



Sudan University of Science and Technology
College of Graduate Studies



Impact of Diglossia on the Sudanese Communities

أثر ازدواج اللسان في المجتمعات السودانية

**A Research Submitted in Partial Fulfillment for the
Requirements of the Degree of M.A in English Language
(Linguistics)**

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June (2016)

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الإستهلال

قال تعالى:

بسم الله الرحمن الرحيم

آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ
كُونُوا لِحَدِيثِ هَذِهِ (٣١) بِأَسْمَاءِ لَوْلَا هَإِنْ

صدق الله العظيم

سورة البقرة: (31)

Dedication

To the souls of my parents...

ACKNOWLEDGEMENTS

First and foremost, I would like to express my heartfelt gratitude to my supervisor Dr. Ayman Hamad Elnil for his patience, advice and guidance throughout the process of writing this research to overcome the difficulties and problems in doing my dissertation , his guidance along the way has helped me to do my research topic, in clearer and broader perspective. Also I am grateful to every member of my specially the two wives (Mona) and (Awatif) for endurance, encouragement and patience. From the core of my heart special thanks to my younger brother (Ibrahim) who always inspired me and didn't fail to give me his inspiration and financial support throughout my educational journey in BA and MA levels. My heartfelt gratitude to all of my classmates at Omdurman Islamic university and Sudan University of Science and Technology. I am proud to be one of those students who studied at these two universities. And my special thanks to my fellow teachers, students, staff and friends of Cambridge international training centers – Omdurman. Throughout my lifetime I have met a unique, inspirational and influential people who always inspired me to cope with difficulties. I am grateful to every one of them.

ABSTRACT

This study aims at investigating the sociolinguistic term (Diglossia) by conducting a survey of the both language varieties which should be throughout the Sudanese speech communities all over the country in both Arabic and. In particular the study seeks for and examines a number of (30) university students who are studying at the College of languages – English department- to represent the wider Sudanese speech communities, for the purpose of the language choice and attitudes in different conditions and speech situations. As well the questionnaire techniques were used to elicit data from students who are studying at final year at the College of Languages, Sudan University of Science and Technology. This well chosen sample of under graduate students majoring in English while and this sample who pursuing their final year at faculty of languages at above mentioned university considered a good sample for the research. The findings proved that Arabic language can be used in both varieties and English is used in a high variety according to conditions and situations. It is proved from the results of this study which was followed the scientific tool to get the information. However, the subject of this research project is the Sudanese speech communities where there are different tribes who use local dialects alongside with classical or standard Arabic variety in addition to standard and formal English variety, Thus and due to results of this research most and majority of the respondents agreed that the Sudanese communities are highly diglossic and have a positive attitudes towards the use of the languages forms. The findings study shed light on the diglossic situations in a multilingual country like Sudan as well as it reflected the real facts about the subject of this which is (the impact of diglossia on the Sudanese communities.) From the sample or the population of the study that found out from the results there are distinct varieties in Arabic with high and low varieties and English with only highly and standard variety, In conclusion the Sudanese speech communities are one of diglossic communities.

المستخلص

التقصي للعيينة المختارة تهدف هذه الدراسة إلى التعرف على المدى اللغوي (إزدواج اللسان) عن طريق أنحاء البلاد باللغتين العربية التي تمثل مجتمع الدراسة في جميع المجتمعات السودانية في والإنجليزية. تم إختيار العينة اعلاه وهم طلاب في المستوى الرابع ويدرسون اللغة الإنجليزية ويتكلمون اللغة العربية لغة أم ويعتبرون عينة مناسبة لغرض الدراسة وهو التعرف على (أثر إزدواج اللسان في المجتمعات السودانية). وتم الإختيار على نطاق واسع، وكذلك تم استخدام الاستبانة للحصول على البيانات.

تم اختيار عينة الدراسة وهم طلاب في السنة النهائية في كلية اللغات، جامعة السودان للعلوم والتكنولوجيا - قسم اللغة الإنجليزية. مثلت العينة كل المجتمعات السودانية في إزدواج اللسان. والأسئلة هي أسئلة جيدة وتتماشى مع أهداف الدراسة. وترتب على ذلك أن اللغة العربية يمكن أن تستخدم في فصحي وعامية - ويتم استخدام اللغة الإنجليزية في كل المجتمعات السودانية بإزدواج لسان - مجتمعات الكلام بلغة فصحي. وقد ثبت من نتائج هذه الدراسة والتي استخدمت الوسائل العلمية أثر إزدواج اللسان في المجتمعات السودانية حيث توجد اللهجات للحصول على المعلومات. وهي والتي تستخدم جنبا إلى جنب مع الكلاسيكية أو اللغة الفصحي. وقد اثبت هذا البحث أن معظم المحلية المجتمعات السودانية (إزدواجية اللسان) ولها مواقف إيجابية لاستخدام أشكال اللهجات وفقاً لظروف وحالات الكلام. سلطت نتائج هذه الدراسة الضوء على حالات (الإزدواج) في بلد متعدد اللغات مثل السودان وكذلك عكست وقائع حقيقية عن هذا الموضوع .

