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Speech Accommodation among Non-Tlemcenian Women in Tlemcen Community

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Dedication

To my precious parents and my daughter.

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Abstract

The present extended essay seeks to investigate speech accommodation among non-Tlemcenian women in Tlemcen community. Therefore, its main objective is to determine and gauge its extent and the set of factors that either facilitate or hinder this linguistic phenomenon. The descriptive design of the present case study has implemented both qualitative and quantitative methods in analysing the results obtained from a questionnaire administered to forty-eight informants. The findings of the study have indicated that speech accommodation does exist among the informants in a relative rate. It has also been revealed that the factors that facilitate speech accommodation stem from the will of the participants to integrate with the local community via the constant and daily contact and interaction with its members. As for the hindering factors, the study has concluded that these are mainly due to the excessive use of the glottal stop in Tlemcen speech and its rapid flow.

Keywords: speech accommodation, women, Tlemcen community, relative rate, facilitating factors, integration, hindering factors, glottal stop, rapid flow.

Table of Contents

Chapter One: Literature Review.

Chapter Two: Data Collection and Analyses.

List of Pie Charts

List of Acronyms and Abbreviations

AA: Algerian Arabic

CA: Classical Arabic

C. E: Common era

CS: Code switching

H: High

L: Low

MSA: Modern Standard Arabic

SPSS: Statistical Package for Social Sciences

List of Phonetic Symbols (IPA)

Arabic	Gloss	Arabic	Gloss
[ʔ] [ʔamal]	hope	[ɖ] [ɖaw]	Light
[b] [bərd]	cold	[□] [□we:l]	tall
[t] [tu:m]	garlic	[ð] [ðala:m]	darkness
[θ] [θaldʒ]	snow	[ʕ] [ʕayn]	eye
[dʒ] [dʒna:n]	garden	[ɣ] [ɣia:m]	cloud
[ħ] [ħaj□]	wall	[f] [fumm]	mouth
[χ] [χe:□]	thread	[q] [qurʔa:n]	Quran
[d] [da:r]	house	[k] [kora]	ball
[ð] [ðiʔb]	wolf	[l] [lima]	lemon
[r] [raqba]	neck	[m] [mliħ]	nice
[z] [zi:t]	oil	[n] [na:s]	people
[s] [sətta]	six	[h] [ra:s]	head
[ʃ] [ʃəmʕa]	candle	[w] [wa:d]	river
[ş] [şalɑ:t]	prayer	[j] [jəd]	hand

Arabic vowels

Vowels	Gloss
[a] [mlaħ]	Salt
[u] [kul]	Eat!
[i] [lima]	a lemon

General Introduction

General Introduction

It is commonly known that in order to achieve an effective communication, it is crucial for speakers to share necessity and find identification. This is the reason why speakers all too often shift their communicative styles in response to that of their interlocutors. In other words, speakers tend to adjust their speech for the sake of attaining reciprocity of others and hence reaching their communicative purposes.

This process in sociolinguistic terms is referred to as speech accommodation and, as mentioned above, it denotes the adjustment of speech during the communicative act. In other simpler words, when people interact, their vocal patterns and even their gestures are accommodated to those of others. It is also enlightening to add the fact that this theory was basically developed to prove and sustain the value and the merits of the social and the psychological dimensions of the dynamics of speech.

The essence of this theory, therefore, is the sound examination and explanation of the motives underlying certain shifts in people's communicative styles and the social implications that are likely to stem from this communicative process.

Within this course of thought, the present study constitutes an endeavor to investigate and therefore explain the phenomenon of speech accommodation among women in Tlemcen speech community. The very problematic issue is then to measure the extent of the occurrence of this kind of speech adjustment by women who are originally outsiders to the Tlemcenian community. The study therefore seeks to answer the following questions:

1. To what extent do non-Tlemcenian women accommodate their speech to that of Tlemcen community?

2. What factors would facilitate the adjustment of their speech to that of Tlemcen?

3. What factors would hinder their accommodation process?

In line with the aforementioned questions, the following hypotheses have been putforward:

1. It is presupposed that speech accommodation among the target respondents exists in a proportional extent.

2. It is hypothesized that the daily interaction of the respondents and the intimacy with other speakers from the local community are among the major factors that facilitate their speech accommodation process.

3.It is supposed that the specificities of Tlemcen speech particularly the excessive use of the glottal stop and its rapid flow are the main factors that would hinder the accommodation process.

To achieve the objectives of present case study, a questionnaire was submitted to forty –eight respondents and the results of the study have accordingly been discussed and analyzed quantitatively and qualitatively to come up with relevant answers to the major queries of this research.

The general layout of the present dissertation falls under two main chapters. The first chapter is typically theoretical and seeks to delimit the framework and the scope of the subject matter. Within it, the relevant literature review surrounding language and the different linguistic phenomena have been touched on. The chapter equally seeks to cast light sketchily on the linguistic situation in Algeria with a particular focus on the issue of the linguistic diversity and the implication it carries.

The second chapter is practical and constitutes the fieldwork of the present case study. It is mainly devoted to data collection and analysis. It presents the results obtained from the submitted questionnaire and the general implications of the study from a sociolinguistic standpoint.

Chapter one :

Literature Review

1.1 Introduction:

The bulk of this chapter is devoted to surveying the relevant literature review relating to language and linguistic phenomena. It therefore sheds light on the most important concepts that enlighten the significance of language in human societies. These include those governing language contact and dynamics, namely bilingualism, code switching, diglossia and borrowing.

The chapter has also focused on the phenomenon of speech accommodation, which is the subject matter of our study in this dissertation specifically in the community of Tlemcen.Subsequently, the chapter touches on the linguistic situation in Algeria to show the linguistic diversity in the country and its implications.

1.2 Language in Society:

Society is a subject of various debates in matter of its definition, it can be seen through many angles and dimensions, because of its importance .i.e: it imposes itself in every research study especially the human sciences and social sciences which include sociology, social psychology, cultures,...etc.

According to Cambridge dictionary:

> people are considered as a group, or a group of people who live together in aparticular social system" , "a large group of people who live together in an organized way, making decisions about how to do things and sharing the work that needs to be done. All the people in a country, or in several similar countries, can be referred to as a society. (2011, p.790)

It is difficult to imagine a human society without language, because language is the mean of communication that need all societies or communities. By language ,people can have relationship and can interact .So, language is an evidence in society.

A group of people interact using language and we can identify this community by

knowing its specific language or dialect, so, we can say that   language and society is closely related and work together as a pair of scissors, in other words language can be considered as in indicator and one of symbols of a specific society or community.

Sapir (1921,p 7) defined Language as**:** "Language is a purely human and no instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols"

Every person acquires the ability to make use, as both sender and receiver. In spoken language, people use sounds which are the result of specific organs which are called organs of speech i.e (mouth and throat…). In effective language, people use signs like body movement, or facial expression, and with this people can convey information about feeling, emotions which can indicate effectively the humour of the speaker, which is very important in communication and interaction between people.

Using language helps people to coexist and in the growth and development of society. It is hard to conceive the society without language because humans are created by God and distinguished from other creatures with the mind. And with the mind, human invented language which enables him to interact and show opinions, share and convey ideas, express emotions and so forth.

