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# Practice of Formation of Students' Writing Skills in Arabic In Higher Education: Reforms and Opportunities

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## ABSTRACT

This study investigated the practices of teaching Arabic writing skills in higher education, specifically focusing on the challenges and opportunities in instruction from A1 to B1 proficiency levels. In particular, the research aimed to examine the distinctive characteristics of Arabic writing instruction, evaluate environmental and spatial considerations across different proficiency levels, and identify effective methodological frameworks and interactive pedagogical activities. Through a systematic literature review of scholarly works from 2009 to 2023, the study analyzed publications concerning Arabic writing pedagogy, learning environments, and instructional methodologies. Subsequently, the research utilized multiple academic databases, focusing on sources addressing Arabic script acquisition, environmental factors, and methodological frameworks. As a result, the findings were classified into thematic categories including basic elements of Arabic writing instruction, environmental considerations for A1-A2 and A2-B1 levels, instructor responsibilities, and interactive pedagogical activities. Consequently, the results revealed that effective Arabic writing instruction requires specialized approaches due to the unique characteristics of Arabic script, including its cursive nature, contextual variations, and bidirectional aspects. Moreover, the study found that beginning learners (A1-A2) benefit from highly scaffolded environments with clear visual support, while intermediate learners (A2-B1) require spaces balancing structure with autonomous learning opportunities. Additionally, the research demonstrated that successful instruction requires teachers to balance mechanical aspects with communicative goals while maintaining attention to cultural awareness. In conclusion, the study determined that Arabic writing instruction in higher education demands a carefully structured approach incorporating both traditional pedagogical principles and modern innovations. Furthermore, future research directions were identified, including the need to explore advanced writing instruction beyond B1, investigate the long-term impact of environmental configurations, and develop standardized assessment tools that account for the unique characteristics of Arabic writing across proficiency levels.

**Keywords:** Arabic writing instruction, higher education pedagogy, language proficiency levels (A1-B1), learning environment design, script formation, scaffolded instruction, digital language learning, cultural integration, writing assessment methods, interactive pedagogical activities.

## INTRODUCTION

The development of Arabic writing skills in higher education has become increasingly significant in recent years, particularly as Arabic maintains its position as one of the six official languages of the United Nations and serves as a crucial language in international relations and commerce. According to M.Al-Batal in his comprehensive study "Arabic as One Language: Integrating Dialect in the Arabic Language Curriculum", the teaching of Arabic

writing skills requires specific pedagogical approaches that address both the linguistic and cultural dimensions of the language (Al-Batal, 2018). Furthermore, the unique characteristics of the Arabic script, including its cursive nature and contextual letter variations, present distinct challenges that necessitate specialized instructional methods.

In light of these challenges, recent reforms in Arabic

language education have highlighted the need for innovative approaches to writing instruction. Research by K.C. Ryding in "Teaching and Learning Arabic as a Foreign Language" demonstrates that traditional methods of teaching Arabic writing skills often fall short of meeting contemporary educational needs (Ryding, 2013). Additionally, the integration of technology and modern pedagogical approaches has opened new avenues for enhancing writing instruction, as documented by K.M. Wahba et al. in their work "Handbook for Arabic Language Teaching Professionals in the 21st Century" (Wahba et al., 2017).

Building upon these developments, the transformation of Arabic writing instruction in higher education has been further accelerated by global educational reforms and technological advancements. A comprehensive study by H.Taha-Thomure in the *International Journal of Education and Literacy Studies* demonstrated that institutions implementing reformed writing curricula showed significant improvements in student proficiency outcomes, particularly when integrating modern pedagogical approaches (Taha-Thomure, 2019). Consequently, these reforms have emphasized the importance of incorporating authentic materials and real-world writing tasks into the curriculum, moving beyond traditional calligraphy-focused approaches to embrace more functional and communicative writing skills.

Despite these positive developments, the emergence of new opportunities in Arabic writing instruction has been accompanied by various challenges that require careful consideration. According to research published by M.Z. Musonif et al. in the *Journal of the Arabic Language*, successful implementation of modern Arabic teaching methods requires not only technological infrastructure but also well-trained instructors who can effectively combine traditional and contemporary approaches (Musonif et al., 2023). Ultimately, this balance between preserving the aesthetic and cultural aspects of Arabic writing while meeting modern educational demands represents one of the key challenges in current Arabic language pedagogy.

