

## The Impact of Parental Language Attitudes on Children's Proficiency in Standard Arabic in an Algerian Context

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### Abstract

This study examines how parental language attitudes and involvement impact children's proficiency in Standard Arabic (SA) and the various factors influencing these views in Algeria, where Dialectal Arabic (DA) is the mother tongue. In this diglossic context, the linguistic challenges children face in school are critical educational concerns. The study employed a mixed-methods approach, administering a structured questionnaire to 132 randomly selected parents who met specific inclusion criteria, and utilized snowball sampling to further expand participant reach. Additionally, structured interviews were conducted with 11 primary school Arabic teachers, selected through purposive sampling to gather in-depth insights. All data collection occurred on online platforms, facilitating accessibility and participation. Quantitative data from the questionnaires were analyzed using frequency distribution and Spearman's rank correlation to explore the relationship between parental attitudes and children's proficiency in SA. Qualitative data from the interviews were analyzed through content and thematic analysis to uncover key themes and patterns. The findings revealed a significant positive correlation between favorable parental attitudes and higher proficiency levels in SA. Children whose parents hold supportive opinions toward SA and encourage its use at home, engaging them in SA-related activities, such as reading and assisting with homework, showed marked improvements in vocabulary, grammar, and confidence in using SA in various settings.

**Keywords;** Academic achievement, children's language learning, Dialectal Arabic, parental attitudes, Standard Arabic.

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## **Introduction**

Language acquisition is a key aspect of a child's cognitive and social development, serving as a foundation for effective communication and academic success. In language learning, parents play a crucial role in shaping a child's linguistic proficiency and overall development. This influence is particularly significant in the context of SA, the formal language used in education, media, and official communication in many Arab countries, including Algeria.

Algeria's diglossic linguistic landscape features DA for everyday interactions and SA for formal contexts such as education, religious discourse, and written communication. This creates challenges for children, who must navigate between the spoken dialect at home and the formal language in school. Mastery of SA is essential for academic success, but limited exposure and inconsistent use outside the classroom often hinder its acquisition.

While considerable research has explored the effects of diglossia on language acquisition, fewer studies have examined how parental attitudes and involvement support children's learning of SA. In Algeria, research on how parental perspectives shape children's linguistic proficiency, particularly in SA, remains limited. This study aims to address this gap by investigating the relationship between parental attitudes toward SA and children's proficiency in the language within the specific context of Tlemcen, a city in northwest Algeria. It also seeks to explore the socio-cultural factors influencing these attitudes, providing insights into how parental involvement can either support or hinder children's linguistic development in this diglossic environment.

Therefore, this study is driven by the following research questions:

- 1- How do parental language attitudes impact children's motivation and proficiency in learning Standard Arabic?
- 2- What factors influence such attitudes?

In response to the research questions, the following hypotheses are proposed:

- 1- Parents' positive attitudes enhance children's motivation and proficiency in learning Standard Arabic.
- 2- Various factors, including parents' education and socio-economic status, lead to these attitudes.

## **1. Literature Review**

### ***1.1. An Overview of the Current Linguistic Situation in Algeria***

The Algerian linguistic landscape is complex and multidimensional, reflecting its rich cultural history and diverse population. A unique phenomenon in the country is Arabic diglossia, characterized by the coexistence of two distinct varieties of Arabic: Standard Arabic (SA) and various regional colloquial dialects. SA, the official language, serves as the literary form used in formal settings, including education, media, and official contexts. In contrast, colloquial dialects dominate informal, everyday interactions. This diglossic situation poses challenges for language acquisition and maintenance, particularly within education and family language policies, as the two varieties have distinct linguistic features and functions.

In addition to Arabic, Algeria recognizes Berber as a second official language. It is predominantly spoken in specific regions where it is used in everyday communication and educational settings. The legacy of French colonialism has also shaped Algeria's linguistic landscape, making French the first foreign language widely utilized in administration, business, and education, particularly in medical and technological fields. More recently, the ministry has introduced English into the Algerian educational system; it is now taught as a subject at the

primary level and is gradually being implemented as a medium of instruction in higher education, especially in scientific disciplines.

In this multilingual environment, children in Algeria are often exposed to multiple languages from an early age. They typically encounter SA primarily through formal education, while daily interactions with family and community members occur in colloquial dialects. Additionally, depending on their geographic location and educational background, children may also be exposed to Berber, French, and English. This linguistic separation can lead to disparities in proficiency among the different language varieties, with children often being more fluent in colloquial dialects than in SA. Research by Ferguson (1959) and later scholars has highlighted the complexity of navigating these dual and multilingual language systems, emphasizing the roles of family and educational institutions in mediating language use and proficiency.

### ***1.2. Family Language Policy***

Language serves as a fundamental pillar of cultural heritage and personal identity, shaping individuals' experiences and opportunities. Within families, parents play a key role in transmitting their native language to their children, significantly influencing children's proficiency and language use. Although research on the impact of parental attitudes on children's language development in Standard Arabic (SA) is limited, the concept of Family Language Policy (FLP) emphasizes the importance of parents in shaping the home language environment.