Sapir (1921)views the concept as:

> Human beings do not live in the objective world alone, nor alone in the world of social activity as ordinarily understood, but are very much at the mercy of a particular language which has become the medium of expression for their society. It is quite an illusion to imagine that one adjusts to reality essentially without the use of language, and that language is merely an incidental means of solving specific problems of communication or reflection. The fact of the matter is that the "real world" is to a large extent unconsciously built up on the language habits of the group. No two languages are ever sufficiently similar to be considered as representing the same social reality. (p. 69)

1.3 Language Contact:

It is the case when people are obliged to use a new language when they are faced to be in contact with new groups that use different varieties of language. According to

Weinreich (1953)   language contact occurs when two or more languages will be said to be in contact if the same persons use them alternately.

Wei (2007) designates language contact as "a contact between users of different languages". He discerns that there is a diversity of approaches to language contact; some researchers regard it as a primarily a socio-historical issue while others focus on the structure aspect of specific contact phenomena such as lexical borrowing, pidgims and creoles , and contact include linguistic change.

According to Baker &Prys (1998) as cited in Wei(2007), seven external factors contributing to language contact which are:

* Political or military acts cause colonisation, annexation, resettlement and federation, which can have linguistic effect. Eg: the former British, French, Spanish, Portuguese and Dutch colonies in Africa.

* Natural disaster can be the cause of resettlements in which a new language situation emerges.

* Religion: choosing a country to live because of its religious significance or to leave a country for its religious oppression. People have to learn and deal with the new language.

* Culture: a desire to belonging in specific ethnic, cultural or social group usually means learning its language. Otherwise, minorities wish to maintain their own languages, which are different from the language promoted by the governing state.

* Economy: the case of people who have migrated to find work in order to improve their standard of life.

* Education: the use of English as an international language inquires learning this great language in school.

* Technology: using technology nowadays such internet has led to a further expansion of the use of English.

Weinreich (1953, p.1) notes that bilingualism and interference are the result of language   contact   which regards it as:

> The practice of alternately using two languages will be called bilingualism, and the persons involved, bilingual. Those instances of deviation from the norms of either language, which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e. as a result of language contact, will be referred to as interference phenomena. It is these phenomena of speech, and their impact on the norms of either language exposed to contact, that invite the interest of the linguist.

1.3.1. Language and Gender:

Knowing that language is specific to the human being, men a women use it in the daily life communication, but do they use the language in the same way, or is there a language specificity for each gender, or in otherworld is sex considered as a factor influencing language?

Language and gender is an interdisciplinary field of study that is interested in investigating gender, gender relations, gender practices and sexuality in relation to language use. It tries to observe how gender differences and inequalities are represented in language within sociocultural contexts.

In earlier times, men /women's speech was studied considering sex as a social variable. It was by 1980's that the shift was from sex to gender in terminology.

Coates (2004) pointed out the differentiation 'sex' and "gender' as:

> Sex' refers to a biological distinction, while 'gender' is the term used to describe socially constructed categories based on sex. Most societies operate in terms of two genders, masculine and feminine, and it is tempting to treat the category of gender as a simple binary opposition. Until recently, much of the research carried out on language and gender did so. But more recent theorising challenges this binary thinking. Gender is instead conceptualised as plural, with a range of femininities and masculinities available to speakers at any point in time. (p. 4)

Feminist theories distinguish between sex as a biological category (i.e male and female) and gender as a socio-cultural phenomenon that signifies masculine and feminine behaviours in terms of continua (Holmes 2011). In addition, some scholars argue that one should reconceptualize sex as being a socio-cultural construct.

Lakoff (1975) is viewed as one of the pillars in this field. According to her, there is a difference in the choice and frequency of lexical items; in the situation in which certain syntactic rules are performed; in intonational and other supersegmental patterns.

Her work (1975) *language and Women Place* paved the way for further researches in feminist linguistics. Different approaches are used to study existing differences between male and female in speech. The biological approach (1960s) viewed gender as an innate characteristic. In 1975, Lakoff suggested that women are expected to use a feminine language that distinguish them from men. This version is seen as deficient in comparison to men's language. This approach is known as the deficit approach. Furthermore, Lakoff in the dominance theory claims that women's subordinate status in society is reflected in their language use. To say it in another way, she views that men are dominant and have power over women. Thus, inequality of power is the main difference between the two. So, men use language in a way that reflect their power in opposition to women.

As a reaction, the cultural difference approach was developed. It considers men and women as equal but different from each other. It is based on the assumption that differences between men and women are cross-cultural. In this respect, Tannen (1986) asserts:

> Male-female conversation is always cross-cultural communication. Culture is simply a network of habits and patterns gleaned from past experience, and women and men have different past experiences. From the time they are born, they are treated differently, talked to differently, and talk differently as a result. Boys and girls grow up in different worlds, even if they grow up in the same house. And as adults they travel in different worlds, reinforcing patterns established in childhood.(p,125)

Therefore, women and men are differently exposed to society and develop distinct treats. In addition, the social constructionist approach suggests that gender is constructed through interactions.   Hence, gender plays a central role in building identities and women /men roles. Indeed, gender is a social variable of a great importance to the study of language variation.

1.3.2. Language and Age:

Among the specificities of language, there is style of speech depending to ages of speakers. Children have not the same style of speech like elderly especially in term of vocabulary. We feel that when observing children talking, and when we address the children we must readapt and accommodate the style in order to be simple to understand by the young receivers.

This inequality of speech is perhaps related to the simplicity of thinking or the problem of expressing thought. According to Joffe, Cruice&Chiat (2008), people are faced with the constant challenge of expressing their thoughts to others, and interpreting the beliefs and ideas of the people around them. They added that regular interlocutors of individuals with severe language impairment are often convinced that beneath the linguistic difficulty, there is a rich mental world. But they highlighted that this impression runs counter to some theories on the relation between language and thought. They agreed with scientists who make a close connection between the ability of thinking and language because unthinkable of thoughts without certain linguistic forms. Stilwell (2004) considers age as:

> An important cultural category, an identity marker and a factor in producing language variation within a speech community. The way we talk about young children and the elderly reflects JEAN STILWELL PECCEI 130 their special status in our society, a status which is partly determined by the amount of social and economic power which these groups possess. There are parallels between talk addressed to young children and talk to the elderly. These parallels cannot be explained entirely by physical and mental immaturity in the case of young children or by physical and mental decline in the case of the elderly. The status of young children and the elderly in our society, and culturally determined beliefs and stereotypes about their communicative abilities, can play a significant role in producing these parallels.(p.131)

Hamilton (1999) who has focused research to old persons; mentioned the complexity of studying age groups or categories taking into account the fact that sixty-five-year-olds are often different in many ways from eighty-five-year-olds or those over one hundred years old. She distinguished between the chronological age and the perceived age and mentioned that:

> Time constraints frequently do not allow for the kinds of complex evaluations necessary to take into account individuals' perceived age, levels of activity and independence, etc. And, of course, in some studies, the researchers are specifically interested in chronological age, not perceived age, as it relates to a variety of other factors. (p.7)

1.3.3 Bilingualism:

For different reasons, many societies have a linguistic diversity. As a result, there are bilingual societies and people use more than one language in their interaction. Giving example of Algeria, people use French and Algerian Arabic in their daily life speech and classical Arabic in specific situations. This linguistic duality, which is bilingualism, leads the society to use a particular linguistic richness like diglossia, code switching, code mixing, and borrowing. According to Cantone (2007), various contributions have a great impact on the study of bilingualism. This social phenomenon has a great importance in sociolinguistic research, because of its prominence in the language variation system. Many linguists have given several definitions. Bloomfield (1933) ,for example, introduced bilingualism as the perfect mastery of two languages while others see that the minimum control of two or more languages is also considered as bilingual.

