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**Language and society**

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**بسم الله الرحمن الرحيم**

**} ‌‏يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ {**

**صدق الله العظيم**

# Dedication

This study is dedicated to my loving family, whose unwavering support, encouragement, and sacrifices have been the cornerstone of my academic journey.

#

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# ABSTRACT

Beginning with the connection between language and society and the history of social thought and linguistic theory, this chapter discusses the development of empirical work on variability in language use in social settings. It describes progress in sociolinguistics and how analysis of speech in relation to the social backgrounds of speakers in heterogeneous, stratified societies, e.g., their racial and ethnic affiliations, migration histories and power relations, relationships in multilingual settings, etc., rested on new methodologies and created new findings about linguistic diversity. Guided by work on speech communities, sociolinguists found various patterns in the relation between language and society (including language change) by studying: ‘free variation’; language use in specific sociocultural settings (engendering ‘ethnography of communication’); language contact and pidgins/creoles; bi/multilingualism, language choice (engendering ‘sociology of language’) and code-switching; language use in diglossia (related to functional domains, social situation, interlocutor, subject matter, etc.). Working with sociolinguistic variables, such as space, time, social class, ethnicity/race, sex/gender, and age, which constitute a complex object of multidimensional variability, the sociolinguist Labov found, e.g., that race/ethnicity and gender differences were more important than social class for language change in the USA. Given these issues, the problem of identifying the linguistic system is complex and paramount.

# Introduction :

Language is not merely a system of communication; it embodies the cultural, social, and historical contexts in which it is situated. Understanding the relationship between language and society is essential for comprehending how individuals construct identities, navigate power dynamics, and express cultural values. This paper explores these dimensions, particularly focusing on Iraq's sociolinguistic landscape.

language is a fundamental component of human interaction and plays a crucial role in shaping societal structures, cultural identity, and interpersonal relationships. In the context of Iraq, a nation characterized by its rich tapestry of languages and dialects, the interplay between language and society is particularly significant. This research paper aims to explore the intricate ways in which language influences social dynamics within various communities in Iraq, focusing on the implications for education, cultural transmission, and social cohesion.

As a student at Misan University College of Basic Education, this investigation holds particular relevance in light of the ongoing challenges faced by the Iraqi education system. The diverse linguistic landscape, encompassing Arabic, Kurdish, Turkmen, and other minority languages, reflects a complex socio-political history. This diversity brings both opportunities for cultural enrichment and challenges for integration and communication among different ethnic groups. Understanding how language functions as a vehicle for social interaction and identity formation is essential for fostering an inclusive educational environment that respects and promotes this linguistic variety.

Moreover, the influence of language extends beyond mere communication; it shapes thought processes, social norms, and power dynamics within society. Language can be a tool for empowerment or oppression, serving to reinforce social hierarchies or to promote equality and understanding. This paper will delve into the role of language in education, examining how linguistic policies impact teaching practices and student engagement in Iraq. By analyzing the interplay between language and social factors, this research seeks to contribute to a deeper understanding of how educational practices can be improved to accommodate the linguistic needs of all students.

In conclusion, the relationship between language and society in Iraq presents a rich field of study, particularly relevant to educators and policymakers. By investigating this relationship, we can gain insights that not only enhance educational practices but also promote social harmony in a nation striving for unity amidst its diversity. This research paper will provide a comprehensive analysis of these dynamics, drawing on both theoretical frameworks and empirical evidence to illuminate the vital role of language in shaping societal interactions and educational outcomes in Iraq.

# SECTION ONE

## 1.1 Overview of Language and Society:

## Language is a complex phenomenon that is deeply woven into the fabric of society. It reflects not only individual thoughts and emotions but also collective experiences and social structures. Sociolinguistics, the study of how language interacts with society, examines the relationship between language and various social factors, including geography, class, gender, and ethnicity (Wardhaugh & Fuller, 2015). This field emphasizes that language is dynamic and shaped by culture and society. Understanding these dynamics is crucial for appreciating how language can both unite and divide communities. By examining the nuances of dialects and linguistic variations, sociolinguists can uncover insights into social identity and power dynamics within different groups. Moreover, this exploration can reveal how language serves as a marker of social boundaries, influencing perceptions and interactions among diverse populations. As sociolinguists continue to study these phenomena, they contribute to a deeper understanding of the intricate ways in which language reflects and reinforces social hierarchies.

