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Exploring Youth of Tiaret's Perspectives on Language Diversity within their Speech Community of Tiaret: Case study 1er year EFL Students at Ibn Khaldoun University of Tiaret

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Dedication

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Dedication

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Abstract

This study investigates Tiaret's youth attitudes towards linguistic diversity within their speech community of Tiaret, aiming to answer the question of how Tiaret youth perceive different accents spoken within different Tiaret's regions. To achieve this, the study focuses on the perceptions of 80 students from Ibn Khaldoun University. The study uses a survey of ten close ended questions to investigate the interplay between dialects, identity and attitudes towards language variation within their social milieu. The findings revealed a spectrum of attitudes towards Tiaret's varieties among some participants, influenced by geographical background. The implications of these findings implied the need for more efforts to nurture a positive attitude towards linguistic diversity as a means of promoting social cohesion.

Keywords: Language Attitudes, Dialects Variation, Youths, Tiaret Community, Algeria.

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General Introduction

Human language is remarkably varied, embodying a complex tapestry of dialects, accents, and linguistic nuances that reflect the cultural and social identities of its speakers. This diversity has long been a focal point of interest in sociolinguistics, a field that delves into the intricate relationship between language and society. One of the critical areas of investigation within sociolinguistics is language attitudes, which pertain to the preferences and judgments people hold towards different speech varieties. These attitudes often influence social interactions, perceptions of identity, and opportunities available to individuals within a community.

Sociolinguistic research has consistently shown that speakers of certain accents or dialects may face social stereotypes and biases. For instance, individuals who speak with accents perceived as less prestigious might encounter negative social judgments, while those whose speech aligns with the perceived standard often enjoy enhanced social and professional opportunities. Such dynamics underscore the importance of understanding language attitudes, especially within communities characterized by significant linguistic diversity In the context of Algeria, the region of Tiaret stands out for its rich linguistic and cultural diversity. The city's unique geographical and social landscape has given rise to a variety of distinct regional accents. This diversity makes Tiaret an intriguing case study for examining language attitudes within a relatively contained geographic area. Unlike studies that focus on language attitudes across vast regions or countries, this research zeroes in on the attitudes of Tiaret's youth towards the different dialects spoken within their own community.

Understanding the attitudes of Tiaret's youth towards linguistic diversity is crucial for several reasons. Firstly, it sheds light on the broader sociolinguistic patterns that shape social interactions and identity within the region. Language is a powerful marker of identity, and the way young people perceive and react to different dialects can reveal much about the social dynamics and cohesion within Tiaret. Secondly, this research can inform efforts to promote linguistic tolerance and inclusivity. In many societies, linguistic prejudices can exacerbate social divisions. By highlighting the existing attitudes towards different dialects in Tiaret, this study can contribute to initiatives aimed at fostering a more inclusive and cohesive community.

Lastly, the findings from this research have implications for educational and policy interventions. Understanding how youth perceive language diversity can guide the development of educational programs that emphasize the value of linguistic diversity and promote positive attitudes towards all dialects. This, in turn, can help mitigate the negative impacts of linguistic discrimination.

The primary objective of this study is to investigate the attitudes of young people in Tiaret towards the various dialects spoken within their community. Specifically, the study seeks to answer the following research questions:

1. How do Tiaret's youth perceive the various dialects spoken within their community?

2. How does the factor of geographical background influence their perceptions of linguistic variation within the Tiaret speech community?

To address these questions, the study will test the following hypotheses:

1. Tiaret's youth will demonstrate a strong awareness and recognition of linguistic diversity within their region and a deep attachment to their local dialects, reflecting a nuanced understanding of the linguistic landscape.

2. There will be some who may perceive their own dialect as superior or more socially attractive than others, indicating the role of geographical background in shaping attitudes towards language variation.

This study employs a quantitative research methodology, utilizing a survey questionnaire to gather comprehensive data on the attitudes of Tiaret's youth towards the various dialects spoken in their community. The survey consists of ten close-ended questions designed to explore the respondents' perceptions, preferences, and attitudes towards different speech varieties. The participants include 80 students from Ibn Khaldoun University in Tiaret, selected to provide a representative sample of the youth population in the region.

The dissertation is structured into three main chapters, each serving a distinct purpose in addressing the research objectives. The first chapter provides the theoretical framework guiding the empirical investigation. It discusses key concepts such as language contact, identity, ideology, language variation, and attitudes. This chapter also reviews previous research on language attitudes, highlighting the findings and methodologies that inform this study.

The second chapter outlines the research methodology, detailing the selection of participants, data collection procedures, and data analysis techniques. This chapter describes the linguistic landscape of Tiaret, the design of the questionnaire, and the methods used to measure the participants' language attitudes.

The third chapter presents the findings of the study, analyzing the data collected from the survey. It includes a detailed interpretation of the main findings, exploring how the youth of Tiaret perceive the various dialects spoken in their community and the influence of geographical

background on these perceptions. The chapter concludes with a discussion of the implications of the results for sociolinguistic research and policy interventions.

In conclusion, this study aims to contribute to the understanding of language attitudes within a linguistically diverse community. By focusing on the youth of Tiaret, it seeks to provide insights into how young people navigate and perceive linguistic diversity in their everyday lives. The findings of this research have the potential to inform efforts to promote linguistic inclusivity and social cohesion, not only in Tiaret but in other regions with similar linguistic dynamics.

Chapter One:

Literature Review

1.1. Introduction

This chapter operationalizes the theoretical framework and will guide our empirical investigation on attitudes towards language varieties. It begins by exploring concepts such as language contact, ideology surrounding languages, definitions of language variation, and methods of measuring attitudes. It finally provides insights gained from previous research and theoretical perspectives so as to gain a deeper understanding of how language attitudes are examined in various contexts.

1.2. Language Contact

The exploration of language contact has captivated numerous scholars, defined as a situation where "two or more languages are said to be in contact if they are used alternately by the same persons" (Weinreich, 1974:1). In essence, it occurs when speakers of different language varieties interact, influencing each other's linguistic expressions. To simplify, Thomason (2001: 1), indicates that

If two groups of young travelers are speaking two different Languages while cooking their meals in the kitchen of a youth hostel ,and if each group speaks only one language ,and if there is no verbal interaction between the groups ,then this is language contact only in the most trivial sense.

Algeria serves as a comprehensive example of language contact, shaped by historical and linguistic events. Algerian society manifests a distinctive socio-linguistic profile that is attested in the way the Algerian people speak.

This is evident through the principles of a diglossic situation where two varieties Modern Standard Arabic (MSA) and Algerian Arabic (AA) are in contact as well as the usual linguistic landscape that occurs when two or more languages get in contact like bilingualism, code switching, mixing and borrowing. While the current study does not delve into the broader sociolinguistic aspects characterizing Algeria, it focuses specifically on exploring contact among regional language varieties.

1.3 Language and Identity

Examining language attitudes is a systematic exploration of how attitudes serve as reflections of one's identity. Edwards (1985) posits that language ideologies and attitudes emerge from issues of identity, associating a language with its speakers. In essence, the language we use becomes a marker of who we are and our origins, with our words serving as indices of our identity.

According to Joseph (2004), identity is deeply intertwined with our sense of self, our sense of belonging, and our relationships with others, all with language at their core. In many multilingual settings, languages act as markers of national or ethnic identities. Tajfel (1974) asserts that identity stems from group membership, defining social identity as the part of an individual's self-concept derived from their knowledge of group membership and the emotional significance attached to it.

Sociolinguistic research on language use and identity often defines identity in terms of social categories like race, gender, and socioeconomic status. Early work focused on associations such as accent-social class (Labov, 1966), suggesting that different dimensions of identity, such as nationality and social class, manifest in utterances.

However, some researchers, including Norton (2013), argue that identity is discursively constructed. Central to this perspective is the acknowledgment of the multiple nature of the subject, subjectivity as a site of struggle, and subjectivity changing over time (Block, 2006). Norton (2013) contends that identity is context-dependent and not solely ascribed by social structures but also negotiated by agents.

Davies and Harré (1990), as well as Bucholtz & Hall (2003), propose that the relationship between language use and identity is based on how individuals position themselves and others. Harré&Lagenhove (1999) define positioning as the way people use words to locate themselves and others, involving the categorization of oneself as a member of various subclasses within dichotomous categories. These positionings are informed by ideology, drawing on knowledge of social structures and the roles allocated within those structures (Davies & Harré, 1990).

In conclusion, language attitudes serve as a lens through which we construct and negotiate our identities. This dynamic interplay between language and identity invites continued exploration, offering insights into the complex ways in which individuals navigate their social worlds through linguistic choices and expressions.

1.4 Language Ideologies on Linguistic Diversity

The significance of language ideologies within sociolinguistics cannot be overstated. At its core, ideology encompasses a collection of beliefs about others, making language ideologies a vital aspect of social construction. Blommaert (2005) underscores the social nature of language ideologies, emphasizing the incorporation of beliefs, feelings, conceptions, and values related to language use.

According to Garrett (2003), language ideologies manifest as a set of beliefs articulated by users, serving as a rationalization or justification for perceived language structure and use. Silverstein (1979: 193) aligns with this perspective, defining language ideologies as "sets of beliefs about language articulated by users as a rationalization or justification of perceived language structure and use."

While theoretical linguists may contend that all languages are equal, the social turn in linguistics reveals the intricate complexities of social realities. Across societies, communities, and homes, beliefs about language underscore that diverse varieties and behaviors are filtered through social lenses. As previously noted, language ideologies are inherently a social construct.

Labov (1966) accentuates the role of ideology in upholding linguistic stability or instigating linguistic change. This viewpoint posits that ideology can shape perceptions of linguistic variations, playing a pivotal role in either sustaining or altering linguistic practices within a given society.

Thus, the study of language ideologies provides a nuanced understanding of the dynamic interplay between beliefs, social structures, and linguistic phenomena.

1.5 Language Variation

In studying attitudes towards languages, examining language varieties is important. Labov (1966) emphasizes the importance of examining not just what people say, but how they say it, and how these variations are influenced by social context. According to Hinrichs, the concept of language variation is intricate and diverse, exploring the various ways that language changes and adapts to various settings.

By way of definition, Goffman (1980) defines language variation as part of aspects of communication, where individuals adjust their language to present a particular social identity in different situations.This means, as Hymes(1964) emphasizes, language variation as a reflection of the social and cultural norms within a community.

More specifically, Bell (2014: 103) explained that "a variety is a relatively distinguishable form of a language, often based on geographical or social differences". Wardhaugh (1986)explained that each language has its own variations and that language variation is influenced by social factors such as the social group and the geographic zone.

Parker (2005: 134) explained language varieties in the United States of America as follows :

1. In some regions in the United States, a large container used to carry water is called a *pail* ; in other regions, the same item is called a *bucket.*

2. Some regions in the United States, the word *greasy* is pronounced with medial [*s*]; in others it is pronounced with a [*z*].

3. Among some groups in the United States, words such as this, that, these, and those are pronounced with initial [Ө] ; among others, they are pronounced with initial [d]

4. For some speakers in the United States, a sentence such as '*he walks every day* 'would be phrased as '*he walks every day'.*

5. For some groups of speakers in the United States, the question '*what is it* ?' would be phrased as '*what it is ?'*

6. Men are more likely than women to use ain't.

7. A person being interviewed for a job might say *'In which department will I be working ?';* the same speaker, in a more informal situation, might say *'Which department will I be working in.*

These examples demonstrate how the language we use in our everyday living is remarkably varied. It varies from region to region (regional variation), from social class to social class (social variation), from situation to situation. It even varies from person to person as a speaker can use language in a variety of ways and for different purposes(Holmes, 2004). Therefore, language variation can be seen in different types:

A) Regional Variation (dialect):

It refers to different dialects and accents due to differences in linguistic traits depending on geographic location. In other words, it identifies the speaker regionally or geographically distinguished by their lexical items and phonological forms (e.g., English as spoken by natives of Lancashire and English spoken by natives of Yorkshire). In Algeria, the accent of Darja often identifies the speaker region as it differs from one region to another. For instance, an Orani(person from Oran province) may have more difficulty in understanding an Anabi (person from Anaba province) and vice versa. Not only the accent, but also the lexis being used.

B) Social Variation (sociolect)

Social elements, which include the effects of education, class, and society structures on language expression, represent a further dimension of language variety. That is, sociolect identifies the speakers' status in their society. The social rank of the speaker and the speaker level of education have an effect on syntax and lexis being used. For example, two people growing up in the same geographical area, at the same time, may speak differently due to social factors such as occupation, education and social class. Although sociolect is not a phenomenon in some societies like Algeria, due to the absence of classes, it is the case in others. For example, in some British contexts, this can be seen through differences in vocabulary, pronunciation, and even grammatical structures between the English of the

middle-upper class and of the lower working class.

C) **Stylistic Variation**

According to Holmes (2004), no two speakers speak the same. This indicates that each speaker has a unique way in using language that may have different grammatical rules and different lexical items due to, for instance, gender, age, occupation, ethnicity, etc. For instance, differences in patterns of language use between men and women, and between young children and elderly people or mature adults in terms of grammar and lexis and intonation, etc.

Finally, it can be said that language variation is a social phenomenon that indicates the intricate relationship between language and society, showing that language is not a static entity but a dynamic system shaped by social factors.

1.6 Language Attitudes

Attitudes are evaluative judgments we hold towards objects, concepts, or people. In the context of language, attitudes refer to our opinions, beliefs, and emotions towards specific languages or language varieties.

In a study exploring how attitudes are socially embedded and contribute to language variation within communities, particularly focusing on the evaluation of linguistic elements in urban settings, Labov (1972) defines language attitudes as evaluative judgments that individuals hold towards different linguistic features or varieties. Discussing language attitudes within the framework of language development and socialization, Ervin (1964) defines language attitudes as the opinions, beliefs, and emotional responses individuals develop towards specific languages or language varieties during the crucial period of socialization, emphasizing the sociolinguistic factors shaping these attitudes. On the other hand, in an attempt to determine how and where language attitudes arise, Garrett (2010) explores that a variety of factors including the individual experience and the social surroundings create language attitudes.He explains attitudes as individuals' evaluative judgments towards the languages associated with different ethnic groups, highlighting how linguistic choices contribute to the construction and negotiation of ethnic identity. Wolfram

demonstrates how these attitudes are linked to regional and social identities, shaping perceptions of linguistic variation in the United States.

In the definitions provided above, it appears that there are recurring themes emphasizing language attitudes as individuals' evaluative judgments toward specific linguistic features or varieties.Baker (1992: 29–30) identifies the main themes in language attitude research as follows:Attitudes towards:

· `language variation, dialect and speech style;`

· `learning a new language;`

· `a specific minority language;`

· `language groups, communities and minorities;`

· `language lessons;`

· `the uses of a specific language;`

· `language preference`

1.7 Approaches to the Study of Language Attitudes

1.7.1. The Direct Approach

The direct approach is a method that relies on asking direct questions about language evaluation, preference etc., usually through questionnaires and/or interviews. A popular technique among researchers to elicit overt attitudes is through statements with which subjects are asked to express a certain level of agreement or disagreement (Baker, 1992), using self- administered questionnaires or face-to-face interviews. Examples of studies using a direct approach are Labov's "The Social Stratification of English in New York City", which stresses the link between linguistic features and social class through direct approaches, Goffman's "Interaction Ritual", which explores language as a tool for impression management in face-to-face interactions, and Eckert's "Jocks and Burnouts",

which attempts to observe language variation and social identities in high schools via direct observation. Moreover, Gumperz(1982) emphasizes the importance of direct analysis of communication in context, introducing the concept of "communicative competence."

