

# DUALITY IN THE ARABIC LANGUAGE AND ITS IMPACT ON THE ACADEMIC ACHIEVEMENT OF BASIC EDUCATION STUDENTS IN THE SCHOOLS OF THE NORTHEASTERN BADIA REGION

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## Abstract

Duality is one of the most important linguistic and social problems facing our Arab societies, as colloquialism spreads in popular circles more widely compared to Standard Arabic. And we found that linguistic bilingualism is one of the most important forms of linguistic pluralism, and it is considered a stubborn opponent of the classical language, working to destroy it and get rid of it, which appears through the competition of the colloquial Arabic in all fields of life, as the emergence of the colloquial language came as a result of many reasons, including social, political, and historical, and there is no doubt that Slang represents the lowest levels of language, regardless of the geographical affiliation of each individual speaking it. Linguistic duplication is a direct reason for preventing creativity and scientific production. Therefore, it is important to advance the Arabic language by reducing the phenomenon of duplication. Appropriate measures must also be taken to protect the classical Arabic language by supporting and caring for it, working to simplify it, making it popular for the younger generations, and caring for its teachers. Rehabilitation of male and female teachers in an appropriate educational manner to support the educational process.

**Keywords:** bilingualism, academic achievement, Arabic language.

## INTRODUCTION AND IMPORTANCE OF RESEARCH

Language is the medium of expression and communication and a symbol of individual, social and cultural identity, which has made it an important element in social life, so it must be preserved and promoted. Accordingly, Jordan strives to preserve our mother tongue (Arabic) by transmitting it and teaching it properly for successive generations. However, at the same time there are some linguistic challenges and phenomena that require the completion of opinion and reason in their treatment and disposal. These phenomena were represented in bilingualism, which is a problem experienced by adults and children, especially in writing in basic education. Duality is one of the most important sociolinguistic problems facing modern linguistic studies, and it has not received enough study, especially Arabic studies.

## Research Problem

Due to the importance of the language and the dire reality of our Arabic language due to the spread of the phenomenon of bilingualism among learners and our sense of the seriousness of the current situation and the complex reality that has become, I chose this topic and searched for it.

## Research Question

The researcher formulated the research problem in the form of the following question: **To what extent does bilingualism affect academic achievement in the schools of the North Eastern Badia Brigade? What is the way to improve the Arabic language?**

## Research Methodology

Two approaches were adopted in this research:

- Descriptive approach.
- Analytical statistical approach.

## Concept of Duality

Through research, I found that studies have not been based on a specific control to define duality, and the reason is due to the different definitions of some researchers and scientists, however, I will refer in this research to the term bilingualism in order to define its concept of language and terminology.

1. In the tongue of the Arabs, it is said: Unlike the individual, it is said a husband or an individual, and al-Hasan used to say in his saying, Almighty God, "And of everything we have created a couple," He said the sky is a husband, and the day is a husband and the husband gathered pairs and mates. The origin in the pair is the class and type of everything, and all two things are coupled, two forms, whether or not they are two pairs, each of which is a pair (Ibn Manzoor, 1990). But in the dictionary of the mediator (marriage) of things in marriage, and their marriage: they are paired with each other.

The dictionary of meanings defined duality: it is a feminine name attributed to the duality of an industrial source of duality, the existence of two distinct species of the same family, one of which differs from the other with several characteristics, including form. Duality: means the use of fluent language and common language, which is the difference of bilateralism: the use of two different languages such as Arabic and English. Duality: The use of two languages for understanding between countries.

As for the detailed lexicon in philology, it was stated that duality: an overlap in the use of language in daily life. This overlap may apply to the higher texts, literary or non-literary, where it is mixed in circulation, speech and eloquent writing in colloquiality, that is, the supreme language in the language (colloquialism).

2. Conventionally: Duality is a relatively stable situation in which, in addition to the main dialects of a language that may include a single dialect or multiple regional dialects, duality can be determined by the presence of grammar that is more complex when compared to the grammar of dialects. Thus, language is a special type used as a means of expressing literature, this distinct language is learned through formal education, but it can be used by anyone in their speech today, (Al Qasimi, 2008).

This means that duality involves different varieties, where there can be one tongue but two different ways of speaking in the same community. There are levels of language used in

formal events, education, and worship, while there is a colloquial level used in everyday conversations, the street, and some workplaces. This is called duality, (Calvi, 2008).

