



The Social Environment and Sociolinguistics: A Study of the Relationship Between Language Acquisition and Social Affiliation

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Abstract

This study aims to affirm the pivotal position of language as the fundamental cognitive repository and the necessary foundation for the sustainability of civilizations and social integration. The research problem is defined by analyzing the mechanism of language acquisition in children and the factors influencing it, based on the vital role language plays in shaping individual cognition (or development) and achieving effective social interaction.

The study adopted a descriptive methodology, through a review of relevant literature concerning the unique characteristics of human language and the process of linguistic socialization.

The research concluded that language is a singular human property that supports creativity and introduces a qualitative transformation in the child's world. The findings also confirmed that the proper acquisition of this faculty demands concerted efforts, reliance on the child's latent innate capacities, and a focus on the most influential surrounding environmental factors, which must collectively work to stimulate linguistic reception to ensure correct linguistic socialization for the youth.

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1. Introduction

Language is a central theme that has garnered increasing attention from various scientific disciplines. It is not merely a communicative system but also the unique tool with which humans are endowed to present the world to the child in an organized and coordinated manner. Concurrently, it represents the primary means by which the child interacts with their society. Therefore, society must provide meticulous care for the child to ensure their sound intellectual and cultural growth.

The study of linguistic development and the manner in which language acquisition occurs is of paramount importance to all concerned parties (parents, educators, teachers). Familiarity with the fundamental facts and information regarding the child's normal language development is not only useful for general pedagogical guidance but also constitutes a vital basis for designing therapeutic programs for speech and language problems.

Educators have recognized that the effective educational process begins before the formal schooling stages and that sound sensory and cognitive development depends significantly on a wholesome environment for the child. This awareness justifies the focus on the shared role of socialization institutions in language acquisition. Linguistic education begins in the home, then continues and is reinforced in kindergarten, school, and beyond. Consequently, linguistic education within these institutions represents a decisive factor in the

development of the child's linguistic capacity.

In light of the foregoing, this study centers on the following main research question:

What is the role performed by the social environment, with its various institutions, in the process of child language acquisition?

This main question gives rise to a set of sub-questions:

- **What are the components of the social environment that influence linguistic acquisition?**
- **What is meant by the concept of language acquisition, and what are its mechanisms and developmental stages?**
- **How does the social environment contribute to facilitating the proper acquisition of language in children and developing their linguistic abilities?**

2. Study Objectives

This study aims to achieve the following:

- To analyze the pivotal role of the social environment in child language acquisition.
- To provide a theoretical grounding for the concepts of the social environment and language acquisition, and their related theories.
- To emphasize the essential function of the social environment in the child's linguistic preparation.

- To analyze the reciprocal relationship between the social environment and linguistic development, particularly through educational institutions.
- To propose strategies for enhancing the role of the family and educational institutions in supporting language acquisition.

3. Significance of the Study

The significance of this study stems from the following aspects:

- Enriching academic knowledge regarding language and the relationship between the social environment and linguistic development.
- Highlighting the role of language in achieving intellectual development, creativity, and civilized participation.
- Emphasizing early and organized intervention to improve linguistic socialization practices within the family and educational institutions.
- Providing a theoretical basis for designing effective social and pedagogical programs to support language acquisition.

4. The Nature of the Social Environment

4.1 The Concept of the Social Environment

Humans are eminently social beings, living within a framework of social life defined as an organized assembly of individuals who interact to achieve common goals and objectives. The

individual is subject to the continuous influence and pressure of this society.

Social groups tend to develop similar beliefs and ideas, leading to the adoption of common and uniform behavioral patterns. However, modern and civilized societies are characterized by high structural complexity and intricacy, resulting from the multiplicity of diverse groups and organizations.

Modern society exerts its influence on the behavior of individuals and groups not only through daily interactions but also by allocating them to specific positions and roles within the complex social structure. These groups perform vital roles to ensure the continuity of social life and societal growth. All social institutions and organizations are the product of collective efforts, and social interaction forms the foundation upon which all aspects of human activity rest (Mokhtar, 1982, pp. 90-92).

The social environment can be defined as the set of laws and institutional systems that regulate and govern internal relations among individuals, alongside the framework of existing political and social institutions. From a sociological perspective, Mohamed Atef Ghaith (1989, p. 160) posits that the social environment represents an aspect of the total environment, composed of interacting persons and groups. This concept entails essential elements, notably social expectations, prevailing models of social organization, and all other phenomena constituting society. The concept also includes social expectations of a subjective and individual nature, thereby

creating for each member of society a specific social environment with which they interact and to whose influence they are subject.

