Journal of Arabic Language and Learning in Focus
e-ISSN: 2987-3347
Volume 1, Issue. 1, 2024, pp. 51-61
https://jurnal.isimupacitan.ac.id/index.php/alif.

Arabic Language Acquisition in Early Childhood: An Analysis of Vocabulary Development, Pronunciation, and Communicative Competence

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Submitted: 02-01-2024 Revised : 22-02-2024 Accepted: 27-04-2024

ABSTRACT. Arabic language acquisition during early childhood represents an important foundation for children's subsequent linguistic and communicative development. This study aims to analyze the development of Arabic vocabulary, pronunciation, and communicative competence among young children based on findings from previous scholarly studies. The study employed a literature review approach by examining relevant academic publications published between 2014 and 2024, with the literature analyzed thematically according to three main dimensions: vocabulary development, pronunciation development, and communicative competence. The findings indicate that vocabulary acquisition develops progressively through repeated exposure to familiar and meaningful lexical items, while pronunciation is strengthened through listening, imitation, repetition, vocalization, and contextual language practice. The review further demonstrates that storytelling, songs, games, visual media, movement-based activities, interactive reading, and communicative learning can facilitate the integration of vocabulary and pronunciation into children's functional Arabic communication. In addition, the diglossic relationship between Spoken Arabic and Modern Standard Arabic represents an important factor that should be considered when designing developmentally appropriate Arabic language learning for young children. The study concludes that Arabic language acquisition in early childhood is most effectively supported through an integrated, contextual, interactive, and communicative approach that simultaneously develops lexical knowledge, phonological awareness, and children's ability to use Arabic meaningfully in social interaction.

Keywords: *Arabic Language Acquisition; Early Childhood; Vocabulary Development; Pronunciation; Communicative Competence; Arabic Language Learning.*

https://doi.org/10.52640/alif.325

How to Cite Damayanti, M., et al., (2024). Arabic language acquisition in early childhood: An analysis of vocabulary development, pronunciation, and communicative competence. *Journal of Arabic Language and Learning in Focus*, 1(1), 51–61.

INTRODUCTION

Early childhood represents a critical period for language acquisition because children develop fundamental linguistic abilities through intensive interaction with caregivers, teachers, peers, and their surrounding environment. During this period, children gradually construct linguistic knowledge by connecting sounds, words, meanings, and communicative functions through repeated exposure and meaningful interaction. Language development is therefore not limited to memorizing vocabulary but also involves the ability to recognize and produce speech

sounds and use language appropriately in social contexts. The quality of linguistic input and interaction that children receive plays an important role in determining the development of their vocabulary and broader language competence (Hirsh-Pasek et al., 2015; Rowe, 2018). Consequently, early childhood language education should provide rich, meaningful, and developmentally appropriate experiences that stimulate multiple dimensions of language development.

Arabic language acquisition during early childhood has particular significance in educational contexts where Arabic is introduced as a second or additional language. Unlike first-language acquisition, learning Arabic as a second language requires children to construct new lexical, phonological, and communicative representations while simultaneously relying on knowledge from their first language. Research on Arabic-English bilingual children indicates that early educational experiences can influence later vocabulary development in both the first and second languages (Masrai, 2018). Similarly, research involving young Arabic-Hebrew bilingual children demonstrates that children are capable of rapidly establishing lexical associations across languages when they receive appropriate linguistic exposure (Eviatar et al., 2018). These findings indicate that early exposure to Arabic can provide an important foundation for subsequent language development when learning experiences are supported by meaningful interaction and appropriate stimulation.

Vocabulary development constitutes one of the most fundamental dimensions of early Arabic language acquisition because vocabulary provides the lexical resources necessary for children to understand and produce language. Children's vocabulary does not develop randomly but expands progressively from words associated with familiar people, objects, activities, and routines toward more complex lexical and grammatical categories. Research on Arabic-speaking children has shown that vocabulary size and composition increase significantly with age, with nouns generally appearing earlier and subsequently followed by verbs, adjectives, and other grammatical categories (Abdalla et al., 2024). In Arabic second-language learning, lexical competence is also essential because children need not only to recognize vocabulary but also to retrieve, pronounce, and combine words appropriately in meaningful contexts (Shannik, 2024). Therefore, investigating vocabulary development provides an important basis for understanding the overall process of Arabic language acquisition during early childhood.