1.7.2. The Indirect Approach

Unlike the direct approach, the indirect approach aims at eliciting attitudes without addressing them by asking respondents direct questions. This approach can be useful in outlining stereotypes, self-images and norm concepts. Examples of studies using this method are Ervin (1964), Tannen, which examines implicit biases in gendered communication, and Gumperz(1982), which investigates how subtle linguistic cues unveil implicit attitudes in intergroup communication.

Finally, it should be noted, the use of one approach might not give definite results. While the use of a questionnaire might entail a positivist stance, interviews might entail a constructivist one. Thus, rather than focusing solely on one instrument, one must combine both for better results.

1.8. Previous Researches on Attitudes towards Languages

Since Labov's seminal work in 1966, "The Social Stratification of English in New York City," investigating linguistic variation in the city and uncovering social correlations and attitudes toward linguistic features, subsequent studies have delved into attitudes towards dialect varieties.

Examining factors like social identity, linguistic prejudice, and perceptions of prestige, Preston's 1989 work, "Perceptual dialectology in the United States," unveils biases and stereotypes associated with regional dialects of English. Bentahila's 1983 research on "Language Attitudes among Arabic-French Bilinguals in Morocco",explores complex relationships between linguistic features and social stereotypes among Moroccan bilingual speakers.

In exploring language attitudes in Japan and China towards Australian, Canadian, New Zealand, UK and US Englishes, Garrett (2009) attempts to explore Japanese and

Chinese opinions, beliefs, and emotions towards varieties of Englishes. Along the same line of research, Deumert's 2010 study, "Attitudes towards Spanish varieties: A bilingual perspective," investigates bilingual English-Spanish speakers' attitudes in the US, highlighting the influence of language ideologies and personal experiences on their evaluations.

In the Algerian context, Gousse and Etienne (2015) explore attitudes in Tlemcen, Algeria, toward various language varieties, revealing intricate patterns of prestige and evaluation, including standard Arabic, French, and the local vernacular. Belmihoub's 2018 research, examining language attitudes among Algerian engineering students, shows a strong preference for Modern Standard Arabic, English, and French among native speakers of Algerian Arabic (Derja), rejecting the promotion of Derja to an official political status. Similarly, Denden's 2006 study on attitudes in the Tlemcen speech community indicates positive views toward their varieties compared to standard Arabic and French.

In conclusion, the body of research presented underscores the complexity of attitudes towards language varieties across diverse cultural and linguistic contexts. From Labov's foundational exploration of English variation in New York City to studies in Japan, the United States, and Algeria, a recurring theme emerges: linguistic attitudes are shaped by intricate interplays of social identity, linguistic prejudice, and perceptions of prestige. These investigations provide valuable insights into the dynamic nature of language perception, emphasizing the need for a nuanced understanding that considers the multifaceted influences on individuals' evaluations of linguistic diversity.

1.9. Conclusion

This chapter laid out the theoretical background for understanding attitudes towards language varieties. By exploring concepts such as language contact, ideology surrounding languages, definitions of language variation, and methods of measuring attitudes, this chapter aimed to establish a comprehensive framework for the research

investigation. The review of previous research, on the other hand, aimed to highlight the importance of examining language attitudes across diverse linguistic contexts and populations.

Chapter Two: Research Methodology and Context of the Study

2.1. Introduction

Moving from the theoretical framework, this chapter outlines our research methodology, including the research design, the selection of participants, data collection procedures, and data analysis techniques used to explore language attitudes and variations within the context of Tiaret. It begins by providing a comprehensive overview of the context of the study, detailing the unique cultural and linguistic landscape of Tiaret. This contextual background sets the stage for understanding the intricate interplay between language and identity in the region. The chapter then maps out the research design, explaining the rationale behind the chosen methodological approach and its suitability for investigating the research questions. It describes the analytical approach that will be employed to dissect language attitudes and variations, ensuring a thorough examination of the data within the vibrant tapestry of Tiaret. Following this, the chapter presents the research instruments crafted to capture the participants' attitudes and perceptions towards their language. These instruments are designed to elicit detailed and nuanced responses, providing rich insights into the linguistic attitudes prevalent in the Tiaret region. Additionally, the chapter outlines the procedures for selecting participants, emphasizing the importance of a diverse and representative sample to capture the full spectrum of language attitudes in Tiaret. The data collection procedures are described in detail, including the steps taken to ensure the reliability and validity of the data. Finally, the chapter discusses the data analysis techniques, explaining how the collected data will be systematically analyzed to reveal patterns and trends in language attitudes and variations. This comprehensive methodology chapter provides a solid foundation for the subsequent analysis and discussion of the research findings, contributing to a deeper understanding of the linguistic dynamics in Tiaret.

2.2. Research Objectives

The present research aims to investigate the attitudes of individuals in Tiaret towards language varieties within their speech community, with several key objectives. Firstly, it seeks to show the spectrum of language varieties prevalent within the community, spanning

its local dialects and potentially other dialects. This involves identifying and categorizing the different dialects spoken in Tiaret, providing a comprehensive overview of the linguistic diversity within the community. Secondly, the study endeavors to elucidate the individuals of the community's attitudes towards their diverse language forms, including their preferences, perceptions of prestige, and usage across varying social contexts. This includes examining how different dialects are perceived in terms of social status, cultural significance, and personal identity, as well as exploring the contexts in which these dialects are used, such as in formal versus informal settings, among different age groups, and in various social interactions. Thirdly, it aims to probe the factors influencing language selection and the resultant impact on communication dynamics and community identity. This involves investigating the reasons behind individuals' choices of dialect in different situations, whether influenced by social norms, cultural heritage, or practical considerations, and analyzing how these choices affect interpersonal communication and the collective identity of the community. Finally, the research seeks to contribute to a broader understanding of language variation and evolution in multilingual settings, shedding light on the intricate mechanisms of language and identity. By examining the dynamic interplay between language practices and social factors in Tiaret, the study aims to offer insights into the processes of linguistic change and continuity, providing valuable contributions to the field of sociolinguistics and enhancing our understanding of how language functions as a key component of cultural identity and social interaction.

2.3. What is Meant by "Landscape"

Sociolinguists define the term "landscape" differently than biologists or geologists do. According to Bastian (2011), a biologist would understand the term "landscape" from an ecological point of view, which is connected to the field of study known as "landscape ecology." However, as a sociolinguist, it studies landscapes; for this reason, some academics would rather call it city-scape. The wording used in public signage is one of the most fascinating subjects in LL, which is why cityscape may be a better option than "landscape" (Spolsky, 2009, P.67). Furthermore, the Oxford Dictionary (Stevenson, 2010) defines the term "landscape" as all of the observable characteristics of a geographical area, frequently assessed in terms of their aesthetic

value. However, this definition does not account for the variations in interpretation; rather, the term "landscape" is defined differently depending on the phenomenon being studied for a research project; as a result, it is important to define it appropriately to fit its patterns. This implies that the characteristics of the landscape that are examined in any research project are cultural by nature. According to the website of the World Heritage Committee, "A landscape is the cultural properties [that] represent the combined works of nature and man" (2012, P.88).
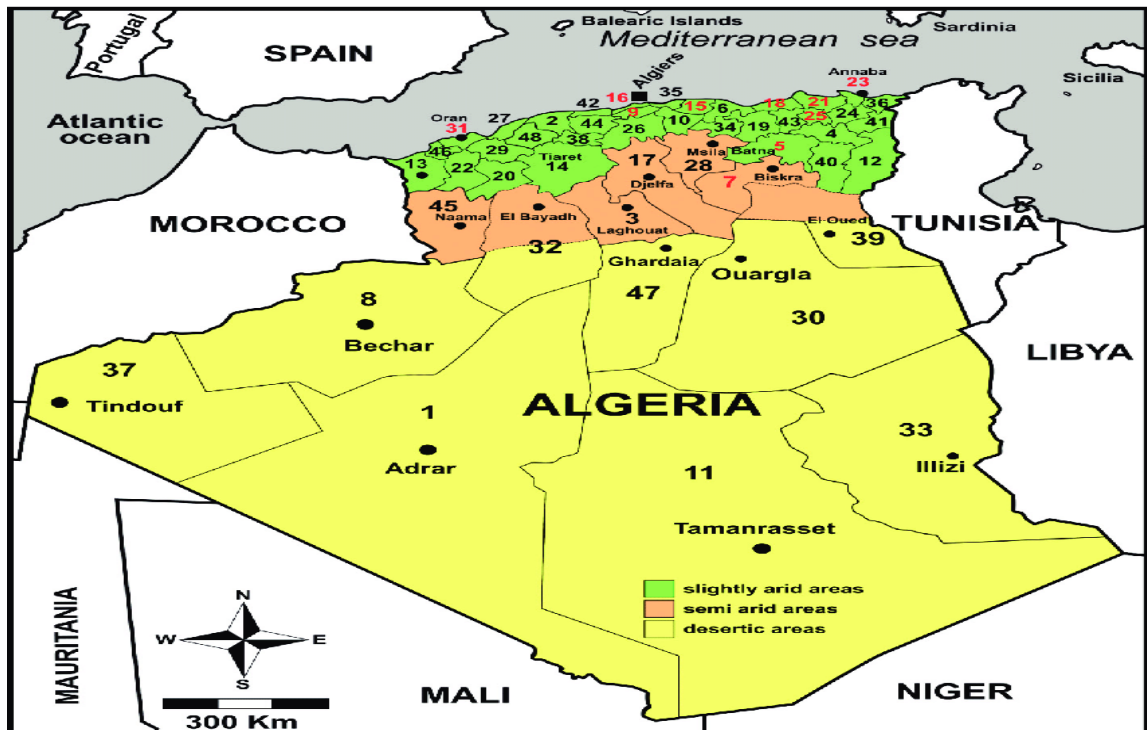
Figure 2.3 Map of Algeria Showing the 48 Current Administrative Districts (or wila-yates) and their Bioclimatic Status. **Source:** Armani, 2013. P. 16

2.4. Linguistic Landscape

The more appropriate and widely-cited definition of the term "linguistic landscape" was proposed by Landry and Bourhis, who stated that it refers to all languages that are combined to form the linguistic landscape of a particular territory, region, or urban agglomeration. Examples of these languages include street names, place names, commercial shop signs on government buildings, and advertising billboards. (1997, page 25). In other words, every visual language used in a clearly defined public setting is included in its linguistic landscape. However, since this definition has been accepted by certain academics in accordance with the goal and the field,

moving items like printed T-shirts or stickers on buses are not taken into consideration even though they adhere to the rule of having linguistic signs and are presented in public. Additionally, Ben-Rafael et al. carried out a study in which they contrasted the LL trends in Palestine's homogeneous and mixed cities. According to their definition (2006, P. 14), LL is any sign or announcement placed outside or within a public institution or private business in a specific geographic area. However, signs found inside of a public institution or store have been added to the patterns of LL study identified by Landry and Bourhis in 1997.

Briefly said, the term "linguistic situation" or "presence of certain languages in a geographical area" can be used to describe the notion of language learning (LL); according to Hotter (2006), P.1, LL is concerned with the use of language in written form in public settings. Despite the fact that Gorter's definition is overly inclusive and includes all textual materials shown in public, "linguistic sign" and "public spaces" are the two fundamental components that should be taken into account.

2.5. Overview of Linguistic Landscape Research

Gorter states that LL emerged as a distinct field following a protracted affiliation with semiotics (2006P.81); Landry and Bourhis (1997) initially used the term "linguistic landscape" in a paper discussing the attitudes of French high school students toward public signs in Canadian provinces. From that point on, researchers in several domains began to find LL study to be interesting. Furthermore, LL research is not limited to a single field of study; rather, it touches on a wide range of topics and draws researchers from academia in semiotics, communication, geography, education, sociology, politics, environmental studies, architecture, urban planning, literacy, applied linguistics, and economics (Shohamy & Gorter, 2009, P.1). Furthermore, the presence of English in a particular territory's linguistic environment has been explored throughout time as a major theme due to English's globalization. Ross conducted research for a 1997 essay in which he examined the use of English in Milan, Italy store signs.

Griffin (2001) saw English on advertising billboards in Sophia, Bulgaria, and on Rome's streets in 2004. English words in store windows in Slovenia, Italy, and Austria were tallied by Shlick (2002). Friedrich's (2002) motivations for English's consolidation into labels and advertising in Brazil were referenced by Shohamy and Gorter. (2009, page 36).LL things (regardless of how they are defined) provide rich and engaging texts on several levels: words

with meanings and common knowledge, vibrant pictures, sounds, moving objects, and an endless supply of imaginative interpretations. In different languages and local, global, and transnational contexts, these exhibits influence the ecology (Shohamy & Gorter, 2009, P.1). It is crucial to understand LL dynamics, or more specifically, how and by whom LL is constructed, according to Ben-Rafael et al. (2006). To whom, too? He conceptualizes the LL as a "gestalt," where observations of various events are interpreted as components of a single, structured environment (2009, P. 43). In other words, LL is made up of multiple components. Furthermore, five factors were suggested by Edelmen and Gorter (2010) as forming LL:

1.   Authorities: Roads, laws, and signs indicating rules, such as traffic signs.
2.   Business: The majority of the signs (advertisement signs) are by their very nature business.

 3. Designers: this group decides on the message and target audience in addition to producing graphics

 4. Private individuals: this category covers non-commercial signage, such as sayings on t-shirts, private vehicles, or even graffiti.

    5. Bystanders: the target audience to which the communication is intended. However, Spolsky asserts that the reader, the sign maker, and the sign owner are the only three variables that can determine the form of LL (2009, P. 70). Ben-Rafael proposed the following four variables, which could have an impact on actors in LL: It is certain that the public, business, and individual actors who all contributed to the creation of the LL will use LL merchandise to draw in prospective customers. They can only hope to accomplish this by […] putting themselves in the greatest conceivable contrast to one another. Everyone inevitably competes with everyone else for the public's attention, even when tied to distinct services or products. (2009, page 44). This shows that LL is a dynamic system where actors interact with one another rather than just a collection of indicators. These exchanges only take place when sellers and clients are competing or drawn to each other in a particular way.

2.6 The Linguistic Landscape in Algeria

2.6.1 Geographical Situation

Algeria is the largest country in Africa, covering 2,381,751 square kilometers. Its population of over 40 million people is unevenly distributed across three regions, with the northern coastal cities having the highest population due to their mild climate and well-developed infrastructure. Algeria is situated on the Northern African coast of the Mediterranean Sea, between Tunisia and Libya to the East and Morocco, Western Sahara, and Mauritania to the West. Moreover, due to the strategic position of the country, the Mediterranean Sea And access to Africa, Europe, and the Middle East. Hence, Algeria has been invaded By different empires all over the world, Chiefly, the french colonization of Algeria That lasted for 132 years, that reshaped and built the country' cultural transmissions And language contact, which in turn led to the emergence of new languages in the Process, even new modified dialects such as the Algerian Dialectal Arabic .

