



Al Bahith Journal for Social Sciences
Homepage: <https://journals.uokerbala.edu.iq/index.php/bjh>



An Exploration of the Influence of Social Diversity in Language

Asst. Inst. Samer Younis Abdullah

College of Arts/ AL-Iraqia University

samer.y.abdullah@aliraqia.edu.iq

Asst. Prof. Muna Dalaf Mohammed

College of Basic Education/ AL-Mustansiriyah University

Muna.dalaf@gmail.com

Abstract in English

Recent sociolinguistic indicators reveal that multilingualism has become a fundamental component of modern societies. This study is motivated by a fundamental question: How is social diversity related to linguistic variation in multilingual environments? It seeks to understand how social elements (like class, gender, age, religion, education) relates to ways people speak and dialects formed. Less over, it fills a research gap—namely, that heritage languages, especially those in schools where English is the language of instruction, are underrepresented in educational systems. The study concludes that all language varieties, including dialects and accents, hold equal social and cultural value, and no single variety should be viewed as superior to another. Emphasizing this perspective, the findings advocate for the inclusion and respect of students' native and heritage languages within educational frameworks to foster better social integration and academic performance. The research suggests that embracing linguistic and cultural diversity in classrooms can enrich the learning environment and promote equity. Moreover, the study recommends organizing regular workshops for educators to deepen their understanding of linguistic diversity and its implications for pedagogy. By equipping teachers with sociolinguistic awareness, educational institutions can create more inclusive and culturally responsive environments that support both learners and teachers in multilingual societies. This research contributes to ongoing discussions about linguistic justice, the recognition of language rights, and inclusive educational practices in multicultural settings.

Paper Info

Received: 1-6-2025

Accepted: 30 -6 -2025

Published: 28-7-2025

Keywords

*Influence, Social
Diversity, Languages,
Dialects, Accents,
Heritage Language.*

doi: <https://doi.org/10.63797/bjh>.

1. Introduction

A significant point needs to be clarified about the term 'variety' before starting with this research. Bauer (2007, p.10) says that, within society, the specific language that are used by particular groups can be referred to by the usage of different terms by linguists. That is, linguists can use different and various terminology to describe this specific language of the specific groups. It is also essential to observe that these different terms are not all used particularly consistently. Examples can be given to clarify this matter. The dialect of a sole person can be referred to by the usage of the term 'idiolect'. In addition, it can be noticed that there is the technical term 'register', which has quite a few definitions. In the Linguistics of the French language, one can see the term 'patois'. However, in the Linguistics of the English language, this term is not used consistently. There is also the term 'slang' and the other term which is 'jargon', these terms have a tendency to be used specifically of vocabulary. The term which is considered as a 'neutral' one and which is used by linguists to refer to any language system, that is considered a coherent one typical of a set of people, is the term 'variety'. Also, it is important to notice that this term can also be employed and used even if the set of people contains only one individual person. Thus, these terms 'dialect', 'idiolect', 'language', 'register', 'accent' – and possibly 'patois' – are all grouped under the cover term 'variety.'

Bauer (2007, p.10) also continues by saying that there is a preference by linguists to use the term 'variety'. The reason for this thing is that – by using the term of variety – there is an avoidance to taking decisions about whether two varieties can be considered as dialects that belong to the same language or belong to other languages that are considered different. Likewise, the term 'variety' is also preferred since there is avoidance to taking decisions about whether languages are seen as creoles or pidgins, or none of these two at all. So, the term 'variety' is used as a way to evade giving an offence. This offence is the usage of a term that may be loaded in a semantic way or in an emotional way. Furthermore, there is an advantage when using the term, a standard variety. The reason for this thing is that a semantic clash will not be caused for speakers in the way that a standard dialect may does for them, especially if those speakers are not aware how this term is used by linguists.

All what have been said above shows the importance of the term 'variety', which is considered one of the most crucial matters in the area of Sociolinguistics. Accordingly, this research aims at exploring the effect of social diversity on language, especially in educational contexts where the English language is taught.

1.2 Research Problem

It can be seen that modern world is changing rapidly. With such changes, the demands and the requirements for teaching foreign students are increasing. Such a thing can put a heavy burden on the shoulders of the instructors. This can be seen in teaching students who have different dialects and accents who want to acquire the English language. This thing also needs to be taken into consideration by instructors. Considering this matter, this research will also have a glimpse on it.

