Challenges and Solutions in Implementing the *Nazhāriyyah Al Wahdah* System in Arabic Language Learning: A Case Study from India

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A B S T R A C T

Background: Arabic language instruction has increasingly adopted the integrated system known as Nazhāriyyah Al Wahdah, which conceptualises language as a unified communicative whole rather than separate linguistic components; however, its implementation in diverse higher education contexts remains insufficiently examined. **Objective:** This study aims to analyse the challenges and identify strategic solutions for applying Nazhāriyyah Al Wahdah at the undergraduate level in the Department of Arabic at The New College, Chennai, India. **Method:** Using a qualitative case study design, data were collected through in-depth interviews, participatory observation, and document analysis, and were analysed using an interactive analytical model. **Result;** The findings reveal that limited instructional time and the absence of a language laboratory significantly hinder effective skill integration, resulting in uneven student proficiency. While grammar (tarkib) and dialogue (hiwar) demonstrate relatively stronger engagement, listening (istima'), vocabulary application (mufradat), translation, and extended writing (kitabah) remain underdeveloped. **Conclusion:** Ssuccessful implementation requires institutional alignment, professional teacher competence, and the establishment of an immersive Arabic language environment (bi'ah lughawiyah). **Contribution:** The research contributes by clarifying the gap between structural and functional integration and by extending the discourse on integrated Arabic pedagogy to a non-Indonesian context.

1. INTRODUCTION

Arabic language learning ideally functions not only as a means of linguistic competence but also as a gateway to understanding the primary sources of Islamic teachings, namely the Qur'an and Hadith (Nawas, 2025). Through Arabic instruction, learners are expected to develop religious understanding, moral integrity, and noble character, positioning language learning as both an intellectual and spiritual endeavour (Abdalla, 2025). In this ideal condition, Arabic language pedagogy should be communicative and integrative, fostering learners' comprehensive language skills, including listening, speaking, reading, and writing (Almelhes, 2024).

In practice, however, Arabic language learning often faces persistent challenges in instructional design, learner engagement, and pedagogical coherence (Sapawi et al., 2025). Many learning contexts still emphasise fragmented instruction, in which linguistic components such as grammar, vocabulary, and morphology are taught separately,

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resulting in limited communicative competence and reduced learner motivation (Nuss, 2022). These challenges highlight the need for a clear understanding of Arabic language-teaching systems and their practical implementation across diverse educational settings.

To address these pedagogical issues, Arabic language instruction has evolved through two major teaching systems: the separated system (*Nazhāriyyah al Furu'*) and the integrated system (*Nazhāriyyah al Wahdah*) (Wahdah et al., 2025). The *Nazhāriyyah al Wahdah* system conceptualises language as a unified whole used for communication, integrating linguistic elements and language skills within a single instructional framework (Iskandar et al., 2025). Unlike the separated approach, which isolates language components such as vocabulary, grammar, and syntax, the integrated system promotes holistic language use and meaningful communication (Akkakoson, 2013). In theory, this approach aligns more closely with communicative language teaching principles and supports deeper language acquisition.

Several previous studies have examined the implementation of the *Nazhāriyyah al Wahdah* system, particularly within Indonesian educational contexts (Farida et al., 2021; Ghozin & Khizanatul, 2023; Samsuddin et al., 2025). A study by Loi & Van Hong (2025) indicates that the integrated system can enhance students' comprehension and communicative abilities when implemented effectively. These studies also emphasise the importance of teacher competence, curriculum alignment, and institutional support in ensuring successful implementation (Wilhelm et al., 2019; Caena & Redecker, 2019). However, existing research primarily focuses on Islamic schools and higher education institutions in Indonesia, where sociocultural and curricular conditions differ significantly from those in other international contexts.

Despite its theoretical advantages, limited attention has been given to how the *Nazhāriyyah al Wahdah* system operates in non-Indonesian settings, particularly in higher education institutions outside Southeast Asia. This gap is especially evident in the Indian context, where Arabic is taught as a foreign or religious language within multicultural and multilingual academic environments. Differences in learner backgrounds, instructional traditions, and institutional policies may influence both the challenges faced and the solutions required when applying the integrated system.

