

الاستنزاف اللغوي (الاندثار) في اللهجة الموصلية

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المديرية العامة للتربية في محافظة نينوى

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## LANGUAGE ATTRITION IN MOSULI DIALECT

### LANGUAGE ATTRITION IN MOSULI DIALECT

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#### المخلص :

تناقش هذه الدراسة ظاهرة استنزاف (اندثار ) اللغة في سياق اللهجة الموصلية، وهي شكل مميز من اللغة العربية المستخدمة في مدينة الموصل بالعراق، يشير تناقص اللغة إلى فقدان التدريجي لقدرة الشخص على استخدام لغته الأم بسبب عدم الممارسة حيث تساهم عوامل مختلفة في تناقص اللغة في اللهجة الموصلية، بما في ذلك الهجرة، والتوسع الحضري، وتأثير اللغات السائدة.

وقد أدت النزاعات الجارية والنزوح من المنطقة بالعديد من المتحدثين باللهجة الموصلية إلى مغادرة منازلهم والاستيطان في مناطق مختلفة، حيث قد يتعرفون على لغات وثقافات أخرى، وهذا يمكن أن يؤدي إلى انخفاض في استخدام والحفاظ على لهجتهم كما قد يتحولون تدريجياً نحو استخدام اللغة السائدة في بيئتهم الجديدة.

ويسهم التحضر والتحديث أيضاً في استنزاف اللهجة، ومع تطور مدينة الموصل وزيادة اندماجها في الشبكات العالمية، يزداد التعرض لوسائل الإعلام والتعليم والاتصالات بلغات أخرى غير اللهجة الموصلية، مما يؤدي إلى انخفاض استخدامها ونقلها عبر الأجيال.

إضافة إلى تأثير اللغات السائدة، مثل اللغة العربية الفصحى الحديثة أو الإنجليزية، يؤثر كذلك على استخدام اللهجة الموصلية، وقد يؤدي التفاعل مع الأفراد من خلفيات لغوية مختلفة إلى

تكيف المتحدثين مع أنماط الكلام والمفردات لتتوافق مع اللغة السائدة، مما يؤدي إلى التآكل التدريجي للسمات المميزة لهذه اللهجة.

وقد تشمل الجهود المبذولة للحفاظ على اللهجة الموصلية وتنشيطها مبادرات مجتمعية وبرامج تثقيفية ومناصرة ثقافية لضمان استمرار استخدامها ونقلها عبر الأجيال، ويكتسي فهم ومعالجة تناقص اللغات في اللهجة الموصلية أهمية بالغة للحفاظ على تراثها اللغوي الفريد وهويتها الثقافية.

### Abstract

This study discusses the phenomenon of language attrition in the context of the Mosuli dialect, a distinct form of Arabic spoken in the city of Mosul, Iraq. Language attrition refers to the gradual loss of a person's ability to use their native language due to lack of practice or exposure. Various factors contribute to language attrition in the Mosuli dialect, including migration, urbanization, and the influence of dominant languages.

The ongoing conflicts and displacement in the region have led many speakers of the Mosuli dialect to leave their homes and settle in different areas, where they may be exposed to other languages and cultures. This can lead to a decline in the use and preservation of the Mosuli dialect as speakers gradually shift towards using the dominant language of their new environment.

Urbanization and modernization also contribute to language attrition in the Mosuli dialect. As Mosul develops and becomes more integrated into global networks, there is increased exposure to media, education, and communication in languages other than the Mosuli dialect, leading to a decrease in its use and transmission across generations.

The influence of dominant languages, such as Modern Standard Arabic or English, further impacts the use of the Mosuli dialect. Interaction with individuals from different linguistic backgrounds may cause speakers to adapt their speech patterns and vocabulary to align with the dominant language,



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resulting in a gradual erosion of the distinct features of the Mosuli dialect.

Efforts to preserve and revitalize the Mosuli dialect may involve community-based initiatives, education programs, and cultural advocacy to ensure its continued use and transmission across generations. Understanding and addressing language attrition in the Mosuli dialect is crucial for maintaining its unique linguistic heritage and cultural identity.