1.3 Research Gap

There is limited focus in theoretical research on how linguistic variety—in the context of dialects and accents—impacts the learning and teaching process in EFL classrooms.

The literature lacks sufficient attention to how the awareness of these varieties affects educational practices, particularly within contexts like Iraq where social diversity is pronounced and rapidly changing.

1.4 Significance of the Study

The significance of this research spurs from the fact that the topic of the influence of social diversity in language and the topic of students who have different dialects and accents are considered as important topics that need a good amount of research to enrich the academic world. Therefore, it is hoped that this research can provide some useful information to those college students who are interested in knowing more information about this topic. It is also hoped that this research can make the Iraqi EFL college instructors have an enlightenment and support their background knowledge in knowing more about this topic and encourage them to establish workshops of different kinds to highlight the necessity of such topics. Then, they can carry this knowledge with them and transfer it to their students when teaching them.

1.5 Research Objectives

This study aims to achieve the following objectives:

1. To investigate the notion of linguistic diversity in terms of its relevance in sociolinguistics.
2. To examine the role of social diversity, including dialect and accent variation, in language use and perceptions within an educational setting.
3. To highlight the difficulties EFL instructors experience whilst teaching students who speak different dialects and accents.
4. To raise awareness among Iraqi EFL college instructors about the importance of considering linguistic variety in the classroom.
5. To promote the development of workshops and training plans for teachers on how to handle linguistic diversity.

1.6 Research Questions

This theoretical study seeks to answer the following main questions:

1. What is the nature of the relationship between social diversity and linguistic variation in multilingual contexts?
2. What is the significance of the term 'variety' in sociolinguistics?

2. Literature Review

2.1 Language Variation and Change

2.1.1 The Nature of Language Change

There are some essential points that need to be clarified in order to go through this study. For the matter of language change, Swann et al. (2004, pp.166-167) say that there is a continuous process of change to all languages that are considered natural on various linguistic levels, such as the 'lexis', 'pronunciation' and 'grammar'. In addition, it can be noticed that, in a speech community, there is a change process that is constant of patterns of usage. The phenomenon of language change can be seen as one that happens

normally in a gradual and a slow manner. However, this phenomenon of language change can -sometimes- happen in an abrupt and a sudden manner.

2.1.2 Language Change in English

Hazen (2015, pp.8-9) affirms that the process of change happens to all living languages, and there have not been any kind of exceptions for any language ever. The English language can be seen as an example of how languages change, since this language has changed in a dramatic way during its roughly one-thousand and five-hundred-year history. When it first started, the mixture of the West Germanic dialects formed together the primary varieties of the English language. These were the dialects that were spoken by invaders who invaded Britain at that time. Furthermore, the varieties that formed the first form of the English language -whether spoken or written- are totally incomprehensible to people that are untrained in these varieties nowadays. However, since the English language is considered a living language, it can be noticed that it is a language that immense numbers of people use as a means of communication with each other.

2.1.3 Social Boundaries and Language Variation

When speaking of variation today, it can be observed that for these languages that are not suffering from being on the boundary of extinction, the process of variation that happens to these languages is a part of daily life. Also, it can be seen that various human boundaries; ethnicity, gender, region, and social class are all matters that make the varieties of the English language differ. So, since an essential part of how people represent themselves comes through the language, those people -in a systematic way- see themselves as being different at the various language levels that begin with the simple sounds and go up to the sentences. An example can be seen between the speakers of the English language, who are British, and the speakers who are Americans. For the word 'schedule', the speakers who are British say this word with the same first sound that can be found in the word 'shed', as for the speakers who are American, they say this word with the same first sound that can be found in the word 'skip'. It can be observed that these variations -whether they are chosen or not in a conscious way - can be considered as one of the important matters of the language variation patterns that can be found in languages that are considered living ones.

