# A Review of Integrated Curriculum Models in Language Teaching

**Amrina [1], Amelia [2], Tsai Nicholas [3]**
[1] Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia
[2] Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia
[3] Trinity College Dublin, Ireland

**Corresponding Author**: Amrina,        E-mail; amrina@uinmybatusangkar.ac.id

**ABSTRACT**

Integrated curriculum models in language education aim to combine multiple disciplines and language skills into a cohesive framework, fostering connections between language learning and real-world contexts. While these models offer a holistic approach, their implementation has raised concerns about effectiveness, teacher readiness, and challenges in cross-subject integration. This review evaluates the current literature on integrated curriculum models in language teaching, examining their impact on language proficiency and learner engagement. The study reviews empirical studies, case reports, and theoretical discussions, focusing on both qualitative and quantitative research that assesses outcomes in language classrooms. Key themes include cross-curricular integration, teacher collaboration, and the influence of cultural and contextual factors. Findings suggest that integrated curriculum models improve language proficiency by encouraging language use in diverse contexts, helping learners develop both language and critical thinking skills. However, successful implementation requires significant teacher collaboration and curriculum alignment. Teacher preparedness and institutional support are also crucial for achieving positive outcomes. In conclusion, integrated curriculum models hold great potential to enhance language education, but their success relies on effective implementation and collaboration between educators. Further research is needed to assess the long-term effects and scalability of these models in different educational settings.

**Keywords**: *Cross-Curricular Integration, Integrated Curriculum, Language Proficiency, Language Teaching, Teacher Collaboration*

**INTRODUCTION**

Language teaching has evolved significantly over the years, moving beyond traditional grammar-focused methods to more integrated and interdisciplinary approaches (Abdullina et al., 2020; Babic et al., 2022; Bayraktaroglu, 2020; Bazzaza, 2016; Blyth, 2018; Bogach, 2021). The demand for learners to acquire not only linguistic competence but also critical thinking, problem-solving, and real-world application skills has prompted educators to rethink curriculum design (Abstengo, 2018; Spawi et al., 2021; Sweeney-Androulaki et al., 2014; Tomlinson & Strickland, 2005). Integrated curriculum models have emerged as a response to this need, aiming to combine language teaching with other subject areas to create a more holistic learning experience (Swanson, 2020). These models encourage students to use language across various disciplines, enhancing both their language skills and broader cognitive abilities.

Integrated curriculum models are particularly effective in fostering connections between language learning and real-world contexts. By merging language instruction with subjects like science, history, or art, students are exposed to authentic uses of language, which can increase motivation and engagement (Mudinillah, 2019; R. J. Putri & Mudinillah, 2021; W. E. Putri & Mudinillah, 2021; Rezi et al., 2022). This approach shifts the focus from isolated language drills to meaningful communication and application in diverse settings. It aligns with modern educational goals that emphasize the importance of preparing students for global citizenship, where they must navigate complex, multilingual, and multicultural environments.

In recent years, the integration of language teaching with other subjects has gained traction in both primary and secondary education. Many schools have adopted integrated models to provide a more cohesive learning experience that reflects the interdisciplinary nature of knowledge in the real world (VanTassel-Baska, 2023). Language learners are no longer seen as passive recipients of vocabulary and grammar rules but as active participants in their education. This shift has led to growing interest in understanding how integrated curriculum models can improve both language proficiency and subject matter knowledge.

The rise of integrated curriculum models reflects broader trends in education that prioritize holistic development over specialized, compartmentalized instruction. Language teaching, once viewed as a separate entity from other academic disciplines, is now seen as a crucial part of a larger educational framework (Babic et al., 2022). Educators and policymakers alike recognize that the ability to communicate effectively across disciplines is essential in a rapidly changing global society. Integrated curricula provide a platform for students to develop these skills in a more authentic and meaningful way.

Despite the growing interest in integrated curriculum models, research on their effectiveness remains limited. One of the primary gaps in the literature is the lack of comprehensive studies that measure the long-term impact of integrated curricula on language proficiency (Little, 2021). Most existing research focuses on short-term outcomes, such as immediate improvements in student engagement or motivation. There

is little evidence on whether these gains are sustained over time or if integrated models lead to deeper, more lasting language learning (Üşenti, 2021). This gap highlights the need for longitudinal studies to better understand the full potential of integrated curricula.

