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**Aspects of Dialect Accommodation among Ghazaouet
Students at Tlemcen University**

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for Master's degree in Language Studies.

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Declaration of originality

We, the undersigned, Kadim Naima and Kadouci Hanane, hereby declare that the dissertation entitled: —Dialect Accommodation among Ghazaouet Students at Tlemcen University —is our original work and has not been submitted previously for any degree or diploma at any university. We also certify that all sources of data used in this work have been properly acknowledged and that the present work contains no plagiarism.

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Dedication

“1”

To my beloved parents,

Your love and prayers have been my greatest source of strength.

I owe this achievement to you.

To the people I love most,

My amazing sisters, who never left my side_ your faith in me was everything. To

my dearest partner

Thank you for being my source of strength and encouragement

To my cherished friends,

Thank you for being my second family, and constant motivation throughout this
journey.

To all those who believed in me and prayed for my success_ I am forever grateful.

Naima

Dedication

“2”

To my precious parents,
Thank you for your endless love and support.

To my wonderful sisters and brother,
Your belief and inspiration kept me going.

To my friends,
Your encouragement made this journey memorable and joyful.

To my partner,
I am grateful for your patience and hardworking.

Hanane

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Abstract

The aim of the study is to investigate linguistic accommodation among Ghazaouet undergraduates at Tlemcen University. This work focuses mainly on how Ghazaouet students manifest their speech adjustments, explore the promoting factors that influence such accommodation, and understand how students perceive the phenomenon of linguistic accommodation. To fulfil this purpose, an exploratory case study was carried out at Tlemcen University by means of a mixed method approach. The research was conducted with a sample of sixty eight students aged between 18 and 25 years old, from the departments of English, letters, human & social sciences, science and technology, translation, and biology. The following research instruments were used to gather the required data: a written selfadministered questionnaire and semi-structured interviews devoted to the sample. The collected data were then analysed using both qualitative and quantitative methods. The findings revealed that Ghazaouet students do indeed adjust their speech particularly in university settings,

often driven by a desire to be understood, or to avoid negative judgement. Ghazaouet students' reactions to this behaviour vary reflecting positive, neutral and negative attitudes depending on the student's experiences.

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List of Arabic phonetic symbols

Arabic letters	Transcription (IPA)	Examples	Glossory
Consonants			
ء	/ʔ/	/ʔamalun/	Hope
ة	/b/	/ba:bun/	Door
د	/t/	/taʕabun/	Exhaustion
س	/θ/	/ θu:mun/	Garlic
ط	/dʒ/	/ dʒamalun/	Camal
□	/h/	/ ʕali:bn/	Milk
□	/x/	/xubzun/	Bread
د	/d/	/damun/	Blood
ر	/ð/	/ ðiʔbun/	Wolf
س	/r/	/rima:lun/	Sand
ص	/Z/	/Zara:fatun/	Giraffe
ط	/s/	/sama: ʔun/	Sky
□	/ʃ/	/ʃamsun/	Sun
ص	/sʕ/	/ sʕawmun/	Fasting

ع	/dʕ/	/dʕaʕi:fun/	Weak
□	/tʕ/	/tʕiflun/	Child
ظ	/ðʕ/	/ðʕala:mun/	Darkness
ع	/ʕ/	/ʕalamun/	Flag
□	/ʕ/	/ʕabijjun/	Stupid
فا	/f/	/fi;lun/	Elephant
ق	/q/	/qammarun/	Moon
ن	/k/	/kala:mun/	Speech
ي	/l/	/lajlun/	Night
◌َ	/m/	/manZilun/	House
◌ِ	/n/	/nahrn/	River
◌ُ	/h/	/hawaʔun/	Air
◌ِ	/w/	/wasi:mun/	Handsome
◌ِ	/j/	/jadun/	Hand
ق	[g]		
Vowels			
ا		/a:/	
و		/u:/	
ي		i:/	
(□)		/a/ /ə/	
(□)		/U/	
(□)		/i/	

List of acronyms and abbreviation

AA: Algerian Arabic

CA: Classical Arabic

CAT: Communication Accommodation Theory

IPA: International Phonetic Alphabets

GA: Ghazaouet Arabic

SAT: Speech Accommodation Theory

SA: Standard Arabic

SPSS: Statistical package for the social sciences

TA: Tlemcen Arabic

GENERAL INTRODUCTION

General Introduction

Everyday speech is rarely static, it diverges, converges or resists in response to several stimuli. Such linguistic behaviours have always served as raw materials for the field of sociolinguistics. Therefore, specialists observed that speakers of different but mutually intelligible dialects tend to adjust aspects of their speech - whether it is

pronunciation vocabulary or even style - either to approximate or distance themselves from the patterns they encounter in interactions. This process is known by sociolinguists as linguistic accommodation. Although language change investigations were matter of interest since the early 19th century, linguistic accommodation witnessed a rise until the 1970s with Howard Giles and continued with Copland (1984, 1999), Trudgill (1986), Sundgren (2002) and others in which every work explores a particular accent or dialect.

In the Algerian context, linguistic accommodation is noticeable due to the large dialect continuum that varies from rural to urban dialects, enduring Arabic varieties, Berber languages and the presence of the French language. Moreover, mobility between distinct cities, living in the university campuses creates infinite situations where speakers negotiate which aspects to adapt or maintain. In the majority of cases, linguistic accommodation is studied in reference to inter-ethnic contacts or large cities context, neglecting smaller intra-Arabic encounters. A relevant example of such understudied contact zones emerges when students from the town of Ghazaouet move to Tlemcen University. Ghazaouet undergraduates enter a new linguistic marketplace that manipulates their original dialect patterns towards novel aspects.

The purpose of the study in hand is to examine the phenomenon of linguistic accommodation within an overlooked area. The primary significance of this exploratory case study is to investigate how Ghazaouet students linguistically align with or disaffiliate themselves from Tlemcen speech community. Besides, the aim is to discover the motives behind such linguistic acts exploring the insights towards them. Accordingly, three research questions are formulated which are:

1_ How does linguistic accommodation manifest among Ghazaouet students at Tlemcen University during interaction?

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2_ What are the underlying factors contributing to linguistic accommodation?

3_What are the attitudes of Ghazaouet university students towards linguistic accommodation?

The following hypotheses are suggested in order to answer the previous inquiries:

1_ Ghazaouet students adjust their speech in terms of both phonology and lexis during interactions with individuals from different linguistic backgrounds.

2_ Societal and emotional factors raised the need to linguistic accommodation.

3_The attitudes towards linguistic accommodation can vary widely from positive, neutral to negative.

Hence, this work is divided into two chapters. The first chapter is devoted to provide a review of the literature about linguistic accommodation and the dialect of the coastal town of Ghazaouet. The chapter tends to shed light on the theories of linguistic accommodation, explain its types, and state the outcomes. In addition, it attempts to capture the linguistic situation in Algeria moving subsequently to the description of Ghazaouet dialect characteristics varying from phonology, morphology to lexicon.

The second chapter is concerned with the research methodology. It explains the methodology used to obtain valid and reliable data through the use of multiple research instruments which are the questionnaire and the semi-structured interview. These tools are typically utilized to test the validity of the hypotheses. Thereafter, the gathered information is later analysed quantitatively and qualitatively. Then, the discussion and interpretation of the main findings obtained from the analysis of the previous research methods is as objective as possible to ensure validity of the results and answer the research questions that lead the whole case study.

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LITERATURE**

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1.1 Introduction

In the far west of Algeria, there is a coastal city known as Ghazaouet, situated in the province of Tlemcen. This city is renowned for its natural beauty, historical and cultural richness. While it is recognised as an important port city, it is also distinguished by its unique linguistic features compared to other speech communities in Tlemcen. Relocating from Ghazaouet to another city often entails an exposure to different linguistic backgrounds which calls for linguistic accommodation. This phenomenon is the process by which participants in a conversation adjust their accent, diction, or other aspects of language according to the speech style of the other participant¹. This chapter presents a review of the theoretical frameworks and existing literature related to this study.

1.2 Linguistic Accommodation Theories

In the field of linguistics, according to (Ruch & De Benito Moreno, 2023, p. 17), linguistic accommodation refers to —the adjustments speakers make to become linguistically more (convergence) or less (divergence) similar to an interlocutor, or to a social environment. These adjustments can manifest in various forms including pronunciation, vocabulary, and grammar or speaking speed. The intent behind linguistic accommodation can vary from one individual to another depending on factors like the social context, interpersonal relationships and communicative goals.

Accommodation theory was firstly introduced by Giles, a British-American social psychologist in the early 1970s as a social-psychological model of speech style modification known as Speech Accommodation Theory (SAT). However, by the late 1980s, the SAT evolved into Communication Accommodation Theory (CAT), thanks to Giles, Coupland and many scholars such as Taylor and Bourhis. These theories explain how and why speakers modify their manner of speaking in different social contexts examining both the causes and consequences of this accommodation.

¹ <https://www.thoughtco.com/what-is-accommodation-speech-1688964>

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1.2.1 Speech Accommodation Theory (SAT)

The SAT focuses on speech adjustments made by individuals during interactions. It examines how people modify their speech patterns such as accent, tone, or vocabulary and the focus was mainly on phonological and lexical features to either converge or diverge from their conversational partner.

1.2.2 Communication Accommodation Theory (CAT)

The CAT broadens the scope to include not just speech but also non-verbal communication such as gestures, body language and other aspects of interaction. Giles's communication accommodation theory began life as a social psychological model that looked at accent and speech pattern changes in intercultural communications. However, since the 1970s, it has grown into an interdisciplinary model that, although still centres around language, now also examines other communicative and identity features, such as body language and dress sense². By incorporating verbal and non-verbal elements, CAT highlights the intricate ways in which individuals adapt their communication styles to foster social cohesion or emphasize distinctiveness.

Giles believed that individuals adjust their speech to create, maintain, or decrease social bonds in interactions. For example, matching your speech patterns to your interlocutor can strengthen your social bond³. Giles' early CAT explains how people adjust their speech to either reduce or emphasize social differences during interaction. One of the core aspects of his theory is the strategies speakers use to modify their speech.

1.2.2.1 Convergence

People adjust their accent to either assimilate into a group (converge) or differentiate themselves (diverge). According to (Dragojevic, Gasiorek & Giles,

² <https://www.studysmarter.co.uk/explanations/english/language-and-social-groups/accommodationtheory/>

³ <https://www.studysmarter.co.uk/explanations/english/language-and-social-groups/accommodationtheory/>

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2021, pp. 36-37) convergence refers to: —adjusting one’s communicative behaviors to be more similar to another’s. In other words, convergence is when the speaker changes some linguistic features such as accent and vocabulary to be more like the interlocutor, aiming for social approval and efficient communication.

1.2.2.2 Divergence

Conversely, divergence involves emphasising communicative differences to maintain distinct social identities or distance oneself from certain groups as mentioned in (Dragojevic, Gasiorek & Giles, 2021, p. 37) —Divergence refers to adjusting one’s communicative behaviors to be more dissimilar to another’s. Moreover, According to Kherbache (2017), based on Giles’ accent mobility model (1973), accent convergence occurs when people reduce some of the phonological differences existing in their speech styles during interactions, whereas, accent divergence is when people wish to dissociate themselves from their conversational partners by accentuating their speech. i.e., to achieve the desired social distance, interlocutors may adopt accent convergence or divergence as forms of accommodation.

1.2.2.3 Maintenance

Another strategy was introduced in linguistic accommodation named as language maintenance which denotes the continuing use of a language in the face of competition from a regionally and socially more powerful language⁴.i.e. where speakers keep their original speech features without adjusting and continue with their habitual speech characteristics unconsciously, (Dragojevic, Gasiorek & Giles, 2021, p. 37) describe maintenance as —sustaining one’s —default level of communicating, without adjusting for others. Additionally, according to Fishman (1991, p. 395) —languages are maintained when the intergenerational transmission of the language is ensured in everyday family, community, and institutional settings. If this chain is broken, language shift is inevitable. i.e. language maintenance refers

⁴ <https://www.futurelearn.com/info/courses/multilingual-practices/0/steps/22665>

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to the continued use and transmission of a language within a speech community despite external pressures that may lead to language shift and loss. For example, if a language is no longer used or spoken at home and by younger generations, it risks being lost.

1.3 Dialect Contact and Accommodation

At the intersection of sociolinguistics and communication theory, dialect contact emerges as a pivotal phenomenon, illuminating the interplay between individual speech patterns and systemic language evolution. Dialect contact arises when speakers of different regional varieties of the same language interact, unveiling the dynamic processes by which these varieties converge, diverge, and evolve within socially stratified communities (Trudgill, 1986). This phenomenon has been extensively studied, particularly since Trudgill's *Dialects in Contact* (1986) which builds on Weinreich's (1953) earlier work on language contact. While Weinreich focused on bilingualism, Trudgill analysed contact between mutually intelligible dialects and its effects on language change. The analysis was made through the use and expansion of Gile's accommodation theory in order to cover the field of contact dialectology. Exploring the intricacies of dialect contact offers perspectives on how everyday interactions promote convergence and divergence, thereby shaping language change over time. Thus, to clarify the relationship between dialect contact and accommodation Trudgill introduced two concepts: short-term accommodation and long-term accommodation. The first implies the temporary contact between dialects while the latter stands for the permanent contact.

