



## **INVESTIGATING LANGUAGE VARIATION AND IDENTITY IN MULTILINGUAL COMMUNITIES**

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### **Abstract**

*Within the current wide range of identity study, multilingual identity is a topic that needs more inquiry. In this essay, we defend a fair framework that emphasizes students' active participation in the creation of multilingual identities and suggest the homeroom as a previously underutilized space for participatory identity renegotiation. We then propose a different framework for a multi-hypothetical approach to manage the conceptualization and study of multilingual identity after looking at three significant hypothetical views on identity—the psychological, sociocultural, and post underlying for regions of convergence and contrast. The current research is a sociolinguistic analysis that looks at specific etymological components in Algerian Arabic by connecting phonetic perspectives to other social perspectives. This collection exhibits semantic change over an observable period of time that accurately contrasts with linguistic change over time in the Sidi Bel Abbes discourse region. To investigate the issue from a sociolinguistic perspective, i.e., to give real-world evidence for our thesis: language variation that stimulates change, change in the works, and final change, significant data have been collected from multiple real-world setups.*

**Keywords:** *Investigating, Language, Variation, Identity, Multilingual, Communities*

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### **1. Introduction**

India, which is renowned for having a wide diversity of communities and languages, has struggled to manage this asset known as variety. What may be even more significant is the focus on how the Indian government has chosen to respond to those questions and how these decisions, as instances of language arranging, affect the existence of phonetic minorities. The questions of



how many languages are spoken in India, which ones receive official status, which ones are used for education, and which ones are taught are all fascinating in and of themselves.

In this context, the term "etymological minorities" refers broadly to persons whose spoken language or spoken dialect is either not acknowledged by the public authority at the public level or is not acknowledged as the local language. Particularly in light of the dynamic reduction of languages and the absence of legitimacy and certainty in language ordering described below, the term "minoritized" seems more fitting for describing these languages and social classes. For the sake of clarity and to adhere to the common usage in the sources I quote, I refer to minorities in this essay. It's possible that the local math minorities don't truly speak the marginalized languages. With populations over 3 million, a few ethnic groups in India that are phonological minorities since their language isn't one of the 22 widely spoken languages are larger than several European nations. People who speak their native tongue in one state but not in the one they currently reside in are considered relative minorities. These people are regarded as belonging to yet another semantic minority. Since Urdu speakers are sometimes a small minority and are dispersed throughout India, their situation has attracted special attention when it comes to linguistic barriers to education. In India, where the majority of the population is Muslim and Urdu is their mother tongue, the term "minority" is usually used to describe just that group of people.

Phonetic minorities are those whose educational possibilities are most directly impacted by judgments made on linguistic organization. In India, dropout rates are generally high and proficiency rates for socioeconomic and linguistic minorities are typically below average. In India, "very nearly 25% of all elementary school-going children experience a moderate to major learning obstacle inferable from their language background," according to Jhingran. Even if they may be learning a common language through immersion, children who don't fully comprehend the language of teaching miss out on the joy of learning. Misunderstandings between students and teachers frequently result from linguistic and social limitations.

This article looks at some of India's etymological diversity from the standpoint of linguistic organization, with special emphasis on linguistic strategies crucial to the educational possibilities

of phonetic minorities. The difficulty of counting and announcing the number of Indian languages indicates the classification of languages that is unique to Indian evaluation methods. Then, in order to evaluate the more explicit status arrangement associated with the identification of official and perceived languages, a study of the Indian Constitution is done. The Constitution also contains crucial protections for the liberties of linguistic and social minorities, particularly for those groups' access to an education. Additionally, India's public language-in-training approaches—both for the teaching of languages in schools and for the use of languages as instructional media—provide guidance for the states in creating their own language-related instructional strategies. The Kumauni predicament serves as an example of the effects of this public level language anticipating semantic minorities.

## **2. Literature Review**

The book by Garcia and Wei explores the concept of translanguaging and its recommendations for training, language, and bilingualism. The authors argue that rather than keeping languages separate, people who speak multiple languages can draw from their entire etymological library. They emphasize the value of appreciating this translanguaging technique in educational settings in order to foster semantic and social variation.