## 1.2 Research Objectives:

## This research aims to:

## - Investigate the role of language in shaping social identities and group affiliations.

## - Analyze how language functions as a tool of power and influence within societal structures.

## - Explore the implications of language policies in multilingual contexts, with a specific focus on Iraq.

## 1.3 Importance of the Study:

## The significance of this study lies in its potential to inform educators, policymakers, and social scientists about the critical role of language in societal development. Understanding how language functions within social contexts can lead to more effective communication strategies and inclusive policies that recognize linguistic diversity.

## 1.4 Methodology:

## This research employs a qualitative methodology, utilizing literature reviews, case studies, and examples from various cultural contexts. Sources include academic journals, books, and credible online resources, providing a comprehensive understanding of the relationship between language and society.

# SECTION TOW

# Language and Society

## 2.1 Language and Society

Society is seen as a human being considered as group in an organized community. It is also an organized group with common aim and interests. Human development has greatly been enhanced by language and its development.

It was seen that gender differentiation in language arises because language as a social phenomenon is closely related to social attitudes. Men and women are socially different in that society lays down different social roles for them and expects different behavior patterns from them. Language simply reflects social fact. Many ethnic groups use a distinct language associated with their ethnic identity, and it is often possible for an individual to signal their ethnicity by the language they select to use. Speech differences in interaction may be reflected in people's social network.

There is another way that language inflect on society is in sexist language. Language has the theory that affects the nature that men and women are treated differently.

## 2.2 Definition of Sociolinguistics

It is a branch of sociology and as a concept it is concerned with how language use is a determinant of a given society's linguistic requirement. Every society has its linguistic codes that are acceptable for interaction (Meyerhoff, 2006: 1). Sociolinguistics is a perspective of a speech community which is a group of people who share a set of norms, rules and expectations regarding the use of language (George Yule, 1996: 239).

## 2.3 Characteristics of Sociolinguistics

* A science, which is concerned with the relationship between language and society.
* A branch of linguistics.
* It considers that language is a social and a cultural phenomenon.
* It studies language in its social context, and in real life situations by empirical investigation.
* It is related to methodology and contents of social sciences.
2.4 Types and Areas of Sociolinguistics

1.Sociology of language: Aspects connected with sociolinguistics and language. Social psychology of language: Linguistic attitudes and some sides of linguistics usage in a face-to-face conversation.

2. Anthropological linguistics: Its aim is to study deeply the knowledge of the social structure of communities.

3. Ethnography of communication: It focuses on the role that language plays in the 'Communicative Conduct of Communities' from the different cultures in their various ways of manifestation (styles, dialects and language).

4.Discourse analysis: The study of texts and conversational interaction. Which means: -Textual linguistic. -Conversational analysis.

5. Geolinguistics: Mixture among secular linguistics, dialectology and human geographical,Focuses on the geographical distribution of linguistics.

6.Dialectology: The academic study of dialects and the geographical distribution of these dialects.

7.Secular linguistics: Carried out by empirical works. The goals of this discipline are similar to the ones of linguistics.

2.5 Modern (Sociological) Sociolinguistics

Modern sociolinguistics, a field of study that began in the 1960s, focuses on social factors such as age, gender, and social class, and their influence on language use. William Labov, a leading figure in this field, conducted groundbreaking studies, such as the 'New York department store' study, which examined the relationship between social classes and specific linguistic variants of rhoticity. However, modern research faces the challenge of observer's contradiction, as it is limited to certain rules, such as the obligation to inform participants and obtain permission to use their data. This makes it difficult to gather fully natural data, as speakers may make slight changes in their language use when aware of being watched, which can affect the researcher's.

## 2.6 Sociolinguistics and Mother Tongue Education

This subject deals with the application of work in social dialectology and Pidgin and Creole studies to some of the problems handled by teachers and pupils in mother-tongue classrooms. The problems which was considered stem from the coexistence in society of nonstandard varieties, spoken by the majority of the population, and a standardized variety, which is the language of education. Sociolinguists disagree about whether a standard variety is best seen as an idealized set of abstract norms about language, or as a dialect with a written from that is also spoken by educated membered of society. In any case, the truth remains that for some children (albeit a relatively small number) the language of their home is similar to the standard variety, as for the majority of children the home language is a nonstandard variety with a range of grammatical and lexical features that differ from the standard.

