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Curiosity, Student-Generated Questions, and Multilingual Mediation in Arabic Vocabulary Learning: A Malaysian Islamic School Case Study

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ABSTRACT

Arabic vocabulary learning can become more contextually meaningful when learners are given opportunities to identify lexical gaps and ask about words drawn from their everyday experiences. This study examines how curiosity-related inquiry, student-generated questions, vocabulary recording, peer noticing, and multilingual mediation interact in Arabic vocabulary learning at a Malaysian Islamic school. Using a qualitative case study design supported by descriptive learning evidence, the study involved 60 Form Four students aged 16-17 years at Maktab Mahmud Yan, Kedah, Malaysia, during a two-month program from November to December 2022. Data were collected through participant classroom observations, students' vocabulary logs, documented questions, teacher field notes, and informal student responses, and were analyzed primarily through inductive thematic analysis. The findings show that student-generated questions made lexical knowledge gaps visible and connected Arabic vocabulary with familiar objects, actions, routines, and local expressions. Vocabulary logs enabled individual questions to become shared lexical input, while approximately 1,200–2,000 recorded items represented accumulated lexical exposure rather than vocabulary mastery. The multilingual setting also required Indonesian teachers to negotiate meanings across Malaysian Malay, Indonesian, and Arabic before providing appropriate Arabic equivalents. Arabic verbal appreciation was associated with greater observable willingness to ask and participate. The study highlights student-generated inquiry, lexical documentation, peer noticing, and multilingual mediation as interconnected processes in contextual Arabic vocabulary learning.

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Introduction

Arabic vocabulary learning remains a fundamental concern in Arabic language education because vocabulary provides the lexical basis for comprehension, expression, interaction, and communicative confidence (Faqihah & Majid, 2026; Harun et al., 2026; Mukhasibi & Wahyudi, 2026). Vocabulary learning, however, involves several distinct outcomes, including exposure to lexical items, vocabulary recording, recognition, retention, productive use, and mastery (Aqeela & Mubarak, 2026; Colonello et al., 2026; Habib & Mukhasibi, 2026; Husein et al., 2026). These outcomes should not be treated as equivalent because encountering or recording a word does not necessarily indicate that a learner can recognize, retain, or use it productively. The present study does not assess vocabulary retention, productive use, or mastery through formal testing (Mahmudah et al., 2026). Instead, it examines how student-generated questions create opportunities for vocabulary exposure, lexical noticing, recording behavior, and observable classroom participation. Recent studies emphasize that vocabulary development involves repeated exposure, contextual association, semantic depth, learner attention, and opportunities for meaningful use (Alahmadi et al., 2023; Hanifansyah & Mahmudah, 2024; Hazrat & Read, 2022; Teng & Mizumoto, 2025; Teymouri, 2024; Vu & Peters, 2022). Therefore, Arabic vocabulary instruction may benefit from participatory and contextual practices that allow learners to notice, ask about, record, revisit, and gradually use vocabulary in personally relevant situations.

In Islamic school contexts, Arabic has a special position because it is connected with religious literacy, Qur'anic understanding, Islamic identity, and formal language learning. However, this importance does not automatically make vocabulary learning easy for students. Studies in Malaysia show that Arabic vocabulary mastery among religious secondary school students still requires attention, particularly in relation to vocabulary size, vocabulary depth, learning motivation, classroom interaction, and engaging learning strategies (Baharudin et al., 2023; Khadari et al., 2026; Rushdi & Asbulah, 2023). Research on Arabic learning in Malaysia also indicates the need for contextual and communicative exposure so that vocabulary is not only recognized in textbooks, but also used for speaking, asking, responding, and expressing daily meanings (Hanifansyah & Mahmudah, 2024; Masnun, Hanifansyah, et al., 2026; Masnun, Nafis, et al., 2026).

