



People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Ibn Khaldoun, Tiaret

Faculty of Letters and Languages

Department of Foreign Languages

Section of English

**A Dialectal Comparative Study of Two Algerian Neighbouring
Speech Communities:
Ain Deheb and Tiaret**

A Dissertation Submitted in Partial Fulfillment for the Requirements of Master Degree
in Linguistics

Submitted by:

Miss Aicha KOUIDER

Supervised by:

Dr. Amina ABDELHADI

Board of Examiners

Mrs. Lakhdar Toumi Asma	Chairman	Ibn Khaldoun University, Tiaret
Dr. Belarbi Khaled	Examiner	Ibn Khaldoun University, Tiaret
Ms. Amina ABDELHADI	Supervisor	Ibn Khaldoun University, Tiaret

Academic year 2019-2020

Dedications

I dedicate this work to:

My dear husband may ALLAH protect him for me and our son,

My parents who support me till the last moment,

The source of love; mum,

The symbol of sacrifice and patience; dad,

My joy and happiness my new born baby boy Nouh

My beloved brothers and sister,

My dereast nephews Amdjad, Adjoued and Ali,

The family of my husband,

All my friends; specially my two best friends; Karima and Khaoula

My family, relatives, and everyone who was great support to me

My all teachers from primary to secondary school.

Acknowledgments

First, I would like to thank ALLAH, the lord of this world, all grattitudes and Thanks goes to my supervisor Dr.Amina ABDELHADI, wihtout her this work coud not see the light.

I would like to thank all members of the jury for reading and evaluating my work.

I must acknowledge to all my teachers and coleagues for all what they offer me.

Special thanks must go to Mr.BERRABAH, Ms.BELAID, Ms.SAHLI, Dr.BELARBI, Dr.BENABED, and the list goes on.

Thank you all

Abstract

This research work is an attempt to analyse the dialectological situation of Tiaret Ain Deheb speech community. It sheds an important light on the differences and similarities between the two variations. The present study was conducted with EFL students of Ibn Khaldoun University of Tiaret and some people from both Societies. It opts for a method that combines qualitative and quantitative Approaches of data analysis. A questionnaire and an interview were used in this research to collect data. The main findings and results revealed that there are some similarities and diversities in term of vocabulary, meaning and phonology.

Key words: Dialectological situation, Tiaret, Ain Deheb, speechcommunity, differences, similarities, variation.

List of Abbreviations and Acronyms

AA: Algerian Arabic

AAVE: African-American Vernacular English

EFL: English as a foreign Language

MSA: Modern Standard Arabic

List of Tables		Pages
Table 2.1. Students' Place of Birth.....		31
Table 2.2. Origins of Tiaret Students' Parents		32
Table 2.3. Origins of Ain Deheb Students' Parents		32
Table 2.4. Students' Arabic Dialect.....		32
Table 2.5. Tiaret Students' Dialect Differences		33
Table 2.6. Ain Deheb Students' Dialect Differences		33
Table 2.7. Kinds of Dialect Differences		34
Table 2.8. Pronunciation of the Arabic Phoneme /ʕ/.....		34
Table 2.9. The dialectal equivalent of the word butcher		35
Table 2.10. The dialectal equivalent of the word spoon.....		35
Table 2.11. Ways of Addressing a Woman		36
Table 2.12. Ways of calling without using her name		36
Table 2.13. The Interview Participants.....		37

Table of contents	Pages
-------------------	-------

DEDICATION	iv
ACKNOWLEDGEMENTS.....	iv
ABSTRACT.....	iv
Table of Contents.....	iv
List of Tables.....	iv
List of Abbreviations	iv
GENERAL INTRODUCTION.....	01

CHAPTER ONE :

DEFINITIONS OF THE MAIN CONCEPTS

1.1 Introduction	06
1.2 Dialectology and Sociolinguistics.....	06
1.3 Dialect Define.....	06
1.3.1 Regional Dialect.....	07
1.3.2 Social Dialect.....	07
1.4 Dialect vs Language.....	08
1.5 Language Variations.....	09
1.5.1 Social Variables.....	13
1.5.1.1 Age	14
1.5.1.2 Gender.....	15
1.5.1.3 Ethnic Group.....	16
1.5.1.4 Social Class.....	17
1.5.2 Isoglosses	17
1.6. Speech Community Defined.....	18
1.6.1 Labov’s Concept of ‘Speech Community’	18
1.6.2 The Speech Community of Tiaret.....	19

1.6.3 The Speech Community of Ain Deheb.....	21
1.7. Conclusion	22

CHAPTER TWO:

RESEARCH DESIGN

AND PROCEDURES

2.1 Introduction.....	25
2.2. Research Design.....	25
2.3. Sample.....	26
2.4. Data Collection	26
2.4.1. Process	26
2.4.2. Steps.....	27
2.5. Research Instruments	27
2.5.1. Students' Questionnaire.....	27
2.5.2. The interview	28
2.6. Research Approaches.....	28
2.6.1. Qualitative Approach.....	29
2.6.2. Quantitative Approach.....	29
2.7. Data Analysis	30
2.7.1. The Questionnaire Analysis.....	30
2.7.2. The Interview Analysis.....	36
2.8. Discussion and Interpretation of the Main Results	38
2.9. Suggestions and Recommendations for Actual Research.....	39
2.10. Conclusion	39
GENERAL CONCLUSION	41
BIBLIOGRAPHY	44

APPENDICES	48
APPENDIX 'A' : Students' Questionnaire.....	48
APPENDIX 'B' : Interview	50
15.....	ص ١٥
Résumé	52

**GENERAL
INTRODUCTION**

General Introduction

Language is so important in every aspect of our lives because it allows people to communicate in a manner that enables the sharing of common ideas. It makes the human being different from the other creatures. In fact, the use of the Language differs from one person to another and from place to place, even in the same community, each one uses the language or the dialect differently according to different factors like; Age, gender, social class.

Dialectology and sociolinguistics made a great progress in investigating Linguistic variation. Therefore, this study attempts to make a comparison between two neighbouring speech communities the first is of Tiaret city and the second is that one of Ain Deheb town. This research is to inquire the similarities and diversities of the two varieties. So the following research questions can be raised. From this general research problem, the following research questions are put forward:

- 1- To what extent is Tiaret speech community similar to Ain Deheb's one?
- 2- Why this two dialects still have some differences from each other though they exist in the same geographical area?

From the above mentioned questions, the following hypothesis have been formulated:

- 1- There might be significant similarities in term of vocabulary between the two dialects.
- 2- Each speech community may have its own linguistic features including phonological, morphological and lexical levels.

To confirm or reject the above hypothesis, a case study is conducted at Ibn Khaldoun university of Tiaret with EFL students, in addition to some random People from Tiaret and Ain Deheb cities.

The present study is divided into two chapters. The first defines the main Concepts related to the topic. At first, the researcher shed lights on the meaning of a dialect with the presentation of both types of dialects, regional and social Dialects. Then highlights the difference between language and dialect moving to their fields. The researcher provides some definitions about the term speech community in order to conclude the chapter.

The second chapter is devoted to the case study of the present work. It starts with a description of the setting, sample and the research instruments and their procedures. Besides, research, approaches were defined and presented. It deals also with data analysis and presents the main results and findings.

Chapter One: Definition of the Main Concepts

1.1. Introduction

A language is an important thing in a given community, a speech community. It is not just a means of communication and interaction but also for establishing and maintaining human relationships. Man is a social being who always needs another's help.

