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The impact of repeated reading intervention on reading self-efficacy and fear of negative evaluation in Arabic-speaking students

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ABSTRACT

This randomized controlled trial examined the effectiveness of repeated reading intervention on reading self-efficacy and fear of negative evaluation (FNE) among Arabic-speaking preparatory students. Sixty second-grade students (ages 14-15) from two preparatory institutes in Gharbia Governorate, Egypt, were randomly assigned to experimental (n=30) or control (n=30) groups. The experimental group received an eight-week repeated reading intervention with three 45-minute sessions per week, incorporating fluent reader modeling, performance-based feedback, and small-group tutoring formats specifically adapted for Arabic orthographic challenges. The control group continued standard Arabic reading instruction. Measurements were collected at pre-intervention, post-intervention, and four-week follow-up using validated scales for reading self-efficacy and FNE. Repeated measures ANOVA revealed significant time × group interactions for both outcomes. The experimental group demonstrated substantial improvements in reading self-efficacy ($\eta^2p = 0.44$, large effect) and significant reductions in FNE ($\eta^2p = 0.16$, medium effect), with gains maintained at follow-up. Control group scores remained stable across all time points. These findings provide the first evidence that repeated reading interventions can simultaneously enhance reading self-efficacy and reduce FNE in Arabic-speaking students, suggesting that such interventions address both cognitive and psychological dimensions of reading difficulties with sustained benefits.

KEYWORDS: repeated reading intervention, reading self-efficacy, fear of negative evaluation, Arabic-speaking students

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Introduction

Reading proficiency represents a fundamental cornerstone of academic success, yet current research reveals persistent and significant challenges among Arabic-speaking preparatory students that impede educational achievement. Many students at this critical educational level struggle substantially with reading proficiency, particularly in oral reading and comprehension skills, creating barriers far beyond the classroom (Agbaje & Sirajudeen, 2025; Almsbhieen et al., 2023). These pervasive difficulties stem from insufficient mastery of foundational reading skills, limited vocabulary development, and inadequate exposure to effective pedagogical strategies (Anuar & Zawiah, 2022; Ziyun et al., 2020). While research consistently demonstrates that active learning and problem-based approaches can significantly improve reading outcomes, such evidence-based methods remain inconsistently implemented across educational settings, particularly in remote or under-resourced environments (Hasyim, 2021; Ilmiani et al., 2022).

The complexity of Arabic reading difficulties manifests through multiple interconnected dimensions that create unique challenges distinct from other languages. Students typically struggle to recognize and understand Arabic script and vocabulary, resulting in poor comprehension of texts' literal, inferential, and recognition aspects (Fuqua, 2015; Rohma & Fawaid, 2023). These comprehension deficits are compounded by slow reading speed, frequent errors during oral reading tasks, and substantial challenges in expressing ideas due to limited semantic and grammatical knowledge (Allaith, 2024; Dakhil, 2024). The morphological complexity of Arabic, characterized by root-and-pattern word formation, demands sophisticated decoding abilities that extend beyond simple letter recognition (Saiegh-Haddad, 2017; Vaknin-Nusbaum & Makhoul, 2024). Furthermore, Arabic's diglossic nature requires children to read Modern Standard Arabic while speaking vernacular dialects, creating a linguistic disconnect unlike languages where spoken and written forms align more closely (Abu-Rabia, 2000; Hermena & Reichle, 2020).

Additional structural features of Arabic script present further obstacles to reading development. The systematic omission of short vowels increases textual ambiguity and demands extensive morphological knowledge for accurate comprehension (Shaban, 2023; Sofiana et al., 2021). Positional letter variations and visual similarity between characters create identification challenges, while densely packed script produces crowding effects that disproportionately affect struggling readers (Alabdulkader et al., 2021). These complexities frequently manifest in pronunciation errors that alter meanings, making phonological decoding particularly challenging and creating a cascade of reading difficulties (Jamil & Maulidah, 2023; Maulana et al., 2025; Tibi & Kirby, 2018). Phonological awareness deficits compound these issues, as weak phonological skills directly impact decoding abilities and overall reading fluency (Al-Jarrah & Ismail, 2018).

