The Effect Sociolect and Cognitive Growth among Iraqi High School Students"

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تأثير اللغة الاجتماعية والنمو المعرفي لدى طلبة المرحلة الاعدادية العراقية

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Abstract

This study explores how sociolect affects the cognitive development of language users among Iraqi students. The current research examines many language traits and establishes their relationships. According to Heller (2007), language practices are deeply embedded in social and political contexts. This research examines how sociolect influences changes in English language usage among students in Iraqi high schools and identifies factors contributing to these changes. This study explores our youth's excessive use of English lexicon on social media platforms. English is a global lingua franca, but its use has produced a belief among young people that using it makes them more modern and intelligent. This study found linguistic variance at some levels in English language. Denzin and Lincoln (2005) used a multimethod, interpretative, and naturalistic qualitative research paradigm. It is used to investigate the changes occurring in English. Research was conducted by randomly gathering status updates and comments from active social media users, with their prior agreement.

Keywords: Sociolect, Cognitive, English language, political, qualitative research

ملخص

تستكشف هذه الدراسة كيف تؤثر اللهجة الاجتماعية على التطور المعرفي لمستخدمي اللغة بين الطلاب العراقيين. يدرس البحث الحالي العديد من سمات اللغة ويحدد العلاقات بينها. وفقًا لهيلر (٢٠٠٧)، فإن ممارسات اللغة راسخة بعمق في السياقات الاجتماعية والسياسية. يدرس هذا البحث كيف تؤثر اللهجة الاجتماعية على التغييرات في استخدام اللغة الإنجليزية بين الطلاب في المدارس الثانوية العراقية ويحدد العوامل التي تساهم في هذه التغييرات. تستكشف هذه الدراسة الاستخدام المفرط لشبابنا للمفردات الإنكليزية على منصات التواصل الاجتماعي. اللغة الإنكليزية هي لغة عالمية مشتركة، لكن استخدامها أنتج اعتقادًا بين الشباب بأن استخدامها يجعلهم أكثر حداثة وذكاءً. وجدت هذه الدراسة تباينًا لغويًا على بعض المستويات في اللغة الإنكليزية. استخدم دينزين ولينكولن (٢٠٠٥) نموذجًا بحثيًا متعدد الأساليب وتفسيريًا ونوعيًا طبيعيًا. يتم

اســـتخدامه للتحقيق في التغييرات التي تحدث في اللغة الإنكليزية. تم إجراء البحث من خلال جمع تحديثات الحالة والتعليقات بشكل عشوائي من مستخدمي وسائل التواصل الاجتماعي النشطين، بموافقتهم المسبقة.

الكلمات المفتاحية: اللغة الاجتماعية، المعرفية، اللغة الإنكليزية، السياسية، البحث النوعي

1.Introduction,

The use of language is the tool employed to communicate emotions and connect with others. Communication is important to human life, and efficient interaction is essential. Language is a complex system that includes symbols, signs, and sounds to express a certain message. According to Heller (2007), language is deeply embedded in social and political contexts. In Iraq, the English language is considered a modern language alongside numerous provincial variations, creating a bilingual society. English is considered an official language and has the highest ranking in the country, alongside Arabic.

Speaking or Writing methods in Iraqi High School comprise cognitive procedures used in instructive teaching. O'Malley and Chamot (1990) described the (PLAY & WRITE) method as a cognitive technique: PLAN approach, where P represents: Pay attention to the prompt/or repetition (for example, speech in a language task). L stands for: List the major meaning (with reference to significance, for a composed task). A stands for: Add supporting concepts, and N stands for: Number the offered ideas. On the other hand, the WRITE technique contained: W stands for: Work from the arrangement to build sentences. R stands for: Remember writing objectives. I stands for: Include interpretation (using primary language to comprehend secondary language),T stands for: Transfer (using freshly acquired semantic information to facilitate a language assignment), and E stands for: Exciting. It is critical to understand the extent to which practicing a foreign language has an impact on sociolinguistic and cognitive development. The implementation of such a strategy is the first and most important organization of educational strategies.

Teachers in high schools can help students offer many examples of second language to reflect in their essays. Instructors can also help students by providing them with successful feedback in order to improve their talents. Research studies demonstrated how essayists value learners' contribution, critique, or substance, as well as explicit remarks with explicit approaches for reconsidering (Zamel, 1985; Hyland, 2003).

