

Students' Perceptions of Learning Arabic Grammar Through the 'Tanwir Lughah' Program at Universiti Teknologi MARA (Shah Alam)

Nur Syuhaidah¹, Hazrati Binti Yahaya^{2*}, Ibrahim Youssef Abdelhamid³, Ragab Ibrahim Ahmed Awad⁴

¹Bachelor Degree Student, Center of Arabic Studies, Academy of Language Studies, Universiti Teknologi MARA - UiTM Shah Alam, Malaysia.

^{2,3}Senior Lecturer, Center of Arabic Studies, Academy of Language Studies, Universiti Teknologi MARA - UiTM Shah Alam, Malaysia.

⁴Lecturer, Kulliyah Usuluddin, Sains Al-Quran Dan Bahasa Arab, Sultan Abdul Halim Mu'adzam Shah International Islamic University - UniSHAMS, Malaysia.

*Corresponding Author

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ABSTRACT

This study examines students' perceptions of learning Arabic grammar through the *Tanwir Lughah* Language Enhancement Program at Universiti Teknologi MARA (Shah Alam). It addresses issues related to students' weak mastery of Arabic grammar and their level of participation in the program, which is considered suboptimal. A descriptive quantitative research design was employed, with a questionnaire as the primary instrument. The sample comprised 50 Arabic language students from Semester One to Semester Five who attended and participated in the program. Findings indicate that students hold positive perceptions toward learning Arabic grammar through the program. This study is significant as it provides valuable insights for Arabic language educators and program coordinators regarding the effectiveness of the *Tanwir Lughah* program in enhancing students' grammar mastery. The results can also inform the improvement of grammar modules and teaching strategies in the future, thereby supporting the development of stronger Arabic language skills among students.

Keywords: Students' Perceptions, Language Enhancement Program, Arabic Language Learning.

INTRODUCTION

Arabic language education in Malaysia has undergone significant development over the past decades. Initially introduced through informal religious learning and traditional Islamic institutions, Arabic gradually became institutionalized within the national education system. The implementation of the J-QAF program (Jawi, Qur'an, Arabic, and Fard 'Ain) further strengthened Arabic instruction at the primary school level, providing young learners with structured exposure to reading, writing, and recitation skills. Over time, Arabic education expanded to secondary schools and eventually to higher education institutions, reflecting its growing academic, religious, and professional significance in the Malaysian context. Today, public universities across the country offer structured Arabic language programs at both undergraduate and postgraduate levels, highlighting Arabic not only as an academic discipline but also as a strategic language with global relevance.

Among these institutions, Universiti Teknologi MARA (Shah Alam) offers Arabic education in two primary forms. First, Arabic is introduced as a foreign language (third-language course) to students from various faculties, providing them with foundational exposure to the language. Second, Arabic is offered as a specialized

major through the Bachelor of Applied Language Studies (Hons.) in Professional Communication in Arabic (LG242) under the Academy of Language Studies. This program, launched in 2013, is designed to produce graduates who are proficient in Arabic and capable of performing effectively in professional contexts. The curriculum integrates multiple dimensions of language learning, including grammar, morphology, reading, listening, speaking, semantics, pragmatics, professional communication, information technology, culture, entrepreneurship, and management. This comprehensive structure reflects the program's objective of developing well-rounded graduates with strong linguistic and professional competencies (Yahaya et al., 2019; Abdelhamid et al., 2025).

Despite this structured curriculum, mastery of Arabic grammar continues to present a significant challenge for learners. Grammar forms the structural foundation of language, enabling accurate speaking, writing, and comprehension. However, students often perceive grammar as abstract, complex, and cognitively demanding, particularly in the context of Arabic as a foreign language (Shabani & Mostafae, 2021; Ali & Alhashmi, 2022). Weakness in grammar mastery can negatively affect students' confidence, communicative performance, and overall language development. Previous research on grammar acquisition has predominantly focused on classroom-based instruction, leaving a gap in understanding how structured support programs outside formal lectures can assist learners in reinforcing grammatical knowledge.