Chapter one

Introduction

1.1 Overview

The sociolinguistic term (diglossia) was first introduced by a well-known scholar Ferguson (1959) and it is used to refer to a situation in which two varieties within one or two languages are used. One is formal variety and being used in formal situations and considered more prestigious and of high status represented by (H) and the other form is a colloquial and is used by most speakers and considered of low status. This form represented by (L). This term not just a local phenomenon, but a universal one and is used in all languages. Hence, it is well-known that the Sudanese speech communities are one of the communities where there are regional, social and geographical dialects alongside with formal variety of the language. The former is formal variety which is considered of high status and more prestigious and the latter is informal variety and considered of low status and is used by the most speakers. These two different varieties can be used according to the speech situations and conditions.

Throughout this research the researcher will investigate these two forms among the wider Sudanese speech communities to make sure that diglossia is available.

Fishman, (1967) has distinguished the term from bilingualism which refers to individual's ability to use more than one language and multilingualism which refers to the individual's mastering for more than two languages.

According to Encarta encyclopedia, (2008) "Diglossia is the existence of a formal literary form of the language considered of high status along with a colloquial form used by the most speakers and considered of low status"

1.1.1- According to Ferguson, (1959) "Diglossia is relatively stable language situation in which in addition to the primary dialects of language there's a very divergent and (often more grammatically complex) superposed variety, a vehicle of a large and respected body of written literature either of earlier period or another speech community but not used in ordinary conversation."

1.1.2"Diglossia is a situation in which two (varieties) or languages are used one of them is more prestigious and considered of high status and the other form is colloquial considered of low status" (Dictionary. Com, 2011)

1.1.3According to Oxford Advanced learners Dictionary. "A situation in which two languages are used under different conditions in a community"

1.1.4As defined in Cambridge Advanced learners Dictionary "A situation in which there are two different forms of the same language used by a community."

1.2. Statement of the problem:

1. A close observation to any Sudanese speech community throughout the country should give the truth that there are different varieties, these varieties may be social, regional or colloquial alongside with the formal and grammatical and more complex variety which is standard variety. This form of the language is used in formal situations. E.g. in teaching and learning process, religious sermons, lecturing, public speech and Political speech. While the other form is used for communication with families and friends in informal situations.

Objectives of the study :

This study aims at the investigating the term diglossia and language varieties in both Arabic and English throughout the Sudanese speech communities. And to find out when people always tend to use these different varieties according to the speech situations and the impact of these varieties in the wider Sudanese speech communities.

The study mainly aims to:

- 1-Identify the linguistic term diglossia throughout the Sudanese speech communities.
- 2- Investigate the availability of diglossia in both Arabic and English in the wider Sudanese speech communities.
- 3-justify the use of high and low varieties according to the speech situations in formal and informal interactions.
- 4- Measure if the sociolinguistic term (diglossia) is extended all over the country or not.

1.4 Questions of the study

- 1-To what extent the Sudanese communities use diglossia?
- 2-When do the Sudanese use diglossia?
- 3-Is there any language that has only one variety?
- 4-What is impact of these varieties?
- 5-What is the variety that used in Arabic and English?

1.5 Hypotheses of the study:

1. All the Sudanese speech communities are diglossic.
2. The Sudanese use diglossia according to the situations and conditions of speech.
3. The use of high and low varieties has great impact on different Sudanese speech communities.
4. Diglossia has great impact on the Sudanese speech communities.
5. Arabic is used in both varieties and English is used with high variety.

1.6 Significance of the study:

It is very important for any speaker to know that language variety is used in different situations and conditions according to the rules governed the speech community. The significance of this study is that: It investigates and limit the situations in which the speaker should use the appropriate and suitable variety

concerning the rules governed the situations in which both varieties can be used. Also it is significant for the professionals who are working in educational process that the formal variety of the language is mostly formal variety and that the holy books are of high variety, specially their original texts.

1.7 The research methodology:

In this study the researcher has collected the data from (30) students of the fourth year Sudan University of Science and Technology, College of Languages – English department. They represent the wider Sudanese speech communities. To do so a Questionnaire is prepared by the researcher and approved by the supervisor. Then it is given to the students mentioned above who have answered it. The collected data should be analyzed statistically and descriptively.

1.8 The scope of the study:

The scope of this study is to focus on and investigate the two distinct varieties in Arabic and English used by the Sudanese speech communities. The whole aim of this study is to answer the research questions in order to describe and explain the reasons behind the use of both varieties and in different speech situations and the availability of these varieties. And the scope of the study will be at College of Languages. A number of 30 students also have randomly chosen, to represent the Sudanese speech communities. They will represent the different Sudanese speech communities. The purpose of the study is an MA degree supplementary research (2016) at the College of Graduate studies, Sudan University of Science and Technology.

Chapter Two

Literature review

2. 1 Introduction.