2.1.4 Recent Changes in English

Richards and Schmidt (2010, p.315) also say that language change can be known as the transformation process that happens inside a language and which happens overtime. An observation can be seen that all languages that are considered as living ones have been affected by the process of transformation and continue with the transformation. An example can be noticed with the English language. In this language, there are some of the recent changes that have been taking place. For example, for words such as 'witch', 'which', and words like 'pore', 'pour' and 'poor', the differences in pronunciation between these words -in various varieties of English- disappeared or starting to disappear. Also, there is a similar thing that happens between the usage of the pronoun 'who', and the pronoun 'whom' where the difference is being lost. In other words, various speakers prefer to use just the pronoun 'who' to do its grammatical role and to

do the grammatical role of the pronoun 'whom'. An alternative thing can be seen with younger speakers, who prefer to use the pronoun 'that' to perform the grammatical role of the pronoun 'who' and the grammatical role of the pronoun 'whom'. Furthermore, it can be noticed that there is the frequent arrival of new words and expressions that go into the English language. One of the examples is the word 'subprime'. This example refers to a 'mortgage', 'a risky loan', or 'investment'. Another example is 'bailout'. This example refers to a corporation that is on the brink of failure from being saved by the government. There is also the word 'blogsphere', which refers to all the blogs of the world and the interconnections of these blogs.

2.1.5 Linguistic Classification and Historical Change

Meyer (2009, p.44) explains that linguistic development can be categorized using either a genetic or a typological classification. English, as part of the Germanic branch of the Indo-European family, has evolved through several distinct stages—from Old English to Contemporary English. Understanding why languages change is as important as tracking how they change. Linguists continue to explore whether these changes are evolutionary or driven by social, political, or technological factors.

2.1.6 Sociocultural Linguistics and Language Variation

Bucholtz and Zimman (2019, pp.260–261) distinguish between two overlapping fields: Sociocultural Linguistics and Sociolinguistics. The former explores how language conveys political, cultural, and interactional meanings, while the latter tends to focus on the relationship between language and society through more specific lenses. Two core principles emerge from this discussion: the principle of linguistic diversity—the idea that multilingualism is normal within communities—and the principle of language variation, which asserts that differences in speech due to social and situational factors are natural. These principles underscore that every speaker possesses a rich linguistic repertoire, which they draw upon to navigate diverse social contexts.

2.2.1 Accent vs. Dialect

Concerning this matter, two crucial topics will be mentioned, these topics are the topics of 'accents', and 'dialects.'

Concerning the topic of accents, Wardhaugh and Fuller (2015, p.40) say that the word 'dialect' -when it is mainly used as a term to refer to regional variation- should not be mixed up with another term which is the term 'accent'. An example can be given which is about the 'Standard English'. Different kinds of accents can be used when someone is using the 'standard English' as a means of communication. With this thing, obvious social association, and regional ones often can be noticed. In other words, it can be noticed that North America has various accents related to it. The same thing can be said about locations like New- York, Singapore, Boston, India, Tyneside (Geordie), Liverpool (Scouse) and so on. Nevertheless, an extraordinary uniformity is shown by many people who live in these places that mentioned earlier to one another. This uniformity can be noticed in matters like vocabulary and grammar. The reason for this thing is that those people speak 'Standard English'. The only differences are the differences that can be noticed of accents. That is, how people pronounce the things that they want to say.

2.2.2 Dimensions of Dialectal Difference

Romaine (2000, pp.19-20) says that a further distinction between the term 'accent' and the term 'dialect' are made by some linguists. Simultaneously, a dialect that belongs to one language differs from the other dialects that belong to the same language. This difference of a dialect appears on three levels of organization. That is, the dialect will differ on the level of vocabulary, pronunciation, and grammar or syntax. Those speakers who are considered as educated ones who speak British English and American English can be said that they are both communicate by the usage of dialects that belong to the same language which is English. The reason for this thing is that the differences of dialects in the levels of vocabulary, pronunciation, and grammar or syntax exist between those speakers. In practice, it can be said that a common grammar is shared by speakers of these two varieties and there will be a difference in matters such as pronunciation and vocabulary. In addition, strong opinions are possessed by people when it comes to accents. One of the ideas that those people express is that other people always possess accents and not themselves.