Many researchers tried every possible way to engage the interest of sociolinguistics that have studied the relationship between language and society, and its uses in very different social situations. Most significantly, William Labov is the pioneering of the study of language in its social context and many sociolinguists in dissimilar format have studied the important of language variation. Another point, which might be discussed by sociolinguists in how a given dialect of specific language can be influenced by age, gender, social classes of the speakers.

Therefore, in this chapter we try to introduce some linguistic key concepts, which are regarded as important and central in any sociolinguistic research.

1.2. Sociolinguistics and Dialectology

Language has been studied for many years and from different perspectives. At first, language was studied in term of its structure; however, with the advent of sociolinguistics, it began to be studied in relation to the society which uses it, which makes language described in an objective way, as there was a more scientific and descriptive approach to linguistic analysis with emphasis on the spoken usage. Language complexity has attracted considerable attention from linguists who have adopted different methods of investigating the phenomenon. Prior to the advent of sociolinguistics, language was studied in “abstraction from society in which it operates”. (Lyons, 1995:221), as treated by De Saussure (1916) and Chomsky (1965). The two scholars were interested in the study of language as a homogeneous system; their main aim was to introduce a set of rules, which govern the appropriate use of language. Chomsky made a distinction, in *Aspects of the Theory of Syntax* (1965), between ‘competence’ and ‘performance’. This distinction was in part inspired by De Saussure’s contrast between ‘langue’ and ‘parole’. In this context, competence describes the knowledge, mostly unconscious, that a native speaker has of the

principles that allow for the use of a particular language. Performance instead, is the implementation of that knowledge in acts of speaking. However, the focus on linguistic competence has shadowed and put aside performance. In fact it was dismissed as a free variation not worthy of scientific research. Chomsky noted that when speaking, people often make linguistic errors; he argued that these errors in linguistic performance were irrelevant to the study of linguistic competence, and thus linguists can study an idealized version of language. For him:

Linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community..... (Chomsky, 1965:3)

Yet, the complexity of language lies not only in the linguistic system itself as characterized by Chomsky, but also results from the reality that language is used in various forms to convey information, thoughts, emotions and feelings, as well as, to communicate meaning between speakers, and to inform about their social and geographical background. This idea pushed linguists to study the variability of language and the research issue of linguistic research became, as Hymes put it, the relationship between language and society; he writes that the purpose of sociolinguistics is to answer the following questions: who speaks, what language, to whom, and on what occasion?

Wardhaugh (2006:5) argues that:

An asocial linguistics is scarcely worthwhile and that meaningful insights into language can be gained only if such matters as use and variation are included as part of the data which must be explained in a comprehensive theory of language; such a theory of language must have something to say about the uses of language.

Chambers and Trudgill (1998: 13-15) argued that until the mid to late nineteenth century there was very little evidence of a coherent and systematic endeavour to formally study dialects. Indeed, dialectology is the study of variation in the lexical and structural components of language. Dialectology passed through two important events: traditional dialectology is mainly associated with the study of geographical variation, particular in rural areas. Besides, traditional dialectologists were mainly concerned at producing dialect maps whereby

imaginary lines called isoglosses were drawn over maps to indicate different dialect areas. Chambers and Trudgill (2003:45) highlighted:

All dialects are both regional and social, all speakers have a social background as well as regional location, and in their speech they often identify themselves not only as natives or inhabitants of a particular place, but also as members of a particular social class, age group, ethnic background, or other social characteristics.

However, today there are several dialectological works (modern dialectology) focusing mainly on social and urban variation. In addition, it is usually associated with the account of non-standard varieties of language again this is not a vital feature, with more increasing work taking into consideration variations and changes in standard varieties. As well as, it is more connected with traditional approaches in studying language variation. Modern dialectology has gone beyond traditional dialectology, which has tended to restrict itself to lexical issues and solely focused on rural areas, and has looked more to the relationships that obtained between language and social features.

This shift in interest from traditional to modern dialectology gave birth to sociolinguistics which is an admixture between dialectology and social sciences. Dialectology has contributed to the emergence of sociolinguistics. According to William and Kretzschmar (1996), there might be a tight relationship between the two fields as each discipline completes the other. As Chambers and Trudgill declared: (2004:187-188)

For all their differences, dialectology and sociolinguistics converge at the deepest point. Both are dialectologies, so to speak: they share their essential subject matter. Both fix the attention on language in communities. Prototypically, one has been centrally concerned with rural communities and the other with urban centers. The study of language in society is called sociolinguistics. Gumperz mentioned that: **“Sociolinguistics is an attempt to find correlations between social structure and linguistic structure and to observe any changes that occur”** (Gumperz as cited in Wardhaugh 2006: 10). The real basis for much of sociolinguistics is that the dissimilarities in language among members of a speech community or even between unlike regions speaking dissimilar diversities of the same language is mainly meaningful for society. In a whole, not everyone who speaks a given language speaks it in the same way. Actually, every individual utilizes language in

their own unique way. Basically, sociolinguistics has become an increasingly important field of study, as certain culture around the world expand their communication base and intergroup and inter personal relations take on escalating significant. (Wolt, Wolfram:1991)

The purpose of sociolinguistics is to answer the following questions: who speaks, what language, to whom, and on what occasion? Wardhaugh (2006:5) argued that:

- an asocial linguistics is scarcely worthwhile and that meaningful insights into language can be gained only if such matters as use and variation are included as part of the data which must be explained in a comprehensive theory of language; such a theory of language must have something to say about the uses of language.

Apart from what has been stated before, it is necessary to state that William Labov gave careful consideration of the study of language in relation to society as he stated **“Every linguist recognizes that language is a social fact, but not everyone puts an equal emphasis on that fact”**. (1972:261) Moreover, and in the same stream of thought, Paoletti (2011:1) explained that:

“Sociolinguistics” and “language and Society” are terms that are often used interchangeably to refer to an interdisciplinary field of research in which linguistics and sociology, and other human sciences, join together to study verbal and other human conducts”.

From these definitions, it is obvious that sociolinguistics is a discipline that links sociology with linguistics. In addition, sociolinguistics shows how groups in a given society are separated by a number of social variables, like age, level of education, religion and so on.

To sum up, then, we can say that dialectology is a part of sociolinguistics and therefore deserved a section to itself. Dialectology is an area of study which examines language in its social context, and which has, or ought to have, linguistic objectives such as improving our understanding of the nature of linguistic change. As with other areas of

sociolinguistics, it may also have mixed objectives as when dialect maps are used as tools for studying cultural history, migration patterns and so on. In another way, dialectology is not part of sociolinguistics, in the sense that it is a discipline that is much older than sociolinguistics, with its own literature, approaches and traditions. (Trudgill, P. : 1999)

1.3. Dialect Defined

When defining the word 'dialect' the very first thing that comes to mind is that such definition must be included in any dictionary. Oxford Dictionary, for example, offers us a definition which states that the origin of the word "dialects" derives from mid-16th century French *dialecte* or via Latin from Greek *dialektos* 'discourse, way of speaking', from *diagesthai* 'converse with'. "A particular form of a language which is peculiar to a specific region or social group." (Bantam 2006)

Historically, dialects have evolved as the result of social transitions such as large-scale geographical patterns of movement by people, or the establishment of education systems and government. When a group of people are separated by geographical barriers such as rivers or mountain ridges, the language that was once spoken in similar ways by them will change within each of the separated groups. Ronald et al., (2011). Romaine (2000: 19) added in the same context:

Dialect is a variety of language or a system of communication which varies from other dialects of the same language simultaneously or at least three levels of organization, pronunciation, grammar or syntax, and vocabulary.

