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Analysing the Use of Speech Accommodation: Convergence and Divergence among EFL Teachers and Students at Ibn Khaldoun University of Tiaret

Case Study: Master One Students of Linguistics

A Dissertation Submitted to the Department of English as a Partial Fulfilment of the Requirements for the Degree of Master in Linguistics

Submitted by: **Supervised by:**

Miss Hamida CHEKROUN   Dr. Khaled BELARBI

Miss Houria CHERITI

Board of Examiners:

Members of Jury	Name & Surname	Rank	Institution
President	Dr. Amina BOUGUESSA	MCB	University of Tiaret
Supervisor	Dr. Khaled BELARBI	MCA	University of Tiaret
Examiner	Dr. Louiza BELAID	MCA	University of Tiaret

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Dedication

All praises are due to Allah for giving me willpower and determination to accomplish this dissertation

I dedicate this work to my beloved family, I always promise myself to make you proud of me .Thank you for your love, care, and support

To my parents, without you this journey would not have been possible

To my dearest father, my first source of motivation and hard work

To my lovely mother, your support and prayers mean the world for me

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First, I want to thank Allah for giving me the willpower and determination to complete this work.

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Abstract

Communication Accommodation Theory deals with the linguistic and behavioural adjustments that participants make in different contexts, either using convergence to resemble the other's speech patterns or divergence to differentiate themselves from them. This study aims at analysing the use of speech accommodation among EFL teachers and students. In this prospect, it highlights different situations of using both strategies of accommodation, and brings insights into the interpretation of the motives behind them. Additionally, it emphasises the factors that influence the choice of convergence or divergence in the EF context. The study involved 100 students of Master One Linguistics and interviewed 13 teachers from the English department. The obtained data reveal that both teachers and students accommodate their speech patterns according to several factors ,and highlight the situations of using speech accommodation in EFL context, in particular at the University of Tiaret. The findings indicate the motives that push them to converge and diverge and interpret the factors that influence their choice of these two forms of adjustments. Furthermore, convergence is the most preferable strategy to seek mutual understanding , however, some prefer divergence to express themselves freely, in order to reach their target goals and establish the desired relationships.

Keywords: communication accommodation theory, speech patterns, EFL students, convergence, divergence

List of Abbreviations

ADA : Algerian Dialectal Arabic

CA : Classical Arabic

CAT : Communication Accommodation Theory

CM : Code Mixing

CS : Code Switching

EFL: English as Foreign Language

ESA: Educated Spoken Arabic

Fr : French

H : High Variety

L : Low Variety

L1 : First Language (Mother Tongue)

L2 : Second Language (Foreign Language)

MSA : Modern Standard Arabic

SAT : Speech Accommodation Theory

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Key to Phonemic Transcription

Arabic Language Consonants in Letters and Symbols

Letter	Name	Symbol
ا	ʔalif	/a/
ء	Hamza	/ʔ/
ب	ba:ʔ	/b/
ت	ta:ʔ	/t/
ث	θa:ʔ	/θ/
ج	ǰi:m	/ǰ/
ح	ħa:ʔ	/ħ/
خ	xxaʔ	/x/
د	da:l	/ d /
ذ	ða:l	/ð//
ر	ra:ʔ	/r/
ز	za:y	/z/
س	si:n	/s/
ش	ʃi:n	/ʃ/
ص	ṣa:d	/ṣ/
ض	ḍa:d	/ḍ/
ط	ṭa:ʔ	/ṭ/
ظ	ẓaaʔ	/ẓ/
ع	ʕayn	/ʕ/

غ	γayn	/γ/
ف	fa:ʔ	/f//
ق	qa:f	/q/
ك	ka:f	/k/
ل	la:m	/l/
م	miim	/m/
ن	nu:n	/n/
ه	haaʔ	/h/
و	waaw	/ w/
ي	yaaʔ	/y/
پ	/	/p/
پ	/	/g/

Arabic Language vowels in Letters and Symbols

Arabic Vowels	Vowel Sound in English
أ	/a/
آ	/a:/ or /æ/
إ	/i/
إي	/i:/
أ	/u/
أُو	/u:/
يًّ	/ʊ/
يو	/ʊ:/

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General Introduction

General Introduction

Language serves as a medium of communication, either verbally or non-verbally. Communication is a significant process that entails exchanging information, expressing thoughts, sending messages, and maintaining social relationships. People are in continuous communication since humans are social creatures. This social skill requires some components in order to be successful, which are: the context, the sender, the message, encoding, the receiver, the channel or the medium, decoding, and the feedback.

Language and communication are interrelated since communication is the process that involves language as a medium. In sociolinguistics, the use of language in different social contexts is the centre of interest. It concentrates on the ways social interactions shape language use. It is common that language is characterized by variation depending on various factors. Additionally, how people communicate with each other is a subject of change and variation. In a specific context, such as a university, communicating with classmates or friends is very distinct from communicating with teachers. Similarly, the way teachers communicate with their colleagues is totally distinct from the way they communicate with their students.

Social interaction demonstrates many things about communicators' attitudes, identities, and communicative styles. Interactants (in this case, we are concerned with students and teachers) modify their way of communicating according to each other's, either consciously or unconsciously, depending on a number of factors such as the topic discussed, the surroundings or context, the individuals involved, the power relationships between them, the target goal, and how they perceive each other's.

The above-cited process in linguistics is called accommodation. In this context, it is worthy to mention Communication Accommodation Theory (CAT), which was suggested by the British psychologist Howard Giles in 1973 and was initially known as Speech Accommodation Theory (SAT). It refers to accommodating aspects of language (word choice, tone, accent, and dialect) and communicational behaviour based on the similarities and differences that exist between the interlocutors. Speakers' perceptions and attitudes affect the way they talk. There are two types of adjustment used: the first is convergence in order to resemble the speech style of the other participant, and the second is divergence in order to differentiate their speech style from that of the other participant.

This study addresses the aforementioned linguistic process of speech accommodation. It highlights in which situations EFL teachers and students at Ibn Khaldoun University of Tiaret use these strategies of convergence and divergence. Besides, it attempts to analyse the motives behind doing these accommodations.

Background Significance

Communication accommodation theory helps us to understand the ways people accommodate their speech using the two strategies of convergence and divergence. It has a wide scope because it serves as a framework for many research projects in different fields of media, psychology, and intercultural studies. Moreover, it has great practical value due to its broad applicability to various communicative scenarios, such as the workplace, between family members, and partnerships. The study at hand relies on the accommodation theory approach in order to build this research.

Statement of Purpose:

The purpose of this dissertation is to apply Communication Accommodation Theory in the university context, in a way that attempts to explain how and why teachers and students accommodate their communication styles according to each other's. In order to understand student-teacher communication, which is directed towards creating better classroom conditions for facilitating interaction and promoting comprehension.

Aims and objectives of the Study:

Based on this social and psychological approach of language variation, this study aims at:

1. Shedding light on the process of speech accommodation among English language teachers and students at Ibn Khaldoun University of Tiaret.

2. It aims to provide insights into interpreting the motives that push them to engage in using the two forms of adjustments, which are convergence and divergence.

3. The ultimate objective is to better understand the ways accommodation and its strategies facilitate the achievement of social goals and the maintenance of the desired relationships.

Research Questions:

The following research questions are put forward in order to investigate this study:

1. What are the factors that make EFL teachers and students adjust some aspects of language while interacting with each other?

2. What are the motives that contribute to the use of convergence and divergence strategies of communication?

3. Which type of accommodation strategy is used most often by English language teachers and students?

Research Hypotheses:

In order to answer the above-mentioned research questions, the following hypotheses are suggested:

1. The factors that may lead to adjusting aspects of language by EFL teachers and students in their interaction are the context and the target goal of communication.

2. Convergence can be used in order to promote better understanding. Divergence can be used to show identity.

3. Convergence may be the accommodation strategy that is most often used by EFL teachers and students.

Research Design:

This study is based on a descriptive and analytical design. In order to answer the research questions and test the suggested hypotheses, the mixed method is used, which covers both qualitative and quantitative methods to describe the situational usage of convergence and divergence and analyse their motives. The quantitative method is used to measure the use of these communicative strategies. Data collection tools include a questionnaire directed to the students and an interview with teachers. The sample of this study is precisely Master One Linguistics degree EFL students as well as teachers of the English department at Ibn Khaldoun University of Tiaret.

The Structure of the Dissertation:

This dissertation is composed of two theoretical chapters and a practical one. The first chapter deals with aspects of the sociolinguistic situation in Algeria; it contains historical background and the language varieties that exist within the country (Arabic, Berber, French, and foreign languages). In addition, it demonstrates the phenomenon of language contact and its outcomes (bilingualism, multilingualism, code switching, code mixing, borrowing and diglossia), moreover linguistic accommodation which is related to our topic. Chapter two

reviews the existing literature related to the topic, including communication and its levels. Speech Accommodation Theory and Communication Accommodation Theory with all its details (convergence and divergence, principles, functions, dimensions, strengths and weaknesses, and some related theories to CAT) .Finally, chapter three involves the methods used to conduct this research, data collection tools, data analysis of the questionnaire and the interview, discussion of findings, referring to limitations of the study and suggesting directions for future research in this area.

Chapter One:

Aspects of the Sociolinguistic Situation in Algeria

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Introduction

This chapter is concerned with aspects of the sociolinguistic situation in Algeria. It describes Algerian history, which witnessed many periods of invasion that had a great impact on shaping the sociolinguistic profile of the country. Furthermore, it highlights the verbal repertoire of the Algerian speech community, which includes Arabic language with its varieties ,Berber, in addition to foreign languages such as French, English, Turkish, and Spanish. Besides, it discusses the outcomes of language contact in Algeria, which covers diglossia, bilingualism, multiligualism, code mixing, and borrowing. In addition, it briefly mentions linguistic accommodation, which is related to our topic.

I.1.Historical Background of Algeria

Algeria's history shows that it has experienced numerous invasions and conquests. Due to the coming of many peoples and the establishment of various cultures and civilizations, the original inhabitants were exposed to different languages. Linguistically speaking, this has given Algeria a complex verbal repertoire. Before the 9th century, Algeria sheltered various cultures and civilizations.

Map1.1. Geographical Location of Algeria.Retrieved from https://followthepin.com/where-is-algeria/

Algeria was originally marked by the Berber presence, followed by the Carthagi civilization established by the Phoenician traders who arrived in North African territories in 1250 BC, where they settled in Carthage (Kaplan & Baldauf Jr., 2007). The Carthaginians were defeated by the Romans in the Punic Wars; they took control of the area after defeating

the king Jugurtha of Numidia (106–430 B.C.). Six centuries later, Vandals from the north of Europe came to replace the Roman Empire in Algeria. Berber, Punic, and Latin were the languages in use at that time. After a settlement lasting more than a century between 430 and 533 B.C, the Byzantines put an end to the Vandal domination. Some years later, Byzantine control was ended by the invasion of Arabs. The Arab conquest's aim was to implement and introduce the Arabic language and the Islamic religion. By the end of the 15th century, Algeria had witnessed the Spanish settlement. The city Oran was occupied by Spain for three centuries, which was followed by the Ottoman Empire.

The Ottoman Empire occupied Algeria from 1517 until 1830, an invasion that lasted for four centuries and saved Islam for more than 300 years. French colonialism ended the Turkish rule in 1830 with the capture of the capital port city of Algiers. It lasted more than 132 years, and during this long period, it could influence the Algerian society both at the cultural and linguistic levels. The French language had a deep influence on the Algerian speech community and all the main domains in a dramatic way. The French colonial era came to an end on the 5th July 1962.

Map1.2. The French Invasion of Algeria Between the Years (1830-1956).Retrieved from
https://fanack.com/algeria/history-of-algeria/european-and-ottoman influence-in-algeria/

Section One: The Algerian Verbal Repertoire

I.2.The Algerian Verbal Repertoire

The Algerian verbal repertoire is the product of history and contact between various cultures and languages. Algeria is characterised by the existence of many language varieties that can be classified as follows:

I.2.1.Arabic Language

Arabic is a Semitic language that belongs to the Afro-asiatic language family. It is one of the most complex languages in the world due to its richest vocabulary and unique phonological and morphological systems. The Italian Orientalist Carlo Afonso Nallino said *"Arabic language has surpassed all other languages in beauty and elegance. I am at a loss for words to describe its good qualities"*. Arabic is the official language in Algeria. It has three distinct varieties.

I.2.1.1.Classical Arabic

Classical Arabic is an old variety of Arabic, the language of the holy book Quran, and Al Hadith.CA has a religious value since the official religion of the country is Islam. It is the language of worship and prayers, mainly used in mosques .It is the most pure version of Arabic language.

I.2.1.2.Modern Standard Arabic

Modern Standard Arabic, also known as El Fusha, is a simplified and modern version of CA. It is codified and standardised. It unifies the Arabic countries and facilitates communication between them because regional Arabic dialects contain many dissimilarities.

*Modern Standard Arabic is standardised and codified to the extent that it can be understood by different Arabic speakers in the Maghrib and in the Arab World at large. It has the characteristics of a modern language serving as the vehicle of a universal culture. (*Ennaji ,1991,p. 9)

MSA is an official language in the country that enjoys a certain level of recognition, thus it is used in both oral and written forms, in formal settings (such as administrations, religious speech, television, radio, and newspapers), and for educational purposes since it is the first language learned at schools. It is considered a national language because it is part of the Algerian identity.

MSA is very different from the spoken dialect acquired at home. Few people in the Algerian society reach an acceptable level of competence. In fact, using it outside the contexts mentioned above would be seen as out of place and even become a topic of derision. Most Algerians switch to French when discussing a scientific, medical, or technological topic. MSA is highly recognized in the Arab world, and even at the international level, it has official and national status in the country. However, it is hardly spoken or used by the majority of people because they mainly speak ADA alongside Berber or French.

I.2.1.3. Algerian Dialectal Arabic

Algerian dialectal Arabic, also known as El 3amiya or Darja, is considered the mother tongue of the majority of the Algerian population. It represents the language of daily communication since it is acquired in early childhood as the native language in a social environment without any instructions. ADA reflects the oral heritage of popular songs, poems, stories, and sayings. Taleb Ibrahimi said:

These Arabic dialects constitute the mother tongue of the majority of the Algerian people (at least for those who are originally Arabic speakers), the language of the first socialisation, of the basic community. It is through it that the imaginary and the affective universe of the individual is built up .(1995,p.33)

ADA is a colloquial Arabic used in daily communication and informal conversations at home. It is the mother tongue of the majority of the population and the language of the street; it is partially intelligible with Tunisian and Moroccan. It is a mixture of language varieties in a dialect continuum because it exists in various forms.

Many varieties of the Algerian Arabic can be distinguished; there is the Arabic of Algiers, which is mostly influenced by Tamazight and Turkish, the Arabic of Oran, which is influenced by Spanish, the Arabic of Tlemcen is influenced by Andalusian Arabic, and many others (Leclerc, 2017).

I.2.2.Berber

The term "Berber" is derived from "barbarian," which was first used by the Romans and Greeks to describe people who refused to be part of their imperial "free man". Tamazight is the language of the original people of Algeria, and it is still used today in some regions of the country as a minority language. The terms Berber and Tamazight are used interchangeably .Bouamrane (1986) stated that "the *true name of Berber language is Tamazight" (*p. 27*)*. It is considered a national language in the country.

I.2.2.1.Geographical Distribution of Berber

The major Algerian Berber dialects are Takbaylit in the north, Tachawit, Mzab Tamazight, and Tamachak in the Algerian Sahara and Touarg regions (Achab, 2001). There are twelve distinct varieties of Tamazight. This geographical distribution is matched by a remarkable diversity. It is the national language of the country.

First, Taqbaylit (Kabyle) is an important Berber variety in Algeria, spoken in the central north of the country. The Kabylia region combines Tizi Ouzou, the capital city of Great Kabylia, and Bejaia, the main city of small Kabylia, as well as other urban areas such as Boumerdes, Bouira, and Bordj Bouariridj.Second, Tashawit (Chaoui) is spoken in the Aures region in the eastern south of Algeria. It includes different urban cities such as Batna, Souk Ahras, and Khenchla. Moreover, Tamzabit is the variety spoken by the Mzabs, a conservative speech group settled in different urban centres of the country, which has made it an important Berber community.Furthermore, Tamachaq is spoken in the Ahaggar and Tassili areas in the south of Algeria; it represents the main sub-branches of the Tuareg variety. In addition to the above mentioned important Berber speech communities, there are other small ones in Ouargla, Bechar, Ain Sefra, the Gourrara in Timimoun, Jbel Bissa (in the Area of Tenes), and Tachenwit (spoken in the cities of Tipaza and Cherchell in the west of Algiers). (Leclerc, 2017). Tamazight is introduced into the educational system as an optional language in schools and universities in Tizi Ouzou, Bejaya, Bouia, Boumerdes, and Skikda (Mouhleb, 2005, pp. 9–20). Tamazight has not yet reached its desired status. As stated by Marouf (2017), it could not impose itself in Algeria on a larger scale due to its writing system, which still struggles over which graphic to use Arabic or Roman.

Map1.3. Dialects Spoken in Algeria Adopted from (Histoires Berbers, 2019).Retrieved from
http://myngoalgeria.weebly.com/geography-and-environment.html

I.2.3. French

French is the first foreign language in Algeria. Its dominance in the current linguistic situation is a result of the countries deep historical connections. Its status had changed from one period to another, but its wide spreadness is quite remarkable. French is widely used in both formal and informal settings, and it has also been integrated into many spoken dialects.

Indeed, it is used for instruction in scientific and technological university courses like medicine and architecture because it has access to the required technical terminology. Additionally, it is the language of social promotion in society since individuals who are competent in French are considered to be elite. Taleb Ibrahimi said that it is "the *language of modernity, techniques, social promotion, and opening to the world" (1995, p. 108)*.

