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**A Dialectal Comparative Study
of Two Algerian Neighbouring Speech
Communities: Maghnia and Tlemcen**

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the Requirements for the Degree of Master in "Language Studies"

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Dedication

I dedicate this work to my beloved mother and father for their patience
and sacrifice

Also to my two sisters Nadia and Souad and all the members of family

I'm extremely grateful to all my friends and colleagues Seyf,
Samia, Amina, and Nassira who helped and encouraged me till the last
moment

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ABSTRACT

The present research work is an attempt to analyse the dialectological situation of Tlemcen speech community and Maghnia. The main purpose is to shed light on the similarities and the differences between the two variations. This research was conducted with EFL students of Tlemcen University and some random people from the two societies. Both qualitative and quantitative approaches of data analysis were used in this research work. A questionnaire and an interview were used for collecting data. The main results showed that there are some similarities as well as some diversities in term of meaning, vocabulary and phonology. Further findings indicated that the differences may relate to the origins of people from the communities.

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LIST OF ABBREVIATIONS

AA: Algerian Arabic

AAVE: African-American Vernacular English

EFL: English as a foreign Language

MSA: Modern Standard Arabic

**GENERAL
INTRODUCTION**

General introduction

Language makes the human being different from the other creatures. Humans utilize language to speak, share information, communicate and to fulfill their needs. In fact, the use of the language differs from one person to another and from place to place, even in the same region, each person uses the language or the dialect differently according to various factors such as; age, gender, social class.

Both sociolinguistics and dialectology made great progress in investigating linguistic variations and the differences between these varieties and their influence on each other. Therefore, the present study attempts to investigate and make a comparison between two neighbouring speech communities the first of Tlemcen city and the second is that one of Maghnia town. So, this research endeavours to inquire the similarities and the differences of the two varieties which share similar and different features. Therefore, the following questions can be raised. From this general research problem the following research questions are put forward:

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

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

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

To confirm or reject the above hypotheses, a case study is conducted at the University of Abou Bekr Belkaid- Tlemcen with EFL students, in addition to some random people were selected outside the university from Tlemcen and Maghnia cities.

This work is divided into two main chapters. The first chapter defines the main concepts related to the topic under investigation in addition to the previous works that dealt with the same topic. At first, the researcher shed lights on the meaning of a dialect with the presentation of both types of dialect; Regional and Social dialects. Then, the investigator highlights the difference between language and dialect moving to their wide fields that is to say sociolinguistics and dialectology. To conclude the chapter, the researcher provides some definition about the term speech community and presents Tlemcen speech community and Maghnia speech community.

The second chapter is devoted to the case study of the present work. It begins with a description of the setting, sample, and the research instruments and their procedures. Besides, research approaches (qualitative and quantitative) were defined and presented. The chapter also deals with data analysis and presents the main results with the discussion and interpretation of the main findings related the hypotheses presented before.

Chapter One:

Definition of the Main Concepts

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Definition of the Main Concepts

1.1.Introduction

1.2 Dialectology and Sociolinguistics

1.3.Dialect define

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1.1. INTRODUCTION :

Language has been well thought out for many years from unlike point of view and perspective .First of all, language was considered in term of its form, a part from that and with the coming of sociolinguistics, it started to be premeditated in relation with society that utilizes it and focuses on the spoken usage , when it describes language in a very objective manner .

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

Hence, in this chapter the researcher attempts to provide definitions of the main concepts of sociolinguistics related to the topic under investigations.

1.2. Dialectology and Sociolinguistics :

The relationship between dialectology and sociolinguistics is a complex and intricate subject. Before the short coming of sociolinguistics, dialectology constructs its ground position and an early try to deal consistently with language variation. William and Kretschmar (1996) pointed out that: **“Dialectology and sociolinguistics parallel the position of coins and currency sociolinguistics is the present gold standard, dialectology is another currency that stands beside it”**.

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

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

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

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

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

For all their differences, dialectology and sociolinguistics converge at the deepest point. Both are dialectologies, so to speak: they share their essential subject matter. Both fix the attention on language in communities. Prototypically, one has been centrally concerned with rural communities and the other with urban centers.

