

A Critical Review of the Activity-Based Learning Model in Teaching Arabic Writing to AFL Learners: A Montessori-Informed Perspective

Wahyu Hanafi Putra¹, Anisatu Thoyyibah²

¹Institut Agama Islam Sunan Giri (INSURI), Ponorogo

²Universitas Muhammadiyah, Malang

wahyuhanafi@insuriponorogo.ac.id

Abstract

This study critically evaluates the implementation of the Activity-Based Learning (ABL) model in teaching Arabic paragraph writing to Arabic as a Foreign Language (AFL) students, as presented in the work of Sathikulameen et al. (2023) published in *Ijaz Arabi*. Adopting a qualitative library research approach, this study analyzes previously published materials, focusing on the ten-stage ABL writing framework used at The New College, Chennai, India. Data were obtained through document analysis and examined using interpretive content analysis to assess the instructional and pedagogical design. Three key critiques emerge from the Montessori perspective. First, the model overlooks psycholinguistic foundations by failing to prioritize vocabulary comprehension. Second, the linear writing process lacks sufficient repetition, a core component for skill acquisition. Third, the ABL approach restricts student autonomy in idea development and topic selection, contrary to Montessori principles of learner independence. The study concludes that the ABL model should be revised by integrating Montessori-informed practices to promote a more student-centered and developmentally appropriate approach to Arabic writing instruction for AFL learners.


Keywords: Activity-Based Learning; Arabic as a Foreign Language; content analysis; Montessori.

Article Info

Article History:

Received: 03-06-2025 Accepted: 27-06-2025 Publish: 30-06-2025



 : 10.51590/alhimam.v4.i2.1085

This work is licensed under a
Creative Commons Attribution 4.0 International License.

Introduction

Writing is one of the essential productive skills in language learning, particularly in the context of foreign languages. In the teaching of Arabic as a Foreign Language (AFL), writing holds a strategic position because it requires not only a solid understanding of grammar but also the ability to organize ideas coherently and communicate them effectively. Compared to listening, speaking, and reading skills, writing demands a more complex cognitive coordination, as it involves abstract thinking, idea organization, and precision in language use. Therefore, the instructional approach employed in developing writing skills must comprehensively address the learners' needs. One widely adopted approach is *Activity-Based Learning* (ABL), which encourages learners to actively engage through a series of practical tasks.¹ ABL is believed to enhance learners' motivation, creativity, and involvement in the learning process. In practice, this approach has been implemented in various countries in foreign language education, including in the teaching of Arabic writing.

One systematic and academically documented application of the Activity-Based Learning (ABL) model can be found in a study conducted by Sathikulameen, K.M.A., Ahamed Zubair, A. Abdul Hai Hasani Nadwi, M. Ahamedullah, and A.M. Ali Ibrahim (2023) at The New College, Chennai, India.² Their research, published in *Ijaz Arabi* Vol. 6 No. 3, focuses on developing Arabic paragraph writing skills for AFL learners through ten stages of activity-based instruction. These stages include vocabulary compilation (*mufradat*), construction of complete sentences, paragraph organization, and the use of images as writing prompts. The study indicates that the implementation of the ABL model can significantly enhance learners' writing skills in a structured and collaborative manner. Each stage's activities are designed to encourage active and exploratory student participation throughout the writing process.

However, this study has not yet been critically analyzed using an alternative pedagogical framework, such as the Montessori approach, which emphasizes natural development and learner autonomy. In the context of foreign language instruction, overly structured and results-oriented approaches may overlook diverse learning styles and individual readiness. Therefore, the study by Sathikulameen et al. warrants critical reexamination to explore its potential and limitations from a different educational perspective.

¹ Mrs V. Santhi and R. Malathi, "Implementation of Activity-Based Learning in Classroom Teaching," *Strength for Today and Bright Hope for Tomorrow Volume 24: 3 March 2024 ISSN 1930-2940*, 2024, 23.