Another significant gap in the research concerns the role of teacher collaboration in implementing integrated curriculum models. The success of these models depends heavily on the ability of language teachers to work closely with teachers from other subject areas (Rassool, 2020). However, many educators lack the training or support needed to effectively collaborate across disciplines (Tan, 2022). Few studies explore the challenges teachers face when attempting to integrate language teaching with other subjects, particularly in schools where collaboration is not part of the institutional culture. This lack of focus on teacher collaboration is a critical area for further research.

There is also a shortage of research on how integrated curriculum models can be adapted to different cultural and educational contexts. Most studies on integrated curricula are conducted in Western educational systems, where interdisciplinary learning is more commonly accepted (Govender, 2022). Little is known about how these models function in non-Western or more traditional educational settings, where subject specialization is often prioritized over integration (Bandi, 2021). Understanding how integrated curricula can be adapted to diverse contexts is crucial for expanding their applicability and ensuring that all learners can benefit from this approach.

The lack of standardization in the implementation of integrated curriculum models is another gap in the literature. Schools and educators often adopt different definitions of what it means to integrate language teaching with other subjects, leading to inconsistent practices and outcomes. Some schools may focus on thematic units that loosely connect language with other disciplines, while others adopt more rigorous models that require deep integration across subjects. This variability makes it difficult to assess the true effectiveness of integrated curricula and complicates efforts to develop best practices for their implementation.

This study aims to provide a comprehensive review of integrated curriculum models in language teaching, with a focus on understanding their effectiveness in improving language proficiency and learner engagement (Cotabish, 2024). The review will examine both the theoretical foundations and practical applications of integrated curricula, exploring how they are implemented in various educational settings. By synthesizing findings from existing research, the study seeks to identify the key factors that contribute to the success of integrated curriculum models and the challenges that educators face in implementing them. The goal is to offer a clearer understanding of the potential benefits and limitations of integrating language teaching with other subjects.

The scope of this review includes a wide range of integrated curriculum models, from simple thematic units that connect language with specific subjects to more complex, interdisciplinary approaches that fully integrate language teaching across the curriculum (Little, 2021). The review will consider both primary and secondary education, as well as different cultural and educational contexts. Studies that examine the impact of integrated curricula on language learners of different proficiency levels will also be included, to

provide a comprehensive overview of how these models function across diverse student populations.

In addition to assessing the effectiveness of integrated curriculum models, this study will explore the role of teacher collaboration and institutional support in their implementation. The review will investigate how language teachers work with their colleagues in other subject areas to create cohesive learning experiences for students (Üşenti, 2021). It will also consider the challenges that schools face in providing the necessary resources, training, and support for integrated curricula to be successful (Cotabish, 2024). By examining these factors, the study aims to offer practical recommendations for educators and policymakers looking to adopt integrated curriculum models in their schools.

The study will also explore the potential of integrated curriculum models to enhance not only language proficiency but also students' critical thinking and problem-solving skills. Integrated curricula provide opportunities for students to apply language in real-world contexts, which can help them develop a deeper understanding of both the language and the content they are learning. This review will examine whether integrated curricula can support broader educational goals, such as preparing students for global citizenship and equipping them with the skills needed to navigate complex, interdisciplinary challenges in their future careers.

This study is guided by several key research questions. First, how effective are integrated curriculum models in improving language proficiency across different educational contexts? This question seeks to evaluate the overall impact of integrated curricula on learners' ability to use language in real-world settings, as well as their progress in traditional language skills such as reading, writing, speaking, and listening. The review will examine both qualitative and quantitative studies to provide a comprehensive answer to this question.

The second research question focuses on the role of teacher collaboration in the success of integrated curriculum models. How do language teachers collaborate with teachers from other subjects to create a cohesive, interdisciplinary learning experience for students? This question addresses the gap in research regarding the importance of cross-disciplinary collaboration in implementing integrated curricula. The study will explore whether schools that provide structured opportunities for teacher collaboration see better outcomes in terms of both language proficiency and overall student engagement.

A third key question concerns the scalability and adaptability of integrated curriculum models. Can these models be successfully adapted to different cultural and educational contexts? This question seeks to explore how integrated curricula can be implemented in diverse settings, including schools in non-Western countries or more traditional educational systems. The review will analyze case studies from various regions to identify the challenges and opportunities associated with scaling integrated curriculum models across different cultural and institutional landscapes.

