Guessing Meaning Strategies and Arabic Reading Comprehension Ability among Chinese College Students

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Abstract

Guessing word meanings is vital for acquiring deep reading and adequate text comprehension, as the study implies that the cross-sectional approach quantitatively assesses the effect of guessing meaning strategies on Chinese university Arabic students' reading performance. There was significant evidence of the perfect relationship between the mastery of the guessing meaning strategy and the improvement of reading comprehension scores presented through the analysis of Chinese universities' data ($r = 0.306$, $p < 0.01$). It shows the vital importance of these approaches in raising reading skills. Students are well-positioned to carry out word investigation in terms of the etymology or roots of words, whether they are antonyms, synonyms, or synonymous phrases that help them deduce the meanings of words they are not familiar with and find out the meanings or explanations systematically in their reading. Guessing meaning strategies should be used in the Arabic language teaching curriculum in China to ensure that Arabic instructors can make learning enjoyable, thus value learning and acquiring language competencies. Additionally, different language contexts should be examined by future research to know the educational benefits and implications of these strategies.

Keywords: Arabic; Reading Comprehension; Guessing Meaning Strategies; Chinese Students; Vocabulary; Strategies

INTRODUCTION

Arabic as the sixth official language of the United Nations will also fulfill its mission. It is impossible to underestimate the importance of Arabic in progress and scientific and human development globally. According to Syaiful Mustofa (Abd al-Na'im et al.,2016), more than 500 million people worldwide speak Arabic, and this number is expected to grow as international cooperation and communication increase (Abu–Rabia, 2002). As the official language of 22 Arab countries and a core element of Islamic culture, Arabic's significance in political, economic, and religious spheres is gaining global recognition. As a result, Arabic language teaching and learning are attracting international attention. However, non-native speakers face many challenges in learning Arabic, including a complex phonetic system, intricate morphology, grammatical rules, cultural differences, and the dual nature of its written and spoken forms (Abu–Rabia, 2001). These challenges require educators and learners to continuously explore and apply effective strategies to overcome these obstacles and enhance Arabic learning and usage.

Ye Liangying (Al-Batal, 2013) conducted a study on students who took the Arabic Level 4 exam in previous years and found that their proficiency in Arabic was relatively low, especially in the cloze test. The cloze test is not merely about fill-up-the-gap or checking grammar; it probes students' acquaintance with context coherence, language

precision, and suitability. In addition, it demands a careful comprehension of context and abstract reasoning, which makes the test both thorough and adaptive with much pressure on students' language intuition.

Students face two main challenges in this area. Firstly, during reading, they usually devote their attention to interpreting unfamiliar words and understanding single sentences with little attention to the interrelation and whole structure between paragraphs. Consequently, they have problems to figure out the main thought of the article and what the author is trying to convey. This is more likely because of their lack of the ability to pick out the keywords and phrases and the lack of skimming and scanning skills. These strategies are essential; if they practice without these strategies, they will have difficulty with knowing the meanings of vocabulary from the context. Thus, they will read inefficiently and struggle with translating useful information (Ali Abd Al-Hameed, 2022).

In the case of the primary foreign language learned in China, students often opt for the method of rote learning because of the stressful study situation of vocabulary memorization. The study results by Yu Shilan, Ma Xiaoming, and Peng Wenli (Al-Khresheh & Al-Ruwaili, 2022) indicated that often language learners focus only on the vocabulary as the aim, although they forget about grammatical rules governing word formation, translation contexts, and forming adequateness of presented sentences with each other. This is a way of broken studying, where students mechanically translate, write, and repeat the new words as if they understand everything, all the knowledge, not really internalizing it.

Yang Lili (Al-Shuwairekh, 2021) reiterated that basic-level students should not only be able to pronounce and write the words correctly and observe the rules, but also comprehend the way words are built, their multiple meanings, the way they are adapted with other words, and their basic functions and usage. Despite all the advantages mentioned, the traditional teaching technique gets stuck at the point of helping learners to just memorize the words rather than helping them to understand every aspect. Their brain is overwhelmed by this load of information, which leads to recall inaccuracy and the consequent discouragement. In fact, these students usually forget what they have been studying, resulting in being out of mood and exhausted.