In response to these challenges, Universiti Teknologi MARA (Shah Alam) has introduced several language support initiatives beyond formal lectures, among which the "Tanwir Lughah" Language Enhancement Program plays a key role. This program is designed to strengthen students' Arabic proficiency by providing additional exposure, structured practice, and interactive activities outside the regular classroom. Grammar learning within the program is reinforced through guided modules, collaborative tasks, and applied language activities aimed at improving both understanding and practical usage. Such enhancement programs serve as complementary platforms to formal instruction, offering students opportunities to engage with the language in a more flexible, supportive, and less pressured environment.

However, the effectiveness of these programs is influenced not only by instructional design but also by students' perceptions and acceptance. Research on motivation and learner engagement indicates that positive perceptions and attitudes significantly influence participation, persistence, and learning outcomes (Dörnyei & Ushioda, 2021; Safadi et al., 2023). Similarly, studies in educational technology emphasize that learners' perceived usefulness and ease of use of instructional modules critically affect engagement and sustained participation (Al-Fraihat et al., 2020; Dwivedi et al., 2022). Despite these insights, there is limited empirical evidence examining students' perceptions and acceptance of grammar learning modules within structured language enhancement programs, particularly at the tertiary level in Malaysia.

Given this gap, it is crucial to explore how students perceive grammar learning through structured support initiatives such as the "Tanwir Lughah" program. Understanding students' perspectives can help determine whether the program aligns with their learning needs and expectations, as well as provide insights into the level of acceptance of the grammar modules employed. Such evaluation not only informs the continuous improvement of language support strategies but also strengthens efforts to enhance grammar mastery and communicative competence among university students. Therefore, this study aims to examine students' perceptions of learning Arabic grammar through the "Tanwir Lughah" Language Enhancement Program at Universiti Teknologi MARA (Shah Alam) and to analyze their level of acceptance of the grammar learning module. By centering learners' voices and integrating perceptual insights with quantitative measures of module acceptance, this research seeks to provide a nuanced understanding of how structured enhancement programs can facilitate grammar acquisition and contribute to the overall quality of Arabic language education in higher learning institutions.

Significance of the Study

This study holds several significant contributions. First, it provides a deeper understanding of students' perceptions of learning Arabic grammar in higher education, particularly within structured support programs such as the "Tanwir Lughah" Language Enhancement Program at Universiti Teknologi MARA (Shah Alam). While previous research has predominantly focused on classroom-based grammar instruction, studies examining

students' experiences with supplementary initiatives designed to reinforce grammar mastery remain limited. By centering students' voices, this study offers valuable insights into learners' engagement, motivation, and learning preferences, which are essential factors in designing effective language support programs.

Second, the study addresses the gap in empirical evidence regarding students' acceptance of grammar learning modules. Learners' perceptions of the usefulness and ease of use of such modules can significantly influence sustained engagement and learning outcomes. Understanding these acceptance levels can guide program developers, curriculum designers, and educators in designing grammar modules that better align with students' needs and expectations, thereby enhancing participation and academic achievement.

Third, this study has important practical implications for improving Arabic language education in Malaysian higher education institutions. Its findings can inform the enhancement of structured support programs, ensuring that grammar modules effectively complement formal instruction and strengthen grammar mastery, which is a core component of communicative competence. Furthermore, this research may serve as a reference for other institutions seeking to implement similar language enhancement initiatives, particularly in contexts where Arabic is taught as a foreign language.

Finally, the study contributes theoretically by linking students' perceptions, motivation, and acceptance to effective grammar learning within structured programs. It underscores the importance of incorporating learners' perspectives in program evaluation and development, offering a contemporary understanding of how structured support initiatives can facilitate language acquisition and improve educational outcomes in higher learning environments.

REVIEW OF RELATED LITERATURE

Learning Strategies in Grammar Learning

Learning is a process of acquiring and understanding knowledge or information that requires the use of appropriate strategies to ensure the achievement of learning objectives. According to Ismail et al. (2016), learning strategies are essential tools that assist students in mastering lessons effectively, and they can also be defined as planned methods or approaches involving interaction between students and teachers to achieve educational goals. However, previous studies indicate that the effectiveness of learning strategies largely depends on their alignment with students' abilities and learning styles (Abdelhamid et al., 2023). For instance, some learners benefit more from independent learning, while others demonstrate better performance through collaborative approaches. This variation highlights the need for flexible and diversified instructional strategies in the teaching and learning process.

