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Abstract- This study aims to investigate the impact of educational level on the Langauge difference within the Saudi community. In this study, all Saudi citizens who live in Jeddah city represented the population of the study. The study based on a quantitative research design. Sixty persons from various educational levels were the participants of the study. A questionnaire used as a data collection instrument; the mean scores evaluated according to the Lickert 5-point scale. A pilot study conducted by selecting a sample of size (20) individuals from the population of the study, to test the questionnaire reliability and validity. The descriptive analysis was employed to analyze the quantitative data collected via the questionnaire using the Statistical Package for the Social Sciences (SPSS). Based on data analysis conducted in this study, the researcher concluded with the following findings: There is a strong relationship between education levels and language differences .2. Education levels effect the language differences within the Saudi community- Jeddah city. Finally, the researcher recommended the following recommendations. The decision and policymakers in the educational field should consider the results of this study in their annual curriculums review. 2. The researcher should conduct further investigation in the future to generalize the results of the survey in all- over the Kingdom of Saudi Arabia.

Keywords: *langauge differences, educational level.*

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I. Introduction

All human societies, not just those that have settled in Saudi Arabia, are internally separated, be it by gender, age, ethnicity, background, or class. It is widespread for differences among members of a given population to emerge in terms of their position, rank, and abilities. Age, gender, nationality, ethnicity, power, and economy are a few factors that influence and promote divisions among a group of people. This diversity can result in differences in the language that is spoken by a given society. There are many countries in the world in which people speak different languages despite the fact they are of the same nationality. The word that individuals use can often be an indication of their economic status and where they are? In many societies, the educational level can be a significant element that influences the language an individual speaks in terms of usage, form, and function. As such, a society that consists of a well-educated population is more likely to demonstrate many language differences.

Many sociolinguists have investigated the relationship between language difference and education levels from a variety of dimensions and perspectives. The purpose of the research described in this paper is to ascertain the extent to which the degree of education influences language differences and promotes inequality within a given society. The study also aims to identify the relationship between educational level and language differences within the Saudi context. This research will involve 60 subjects from Jeddah city who will be selected randomly to represent the standard population.

Every language that is in use in the modern context exhibits some degree of language differences. Furthermore, the language differences that do evolve are typically influenced by the same factors, namely, geographical and social. However, in some situations, differences in language use can be observed among people from a single country who share a similar background. In such cases, language differences can be attributed to the speakers' education levels. This research will examine the relationship between educational level and language differences in the city of Jeddah to explore this idea in more depth.

Jeddah is a diverse community, and it is this diversity and how it has influenced differences in the dialects used by its people that are of interest in this study. To this end, the research will focus on the following two questions: Do differences in educational levels affect language differences? And what is the relationship between educational levels and language differences? A specific focus of the research placed on determining the extent to which differences in education levels are responsible for the linguistic differences that can be observed in Saudi Arabia.

II. Statement of the Research Problem

Differences in language are a fundamental topic in sociolinguistics. Many factors can contribute to language differences in society. Languages differ across ethnic groups, social situations, and specific locations. As highlighted by previous studies, disputes are a characteristic of communication that can be influenced by class, ethnicity, and gender. Despite the similarity in origin and backgrounds of the people of the existing Saudi community, a significant difference in the language used by the people of Jeddah can be perceived. However, the current studies have examined this phenomenon have focused more on gender than on educational levels as a primary contributing factor to this

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difference. Researchers in the Saudi context have neglected this kind of research. So, this study intends to fill the existing gap in understanding of the phenomenon, to identify causes and consequences.

III. Significance of the Study

This study is of significance because it will drive a more comprehensive understanding of how differences in educational level influence language usage, differences, and comprehension. It is anticipated that the research findings will enrich the Saudi library. A further reason as to why this research is important is because there are different opinions regarding the relationship between educational level and language characteristics. Some researchers suppose that this relationship does not exist at all. This research might be useful to people who are interested in the relationship between educational level and language difference and also for researchers who are interested in conducting case studies in this field. This study will inform the readers how different educational levels affect language production for those who live in the same city. Moreover, the research attempted to highlight the factors that promote linguistic differences in society.

IV. Objectives of the Study

This study aims to:

1. Identify the relationship between education levels and language differences.
2. Carefully examine how education levels influence language differences within the Saudi community.

V. Research Questions

This study looking to find answer to the following questions:

1. Do differences in educational levels affect language differences?
2. What is the relationship between educational levels and language differences?