2. Literature Review

2.1. The Objective

Variations in phonology, morphology, vocabulary, and grammar are common when a language is employed in a changing social context. The unusual structural and linguistic scheme of the overtly utilized language is reflected in its semantic characteristics. Their phonemes, lexicon, and sentence structures usually exhibit

these linguistic traits. As a result, non-native speakers have developed a new variety to handle the communication needs.

The use of language is not a standard game where words are used until one finds the suitable meaning. Lyons (1981) discusses words and their significance. He makes two points: first, the word does not accurately represent the concept. It is the linguist's responsibility to clarify the words, because languages are often isomorphic.

Ibid also establishes the connection that there is a social connotation that is somewhat free yet maintains social norms and relationships. Hudson (1981), who characterizes sociolinguistics as a phenomena that rests in the connectedness of social system and language, provides evidence in this regard when discussing social meaning and language with regards to social situations.

Lyons (1981) goes on to describe ethno-linguistics as the study of language usage in relation to culture, where culture is included in the same way as anthropology and the social sciences. We learn about a direct connection between language and culture or language and society after obtaining these two definitions. It implies that society and its users influence and modify language. According to Todd (1987), language is also shaped by the mannerisms that other members of that community find acceptable. The phenomena of language is a breathing thing. Each generation's language is passed down from its predecessor.

However, it has been modified to accommodate the unique needs of the next generation. Similarly, by uniting the insiders and embracing the outsiders, a unique language can help a cultural group become more unique. Individuals' language and grammar are influenced by a variety of factors, including education, social context, age, gender, and morals (Rasul, 2013).

Creativity is a hallmark of the development of new languages for communication purposes. The main source of linguistic creativity is plurilingualism. Rather than being milestones in the new English style as the original, these changes might be seen as differences in the English language itself because they are so large and have been around for so long (Quirk, 1985).

2. 1. 1. Questions of the Research

The current investigation aims to address the following exploratory inquiry question:

1-"Is there any effect Sociolect and Cognitive Growth among Iraqi High School Students males or females?"

2-"What is the effect of the cognitive development and Sociolect on high school students in Iraq?"

2.1.2.Hypotheses That are Null

- *Sociolect and cognitive growth have no discernible effects on Iraqi high school students.*

- *Iraqi high school students' sociolect is not significantly impacted by language instruction.*
- *Students who acquire a second language do not differ significantly from those who do not in terms of cognitive and sociolectual abilities.*

2.2 . Cognitive Theory

Social competency theory was first presented by Alfred Bendura in 1996 as a novel element in progressive cultural contexts. This new line of research, known as trans-cultural perceived social competence theory, addresses the origins, development, and function of seeming self-efficacy as well as other sociocognitive elements in child development (Bandura, 2001).

The following elements are part of sociocultural systems:

- *Perceived efficacy controls learning activities and aids in theoretical assignment mastery.*
- *Development and relational interaction management are aspects of apparent societal efficiency.*
- *One of the alleged leadership skills is reducing the influence of others to participate in negative events.*

The role of perceived self-efficacy varies depending on the cultural context; cultures are no longer static. A new communal consciousness was brought about by global forces and telecommunications. The fastest rate of exchange and transmission occurs across values, language, ideas, beliefs, and lifestyles.

2.3. Cognitive Development of Language

Since the beginning of the research process, social cognition has been a major focus of sociolect and cognitive development. Piaget's method was the most widely used methodology until the middle of the 20th century, as was the case with many subjects.

Piaget maintained that egocentrism the inability to distinguish one's own viewpoint from that of others is a hallmark of young learners' thinking. As a result, high school students frequently believe that other people share their thoughts, feelings, and desires. Feuerstein (2003) asserts that if students engage with one another, communicate their issues, and come up with solutions, mediation is the first stage in the language development process for humans. They can move on to the following stage, known as development, if they have resolved this issue. However, Vygotsky (1967) asserts that the primary instrument in the human language learning process is mediation.

The broad umbrella term "cognitive linguistics" refers to a variety of contemporary linguistics theoretical stances that have emerged from the late 1970s(Clark,2007). The generative tradition and cognitive linguistic theories both hold that language is a "cognitive" phenomena in the sense that it is a creation of the individual's mind. They

provide a radical alternative to popular generativist theories of grammar, though, and they diverge from them in a number of important ways, not the least of which is that they seek to simulate the facts of language structure as speakers use and comprehend it.