Recent studies indicate that learner-active vocabulary learning can be understood through several mechanisms directly relevant to the present study: noticing lexical knowledge gaps, generating questions, connecting new words with meaningful contexts, recording unfamiliar items, and learning from peers' inquiries. Student-generated questions can make learners' knowledge gaps visible and encourage them to seek vocabulary that is personally

and contextually relevant. Question generation may also support learner attention, participation, and knowledge construction by requiring students to identify what they do not yet know and formulate a specific request for information (Işır & Uyar, 2022; Maplethorpe et al., 2022; Wu et al., 2023). From a vocabulary-learning perspective, the process of identifying a needed word, asking for its Arabic equivalent, and associating it with a familiar object, action, or routine may promote lexical noticing and meaningful semantic processing (Hazrat & Read, 2022). Recording the resulting vocabulary in personal logs can make lexical exposure visible and provide opportunities for monitoring and later review, while questions raised by individual students can expand the vocabulary input available to their peers (Jang, 2022; Teng & Mizumoto, 2025). These interconnected mechanisms provide the conceptual basis for examining student-generated daily questions as a participatory Arabic vocabulary-learning practice.

In the present study, curiosity is treated cautiously as a situational and context-dependent orientation toward seeking information rather than as a stable personality trait or a directly measured psychological construct. More specifically, the study focuses on observable inquiry behaviors that may reflect situational curiosity, such as noticing an unknown word, asking for its Arabic equivalent, following up on a peer's question, and seeking lexical information connected with everyday experience. Classroom research suggests that situational curiosity can emerge when learners become aware of a knowledge gap and are given opportunities to seek information, explore meanings, and participate actively in learning (Jirout et al., 2022; Singh & Manjaly, 2022). Accordingly, the present study does not claim to measure trait curiosity or epistemic curiosity directly. Student questioning is therefore interpreted primarily as observable inquiry behavior. Such behavior may reflect genuine curiosity, but it may also be influenced by teacher expectations, classroom routines, peer imitation, social encouragement, or the motivational effect of numbering vocabulary entries. For this reason, increased questioning is interpreted as evidence of greater observable inquiry and participation rather than as proof of an increase in psychological curiosity.

Student-generated questioning may support vocabulary learning through several interconnected lexical-processing mechanisms. First, formulating a question requires learners to notice a lexical knowledge gap, such as recognizing that they know an object, action, or expression in their familiar language but do not yet know how to express it in Arabic. This noticing can direct attention toward the missing lexical item and make subsequent input personally relevant. Second, connecting the Arabic equivalent with a familiar object, routine, action, or local expression may encourage semantic elaboration by linking new lexical information with existing meanings and experiences. Third, asking for a word and attending to the teacher's response may involve retrieval and processing effort, particularly when learners

first attempt to identify or recall an Arabic expression before requesting assistance. From the perspective of involvement load, vocabulary encounters may become more meaningful when learners experience a need for a word, search for its equivalent, and evaluate how the new lexical item corresponds to the intended meaning (Hazrat & Read, 2022). Student-generated questions can therefore function as opportunities for noticing, semantic association, learner involvement, and meaningful lexical processing (Dong et al., 2025; Işır & Uyar, 2022; Maplethorpe et al., 2022; Wu et al., 2023). Recording the resulting vocabulary in a personal log may further extend learners' attention to lexical items and provide opportunities for later review. These mechanisms should be understood as potential learning processes rather than evidence of vocabulary retention or productive mastery, which were not directly measured in the present study.

Vocabulary recording also turns curiosity into visible learning progress. When students record words emerging from their own questions and peers' questions, vocabulary learning becomes cumulative, social, and reflective. A vocabulary note is not merely a list of words, but a record of noticing, inquiry, memory, and learner agency. Research on learner agency and engagement suggests that students become more involved when they can monitor, regulate, and contribute to their own learning processes (Jang, 2022; Namaziandost et al., 2024). Vocabulary learning studies also show that students benefit from strategies that help them revisit lexical items, connect words with context, and gradually build confidence in vocabulary use (Abourehab & Azaz, 2023; Karjagdi Çolak, 2024; Rosyada-AS & Apoko, 2023; Teng & Mizumoto, 2025). Therefore, asking and recording are connected practices: asking activates curiosity, while recording stabilizes and extends the learning experience.