The development of vocabulary is strongly influenced by the quantity and quality of linguistic input available to children. High-quality interaction provides opportunities for children to encounter new words repeatedly, associate words with concrete referents, and understand how vocabulary functions in different communicative situations. Rowe (2018) emphasizes that differences in the quality and quantity of parental speech are associated with differences in children's language development and school readiness, while conversational interaction appears to be particularly important for vocabulary growth. In preschool classrooms, children who participate in more conversational exchanges tend to demonstrate stronger vocabulary skills, suggesting that active interaction may be more beneficial than simply increasing the number of words children hear (Duncan et al., 2020). Accordingly, Arabic instruction for young children should move beyond isolated vocabulary memorization toward interactive activities that allow children to hear, recognize, repeat, and use new words in meaningful situations.

Pronunciation represents another essential dimension of Arabic language acquisition because accurate production of speech sounds supports children's ability to communicate intelligibly. Early phonological development is closely associated with children's ability to perceive and organize the sound structure of language, making auditory processing an important foundation for subsequent language learning (Guerreiro et al., 2019). Arabic presents particular phonological challenges because learners must distinguish and produce sounds that may not exist in their first language, including emphatic consonants and certain pharyngeal and uvular sounds. For young learners, repeated listening, imitation, songs, rhythmic activities, and teacher modeling

can provide opportunities to develop more accurate pronunciation through meaningful and enjoyable interaction. Research on Arabic acquisition in Islamic kindergarten settings similarly indicates that listening and kinesthetic activities can facilitate children's Arabic acquisition, including their ability to pronounce words and sentences more effectively (Aziz et al., 2021).

Communicative competence constitutes a broader dimension of language development because children need to understand not only what words mean but also how those words are used in interaction. Communicative competence involves children's ability to respond to questions, express needs, participate in conversations, understand simple instructions, and use linguistic forms appropriately according to context. The quality of early communication is particularly important because responsive and reciprocal interactions provide children with opportunities to practice language as a social tool rather than merely as an academic object (Hirsh-Pasek et al., 2015). Research on early language interaction also demonstrates that specific forms of adult input, such as questions that encourage children to provide verbal responses, can support vocabulary development and verbal reasoning (Rowe et al., 2017). Thus, Arabic learning in early childhood should integrate vocabulary and pronunciation with communicative activities so that children can gradually transform linguistic knowledge into functional language use.

Play and story-based activities provide particularly promising contexts for integrating vocabulary, pronunciation, and communication in early childhood Arabic learning. Young children tend to learn more effectively when language is embedded in activities that are meaningful, socially interactive, and connected with their interests and experiences. Evidence from preschool vocabulary interventions shows that guided play following shared book reading can improve children's receptive and expressive vocabulary, demonstrating the potential of play to transform vocabulary exposure into active language use (Toub et al., 2018). In the Arabic context, recent research has similarly identified contextual learning, pictures, songs, rhymes, illustrated stories, language games, creative activities, and social interaction as strategies that can support Arabic vocabulary acquisition among preschool children (Dahlia et al., 2024). Such approaches are particularly relevant because they simultaneously create opportunities for children to hear Arabic models, practice pronunciation, acquire new vocabulary, and engage in simple communicative exchanges.

The linguistic characteristics of Arabic also make early acquisition worthy of specific investigation because Arabic involves substantial variation between spoken varieties and Standard Arabic. Young Arabic-speaking children are exposed to linguistic forms that may differ lexically and phonologically depending on the communicative context, which can influence vocabulary comprehension and production. Research among Arabic-speaking kindergarten children demonstrates that the lexical and phonological distance between spoken Arabic and Standard Arabic affects children's story comprehension and receptive and productive vocabulary (Shahbari-Kassem et al., 2024). The findings suggest that gradual exposure and appropriate scaffolding can help children manage linguistic differences while developing their vocabulary and comprehension. This issue becomes even more important when Arabic is taught to children who do not speak Arabic as their first language because the learning process involves acquiring unfamiliar lexical items, sound patterns, and communicative conventions simultaneously.

Although previous studies have examined Arabic vocabulary learning, bilingual development, and early language instruction, research that simultaneously examines vocabulary development, pronunciation, and communicative competence in early childhood Arabic acquisition remains relatively limited. Existing studies frequently concentrate on vocabulary acquisition strategies or specific instructional techniques, while pronunciation and functional communication are often treated as supporting components rather than integrated dimensions of language acquisition (Dahlia et al., 2024; Shannik, 2024). This creates a research gap concerning how children's lexical knowledge, phonological production, and communicative use of Arabic develop as interconnected aspects of early language acquisition. Addressing this gap is important

because successful language acquisition should be reflected not only in the number of words children recognize but also in their ability to pronounce those words and employ them in meaningful communication. Therefore, a multidimensional analysis can provide a more comprehensive understanding of how young children acquire Arabic and how early learning environments can support their linguistic development.