## 2.7 Language and Gender

Rebecca Hiscock states that language is in one sense the inalienable birthright of every human being, regardless of gender … Rebecca's view has rejected to put into an account the aspect of language learning. Hence, it may not enough to cover the notion of language use.Wadak believes that gender is not a pool of attributes 'possessed' by a person, but something a person does, and variesbetween different racialized ethnic and religious groups as well as for members of different social classes. Thorne and etal think that the term gender: does not denote to grammatical gender (the system to be found in some language of organizing certain word class into contrasting categories of masculine, feminine, neuter) but referred to social categories based on sex but encompass behavior, roles and images that, although not biologically determined are regarded by society as suitable to its male and female members. However, gender is different from sex in that sex points to a biological component of male and female, while gender component deals with what is socially learned and acquired.

Moreover, sociolinguistic study of gender clears that variation in the use of language according to gender closely connected to socio-cultural patterns which reflect socio- economic and political inequality and male dominance in many societies. Showing social status or power differences, Lakoff explains in her research that women's language as a whole shows women's social powerlessness and is thus dominated by stylistic features significantly security and lack of assertiveness. She also claims that female language is consequently heavily influenced by the pragmatic principle of politeness which basically rules adaptive social behavior.

The various views of language and gender which illustrated above have become obvious that language and gender are parallel with each other and if there is any major difference found, it becomes clear in the intention of the user. There are many explanations has been considered for gender difference in language use. Some claims that innate biological differences deal with sex differentiated rates of language acquisition and for psychological orientation or temperament. Stress on socialization was put into consideration as an explanatory factor. In many societies, girls and boys experience different patterns of socialization, and what was suggested leads to different ways of using and interpreting language. It was claimed that there are a set of lexical, grammatical and phonological features that distinguish women's language. Lexical differences were said to relate to the use of certain colour contour (e.g. Beige, ecru) and certain adjectives of approval (e.g. adorable, charming). A postulated grammatical differences involves the use of tags (i.e. form such as ''isn't it'', ''won't you?''). Phonological differentiation was illustrated in terms of rising intonation contours. It was also reported that men's speech (particularly English speakers) is forceful, efficient, sparing, and masterful. But, it is believed that women's speech is weak, trivial, ineffectual, hesitant, hyper-polite, euphemistic, often characterized by gossip and gibberish.

Moreover, Hartmann examined the language of women and assumed to have found some of its euphemistic qualities. She illustrated their language as flowery, tentative, and qualified and therefore a lesser of deficient form. She also mentioned that female used more qualifiers than men, and that men use more absolutes.

In addition, Thorne and Henley think that women use status linguistic forms more than men. They also mentioned that women compared with men of the same social class, age and level of education, more often choose the form close to the 'prestigious' or 'correct' way of the talking. Therefore, Trudgill believes that women constantly generate linguistic forms which are closely attached to those of standard language or have higher prestige than those produce by men. Generally, it is noticed that women are talkative. Anyway, research findings opposed this case. It has been reported that men talk more, for example, swacker had her thirty four informants (17 of each sex) talk into a tape recorder. She discovered that men talked much longer than women usually do until the tape was finished.

Moreover, on the single-sex conversations that had been analyzed, that women tend to see conversation as an opportunity to discuss problems, share experiences and offer support on the contrary of men who see the discussion of personal problem as abnormal component of conversation.

## 2.8 Resistance and Language:

## Language can also serve as a form of resistance against oppression. Social movements often reclaim language to assert identity and autonomy. In Iraq, the revitalization of the Kurdish language and culture is a powerful act of resistance against historical marginalization (Al-Zubaidi, 2017). Language revitalization efforts aim to empower communities and affirm their cultural identities.

# SECTION THREE

## 3.1 Language and Identity, Language as a Marker of Identity:

## Language serves as a powerful marker of both personal and collective identity. The way individuals speak can indicate their regional, social, and cultural affiliations (Bourdieu, 1991). For instance, dialects and accents reveal not only geographical origins but also social class and group membership. In Iraq, the diversity of Arabic dialects reflects the country’s rich cultural tapestry, with variations in pronunciation, vocabulary, and syntax signifying distinct ethnic and regional identities (Hassan, 2019).

## 3.2 Case Studies of Language and Identity:

## - Example 1: Arabic Dialects in Iraq:

##  The Iraqi Arabic dialects, such as Baghdadi Arabic, Basrawi Arabic, and Moslawi Arabic, illustrate the linguistic diversity within the country. Each dialect carries unique features that reflect the cultural heritage and historical experiences of its speakers. For instance, Baghdadi Arabic is characterized by its distinct pronunciation and vocabulary influenced by the city’s history as a cultural hub (Al-Ani, 1970).