The study of language in society is called sociolinguistics. Gumperz mentioned that: **“Sociolinguistics is an attempt to find correlations between**

social structure and linguistic structure and to observe any changes that occur” (Gumperz as cited in Wardhaugh 2006: 10). The real basis for much of sociolinguistics is that the dissimilarities in language among members of a speech community or even between unlike regions speaking dissimilar diversities of the same language is mainly meaningful for society. In a whole, not everyone who speaks a given language speaks it in the same way. Actually, every individual utilizes language in their own unique way. Basically, sociolinguistics has become an increasingly important field of study, as certain culture around the world expand their communication base and intergroup and inter personal relations take on escalating significant. (Wolt, Wolfram:1991)

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

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

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

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

From these definitions, it is obvious that sociolinguistics is a discipline that links sociology with linguistics. In addition, sociolinguistics shows how groups in a

given society are separated by a number of social variables, like age, level of education, religion and so on.

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

1.3. Dialect Defined

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

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

Dialect is a variety of language or a system of communication which varies from other dialects of the same language simultaneously or at least

three levels of organization, pronunciation, grammar or syntax, and vocabulary.

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

1.3.1. Regional Dialect

Regional dialect or dialect geography refers to the form of speech limited to a given area or region as distinguished from other forms adjacent to it. Chambers and Trudgill (1998:21) defined dialect geography as follows: **“Dialect geography is disarmingly simple: it seeks to provide an empirical basis for conclusion about the linguistic variety that occurs in a certain locale”**. The diversity appears when people separated from each other geographically. Wardhaugh (2006:45) pointed out in the same context: **“Dialect geography is the term used to describe attempts made to map the distributions of various linguistic features so as to show their geographical provenance”**. In another meaning regional dialect is a variety of language that is spoken in a geographical area for many hundreds of years as seen in differences in pronunciations, in the choices and form of the word, and syntax.

1.3.2. Social Dialect

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

The term dialect can also be used to describe differences in speech associated with various social groups or classes Social dialects

originate among social groups and are related to as variety of factors, the principle ones apparently being class, religion, and ethnicity.

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

1.4. Language vs Dialect

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

Another contrast between language and dialect, is that a language is more prestigious than a dialect. A dialect is popularly considered to be **“a substandard, low-status, often rustic form of a language.”** (Chambers and Trudgill 2004:3). One can say that dialects are considered to be sub categories of a language. Moreover, in ordinary usage, the distinction between language and dialect is a political distinction rather than a linguistic one. It has been said **‘a language is a dialect with an army and a navy’** (Chambers and Trudgill 2004:12). This claim, as Chambers and Trudgill say, stresses the political factors that lie behind linguistic factors.

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

1.5. Language Variation

Sociolinguistics as a huge field has studied language variation and it focuses on how the language varies from one person to another and also among speakers of the same groups. Since the rise of sociolinguistics in the 1960s, interest in linguistic variations has developed rapidly. Chambers (2003:13) said that: **“though linguistic variation may be obvious, no linguists analysed it systematically until the inception of sociolinguistics in 1960’s”**. Language variations means regional, social or contextual difference in the way a particular language is used. Language varies in many dimensions. Some of which are as follows: a) Geographical b) Social c) Style d) Function Language varies with distance. It is said that language changes after every ten miles. All aspects of language (including phonemes, morphemes, syntactic structure and meaning) are subject to variation. Language varies at three levels: I. Pronunciation level II. Grammatical level III. Vocabulary level.

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

Not many years ago, linguists tended to emphasize the differences among the languages of the world and to assert that there was almost no limit to the ways in which languages could differ from each other.

Dialectologists concentrated upon the features which differentiated their dialects – naturally, for these are the features which define their object of study.

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

1.5.1. Social Variables

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

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

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

The language used by the speaker is in fact influenced by a number of social factors, these factors make such speakers distinct from each other, and so, each

speaker's speech varies according to age, gender, social class and ethnic group. The concept of sociolinguistic variable is defined by Fasold (1990:223-224) as:

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

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

1.5.1.1. Age:

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

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

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

It is very noticeable that the old generation usually tends to preserve the ancient speech in contrast; the new generation always wants to be different and fetches for new ways to renew its speech. Sankoff said that: **“Speakers might be changing various aspects of their language over the course of their lives”**. (Quoted in: Carmen Fought, 2004:121).

