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THE EFFECTIVENESS OF AN INTEGRATED APPROACH TO TEACHING WRITING SKILLS IN FOREIGN LANGUAGES: A COMPREHENSIVE LITERATURE REVIEW

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Abstract

This study examined the efficacy of an integrated method for teaching writing skills in foreign languages. The hypothesis suggests that an integrated method is superior to traditional methods in fostering language acquisition and development. A comprehensive literature review was performed utilizing scientific literature analysis and analytical-synthetic methods to assess the existing research on the effectiveness of integrated writing instruction. According to the findings, providing integrated writing instruction demonstrates substantial progress in writing proficiency, grammar, vocabulary acquisition, and comprehensive language development, particularly in the context of teaching Arabic as a foreign language (AFL) at the tertiary level. Moreover, integrated writing instruction encourages a more holistic and communicative approach to language learning by engaging students in authentic writing tasks and developing their skills in meaningful contexts. The potential benefits of incorporating technology and multimedia resources into integrated writing instruction are also discussed, as these tools can enhance learning experience and facilitate language development. However, the effectiveness of integrated writing instruction may vary depending on the specific context and needs of the learners, and some studies suggest that it may not be as effective for all learners or situations. Further research is needed to understand these variations and to develop more targeted instructional approaches. The findings of this review article provide strong evidence of the effectiveness of an integrated approach to teaching writing skills in foreign languages, highlighting its importance in meeting the evolving demands of language education in a globalized world. However, it is important to note that the effectiveness of integrated writing instruction may vary depending on the specific context and needs of learners. Some studies have found that integrated writing instruction may not be as effective for all learners or in all situations, and further research is needed to understand these variations and develop more targeted instructional approaches.

Keywords Integrated approach, writing skills, Arabic, teaching methodology, foreign language, language learning, traditional approach, writing, teaching practice, communicative competence.

INTRODUCTION

The academic community has long prioritized the development of linguistic abilities such as reading, writing, listening, and speaking in the field of foreign language instruction. However, recent years have seen growing recognition of the

importance of incorporating complementary skills, such as critical thinking, problem-solving, and communication, into language instruction. The ability to write proficiently in a foreign language is crucial for success in both academic and professional settings. Unfortunately, many students face difficulties in writing in a foreign

language, and there is a need for more effective and comprehensive approaches to teaching these skills. Previous research has demonstrated that conventional methods for teaching writing skills in foreign languages can be ineffective and that integrated approaches that incorporate other skills and subjects can prove more effective in promoting language learning and advancement. Despite the growing recognition of the value of integrated approaches to teaching writing skills in foreign languages, there is still a scarcity of research on specific strategies and techniques that can be utilized to effectively implement these approaches in the classroom. This study aims to bridge this knowledge gap by examining the effectiveness of an integrated approach for teaching writing skills in foreign languages.

An integrated approach to teaching foreign languages emphasizes the combination of various language skills and the inclusion of cultural, intercultural, and content-based elements to enhance language acquisition. This holistic method seeks to develop listening, speaking, reading, and writing skills concurrently, often through the use of authentic materials and real-world contexts (Lin, 2010; Solnyshkina & Qizi, 2024; Wuntu et al., 2023). Interestingly, although an integrated approach is widely advocated, its implementation varies across educational contexts. For instance, folklore narratives have been shown to correlate significantly with improved English language skills in EFL students, suggesting that culturally rich content can bolster language learning (Wuntu et al., 2023). Additionally, the need for specialized curricula catering to students with specific academic backgrounds, such as those in computer specialties, highlights the adaptability of integrated approaches to meet diverse learning needs (Kugai & Vyshnevskaya, 2023). Thus, an integrated approach to foreign language teaching is multifaceted, combining linguistic and cultural competencies with tailored content to foster a

comprehensive language proficiency. This approach is supported by evidence demonstrating its effectiveness in various educational settings and learner populations. However, it should be noted that some studies have raised concerns about the potential negative consequences of this approach, including increased stress and decreased intrinsic motivation among learners. For instance, Smith et al. (2019) found that when students were given grades for their participation in group projects, it led to a decrease in intrinsic motivation and an increase in stress levels, highlighting the need for alternative assessment methods that promote a more positive learning environment.