According to the survey by Wang Xiaoyu (Arafat Hamouda, 2021), the majority of Chinese learners are of the opinion that both "vocabulary is important" and "needs to be memorized." It can be regarded as a widespread stereotype that, to become competent in a foreign language, you must equip yourself with vocabulary, while you could easily miss the contextual features and communication instruments. Such a method does not only lower students' attention and drive but also narrows the usefulness of language as an education, boosting nothing but their language skills.

The method of guessing vocabulary meanings is very useful for language learners to improve their reading comprehension. Although the research of Alaa Alahmadi and Anouschka Foltz (Buslon et al., 2019) demonstrated that this strategy had a better performance for the Saudi undergraduate English majors as a whole than those who were updated with the traditional dictionary lookup methods. Due to his empirical findings, Du (Cheng Xiaolin, 2020) also showed that the guessing meaning strategy is one of the techniques from which students can apply their previous knowledge – a source of potential success in understanding new learning and using in different settings. Evidence provided (Dajani et al., 2014) by the research of the Iranian possible readers of English,

drawn from context clues, has shown that they are likely to enhance their reading comprehension.

Adopted Teaching Experiment continues Zhang Lixia's (Du Rui, 2015) study on lexical reasoning strategies, and pods showed that students who practiced reasoning strategies scored significantly higher on reading comprehension tests than those who did not. Moreover, Arafat Hamouda's (Duffy, 2009) research demonstrated that the guessing meaning strategy is influential to learners from varied cultural backgrounds; not only did they learn but wand apart enhanced their cultural acumen. Likewise, such trials not only demonstrate the strategy's efficacy to cope with reading comprehension but also identify its lasting influence on language proficiency and vocabulary acquisition. It follows, then, that teachers should dispense instruction on reasoning and deduction skill rather than making students do rote learning or vernacular translations.

Reading comprehension has long been a central topic in academic discussions (Elleman & Oslund, 2019). It enables learners to acquire language knowledge and understand the author's message (Chenhong & Zhengsheng, 2023). This complex process (Gu Ping, 2019) involves skills like decoding, vocabulary comprehension, sentence fluency, and using background knowledge for reasoning (Haastrup, 1991). In addition, understanding sentence structure and cohesion (understanding the logic and organizational structure of the text), working memory (maintaining the immediate processing and utilization of information while reading), and attention (concentrating on understanding the reading material) are also essential. These elements work together to make reading not just word recognition, but a complex activity involving critical thinking and deep understanding. Therefore, reading comprehension can be seen as an interactive process that requires readers to interact with the text, through which readers are able to reconstruct information from the text, develop and interpret meaning, and ultimately achieve deep understanding and application (Hamouda, 2021).

During the reading process, successful readers use various strategies to improve the efficiency and depth of text comprehension (Hassanzadeh et al., 2019). Mokhtari & Sheorey (I. M. Ta'amneh & A. Al-Ghazo, 2022) categorized reading strategies into global strategies, problem-solving strategies, and support strategies. Global strategies involve setting goals and monitoring reading, problem-solving strategies address challenges like word guessing, and support strategies include using tools like dictionaries and notes. Gerald (Juliana, 2018) further expanded reading strategies based on these classifications, emphasizing the importance of multiple skills such as prediction, vocabulary guessing, avoiding literal translation, identifying cognates, understanding themes, and making logical inferences, which are key strategies for improving comprehension and maintaining information absorption efficiency when reading.