Based on this background, the present study examines Arabic Language Acquisition in Early Childhood by focusing on three interconnected dimensions: vocabulary development, pronunciation, and communicative competence. The study considers vocabulary development in terms of children's ability to recognize, understand, recall, and use Arabic lexical items, while pronunciation concerns their ability to reproduce Arabic sounds and words intelligibly. Communicative competence is examined through children's ability to use acquired vocabulary in simple interactions, respond to linguistic input, and express meanings in appropriate contexts. By connecting these three dimensions, the study seeks to move beyond a narrow understanding of Arabic acquisition as vocabulary memorization toward a more comprehensive perspective on children's emerging linguistic competence. The findings are expected to contribute theoretically to research on early Arabic language acquisition and practically to the development of more interactive, contextualized, and developmentally appropriate Arabic language learning practices for young children.

METHOD

This study employed a literature review approach to examine Arabic language acquisition in early childhood, with particular attention to vocabulary development, pronunciation, and communicative competence. The literature was selected from scholarly articles and academic publications published between 2014 and 2024 that discussed early childhood language acquisition, Arabic as a second or foreign language, vocabulary development, phonological development, and children's communicative abilities. The selection process considered the relevance of the studies to early childhood learners and the extent to which the literature addressed linguistic development in Arabic learning contexts (Masrai, 2018; Aziz et al., 2021). Previous research indicates that early exposure to Arabic can support children's vocabulary development and second-language acquisition, particularly when learning involves meaningful interaction, listening, repetition, and movement-based activities (Syah, 2019; Aziz et al., 2021). Accordingly, the literature review was designed to identify recurring findings, theoretical perspectives, and pedagogical patterns concerning the development of Arabic language competence during the early childhood period.

The analysis was conducted through thematic synthesis, in which the findings of the selected literature were organized into three main themes: vocabulary acquisition, pronunciation development, and communicative competence. Vocabulary development was analyzed by examining the processes through which children recognize, retain, recall, and use Arabic lexical items in meaningful contexts, while pronunciation was examined in relation to children's exposure to Arabic sounds and opportunities for oral production (Shannik, 2024; Shahbari-Kassem et al., 2024). Communicative competence was analyzed by considering children's ability to use acquired vocabulary and linguistic forms in simple and meaningful interactions rather than merely reproducing memorized words (Shannik, 2024). The synthesis also considered the influence of learning strategies, including contextual learning, visual materials, repetition, songs, stories, and interactive activities, on children's Arabic vocabulary acquisition (Dahlia et al., 2024; Zulfida et al., 2024). Through this procedure, the study sought to construct an integrated understanding of how lexical, phonological, and communicative dimensions interact in the process of Arabic language acquisition during early childhood.

RESULT AND DISCUSSION

1. Vocabulary Development in Early Childhood Arabic Acquisition

The literature review indicates that vocabulary development constitutes one of the most fundamental dimensions of Arabic language acquisition during early childhood because lexical knowledge provides the foundation for understanding and producing meaningful utterances. Children generally begin by acquiring words that are closely related to their immediate experiences, such as people, objects, food, animals, daily routines, and familiar activities. Research on Palestinian Arabic children aged 18–36 months demonstrates that nouns and words associated with everyday experiences tend to emerge earlier, followed progressively by verbs, adjectives, pronouns, and other grammatical categories (Talas-Mahajna et al., 2023). This developmental pattern suggests that children's Arabic vocabulary is constructed gradually through repeated interaction between linguistic input, cognitive development, and meaningful experiences. Consequently, Arabic language instruction in early childhood should prioritize concrete, familiar, and contextually meaningful vocabulary rather than introducing large quantities of isolated lexical items.