Al-Otoun (2007) added that there is a third level in between the two levels (Al-Fasih and Al-Amadi), which is Central Arabic, which we use in official cultural situations, while Al-Fasati is used when we write and read, and we use slang in daily affairs. Some definitions referred to the intellectual and linguistic abilities of bilingual individuals. Bloomfield said, "Being able to control the second language smoothly is like controlling the use of the mother tongue, and can be a challenge for the individual," (Farahi, 2009). From what can be said here, although some believe that duality is acceptable, we find it unacceptable to others, as it entered the opposite of the term of bilingualism through which this conflict resulted, there are those who see that there are two styles of linguistic diversity of one language is the same bilingualism, in which case it carries the same meaning of duality, and through this we will address the concept of bilingualism.

### **Concept of bilingualism**

The term bilingualism first appeared through the Greek writer Emmanuel Goday due to the variation in the linguistic situation in Greek society with two linguistic levels: Kathar Fossa and Demotiki (Harems, 1983). While it is likely that the phenomenon of bilingualism began by the American scientist Charles Ferencson after the publication of an article entitled diglossie in 1959 to denote bilingualism and means "the coexistence of linguistic diversity in the core of the group where two levels of bilingualism separated and the control of the field in which Cal is used separately."

The definitions of linguists and their views on the phenomenon of bilingualism are varied, as we will inform you:

Nihad Musa, argued that bilingualism is the Arabic equivalent of the French term bilinguisme, by which we mean the two opposite things, where opposites are called as good and evil, and this is similar to the far encounter with different languages (Mahmoud, 2009).

Al-Khouli (1988) defined bilingualism as the use of two languages from two different civilizations, such as the use of Arabic, French, and English, and bilingualism also means that people speak in a community using two languages, and that the individual has knowledge of two languages, and the two languages are used by the individual, a term that refers to the use of two or more languages and their coexistence side by side in a particular community, such as some African countries that speak Swahili, English, or Swahili and French.

Referring to the lexicons, bilingualism has been described in several definitions: it is the linguistic condition of a particular person or human group who is fluent in two languages, and it is not necessary that the language with the greatest linguistic ability be in one position more than the other, a situation in which the speakers of the two languages are used alternately according to linguistic conditions and environment, (Al-Fihri, 1998).

As for Mohammed al-Khouli, he defined a more precise and comprehensive definition of bilingualism, describing it as "the use of an individual or group to understand both languages with any degree of proficiency, for any language skill, and for any purpose." Bilingualism has

turned into a social phenomenon rather than a personal one, and therefore the term bilingualism includes all situations in which two levels or two languages coexist in one society, and this is what was reached and proven by Mohammed al-Khouli, who is considered one of the most Arab pioneers who researched the subject of bilingualism and deepened it (Al-Khouli, 1988).

The difference between bilingualism and duality is very old, because the terms were applied to the systems prevailing in the Greeks and Greeks, where the Frenchman William Mercer in 1930 called duality to the linguistic situation prevailing in Greece, unlike the Greeks, where the term bilingualism was adopted by the world Ferguson (Moses, 2007). From the above, we will clarify some common terms necessary in the field of bilingualism and duality, the most important of which are:

**Arabic:** The language of the Great Qur 'an, which is a universal language that includes all the words and meanings that nations lack in all times and places. The Arab man spoke classically by nature and character without resorting to knowing the rules of grammar and morphology...Until the Holy Quran was revealed, the Arabic-speaking nations expanded, and then as a result of the different circumstances that societies went through, the Arab countries became different tongues, so each country has a dialect (Anis, 1992).

**Dialect:** According to the modern concept, "by convention" is a set of linguistic features that belong to a particular environment, and all members of the environment share these characteristics, and each linguistic pattern has its own linguistic characteristics that distinguish it from other patterns within the same language, with all these patterns sharing a set of linguistic characteristics that they combine (Anis, 1992).

**Classical:** It is the model that represents the general language that all tribes can deal with in the origin of specific norms of syntactic and semantic morpho phonics (Khamir, 1979).

**Colloquialism** is the language a person learns when they start speaking, and it is the language of everyday life for all groups of society, regardless of their levels, grades, and social status. (Khamir, 1979).

