

A DISCUSSION ABOUT DIGLOSSIA WHILE TEACHING SOCIOLINGUISTICS TO ARAB ENGLISH LEARNER

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Sociolinguistics is the illustrative study of the effect of all respects of social, cultural and in the context of the effective language of speaking. Sociolinguistics focuses on the effective language of speaking in different times and settings. Sociolinguistics also includes pragmatics and has a close connection to Linguistics Anthropology. The main concern of Sociolinguistics is to depict the variation of language and how it differs from one group or society to another with ethnicity religious status and gender. The geographical area also is a matter of concern while teaching and understanding the importance of sociolinguistics, as language varies with the place, social class and setting too. Sociolinguistics also can be studied in various ways such as face-to-face interviews with speakers of a particular language, matched-guise tests, telephonic conversation and other observations or studies related to the regional dialects and speaking.

Research Questions:

What is the level of awareness and exposure of the learners and participants to the first language?

What are the sources where diglossia can be impacted Sociolinguistics learners?

What are variety and code in the context of Sociolinguistics?

Why do we choose to say the same things in different ways in different settings?

Research objectives:

The main objective of the research is to determine whether the second language learners' acquisition of English language impact on diglossia, while studying sociolinguistics. the second objective of this research paper is to study the impact of Arabic diglossia on L2 learners of Arabic studying this language in the native Arab environment, while living in two geographical area in the same country in Saudi Arabia.

Research Methodology:

The primary data was gathered from 25 participants studying English at various stages of language learning in the Al Arda English department and Jazan university main campus using questionnaires that were self-administered by the participants themselves. The secondary data for this research paper came from a wide variety of previous studies and literary works.

Introduction:

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Sociolinguistics focuses on how People may use different pronunciations, vocabulary, grammar, or styles of a language for different purposes. They may use different dialects of a language in different contexts, and it is also seen in some countries people select different languages according to the different situations in which they are speaking with different people. The prevalence of diglossia is one of the most distinguishing characteristics of the Arabic language. The employment of two distinct dialects or of a single language inside a single community, culture, or country for usage in distinct contexts and in a distinct setting is an example of diglossia. The primary objective of this research paper is to study the impact of Arabic diglossia on L2 learners of Arabic studying this language in the native Arab environment, namely Saudi Arabia. This is the primary objective of this research paper. Additionally, the purpose of this research was to investigate the influence that being aware of Arabic diglossia has on the desire of those learning a second language while speaking and having their first language as a dominant language. To acquire a comprehensive understanding of the perceptions held by L2 students at two different colleges of Jazan university located in the Kingdom of Saudi Arabia, qualitative research methods were utilized.

The phenomenon of diglossia has indeed been found in a variety of languages, including Arabic and English. Many people believe that Arabic is one of the best examples of a world language that demonstrates this phenomenon with a survey that has been developed expressly for this purpose, the aim of this research study is to investigate Arabic diglossia. While discussing the primary objective is to determine how Arabic diglossia affects the levels of motivation displayed by second-language learners of Arabic who are pursuing their education in their native environments. It is recognized that Arabic is a standard language since it consists of two different varieties: a formal variety and a spoken variation. High volume), on the other hand, is reserved for more illustrious endeavours like publishing and giving sermons in the masjid, whilst the other kind of language is informal (Lower), and it is utilized as a spoken dialect in day-to-day life like ordering the servants, talking to the shopkeepers, and talking to the friends and family members, of various dialects that differ geographically depending on the distance. The most puzzling and prominent example of diglossia is Arabic Diglossia, which occurs when Arabic is spoken, it estimates that there are roughly 300 million native speakers of the language that is spoken officially throughout numerous Arabic countries. Because of the seminal work between the standard linguistic variation as well as the several Arabic vernacular languages; there has been an ongoing effort to the goal of this line of research was to identify the factors that contribute to the differences in language usage and concerns pertaining to age, gender, education level, and ethnicity, among other demographic characteristics. The High volume is sometimes referred to as standard Arabic, classical Arabic, or Modern Standard Arabic.

Literature Review:

Arabic In the course of this research, we will be redefining the word Modern Standard Arabic to refer to a more contemporary dialect of the Arabic language that can be found in the holy Quran. The Arabic Diglossia was first developed in the It wasn't until the seventh century CE that the written language was first formally and methodically standardized, and it wasn't until

much later the author began to be standardized with the holy Quran and poetry from before Islam serving as the principal sources. Modern Standard Arabic is the most common form of Arabic taught to students learning the language as a second language; however, colloquial Arabic is only incorporated into the curriculum when students need to learn a particular dialect for communication purposes. Since most relevant educational resources are written in Roman script, knowledge of Modern Standard Arabic is not required for this type of instruction. However, this method is not without its drawbacks, as the student might not pick up how to read or write Arabic alphabets, and he might not be able to apply his knowledge to Arabic varieties other than Modern Arabic.