Vocabulary development is also strongly influenced by the frequency and quality of children's exposure to Arabic linguistic input. Aziz et al. (2021) found that Arabic acquisition among young children can be supported through repeated exposure to *mufradāt*, listening activities, and kinesthetic learning, indicating that vocabulary retention becomes stronger when words are repeatedly encountered in meaningful activities. Similarly, Shannik (2024) emphasizes that lexical competence does not merely involve recognizing vocabulary but also includes the ability to recall, understand phonological and grammatical characteristics, and use words within appropriate linguistic contexts. This finding is particularly important because a child may recognize an Arabic word receptively without yet possessing sufficient productive competence to use it spontaneously in communication. Therefore, vocabulary acquisition should be understood as a multidimensional process involving recognition, comprehension, retention, retrieval, and contextualized use of lexical items.

The reviewed literature further demonstrates that contextualized learning is more conducive to vocabulary acquisition than mechanical memorization. Zulfida et al. (2024) report that visual and audio media, thematic instruction, repetition, interactive games, multisensory activities, and Total Physical Response can strengthen vocabulary retention and children's participation in Arabic learning. Dahlia et al. (2024) similarly identifies contextual learning, visual representations, singing, and rhyme as important strategies for facilitating Arabic vocabulary acquisition among preschool children. These approaches are theoretically consistent with the characteristics of young children, who tend to learn more effectively through concrete experiences, repetition, movement, play, and emotionally engaging activities. Thus, vocabulary development should be positioned within an interactive learning environment in which Arabic words are repeatedly encountered and used rather than simply memorized as disconnected lexical lists.

Story-based learning represents another important mechanism for expanding children's Arabic vocabulary because stories provide repeated exposure to words while simultaneously connecting vocabulary with meaning and narrative context. Shahbari-Kassem et al. (2024) demonstrate that scaffolded Arabic story reading can improve children's receptive and productive vocabulary as well as story comprehension, particularly when the linguistic distance between spoken Arabic and Standard Arabic is introduced gradually. Similar findings were reported by Korat et al. (2021), whose intervention with Arabic-speaking kindergarten children showed that e-book reading accompanied by dictionary support, dynamic illustrations, and repeated vocalization improved target-word learning and story-retelling abilities. These findings indicate that vocabulary acquisition becomes more effective when children simultaneously receive

semantic, visual, auditory, and contextual support. Consequently, storybooks and interactive digital texts can function not only as literacy resources but also as systematic environments for developing Arabic lexical competence.

Another important finding concerns the relationship between early childhood education and subsequent vocabulary development. Masrai (2018) found that preschool education has a meaningful relationship with vocabulary development among Arabic-English successive bilingual children, suggesting that early educational experiences may provide a foundation for subsequent language learning. Early exposure does not automatically guarantee advanced proficiency, however, because the quality, frequency, and communicative nature of linguistic interaction remain important determinants of acquisition. Abdul Ghani and Wan Daud (2018) emphasize the importance of considering children's linguistic needs when designing Arabic education programs in early childhood settings. Therefore, Arabic language programs for young children should be designed around developmental appropriateness, meaningful communication, and systematic vocabulary exposure rather than around adult-oriented grammatical instruction.

2. Pronunciation and Phonological Development

The second major finding concerns pronunciation, which represents an essential component of Arabic language acquisition because children must gradually develop the ability to distinguish and produce Arabic sounds accurately. Arabic contains several phonological contrasts that may require sustained exposure and practice, particularly when children acquire Arabic alongside another language or dialect. Daana (2017), in a longitudinal description of an Arabic-English bilingual child during the one-word stage, demonstrates that phonological development emerges progressively during the transition from early meaningful words toward more complex speech production. The findings support the view that pronunciation development should be understood as a developmental process rather than as an immediate outcome of vocabulary memorization. Accordingly, early Arabic instruction needs to provide abundant opportunities for children to listen to, imitate, repeat, and produce Arabic sounds within meaningful lexical contexts.

The issue of pronunciation becomes more complex in Arabic because of the distinctive relationship between spoken varieties and Modern Standard Arabic. Saiegh-Haddad and Ghawi-Dakwar (2017) found that phonological and lexical distance between Palestinian Spoken Arabic and Standard Arabic affects children's repetition of words and nonwords. Their findings indicate that phonologically unfamiliar forms create additional processing demands, meaning that children may require greater exposure to sounds that are absent or less familiar in their everyday spoken variety. This phenomenon is particularly relevant to Arabic language learning in educational environments where Standard Arabic is introduced to children who primarily interact in a local Arabic dialect. Consequently, pronunciation instruction should gradually bridge children's familiar spoken forms and the target forms of Standard Arabic rather than treating the two varieties as completely disconnected linguistic systems.