Furthermore, dialects are as linguistically legitimate as any language, but without the power to "promote" themselves to the level of languages. Therefore, one can be sure that whatever the standard language is in any given community, it belongs to those with the most power.

1.3.1. Regional Dialect

Regional dialect is the distinct form of language spoken in a certain geographical area if the form of speech transmitted from a parent to child is distinct regional dialect, that dialect is said to be child vernacular.

Regional dialect or dialect geography refers to the form of speech limited to a given area or region as distinguished from other forms adjacent to it. Chambers and Trudgill (1998:21) defined dialect geography as follows: **“Dialect geography is disarmingly simple: it seeks to provide an empirical basis for conclusion about the linguistic variety that occurs in a certain locale”**. The diversity appears when people separated from each other geographically. Wardhaugh (2006:45) pointed out in the same context: **“Dialect geography is the term used to describe attempts made to map the distributions of various linguistic features**

so as to show their geographical provenance”. In another meaning regional dialect is a variety of language that is spoken in a geographical area for many hundreds of years as seen in differences in pronunciations, in the choices and form of the word, and syntax.

1.3.2. Social Dialect

Social dialect is a variety of language that reflects social variation in language use according to certain factors related to the social group of the speaker such as education, occupation, income level etc. It is also known as socialect.

Social dialect is a term used to describe differences in speech associated with different social groups or classes. This latter is used by dialectologists when they investigated language in big cities where the linguistic variants are so complex. Romaine (2000:2) stated that **“social dialects say who we are and regional dialects where we come”**. Wardhaugh (2006:49) claimed in the same point that:

The term dialect can also be used to describe differences in speech associated with various social groups or classes Social dialects originate among social groups and are related to a variety of factors, the principle ones apparently being class, religion, and ethnicity.

Social dialects are conditioned by the existence of some social factors such as educational level, professions, religion, and cultural backgrounds; by these factors, people use the same language of the group who is belonging to are use. (Hudson 1996).

1.3. Language vs Dialect

The most popular description of the difference between languages and dialects comes from the Yiddish scholar Max Weinreich who heard it from an audience member during a lecture he was giving: "A language is a dialect with an army and a navy ". While this is primarily a punny phrase, it does sort of get to the difference between languages and dialects.

Most people have in their minds an idea of what 'language' and 'dialect' mean, and how they differ. Sociolinguists have tried to find some ways of making a distinction between the two terms. Language is the expression of human communication through sharing knowledge, belief, and behavior that is based on systematic, conventionally used signs, sounds, gestures or marks that convey understood meaning within a group or community. Whereas, dialect is the form of the language that is spoken in one area that may be different from other form of the same language. The term language **“is used to refer either to a single linguistic norm or to a group of related norms, and dialect is used to refer to one of the norms”** (Wardhaugh 2006:25), which means, as Hudson (1996:32) declared; **“a language is larger than a dialect”**.

It is, of course, a difficult to provide clear-cut definitions for language and dialect. Languages are social phenomenon and do not necessarily have clear edges that would make them easy to identify and define. We can make generalizations about language but these refer to social, political, and cultural factors, rather than any intrinsic concrete and rational evaluation of the linguistic features of the “language” itself.

1.5. Language Variation

Sociolinguistics as a huge field has studied language variation and it focuses on how the language varies from one person to another and also among speakers of the same groups. Since the rise of sociolinguistics in the 1960s, interest in linguistic variations has developed rapidly. Chambers (2003:13) said that: **“though linguistic variation may be obvious, no linguists analysed it systematically until the inception of sociolinguistics in 1960’s”**. Language variations means regional, social or contextual difference in the way a particular language is used. Language varies in many dimensions.

Some of which are as follows: a) Geographical b) Social c) Style d) Function
Language varies with distance. It is said that language changes after every ten miles. All aspects of language (including phonemes, morphemes, syntactic structure and meaning) are subject to variation. Language varies at three levels: I. Pronunciation level II. Grammatical level III. Vocabulary level.

Many sociolinguists in different dimensions have discussed language variation, as an important subject, but it was William Labov who opened the door to such a study. Labov took note of the changing theoretical positions motivating linguistic study. In *The Study of Nonstandard English*, he wrote (1969c: 40):

Not many years ago, linguists tended to emphasize the differences among the languages of the world and to assert that there was almost no limit to the ways in which languages could differ from each other. Dialectologists concentrated upon the features which differentiated their dialects – naturally, for these are the features which define their object of study.

Variationists study how a language changes by observing it. This is accomplished by looking at authentic data. For example, variation is studied by looking at linguistic and social environments, then the data is analyzed as the change occurs. Variation in research programs must be malleable due to the nature of language itself. This is because language is also fluid in transition and does not shift from one state to another instantaneously. In another work, Labov opposed all those who ignore the heterogeneity of language and consider it as a set of grammatically correct sentences. He insisted on tackling language use (performance) and language heterogeneity, i.e. variability. (Labov: 1966)

1.5.1. Social Variables

As it has been mentioned before, sociolinguistics is the study of the relationship between language and society. It examines the impact of language in society and society on language. Many linguists have investigated how and what may affect a language in a society. Such as William Labov, conducted research to determine how certain variables in society may affect language, and how speakers of a language or languages impose those factors in society.

In the light of this tight correlation between language and social variables, the main concern to review is that the social dimension of linguistic variation was an important step to the study of language. Maclagan (cited in Ball: 2005:15) says:

Because speech is so much part of a person's identity, it is essential that speech language pathologists are aware of the regional and social variation that is present in the speech community in which they are working, before they undertake any treatment.

The language used by the speaker is in fact influenced by a number of social factors, these factors make such speakers distinct from each other, and so, each speaker's speech varies according to age, gender, social class and ethnic group. The concept of sociolinguistic variable is defined by Fasold (1990:223-224) as:

A set of alternative ways of saying the same thing, although the alternatives, or variants, have social significance. More specifically, a sociolinguistic variable is a linguistic element that co-varies not only with other linguistic element, but also with a number of extra linguistic independent variables like social class, age, sex, ethnic group or contextual style.

In the next step, let consider some of the many social variables that have been studied intensively by many researchers focusing on age, gender, ethnic group and social class.

1.5.1.1. Age

Among the social factors tended to investigate language variation, age is the least examined factor. Early studies in sociolinguistics tended to include this variable (age) within other variables. Romaine (2000:82) believes that **“The age attribution of a variable may be important clue to ongoing change in a community”**.

Age plays an important role in variation, as sociolinguists argued that young people sound different or speak differently from adults. And this can be explained in the phenomenon of age grading, which explains speech appropriate to age. Trudgill (2003:06) asserted that age grading is:

A phenomenon in which speakers in a community gradually alter their speech habits as they get older, and where this change is repeated in every generation [...] Age grading is something that has to be checked for in apparent time studies of linguistic change to ensure that conclusions are not being drawn from differences between generations.

It is very noticeable that the old generation usually tends to preserve the ancient speech in contrast; the new generation always wants to be different and fetches for new ways to renew its speech. Sankoff said that: **“Speakers might be changing various aspects of their language over the course of their lives”**.

(Quoted in: Carmen Fought, 2004:121).

One can conclude by saying that age is one of the dimensions on which we construct identities for ourselves and others. Gender also plays an important role in language variation as we have linguistic differences between male and female.