2.2.3 Prestige and Perception of Accents

Romaine (2000, p.20) illustrate that, strictly speaking, it will be impossible that any variety be spoken by people without the usage of some accent. In Britain, it has been found -by evolutionary studies that focus on accents- that the speech of urban areas like Glasgow, Birmingham, and Liverpool is rated much less favorably by British people than the accents that are spoken in rural areas like Cornwall and Devon. The viewpoint about the nature of urban life versus rural one is reflected by these variations in judgment, rather than anything that is essential in the accents. Those people who are considered outsiders who do not have knowledge of the location in which accents are used, do not rate these accents in an unfavorable way. There is a variety which is known as the 'Received Pronunciation' - RP for short - that is used in Britain. The prestige of this variety is so high that people frequently imagine that they use the forms of this variety when they do not. This is a variety of speech that is used by those people who are taught at public (i.e. private) schools. This variety is not related to any specific area. Also, this variety can, sometimes, be thought of as the same as the standard English pronunciation, especially in England. It can be observed that, sometimes, other names are used to refer to the RP variety, such as BBC English, the Kings English, and Oxford English. Foreigners who want to learn British English are taught the usage of an RP accent. Although only five percent or less than that of the population speak with this accent, this accent is well thought of as an accent that has prestige throughout the United Kingdom and the British Commonwealth. This accent has also functioned as an essential prestige norm overseas.

2.2.4 Definitions and Classifications of Dialect

Bussmann (1996, p.307) indicates that the term dialect can be defined as a linguistic type of system in which a great percentage of similarity is shown by this system to other types of linguistic systems. As a result, there is, at least, a limited possibility of mutual intelligibility. Also, the term dialect can be used to refer to a kind of linguistic system that is related to a particular region in which there is no overlap between the regional distribution of this system with another similar system that covers another different area. Moreover, the term dialect can be used to refer to a linguistic system that does not

possess a written form or a standardized one. In other words, it refers to a linguistic system in which there are no official grammatical rules or official orthographic rules that are standardized for this system. What has been said above describes the situation in Britain. It is important to note that this is a narrow definition.

2.2.5 Broader Usage and Dialectology

Bussmann (1996, p.307) says that it can be observed that linguists are able to use the term dialect to point to various other senses. An example can be given. The broader usage of the term dialect refers to the various numbers of languages that come from a sole ancestral language, like the 'Romance Dialect' that comes from Latin. In addition, in dialectology - the field in which the origin of dialectal structure is examined alongside the conditions of these dialectal structures - the term dialect can be defined as individual languages in which linguistic criteria are taken into consideration alongside other aspects that are extralinguistic, such as centers that are political or religious, trade routes, and typography (rivers and mountains that function as natural borders). Looking from a historical and genetic viewpoint, dialects must be thought of as older than languages that are standardized. So, in the modern form of dialects, these varieties can be thought of as a reflex to historical development. Dialects are thought to be 'more natural' than languages that went through standardization because of the lack of standardization of dialects and the oral tradition of these dialects. Because of this view, linguistic hypotheses that focus on historical processes are tested by dialects, since dialects are particularly suited for doing this thing. The investigations of structuralism and neogrammarians are two examples that show this. The sociolinguistic approach is the reason for the increasing modern exploration of dialects. These explorations shed light on the private usage of dialects, the different usage of dialects, the standard language, and the possible relationship that can be found between dialect and social class.

2.2.6 Regional and Social Dialects

Trask (1999, pp.49-50) says that the term dialect is a variety of a language that can be either social or regional that is more or less identifiable. Also, when mentioning the term regional dialect, it can be said that in any important area, every language that is used as a way of communication in different forms in different locations - these can be known as regional dialects. Furthermore, in a sole community, members who belong to various social groups may use the language to talk in different ways. In such a situation, the term 'social dialect' or the term 'sociolects' are used to refer to these different ways. For example, the kind of English language that is spoken in London differs noticeably from the variety of English that is spoken in Sydney, Birmingham, New Orleans, Liverpool, New York, or Glasgow. Also, the English that is spoken by motor mechanics is different from that one spoken by London Stockbrokers. It is crucial to recognize that every person who uses a language, do this thing with some dialect or other. Speaking a language without incorporating a dialect within it is something not possible. Another crucial point to mention is that the term dialect is, often - in an informal way - reserved by people to refer to a variety of speech that differs noticeably from their own variety of speech. The term may also be reserved to refer to a variety of speech that lacks prestige. In the science of Linguistics, the term is not used in such a way. Additionally, only features of vocabulary and grammar are incorporated under the term dialect. The feature of pronunciation is incorporated under the term accent. This is British usage. As

for American usage, the feature of accent is typically well-thought-out to be one part that belongs to a dialect

2.3 Social and Regional Diversity

2.3.1 The Importance of Social and Regional Diversity

One of the most crucial matters that has a heavy weight of importance is the topic of social and regional diversity.