The literature also suggests that pronunciation is closely connected with vocabulary development because children need to establish accurate phonological representations in order to retrieve and produce newly learned words. In Arabic-speaking kindergarten children, lexical knowledge varies according to whether children are required to comprehend or produce words, with comprehension generally developing ahead of productive performance. Recent evidence also indicates that lexical-phonological distance between Spoken Arabic and Standard Arabic affects children's lexical acquisition, demonstrating that phonological familiarity contributes to the accessibility of vocabulary. This relationship means that teaching a new Arabic word should ideally combine auditory exposure, visual representation, articulation, and opportunities for oral production. Such an integrated approach can help children establish stronger connections between the sound form, meaning, and communicative function of each lexical item.

Repeated vocalization appears to be particularly valuable for strengthening the connection between vocabulary and pronunciation. Korat et al. (2021) found that children who encountered target words through dynamic presentations and repeated vocalization demonstrated stronger gains in word learning and story-retelling performance. This finding suggests that asking children to actively pronounce newly introduced vocabulary may strengthen their phonological encoding and facilitate later retrieval. Similarly, Arabic acquisition research in Islamic kindergarten contexts indicates that listening combined with kinesthetic activities can accelerate children's ability to pronounce Arabic sentences and reinforce previously introduced *mufradāt* (Aziz et al., 2021). Therefore, pronunciation practice should not be separated from vocabulary learning but integrated into songs, stories, games, movement, and everyday classroom interaction.

3. Development of Communicative Competence

The third dimension identified in the literature is communicative competence, which extends Arabic acquisition beyond the ability to memorize vocabulary or reproduce isolated sounds. Communicative competence involves the ability to understand linguistic input and use acquired language forms appropriately within meaningful social interactions. Shannik (2024) emphasizes that lexical competence is inseparable from the ability to employ vocabulary within linguistic and communicative contexts, indicating that lexical knowledge becomes functionally meaningful only when children can use it to express intentions. From this perspective, successful Arabic acquisition should be evaluated not solely through the number of words children can remember but also through their ability to use those words in simple interactions. This approach places communication, rather than memorization, at the center of early childhood Arabic language development.

Interactive learning activities provide important opportunities for children to transform receptive vocabulary into productive communicative competence. Zulfida et al. (2024) found that communicative approaches combined with visual, physical, and verbal activities help children use newly acquired vocabulary in practical contexts. Play-based activities are particularly relevant because they allow children to communicate while engaging in situations that resemble natural social interaction. Through role play, songs, storytelling, games, and question-and-answer activities, children can practice vocabulary repeatedly while simultaneously developing pragmatic awareness and confidence in using Arabic. Thus, communicative competence is likely to emerge more effectively when Arabic is presented as a tool for interaction rather than merely as an academic subject.

Storytelling also contributes to communicative competence because it exposes children to extended language structures rather than isolated lexical units. Research on Arabic-speaking kindergarten children demonstrates that story-based intervention can improve both vocabulary and narrative comprehension, indicating that children benefit from hearing linguistic forms embedded within coherent discourse. Korat et al. (2021) additionally found improvements in children's story-retelling skills following interactive e-book exposure, demonstrating that children can move from receptive comprehension toward productive language use when appropriate scaffolding is provided. Such activities encourage children to sequence ideas, describe events, recall vocabulary, and construct simple verbal responses. Therefore, storytelling can be considered a bridge between vocabulary acquisition and the development of functional Arabic communication.

The development of communicative competence is also influenced by children's opportunities to participate actively in language interactions. Interactive reading research more broadly indicates that adult-child interaction during reading can support children's vocabulary and other language-related developmental outcomes, although the strength of effects varies according to the type of interaction and outcome measured (Grøver et al., 2023). For Arabic acquisition, this implies that teachers should not simply read or pronounce Arabic words for

children but should ask questions, encourage responses, model expressions, and provide opportunities for children to initiate communication. Such interaction transforms linguistic input into a social experience in which children learn not only what words mean but also when and how they should be used. Consequently, teacher-child interaction represents a critical mechanism through which Arabic lexical and phonological knowledge can become communicative competence.