1.5.1.1. Gender

The first thing you notice about somebody when you first meet them is what sex they are. The fact that the difference is so basic means that it is hardly surprising that it is also reflected and indicated in all human languages. Trudgill (2000)

Sociolinguists who investigated the relationship between gender and linguistic variation have proved that men and women differ in their speech mainly in style and that women’s speech contains more formal forms than men’s do.

Men have a great many expressions peculiar to them, which the women understand but never pronounce themselves. On the other hand, the women have words and phrases, which the men

never use, or they would be laughed to scorn. Thus, it happens that in their conversations it often seems as if the women had another language than the men.

(Rocheft 1665, cited Jespersen 1922: 237).

Studies which were carried out by Labov (1990) summarized these findings into two general principles: the first is that men have higher frequency of non-standard forms than women, and the second is that women are generally the innovators in linguistic change. In another sense, Labov made conclusion that women use prestigious forms to gain a remarkable position in society.

1.5.1.3. Ethnic Group

An ethnic group is a group of people who characterized themselves by a number of variables. These variables are generally exemplified in being cultural, racial, economic, political, linguistic, religious...and may be more or less. Language is always an important part of cultural identity and group affiliation. Trudgill (1995:41) assumed that:

Language may be an important or even essential concomitant of ethnic group membership. This is a social fact, though, and it is important to be clear about what sort of processes may be involved. In some cases, for example, and particularly where language rather than varieties of a language are involved, linguistic characteristics may be the most important *defining* criteria for ethnic-group membership.

In the United States of America, for example, studies on the African-American ethnic group have shown some variations among speakers at a phonological and a grammatical level. The relationship between language and ethnicity is symbolised in the African-American Vernacular English (AAVE). In the same context, Trudgill (2000: 51) confirmed this information as follows:

In the English-speaking world as a whole, one of the most striking examples of linguistic ethnic-group differentiation -and one where the postulated role of some kind of substratum effect is a controversial subject - is the difference we have already noted between the speech of black and white Americans. These differences are by no means manifest in the speech of all Americans, but they are sufficiently widespread to be of considerable interest and importance.

Similarly, in the Arabic-speaking community, or more precisely in any part of Algeria every individual identifies his belongingness as a Muslim sharing with his group cultural values presented in customs and traditions specific to this group.

1.5.1.4. Social Class

Language also use differs according to the social class. Since the emergence of sociolinguistics, social class has been the most important variable to determine variation in the English language. The term social class was first widely used in the early 19th century following the industrial and political revolution of the late 18th century. Wardhaugh (2006:148) declared that sociolinguists use a number of different scales for classifying people when they attempt to place individuals somewhere within a social system. For example, in England, English speakers may guess that a speaker is of a higher or lower social status through the dialect he or she uses. Trudgill (1995:22) says that: *There are grammatical differences between the speech of two speakers, which give us clues about their social backgrounds....these differences will be accompanied by phonetic and phonological differences.*

Many linguists have known for some time that differences in language are tied to social class. Besides, the development of social varieties can perhaps be explained in the same sort of way - in terms of social barriers and social distance. The diffusion of a linguistic feature through a society may be halted by barriers of social class in addition to other factors. Trudgill (ibid: 28) said that: *“linguists have known for a long time that different dialects and accents are related to differences of social class background”*.

In Algeria, social class stratification is mainly based on the level of education, because language variation according to this criterion is swinging between the uses of MSA, AA and French though a great deal of elder Algerian speakers master spoken French without even having been educated.

1.5.2. Isoglosses

The term isogloss refers to the geographical boundary line marking the area in which a distinctive linguistic feature commonly occurs. The next five stages are highlighted by Richard (2018) for drawing an optimal isogloss:

Selecting a linguistic feature that will be used to classify and define a regional dialect.
Specifying a binary division of that feature or a combination of binary features.

Drawing an isogloss for that division of the feature, using the procedures described below.

Measuring the consistency and homogeneity of the isogloss by the measures to be described below.

Recycling through steps 1-4 to find the definition of the feature that maximizes consistency or homogeneity.

Furthermore, isoglosses can also show that a particular set of linguistic features appears to be spreading from one location, a focal area, into neighbouring locations. In the same vein, Wardhaugh (1992: 43) states that sometimes the maps of dialect geography are made to show the boundaries between the various language features, that boundaries called isoglosses.

1.6. Speech Community

The speech community is one of the main research's grounds that have been thought with various fields of study in sociolinguistics. The investigation of the speech community has drawn the attention of numerous linguists who do not agree about the precise meaning of 'speech community'. We can first say that speech community is a gathering of individuals who offer a lot of semantic standards and assumptions about the utilization of language. Moreover, a speech community, as Trudgill (2003:126) claimed, "**is a community of speakers who share the same verbal repertoire, and who also share the same norms for linguistic behaviors**". That is to say, a speech community comes to share particular arrangement of standards for language use through living and interfacing together, and

speech community may hence emerge among all groups that interact frequently and share certain norms and philosophies. In the same stream Morgan (2016:1) stated that:

Speech communities are groups that share values and attitudes about language use, varieties and practices. These communities develop through prolonged interaction among those who operate within these shared and recognized interaction among those who operate within these shared and recognized beliefs and value systems regarding forms and styles of communication.

1.6.1. Labov's Concept of 'Speech Community'

A typical speech community can be a small town, but sociolinguists such as William Labov claimed that a large metropolitan area, for example New York City, can also be considered one single speech community. Another powerful definition that pointed on shared social frames of mind towards language instead of shared discourse conduct is offered by Labov (1966:120): *The speech community is not defined by any marked agreement in a set of shared norms; these norms may be observed in overt types of evaluative behavior and by the uniformity of abstract patterns of variation which are invariant in respect to particular levels of usage.*

Such definition seems more appropriate cause it helps sociolinguistics researchers to study language norms and patterns of variation empirically ,and also Labov in this definition declares that individuals have to share a set of norms and abstract patterns of variation and they are not oblige to agree on the utilize of the same language .

1.5.1. Speech Community of Tiaret

Tiaret is a town of about 150,000 people located about 100 miles inland from the Mediterranean seacoast. Known variously as Tiaret, Tahert or Tihert, it is the main city in the province of Tiaret, an upland agricultural region in the Tell Atlas area of Algeria. The word "Tihert" means "station" in the local Berber dialect, and from ancient times, Tiaret has been a station, or stopping place, for travelers, traders and armies. Situated in a strategic mountain pass, Tiaret was essential to any power that sought to control the

surrounding land and the lucrative trade routes that passed through it. Slaves from sub-Saharan Africa were funneled through Tiaret on their way to markets on the coast.

Caravans wound their way through the pass in either direction, allowing the local rulers to charge a tax on each visit. When the Romans controlled the area before the coming of Islam in the 7th century, they called the place “Tingurtia”, meaning – you guessed it – “station”.

The province has been inhabited since antiquity, and there are numerous megalithic monuments. It served as a Roman station and fort, Tingartia. Near Tiaret are the jedars, which are ancient mausoleums. The edifices demonstrate that the area was inhabited during the Late Antiquity by a Berber tribe(s) that could build in stone.

Tiaret grew up as a site under the domination of small Berber tribal kingdoms; the first of these being the Rustamid dynasty between 761 and 909 when Tiaret served as the capital of the area. However, this capital may have been 10 km (6 or 7 miles) west of the present-day Tiaret. It was first founded by Abd al-Rahman Rustamid, an Ibadi theologian from Greater Iran. Tiaret was said to be relatively free-thinking and democratic, being a centre for scholarship that permitted a wide range of sects and movements, notably the Mu'tazila. There were many Jews living in the area until at least the 10th century, including the scholar and Doctor Judah ibn Kuraish who became the doctor to the Emir of Fes.