The fundamental ethnography of Heller delves deeply into the complex relationship between language, identity, and the emergence of post-public characters. Heller examines how language rehearsals are shaped by political, social, and authentic circumstances using point-by-point contextual studies. She emphasizes the special relationship between language and identity, challenging essentialist ideas and highlighting how individuals organize themselves to form phonetic and social relationships.

The focus of Jaspers' work is on European language practices, techniques, and belief systems. Jaspers provides insight into the varied semantic settings and their impact on linguistic practices and personality by examining language organizing and language arrangements in various European countries. The book emphasizes the need for thorough linguistic techniques that promote phonetic variation while addressing imbalance and reduction difficulties.

This manual, which Li Wei modified, provides a thorough overview of the phonetic variety and variation discovered in Asian languages. The investigators look on many aspects of language use, contact, and identity in various Asian contexts. The book explores the complex relationship between language and identity and provides insights into the unique challenges and opportunities given by multilingualism in Asian social structures.

The concept of "super-variety" is used by Vertovec in his paper to illustrate the increasing complexity and variety of modern social organizations. He argues that cultural notions of diversity in terms of ethnicity or nationality are inadequate, making it difficult for multicultural groups to avoid falling victim to the complex web of linguistic norms and individual differences. The article emphasizes the need for fresh logical frameworks that can account for the easiness and hybridity of languages and characters in wildly dissimilar contexts.

### **3. Method**

It is undoubtedly not an easy task to find information in the Sidi Bel Abbes debate region among the obvious meetings, especially among the sources. According to one point of view, a sizable portion of untrained individual speakers were unable to complete the written survey. However, as we spoke with several witnesses, including groups of young and old people, we encountered the "eyewitness' oddity". In order to avoid the problem, we changed how we used oral addressing while trying to avoid making the appropriate phonetic choices in order to not have an impact on their responses and member perception. The use of the last choice has "appeared as a correlative strategy for information assortment in certain capacities other than as a language specialist, however noticing and taking note of specific types of etymological information" in the field of sociolinguistics. Given its advantages, local insider cooperation might easily enhance the "effortlessness" of the spectator's perspective rather than making it more fictitious. The choice to use this approach demonstrated its usefulness. As a result, my lengthy participation in many daily talks is really important. In order to acquire data that could really be analysed, a survey with a typically pre-planned list of questions about our chosen centre aspects was also sent to the sources.

#### **3.1. Deciding About the Sample**

The 150 sources in our case include both men and women. The Sidi Bel Abbas discourse neighbourhood is where they all call home. The young group (+15), the old group (+30), and the old group (+50) are the three main groups into which they are separated.

### **3.2. Identifying the Non-Linguistic and Linguistic Variables**

The order in which the criteria to be taken into consideration will need to be first chosen and then recognized in a quantitative analysis of etymological variation. In general, a variable is a speculative component to which many traits may be attributed and which, as its name implies, changes. In actuality, the phonological, morphological, and lexical semantic levels are what the current review is dependent on. Age and orientation, two independent variables, unambiguously limit their relationship, as shown in the following figure:

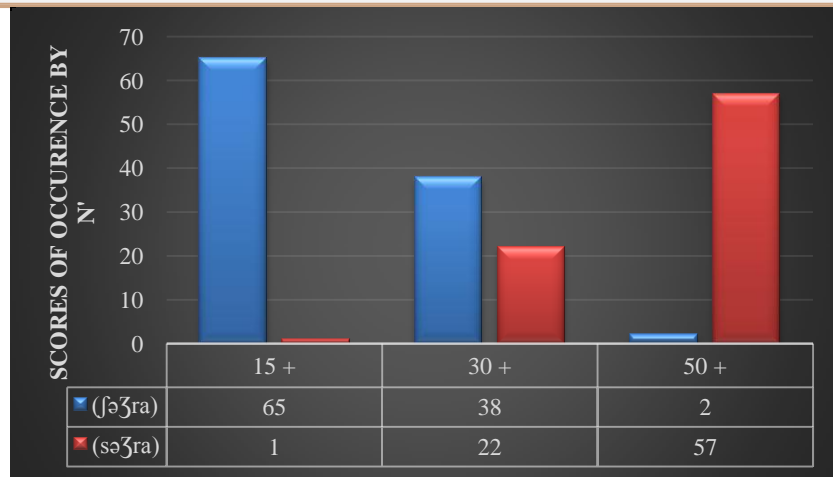
The characteristic of language variation and change may be largely explained by these two socio-segment aspects connected to etymological components.