4. The Role of Arabic Diglossia in Early Language Acquisition

A distinctive issue in Arabic language acquisition is diglossia, in which children may encounter a spoken variety in everyday communication and Modern Standard Arabic in formal educational and literacy contexts. This linguistic situation differentiates Arabic acquisition from many other language-learning contexts because children must establish relationships between forms that may differ phonologically, lexically, and morphologically. Saiegh-Haddad and Schiff (2016) demonstrate that the distance between spoken Arabic and the written or formal variety creates developmental consequences for Arabic word reading. Similarly, research on kindergarten children shows that lexical knowledge is influenced by the degree of distance between Spoken Arabic and Standard Arabic, with closer lexical relationships generally facilitating acquisition. These findings suggest that early Arabic education should explicitly recognize children's existing linguistic repertoire as a foundation for developing competence in Standard Arabic.

The findings concerning diglossia have direct implications for vocabulary and pronunciation instruction. Shahbari-Kassem et al. (2024) found that gradually introducing Standard Arabic through scaffolded stories can improve children's vocabulary and comprehension, while stories entirely presented in familiar Spoken Arabic produced particularly strong outcomes. This suggests that familiar linguistic forms can function as an entry point through which children gradually access less familiar Standard Arabic vocabulary and phonological forms. Rather than immediately replacing children's spoken variety with Standard Arabic, teachers can create bridges between familiar and target forms through comparison, repetition, storytelling, and contextualized practice. Such an approach is more consistent with children's developmental needs because it reduces linguistic distance while maintaining meaningful exposure to the target variety.

5. Integrated Relationship Between Vocabulary, Pronunciation, and Communication

The literature demonstrates that vocabulary development, pronunciation, and communicative competence should not be treated as independent components of Arabic language acquisition. Vocabulary provides the lexical resources children need to communicate, pronunciation allows those resources to be recognized and produced, and communicative interaction provides the context in which lexical and phonological knowledge becomes meaningful. Evidence from Arabic early childhood studies shows that repeated exposure, vocalization, contextual learning, storytelling, movement, and interactive activities simultaneously address these three dimensions. This means that an effective Arabic acquisition model should integrate lexical input with auditory discrimination, oral production, and meaningful communication rather than teaching each linguistic component separately. Such integration is particularly important during early childhood because children's language development occurs through interconnected cognitive, linguistic, social, and experiential processes.

Overall, the literature review indicates that early childhood represents a strategic period for establishing the foundations of Arabic language competence. The most consistent pattern across the reviewed studies is that children acquire Arabic more effectively when learning is frequent, meaningful, multisensory, interactive, and developmentally appropriate. Vocabulary grows through repeated exposure and contextual use, pronunciation develops through listening and active vocalization, while communicative competence emerges through opportunities to use language in authentic or simulated social interactions. Nevertheless, Arabic diglossia presents an

additional challenge because the linguistic distance between children's everyday spoken Arabic and Standard Arabic may affect lexical and phonological processing. Therefore, future Arabic language programs for early childhood should adopt an integrated, communicative, and scaffolded model that connects familiar experiences with progressively more complex Standard Arabic input.

CONCLUSION

This literature review concludes that Arabic language acquisition in early childhood is a multidimensional process involving the interconnected development of vocabulary, pronunciation, and communicative competence. Vocabulary development constitutes the foundation of children's Arabic proficiency because the acquisition of familiar and contextually meaningful words enables children to progressively understand and express ideas in Arabic. Pronunciation develops through continuous exposure, listening, imitation, repetition, and active oral production, while communicative competence emerges when children are given opportunities to use Arabic vocabulary and expressions in meaningful social interactions. The reviewed literature further indicates that interactive, contextual, multisensory, play-based, storytelling, singing, and movement-oriented activities can facilitate children's Arabic language development more effectively than isolated memorization. In addition, the diglossic relationship between Spoken Arabic and Modern Standard Arabic requires appropriate scaffolding so that children can gradually connect familiar linguistic forms with the formal Arabic used in educational contexts.

The findings imply that early childhood Arabic education should adopt an integrated and communicative approach that simultaneously develops lexical knowledge, phonological accuracy, and functional language use. Teachers should provide repeated and meaningful Arabic input through stories, songs, games, visual materials, movement, and interactive conversations to strengthen children's receptive and productive language abilities. Early exposure should also be accompanied by developmentally appropriate strategies that respect children's cognitive, linguistic, and social characteristics. Rather than emphasizing the memorization of vocabulary alone, Arabic learning should create opportunities for children to listen, pronounce, understand, respond, and communicate using newly acquired language forms. Future research is therefore encouraged to develop and empirically test integrated Arabic language acquisition models that connect vocabulary, pronunciation, and communicative competence across diverse early childhood educational settings.

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