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Quarterly refereed journal for studies & research (Educational & Human Sciences) No. 20

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Quarterly journal quarterly published every three months, according to the dates

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Among the measures taken by the journal upon the arrival of the research are as follows:

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5-

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Prof. Dr. Omer El Sheikh Hago El Mahdi
Editor-in-chief of the Journal of Northern Europe Academy for Studies &
Research
In the name of of Allah the Merciful

Editor-in-chief

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This issue comes in its new guise, and the journal proves its progress and wide spread. It has become at the forefront of scientific publishing repositories and has a classification in the international indexing ISI. Also, the journal has become within the rules of Dar Al-Mandomh for Arab databases and has an international number DOI and the journal is within the international rules of EBSCO. In order to achieve the goals of the Northern European Academy in Denmark and its scientific mission by developing research mechanisms and diversifying its channels, working to raise the level of scientific publishing, and providing an opportunity for researchers belonging to the academic fields and interests to publish their research and distinguished articles that keep pace with the scientific and knowledge developments that the world is witnessing in our time. The Northern European Academy Journal will undertake the task of publishing a diverse research output and bet on leadership and excellence in publishing studies and refereed articles characterized by novelty, originality, and innovation with intellectual and scientific openness to society and the cultural, local, regional, and global scene.
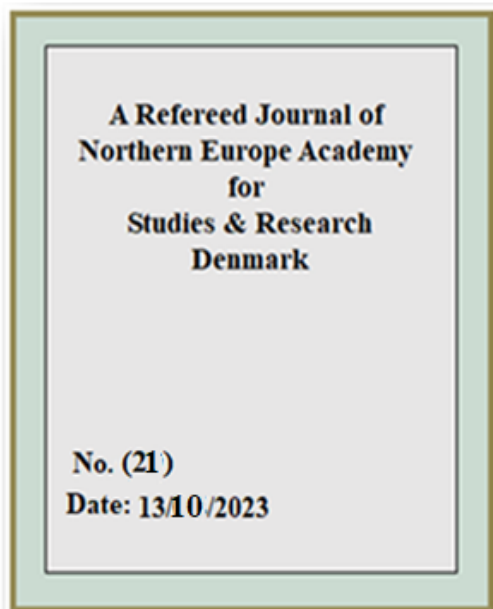
Social Factors and Dialect Variation: An Analysis of Age, Gender, and Social Class in Linguistic Practice

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Abstract

This study examines the impact of social factors on dialect variations through a survey of seventy-five participants. Social factors investigated include age, gender, and socioeconomic status, and their relationship to dialect use and attitudes. The survey consisted of 18 statements regarding linguistic diversity and dialect use, with responses measured on a Likert scale. The results show that participants largely recognize the role of social factors in influencing dialect use and shaping social identity. The majority agreed that younger generations use different dialects than older generations, indicating awareness of generational differences in language. Participants also generally agreed that people from different socioeconomic backgrounds utilize different dialects and that the dialect one speaks impacts perception and identity. However, opinions were mixed regarding the role of gender in dialect use and what actions should be taken to promote dialect diversity. Neutral responses to some statements indicate uncertainty or lack of strong opinions on certain issues. The findings suggest that while awareness of dialect variations linked to social factors exists, there is less consensus on how to reduce discrimination based on dialect. This indicates a need for further research and interventions aimed at promoting dialect diversity and inclusivity.

Keywords: dialect variation; Sociolinguistics; language attitudes; linguistic diversity; and social inclusion

An Introduction

Language is multifaceted, mirroring human diversity and richness. While all languages have rules and meanings, the way people speak varies widely based on background, identity, and experience. An important aspect of linguistic variation is dialects, which are regional or social variations in language use. Dialects can differ in pronunciation, grammar, vocabulary and style, reflecting factors like age, gender, ethnicity, and class.

Social factors impact dialect use. For example, younger generations may utilize different dialects than older generations, men and women may speak differently based on roles and expectations, and individuals from different classes may speak differently to signal status.

Dialect attitudes shape identity and practices. Speakers may view certain dialects as prestigious or stigmatized depending on context. This can lead to discrimination against dialects, hindering social inclusion and diversity. Understanding dialect variation can inform policy and planning. It can help develop inclusive language standards and promote minority dialects at risk of disappearing.

This research can improve education by promoting dialect awareness and tolerance in curricula, challenging discrimination and promoting inclusion and diversity. It can help develop programs catering to different groups' linguistic needs. The study explores how social factors impact dialect use, examining literature, interviews and surveys. Attitudes toward dialects and their role in shaping identity and practices will also be examined.

The aim is to improve understanding of the complex interplay between language and society. Findings may inform policies, education and media representations that foster linguistic

diversity and social cohesion by challenging discrimination and bias. In summary, studying social dialects clarifies linguistic variation and its relationship to social practices and norms. By investigating how social factors shape dialect use and attitudes, this research may provide novel insights into the language-society relationship.

The Importance of the Study

This research investigating the relationship between social factors, dialect variation, and linguistic attitudes makes an important contribution to the field of sociolinguistics. By providing empirical data exploring how attributes like age, gender, and socioeconomic class relate to dialect use and identity perceptions, the study enhances understanding of the complex two-way influence between language and society. The mixed findings highlight needing further examination of sensitive topics to build consensus around solutions. Given its focus on universal themes of identity, prestige, stigma, and discrimination reduction through education, the work has wide-ranging relevance. While a pilot, it helps substantiate existing theory and introduces new areas for future inquiry. Ultimately, by examining these dynamics and making recommendations, the study aims to inform policies, curricula and public discourse in ways that promote linguistic diversity and social inclusion. The insights offer value for both researchers seeking to expand knowledge on this understudied topic, as well as practitioners working to support equitable representation of all language varieties.

The Statement of the Problem

While dialects reflect social diversity and identity, not much is known about how factors like age, gender and social class influence dialect use. Studying social dialects is important for understanding complex linguistic variation and its ties to social norms and practices. Therefore, the aim of this research is to examine how social factors shape the use of different dialects in various contexts and how attitudes toward dialects contribute to social identity and cultural practices. This study will provide deeper insight into the language-society relationship and its findings could inform language policies and education. The goal is to gain a better understanding of the interplay between language and society, with findings that promote linguistic diversity and social cohesion through policy, education, and media representations that challenge discrimination and bias.

Research Objectives

Here are the main research objectives:

1. To investigate the extent to which age, gender, and social class influence dialect use among participants. This aims to directly examine the effect of social factors on linguistic practices, which is the central focus of the study.

2. To examine how the dialect a person speaks shapes their social identity and impacts how others perceive them. This would analyze an important theme that emerged from the results, showing participants' recognition of the social significance of dialects.

3. To determine whether participants recognize that some dialects are viewed as more prestigious than others. This would investigate an important aspect of language attitudes towards dialects, which the study seeks to explore.

4. To explore participants' opinions on the role of schools and education in promoting awareness of linguistic diversity. This would provide insight into an issue that participants expressed divergent views on, indicating a need for further research and discussion.

5. To make recommendations for further research, educational practices and language policies based on the findings. This broad objective would allow the study to identify practical implications and next steps arising from its results and conclusions.

These objectives focus on key areas revealed by the results: the impact of social factors on dialect use, the social meaning of dialects, language attitudes towards prestige and stigma, and implications for education and policy. Together, they would help the study achieve its overarching goal of enhancing understanding of the relationship between social factors and dialect variation.

Methodology

The conducted study has been done to define and explain the relationships among social factors and dialect variation: an analysis of age, gender, and social class in linguistic practice. The research used Likert-based questionnaire that is a widely used method for collecting quantitative data in social science research. It is particularly useful for measuring attitudes, opinions, and perceptions of respondents on a range of issues, including language attitudes and dialect use. While it has the advantage of being easy to use and allowing for quantitative data analysis, there are potential limitations such as response bias and the inability to capture the complexity and nuance of attitudes and opinions.

Literature Review

Introduction

Understanding how social factors influence dialect variation clarifies the relationship between language use, social practices, and cultural norms. This literature review explores the impact of social factors on dialect variation in linguistic practices by drawing on sociolinguistic and dialectological research. The analysis focuses on how social factors shape dialect use in different contexts and how dialects shape social identities and cultural practices.

The study of social dialects is important for several reasons. First, it provides insights into the complex relationship between language and society, and how dialects reflect and shape social diversity and identity. Second, it can inform language policy and planning by promoting linguistic diversity and challenging language discrimination and bias. Third, it can help in developing language education programs that cater to the linguistic needs of different social groups and promote social inclusion and diversity.

Theoretical Framework

Shareah, M. A. Q. A., Mudhsh, B. A. D., & AL-Takhayinh, A. H. (2015: 1-5), indicate that dialectal variation has witnessed a noticeable progress in the past half –century, this progression lead to consider the dialectal variation as a very important aspect of research in sociolinguistics. This study concentrate on dialect and language in general, it also explains the differences between standard language and dialect, and it shows how a particular dialect is used in a specific region and it is considered as an identity as well, it aimed to show how dialect's

groups of one language may be considered mutual intelligibility or non-mutual intelligibility, and this classification is based on the percentage of convergence and divergence among them.

In his study, Al-Bohnayyah, Moayyad (2019), investigates the Al-Ahsa urban dialect in eastern Arabia, focusing on two vocalic features and their variation in relation to internal and external factors. Data is collected from 36 native speakers in two age groups and with almost equal gender representation. The analysis shows that the traditional features of the dialect are undergoing change, with a tendency towards unrounding of the (ɑ:) vowel and lowering of the short vowel in the feminine ending. The rate of change is higher in the former than in the latter, and socio-sectarian identity adds pressure to the force of change. The study concludes that the Al-Ahsa dialect is leveling out of local features and adopting those of the supra-local variety, influenced by age, gender, and socio-sectarian affiliation. The study provides a local interpretation of the social meaning of linguistic choices.

Age and Dialect Variation

Age is recognized as a significant factor in dialect variation. People's language usage can undergo changes as they grow older, influenced by factors like shifts in social networks, exposure to different language varieties, and evolving attitudes and beliefs. Younger generations may incorporate novel linguistic features that are absent in older generations' language, resulting in dialect variation within a speech community as time progresses. Additionally, older generations may maintain linguistic features that are no longer used by younger generations, leading to dialectal differences between age groups. Age-related dialect variation can be observed in both regional and social dialects.

According to Budiarsa, I. M. (2017: 379-387), sociolinguistics is concerned with the social aspects of language and explores the relationship between language and society. "This paper focuses on five topics: language, dialects, language variation, social stratification, and register, as they relate to the social life of local people. It is important to distinguish between these terms, with language referring to the medium of communication and its varieties, which are created by social stratification. Dialects are specific varieties of a language used by a particular group of speakers, which are influenced by social factors such as socio-economic status, age, and occupation". Dialects can be regional or social. Register refers to the variation of language use according to the context in which it is used, such as formal or informal settings. Register is influenced by all components of the speech situation, and may include lexical items, non-standard features, and stigmatized variables.

Roberts, J. (2013: 263-276) "indicates that child language variation is an area of research that emerged within the field of variationist sociolinguistics after a good deal of work on adult variation had been accomplished". This chapter looks at the research leading up to the recent increased focus on differences in how children learn and use language. It examines two topics that have been or could provide useful insights. Children establish the foundations for how they and later adolescents and adults speak through early language development. Studying dialects in children's language may help answer questions about linguistic diversity and evolution. The chapter also discusses the way adults modify their speech when talking to children (Child-directed Speech). Moving forward, the most informative area of research on language variation and change will focus on studying how the youngest community members acquire the skills to communicate social meaning through everyday interactions as they learn to speak.

Gender and Dialect Variation

Mulac, A. (1998: 315-335), indicates that there are two abiding truths on which the general public and research scholars find themselves in uneasy agreement: Men and women speak the same language, and men and women speak that language differently. In an assessment of oral descriptions of landscape photographs by sixth graders, university freshmen and sophomores, graduate teaching assistants, and people in their 50s and 60s, the people reported that language differences predicted substantial proportions of the ratings on all three psychological dimensions. The pattern of perceptions, the gender-linked language effect, consists of female communicators being rated higher on Socio-Intellectual Status (high social status and literate) and Aesthetic Quality (nice and beautiful), whereas males are rated higher on Dynamism (strong and aggressive). In support of another theoretical assumption, the authors have demonstrated in five investigations that gender-based language differences are implicated in the effect. No matter who makes the appraisals, the subtle language differences have substantial consequences in how communicators are evaluated.

Demirci, M. (1998: 206-222), in his study in perceptual dialectology, "aims to show that the direct elicitation of conscious evaluations of language varieties may give systematic results such that some of the same patterns of social differentiation which emerge in the study of production data also emerge with respect to the conscious evaluation of language varieties. Specifically, our results demonstrate that several significant, systematic gender and age-based patterns emerge in a study that investigates the perceptions and evaluations of Turkish regional varieties by Turkish nonlinguists". It seems that gender and age are social factors that influence not only how language is used, but also people's conscious judgments about language. In other words, both gender and age impact both the way people speak as well as how they consciously assess and evaluate language. "The results confirm Preston's (1989) claim that studies in perceptual dialectology may supplement sociolinguistic dialectology in illuminating ways, since they may provide additional insight into the interplay of conscious attitudes towards language, social differentiation, and language production".

Calder, J. (2020, in recent years, "the study of language, gender, and sexuality has become increasingly global, multiracial, intersectional, crosslinguistic and queer-and trans-inclusive". The year 2019 continued this trajectory with a wave of research interrogating normativities, both among the speakers under analysis and among the researchers doing the analysing. While the analysis of linguistic practice has allowed language and gender scholars to probe the ways speakers normatively construct and ideologise the prototypical man, woman, gay person and transgender individual, theoretical and methodological advances in 2019 have also invited scholars to interrogate what is considered the prototypical study of language and gender. Interrogating normativities among both speakers and researchers has allowed for theoretical and methodological advances that paint a fuller picture of the multifaceted and context-specific relationship between language, identity and speaker agency.

In his article, Al-Rojaie, Yousef. (2021: 1-26), "examines the effects of age and gender on perceptions that speakers of Qassimi Arabic, a variety of Najdi Arabic spoken in central Saudi Arabia, have of the placement and extent of dialect areas marked on hand-drawn maps representing variation within their own dialect. Analysis of composite maps of respondents' perceptions using a GIS mapping program (ArcGIS) reveals that both age and gender have an effect on respondents' perceptions of linguistic landscape". Specifically, research shows that

men tend to perceive more differences or variations in dialects than women do, as men identify more distinct dialect regions. In terms of age, middle-aged participants recognized and agreed on more defined dialect areas compared to both younger and older respondents. These divergent patterns seen across gender and age can be explained by differences in levels of contact with and movement around local communities experienced by each group, especially considering the social and economic changes Saudi Arabia has undergone over the past 50 years. Men likely had more geographic mobility for work or other reasons, while middle-aged respondents experienced socioeconomic shifts firsthand during their adult lives.

As in Mulac, A., Wiemann, J. M., Widenmann, S. J., & Gibson, T. W. (1988), "ninety-six university students (48 males, 48 females) were randomly assigned a partner (whom they did not know well), forming two dyad conditions: (a) same-sex, and (b) mixed-sex. The 48 dyads were audiotape-recorded in 20-minute problem solving interactions, from which 300-word language samples were transcribed for analysis. In Study 1, 9 trained observers coded 12 language variables previously shown to distinguish male from female language use". Discriminant analysis identified a combination of 8 linguistic variables that could distinguish between male and female speakers: Variables associated with males included interruptions, directives, and words joining clauses/fillers beginning sentences. Variables associated with females included questions, justifications, intensifying adverbs, personal pronouns, and adverbs beginning sentences. An analysis of variance of individuals' scores on the gender function showed greater differences in gender-linked language behavior in same-sex pairs than in mixed-sex pairs. In a second study, naive raters used a speech dialect scale to evaluate 96 speakers. A MANOVA showed that in same-sex pairs, females were rated higher on socio-intellectual status and aesthetic quality, while there was no gender difference in dynamism. However, in mixed-sex pairs, men were rated higher on aesthetic quality and women on dynamism. Together, the analysis of language data and subjective attribution data provide partial support for stronger gender-linked language in same-sex pairs and attenuation of this effect in mixed-sex pairs.

"Hancock, A. B., & Rubin, B. A. (2015: 46-64), in their study "forty participants (20 male) had 3-minute conversations with trained male and female communication partners in a repeated-measures, within-subject design. Eighty 3-minute conversations were transcribed and coded for dependent clauses, fillers, tag questions, intensive adverbs, negations, hedges, personal pronouns, self-references, justifiers, and interruptions. Results suggest no significant changes in language based on speaker gender". The research found that when speaking to a female partner, participants would interrupt more and use more dependent clauses than when conversing with a male partner. However, there was no significant interaction to indicate that the language differences based on the gender of the communication partner was specific to only one gender group. These findings are discussed in relation to prior studies on this topic, communication accommodation theory which proposes people modify their language based on their conversation partner, and general models that have explored gender differences in language use.

Nicholas A. Palomares (2008: 263–286) "tested hypotheses derived from self-categorization theory's explanation for gender-based language use. Under high or low conditions of gender salience, men and women sent e-mail to an ostensible male or female recipient yielding either an intra- or an intergroup setting". The researchers manipulated gender salience by focusing solely on supportiveness, a stereotypically feminine trait, as the defining prototype for intergender relations. They examined messages for references to emotion and tentative language use. Results showed that when gender salience was high, women referenced emotion

significantly more than men. However, this gender difference was reduced when salience was low. Specifically, women with high gender salience referenced emotion more when in an intergroup context compared to women with high salience in an intragroup setting or men with high salience in either intra- or intergroup contexts. As predicted, tentative language use was similar across all conditions.

Social Class and Dialect Variation

The studies conducted by Labov (1972), Cheshire (1982), Eckert (1989), Trudgill (1974), and Wolfram (1991) investigate the correlation between social class and linguistic variation. These studies collectively support the idea that social class plays a significant role in determining linguistic variation, with individuals belonging to different social classes often exhibiting distinct dialects. "Labov (1972) argues that linguistic variation reflects social stratification, with different social classes using different linguistic forms to signal their social identity". "Cheshire (1982) examines the variation in an English dialect and finds that social class is a significant predictor of linguistic variation". "Eckert (1989) investigates how social categories and identity are constructed in high school and how these processes are reflected in linguistic behavior". Trudgill (1974) explores the social differentiation of English in Norwich and shows that linguistic variation is closely linked to social class. "Wolfram (1991) provides a comprehensive overview of American English dialects and variation, highlighting the significance of social class in shaping linguistic behavior". These studies highlight the significance of social class in linguistic variation.

The studies conducted by Milroy (1980), Bucholtz and Hall (2005), and Milroy (2002: 675-704) "explore how social networks and linguistic variation are interconnected". These studies indicate that people's language use is influenced by the social groups they are part of and the relationships they maintain within those groups. Milroy (1980) argues that "social networks play a crucial role in shaping linguistic behavior, and that people tend to use language in a way that is consistent with the norms of their social network". Bucholtz and Hall (2005) "suggest that language use is an integral part of identity construction, and that individuals use language to signal their membership in particular social groups." Milroy (2002) "proposes an integrated sociolinguistic model that takes into account both social class and social networks in explaining linguistic variation." The studies highpoint the importance of social networks in shaping linguistic behavior and reveal the interdependence of social and linguistic factors in understanding language variation.

The studies by Harris (2006: 56-80), Rickford (2002: 441-450), and Tagliamonte and D'Arcy (2009: 58-108) all examine the intersection of linguistic variation and social justice. These studies "advocate for the recognition and celebration of linguistic diversity, and argue that sociolinguistic research can have important implications for education and employment opportunities". Harris (2006) "discovers the role of the community in shaping phonetic variation in Scottish English, highlighting the importance of community-based research in understanding linguistic diversity." "Rickford (2002) argues that a commitment to social justice requires recognizing and valuing linguistic diversity, and that linguistic discrimination can have negative consequences for individual and community well-being". "Tagliamonte and D'Arcy (2009) examine the relationship between linguistic variation and social change, demonstrating how linguistic innovations can signal social identity and challenge linguistic stereotypes." The studies stress the importance of linguistic diversity and its role in promoting social justice.