The social environment is also defined as the organized framework encompassing the laws and institutional systems that govern relationships and interactions within social systems (e.g., economic, political, cultural, religious). It also includes all elements that humans have added to their surrounding environment as a result of their interaction with natural resources.

The social environment is divided into two main and interconnected aspects:

- **The Material Aspect (The Built Environment):** Consists of the physical infrastructure constructed and organized by humans. This includes: land use (such as agricultural, urban, and industrial), facilities and services (such as hospitals, schools, and roads), logistical infrastructure, and tangible human material production.
- **The Non-Material Aspect (The Cultural Environment):** Represents the intangible formations that determine the behavior and interaction of individuals. This includes: customs and traditions (social norms), culture and beliefs (religious doctrines), and intangible historical and symbolic heritage (Boussalem, 2014, pp. 245-258).

Finally, we conclude with the following definition:

The social environment is the total, organized framework surrounding the individual. It encompasses the set of institutional systems and laws governing social relations within various systems (economic, political, cultural). It consists of a material aspect (such as institutions and the built infrastructure) and a non-material aspect (such as customs, values, and heritage). This environment constitutes a set of interacting persons and groups that impose social expectations and define the roles of individuals, thereby creating for each member of society their own specific environment with which they interact and to whose continuous influence and pressure they are subject.

4.2 The Environment in Sociological Heritage

The sociological approach addresses the complex interactive relationship between humans, social systems, and the environment (both natural and built). It focuses on analyzing the effects of human activity on the environment (such as controlling it to satisfy basic needs) and the influence of various environments on economic activities, patterns of urban agglomeration, and the formations of social groups.

The environmental factor was a central focus for the pioneers of sociology, most notably:

- **Ibn Khaldun:** Considered a pioneer in this field, he established the oldest theories regarding environmental impact. He linked climatic conditions (like heat and aridity) to the abundance of civilization and

population increase, emphasizing the influence of climate on the dispositions (natures) of peoples and their lifestyles (including physique, morals, religions, construction, and sustenance).

- **Montesquieu:** In his book *The Spirit of the Laws*, he viewed humans as a natural unit confronting the forces of soil and climate. He considered environmental characteristics a fundamental factor in cultural and social diversity, despite his perspective leaning towards geographical determinism.
- **Émile Durkheim:** He introduced "Social Morphology" as a fundamental branch of sociology, focusing on the study of the environmental basis of social organization and demographic phenomena (such as density and volume).
- **Frédéric Le Play:** He addressed the relationship between the environment and the form of the family structure by analyzing its origins and budget, highlighting its susceptibility to the prevailing economic activity.
- **Herbert Spencer and Lester Ward:** Spencer's work represented an advanced stage in human ecology from the perspective of the interaction between the organism, society, and the environment. Ward, meanwhile, was concerned with distinguishing between the spontaneous genesis (spontaneous emergence) and the

conscious development of social structures.

- **Robert Park:** He is considered a pivotal figure in preparing the groundwork for environmental sociology, especially through his focus on sociological-ecological concepts such as social processes (interaction, competition, accommodation) within the urban environment.

These pioneers laid the theoretical foundation for the study of human ecology, which later evolved into environmental sociology (Al-Juhayshi, 2012, pp. 1-27).

5. Language Acquisition

5.1. The Concept of Language

The researcher Whorf posits that language itself shapes and determines thought. We understand and interpret our surroundings based on the cognitive boundaries and pathways that our language delineates for us. A society cannot perceive the world except through its linguistic system. Consequently, differences in languages lead to different perceptions (or "reflected images") of the world; the worldview of Arabic speakers, for instance, varies from that of speakers of another language (Louchène, n.d., p. 180).

The linguist Noam Chomsky defined language as "an innate faculty and an active cognitive psychological ability" that enables the individual to understand (reception) and to form and produce (transmission) grammatical sentences. This definition is based on a pivotal binary distinction:

- **Competence:** The innate, latent cognitive dispositions with which the individual is born, representing the speaker's implicit knowledge of their language's rules.
- **Performance:** The actual, concrete use of language in daily communicative situations, which may be affected by non-linguistic factors (such as concentration and memory).

More broadly, language can be defined as "any symbolic system capable of carrying meaning and using it to store or exchange information; it is an essential expressive medium based on the possibility of communication."