Based on this gap, the research problem addressed in this study concerns the practical challenges encountered in implementing the Nazhāriyyah al Wahdah system in Arabic language learning at the undergraduate level in India, along with the strategies employed to overcome them. Therefore, this study aims to identify and analyse the problems and viable solutions associated with implementing the Nazhāriyyah Al Wahdah system in Arabic language learning at the Department of Arabic, The New College, Chennai, India. By exploring this case, the study seeks to contribute empirical insights that extend the understanding of integrated Arabic language instruction beyond previously studied contexts.

2. METHOD

2.1 Research Design

This study employed a qualitative case study design to explore in depth the challenges and solutions in implementing the Nazhāriyyah al Wahdah system in Arabic language learning. The qualitative case study approach was selected because it enables a comprehensive understanding of a specific educational phenomenon within its real-life context. By focusing on a single institutional setting, the study sought to generate detailed and contextually grounded insights into instructional practices and related challenges.

2.2 Research Object

The research was conducted at the Department of Arabic, The New College, Chennai, India. This institution was selected due to its implementation of the Nazhāriyyah al Wahdah system in undergraduate Arabic language instruction, making it a relevant and appropriate setting for examining the research problem.

The participants in this study were Arabic language lecturers and undergraduate students who were directly involved in implementing the Nazhāriyyah al Wahdah system. A purposive sampling technique was employed to select participants based on their experience, role, and active engagement in the teaching and learning process. This sampling strategy ensured that the selected participants possessed sufficient knowledge and insight into the phenomenon under investigation.

2.3 Data Collection

Data were collected using multiple techniques to ensure depth and triangulation. First, in-depth interviews were conducted to gather detailed perspectives from lecturers and students regarding the challenges and instructional strategies applied. Second, participatory observation was carried out to examine classroom practices and instructional dynamics directly. Third, a document analysis was conducted to review relevant instructional materials, curriculum documents, and institutional records supporting the implementation of the system. The use of multiple data sources enhanced the credibility and comprehensiveness of the findings.

2.4 Data Analysis

The data were analysed using the Interactive Model of Miles and Huberman. This model involves four interconnected stages: data collection, data reduction, data presentation, and conclusion drawing. During data reduction, relevant information was selected, coded, and organised systematically. The data were then presented in structured forms to facilitate interpretation. Finally, conclusions were drawn through iterative analysis and verification to ensure consistency and validity of the findings.

3. RESULT AND DISCUSSION

3.1 Result

The results of this study indicate that the implementation of *Nazhāriyyah Al Wahdah* in Arabic language learning has not yet achieved optimal effectiveness, despite its strong theoretical foundation. The findings reveal a significant gap between the conceptual principles of the integrated approach and its practical application in the classroom. Structural constraints such as limited instructional time, inadequate infrastructure, and the absence of a supportive language environment hinder the development of balanced language skills. Consequently, students demonstrate uneven proficiency, with stronger performance in grammar and dialogue but weaker abilities in listening, vocabulary application, translation, and composition writing. Overall, the results suggest that successful implementation requires not only methodological alignment but also institutional readiness and professional instructional support.
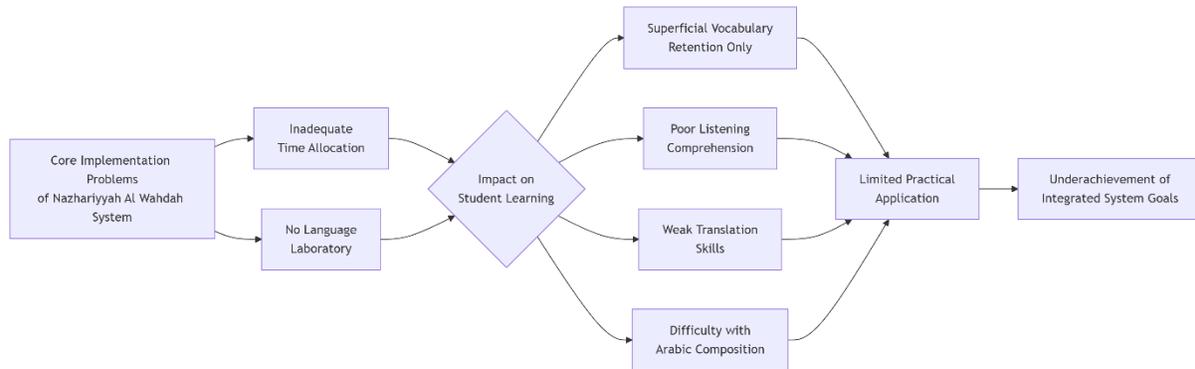