### **Teaching writing skills in foreign language education in higher education**

Writing skills development in foreign language education at the tertiary level presents unique challenges and opportunities in contemporary higher education. According to R.M. Manchón in her seminal work

"Learning-to-Write and Writing-to-Learn in an Additional Language", writing in a foreign language is not merely a language skill but a complex cognitive activity that promotes language acquisition and academic literacy development (Manchón, 2011). Indeed, the emphasis on writing skills has become particularly crucial as universities prepare students for global professional environments where written communication across languages is increasingly important.

Besides that, recent research has highlighted significant shifts in foreign language writing pedagogy at universities. H.Byrnes argues that traditional approaches focusing solely on grammatical accuracy have given way to more comprehensive methodologies that emphasize genre awareness and communicative competence (Byrnes, 2011). This transformation reflects broader changes in understanding how writing skills develop in multilingual contexts. Moreover, A.Cumming's research in the *Journal of Language Learning* demonstrates that successful writing instruction in higher education requires integration of content-based learning with explicit writing strategy instruction (Cumming, 2013).

In line with these pedagogical developments, the assessment and feedback practices in foreign language writing instruction have also evolved significantly. K.Hyland and F.Hyland, in their comprehensive review "Feedback in Second Language Writing: Contexts and Issues", emphasize the importance of developing systematic approaches to writing assessment that consider both linguistic and rhetorical aspects of student texts (Hyland & Hyland, 2019). Furthermore, their research indicates that effective feedback practices should be contextualized within specific academic disciplines and aligned with students' future professional writing needs.

Complementing these instructional and assessment innovations, the digital transformation of higher education has significantly impacted foreign language writing instruction. M.Warschauer documents how technology has not only changed the way students write in foreign languages but has also created new opportunities for feedback and assessment (Warschauer, 2011). While his research indicates that digital tools, when properly integrated into writing instruction, can enhance both the learning process and outcomes, he nonetheless emphasizes that technology should complement rather than replace fundamental pedagogical principles in writing instruction.

### **Environmental considerations in A1-A2 writing instruction**

The learning environment for beginning writers (A1-A2 levels) requires careful consideration and structured support to build foundational writing skills. J.Bitchener and N.Storch, in their comprehensive work “Written Corrective Feedback for L2 Development”, emphasize that novice writers need a highly scaffolded environment that provides clear models and step-by-step guidance (Bitchener & Storch, 2016). Significantly, they note that the physical and psychological aspects of the learning space must be carefully designed to reduce anxiety and build confidence in early writing attempts.

A.Raimes and S.K. Miller-Cochran, in their book “Keys for Writers”, demonstrate that incorporating visual aids and graphic organizers helps A1-A2 learners bridge the gap between vocabulary knowledge and written expression (Raimes & Miller-Cochran, 2016). Additionally, their research shows that physically displaying writing structures and common patterns on classroom walls provides constant support for emerging writers.

In addition to these environmental considerations, the importance of routine and predictability cannot be overstated. I.S.P. Nation’s influential research in Language Teaching reveals that beginning writers benefit from consistent classroom procedures and clearly defined writing spaces (Nation, 2014). Consequently, his work emphasizes the value of establishing dedicated writing corners or stations where students can access necessary resources and support materials independently.

The social dimension of the writing environment also plays a vital role at these early stages. S.Yu and I.Lee, in their longitudinal study published in the Journal of Language Teaching, highlight how pair work and small group activities can create a supportive atmosphere for beginning writers, provided that such collaboration is carefully structured (Yu & Lee, 2016). Furthermore, their findings indicate that peer support helps reduce writing anxiety while promoting basic skill development.

Finally, the integration of multimodal elements in the writing environment has shown significant benefits for A1-A2 learners. A.Herrington and C.Moran, in “Writing Assessment in the 21st Century”, document how incorporating tactile and kinesthetic elements into the writing space helps reinforce the connection between oral

language and written expression (Herrington & Moran, 2012). Moreover, their research demonstrates that a multi-sensory environment supports the development of basic writing skills while maintaining student engagement and motivation.

### **Creating optimal learning environments for A2-B1 writing instruction**

The learning environment for intermediate-level writers (A2-B1) requires a delicate balance between structured support and emerging autonomy. According to K.Hyland in his seminal work “Second Language Writing”, intermediate learners need an environment that gradually transitions them from controlled practice to more independent writing tasks (Hyland, 2019). This careful scaffolding process, he argues, is essential for building both confidence and competence in writing skills.