Tiaret occupies a strategic mountain pass at 3,552 feet (1,083 m), and was thus a key to dominating the central Maghreb.

Later, from the start of the 8th century, it was the key northern terminus of the West African branch of the slave trade. As such, it offered a lucrative income from taxes on the trade, and was a desirable prize.

From the year 911 Tiaret was fought over by a number of tribes, being first captured by Massala ibn Habbus of the Miknasas in the year 911, in alliance with the Fatimid Caliphate. Finally, in 933, it was in the hands of the Fatimids. After 933 Tiaret ceased to be the capital of a separate state. Most of the population was banished to Ouargla and then escaped to the inhospitable M'zab. From 933 Tiaret attracted many Khawarij Muslim settlers from Iraq.

From 933 it was administered as part of the Kingdom of Tlemcen, and in the 16th century fell to the Ottoman Empire. In 1843 it fell to the French after they defeated Emir Abdelkader El Djezairi

The modern town of Tiaret is built around a French redoubt of 1845. The new town attracted many settlers from France and the area flourished. A 200 km (120 mi) narrow gauge railway arrived in 1889, connecting the town to Mostaganem - today, this rail line is defunct.

As a matter of fact , today the situation of language in Tiaret consists of significant variation at all linguistic levels ,the linguistic characteristics and unique speech habits of Tiaret city are not present in other part of Algeria. Tiaret speakers are so deeply special by the use of some different words. In another word, Tiaret dialect distinguishes itself from the others dialect by a number of linguistic features.

First, there the morphological feature, Tiaret speech community characterized by the use of the suffix “u” it is used both as object pronoun as /gutlu/ “I said to him”, and a possessive like in /ktebu/ “his book”. Finally, another is related to lexical. Each geographical region has its own vocabulary and words use, which makes it different from the other region. Tiaret town has its own rich vocabulary like; wait /qa:reʃ/ and how are you /haʊʃta/.

1.6.1. Speech Community of Ain Deheb

Is a town and commune in Tiaret Province in northwestern Algeria. Ain Deheb was established in 1906 in the vicinity of the mixed municipality of Nadhor mountain, it was called (l'eau sèche) which means clear and fresh or dry source, named after Ain Deheb or (la fontaine) means the fountain, because of the fresh water sources abundance there. It includes three municipalities are Ain Deheb the capital, Naima 30 kms away of it, Al-Shehaima 20 kms away away of it.

As far as the language use, the speakers of Ain Deheb utilize MSA in formal fields such as administration and Ain Deheb dialect in informal situations such as street conversations.

1.7. Conclusion

From this chapter, one can conclude that the researcher has tried to give a clear picture about the field of sociolinguistics. The main concern was to show the relationships between “language and dialect” and “sociolinguistics and dialectology”. Furthermore, it was given some definitions of the main concepts related to the topic under the investigation. Moreover, to conclude this chapter, the researcher moved to the part speech community presenting the view of William Labov ending with highlighting two examples of Tiaret and Ain Deheb.

Chapter Two:
RESEARCH
DESIGN AND
PROCEDURES

CHAPTER TWO:

RESEARCH DESIGN AND PROCEDURES

2 .1. Introduction

2.2. Research Design

2.3. Sample

2.4. Data Collection

2.4.1. Process

2.4.2. Steps

2.5. Research Instruments

2.5.1. Students' Questionnaire

2.5.2. The interview

2.6. Research Approaches

2.6.1. Qualitative Approach

2.6.2. Quantitative Approach

2.7. Data Analysis

2.7.1. The Questionnaire Analysis

2.7.2. The Interview Analysis

2.8. Discussion and Interpretation

2.9. Suggestions and Recommendations for Further Research

2.10. Conclusion

2.1 .Introduction

The second chapter aims at analyzing information gathered from some students of the English department of Tiaret University and other random people from two different communities. The purpose of the collected data is to compare the speech of Tiaret's and Ain Deheb's people.

The reason behind this chapter is to present the research design: the type of research, the sample population, and the research instruments with their procedures. After that, the researcher will analyze and present the collected data. Finally, the researcher will interpret the main findings in relation to the hypotheses in the present research.

2.2. Research Design

Research design refers to the way of doing something; it is a set of steps related to an academic work. In fact, the main aim of a piece of research is to answer some research questions in a systematic way. Accordingly, Kothari and Garg (2014: 02) highlighted the following: *The purpose of research is to discover answers to questions through the application of scientific procedures. The main aim of research is to find out the truth which is hidden and which has not been discovered yet.*

This study is designed to make a comparison between the speech of two neighbouring societies which are Tiaret and Ain Deheb. In this respect, the researcher carries out a case study that aims to gather information from some students at the department of English in Tiaret and other random people determine the research questions, to select the case to investigate, to collect data needed for the analysis and finally to prove or reject the hypotheses presented before. The reason for choosing this type of research is that this design is the most suitable for the topic under the investigation.

2.3. Sample

One of the crucial steps in the research investigation is in fact choosing an appropriate sample. In this research study, the researcher selected forty (40) EFL students for the first research tool. Twenty (20) students were from Tiaret city, whereas the others (20) were from Ain Deheb. The students selected were from English department at Tiaret University studying in different streams.

In the current study, the researcher went out to gather more information from random citizens for the next research instruments. Of course, these citizens (12) were chosen from both Tiaret and Ain Deheb cities to make a comparison between their different speech communities.

2.4. Data Collection

This section has been devoted to the process and steps of gathering information for the present work.

2.4.1. Procedures

It is also of great necessity, for any researcher involved in any field of research, to collect data and analyze them. Gathering information is one of the hard and complicated tasks in any research procedure. In the same vein, O'Leary (2004:150) mentioned:

Collecting reliable data is a hard task, and it is worth remembering that one method is not inherently better than another. This is why whatever data collection method to be used would depend upon the research goals, advantages, as to the disadvantages of each method.

Collecting data on particular language practices in any situation involves not only efficient ways of approaching people or selecting speakers, but also methods and tools for gathering linguistic information as well as questionnaires and interviews.

2.4.2. Steps

In collecting data the investigator started with the administration of the questionnaire, and then she conducted an interview with random citizens. Before giving the questionnaire, the researcher presented his research topic to the informants to make them in context with the situation, then he explained all the items included in the instrument. Students were met in a classroom at the department of English at Tiaret University. The informants were divided into two groups: the first was of people from Tiaret, and the second one was of people their origin is from Ain Deheb.

The following week, the researcher went out the University and interviewed six (06) random people from Tiaret city and another six (06) random people from lived in Ain Deheb. The researcher started by presenting the purpose of the interview, after that she began asking the questions and taking notes from the participants' comments and answers without recordings.

2.5. Research Instruments

The researcher designed for the present study a multiple sources of data collection to answer the different secondary research questions and testing the hypotheses. The investigator delivered a questionnaire to students at the University of Tlemcen. After that, a semi-structured interview was conducted outside the University for random people.

2.5.1. Students' Questionnaire

The questionnaire is one of the most common devices of data collection in foreign language research. It is an instrument of gathering both qualitative and quantitative data by asking the informants about their attitudes and beliefs about the research topic. According to Brown (2001, as cited in Dornyei, 2007: 102) the questionnaire is: **“Any written instrument that presents respondents with a series of questions or statements to which they react either by writing out their answers or selecting from among existing answers.”** Additionally, the questionnaire can include different types of items: first, close-

ended ones in which the respondent is provided with ready-made answers, that can be: yes or no questions, multiple choice items, or rating scales. The second type is open-ended items that require the informants to give their points of view in their own terms. The last type is called mixed items where the respondents select an answer then justify in their own manner and give explanations of their choice.