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

1.5.1.1. Gender:

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

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

The men have a great many expressions peculiar to them, which the women understand but never pronounce themselves. On the other hand, the women have words and phrases which the men never use, or they would be laughed to scorn. Thus it happens that in their conversations it often seems as if the women had another language than the men.

(Rocheftort 1665, cited Jespersen 1922: 237).

Studies which were carried out by Labov (1990) summarized these findings into two general principles: the first is that men have higher frequency of non-standard forms than women, and the second is that women are generally the

innovators in linguistic change. In another sense, Labov made conclusion that women use prestigious forms to gain a remarkable position in society.

1.5.1.3. Ethnic Group:

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

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

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

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

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

1.5.1.4. Social Class:

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

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

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

1.5.2. Isoglosses

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

- Selecting a linguistic feature that will be used to classify and define a regional dialect.
- Specifying a binary division of that feature or a combination of binary features.
- Drawing an isogloss for that division of the feature, using the procedures described below.
- Measuring the consistency and homogeneity of the isogloss by the measures to be described below.
- Recycling through steps 1-4 to find the definition of the feature that maximizes consistency or homogeneity.

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

1.6. Speech Community:

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

behaviors". That is to say, a speech community comes to share particular arrangement of standards for language use through living and interfacing together, and speech community may hence emerge among all groups that interact frequently and share certain norms and philosophies. In the same stream Morgan (2016:1) stated that:

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

1.6.1.Labov's Concept of 'Speech Community'

A typical speech community can be a small town, but sociolinguists such as William Labov claimed that a large metropolitan area, for example New York City, can also be considered one single speech community. Another powerful definition that pointed on shared social frames of mind towards language instead of shared discourse conduct is offered by Labov (1966:120) :

The speech community is not defined by any marked agreement in a set of shared norms; these norms may be observed in overt types of evaluative behavior and by the uniformity of abstract patterns of variation which are invariant in respect to particular levels of usage.

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

1.5.1. Speech Community of Tlemcen

Tlemcen city is located in the North-western of Algeria .With a population of 141.710 inhabitants according to census 2010 .Situating at about 550 km from the

capital Algiers and 100 km from the Moroccan border. The surrounding towns are Oran 145 km, Sidi Bel Abbas 97 km and Maghnia 65 km.

In addition , the name Tlemcen is claimed to come from either the Berber word tala lmsenthatis to mean « the dry spring » , or the Arabian linguistic unit Tlamsane which means « human existing gathered ». For a long period of time it was considered as one of the most vital cultural and economic centres in North Africa .

Hence, in the 4th century Tlemcen was founded by the Romans under the name of Pomaria .as a military outpost .It was a large Christian population for several centuries after the city's Arab conquest in the seventh century. In the later eighth and the ninth centuries, Tlemcen became a Kingdom of Banu Ifran of the Khrijitesufri in the 11th century Almoravid leader Yusuf Ibn Tashfin founded the city of Target which merged with the existing settlement and since then became known as Tlemcen.

After the end of Almohad rule during the 12th century Tlemcen became the capital of the Zianids and it successfully ruled for centuries by Abdelwadid Soltans. In the end of the 13th century, the Merinids of Fez waged war against Zianids for domination of the Maghreb. The struggle between the two continued for decades and Tlemcen was besieged again until finally it fell and the Merinids returned to rule from Mansourah .During the 15th century, the Zianids dynasty steadily and falling under the Spinach influence.

When the Spanish took the city of Oran from the kingdom in 1509, continuous pressure from the Berber prompted the Spanish to attempt a counter attack against the city of Tlemcen in 1543. The Spanish did not win to take the city in the first attack, although the strategically vulnerability of Tlemcen caused the kingdom's weight to shift toward the Safer and more heavily fortified corsair base at Algiers. The ruler of Tlemcen is reported to have been advised by a Jewish

viceroys named Abraham, who in the time of the inquisition of Torquemada opened the gates of Tlemcen to tribes of Jews and Moors fleeing Spain.