It is a dynamic pedagogical strategy that responds to the evolving demands of language education in a globalized world (Kugai & Vyshnevskaya, 2023; Lin, 2010; Solnyshkina & Qizi, 2024; Wuntu et al., 2023). This approach has become increasingly important, as language educators strive to provide learners with the skills needed to effectively communicate in an ever-changing global landscape. As language education continues to evolve, it is imperative that educators remain up-to-date with the latest techniques and methodologies to ensure that their learners are equipped with the communication skills necessary for success in today's interconnected world. For example, incorporating technology into language instruction has become increasingly important in recent years. Educators can use online resources, such as language learning apps and websites, to supplement traditional classroom instruction and provide learners with additional opportunities to practice and improve their language skills. Additionally, educators can use video-conferencing tools to create a more immersive and interactive learning experience for their students, allowing them to engage with native speakers and gain valuable exposure to real-world language use. However, some argue that relying solely on video-

conferencing tools may not be sufficient to develop fluency in a language. Although these tools can provide valuable exposure to real-world language use, they may not offer the same level of comprehensive language instruction provided in a traditional classroom setting. By contrast, traditional classroom settings offer a more structured and comprehensive approach to language instruction, which includes personalized feedback from a teacher and the opportunity to practice speaking and listening in a supportive environment. For example, students in a traditional language class may participate in group discussions, role-playing exercises, and other interactive activities that help reinforce their understanding of the language.

Evolution of the integrated approach in foreign language education

Generally, the integrated approach, as a concept, has been mentioned in several papers as part of a broader discussion of methodologies and pedagogical strategies in language education. For instance, Isaieva (2024) discussed the content and language integrated learning approach among other methods but did not attribute its origin to a specific individual or group. Similarly, Allahverdiyeva (2023) described the integration of language learning by foreign students through the Personal Multilingual Portfolio (PMP) without crediting its inception to a particular entity. Therefore, it is important to note that the integrated approach to language teaching is a pedagogical strategy that blends language and content learning, whereby students learn a subject and a new language at the same time. The integrated approach in foreign language education has evolved to encompass a broader educational spectrum, focusing not only on linguistic skills, but also on the holistic development of learners. Suo (2015) suggests that foreign language education (FLE) in China has traditionally emphasized

language skills at the expense of creativity and critical thinking, advocating for a shift towards holistic education. Similarly, Kuznetsova and Pushkareva (2022) emphasize the value formation of a personality within FLE, indicating a move towards a more integrated and value-based approach. Contradictions arise when the practical applications of these integrated approaches are considered. Dan and Yuwei (2021) highlights the gap between policy formulation and implementation in Italy, suggesting that while the theory of integrated approaches is well-established, the practice may lag behind. Kohonen et al. (2014) further supports the evolution towards intercultural action competence, which requires a balance between external learning factors and the learner's internal capacities. Overall, the integrated approach in FLE has expanded to include not only language acquisition, but also personal and cultural development, aiming to foster global citizenship and intercultural competence (Bringle & Clayton, 2022; Kohonen et al., 2014). However, challenges remain in its implementation, as evidenced by the discrepancies between policy and practice (Dan & Yuwei, 2021). The evolution of this approach reflects a growing recognition of the multifaceted nature of language education and its potential to contribute to individuals' holistic growth (Kuznetsova & Pushkareva, 2022; Suo, 2015). Furthermore, this perspective underscores the importance of integrating language learning with other aspects of personal development such as cognitive, social, and emotional growth. Additionally, this perspective emphasizes the significance of incorporating language learning into educational curricula and extracurricular activities, as it can enhance students' overall development and prepare them for success in a globalized world. Furthermore, it is important to note that language learning can also benefit individuals outside an academic setting. By

incorporating language learning into workplace training and professional development programs, organizations can improve communication and collaboration among employees with diverse linguistic backgrounds. On the other hand, some argue that language learning should not be a mandatory part of workplace training programs, as employees may already have their own preferred methods of communication and may not want to invest time and effort in learning a new language.

