

English-Arabic Language Contact Phenomena In Social Media As Communicative Learning

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Abstract

The issue of contact meaning in communicative learning has received considerable critical attention. Translation and contact meaning are two terms that have enjoyed interpretation in modern language studies. Contact meaning is required to understand translation. Language contact is the social and linguistic phenomenon by which speakers of different languages. This paper describes Arabic and English contact phenomena. This article aims to identify relationships between English-Arabic contact meaning elements and increase forms of communicative learning in social media through social media. This study has limitations; the data were collected from one social media platform, Instagram reel account *english_with_ms_zainab*. This study shows that the English-Arabic contact phenome has some categories: interlanguage, the tip of the tongue, hypercorrection, and cross-cultural understanding. Using social media could improve students' communication ability by learning through an Instagram reel as a social media.

Keywords: English; Arabic; Language Contact; Communicative Learning

INTRODUCTION

The issue of contact meaning in communicative learning has received considerable critical attention. Translation and contact meaning are two terms that have enjoyed interpretation in modern language studies. Translation has been considered a bridge that connects languages and introduces readers to new cultures and knowledge. Translation is a very tricky task in linguistics (Pym, 2023). Contact meaning is required to understand translation. Language *contact* is the social and linguistic phenomenon by which speakers of different languages (or different dialects of the same language) interact, leading to a transfer of linguistic features (Rodríguez, 2019). Language contact is not, of course, a homogeneous phenomenon. Dimmendaal (2022) stated that contact may occur between genetically related or unrelated languages, speakers may have similar or vastly different social structures, and patterns of multilingualism may also vary greatly. In certain circumstances, the entire society speaks many languages; in others, only a fraction of the population is multilingual. Language contact happens when two speakers of different languages or texts in different languages engage in some way. There can be no transfer of linguistic traits in either direction unless the speakers or the text interact somehow. The prospect of a contact explanation for synchronic fluctuation or diachronic change arises only when interaction occurs. Throughout human history, most language contacts have been face-to-face, and most often, the people involved have a nontrivial degree of fluency in both languages (Rodríguez,2022). There are alternative options, particularly in today's global travel and mass communication world.

In this age of social media, technological innovations are increasing and affecting many parts of life, particularly language instruction. Therefore developments in cyberspace are also influential in the world of education. Moghavvemi (2018) stated, "New technologies/channels can be employed as a supplement to the educational system, eliminating the shortcomings of existing techniques and improving teaching/learning. Using visual things, particularly movies, to convey anything will help pupils visualize and comprehend the subject". On the other hand, One of the contexts that the writer will take is the influence of social media in the development of learning translation and language contact on communicative learning. Nowadays, multimedia plays an essential role in our lives. Entertainment platforms and various media provide many accessible audiovisual materials, especially translation and communicative learning. Social media through reels has more appeal in the current era, especially in the Gen Z era due to the advancement of technology. Because of their enthusiasm and love for cyberspace, Generation Z learns more readily through social media. Talavan said, "While students produce new reformulations for pre-selected videos, be it through creative subtitling or creative dubbing, they develop their digital skills within a familiar environment (audiovisual and Internet contexts) and enhance their FL skills, specifically writing and speaking production. In addition, social media is an easier way to improve students acquiring vocabulary and communicative skills with subtitles through social media. This paper describes Arabic and English contact phenomena, identifies relationships between English-Arabic contact meaning elements, and increases forms of communicative learning in social media.

METHOD

This study follows a descriptive case study method appropriate for analyzing the data from the source language (Arabic) text and the data in the TL (English) text. The source of data were based on Instagram reels @*english_with_ms_zainab*. The data were collected from @*english_with_ms_zainab* reel video start from February 21st – July 3th 2023 as the newest reel video that uploaded by this instagram account. From the 215 post regarding to the *english_with_ms_zainab* this study took 10% from 215, totally there are 22 videos were analyzed. This study investigates English Arabic contact phenomena in communicative learning improvement; hence a descriptive case research design was used. This paper aim are to discover English-Arabic contact phenomena for communicative learning improvement.