The investigator made a questionnaire aims to circle some differences between Tlemcen speech and that of Maghnia. It contains of twelve (12) questions, which are organized in a logical order and grouped into four (04) rubrics. The first one aims to gather personal information about the participants. The rest of rubrics are used to study the phonological, Morpho-syntactic, lexical features of the two varieties; Tlemcen town speech community and that one of Maghnia.

2.5.2. The interview

The interview is a qualitative method of inquiry. It is designed to elicit a vivid picture of the interviewee's perspective on the research topic. Mack et al., (2005: 29) comment that during the interview: *“Researchers engage with participants by posing questions in a neutral manner, listening attentively to participants' responses, and asking follow-up questions and probes based on those responses.”*

The interview has three (03) types: structured, semi structured and unstructured interviews

2.6. Research Approaches

The researcher in the present investigation mixed between quantitative and qualitative approaches to provide valid data. In the following titles, there will be an introduction to the different approaches used by the researcher.

2.6.1. Qualitative Approach

Qualitative methods are originally traced back to the methodologies applied by anthropologists and sociologists “in investigating human behaviour within the context in which that behaviour would take place. That is to say; this approach is concerned with human acts and the social context within which this later live. Lincoln describes qualitative research as a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the words into a series of representations, including field notes, interviews, conversation, photographs, recording, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world.

Moreover, qualitative designs are naturalistic to the extent that the research takes place in the real world setting and the researcher does not attempt to manipulate the phenomenon of interest. Patton (1980).

2.6.2. Quantitative Approach

The basis aim of quantitative analysis necessitates numeric information in the shape of variables. A variable is a way of measuring any characteristic that varies or has two or more likely values. a lot of distinctiveness are naturally numeric in nature (such as years of education, age, income); for these numeric variables, the numbers used to measure the characteristic are significant in that they determine and quantify the amount of the characteristic that is present. Trochim and Land (1982:1) said in this vein a quantitative research is:

“The glue that holds the research project together. A design is used to structure the research, to show how all of the major parts of the research project—the samples or groups, measures, treatments or programs, and methods of assignment—work together to try to address the central research questions”.

Table 2.2. Origins of Tiaret Students' Parents

origins Students' parents	Tiaret	Other origins
Father's origine	15	5
Mother's origin	15	5
Percentages	75%	25%

On the other hand, all students of Ain Deheb town declared that the origin of their parents is from Ain Deheb.

Table 2.3. Origins of Ain Deheb Students' Parents

origins students' parents	Ain Deheb	Others origin
Father's origine	20	0
Mother's origin	20	0
Percentages	100%	0%

Question 3: The Arabic dialect:

This question was asked to know which dialect the subjects used to speak in their daily life. This question demonstrated that 50% of the students selected Tiaret dialect. The others (50%) chose Ain Deheb dialect.

Table 2.4. Students' Arabic Dialect

The dialect / Students	Frequencies	percentages
Tiaret dialect	20	50%
Ain Deheb dialect	20	50%

Question 4: Are there differences between your dialect and other neighboring dialects?

The question aimed to uncover if there is differences between the participants' dialect and their neighboring by ticking the suitable box (a lot, some or none).

Starting with students who live in Tiaret, One (01) of them said "a lot", four (04) selected "some", and 15 (fifteen) chose the box of "none".

Table 2.5. Tiaret Students' Dialect Differences

Options/ Students	Frequencies	percentages
A lot	01	5%
Some	04	20%
None	15	75%

However, students of Ain Deheb city selected different answers. Three (03) said that there are "a lot" of differences, twelve (12) mentioned that there are just "some", and five (05) of them selected the option of "none".

Table 2.6. Ain Deheb Students' Dialect Differences

Options/ Students	Frequencies	percentages
A lot	03	15%
Some	12	60%
None	05	25%

Question 05: In case there are differences, Are they; grammatical, lexical or in pronunciation?

The participants were required to report which kind of dialect differences that they have in comparison with other neighbors. According to the findings of the previous question, Twenty (20) students confirmed that there are some differences. So, the results of this question shown that eight (08) of them said that the differences are lexical, four (04) declared that they are grammatical, and eight (08) highlighted that there are differences in term of pronunciation.

Differences/ Students	Frequencies	percentages
Grammatical	08	40%
Lexical	04	20%
pronunciation	08	40%

Table 2.7. Kinds of Dialect Differences

Rubric Two: Phonological Variation

Question 06: How do you pronounce the Arabic phoneme /ʕ/ in words like /naʕraf/ and /smaʕ/ (I know and listen, respectively)?

In this question, the researcher focused on the Arabic phoneme /ʕ/. It had been found that the majority of Tialet town speech community people (about 100% of them) pronounce it as it is [ʕ]. On the other hand, 80% of the participants who live in Ain Deheb declared that they use the [ʔ] glottal stop. Where 20% of them pronounce it like tiaret community people

Table 2.8. Pronunciation of the Arabic Phoneme /ʕ /

The pronunciation participants	[ʕ]	[ʔ]
Tiaret' participants	20	00
Percentages	100%	00%
Ain Deheb' participants	04	16
Percentages	20%	80%

Question 07: What is the dialectal equivalent of the Arabic word /ʕazza:r/ (butcher)?

Informants were asked about the dialectal equivalent of the word butcher. All Students of Tiaret said that they pronounce it /dʕazza:r/. In addition, the results of this question presented that all of Maghnia's society students declared that they pronounce it /ʕazza:r/.

Table 2.9. the dialectal equivalent of the word butcher

pronunciation	/ʒazza:r/	dʒazza:r/
The participants		
Tiaret' participants	00	20
Percentages	00%	100%
Ain Deheb' participants	20	00
Percentages	100%	00%

Question 08: How do you pronounce the dialectal equivalents of the word

/mughrof/ (spoon)?

The question attempted to find how the subjects pronounce the word /mughrof/ (spoon respectively). When analyzing the findings, the researcher discovered that all of Tiaret's students answered that they use the following pronunciation /mughrof/. However, the majority subjects belonging to Ain Deheb's town argued on /muqrof/ using the phoneme /q/.

Table 2.10. the dialectal equivalent of the word ill

The participants	/mughrof/	/ muqrof /
/pronunciation		
Tiaret' participants	20	00
Percentages	100%	00%
Ain Deheb' participants	05	15
Percentages	25%	75%

Rubric Three: Morpho-syntactic Variation

Question 09: When you address a woman, what do you use?

Moving to the morpho-syntactic Variation, the researcher wanted to ask how the subjects address a woman in their own speech communities. According to the obtained results, eighteen (18) students from Tiaret origins confirmed that they use /nti/. And three of them use /ntija/ when addressing a woman. While, all students who are from Ain Deheb declared that they utilize /nti/ to address a woman.

Table 2.11. Ways of Addressing a Woman

pronunciation	/nti/	/ntija/	/nta/
The participants			
Tiaret' participants	18	02	00
Percentages	90%	10%	00%
Ain Deheb' participants	20	00	00
Percentages	100%	00%	00%

Question 10: When you want to call a female without using her name as (hey) in English, what do you say?

Students are required to answer the above question using their own dialect. The informants' responses indicate that 50% of those who live in Tiaret said that they use /jatel/ to call a female, while the rest (50%) use the variation of /jatla /. Unlike the students of Ain Deheb who all of them selected the variation of /jatla/.

