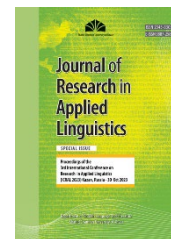




Shahid Chamran University
of Ahvaz



The Direct Effect of Classical and Colloquial Mother Tongue on Academic Achievement in Non-English-Speaking Countries

Fadl Enqad Ahmed Thabet¹, Al-Ammari Mohammed Saleh², Magomedova Siumbel Usmanovna³

¹Department of Arabic, Islamic and Afro-Asian Studies, Kazan Federal University, Kazan, Russia; doctorenqad@gmail.com

²African and Islamic Studies Department, Kazan Federal University, Kazan, Russia; alamary2011@mail.ru

³African and Islamic Studies Department, Kazan Federal University, Kazan, Russia; sabitova.sumbel@gmail.com

Abstract

In this article, the issue of low educational attainment in non-English speaking nations is discussed as one with significant dimensions that provide us with definite clues regarding the future of both society and students in particular. This study explains the extent of the academic problem that society faces by talking about the importance of conversation and the mother tongue on academic achievement. In our research, we also consider other issues like language repetition and early socialization as the primary barriers to the advancement of education in non-English speaking nations, and we work to identify solutions for these issues. Obtain improved outcomes that support our kids' academic success.

Keywords: Classic Language; Academic Achievement; Non-English Speaking Countries; Education.

1. Introduction

A person uses language, which is a system of sounds and symbols that he has intentionally and consciously created to communicate what is going through his mind and to establish social relationships. Human relations develop as a result of language growth and development, and societies evolve as a result. Language and social relations are mutually dependent, and this relationship builds a developed society that can overcome challenges in many domains. We can never deny the clear relationship between academic success and appropriate language use.

Numerous studies have established that phonemic language is the primary factor associated with positive academic achievement in any society. Accordingly, if people use the correct word in the language at an early age without learning errors, their academic achievement index will be positive, and vice versa. Because, as developed nations like Russia and Great Britain have shown, the integrity of a society's language unquestionably affects the integrity of its academic achievements, the effectiveness of its educational system, and the attainment of favorable outcomes. As for the nations, their poor academic performance is a problem brought on by incorrect language achievement and the application of subpar programs in this area. The primary causes of a nation's backwardness include the misuse of language in academic contexts, the influence of colloquial and English language usage, and other issues. The topic of academic achievement, which is a concern for many nations in the modern era, is what piques our interest in our research.

2. Literature Review

Academic achievement, according to Badriya, is the cumulative average that a student achieves at a particular point in their studies. In this topic, we address the issue of low academic achievement, which has spread throughout many nations and is present in various degrees throughout the world. However, it may be more prevalent in European nations because of the social, economic, and political factors that contribute to this weakness in academic achievement. The majority of the causes, though, are social. The academic sphere is thought to be the most negatively impacted of all the social issues that plague nations, which are numerous and diverse and have detrimental effects on many different levels. Poor academic achievement is defined by Zahran (1989) as a condition in which the rate of achievement and success is below the normal average level due to mental, physical, or social reasons, or a delay or deficiency in the normal level. I wholeheartedly concur with Zahran (1989) that we cannot produce exceptional students in a society plagued by social issues because, as we often say, a healthy mind in a healthy body. Social issues are the most pressing issues facing today's

society, as they have a direct impact on our children's bright future. Determine a solution for this issue and respond to the following query: How do people learn languages? There are two ways in which language acquisition occurs, according to a number of studies and scientific research:

The natural approach: up until the age of six, wherein a child learns a language by listening to the sounds in his environment, which helps him understand the language's grammar. The method of instruction: language acquisition occurs during the study stage, which lasts from the ages of 6 to 10. Based on observations, language regresses naturally between the ages of 6 and 10. It can be reactivated between the ages of 10 and 14 through academic achievement. This is corroborated by Ali Asaad and Tafah, who cited German scientist Saussure (2019) in defining language's structure as existing between two forms: language as an acquired symbolic energy and language as an innate human faculty. One of the most significant natural traits that sets humans apart from other animals is language, which is an innate ability that every newborn possesses. Regarding the acquired language, these are variants of the acquired language that are represented by a system of signs that combine their meanings. Slang is the native tongue that children learn in certain countries. A child's biggest challenge when attending kindergarten or school is that instruction is provided in the language. He must not have understood the text in the book because we find him looking for someone to translate what he read in the book into the dialects he has learned. From this point on, he encounters the first and most significant educational challenge—his inability to comprehend what he reads—and is seeking assistance from others. However, another issue arises—he speaks both classical and colloquial languages.