### 1.Introduction

Language attrition refers to the gradual loss of a person's ability to use their native language due to lack of practice or exposure. In the context of the Mosuli dialect, language attrition may occur due to various factors such as migration, urbanization, and the influence of dominant languages.

The Mosuli dialect is a distinct form of Arabic spoken in the city of Mosul in Iraq. However, with the ongoing conflicts and displacement in the region, many speakers of the Mosuli dialect have been forced to leave their homes and settle in different areas, where they may be exposed to other languages and cultures. This can lead to a decline in the use and preservation of the Mosuli dialect, as speakers may gradually shift towards using the dominant language of their new environment.

Furthermore, urbanization and modernization can also contribute to language attrition in the Mosuli dialect. As the city of Mosul develops and becomes more integrated into global networks, there may be increased exposure to media, education, and communication in languages other than the Mosuli dialect. This can lead to a decrease in the use and transmission of the dialect across generations.

The influence of dominant languages, such as Modern Standard Arabic or English, can also impact the use of the Mosuli dialect. As speakers interact with individuals from different linguistic backgrounds, they may adapt their speech patterns and



vocabulary to align with the dominant language, leading to a gradual erosion of the distinct features of the Mosuli dialect. Overall, language attrition in the Mosuli dialect is a complex phenomenon influenced by social, political, and cultural factors. Efforts to preserve and revitalize the dialect may involve community-based initiatives, education programs, and cultural advocacy to ensure its continued use and transmission across generations.

### 1.2. Hypothesis

1. It is hypothesized that some of theories of attrition can be applied to the attrition of some words in Mosuli dialect as every language has its own characteristics.
2. There are some factors that play a crucial role in attrition of some words in Mosuli dialect like: Temporary and permanent travel or immigration for individuals from Mosul city to other cities or country yard as well as immigration from other cities or country yard to Mosul; Prestige; Avoid problems; Shame; Development.

### 1.3. Aim of the study

The aim of studying language attrition in the Mosuli dialect is to understand the factors and processes that contribute to the decline of this unique linguistic variety. By investigating the causes and mechanisms of language attrition, researchers can gain insights into the social, cultural, and historical forces that shape language change and endanger linguistic diversity.

Furthermore, studying language attrition in the Mosuli dialect can help in developing strategies for language preservation and revitalization. By identifying the specific challenges faced by the Mosuli dialect, educators, policymakers, and community leaders can work towards implementing targeted interventions to support the continued use and transmission of the dialect.

Ultimately, the aim of studying language attrition in the Mosuli dialect is to contribute to the broader efforts to preserve linguistic diversity, cultural heritage, and identity in the face of globalization, migration, and social change. This research can





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also inform broader discussions about language endangerment and the importance of safeguarding minority and endangered languages worldwide.

### 1.4. Scope and value

The scope of the current study is the Mosul dialect, the value of studying language attrition in the Mosul dialect are multifaceted and significant. Here are some key aspects to consider:

1. Linguistic Diversity: The Mosul dialect is a unique linguistic variety with its own grammatical structures, vocabulary, and phonological features. Studying language attrition in this dialect contributes to our understanding of the rich linguistic diversity present in the region and the factors that threaten its continued existence.

2. Cultural Heritage: The Mosul dialect is closely tied to the cultural identity of its speakers. Investigating language attrition in this context helps to preserve and honor the cultural heritage of the Mosul community, shedding light on the historical, social, and cultural significance of the dialect.

3. Language Contact and Change: The study of language attrition in the Mosul dialect provides insights into the dynamics of language contact and change, particularly in multilingual and multicultural settings. Understanding how languages interact and evolve in these contexts is valuable for broader sociolinguistic research.

4. Sociopolitical Implications: Language attrition in the Mosul dialect may have sociopolitical implications, especially in the context of cultural marginalization, displacement, or conflict. By examining the impact of these factors on language maintenance and loss, researchers can contribute to discussions on social justice, human rights, and community empowerment.