The sociolinguistic term (Diglossia) is a term or form of language which is widely used in the Sudanese speech communities and also it is a universal phenomenon and also used in all the world languages, which can be used within one language with two different varieties or two languages one of them considered standard and of high status and the other is colloquial and considered of low status. The best examples are: 1- In Sudan Juba Arabic which is used as a colloquial variety in Sudan in contrast to classical or standard Sudanese variety before (2011). 2-Swiss-German variety in contrast to a standard German variety. It is a global phenomenon since most of the world languages have more than one variety or form of language. This two varieties of the language classified as the classical or standard which is of high status and more prestigious and the other form is colloquial one Which is considered of low status and used by most of the speakers .The high variety represented with (H) and low variety represented with (L). All scholars who have written about it agreed that any language has two forms or varieties. One is formal and uses in literary language and which is used in religious sermons, public speech, lecturing, teaching and any formal situations under different conditions. In the Sudan, in fact people use these two forms in different conditions and situations according to occasions of speech. In public speech, learning and teaching, preaching, religious sermons, lecturing and political speech people always tend to use the standard variety of the language, but in colloquial speech with families and friends speakers tend to use the low variety of the language.

2.2 Overview:

According to Encarta Encyclopedia, (2008)

“Diglossia in sociolinguistics refers to the use of two varieties within one or two languages one is formal and considered of high status and more prestigious along with informal and colloquial variety considered of low status and spoken by most speakers.” These two forms of language can be within one language with two different forms or two different languages one is formal and considered of high status and more prestigious and is being used in formal situations and the other is colloquial and informal and considered of low status. According to what has written by sociolinguists scholars there’s no community without diglossia because, there’s no community that uses only one form of a language in different situations or a language that can be used in one form in different situations. language scholars have written research papers, books and articles about the diglossia and they all agreed upon that if there’s no one form of a language in different conditions or situations, formal language in formal situations and informal language in informal situations, so if there’s a functional and distributional forms of language, then the community can be described as a diglossic community and there’s a diglossia.

1. According to Ferguson, (1959) the colloquial can be acquired in early age in the families and peers before the age of school and the other form which is grammatical and should be learnt at schools in formal settings in the formal education and he added that low varieties has grammatical rules.

2. Fishman,(1967) also Differentiates between diglossia and bilingualism which refers to the individual’s ability to use more than one language and multilingualism which refers to speakers’ ability to master more than two languages. Also he states that when there’s a functional and distribution of language with two different varieties within a community, this community can be described as diglossic community.

3. According to Fishman,(1970)that there are four types of diglossic relationships:

1. A situation of diglossia and bilingualism.
2. A situation of diglossia without bilingualism.
3. A situation of bilingualism without diglossia.
4. A situation of no diglossia and no bilingualism.

Fishman (1980) has disclosed that it is difficult to find a kind of a community described in (4) because in this situation there is only one linguistic variety in the community.

1.3 Diglossia and Arabic language.

Omer (1988) states that the accent which is used in Sudan known as (Sudanese Arabic) this form or variety of the language is used in different regional, social and geographical different dialects. In all research papers, books and articles which have been written about the sociolinguistic term (diglossia) Arabic language has mentioned as one of the four diglossic languages which are known as four defining languages) which are (Arabic, Swiss- German, German and modern Greek) There's no research paper or book that is written about the diglossia as a universal phenomenon not mentioned the Arabic language. Which is being used in different accents and dialects in all the Arabic speaking countries, even within one country, there're different social regional dialects. The Arabic language which is being used in very divergent forms in all Arabic speaking countries. In the Sudan which is a multicultural country where tribes and ethnic groups spread throughout the states using different forms of Arabic language, even in one state there are different forms or varieties which are used as regional or tribal dialects. In all Sudanese states there is specific dialect which is very different from that which is used in capital cities of the states. Take for example; Darfur states where there are many tribes each has a different tribal dialects when a speaker speaks they are known from which tribes they are. besides there are different

forms that are used in capitals of the states .In everyone of these states when people speak in formal situations they use a very different form of language which is a formal and more prestigious and considered of high status(H)alongside with other form which is informal and colloquial which is considered low status (L). This phenomenon of using two different forms is available in all the Sudanese communities in all states. Another example is some of the communities who speak languages other than Arabic with a low form and Arabic with a high form, this community is a digloossic community similarly like (Juba Arabic) before 2011. Even in the capital of the Sudan there are distribution of social, geographical and regional dialects alongside with formal form of the Arabic language.

2.3.1Arabic and English:

Hashim (2011) states Arabic and English are languages which have a remarkable statistics. They have remarkable number of native speakers. These speakers are spread in many parts of the world.

According to the truth in real life situation in the Sudan now the researcher observed that when the Sudanese speech communities communicate in English comparing to Arabic language, English is learnt as a formal language which is being learnt through formal setting and when it is used as a language of communication, It is mostly spoken with a variety of high status and considered more prestigious. So speakers mainly use English formally and this considered of high status. These speakers when they communicate in Arabic language in informal and colloquial ways, they use the other form that is of low status. According to this fact the speech community is a diglossic, since there's two different varieties of two different languages.

2.3.2 Diglossia and the Holy Quran

Hashim (2011) affirms All research papers and books which had written about diglossia have mentioned that all holy books are of high variety, specially their original texts. But when they interpreted or explained to the simple meanings, here if they are not being read from the original interpretation books, the recites can use low form of the language considering their level of education so they use a form of the language which can be understood to their audience. They can also discuss this in a simple language and sometimes regional dialects .the best example for this the Islamic religious man (Mohamed Ahmed Hassan). It is clearly known for most of us that he uses simple form which may be understood by most listeners or viewers in such situations like this.