The psychological dimensions of reading difficulties are equally significant, as students often demonstrate negative attitudes or lack of motivation towards reading tasks, creating a cyclical pattern where poor performance leads to decreased engagement (Altamimi, 2024; Hastang & Ahmed, 2023). Social Cognitive Theory provides crucial insights into how reading experiences fundamentally shape students' self-efficacy beliefs through four primary sources: mastery experiences, vicarious experiences, social persuasions, and physiological/emotional states (Usher & Pajares, 2006). Mastery experiences consistently emerge as the strongest predictor of reading self-efficacy, particularly as students accumulate reading experience, though for younger or less experienced readers, vicarious experiences and social persuasions from teachers and peers play increasingly significant roles in self-efficacy development (Joët et al., 2011; Phan & Ngu, 2016; Usher et al., 2023). Bandura's self-efficacy theory directly applies to academic reading contexts, where students' beliefs in their reading abilities serve as powerful predictors of motivation, persistence, and reading achievement outcomes (Ortlieb & Schatz, 2020; Pajares, 1996).

The interaction between reading self-efficacy and fear of negative evaluation ((FNE) creates a particularly detrimental cyclical relationship that significantly influences academic performance and motivation. Social cognitive and expectancy-value models explain that students with low reading self-efficacy demonstrate increased sensitivity to negative feedback and social comparison, amplifying FNE and leading to reading avoidance behaviors (Sebastian et al., 2022; Yue et al., 2022). This cyclical interaction demonstrates that negative reading experiences erode confidence and heighten evaluation fears, while positive experiences simultaneously build self-efficacy and reduce FNE (Gebauer et al., 2020; Gebauer et al., 2021). FNE significantly undermines both reading performance and classroom participation by causing students to overthink responses, avoid active engagement, and experience cognitive processing difficulties during reading tasks (Cooper & Brownell, 2020; Downing et al., 2020). This anxiety manifests particularly strongly in active-learning environments where peer and instructor judgment is anticipated, creating a psychological burden that perpetuates poor performance outcomes (Busch et al., 2023; Rahmat et al., 2020).

Research consistently demonstrates that repeated reading (RR) interventions represent a highly effective approach across diverse populations, with meta-analyses revealing significant improvements in reading fluency for students with reading disabilities, struggling readers, and English learners, particularly at the elementary level (Chard et al., 2009; Lee & Yoon, 2017; Richards-Tutor et al., 2016; Stevens et al., 2016; Therrien, 2004). The most promising RR models incorporate several key components that enhance intervention outcomes, including listening passage preview with fluent reader modeling, performance-based feedback with progress monitoring, and individualized or small-group tutoring formats (Chafouleas et al., 2004; Vadasy & Sanders, 2008). Effective programs feature performance criteria based on fluency goals rather than fixed repetitions, combined with supplementary strategies such as error correction and motivational elements (Hindin & Paratore, 2007; Romig & Jetton, 2023). Cross-cultural adaptations, particularly in Chinese contexts, demonstrate that fluency-based interventions remain highly effective when incorporating culturally relevant texts and considering orthographic differences (Ruan et al., 2024). While comprehension gains are typically smaller and less consistent than fluency improvements, they remain meaningful for most populations, though effectiveness diminishes for older students with severe reading disabilities

who require more intensive interventions (Freeland et al., 2000; Hudson et al., 2020; Wexler et al., 2010).

