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Investigating on Dialect features within Tiaret speech community : Tiaret, Ain Dheb, Rahouia, and Frenda

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Submitted by: **Supervised by: Khaled BELARBI**

 -Miss: Nadine KADA

 - Miss : Maroua Nesrine LAHCEN

Board of Examiners

Chairman	**Dr Amar BENABED**	University of Tiaret
Supervisor	**Dr Khaled BELARBI**	University of Tiaret
Examiner	**Dr Hamani Mohamed HEMAIDIA**	University of Tiaret
Co-supervisor	**Mr Ahmed BOUZOUINA**	University of Tiaret

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Dedication

To our parents, sisters, brothers, families, and friends

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Abstract

The present research is about investigating on dialect features within Tiaret speech community: Tiaret, Ain Dheb, Rahouia, and Frenda .It sheds the lights on how the Tiaretian dialect differs in the four areas .The aim behind investigating in this research is the lack of studies especially in the case of the dialect in Tiaret and its regions, and also to distinguish the dialect variation that occurs within the speech community of Tiaret, in comparison to its regions .In addition to this to highlight the effects of these features on the speech of the Tiaretians (age, gender, region, social class and culture). A mixed method that combines analytical descriptive and content analysis was adopted .Pupils were selected homogyniously over the area of the study from middle and secondary schools, and used the grid of observation to observe their dialect, sixty four (64) participants were selected, sixteen (16) of each region. The main findings and results revealed that there many diversities and variations in the Tiaretian dialect in term of words, expressions, and pronunciation.

Key words

Dialect features, speech community, dialect variation, age, gender, social class, culture, region

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Introduction

General introduction

Language is a significant factor in any society, the basic and most important element that distinguishes human being from any other creature, it is also a manner that enables the sharing of commune ideas, the language use differs from a person to another and from a place to another, even in the same community and the same area. Everyone uses language or dialect differently that reflects his age, gender, region, social class and even his culture.

William Labov, followed by many other linguists, gives a new start to the study of dialect in relation to the circumstance where it functions by means of investigation techniques based on experiential research work. It has been revealed that dialectological variationis systematically related to certain features such as geographical, gender, age, social class, culture. Since dialect is a social phenomenon, it is naturally assumed that the social factors influence the dialect which is performed by language users either structurally or phonologically.

This study attempt to investigate the dialectal variations betweenTiaret and three neighboring speech communities (Ain Dheb, Rahouia, Frenda), it also shed the light on the features and factors that are involve in creating such linguistic variation.

This dissertation includes four chapters which are spread over methodology as following:The first chapter is dedicated to literature review where we attempt to present the most important theoretical parts of previous studies,which are thought to be relevant to our study in addition to a general description of each of the dialect features.

In the second chapter, we define the main Concepts related to the topic. At first, the researcher shed lights on the meaning of a dialect with the presentation of both types of dialects, regional and social Dialects, then highlights each feature by its own definition and effects on the dialect. The researcher provides some definitions about the term speech community in order to conclude the chapter.

The third chapter is devoted to the methodology of the study which is mixed of an analytical descriptive and content analysis method, in this section the researchers explaine the methods

that are use to conduct the study by highlighting the tool interview that were used to collect data beside the observational grid using a series of tables.

 At long last, chapter four tackle the practical side of the study in which the researchers start discussing and interpreting thecollected data from the participants recorded speech. The second step in this section is to analyze the results using a statistic measure of percentages in series of graphs.

CHAPTER ONE

THEORATICAL

PART

CHAPTER ONE THEORATICAL PART

1. Problem statement

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

Dialect variation for many centuries was the most controversial aspect, that creates a debate in socioliguistics. Therefore, this study investigates the dialect features within speech community of Tiaret particularly in the four different geographical linguistic spots; Tiaret, Ain Dheb, Frenda, Rahouia, and it determines the linguistic variation between them in terms of speech content: whether the dialect of Tiaret is unified or different, by highlighting the effect of each feature Region, Age, Gender, Culture, Social class. In addition to, the lack of this latter leads us to study in such field of work in purpose of distinguishing the variation of dialect features of the speech community of Tiaret.

Researchers felt deeply interested in identifying the dialect of people since this last represent a phenomenon in sociolinguistic. For example: in the feature region, (W. Labov, 1972) test his hypothesis and tried to illustrate a number of sociolinguistics generalization and distinctions of social stratification in postvocalic (R). Labov found a higher use of rhoticity in all social classes.

In the feature culture (L. Chape, 2003) conducted the study In this article of the effects of region and geography on language, which is an overview on how physical factors influence languages around the world and this creates regional dialect. This study shows that the geographical factors effects languages and how these languages drifted, and how regional dialects were formed.

And in the feature gender and social class (M. wielig, J.Nerbonne, RH.baayen,2011) used a quantitative methodology on dialect distances to show the importance of social factors in creating dialectology variation. The authors use a series of figure that show the distribution of the locations over the netherlends together with the transcription were made by several transcribers between 1980 and 1995 making it currently the largest.

CHAPTER ONE THEORATICAL PART

In order to highlight our work, our research problems questions are as following;

1.1. Main question

- o   To what extent is the dialect of Tiaret unified?

1.2. Sub questions

- ➢ Does the feature Age effect dialect?
- ➢ Does the feature Gender effect dialect?
- ➢ Does the feature Culture effect dialect?
- ➢ Does the feature Region effect dialect?
- ➢ Does the feature Social class effect dialect?

2. Hypothesis

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

2.1. Main hypothesis

The dialect of Tiaret may be not unified

2.2. Sub hypothesis

- ➢ The dialect of Tiaret may be effected by the feature Region
- ➢ The dialect of Tiaret may be effected by the feature Age
- ➢ The dialect of Tiaret may be effected by the feature Gender
- ➢ The dialect of Tiaret may be effected by the feature Culture
- ➢ The dialect of Tiaret may be effected by the feature Social Class

3. Motivations

The lack of investigations in this problem especially the case of the dialect of Tiaret that we have chosen to conduct this research ,which is not clearly defined before ,and no study have included all the features that effect the dialect. In order to lay the foundation and help for further studies, the theme of our research that are precisely over the dialectology of Tiaret , it aims to identify the dialect features that exist in Tiaret and create these variations and disparities in speaking one by one .

4. **Objectives :**The present research aims at;

➢ Investigating whether the dialect of Tiaret is unified or different.

➢ Distinguishing the dialect variation that occurs within the speech community of Tiaret, in comparison to its regions.

➢ Highlighting the effects of these features on the speech of the tiaretian.

5. The Significance of the study

This research study is very important because it will help us to know how extent the dialect of Tiaret is changing when moving from one region to another, and what are the features effecting this dialect variations.

6. Literature Review

Dialect is a variety of a language that signals were person comes from. The notion is usually interpreted (geographically, regional) but it also has some applications in relation to a person's social background (class dialect), or according to the speaker and the use of a particular linguistic variety in the form that adolescents use more non-standard varieties than younger adults. In addition to this we mention the differences between man and women's speech. Also culture influences the way we speak such a cyclical relationship can be difficult to understand. In relation to this, our study which deals with dialect features aim's to distinguish the variation of dialect that occur within group of speakers in Tiaret (rural area). This literature review spots the light on the features that lead to the dialect variation. The goal of this latter is to show that dialect cannot be unified even when we belong to the same speech community.

6.1. Region as a Feature

We can hardly consider the social distribution of a dialect without encountering the pattern of social stratification. (W. Labov, 1972) test this hypothesis by exploratory interviews that aim to illustrate a number of sociolinguistics generalization and distinctions of social stratification in postvocalic (R). Labov found a higher use of rhoticity in all social classes when reading the word list as apposed in an interview. Labov conclude from these findings that rhoticity appears to be related to social status, from a sociolinguistics point of view ,this tells us that rhoticity in new York city is an important useful indicator of social status.

CHAPTER ONE THEORATICAL PART

Dialect exists in every community but it change from a person to another by several reasons. (Keelan, 2009) concludes that our dialect is effected by our neighboring towns in the boundaries, keelan study's illustrate the regional dialectological differences at the boundary area of Erie city, the result show that the merger of (O) and (OH) began in the city of Erie before 1900.the analysis of the lexical and morphosyntactic variables shows a widespread acceptability of the midland features in the city of Erie. (Elka.G, 2013) also conducted a study of dialect contact of Spanish dialect between Puerto rico dialect and the mixicano dialect, Elka want to investigate the degree of language contact between these ethnic groups, by recording 67 participants from high school ,data were collected by 4 rounds of interviews (one school day was spend). Elka conclude from this study that Paiston high school is organized along ethnic lines that reflected the salience of ethnic identity and integration between mixicanad Puerto rico student in using the Spanish language as a dialect is rare and often occur.

6.2.Age as a Feature

Our dialect reflects our age, a child within 12 years old do not speak the same as an adult within 40 years old despite of the fact that they are sharing the same dialect. (Jacewics, Robert and Joseph, 2011) conducted a study of dialect variation in children vowels to investigate dialect variation in the vowel system of typically developing 8 to 12 years old children. The authors use a series of recording children dialect that showed that many dialect specific features comparable to those in adult speakers. The result also showed that different features were found including systemic vowels changes and greater formant movement in diphthongs.

6.3.Gender and Social Class as a Feature

(M.wielig, J.Nerbonne, RH.baayen, 2011) use a quantitative methodology on dialect distances to show the importance of social factors in creating dialectology variation. The authors use a series of figure that show the distribution of the locations over the netherlends together with the transcription were made by several transcribers between 1980 and 1995 making it currently the largest. The result indicates that changes in pronunciation have been spreading in particular for low frequency words from the Golandia center of economic power to the prepheral areas of the country.

6.4.Culture as a Feature

(L. Chape 2003) In this article, conducted a study regional dialect. This study shows that the geographical factors effects languages and how these languages drifted, and how regional dialects were formed that is to say; when these variations build up and dialect of the two groups drift so far apart these speakers one group cannot understand the other group, this will cause two different languages instead of two dialects as the case of French, Spanish, Portuguese, Italian, all developed from their common origin of Latin. In this article (K. Costa, 2013) conducted the study of how geography shapes the way we speak, this study deals with the role of geography in shaping sounds

(ejectives). This study describes how can geography shapes sounds , for example: while talking about ejectives and how must be the vocal cords closed, this is related to higher attitudes because of the lower atmospheric pressure there.

In this last study (E. Buckby, 2016), realised a comparison between the Asian speakers such as: Japanese and native English speaker. The researcher observed and analysed their use of English in communication and declared that it is necessary to have an overview on the culture of the language we are using to first save faces and avoid misunderstanding. As an example we have an Indian and Japanese who are more conservative, they tend to use: (I will think about it) instead of (No) because for them it is impolite, they also use more passive voice than natives.

7. Critics

The curent study that investigates the dialectological differences between Tiaret city and, it's suburbs (Rahouia, Ain dheb, Frenda) and, highlight the effect of the features (age, culture, gender, social class, geography) on creating the dialect variation, meet with the study of Keelan Evanini ,(2009) that tackle an investigation on the surrounding regions of Erie city (Pensylvania), this study illustrate the regional dialectological differences at the boundary area of Erie city, this study use the interview as a tool to collect data moreover, the content analysis method was adopted in order to analyze the data, the results reveals that the merger of (O) and (Oh) began in the city of Erie before 1900, the analysis of the lexical and morphosyntactic

variables shows a widespread acceptability of the midland features in Erie. This last study was a good study but it focuses only on how the dialect vary in Erie city without referring to the source behind this variation and the factors that make the dialect change.

The second study that meets with our study was the study of William Labov, (1972) that deal with the social stratification of (R) in New York city, it aims to illustrate a number of sociolinguistics generalization and distinctions of stratification in postvocalic (R), Labov adopted an interview to collect the data needed, the interviewer approached the informant in the role of customer asking for directions, the independent variables include: the store, floor, sex, age, occupation, race, foreign or regional accent. The results reveals a higher use of rhoticity in all social classes, he conclude from these findings that rhoticity appears to be related to social status that make the dialect changeable. This study was relevant to our study but the results in it were based only on one variable that is the letter (R) from my point of view, a study cannot be validated only with the consideration of one measure.

The third study that meets with our study was the study of Robert. J,and Joseph, (2011) that aims to investigate regional dialect variation in the vowel system of typically developing 8 to 12 years old children, an interview was adopted in this study as a tool of data collection, it include formant frequencies f1, f2 measured at 5 equidistant time points in a vowel and formant movement trajectory length. The results reveals that, children productions shows specific features comparable to those in adults speakers, different features were also found including systemic vowels changes and greater formant movement in diphthongs. This study was well conducted but it has weakness point in it methodology since children the majority of them don't have a clear pronunciation, from my point of view using a check list beside the interview would be more appropriate to get reliable results.

The forth study that meets with our study was the study of Wieling. M, Nerbonne. J, and Baayen, (2011) it investigate the linguistic dialectology variation and it dependence on both social and geographic factors it aims to show the importance of geography and social factors in creating dialectology variation, the study adapted a data analysis method and observation, the findings indicate that changes in pronunciation have been spreading in particular for low frequency words from the Golandia center of economic power to the prepheral areas of the country. This last was a good study but it have a problem in the tool that were adopted to

collect the data, it was based on data analysis and observations of figures that belong to previous studies, from my point of view the researcher should collect his own data to get a reliable results.

The study of Chape.L, (2003) meet with our study, it aims at investigating how region and geography factors effects the dialect by using the observation and analysis tools to analyze speakers to show how dialects drifted to became different languages. The results show that geographical factors effects on how dialect drifted over time and how regional dialect were formed that is to say, when these variations build up and dialects of the two groups drift so far apart this speakers in one group cannot understand the other group. This study was relevant to our study but it did not tackle all the features that make the dialect change it focuses only on region and geography factors.

The study of Emma Buckby, (2016) meets with our study it aims at investigating on how the feature culture effects the dialect by comparing the use of English between Asian speakers and Japanese and Indians to native speakers, the study adapted a tool of observations. The results reveal that the use of English differ when the culture differ though they are all speakers of English but misunderstood could occur when the speakers are not aware with culture of the native speakers as an example: the Asian users are more polite they tend to use (l will think about it) instead of saying (no). this study was a good study and it was relevant to our study but only in the feature culture it not include any other feature that make the dialect change as our study mention.

Conclusion

This chapter is an overview about what is going to be studied in this research , and the second chapter will be a conceptual frame work.

Chapter Two

Conceptual Frame Work

CHAPTER TWO CONCEPTUAL FRAME WORK

Introduction

A language is an important factor in a given community, a speech community. It is not just a means of communication and interaction but also for establishing and maintaining human relationships. Dialect is a regional or social variety of a language distinguished by pronunciation, grammar, and vocabulary.

This chapter will be devoted to introduce some linguistic key concepts which are thought to be relevant to our study. It is set to describe and identify, dialect features which is related to the Algerian context and particularly to Tiaret speech community, starting with referring to the emergence of dialect features as a fertile field of research in sociolinguistics. We will have a clear idea about how dialect changes, and how is it influenced by several features, that is to say, dialect use in rural and urban regions. In the same context, we will discuss also notion 'speech community as being a debatable linguistic expression over centuries. Thus, this theoretical background will allow us to have an obvious insight to the subject being studied.

1. Language Variation

Sociolinguistics as a huge field has studied language variation and it focuses on how the language varies from one person to another and also among speakers of the same groups. Since the rise of sociolinguistics in the1960s, interest in linguistic variations has developed rapidly. Chambers (2003:13) said that: **"though linguistic variation may be obvious, no linguists analyzed it systematically until the inception of sociolinguistics in 1960" s".** Language variations means regional, social or contextual difference in the way a particular language is used. Language varies in many dimensions.

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

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

grammatically correct sentences. He insisted on tackling language use (performance) and language heterogeneity, i.e. variability. (Labov: 1966)

2. Dialect

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

Historically, dialects have evolved as the result of social transitions such as large-scale geographical patterns of movement by people, or the establishment of education systems and government. Dialects word wide is dynamic phenomenon, and is exposed to change by time. When a group of people are separated by geographical barriers such as rivers or mountain ridges, the language that was once spoken in similar ways by them will change within each of the separated groups, (Ronald, 2011).

In the same context we can also highlight dialect as variety of language that most of the time represent the low variety, it is a system of communication which varies from other dialects of the same language simultaneously or at least three levels of organization, pronunciation, grammar or syntax, and vocabulary.

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

Dialect is a substandard, low-status, often rustic from of language, generally associated with the peasantry, the working class, or other groups. Dialect is a term which is often applied to forms of language, particularly those spoken in more isolated parts in the word , which have no written form .Dialects are also often

regarded as some kind of (often erroneous) deviation from a norm –as aberrations of a correct or standard form of language.

CHAPTER TWO CONCEPTUAL FRAME WORK

Charles Boberg 2018 said; "All speakers are speakers of at least one dialect". The study of dialect is known as dialectology or sociolinguistics, is often used to characterize any way of speaking that differs from the standard variety of a language which is largely considered to be dialect-free. With that said few people actually speak the standard variety and most language represents a dialect .The concept dialect, cannot be properly understood without reference to social variation as well. Linguistic variation arises in speech communities, it usually reflects social disparities: different ways of talking, same as different ways of dressing or eating, come to be associated arrayed on a socio-economic involving wealth, power, education, ethnic or social identity, and other features. Varieties of speech associated primarily with social groups are properly named sociolects instead of dialects and are the main focus of the allied subfield of sociolinguistics, this type of variation also has an important role in dialectology. In many cases, this evaluation is shared not only by its own speakers, who use it as symbol or a justification if their higher social position, but also by others in the community, who accept that their own speech is by comparison inferior, or "incorrect" because of it perceived social superiority, the élite variety is promoted to the status of a regional "standard" variety. While dialects can change at every level of structure-phonetic, phonological, morphological, lexical, syntactic, semantic, and so on-the term dialect is often used in a complementary relation with another term, accent, whereby dialect means differences in grammar and lexicon, while accent is restricted to phonological and especially phonetic disparities. This disparities and distinctions take on an important social dimension in Britain, for example, where a three – level structure of language variation was traditionally observed: the national élite, particularly those educated at Oxford and Cambridge universities, spoke "standard" British with a "standard" or non regional accent known as " received pronunciation," regardless of where they lived (at least within England-the Celtic "nation" were to some extent exempt from this standard and had their own regional standard); the urban middle class spoke "standard English" with a regional accent, differing from the élite "standard" only in pronunciation, especially of vowel sounds; and the working class, urban and rural, spoke regional "dialect" with non-standard grammar and lexicon, which also implied a marked regional "accent". These social disparities have recently been waning, with a decline in élite use of some traditionally prestigious features now seen as unattractively snobbish and a deliberate promotion of regional accent. **(charles boberg, 2018, p. 3)**

No two speakers from different region speak the same language due to many reasons. Dialect it identify the speakers regionally distinguished by their lexical items, These variations are due to many features: first we have social class, that is social rank is an important feature that influence the way of formulating sentences and words (low and high class do not speak the same). Secondly, the geographical origins that identify where the speaker came from, due to his: pronunciation, grammar and lexis. Thirdly we have the feature gender, that is to say differences in pattern of language between male and female (quantity of speech, intonation and pattern).Then we have the feature of age: notion of age influences the speaker use of language (children do not speak like teenagers, and a teenage person do not speak like adults and mature ones. Lastly we have the feature of culture that is broad, dynamic and complex, because there is always variation across the time, and that some aspects of culture are constantly changeable.

Hudson (1996); has claimed that; "a language is larger than a dialect. That is, a variety called a language contains more items than one called a dialect" (p. 32).

2.1.Social Dialect

Social dialect was most represented as urban dialectology that focus more on the relationship between language and social features, in this context all speakers have social background, they often identify theme selves as natives of a specific or a certain place that they belong to and also as members of a particular social class, age, gender, region and also to a specific culture.

Urban dialectology represent the core-area of sociolinguistics, it also refer to social variations which was leaded by William Labov, in his work of linguistic variation in new York city, reviles the notion of linguistic variables and variants, in the context we ask which variant it is used and by whom for instance when using (ث ث) how frequently it is used and when it is used, where it is used (ث) and where it is used(ت), and by whom it is used.

People over the world use language differently to suit different situations. In fact
People who live in the urban area**s** use different linguistic items, phonological features, and also the sentence order. In point of fact, urban dialectology is a missing side in Sociolinguistics**;** the focus has been on rural dialectology most of the time in which

sociolinguists and researchers call the varieties spoken in the rural areas as "dialect**s**". (Cited in Chambers et al**,** 2004,**p .** 89).

In the same line of thought, Bloomfield (1933) has argued that:
The reason for this intense local differentiation is evidently to be sought in the
principle of density. Every speaker is constantly adopting his speech habits to those of
 his interlocutors; he gives up forms he has been using, adopts new ones, and perhaps
 of tenest of all, changes the frequency of speech forms without abandoning any ones
 or accepting any old ones that are really new to him**.(p.**328)

2.2.Regional Dialect

Regional dialect is most represented as rural dialectology that is interested in the line of dialect and the geographical region and how dialect vary according to regions and how the dialect continuum gathered the group of dialect and mutual intelligibility to examine the distance between these regions.

Within one social group one can find different regional dialects which are the suburbs
ones and one social dialect which is the urban dialect. For example, in this research
 work Tiaret is the social dialect; while, its suburbs are the regional dialects including;
Frenda, Ain Dhab, Rahouia etc. Therefore, the study of regional dialects focuses on the speech
of people in rural areas; whereas, the study of social dialects focuses on speakers in towns and
cities. The diversity appears when people are separated from one another
geographically,(Ward, haugh 2006) has pointed out that a "**dialect geography is the term used to describe attempts made to map the distributions of various linguistic features so as to show their geographical provenance". (p. 45)**

Accurately, regional dialects roughly correspond to province boundaries. (Spolskey,
1998) has believed that "**regional dialects tend to show minor differences from their immediate neighbours**…"(p. 29). It shows that even if the co-participants belong
 to the same region, there might be differences amongst them. Rural areas or country-side**s** are situated outside towns, and most of the time they share the same dialect of that of the city, but some disparities always occur at some point, it could be in vocabulary, pronunciation or grammar. **P**eople who are from rural areas live in a totally different way from those who live in urban ones. They are mostly interested in agriculture and farming, they vary also in the way

of speaking in which they use their own lexis, pronunciation, and words meanings and sentences structure.

Sociolinguists have been interested in the language varieties used in rural areas, and they name it dialects.

