Cultivating Critical Reading Skills in a Cultural Context: Investigating Reciprocal Teaching in Arabic Language Education

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Abstract This study aims to investigates the effectiveness of the reciprocal teaching (RT) strategy on developing Arabic reading comprehension skills among tenth-grade students in the United Arab Emirates (UAE). Situated within a cultural context that traditionally values collective harmony and structured teacher-student roles, the research explores how dialogic, metacognitive instruction aligns with or challenges local educational norms. This investigation used a quasi-experimental design, segmenting students into an experimental group who received instruction using the RT strategy, and a control group who received traditional instruction. Data were gathered using a validated and reliable reading comprehension test, emphasizing critical reading skills, such as inference, evaluation, and textual analysis. Statistical analysis indicated meaningful differences favoring the experimental group, indicating that reciprocal instruction positively influenced students' critical comprehension skills. These results are aligned with global research emphasizing the effectiveness of reciprocal teaching in optimizing reading comprehension and metacognitive awareness. This investigation draws attention to the educational value of integrating reciprocal teaching into Arabic language teaching to deepen textual engagement and promote higher-order thinking among students.

Keywords: *Reciprocal teaching, Reading comprehension, Critical reading comprehension, Reading strategies, UAE culture*

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1. Introduction

Reading comprehension is not merely a technical skill but a fundamental cognitive and cultural competence that underpins academic achievement and social integration. It plays a vital role in equipping learners with the ability to decode texts, extract meaning, and engage with diverse perspectives. Critical reading comprehension enables students to go beyond surface-level understanding by synthesizing information, making inferences, evaluating arguments, and detecting bias and authorial intent (Schöpfer & Hernandez, 2024). These higher-order thinking skills are

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essential not only for academic success but also for developing creativity, reflective inquiry, and lifelong learning capacities aligned with 21st-century competencies.

In recent years, global education systems have increasingly emphasized the importance of cultivating critical literacy over passive content absorption. In the United Arab Emirates (UAE), educational reforms have prioritized innovation, critical thinking, and learner autonomy. However, despite these initiatives, many Arabic language classrooms remain anchored in traditional, teacher-centered approaches that limit students' opportunities for dialogic, analytical engagement with texts (Raikhel, 2025). Cultural dynamics such as high-power distance and collectivist orientations, as described by Hofstede (2011), further shape classroom interactions, often discouraging students from openly questioning texts or offering critical perspectives. These cultural and pedagogical factors pose significant challenges to fostering critical reading skills in Arabic language education.

Recent research highlights the importance of culturally responsive strategies to address these challenges. For example, Syam et al. (2025) conducted a comprehensive meta-analysis demonstrating that cooperative and student-centered reading strategies—such as Think-Pair-Share and Team-Assisted Individualization—are more effective in collectivist societies than traditional methods. However, there remains a lack of empirical research on the effectiveness of Reciprocal Teaching (RT) in promoting critical reading comprehension in Arabic-speaking classrooms within such cultural contexts. To address this gap, the present study investigates the effectiveness of RT as a culturally adaptable, student-centered instructional strategy for enhancing critical reading comprehension among tenth-grade students in the UAE. RT involves structured, peer-mediated dialogue using four core strategies: predicting, questioning, clarifying, and summarizing (Palinscar & Brown, 1984). Building on prior evidence supporting RT's benefits in metacognitive development and engagement (Ahmadi & Ismail, 2012; Mafarja et al., 2023; Wahyudi & Rozimela, 2024), this study aims to examine how RT functions in an Arabic language educational context influenced by specific cultural norms.

2. Theoretical Framework

2.1. Conceptual Underpinnings of Reciprocal Teaching

RT is a scaffolded, dialogic reading strategy grounded in Vygotsky's (1978) socio-constructivist theory and metacognitive learning principles. It promotes four interactive cognitive routines—predicting, questioning, clarifying, and summarizing—that transform reading from a passive act into a reflective, collaborative, and analytical process (Palinscar & Brown, 1984). Initially designed for struggling readers, RT has since been widely adopted across educational systems due to its demonstrated effectiveness in promoting reading comprehension and metacognitive regulation (Palinscar & Brown, 1984; Rosenshine & Meister, 1994).

In Arabic-language education, RT aligns contemporary pedagogical shifts emphasizing critical literacy and inferential reasoning. It provides learners with tools to regulate their understanding and engage in reflective dialogues (Afflerbach, 2016). While originally validated in English-language contexts, an increasing body of research affirms its effectiveness in Arabic-medium classrooms, especially in fostering critical reading comprehension (Majadly & Massarwa, 2020). RT's instructional flexibility makes it a viable approach for achieving cognitive depth and reader autonomy in diverse language environments.