It has an official status and is used in various official contexts and in many significant spheres of life (government, administration, and media). It is noticeable that French culture and language have a profound effect. Ben Bella stated in this regard:"*we think as Arabs*, *but we speak French"*. (Abassia, 2021, p. 83). Thus, it is a language that enjoys social prestige in Algeria because some individuals prefer to use it to gain recognition and have a sense of belonging to the educated class. Most people who hold significant positions use French frequently and feel more comfortable expressing themselves in French than in Arabic.

I.2.4. English

English is the second foreign language in Algeria. Despite the fact that it is the lingua franca and the dominant language in the technology field, all economic activities are largely carried out in French. Nowadays, it is the ideal medium of communication, according to the international linguistic community. The official statement of the ministry of education Boubekeur Benbouzid in 2005 indicates this superiority and how essential its learning is to the improvement of the country. People should consider it as more than a foreign language that is learned but as a serious opportunity for change and access to progress.

The goal of teaching English is to help our society integrate harmoniously into modernity by participating fully and entirely in the linguistic community which uses this language for all types of interaction. This participation, based on the sharing and exchange of ideas and scientific, cultural and civilizational experiences, will allow a better knowledge of oneself and of the other. We will thus go beyond a narrow and utilitarian conception of learning English to move towards a more offensive approach where we will no longer be consumers but actors and agents of change. Thus everyone will have the opportunity to access science, technology and universal culture while avoiding the pitfall of acculturation. Ministry of the national education of the Republic of Algeria. (Cordel, 2014, p.234)

There are claims that the presence of French in Algeria is preventing the spread of the English language. Whereas many experts claim that the growth of English should not imply that it should replace an already existing language or that authorities should get rid of a specific language to allow English to grow in the country.

English today signifies its capacity to access modernity, and the nation is in urgent need of it to boost its economy and integrate into globalisation, as the Algerian minister of education stated. In July 2022, the president of Algeria Abdelmadjid Tebboune announced the implementation of English in the primary schools starting in the third year of the new academic year (2022_2023).The rapidity of this reform involves many motives regarding the language of colonisation. President Tebboune said that "the *French language is a 'war trophy,"* but English is an international tongue". This language policy brought different reactions from educationalists, teachers' unions, and politicians. Some of them agree that implementing that language is a good thing to reach universality. However, many feel that the decision was taken in haste, which is unusual because schooling is a long-term process that must be planned over a long period of time.

In recent years, Algerians interests in French have decreased, and English is spreading gradually, especially among the younger generation. The fact that it may compete later with French, which has great historical links to the country, due to many factors, including its global status, people have realised its importance, and are increasingly interested in learning it.

I.2.5.Other Foreign Languages

In addition to the Arabic language with its varieties, Berber, French and English, Algeria was also in contact with Turkish and European languages. This was the case of the Spanish colonial in the west of the country, as well as the Ottoman Empire. *"Algerian Arabic is influenced by many other languages that it has been in contact with throughout history, like for example Arabic, Tamazight, French, and it even contains some Turkish and Spanish words"* (Leclerc, 2017).

I.2.5.1.Spanish

The Algerian city Oran was occupied by Spain for three centuries. There are some traces of Spanish in the dialects spoken in the north-western part of Algeria because the inhabitants of these areas were in contact with Spanish people. The Spanish linguistic legacy can be seen in many aspects of the Spanish borrowing used in ADA.

- The word falso ⟶ describes a person who is not true or a hypocrite
- Names of places "Toponymy":

Gambetta ⟶ an area in Oran

Marine ⟶ the port of Beni Saf in Aïn Témouchent

Santa_Cruz ⟶ a famous Spanish castle located in Oran

Spanish words used in ADA ⟶ **Phonemic Trancription** ⟶ **Meaning in English**

Spanish words used in ADA	Phonemic Trancription	Meaning in English
Bella	/ billa/	Beautiful
Plaza	/pla:sa/	Yard
Fitchta	/ fiʃʈa/	Party
Barraca	/barra:ka /	Cottage

I.2.5.2.Turkish

In 1517, Algeria was ruled by the Ottoman Empire, an invasion that lasted four centuries. It reinforced Islam as the only religion in the country and significantly influenced the urban language varieties (Algiers, Béjaïa, Médéa, Constantine and Tlemcen) which have borrowed a number of Turkish terms in various spheres of daily life.

Turkish words used in ADA ⟶ Phonemic Trancription ⟶ Meaning in English

- Kalb   /qalb/   Heart
- Pazar   / baza:r/   Market
- Paşa   / ba:ʃa:/   Pasha
- Reis   / rayis/   Leader

I.3.The Arabization Policy

French colonialism in Algeria lasted for over a century and had a deep influence both culturally and linguistically. It adopted a policy of suppression to destroy the Algerian identity and to split the people from their culture and language. As a result, a big part of the population was illiterate, but most teachers and administrators were educated in French. "*It was the national language, and Algeria was considered a French colony. Hence, all signs of previous civilizations were to be erased* "(Berger, 2002). French was the sole language employed in all domains. Hence, Arabic and Tamazight were only used at home and in daily conversations. After gaining independence in 1962, Algeria had serious linguistic issues in addition to the economic and political struggles it faced. The main task was to restore a national linguistic situation, although doing so proved to be extremely challenging. The controversial and ambiguous status of French in Algeria was described as:

> *Without being an official language yet the French language carries officiality. Without being the language of education, it still is the language used to hand over knowledge. Without being the language of identity, it still fascinates the collective cultural imaginary of different forms and through different channels.* (Sebaa, 2002, p. 85)

After independence, the Algerian government decided to preserve the Algerian identity and regain the status of the Arabic language by implementing a policy called Arabization. "*Their myth of modern Algeria had three basic elements: an independent Algerian country, Arabic as the national language, and Islam as the sole religion* "(Berger, 2002, p. 29).

Using French as a dominant language would constitute a national shame; therefore, multiple initiatives were taken to Arabize the country, including engaging Middle Eastern educators to teach in schools and universities and enlisting the support of writers, artists, and other intellectuals to draw attention to embracing Arabic and rejecting the enemy language. According to Rabai Maamri (2009), all the important domains and the official settings, such as administration, media, and schools, used Arabic only with the prohibition of using French.

A group of educated people called "Francophones" were unable to resist the influence of the French. In addition, they argued from an economic point of view that French was widely used, provided access to the modern world, and was more beneficial to the nation than Arabic. "*Besides, women associated the French language and culture with modernism and equality, whereas Arabic was for them a symbol of frustration and inequality"(Hassaine, 2011)*

MSA and French were subjects of constant debate in the country between the Arabophones and the Francophones. This conflict resulted in a serious identity crisis that the Algerians have been going through since independence. No matter how insistent the leaders and the Arabophone section of the population are defending Arabic as the language of the nation and as the country's identity; French is very much present not only in many official spheres but also in the everyday Algerian spoken dialect.

Many intellectuals and politicians viewed French as a language that has contributed to connecting Algeria to the western world, it is now a part of the Algerian identity as much as Arabic, separating it from its colonial roots and embracing it as a language. Producing literary and scientific works in French that carry out a unique Algerian perspective The Algerian intellectual Kateb Yacine claimed that:

At that time, I felt it necessary to speak French even better than the French themselves, to convince them that we were not French. Someone had to write a book in a language that would truly shake the French, to the point of saying: This – This is Algeria! (Aziz, 2015, p. 4)

President Boumedien was one of the strongest defenders of Arabization; he believed that the only way to reconstruct a national identity was by promoting the national language of the country, which is Arabic, as the sole language of the Algerians. He claimed: "Without *recovering that essential and important element, the national language, our efforts will be in vain, our personality incomplete, and our unity a body without a soul''* (Tilmatine,

2015, p. 7). Despite the process of "Arabization" that has been adopted after independence, French could remain one of the most widely used languages in Algeria, with a considerable prestige in the society.

<div align="center">**Section Two:The Outcomes of Language Contact in Algeria**</div>

I.4 .Language Contact in Algeria

Algeria was a subject of contact between different languages and cultures due to its history. In fact, the language situation is characterised by a high degree of variation and by the use of three languages in contact, mainly Arabic, French, and Berber. In this respect, the outcomes of this contact result in different sociolinguistic phenomena such as bilingualism, multilingualism, diglossia, code switching, code mixing, borrowing, and so forth.

I.4.1.Bilingualism

The word bilingualism can be divided into two parts: "bi" means two, and "lingualism" means languages; hence, bilingualism refers to the ability to use or speak two languages. This concept is relative and has different definitions. It can refer to one person (individual bilingualism); Haugen (1981) considered bilingualism *"the knowledge of two languages"* (p. 74), to illustrate that many parents in Algeria are bilinguals; in the case of Berber, they use French, Arabic, and Berber. Alternatively, it can refer to a speech community as a whole (Societal bilingualism); for example, in Canadian society, both French and English are the official languages and are used in daily interaction. According to Downes (1998),"*societal bilingualism is the situation in which two or more distinct languages form the repertoire of a community" (p. 46).*

I.4.1.1.Degrees and Types of Bilingualism

Degrees of bilingualism are associated with acquisition and learning, which control the extent to which individuals are fluent and accurate. When a language variety is acquired in its natural environment without any effort, competence is developed in the four skills. However, learning a language in a formal context by following instructions results in different degrees of competence from one person to another. It is possible to categorise bilinguals according to their skills in the language and the context of acquisition or learning.

Weinreich (1963) introduced some kinds of bilingualism. Coordinate bilinguals are individuals who have learned or acquired the codes in two separate contexts. For example, by learning French at school and acquiring the mother tongue ADA at home, he or she has

internalised two distinct systems in their minds. Compound bilingualism refers to learning two languages in the same context. These codes would not be internalised as separate systems, though their syntax is different, as in the case of MSA and ADA, or French and English, which could be studied in parallel. Subordinate bilinguals rely on translation because they cannot think in the second language.

Passive bilinguals are able to understand the language, but they are not capable of speaking or running a conversation. In our context ,most of people understand French but they are unable to speak it .Second, there are individuals who master the language professionally ,they are quite fluent and accurate in communication, in this case they have either acquired the language in its real context or they are specialised in the language and this is what is referred to as dominant bilingual. Third, to be equally proficient in both languages refers a to balanced bilinguals because there is an equilibrium regarding languages. Moradi (2014) claimed that :

> *A bilingual in everyday use is usually considered as an individual who can Speak ,interact, read or understand two languages equally well (which in this case it is called a balanced bilingual), but a bilingual person usually has a better knowledge of one language than another.* (p. 107)

Bilingualism is also related to the objectives behind learning or acquiring a second language. In this respect, Haugen (1981, p.75) recognised other types of bilinguals. Sometimes individuals learn the second language just for occasional needs, such as travelling to a foreign country; here supplementary bilingualism occurs. In complementary bilingualism, the individual learns the second language in order to fulfil functions that his mother tongue cannot. Replacive bilingualism occurs in situations where the individual replaces his mother tongue with the second language in all communicative functions and needs and therefore gradually loses his mother tongue.

Bilingualism exists in Algeria to different degrees. There are more bilinguals in the big urban cities than in small towns. It is noteworthy to mention that people's attitudes towards languages have a strong impact on their frequent usage and competence; not all languages are socially or individually favoured, but they could be disfavoured, especially in a multilingual society like Algeria, where French is taught at schools, but still their use is limited or disfavoured, especially in rural areas. The four language skills are necessary in learning; however, most of the time one skill is absent, as in the case of French in Algeria, where the majority of the population is able to understand French but is not able to respond accordingly. Most Algerian educated people, students, or elites speak French, or at least they understand it.

Even those who may not be able to speak or understand it very well tend to use a lot of French words in their ADA as part of their speech.

I.4.2.Multilingualism

The word multilingual can be divided into two parts: multi, which means "many "and lingual, which means "language". Multilingualism can be defined as "*the ability of societies, institutions, groups, and individuals to engage, on a regular basis, with more than one language in their day-to-day lives*" (European Commission, 2007, p. 6).

Algeria is one of the multilingual countries due to contact linguistics and the interaction of multiple languages. Algerian people speak a variety of languages, including Arabic with its standard variety (MSA) and its colloquial variety (ADA), French, Berber dialects, and foreign languages.

Fusha (or Classical) Arabic1, then Standard or Modern Arabic, a veritabl language of intercommunication between all Arabic-speaking countries, then what we call the "cultivated dialect" or the Arabic spoken by educated people, finally, the register whose acquisition and use are the most spontaneous, what are commonly called the dialects or dialects which are distributed in all countries in local and regional variants. (Taleb Ibrahimi, 2006, p.207)

ADA is a mixture of colloquial dialects that contains many differences, which creat a dialectal diversity within the same country

*This distribution makes it possible to distinguish, in Algeria, the rural dialects from the urban dialects (in particular those of Algiers, Constantine, Jijel, Nedroma and Tlemcen) and to see four major dialect regions emerging: the East around Constantine, the Algiers and its hinterland, Orania then the South which, from the Saharan Atlas to the borders of the Hoggar, itself knows a great dialectal diversity from East to West.(*Taleb Ibrahimi,2006,p.207)

I.4.3.Code Switching

Gumperz defined code switching as "*the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems". (1982, p.59).* It is shifting back and forth between two language varieties within

the same conversation. Concerning alternating between the matrix and embedded codes, the matrix code would be automatically assigned to a socially dominant language, while a minor language serves as the embedded code. Algerian immigrants in France serve as an example of how ADA is the embedded code and French is the matrix code. However, Algeria's situation would entail the opposite. In this regard, Carol Myers-Scotton (1993) emphasises the idea that the matrix code is in some way determined by the "power" it holds in a community. ADA appears complicated; various sentences contain more than one language.

Code Switching sentences in ADA	Phonemic Transcription	Meaning in English
Rah kayen Solde	/rah kayin solde/	There is price cut
Kayen bezef couleurs et modèles	/ kayin beza:f ku:lu:r w mu:del/	There is many colours and modeles
Chhal le prix!	/ʃhal le pri: !/	What is the price!
Hada howa numéro et l'adresse	/hada howa nimiru w la:dress /	This is the number and the address
Chrit telephone	/ ʃri:t tilifu :n/	I bought a phone
Dih 3and réparateur	/ Di:h ʕand riparatu :r/	Take it to the repairer

❖ **Table1.1:Examples of Code Switching in Algerian speech(switching between ADA and Fr)**

I.4.3.1.Types of Code Switching: many code switching types have been identified

a) **Extra-sentential or tag switching:** the most common type is the insertion of a tag such as phrase markers, exclamations from one language into an utterance that is completely in another language (e.g., /ʕeǰbetni hadi la robe/, in English: look at this dress).

b) **Inter-sentential code switching:** it takes place when one phrase or clause is written in one language and the next sentence or clause is written in a different language. It occurs between speaker turns, at the boundary of a clause or sentence, or within a single sentence or clause, it necessitates fluency in both languages (e.g., /ʃhu:fi hadi, haja très à la mode/,in English: look at this, it is fashionable).

c) **Intra-sentential code switching** is the most complicated and difficult in terms of interpretation because it may occur at the clausal, sentential, or even word level within the clause boundary (e.g., /garrab l'aniversaire ntaʕak/ ,in English :your birthday is coming soon).

I.4.4.Code Mixing

Code switching and code mixing are used interchangeably; they are interconnected and slightly different from each other, so it is difficult to distinguish between them.When a word or phrase from a second language is inserted into a sentence that is still in the native language, this is referred to as code mixing.In a single discourse, words from one language variety and words from a different language variety are blended.

Code Mixing Sentence	Phonemic Transcription	Meaning in English
Kont retard	/kunt reṭar/	I was late
Prof galena diro presentation bl datashow	/ prof galena diro prisenṭasu: bel daṭacho/	The teacher told us to do presentation with data show
Rani mrid bl Corona	/ Rani mri:d bel korona viris /	I have Corona virus

❖ **Table2.2:Code Mixing in Algerian Speech (mixing between ADA & Fr)**

I.4.5.Borrowing

Borrowing is the introduction of elements from one language into another because of language contact. Haugen (1950) defined it as "*the attempted reproduction of patterns previously found in another language*"(p.212).The borrowed items may be adopted as they are or assimilated into the host language. Borrowing is sometimes simple and limited as lexical borrowing (borrowing of nouns, verbs and adjectives) and sometimes complex and extensive as structural borrowing (adapted into the host language's features in phonology, morphology, syntax, and semantics). Some words that are integrated into the Algerian speech come from certain languages more than others, and that depends on how long certain colonising countries stayed and the longevity of contact they had with the dialectal Algerian Arabic, the Arabs and the French were the most important invaders that stayed longer.

I.4.5.1.Examples of Loan Words in Algerian Dialectal Arabic

A great number of loan words have been introduced into ADA, some being adapted morphologically and others being used with no modification. In this diverse lexicon, French is present at the lexical level; it does not sound weird at all to hear people say utterances that contain many French words that are used as a part of their dialect. Bouhadiba (1998) asserted that "*French is strongly implanted at the lexical level" (p. 1_2).* French loan words have different forms; some are taken as they are, while others are changed in terms of

pronunciation and structure. Some Algerian Arabic sociolinguists, like Bouamrane (1986), talk about "Franc-Arabic" when referring to Algerian dialectal Arabic.

Borrowed word	French origin	Phonemic transcription	Meaning in English
بومبا	La bombe	/bumba/	Bomb
كارطة	Carte	/karṭa/	Card
رونديفو	Rendez-vous	/Rundi:fu:/	Meeting
لوطو	Automobile	/Lu:ṭu: /	Vehicle
فرملية	Infermiere	/Fermliya/	Nurse
فرشيطة	La fourchette	/Furʃiṭa/	Fork
كوفيرطة	Couverture	/Ku:firṭa/	Blanket

❖ **Table1.3:French Loan Words Used in ADA**

Word in ADA	Spanich language	Phonemic transcription	Meaning in English
سفينة	Babur	/Babu:r/	Boat
صَنْدَالَة	Sandalia	/Sanda:la/	Summer Shoe
لامبة	Lampara	/La:mpa/	Lamp

❖ **Table1.4:Spanish Loan Words Used in the Algerian Discourse.**

Word in ADA	Origin from Turkish	Phonemic transcription	Meaning in English
بقلاوة	Baklava	/Baklawa/	Kind of Sweet pastry
دوزان	Duzan	/Du:zan/	Stuff
شربة	Çorba	/ʃurba/	Soup

❖ **Table1.5:Turkish Loan Words Used in Algerian context**

I.4.6.Diglossia

Diglossia may be broadly defined as a linguistic situation in which different language varieties, whether genetically related or unrelated, have different statuses and fulfil different functions that are determined by official language policy and social agreements in the speech community. Marçais was the first who set up the term in 1930 to describe the linguistic situation in three North African countries: Algeria, Tunisia, and Morocco.