Integrated approach in teaching receptive skills of a foreign language

An integrated approach to teaching receptive skills in a foreign language, which includes both listening and reading, is supported by literature as a beneficial strategy for language acquisition. The pedagogical implications of integrating these skills are highlighted by the positive effects of extensive practice in listening and reading early in language studies (Glisan 1988). Furthermore, the bimodality concept of comprehension/learning in English for Academic Purposes (EAP) suggests that academic listening and reading can complement each other, enhancing the effectiveness of instruction in these areas (Murphy, 1996). Interestingly, while the integration of listening and reading skills is advocated, research also indicates that vocabulary teaching plays a crucial role in improving these receptive skills (Amirzai, 2021). Moreover, the introduction of a second foreign language into primary education has been shown to have a positive impact on the acquisition of subsequent languages, suggesting that early exposure to multiple languages can enhance overall language competence (Hoti et al., 2011). For this reason, the literature suggests that an integrated approach to teaching receptive skills in foreign languages is advantageous. It not only fosters a more holistic understanding of language, but also aligns with findings that support the interrelatedness of

listening and reading skills and the importance of vocabulary acquisition. Educators are encouraged to consider these findings when designing curricula and instructional strategies to optimize language-learning outcomes. To ensure that students are able to effectively communicate in the target language, educators should incorporate opportunities for authentic language use, such as conversations with native speakers or real-life scenarios, into their instructional strategies. While incorporating authentic language use is important for developing students' communication skills, it is also essential to recognize that relying solely on such experiences may not be sufficient. Some students may struggle to apply their language skills in real-life situations, and teachers should supplement their experiences with structured language-learning activities to ensure comprehensive language development. For instance, a teacher could assign a role-playing activity in which students must engage in a conversation in the target language, such as ordering food at a restaurant or booking a hotel room. This provides an opportunity for students to practice their language skills in a practical context and build confidence in their ability to communicate effectively.

Integrated approach in teaching productive skills of a foreign language

The integrated skills approach to teaching the productive skills of a foreign language, which includes speaking and writing, is supported by the argument that language skills are interrelated and most effectively learned when integrated (Shoxobiddinov, 2022). This approach is contrasted with the segregated skills approach, where receptive and productive skills are taught separately. The integrated approach is further exemplified by the use of the project method, which emphasizes the development of communicative competency through real-life

interactions, integrating all four language skills (Kotkovets, 2014). Interestingly, although the integrated approach is advocated, there are variations in its application and effectiveness. For instance, a study involving Indonesian students highlighted the use of Communicative Language Teaching (CLT) strategies within an integrated skills framework to enhance speaking and writing skills (Dewi and Muslim, 2024). Similarly, the use of Web 3.0 tools has demonstrated significant improvements in EFL productive skills among secondary students (Al-Marakbi, 2020). However, a study comparing coursebooks based on the CEFR indicated a need for better alignment with the competences specified for productive skills (Demirel & Fakazli, 2021). Moreover, the need to integrate research on the writing-as-a-process into teaching practices was emphasized, suggesting that the integrated approach should also consider the process of skill acquisition (Mesana, 2004). Following this, the integrated skills approach is widely recognized as effective for teaching productive skills in a foreign language context. It benefits from incorporating communicative practices and technology as well as aligning with established frameworks such as the CEFR. However, the approach should be tailored to address the specific needs of learners and consider the process of skill development. Evidence suggests that, when implemented thoughtfully, the integrated approach can significantly enhance learners' speaking and writing abilities in a foreign language. However, it is important to note that the effectiveness of the integrated approach may vary depending on an individual learner's needs and learning style. Some may find this approach too overwhelming, or may prefer a more traditional method of language learning. In addition, the quality of implementation can significantly impact the results of the integrated approach. For example, if the integrated approach is poorly executed, it may not produce the desired results

and may even lead to negative consequences. However, if the implementation is well planned and executed, it can lead to positive outcomes and improved overall performance.

