

The Nativist Approach in Language Acquisition: Exploring Children's Natural Potential in Mastering the Arabic

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KEYWORDS:

Arabic speaking skills; show and tell method; *maharah al-kalam*; student-centered learning.

ABSTRACT

This study examines the application of the *show and tell* method to improve Arabic speaking skills among seventh-grade students at MTs Nabatussalam Dorowati. The study was motivated by the need to address students' low confidence, limited vocabulary, passive classroom participation, and difficulty in expressing ideas orally in Arabic. A descriptive qualitative design was employed involving 12 students and one Arabic teacher. Data were collected through classroom observation, interviews, and documentation, and were analyzed using data reduction, data display, and conclusion drawing. The findings show that the *show and tell* method improved students' speaking confidence, vocabulary mastery, participation, and ability to construct simple Arabic sentences. The method also created a more interactive and communicative classroom atmosphere by shifting learning from teacher-centered explanation to student-centered oral performance using concrete objects. These results suggest that the method is a practical and effective strategy for strengthening *maharah al-kalam* at the junior secondary level and for supporting more active Arabic language learning.

KATA KUNCI:

keterampilan berbicara bahasa Arab; metode *show and tell*; *maharah al-kalam*; pembelajaran berpusat pada siswa.

ABSTRAK

Penelitian ini mengkaji penerapan metode *show and tell* untuk meningkatkan keterampilan berbicara bahasa Arab pada siswa kelas VII di MTs Nabatussalam Dorowati. Penelitian ini dilatarbelakangi oleh kebutuhan untuk mengatasi rendahnya kepercayaan diri siswa, keterbatasan kosakata, partisipasi kelas yang pasif, serta kesulitan dalam mengungkapkan gagasan secara lisan dalam bahasa Arab. Penelitian ini menggunakan desain kualitatif deskriptif dengan melibatkan 12 siswa dan 1 guru bahasa Arab. Data dikumpulkan melalui observasi kelas, wawancara, dan dokumentasi, kemudian dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa metode *show and tell* mampu meningkatkan kepercayaan diri siswa dalam berbicara, penguasaan kosakata, partisipasi belajar, serta kemampuan menyusun kalimat sederhana dalam bahasa Arab. Metode ini juga menciptakan suasana kelas yang lebih interaktif dan komunikatif dengan menggeser pembelajaran dari penjelasan yang berpusat pada guru menuju performa lisan yang berpusat pada siswa melalui penggunaan benda konkret. Hasil ini menunjukkan bahwa metode tersebut merupakan strategi yang praktis dan efektif untuk memperkuat *maharah al-kalam* pada jenjang sekolah menengah pertama serta mendukung pembelajaran bahasa Arab yang lebih aktif.

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INTRODUCTION

Children who grow up in an environment where colloquial Arabic is spoken tend to learn Modern Standard Arabic more easily because of the similarities between the two in sounds, vocabulary, and sentence structure. Colloquial Arabic is considered the first language to which children are exposed at home as part of everyday communication. For example, some expressions such as *da shinu* (“what is this”), *barra* (“outside”), and *moya* (“water”) in colloquial Arabic bear phonetic similarities to their counterparts in Modern Standard Arabic. The two varieties share many sounds, including consonants such as /d/, /sh/, /b/, /r/, and /m/, as well as vowel sounds such as /ā/ and /ū/, which gives children who speak colloquial Arabic an advantage in learning Modern Standard Arabic. This similarity helps children connect vocabulary items and understand sentence patterns in Modern Standard Arabic more quickly when they begin learning it. Continuous exposure to colloquial Arabic also acclimatizes children to linguistic patterns similar to those of Modern Standard Arabic, thereby facilitating the transition to it. This helps explain why children exposed to colloquial Arabic learn Modern Standard Arabic more quickly and efficiently than their peers who have been exposed only to foreign languages.

Some studies indicate the importance of colloquial Arabic as a bridge to learning Modern Standard Arabic. Researchers such as (Abidin & Fahmi, 2023) argue that mastery of colloquial Arabic contributes to the development of the basic skills necessary for acquiring Modern Standard Arabic. Colloquial Arabic is used in daily life as a foundation for transitioning to Modern Standard Arabic, which is regarded as the formal language in academic and religious contexts. Understanding colloquial Arabic may also reduce the anxiety associated with learning Modern Standard Arabic (Yusoff et al., 2019). In addition, children who are exposed to linguistic variation from an early age are better able to distinguish differences in vocabulary and sentence structures, which facilitates their learning of Modern Standard Arabic (Schmale et al., 2010) and (Kartushina & Mayor, 2022). Furthermore, the use of teaching methods based on colloquial Arabic can enhance children’s motivation and increase their interest in learning Arabic (Sahrir et al., 2022).