2.3.Sociolect

Both idiolect and sociolect depend on the linguistic code the writer uses. On top of this linguistic code other codes (e.g. narrative structures) can be built. Sociolectal coherence is therefore potentially disrupted by the diversity of associations between variables and social meanings and identities. Classic findings showing social stratification of linguistic variables, and the practice of reifying named sociolects like RP or 'middle class speech', imply that stratified variables should be correlated in usage, but if each variable has its own social history and interpretation, correlations among variables are not necessarily expected, at least on a broad scale. This raises questions about some common assumptions about how class, style, and speaker identity are reflected and constructed in speech. What would it mean to encounter a speaker who uses the prestige forms of variables A, C, and E, while using the nonstandard variants of variables B, D, and F How can speakers reliably indicate their speech style or their social identity while using high rates of some prestige variants and low rates of others. (Gregory, R. 2013)

2.4.Idiolect

A dialect spoken by an individual is called '*Idiolect*'. Everyone has small differences between the way s/he talks and the way her/his family and best friend talk. Therefore, idiolect is an individual personal variation of language use. It is unique to a person. The Variation caused by individuals result from place of birth, external cultural influences, social class, social milieu, education, age, life experience and psychology. (Downs:1998)

3. Dialect Features

3.1..Gender Feature

Gender differences of all kinds fascinate people, and so it is not surprising that there is curiosity about the way women and men talk and whether there are linguistic gender differences. We all have our own views on gender differences – in language and in other aspects of human life. Newspapers and television chat shows, for example, provide answers to the question 'Do women and men talk differently?' which could be described as 'folklinguistic'. They are likely to say that women gossip, or that, men swear more than women. **(COATES, 2013, p. 3)**

3.1.1. Language and Gender

Jennifer Coates look for an answer to her question "Do women and men talk differently ", by making a series of assumptions that are currently under challenge. She assumes that we can divide speakers neatly into two groups called 'women' and 'men'. Secondly, the question assumes that we are interested in differences between women and men rather than similarities between them. These are ridiculous points to make– of course there are women and men; what's wrong with being interested in differences rather than similarities.

As far as terminology is concerned, **gender** rather than **sex** will be the key category under discussion. 'Sex' refers to a biological distinction, while 'gender 'is the term used to describe socially constructed categories based on sex. Most societies operate in terms of two genders, **masculine** and **feminine**, and it is tempting to treat the category of gender as a simple binary opposition. Until recently, much of the research carried out on language and gender did so. But more recent theories challenges this binary thinking. Gender is instead conceptualized as plural, with a range of femininities and masculinities available to speakers at any point in time. **(COATES, 2013, p. 4)**

(Otto Jespers, 1922) on his book (language it nature department and origin) argued that: there are six differences in using a language, and based his work on women conversation and dialogues

- ✓ women are less inventive.
- ✓ women tend to use adverb of intensity.
- ✓ women speak quickly, no breaks (because they do not think of what they want to say) they have no thought about it.
- ✓ women are negatively evaluated.

3.1.2. The Role of Gender Differences in Linguistic Change

Linguistic change occurs in the context of linguistic variation. Linguistic variation exists in all known societies, because languages are always exposed to change by time with the effects of several reasons, it distinguishes the speech of different social groups (**social variation**), and it distinguishes the speech of a given individual in different contexts (**stylistic variation**). Linguistic change can be said to have taken place when a new linguistic form, used by some sub-group within a speech community, is adopted by other members of that community and accepted as the norm. Our understanding of the interaction of groups within society is still

poor, but we are beginning to see that the linguistic variation which characterise the differentiation of social groups is crucially associated with the rise and fall of linguistic forms. Gender differentiation in speech plays an important role in the mechanism of linguistic change. More accurately, the gender of the speaker plays a significant part in innovation – sometimes women and sometimes men are said to be the group which typically initiates change. This debate parallels that described earlier in dialectology , on whether women or men are more conservative linguistically.

Auguste Brun, a specialist in the language known as Provençal, discusses the relative roles of Provençal and French in one particular community (Brun 1946). He observes that older people (over 50) speak mainly Provençal, as do younger men, but women under 45 speak mainly French. He claims that younger women do not speak Provençal at all among themselves ('I have never heard a phrase of Provençal being used in a group of girls or young women'1), nor do they speak Provençal to their children, but only occasionally to the old people. Children of both genders speak French: they don't speak Provençal to each other or to adults (Brun, as quoted in Pop 1950: 281). If Brun's observations are accurate, we see that in three generations this community has switched from being bilingual but mainly Provençal-speaking to being bilingual but mainly French-speaking, with the use of Provençal diminishing rapidly. Women are portrayed as having a crucial role, since it is they and not the men who adopt French as their main language, and they who use it when bringing up the next generation. At all events, the difference between male and female usage is clearly a crucial factor in the linguistic change described here. (Note the similarities between this dialectological study from the first half of the twentieth century and the sociolinguistic research, carried out by Susan Gal (1998) in a village on the German–Hungarian border, where younger women are leading the shift from Hungarian to German.) **(COATES, 2013, pp. 3-6)**

(Pée's, 1946) account of changing linguistic usage in Flanders is interesting because he is able to give the background to the change described. The older generation, according to Pée, speak patois (varieties of Flemish); Pée found the women particularly good as informants because of their lack of mobility –they hardly ever left their village and so had little contact with other linguistic varieties. But the First World War resulted in an improved standard of living for many peasants, some of whom sent their daughters to French boarding schools. These girls became 'francisées' (Frenchified/Francophile) and insisted on speaking French instead of

Flemish when they returned home. Only those who then worked on the land reverted to Flemish. Pée reports that the girls back from boarding school asked for the sermon to be in French at Mass on a Sunday. Pée found that the girls were initiating change, and the balance between Flemish and French was changing as a result of their influence.

(Swann, 1992, P, 68). The results of her research on classroom interaction parallel those for adult interaction in public contexts: conclude that boys talk more than girls (Arnot and Weiner 1987; Stanworth 1987; Spender 1990; Madhok 1992; Fisher 1994; Holmes 1995; Swann 1998). practice and teachers find it hard to recognise. One consequence of boys noisy, undisciplined behavior in the classroom.

According to (Tannen, 1990), 'you just don't understand men and women in conversation. This approach is also known as two cultures meaning that males and females develop in different settings or contexts that impact on the language use. A circumstance which Tannen propose miscommunication. Tannen takes away herself from the dominance approach by eliminating blame and taking cross-cultural approach to engender conversations without accusing anyone of being wrong. Further she claimed seven points for male and female language styles.

3.2. Regional Feature

We may note parallels between the development of these social varieties and the development of regional varieties: in both cases barriers and distance appear to be relevant. Dialectologists have found that regional-dialect boundaries often coincide with geographical barriers, such as mountains, swamps or rivers: for example, all Traditional Dialect speakers in the areas of Britain north of the River Humber (between Lincolnshire and Yorkshire) still have a monophthong in words like house ('hoose' [hu:s]), whereas speakers south of the river have had some kind of [haus] -type diphthong for several hundred years; and in the USA the border between Northern and Midland dialect at some points runs along the Ohio river. It also seems to be the case that the greater the geographical distance between two dialects the more dissimilar they are linguistically: for instance, those regional varieties of British English which are most unlike the speech of London are undoubtedly those of the north-east of Scotland - Buchan, for example; while in North America the biggest linguistic differences between

regional varieties of English would be found by comparing the speech of Newfoundland with that of, say, Mississippi. **(Trudgill P. , 2000, p. 36)**

(L. Chape, 2003) on her study of the effects of region and geography on language conclude that, That geographical factors effects on how languages drifted over time and how regional dialect were formed that is to say when these variations build up and dialects of the two groups drift so far apart this speakers in one group cannot understand the other group, this will cause two different languages instead of two dialects as the case of frensh , Spanish, Portuguese, Italian , ….. all developed from their common origin of Latin .

Lesly wanted to test her study by a series of observation and analyses to show how The feature region influence languages around the world, this help to create regional dialect. She believed that, what we might call an accent is actually a dialect when the person speaking is expressing a variation of their native language .To explain this better: southern drawl of a Texan who has only spoken English is a dialect. The way a person from Portugal pronounces English words in a ways that sounds more like his native language of Portuguese is an accent.

Dialects from slowly over an extended period of time but their variations always come down to individual speakers. See we all speak just a little differently than the next person even in the same family. we might stress some sounds more, drop a letter use certain terms more than others. Even with these variations, most people in one area or particular group will share most features of speech in common, the dialect. So really, each person with their unique variations are just closer or farther from the average at the core of their dialect. (Chape, 2003)

(K. Coasta, 2003) in her study of how can geography shape the way we speak she describe in this study how can geography shape sounds for example: while talking that ejectives and, how must the vocal cords be closed this is related to higher attitude areas because of the lower atmospheric pressure there. Krystal D used a series of observations and analyses to show how geography shape the way we speak by analyzing English users of higher attitudes.

Regional variations in language are well-studied. Every speaker can be identified by region, social class and gender. Accents are incredibly revealing, which is why some people take great pains to hide theirs even while others use it to weave an identity. These identities reach beyond personal definition to explicitly include regional and social histories and cultural

nuances.However while accents can be hidden or faked, the sounds that we're able to make may not be so readily manipulated. A recent study published in PLOS One shares evidence that geography may play a part in shaping these sounds. Anthropologist Caleb Everett analyzed 567 language locations and found a commonality that crossed dialectical boundaries and language families: languages with ejective phonemes tend to occur at higher elevations throughout the world. (Chape, 2003)

3.2.1. How Geography Influences Our Language

One of the main theoretical questions facing dialect geographers is to explain
the mechanism by which linguistic changes diffuse across dialect boundaries. The types of theories that have been put forth to explain the spread (or lack thereof) of a linguistic change from one dialect region to a neighboring one often make reference to the demographic situation that obtains in the two regions. For example, the Gravity Model (Trudgill 1974) proposed that the spread of sound change from one area to another is proportional to the population of the two areas, and inversely proportional to the square of their distances. In a similar approach, the Cascade Model (Labov 2003) proposed that changes spread from large cities to smaller ones, skipping over the sparsely populated areas in between. Both of these models are based on the idea that linguistic change is brought about through increased communication with speakers from another dialect region.

(Evanini and Labov, 2009) on their study of dialect boundaries of the regional surrounding Erie city, have conclude that the analysis of the lexical and the morphosyntactic variables shows a widespread acceptability of the midland features in Erie. And that the dialect is changing in all the linguistics aspects moving from one region to another. .

3.2.2. Are All Dialect At the Boundaries Alike

 Several theoretical possibilities exist, based on the amount of overlap between the features of the two regions in the boundary area. For example, Chambers and Trudgill (1999:104) distinguish between abrupt and gradual transition areas. A slightly more refined taxonomy is presented by Dinkin (2009): sharp, fading, overlapping, and null boundaries. Research into the two boundary regions around Erie will determine what type of boundary exists in each area. It is hypothesized that the boundary between Erie and the North will be a 9 sharper boundary, since the merger of /o/ and /oh/ prevents the other stages of the Northern Cities Shift from

taking place. ANAE has already shown that the boundary between the North and the Midland consists of a bundle of several closely related isoglosses, and that this boundary is one of the sharpest in North America (p. 205). On the other hand, it is hypothesized that the boundary between Erie and the area to the south with strong fronting of /ow/ will be more gradual, since there are no structural barriers to the fronting of /ow/ in Erie. **(keelan Evanini, 2009, pp. 25-26).**

3.2.3 On The Role of Dialect Contact and Inter-dialect in Linguistic Changes

Peter Trudgill define The term "inter-dialect" as intended concept to refer to situations where contactbetween two or more dialects leads to the development of forms thatoccurs in none of the original dialects. We use the term inter-dialect in the manner of the label "inter-language" (Selinker 1972) which is now used widely in second-language acquisition studies. Obvious examples of interdialect forms are provided by pronunciations which arise in dialect-contact situations that are phonetically intermediate between forms that occur in the two dialects in contact, such as contact between East Anglian English [ou] in boat and London English [**AU**] giving riseto [eu] (see Trudgill 1986).

It is important to note, however, that inter-dialect forms, defined as forms arising out of dialect contact which do not occur in the original dialects that are or were in contact, do not necessarily have to be intermediate in any simple or straightforward way. A good grammatical example of this type of accommodation is provided by the work of Cheshire (1982) on the speech of working class adolescents in Reading, England. She observes a confusing situation in her tape-recorded data with respect to present-tense forms of the verb do: one finds in her data not only I do. and he does, as in Standard English, but also I does and he do, as well as I dos and he dos (/du:z/). It does not appear possible to correlate these forms satisfactorily with any social factors. Cheshire notes, however, that it is sensible to recognize that do is in fact two verbs in English, the main verb and the auxiliary. The same is true, of course, of have. In Reading English, the non-standard form has is used with all persons of the verb, and indeed, as in many other south-western dialects, the local dialect has -s as the marker of the present tense throughout the paradigm for all verbs: I has, we goes, they likes, etc. Note, however, the percentage of non-standard has employed by the three groups of teenagers. **(Fisiak, 1988, p. 547)**

3.3. Social Class Feature

The development of social varieties can perhaps be explained in the same sort of way - in terms of social barriers and social distance. The diffusion of a linguistic feature through a society may be halted by barriers of social class, age, race, region or other factors. And social distance may have the same sort of effect as geographical distance: for example, a linguistic innovation that begins amongst the highest social group will affect the lowest social group last, if at all. Attitudes to language clearly play an important role in preserving or removing dialect differences.) of the many factors and features of social differentiation, for example by class, age, sex, race or region..

In the class societies of the English-speaking world the social situation is much more fluid, and the linguistic situation is therefore rather more complex, at least in certain respects. Social classes are not clearly defined or labeled entities but simply

aggregates of people with similar social and economic characteristics; and social mobility - movement up or down the social hierarchy - is perfectly possible. The more heterogeneous a society is, the more heterogeneous is its language. Many linguists concentrated their studies on the idiolect - the speech of one person at one time in one style - which was thought largely erroneously, as it happens, to be more regular than the speech of the community as a whole. Dialectologists, on the other hand, concentrated on the speech of rural informants, and in particular on that of people of little education in small isolated villages, most especially those whom the Canadian linguist Jack Chambers has referred to as 'NORMS' - non-mobile older rural males. Even small villages are socially heterogeneous, of course, but it is easier to ignore this fact in villages than in large towns. It is only fair to say, however, that there are two additional explanations for why dialectologists concentrated on rural areas in this way First, they were concerned to record many dialect features which were dying out before they were lost forever.

Secondly, there was a feeling that hidden somewhere in the speech of ·older uneducated people were the 'real' _or pure' dialects which were steadily being corrupted by the standard variety, but which the dialectologists could discover and describe if they were clever enough. (It turns out that the 'pure' homogeneous dialect is also largely a mythical concept: all language is subject to stylistic and social differentiation, because all human communities are

functionally differentiated and heterogeneous to varying degrees. All language varieties are also subject to change.

There is, therefore, an element of differentiation even in the most isolated conservative rural dialect.) Gradually, however, dialectologists realized that by investigating only the speech of older, uneducated speakers they were obtaining an

imperfect and inaccurate picture of the speech of different areas. (For example, the records of the Survey of English Dialects show that the county of Surrey, immediately to the south of London, is an area where non-prevocalic /r/ is pronounced in words likeyard and farm. whereas anybody who has been to Surrey will know that this is simply not the case for a large proportion of the population.) Dialectologists then began to incorporate social as well as geographical information into their dialect surveys. **(Trudgill P. , 2000, p. 36)**

In 1966 the American linguist William Labov published in The Social Stratification of English in New York City the results of a large-scale survey of the speech of New

York. He had carried out tape-recorded interviews, not with a handful of informants, but with 340. Even more important, his informants were selected, not through friends or personal contacts (as had often been the case earlier), but by means of as cientifically designed random sample, which meant that though not everybody could be interviewed, everybody had an equal chance of selection for interview. By bringing sociological methods such as random sampling to linguistics, Labov was able to claim that the speech of his informants was truly representative of that of New York (or at least of the particular area he investigated, the Lower East Side) . Since the informants were a representative sample, the linguistic description could therefore Language and Social Class, be an accurate description of all the varieties of English spoken in this area. Labov also developed techniques, later refined, for eliciting normal speech from people in spite of the presence of the tape-recorder. (This was an important development. He also developed methods for the quantitative measurements of linguistic data, which will be described in part below. Since this breakthrough many other studies of urban dialects have been made, in many parts of the world, on the same sort of pattern. The methods developed by Labov have proved to be very significant for the study of social-class dialects and accents. The methods of traditional dialectology may be adequate for the description of caste dialects (though even this is doubtful) since any individual, however selected, stands a fair chance of

being not too different from the caste group as a whole. But it is not possible to select individual speakers and to generalize from them to the rest of the speakers in their social-class group. This was an important point that was demonstrated by Labov. The speech of single speakers (their idiolects) may differ considerably from those of others like them. Moreover, it may also be internally very inconsistent. The speech of most New Yorkers appeared to vary in a completely random and unpredictable manner. Sometimes they would say guard with an /r/, sometimes without. Sometimes they would say beard and bad in the same way, sometimes they would make a difference. Linguists have traditionally called this 'free variation'. Labov showed, however, that the variation is not free. Viewed against the background of the speech community as a whole, the variation was not random but determined by extra-linguistic factors in a quite predictable way. That is, you could not predict on any one occasion whether individuals would say cah or car, but it could be shown that, if speakers were of a certain social class, age and sex, they would use one or other variant approximately x per cent of the time, on average, in a given situation. The idiolect might appear random, but the speech community was quite predictable. In any case, by means of methods of the type employed by Labov.

The problem of the heterogeneity of speech communities has been, at least partly, overcome. We are now able to correlate linguistic features with social class accurately, and obtain thereby a clearer picture of social dialect differentiation.

As far as English is concerned, linguists have known for a long time that different dialects and accents are related to differences of social-class background. In Britain, we can describe the situation today in the following, somewhat simplified way.

Conservative, and, in particular, rural dialects - old-fashioned varieties associated with groups lowest in the social hierarchy - change gradually as one moves across the countryside. **(Trudgill P. , 2000, pp. 36-37)**

(Martijin Wieling, 2011) in her study of linguistic dialectology variation and it dependence on both social and geographic factors, where the findings indicate that changes in pronunciation have been spreading in particular for low frequency words from the Golandia center of economic power to the prepheral areas of the country. They analyses data and observe the findings, that showed that pronunciation data in figure1: show the distribution of the locations over the Netherlands together, with the province names. The transcription were made by

several transcribers between 1980 and 1995, making it currently the largest contemporary dutch dialect, data set available, aiming to show the importance of geography and social factors in creating dialectology variation.

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

3.4. Age Feature

As many approaches come into play when considering age and aging in its entirety, it is a prime topic for interdisciplinary studies. In recent times, age and aging have been examined from the perspective of a number of diverse fields ranging from biology and psychology to sociology as well as anthropology. Examined from the perspective of biology, for example, research has sought to understand the biological changes that are a part of aging, while the psychological perspective has tended to examine the aging mind. The focus of this research is to discover the extent to which changes with age are rooted in biology as well as which mental components such as motivation, adaptability, attitude and morale influence how we age (Barrow 1989: 3). Work from a sociological viewpoint has dictated how a person perceives and reacts to the aging process (Barrow 1989: 3), while anthropology was one of the first areas to recognize the social and cultural importance of age, and to believe that attention to age can, most definitely, act as a potent stimulus to the development of anthropological theory (Kertzer and Keith 1984: 7). Of all the varying perspectives that have been undertaken, it seems that a sociolinguistic view of age and aging benefits most from recent developments, on past anthropological research on age and aging. The three principles below, which exemplify a number of the main developments to-date in anthropological theory, have already been seen to influence language and age. **(Murphy, 1984, p. 19)**

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

Some of us consider the age us a number represent the duration of how long the person have lived, but in fact the matter is much big then that. Inextricable links between language and life stage have been highlighted over thepast few decades in the field of sociolinguistics. In childhood, for example, researchhas concentrated on the production of baby-ease as well as focused onenquiries into first language acquisition as well as bilingualism in early childhood. Adolescence, as pointed out by Cheshire (1987: 6) and Milroy (1987: 58),

brought us the nearest we can get to "the vernacular" and has occupied a position between childhood and adulthood in terms of physical and psychological development but also in relation to social and linguistic behavior (Stenstrom, Andersen and Hasund 2002). In comparison, however, to these early stages, it seems that adulthood has been somewhat neglected in terms of the attention it has received. Much of the research into adulthood liked the examination of language and the elderly suffering from age-degenerative diseases such as Alzheimer's and Dementia (Obler and Gjerlow 1999). Furthermore, the language of adulthood has been largely represented by studies into the language of the middle aged group only without consideration for other cohorts within this stage. **(Murphy, 1984, pp. 27-34)**

3.5. Cultural Feature

Culture is a complex concept, and a dynamic phenomenon, it seems impossible to give it a standard definition. However, there are many scholars in different disciplines that have culture as an area of interest and study, which drives them to define it differently according to their own perspective. In this context, Hinkle (1999, p. 01) postulates:" It may not be an exaggeration to say that there are nearly as many definitions of culture as there are 21 fields of inquiry into human societies, groups, systems, behaviors and activities." He claims that every field of study defines the concept of culture from its perspective.

The simplest definition to start with is given by (Chastain, 1976). He distinguishes between the small 'c' culture which refers to a way of life of a certain society, customs, habits, traditions, act, and big 'C' culture, which relates to civilization and the contribution to a society. Sarosdy, Benceze, Poor, and Vadnay state: " Culture, on one hand is what people created or achieved : art, music, literature, history and on another hand, it means the way we develop for our percept, by which mean our belief, value, attitude system, our world view and our social organization" (2006, p. 83). They see culture from two sides. The first one is what person achieved, and the second is what they developed, even in one society culture vary from

one region to another, because each one of us has his own cultural heritage, for instance man and women do not speak the same because they represent different cultures, even the non-spoken language are culturally meaningful, and it meaning change when moving from one place to another. Culture is interpersonal because each individual uses language in a way that identifies him or her.

Kramsch states that "culture can be defined as a membership in a discourse community that shares a common social space and history, and common imaginings" (1998, p.10). By this definition, culture is what members of a given society share such as values, norms, and behaviors, which are acquired by social institutions (family, school…). **(Borni, 2016, pp. 20-23)**

3.5.1. How Culture is Related to Our Language

Language and culture are broad, dynamic and complex because there is always variation across time, and because our culture shape our language, and that some aspects of language and culture are constantly changeable. (Buckby, 2016), in her study of the impact of culture on the way we think and speak, between the Japanese and the Indians, when using the English language believed that Japanese or Indians are more reserved and formal, and the impersonal or distanced nature of passive voice matches their sensibility better. She claimed that Native users of English prefer the active voice whereas Asian users tend to use the passive voice more. This directly relates to how they communicate in their own language. E.g. Native Japanese speakers who want to treat their colleagues to lunch will politely say: "Watasiniharawasetekudasai", which corresponds to "Allow the bill to be paid by me." The English "Let me pay" or "I'll pay" would sound a bit rude and abrupt. Japanese or Indians are more reserved and formal, and the impersonal or distanced nature of passive voice matches their sensibility better. The western attitude prefers brisker "who did what" style of the active voice. Japanese and Indians find it rather more difficult to say "no" directly. It can sound rude or "in your face". They would rather imply a negative than say it out loud. This can cause misunderstandings as westerners sometimes might assume a deal is done and dusted, whereas there was never a "yes" implied.