1.3.1 Short-term Accommodation

In sociolinguistics, short-term accommodation describes the temporary, immediate and often unconscious linguistic adjustments speakers make during a conversation to align with their interlocutor's speech patterns. Trudgill (1986) highlights that speakers adjust aspects of their speech—such as accent, pronunciation, grammar, or vocabulary—either to converge (become more similar) or diverge (emphasize differences) i.e. when engaging in a conversation with someone from a

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different linguistic background, individuals may consciously or unconsciously modify their speech patterns. While sociolinguists paid little attention to this phenomenon, Giles and his associates have focused on it. However, social psychologists have criticized studies on short-term accommodation for lacking detailed linguistic analysis. Thus, Trudgill suggested a more precise linguistic examination, emphasizing four key areas:

- (1) An exact, rather than impressionistic, quantification of degree of linguistic accommodation;
- (2) An examination of which linguistic features are and are not changed during accommodation, together with explanations for this;
- (3) A study of whether accommodation is a uniform process, or whether linguistically different types of accommodation take place in the case of different speakers, different situations, or different relationships;
- (4) A study of the limits of accommodation: what are the linguistic (as opposed to social and psychological) constraints on accommodation, and is it possible to accommodate totally to a new variety? Trudgill (1986, as cited in Kherbache, 2017)

Trudgill (1974) studied spoken English in Norwich, recording his interactions to examine his own subconscious linguistic accommodation of the glottal stop realization of (t) and the back vowel (a:). He found that he accommodated only t-glottalling. He explained this using Labov's (1972) concept of sociolinguistic markers and indicators—where markers, being more socially salient, are more likely to be modified in contact situations. Trudgill concluded that the awareness associated with markers drives speakers to adjust their pronunciation when interacting with others.

1.3.2 Long-term Accommodation

Long-term accommodation, counter to short-term accommodation, is the permanent and frequent modifications in the individual's speech patterns. Despite their opposition, they are interconnected since long-term accommodation might be

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defined as the repeated process of short-term accommodation turning the temporary speech changes to permanent adjustments. This type of linguistic accommodation has received much attention due to its contribution in the understanding of language change as Trudgill (2003) argued that —the only circumstance under which language change may result is when the collective use of a new linguistic feature by individual speakers is sufficiently frequent to be taken up as a new norm.‖ This occurs mostly when migrant groups interact frequently with a host community, leading to the adoption of new linguistic features. Trudgill (2003) argues that this process follows predictable patterns and depends on attitudinal factors such as speakers' willingness to integrate into the new community and the perceived prestige of the host dialect. Long-term accommodation is a crucial factor in dialect change which involves not just phonetic and phonological changes but also morphological, syntactic, and lexical shifts.

In sum, both short-term and long-term accommodation illustrate the fluid nature of linguistic acts in dialect contact situations, reflecting speakers' adaptive strategies in response to social and communicative pressures. This continuous negotiation of linguistic patterns contributes to broader aspects of language change and variation. Given these dynamics, it is essential to examine the potential linguistic and social outcomes that emerge from sustained dialect contact.

1.4 Outcomes of Dialect Contact

Sustained dialect contact may result in a range of linguistic changes over time that goes beyond momentary adjustments. Regarding to what has been said above; short-term accommodation involves immediate and often unconscious shifts in speech during interactions, while long-term accommodation lays the ground for more permanent changes within a speech community. Thus, the repeated contact between speakers of different dialects and the continued exposure and interaction lead to the restriction of some linguistic systems, as Trudgill (1986, p.40) argues: —if accommodation, through the adoption of a feature from an alien linguistic variety, is

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frequent enough, then that feature may become a permanent part of a speaker's accent or dialect, even replacing original features.¶

Such changes are not random but rather systematic responses to social and communicative pressures, often aimed at reducing linguistic barriers and enhancing intelligibility. Trudgill (1986, p.96) declared that speakers tend to decrease the differences in their speech through a complex series of processes. The resulting features overlap four stages which are listed by Trudgill (1986) as follows: mixing, levelling, simplification, and reallocation. These linguistic processes are considered to be the outcomes of accommodation between mutually intelligible dialects.

1.4.1 Mixing

Following Kerswill and Trudgill (2005, p. 197) —mixing defines to the coexistence of features originated from different input dialects within a new community, usually because speakers have different dialect origins¶. In other words, dialect mixing occurs when multiple linguistic features from different dialects, coexist within a speech community or within a speaker's repertoire. It typically arises in the early stages of dialect contact, when speakers are exposed to a variety of dialectal inputs and have not yet settled on a one variety. As individuals interact with speakers of distinct dialects, they may adopt and alternate between different phonological, lexical, or grammatical forms. Thus, the speech variability and heterogeneity will be increased. Scholars like Siegel (1993) and Trudgill (1986) identify it as a foundational step in the development of a new dialect, likewise

Manfredi (2012) who states that: —the notion of —dialect mixing¶ refers to the concurrence of structural traits of different dialects in contact and to the affirmation of new mixed features among speakers of a given dialect.¶ Mixing must take place before levelling can occur; as it introduces the competing variants from which a single, dominant form eventually emerges. This process reflects both the speaker's linguistic flexibility and the dynamic nature of language in contact settings.

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1.4.2 Levelling

Levelling is the process that refers to the reduction or elimination of regionally marked or socially distinctive features as it is clearly stated in Trudgill's (1986, p.98) definition of the concept as: —the reduction or attrition of marked variants in situations of dialect contact. Thus, speakers tend to adopt more widely accepted and mutually intelligible forms from the variant forms that were existing in the level of mixing, leading to a more homogeneous or neutral variety. The loss of these marked forms is often driven by social pressures and the weakening of local dialect loyalty.

Levelling is often discussed in relation to mixing. While mixing refers to the coexistence of multiple variants of the same linguistic feature within a speech community, levelling involves the reduction of this variation, typically through the loss of socially marked forms. In this process, speakers tend to retain variants that are more socially neutral or widely accepted. Following this line of thought, Britain (2010, p. 214) defines levelling as —the eradication of forms that are either minority and/or stigmatized and/or marked in the dialect mix in favor of majority, unmarked, neutral forms, highlighting its role in simplifying variation that arises through dialect contact.

1.4.3 Simplification

Simplification incorporates —either an increase in regularity or a decrease in markedness (Siegel 1985, p.358, quoting Mühlhäusler). This indicates a reduction in morphological irregularities and the tendency towards the use of more regular word forms. These morphological irregularities might be manifested in the loss of various categories such as gender, morphologically marked cases, simplified morphophonemics and a reduction in the number of phonemes (Kerswill and Williams, 2000, as cited in Kherbache 2017).

Scholars such as Siegel (1985) and Trudgill (1986) have noted that simplification often occurs alongside levelling, but while levelling involves the loss of socially marked variants, simplification denotes a broader tendency toward the language structure and the ease of processing. Thus, it plays a crucial role in the development

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of compromised varieties and new dialects, contributing to the emergence of forms that are both functionally efficient and socially acceptable.

1.4.4 Reallocation

Britain (2016, p.151) defines the concept of reallocation as follows: —Reallocation is said to have occurred when two (or more) variants rather than just one survive the focussing process.‖ He notes that reallocation refers to the process by which linguistic forms survive the already mentioned processes (mixing, levelling, and simplification) take on new functions or meanings in the emerging variety. Reallocation showcases the creative capacity of speakers to reinterpret linguistic material in novel ways. It contributes to the organization of the structure of the resulting dialect and often reflects deeper social dynamics within the community.

1.5. Language Choice and Identity

Language choice refers to the decision made by speakers regarding which language, dialect; or accent they use in a given social context. This selection is influenced by various factors including the setting, the interlocutors for example speaking differently when interacting with teachers and friends, and sometimes people tend to use a specific dialect different than their own one to reinforce a sense of belonging to a community. The present study explored the context of Ghazaouet, a coastal city in the northwest of Algeria. Aimed at understanding how Ghazaouet students navigate between their local dialect and other varieties existing in Tlemcen University.

Language is not just a tool of communication but also a powerful symbol of identity; it is deeply connected to who we are, symbolizing a group's heritage, traditions, and distinctiveness. According to Holmes (2013, p. 73),‖ Language is an important component of identity and culture for many groups. Maintaining their distinct identity and culture is usually important to a minority group member's self-esteem and this will affect the degree of success achieved in the society‖. Moreover, the linguistic varieties we use in our speech all serve as markers of identity

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and define our belonging to a certain community. In the context of this study, Ghazaouet dialect is more than a linguistic code but it carries the local identity, cultural heritage and the traditions of its speakers.

Joshua Fishman is one of the earliest sociolinguists to formally study language choice in relation to identity and ethnicity. In his influential article (1965), Fishman introduced the framework of —who speaks what language to whom and when?— to analyse language choice within multilingual settings. His model considers the individuals involved in the interaction and their relationship, the setting of the interaction and the topic of discussion. By examining these factors, Fishman concluded that language choice is not random but systematically influenced by social variables. Thus, Ghazaouet students' language choices and speech adjustments are influenced by factors that align with Fishman's framework.

Linguistic accommodation influences language choice and identity in multilingual settings. Kherbache (2017) found that Beni Snous speakers adjust their speech when interacting with urban speakers, reflecting social adaptation and identity negotiation. Similarly, Ghazaouet students at Tlemcen University shift between linguistic codes based on the interlocutor, setting, and purpose. This supports the idea that language choice is shaped by social structures and identity construction (Kherbache, 2017).

1.6 Historical and Linguistic Profile of Algeria

Algeria is the largest country in Africa. It is situated in the north of the continent having a large coastline on the Mediterranean Sea. It has a strategic location which made the country a centre of attention for many invaders. In addition to its important geographical position, Algeria is also a rich country with a vast linguistic diversity, encompassing a range of different languages, dialects, and accents. This richness is attributable to the various historical periods that Algeria has experienced, such as the Islamic conquests, French colonization. Thus, the linguistic mosaic, moving from Arabic, Berber, French, and English, reflects the dynamic cultural and historical landscape of Algeria.

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Map 1.1: Geographical Situation of Algeria⁵

Algeria is a country with a long and complex history, influenced by many civilizations and cultures throughout the ages. The indigenous people of Algeria are the Berbers, who settled in North Africa more than 4,000 years ago⁶. Algeria's rich historical tapestry begins with the Berbers who integrated in the cultural heritage of the country. With the arrival of the Islamic conquests in the 7th century, Algeria experienced a major turning point in the region's history, deeply affecting the society. The Islamic conquests in Algeria played a crucial role in transforming the region, influencing its language, culture, and social structures in ways that continue to resonate in contemporary Algerian society, as Albert Hourani states, The Arab conquest of North Africa was not merely a military expansion but a profound cultural and linguistic transformation (Hourani, 1991). Following this period in modern times, with French colonization lasting over 130 years, the French civilization and ideology

⁵ <https://g.co/kgs/VdNdvwt>

⁶

<https://amazighwords.com/%D8%A3%D9%85%D8%A7%D8%B2%D9%8A%D8%BA%D8%A7%D9%84%D8%AC%D8%B2%D8%A7%D8%A6%D8%B1/>

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has become part of the Algerian legacy and has been rooted deeply in the Algerian mindset.

While the historical transformations of Algeria have left a profound impact on its language, culture, and identity, the country's evolution is far from complete; with the rise of technological advancements, industrial development, and continued social changes. Algeria stands on the threshold of further changes, where the future will be shaped by both its legacy and the consequences of these ongoing developments.

1.6.1 Arabic

Arabic is the national and official language of Algeria, as recognized by the Algerian constitution (Constitution of Algeria, 2020, art. 3). According to Gharbi Bakkay, Arabic was introduced to Algeria through Islamic conquests and gradually became the dominant language, profoundly influencing Algeria's cultural and linguistic identity, in which he states:

Undoubtedly, Arabic dialects have established themselves in Algeria since the dawn of the first Islamic conquests. This occurred with the conquering leaders, and Arab missions continued to North Africa, reaching its peak during the Hilalian migration. Algerians embraced the Islamic religion individually and collectively, learning Arabic as the language of the Quran. It became the language they spoke, wrote, conversed, and studied in, eventually becoming a personal characteristic and a cornerstone of identity. (Bakkay, 2023, p.44)

Following independence in 1962, Algeria adopted a policy of Arabization aimed at replacing French with Arabic in the official contexts, such as education, mass media, and administration. By a 1968 Decree, President Houari Boumediene (1965-1978) attempted to create radical and effective changes in public administration. However, its implementation faced challenges due to the presence of French and Berber. (Mostari, 2003, p.27).

Today, Modern Standard Arabic is used in formal domains, while Algerian Arabic, the spoken dialects, serve as the main medium of daily communication. In fact, Algeria features a rich dialect continuum, with numerous regional varieties of

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Arabic spoken across the country. These dialects, while differing in vocabulary, pronunciation, and expression, are generally mutually intelligible. One notable example is the dialect studied in the current dissertation, Ghazaouet dialect.

1.6.2 Berber

Berber, also known as Tamazight, is a native language of Algeria and was officially recognized as a national language in 2002 and later as an official language alongside Arabic in the constitutional revision of 2016. It is mentioned in the Algerian constitution as follows: —Tamazight is also a national and official language. The State works to promote and develop it in all its linguistic variations used throughout the national territory.¶ (Constitution of Algeria, 2020, art 4). Berber is a Hamito-Semitic language that represents a unified phrase to format the Berber dialects such as Kabyle, Chaoui, Mzab, and Tamahaq spoken across different regions of the country, as Youcef (2020, p.80) stated that: —Berber subsumes a plethora of spoken varieties. These are observed clearly in Kabyle province, Aurès in the east in addition to Mzab and Touareg dialects.¶ It has been spoken in North Africa for thousands of years, long before the Arab-Islamic conquests. However, Tamazight is taught in schools in some areas, and efforts to promote and preserve the language have just increased in recent years. The recognition of Berber as an official language indicates the complex linguistic landscape and the growing awareness of the cultural and historical diversity of Algeria.

