



Diglossia

According to Albirin (2016), the term "Diglossia" was initially used by German linguist Karl Krumbacher in 1902 and subsequently by French orientalist William Marçais in 1930. Nevertheless, it was really defined by American sociolinguist Charles Ferguson, and developed to a linguistic modal (Gkaragkouni ;2009, p. 28).

The term "diglossia" was initially used to describe the Greek linguistic situation nevertheless. Sayahi (2014) states that two dialects of Greek existed in Greece until 1976. The spoken dialect of Greek that developed over time was called Demotic. Each and every native speaker used it. In contrast, Katharevousa evolved from classical Greek in the nineteenth century. In 1834, Katharevousa became the official language. After that, it was the language of administration and education until the new national language, Demotic, underwent standardization. The diglossic situation, thus, came to an end in 1976.

1-Diglossia according to Ferguson

Charles Ferguson(1959) coined the term "diglossia" as a linguistic modal in 1959. He defines it as:

A relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but it is not used by any section of the community for ordinary conversation.(336)

Ferguson's viewpoint relies on the idea that diglossia is the coexistence of two dialects of the same language, with the low (L) variety occurring in one setting and the high (H) variety in another. Stated differently, Ferguson's theory of diglossia rests on the belief that H and L have complimentary distributions (p.340). In the same line of thought, Gkaragkouni (2009) expounds that the variety H is only used in language usage settings when the variety L is banned, and vice versa (p. 29). He argues that:

H is frequently more complicated than L as far as phonology, grammar (i.e., morphosyntax) as well as lexicon are concerned. What is more, it is exclusively being employed in the legal system, the educational and religious domains and above all in the governmental sphere as well as in the military service. There is a tendency for H to be learned outside the home environment more regularly at school under the supervision of a well-qualified teacher or by means of dictionaries, grammar and orthography books. (p.30)

In addition, Holmes (2013) concurs with Ferguson. She claims that the vocabulary of the H variety differs from that of the L variety in that the former contains formal and technical terminology, whereas the latter contains words for commonplace items (p. 28). She offers a

classical Arabic example as well. Used for formal conversations, the H variant is regarded as the language of the Koran. A colloquial dialect, however, is the L variety.

1.1.Features of Diglossia

1)Function. It is diglossia's most crucial characteristic. It is the function's specialization for H and L. Only H is appropriate in one set of circumstances, and only L in another.

2) **Prestige.** Speakers believe that H is more superior than L. To put it another way, wealthy people use the H variety because they believe it to be more attractive and better for expressing their ideas.

3) **The heritage of literature.** Ferguson's H stands for written literature . Since the majority of authors employed the standard variety, their production is regarded as a genuine practice.

4) Acquisition. When speaking to children, adults use L, and when children are speaking to each other, they use L. L can be regarded as the mother tongue as a result. Additionally, because L is implicitly acquired, a speaker can use it with ease at home. On the other hand, the speaker learns H in schools with established norms and regulations.

5) Standardization. H possesses unique grammar, dictionaries, and pronunciation and style treatises.

6) Stability. In diglossia, H and L are always used. It can never be one language, and diglossia does not necessarily likely to be stable just because some lexical items are borrowed from H to L.

7) **Grammar:** H contains grammatical constructs that L does not.

8. Lexicon. H contains learned expressions and technical terminology that don't have conventional L equivalents in its entire lexicon. Additionally, L's entire vocabulary contains common idioms and the names of extremely ordinary objects or locally distributed items without regular H equivalents. To demonstrate this, consider the fact that H's vocabulary is absent from L.

9. Phonology. L phonology is the divergent aspects of H phonology, which suggests that the two phonologies may be rather similar. In oral classical Arabic use, for example, /s/ is commonly used for /θ/ in Syrian and Egyptian Arabic (pp. 335-338).

Ferguson (1959) uses the Indian Tamil dialect as an example to highlight the previously discussed ideas. He asserts that:

First, consider Tamil. As used by the millions of members by the Tamil speech community in India today, it fits the definition exactly. There is a literary Tamil as H used for writing and certain kinds of formal speaking, and a standard colloquial as L (as well as local L dialects) used in ordinary conversation. There is a body of literature in H going back many centuries which highly regarded by Tamil speakers today. H has prestige, L does not. H is always superposed, L is learned naturally, whether as a primary or as a superposed standard colloquial. There are striking grammatical differences and some phonological differences between the two varieties(P.337)

Sayahi (2014) argues that Ferguson's definition of diglossia is considered classical in that it addresses languages and its dialects, or varieties that are derived from the same historical language (p.6). Fishman's extended diglossia, however, is covered in the sections that follow.