**Native language:** which is known as the mother tongue or the main language, which is the first language that the child learns (Ahmed et al., 1430 AH).

**Second language:** It is learning a new language other than the original language (Ahmed et al., 1430 AH).

Despite the spread of different dialects and the need to learn English in Jordan, colloquial Arabic remains the dominant language. It is also known that classical Arabic is the language of science, but colloquialism may be used for many reasons, such as explaining some phenomena and clarifying some things, especially at the primary level. Colloquialism is not a substitute for Arabic, but an aid, and an educational tool in the early stages of education (Ahmed et al., 1430AH).

**Multilingualism:** A country can be described as multilingual when it is spoken in at least two languages, and an individual can be described as multilingual when they can express their needs and goals and communicate with others in more than one language. Therefore, the concept of

multilingualism refers to the use of language or a person's ability to interact linguistically in an entire community or nation (Klein, 2009).

## FACTORS FOR THE EMERGENCE OF DUALITY

### 1. Factors for the emergence of duality as a linguistic phenomenon

The **historical factor**: Our linguistic problem comes from the roots of origin, as the pre-Islamic era did not suffer from linguistic similarity, as the Arabs were speaking in different dialects and the difference was clear until the great Qur'an was revealed, which was revealed in explicit Arabic, and was interpreted by Ibn Abbas and others as the language of the Quraysh (Andrei, 1990). Ibn Manzoor (T 711) says in his introduction: "After I saw the many differences in tongues and colors, it became difficult to understand in the first language, and pronunciation of Arabic became a rare thing. People challenged each other to write translations in a language other than Arabic, which prompted me to collect this book in a language other than my own, and I was proud of it at that time, and I made it as Noah made the ark and his people make fun of him (Ibn Khaldun, 1978).

#### Cultural factor

Reform efforts are still prevalent in this direction to give priority to classicalism and salvation from duality, which leads to volatility and confusion, leads schoolchildren to the linguistic plot and wastes the division of their intellectual energies. The Arab despairs as he sees the non-Arab child starting to express his language spontaneously in every situation, while the Arab child sees his dialect within the scope of his family and wide community (Musa, 2003).

#### The social and political factor

The linguistic issue does not exist in a vacuum, and it is not solved at the end of the analysis. It extends in the life of society and affects it and is closely linked to existing institutions. Therefore, some language workers consider the authority to have the executive ability to achieve the decisive achievement (Musa, 2003).

### 2. Factors for the emergence of duality as a term

The term **duality** has been defined as the conflict between a literary language and a comprehensive scientific one, and duality has two different forms in terms of the linguistic use of the same tongue. The first is complex and limited in use, called the eloquent tongue, and the second is simple and commonly used, called the vernacular tongue (Al Qamoud, 1997).

#### Manifestations and causes of duality

The linguistic aspects are many, some of which may be expressed through writing, pictures and drawings, while other linguistic aspects include voice, pronunciation and oral. Accordingly, the diversity of the Arabic language took a dual form of circulation, using drawing and writing in the classical, and using pronunciation and verbalization in the colloquial. We find this duality clearly embodied in the Arabic language, presenting itself in two forms, the first in the classical, and the second in the colloquial. Literary writing is a written language commonly used in the past, now the language of literary and scientific works, and is

also used in everyday discourses in a narrow scope. Oral language is the language used in conversations and is used in all public places, but is not written. (Mahmoud, 2002).

### **Duality sections**

Duality is divided into eight forms that I have arranged as follows (Ben Dahman et al., 2005):

1. General Duality: Duality is used in most vital areas such as education in all its branches and stages and media of all kinds.
2. The first idea is to use duality in Arab countries to represent authenticity and openness, relying on two languages for use. The first language represents originality and the past and reflects customs and traditions. The second is described as the key to progress and development to bring the country to the ranks of civilized nations in the first and second worlds.
3. Pure Duality: The idea is to use the foreign language in one area of social life without resorting to it in other areas, for example its use in education without its use in administration, in higher education without primary and secondary, or in the scientific branches without literary, and this for different reasons from one Arab country to another.
4. Stage Duality: This is the duality in which the foreign language is based on emergency circumstances imposed by necessity, such as carrying out the task of full and comprehensive Arabization.
5. Individual Duality: The educated individual in society knows two languages, the mother tongue and the foreign language, and knows them well so that he can use both to the same degree and with the same competence.
6. Group Duality: It is the existence of a group that is fluent in the foreign language like its owners and ignorant of the national language ignorance that leads it to its equivalence, and this type of duality of category if it is not eliminated in a timely manner and by effective means, which leads society to bad consequences.
7. Positive Duality: It is the stage of duality, especially by imposing ambiguity at the level of the mother tongue of the country and at the appropriate size that benefits the language.
8. Negative Duality: It is the duality that keeps the sovereignty of the Arabic language above all considerations, and the principle of sovereignty of the national language remains in word and deed at the national and civilizational levels.