2.3.3. Diglossia and formal situations

According to Ferguson,(1959) teaching and learning process is one of formal settings and situations in which the Sudanese teachers and learners are always

Use the high variety of the language. It is also universal phenomenon that the variety which used at schools is of a high status so it is considered more prestigious. And the language which is being taught is a written language and the written form of the language is always formal and grammatical one. But when the teachers and their students or learners outside classroom they can communicate with the other form of the language which colloquial and considered of a low status. And when they outside classrooms, they can discuss the same topic in the colloquial form of open speech. And when teachers teach foreign language like English language the variety has to be used is formal, because teachers learnt to teach it from the faculties of education.

2.3.4 The language of Lecturing:

Fishman,(1980) states lecturing at Sudanese universities or similar situations, in which the high variety of the diglossia is used, and lecturers are well-educated people and the subjects which are being taught always take place in formal settings when lectures and learners talk about the subject which was being taught they use the informal form of the language. And the Subject matter is a written text which always formal one and grammatical.

2.3.5 Diglossia and communication in Sudan

As In Omer (1988) communication with families and friends it is clearly known that informal variety is used which is considered of low status and used by most speakers. Sudan is a diglossic country in which all states are use multi-varieties of the language as mentioned previously, in a country like Sudan when people communicate with each other they use among their families and friends, they always tend to use the regional or social dialects which are informal variety of the language. So and according to this truth, the form that uses in open speech in the Sudanese community is mostly colloquial one. In any one of the Sudanese regions or states there're distribution of language varieties and regional dialects which are being used in different situations .The researcher has investigated some of those who communicate with languages other than Arabic language if they use only one form of the language in communicating in these languages. And they all agree that they use different forms of the language according to the situations, when they are in formal situations they use standard variety which is more prestigious and considered of high status, but when they speaking to their friends and families in an open speech, they always tend to use the other form of the language that is considered of divergent form which is colloquial and considered of low status.

2.3.6. Diglossia and religious sermons

In Sudan which the majority of people are Muslims, the religious sermons have important roles in everyday's life' in marriage sermons or preaches at the mosques or in other similar situations which are formal situations, in which the preachers and religious men use the Holy Quran verses and sayings of prophet Mohamed(peace be upon him) which are considered of high status because, according to what have sociolinguists written that all holy books original texts prophets sayings are considered of the forms of high status. And when they finish these sermons, they may discuss the topic, but with other form of the language which is colloquial and considered of low status.As is in Hashem (2011).

2.3.7. Diglossia and the level of education

There's a noticeable relation between the level of education and the form of the language is that people use the forms according to their level of education. Highly educated people use high variety forms of language and less educated people and illiterate use the which acquired from daily life. Also educated people always tend to use the high variety when they communicate with the people of the same level of education or if they are in formal situations, but when they speak to other people of less education they tend to speak low variety Of language which is being considered of low status, in contrast to less educated people they always use their tribal or regional dialects. Hence, people use the language variety of according to their level of education considering to whom they speak.

2.4. Previous studies:

1-Alkhair (Muhas880@gmail.com) conducted a research paper entitled “The Linguistics of the Ottoman Turkish Loanwords in the Sudanese Colloquial Arabic: Adaptability and linguistics” The researcher has investigated the roots of the Ottoman Turkish words and their use in the Sudanese colloquial Arabic. These words are as shown in the following tables.

Table 1: Turkish loanwords carrying the morpheme (khana).

Turkish Loanword	Gloss
Adabakhana	Toilet
Ijzakhana	Pharmacy
Shafakhana	Hospital
Shalakhana	Slaughter
Kurkhana	Brothel
Jabakhana	Bullets and gun store

Table 2: Turkish loanwords carrying the morpheme ma

Turkish Loanword	Gloss
Gasma	Shoes
Dandurma	Ice- cream
Shawrma	Meat sandwiches
Basturma	A food cooked from meat
Gawrma	A food cooked from onions in Sudan

Table 3: Turkish loanwords carrying the morpheme (bashi).

Turkish loanword	Gloss
Bimbashi	Military rank
Unbashi	Military rank
Yuzibashi	Solder of military rank
Bikibashi	Military rank

Table4: Turkish loanwords carrying the morpheme (ji).

Turkish Loanwords	Gloss
Ajzaji	Pharmacist
Shamsharji	Speculator
Aatshaji	Train driver assistant
Baltaji	Bully or quarrel some person

From the above tables the researcher has reached to an end that: The Sudanese colloquial Arabic as any other language has derived words from other languages. Alkhair has written these words as an example that Sudanese Arabic has loaned Turkish colloquial words giving us an example of one hundred and fifty Turkish words and claims that these words are colloquial Turkish words. On his paper entitled “The linguistics of Ottoman Turkish loan words in the Sudanese colloquial Arabic: Adaptability and sociolinguistics” The researcher also mentioned that morpheme (ma) is common in Turkish language.