VI. Attitudes toward Dialects

Giles and Powesland's (1975) study explores the relationship between speech style and social evaluation. "The authors contend that individuals' assessment of others is affected by their speech style, which can act as an indicator of social identity. They propose that unfavorable perceptions of dialects may stem from negative evaluations of the social groups associated with those dialects".

Preston (1989) conducts a study focusing on the perspectives of non-linguists regarding dialects and how these perspectives reflect broader social attitudes. He argues that "people's attitudes towards dialects are influenced by several factors, including regional identity, socio-economic status, and education." Preston suggests that negative attitudes towards dialects might be connected to negative stereotypes associated with the individuals who speak those dialects.

Edwards (1991) explores the relationship between language, society, and identity. He argues that "language is intimately tied to social identity and that people's attitudes towards different dialects reflect their broader social attitudes". Edwards proposes that "negative attitudes towards dialects may be linked to negative attitudes towards the people who speak those dialects, and that promoting linguistic diversity can help promote social justice and equality".

Implications for Language Policy and Education

Fishman's (1971: 109-126) study explores the implications of language policy for language maintenance. He maintains that "language policy can have a significant impact on the vitality of a language, and that policymakers must take into account the social factors that influence language use". Fishman suggests that "language maintenance efforts should focus on promoting bilingualism and biculturalism, rather than promoting one language at the expense of others". (Fishman, J. A, 1971:109-129).

In his study, "Ricento (2005: 348-368) examines the discourse surrounding the promotion of heritage languages in the United States. He argues that the "language-as-resource" discourse can be problematic, as it can reinforce the marginalization of heritage languages and perpetuate linguistic hierarchies". Ricento suggests that language policy should focus on promoting linguistic diversity and recognizing the value of all languages.

"Spolsky's (2012) book examines the field of language management and its implications for language policy and education. He argues that language management involves making conscious decisions about language use, and that language policy should be guided by principles of social justice and equality". Spolsky suggests that "language policy should aim to promote linguistic diversity, multilingualism, and the maintenance of endangered languages".

These studies underscore the significance of language policy and education in fostering linguistic diversity and social equity. They emphasize the need for policymakers and educators to consider the social factors that impact language usage and advocate for the appreciation of all languages. By recognizing and supporting linguistic diversity, efforts can be made to promote social justice and ensure equal opportunities for all individuals.

Comments on Literature Review

Sociolinguistics has conducted widespread research on the influence of social variables, including age, gender, and socioeconomic class, on dialect variation and attitudes. These studies have contributed significantly to our understanding of how these factors shape language use, dialect differences, and societal perceptions. This knowledge is essential because it illuminates how language interacts with society and how it both reflects and shapes social variety and identity. Additional studies might support language variety, fight linguistic prejudice, and promote social equality.

Studies show gender influences both language production and perception. Social class also shapes linguistic variation and stratification. Research emphasizes the need to promote linguistic diversity and recognize the value of all languages based on justice and equity.

The paper highlights the importance of understanding how social factors affect dialect use and attitudes. It stresses the need for research to gain deeper insight into the complex ties between language and society and the implications for education and policy.

The literature demonstrates social factors like age, gender, and class significantly impact dialect use and attitudes. It also shows sociolinguistic research can inform policies and practices promoting linguistic diversity and social justice. The paper provides a clear research objective and literature foundation for further study.

This research could improve understanding of how social factors shape dialect variation and its implications for social diversity and identity. Sociolinguistic research can inform policies and practices promoting linguistic diversity and social justice, requiring continued research. These studies illustrate the complex ties between language, society, and identity, emphasizing the need for language policy and education to promote diversity and inclusion.

Limitations and Future Research

While the proposed research on social dialects has the potential to enhance our understanding of language variation and its link to social practices and norms, there are limitations to the existing body of research in this area. One limitation is that most studies have examined English and other widely spoken languages, with little investigation of less studied or endangered languages. Additionally, existing studies have primarily focused on how social factors like age, gender and social class impact dialect use, with limited exploration of other factors such as ethnicity or language contact.

Another limitation is that research has largely examined the attitudes of dominant or majority language speakers towards dialects, with little investigation of minority language speakers or speakers of non-standard dialects. This is particularly important given the potential for language discrimination and marginalization of non-standard dialects in some social contexts.

In short, the proposed study has the promise of providing novel insights. However, current research has limitations such as a focus on major languages, certain social factors, and the attitudes of dominant language speakers. Future studies investigating less studied languages, additional social factors, and the perspectives of minority language speakers could help address limitations and generate a more comprehensive understanding of social dialects. Areas for future investigation in the study of social dialects could include:

1. Investigation into the impact of other social factors such as ethnicity or language contact on dialect use and variation.

2. Investigation into the attitudes of minority language speakers or speakers of non-standard dialects toward dialect use and variation.

3. Investigation into the impact of dialect use and variation on social mobility, social status, and economic opportunities.

4. Investigation into the potential of dialect use and variation as a means of maintaining cultural heritage and promoting linguistic diversity.

5. Investigation into the effectiveness of language policies and educational programs in promoting linguistic diversity and addressing language discrimination.

6. Investigation into the impact of dialect use and variation on language attitudes and perceptions of speakers from different social backgrounds.

Research is needed to develop our understanding of the complexities of language variation and its relationship to social practices and cultural norms, particularly in less studied or endangered languages and for non-standard dialects. Such research can inform language policy and education, promoting linguistic diversity and social inclusion.

Data Analysis

Section One: The demographic information

The demographic information section in a questionnaire aims to collect data about participants' attributes and background. This allows researchers to understand the makeup of their sample group and explore potential connections between demographic factors and the research topic or results. Common demographic questions include age, where participants supply their age or select an age bracket; gender, which asks participants to identify as male, female or another option, or share their gender identity; education, which inquires about the highest level of schooling completed such as a high school diploma, bachelor's degree, master's degree or doctoral degree; and occupation, where participants list their current job title or career. Collecting these details gives researchers critical information to analyze and interpret their data comprehensively.

This research provides some understanding of how social factors such as socioeconomic status, gender, and age influence communication styles. The participant size of 75 provides adequate data to determine helpful conclusions, even if a larger sample could generate more reliable findings. While the insights are valuable, expanding the number of respondents in future studies may strengthen confidence in the results regarding social influences on language variation.

Table (1) with the gender distribution data and a comment:

Gender	Percentage
Female	48%
Male	52%

The gender distribution in table (1), also provides useful context about the sample composition. With a nearly even split of 48% female and 52% male participants, gender is relatively balanced and unlikely to skew the results. This even gender distribution allows for comparisons between males and females in the data analysis. It is very promising that the gender distribution was fairly balanced between men and women. This means we can better understand whether differences in dialect exist between genders. Having a more equal representation of both perspectives is important for a comprehensive analysis.

Table (2) summarizes the age distribution of participants in the study:

Age Range	Percentage
Under 30	12.1%
30-40	9.1%
40-50	27.3%
50-60	51.5% (Main focus)
Total	100%

The age distribution also provides useful context. It seems the study focused mainly on people in their 50s and 60s, which likely reflects the researchers' interest in linguistic patterns within that particular generation. It would have been beneficial to include more participants from a wider range of ages to compare differences across generations. Table (2).

While the study offers some valuable insights, larger and more diverse samples in future research could generate more robust and generalizable conclusions about the complex relationships between language, society and identity. With continued studies in this area, we can develop educational practices, media representations and language policies that celebrate linguistic diversity and promote social justice. The substantial portion of participants within the 40-60 age bracket possibly suggests the researchers' aim to examine linguistic differences potentially linked to upbringing during a shared era or cultural milieu. Smaller percentages represented other age ranges - 12.1% under 30, 9.1% 30-40, and 27.3% 40-50. This distribution demonstrates respondents spanning multiple age categories participated, permitting exploration of changes to speech patterns and dialect variability connected to life stage. Including viewpoints from a range of ages enabled initial analysis regarding the potential linkage between generational distinctiveness and linguistic behaviors.

Table (3) summarizes the distribution of participants' educational backgrounds:

Educational Background	Percentage
Doctorate	63.6%
Master's Degree	21.2%
Graduate Degree	15.2%
Total	100%

The distribution of participants' educational backgrounds reveals significant details about the sample's educational background and its possible impact on the link between social variables and dialect variance. According to the statistics, the majority of participants (63.6%) have doctorates, followed by master's degrees (21.2%) and graduate degrees (15.2%). This distribution implies that most of the study's participants had advanced degrees and specialized knowledge. Table (3).

The large proportion of participants with a doctorate degree suggests that the study likely targeted a specific population, such as academics, researchers, or professionals who have pursued extensive education in their areas of specialization. This focus on individuals with higher educational attainment may provide valuable insights into the relationship between educational background and dialect variation, particularly within this specific group.

The distribution of designations among the participants provides insight into the professional roles and positions represented within the study. It offers valuable information about the occupational diversity of the sample and its potential impact on the relationship between social factors and dialect variation in linguistic practice.

Table (4) summarizes the distribution of participants' professional designations:

Professional Designation	Percentage
Other	33.3%
Teaching Assistant/Lecturer	21.2%
Assistant Professor	18.2%
Associate Professor	12.1%
Professor	12.2%
Total	100%

The data shows that the largest category of participants (33.3%) falls under the "other" designation, indicating a diverse range of professional roles not specifically listed in the given categories. The inclusion of participants across multiple designations implies the research encompassed individuals from diverse backgrounds and occupational fields. This broader range of perspectives can facilitate deeper insight into connections linking professional roles and linguistic diversity. Represented designations referenced academic positions within educational institutions - teaching assistants/lecturers (21.2%), assistant professors (18.2%), associate professors (12.1%), and professors (12.2%). Table 4). These categories likely differed in seniority, experience, and specialization levels within academic settings. Involving viewpoints from educators at various career stages allowed for a preliminary examination of how occupational roles may correlate with dialect use. The distribution of designations can be significant in assessing potential variations in dialects and linguistic practices across different professional roles within academia. It allows for an exploration of how individuals' roles and positions may influence their language use and dialectal variations, considering factors such as teaching responsibilities, research focus, and levels of authority or seniority.

In conclusion, the distribution of designations in the study reflects the occupational diversity of the participants and provides an opportunity to examine the relationship between professional roles and dialect variation. Here is a paraphrase of the passage:

Section two

This section of the questionnaire commonly aims to gather information or reactions connected to the unique goals of the research study. Questions utilizing a Likert scale prompt respondents to rate their degree of agreement or disagreement with a set of statements employing a numerical ranking system (for example strongly agree, agree, neutral, disagree, strongly disagree).

1. Younger people tend to use different dialects than older people.

Table (5) summarizes the responses to the statement "Younger people tend to use different dialects than older people."

Response	Percentage
Strongly Agree	24.2%
Agree	30.3%
Neutral	6.1%
Disagree	15.2%
Strongly Disagree	24.2%
Total	100%

The responses to the statement about younger and older people speaking differently provide insight into participants' perspectives on a possible connection between dialect variation

and age differences. By gauging the level of agreement or disagreement with the claim, the distribution reveals insights into whether participants perceived dialect diversity in relation to generational differences in speech patterns. Examining the distribution allows us to gauge the level of agreement or disagreement with the claim. The results show that 24.2% of respondents firmly rejected the notion, indicating they do not perceive language differences related to age. Likewise, only 15.2% were in agreement with the assertion. This suggests that close to a quarter strongly disagreed youth and older generations speak differently, with slightly over half that proportion concurring they speak differently. Therefore, the responses did not overwhelmingly support the idea that dialect diversity correlates with age differences according to most of the participants. In contrast, 30.3% of participants responded in favor of the statement, indicating they concur that younger and older individuals speak different dialects. Furthermore, 24.2% of participants strongly agree with the assertion, demonstrating their steadfast confidence in the existence of age-related dialect use variance.

In summary, while over a third of participants disagreed with the statement, around half agreed - either somewhat or strongly - indicating that many participants perceive a link between age and dialect variation. The responses provide useful insight into how participants viewed the possible impact of age on dialect use. The neutral response of 6.1% suggests some neither agreed nor disagreed with the statement, potentially reflecting uncertainty or no formed opinion on the issue. Table (5). These responses demonstrate the range of perspectives among participants concerning the link between age and dialect variation. While some saw substantial differences in how younger and older people speak, others did not consider age a major influence on dialect variation. It's important to note these responses represent individuals' subjective perceptions and beliefs, which could be shaped by personal experiences, cultural backgrounds, and linguistic communities rather than objective fact. Different life exposures and communities may inform why some feel age impacts dialects whereas others do not see it as influential. Overall, the mixed response distribution highlights diverse views on this issue within the participant group, potentially stemming from personalized lenses each brings dependent on their distinct lived experiences and linguistic environments. The responses do not necessarily reflect objective linguistic patterns or empirical evidence regarding age-related dialect variation.

In conclusion, the responses to the statement indicate a range of perspectives regarding the relationship between age and dialect variation. While some participants strongly agree or disagree with the statement, others hold more neutral positions. Analyzing these responses in conjunction with additional variables can contribute to a more comprehensive understanding of the complex dynamics between age and dialect variation.

2. Women and men tend to use dialects differently in society.

Table (6) summarizes the responses to the statement "Women and men tend to use dialects differently in society"

Response	Percentage
Strongly Agree	15.2%
Agree	39.4%
Neutral	18.2%
Disagree	12.0%
Strongly Disagree	15.2%
Total	100%

The responses to the statement "Women and men tend to use dialects differently in society" suggest the participants hold varying opinions on the matter. While 39.4% of respondents agreed and 15.2% strongly agreed, indicating a majority believe there are differences in how men and women use dialects, a notable proportion disagreed.

The fact that 15.2% strongly disagreed and 12.0% disagreed suggests there is a significant minority who do not think gender significantly influences dialect use. Additionally, 18.2% choosing neutral suggests some uncertainty or lack of consensus among participants. Table (6).

Overall, the responses indicate a divergence of opinion among individuals regarding the relationship between gender and dialect use. It's worth noting responses to a single statement may be insufficient to draw firm conclusions about this complex issue, requiring further research for deeper insight.

In summary, while a majority perceived gender differences in dialect use, a significant minority disagreed and some were uncertain. This suggests varying opinions among participants that single statement responses cannot fully capture, highlighting the need for more nuanced research to better understand the interaction between gender and dialect.

3. People from different social classes use different dialects.

Table (7) summarizing the responses to the statement "Individuals from different socioeconomic backgrounds tend to speak differently":

Response	Percentage
Strongly Agree	30.3%
Agree	42.4%
Disagree	9.1%
Strongly Disagree	18.2%
Total	100%

The responses to the statement "Individuals from different socioeconomic backgrounds tend to speak differently" show the participants hold varying perspectives on the potential link between socioeconomic status and dialect use. A large proportion of respondents, with 42.4% agreeing and 30.3% strongly agreeing, believe there is an association between socioeconomic background and the dialects people speak. This suggests the majority think people from different socioeconomic statuses tend to use distinct dialects. On the other hand, 18.2% strongly disagreed and 9.1% disagreed, indicating a notable minority who do not see a strong connection between socioeconomic status and dialect variation. This suggests some respondents disagree or are skeptical of the statement. This divergence of opinions among participants highlights the need for further nuanced research to gain a more holistic view of how socioeconomic status may shape dialect variation. Table (7).

4. The dialect a person speaks shapes their social identity.

Table (7) summarizing the responses to the claim "The dialect a person speaks shapes their social identity":

Response	Percentage
Strongly Agree	21.2%
Agree	45.5%
Neutral	3.0%
Disagree	12.1%
Strongly Disagree	18.2%
Total	100%

Participants responded to the claim that "The dialect a person speaks shapes their social identity." 18.2% strongly disagreed with this notion, and an additional 12.1% disagreed. A small percentage, 3%, were neutral. Nearly half (45.5%) agreed that dialect influences social identity. The largest group, 21.2%, strongly agreed. In summary, over two-thirds or 66.7% of respondents either agreed or strongly agreed that the dialect one uses helps mold their social identity. This distribution thus implies a substantial portion of participants hold the view that dialect plays an important part in defining one's social identity. The findings suggest many believe the dialect one speaks is pivotal to shaping how they are socially identified. Table (8).

5. Some dialects are viewed as more prestigious than others in society.

Table (9) summarizes the responses to the statement "Some dialects are considered more prestigious than others in society":

Response	Percentage
Strongly Agree	15.0%
Agree	48.5%
Neutral	9.0%
Disagree	3.0%
Strongly Disagree	24.2%
Total	100%

A statement suggesting that "Some dialects are considered more prestigious than others in society" was rated on a scale. A survey examined responses to the statement that some dialects are considered more prestigious in society. Nearly one-quarter or 24.2% of respondents strongly disagreed with the statement. An additional 3% disagreed. Around 9% were neutral. Conversely,

almost half or 48.5% agreed with the statement. Just over 15% strongly agreed. The distribution of responses revealed that over half, specifically 63.7%, either agreed or strongly agreed that some dialects are viewed as holding more value or status in society compared to others. The findings suggest it is a commonly accepted view that certain dialects possess greater prestige, as over 60% of participants agreed that some dialects are perceived as more prestigious within society, signifying a widely held belief regarding prestige differences between dialects. However, over 25% disagreed, showing not everyone believes this. Perceptions of prestige can vary by region, culture, and context. Table (9).

6. Certain dialects face discrimination more than other dialects.

Table (10) summarizes the responses to the statement "Some dialects experience more discrimination than others":

Response	Percentage
Strongly Agree	21.5%
Agree	42.4%
Neutral	12.1%
Disagree	12.1%
Strongly Disagree	12.1%
Total	100%

A statement proposing that some dialects experience more discrimination than others was presented to respondents. The results showed that 12.1% strongly disagreed with the proposition. Another 12.1% disagreed. An additional 12.1% took a neutral stance. However, 42.4% agreed that certain dialects face greater discrimination. An even higher percentage, 21.5%, strongly agreed. The majority of respondents, over 60%, concurred that discrimination impacts some dialects to a higher degree than others. This distribution implies that it is a commonly accepted view that discrimination affects certain dialects more so than others, as most participants perceived this to be the case. However, over 20% disagreed, demonstrating not all believe discrimination differs across dialects. Perceptions of discrimination may depend on contextual factors. Table (10).

7. People make assumptions about others based on the dialect they speak.

Table (11) summarizes the responses to the statement "Certain dialects face discrimination more than other dialects":

Response	Percentage
Strongly Agree	21.5%
Agree	42.4%

Response	Percentage
Neutral	12.1%
Disagree	12.1%
Strongly Disagree	12.1%
Total	100%

A statement proposing that "Certain dialects face discrimination more than other dialects" was presented to respondents. A minority of respondents, 12.1%, strongly disagreed with the idea that certain dialects face more discrimination. Another 12.1% disagreed as well. 12.1% were neutral on the subject. However, 42.4% agreed with the proposition that some dialects experience higher levels of discrimination. An additional 21.5% strongly agreed. Over three-fifths of respondents, or over 60% precisely, were in agreement that discrimination impacts some dialects to a greater degree than others. This distribution of responses implies discrimination against specific dialects is widely regarded as a common perception. However, over 25% disagreed, indicating not all think dialect strongly impacts social perceptions. Regional and cultural influences may shape views on this. Table (11).

8. Schools should teach and promote awareness of diverse dialects.

Table (12) summarizes the responses to the statement "Schools should teach and promote awareness of diverse dialects":

Response	Percentage
Strongly Agree	21.2%
Agree	36.4%
Neutral	15.2%
Disagree	6.0%
Strongly Disagree	21.2%
Total	100%

The statement "Schools should teach and promote awareness of diverse dialects" was distributed as follows: 21.2% of the respondents Strongly Disagreed with this statement, 6% Disagreed, 15.2% were Neutral, 36.4% Agreed, and 21.2% Strongly Agreed. Though over 50% agreed schools should promote dialect awareness, a significant minority (over 25%) disagreed, revealing differing opinions on schools' role in linguistic diversity. Table (12).