4. Acquisition of Dialect Features

The presence of inter speaker variation in the input poses a number of questions related to the acquisition of regional dialect features by children. Most importantly,

to what extent are children able to adopt and reproduce the dialect features typical of a given speech community in the midst of highly variable input? As posited by the Labov in model of transmission, the initial input provided by primary caregivers from the area constitutes a strong source of regional variants (see also Roberts, 2002, for a discussion of the importance of early input to children). Strong dialect-specific features are often present in the speech of older adults who grew up in the area, who did not travel as extensively as younger generations, and who have maintained close ties with other members of the community. However, newcomers who move into the region can constitute an influential source of nonlocal linguistic forms. This is reported to be particularly important among peers during preadolescence and adolescence (e.g., Eckert, 1999).Labov (2001) hypothesizes

that "most linguistic influence is exerted in early and middle adolescence," the end of the opportunity for "vernacular reorganization" (p. 502). Therefore, it is of interest whether children continue to participate in the transmission of dialect-specific features or adhere to the new (or converged) forms introduced to the area. In relation to this Ewa, J and Robert, T, in there's study of regional dialect variation in children vowels they made a series of recordings to investigate regional dialect variation in the vowel system of typically developing 8 to 12year old children, where acoustic analysis included formant frequencies f1 f2 measured at 5 equidistant time points in a vowel and formant movement (trajectory length). The result from the findings of this study showed that, Children productions showed many dialect specific features comparable to those in adult speakers, different features were also found including systemic vowels changes and greater formant movement in diphthongs. **(Ewa jacewics, 2011).**

5. Sociolinguistic and Dialectology

Language has been studied for many years and from different perspectives. At first, language was studied in term of its structure; however, with the advent of sociolinguistics, it began to be studied in relation to the society which uses it, which makes language described in an objective way, as there was a more scientific and descriptive approach to linguistic analysis with emphasis on the spoken usage. Language complexity has attracted considerable attention from linguists who have adopted different methods of investigating the phenomenon. Prior to the advent of sociolinguistics,

language was studied in ―abstraction from society in which it operates‖ . (Lyons, 1995:221), as treated by De Saussure (1916) and Chomsky (1965).

The two scholars were interested in the study of language as a homogeneous system; their main aim was to introduce a set of rules, which govern the appropriate use of language. Chomsky made a distinction, in Aspects of the Theory of Syntax (1965), between competence and performance' This distinction was in part inspired by De Saussure's contrast between langue and parole'. In this context, competence describes the knowledge, mostly unconscious, that a native speaker has of the principles that allow for the use of a particular language. Performance instead, is the implementation of that knowledge in acts of speaking. However, the focus on linguistic competence has shadowed and put aside performance. In fact it was dismissed as a free variation not worthy of scientific research. Chomsky noted that when speaking, people often make linguistic errors; he argued that these errors in linguistic performance were irrelevant to the study of linguistic competence, and thus linguists can study an idealized version of language. For him:

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

Yet, the complexity of language lies not only in the linguistic system itself as characterized by Chomsky, but also results from the reality that language is used in various forms to convey information, thoughts, emotions and feelings, as well as, to communicate meaning between speakers, and to inform about their social and geographical background. This idea pushed linguists to study the variability of language and the research issue of linguistic research became, as Hymes put it, the relationship between language and society; he writes that the purpose of sociolinguistics is to answer the following questions: who speaks, what language, to whom, and on what occasion? Wardhaugh (2006:5) argues that:

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

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

dialectologists were mainly concerned at producing dialect maps where by imaginary lines called isoglosses were drawn over maps to indicate different dialect areas. Chambers and Trudgill (2003:45) highlighted:

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

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

This shift in interest from traditional to modern dialectology gave birth to sociolinguistics which is an admixture between dialectology and social sciences. Dialectology has contributed to the emergence of sociolinguistics. According to William and kretzschmar (1996), there might be a tight relationship between the two fields as each discipline completes the other. As Chambers and Tradgill declared: (2004:187-188) For all their differences, dialectology and sociolinguistics converge at the deepest point. Both are dialectologies, so to speak: they share their essential subject matter. Both fix the attention on language in communities. Prototypically, one has been centrally concerned with rural communities and the other with urban centers The study of language in society is called sociolinguistics. Gumperz mentioned that: **"Sociolinguistics is an attempt to find correlations between social structure and linguistic structure and to observe any changes that occur"** (Gumperz as cited in Wardhaugh 2006: 10). The real basis for much of sociolinguistics is that the dissimilarities in language among members of a speech community or even between unlike regions speaking dissimilar diversities of the same language is mainly meaningful for society. In a whole, not everyone who speaks a given language speaks it in the same way. Actually, every individual utilizes language in their own unique way. Basically, sociolinguistics has become an increasingly important field of study, as certain culture around the

world expand their communication base and intergroup and inter personal relations take on escalating significant. (Wolt, Wolfram, 1991)

The purpose of sociolinguistics is to answer the following questions: who speaks, what language, to whom, and on what occasion? Wardhaugh (2006:5) argued that: social linguistics is scarcely worthwhile and that meaningful insights into language can be gained only if such matters as use and variation are included as part of the data which must be explained in a comprehensive theory of language; such a theory of language must have something to say about the uses of language.

Apart from what has been stated before, it is necessary to state that William Labov gave careful consideration of the study of language in relation to society as he stated **"Every linguist recognizes that language is a social fact, but not everyone puts an equal emphasis on that fact".** (1972:261) Moreover, and in the same stream of thought, Paoletti (2011:1) explained that: ―Sociolinguistics‖ and ―language and Society‖ are terms that are often used interchangeably to refer to an interdisciplinary field of research in which linguistics and sociology, and other human sciences, join together to study verbal and other human conducts‖ .

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

To sum up, then, we can say that dialectology is a part of sociolinguistics. Dialectology is an area of study which examines language in its social context, and which has, or ought to have, linguistic objectives such as improving our understanding of the nature of linguistic change. As with other areas of sociolinguistics, it may also have mixed objectives as when dialect maps are used as tools for studying cultural history, migration patterns and so on. In another way, dialectology is not part of sociolinguistics, in the sense that it is a discipline that is much older than sociolinguistics, with its own literature, approaches and traditions. (Trudgill, P. : 1999)

(Kouider, 2020, pp. 19-23)

6. The Algerian Dialect

Arabic is the official language overall Arabic countries , it is used for official speech , administrations , schools , at the same time people tend to use non official speech as the case of Algerian dialect and also can be called under-resourced languages which lucks resources such as dictionaries , books , newspapers , magazines , … this has created a challenge while working with these languages .

In Algeria the use the Algerian dialect in daily life conversations, in social network

dialect is developing from a generation to another. If we take as an example 1990 Algerian dialect users and compare them to 2000 users we will encounter huge disparities , they do not talk alike , they do not use the same words even though they are using the same »Algerian dialect ».**(Salima Harrat, 2017, p. 384)**

7.   Dialect and Language

The most popular description of the difference between languages and dialects comes from the Yeddish scholar Max Weinreich who heard it from an audience member during a lecture he was giving: A language is a dialect with an army and a navy .Always when we refer to dialect we use terms which illustrate it as an under-resourced variation or substandard. Dialect is also a term applied for spoken languages in more isolated parts of the world, with no written forms, and it is also considered as an aberrations of a correct standard form of the language which is particular from a language which is peculiar to a specific region, However a the term language refers to the use of word in a well structured and conventional way. (Trudgill J. a., 1998, p. 3)

7.1. Mutual Intelligibility

Dialects can be considered as a sub-divisions of languages as the case of the Parisian dialect of French, the Lancashire dialect of English, the Bavarian dialect of German , this has created disparities and difficulties of how can we distinguish between a language and a dialect . The only solution is to say that a language is a collection of mutually intelligible dialects. In other words Mutual intelligibility is where speakers can understand each other sometimes not always Mutual intelligibility also depends on how much the listener is exposed to the other language , also the degree of education ,interest and their willingness to understand . (Trudgill J. a., 1998, p. 3)

7.2. Language, Dialect and Accent

We can say that Mutual intelligibility is not use full to decide what is and is not a language , and we have to know that language is not a particularly linguistic notion at all. If we consider Norwegian, Swedish, Danish and German to be single languages it is only because of political, geographical, historical, sociological and cultural reasons .It is of course relevant that all three

Scandinavian languages have distinct, codified, standardised forms, with their special orthographies, grammar, books , and various written forms.

The terms language from a pure linguistic point of view is a non-technical term. Only one term can be used here is a « VARIETY » as a neutral term to talk about any kind of language. we can refer to a variety 'Yorkshire English', but we can also refer to 'Leeds English' as a variety, or 'middle-class Leeds English, more particular terms will be accentand dialect. 'Accent' refers always to the manner in which a speaker pronounces, and therefore refers to a variety which is phonetically and /or phonologically different from other varieties.

Dialect is a variety which can be different in grammar as well as phonology from other varieties, Dialects and accents frequently merge into one another without any discrete break. (Trudgill J. a., 1998, p. 4)

7.3. Geographical Dialect Continua

If we search in many parts of the world we will encounter many spoken dialects especially in rural areas and also many types, for example if we travel from a village to another we will notice linguistic differences. Thefurther we go the less understanding we get and the larger differences will become. if we arrange villages along our route in geographical order while speakers from village A understand people from village B very well and those from village F quite well, but people from village F will not understand people from village N for example each other with difficulties .all these villages will be linked with what we call mutual intelligibility .

Dialect continua is divided into many types, for example in Europe the standard varieties of French, Italian, Catalan, Spanish and Portuguese are not really mutually intelligible, and the rural dialects of these languages form part of the West Romance dialect continuum which stretches from the coast of Portugal to the centre of Belgium with speakers of the Portuguese–Spanish border they do not have problems in understanding each other. But from the south of Italy Other European dialect continua include the West Germanic continuum which includes all dialects of what are normally referred to as German, Dutch and Flemish. The notion of the dialect continuum is somehow difficult to grasp because, it has already been noted, we are used to thinking of linguistic varieties as discrete entities. (Trudgill J. a., 1998, p. 5)

7.4. Social Dialect Continua

Dialect continua can be social rather than geographical, and continua of this type can cause a problem, the best example of this situation was given by Jamaica. The linguistic history of Jamaica, as of many other areas of the Caribbean, is very complex, what happened is that at one time the situation was such that those at the top of the social scale, the British spoke English, while those of the bottom of the social scale, African slaves spoke Jamaican Creole.

Over centuries however, English as the international and prestigious language of the upper social strata, exerted an influence on Jamaican Creole. (Jamaican Creole was recognised as being similar to English, and was therefore regarded, because of the social situation, as an inferior form of it.

The result is that while people at the top of the social scale speak clear English, and those of the bottom speak something which clearly is not in between speak something in between.

The problem with the Jamaican social dialect continuum is that, while any division into two parts would be linguistically as arbitrary as the division of the northern part of the Scandinavian continuum into Norwegian and Swedish. The result is that, whether in Jamaica or in, say, Britain, Jamaicans are considered to speak English. In fact, some Jamaicans do speak English, some do not, and some speak a variety about which it is not really possible to adjudicate. (Trudgill J. a., 1998, p. 7)

8. Speech Community

A speech community can be a small town, but sociolinguists such as William Labov claimed that it can be a large area as the example of New York even thoughit is large but it still, a speech community. Also Labov offered another definition **(1966:120): The speech community is not defined by any marked agreement in a set of shared norms; these norms may be observed in overt types of evaluative behavior and by the uniformity of abstract patterns of variation which are invariant in respect to particular levels of usage.**

A definition as given can illustrate all what is related to language norms and patterns of variation empirically, and also he announced that individuals have to share a set of norms of variation and they are not oblige to share the same language.

8.1. Speech Community of Tiaret

Tiaret is a town of about 150,000 people located about 100 miles inland from the Mediterranean seacoast. Also known as Tihert, it is an agricultural city in the Tel Atlas region on Algeria. It is situated in strategic mountain pass, and it wasa stopping place, for travelers, traders and armies. The province has been inhabited since antiquity it was the Romans station and fort.

Tiaret grew up under the domination of the small Berber tribal kingdoms. This town occupies a strategic mountain pass at 3,552 feet (1,083m), and was the key to dominating the central Maghreb.

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

8.2. Speech Community of Ain Dheb

Ain Dheb is a town and commune in Tiaret Province in north western Algeria. It was establish in 1906 , at that time is was called (l eauséche), which means clear and fresh or dry source after that is was called Ain Dheb or (La Fontaine) because of the fresh water sources, it includes three municipalities are Ain Deheb the capital, Naima 30 kms away of it, Al-Shehaima 20 kms away of it.

8.3. Speech Community of Rahouia

Rahouia is a town and commune in Tiaret province in north- western Algeria, it is considered as a gate between Tiaret and Relizane, it was named (موندغلفي) according to the brothers (موندغلفي) the first citizen of that town, after a while it was known as Rahouia that refer to (

رحى) that were in the city, and it was consider as the biggest one. It is located on the national road 23 that link between Relizane and Tiaret.

8.4.Speech Community of Frenda

Frenda is town and commune in Tiaret province in the high western plateaus of Algeria, it wiped is about 139297 km, it include three municipalities that are Frenda, Takhmaret, Ain el hdid, it is consider as a link point between the north of Algeria and the south, they say it name Frenda goes back to an Amazigh word that mean "disappear here", others said that it were named Frenda according to (الفرند) an Arabic name of kind of red rose for which it is famous of.

To sum up , this chapter shows that the researcher tried to give a clear view about the field of sociolinguistics , and some definitions of the main concepts ; and the relationship between them such as : dialectology and sociolinguistics , dialect features (age, gender , social class , region , culture) , between also the dialect and language , mutual intelligibility ,accent , speech community and finally regions worked in (Tiaret , Rahouia , Ain Dheb, Frenda).

Conclusion

The second chapter is about the definitions of the main concepts such as: dialect, features, speech community,… The next chapter will be about methodology procedure.

Chapter Three

Methodology

Procedure

CHAPTER THREE METHODOLOGY PROCEDURE

Introduction

The third chapter aims at analyzing information collected from a sample of participants studying in middle and high school of four different communities (Tiaret, Frenda, Ain Dheb, Rahouia), the purpose of the collected data is to compare the speech features of the four areas in Tiaret community. The reasons behind this chapter, it to present the research design: the type of research, the sample, and the research instruments with their procedures. After that, the researcher will analyze and present the collected data.

1. Method

The present study depends mainly on how participants produce the dialect, in its different features that may affect speaking. It was a comparison between the speech of Tiaret and its communities by recording participants speeches from middle and high school of (Tiaret , Ain Dheb, Rahouia, Frenda) to collect data needed for the analysis and finally to prove or reject the hypothesis presented before . Thus, it involves the use of a mixed method: content analysis and the descriptive method which are represented as follows:

1.1. Content Analysis

Content analysis method is classified under the qualitative descriptive design.They are set of techniques used to analyse textual data and elucidate theme. Some researchers believe that the application of qualitative content analysis and thematic analysis is suitable for those who want to employ a lower level of inference interpretation, rather than abstract interpretation. In other words they focus on the explicit meaning. (vaismoradi, 2016, pp. 100-101)

1.2. Descriptive Method

Descriptive analysis is a method used to objectively describe the nature and magnitude of sensory characteristics. It was a pioneering development for its day , and represented a major step forward that gave sensory evaluation a scientific footing through the ability to produce objective , statistically reliable and statistically analyzable data . Today, it remains a cornerstone method in sensory analysis. A descriptive analysis enables objective, comprehensive and informative sensory data to be obtained in acts as a versatile source of product information. It describes the characteristics of the populations or phenomenon studied,

this methodology focuses more on (what) of the research subject then the (why) of the research subject. (Kemp, 2018, p. 3)

Thus, we adopted this method to describe the dialect of the selected areas (Tiaret, Ain Dheb, Rahouia, Frenda) and the features effecting it .

2. Limitation

2.1. Geography

Four different areas were selected including the city states of Tiaret and its regions. The selected areas were situated in different geographical points ; Ain dheb in south , Frenda in the west , Rahouia in the north , and the city of Tiaret. These areas were not selected randomly, researchers heve chosen them according to their location and their neighboring town(wilayas), in addition to, get the appropriate dialect that is the objective of the study.

2.2. Humans

In this step the population selected was from different middle and secondary schools in the area of Frenda , Aindheb, Rahouia and the city state of Tiaret. This sample was from different levels of education and, investigate both genders to obtain more variations from their dialects.

2.3. Sapmle

2.3.1 Participants

The most important part in the investigation in a research is choosing an appropriate sample. In this study sixty four (64) participants were selected, sixteen (16) from each area (Tiaret, Ain Dheb, Rahouia, Frenda).

All the previous areas were visited to collect valid and reliable data from both middle and secondary schools and investigated males and females in the four different topics by recording them, to have different speeches and dialects.

Table 1: the global table of participants

Region	Number of participants	Percentage
Tiaret	16	25%
Ain Dheb	16	25%
Rahouia	16	25%
Frenda	16	25%

(see appendix 2 p: 87)

✓ This global table illustrates that sixty four (64) participants was the sample group; sixteen (16) from each area (Tiaret, Ain Dheb,Frenda, Rahouia) which represents 25% from each community and 100% of the global participants.

Table 2: The Interview participant's gender

Gender / Participant	Male	Female
Tiaret	4	12
Ain Dehab	10	6
Frenda	7	9
Rahouia	6	10
Total	23	41

(see appendix3 p: 87)

✓ Table 6 shows that females selected were more than males because they were more helpful and collaborative with the researchers during the interview.

Table 3: School 1: Raid Si Zoubir of participants

Region	School	Participants	Percentage
Tiaret	Secondary school	16	25%

(see appendix4 p: 87)

✓ In table two we notice that sixteen (16) participats were selected from Raid Si Zoubir secondary school which represents 25% from the global sample of the study.

Table 4: School 2: Bouchikhi Madani participants

Region	School	Participants	Percentage
Ain Dheb	Middle school	16	25%

(see appendix 5 p:87)

✓ In table three sixteen (16) participants were selected from Bouchikhi Madani middle school which represents 25% from the global sample of the study.

Table 5: School 3: MechriMissoum participants

Region	School	Participants	Percentage
Rahouia	Secondary school	16	25%

(see appendix 6 p: 88)

✓ In table four sixteen (16) participants were selected from Mechri Missoum secondary school which represents 25% from the global sample of the study.

Table 6: School 4: Rabah Nacer participants

Region	School	Participants	Percentage
Frenda	Middle school	16	25%

(see appendix7 p:88)

✓ In table four sixteen (16) participants were selected from Rabah Nacer middle school which represents 25% from the global sample of the study.

2.3.1.1.Inclusion criteria

➢ People who live in the selected areas for the study; native speakers of (Tiaret ,Ain Dheb, Rahouia , Frenda).

➢ Pupils from middle and high school from the selected areas for the study; researchers chosen pupils from middle and high schools from the selected areas because they are able to answer their questions .

➢ Teenagers from both genders between the age of 14 to 20; to be aware of the researchers s themes.

2.3.1.2. Exclusion criteria

➢ Adults because of the native dialect variation; adults travels , have relatatios with non natives, so their native dialect is not pure.

➢ Students in the faculty; because they blinded with others dialects natives.

➢ Primary stage; because they are too young for discussing the suggested topics.

3. Tool

The interview was chosen as a tool to collect data because it is suitable for this research study. It will help to provide the appropriate information concerning our topic from a large population in a short time.

3.1 The Interview

Interviews have been used for decades in empirical inquiry across the social sciences as one or the primary means of generating data. In applied linguistics, interview research has increased dramatically in recent years, particularly in qualitative studies that aim to investigate participants' identities, experiences, beliefs, and orientations toward a range of phenomena. By contrasting what is referred to as an interview as research instrument perspective with a research interview as social practice orientation, the article argues for greater reflexivity about the interview methods that qualitative applied linguists use in their studies. **(Talmy, 2010, p. 1)**

It was adopted as a main tool so as to collect as much data as possible. This tool was concerned with the well –oriented and planed way which is as follows:

3.1.1 The guide of the interview

➢ It s a systematic organized process through which the researchers can go for their objectives smoothly and certainly , the researchers , to collect as much figurative data

as possible , have planned four (4) themes to be discussed with the sample group (participants) in the four different geographical points . The objective behind this idea of themes discussion was:

➢ To establish a check list of words phrases, expressions produced differently .

➢ It aimed at observing the linguistic dialectic variation between the four (4) area in the speech community of Tiaret.

➢ To investigate the impacting features of the speech community of Tiaret (Tiaret,AinDheb,Frenda,Rahouia)

   (see appendix 1 p:85)

3.1.2 Interview results

As shown in the guide of the interview, the study was held in four different areas to collect the data shown below:

The results of the area of Ain Dheb:

When interviewing the participants according to the designed interview topic in Ain Dheb we obtained the following data:

Table7: Differences between Tiaret and Ain Dheb's dialect

En English	In Tiaret	In Ain Dehab
Smoke (ادخن)	Nekmi	Netkayaf
All (الكل)	Ga3	Gaa
Man (الرجل)	Radjel	Rajel
Here(هنا)	Hna	Hnaya
Come back(اعود)	Narja3	Narjaa
Angry (غاضب)	Za3fen	Zaafan
Like(مثل)	Za3ma	Bحal
I have (عندي)	3andi	Andi
Sitting(جالسة)	Ga3da	Gaada
Mosque(المسجد)	Jama3	Jamaa
Sometimes(احيانا)	Khatrat	Khatratch
His wife(زوجته)	Martah	Aayalah

(See appendix 8 p: 88)

✓ In table 7 the researchers analysed Ain Dheb participant s speech and came out with this table with the differences stated before , we notice in their dialect that thesound /ع/ is pronounced / ا / , and the sound /dj/ sound is pronounced /j/.

Table 8: Differences between Tiaret and Rahouia's dialect

En English	In Tiaret	In Rahouia
Must (يجب)	Yliق	Lazam
Came (اتيت)	dJiit	Jit
Learn(احفظ)	Naحdaظ	Nahfad
After(بعد)	Mbaعd	Mbaعdakina
Clothe(ملابس)	قش	Keswa
For example(مثل)	Z3ma	Belmiz
Take off(انزع)	Neglaع	Naحo
All(الكل)	Gaع	Kamel
Sometimes(احيانا)	Khatrat	Min dek

(see appendix9 p: 89)

✓ In table 8 the researchers analysedRahouia s participants speech and came out with this table with the differences stated before.

Table 9: Differences between Tiaret and Frenda's dialect

En English	In Tiaret	In Frenda
Like(مثل)	Za3ma	Bحal
Can(تستطيع)	Gطي	Tnejem
Nice(جميلة)	Chaba	Zina
What s up(مابك)	Malek	Melek
Oh my god(يا الهي)	Hawji	Ya 3ayi
Mybrothers (اخوتي)	Khawti	Khouti
Meet(نلتقي)	Netlaقaw	Netlaقou
Yes(نعم)	Wah	Hih
What(ماذا)	Chahi	Chawala

(see appendix10 p:89)

✓ In table 9 Frenda's participants speech was analysed and came out with this table with the differences stated before , we notice that their dialect is all most similar to oran s dialect because of the near distance between the

3.2.Grid of observation

3.2.1Observation grid filled during the interview

Observation

''Participant observation'' is now regarded as one of the standard research techniques in the sociologist's repertoire; its merits are controversial, but any general discussion of the methods available must mention it. The concepts used for such discussions come in sets; the same or similar practices may be conceptualized in different ways, so that even if the total field covered by two such sets is much the same boundaries drawn within it, and the aspects picked out as defining them, may differ. It is even possible for the same word to be used in different sets, although the idea to which it corresponds in each differs. **(jenneffer, 1983, p. 1)**

This technique was used in this study to evaluate the participant's fluency and behavior during the interview

Table 10: participant fluency table

Areas	Fluency	Motivation	Content
Rahouia	Low	Medium	Low
Frenda	High	Medium	Medium
Ain dheb	Medium	Medium	High
Tiaret	High	High	High

(see appendix 11 p:90)

✓ The researchers adopted, as universally applied the method of 0-10 evaluation of the observed featured in the grid above. Its shown that participant from Tiaret city were more fluent then the other areas.