In 1554, the kingdom of Tlemcen came under Ottoman rule, which was fighting a naval war against the Spaniards across the Mediterranean, and the kingdom of Tlemcen became another vassal of the sultan in Constantinople. In 1671, Tlemcen and Algerian provinces gained effective independence in their own affairs. Then in the earlier part of the 19th century under the French occupation of Algeria, Tlemcen was established as an administrative centre.

As a matter of fact, today the situation of language in Tlemcen consists of significant variation at all linguistic levels, the linguistic characteristics and unique speech habits of Tlemcen city are not present in other parts of Algeria. Tlemcen speakers are so deeply special by the use of the glottal stop (?), and all Algerians easily recognized anywhere by its users that they belong to Tlemcen Town. Dendane (2003:1) claimed that: **“Tlemcen speech, variety of Arabic, has long distinguished itself from other Algerian Arabic dialect by number linguistic features”**. In another word, Tlemcen dialect distinguishes itself from the other dialect by a number of linguistic features.

First, there is the phonological feature, where the most obvious feature that characterizes Tlemcen speech community as an urban community is the glottal stop. Concerning the morphological feature, Tlemcen speech community is characterized by the use of the suffix “u” it is used both as object pronoun as /ʔutlu/ “I said to him”, and a possessive like in /bitu/ “his room”. Finally, another is related to lexical. Each geographical region has its own vocabulary and words use which makes it different from the other region. Tlemcen town has its own rich vocabulary like; you /ntina/ and come here /adʒi/.

1.6.1. Speech Community of Maghnia

Maghnia is a town located in North western Algeria. The area of the city is about 20 km. It is deemed to be the second geographical area in the division of

Tlemcen. It has a population of around inhabitants and it is mainly about 65 km from Tlemcen 137 km South West of Oran and 580 km West of Algiers. Maghnia is also nearby the Moroccan borders. Oujda is only 28 km away from it.

Most significantly, the history of this area is very flush because is a witness to the achievement of many invaders like Quartzite, Basalt and Greek, but the Roman was the first people who arrived and take this town as a castle or military camp .More than that, they gave it the name of « Numerous syrorum »

Additionally, Islam entered to Maghnia town in the seventh century by the peregrine Arab tribes which effected in the region looking for stability. After that and in the 1836, the French invaders come to Maghnia and it colonised in 1843 by the general Beadle. Through the French period, its name was varied to « Lalla Maghnia » After independence it was a part of the division of Tlemcen and again it is recalled Maghnia.

As far as the language use, the speakers of Maghnia utilize MSA in formal fields such as administration and Maghnia dialect in informal situations such as street conversations. Actually, the dialect of Maghnia has taken from French language. Besides, today it has changed because of the contact with the Moroccan varieties.

1.7. Conclusion

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

Chapter Two:

RESEARCH DESIGN AND PROCEDURES

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RESEARCH DESIGN
AND PROCEDURES**

2.1. Introduction

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2.10. Conclusion

2.1 .Introduction

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

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

2.2. Research Design

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

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

2.3. Sample

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

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

2.4. Data Collection

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

2.4.1. Procedures

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

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

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

2.4.2. Steps

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

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

2.5. Research Instruments

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

2.5.1. Students' Questionnaire

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

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

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

2.5.2. The interview

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

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

2.6. Research Approaches

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

2.6.1. Qualitative Approach

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

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

2.6.2. Quantitative Approach

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

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

The quantitative approach helps the researcher making generalisations about the research results.

2.7. Data Analysis

The next step in the field work of any research is the analysis of the findings. It involves organizing, summarizing, and synthesizing the collected data relying on both quantitative and qualitative forms.

2.7.1. The Questionnaire Analysis

Rubric One: Personal Information

Question 1: Place of birth

As it has been mentioned, the questionnaire was delivered to two groups. The results of this question shown that; 50% of the participants were born in Tlemcen. And the other 50% were born in Maghnia.

Table 2.1. Students' Place of Birth

Students Place of birth	Frequencies	percentages
Tlemcen	20	50%
Maghnia	20	50%

Question 2: Origins of parents:

Students were asked about the origins of their parents. In fact, the question revealed that 75% of the students' parents who live in Tlemcen have the same origin (Tlemcen). The rest of the informants' parents (25%) have other different origins such as Nedroma, Maghnia and Oran.