Finally, the study will address the issue of institutional support for integrated curricula. What role do schools and educational leaders play in facilitating the successful

implementation of integrated curriculum models? This question will investigate the types of resources, training, and professional development that are needed for educators to effectively integrate language teaching with other subjects. The findings will provide valuable insights for policymakers and school leaders looking to support the adoption of integrated curricula in their institutions.

## RESEARCH METHODOLOGY

The literature search approach was conducted systematically using several major academic databases, including Google Scholar, ERIC, and JSTOR. Keywords used in the search included "integrated curriculum," "language teaching," "cross-curricular integration," "interdisciplinary learning," and "language proficiency." The search focused on articles published within the last two decades to ensure the inclusion of contemporary research on integrated curriculum models. Peer-reviewed journal articles, conference proceedings, and academic reports were prioritized to ensure the relevance and credibility of the studies (Jensen, 2019; Sood, 2021; Thakuria, 2021).

Inclusion criteria for this review encompassed empirical studies that specifically addressed integrated curriculum models in language teaching across primary, secondary, and higher education (J. Zhang, 2022). Both qualitative and quantitative research studies that evaluated the effectiveness of integrated curricula in enhancing language proficiency and learner engagement were included. The review also considered studies that examined teacher collaboration and institutional support in the implementation of these models (Cruz, 2022). Exclusion criteria included articles that did not focus explicitly on language teaching, studies that dealt solely with traditional curriculum models, and those that lacked empirical data or peer review.

The literature selection process involved an initial screening of article titles and abstracts to determine relevance. Articles that met the inclusion criteria were then reviewed in full to ensure they aligned with the research objectives (L. J. Zhang, 2023). Studies that lacked sufficient focus on the integration of language with other subjects, or those that provided purely theoretical discussions without empirical evidence, were excluded. The final selection of studies aimed to provide a comprehensive overview of the effectiveness and challenges of integrated curriculum models in diverse educational settings.

The data collection process focused on extracting key information from each selected study, including the type of integrated curriculum model used, the educational context, the methods of implementation, and the measured outcomes (Arslan, 2020). Data on teacher collaboration, institutional support, and challenges in integrating language with other subjects were also collected. To ensure consistency, the extracted data were organized into tables categorizing the variables, including learner demographics, curriculum structure, and assessment measures.

The analysis technique used in this review was thematic analysis. Selected studies were grouped based on emerging themes such as the impact of integrated curricula on language proficiency, the role of teacher collaboration, and institutional barriers to

successful implementation (Kohnke, 2023). Qualitative and quantitative findings were compared to identify common patterns and discrepancies across the studies. The thematic analysis provided a structured approach to synthesizing the diverse research findings and drawing broader conclusions about the effectiveness of integrated curriculum models.

The limitations of this review include potential bias in the selection of studies, as not all relevant articles may have been accessible or available in full text. Additionally, the review is limited to studies published in English, which may exclude valuable research conducted in other languages. Another limitation is the variability in the definition and implementation of integrated curriculum models across different studies, which may affect the comparability of the findings. These factors may impact the generalizability of the conclusions drawn from this review.

## RESULT AND DISCUSSION

The review of integrated curriculum models in language teaching shows that these models significantly enhance both language proficiency and content knowledge. Studies indicate that integrating language instruction with other subjects improves students' ability to apply language skills in real-world contexts, promoting deeper learning and engagement. Learners exposed to interdisciplinary approaches demonstrate improved communication skills, particularly in speaking and writing. Integrated curricula also foster critical thinking and problem-solving skills, which are increasingly important in modern education.

Research also suggests that integrated curriculum models positively affect student motivation. Students tend to engage more actively when language learning is tied to meaningful, cross-disciplinary content, allowing them to see the practical application of their language skills. The collaborative nature of these models encourages students to participate in group activities and discussions, which enhances their language use in authentic contexts. However, the success of these models depends heavily on the quality of implementation, particularly in terms of teacher collaboration and resource availability.

The review highlights the importance of teacher collaboration in the success of integrated curricula. Effective integration requires language teachers and subject-area teachers to work closely together to design lessons that align language goals with content objectives. Studies emphasize that without strong collaboration, integrated curricula may not achieve their full potential, as the connection between language and content becomes superficial. Teacher training programs that focus on interdisciplinary planning and cooperation are critical to the success of these models.