² A. Sathikulameen et al., "Effect of an Activity-Based Learning in Teaching Arabic Paragraph Writing to AFL Learners," *Ijaz Arabi Journal of Arabic Learning* 6, no. 3 (2023), <https://ejournal.uin-malang.ac.id/index.php/ijazarabi/article/view/22939>.

Several prior studies have demonstrated the considerable potential of activity-based learning in developing writing skills. For example, Mehmet et al. (2022) found that activity-based poetry writing enhances students' fluency and creativity in writing.³ Similarly, Husain and Mahmoud (2023) revealed that digital activity-based learning effectively supports gifted students in developing their writing proficiency.⁴ In another context, Aghajani and Salehi (2021) showed that the Montessori method positively influences the writing skills of EFL (English as a Foreign Language) learners.⁵ Weasler (2023) explained in her research that the Montessori approach views writing as the foundational step in literacy, even preceding reading in importance.⁶ Additionally, Randolph et al. (2024) developed a Montessori-based narrative writing program that successfully helped students express themselves in a personal and progressive manner.⁷ These studies suggest that both activity-based methods and the Montessori approach contribute to writing development, yet they have not been examined in conjunction within the context of Arabic writing instruction for AFL learners.

Based on the literature review, it appears that the Activity-Based Learning (ABL) approach in writing instruction has been widely applied and researched; however, no studies have specifically evaluated or critiqued its implementation within the context of Arabic writing instruction through a Montessori perspective. On the other hand, the Montessori approach offers a pedagogical viewpoint that emphasizes the natural development of learners, repetition based on individual readiness, and freedom of expression through writing. The absence of studies integrating these two approaches highlights a significant research gap. By examining the ABL model from a Montessori perspective, it becomes possible to evaluate the extent to which the approach addresses the psychological, linguistic, and developmental aspects of individual learners.

This study does not aim to empirically test teaching practices directly, but rather to conduct a critical analysis of previously published research findings. Through this approach, the researcher

³ Mehmet Razgatlioglu and Mustafa Ulusoy, "The Effect of Activity-Based Poetry Studies on Reading Fluency and Creative Writing Skills," *International Journal of Progressive Education* 18, no. 3 (2022): 226–43.

⁴ عوض حسين محمد and حسين, "فاعلية استخدام التعلم النقال في تدريس مقرر علم النفس الإرشادي لتنمية الكفاءة الذاتية المدركة لدى طلبة شعبة علم النفس بكلية التربية-جامعة أسيوط," *مجلة كلية التربية (أسيوط)* (أسيوط), no. 6.2 (2023): 192–229.٣٩

⁵ Fatemeh Aghajani and Hadi Salehi, "Effects of Montessori Teaching Method on Writing Ability of Iranian Male and Female EFL Learners," *Journal of Practical Studies in Education* 2, no. 1 (2021): 8–15.

⁶ Sharra Weasler, "A Grounded Theory Exploration of Learning to Read in the Montessori Early Childhood Classroom: Using Teacher Knowledge and Experience to Build a Model of Reading Development and to Examine How Montessori Pedagogy Supports Reading Motivation" (PhD Thesis, University of Northern Colorado, 2024), <https://search.proquest.com/openview/40e57291bc6f2150c396e7b76f46af90/1?pq-origsite=gscholar&cbl=18750&diss=y>.

⁷ Justus J. Randolph et al., "Montessori Education's Impact on Academic and Nonacademic Outcomes: A Systematic Review," *Campbell Systematic Reviews* 19, no. 3 (September 2023): e1330, <https://doi.org/10.1002/cl2.1330>.

positions themselves as a critical reader of the data and instructional design presented by other scholars.

The objective of this study is to critically evaluate the Activity-Based Learning model in teaching Arabic paragraph writing to AFL learners, using the Montessori approach as an analytical framework. This study draws on the findings of Sathikulameen et al., as published in *Ijaz Arabi*, Vol. 6, No. 3 (2023). The evaluation seeks to assess the extent to which the model incorporates principles of language psychology, learning continuity, and expressive freedom in the writing process. Through the Montessori perspective, this study aims to highlight possible misalignments between the ABL design and learners' needs in the context of Arabic as a foreign language. Accordingly, this research is expected to offer a theoretical contribution to Arabic language pedagogy and promote the development of more adaptive, learner-centered instructional approaches.