∗

Table 11: Degree of the participant fluency in Rahouia

Areas	Fluency	motivation	Content
Rahouia	Low	medium	Low

(see appendix 12 p:90)

✓ The table above shows that the degree of fluency within the participant of the area of Rahouia was from medium to low, concerning fluency they were not fluent because they felt shy, that why the content also was low This last findings may goes back to several reasons, among them: the setting of the interview that took place in the office of the headmaster makes them uncomfortable in answering us during the interview.

Table 12: Degree of the participant fluency in Frenda

Region	Fluency	motivation	Content
Frenda	High	medium	Medium

(see appendix 13 p: 90)

✓ The table above shows that the degree of fluency within the participant of the area of Frenda was from medium to high. Participant in Frenda were interested about the interview they took it seriously in answering us, though the content was somehow limited to the need of the study.

Table 13: Degree of the participant fluency in Ain dheb

Areas	Fluency	motivation	Content
Ain dheb	Medium	medium	High

(see appendix14 p:90)

✓ As it is shown in the table above, fluency of the participant in Ain dheb was medium, though the content was high because they have much differences in their speech in comparison to that of Ttiaret city, beside that they were not highly motivated because,

they seems like they did not understand well the target of our study and what are we exactly searching for.

Table 14: Degree of the participant fluency in Tiaret (city state)

Areas	Fluency	motivation	Content
Tiaret	High	high	High

(see appendix 15 p:90)

✓ As it is shown in the table above that participant in Tiaret city was highly fluent, the interview was structured by the administration of the school, beside that the participant were collaborated and motivated. The content of the recordings were rich and very beneficial to the need of this study.

An observation grid was designed for captivating all the linguistic variations enacted by the participants during the interviewed themes: Hirak, Sport, Woman work, Routine. The observations grid serves two important purposes:

➢ It reminds the observer of the key points of observations as well as the topics of interest associated with each area

➢ It acts us impec for reflexive exercices in the observer can reflect on his/her own relationship and contribution the observed at the moment in time.

4. **Statistical measures**

Percentages were used which are symbolized by (%) as a statistic measure, because it is one of the most commonly used statistics and it is often helpful to present numbers as percentages of a total, as this give a reader sense of scale and proportion, besides being especially useful when making comparisons, as our case in the study.

5. interpreting the collected data in the light of the literature review

This chapter aims at discussing and interpreting the collected data in the light of the available literature review.

Interpreting the practical significance of the results require skills which are not normally tough in graduate – level research methods and statistics courses. These skills include estimating the magnitude of observed effects, gauging the power of the statistical tests used to detect effects, and pooling effect size estimates drawn from different studies. **(Paul D, 2010, p. 3)**

6. Displaying and discussing hypothesis 1

The first hypothesis states that: "The dialect of Tiaret may be not unified". Our study meets with study of Charles Boberg(2018) and Peter Trudgill(2000) beside the study of Fisiak Jacek(1988) and MartijinWieling(2011). We found out that the dialect of the regions of Tiaret is not unified and is different in a way of Age, Gender, Culture, Geography, Social class.

The evidence gathered from the research interview shows that, 100% of the participants from the four different areas use some words that are produced differently from the dialect of the city of Tiaret, The results shows differences in Term of vocabulary.

➢ **Area1: Frenda**
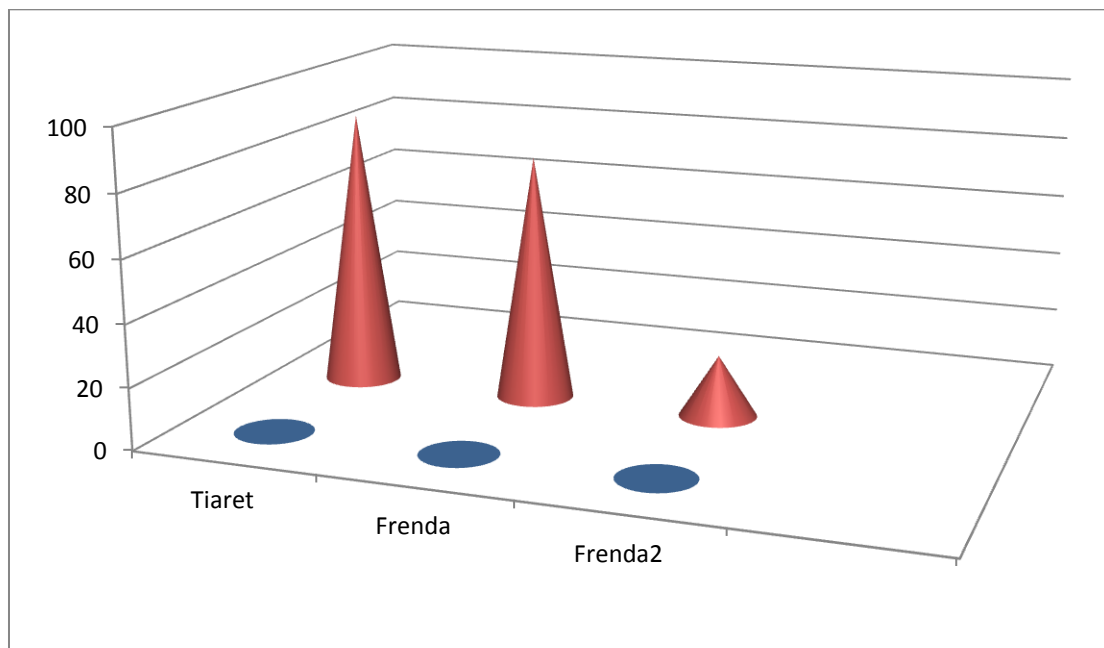➢ **The realization of the word (my god) in Tiaret and Frenda:**

 Researchers extracts out of the recordings that Frenda participants use the word (ya3ayi) with the rate of 80%   that mean (my god) while in Tiaret participants with the rate of 80% use the word (ya7afid) and 20% use the word (ya7awji).
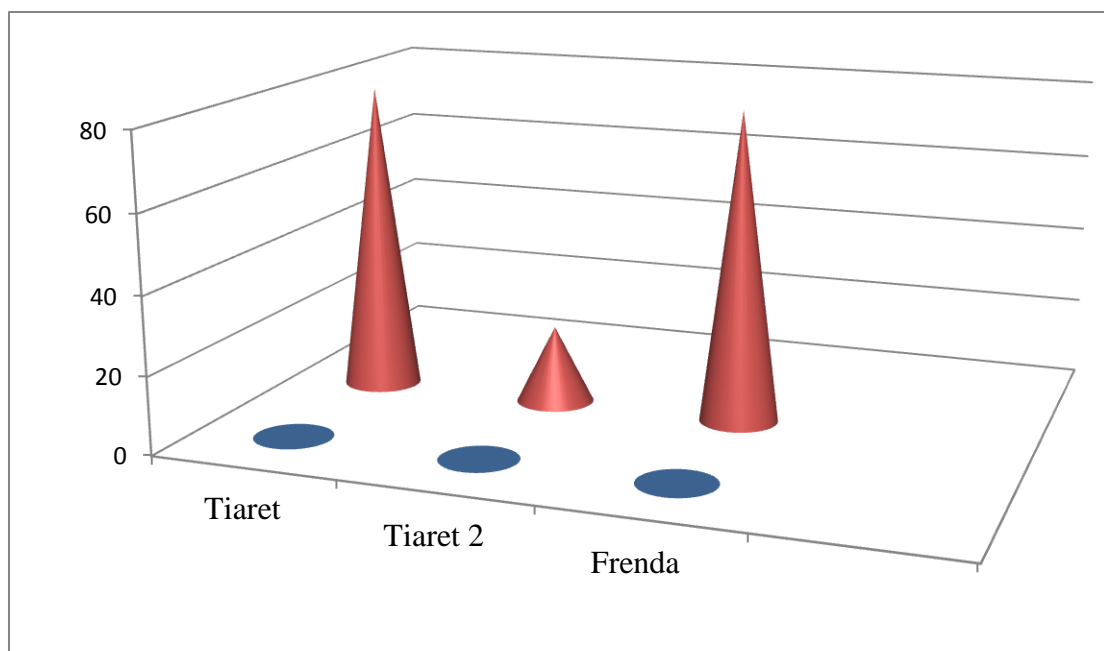
Graph1:**Percentages of theDifferent ways to say (My God)**

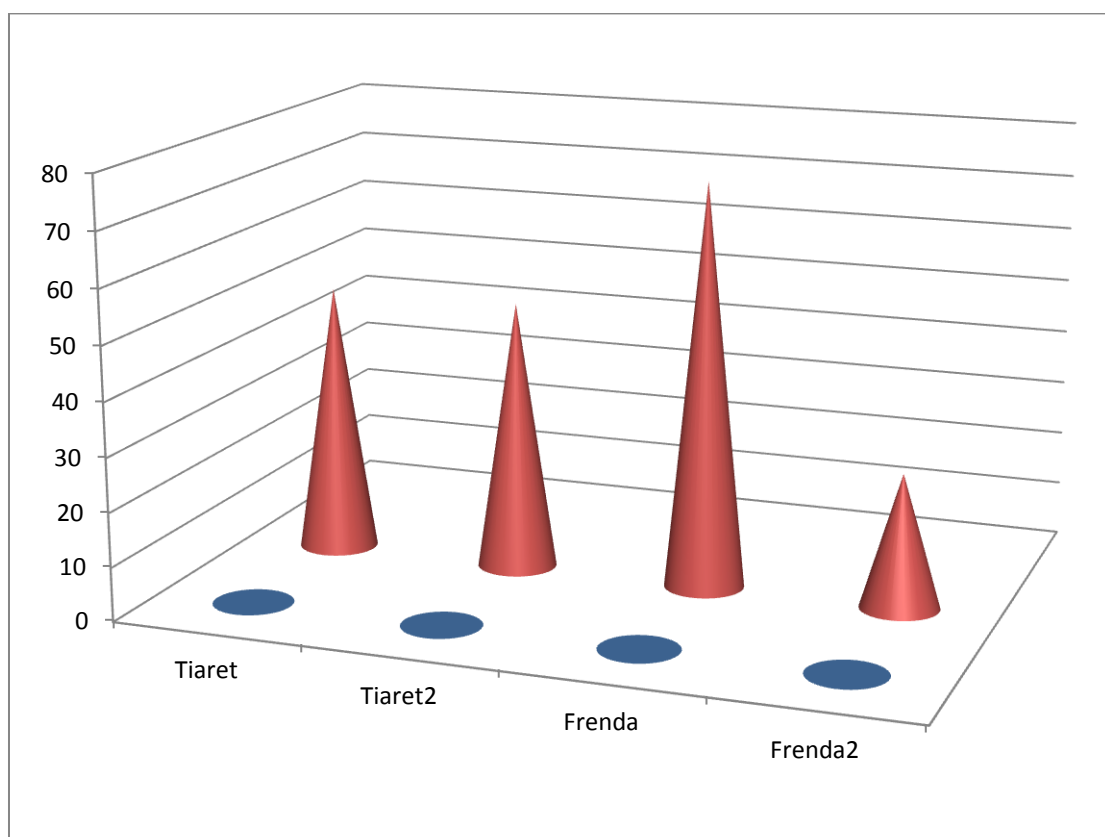▷ **The realization of the word (Nice) in Tiaret and Frenda:**

Researchers extracts out of the recordings that the word (nice) is produced in Tiaret as (chaba) with the rate of 90%, and in Frenda it was produce with the rate of 80% as (zina) and 20% as (chaba).

Graph2: Percentages of the different ways to say (Nice)
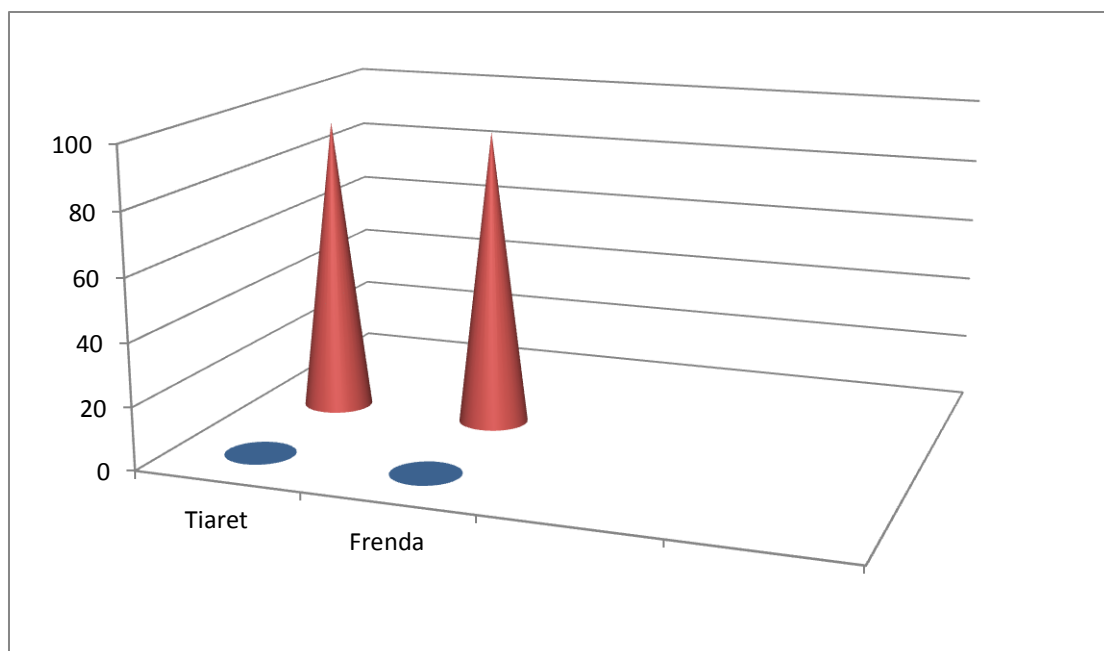
➤ **The realization of the word (like) in Tiaret and frenda:**

From the recordings findings researchers noticed that the word (like) is said in Tiaret with the rate of 50% as (za3ma) and 50% as (kichrol), while in the area of Frenda the word was produce by75% as (B7al) and 25% as (tsema).

Graph3: Percentages of different ways to say (like)

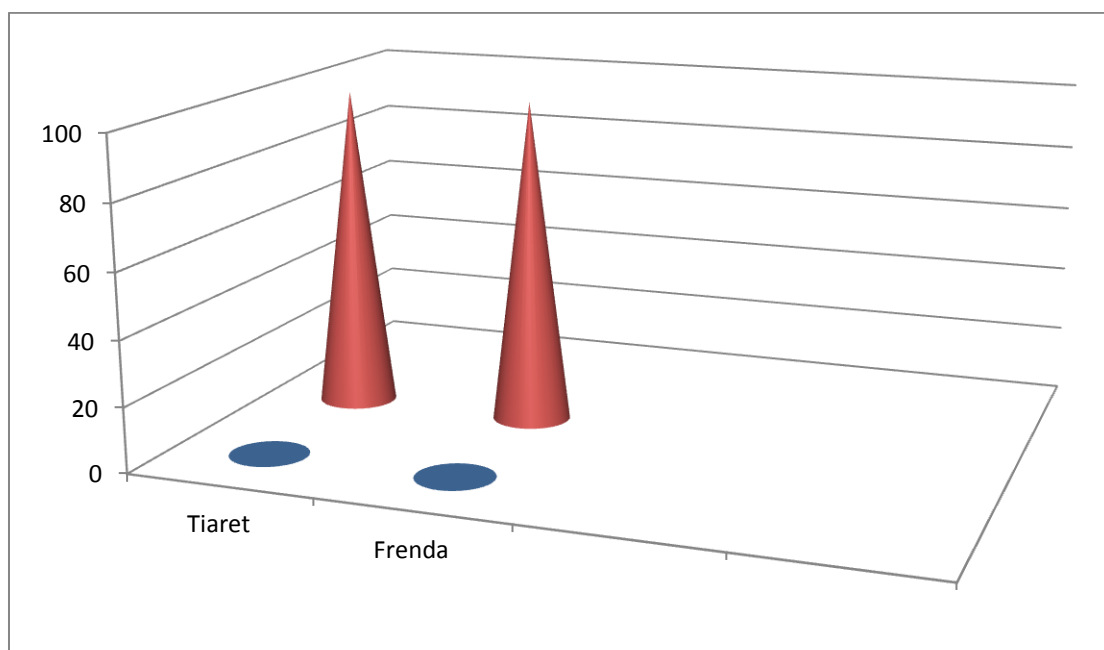➤ **The realization of the word (Can) in Tiaret and Frenda**

The results reveals that the majority of the participants from Tiaret by 95% say (ntig), and the majority of participants from Frenda by 95% say (nejem), the rest shift between the two words, this may be due to the origins of the parents.

Graph4: Percentages of different ways to say (can)

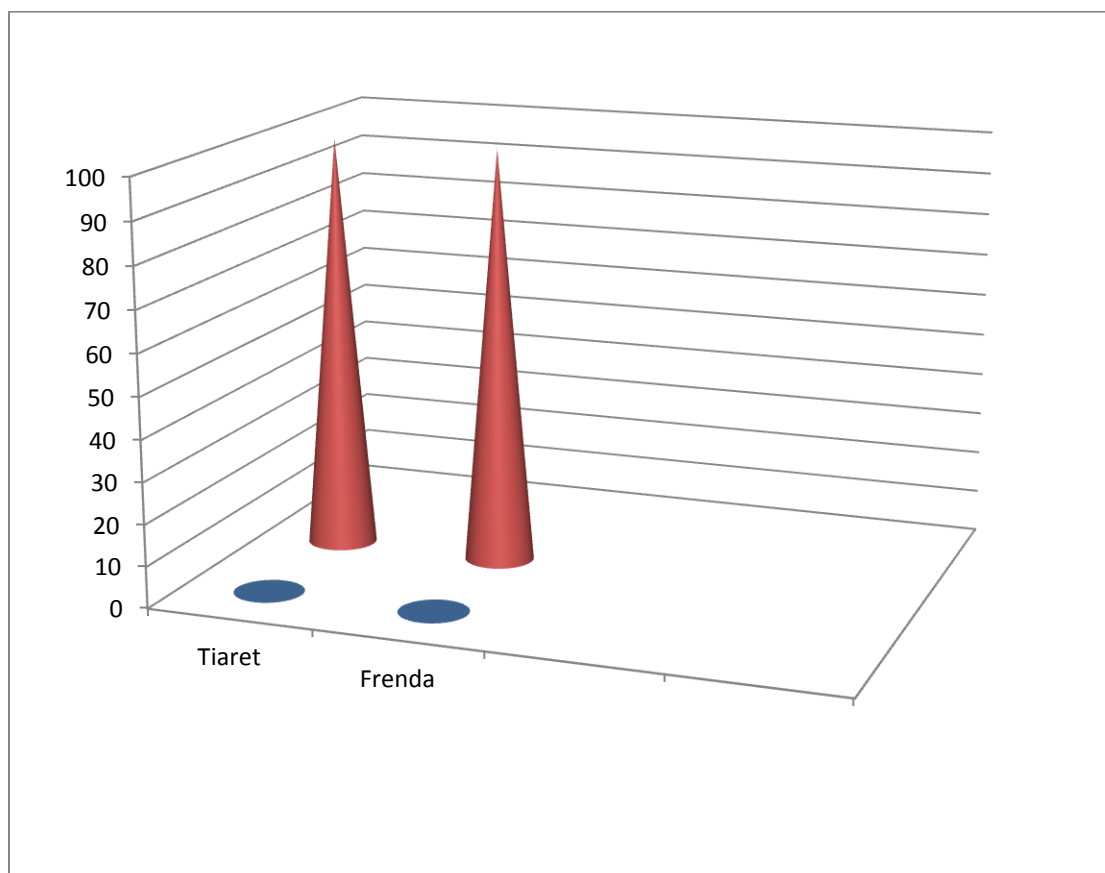➢ **The realization of the word (what's up) in Tiaret and Frenda**

The researchers have noticed from the recordings that the word (what's up) is produced in Tiaret by 100% as (Malek) and, in Frenda by 100% as (Melek), this last prove that participants in Franda are influence by the dialect of the city of Oran.

Graph5: Percentages of different ways to say (what's up)

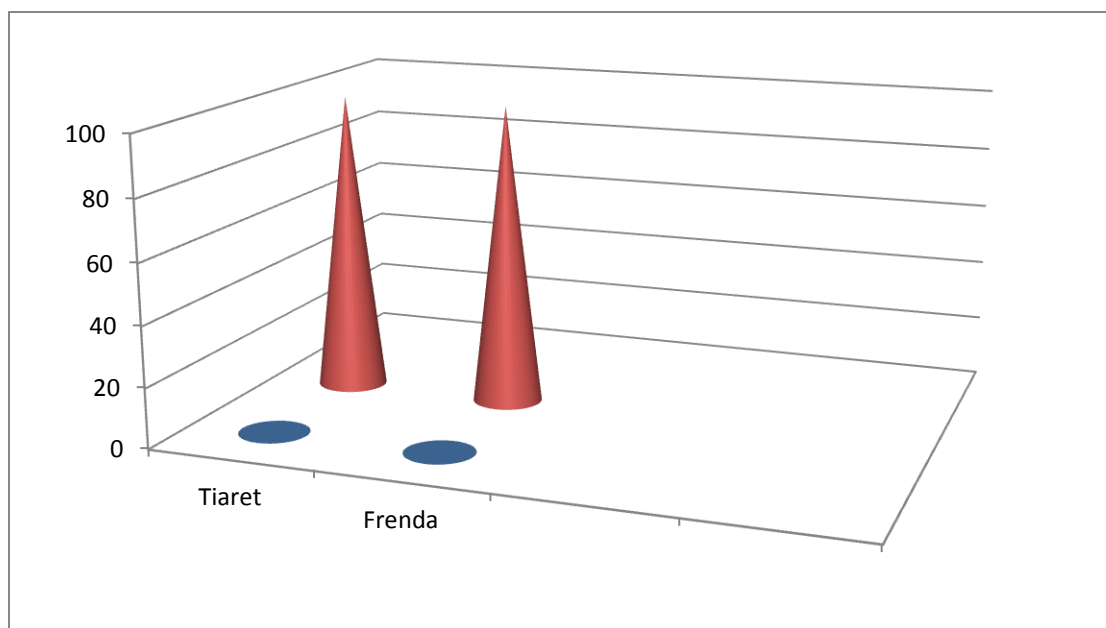➢ **The realization of the word (Brother) in Tiaret and Frenda**

The researchers extracts out from the recordings that the word (my brother) is produced by 100% as (Khawti) in Tiaret and , by 100% as (khouti) in Frenda, these findings also are related to the fact that participants in Frenda are influence by the dialect of the city of Oran though they belong to the wilaya of Tiaret.