1.3.4 Code Switching:

In the daily life, many people, mix two varieties of language in the same conversation this phenomenon is linguistically called code switching. Using code switching is a natural phenomenon because people can understand words (ideas) in both languages.

Therefore, they can use these words in a normal conversation. Researchers studied this phenomenon in order to investigate how, when and why people do it, or in which circumstances do bilingual switch from one language to another. The sociolinguistic factor plays an important role in code switching; this is due to the nature of groups' language. In addition, according to Gardner-Chloros (2009), the monolingual can use CS, by switching between dialects, registers, levels of formality, intonations etc.

Within particular societies, sub-groups can be identified by their characteristic CS patterns, as monolinguals can by discourse styles and registers. CS therefore helps us to understand identity formation and expression in bilinguals(Gardner- Chloros,2009).

1.3.5 Diglossia:

It is the use of two varieties of language H and L (formal and informal) in the same community. According to Ferguson (1959) diglossia occurs, "where two varieties of a language exist side by side throughout the community, with each having a definite role to play" (p,232).Some examples cited by Ferguson: Classical Arabic (H) and

Colloquial Arabic (L), Standard German (H) and Swiss German (L) in Switzerland, Ka tharevousa (H) and Dhimotiki/Demotiki (L).

Fergusson identified and made distinction of (H) and (L) in nine (9) rubrics: phonology, lexicon, grammar, stability, standardization, acquisition, literary heritage, prestige and function. Fishman (1967) proposed an expansion of Ferguson's definition of diglossia in two respects: firstly, in diglossic speech community there is a use of more than two languages. Ferguson (1959) introduced diglossia as follows:

> Diglossia is a relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation. (cited in Wardhaugh, 2005,p.89)

According to Fishman (1967), diglossia refers to all kinds of language varieties, which show functional distribution in a speech community. Concerning Ferguson's 'standard-with-dialects' distinction to the use of related or unrelated languages Fishman illustrates enlarge diglossia by giving exemple of Paraguay where Spanish is used in formal contexts, and Guarani is reserved to the informal speech. Both languages are separate and unrelated.

1.3.6 Borrowing:

Sometimes we use mixture of words and sentences in the same conversation or in another word, we use foreign words in language speaking or writing, this phenomenon is linguistically called Borrowing. For Bates L. Hoffer:

> Borrowing is the process of importing linguistic items from one linguistic system into another, a process that occurs any time two cultures are in contact over a period of time. Haugen's 1950 article on borrowing marks the beginning of the current interest in the topic. Much of the earlier work had dealt with historical linguistics and much of the following work has dealt with other areas of linguistics. The early study of the process of borrowing and its results emphasized items from the linguistic systems such as vocabulary, phonology, grammar. In the last four decades added emphasis has been given to the study of the borrowing of other elements in communication systems. (2002, p2)

According to Field (2002),the term borrowing will be used to refer to the integration of forms into a recipient language. The importation of foreign words or morphemes into one's native language typically include various degrees of phonological adaptation, he adds another possibility that is the direct borrowing of foreign phonemes (or close approximations). And he takes in consideration two main factors (social in which he expose reasons for borrowing that have been posited by researcher in recent years, and linguistic factor in which he discusses two factors often cited as playing promoting roles in borrowing which are frequency and (formal) equivalence :

A) Social Factors:

- ❖ as a result of the cultural dominance of the donor language (Watson 1989, p 49–51; Mougeon and Beniak 1989, p 303–307; Hill and Hill 1986, p 4; cf. Gal 1989, p 318).

- ❖ to be associated with speakers of the dominant language (and gain socially from its prestige) (Mertz 1989, p 112; Hill and Hill 1986, p103ff; Thomason and Kaufman 1988, p 44ff; Grosjean 1982, p 336–337).

- ❖ to fill lexical gaps in a recessive language well along in the process of shift (Myers-Scotton 1993, p 167; Huffines 1989, p 212; Bavin 1989, p 270ff; Haugen 1989, p 65; Grosjean 1982, p 336; Karttunen and Lockhart 1976, p 16ff).

- ❖ to facilitate understanding with younger speakers who are no longer familiar
  with original forms of the recessive language (Bavin 1989, p 277; Haugen 1989, p 67).

- ❖ for affect or convenience (Hoffmann, 1991, pp.102–103; Grosjean 1982: 311–313).

B- Linguistic Factor: frequency refers to how often specific items occur in a donor language. Relatively, Field asserts that:

> Frequently occurring items may have a pushing effect on a borrowing language: on the one hand, the more frequent an item is in the donor, the better it is as a candidate for borrowing; on the other, the more frequent an item is in the recipient language, the more of an inhibiting affect it will exert, thereby resisting or blocking the borrowing and subsequent usage of a corresponding lexical item from the donor. (2002, p.4)

Concerning equivalence, which is related to world class, he added that:

> Whether or not a particular form finds a structural or formal equivalent (usually defined as an equivalent form class such as N, V, Adj, and so on), which will either facilitate (if the answer is in the affirmative) or inhibit its inherent borrowability. (2002, p.4)

1.4 Speech Accommodation Theory:

Based on the general idea that language is a means of communication and that its most common form is speech, it is noticed in daily communication , that people and especially by interchanging their ideas, they tend to upgrade or to accommodate their style of speech according to the situation and according to the ends they want to achieve.

However, in some situations ,when the individual is not ready or does not want to improve or soften the atmosphere of the debate, and there the accommodative situation changes.

According to Giles (2016), the professor of communication at the University of California, speech accommodation concerns the linguistic behaviour by which people try to emphasis or minimize the social difference, they interact through verbal communication or through gestures.

On this basis, it can been argued that accommodation in its broadest sense refers to the adaption of linguistic, paralinguistic or nonverbal behaviour in a given speech community. Therefore, such linguistic phenomenon exists as a continuum. Yet, for the sake of the ease of description rather than definition, it is usually broken into three main processes: convergence, divergence and maintenance. Convergence denotes changing one's behaviour to be more like those with whom one is communicating. Divergence implies the movement away from the behaviour of those with whom one is communicating.

Maintenance, on the other hand, refers to keeping one's language style the same (not adapting in relation to one 'conversational partner. In this specific context, Boggs & Giles (1999) accordingly posit that "appropriate accommodation involves complementary matching of the partner's behaviours" (p.229). What follows, is a short descriptive account on the three dimensions of communication accommodation theory.

Convergence in its essence refers to adjusting one's communicative behaviour in order to be more similar to another's. This linguistic phenomenon has recently studied been subject to extensive research in laboratory as well as naturalistic settings.

More recently, researchers have more and more begun to examine convergence in mediated and online environments as well. To illustrate this state of affair, one might refer to the example of the study carried out by Danescu Niculescu-Mizil, Gamon, and Dumais (2011), who investigated adjustment on Twitter where they found that users often converged to one another in their tweets on a wide range of linguistic features, despite the limitations posed by this particular social medium. What is more, the interesting remark is that people have been shown to converge not only toward human, but also toward computer conversational partners or instance, when interacting with computer-animated personas, children have been shown to converge in terms of both speech amplitude.

