Student's Satisfaction About the Arabic Language Learning Syllabus at Uitm Johor

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ABSTRACT

This research aims to establish the level of satisfaction among the students in the UiTM Johor towards the syllabus of Arabic language learning with regards to syllabus content, teaching strategies and assessment tools. The research will focus on determining the factors that influence students' perceptions and possible suggestions on how the syllabus can be improved. In the quantitative data collection, we administered structured questionnaires to 300 students, and 20 were selected for further qualitative interviews. Studying the current syllabus, the findings indicate that most of the students are content with the syllabus design as they embrace the fact that it is well structured and in tune with the set academic goals. Nonetheless, various issues pertain to the realism of languages and the absence of real-life interaction within the course structure. More specifically, many students mentioned their need for practicing real life conversation and cultural immersion, as well as for using additional facilities and technologies such as computers and language laboratories. Furthermore, as regarded the fairness of the assessment methods, some concerns were identified on the overemphasis on. Rate learning instead of understanding the practical usage. The findings offer recommendations for enhancing learning, including the need for involving students in practical and experimental ways, employing various methods in the teaching process to captivate students' attention, and offering materials that promote language immersion. Implementing these areas could improve students' language skills and their satisfaction with the Arabic language curriculum. The study warrants more frequent assessment of the curriculum and modifying the delivery methods to suit the dynamic learner needs. There is a strong need to conduct further research to establish whether the proposed change would have any positive or negative effects on language competency and academic performance after some time.

Keywords: Arabic Language, Student Satisfaction, Syllabus Evaluation, UiTM Johor, Higher Education

INTRODUCTION

Arabic language occupies an important rank in the world's linguistic map since it is the official language in more than twenty-five countries and is one of the UN official languages (Elnagar et al., 2021). For Muslims internationally, it is also the language of the Qur'an, therefore it is an important medium of religious discourse. The education in Arabic language has recently been given much attention Malaysia due to some religious and academia related reason. Universities including University Technology MARA (UiTM) Johor have included Arabic language units as lecture courses (Munirah Azrae et al., 2023) as they hope it will address future employment in religious activities, business transactions across the Middle East and North Africa, and diplomacy around the world.

In UiTM Johor, the Arabic language curriculum has iterated aiming at equipping the students with the linguistic competency in different domains such as research, religious, and working environments. This syllabus highlights grammar, vocabulary and speaking, listening, reading, and writing abilities in order to achieve full language acquisition. Still, the efficiency of any language curriculum depends on how students will be interested in it and how these or those classes will meet their requirements. These aspects include approach to teaching, what is taught, manner of evaluating and how these relates with the experiences and

perception of the student about the syllabus.

As the world has become more connected through technology and travel, the need for learning Arabic has gained even more significance (Al-Sulaiti & Al-Sulaiti, 2023). As the economic relations between Malaysia and the Middle East region expand, communication in Arabic has proved to be essential in areas like business, tourism, and diplomacy. Thus, it is imperative that educational institutions address how their language programs meet the practical and academic demands of students and aid in the exploitation of the opportunities aforesaid. The quality and effectiveness of Arabic language syllabus at UiTM Johor are therefore critical in equipping the students to deal with such demands adequately.

A. Significance of Topic

Therefore, the importance of this study lies in its usefulness in offering recommendations towards curriculum development, which can improve the learning of Arabic in UiTM Johor. Therefore, evaluating students' satisfaction and the results of the research can support the improvement of the syllabus systematically. These findings can be useful to curriculum developers, teachers, and policymakers who work on language education and seek to offer excellent quality education.

For curriculum developers, the findings can make it easier for them to focus on specific aspects that are not effective or are lacking in the implemented syllabus such as a lack of experience with actual applications of a language or a lack of engagement with other students. Thus, identifying these concerns can help the university design a learning environment that ensures the participation of the diverse learners. Moreover, the study can also construct a framework for any further assessment as UiTM Johor can use it to monitor the progress of any future curriculum alteration.