Graph6: **Percentages of different ways to say (My brother)**

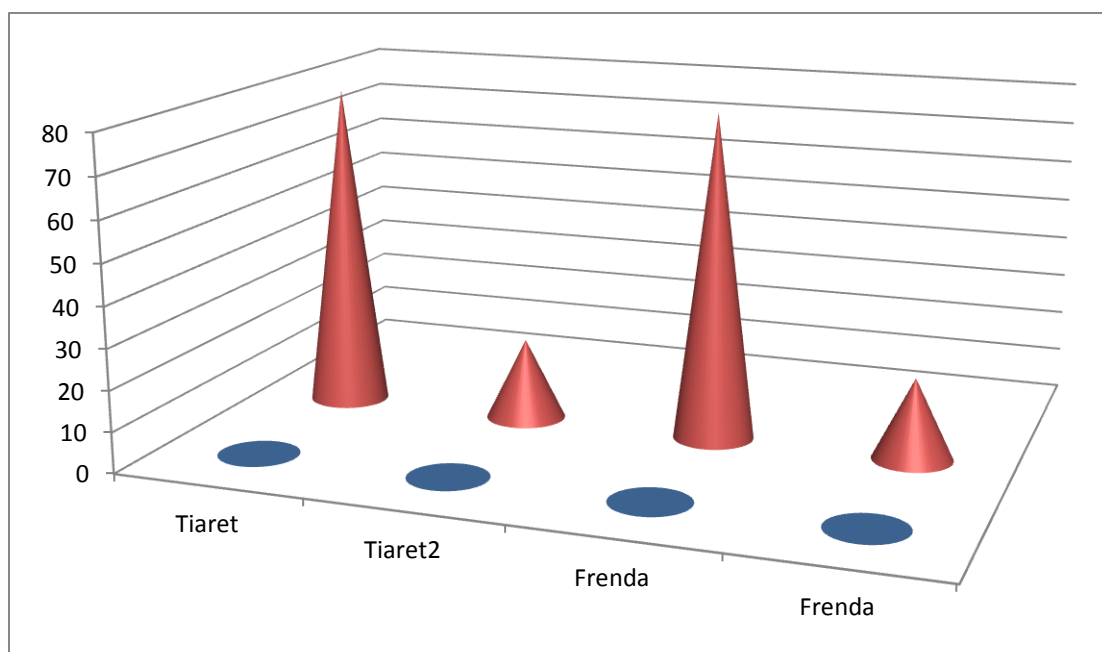➢ **The realization of the word (Meet) in Tiaret and Frenda**

The researchers noticedthat the word (Meet) is produced differently moving from Tiaret city to the area of Frenda, the majority of the participants from Tiaret say (Netla9aw) with the rate of 100% also, the majority of the participants from Frenda say (Netla9o), this last also confirm the influence of the participants from Frenda by the dialect of the city of Oran.

Graph7: Percentages of different ways to say (meet)

➢ **The realization of the word (yes) in Tiaret and Frenda**

The findings shows that the word (Yes) it is often produced by (Wah) and sometimes by (Hih) in bothe communities of Tiaret and Frenda, participant from Tiaret use (wah) by the rate of 80% and, use (Hih) by 20% while participants from Frenda use the word (Hih) by the rate of 80% and, (Wah) by 20%, this may be due to the fact that participants from Tiaret live down town and, participants from Frenda live beyond the city and the area is suburb of Tiaret

Graph8: Percentages of different ways to say (Yes)

➢ **The realization of the word (what) in Tiaret and Frenda**

The findings indicate that the word (What) is produced by the rate of 100% as (Chawala) in Frenda but, is produce differently in Tiaret and with three other different ways from Frenda, half of the participants from Tiaret with the rate of 50% say (Chahi) while, 30% of the participants say (Chtahi) and 20% of the participant say (Chtahou), this may be due to the fact that dialect is changeable by time.
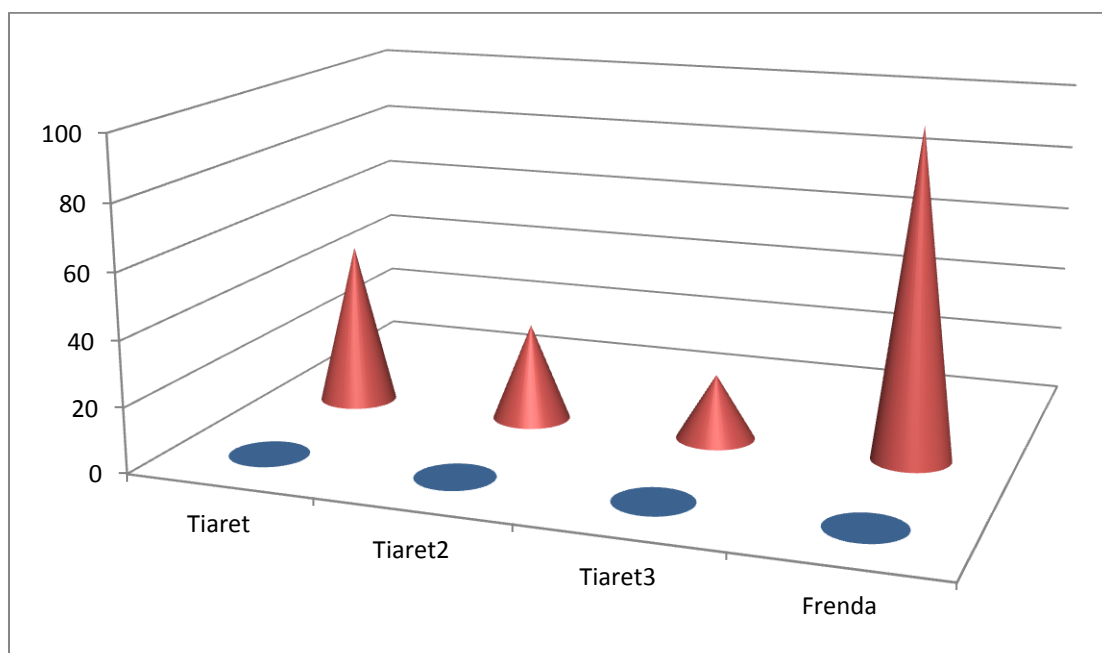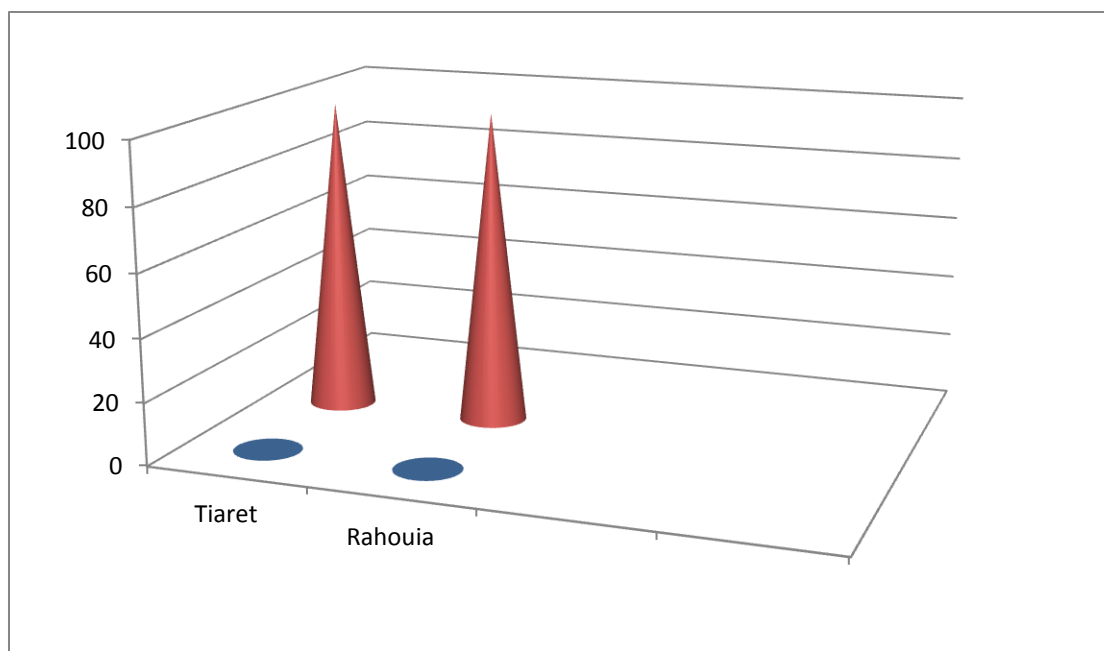

Graph9: **Percentages of different ways to say (What)**

The researchers from the recordings findings of the area of Frenda conclude that the dialect of the area of Frenda is influenced by the dialect of Oran and, is different from that of Tiaret in many words as it has been shown above.

Area2: Rahouia

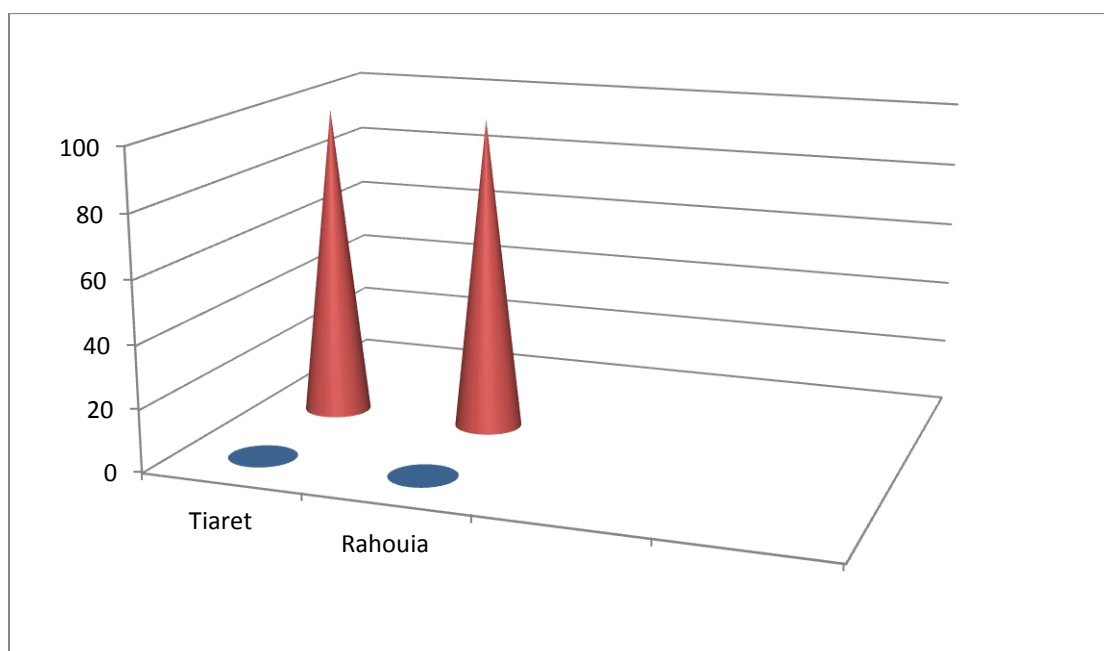➢ **The realization of the word (Must) in Tiaret and Rahouia**

The results reveal that the word (Must) is produced differently when moving from the city of Tiaret to the area of Rahoui, the majority of participant from Tiaret with the rate of 100% said (yli9) while the majority of participant from Rahouia with the rate of 100% said (Lazem).

Graph10: **Percentages of different ways to say (Must)**

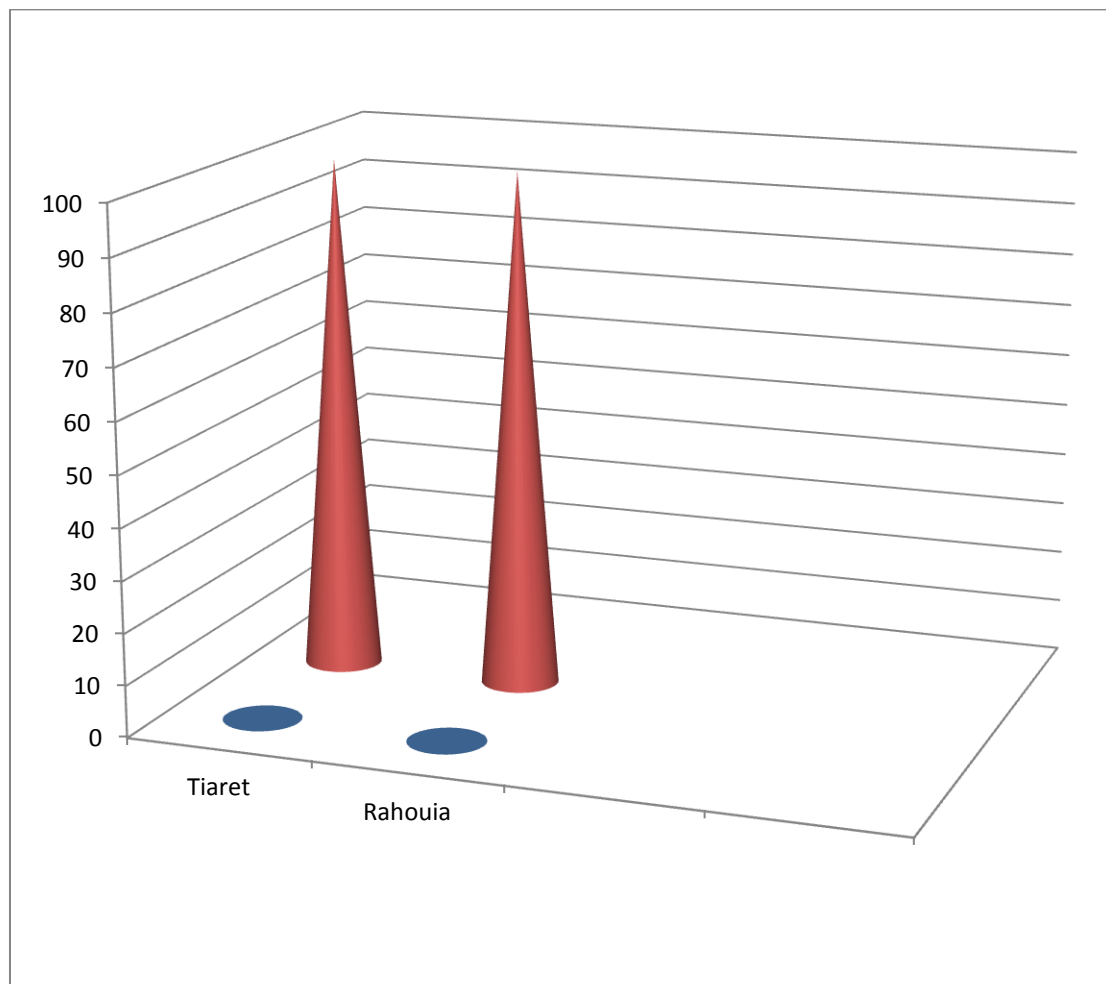➢ **The realization of the word (come) in Tiaret and Rahouia**

The results shows that the word (come) is produceddifferently in both communities of Tiaret and Rahouia, the majority of participant from Tiaret say (djit) by the rate of 100% unlike, participants of Rahouia the majority of theme by the rate of 100% say (jit), this may be due to region factor.

Graph11: **Percentages of different ways to say (come)**

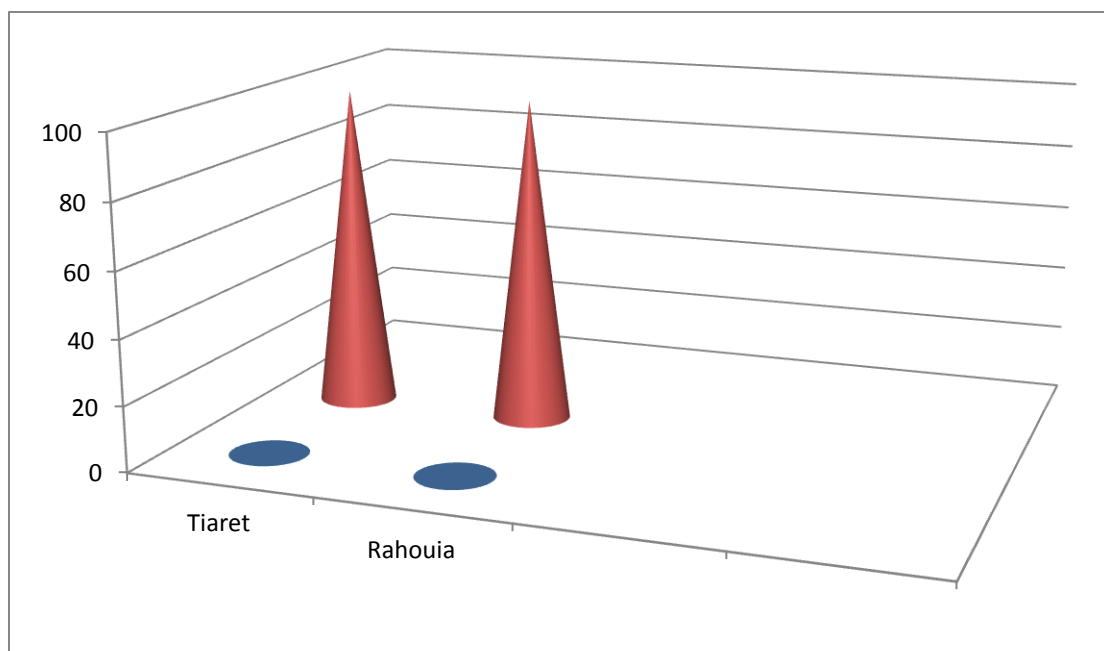➢ **The realization of the word (Learn) in Tiaret and Rahouia**

The result reveals that the word (Learn) is used differently when moving from Tiaret to Rahouia, in Tiaret the word is used by 100% as (ne7faظ) while, in Rahouia the word (learn) is used by100% as (Na7fad).

Graph12: Percentages of different ways to say (Learn)

➢ **The realization of the word (After) in Tiaret and Rahouia**

The researchers extracts out from the recordings findings that the word (After) is produced by the rate of 100% as (mba3da) in Tiaret and, is produce as (ba3dakina) by 100% in Rahouia.

Graph13: **Percentages of different ways to say (After)**

➢ **The realization of the word (Clothes) in Tiaret and Rahouia**

The researchers extracts out the recordings that, participants from Tiaret use the word (Clothes) into two different ways, the majority say (7wayadj) by the rate of 70% while the rest that represents 30% say (9ach), in Rahouia the use of the word (Clothes) shifted between (Keswa) by the rate of 50% and (9ach) by the rate of 50%.
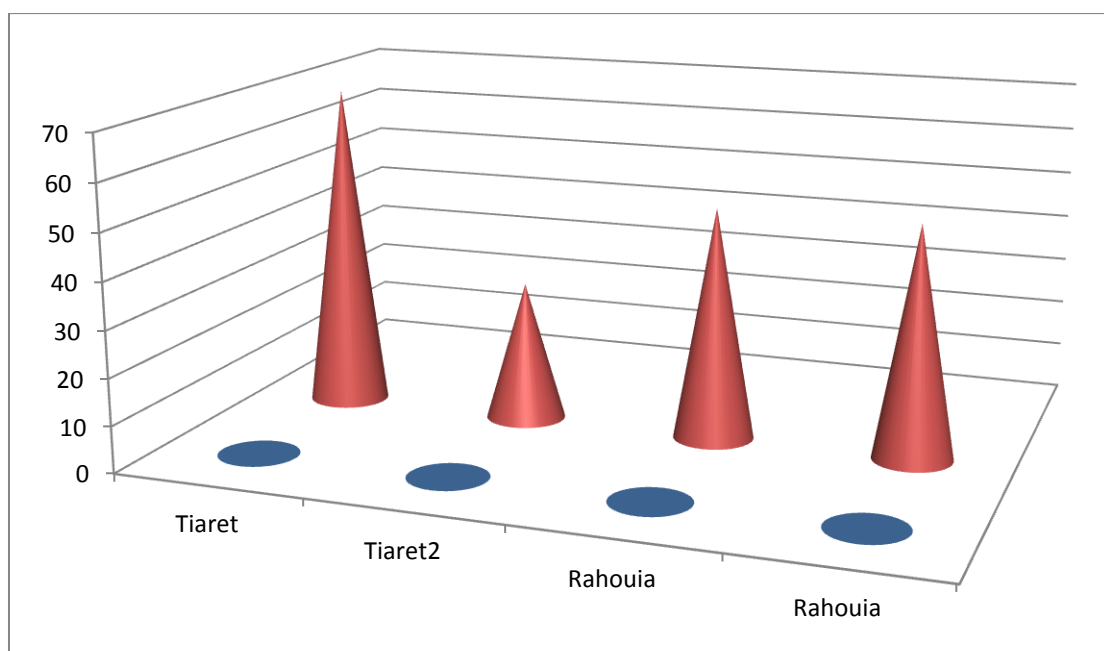
Graph14: **percentages of different ways to say (Clothes)**

➢ The realization of the word (for example) in Tiaret and Rahouia

The researchers noticed that the word (For example) is produced differently in both communities Tiaret and Rahouia, the majority of participants from Tiaret say (za3ma) with rate of 90% and, few of them say (Kichghol) with rate of 10%, in Rahouia also some participants say (Za3ma) with rate of 30% while, the majority of participants say (Belmize). This may be due to the differences of age in speaking.
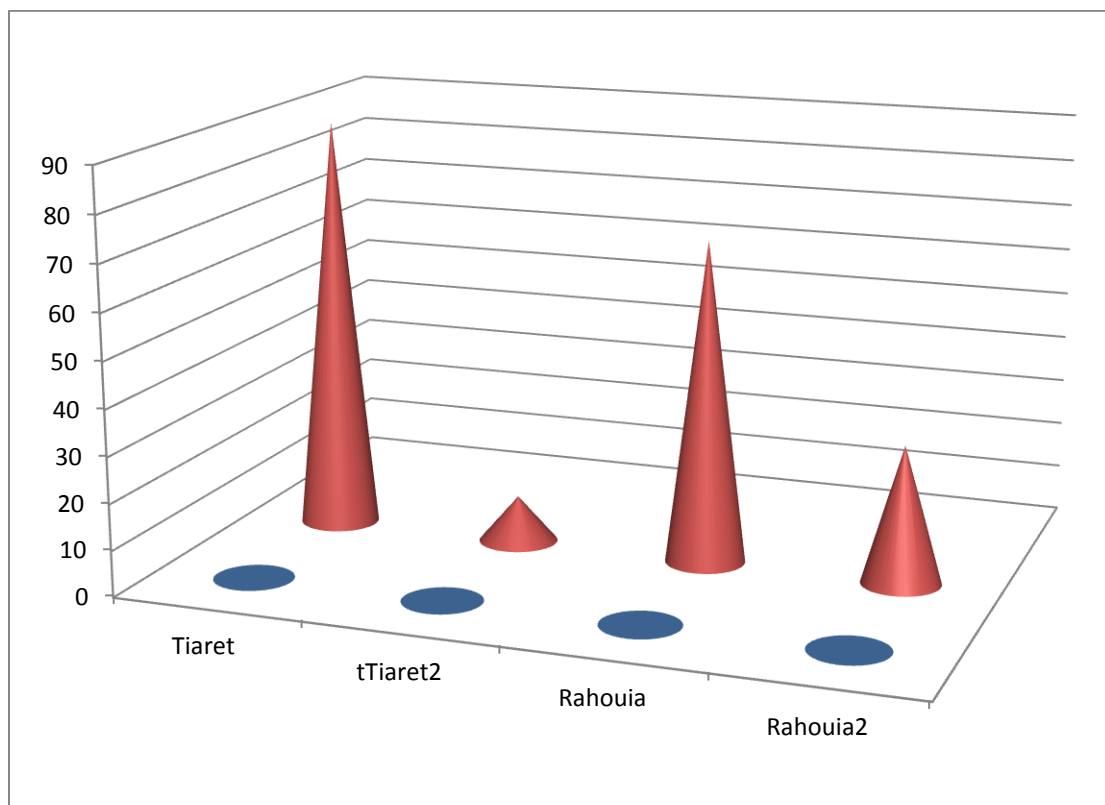
Graph15: Percentages of different ways to say (for example)