The Arabic language appears under two perceptibly different aspects: 1) a literacy language so called written Arabic or regular, or literal, or classical; the only one that had always and everywhere been written in the past, in which still today ...2) spoken idioms, ...none of which has ever been written...but which everywhere and perhaps for a long time are the only language of conversation in all popular and cultured circles . (Marçais, 1930, p.401)

Ferguson (1959) introduced the term diglossia to describe "*the situation in which two varieties of a language exist side by side throughout the community, with each having a definite role to play*"(p.325). In addition to the everyday language variety of a speech community "low", a highly codified variety "high" is used in certain situations, such as literature, formal education, or other specific settings, but not used for ordinary conversations.

I.4.6.1.Types of Diglossia

Ferguson explained diglossia in Arabic countries, in which the high variety and the low variety belong to the same language but serve different functions. In our context, it is the case of MSA (H), which serves formal and educational purposes, and ADA (L), which serves informal functions like daily communication.

a relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) super-imposed variety, the vehicle of a large and respected body of written literature, either in an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation. (Ferguson, 1959, p.336)

On the other hand, Fishman expanded this narrow definition to deal not only with varieties descending from the same source but also with genetically unrelated ones. He extended the occurrence of diglossic situations both to monolingual societies and bilingual

ones. In Algeria, French is the H; it is used in some companies and in some official settings ,while ADA is the L; which is used at home .In this respect, Fishman stated:"*Diglossia exists not only in multilingual societies which recognize several languages and not only in societies that utilize vernacular and classical varieties,but also in societies which employ several dialects, registers, or functionally differentiated varieties of whatever kind*" (1972,p.92). Contrary to what Ferguson mentioned, Kaye (1972) claimed that the diglossic situation of Arabic is changeable rather than stable. Kaye's claim is based on a study he made in Egypt, Syria ,and Lebanon where he found that Arabic has a middle form, which is a mixture of H and L."*Diglossia in Arabic (perhaps elsewhere too) involves the interaction of two systems, one well defined, the other ill-defined*".(P.47)

I.4.6.2.Educated Spoken Arabic

The emergence of an elite who felt unsatisfied with MSA as an expressive tool for many aspects of modern life, while the dialect is suitable only for ordinary demands, called for the development of a modern spoken variety that might be understood by all strata and levels of the population. This diaglossic situation has given birth to a middle variety called "Educated Standard Arabic". It is a modernised and simplified version of MSA. Al-Husari (1985) described ESA as:"*a spoken language that has developed in an educated environment in all Arab countries and has acquired many of the characteristics of Standard Arabic (fus-ha) while avoiding many of those of colloquial Arabic ('ammiyah)*" (p. 283). It can be used by educated people in semi-formal written and spoken communication such as interviews, the media, politics, and business.
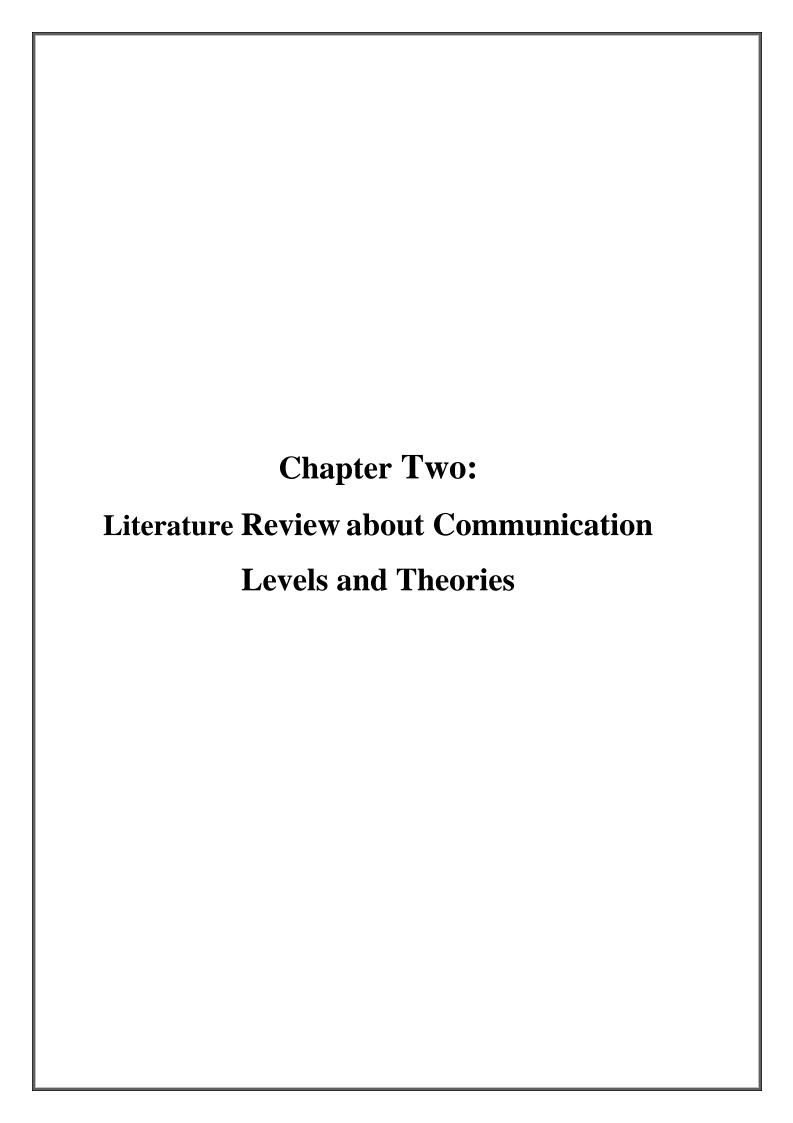
I.5.Linguistic Accommodation

Algeria is characterised by language variation and cultural diversity. Many dissimilarities in language use, lexicon, dialect, and accent can be observed in this multilingual country. Linguistic accommodation describes the situation in which individuals change the way they speak during a conversation; this can involve their vocabulary, accent, dialect, or attitude. This accommodation may be made in accordance with the situation, the listener, or even the social status of each individual and the power dynamics present. In the Algerian context, when we move from one city to another in any direction, we find that accommodations exist in term of accents, dialects, morphemes, phonemes, and lexicon. To the extent that we can assign a person to a particular region only by hearing his or her talking. ADA has different accents that vary from one region to another. In such a situation of moving from one area to another, we discover that some linguistic elements are modified by people to sound like those who belong in that region. Here are some examples of linguistic accommodation which can be applied according to various situations:

➢ At the morphological level, the morpheme(ق) **/q/** in Algiers accent can be adjusted to (ڤ) **/g/** in some regions of the west like Oran (n9ol /nqu:l/,ngol /ngu:l/),(ner9od/nerqud/ nergod /nergud /)

➢ At the phonemic level ,the phoneme ـو**/u:/** in final position of words like 3labalo/ʕaba:lu:/ can be modified to اه **/a h/** In Oran accent: 3labalah / ʕlaba:lah /

➢ At the lexical level :in Algeries or Blida city people say(brother)"**ya Kho**"/ya: xu:/ ,in other region like Tiaret or Tissemsilet this word can be adjusted to "**Khoya**" /xu:ya/ The verb (To like) can be accommodated in different ways according to the dialect used : Yheb /yħeb/ ,Yebghi /yebɣi/, Yechti /yeʃti/ .Also the word (yes) : Wah/wa:h/ can be adjusted to iih /i:h/

Conclusion

From a sociolinguistic perspective, Algeria is a rich country due to the existence of many language varieties and cultures. Linguistically speaking, MSA is not fully mastered by Algerians despite being introduced in schools from an early age, and the everyday spoken language is a combination of French, Arabic, and Tamazight. Tamazight is also spoken by a small part of the population as a minority language, French is used in several significant sectors. Foreign languages have become necessary due to the requirements of modern science and technology. It is obvious that Algeria's linguistic structure is challenging to analyse because no language's political status is equivalent to its degree of social prestige. French, which is functionally a foreign language but is an L2 to the majority of the population, whereas their L1(ADA) has no political significance. It is challenging to investigate this complexity and generate any type of ranking of the languages in Algeria.

Chapter Two:

Literature Review about Communication

Levels and Theories

Table of Content

Introduction

This chapter reviews the literature surrounding the topic, including definitions of communication and its different levels. It mainly focuses on speech accommodation theory (SAT) or communication accommodation theory (CAT). Additionally, it highlights the accommodation strategies, which are convergence and divergence. Furthermore, it covers the principles, functions, and dimensions of CAT, as well as its strengths and weaknesses. The preliminary publication of Speech Accommodation Theory appeared in 1973 in the article "Accent Mobility: A Model and Some Data" by the philosopher Giles, the professor of communication at the University of California, Santa Barbara. It provides a framework to explain and predict changes in human communication. Gile's theory began life as a socio-psychological model; however, it has grown into an interdisciplinary model that examines other communicative contexts.

Section One: General Background about Communication

II.1.Definition of Communication

Many scholars and theorists have defined the concept of communication according to their own points of view. The root of the word communication in Latin is "communicare," which means to share or to make common (Weekley, 1967).It is the establishment of understanding and the creation of contact.

Newman and Summer defined communication as "*an exchange of facts, ideas, opinions and emotions by two or more persons*" (1977, p.12).Communication is an important tool through which many functions are fulfilled such as exchanging thoughts, expressing ideas ,revealing emotions. In his book "Communication as Culture" in 1992, Carey described communication as *«a symbolic process whereby reality is produced, maintained, repaired, and transformed",* the notion that people construct their reality through the act of expressing ideas, exchanging information, and conveying messages with others.

Communication occurs in a variety of settings, including those associated with daily life, business, education, social media, and entertainment. It is a crucial skill to establish relationships, solve conflicts, make decisions, and accomplish targets.

Pearson and Nelson defined communication it as "*the process of understanding and sharing meaning"* (2006, p.6).It allows people to interact with each other in different social

contexts, express their needs and feelings, and share their understanding. "*purposefully and actively exchanging information between two or more people to convey or receive the intended meanings through a shared system of signs and (symbols)*" ("Communication", 2015, para. 1). This process can be broken down into essential components.

II.2.The Components of Communication Process

1_Source: is who develops an idea, shares knowledge and sends messages. It might be a single individual or a group of people.

2_Message: it may include an opinion, feeling, direction, request, or idea .It is the source's subject matter, "*The message is the stimulus or meaning produced by the source for the receiver or audience*" (McLean, 2005).

3_Channel: the sender decides how the message will be sent .There are many categories of channels used in the communication process: verbal, non-verbal, written, and digital that are involved in face-to-face conversations, speeches ,body language, letters, phone calls ,text messages, *«The channel is the way in which a message or messages travel between source and receiver"* (McLean, 2005) .

4_Receiver: the individual for whom the message is directed, there are many forms of reception (hearing, reading, feeling), *"The receiver receives the message from the source, analyzing and interpreting the message in ways both intended and unintended by the source."* (McLean, 2005).

5_Feedback: the source may receive a feedback from the recipient when he/she replies. It can be intentionally or unintentionally" ,*Verbal or nonverbal, all these feedback signals allow the source to see how well, how accurately (or how poorly and inaccurately) the message was received"(*Leavitt & Mueller, 1951).

6_Environment: is the physical and psychological space in which the communication is happening, "*The environment is the atmosphere, physical and psychological, where you send and receive messages*" (McLean, 2005).

7_Context: it is where, when, and between whom the communication is taking place, including the setting, scene, and expectations of the individuals, *«The context of the communication interaction involves the setting, scene, and expectations of the individuals involved"* (McLean, 2005).It has very important role in communication, particularly across cultures.

8_Interference :(also called "noise") it prevents effective communication. It can be external, including poor quality of audio or image, too much sound, too much or too little light, or internal or psychological, such as thoughts inside the mind that affect attention."*Interference is anything that blocks or changes the source's intended meaning of the message"* (McLean, 2005).

9_Encoding: it is the process of turning thoughts into communication by the sender using the appropriate   medium.

10_Decoding: it is the interpretation of the message by the receiver, in an attempt to understand the intentions of the source.
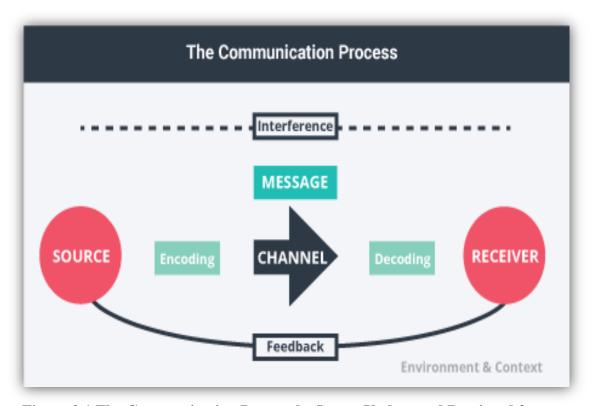

Figure.2.1.The Communication Process by Laura Underwood.Retrieved from
(https://pressbooks.bccampus.ca/professionalcomms/chapter/1-2-elements-in-communication/

II.3.Levels of Communication

Communication exists in a number of forms and types: verbal communication, nonverbal communication, intrapersonal communication, and interpersonal communication. Based on style and purpose, it is divided into two broad categories: formal and informal.

II.3.1.Verbal Communication

Verbal communication consists of both written and spoken words. Pitch, volume, and speed are all elements that influence the oral form, which exists in face-to-face interactions, speeches, phone calls, lectures, conferences, etc. It allows quick reactions and body language interpretation. Communication via writing takes the form of letters, text messages, emails, etc. It is influenced by grammatical norms, vocabulary choice, writing style, and the clarity of the language used. Its advantages include the ability to modify and verify the message before sending it, which helps the recipient fully understand and provide the appropriate feedback. KISS (keep it short and simple) is an abbreviation used in this form of communication.

II.3.2.Nonverbal communication

Written or spoken words are not the only means for sharing a message. Besides, symbols, signs, gestures, and facial expressions can be used to communicate. Nonverbal communication is a term used to describe this sort of interaction; it includes body language (e.g., gestures, postures, eye contact, etc.) and paralanguage (e.g., pitch variation, tone of voice, speaking speed, word stress, facial expressions, hand movements, etc). Keith Richards (1994) mentioned in this respect:*"It is body language, eye contact, the grinning, the little signals that go on between people".* Nonverbal forms of communication can have distinct interpretations depending on the culture. For instance, while direct eye contact is considered appropriate in the United States of America, it is regarded as rude in many Asian countries.

Figure2.2.Verbal and Nonverbal Communication. Retrieved from
http://54.161.101.217/Communication-Skills-Types-of-Communication

II.3.3.Intrapersonal Communication

Self-talk, or interpersonal communication, is how we interact with ourselves. It occurs between people and their minds. In order to organise our lives, we practice scenarios before we act, and decide what to do or not do. It is an internal process that allows individuals to become their own transmitters and receivers for example speaking and reading aloud. *"Communication with one's self, and that may include self-talk, acts of imagination and visualisation, and even recall and memory"* McLean, S. (2005).

II.3.4.Interpersonal communication

The way we communicate with others is called interpersonal communication. It is used in many different contexts in order to: collect information, maintain relationships, make sense of our world and better understand ourselves, express our needs and understand those of others, make decisions and solve problems, and set social and professional boundaries. Our degree of communication with people influences our relationships with them.

II.4.5.Formal and Informal communication

In formal communication, participants should follow certain rules, conventions, and principles. It occurs in professional settings like meetings and conferences. It tends to be serious and professional, avoiding personal topics, and the use of slang and informal language. In contrast, informal communication grows spontaneously and is not restricted by rules. It is used in casual talk at home and between friends to build relationships. Personal

opinions are involved such as suggestions, experiences, views, preferences, etc. It tends to be flexible and relaxed, using storytelling, humour, jokes and gossip.

Communication is a significant process in our lives. It occurs at various levels, each of which has its own unique characteristics and requirements. Understanding when to use these forms of communication is crucial to conveying the intended message accurately and appropriately. Effective communication requires an understanding of these different levels and the ability to adapt to the context and audience. In today's interconnected world, having good communication skills is essential for success in personal and professional life. By developing effective communication skills, individuals can convey their message clearly, build relationships, and achieve their goals.

II.4.Instructional Communication

When the International Communication Association's governing board established the Instructional Communication Division in 1972, instructional communication became a recognised field of academia. The Division's objective was to «focus *attention on the role of communication in all teaching and training contexts, not just the teaching of communication"* (p. 35). It offered instructional communication researchers the chance to present their works at the Association's annual convention and get them published in the Communication Yearbook.

Instructional communication is the study of interactions that take place in educational settings (e.g. Classroom) Staton (1989) argued that *«instructional communication concerns the study of the human communication process as it occurs in instructional contexts across subject matter, grade levels, and types of settings"* (p. 365).

It is a distinct area of study with roots in pedagogy, communication studies, and educational psychology. The study's main subject matter is to focus on communication-related aspects of teaching-learning. Sprague (1992) defines the concept of instructional communication as follows: *"the investigation of the role of communication in teaching of all subjects at all levels" (p.1).*

Additionally, the Communication Yearbook has published overview chapters to provide readers with a comprehensive synthesis of instructional theory, learning theory, instructional strategies, classroom interaction, and development communication (Myers, 2010, p.p 149-159).