Figure 1. Key Problems Identified in Application

Figure 1 shows that Nazhāriyyah Al Wahdah faces several structural and pedagogical challenges in Arabic learning, including limited instructional time, lack of language labs, minimal practical practice, poor listening due to classroom acoustics, weak translation skills, and difficulty in writing compositions. Although the approach aligns theoretically with holistic language acquisition, its practical application remains weak. As a result, students show uneven proficiency, stronger in grammar and dialogue but weaker in listening, vocabulary use, and extended writing, highlighting a gap between the method's conceptual strengths and institutional readiness for effective implementation.

Table1. Student Competency Analysis Across Language Skills

Language Skill	Student Proficiency Level	Key Limitation Identified
Vocabulary (Mufradat)	Limited	Rote memorization without application in sentences
Listening (Istima')	Low	Classroom acoustics hinder audio clarity
Reading (Qira'ah)	Basic	Can read text but cannot translate accurately

Language Skill	Student Proficiency Level	Key Limitation Identified
Writing (Kitabah)	Developing	Can form sentences but struggles with composition
Dialogue (Hiwar)	Good	Active participation in classroom demonstrations
Grammar (Tarkib)	Good	Better understanding through discussion

Table 1 shows that students' Arabic language competencies are uneven across skills. Vocabulary and listening are limited to low levels, indicating that learning remains mainly based on memorisation without meaningful application, compounded by technical issues such as poor classroom acoustics. Reading and writing are fundamental to developing levels; however, students still struggle with accurate translation and paragraph composition. In contrast, dialogue and grammar demonstrate relatively strong performance, particularly because discussion and demonstration methods are more interactive. These findings suggest that learning becomes more effective when it involves active practice rather than purely theoretical instruction.
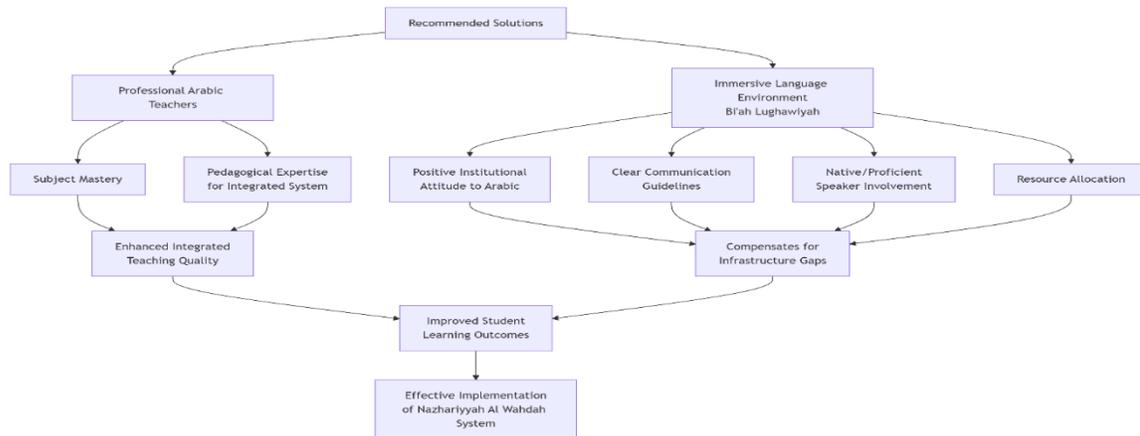