Integrated approach in teaching grammar skills of a foreign language

The integrated approach to teaching grammar skills in a foreign language combines explicit instruction with contextualized practice, aiming to balance the focus on form with meaningful communication. This method aligns with the findings of various studies suggesting that a multifaceted approach to grammar instruction can be beneficial. For instance, the communicative approach, which emphasizes the use of language in context, is complemented by the traditional approach's focus on grammar and sentence structure, especially when the target language's structure differs significantly from that of the learners' native language (Joukouljian, 2016). Similarly, the COOL Informatics approach integrates computational methods and visual organizers such as UML diagrams to make grammar instruction more comprehensible and memorable (Rottenhofer et al., 2020). Moreover, the use of authentic materials has been shown to aid the development of grammar skills among young learners (Malova, 2016), and cooperative language learning has been recognized for its advantages in language acquisition, including grammar (Zhang, 2010). However, learners and educators have contrasting views and preferences regarding the role of grammar instruction. While some heritage language learners prefer integrated or contextualized grammar instruction, foreign language learners do not show a clear preference, even though both groups acknowledge the value of explicit grammar instruction (Silva, 2020). Additionally, research indicates that learners' perceptions of the role of grammar in language acquisition should be considered when developing

teaching methods (Enriketa & Ostrosi, 2015). Taking all these into consideration, it can be said that the integrated approach to teaching grammar in foreign language instruction is supported by empirical evidence and pedagogical theory. It combines the strengths of different instructional methods to cater to diverse learners' needs and preferences, thereby enhancing the overall effectiveness of grammar acquisition. This approach is corroborated by the positive outcomes reported in studies employing a variety of instructional strategies, from visual aids to cooperative learning environments. Although some studies have shown positive outcomes with various instructional strategies, it is important to note that these strategies may not be equally effective for all learners and may require further evaluation on an individual basis. For example, differentiated instruction, which tailors' instruction to meet the unique needs of each student, has been shown to be effective in improving student outcomes. However, careful planning and ongoing assessment are required to ensure that it meets the needs of all learners in the classroom.

Integrated approach in teaching vocabulary skills of a foreign language

The integrated approach to teaching vocabulary skills of a foreign language emphasizes the combination of explicit instruction with the use of vocabulary in context, often through immersion in subject matter or through the use of technology and interactive methods. This approach is supported by the systematic systemic approach to teaching vocabulary, which is important for the development of speech skills and abilities in the context of teaching Russian as a foreign language (Khokhlova & Nemich, 2023). Similarly, the immersion approach, in which the target language is used as a vehicle for teaching other subjects, has been shown to result in higher levels of language

skills and more positive attitudes towards language study, suggesting its feasibility and desirability for college foreign language programmes (Sternfeld, 1988). Contradictions arise when the effectiveness of different teaching environments and resources is considered. For instance, stakeholders in Ecuador perceive technological skills and resources more positively in private institutions, indicating a disparity in the quality of vocabulary instruction related to the availability of technological support in different educational settings (Gonzalez-Torres et al., 2023). Moreover, the use of project and gaming technologies is advocated for enhancing vocabulary learning, taking into account the age peculiarities of learners, which aligns with the integrated approach of fostering independence and active learning (Kopzhasarova et al., 2023). Hence, the integrated approach to teaching vocabulary skills in a foreign language is multifaceted and involves a combination of explicit instruction, contextual immersion, and the use of interactive technologies. This approach is supported by research that underscores the importance of a systematic approach to vocabulary learning (Khokhlova & Nemich, 2023), benefits of immersion programs (Sternfeld, 1988), and advantages of incorporating project and gaming technologies (Kopzhasarova et al., 2023). The approach is also informed by stakeholders' perceptions of the role of technology in vocabulary instruction (Gonzalez-Torres et al., 2023), suggesting that, while the integrated approach is beneficial, its implementation may vary based on institutional resources and environments. Therefore, the approach recognizes the importance of considering individual differences, contextual factors, and stakeholders' perceptions of the implementation of technology in vocabulary instruction. This tailored approach may lead to more effective and sustainable improvements in the language proficiency and academic success of

students. However, some critics argue that a tailored approach may not be feasible for all students, particularly for those with limited resources and support, which could lead to disparities in educational outcomes.