This literature review examines the theoretical foundations, instructional outcomes, and practical considerations associated with implementing RT to enhance critical reading comprehension. It focuses specifically on native Arabic-speaking students at the secondary level and considers how RT supports the development of analytical and evaluative skills required for academic success. The review also explores the relevance of RT to the educational context of the UAE, where curricular reforms increasingly emphasize student-centered, strategy-based learning in Arabic language instruction (Alasmari, 2021).

2.2. Empirical Insights and Applications in Arabic Education

Critical reading refers to the process of evaluating, interpreting, and synthesizing information from a text, enabling readers to move beyond surface-level understanding to deeper engagement with meaning and purpose (Afflerbach, 2016). RT directly supports these skills by providing learners with structured

opportunities to engage in discourse that activates prior knowledge, tests hypotheses, clarifies misunderstandings and reinforces main ideas. Majadly and Massarwa (2020), in a quasi-experimental study involving 61 Arab secondary students in Israel, found that RT significantly enhanced metacognitive reading comprehension, with students demonstrating advanced abilities in planning, monitoring, and evaluating their understanding of Arabic texts. These gains were attributed to the iterative use of RT roles, which empowered students to take ownership of the reading process. This conclusion is echoed by El-Shazly et al. (2017), who studied Egyptian first-year secondary students. The RT intervention, in this case, led to measurable improvements in critical reading proficiency and reading self-efficacy. Although implemented in an English language context, the participants' native fluency in Arabic suggests that the cognitive mechanisms underlying RT—dialogic reflection, hypothesis testing, and recursive summarization—are equally applicable to Arabic literacy development.

Studies conducted in the Gulf region have further validated these outcomes. Ahmadi and Porhossein (2012) found that seventh-grade Arabic language students who received RT instruction outperformed their peers in tasks involving inferencing, summarizing, and interpreting implicit meanings. Notably, the intervention did not yield a significant change in reading attitudes, which suggests that RT's short-term cognitive benefits may precede longer-term shifts in motivation or engagement. Ramadan and Razeq (2022) found that RT led to significant measurable growth in critical reading comprehension. The experimental group excelled particularly in tasks requiring analytical and evaluative thinking, underscoring RT's strength in fostering higher-order skills. Jawad and Al-Momani (2022) extended this line of inquiry into non-language disciplines, applying RT to mathematical problem-solving. The strategy enabled students to better interpret problem statements, analyze linguistic cues, and articulate solution strategies, further illustrating the cross-disciplinary applicability of RT.

Moreover, Wahyudi and Rozimela (2024) reported that RT not only improved comprehension among secondary students but also had a synergistic effect when combined with high interest in reading. Their quasi-experimental study showed a 14-point difference between the RT and control groups, suggesting that student motivation may amplify RT's effectiveness. Mohamed (2023), working in a Saudi university context, found that RT supported collaborative learning and deep engagement, while Yuliyanti (2024) reported enhanced critical thinking and metacognitive consistency in Indonesian eighth-grade classrooms implementing RT. Wangsadanureja et al. (2020), in a well-cited classroom action research study, documented a dramatic increase in Arabic reading comprehension scores—from a mean of 57.1 to 85.6—after repeated RT cycles. These gains were attributed to the strategy's focus on synthesis and evaluation, indicating that RT supports not only understanding but also the ability to construct new meanings from texts.

Complementing these empirical findings, classic literature reviews by Moore (1988), Rosenshein and Meister (1994), and Palinscar and Brown (1984) provide theoretical grounding for RT's mechanisms. These works emphasize that RT enhances student performance by teaching strategic reading behaviors, especially in students who may struggle with decoding or comprehension. Though these foundational studies were primarily situated in English-speaking environments, their implications are transferable to Arabic contexts due to the universal cognitive demands of complex text processing.

