

University-Industry Collaborative Teaching Innovation: A Step-By-Step Implementation Guide for TAC101 (Foundation Arabic Level I)

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ABSTRACT

University lecturers have been encouraged to practice collaborative teaching; however, many are still in search of the best practice to implement it effectively. In response to this need, a lecturer from UiTM Kampus Rembau introduced an innovative teaching approach through a University-Industry Collaborative Teaching Innovation specifically designed for TAC101: Foundation Arabic Level I. A step-by-step implementation guide was developed to provide practical and replicable steps for implementing collaboration with industry partners in language classrooms, supported by digital tools and ready-to-use templates. To demonstrate its application, a native Arabic speaker from the industry was invited to deliver a live online session via Google Meet on the topic Arabic Foods and Beverages, attended by 62 students. The session offered students authentic language exposure, cultural insight, and real-time interaction with a native speaker. Supporting materials were also developed, including a Guest Speaker's Profile Chart, an editable template, and a promotional poster. A complete digital version of the collaborative teaching guideline is made available via QR code for easy access. This innovation benefits students, lecturers, and industry alike by bridging academic instruction with real-world linguistic and cultural context.

Keywords: Collaborative Teaching, Arabic Language Education, Industry Collaboration, Native Speaker Learning

INTRODUCTION

Collaborative teaching has been defined by many scholars as “an effective educational approach”, a successful teaching strategy”, and “an innovative instructional strategy” that allows educators to “move away from the traditional model of one teacher” by encouraging the “integration of different perspectives and teaching styles”. This approach involves “two or more educators planning, organizing, instructing, and assessing a group of students collectively” and “working together to accomplish the teaching goals”. Furthermore, it extends to how “learners work together to solve problems, complete tasks, or understand new concepts” to ensure they become part of “knowledge creation instead of assuming the role of passive listeners” (Sengpoh, 2019; Harun et al., 2024; Mugri, 2023; Singh & Bhuyan, 2024). Collaborative teaching is also widely known as “team teaching” or “co-teaching”, which relies on “supportive team members”, shared responsibility, mutual respect, and synchronized efforts to achieve common educational goals (Sengpoh, 2019; Roslim et al., 2022 & Sharma, 2025).

In line with contemporary educational trends, Universiti Teknologi MARA (UiTM) has institutionalized this approach through the Collaborative Group Collaborative Teaching (CGCT) initiative. This strategic framework extends conventional co-teaching practices by encouraging collaboration not only among internal lecturers but also with academicians from local and international institutions, as well as industry professionals. Within the CGCT framework, collaboration may take place across various instructional domains, including content development, lecture delivery, guest speaker sessions, and assessment implementation. To support diverse

teaching needs, UiTM has introduced seven CGCT models, ranging from single-focus approaches such as Content (Model 1), Delivery (Model 2), and Assessment (Model 3) to the comprehensive Model 7, which integrates all three components within a unified collaborative teaching framework (Centre for Innovative Delivery and Learning Development, n.d.)

Despite the structural readiness of the CGCT framework at the institutional level, its practical application within specific language courses remains to be fully utilized. For several semesters, students enrolled in TAC101: Foundation Arabic Level I at UiTM Rembau had only been taught by individual lecturers from the same campus, with one lecturer assigned per classroom. Consequently, these students had never been exposed to alternative teaching approaches involving other lecturers or invited guest speakers, creating a pedagogical gap in authentic language engagement. This baseline scenario highlights a critical need to explore collaborative lesson delivery, particularly by involving a guest speaker from the industry who is also an Arabic native speaker, to enrich students' learning experience through genuine language exposure and nuanced cultural context. Hence, in line with the university's lifelong and online learning aspirations, collaborative teaching has been actively implemented in this course to transcend traditional classroom boundaries and elevate linguistic proficiency.

The objectives of this innovation are:

- i. To present an organized implementation guide for Collaborative Teaching in TAC101: Foundation Arabic Level I.
- ii. To expose students to a new learning experience through interaction with an Arabic native speaker from industry

PRODUCT DESCRIPTION & METHODOLOGY

Product Description

The "University-Industry Collaborative Teaching Innovation: A step-by-step implementation guide for TAC101 (Foundation Arabic Level I)" is a copyright-protected educational innovation (IP/CR/08235) developed to provide university lecturers with a structured, replicable, and digitally supported framework for implementing collaborative teaching with industry partners. The innovation transforms conventional guest-speaker sessions into a systematic teaching ecosystem that integrates planning, implementation, evaluation, and digital dissemination within a single educational product.