## **4. Quantitative Analysis**

The focus on illustrating probable connections between phonetic and non-semantic elements is a hallmark of a quantitative sociolinguistic analysis. Our objective in this area is to introduce a quantifiable representation of our data to identify any significant relationships between the chosen semantic factors and sociosegmental factors (such as age and orientation in relation to the social background of the speakers) or non-etymological boundaries. In the segments that follow, we will examine the outcomes of SPSS's processing of our data in this manner. As the poll results are introduced in this practical section, our understandings will depend on what we learn.

### **4.1. Phonological Elements**

Variable (f) in (fəʒra) (=a tree)



**Figure 1:**The Conveyance of (ʃəʒra) and [səʒra] Among Age Gatherings.

**Table 1:**Results of (ra) and [sra] according to age.

Age	Number		Index %		Total (N <sup>0</sup> )
	(ʃəʒra)	(səʒra)	(ʃəʒra)	(səʒra)	
<b>+15</b>	75	1	53%	1%	53
<b>+30</b>	38	22	20%	6.27%	50
<b>+50</b>	2	37	2%	42.26%	58
<b>Frequency</b>	83	48	53%	48%	

#### 4.2. Interpretation of the Results

The Algerian Arabic equivalent of the Arabic word [aara] is [ra]. There are other words in the French language where the shift of//to [s] has been observed as well. Unskilled elderly people have been seen to pronounce these action words as [jsar] and [jsar], independently.

Our concern in this study is to investigate the object (ra), given that it is evident that there is a competing variant (sra). As shown in the accompanying diagram, this variation occurs over the three age groups in the following order: old, moderately aged, and young. The highest of all is the acknowledgement of//as[s] by older, more seasoned individuals.

In the analysis of aging, there is only a 1% overall insufficiency of the variable (ra) when the results are compared. As opposed to the younger generation, who utilize the variable at 64%. A moderately aged lot also scores highly for their use of the variable.

The age and teaching factors are the main causes of this. Uneducated people dissimilate the //sound, which they can only produce as the [s] sound. Thus, it is interesting to notice that both young and middle-aged people preferred to use (ra) over [sra].

In this way, the [s] is often seen to be a highly disparaged feature associated with older people's use, whereas the norm//is essentially a distinctive feature of informed intermediate aged and younger speakers.

### 4.3. Phenotypic Variables

Variable (-ʒi) in: [suʒa-ʒi]

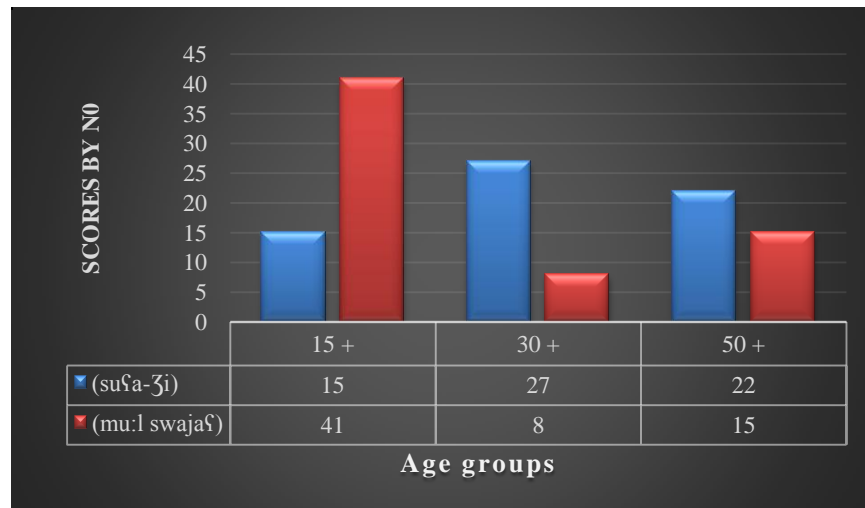
Turkish has influenced some phonetic structures in English. We might use the phrase "bejlk," which refers to property owned by the government, such as a garden, [na:nlbejlk]. This word is included in the vocabulary used in Sidi Bel Abbes without any meaning or basic modification.