In summary, studying language attrition in the Mosul dialect has far-reaching implications for linguistics, cultural preservation, social justice, and global efforts to protect linguistic diversity. It not only sheds light on the specific challenges faced by this unique linguistic variety but also



contributes to broader conversations about the value of preserving minority and endangered languages.

### **2. Definitions and an Overview of L1 and L2 Attrition**

Schmid & Köpke (2017: 638) define language attrition as a process where “pre-existing knowledge becomes less accessible or is modified to some extent”.

Sari (2021:29) defines language attrition as a reduction of linguistics skills and knowledge which is caused by inactive usage or the dominant usage of a particular language.

For Park (as cited in Sari (2021:30)), language attrition is a graded decrement of competence of previously acquired language.

Language attrition is a process of losing a native language caused by both isolation from speakers of the native language and the acquisition of a second language where it interferes with the production and comprehension of the native. (Wikipedia)

Thus, it can be concluded that language attrition is a process of gradual losing some aspects of first language caused by of bilingualism, less usage of language, few speakers, limited domain of the language usage leads to lose capability in the language.

Language attrition is realized by grammatical error, replacement of certain vocabularies and restricted phonetic features (Schmid & Keijzer, 2007). Park (2018) states different theories for losing language skills reading, listening, speaking and writing. Besides, language attrition handles lexical, grammatical, and phonetics linguistics (Shenker, 2011).

It was thought that L1 attrition affect just a few of bilinguals because of diminishing L1 input. Yet, now it is known that acquisition of more than one language leads to L1 attrition which is experienced bu large number of bilinguals. (Schmid & Kopke, 2019).

It is worthy to be noted that although L1 and L2 attrition are alike, still they are not identical in nature. L1 attrition can occur without diminished L1 use, however, L2 attrition needs for





diminishing L2 to occur. (Hansen & Reetz-Kurashige, 1999; Mickan et al., 2019; Schmid, 2011). Besides, L2 attrition seem to be more prone and more noticeable than L1. However, measuring L2 attrition is hard to determine whether certain linguistic features were attrited or they were never acquired (Levy et al., 2007; Mehotcheva & Kopke, 2019; Mickan et al., 2019).

### 3.Theories of Language Attrition

There are number of theories which are used to describe language attrition like Simplification Regression Hypothesis, Activation Threshold Hypothesis, Multicompetence, Cross-linguistic Influence and Complex Dynamic Systems. In fact, some researchers of language attrition argue that language attrition needs for more than one theoretical framework in explanations. (Kopke & Keijzer, 2019: 341)

#### 3.1. Regression Hypothesis

Roman Jakobson (1968) claimed that in aphasia, language loss may mirror language acquisition in the sense that what is acquired lately will be lost 4 firstly. In addition, the more used of linguistic features, the less to loss. (Kopke & Schmid, 2004; Schmitt, 2019) Unlike language acquisition, aphasia is not progressive and it affects linguistic competence only partially. Besides, it is affected by the type of brain injury, not on the external linguistic factors (Kopke & Schmid, 2004).

Seliger and Vago (1991, 12) say that “the phenomenon of first language attrition can be seen as a natural continuation of a general language acquisition”. De Boot and Weltens, (1991) argue that because of lexicon acquisition is not gradual, in a fixed order and rule-governed, implementing such hypothesis to L1 attrition of lexicon is problematic. For Montrul (2008), there are two conditions should be met in studying the regression hypothesis in L1 attrition:

1. study subjects must be complete acquirers of L1.
2. there must be at least two features under investigation with one acquired before the other.



Studies L1 attrition for child attriters did not find support for the regression hypothesis. (Hakansson, 1995; Schmitt, 2000)

Although such hypothesis can be difficult to test experimentally in L1 attrition especially, still it can describe some attrition processes. Also, its findings of L1 and L2 attrition studies are hard to generalize due to the variety of populations and methodologies of the studies. That is why many of the studies emphasis on children and not adults, particularly in L2 attrition research.