The innovation package consists of seven integrated components, each serving a specific function in ensuring a smooth and systematic implementation of collaborative teaching:

1. **Step-by-Step Implementation Guide:** This guide serves as the primary product of the innovation. It provides lecturers with a systematic workflow covering the entire collaborative teaching process, from planning and preparation to implementation, evaluation, and post-activity documentation. The guide is designed to be practical, user-friendly, and easily replicated across different institutions.

University-Industry Collaborative Teaching Innovation:
A step-by-step implementation guide for TAC101 – Foundation Arabic Level I



Figure 1 Complete Design of Innovation

2. **Guest Speaker's Profile Chart:** A structured profile template is provided to assist lecturers in identifying and documenting suitable industry experts based on their professional background, expertise, teaching topic, course alignment, and session schedule. This component ensures that invited speakers meet the intended learning outcomes.
3. **Promotional Poster:** A professionally designed promotional poster template is included to facilitate systematic publicity of the collaborative teaching session. The poster helps increase students' awareness, participation, and engagement before the programme is conducted.



Figure 2 Sample of Promotional Poster

4. **Invitation Letter:** A standardized institutional invitation letter is prepared to simplify official communication with external industry partners. The template reduces administrative workload while ensuring professional correspondence.
5. **Canva Website:** A dedicated Canva Website (<https://ainiariffin.my.canva.site/welcome-t>) functions as the central digital platform for the innovation. It hosts all implementation guidelines, downloadable templates, supporting documents, and additional learning resources in one accessible location, enabling educators to adopt the innovation efficiently.



Figure 3 Homepage of the University-Industry Collaborative Teaching Innovation Website

6. **QR-Code Access:** A QR code is embedded within the innovation package to provide instant access to the Canva Website through mobile devices. This feature improves accessibility, supports paperless dissemination, and enables lecturers to retrieve teaching resources anytime and anywhere.



Figure 4 QR-Code Access to the Digital Repository

7. **Editable Supporting Materials:** The innovation also includes editable templates such as programme schedules, documentation materials, and supporting resources that can be customized according to different teaching contexts, courses, institutions, and collaborative partners.

The integration of these seven components establishes a comprehensive educational innovation package that simplifies collaborative teaching implementation while promoting consistency, scalability, digital accessibility, and sustainable university-industry collaboration.

METHODOLOGY

The implementation design of this innovation encompasses five systematic and key steps:

Step 1 (Constructing the Guest Speaker Profile Chart): Preparing a comprehensive industry profile that includes the speaker's background, qualifications, expertise, topic, date, and time to ensure well-organized session management.

Step 2 (Designing the Poster): Producing a guest speaker poster for program promotion and announcement purposes.

Step 3 (Preparing the Invitation Letter): Preparing official invitation letters addressed to the participating industry speakers.

Step 4 (Conducting the Collaborative Teaching Session): Executing a live online learning session via the Google Meet platform. The session involved an Arabic native speaker from the industry (covering the topic *Arabic Foods and Beverages*) and was attended by 62 students.

Step 5 (Collecting Feedback): Distributing effectiveness evaluation surveys using the Google Forms platform to assess the impact of the program.

A complete design of innovation is illustrated in Figure 1.

Potential Findings & Commercialisation

Potential Findings

Having invited a guest speaker and conducted TAC101: Foundation Arabic Level I Collaborative Teaching using the step-by-step implementation guide provides a smooth operation of this project. Findings from a 5-point Likert scale questionnaire distributed to students via Google Form revealed highly positive values for students across two primary benefit dimensions, namely academic aspects as well as social and personal development.

In terms of academic benefits, most students agreed that the collaborative teaching session possessed clear objectives, with 43.9% agreeing and 38.6% strongly agreeing. The session also enhanced their knowledge of the Arabic language in real-world contexts (49.1% Agree, 36.8% Strongly Agree) and effectively helped them connect different learning topics (43.9% Agree, 45.6% Strongly Agree). Furthermore, students indicated that they obtained substantial academic value specifically through the insights shared by the industry speaker, with

35.1% in agreement and 56.1% in strong agreement. These detailed academic outcomes are presented comprehensively in Table 1.