VI. Literature Review

Language difference involves the use of the grammatical and phonological features of language that make it possible for people who speak a given language to use different words and pronunciation to express the same thing. Communication between people of different styles and dialects takes place daily. It is the exposure to such a phenomenon that leads to widespread differences in languages, and the majority of people accept these as natural. However, standard vocabulary established as a means of creating an official and universally recognized mode of communication in many nations in which language differences. Besides, researchers have also highlighted how education level can have a direct influence on language differences. The majority of the time, people can interpret a variety of languages to decipher their meaning within the context of the standard language because they have achieved a certain level of education. Thus, the degree to which individuals can identify and interpret language differences and use them in place of the standard language determined by their level of education. Accurate standard language comprehension allows an individual to formulate language differences and interpret/preserve these differences within the context of the standard language.

Nonetheless, the degree to which any individual understands standard language determined by his/her level of education. Seyyedrezaei (2013) reiterated that interpreting an everyday standard language involves a simple process that consists of four stages. The individual identifies the context during the first phase, within the sentence are utilized and draws conclusions based on this context. During the second stage, the individual may use academic resources, such as grammar books and dictionaries, to determine the respective meaning of the words via a process that is known as codification (Seyyedrezaei, 2013). In such situations, readers make use of dictionaries and grammar books as verification tools that help them to identify the meanings of the phrases utilized in the standard language. However, before being in a position to decide as to whether the language use is approved, people must evaluate the extent to which it is sustainable and compatible with the given functions of the standard language.

The relevance of language, to a broader population, is compatibility with various functions (Seyyedrezaei, 2013). This analysis highlights that his/her level of education determines the degree to which an individual can interpret standard language while placing it accurately in the appropriate context. An individual who possesses a basic knowledge of English, or any other primary language, for example, may comprehend what a sentence is trying to convey but may be unable to offer a detailed explanation of the context in which the phrases used. However, on the contrary, an individual who has advanced knowledge of the said standard language can comprehend the different meanings of the sentence. Speakers use a combination of critical thinking and formal language knowledge to use words in different contexts as a means of generating different meanings. As such, an individual who has limited knowledge and understanding of the standard language will have fewer opportunities to develop language differences than an individual who possesses advanced knowledge.

According to Seyyedrezaei (2013), in the majority of situations, the users of a language should not deviate from the standard language on the simple basis that the initial or intended meaning of the two language forms should be fully preserved and

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maintained (Seyyedrezaei, 2013). An individual who has not been educated to a high level will typically lack the ability to obtain a different language to the standard one. In contrast, a highly educated individual possesses the skills required to analyze a standard language by utilizing the steps outlined above and gaining pertinent knowledge and deriving or adopting a language and interpreting it within the context of the standard language. As such, the degree to which the language differences of an individual are developed is determined by his or her level of education.

A language difference is influenced, to a significant degree, by dialect. According to Haig and Oliver (2003), it is possible for the socioeconomic status or education level of an individual to be signified by his or her dialect. Therefore, it is useful for an individual to evaluate the dialect that is employed when attempting to understand the speaker's meaning within the context of the standard language. Such, an individual's socio-economic status influences, to a significant degree, his or her use and interpretation of language. Some groups of individuals, for example, those who ally themselves to a certain social class or who live in a given environment, develop a language variety that is unique to their lives. The dialect that children who are born into this environment use provides an indication of the type of language differences that are employed by the people of these social groups (Haig & Oliver, 2003). Heizmann (2013) reiterated that language variety can act as a form of the second language for a child. According to socio-psychological theory, learning and mastering a second language are dependent on the way the child perceives the group that speaks the language as well as his or her intellectual capacity or language aptitude. Quite often, it is possible for a child to exhibit certain behaviors that are characteristic of the group from which the second language or language variety is derived (Heizmann, 2013). On the basis of practical evidence, Griffee (2012) claimed that it is an individual's level of interest and integration into a diverse community that directly impacts the speed at which he or she learns language varieties. Nonetheless, acquiring the factors that aid in the promotion of language differences is improved by education. Thus, one has to study the social and economic background of individuals to understand the context within which their specific dialect is used. According to Seyyedrezaei (2013), education level influences the manner by which an individual evaluates a dialect relative to social factors. It is possible for individuals who are highly educated to distinguish between social dialects and regional dialects. In addition, it is possible for an individual whose level of education is advanced to focus on dialect and identify the social and geographical context within which a said language or speech is utilized (Seyyedrezaei, 2013). Thus, it is possible for such an individual to readily place a dialect in its proper context. However, it is quite the opposite for individuals who have a basic or low level of education since they lack sufficient exposure to, and knowledge of, dialects. As a result, such individuals would fail to interpret a language on the basis of the social or regional factors that dictate the dialect. Such development results in an erroneous interpretation of speech since the language perception of the individual is, to a significant extent, quite different from that of the speaker (Seyyedrezaei, 2013). On the basis of Seyyedrezaei's (2013) ideas, the logical conclusion is that an individual who possesses a higher level of education has the ability to interpret language variety better on the basis of its dialect than someone who is uneducated or who has a low level of education. Thus, it is possible for an individual with advanced education to manipulate social and regional factors to create a dialect that is on a par with the accepted language standards. In addition, such an individual has the ability to learn an existing dialect and correctly utilize it within the shortest possible time.