2.6.2. Language Use in Algeria

The Algerian governments have launched mass-education efforts ever since colonization ended. The nation's educational system makes this very evident. MSA is implemented as a unifying language in schools.From the age of six, all Algerians are mandated by law to acquire fundamental knowledge through MSA. It is believed that such a policy will eradicate language regionalism and pave the way for a new period of linguistic stability that will encompass all of Algeria. However, MSA is never utilized for any reason outside of the classroom. Students struggle to choose between using the vernacular for informal communication and the diglossic reality that requires them to use MSA for writing and speaking in formal settings. Children as young as six are exposed to new terminology that has little to do with their mother tongue.

2.6.3 Language Policy

As noted by Benrabah (2007), "when the French occupation ended in 1962, Algeria's elite was exuberantly confident in the complete replacement of French by Arabic as the medium of the vital functions of the country." French colonization is the primary reason why the French language is used in the Algerian speech community. Even after the country gained independence, the French language continued to play a significant role in daily life, administration, the media,

and many other intellectual and vital sectors of the economy. (P.193) in response, the government proposed the Arabization strategy, which aimed to eradicate the French language and preserve the Arabic identity. As a result, Modern Standardized Arabic was enforced in all spheres of society, including administrations, public spaces, the media, and educational institutions. Throughout history, Arabization has been seen as an essential part of the fight for independence, with the goal being to uphold the national character of their nations in opposition to colonial powers, restore the people's Arab-Islamic cultural identity, and maintain their unity as a people speaking Arabic rather than French, English, Berber, or any other regional dialect (Daoud, 1991, P. 7).

Additionally, after Arabization, there was an emotional belief that Arabic would reclaim its status as the primary national language and regain its importance. There was also an emotional belief that French would be completely eliminated and replaced with English, which would then become the second official language in the nation. Gordon (1966) notes that during the 1960s, a well-known Algerian writer and poet made the claim that "in ten to fifteen years, Arabic will have replaced French completely and English will be on its way to replacing French as a second language." Although French is a lovely and understandable language, we have too many negative memories of it (P.103).

2.7 Linguistic Situation in Algeria:

2.7.1 Historical Overview

The Tamazight, particularly the Berber community, are known to have been the first inhabitants of the modern-day Algeria region since antiquity. They spoke "Libya" at first, which was an oral language written in the Phoenician conqueror's alphabet. Later, for more than five centuries, Latin was spoken by the Berbers as a lingua franca due to the Roman wars against Carthage. These linguistic events contributed to the complexity of Algerian language before the French colonization in 1930. Following the Arab-Islamic conquest, during which the majority of Berbers were converted to Islam, Berber eventually gave way to Classical Arabic as the language of instruction (Benrabah, 1999). However, due to the blending of the two, a new Arabic variant known as Ed-Derdja was discovered throughout time. It also included other languages due to the presence of numerous colonies, including Portuguese, Spanish, and Turkish (Benrabah, 1999;

Berger, 2002). But even after Algeria gained independence, a new policy of Frenchification was imposed through various educational programs, replacing Arabic and having a significant impact on the country's culture. This resulted in the development of the Algerian Arabic dialect, which is composed primarily of French vocabulary.

2.7.2 Current Linguistic Situation in Algeria

The Algerian community speaks a diverse range of languages. It is regarded as the linguistic home of several languages. Since the majority of Algerians are either multilingual by education or bilingual by birth, we shall highlight the most significant languages and dialects that were spoken in the nation:

2.7.2.1 Modern Standardized Arabic

The MSA is the mother tongue of the Algerian people and the first modified official Arabic used in the nation in both of its formal forms—spoken and written. It is also the official language of several Arab nations, including Morocco and Mauritania. As a result, it is the mother tongue of many nations, though it is ranked second among more formal varieties because mother tongue is defined as the language that is needed at home without formal instructions. Furthermore, Bentahila (1983) and Grandguilaume (1990) state that there are two dialects of Arabic: Modern Standardized Arabic, which uses the same grammar as the CA, and Classical Arabic, which is no longer in use. In reality, there isn't much of a difference between the two dialects. On the one hand, CA is the written version of the Holy Bible, and it is one of the tools used to research and identify instances of CA usage. It is limited to times of worship, such as prayers for all Muslims without exception, But because Arabic has a high lexical and syntactic codification, it is thought of as a pure language, and not everyone is proficient in it. In fact, when someone claims they do not speak Arabic well, they typically mean the classical form (Murphy, 1977). Due to its dual status as a language of religion and significant cultural significance, classical Arabic enjoys an enormous reputation that is magnified by two (Fleish, 1964:3). This quotation demonstrates how the CA's religious connotations and practical use have made it the language of religion as well as a highly esteemed one associated with prestige.

However, MSA is thought to be more practical and easily comprehensible than CA; it is a condensed form that was updated to meet Algerian society's current needs and stay up with its

modern way of life. Modern Standard Arabic is standardized and codified to the degree that it can be understood by various Arabic speakers in the Maghreb and in the Arab World at large, according to Ennaji (1990:9, quoted in Benali-Mohamed, 2007:28). It has the qualities of a modern language acting as the medium of a universal culture. Foreign words are borrowed, integrated morphologically or phonologically, translated, and the semantics of existing roots are some of the new techniques used to modernize a language (Versteegh, 1996, cited in G. Sarra, 2013, P. 16). One of the labels produced by modernizing CA into MSA is Literary Arabic (Shouby, 1951). It was described as a written form of Arabic that is easily associated with modern media and was formed in the 19th century as a part of the Middle Eastern cultural revival, or Nahda (Benrabah, 2007:46).

Between written and spoken Arabic, middle Arabic, also known as educated spoken Arabic, is a compromise (Benali-Mohamed, 2002:56; Benallou, 2002:37; Mahmoud, 1986:239; Queffelec et al, 2002:34-5). G. Sarra (2013) states that this variety of Arabic serves as a bridge between the low variety (CA), which is stigmatized by educated speakers, and the high variety (SA), which may be incomprehensible to many illiterate Algerians. Thus, in formal or semi-formal circumstances, educated speakers of Arabic utilize educated spoken Arabic (P. 16). This indicates that ADA is a variant that connects the HV and LV in order to be understood by Algerians of all educational and illiterate backgrounds.

2.7.2.2 Algerian Arabic

While Arabic is the common language and national emblem of the Arab world, spoken dialects of the language vary from nation to nation to accommodate local demands for interpersonal communication. Due to linguistic diversity in the Arab world, many Arabic dialects are mutually intelligible, meaning speakers of two distinct dialects can comprehend one another. However, the degree of mutual intelligibility decreases with distance.For instance, people from Algeria and Morocco can understand one another because of their close proximity, but people in other Middle Eastern countries, such as Jordan or Syria, find it difficult to understand the Algerian dialect due to their great geographical or cultural differences. Similarly, Chejne (1958:14) contended that the Arabic used in the various Arab nations demonstrates a variation in language use comparable to any of the factors dividing the Arabs in the political, economic, and governmental systems.

Furthermore, because of the notable distinctions between the linguistic contexts of the Middle East and North Africa, spoken Arabic has been divided into Eastern and Western types (Bouamrane, 1986:4). Furthermore, several lexical features situate the Arabic dialects of the Maghreb in the sharpest contrast, if not the most profound, with those of the Middle East (Marçais, 1958:580). Moreover, Ed-Derja, also known as the Algerian dialect, is primarily used by Algerians in everyday conversation. It is considered the mother tongue of the majority of the population and has slight variations in vocabulary, phonology, morphology, and syntax. Its origins are in MSA. Additionally, there is linguistic diversity within countries as well. For example, Algeria is a country where each region has its own dialect that differs from one to the next. Whereas Benrabah asserts that there are four main geographic regions in Algeria where spoken Arabic is spoken, each with unique linguistic characteristics:

1.   Western Algerian Arabic is used in an area that extends from the Moroccan border To Tenes.

2.   Central Algerian Arabic is spoken in the center which extends to Bejaia including Algiers and its surroundings.

3.   Eastern Algerian Arabic is spoken in the High Plateaus around Setif, Constantine,Annaba and extends to the Tunisian borders.

4.   Saharan Algerian Arabic is spoken by around 100,000 inhabitants in the Sahara Desert. (Ethnologue, 2004; Queffélec et al, 2002:35; Taleb Ibrahimi,1995:3). Because the formal variety (SA) lacks the natural use in spontaneous conversations and cannot be someone's native language, AA can also be written using Arabic or Latin script, especially among internet users. They consider it informal and less prestigious than MSA, but they keep using it in every setting in their daily lives (Ghoul Sarra, 2013, P. 18). Additionally, this unfavorable perspective of AA could be:

Mostly as a result of excessive borrowing and code-switching with other languages that are spoken together. Due to the nation's history of colonization, a notable number of Portuguese, Spanish, and Turkish goods can still be found in AA. Besides, the French terms that have been heavily translated into AA provide witness to the substantial linguistic influence. (P. 18 of Ghoul Sarra, 2013). Furthermore, not all Algerians, according to Benrabah (1999), view the AA as a less prestigious and useful dialect; rather, some have a positive outlook and see it as the language that best captures the essence of Algerian identity and meets the needs of the country's current

citizens. Furthermore, the perspective of Dr. Rachedi, the former government delegate to the Universities, about AA is reflected in the passage that follows:

> *What exactly is Algerian Arabic? It is an Arabic stripped of all except its absolute declensions, pointless dual case endings, dense constructs, frozen expressions, antiquated grammar, and antediluvian vocabulary. It is a lively, spoken Arabic that harmoniously incorporates foreign words and carries the creative talent of Berbers from both rural and urban Algeria.* (Saad 1998:18)

2.7.2.3. Berber/Tamazight

Although Berber has been spoken and known in North Africa for over 400 years, only Algeria regards it as an official or national language during this time. In more recent times, BR has been acknowledged as a national language but not as the official one. Along with Arabic (AA), BR is a national language spoken by a minority of Algerians. It belongs to the Afro-Asiatic language family and is known to have originated from the ancient language known as "Libyan." The question of whether Libya was a language or a group of languages has been debated (Haddadou, 2000: 210). The language of today's Berbers is descended from Libya, which was spoken in North Africa from ancient times. The language used by the Phoenician colonists was identified by ancient Greek and Latin writers, but none of them went so far as to explain it. While it is known that St. Augustine observed in the fifth century that the native tribes of North Africa spoke a single language, it is unclear whether he was alluding to the unity of the Libyan language, of which he had heard various spoken varieties, or to a specific dialect that was spoken in specific parts of the nation during his time. According to Benali Mohamed (2007:38),

In addition to a few minor spoken variations like Tarifit, Chenoua, Taznatit, etc., the four main varieties of Tamazight that are spoken in Algeria are Taqvaylit by the Kabylians, Tashawit by the Chaouia, Mozabit by the Mozabites, and Tamashaq by the Touareg. However, Benrabah states that modern Berber does not consist of a single unified language but rather a collection of variants distinguished mostly by phonological and lexical differences, with a common grammatical structure across all varieties (2007; 44). The aforementioned varieties are linguistically related to the Berber language (BR), but not all Berbers are able to speak them due to traditional and geographic differences between the groups speaking the various varieties. Roberts (1980:117) provides an explanation of these differences in relation to the BR's

standardization, saying that because of their geographic isolation from one another and lack of a written language and continuous commercial exchange, there has never been a tendency for their culture to unify or their language to become standardized over time.

Tilmatine (2004) claims that the phrase "battle of the alphabets" originated from the existence of three distinct scripts in Algeria: Arabic script, which represents the language of the Holy Qur'an and Arabic identity; Latin script, which represents modernization and technology even though it was used to write French, the language of the colonizers; and Tifinagh, which represents the customs and culture of the amazigh people. Of these scripts, Latin is the one most frequently used in Algeria. Originally written orally, Tamazight literature is now primarily composed in Latin script. Since the 1970s, a number of novels as well as anthologies of poems and short tales by modern authors have been published In print. Thus far, most of these works have been completed in Kabyle. Abu-Haidar, 2003 :135).

2.7.2.4. French

The French language was imposed on Algerians by France in an attempt to eradicate their Arabic identity. Anti-Arabic and pro-French language policies were implemented to devalue Arabic and replace it with French as the language of modernity and prestige. The two main elements that France aimed to eradicate were Arabic language and the Islamic faith. Gordan (1962:7) summarized their strategy as follows: when the Portuguese colonized, they built trading stations; when the French colonized, they built schools. This means that their strategy was based on spreading the French language to control the political and economic situation in the country through the introduction of French in the Algerian educational systems. Furthermore, the French language's existence had a profound cultural, linguistic, social, and economic impact on the Algerian community that is still evident today. The French language was dominant not only in schools but also in government institutions and the various public services related to various ministries in the nation; proficiency in the French language is considered a prerequisite for a respectable career in Algerian society, and even after the country's independence, French is still valued as a high-level medium of communication, on par with Spanish. It is used differently in private and higher education, science, technology, business, tourism, and media, as well as numerous TV channels, books, magazines, and newspapers published in the language.In fact, a lot of Algerians have some notions of French, receive French programmes by tele relationships with migrants settling in France. On another Hand, a lot of teachers and institutions learnt in

French and French universities still accept Algerians. (Eveno, 1994:103). Additionally, a new phenomenon has emerged as a result of the two languages that the nation speaks: French and Algerian. Algerians began blending the two languages, both consciously and unconsciously, in formal and informal settings throughout their daily lives, as stated by Bencherfa (1987:123): By closely examining various speech types, such as political speeches, conversations about official or scientific matters, plays, private correspondence between individuals, courses given at universities, colleges, or schools, and lastly, family conversations, we notice that most of the time there is a mix of passages in Modern Standard Arabic and in Algerian Arabic.

Last but not least, French, the language of prestige and modernity, provides Algeria, a nation in need of economic growth, with access to modernity and Western models of science, technology, and industry. For this reason, Algerians choose to speak French rather than Spanish, as Sebaa (2002:61) notes: There is a noticeable increase in the number of French speakers compared to forty years ago. At the time of independence, there were only a few thousand, but today there are around nine million. The autonomous national and "Arab" authorities have contributed more to French culture than the French administration and schools combined throughout the colonial period. However, FR is not present in the Algerian constitution, neither as a national nor as an Official language, which means it is not recognized by the institution, and its value is Decreasing due to the Arabization policy after independence, and recently, the Presence of the English language.

2.7.2.5. English

English is the second foreign language spoken in the nation; nevertheless, since the government implemented the educational reform that the US supported most strongly in 2000, the language has faced significant challenges. The primary modification brought about by this reform is that English is now taught in middle school starting in the first grade (Missaoui Benyoussef, 2017:13). The Arabization process and the enormous amount of time spent teaching Arabic over English and French ultimately led to this reform and the elevation of English to a status that encouraged ignorance of other languages.however, Benrabah does point out that the shift to globalized pedagogy or the free market economy defined the early 2000s. It also had to do with the close collaboration with the United States of America and Canada, two countries dedicated to openly endorsing Algeria's objective of educational reform. In summary, even though English is not recognized as a national or official language in Algeria, it still plays a

significant role in daily life

2.8. Linguistic Landscape Of Tiaret

Tiaret is a town situated on the west of Algeria. The common knowledge is that Tiaret's name, derived from Tahert or Tihert (تيهرت), a Berber term meaning "Lioness," a reference to the Barbary lions that lived in this region. However, the word "Tihert " means "station" in the local Berber dialect, and from ancient times Tiaret has been a station, or stopping place, for travelers, traders and armies (www.algeria.com).