We emphasize in our topic that the concepts of "dualism" and "bilingualism" are very different from one another and should not be confused in any way. The definition of dualism is "the internal encounter in which vernaculars emerge as the dialectal branches of classical language, a linguistic contradiction between classical and colloquial." There is one basic distinction between colloquial and classical language: colloquial language does not adhere to the rules of grammar and syntax, whereas classical language is a linguistic system based primarily on these elements. The ability to converse with people in two languages and switch between them as needed is known as "bilingualism." when it's required. Duplication suggests that there are two different levels of a single language: formal language, which is used in formal settings, literary works, and educational settings, and colloquial language, also known as vernacular dialects, which is used in daily speech (Al-Masry & Al-Hassan, 2014). The language's duality disperses the child's and student's thoughts, which has a negative impact on academic achievement. In contrast, the language of common sense aids in the student's ability to concentrate on material and is therefore crucial to his academic success. I concur with Al-Danan (2007) because this is what I observe in European nations: students do not struggle with language when they enter school because they understand all they hear and read and do not require assistance from others because the language of instinct that they acquire at a young age is the same as the language of knowledge they learn in school.

3. Methodology

Language is a personal attribute that allows an individual to formulate thoughts and ideas that circulate within their mind and translate them into sounds and words in order to express themselves. The primary driver behind the development of language is the human need to express and communicate emotions as well as necessities for day-to-day existence. Language is a system of sounds that humans create to communicate and form social bonds with other people. It allows people to express what's going on in their minds. There are roughly 7000 languages in the world. Because English is spoken by the largest number of people, it is the third most common language after Chinese and Spanish. Each language has its own system that sets it apart from the others. We are subject to a particular system that is different from other languages when we learn our mother tongue from a very young age. Since a child cannot learn two languages at the same level, one of them must prevail and become the child's native tongue. This analysis was produced by researchers as a result of the useful data they discovered in the field of linguistic research, and it is in line with Walid's (2019) intended interpretation that language proficiency is a necessary but not creative skill.

As we can see from the above, the majority of nations face significant challenges when it comes to academic achievement. This is in line with the findings of the 2019 (DAVSO) Education Quality Index, which suggested that a country's educational performance poses a threat to both global development as a whole and human development in particular. Additionally, six nations received a passing grade on the assessment, while other nations advanced and others declined. This report aimed to improve academic achievement, identify strengths and weaknesses in educational systems, and give countries a sense of the quality of education in those countries. In my opinion, this report was a little unfair because it was produced using economic and financial criteria, which put the Gulf countries at the top of the evaluation

despite their weak curricula. It should be noted, however, that there are other nations with stronger curricula and higher academic achievement. The absence of educational infrastructure due to financial constraints is mentioned in the organization's evaluation index. More significantly, the exams used to prepare the report were administered in English, despite the fact that some countries have fluency in French rather than English.

4. Results

1. Making formal language the sole means of communication in elementary schools, both inside and outside of the classroom, and implementing it in public and private kindergartens, as well as in radio and television programs; 2. expanding the quantity of courses offered in classical languages in colleges and universities; 3. Holding equitable yearly assessments globally, overseen by a scientific committee, to ascertain the degree of scholarly accomplishment of its constituents worldwide; 4-Developing curricula and instructional strategies.

It is important to note that improper social interactions using the classical language have a negative impact on education levels across the board, and that social environments both inside and outside of schools have a significant impact on students' acquisition of both general and linguistic knowledge. Knowledge that contributes to the development of resigned generations. The social component of education, in my opinion, is crucial to learning wherever and whenever it occurs, and constructive social interaction aids students in moving in the direction of their objectives. I concur with this point of view. In his thesis, he elucidated the significance of the social component as a positive factor in education and its function in inspiring students to take in knowledge in a way that propels them toward growth, creativity, and a better future. According to the theory of sociocultural constructivism, which emphasizes the social component of language learning and holds that a learner acquires a language through both his environment and positive social interaction, he says. Gaza (2006): *The Islamic University*. The idea of self-confidence is important for academic success and has a direct impact on how well education works. In addition to contemporary approaches of social upbringing based on gender equality and providing them with equal opportunities to develop a personality without confidence capable of drawing a bright future with horizons and personality Effective in society, self-confidence is one of the most important factors in positive academic achievement. I concur that the self can be defined as "an organized cognitive formation and familiarity with emotional perceptions, perceptions, and evaluations of the self, crystallized by the person and considers it a psychological definition of himself" (Zahran, 1989). This is how I define the self.