1-Similarities and differences between the abovementioned research and this research

1. 1-The researcher in the above research has used the books and references as the tools for his research.
2. The dictionary of colloquial Turkish words has proved the evidence that these words are colloquial Turkish words.
3. Other evidence is that these words are used in the Sudanese colloquial Arabic
4. These words were derived into the Sudanese colloquial Arabic upon the era of the Turkish colony of the Sudan.

2- In this research the researcher used the following:

1. A questionnaire to verify the availability of the term diglossia.
 2. The population of a random sample is used within (30) English students -
-Sudan University of science and technology to represent the Speech community in different parts of the country.
 3. The researcher has investigated the term diglossia in Arabic and English.
 4. The high and low varieties at the current time in both Arabic and English languages.
 5. In this research the researcher has investigated the availability of the two different varieties in one or two languages.
- 2 – Omer (1988) university of Khartoum conducted PhD .conducted a research paper under the title "diglossia in the Sudanese sociolinguistic setting" about the term diglossia and issued on journal of North African studies introducing the following definition of Ferguson's (1959)which is "diglossia is relatively stable language (which may include standard or regional standards)there's a very divergent and codified (often grammatical and complex)superposed variety the vehicle of a large and respected body of a written literature either of an earlier period or another speech community which is learnt largely by formal education and is used for most written and

formal spoken purposes, but not used by any sector of community for ordinary conversation" then the above researcher has investigated the most four diglossic languages (known as four defining languages) which are Arabic, modern Greek, Swiss German and Haitian Creole, and then the above mentioned researcher has come to the local situation, here in Sudan giving details from his personal visits to different parts of Sudan concentrating on the area of Shaygia tribes in which he is a native speaker. He gave us a Shaygian dialect of the Sudanese Arabic in contrast to formal Sudanese Arabic. Shaygian dialect is considered the variety which is colloquial and used by most of the tribe members and also considered of low status in contrast to the formal variety of language that is used in formal situations considered of high status considering this population of study is a diglossic speech community. The above researcher has assumed that in one situation only the high variety is suitable and appropriate and on the other the low is suitable to be used. The study aims to investigate the linguistic term diglossia in the Sudanese Arabic. The researcher has collected the information through the written and oral sources in addition to the fact that he is a native speaker of the investigated area also in addition to his personal visits to the different parts of the country. This researcher has used descriptive examinations in Arabic language in the Sudan in different parts of the country. The researcher reviews the general linguistic terms that used in the Sudan and assumed the Shaygia tribe area in Northern Sudan as an example of wider Sudanese speech communities in which the Sudanese Arabic is dominant in the various aspects of the Sudanese life. At the end of his research, Omer has explored and dealt with the Sudanese Arabic its morphology, syntax, phonology and semantics. After that he has discussed the functions towards factors that influence the language choice form and the problems and circumstances leading towards standardization of the Arabic in the Sudan with accompanying language planning. And finally the above mentioned research has disclosed the fact

that: the communities throughout the country are diglossic speech communities. And has recommended that the country must promote and maximize the intermediary role among the Sudanese. Including the research papers that outlined the Sudanese Arabic and its importance role with both varieties which are high and low forms the Sudanese Arabic. Hence, language planning must be with attempting to solve problems of the Sudanese Arabic spread faces.

The similarities and differences between Omer's and this research:

1. In previous above mentioned research, the researcher has outlined what has written about the term diglossia by Ferguson(1959) and other language scholars who have written about the sociolinguistic term diglossia and four defining languages.
2. A sample of the study was the Shaygian area in Northern Sudan was used as a population of the research.
3. Personal visits, oral and written sources were used as tools for the research.
- 4- And finally recommended promoting and solving the increasingly role of the spread faces of the Sudanese Arabic faces throughout the country.
4. investigated the linguistic situation in the Sudan.
5. Reviewed the diversity of the varieties in the Sudan.
6. Examined the nature of the Sudanese Arabic, its phonology, morphology, syntax and semantics
1. Elaborated and tested the notion of the term diglossia as related to functions and factors influencing the language choice form.
2. Discussed the problems and circumstances leading towards the standardization of Arabic in Sudan.
1. But in this research the researcher is used the sample of the students of the fourth year of the Sudan university of science and technology college

2. of languages-English department- they will represent different regional dialects of the Sudan to investigate the availability of the term diglossia all over the country .

And the researcher has outlined and different formal and informal use of the language within the wider Sudanese communities giving evidence that formal language use in formal situations and informal use of the language in informal situations.

3. A random sample of the students was used as a population sample.
4. Investigated the availability of the term diglossia throughout the wider Sudanese community.
5. Reviewed and verified the of the low and varieties of the language.

Chapter Three

Research Methodology

3.1 Introduction:

This chapter is concerned with the methodology of the study. A detailed description of the subject, the design of instruments, procedures of data collection and of data analysis will be provided. Validity and reliability of the tool (A questionnaire) also prepared and checked by the supervisor who agreed that it is a reliable and valid for the aim of this study.

3.2 Population of the study:

The population of this study are the university students of the fourth year of English, College of Languages, Sudan University of Science and Technology. A number of thirty students were chosen randomly to represent the wider Sudanese communities in the social and regional dialects. A questionnaire of ten questions was distributed and answered.