To promote comprehension and learning, instructional communication involves transferring knowledge and skills from instructors to students. It consists of verbal and nonverbal communication, feedback, motivation, and instructional design. Feedback allows students to know how they are performing and encourages active participation. For communication and teaching practises to be effective, instructional design is crucial. Furthermore, effective instructional communication involves knowledge, competence in teaching methods, and a capacity for constructive criticism. Access to a superior educational experience for all students should be guaranteed. Students should also have the knowledge and skills required for success in their academic and professional activities.

Section Two: Theories and Key Concepts of Accommodation

II.5.Speech Accommodation Theory

During the 1970s, social psychologists including Giles and others established what was named as "Speech Accommodation Theory" (SAT), Thakerar et al. (1982) claimed that:

SAT was devised to explain some of the motivations underlying certain shifts in people's speech styles during social encounters, and some of the social consequences arising from them. More specifically, it originated in order to elucidate the cognitive and affective processes underlying speech convergence and divergence. (p.207)

The scope of Speech Accommodation Theory was quickly expanded.

SAT presents a broad and robust basis from which to examine mutual influences in communication, taking account of social and cognitive factors, and having the scope to cover the social consequences of speech shifts as well as their determinants and the motivations underlying them. Furthermore, it is applicable to a broad range of speech behaviours, and nonverbal analyses potentially, with the flexibility of relevance at both interpersonal and intergroup levels. (Giles et al., 1987, p.34)

SAT was primarily developed to examine the social and psychological factors that are linked to the speech modifications that people apply. Production and reception are the two basic facets of communication. The notion that communication is not just about exchanging referential information but also about managing relationships between individuals and groups. *"Formerly known as Speech Accommodation Theory (SAT), it examines a speaker's motivation to adjust their speech styles to match that of their interlocutors"* (Coupland & Giles, 1988). Giles and Coupland (1991) claimed that according to this sociolinguistic theory,

people vary the way they speak in response to various social indicators such as the context of the interaction; an exchange is determined by the other person's status.

It explains the cognitive and affective mechanisms underlying speech convergence and divergence. It offers a broad and strong basis for examining how social and cognitive elements collaborate to influence communication. *"The SAT aims to explain the cognitive and affective mechanisms behind speech convergence and divergence; it provides a broad and robust basis to examine mutual influences in communication, taking into account social and cognitive factors"* (Gallois et al., 2005, pp. 122-126).

II.6.Communication Accommodation Theory

Communication Accommodation Theory was originally known as speech accommodation theory. In 1987, Giles and colleagues evaluated the first decade of SAT and suggested a reformulation of it by renaming the theory from "Speech Accommodation Theory" to "Communication Accommodation Theory". People modify their language to become more similar or different from the person they are communicating with.

CAT is based on the premise that speakers and listeners mutually modify their linguistic (language choice, vocabulary) and/or paralinguistic (dialect, tone of voice, speech rate) and behaviours to become more similar to (convergence) or different from (divergence) their interactional partners (Giles et al., 1987).

The latest presentation of the theory illustrates how much the scope of the theory widened throughout the years.

Overall, CAT is a multifunctional theory that conceptualizes communication in both subjective and objective terms. It focuses on both intergroup and interpersonal features and, as we shall see, can integrate dimensions of cultural variability. Moreover, in addition to individual factors of knowledge, motivation, and skill, CAT recognizes the importance of power and of macro contextual factors. Most important, perhaps, CAT is a theory of intercultural communication that actually attends to communication. (Gallois et al., 1995, p.127)

There are two major types of accommodation: linguistic and psychological. The former entails changes in the speech style, and the latter is concerned with the speaker's motivations and intentions to maintain the conversation among communicators. "*We explain*

and appreciate people's behaviour in terms of the motifs and intentions that we think caused it" (Gudykunst, 2005).Communication Accommodation Theory was interpreted as follows:

> *People in intercultural encounters who see themselves as unique individuals will adjust their speech style and content to mesh with others whose approval they seek. People who want to reinforce a strong group identification will interact with those outside the group in a way that accentuates their differences. Socio-psychological tradition it is one of the key communication theories that described the peculiarities of human intercultural communication.* (Em Griffin, 2009)

The theory was carried out in several contexts over the next decade to investigate how different social groups used and perceived accommodations differently. It consists of a wide variety of terms for linguistic (language, accent), paralinguistic (pitch,tone), and nonverbal (smiling, gazing) aspects that signify overall levels of accommodating or unaccommodating behaviours.

II.7.Accommodation Strategies

In its early stages of development, the theory of SAT introduced its fundamental concepts of accommodative strategies. Convergence, divergence, and maintenance are three essential ways in which people can modify their communicative behaviour towards others. The two that are probably most recognisable are convergence and divergence. *"Adjustment can also be conceptualized in terms of its focus or goal relative to a conversational partner's needs and characteristics*" (Coupland et al., 1988).

According to this theory, people either choose to converge and become closer to the listener or diverge and become distinct from the listener. Both forms of accommodation can be employed to achieve a variety of aims, including establishing dominance, demonstrating solidarity, and fostering social harmony (Giles & Coupland, 1991).

Giles and Coupland suggested that Communication Accommodation Theory is based on two polar processes. "*The main focus of communication accommodation theory is the patterns of convergence and divergence of communication behaviours, particularly as they relate to people's goals for social approval, communication efficiency, and identity*" (Gallois & Giles, 2015).

II.7.1.Convergence

The first type of accommodation is convergence. It is a strategy that allows individuals to adjust their communicative behaviour in such a way that they become close to their interlocutor's behaviour. Speakers may modify their speech patterns in order to sound more similar to their interlocutors and achieve greater social integration with them."*Convergence refers to how individuals attune their style of communication to reduce differences between them and the people they are communicating with*" (Giles et al., 1991, pp. 1-68).

Accommodation includes changes in linguistic features and non verbal aspects of communication:

*Convergence is a strategy whereby individuals adapt to each other's communicative behaviours in terms of a wide range of linguistic/prosodic/nonvocal features including speech rate, pausal phenomena and utterance length, phonological variants, smiling, gaze, and so on, and divergence is the way in which speakers accentuate speech and nonverbal differences between themselves and others . (*Giles & Coupland, 1991)

Converging to a common linguistic style also enhances the effectiveness of communication because it increases the predictability of the other interlocutor, which reduces uncertainty and interpersonal anxiety and fosters mutual understanding. According to Gudykunst (1995), converging speakers are generally viewed more favourably than diverging and maintaining speakers and are often regarded as being more effective and cooperative in their communication.

Convergence is usually an effort to seek approval, affiliation, or interpersonal closeness and therefore bridge the social gap. "*Attuning one's speech style to that of others helps the communicator gain approval from the receiver(s) and improves the effectiveness of communication for both parties*"(Infante et al., 2009).

II.7.2.Divergence

In accommodation theory, linguistic differences between oneself and others can be employed by a group as a symbolic act for asserting or maintaining their distinct identity. This refers to adopting a contrasting communicative style that can create distance between the senders and the receivers. "*Divergence is the opposite of convergence. It refers to how*

individuals change their style of communication to heighten the differences between themselves and the people they are communicating with" (Giles et al.,1991, pp. 1-68).

Divergence is a technique for emphasising disparities; it can involve differentiating oneself from the interlocutor through the use of a different speech pattern, accent, vocabulary, tone, and other aspects of communication. It can be employed to indicate gaps in power, status differences, or to assert one's cultural identity. Therefore, divergence is influenced by various factors such as attitudes, social status, and expectations of the interlocutor, as well as the context that makes individuals use it to maintain social distance and preserve their cultural identity when misunderstanding is not a problem.

II.8.Dimensions of Accommodation

Adjustments of communication can be classified based on several dimensions into: upwards /downwards, Full/Partial, Symmetrical/Asymmetrical, Unimodal/Multimodal, Short-term/Long-term.

II.8.1.Upwards /Downwards

According to Giles and Powesland (1975), when it comes to social status and its role in accommodation, there are two scenarios in which people converge and diverge: upwards and downwards. It was mentioned in this regard: "*Upward adjustment refers to shifts towards a more prestigious variety of speech, whereas downward adjustment refers to shifts towards a less prestigious or even stigmatised variety" (Dragojevic* et al.,2015,p.37).For instance, in a given society like the USA, standard accents such as Standard American English are typically judged as more prestigious than "nonstandard" accents , which include most regional (e.g., southern accent), ethnic (e.g., African-American Vernacular English), and foreign varieties (e.g., Spanish accent).

Upward convergence is used to match the interlocutor by making the speech sound more upper-class. For example, a nonstandard speaker could match another's standard accent (Willemyn et al., 1997). In contrast, downward convergence describes changes in communication to minimise social status. There are societal expectations about who should converge to whom. On the other hand, upward divergence is used in order to establish dominance and superiority over others. Conversely, upward divergence occurs when a

nonstandard speaker adopts a standard accent, whereas downward divergence occurs when a nonstandard speaker emphasises their own nonstandard accent with a standard accent speaker.

II.8.2.Full/Partial

According to Bradac et al. (1988), adjustment can also be categorised as either full or partial, allowing a speaker to match another speaker exactly or partially. Full convergence occurs when a speaker starts out speaking at an average speed of 100 words per minute and increases this speed to match or exceed exactly another speaker's rate of 200 words per minute, or may increase this rate to 150 words per minute to only partially match that rate (Street, 1982). Similarly, interactants may diverge from one another to various degrees, ranging from full divergence (e.g., speaking an entirely different language) to partial divergence (e.g., code switching for a few words).

II.8.3.Symmetrical/Asymmetrical

Symmetrical adjustment takes place when one person's interactions are reciprocated or taken into account by the other. For instance, Nelson et al. (2003) observed that in Northern Ireland, both Catholic and Protestant children avoided sensitive subjects during interreligious discussions, as a way to prevent violence and strengthen group cohesion. In other instances, it can be asymmetrical, when the other does not reciprocate one person's interactions. Indeed, since convergence is frequently directed towards those with greater power (without reciprocation by the high-power speaker), these changes often have an unbalanced nature. For example, van den Berg (1986) reported that in Taiwan, salespeople were more likely to converge to shoppers than vice versa. Similarly, asymmetrical accommodation patterns are frequently seen in which women converge to men more frequently than men converge to women (Namy et al., 2002). However, in such cases, asymmetrical accommodation may be described as "complementarity," and be perceived positively by both parties.

II.8.4.Unimodal/Multimodal

Adjustment of communicative features does not necessarily mean the speaker will adjust all available variables. Hence, CAT draws a distinction between unimodal and multimodal adjustments. Unimodel describes changes on only a single dimension, such as accent, whereas multimodel describes simultaneous changes on multiple dimensions, such as accent, posture, and eye contact. For instance, Bourhis and Giles (1977) found that Welsh

participants who responded to the threatening English person by only broadening their Welsh accents were engaging in unimodal divergence, whereas those who broadened their Welsh accents as well as introduced Welsh vocabulary into their responses were engaging in multimodal divergence. In fact, adjustment can take place on multiple dimensions, convergence and divergence are not mutually exclusive strategies, and both may be enacted simultaneously (Gallois et al., 2005). For example, Bilous and Krauss (1988) found that women converged towards men's utterance length, interruptions, and pauses but diverged on backchannels and laughter. In a similar vein, Zilles and King (2005) showed how immigrant German women in Brazil simultaneously accommodated to host language features and emphasised their Germanic linguistic origins.

II.8.5.Short-term/Long-term

The duration that one needs to adjust may vary as well. Sometimes, an individual's adjustment to a particular style is temporary and lasts only for a single or a few interactions with other people (short-term). Other times, adjusting to a specific style is more lasting (long-term) and happens over a series of interactions. For instance, Pardo et al. (2012) investigated accommodation between unfamiliar male roommates over a period of an academic year and concluded that mutual convergence increased during that time period. In explaining dialect change (Trudgill, 1981, 1986), the distinction between short- and long-term accommodations has been particularly valuable. In this view, long-term accommodation is a basic mechanism underlying language change because long-term accommodation towards a certain style may eventually lead to permanent changes in a person's speech; nevertheless, short-term accommodation towards a particular style may result in temporary modifications in a person's regular speech. For instance, a young immigrant with a Russian accent who frequently converges to a Californian accent may eventually permanently change his or her regular accent to a degree where it blends in with other Californians. An outcome of a similar process in which local minorities adapt over time to the dominant linguistic style. (Trudgill, 1986, as cited in Nilsson, 2015).

II.9.Principles and Assumptions of Communication Accommodation Theory

According to Giles and Ogay (2007), communication accommodation theory has four basic principles. The first principle states that not only the features of the situation important for the accommodation of communication styles but that the socio-historical context in which communication takes place is also important. They gave the following example: *"an isolated*

encounter between any particular police officer and citizen could be marred by alleged and past hostile relations between other members of these two groups in the neighbourhood or in the media" (p. 294).

The second principle states that social category memberships can be negotiated during the communication process. For example:

When being quizzed by Howard Giles British relatives on some (for them, curious) aspect of American entertainment and media, his shift from a British into a more American dialect is meant to be far more telling than the overt answer provided. Being conveyed here is the feeling that he is no longer a recent immigrant to the United States, but now a fully fledged American citizen who has embraced many American ideals. (Giles & Ogay, 2007, p. 294)

The third principle states that «*message senders and receivers have expectations about the optimal levels of accommodation in a given interaction Stereotypes and social or situational norms usually dictate what is considered optimal"* (Giles & Ogay, 2007, p. 294).

The fourth principle states that in order to signal their attitudes, people use specific communication strategies (for example, convergence or divergence). According to Giles and Ogay (2007)"*Social interactions thereby function as platforms for expressing the need for social inclusiveness on the one hand and the need for differentiation on the other"*(p. 294).

According to West and H.Turner (2013), CAT has four main assumptions. First, similarities and dissimilarities of speech and behaviour exist in all conversations. Second, the way we perceive each other's determines our evaluation of the conversation. Third, language and behaviours can communicate social status and group belonging between people in a conversation. Finally, norms that guide the accommodation process vary in its degree of appropriateness.

II.10.Functions of Accommodation

SAT explained at the starting point of the theory the main goals of convergence in terms of the need for approval, and divergence in terms of the need for positive distinctiveness. Thakerar et al.,(1982) introduced the idea that "*accommodation strategies have not only an affective function (i.e., of identity maintenance), but also a cognitive one involving speakers' organizing their output to take account of the requirements of listeners, and hence facilitating comprehension*".

II.10.1.Cognitive Function

Thakerar et al. mentioned the cognitive organization function only for convergence, however Street and Giles (1982) brought to the propositions that divergence can also facilitate comprehension, rather than being only an expression of the desire to show distinctiveness. A cognitive function of CAT refers to the cognitive organisation of communication to improve comprehension. For example, the speaker converges to the recipient's speech characteristics to facilitate comprehension, or the speaker diverges from the recipient's speech characteristics to show their nonshared group memberships and therefore avoid misattributions, or the speaker diverges in order to encourage the recipient to adopt a more contextually appropriate speech pattern.

II.10.2.Effective Function

An affective function refers to identity maintenance in which the speaker tends to be more similar or different from the listener. For instance, the speaker converges to the recipient's speech characteristics in order to appear more similar and thus more likeable. Or the speaker diverges from the recipient's speech patterns in order to emphasize difference and thus boost the speaker's positive feeling of identity.

II.10.3.Function of Motives and Intentions

CAT aims to describe changes in speech and language styles in social communication, and the results of these modifications. Later on, the question of motivation and nonverbal behaviour were included. "*Communication accommodation theory is a theory of communication that attempts to explain and predict how people adjust (accommodate) their style of verbal and non-verbal communication in relation to one another*" (Gudykunst, 2005, pp. 121-148). Concerning the function of intentions and motives, the more speakers seek to affiliate (i.e., reduce social distance) with their interactants on either an individual or group level, the more they will increasingly accommodate to the communicative patterns of their interactants in order to improve the comprehension of their message, enhance interactional satisfaction and positive evaluations of speakers, and facilitate mutual understanding. Or the more they wish to disaffiliate (i.e., increase social distance) with them, the more they will gradually adjust to the communicative patterns they feel distinct from their interactants, making their message more difficult to understand, reducing interactional satisfaction and positive evaluations of speakers, and preventing mutual understanding.

People have expectations about what is appropriate and desirable accommodation in a given context. The degree and quality of an individual's adjustment during interaction depends on both their willingness to adapt and their capacity to adapt.

CAT is a multifunctional theory that conceptualizes communication in both subjective and objective terms. It focuses on both intergroup and interpersonal features and, as we shall see, can integrate dimensions of cultural variability. Moreover, in addition to individual factors of knowledge, motivation, and skill, CAT recognize the importance of power and macro contextual factors. Most important, perhaps, CAT is a theory of intercultural communication that actually attends to communication (Gallois et al., 1995, p. 127).

II.11.Strengths of Communication Accommodation Theory

Communication Accommodation Theory has an explanatory power that helps explain the motivations behind people's actions and how they change their verbal and non-verbal communication patterns. Furthermore, the predictable power of CAT helps predict how participants will change their communication styles in accordance with their social goals. As well, it can expect how people will try to increase or decrease the social distance between them and those they are communicating with.

CAT has an important practical value since it has been effectively applied in a variety of contexts, such as the organisational, legal, medical, and health domains of study."*CAT has been successfully applied in many disciplines, including medical and clinical fields, media studies, jobs and employment, and language learning*" (Giles et al., 1991, pp. 1-68).