FLP refers to the conscious and unconscious decisions families adopt to manage language use at home. Spolsky (2004) identifies three key components of FLP: (1) language beliefs or ideologies, (2) language practices, and (3) language management. Together, these components shape the linguistic environment, impacting children's language development and proficiency.

King and Fogle (2008) define FLP as "explicit and overt planning about language use within the home among family members," highlighting the strategic efforts families make to manage language transmission. Curdt-Christiansen (2009) expands this framework by incorporating both overt and covert policies, recognizing that family language practices also involve implicit beliefs and ideologies that influence language use. This broader perspective provides a comprehensive understanding of how language is transmitted within the home.

Recent research on FLP increasingly highlights the significant role parents play in shaping children's language development, especially in multilingual and diglossic environments (Curdt-Christiansen & Huang, 2020; Smith-Christmas, 2021). In Arabic-speaking countries like Algeria, where diglossia and multilingualism prevail, FLP becomes crucial for determining children's proficiency in SA amidst local dialects.

Algeria's complex linguistic landscape, where Standard Arabic, Dialectal Arabic, Berber, French, and increasingly English coexist, poses unique challenges for FLP. While SA is the official language essential for education and formal contexts, DA dominates daily interactions, creating a diglossic environment. In this context, parental language practices and attitudes are vital for children's SA proficiency. Deliberate efforts to promote SA at home are crucial, as maintaining its use is challenging in a society where multiple languages interact (Smith-Christmas, 2021; Karpava, 2022).

Benrabah (2007) highlights the specific challenges Algerian families face in this diglossic context. Although SA holds symbolic and educational importance, its limited use in daily life creates a disconnect between home and school language practices. Despite institutional emphasis on SA, parents often struggle to promote it at home, where DA remains the primary mode of

communication. This linguistic imbalance complicates efforts to create SA-rich home environments, ultimately affecting children's language development.

### ***1.3. Parental Language Attitudes***

Parental perspectives on language significantly impact family interactions and broader community dynamics. Positive parental attitudes often lead to increased use of the language in family settings, enhancing children's exposure and proficiency (Curdt-Christiansen & Huang, 2020). Conversely, negative attitudes can contribute to language shifts, overshadowing the first language in favor of more dominant languages. Karpava (2022) notes that when parents perceive another language as more modern, dignified, or profitable, they may prioritize that language, resulting in a decline in the use of the original language among the next generation.

When parents hold favorable views of their language, they are more likely to integrate it into various aspects of family life, such as mealtimes, storytelling, and cultural celebrations. These positive attitudes extend beyond mere communication, encompassing the cultural values and traditions associated with the language. Conversely, negative parental attitudes can significantly hinder language transmission. Karpava (2022) discusses how this shift often leads children to adopt the dominant language for everyday communication, diminishing their proficiency and connection to their first language. For instance, parents prioritizing a language viewed as more prestigious over SA may emphasize different varieties at home, leading their children to distance themselves from their linguistic and cultural roots.

The influence of parental language attitudes on children's language learning and proficiency highlights the importance of factors like parents' beliefs, language practices, and family language policies. Recent research by Schalley and Eisenchlas (2020) shows that these factors are key mediators between language policy and developmental outcomes, shaping children's experiences. The linguistic environment and family exposure are also pivotal, influencing language choices and fostering a dynamic environment where home interactions promote broader language development (Suleiman, 2011).

Additionally, cultural norms and parental identity constructs are critical in understanding how language interacts with sociocultural dimensions (García, 2009). The cultural values and identity-related beliefs parents hold influence their language choices, reflecting and reinforcing the larger sociocultural context of language development. Furthermore, parents' educational backgrounds and socioeconomic status impact their attitudes toward specific languages (Fishman, 1991). Higher educational levels and better economic conditions can enhance parental perceptions and support for their children's language learning. Together, these components underscore the interconnected aspects that shape parental attitudes, ultimately influencing children's linguistic development within a broader sociocultural framework.

In many Arabic-speaking communities, including Algeria, parental attitudes toward SA reflect a complex balance between perceptions of language prestige, educational goals, and everyday communication practices. While SA is often viewed as essential for academic success, many parents may resort to DA at home. This choice suggests a practical tension between their aspirations for their children's proficiency in SA and the realities of daily language use, illustrating the challenges parents face in fostering linguistic development in a diglossic context.

In similar contexts, such as the Gulf states, parental attitudes toward fostering literacy in SA are directly linked to children's language outcomes. Alramamneh, Saqr, and Areepattamannil (2023) found that parents who set high expectations for their children's reading in SA significantly enhance their literacy skills. This underscores the importance of parental involvement,

particularly in multilingual settings where DA dominates. Additionally, parents with higher education levels and greater proficiency in SA are more effective in promoting positive attitudes toward the language within their families (Aldawood, Hand, & Ballard, 2023). This is particularly relevant in Algeria, where parents face the challenge of supporting SA while balancing it with DA for social communication.