Several studies confirm RT's value in Arabic reading instruction, even when critical comprehension is not the primary focus. Arif (2016), Lubis and Ginting (2014), and AlSaraireh and Ku Hamid (2016) found substantial gains in general reading skills following RT-based interventions, though they did not disaggregate data for higher-order comprehension. Similarly, Oktavia and Fitriana (2017) and Dewi (2023) found that RT boosted engagement and basic understanding, yet these studies lacked a robust assessment of inference or evaluation. This gap is not limited to Arabic-language studies. English-language research by Fitzgerald (2005) and Lysynchuk et al. (1990) yielded similar results, suggesting that without deliberate targeting, critical comprehension outcomes may not be fully realized. Notably, Rodli et al. (2017) argued that prior explicit instruction in reading strategies significantly enhances the impact of RT, as learners are better equipped to apply metacognitive techniques during discussions. Dew et al. (2021) reinforced this position in their systematic review, noting RT's cross-linguistic and cross-cultural utility but highlighting the underrepresentation of Arabic-focused studies—a gap this current research seeks to address.

Metacognitive strategy development is another consistently reported strength of RT, particularly in its role as a catalyst for self-regulated learning. By engaging learners in structured activities such as predicting, questioning, clarifying, and summarizing, RT promotes student engagement to externalize their thought processes, monitor their comprehension, and make informed decisions about their reading strategies (Paris & Winograd, 1990). These activities foster reflective awareness of reading, enabling students to become more autonomous learners. Majadly and Massarwa (2020) demonstrated that RT-trained students were significantly more adept at identifying when they failed to understand a text and could effectively apply self-corrective strategies. These students developed heightened awareness of their own comprehension processes, which enhanced their ability to adjust strategies dynamically during reading tasks. Likewise, Mohamed (2023) found that Saudi university students were more adroit at planning, monitoring, and evaluating their comprehension pre-, during, and post-reading when they were exposed to RT. The hierarchical and recursive framework of RT seemed to afford metacognitive awareness at all levels of reading involvement. In concordance with this evidence Bilichi and Subashi (2022) showed higher performance in reading and meta-cognitive awareness by students of Arabic education trained in RT than their counterparts. Students learned to monitor their own reading practice more effectively and to adjust their strategies to support comprehension. This double boost to performance and cognitive control highlights the integrated role of RT as well as the learning outcome.

Expanding the scope of RT, Reshadi-Ganjan et al. (2020) incorporated RT in digitally delivered metacognitive support for learning with real-time tracking. These activities not only improved reading comprehension but also increased reflective behavior, demonstrating that RT can still work effectively in technologically enhanced learning environments. The use of digital scaffolding reinforces RT's adaptability in modern educational contexts. These results emphasize that RT is not aligned as a reading comprehension tool but also a solid framework for infusing learners' metacognitive capacities. As educational systems grow, prioritizing learner's agency and reflective learning in the 21st century, reciprocal teaching aligned with these priorities make it a valuable approach, especially in secondary grade Arabic teaching, where analytical reading and self-regulation are critical to academic success. A frequent theme across literature is the collaborative nature of RT and its role in promoting in-depth engagement with texts. The rotational structure of RT encourages students to act as group leaders, fostering reasoning, asking questions, and simplifying, and consolidating ideas. This student-led conversation reflects academic debate, positioning students as active constructors of meaning, not as consumers of information.

El-Shazly et al. (2017) and Ramadan and Razeq (2022) both promote pupils' engagement and involvement during RT classes, mainly between pupils who were initially hesitant or underachieving. These results propose that conversation can be represented as a scaffold, enabling weaker readers to utilize the cognitive layout offered by stronger peers. As students illustrate their understanding and challenge one another's explanations, they create a sense of belonging over the learning journey.

Scholars such as Wulandari and Mustika (2023) warned that advanced skills—such as synthesis and critical assessment—require sustained practice. Their studies observed that initial gains emerged from structured conversation and teacher modeling, but the development of deeper comprehension skills unfolded gradually, often taking several weeks to become observable. This underscores the necessity of consistent application, teacher scaffolding, and formal feedback mechanisms. These observations are consistent with Vygotsky's (1978) Zone of Proximal Development (ZPD) theory, which supposed that pupils understand complex cognitive skills through social interaction and targeted support. In RT, the teacher plays a pivotal role in modeling each strategy, gradually transferring responsibility to pupils as they become more confident and independent. When implemented with pedagogical coherence and mentoring, reciprocal teaching establishes a dialogic space that balances structure and flexibility and motivates collaboration and cognitive autonomy.