Figure 2. Proposed Solutions Framework

Figure 2 shows that the proposed solutions framework emphasises a systematic and integrated strategy to improve the implementation of *Nazhāriyyah Al Wahdah* through four main pillars: professional Arabic teachers, the establishment of an Arabic language environment (*bi'ah lughawiyah*), curriculum review, and infrastructure development. The framework highlights that strengthening teacher competence, providing immersive language exposure, reallocating instructional time, balancing theory and practice, and improving facilities, such as language laboratories and classroom acoustics, are essential to addressing the identified learning barriers. Overall, the figure illustrates that successful implementation depends not only on methodological alignment but also on institutional support and resource readiness.
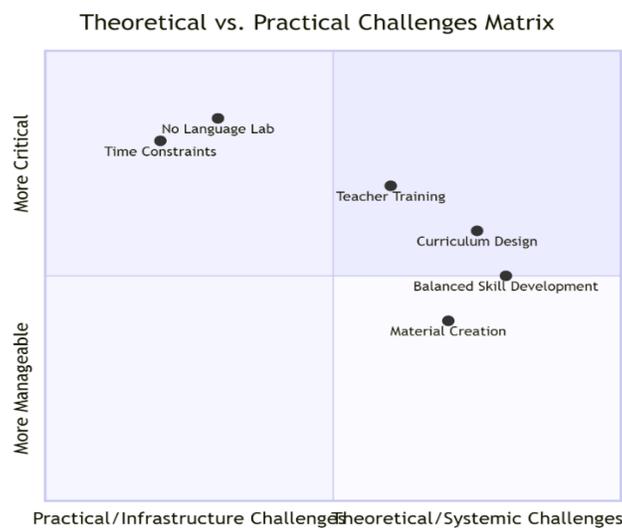

Figure 3. Theoretical vs Practical Challenges Matrix

Figure 2 shows a clear gap between the theoretical strengths of *Nazhāriyyah Al Wahdah* and the practical challenges encountered in its classroom implementation. While the approach conceptually promotes integrated, contextual, and communicative language learning, its effectiveness is constrained by limited time allocation, insufficient facilities, traditional teaching practices, and uneven student skill development. The matrix highlights that the theory is pedagogically sound, but practical limitations reduce its optimal impact. Thus, the figure underscores the need for stronger institutional support and better instructional alignment to bridge the gap between theoretical ideals and classroom realities.

Table 2. Comparison: Nazhāriyyah Al Furu' vs Al Wahdah

Aspect	Nazhariyyah Al Furu' (Separated)	Nazhariyyah Al Wahdah (Integrated)
Approach	Language components taught separately	Language as unified whole
Typical Use	Traditional pesantren/madrasah	Modern educational institutions
Teaching Units	Separate syllabi for each skill	Single integrated syllabus per topic
Focus	Deep knowledge of individual components	Practical communication skills
Advantages	Strong grammatical foundation	Natural language learning approach
Disadvantages	Can be disconnected from usage	Requires skilled teachers & resources
Student Perception	Often seen as difficult/technical	More contextual and practical

Table 2 highlights the fundamental differences between the separated system (*Nazhariyyah Al Furu'*) and the integrated system (*Nazhariyyah Al Wahdah*). The separated system emphasises in-depth study of each language component individually, resulting in a strong grammatical foundation but potentially disconnected from real communicative use. In contrast, the integrated system combines all language skills within a unified, context-based learning framework that supports practical communication. Although more applicable to modern educational needs, the integrated system requires highly competent teachers and sufficient institutional resources. Thus, the effectiveness of either approach largely depends on institutional readiness and teacher quality.

Table 3. Key Problems Identified in Applying Nazhariyyah Al Wahdah

Problem	Description	Impact on Learning
Inadequate Time Allocation	Insufficient instructional hours for Arabic courses	Rushed teaching, superficial coverage, inability to apply concepts practically
Lack of Language Laboratory	No dedicated space for audio-visual or immersive practice	Poor listening skill development, limited speaking practice, weak pronunciation
Limited Practical Application	Teaching focuses on theory over practice	Students memorize vocabulary but cannot use it in sentences
Poor Listening Comprehension	Classes held in non-soundproof rooms with poor audio	Students struggle to distinguish sounds and comprehend spoken Arabic
Weak Translation Ability	Emphasis on reading without translation practice	Students can read Arabic text but cannot translate it accurately
Difficulty in Composition	Limited writing practice beyond sentence formation	Students cannot compose simple paragraphs in correct Arabic

Table 3 identifies major obstacles in implementing the integrated system, including limited instructional time, a lack of a language laboratory, and a predominance of theoretical teaching. These challenges negatively affect listening, speaking, translation, and composition skills. Infrastructure limitations further hinder students' ability to distinguish sounds and comprehend spoken Arabic effectively. Moreover, insufficient practical exercises lead students to memorise vocabulary without being able to use it communicatively. This indicates that the main challenge lies not in the approach's conceptual framework but in its technical and managerial implementation.