In essence, language is fundamental to cultural heritage and personal identity, profoundly shaping individual experiences. Parents play a crucial role in transmitting their language, influencing children's linguistic competence and language usage in the community. However, there is a noticeable gap in research regarding how parental attitudes influence children's proficiency in SA, the language of formal instruction, within Algeria's diglossic environment. Therefore, this study aims to address this gap by investigating parental attitudes and language practices within the speech community of Tlemcen, examining their direct influence on children's SA proficiency and their role in educational outcomes and language preservation.

## **2. Methodology**

### **2.1 Research Design**

A mixed-methods approach was adopted to address the research inquiries, combining quantitative and qualitative data collection. The study utilized a structured questionnaire to gather quantitative data from parents and conducted structured interviews with primary school Arabic teachers to collect additional qualitative insights. All data collection was carried out on online platforms, ensuring broad participation and convenience for respondents.

The study thoroughly addressed ethical considerations by ensuring participants' anonymity and confidentiality, anonymizing all responses before analysis to protect their identities. Informed consent was obtained, and the data collected was used solely for this research. Participants were fully informed of the study's purpose, and the process was designed to prevent any bias or influence on their responses.

### **2.2 Participants**

The study involved two distinct groups of participants. The first group comprised 132 randomly selected parents of primary school children from various schools within Tlemcen speech community. Initially, parents were selected randomly through online platforms to ensure a diverse representation of socio-economic and educational backgrounds. Following this, snowball sampling was used to distribute the questionnaire to recruit other participants who met the inclusion criteria—namely, parents with children enrolled in primary education. The second group consisted of 11 Arabic language teachers (one male and ten females), all of whom taught across various grades and had a certain level of teaching experience to provide a broad range of insights. These teachers were chosen through purposive sampling. Both groups participated via online platforms, with parents completing questionnaires and teachers engaging in structured interviews.

### **2.3 Data Collection Tools**

#### **2.3.1 Questionnaire**

To examine the impact of parental language attitudes on children's proficiency in Standard Arabic (SA) and to explore the factors influencing these attitudes, a structured three-part questionnaire was developed. This questionnaire captured parents' language attitudes, family language practices, and perceptions of their children's language proficiency. The first part collected demographic data on participants, including parental roles, educational qualifications, university majors, and occupations. The second part gathered quantitative data regarding parental attitudes and practices related to SA, using Likert scale items to measure confidence, frequency of use, and other relevant metrics. The final part included open-ended questions to

gain deeper insights into parents' preferences for using SA and other varieties, enhancing the understanding of their language practices and attitudes.

Validity was ensured through expert review and pilot testing, particularly focusing on the clarity and relevance of the Likert scale questions. Content validity for the open-ended and closed-ended questions was established by aligning them with the study's objectives. The pilot testing also enhanced reliability by identifying ambiguous items, allowing for adjustments to ensure consistency in responses.

### **2.3.2 Interview**

In addition to the questionnaire, structured interviews were conducted with 11 primary school Arabic teachers to further explore qualitative data. The interviews aimed to gain deeper insights into teachers' perspectives on parental involvement and attitudes toward SA. Key topics addressed included the language used in lessons, the impact of parental attitudes on children's performance, factors influencing these attitudes, and strategies for collaboration between teachers and parents to support Standard Arabic learning in both school and home environments.

Similarly, expert feedback validated the structured interview questions to ensure they captured teachers' perspectives on parental involvement and attitudes toward SA. Reliability was maintained by using consistent questioning techniques during the interviews and ensuring that all interviews were conducted in a similar manner to minimize variability.

### **2.4 Data Analysis Tools**

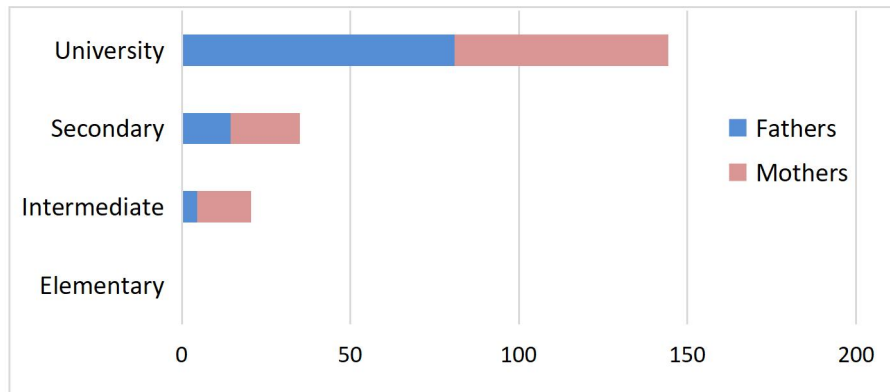
The study employed both quantitative and qualitative analysis methods. Quantitative data from the questionnaire were analyzed using the Statistical Package for the Social Sciences (SPSS) version 22. Various statistical techniques, such as frequency distribution and correlation analysis, were used to identify trends and relationships between variables. Frequency distribution illustrated how often specific responses occurred, while correlation analysis assessed the strength of the relationship between parental involvement and children's proficiency in SA by measuring the correlation between different variables. A key concept in this analysis is the p-value, which indicates whether the results are statistically significant, meaning they are unlikely to have occurred by chance. In addition to the quantitative analysis, qualitative data from open-ended questions and interviews were thematically analyzed, uncovering common patterns and deeper insights that complemented the quantitative findings.