Divergence, on the other hand, denotes adjusting one's communicative behaviours to be more dissimilar to another's. For instance, Bourhis and Giles (1977) came to the conclusion that when an English speaker describes Welsh as a "dying language with a dismal future," Welsh participants tremendously broadened their Welsh accents and some even introduced Welsh vocabulary into their responses.

Lastly, maintenance implies sustaining one's default level of communication, without adjusting for others. For example, Bourhis (1984) had a female confederate approach bilingual (English-French) pedestrians in downtown Montreal (Quebec) to ask for directions in either English or French. When the request was voiced in French, almost half of the Anglophone pedestrians responded in English (i.e., maintenance of default language).

What should be noticed and accentuated is the fact that convergence and divergence can both take multiple forms depending on the social value, degree, symmetry, modality, and duration of the behaviour.

1.5 The Linguistic Situation in Algeria:

The linguistic situation in Algeria is generally characterized by the existence of three languages. Arabic with its varieties: Classical Arabic, Algerian Arabic, Modern Standard Arabic, Berber, and French.

1.5.1.Arabic

The Arabic language is a Semitic language. In fact, the origin of Arabic goes back to the pre-islamic Arabic, then, it became very important in Islam, because Muslims believe that God revealed his word in Arabic to the prophet Mohamed .There are three main varieties of Arabic : classical Arabic, modern standard Arabic , and vernacular.

1.5.2.Classical Arabic

Classical Arabic (CA) enjoys a   prestigious status because it is the language of the holly Quran. However, it is worth noting that no one in the Arabic world is raised to speak standard Arabic as his mother tongue. The latter will be the social variety of the community, whereas standard Arabic is the official and the formal one. Classical Arabic is

learned at school, as it is part of child's education at home.

1.5.3. Modern Standard Arabic (MSA) :

Modern Standard Arabic differs from Classical Arabic at different levels. Each of them constitutes the written form traditions of various cultural and historical periods. Nowadays, Standard Arabic is also known as Modern Litrary Arabic and formal Arabic; it is used as the written medium at the official occasions as well as in intellectual and academic grounds such as in press, media, radio channels, political meetings, and socio-economic fields. In fact, Modern Standard Arabic and its status is clearly stated in

the Algerian constitution since 1963, and this variety does not exist only in Algeria, but through the other Maghreb communities as well.

1.5.4. Algerian Arabic (AA):

Algerian Arabic is the mother tongue of the majority of Algerian people who use it in their daily interactions. This medium serves an essential means to acquire the social rules which in turn determine behaviours. It is also referred to as Darija which literally implies a sort of a mixture of various languages that have previously existed in the Algerian community throughout history .These would include: Spanish, Berber and French. To explain this linguistic phenomenon Grand Guillaume (1983) argues that   the mother tongue of the people of the Maghreb is either an Arabic or a Berber dialect. Nowadays, the French language from which it has taken a large amount of borrowed words and expressions significantly pervades Algerian Arabic.

1.5.5.French:

The French language in Algeria is the result of the French colonization, which lasted for more than 130 years. During that time, the French settlers used and imposed their language in all instructions. Indeed, the French colonizers did not only have a military mission but their conquest of Algeria prompted them to generalise the use of their language. From this colonial and imperial perspective, they strived further to eradicate the Arabic language   and instead promote the French language as the official language of the country.

It is also worth adding that the colonial presence of France in North Africa has significantly contributed to the intensity and popularity if the French language in this region**.** Indeed, French became the only language in the Maghreb due to the continuous conact as well as interactions of the Algerian people with the French settlers.

Algerians to this day continue using many French expressions .such expressions contain short remarks such as [*c'est beaucoup*] for "too much" . [*c'est bon*] for "it is Ok" in addition to greeting expressions such as [*ça va*] for "fine".

As stated earlier, it goes without saying that the French colonizers intended to assimilate Algerians by driving them to their culture and language. Yet, it is easy to notice that in Algeria, this language continues to have a deep impact on the sociocultural ground, particularly at the linguistic level where it enjoys an essential role in the community in different fields and more precisely at administrative institutions.

1.5.6. Berber:

Berber is a variety which has existed before Arabic in the Maghreb region. Historically speaking, ancient Berbers used Tifinagh (Beber language), as they have always lived in some parts of Algeria. Indeed, there are some areas of the country, which are still considered to be typically Berbers, and people in these areas are still strongly attached to Berber. This is for instance the case of the Kabily region. (Grand Guillaume, 1983).

 1.6 Conclusion:

This chapter was devoted to give brief details related to different linguistic phenomena, such as bilingualism, code switching, diglossia, and borrowing after indicating the main figures of language contact. In the second part, it shed light on the sociolinguistic concepts including speech accommodation, and the characteristics and different varieties existing in Algeria.

Chapter Two:

Data Collection and Analysis

2.1. Introduction

The present chapter is devoted to the collection and analysis of data. It first provides an overview on the setting and background of the present case study. It also introduces the followed methodology and the research design.

The present study has relied on a questionnaire as a basic research instrument for data collection. It was addressed to forty eight (48) informants from different age categories to collect maximum amount of data on speech accommodation phenomenon among women in Tlemcen speech community. The research design has involved both methods (qualitative and quantitative). Finally, the chapter reports the discussion and interpretation of the findings of the study.

2.2. Setting and Background

The present study is a sociolinguistic research that was carried out in Tlemcen. This latter is a town located in the North West of Algeria, bordered by the Mediterranean sea on the North, the Wilaya of Naama on the South, the Willayas of Ain Temouchent and Sidi Bel abes on the East, and Morocco on the West. Tlemcen was first founded by the Romans in the 4th century C.E and became a Roman colony with a catholic diocese before it was conquered by the Vandals and came later on under Islamic rule in 708 AD.

The 11th century C.E saw the take-off of the city under the Islamic rule. Under the Almoravids dynasty, the city emerged as one of the most prominent commercial centers and a major port of the time, thanks to its proximity to the Mediterranean. The city was then made capital of the Kingdom of Tlemcen by King Abdulwadid Al Zenati (from the Zenata tribe) in 1282 and continued to be so till the 15th century E.C, when the Kingdom extended its control to the entire Atlas Mountains in Algeria, reaching till the borders of today's Tunisia.

After the fall of Andalusia, Tlemcen played an important role in Islamic history as it received migrants from Cordoba, Granada and other cities of Andalusia. Historians estimate the number of migrants who flocked to the city by the end of the 15ᵗʰ century CE at hundreds of thousands.

Today, Tlemcen is one of Algeria's major tourist destinations thanks to its various tourist attractions such as the caves of Ain-Fezza, Mansourah and Nedroma, Port Honine, and several ancient mosques.

Historically, Tlemcen is regarded as an urban city with highly conservative attitudes and specific cultural features. Indeed, the speech of Tlemcen, which is considered as an urban variety, is typical and is marked by a particular set of linguistic features, particularly the excessive use of the glottal stop (ʔ) among women. . (Dendane,2006)

2.3. Participants

The present case study is *par excellence* a sociolinguistic research that aims to understand the phenomenon of speech accommodation among women in Tlemcen speech community .Therefore, the informants of the study are forty eight (48) women from different age groups ranging from 20 to 48 years old and who accepted to take part in the present study. It is worth noting that all the participants derive from other towns and cities and who have been living in Tlemcen at least for five years. This in turn was significant for attaining a sound understanding of the investigated linguistic phenomenon. Moreover, the participants were randomly selected from different backgrounds. This has also added an impetus to the significance of the study.