Language possesses distinctive characteristics, acting as semantic symbols for concepts existing in the physical and social environment, which can be summarized as follows:

- **Symbolic Mental Product:** Language is the outcome of a mental developmental process linked to other cognitive symbolic functions.
- **Social Interactive Function:** Language functions as a tool for social interaction and varies and diversifies according to cultural and societal differences.
- **Rule-Based Communication System:** Language is a communication system with specific rules, aiming to achieve intended, diverse, and variable purposes.
- **Structural Stability and Compositional Flexibility:** Although

the fundamental system of language is stable, it is characterized by high flexibility that allows the reconfiguration of its units to produce an infinite number of sentences according to specific rules. These rules are divided into:

- **Generative or Implicit Rules:** The innate, latent rules that do not require direct learning.
- **Surface or Descriptive Rules:** The grammatical and morphological rules that are explicitly learned and acquired.
- **Multiple Forms of Realization:** Language manifests in phonetic (spoken) forms and non-phonetic forms (such as signs and writing) (Al-Saadia, 2009, pp. 42-43).

As a comprehensive definition of language: Language is a system of symbols and sounds, considered the primary social bond and the essential tool of communication. It represents the bridge connecting experience, intellectual structure, and human existence. Its importance is amplified as the world transforms into a global village where languages and civilizations interact. It functions as an astonishing medium of conveyance that transfers the significations (meanings) of perceived things to mental consciousness (and vice versa). It also ensures, through its utterances (verbalizations), the continuity of knowledge and its transmission across the boundaries of time and space.

5.2 Basic Mechanisms of Language Acquisition

The acquisition of language, whether it is the mother tongue, the standard language, or a foreign language, requires the availability of an integrated set of mechanisms and foundations spanning biological, cognitive, and affective aspects. These mechanisms are classified into three main axes:

- **The Biological and Physiological Capacity for Speech:** This mechanism refers to the organic integrity of the central nervous system (the brain) and the relevant sensory and motor systems. It includes:
 - **Integrity of the Brain and Nervous System:** To ensure sensory transmission and reception functions.
 - **Growth and Development of Linguistic Areas:** Particularly those responsible for linguistic encoding and decoding, as these areas process linguistic information in complex and precise ways.
 - **Integrity of the Senses:** Necessary for transmitting sensory inputs (primarily hearing and vision) and receiving responses, ensuring the sound development of the individual's linguistic capacity.
- **The Cognitive Basis for Concept Acquisition (Knowledge of Speech):** Language acquisition originates from the child's lived experience. The quantity and quality of meanings are influenced by the diversity of environmental conditions and the nature of the emotions (happiness or sadness) accompanying these experiences. The "knowledge of speech" is constructed through:
 - **Holistic and Kinesthetic Perception of Meanings:** Where the child derives meanings from their total interaction with their environment.
 - **Construction of Self and World Knowledge:** The child first acquires knowledge of the self, then of surrounding persons and the external world.
 - **Assimilation of Basic Concepts:** The cognitive development necessary for language acquisition is completed through the proper assimilation of vital perceptual concepts such as gravity, the bodily schema, space, and time.
- **Affective Motivation and Will to Speak (Will to Speak):** This mechanism is linked to the communicative aspect and affective drives. It is governed by acquired emotions resulting from the nature and quality of the child's past and present life circumstances.
 - **Role of Affective Experience:** The child's emotional experience plays a decisive role in liberating or inhibiting the motivation for expression.
 - **Importance of a Positive Environment:** Creating a learning environment linked to positive kinesthetics and emotions is an essential prerequisite for good and

effective language learning (Brown, 1994, p. 38).

5.3 Stages of Linguistic Development

Researchers concur that language development proceeds through successive stages in all children. The child's language development can be divided into two main stages:

- The Pre-Speech Stage (Pre-Linguistic):

This stage is considered introductory and preparatory for language acquisition. It encompasses the first year of life and is divided into three primary forms:

o Crying and Screaming:

- Crying and screaming represent the first innate (unacquired) means of communication utilized by the infant.
- It is considered a gradual exercise for the vocal apparatus.
- Over time, according to "Charlotte Bühler," screaming transitions into an expression of pain, strong disruptive stimuli, the presence of an obstacle, or sensing the distance of a close person (such as the mother).
- Crying becomes an expression of loneliness, the desire to call out, or hunger.

o Babbling:

- This behavior emerges between the sixth and twelfth months.