1.6.3 French

French holds a unique and complex status in Algeria. It is recognized as the first foreign language in Algeria. Although it is not an official language, it remains widely used across many sectors of society. Algeria is the third largest francophone country in the world after France and the Congo, according to a 2010 study by the Observatory of the French Language, which estimated the number of French speakers in Algeria at 11.2 million⁷. French was introduced in Algeria during the French

⁷ <https://dz.ambafrance.org/>

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colonization, then it became deeply embedded in the country's administration, education system, and media. The introduction of the French language in Algeria was not innocent, but part of a French policy aiming at a major social change through —Francization‖ where the colonizers strived to eradicate the Arabic language and replace it with French as an official language.

After independence, Algeria launched Arabization policies to reduce the presence of French and reassert national identity. However, the influence of French has persisted, especially in higher education, scientific research, business, and official documentation. Despite governmental efforts to prioritize Arabic, French continues to coexist alongside it, contributing to Algeria's multilingual reality.

1.6.4 English

The introduction of English to the Algerian society reflects an outcome of globalization and development in the world. English is acknowledged as the second foreign language in Algeria. Despite of its steadily growing presence in recent years, English has a limited role in the country, mainly confined to higher education and specific academic or professional fields. Over the past few years, the Algerian government has introduced English at earlier stages in the education system and has even proposed replacing French with English in certain domains. The decision was announced by the president Abdelmadjid Tebboune in July 2022 in order to be officially implemented in September 2022 to third-grade students in primary schools⁸.

English is gaining popularity among the younger population, who has often daily access to global media, entertainment, and digital platforms in English. However, its use remains limited compared to Arabic or French. The role of English would be more prominent in the future due to its tight relationship to technological advancement, science, business, and international communication. Despite challenges such as

⁸ https://orientxxi.info/magazine/algeria-introduces-english-at-primary-level-to-counterbalancefrench%2C5962?utm_source=chatgpt.com https://orientxxi.info/magazine/algeria-introduces-english-atprimary-level-to-counterbalance-french%2C5962?utm_source=chatgpt.com

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limited teacher training and curriculum development, the government continues to promote English as a key tool for modernization and international engagement. This shift signals a broader transformation in Algerian language policy and highlights its multilingual evolution.

1.7 Historical and Geographical Background of Ghazaouet

Ghazaouet is a coastal city in the Tlemcen province of Algeria. This city is distinguished by its strategic location overlooking the Mediterranean Sea which made it a crossroads for many civilizations from the Roman era, the Ottoman empire until the French colonization in the last century. Ghazaouet, Algeria, is a city located in the northwest of the country, approximately 75 kilometres northeast of Tlemcen, 45 kilometres from Maghnia, and 14 kilometres from Nedroma. It is also approximately 45 kilometres from the Moroccan border⁹.

Kadaoui (2023–2024, p. 25) analysed the historical development of the city, explaining that during the French colonization, Ghazaouet became a supply and evacuation centre for the elderly people to France and that the first stone house was built in 1846. Furthermore, in 1847, the city was named "Nemours" after the governor, the Duke of Aumale. After Algeria's independence in 1962, the city gained its original name —Ghazaouet which reflects its Algerian history and heritage.

⁹ https://mawdo3.com/%D9%85%D8%AF%D9%8A%D9%86%D8%A9_%D8%A7%D9%84%D8%BA%D8%B2%D9%88%D8%A7%D8%AA

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Map 1.2: Geographical Situation of Ghazaouet¹⁰

As a coastal town in the Northwest of Algeria, Ghazaouet dialect is considered as a blend of linguistic influences. It is a variety of Algerian Arabic with influences from Berber, French and Spanish due to historical interactions especially in maritime. The contact with foreign sailors and merchants contributed to the evolution of Ghazaouet dialect. The acquisition of skills and expertise in the fishing industry was largely due to the Spanish settlers who practiced this profession in the city. They introduced new Spanish concepts that are still used among fishermen today. Many coastal areas, work tools, and communication terms used during fishing operations have Spanish origins. For example, some coastal area names include Capo Negro (Black Cape) and Capo Lawa (Water Cape). Work tools such as Polia (winch), Baldi (bucket), and others like Prova, Popa, and Larti are also of Spanish origin. Additionally, work orders such as Timpla (pull), Kali (cast the nets into the sea), and other commands like Vira and Larga reflect this influence (Moulai El Hajj, 2013).

The use of these Spanish terms reveals a deep-rooted cultural imprint among the fishermen, as they feel a sense of cultural affiliation with the Spaniards and uphold Spanish traditions in their profession. They have practiced and inherited this profession from the former Spanish settlers (Moulai El Hajj, 1998). Moreover, the

¹⁰ <https://g.co/kgs/t6ivGtX>

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French colonial era reinforced the integration of French words which remain also present in modern usage. Over time, Ghazaouet speakers have developed a unique linguistic identity that reflects this rich historical and social interaction.

1.7.1 Ghazaouet Dialect Characteristics

Algeria is a country with a rich linguistic diversity, where numerous dialects are spoken across different regions. Each province, and sometimes even each city or village, has its own distinct way of speaking. For instance, in the province of Tlemcen alone, there are multiple dialects that vary significantly from one town to another for example the dialect of Maghnia is different from the dialect of Remchi. One of the most distinct and complex dialects in Tlemcen is the dialect spoken in Ghazaouet. This dialect is known for its unique pronunciation, vocabulary, and expressions, which set it apart from other dialects in the region. It incorporates words and linguistic features that make it difficult for outsiders to understand, and even young people from Ghazaouet sometimes struggle to fully comprehend the speech of older generations. For example, certain words and phrases used by elderly speakers are rarely used by the younger generation, leading to a gap in understanding.

An exploration of the linguistic characteristics of the Ghazaouet dialect is provided in this section. It will encompass an analysis of phonological features, highlighting distinctive pronunciation patterns and sound variations that set it apart from other regional dialects. Additionally, it will delve into the morphological structure of words, focusing on the formation of nouns and verbs and the influence of linguistic contact on these patterns. The section will also examine key lexical elements, including common vocabulary items and borrowed terms that reflect the town's historical interactions. Each aspect will be discussed with detailed explanations and relevant examples to provide a comprehensive understanding of the unique features of the Ghazaouet dialect.

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1.7.1.1 Phonetics and Phonology

Ghazaouet dialect is a variety among many in Algerian Arabic (AA) distinguished by its particular phonetic traits, making it recognizable and strongly tied to the speaker's regional identity. Its distinctive way of pronouncing words and expressions clearly differentiate it from other dialects, allowing listeners to easily associate it with Ghazaouet.

In standard Arabic, there are three short vowels called "harakat": Fatha (َ), Kasra (ِ), and Damma (ُ). These symbols indicate the vowel sounds a, i, and u respectively when placed above or below a consonant letter¹¹. Ghazaouet Arabic (GA) like (SA) and all Arabic varieties contains three short vowels /a/, /i/ and /u/, along with their corresponding long forms. The following figure shows the vowel system in GA.

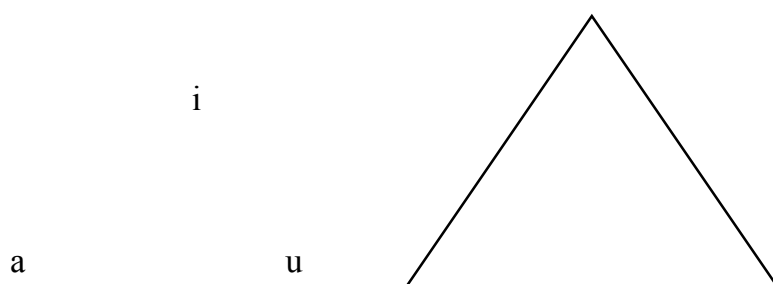


Figure 1.1: Short vowels in Ghazaouet Arabic

The figure above provides a simplified view of the short vowel system that exists in GA. However, the reality of vowel use in natural speech reveals a tendency toward reduction or even deletion of short vowels in many words, which is not acceptable in Classical Arabic (CA). Belmekki & Djebbari (2020, p. 363) stated that, Classical Arabic phonology tends to preserve full vowel articulation, even in unstressed positions, unlike English which allows for vowel reduction and schwaization. This vowel reduction is not unique to Ghazaouet Arabic but is widely observed across North African Arabic dialects whereby speakers unconsciously favour ease and speed

¹¹ <https://www.sahlah.net/blog/arabic-alphabet-with-vowels-short-vowels-long-vowels-semivowels-andbest-examples-in-arabic>

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over precise vocalic articulation, as it is mentioned in Saadane and Habash (2015, p.72)‖ The Algerian dialect, elides many short vowels in unstressed contexts. This feature characterizes also the other Maghreb dialects‖. Moreover, Aguadé (2018), explained that, the frequent elision of short vowels, especially in unstressed syllables, is a key phonological trait of Maghrebi dialects including Algerian Arabic AA, and that this elision contributes to the formation of consonant clusters and distinguishes these dialects from Eastern varieties. The examples below demonstrate clearly this idea.

Table 1.1: The reduction of syllables in words

SA	GA	GLOSS
/raʃama/	[rʃam]	He drew
/haraba/	[hrab]	He ran away
/qaraʔa/	[kra]	He read

Most of the time short vowels are affected in the natural speech of Ghazaouet. However, what can be clearly noticed is that long vowels preserve their quality better than the short vowels do. The neutral vowel [ə] is really prevalent in this dialect. Thus, the deletion of some linguistic units leads to a change in the words structure and as a result such alternation leads to syllabic and morphological modification. The following examples will illustrate these variations.

Table 1.2: Preservation of the long vowels in Ghazaouet Arabic

SA	GA	GLOSS
/kita:bun/	[ʃta:b]	Book
/ʕindakum/	[ʕəndʃəm]	You have
/qa:la/	[ka:l]	He said
/alwaqtu/	[lwakt]	The time

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In the Ghazaouet dialect, the vowel /u:/ undergoes notable phonetic variations. One such change is its substitution with [œ], a sound similar to that in the French words and reflects a prominent feature of the dialect (Medjahdi & Senoussaout, 2023, p. 23).

Table 1.3: Pronunciation of long /u:/ to the allophonic variant [œ]

SA	GA	GLOSS
/fawqa/	[fœk]	Above
/aldʒu:ʕu/	[ljœʕ]	Hunger
/maktu:bun/	[maktœb]	Written

In the Ghazaouet dialect, the vowel /u:/ undergoes a shift in pronunciation when occurring next to emphatic consonants. This modification is characterized by a higher tongue position and increased rounding of the lips, resulting in the vowel being realized as [ɔ:] (Medjahdi & Senoussaoui, 2023, p. 24).

Table 1.4: Pronunciation change of /u:/ when it is adjacent to emphatic consonants (Mediahed & Senoussaoui, 2023, p. 24).

AA	GA	GLOSS
/lbu:t/	[lbɔ: tʰ]	Boots
/mafru:tʰa/	[m a f rɔ: tʰ a]	Unorganized

The Ghazaouet dialect is characterized by many unique features, among them the lack of the phonetic contrast between the /k/ a voiceless velar plosive and the /g/ a voiced velar plosive. Instead, the uvular voiceless plosive /q/ is typically substituted by the voiceless velar /k/ in this variety, resulting in the reduction of the /k/ and /g/ contrast (Hocini & Belmekki, 2023, p. 123). For example, in SA the word /qari:b/ (meaning near) is pronounced as [kri:b] in GA.

Moreover, the changes within this dialect do not include only the contrast between the sounds but also involve additional shifts. These include /q/ becoming [k], according to (Hocini & Belmekki, 2023, p. 124), the phoneme /k/ consequently is referred to as [tʃ] in the introductory and middle positions or [ʃ] in the final positions.

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i.e. /k/ being realized as [ʃ] or [tʃ] depends on the phonetic context in which it is found. For example, it is realised as [tʃ] in initial and medial positions such as a/kursi:/ (a chair) is pronounced as [tʃərsi] in this variety, and [mtʃammal] means very ill. The /ʃ/ sound is found in final positions such as in the word [ma;lək] (meaning what's wrong with you?) realised as [ma:ləʃ].

In addition, the /g/ sound is pronounced as [dʒ] for example —the cakes‖ is pronounced as [gaʔo] in AA however in GA is pronounced as [dʒaʔo]. The Ghazaouet dialect is also unique in that /dʒ/, being pronounced as [tʃ]. For example, the term /mari: dʒ/ (meaning sick) is pronounced as [mri:tʃ], when the /dʒ/ sound loses its voicing and becomes [tʃ]. Furthermore, the term —back‖ in AA /dʒhar/ is pronounced as [tʃhar] in Ghazaouet speech.

Many other linguistic phenomena exist in this variety such as the deletion of the /h/ sound at the end of the words like in the word /kli:tha/ (meaning I ate it), is realised as [klita] in GA with the omission of the /h/ sound, which typically marks the feminine object pronoun /-ha/ in SA. However, in other districts in Tlemcen like Maghnia, they are still preserving this phonetic feature.

Additionally, some foreign sounds such as /p/ and /v/ do not take a part in classical Arabic. However, in many Algerian varieties and also in GA both/ p/ and /v/ have entered the spoken language through French loanwords, as a result of the French colonisation of Algeria. —Languages in contact may gradually align their phonological systems to facilitate communication, leading to the adoption of similar phonetic patterns or merging of phonemic distinctions‖ (Sanesar, 2022, p. 709) i.e., language contact can introduce new phonemes into a system. Thus, these variations are the result of deep historical influences which contributed to the gradual reshaping of the dialect's phonological system.