The multilingual context of Arabic learning is particularly relevant when teachers and learners come from closely related but non-identical linguistic backgrounds. Indonesian and Malaysian Malay share considerable lexical similarities, but similar-looking words may differ in meaning or everyday usage. In this study, Indonesian teachers therefore needed to clarify some Malaysian Malay expressions before providing Arabic equivalents. For example, *senang* may refer to a positive emotional state in Indonesian but can mean "easy" in Malaysian Malay, while expressions such as *tembikai, bersurai,* and *aicon* also required contextual clarification. These lexical differences show that student-generated questioning involved multilingual meaning negotiation rather than simple transfer into Arabic. Translanguaging perspectives are useful here because learners' existing linguistic repertoires can function as resources for clarifying intended meanings and constructing connections across Malaysian Malay, Indonesian, and Arabic (Abourehab & Azaz, 2023; Rostandi et al., 2025; Sari et al., 2024). Thus, semantic overlap may facilitate initial understanding, while lexical divergence requires

teachers to verify local meanings before introducing Arabic equivalents, making cross-cultural lexical sensitivity an important component of vocabulary mediation.

Cross-cultural teaching contexts further enrich Arabic vocabulary learning. When Arabic instruction involves teachers and learners from different linguistic backgrounds, the classroom becomes a site of pedagogical negotiation. Teachers need to understand local lexical meanings, student expressions, and cultural references before giving accurate Arabic equivalents. Studies on multilingual teaching, cross-cultural teacher education, and classroom interaction show that teachers' sensitivity to learners' linguistic backgrounds can strengthen engagement and make language learning more inclusive (Badenhorst et al., 2023; Moorhouse et al., 2023). This issue is especially relevant in Arabic education because Arabic is often taught as a religious, academic, and communicative language at the same time.

Existing studies on Arabic vocabulary learning have examined vocabulary development, instructional strategies, peer learning, technology, and learner participation, but these dimensions are often treated separately. Less attention has been given to how a student-generated lexical question can initiate an interconnected process involving lexical noticing, vocabulary recording, peer input, and multilingual meaning negotiation. This relational gap is particularly relevant in multilingual classrooms where teachers must interpret locally situated meanings before providing Arabic equivalents.

The novelty of this study lies in examining student-generated daily questions as a central mechanism connecting observable inquiry, lexical documentation, peer noticing, and multilingual mediation in Arabic vocabulary learning. Rather than relying solely on teacher-selected vocabulary, the study considers how learners' everyday lexical needs can generate shared Arabic input and cross-linguistic meaning negotiation. Accordingly, it addresses two research questions: (1) How do student-generated questions support Arabic vocabulary learning in a Malaysian Islamic school? and (2) How does multilingual mediation shape the interpretation and learning of student-generated vocabulary? The study contributes theoretically by linking learner-generated inquiry with lexical and multilingual processes, and practically by illustrating a contextual strategy for Arabic vocabulary learning.

Method

Research Design

This study employed a qualitative case study design supported by descriptive learning evidence to examine student-generated Arabic vocabulary learning in a natural classroom context (Lim, 2025; Mtisi, 2022). The study was conducted at Maktab Mahmud Yan, Kedah, Malaysia, with 60 Form Four students aged 16–17 years, comprising 30 male and 30 female students from the Business and Accounting streams. The students had prior exposure to Arabic

through the school curriculum. The program was implemented from November to December 2022 and was guided by Indonesian Arabic teachers from Darullughah Wadda'wah, Indonesia. This setting represented a multilingual and cross-cultural environment because students' everyday linguistic repertoire was primarily shaped by Malaysian Malay, whereas the teachers brought Indonesian linguistic backgrounds into Arabic instruction.