Abu-Rabia (Kaganang, 2019) proposed a comprehensive model specifically for Arabic readers, as shown in the figure. This model not only emphasizes basic language processing elements such as sentence context, orthography, and phonology but also highlights syntactic/grammatical knowledge, prior knowledge, and its combination with reading strategies, especially the strategy of three-letter and four-letter root words to process and decode Arabic texts.
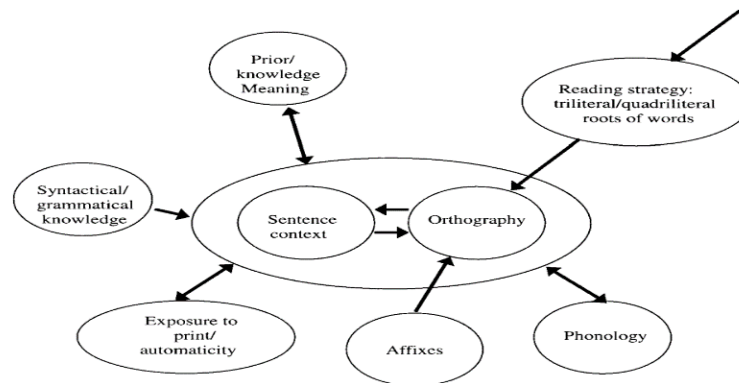
Figure 1 Arabic Reading Strategies

This study focused on guessing meaning strategies, which involve inferring and parsing the meaning of unknown words through context. This strategy is particularly critical for reading comprehension because it not only helps readers understand new words in the absence of direct definitions, but also promotes a deeper understanding of the entire text. In academic research, vocabulary guessing strategy (or guessing meaning strategies) is widely considered to be one of the most critical forms of cognitive processing in the reading process. According to Haastrup (Kaskosh & Khateb, 2021), this strategy refers to the process in which readers systematically infer the meaning of new words based on the clues provided by the text, combined with their common sense, understanding of the topic of the article, and relevant language knowledge. This strategy is particularly important for second language communication and reading comprehension, because readers often encounter unfamiliar or strange words, and the way these words are processed will directly affect the understanding of the text (Kelly, 1990).

Regarding the classification of guessing meaning strategies, different scholars have proposed a variety of classification methods. Palmberg (Khalilova, 2023) subdivided guessing meaning strategies into four categories: interpretation strategies, context clue strategies, morphological clue strategies, and background knowledge clue strategies. Kelly (Krejcie & Morgan, 1970) distinguished between two main aspects: contextual reasoning and formal reasoning. Nassaji (Li Xiaoli, 2023) classified them from the two aspects of the source of knowledge acquired by learners and reasoning strategies, involving strategies such as repetition, checking, self-questioning, analysis, monitoring, and analogy. Yu and Fan (Liu Yichen, 2020) further divided word guessing strategies into three categories: context clue strategy, world and background knowledge strategy, and word form strategy. Li Xiaoli (Kelly, 1990) roughly divided vocabulary guessing strategies into two categories: those based on language knowledge and those based on non-language knowledge. Among them, vocabulary guessing strategies based on language knowledge are further divided into clue strategies based on the target word itself (such as derivation method, synthesis method, transformation method, truncation method, and hybrid method) and strategies based on context clues of the target word (definition relationship, synonym or synonym relationship, transition relationship, causal relationship or contextual relationship).

With the advancement of the Belt and Road Initiative, China has signed cooperation agreements with 17 Arab countries (Ma Ju xiang, 2018) which has greatly

promoted the development of Arabic in China. At present, more than 50 colleges and universities in the country have opened Arabic majors (Masrai & Milton, 2019), including both traditional colleges and Islamic seminaries. Although the number of Arabic majors has increased, there is still a lack of comprehensive talents that meet modern needs, which highlights the importance of effective reading strategies like word-guessing in improving students' language proficiency. Therefore, colleges and universities are actively developing newer courses to cultivate talents that meet the needs of the development of the times (Mokhtari & Sheorey, 2002). However, one of the main challenges facing Arabic teaching is the traditional teaching model, that is, the teacher-centered and content-oriented approach, which limits the teaching of reading skills and Arab social and cultural knowledge (Moustafa, 2017). In addition, judging from the students' College English Test Band 4 scores, their reading comprehension ability is generally weak (Al-Batal, 2013), indicating that students have great difficulties in understanding the main idea of the article and the author's thoughts. This situation is largely due to students' lack of independent reading and critical thinking habits (Mustofa et al. 2021). In terms of vocabulary learning, although most students recognize the importance of memorizing words (Arafat Hamouda, 2021), they often ignore the applicability of word category derivation rules and translation context (Al-Khresheh & Al-Ruwaili, 2020). This fragmented and mechanical learning method cannot effectively improve students' language application ability, and learning outcomes are difficult to transform into practical abilities, which increases students' frustration and boredom in learning (Al-Shuwairekh, 2001).