Language forms a fundamental part of an individual's identity and is also a communication product in a social network. Chan Him (2017) described the gradual and rigid changes in the language of people living in reliable networks. Subsequently, the low-status language components that define the speakers' social lives in such systems preserved. Social classes and strict economic situations account for the lack of social movement that can currently be observed in the majority of contemporary countries, and this is especially the case with the lack of upward mobility from low to higher social classes that are prevalent (Jim, 2017). People of given levels use explicit language to communicate between members. Even though the language employed is not standard, it is, nonetheless, handed down to the children born in the group. While the communication is maintained by the children, even in their adulthood, they still speak the other language varieties that various social networks make use of (Jim, 2017). Education provides an individual with the opportunity to acquire an understanding of the different languages that are in use and, subsequently, facilitates an individual's acquisition of language variety. Besides, people have the opportunity to interact with international students and to gain exposure to the connection between language acquisition and social interactions during their pursuit of higher education. As a result, individuals who possess an advanced knowledge have significant opportunities to evaluate language variety and to make informed decisions as to whether they wish to adopt or make further use of phrases to increase their effectiveness.

From time to time, language changes lead to differences in language that result in a society evolving into a multilingual setting. As described by Leglise and Chamoreau (2013), interactions between people of different cultural affiliations add to the diversity of

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language, especially when they attempt to use certain words derived from the language of other people. Such contact contributes to multilingualism and improves code-switching (Labov, 2010). As such, a society that adheres to one standard language ceases to accommodate individuals who utilize considerably varied speech mechanisms (Leglise & Chamoreau, 2013). The sentiments of Leglise and Chamoreau (2013) are in line with the research when it comes to language differences in American learning institutions. These authors stated that the majority of schools, specifically those in the United States, admit many international students, and this leads to diverse classrooms. Also, English language varieties within the classroom setting evolve as a result of students who speak different languages interacting with one another.

Charity & Mallinson, 2011), in such situations, an individual who possesses higher academic qualifications will readily recognize linguistic competencies in students. An individual with advanced education can understand the factors that contribute to the development of language varieties during moments of interaction among individuals who have diverse cultural affiliations. It would be easy, with such knowledge, for an individual to comprehend the contexts from which students utilize the new language.

Education enhances an individual's ability to learn different languages simultaneously. The concept of language differences is complicated and multifaceted, and there is a need to engage in extensive reading and critical thinking better to understand the relationship between language differences and education. The majority of the time, language varieties stem from social interactions as they provide a method by which the social factors that influence the behavior of people can understand. Thus, through education, one can utilize classroom theories to evaluate the language and understating its meanings and the context within which used. An individual who possesses such exploratory skills will more readily learn and adopt different language varieties.

VII. Methodology

a) Research Method

In this study, the quantitative method will be used to collect data from the selected participants. This method will assist in building a base on a complete understanding of the research problem (Creswell, (2014).

Quantitative research is the numerical representation and manipulation of observations for the purpose of describing and clarifying the phenomena that those observations reveal. It is used in a wide difference of natural and social sciences, including physics, biology, psychology, sociology and geology (Cohen (1980).

b) Research Tool

A descriptive questionnaire was selected because it provides an accurate picture or account of the characteristics, for example, behavior, opinions, abilities, beliefs, and knowledge of a particular individual, situation, or group. The researcher selected this design to meet the objectives of the study, namely, to determine the impact of the individuals' educational levels regards to the language differences. The researcher employed a questionnaire to collect the data from the participants of the study. A survey is a printed self-report form intended to elicit information through the written responses of the subjects. The information gained via a questionnaire is similar to that obtained by an interview, but the questions tend to have less depth (Burns & Grove 1993, p. 368).

c) Population and Sample

A population is a group of elements or cases, individual objects or events, that conform to specific criteria and to which we intend to generalize the results of the research (McMillan and Schumacher, 2001). In this study, all Saudi citizens who live in Jeddah city represent the population of the study. The survey conducted in the Kingdom of Saudi Arabia, Jeddah city. The researcher applied the random sample method. The sample consists of 60 participants who participated in the research.