9. The media plays a role in shaping attitudes towards different dialects.

Table (13) summarizes the responses to the statement "The media plays a role in shaping attitudes towards different dialects":

Response	Percentage
Strongly Agree	36.4%
Agree	27.3%
Neutral	5.9%
Disagree	15.2%
Strongly Disagree	15.2%
Total	100%

A statement proposing that "The media plays a role in shaping attitudes towards different dialects" was presented to respondents. 15.2% strongly disagreed with the proposition. Another 15.2% disagreed. A small percentage, 5.9%, took a neutral stance. However, 27.3% agreed that the media influences views of various dialects. The largest group, 36.4%, strongly agreed that the media shapes attitudes toward dialects. In summary, over 60% of respondents either agreed or strongly agreed that the media has an impact on how dialects are perceived, while just under one-third disagreed or strongly disagreed. Most respondents (over 60%) agreed media shapes dialect attitudes, but over 25% disagreed, presenting mixed views on media influence. Table (13).

10. Language policies should protect minority dialects at risk of disappearing.

Table (14) summarizes the responses to the statement "Language policies should protect minority dialects at risk of disappearing":

Response	Percentage
Strongly Agree	30.3%
Agree	27.3%
Neutral	18.0%
Disagree	9.1%
Strongly Disagree	15.2%
Total	100%

Participants were presented with the statement "Language policies should protect minority dialects at risk of disappearing." 15.2% strongly disagreed with this position, and 9.1% disagreed. Around 18% took a neutral stance. However, 27.3% agreed that language policies should safeguard endangered minority dialects. The greatest proportion of respondents, 30.3%, strongly agreed with using language policies to protect endangered dialects. To summarize, a majority expressed support as over half (57.6%) either agreed or strongly agreed with such an

approach. However, close to a quarter (24.3%) disagreed or strongly disagreed, representing a considerable segment who did not support implementing language policies for dialect conservation according to the distribution of responses. Overall, responses revealed diverse perspectives on the role of such policies in shielding minority dialects, with ample yet not overwhelming backing as well as noteworthy opposition. Table (14).

11. Dialect diversity enriches a society's linguistic culture.

Table (15) summarizes the responses to the statement "Dialect diversity enriches a society's linguistic culture":

Response	Percentage
Strongly Agree	33.3%
Agree	27.3%
Neutral	12.0%
Disagree	9.1%
Strongly Disagree	18.2%
Total	100%

Participants indicated their level of agreement with the statement "Dialect diversity enriches a society's linguistic culture." 18.2% strongly disagreed with this perspective, and an additional 9.1% disagreed. Approximately 12% took a neutral position. However, 27.3% agreed that linguistic variety through dialects enhances a culture. The highest proportion, 33.3%, strongly agreed with this notion. In summary, over half (60.6%) were in support of the idea that dialect diversity cultivates a richer language environment within a society, compared to under one-third (27.3%) who disagreed or remained impartial. Over 50% agreed but a significant minority (around 25-30%) disagreed, showing diversity in views on value of dialect diversity. Table (15).

12. Children should be exposed to a variety of dialects at school.

Table (16) summarizes the responses to the statement "Children should be exposed to a variety of dialects at school":

Response	Percentage
Strongly Agree	18.2%
Agree	36.4%
Neutral	18.0%
Disagree	15.2%

Response	Percentage
Strongly Disagree	12.1%
Total	100%

Participants responded to the statement "Children should be exposed to a variety of dialects at school." Slightly over 10% (12.1%) strongly disagreed with this perspective. Another 15.2% disagreed. Approximately 18% took a neutral stance. However, over one-third (36.4%) agreed that students should experience different dialects in their education. An additional 18.2% strongly agreed. In summary, while just over half (54.6%) supported exposing children to various dialects in school, close to one-third (27.3%) disagreed or were impartial. Overall, views varied somewhat on this issue, though there was a preference among respondents for dialect exposure in schooling. Over 50% agreed but a notable minority (around 25-30%) disagreed or took a neutral stance. Table (16).

13. People should not face discrimination or prejudice based on their dialect.

Table (17) summarizes the responses to the statement "People should not face discrimination or prejudice based on their dialect":

Response	Percentage
Strongly Agree	57.6%
Agree	15.2%
Neutral	3.0%
Disagree	0.0%
Strongly Disagree	24.2%
Total	100%

The distribution of responses to the statement "People should not face discrimination or prejudice based on their dialect" is as follows: 24.2% of participants strongly disagree with the statement, 0% of participants disagree with the statement, 3% of participants have a neutral stance on the statement, 15.2% of participants agree with the statement, and 57.6% of participants strongly agree with the statement. An overwhelming majority (over 80%) agreed discrimination based on dialect is unacceptable. Table (17).

14. Some dialects have higher social status than others.

Table (18) summarizes the responses to the statement "Some dialects have higher social status than others":

Response	Percentage
Strongly Agree	18.2%

Response	Percentage
Agree	30.3%
Neutral	19.0%
Disagree	3.0%
Strongly Disagree	30.3%
Total	100%

Participants indicated their level of agreement with the statement "Some dialects have higher social status than others." Nearly one-third (30.3%) strongly disagreed with this perspective. A small percentage (3%) disagreed. Close to 20% adopted a neutral stance. However, the same proportion as those who strongly disagreed (30.3%) agreed that certain dialects are seen as having greater status socially. Additionally, 18.2% strongly agreed. In summary, views were divided, with approximately half (48.5%) agreeing dialects have unequal status but over 30% strongly against the notion that dialects carry different social prestige. Opinions were mixed as to whether dialects are ascribed to varying levels of status in society. Table (18).

15. Dialects are connected to social identity and cultural values.

Table (19) summarizes the responses to the statement "Dialects are connected to social identity and cultural values":

Response	Percentage
Strongly Agree	39.4%
Agree	30.3%
Neutral	3.0%
Disagree	6.1%
Strongly Disagree	21.2%
Total	100%

Participants provided their level of agreement with the statement "Dialects are connected to social identity and cultural values." Over 20% (21.2%) strongly disagreed with this idea. An additional 6.1% disagreed. Just 3% had a neutral position. Around 30% (30.3%) agreed that dialects are tied to social identity and culture. The largest group, 39.4%, strongly agreed with this relationship between dialects and social/cultural aspects. In summary, the majority (69.7%) supported the statement that dialects are linked to social identification and cultural values, while a sizeable minority (27.3%) disagreed or had no opinion on this proposed association between dialects and social/cultural constructs. A majority (nearly 70%) agreed dialects are linked to

identity and culture. However, around 25-30% held differing views, showing diversity in understanding this relationship. Table (19).

Conclusion

Based on the results obtained, here is a conclusion of the survey results in summary. For the statement that younger people tend to use different dialects, many participants agreed. This suggests an awareness of generational differences in language use. However, responses for gender differences in dialect use were more neutral, with participants neither strongly agreeing nor disagreeing that gender influences dialect.

Most participants agreed that people from different social classes use different dialects, indicating an awareness of the relationship between socioeconomic status and language variation. The majority also agreed that the dialect a person speaks shapes their social identity, showing recognition of the role of language in social perception and group membership.

There was general agreement that some dialects are viewed as more prestigious than others, though a significant minority disagreed. Regarding discrimination towards certain dialects, opinions were mixed but trended towards agreement, suggesting some awareness of dialect bias. The responses showed mixed opinions on what role schools should play in promoting dialect awareness and diversity.

The majority agreed that people make assumptions about others based on dialect, showing recognition of dialect bias. There was strong agreement that the media plays a role in shaping attitudes towards dialects, indicating awareness of media influence on language ideologies. The responses for language policies to protect minority dialects were also mixed but trended towards agreement.

In summary, most participants recognized the social significance of dialects and how they shape perceptions and identity. However, there was less consensus on actions to promote dialect diversity and reduce discrimination. The neutral responses to some statements also indicate uncertainty or a lack of strong opinions on certain issues.

Recommendations

Based on the results obtained and the conclusion of the survey, here are some recommendations for teachers, educationalists, language policymakers, planners, and researchers for further studies:

1. Further investigate generational differences in language use: Conduct more in-depth research to explore the specific linguistic practices and dialect variations among different age groups. This can provide insights into language change over time and inform educational approaches that cater to the needs of different generations.

2. Explore the role of gender in dialect use: Conduct studies that specifically examine the relationship between gender and dialect variation. Examine if gender impacts linguistic tendencies or social influences on dialect choices. Studying gender dimensions can enhance comprehension of intersections between sex and dialect variation.

3. Conduct research on socioeconomic status' role in dialect usage: Pursue broader analyses exploring connections between social class and linguistic diversity. Examine how socioeconomic

factors influence dialect preferences and usage patterns. This can inform educational strategies that address linguistic diversity within different social contexts.

4. Examine the effectiveness of promoting dialect awareness and diversity in schools: Conduct research to evaluate the impact of various educational interventions aimed at promoting dialect diversity and reducing discrimination. Investigate the attitudes and experiences of students, teachers, and parents regarding dialects in educational settings. This can guide the development of inclusive language policies and pedagogical practices.

5. Study the relationship between media and language ideologies: Investigate the ways in which the media shape attitudes towards dialects and language variation. Analyze the portrayal of dialects in different forms of media and explore how media representations influence language perceptions and biases. This research can contribute to media literacy initiatives and promote more accurate and inclusive portrayals of linguistic diversity.

6. Further explore language policies protecting minority dialects: Investigate the effectiveness and implementation of language policies aimed at protecting and preserving minority dialects. Examine the impact of these policies on language attitudes, community identity, and language maintenance. This research can inform policy development and language planning initiatives.

7. Investigate interventions to reduce dialect bias and discrimination: Conduct studies that explore effective strategies to reduce dialect bias and discrimination in various social contexts. Explore how education, awareness initiatives, and community involvement influence efforts to dispute prejudiced generalizations and foster linguistic incorporation.

Additional studies in these domains would augment comprehension for educators, policymakers, planners, and researchers around dialect differentiation, social repercussions, and impactful methods for endorsing linguistic variety, inclusive attitudes, and impartiality. This enhanced knowledge could aid in the development of strategies to challenge biases and promote equitable respect for all language variations.

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A Refereed Journal of
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No. (21)
Date: 13/10/2023
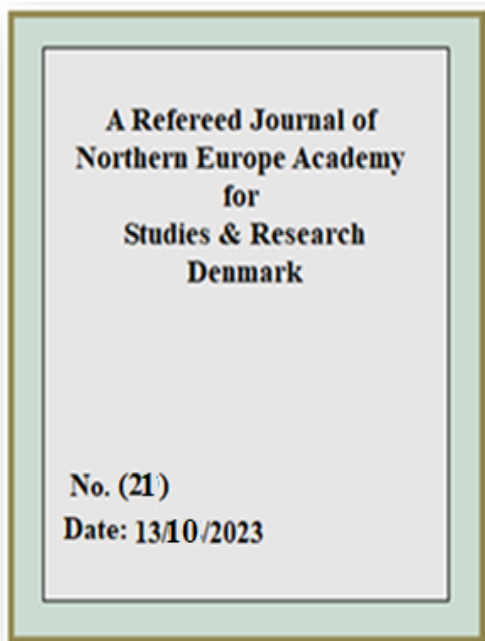
The Impact of Social Media Language on Formal English Writing : A Linguistic Analysis of EFL Classrooms from a Teacher's Perspective

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Abstract

The study investigates the impact of social media language, particularly informal language, on formal English writing in EFL classrooms, focusing on teachers' perspectives and the influence of social media language on students' engagement in formal writing.Social media platforms often use informal language, affecting students' ability to effectively use formal academic language in the classroom due to potential negative impacts.Research findings reveal mixed opinions on the impact of social media on language development, with teachers acknowledging vocabulary and word choice difficulties and the need for corrective measures.The paper suggests strategies to improve language proficiency, including incorporating social media language into instruction, enhancing vocabulary, promoting critical thinking, media literacy, self-correction, and conducting qualitative research.The negative impact of social media language on formal English writing can be mitigated by implementing recommendations and supporting students in developing strong writing skills.

Keywords: Social media language;Social network; Writing; Academic performance ; Young adult; EFL classrooms; Teacher's perspective; Adult learning; Impact analysis

Introduction

Social networking sites (SNS) are currently widely used by youth worldwide. The ubiquity and societal embrace of social media platforms, particularly among younger demographics, have surpassed expectations and become increasingly difficult to regulate. Young individuals can only conceive of communication by considering the influence of various social media platforms, including but not limited to Facebook, Twitter, Instagram, and Whatsapp. The proliferation of social media platforms and other digital communication tools has effectively eliminated communication and information-sharing barriers, resulting in a significant increase in the availability and diffusion of information. This phenomenon has been further enhanced by the widespread use of computer-aided technologies and digital devices (Patience, Titanji, & Ndode, 2017).   Social networking sites are on-line spaces where users can build personal profiles and communicate with individuals worldwide .According to Kaplan and Haenlein (2010) & Page et al(2014) social media encompasses a broad range of internet-based platforms and services built upon the principles and technology advancements of Web 2.0. These platforms enable users to develop and share information while fostering and promoting social interactions among individuals.

Statement of the Problem

The invention of the internet revolutionized life in all aspects. One of these aspects is education. A significant shift happened in this domain on both sides, learning and teaching, in addition to developing educational aids. On the other hand, this revolution caused a massive development in manufacturing intelligent devices and, consequently, an enormous existence and widespread of social media applications, websites, and programs. All the people started using this application and programs such as Twitter, Instagram, and Facebook. Students, as a part of the people, also use them. Mostly/generally, the language used in such applications is English. Some calls state that these applications help the student learn English quickly. Some other calls

say they must be more appropriate to support language learning and teaching. In fact, from the researcher's point of view, the influence of using the language in such applications and websites and getting used to it is an ambivalent weapon.It may construct as well as destroy, and this is the reason for writing this research paper. Most of these applications and websites use informal language, and even the colloquial language is affected by the user's writing as shortened words or phrases, changing the spelling, or making other alterations. Because of this, adopting casual English on social media platforms like Face book, Instagram, and Tweeter has a negative impact on the formal (academic) language used in classrooms.

Significance of the study

Writing skills are essential, as well as complex skills. It needs collaborative effort to be learned first and extensive work to be improved. The existence of technology helps in learning and promoting writing skills in many ways. On the other hand, the appearance of social networking sites puts the learners and the teachers on a diverted road. The language of the social networking sites is informal. At the same time, teachers seek to teach their students formal language inside the classrooms, making social media language an ambivalent weapon as the students practice informal language in social media at the expense of academic writing in the classrooms. The researcher should bridge this gap by investigating the factors that influence students negatively in their writing due to practising informal English on social media sites and find remedies that help the students use social networking sites and develop their formal writing alongside informal English writing.

Research Objectives and Research Questions

The main objective of this research paper is to underline the impact of the usage of the English language (informal language) by the students as users of social media networking websites, with a focus on Twitter, Instagram, and Tick Tock. Users of these websites use the language on their own, with no norms or rules. From the researcher's point of view, this affects the language to be used in academic writing inside classrooms (formal language). For this reason, the paper tries to answer the following questions:

1. To what extent will practice /use of the language in social media help promote formal language in the class?
   2. Does practising the informal language in social media affect practicing formal writing inside the classroom?

3. How does the practice (use) of the language in social media influence formal usage in the class ?

Social Media and Society

Social networking sites (SNS) have had a beneficial influence on society. Social media has provided individuals, particularly the younger demographic, with a novel avenue to establish connections based on shared values, goals, and hobbies (Arroyo, 2012). The Internet is exerting a subtle yet profound influence on our interpersonal interactions and how we communicate, to the extent that even face-to-face conversations are affected by our preoccupation with on-line platforms. The prevalence of inevitable neologisms, acronyms, and abbreviations has become a regular occurrence in everyday communication. Within the realm of digital social media, the younger generation actively employs prevalent linguistic idioms such as "LOL" (an abbreviation for "laugh out loud"), which have undergone a transformative process, resulting in the emergence

of novel lexical items. The initial abbreviation should possess a greater degree of semantic significance. The acronym "LOL" has evolved into a commonly used punctuation mark that injects humour or conveys a positive tone in written communication. The manifestation of laughter might not always indicate genuine amusement. Young individuals acquire knowledge of these languages without conscious awareness despite their limited usage in informal settings among their peers. Furthermore, individuals employ it in their official written compositions and oral presentations. The use of text shorthand is progressively developing into a different linguistic system. Moreover, the individuals use these languages in a public setting for formal purposes. As a result, they are eliminating their linguistic system. The utilization of digital social media necessitates specific adaptations, although concurrently, it presents novel opportunities for interpersonal communication (Belal 2014).Written communication tends to be more explicit than spoken language, which relies on verbal and non-verbal cues to convey meaning. One of the distinguishing characteristics between written and spoken language is the degree of explicitness (Greenfield&Subrahmanyam,2003,p.713-738).Computer-mediated communication (CMC) facilitates the various processes involved in language use, including exposure, production, and collaborative language acquisition, as posited by Bunce (2010, p.426-436).When individuals establish a friendship on a social networking site (SNS), they gain access to various means of communication, such as private and public messaging, engaging in online gaming activities, leaving comments on each other's images, sharing preferences in music and movies, responding to journal entries, and engaging in additional forms of interaction (Livingstone,p.2008,393-411).As noted by Ellis's (1985) comprehensive assessment of multiple studies, input and interaction play a significant role in second language acquisition, both theoretically and empirically. The perspective mentioned earlier was previously endorsed by Krashen in 1981, as he argued that language acquisition is contingent upon the presence of adequate and indispensable comprehensible information. According to Harwood and Blackstone (2012), teachers can exhibit their engagement with students' social networking sites learning through various actions, such as expressing appreciation for a shared link, providing supportive comments on a post, or initiating discussions about exciting debates on the platform. Teachers play a significant role in shaping students' social language development through encouragement and guidance. When teachers provide positive reinforcement and support, students are motivated to meet the teacher's expectations in terms of both the content and language used in their posts.. One notable attribute of online chatrooms is their intrinsic visual nature. Chat conversations display characteristics found in both written and spoken forms of language (Freiermuth, 2002).According to Anderson (2008), individuals demonstrate proficiency in adhering to established communication norms and utilizing various tools, some of which may not align with the necessary standards within an educational online environment. Students, in their capacity as users of social networking sites, often engage in informal writing practices. This tendency towards informal language usage can impede their progress in developing formal and academic writing skills, which are often cultivated inside the confines of the classroom. In his research, Hezili (2010) discovered that individuals engaging in chat conversations tend to remove copulas, subject pronouns, and articles. The utilization of incorrectly spelled words and substitutions of standard vocabulary and terminology within a language is a clear and concerning issue that impedes the capacity of students and young individuals to effectively communicate through the appropriate written means, mainly when composing academic papers, essays, drafts, or any other form of literary prose.

Social Media Language and Formal Writing in EFL Classrooms

The importance of writing

Writing is one of the four basic skills of English language. It needs hard effort from the student to reach a degree of proficiency. Tribble (1996), Hyland (2003), and Benjamin (2013) have posited that writing assumes a dynamic and influential role in the process of acquiring English as a foreign language. Various grounds support this assertion. Writing fosters students' ability to hone their language skills by emphasizing the need for correct language usage. In addition, writing motivates students to participate in cognitive processes actively, thus facilitating the development of language skills as they confront and navigate the difficulties presented by their writing assignments.The students should be encouraged to engage in critical thinking and problem-solving, as these skills are essential for improving writing. These integrated sub-skills play a significant role in enhancing the quality of written work. Academic writing necessitates the production of rationally structured ideas supported by thorough research and verified evidence while acknowledging and considering diverse perspectives (Gillet, Hammond &Martala, 2009).This statement outlines the distinct nature of formal writing in the English as a Foreign Language (EFL) classroom, which contrasts significantly with the language employed in social media networking due to its deviation from the principles and skills mentioned earlier. Bicen, Sadikoglu, and Sadikoglu (2015) conducted a study that demonstrated that using social networking sites (SNSs) impacted the acquisition of foreign languages. Nevertheless, the impact of social media on writing proficiency was adverse, according to the research conducted by Abbasova (2016) and Kasuma (2017).On one hand, one of the benefits associated with social networking sites is their potential to facilitate vocabulary acquisition and expose pupils to contemporary language usage patterns. Furthermore, using social media platforms in the context of education offers students the opportunity to engage with language in authentic, real-world scenarios. According to Abbasova (2016), using social media platforms can yield beneficial outcomes, including enhanced pronunciation skills and expanded vocabulary. On the other hand, The language employed on social media platforms exhibits inaccuracies and diverges from the linguistic conventions observed in academic writing. Consequently, this disparity may foster a proclivity among students to adopt abbreviated forms and engage in informal writing practices(white, 2009).As noted by Swan (2017), a significant amount of criticism has been directed at social media due to its perceived detrimental effects on students' utilization of proper grammar and spelling. The impact of social media on students' academic writing, particularly in terms of language accuracy, is significant. Many students need more awareness of the potential impact that the newly established language they use to communicate with one another may have on their academic writing process (Boheniba & Doublal,2022). This study article, in conjunction with prior studies, aims to examine the impact of social media language on students' skills in formal and academic writing.