This study employs a qualitative approach using the library research method.⁸ This approach was chosen because the research does not involve experimentation or direct observation, but instead relies on the examination of previously published scholarly documents. The primary data source for this study is the article titled “*Effect of an Activity-Based Learning in Teaching Arabic Paragraph Writing to AFL Learners*”, authored by Sathikulameen, K.M.A., Ahamed Zubair, A. Abdul Hai Hasani Nadwi, M. Ahamedullah, and A.M. Ali Ibrahim, and published in *Ijaz Arabi*, Vol. 6, No. 3, in 2023. The article reports on the implementation of the Activity-Based Learning model in teaching paragraph writing in Arabic to Arabic as a Foreign Language (AFL) learners at The New College, Chennai, India. The data examined in this study include the ten instructional stages developed by the authors, as well as the methodological descriptions and findings presented in the article.

The data collection technique used is documentation, carried out by systematically reviewing and extracting the contents of the article, particularly the sections on methods, results, and conclusions. The data were then analyzed using interpretive content analysis. The researcher analyzed the article's content by comparing it with the principles of Montessori theory, particularly in the context of writing instruction. The analysis focused on identifying critical points such as the absence of language psychology elements, the lack of repetition principles, and the limited learner autonomy in the writing process. This analytical process aims to evaluate the extent to which the ABL model, as applied in the article, aligns with or diverges from the Montessori approach to language

⁸ M. A. Evanirosa et al., *Metode Penelitian Kepustakaan (Library Research)* (Media Sains Indonesia, 2022).

instruction. Consequently, this study provides a theoretically grounded critical evaluation of an existing instructional model for writing.

Result and Discussion

Research Outline: “Effect of an Activity-Based Learning in Teaching Arabic Paragraph Writing to AFL Learners”

The study titled “*Effect of an Activity-Based Learning in Teaching Arabic Paragraph Writing to AFL Learners*” was authored by Sathikulameen, K.M.A., Ahamed Zubair, A. Abdul Hai Hasani Nadwi, M. Ahamedullah, and A.M. Ali Ibrahim, and published in *Ijaz Arabi: Journal of Arabic Learning*, Vol. 6, No. 3 (2023). The full article is accessible via the following URL: <https://ejournal.uin-malang.ac.id/index.php/ijazarabi/article/view/22939>. *Ijaz Arabi* is a SINTA 2 accredited journal and indexed in the Web of Science (WoS).

As noted, the article is authored by five scholars. The first and second authors, Sathikulameen and K.M.A. Ahamed Zubair, are affiliated with The New College, Chennai, India, and specialize in applied linguistics. Sathikulameen serves as the lead author and has published several works on applied linguistics and language pedagogy. The third and fourth authors, A. Abdul Hai Hasani Nadwi and M. Ahamedullah, are affiliated with B.S. Abdur Rahman Crescent Institute of Science and Technology, India, and have research backgrounds in Arabic and Islamic Studies. The fifth author, A.M. Ali Ibrahim, is affiliated with Jamal Mohamed College, India—a higher education institution formerly affiliated with the University of Madras and currently affiliated with Bharathidasan University, Tiruchirappalli. Founded as a minority-serving institution, Jamal Mohamed College aims to provide higher education for socially and economically disadvantaged groups. A.M. Ali Ibrahim's primary research interests lie in applied linguistics.

This study investigates an activity-based learning approach aimed at enhancing Arabic paragraph writing skills among undergraduate AFL (Arabic as a Foreign Language) students at The New College, Chennai, India. A total of 25 students were selected as research participants. They engaged in elective activities designed to improve their paragraph writing skills in Arabic. The findings indicate signs of progress in Arabic paragraph writing skills among the students in the experimental group who were taught using the activity-based approach. Research data were collected using both quantitative and qualitative questionnaires administered before and after the instructional intervention.