Table 4. Student Proficiency Across Arabic Language Skills

Language Skill (Arabic Term)	Student Proficiency Level	Specific Limitations Observed
Vocabulary (Mufradat)	Limited	Rote memorization only; cannot use in oral/written sentences
Listening (Istima')	Low	Audio clarity issues in classroom; poor comprehension
Reading (Qira'ah)	Basic	Can decode text but cannot translate meaningfully

Language Skill (Arabic Term)	Student Proficiency Level	Specific Limitations Observed
Writing (Kitabah)	Developing	Can arrange words into sentences but struggles with paragraph composition
Dialogue (Hiwar)	Good	Active in classroom role-plays and demonstrations
Grammar (Tarkib)	Good	Better understanding through classroom discussion and examples

Table 4 reinforces the findings of Table 1 by showing uneven development across language skills. Dialogue and grammar skills are relatively strong due to discussion-based and interactive classroom activities. At the same time, vocabulary, listening, and writing remain weak because of limited structured practice and inadequate instructional media. Students can decode texts but struggle to translate them accurately or understand them deeply. This pattern suggests that interactive and contextual learning methods are more effective than rote memorisation or text-based instruction alone.

Table 5. Comparison of Arabic Teaching Systems

Aspect	Nazhariyyah Al Furu' (Separated System)	Nazhariyyah Al Wahdah (Integrated System)
Philosophy	Language components taught as separate disciplines	Language taught as a unified communication tool
Structure	Separate classes/syllabi for grammar, vocabulary, reading, etc.	All skills integrated within single lessons/topics
Typical Setting	Traditional Islamic boarding schools (pesantren)	Modern schools and universities
Advantages	Deep understanding of individual components; strong grammatical foundation	Natural language acquisition; practical communication focus; contextual learning
Disadvantages	Artificial separation; may not develop communication skills; perceived as difficult	Requires skilled teachers; needs more resources; challenging material development
Student Outcomes	Strong theoretical knowledge but possibly weak practical application	Better communicative ability but possibly weaker in advanced grammar

Table 5 further emphasises that the separated system tends to produce strong theoretical knowledge but does not necessarily foster communicative competence. Meanwhile, the integrated system promotes a more natural, context-based approach that enhances students' communicative abilities. However, this approach demands professional teachers and adequate resources. Therefore, the successful implementation of the integrated system depends heavily on curriculum readiness, teacher competence, and institutional support.

Table 6. Proposed Solutions and Implementation Requirements

Solution	Specific Actions Required	Expected Outcome
Professional Arabic Teachers	1. Recruit qualified instructors 2. Provide ongoing pedagogical training 3. Ensure mastery of integrated teaching methods	Effective implementation of Nazhariyyah Al Wahdah; improved student engagement
Arabic Language Environment (Bi'ah Lughawiyah)	1. Promote Arabic use in department activities 2. Create Arabic corners/clubs 3. Invite native speakers 4. Organize Arabic cultural events	Immersive learning experience; practical language application; enhanced motivation
Curriculum Review	1. Reallocate time for Arabic courses 2. Integrate skills more effectively in syllabus 3. Balance theory and practice	More realistic learning objectives; better skill integration; improved outcomes
Infrastructure Development	1. Propose language laboratory 2. Improve classroom acoustics	Enhanced listening/speaking practice; better pronunciation; multimedia learning

Solution	Specific Actions Required	Expected Outcome
	3. Provide audio-visual resources	

Table 6 proposes strategic solutions, including improving teacher quality, establishing an Arabic language environment (bi'ah lughawiyah), revising the curriculum, and developing infrastructure. Each solution directly addresses the previously identified obstacles, particularly those related to integrating practice and skill. Enhancing teacher competence and creating an immersive language environment are expected to strengthen the implementtation of the integrated system. Additionally, establishing a language laboratory and improving classroom acoustics would directly support listening and speaking development.