Many people who are learning a second language have a larger desire to study the High variation of the language because of its exclusive and prestigious usage; nevertheless, paradoxically, they fail to see that spoken dialects are quite vital to enable day-to-day communication (Palmer, 2008). This diglossia scenario, in which High variety predominates over Low variety in the educational context, is the reason why this study will tend to investigate the complexity that arises as a result of this diglossia scenario. This distinction in function has a significant impact on the formation of a diglossia dilemma, as second-language students of Arabic may also find it confusing that the language that is taught in the classroom may not be useful at all for day-to-day interaction and may not assist students in mingling with the native Arab population. This distinction in function has seven major repercussions (Palmer, 2007). In light of this perspective, the purpose of this study is to investigate the effect that diglossia has on the motivation of second-language learners of Arabic who are pursuing their education in Saudi Arabia, a country where they are highly exposed to both the High and Low varieties of the Arabic language.

Native Arabs are typically familiar with Arabic Diglossia and have a higher regard for Modern Standard Arabic than they do colloquial Arabic. This is because native Arabs have developed the belief that Modern Standard Arabic is the correct and pure language, whereas colloquial dialects are either incorrect or impure (Maamouri, 1998). According to Ferguson (1959), all the spoken dialects that exist outside of the Arabic peninsula stem from a single source dialect that was spoken by the military during the time that Islam was spreading in the seventh century. This source dialect was already quite distinct from the language that was used in the holy Qur'an. Therefore, the currently spoken dialects did not originate from a deterioration of the High variety; rather, they have always had their own unique existences for as long as they have been outside of the Arabic peninsula (Kaye, 2001).

Because of these discriminatory beliefs towards Arabic Diglossia, individuals attempting to acquire Arabic as a second language in their local environments confront challenging learning barriers (Palmer, 2007). When people are only taught Modern Standard Arabic, they may find it challenging to converse within a community where spoken dialects are the source of all informal communication. However, the primary goal of L2 learners is typically to assimilate with native Arabic speakers (Palmer, 2007). It is possible that most people learning Arabic as a second language have never been exposed to the Arabic language before. As a result, they

might not be familiar with Arabic diglossia or the H and L varieties of the language. They might only learn about it after they have started participating in an Arabic learning program that employs Modern Standard Arabic as the primary source of instruction. Therefore, in order to avoid being let down and to improve one's proficiency in the Arabic language, it has been suggested by a number of researchers that colloquial dialects should also be a part of the language-learning process from the very beginning. This would enable students to adjust to Arabic culture in an appropriate manner.

It is important to emphasize that the primary challenge associated with Arabic diglossia is the perception that al' Tamiya is a less prestigious variant of Arabic and that studying it is not a typical element of Arabic language instruction. This mindset ignores the reality that colloquial speech is the preferred mode of communication for day-to-day interactions (Palmer, 2007).

Since Modern Standard Arabic is not the native language of any country or territory, it is reasonable to conclude that it is not possible to acquire proficient communication skills by instruction limited to Modern Standard Arabic alone.

The process of learning a second language (L2) typically involves a number of different variables. Attitude and motivation of individuals who are attempting to learn a second language are two of the most significant individual differences that have been commonly identified in L2 literature. Numerous studies focusing on these two aspects of an individual's personality have been conducted and published in academic journals (Gardner, 1985; Gardner and Lambert, 1972). These studies have been cited in a variety of academic works. On the other hand, the distinctions between attitude and motivation in terms of what each of these factors typically entails have not been made very clear to the public.

Learners of Arabic as a second language may find that diglossia is a barrier to their progress. The complications that are associated with diglossia may also demotivate learners of Arabic as a second language and lead to a loss of confidence in those learners (Masgoret and Gardner, 2003). Because of this, programs for teaching foreign languages ought to incorporate consideration of the cultural backgrounds, diversity, and initial skill levels of students learning a second language in order to improve the efficiency and efficacy of the programs (Masgoret and Gardner, 2003).