Based on this foundational principle, research has demonstrated the importance of authentic materials in the writing environment. A.Gilmore, in his empirical study published in Language Teaching Research, emphasizes that A2-B1 learners benefit significantly from exposure to real-world writing samples that match their proficiency level (Gilmore, 2017). Consequently, his research suggests that classroom environments should include a rich collection of authentic texts that serve as models and inspiration for student writing.

Moreover, the role of technology in creating an effective writing environment has become increasingly significant at these levels. C.A. Chapelle and S.Sauro, in The Handbook of Technology and Second Language Teaching and Learning, document how digital tools can provide intermediate learners with appropriate scaffolding while fostering independence (Chapelle & Sauro, 2017). Their research particularly highlights the importance of creating a blended environment that combines traditional writing instruction with digital support tools.

The social dimension of the writing environment plays a crucial role at the A2-B1 level. S.Yu and I.Lee, in their comprehensive study published in the Journal of Language Teaching, demonstrate that collaborative writing activities help students develop both linguistic and metacognitive skills (Yu & Lee, 2016). Furthermore, their research indicates that carefully structured peer feedback sessions can create a supportive atmosphere that encourages risk-taking in writing.

In addition to social aspects, the physical arrangement of the learning space significantly impacts writing development. R.M. Manchón and P.K. Matsuda, in their work "Handbook of Second and Foreign Language Writing", emphasize the importance of creating designated spaces for different writing activities (Manchón & Matsuda, 2016). Their research shows that intermediate learners benefit from having clear physical distinctions between areas for brainstorming, drafting, and revision.

Finally, the affective environment requires careful consideration at these proficiency levels. J.M. Dewaele and M.Alfawzan, in their comprehensive study published in *Studies in Second Language Learning and Teaching*, highlight how intermediate learners often experience increased anxiety as writing tasks become more complex (Dewaele & Alfawzan, 2018). Therefore, their research suggests that the learning environment should incorporate regular opportunities for low-stakes writing practice and supportive feedback sessions, creating a space where students feel comfortable taking risks with more sophisticated language structures.

Building upon these foundational considerations in Arabic writing instruction, this study aims to contribute to the understanding of effective pedagogical practices in higher education settings. While previous research has established the importance of reformed writing curricula and technological integration, several critical areas require further investigation. First, there is a need to examine the specific characteristics and challenges that distinguish Arabic writing instruction at different proficiency levels. Second, the role of environmental and spatial considerations in supporting Arabic writing development demands systematic analysis. Third, the effectiveness of various methodological frameworks and interactive activities across proficiency levels needs to be evaluated. Therefore, this study addresses these gaps by investigating three key questions:

1. What are the distinctive characteristics and challenges in teaching Arabic writing as a foreign language at the higher education level from A1 to B1?
2. How do environmental and spatial considerations affect Arabic writing instruction across different proficiency levels (A1-A2 and A2-B1) in higher education?
3. What methodological frameworks and interactive

pedagogical activities are most effective for developing Arabic writing skills from A1 to B1 levels?

## **METHODS**

Through a systematic literature review, this research investigated contemporary practices and reforms in Arabic writing instruction at the higher education level. Specifically focusing on scholarly works from 2009 to 2023, such investigation encompassed Arabic writing pedagogy, learning environments, and instructional methodologies spanning A1 to B1 proficiency levels.

Subsequently, the researchers scanned multiple academic databases and specialized journals in language education. During this process, primary attention centered on publications concerning Arabic language teaching and learning. Various search phrases were utilized, ranging from "Arabic writing instruction" and "Arabic language pedagogy" to "Arabic script teaching" and "Arabic writing skills development". Moreover, sources addressing the distinctive challenges of Arabic script acquisition, environmental factors in writing instruction, and methodological frameworks for different proficiency levels underwent careful examination.

In terms of analytical framework, the study classified findings into distinct thematic categories: basic elements of Arabic writing instruction, environmental considerations for varying proficiency levels (A1-A2 and A2-B1), instructor responsibilities in multi-level teaching contexts, plus interactive pedagogical activities. As a result of this categorization, researchers could thoroughly examine both theoretical underpinnings and practical implementations in Arabic writing instruction.