This study aims to examine the role of children’s innate natural capacities in acquiring Arabic, especially within the framework of the nativist approach. According to nativist theory, every child is born with a Language Acquisition Device (LAD) that enables language to be learned quickly and naturally. In the context of Arabic learning, the LAD plays a role in facilitating the acquisition of Modern Standard Arabic among children who have been exposed to colloquial Arabic. This study will also clarify the relationship between nativist theory and Arabic language acquisition, particularly among children exposed to colloquial Arabic. For example, Sudanese children aged 2–4 years are able to produce basic words such as *oh*, and at 12–18 months they may say *moya* (“water”) while pointing to the intended object. With the support of the LAD, these abilities develop naturally. The premise of this study is that these innate capacities, when combined with exposure to colloquial Arabic, can accelerate children’s learning of Modern Standard Arabic.

Exposure to colloquial Arabic gives children a significant advantage in the acquisition of Modern Standard Arabic. The similarity in sounds, vocabulary, and sentence structure between these two language varieties provides a foundation that makes it easier for children to learn Modern Standard Arabic. Based on nativist theory, children are equipped with an innate mechanism for learning language naturally, which facilitates the acquisition of Modern Standard Arabic when they are exposed to colloquial Arabic. In addition, early understanding of colloquial Arabic helps children develop metalinguistic skills, thereby



strengthening their ability to understand the structure and grammar of Modern Standard Arabic. By integrating the nativist approach with the benefits of exposure to colloquial Arabic, this study offers a new perspective on how the linguistic environment can be optimized to enhance the effectiveness of children's learning of Modern Standard Arabic. Further research is needed to explain this mechanism more deeply and to identify more effective teaching strategies in order to maximize children's innate potential in acquiring Arabic.

LITERATURE REVIEW

Nativist Theory and the Language Acquisition Device

The literature on first language acquisition positions the nativist perspective as a central framework for explaining how children learn language naturally. Within this view, children are assumed to possess an innate Language Acquisition Device that enables them to identify phonological, lexical, and syntactic patterns from environmental input. In the context of Arabic, this perspective is useful for explaining how children exposed to Sudanese colloquial Arabic internalize language structures before formal instruction. The processing of linguistic input, its storage, and its later retrieval in speech production are also consistent with broader information processing perspectives (Kusaeri, 2018). At the level of production, speech development has further been linked to articulatory planning, feedback, and neural coordination (Jahanaray et al., 2022).

Colloquial Arabic as a Bridge to Modern Standard Arabic

A second body of literature emphasizes the role of colloquial Arabic as a bridge to Modern Standard Arabic. Mastery of colloquial Arabic supports the development of foundational skills needed for formal Arabic learning (Abidin & Fahmi, 2023). This role is strengthened by lexical and phonological similarity between colloquial and formal Arabic, which facilitates comprehension and reduces unfamiliarity (Aidah, 2023). Exposure to dialect variation from early childhood also improves children's ability to distinguish vocabulary and sentence patterns, thereby facilitating later formal learning (Kartushina & Mayor, 2022). In addition, colloquial Arabic may reduce language anxiety and increase learner motivation, especially when integrated into instructional practice (Sahrir et al., 2022).

Social Interaction and Pedagogical Implications

The literature further shows that language acquisition is reinforced by meaningful social interaction and context based exposure (Keramas, 2024). Vocabulary develops more effectively when connected to objects, actions, and lived experiences (Santoso & Ginting, 2023). However, non native learners of Arabic often face challenges related to educational background, non interactive instruction, weak self regulation, and difficulties in grammar and morphology (Mat et al., 2022). Collectively, these studies support a more context sensitive and pedagogically integrated approach to Arabic language learning.