Table 2.2. Origins of Tlemcen Students' Parents

origins students' parents	Tlemcen	Other origins
Father's origine	15	5
Mother's origin	15	5
Percentages	75%	25%

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

Table 2.3. Origins of Maghnia Students' Parents

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

Question 3: The Arabic dialect:

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

Table 2.4. Students' Arabic Dialect

Students The dialect	Frequencies	percentages
Tlemcen dialect	20	50%
Maghnia dialect	20	50%

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

The question aimed to uncover if there is differences between the participants' dialect and their neighboring by ticking the suitable box (a lot, some

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

Table 2.5. Tlemcen Students’ Dialect Differences

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

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

Table 2.6. Maghnia Students’ Dialect Differences

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

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

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

Table 2.7. Kinds of Dialect Differences

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

Rubric Two: Phonological Variation

Question 06: How do you pronounce the Arabic phoneme /q/ in words like /galb/ and /ṭriq/ (heart and route, respectively)?

In this question, the researcher focused on the Arabic phoneme /q/. It had been found that the majority of Tlemcen town speech community people (about 80% of them) use the glottal stop [ʔ]. Where, 20% of the Tlemcen' participants use the [g] sound. On the other hand, all the participants who live in Maghnia declared that they use the [g] sound.

Table 2.8. Pronunciation of the Arabic Phoneme /q /

The pronunciation participants	[q]	[g]	[ʔ]	[k]
Tlemcen' participants	00	04	16	00
Percentages	00%	20%	80%	00%
Maghnia' participants	00	20	00	00
Percentages	00%	100%	00%	00%

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

Informants were asked about the dialectal equivalent of the word butcher. Some Students of Tlemcen town twelve (12) said that they pronounce it /ʒazza:r/. Whereas, eight (08) of them used /dʒazza:r/. In addition, the results of this question presented that the majority of Maghnia's society students (19 participants) declared that they pronounce it /gazza:r/ and one of them circled the option /ʒazza:r/.

Table 2.9. the dialectal equivalent of the word butcher

pronunciation	/gazza:r/	/ʒazza:r/	dʒazza:r/
The participants			
Tlemcen' participants	00	12	08
Percentages	00%	60%	40%
Maghnia' participants	19	01	00
Percentages	95%	05%	00%

Question 08: How do you pronounce the dialectal equivalents of the word /mari:ɖah/ (ill)?

The question attempted to find how the subjects pronounce the words /mari:ɖah/ and /bajɖ/ (ill and eggs, respectively). When analyzing the findings, the researcher discovered that the majority of Tlemcen's students answered that they use the following pronunciation /mrita/. However, all the subjects belonging to Maghnia's town argued on /mrida/.

Table 2.10. the dialectal equivalent of the word ill

pronunciation	/mrita/	/ mrida /
The participants		
Tlemcen' participants	19	01
Percentages	95%	05%
Maghnia' participants	00	20
Percentages	00%	100%

Rubric Three: Morpho-syntactic Variation

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

Moving to the morpho-syntactic Variation, the researcher wanted to ask how the subjects address a woman in their own speech communities. According to the obtained results, eighteen (17) students from Tlemcen origins confirmed that they use /ntina/. And three of them use /nti/ when addressing a woman. While, all students who are from Maghnia declared that they utilize /nti/ to address a woman.

Table 2.11. Ways of Addressing a Woman

pronunciation	/nti/	/ntina/	/nta/
The participants			
Tlemcen' participants	03	17	00
Percentages	15%	85%	00%
Maghnia' participants	20	00	00
Percentages	100%	00%	00%

Question 10: When you invite a female to get in, what do you say?

Students are required to answer how they invite a female to get in using their own dialect. The informants' responses indicate that 50% of those who live in Tlemcen said that they invite a female using the variation of /dχul/, while the rest (50%) use the variation of /duxli/. Unlike the students of Maghnia who all of them selected the variation of /duxli/.