3.3 Instrumentation:

To collect the data a questionnaire of ten questions is used and distributed to the respondents. The qualitative responses received are changed and analyzed qualitatively to calculate the reliability statistically and that should be by stating certain scores for each of the responses. The method used for selecting the sample of the study was carried out randomly, and then the researcher has chosen the questions to achieve the required information which is the availability of the term (diglossia) throughout the speech communities all over the country and the sample has chosen carefully and any question on the questionnaire was explained to each one of the representing group. So the procedures which are controlled and depending on scientific steps, are suitable to be good instruments for this research and have come out of a full comprehension from the respondents. The questions were judged by the

supervisor and they were suitable to represent the research's aims, validity and reliability.

3.4 The validity and reliability of the research tools:

Validity and reliability of the research are the most important aspects of research and so in this questionnaire, they ensure and prove the quality of the instruments which are used throughout this study. The validity refers to extent to which the data collection procedures measure supposed to be measured and nothing else. In this case, the research considered valid if it really measures and investigates the population about the availability of the sociolinguistic term diglossia throughout the Sudanese speech communities and how people use the diglossia according to the speech situations formal variety and informal variety under different conditions and situations.

Reliability refers to the extent to which the questionnaire procedures have the same or similar results when they administered more than once.

The validity and the reliability of this research tool was confirmed in this research as follows:

- 1-The questionnaire was fully judged by the supervisor and allowed to be the research questionnaire.
- 2- It was practical, suitable, valid and reliable to investigate what is suppose to be investigated according the questions contained.
- 3- The total number of the students who answered the questionnaire was thirty students and this number is quite enough to achieve the aim of this research.
- 4- The questions were done carefully to suit the goal of the research.
- 5-The questionnaire is valid and reliable because it measures the availability of the term diglossia throughout wider Sudanese speech communities.

Chapter Four

4.1 Data analysis and results

In this chapter the data collected analyzed and the results were reached according to the answers of the respondents.

Table 4.1- Diglossia is extended and used in all Sudanese speech communities.

Total	Agree	Undecided	Disagree
30	22	3	5
Percentage	73.3%	10%	16.7%

According to the above table, it is observed that:

A-about 22 out of 30 students agree that the term diglossia is extended and used in all Sudanese speech communities.

B-About 3 out of thirty students undecided whether the term diglossia is used in all Sudanese speech communities or not.

C-And 5 out of 30 students disagree that the term diglossia is extended in all the Sudanese speech communities.

From the above table it is crystal clear that the majority of the students agree upon that the Sudanese communities are diglossic and regional, geographical and social are spread around all parts of the country.

Table 4.2-Diglossia is extended only some Sudanese speech communities.

Total	Agree	Undecided	Disagree
30	10	9	11
Percentage	33.3%	30%	36.7%

According to the above table, we observe that:

- A- About 10 out of 30 students were agreed that diglossia is extended in some Sudanese speech communities and their percentage is (33.3%).
- B- About 9 out of 30 students are undecided about whether the diglossia is extended only in some Sudanese speech communities or not, and their percentage is (30%).
- C- About 11 of 30 students are disagree that the term diglossia is extended only in some Sudanese speech communities.
- D- As In the above table, the majority of the students disagree that diglossia is extended only in some Sudanese speech communities.

Table 4.3-Diglossia is used according to situations and conditions of the speech.

Total	Agree	Undecided	Disagree
30	22	2	6
Percentage	73.3%	6.7%	20%

As in the above table, it is observed that:

- A- About 22 out of 30 students agreed that the sociolinguistic term (diglossia) is used according to the situations and conditions of the speech.
- B- About 2 out of 30 students undecided if the diglossia is used according to the situations and conditions of the speech or not and their percentage is (6.7%)
- C- And 6 out of 30 students disagree that the diglossia is used according to the situations and conditions of the speech.
- D- From the above information it is crystal clear that about 22 out of 30 agree upon the truth that diglossia is used according to the situations and conditions of the speech their percentage is (73.3%).

Table 4.4 The Sudanese speech communities use both varieties in Arabic.

Total	Agree	Undecided	Disagree
30	22	1	7
Percentage	73.3%	3.3%	23.4%

According to above table, it is observed the following facts:

- A- About 22 out of 30 students agree that the Sudanese speech communities use both varieties in Arabic.
- B- And 1 out of 30 students undecided if the Sudanese speech communities use both varieties in Arabic.
- C- And 7 out of 30 students disagree that the Sudanese speech communities use both varieties in Arabic.
- D- From the facts in the table above we can observe that the majority of the students agree that the Sudanese speech communities use both varieties in Arabic.

Table 4.5 Diglossia has a great impact on the Sudanese speech communities.

Total	Agree	Undecided	Disagree
30	25	1	4
Percentage	83.3%	3.3%	13.4

According to the table above, it is observed that the results are as follows:

- A- There're 25 out of 30 agree that diglossia has great impact on the speech communities and their percentage is (83.3%)
- B- There are only 1 out of 30 students undecided about the impact of the diglossia on speech communities and the percentage is only (3.3%).
- C- And there're 4 out 30 disagree about the impact of the diglossia on speech communities and their percentage is (13.4%).