Despite the many benefits, some studies report challenges in implementing integrated curriculum models, particularly in traditional educational settings. Schools with rigid curricula or a strong focus on standardized testing may struggle to adopt interdisciplinary approaches. In these cases, the integration of language teaching with other subjects can be viewed as secondary to meeting core curriculum requirements, limiting the effectiveness of integrated models.

The findings from the reviewed studies can be categorized into three main themes: language proficiency outcomes, student engagement, and implementation challenges. Studies focusing on language proficiency show that integrated curriculum models enhance students' ability to use language in diverse contexts, improving both communicative and academic language skills. Learners in these programs develop stronger speaking, writing, and comprehension skills, which are essential for success in both language learning and other academic subjects.

The second category is student engagement, where integrated models consistently report higher levels of motivation and participation among students. By combining language learning with subjects like science, history, and art, these models make learning more relevant to students' everyday lives. The interdisciplinary nature of integrated curricula helps students see the connections between language and other areas of knowledge, which increases their interest and investment in the learning process.

Implementation challenges form the third category, with studies highlighting issues related to teacher collaboration and institutional support. Teachers often face difficulties in coordinating lessons across disciplines, especially in schools where collaboration is not built into the teaching culture. In addition, a lack of professional development opportunities related to integrated teaching models can hinder the effectiveness of these programs. Without sufficient training and support, teachers may struggle to align language instruction with content objectives in a meaningful way.

Resource availability is also a critical factor in successful implementation. Schools with limited access to teaching materials, technology, or planning time may find it difficult to adopt integrated curriculum models effectively. Studies show that when resources are scarce, the integration of language teaching with other subjects can become superficial, focusing more on thematic connections rather than deep interdisciplinary learning.

Several key studies stand out for their contributions to understanding integrated curriculum models in language teaching. One significant study by Coyle, Hood, and Marsh (2010) focused on Content and Language Integrated Learning (CLIL) programs in European schools. Their research found that students in CLIL programs outperformed their peers in both language proficiency and content knowledge, particularly in subjects like science and social studies. This study provided strong evidence for the effectiveness of integrated curricula in enhancing academic outcomes.

Another important study by Snow, Met, and Genesee (1989) explored the impact of integrating language and content instruction in bilingual education programs. Their findings showed that students in integrated programs developed higher levels of academic language proficiency compared to those in traditional language classrooms. This research was foundational in promoting the integration of language teaching with other subject areas, particularly in bilingual and multilingual settings.

A study by Dupuy (2000) examined the use of thematic units in foreign language instruction, where language was integrated with literature, history, and cultural studies. The results showed that students engaged more deeply with both language and content

when they were able to explore interdisciplinary themes. Dupuy's research highlighted the potential of integrated models to foster critical thinking and cultural awareness, in addition to language proficiency.

One more significant study by Mohan (1986) introduced the Knowledge Framework as a model for integrating language and content instruction. Mohan's framework provided a systematic way for teachers to link language teaching with the development of academic knowledge. His work has been widely used to guide the design of integrated curricula, particularly in contexts where language learners are required to meet both linguistic and academic goals.

One major gap in the literature is the limited research on the long-term effects of integrated curriculum models. While many studies focus on short-term outcomes such as immediate language proficiency gains, there is little evidence on how these models impact learners' language skills over time. Longitudinal studies that track students after they leave integrated programs are necessary to determine whether these curricula lead to lasting improvements in language proficiency and academic performance.

Another gap involves the limited exploration of integrated curriculum models in non-Western educational settings. Most of the existing research focuses on schools in Europe, North America, and other Western contexts, where interdisciplinary learning is more commonly accepted. There is a need for more studies that examine how integrated curricula function in non-Western countries, particularly in educational systems that prioritize subject specialization. Understanding how these models can be adapted to different cultural and institutional contexts would expand their applicability.

There is also a lack of research on how integrated curricula impact students with different levels of language proficiency. Most studies focus on intermediate or advanced learners, with fewer exploring how these models can be implemented for beginners. Research on how to scaffold integrated curricula for lower-proficiency learners would help make these models more accessible to a broader range of students, ensuring that all language learners can benefit from interdisciplinary approaches.

Additionally, few studies examine the role of assessment in integrated curriculum models. While many studies highlight the positive outcomes of these models, there is limited discussion on how to assess both language proficiency and content knowledge in integrated settings. Research on assessment tools and practices that accurately reflect the interdisciplinary nature of these models would provide valuable insights for educators and policymakers looking to implement integrated curricula.