### **Methods of acquiring duality**

When a child goes to school, he has difficulty learning Standard Arabic that he has never heard of before. He feels that he is learning a language other than his native language, and this makes him feel shocked and overwhelmed. But he tries as much as possible to make the necessary efforts to learn it, knowing that it is an important language and necessary for his future. These difficulties can be gradually alleviated, fun ways to learn a language are found, and classical



learning is difficult and time-consuming to translate between classical and colloquial. He cannot master classical Arabic as he should, but resorts to slang when needed. This is what makes a young person live in a bilingual state, (Mohammed, 2002).

### Characteristics of Duality

Mohammed (2002) stated in his book that Ferguson mentioned in his research a set of characteristics or features that must be available in the language of a society, in order for this linguistic situation to be valid to describe it as bilingualism, and these characteristics or qualities represented by the following:

1. Function: The formal linguistic function is one of the most important characteristics of the phenomenon of bilingualism, as some social conditions and conditions necessitate the use of the highest dialect such as the standard Arabic dialect, while some situations necessitate the use of the colloquial dialect. Examples of topics that follow this allocation include what Ferguson mentioned in the following table:

	Top Linguistic Form	Linguistic form lowermost
Religious events or speeches in mosques	X	
- Personal letters.	X	
- Speeches in Parliament.	X	
- Talk to family, friends and colleagues		X
- Poetry.	X	
- Folk poetry.		X
- University lectures.	X	

2. Status: All members of society consider the upper dialect a high-level dialect, and in contrast, the lower dialect is attributed to a lower level, which can lead some members of society to deny its existence, and they view it as a deviation from the higher language standards, and this linguistic deviation for these individuals is seen as misuse of the upper dialect. The standard enjoys a great position resulting from the belief of some researchers and those interested in language affairs from members of the Arab community who described their approach as influential, and their belief that the slang is a linguistic deviation that must not be drifted by members of society.
3. Literary Heritage: The higher form of language always has a greater literary heritage in all the cases cited by the scholar Ferguson, compared to the literary heritage of the lower dialect. The literary heritage of this type of language is divided into two types: the first is an extension of a previous heritage that was written in the highest form of the language, which represents for speakers of this language a connection to a glorious and glorious past, as in the Arabic and Greek languages, the literary heritage may be from a community other than the society in which the language is spoken, and this applies to the German language spoken in Switzerland, as the language of the respected Swiss literary heritage is German. So you should stop exercising hours before bed and drink a lot of water, when you exercise your body temperature rises and retains the heat inside you.

4. Acquisition: Where people speak a colloquial or local dialect (the lower language form) when they address their children, and here we say that the lower language form is acquired in a natural way, for example, five-year-old children always speak the colloquial dialect, as in the case of Arabic, as this dialect is transmitted by parents to children, but at the same time they do not teach their children Standard Arabic, while the higher (standard) linguistic form is acquired through formal education in schools, and it may seem in the case of Arabic that drawing these differences between the acquisition of the two languages is more like extremism, we can understand a large part of Standard Arabic when heard, even if we cannot get a large amount of formal education.
5. Normative or indoctrination: There is an easy way to understand normative in language. The system consists of two parts: the first agrees on the form of language which is considered superior to others, and the second speaks of the updates that the form of language undergoes. Words of the linguistic form are expanded and updated, and this includes writing dictionaries and grammar books that teach speakers who use the language how to use it correctly. The higher linguistic form is the form that is written about in a large number of grammar books, morphemes, phonological compositions and linguistic dictionaries, especially in the case of a duality of language.
6. Persistence: The phenomenon of bilingualism is a relatively constant linguistic situation, which can last for hundreds of years, and in some cases this persistence can reach a thousand years. The higher and lower forms are the means of communication and speaking that society has used since the beginning of bilingualism. However, this duality dissolves with time. A new shape is designed to be more stable and mediate between the two shapes.
7. Grammar: Here, the first thing that comes to our mind is the grammar of the Arabic language or grammar, which does not include morphology and phonological structures, but here Ferguson means grammar and this is clear from his allocation of the other two features of bilingualism.
8. Vocabulary: Most of the formal words of the upper and lower levels are common and most of the words of the lower form of the language are also found in the higher linguistic form, but there is only variation in the structure, and there is also a difference in the meaning, for example, the plural of the word man in the classical (men) while in the colloquial dialect in clans the plural of the word is man (Rajajil).
9. Phonological structures: Discussing the phonological structures of the two linguistic forms associated with a society seems more difficult than studying and discussing the grammatical structures and vocabulary, where listening to the pronunciation is more important at stages of writing, and here the assertion in the form of the phonological structure of one of the two forms is closer to guessing, but general observations by pronunciation may help to understand this variable, In Greek, the difference in phonological structures between the two linguistic forms does not seem great, although the difference reaches the point of having two different phonological structures in the



