional solutions and reform strategies. The study proposes a conceptual model in which teaching methods (e.g., Direct and Reading Methods) are supported by appropriate strategies (e.g., summarising, questioning, prediction) and implemented through techniques (e.g., reading aloud, flashcards, digital tools).

This layered framework clarifies the relationship between these elements and provides a structured, replicable approach that Arabic teachers in similar contexts can adopt. This research reinforces the importance of moving away from traditional, teacher-centred, grammar-heavy instruction toward more interactive, student-centred models. It validates the value of explicit strategy instruction, including metacognitive skills such as self-monitoring and inference-making, as central to Arabic reading comprehension. The findings of this study not only enrich Arabic language teaching methodologies but also respond directly to the urgent educational need in Nigeria to produce Arabic learners who are not merely literate but functionally fluent and cognitively engaged. By bridging global pedagogical theory with local realities, this research provides a transformational blueprint for Arabic educators, curriculum developers, and policymakers working to elevate the standard of Arabic reading comprehension in non-native contexts. Based on the findings, the following actions and reforms are necessary to improve Arabic reading comprehension among Nigerian students:

1. Teachers need structured training on strategy-based instruction, including how to teach comprehension strategies and apply learner-centred methods.
2. The Arabic language curriculum must be revised to emphasise comprehension, vocabulary development, and critical reading, rather than rote grammar and translation.
3. Educational authorities should develop culturally and linguistically relevant Arabic materials that reflect Nigerian learners' experiences, thereby increasing interest and relatability.
4. Stakeholders, including the Ministry of Education, curriculum developers, and teacher training institutions, should collaborate to institutionalise best practices in Arabic instruction nationwide.

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