- In the first half of the year, the child babbles when stimulated by something they see or hear.

- In the second half, the child tends to become quiet when hearing a sound, and babbling resumes when that sound ceases.

o Imitation:

- This involves repeating words and sounds and mimicking movements and facial expressions originating from surrounding individuals, without necessarily comprehending the meaning.
- "McCarthy" posits that imitation behavior begins around the ninth month.
- This stage is of great importance in establishing the foundations of language learning.

- The Speech Stage (Linguistic Stage):

This stage begins as the child enters their second year, when they start using words with clear signification. It includes the acquisition of the following speech skills:

o Learning Vocabulary:

- Researchers observe that the first utterances (or "first speech") take the form of a single word, often the name of a familiar person.
- The child typically utters the first word between one and one-and-a-half years of age (with the onset of speech around the ninth month).

- The vocabulary they use increases to approximately fifty words during the second year.
- **Sentence Construction:**
 - At the end of the first year, the child begins to utter two or more words in combination.
 - This development continues slowly at first, then progresses until the child reaches the age of three, at which point they become capable of forming a sentence, having acquired a minimum threshold of words (Samira & Somia, 2016, pp. 22-23).

5.4 Theories of Language Acquisition

Language acquisition theories aim to explain the mechanisms by which individuals acquire language. These theories diverge between two main approaches: The first is the **behaviorist approach**, which posits that the child is born a "blank slate" (tabula rasa) and that the environment plays the fundamental role in shaping their linguistic behavior through reinforcement and imitation. The second approach assumes that children are born equipped with general innate knowledge that organizes their innate tendency to perceive the nature of language and the world, thereby guiding their linguistic development within their environment. The most prominent of these theories include:

- **The Nativist Theory:** This theory, emerging from the generative approach, asserts that language acquisition is biologically programmed in humans. That is, the

individual is born equipped with an internal mechanism termed the **Language Acquisition Device (LAD)**, which guides the process of language assimilation and production. The nativist theory explains the speed and proficiency with which a child masters their language, as it posits the existence of innate abstract (theoretical) properties that facilitate this acquisition. This theory has contributed to understanding the child's internal linguistic system and its operation (Brown, 1994, p. 39).

- **The Genetic Theory:** This theory is considered a development of the nativist perspective. Language acquisition is viewed not as a conventional learning process, but as the **maturation and expansion** of inherited linguistic mental capacities according to the principles of generative grammar. Proponents of this theory assume the child is born with an innate predisposition and a specific capacity for language production, which Chomsky described as the "Language Acquisition Machine." Accordingly, Chomsky holds that children are born with archetypes (prototypes) of linguistic structure that enable them to identify the rules of syntax in any language, rendering language an **open-ended creative function**. However, the hypothesis lacks a strong foundation regarding the existence of all basic rules and their functions within the child, and it detaches acquisition from the child's social and intellectual context (Suleiman, 2003, p. 60).

- **The Behaviorist Theory:**

Behaviorist theory regards language as an essential part of observable human behavior. Its proponents focus on **overt responses**, viewing effective linguistic behavior as the result of a correct response to a stimulus, which transforms into a habit through **reinforcement**. Despite attempts at its development, such as the "Mediational Theory" (which incorporates non-overt processes to access meaning), behaviorist theory failed to provide a convincing explanation for the creative nature of language and the child's capacity to produce and comprehend hundreds of new sentences. Behavioral psychology resorts to the scientific method and empirical observation to understand the "miracle" of language acquisition (Brown, 1994, p. 40).

We deduce from these three theories that humans are born equipped with a language acquisition device, and are subsequently, during their life stages, furnished with the language of the social environment in which they are raised.

6 The Relationship between the Social Environment and Language Acquisition :

6.1 Environmental Factors Influencing Language Acquisition

Environmental factors are a critical element in determining a child's linguistic performance, as the richness of the familial and cultural environment correlates positively with their level of linguistic development. These influencing factors are as follows:

- **Economic and Social Level:** Evidence indicates a close relationship between the family's socioeconomic status and the child's linguistic performance. Studies have shown that children belonging to higher socioeconomic levels use longer, more mature, and more developed sentences at a much younger age compared to their peers from lower levels. Children in affluent environments have a richer vocabulary and are faster and more precise in expression, due to being raised in environments equipped with recreation and resources.
- **Cultural Level:** A cultural environment rich in stimuli (such as magazines, books, media, and familial intellectual discussions) positively affects language acquisition, compared to culturally impoverished environments. An educated family contributes to the better growth of the child's vocabulary, enabling them to understand a larger number of words and to verbally express their actions. In contrast, a culturally poor environment increases the child's reliance on actions and gestures at the expense of words.
- **Multilingualism:** A child learning more than one language in early childhood (resulting from a difference between the home language and the surrounding language, or learning a foreign language) affects their linguistic acquisition. Studies have revealed that the linguistic development of multilingual children may be delayed compared to their monolingual peers, and the percentage

of those suffering from language problems, such as stuttering, increases among them. It is preferable to postpone the introduction of the second language until after the critical period in linguistic development (after 1.5 years of age). In the case of simultaneous acquisition of two languages, it is advised that the child consistently receives each language from a different, single source (like the father and mother) or in different circumstances and times to avoid interference (Al-Husseini, 2025, p. 2).

- **Family Lifestyle and Parent-Child Interaction:** Language acquisition is closely linked to the quantity and quality of social interaction between the child and parents. Family dynamics characterized by warmth, flexibility, and participation in discussions and opinion exchange promote the child's comprehensive linguistic development. Conversely, atmospheres dominated by authoritarianism or neglect (where it is believed that a child "should be seen and not heard") lead to disturbed linguistic development. The quality of the mother-child relationship also affects this development. The child is in a continuous communicative process with their verbal environment, and the soundness (health) of this environment determines the soundness of their linguistic development (Al-Husseini, 2025, p. 3).
- **Media:** Various media outlets (such as radio and television) provide linguistic stimulation that may contribute to the

child's linguistic development. Books, television, and radio are considered mediums that can support language learning and communication skills generally. However, some studies indicate that merely spending a long time watching television does not necessarily accelerate linguistic development.

- **Dialoguing with the Child during Play:** Merely naming objects for the child is insufficient; rather, parents must engage the child in play. The dialogues used during play are usually easy, clear, and linked to the child's comprehension capacity. This enables them to perceive the relationship between the object and its surrounding context, which later helps in using these contexts as a reference to understand word meanings and internalize new vocabulary.
- **Reading Stories:** Story reading is considered an auxiliary tool (an aid) for acquiring language and communication skills. Nevertheless, a study (Irene U, 2000) indicated significant negative correlations between mothers spending time telling stories during bedtime and the child's language outcomes (Al-Hawarneh, 2012, pp. 223-263).

It should be noted that these factors do not operate in isolation; rather, they interact to determine the overall impact on the child's linguistic and non-linguistic development.

6.2 Educational Institutions and Their Role in the Child's Linguistic Development

The following educational institutions are considered complementary to the family's role and a fundamental factor in the child's linguistic and social development (Samira & Somia, 2016, p. 26):

- **Kindergarten:** This institution receives children between the ages of three and six. It plays a prominent role in developing their abilities and preparing them for social life and compulsory schooling. Kindergarten is considered the child's first real, organized social contact with the outside world, providing them with important opportunities for verbal expression and contributing to their physical, cognitive, social, motor, and sensory growth.
- **The Quranic School:** This institution represents a social framework aimed at qualifying the youth through an upbringing governed by Islamic values. Its role includes teaching the principles of reading and writing, instilling and memorizing the Holy Quran, in addition to teaching the ancillary religious sciences that aid in understanding meanings and words.
- **Preparatory Sections (Pre-School Classes):** These sections, located in primary schools, receive children between the ages of five and six. They are the final stage of pre-school education. Their role lies in supplementing and ensuring the continuity of family education,

preparing the child for entry into compulsory education. This stage assists in the child's upbringing, education, awakening their curiosity, and uncovering their talents and developing their skills to ensure future success.

- **Nursery (Daycare):** Receiving children from their second year up to the age of four, the nursery provides the child with various activities (such as play, sleep, eating, and language). It attends to their health, nutrition, behavior, and hygiene, offering them a natural life that supports their early linguistic development.
- **The School:** The school is considered a fundamental institution for linguistic socialization, where children acquire basic skills and knowledge and are socially prepared. The school aims to equip the youth with language through vocabulary, formulas, and styles, which enhances their learning and acquisition process (Samira & Somia, 2016, p. 27).