- D- It is clearly noticed that from facts on table above about 83.3 percentages agree that the diglossia has great impact of the speech communities.

Table4.6The high variety is used in the educational process:

Total	Agree	Undecided	Disagree
30	10	11	9
Percentage	33.3%	36.7%	30%

According to above table, it is observed the following:

- A- About 10 out of 30 students agree that the high variety is used in the educational process and their percentage is (33.3).
- B- About 11 Out of 30 students undecided that the high variety of the language is used in the educational process and their percentage is (36.7).
- C- And about 9 out of 30 students disagree that the variety of the language is used in the educational process and their percentage is (30%).
- D- From the above table, it is observed that the majority of the students undecided that the high variety of the language is used in the educational process.

Table 4.7 The high variety is prestigious and considered of high status and used in formal situations.

Total	Agree	Undecided	Disagree
30	16	9	5
Percentage	53.3%	30%	16.7%

According to above table the results are the follows:

- A- About 16 Out of 30 students agree that the high variety of the language is prestigious and considered of high status and used in formal situations.
- B- About 9 Out of 30 students undecided that whether the high variety of the language is used in informal situations.
- C- About 5 out of 30 students disagree that the high variety of the language is prestigious and considered of low status and used in formal situations.
- D- The majority of the students agree that the high variety of the language is prestigious and considered of high status and used in formal situations.

Table 4.8The low variety is considered of low status and used in informal situations

Total	Agree	Undecided	Disagree
30	14	5	11
Percentage	46.6%	16.7%	36.7%

According to above table the results are as follows:

- A- About 14 Out of 30 students agree that the low variety of the language is considered of low status and used in informal situations.
- B- About 5 out of 30 students undecided that the low variety of the language is considered of low status and used in informal situations.
- C- About 11Out of 30 students disagree that the low variety of the language is considered of low status and used in informal situations.
- D- The majority of the students agree that the low variety of the language is considered of low status and used in informal situations.

Table 4.9 The Sudanese can use Arabic with both varieties according to situations.

Total	Agree	Undecided	Disagree
30	24	2	4
Percentage	80%	6.7%	13.3%

According to above table the results are as follows:

- A- About 24 Out of 30 students agree that the Sudanese use the Arabic language with the high and low varieties according to situations.
- B- About 2 Out of 30 students disagree that the Sudanese can use Arabic with both low and high varieties according to situations.
- C- About 4 Out of 30 students undecided whether or not the Sudanese use Arabic with both high and low varieties of the language according to situations.
- D- From the above results it is crystal clear that the majority of the students agree that the Sudanese can use Arabic with both low and high varieties of the language according to situations.

Table 4.10 when the Sudanese communicate in English they use the high variety.

Total	Agree	Undecided	Disagree
30	16	7	7
Percentage	53.3%	23.333%	23.333%

According to above table the results are as the following:

- A- About 16 Out of 30 students agree that, when the Sudanese communicate in English, we use the high and formal form of the language variety.

- B- About 7 Out of 30 students undecided that when the Sudanese use the English language, they use the formal form and high variety of the language.
- C- About 7 Out of 30 students disagree that when the Sudanese communicate in English, they use the high variety of the language.
- D- According to above table the majority of the respondents agree that when the Sudanese communicate in English, they use the high variety of the language.

Students' comments and responses on the subject of the study:

At the end of the questionnaire the students have been given a suggestion if they would like to add comments or suggestions they might think to be of relevance or importance. They positively responded to the question and the number was 13 students out of 30 and percentage is (43.33%). These are their comments.

1. "It is a great questionnaire and I believe that diglossia is very important and people should know when use the high variety and the low one – the high (formal) – the low – the common (informal)"
 2. "I think diglossia has become very vital issue in the society which affect standard language give us appropriate solution to this problem to help us as students in using the variety in its suitable situation"
- A- "Well, I think it is appropriate study as well. It is a very important because, Sudan is multilingual country.
- B- According to above results it has revealed that Arabic in Sudan is used with both high and low varieties and English is mostly used in standard and high variety.
3. Sudan is a multi-dialect country that you can find a huge varieties deserve to be studied"
 4. "Arabic language variety is harder to learn and use but English variety can be used easily without much effort"

These above samples of the students' responses to the subject of the study represent the rest of population's well attitudes towards the diglossia And in the next following chapter the results of the will be analyzed and the researcher is going recommend depending on the above results.

4.2 Discussion of the hypotheses:

According to above results the findings are as follows:

- A. The results of the study above proved that the diglossia is extended in all Sudanese speech communities and not only in some of them.
- B. The results of the respondents answers have proved also that the sociolinguistic term (Diglossia) is a situation in which two varieties are used in one or two languages and that there's no language that has only one variety.
- C. It is crystal clear according to results of tables 4.5 and 4.6 that diglossia has great impact on the Sudanese speech communities and the variety that used in educational process is the high and standard one.
- D. As in tables 4.7 and 4.8 as a result of the study and the survey it is proved that the standard and high variety is prestigious and considered of high status and the low variety is used by most speakers and considered of low status.
- E. The above tables revealed that according to answers of the above respondents that the Sudanese speech communities use Arabic language with both standard and colloquial varieties and use the English language mainly in a high variety. According to above mentioned realities shown in the results of this research and survey, it is clearly proved the Sudanese speech communities in all parts of country use diglossia since they use regional, geographical and social dialects alongside with classical Sudanese Arabic and colloquial form of the language according to conditions and situations of the speech.