Targeted interventions have shown promise in mitigating FNE's detrimental effects on reading performance through inclusive classroom practices and supportive learning environments. Creating psychologically safe spaces by avoiding cold-calling, encouraging voluntary participation, and fostering positive teacher-student relationships significantly reduces student anxiety levels (Cooper & Brownell, 2020; Downing et al., 2020). Academic social comparison strategies that help students develop a sense of belonging within their academic major have shown promise in reducing FNE in large-enrollment courses (Pigart et al., 2024). The interplay between reading anxiety, self-efficacy, and academic performance reveals a complex mediational relationship where higher self-efficacy consistently predicts lower FNE and increased classroom participation (Yue et al., 2022; Zhao, 2022). This relationship is particularly pronounced in language learning contexts, where FNE mediates the connection between self-efficacy and passive non-participation behaviors, with students exhibiting higher anxiety levels and lower self-efficacy demonstrating consistently poorer academic outcomes (Aral & Arlı, 2019; Hossain et al., 2021; Shabani, 2012; Yue et al., 2022).

Despite the established effectiveness of repeated reading interventions and growing understanding of the psychological factors affecting reading performance, a significant research gap remains regarding the application of repeated reading strategies specifically for Arabic-speaking preparatory students facing the dual challenges of complex orthographic demands and psychological barriers to reading engagement. While reciprocal teaching has shown promise in developing speaking and critical reading skills among secondary students (El-Shekh, 2025), limited research has examined how repeated reading interventions might simultaneously address both technical and psychological dimensions of reading difficulties in Arabic-speaking preparatory students. The cyclical nature of the relationship between self-efficacy and FNE suggests that interventions targeting self-efficacy enhancement may simultaneously reduce FNE while improving reading performance outcomes (Gomez et al., 2023; Jia & Yue, 2023; Yilmaz & De Jong, 2023), yet this potential has not been systematically investigated within the specific context of Arabic reading instruction.

Therefore, this research aims to investigate the effectiveness of repeated reading intervention in developing reading self-efficacy and reducing FNE among Arabic-speaking preparatory students, while examining the sustainability of these improvements over time. By addressing the cognitive and psychological dimensions of reading difficulties through a culturally appropriate intervention approach, this study seeks to contribute to the limited body of research on evidence-based reading interventions specifically designed for Arabic-speaking students at this critical educational transition point.

Method

Research Design

This study employed a randomized controlled trial design with repeated measures to examine the effectiveness of repeated reading intervention on reading self-efficacy and fear of negative evaluation among Arabic-speaking preparatory students. The study utilized a between-subjects experimental design with two groups (experimental and control) and three measurement time points (pre-intervention, post-intervention, and follow-up) to assess the intervention's immediate and sustained effects.

Participants

The study was conducted at two preparatory secondary institutes for boys and girls in Qutour, Gharbia Governorate, Egypt. An initial sample of 128 students (80 males and 102 females) from grades 1-3 was recruited, with 43 first-grade students, 92 second-grade students, and 47 third-grade students. Ages ranged from 13 to 16 years (M = 14.17, SD = 0.83).

From this initial sample, 60 second-grade preparatory students were selected and randomly assigned to either the experimental group (n = 30) or control group (n = 30). The final sample consisted of 27 male and 33 female students, with ages ranging from 14 to 15 years (M = 14.22, SD = 0.41). This grade level was specifically chosen as it represents a critical transition point in Arabic reading development where students encounter increasingly complex texts while still developing fundamental reading skills.

Instruments

Reading self-efficacy (Kosar et al., 2022) consists of 16 items covering various reading skills. The scale items are formulated as "can-do statements" following Bandura's (1997) self-efficacy principles, with items such as "I can understand complex texts" and "I can read fluently without errors." Participants respond on a 5-point Likert scale ranging from 1 (not at all capable) to 5 (extremely capable).

The scale demonstrated excellent psychometric properties in the current study. Confirmatory factor analysis indicated acceptable model fit ($\chi^2/df = 1.871$, GFI = .910, CFI = .954, RMSEA = .069). Factor loadings ranged from .520 to .878, with composite reliability (CR = .951), average variance extracted (AVE = .553), and maximum reliability (MaxR(H) = .960) all indicating strong internal consistency. The scale showed excellent reliability with Cronbach's alpha of .948 and omega coefficient of .949.