Challenges of Formal Writing in the EFL Context

According to Dewi (2015), English is a global lingua franca, facilitating communication among individuals of many cultural, ethnic, and socio-economic origins. Hence, many problems are encountered by English as a Foreign Language (EFL) students in the realm of Writing, which is regarded as one of the fundamental language abilities in English. The presence of a weak foundation in writing among students might result in numerous implications that have the potential to hinder their academic achievement significantly. The act of writing has a crucial role in fostering both academic achievement and individuals' social and emotional growth. Furthermore, in the context of a highly competitive society, the ability to write well is considered a crucial skill for achieving success. The potential impact of their deficient writing skills on their future employment prospects should be considered. Hence, it is imperative to address this matter with utmost efficiency. The difficulties encountered by students have posed significant obstacles

for educators in the instruction of writing abilities. Teachers need help instructing writing skills, including motivating students, accommodating students with varying proficiency levels, grappling with complex instructional materials, and managing time restrictions while effectively teaching their students. To enhance a student's writing proficiency, educators must emphasize the instruction of writing, encompassing the provision of assistance and feedback (Moses & Mohamad, 2019,p.3385-3391). Thus, teachers, instructors, and learners should know of all the challenges they face in teaching and learning formal /academic writing. According to Asep (2014), vocabulary constitutes the essential component in forming sentences, serving as the central aspect of proficient writing abilities. In addition, mastering grammar poses a significant challenge for confident language learners, impacting both the structural and semantic aspects of their language proficiency. In a study conducted by Fareed et al. (2016,p.81-92), it was found that students commonly commit errors in various aspects of English grammar, including subject-verb agreement, pronoun usage, tense usage, article usage, preposition usage, and basic sentence constructions. The enhancement of grammatical proficiency can be achieved through engaging in reading exercises and participating in activities specifically designed to target grammar skills. Factors such as spelling accuracy, level of preparedness, and intrinsic drive can significantly impede the development of writing proficiency.

Challenges of Formal Writing in EFL Classrooms

In contemporary times, educators are encountering challenges in fostering student motivation. Students' lack of enthusiasm in learning writing is not attributed to their naughtiness, as evidenced by Asep's (2014) research. The students experience more autonomy due to their exposure to information technology, which introduces them to novel domains and tasks, altering their perceptions of classroom dynamics, activities, and assignments. One additional challenge teacher's encounter is the presence of individual variances and varying proficiency levels, which can provide difficulties in effectively managing and monitoring classroom successes. The absence of parental support might challenge instructors in effectively assisting kids. Parents' absence of emotional support and affection can hinder students' academic progress. Furthermore, an additional obstacle teachers encounter is the need for more professional experience (Gündoğmuş,2018,p.333-339).The necessity for ongoing training and professional development. One additional problem is the need for more engagement exhibited by students. Developing writing abilities is consistently demanding, yet it remains an engaging task. Particularly in the context of writing, pupils tend to disengage. A common challenge students face in their writing endeavours is a perceived lack of interest, which stems from the requirement to possess a comprehensive understanding of several areas to generate a high-quality piece of work. In order to produce a high-quality written composition, students must possess a comprehensive understanding of punctuation, grammar, vocabulary, spelling, and sentence structure (Anyiendah, 2017).

Writing Process and Technology

Writing is a communication mainly conducted through written language. Two primary styles or contexts exist, namely formal and informal writing. Both styles are considered acceptable; the distinction is in the tone and environment in which they are employed. In written communication in academic and corporate settings, formal English is typically employed. At the same time, informal or casual English is deemed suitable and permissible in informal contexts while conversing with friends and acquaintances. The communicative versatility of casual writing is enhanced by social media, facilitating the formation of a linguistic phenomenon known as social

media chat language. Utilizing a single platform for both formal and casual writing presents a barrier in distinguishing between the two settings when engaging in online writing. Based on this assertion, chat language, commonly known as textese, can inadvertently infiltrate professional writing (Salaudeen & Lawal, 2019,p.67-86). Due to this, a study provides a conceptual framework that organizes the categorization into eight distinct groups, each with a well-defined name and accompanying description. Firstly, techniques for pronounceable Spelling/graphones: These methods of manipulating spelling in which words are spelled to reflect their pronunciation as in Good-gud, Sweet-swit, what-wot. Additionally, word shortening or reduction refers to reducing the length of a word by removing or abbreviating its characters as in because-bcos, school-schl. Thirdly, the concept of abbreviation pertains to shortening a word or phrase by omitting certain letters or utilizing the initial letter of each word (Acronym) as in: Rest in peace-RIP, I rest my case-IRMC. Furthermore, vowel deletion involves the omission of vowels inside a word to achieve conciseness such as Love-lv, text-tx. In addition, the process of Phonological Approximation involves the reduction of an orthographic word to its phonological representation as in what-wot, night-nait. Additionally, it is worth noting that phonemes or letters are employed as a means of representing an entire word such as: see-c, be-b, okay-k. Furthermore, the concept of letter-to-number homophones involves substituting numbers with phonetic similarities to words or letter combinations within words as in: great-gr8, thanks-10ks. Additionally, spelling manipulation is employed to increase conciseness by altering specific terms. The observed distortion exhibits a lack of standardization and inconsistency such as: thanks-tankx, 10ks, have-av (Oyeyinka and Akinola 2013). Consequently, students' use of social media language presents a challenge while transitioning to classroom settings, as the factors mentioned earlier contribute to their overall academic performance.

Conversely, numerous academic investigations have been conducted to explore various technology tools and equipment designed to enhance and streamline the acquisition of writing skills. Weblogs, sometimes known as logs, have been examined in two distinct studies, both of which have yielded promising results (Alshehri,2022). Foroutan et al. (2013) propose using weblogs as an effective tool for teaching writing due to their ability to enhance learners' autonomy, aligning with the principles of student-centered learning. Similarly, Jones (2006) has been utilizing blogs for a considerable time, motivated by the positive outcomes observed in teaching the writing process approach. In contemporary times, the proliferation of diverse social media networking applications has facilitated the dissemination of numerous platforms aimed at enhancing proficiency in the English language across all four language skills such as Face book, Instagram, whatsapp, Tick Tock ….etc. The field of education has shown significant interest in utilizing writing as a means of communication. Consequently, there has been a concerted effort among developers to create programs that cater to students at all proficiency levels, intending to enhance their writing abilities during different phases of their academic journey. These programs have garnered significant support from students due to their ability to facilitate studying outside of the traditional classroom setting and provide opportunities to connect with students from diverse backgrounds with similar needs and circumstances. Most notably, these applications assist students in fostering autonomous learning.

Acquisition of Writing in EFL and Technology

The ability to write well is a fundamental requirement in academic environments and a vital skill for attaining success in higher education and beyond. The acquisition of this skill is highly significant for students. Learners often encounter many problems while they are involved in the writing process. Writing offers learners an improved capacity to express their views with

efficacy. The acquisition of writing skills is based on several factors, such as the motivation of the learners, a positive and engaging environment conducive to writing, a healthy teacher-student relationship backed by an effective, precise, and constant stream of feedback, and last of all the use of modern technological tools and techniques (Alamelu,2019). The utilization of technology can be considered a significant contributing component in developing writing skills during this era of technological advancement. The researcher believed that formal and informal language are different styles used as a dual system in the widespread atmosphere (social networking sites)and officially in (e.g., classrooms, academic research). This situation necessitates that the teacher help the students use these websites to promote their formal language by drawing a line between the two styles. The teacher should draw their attention to the differences between the setting of usage in both styles while teaching writing by giving examples in each situation in order to reinforce the formal language. He can participate and comment on the student's social network posts and comments and encourage them to write constructed sentences by taking what they write inside the classroom activities and also praise them in front of their mates.

Method

The researcher designed a questionnaire to gather teachers' perspectives on the impact of informal social media language on students' formal academic writing skills. The statements cover various aspects related to the influence of social media language on vocabulary, grammar, sentence complexity, language switching, and overall academic writing development.

The Likert scale used in the questionnaire (ranging from "Strongly disagree" to "Strongly agree") allows for a clear and structured assessment of teachers' agreement or disagreement with each statement. This will provide valuable quantitative data that can be analyzed to understand the teachers' perceptions and experiences.

The questionnaire covers a wide range of statements addressing different dimensions of the issue, such as the potential benefits and challenges of informal social media language, its impact on students' language skills, the need for explicit teaching of formal language, and the overall influence of social media on academic writing standards.

By including statements that explore whether social media language has replaced formal language skills and whether it has corrupted students' foundational understanding of formal English, the questionnaire delves into the potential concerns and negative effects associated with the use of informal language in social media.

However, it's important to note that the questionnaire solely captures the perspectives of teachers. To gain a comprehensive understanding of the topic, it would be beneficial to gather data from students as well, allowing for a comparison of their perceptions with those of the teachers.

Overall, the questionnaire appears to be a valuable tool for investigating the impact of social media language on students' formal English writing skills and provides a foundation for further analysis and discussion on the topic.

On the other hand, analyzing the questionnaire responses involves several steps to gain insights and draw conclusions from the collected data. Here's a general approach to analyze the questionnaire:

1. Data Collection: Ensure that all the questionnaires have been collected and recorded accurately, with no missing or incomplete responses.
2. Data Preparation: Organize the data in a suitable format, such as a spreadsheet, where each row represents a respondent and each column represents a question or statement.
3. Descriptive Analysis: Start by examining the descriptive statistics of the questionnaire responses. Calculate the frequency and percentage of responses for each statement (e.g., the number and percentage of respondents who strongly agree, agree, disagree, etc.). This will provide an overview of the distribution of opinions among the teachers.
4. Overall Assessment: Review the overall trends and patterns in the responses. Look for statements that receive predominantly positive or negative responses, as well as those with a more balanced distribution of opinions.
5. Interpretation and Conclusions: Based on the quantitative and qualitative analyses, interpret the findings and draw conclusions regarding the impact of informal social media language on students' formal academic writing skills. Identify key trends, areas of agreement or disagreement, and any noteworthy insights that emerge from the data.
6. Discussion and Implications: Discuss the implications of the findings in the context of the research objectives. Consider how the results align with existing literature or theories. Reflect on the potential implications for teaching practices, curriculum development, or further research in the field.
7. Reporting: Summarize the findings, interpretations, and conclusions in a clear and concise manner. Present the results using appropriate visualizations, such as tables, to enhance understanding and support the key points.

Discussion and Findings

The content of the questionnaire appears to be relevant to the research topic and aligns with the research questions. The statements cover various aspects of the impact of social media language on formal English writing, addressing issues such as language practice outside the classroom, challenges in switching between informal and formal language, the influence on vocabulary and word choice, grammatical errors, sentence complexity, the relationship between social media usage and formal language, the need for correction, the perceived decline in academic writing standards, the need for explicit teaching, and the overall impact on student's development.

The statements are designed to elicit participants' opinions and perceptions, allowing for a quantitative analysis of the responses. The Likert scale used for rating the statements provides a clear and structured way for participants to express their agreement or disagreement. The inclusion of a "Neither agree nor disagree" option allows for neutrality when participants do not have a strong opinion on a particular statement.

The questionnaire covers a broad range of perspectives, allowing for a comprehensive understanding of teachers' viewpoints on the impact of social media language. The statements capture both positive and negative aspects, indicating a balanced approach to examining the issue.

Overall, the content of the questionnaire appears to effectively address the research questions and provide a basis for the statistical analysis conducted in the research paper.

Table (1): The use of informal language in social media helps students practice English outside of class.

Response	Frequency	Percentage
Strongly Agree	5	13.16%
Agree	19	50%
Neutral	5	13.16%
Disagree	0	0%
Strongly Disagree	9	23.68%

In the study entitled "The Impact of Social Media Language on Formal English Writing in EFL Classrooms: A Teacher's Perspective," the distribution of responses for the statement "The use of informal language in social media helps students practice English outside of class" based on the provided percentages in table (1): the descriptive statistic data in Table (1) provides the frequencies and percentages of each response category. Among the 38 teachers who responded to the statement, 13.16% strongly agreed, 50% agreed, 13.16% were neutral, and 23.68% strongly disagreed. The mean score of 3.47 indicates that, on average, the teachers' responses tend towards agreement with the statement.

Based on these findings, it appears that a significant number of teachers agree or strongly agree that the use of informal language in social media helps students practice English outside of class. However, a notable percentage of teachers also strongly disagree with this statement. These results highlight the differing perspectives among teachers regarding the impact of informal social media language on English language practice.

Further analysis, interpretation, and consideration of other statements in the questionnaire would provide a more comprehensive understanding of the teachers' perspectives on the impact of social media language on formal English writing in EFL classrooms.

Table (2): Informal social media language poses a challenge to students' formal academic writing skills.

Response	Frequency	Percentage
Strongly Agree	5	13.16%
Agree	25	65.79%
Neutral	0	0%

Response	Frequency	Percentage
Disagree	5	13.16%
Strongly Disagree	3	7.89%

The study "The Impact of Social Media Language on Formal English Writing in EFL Classrooms: A Teacher's Perspective" analyzed teacher responses to the statement "Informal social media language poses a challenge to students' formal academic writing skills." Table 2 in the study provided the frequency and percentage of responses from 38 teachers. 13.16% strongly agreed with the statement, 65.79% agreed, 13.16% disagreed, and 7.89% strongly disagreed.

The mean score of 3.71 indicates that on average, the teachers tended to agree that informal social media language presents difficulties for students' formal academic writing abilities. However, a standard deviation could not be calculated since the responses were categories rather than numeric values.

Based on these findings, a notable number of teachers either agreed or strongly agreed that casual social media language constitutes a hurdle for students' formal writing at school. This suggests the teachers perceive potential negative impacts on a student's capability to write formally when exposed to informal language on social networking platforms.

Table (3): Students struggle to switch from informal to formal language in their writing.

Response	Frequency	Percentage
Strongly Agree	5	13.16%
Agree	28	73.68%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	5	13.16%

In the study entitled "The Impact of Social Media Language on Formal English Writing in EFL Classrooms: A Teacher's Perspective," let's analyze the distribution of responses for the statement "Students struggle to switch from informal to formal language in their writing" based on the provided percentages in table (3): the descriptive statistic data in Table (3) provides the frequencies and percentages of each response category. Among the 38 teachers who responded to the statement, 13.16% strongly agreed, and 73.68% agreed that students struggle to switch from informal to formal language in their writing. Additionally, 13.16% strongly disagreed with the statement.

The average score of 3.84 shows that generally, teachers agreed that students encounter difficulties transitioning from casual to formal language in their writing. However, a standard deviation could not be calculated as the responses were classified, not numerical.

These results indicate that a notable portion of teachers see problems for students regarding adopting formal writing styles. This suggests the teachers view students potentially struggling to make the necessary change from informal language used on social media or elsewhere to the formal register demanded for academic work. In other words, many teachers perceive students facing challenges switching from casual to formal language use in their compositions.

Table (4): Most students use informal language and phrases from social media in their academic writing.

Response	Frequency	Percentage
Strongly Agree	5	13.16%
Agree	28	73.68%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	5	13.16%

Let's analyze the distribution of responses for the statement "Most students use informal language and phrases from social media in their academic writing" based on the provided percentages in table (4): the descriptive statistic data in Table (4) provides the frequencies and percentages of each response category. Among the 38 teachers who responded to the statement, 13.16% strongly agreed, and 73.68% agreed that most students use informal language and phrases from social media in their academic writing. Additionally, 13.16% strongly disagreed with the statement. The average score of 3.84 shows the teachers generally agreed that many students integrate informal language and terms from social media into their academic writing. However, a standard deviation cannot be determined because data is absent for the "Disagree" response.

These results suggest a notable portion of teachers see students commonly employing casual language and phrases from social networking sites in their scholarly compositions. This indicates students may find it difficult to preserve the proper level of formality demanded for academic writing and could inadvertently incorporate linguistic patterns or expressions typically used on social media. In other words, numerous teachers view students as frequently drawing on informal vocabulary from digital platforms in their formal assignments.

Table (5): Social media language has significantly impacted students' vocabulary acquisition and word choice .

Response	Frequency	Percentage
Strongly Agree	5	13.16%
Agree	28	73.68%
Neutral	5	13.16%
Disagree	0	0%
Strongly Disagree	0	0%

Let's examine the distribution of responses to the statement "Social media language has significantly impacted students' vocabulary acquisition and word selection" according to the percentages given in Table 5.

The descriptive statistics in Table 5 provide the frequency and percentage of answers for each classification. Of the 38 teachers surveyed, 13.16% strongly agreed with the statement, 73.68% agreed, and 13.16% were neutral about social media language's significant effect on students' building of vocabulary and selecting words. No respondents disagreed or strongly disagreed with the claim.

Therefore, the data from Table 5 shows that a substantial proportion of teachers either agreed or strongly agreed that social networking platforms have notably influenced how students obtain new vocabulary and choose words, with a small portion remaining neutral on the issue. None of the teachers surveyed disagreed or strongly disagreed with the assertion. The mean score of 3.97 indicates that, on average, the teachers' responses tend towards agreement that social media language has had a significant impact on students' vocabulary acquisition and word choice. The relatively low standard deviation of approximately 0.85 suggests that the responses are relatively close to the mean, indicating a moderate level of agreement among the teachers. These findings suggest that a considerable majority of teachers recognize the influence of social media language on students' vocabulary acquisition and word choice. It implies that students may be incorporating language patterns, vocabulary, and word choices commonly used in social media platforms into their academic writing, potentially affecting their overall language proficiency and formal English writing skills.

Table (6): Students often make grammatical errors in academic writing that stem from social media language usage.

Response	Frequency	Percentage
Strongly Agree	5	13.16%
Agree	14	36.84%
Neutral	9	23.68%
Disagree	9	23.68%
Strongly Disagree	0	0%

Let's analyze the distribution of responses for the statement "Students often make grammatical errors in academic writing that stem from social media language usage" based on the provided percentages in table (6): the descriptive statistic data in Table (6) provides the frequencies and percentages of each response category. Among the 38 teachers who responded to the statement, 13.16% strongly agreed, 36.84% agreed, 23.68% were neutral, and 23.68% disagreed that students often make grammatical errors in academic writing stemming from social media language usage. No respondents strongly disagreed with the statement.

The mean score of 3.35 indicates that, on average, the teachers' responses slightly lean towards agreement that students frequently make grammatical errors in academic writing due to their use of social media language. The standard deviation of approximately 1.36 suggests moderate variability in the responses, indicating some divergence in opinion among the teachers. These findings suggest a significant proportion of teachers recognizing the occurrence of grammatical errors in academic writing that can be attributed to the influence of social media language usage. It implies that students may incorporate informal language structures, syntax, or grammar rules commonly found in social media platforms, resulting in the manifestation of such errors in formal contexts like academic writing.

Table (7): Social media language usage affects students' ability to write complex sentences in formal academic work.

Response	Frequency	Percentage
Strongly Agree	0	0%
Agree	23	60.53%
Neutral	5	13.16%

Response	Frequency	Percentage
Disagree	10	26.32%
Strongly Disagree	0	0%

Let's examine the distribution of responses to the statement "Social media language usage affects students' ability to write complex sentences in formal academic assignments" according to the percentages in Table 7.