## **3. Results and Interpretation**

### **3.1 Parents' Questionnaire**

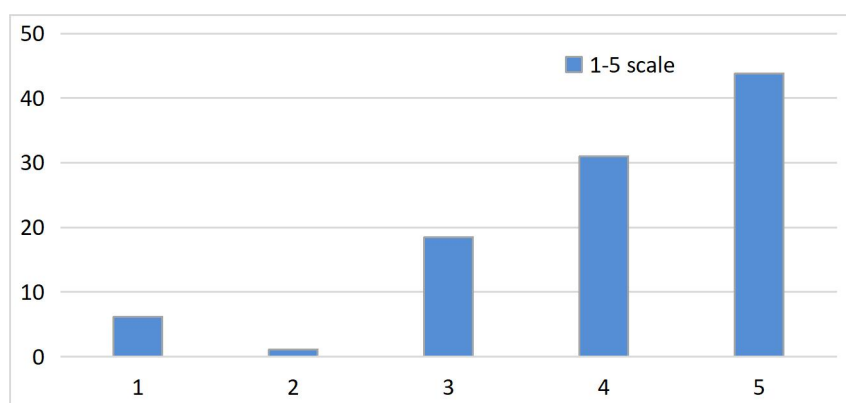
**Q1:** The first question aimed to determine the gender distribution of participants in the study. Out of the total participants, 66% identified as mothers, while 34% as fathers, which reflects a predominant representation of mothers within the sample.

**Q2:** The second question focused on the educational qualifications of parents. As illustrated in Figure 1, a significant majority of mothers, specifically 81%, held a university degree, while 14% completed secondary education, 5% possessed an intermediate level of education, and notably, none had only a primary qualification. Fathers exhibited a similar pattern, with 63% holding a university degree, 21% having secondary education, and 16% with an intermediate level—again, none had only a primary qualification. This data underscores the prevalence of university degrees as the highest qualification among both groups, indicating that the sample is generally well-educated.

**Figure 1: Educational qualifications of parents**

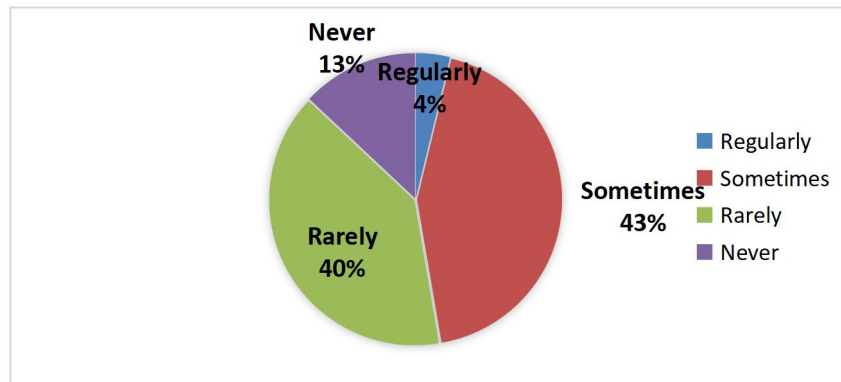
**Q3:** The data pertaining to parents' university specialties and fields of work reveal a variety of academic backgrounds and professional roles. Among mothers, there is a broad range of university specialties, including law, languages, economics, and medicine. Many mothers have advanced degrees in areas such as linguistics, physics, and commerce, and work in various professions including education, healthcare, and administration, while some mothers are homemakers, focusing primarily on household responsibilities. Fathers also show a wide range of university specialties, such as law, accounting, mathematics, and engineering. Their professional roles include university professors, researchers, traders, engineers, and administrators, demonstrating expertise and contribution to various domains.

**Q4:** This question evaluated parental confidence in assisting their children with SA homework, using a scale from 1 to 5. The results indicate that 6% of parents rated their confidence as 1, 1% as 2, 18% as 3, 31% as 4, and the majority (44%) as 5. These findings suggest a generally high level of parental confidence in supporting their children's SA homework. Figure 2 illustrates these results, highlighting that the largest group of parents (44%) expressed the highest level of confidence in this area.