RT plays a pivotal role in cultivating critical thinking by guiding learners through structured engagement with texts, fostering deeper comprehension, analysis, and evaluation. Yuliyanti (2024) reported that eighth-grade students who received RT-based instruction demonstrated significantly higher reading comprehension scores and more consistent performance than their peers in traditional settings. The study emphasized RT's effectiveness in training students to think critically by encouraging

them to monitor their thought processes, evaluate textual content, and participate in collaborative learning. RT plays a central role in fostering critical thinking by guiding pupils across structured engagement by reading texts and promoting deep understanding, analysis, and evaluation. Yuliyanti (2024) mentioned that eighth graders who received RT-based teaching showed significantly higher scores in reading comprehension and more coherent performance than their peers in traditional teaching. Moreover, the study highlighted the impact of RT in coaching pupils to think critically, motivating them to observe their thinking processes, evaluate textual content, and participate in collaborative learning.

Similarly, Sundahry et al. (2018) found that elementary students who experienced RT surpassed their age mates on assessments of critical thinking. The scaffolding provided by RT—in particular RT's dialogic and metacognitive aspects—encouraged students to build the capacity to infer, justify, and reason upon reflection. The gains were observed in pre- and post-test completion, thus highlighting the influence of RT on students' cognitive involvement. Arifiyanti (2020) also emphasized the potential of RT in fostering senior high school students' higher-order thinking, particularly through active discussion and peer questioning. Students moved from literal interpretation to probing interpretive thinking, allowing them to handle comprehension questions that asked for synthesis and argumentation. This resonates with RT as a scaffold for the construction of analytical literacy.

RT applicability extends beyond language art. Mafarja et al. (2022) implemented RT in science classes, documenting enhancements in students' abilities to interpret scientific data and assess reasoning. Slamet et al. (2019) found similar gains in biology classes when RT was combined with cooperative learning models, promoting problem-solving and learner autonomy—core traits of critical thinking. Through these studies, RT's emphasis on collaborative dialogue, self-explanation, and cognitive scaffolding consistently supports learners in constructing meaning, evaluating ideas, and applying higher-order thinking, solidifying its value for both language and content-area instruction.

While RT has shown consistent effectiveness across the Arab context, its success depends on contextual adaptation. Mehmood and Alvi (2017) found no significant difference between RT and traditional teaching in a UAE higher education program perhaps due to familiarity with content, duration, or delivery modalities. This suggests that RT's impact can be optimized through scaffolded teacher training, alignment of text complexity, and consistent formative assessment.

The UAE's current education reform agenda emphasizes 21st-century competencies, including critical thinking, literacy, and independent learning. Within this context, RT is well-aligned with national objectives. Its dialogic, student-led structure complements the Ministry of Education's call for deeper engagement with Arabic texts, especially in upper-secondary grades. By teaching students to interrogate texts, challenge assumptions, and explain reasoning, RT supports not only comprehension but also intellectual agency (Alramamneh et al., 2023).

3. Methodology

3.1. Research Design

This study employed a quasi-experimental design with a non-equivalent control group to investigate the impact of the RT strategy on students' critical reading comprehension skills. The design was selected to allow comparison between an experimental group exposed to RT and a control group receiving conventional instruction without randomly assigning individual students.

3.2. Participants

The sample consisted of 60 tenth-grade students aged 15 to 16 years from a government secondary school in Abu Dhabi, UAE. The participants were purposefully selected from two intact classes and randomly assigned at the group level into an experimental group (n = 30) and a control group (n = 30). Both groups were balanced in terms of age and academic performance based on school records.

3.3. Instruments

A researcher-developed Arabic reading comprehension test served as the primary data collection instrument. The test focused on critical reading skills such as identifying main ideas, making inferences,

evaluating arguments, and synthesizing information. It consisted of a blend of multiple-choice, short-answer, and open-ended questions based on authentic Arabic literary and informational texts. Content validity was established through expert review by a panel of Arabic language and assessment specialists. It was then piloted by a group of (n = 25) tenth-grade students from a comparable school. Reliability was assessed using two methods:

- Test-retest reliability was established over a 15-day interval, resulting in a Pearson correlation coefficient of 0.83, indicating strong score stability (Dewi, 2023).
- Internal consistency was measured using Cronbach's Alpha, which yielded a reliability coefficient of 0.85, confirming high internal coherence among test items.

3.4. Procedure

The study was conducted over six weeks. The experimental group received instructions using the RT strategy, implemented in four weekly 45-minute sessions. Instruction followed a structured sequence: teachers initially modeled the four RT strategies—predicting, questioning, clarifying, and summarizing —and then gradually transferred responsibility to students through guided practice and small-group discussions. Students rotated roles and were encouraged to collaboratively apply the strategies to selected texts.