Table 1. Participant and Setting Characteristics

Characteristic	Description
Research site	Maktab Mahmud Yan, Kedah, Malaysia
Educational context	Islamic secondary school
Participants	60 Form Four students
Age	16–17 years
Gender	30 male and 30 female students
Academic streams	Business and Accounting
Arabic-learning background	Prior exposure to Arabic through the school curriculum
Student linguistic background	Primarily Malaysian Malay
Program duration	Two months, November–December 2022
Teacher background	Indonesian Arabic teachers from Darullughah Wadda'wah, Indonesia
Instructional context	Multilingual interaction involving Malaysian Malay, Indonesian, and Arabic

Some researchers were also involved in teaching and classroom documentation, creating a dual teacher-researcher role. This proximity facilitated access to classroom interaction but could also influence participation and interpretation. Therefore, student questioning was treated as observable behavior rather than direct evidence of internal psychological states. Interpretive bias was reduced by comparing classroom observations with vocabulary logs, documented questions, teacher field notes, and researcher reflection.

The learning activity followed a recurring cycle of student questioning, lexical mediation, peer noticing, and vocabulary recording. Students asked about everyday words and expressions, teachers clarified meanings and provided Arabic equivalents, and peers recorded unfamiliar items as shared lexical input. Vocabulary entries were numbered for organization and motivation rather than assessment. Because the same item could appear in multiple students' logs and duplicate or inaccurate entries were not systematically coded, the logs were

interpreted as evidence of lexical exposure and recording behavior rather than vocabulary mastery. Accordingly, the approximately 1,200–2,000 recorded items represent accumulated lexical exposure, not unique or fully mastered vocabulary.

Table 2. Anonymized Illustrative Extract from a Student Vocabulary Log

No.	Student Expression / Intended Meaning	Arabic Equivalent	Learning Context
1	*aicon* / air conditioner	مكيّف	Everyday school environment
2	*tembikai* / watermelon	بطيخ	Daily food vocabulary
3	*bersurai* / disperse or dismiss	انصرف	School and social activity
4	*senang* / easy	سهل	Malaysian Malay lexical usage

Note. The table presents an anonymized illustrative extract based on lexical items documented during the learning process. The numbering represents students' organization of accumulated entries and should not be interpreted as a vocabulary achievement score.

Data Collection Techniques

Data were collected through classroom observations, vocabulary logs, documented student questions, teacher field notes, and informal student responses. Observations were conducted regularly throughout the two-month program, generally during Arabic learning sessions lasting approximately 45 minutes. They were participant observations because a member of the research team was also involved in instructional activities. No audio or video recordings were used; observational evidence was documented through field notes, vocabulary logs, and classroom records. Informal student responses were used as contextual evidence rather than as a systematic student-voice dataset. Accordingly, interpretations focused primarily on observable behaviors such as questioning, peer responses, vocabulary recording, and participation.

Data Analysis Techniques

Data were analyzed primarily through inductive thematic analysis and descriptive interpretation. Initial codes emerged from recurring classroom events, including asking about unfamiliar words, recording peer-generated vocabulary, clarifying Malaysian Malay expressions, and responding with Arabic verbal appreciation. These codes were grouped into four themes: student-generated inquiry and observable participation, vocabulary logs and collective lexical documentation, multilingual lexical mediation, and Arabic verbal appreciation and observable engagement (Braun & Clarke, 2023). Curiosity, agency, translanguaging, and engagement were used as sensitizing concepts rather than predetermined coding categories.

The data involved Malaysian Malay, Indonesian, and Arabic; lexical meanings were interpreted contextually by comparing classroom interaction, field notes, and recorded Arabic equivalents. Arabic lexical items were retained in Arabic script where relevant.

Trustworthiness was strengthened through triangulation among classroom observations, vocabulary logs, teacher field notes, and documented student questions, together with researcher reflection to reduce cross-linguistic interpretive bias (Adler, 2022). Students' identities were protected, and vocabulary logs were analyzed as learning documents rather than instruments for evaluating individual ability. These procedures supported a contextual interpretation of student questioning, lexical documentation, peer interaction, multilingual mediation, and teacher guidance.

Ethical considerations were observed throughout the study. Approval to conduct the research was obtained from Maktab Mahmud Yan. As the participants were minors, parental or guardian consent and student assent were obtained, while participating teachers also provided consent. Students' identities were anonymized in all research records and reporting. Permission was also obtained for the use and publication of classroom photographs included in the article.