Given the limited studies on Arabic reading comprehension in China, particularly those examining guessing meaning strategies, this research aims to fill the gap by investigating how these strategies impact Chinese students' reading comprehension. Only Yang Hua (Nassaji, 2003) introduced the application of several reading strategies in Arabic reading in the form of a literature review, and Wang Jue (Nisa R, 2023) talked about the importance of Arabic reading. At present, international research on reading strategies and Arabic reading comprehension has gradually received widespread attention. For example, Hassane Razkane (Palmberg, 1987) and Eman Kaskosh (Par, 2020) have explored the impact of metacognitive reading strategies on Arabic reading comprehension; Salim Abu-Rabia (Razkane et al., 2023) showed that the higher the level of syntactic function mastery, the stronger the Arabic reading comprehension ability; Sanatibi and Johnr. Kirby (Salah, 2008) and Hanan Naji Abdel Naeem (Sari et al., 2020) proved that Arabic morphology has a positive impact on Arabic reading comprehension; and the research on the relationship between vocabulary guessing strategies and reading is currently limited to European languages, mainly English. There is no research on Arabic. Given the limited research on Arabic reading comprehension in China, particularly regarding word-guessing strategies, this study aims to bridge this gap by exploring how these strategies impact reading comprehension among Chinese students.

This study mainly discusses the usage of guessing meaning strategies among Chinese college students, a significant relationship between the use of guessing meaning strategies and reading comprehension ability, and the significant contribution of the use of guessing meaning strategies to reading comprehension ability.

METHOD

This study chose descriptive quantitative research as the main method to conduct a survey on current Chinese Arabic college students to determine the relationship between their word-guessing strategies (independent variables) and reading comprehension (dependent variables). The reason for choosing a descriptive quantitative study is that the target population is large and this method is more convenient for data collection. In addition, this study plans to collect data through a cross-sectional survey. This method was chosen because it can help researchers quickly collect a large amount of data in a relatively short period of time. Wang Xiaofeng (Tibi & Kirby, 2017) pointed out that a cross-sectional study is an observational study that can analyze population data at a single time point. Therefore, this survey method is conducive to quickly understanding students' guessing meaning strategies and Arabic reading comprehension levels at the current time point. In addition, this survey method saves time and money, allowing researchers to control the survey time and budget (Tibi & Kirby, 2023).

This study used three different types of tools to support data collection. The main tool is based on Cheng Xiaolin's (Tojiyeva, 2023) questionnaire, and appropriate adjustments are made on this basis to obtain more comprehensive and detailed data as the main source of quantitative research data. In addition, to supplement the quantitative data of the questionnaire survey, the researchers also used the Arabic vocabulary test of researchers Ahmed Masraia and James Milton (Wang, 2015) and the Arabic reading comprehension test of Shereen Maher Salah (Wang, 2020) as auxiliary means, and based on the test, the original questions were eliminated and replaced with subjective questionnaires.

The questionnaire was designed as an online form by Questionnaire Star and distributed to Arabic major students in universities across the country through WeChat groups. To ensure a wide and representative sample, the researcher collaborated with university teachers who helped distribute the questionnaire to a large number of students. This approach was chosen to maximize the diversity of responses, thereby enhancing the validity of the study's findings. In the end, 402 questionnaires were collected. Based on Krejcie and Morgan's (Wang & Cheng, 2020) sample size recommendations, 362 valid questionnaires were selected. This sample size is statistically sufficient to provide reliable results for the population studied. and descriptive statistical analysis, correlation analysis and regression analysis were performed on SPSS software, These analyses help us understand the trends and connections within the sample data.