Scholars can also stand to gain from knowledge on the factors that determine satisfaction levels of students. The study may help to shed light on the necessity of utilizing different pedagogical approaches that meet the students' learning preferences and encourage engagement. Such proposals can be used, for instance, in designing PDs that would enable instructors to acquire necessary skills and strategies to deliver effective teaching and learning practices.

Lastly, the generated knowledge has a general impact on Arabic language learning and teaching in Malaysia. It can potentially cause more research and partnerships between universities to boost language learning toward the future. Due to the developing relations between Malaysia and Middle Eastern countries, Arabic would remain to be an essential language for students. It is important that teaching and learning of languages is well done to equip students to grab these opportunities.

B. Research Objectives

The primary objectives of this research are threefold:

1. To evaluate student perceptions of the relevance and applicability of the Arabic language syllabus: This relates to the assessment as to whether the content of syllabi offered meets student academic and career goals. The study will explore students' perceptions of the extent to which the taught language skills are useful and relevant in reality.

2. To identify strengths and weaknesses in the teaching methodologies used: The study will find out the extent to which the current teaching approaches are effective and the level of students' attentiveness. They will also measure whether these methods take into consideration the learners' learning modes and ensure that learners engage in participation.

3. To propose recommendations for improving student satisfaction and syllabus quality: Lastly, the research will recommend ways of improving the curriculum by drawing from the identified gaps in order to offer better classroom experiences to the students so that they embrace the language learning more.

4. These objectives aim is to contribute a clear understanding of student satisfaction to the context of UiTM Johor and guide subsequent improvements to the curriculum.

LITERATURE REVIEW

The literature on language learning also suggests the need for the development of an effective syllabi, consistent with the proper mix of theory and practice. According to many studies, there is a need to incorporate culturally sensitive material that should be related to what the students go through or what they are interested in. Horwitz (2020) asserts that language acquisition particularly occurs when the learners comprehend the applicability of the language they are learning into their lives and employment in the future. This is especially the case for Arabic because culture and religion have a profound impact on the motivations of learners.

The applied strategies like task-based language teaching and communicative language teaching are effective than others in making students more interactive and fluent in their learning approach and language inculcation. Swarnananda Gamage (2020) states that methodologies as grammar translation are not adequate for the acquisition of communicative competence. They consider and endorse the strategies that encourage genuine communication and engagement of all learners. This might entail practice of pro-forms, which in light of Arabic language education may include organized discussions, practical modelling and the use of audio-visual materials to mimic actual language situations.

Evidence of the studies carried out on student satisfaction in language learning also stresses on the relevance of this aspect and constant syllabi updates. This makes the curriculum development process a continuous one because new information from students and educators has to be incorporated in the document at some point in the future. This is supported by Nair & Chuan (2021) on the note that a syllabus that is adjusted to the current learner's needs greatly enhances learning. Thus, such changes need support from the institution itself, sufficient resources and the desire to try out new teaching methodologies.

Precisely, research focusing on the learning and implementation of Arabic in the Malaysian setting is scarce. However, Halali et al. (2024) in their study on the factors affecting language learning among the students in Malaysian universities concluded that most of the students have weakness in the use of language especially regarding speaking and listening skills. To this end, the authors suggest increasing the focus on practice-based learning activities like language immersion programmers and cultural exchange projects. Another research by Bailey et al. (2020) established that when students are exposed to more activities like group discussions and presentation, they tend to be motivated.

However, there is a lack of studies that concentrate on students' satisfaction with Arabic language syllabi in UiTM or any Malaysian institutions (Anuar bin Sopian & Ijlal Binti Saja, 2022). This study aims at offering a fresh perspective on the general concern by offering data on student perception and potentially revealing key deficiencies. This research endeavors to expand upon previous studies and implement their findings within the UiTM Johor context to advance the conversation on language education.