Diglossia can result in two primary forms of bilingualism, known as "additive" and "subtractive" bilingualism, depending on the level of incentive present in the individual (Lambert, 1990). Additive bilingualism is a learning strategy that allows students to acquire a second language without jeopardizing their ability to communicate effectively in their native tongue. This strategy is known as "additional bilingualism." Learners of a subtractive kind of bilingualism, on the other hand, eventually come to believe that the new language poses a danger to the older language. According to Lambert (1990), the only circumstance in which successful acquisition of a second language is conceivable is in the scenario of additive bilingualism. Establishing on the argument, it is possible to hypothesize that L2 learners studying Arabic in a native Arabic environment may face subtractive bilingualism, during

interaction with native speakers, if the learner has no prior exposure to the Arabic language and has no awareness of Arabic diglossia. This can hinder both integrative and instrumental motivations because Modern Standard Arabic, which is taught in the educational setting, may be deemed worthless for communication and social recognition. Additionally, if the learner has no prior exposure to because of this, students may have linguistic anxiety and low self-confidence when attempting to communicate and express themselves in a group context. Paradoxically, in the Arabic literary realm, prestige is given to the standard language, and students are academically driven to learn Modern Standard Arabic. However, when students attempt to connect with the local community, the harsh reality of the situation hits them hard.

The existence of prestige linked with high and low variations of Arabic further complicates the scenario that pertains to Arabic's diglossia. It is generally agreed that spoken variants of Arabic that are most frequently used on a day-to-day basis for casual conversation do not merit the attention of academic researchers or linguists (Palmer, 2007). Because of this, the spoken variations of the Arabic language are not taught in schools or other language learning centres located outside of Arabic-speaking countries and territories.

Formal Arabic cannot be used for communication with native Arabs, a limitation that is acknowledged by both teachers and students, yet formal Arabic is regarded as less respectable by those learning Arabic as a second language (Schmidt et al., 2004). In this condition, there is a paradoxical lack of motivation because the variety of Arabic that is taught in courses cannot be used for communication, but the variety of Arabic that can be used for communication is not taught in classrooms because it is of a lower prestigious level (Schmidt et al., 2004).

It was discovered that participants were aware of the diglossia situation of the Arabic language despite studying at different stages of Arabic learning. It was also discovered that the presence and awareness of Arabic diglossia have not affected the learning progress and motivation of L2 learners since respondents have progressed in their language learning after attending the Arabic language center.

However, the learners have been found to be well equipped with Modern Standard Arabic because of classroom studies; however, because they are learning in an environment that is predominantly native to Arabs, they have attempted to communicate outside of the classroom using a limited working knowledge of CA, which they have primarily acquired through interaction with natives; this has led to linguistic tension. This linguistic tension had been a factor that demotivated learners who were just starting out, but it has the opposite effect on learners who are further along in the learning process. Therefore, it is possible to draw the conclusion that the presence of an awareness of Arabic diglossia has no impact on the rate of progress made by L2 students learning Arabic in an environment where Arabic is the native language of the speakers around them.

Participants were chosen from all the stages of learning Arabic, as described earlier, and based on the findings of the research, it is possible to draw the conclusion that most of the participants have been significantly exposed to the Arabic language, as evidenced by the fact that they have acquired at least an elementary level of proficiency in the use of the Arabic language. The first six participants had an elementary level of proficiency in Arabic, the next seven participants were found to have a limited working level of proficiency while studying at the second stage of learning, and the final two participants had a professional level of proficiency in Arabic and were studying at the third stage of learning the Arabic language.

However, it has been discovered that learners studying in the first two stages are not exposed to CA in the classroom setting. This is even though they are being taught in native Arab settings, in which they require knowledge of CA 47 to communicate with natives. This conclusion lends credence to the findings of Palmer's (2007) research, which indicates that in the beginning stages of teaching Arabic as a second language, a greater focus is placed on grammatical correctness and precision of expression than on eloquence.

Conclusion:

When it comes to teaching Arabic to people who are learning it as a second language, this complex scenario stretches beyond the borders of sociolinguistics and is filled with cultural and political undertones. Arabic is a diglossia language, which means that it has two different pronunciations. This research, in contrast to earlier studies such as the one carried out by Palmer (2008), which was carried out in the United States, was carried out in the native setting of Saudi Arabia, the birthplace of MSA, with the anticipation of obtaining innovative, original, and novel results. Due to the holy status of major cities in Saudi Arabia and Saudi Arabia itself in the Arabic-speaking world, Modern Standard Arabic (MSA) is not only used for prayer sermons, teaching at university levels, and official language, but it may also be used for day-to-day communication. As a result, the motivation level of L2 learners of Arabic has increased to prefer learning MSA over CA. Additionally, it was anticipated that the increased exposure to the sociolinguistic tension that exists between the classroom teaching of MSA and the public use of CA may demotivate students and affect their progress in learning Arabic as a second language. This was due to the fact that the sociolinguistic tension exists between the classroom teaching of MSA and the public use of CA.