Table 2.12. Ways of calling a Female without using her name

The participants / pronunciation	/jatela/	/jatel/
Tiaret' participants	10	10
Percentages	50%	50%

Ain Deheb' participants	20	00
Percentages	100%	00%

Rubric Four: Lexical Variation

Question 11: What dialectal word do you use to tell a person 'to sitdown'?

Moving to lexical variations, the researcher asked the participants about how they tell someone "to sitdown". It was found that the students from Tlemcen have different variation like /gʃʊd/. On the other hand, All Ain Deheb's students argued on /gaʃmez/ which it looks different from the one of Tiaret's variation.

Question 12: What dialectal word do you use for 'pillow'?

The second question of this rubric aimed to seek what words the participants use for the word “pillow”. The findings revealed that those who live in Tiaret said that they pronounce it as follow; /mɣada/. However, Ain Deheb’s speech community totally differs from that one of Tiaret. Ain Deheb’s students said that they use the items /wseda/ .

2.7.2. The Interview Analysis

Rubric One: personal Information

In this step, the researcher selected twelve (12) random people outside the university (Six (06) people from Tiaret and six (06) from Ain Deheb). Besides, it has been selected three (03) old people and other three (03) teenagers from each society to see the way of thinking of both generations and gather various data.

Table 2.13. The Interview Participants

Society / participants	Old	Young
Tiaret	03	03
Ain Deheb	03	03

Rubric Two: Linguistic knowledge

Question 03: Are there any significant similarities between Tiaret speech community and that one of Ain Deheb?

The question was asked to see whether people of the two communities are aware of the speech communities of each other. Actually, all the participants argued that there are significant similarities between their speeches.

Question 04: If yes, in term of what?

Since all of the interviewees said that there are some similarities, they justified their answers as follow; the majority of them declared that the two speeches are similar in term of meaning, vocabulary, and phonology. One the subjects responded that it is known that in Deheb is a part of Tiaret so that it is logically that there are some common words between the two speech communities.

Question 05: What are the differences between the two speech communities?

The responses given by our interviewees confirmed that there are differences between the two speech communities. They supported their answers by giving examples; first, in term of the accents. Second, the articulation of some sounds such as the equivalent of the word “mughrof” those who live in Tiaret pronounce it /mughrof/, unlike people that live in Ain Deheb use the variation of /moqrof/. Also, the diversity of some vocabulary, for example; the word “laban” in Tiaret speech community, they use /ben/. Unlike in Ain Deheb, some people there use the variation of /fnin/.

Question 06: What can be the reason behind this gap?

Unfortunately, some of the participants were not aware about the reasons behind the gap between the two speech communities. However, others mentioned that the difference between the speech communities related to the borders as they added people that live in a border city are affected by the city beside to it. So that, the neighbouring city leaves an effect on a lot of things like: the speech as well as, the dialect and the accent.

Another participant commented that this gap concerned with the difference races. So, they could not articulate some Arabic sounds. Moreover, they added that there are some factors sometimes affect on the diversity of the two speeches like; age, gender and the educational level.

Question 07: What are the most common words used by Tiaret and Ain Deheb's speech communities and cannot be changed either here or there?

As one of the interviewees mentioned, there are thousands of words that Tiaret speech community people and that one of Ain Deheb use them in common. Because of the combined language used by both societies, and using the same dialect with a remarkably western accent. The participants provide the following examples:

what's wrong with you: /malek/

like or love: /jebghi/

Cup of water: /qʊʃi/

Go: /rɔħ/

2.8. Discussion and Interpretation of the Main Results

In this section the focus will be on discussing the main results of the two (02) research instruments used for this study. Then, it will deal with the two (02) hypotheses developed by the researcher previously. They can be summarized in the following points:

- 1- There might be significant similarities in term of vocabulary between the two dialects.
- 2- Each speech community may have its own linguistic features including phonological, morphological and lexical levels.

The results of the research instruments used in this work indicated that the majority of the participants confirmed that there are some similar variations in both speech communities of Tiaret and Ain Deheb. According to the findings, these similarities may be occurred in term of meaning, vocabulary or even in phonology. Thus, one can say that the analyzed results support the first hypothesis related to the similarities of both studied speech communities.

Furthermore, remarkable results proved that all the informants indicated that there some differences between Tiaret's speech community and that one of Ain Deheb. According the analysis of the questionnaire, it is remarkable that each

speech community have its own linguistic features including phonological, morphological and lexical levels. Therefore, a confirmation of the second hypothesis is obtained.

To sum up, one can say that generally both communities are using different linguistics features and some of it used by both communities.

2.9. Suggestions and Recommendations for Further Research

the present research has some limitations for example: the case of corona virus and when conducting the research instruments, the participants face some problems in expressing their points of view which make it difficult for the researcher to analyse the gathered information.

On the far side of this investigation, there are still other areas of research that need to be taken into consideration and to be studied. For example; how can the social variables affect on the speech community. Another suggestion can be proposed that which exact languages did influence the speech communities of Tiaret and Ain Deheb.

2.10. Conclusion

This chapter was devoted to the research methodology, data analysis and the interpretation of the obtained result about the two different speech communities of Tiaret and Ain Deheb. The researcher tried to clarify the methodology used in the present work. She also introduced the methods and research tools used for the investigation. The chapter also included the analysis of the data collected in addition to the discussion of the main findings.

To conclude the chapter, the investigator found that her hypotheses were proved according to the findings of the research tools. Besides he provided some recommendations and suggestion for further research.

General Conclusion

General Conclusion

The field of language variation and change has long been an interesting subject. Looking for the possible factors involved, the field has been considered from different angles. Sociologists have made many researches about the diversity of languages, as well as, dialectologists who their interests were about the dialect only among various communities.

This paper has investigated two various speech communities. The first, was Tiaret's speech community, the second was that one of Ain Deheb. This research work carried out to see the similarities and the differences between the two neighbouring societies, and uncovering the reasons behind the diversity occurred between them.

To explore the issues cited above, the researcher used a combination of qualitative and quantitative data collection methods in her case study. The main objective was to get answers for the research questions presented previously.

This research paper was divided into two chapters. The first part dedicated to the theoretical landscape. It dealt with the definitions of the main concepts related to the topic. Also, it has highlighted differences between some terms like language vs. dialect, sociolinguistics vs. dialectology. The chapter ended with presenting both speech communities of Tiaret and Ain Deheb.

This research undertook a study at Ibn Khaldoun university of tiaret. Then, the researcher moved outside to carry on her investigation. Chapter two tried to set out the basic steps of the case study. It attempted to depict the situation, research instruments used, and analyzing data using quantitative and qualitative methods. The researcher adopted two research instruments including: a questionnaire and an interview. The questionnaire was administered to EFL students to uncover some variations between the two speech communities. The interview was dealt with random people selected outside the university speech communities studied in this work.

The main results obtained from the questionnaire and the interview showed that there are some similarities between the two speeches and there are some words used in both societies and cannot change either here or there such as: like or love: /jebghi/ and go: /rǝħ/. As well as the similarities, there are some differences in term of meaning, vocabulary, and phonology.

Further findings indicated that the reason behind the diversity of the speech communities of Tiaret and Ain Deheb goes back to the origins of both people.