It is a theoretical frameworks that aims to understand how, why, and when people modify their communicative behaviours in relation to one another, it is widely used in several situations of people's interactions.CAT has been recognized as "*one of the most influential behavioural theories of communication*" (Littlejohn & Foss, 2005, p. 147).
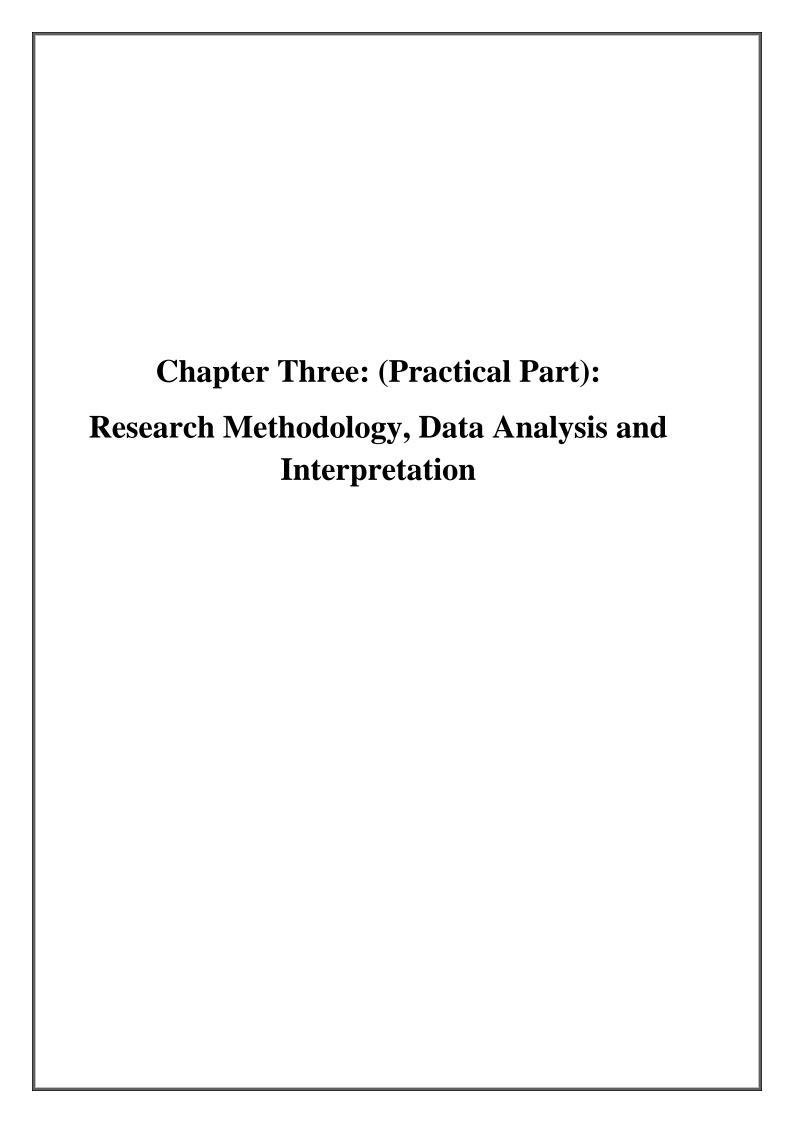
Soliz and Giles (2014) examined 149 articles with quantitative data that used this theoretical approach, published from 1973 to 2010 in 67 different journals from various disciplines of academia. More than 60 percent of the studies used non-American samples from 35 countries. This alone illustrates the significance of CAT as a theoretical framework for understanding human communication.

II.12.Criticisms of Communication Accommodation Theory

As any theoretical framework, CAT was a subject of criticism. The most obvious of these is the complex nature of conversations, which are more than the simple dichotomy of convergence and divergence would imply. In addition, how would CAT explain a situation where the communicators use both strategies of convergence and divergence simultaneously? This line of argument accuses CAT of both reductionism and theoretical incompleteness. These criticisms do not reject CAT completely; rather, they may be necessary for further developing the theory. Despite the criticisms raised against it, communication accommodation theory still provides an effective and practical framework for clarifying and predicting certain aspects of communication.

Conclusion

Communication Accommodation Theory, as the name indicates, examines how we accommodate our speech patterns in face-to-face and other types of communication. Giles believed that people modify their ways of communicating in order to establish, preserve, or decrease relationships. It relates to various ways in which people use convergence and divergence strategies of accommodation, including modifications in accents, dialects, speech rate, language choice, and nonverbal behaviours, to bring themselves closer to or further apart from others. It aims to understand how and why their speech changes as a result of social and psychological elements, such as references to a conversational partner and social context. This process indicates the motivations behind it, as well as the functions served and the outcomes achieved.

Chapter Three: (Practical Part):

Research Methodology, Data Analysis and Interpretation

Table of Content

Introduction

This chapter is concerned with the fieldwork of this research. It describes the implemented methodology of this research and reports the collected data quantitatively and qualitatively. The most convenient research tools to investigate that are by presenting a questionnaire to students and by interviewing teachers about the topic. In this regard, participants' viewpoints and reflections are crucial to this study. The first section of this practical chapter represents a comprehensive description of the methodology, sample, and research tools of this study. The second section is concerned with reporting the results of the collected data and discussing the findings. Finally, the third section includes limitations and recommendations of the study, in addition to some suggestions for further research.

Section One: Description of the Fieldwork and Research Methodology

III.1.The Research Design

In order to answer the research questions and test the suggested hypotheses, this study is based on a combination of descriptive and analytical designs. The descriptive design is theory-based research to describe the use of accommodation strategies, while the analytical design provides insights into why and how EFL students and teachers converge and diverge in their speech. Relying merely on a quantitative approach is not adequate to accomplish the objectives of this research. The sample is precisely Master One Linguistics students and teachers at Ibn Khaldoun University of Tiaret. Data collection tools are a questionnaire and an interview with teachers.

III.2.Research Methods

The current study used the mixed method, which covers both qualitative methods to collect qualitative data and quantitative methods to collect statistical data. The purpose of doing this is to enhance the quality of the research findings in terms of reliability and validity, as well as the depth of insight into the subject of study. The tools used in this study are a questionnaire directed to students to check their opinions. In addition, an interview with teachers. By using both quantitative and qualitative methods, this study combines the strengths of both approaches to provide a comprehensive understanding of the use of speech accommodation and analyse this linguistic process among EFL students and teachers.

III.2.1.Quantitative Approach

Quantitative research methods include numerical data collection and statistical data analysis by means of questionnaires. The data collected from the questionnaire will be analysed statistically using tools such as descriptive statistics and inferential statistics to identify patterns, trends, and relationships among variables.

III.2.2.Qualitative Approach

The qualitative research method involves the collection of non-numerical data through observation, interviews, and focus groups. In this study, interviews are used to gather data from teachers in the English department. It is designed to explore teachers' experiences, beliefs, and strategies related to speech accommodation in their classrooms.

III.3. Participants Description

This study was conducted at Ibn Khaldoun University of Tiaret. From the population of students and teachers at the English department, 100 students of Master One Linguistics and 13 teachers were selected to be part of this investigation. The selection of such a sample was based on the consideration that Master One Linguistics students may be familiar with the concept of linguistic accommodation. Students were 29 males and 71 females, ranging from different age groups.

III.4.Research Instruments

Data collection tools used in this study to analyse the adoption of speech accommodation and the reasons behind using convergence and divergence among EFL students and teachers include a questionnaire handed out to learners. In addition, an interview with teachers was conducted to gain insights into their perspectives on the subject matter and check their reflections.

III.4.1.Description and Objectives of the Questionnaire

The questionnaire is composed of three sections and 16 questions. It consists of closed-ended questions that aim to collect numerical data, such as frequency of using speech accommodation, and open-ended questions to check their understanding of this research's topic. The first section is for personal information (age and gender). The second section contains 06 questions: two are open-ended questions and four are multiple-choice questions. The last section contains 08 questions, two of them require explanations. Furthermore, it provides them with an overview of the speech accommodations that occur within student-

teacher communication in terms of convergence and divergence, which are related to the context and the social goal in EFL classes. It is a structured data collection tool designed to gather information from Master's-level students of linguistics. It aims to achieve several objectives:

- ✓ The questionnaire's aim is to check students views and reflections on the use of speech accommodation and their interpretations of how and why this linguistic process occurs in EFL classes.

- ✓ It seeks to assess the students' attitudes towards speech accommodations. By gathering data on their beliefs, preferences, and perceptions regarding convergence and divergence,

- ✓ The questionnaire aims to understand how students perceive and approach the use of accommodation strategies in their interactions with teachers and peers.

- ✓ It is designed to examine the students' speech accommodation practices and explore the linguistic features and strategies that students employ when adjusting their speech.

- ✓ Moreover, to understand the motivations behind the students' speech accommodations, by inquiring about the factors influencing their decisions to accommodate or maintain their own speech patterns.

III.4.2. Description and Objectives of the Interview

Relying merely on a quantitative approach is not sufficient to reveal all the information desired. For collecting qualitative data, an interview was done for the purpose of enriching the results in terms of quality and to gain insight on how teachers view the subject matter we are discussing. It has been conducted with (13) EFL teachers at the University of Ibn Khaldoun in Tiaret. It is composed of 10 open-ended questions to achieve the following objectives:.

- ✓ Investigating the EFL teachers' conceptualization of the process of speech accommodation and their awareness of its use.

- ✓ To have an insight into their perspective on this subject matter and analyse how and why they accommodate their speech patterns in EFL classes.

- ✓ By inquiring about addressing diverse language backgrounds, managing varying proficiency levels, or dealing with resistance to accommodation,

- ✓ It provides insights into the challenges faced by teachers in facilitating effective communication among EFL students.

The combination of the questionnaire and interview in this study aims to provide a comprehensive understanding of the use of speech accommodations from the perspective of both students and teachers within the English department at Ibn Khaldoun University.

Section Two: Reporting and Discussing the Findings

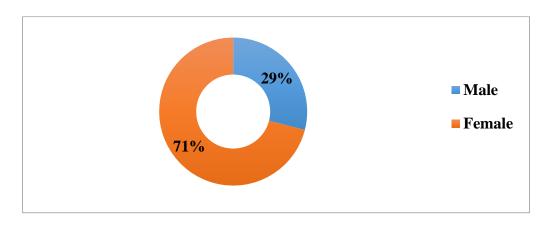**III.5.Students' Questionnaire**

III.5.1Analysis of the Results:

Section One: Participants' General Information

Question 01: What is your gender?

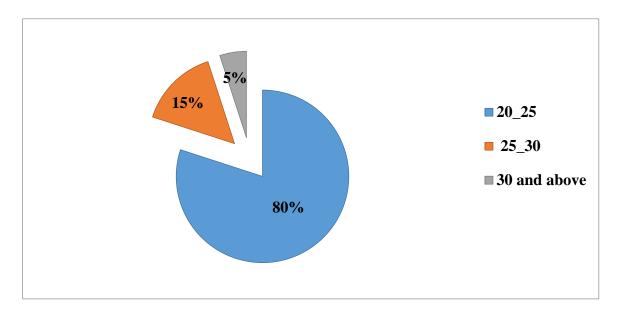| Gender	Number	Percentage
Male	29	29%
Female	71	71%
Total	**N=100**	**100%**

Table 3.1.Participants' Gender

Upon surveying 100 participants of Master's students of Linguistics, Table 3.1 introduces their gender, where the number of females is 71 out of 100, while less than half of them are males (29 out of 100). We observe in graph 3.1. that the majority of participants are females, representing 71% of the sample, while males constitute only 29%.

Graph3.1.Participants Gender

Question 02: how old are you ?

Graph 3.2.Participants Age

The graph 3.2. above represents the informants' age, which was divided into 3 categories. The majority of students range from 20 to 25 years old, specifically (80%). In contrast, the number of participants diminishes considerably as we move into older age ranges. Only 15% of students represent the second age range from 25 to 30 years old and the 35 and above age range has the smallest number (5%).

This discrepancy may indicate that individuals of this older age have less involvement in the topic under investigation. While it is evident that a substantial portion of our participants originated from a younger age group.

Section Two:

Question 03: What are the factors that make you communicate with your teachers in different ways from communicating with their classmates?
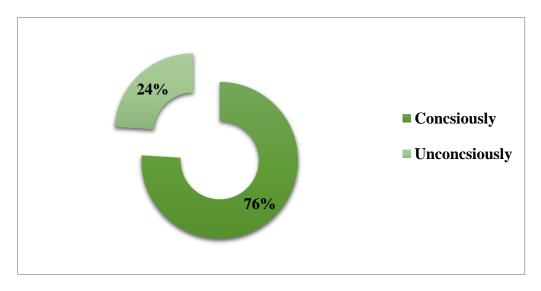
Respondents suggested that there are several factors that influence how they communicate with their teachers in comparison to their classmates. One significant factor is the social status occupied by teachers. They are viewed as possessing greater knowledge and expertise; students are expected to reflect this in the language and tone used in their communication, whereas their classmates are peers that share with them an equal social position.

The majority insisted that the degrees of formality and informality play an essential role. Communicating with teachers imposes certain norms, such as being formal (addressing the teacher with a title such as "Mr." or "Mrs." or "Dr."), unlike dealing with classmates, which is more open, informal, and not guided by constraints. The subject matter and the academic context in which communication takes place are other factors that can lead to differences in communication. Students have the idea that they are dealing with professors, so their language styles are taken into consideration.

As well, others considered that it is a matter of respect and politeness that results in communicating differently with teachers; they are our guiders and older than us which commands greater respect (e.g., instead of saying "hey," I usually opt for "good morning"), and polite requests are highly used while talking with teachers.

Furthermore, some of the participants assert that the power relationships between teachers and students are inherently different from the ones that exist between classmates, which are more spontaneous and close. This can influence the language used and the expectations of the roles that each party expects to play in the process of education. Teachers have authority and control over students. This power dynamic makes communication with teachers a professional interaction.

Question 04: Do you modify your speech style with your teachers consciously or unconsciously?
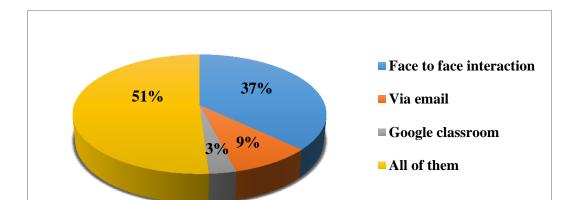

24%

76%

■ Concsiously

■ Unconcsiously

Graph3.3. Modification of Speech Style with Teachers: Conscious vs. Unconscious Accommodation

This question aims to check if students accommodate consciously or unconsciously. The graph in 3.3 shows that the majority of participants (76%) modify their speech consciously when communicating with their teachers. This indicates that students are aware of their linguistic adjustments when interacting with their teachers and are making a deliberate effort to adapt their speech style to suit the situation. This behaviour is attributed to various factors such as respect, authority, the desire to appear professional, or awareness of the power dynamics present in student-teacher relationships. On the other hand, a smaller percentage of the participants (24%) modify their speech unconsciously.

Therefore, the data suggests that the majority of students are aware of the importance of modifying their speech when communicating with their teachers, so they do it on purpose in most cases. This awareness could contribute to creating a more professional and respectful communication environment in the classroom. This could imply that some students might unconsciously adjust their speech style based on the context of the situation without being fully aware of it. Perhaps this could be due to the habitual use of specific expressions, dialects, or accents when speaking with people in authority.

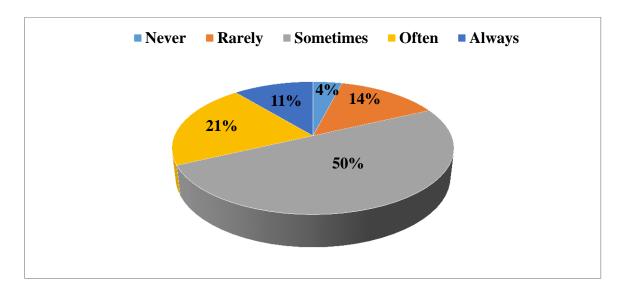**Question 05:** How do you communicate with your teachers?

Graph 3.4.Informants' Ways of Communication with Teachers.

There are different ways that students communicate with their teachers. This graph shows that 37% of students communicate face-to-face with their teachers, which reinforces the importance of in-person communication in education. However, 9 percent of students rely on email as their primary means of communication with their teachers. This suggests that digital communication is a viable option for some students who may prefer less personal interaction and prefer written communication. Additionally, a smaller percentage of students

(3%) used the Google Classroom platform to interact with their teachers, which highlights how technology can facilitate and enhance communication between students and teachers. Lastly, it is worth noting that a substantial number of students (51%) use all of the above-mentioned communication methods to communicate with their teachers, highlighting the importance of having various communication channels available to suit the diverse needs of students and their preferred communication styles.

The results demonstrate that there is a strong rapport of communication between EFL teachers and students, which takes various forms, including face-to-face interaction, email, and Google Classroom, depending on the situation and needs.

Question 06: How often do you adopt a speech style which appears close to the speech styles of your teachers (Convergence strategy)?
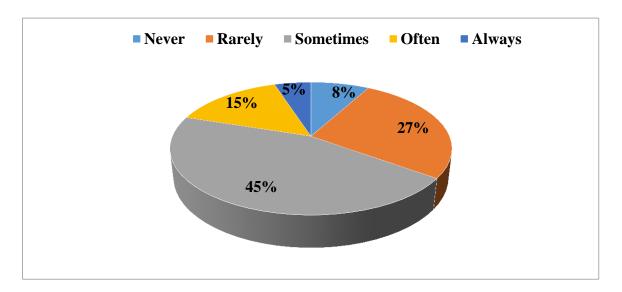

Graph 3.5.Frequency of Students 'Adoption of Convergence Strategy with Teachers

This question is concerned with the frequency with which adopting a close speech style towards their teachers. The responses of the participants are demonstrated in the figure above. The majority of the students (50%) indicated that they sometimes adopted a similar speech style to their teachers. This suggests that they adjust their speech to match the style of their instructors, but it is not a constant occurrence. It is worth noting that 21% of the students reported that they often adopt a similar speech style. This implies that there are instances where students closely resemble the mannerisms and language patterns of their teachers. Additionally, 11% of the students stated that they always adopt a similar speech style, indicating a high level of consistency in mimicking their teachers. On the other hand, 14% of the students mentioned that they rarely adopt such a style of speech, and a small

fraction (4%) claimed that it never occurs. These responses indicate that the majority converge to match the speech styles of teachers, while the extent and consistency of this convergence vary among students.