Few Arabic words have the postfix or bound morpheme (-i) appended. It is said that the element appears in the additions [-di] for the phrases [sfan-i], [qahwa-i], [qmar-i], and [sua-i] (whose elocution in Algerian Arabic spoken in Sidi Bel Abbes is [-i] allusions in Turkish to the individual, i.e., "who is" or "who does"). It is important that this component be looked at in order to determine whether it genuinely exists.

**Table 2:** Results of the questionnaire on the frequency of (sua-i) and its variant [mu:lswajaʒ].

Age	Number		Index%		Total (N <sup>0</sup> )
	(suʒa-ʒi)	(mu:lswajaʒ)	(suʒa-ʒi)	[mu:lswajaʒ]	
+15	15	50	19%	42%	53
+30	37	8	26%	13%	30
+50	22	15	33%	17%	38

<b>No answer</b>		15		8%	25
<b>Other answers</b>			1		1
<b>Frequency</b>	64	52	58%	52%	



**Figure 2:** Age-Related Correlation of (-i) and [mu:l-] in (sua-i).

#### 4.4. Analysis of the Findings

The association between the age sociosegment variable and the phonetic variable (sua-i) (= a person who fixes and purchases watches) is clearly shown in the above image. In this instance, only 14% of the more youthful group use the connection, but the older group scores higher. The places in the line diagram above might not cycle in a straight line with such a strong clump for the observable variable.

The findings, which are clear from the results above, show that older age groups use (sua-i) more frequently and younger age groups use it less frequently. Between the older and younger age groups, the medium age group serves as a stepping stone; it continues to use the variable but does not perform as well as the older age groups. As a result, the suffixation cycle in the frequently used lexical item (straight word) has been changed into a compound word in the extremely low-scoring sources. Additionally, it can be found in the lexical elements [mu:lswa-ja], [mu:llqahwa], and [mu:lʃfan], each of which can be found in the speech of teenagers.



As a result, it appears that the generic element Turk. (- i) that appears in the aforementioned words is primarily indicative of older use as opposed to more young use. Perhaps due to the component's straightforward design and economy of expression, the older version was adjusted. Younger speakers frequently switch the postfix, a phonetic component gained from the Turkish structure to its counterpart Arabic structure [mu:l-]. The final option may help us remember the standard Arabic grammatical form [ʃa:buaj]. (i.e., someone who is the possessor of something or the owner of something). One could therefore argue that young speakers hypercorrect or purposely jump to the more typical structure.

The morphological component Turk. Structure (- i) is presumably undergoing change. We might wonder in the future if this component will eventually disappear.

#### **4.5. The Diminutive Case of the Variable (ms), Variant [misa]**

The humble example is that "little" is significant since it conveys this through its semantic structure. Unlike Arabic, where the "fusa" design is typically "fuajla," English has a few words to which the postfix "-let" is added, as in "book" - - > "booklet." In a similar vein, "fille" - - > "fillette" actually means "young lady" in French.

One can locate the case in various terms like "home," "bread," and "sun," independently, in the small structure, in Algerian Arabic, our focused lingo, such as "/da:r/ - - > [dwajra," "/xubz/ - - > [xbajza," and so on.