German language and the German language in Switzerland, and between the two extremes of the opposite comes the Arabic language, which reaches the difference between the two linguistic forms to the degree of mediation.

### **Presumed and possible solutions to the problem of bilingualism:**

Finding realistic and logical solutions can be difficult, but it can be reduced to three basic solutions:

1. Recognition of bilingualism: Abdelkader El-Maghraby believes that bilingualism is a general linguistic phenomenon, and that an eloquent language is produced next to a popular language or a common language (Al-Maghala, 1921). Duality is not limited to Arabic only (Wafi, 1951). Duality is one of the most important features of peoples' civilization, and it comes within the context of evolution. Each language has its own nature (Pilgrims, 1978). Therefore, the existence of bilingualism is not a problem.
2. Monolingual: We can use only one language, without any repetitions or difficulties. In general, only standard, colloquial, or foreign words can be used for vocabulary that can be used and translated into Arabic. The use of classical classicalism in all matters of life seems impossible, because it is generally used in writing, literature, heritage, and religion. There are many international media and scientific and educational institutions (Mahmoud, 2002).
3. Convergence between colloquial and classical: The approach between colloquial and classical should be carefully and deeply considered to elevate and clarify the level of colloquialism. Some observers and scholars believe that colloquialism is gradually turning into Middle Arabic or the third language (Al-Mutooq, 2009), and contemporary Arabic depends mainly on the classical grammar in various aspects of phonology, morphology and grammar. The Arabic language differs from the rest of the world in maintaining its general organization. It can dissipate or change dramatically as other languages. (Al-Dayyah, 1978).

### **DEFINITION OF ACADEMIC ACHIEVEMENT**

1. **Language:** Achievement is the distinction of what has happened and what is happening, and the collection and fixation of this command. Collection refers to what is obtained from anything, in the sense that it makes an occurrence of what is obtained. (Ibn Manzur, 1990).
2. **Idiomatically:** Academic achievement as defined by Ahmed Ibrahim Ahmed (2000) is obtaining academic achievement, which is the achievement achieved by the student in a subject or group of subjects, and is evaluated by the local grades obtained in the final examinations that take place at the end of the semester. As defined by Abdul Majeed Nashwati (2000), it is the attainment of a degree of competence through learning and training, which is the goal that students seek to reach. Organized and purposeful learning is critical to learners gaining the experiences, skills, and abilities needed to achieve behavioral changes in their personalities. According to Salahuddin Mohammed Ghalim (2000), the term 'attainment' refers to the degree a person achieves in a

particular subject, educational or training field, or to the level of their ambitions in those fields. Academic achievement is an umbrella term that covers these concepts. Educational achievement: It is all that the student does in his various school subjects, and is measured by test scores and school grades or on the basis of those scores, so the achievement is usually linked to study and learning. (Omar, 2004)

## **TYPES OF ACADEMIC ACHIEVEMENT**

1. Good academic achievement: It means that the student interested in achievement is able to achieve educational and achievement levels that exceed the average expected of him according to his own abilities and skills. Thus, the student must put his effort into studying and preparing for tests to increase the chances of his success, (Mohammed, 1999).
2. Intermediate academic achievement: Here, the student's performance is average to the extent that he benefits from the information, and the degree he obtains represents half of the potential he possesses (Mohammed, 1999).
3. Poor academic achievement: It is the reduction of the degree of intelligence to the normal level due to mental, physical, social or interactive factors. It is also called academic backwardness, or academic failure (Mohammed, 1999).