1.7.1.2. Morphology

The term morphology is originated from the Greek words —morpho‖ (means form or shape) and —logy‖ (means study of). It is a fundamental branch in linguistics that studies the process of word formation and structure. It focuses on how words are

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built from smaller units called morphemes which are the smallest meaningful units of language. These morphemes can be either free morphemes which can stand alone as independent and complete words that carry meaning by themselves such as verbs, nouns, pronouns, articles... etc. or it can be bound morphemes which are morphemes that must be attached to other morphemes to convey meaning such as affixes or grammatical features.

In the speech of Ghazaouet there are a lot of free morphemes like the pronoun [ntina] which denotes —you^l is used with both men and women. However, in some rural areas in Ghazaouet such as (Tient, Sekhra...) they tend to use the pronoun [nta] with both men and women.

Another remarkable feature in Ghazaouet speech is the confusion in gender, whether in singular or plural form. For example, when addressing a male or a female in the singular form, the speaker uses [ʔæsmu ra:f tatʃəl] (what are you eating?). But when addressing a male or a female in the plural form, the speaker uses [ʔæsmu ra:fəm tatʃlu] (what are you eating?) (Hocini, 2011, p. 69).

In Classical Arabic, duality is strictly used and grammatically marked with [a:n] or [ain] added to the nouns. But it is often simplified in Colloquial Arabic with the use of either the plural or adding a number before the plural form of the noun for example [zu:j rja:l] (two men) instead of [rajula:n]. On the other hand, Ghazaouet speakers tend to use CA dual marker [ain] with an alternation to [jən/] with some nouns related to time measurement such as [ju:ma: jən] (two days), [ʃahra:jən], (two months) (Hocini, 2011, p. 70).

In CA the definite article /al/ is equivalent to —the^l in English, and attached to the beginning of the nouns to make them definite. For example, —a book^l is written in Arabic as /kita:b/. However, —the book^c is written as /al-kita:b/. Although, this morpho-syntactic relationship is still present in the way Ghazaouet locals speak, its phonetic realization is influenced and shortened in everyday speech by the omission of the initial vowel /a/ like /al-ba:bu/ —the door^l is realized as [l-ba:b] (Medjahdi & Senoussaoui, 2023, p. 29).

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The indefinite articles (a/an) in English, are replaced by the morpheme /ħa-/ in GA for example [ħa-lwarka] —a paper^l, or [ħa-taffaħa] —an apple^l. In some cases, this form is expressed in AA by the addition of the number —one^l /waħəd/ before nouns such as a house [waħəd-da:r].

Another main characteristic of the Ghazaouet speech is the use of the morphemes /di/, /də/ or /djæ/ to indicate possession. For example, [lkat^ə di sara] (sara's cat). Moreover, according to (Hocini, 2011, p. 71) the morpheme —[di] is always followed by a noun, [djæ/ and [di-djæ/ are followed by an affix and never by a noun in GA^l. For example, [lktɑ:b djælu] (his book).

1.7.1.3. Lexis

The term lexis refers to the complete set of words and phrases with specific meanings in a particular language. Across the Arab world, for example, lexis varies significantly. North African dialects or Maghreban dialects including Algerian, Moroccan, and Tunisian Arabic are very diverse and influenced mainly by Amazigh (Berber), French, Spanish, and even Turkish, whereas eastern dialects such as Egyptian, Gulf and Levantine Arabic are more influenced by Classical Arabic. Even though they fall under the umbrella of the Arabic dialects, they are still mutually unintelligible because of the differences in vocabulary and pronunciation.

Ghazaouet dialect like all Maghreban dialects especially Algerian dialects, is shaped by Classical Arabic but consists of a significant number of loanwords and borrowings mainly French and Spanish words due to historical and colonial contact, with some Berber and Italian words. According to Negadi (2015, p. 146), Due to the prolonged period of French colonization in Algeria, AA has incorporated a large number of French loanwords. As a result, many Algerians including Ghazaouet people use French in their daily life, either code-switching between Arabic and French or integrating French words into their speech. The following table provides examples of some French words that are used in AA as spoken in Ghazaouet.

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Table 1.5: French loanwords in AA used in Ghazaouet

French loanwords	GA realization	English gloss
Une faute	[la fu: t]	Falt
Machine	[maʃina]	Washing machine
table/	[tʰabla]	Table
Chauffeur	[ʃifɔ: r]	Driver
Maillot	[majjɔ]	Swimsuit
Journal	[ʒarna: n]	Newspaper

According to (Chami, 2018), —The Spanish-Algerian relations are deeply rooted in history and researchers in this field have recorded more than 1200 loan words still in use. i.e., GA also encompasses some Spanish words due to historical contact with Spain, including the period of trade, migration...etc. the following table illustrates examples of Spanish loanwords used GA.

Table 1.6: Spanish loanwords used in AA and spoken in Ghazaouet

Spanish words	GA realization	English gloss
/Plato/	[platʰɔ]	Plate
/Fiesta/	[fiʃtʰa]	Party
/Falta/	[faltʰa]	Fault
/Falso/	[falsʰɔ]	False

What makes the Ghazaouet variety particularly special and different from other neighbouring dialects like Tlemcen, Maghnia. Etc, is its unique lexical richness. The distinctiveness is not limited to pronunciation or phonological traits but extends strongly to vocabulary, which has made it a centre of attention for linguists and sociolinguists. The following table highlights the lexical differences between GA and Tlemcen Arabic (TA) showing how each one expresses the same meanings through entirely different words.

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Table 1.7: Lexical differences between GA and TA

CA	GA	TA	GLOSS
/ʔahqir li/	[Su:kli]	[dʒibli]	Bring me
/wadʒhun/	[tʃəmmara]	[wdʒah]	Face
/ʔonðor/	[xəm]	[ʃu:f]	Look
/dʒami:lun/	[sbi:h]	[ʃbab]	Beautiful
/ʔanna:ru/	[lʃafja]	[nna:r]	Fire
/ʃafʃatun/	[ʃabtʳa], [sakʃa]	[Saqla]	Slap
/ʔidʒlis/	[kʃud]	[dʒammaʃ]	Sit down
/ma:ða/	[Wa:səm]	[Wa:ʃta]	What

Besides lexical richness, this dialect is characterized by the high usage of the diminutive form of words which is a grammatical way of modifying a noun to indicate smallness. It is a common morphological process and is used in both standard Arabic and dialects but less in English. In English expressing diminutive form is mainly by adding —minil to the original word or some suffixes. However, in Arabic especially in Ghazaouet speech this form is created through specific morphological changes. For example, the sentence \square / ع و ع و / [su :kli ha-lkrisi] means (bring me a chair), or a word such as /د /, [ha-lawlijəd] means (boy), and /د /, [ha-labnita] means (girl).

Similarly, in Jijel which is another coastal city in northeastern Algeria, Interestingly, it shares several similarities with the Ghazaouet dialect particularly in intonation and some vocabularies and this can be attributed to a combination of geographical, historical and sociolinguistic factors. One notable feature is the insertion of the letter /ħa/ at the beginning of certain nouns, such as [ħalmra] which means (woman) in SA (Wikipedia, 2020). Phonologically, the dialect is characterized by the substitution of the letter /q/ with [k] which is further softened to produce a sound resembling a combination of /t/ and /f/. For instance, the phrase /qɑ:tlək/ means (I told you) is pronounced as [ku: tləf] (Wikipedia, 2020).



Map 1.3: Geographical situation of Jijel¹²

1.8 Conclusion

This chapter was devoted to establish a comprehensive framework of linguistic accommodation. It explored key theories that explain individuals alter their speech based on the context. This speech adaptation often occurs in both short-term and long-term contexts, resulting in a variety of outcomes such as mixing, levelling, simplification, and reallocation. The discussion also highlighted the relationship between language choice and identity, illustrating how speakers navigate multiple languages to convey personal or social affiliations.

The multilingual landscape of Algeria also took part of the chapter, shedding light on the various languages existing in the country. The linguistic profile of Ghazaouet was also detailed, focusing on the unique characteristics of its dialect, from phonology to morphology and lexis. This chapter, thus, set the theoretical background of the case study conducted.

¹² <https://g.co/kgs/7bxRZC7>

CHAPTER TWO: DATA COLLECTION AND ANALYSIS

Chapter Two: Data Collection and Analysis

- 2.1** Introduction
- 2.2** Research Objectives
- 2.3** Data Collection Approach

Chapter Two: Data Collection and Analysis

2.3.1 Mixed Method Approach

2.4 Description of the Setting and the Sample

2.5 Data Collection Instruments

2.5.1 Questionnaire

2.5.2 Interviews

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2.6.1 Questionnaires Analysis

2.6.2 Interviews' Analysis

2.7 Data Interpretation and Discussion of the Main Findings

2.8 Limitations and Recommendations for Further Research

2.9 Conclusion

2.1 Introduction

After discussing the theories concerning linguistic accommodation and the linguistic features of Ghazaouet dialect, it becomes necessary to examine these theories. This chapter provides an overview of the sample population, the methodological approach and introduces the procedures followed during the

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investigation of the topic of dialect accommodation among Ghazaouet students at Tlemcen University.

The present study has relied on two main research instruments for data collection, a questionnaire addressed to sixty (60) informants from different departments, and semi-structured interviews with eight (8) participants. Then, the data were analysed using two methods, a quantitative analysis for statistical items and a qualitative analysis for thematic interpretation. Finally, the findings are presented both descriptively and illustratively.

2.2 Research Objectives

According to Payton (1979), Research is —a systematic, formal, rigorous and precise process employed to gain solutions to problems or to discover and interpret new facts and relationships|| i.e research is a systematic process conducted to explore a specific phenomenon or solve a certain problem. Thus, the current research is carried out in order to investigate the instances of linguistic accommodation among Ghazaouet students in Tlemcen University, discover its aspects, and link the findings with the former literature.

Moreover, researchers must have a sort of specific, explicit, and well-defined objectives to be achieved through the research, as Kothari and Garg (2014, p.02) highlight that —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||. Therefore, the main aims of the study in hand are to identify the linguistic features most frequently accommodated by Ghazaouet students when interacting in the Tlemcen university context, to investigate the social and emotional factors that motivate or hinder linguistic accommodation among these students, and to investigate the Ghazaouet students attitudes towards this linguistic phenomenon. These objectives help to guide the process of investigation and evaluate the outcomes.

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2.3 Data Collection Approach

The data collection approach was carefully selected in this study since it investigates the linguistic changes of Ghazaouet speech and the subjective attitudes and reasons behind these changes. Relying on a single data collection method may limit and weaken the scope of research, as (Creswell & Creswell, 2023, p.47) state, —early thoughts about the value of multiple methods—called mixed methods—resided in the idea that all methods had bias and weaknesses. The collection of both quantitative and qualitative data neutralized the weaknesses of each form of data. In addition, qualitative researchers always tend to use multiple and interconnected methods to get better results on the studied topic.

Thus, a mixed methods approach was adopted integrating both qualitative and quantitative data to better understand the phenomenon of dialect accommodation among Ghazaouet students at Tlemcen University. As Creswell and Plano Clark (2007, as cited in Creswell & Creswell, 2023, p.5) mixed methods research —involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research. I.e. the integration of qualitative and quantitative data yields more robust conclusions than either one type alone.

2.3.1 Mixed methods approach:

Mixed methods approach is a strategy that incorporates both qualitative and quantitative methods within a single study. According to (Creswell & Creswell, 2023, p.47) Mixed methods research involves collecting quantitative and qualitative data and combining or integrating to yield insights or inferences from the combined data I.e. This approach helps researchers to validate and generalize results and gain deeper insights by relying on multiple research instruments such as questionnaires or surveys which help to gather numerical data and enables precise measurement in addition to interviews and observation which facilitate collecting descriptive data and exploring complex issues.

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2.4 Description of the Setting and the Sample

Nothing exists, and therefore can be understood, in isolation from its context, for it is context that gives meaning.¹³ Accordingly, the research conducted needed a context in order to allow the readers to better understand the background and conditions of the study. Describing the setting and the sample will provide the context of the research in hand.

Firstly, research setting is the physical, social, or experimental context within which research is conducted.¹⁴ The present study was conducted at Tlemcen University and focuses on linguistic practices among students from Ghazaouet who are pursuing their studies in various departments within the university such as the departments of English, Translation, Biology, and Letters.

Secondly, for the sample, it is worthy to acknowledge that sampling is the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population (Fridah, 2002, p.1). In other words, sampling is a procedure in research which helps the researcher to select the appropriate sample from the target population. In this case study, random sampling was used to choose the sample. According to Creswell (2012, p.143), in simple random sampling, the researcher selects participants (or units, such as schools) for the sample so that any individual has an equal probability of being selected from the population. Thus, the data was collected from a sample of sixty eight (68) students. They were approximately of the same age (18 to 25 years old). They were chosen randomly from bachelor and masters students.

¹³ <https://www.health.org.uk/sites/default/files/PerspectivesOnContextBateContextIsEverything.pdf>

¹⁴ <https://www.editage.com/insights/what-is-meant-by-the-setting-of-the-study>

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2.5 Data Collection Instruments

According to (Wilkinson & Birmingham, 2003, p.3) —Research instruments are simply devices for obtaining information relevant to your research project, and there are many alternatives from which to choose. Moreover, following the Code of Federal Regulations (45 C.F.R. § 63.32, n.d.), —data-collection instruments include tests, questionnaires, inventories, interview schedules or guides, rating scales, and survey plans used to collect similar information from 10 or more respondents¹⁵. That is to say, there are different types of research instruments however; the choice of the suitable research tool is always linked to the nature and requirements of the research topic.

During the phase of primary data collection two research instruments were used to collect both quantitative and qualitative data and to ensure validity and reliability of the research findings. The first one is a written questionnaire given to Ghazaouet students to identify the situations where they accommodate their speech. The second one, semi-structured interviews to explore how and why students adjust their speech in different social contexts. These tools were selected to gain an indepth exploration of the participants' linguistic behaviour and their attitudes towards accommodation and employed to either confirm or reject the hypotheses.