To sum up the results, it's helpful to look back at the research goals and objectives that were met. The main goal of this research is to find out how Arabic diglossia affects the motivation level of Arabic language learners learning a second language in their home country. Because of this, here are the answers to the research questions:

Research Goal 1: Find out how much participants know about and use Arabic, and therefore how much Arabic diglossia they have.

As discussed earlier participants were recruited from all levels of Arabic language learning, and the results of this study suggest that the vast majority of these individuals have had substantial

exposure to the Arabic language, as evidenced by their ability to communicate in the language at a basic level. Six students in the first level of Arabic study had elementary competence, seven students in the second level of the study had limited working competence, and the final two students in the third level of study were studying Arabic at a professional level.

Despite being taught in a native Arab setting where CA 46 is necessary for communication with locals, it has been discovered that learners learning in the first two stages are not exposed to CA in the classroom setting. This result corroborates the work of Palmer (2007), who found that, in the beginning, stages of teaching Arabic as a second language, grammatical correctness and precision are prioritized over eloquence.

Research Goal 2: Find out if the participants' diglossia has affected their actual learning progress.

Even though they were at various stages of their Arabic studies, participants were aware of the diglossia nature of the Arabic language, and since respondents made progress after visiting an Arabic language center, the presence and awareness of Arabic diglossia did not affect L2 learners' motivation or learning progress.

Despite this, the learners were found to be well-equipped with MSA as a result of their classroom studies. However, since they are studying in a setting where Arabs are the majority, they attempted to communicate outside of the classroom using their limited working knowledge of CA, which they primarily acquired through interaction with natives, which led to linguistic tension. For beginning learners, this linguistic tension had a demotivating effect, while it had the reverse effect on learners who were at an advanced stage. Overall, it can be said that the existence and understanding of Arabic diglossia have no impact on how well L2 learners of Arabic acquire the language when they study in an Arab context.

Research Goal 3: What kind of Arabic (CA or MSA) do participants prefer to speak in order to fit in with the native Arabic culture?

The research participants supported both MSA and CA in order to assimilate with the local Arab society. In contrast, only those participants who are in the second or third stage of learning or had a higher percentage of persons in their social circle who speak native Arabic chose CA, while the majority of participants preferred MSA due to its purity and universality. These findings contrast with those of Palmer (2008) who found that, in order to integrate with the Arabic culture, roughly 79% of Arabic language learners learning Arabic in the USA favoured CA over MSA. In our study, however, only one participant chose CA over MSA. Personally and overwhelmingly, the respondents chose MSA over CA for a variety of reasons, including the ability to understand the religion and the fact that MSA is a globally recognized standard of Arabic that is valid wherever Arabic is spoken, as opposed to CA, which is only recognized in the region that speaks the dialect in question.

Research Goal 4: How does Arabic diglossia affect the motivation of L2 learners studying in their native Arab environment?

It has been discovered that learning Arabic is made simpler if the first language shares more vocabulary and phonetics with Arabic. These findings support Armouni's (2011) hypothesis that, if the first language is more similar to Arabic in any way, whether it be spoken or written, the learning process will be favourably reinforced, increasing learner motivation. Religion has been identified as the main and predominant reason to study Arabic in the native Arab environment, in addition to the professional and social needs of learning Arabic to effectively operate in Saudi Arabia. This result is consistent with Research Objective 3's conclusion that L2 learners in Saudi Arabia prefer MSA to CA because it is derived from the holy Quran, free of slang and dialects, and serves as a worldwide language with established standards.

Limitations of the Study:

As a result of the study's small sample size, its findings should not be extrapolated to the greater population of all second-language Arabic students studying in a native Arab context. Furthermore, the small sample size of this study led to an unbalanced distribution of age, occupation, and level of education. Since MSA was only studied in its home country of Saudi Arabia, the results cannot be generalized to other Arabic-speaking countries like Egypt, the United Arab Emirates, or the Gulf States, where the language is also spoken. The research results are also more biased towards the perspectives of males and salaried employees because 67% of the participants were males and 67% of the responses were from salaried employees. Results from this study have been used to calculate the effect of Arabic diglossia on L2 students by comparing their academic performance before and after enrolling in the language center, as well as their Arabic language competency.

Points of Focus for Upcoming Studies

A higher sample size of 600–1000 people, online with that of studies conducted by professional market research firms like Mintel, AC Nielsen, and Keynote, is recommended for further research on this topic using quantitative research methodology. A more comprehensive look at the effects of diglossia on the motivation of L2 learners and their perceptions of the diglossia reality in the Arab world would benefit from future studies that span a wider geographical area, such as the Middle East (Qatar, Syria, and Emirates, etc.) and North Africa (Morocco, Egypt, etc.).

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