Results and Discussion

The findings show that student-generated daily questions were accompanied by observable patterns of questioning, vocabulary recording, peer attention, and multilingual meaning negotiation. Students contributed to the learning process by asking about words encountered in their daily lives. The findings are presented through four themes: student-generated questions and observable inquiry, shared lexical exposure and peer noticing, multilingual lexical mediation, and Arabic verbal appreciation and observable classroom engagement.

Student-Generated Questions and Observable Inquiry

The first finding concerns observable inquiry generated through students' daily vocabulary questions. Students were encouraged to ask about words frequently encountered in their everyday environment, including school routines, classroom objects, food, activities, movement, social expressions, and Malaysian Malay terms. Rather than waiting for teacher-selected vocabulary, students increasingly initiated questions about Arabic equivalents for objects, actions, and expressions relevant to their daily experiences. These behaviors are interpreted as observable inquiry rather than direct evidence of increased psychological curiosity.

Classroom observation showed that one student's question often stimulated other students to ask additional questions. When a student asked the Arabic equivalent of a daily

word, other students became interested in similar words or related expressions. This created a chain of inquiry in which vocabulary learning developed naturally through classroom interaction. Students who were initially quiet also became more willing to participate after seeing their peers ask questions. The classroom became less teacher-dominated because students were involved in selecting and generating the vocabulary content.

Figure 1. Students' observable participation in student-generated Arabic vocabulary questioning.



Student-generated questions helped organize vocabulary learning as an inquiry-based classroom activity. The act of asking allowed students to identify unfamiliar lexical items, request Arabic equivalents, and receive immediate input from the teacher. These observable questioning practices made vocabulary learning more dialogic, contextual, and student-centered.

Vocabulary Logs Supported Shared Lexical Exposure and Peer Noticing

Vocabulary logs supported shared lexical exposure and peer noticing during the learning process. Students recorded vocabulary items that emerged from their own questions, peers' questions, and teacher explanations. When one student asked about an unfamiliar word, other students could also record the Arabic equivalent if it was new to them. In this way, individual questions became shared lexical input for the wider class, while the logs documented students' accumulated exposure to vocabulary over time.

The vocabulary logs also enabled peer-generated questions to become shared lexical input. When one student asked a question, other students were encouraged to record the vocabulary item if they did not yet know its meaning or Arabic equivalent. Students who already knew the word did not need to write it again, while students who were unfamiliar with it could add it to their notes. This practice made every question useful not only for the student who asked, but also for the wider class. A single question could become shared vocabulary input for many students.

The numbering system in the vocabulary logs functioned as a motivational tool. Students gave numbers to the words they recorded, which helped them see the accumulation of vocabulary over time. The number was not used to judge students' ability or to claim full mastery, but to encourage them to realize that consistent questioning and recording could lead to substantial vocabulary collection. The numbering system allowed students to visualize the accumulation of recorded vocabulary over time without being treated as an achievement score or evidence of mastery.

By the end of the learning period, students' vocabulary logs contained approximately 1200 to 2000 collected vocabulary items. This number represents vocabulary items encountered and recorded during the learning process, not vocabulary items fully mastered in productive use. The result is still meaningful because it shows that students were able to build a large vocabulary collection through daily questioning, peer learning, and consistent note-taking. More importantly, the accumulated entries provided a visible record of vocabulary exposure across the learning period. This pattern illustrates how daily questioning, peer input, and consistent note-taking contributed to the documented growth of students' vocabulary logs.

Table 3. presents the main pattern of vocabulary log development observed during the learning process.

Aspect Observed	**Result Found**	**Interpretation**
Source of vocabulary	Personal questions, peer questions, teacher explanations, classroom interaction	Vocabulary emerged from real classroom needs
Student response	Students actively recorded unfamiliar words	Note-taking supported vocabulary awareness
Peer effect	One student's question benefited other students	Vocabulary learning became collective
Numbering system	Students numbered their vocabulary notes	Numbers became a motivational scaffold
Vocabulary collection	Approximately 1200 to 2000 collected items	The figure reflected exposure and collection, not full mastery

The table shows that vocabulary logs were not merely notebooks, but learning instruments that connected curiosity, peer interaction, and visible progress. The notes helped students experience vocabulary learning as something concrete and achievable. This finding

also shows that simple classroom routines can produce meaningful learning engagement when they are connected with student curiosity.