For this study, out of the 25 students initially selected, only 15 actively participated in all ten stages taught using a bilingual (English and Arabic) approach. These students were third-year undergraduates enrolled in the Arabic BA program at The New College. The experimental group,

consisting of 15 students, received instruction through an activity-based learning model. As stated in the research design, the participants were assessed twice. The ten instructional days included ten distinct activities. Although the experimental group initially comprised 25 students, their Arabic paragraph writing skills were assessed through a pre-test before the intervention began. The activities were designed based on the participants' performance levels.

The students were informed about the aims of the study, and two main procedures were explained to them during the trial phase. First, ten exercises were implemented to help learners improve their paragraph writing skills. Then, both quantitative and qualitative questionnaires were administered to assess their progress. Additionally, students were instructed to communicate with the instructor by sending emails and interacting via Google Classroom. During the course of the study, learners were encouraged to ask questions in order to clarify their concerns related to paragraph writing techniques.⁹

Table: Stages of Activity-Based Learning for Teaching Arabic Paragraph Writing

No	Stage	Description
1	Formulating Words/Sentences	To develop students' vocabulary generation skills, the teacher provides a topic to each group. Each group must generate 100 words related to the topic. All the words are then consolidated.
2	Formulating Complete Sentences	To enhance sentence construction skills during group work (ten students per group), the teacher provides a paragraph topic and instructs students to write five sentences. The teacher then consolidates all the sentences.
3	Generating Thematically Relevant Vocabulary	To develop relevant vocabulary generation using the A-Z method. Each student is assigned a letter of the alphabet and asked to write as many words as possible that are relevant to the given theme. These are then consolidated and evaluated for thematic relevance.
4	Constructing a Topic Sentence	To improve students' ability to formulate a topic sentence. This is an individual task. The teacher provides a paragraph without a topic sentence, and students are asked to write an appropriate topic sentence.

⁹ A Sathikulameen et al., "Effect of an Activity-Based Learning in Teaching Arabic Paragraph Writing to AFL Learners," *Ijaz Arabi Journal of Arabic Learning* 6, no. 3 (2023), <https://doi.org/10.18860/ijazarabi.v6i3.22939>.

5	Formulating Supporting Sentences		To develop the skill of organizing supporting sentences. This is an individual task. The teacher provides a topic sentence and a concluding sentence, omitting the supporting sentences. Students are required to write appropriate supporting sentences.
6	Writing Concluding Sentences		To develop the skill of writing concluding sentences. This is a group activity involving 25 students. The teacher provides a paragraph without a concluding sentence, and students are asked to write a suitable conclusion.
7	Organizing Sentences into a Paragraph		To develop paragraph structuring skills. This is an individual activity. The teacher provides a scrambled paragraph, and students must rearrange the sentences into a coherent order.
8	Cohesion and Coherence		To improve students' paragraph writing skills by focusing on coherence. This individual task involves instructing students to write coherent sentences based on a specified text. The activity encourages students to produce logically connected sentences, which helps them coordinate with peers during sentence construction.
9	Writing Short Paragraphs		To develop skills in writing short paragraphs. In this group activity (ten students per group), two groups are formed and each is assigned a topic for paragraph writing.
10	Using Images in Paragraph Writing		To enhance paragraph writing skills through visual prompts. In this group activity, the teacher selects ten students per group and provides them with an image. The students are then encouraged to write a paragraph based on clues from the image.

Reference:¹⁰

The results of the respondents' pre-test and post-test were evaluated using an assessment procedure. The pre-test and post-test results were treated as numerical data, enabling statistical analysis. Student interviews constituted the qualitative component of the study. To gain deeper insights into students' perceptions and experiences with the activity-based approach, semi-structured interviews were conducted. Throughout the discussions, students were encouraged to express their views on the effectiveness of the method in enhancing their paragraph writing skills.