Fear of negative evaluation (Carleton et al., 2006) is a 12-item scale that measures individuals' anxiety about being negatively evaluated by others in social and academic contexts. Items include statements such as "I worry about what other people will think of my mistakes" and "I am afraid that others will not approve of me." Participants rate each item on a 5-point Likert scale from 0 (does not apply to me at all) to 4 (applies to me completely).

The scale demonstrated strong psychometric properties in the current sample. Confirmatory factor analysis revealed good model fit ($\chi^2/df = 2.399$, GFI = .898, CFI = .957, RMSEA = .078). Standardized factor loadings ranged from .673 to .849,

indicating strong item-factor relationships. The scale exhibited excellent internal consistency with Cronbach's alpha of .950 and omega coefficient of .950.

Procedure

Following institutional approval and informed consent from participants and their guardians, baseline measurements were collected for both groups on reading self-efficacy and fear of negative evaluation. Participants were randomly assigned to experimental and control conditions using a computer-generated randomization sequence to ensure equal group sizes and minimize selection bias.

The experimental group received the repeated reading intervention over a period of eight weeks, with three 45-minute sessions per week. The intervention followed evidence-based repeated reading protocols, incorporating listening passage preview with fluent reader modeling, performance-based feedback with progress monitoring, and small-group tutoring formats. Sessions began with the instructor modeling fluent reading of Arabic texts appropriate for the students' level, followed by students engaging in repeated reading of the same passages until reaching predetermined fluency criteria. Performance feedback was provided after each reading attempt, focusing on accuracy, speed, and expression, with specific attention to the unique challenges of Arabic orthography including vowel recognition, letter position variants, and morphological patterns.
The detailed session structure and progression are presented in Table 1, which outlines the specific activities, objectives, and materials used across the 24 intervention sessions. Each session was carefully designed to build upon previous learning while maintaining engagement through varied text selections and progressive difficulty levels.

Table 1. Repeated Reading Intervention Program Sessions

Week	Session	Objectives	Activities	Text Type
1	1-3	– Introduce repeated reading concept – Establish baseline fluency – Build comfort with process	– Instructor modeling – Guided practice – Individual reading attempts	Simple narrative texts (50-75 words)
2	4-6	– Improve reading accuracy – Develop rhythm and pacing – Enhance word recognition	– Echo reading – Paired reading – Performance feedback	Descriptive passages (75-100 words)
3	7-9	– Increase reading speed – Maintain accuracy levels – Build confidence	– Timed repeated readings – Progress monitoring – Self-assessment	Cultural stories (100-125 words)
4	10-12	– Enhance expression and prosody – Develop comprehension – Apply decoding strategies	– Expressive reading practice – Comprehension questions – Strategy instruction	Poetry and verse (75-100 words)
5	13-15	– Consolidate fluency gains – Transfer skills to new texts – Build automaticity	– Novel text applications – Peer modeling – Fluency assessments	Informational texts (125-150 words)
6	16-18	– Develop advanced decoding – Handle complex morphology – Maintain motivation	– Morphological analysis – Root-pattern practice – Motivational feedback	Classical Arabic excerpts (100-125 words)
7	19-21	– Integrate all skills – Prepare for independence – Build self-efficacy	– Independent practice – Self-monitoring – Goal setting	Mixed genre texts (150-175 words)
8	22-24	– Demonstrate mastery – Celebrate progress – Plan continued practice	– Performance assessments – Reflection activities – Future planning	Student-selected texts (Variable length)

Note: Each session included a 5-minute warm-up, 35 minutes of core activities, and a 5-minute wrap-up and feedback. Text difficulty was adjusted based on individual student performance and Arabic morphological complexity.

The control group continued with standard Arabic reading instruction during the same time period, following the

regular curriculum without specific repeated reading interventions. Both groups received equivalent instructional time and access to reading materials to control for exposure effects. Post-intervention measurements were collected immediately following the eight-week intervention period for both groups. To assess the sustainability of intervention effects, follow-up measurements were conducted four weeks after the completion of the intervention using the same instruments and procedures as the baseline assessment.