### 3.2. Simplification Theory

It was originally a form of attrition, an internal process of a language, where a complex system turns to be simpler and more controlled by rules.

According to this theory, marked forms which are complex tend to attrite faster than unmarked ones, therefore a language gets more systematic, and its norms become more universal and uniform. One of simplification approaches is that follows principles of language change. For instance, Raidt (1997) studied attrition of Dutch in South Africa, he discovered that L1 changes were similar to the development stages of Afrikaans. (Baladzhaeva, 2022:16)

Schmid (2002) shows that simplifications are represented in: drop of registers which have few social opportunities to be used, drop of infrequent items in the lexicon, and drop in the morphological complexity. The availability of competing grammatical structures or lexical items increase opportunity for simplification to take place. For instance, a study on attrition of Russian, Baladzhaeva & Laufer (2018) discovered indication of simplification of future tense.

Kopke and Schmid (2004) comment that simplification theory does not consider the influence of another language. Thus, there is no account for cases when attriters keep using their L1 recurrently.

Easiness for communicating and travelling decreases opportunity for immigrants to lose contact with L1. Thus,



Sharwood Smith & Van Buren (1991) explain that simplification processes may not be brought by absence of L1, but rather by the changes in perception of the basic structure of speaker's L1 grammar because of exposure to another language

### 3.3. Activation Threshold Hypothesis

Paradis (2007: 124) gives a neurolinguistic clarification for attrition and claims that lexical items or grammatical constructions in the mind "requires a certain number of neural impulses in order to reach activation (its activation threshold). Each time a language item [...] is used, its activation threshold is lowered, making it easier to activate again, but it slowly rises when inactive". The frequently and recently used elements in one language substitute the less used counterparts in another language. Thus, according to this view, attrition isn't a complete loss of linguistic items but the activation threshold for linguistic items which have not been used for a long time becomes very high.

### 3.4. Cross-linguistic Influence

Kopke & Schmid (2004) and Seliger, (1991) argue that in the absence of L1 input, a bilingual speaker will take L2 as a source as he thinks that such items or constructions are not prohibited. Therefore, rules from L2 will substitute those in L1 especially when rules of L2 are less complex than those of L1 or widely applied. Altenberg (1991) adds that there must be some similarities between L1 and L2 to transfer from the later to the former. Schmid (2007) states that the more frequently used L2 items will substitute the less used L1 counterparts

### 3.5. Multicompetence Theory

For Dewaele and Pavlenko (2003: 137), it is "a constant state of flux both within and between individuals". They see the two languages in a bilingual mind as two liquid colors which blend unequally. Schmid and Kopke (2009) say that bilinguals differ from native speakers in both of their languages. For instance, bilinguals are less fluent than monolinguals in both semantic and formal fluency and slower in lexical recovery tasks. Seliger and Vago (1991) argue that there should be distinctions between

L1 attrition and code-switching that is an extra communication tactic for bilinguals and not an inability to recover words of L1.

### 3.6. Complex Dynamic Systems Theory

It was assumed that adult immigrants could experience very little if any L1 attrition as it has been fully shaped and established. (Bylund, 2009, de Bot & Clyne, 1994, Jaspaert & Kroon, 1989) However, many empirical studies show L1 attrition in adult immigrants.

Complex Dynamic Systems Theory (de Bot et al., 2007) treats a language as an open, dynamic system that is acceptable to influence of various factors. Thus, a “fully-formed” L1 is going to undergo changes when L2 is added into the system, and the changes to both L1 and L3 will happen once more if L2 input is removed or diminished or when L3 enters the equation.

### 4. Areas of Language Attrition

Language attrition can appear in all linguistics levels: lexicon, semantics, morphosyntax, pragmatics, and phonetics. Some of linguistics levels attrite faster and further than others. For example, Sharwood Smith and Van Buren (1991) claimed that “a certain type of knowledge might be more liable to attrition than another. Massive lexical loss might be accompanied by minor syntactic loss, surface morphology might change faster than more basic grammatical features, pragmatically conditioned aspect of word order may change before purely syntactic aspects” (p.19). However, it is not possible to make comparisons for the speed and degree of attrition across different linguistic areas (Schmid & de Leeuw, 2019; Schmid & Kopke, 2009).