2.5.1 Questionnaire

A questionnaire is a structured tool with a set of different types of questions designed to collect data on a specific topic from a group of participants. In the view of (Wilkinson & Birmingham, 2003, p.8) a —Questionnaire can be designed and used to collect vast quantities of data from a variety of respondents. This instrument allows the researcher to obtain statistical information by the closedended questions and multiple-choice questions and collect data on attitudes and opinions by relying on open-ended questions. It can be distributed in various ways either via mail or administered directly by the researcher.

¹⁵ <https://www.law.cornell.edu/cfr/text/45/63.32>

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In addition to that, a questionnaire should have a title, a brief explanation of the studied phenomenon with a request to respond truthfully and honestly, besides this, as a part of the research ethics, the informants must be assured that the information they provide throughout the questionnaire will be maintained confidential and that their contribution is very significant to the study. In general, the questionnaire begins with simple and straightforward questions and gradually moves to more complex and details ones.

Within the present study, the applied questionnaire is a self-administered written questionnaire, distributed to sixty (60) Ghazaouet students registered at Tlemcen University, from different departments which are the department of English, letters, human & social sciences, science and technology, translation, and biology in order to collect information about their linguistic behaviours and attitudes during interaction in the university. The present questionnaire contains questions about the participants' background, close-ended, multiple-choice and open-ended questions. Furthermore, before administering it, the researchers have piloted it with a small number of the target population for the sake of testing the clarity of the questions and modifying some misunderstood items.

2.5.2 The interview

Interviewing is considered as one of the tools that are widely used in the field of sociolinguistics and qualitative research. It is a method of data collection conducted through face-to-face interaction between the interviewer and the interviewee. According to Monette et al. (1986, as cited in Kumar, 2011, p.137),^l an interview involves an interviewer reading questions to respondents and recording their answers^{ll}. During it, the researcher collects information about participants' opinions and attitudes towards a specific topic. It can be formal or informal and divided into three types structured, semi-structured and unstructured interviews. It is a very useful tool that enables clarification and provides an in-depth understanding but at the same time it requires skilful researchers to conduct it effectively.

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In the present research, the researchers applied a semi- structured interview with eight (8) participants from Ghazaouet at Tlemcen University, which is a qualitative data collection method that involves the preparation of questions in advance but allows the researchers to discuss new ideas that emerge during the conversation. The questions focused on three main areas which are: the linguistic features that Ghazaouet students accommodate more, the reasons behind this accommodation and the participants' attitudes towards this phenomenon. The purpose behind choosing this type of interview is that it enables the researcher to produce new ideas or new questions during the conversation while following the same set of questions with all participants.

2.6 Data Analysis

Data analysis is the process of structuring, organizing and summarizing the main findings to draw conclusions about the studied topic using quantitative and qualitative procedures. According to (Richmond, 2006, p.13), —data analysis includes ways of working with information (data) to support the work, goals and plans of your program or agencyl.

During this study, the researchers employed both quantitative and qualitative data analysis procedures to explain and summarize the gathered data, which together contribute to an in-depth understanding of dialect accommodation in interactional context among Ghazaouet students at Tlemcen University.

A- Quantitative Data Analysis

It is the process of examining numerical data gathered from close-ended and multiple-choice questions in a questionnaire or a structured interview. The data then is analysed via statistical and mathematical methods. Some specific software's like SPSS (statistical package for the social sciences) are commonly used in such analysis. The analysed data can be presented in the form of texts, tables or figures using frequencies and percentages to summarize the findings. However, as the researchers had limited experience with statistical software like SPSS, the data were analysed manually using basic statistical methods. Furthermore, to enhance clarity, the results

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were presented in the form of tables, figures and pie charts, alongside explanatory textual descriptions.

According to (Cohen, Manion & Morrison, 2007, p.501), —Quantitative data analysis is a powerful research form, emanating in part from the positivist tradition. It is often associated with large-scale research, but can also serve smaller scale investigations, with case studies, action research, correlational research and experiments.

B- Qualitative Data Analysis

As stated by (Cohen, Manion & Morrison, 2007, p.461), —Qualitative data often focus on smaller numbers of people than quantitative data, yet the data tend to be detailed and rich. i.e., qualitative data analysis is a process of examining nonnumerical data gathered from open-ended questions found in interviews or observations. Etc. The data are analysed using interpretative techniques like coding and categorizing and generally the findings are presented through narratives and descriptions helping to provide a full understanding of the topic under study.

Following the view of (Cohen, Manion & Morrison, 2007, p.461), Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants _definitions of the situation, noting patterns, themes, categories and regularities. The following sections will move from outlining the theoretical background of data analysis to presenting the actual analysis undertaken in this study.

2.6.1 Questionnaire, Analysis

Section 1: General Background Information

Gender

This question was included to describe the sample. The total participants were 60 university students from Ghazaouet distributed equally, 30 (50%) were females and 30 (50%) others were males. This study includes participants of both genders to avoid gender bias and to ensure a representative sample of the target population.

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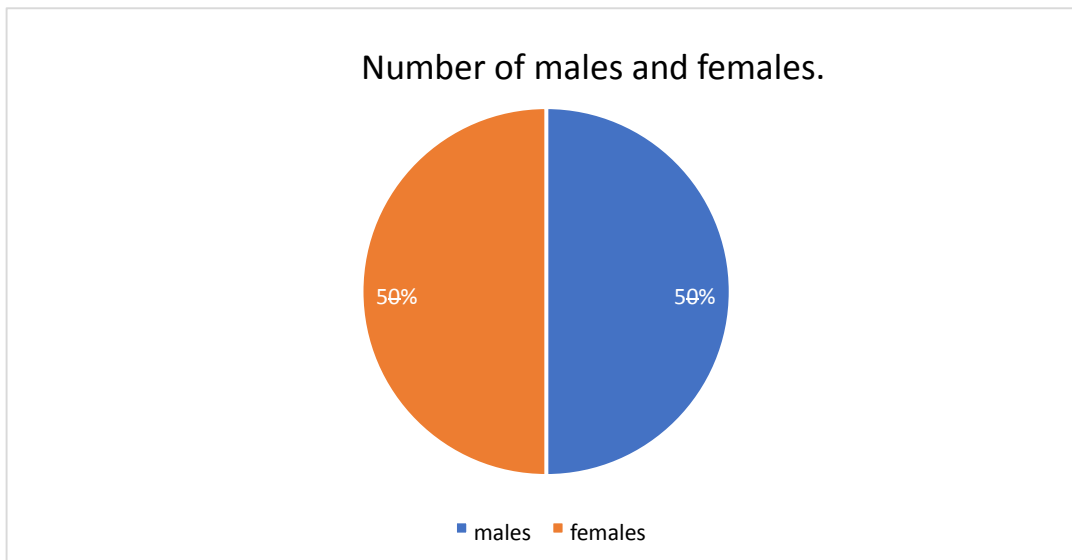


Figure 2.1: The number of males and females in the studied topic.

Age

Since all the participants were university students, the data gathered from the questionnaires revealed that all the informants 60 (100%) were aged between 18 and 25 while no participants were found among 25-35 or above 35years old.

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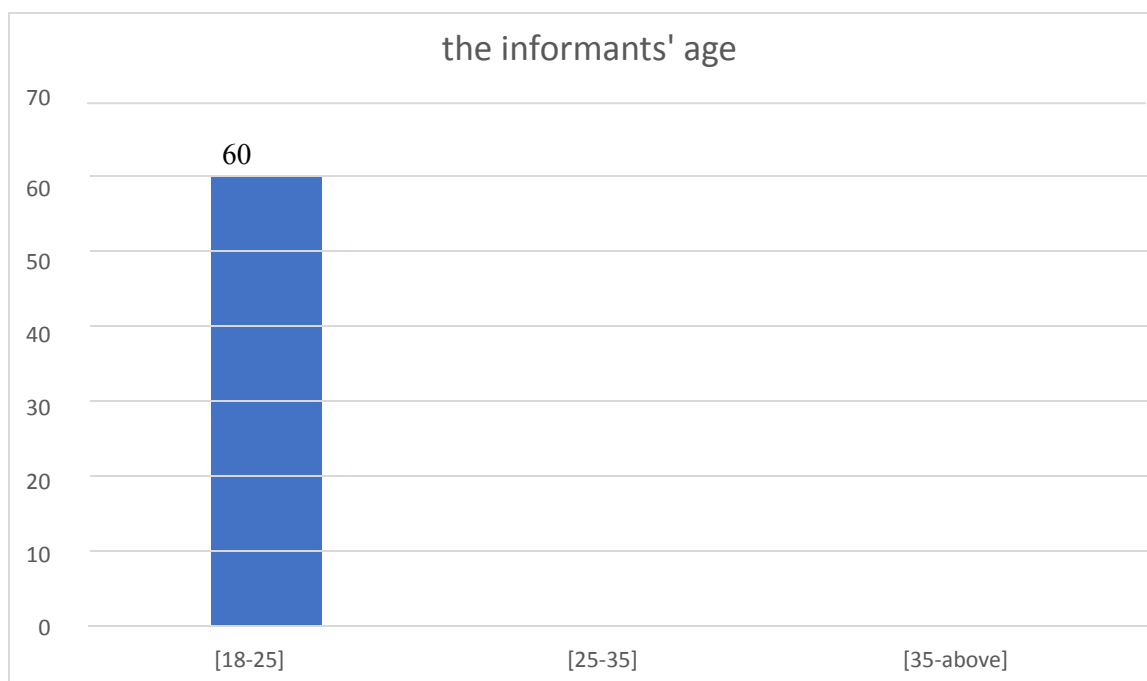


Figure 2.2: The informants' age

Educational level

The aim of this study was to investigate dialect accommodation among Master's students from Ghazaouet enrolled at Tlemcen University because Master's students have a more advanced academic and cognitive background. However, due to the lack of participants, the study sample was expanded to include bachelor's students from Ghazaouet. Hence, the participants were divided into two groups, 21 (35%) Master's students and 39 (65%) were bachelor's students.

Table 2.1: Educational level of the participants.

Educational level	Number of informants	Percentage (%)
Master	21	35%
Licence	39	65%
Total	60	100%

Departments

Within this study, the number of participants was distributed among different departments. As shown in the pie chart below, the majority of informants 25 (41,7%) were from the English department, followed by the department of Letters and the

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department of Human & Social Sciences, each with 10 (16,7%) of the participants. 7 (11,7%) of the students were from Science and Technology department, 5 (8,3%) were from the Translation department and finally, 3 (5%) students were from Biology department.

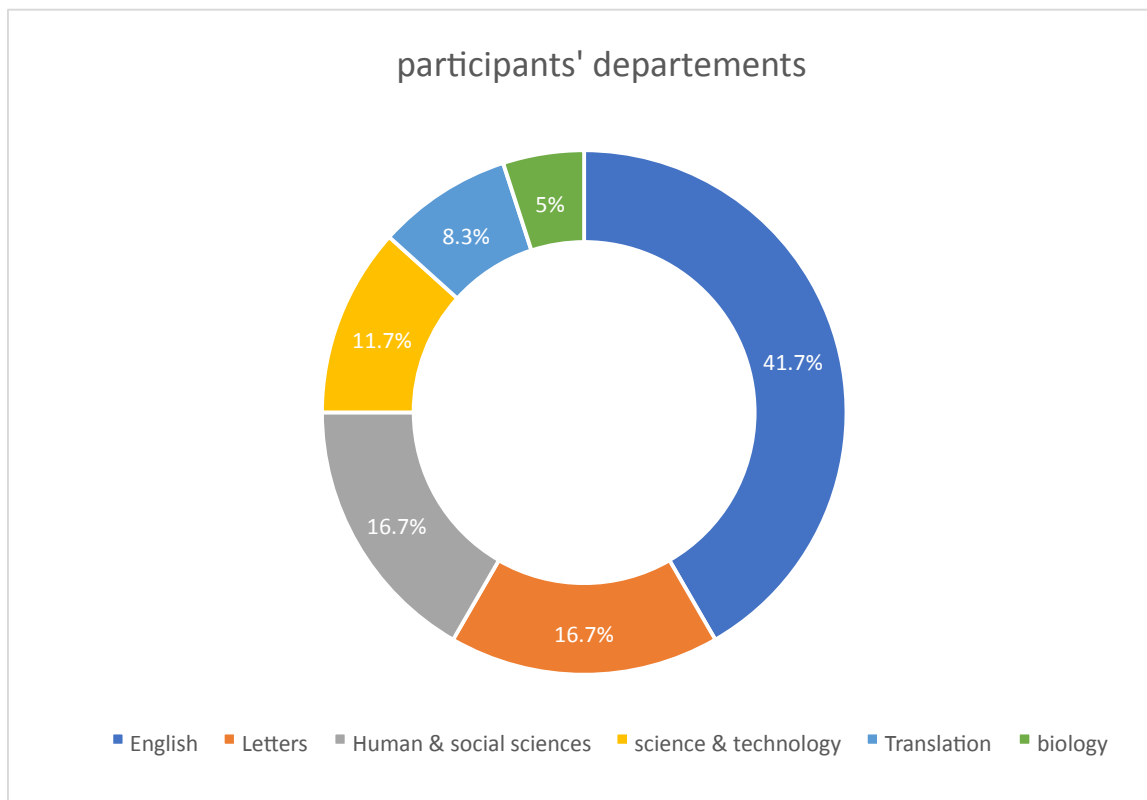


Figure 2.3: Participants' departments

Section 2: Data Analysis

This section presents a detailed analysis of the participants' answers of the questionnaire. This later helps the researchers to test the hypotheses by either confirming or rejecting them.