6.3 The Role of the Social Milieu in Linguistic Socialization

If we examine our linguistic reality, we find that society does not speak Modern Standard Arabic; its language is either colloquial or a hybrid of Modern Standard Arabic and colloquial. This means that whatever the language practice and articulation within the family, it differs from the language of the school. This constitutes a disparity between the language practiced in the familial setting and the language studied (in school),

which is reflected in the children's language, particularly upon their initial entry into school. The meanings, utterances, and words they receive are disconnected from and remote from the child's prior experiential world, which was acquired primarily within the family (Abbasi, 2016, p. 145).

The phenomenon of Algerian linguistic usage today is characterized by the prevalence of what is known as diglossia between Modern Standard Arabic and colloquial. This is defined as the situation in which an individual or a group of speakers employs two levels of expression (two linguistic varieties) belonging to a single language. As for bilingualism (between two different languages), the bilingual person is one who uses two different national languages with equal proficiency. Doubtlessly, such a balance is not realistically achievable for bilingual individuals.

If we attempt to apply these concepts to our linguistic reality, we find that the "bilingualism" present is that of the general populace: all members of society speak some Arabic utterances and others in French, and all of them understand, to varying degrees, both languages.

Therefore, Algerian society is not "bilingual" in the strict sense of the word, as a characteristic of (true) bilingualism is an equal level of performance in both languages. How, then, can our speech be described as bilingual? Hence, we find our linguistic reality characterized by a mixture (amalgam) of different languages—except, perhaps, in certain domains such as education. We are

therefore facing a linguistic plurality (multilingualism) characterized by compositionality and complexity, rendering the concepts of diglossia and bilingualism insufficient for accurately and objectively describing the prevailing linguistic situation.

We note, finally, that our schools do not imbue the learner with the faculty of the Arabic language; rather, they inculcate a set of theoretical rules disconnected from the linguistic reality, which are quickly forgotten upon leaving the school. Khawla Taleb Ibrahimi was correct when she stated that the Algerian school does not produce bilinguals, but "semi-linguals" who are not proficient in *either* language.

What can be said is that this linguistic plurality characterizing our reality creates significant difficulty for learners of the Arabic language. It manifests in linguistic interference and interactions between this plurality and Modern Standard Arabic. It also poses challenges for teachers of the language in identifying the interacting linguistic phenomena that cause these deficits (imbalances). These deficits must be extracted, classified, and analyzed. Subsequently, appropriate methods for treating and overcoming them must be sought. This requires giving students' errors sufficient pedagogical importance and working to link them to the educational, social, and linguistic environment, specifically to find suitable pedagogical solutions. This will not be achieved except through a deep understanding of the Arabic tongue and the controls of its system, equipping (oneself) with sufficient modern principles

of language teaching, and furthermore, being armed with a modern linguistic

7. CONCLUSION

Finally, we highlight the most significant findings reached through this research, which are as follows:

- **The Role of the Social Environment in Linguistic Socialization:** The social environment undertakes a pivotal role in transmitting language and preserving the cultural and social specificity of the society. It works to achieve sound linguistic socialization for the child from birth, during which the child passes through two essential stages (pre-speech and speech). The child progresses from primary manifestations (such as crying and screaming) to babbling, and then to uttering words and sentences, thereby acquiring a diverse linguistic repertoire that qualifies them to begin study and learning.
- **The Importance of Interaction and Lived Experience in Language Acquisition:** Children's linguistic development occurs through continuous interaction with the social and linguistic milieu. This confirms the critical necessity of experience, observation, and lived experience (immersion) to ensure a successful language acquisition process.
- **Developing Verbal Communication Skills:** Achieving good and sound verbal communication, expression, and interaction requires training children in the skills of good listening,

theory, such as the Modern Khalilian Theory (L'amouri, 2013, pp. 9-24)

active listening (attentiveness), and effective speaking.

- **Providing a Supportive and Guided Environment:** It is necessary to provide an appropriate setting in which the child grows and lives, and to encourage them to communicate and acquire their language. This is in addition to the presence of a guide who teaches the child their language and instructs them in its correct usage.
- **Children as a Pillar for Preserving Linguistic and Societal Heritage:** Children represent the future pillar of societies, as the responsibility falls upon them to transmit social values, customs, and linguistic heritage. Consequently, they are the means to ensure the preservation of this heritage from erosion or loss.

Maximizing the Role of Socialization

Institutions: Focus must be placed on socialization institutions that have a profound impact on children's language and the development of their linguistic repertoire. The advancement of the Arabic language (in speech and writing) requires the activation of the role of these institutions to revitalize this repertoire.

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