## - Example 2: English Among Iraqi Youth:

##  In contemporary Iraq, English is increasingly adopted by the youth as a means of accessing global culture and opportunities. This adoption indicates a shift in identity, where English not only serves as a tool for communication but also symbolizes modernity and progress (Al-Zubaidi, 2017). English proficiency is often associated with higher education and professional opportunities, leading to a complex interplay between local and global identities.

## 3.3 Language and Cultural Identity:

## Language is a crucial component of cultural identity, encapsulating traditions, beliefs, and practices. The Arabic language, for instance, is deeply intertwined with Islamic culture, serving as the medium for religious texts and practices. In Iraq, the preservation of the Arabic language is essential for maintaining cultural heritage, particularly in the face of globalization and Western influence (Hassan, 2019).

## 3.4 Language Shift and Loss:

## Language shift refers to the process by which a community transitions from using one language to another, often resulting in language loss. In Iraq, minority languages such as Assyrian and Kurdish face significant challenges due to sociopolitical factors and dominance of the Arabic language (Fishman, 1991). This loss not only affects linguistic diversity but also threatens the cultural identities tied to these languages.

## 3.5 Language and Power, Language as a Tool of Power:

## Language functions as a significant tool for exercising power and control within society. Those who possess linguistic authority often shape public perception and influence social norms (Bourdieu, 1991). Language can reinforce social hierarchies, where certain dialects or languages are deemed prestigious while others are marginalized.

## 3.6 Discourse and Power Dynamics:

Discourse analysis provides insights into how language constructs and perpetuates power relations. Political speeches, media narratives, and public discourse often reflect underlying ideologies and power dynamics. In Iraq, political leaders utilize language strategically to mobilize support, frame narratives, and maintain authority (Foucault, 1984). The rhetoric employed in political discourse can manipulate public sentiment and shape societal attitudes.

## 3.7 Case Studies of Language and Power:

- Example 1: Political Propaganda in Iraq:

 The use of language in political propaganda during regime changes in Iraq illustrates how language can be wielded for control. Rhetoric emphasizing national unity or demonizing opposition groups reflects the strategic use of language in the political landscape (Al-Mahmood, 2015). For instance, during the rise of ISIS, the language used in media and political discourse contributed to the framing of the conflict and influenced public perception.

- Example 2: Language Discrimination in Education:

Language discrimination in educational settings can marginalize students who speak minority languages. In Iraq, Kurdish-speaking students may face challenges in accessing educational resources and opportunities, impacting their academic success and social mobility (Hassan, 2019). This discrimination underscores the need for inclusive language policies that recognize the rights of minority language speakers.

# SECTION FOUR

## 4.1 Language Contact

In nowadays studies of language change, language contact has been considered a very significant mechanism which governs change at different levels in a language. In an intercourse between speakers of two languages, which presupposes an indirect or direct contact between the languages, the influence of the culturally dominant language on the other one which seems inevitable. Moreover, many languages borrowing in countries, which is labeled as intimate borrowing in Bloomfield since 1967. This kind of borrowing occurs when two cultures share the same geographical area and are in a dominant to inferior position. The dominance may be one of a political, military or cultural nature. In Filipovic, it was seen that languages come into contact under the following conditions:

a) When a word of the giving language is taken over by the receiving language in the process of language borrowing, and

b) When the native speaker of a language begins learning a foreign language in the process of foreign/ second language acquisition.

Language contact may be studied successfully if the analysis is not bond to linguistic elements only, since certain extra-linguistic factors participate with the interpretation of its causes and results. Thus, the phenomenon should be examined in social and cultural contexts, beginning with social conditions which bring languages into contact, and ending with the findings of the contact at various linguistic stages. This type is sociolinguistic, since the study is performed from the point of view of language systems in their social contexts (focusing on linguistic analysis), and language performance of members of social and political groups (focusing on sociological analysis).

## 4.2 Language Variation

Language is vary in different ways. One way of determining certain variations is to say that speakers of a certain language sometimes utter different dialects of that language. Nowadays, sociolinguistics are more concerned with social variation in language than with regional variation. Studies of social variation in language grew out more than those of regional variation. Therefore, in order to widen the limits and treat the flaws that were perceived to exist in the latter that researchers changed their attention to social-class variation in language.

Language variation also denote to a general term which could be refer to a number of stages. Thus, this term can be used to distinguish between English and French, but also it can be used to distinguish between two varieties of English, such as New York city English vs. Appalachian English.