Table 7. Theoretical Framework of Nazhariyyah Al Wahdah

Element	Description	Integration Approach
Core Principle	Language as a unified communication system	All language elements taught together rather than separately
Language Components Integrated	1. Phonology (Sounds) 2. Vocabulary 3. Grammar (Syntax/Morphology)	Taught through contextual topics rather than isolated lessons
Language Skills Combined	1. Listening 2. Speaking 3. Reading 4. Writing	Developed simultaneously through thematic units
Teaching Unit Structure	Each unit covers: Dialogue → Reading → Grammar → Writing	Sequential but integrated development within single topic
Psychological Basis	Whole-to-parts learning (global before specific)	Students encounter complete language contexts before analyzing components
Educational Rationale	Mimics natural language acquisition	Creates balanced, practical language competence

Table 7 explains the theoretical foundation of the integrated system, which views language as a unified communicative entity. This approach integrates phonology, vocabulary, and grammar within thematic contexts, enabling simultaneous development of all language skills. Psychologically, it is grounded in a whole-to-parts learning principle that mirrors natural language acquisition processes. Conceptually, Nazhariyyah Al Wahdah demonstrates strong pedagogical relevance for developing balanced communicative competence.

Table 8. Research Findings Summary

Category	Key Finding	Evidence/Example
Time Constraints	Major barrier to effective implementation	Teachers rush to complete syllabus; no time for practical application
Infrastructure Gap	Lack of lab affects listening/speaking skills	Students cannot practice pronunciation or comprehension effectively
Teaching Methodology	Traditional "read-translate" approach dominates	Limited use of interactive, integrated techniques
Student Challenges	Skills develop unevenly across language domains	Good at grammar/dialogue but weak in listening/writing
System Suitability	Nazhariyyah Al Wahdah is appropriate but poorly resourced	Theoretically sound but practically challenging in current setting
Critical Success Factors	Teacher quality and language environment are essential	Professional training and immersive context can compensate for other limitations

Table 8 summarises the overall findings, indicating that the primary barriers are limited time allocation, inadequate infrastructure, and the continued dominance of traditional teaching methods. Although Nazhariyyah Al Wahdah is theoretically appropriate, its implementation remains suboptimal due to insufficient resources and teacher preparedness. The uneven development of language skills suggests that integration has not been fully realised

in practice. Ultimately, the critical success factors lie in teacher professionalism and the establishment of a supportive and immersive language environment.

3.2. Discussion

The findings of this study reveal that the implementation of Nazhāriyyah Al Wahdah in the examined context remains structurally adopted but pedagogically under-realized. Although the integrated system is conceptually designed to unify linguistic elements and language skills into a holistic instructional model, its classroom execution reflects partial integration rather than comprehensive skill synthesis. In practice, language components such as vocabulary, grammar, and discourse structures are presented within a single framework, yet they are not consistently activated through interconnected communicative tasks. This fragmented execution weakens the model's transformative potential. It indicates that the challenge lies not in the model's theoretical robustness but in the institutional and operational conditions that mediate its implementation. Consequently, the gap between conceptual design and instructional reality becomes the central issue.

The dominance of time constraints significantly shapes instructional behaviour. Limited instructional hours encourage coverage-oriented teaching practices, where completing syllabus targets becomes a priority over ensuring deep skill mastery (Pierce, 2015). Under such pressure, teachers are inclined to prioritise completing material rather than iterative reinforcement, reflection, and communicative expansion. In such a setting, language learning shifts toward surface-level acquisition. Students recognize vocabulary (mufradat) and grammatical patterns (tarkib), yet struggle to apply them communicatively in extended writing (kitabah) or spontaneous speech. This condition suggests that integrated systems require not merely methodological alignment but sufficient temporal space for iterative practice and reinforcement (Petter et al., 2018). Without adequate time allocation, integration remains procedural rather than developmental.

Infrastructure limitations further explain the uneven distribution of student competencies. Listening (istima') development, which relies heavily on clear auditory input and repetition, is particularly vulnerable in the absence of appropriate facilities. The absence of a language laboratory, limited audio equipment, and suboptimal classroom acoustics restrict students' exposure to authentic pronunciation, intonation, and speech rhythm. Without a language laboratory or adequate acoustic support, receptive skills cannot develop in proportion to analytical skills (Ching et al., 2018). As a result, students demonstrate stronger performance in discussion-based activities such as hiwar and structural analysis, while productive and receptive fluency remains constrained (Fatima et al., 2024). This imbalance illustrates that integration at the curriculum level does not automatically guarantee integration at the experiential learning level. Effective integration must be materially supported to translate design into lived practice.