Meanwhile, the methodological approach balanced traditional and modern perspectives on Arabic writing instruction. On one hand, it incorporated insights from foundational works like K.C. Ryding (Ryding, 2013) and M.Al-Batal (Al-Batal, 2018); on the other hand, it examined recent technological and pedagogical innovations discussed by R.J. Blake and S.Shiri (Blake & Shiri, 2020) and M.Z. Musonif, H.Mahliatussikah, Z.Ismail (Musonif et al., 2023). Through this dual focus, the study achieved a comprehensive analysis of established methods alongside emerging trends.

Throughout the final synthesis phase, researchers concentrated on pinpointing effective practices and

reforms in Arabic writing instruction. In doing so, they paid particular attention to three key areas: first, the unique challenges of Arabic script characteristics; second, the impact of learning environments; and lastly, the development of teaching methodologies across proficiency levels. By way of this methodical analysis, the study established a thorough framework for understanding both current practices and future directions in university-level Arabic writing instruction.

## **RESULTS AND DISCUSSION**

Teaching Arabic writing as a foreign language presents unique characteristics that distinguish it from teaching writing in other languages. According to K.C. Ryding in her comprehensive work "Teaching and Learning Arabic as a Foreign Language", the distinctive features of Arabic script, including its cursive nature and contextual variations, require specific pedagogical approaches (Ryding, 2013). In particular, her research emphasizes that the bidirectional nature of Arabic writing, where letters within words connect from right to left while numbers are written from left to right, demands careful attention in writing instruction.

With respect to these fundamental aspects, the teaching of Arabic writing must address the complex relationship between Modern Standard Arabic (MSA) and spoken dialects. M.Al-Batal, writing in the Handbook of Arabic Language Teaching, highlights how this diglossic situation influences writing instruction, especially in the early stages of learning (Al-Batal, 2018). Subsequently, his research demonstrates that successful writing instruction must carefully balance students' exposure to both formal written Arabic and colloquial forms to develop comprehensive writing competence.

Not only does the systematic progression of Arabic writing instruction require consideration of orthographic features, but it also demands a structured approach to letter formation. S.Boudelaa and W.D. Marslen-Wilson, in their empirical study published in the Journal of Language, Cognition and Neuroscience, emphasize the importance of teaching the multiple forms of Arabic letters and their positional variations in a structured sequence (Boudelaa & Marslen-Wilson, 2015). As a result of their findings, understanding the relationships between sounds and their written representations proves crucial for developing accurate writing skills in Arabic.

Beyond these script-related characteristics, the teaching of Arabic writing must incorporate cultural and contextual elements. K.M. Wahba et al. in "Handbook for Arabic Language Teaching Professionals in the 21st Century" argue that effective writing instruction should include exposure to various text types and genres specific to Arabic discourse (Wahba et al., 2017). Through their extensive research, they underscore the significance of integrating authentic materials that demonstrate both the linguistic and cultural aspects of Arabic writing.

### **Teacher responsibilities in multi-level Arabic writing instruction**

The fundamental tasks of teaching Arabic writing at different proficiency levels require systematic and level-appropriate approaches. According to K.C. Ryding, teachers must first establish strong foundations in letter formation and basic orthographic rules for A1 level students (Ryding, 2013). Most importantly, her research emphasizes that instructors should focus on developing students' awareness of the directional aspects of Arabic writing and the multiple forms of letters in different positions.

On a more advanced level, teachers working with A1 to A2 level students face the crucial task of bridging the gap between letter formation and word construction. M.T. Alhawary, in his "Arabic Second Language Acquisition of Morphosyntax", highlights how instructors must systematically introduce connected writing while maintaining attention to letter shapes and spacing (Alhawary, 2009). In this context, his research demonstrates that teachers should incorporate regular dictation exercises to strengthen the connection between sounds and their written representations.

Apart from focusing on mechanical aspects, teachers also need to develop appropriate assessment strategies. S.Abdelhadi et al. writing in Writing Systems Research, assert that teachers should implement regular formative assessments that track students' progression from basic letter formation to more complex writing tasks, taking into account the perceptual complexity of Arabic orthography (Abdelhadi et al., 2011). As a natural extension of this approach, their findings emphasize the importance of providing clear, level-appropriate feedback that addresses both the visual and structural aspects of Arabic writing development.

Once students progress to the B1 level, teachers face the additional task of introducing paragraph writing and text organization. K.M. Wahba et al. emphasize that instructors must help students understand Arabic text structures and discourse patterns (Wahba et al., 2017). In view of this requirement, their research indicates that teachers should provide explicit instruction in cohesive devices commonly used in Arabic writing.