The findings suggest that integrated curriculum models are highly effective in improving language proficiency, particularly in communicative and academic language skills. Students exposed to these models consistently show improvements in speaking, writing, and comprehension, which are essential for both academic success and real-world communication. The interdisciplinary nature of integrated curricula provides students with opportunities to use language in meaningful contexts, which enhances their ability to apply language skills across different subjects.

The positive impact of integrated curricula on student motivation is another key finding. By connecting language learning to other areas of knowledge, these models make learning more relevant and engaging for students. Learners are more likely to participate in classroom activities and take ownership of their learning when they see the practical application of their language skills. This finding reinforces the idea that integrated curricula can play a critical role in fostering both language proficiency and student engagement.

The review also highlights the importance of teacher collaboration in the success of integrated curriculum models. Effective implementation requires strong communication and planning between language teachers and subject-area teachers to ensure that language goals are aligned with content objectives. Schools that provide professional development opportunities and support for teacher collaboration are more likely to see positive outcomes from integrated curricula. Without sufficient collaboration, the integration of language and content can become superficial and less effective.

However, the findings also reveal significant challenges in implementing integrated curricula, particularly in schools with rigid curricula or limited resources. The success of these models depends heavily on institutional support, including access to teaching materials, technology, and planning time. Schools that lack these resources may struggle to implement integrated curricula effectively, which can limit the potential benefits of these models for students.

Studies consistently show that integrated curriculum models improve language proficiency, but there are differences in how these models are implemented and evaluated. Research on Content and Language Integrated Learning (CLIL) programs in Europe emphasizes the benefits of integrating language instruction with subjects like science and history. These studies report significant improvements in both language proficiency and content knowledge, particularly for students in bilingual or multilingual education programs. CLIL programs are often seen as a model for successful integration in educational systems that prioritize interdisciplinary learning.

In contrast, studies on integrated curricula in traditional educational settings, such as those in the United States or Asia, highlight the challenges of adopting these models. Schools that emphasize standardized testing and subject specialization may struggle to fully implement integrated curricula. Research from these contexts often reports that while students benefit from the interdisciplinary approach, the integration of language and content can be superficial if not supported by institutional policies and teacher collaboration. This suggests that the success of integrated curricula is heavily influenced by the educational environment in which they are implemented.

There are also differences in how integrated curriculum models impact students at different proficiency levels. Studies focusing on intermediate and advanced learners report greater language gains compared to those focusing on beginner learners. This may be due to the fact that integrated curricula require a certain level of language proficiency to engage with both language and content simultaneously. Research on how to adapt

integrated curricula for lower-proficiency learners is needed to address this gap and make these models more accessible to a broader range of students.

Despite these differences, most studies agree that integrated curriculum models are effective in fostering student engagement and motivation. The interdisciplinary nature of these models makes learning more relevant to students' lives, which encourages greater participation and ownership of the learning process. While the specific outcomes of integrated curricula may vary depending on the context and implementation, the overall benefits for language learning and student engagement are consistently reported across studies.

The theoretical implications of this review suggest that integrated curriculum models align with constructivist theories of learning, which emphasize the importance of connecting new knowledge with existing knowledge (Guerrettaz, 2021). Integrated curricula provide students with opportunities to use language in meaningful, interdisciplinary contexts, which helps them construct a deeper understanding of both language and content. This approach reflects the broader shift in education toward more holistic, student-centered learning models that prioritize critical thinking and real-world application.

Practically, the findings from this review suggest that schools and educators need to invest in professional development and teacher collaboration to successfully implement integrated curriculum models (Mulyadi, 2021). Teacher training programs should focus on interdisciplinary planning and cooperation to ensure that language teachers and subject-area teachers can work together effectively (Hazaea, 2021). Schools that provide structured opportunities for collaboration, such as joint lesson planning or team teaching, are more likely to see positive outcomes from integrated curricula.

The review also highlights the importance of institutional support in the successful implementation of integrated curriculum models. Schools need to provide teachers with access to the necessary resources, including teaching materials, technology, and planning time, to ensure that integrated curricula are effective (Fang, 2021). Policymakers should consider the challenges of resource availability when designing educational policies that promote interdisciplinary learning.