The control group received traditional teacher-centered instruction based on textbook readings and individual comprehension exercises. Instruction emphasized content delivery, vocabulary explanation, and factual recall, with minimal dialogic interaction or strategy-based engagement.

Pre- and post-tests were administered to both groups to measure development in critical reading comprehension. SPSS was used to analyze the quantitative data, with descriptive statistics (means and standard deviations) calculated to summarize group performance. To assess the effectiveness of the intervention while adjusting for any baseline differences, a one-way analysis of covariance (ANCOVA) was used. In this analysis, post-test scores served as the dependent variable, group (experimental vs. control) as the independent variable, and pre-test scores as the covariate. The significance level was set at $p < .05$.

4. Results

A quasi-experimental design was adopted to explore how the RT strategy influences critical reading comprehension skills in tenth-grade Arabic learners. The study utilized a pre-test-post-test control group structure to compare the performance of students who received instruction through RT with those who followed conventional teaching methods. Quantitative data were analyzed using SPSS. Descriptive statistics, including means and standard deviations, were computed to summarize group performance, while inferential statistical analyses were conducted to determine the significance of the observed differences and assess the impact of the intervention.

4.1. Descriptive Statistics

Initial descriptive analysis was conducted to summarize the central tendency and dispersion of scores in both experimental and control groups across the pre- and post-test phases. These results are presented in Table 1. It should be noted that the maximum possible score on the reading comprehension test was 30 points.

Table 1
Descriptive Statistics of Pre- and Post-Test Scores by Group

Group	N	Pre-Test M	Pre-Test SD	Post-Test M	Post-Test SD
Experimental (RT)	30	14.80	4.037	25.23	3.578
Control	30	14.53	2.825	18.86	2.045

Note: A "Total" row was intentionally excluded, as ANCOVA treats group means independently, and reporting overall averages may lead to misinterpretation in an experimental design.

Table 1 displays the descriptive statistics for the pre- and post-test scores in both the experimental and control groups. The pre-test means were closely aligned—14.80 for the experimental group and 14.53 for the control group—suggesting a comparable level of critical reading comprehension at baseline. While the groups began at a similar level, a one-way ANCOVA was conducted to adjust for any residual variance in pre-test performance, not because of large initial disparities, but to ensure statistical control over minor differences that could influence post-test outcomes.

Post-intervention results reveal that the experimental group exhibited a substantial increase in performance (M = 25.23, SD = 3.58), compared to the control group (M = 18.86, SD = 2.05), indicating a potential instructional effect of the RT strategy on critical reading comprehension. After adjusting for pre-test scores, the adjusted mean post-test score for the experimental group was significantly higher (M = 25.165, SE = 0.423) than that of the control group (M = 18.165, SE = 0.423), $p < .001$. The higher standard deviation in the experimental group post-intervention also reflects greater variability in performance, potentially due to differentiated engagement with RT, which supports learner-centered comprehension development.

To evaluate the statistical significance of the post-intervention differences while adjusting for initial disparities in pre-test scores, an ANCOVA was performed. The ANCOVA model used post-test scores as the dependent variable, the group (RT vs. control) as the independent variable, and pre-test scores as the covariate. The results are reported in Table 2.

Table 2
ANCOVA Summary Table for Post-Test Controlling for Pre-Test Scores

Source	SS	df	MS	F	p	Partial η^2
Covariate (Pre-Test)	186.62	1	186.62	34.74	.000	.379
Group (Instruction Type)	581.20	1	581.20	108.19*	.000	.655
Error	306.21	57	5.37			
Total	1100.85	59				

*Significant at $\alpha \leq .05$

The ANCOVA results confirmed a statistically significant main effect for groups $F(1, 57) = 108.19$, $p < .001$, indicating that the type of instructional strategy had a substantial effect on students' post-test scores. The partial eta squared value ($\eta^2 = .655$) reflects a large effect size, suggesting that approximately 66% of the variance in students' post-test performance can be explained by the instructional method. To examine the magnitude and direction of this effect, adjusted means for each group were computed and are displayed in Table 3.

Table 3
Adjusted Post-Test Means and Standard Errors by Group

Group	Adjusted M	SE
Experimental (RT)	25.165	0.423
Control	18.165	0.423

As illustrated in Table 3, the adjusted mean score for the experimental group (M = 25.165) significantly exceeds that of the control group (M = 18.165), reaffirming that the difference in post-test performance is directly attributable to the intervention. These findings are statistically robust and educationally meaningful, highlighting the strong effect of RT in fostering students' critical comprehension skills in Arabic.