Indonesian Teachers Adapted to Malaysian Lexical Contexts

The third finding highlights the importance of multilingual and cross-cultural adaptation in Arabic vocabulary learning. Indonesian teachers from Darullughah Wadda'wah taught Malaysian students whose daily vocabulary was shaped by Malaysian Malay usage. Although Indonesian and Malaysian Malay share linguistic similarities, several lexical differences created challenges for the teachers. Some words commonly used by Malaysian students were not immediately familiar to Indonesian teachers, so the teachers needed to clarify the meaning before providing the Arabic equivalent.

This situation created an important pedagogical process. The teacher did not only teach Arabic vocabulary, but also learned how students expressed daily meanings in Malaysian Malay. This made the classroom a two-way learning space. Students learned Arabic equivalents from the teacher, while the teacher adapted to the students' local vocabulary. The process strengthened the relevance of Arabic vocabulary learning because the Arabic words were directly connected to students' real linguistic environment.

Several examples appeared during the learning process. Students used the word *aicon* to refer to air conditioner, which was then connected with the Arabic word **مكيف**. They used *tembikai* to refer to watermelon, which was connected with **بطيخ**. The word *bersurai*, meaning to disperse or dismiss, was connected with **انصرف**. The word *senang*, which in Malaysian Malay can mean easy, was connected with **سهل**. These examples show that vocabulary learning did not move directly from Indonesian to Arabic, but involved negotiation among Indonesian, Malaysian Malay, and Arabic.

Further examples reinforced this pattern of multilingual lexical mediation. Malaysian Malay expressions such as *seronok, memaklumkan, bagi kabar, tak boleh, pinggan, sudu, air,* and *selesa* also required teachers to clarify the students' intended meanings before providing appropriate Arabic equivalents. These recurring examples indicate that lexical mediation was not limited to isolated expressions but formed part of everyday classroom interaction.

Table 4. Examples of Multilingual Lexical Mediation

Malaysian Malay Expression	Indonesian / English Meaning	Arabic Equivalent
aicon	AC / air conditioner	مكيّف
tembikai	semangka / watermelon	بطيخ
bersurai	bubar / disperse	انصرف
senang	mudah / easy	سهل
seronok	menyenangkan / enjoyable	سعيد / مسرور

memaklumkan	memberitahukan / inform	أخبر / أعلم
bagi kabar	memberi kabar / inform	أخبر
tak boleh	tidak bisa / cannot	لا يستطيع / لا يمكن
pinggan	piring / plate	صحن
sudu	sendok / spoon	ملعقة
air	air / water	ماء
selesa	nyaman / comfortable	مرتاح / مستريح

The table shows that lexical adaptation became an important part of the teaching process. If the teacher had interpreted these words only from an Indonesian perspective, misunderstanding could have occurred. For example, the word *senang* in Indonesian is often associated with happiness, while in Malaysian usage it may mean easy. Therefore, the teacher needed to understand the local meaning before giving the Arabic equivalent. This process made the teaching more accurate and culturally responsive.

Figure 2. Indonesian teacher guiding Arabic vocabulary learning through student-generated questions.



The finding also shows that Arabic vocabulary learning in this context was not only about memorizing words, but also about understanding how meanings move across languages. Students brought Malaysian Malay expressions into the classroom, the teacher interpreted them, and Arabic equivalents were then introduced. This multilingual movement helped students see Arabic as connected to their daily life rather than separated from it. It also helped teachers become more sensitive to the students' linguistic background.