Integrated approach in teaching the Arabic language

The integrated approach to teaching Arabic involves combining various methods, technologies, and contexts to enhance language proficiency. This approach is reflected in studies that explore different facets of Arabic language education by employing modern technologies and e-learning platforms to incorporate cultural activities and alternative media into the curriculum. Studies have demonstrated that the audio-lingual method, adapted for visually impaired students, shows positive outcomes in engagement and language proficiency (Efendi et al., 2023). Similarly, the use of a Learning Management System (LMS) like arabi.id has been found to significantly improve the language skills of non-native speakers (Ismail et al., 2023). The integration of modern technologies and e-learning has also been emphasized as a means of attracting learners and enriching the learning process (Khalil, 2022). Moreover, the Arabic Preparatory School for Girls in Brunei illustrates the effectiveness of combining extracurricular activities with classroom learning to enhance language use and proficiency (Ahmed & Gad, 2024). The potential of artificial intelligence in teaching Arabic suggests benefits in content customization and interactive learning (Utilizing artificial intelligence, 2024). The comprehensive approach at MI Daarul Mutaalimin, which includes structured lesson planning and evaluation, highlights the importance of careful execution in language education (Haq & Anwar, 2023). Innovative teaching methodologies, such as using domino media, have been shown to increase students' involvement and understanding of

Arabic grammar (Najwa et al., 2023). The "Handbook for Arabic Language Teaching Professionals in the 21st Century" underscores the need for diverse materials and approaches in teacher education and training (Wahba et al., 2014). Efforts to increase autonomous motivation among learners in Japan involve assessing psychological characteristics and refining instructional methods (Sumi & Sumi, 2021). Lastly, a study of Chinese students learning Arabic indicates that instrumental motivations are predominant, suggesting the need for an environment that fosters both instrumental and integrative motivations (Al-Nahdi & Zhao, 2022). Accordingly, the integrated approach to teaching Arabic is multifaceted, incorporating various teaching methods, technologies, and cultural immersion to cater to diverse learner needs and motivations. This approach is supported by evidence of enhanced language proficiency and learner engagement. It is crucial for educational institutions to adopt integrated methods to keep pace with technological advancements and meet the evolving demands of Arabic language learners. To ensure that students are equipped with the necessary skills to succeed in today's digital age, educational institutions must incorporate technology-based learning methods into their curricula alongside traditional teaching approaches. For instance, the American University in Cairo has implemented an integrated approach to teaching Arabic, incorporating technology and innovative teaching methods to enhance students' learning experiences.

Integrated approach in teaching writing skills of a foreign language

The integrated approach to teaching writing skills in foreign languages emphasizes the simultaneous development of multiple language competencies, including reading, listening, speaking, and writing, rather than solely focusing on writing products.

This approach is grounded in the belief that language skills are interrelated, and that engaging students in activities that combine these skills can lead to more effective language acquisition (Kotkovets, 2014; Mesana, 2004). Interestingly, while there is consensus on the benefits of an integrated approach, challenges persist in its implementation. For instance, traditional teaching practices and materials may still prioritize the writing product over the process, and the integration of research findings into teaching practices is not always straightforward (Mesana, 2004). Additionally, the emotional aspects of language learning, which can significantly impact writing skill development, are often overlooked, suggesting a need for methodologies that address the affective domain of learners (Guo, 2023). Therefore, an integrated approach to teaching writing skills in foreign languages is supported by research as a means of enhancing communicative competence and overall language proficiency. However, this approach requires careful consideration of the teaching materials, methodologies, and emotional well-being of learners to be effectively implemented. The integration of content, such as folklore or science, and the use of technology and AI tools, are promising strategies that can support this holistic approach to language instruction (Chauca et al., 2023; Song & Song, 2023; Wuntu et al., 2023). One of the key advantages of the integrated approach in teaching foreign language writing skills is that it allows for the incorporation of diverse and engaging content, such as folklore or science, which can capture learners' interest and imagination, thereby promoting greater engagement and motivation. Additionally, the use of technology and AI tools can provide learners with a range of resources and tools to support their writing and language learning, including grammar and vocabulary support, automated feedback, and collaborative writing tools. However, it is

important to note that the integrated approach may also present some challenges and limitations, such as the need for careful selection and integration of content as well as the potential for technology and AI tools to be overreliant upon, which may lead to a decline in learners' critical thinking and writing skills.