Table 2.12. Ways of Inviting a Female to get in

pronunciation	/dχul/	/duxli/
The participants		
Tlemcen' participants	10	10
Percentages	50%	50%
Maghnia' participants	20	00
Percentages	100%	00%

Rubric Four: Lexical Variation

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

Moving to lexical variations, the researcher asked the participants about how they tell someone "to come". It was found that the students from Tlemcen have different variation like /ʔaji/ or /arwaħ/. On the other hand, All Maghnia's students argued on /rwaħ/ which it looks like the one of Tlemcen's variation.

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

The second question of this rubric aimed to seek what words the participants use for the word “spoon”. The findings revealed that those who live in Tlemcen said that they pronounce it as follow; /mʃilʔa / or / mʃilka /. However, Maghnia’s speech community totally differs from that one of Tlemcen. Maghnia’s students said that they use the items /moghref/ and /mghirfa/.

2.7.2. The Interview Analysis

Rubric One: personal Information

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

Table 2.13. The Interview Participants

participants society	Old	Young
Tlemcen	03	03
Maghnia	03	03

Rubric Two: Linguistic knowledge

Question 03: Are there any significant similarities between Tlemcen speech community and that one of Maghnia?

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

Question 04: If yes, in term of what?

Since all of the interviewees said that there are some similarities, they justified their answers as follow; the majority of them declared that the two speeches are similar in term of meaning, vocabulary, and phonology. One the

subjects responded that it is known that Maghnia is a part of Tlemcen so that it is logically that there are some common words between the two speech communities.

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

The responses given by our interviewees confirmed that there are differences between the two speech communities. They supported their answers by giving examples; first, in term of the accents. Second, the articulation of some sounds such as the equivalent of the word “told you” those who live in Tlemcen pronounce it /ʔelek/, unlike people that live in Maghnia use the variation of /galek/. Also, the diversity of some vocabulary, for example; the word “eggs” in Tlemcen speech community, they use /wlad jdad/. Unlike in Maghnia, people there use the variation of /bid/.

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

Unfortunately, some of the participants were not aware about the reasons behind the gap between the two speech communities. However, others mentioned that the difference between the speech communities related to the borders as they added people that live in a border city are affected by the city beside to it. So that, the neighbouring city leaves an effect on a lot of things like: the speech as well as, the dialect and the accent. The main example that was given in this question is that people of Maghnia are affected by the Moroccan speech community. In the same vein, an interviewee commented that this variation effectiveness may related to that people of Maghnia have Moroccan origins.

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

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

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

Why: /ʕlæf/

Add: /zid/

Bring: /jib/

Go: /rəh/

2.8. Discussion and Interpretation of the Main Results

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

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

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

Furthermore, remarkable results proved that all the informants indicated that there some differences between Tlemcen's speech community and that one of Maghnia. According the analysis of the questionnaire, it is remarkable that each speech community have its own linguistic features including phonological, morphological and lexical levels. Therefore, a confirmation of the second hypothesis is obtained.

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

2.9. Suggestions and Recommendations for Further Research

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

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

2.10. Conclusion

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

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

General Conclusion

General Conclusion

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

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

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

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

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

General Conclusion

investigate their attitudes toward the similarities and the differences between the speech communities studied in this work.

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

Further findings indicated that the reason behind the diversity of the speech communities of Tlemcen and Maghnia goes back to the origins of both people. Some results demonstrated that Tlemcen' people are affected by the Spanish and Turkish, and Maghnia's people are influenced by Moroccan people.

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

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APPENDICES

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

/ʒazza:r/

/dʒazza:r/

/gazza:r/

9. How do you pronounce the dialectal equivalents of the word /mari:ḍah/ and /bajḍ/ (ill and eggs, respectively)? Circle the appropriate answer.

/mriḍa/

/mriṭa

/bi:ḍ/

/bi :t/

Rubric Three: Morpho-syntactic Variation

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

/nti/

/ntina/

/nta/

11. When you invite a female to get in, you say: (circle the appropriate answer)

/dχul/

/duχli/

Rubric Four: Lexical Variation

12. What dialectal word do you use to tell a person 'to come'?

.....

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

.....

Thank you for your cooperation.

Interview

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

Rubric one: Personal Information

Age:

Origin (place):

Rubric two: Linguistic knowledge

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