Question 07: How often do you adopt a speech style, which appears different from the speech styles of your teachers (Divergence strategy)?

Graph 3.6.Frequency of Students 'Adoption of Divergence Strategy With Teachers

The results presented in this graph show that 45% of students sometimes adopt a speech style that differs from the way their teachers speak. This suggests that there are occasions where the students deviate from the typical speech styles of their teachers. A notable number of students (27%) stated that they rarely adopt a speech style that is different from their teachers. Whereas 15% of informants often adopt a different speech style. This indicates a relatively frequent occurrence of divergence in their language usage, implying that they consciously or unconsciously employ a speech strategy that varies from their teachers' norms on a regular basis. A small percentage of students (8%) claimed that they never adopted a speech style that diverged from their teachers. This suggests that students consistently adhere to the speech patterns and mannerisms demonstrated by their teachers.

Question 08: The modifications of the communicational styles can be done at the levels of: linguistic features (dialect, accent, language choice, vocabulary), paralinguistic features (tone of the voice, facial expressions, and body language), attitudes and behaviours .Clarify each one or provide an example in both types of adjustment:

The students provided several answers regarding the modifications of speech patterns when using convergence and divergence in interaction with their teachers.

➢ **In the case of convergence:**

Linguistic features can be adjusted via the aforementioned items to match the formality or context of the interaction. For example, using more academic terminologies and formal language when speaking to teachers while using colloquial expressions and normal language with peers. Paralinguistic features encompass aspects such as tone of voice, volume, intonation, and body language. When converging, students imitate the accent or speaking style of their teachers, speak more softly, and maintain eye contact to show interest and politeness. In communicating with teachers, the language variety may be changed from ADA to English, and sometimes even the English used may be changed by removing contractions: "I don't know" may be changed to "I do not know . Dialect can be changed from colloquial to academic as a sign of respect. The choice of the appropriate vocabulary would indicate respect and formality, e.g., hey mate yo (informal used with friends), "hello sir (formal used with teachers) .Choose more appropriate vocabulary e.g., what's up? How are you doing sir? Adopting the teacher's accent to be similar with him or her, when the teacher speaks with a British accent the students should speak with him or her in British to understand well. Concerning paralinguistic features, communicating with teachers in a respectful manner involves reducing the volume, having a lowered and respectful tone, stolid facial expressions, and formal body language. Students should not raise their voice and control their body gestures. Attitudes should be positive, and behaviours should indicate respect.

➢ **In the case of divergence:**

Concerning linguistic features when adopting a different a speech pattern language is chosen randomly such as in informal situations, American English can be used that involves opening up and being less strict. Paralinguistic features involve being extremely spontaneous, using the natural style of speaking, gestures, and body language while still showing respect and attentiveness (e.g., ask for further explanation or clarification when having a different perspective or finding the topic challenging or using code switching or mixing to illustrate examples or points of view. Convergence typically involves showing a positive attitude, using respectful behaviour, and following appropriate classroom etiquette. Divergence involve expressing oneself more freely, being spontaneous, or even challenging the teacher's perspective, attitudes and behaviours indicate how much is the speaker comfortable in the

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conversation. The analysis of the answers shows that the students have different approaches to modifying their communication styles, and the specific adjustments made depending on various factors, such as educational settings, and personal preferences.

Section Three:

Question 09: What are the factors that influence your choice either to converge or to diverge according to your teachers′ speech styles?
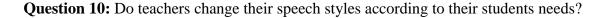
The data collected from the students indicates several factors that influence students' choices to either converge or diverge according to their teachers' speech styles. Firstly, they claimed that "the context" and "the subject matter" are primary factors. For example, in a classroom where collaboration and peer interaction are encouraged, students may converge to align their communication styles with their classmates as well as their teachers. As well, being inside the classroom and discussing academic and formal topics may result in convergence, while being outside the classroom can be less formal and result in divergence.
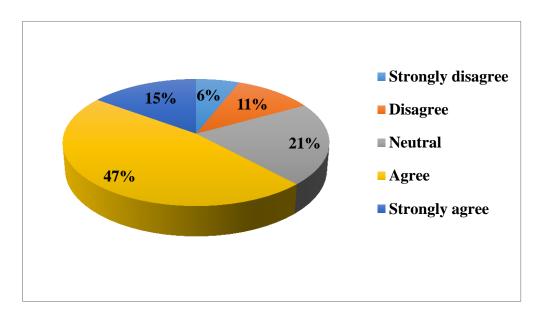
Secondly, students mentioned the "constraints that teachers impose" because some of them like a formal interaction, thus adopting convergence while communicating with them, and others prefer being casual, adopting divergence. When students feel a close rapport with their teachers, they are more inclined to converge by adopting similar speech patterns and styles to establish a sense of connection and mutual understanding. Secondly, students mentioned the teachers' communication approach and preferences as influential.

Some claimed that it generally depends on teachers 'attitudes and personalities , When students feel a close rapport with their teachers, they are more inclined to converge by adopting similar speech patterns and styles to establish a sense of connection and mutual understanding. If the teacher can communicate well with the students, this will allow for close communication**.** From the teacher's speech, I know if he is serious, I need to be more attentive with my tone, even though I know when to speak and when to keep silent. Are they more open to different speaking styles, or are they strict and do not embrace differences in speech styles? In addition, participants mentioned that it is a matter of personal preferences; they may feel comfortable using certain speech styles, also according to their level of the language. Some converge to match their teacher's speech style when their English is good.

The analysis highlights that factors such as familiarity, teacher preferences, classroom environment, and academic goals play a significant role in influencing students' decisions to

either converge or diverge according to their teachers' speech styles. Conversely, in more individual-focused learning settings, students may choose to diverge to assert their own unique identities and express their individuality. Lastly, the students mentioned the perceived academic benefits of accommodations. Some students recognised that convergence with their teachers' speech styles could enhance their understanding, improve their academic performance, and facilitate effective communication. Conversely, others believed that diverging from their teachers' speech styles could foster critical thinking and creativity. Students mentioned context, level of formality, and personal preferences as determining factors.
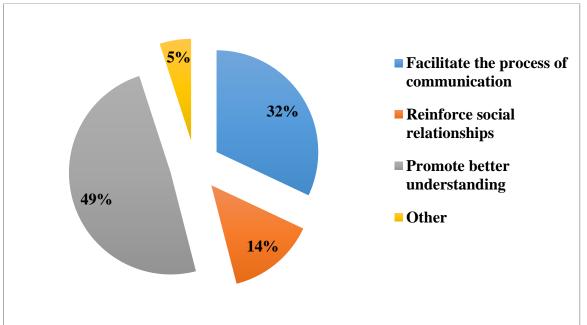
Question 10: Do teachers change their speech styles according to their students needs?

Graph 3.7. Students 'views on Their Teachers 'Accommodation

The statistics in graph 3.7 indicated mixed responses regarding the statement that teachers change their speech styles according to their students. The largest percentage of respondents (47%) agreed with the statement, suggesting that teachers do alter their speech styles based on the needs and characteristics of their students. On the other hand, 21% of respondents remained neutral, indicating uncertainty or an inability to form a definitive opinion. Interestingly, 15% of the sample strongly agrees with the statement. A combined 17 percent of respondents strongly disagreed or disagreed with the statement. These individuals may hold the perspective that teachers should maintain a consistent speech style regardless of their students' backgrounds or abilities. They might argue that maintaining a standard speech style ensures fairness and equal treatment in the classroom.

The results highlighted a diversity of opinions on whether teachers adapt their speech styles to meet the needs of their students. While a majority agrees or strongly agrees that such adaptations occur, a significant portion either remains neutral or expresses disagreement. Further research and exploration of individual teaching practises and strategies would provide a deeper understanding of the extent to which teachers adjust their speech styles in educational settings. This agreement could stem from the understanding that effective communication requires tailoring one's speech to accommodate different learning styles, levels of comprehension, and cultural backgrounds among students. This neutrality could be attributed to a lack of personal experience or knowledge about the topic or an acknowledgment that individual teachers may vary in their approach.

Question 10: Teachers tend to use convergence strategy in order to:

Graph 3.8.The Objectives of Using Convergence Strategy by EFL Teachers

The answers provided by the teachers shed light on the primary motivations behind their use of the convergence strategy in the classroom. The largest percentage, 49%,, identified promoting better understanding as the main objective. This suggests that teachers recognise the importance of adapting their teaching style to meet the diverse learning needs of their students. By converging their communication approaches, teachers can effectively convey information in a manner that resonates with their students, leading to improved comprehension and retention of the material.
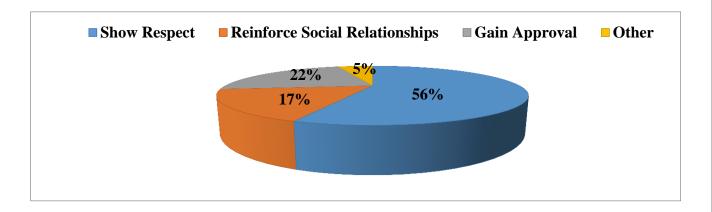
The second most significant percentage, 32%,, emphasises the role of the convergence strategy in facilitating the process of communication. This indicates that teachers are aware of the potential communication barriers that can arise between them and their students. By employing convergence, teachers can bridge this gap by adjusting their language, tone, and delivery to align with their students' communication preferences. This facilitates a more effective and meaningful exchange of ideas, fostering engagement and active participation among students.

Reinforce social relationships was identified by 14% of respondents, which highlights the teachers' recognition of the impact of a positive classroom environment on learning outcomes. By utilising the convergence strategy, teachers can create a sense of belonging and inclusivity within the classroom. Aligning their teaching style with their students' communication patterns helps build rapport, trust, and mutual respect. This, in turn, contributes to a supportive and collaborative atmosphere where students feel comfortable expressing themselves and engaging with one another.

Considering the '' other'' category, which accounts for 5 percent of the responses, it encompasses the responses '' All the above answers'' and '' No comment.'' While "all the above'' suggested that teachers use the convergence strategy for all the mentioned purposes of communication, social relationships, and better understanding, "no comment'' indicated a lack of specific feedback or a desire not to provide additional information.

These answers highlighted the multifaceted nature of the convergence strategy in education. It serves as a means to promote better understanding, facilitate communication, and reinforce social relationships. By employing this strategy, teachers can create a dynamic and inclusive learning environment that caters to the diverse needs of their students, fosters engagement, and enhances overall learning outcomes.

Question 11: The motives that push students to use convergence strategy are:

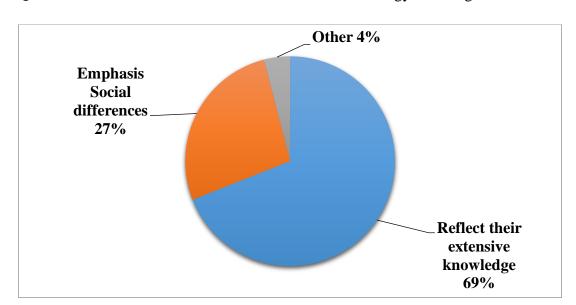**Graph 3.9.Motives behind Using Convergence Strategy by EFL Students**

The motives identified by students for using the convergence strategy reveal important insights into their perspectives and goals. The largest percentage, 56%,, highlighted the desire to show respect. This suggests that students recognise the importance of adapting their communication style to align with others as a sign of respect. By utilising the convergence strategy, students aim to demonstrate their understanding and acknowledgement of different communication patterns and preferences. This behaviour fosters positive interactions and helps create a harmonious social environment within their peer group.

The second-most significant percentage, (22%), indicated that students are motivated by the desire to gain approval. By converging their communication approaches, students seek validation and acceptance from their peers. Some students may hold the belief that adopting the communication style of their peers assists them in fitting in and being perceived as more likeable or socially competent. This motivation reflects the importance students place on social acceptance and the influence it can have on their social standing within their peer group.

Reinforcing social relationships, mentioned by 17 percent of the respondents, emphasises the role of the convergence strategy in building and maintaining connections with others. Students recognise that adapting their communication style can contribute to stronger social bonds and friendships. By converging, they can create a sense of shared understanding and belonging within their social circle, leading to more fulfilling and meaningful relationships. In addition to the motives previously mentioned, the '' other'' category Comprising 5 percent of the responses, provides further insight into the convergence strategy.

First, some students use convergence to both show respect and reinforce social relationships. This indicates that they aim to demonstrate deference towards their teachers

while simultaneously fostering positive connections with their peers. Second, there are students who are motivated by multiple factors, as indicated by the response '' All of the above." These students recognise the importance of showing respect, reinforcing social relationships, and gaining approval and utilise the convergence strategy to fulfil these various objectives concurrently. Additionally, some students employ the convergence strategy by closely observing and adapting to the accent or language proficiency level of their teachers. This keen attention allows them to establish better connections and understanding with their instructors. Lastly, there are students who use convergence to exhibit their proficiency in specific dialects or language variations, displaying their linguistic skills or cultural knowledge.

Question 12: The reasons that make teachers use the strategy of divergence are:

Graph3.10. The Reasons behind Using Divergence Strategy by EFL Teachers

The graph above represents the reasons for the use of divergence strategies by teachers. (69%) of the respondents believe that teachers use divergence strategies to reflect their extensive knowledge. This indicates that teachers may employ divergence as a way to demonstrate their expertise and command over a subject matter, fostering an environment of respect and authority among students. By displaying their deep understanding and mastery of the subject, teachers aim to inspire and motivate students to engage more deeply in the learning process.

Furthermore, the data suggested that 27% of respondents perceive the emphasis on social differences as a reason for teachers to adopt the strategy of divergence. This finding implies that teachers may deliberately use divergence to create awareness and promote

inclusivity in the classroom. By highlighting and exploring social differences, teachers can encourage students to appreciate and respect diversity, fostering a sense of belonging and empathy among them. This is an inclusive and tolerant classroom environment.

The remaining (4%) of the cases fall under the category of ''other''. This encompasses several reasons, such as fostering critical thinking skills, enhancing students' engagement, and encouraging self-expression. Divergent teaching strategies create an engaging learning environment, increase motivation, and allow students to express their unique perspectives.

Question 13: The reasons that make students use the strategy of divergence are:
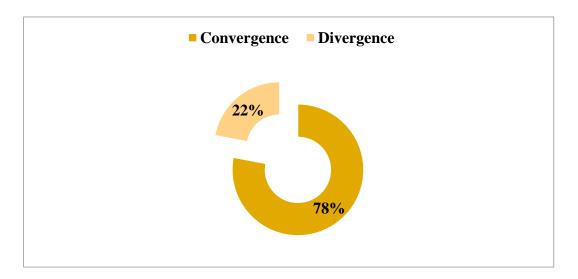

Graph3.11.The Reasons behind Using the Strategy of Divergence by EFL Students

The graph above represents the reasons for using the strategy of divergence by students. The majority of students, representing 75 percent of the responses, cited '' show identity'' as the primary reason. This suggests that these students perceive divergence as a means of expressing their individuality, unique perspectives, and personal beliefs. By deviating from the norm or mainstream ideas, these students likely aim to assert their identity and stand out from their peers.

The second most common response, accounting for 19% of the answers, was decrease social relationships.'' This indicates that a subset of students intentionally employ the strategy of divergence to distance themselves from social interactions or peer influence. These individuals may feel overwhelmed by social pressures or prefer to maintain a certain level of independence and autonomy in their thoughts and actions.

The remaining 6 percent of responses can be categorised as '' other'', encompassing a variety of reasons for divergence. These include instances where students exhibit limited linguistic and contextual knowledge, resulting in responses that deviate from the expected norm. Additionally, some students intentionally diverge from the main topic as a way to demonstrate their abilities or competence in a specific academic or cultural context. Another factor contributing to divergence is the lack of interest in or perceived relevance of the topic to students' personal interests or goals. In such cases, students may choose to deviate from the main discussion, finding it uninteresting or inconsequential.

Question 14: Which type of accommodation strategy you tend to use the most with your teachers?

Graph 3.12.The Accommodation Strategy used Most Frequently by EFL Students

This figure demonstrates the two types of accommodation strategies; the results revealed that the majority of the respondents, representing 78 percent of the students, tend to use the convergence strategy with their teachers. This implies that these students prefer to align their perspectives, behaviours, and communication styles with their teachers in order to establish rapport, conform to expectations, and facilitate effective interactions. Convergence allows students to adapt and conform to the preferences and viewpoints of their teachers, potentially with the aim of fostering positive relationships, gaining approval, or enhancing their learning experience.

On the other hand, 22% of students indicated a preference for the accommodation strategy of divergence. This suggests that a minority of students deliberately choose to deviate from their teachers' perspectives, behaviours, or communication styles. By employing divergence, these students may seek to express their individuality, challenge conventional
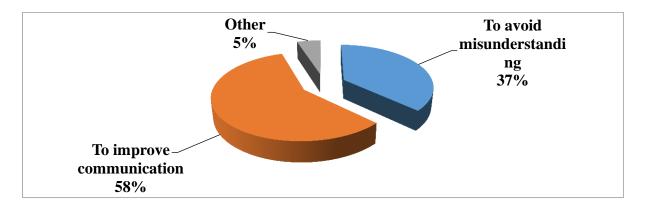
ideas, or assert their own beliefs. Divergence can serve as a means of displaying unique insights and stimulating intellectual discourse, potentially leading to personal growth and the development of critical thinking skills.

The distribution of these results highlights the diversity of approaches adopted by students when interacting with their teachers. While convergence appears to be the predominant strategy, it is important to recognise that a notable portion of students opt for divergence. This variation in accommodation strategies reflects the multifaceted nature of student-teacher relationships and the range of individual preferences and goals within the student body.

It is worth noting that both convergence and divergence have their merits, and their effectiveness may vary depending on the specific context and the dynamics between students and teachers. A balanced approach that combines elements of both strategies could potentially yield the most favourable outcomes, allowing students to establish a respectful rapport with their teachers while also fostering independent thinking and intellectual growth.