Compared with prior discussions of integrated systems, these discussions often emphasize their communicative and naturalistic advantages (Potkonjak et al., 2016). Theoretically, integrated models are associated with meaningful interaction, contextualized grammar acquisition, and balanced skill development. However, the present findings suggest that such advantages are context-dependent. In resource-limited environments, the integrated model may paradoxically produce fragmented outcomes if institutional readiness is insufficient. Structural integration may be documented and planned, yet classroom realities constrain its implementation. This case, therefore, extends the discourse on *Nazhāriyyah Al Wahdah* by demonstrating that contextual variables such as infrastructure, scheduling, and instructional culture play a decisive role in determining whether integration functions substantively or symbolically. Integration must therefore be examined not only as a pedagogical concept but as an institutional ecosystem.

From a theoretical perspective, the study highlights a critical distinction between structural integration and functional integration. Structural integration refers to a curriculum design that combines language elements within a unified syllabus, ensuring that grammar, vocabulary, and skills are formally connected in documentation. Functional integration, by contrast, requires the synchronized development of listening, speaking, reading, and writing through sustained communicative practice (Hřebačkov, 2019). It demands interactive tasks, feedback cycles, and continuous skill reinforcement across contexts. The gap identified in this study suggests that achieving functional integration demands systemic support mechanisms beyond curriculum documentation. Without consistent pedagogical orchestration and environmental reinforcement, structural integration remains declarative rather than operational.

Practically, the findings underscore two strategic priorities. First, strengthening teacher professionalism is essential. The practical application of Nazhāriyyah Al Wahdah depends on instructors who can design thematic, skill-based learning sequences and adapt them within existing constraints. Professional development programs, collaborative lesson planning, and reflective teaching practices can enhance teachers' capacity to operationalize integration meaningfully. Second, cultivating a supportive Arabic language environment (bi'ah lughawiyah) can com-

pensate for infrastructural deficiencies by extending language exposure beyond formal classroom hours. Structured language clubs, peer interaction sessions, and routine communicative activities can gradually build fluency. An immersive environment transforms Arabic from an academic subject into an active medium of communication, thereby reinforcing integrated skill development organically (Samir et al., 2025). Such ecological support strengthens functional integration even when structural limitations persist.

This study contributes to the broader understanding of integrated Arabic language pedagogy by demonstrating that methodological superiority alone does not ensure effectiveness. A model may be theoretically coherent and pedagogically sound, yet its success depends on the ecosystem in which it operates. The success of Nazhāriyyah Al Wahdah depends on institutional alignment, professional competence, and contextual adaptability. Therefore, sustainable implementation requires coordinated policy, pedagogical innovation, and resource development to bridge the gap between theoretical ideals and classroom realities. By situating integration within systemic conditions rather than isolated methodology, the study offers a more comprehensive framework for evaluating and strengthening integrated language instruction.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Reseach Implication

The findings of this study imply that the successful implementation of Nazhāriyyah Al Wahdah requires systemic alignment between curriculum design, instructional time allocation, infrastructure readiness, and teacher professionalism. Institutions adopting the integrated model must ensure that adequate instructional hours are allocated to allow meaningful skill integration rather than superficial coverage. Additionally, the provision of audio-visual facilities and the development of a supportive Arabic-language environment (bi'ah lughawiyah) are not supplementary elements but structural necessities. The study also implies that professional development programs for Arabic language instructors should emphasize functional integration strategies, enabling teachers to connect listening, speaking, reading, and writing within cohesive thematic units. Without such institutional and pedagogical adjustments, the integrated approach risks remaining nominal rather than operational.