**Figure 2: Parental confidence levels in assisting with SA subject homework**

**Q5:** This question examined the frequency of parents' use of SA in daily conversations with their children. The data show that 43% of parents use SA sometimes, 40% use it rarely, 13% never use it, and only 4% use it regularly. These results suggest that, although some parents incorporate SA, its overall usage is limited. As Figure 3 shows, the majority of parents use SA either sometimes or rarely, underscoring its minimal role in daily home communication.

**Figure 3: Parental usage of SA in daily conversations with children**



**Q6:** This question utilized a Likert scale to examine parental attitudes and beliefs regarding SA. Table 1 provides a detailed breakdown of these attitudes, revealing an overall commitment to language use despite some challenges. Almost all parents (85%) disagreed or strongly disagreed with the statement that they avoid using SA when communicating with their children because they lack confidence in their language skills, demonstrating their readiness to engage with the language despite perceived difficulties. Similarly, 79% disagreed or strongly disagreed with feeling embarrassed or uncomfortable when using SA with their child, indicating a level of comfort despite occasional discomfort. Moreover, 68% disagreed or strongly disagreed with the belief that SA is only necessary for official or religious purposes, highlighting its broader importance in daily life.

Additionally, most parents (65%) disagreed or strongly disagreed with the statement that their child shows no interest in learning or using SA, suggesting a perceived interest among children. Furthermore, a significant majority (82%) agreed or strongly agreed that they encourage their child to use it in daily conversations and take pride in their child's proficiency. Lastly, 45% of respondents disagreed or strongly disagreed with the belief that English is more beneficial nowadays, reflecting their recognition of SA's value in linguistic diversity and cultural heritage.

**Table 1: Parental attitudes and beliefs regarding SA**

Statements	SA	A	N/DK	D	SD
I don't use SA usually in communicating with my child due to a lack of confidence in my linguistic abilities.	01%	06%	08%	52%	34%
I don't usually use SA in communicating with my child because I feel embarrassed or uncomfortable when speaking it.	04%	09%	09%	44%	34%
I believe that SA is necessary only for official or religious purposes, not in daily life.	07%	27%	05%	40%	21%
My child shows no interest in learning or using Standard Arabic.	05%	21%	08%	50%	15%
I encourage my child to use SA in daily conversations, and I feel proud when he/she speaks it proficiently.	27%	56%	11%	07%	0
I believe that other languages like English are more beneficial and important than SA.	14%	33%	05%	37%	11%

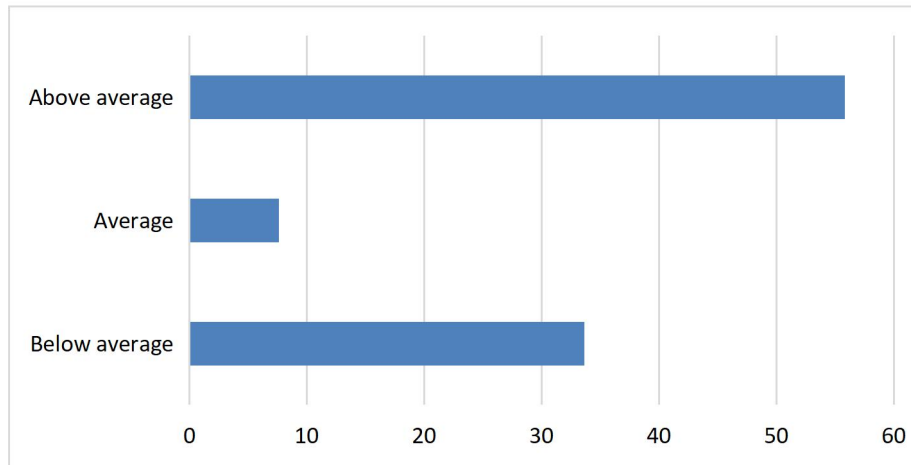
**Q7:** This question examined the specific activities or routines parents engage in at home that involve SA. The data reveals that 56% of parents actively participate in such activities, which



include reading or learning the Quran, watching Arabic programs, reading stories, and engaging in theatrical performances, while 44% do not incorporate SA-specific routines. This indicates a significant portion of parents prioritizing the integration of SA into their family routines, potentially enhancing their children's exposure to and engagement with the language.

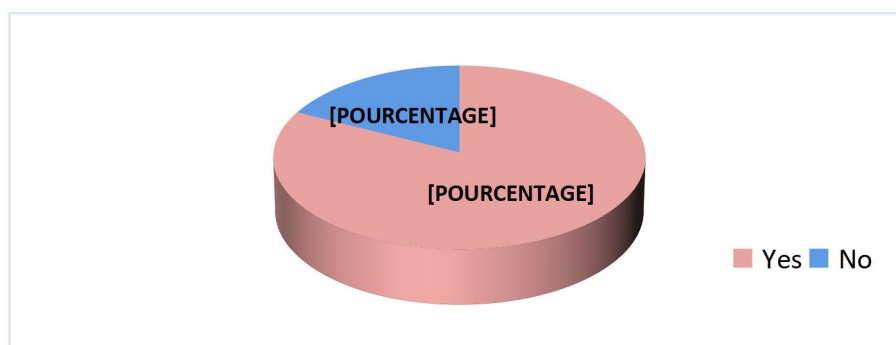
**Q8:** This question assessed parents' perceptions of their children's proficiency in SA. The data shows that 59% of respondents consider their child's proficiency above average, 34% rate it as average, and 7% view it as below average, as illustrated in Figure 4. This overall positive perception reflects parents' confidence in their children's SA abilities, potentially indicating the effectiveness of home language practices and parental support.