Its borders, from the north Tissemsilt and Relizane , from the south Leghouat and El Bayad, on the west Mascara and Saida in the east Djelfa and Medea. Its place within the broader Algerian-speaking community reflects its unique linguistic characteristics that are not present in other parts of Algeria.

Its residents engage with a mosaic of language varieties, including Classical Arabic (CA), Modern Standard Arabic (MSA), Algerian Dialectal Arabic (ADA), Berber, and French, each representing facets of the region's rich linguistic heritage.

In fact, the Tiaret dialect distinguishes itself from the other dialects by a number of linguistic features, and furthermore, each geographical region in Tiaret has its own rich linguistic features. For example, though Tiaret city, Takhmarert and Sougeur are neighboring speech communities, there are some differences between the two areas in terms of accents and some words articulation.As an example, while people of Tiaret city use the word /yedmer/, referring to "to push" many individuals of Takhmart use /yezgel/.

Thus, in everyday interactions, Tiaret's inhabitants adeptly navigate this linguistic diversity, employing different language variants to suit specific communicative contexts.

2.9. Research Method

The study employed quantitative techniques to yield a multifaceted understanding of language attitudes and usage within the Tiaret speech community. Questionnaires was utilized to provide insights into the factors shaping language attitudes. This comprehensive

approach to data collection will facilitate a nuanced exploration of attitudes towards language varieties, enriching the depth and breadth of the research investigation.

Quantitative analysis involves the analysis of numerical data using specific statistical techniques. Neuman (2000) defines quantitative research as the collection of data for quantification and subsequent statistical treatment to either support or challenge alternative knowledge claims. According to Apuke (2017), quantitative research facilitates:

a) Testing of hypotheses, examination of cause-and-effect relationships, and formulation of predictions;

b) Random selection of larger sample sizes;

c) Straightforward testing of specific variables;

d) Statistical reporting of findings through the establishment of correlations and significance.

Qualitative analysis focuses on the quality of things, their nature, how they are like, and how they can be described. Schunk (2012) stated that the qualitative approach is characterized by "intensive study, descriptions of events, and interpretation of meanings' ' (p. 12). It often involves views or internal worlds of the participants in addition to data gathered through the use of interviews, observations, focus groups, etc. The data collected via these tools often take the form of words, narratives, and descriptions that are not easy to encrypt and analyze. Overall, the qualitative approach tries to preserve the voice and perspectives of the participants and it is good for: 1) Flexibility where the data can be adapted as new ideas or patterns emerge. 2) Meaningful insights in which detailed and thorough descriptions of the participants can be used to test the hypothesis from alternative angles. 3) Generation of new ideas where the respondents' open-ended responses can help researchers unveil novel problems that they wouldn't have thought of otherwise. In this enquiry, the qualitative data was collected through the use of a structured interview.

2.10 Participants

As noted previously, previous linguistic study has identified trends of linguistic variation as influenced by social factors such as age, social class and gender. The investigation here addresses the potential of geographical background in influencing the patterns of linguistic variation.

For this reason, the participants in the questionnaire survey were eighty (n= 80) first year EFL students from the English department of English at Ibn Khaldoun university of Tiaret whose age ranged from 18 to 20, representing various districts of the Tiaret speech community. The following table (2.1) represents their geographical location:

Numbers	Area of residence
20	Tiaret
10	Frenda
02	Dahmouni
03	Ain Dhab
02	Si haouas
05	Ain Kermes
04	Mehdia
03	Medroussa
07	Sougeure
04	Takhmaret
01	Rahouia

01	Ain Bouchekif
02	Mellakou
01	Bougara
01	Tagdemt
02	Taguin
04	Ain El Hdid
01	Zmalet Emir Abdelkader
01	Si Abdelghani
01	Oued Lili
01	Tousnina
04	Hamadia

Table. 2.1. The number and Area of living of the Informants

It should be noted that the researchers made sure that all participants had to have been born or lived in their town of residence for at least 10 years.

2.11 Data Collection

Instruments in the study were a questionnaire and an interview.

2.11.1. Description and objectives of the questionnaire :

A questionnaire is a structured research instrument comprising a series of questions designed to gather information from respondents. It serves as a valuable tool for collecting data on attitudes, experiences, opinions, or behaviors regarding the subject matter. In this study, the questionnaire was specifically designed for English as a Foreign Language (EFL) students and was written in English to suit its target demographic. The questionnaire employed a Likert scale format (ranging from "strongly agree" to "strongly disagree") and included yes-no questions to

explore the perceptions and preferences regarding dialectal variation among the people of Tiaret. It began by gathering demographic information such as age, education level, occupation, and area of residence. Subsequent sections dealt with the participants' attitudes towards language use and identity, including the relationship between accent or dialect and personal identity, as well as the representation of cultural identity through language variety. Participants were asked to identify which variety they believe best represents Tiaret's cultural identity. The questionnaire then explored attitudes towards language varieties, investigating whether certain accents or dialects were perceived more positively or negatively, and whether discrimination based on accent had been witnessed or experienced. Additionally, it inquired about the participants' comfort levels when speaking their local accent and interacting with individuals speaking different accents. Perceptions of communication were also probed, including beliefs about the importance of speaking a 'proper' accent for social acceptance and whether dialectal variation could lead to miscommunication. Lastly, participants were invited to provide any additional comments or insights regarding language attitudes and use in Tiaret. The objective of this questionnaire was to gain comprehensive insights into the attitudes and experiences related to language varieties within the Tiaret community, thereby enriching the understanding of the interplay between language, identity, and social dynamics in this multilingual setting.

2.11.2. Description and objectives of the interview:

The interview as a research instrument in this study on linguistic diversity in Tiaret is meticulously designed to capture nuanced perspectives and deep insights from participants. Structured into two main parts, the interview begins with a focus on participants' backgrounds, gathering essential demographic information and personal histories to contextualize their responses. This approach ensures that the research explores how individual backgrounds influence attitudes towards regional languages. The second part delves into participants' perceptions of linguistic variations across different regions of Tiaret, probing into dialects, vocabulary differences, and their implications for social interactions and educational experiences. Each question is carefully crafted to encourage detailed responses, allowing participants to articulate specific examples of linguistic diversity they have observed and how these variations shape regional identity and community dynamics. Furthermore, the interview examines challenges related to language diversity in educational settings, particularly in English as a Foreign Language (EFL) classrooms, seeking to understand both the obstacles faced and the

strategies employed to overcome them. Emphasizing confidentiality and participant comfort, the interview process is conducted in a private and respectful manner, either in-person or virtually, to accommodate participant preferences. Following data collection, thematic analysis will be employed to uncover common themes and unique insights from participants' narratives, shedding light on the intricate interplay between language attitudes, regional identity, and educational outcomes in Tiaret. This comprehensive approach not only aims to enrich academic understanding of linguistic diversity but also to provide practical insights that may inform educational policies and practices in multilingual contexts.

2. 8. Data Collection Procedure

The research aims to explore attitudes towards the diversity of regional languages in Tiaret and how these attitudes impact classroom interactions and learning outcomes. The primary data sources include interviews with university students from various regions of Tiaret, supplemented by secondary sources like existing literature on linguistic diversity and education. The data collection methods consist of structured questionnaires for quantitative data and qualitative interviews for in-depth insights. The sample includes students at Ibn Khaldoun University from Tiaret, Tousnina, Frenda, Ain El Hadid, Kermess, Takhmart, Medroussa, Ksar Chalal, and Souguere, selected through purposive sampling to ensure a mix of participants. Data collection involves distributing questionnaires and conducting face-to-face or virtual interviews, with all data being anonymized and stored securely. Interviews are conducted in a comfortable setting, recorded with permission, and transcribed verbatim, with transcripts shared with participants for validation. The survey data is analyzed statistically, while interview data undergoes thematic analysis to identify common themes and patterns. The added interview tool involves questions about the participants' background, residence area, and experiences with language diversity, such as differences in dialects, vocabulary, and how these variations affect their educational experience. Participants share their perspectives on linguistic diversity's benefits, like enhancing cultural awareness and language skills, as well as challenges, such as misunderstandings in class. Overall, this structured procedure systematically collects and analyzes data, providing comprehensive insights into the regional language diversity in Tiaret and its educational impact.

2.9.Conclusion

In conclusion, this chapter outlined the research design, data collection methods, and analytical approach that will be employed to dissect language attitudes and variations within the speech community of Tiaret. It detailed the research design, the method of attitude measurement. It also roadmap the research instruments,such as surveys and interviews, used in the study. By employing these multifaceted methods, we aim to delve into the complexities of attitudes towards language varieties within the context of the Tiaret speech community.

Chapter Three: Data Analysis and Interpretation

3.1. Introduction

In this chapter, we present the findings from our study exploring the attitudes of Tiaret's youth towards language variation within their speech community, providing a comprehensive analysis of the survey responses and offering insights into the perspectives of Tiaret's youth on linguistic diversity within Tiaret's speech community. Through a detailed examination of the collected data, we aim to shed light on how the young population perceives the linguistic differences among various regions of Tiaret, the impact of these variations on their interactions and learning experiences, and their overall views on the role of language diversity in shaping their cultural and educational environment. This analysis not only highlights the prevalent attitudes towards regional dialects and vocabulary but also uncovers the benefits and challenges faced by the youth in navigating a linguistically diverse community, ultimately contributing to a deeper understanding of the sociolinguistic dynamics within Tiaret.

3.2. Results

The survey provides valuable insights into the attitudes and perceptions of Tiaret's youth towards dialect variation within their community.

Question 01:Tiaret is characterized by different districts' accents or dialects.

ITEMS	NUMBER	%
Strongly agree	13	16.25
Agree	45	56.25
Neutral	17	21.25
Disagree	04	05
Strongly Disagree	01	1.25

Table.3.2.1: Awareness on variation
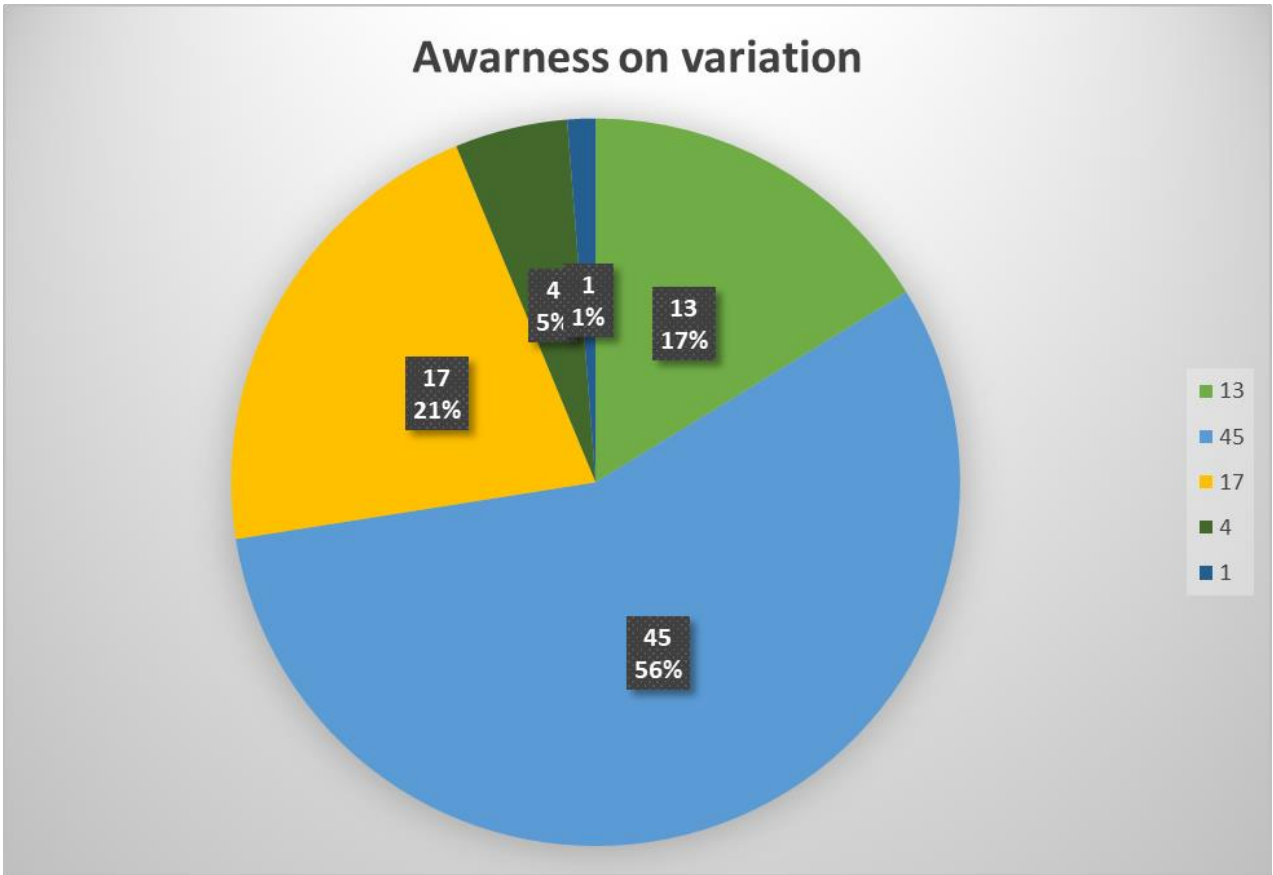
Figure 3.2.1 Awareness on variation

Data presented above shows that the majority (16.35**%** strongly agreed and 56.25**%** agreed) agreeing or strongly agreeing that Tiaret is characterized by various dialects, indicating recognition of linguistic diversity within the region.

Question 02:I think that one`s accent or dialect is linked to their identity.