4.2 Reseach Contribution

This study contributes theoretically by clarifying the distinction between structural integration and functional integration within Nazhāriyyah Al Wahdah, highlighting that curriculum-level unification does not automatically translate into experiential skill synthesis. Empirically, it extends the discourse on integrated Arabic language teaching beyond predominantly Indonesian contexts by providing evidence from an Indian higher education setting. In practice, the study offers a structured framework of challenges and strategic solutions, emphasizing teacher competence and the establishment of bi'ah lughawiyah as critical success factors. These contributions enrich understanding of how integrated Arabic-language pedagogy operates in resource-constrained environments and provide actionable insights for curriculum developers and academic policymakers.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Reseach Limitations

This study is limited by its focus on a single institutional case within a single higher education setting, which may limit the generalizability of the findings to other universities or national contexts. The qualitative design, while allowing in-depth exploration, relies primarily on interviews, observation, and document analysis without incorporating quantitative measurement of language proficiency gains. Additionally, the study examines implementation challenges from an institutional and instructional perspective but does not longitudinally track student development to assess the long-term effectiveness of *Nazhāriyyah Al Wahdah*. These limitations suggest that the findings should be interpreted as context-bound insights rather than universal conclusions about integrated Arabic language pedagogy.

5.2 Recommendations for Future Research Directions

Future studies should consider multi-site or comparative research designs to examine how *Nazhāriyyah Al Wahdah* operates across diverse educational and cultural environments. Quantitative or mixed-methods approaches could be used to assess the impact of integrated instruction on specific language skills over time. Longitudinal research would also be valuable in assessing whether improvements in infrastructure, instructional time, or the

establishment of *bi'ah lughawiyah* produce measurable gains in communicative competence. Furthermore, experimental studies exploring specific pedagogical strategies within the integrated framework, such as task-based instruction or technology-assisted listening, could provide more detailed evidence regarding effective classroom-level interventions.

6. CONCLUSION

The implementation of *Nazhāriyyah Al Wahdah* in the studied context demonstrates that the effectiveness of an integrated language teaching system is highly dependent on institutional readiness. Although the approach is conceptually designed to promote holistic and communicative Arabic language acquisition, its practical application remains constrained by limited instructional time and the absence of adequate learning facilities, particularly a language laboratory. These structural limitations reduce opportunities for meaningful skill integration and contribute to uneven student proficiency, especially in listening (*istima'*), translation accuracy, and extended writing (*kitabah*). As a result, the system functions more at a structural level than at a fully experiential level.

The findings further indicate that integration cannot be achieved solely through curriculum design. Functional integration requires synchronized development of listening, speaking, reading, and writing within sustained communicative practice. In contexts where instructional hours are compressed and infrastructure is limited, teaching tends to prioritize content coverage over skill mastery. Consequently, students may demonstrate grammatical understanding (*tarkib*) and active participation in dialogue (*hiwar*), yet struggle to apply language skills in authentic communicative situations. This imbalance underscores the need to align pedagogical goals with realistic institutional capacity.

To realize *Nazhāriyyah Al Wahdah's potential*, institutions must adopt strategic and systemic interventions. Strengthening teacher professionalism is essential to ensure that integrated instruction is implemented thoughtfully and adaptively. Equally important is the development of a structured Arabic language environment (*bi'ah lughawiyah*) that extends learning beyond formal classroom hours and reinforces practical language use. Through coordinated improvements in human resources, infrastructure, and institutional policy, the integrated system can move beyond symbolic adoption toward substantive pedagogical transformation. Future research should continue exploring context-sensitive strategies that enable effective integrated language teaching in resource-constrained higher education settings.

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Author Contribution Statement

The author declares that the entire research and writing process for this article was conducted independently. The author assumes full responsibility for all data associated with this research. No other individual contributed as a co-author or made any significant contribution to the content of this work. All aspects of the research process, including conceptual development, methodological design, data interpretation, and final writing, were carried out independently by the author.

Declaration of Generative AI (GenAI) Usage in Scientific Writing

Generative artificial intelligence (AI) tools were used in a limited capacity to assist with language refinement, grammar correction, and clarity of academic expression during manuscript preparation. The AI tools did not contribute to the research design, data collection, data analysis, interpretation of findings, or the development of the study's core arguments. All conceptualization, methodological decisions, analysis, and conclusions remain the sole responsibility of the author. All instances of Generative AI usage in this article were conducted by the authors in accordance with the IJITL GenAI Tool Usage Policy, with the authors assuming full responsibility for the originality, accuracy, and integrity of the work."

Conflict of Interest Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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