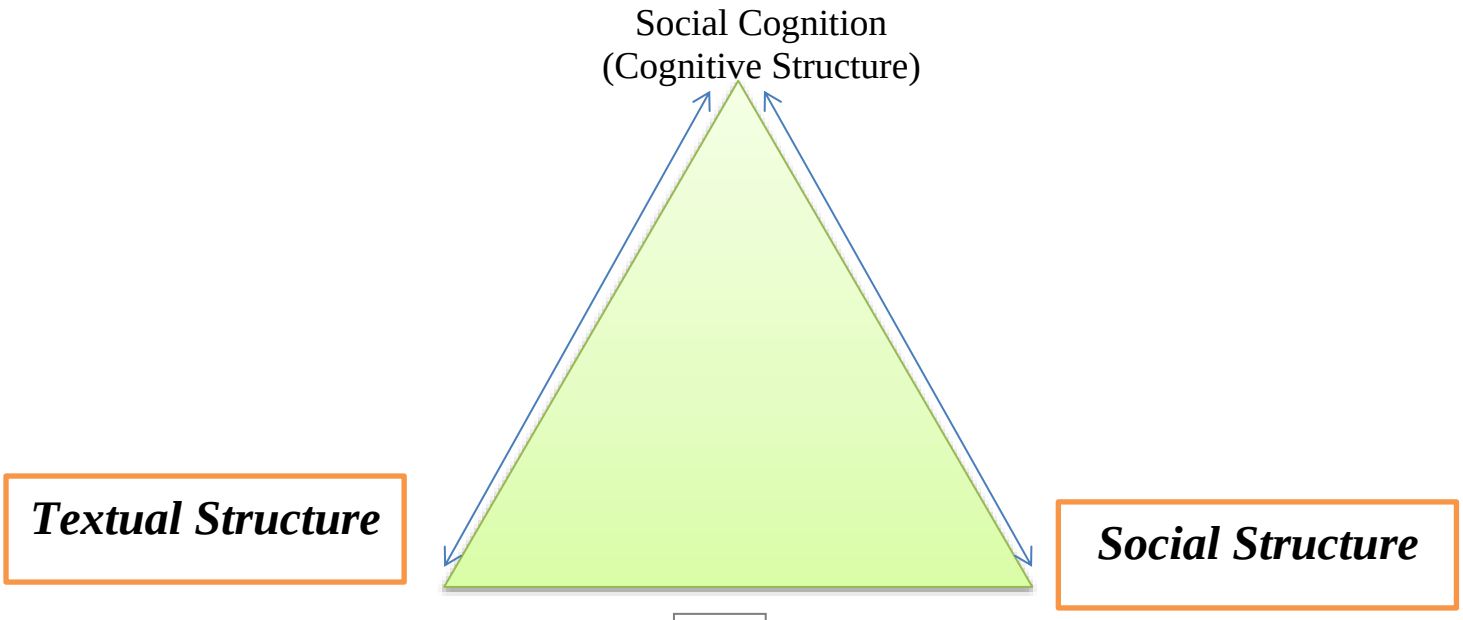
2. 4. A Sociocognitive Approach and Language

There are various ways to look at how linguistic knowledge develops in connection to social and cognitive knowledge. Learning theory produced the first explanations of language development, and these explanations suited a reductionist paradigm. The interactionist paradigm, which maintains that language knowledge and cognitive knowledge are interconnected, is consistent with the idea that language knowledge encompasses both semantic and syntactic components. The study of communicative skill development, which includes language usage and structure principles, is a hallmark of the sociocognitive approach to language development. Understanding language structure, particularly phonological, syntactic, and semantic rules, is a prerequisite for communicative competence. Coherence in every conversational utterance sequence is taken into consideration by rules of sequencing.

> " *A sociocognitive approach claims that such relations are cognitively mediated. Discourse structures and social structures are of a different nature, and can only be related through the mental representations of language users as individuals and as social members.(Van.Dijk,2014)"*

Van Dijk's socio-cognitive approach holds that social structures and (Textual) discourse structures are connected through a sophisticated socio-cognitive interface; in other words, discourse and society are cognitively mediated.

Therefore, the interface that connects speech as a language with social contexts and social structures is cognition.