METHODS

The methods presented below have been put into practical application based on the theoretical aspects of incorporating an integrated approach in fostering students' proficiency in the Arabic language, as the article is rooted in the examination of such aspects.

▪ **The scientific method of literature analysis** plays a pivotal role in critically examining all available literature on the chosen topic, despite being a time-consuming theoretical research approach. Specifically, the materials were categorized and notes were taken in relevant places according to the research plans and tasks. During the critical evaluation of the literature, the accomplishments in domestic and international scientific research on the topic were considered, and the various viewpoints put forth by researchers and scientists on the given problem were clarified. This process enabled the identification of research perspectives and the formulation of a working hypothesis. In particular, this method helped determine the history of the subject under study, the updated principles of this subject in the digital world, and areas that require further investigation in this direction.

▪ The implementation of an integrated approach for teaching foreign language skills is a complex process in higher education. **The analytical-synthetic method** has played an essential role in addressing the challenging issues that arise in the process of applying this approach and teaching writing skills to future Arabic language educators at HEIs. One of the key benefits of this method is that it supports our research hypotheses:

How has the integrated approach developed historically in foreign language education?

– *What merits and demerits of utilizing the integrated approach exist in the context of higher education?*

– *What correlations exist between the integrated approach and basic foreign language skills, such as productive, receptive, grammatical, and vocabulary skills?*

– *What methods can be employed to incorporate an integrated approach into the development of students' fundamental foreign language abilities, specifically in the context of teaching Arabic at a higher education level?*

RESULTS AND DISCUSSION

Integrated approach in teaching speaking skills of the Arabic language in higher education

The integrated approach to teaching speaking skills of the Arabic language as a foreign language in higher education emphasizes the combination of student-centered teaching methods with coaching and mentoring elements. This approach has been shown to be effective at the National University of Malaysia (UKM), where improvements in Arabic speaking proficiency were observed among students taking the PPPJ3503 Oral Arabic Language Course (Yaacob & Bakar, 2018). Similarly, the Ar-Rayah College of Languages (STIBA) in Sukabumi successfully implemented strategies that included a comprehensive Arabic language teaching curriculum and the use of native speaking lecturers, which resulted in students speaking Arabic fluently within approximately six months (Sutaman et al., 2021). However, there are challenges in teaching speaking skills, such as the scarcity and ambiguity of pedagogies for transferring the skills necessary for oral communication (Demiröz, 2023). These challenges are also present in the context of English as a Foreign Language (EFL), where aspects such as pronunciation, vocabulary, fluency, and grammar are critical, and teachers face difficulties such as large class sizes and a lack of practice opportunities (Sharma, 2024). Despite these challenges, the integrated approach offers

opportunities for authentic communication tasks, technology integration, and peer interaction, which can enhance the quality of speaking skills in foreign language contexts (Sharma, 2024). Accordingly, the integrated approach to teaching speaking skills in Arabic as a foreign language in higher education is supported by evidence of its effectiveness in improving proficiency (Sutaman et al., 2021; Yaacob & Bakar, 2018). While challenges exist, the approach aligns with broader pedagogical strategies that emphasize interactive and engaging activities, authentic communication, and the use of technology, which are also applicable to other foreign language contexts (Demiröz, 2023; Sharma, 2024). Furthermore, the approach garnered positive feedback from both instructors and students alike, indicating its effectiveness in promoting language learning and skill development. As such, it is clear that this approach not only addresses the challenges associated with language instruction but also provides a valuable framework for enhancing the overall learning experience. On the other hand, some might argue that this approach could potentially limit the diversity of languages and cultural perspectives that students are exposed to, which could ultimately hinder their ability to communicate effectively with individuals from different backgrounds. For example, students who only learn one language may struggle to communicate with individuals who speak a different language, which could be a disadvantage in today's globalized world.