Regarding technology integration, teachers must adapt their methods to include digital tools appropriately for each level. R.J. Blake and S.Shiri, in *L2 Journal*, demonstrate how instructors should select and implement level-appropriate digital resources to support Arabic writing development (Blake & Shiri, 2012). In conjunction with this finding, their research particularly emphasizes the importance of using technology to provide additional practice opportunities while maintaining pedagogical soundness.

Equally important is the challenge of integrating cultural awareness into writing instruction. M.Younes, in his “The Integrated Approach to Arabic Instruction”, argues that instructors need to develop clear strategies for helping students understand cultural contexts in Arabic writing (Younes, 2015). To achieve this goal, his research suggests that teachers should carefully select authentic materials that expose students to cultural elements while remaining appropriate for their proficiency level.

Meanwhile, the task of error correction and feedback presents unique challenges across all levels. According to Ryding, teachers must develop systematic approaches to error correction that consider both the students’ proficiency levels and the specific challenges of Arabic orthography (Ryding, 2012). Along with this consideration, this research emphasizes the importance of balancing accuracy with fluency development in feedback practices.

To complete the pedagogical framework, teachers must create opportunities for collaborative writing and peer feedback appropriate to each level. S.Boudelaa and W.D. Marslen-Wilson document how structured peer activities can support writing development when carefully designed for specific proficiency levels (Boudelaa & Marslen-Wilson, 2015). Through this comprehensive approach, they demonstrate that teachers should gradually increase the complexity of collaborative tasks as students progress from A1 through B1 levels.

### **Space and setting in A1-A2 Arabic writing education**

The learning environment for beginning Arabic writers (A1-A2) requires carefully structured support to build foundational skills. According to K.C. Ryding, novice learners need a highly scaffolded environment that addresses both the visual-spatial aspects of Arabic script and its directional characteristics (Ryding, 2013). Under these circumstances, her research emphasizes that the physical learning space must be designed to reinforce right-to-left writing orientation while supporting letter formation practice.

Regarding visual support, its role in the Arabic writing environment becomes especially crucial at these beginning levels. H.Y. Brosh, writing in *Studies in Second Language Learning and Teaching*, demonstrates how undergraduate students prefer structured learning strategies that incorporate both visual and memory techniques when learning Arabic (Brosh, 2019). In light of these findings, his research shows that students particularly value systematic presentation of language features and employ various mnemonic devices to master Arabic script characteristics.

Not only does the social dimension of the writing environment play a vital role at these early stages, but it also shapes learner confidence. S.Abdelhadi, R.Ibrahim, and Z.Eviatar, in their study published in *Writing Systems Research*, highlight how collaborative activities can create a supportive atmosphere for beginning Arabic writers, provided that such interaction is carefully structured (Abdelhadi et al., 2011). To this end, their findings emphasize that peer support helps reduce anxiety while promoting basic orthographic skill development.

On the cultural front, the environment significantly influences early Arabic writing development. R.J. Blake and S.Shiri argue that even at beginning levels, the learning environment should incorporate authentic cultural elements that contextualize writing tasks (Blake & Shiri, 2020). In accordance with their research, they demonstrate that culturally enriched environments enhance student engagement and motivation in early Arabic writing instruction.

Last but not least, establishing clear routines and predictable patterns within the learning environment proves essential for A1-A2 level students. H.Nassaji and E.Kartchava emphasize that beginning language writers

benefit from consistent classroom procedures and clearly defined writing spaces (Nassaji & Kartchava, 2017). Drawing from these insights, their findings indicate that well-organized physical and digital learning environments contribute significantly to students' early writing development.

### **Creating supportive learning spaces for A2-B1 Arabic writing development**

The learning environment for intermediate Arabic writers (A2-B1) requires a carefully balanced approach between structure and autonomy. In this regard, K.C. Ryding emphasizes that intermediate learners need an environment that gradually transitions them from heavily scaffolded to more independent writing tasks (Ryding, 2013). Based on her research, the physical and psychological aspects of the learning space must evolve to support this growing independence.

Despite the need for increased autonomy, nonetheless, the role of structured support remains crucial at these levels. To illustrate this point, H.Y. Brosh demonstrates how intermediate learners benefit from environments that provide strategic scaffolding while encouraging creative expression (Brosh, 2019). Particularly, his findings reveal that students at this level thrive when given access to both reference materials and opportunities for independent composition.