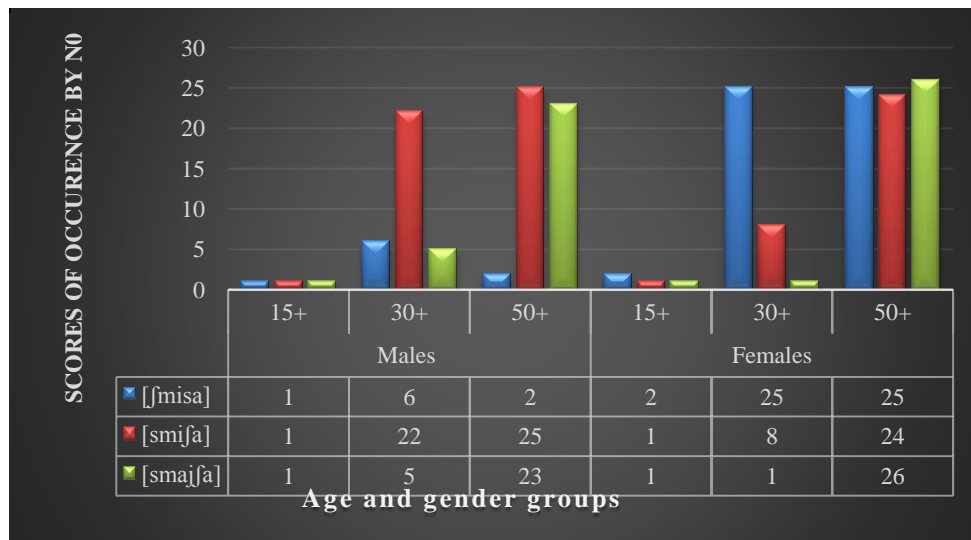
This section's focus is on identifying the condition of the minute case throughout several generations'lects, or figuring out whether this linguistic case is variable or changing.

We can declare our cases, taking everything into consideration, through the analysis of the aforementioned model, i.e.,/ms/ - - > [mejsa].

The accompanying table illustrates the effects of the variance (or "mistake") in a twofold connection with age and orientation in light of the results of our study.

**Table 3:**By age and gender, the results of [misa] and Its Variants.

Gender	Age	Number			%		
		[fμισα]	[smiϕα]	[smajϕα]	[fμισα]	[smiϕα]	[smajϕα]
Male	+15	1	1	1	1%	1%	1%
	+30	6	22	5	4%	8%	4%
	+50	2	25	33	2%	15%	25%
Female	+15	2	1	1	8%	1%	1%
	+30	15	8	1	8%	7%	1%
	+50	15	32	34	2%	24%	25%
No answer		1			1%		
Frequency		24	76	42	32%	33%	22%



**Figure 3:**By age and gender, the results of [fμισα] and Its Variants.

#### 4.6. Linguistic evaluation

The fuϕa- pattern "fuajla"-->/umajsa" is used to operate the diminutive case of the lexical form /ms/.

That is to say:

Noun singular Diminutive case

[ϕəms]→“fuϕajla”-->/fumajsa/

[fμισα]~[smiϕα]

(Metathesis is obtained, here)

Or, [smajfa]



**Figure 4:**Example of the Small Instance of [fəms].

The minor case, as a result, is as follows:

V1 syncope in the first word, which refers to the singular variety of the thing

addition of the short vowel "I" or its optional form, the diphthong "aj" anywhere between C2 and C3. We receive the supplementary construction C2ajC3C2iC3. The phonological path of decline refers to the removal of the diphthong and the substitution of a short vowel.

obtaining a C1C2 group.

Finally, the vowel "a" is expanded to provide a ladylike example of the little structure.

A metathesis is typically understood as [ms] vs [sm] in different lingos.

Note that the [ms] minor has three clear acknowledgments in the conversation of our scheduled events. The singular forms [smi] and [smaj] are preferred by the speakers. They change how they pronounce the /and [s] sound. The little structure is undoubtedly referred to as [misa] or [smia] structures by them.

Our findings, which are represented in the accompanying picture, show that:

➤ **Thevariant's [mistake]**

While utilization within the middle-aged group is moderate, it is less common in conversations among elderly persons. On the other side, the female group scores significantly higher overall for

their utilization of this component. The older female or the middle-aged person gradually reduces their use of the widely referred element to, essentially, 14 cases. This percentage is acknowledged when compared to the male group. They demonstrate an extraordinarily constrained use, whilst the young females and the old men scored an incredibly fragile rate. The young men also shown an invalid use.

➤ **The alternative [smaja]**

The line-chart shows a level of ineffective use of this semantic element in the language of young and moderately aged females, then emphatically ascends to reach a peak in the language use of old women.

Although it grows considerably with age, the usage of this variant [smaja] is less common in middle-aged men, and there is evidence that young persons of both sexual orientations do not use the variation in a meaningful way.

➤ **The variant [smifa]**

In this case, the line-diagram's path between the two orientation groupings is important. It is clear that a positive link is being discussed; we mean that use is considered less when people are younger and more when people are older. Young people of both sexes exhibit a blatant deficiency of the modest case.