➢ The realization of the word (Take off) in Tiaret and Rahouia

The results reveals that the word (Take off) is using totally different from Tiaret to Rahouia, the majority of the participants from Tiaret say (Negl3o) by the rate of 100% unlike, the participant from Rahouia the majority of them say (Na7o) by the rate of 100%. This may be due to regional factors.
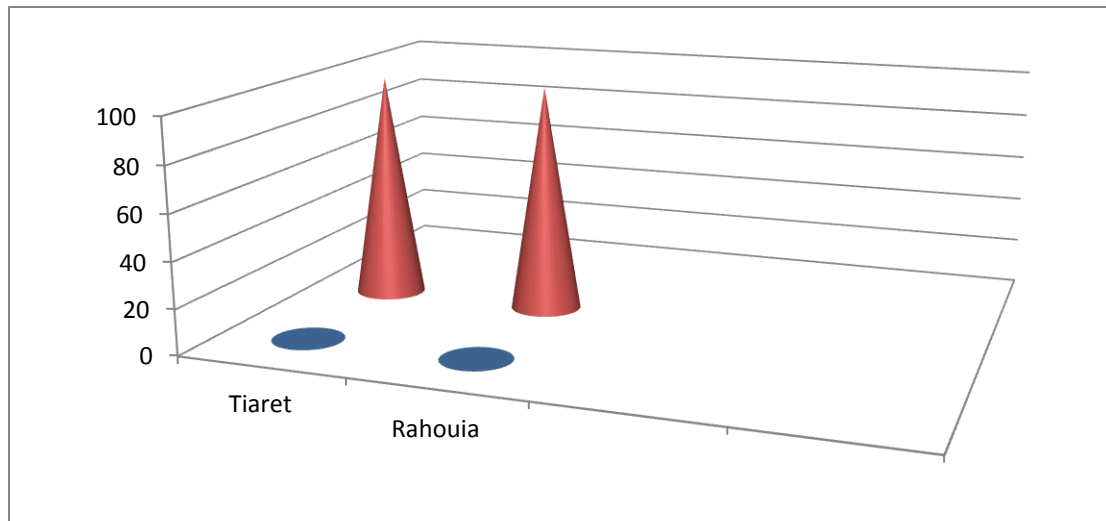
Graph16: Percentages of different ways to say (Take off)

➢ **The realization of the word (all) in Tiaret and Rahouia**

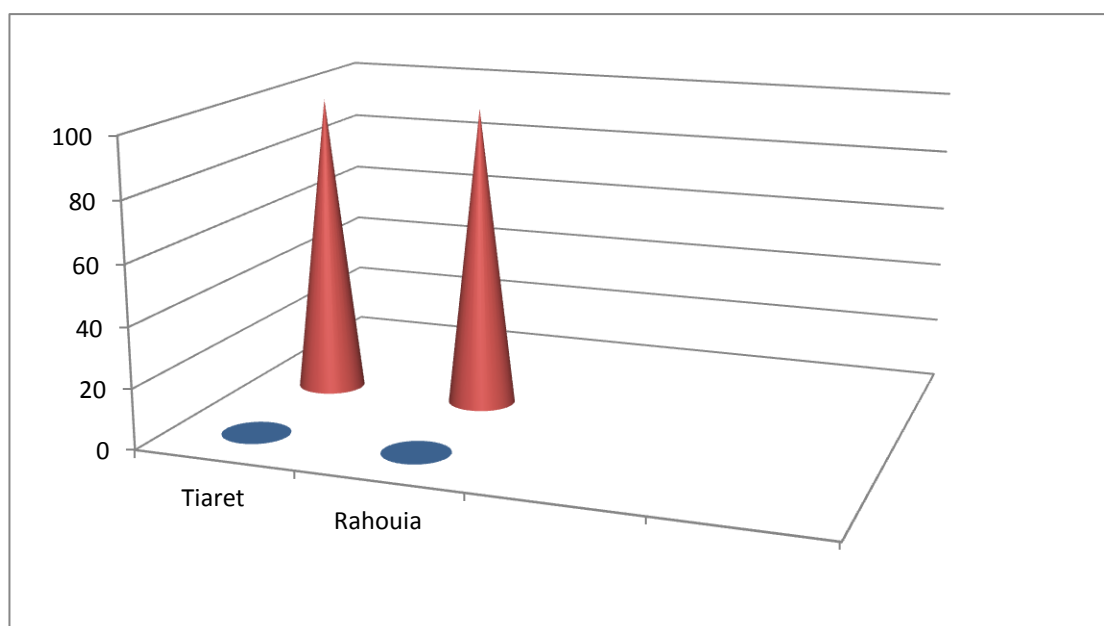The results reveals that the word (all) is using totally different from Tiaret to Rahouia, the majority of participants from Tiaret say (ga3) by the rate of 100% unlike, participants from Rahouia the majority of them use the word (Kamel) by the rate of 100%. This may be due to regional factors.

Graph17: Percentages of different ways to say (all)

49

> ➢ **The realization of the word (sometimes) in Tiaret and Rahouia**

The results reveals that the word (sometimes) was produced in two different ways in both communities Tiaret and Rahouia, participant from tiaret shift between the word (khatrat) and (mindak) the majority use (khatrat) by70% and, few of them use (mindek) by 30%, participant from Rahouia also produce the same words but within a different percentages, they use most the word (mindek) by the rate of 90% and few of them use (khatrat). This may be due to regional factors.
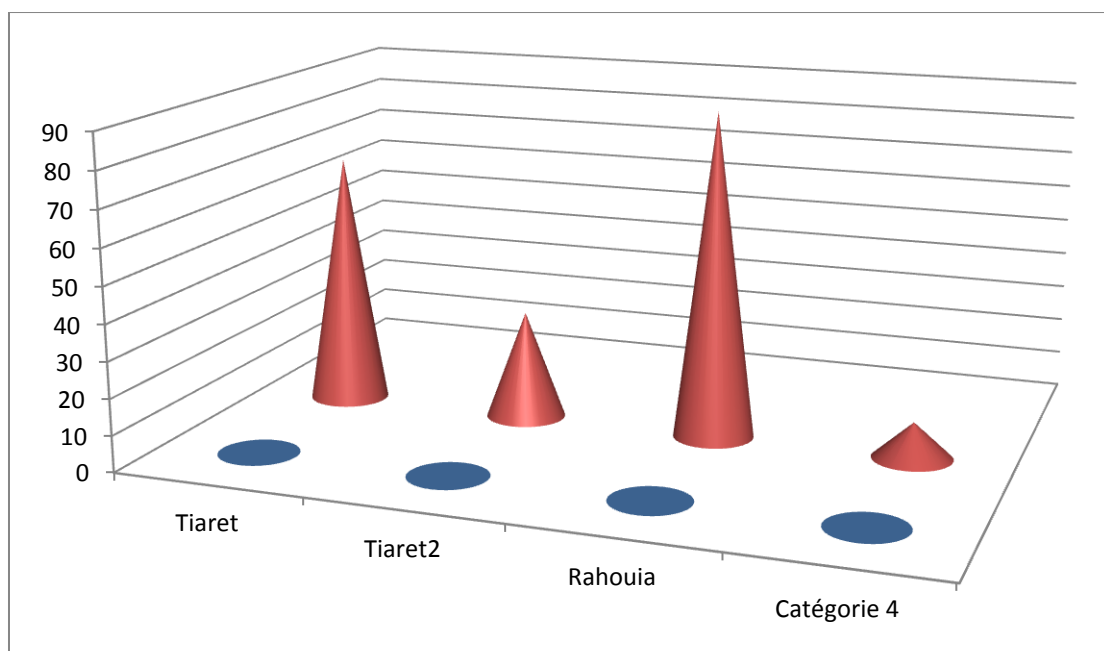
Graph18: **Percentages of different ways to say (sometimes)**

The researchers from the findings conclude that though the area of Rahouia belong to the wilaya of Tiaret and it is not far from the city, some differences still occur in the dialect speech, the researchers notice that whenever the region change and the area is expose to geographical effects the dialect is always expose to new variations.

Area3: Ain dheb

> ➢ **The realization of the word (All) in Tiaret and Aindheb**

The findings indicate that the word (All) is produced the same way when moving from Tiaret to the area of Ain dheb noticing differences in terms of pronunciation, participants from

Tiaretsay (ga3) by 100% unlike participants from Ain dheb say (Gaa) by 100%, this indicate, that the dialect of Ain dheb is influence by it neighboring desert areas.
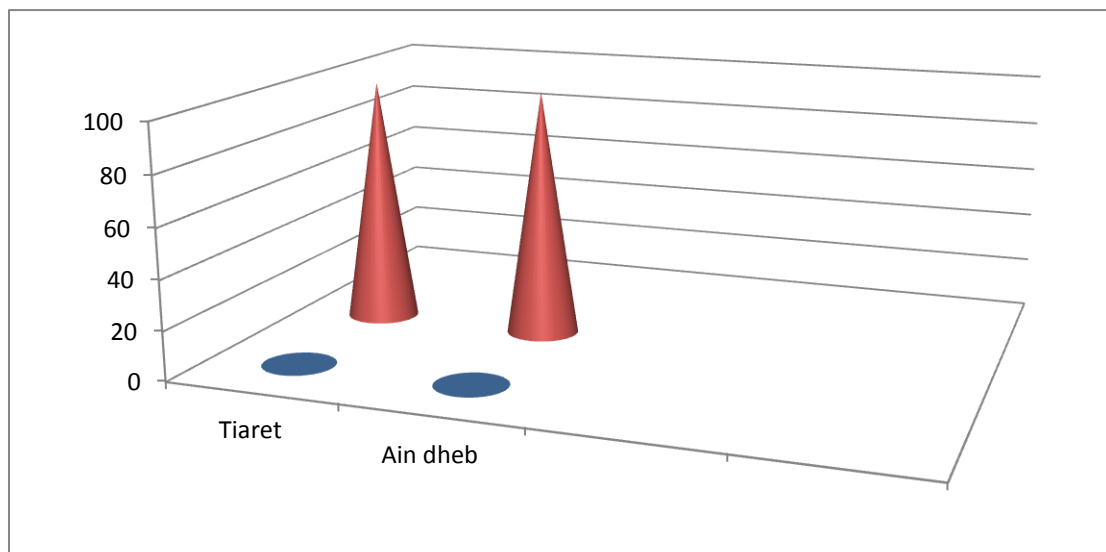
Graph19: Percentages of different ways to say (All)

➢ **The realization of the word (Man) in Tiaret and Ain dheb**

The researchers extracts out from the recordings findings that the the word (Man) is produced in the same way in both communities Tiaret and Ain dheb but it is pronounced differently. The majority of participants from Tiaret say (radjel) by 100% unlike, the majority of participants of Ain dhebsay (Rajel) by100%.
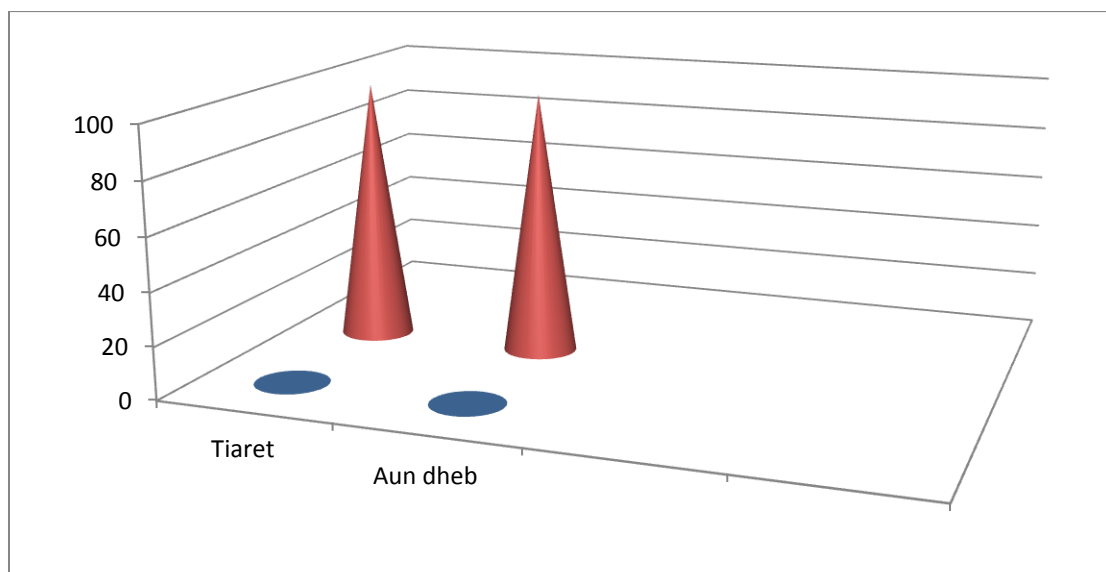
Graph20: Percentages of different ways to say (Man)

➢ **The realization of the word (Came back)in Ti   aret and Ain dheb**

The findings shows that the word (Came back) is produced in the same way in both communities Tiaret and Ain dheb but, with differences in term of pronunciation, the majority of the participants from Tiaret say (Nerja3) by 100% while, the majority of participants from Ain dheb say (Nerjaa) by 100%. This may be due to geographical factors and the fact that the area is near to the desert borders more than it is near to it belonging wilaya Tiaret.

Graph21: **percentages of different ways to say (Came back)**

➢ **The realization of the word (Angry) in Tiaret and Ain dheb**

The findings shows that the word (Angry) is produced in the same way in both communities Tiaret and Ain dheb noticing differences in term of pronunciation, participants from Tiaret say (Za3fan) with the rate of 100% while, participants from Ain dheb say (Zaafan) with the rate of 100%. This also may be due to the fact that the area is near the desert border.

Graph22: Percentages of different ways to say (Angry)

➢ **The realization of the word (I have) in Tiaret and Ain dheb**

The researchers extracts out from the recordings findings that the word (I have) is use in both communities in similar ways with differences in term of pronunciation, participants from Tiaret say (3andi) with rate of 100% while, participants from Ain dheb say (aandi) with rate of 100%. This last explain the influence to the neighboring desert areas.
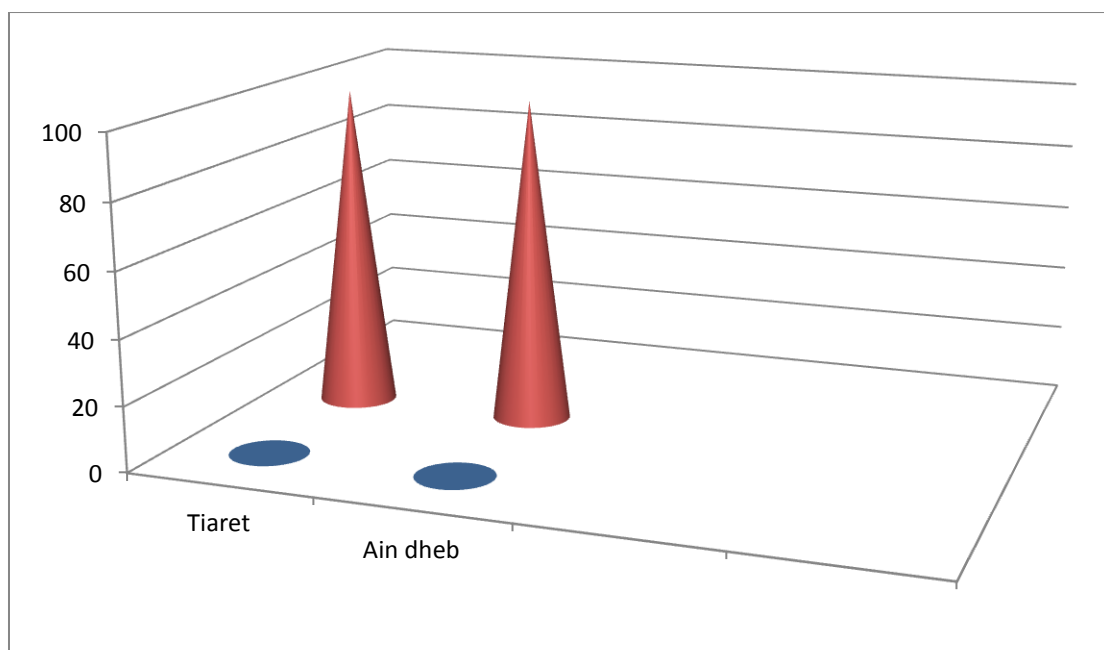
Graph23: Percentages of different ways to say (I have)

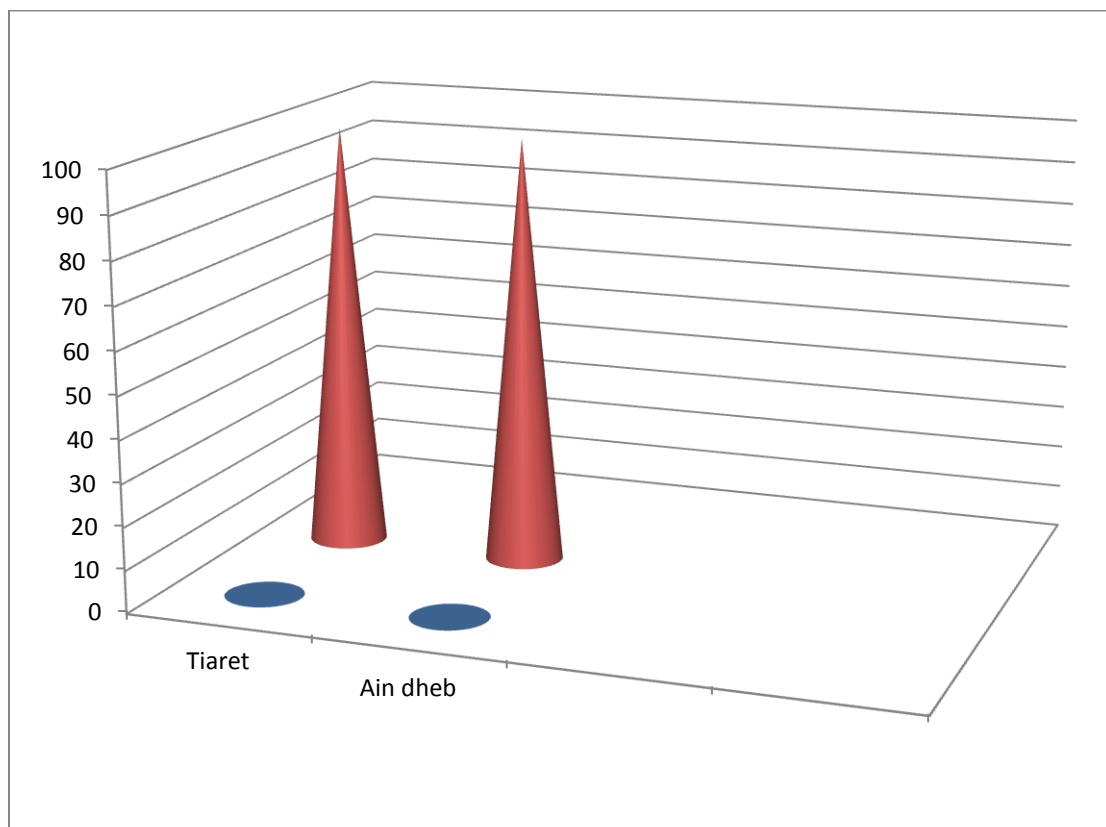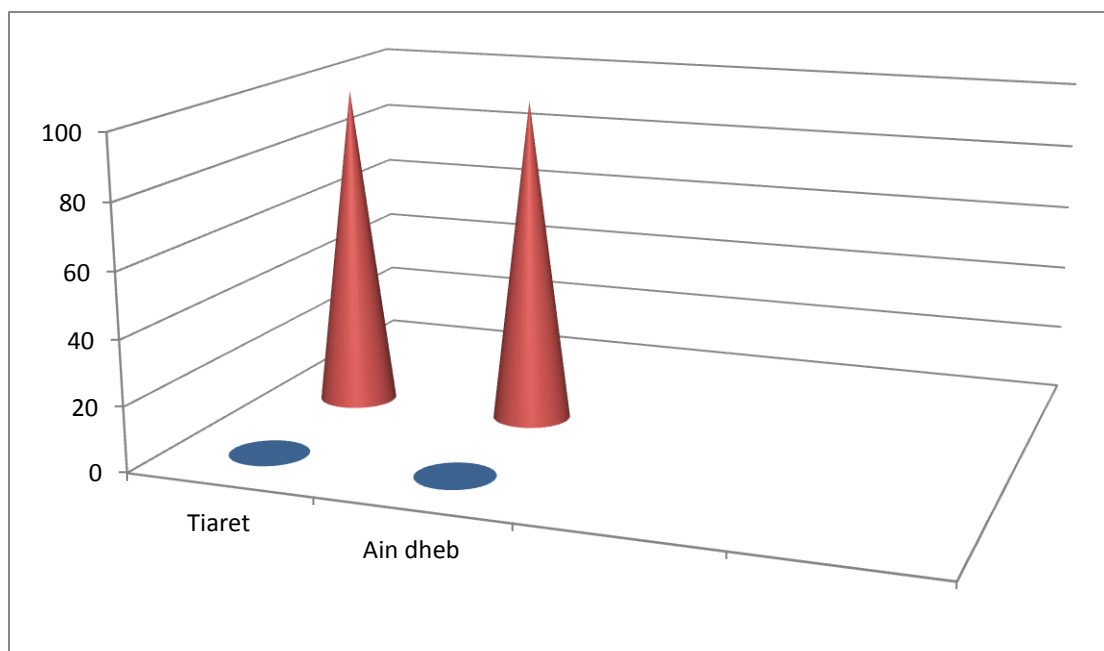➢ **The realization of the word (Sometimes) in Tiaret and Ain dheb**