In the context of 21st-century Arabic language learning, Azmi et al. (2021) emphasize that strategies integrating communication, creativity, collaboration, and critical thinking significantly enhance student engagement and deepen understanding. This finding is supported by Olaniran Shobowale (2016), who advocates for the incorporation of group work and simulation activities in language learning, including grammar instruction, as they provide meaningful opportunities for interaction and idea exchange. Furthermore, Mohammad et al. (2003) argue that grammar teaching approaches play a crucial role in shaping students' mastery of linguistic structures.

Despite the wide range of strategies proposed in the literature, most previous studies tend to focus on the general effectiveness of instructional strategies without specifically examining students' perceptions of grammar learning materials used within language enhancement programs. In addition, there is a lack of research that integrates structured grammar modules with communicative approaches in the context of Arabic language learning at higher education institutions. Therefore, this study aims to address these gaps by investigating students' perceptions of a structured and interactive grammar learning unit implemented within a language enhancement program.

Arabic Language Enhancement Program "Tanwir Lughah"

The Arabic Language Enhancement Program *Tanwir Lughah* is an initiative designed and implemented by lecturers of the LG242 course to enhance Arabic language proficiency among students of the Bachelor of

Applied Linguistics (Hons.) in Arabic for Professional Communication at Universiti Teknologi MARA (UiTM) Shah Alam. Language enhancement programs have been widely recognized as effective platforms for improving language proficiency through continuous exposure and structured learning activities (Sofian, 2017; Medianta, 2011). However, a critical review of previous studies suggests that the effectiveness of such programs depends largely on the extent to which they incorporate interactive elements, appropriate learning materials, and learner-centered instructional strategies.

The program involves students from Semester One to Semester Five and is conducted weekly for two hours. Its implementation is flexible, incorporating a variety of activities such as vocabulary games, sentence construction exercises, language puzzles, and communicative tasks like role-playing in Arabic. These approaches are consistent with research highlighting the effectiveness of collaborative and communicative strategies in enhancing language acquisition (Al-Jarrah et al., 2019; Azmi et al., 2021). In addition to improving linguistic competence, these activities also foster essential soft skills such as communication and teamwork, which are key components of 21st-century learning.

In terms of grammar learning, the program emphasizes the use of a specially designed learning unit that includes concise notes on *i'rab* (Arabic grammatical inflection) and short practice texts. The notes are distributed in advance to encourage independent preparation, while guided small-group discussions are conducted during the sessions, both face-to-face and through online platforms such as Webex. Previous studies have shown that structured instructional materials can enhance learners' understanding and retention of grammar (Mohammad et al., 2019), while engaging techniques such as educational games and mind mapping further support grammar mastery (Al-Jarrah et al., 2019; Shahrzal et al., 2016). Nevertheless, there remains a limited number of studies that specifically evaluate the effectiveness of grammar learning units within language enhancement programs such as *Tanwir Lughah*, particularly from the students' perspective. Most existing research focuses on general learning outcomes without providing in-depth insights into learners' experiences and perceptions of the instructional materials used. Therefore, this study is conducted to fill this gap by examining students' perceptions of the grammar learning unit within the *Tanwir Lughah* program, thereby contributing to the improvement of pedagogical practices in Arabic language teaching.

METHODOLOGY

This study employed a quantitative descriptive research design to examine the perceptions of Arabic language students at Universiti Teknologi MARA (UiTM) Shah Alam regarding grammar learning through the Language Empowerment Program *Tanwir Lughah*. A quantitative approach was selected as it enables data to be collected and analyzed systematically in the form of numerical and statistical information using structured instruments such as questionnaires (Apuke, 2017; Creswell, 2003). This approach is also consistent with established classifications of research methodologies, which categorize studies into qualitative, quantitative, and mixed methods (Marvasti, 2018). The population of this study consisted of Arabic language students at UiTM Shah Alam. A purposive sampling technique was employed to select a sample of 50 students from the Bachelor of Arabic Language Communication for Professional Purposes program, ranging from semester one to semester five, all of whom had participated in the *Tanwir Lughah* Program. The sample size was determined based on the Sample Size Determination Table proposed by Cohen et al. (2007), ensuring its adequacy for the study.