Van Dijk's Textual – Cognitive-Social Triangle

According to Dijke's opinin, it is not acknowledged that context is essentially constructed or interpreted in terms of mental representations, for example, or that knowledge and other beliefs play a significant role as pertinent cognitive and social characteristics of language users. This implies that there is no precise explanation for how these settings can change the way that real language users produce and understand discourse, or how discourse can influence context. In particular, an approach that ignores the mental component in which real language users rather than abstractions continually (re)construct a context through a dynamic interpretation and representation of the communicative event and circumstance is insufficient to describe the dynamic nature of context.

2. 5. Differences in Language and Sociolect or Media

The varied demands of time, which are manifested in people's actions, are reflected in the unique social use of language. This phenomena is explained by the usage of Arabic or English in the classroom or by high school students who, whether consciously or unconsciously, utilize English when communicating on specific social media platforms (SNS) for academic or personal purposes. It might be interpreted as a show of respect for society. This is a result of social media's strong influence, as the younger generation used it to discuss with their friends and family their life experiences, including general status, professional positions, and content based on societal or particular phenomena.

As a result, the situational impact of social media on its users causes changes in the semantics of language. Three levels of language—phonic effect, meaning features, and expression formations show this shift in linguistic habits. An eccentric grammar takes the place of the new and new words (Trask, 1994). Instead of using "Asef" and "Shukra" to express regret or gratitude, high school students in the community use English, which is a great social wonder of the time because it accepts the global language for communication, either consciously or unconsciously.

٣. Methods and Data

The data provided is derived from sociolinguistic interviews that were conducted with 103 students from various high schools. Every subject had lived in Al Hamza High Schools for the duration of their interviews. These were speakers of the popular vernacular, which is important to note given the noticeable socioeconomic inequality that prevails in this linguistic community. Interviewers used topics intended to elicit a maximally casual style (e.g., current popular culture, subjects' personal experiences and opinions, etc.) while attempting to let the interview flow naturally, allowing for

topical flexibility and avoiding a question-and-answer format. These interviews followed standard sociolinguistic protocols.

Individual differences, if any, in the effects of constraints or the distribution of events across adaptation environments are not of interest to us because we are interested in the rates of use of these variables in the extent to which there are effects on the social dialect used among high school students as well as cognitive development when they use the second language in their daily interactions and through their communication with each other through study groups or forums in social communication. That is the dimension in which social stratification is typically demonstrated.

The present research is focusing on the patterned speech choices made by students in high school at various linguistic levels, such as morphology and syntax, which suggests particular factors that will be disclosed throughout data analysis.

3.1. Arabic Noun Phrases in English Sentences

One of the most important aspects of sentence construction is learning noun phrases in Arabic (or any other language). A noun phrase is a structure that is built on a noun, which is a word that refers to an item, person, or concept.

> *There are various ways to use a noun phrase with the noun "car." For instance, you can say "a car," "the car," or "this car." You can also use an adjective with it, like "a new car" or "the old car." You can use a possessive pronoun, like "my car/his car," or it can be a part of a genitive expression, like "The father's car," "the police car," or "the car of school."*

3.2. Arabic Adjective Phrases in English Sentences

A word or group of words that combine to form an adjective to convey a certain quality might be called an adjective phrase. Adjective phrases in Arabic serve the same purpose as qualifying nouns. We will see how Arabic adjectives are used in English sentences in these examples.

In Arabic, adjectives, or الصـــفات (as-sifaat), are crucial for describing and giving nouns more nuance. They are more complicated than in English since they must agree with the nouns they modify in terms of gender, number, case, and definiteness. In order to correspond with their noun equivalents, adjectives can be either masculine or feminine, singular, dual, or plural, definite or indefinite.

Arabic adjectives can be used to describe a wide range of persons or things, including physical attributes, personality traits, and qualities like height, beauty, bravery, or cleverness. For instance, the grammatical rules of جميل (jamīl) and كبير (kabīr) both modify nouns to signify "beautiful" and "big," respectively.

3.3. Arabic Verb Phrases in English Sentences

Words or groups of words that function as verbs are called verb phrases. In Arabic, auxiliaries occur at the end of verbs, but in English, the opposite is accurate.

Verbs in Arabic are conjugated according to a number of factors, including tense, mood, person, number, and gender. They are the primary element for expressing actions, states, and occurrences. The unique morphology of Arabic verbs is primarily based on roots and patterns, and speakers may adopt different meanings and subtleties.