¹⁰ Sathikulameen et al.

Participants were prompted to share their opinions regarding the success of the instructional activities in improving their writing abilities.

The interviews were transcribed and subjected to thematic analysis in order to identify recurring themes and patterns in student responses. The qualitative data analysis provided a richer understanding of how students perceived the intervention and added essential context to the quantitative findings. The results of the study indicate that the activity-based approach has the potential to effect meaningful change in improving Arabic paragraph writing skills. This study carries both pedagogical and policy implications for developing paragraph writing competencies. Pedagogically, the findings underscore the value of learner-centered strategies in fostering Arabic paragraph writing proficiency. At the policy level, the findings highlight the need to introduce learner-centered language teaching methodologies in higher education.¹¹

Following a full-paper review, several strengths of the article can be identified. First, the activity-based Arabic paragraph writing instruction is systematized into ten distinct stages, beginning with word/sentence formulation; constructing complete sentences; supporting sentence development; writing closing sentences; organizing sentences into coherent paragraphs; promoting cohesion and coherence; writing short paragraphs; and utilizing images for paragraph development. This structured sequence facilitates student learning by guiding them to articulate ideas, thoughts, and emotions in written form with greater clarity and accuracy.

Second, each writing stage is accompanied by concrete examples, including grammatically complete Arabic sentences (*jumlah mufidah*), cohesive devices, sentence organization, paragraph development, inter-sentence coherence, and the use of illustrative images. Third, the paragraph writing instructional model aligns with the principles of the constructivist learning approach. The study was conducted by dividing students into two groups: an experimental group and a control group.

A Critique of Arabic Paragraph Writing Instruction Using the Activity-Based Learning Model for AFL (Arabic as a Foreign Language) Learners: A Montessori Perspective

The author presents a critical evaluation of the research findings through the lens of the Montessori method of writing instruction. First, while the stages of Arabic paragraph writing for foreign language learners have been systematized into ten distinct phases, this activity-based learning model overlooks essential principles of language psychology. One of the fundamental shortcomings is the

¹¹ Sathikulameen et al.

neglect of meaning comprehension.¹² Learners must first grasp the meaning of what they are writing—a step that was not facilitated by the instructors at The New College, Chennai, India.

Throughout the ten stages of Arabic paragraph writing, learners were not first introduced to the meanings of the vocabulary items they were required to use. The educators did not stimulate or encourage the learners to seek the meanings of Arabic words, either through dictionaries or other resources.¹³ Understanding the meaning of each Arabic word (*mufradat*) is crucial because meaning is a central element of language and communication. Meaning represents the mental encoding of concepts or ideas conveyed through language.

In the context of language teaching, the Montessori method emphasizes the importance of understanding language development as a key aspect of human development. Language learning involves practical engagement and critical thinking, as well as the development of communication skills and increased awareness. In this process, educators are expected to attend to the individual linguistic development of learners and adapt teaching methods to meet their specific needs.¹⁴ The acquisition of a second language through symbolic meaning is inherently linear. According to Chomsky's theory, this process significantly aids learners in understanding linguistic phenomena.¹⁵ This view aligns closely with Montessori's approach, which holds that the development of learners' linguistic information processing begins with understanding the meaning of the symbols in their immediate environment.¹⁶

Second, the continuity of writing stages. For instance, in composing complete sentences, followed by the use of particles to enhance sentence structure. The research in question highlights the continuity between stages of writing, particularly stages two, three, and four—namely, formulating complete sentences, generating relevant vocabulary (*mufradat*), and constructing topic sentences.¹⁷ In stage two, the teacher provides a paragraph theme to each group and instructs students to write five sentences. The teacher then consolidates these sentences. In stage three, to develop vocabulary generation skills with relevance, the A–Z method is used in group activities, where each student is assigned a letter and instructed to generate as many relevant words as possible related to the given

¹² M Montessori and G L Gutek, *The Montessori Method: The Origins of an Educational Innovation : Including an Abridged and Annotated Edition of Maria Montessori's The Montessori Method* (Rowman & Littlefield Publishers, 2004).