We note that the authorities in question implemented English language instruction in public schools under the guise of having to catch up with more developed European nations, pointing out that no nation can advance if it does not maintain its linguistic identity. According to the findings of this study, no society can keep up with the rate of development if its native tongue is lost. Because learning one's mother tongue provides a solid foundation for learning other languages, opens doors to the outside world, and allows one to catch up with the advancement and prosperity that every member of our society aspires to. Walid (2019) emphasized that among educated adults, the mother tongue has a significant impact on second language learning and acquisition. A number of universities withdrew from their academic programs and switched to an English-only curriculum, citing the abundance of readily available English references as justification. This caused the community as a whole and the educated groups in particular to have very low levels of language proficiency. Due to the students' declining proficiency in their first language, linguistic deficiencies became more apparent, impairing their ability to think clearly and causing confusion among them. I wholeheartedly concur with Al-Harthi's(2016)statement:

Academic achievement is a term that has multiple meanings. Some people define it as everything a person learns in school, while others define it as the quantitative evaluation a student must receive while pursuing an education. It is, in my opinion, the student's execution of a task in terms of its quantity or quality. It encompasses all of the cognitive abilities that a person picks up while studying. Academic achievement is defined by psychologists as "a level Determined by achievement, aptitude, or performance in school or academic work, which teachers do through standardized tests" (Al-Taher, 1991). Academic achievement is the outcome of a student's completion of a particular intellectual activity. Academic results are frequently a significant predictor that paints a picture for us—positive or negative—of the characteristics of the student's environments that have a direct impact on his academic achievement and that enabled him to get a result, on average, at a certain time and location. the total that a student earns at a particular learning phase. Academic achievement is the ability to adapt knowledge from a curriculum or school program to the classroom and assignments. This idea is restricted to the knowledge that each learner independently acquires in accordance with a

curriculum designed by educational experts with the intention of increasing the learner's adaptability to the social environment to which he belongs.

The words "trust" and "fear of failure" are frequently linked to success and greatness. Because it benefits the child, family, and society as a whole, I emphasize the importance of providing for the child from an early age and instilling confidence in him (Al-Hamwi, 2010). One of the most crucial elements in the process of a positive academic achievement is providing young children with the right social upbringing and confidence-building. This helps the child overcome the challenges that arise during the educational process at any point in the school year.

5. Discussion

Based on the previous discussion, we draw the conclusion that the non-English speaking countries' poor language skills have resulted in a number of issues, none of which can be resolved until the primary issue is resolved. The words "trust" and "fear of failure" are frequently linked to success and greatness. Because it benefits the child, family, and society as a whole, I emphasize the importance of providing for the child from an early age and instilling confidence in him (Al-Hamwi, 2010). One of the most crucial elements in a positive academic achievement process is providing young children with a proper social upbringing and confidence-building. This helps the child overcome obstacles they may face throughout their education, regardless of their school's stage. As we can see from the above, the majority of nations face significant challenges when it comes to academic achievement. This is in line with the findings of the 2019 (DAVSO) Education Quality Index, which suggested that a country's educational performance poses a threat to both global development as a whole and human development in particular. Additionally, six nations received a passing grade on the assessment, while other nations advanced and others declined. This report aimed to improve academic achievement, identify strengths and weaknesses in educational systems, and give countries a sense of the quality of education in those countries. In my opinion, this report was a little unfair because it was produced using economic and financial criteria, which put the Gulf countries at the top of the evaluation despite their weak curricula. It should be noted, however, that there are other nations with stronger curricula and higher academic achievement. The absence of educational infrastructure due to financial constraints is mentioned in the organization's evaluation index. More significantly, the exams used to prepare the report were administered in English, despite the fact that some countries have fluency in French rather than English.

6. Conclusion

We were able to comprehend from the information in our article that while academic achievement is a complicated topic, it is one that can be resolved with the right approaches, work, and consideration of the suggestions we made. The aforementioned leads us to the conclusion that a student's language of knowledge learned in school is distinct from the language of instinct that they have been exposed to since childhood in a given country. As a result, the student struggles with language when he first starts school, has trouble understanding everything he reads and hears, and requires assistance from others in order to succeed academically. Early instruction in the classical language is essential for positive academic achievement because it will help the child face no barriers when he or she enters school. Many nations have found success with the language teaching approach proposed by Al-Danan (2007). Additionally, it improves academic performance. When children converse with others in Standard language both inside and outside of the classroom throughout the school day, they can learn language grammar and produce it flawlessly in two phases: kindergarten and basic education (Al-Danan, 2007).

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