The following charts show the basic demographic information of this survey. Specifically, in terms of gender distribution, there are 229 males and 133 females, accounting for 63.3% and 36.7% respectively, with more males; in terms of grade distribution, there are 141 sophomores and 133 juniors; in terms of the total time spent learning Arabic, more people have studied for 2 to 3 years, totaling 137 people, accounting for 37.8%; in terms of age distribution, more people are aged 21-23, totaling 166 people, accounting for 46.9%.

Table 1 Demographic Descriptive Analysis

Items	Option	Frequency	Percentage (%)
Gender	Male	229	63.3
	Female	133	36.7

Grade	Sophomore year	141	39.0
	Junior year	133	36.7
	Senior year	68	18.8
	Graduate or above	20	5.5
Total time spend learning Arabic	Half a year and one year	28	7.7
	One to two years	118	32.6
	Two to three years	137	37.8
	Three to four years	56	15.5
	Over four years	23	6.4
Age	18-20	134	37.0
	21-23	166	46.9
	24-26	46	12.7
	27 years old and above	16	4.4
Total		362	100

RESULTS AND DISCUSSION

This study explores the relationship between two key variables. Before conducting data analysis, the data set was first tested for normality. because the data do not conform to the normal distribution, Spearman correlation analysis was selected, The Spearman correlation coefficient is used to determine the strength and direction of the monotonic relationship between two variables. It is a rank-based correlation coefficient used to assess whether the relationship between two variables can be described by a monotonic function (Yang, 2013). According to the following table, the results show that there was a moderate but statistically significant positive correlation between the two variables, with a correlation coefficient of 0.306 ($p < 0.001$). Although the strength of this correlation is not high, indicating that a slight increase in one variable is positively correlated with an increase in the other variable, its statistical significance indicates that this relationship is statistically credible and unlikely to be caused by random variation. In addition, the sample size is 362, which is sufficient to ensure the stability and reliability of the analysis results. This finding provides a basis for further understanding how the two variables interact in a wider context or application.

Table 2 Guessing Meaning Strategies and Arabic Reading Comprehension

	Guessing meaning strategies	Reading ability	comprehension
Vocabulary guessing strategy	1		
Reading comprehension ability	0.306**	1	

*P<0.05 * * p<0.01 * * * p<0.001

This study confirmed the finding of Juliana (Yang, 2014) that there is a significant positive relationship between word-guessing ability and reading comprehension. This shows that word-guessing ability is an important part of the reading comprehension process. Reading comprehension, beyond grasping the foundational understanding of the text, means having a more profound knowledge and reasoning of what is conveyed by the

text. Students may develop a better knowledge of the text's meaning by using hints from the context or the grammatical structures to guess the meaning first when they are faced with new words. Consequently, enhancing vocabulary inference skills directly contributes to the refinement of reading comprehension functions.

On the other hand, the correlation presented in this research is only moderately weak (r=0.306), which is in line with the strong positive correlation (r=0.935, p<0.01) disclosed by Arafat Hamouda. Such error may arise due to contrasts in research methodologies, history of the groups involved, or the way of data collection is carried out. The positive correlation between word guessing ability and reading comprehension ability may be affected by multi-level cognitive factors in the reading process, including vocabulary comprehension, sentence comprehension, chapter comprehension, etc. For example, improving vocabulary guessing skills can help students understand new words more accurately, thereby improving understanding of sentences and chapters.

In addition, individual learning strategies and methods may also affect the relationship between the two. Research shows that learners with good vocabulary guessing skills tend to adopt more effective reading strategies, such as prediction, summarization, etc., thereby improving the efficiency and accuracy of reading comprehension. Arafat Hamouda's (Yang, 2020) research significantly improves this correlation through specialized training and guidance on word-guessing strategies, which has positive implications for educational practice. Therefore, it is recommended that this training method be applied to Chinese Arabic students in subsequent studies to explore its potential effect on improving reading comprehension.