Integrated approach in teaching listening skills of the Arabic language in higher education

The integrated approach to teaching listening skills in Arabic as a foreign language (AFL) in higher education is underscored by the need for intercultural communication and development of high proficiency among diverse learners (Yacout, 2017). This approach aligns with the broader trend

in language education, which emphasizes the simultaneous development of listening and speaking skills, as real-life discourse does not segregate these skills (Yacout, 2017). Moreover, the integrated approach is supported by the cognitive and social dimensions of language learning as well as metacognitive strategies that enhance students' reflective thinking abilities and personal involvement in the learning process (Osadchaya, 2017). Interestingly, while the integrated approach is advocated, there is recognition of the importance of linguistic findings in the development of listening comprehension teaching techniques, suggesting that an understanding of language-specific perception peculiarities can inform effective teaching methods (Masalimova et al., 2016). This is complemented by the historical evolution of teaching methods, where listening comprehension has transitioned from passive to active skills, with the current emphasis on balanced skill development (Talikina, 2023). Additionally, the challenge of listening comprehension as a receptive skill in EFL contexts highlights the need for tailored strategies to assist students in overcoming learning anxiety and improving their competency (Su & Liu, 2012). Therefore, the integrated approach to teaching listening skills in AFL is supported by a body of research that recognizes the interplay between cognitive, social, and linguistic factors in language learning. While some might argue that teaching listening skills in AFL should focus solely on linguistic factors, research has consistently shown the importance of simultaneously addressing cognitive, social, and linguistic factors for effective language learning. For example, a teacher might use multimedia resources that incorporate both language and cognitive tasks, such as watching a video and answering comprehension questions, to help students develop their listening skills in AFL. This approach benefits from the incorporation of

metacognitive strategies and awareness of language-specific perception peculiarities. The evolution of teaching methods and the challenges faced by EFL learners further underscores the importance of an integrated approach that addresses the complexities of listening comprehension in higher education.

Integrated approach in teaching reading skills of the Arabic language in higher education

The integrated approach to teaching reading skills of the Arabic language to non-native speakers in higher education involves combining various pedagogical strategies to enhance comprehension and proficiency. The integrated approach in teaching reading skills of the Arabic language to non-native speakers in higher education involves combining various pedagogical strategies, such as explicit instruction, comprehension activities, and authentic materials, to enhance comprehension and proficiency and promote a deeper understanding of the Arabic language and culture. This approach can be viewed as a synthesis of the methods and findings presented in the literature. For instance, the application of Gagne's nine events of instruction, as discussed by Alhirtani et al. (2015), can be integrated into reading instruction to make the learning process more effective and engaging. Similarly, the use of modern media and e-learning tools, as highlighted by Khan et al. (2021), can be incorporated to facilitate the reading process, especially in the context of a pandemic or remote learning scenario. Interestingly, while the integrated approach emphasizes the use of diverse methods, it also requires careful consideration of the unique challenges associated with the Arabic language, such as its complex grammar and script (Mohideen, 2024). Moreover, the cultural and religious significance of Arabic (Ahmed, 2021) and the role of literary forms such as short stories (Al Btoush et al., 2020) and rhetoric (Ali, 2023) can

enrich the reading experience and provide a deeper understanding of the nuances of the language. In summary, the integrated approach to teaching Arabic reading skills in higher education should leverage the effective application of instructional events (Alhirtani et al., 2015), embrace modern e-learning tools (Khan et al., 2021), incorporate cultural and literary elements to address linguistic challenges (Mohideen, 2024), and enhance the overall learning experience. This approach aligns with the broader goals of language education, which aim to develop not only reading proficiency, but also cultural and communicative competence. While it is true that language education should aim to develop cultural and communicative competence, it is also important to consider practical applications of language learning. Fluency in a particular language can open new career opportunities and expand one's personal and professional networks. Thus, it is important to strike a balance between the development of cultural competence and practical language skills. For instance, in language learning, the ability to communicate effectively in the target language is crucial, but it is also essential to understand the cultural context and nuances of the language.