Question 1: Where are you originally from?

This question was addressed to the participants to determine whether they are natives and hold the local dialect of Ghazaouet or born in other regions and moved to Ghazaouet carrying some distinct linguistic features. The results revealed that 55

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(91,7%) of the participants were originally from Ghazaouet, while 5 (8,3%) participants were moved to live in Ghazaouet.

Table 2.2: Participants' origins

Origins	Number of informants	Percentage (%)
From Ghazaouet	55	91,7%
Moved to Ghazaouet	5	8,3%
Total	60	100%

Question 2: Are there situations in which you change your speech?

This question was designed to explore whether the participants adjust their speech in some situations or not, and the result showed that 45 (75%) of the participants adjust their speech in some situations, while, 4 (6,7%) reported that they do so occasionally. In contrast, 11 (18,3%) of the students do not change at all, and the reasons varied from one person to another.

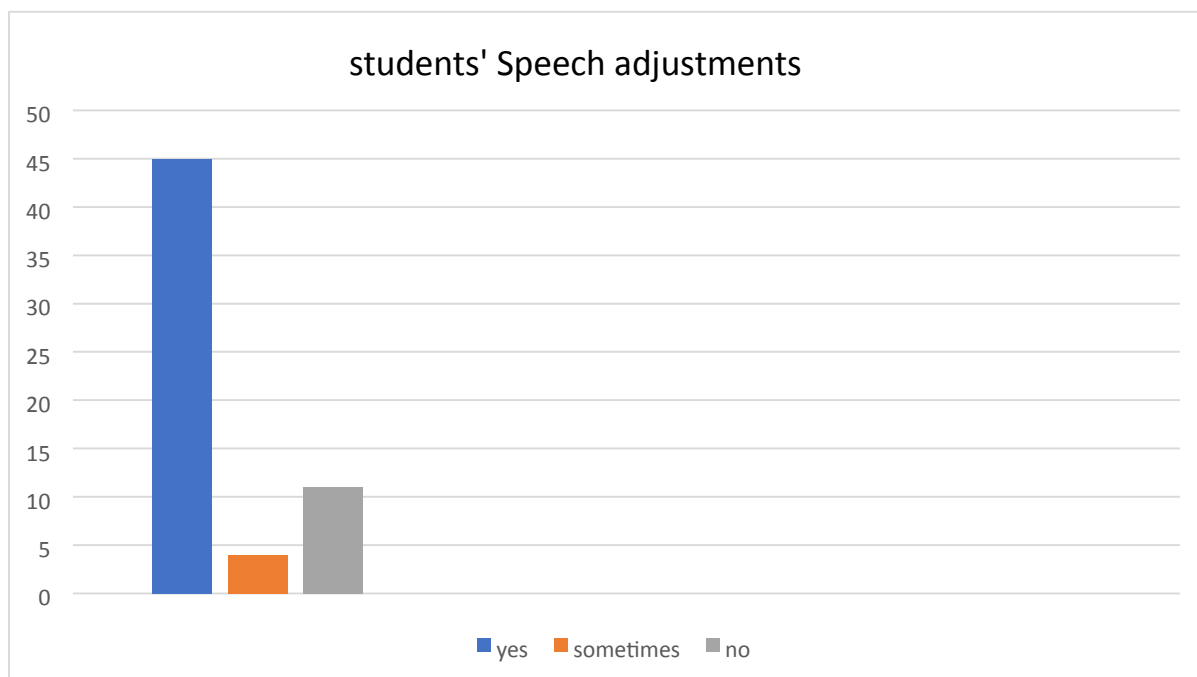


Figure 2.4: Speech adjustments across students

Question 3: With whom do you adjust your speech?

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The third question was designed to find out the types of individuals with whom Ghazaouet students adjust their speech, and the gathered data indicated that the majority of students 45 (75%) accommodate their speech when interacting with classmates from other regions and 4 (6,7%) stated that they accommodate their speech with everyone when being at the university. However, the rest 11 (18,3%) claimed that they do not adjust their speech with anyone. The pie chart below indicates different types of individuals with whom Ghazaouet students accommodate their speech.

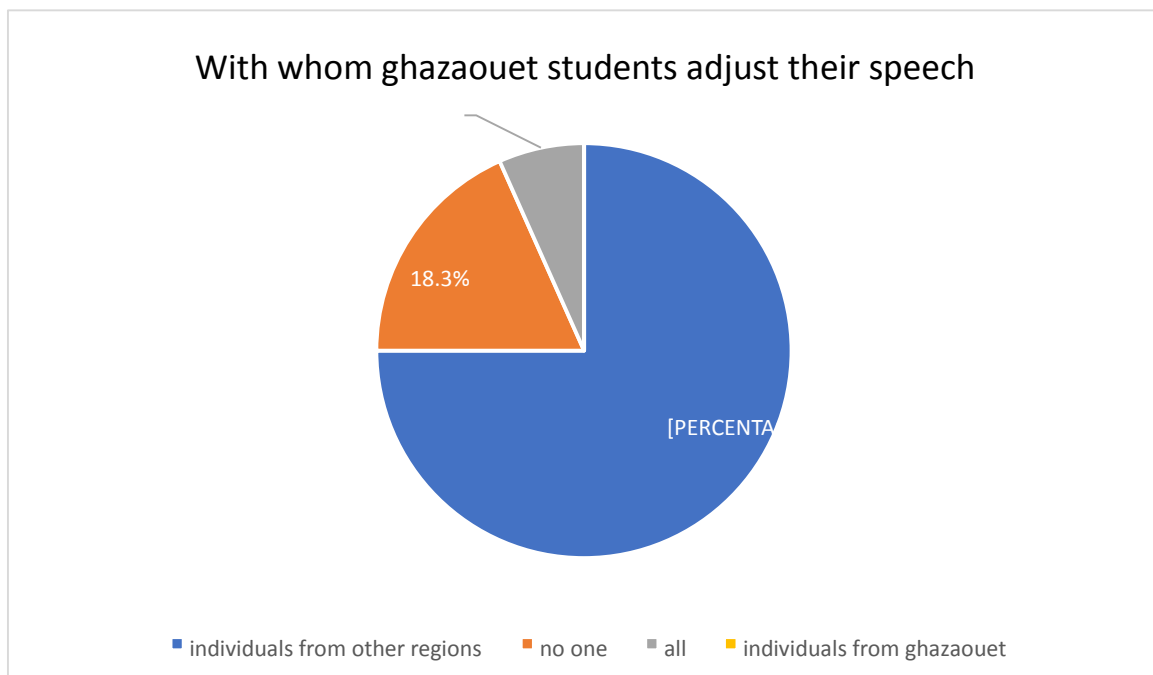


Figure 2.5: Types of individuals with whom Ghazaouet students adjust their speech

Question 4: Have you noticed any changes in your pronunciation when interacting with speakers of different dialects?

This question was designed to explore whether Ghazaouet students converge their speech when interacting with others, and what are the different phonological features that they modify when being at the university. The majority of informants 42 (70%) demonstrated that their pronunciation changes when interacting with people of different backgrounds, 4 (6,67%) noted that sometimes they adjust their speech depending on the social context. Furthermore, 14 (23,33%) of the

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participants reported that they do not change their pronunciation. Thus, the gathered data revealed that among the phonological features that Ghazaouet students accommodate are the /k/, /ʃ/, /tʃ/ and /tʰ/ sounds. The chart below presents the informants' answers concerning changes in their pronunciation.

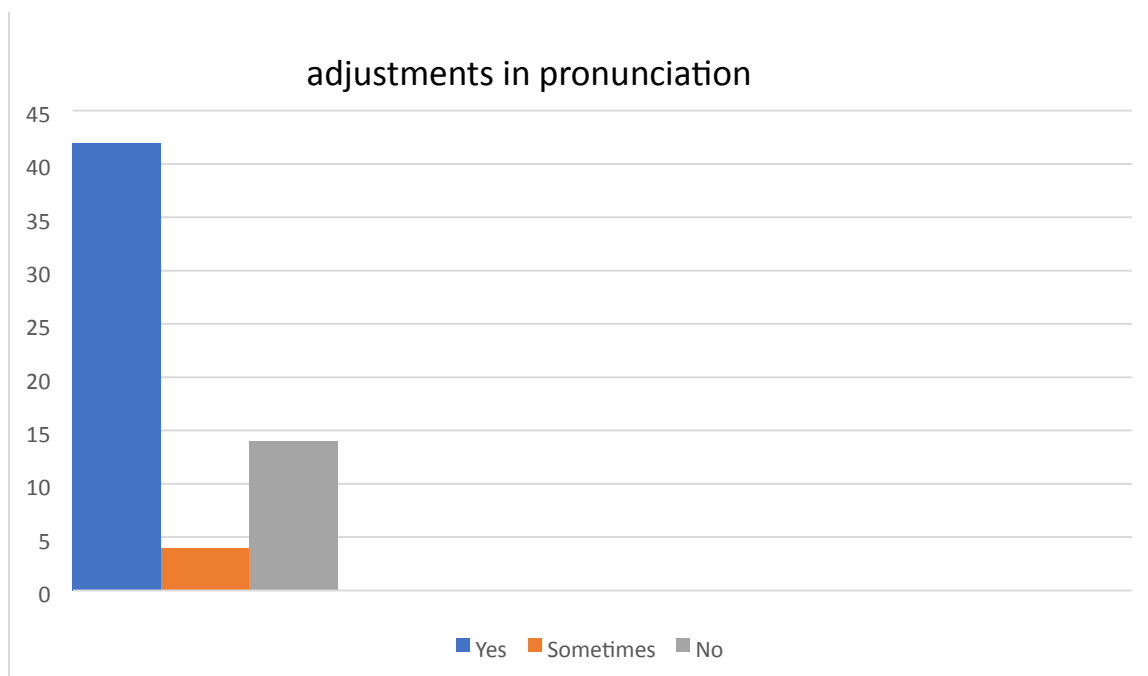


Figure 2.6: Participants' adjustments in their pronunciation

Question 5: Do you find yourself changing your vocabulary when communicating with speakers from different linguistic backgrounds?

The fifth question was formulated to explore whether the students change their vocabulary during interaction with individuals from different linguistic backgrounds, and to identify some specific examples about the lexical items they tend to change. The results presented that, 32 (53,3%) informants, said that they change their vocabularies, 15 (25%) reported occasional changes, meanwhile 13 (23,33%) denied any change in lexis. The chart below presents clearly the results. In addition, the table shows some specific words that Ghazaouet students tend to accommodate.

Table 2.3: Lexical accommodation

SA	AA	GA	Gloss
/ʔifʃal/	[di:r]	[ʃmal]	Do

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/hadʒaratun/	[hɑzra]	[ʃʻamma] [stara]	Stone
/jatamaʃa/	[jatmaʃʃa]	[jaʋli]	Walk
/safʃatun/	[saqla]	[sabtʻa] [sakʃa]	Slap
/ʔidʒlis/	[ʒammaʃ]	[kʃud]	Sit down
/jataʃadʒarun/	[jadabzo]	[jatkamfo]	They fight
/ʃʻaʋi:r/	[sʻʋi:r]	[kʃiwəʃ]	Small
/ʔɒskɒt/	[skot]	[skar]	chut up
/ʔinhadʃ/	[nɔ:dʃ]	[ku:m]	Stand up
/dʃadʒi:dʒ/	[lhas]	[ʃuʃara]	Noise
/jaʃɒdʃu/	[jʃadʃ]	[jadrəm] [jahzəm]	Bite
/kaskas/	[kaskaʃʃ]	[ʔariju:ʒ]	Couscous steamer

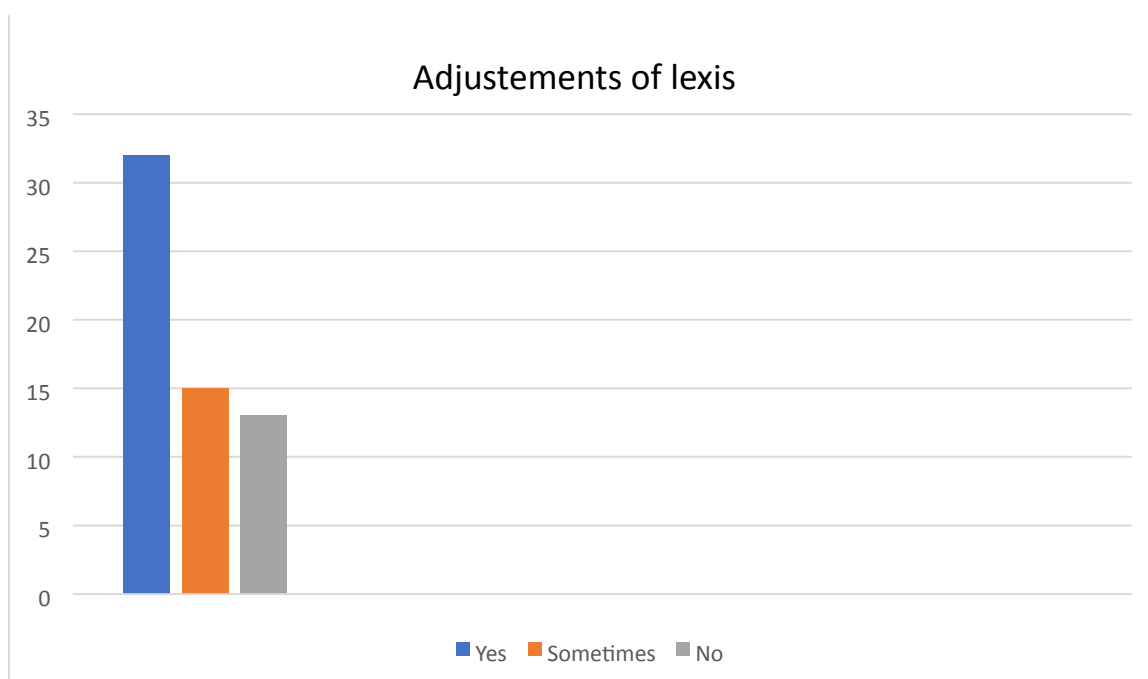


Figure 2.7: Participants' adjustment of their lexis

Question 6: Where do you adjust your speech?