2.3.2 Types of Dialect: Social, Regional, and Temporal

Hartmann and Stork (1972, p.65) say that the specific form of a language that is known as dialect can take different shapes as it can be either social, regional or temporal. This variety that is known as a dialect can differ from the standard language - that is also a dialect which is socially favoured - since the dialect possesses different vocabulary, pronunciation and grammar. The term accent is used or given to a variant if this variant has only differences in pronunciation. Also, the decision about whether a variant can be considered a different language or dialectal subdivision can be hard and problematic. The reason for this is that political boundaries may blur this variant. A clear example can be noticed between the Dutch language and some low German dialects. What is interesting is that the term 'regional dialects' can also have other names, like territorial, local, or geographical dialects. Regional dialects can be known as the type of dialects that are spoken in a particular geographical area by a number of people in a speech community. A good example of a regional dialect is the Cockney dialect, which is spoken in the City of London. However, because of the mobility of people and the increasing rates of people who have education, these dialects are receding.

2.3.3 Social Dialects and Temporal Language Variation

Hartmann and Stork (1972, p.65) say that there is something that is known as social dialects. The term social dialect has other names, such as socio-elects and class dialect. It can be observed that individuals of a specific group in society or a division of a speech community use social dialects. There is something that is known as the 'state of language'. One can observe a type of language that is spoken at a specific period in its historical development. An example of this is British English, which was spoken during the mid-19th century. Such a thing may have the name temporal dialect

2.3.4 Geographical Origin and Dialect Perception

Crystal (2019, p.318) demonstrates that the factor of geographical origin is the one factor that people most frequently ask about. It is the one factor that people most regularly question about of all the factors that are stylistic and sociolinguistic, which stimulate variety in language use. The fact that oral communication can deliver an obvious answer to questions such as "where are you from?" shows a strange charm. Also, the term dialect and also that of accent can be thought of as normal part of everyday vocabulary. Regional differences can be readily observed by focusing on the ways in which people communicate or talk. Although people may not be capable of explaining these differences other than using terms that can be described as impressionistic terms or most vague ones (such as lilting, guttural, or musical), they

find no problem to respond to these differences in an intuitive way, appreciating folklore or the literature of a dialect, having a good laugh at dialect jokes, and enjoying and admiring the matter of dialect parodies.

2.3.5 The Paradox of Dialect Judgment

Crystal (2019, p.318) also says that, at the same time, however, there is an observation of something that is known as the ‘paradox of dialect study’. In other words, one can notice that serious judgments that are harsh can be easily made about the different ways in which people speak that are perceived by people as strange. Usually, such kinds of attitudes are made subconsciously. However, bringing these attitudes to the surface, obviously, does not require much. The various opinions that are different between people who have different dialect backgrounds can rapidly lead them to mocking the speech of each other. Such a situation requires the person to have a thick skin in order not to be offended or hurt by this mockery. Furthermore, the mockery of a speech that is regional in its nature can easily be transformed into derogation of the speakers. Consequences that are catastrophic or disturbing have occasionally been reported by newspapers for such things. Numerous academic studies have been attracted by such matters, especially by sociolinguists. However, a little awareness can be noticed to such problems. Not just a purely descriptive interest be acquired from focusing on regional linguistic variation, more can be offered by analyzing regional linguistic variation. The more knowledge one acquires about the changes and regional variation in the usage of language, such as the English language, the more the striking individuality of the different varieties that are known as dialects will be appreciated by this person. In addition, demeaning stereotypes will less likely be adopted by this person about people who live in different parts of the country or the world. The initial step that is crucial to take is to substitute the idea that a regional variety is considered so and labeled as a dialect because it does not have the prestige that the standard language possesses. Also, one must observe that a lot of potential and linguistic complexity can be found within each dialect. This is something that one must recognize. Persuading people that a variety - whether accent or dialect - that they do not like or despise is one that can be grouped under the umbrella of the English language and has as much respect and right to exist as a variety can be a difficult matter. However, for a genuinely democratic dialectology, this is the kind of breakthrough that is required.