The descriptive statistics in Table 7 provide the frequency and percentage of replies for each classification. Of the 38 teachers surveyed, 60.53% agreed, 13.16% were neutral, and 26.32% disagreed with the assertion that social media language usage impacts students' capacity to write complex sentences in formal scholarly work. No respondents strongly agreed or strongly disagreed with the statement.

Therefore, the data from Table 7 indicates that while a majority of teachers agreed social networking communication influences students' sentence construction abilities, over a quarter disagreed, and a smaller portion remained impartial. None of the teachers strongly supported or opposed the claim. The mean score of 3.26 indicates that, on average, the teachers' responses lean towards an agreement that social media language usage has an impact on students' ability to write complex sentences in formal academic work. The standard deviation of approximately 1.41 suggests a moderate level of variability in the responses, indicating some divergence in opinion among the teachers. These findings suggest that a majority of teachers perceive that social media language usage has an influence on student's ability to construct complex sentences in formal academic writing. It implies that students may struggle with incorporating sophisticated sentence structures, syntactic variety, or complex grammatical patterns due to the influence of social media language.

Table (8): The more time students spend on social media, the more it influences their use of formal language in class.

Response	Frequency	Percentage
Strongly Agree	0	0%
Agree	14	36.84%
Neutral	14	36.84%
Disagree	10	26.32%
Strongly Disagree	0	0%

Table 8 shows the results of a survey given to 38 teachers about the influence of social media on students' use of formal language in class. The data provides the number and percentages of teachers who selected each response category. Specifically, 36.84% of teachers agreed with the statement that increased social media use leads to less formal language use in class. Another 36.84% took a neutral stance on the statement. The remaining 26.32% of teachers disagreed that social media has such an influence. None of the teachers strongly agreed or strongly disagreed with the statement provided in the survey.

The mean score of 3.24 indicates that, on average, the teachers' responses slightly lean towards a neutral stance regarding the influence of social media usage on students' use of formal language in class. The standard deviation of approximately 1.38 suggests a moderate level of variability in the responses, indicating some divergence in opinion among the teachers. These findings suggest that teachers have mixed views on whether the amount of time students spend on social media correlates with the degree of influence on their use of formal language in the classroom. The neutral stance may imply that teachers perceive a complex relationship between social media usage and formal language, recognizing that various factors and contexts can impact students' language choices.

Table (9): I regularly have to correct students' writing to conform to academic language standards.

Response	Frequency	Percentage
Strongly Agree	0	0%
Agree	23	60.53%
Neutral	5	13.16%
Disagree	5	13.16%
Strongly Disagree	5	13.16%

Let's analyze the distribution of responses for the statement "I regularly have to correct students' writing to conform to academic language standards" based on the provided percentages in Table (9): the descriptive statistic data in Table (9) provides the frequencies and percentages of each response category. Among the 38 teachers who responded to the statement, 60.53% agreed, 13.16% were neutral, and 13.16% disagreed that they regularly have to correct students' writing to conform to academic language standards. Additionally, 13.16% strongly disagreed with the statement.

The mean score of 3.13 indicates that, on average, the teachers' responses lean towards agreement that they regularly have to correct students' writing to conform to academic language standards. The standard deviation of approximately 1.55 suggests a moderate level of variability in the responses, indicating some divergence in opinion among the teachers. These findings suggest that a majority of teachers perceive the need for regular correction of students' writing to

meet academic language standards. It implies that teachers often encounter instances where students' writing requires intervention and feedback to align with the expectations and conventions of formal academic language.

Table (10): Social media language seems to have "replaced" formal language skills for many of my students.

Response	Frequency	Percentage
Strongly Agree	0	0%
Agree	28	73.68%
Neutral	5	13.16%
Disagree	5	13.16%
Strongly Disagree	0	0%

Table 10 shows the results from a teacher survey about whether social media language has replaced formal language skills for students. The table provides the number and percentages of responses in each category. Of the 38 teachers surveyed, 73.68% agreed with the statement that social media language seems to have replaced formal language abilities for many of their students. A smaller proportion, 13.16%, took a neutral stance on the issue. Another 13.16% disagreed with the statement. None of the respondents selected the options to strongly agree or strongly disagree. So in summary, over 70% of teachers agreed that social media has supplanted proper language skills in many students according to this data.

The mean score of 3.89 indicates that, on average, the teachers' responses lean towards agreement that social media language has replaced formal language skills for many of their students. The standard deviation of approximately 1.23 suggests a relatively low level of variability in the responses, indicating a relatively consistent opinion among the teachers. These findings suggest that a majority of teachers perceive a negative impact of social media language on their students' formal language skills. They believe that social media language has replaced or overshadowed formal language skills in the context of their classrooms.

Table (11): Academic writing standards have declined noticeably due to the pervasive influence of social media.

Response	Frequency	Percentage
Strongly Agree	0	0%

Response	Frequency	Percentage
Agree	23	60.53%
Neutral	10	26.32%
Disagree	5	13.16%
Strongly Disagree	0	0%

Table 11 displays the results from a teacher survey about whether academic writing standards have declined because of social media's widespread impact. The data in the table shows the number and percentages of teachers who selected each answer. Of the 38 teachers surveyed, 60.53% agreed that academic writing standards have noticeably decreased due to social media's significant influence. Approximately 26.32% took a neutral stance on the statement. A minority, 13.16%, disagreed. None picked the options to strongly agree or strongly disagree. In summary, over half of the teachers agreed that social media has noticeably reduced academic writing quality according to the findings presented in this table.

The mean score of 3.39 indicates that, on average, the teachers' responses lean towards agreement that academic writing standards have declined noticeably due to the influence of social media. The standard deviation of approximately 1.19 suggests a relatively low level of variability in the responses, indicating a relatively consistent opinion among the teachers. These findings suggest that a majority of teachers perceive a negative impact of social media on academic writing standards. They believe that the pervasive influence of social media has led to a noticeable decline in the quality of academic writing among their students.

Table (12): I have to spend class time explicitly teaching students the differences between informal/formal language.

Response	Frequency	Percentage
Strongly Agree	0	0%
Agree	15	39.47%
Neutral	15	39.47%
Disagree	8	21.05%
Strongly Disagree	0	0%

Table 12 shows the results from a teacher survey about spending class time teaching the differences between informal and formal language to students. The table provides the number and percentages of responses in each category. Of the 38 teachers surveyed, 39.47% agreed that they have to spend class time explicitly instructing students on the distinction between informal and formal language. Another 39.47% selected a neutral stance on the issue. The remaining 21.05% disagreed with having to dedicate class time to this topic. No teachers strongly agreed or strongly disagreed. In summary, based on the data shown, around 40% of teachers agreed they must spend instruction time on this, while 21% disagreed they needed to do so according to the survey results presented in Table 12.

The mean score of 3.05 indicates that, on average, the teachers' responses lean slightly towards an agreement that they have to spend class time teaching the differences between informal and formal language. The standard deviation of approximately 1.34 suggests a moderate level of variability in the responses, indicating some divergence in opinion among the teachers. These findings suggest that a significant portion of teachers feel the need to explicitly teach students about the differences between informal and formal language during class time. This reflects the teachers' recognition of the impact of social media language and the importance of developing students' formal language skills in the EFL classroom.

Table (13): Social media language has "corrupted" students' foundational understanding of formal English

Response	Frequency	Percentage
Strongly Agree	0	0%
Agree	19	50%
Neutral	5	13.16%
Disagree	14	36.84%
Strongly Disagree	0	0%

Table 13 shows the results of a teacher survey about whether social media language has corrupted students' grasp of proper English. The data in the table displays the number and percentages of responses in each category. Of the 38 teachers surveyed, 50% agreed that social media has undermined students' foundational knowledge of formal English. Approximately 13.16% took a neutral stance on the issue. Meanwhile, 36.84% disagreed with the statement that social media has corrupted students' understanding. None of the teachers strongly agreed or strongly disagreed. In summary, half of the teachers agreed based on this data that social media has damaged students' command of formal English, whereas over one-third disagreed with this assessment.

The mean score of 3.32 indicates that, on average, the teachers' responses lean towards agreement that social media language has had a negative impact on students' foundational

understanding of formal English. The standard deviation of approximately 1.43 suggests a moderate level of variability in the responses, indicating some divergence in opinion among the teachers. These findings suggest that a significant portion of teachers perceive social media language as having a detrimental effect on students' foundational understanding of formal English. They believe that social media language has influenced students in a way that negatively impacts their grasp of formal English.

Table (14): Teachers should limit students' social media use to protect their development of formal language skills.

Response	Frequency	Percentage
Strongly Agree	0	0%
Agree	10	26.32%
Neutral	19	50%
Disagree	9	23.68%
Strongly Disagree	0	0%

Table 14 displays results from a teacher survey about whether teachers should limit students' social media use to safeguard their grasp of formal language abilities. The data in the table shows the number and percentages of responses in each category. Of the 38 teachers participated, 26.32% agreed teachers should curb social media use for this reason. Exactly half (50%) took a neutral stance on the issue. Meanwhile, 23.68% of teachers disagreed that restricting social media is needed. None strongly agreed or disagreed. In summary, a little over a quarter agreed limiting social media could help, over half were neutral, and almost a quarter disagreed that such restriction is necessary according to the results presented in Table 14.

The mean score of 2.71 indicates that, on average, the teachers' responses lean towards disagreement that teachers should limit students' social media use to protect their development of formal language skills. The standard deviation of approximately 1.35 suggests a moderate level of variability in the responses, indicating some divergence in opinion among the teachers. These findings suggest that there is no clear consensus among the teachers regarding the need to limit students' social media use to protect their development of formal language skills. While a significant portion of the teachers are neutral on the issue, there is a noticeable split between those who agree and those who disagree.

Table (15): Social media networking has had an overall negative impact on students' academic writing development.

Response	Frequency	Percentage
Strongly Agree	0	0%
Agree	10	26.32%
Neutral	5	13.16%
Disagree	14	36.84%
Strongly Disagree	9	23.68%

Table 15 displays results from a teacher survey about whether social media has negatively affected students' development of academic writing skills. The data shows the number and percentages of responses in each category. Of the 38 teachers surveyed, 26.32% agreed that social media has had an overall negative impact on students' academic writing abilities. Approximately 13.16% remained neutral. Meanwhile, 36.84% disagreed with the statement, and an additional 23.68% strongly disagreed that social media networking has harmed writing development. In summary, over a third disagreed and nearly a quarter strongly disagreed according to this data, indicating the majority did not think social media has negatively influenced students' academic writing skills based on the results in Table 15.

The mean score of 2.37 indicates that, on average, the teachers' responses lean towards disagreement that social media networking has had an overall negative impact on students' academic writing development. The standard deviation of approximately 1.64 suggests moderate variability in the responses, indicating some divergence in opinion among the teachers. These findings suggest that the teachers' perspectives on the impact of social media networking on students' academic writing development are mixed. While a significant portion of the teachers disagree or strongly disagree with the statement, a notable percentage agree or are neutral.

Further analysis, interpretation, and consideration of other factors or statements would provide a more comprehensive understanding of the teachers' perspectives on the relationship between social media networking and students' academic writing development in EFL classrooms.

Comments on the findings of the statistical analysis:

1. The descriptive analysis of the teacher responses provides useful insight into their perspectives on various aspects of the impact of social media language on formal English writing.
2. For many of the statements, there seems to be general agreement among a majority of teachers, suggesting common perceptions of challenges students face. However, for some statements the responses are more mixed, indicating a lack of clear consensus.

3. Statements related to difficulties switching between informal/formal language, use of social media language in academic writing, impact on vocabulary/word choice, and need to correct writing received agreement from over 60% of teachers on average. This points to key issues recognized.
4. However, for statements regarding limiting social media use and overall impact on development, responses were more divided. This uncertainty suggests a complex relationship between social media and writing skills.
5. The mean scores and standard deviations provide a sense of central tendency and variability in responses. Values closer to 4 generally indicate agreement while closer to 2-3 show neutral or mixed views.
6. Further qualitative analysis of teacher perspectives could contextualize these statistical findings and explore factors influencing different responses in more depth.

In summary, the analysis reveals primarily agreeing on views among teachers about specific linguistic challenges, but also some non-consensus indicating a multifaceted issue. Combined quantitative and qualitative approaches provide a fuller picture of perspectives.

Conclusion and Recommendations

Based on the comments on the findings of the statistical analysis, it appears that the research paper focuses on the impact of social media language, particularly informal language used on platforms, on formal English writing in educational settings. The paper aims to address the following research questions:

1. To what extent will practicing/using the language in social media help promote formal language in the class?
2. Does practicing the informal language in social media affect practicing formal writing inside the classroom?
3. How does the practice/use of the language in social media influence formal usage in the class?

The researcher acknowledges that social media applications and websites often use informal language, which can include shortened words, phrases, changes in spelling, and other alterations. The paper highlights the potential negative impact of adopting casual English from these platforms on the formal academic language used in classrooms.

The researcher emphasizes the need to examine the influence of social media language on formal English writing from a teacher's perspective. The descriptive analysis of teacher responses provides valuable insights into their perspectives on various aspects of the impact. The analysis indicates that while there is general agreement among teachers on many statements, suggesting common perceptions of challenges students face, there are also mixed responses, indicating a lack of clear consensus.

Statements related to difficulties in switching between informal and formal language, the use of social media language in academic writing, the impact on vocabulary and word choice, and the need to correct writing received agreement from over 60% of teachers on average. This highlights key issues recognized by teachers.

However, statements regarding limiting social media use and the overall impact on development received more divided responses, suggesting a complex relationship between social media and writing skills.

The mean scores and standard deviations provided in the analysis give an indication of central tendency and variability in the teachers' responses. Scores closer to 4 generally indicate agreement, while scores closer to 2-3 show neutral or mixed views.

The researcher suggests that further qualitative analysis of teacher perspectives could provide more context to the statistical findings and explore factors influencing different responses in more depth. By combining quantitative and qualitative approaches, a fuller picture of perspectives can be obtained.

In summary, the research paper reveals agreeing views among teachers regarding specific linguistic challenges posed by social media language, but also highlights non-consensus, indicating a multifaceted issue. The paper emphasizes the importance of considering both quantitative and qualitative approaches to gain a comprehensive understanding of teacher perspectives on the impact of social media language on formal English writing in EFL (English as a Foreign Language) classrooms.

Recommendations

Based on the comments and findings of the statistical analysis, the following recommendations can be made:

1. Develop awareness programs: Given the general agreement among teachers on the challenges students face in switching between informal and formal language, it is recommended to implement awareness programs that specifically address this issue. These programs can educate students about the differences between informal language used in social media and formal language used in academic writing, emphasizing the importance of maintaining a formal writing style in educational settings.
2. Integrate social media language in language instruction: Since the use of social media language is prevalent among students, it can be leveraged as a resource in language instruction. Teachers can incorporate examples of social media language and discuss their appropriateness in formal writing. This approach can help students better understand the nuances of different language registers and develop the skills to navigate between them effectively.
3. Provide targeted vocabulary instruction: As the analysis indicates agreement among teachers on the impact of social media language on vocabulary and word choice, it is recommended to provide targeted vocabulary instruction that focuses on formal academic terms and expressions. Teachers can design activities and exercises that encourage students to expand their vocabulary repertoire and use appropriate language in their writing.
4. Foster critical thinking and media literacy skills: Given the divided responses regarding the overall impact of social media on development, it is important to foster critical thinking skills and media literacy among students. Teachers can engage students in discussions and activities that encourage them to critically evaluate the language used in

social media and its potential effects on their writing skills. By developing media literacy skills, students can make informed choices about their language use and understand the implications of informal language in different contexts.

5. Encourage self-correction and editing practices: Since the need to correct writing received agreement from a majority of teachers, it is recommended to encourage self-correction and editing practices among students. Teachers can provide guidance on proofreading techniques, grammar and spelling checks, and the use of online tools to assist in the editing process. By developing these skills, students can improve the accuracy and formality of their written work.

6. Conduct further qualitative research: The suggestion for further qualitative analysis of teacher perspectives is important to gain a deeper understanding of the factors influencing different responses. Qualitative research can provide insights into teachers' experiences, classroom practices, and specific challenges they face in addressing the impact of social media language on formal English writing. This research can inform the development of targeted interventions and instructional strategies.

Overall, the recommendations aim to address the challenges identified in the statistical analysis and provide practical approaches to mitigate the negative impact of social media language on formal English writing. By promoting awareness, integrating social media language in instruction, enhancing vocabulary skills, fostering critical thinking and media literacy, encouraging self-correction, and conducting further research, it is possible to support students in developing strong formal writing skills while navigating the influence of social media language.

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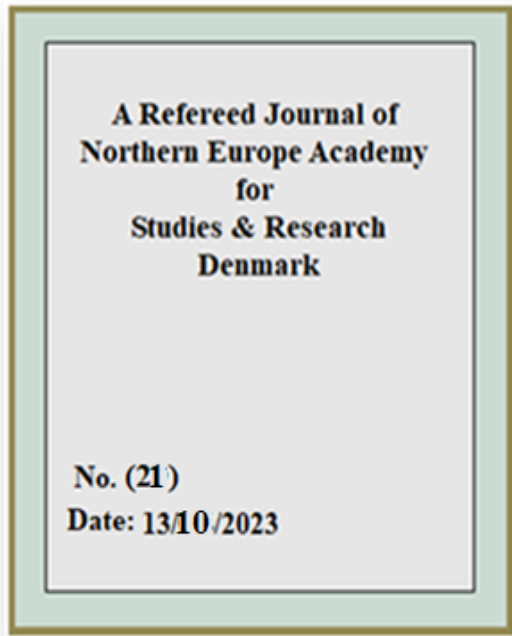
Developing ESP Materials for First-Year Non-English Major Students: A Case Study

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Abstract

This study critically examines the development of language learning materials designed for non-English majors. The term "non-English majors" will be used throughout this study to refer to students of medicine, Engineering, business and science who attend the English class as a university requirement during the first year, previously referred as preparatory-year students. The study is descriptive in nature and based on a reflection of personal experience along with a theoretical perspective of material development as suggested by ESP and EAP experts. The researcher's experience working with non-English majors for many years in as a language instructor has driven him to undertake this research. The researcher has witnessed several attempts made by the English Language Institute to find the most appropriate language materials for ESL and EFL students. However, there is no complete satisfaction from the educational stakeholders with any of the endeavors. Although extensive research has been conducted in this area, the focus has mainly been on analyzing and evaluating the existing instructional materials. A few studies have dealt with designing or selecting teaching materials for those whose majors are not English. To that end, the paper explicates some myths related to the design of language material for non-English majors. It first discusses the approach to teaching language to non-English majors to determine which approach to adopt: English for specific purposes (ESP) or general English (GE). After that, it highlights the language needs of non-English majors and its importance in developing language materials. It finally reviews the characteristics of effective language material developers. The paper concludes with recommendations for improving the existing language materials designed for non-English majors.

1. Introduction

1.1 Objective and Problem Statement

The aim of this study is to critically examine the development of language learning materials designed for non-English majors. Although extensive research has been conducted in this area, the focus has mainly been on analyzing and evaluating the existing instructional materials. A few studies have dealt with designing or selecting teaching materials for those whose majors are not English. To that end, the paper explicates some myths related to the design of language material for non-English majors.

The study is descriptive in nature and based on a reflection of personal experience along with a theoretical perspective of material development as suggested by ESP and EAP experts. Several attempts have been made by the English Language Institute to find the most appropriate language materials for ESL and EFL students. However, there is no complete satisfaction from the educational stakeholders with any of the endeavors. This study offers some insights into the way the existing language materials for non-English majors could be improved.

Developing language learning materials for non-English majors falls into the category of "English for Specific/Academic Purposes" (ESP/EAP), because the materials are designed for learners who have specific academic needs. The debate about the development of language learning materials for non-English majors has received considerable critical attention in the applied linguistics literature. Currently, EFL teachers often use published textbooks in their English classes. However, instructional materials that are highly effective and responsive to students' needs are sometimes unavailable. If teachers have clearly defined the learning objectives and identified the students' needs, such a situation should not be an issue for them. Recognizing the learning objective and understanding the learners' needs provide a starting point for teachers to develop their learning materials or adapt existing ones to better fit their students' needs.