Current Status Of Students' Guessing Meaning Strategies

The bar chart shows the frequency of use of the three main guessing strategies when reading Arabic. As can be seen from the figure, both "frequently use the guessing strategy" (mean 4.22) and "occasionally use the guessing strategy" (mean 4.18) received high scores, reflecting that students generally prefer to use context clues to guess the meaning of new words rather than frequently consult dictionaries. In contrast, the "using dictionary query" strategy has a lower mean (3.71), indicating that in the speed reading process, the method of directly guessing the meaning of new words is more popular among students.
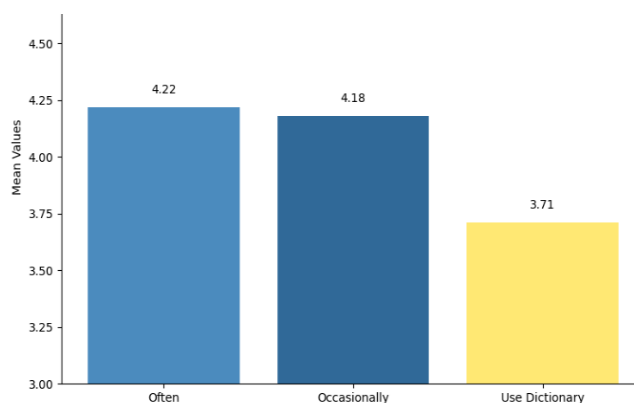

Figure 2 Guessing Meaning Strategies Usage Frequency

This study demonstrates the effectiveness of various advanced guessing meaning strategies used by students in Arabic reading. The data show that "guessing the meaning

of new words by analyzing word roots or word origins" received the highest score with a mean of 4.28, which reflects that students highly recognize this strategy. In addition, "finding synonyms or antonyms in the paragraph" and "finding definitions or explanations in the paragraph" also showed high scores (4.24 and 4.23 respectively), indicating that students rely heavily on direct information in the text to assist in understanding new words during reading.

The results of this study are different from those of other studies. For example, Buslon et al. (Ye, 2017) showed that students more frequently adopted strategies such as "word-by-word translation", "word-form association", and "guessing through titles or illustrations", while in this study, the scores for relying on these strategies were lower. This difference may be caused by different teaching methods, students' language backgrounds, and differences in the teaching focus of vocabulary learning strategies. If the educational environment places more emphasis on intuitive or visually assisted learning methods, students may tend to use these strategies more frequently.

In addition, the results of this study are highly consistent with Cheng Xiaolin's (Tojiyeva, 2023) study, which emphasizes the importance of context-based strategies and word formation clues for enhancing reading comprehension. Arabic is a language that relies heavily on roots and derived forms. Its vocabulary system is based on roots. Each root usually consists of three consonants. By adding different vowels and additional letters between these consonants, many related words can be derived. Therefore, by analyzing the root of an unknown word and its derived forms, learners can infer the basic meaning of the word and its relationship with other known words. This analytical method not only helps to understand the meaning of words but also helps learners grasp the relationship and rules between words and expand their vocabulary more effectively (Yu, 2012). These differences and consistencies indicate that educators need to take into account students' specific needs and learning environments when designing courses and teaching strategies, to choose the vocabulary guessing strategy that best suits their learning style and goals.
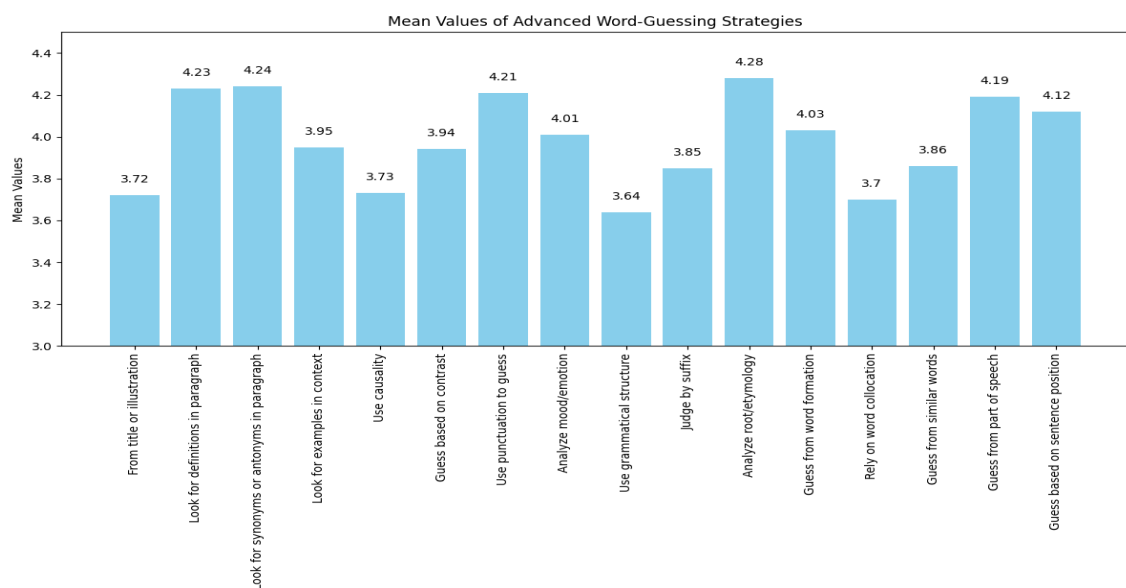