## **ACADEMIC ACHIEVEMENT TRENDS**

They are three different directions each with a different point of view:

1. Biological Genetic Trend: Poor academic achievement here is related to mental abilities and intelligence, that is, to the causes of poor health in general and deficiencies of the mental and nervous systems (Mohammed, 1999).
2. Socio-psychological trend: It is opposite to the biological trend that focuses on heredity and innate acquisition of intelligence, and it also sees that the link between children's development and social and economic factors is present and apparent (Mohammed, 1999).
3. Educational Trend: This trend considers that the failure to achieve academic success is due to external and social factors such as the environment and the family, including depriving the child of the mental, cultural, family and environmental stimuli in which he grows up. He also argues that it can be difficult for a child to adapt to a new situation, such as a change in housing, transportation routes, parental education and social relations. Delaying family members can result in you not feeling like studying. (Mohammed, 1999).

## **ACADEMIC ACHIEVEMENT CONDITIONS**

Differences in motivation lead to differences in individuals' desire to set future goals for themselves, and in the extent of efforts they devote to achieving those goals. Maslow emphasized the aspect of human integration and viewing it as integrated as a whole, and

therefore stressed the study of the motives of the individual and classifying them on a humanitarian basis. In 1938, Murray used the concept of need to denote success in a competitive situation according to a certain degree of superiority. There are conditions where the individual is more able to learn and achieve (Mohammed, 1999).

These conditions, as mentioned by the judge (1981), include the following:

1. Finding motivation.
2. Good training and distributed and focused repetition.
3. Self-activity and participation in the learning process.
4. The learner's knowledge of his achievement results permanently and continuously.
5. Orientation to the individual's energies and abilities.

## FACTORS AFFECTING ACADEMIC ACHIEVEMENT

1. Factors related to the child himself: There are factors related to personality affect their achievement, such as the desire to distinguish, wherever this desire is strong, it increases their success and performance, and also:
  - **Self-concept:** The child's conception of himself can affect his behavior and performance, and since academic achievement is a type of achievement, where it is affected by the child's conception of himself. Thus, the student considers himself as a person who is able to achieve and excel in his school learning as a motivator to confirm and maintain this view. Students who consider themselves unable to succeed suffer from a desire to stay away from school challenges. Students' lives and success in getting a good education are greatly influenced by the negative outlook they have on themselves.
  - **Academic readiness:** An individual's ability to learn and achieve is a skill that can be acquired, but achievement is different from willingness to learn. Academic readiness depends on the general educational experiences gained by the individual in his life, while achievement depends on specific educational experiences in specific fields of study or training. Therefore, student achievement requires full-time and full engagement with specific subjects. Preparing to study and prepare can help achieve the best results compared to peers who lack readiness.
  - **Mental abilities:** The student's mental abilities directly affect his academic achievement. Those with greater mental abilities are more attainable than those with less mental abilities (Al-Qadi, 1981).
2. School-related factors: The physical and social environment of the school and its examination systems affect achievement, and the student's achievement is affected by his compatibility with his surroundings in the school and his relationship with his peers and teachers. Whenever the relationship is based on mutual respect, and the teacher is aware of his students' abilities and problems, the more positive it is in their level of academic achievement. Therefore, healthy relationships between students and teachers should be

encouraged and a good study environment should be provided. Knowing pupils' psychological and educational needs, as well as those based on abuse, can negatively affect their level of achievement. (Dahri et al., 2000).

3. Factors related to the family: The level of academic achievement by good treatment of parents with their children, as parents who participate in their children's activities and take care of their lives positively affect their studies. The social and psychological environment provided by the family, in addition to the material possibilities that meet their educational needs, also affects their psychological stability and thus their success in obtaining a good level of education. Regarding their level of achievement (Abu Alim, 1994).

**There are also positive aspects of duality, as it is not harmful to** the child's development, but has many benefits on aspects of psychological, linguistic and cognitive development, and stimulates mental development and mental preparations, and flexibility in the verbal and cognitive areas of the child.