ITEMS	NUMBER	%
Strongly agree	**09**	**11.25**
Agree	**42**	**52.5**
Neutral	**16**	**20**

Disagree	**12**	**15**
Strongly Disagree	**01**	**1.25**

Table.3.2.2: Awareness on language and identity relationship
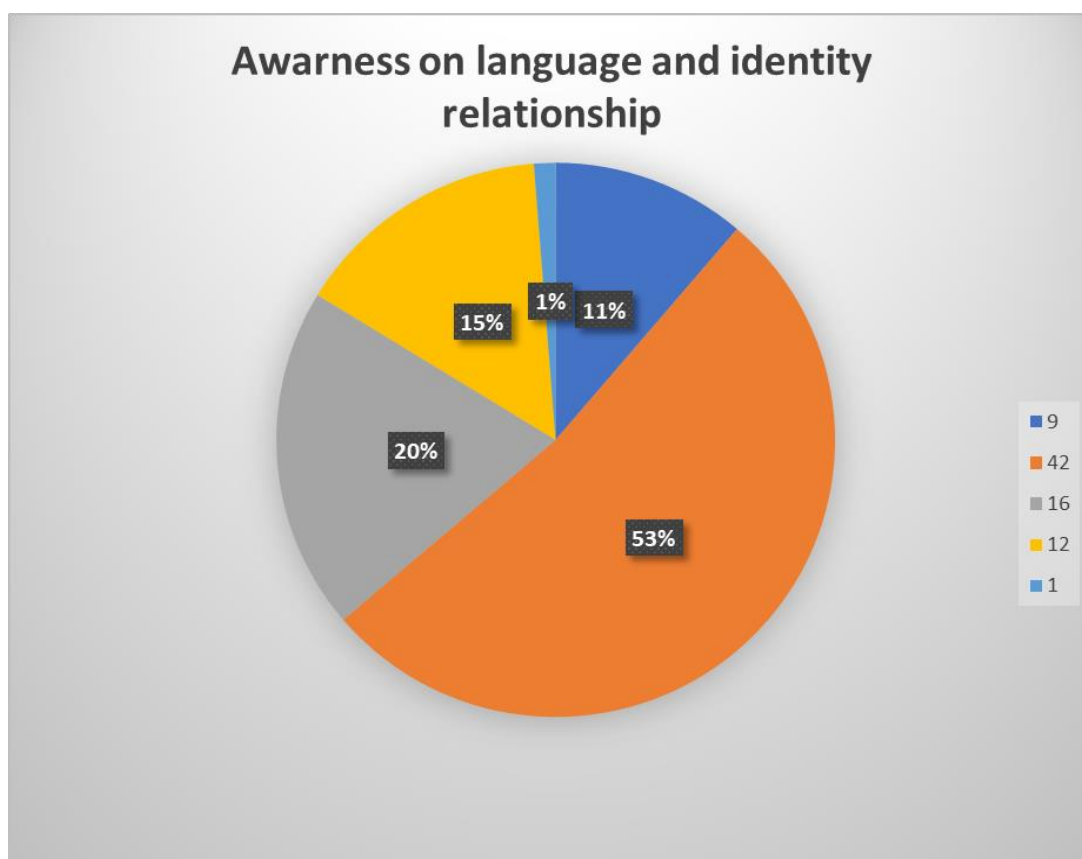
Figure 3.2.2 Awareness on language and identity relationship

In relation to the data above, 11.25**%** strongly agreed and 52.5**%** agreed on the link between one's dialect and identity. This suggests that respondents see a strong connection between their accent/dialect and their sense of identity, reflecting a common perception of language as a crucial aspect of personal identity.

Question 03: The dialect /accent that represents Tiaret`s cultural identity is the one spoken in

my area.

ITEMS	NUMBER	%
Strongly agree	15	18.75
Agree	21	26.25
Neutral	22	27.5
Strongly Disagree	14	17.5
Disagree	08	10

Table.3.2.3 : opinions on the representation of accent /dialect to their cultural identity
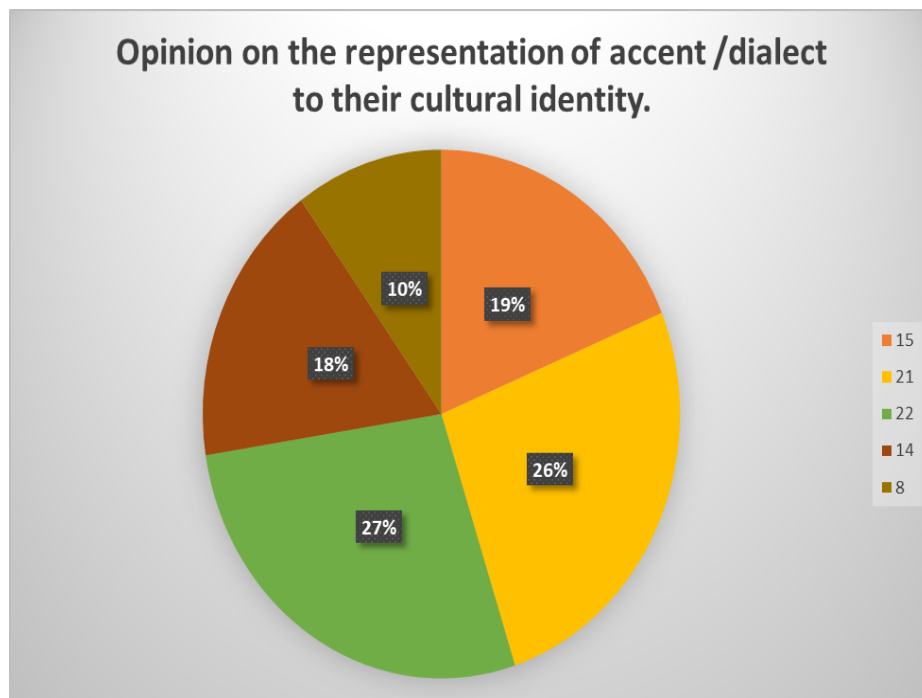
Figure 3.2.3 opinions on the representation of accent /dialect to their cultural identity

Responses to the question above show some divergence in opinions. While a notable percentage (strongly agreed or agreed) believed that their local dialect was the one that represented Tiaret' identity, others expressed reservation (27.5% natural) and 17.5% and 10%

strongly disagreed and agreed. The view of the former might indicate their strong pride in their own dialect as representative of Tiaret's cultural identity.

Question 04:The dialect/ accent spoken in my area is better than other Tiaret`s dialects /accent.

ITEMS	NUMBER	%
Strongly Agree	**15**	**18.75**
Agree	**20**	**25**
Neutral	**22**	**27.5**
Disagree	**18**	**22.5**
Strongly Disagree	**05**	**6.25**

Table.3.2.4. attitudes towards their accent compared to others
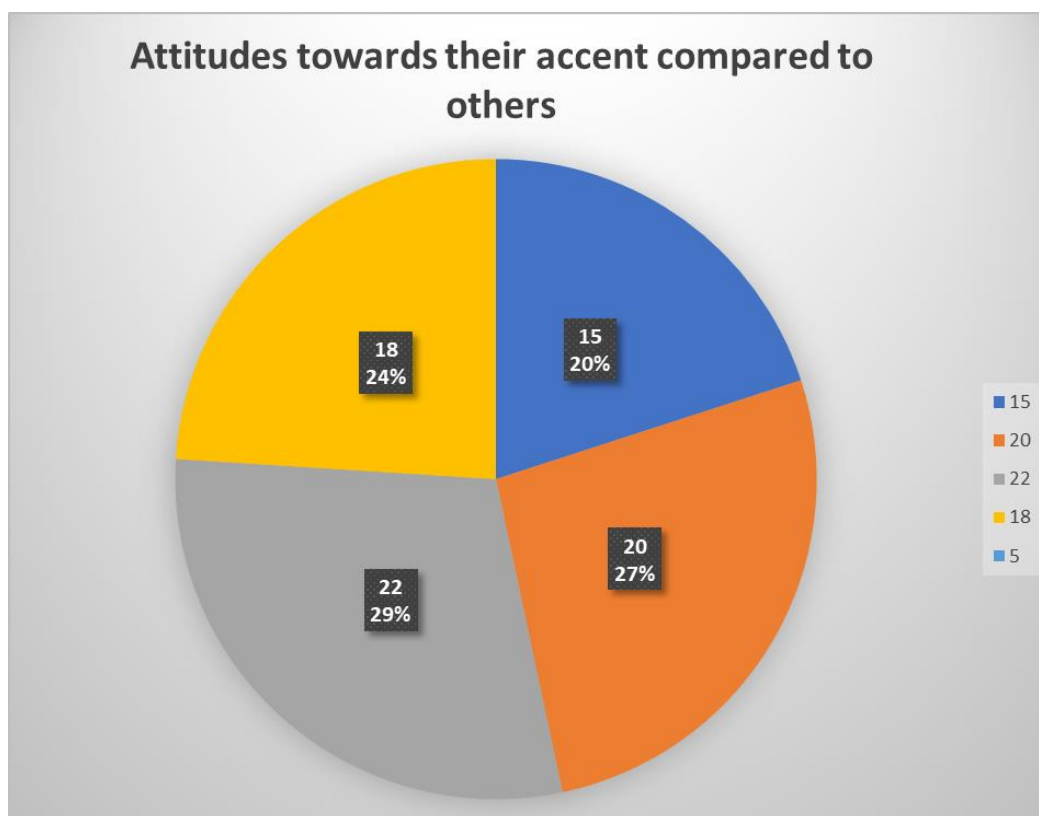
Figure 3.2.4 attitudes towards their accent compared to others

This question elicited a variety of responses, as the table above shows. While some feel a sense of superiority regarding their own dialect (28.75% strongly agree and 25%agree), many others are either unsure or disagree.

Question 05: The dialect /accent spoken in my area is socially attractive than those spoken by people living in other Tiaret`s districts:

ITEMS	NUMBER	%
Strongly agree	11	13.75
Agree	29	36.25
Neutral	20	25
Disagree	17	21.25
Strongly disagree	03	3.75

Table. 3.2.5: attitudes of the social attractive of their accent / dialect in Tiaret`s districts
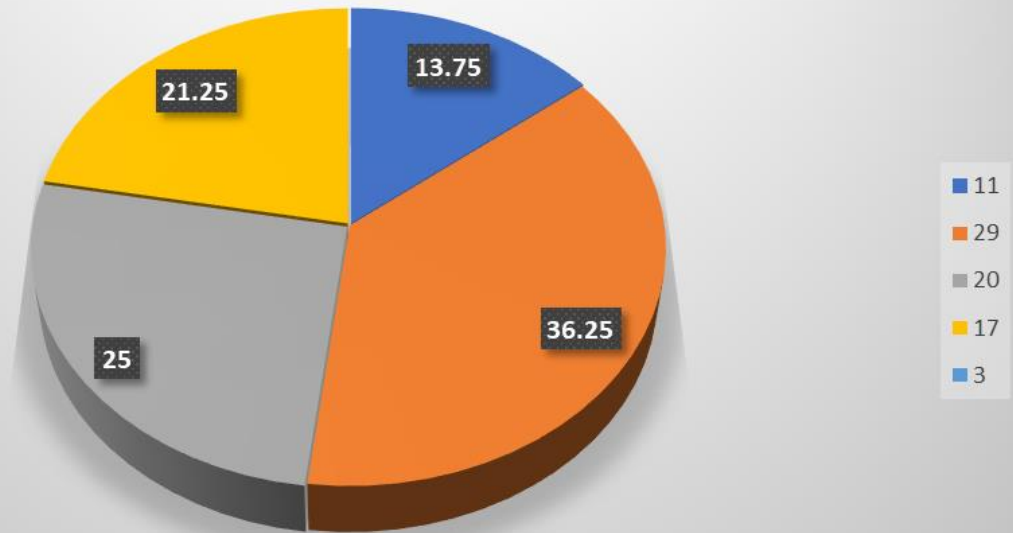
Figure 3.2.5 attitudes of the social attractive of their accent / dialect in Tiaret`s districts

According to the data above (table 3.5), there are a great number of participants (13.75% agree and 36.25% strongly agree), who perceived the social attractiveness of their own dialect compared to others within Tiaret. Significant portion remains.

Question 06: Some people in Tiaret consider that their accent/ dialect is better than others.

ITEMS	NUMBER	%
Strongly agree	20	25
Agree	37	46.25
Neutral	11	13.75
Disagree	11	13.75
Strongly disagree	01	1.25

Table .3.2.6: opinions about other people attitudes
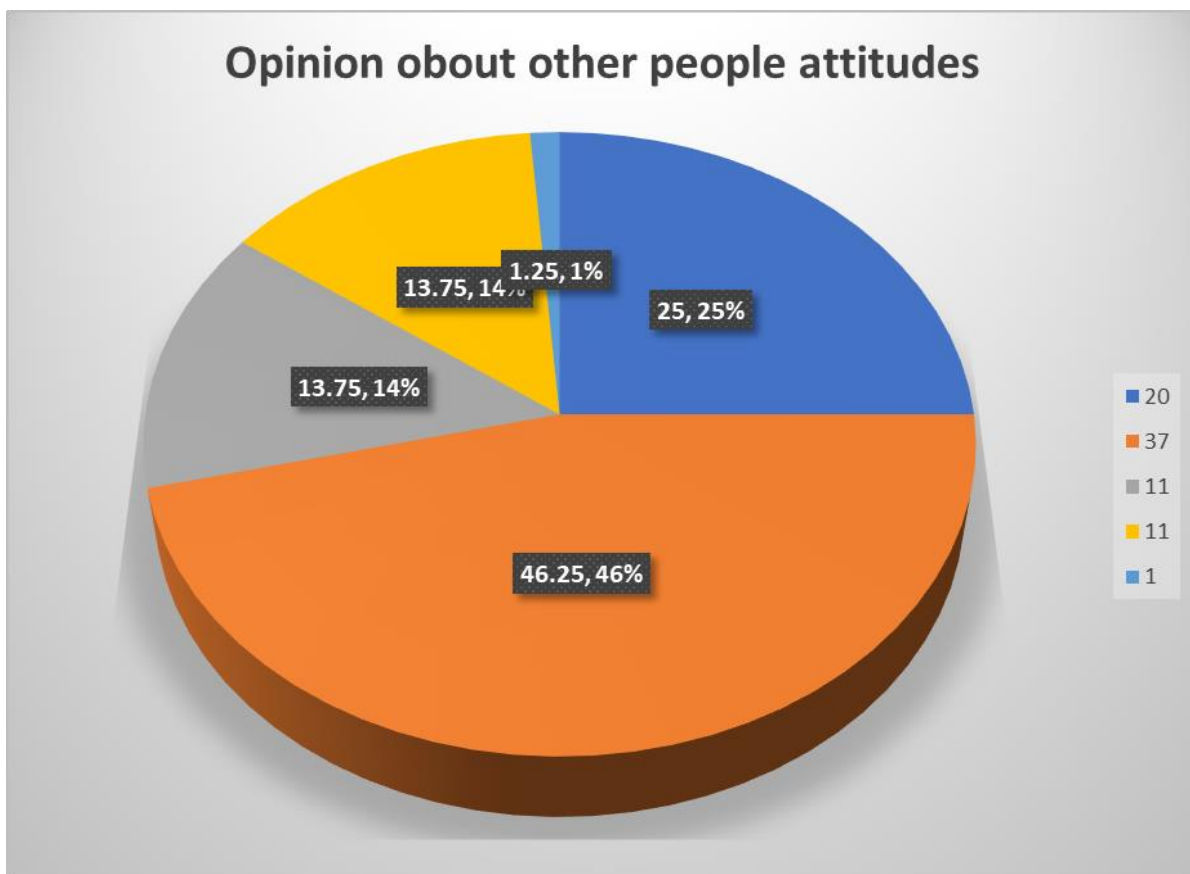
Figure 3.2.6 opinions about other people attitudes

Results from table 3.6 shows that the majority either agree or strongly agree with this statement, suggesting that there is a common belief among some Tiaret's individuals on the superiority of their accents or dialects over otherTiaretian ones.

Question 07: Have you ever experienced discrimination based on your accent/ dialect in Tiaret?