VIII. Data Analysis and Interpretations, Finding and Recommendations

a) Data analysis: descriptive analysis

This part of data analysis, was mainly specified to the descriptive analysis of the sample responses regarding the impact of educational level on language differences. Therefore, the sample perceptions were assessed through using frequencies, percentages and mean, and standard deviation as would be shown in the following tables: The mean scores were evaluated according to lickert 5-point scale as shown in the table below:

Table 1: The average mean value is evaluated according to the following scale:

1-to 1.79	Strongly disagree
1.8- to 2.59	Disagree
2.60- to 3.39	Not sure
3.40- to 4.19	Agree
4.20- to 5	Strongly agree

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b) Examining Significance Differences

This section was specified to test if there are statistically significant differences between sample perceptions regarding the impact of educational level on language differences related to educational levels (high school, University), as would be shown in the table below:

Table No. 2: Results of T-test statistics to examine if there are statistically significant differences between sample perceptions related to educational level

No.	Statements	High school		University		T-test	P-value
		Mean	Stdv.	Mean	Stdv.		
1	Education levels hinder people from speaking fluently	3.08	1.47	2.34	0.99	2.32*	0.024
2	Well-educated people use sophisticated and well-formed sentences than lower educated one	3.36	1.22	4.14	0.65	-3.22**	0.002
3	Lower educated people use simple sentences in their communication with others	3.56	1.26	4.11	0.68	-2.20*	0.032
4	Well-educated people speak fast and accurate than lower-educated people.	4.04	1.24	3.89	0.87	0.568	0.57
5	It's easily to identify peoples' educational level from their speech	2.80	1.41	3.17	1.04	-1.17	0.25
6	People vary in their Language usage according to their educational levels	3.32	1.18	3.57	1.07	-0.862	0.39
7	Higher educated people use selective words than the lower educated people	3.80	1.41	3.54	0.95	0.843	0.40
8	In some social situations people speak similar Language regardless their educational levels	3.20	1.12	4.14	0.55	-4.32**	0.00
9	There is specific words used only by highly educated people	3.48	1.33	4.31	0.87	-2.95**	0.005
10	There is specific words used only by lower-educated people	3.28	1.24	3.17	0.95	0.383	0.70
11	Educational levels hinder some people to speak freely	3.12	1.05	2.89	1.08	0.838	0.41
12	When people speak in different situations they needed to consider the educational levels of the person they speak to	3.72	1.21	4.29	0.46	-2.533*	0.014
	Overall (language differences)	3.40	0.95	3.63	0.36	-1.328	0.19

***difference is significant at the (0.01) significant level*
**difference is significant at the (0.05) significant level*

The results of T-test in the table above showed that there are statistically significant differences between participants perceptions with regard to language differences related to educational level. These differences exist in the following statements:

It is obvious that all differences exist to the side of the participations whose education level is university compared with high school, except statement No.1. These results confirmed that the university level believed that the educational level really impact on language differences, through the above mentioned statement, compared with high school.

Table No. 3: Summary of the sample attitude regarding the impact of educational level on language differences.

No.	Statements	Chi-Square	Df	P-value
1	Education levels hinder people from speaking fluently	14.33**	4	0.006
2	Well-educated people use sophisticated and well-formed sentences than lower educated one	10.51*	4	0.03
3	Lower educated people use simple sentences in their communication with others	5.52	3	0.14
4	Well-educated people speak fast and accurate than lower-educated people.	12.09*	4	0.017
5	It's easily to identify peoples' educational level from their speech	7.28	4	0.12
6	People vary in their Language usage according to their educational levels	7.49	4	0.11
7	Higher educated people use selective words than the lower educated people	14.92**	4	0.005

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8	In some social situations people speak similar Language regardless their educational levels	15.85**	4	0.003
9	There is specific words used only by highly educated people	17.03	4	0.002
10	There is specific words used only by lower-educated people	6.98	4	0.14
11	Educational levels hinder some people to speak freely	2.47	3	0.48
12	When people speak in different situations they needed to consider the educational levels of the person they speak to	11.21**	3	0.01

***difference is significant at the (0.01) significant level*
**difference is significant at the (0.05) significant level*

The results of chi-Square test in the above table support that, there are statistically significant differences between sample perceptions related to educational level. This result proved that educational level impact language differences in some situations and cases.

IX. Findings

Based on data analysis conducted in the previous chapter, the study concluded with the following findings:

1. The study found that the most critical impact of educational levels on language differences seen through the following situations:

- When people speak in different locations, they needed to consider the educational standards of the person to whom you talk.
- There are specific words used only by highly educated people.
- Well-educated people speak fast and accurate than lower-educated people.
- Lower educated people use simple sentences in their communication with others.
- Well-educated people use sophisticated and well-formed sentences than lower.

2. The study found that there is a statistically significant difference in some situations on language differences, in particular in the following ones:

- Education levels hinder people from speaking fluently.
- Well-educated people use sophisticated and well-formed sentences than lower educated ones.
- Lower educated people use simple sentences in their communication with others
- In some social situations, people speak similar Language regardless of their educational levels.
- There is a specific word used only by highly educated people.
- When people speak in different situations, they needed to consider the educational levels of the person to whom you talk.

X. Recommendations

1. The decision and policymakers in the educational field should consider the results of this study in their annual curriculums review.
2. Further studies should be conducted by researchers to generalize the results of the survey in all- over the Kingdom of Saudi Arabia.

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