RESULT AND DISCUSSION

Language contact refers to the interaction and influence between different languages in multilingual environments. With the widespread use of social media platforms, people from different linguistic backgrounds are increasingly engaging in online interactions, leading to language contact phenomena. This interaction can involve the use of multiple languages, code-switching, borrowing of words or phrases, and the creation of new hybrid forms of communication. The paper focus on how English and Arabic languages interact and influence each other in the *english_with_ms_zainab* instagram reel. It may discuss the ways in which English and Arabic users communicate and learn from each other through these digital platforms. The focus might be on how

this language contact impacts communicative learning, which refers to the process of acquiring and developing language skills through real-life communication.

Arabic And English Contact Phenomena

Language contact is the social and linguistic phenomena in which speakers of various languages (or dialects of the same language) communicate with one another, transferring linguistic traits. Nordquist said that “the social as well as linguistic phenomenon of language contact occurs when speakers of multiple languages (or dialects of the same language) converse with each other. Obviously, the interaction between languages is not an identical phenomenon” (2020). In some instances, a whole society interacts in numerous languages, whereas in others, only a small percentage of the population is multilingual. Contact may happen across physically similar or unrelated languages, speakers' social contexts might be equivalent or quite different, and linguistic patterns can vary significantly. This affects the social scope of knowing the language as well. Conversely, Kovacevic states, “Potential linguistic shallowness denotes both superficiality regarding one's own culture and a lessened ability to recognize the other and diversity in the global environment in which we all live” (2018).

There are three types of language phenomena: Barbarism & Bastardization, Hypercorrection, and Tip of the Tongue. The prescriptivist is responsible for both barbarism and bastardization. The existence of any nonstandard term, phrase, or pronunciation of a word is referred to as barbarism. The alteration in words caused by incorrect pronunciation is bastardization (or corruption). This frequently occurs when a comment is 'borrowed' from a different language. Or if speech clusters need to be recognized or enunciated. Law said, "To have what we refer to as 'language contact,' persons must acquire at least some of two or more unique linguistic codes” (2014). In fact, 'linguistic contact' is only recognized when a particular code becomes more comparable to a different one as the outcome of the interaction.

Hypercorrection is when someone attempts to speak "correctly" but takes it over deep and makes a whole other error, the improper use or pronunciation of a term. Eckman said, “Hypercorrection is a scientific word used widely in the study of language variability and linguistic development to describe a scenario in which a form is stretched beyond its ordinary linguistic practice, culminating in an incorrect form”(2013). Similarly, we are frequently instructed to use whom when referring to the object of a verb and whom when referring to the subject. On the other hand, people are usually unable to distinguish between object and subject and hence use whom incorrectly. Last but not least in linguistics, the tip of the tongue is a strange phenomenon. It's the instant when a word vanishes from your head. You understand what it means, what it implies, how it feels, and you would recognize the word if it were said to you.

Another sort of linguistic interaction involves exogamous societies, which may use a variety of languages since their inhabitants are from different locations. Matras (2009) stated, "Language contact expresses itself in a wide range of domains, such the acquisition of a language, processing and production, conversation and discourse, social roles of words and language regulations, typology and linguistic change, and others.” Studying language relationships can help us comprehend the underlying functions and inner structure of grammar and language capacity.

Therefore, below is the finding regarding to *english_with_ms_zainab* instagram reel. In the V1(video 1) the sound and pronounce the TL if wrong it could change the meaning, and make the audience confuse what the speaker want to speak, but the key of the communication, both the speaker and audience should understand what the say and what they hear. Therefore, to improving the communication the speaker should learn how to pronounce the word correctly by doing some exercise with the sound or pronounce repeatly.

From 22 videos there are 8 videos (V2,V11,V13,V14,V15,V16,V17,V18) shows that L1 could influence to arrange of the sentence to the TL (both English and Arabic). To sum it up, to improve the communication skill, the learner should changing the mindset that TL is totally different from L1. There are 4 videos (V3,V4,V7,V8) found that both English and Arabic have term to describe something, therefore who wants to learn TL should has knowledge about few term regarding to mention some of the term to make it more fluent speak both English and Arabic. There are two videos (V5,V10) shows that L1 could influence the use of preposition in a sentence, when the speaker attempt to produce sentence. Next, there are 4 videos from 22 videos (V6,V9,V19,V20) describe that usually, if someone or the speaker did not know how the term they attempt to describing something.