The findings indicates that the word (Sometimes) is using in the same way in both communities Tiaret and Ain dehb with differences in term of pronunciation, participants from tiaret say (Khatrat) by 100% while, participants from Ain dheb say (Khatratch) by 100%. This last explain the influence to the neighboring desert areas.
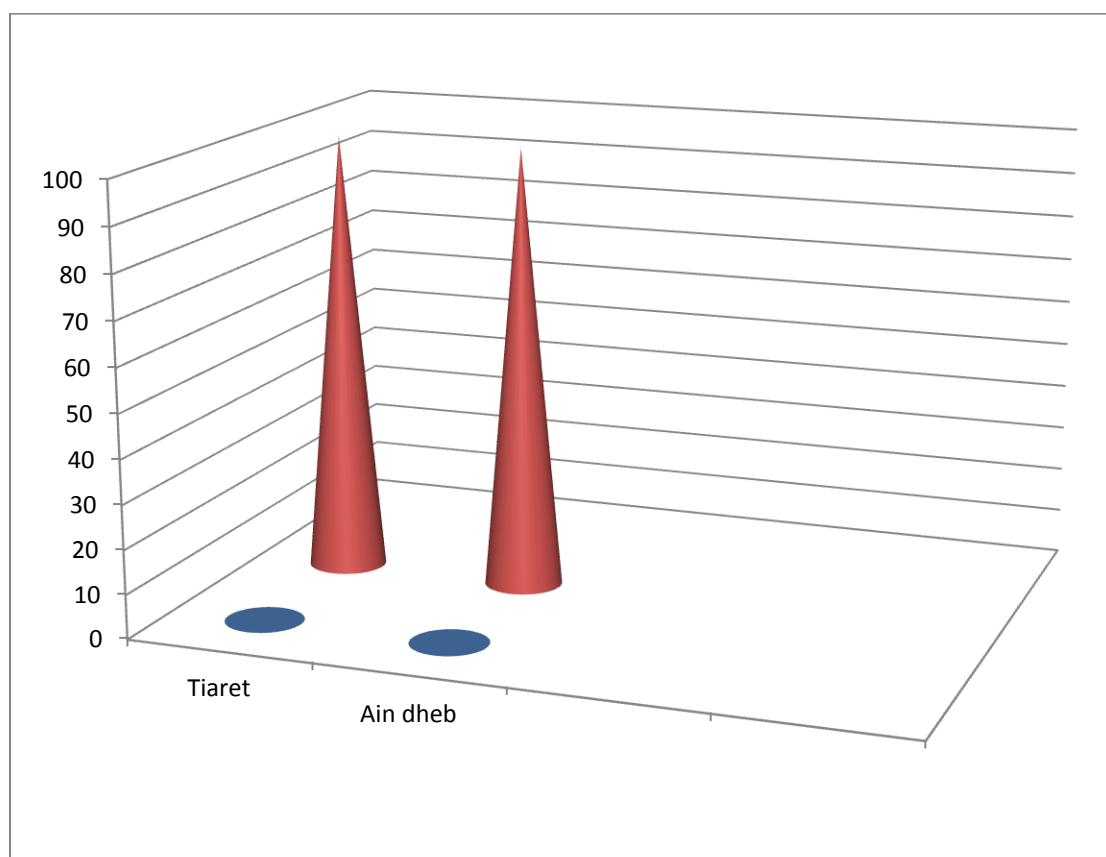
Graph24: **Percentages of different ways to say (Sometimes)**

➢ **The realization of the word (His wife) in Tiaret and Ain dheb**

The findings shows that the word (His wife) was used in two different ways in both communities Tiaret and Ain dheb, participants from Tiaret use (Martah) by 80% and (Darah) by 20% unlike, participants from Ain dheb use (ayalah) by 80% and (Martah) by 20%. This variation may be due to differences in terms of Age and culture.
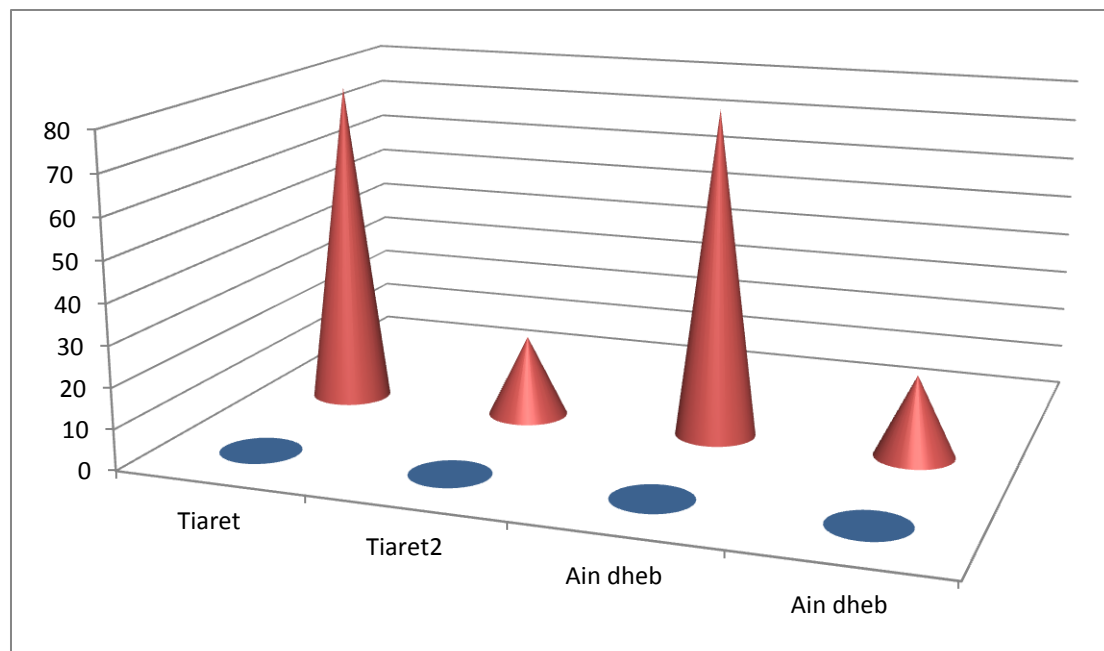
Graph25: **Percentages of different ways to say (His wife)**

The researchers conclude from the area of Ain dheb that the variation in their dialect is the effect of geography and, the influence with the dialect of the neighboring areas, the researchers noticed an important influence by the the dialect of the desert areas on the dialect of the area of Ain dheb. This also may be due to the fact that the area of Ain dheb is situated close to the bordures of the desert more than it is close to the willaya of Tiaret, that is to say that dialect change also when it is a matter of distance.

 As being states in the study of Charles Boberg(2018).The concept dialect, cannot be properly understood without reference to social variation as well. Linguistic variation arises in speech communities, it usually reflects socialdisparities: different ways of talking, same as different ways of dressing or eating, come to be associated arrayed on a socio-economic involving wealth, power, education, ethnic or social identity, and other features. Dialects can change at every level of structure-phonetic, phonological, morphological, lexical, syntactic, semantic, and so on-the term dialect is often used in a complementary relation with another term, accent, whereby dialect means differences in grammar and lexicon.

Peter Trudgill(2000) claimed that: The diffusion of a linguistic feature through a society may be halted by barriers of social class, age, race, region or other factors. And social distance may have the same sort of effect as geographical distance: for example, a linguistic innovation that begins amongst the highest social group will affect the lowest social group last, if at all.

Attitudes to language clearly play an important role in preserving or removing dialect differences.) of the many factors and features of social differentiation, for example by class, age, gender, race or region.

Martijin Wieling(2011) in her study of linguistic dialectology variation and it dependence on both social and geographic factors, where the findings indicates that: the changes in pronunciation have been spread in particular for low frequency words from the Golandia center of economic power to the prepheral areas of the country. They analyses data and observe the findings, that showed that pronunciation data in figure1: shows the distribution of the locations over the Netherlands together, with the province names. The transcription were made by several transcribers between 1980 and 1995, making it currently the largest contemporary dutch dialect, data set available, aiming to show the importance of geography and social factors in creating dialectology variation.

FiisiakJacek(1988) states that beside the features: Age, Gender, Geography, Social class, Race and ethnicity that create a linguistic dialectal variation also, dialect contact lead to create different dialects from one dialect. He said that: interdialect forms, defined as forms arising out of dialect contact which do not occur in the original dialects that are or were in contact, do not necessarily have to be intermediate in any simple or straightforward way.

7. Displaying and discussing hypothesis 2:

The second hypothesis states that: "The feature Gender effects the dialect". Our study meets with study of Coates Jiefer(2013) and Debora Tannen(1990). We found out that the feature Gender effect the way we speak, that is to say that man and women do not speak the same though they share the same dialect.

The evidence gathered from this research disclose that the conservative nature of women prevent them from using some expressions that men employs in their speech, women's by the rate of 80% use more soft words and adjectives while male by 90% answer directly without sense of feelings this is due to religious, social, and cultural reasons,
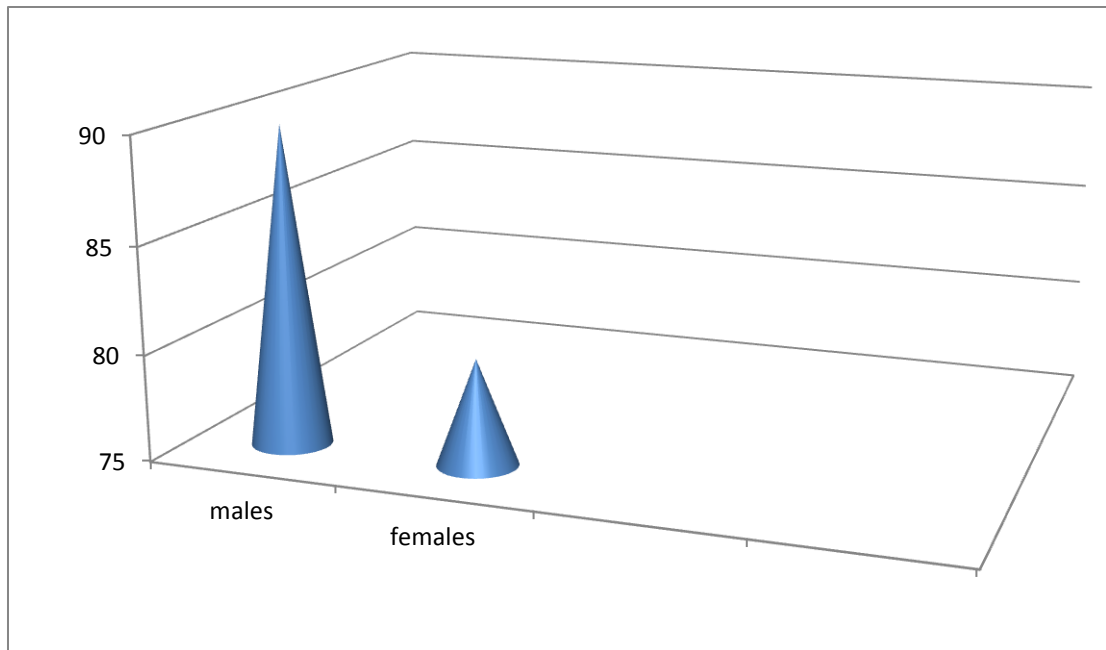
Graph 26: **Percentages of different way in answering between males and**

females

 Still, the results reveas that women are more talkative and gossip then man, this is due to the fact that woman habits give her a very common subjects to talk about it, females were talkative by the rate of 90% while males where less talkative by the 70%.
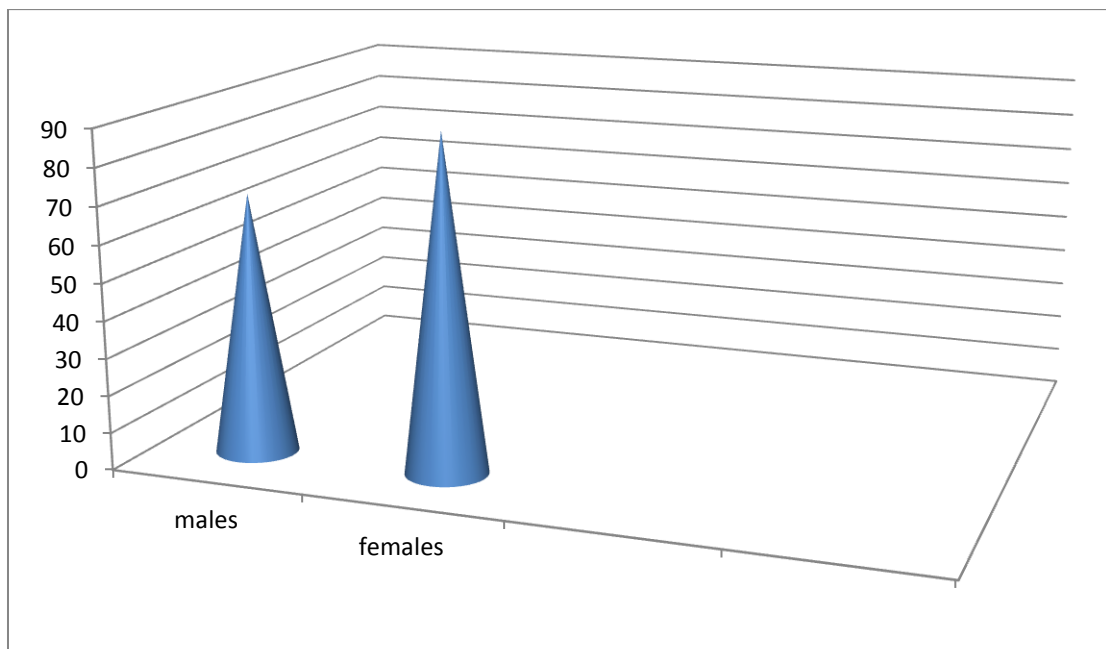
Graph 27: **percentages of talkativeness between males and females**

In addition, researchers noticed that women and man do not speak whit the same pitch, males participants talk lauder with rate of 80% unlike females speak in a softway with a low pitch with rate of 90%.this may be due to biological effects on women and man.
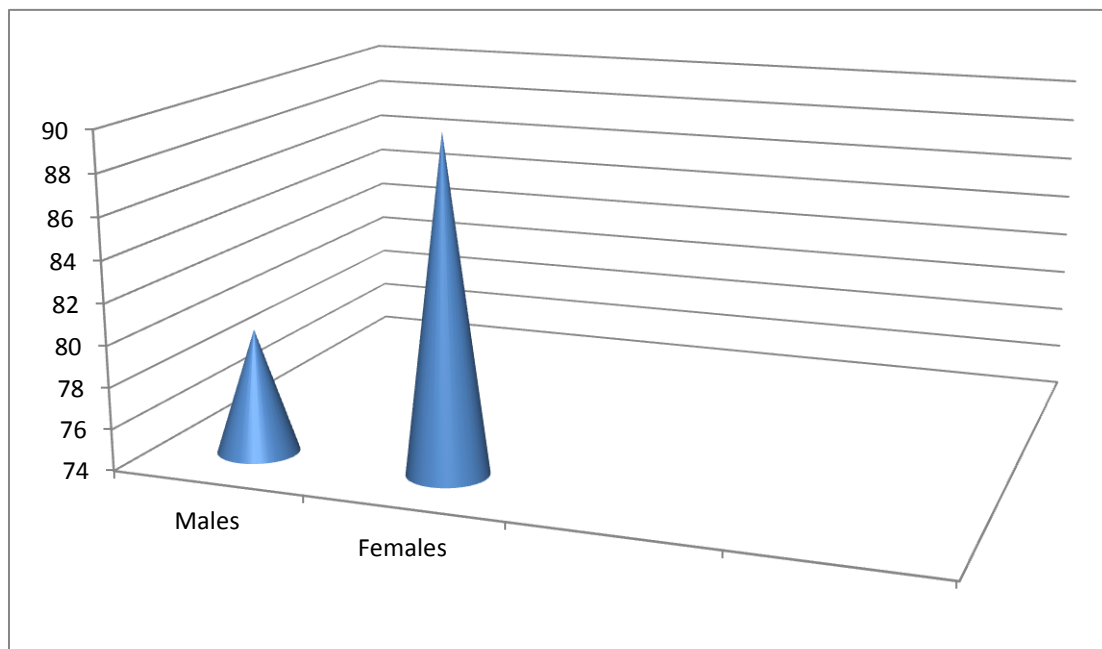
Graph 28: Percentages of using different pitch between males and females

Coates Jiefer(2013) states that: Gender differentiation in speech plays an important role in the mechanism of linguistic change. More accurately, the gender of the speaker plays a significant part in innovation –sometimes women and sometimes men are said to be the group which typically initiates change. This debate parallels that described earlier in dialectology, on whether women or men are more conservative linguistically.

 According to Debora Tannen(1990), 'you just don't understand men and women in conversation. This approach is also known as two cultures meaning that males and females develop in different settings or contexts that impact on the languageuse. A circumstance which Tannen propose ''miscommunication''. Tannen takes away herself from the dominance approach by eliminating blame and taking cross-cultural approach to engender conversations without accusing anyone of being wrong. Further she claimed seven points for male and female language styles.

8. **Displaying and discussing Hypothesis 3:**

The third hypothesis states that: "The feature Geography effects dialect". Our study meets with the study of Lesly Chape(2003) and Keelan Evanini(2009). We figure out that when moving from one region to another dialect change, that is to say that geography effects our dialect.

In relation to the findings of the study the researchers noticed that the far you go the more differences you occur that is to say: each area its dialect is effected with the dialect of it neighboring boundaries. The findings shows that the dialect of Frenda is close to that of Oran by 80% in many words like(khouti, chawala, tema, doka), beside the more you head to the south the dialect get closer to the dialect of the desert areas. The results shows that80% of participants speech of Ain dheb were close to the dialect of the desert areas they use the words (gaa, khatratch, jamaa), in the area of Rahouia there were not many differences since it is not too far from Tiaret.
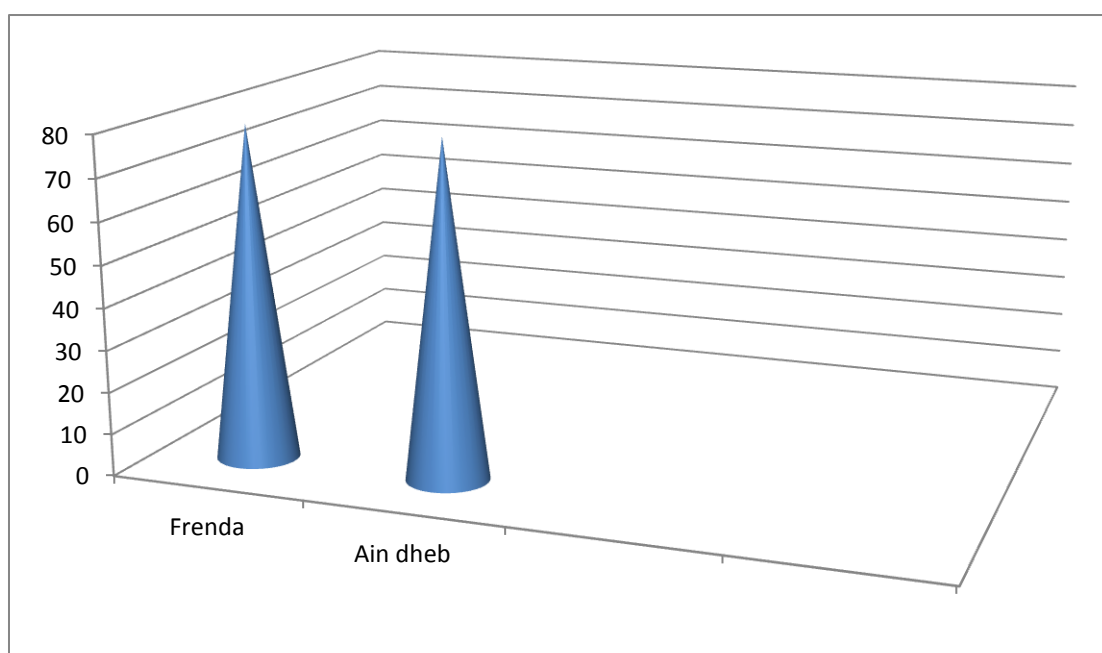
Graph 29: **Percentages of the effect of geography on dialect change**

Lesly Chape(2003). On her study of the effects of region and geography on language conclude that, That geographical factors effects on how languages drifted over time and how regional dialect were formed that is to say when these variations build up and dialects of the two groups drift so far apart this speakers in one group cannot understand the other group, this

caused two different languages instead of two dialects as the case of frensh, Spanish, Portuguese, Italian, ….. all developed from their common origin of Latin .

Keelan Evanini(2009) on his study of dialect boundaries of the regional surrounding Erie city, conclude that the analysis of the lexical and the morphosyntactic variables shows a widespread acceptability of the midland features in Erie. And that the dialect is changing in all the linguistics aspects moving from one region to another.

9. Displaying and discussing Hypothesis 4:

The third hypothesis states that: "The feature Age effects dialect". Our study meets with the study of Murphy brona(1984). We found out that Age is also one of the features that effects our dialect since adults do not speak the same as teenagers.

The researchers selected the participants between the age of (14-20) the measure of age in the study was 16years old, the results shows that, participant at the age of (14-15) their answers to the interview questions are limited by the rate of 70%,   unlike, the participants between the age of (16-20) by the rate of 70% they give rich answers to the topics and they take it seriously.
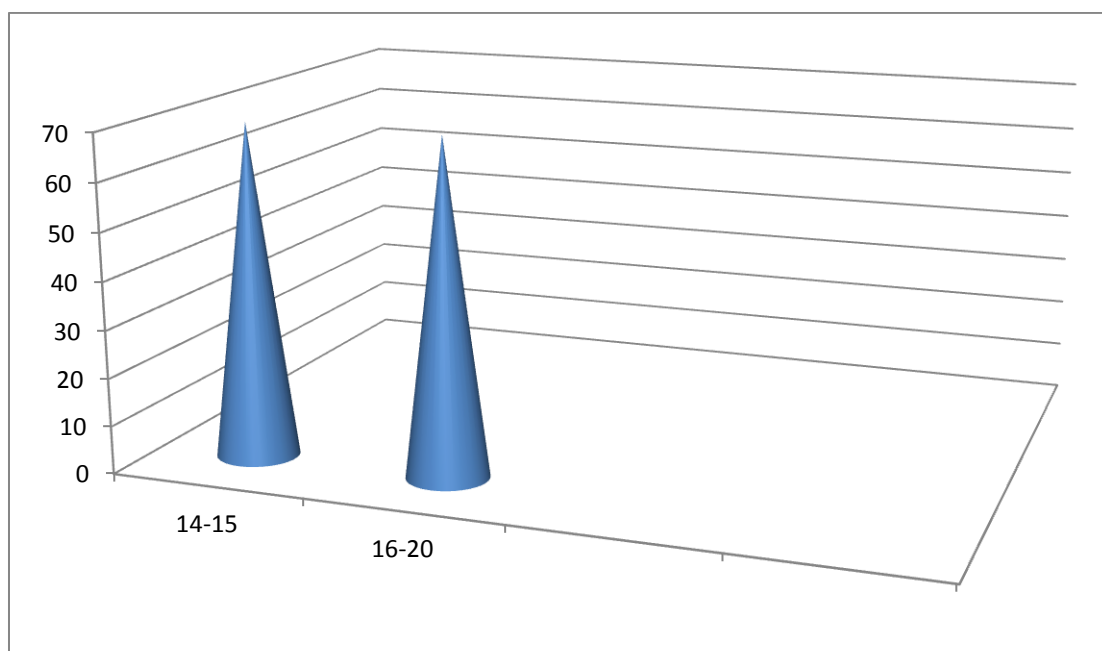
Graph 30: **Percentages of the content of the answers according to the Age**

The results also reveal that they use different expressions in daily communication the teenagers participants by the rate of 90% say (zamili, nochrob 9ahwa, njema3, mama, papa) unlike, the adults participants by the rate of 90% they use the expressions like (nebsateha m3a l jema3a, nest9ahwa m3a sab7a, chibani, chibaniya), to show off and give an image that they are mature this also may be due to social factors.
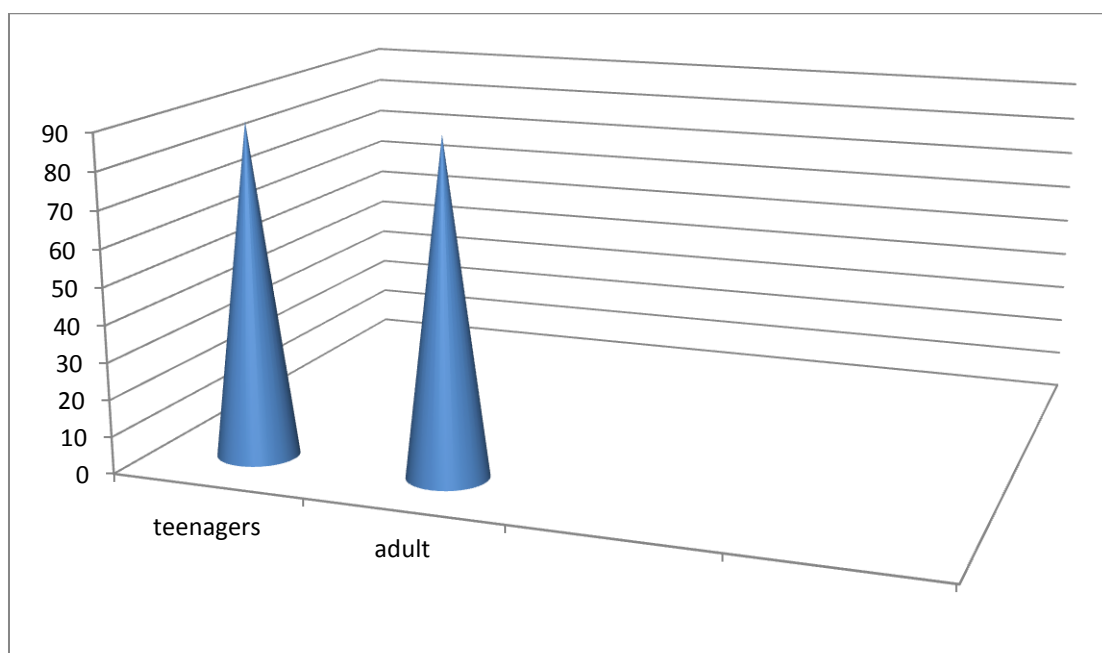
Graph 31: Percentages of different expressions between adult and teenagers

Murphy Brona(1984) in her study of regional dialect variation in children vowels she made a series of recordings to investigate regional dialect variation in the vowel system of typically developing 8 to 12year old children, where acoustic analysis included formant frequencies f1 f2 measured at 5 equidistant time points in a vowel and formant movement (trajectory length). The result from the findings of this study showed that, Children productions showed many dialect specific features comparable to those in adult speakers, different features were also found including systemic vowels changes and greater formant movement in diphthongs.