Data collection began with obtaining formal permission and informed consent from the respondents. The researcher first explained the objectives and procedures of the study before distributing the questionnaire. The instrument was administered on the Google Forms platform, and respondents were given one week to complete it. Upon completion, the data were compiled and organized using Microsoft Excel to facilitate systematic data management and statistical analysis (Creswell & Creswell, 2018). The questionnaire used in this study was systematically developed based on an extensive review of literature related to Arabic grammar learning, language enhancement programs, and student perceptions. The instrument consisted of 10 items designed to measure key constructs, including understanding, usability, confidence, and the effectiveness of the grammar learning unit implemented in the *Tanwir Lughah* program. All items were structured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), ensuring consistency in responses and ease of analysis.

To establish content validity, the questionnaire was evaluated by a panel of experts in Arabic language education and instructional design. The experts assessed the items in terms of relevance, clarity, and alignment with the study objectives. Based on their feedback, minor revisions were made to enhance clarity and eliminate ambiguity. Face validity was further established through a pilot test involving a small group of students, whose feedback confirmed that the items were clear and appropriate for the target population.

The reliability of the instrument was assessed using Cronbach’s alpha coefficient, which yielded a value of $\alpha = 0.92$, indicating excellent internal consistency. This value exceeds the recommended threshold of 0.70 (Hair et al., 2019), demonstrating that the items consistently measure the intended construct. Overall, the systematic development, validation, and reliability testing procedures confirm that the questionnaire is both valid and reliable, thereby strengthening the methodological rigor and credibility of the study findings.

FINDINGS

Demographic Profile of Respondents

The study involved 50 students enrolled in the Bachelor of Arabic Language Communication for Professional Purposes programme. The demographic characteristics of the respondents were analysed based on gender, age, and semester of study. The detailed distribution is presented in Table 1. As shown in Table 1, the majority of respondents were female (46 students, 92%), while male students constituted only 4 respondents (8%). This indicates that female students dominate the sample population in this programme. In terms of age distribution, most respondents were 22 years old (23 students, 46%), followed by those aged 21 (14 students, 28%). Respondents aged 20 accounted for 7 students (14%), while 4 students (8%) were 23 years old and only 2 students (4%) were 19 years old. These findings suggest that the respondents were primarily within the typical undergraduate age range. Regarding the semester of study, Table 1 shows an equal distribution of respondents across five semesters. Each semester (Semester 1 to Semester 5) consisted of 10 students, representing 20% of the total sample. This balanced representation allows the study to capture perspectives from students at different stages of the programme. Overall, the demographic profile presented in Table 1 demonstrates a predominantly female sample, with most respondents aged between 21 and 22 years old and equally distributed across semesters.

Table 1 : Background of Respondents

Item	Category	Frequency	Percentage (%)
Gender	Male	4	8
	Female	46	92
Age	19	2	4
	20	7	14
	21	14	28
	22	23	46
	23	4	8
Semeter	1	10	20
	2	10	20
	3	10	20
	4	10	20
	5	10	20

Analysis of Arabic Language Students’ Perceptions at Universiti Teknologi MARA (UiTM) Shah Alam towards Learning “Grammar” through the Language Empowerment Program “Tanwir Lughah”

This section focuses on the first objective of the study, which is to analyze the perceptions of Arabic language students at UiTM Shah Alam regarding grammar learning through the Language Empowerment Program “Tanwir Lughah.” The researcher employed a 5-point Likert scale as presented in Table 4.4 to collect responses for each question in Section B and Section C of the questionnaire. The collected data were analyzed using Microsoft Excel to generate frequencies, percentages, and mean scores, as shown in Table 2.

Table 2: Likert scale

Scale	Interpretation
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

Table 3 : Arabic Language Students’ Perceptions at MARA University of Technology, Shah Alam, Towards Learning “Grammar” Through the Language Enhancement Program “Tanweer Lughah”

No.	Questions	(1)Strongly Disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly Agree	Mean	Interpretation
1	I believe that the grammar learning unit used in the language enhancement program "Tanweer Lughah" is easy to understand.	0 (0%)	0 (0%)	1 (2%)	21 (42%)	28 (56%)	4.54	Very High
2	I believe that the grammar learning unit used in the language enhancement program "Tanweer Lughah" helps me understand grammar better.	0 (0%)	0 (0%)	2 (4%)	22 (44%)	26 (52%)	4.48	Very High