Both Arabic and English usually make the term more short, for example when the speaker attempt to mentioning papper, onion, tomato, and carrot, then in the TL just mention vegetable to make it as simple as the audience understand. Then, one video (V12) found that there are some word that have synonymy when describe something, but sometimes, someone who just know the new vocabulary will attempt to use the new vocabulary for produce the sentence in a target language. It sounds like a curiosity of the learner when they know a new vocabulary as they kept in their mind. Therefore, it could influence the learner to always use the word when they produce a sentence or just talk to someone. One video (V21) shows that sometimes TL (both Arabic and English) have the different term to mention something and it really far from the L1 if the audience did not know the definition exactly it will make the audience confusing about the meaning. Last, one video (V22) found that English and Arabic are easy to learn, but sometimes, to arrange the word both the TL have a different term for example when someone want to visit her friend when sick, therefore they must say “get speedy recovery, get well soon” rather than another word that produce directly took from the L1, therefore, to make our communication better when we attempt to learn English we should know the term and increase our knowledge in the TL to make our communication looks like natively.

Communicative Learning In Social Media

Communicative learning in Social Media is teaching a second or foreign language that emphasizes student engagement as a means or ultimate goal of language learning using social media. Rizki (2023) states, “Social media has an advantageous impact on the learning process, particularly regarding time and location flexibility.” Then Moghavvemi et al. define, "Using visual objects, especially videos, to explain something will make it easier for students to visualize and actually understand the topic"(2018). The assumption is a significant aspect of these definitions. Social media is more accessible for learners than books and other text resources; it piques learners'

interest in language learning, and learners may use social media platforms for extended periods without difficulty or fatigue.

Various ways can assist second language learners in learning a new language. Students' conversational abilities, for example, can be developed by using multiple activities such as an information gap, a jigsaw puzzle, games, problem-solving, and role-playing. Toro et al. (2019) identified essential communication competence development tactics such as modeling, repetition, and pair and group work. Furthermore, Şimşek and Direkci (2020) proposed that kids who play digital games could learn English expressions through in-game dialogue. With this rapid information and the influence of technology, many learners attempt to pay attention to social media as their daily communication.

Social media usage has penetrated many areas in the daily lives of today's learners, especially learning a second language, such as English and Arabic. Therefore, social media can be an effective tool to support educational communications. Instagram is social media for publishing journalistic work that contains videos, captions, photos, and news narratives. Nowadays, Instagram videos, usually called "reel," are used as a supportive tool for learning because visualizing when communicating information and short-duration videos could make the learners enjoy watching reels on Instagram. The Instagram reel has been in an educational context and enriched second language learners in improving the skill of communication. Regarding the reel *english_with_ms_zainab*, it will give second language learners exposure to enhance their English and Arabic language acquisition by following and watching her reels because, in her reel, she uses both English and Arabic as the way she communicates with their followers in her Instagram account. Therefore, managing *English_with_ms_zainab* reel may help the viewers, especially learners, to learn English and Arabic unconsciously.

CONCLUSION

This study shows two main points regarding the finding and discussion. First, contact meaning factors could identify as the links between English-Arabic contact meaning factors. Contact meaning refers to the interaction between the two languages (English and Arabic) and how it influences language learning. Therefore, it could improve the various factors contributing to contact meaning, such as code-switching, borrowing of words, cultural references, and translation techniques. Second, communicative learning improvement is another objective of this study was to examine how contact meaning influences communicative learning. Communicative learning emphasizes the development of language skills for effective communication. The findings may have revealed the positive impact of contact meaning on learners' communicative abilities, such as improved vocabulary acquisition, cultural understanding, and language proficiency. To sum it up, the paper sheds light on the language contact phenomenon between English and Arabic in social media and its implications for communicative learning. It provides valuable insights for language educators, researchers, and individuals interested in language and communication in digital contexts. There are seven categories of English-Arabic language contact phenomena found in this research regarding the *english_with_ms_zainab* reel.

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