METHOD

A. Research Design

To achieve the objective of this research, the study used a mixed-methods research approach to fully capture the level of satisfaction of students towards the Arabic language learning syllabus in UiTM Johor. The use of both quantitative and qualitative paradigms, as with the mixed-methods approach, results in higher validity and richer insights. Secondary quantitative data were gathered via structured questionnaires to provide a general reception from students and establish patterns. This was complemented by qualitative data obtained from interviews with students to gain an understanding of their perceptions and experiences.

The need for the mixed-methods approach (Shan, 2022) is rooted in the fact that evaluating student satisfaction may include not only quantitative data (like satisfaction levels) but qualitative criteria as well (like students' experiences or preferences). Research Participants

The study sample consisted of 300 undergraduate students taking Arabic language classes at UiTM Johor. These students were then identified through a process of stratified random sampling (Iliyasu & Etikan, 2021), which is an efficient technique of getting a sample that can represent the diverse student population of this university. Stratified sampling on the other hand incorporates the dividing of population into subgroups called strata in view of certain characteristics like faculty affiliation and year of study. A cross-sectional sample of students was used in the study was randomly taken from each stratum in proportion to the total population of students. This method was chosen to confirm that the sample included students from various faculties, such as the Faculty of Education, Faculty of Business, and Faculty of Islamic Studies, as well as students at different stages of their academic journey, from first-year students to final-year students.

Apart from the survey involving 300 students, interviews were conducted on 20 students. Samples for this study were selected from these students owing to their availability and willingness to use the syllabus and describe their experiences.

B. Data Collection Instruments

To gather comprehensive data on student satisfaction, the study utilized two primary data collection instruments: structured surveys and semi-structured interviews.

1. Survey

The format used in the survey was such that it made it easy to obtain quantitative data regarding students' attitudes towards the different components of the Arabic language curriculum. It consisted of 30 questions divided into four main sections: focusing on syllabus content, teaching/learning approaches, assessment techniques, and overall satisfaction. The questions were formulated after examining the literature regarding satisfaction with language learning and adapted to the context of UiTM Johor. Likert scale questions, ranging from 1 (strongly disagree) to 5 (strongly agree), were used to quantify students' responses.

2. Interviews

To support quantitative survey data, 20 students were interviewed using semi-structured interviews. To achieve this, the interviews were to include questions and case studies that probed deeper into the identified themes and patterns of the survey. Another reason for approaching the methodology as semi-structured is the need to maintain consistency of topics asked while allowing the researcher to deviate from a standardized set of questions when necessary. This conversation format let the interviewer follow up the interviewee's answers with more questions on the same topic or get a clearer picture of a certain situation from the student's perspective.

C. Data Analysis

The data analysis process involved both quantitative and qualitative methods, aligned with the mixed-methods research design.

Quantitative Data Analysis

The quantitative data collected from the questionnaires given to students were analyzed using descriptive statistics to effectively describe the general satisfaction levels of students. Descriptive statistics such as mean, standard deviations and frequency distributions were computed on each survey item in order to understand general directions and tendencies. For instance, the mean satisfaction score on teaching methods was compared with the different faculties to test for differences. Likewise, cross-tabulations were employed in order to determine interactions between variables that are demographical and satisfaction levels.

Qualitative Data Analysis

The collected interviews data were analyzed using thematic analysis (Georgiou Konstantinos, 2024) since this is the process through which patterns (themes) are identified, analyzed, and reported. Thematic analysis

was used because of its ability to provide a broad but rigorous analysis of qualitative data and to sit well when developing understanding of students' sentiments.

Thematic analysis also entailed arranging the data garnered from the interviewees to compare and contrast their views to highlight the similarities as well as the differences. For instance, while some students' candidate for the need for inclusion of a lot of teacher student interactions, others did so for the need for more laid down language usage. The study revealed similarities and differences with other studies, which was advantageous in providing a more thorough view of the antecedents that affect student satisfaction.

RESULTS AND DISCUSSION

A. Survey Findings

Survey questionnaire has offered a general picture regarding the students' satisfaction level towards Arabic language syllabus at UiTM Johor, this research has identified some significant findings regarding to the students' perception over the content of the syllabus, teaching approaches, and assessment methods.