The present question was addressed to participants to determine the specific social contexts in which participants modify their speech features, and the pie chart shows that the majority of the participants 44 (73, 33 %) accommodate their speech when

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being outside Ghazaouet, 11 (18, 33%) do not accommodate their speech and 5 (8, 33%) modify their speech everywhere, they either moved to Ghazaouet or their parents are not originally from Ghazaouet.

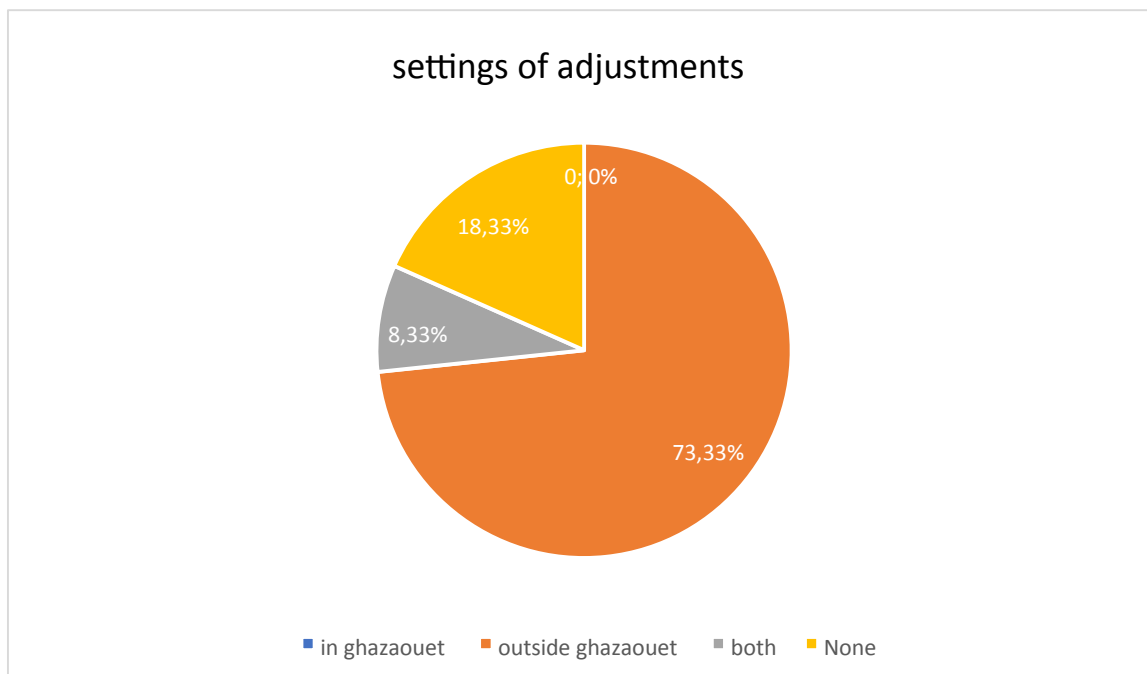


Figure 2.8: Participants' speech adjustments in and outside Ghazaouet

Question 7: How do you feel when you speak with people from: A.

The same linguistic background?

In the seventh question, all the 60 (100%) informants revealed that they feel confident when interacting with someone from the same linguistic background, suggesting a strong sense of comfort and familiarity.

Table 2.4: Participants' feelings when interacting with people from the same linguistic background

Same linguistic background	Number of informants	Percentage (%)
Confident	60	100%
Embarrassed	0	0%

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B. Different linguistic background?

In this part, 35 (58, 33%) of the informants indicated feeling confident while 25 (41, 67%) of them reported that they feel embarrassed when communicating with individuals from different linguistic backgrounds. Although, many participants demonstrated feeling confident and proud, a considerable number still experience discomfort and linguistic insecurity when using their local dialect with peers from different linguistic backgrounds, this could possibly be due to several reasons.

Table 2.5: Participants' feelings when interacting with people from different linguistic background

Different linguistic background	Number of informants	Percentage (%)
Confident	35	58,33
Embarrassed	25	41,67

Question 8: Do you feel that people from outside your city including your classmates mock at the way you speak?

This question was addressed to participants to explore whether mocking is one of the reasons behind their accommodation and the gathered data revealed that 37 (61, 67%) students said that people ridicule at the way they speak however 23 (38, 33%) reported that people do not mock at the way they speak. And the table below presents clearly the results.

Table 2.6: Do people mock at the way you speak?

	Number of informants	Percentage (%)
Yes	37	61,67%
No	23	38,33%

Question 9: What pushes you to change or maintain your dialect?

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The ninth question was addressed also to participants to find out the main reasons behind their decision to either change or maintain their dialect. The results provided varied reasons such as 34 (56, 7%) of the participants indicated that they change for the sake of avoiding misunderstanding and to ensure mutual intelligibility with their interlocutors. Moreover, 9 (15%) informants stated that they change their dialect to avoid negative comments or embarrassing situations. Furthermore, 6 (10%) mentioned that they adjust their speech when being in different social contexts especially, in formal situations. In contrast, 7 (11, 6%) participants reported that they maintain their dialect because they are proud of their identity, suggesting a strong emotional and cultural attachment to their linguistic heritage whereas, the rest 4 (6, 7%) participants revealed that they do not change their dialect because they do not feel at ease when expressing themselves using other dialects. The chart below illustrates clearly the results.

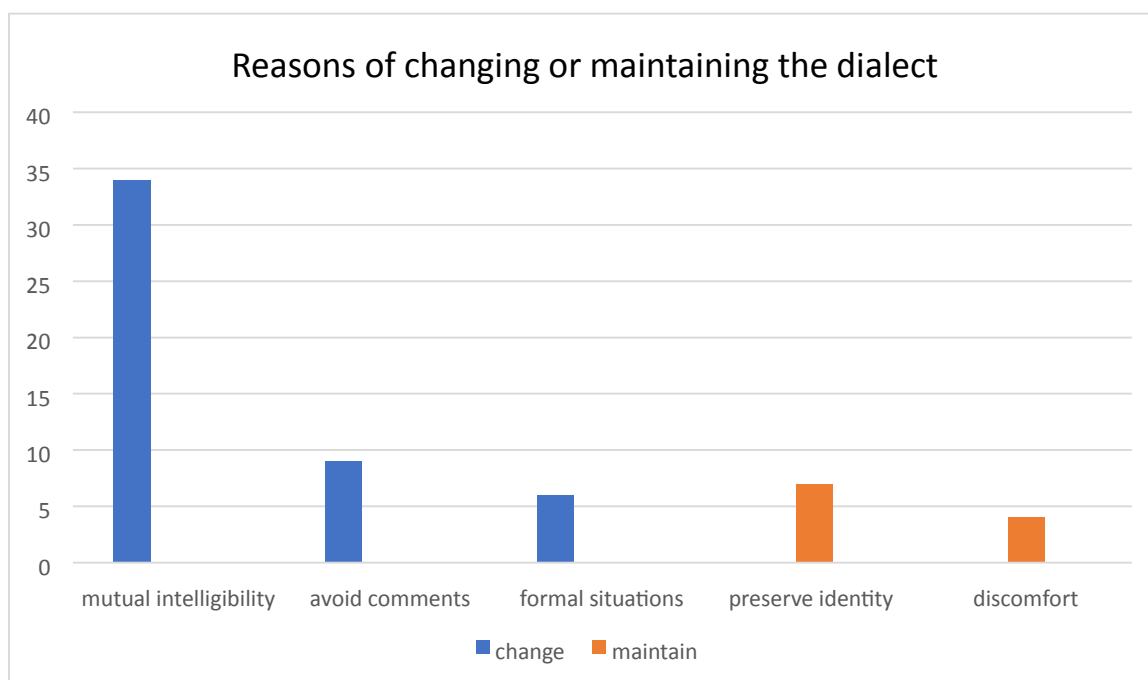


Figure 2.9: Participants' reasons behind changing or maintaining dialect

Question 10: Do you think that interacting with speakers from different linguistic backgrounds requires you to change your speech?

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The present question was designed to explore students' attitudes towards the phenomenon of linguistic accommodation, and the results revealed that 24 (40%) said yes, 20 (33, 3%) said sometimes and 16 (26, 7%) said no. the pie chart below demonstrates the results.

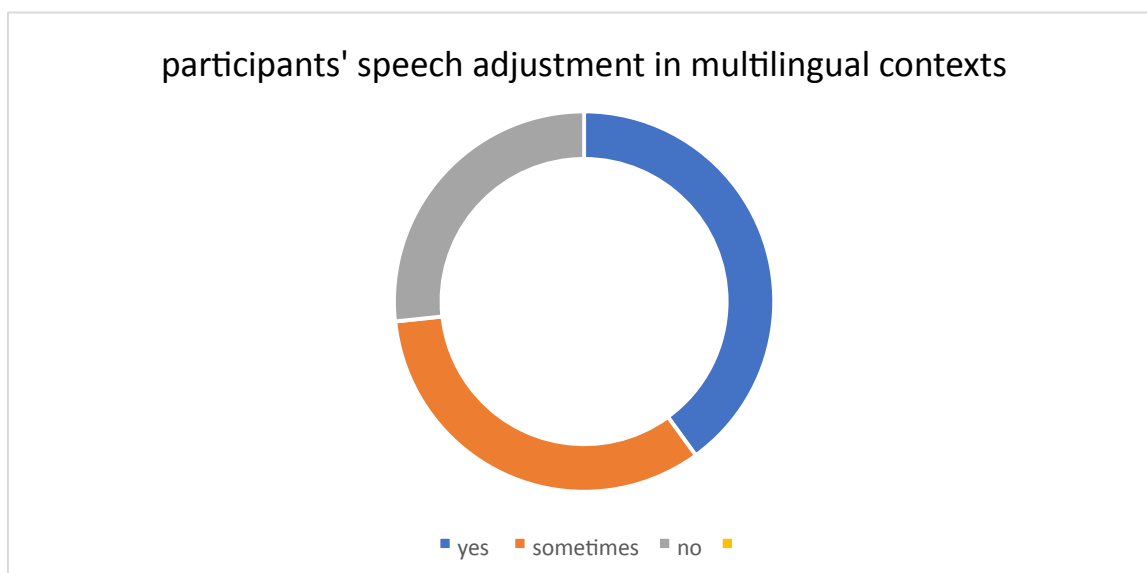


Figure 2.10: participants' views concerning speech adjustment in multilingual contexts

Question 11: Do you think that frequent speech adjustments can lead to the elimination of some linguistic features of your dialect among the new generation?

This question was formulated to investigate the long-term sociolinguistic impact of linguistic accommodation and to reveal participants' views concerning their dialect. 28 (46, 66%) answered —yes!, 18 (30%) were not sure but saw it as a possibility and answered —maybe!. However, the rest 14 (23, 33%) answered —no!. The table below indicates clearly the answers.

Table 2.7: Do speech adjustments affect the new generation dialect?

	Number of participants	Percentage (%)
Yes	28	46,66%
Maybe	18	30%
No	14	23,33%

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Question 12: Rate your perception to linguistic accommodation according to positive, negative or neutral, and why?

The aim of this question was to find out the different attitudes and views of participants concerning linguistic accommodation phenomenon and the arguments they mentioned to support their views. 26 (43,33%) of the informants view it as beneficial for smoother communication. They stated that it helps to avoid embarrassing situations, learn other dialects, save time and of course show respect. In contrast, 13 (21,67) of the informants saw it as a harmful tool against their dialect and their identity because their dialect is considered as a part of them. Finally, 21 (35%) of them preferred to stay neutral stating that the cases are different and that it depends on the situation to state whether it is positive or negative. The pie chart below indicates clearly the results.