ITEMS	NUMBER	%
YES	16	20
NO	48	60
Note sûre	16	20

Table.3.2.7: The previous experience discrimination
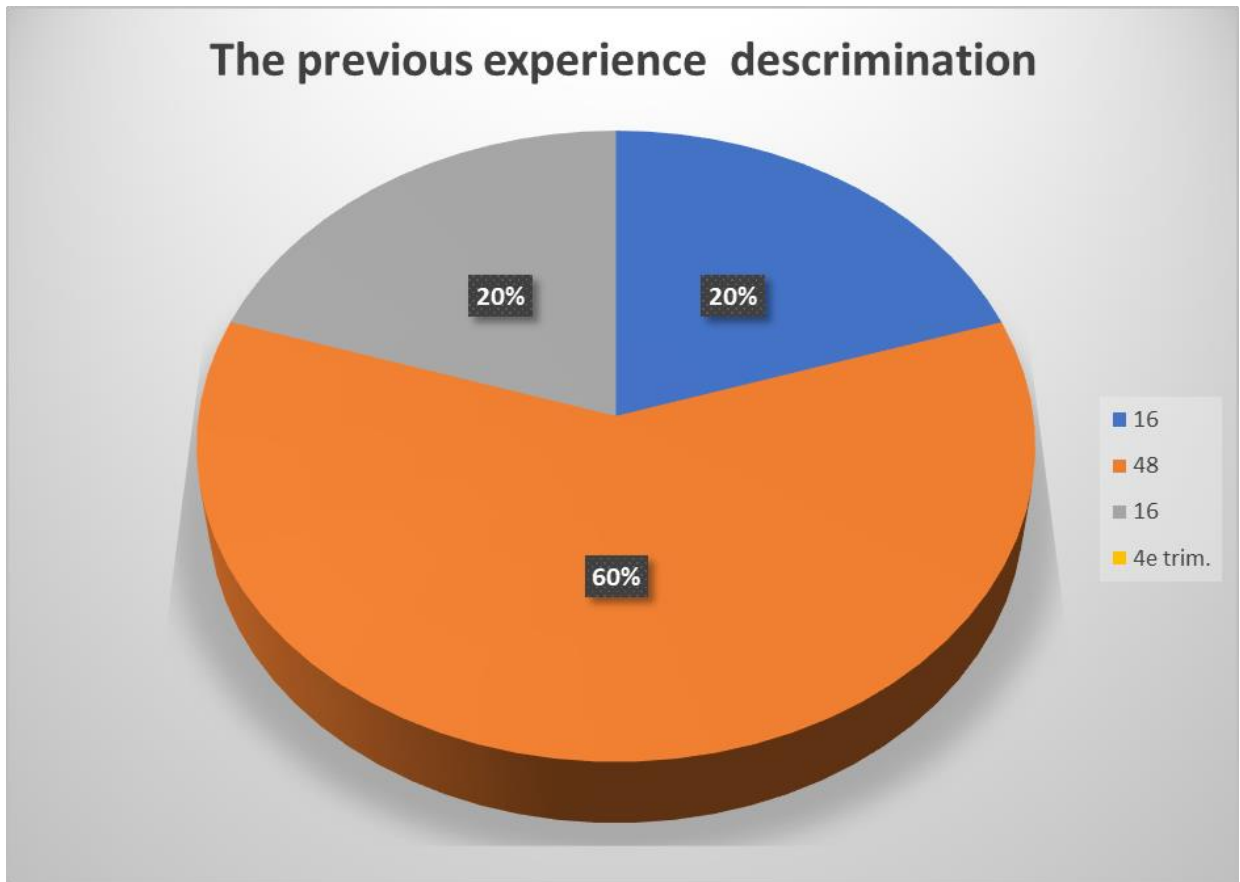
Figure 3.2.7 The previous experience discrimination

Although the majority of participants (60%) reported that they did not experience any instances of discrimination over the way they speak, there are significant number (20%) reported experiencing discrimination based on their accent or dialect, which highlights a potential issue within the community.

Question 08: If yes, how did it make you feel?

This question reveals various emotional responses to discrimination based on accent or dialect, ranging from feeling different or anxious to feeling disrespected or unaffected.

1- I feel embarrassed.

2- Yes, I feel different from them in terms of accent and words.

3-I feel like a stranger, and it somehow made me think to change it.

4-I feel so different.

5- It is so bad.

6-It made me feel anxious and withdrawn.

7-I feel that I do not belong to this place.

8-It is a disrespectful method to judge some with his/her accent of speaking

9- I feel nothing. It is normal for me

Question 09: I feel comfortable when interacting with individuals from Tiaret who speak a different accent or dialect than my own.

ITEMS	NUMBER	%
Very Comfortable	**20**	**25**
Comfortable	**33**	**41.25**
Neutral	**21**	**26.25**
Very Uncomfortable	**01**	**1.25**
Uncomfortable	**05**	**6.25**

Table.3.2.8. The feeling of comfortability in interacting with others
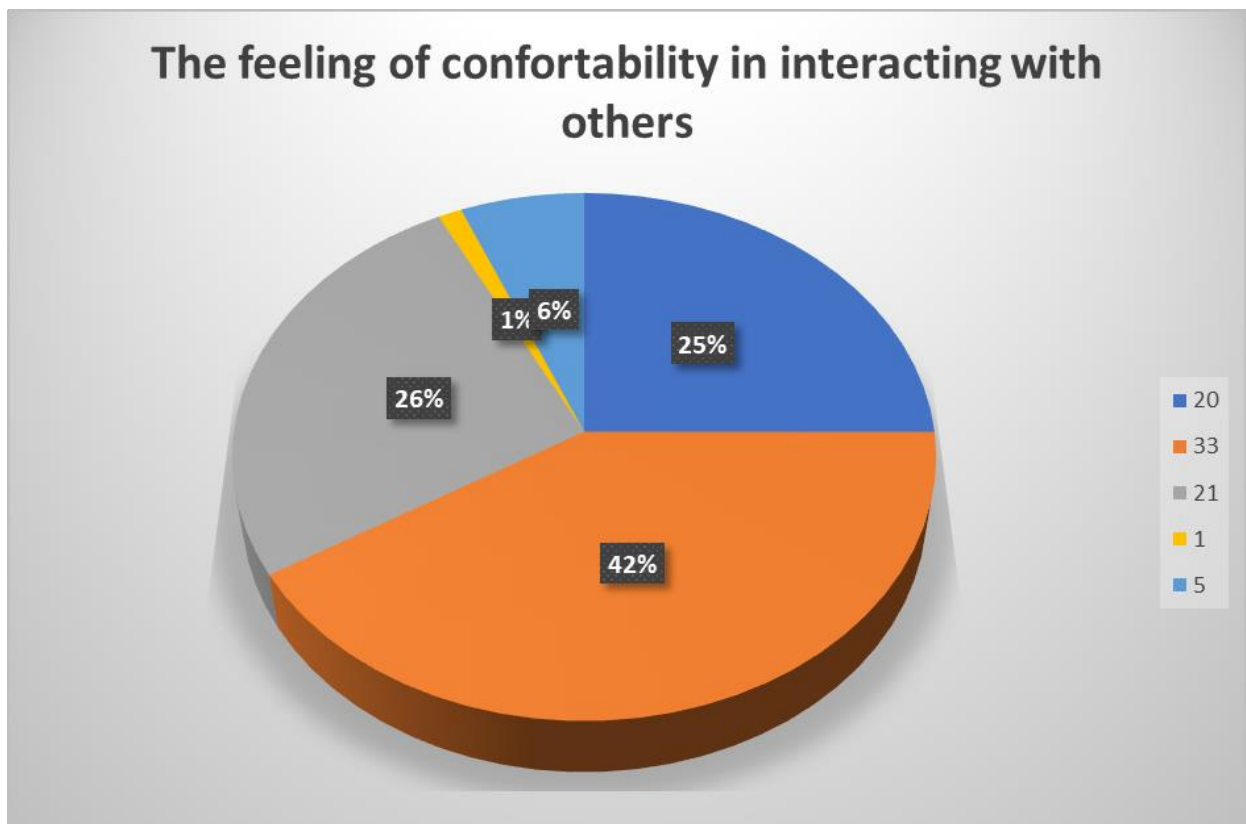
Figure 3.2.8 The feeling of comfortability in interacting with others

Based on the data above, the majority feel comfortable or very comfortable with dialectal variation within Tiaret, indicating a general acceptance or tolerance of linguistic diversity.

Question 10: Dialectal variation in Tiaret can sometimes lead to miscommunication or misunderstanding.

ITEMS	NUMBER	%
Strongly Disagree	03	3.75
Disagree	24	30
Neutral	26	32.5
Agree	23	28.75
Strongly Agree	04	05

Table.3.2.9. opinion about the impact of diversity in miscommunication
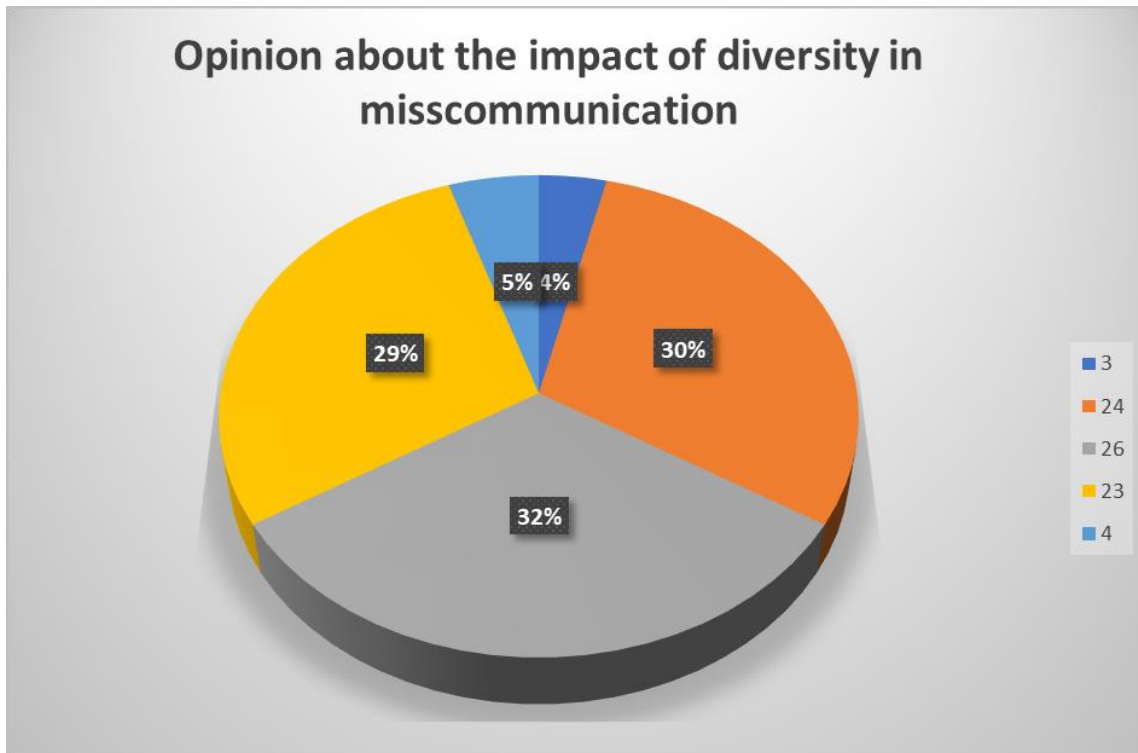
Figure 3.2.9 opinion about the impact of diversity in miscommunication

Regardless of the participants who were unsure, data above shows that there are notable percentages who agreed or strongly agreed that dialectal variation within Tiaret could lead to miscommunication or misunderstanding. This may highlight that there is a potential challenge, concerning it, within the community of Tiaret.

3.3. Discussion Of the Questionnaire Results :

The survey results provide a comprehensive insight into the attitudes and perceptions of Tiaret's youth regarding dialect variation within their community. Across the various questions posed, several key themes emerge. Firstly, there is a widespread recognition (72.5%) among respondents that Tiaret is characterized by diverse district accents and dialects, underscoring a strong awareness of the region's linguistic diversity. This is coupled with a significant acknowledgment (63.75%) of the link between one's accent or dialect and personal identity, indicating that language holds a crucial role in shaping individual self-perception. Opinions diverge on whether the local dialect represents Tiaret's cultural identity, with a notable proportion (55%) either unsure or disagreeing, reflecting mixed sentiments about regional representation. Moreover, while a substantial portion (43.75%) feel their local dialect is superior to others within Tiaret, nearly as many respondents express neutrality or disagreement (56.25%),

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highlighting varied attitudes towards dialectal hierarchy. Social perceptions also vary, with a majority (61.25%) perceiving their dialect as socially attractive compared to others, yet significant numbers remain neutral or disagree (50%), suggesting differing social valuations within the community.The survey reveals prevalent beliefs about linguistic superiority, with a majority (71.25%) agreeing that some in Tiaret consider their accent superior to others, indicating entrenched attitudes of linguistic hierarchy. Discrimination based on dialect is reported by a notable minority (20%), underscoring issues of prejudice and identity within the community. Emotional responses to such discrimination range widely, from feelings of anxiety and alienation to indifference or resilience. However, a majority (66.25%) express comfort interacting with individuals speaking different dialects, suggesting a generally accepting attitude towards linguistic diversity despite existing biases.

Finally, concerns about miscommunication due to dialectal variation are acknowledged by a significant proportion (64.25%), highlighting potential challenges in effective communication within Tiaret. Overall, the survey paints a nuanced portrait of Tiaret's youth attitudes towards dialect diversity, revealing both pride in linguistic identity and complexities in social perceptions and experiences related to dialectal differences.

3.4. Interview Results

This analysis delves into the lexical characteristics and linguistic diversity observed in ten interviews conducted as part of this study. These interview questions are designed to explore the interviewee's personal background, perceptions, and experiences related to linguistic diversity within Tiaret. They begin by gathering demographic information such as age, education level, and occupation to contextualize the responses. Subsequently, the questions delve into the interviewee's awareness and opinions regarding linguistic variations across different regions of Tiaret, seeking insights into how regional dialects and vocabulary shape cultural identities. The interview also aims to uncover attitudes towards inter-dialectal relationships within Tiaret and any perceived negative stereotypes. Furthermore, it explores the impact of language diversity in educational settings, focusing on classroom interactions, learning outcomes, and the benefits and challenges of linguistic diversity in EFL classes at Ibn Khaldoun University. Overall, these inquiries aim to provide a nuanced understanding of the role of language diversity in shaping personal identities, social dynamics, and educational experiences within the Tiaret community.

Student Number 01:

Your age: 19 years old.

Education level: First-year undergraduate student.

Works: No, I do not currently work.

Area of living: Medroussa.

Q.1: **How long have you lived in this area?**

Interviewee: I've lived in Medroussa for 18 years.

Q.2: **Do you think that there are differences in linguistic variation between the regions of Tiaret in terms of dialects, vocabulary, etc.?**

Interviewee: Yes, there are differences, such as "موش" (mosh) in Medroussa and "ماشي" (mashi) in Tiaret..