2.3.6 Social Identity and Language Use

As for social variation, Crystal (2019, p.386) says that a geographical answer can be provided to a certain question, which is - where is a person from, in the English-speaking world? - through regional language variation. A totally different question, which is ‘who are you?’, is answered through the social language variation since a good answer to this question is provided by this type of variation. A number of potential answers can be provided by this type of variation. The reason for this is that several identities are acquired by people as those people take part in social structure. People can fit into different social groups, and various social roles can be performed by them. One individual may be recognized as ‘a lay reader’, ‘a Times’ reader’, ‘a drop-out’, ‘a failure’, ‘a doctor’, ‘a woman’, ‘a husband’, ‘a parent’, ‘a member of the proletariat’, ‘a senior citizen’, ‘an apprentice’, ‘a respected community leader’, ‘a

political activist', or in many other ways. Consequences can appear for any of these individualities for the type of language usage people choose. Generally, language can be considered as the main signal - much more than furnishings or clothes - of the aspects that are temporary or permanent of people's social identity. Specific features of the type of variation that is social seem to consist of certain linguistic consequences. It has been frequently shown that features such as 'socio-economic class, age, and others', hold worth when it comes to analyzing and describing how there is a variation in sounds, vocabulary and constructions. A less likely influence comes from the feature of occupation. However, this feature can be highly distinctive in some contexts. A clear example can be given, which is the 'world of the law'. When a social role is adopted by someone - such as giving a speech at a wedding, or being a chairperson at a meeting - this thing invariably requires from them that suitable linguistic forms are chosen. A standard view of the language authority has inevitably been shown by the presence of prominent public institutions such as 'the press', 'the established church', 'broadcasting', 'the monarchy' and 'the civil service'. This matter can obviously be clear by official language policy

2.3.7 Class, Prestige, and Language Stratification

Crystal (2019, p.386) says that, in all of this, behaviors can have a wild variation to social variation. Social stratification is displayed by all countries. It can be noticed that more obvious defined boundaries of class are shown in some countries than in others. Consequently, features of class dialect will be more distinguishable. Typically, it is said that Britain is thought of as linguistically much more class-conscious, and for Britain this thing appears much more than the other countries where the first language that is used is English. Furthermore, norms of achievement in language usage may be identified by vastly appreciated national literature. This is the kind of language usage that children are educated to seek. Also, a sensitivity to the variation in language may arise in one country or a sector in society when there is a specific set of historical conditions (like the availability of a solid and powerful system of privileged education)

2.4 Appreciation of Students' Linguistic Varieties

2.4.1 Multiculturalism and Cultural Pluralism

Concerning this matter, Edwards (2010, p.207) says that it can be obvious that any talk about the matter of multiculturalism is a talk that may mean - to certain extent - different things in different quarters. Of course, it can be observed that there have always been supportive views that are strong in nature and disinterested of cultural pluralism and linguistic one also.

2.4.2 Cross-Cultural Education and Enlightenment

Edwards (2010, p.207) says that, just as learning different languages have been always an interest that educated people have, so the comprehending of the other types of different cultures. In addition, Brisk (2010, p.152) says that the diversity of the backgrounds of students that are educational and cultural is respected and recognized by successful instructors. Furthermore, Brisk (2010, p.157) says that there are some circumstances where the usage of the heritage language can be perfectly suitable.

Brisk (2010, pp.157-158) also says that the everyday dialect of children may be used by them to solve a difficulty in class...

3. Conclusion

This world is full of linguistic diversity, including languages, accents, and dialects, each carrying cultural significance and offering life opportunities. This research aimed to shed light on language diversity and its sociolinguistic impact. It highlighted the use of the term *variety* as a neutral alternative to avoid offense when referring to dialects or accents. All languages undergo change in vocabulary, grammar, and pronunciation over time. English being a prime example, evolving from West Germanic roots.

The study clarified that a *dialect* differs in vocabulary, grammar, and pronunciation, while an *accent* only varies in pronunciation. It also rejected the idea that dialects lack prestige, emphasizing the importance of linguistic and extralinguistic criteria in such definitions. The research explored regional variation in rural areas and social variation in urban speech communities, stressing that all dialects and accents are valid and reflect social identity. Mockery based on speech differences can have harmful consequences.