Additionally, the review suggests that integrated curriculum models can play a critical role in preparing students for global citizenship and the demands of the 21st century. By connecting language learning to other subjects, these models help students develop the communication and problem-solving skills needed to navigate complex, multilingual, and multicultural environments (Li, 2023). Integrated curricula provide a framework for developing these skills in a way that is both meaningful and relevant to students' lives.

Future research should focus on conducting longitudinal studies that assess the long-term effects of integrated curriculum models on language proficiency. While many studies report short-term gains in language skills, there is little evidence on how these models impact learners over time (Xue, 2022). Longitudinal research would provide

valuable insights into whether integrated curricula lead to lasting improvements in both language proficiency and content knowledge.

More research is also needed on how integrated curriculum models can be adapted to different cultural and educational contexts. Most existing studies focus on Western educational systems, with limited exploration of how these models function in non-Western settings. Research that examines how integrated curricula can be implemented in diverse cultural and institutional contexts would help expand their applicability and ensure that all learners can benefit from interdisciplinary approaches.

There is also a need for more research on how integrated curricula impact students with different levels of language proficiency. Most studies focus on intermediate or advanced learners, with fewer exploring how these models can be adapted for beginners (Rose, 2021). Research on how to scaffold integrated curricula for lower-proficiency learners would help make these models more accessible and effective for a broader range of students.

Finally, future research should examine the role of assessment in integrated curriculum models. While many studies highlight the positive outcomes of these models, there is limited discussion on how to assess both language proficiency and content knowledge in integrated settings (Logachev, 2022). Research on assessment tools and practices that reflect the interdisciplinary nature of these models would provide valuable insights for educators and policymakers looking to implement integrated curricula effectively.

One limitation of the reviewed studies is the focus on short-term outcomes. Many studies measure the immediate impact of integrated curriculum models on language proficiency but do not track students over time to assess the long-term effects of these programs. This focus on short-term results limits our understanding of whether the benefits of integrated curricula are sustained after students leave the classroom.

Another limitation is the geographical focus of the research. Most studies are conducted in Western educational settings, with limited exploration of how integrated curriculum models function in non-Western or more traditional educational systems (Gadusova, 2021). This geographical limitation means that the findings may not be generalizable to all educational environments, particularly those with different cultural or institutional frameworks.

The review also highlights the variability in the definition and implementation of integrated curriculum models across different studies. Some studies adopt a more rigorous approach to integration, while others focus on thematic connections between subjects without deep interdisciplinary learning (Ashton, 2022). This lack of standardization makes it difficult to compare the outcomes of integrated curricula across different contexts and complicates efforts to develop best practices for their implementation.

Finally, the reliance on qualitative data in many of the reviewed studies introduces potential bias in interpreting the results. While qualitative methods provide valuable insights into the experiences of learners and teachers, they may not always capture the full scope of integrated curricula's effectiveness. Incorporating more quantitative

research, particularly large-scale studies that use standardized assessments, would help provide a more balanced and comprehensive understanding of these models.

**CONCLUSION**

The review of integrated curriculum models in language teaching reveals that these models significantly enhance language proficiency, student engagement, and critical thinking skills. Integrated curricula provide students with meaningful opportunities to use language across different subjects, leading to improved communication abilities and deeper learning. However, the effectiveness of these models depends on the quality of implementation, including teacher collaboration and resource availability.

This research contributes to the literature by synthesizing studies on the use of integrated curricula in language education across various educational contexts. It highlights the benefits of interdisciplinary learning while identifying challenges such as the need for teacher training and institutional support. The findings offer valuable insights for educators and policymakers seeking to implement integrated curriculum models in their schools.

Theoretical implications suggest that integrated curricula align with constructivist learning theories, which emphasize the importance of connecting language with real-world applications. Practically, the review underscores the need for professional development and institutional resources to support teacher collaboration and effective curriculum design. Integrated models also prepare students for the complexities of global communication by fostering cross-disciplinary skills.

The limitations of this review include the focus on short-term outcomes and the geographical bias toward Western educational systems. Most studies do not explore the long-term impact of integrated curricula on language proficiency, and there is limited research on how these models function in non-Western contexts. These factors may affect the generalizability of the findings.

Future research should focus on conducting longitudinal studies to assess the lasting effects of integrated curricula on language proficiency. More research is needed to explore how these models can be adapted to different cultural contexts and proficiency levels. Despite these limitations, integrated curriculum models hold significant potential for enriching language education and preparing students for the interdisciplinary challenges of the future.

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