#### 4.1 Vocabulary

The attrition at the lexicon level is easier to detect for attriters and more noticeable than other areas (Jarvis, 2019; Schmid, 2011a). This is because not all the lexical items are used frequently, it is vast and its tendency to borrow and assimilate foreign words. The same language properties that are used for borrowing and assimilating lexical items on a community level can facilitate attrition of lexicon on an individual level. Besides,





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if an attriter cannot retrieve a word, it can be substituted by a synonym or paraphrased like “hay” was described as “dead grass” by one L2 English attriter. (Baladzhaeva, 2022:23)

The common attrition in the lexicon is the difficulty in lexical retrieval – slower retrieval time, inaccurate responses, repetitions, pauses and hesitations, or inability to retrieve a word. (de Bot & Stoessel, 2000; Latomaa, 1998; Olshtain & Barzilay, 1991; Schmid & Beers Fagersten, 2010; Waas, 1996, Yağmur, 1997). In addition, Productive process appears to be more affected than receptive process. (Hulsen, 2000; Schmid & Kopke, 2009). Another type of lexical attrition is reduction of lexical diversity. (Schmid, 2002, 2007; Schmid & Jarvis, 2014; Laufer, 2003; Mehotcheva, 2010).

At the semantic level, it is clear in asemantic extension when a particular meaning of a polysemous word in one language is assigned by an attriter to a word in another language that shares some but not all of its meanings (Jarvis, 2019; Pavlenko & Jarvis, 2002). Semantic extension is a common phenomenon when L2 learners, due to the limited knowledge of the second language, add meanings from their L1 to the L2 words they assume to be direct translations.



The lexical attrition can also take place in a change in the relationship between a signified and a signifier under cross-linguistic influence. For instance, a signifier can integrate to several signified objects beside the original one. This occurs when different objects in L2 represent one more general object, while in L1, these objects are considered to be separate and the other way around. (Baladzhaeva, 2022:24)

Moreover, the networks of associations between words can also change because of another language, and new associations can grow, or the existing one become more similar between languages. (Grabois, 1999, Yoshida, 1990). For instance, English native speakers have a strong association between “power” and “electricity” (Grabois, 1999). However, Spanish learners of English might not make such association as such words in Spanish (“poder” and “electricidad”) are not associated as in English. Thus, An L1 Spanish attriter might associates between these words under the influence of English. Therefore, L1 will become more like L2 and vice versa.

Another attrition in the lexicon is echoed in changes in multi-word units or conventional expressions like collocations, idioms, and cliches (Jarvis, 2019). A common example of such attrition is when an English-Finnish bilingual says “visit the shower” instead of “take a shower”. (Baladzhaeva & Laufer, 2018a; Jarvis, 2003; Laufer, 2003; Laufer & Baladzhaeva, 2015

### **5. Factors Affecting Language L1/L2 Attrition**

Schmid (2011) provides diverse extralinguistic factors that affect the degree of L1 attrition, they are:

- A speaker’s personal background: age, gender, level of education, period of staying in community, language aptitude.
- Language development: level of L2/L3, exposure to L2/L3 and use of L1. .

Internal and psychological factors (identity, attitudes and emotions).





Some researchers add metalinguistic awareness as an important factor in language attrition (Jessner, 2008, Jessner & Megens, 2019; Isurin, 2007).