Table 1. Survey Findings

Aspect	Key Insights	Percentage (%)
Overall Satisfaction	60% satisfied or very satisfied - 20% neutral - 20% dissatisfied	Satisfied: 60% Neutral: 20% Dissatisfied: 20%
Content Relevance	70% found content relevant to academic/career goals 30% felt a lack of practical applications	Relevant: 70% Impractical: 30%
Teaching Methods	55% found methods effective 45% desired more interactive activities	Effective: 55% Needs Improvement: 45%
Assessment Strategies	65% found assessments fair Concerns about emphasis on memorization over practical use	Fair: 65% Too Theoretical: High

Overall Satisfaction

When asked how satisfied they were with the syllabus of this course, 60 percent of students stated they were satisfied or very satisfied with the syllabus, showing a relatively positive attitude towards this course. These students found it easier to study from the syllabus because it offered a well-coordinated approached towards learning the Arabic language. Nevertheless, 20% remained in the middle ground, which means that the respondents had no special preference for or against the syllabus. The other 20% reported dissatisfaction with their experience for several reasons indicating imperfections. The satisfaction data suggest certain areas of improvement to address the perceived hurdles and capitalize on the favorable responses achieved to date.

Table 2. Quantitative Data Analysis

Survey Item	Mean	Standard Deviation	Percentage of Agreement (%)
Overall Satisfaction	3.8	0.9	60% Satisfied/Very Satisfied
Content Relevance	4.2	0.7	70% Agree/Strongly Agree
Teaching Methods Effectiveness	3.5	1.1	55% Agree/Strongly Agree

Assessment Fairness	3.9	0.8	65% Agree/Strongly Agree
Desire for Practical Application	2.8	0.2	30% Disagree/Strongly Disagree

Content Relevance

Thus, 70% of respondents stated that syllabus content is relevant to their academic curriculum and their future professions. Some of these students considered the highlighted areas of the book that includes vocabulary, grammar, and reading skills as helpful in academic endeavors as well as other career related activities. They were aware that the syllabus contains the topics of cultural and religious significance that would be essential for students who are involved in Islamic studies or business. However, 30 percent of students considered that the syllabus was not very relevant to actual practice. They criticized the program for its lack of practice, including speaking exercises and conversational simulations that would help students put into practice what they have learned from theoretical classes. This lack of skills development when it came to using Arabic in day-to-day activities or vocations left certain students with a sense of inadequacy. Speaking and listening skills were deemed to be underemphasized, and more students called for a combination of theory and practice.

Cross-Tabulation Analysis

Table 3. Cross-Tabulation of Year of Study and Overall Satisfaction

Year of Study	Satisfied/Very Satisfied (%)	Neutral (%)	Dissatisfied (%)
First year	55%	25%	20%
Second year	60%	20%	20%
Third year	65%	15%	20%

Table 4. Frequency Distribution

Survey Item	Frequency	Percentage (%)
Overall Satisfaction		
Very Dissatisfied	30	10%
Dissatisfied	30	10%
Neutral	60	20%
Satisfied	120	40%
Very Satisfied	60	20%

The quantitative results thus offered a general understanding of the survey outcomes in terms of students' satisfaction on the Arabic language syllabus offered in UiTM Johor. The mean satisfaction score for overall syllabus content was 3.8 (Out of 5) with a standard deviation of 0.9, thus it can be said that 60% of students were satisfied or very satisfied with the content of the syllabi. Content relevance was also slightly rated higher with a mean of 4.2 indicating that more than 70 percent of the students found what the syllabi contained was relevant to their academic and career aspirations. Nevertheless, only 55% of the students found the teaching methods effective with an average of 3.5; hence there is need to enhance more of the teaching method with techniques like engagement.