2.4. Research instrument

In social sciences research, data is usually gathered via the use of a number of research instruments. These include: questionnaires, surveys, interviews, observation, action research..etc. Yet, it is crucial for a researcher to make sure that the instrument(s) is/are reliable and correspond to the nature of the conducted research.

To put it simply, the feasibility of research heavily depends on the adequacy of the instruments. Indeed, the appropriateness of the choice of the research tools is the key to attain the target objectives.

Within the present study, the researcher has opted for a questionnaire as a primary source of gathering data about speech accommodation among women at Tlemcen speech community. Below is an account on the specificities of questionnaires and their usefulness in collecting data.

2.4.1. Questionnaire

The questionnaire is a popular instrument used for collecting data and recording information about a particular issue .It is efficient in social sciences research. Indeed, implementing this tool of investigation in socio- linguistic research helps us to gather a data, which can be significant in explaining a given issue, or phenomenon. In its essence, the questionnaire is "any written instrument that present respondent with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." (Brown, 2001, p.6).

Ideally, the questionnaire must have a well-defined purpose in direct relationship with the general objective of the undergone research. The informants ought to be informed in advance about the purpose of research and the significance of their contribution in it. Moreover, they should be reassured that the data they provide on the questionnaire will be maintained confidential, particularly their identities and other personal details. This is indeed part of ethics of research.

The importance and significance this research instrument reside in its efficiency and practicality in gathering and generating large amounts of data with easiness. In addition, implementing questionnaires facilitates considerably the researcher's task in identifying the corresponding respondents.

In order to improve the quality of questionnaire, the researcher has to mindful to the structure and formulation of the questions. These latter should ideally be ordered to in terms of rubrics to facilitate the task of the respondents. Therefore, it is advisable to begin with more general questions moving to the specific ones. Another important issue in designing questionnaire is the length parameter. Therefore, it is preferable to avoid opting for lengthy questionnaires as this might impede and reduce response from informants.

After designing the questionnaire comes the phase of what is technically referred to as administering. But prior to that, the researcher has to pilot the questionnaire with a number of respondents from the target population. This indeed for the sake of checking and testing the design and clarity of questions and statements. Piloting the questionnaire is significant and useful because it allows the researcher to spot, correct and adjust things.

Within the present study, the questionnaire was addressed to forty-eight 48 women for the sake of collecting data about the phenomenon of speech accommodation. The objective was to gather maximum data in this respect to come up with solid explanation of the extent of speech adjustment among our informants as well as locating and identifying the factors that both facilitate and hinder their communicative accommodation.

Basically, the questionnaire within the present case study is composed of three main rubrics. The first one contains general questions relating to the profiles and backgrounds of the participants. The second one is devoted to questions concerning the act of accommodation and its frequency.

The last one envelops queries about the major factors that would facilitate or hinder the process of accommodation among the participants. The present questionnaire, to note, includes open ended and close-ended questions. The researchers has also piloted the present questionnaire with a small group from the target population, and this in turn allowed adjusting some misunderstood items before administering it to larger population.

2.5.Data analysis Method:

Conventionally and technically speaking, the process of ordering and organizing data is referred to as data analysis method. This is because raw data cannot by no means be informative unless they are organized and described. Therefore, data analysis ought to be undertaken in order to organize and analyze the gathered data and ultimately come up with relevant conclusions. The process of data analysis in short refers to sifting, organizing, summarizing and synthesizing the collected data.((Dornyei, 2007).

Within the present research and in accordance with its nature both qualitative and quantitative procedures were employed for the sake of controlling and soundly explaining the different dimensions and implications of the gathered data. It is also worth adding that combining both methods is likely to result in solid and feasible research. In what follows is an overview on the major characteristics of both methods of data analysis.

2.5.1. Quantitative Method:

This method of data analysis is all too often associated with large scale research, but it can also be implemented in small scale research, not least in case studies. The objective of this method is to explain a given phenomenon by gathering numerical data that are primarily analyzed via mathematical and statistical methods. Therefore, a

quantitative data analysis method relies basically on the numerical analysis that can be carried out by using statistical software such as (SPSS) henceforth Statistical package for Social Sciences.

In quantitative analysis, the researcher calculates results and classifies them to come up with an explanation and interpretation of the phenomenon under investigation. (Dornyei, 2007).

2.5.2. Qualitative Method:

The Qualitative method of analysis entails organizing, accounting for and explaining the gathered data without using numerals and statistics. Hence, the objective of such method is to unveil and describe a given phenomenon, not least a socio-linguistic phenomenon and to understand it from the perspective of the informants.

On this basis, the findings obtained from a qualitative research are all often explanatory in nature. In other words, they are interpretive seeking to provide a sound and full understanding of the informants' data and experiences. This is the reason why this method of analysis is originally traced back to the kinds of methodologies that are practiced in anthropology and sociology in the investigation of human behaviour, and within which the role of the researcher would not ,by no means, influence the regular and natural behavior of his/her respondents.(Cohen, Lawrence & Keith, 2007).

2.6. Limitations:

The present research was an attempt to describe and explain the phenomenon of speech accommodation among women in Tlemcen speech community. It is descriptive in its nature and cannot be generalized for larger scales because of the following limitations:

- The number of the participants is quite small vis-à-vis the number of the target population.

- The researcher relied on one (1) research instrument. Though this was due to time shortage, it would have been wiser and useful to employ other research instruments, such as interviews, recording, or observation.

2.7. Results:

The results of the present study are as follows**:**

Q1. How old are you?

This question was addressed to the informants to get an idea about their general profile and background and also to know which of the groups had. The results revealed that the informants' age varies from 20 to 48 years old.

Q2. Where are you originally from?

The answers to this question indicated that the informants come from different regions of the country especially from the West.

Q3.What do you do for a living?

This question was also part of getting an idea on the informants' profile and background, and the answers showed that the participants have different professions (administration, teaching, business, studying).

Q4.How long have you been living in Tlemcen?

The responses to this query revealed that the majority of the respondents have been living in Tlemcen for more than five (5) years.

Q5.How would qualify the speech of the people of Tlemcen?

This question was an attempt to have an idea about the respondents' general impression on the speech of the people of Tlemcen. In this context, the informants provided two main answers. The former is that the speech of Tlemcen is quite unique and restraint to the local population. The latter however indicated that Tlemcen speech is not that unique or specific as they argued that Tlemcen after all is part of Algeria and the Algerian dialect is quite common across the country.

Q6.Does your original speech differ greatly from that of Tlemcen?