Figure 3 Guessing Meaning Strategies Usage

The Influence Of Guessing Meaning Strategies On Arabic Reading Comprehension

Huber's regression analysis highlighted the significant impact of guessing meaning strategies on reading comprehension among 362 participants. The constant term is 1.323 and the p-value is less than 0.001, indicating that the baseline level of reading comprehension is strong when the score for the guessing meaning strategy is zero. The coefficient for the guessing meaning strategy is 0.547, which significantly indicates that a one-unit increase in the guessing meaning strategy score results in an approximately 0.547 unit increase in the reading comprehension score. This effect is further confirmed by the high T-value of 11.12 and the corresponding p-value of less than 0.001, indicating a strong positive correlation between these variables. Furthermore, the model fit was good with an R^2 value of 0.223 and an adjusted R^2 value of 0.216, indicating that approximately 22.3% of the variability in reading comprehension ability could be explained by word guessing strategies alone. The F-statistic of 1561.51 and the p-value smaller than 0.001 were identified to ensure the overall significance of the model. The Durbin-Watson statistic comes to be 1.811, indicating a low probability of autocorrelation, at the same time confirming the validity of the regression model.

Table 3 Huber Regression Analysis Results (n=362)

Variable	Coefficient (B)	Standard Error	Beta	T Value	P Value	VIF	Tolerance
Constant	1.323	0.192	-	6.3	<0.001***	-	-
Vocabulary Guessing Strategy	0.547	0.043	0.484	11.12	<0.001***	1	1

*P<0.05 * * p<0.01 * * * p<0.001

☐ R^2 = 0.223

☐ Adjusted R^2 = 0.216

☐ F Statistic: F (1360) = 1561.51, p < 0.001

☐ Durbin-Watson Value: 1.811

This analysis proves the hypothesis that various guessing strategies can improve reading comprehension and exceed reading comprehension standards. This research also supports the conclusions drawn by Arafat Hamouda (Yang, 2020) regarding the importance of lexical reasoning strategies in reading comprehension. These techniques of students to do inference about the meaning of words empower students reading confidence because they do not need the dictionary or the teacher to explain the meaning of the words. Positive correlation increases confidence and encourage students to continue reading, and will gradually help improve reading skills. Besides, guessing meaning strategy improves the critical thinking and problem-solving abilities of the students no matter what inferences they make about the unfamiliar words on their own. Such a self-directed learning process allows students to build critical thinking, which is an important intellect skill for reading or other subjects (Yu et al., 2023).

Positive impacts on reading fluency and pace (reading speed) were different. Students who have a close understanding of the meanings of words will need fewer interruptions to look up words, so they will read more fluently and actively. The more proficient a student becomes in reading, the greater would be their reading speed, leading them to additionally comprehend and assimilate the reading material more quickly (Zhang, 2020).