Arabic Verbal Appreciation and Observable Classroom Engagement

The fourth finding concerns the relationship between Arabic verbal appreciation and observable classroom participation. When students asked vocabulary questions, the teacher frequently responded with expressions such as أحسنتم, طيب، السؤال جيد جدًا, بارك الله فيك, السؤال رائع, and السؤال ممتاز. These expressions accompanied the teacher's lexical explanations and functioned as forms of acknowledgment and encouragement within classroom interaction. Following such responses, observable behaviors included continued questioning, vocabulary recording, and attention to peers' questions. These patterns suggest an association between verbal appreciation and classroom participation, although they do not establish changes in students' confidence, enjoyment, or other internal psychological states.

Arabic verbal appreciation also provided recurring Arabic input within meaningful classroom interaction. The expressions were encountered in immediate communicative contexts rather than presented as isolated phrases. Their repeated contextual use therefore illustrates how simple Arabic expressions can accompany vocabulary instruction and classroom interaction, although the present study did not directly assess students' retention or emotional responses to these expressions.

Classroom observations further documented repeated questioning, active note-taking, and attention to vocabulary introduced through peers' questions. Some students continued adding newly encountered items to their vocabulary logs, while others attended to questions raised by classmates. These observable patterns indicate that teacher appreciation occurred alongside sustained participation in the vocabulary-learning activities.

Table 5. Arabic Verbal Appreciation in Classroom Interaction

Arabic Expression	Classroom Function
أحسنتم	Praising students' participation
طيب، السؤال جيد جدًا	Validating a student's question
بارك الله فيك	Providing respectful encouragement
السؤال رائع	Acknowledging a relevant question
السؤال ممتاز	Reinforcing active participation

Across these interactions, observable classroom responses included repeated questioning, active vocabulary recording, continued participation, and attention to peers' questions. These behaviors indicate an association between verbal appreciation and observable engagement, but they should not be interpreted as direct evidence of students' confidence, enjoyment, or other internal psychological states.

Arabic verbal appreciation therefore functioned as an interactional feature accompanying student questioning and participation. In addition to acknowledging students'

contributions, these expressions provided recurring Arabic input within meaningful classroom exchanges. The findings should be interpreted as evidence of observable interactional patterns rather than as direct evidence of students' emotional or psychological responses.

Overall, the results show that student-generated daily questions were associated with repeated questioning, vocabulary recording, shared lexical input, and multilingual meaning negotiation. The learning process created active student participation because vocabulary emerged from students' own questions rather than only from teacher-selected lists. Vocabulary logs helped students visualize progress, while peer questions created collective learning opportunities. The multilingual context required Indonesian teachers to adapt to Malaysian lexical expressions before providing Arabic equivalents. At the same time, Arabic verbal appreciation was also associated with repeated questioning, vocabulary recording, and continued observable classroom participation.

The findings indicate that the learning activity generated repeated questioning, vocabulary recording, peer attention, and multilingual meaning negotiation. The approximately 1,200 to 2,000 vocabulary items should be understood as evidence of accumulated lexical exposure and documentation rather than complete mastery. The main value of the activity lies in connecting Arabic vocabulary input with students' everyday lexical needs and classroom interaction.

The findings indicate that student-generated daily questions can support an inquiry-oriented approach to Arabic vocabulary learning by creating opportunities for learners to identify lexical gaps, seek information, and participate in classroom interaction. This interpretation is consistent with Jirout et al. (2022), who emphasize the role of uncertainty and information seeking in curiosity-related classroom behavior. It also corresponds with Abdelghani et al. (2022), who discuss curiosity-driven questions as a potential support for exploration and learning. In the present study, however, student questioning is interpreted primarily as observable inquiry behavior rather than direct evidence of increased psychological curiosity.

The use of vocabulary logs strengthened the learning process because students did not only ask questions, but also recorded, numbered, and accumulated vocabulary items from personal and peer-generated questions. This finding is consistent with Maplethorpe et al. (2022), who show that student-generated questions can reveal students' understanding and support literacy learning. It is also aligned with Wu et al. (2023), who emphasize that student-generated questioning can stimulate active participation and knowledge construction in classroom interaction. In the present study, one student's question became a shared learning resource for other students, creating collective vocabulary awareness. This expands previous

vocabulary learning research by showing that vocabulary logs can function not only as individual learning records, but also as social instruments that document peer-based lexical discovery.