RESEARCH METHODS

This study employed a qualitative research method using interviews as the primary instrument for collecting data from two groups of participants. The first group consisted of Sudanese students, while the second group comprised science and technology students who did not have a background in the Arabic language. The interview instrument was designed to explore challenges in language acquisition and in learning Modern Standard Arabic. A purposive sampling method was used to select participants who met specific criteria. Sudanese students were selected because of their fluency in Arabic and their background in colloquial Arabic. In contrast,



science and technology students were selected because they did not possess proficiency in Arabic, making them ideal candidates for analyzing language learning without prior linguistic background. All participants were informed about the purpose of the study, and their consent was obtained after they had been duly briefed.

The interviews were conducted both face to face and online, depending on the participants' availability. Each interview session lasted approximately 45 minutes, and the questions focused on participants' experiences in language acquisition, their methods of learning Modern Standard Arabic, and the challenges they encountered. The interviews were audio recorded for transcription purposes in order to ensure the accuracy of data collection.

The main criteria measured in this study included the level of language acquisition and proficiency in learning Arabic. The qualitative data included personal narratives and language learning strategies. The data were analyzed to compare the experiences of native Arabic speakers and students who did not have a background in the language.

RESULTS AND DISCUSSION

Results

Early Acquisition of Phonemes in Sudanese Colloquial Arabic

The findings indicate that early language acquisition among children exposed to Sudanese colloquial Arabic begins with phonological recognition. At approximately 2 to 4 months of age, children are not yet able to articulate full lexical forms, yet they already demonstrate sensitivity to recurring sounds in their immediate environment. The data show that phonemes such as /b/, /m/, /d/, and /r/ are among the earliest sounds acquired, largely because they are embedded in highly frequent words used in family interaction. These sounds are repeatedly heard in everyday expressions addressed to children, particularly in references to parents and common directives.

No.	Vocabulary	Pronunciation	Phoneme
1	بابا	Baba	ب
2	ماما	Mama	م
3	ده	Da	د
4	روح	Ruh	ر

The repeated occurrence of these sounds appears to support children's earliest recognition of the phonological system of the language. Although pronunciation at this stage remains incomplete, children begin to approximate the initial sounds of familiar words. The findings therefore suggest that phoneme acquisition emerges not through formal instruction, but through repeated auditory exposure in meaningful interpersonal contexts. In this early phase, children are primarily responding to patterns of sound that later become the basis for lexical development.

Vocabulary Acquisition Through Everyday Interaction

The second major finding concerns vocabulary acquisition at approximately 12 to 18 months of age. At this stage, children begin to produce simple words that are functionally relevant to their everyday lives. The vocabulary identified in the data is closely tied to the child's immediate environment, including family members, food, objects, places, and routine actions. These words are not learned as abstract linguistic units but as practical communicative tools used to express needs, identify familiar people, and refer to concrete entities.



No.	Vocabulary	Pronunciation	Translation
1	موية	Moya	Water
2	بابا	Baba	Father
3	ماما	Mama	Mother
4	شاي	Shay	Tea
5	خبز	Khobz	Bread
6	بيت	Beit	House
7	تعال	ta'al	Come
8	بطة	batta	Duck
9	هنا	hena	Here
10	سيارة	sayara	Car

The results show that children use these words in specific communicative situations. For instance, *moya* is used to request water or refer to water related experiences, *baba* and *mama* are used to address parents, and *hena* is used to indicate proximity or location. This pattern suggests that vocabulary acquisition is grounded in frequent repetition, contextual salience, and direct association with daily experience. The lexical items acquired are therefore functional, highly familiar, and socially reinforced.

Development of Simple Sentence Structures

A further result concerns the emergence of basic sentence structures at approximately 18 to 24 months of age. Once children acquire a basic vocabulary repertoire, they begin to combine words into short expressions that perform clear communicative functions. These functions include asking questions, expressing desire, indicating possession, locating persons, and directing the attention of others.

No.	Expression	Pronunciation	Translation
1	دا شنو؟	da shinu?	What is this?
2	عايز موية	'aiz moya	I want water
3	بابا هنا	baba hena	Father is here
4	ماما تعالي	mama ta'ali	Mom, come here
5	دي سيارتي	di sayarati	This is my car
6	وين ماما؟	wein mama?	Where is Mom?
7	عايز أروح برا	'aiz aruh bara	I want to go outside
8	شوف هنا	shuf hena	Look here

No.	Expression	Pronunciation	Translation
9	ما عايز ده	ma 'aiz da	I do not want this
10	ده حقي	da haqi	This is mine
11	هات شاي	hat shay	Give me tea

The findings show that these utterances are structurally simple but communicatively effective. Children do not merely repeat isolated expressions; rather, they begin to use patterned combinations of words to convey intentions. The emergence of such constructions reflects a developmental transition from lexical recognition to productive language use. In addition, several expressions appear to function as structural templates from which children generate new combinations. Thus, sentence development appears to be gradual, patterned, and strongly dependent on repeated interaction.