¹³ Sathikulameen et al., "Effect of an Activity-Based Learning in Teaching Arabic Paragraph Writing to AFL Learners," 2023.

¹⁴ M Montessori, *The Absorbent Mind*, Unabridged Start Publishing LLC (Start Publishing LLC, 2013).

¹⁵ N Chomsky, *Language and Mind* (Cambridge University Press, 2006).

¹⁶ Montessori and Gutek, *The Montessori Method: The Origins of an Educational Innovation : Including an Abridged and Annotated Edition of Maria Montessori's The Montessori Method*.

¹⁷ Sathikulameen et al., "Effect of an Activity-Based Learning in Teaching Arabic Paragraph Writing to AFL Learners," 2023.

topic. These words are then consolidated and evaluated for thematic relevance. In stage four, the teacher presents a paragraph without a topic sentence, and students are asked to compose an appropriate one.¹⁸

However, from a Montessori perspective, repetition must be prioritized before progressing to the next stage of learning.¹⁹ Students who have not yet mastered the ability to construct complete sentences should not be introduced to the use of conjunctions or particles.²⁰ The Montessori method emphasizes progressive learning, beginning with the introduction of letter shapes and advancing toward the ability to write simple words and sentences. Writing development in Montessori education is nurtured naturally and progressively, with close attention to each child's individual growth.²¹

In the Montessori approach, children are encouraged to learn writing in an enjoyable and organic manner, free from pressure to meet standardized benchmarks. They are given the opportunity to write independently using educational materials specifically designed to stimulate their interest in writing. Nevertheless, Montessori also acknowledges the importance of mastering all aspects of writing, including spelling, grammar, and idea development. However, such mastery is to be achieved gradually and naturally, respecting each child's developmental readiness.

In the Montessori method, writing continuity is viewed as the result of a natural and progressive development of writing skills. Montessori believed that children inherently possess an interest in learning to write, and the Montessori approach aims to nurture this interest through the use of appropriate educational materials. In the context of writing continuity, the Montessori approach emphasizes the importance of providing children with opportunities to write independently and valuing their learning process.

Through the use of sensory materials and a step-by-step instructional approach, Montessori helps children develop their writing abilities progressively, which in turn supports continuity in writing. Furthermore, Montessori acknowledges the importance of a supportive learning environment in promoting sustained writing development. The Montessori classroom is intentionally designed to stimulate children's interest in writing by offering access to a variety of educational resources that support the acquisition of writing skills. Writing continuity is therefore seen as the outcome of

¹⁸ Sathikulameen et al.

¹⁹ Montessori and Gutek, *The Montessori Method: The Origins of an Educational Innovation : Including an Abridged and Annotated Edition of Maria Montessori's The Montessori Method*.

²⁰ Montessori, *The Absorbent Mind*.

²¹ Montessori and Gutek, *The Montessori Method: The Origins of an Educational Innovation : Including an Abridged and Annotated Edition of Maria Montessori's The Montessori Method*.

natural, progressive skill development facilitated by an appropriately structured learning environment.²²

Third, the Arabic paragraph writing instruction as implemented in the study appears to impose a somewhat rigid structure on foreign language learners. Each writing stage is heavily guided by teacher instructions, leaving little room for student autonomy. This is evident in the implementation of the writing program for AFL learners at The New College, Chennai, India. Whether working individually or in groups, students were required to adhere strictly to teacher-determined tasks and themes.²³ For example, during the formulation of topics, students were not granted the freedom to choose the subject matter of their Arabic paragraphs. Even at the most basic level—such as vocabulary selection—students were constrained by the themes assigned by the instructor, as seen in the first stage of the program.²⁴