5. Discussion

The purpose of this research was to assess how effective the RT strategy is in developing critical reading comprehension among tenth-grade students in the UAE. The results offer strong evidence supporting the effectiveness of RT in Arabic language contexts. The statistically significant differences observed

in the post-test outcomes of the experimental group—after accounting for pre-test scores—suggest that the improvements were a direct result of the RT approach. These findings affirm RT's positive influence on student achievement, even when initial performance levels are considered.

The utilization of ANCOVA improved the accuracy of the analysis by controlling covariates and revealed that 65.5% of the variation in post-test performance was indicated by the type of instruction employed. According to Cohen's (1988) directions, this represents a very large influence size and emphasizes the substantive influence of RT on pupils' capacity to assess, explain, and synthesize Arabic texts. This level of effectiveness aligns with findings from several prior studies that highlighted RT's impact on metacognitive awareness and critical engagement (e.g., Majadly & Massarwa, 2020; Mohamed, 2023; Wahyudi & Rozimela, 2024). Those results are harmonized with the increasing body of research strengthening RT in Arabic-speaking contexts. For example, Wangsadanureja et al. (2020) found significant benefits in pupils' synthesis and assessment skills when RT was employed in Arabic reading instruction. Similarly, Hamd and Ibrahim (2024) and AlSaraireh and Ku Hamid (2016) stated significant enhancements in comprehension outcomes among Arab learners, additionally confirming the strategy's cross-contextual relevance.

The success of RT can be attributed to its scaffolded and dialogic structure, which promotes student autonomy and positions learners as active constructors of meaning. Through guided practice in predicting, questioning, clarifying, and summarizing, students engage in deep processing of text, which is essential for developing critical comprehension. These results support the theoretical foundations of RT in Vygotsky's (1978) sociocultural theory, where learning is mediated through collaborative dialogue and cognitive apprenticeship. Notably, the increased variability of scores within the experimental group suggests that RT also supports differentiated learning pathways. The strategy's interactive and student-centered nature allows learners to engage with texts at their individual levels of readiness, which is especially beneficial in the heterogeneous classrooms typical of secondary schools in the UAE and broader Arabic-speaking regions. Conversely, the control group, which received conventional instruction, showed only modest improvement, reinforcing existing critiques of teacher-centered pedagogy for its limited support of higher-order reading skills. While such methods may effectively convey surface-level understanding, they often fail to nurture the metacognitive and inferential capacities required for critical reading, particularly with complex literary and expository Arabic texts (Dewi, 2023; Yuliyanti, 2024).

Such results highlight key considerations for educational policymakers, particularly in curriculum development and teacher training. Beyond the classroom, the findings carry important implications for curriculum development and teacher professional learning. Given the large effects of size observed, curriculum designers in Arabic education should consider embedding RT as a core instructional approach for reading comprehension. Additionally, targeted professional development is essential to equip teachers with the pedagogical expertise needed to implement RT effectively and sustainably, especially in culturally and linguistically diverse educational settings. The study confirms the educational value of incorporating reciprocal teaching into Arabic language teaching to strengthen the depth of textual engagement and promote higher-order thinking among students. Its metacognitive, collaborative, and student-centered foundations make it a powerful instructional tool for modern Arabic language education. The implementation of RT at scales supported by research-based training and curricular alignment has the potential to elevate the quality of reading instruction and student outcomes across the region.

Based on these results, the following recommendations are proposed for future research and practice. Educational authorities and curriculum designers are encouraged to formally integrate RT into the Arabic language curriculum, particularly at the intermediate and secondary levels. Given its strong evidence base and relevance to 21st-century learning goals, RT should be considered a core instructional method. The sustained impact of RT requires that teachers be systematically trained in its principles and classroom implementation. Professional development programs should provide hands-on training in the four RT strategies: lesson planning, student role rotation, and assessment alignment. Differentiated Instruction and Inclusivity: RT should be leveraged to support diverse learner needs, including students with reading difficulties or those learning Arabic as a second language. Its

cooperative and scaffolded structure allows for adaptive teaching, making it suitable for mixed-ability classrooms. sSchools adopting RT should implement formative evaluation mechanisms to monitor implementation fidelity and track student progress. These might include lesson observations, strategy usage checklists, and reflective teacher logs. Future studies should explore the longitudinal effects of RT, its adaptation for different text genres, and its integration with digital technologies.

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