3	I believe that the grammar learning unit used in the language enhancement program "Tanweer Lughah" improves my grammar comprehension.	0 (0%)	0 (0%)	1 (2%)	23 (46%)	26 (52%)	4.5	Very High
4	I believe that the grammar learning unit used in the language enhancement program "Tanweer Lughah" is suitable to be used as a reference during discussion activities.	0 (0%)	0 (0%)	1 (2%)	25 (50%)	24 (48%)	4.46	Very High
5	I believe that the lecturer's guidance in explaining the grammar unit used in the language enhancement program "Tanweer Lughah" improved my understanding of correct parsing.	0 (0%)	0 (0%)	0 (0%)	23 (46%)	27 (54%)	4.54	Very High
6	I believe that the grammar learning unit used in the language enhancement program "Tanweer Lughah" can increase my confidence in parsing words in a sentence or text.	0 (0%)	0 (0%)	1 (2%)	28 (56%)	21 (42%)	4.4	Very High
7	I believe that the grammar learning unit used in the language enhancement program "Tanweer	0 (0%)	0 (0%)	0 (0%)	29 (58%)	21 (42%)	4.42	Very High

	Lughah" can help me correct grammatical errors in a sentence or text.							
8	I am confident that the grammar learning unit used in the language enhancement program "Tanweer Lughah" can help in recalling the correct parsing method.	0 (0%)	0 (0%)	0 (0%)	29 (58%)	21 (42%)	4.42	Very High
9	I believe that the grammar learning unit used in the language enhancement program "Tanweer Lughah" is very suitable for use by all Arabic language students at MARA University of Technology.	0 (0%)	0 (0%)	0 (0%)	23 (46%)	27 (54%)	4.54	Very High
10	I find the grammar unit used in the language enhancement program "Tanweer Lughah" interesting to use in training and discussion activities.	0 (0%)	0 (0%)	1 (2%)	23 (46%)	26 (52%)	4.5	Very High
Overall							4.48	Very High

Based on Table 3, it can be observed that a high mean score was recorded for each question. The researcher found that three questions had the highest mean scores, namely Question 10, Question 5, and Question 7. Question 10: *"In general, I believe that learning grammar through the language enhancement program 'Tanweer Lughah' is beneficial for Arabic language students at MARA University of Technology, Shah Alam"* (Mean = 4.6); Question 5: *"I believe that learning grammar through the language enhancement program 'Tanweer Lughah' is a good initiative to strengthen my grammar proficiency"* (Mean = 4.56); and Question 7: *"I believe that grammar learning activities through the language enhancement program 'Tanweer Lughah' can train me to read Arabic texts correctly"* (Mean = 4.54). Next, three questions recorded the lowest mean scores, namely Question 3, Question 8, and Question 9. Question 3: *"I believe that the allocated time for learning grammar through the language enhancement program 'Tanweer Lughah' is appropriate"* (Mean = 4.36); Question 8: *"I believe that grammar learning activities through the language enhancement program 'Tanweer*

Lughah' increase my confidence in correcting grammatical errors in a sentence or text" (Mean = 4.36); and Question 9: "I believe that the lecturer's guidance in grammar learning activities through the language enhancement program 'Tanweer Lughah' increases my confidence in using the correct grammatical structures when parsing words" (Mean = 4.38).

Furthermore, the researcher identified the five questions with the highest agreement among students. These five questions achieved a full percentage (100%) from 50 students. They are Question 1, Question 2, Question 5, Question 6, and Question 7. Question 1: "I believe that learning grammar through the language enhancement program 'Tanweer Lughah' is enjoyable"; Question 2: "I believe that learning grammar through the language enhancement program 'Tanweer Lughah' helps me understand grammar better"; Question 5: "I believe that learning grammar through the language enhancement program 'Tanweer Lughah' is a good initiative to strengthen my grammar proficiency"; Question 6: "I believe that grammar learning activities through the language enhancement program 'Tanweer Lughah' help me review the grammar learned in class"; and Question 7: "I believe that grammar learning activities through the language enhancement program 'Tanweer Lughah' can train me to read Arabic texts correctly".

Overall, the total mean score of 4.48 indicates that students' perceptions of learning grammar through the language enhancement program 'Tanweer Lughah' are positive.