Data Analysis

Data analysis was conducted using SPSS version 27.0 with repeated measures ANOVA to examine changes in reading self-efficacy and fear of negative evaluation across the three time points. Before analysis, assumptions of normality, sphericity, and homogeneity of variance were evaluated. Greenhouse-Geisser corrections were applied when sphericity assumptions were violated. Pairwise comparisons with Bonferroni adjustment were conducted to examine specific differences between time points within and between groups at each measurement occasion.

Results

The present study examined the effectiveness of repeated reading intervention on reading self-efficacy and FNE among Arabic-speaking preparatory students through a randomized controlled trial design. Data were analyzed using repeated measures ANOVA to assess changes across three time points: pre-intervention, post-intervention, and follow-up measurements.

As shown in Table 1, the experimental group demonstrated substantial improvement in reading self-efficacy from pre-intervention (M = 45.53, SD = 0.92) to post-intervention (M = 50.83, SD = 0.84), with these gains maintained at follow-up (M = 50.83, SD = 0.86). In contrast, the control group showed minimal change across time points, with scores remaining relatively stable from pre-intervention (M = 46.00, SD = 0.92) through follow-up (M = 46.40, SD = 0.86). Regarding FNE, the experimental group exhibited a notable decrease from pre-intervention (M = 34.23, SD = 0.72) to post-intervention (M = 30.80, SD = 0.70), with further improvement observed at follow-up (M = 30.20, SD = 0.67). The control group demonstrated only slight fluctuations in FNE scores across the measurement periods, from pre-intervention (M = 34.00, SD = 0.73) to follow-up (M = 33.60, SD = 0.67).

Table 1. Descriptive Statistics for reading self-efficacy and FNE Across Time Points

Variable	Group	Pre-intervention		Post-intervention		Follow-up	
		M	SD	M	SD	M	SD
Reading self-efficacy	Experimental	45.53	0.92	50.83	0.84	50.83	0.86
	Control	46.00	0.92	46.16	0.84	46.40	0.86
FNE	Experimental	34.23	0.72	30.80	0.70	30.20	0.67
	Control	34.00	0.73	33.36	0.70	33.6	0.67

Note: M = Mean, SD = Standard Deviation.

The repeated measures ANOVA results, presented in Table 2, revealed significant main effects and interactions for both dependent variables. For reading self-efficacy, there was a significant main effect of time, $F(2, 116) = 57.855$, $p < .001$, $\eta^2p = 0.49$, indicating substantial changes across measurement periods. A significant main effect of group was also observed, $F(1, 58) = 5.975$, $p = .018$, $\eta^2p = 0.09$, suggesting differences between experimental and control conditions. Most importantly, a significant time × group interaction emerged, $F(2, 116) = 46.702$, $p < .001$, $\eta^2p = 0.44$, demonstrating that the pattern of change over time differed significantly between groups, with a large effect size indicating that the intervention had a substantial impact on reading self-efficacy development.

Table 2. Repeated Measures ANOVA Results for RSE and FNE

Variable	Source	Df	F	p	η^2p
reading self-efficacy	Time	2	57.855	< .001	0.49
	Group	1	5.975	.018	0.09
	Time × Group	2	46.702	< .001	0.44
	Error	116	---	---	---
FNE	Time	2	19.764	< .001	0.25
	Group	1	4.728	0.03	0.07
	Time × Group	2	11.826	< .001	0.16
	Error	116	---	---	---

Note: df = degrees of freedom, η^2p = partial eta squared effect size.

For FNE, the analysis revealed a significant main effect of time, $F(2, 116) = 19.764$, $p < .001$, $\eta^2p = 0.25$, indicating meaningful changes across measurement periods. A significant main effect of group was observed, $F(1, 58) = 4.728$, $p = .03$, $\eta^2p = 0.07$,

suggesting differences between experimental and control groups. The time × group interaction was statistically significant, $F(2, 116) = 11.826$, $p < .001$, $\eta^2p = 0.16$, with a medium effect size, indicating that the repeated reading intervention differentially affected FNE levels between the experimental and control groups over time.