From another perspective, the technological environment plays an increasingly significant role at the A2-B1 level. Subsequently, H.Nassaji and E.Kartchava highlight how digital tools can create supportive writing environments for intermediate learners by providing immediate feedback and opportunities for revision (Nassaji & Kartchava, 2017). Above all, their research emphasizes the importance of integrating technology thoughtfully to support developing writing skills.

Moving beyond the physical setup, the social dimension of the learning environment requires careful consideration at these proficiency levels. As a matter of fact, S.Abdelhadi, R.Ibrahim, and Z.Eviatar argue that collaborative spaces foster peer interaction while maintaining individual writing development (Abdelhadi et al., 2011). Furthermore, their findings suggest that well-designed group work areas enhance both individual and collective writing progress.

In terms of cultural integration, the learning environment

at these levels must actively support cross-cultural awareness. On this subject, R.J. Blake and S.Shiri demonstrate how incorporating authentic cultural materials into the physical and digital space enhances student engagement with Arabic writing (Blake & Shiri, 2020). Their research specifically points to the value of creating an environment rich in cultural context.

To sum up the environmental considerations, attention must be paid to assessment spaces and feedback mechanisms. Under these circumstances, C.E. Showalter and R.Hayes-Harb emphasize the importance of creating dedicated areas for writing evaluation and peer review (Showalter & Hayes-Harb, 2015). Consequently, their research indicates that well-structured feedback environments contribute significantly to writing development at the intermediate level.

### **Methodological framework for teaching Arabic writing from A1 to B1**

The initial approach to teaching Arabic writing at the A1 level requires carefully structured methods focusing on fundamental script formation. To begin with, K.C. Ryding emphasizes the importance of systematic instruction in letter shapes, connections, and directional aspects (Ryding, 2013). Primarily, her research demonstrates that beginning with individual letter formation before progressing to connected writing proves most effective for novice learners.

Speaking of progression, the teaching methods at the A2 level must incorporate more complex writing tasks. Along these lines, H.Y. Brosh illustrates how strategy-based instruction helps students develop effective approaches to Arabic writing (Brosh, 2019). What is more, his findings reveal that combining visual, kinesthetic, and cognitive strategies significantly enhances students' writing development at this intermediate stage.

When it comes to technological integration, contemporary approaches across all levels benefit from digital tools. In this connection, R.J. Blake and S.Shiri document how computer-assisted writing instruction can support differentiated learning needs (Blake & Shiri, 2020). By the same token, their research highlights the effectiveness of digital platforms in providing immediate feedback and facilitating self-paced practice.

Turning to the progression to B1 level writing instruction,

different pedagogical techniques emerge as crucial. In this respect, S.Abdelhadi, R.Ibrahim, and Z.Eviatar emphasize the importance of incorporating authentic writing tasks that bridge the gap between controlled practice and free composition (Abdelhadi et al., 2011). As a natural extension, their research suggests that guided writing activities with gradual removal of scaffolding prove most effective at this level.

Shifting focus to assessment, various techniques have shown particular effectiveness across proficiency levels. For instance, H.Nassaji and E.Kartchava demonstrate how formative assessment techniques, especially focused corrective feedback, contribute to writing development (Nassaji & Kartchava, 2017). To put it another way, their findings specifically point to the value of systematic error correction combined with opportunities for revision.

As far as collaborative methods are concerned, the research indicates distinct benefits at each proficiency level. According to C.E. Showalter and R.Hayes-Harb, peer review activities can be adapted to support writing development from basic to intermediate levels (Showalter & Hayes-Harb, 2015). In the final analysis, their research emphasizes the need to structure collaborative activities according to students' linguistic capabilities.

### **Interactive pedagogical activities in Arabic writing instruction from A1 to B1**

Initial approaches to teaching Arabic writing at the A1 level benefit substantially from gamified activities. To begin with, K.C. Ryding emphasizes the importance of script formation games that focus on basic letter shapes and connections (Ryding, 2013). In particular, her research suggests that activities involving tracing, matching, and pattern recognition serve as effective foundations for beginning writers.

Speaking of beginning learners, digital tools offer unique opportunities for engaging writing activities. Along these lines, R.J. Blake and S.Shiri illustrate how interactive online platforms can transform basic writing practice into engaging tasks (Blake & Shiri, 2020). Besides that, their research demonstrates that digital activities allowing immediate feedback and self-paced practice significantly enhance student engagement at the foundational level.