The intention behind this question is to measure the extent to which the speech of Tlemcen differs from that of the informants. In their response to this query, 50 percent of the respondents said that their original speech differs greatly from that of Tlemcen. The other half however do not see a big difference between their original speech and that of Tlemcen community.
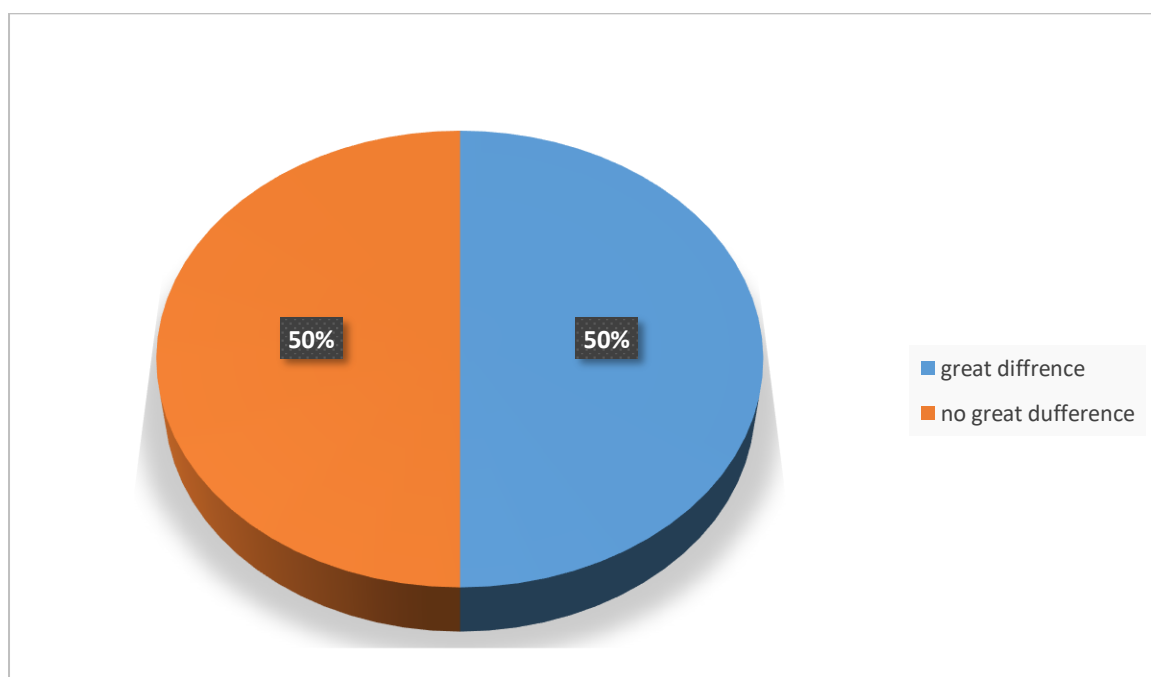
Pie chart 2.1. Respondents' opinion on the difference between their speech and that of Tlemcen.

Q7. Would you please specify some of these differences?

This question had the intention to bring into play some of the most common differences between the respondents' original speech and that of the people of Tlemcen. In this respect, the vast majority of the informants referred to the glottal stop (ʔ), which is commonly and specifically identified with the people of Tlemcen, particularly those living in the urban areas. Some of the respondents pinpointed to other differences in some of the most common words such as "rayad", | r a j j d | (stop in English) which is quite specific to Tlemcen as opposed to (hbas) | ħ b a s | which is frequently used elsewhere.

Q8. Did you find it difficult to get accustom to Tlemcen speech? Why?

This area of enquiry within the present study targeted measuring the extent of integration and harmonization of the informants with the speech of Tlemcen. The results revealed that 60 percent of them found it difficult to acclimatise with the specificities of Tlemcen speech. The other 40 percent said that they did not find it difficult to get accustom to Tlemcen speech.

In justifying their answers, the former category argued that the process was quite difficult because they were raised in a different community .This fact was accentuated by those coming from the East of the country ; they added the fact that Tlemcen speech is in itself specific, and here again they evoked the use of the glottal stop (ʔ) in Tlemcen.

The latter category opined that the integration process was not difficult because there are countless similarities between their original speech and that of Tlemcen. More to this point , they said that the daily contact and interaction with peers at work and neighbours at home was the key to getting closer to Tlemcen speech. To note, the overwhelming majority of this category derives originally from the western regions of the country.
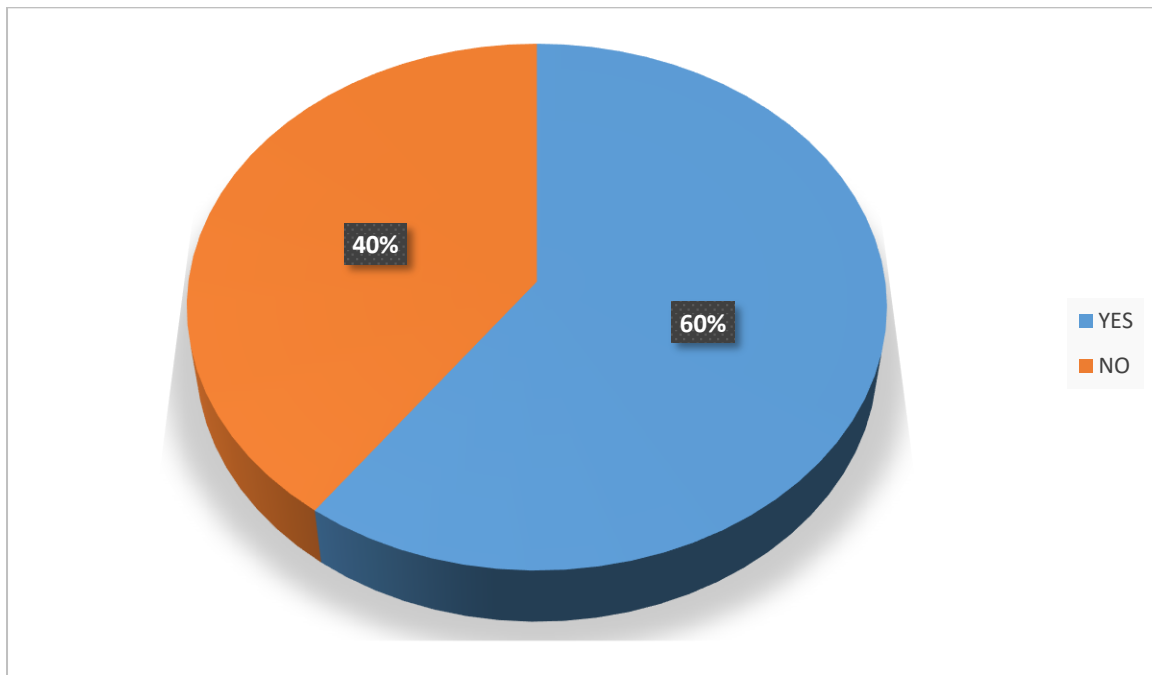
Pie chart 2.2 the informants' opinion on their integration

Q9. How often do you use words/expressions that typically belong to your original speech?

The essence of this enquiry is to investigate whether the informants stick to the use of words and expressions that typically belong to their original speech. This is in fact another way of measuring the extent to which our informants are attached to their own modes of communication.