On the contrary, some studies exhibit a different viewpoint. The Arabic language is characterized by its deep roots and affixes, which do possess a relatively complex

grammatical structure and lexical framework that makes it difficult to infer word meanings from context alone. However, English has a simpler lexical structure and shared vocabulary that facilitate this process (Zhang, 2022). The cultural background and the language habits in Arabic texts are often heavily laden with cultural significations and metaphors that, in turn, make the texts more complex for students to comprehend. In comparison, English and other Western languages tend to have texts that are straightforward, focusing on the most essential information, and that make it easier for/the reader to derive word meanings (Zhang, 2022).

The learning environment, again, is a very crucial factor. In such instances that provide students only with limited outlets that allow for interaction with their native Arabic speakers, the volume and quality of their language input and output is affected. Such deficiency inhibits the enrichment of a comprehensive vocabulary stock skill set, where even if word-guessing techniques are used, it becomes difficult to elevate reading skills dramatically (Zhang, 2022).

In essence, the regression analysis does indicate that the guessing meaning technique significantly improves reading comprehension while considering the intricate features, cultural nuances, and learning environment of the Arabic language to comprehend its effectiveness completely. Guessing word strategies can build students' self-confidence, encourage independent thoughts, and help the students read faster (Zhou, 2022). This will lead to an improvement in the quality of their overall reading. However, the specific barriers involved with the Arabic linguistic and cultural terrains should be recognized as well to fully benefit from those strategies.

The results of this study provide various practical implications for teachers, notably those tasked with developing Arabic reading comprehension courses for Chinese college students. First, by incorporating methodical training based on word-guessing skills, the reading comprehension proficiency of students can be greatly enhanced. By promoting the concepts of contextual clues, root word analysis, and logical reasoning, teachers can nurture the students' skill of reading Arabic texts without extensive utilization of dictionaries. Moreover, designed courses that center on those strategies have the capacity to increase students' reading fluency, which inevitably translate to their confidence as well, making the entire process of learning more enjoyable and successful. The study showed moderate correlation, so adding more interactive and the context-controlled activities that correspond with the unique features of the Arabic language could be helpful in the next programs.

Though this study provides a better understanding of the link between words guessing methods and reading comprehension, there are some limitations that should be taken into account. Aiming at a certain group (Chinese university students) may limit the relevancy of the results to other groups (learners from different linguistic and cultural backgrounds). Furthermore, the research employs self-reported data through questionnaires, which might result in bias due to subjectivity and the way the respondents perceive and evaluate their own learning styles. Besides, the particular characteristics of Arabic, consisting of elaborate root patterns and cultural context, may divert the ways of using word-guessing strategies. Education systems should understand these factors to better replicate the findings or to disburse their effects to different contexts for broad education.

CONCLUSION

The focus of this study was to establish the degree to which word-guessing strategies affect students who are majoring in Arabic in Chinese universities as well as to investigate the types of word-guessing strategies that learners use most frequently in the process of reading comprehension. The study indicated that word-guessing strategies had a considerable influence on learners' reading comprehension skills, which signifies that Arabic-speaking majors in Chinese universities are relatively positive toward the implementation of word-guessing strategies during sentence comprehension. The research results also show that: During the reading process, students rarely guess word meanings through titles or images. Instead, they guess word meanings through synonyms, antonyms, or hyponyms in the context. This provides rich practical value for future related research, and at the same time provides rich guiding significance for Arabic teaching teachers, helping them to train students' vocabulary guessing strategies in a targeted manner in the future reading comprehension teaching process, thereby greatly Improving students' reading comprehension ability. For future research, it is recommended to explore the effectiveness of different word-guessing strategies in various language learning settings, such as comparing how these strategies work when learning languages with different writing systems or cultural backgrounds. Additionally, this study highlights that systematic training in word-guessing strategies can play an important role in curriculum design, not only for Arabic programs in Chinese universities but also for other language courses. By improving these strategies and tailoring them to specific learning environments, educators can better support students in developing the reading skills they need for success in both academic and professional contexts.

ACKNOWLEDGMENTS

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