As displayed in Table 3, pairwise comparisons examining within-group changes over time with Bonferroni adjustment revealed significant patterns. For the experimental group's reading self-efficacy, significant improvements were observed from pre-intervention to post-intervention (Mean Difference = 5.30, SE = 0.48, 95% CI [4.11, 6.48], $p < .01$) and from pre-intervention to follow-up (Mean Difference = 5.40, SE = 0.45, 95% CI [4.27, 6.52], $p < .01$). No significant difference was found between post-intervention and follow-up measurements (Mean Difference = 0.10, SE = 0.32, 95% CI [4.11, 6.48], $p > .05$), indicating that gains were maintained over time. The control group showed no significant changes across time point comparisons, with all differences falling well below statistical significance.

Table 3. Pairwise Comparisons of Treatment Effects with Bonferroni Adjustment

Variable	Group	Comparison	Mean Difference	SE	95% CI	
					Lower	Upper
Reading self-efficacy	**Experimental**	Pre vs. Post	5.30**	0.48	6.48	4.11
		Pre vs. Follow-up	5.40**	0.45	6.52	4.27
		Post vs. Follow-up	0.10	0.32	4.11	6.48
	Control	Pre vs. Post	0.167	0.48	1.35	1.02
		Pre vs. Follow-up	0.40	0.45	1.52	0.72
		Post vs. Follow-up	0.23	0.32	1.04	0.57
FNE	**Experimental**	Pre vs. Post	3.43**	0.65	1.81	5.05
		Pre vs. Follow-up	4.03**	0.64	2.45	6.61
		Post vs. Follow-up	0.60	0.28	0.09	1.29
	Control	Pre vs. Post	0.63	0.65	0.98	2.25
		Pre vs. Follow-up	0.40	0.64	1.17	1.97
		Post vs. Follow-up	0.23	0.28	0.92	0.46

Note: SE = Standard Error, CI = Confidence Interval, **p < .01 after Bonferroni adjustment.

Regarding FNE in the experimental group, significant reductions were observed from pre-intervention to post-intervention (Mean Difference = 3.43, SE = 0.65, 95% CI [1.81, 5.05], $p < .01$) and from pre-intervention to follow-up (Mean Difference = 4.03, SE = 0.64, 95% CI [2.45, 6.61], $p < .01$). The difference between post-intervention and follow-up was not statistically significant (Mean Difference = 0.60, SE = 0.28, 95% CI [-0.09, 1.29], $p > .05$), suggesting sustained improvements in FNE levels. Similar to the reading self-efficacy findings, the control group demonstrated no significant changes in FNE across any measurement periods.

Table 4 presents between-group comparisons at each time point with Bonferroni adjustment. For reading self-efficacy, no significant difference existed between groups at pre-intervention (Mean Difference = 0.46, SE = 1.30, 95% CI [-2.14, 3.07], $p > .05$), confirming successful randomization. However, significant between-group differences emerged at post-intervention (Mean Difference = 4.66, SE = 1.19, 95% CI [2.28, 7.05], $p < .01$) and were maintained at follow-up (Mean Difference = 4.53, SE = 1.22, 95% CI [2.07, 6.98], $p < .01$), with the experimental group demonstrating superior reading self-efficacy compared to the control group.

Table 4. Between-Group Pairwise Comparisons at Each Time Point with Bonferroni Adjustment

Variable	Time Point	Mean Difference	SE	95% CI	
				Lower	Upper
Reading self-efficacy	Pre-intervention	0.46	1.30	3.07	2.14
	Post-intervention	4.66**	1.19	2.28	7.05
	Follow-up	4.53**	1.22	2.07	6.98
FNE	Pre-intervention	0.23	1.02	0.58	4.54
	Post-intervention	2.56**	0.98	5.30	1.49
	Follow-up	3.40**	0.95	1.49	5.30

Note: **p < .01 after Bonferroni adjustment.