## 4.3 Types of Variation

Generally speaking, variation may takes place on all possible levels of language. It may also be attributed to a variant host of factors determining variation. Some have been named before, such as social factors like age, gender and class. Speakers' regional professional backgrounds do such so matter and may be just as influent as socio factors.Sociolinguistics distinguish a set of kinds of variation that covers most variables for language variation. The most general differentiation is between variation in the individual so-called idiolects (variation related to social factors, socialists, regional variation, and dialects) and variation due to functional aspects so-called registers or styles.

The other distinction is evaluated in response to degree of formality, also the distinction between spoken and written , code or register is common. There are substitute paths to that pair and for that they are not used synonymously.

One major pair of words related to kinds of variation is dialect and accent. This gradually leads to confusion whether there is a difference between those two. Where accents are held to very mainly or just on the level of pronunciation. While dialects show variation on further structural levels.

One last worthy question to be mentioned and which is: when a dialect may be labeled a language of its own? This issue is neither to be answered easily nor unproblematic. This is not just applied to the matter that a sharp-cut distinction is difficult on a theoretical level, but also becomes more problematic on a level which has factors such as politics, the relation of languages and national identities. Another attempts to define the border between the two terms are by means of mutual intelligibility of speakers, which in turns fails when real-life political are taken into consideration.

## 4.4 What Factors Enter into Language Variation?

* It is clear that there are many systematic differences between different languages.
* By 'systematic' we mean describable by rules, but what is not obvious is that languages also contain many levels of internal variation, related to such variables as age, region, socioeconomic status, group identification, etc.
* The various aspects of variation are systematic so as the case with the variation between different languages.

## 4.5 What Kinds of Variation are there in Language?

Languages show internal variation at almost all levels of structure:

* Phonetic:
1. [t, d, n, s, z] are dental in some New York city dialects.
2. Scottish people and some British people have trilled [ r].
* Phonological:
1. Difference between ''caught'' and ''hot'' for some Americans, not others.
2. Standard British English and Bostonian English do not allow V-r-C or V-r (park the car).
* Morphological:
1. Some rural British English dialects have no genitive marking for nouns (Tom).
2. ''hisself''for ''himself'', ''theirselves'' for ''themselves''.
3. Appalachian English-different division of weak/ strong verb (climb-clumb, heat-het).
* Syntactic:
1. Done [+aux] : she done washed the dishes already (Southern American English).
2. Right (adv) : this is right delicious (Appalachian English).
3. Compound auxiliaries: might could, might would, may can, use to. Function as single constituents.
4. Need + past part: ' The corpus need watered'.
* Semantic (Vocabulary Choice):
1. Knock up: British English 'wake up by knocking', American English 'impregnate'.
2. Pop, soda pop, coke, soft drink, ''dope'' in parts of south.
3. Car park= parking lot, vest= undershirt (British English). 2-8 Sociolinguistic Stimuli to Development of the English Lexical, Language Contact and Social Need

Language change is primarily driven by sociolinguistic factors, such as language contact and social need. Language contact leads to lexical borrowing, which is facilitated by mass media and electronic data transfer. Social need, on the other hand, necessitates the creation of new lexical items with specific meanings, such as terminological systems, jargon, and slang. The development of vocabulary has been significantly influenced by these factors, with new words emerging daily due to the accumulation of new words in both standard and nonstandard varieties.

## 4.6 Linguistic Variation in writing

while a local spoken variety is very different from written standard English, learning to write may be like having a second language. Some categories of error that might be claimed to related to the Creoles could more probably be attributed to a misunderstanding of the relationship between speech and writing.  Moreover, many mistakes seemed to attribute to the increasing risks with sentence construction that children become more ambitious in their writing. However, Winch and Gingell conclude that studies of children's writing carried out in other Creole-speaking areas and in creole-speaking communities in Britain should consider whether they might be confounding developmental factors with the factor of dialect interference. It could be argued, on the basis of their written work, that the working class children were more advanced in their language development as the past tense forms that they used in writing more closely are resembled to the forms used by the adult members of the local community.

William's study also demonstrated that dialect speakers and standard English speakers a like used features associated with informal colloquial spoken English in their writing. Using dialect in writing can be seen as only one side of the close connection that can be found in children's early writing between spoken and written language. Hence, children who wrote less fluent or who had difficulty with the mechanics of writing had fewer features of speech in their writing.