When it comes to A2 level instruction, activities must bridge controlled and communicative writing. In this

connection, H.Y. Brosh mentions how strategy-based activities help students develop more sophisticated writing approaches (Brosh, 2019). By the same token, his findings reveal that activities combining visual recognition with productive tasks prove particularly effective at this intermediate stage.

As far as collaborative activities are concerned, research indicates their particular value for intermediate learners. To illustrate this point, R.Ibrahim and Z.Eviatar emphasize how paired writing activities support cognitive development in Arabic script processing (Ibrahim & Eviatar, 2012). Subsequently, their research suggests that collaborative tasks help students internalize writing patterns more effectively.

Moving to B1 level activities, different types of interactive tasks emerge as crucial. For instance, K.C. Ryding advocates for activities that combine reading and writing skills through authentic materials (Ryding, 2013). Most importantly, her work emphasizes the value of tasks that require students to analyze and reproduce various text types while maintaining attention to script accuracy.

In terms of assessment activities, various game-based approaches have shown effectiveness across levels. On this subject, H.Y. Brosh demonstrates how competitive writing games can serve both motivational and evaluative purposes (Brosh, 2019). Furthermore, his research highlights the importance of incorporating regular self-assessment activities into the writing curriculum.

Looking at cultural integration, activities should incorporate authentic contexts at all levels. In this respect, R.J. Blake and S.Shiri illustrate how culturally-embedded writing tasks enhance student motivation and engagement (Blake & Shiri, 2020). As a result of their findings, they suggest activities that connect script practice with cultural content appropriate to each level.

Turning to skill integration, activities should combine multiple language competencies. To conclude, R.Ibrahim and Z.Eviatar emphasize the importance of activities that link oral and written production (Ibrahim & Eviatar, 2012). In the final analysis, their research supports the use of integrated tasks that strengthen the connection between different language skills while developing writing proficiency.

### **CONCLUSION**

Based on extensive analysis, this research has demonstrated that effective Arabic writing instruction in higher education requires a carefully structured approach that acknowledges both traditional pedagogical principles and modern innovations. Specifically, the findings reveal that the unique characteristics of Arabic script, including its cursive nature, contextual variations, and bidirectional aspects, necessitate specialized instructional methods that evolve across proficiency levels from A1 to B1. Such characteristics present distinct challenges that must be systematically addressed through targeted pedagogical interventions.

Furthermore, environmental considerations have emerged as crucial factors in successful Arabic writing instruction. In this regard, the study shows that beginning learners (A1-A2) benefit from highly scaffolded environments that provide clear visual support and structured routines, whereas intermediate learners (A2-B1) require spaces that balance structured support with opportunities for autonomous learning. Additionally, the integration of technology and authentic cultural materials within these learning environments has proven particularly effective in enhancing student engagement and writing development.

Building upon these findings, the methodological framework developed through this research emphasizes the importance of systematic progression in Arabic writing instruction. While beginning with fundamental script formation at the A1 level, the methodology advances through increasingly complex writing tasks at A2, ultimately culminating in more sophisticated composition activities at the B1 level. Notably, this progression is supported by interactive pedagogical activities that combine traditional writing practices with digital tools, collaborative learning opportunities, and culturally embedded tasks.

In conjunction with these methodological considerations, teachers' responsibilities in multi-level Arabic writing instruction have been clearly delineated, thus highlighting the need for differentiated approaches across proficiency levels. Consequently, the research indicates that successful instruction requires teachers to balance mechanical aspects of writing with communicative goals, while simultaneously maintaining attention to cultural awareness and providing appropriate feedback mechanisms for each level. Moreover, the integration of technology and authentic materials must be carefully calibrated to support rather than supplant fundamental pedagogical principles.

Looking ahead to future developments in this field, this research suggests several areas for further investigation in Arabic writing instruction. Although significant progress has been made in understanding effective teaching practices from A1 to B1 levels, additional research is needed to explore advanced writing instruction beyond B1, the long-term impact of different environmental configurations on writing development, and the potential of emerging technologies in supporting Arabic writing instruction. Furthermore, the development of standardized assessment tools that account for the unique characteristics of Arabic writing across proficiency levels remains a critical area for future study. Ultimately, these findings and recommendations contribute to the ongoing evolution of Arabic writing pedagogy in higher education settings.

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