From a Montessori perspective, such rigid control contrasts with the core principle of learner-centered freedom, where students are encouraged to explore topics of personal interest, thus fostering intrinsic motivation and deeper engagement in the writing process. In the Montessori method, *freedom in writing* is a fundamental concept in the educational approach. Maria Montessori emphasized the importance of granting children the freedom to express themselves through writing, as well as to cultivate their creativity and interest in written language.²⁵ The notion of writing freedom in the Montessori method includes several key aspects:

1. Choice of Activity: Each child is given the freedom to select writing activities that interest them, such as writing stories, poems, personal journals, or creating their own books.
2. Creativity Development: Through writing freedom, children are encouraged to develop their creativity by expressing ideas and emotions in written form.
3. Appreciation of Personal Expression: This concept also includes valuing the child's personal voice and individual expression in their writing, without the pressure to meet predetermined standards.²⁶

By offering writing freedom, the Montessori method aims to stimulate children's interest in written language while promoting the development of creativity and personal expression. Through this approach, learners are encouraged to enjoy the writing process and to develop their writing skills in a natural and progressive manner.

²² Montessori and Gutek.

²³ Sathikulameen et al., "Effect of an Activity-Based Learning in Teaching Arabic Paragraph Writing to AFL Learners," 2023.

²⁴ Sathikulameen et al.

²⁵ Montessori and Gutek, *The Montessori Method: The Origins of an Educational Innovation : Including an Abridged and Annotated Edition of Maria Montessori's The Montessori Method*.

²⁶ L Lawrence, *Montessori Read and Write: A Parent's Guide to Literacy for Children* (Ebury, 1998).

Various studies have highlighted that the Montessori method supports learners in using writing as a foundation for learning to read. Teaching writing before reading has proven beneficial due to its efficiency, effectiveness, and, most importantly, its learner-centered nature. This process helps build learners' self-esteem while motivating them to achieve further.

The use of the Montessori teaching method has demonstrated significant impact on learners' writing abilities, particularly for English as a Foreign Language (EFL) students.²⁷; ²⁸. The Montessori method is especially relevant for foreign language writing instruction, as it focuses on preparing a learning environment that supports students' well-being and their ability to reach their full potential. By applying the Montessori method to foreign language writing education, educators can effectively support the development of writing skills while safeguarding learners' mental well-being, focus, and sustained engagement throughout the learning process.

Conclusion

This study concludes that the Activity-Based Learning (ABL) model for teaching Arabic paragraph writing to learners of Arabic as a Foreign Language (AFL) still demonstrates significant limitations when analyzed from a Montessori perspective. The ABL approach, as implemented, does not fully emphasize vocabulary (*mufradat*) comprehension as the foundation of language mastery. It also overlooks the importance of repetition in the writing process and offers limited autonomy for learners to independently express their ideas. These findings suggest that overly structured instruction may hinder the natural development of writing skills in learners.

For future research, it is recommended that the Montessori approach be more explicitly integrated into Arabic writing instruction. This integration may include allowing learners the freedom to choose their own writing topics, utilizing media and educational tools that support progressive learning, and adapting instructional stages to align with individual learners' readiness and needs. Further studies should also incorporate classroom observations in order to assess the effectiveness of this integrated approach in real teaching and learning contexts.

Reference

Aghajani, Fatemeh, and Hadi Salehi. "Effects of Montessori Teaching Method on Writing Ability of Iranian Male and Female EFL Learners." *Journal of Practical Studies in Education* 2, no. 1 (December 26, 2020): 8–15. <https://doi.org/10.46809/jpse.v2i1.17>.

²⁷ Fatemeh Aghajani and Hadi Salehi, "Effects of Montessori Teaching Method on Writing Ability of Iranian Male and Female EFL Learners," *Journal of Practical Studies in Education* 2, no. 1 (December 26, 2020): 8–15, <https://doi.org/10.46809/jpse.v2i1.17>.

²⁸ Chris Ercolano, "An Authentic Montessori Writing Program: Materials and Lessons to Guide Students through the Narrative Writing Process" (Saint Mary's College of California, 2021).