10.Diplaying and discussing Hypothesis 5:

The forth hypothesis states that: "The feature Social class effect dialect". Our study meets with the study of William Labov(1972). We found out that people from different social classes do not speak the same dialect though they live in the same region.

The data gathered from the research shows that,80% of the participant of Tiaret areintellectual, they give a good point of view toward the fourth topics, they are aware of hirak and politics this, may goes back to the fact that they live in the city and they are more civilized. The others areas(Frenda, Ain dheb, Rahouia) that are the suburbs of Tiaret have limited way of thinking 80% of the participant in these areas are against the women work, and they are not aware of hirak this may be due to the fact that they are far from the city and they do not travel out of these areas their entourage still fanatic and close.
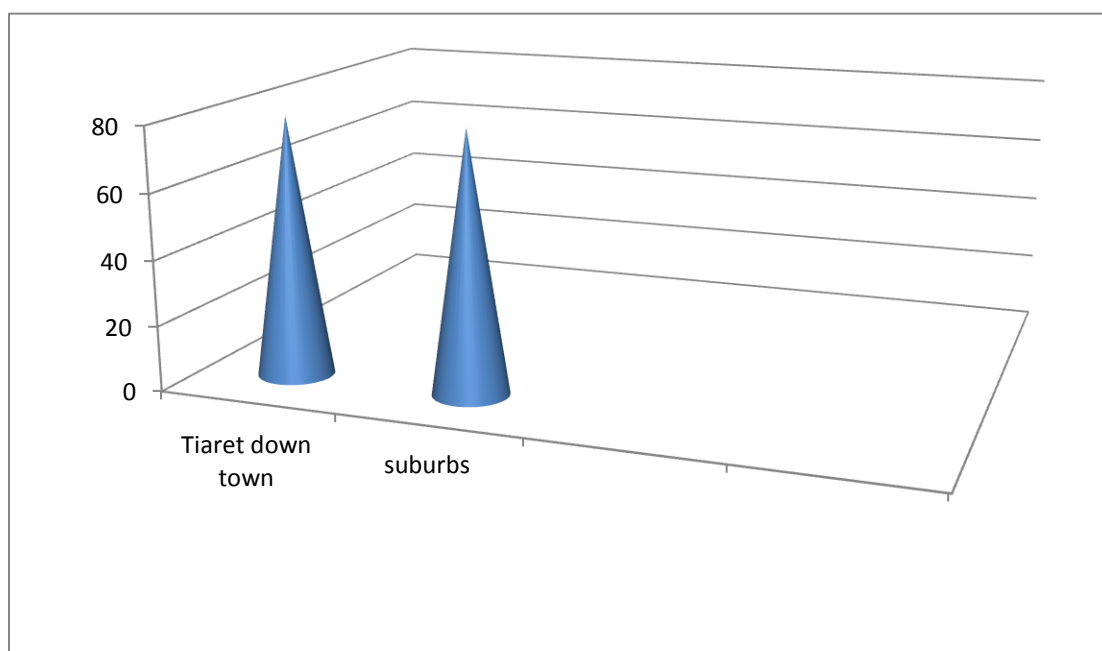
Graph 32: **Percentages of differences of social class in speaking**

 William Labov(1972) wanted to be very significant for the study of social-class dialects and accents. The methods of traditional dialectology may be adequate for the description of caste dialects (though even this is doubtful) since any individual, however selected, stands a fair chance of being not too different from the caste group as a whole. But it is not possible to select individual speakers and to generalize from them to the rest of the speakers in their social-class group. This was an important point that was demonstrated by Labov. The speech of single speakers (their idiolects) may differ considerably from those of others like them.

11.Displaying and discussing hypothesis 6:

The last hypothesis states that: "The feature culture effects dialect". Our study meets with the study of Emma Buckby(2016). We found out that people speak according to their own culture

and each one has his own culture that is to say also culture is one of the features that effects our dialect.

The results reveals that the majority of the participants from Tiaret give different answers to the interview questions in comparison to the participants of the areas of (Ain dheb, Frenda, Rahouia).Participants from Tiaret with rate of 90% are open minded and civilized they are for the change of the situation in Algeria, they are not against the women work, their answers reflect that they are expose to an open culture witch, is different from that of (Ain dheb, Rahouia, Frenda) they belong to a limited culture, that is sticks and based on traditions, the majority of the participant give by the rate of 90% no rights to the women, and they are against el hirak. These may be due to the situation in these areas and the fact that they are small close towns, and most of their parents were illiterates.
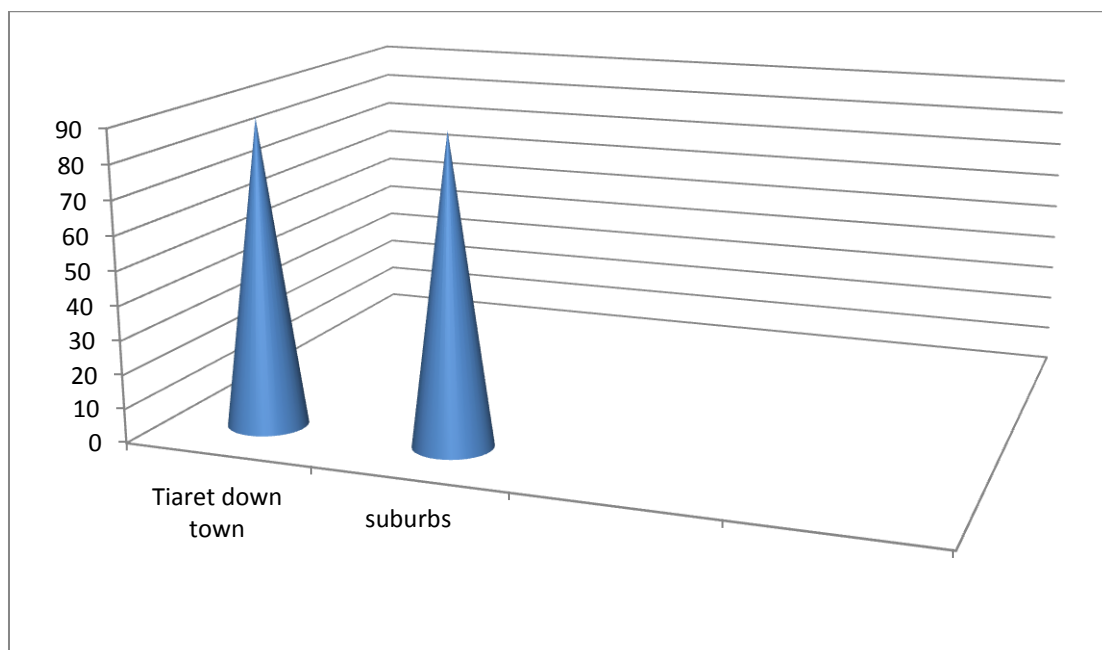
Graph 33: Percentages of the effects of culture on the participant's speech

Emma Buckby(2016), realise a comparison between the Asian speakers such as: Japanese and native English speaker. The researcher observe and analyze their use of English in communication and declare that it is necessary to have an overview on the culture of the language we are using to first save faces and avoid misunderstanding. As an example we have an Indian and Japanese who are more conservative, they tend to use: (I will think about it) instead of: (No) because for them it is impolite, they also use more passive voice than natives.

12. Global Interpretation of the data in the hypothesis:

The focus of the researchers is to find out the dialect variation from the participant's recorded speech and how the features age, gender, social class, geography, culture, contribute in creating this variation. This study reveals that girls 64% are dominant over boys 36%, this may be due to the fact that girls are more interested in these new experiencesbecause the researchers selected the participant randomly. Concerning the age, most of the student's are between the age of 14 til20 the measure of the age in this study was 16years old, this is because of the fact that the majority of the pupils started and ended their education in young age.

The results reveals that:

➤ The dialect of the participant is different when moving from one region to another in the willaya of Tiaret.

➤ The features age, gender, geography, social class, culture, have an impact on the participant's dialect.

➤ Feature age: participants at the age of (14-15) do not share the same dialect as participants at the age of (16-20).

➤ Feature gender: females participants do not share the same dialect as male participants.

➤ Feature geography: each areas have it's own dialect that is represented by.

➤ Feature social class: participants from Tiaret city share different dialect and ways of speaking in comparison to the areas (Frenda, Rahouia, Ain dheb)

➤ Feature culture: participants from Tiaret use a different dialect that is related to their own culture, unlike the dialect of the other areas that reflect also their own culture.

➤ Labov (1972) believes that the dialect of nation is effected by various features that made the dialect always changeable. The evidence gathered from this research disclose that each participant have his own dialect where is developed according to his own environment.

➤ The results of this study provided answers to our research questions. The findings confirmed that the dialect is changeable and is not unified even in the same community, in addition these changes is due to several features such as: age, gender, region, social class, culture, that made the dialect part of our identity since everyone has his own dialect adopted from his own environment.

Conclusion

The third chapter is about the methodology procedure and also discussing, displaying, and interpreting data.

13.Suggestions and Recommendations for Further Research:

✓ On the far side of this investigation, there are still other areas of research that need to be taken into consideration and to be studied. For example; how can the social variables affect the speech community.

✓ Another suggestion can be proposed that which exact dialect did influence the speech communities of Tiaret, Ain Deheb, Frenda, Rahouia.

✓ Another suggestion can be proposed that which, dialect from the three suburbs areas (Frenda, Ain dheb, Rahouia) is close to the dialect of Tairet city.

GENERAL CONCLUSION

GENERAL CONCLUSION

Sociolinguistic studies have always emphasized on how language varies from one region to another or an individual to another and even among speakers of the same speech community. Thus, our ultimate aim in this investigation has been to examine dialect variation in Tiaret speech community mainly in :Tiaret, Ain Dheb, Rahouia, and Frenda.

This study inversigated four (4) various speech communities, This research work carried out to see the differences between the four areas and reveal features which causes this variation such as : age, gender, social class, culture, and region.

To explore this issue the researchers used a combination of analytical descriptive and content analysis method. The main objective was to investigate whether the dialect of Tiaret is unified or different, and distinguish the dialect variation that occurs within the speech community of Tiaret, in comparison to it suburbs. In addition to this is to highlight the effects of these features on the speech of the the four (4) mentioned areas .

The main results obtained from the interview shows that there are many differences in terms of vocabulary, expressions, pronunciation,…

Further findings indicated that the reason behind the diversity of the speech communities of Tiaret, Ain Deheb, Rahouia, and Ain Dheb it is because of the different features such as : age, gender, social class, region, and culture.

Finally, the present research dealt with the variation of the dialect of Tiaret and it's communities, and from the hypothesis mentioned before we can come out with the idea that shows that the dialect of Tiaret is not unified, and also it is effected by the features: (age, gender, social class, region, and culture). Many obstacles were found during this research such as:

➢ During this study, we faced different obstacles. To start with, the authorization that it takes us a long time to have it and start the investigation.

➢ Beside the location of the selected areas that were a bit far from the city, each area took us the whole day to finish the recordings.

➢ Regardless to the schools that did not welcome us, which prompted us to search for other schools and we were not familiar with the area, which lead us to be in a fight with the time to find other school before the day is over and the pupils gets out, in order not to come back to the same area twice.

➢ We also struggled with the absence of the headmasters, we were oblige to wait for them hours and hours, because of the lack of schools in the areas, moreover sometimes they did not show up at all and we were oblige to came back another time

➢ Another obstacle that faced us is that some teachers did not bring us the pupils out of the session.

➢ During the interview we faced an obstacle with some pupils that were shy and did not say anything in the recordings.

The most remarkable limitation is about the way of investigation, this kind of study depends mainly on the produce of the dialect that could be changeable and unpredictable, because most of the time they get shy and they start switching their dialect

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Appendices

Appendix 1: (Page)

1Interview guide:

1.1The questions that have been held in the interview:

The interview was conducted with participant from both middle school and high school, from the fourth selected areas, Tiaret, Ain dheb, Frenda, Rahouia. The interview took place in the headmaster office or in the teacher's room.

The researchers started the interview by thanking the participant for their participation in this work, after that the researchers introduce the theme of the study, besides giving them an overview to the topics that they will be asked about.

The questions were as follow:

Topic 1: sport

- Are you a fan of sport? why?

-Do you practice sport? When was the last time that you practised sport?

- What is your program in doing this sport?

- What is your favorite sport? why?

-Do you consider sport beneficial to the body health?

- What are these benefits?

Topic 2: Hirak

-What is your opinion concerning el hirak?

-Have you ever been in the manifestations, if yes, how was your experience?

-Do you believe that el hirak change the situation in Algeria?

-Haw was el hirak in your area?

-What was the most common slogan in your area?

Topic 3: Women work

-What do you think about the women who work?

-Do you agree with the work of women? If yes do you see it something necessary?

-Is your mother a working women or a housewife?

-In your opinion how does the absence of the women from her house reflects on her children?

-How do you explain the change of opinion in the society between the past and nowadays concerning the women work?

Topic 4: Daily routine

-At what time do you wake up? And do you have breakfast?

-How do you come to school? Is it far or near to your home?

-How is your school day going? And what do you do after school?

-How do you spend the weekend?

-What do you think about the new studying program? Does it suit you?

Appendix 2:(Page 41)

Table 1: The global table of participants:

Region	Number of participants	Percentage

Appendix 3:(Page 41)

Table2: The interview participant's gender

Gender / Participant	Male	Female

Appendix 4: (Page 41)

Table 3: school 1; Raid Si Zoubir participants:

Region	School	Participants	Percentage

Appendix5: (Page 42)

Table 4: school 2; Bouchikhi Madani participants:

Region	School	Participants	percentage

Appendix6: (Page 42)

Table 5 :school 3; MechriMissoum participants:

Region	School	Participants	Percentage

Appendix7: (Page 42)

Table 6 : school 4; RabehNacer participants:

Region	School	Participants	Percentage

Appendix8: (Page 44)

Table 7 : Differences between Tiaret and Ain Dheb's dialect:

In English	In Tiaret	In Ain Dheb

Appendix9: (Page 45)

Table 8: Differences between Tiaret and rahouia's dialect:

In English	In Tiaret	In Rahouia

Appendix 10: (Page 45)

Table 9: Differences between Tiaret and Frenda's dialect:

In English	In Tiaret	In Rahouia

Appendix 11: Grid of observation (Page 47)

designed by the researchers

Table 10: participants's fluency table:

Areas	Fluency	Motivation	Content

Appendix 12: (Page 47)

Table 11: Degree of the participant's fluency in Rahouia:

Area	Fluency	Motivation	Content

Appendix 13: (Page 47)

Table 12: Degree of participant's fluency in Frenda:

Area	Fluency	Motivation	Content

Appendix 14:(Page 47)

Table 16: Degree of participant's fluency in Ain Dheb:

Area	Fluency	Motivation	Content

Appendix 15: (Page 48)

Table 14: Degree of participant's fluency in Tiaret (city state):

Area	Fluency	Motivation	Content

Appendix 16: Map of Tiaret

Appendix 17: Map shows Tiaret's communities
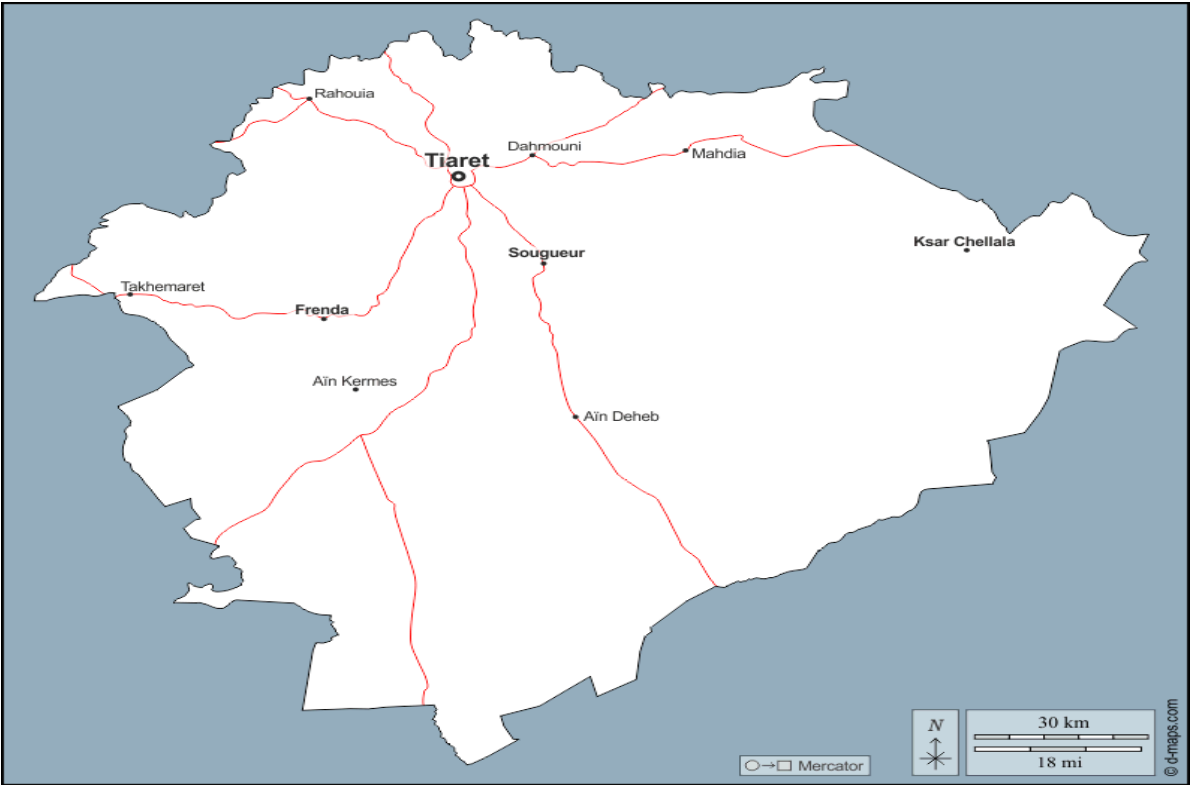
Abstract

The present research deals with : the study of dialect features of speech community within Tiaret (Tiaret, Ain Dheb, Rahouia, Frenda).It sheds the lights on how the Tiaretian dialect differs in the four areas .

The aim behind investigating in such field of work is the lack of studies specially in the case of the dialect in Tiaret and it's communities , and also to distinguish the dialect variation that occurs within the speech community of Tiaret, in comparison to it suburbs .In addition to this to highlight the effects of these features on the speech of the Tiaretians (age, gender, region, social class and culture).

The researchers addopted a method that combines analytical descriptive and content analysis. Pupils were selected homogyniously over the area of the study from middle and high schools, and used the grid of observation to observe their dialect, the researchers selected sixsty four (64) participants ;sixsteen (16) of each region .

The main findings and results revealed that there many diversities and variations in the Tiaretian dialect in term of words ,expressions, and pronunciation.

Key words

 Dialect features, speech community, dialect variation, age, gender, social class, culture, region.

ملخص الدراسة

تحاول الدراسة الحالية التحقق من الاختلافات في اللهجات بين مدينة تيارت و البلديات المجاورة لها (عين ذهب و الرحوية و فرندة). كما اننا نسلط الضوء علي تاثير سمات اللهجة علي انتاج اللهجة في المناطق الاربعة . تهدف هذه الدراسة الي استخراج الفروقات في لهجة ولاية تيارت مقارنة ببلدياتها مع ذكر تاثير (العمر الجنس المنطقة الطبقة الاجتماعية و الثقافة). اعتمد الباحثون طريقة تجمع بين التحليل الوصفي و تحليل المحتوى. تضمنت حالت الدراسة اربعة و ستين (64) مشارك ستة عشر من كل منطقة من مداس متوسطات و ثانويات. استخدم الباحثين المقابلة كاداة بحث و شبكة مراقبة لتحليل نتائج انتاج اللهجات. تكشف النتائج ان العديد من الاختلافات اللغوية تحدث في لهجة ولاية تيارت علي مستوي الكلمات و التعبيرات و النطق.

الكلمات المفتاحية

اللهجة، معايير اللهجة (العمر الجنس المنطقة الطبقة الاجتماعية و الثقافة) اختلاف اللهجات ،المقاطعات اللساني

Résumé

La recherche tente d'étudier les variation dialectales entre la ville de Tiaret et ses environ (Ain dheb, Rahouia, Frenda). On a également mis en lumiére l'éffet des caractéristiques dialectales sur la manière de la production du dialecte dans les quatre régions, notre but de cette étude est donner une explication comment le dialecte tiaretien diffère lors du déplacement d'une région a une autre, l'investigation dans tel domaine vis d'extraire les dialecte variations qui se produit dans la communauté de la willaya de Tiaret, et enquéter si le dialecte de Tiaret est uni ou différent, en mentionnant les caractéristiques (age, sexe, région, classe social, et culture) qui affectent le dialecte. Les chercheurs adoptent une méthode qui combine l'analyse descriptive et l'analyse de contenu pour mener l'étude, notre cas d'étude implique soixante-quatre (64) participants, seize (16) de chaque région de collèges et lycées, on a utiliser l'interview comme outil de recherche et l'observation pour analyser leurs productions du dialecte. Les résultats indiquent de nombreuse diversités et variations dialectal qui se produisent dans le dialecte Tiaretien en termes de mots, d'éxpressions et de prononciation.

Mots clés

dialecte, caractéristiques dialectales (age, sexe, classe sociale, région, culture), variation dialectale, communauté linguistique.