Assessment strategies were found to be fair by 65% of respondents with a mean of 3.9 but there were concerns of massive rote learning as opposed to practical learning. Namely, it was found out that satisfaction levels rose mildly with every academic year, which may mean that students become more familiar with the syllabus as the years go by. However, there was a constant indicator of dissatisfaction at 20% among the students

regardless of their background.

The qualitative results supported these conclusions with students asking for increased actual language use, better resources, and individual feedback from their instructor, further stressing the importance of practicality and interaction inherent in foreign language acquisition.

Teaching Methods

The teaching methods were viewed with mixed results in terms of efficiency. While the teaching strategies were found to be effective by 55%, 45% of the students had reasons to believe that improvements could be made. The group that was happy expressed appreciation for the preparation, saying instructors were very dedicated; most of the teachers were always willing to spend extra time to explain some concepts and give extra lessons. Few students noticed that traditional approaches, like detailed explanations of syntactic structures, are still effective for establishing basic competence in the language.

Assessment Strategies

65% of respondents were satisfied with the fact that the current strategies in the classroom were fair and relevant to what is taught in the syllabi. These students could also embrace the fact that the given assessments such as written exams, quizzes among others were comprehensible and aligned to the content taught in class. They noted that the tests were satisfactory for assessing their knowledge of vocabulary and grammar Some stated that the format of the exams helped them to orient their studies.

B. Interview Insights

The qualitative data from the interviews provided a deeper understanding of the survey results, shedding light on specific concerns and suggestions for improvement. The insights from the 20 interview participants revealed three main areas of focus: utility, resources, and faculty interaction in practical application.

Table 5. Interview Insights

Area of Focus	Key Observations	Student Quotes
Practical Application	- Need for more real-life conversation practice - Syllabus too focused on grammar and writing	"We rarely get to practice speaking...I wish there were more spontaneous conversations."
Resource Availability	- Limited access to language labs, digital tools, and supplementary materials - Desire for interactive software and listening exercises	"We don't have enough resources...even simple things like listening exercises would help."
Instructor Support	- Appreciation for teachers' dedication - Need for more personalized feedback	"Our teachers are great, but it would be even better if they could give us more feedback."

Practical Application

A common sentiment mentioned by several students was their wish to engage more in practical, authentic language use, particularly concerning Arabic. As such, they apparently opined that the syllables concentrated more on written and the grammatical aspects and neglected spoken fluency. For example, one of the students said 'We seldom get a chance to speak, and when we do, it is limited to certain phrases.' It is about the extent of introducing new topics in Arabic: "I would like to know more often that one can chat spontaneously in Arabic." They recommended such activities as role play, dialogue practice, speaking with native speakers to make them as confident as possible in using the language. Fluency was another issue affected by practicality since students believed that practical use of languages should be the focus of their learning.

Resource Availability

Another common issue was the scarce opportunity to get acquainted with additional materials that could facilitate effective learning. Some of the complaints included the absence of language laboratories, computers, or online forums for practicing Arabic in between classes. Lastly, some of the interviewees believed that improving the mode of listening and speaking skills could be enhanced through the use of interactive software, audio recording, and even an effective mobile application. As one of the participants said, "We don't have our personal laptops/PCs where we can practice on our own." But even such ordinary things like listening exercises would make a big difference."

Instructor Support

At the same time, the students acknowledged the hard work and commitment of their teachers. They also appreciated that the teachers were well informed and dedicated in promoting the wellbeing of the learners. However, several participants had desired for implementation of follow up so that trainers could provide feedback on progress made. Some of them thought that personalized feedback might provide an even better evaluation of their capabilities and their weaknesses. A student mentioned, "Our teachers are friendly, but it'll be perfect if they provided more feedback on performance, particularly the speaking skills." Such measures as individual attention and constant check- ups were viewed as a measure that increases the effectiveness of learning and their personalized.

C. Thematic Analysis

Thematic analysis of the interview data revealed three main themes that reflect students' overall experiences and expectations: engagement and interactivity, syllabus flexibility, and cultural integration.