2.Diglossia according to Fishman

In contrast, Joshua Fishman (1967) expands and reinterprets the term diglossia to include the usage of two distinct languages in two distinct situations. Accordingly, diglossia encompasses not only the use of one language and its dialect but also the use of two languages: the low (L) language in one context and the high (H) language in another (p. 29). In this situation, a speaker must be bilingual, meaning they can speak two languages. Fishman (1967) uses Paraguay as an example to demonstrate this type of diglossia. According to him, Guarani and Spanish are the two languages spoken by people in Paraguay. At home, people use Guarani, but while discussing politics, religion, or education, they prefer Spanish.

Furthermore, according to Fishman (1967), the term "diglossia" has not only gained widespread acceptance among sociolinguists and sociologists of language since Ferguson (1959) first proposed it, but it has also been further developed and refined (p. 29). Consequently, it can be said that Fishman's definition of diglossia is merely an extension of Ferguson's definition. To bolster this argument, Stepkowska (2012) states that Fishman's work can be viewed as both an extension and a critique of Ferguson's notion of diglossia (p.204).

Fishman presents the idea that diglossia can exist independently of bilingualism and bilingualism can exist independently of diglossia, even if his perspective is mostly limited to bilingualism. Additionally, he notes that bilingualism and diglossia can occasionally coexist in a community. Fishman explains the aforementioned phenomena in the sections that follow.

2.1.Types of Diglossia

2.1.1.Diglossia without Bilingualism

Initially, Fishman (1967) presents the idea that when two or more speech communities are politically or economically unified yet culturally and socially distinct, diglossia can exist without bilingualism. For example, the majority spoke a different language for intergroup reasons, while European elites spoke French or another fashionable language prior to World War I. The people and elites never engage. They do not constitute a single community, to put it briefly. They relied on interpreters and translators for their communication. Because of this, the linguistic repertoires of the previously described groups were too limited to allow for the development of broad societal bilingualism.

2.2.2.Bilingualism without Diglossia

Second, according to Fishman, there are some circumstances in which diglossia is absent although bilingualism prevails. According to Sayahi (2014), this is the case when people are proficient in two languages but most domains only utilize one language.

2.2.3.Neither Diglossia nor Bilingualism

Third, According to Fishman (1967), diglossia or bilingualism may not always be present in a community. This applies to monolingual speakers who only communicate in one language. According to Fishman, this type of community is hard to locate but has no communication with other speech communities. Additionally, according to Fishman, these kinds of groupings are simpler to speculate about than to find.

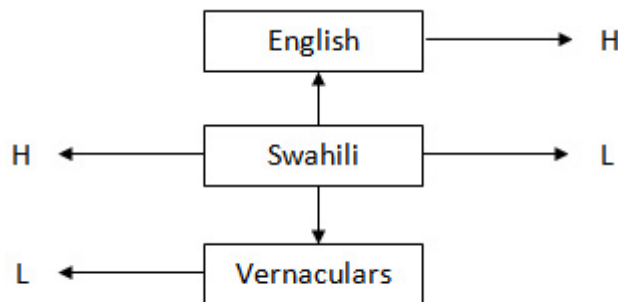
3. Diglossia according to Fasold

Fasold expanded on Fishman's idea of diglossia to broad diglossia. Differences between two languages or dialects are identified in the idea. Fasold refers to the multilingual community as having double diglossia. Double diglossia can be overlapping, nested, or linear polyglossia (Fasold, 1987; pp. 41-51).

3.1. Double Overlapping Diglossia

Double overlapping diglossia is characterized by numerous levels and functions of language. Tanzania's linguistic situation serves as an example. Tanzanians are multilingual and employ many languages in their daily lives. They understand English, Swahili, and other regional languages.

Regional languages are actually taught as mother tongues and are utilized in communication within families or between speakers of the same mother tongue. Swahili is taught in elementary schools and serves as a communication tool amongst classmates who do not speak the same mother tongue as well as the language of instruction during the teaching and learning process. In this instance, the local language is a L variety based on how it is acquired and used, yet it has the status of a H variety. English must be taught as the language of instruction in formal settings and taken as a subject by students when they attend higher education.