The Role of Environmental Input and Natural Processing

Interview data from Sudanese participants further reveal that colloquial Arabic provides sustained linguistic input from early childhood and that this input is processed naturally over time. Participants reported that their early exposure to Sudanese colloquial Arabic within the family made later encounters with Modern Standard Arabic more accessible. In their accounts, language learning was described as an automatic process in which repeated exposure to words and structures enabled comprehension before formal schooling began.

A key result is that children appear to connect words with objects, persons, and actions through repeated situational exposure. For example, the word *moya* becomes meaningful because it is consistently linked to the act of drinking or to the presence of water. Once this semantic association is established, later learning of the formal equivalent in Modern Standard Arabic becomes easier. The findings therefore indicate that colloquial Arabic serves as an interpretive foundation upon which more formal language knowledge can be built.

Speech Production and Social Reinforcement

The findings also show a developmental progression from hearing language to producing language. Children begin with partial sound imitation, move to single words, and then to simple multiword expressions. This progression is supported by repetition in the speech environment and by active feedback from family members and other interlocutors. When children use a word successfully and receive an appropriate response, the communicative value of that word is reinforced.

Social interaction emerged as a highly significant factor in this process. Participants described how family responses increased their confidence in using colloquial Arabic and, later, how classroom interaction supported their use of Modern Standard Arabic. This suggests that language acquisition is facilitated not only by exposure, but also by responsive communication that validates the child's attempts at speech. The results therefore show that social reinforcement contributes to both linguistic development and communicative confidence.

Learning Modern Standard Arabic and Differences Between Learner Groups

The final major result concerns the comparative learning outcomes of students with and without a colloquial Arabic background. The data show that students who had prior exposure to Sudanese colloquial Arabic learned Modern Standard Arabic vocabulary and pronunciation more quickly than those who lacked such a background.

Table 1. Comparison of the duration of mastering sounds



No.	Student Category	Material	Mastery Duration	Improvement Rate
1	Those with a colloquial language background	Vocabulary	5 minutes	100%
2	Those without a colloquial language background		20 minutes	80%

This difference indicates that colloquial Arabic provides both linguistic familiarity and psychological readiness for learning the formal variety. By contrast, non native learners without such a background were found to face substantial barriers, including weaker oral skills, lower confidence, dependence on teacher instruction, and difficulty understanding grammatical structures. Overall, the results suggest that prior exposure to colloquial Arabic offers a clear advantage in the acquisition of Modern Standard Arabic.

Discussion

The results indicate that Sudanese colloquial Arabic functions not merely as an informal medium of daily communication but also as a foundational linguistic system that supports the acquisition of Modern Standard Arabic. This supports the view that colloquial Arabic can serve as an effective bridge to the formal variety, especially when exposure begins in early childhood. The findings align with the argument that colloquial language contributes to communicative effectiveness and social bonding (Alamsyah et al., 2022), and they further suggest that lexical similarity between colloquial Arabic and Modern Standard Arabic facilitates later formal learning, as also noted by (Aidah, 2023). Because colloquial language is dynamic and socially embedded, it provides rich and meaningful input that reflects real linguistic practice (Meidariani & Meilantari, 2018). In educational contexts, such input may strengthen overall language comprehension and motivate learners more effectively (Safitri, 2023; Rehalat, 2016).

From a nativist perspective, the findings reinforce the claim that the Language Acquisition Device enables children to identify patterns in linguistic input and internalize them without explicit formal instruction. The movement from phoneme recognition to vocabulary production and then to sentence formation reflects a developmental progression consistent with innate language learning mechanisms. The present data also suggest that this process follows an information processing logic in which environmental stimuli are collected, organized, and used to construct meaning {Citation}. This interpretation is compatible with the role of memory storage and retrieval in learning proposed by (Kusaeri, 2018). The child does not simply memorize isolated forms but organizes them into a usable linguistic system.