The researcher conceived of this study while working at Jazan University. As a lecturer, I have witnessed several attempts to adopt effective language-learning material for first-year

students whose majors are not English. Unfortunately, there is no complete satisfaction from the stakeholders (students and academic departments) with any of the endeavors.

Like other Saudi universities, new entrants to Jazan University are required to take an intensive English language course as a university requirement during the first year in order to meet the language proficiency requirements for their academic studies. These students have studied English as a foreign language for more than ten years, from the primary level through the intermediate and secondary levels. In addition, they have completed the secondary certificate and passed the General Aptitude Test (GAT) and the Academic Achievement Test prepared by the National Centre for Assessment (Qiyas) prepares the Academic Achievement Test as a requirement for admission to higher education institutions. Some are accepted as scholarship students according to the admission requirements. Having fulfilled the admission requirements, the students are assigned to different academic disciplines according to the weighted percentage of admission.

The English Language Institute (ELI) is the academic body responsible for providing English language instruction to first-year, non-English major students across the university. As mentioned before, the term "non-English majors" refers to those who are majoring in subjects other than English, such as medicine, engineering, business, and science, and who take English only as a university requirement. In other words, the two terms "non-English majors" and "ESP students" are almost interchangeable in this study.

The ELI's goal is to prepare first-year non-English majors to use English for both academic and professional purposes. In addition, ELI functions following the Kingdom's Vision 2030, which concentrates on providing students with the required knowledge and skillset to advance their academic and professional development. To that end, the university provides its students with intensive English language courses. The students are required to pass this course, which is intended to prepare students for content classes taught in English in their respective majors. The first-year Health Track students are offered three levels of the English course,: in Level 1 and Level 2, the four language skills- reading, writing, listening and speaking, are introduced equally, with Level 3 focused on advances writing skills such as essay writing.

2. Background
2.1 ESP Development

English language teaching or learning can broadly be classified as English for general purposes (EGP) and English for specific purposes (ESP) (Hutchinson and Waters, 1987; Strevens, 1988). English for specific purposes can be subdivided into two categories: English for academic purposes (EAP) and English for occupational purposes (EOP).

Historically, several language approaches and theories have been developed in the field of language teaching and learning, some of which have had a significant impact on the design of language materials for non-English major students. This section provides a broad overview of some major approaches.

Register analysis, for example, is an approach to language teaching that was developed between 1965 and 1974 and exerted a powerful influence over the development of language materials. This theory is mainly aimed at recognizing the grammar and vocabulary typical of technical registers. According to this theory, language features that students might have in their studies through English medium were given priority in teaching and learning materials.

For example, "*A Course in Basic Scientific English*" by J.R. Ewer and G. Latorre (1969) was one of the pioneering textbooks that were grounded on exploration of scientific texts and the collection of the most commonly occurring grammatical forms, structural words, and lexicon that were shared by all academic disciplines.

Discourse analysis (1974-1980) is another approach that was developed as a pedagogic theory. It mainly focuses on how sentences are employed in many aspects of communication and how certain linguistic patterns influence the statement's articulation. The outcome of this theory led to the design of the series "*English in Focus*" by J.P. Allen and H.G. Widdowson (1973-1978). Subsequently, other series began with a portfolio of rhetorical purposes rather than grammatical or lexical features.

In the early 1980s, the notion of needs analysis (NA) started to gain popularity in the field of ESP. It has developed rapidly to incorporate not only students' future needs but also students' reasons for taking the course, as well as material availability, etc. NA is the core of any pedagogical practice related to teaching English to non-English majors. Further, Hutchison and Waters (1987) described it as "a starting point for all further activities".

Moreover, the genuine concern of NA is not only to invite language experts to study the simple forms of the language but also to consider other structures, for example, the approaches that inspire language use and that familiarize users with the simple forms of the language. In other words, the tasks developed for that purpose should involve learners in processing authentic texts, as they would have to do in academia or the workplace, by adopting the skills and strategies that are crucial for the target situation and scrutinizing the way lexical items are encoded and decoded from texts whether written or spoken. The book series "*Reading and Thinking in English*" by J. Moore and T. Munévar (1979-1980) is a good example of integrating some of these perceptions into language pedagogy.

Therefore, language instructors are often challenged with the duty of either designing materials to meet the needs of their students or adapting available commercial ones. Language teachers may decide to replace those materials or complement them with other sources to facilitate language learning. Some language instructors assume that this approach might allow them to exploit authentic and motivating language input and engage learners in interesting and pedagogically sound tasks (Krajka, 2007).

In the late 1980s, a genre analysis approach was developed to examine the discourse as a structure of linguistic forms and choices. This theory has led to a variety of genre-based language materials and instructional activities. According to some linguists, genre analysis is a pedagogic theory that has been applied across a variety of settings to aid students in using genres to fulfill the socio-rhetorical goals of a writing task (Hyland, 2004; Paltridge, 2001, Swales & Feak, 1994). The goal of genre analysis practice is to enable learners to be more aware of how texts and social contexts are related to each other. Further approaches to genre analysis make use of ethnographic research to assist learners in developing insights into the principles, standards, and rhetorical trends of a particular discourse community (Swales, 1990).

This brief historical background illustrates the major phases that have paved the way to the development and emergence of ESP as an important approach to language learning.

2.2 ESP/EAP

ESP is an approach to language teaching and learning that is contrasting to the general English (GE). According to Hutchison and Waters (1987), ESP and GE are quite distinct from each other. One of the distinguishing features of ESP is the learners' specific needs. Therefore, needs analysis (NA) is essential to such courses. General English (GE), on the other hand, is described by some specialists (Jordan, 1997, Paltridge, Belcher, 2014, et al), as the teaching of English for no obvious reason. This notion refers to those language learning settings where learners have no apparent reason to learn the language. Moreover, GE is mostly used at school levels, where the students gain competence in a wide range of skills and are introduced to the structural and grammatical components of the language to pass the exams at the end of each year (Hutchinson & Waters, 1987).

English for Science and Technology (EST) is one of the major areas of ESP. It is considered the predominant branch of ESP. Perhaps this is because it is the oldest, has the largest number of publications, and has the highest number of experts (Swales, J. 2004). The paradigm shift in the fields of business, finance, banking, economics, and accounting is another contributing factor to the importance of EST (Dudley-Evans and St John, 2009).

2.3 EAP/EOP

English for Academic Purposes EAP and English for Occupational Purposes EOP are considered the two main branches of English for Specific Purposes ESP. EAP is subdivided into disciplines such as English for Business studies, English for Health Science, English for Engineering. etc. EOP, on the other hand, is separated into English for Engineers, English for Doctors and Nurses, English for Bankers, etc. (Peacock and Flowedew, 2005). The clear distinction between the two approaches is that the former tends to be more instructional whereas the latter is rather operational. In other words, EAP courses are academic-oriented, designed and conducted in the academy, but EOP courses are vocationally-oriented. (Hutchinson and Waters, 1991).Since the primary concern of this study is to discuss EAP theory; it will be discussed in some detail in this section.

Hyland (2006) defined EAP as "specialized English language teaching that introduces the social, cognitive, and linguistic demands of targeted academic situations, providing focused instruction informed by an understanding of texts and the constraints of academic contexts". Accordingly, EAP courses are apparently designed for students who plan to take a course in advanced study at the tertiary level; therefore, their curricula should be academic-oriented (Coxhead 1998 as cited in Peacock and Flowedew, 2005, p.260).

Moreover, the EAP program is based on student needs—that is, precise academic language and specific methods of oral and written communication that are exclusively used in texts and to express thoughts. This language aims to establish what Cummins (1979 cited Peacock and Flowedew, 2005, p.197-205) described as "cognitive academic language proficiency" (CALP). This linguistic style is grounded in the student's achievement of simple social communication skills. Lewelling (1991) claimed that developing high proficiency in general English is not enough to guarantee progress in academic institutions.

Experts (Beard & Hartley, 1984; Robinson, 1980) have expressed various views regarding the EAP focus; some professional view study skills as the core of EAP, while others deny that EAP wholly relies on study skills; instead, they consider it as "general academic English register, that is, integrating a formal, academic style, with proficiency in the language use" (Jordan, 1997).

However, in some disciplines where specific linguistic features are required, the emphasis on non-specialized language may not be satisfactory for students to function effectively in that

discipline. In other words, the needs of study skills vary according to the different levels of language proficiency. That is study skills that require a relatively large number of productive skills such as writing and speaking may need more language competence as compared to reading and listening. For instance, a writing task may require more integrated skills on the student's part than other activities such as using a dictionary or note-taking skills.

2.4 EGAP/ESAP

Another key aspect of EAP is that it is conducted either as English for General Academic Purposes (EGAP) or as English for Specific Academic Purposes (ESAP) according to its context. EGAP is perfectly suitable for heterogeneous classes where students come from a range of disciplines. ESAP, on the other hand, is more appropriate in homogenous classes which are specifically designed to meet the needs of individual academic departments (Liyanage, and Birch 2001).

In EGAP materials, tasks linked to skills such as understanding lectures and attending conferences are introduced separately, directing attention to the skills shared by all academic disciplines. Whereas in ESAP materials, skills that are effective in English for General Academic Purposes EGAP are integrated with the ones assist students in their real-world subject tasks. According to Dudley-Evans & St John, (1998), the distinction between the ESAP and EGAP materials is that the former focuses on the actual tasks that students have to carry out, while the latter concentrates on more general contexts.

In light of this theoretical background, the next section discusses myths related to language material developments for non-English majors in more detail.

3. Myths and Facts

Three common myths related to the development of language learning materials for undergraduate non-English majors will be discussed in this section.

3.1 Myth Related to the Approach in Language Material Development

The first myth in this discussion is about the approach to material development. Language learning materials specifically designed to non-English majors are often directed to a particular group of learners and to a specific academic community (Hyland 2006). Hence, material designers need to figure out the specific features of the language that should be taught to learners. This point poses the question of whether the teaching materials designed for non-English major students should adopt the general English approach or the English for Specific Purposes approach. This question has been at the center of fierce controversy among experts.

Some EFL teachers still believe the myth that Arab EFL learners are not adequately prepared to study through the English medium at university and thus need a refresher course in general English. Teachers claim that students usually join higher education institutions with a poor level of proficiency in English, and thus need a refresher course in general English. Al Shumaimeri (2003), for example, argues that Saudi EFL learners finish their schooling stage with a low level of proficiency in English and are unable to use English accurately and fluently.

In an investigation into Saudi university students' perceptions of the first-year English program, McMullen (2014) found that the preparatory year (first year) students themselves

admitted that they finished the secondary school level with little knowledge and skills needed to study their chosen majors in English. He added that they regularly complain that although they used to score good grades on high school English exams, they found themselves struggling with English language courses.

This particular myth is dispelled by a statement made by Peacock and Flowedew, (2005: 17), that "if after years of learning English at the school level, a college student has still not mastered third-person subject-verb agreement or the article system, then curriculum developers are justified in moving on to more discipline-specific features". This view criticizes those who traditionally consider language an abstract system and only a resource for communication. General English (GE) and English for specific purposes (ESP) vary in different aspects, not only in the learner but also in the goals of instruction. For example, GE emphasizes all four language skills—listening, reading, speaking, and writing— equally, whereas ESP focuses on learners' needs, which determines which language skills are most needed by the students, and the learning materials are designed accordingly.

According to Cummins (1982 as cited in Hyland 2015) preparing students to study their major courses through English medium, language learning materials should follow what he labeled as "context-reduced" language. In other words, the English classes offered to such students should not rely heavily on a direct context, as does the "context-embedded" everyday language, which can be categorized as general English courses. Short & Spanos (1989), considered this point to be the clear distinction between ESP and GE curricula.

In light of this discussion, the assertion that first-year tertiary students are not proficient in English and are not ready to understand discipline-specific language and learning tasks is based on an inaccurate assumption and lacks clear evidence. Therefore, this assumption cannot be generalized. The dearth of research in this area has led many EFL teachers to assume that all students can be treated equally with the same standard approach. The reality is that non-English majors should be treated as ESP students rather than GE students, and the language learning materials should be developed based on this assumption. This argument is supported by Indika & Brich (2001), who stated that in situations where English is taught as a foreign language, almost all tertiary students attend EAP classes that are often arranged and designed to meet the needs and expectations of academic departments.

3.2 Myth Related to the Needs Analysis Process

Some educators raise doubts about the importance of needs analysis and its role in material design and selection. Many decision-makers as well as language teachers, particularly in the Arab world, underestimate the role of needs analysis as a professional practice. They argue that analyzing students' needs is not an absolute necessity and that this process has no purpose because commercial textbooks can be used. Moreover, they believe that specialists in the field often design commercial textbooks; therefore, they meet the needs of a large group of students and can be used instead of wasting time designing or tailoring specific instructional materials.

A consensus exists among language experts that analyzing learners' needs is central to materials design and selection (Hutchison, T., & Waters, A. 1987, Jordan, B. 1997. Dudley-Evans, T., & St John, M.-J. 1998. Hyland, K. 2002. Peacock and Flowedew, 2005). For example, Li (2014) stressed that a well-designed curriculum should be based on an in-depth examination of the needs of learners, teaching institutions, and the community. According to

Richards (2001:51), needs analysis is conducted to serve many purposes, such as measuring the levels of students, understanding the learning problems that learners are facing, and figuring out the gap between the learners' previous knowledge and what they need to learn. For this reason, Richards (2001) stressed that conducting a needs analysis is indispensable to any curriculum development process. Further, Richards (2001) criticized those who heavily rely on commercial textbooks, as they are usually prepared for global markets and may fail to address the real needs and interests of students.

Along the same lines, Alhamami M. and Ahmad (2018) conducted a study in the Saudi context in which they found that commercial textbooks used for EFL programs in Saudi Arabia need to be customized, revised, adapted, redesigned, and redeveloped to make them more responsive to learners' needs.

Hutchison and Waters (2010), among the early pioneers in the field of language materials development, stated that all language courses are based on perceived needs of some sort. In response to a question about what distinguishes ESP from general English, Hutchison and Waters (2010) stated that "in theory nothing, in practice a great deal." Another crucial point about NA is that some people believe that the needs of general English learners cannot be specified; Hutchison and Waters (2010), however, denied having this belief and stressed that it is possible to specify learning needs.

The general assumption is that no ideal language learning materials exist to use anywhere, anytime, for the same level of students. For this reason, teachers are advised to develop their instructional materials for their specific group of learners. If a teacher has to use commercial textbooks for some reason, he or she must adapt them to the learners' needs.

3.3 Myth Related to Language Materials Developers

Developing language materials and teaching language are two sides of the same coin; they are at the core of the teacher's responsibilities. Many people pose the question, "Should the EFL teachers or the specialists in the field design the teaching and learning materials for students who are not majoring English?" This question has been the subject of intense debate within the academic community because it brings up the question of specificity.

Many professionals have articulated thoughts about specificity in classes for non-English majors. Belcher (2006), for example, stated that the specificity in such situations refers to the perception of the language and skills that learners need in target situation. The two terms English for general academic purposes (EGAP) and English for specific academic purposes (ESAP) are introduced in the field.

According to the EGAP theory, language and task proficiency needs of students are viewed as "*common-core language*" and "*language learning schemes*" for an ever-expanding scope of changeable spheres and tasks. For those who support this attitude, such as Widdowson (1983) and Hutchinson and Waters (1987), believe that features of many ESP courses are similar across the range of specializations. Thus, designing learning materials that can be used in different disciplines is more effective.

Some experts, (Dudley-Evans and St. John, 1998 and Hyland, 2002) viewed the language and task proficiency required in EAP classes as beneficial to specific areas of study and relevant to the purpose. Thus, concentrating mainly on what is called "*common-core*" characteristics of specific English appears to be unsatisfactory for them. Additionally, students are probably

more interested if such classes complement lectures, homework, or other tasks in other classes. In this way, students benefit from more than being taught general skills. By revisiting the discourse analysis theory, reliable evidence shows that within academic disciplines, even within similar disciplines, there are distinct aspects that differentiate it from others (Dudley-Evans, 1997).

This section briefly reviews the viewpoints of the subject specialist as well as the language professionals on who should develop language material for non-English majors.

To begin, some teachers believe that subject specialists should design language materials for non-English majors. This group argued that a subject specialist who possesses some linguistic mastery is more qualified than a language teacher because he/she is much more familiar with the specialist terms and topics of the discipline. They also believe that the ultimate goal of such courses is to equip learners with technical texts in their specializations. Halliday (1994 as cited Hyland 2009, p. 194) for example, stated that dealing with language materials for non-English majors requires specialist knowledge. They further point out that the meanings of some lexical items may hide behind the rules of technical language and can only be perceived by subject specialists who possess expert knowledge. However, these relationships are unclear for language teachers. Likewise, Myers (1991) observed that technical knowledge is also essential to comprehend the consistency within the text in a technical context because the interrelation in these discourses may be vague for a language educator.

On the other hand, language professionals often deny this claim. They strongly believe that materials used in classes for non-English majors are solely the responsibility of language teachers since it is an independent discipline and has its specific practices and rules, such as teaching methodology, language approaches, language assessment, etc. Therefore, those who want to teach language courses for non-English majors NEMs must be aware of the fundamental principles of language teaching. In other words, just being fluent in English is not enough to be qualified. Subject specialists, even with good language proficiency, who lack techniques for language teaching, will not be successful language teachers. In other words, English classes for NEMs should focus on language teaching and not Specific subject contents (Peacock and Flowedew, 2005, p. 94).

None of these views reflects reality; such myths are largely due to the lack of cooperation between academic and language departments. Dudley-Evans (1984 as cited in Peacock and Flowedew, 2005, p. 227) suggested a close liaison between language departments and subject content departments on the basis that the EFL teacher can only perform such tasks effectively if there is active cooperation with subject teachers. Technically, such a practice is known as "team teaching" (Dudley-Evan & St John, 1998). According to Dudley-Evan and St. John (1998), this liaison falls into three categories: cooperation, collaboration, and team teaching.

- Cooperation refers to sharing knowledge from the academic departments about the content of the course, the tasks that students are expected to perform, and the department's expectations related to its discourse community.
- Collaboration involves language instructors and specialists working together to suggest specific activities in the ESAP class.
- Team teaching means that the language teacher and the subject specialists are mutually responsible for the ESAP class. This particular type of liaison is less likely to work because subject specialists, especially those from medical departments, may not accept such initiatives.

This review dispels the myth that developing language learning materials for non-English majors are the sole responsibility of language teachers. Content departments and subject specialists should also be given a key role in developing language materials for non-English majors.
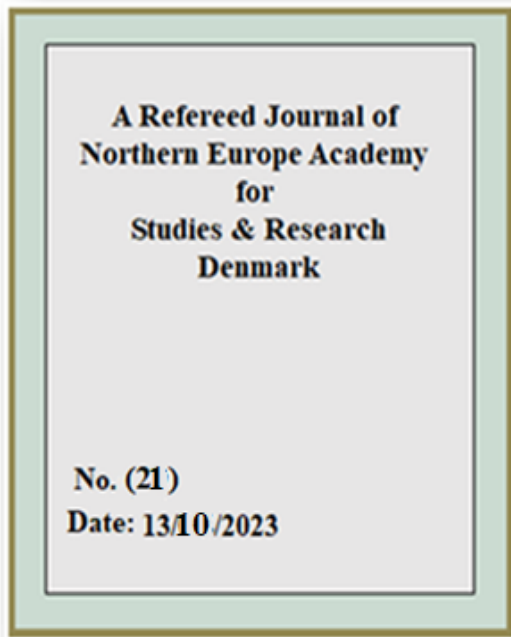
Conclusion

The main goal of this study was to discuss some myths related to developing language learning materials for non-English majors. The findings from this study provide new insights into how language materials are developed and selected based on professional standards rather than on personal judgment and intuition. The study suggested that adopting a more flexible approach with discipline-specific orientation such as English for General Academic Purposes and English for Specific Academic Purposes will be a significant benefit for the students. The study also suggested that content departments should be allowed to make contributions to the process of developing language materials for non-English majors. Perhaps, if more cooperation is maintained between the ELI and the content departments, the language learning materials will be more effective. For example, the content departments can provide information about the content, specific activities and the proficiency level that students should have in order to communicate effectively in the subject area.