Table 6. Thematic Analysis

Theme	Description	Suggestions from Students
Engagement and Interactivity	- Need for active, engaging activities instead of lecture-based methods - Desire for debates, language games, and group projects	"When we work in groups or have discussions, it makes learning more fun and less stressful."
Syllabus Flexibility	- Desire for a more adaptable syllabus to accommodate different learning needs - Suggestions for optional modules or supplementary workshops	- Offer modules for conversational practice or advanced grammar
Cultural Integration	- Interest in learning cultural aspects of Arabic-speaking countries - Proposed inclusion of traditions, food, and daily life in the curriculum	"It would be great to learn more about the culture, not just the language."

Engagement and Interactivity

The most reported idea was that the students would benefit from more learning activities that can be described as learner-centered. Some of the main points students made about traditional forms of instruction were that lecture-style systems put them off and made it hard to learn. Based on their assessment, they recommended the use of patterns that fosters engagement like debates, games that involve use of language and group projects. Integrative learning was viewed as a means of enabling them come to class with more fun and equal importance as the teacher in making the students to take the language in better we can be ensured. This one of the participants said, "When we are able to work in groups or in as we make some discussions it becomes less stressing to learn." We need more of that."

Cultural Integration

Finally, students complained that the implementation of cultural aspects into the syllabi was insufficient and should be increased for language acquisition. They believed that gaining a cultural perspective on Arab nations would make Arabic even more interesting and worthwhile to learn. Which one of them said, "It will be preferable if there is also included the teaching of the culture or ways of the people." Strengthening the traditions, food and everyday life would make the classes more interesting. Participants suggested adding cultural lessons, additional media materials, and guest lectures to facilitate a contextual and comprehensive understanding of Arabic.

DISCUSSION

A. Interpretation of Results

The conclusion drawn from this study is that the overall perception of Arabic language syllabus in UiTM Johor is positive; however, several important issues should not be overlooked. The survey results reveal that the majority of students are satisfied with the general organization and the topic applicability of the syllabus. But, as previously mentioned, there lies a great need for more pleasing language use that is closely followed by student's complaints regarding lack of practice in conversations. On this subject, current studies confirm the previous findings underpinning the value of psychophysical practice as the key to language acquisition. The emphasis on practical application indicates that language learning theories cannot alone explain successful language learning especially in a globalized world that requires effective communication.

The demand for new and inspiring teaching methods, with increased student involvement, also supports this argument. Some of the students said that the teaching strategies used in the current paradigm are useful while others found that the classes were boring and mostly depend on lectures. Such feedbacks indicate that by using effective active learning strategies including group discussants, role-plays, and multi-media resources the level of students' engagement and knowledge retention could be greatly enhanced.

The results reveal qualitative insights into these problems, which have emerged from the interviews. By identifying the necessary alterations in the form and content of the feedback, students indicate that there is a significant discrepancy between what they need and what the course offers at the moment. The focus on cultural assimilation can be viewed as a part of a broader tendency towards contextualization of the language learning process that can potentially increase motivative and cognitive effects among students.

B. Comparison with Previous Research

The problems highlighted in the present research study correspond with the problems that have been researched in other universities. Many of the given pieces emphasize failures of traditional language curricula, which tend to rely on grammatical approach and show the benefits of action- and communication-based strategies. For instance, Horwitz, (2020) and Swarnananda Gamage (2020) have supported communicative language teaching practices which entail use of everyday language and learner involvement. This work supports these views showing that UiTM Johor's students similarly want more engaged, hands-on style of learning.