Table 1 Results on Academic Benefit

NO.	STATEMENT	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1.	The objectives of the TAC101 collaborative teaching session were clearly stated.	0%	0%	17.5%	43.9%	38.6%
2.	This session enhanced my knowledge and understanding of the Arabic language in a real-world context.	0%	3.5%	10.5%	49.1%	36.8%
3.	I am able to relate the topic <i>Arab Food and Beverages</i> to what I have learned in class.	0%	1.8%	8.8%	43.9%	45.6%
4.	I benefited from the guest speaker, who is a native Arabic speaker from the industry.	0%	0%	8.8%	35.1%	56.1%

Regarding social and personal development benefits, this collaborative effort successfully provides wider values to society by nurturing the growth of students as the main stakeholders. The data indicates that students found the program highly engaging (42.1% Agree, 40.4% Strongly Agree) and noted that it significantly enhanced their understanding of Arabic culture (47.4% Agree, 36.8% Strongly Agree). Additionally, the session strengthened their listening skills (43.9% Agree, 45.6% Strongly Agree) and boosted their personal confidence to communicate in Arabic, with 45.6% agreeing and 47.4% strongly agreeing. Beyond direct student development, this innovative effort also yielded secondary positive outcomes by successfully fostering networking, research, and co-authorship opportunities between university lecturers and industry partners. The complete data for these social and personal outcomes are detailed in Table 2

Table 2 Results on Social and Personal Development Benefit

NO.	STATEMENT	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1.	I found this collaborative teaching session interesting and beneficial.	0%	0%	17.5%	42.1%	40.4%
2.	I understand better about the culture and the actual way Arabic people use their language.	0%	0%	15.8%	47.4%	36.8%
3.	This session helped me improve my listening skills.	0%	0%	10.5%	43.9%	45.6%
4.	I became more confident in communicating in Arabic after participating in this session.	0%	0%	7.0%	45.6%	47.4%

Commercialisation

This product holds high commercialisation potential within the higher education sector as it offers a "Best Practice" model that can be replicated by any university lecturer to execute industry-academia collaborations. Product accessibility is streamlined through QR code-based digital distribution, making it user-friendly and ready for widespread commercialisation. The commercial value and proprietary ownership of this innovation are further solidified by its official Copyright protection under reference number **IP/CR/08235**.



Figure 5 Copyright Verification Letter No. IP/CR/08235

NOVELTY & RECOMMENDATIONS

Novelty

This innovation introduces a new teaching model by transforming the conventional lecturer-centred approach into a **University-Industry Collaborative Teaching Model**. The innovation offers four distinctive improvements over existing practices. First, students learn directly from an Arabic native speaker from the industry instead of relying solely on a non-native classroom lecturer. Second, teaching is delivered through collaborative sessions involving both the lecturer and an external guest speaker, creating a more engaging learning experience. Third, the model integrates industry participation into the teaching and learning process through structured university-industry collaboration. Finally, students gain authentic exposure to Arabic language and culture, providing real-world learning experiences that are rarely available in conventional classroom settings.

Recommendations

To expand and strengthen the future impact of this innovation, future research should evaluate the impact of university-industry collaborative teaching through more rigorous methods, including pre- and post-assessments, student surveys, interviews, and comparative classroom studies. Researchers should investigate how repeated collaboration with industry speakers influences students' language proficiency, cultural awareness, and communication confidence over time. Expanding the study across different language courses, institutions, and disciplines would strengthen the applicability of the model. Additionally, a wider and more varied selection of new learning topics beyond food and beverages should be explored to enrich the students' professional vocabulary and exposing them to more comprehensive real-world scenarios. Future implementations could also establish structured partnerships with multiple industry stakeholders to ensure continuity and diverse learning experiences.

CONCLUSION

An organized step-by-step implementation guide of Collaborative Teaching for TAC101: Foundation Arabic Level I has successfully been innovated. It has successfully exposed students with a new experience on learning Arabic with a native speaker. This innovative effort has benefitted students in academic as well as social and personal development. In addition, it has allowed class lecturers and invited guest speaker from industry to collaborate in terms of networking, research and publication (Ariffin, 2025). However, it is important to note that the small sample size with only 62 students is subject to availability prior to the implementation of Collaborative Teaching for TAC101: Foundation Arabic Level I. Therefore, this limits its generalisability to other language learning contexts.

The step-by-step implementation guide for Collaborative Delivery Model for TAC101: Foundation Arabic Level I also provides commercialization potentials. It provides university lecturers with the best practice to implement collaborative teaching between university and industry. The QR code provides easy access for commercialization potentials.

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