According to participants' opinions, 78% of them use the convergence strategy of accommodation because it contributes to a better understanding and creates a good relationship between them and their teachers. They always choose to converge, no matter what the teachers' speech styles are. While 22% of them use the divergence strategy because they need to express themselves freely,

Question 16: To what extent the process of speech accommodation is beneficial in understanding how and why EFL teachers and students accommodate their communicational styles according to each others?

Graph3.13.The Significance of Speech Accommodation in EFL Teacher-student Communication.

The results showed that a majority of the respondents (58%) believed that the process of speech accommodation between EFL teachers and students was beneficial in improving communication. This suggests that these individuals recognise the importance of adjusting communication styles to bridge the potential gaps that may arise due to linguistic and cultural differences. By accommodating their speech, both teachers and students can enhance mutual understanding, facilitate comprehension, and promote effective communication in the EFL classroom. This aligns with the objective learning environment, where language learners feel more comfortable expressing themselves and actively engaging in discussions.

Another significant portion of the respondents, representing 37% of the participants, identified avoiding misunderstandings as a key advantage of speech accommodation between EFL teachers and students. This emphasises the role of accommodation in mitigating communication barriers and minimising the likelihood of misinterpretations. By adapting their language, pronunciation, and discourse patterns, teachers and students can strive for clearer and more precise communication, reducing the potential for confusion or miscommunication. This is particularly relevant in an EFL context where learners may still be developing their language proficiency and may require additional support in understanding and being understood.

The remaining (5%) of responses fell into the "other" category, which suggests that speech accommodation is beneficial for creating a smooth environment and showing respect for each other's communication needs, which can contribute to more positive and productive interactions in the classroom.

III.5.2.Data Discussion and Interpretation of the Questionnaire's Results

The findings from the questionnaire provide valuable insights into this investigation. Firstly, it is evident that gender and age play a role in the composition of the sample, with a higher representation of females and a majority falling within the 20–25 age range. Moving to the factors that influence communication, the respondents identified several key factors, including the teachers' position of authority, formality, topic of communication, power relationship, respect, politeness, and social status. These factors shape the way students communicate with their teachers compared to their classmates. The majority of students consciously modify their speech style when interacting with teachers, highlighting their awareness of the importance of adapting to the academic and professional nature of the teacher-student relationship. There is a strong rapport of communication between EFL learners and instructors, achieved by using different means of communication: face-to-face interaction, which is the most common, email, and digital platforms like Google Classroom. When it comes to speech style convergence, students gave a range of responses, with some sometimes, often, or always adopting a similar speech style to their teachers, while others rarely or never do so. Similarly, students also sometimes employ the divergence strategy, occasionally deviating from their teachers' speech styles. Modifications in communication styles can occur at the linguistic, paralinguistic, attitude, and behaviour levels. The factors influencing students' choice to converge or diverge include formality, teacher preferences, classroom environment, and perceived academic benefits. The survey also captures perspectives on whether teachers adjust their speech styles for students, with a majority agreeing that such accommodation occurs, while a significant portion remains neutral or disagrees. Teachers themselves employ the convergence strategy primarily to promote better understanding, facilitate communication, and reinforce social relationships. On the students' side, the motives for using the convergence strategy include showing respect, gaining approval, and reinforcing social relationships. Eventually, these findings emphasise the complex interplay of various factors in shaping communication between students and teachers.

III.6.1.Analysis of the Results:

Question-Item 01: Do you accommodate your conversational style according to your students?

Basically, the reason behind this question is to determine if teachers realise that they accommodate their conversational style according to their students. Some interviewees demonstrated a more detailed understanding of the importance of accommodating their conversational style to students' needs and circumstances. However, some responses provided a straightforward affirmation without providing specific details or reasons for adapting the conversational style. The answers suggested that teachers are aware of the impact of their speech styles on students' understanding.

Question-Item02: In which situation do you adopt a speech style which appears close to the speech style of your students?

The majority of the answers highlighted the importance of adjusting certain speech styles in certain circumstances. First, students' needs. For example, when students are not engaged in the lesson, face difficulties grasping ideas, or do not understand the material, teachers find themselves using simple language and incorporating examples when introducing something new within the lesson in order to bring students closer to the idea or the concept. Additionally, teachers mentioned situational contexts, such as outside the classroom or meetings in public places, as relevant cases for adopting a speech style closer to the students. The informants' views suggested that there is a recognition of the students 'needs, thus adjusting their speech styles to enhance students' engagement, understanding, and communication. Teachers understand the importance of using language that resonates with students and facilitating comprehension by utilising various strategies based on the situation and students' needs. Selecting appropriate speech styles based on the students' level.

Question-Item03: What are the factors that push you to use convergence strategy with your students?

The motives expressed in the answers include wanting to communicate easily with students, avoid ambiguity and misunderstanding, and make the content more accessible. Teachers emphasise the importance of establishing a connection with students, enhancing comprehension, addressing student motivation and engagement, and creating a positive and

inclusive learning environment. Teachers aim to communicate effectively, simplify complex concepts, and ensure mutual understanding with their students. They also recognise the value of approaching students in a friendly and respectful manner and providing opportunities for all students to understand the topic.

Question-Item 04: In which situation do you adopt a speech style, which appears different from the speech style of your students?

The interviewees mentioned various situations where they modified their speech styles to appear different from students. First, in a situation of challenge, while students may get used to their teacher's speech style, it is quite advisable that the teacher expose them to some authentic material from the real world to get them out of their comfort zone. As a result, students will be prepared to face any new situation in the short and long run. Second, in some circumstances and academic arenas, teachers are obliged to show a high level of English. Additionally, the complexity of the subject matter there are cases where teachers deliver the information as it is without using a simple speech or their own dialect or style.

Teachers recognise the need for formal language in academic and professional settings. They also acknowledge that certain topics may require a different speech style from students due to their seriousness or complexity, and target language considerations are taken into account, as is the challenge of exposing students to authentic materials to expand their language skills. The strategies used serve multiple purposes and contribute to the overall learning experience.

Question-Item 05: What are the motives that push you to use divergence strategy with your students?

Teachers highlighted different motives behind using divergence strategy in teaching. It is mostly used to check the students' intelligence and their level of focus on the details in order to develop their understanding and thinking skills, particularly outside the box. In addition, to attract students towards the formal use of language and accent and to model for them the use of standard spoken style, it aims to show uniqueness in the class and a sense of belongingness (when using local dialects). It is worthy to mention that when teachers feel that the students are so familiar with them to a degree that it makes them sometimes impolite or informal, they use divergence to be different and to maintain a professional distance. Furthermore, to push students to expand their linguistic abilities to learn new speech styles and encourage them to develop more formal speech,

There are several objectives for using divergence. Teachers aim to create a unique learning environment, model professionalism and a standard spoken style, establish boundaries when necessary, motivate students to expand their linguistic skills, and establish authority. In addition, to show students that there are different characteristics of language, they should use them in their future projects.

Question-Item 06: Accommodation of the speech style can be done at the linguistic, paralinguistic and behavioural levels

_ Could you clarify and provide examples of these modifications in case of convergence?

The interviewees explained and gave examples to illustrate how they modify their speech style at different levels in the case of adopting a close speech style with students. To match the needs and comprehension of their students. At the linguistic level, adjustments may involve using a simple language, avoiding complex vocabulary, providing translations, and switching to ADA to be understood more by them. At the paralinguistic level, teachers may alter their speech rate, tone, and non-verbal cues to enhance communication. At the behavioural level, teachers may employ greetings, special expressions, or tailored approaches based on the specific student group or their academic level. These modifications aim to facilitate understanding, create a comfortable learning environment, and establish effective communication between teachers and students.

_ Could you clarify and provide examples of these modifications in case of divergence?

In this item, the answers given illustrate how teachers modify their speech style at different levels to create divergence from the students' speech style. At the linguistic level, modifications involve using complex language structures, RP English, more formal vocabulary, and technical terms related to the topic being taught ,the speech style is different and related to the area of research Eg; literature requires figurative meaning. At the paralinguistic level, teachers may adjust their non-verbal cues, such as gestures and a more serious tone of voice, to establish a more formal or authoritative atmosphere. At the behavioural level, teachers may employ specific expressions or behaviours to convey severity (e.g., end the session by saying class is dismissed). These modifications aim to create a distinction between the teachers' and the students' speech styles, often to emphasise formality, authority, or the use of specialised language in certain subject matters.

Question-Item 07: What are the factors that influence your choice to either converge or diverge?

The factors influencing teachers' choices to converge or diverge in speech style are complex and multifaceted, including context, the subject matter being taught, students' background knowledge, relationships with students, the level of formality between the teachers and their students, as well as the purpose of the communication. Therefore, divergence shapes feelings or attitudes, emphasises the use of RP English, and focuses on language proficiency and cultural considerations. Teachers converge to enhance communication, establish rapport, convey respect, accommodate students' needs, and create a conductive learning environment.

Question-Item 08: Which strategy of speech accommodation do you use the most with your students? Why?

The answers vary depending on a range of factors, including the context of interaction, the aim of communication, and the level of formality required. Teachers' preferences for using the convergence strategy with students are driven by the desire to facilitate communication, create a positive learning environment, simplify explanations, enhance engagement, and help deliver the information. By adopting convergence with their students, teachers aim to bridge the communication gap and promote effective learning experiences, while divergence helps to emphasise a given variety or accent of EFL to be followed.

Question-Item 09: According to your observation in the classroom your students tend to converge or diverge?

The observations regarding whether students tend to converge or diverge in the classroom varied among the teachers. While some teachers notice that the convergence strategy is more preferable to them in order to be closer to the teacher or when they are not confident in their language skills, others observed a tendency towards divergence to reflect their own language style. It can be a combination of both strategies. Factors such as the students' language proficiency, cultural background, confidence level, and classroom environment may influence their choice of accommodation strategy.

Question-Item 10: To what extent is understanding the use of speech accommodation and its strategies beneficial in teacher_ student communication?

The participants insisted that understanding the use of speech accommodation and its strategies is highly beneficial in teacher-student communication. Firstly, it increased the level of self-esteem and politeness among both sides, fostering a positive and respectful atmosphere. This promoted the formality of academic and inclusive language communication, enhancing clarity and understanding. By being aware of the shift in speech and its motivations, individuals were more accepting of natural style shifts and expected others to display them as well. Secondly, it is crucial for teachers to understand and demonstrate awareness of speech accommodations by setting boundaries and guiding students by being an example themselves. This helped establish a balanced dynamic in the teacher-student relationship. Thirdly, the ability to know when to get closer or maintain distance from students was vital in building and nurturing that relationship. Effective speech accommodation ensured that communication channels remained open and barriers were eliminated, leading to better learning outcomes. Moreover, speech accommodations could improve the effectiveness of the communication process and create a more comfortable learning environment, fostering trust and enhancing understanding between students and teachers. However, while speech accommodation was generally useful, there may have been situations where it was not applicable or necessary. Nevertheless, overall, understanding and employing speech accommodation strategies could lead to better teacher-student communication, eliminate misunderstandings, and enhance learning achievements.

III.6.2. Interpretation and Discussion of the Interview's Results

The analysis of the data from the teacher's interview has provided us with valuable information about our research topic. It has permitted us to draw some relevant conclusions concerning the principal questions presented in our research proposal. The hypotheses that we formed around these questions have been significantly confirmed by the concerned teachers.

The findings from the analysis of the interviews shed light on various aspects of speech accommodation in teacher-student communication. Firstly, it is evident that teachers recognise the importance of adapting their conversational style to meet the needs of their students. However, there is a variation in the depth of understanding and reasoning provided by the interviewees. While some teachers demonstrate a comprehensive understanding of the impact of speech styles on students' understanding and engagement, others provide more straightforward affirmations without elaboration. This suggests that while there is overall awareness of the need for accommodation, some teachers may benefit from further reflection on the extent and rationale behind their adaptation. The interviews also highlight situations in

which teachers adopt a speech style similar to that of their students. The emphasis is on enhancing student engagement and comprehension, using simplified language with students, and selecting appropriate speech styles based on their level and needs. This reflects a student-centred approach where teachers strive to facilitate effective communication and understanding by resonating with their students. The recognition of situational contexts outside the classroom or in public places as factors for adopting a closer speech style further underscores the importance of context in speech accommodation.

Teachers' motives for using the convergence strategy include establishing a connection with students, enhancing comprehension, addressing motivation and engagement, and creating an inclusive learning environment. This emphasises the importance of effective communication, simplifying complex concepts, and fostering positive relationships in the classroom. On the other hand, teachers in situations that require a different speech style due to formality, subject matter complexity, or target language considerations employ the divergence strategy. These modifications aim to emphasise authority, formality, or specialised language use in certain subjects.

The modifications made in speech style at linguistic, paralinguistic, and behavioural levels provide specific examples of how teachers accommodate their communication with students. These modifications aim to facilitate understanding, create a comfortable learning environment, and establish effective communication channels. Similarly, divergence strategies involve adjustments in vocabulary, tone, non-verbal cues, and behaviours to create a distinction and emphasise specific aspects of communication.

Factors influencing the choice to converge or diverge in speech style are complex and multifaceted, including social dynamics, students' readiness and background, context, relationships, language proficiency, and cultural considerations. Teachers make these decisions to enhance communication, establish rapport, accommodate students' needs, and create a conducive learning environment. The observations regarding students' tendency to converge or diverge in the classroom vary, suggesting that individual student characteristics and contextual factors influence their choice of accommodation strategy.

Understanding the use of speech accommodation and its strategies is highly beneficial in teacher-student communication. It promotes a positive and respectful atmosphere, enhances clarity and understanding, and establishes a balanced dynamic in the teacher-student relationship. Speech accommodation fosters trust, eliminates barriers, and improves learning

outcomes. By being aware of and employing speech accommodation strategies, teachers can create a more comfortable learning environment and enhance student-teacher communication.

These findings highlight the significance of speech accommodations in fostering effective communication and creating inclusive learning environments. They provide insights into the motivations, strategies, and factors influencing the choice to converge or diverge in speech style. By understanding and employing speech accommodations, teachers can enhance their interactions with students, promote learning, and contribute to positive educational experiences.

Conclusion

To sum up, this study has provided valuable insights into interpreting the use of speech accommodations among EFL teachers and students at Ibn Khaldoun University through a questionnaire directed to students and an interview with teachers. We have gained a better understanding of how and why teachers and students accommodate their communication styles according to each other's. Convergence and divergence strategies are employed based on different factors, such as student engagement, comprehension, formality, and the complexity of the subject matter. The modifications can be done at the linguistic, paralinguistic, and behavioural levels. Applying such accommodative strategies aims to enhance understanding, establish effective communication, and create a conductive learning environment. The questionnaire and interview revealed that EFL students and teachers recognise the importance of adjusting their speech styles to meet their needs and achieve their communicational objectives. Adopting convergence or divergence depends on many factors, mainly the context and circumstances in which communication takes place as well as the desired targets. It is worthy to mention that convergence is used most frequently among EFL teachers and students to create mutual understanding.

Limitations of the Study

Despite the efforts invested in conducting this study, it faced many obstacles and limitations that need to be mentioned. First, the lack of participant diversity and the focus on a specific group of teachers, students, and educational settings limit the applicability of the results to different contexts. Second, some participants' lack of knowledge regarding the topic and their unfamiliarity with some concepts, which affected their comprehensive understanding of some perspectives of teacher-student communication. In addition, another obstacle was the hesitation of some respondents to fill out the questionnaire in time, and a few respondents skipped the questions that were open-ended or required justification. An obvious problem was the unavailability of teachers to do the interview that led to involving a small sample size only. Besides, the time of the investigation was limited and did not allow us to have a large-scale study.

Recommendations for Further Research

From the results reached after conducting this study, students and teachers prefer to use convergence most of the time to enhance the relationship between them and promote a better understanding. We recommend that future additional research should pursue a more diverse sample and conduct longitudinal studies to investigate the development and changes in speech accommodation patterns among EFL students and teachers over an extended period of time. This would help determine if accommodation strategies evolve with increased language proficiency and teaching experience. Furthermore, conduct a comparative analysis of speech accommodation patterns among EFL students and teachers at different academic levels, such as undergraduate or PhD, to explore if there are any significant differences or similarities in their speech accommodation strategies. After conducting the research, We also suggest that teachers and students pay more attention to the way they accommodate and apply convergence and divergence in the appropriate ways in order to understand each other and be understood as well. Understanding the aspects of speech accommodation fosters the communication process in EFL contexts.

General Conclusion

General Conclusion

Applying communication accommodation theory in the university context entails the ways EFL students and teachers accommodate their speech patterns either consciously or unconsciously depending on social, psychological, and linguistic factors to sound either close to the other speaker's speech style or different from it. Furthermore, it focuses on demonstrating the factors that contribute to accommodation and its two types, precisely convergence and divergence, and interpreting the motives behind using them. To meet the objectives of this study, the work was organised into three chapters: the first chapter deals with the sociolinguistic profile of Algeria, including the verbal repertoire and the outcomes of language contact. The second chapter provides a comprehensive overview of the relevant literature on the topic. The third chapter is devoted to the fieldwork of this research, covering the methodology followed, the sample selected, data collection tools, discussion, and interpretation of the findings. Moreover, some relevant conclusions have been logically drawn based on the results discussed and the provided literature.

After using a mixed methodology, based on the quantitative and qualitative data collection. the findings reached revealed and concluded that several factors influence how students communicate with their teachers in comparison to their classmates, which are: the degree of formality; communicating with classmates is informal, more open, and not guided by constraints, but interacting with teachers is formal, less flexible, and guided by norms. The subject matter and the academic context in which communication takes place are other factors that can lead to differences in communication. Power relationships between teachers and students are inherently different from the ones that exist between classmates; this can influence the language used and the expectations of the roles that each party expects to play in the communication process. EFL teachers and students have continuous communication, which takes various forms, including face-to-face interaction, email, and Google Classroom, depending on the situation. Students are aware of the accommodations they make when communicating with their teachers, so they do it on purpose in most cases. They use similar language patterns to match their teachers 'speech styles and use dissimilar language patterns to appear different from their teachers' speech styles, while the extent and consistency of convergence and divergence vary among students.