## INNATE WILLINGNESS TO ACQUIRE LANGUAGE

It includes mental readiness that enables the brain to learn language through interaction with information, and includes the ability to observe and imitate the speech patterns of others. Some call this predisposition the “language queen.” (Dahri et al., 2000).

## A FUTURE VISION FOR STANDARD ARABIC

The classical Arabic language is our strongest bond that unites us as Arab peoples, and therefore it is necessary to preserve it to preserve our unity and national identity. For this reason, researchers have provided a range of impactful solutions to ensure a better future for the Arabic language, and to preserve it:

1. Continuing the resistance of the Arabic language to the poisonous calls to replace slang and the struggle to get rid of it (Mahmoud, 2002).
2. Not adopting bilingualism at the expense of the survival and promotion of the Arabic language (Mahmoud, 2002).
3. Adopting successful linguistic means to reform the classical language, based on simplifying the language and increasing it through translation, localization and semantic generation (Supreme Council of the Arabic Language, 2002).
4. Enriching the classical through the establishment of scientific research aimed at studying the dialects of the colloquial language, expanding its lexicon and benefiting from the spread of colloquial words of eloquent origin (Supreme Council of the Arabic Language, 2002).
5. Employing international means to disseminate the classical through broadcasting radio and television programs focusing on language issues and correcting the negative adjectives applied to Arabic palaces (Supreme Council of the Arabic Language, 2002).

6. Encouraging translation, publication and authorship in Arabic in the scientific fields (Supreme Council of the Arabic Language, 2002).

The development of the use of the Arabic language in a way that restores its luster requires the modernization of the Arabic language curricula, the development of its methods, and the solution of its problems in general, taking into account the renewed linguistic, educational, psychological and social realities in the field of language and language education. We cannot conceive of an effective and engaging teaching of live Arabic, outside of this framework. Learning new things can be difficult at times, it can be difficult to learn new things at times. (Higher Council of the Arabic Language, 2002).

## **CURRENT SEARCH PROCEDURES**

This part of the research includes a comprehensive description of all the field procedures carried out by the researcher in this research, and the following is a presentation of this:

### **Approach**

The researcher used the descriptive analytical approach, in order to suit this method to the nature of the research, as it seeks to accurately describe the subject as it exists and collect, describe and interpret as much information as possible.

### **Research Community**

School students in the Directorate of Education of the North Eastern Badia in Jordan.

### **Research Sample**

1217 male and female students in the basic stage in the schools of the North Eastern Badia

### **Research Tools**

The researcher used questionnaires as a tool to collect data through field visits.

## **RESULTS AND RECOMMENDATIONS**

The researcher concluded that bilingualism is a natural phenomenon in all countries and with its spread, it enjoys a cultural and linguistic richness that may contribute to the promotion of the language if it is used rationally and consciously, especially since bilingualism poses a threat to classical Arabic. Therefore, the main findings of this research are summarized as follows:

1. The dialect is used more frequently in popular societies than standard Arabic, because of its ease and the habit of individuals to use it in conversations.
2. Bilingualism is one of the most important forms of multilingualism, due to the overlap of colloquialism with classicalism in all aspects of life. The formation of vernacular is due to several reasons, including social, political and historical aspects.
3. Despite the clear difference between classical and colloquial Arabic, the latter is based on the same previous basis, but with clear differences as a result of use and circulation.

4. Colloquialism is clearly considered to be the lowest level of language use, regardless of an individual's geographical origin.
5. We aim to develop the Arabic language by reducing the phenomenon of bilingualism, which hinders the development of the classical language and hinders its adaptation to modern and future reality, through the implementation of development programs aimed at improving the general linguistic situation in Arab society.
6. Bilingualism reflects negatively on different areas of life, including one's personality and life.

The researcher found that bilingualism is a factor that causes many difficulties in classical language, and it also negatively affects the personality of individuals, making them anxious and weak personality, constrained and hesitant, unable to make decisions. The main reason for the weakness of scientific production and intellectual creativity is bilingualism, so it should be sought to protect classical language from this danger. To avoid the seriousness of this linguistic phenomenon, we must take the necessary measures to support and care for it and work to simplify it and attract young generations to care for it, and teachers of the Arabic language should be qualified in an appropriate educational way to facilitate the educational process.

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