Integrated approach in teaching writing skills of the Arabic language in higher education

The integrated approach to teaching writing skills of the Arabic language as a foreign language in higher education is a multifaceted pedagogical strategy. It encompasses the use of various methods and tools to enhance the learning experience and address the challenges faced by nonnative speakers. This approach is supported by the genre approach, which integrates contrastive rhetoric, process writing, and situational variability of writing, and is considered promising in the context of foreign language teaching (Kolesnikova & Nevostrueva, 2021).

Contradictions and interesting facts emerge when the effectiveness of different teaching methods is considered. While the contextual approach and the use of interactive teaching materials are found to be effective at UIN Imam Bonjol Padang (Febriani & Bedra, 2023), challenges such as grammatical and phonological differences as well as composition errors persist among learners (Zulaeha, 2022). Moreover, the Translate Self-Review (TSR) method based on the Culturally Responsive Teaching (CRT) approach shows potential but also reveals a gap between theory and practice, indicating the need for adaptation to diverse learners' needs (Sulaeman et al., 2024). Additionally, the need for pedagogical competence development among Arabic professors has been highlighted (Zubair et al., 2023), and the use of application-based learning media and innovations in teaching methods have been emphasized (Huda et al., 2023). Therefore, the integrated approach to teaching Arabic writing skills in higher education is a dynamic and evolving field. It requires a combination of contextual learning, error analysis, culturally responsive methods, and innovative media applications to address learners' diverse needs. The approach should be flexible and adaptable, considering the specific challenges and opportunities presented by the Arabic language and learners' backgrounds. To enhance the efficacy of this approach, it is crucial to integrate the best practices from various pedagogical strategies and continuously refine teaching methods based on empirical research and classroom experiences. While it is important to integrate best practices from various pedagogical strategies and refine teaching methods based on empirical research and classroom experiences, some argue that relying solely on these approaches may not be sufficient to enhance the efficacy of the teaching and learning process. For example, the integrated approach to teaching Arabic to elementary-level students involves combining various instructional

strategies and media to enhance language proficiency. Syafri (2024) discussed the development of the Arabic-Roman Transliteration Module with Virtual Reality Concept (eTARRiM), which integrates transliteration and virtual reality to improve reading skills among primary school students. Similarly, Najwa et al. (2023) evaluated the use of domino media to improve the understanding of qawā'id, demonstrating that interactive learning can increase students' involvement and comprehension of Arabic language principles. Interestingly, while these studies focus on Arabic language learning, parallels can be drawn with Rorintulus and Wuntu (2023), who explore the effectiveness of incorporating songs into English language learning, and Wen (2023), who examines the impact of gamification on primary English learning. Both studies highlight the benefits of engaging and interactive methods, which could also be applicable to Arabic language instruction. In summary, an integrated approach to teaching Arabic at the elementary level is supported by the use of innovative and interactive methods such as virtual reality (Syafri, 2024) and domino media (Najwa et al., 2023), which can lead to improved language skills and student engagement. These findings align with broader educational research that advocates creative and engaging learning strategies to enhance language acquisition (Wen, 2023; Rorintulus & Wuntu, 2023).

CONCLUSION

Integrated writing instruction has gained significant popularity among educators in recent years, as they aim to enhance students' writing capabilities across various disciplines. However, research indicates that this approach may not prove equally effective for all learners or scenarios. Some studies have revealed that integrated writing instruction may not be as effective for all learners or situations, and additional research is necessary

to understand these variations and develop more tailored instructional techniques. This underscores the need for further research in this area, as the effectiveness of integrated writing instruction may vary depending on factors such as learners' proficiency levels, the subject matter being taught, and the specific writing tasks being assigned. Therefore, it is vital to conduct further research to determine the most effective methods of integrating writing instruction across disciplines and to develop targeted instructional approaches that can address the unique needs and challenges of different learners and situations.

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