In a situation of convergence, students adjust their linguistic features by modifying the language variety from colloquial to academic, imitating the accent of their teachers, and choosing the appropriate vocabulary. Concerning paralinguistic features, maintaining eye

contact to show interest and politeness, reducing the volume of voice, having a lowered and respectful tone, stolid facial expressions, and formal body language. Attitudes should be positive, and behaviours should indicate respect. On the other hand, adjusting linguistic features when adopting divergence can be done as follow: language is chosen randomly, such as in informal situations American English can be used, which involves opening up and being less strict. Paralinguistic features involve being extremely spontaneous and using the natural style of speaking, gestures, and body language while still showing respect and attentiveness. Therefore, students have different modifications to their communication styles, and the specific adjustments made depend on various factors, such as educational levels and personal preferences. Convergence typically involves showing a positive attitude and following appropriate academic etiquette. Divergence involves expressing oneself more freely, being spontaneous, or even challenging the teacher's perspective. Attitudes and behaviours indicate how comfortable the speaker is in the conversation.

Various factors influence students' decisions to either converge or diverge according to their teachers' speech styles, which are "the context" and "the subject matter." Being inside the classroom and discussing academic and formal topics may result in convergence, while being outside the classroom can be less formal and result in divergence. Generally, deciding how to accommodate depends on teachers' attitudes and personalities; are they more open to different speaking styles, or are they strict and do not embrace differences in speech styles? .It is crucial to mention that it depends on the idiolect; it is an individual characteristic of using language, students may feel comfortable using certain speech styles. Some diverge to show themselves, and others converge and rely on the teacher's speech style.Also ,according to their level of language proficiency ;when students have a good background knowledge they automatically have the tendency to diverge more than converge. It can be a matter of personal preferences and academic goals; students may choose to diverge to assert their own unique identities, express their individuality, and foster their critical thinking and creativity. Some students recognised that converging to their teachers' speech styles is better to gain approval and achieve mutual understanding.

Furthermore, teachers adjust their speech styles in certain circumstances. They adopt a speech style similar to that of their students, using simplified language to enhance student engagement and make the content more accessible, and selecting appropriate speech styles based on their level and needs. The motives behind adopting divergence are to expose students to authentic materials to expand their language skills, check the students' intelligence, develop their understanding, and attract them towards the formal use of

language. As well, it helps teachers maintain professional distance and authority. The factors influencing teachers' choices to converge or diverge in speech style are the context, the subject matter, the students' needs, and their language proficiency. The recognition of situational contexts outside the classroom or in public places as factors for adopting a closer speech style .Due to the complexity of the subject matter, teachers find themselves obliged to reflect a high level of English.

Convergence appears to be the predominant strategy used by EFL students and teachers because it contributes to a better understanding and creates a good relationship. However, a notable portion opt for divergence .This variation in accommodation strategies reflects the multifaceted nature of speech accommodation, student-teacher relationships and individual's preferences and goals. It is worth noting that both convergence and divergence have their effectiveness, and their applicability may vary depending on the context and the communicative objectives. A balanced approach that combines both strategies results in the most favourable outcomes, allowing students to establish a respectful rapport with their teachers while also fostering independent thinking and intellectual growth.

In conclusion, the results of the present work support the formulated hypotheses and make them valid. Therefore, this study managed to prove that the generalisation of the findings can be applied but to a limited extent in the EFL context ,taking into account the limited sample size of teachers involved in the study and the complexity of communication. Due to the fact that the sample size of students is nearly close to the total number of Master One Linguistic students in the English department, this is not a limited factor to generalise the conclusions. It is recommended for similar future studies to highlight accommodation strategies in other contexts to illuminate the puzzling facets related to the subject.

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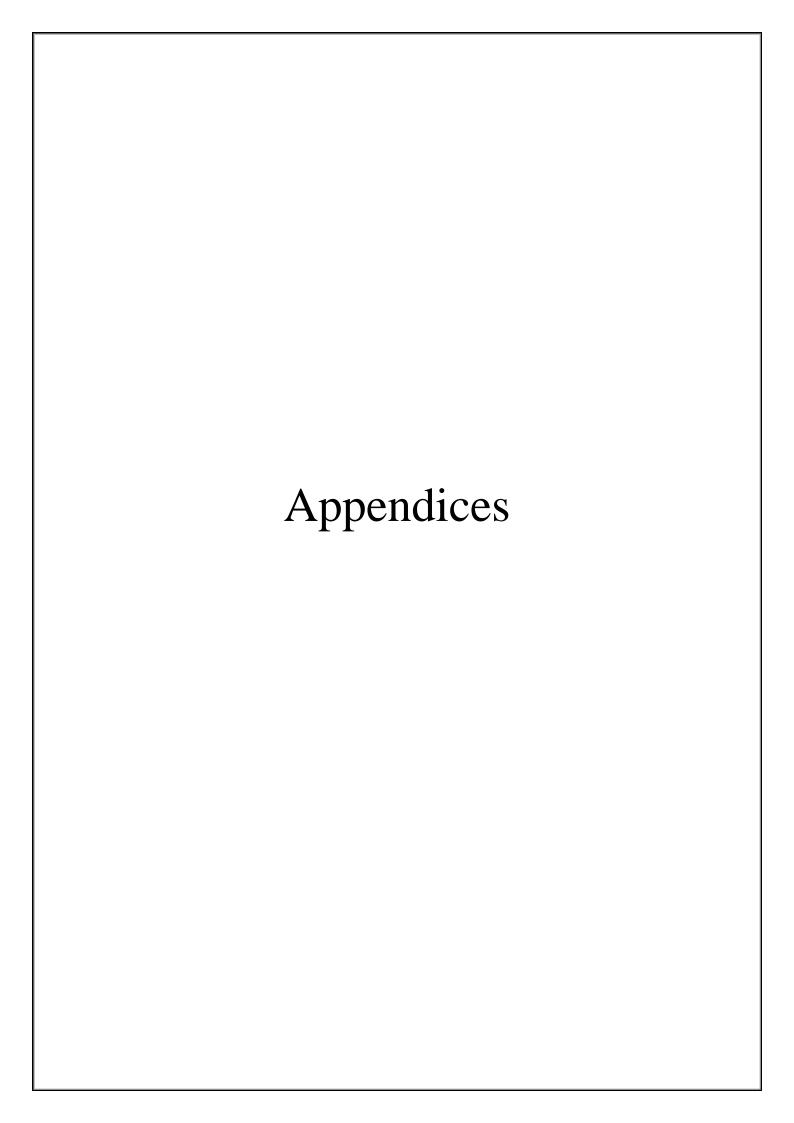Hassaine,F. (2011).*French and Algerian Arabic in a Bilingual Situation Case Study of
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Appendices

Appendix 1 : Students Questionnaire

We kindly ask you to help us by answering the following questionnaire concerning our dissertation of the Master degree in Linguistics. This research is conducted in order to shed the light on the process of speech accommodation by English language teachers and students .It aims to interpret the motives and the reasons that push them to use its two forms of adjustment which are convergence and divergence .Bear in mind that this is not a test ,so there are no "right" or "wrong" answers and you don't even have to write your name on it. Please answer all the questions sincerely as only this will guarantee the success of the investigation. Thank you very much for your collaboration.

Section One: (general information):

1) Gender?

☐ Male   ☐ Female

2) How old are you ?

Section Two:

1) What are the factors that make you communicate with your teachers in different ways from communicating with your classmates?

....

....

....

2) Do you modify your speech style with your teachers?

☐ Consciously   ☐ Unconsciously

We would like you to answer the following questions by simply <u>writing only one number</u> in front of each question

3) How do you communicate with your teachers?...........

1 = Face to face interaction   2 = Via email   3 =Google classroom   4 = All of them

4) How often do you adopt a speech style which appears close to the speech styles of your teachers (Convergence strategy)? ……………..

1 = Never   2 = Rarely   3 =Sometimes   4 = Often   5 = Always

5) How often do you adopt a speech style which appears different from the speech styles of your teachers (Divergence strategy)? ………………

1 = Never   2 = Rarely   3 = Sometimes   4 = Often   5 = Always

6) The modifications of the communicational styles can be done at the levels of: linguistic features, paralinguistic features, attitudes and behaviours.

Clarify each one or provide an example in both types of adjustment in the following table:

	Convergence (using similar speech style)	**Divergence** (using different speech style)
Linguistic features (**dialect, accent, language choice, vocabulary**)	…………………………………… …………………………………… …………………………………… …………………………………… ……………………………………	………………………………………… ………………………………………… ………………………………………… ………………………………………… …………………………………………
Paralinguistic features (**tone of the voice ,facial expressions ,body language**)	…………………………………… …………………………………… …………………………………… ……………………………………	………………………………………… ………………………………………… ………………………………………… …………………………………………

Attitudes and behaviours	…………………………… …………………………… …………………………	…………………………… …………………………… …………………………

Section Three:

1) What are the factors that influence your choice either to converge or to diverge according to your teachers′ speech styles?

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....

We would like you to indicate your opinion after each statement by putting an 'X' in the box. (Cross one box only)

2) Teachers change their speech styles according to their students:

☐ Strongly disagree   ☐ Disagree   ☐ Neutral

☐ Agree   ☐ Strongly agree

3) Teachers tend to use convergence strategy in order to:

☐ Facilitate the process of communication

☐ Reinforce social relationships

☐ Promote better understanding

☐ Other (specify please)………………………………………………………………

4) The motives that push students to use convergence strategy are:

☐ Show respect

☐ Reinforce social relationships

☐ Gain approval

☐ Other (specify please) ……………………………………………………………

5) The reasons that make teachers use the strategy of divergence are:

☐ Refect their extensive knowledge

☐ Emphasis Social differences

☐ Other (specify please) ……………………………………………………………………

6) The reasons that make students use the strategy of divergence are:

☐ Show their identity

☐ Decrease social relationships

☐ Other (specify please) ……………………………………………………………………

7) Which type of accommodation strategy you tend to use the most with your teachers?

☐ Convergence   ☐ Divergence

Explain why !

……………………………………………………………………………………………………

……………………………………………………………………………………………………

8) To what extent the process of speech accommodation is beneficial in understanding how and why EFL teachers and students accommodate their communicational styles according to each others?

☐ To avoid misunderstanding

☐ To improve communication

☐ Other (specify please) ……………………………………………………………………

Appendix 2 : Teachers Interview

Dear teachers you are kindly invited to be part of our dissertation of the Master degree in Linguistics which is entitled "*Analysing the Use of Speech Accommodation: Convergence and Divergence among EFL Students and Teachers at Ibn Khaldoun University of Tiaret " Case Study: Master One Linguistics.*

Thank you for sharing your time and efforts with us to collect the necessary data for our

1_Do you accommodate your conversational style according to your students ?

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…………………………………………………………………………………………………

2_In which situation do you adopt a speech style which appears close to the speech style of your students?

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3 _What are the motives that push you to use convergence strategy with your students?

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4_In which situation do you adopt a speech style which appears different from the speech style of your students?

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5_What are the motives that push you to use divergence strategy with your students?

…………………………………………………………………………………………………
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…………………………………………………………………………………………………

6_Accommodation of the speech style can be done at the linguistic, paralinguistic and behavioural levels

_Could you clarify and provide examples of these modifications in case of convergence?

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_Could you clarify and provide examples of these modifications in case of divergence?

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………

7 _What are the factors that influence your choice either to converge or to diverge?

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……..

……...

8_Which strategy of speech accommodation do you use the most with your students? why?

……

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9_According to your observation in the classroom your students tend to converge or diverge ?

……..

……..

10_To what extent understanding the use of speech accommodation and its strategies is beneficial in teacher student communication ?

……...

……...

……...

Your collaboration is much appreciated

Sample of the Interview Answers

Q.01_Do you accommodate your conversational style according to your students ?

Teacher 1 **:** yes, style is uncontrolled at the long pace – naturally, we shift or accommodate or we notice others accommodating to our style.

Teacher 2: yes, of course I change my speech because sometimes in the session I have really excellent students who have the ability to understand my speech and others don′t have, so I find myself changing my style according to them or to the topic.

Q.02_In which situation do you adopt a speech style which appears close to the speech syle of your students?

Teacher 1**:** the teacher has to adopt a certain speech style is when introducing something new within the lesson in order to bring students closer to the idea of understanding the material that they are exposed to. Teacher has to select and pick language that students are familiar with

Teacher 2**:** outside of the classroom most of the time or if we meet in public places.

Q.03 _What are the motives that push you to use convergence strategy with your students ?

Teacher 1**:** to establish a better connection with them , to enhance comprehension,to make content more accessible and to create more inclusive environment for students

Teacher 2**:** to express gratitude and respect to those who deserve , to enhance speaking with specific modes or genres ,and to seem friendly with others in some cases.

Q.04_In which situation do you adopt a speech style which appears different from the speech style of your students?

Teacher 1**:** to avoid misunderstanding ,to combat some students' bad behaviors , and in out-of-class conversations.

Teacher 2**:** in situation of challenge, meaning while students may get used to their teacher's speech style, it is quite advisable that the teacher exposes them to some authentic material from the real world to get them out of their comfort zone as a challenge. As a result, students will be prepared to face any new situation in the short and long run.

Q.05_What are the motives that push you to use divergence strategy with your students ?

Teacher 1**:** to attract students towards the formal use of language, accent, quiet talks, to show uniqueness at least in the class, to show sense of belongingness (when using local dialects).

Teacher 2**:** to be different from students and to maintain a professional distance ,to encourage students to develop more formal speech. , and to push them to expand their linguistic abilities.

Q.06_Accommodation of the speech style can be done at the linguisic ,paralinguistic and behavioral levels .

_Could you clarify and provide examples of these modifications in case of convergence ?
Teacher 1**:** simplyfing some concepts by using synonyms for example to reduce their difficulties

Teacher 2**:** using simple language structures, adopting a more relaxed tone, or using colloquialisms that the students are familiar with.

_Could you clarify and provide examples of these modifications in case of divergence ?
Teacher 1: using technical language related to the topic being taught **,**the speech style is different and related to the area of research Eg; literature requires figurative meaning.

Teacher 2**:** the choice of vocabulary is more formal, I adopt more serious tone of voice when addressing my students to establish authority.

Q.07 _What are the factors that influence your choice either to converge or to diverge ?

Teacher 1**:** level of language proficiency of my students, the level of formality required in the situation, and the cultural background of my students. I diverge to shape feelings or attitudes, emphasize the use of RP, affecting others speech (use of pauses, slow-rate speech, etc.) .I converge to communicate with staff, with foreign students,

Teacher 2**:** the subject matter that being taught and the level of the formality between the teachers and their students, as well as the purpose of the communication.

Q.08_Which strategy of speech accommodation you use the most with your students ? why ?

Teacher 1: I can't guarantee the level, but I guess divergence helps me emphasize a given variety or accent of EFL to be followed. For the local dialects, I insist on maintaining my belongingness to my mother tongue.

Teacher 2: I tend to use convergence because it helps to create a more comfortable learning environment.

Q.09_According to your observation in the classroom your students tend to converge or diverge ?

Teacher 1: maybe, the convergence strategy is more preferable to the students.

Teacher 2: it depend on the idiolect ,it is an individual characteristics of using language . Some diverge to show themselves and the other converge and rely on the teacher's speech style

Q.10_To what extent understanding the use of speech accommodation and its strategies is beneficial in teacher-student communication ?

 Teacher 1: It increases the level of self-esteem and politeness among both actors ,it increases the formality of academic and inclusive language communication .Being aware of the shift and its motivation help with accepting the idea of natural style shift and expecting others to show it.

Teacher 2: It is crucial for them to understand and show awareness of both styles and the teacher should set the boundries and guide them by being an example first.

ملخص :

يهدف العمل الحالي الى تسليط الضوء على قابلية تطبيق التكييف اللغوي في صفوف طلاب ومدرسي اللغة الانجليزية في جامعة ابن خلدون تيارت، العينة المستهدفة تشمل 100 طالب ماستر لغة انجليزية تخصص لسانيات و13 استاذ بهدف جمع البيانات الكمية والنوعية. توضح الدراسة الحالات التي يتبنى فيها طلاب اللغة الانجليزية والمعلمين انماط الكلام المتشابهة او المختلفة اثناء التواصل. بالإضافة الى ذلك، تفسر الدوافع وراء اعتماد التقارب والتباين، فضلا عن العوامل التي تساهم في اختيار هذه الانواع من التكييف. توفر نتائج هذا البحث فهما شاملا لتكييف الكلام واستراتيجياته المستعملة من منظور الطلاب والاساتذة في السياق المدروس.

الكلمات المفتاحية :التكييف اللغوي، سياق اللغة الانجليزية كلغة اجنبية ,التقارب ,التباين, التعديلات

Résumé :

 Le présent travail vise à mettre en évidence l'applicabilité de l'accommodation de la parole chez les étudiants et les enseignants d'anglais langue estrangère(EFL). La population cible impliquée est 100 étudiants de master de Linguistique et 13 enseignants d'anglais à l'Université Ibn Khaldoun de Tiaret. L'étude démontre les situations dans lesquelles les étudiants et les enseignants de l'EFL adoptent des modèles de parole similaires ou différents lors de leurs interactions. De plus, il interprète les motifs derrière l'adoption de la convergence et de la divergence ainsi que les facteurs qui contribuent au choix de ces types d'ajustements.

Mots clés : accommodation de la parole, Contexte EFL, convergence, divergences, adaptations

Summary:

 The present work aims at highlighting the applicability of speech accommodations among EFL students and teachers. The sample involved is 100 Master students of Linguistics and 13 English teachers at Ibn Khaldoun University of Tiaret, in order to collect quantitative and qualitative data. The study demonstrates situations in which EFL students and teachers adopt similar or different speech patterns while interacting. Moreover, it interprets the motives behind adopting convergence and divergence as well as the factors that contribute to the choice of these types of adjustments.

Key words: speech accommodation, EFL context, convergence, divergence, adjustments