For FNE, groups were equivalent at pre-intervention (Mean Difference = 0.23, SE = 1.02, 95% CI [-1.82, 2.28], $p > .05$), again confirming appropriate baseline comparability. Significant between-group differences favoring the experimental group emerged at post-intervention (Mean Difference = 2.56, SE = 0.98, 95% CI [0.60, 4.52], $p < .01$) and follow-up (Mean Difference = 3.40, SE = 0.95, 95% CI [1.49, 5.30], $p < .01$), indicating that the repeated reading intervention successfully reduced FNE

compared to standard instruction.

The results demonstrate that the repeated reading intervention produced significant and sustained improvements in reading self-efficacy and FNE reduction among Arabic-speaking preparatory students. The large effect sizes for reading self-efficacy ($\eta^2p = 0.44$) and medium effect size for FNE ($\eta^2p = 0.16$) suggest that the intervention had meaningful practical significance. Importantly, the maintenance of gains from post-intervention to follow-up indicates that the benefits of the repeated reading intervention extended beyond the immediate intervention period, suggesting durable improvements in both psychological constructs essential for reading success.

Discussion

The present study investigated the effectiveness of repeated reading intervention on reading self-efficacy and FNE among Arabic-speaking preparatory students. The findings provide compelling evidence that repeated reading interventions can produce significant and sustained improvements in both psychological constructs, with implications that extend beyond immediate reading performance to encompass broader academic engagement and motivation.

The substantial improvements in reading self-efficacy observed in the experimental group align closely with existing literature on the effectiveness of repeated reading interventions across diverse populations. The large effect size ($\eta^2p = 0.44$) for the time × group interaction demonstrates that repeated reading intervention had a meaningful impact on students' beliefs about their reading abilities, consistent with meta-analytic evidence showing significant improvements in reading self-efficacy across various intervention studies (Unrau et al., 2017). These findings particularly resonate with research by Soleimani et al. (2022), who found that both assisted and unassisted repeated reading methods significantly improved vocabulary learning self-efficacy in English as a Foreign Language learners, with no significant difference between the two approaches. The parallel outcomes across different linguistic contexts suggest that the self-efficacy benefits of repeated reading may be universal, transcending specific orthographic systems.

The sustained maintenance of self-efficacy gains from post-intervention to follow-up measurements provides evidence for the durability of intervention effects, addressing a critical concern in educational research regarding the longevity of psychological interventions. This finding aligns with longitudinal research by Peura et al. (2021), who examined trajectories of change in reading self-efficacy and found that positive reading experiences can improve self-efficacy beliefs. The stability of gains observed in the current study suggests that repeated reading interventions may provide mastery experiences that, according to Social Cognitive Theory, serve as the strongest predictors of self-efficacy development (Usher & Pajares, 2006). Similar to the current study's focus on repeated reading intervention, Mohamad et al. (2025) investigated strategy-based instruction for improving reading skills among Arabic-speaking primary students.

The mechanism underlying these self-efficacy improvements likely relates to the structured nature of repeated reading interventions, which provide multiple opportunities for successful reading experiences. Each repetition allows students to experience incremental improvements in fluency and accuracy, creating the positive mastery experiences that Bandura identified as fundamental to self-efficacy development. This interpretation is supported by research with children with intellectual disabilities. Lestari et al. (2025) found that repeated reading improved reading fluency and increased self-confidence, which is closely related to self-efficacy. The success of the intervention with Arabic-speaking students extends this evidence to a population facing unique orthographic challenges, suggesting that the psychological benefits of repeated reading are robust across different linguistic and cultural contexts.

The significant reduction in FNE observed in the experimental group represents a novel contribution to the repeated reading literature, as direct investigations of this outcome have been limited in previous research. The medium effect size ($\eta^2p = 0.16$) for the time × group interaction indicates that repeated reading intervention had a meaningful impact on students' anxiety about being negatively judged during reading tasks. While the literature lacks direct studies examining repeated reading's impact on FNE, the current findings align with research showing indirect benefits through increased self-confidence (Lestari et al., 2025).