Implications

The current study was a theoretical investigation to examine some key aspects of the development of learning language materials for non-English majors. It was based on documentation method reflecting the researcher's personal experience and the theory of ESP material design, a large-scale of empirical study involving students from different university's academic departments is recommended to ensure that the language materials in use are effective and responsive to the needs of the students. The current study has briefly discussed the academic departments' role in developing language materials, further investigation is required to determine exactly how the English Language Institute ELI and the academic departments cooperate in the process of development of language learning materials.

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Lost Development in the Iraqi Economy
Over the period from 1950 to 2020

إعداد

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Abstract:

This study seeks to fathom and analyze the extent of developmental efforts exerted in the Iraqi economy over the period (1950-2020) and their outcomes. It relies on multiple parameters such as: the amount of investment expenditure, the average of economic growth and the sectoral distribution of investment, workforce, and gross domestic product (GDP). The study demonstrates that the economic problems of Iraq are mainly structural as they are associated with the structure of the Iraqi economy. These problems arose from and got escalated by internal and external factors like wars, economic siege and the American occupation of the country in 2003. All of these factors form an obstacle that hinders the economic development of Iraq. Finally, the study emphasizes that the way to break the deadlock of the lost development entails adopting short-term and long-term governmental procedures and policies within the scale of the self-reliant type of development.

Keywords: Iraqi economy , Economic development , Devolopment Patterns

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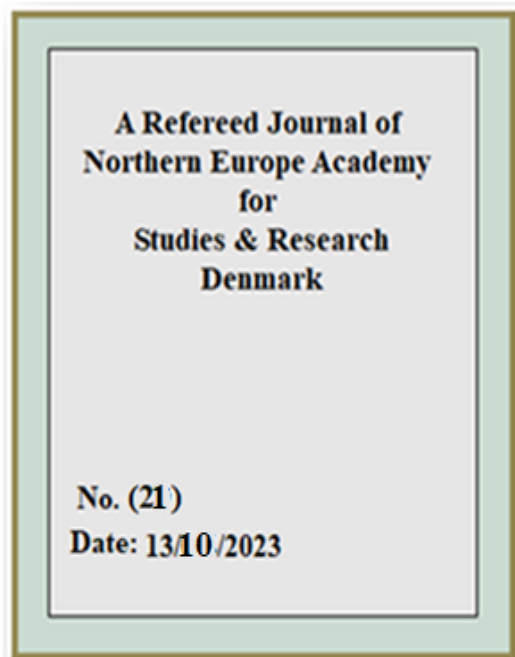
Trade Exchange Facing Currency Swap
an Economic Base that Addresses the Problem of Inflation

prepared by

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AL Madinah AL
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Research Summary

(Trade exchange facing currency swap) An innovative economic base that achieves fair netting in accordance with the principles of Islam, and helps developing countries to increase production and improve the economy, and prevents the control of one currency in world trade, and leaves the door of competition open to all countries; The currency of the highest value is the currency of the most productive country and the most beneficial to the peoples of the world.

It also addresses the problem of inflation and high prices. Because it makes the national currency reliable in trade exchange between countries, and it considers all the wealth, goods, services, and privileges that the state possesses that can be spent and traded in as a real cover for the national currency, and it makes gold the standard and measure by which commodity prices are estimated, and the exchange rate of all local currencies is determined by it. Because it is a precious metal that often retains its value.

other than the (dollar rule) currently in force; it lacks a fixed standard, and causes continuous waves of inflation and high prices; Because dollar bills are printed in large quantities without a cover of gold or commensurate with wealth and products.
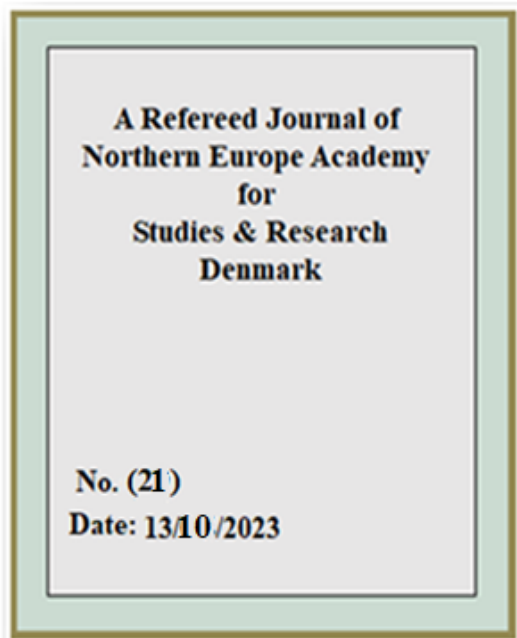
Keywords: trade exchange, currency exchange, barter, dollar base, gold standard, Islamic principles, inflation problem.

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A Refereed Journal of
Northern Europe Academy
for
Studies & Research
Denmark

No. (21)
Date: 13/10/2023

Property System. A free Reading from the Cage of Democracy

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Abstract

The democratic system is one of the oldest systems of government in the world and has been talked about by Plato and Aristotle significantly, and has been practiced by a number of countries of the world and described as democratic countries, but this practice revealed a major defect experienced by these countries even if they claimed to maintain democratic values in the freedom of choice, candidacy and voting.

The general appearance of democratic celebrations, especially on election days, seems beautiful when people stand in long lines to cast their votes in a free and equal manner, but the decisiveness often goes with the soft power people hiding behind their influential companies and charming channels, except for the exploitation of society by voluntarily acquiescing to the desired candidate through electronic applications and artificial intelligence programs.

Today, the world is witnessing a number of absolute monarchies that are stable in terms of development, security and economic prosperity, and the clearest witness to this is the Gulf countries with material and value power in governance and management systems, and the presence of some applied problems in them are scars that do not remove the health and safety of this model on the ground.

As for the contemporary Saudi governance model, it is considered one of the most important absolute monarchies in the world, and I think it competes with the strongest democracies in the world in welfare, development, and the prevalence of security and justice, and the basic system of government in it is considered the establishment of an important form of oversight and accountability for the institution of governance, based on commitment to Sharia, and to achieve the separation of powers, and the application of the principles of justice, equality and consultation.

Key words: Monarchy - Democracy - Integrity - Justice - Freedom

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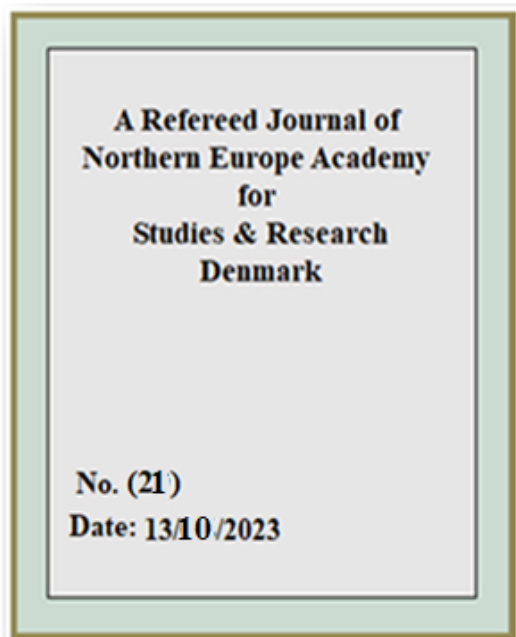
Al-Sayyid Al-Himyari and the Kaysanites Sect between Persistence & Abandonment - Analytical Study

prepared by

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Abstract

This study aims to clarify the ideas of the Kaysanitessect in the poetry of Al-Sayyid Al-Himyari, his position towards it, and finally expose his persistence to advocate it or abandon it; the methodology was done through Identifying and analyzing certain poetic texts, the naming of the Kaysanites sect by this name, the manifestation of its development and expansion -that did not extend to a long period-, is attributed to a man named Abu AmraKaysan.Kaysan was one of the mawālī(The non-Arab Muslims). He was the head of the police force of Al-Mukhtar bin Ubaid Al-Thaqafi.Al-Sayyid Al-Himyari remained loyal to the Kaysanites until he died. This is what many scholars believe and the researcher as well.

Key words:the Kaysanite, Al-Sayyid Al-Himyari, and poetry in the first Abbasid era.

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13/10/2023 Quarterly refereed journal for studies **R** **JNE** **A** & research (Educational & Human Sciences) **No. 21**
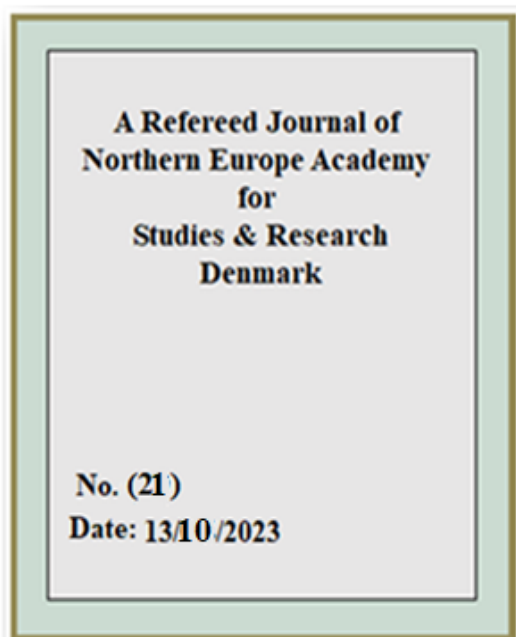
Using the autoregressive distributed lag (ARDL) methodology in estimating the relationship between the exchange rate and the balance of payments in Sudan ("an econometric study for the period 2000-2022").

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Abstract

The study aimed to clarify the importance of the exchange rate as an indicator that reflects the economic situation analyze the relationship between it and the balance of payments , and formulate a   standard model for analyzing the exchange rate policy and the balance of payments in sudan , in light of the severity of the financial problems in sudan during period 2000-2022.

Is there balanced relationship between the exchange rate and balance of payments in sudan during period 2000-2022? The study used the analytical descriptive approach and secondary sources ,and used the quantitative approach to build a standard model to measure the effect of the exchange rate as on the factors affecting the balance of payments , by testing the casual relationship between the two variables , and the one of the most important results of the study is the existence of a long-term equilibrium relationship, and the percentage of term errors the short- term ,which can be corrected per unit of time in order to return to the long – term equilibrium meaning that the rate of (-0.48) of the imbalance in the balance of payments is corrected during the year in order to return to the long – term equilibrium.

Keywords :exchange rate - balance of payments – auto regressive distributed lag.

Table (1) shows the exchange rate changes in Sudan during the period 2000-2010

2010	2009	2008	2007	2006	2005	2004	2003	2002	2001	2000	العام
2،317	2،280	2،086	2،0107	2،17	2،43	2،40	2،500	2،602	2،167	2،614	سعر الصرف

Table (2) shows the exchange rate changes in Sudan during the period 2011-2022

2022	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	العام
586	580	55	45	24،34	6،67	6،18	6،01	5،75	4،74	3،56	2،48	سعر الصرف

.

Table (3) shows changes in the balance of payments in Sudan during the period 2000-2010

2010	2009	2008	2007	2006	2005	2004	2003	2002	2001	2000	العام البند
254،8	4926،0	3476،0	3268،1	4722،1	2769،1	818،2	938،6	962،7	1284،9	540،2	الحساب الجاري
610،2	4747،3	2659،5	4268،0	4611،1	2427،2	1353،9	1389،8	842،0	490،5	299،7	الحساب الرأسمالي
919،2	356،4	876،6	1281،9	97،9	872،5	730،2	28،6	420،7	794،5	240،5	الأخطاء والمحذوفات
54،2	555،7	21،1	282،1	208،6	530،5	(730،2)	422،6	300،0	127،6	108،0	الاحتياطي الأجنبي

Table (4) shows changes in the balance of payments in Sudan during the period 2011-2022

2022	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	العام البند
1،226	2،504	(،2،347)	،5،212	(4،928)	(4,851)	(،4,127)	(،5,460)	(،4,849)	(5,397)	(6,563,3	14302	الحساب الجاري
30،5	103،3	742،2	3،095	3،112	3،548	3،517	5،375	3،467	3،819	4،252،7	948،5	الحساب الرأسمالي
83	1،215	1،653	2،129	1،790	1،290	590.9	123،4	1،365	1،560	2،310	21،736	الأخطاء والمحذوفات
179،7	1،108	29،7	12،4	25،2	12،8	18،7	38،4	15،1	17،6	04	644،5	الاحتياطي الأجنبي

Chart (1) shows the development of the study variables (contemplative view)
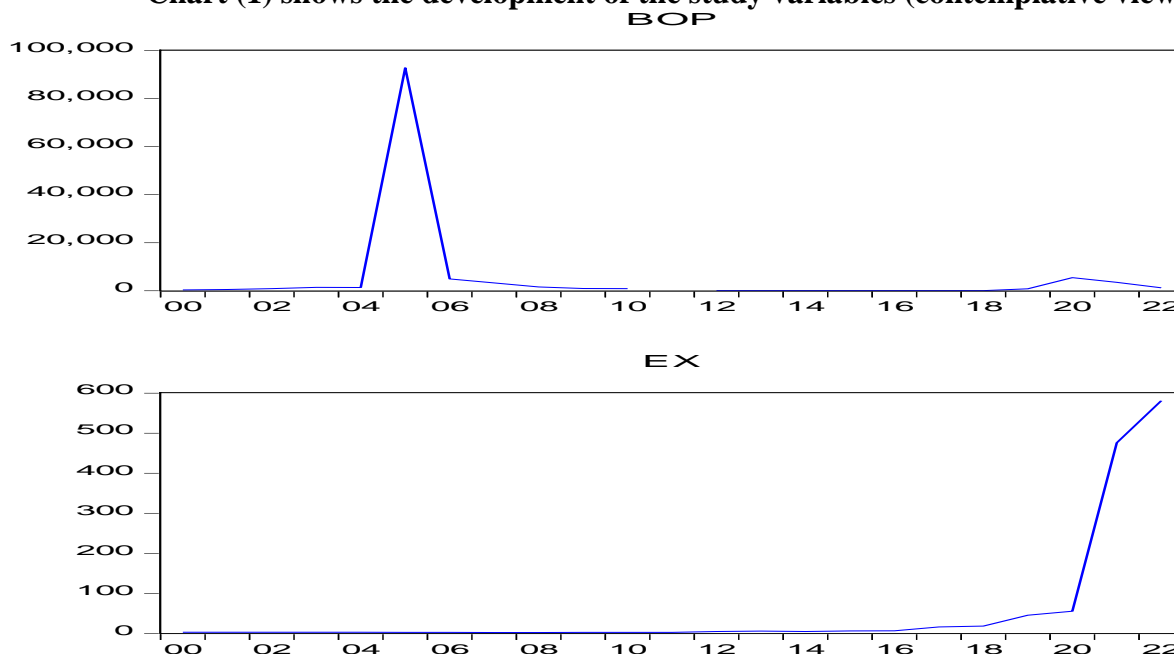

Table No. (6) shows the selection of appropriate slowdown periods

Dependent Variable: log(Bop)
Method: ARDL
Date: 07/06/23   Time: 08:05
Sample (adjusted): 2002 2022
Included observations: 21 after adjustments

Maximum dependent lags: 4 (Automatic selection)				
Model selection method: Akaike info criterion (AIC)				
Dynamic regressors (4 lags, automatic): LOG(EX)				
Fixed regressors:				
Number of models evalulated: 20				
Selected Model: ARDL(1, 2)				
Note: final equation sample is larger than selection sample				
Variable	**Coefficien**	**Std. Error**	**t−Statistic**	**Prob**
LOG(BOP(−1))	0.723340	0.101109	7.154097	0.0000
LOG(EX)	−2.080733	1.105526	−1.882120	0.0771
LOG(EX(−1))	−0.828074	1.031324	−0.802924	0.4331
LOG(EX(−2))	4.869608	1.679526	2.899394	0.0100
Mean dependent var =6.15			R^2 =0.62	
S.D. dependent var =2.56			R^{-2} =0.55	
Akaike info criterion =4.09			S.E. =1.72	
Schwarz criterion =4.29			Sum sq =50.31	
Hannan−Quinn criter = 4.14			D−W = 2.46	

Figure (2) shows the selection of the best model for the study, which is ARDL(2,1).

Akaike Information Criteria
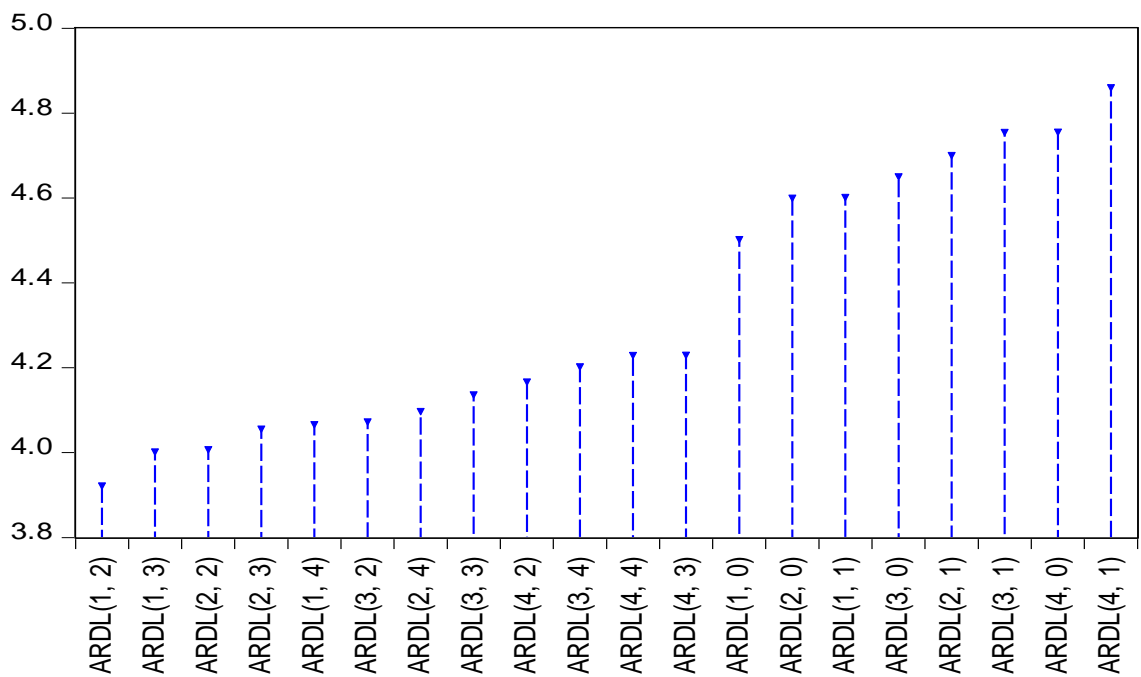
E−Views10

Table (7) shows the Bounds Test for cointegration

Test Statistic	Value	Signif	I(0)	I(1)
F-statistic	4.83	10%	2.44	3.28
K	1	5%	3.15	4.11
−	−	2.5%	3.88	4.92
−	−	1%	4.81	6.02