### **5.1. Personal Background Factors**

#### **5.1.1. Age of attrition Onset**

In studies of L1 attrition, it is argued that in children, first language can attrite in a dramatic manner (Isurin, 2000; Schmitt, 2004; Nicoladis & Grabois, 2002), and the younger the child is, the more and faster L1 will attrite. (Bylund, 2019; Kopke & Schmid, 2004). In the study of L1 attrition of Spanish, Bylund (2009) examined immigrants to Sweden whose ages is between 1 and 19. He found that those whose age is under 12, their L1 could become worse dramatically or can be lost completely, while those whose age is 12, their L1 get immune to attrition. Olshtain (1986) supports this view arguing that literacy resists the attrition. Before the age of 8-9 years, a severe attrition takes place. (Kopke & Schmid, 2004), it is the age of acquiring literacy skills.

#### **5.1.2. Length of Residence in L2 Community**

Language attrition is a gradual process that fade away with time. Investigation on L1 attrition found that resided in L2 community for ten or more has little or no effect. (de Bot & Clyne, 1994; Gurel, 2002). Consequently, it was suggested that L1 attrition begins during the first ten years, or between the first five and ten years; then, the language stabilizes and no more deteriorates. (de Bot & Clyne, 1994; Schmid, 2011).

It is claimed that if L1 and L2 are closely related like German and Dutch, the possibility of L1 attrition is high and it will be very fast (Ribbert & Kuiken, 2010). In contrast, Chang (2012) found that L1 attrition can occur even if the two languages are not closely related in the context of intensive L2 immersion. For instance, L1 English speakers immersed in 11 , intensive L2 Korean classes show changes in the production of English sounds within weeks. (Chang, 2012).



Surprisingly Some L1 system remain stable even after decades in the L2 environment ( Schmid, 2002; Varga, 2012). Thus, it was suggested that length of residence have an effect on L1 attrition only when contact with L1 is limited or non-existent (de Bot at al., 1991; Kopke & Schmid, 2004; Soesman, 1997).

### 5.1.3. Educational Level and Language Aptitude

Educational level associates with language aptitude. Therefore, it correlates with the degree of L1 attrition. For Pelc (2001), level of education is the years of education received in L1. Higher level education prevents attrition to some extent. (Jaspaert & Kroon, 1989; Kopke, 2004; Yağmur, 1997; Waas, 1996) In a study of L1 attrition of Turkish, Yağmur (1997) found that less-educated people displayed more attrition.

In addition, Language aptitude has an important role in L2 acquisition (Bylund et al., 2012). People with higher language aptitude undergo less L2 attrition.

### 5.2.3. Metalinguistic Awareness

For Bialystok (1988), metalinguistic awareness is divided into two components:

Control of attention which is the capability to detect and correct violations in the input and output. It also the capability to focus on one feature and ignore a competing feature as when native speakers ignore grammatical errors of non-native speakers to focus on the message.

Analysis of structure is the capability to compare linguistic structures.

Proficient bilinguals have higher metalinguistic awareness than monolinguals or beginning L2 learners (Jessner, 2008). Monolinguals experienced more L1 attrition than bilinguals as they had low metalinguistic awareness and do not distinguish attrited language as such, while bilinguals are able to point out that certain constructions are modelled. (Laufer & Baladzhaeva, 2013).

### 5.3 Internal and Psychological Factors

Different languages of a bilingual speaker serve different emotional functions which may influence the process of attrition





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(Pavlenko, 2002, 2005; Dewaele, 2004). If an L1 is a highly prestigious language in an L2 environment, its maintenance is highly valued by both the immigrants and the L2 society, hence less attrition is expected. (Olshtain & Barzilay, 1991). When the immigrant group is marginalized and their language is not considered as prestigious, this leads to diminished L1 use and higher levels of L1 attrition (Yağmur & van de Vijver, 2011; Yilmaz, 2019)

### Data Analysis and Results

The following words are taken from Mosuli dialect. They were used in every day speech but now they are not used. To know which and how attrition occurs in Mosuli dialect, and as we are Mosuli native speakers, we will apply what has been mentioned above in the hypotheses and the theories as the following:

The Regression Hypothesis by Jakobson that what is acquired lately will be lost firstly does not fit Mosuli case in which the attrition in Mosuli dialect is not because of aphasia.