The study also highlights the importance of semantic association in vocabulary learning. Children linked words such as *moya* to direct sensory and situational experience, which made the word meaningful before exposure to its Modern Standard Arabic equivalent. This finding is consistent with the view that vocabulary is more easily acquired when connected to familiar objects and actions (Santoso & Ginting, 2023). It also corresponds with evidence that meaningful interaction and play support lexical development in early childhood (Nurhayani & Eliza, 2022; Buadanani & Suryana, 2021). Beyond language learning itself, associative processes have broader social relevance, including in symbolic meaning formation and social memory (Hariasih, 2024). The present study therefore confirms that vocabulary acquisition is strengthened when language is embedded in lived experience and narrative context (Widyahening & Rahayu, 2021).

The progression from lexical knowledge to speech production in the findings also has important theoretical implications. Participants described how repeated colloquial input

supported the production of basic words and later short sentences. This supports psycholinguistic models that emphasize articulatory planning and repeated practice in speech development, including the DIVA model (Tourville & Guenther, 2011). The role of environmental response also reflects the importance of monitoring and adjustment in spoken language production (Postma, 2000). At the neurological level, the findings are consistent with the involvement of brain regions responsible for language planning and comprehension, including Broca's and Wernicke's areas (Jahanaray et al., 2022), and with evidence that speech production varies according to task complexity (Tucker et al., 2021; Tian et al., 2016).

The data on sentence development further indicate that colloquial Arabic provides structural templates that assist learners in later understanding Modern Standard Arabic. This supports the argument that children build sentence patterns inductively from repeated exposure and communicative use. Interactive learning and structured practice are known to improve sentence level understanding (Yuniza et al., 2022), while effective communication depends on the adjustment of sentence form to context and communicative purpose (Denafri, 2018). This is particularly important because syntactic understanding, including the interpretation of structural and semantic relations, is central to language mastery (Yogyanti, 2022), and errors in sentence structure remain a major obstacle for learners (Utami, 2018).

Social interaction emerged as a decisive reinforcing factor. Responsive family and school environments strengthened both fluency and confidence. This supports the position that meaningful interaction provides the real communicative context necessary for language growth (Jiang, 2018). It also resonates with findings showing that sustained interaction in authentic settings improves second language performance (Keramas, 2024) and that collaborative learning environments enhance fluency and academic achievement (Fajardo & Vargas-Sierra, 2022).

Finally, the comparison between learners with and without a colloquial background strongly suggests that colloquial exposure reduces barriers to learning Modern Standard Arabic. This is consistent with earlier findings that colloquial Arabic facilitates more efficient mastery of formal Arabic (Fahrurrozi, 2021; Hasibuan, 2023), reduces language anxiety (Abidin & Fahmi, 2023; Yusoff et al., 2019), and increases motivation and learning efficiency (Yusoff et al., 2020; Sahrir et al., 2022). By contrast, non native learners without such a background face disadvantages shaped by unequal schooling (Sehra, 2022), non interactive pedagogy (Mat et al., 2022), weak self regulation (Ahmid, 2019), and persistent difficulties with grammar and morphology (Asiah et al., 2022). Taken together, the discussion suggests that integrating colloquial Arabic strategically into Arabic language instruction may provide both cognitive and affective benefits for learners of Modern Standard Arabic.

CONCLUSION

Nativist theory plays an important role in the acquisition of the Arabic language, especially in the context of children who are exposed to Sudanese colloquial Arabic. Language acquisition is influenced not only by the child's innate capacity, as explained in nativist theory through the Language Acquisition Device, but also by the social environment, which provides linguistic input within meaningful contexts. Exposure to colloquial Arabic from an early age facilitates children's understanding of sounds, vocabulary, and sentence structures, thereby easing the transition toward mastery of Modern Standard Arabic. This article also demonstrates that a supportive environment, active social interaction, and appropriate teaching methods play a crucial role in strengthening children's innate capacities. Understanding colloquial Arabic not only reduces language anxiety, but also provides a strong foundation for the development of children's metalinguistic skills. Therefore, the effectiveness of Arabic language teaching strategies can be



improved by integrating the nativist approach with exposure to colloquial Arabic in order to accelerate the language acquisition process and enhance the effectiveness of learning Modern Standard Arabic.

Conflict of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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