In this regard, 50 percent said that they always recourse to words and expressions that are specific to their speech; 20 percent indicated that they often do that; whereas 30 percent indicated that they sometimes bring such original words /expressions to their communication. None of the respondents has denied her recourse to her original speech.
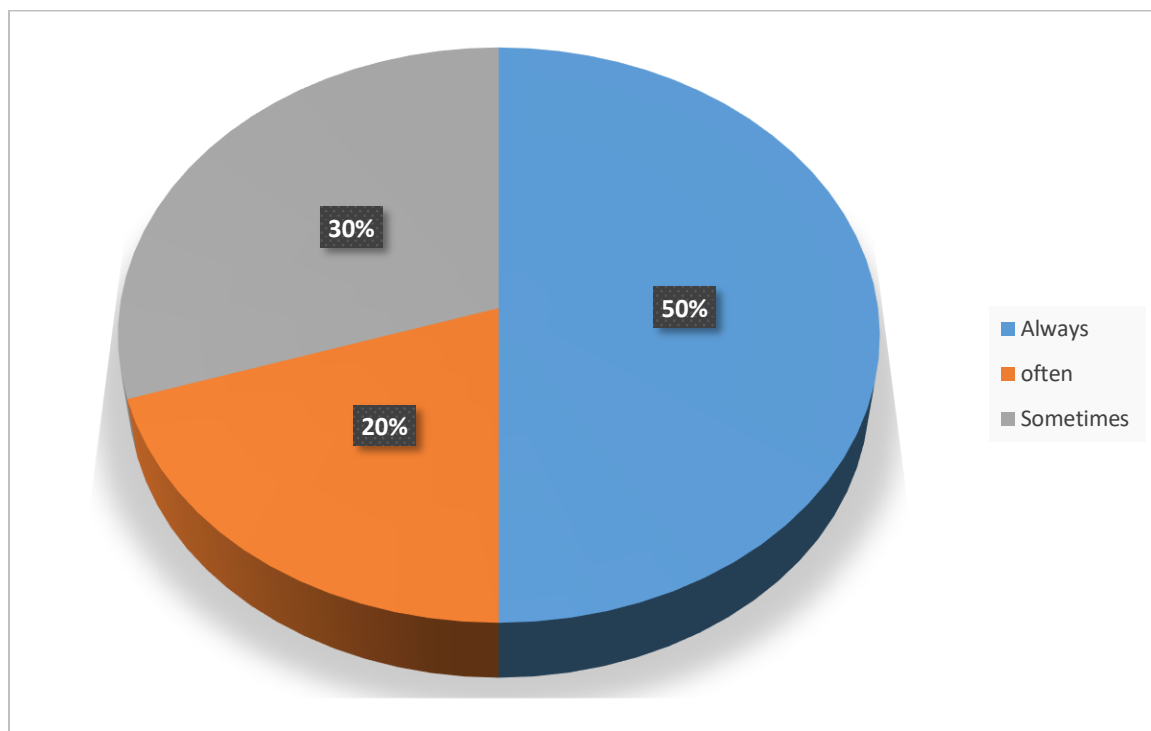
Pie chart 2.3 the informants' recourse to words / expressions from their original speech

Q.10. How often do you recourse to the use of words/expressions that typically belong to Tlemcen speech community? Give examples.

At this stage of the present study, the area of enquiry was centred on the informants' use of words and expressions that are typical to Tlemcen speech. In response to this, 45 % of them always use some words and expressions that are part of Tlemcen speech. 30 % said they often recourse to this communicative adjustment whereas 25 % indicated that they do not regularly (sometimes) recourse to this.
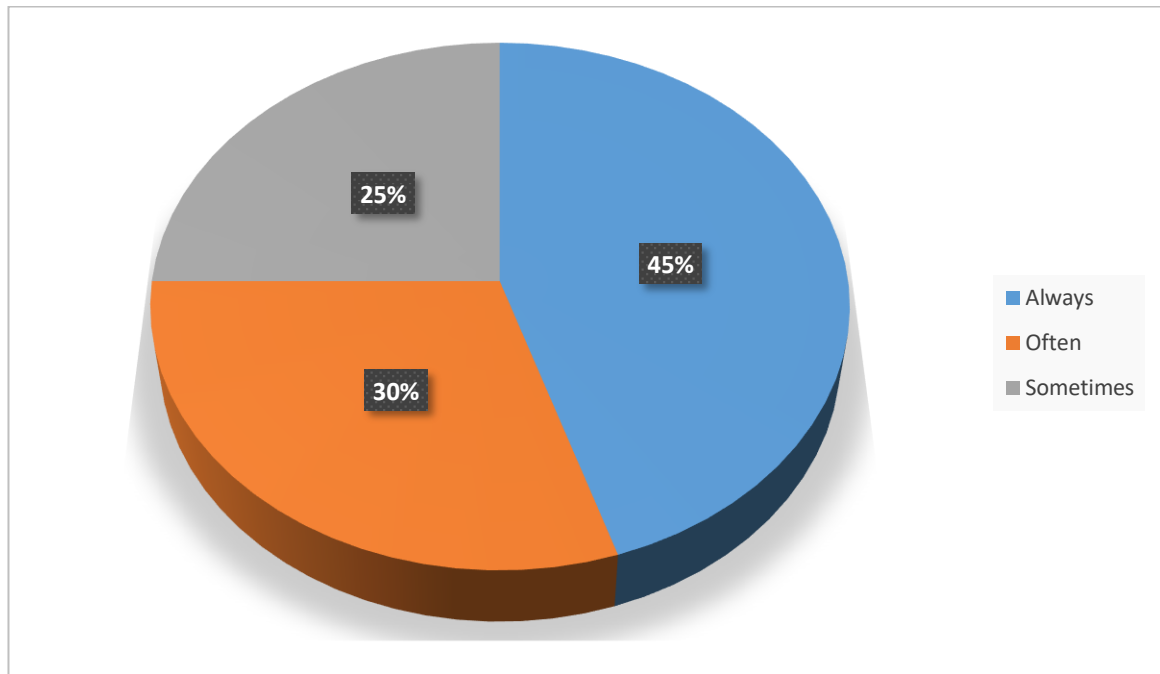
Pie chart 2.4 the informants' recourse to the use of words/expressions that belong to Tlemcen speech.

Q.11. What factors help you to adjust your speech to that of Tlemcen community?

       The objective of this question was to spot and highlight the host of factors that help and facilitate the informants' adjustment of their speech to be in harmony with that of Tlemcen. In this specific context, the informants listed some influencing factors namely their intimacy with other women from the local community, their will to integrate efficiently in the community. In addition to this, they pinpointed to the impact of daily interaction with the local members of Tlemcen community.

Q.12 What factors hinder the adjustment of your speech with that of Tlemcen?

The rationale behind posing this question is to find out and locate the set of factors that might well hinder the adjustment of the informants' speech with hat of Tlemcen. The obtained answers showed that two main factors are influential in this area. The first is the excessive use of the glottal stop in Tlemcen speech. The second is the rapid flow of speech.

2.8. Discussion and Interpretation:

The questionnaire submitted to the respondents within the present study was significant to understand the phenomenon of speech accommodation and most importantly to come up with convincing answers to the major queries of the study and which relate to explaining and measuring the extent to which outsider women adjust their speech to that of Tlemcen community.

The questionnaire in its preliminary rubric included questions that aim at eliciting the informants' profiles and backgrounds. The respondents were outsider women (coming from other regions) aged between 20 and 48.The intention was to include different age categories for a better understanding of the investigated linguistic phenomenon.

The informants were also randomly selected from different backgrounds in different social environments. This was for the sake of giving feasibility to the present research. They were originally from other regions of the country, and this in itself was significant to obtain reliable data on how they converge or diverge their communication modes to that of Tlemcen community.