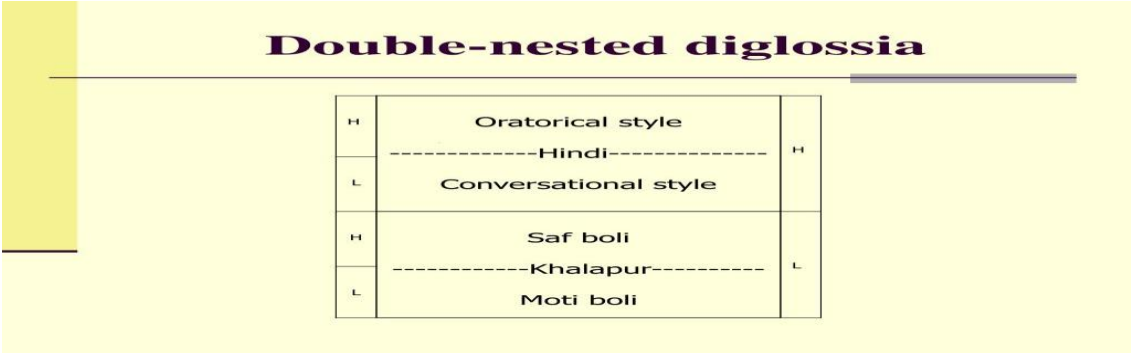
Double overlapping diglossia in Tanzania: ©Tanvir Shameem

3.2. Double Nested Diglossia

In a multilingual society, double nested diglossia refers to the presence of two distinct languages: H and L. Both H and L varieties have their own varieties or dialects, referred to as H and L varieties, respectively. Khalapur, India, has two languages: Hindi and Khalapur. Khalapur is studied at home and utilized by everyone in the village for everyday local interactions. Meanwhile, Hindi is learned at school, by local residents, or through outside interaction. Thus, Khalapur is a diglossian society, with Hindi as the H variety and Khalapur as the L variety. However, H and L variations exist in both Hindi and Khalapur. Khalapur has two

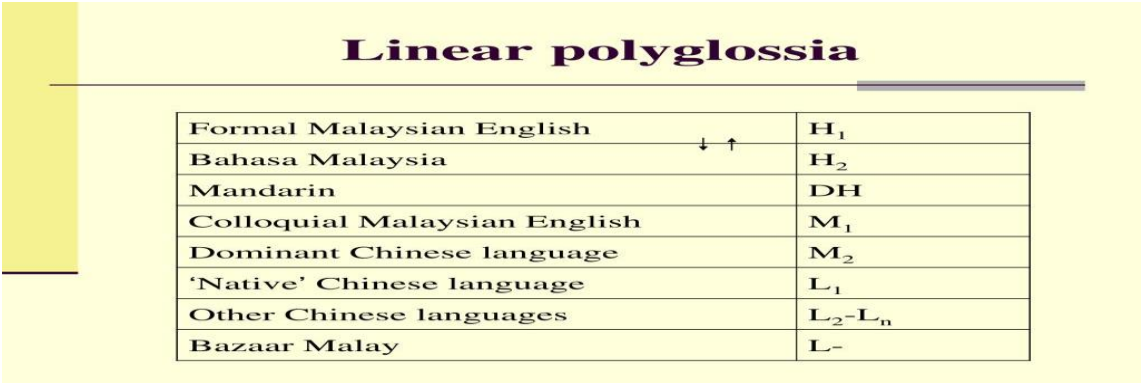
varieties: Moti boli, a rough language used in informal situations, and Saf boli, a more sensitive language with a Hindi influence. In Khalapur, Moti boli is classified as a L variety and Saf boli as a H variety.

Khalapur Hindi has two variations: those used in informal discussions (L variety) and those used in formal lectures (H variety). The previously mentioned understanding can be described as follows:



3.3.Linear polyglossia

Linear polyglossia structures a society's language repertoire. According to Platt (1977) this situation is best manifested in Singapore and Malaysia. Consider the languages spoken by English-speaking Malaysian Chinese residents in Malaysia. Formal Malaysian English is classified as H1 and normal Malaysian as H2. Informal Malaysian English has intermediate 1 (M1) linguistic status, while mainstream Chinese has intermediate 2 (M2). Native Chinese is classified as a low language (L1), followed by other Chinese languages as low languages (L2), and Bazaar Malayan as the lowest (L). The chart below will help clarify the discussion.



Diglossia, which emphasizes the distinctions between the H and L types, is a recent trend that happens not only in one-language communities but also at the larger level of multilingual communities. The hypotheses of diglossia that have been proposed by earlier research will keep evolving in tandem with language development.