- . “Effects of Montessori Teaching Method on Writing Ability of Iranian Male and Female EFL Learners.” *Journal of Practical Studies in Education* 2, no. 1 (2021): 8–15.
- Chomsky, N. *Language and Mind*. Cambridge University Press, 2006.
- Ercolano, Chris. “An Authentic Montessori Writing Program: Materials and Lessons to Guide Students through the Narrative Writing Process.” Saint Mary’s College of California, 2021.
- Evanirosa, M. A., S. H. Christina Bagenda, Cpcle Mh, S. Ag Hasnawati, Fauzana Annova, Khisna Azizah, S. Sos, M. I. Kom, S. Ag Nursaeni, and M. Pd Maisarah. *Metode Penelitian Kepustakaan (Library Research)*. Media Sains Indonesia, 2022.
- Lawrence, L. *Montessori Read and Write: A Parent’s Guide to Literacy for Children*. Ebury, 1998.
- Montessori, M. *The Absorbent Mind*. Unabridged Start Publishing LLC. Start Publishing LLC, 2013.
- Montessori, M, and G L Gutek. *The Montessori Method: The Origins of an Educational Innovation : Including an Abridged and Annotated Edition of Maria Montessori’s The Montessori Method*. Rowman & Littlefield Publishers, 2004.
- Randolph, Justus J., Anaya Bryson, Lakshmi Menon, David K. Henderson, Austin Kureethara Manuel, Stephen Michaels, Debra Leigh Walls Rosenstein, Warren McPherson, Rebecca O’Grady, and Angeline S. Lillard. “Montessori Education’s Impact on Academic and Nonacademic Outcomes: A Systematic Review.” *Campbell Systematic Reviews* 19, no. 3 (September 2023): e1330. <https://doi.org/10.1002/cl2.1330>.
- Razgatlioglu, Mehmet, and Mustafa Ulusoy. “The Effect of Activity-Based Poetry Studies on Reading Fluency and Creative Writing Skills.” *International Journal of Progressive Education* 18, no. 3 (2022): 226–43.
- Santhi, Mrs V., and R. Malathi. “Implementation of Activity-Based Learning in Classroom Teaching.” *Strength for Today and Bright Hope for Tomorrow Volume 24: 3 March 2024 ISSN 1930-2940*, 2024, 23.
- Sathikulameen, A, K M A Ahamed Zubair, A Abdul Hai Hasani Nadwi, M Ahamedullah, and A M Ali Ibrahim. “Effect of an Activity-Based Learning in Teaching Arabic Paragraph Writing to AFL Learners.” *Ijaz Arabi Journal of Arabic Learning* 6, no. 3 (2023). <https://doi.org/10.18860/ijazarabi.v6i3.22939>.
- Sathikulameen, A., KMA Ahamed Zubair, A. Abdul Hai Hasani Nadwi, M. Ahamedullah, and AM Ali Ibrahim. “Effect of an Activity-Based Learning in Teaching Arabic Paragraph Writing to AFL Learners.” *Ijaz Arabi Journal of Arabic Learning* 6, no. 3 (2023). <https://ejournal.uin-malang.ac.id/index.php/ijazarabi/article/view/22939>.
- Weasler, Sharra. “A Grounded Theory Exploration of Learning to Read in the Montessori Early Childhood Classroom: Using Teacher Knowledge and Experience to Build a Model of

Reading Development and to Examine How Montessori Pedagogy Supports Reading Motivation.” PhD Thesis, University of Northern Colorado, 2024.
<https://search.proquest.com/openview/40e57291bc6f2150c396e7b76f46af90/1?pq-origsite=gscholar&cbl=18750&diss=y>.

محمد, عوض حسين and حسين. “فاعلية استخدام التعلم النقال في تدريس مقرر علم النفس الإرشادي لتنمية الكفاءة الذاتية المدركة لدى طلبة شعبة علم النفس بكلية التربية-جامعة أسيوط.” *مجلة كلية التربية (أسيوط)* , no. ٣٩ ,

6.2 (2023): 192–229.