The reduction in FNE likely stems from the same mastery experiences that enhanced reading self-efficacy, as successful repeated reading attempts build confidence and reduce anxiety about reading performance in social contexts. This interpretation is consistent with research by Yue et al. (2022), who found that self-efficacy and FNE are inversely related, with higher self-efficacy predicting lower FNE and increased classroom participation. The cyclical nature of this relationship suggests that as students experience success through repeated reading, their confidence increases. At the same time, their fear of negative judgment decreases, creating a positive feedback loop that enhances overall academic engagement.

The sustained reduction in FNE from post-intervention to follow-up measurements is particularly significant, as it suggests that the psychological benefits of repeated reading extend beyond the immediate intervention period. This finding has important implications for classroom participation and academic risk-taking behaviors, as students less fearful of negative evaluation are more likely to engage actively in learning activities. Research by Cooper and Brownell (2020) and Downing et al. (2020) has shown that FNE significantly undermines both reading performance and classroom participation, reducing this psychological barrier particularly valuable for academic success.

This study supports the Social Cognitive Theory by showing that interventions targeting reading skills can have cascading effects on related psychological constructs, highlighting the interconnected nature of cognitive and emotional factors in learning. The large effect size for self-efficacy improvements and medium effect size for FNE reduction suggest that repeated reading interventions operate through multiple pathways to enhance reading-related psychological functioning. The findings also contribute to understanding how mastery experiences, as conceptualized in Bandura's self-efficacy theory, can

address multiple psychological barriers to learning. This dual benefit is crucial in educational contexts where confidence and reduced anxiety are essential for optimal learning outcomes.

The study has important implications for educational practice, especially in Arabic-speaking contexts. It suggests that repeated reading interventions can improve reading self-efficacy and reduce FNE, making them cost-effective and effective in resource-constrained settings. The sustained benefits extend beyond the intervention period, enhancing students' psychological well-being and academic engagement. The study emphasizes the importance of considering psychological outcomes when evaluating intervention effectiveness.

The effectiveness of repeated reading intervention with Arabic-speaking students addresses a significant gap in the literature, as most repeated reading research has been conducted with English speakers or other linguistic populations. Despite the unique challenges of Arabic orthography, the intervention's success suggests that the psychological benefits of repeated reading are robust across linguistic systems. This extends the applicability of these interventions to Arabic-speaking populations and supports the cross-cultural validity of the psychological mechanisms underlying these interventions. The study also emphasizes the importance of addressing cognitive and psychological dimensions of reading difficulties in Arabic-speaking students, particularly due to the structural features of Arabic script and the linguistic disconnect between spoken dialects and written Modern Standard Arabic.

While this study provides valuable evidence for the effectiveness of repeated reading interventions on psychological outcomes, several limitations should be acknowledged. The study's short follow-up period limits the long-term sustainability of the observed improvements. Future research should investigate the persistence of benefits over longer periods and the optimal duration and frequency of repeated reading interventions for maintaining psychological benefits. The study's focus on preparatory-level students requires further investigation for generalizability to other age groups and educational levels. Further research should examine the effectiveness of repeated reading interventions on self-efficacy and FNE across different developmental stages. Understanding the mediating mechanisms underlying these benefits could inform the development of more targeted and effective interventions.

Conclusion

The study reveals that repeated reading interventions can significantly improve reading self-efficacy among Arabic-speaking preparatory students, while reducing FNE. The findings are significant, as they extend existing literature on repeated reading interventions and demonstrate psychological benefits that complement cognitive and academic outcomes. The intervention's success in Arabic students with unique orthographic and linguistic challenges suggests its robustness across different cultural and linguistic contexts. These findings have significant implications for educational practice, supporting the implementation of repeated reading interventions as a comprehensive approach to addressing cognitive and psychological dimensions of reading difficulties. The study supports theoretical models emphasizing the interconnected nature of cognitive and emotional factors in learning, demonstrating that repeated reading is an efficient and effective approach to supporting student learning and psychological well-being in educational settings.

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