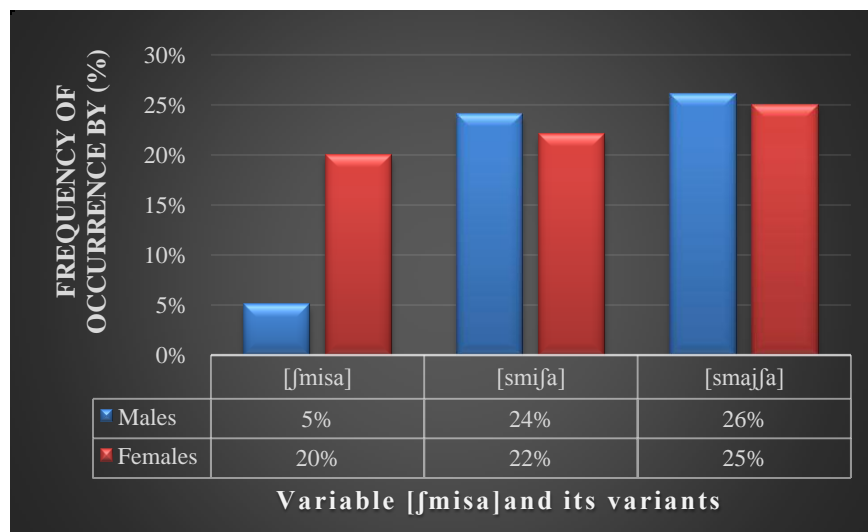
The picture also shows a gradual rise in the percentage of older and moderately older age groups using this component, with older groups using it most frequently.

Overall, the aforementioned plans can be used to achieve two noteworthy goals. In actuality, the variation [smia] is a more popular feature than the other two among the groups of people who are fairly old and old.

The little case could be interpreted as an age restriction factor as a result. Young people are not included in this phonetic structure for a variety of reasons, one of which is that it is a less well-known and less contemporary design that is believed to fit metropolitan languages more organically.

However, the medium aged group's compliance with or, to a limited extent; demonstration of their closeness to their parents' method of behaviour may help to explain the occurrence of this syntactic element in their language behaviour. Regarding the adequate results we have attained, which unambiguously show the various functions of the variable and its contending variations among the particular age bunches across the two sexual orientations, there is still a cumbersome picture that suggests the difficulty to distinguish what component is undergoing change and which one has already finished change.

As a result, we recommend the image below, which shows how the various functions of the variable [misa] and its competing versions [smi] and [smaj] are positioned relative to the orientation factor. A conclusion concerning the point close cannot be made based just on the above figure.



**Figure 5:**Utilization of [misa] and Its Variants by Gender Groups, Ranked.

In fact, the phonetic system shows observable difference even within the same group. For instance, women tend to use the word "misa" more frequently than men, who tend to have unfavourable attitudes toward using this variation. Overall, female society is considered "moderate" by sociolinguistic writers, and they view the variable as a distinction design that, because it avoids metathesis, will generally resemble the structure of Standard Arabic.

The data indicated in the above picture also suggest that the three phonetic components are resilient enough to withstand change because they all fluctuate at very imperceptible rates. Furthermore, because the etymological component could be interpreted as a sign of effeminacy, the male younger group is starting to change the variable's trajectory (only 4% of its usage is obtained).

## 5. Conclusion

The conceptualization of the interchange of multilingual identities that we offer in the next study is different, backed by conjecture, and is put up inside a multi-hypothetical framework. Our analysis of the literature has led us to place our representation of multilingual identity inside a multi-hypothetical framework that incorporates important strands of psychological, sociocultural, and contemporary primary identity techniques. This is due to the fact that our review of the literature focuses on both the relationship between identity and multilingualism as well as more generalized epistemological presumptions in characterizing identity. Examining the exchange of semantic variables and social boundaries in elocution or the usage of lexis and designs in Algerian Arabic might help one detect etymological traits like variation and change as it happens. We can infer from the previous discussions and data that there are fundamental differences at all semantic levels, and it is instructive to note that age is an important factor in separating groups based on their goals and in showing whether a language change process is ongoing or has already been implemented pro-actively.

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