Table 7. Summarizing the comparison with previous research

Key Findings	Support from Previous Research	Authors/Studies
Shortcomings of Traditional, Grammar-Focused Curricula	Traditional grammar-based approaches are often insufficient for developing communicative competence. Experiential and interactive pedagogies are more effective for language learning.	(Safa, 2023)
Effectiveness of Communicative	Approaches that emphasize real-life communication and active participation are more engaging and beneficial for	(Qasserras, 2023)

Language Teaching	students.	
Need for Interactive and Practical Learning Experiences	Students across various institutions express a desire for more hands-on, practical applications in their language courses.	(Shamsuddin et al., 2022)
Cultural Integration Enriches Language Learning	Understanding cultural contexts can make language learning more meaningful and enhance motivation.	(Hossain, 2024)
Lack of Practical Application and Cultural Content	Concerns about limited opportunities for real-life language use and insufficient cultural integration are common in language education.	(Qasserras, 2023)
Broader Trend in Language Education	The issues identified are part of a wider challenge faced by language education programs worldwide, indicating a need for curriculum reforms.	(Xie Jingyi & Aries De Dios, 2024)

C. Implications for UiTM Johor

The results of this study have significant implications for curriculum development, teaching methods, and resource allocation at UiTM Johor.

Curriculum Development

Perhaps one of the most significant ideas for improvements is the need to offer extra chances for practicing experiences during the studies. Language practices, cultural localization opportunities, and coordination with Arabic speakers were some ways to offer students realistic contexts to use Arabic. Such exposures would enhance on the language usage side but would also assist the students to gain an understanding on the cultural aspects of the Arabic speaking nations. Thus, its flexibility could be increased by providing optional courses or additional practice sessions for students who experience problems with understanding lessons in class.

Teaching Methods

The feedback on teaching methods reveals that PD workshops for instructors could be invaluable. These workshops could familiarize educators with new, skills-based approaches to teaching, including an implementation of task and project-based activities as well as the incorporation of technological tools into class. With more communicative and varied behavior, teachers would have a greater chance of capturing the students' attention and helping them learn in ways that are comfortable to them. Additionally, the implementation of frequent, constructive feedback sessions could provide students with more information on their progress and enhance their experience as language learners.

Resource Allocation

Another important field which needs to be addressed adequately is the purchase of digital resources, and language laboratories. In the list of some of the challenges experienced by the students, the absence of language learning applications, audio materials and online practice platforms was highlighted most often. Through this way, it is seen that UiTM Johor could help improve the general language learning experience and provide students with more ways to engage with Arabic in their learning beyond the four walls of the classroom. It can also propose the creation of a language lab where multimedia consummation tools will be available likewise the organization of language workshops or cultural events all the year.

D. Limitations of the Study

However, the present study has some limitations that need to be discussed. First, use of survey and interviews as methods of data collection increases the possibility of response bias as the participants might decide to

provide contents that are agreeable to the culture or might remember events in certain ways. While the confidentiality and comfort of participants was considered while filling the questionnaire, self-report data entail some problems in precision. Moreover, as for the two kinds of data sources, survey with 300 participants and interview with 20 participants are probably sufficient for the kind of research as this but it could not potentially represent all the learners taking Arabic language course at UiTM Johor. Other recommendations that could help inform future works include conducting a large sample trial so as to increase generalization of the results.

CONCLUSION

The present research serves as a useful reference for the assessment of students' satisfaction towards the Arabic language syllabus offered at the UiTM Johor including their positive and negative impressions. The findings suggest that, overall, the syllabus is well-organized and applicable to students' academic and career goals, but there are questions about the practical use of languages, approaches to teaching, and access to resources. Although many students express the satisfaction with the theoretical background of the syllabus, they would like to see more focus on the practical conversations and interactive exercises.

The results highlight the need for the use of practical and learner-centered paradigms in language acquisition. The additional of realistic and interactivity teaching tools like language immersion programs, role play and exchange, among others could greatly improve the students' satisfaction and language mastery. In addition, training and developing instructors and investing in machinery, for instance, language laboratories and multimedia resources, are activities that might help close the gaps that have been observed and enhance the learning process in general.

However, there are known limitations to this study: the survey collected self-reported data only and the sample size is relatively limited. Subsequent research should be semi analytic and employ wider and more diverse samples to further elucidate the effect of syllabus changes on learners. Moreover, comparative research, which may involve different universities, would extend these results and contribute to further understanding of how Arabic should be taught.

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