Table header (Arabic): اختبار الحدود لمتغيرات الدراسة:F-Bounds Test

Table (8) shows the results of the white test

F-statistic	0.44	Prob. F(10,10)	0.89
Obs*R-squared	6.46	Prob. Chi-square	0.77

E-Views10

Table (9) shows the results of the serial correlation test for the residuals

F-statistic	0.33	Prob. F(4,16)	0..86
Obs*R-squared	1.58	Prob. Chi-square	0.78

Figure (3) shows the normal distribution

Series: Residuals
Sample 2002 2022
Observations 21

Mean	-0.014164
Median	0.028812
Maximum	4.191848
Minimum	-3.523279
Std. Dev.	1.586008
Skewness	0.242106
Kurtosis	4.391636
Jarque-Bera	1.899725
Probability	0.386794
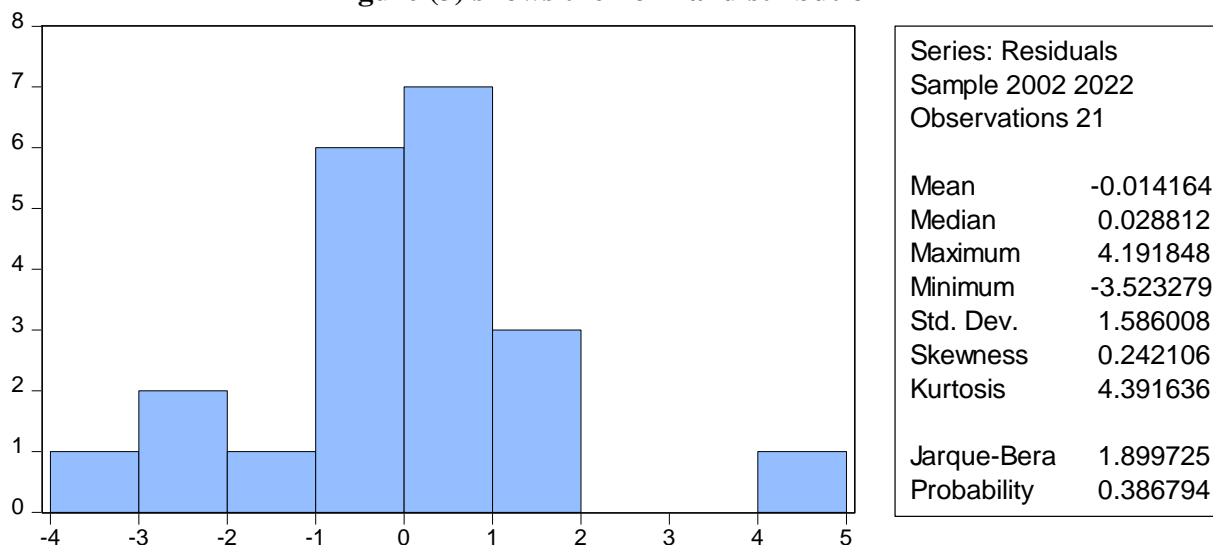
Table (10) shows the results of the error correction model

pro(t-test القيمةالاحتمالية statistic)	T المحسوبة	الخطأ المعياري	المعالم	المتغيرات
0.0107	2.912691	2.092129	6.093725	C
0.9523	0.060810	0.053754	0.003269	EX(−2)
0.0004	−4.571804	0.105867	−0.484003	CointEq(−1)
0.0001	5.376036	0.148598	0.798869	AR(1)
0.0356	2.309546	0.911701	2.105616	SIGMASQ
Durbin−Watson stat=1.40		Adjusted R−squared=0.58		
Prob(F−statistic)=0.000165		F−statistic=7.429153		

Figure (4) shows the model's ability to forecast

Forecast: BOPF
Actual: LOG(BOP)
Forecast sample: 2000 2022
Adjusted sample: 2002 2022
Included observations: 21
Root Mean Squared Error   1.933089
Mean Absolute Error   1.456437
Mean Abs. Percent Error   39.87250
Theil Inequality Coefficient 0.148852
    Bias Proportion   0.001689
    Variance Proportion   0.422880
    Covariance Proportion   0.575431
Theil U2 Coefficient   1.104463
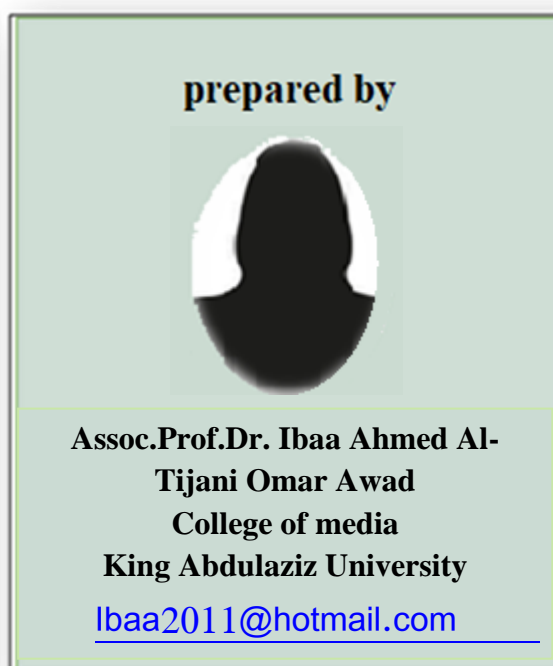Symmetric MAPE   27.86003

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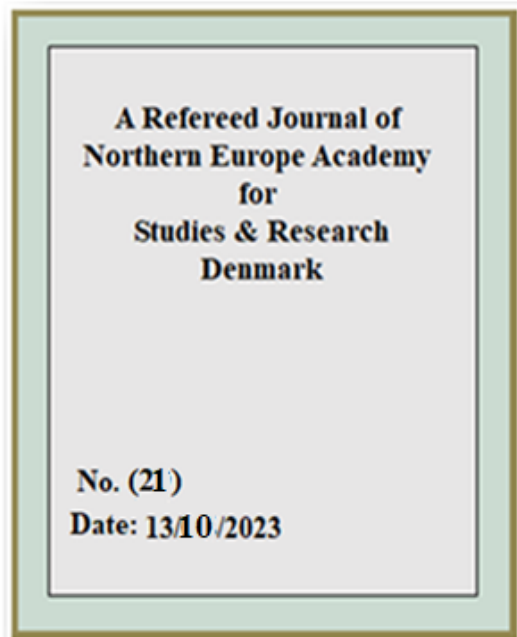
Media Professors' Opinion on the Application of Digital Media Education when Selective Audiences are Exposed to Audio and Visual Content.

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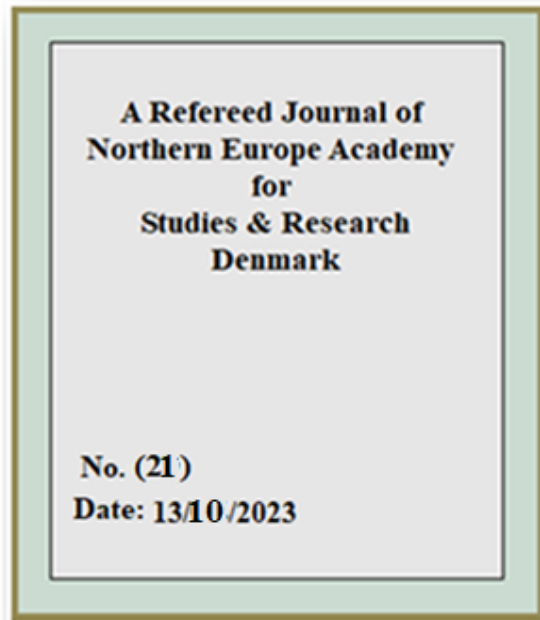**King Abdulaziz University**
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Abstract

This study aims to identify media professors on the application of digital media education upon audience selective exposure to digital media audiovisual content on the internet. This research is classified as a descriptive study, applying qualitative and quantitative methods by distributing an electronic questionnaire to an available sample to reach the desired findings, which are that digital media education has advantages for the public when it is selectively exposed to digital audiovisual content, including that it enhances learning through digital programs and supports the skill of the public's interaction with digital media, which is one of the problems that digital media education solves. The selective exposure of the audience to audiovisual and digital content results in poor decision-making skills related to the selective exposure to digital media. The most important recommendations of the study are the importance of teaching digital media education to media students and designing study courses within the curricula of faculties and scientific departments in the field of media to help them gain selective exposure to content. media, including audio-visual content, the importance of designing training courses for workers in various fields on digital media literacy that benefit them in their field of work and in their public life, as well as access to constructive selective exposure, and the need to make digital media literacy one of the urgent necessities that contribute to the upbringing of conscious generations. It is capable of understanding, interpretation, analysis, criticism, and the ability to produce content that contributes to the generalization of interest for those who gain the visual and audio-visual information from the Internet.

Key words: Media Education - digital media Education - Selective Exposure to the media
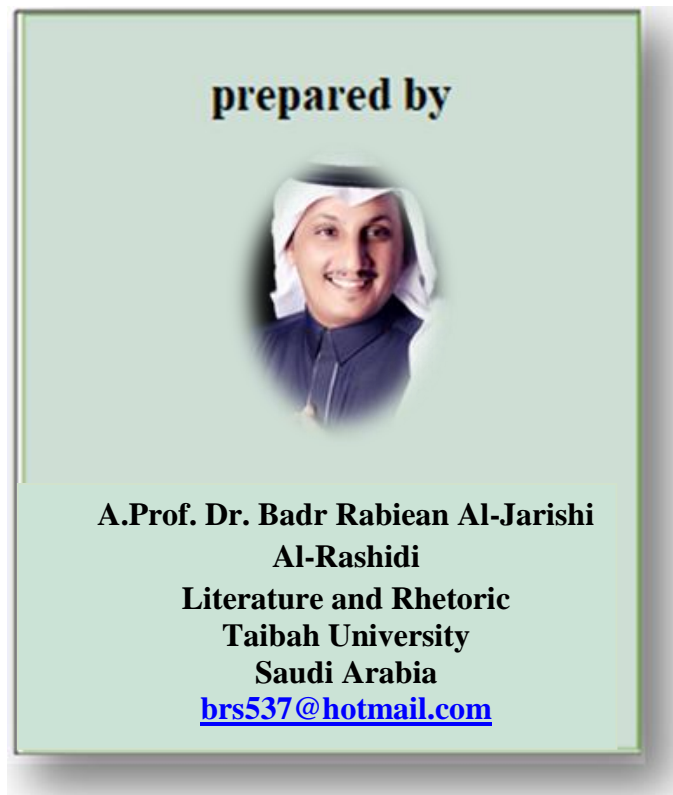
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Graphic Imagery in the Poetry of Abou Hayan Al-andulsi : Metaphor as a Case in Point

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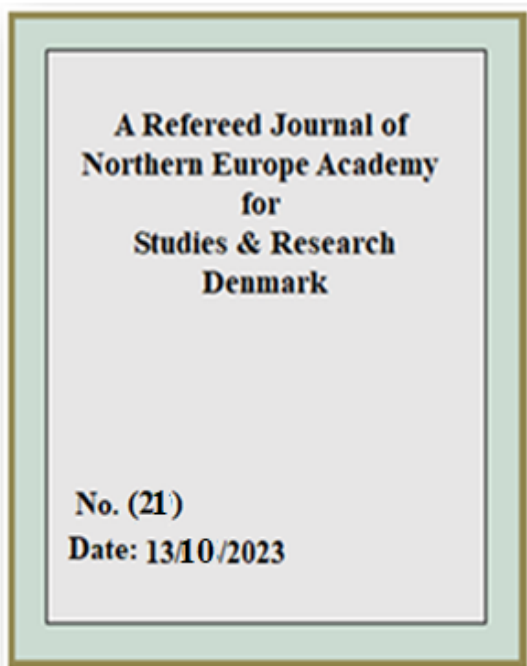Saudi Arabia
brs537@hotmail.com

Abstract

Literature is one of the fertile fields that open wide doors for researchers in the arts of rhetoric, and broad horizons, through which they access knowledge and sciences that develop in them the faculty of good taste. of that interest; This study came with the aim of identifying some rhetorical signs related to the sciences of rhetoric (meanings, eloquence, and badi'), through rhetorical analysis of samples from Abu Hayyan Al-Andalusi's poetry and presenting a new aesthetic image in it, to stand on the aesthetics of the graphic image, and exit from abstraction to specification, as metaphor was an example For the graphic image, the choice fell on Abu Hayyan Al-Andalusi; Because he did not receive a sufficient share of the rhetorical and critical lesson, in addition to his belonging to an era of much ambiguity. The study followed the critical analytical approach. Depending on the most important sources and references related to the subject of the study. Among the most important findings of the study: that Abu Hayyan was famous for their skill in formulating vivid metaphors in his poetry that could captivate readers and bring them into his world. He was adept at the metaphorical use of language and imagery, and his metaphors serve to bring readers into his world and transport them to a place of beauty and mystery. He was often using metaphor to create vivid and imaginary comparisons between different things or ideas, and in his poetry there are many evidences of this.

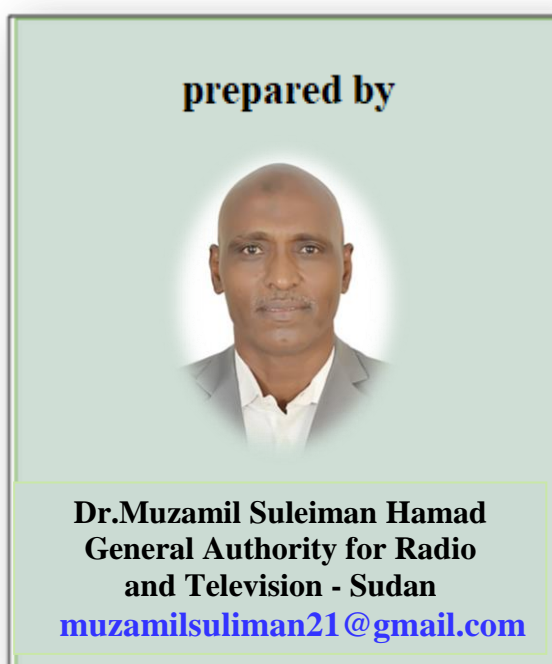**Keywords**: metaphor, graphic image, Abu Hayyan, Mamluk poetry.

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A Refereed Journal of
Northern Europe Academy
for
Studies & Research
Denmark

No. (21)
Date: 13/10/2023

A text study of the Moroccan Hassaniya lessons, Prof.Dr.Abdullah Al-Tayeb Al-Majzoub A model

prepared by

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Abstract:

This study is based on textual linguistics. It sees in the text an attractive linguistic bloc, with multiple connotations, and aims to enter the world of religious text by Professor Dr. Abdullah Al-Tayeb Al-Majzoub.

Which he presented as part of what he presented in the platform of the Moroccan Hasani lessons, which go back to the previous Alawite kings and sultans, and were presented in the presence of the King of Morocco, (presented in their court throughout the three months, (Rajab, Shaban, Ramadan). He summons the greatest scholars and thinkers from the cities for them. And villages in all Moroccan regions, where Sahih Al-Bukhari is often mentioned and other Sunnah books are sometimes mentioned, as are other religious books in interpretation, the biography of the Prophet, and others.

The good lessons are considered a Sunnah that is unique to the Kingdom of Morocco during the month of Ramadan, unlike the rest of the countries of the Arab and Islamic world. So that the Royal Palace in Rabat has become a Ramadan university, through which jurists and researchers are invited to give their lessons on the issues and concerns of the Islamic nation and its problems, according to a scientific methodology with wisdom and moderation in presentation and treatment. Before its establishment, Hassan II was afraid while his country was young and had a era of independence and the waves of Western ideological alienation were creeping in. Arab and Islamic countries, in addition to the growing atheist communist tide and the rise of the left in Moroccan universities, Hassan II intervened with a constitution that affirmed that Islam is the official religion of the Moroccan state. The constitution also gave the title of Commander of the Faithful to the king of the country, and this title had an impact on Hassan II's career in Managing religious affairs, including establishing the Islamic Ramadan lessons to restore respect to the status of scholars and jurists and their effective role in the nation's immunity, and creating this scientific platform to contribute to gathering the sagging Islamic ranks, due to the many destructive factors that worked to fuel the spirit of strife. The lessons were opened to all scholars and professors, regardless of their sects and intellectual orientations, whether Sunni, Shiite, or Ibadi. These lessons also opened the door for Sufi sheikhs

Keywords: Hassaniya lessons- Consistency - Harmony

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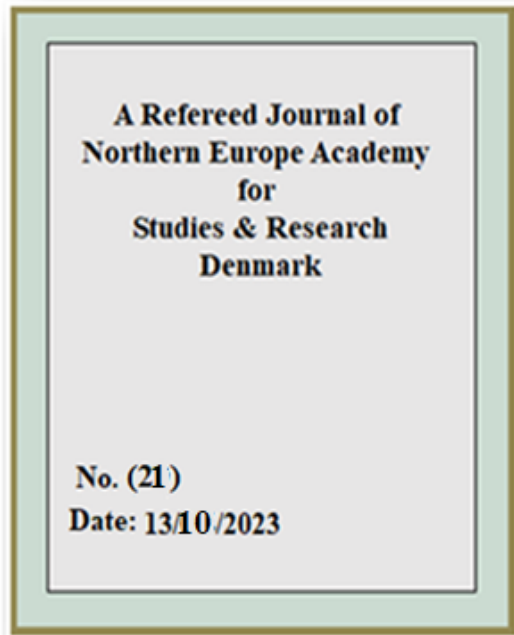
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A Refereed Journal of
Northern Europe Academy
for
Studies & Research
Denmark

No. (21)
Date: 13/10/2023

Twitter's Contribution in Increasing the Effectiveness of Educational Communication
Descriptive analytical study of a sample of King Abdulaziz University students
From April 2023-Jul 2023

prepared by

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Abstract

This study is entitled: Twitter's Contribution to Increasing the Effectiveness of Educational Communication, the study used a quantitative research design based on the descriptive approach, using surveys to collect data from a diverse sample of students across different educational levels and disciplines, and the survey tool included questions related to the use of Twitter and its educational effectiveness, potential benefits and challenges as well as educational uses of Twitter by professors and students. This study was based on a number of objectives, the most important of which are: studying the extent to which Twitter is used as a communication tool in educational environments, in addition to the motives and purposes of its use by both students and teachers, investigating the potential benefits of using Twitter for educational communication, with a focus on its impact on student engagement, collaborative learning and knowledge dissemination, and evaluating the effectiveness of Twitter in facilitating interaction between students and teachers through real-time participation and increasing and expanding discussions and brainstorming. .

The results of the study indicate that Twitter plays an important role in providing news and educational information to participants. There is also support for the use of Twitter as an educational platform by many participants, and the results indicated that there is moderate use of Twitter for educational purposes. There is a category of participants who use it regularly and continuously in the educational context, but there may be differences in the extent to which it is used according to the preferences and needs of users.

Keywords: Twitter; social media; Educational communication; Website evaluation; Communication strategies; Educational environments

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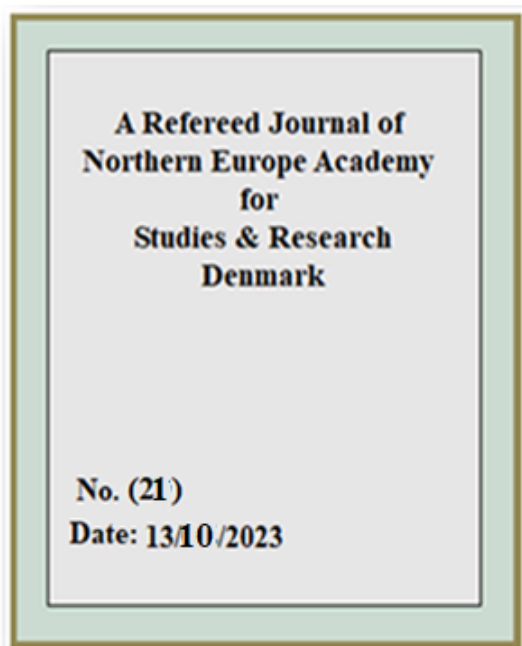
The predictive power of Ego Identity with Situational Regret Among the Divorced Women in Tafila Governorate

prepared by

Prof.Dr. Basim M. A. Aldahadha Al-Khawaldeh Mu'tahuniversity, 2023	Dr.Mahmoud Ali Mohammed Al-Khawaldeh Mu'tahuniversity, 2023

Abstract

This study aimed to identify the level ofego identity and their relationship withsituational regret among the newly-divorced women. The study sample consisted of(150) divorced women. In order to achieve the study objectives, the researcher used the scales of ego Identity,and situational regret; their validity and reliability were verified.

The results revealed that the level of, ego identity, and situational regret was medium.The results revealed thatego identity have a statistically significant impact onsituational regret, where their relationship is negative, and both of them account for (10.4%) of variance insituational regret, respectively.

In the light of the results, the study recommendedthe necessity of educating and counseling spouses about the adverse consequences of divorce on spouses and their children as well asfollowing the religion's instructions concerning the rights and duties of spouses and enhancing the spouses' awareness about the sacred relationship of marriage and the negative effects of divorce via the various written, auditory and visual means of media.

Key word: ego identity, situational regret, newly divorced.

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