Finally, the study encouraged the inclusion of students' dialects and accents in the classroom. Instructors should foster a positive, respectful environment that values linguistic diversity, enabling more effective learning and cultural expression.

4. References

- Bauer, L. (2007). *The linguistics student's handbook*. Edinburgh: Edinburgh University Press Ltd.
- Brisk, M. (2010). Learning english as a second language. In M, Shatz., & L, Wilkinson (Eds.), *The education of english language learners: Research to practice* (pp.152-173). New York: The Guilford Press.
- Bucholtz, M., & Zimman, L. (2019). Language in the social world. In C. Genetti (Ed.), *How languages work: An introduction to language and linguistics* (2nd ed., pp.257-284). Cambridge: Cambridge University Press.
- Bussmann, H. (1996). *Routledge dictionary of language and linguistics* (G. Trauth & K. Kazzazi, Trans. & Eds.). London: Routledge.
- Crystal, D. (2019). *The Cambridge encyclopedia of the English language* (3rd ed). Cambridge: Cambridge University Press.
- Derewianka, B. (1991). *Exploring how texts work*. Newtown, Australia: Primary English Teaching Association.
- Edwards, J. (2010). *Language diversity in the classroom*. Bristol: Multilingual Matters.
- Hartmann, R., & Stork, F. (1972). *Dictionary of language and linguistics*. London: Applied Science Publishers Ltd.
- Hazen, k. (2015). *An introduction to language*. Oxford: Wiley Blackwell.
- Meyer, C. (2009). *Introducing English linguistics*. Cambridge: Cambridge University Press.
- Richards, J., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed). England: Pearson Education Limited.
- Romaine, S. (2000). *Language in society: An introduction to sociolinguistics*. Oxford: Oxford University Press.
- Swann, J., Deumert, A., Lillis, T., & Mesthrie, R. (2004). *A dictionary of sociolinguistics*. Edinburgh: Edinburgh University Press.

- Trask, R. (1999). *Key concepts in language and linguistics*. London: Routledge.
- Wardhaugh, R., & Fuller, J. (2015). *An introduction to sociolinguistics* (7th ed). Chichester: Wiley Blackwell.

استكشاف تأثير التنوع الاجتماعي في اللغة

المستخلص

تشير المؤشرات الاجتماعية واللغوية الحديثة إلى أن التعدد اللغوي بات عنصراً أساسياً في تركيبة المجتمعات الحديثة. تنطلق هذه الدراسة من تساؤل جوهري: ما طبيعة العلاقة بين التنوع الاجتماعي والتنوع اللغوي في السياقات متعددة اللغات؟ ويكمن هدفها في تحليل التأثيرات المتبادلة بين الخصائص الاجتماعية – مثل الطبقة، الجنس، العمر، الدين، والتعليم – وبين أنماط استخدام اللغة واللهجات داخل المجتمعات. كما تسعى لصدّ فجوة بحثية تتعلق بإغفال الأبحاث السابقة لدور اللغة التراثية في التعليم، خاصة في ظل بيئات تعتمد اللغة الإنجليزية كلغة أساسية. وتخلص الدراسة إلى أن جميع التنوعات اللغوية، بما في ذلك اللهجات واللكنات، تحمل أهمية اجتماعية وثقافية متساوية، ولا يمكن تفضيل أحدها على الآخر. تؤكد النتائج أهمية دمج اللغات الأم والثقافات الأصلية للطلبة ضمن المنظومة التعليمية لتعزيز التفاعل والاندماج. وتقتصر الدراسة تنظيم ورش عمل دورية للمعلمين بهدف تعميق الوعي بالتعدد اللغوي والثقافي لدى كل من الكوادر التربوية والطلاب. يسهم هذا البحث في دعم رؤية تعليمية عادلة تراعي الفروق اللغوية وتُعزز من قدرة الطلاب على التكيف والنجاح في بيئات تعليمية متعددة الثقافات.

كلمات دلالية: التأثير، التنوع الاجتماعي، اللغات، اللهجات، النبرات، لغة التراث.