There are phrasal verbs in Arabic and English. They are known as transitive verbs in Arabic and phrasal verbs in English. The two categories of English phrasal verbs are intransitive and transitive (separable and inseparable). In Arabic, however, they are referred to as transitive verbs, which are further separated into transitive by themselves and transitive through particles, such as adverbs and prepositions.

Since phrasal verbs are employed in both Arabic and English scientific writings, all of the verbs in both languages belong to the same semantic category figurative.

Hence, the phrase "an old woman took the fruit slowly from the shop" is a verb phrase made up of the verb "took" and its dependents, but it does not include the subject "an old woman."

3.4. Arabic Conjunctions in English Sentences

A conjunction is an expression that simply connects phrases, and sometimes elements.

Conjunctions link sentences and make them more compact. In English, conjunctions are used to link two sentences together. Let's see how this is accomplished. English uses three simple coordinating conjunctions: AND, BUT, and YET.

There are three correlative coordinators: Both… and, Either…or, or Neither…nor.

"We arrived to the party in time (but), lakin لكن no one was there to welcome us".

4. Age and Gender

Looking at gender, we find that students females show somewhat higher mean usage rates than males students of the prestige forms of all of these variables.

One variable is sharply differentiated by gender. Denasalization is used at above-average rates by ten of the eleven males in the corpus,

while seven of nine females have below average use. This implies that denasalization has some indexical relationship with masculinity in this community, which could potentially confound our search for cohesive sociolects. Age, however, shows no community-wide association with any of these variants; there is no systematic evidence of ongoing change in progress or age-grading for these variables.

To adjust for any gender-related patterns of use of these variables, For females, they are quite positive for the sociolectal cognitive hypothesis: five of six variable

pairings have substantial relationships. Males, on the other hand, have a less clear gognitive groth. Interestingly, two new correlations arise among the males that were not evident in the pooled data: the two phonological variables are associated, and there is a strong association between the rate of nominal agreement and age. So older students exhibit higher agreement than younger students for both sex.

These data do not provide a straightforward solution to our study questions. Females frequently exhibit co-varying utilization of socially stratified variables, supporting the cognitive sociolect concept as well as, male students are not as cognitively effective. Their one association with age may point to a linguistic community impact.

5. Results

The study has shown that students' utilization of feedback in a tutorial is influenced by both cognitive and sociolect aspects. These elements have a reciprocal relationship and reinforce one another to affect students' learning. The following were important cognitive impacting factors: inconsistent feedback across instructional groups, de-linking feedback from learning outcomes, perceived lack of teacher understanding, overloaded feedback, and vague and unfocused feedback. The main social impacting elements were gender stereotyping, feedback individualization, facilitator interpersonal skills, feedback language and communication, and the facilitator's level of participation.

5. Conclusion

According to the research regarding student engagement allows students to actively learn and apply what they have learned in real-world situations. In the learning process, particularly when learning English, students should follow the material to receive a high grade in the classroom. Because of their engagement, students can be motivated, interested, and interactive to follow their studies in class. Additionally, teachers can provide opportunities for students to participate in class, so they must design lessons, assignments, and projects that will pique students' interest.

Despite these reservations, the teaching staff thinks cognitive and sociolect might be useful for instruction. Social networking platforms can be useful tools for learning and collaboration, according to the vast majority of respondents of students in high schools, who also say that wikis and video podcasts are useful teaching tools.

The language spoken by youth is a unique sociolect that differs from standard language and other vernaculars. Youth usage of language, including vocabulary, code-mixing, and diverse expressions, is influenced by mainstream media and social media. Studies have found non-standard morphological patterns in young people's language .

Many scholars believe that youth have a higher proportion of vernacular variants at the phonological and grammatical level, despite having a similar background. They also tend to use global languages more than indigenous languages. Additionally, youth often use colloquial phonological features such as slang.

The research demonstrates code-mixing, borrowing, diverse idiolect, and distinct usage of phonology, morphology, and syntax in the language of youth. Youth is not merely a biological stage, but also a reflection of society associations and a strong preference for current trends. This can be viewed as an evolutionary process from ignorance to competence.

Sociolect development is influenced by various factors such as social group, level of integration, occupation, local preferences, intellectual level, socio-historical background, age, and gender, which can impact users' linguistic choices.

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