The Simplification Theory that the attrition is an internal process of a language, where a complex system turns to be simpler and more controlled by rules is also not applied to the attrition of some Mosuli words.

The Activation Threshold Hypothesis which says that the frequently and recently used elements in one language substitute the less used counterparts in another language is completely applied on what happened and is happened in Mosuli dialect. For instance, some words lost because of development of life which leads to fade away using some tools or objects like “اغشيم” which is the place where people in past used to put wheat in it. Thus, most of people do not know what this word means as a new machines like refrigerators substitute such old place and the usage of such words.

The Cross-linguistic Influence says that in the absence of L1 input, a bilingual speaker will take L2 as a source as he thinks that such items or constructions are not prohibited. Such reason can be applied for the attrition of some words in Mosuli dialect. Because of using internet and watching TV series, many people





use dialect other than Mosuli one. For instance, I personally know some native Mosuli speakers use Syrian words instead Mosuli in their speech.

The Multicompetence Theory says that the two languages in a bilingual mind as two liquid colors which blend unequally. Such thing can't be applied on Mosuli dialect since most dwellers of Mosul city have one language (dialect).

The Complex Dynamic Systems Theory says that language is an open, dynamic system that is acceptable to influence of various factors. This general theory of attrition is definitely applied on Mosuli dialect as all language go under influence of one reason or another.

In addition to those abovementioned reasons for attrition, there are some factors like personal background, language development and Internal and psychological factors which are explained in detail and definitely affect the degree of attrition in all language including Mosuli dialect. However, the researchers see that there are other factors which has a crucial role in attrition of some word in Mosuli dialect like:

1. Temporary and permanent travel or immigration for individuals from Mosul city to other cities or country yard as well as immigration from other cities or country yard to Mosul.
2. Prestige. Some people see that it is a prestigious to use the dialect of the capital Baghdad.
3. Avoid problems. In some cases, especially after battles of liberation , Mosuli people avoid using their dialect to avoid some offensive words .
4. Shame. Some Mosuli men see that Mosuli dialect is specialized just for women rather than men as it is a marker of softness.
5. Development of life which leads to fade away using of some tools or objects which in turn leads to lose of words.

In the following words from Mosuli dialect with their meanings which were used in everyday speech, but unfortunately, they are no longer used.



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- برداغ = Cup of Water  
انجغ = it is enough  
لاتزومني = do not bother me  
لا ينغشق الماي = in order not to spill water  
الرهرة = Basement / Cellar  
مربيج = Rubber water pipe  
جارك = Quarter  
كزدغان = Tip  
سنا = Grandmother  
اشينشد = It does not matter  
متوبع = naughty  
بيرغ = Iraqi food/ some kind of Iraqi cuisine  
انجعض = Got angry  
باق = stole  
بقبق = The sound of water in the jug  
بلص = Taking a bribe  
اتحتج = moved  
تعلي = A High place  
راهي = Wide / Broad  
جعر = Cry / Shout  
معجور = Irregular  
قمز = Leap / Jump  
سكرب = Push and Drop it  
نكز = Cutoff with his front teeth  
وشوش = Whispering  
احواس = Clothes  
باري = Hopefully  
بنبلي = Balloon  
دوي = Lot of talk

### Conclusion

According to what has been discussed above, it can be concluded that some theories of attrition can be applied on the Mosuli dialect while other can't. Thus, the hypothesis is confirmed, because language attrition in the Mosuli dialect is a

complex phenomenon influenced by a combination of factors such as migration, urbanization, and the influence of dominant languages. The ongoing conflicts and displacement in the region have accelerated the decline of the Mosuli dialect, leading to a gradual loss of its use and transmission across generations.

Efforts to address language attrition in the Mosuli dialect should focus on community-based initiatives, education programs, and cultural advocacy to ensure its preservation and revitalization. By understanding and actively working to counteract language attrition, it is possible to safeguard the unique linguistic heritage and cultural identity embodied in the Mosuli dialect. This is essential for maintaining the rich diversity of Arabic dialects and preserving the cultural fabric of Mosul, Iraq.

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