**Figure 4: Children’s level in SA subject**



**Q9:** This question examined parents' opinions on whether their attitudes toward Standard Arabic influence their child's motivation to learn the language. As shown in Figure 5, a significant proportion of parents (82%) believe their attitudes strongly impact their children's motivation to learn SA. They highlighted several contributing factors, including daily communication in Arabic, engaging in home activities, role-playing, providing language resources, nurturing an appreciation for Arabic literature and Quranic studies, and creating a supportive learning environment. In contrast, 18% of parents disagreed, citing other influences such as the prominence of English or French in their professions, as well as personal or societal factors that may shape their views on SA and, consequently, their children's motivation to learn it.

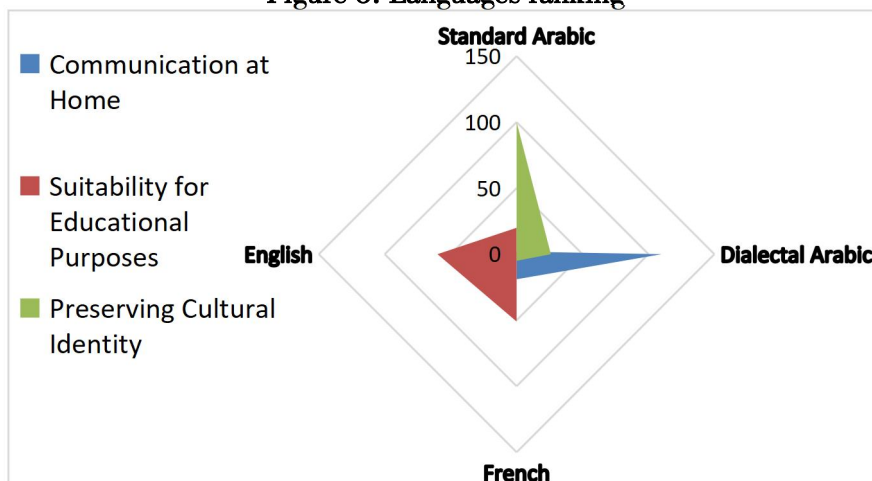
**Figure 5: Parental perspectives on their influence on children's SA proficiency**



**Q10:** This question asked participants to rank languages based on three different criteria: communication at home, suitability for educational purposes, and preserving cultural identity. As shown in Figure 6, DA was the predominant choice for home communication, favored by 111 respondents, followed by French (19 respondents) and SA (2 respondents), highlighting DA’s

central role in family interactions. For educational purposes, English was deemed the most suitable by 60 respondents, followed by French (52 respondents) and SA (20 respondents), reflecting its perceived importance for academic and career opportunities. Regarding preserving cultural identity, SA was overwhelmingly preferred, selected by 101 respondents, followed by DA (26 respondents) and French (5 respondents), emphasizing its role in maintaining cultural heritage. This shows a clear distinction between the practical use of languages in everyday life and their cultural or educational value.

Figure 6: Languages ranking



This study investigates the correlation between parental attitudes and children's proficiency in SA. Spearman's Rho correlation analysis in SPSS was used to assess how various parental factors, such as academic qualifications, confidence in assisting with SA homework, daily use of SA in conversations, encouragement of SA usage, and beliefs about its necessity, affect children's language learning outcomes. Below is a summary table of the key findings.

Table 2. Correlation analysis findings

Parental Factors	Spearman's Rho	p-value	Interpretation
Parents' academic qualifications vs. parental confidence.	-0.062	0.479	<b>Weak negative correlation:</b> Parental academic qualifications do not significantly impact confidence in assisting with SA subject homework.
Children's level in SA vs. parental Confidence.	0.266	0.002	<b>Moderate positive correlation:</b> Higher parental confidence in assisting with SA homework is associated with higher SA proficiency in children.
Children's level in SA vs. parental use of SA in daily conversations.	0.174	0.046	<b>Weak positive correlation:</b> Increased parental use of SA in daily conversations is slightly associated with higher SA proficiency in children.
Children's level in SA vs. parental Encouragement of SA usage.	0.208	0.017	<b>Moderate positive correlation:</b> Parental encouragement of children's usage of SA positively impacts their proficiency in the language.
Parental beliefs about SA necessity vs. child's interest in learning and using SA.	0.393	0.000	<b>Moderate positive correlation:</b> Parents who recognize the necessity of SA had children with higher SA proficiency.