Chapter Five

Results and findings

Conclusions, recommendations and suggestions for further studies.

5.1 Introduction:

This chapter introduces findings, draw conclusions and their implications. In the previous chapter the findings and gathered information and here are some main findings which should be pointed out and discussed in details. Besides the recommendations and suggestions for further researches will be obtained. Recommendations are made and suggestions have been offered. It presents abroad look at results of the questionnaire and it presents the analysis and discussion of the data collected from the answers of the questionnaire which have answered by the students of English -fourth level at college of languages- Sudan university of science and technology.

5.2 Conclusion

This study aims at investigating the sociolinguistic term (diglossia) and its availability throughout the wider Sudanese speech communities and the high and low or formal and informal varieties should be highlighted. The findings revealed that the high and low varieties are widely used throughout the Sudanese speech communities in their daily interactions. this depends on different conditions, whether the situations are formal or not. In contrast between English and Arabic. English is learnt in formal settings at schools, universities or private institutions as a foreign language in this case variety is mostly standard. Whereas Arabic is acquired at early ages from the families and friends, before school age this variety of Arabic language is a colloquial and then later on it is learnt in formal settings where the language is grammatical and more complex. Hence, there's a fact has to be known that the diglossia is, a condition where there are two varieties are used in one language with two different varieties or two with two different varieties, one

is formal and considered of high status and the other is colloquial and considered of low status and the use depends on whether the speech is formal or not and mostly the purposes of the speech and communication. The results revealed that throughout all Sudanese speech communities there are two varieties, one is formal and is used according to the purpose of interaction, and it is the variety which is used in: 1- Educational process. 2- Religious sermons. 3- Public speech. And the other is informal and colloquial, which is used in: 1- interactions with families and friends. 2- And anyone of these two varieties is suitable for specific purposes.

5-3 Findings:

There were several significant findings found from the survey which should be highlighted.

1. The survey revealed that the sociolinguistic term diglossia is extended in all the Sudanese speech communities and about 73.3 % of the respondents agree about that. And the rest of the respondents had no idea about it and use the diglossia even without consciousness.
2. The answers of the respondents have revealed that the diglossia is used according to the situations and purposes of the interaction and also from what has been written by the scholars supported this evidence.
3. There's no language that has only one variety that's used in different situations and the Sudanese use different varieties according to situations and conditions of the speech.
4. These varieties have great impact on the audience according to the situations.
5. The variety which is used in the educational process is standard and formal one. (in all languages). In some countries the low variety is legally forbidden.

6. The high and standard variety is considered more prestigious and of high status
7. The low variety is considered as colloquial and of low status.
8. Throughout the Sudanese speech communities, Arabic is used with both varieties, whereas English is only used with the standard one and mainly for formal purposes.
9. From the percentages, some of the Sudanese speech communities use diglossia even without consciousness.
10. Some of the respondents according to the percentages, use diglossia but they don't know whether they use it or not.

5-4 Suggestions for further researches:

-Despite the fact that the Sudanese speech communities some one of the diglossic communities, but there are less and limited number of the written materials, books or researches about the diglossia. Hence, researches have to be written about it.

-The Sudanese speech communities are diglossic, but some have no idea about it, therefore in the higher education diglossia has to be taught.

-This research used a limited number of population and simple statistical information; in future the researchers have to take into account to widen their researches populations.

Arabic language is one of the four diglossic languages in the world and in Sudan is being used in different varieties. but there are research papers about it. In the future research papers should notice this and put into consideration.

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Appendix

Questionnaire

(For University students of English Language)

Dear students,

This Questionnaire is one of the tools for an MA. Research work entitled (The Impact of the diglossia on the Sudanese communities) at the college of languages , Sudan University of Science and Technology. The researcher attempts to investigate the impact of diglossia on the Sudanese communities. You are kindly requested to cooperate by answering the questions or responding to the given statement.

Give your responses to the following statements by ticking ($\sqrt{\quad}$) one of the alternatives given under each item:

No.	Statement	Agree	Undecided	Disagree
1	Diglossia is extended and used in all the Sudanese communities.			
2	It is extended only in some Sudanese communities.			
3	Diglossia is used according to and conditions of the speech.			
4	The Sudanese speech communities use both varieties in Arabic.			
5	Diglossia has great impact on the speech communities.			
6	The high variety is used in the educational process.			
7	The high variety is prestigious and considered of high status and used in formal situations.			

8	The low variety is considered of low status and used in informal situations.			
9	Theca Sudanese can use Arabic with both varieties according to the speech situations.			
10	When the Sudanese communicate in English, they use the high variety.			

Additional Comment:

You are kindly requested to add any comment or suggestion that you think to be of relevance or importance

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Thanks for your highly appreciated cooperation

Mohammed Othman Khatir; an M.A. research student