Therefore, all of the grammatical errors could be related to the influence of nonstandard dialect with verb forms, for example, the majority of errors came from using stem forms where a past tense or part participle was called for. The left grammatical errors seemed to arise from problems in handling the complexities of written structures, for example, ‘it’ and ‘them’ occurred with no antecedent, or with the wrong antecedent. Williamson concludes that if one looks at the issue of writing from the standpoint of the teacher rather than from that of the dialectologist he sees that the problem for the children and their teachers lies in mastering the writing system, not in dialect variation. Williamson and Hardman also found that the nature of the writing task affected the incidence of nonstandard forms, with the highest number occurring in personal anecdotes. Thus, it is possible that those children who use nonstandard features in writing may be capable of writing exclusively in standard English. Research into nonstandard language and writing, has confirmed what teachers could usefully focus on in their teaching rather than worrying about the influence of nonstandard features of grammar and lexis, for example, they would do better to emphasize punctuation and orthography in their teaching.If teachers do decide to focus on nonstandard grammar, the research suggests that the most profitable area to focus on could be the verb phrase.

## 4.7 Speech Communities

The concept of speech community does not simply focus on groups that speak the same language. Rather, the concept takes as fact that language represents, embodies, constructs and constitutes meaningful participation in society and culture. A speech communities is a group of people who speak a common dialect. Linguists working on language variation which often characterize speech communities in terms of extra-linguistic factors, i.e. along ethnic or geographical lines. As it is said that this could be useful and could be shed lights on the how’s and whys of dialect variation, and it is worth to mention that the linguists who do this know that there is truly no such thing as a pure dialect spoken only by a certain ethnic group or by people from just one perfectly definable region. In any case, people are in contact with each other and with many varieties of a language.

# SECTION FIVE

# Language Policy and Social Change

## 5.1 Language Policy in Iraq:

## Language policies in Iraq have evolved through complex historical contexts, including colonial influences and regional conflicts. The recognition of Arabic and Kurdish as official languages reflects attempts to address linguistic diversity and promote inclusivity (Hassan, 2019). However, the implementation of these policies often faces challenges, including political instability and societal tensions.

## 5.2 Bilingualism and Multilingualism:

## Bilingualism and multilingualism present both challenges and advantages in Iraq. The coexistence of multiple languages can enrich cultural experiences yet may also lead to linguistic tensions. Policies promoting bilingual education can enhance social integration and cultural understanding among diverse communities (Al-Mahmood, 2015). For example, incorporating both Arabic and Kurdish in educational curricula can foster mutual respect and understanding.

## 5.3 Language and Social Change:

## Social movements advocating for women’s rights, ethnic minority rights, and linguistic justice have significantly influenced language use and policy in Iraq. These movements highlight the role of language in promoting social justice and equality, emphasizing the need for inclusive language policies that reflect the linguistic diversity of Iraqi society (Fishman, 1991).

##

## 5.4 Internal and External Influence on Language Change

Generally, it has been assumed that languages change in response to internal and external influences. Internally influenced changes result likely from nature processes that all languages can possibly undergo changes as to protect a language from any external influences by putting it in a hermetically sealed bottle, the language would still change, since there are systematic mechanisms of change that are purely internal to language.

Externally influenced changes result more from the social and cultural contexts in which languages are used. Although internal and external influences are often considered as distinct motivations for language change, they are not necessarily and mutually exclusive. For example, the loss of ‘ whom’ in English is a result of a more general process that all languages can potentially undergo the gradual movement from a fusional to an isolating language.

Meanwhile, the loss could also be attributed to contact with other languages, such as French, that lack an elaborated morphology for case. External changes result from some kind of language contact, which means that speakers of different languages coming into contact and resulting changes to the languages that they speak. Because English has experienced mainly 'casual to intense contact', from other languages, it has undergone changes that have not basically altered the language.

Moreover, other languages have been affected more dramatically by language contact to the point that some of them have undergone language death.

## 5.5 Future Implications:

Future research should focus on developing and implementing inclusive language policies that promote linguistic diversity and support minority languages. Language education plays a vital role in fostering social cohesion and cultural understanding, paving the way for a more inclusive future for Iraq’s diverse communities (Hassan, 2019).

# Conclusion

This research paper explores the relationship between language and society, particularly in Iraq's diverse linguistic landscape. Language is a powerful marker of identity, allowing individuals to express their cultural heritage and social affiliations. It also highlights the importance of inclusive language policies to maintain cultural diversity. Political discourse and media narratives can shape public perception and reinforce social hierarchies. Language discrimination in educational settings highlights the challenges faced by minority language speakers. Understanding the interplay between language and society is crucial for fostering inclusive communities and promoting social harmony. Future research should focus on implementing comprehensive language policies and their impact on social dynamics.

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