Finally, the present research has some limitations for example: when conducting the interview, the subjects refused using video recordings and it was a bit difficult for the researcher to take notes. Besides, it should be mentioned that the current study is not sufficient for presenting all aspects related to the topic under the investigation. Therefore, this work opens the doors to further research for example; how can the social variables affect on the speech community. Another suggestion can be proposed that which exact languages did influence the speech communities of Tiaret and Ain Deheb.

aimed to investigate their attitudes toward the similarities and the differences between the

BIBLIOGRAPHY

Ball, M.J. (2005). *Clinical Sociolinguistics*. Oxford: Blackwell publishing LTD.

Bantam (2006). *Definition and Examples of Language Varieties*. *ThoughtCo*.

<https://www.thoughtco.com/language-variety-sociolinguistics-1691100>

Brown, J.D. (2001). *Using Surveys in Language Programs*. Cambridge, UK: Cambridge University Press.

Chambers, John, K. & Trudgill, (1998). *Dialectology*. Cambridge: University Press.

Chambers, J. K. (2003). *Sociolinguistic Theory*. 2nd Edition. Oxford: Polity Press.

Chambers, J.K & Trudgill, P. (2003). *Dialectology*. Cambridge: Cambridge University Press.

Chambers, J.K and Trudgill, P. (2004). *Dialectology*. 2nd Edition. Cambridge: Cambridge University Press.

Fasold, R. W. (1990). *The Sociolinguistics of Language*. Oxford: Blackwell Publishing Ltd.

Fought, C. (2004). *Sociolinguistic Variation: Critical Reflections*. New York: Oxford University Press.

Hudson, R. A (1996). *Sociolinguistics*. 2nd Edition. Cambridge: Cambridge University Press.

Jespersen, O. (1922). *Language: Its Nature, Development and Origin*. London:

George Allen & Onwin.

Kothari, C. R., & Garg, G. (2014). *Research Methodology Methods and Techniques*. 3rd edition. New Dellhi: New Age International (P) Ltd.

Labov, W. (1966). *The Social Stratification of English in New York City*.

Washington, DC: Center for Applied Linguistics.

Labov, W. (1969c). *The Study of Nonstandard English*. Washington, DC:

Center for Applied Linguistics.

Morgan, M. (2004). *What are Speech Communities?*. *Cambridge University*.

press<http://assets.cambridge.org/97811070/23505/> (11/02/2019).

Mack, N., Woodsong, C., Macqueen, K., Guest, G. & Namey, E. (2005).

Qualitative Research Methods: A Data collector's field guide.

Triangle Park, North Carolina: Family Health International.

O'Leary, Z. (2004). *The Essential Guide to Doing Research*. London: Sage Publications.

Paoletti, I. (2011). Sociolinguistics. sociopedia.isa. *Universidade nova de lisboa, portugal* <https://www.coursehero.com/file/32171704/Sociolinguisticspdf/> (21/03/2019).

Patton, M.Q. (1980). *Qualitative Evaluation Methods*. Beverly Hills: Sage Publications.

Richard, N. (2018). What Does Isogloss Mean in Linguistics?. *thoughtCo*.
<https://www.thoughtco.com/isogloss-linguistics-term-1691085> (08/04/2019)

Romaine, S. (2000). *Language in Society: An Introduction to Sociolinguistics*

2nd ed. Oxford: Oxford University Press.

Ronald, B.G., Thomas, P.M. & Frederick, N.M. (2011). *Communication Sciences and Discourses: From Science to Clinical Practice*. 2nd Edition. Sudbury, Massachusetts: Jones and Bartlett Publishers.

Trudgill, P. (1978) *Sociolinguistic Patterns in British English*. London:

Edward Arnold.

Trudgill, P. (1995). *Sociolinguistics: An Introduction to Language and*

Society. England: Clays Ltd., St Ives plc.

Trudgill, P. (2000). *Sociolinguistics: an introduction to language and society*.

4th Edition. London: Penguin Books

Wardhaugh, R. (1992). *An Introduction to Sociolinguistics*. 2nd Edition.

Malden: Blackwell Publisher.

William, A. & Kretzschmar, Jr. (1996). *Dialectology and Sociolinguistics:*

Same Coin, Different Currency. Great Britain: Pergamon.

Wardhaugh, R. (2006). *An Introduction to Sociolinguistics*. London:

Blackwell.

Wardhaugh, R. (2006). *An Introduction to Sociolinguistics*. 5th Edition.

Oxford: Blackwell Publishing LTD.

APPENDICES

Questionnaire:

This questionnaire aims to circle some differences between Tiaret speech and that of Ain Deheb. You are kindly invited to answer this questions, tick where appropriate or answer when necessary. Your contribution is of great importance to this research.

Rubric one: Personal Information

1. Place of birth:

2. Origin of parents: father (.....) Mother (.....)

3. Place of residence:.....

4. My Arabic dialect is:

Tiaret dialect

Ain Deheb dialect

5. There are differences between my dialect and other neighboring dialects

A lot

some

None

6. In case there are differences, they are:

Pronunciation

grammatical

lexical

Rubric Two: Phonological Variation

7. How do you pronounce the Arabic phoneme /ʕ/ in words like /naʕraf/ (I know, respectively)? (Circle the appropriate answer)

[ʕ]

[ʔ]

8. What is the dialectal equivalent of the Arabic word /dʒazza:r/ (butcher)? (circle the appropriate answer)

/ʒazza:r/

/dʒazza:r/

9. How do you pronounce the dialectal equivalents of the word /moɣroʃ/ (spoon, respectively)? Circle the appropriate answer.

/moɣroʃ/

/moqroʃ/

Rubric Three: Morpho-syntactic Variation

10. When you address a woman, you use the pronoun: (circle the appropriate answer)

/nti/

/ntija/

11. When you call a female without using her name, you say: (circle the appropriate answer)

/jatel/

/jatla/

Rubric Four: Lexical Variation

12. What dialectal word do you use to call a person?

.....

13. What dialectal word do you use for 'spoon'?

.....

Interview

The following interview is a part of my research work about the difference between Tiaret speech community and Ain Deheb speech community .You are kindly requested to answer the following questions

Rubric one: Personal Information

Age:

Origin (place):

Rubric two: Linguistic knowledge

- 1.Are there any significant similarities between Tiaret speech community and that one of Ain Deheb?
- 2.If yes, in term of what?
- 3.What are the differences between the two speech communities?
- 4.What can be the reason behind this gap?
- 5.What are the most common words used by Tiaret and Ain Deheb's speech communities and cannot be change either here or there?

ملخص:

الهدف الرئيسي من انشاء هذا البحث هو تحليل و دراسة اللهجة المحلية لتيارت و عين الذهب, بمساعدة البعض من طلبة جامعة ابن خلدون بتيارت من خلال اجابتهم على الاستبيان المقدم لهم و بعض الافراد من عامة الناس, عبر مقابلة اجريت معهم في كل من عين الذهب و تيارت. النتائج اظهرت انه يوجد بعض التشابه بين اللهجتين, و اختلافات اغلبها تكمن في الكلمات, المعنى و طريقة النطق.

Résumé:

L'objectif principale de l'établissement de cette recherche est d'analyser et d'étudier le dialecte local de Tiaret et Ain Deheb avec l'aide de quelques étudiants de l'université Ibn Khaldoun de la wilaya de Tiaret, en répondant au questionnaire qui leur a été présenté ainsi qu'à certaines personnes du grand public, à travers un entretien mené avec eux à la fois à Ain Deheb et à Tiaret. Les résultats ont montré qu'il existe des similitudes entre les deux dialectes et des différences, dont la plupart réside dans les mots, la signification et la prononciation.