The finding on Indonesian teachers' adaptation to Malaysian lexical contexts also strengthens the relevance of multilingual pedagogy in Arabic language education. The process of connecting Malaysian Malay expressions with Arabic equivalents shows that vocabulary learning occurred through linguistic negotiation among Malaysian Malay, Indonesian, and Arabic. This is in line with translanguaging research, which views students' linguistic repertoires as resources for meaning-making rather than obstacles to learning (Cenoz & Gorter, 2022; Sari et al., 2024). An and Zheng (2026) also show that pedagogical translanguaging in Arabic classrooms involves the coordination of linguistic and semiotic resources to support learning. In this study, lexical differences such as *aicon*, *tembikai*, *bersurai*, and *senang* required teachers to adapt to local meanings before providing Arabic equivalents. This finding adds a contextual contribution by showing that Indonesian Arabic teachers working in Malaysia need cross-cultural lexical sensitivity, not only Arabic competence.

The findings concerning Arabic verbal appreciation can also be interpreted in relation to classroom feedback and engagement. Previous studies suggest that supportive and learner-sensitive feedback may contribute to participation and learning behavior (Brandmo & Gamlem, 2025; Gan et al., 2023), while Liu and Feng (2023) emphasize the importance of learners' behavioral engagement with feedback. In the present study, Arabic expressions of appreciation accompanied repeated questioning, vocabulary recording, and attention to peers' contributions. Because students' internal emotional responses were not systematically measured, these findings are interpreted as observable interactional patterns rather than evidence of increased confidence or emotional engagement. Arabic verbal appreciation may therefore be understood as both meaningful language input and an interactional resource accompanying classroom participation.

Overall, this study contributes to Arabic vocabulary pedagogy by showing how four interconnected practices operated within the classroom: student-generated vocabulary questions, vocabulary logging, peer-generated lexical input, and multilingual teacher mediation accompanied by Arabic verbal appreciation. Previous studies on Arabic learning in Malaysia have emphasized vocabulary challenges, communicative strategies, peer-based learning, and Arabic speaking development (Baharudin et al., 2023; Hanifansyah & Mahmudah, 2024; Masnun et al., 2024). The present study extends these discussions by showing how observable learner inquiry can become a starting point for contextual vocabulary exposure. The approximately 1,200 to 2,000 recorded items represent accumulated lexical exposure rather than mastery. These findings suggest that Arabic vocabulary instruction may benefit from

opportunities for student questioning, peer noticing, and linguistically responsive meaning negotiation.

Conclusion

This study shows that student-generated questions can provide a contextual entry point for Arabic vocabulary learning by connecting lexical inquiry with learners' everyday linguistic experiences. The findings highlight the interaction of student-generated inquiry, vocabulary recording, peer noticing, and multilingual mediation across Malaysian Malay, Indonesian, and Arabic. The approximately 1,200 to 2,000 recorded items represent accumulated lexical exposure rather than vocabulary mastery, while Arabic verbal appreciation was associated with observable participation and willingness to ask questions. Rather than proposing a general instructional model, this case study offers a contextual account of how these processes operated in one Malaysian Islamic school. Future research should examine vocabulary retention, productive use, student perceptions, and similar practices across different educational settings.

The contribution of this study lies in showing how curiosity-related inquiry, student-generated questions, lexical documentation, peer noticing, and multilingual mediation can operate as interconnected processes within contextual Arabic vocabulary learning. Rather than proposing a universally applicable instructional model, the study offers a case-based account of how these processes interacted in one Malaysian Islamic school. Its conclusions are therefore limited by the single-site qualitative design, the absence of formal measures of curiosity, retention, and productive vocabulary use, and the lack of a systematic student-voice dataset. Future research may examine these processes across different Islamic school settings, incorporate delayed vocabulary tests and productive-use measures, and investigate students' perceptions through interviews or reflective instruments. Such work could clarify how learner-generated inquiry and multilingual mediation contribute to longer-term Arabic vocabulary development.

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