Another point worth raising in this context is the period of their living in Tlemcen. The results showed that the vast majority of them have been living in Tlemcen for more than five years. This is in turn another influencing factor that contributes to the solidity and validity of research.

The next query was centred on the main issue of the present research as it mainly concerns the act of accommodation. In this regard, the obtained responses allowed the researcher to enlighten the specificities of this linguistic phenomenon. Half (50%) of the respondents indicated the fact that their original speech differs greatly from that of Tlemcen. This is because they come from distant regions of the country and because of the diversity of dialects and accents in Algeria. This fact was particularly true for those coming from the East of the country.

The other half, however, indicated the fact that their original speech does not differ greatly from that of Tlemcen. This seems understandable because most of them come from the west of Algeria. What is interesting in this finding is that it in one way or another helps getting insight into the specificities and peculiarities of speech accommodation phenomenon. Indeed, such finding allows the researcher to gauge the degree of speech adjustments in both groups.

Shifting to the most crucial point in the questionnaire and which concerns the extent of adjustment among the informants' communication modes, the results showed that 45 % of them always use some words and expressions that are part of Tlemcen speech,30 % said they often recourse to this communicative adjustment whereas 25 % indicated that they do not regularly(sometimes) recourse to this.This is indeed important for the major concern of the present study as it denotes the fact that accommodation exists to a relative extent and ,of course, for well-defined ends and purposes.

The most valid interpretation of this act is adjusting one's own speech to that of the community and therefore achieving a kind of a smooth and efficient integration within its people. The final point in the questionnaire was devoted to determining the set of factors that allow or hinder the act of adjusting the informants' speech with that of Tlemcen.

Interestingly, the results indicated that the major influencing factors facilitating this act include the higher levels of   intimacy with other women from the local

community and their will to integrate efficiently in the community, in addition to the indisputable impact of daily interaction with the local members of Tlemcen community at large.

On the other hand, the driving factors behind hindering the process of the successful accommodation, according to the informants, include both: the excessive use of the glottal stop in Tlemcen speech, and the rapid flow of speech. What is noticeable is that both factors stem from the specificity of the dialect of Tlemcen itself.

2.9. Conclusion:

This chapter has dealt with the background and the research design and methodology of the study. Within it, the researcher has strived to provide an ample view on the followed procedure in collecting and analysing data.

This process has in turn been important in responding to the main queries of the present study. Indeed, the findings of the study were, largely, in conformity with the formulated hypotheses as it was found that the speech accommodation phenomenon does exists in a relative extent among women in Tlemcen speech community.

The findings also showed the fact that there are some factors that either facilitate or hinder this phenomenon. The major influencing factors facilitating this act include the higher levels of   intimacy with other women from the local community and their will to integrate efficiently in the community, in addition to the indisputable impact of daily interaction with the local members of Tlemcen community at large. Whereas the hindering factors include both the excessive use of the glottal stop in Tlemcen speech and the rapid flow of speech.

General Conclusion

General Conclusion

The present study was an attempt to investigate speech accommodation among non-Tlemcenian women in Tlemcen speech community. Given the sociolinguistic importance of this communicative mode, the researcher has designed a case study within which data was gathered via a questionnaire. The intention was primarily to find out and measure the rate of this speech style as well as to determine the factors that would facilitate it or hinder it.

The study has involved forty eight women who have willingly accepted to participate in this research. They were randomly chosen from different age groups and backgrounds. This has in fact given an extra impetus to get deep insights into understanding the reasons and the implications of this linguistic phenomenon.The results obtained from the questionnaire have been analyzed qualitatively and quantitively.This was in turn very useful to respond to the main research questions that guided the present work.

The findings have showed that speech accommodation among respondents does exist to some extent. This explains that fact that social interaction is undisputedly the driving incentive for speakers to shift and adjust their speech patterns with their interlocutors. The second query of the present study and which relates to the influencing factors that contribute to either enhancing or impeding speech accommodation, has also been a major focus of the field work. In this specific context and on the basis of a sociolinguistic ground, the results have revealed that the process of speech accommodation tends to increase due to two main factors: the daily contact and interaction of the informants with the members of the local community, besides their will to be efficient in it. Indeed, this attempt to be fully integrated in Tlemcen speech community has constituted a strong incentive for such outsider (so to speak) women to adjust their speech to that of Tlemcen.

The findings have also indicated that the adjustment process is impeded by two main factors which typically stem from the specificity of Tlemcen speech. In this context, the majority of the informants referred to the excessive use of the glottal stop and the rapid flow of Tlemcen speech.

At last but not least, one has to add the fact that the present study has strived to investigate such a complex linguistic phenomenon, but it was reduced to the female scope. Therefore and as a suggestion for further research, it is hoped that other studies would tackle this phenomenon among male members.

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Appendices

Questionnaire

This questionnaire is a part of a sociolinguistic research, on speech accommodation among women in Tlemcen community. You are kindly requested to respond to the following questions:

Q1. How old are you?

………………….

Q2. Where are you originally from?

…………………………..

Q3.What do you do for a living?

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Q4.How long have you been living in Tlemcen?

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Q5.How would qualify the speech of the people of Tlemcen?

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Q6.Does your original speech differ greatly from that of Tlemcen?

Yes

No

Q7. Would you please specify some of these differences?

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Q8. Did you find it difficult to get accustom to Tlemcen speech?

Yes

No

Why?…………………………………………………………………………………

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Q9. How often do you use words/expressions that typically belong to your original speech?

Always

Often

Sometimes

Never

Q.10. How often do you recourse to the use of words/expressions that typically belong to Tlemcen speech community?

Always ☐

Often ☐

Sometimes ☐

Never ☐

Give examples:

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Q.11. What factors help you to adjust your speech to that of Tlemcen community?

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Q.12 What factors hinder the adjustment of your speech with that of Tlemcen?

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<div align="center">

Thank you for your collaboration

</div>

استبيـــــــــــــان

س.1. كم عمرك؟

....

س.2. من أي منطقة تنحدر؟

....

س.3. ما هو مصدر عيشك؟

....

س.4. كم وقت أمضيت في تلمسان؟

....

س.5. كيف تقيم خطاب أهل تلمسان؟

....
....
....
....

س.6. هل يختلف خطابك الأصلي اختلافا كبيرا عن خطاب تلمسان؟

نعم ☐

لا ☐

س.7. هل من الممكن تحديد بعض هذه الاختلافات؟

....
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....
....
....

س.8. هل وجدت صعوبة في التعود على خطاب تلمسان؟

نعم ☐

لا ☐

لماذا؟...
....
....
....
....
....

س.9. بأي درجة تستخدم الكلمات / التعبيرات التي تنتمي عادة إلى خطابك الأصلي؟

دائما ☐

في الكثير من الاحيان ☐

في بعض الاحيان ☐

ابدا ☐

س.10. بأي درجة تلجأ إلى استخدام الكلمات / التعبيرات التي تنتمي عادة إلى خطاب مجتمع تلمسان؟

دائما ☐

في الكثير من الأحيان ☐

في بعض الأحيان ☐

ابدا ☐

اعطي بعض الأمثلة:

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س.11. ما هي العوامل التي تساعدك على تعديل خطابك مع خطاب مجتمع تلمسان؟

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س.12. ما هي العوامل التي تعيق تعديل خطابك مع خطاب تلمسان؟

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شكرا على التعاون