Q.3: **Which category do you think best represents the identity of Tiaret?**

Interviewee: Medroussa best represents Tiaret identity.

Q.4: Do you think there are some people from Tiaret State who view other Tiaret dialects/accents negatively?

Interviewee: Yes, there is some negative perception towards Medroussa dialects.

Q.5: **Can you share any specific experiences where language diversity has impacted your classroom interactions or learning outcomes?**

Interviewee: Different dialects sometimes lead to misunderstandings during debates.

Q.6: **How do you see the presence of various linguistic backgrounds among your peers contributing to your understanding and usage of English?**

Interviewee:It helps me learn different expressions and idioms in English.

Q.7: **Are there any challenges you have faced related to language diversity in your EFL classes? If so, how have you managed or overcome them?**

Interviewee: Yes, pronunciation differences can sometimes make listening exercises challenging, but we discuss them in group studies.

Q.8: **What benefits do you believe language diversity brings to your overall educational experience at Ibn Khaldoun University?**

Interviewee: It enriches my cultural awareness and helps in collaborative learning.

Student Number 02:

Your age: 18 years old.

Education level: First-year undergraduate student.

Works: No, I do not currently work.

Area of living : Ain Dhab

Q.1: **How long have you lived in this area?**

Interviewee: I've lived in Ain Dhab for 18 years.

Q.2: **Do you think that there are differences in linguistic variation between the regions of Tiaret in terms of dialects, vocabulary, etc.?**

Interviewee: Yes, there are differences, like "زاوية" (zawia) in Ain Dhab and "زنقة" (zanqa) in Ksar Chellala.

Q.3: **Which category do you think best represents the identity of Tiaret?**

Interviewee: Ksar Chellala best represents Tiaret identity.

Q.4: **Do you think there are some people from Tiaret State who view other Tiaret dialects/accents negatively?**

Interviewee: Yes, there is some negative perception towards Ain Dhab dialects.

Q.5: **Can you share any specific experiences where language diversity has impacted your classroom interactions or learning outcomes?**

Interviewee: Different dialects sometimes lead to confusion during language practice.

Q.6: **How do you see the presence of various linguistic backgrounds among your peers contributing to your understanding and usage of English?**

Interviewee: It exposes me to different ways of expressing ideas, which improves my English skills.

Q.7: **Are there any challenges you have faced related to language diversity in your EFL classes? If so, how have you managed or overcome them?**

Interviewee: Yes, accent differences sometimes make it hard to understand, but we work through it together.

Q.8: **What benefits do you believe language diversity brings to your overall educational experience at Ibn Khaldoun University?**

Interviewee: It fosters cultural exchange and enhances teamwork in projects.

Student Number 03:

Your age: 20 years old.

Education level: Second-year undergraduate student.

Works: No, I do not currently work.

Area of living :Tousnina

*Q.1:***How long have you lived in this area?**

Interviewee :I've lived in Tousnina for 20 years.

Q.2: **Do you think that there are differences in linguistic variation between the regions of Tiaret in terms of dialects, vocabulary, etc.?**

Interviewee: Yes, there are different(ياخيي) " ya khi ! " in Tousnina and (نيشان) " nichan" in Ain El Hadid.

Q.3: **Which category do you think best represents the identity of Tiaret?**

 Interviewee: Tousnina best represents Tiaret's identity.

*Q.4:***Do you think there are some people from Tiaret State who view other Tiaret dialects/accents negatively?**

Interviewee: Yes, there is some negative perception towards Tousnina dialects.

Q.5: **Can you share any specific experiences where language diversity has impacted your classroom interactions or learning outcomes?**

Interviewee: Different dialects sometimes lead to misunderstandings during debates.

Q.6: **How do you see the presence of various linguistic backgrounds among your peers contributing to your understanding and usage of English?**

Interviewee: It helps me learn different expressions and idioms in English.

Q.7: **Are there any challenges you have faced related to language diversity in your EFL classes? If so, how have you managed or overcome them?**

Interviewee: yes and sometimes lead to debate

*Q.8:***What benefits do you believe language diversity brings to your overall educational experience at Ibn Khaldoun University?**

Interviewee: It enriches my cultural awareness and helps in collaborative learning.

Student Number 04:

Your age: 18 years old.

Education level: First-year English student.

Works: No.

Area of living : Tiaret

Q.1: **How long have you lived in this area?**

 Interviewee: I've lived in Tiaret for 18 years.

Q.2: **Do you think that there are differences in linguistic variation between the regions of Tiaret in terms of dialects, vocabulary, etc.?**

Interviewee: Yes, there are differences, such as "كوفيرطة" (coufirta) in Sougueur and "غطا" (ghta) in Tiaret.

Q.3: **Which category do you think best represents the identity of Tiaret?**

Interviewee: Sougueur represents Tiaret's identity most accurately.

Q.4: **Do you think there are some people from Tiaret State who view other Tiaret dialects/accents negatively?**

Interviewee: Yes, some people view Souguere dialects negatively.

Q.5: **Can you share any specific experiences where language diversity has impacted your classroom interactions or learning outcomes?**

Interviewee: Different dialects sometimes cause confusion in class discussions.

Q.6: **How do you see the presence of various linguistic backgrounds among your peers contributing to your understanding and usage of English?**

Interviewee: It enriches discussions and helps us understand different cultural contexts.

Q.7: **Are there any challenges you have faced related to language diversity in your EFL classes? If so, how have you managed or overcome them?**

Interviewee: Yes, accent differences can sometimes make it challenging to understand each other, but we try to help each other out.

Q.8: **What benefits do you believe language diversity brings to your overall educational experience at Ibn Khaldoun University?**

Interviewee: It encourages tolerance and understanding among students, preparing us for a globalized world.

Student Number 05:

Your age: 19 years old.

Education level: First-year .

Works: No

Area of living : Ain El Hadid

Q.1: **How long have you lived in this area?**

Interviewee: I've lived in Ain El Hadid for 19 years.

Q.2. **Do you think that there are differences in linguistic variation between the regions of Tiaret in terms of dialects, vocabulary, etc.?**

Interviewee: Yes, there are differences, like" يا حوجي " (ya hawdji) in Ain El Hadid and "يا ويلي"(ya wayli) in Ksar Chellala.

Q.3: **Which category do you think best represents the identity of Tiaret?**

 Sougueur best represents Tiaret's identity.

Q.4: **Do you think there are some people from Tiaret State who view other Tiaret dialects/accents negatively?**

Interviewee: Yes, there is some negative perception towards our way of speaking.

Q.5: **Can you share any specific experiences where language diversity has impacted your classroom interactions or learning outcomes?**

Interviewee: Different dialects sometimes lead to confusion during language practice.

Q.6: **How do you see the presence of various linguistic backgrounds among your peers contributing to your understanding and usage of English?**

Interviewee: It exposes me to different ways of expressing ideas, which improves my English skills.

Q.7: **Are there any challenges you have faced related to language diversity in your EFL classes? If so, how have you managed or overcome them?**

Interviewee: no I have not because it does not matter to me.

Q.8: **What benefits do you believe language diversity brings to your overall educational experience at Ibn Khaldoun University?**

Interviewee: the only thing that language diversity brings to the overall educational experience is having a new vocabulary and knowing a new culture.

Student Number 06:

Your age: 20 years old.

Education level: Second-year undergraduate student.

Works: No, I do not currently work.

Area of living : Ksar Chellala.

Q.1: **How long have you lived in this area?**

 Interviewee:I've lived in Ksar Chalala for 20 years.

Q.2: **Do you think that there are differences in linguistic variation between the regions of Tiaret in terms of dialects, vocabulary, etc.?**

Interviewee: Yes, there are significant differences, like "اني جاي" (ani jay) in Ksar Chellala and هاني (hani) in Medroussa..

Q.3: **Which category do you think best represents the identity of Tiaret?**

Interviewee: Ksar Chellala best represents Tiaret's identity.

Q.4: **Do you think there are some people from Tiaret State who view other Tiaret dialects/accents negatively?**

Interviewee: Yes, there are people who view Ksar Chellala dialects negatively

Q.5: **Can you share any specific experiences where language diversity has impacted your classroom interactions or learning outcomes?**

 Interviewee: Language diversity sometimes causes delays in group work due to misunderstandings.

Q.6: **How do you see the presence of various linguistic backgrounds among your peers contributing to your understanding and usage of English?**

Interviewee: It broadens my perspective on how language works and improves my adaptability in English.

Q.7: **Are there any challenges you have faced related to language diversity in your EFL classes? If so, how have you managed or overcome them?**

 Interviewee: Yes, sometimes different pronunciations lead to confusion, but we clarify terms together.

Q.8: **What benefits do you believe language diversity brings to your overall educational experience at Ibn Khaldoun University?**

Interviewee: It fosters a richer, more inclusive learning environment.

Student Number 07:

Your age: 18 years old.

Education level: First-year undergraduate student.

Works: No, I do not currently work

Area of living: Takhmart.

Q.1:.**How long have you lived in this area?**

Interviewee: I've lived in Takhmart for 18 years.

Q.2: **Do you think that there are differences in linguistic variation between the regions of Tiaret in terms of dialects, vocabulary, etc.?**

Interviewee: Yes, there are differences, such as "هيا" (haya) in Takhmaret and "نروح" (nrwh) in Tiaret.

Q.3: **Which category do you think best represents the identity of Tiaret?**

Interviewee: Takhmaret best represents Tiaret's identity.

Q.4: **Do you think there are some people from Tiaret State who view other Tiaret dialects/accents negatively?**

Interviewee: Yes, there are some who have negative views about Takhmart dialects.

Q.5: **Can you share any specific experiences where language diversity has impacted your classroom interactions or learning outcomes?**

Interviewee: Language diversity sometimes leads to difficulty in understanding instructions.

Q.6: **How do you see the presence of various linguistic backgrounds among your peers contributing to your understanding and usage of English?**

interviewee: It helps me see different perspectives and improves my communication skills in English.

*Q.7:***Are there any challenges you have faced related to language diversity in your EFL classes? If so, how have you managed or overcome them?**

interviewee: no i did not think so!

Q.8: **What benefits do you believe language diversity brings to your overall educational experience at Ibn Khaldoun University?**

Interviewee: It enhances my ability to understand and appreciate different cultures.

Student Number 8:

Your age: 19 years old.

Education level:first -year english student

Works: Nothing

Area of living: Ain Dhab.

Q.1: **How long have you lived in this area?**

Interviewee:I've lived in Ain Dhab for 19 years.

Q.2: **Do you think that there are differences in linguistic variation between the regions of Tiaret in terms of dialects, vocabulary, etc.?**

Interviewee: Yes, there are differences, such as "نمشي" (nmshi) in Ain Dhab and "نجي" (nji) in Sougueur.

Q.3: **Which category do you think best represents the identity of Tiaret?**

 Interviewee: Ain Dhab best represents Tiaret's identity.

*Q.4:***Do you think there are some people from Tiaret State who view other Tiaret dialects/accents negatively?**

Interviewee: Yes, some people view Ain Dhab dialects negatively.

Q.5: **Can you share any specific experiences where language diversity has impacted your classroom interactions or learning outcomes?**

 Interviewee:Sometimes different dialects cause confusion in project discussions.

Q.6: **How do you see the presence of various linguistic backgrounds among your peers contributing to your understanding and usage of English?**

Interviewee: It provides a broader range of expressions and improves my language skills.

*Q.7:***Are there any challenges you have faced related to language diversity in your EFL classes?If so, how have you managed or overcome them?**

Interviewee: No

*Q.8:***What benefits do you believe language diversity brings to your overall educational experience at Ibn Khaldoun University?**

 Interviewee: It prepares me for a multicultural world and enhances my adaptability.

Student Number 09:

Your age: 18 years old.

Education level: First-year undergraduate student.

Works:nothing.

Area of living : Sougouere.

Q.1: **How long have you lived in this area?**

Interviewee:I've lived in Sougueur for 18 years.

Q.2: **Do you think that there are differences in linguistic variation between the regions of Tiaret in terms of dialects, vocabulary, etc.?**

Interviewee: Yes, there are notable differences, such as "عندك" (andak) in Souguere and "عندكم" (andakum) in Tiaret.

*Q.3:***Which category do you think best represents the identity of Tiaret?**

 Interviewee: Sougueur best represents Tiaret's identity.

Q.4: **Do you think there are some people from Tiaret State who view other Tiaret dialects/accents negatively?**

Interviewee:Yes, and i have a negative memory with it

*Q.5:***Can you share any specific experiences where language diversity has impacted your classroom interactions or learning outcomes?**

Interviewee: Language diversity sometimes leads to miscommunication.

Q.6: **How do you see the presence of various linguistic backgrounds among your peers contributing to your understanding and usage of English?**

Interviewee: It helps me learn various expressions and improve my vocabulary.

Q.7: **Are there any challenges you have faced related to language diversity in your EFL classes? If so, how have you managed or overcome them?**

Interviewee: Yes, different accents sometimes create barriers, but we practice active listening to overcome them.

Q.8: **What benefits do you believe language diversity brings to your overall educational experience at Ibn Khaldoun University?**

Interviewee: It enriches the discussions

Student Number 10:

Your age: 19 years old.

Education level: Second-year undergraduate student.

Works: /

Area of living: Frenda .

Q.1: **How long have you lived in this area?**

 Interviewee:I've lived in Frenda for 19 years.

Q.2: **Do you think that there are differences in linguistic variation between the regions of Tiaret in terms of dialects, vocabulary, etc.?**

Interviewee: Yes, there are differences, such as "كيفاش" (kifash) in Frenda and "واش" (wash) in Tiaret.

Q.3: **Which category do you think best represents the identity of Tiaret?**

Interviewee: Frenda represents Tiaret's identity.

Q.4: **Do you think there are some people from Tiaret State who view other Tiaret dialects/accents negatively?**

 Interviewee:Yes, some people view Medina dialects negatively.

Q.5: **Can you share any specific experiences where language diversity has impacted your classroom interactions or learning outcomes?**

Interviewee: Sometimes different dialects create confusion during oral presentations.

Q.6: **How do you see the presence of various linguistic backgrounds among your peers contributing to your understanding and usage of English?**

Interviewee: It allows me to see different ways of thinking and expressing ideas.

Q.7: **Are there any challenges you have faced related to language diversity in your EFL classes? If so, how have you managed or overcome them?**

 Interviewee:Yes, pronunciation differences can be challenging .

Q.8: **What benefits do you believe language diversity brings to your overall educational experience at Ibn Khaldoun University?**

Interviewee: to be honest with you I have nothing to say in this case.

3.4.1. Analysis of the interview answers :

The analysis of the interviews with students from Ibn Khaldoun University in Tiaret reveals a diverse and nuanced understanding of linguistic variation within the region and its impact on their educational experiences. All interviewees, aged between 18 and 20, highlighted significant differences in dialects and vocabulary among various areas such as Medroussa, Tiaret, Ain Dhab, Ksar Chalala, Tousnina, and Souguere. For instance, terms like "كاين" (kayn) and "واش" (wach) were noted to vary between Medroussa and Tiaret, respectively. These examples underscore the rich linguistic tapestry of the region, with each area contributing unique lexical items and pronunciations.When asked which area best represents the identity of Tiaret, responses were diverse, with students pointing to places like Medroussa, Ksar Chalala, Tousnina, Souguere, and Takhmart. This variation in answers suggests a strong sense of local pride and identity tied to their specific regions, reflecting the complex social fabric of Tiaret. Furthermore, all students agreed that there are individuals within Tiaret who view other dialects and accents negatively, indicating underlying social tensions and prejudices associated with linguistic diversity.