DISCUSSION

The findings indicate that students generally have positive perceptions towards learning Arabic grammar through the *Tanwir Lughah* language enhancement programme. This is reflected in the overall mean score of 4.48, which indicates a high level of agreement among respondents. The consistently high mean values across all items suggest that the programme is well received by students and is perceived as beneficial in supporting grammar learning. Previous studies have also highlighted that the integration of structured learning activities and technology-assisted programmes can enhance students' engagement and facilitate more effective grammar learning (Al-Jarf, 2021; Stockwell & Hubbard, 2013). The results further show that the highest mean scores were recorded for Item 10, Item 5, and Item 7. The high mean score for Item 10 indicates that students perceive the *Tanwir Lughah* programme as beneficial for Arabic language students at Universiti Teknologi MARA Shah Alam. This finding supports earlier research which suggests that language enhancement programmes and digital learning environments can improve learners' perceptions of grammar learning and increase their motivation to engage with the language (Godwin-Jones, 2018). Similarly, the high mean score for Item 5 demonstrates that students consider the programme as an effective initiative to strengthen their mastery of grammar. This aligns with the findings of Al-Jarf (2021), who reported that technology-supported language learning platforms can significantly enhance students' understanding of grammatical structures and promote independent learning.

Meanwhile, the high score recorded for Item 7 suggests that the grammar learning activities embedded in the programme help students improve their ability to read Arabic texts with correct sentence structures. This finding is consistent with previous studies which emphasize that grammar instruction plays a crucial role in supporting reading comprehension and accurate language production (Nassaji & Fotos, 2011). Structured grammar activities can help learners internalize grammatical rules and apply them effectively in reading and language use. However, several items recorded relatively lower mean scores, particularly Item 3, Item 8, and Item 9. Although the mean values remain at a high level, these findings suggest that certain aspects of the programme may require further refinement. For example, the lower mean score for Item 3 indicates that some students may perceive the time allocated for grammar learning as less optimal. This supports previous research which emphasizes the importance of appropriate instructional time and pacing in ensuring effective language learning outcomes (Ellis, 2015). Similarly, the results for Items 8 and 9 suggest that students may still require stronger guidance and feedback from lecturers in order to increase their confidence in correcting grammatical errors and applying grammatical rules accurately. According to Vygotsky's sociocultural theory, learners benefit significantly from guided instruction and scaffolding provided by instructors, particularly when dealing with complex linguistic structures (Vygotsky, 1978).

In addition, the results show that five items obtained full agreement (100%) among all respondents. These items relate to the enjoyment of learning grammar, improved understanding of grammatical rules, strengthening grammar mastery, reviewing previously learned grammar, and improving reading accuracy in Arabic texts. The unanimous agreement suggests that the programme successfully creates an engaging and supportive learning environment. This finding is consistent with previous studies which demonstrate that interactive and well-structured learning activities can increase learners' motivation and positive attitudes towards language learning (Dörnyei, 2001). Overall, the findings demonstrate that the *Tanwir Lughah* programme positively influences students' perceptions of grammar learning. The programme not only enhances students' understanding of grammatical concepts but also promotes engagement and confidence in applying grammatical knowledge when reading Arabic texts.

CONCLUSION

This study examined students' perceptions of learning Arabic grammar through the *Tanwir Lughah* language enhancement programme among Arabic language students at Universiti Teknologi MARA Shah Alam. The findings revealed that students generally hold positive perceptions towards the implementation of the programme, as reflected in the high overall mean score of 4.48. This indicates that the programme is perceived as beneficial in supporting students' understanding of grammar and enhancing their learning experience. The results also show that students strongly agree that the programme helps improve their grammar mastery, facilitates better understanding of grammatical concepts, and supports their ability to read Arabic texts with correct sentence structures. In addition, the programme was found to create an enjoyable and engaging learning environment, which is an important factor in promoting students' motivation and participation in language learning. Nevertheless, several aspects of the programme, such as the allocation of learning time and the need for more guidance in correcting grammatical errors, require further attention in order to enhance its effectiveness. Continuous improvement in instructional design and lecturer support may further strengthen students' confidence in applying grammatical knowledge accurately. Overall, the *Tanwir Lughah* language enhancement programme demonstrates its potential as an effective supplementary approach for supporting Arabic grammar learning at the university level. The findings of this study contribute to the growing body of research on innovative approaches to Arabic language teaching and highlight the importance of integrating structured learning activities and supportive instructional strategies to enhance students' language proficiency.

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Conflict of interest

The authors confirm that there is no conflict of interest involve with any parties in this research study.

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