### **3.2 Teachers' Interview**

#### **Q1: What is the most commonly used language in your lessons?**

In response to this question, 7 out of 11 teachers highlighted frequent switches between Dialectal and Standard Arabic, reflecting a flexible approach to language instruction. This switching is often used to ensure comprehension, engage students, and provide relatable examples, especially when explaining complex concepts or new vocabulary. Conversely, 4 teachers exclusively used SA, emphasizing the importance of immersing students in the formal language to improve their proficiency. These teachers believe that consistent exposure to SA in the classroom helps students become more comfortable and fluent in its use, reinforcing the language skills they need for academic success, as they are less exposed to SA either at home or in everyday social interactions. This tension between ensuring immediate comprehension through DA and fostering long-term proficiency in SA reflects the diglossic challenge in language instruction.

#### **Q2: From your perspective, do children whose parents have positive attitudes towards Standard Arabic tend to perform better in assessments and language activities?**

Regarding this question, all respondents affirmed a strong correlation between positive parental attitudes towards SA and children's academic performance and language skills. Teachers observed that children with supportive parental environments often excel in assessments and language activities. These environments typically involve parents practicing Arabic with their children outside of school hours, using it in daily conversations, and providing additional resources such as books, educational games, inclusion in cultural activities and private tutoring. This active parental involvement not only enhances the children's language proficiency but also boosts their confidence and motivation to learn. Teachers noted that such students are more likely to participate in class, show interest in learning new words and expressions, and demonstrate higher levels of comprehension and articulation in SA.

#### **Q3: What are the main factors that influence parents' attitudes towards Standard Arabic according to you?**

The respondents identified several key factors influencing parents' attitudes towards Standard Arabic. Cultural upbringing plays a significant role, as those who view SA as integral to their heritage are more likely to promote its use. Educational background also influences attitudes, with more educated parents recognizing SA's importance for academic and professional success. Similarly, parents with academic specializations in language, literature, or the humanities often show greater appreciation for SA. Additionally, community influence and the perceived relevance of SA in social, religious, and professional contexts further shape parental commitment to fostering their children's proficiency in the language.

#### **Q4: In your opinion, how can teachers collaborate with parents to create a supportive environment for learning Standard Arabic both at school and home?**

Strategies and recommendations suggested included promoting reading habits, educating parents about language importance, encouraging Arabic exposure and communication, providing educational resources, and maintaining regular school-parent communication. These initiatives aim to enhance Arabic language skills and cultural engagement across educational settings and households.

## **4. Discussion**

This section aims to analyze the data gathered from parental questionnaires and teacher interviews, providing a comprehensive view of parental language attitudes and their impact on children's proficiency in Standard Arabic (SA).

The study highlights the predominant involvement of mothers, suggesting their greater engagement in their children's educational activities. This could be attributed to traditional family roles or the greater availability of mothers compared to fathers. Additionally, the high level of education among parents, with many holding university degrees in diverse fields such as law, economics, medicine, and engineering, indicates a well-educated group. This diversity reflects an environment rich in academic support and resources for language learning within the family. The good socioeconomic standing of these parents also enables them to provide additional resources, such as private tutoring, enhancing structured learning opportunities beyond the classroom, and improving children's SA proficiency.

The study reveals that parental attitudes toward SA are predominantly positive, with many recognizing its importance beyond official and religious contexts, viewing it as a valuable cultural and educational asset. Parents who emphasize the relevance of SA in everyday life motivate their children to learn and use it in various contexts, thus expanding their exposure and reinforcing its utility. Additionally, by engaging in activities such as Quranic studies, storytelling, and theater, parents not only foster language skills but also enhance their children's cultural understanding.

Although most parents acknowledged the value of SA and expressed confidence in helping with SA homework, there is still a significant gap in its consistent use during daily family interactions. This is primarily due to the dominance and practicality of Dialectal Arabic (DA) in informal settings, where communication needs to be spontaneous and flexible. SA, being more formal and structured, is less suited for such contexts, making DA the preferred choice for everyday conversations. Parents occasionally use phrases in SA, such as "السلام عليكم" (assalamu alaykum, meaning "Peace be upon you") and "بارك الله فيك" (baraka Allah fik, meaning "May God bless you"), along with other expressions, Quranic verses, and sayings of the Prophet (PBUH), which have become part of the everyday dialect used in daily interactions. However, these isolated expressions are insufficient for fostering comprehensive language proficiency. In contrast, in families where parents have academic or professional backgrounds involving SA, the language is used more regularly and formally, enhancing children's exposure to and practice of it.

The study underscores the complexity of language use in the Algerian speech community, where different languages serve distinct purposes depending on context. Dialectal Arabic dominates familial communication, reflecting its emotional significance and role as the mother tongue. French and English are preferred for educational purposes, driven by pragmatic considerations regarding future opportunities. SA, meanwhile, is strongly associated with cultural and religious identity, symbolizing tradition and heritage. These findings reveal that while SA holds significant importance, practical communication, and educational aspirations influence the use of other languages.