The students shared various experiences where language diversity impacted their classroom interactions and learning outcomes. Misunderstandings during debates, delays in project discussions, and difficulties in understanding instructions were commonly reported issues. For example, differences in dialect during group work often led to confusion and the need for repeated clarifications. Despite these challenges, students recognized the value that linguistic diversity brings to their understanding and usage of English. Many felt that exposure to various linguistic backgrounds broadened their perspectives, helped them learn different expressions and idioms, and improved their adaptability and communication skills in English. This exposure also fostered a greater appreciation for cultural diversity and different ways of thinking.

However, the presence of diverse dialects and accents did pose challenges in their EFL (English as a Foreign Language) classes. Pronunciation and accent differences sometimes created barriers to effective communication. To overcome these challenges, students reported employing strategies such as group studies, clarifying terms together, rephrasing sentences, using visual aids, and supporting each other through peer assistance. These adaptive measures highlight the resilience and collaborative spirit among the students in navigating linguistic diversity. Overall, the students identified several benefits of language diversity to their educational experience at Ibn Khaldoun University. They emphasized that it enriches cultural

awareness, encourages tolerance and understanding, fosters a richer learning environment, prepares them for a multicultural world, and enhances teamwork and collaborative learning. These insights reflect a broad and inclusive view of the positive impacts of linguistic diversity, suggesting that while challenges exist, the benefits significantly contribute to their personal and academic growth. The interviews collectively paint a picture of a dynamic and culturally rich academic environment where language diversity is both a challenge and an asset.

3.5. Interpretation of the Main Findings :

Research question 1: How do Tiaret youths perceive the various dialects spoken within their community?

The findings related to this question indicate a significant recognition among Tiaret's youth of the linguistic diversity within their region. A majority of respondents agree or strongly agree (Q1) that Tiaret is characterized by different district accents or dialects. This recognition suggests awareness and acknowledgment of the variation in language use within their speech community. This view aligns with previous research that shows youth in multilingual communities often exhibit a high level of awareness and recognition of linguistic diversity within their speech community. Additionally, the research revealed the participants' belief in the association between their accent or dialect and their identity (Q2). The majority of respondents view that their accent is linked to their identity, reflecting the importance of language as a marker of personal and cultural identity within the Tiaret community. This view reflects their sense of local pride regarding dialects, according to their answers to Q3 and Q4. A considerable percentage strongly agrees or agrees that the dialect spoken in their area represents Tiaret's cultural identity. This view may stem from the pride in local dialects and cultural heritage within the community. This sense of identity and cultural pride is not unique to Tiaret only; however, it is common across diverse linguistic communities worldwide.

However, as Q5, Q6, and Q7 revealed, there is a significant aspect of the perception of dialect superiority. Based on their responses to question 5, a considerable number of participants perceive that the dialect spoken in their area is more socially attractive than those spoken in other districts. Additionally, according to responses to question 6, there is a perception among some of

them that some people in Tiaret consider their accent/dialect to be better than others. Moreover, although a few respondents reported experiencing discrimination based on their accent or dialect (Q7), it does not deny the existence of a potential issue of linguistic prejudice within the Tiaret community. Accordingly, it is not surprising that some might perceive that dialectal variation can sometimes lead to miscommunication or misunderstanding, according to the participants' responses to question 8 and Q9. Though it is not unanimously agreed upon by the participants, this perception suggests the need for raising awareness of the issue to foster tolerance and understanding.

The interviews with the students further shed light on the nuanced perspectives regarding linguistic diversity in Tiaret. The students, aged between 18 and 20 and residing in various regions like Tousnina, Sougueur, Ain El Hadid, Kermes, Medroussa, Ain Dhab, Tiaret, Ksar Chellala, and Takhmart, consistently acknowledged differences in dialects and vocabulary within Tiaret. Specific examples highlighted include variations in terms like "كاين" (kayn) in Medroussa and "واش" (wach) in Tiaret, illustrating the distinct linguistic identities of each region. Despite recognizing these differences, the students also expressed a sense of pride in their local dialects, associating them closely with their cultural identity. However, they also acknowledged the social challenges that arise from this diversity, such as misunderstandings and potential prejudices.

Research Question 2: How does the geographical background influence Tiaret youths' perception of variation within their Tiaret speech community?

Research on language attitudes has consistently demonstrated that geographical background plays a significant role in shaping how individuals perceive and value different dialects. This is evident in the strong attachment people often have to their local dialects, viewing them as integral components of their cultural identity. Such attachments influence behaviors and attitudes towards language variation, contributing to a broader understanding of the social dynamics within linguistic communities. One key finding in the study of language attitudes is the deep connection between local dialects and cultural identity. This connection is particularly pronounced among youths, who often express a strong sense of pride in their regional accents. For instance, research indicates that youths in Tiaret exhibit a robust attachment to their local dialects, considering them as representative of Tiaret's unique cultural identity. This sentiment is not merely a matter of linguistic preference but is tied to a broader sense of belonging and community identity. Perceptions of dialectal superiority and social attractiveness are influenced

by a complex interplay of geographical, social, and economic factors. These factors collectively shape how individuals and communities perceive the value and desirability of different dialects. For example, respondents from various districts within Tiaret have expressed distinct opinions about the prominence and desirability of their dialects compared to those of neighboring districts. This variation in attitudes underscores the significant impact of geographical background on language perceptions. Geographical proximity and community ties play a crucial role in shaping language attitudes. The strong sense of local identity and pride in dialects, as seen in Tiaret, highlights how closely language attitudes are linked to one's immediate geographical surroundings. Youths from different parts of Tiaret demonstrate a nuanced understanding of language variation within their community, influenced heavily by their geographical context. This local attachment often results in a perception of their dialect as superior or more socially attractive than those from other areas. While the pride and attachment to local dialects contribute positively to cultural identity and community cohesion, they also present challenges. Issues such as discrimination and miscommunication arise from the diverse dialectal landscape within a community. For instance, in Tiaret, youths recognize that their strong attachment to their local dialect can sometimes lead to prejudiced attitudes towards speakers of other dialects. These challenges underscore the need for ongoing dialogue and education within communities to promote linguistic tolerance and understanding.

In a detailed examination of language attitudes in Tiaret, the research revealed that respondents from different districts showed varying opinions on the desirability of their dialects. Specifically, questions Q5, Q6, Q7, and Q8 highlighted how geographical background influences these perceptions. Respondents expressed pride in their dialects, viewing them as central to their cultural identity, yet also acknowledged the social dynamics that create hierarchies among different dialects. These findings suggest that while there is a strong sense of local identity, there is also an awareness of the broader social implications of language variation. In summary, the research on language attitudes in Tiaret illustrates the significant role of geographical background in shaping perceptions of dialectal variation. The strong attachment to local dialects reflects a deep connection to cultural identity and community ties. However, this attachment also brings to light challenges related to discrimination and miscommunication within the community. These findings highlight the importance of fostering a balanced perspective on language variation, promoting both pride in local dialects and an inclusive attitude towards linguistic diversity. The case of Tiaret serves as a microcosm for understanding the broader

dynamics of language attitudes influenced by geographical and social factors.

3.6. Conclusion

Through examining the survey data, this chapter attempted to uncover the main patterns regarding youth attitudes towards language variation in Tiaret. By examining the perspectives of Tiaret's youth, this chapter provided valuable insights of the linguistic landscape in the Tiaret speech community.

General Conclusion

In conclusion, our study has provided valuable insights into the attitudes of Tiaret's youth towards language variation within their speech community. Through the analysis of survey data , several overarching conclusions can be drawn.

Firstly, Tiaret's youth demonstrate a strong awareness and recognition of linguistic diversity within their region. The majority acknowledge the presence of different district accents or dialects, reflecting a nuanced understanding of the linguistic landscape.

Secondly, language is intricately linked to identity and cultural pride among Tiaret's youth. Many express a deep attachment to their local dialects, viewing them as integral components of their personal and cultural identity. This sense of pride highlights the importance of language in shaping individual and collective identities within the Tiaret community.

Thirdly, perceptions of dialectal superiority and social attractiveness vary among Tiaret's youth. While some may perceive their own dialect as superior or more socially attractive, others may hold different opinions, reflecting the diversity of perspectives within the community.

Furthermore, the study highlights the presence of linguistic prejudice and discrimination based on accent or dialect. A minority of respondents reported experiencing discrimination, underscoring the need for greater awareness and dialogue to address linguistic biases and promote inclusivity within the Tiaret community.

Lastly, geographical background plays a significant role in shaping attitudes towards language variation. Local identity and pride influence perceptions of dialects, while communication dynamics may be affected by geographical proximity and historical factors.

In Summation, this study contributes to the understanding of the complex interplay between language, culture, and identity in Tiaret. By amplifying the voices of Tiaret's youth, we provide valuable insights for the community people seeking to foster linguistic diversity, cultural heritage preservation, and social cohesion within the region.

Moving forward, continued research is essential to examine this topic. Another

limitation is that relying on survey questionnaires only cannot provide deeper insights to the issue. Other research employing observation, interview and ethnographic studies are important to grasp better insight.

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Appendices

Thank you for agreeing to participate in this interview. We explore attitudes towards the diversity of regional languages in Tiaret. This interview will be confidential and your answers will be used for research purposes only.

Part 1: Background.

1. Can you tell me a little about yourself?

Your age:

education level:

works:

Part 2: Residence area.

2. How long have you lived in this area?

3. Do you think that there are differences in linguistic variation between the regions of Tiaret in terms of dialects, vocabulary, etc. (for example between the city of Tiaret, Sougueur, Tekhmarat, and others?)

- If yes, can you mention some of them?

4. Which category do you think best represents the identity of Tiaret (e.g., Medina, Sougueur, Takhmaret, Mahdia, Ksar-chalal)?

6. Do you think there are some people from Tiaret State who view other Tiaret dialects/accents negatively?

7. Can you share any specific experiences where language diversity has impacted your classroom interactions or learning outcomes?

8. How do you see the presence of various linguistic backgrounds among your peers contributing to your understanding and usage of English?

9. Are there any challenges you have faced related to language diversity in your EFL classes? If so, how have you managed or overcome them?

10. What benefits do you believe language diversity brings to your overall educational experience at Ibn Khaldoun University?

Thank you for participating in this survey about the attitudes of people of Tiaret towards dialectal variation in their speech community. By dialectal variation, we mean the different

districts' accents or dialects spoken in the City, Sougeur, Takhmaret, Mehdia, Chellala, or others). Your input will help us better understand the perceptions and preferences.

Demographic Information:

Area of living: _____

How long have you been living in your area: _____

Language Use and Identity:

1. Tiaret is characterized by different districts accents/dialects.

o Strongly agree

o Agree

o Neutral

o Disagree

o Strongly disagree

2. I think that one's accent or dialect is linked to their identity

o Strongly agree

o Agree

o Neutral

o Disagree

o Strongly disagree

3. The dialect/ accent that best represents Tiaret's cultural identity is the one spoken in my area.

o Strongly agree

o Agree

o Neutral

o Disagree

o Strongly disagree

Attitudes Towards Language Varieties:

4. The dialect/accent spoken in my area is better than other Tiaret's dialects/ accent. o Strongly agree

o Agree

o Neutral

o Disagree

o Strongly disagree

5. The dialect/accent spoken in my area is socially attractive than those spoken by people living in other Tiaret's districts.

o Strongly agree

o Agree

o Neutral

o Disagree

o Strongly disagree

6. Some people in Tiaret consider that their accent or dialect is better than others. o Strongly agree

o Agree

o Neutral

o Disagree

o Strongly disagree

7. Have you ever experienced discrimination based on your accent or dialect in Tiaret?

o Yes

o No

o Not sure

8. If yes, how did it make you feel?

_____

_____

Perceptions of Communication:

9. I feel comfortable when speaking with my local accent in various Tiaret's social contexts?

o Strongly Disagree

o Disagree

o Neutral

o Agree

o Strongly Agree

10. I feel comfortable when interacting with individuals from Tiaret who speak different accents or dialects than my own.

o Very comfortable

o Comfortable

o Neutral

o Very uncomfortable

o Uncomfortable

11. Dialectal variation in Tiaret can sometimes lead to miscommunication or misunderstanding.

· Strongly Disagree

· Disagree

· Neutral

· Agree

· Strongly Agree

12. Is there anything else you would like to add regarding language attitudes and use in Tiaret?

_____

_____

Thank you for participating in this survey!

English

This dissertation explores the linguistic diversity in Tiaret, focusing on how attitudes toward regional dialects impact social interactions and educational outcomes, particularly in English as a Foreign Language (EFL) classrooms. The research employs a mixed-methods approach, utilizing both questionnaires and interviews to gather data from university students across various regions in Tiaret. Key findings highlight a strong awareness of dialectal diversity, its influence on personal and cultural identity, and the challenges and benefits it poses in educational settings. The study reveals that while there is pride in linguistic identity, there are also complexities in social perceptions and experiences related to dialectal differences, affecting classroom dynamics and learning effectiveness.

Français

Cette dissertation explore la diversité linguistique à Tiaret, en se concentrant sur la manière dont les attitudes envers les dialectes régionaux influencent les interactions sociales et les résultats éducatifs, en particulier dans les classes d'anglais langue étrangère (EFL). La recherche utilise une approche mixte, combinant des questionnaires et des entretiens pour recueillir des données auprès des étudiants universitaires de différentes régions de Tiaret. Les principales conclusions soulignent une forte prise de conscience de la diversité dialectale, son influence sur l'identité personnelle et culturelle, ainsi que les défis et les avantages qu'elle pose dans les contextes éducatifs. L'étude révèle que, bien qu'il y ait une fierté dans l'identité linguistique, il existe également des complexités dans les perceptions sociales et les expériences liées aux différences dialectales, affectant la dynamique de la classe et l'efficacité de l'apprentissage.

العربية

تستكشف هذه الأطروحة التنوع اللغوي، في تيارت مع التركيز على كيفية تأثير المواقف تجاه اللهجات الإقليمية على التفاعلات الاجتماعية والنتائج التعليمية، وخاصة في فصول تعلم اللغة الإنجليزية كلغة أجنبية (EFL). تعتمد البحث على منهجية مختلطة، باستخدام الاستبيانات والمقابلات لجمع البيانات من طلاب الجامعة من مختلف مناطق تيارت. تبرز النتائج الرئيسية الوعي القوي بالتنوع اللهجي وتأثيره على الهوية الشخصية والثقافية، وكذلك التحديات والفوائد التي يطرحها في البيئات التعليمية. تكشف الدراسة أنه على الرغم من وجود فخر بالهوية اللغوية، إلا أن هناك أيضًا تعقيدات في التصورات الاجتماعية والخبرات المتعلقة بالاختلافات اللهجية، مما يؤثر على ديناميكيات الفصول الدراسية وفعالية التعلم.