While many parents expressed confidence in assisting with SA homework, there are potential challenges when parents themselves are not proficient in the language. Their involvement, though well-meaning, may unintentionally reinforce linguistic errors, creating a gap between formal learning and home practice. However, this is often mitigated by the emotional support and motivation they provide, which can outweigh these potential drawbacks. Additionally, parents who invest in external resources, such as private tutoring or educational materials, show a commitment to their children's language development, yielding positive outcomes. The statistical analysis reinforces this, showing that parental encouragement and a positive attitude toward SA, regardless of their own proficiency, significantly contribute to children's improved language skills.

The discussion of teacher interviews complements the analysis of parental attitudes, providing a holistic view of the factors influencing them. Teachers reported a dual approach to language

instruction, with some adopting a flexible method, switching between DA and SA to ensure student comprehension and engagement, addressing the challenge of limited exposure to SA outside the classroom. Conversely, others emphasize the exclusive use of SA during lessons, aiming to immerse students in the language to enhance proficiency. This difference in instructional approaches reflects the varying strategies teachers use to address students' linguistic challenges. Moreover, teachers identified several factors influencing parental attitudes towards SA, including cultural upbringing, educational background, and academic specialization. Parents who value their cultural heritage are more likely to encourage the use of SA, while those with higher education levels recognize its importance for academic and professional success. The interviews also confirm the influence of parental attitudes on children's language skills, as teachers observe that children from homes where parents actively support language learning show higher proficiency levels. These findings suggest that a collaborative approach between parents and teachers is essential to bridging the gap in SA exposure and enhancing students' language proficiency.

The findings of this study align with Baker's (2006) family language policy framework, which underscores the significant role of parental confidence in shaping children's language proficiency. The observed positive correlation between parental involvement in Standard Arabic (SA) homework and children's language skills supports Fishman's (1991) assertion that parental linguistic abilities are crucial for language development. This study further reinforces existing literature, such as the work of Roy and Giraldo-García (2018), highlighting the importance of parental engagement in language acquisition. Moreover, Sénéchal and LeFevre's (2002) longitudinal study offers compelling evidence that active parental involvement greatly enhances children's language skills. Their research indicates that when parents participate in their children's learning processes, especially in literacy activities, it not only promotes language development but also cultivates a positive attitude toward learning.

Additionally, research by Schwab and Lew-Williams (2016) and by Feng and Tan (2022) underscores the impact of socioeconomic status on parental attitudes toward language. These studies found that parents with higher socioeconomic status often show more positive attitudes toward educational resources, benefiting their children's language development. Such families typically have greater access to books, educational programs, and enrichment activities. Similarly, Iwaniec's (2018) findings confirm that parental education influences language learning motivation, with students from higher-educated backgrounds often demonstrating greater motivation.

These findings carry significant implications for language policy and educational reform in Algeria. The correlation between parental attitudes and children's proficiency in SA highlights the necessity for language policies that extend beyond the classroom. Current policies primarily focus on formal education; however, the data suggest that family-centered language programs could profoundly impact children's language learning. Community-based initiatives that provide resources and training for parents to support SA learning at home could significantly enhance children's proficiency. Additionally, workshops could be offered to help parents build confidence in assisting with SA homework, thereby further supporting the learning environment. Given the strong association between SA and cultural identity reported by parents, educational reforms should also emphasize the role of SA in fostering national identity, especially in the context of globalization and the increasing prominence of foreign languages like French and English. This linguistic diversity has important implications for language policy, suggesting that efforts to preserve cultural identity must be balanced with the need to equip children with globally relevant language skills.

Finally, it is important to note that the focus on well-educated parents in this study limits its generalizability, suggesting that future research should explore a wider range of socioeconomic backgrounds to gain a more representative understanding of parental attitudes and their impact on language proficiency.

## 5. Conclusion

This study highlighted the significant impact of parental attitudes on children's proficiency in Standard Arabic (SA) and identified key factors influencing these attitudes, including parents' socio-economic status, education level, cultural upbringing, academic specialization, and the perceived importance of SA. Positive parental attitudes can enhance children's motivation, confidence, and ultimately their proficiency in SA, while negative or indifferent views can result in a lack of motivation and low proficiency levels. The findings demonstrated that parental attitudes are central to children's linguistic outcomes. To support SA learning and reinforce positive attitudes toward it, it is crucial to create supportive learning environments through collaborative efforts between parents and teachers. Practical applications included implementing parent-focused workshops or community-based programs that equip parents with strategies to promote SA learning at home. Such initiatives would enhance parental confidence and ensure consistent language practices between home and school. Regular communication between teachers and parents would further reinforce this consistency. Future research could explore parental attitudes in more diverse socio-economic contexts to assess whether similar trends hold across different family backgrounds. Addressing the factors shaping parental attitudes is vital for developing effective strategies that enhance children's SA proficiency and preserve their cultural identity.

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