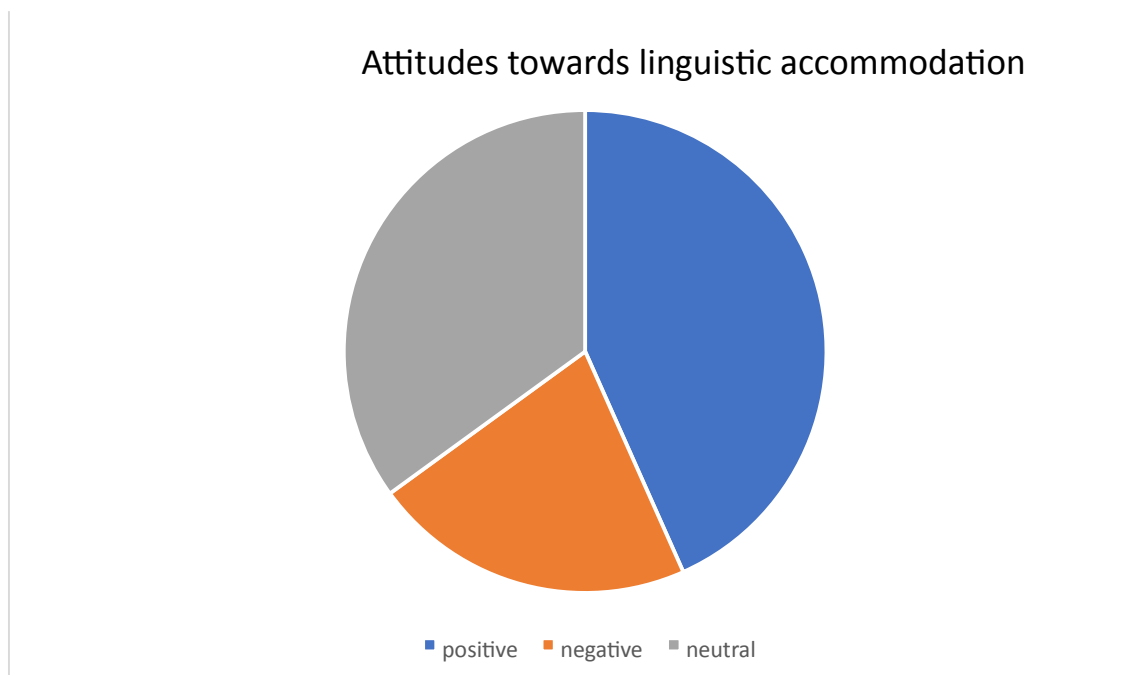


Figure 2.11: Participants' attitudes towards linguistic accommodation phenomenon

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2.6.2 Interviews' Analysis

In order to provide qualitative data, a semi-structured interview was conducted with eight (8) students, precisely, four (4) females and four (4) males. The interview aimed mainly to test the hypotheses and to be a complementary tool to support and deepen the insights gathered from the questionnaire.

Question 01: Can you mention words or expressions that only students from Ghazaouet will understand?

This question serves as an icebreaker. It aims at reducing the stress of the interviewees and making the conversation more natural. The interviewees provided the researcher with words that were novel; therefore, the researcher tends to guess the meaning of them, bringing a funny spirit to the data collection process. However, this question raises attention into the awareness of the participants about the linguistic features which mark their dialect. The table below illustrates examples given by the interviewee

Table 2.8: Ghazaouet words and expressions

GA	Gloss
[tʃlah]	Hat
[natkatʃa 3liʃ]	I love you so much
[tʃha]	To become
[skar]	Shut up
[tibbi]	Spinach
[kdi tʃja]	Turn on the light

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Question 02: When do you face difficulties in mutual intelligibility? Did you tend to adjust your speech to reduce differences?

This question is formulated to know whether Ghazaouet students accommodate or not when being in Tlemcen University. The responses divided the informants into three main categories. Three (3) participants stated that they adjust their speech whenever they are outside Ghazaouet for the same underlying reason. They reported that speech modifications boost smooth communication with nonGhazaouet students, allow them to gain time and effort, and convey their message in a clear way with no interruptions. On the opposite edge, three (3) interviewees exhibited their ultimate conservatism towards their dialect. They showed no empathy for the idea of accommodation, claiming that their dialect has few differences from the other dialects of Tlemcen city. Therefore, their speech has to be understandable from the context, resulting in refusing to make any adjustments. For the remaining two (2) informants, neutrality was the right selection. They mentioned that the notion of accommodation serves as a contribution to the clarity and effectiveness of the communication. They noted that since the message is being conveyed plainly, there is no need for any modifications. Whereas, if the meaning of their utterances starts to be ambiguous which will hinder the effective communication, they tend to adjust their speech to ensure clarity.

Question 03: Which linguistic features you change the most when trying to bring your speech closer to the interlocutor? State how you say the following word list when being in Ghazaouet and how it is accommodated in Tlemcen?

The aim of this question is to show the linguistic features that are more likely to be accommodated by Ghazaouet students. Three (3) participants stated that they maintain their dialect and do not adapt any features. These participants exhibit a case of language maintenance by preserving their dialect characteristics despite to the interlocutors. They keep the original use of Ghazaouet dialect without adjusting the habitual speech patterns. The remaining informants declared that they modify either phonological features, or both phonological and lexical features. These interviewees converge their speech aspects to be more resembling to whom they are speaking,

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through the adjustments of phonological and lexical features which are shown in the table below. However, during the interview they performed unconscious adjustments for morphological features and when the researchers paid attention to them and questioned this kind of modification, the informants declared that they occurred naturally without any intention to change. Only one interviewee noted the modification of the phonological, morphological, and lexical features ensuring his degree of awareness when accommodating to other dialects. The table below reports the list of words given to the informants:

Table 2.9. List of words

Levels	SA	AA	GA	GLOSS
Phonology	/qa:la li:/	[ga:lli]	[ka:lli]	Told me
	/baqaratun/	[bagra]	[bakra]	Cow
	/ladajka/	[ʕandak]	[ʕanda]	You have
	/mirʔa:bun/	[gara:ʒ]	[dʒara:ʒ]	Garage
	/kita:bun/	[kta:b]	[ʃta:b]	Book
	/dʕahri:/	[dʕahri]	[tʕahri]	My back
Morphology	/kita:bɒhu/	[kta:bah]	[ʃta:b dʒalu:]	His book
	/ʃahrain/	[ʃahri:n]	[ʃahra:jan]	Two months
	/ħaqibatu ʔɒxtiha/	[sʕa:k taʕ xɒtha]	[sʕa:k di xta]	Her sister _s bag
Lexis	/ʔahdʕir li:/	[ʒibli]	[su :kli]	Bring me
	/hajja: natadzawwal/	[jalah namʃiw nhawsu]	[a:ʒi natʕarbu ħadʕɒra]	Let's go for around

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Question 04: Do you find expressing yourself by another dialect an easy or difficult thing?

The purpose of this question is to understand how participants perceive the challenges involved in adapting their speech to other dialects. Some participants find it hard to accommodate their speech to other dialects justifying their responses with the unfamiliarity with the targeted dialects which hinders the finding of the appropriate equivalents. However, one of them mentioned that she is trying to overcome this challenge while the others showed no willingness to undertake this action. For the remaining portion, they reported that they face no challenges when adapting their speech to other dialects. They explained that mobility, mixed parents' origins, and peer influence were the main factors that contributed in addressing linguistic accommodation which was difficult at the beginning as mentioned by some of them.

Question 05: How do you feel when other students do not understand you? Do they mock your way of speaking?

Table 2.10. Social and emotional impacts.

Impacts	Percentage
Tolerated	12,5%
Offended	12,5%
Normal	37,5%
Funny	12,5%
Embarrassed	25%

The aim of this question is to explore the social and emotional impacts of interacting with non-Ghazaouet students. The informants exhibited various and distinct responses. Three (3) of them noted that they feel normal and at ease when they are not being understood and just try to explain the ambiguities for the

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interlocutors without taking their mocking as a serious issue. Two (2) of the participants declared that they feel embarrassed when facing such situations, and since their peers mock the way they speak in a negative way, they tend to avoid certain linguistic features especially the lexical variants. One informant found those misunderstandings funny incidents to be told as jokes. Another participant commented that not being understood is totally tolerated since he experienced the same situation of not understanding others. Therefore, he adapts his speech to overcome these hurdles and insure clarity. The last interviewee felt offended in similar situations as others mock his selection of utterances in a massive way. This informant adjusts phonological, morphological, and lexical features avoiding any socially marked variants.

Question 06: Why some Ghazaouet students modify their speech while others do not? Is it because of embarrassment, stress, avoid misunderstanding, or fear of being judged?

The purpose of this question is to provide additional data about the factors of accommodation and support the previous question. All the interviewees agreed that embarrassment is the major factor that increases speech adjustments for Ghazaouet students. However, they added other underlying factors such as avoid misunderstanding and insure clarity. The conservative informants described the students who adapt their speech as having weak personalities that can be easily manipulated by others. They also stated that speech adjustments are tightly related to prestige. Thus, students tend to modify their discourse since they think that the target dialect is more prestigious than their own dialect.

Question 07: Does your dialect start to fade away, especially among the young generation? What changes have you notice?

This question aims at exploring the contribution of linguistic accommodation into dialect change. According to the informants' responses, Ghazaouet dialect is experiencing various changes on the phonological and lexical levels. The majority of them stated that the replacement of the sounds /ʃ/ and /tʃ/ with the /k/ sound has been

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plainly distinguished between the elder generation and the young generation. They also added that certain words that socially mark the Ghazaouet dialect are vanishing away and replaced instead with words from other dialects as prestigious forms of the old ones. They explained the changes marking that mobility and peer influence are of the main causes that boost transformations in the Ghazaouet dialect repertoire.

Question 08: Do you think linguistic accommodation help or harm your local dialect?

The purpose of this question is to explore the students' attitudes towards linguistic accommodation. The majority of participants perceive this phenomenon as a negative linguistic behaviour. They justified their position by stating that accommodating to other dialects will constantly corrupt the original one (Ghazaouet dialect) and cause an identity crisis. Whereas, only one informant perceived linguistic accommodation as a positive act, claiming that it facilitates the emersion of speakers in distinct communities. Others viewed this linguistic phenomenon from a neutral position. They reported that it can be perceived as both positive and negative actions. They argued that its positive side lies in the effective emersion in new communities; however its negative side is clearly seen in the hyper adoption of features of other dialects, intentionally neglecting the original dialect.

Question 09: Do you want to add any idea about the topic?

This question aims at allowing the interviewees to share additional thoughts or understandings that were not tackled in the interview. Concerning this question the participants' point of views converged on the same insights. The dominant idea was that the process of accommodation should only take place in case of need. In other words, linguistic accommodation must not be tolerated except when facing situations of misunderstanding with the only purpose of making the communication fluid and plain. Some informants raised the notion of prestige in language use, claiming that no dialect is more prestigious than the other. Thus, they interrogated the reasons why other speakers do not adjust their speech to the Ghazaouet dialect.

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2.7 Data Interpretation and Discussion of The Main Findings

Although Algeria is characterized by a wide range of regional dialects, Ghazaouet dialect remains one of the complex and distinctive dialects that outsiders could not understand easily. When people from a different region such as students at Tlemcen University come into contact with each other, their speech could be changed. Many adjustments were noticed especially in Ghazaouet students' speech, when they interact with another student from different region. Our investigation aimed at answering the research questions concerning dialect accommodation among Ghazaouet students at Tlemcen University, specifically, the features that Ghazaouet students adjust, the factors behind such adjustments and the students' attitudes towards this linguistic behaviour. The researchers tend to either confirm or reject the following hypotheses:

- Ghazaouet students adjust their speech in both phonology and lexis when interacting with individuals from different linguistic backgrounds.
- Societal and emotional factors raised the need to linguistic accommodation.
- The attitudes towards linguistic accommodation can vary widely, ranging from positive, neutral or negative.

The results obtained from the two research instruments indicated that Ghazaouet students do indeed change their dialect when being at Tlemcen University, manifesting the phenomenon of dialect accommodation. The first hypothesis stating that Ghazaouet students adjust their speech in terms of phonology and lexis was partially confirmed. The participants adjust their pronunciation and vocabularies however interestingly; the findings also revealed that some Ghazaouet students unconsciously adjusted morphological aspects of their speech. Ghazaouet students manifest modifications in their speech through the elimination of socially marked features. These adjustments reflect the stage of levelling which is already mentioned in the first chapter under the title of outcomes of dialect contact.

The main findings collected from both the questionnaire and the semistructured interview confirmed the second hypothesis which proposes that societal and

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emotional factors raised the need for speech adjustments. Many informants noted that they change their speech to be better understood, to avoid being judged and to show prestige and this was inferred within the CAT's theory which asserts that interlocutors modify their speech for the desire to be socially accepted.

Concerning the participants' attitudes towards dialect accommodation the undertaken study confirmed that their attitudes are ranging from positive, neutral and negative. Many viewed the phenomenon as a boosting tool for mutual intelligibility and time saving, this aligns with Giles' CAT theory which states that speakers modify their utterances to gain social approval and increase communication efficiency, a small number of participants reported that it is a negative act that could harm their local dialect and cause identity crisis. Others held neutral positions describing accommodation as an unconscious behaviour for daily interactions, believing that linguistic accommodation depends on social variables such as the topic, interlocutors, and the settings which align with Fishman's theory (1965) —who speaks what language to whom and when.

2.8 Limitations and Recommendations for Further Research

The current research, aimed to provide an explanation of the phenomenon of dialect accommodation among Ghazaouet students at Tlemcen University. Although, the study was progressing generally in a smooth and productive way, several shortcomings emerged which hindered the development and progress of the study such as, time constraints which prevented the incorporation of additional research tools like observation or focus group discussions. Many participants were neither cooperative nor honest in their responses which affected the depth and richness of data. The sample was limited to only (60) informants aged between 18 and 25, which hindered generalization of the findings to the target population. Another challenge which prevented the researchers to provide a well-established theoretical background was the lack of secondary sources addressing the linguistic features of the Ghazaouet dialect.

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The current investigation has revealed several aspects that could be further explored, such as the differences in accommodation behaviour between males and females, it was noticed that mostly all the males adjust their speech when being outside Ghazaouet comparing to females who were more conservative. Future studies could investigate these gender-based tendencies to provide valuable insights concerning such topic. Additionally, although the geographical distance between Ghazaouet and Jijel, they exhibit significant linguistic similarities which makes this an interesting topic for a comparative study. Moreover, our study was limited to Ghazaouet students aged between 18-25 years old and did not investigate elders' people opinion concerning linguistic accommodation. Therefore, future researchers could examine this point and contribute to broadening the scope and offer deeper insights.

2.9 Conclusion

Within this chapter, the researchers highlighted clearly the methodology and the procedures followed to collect and analyse data. It aimed to offer a clear image of how data were collected, analysed and interpreted. Also, the researchers aimed to clarify the research tools they used during this study and the main findings.

The findings from both, the questionnaire and the semi-structured interview confirmed the research hypotheses, showing that dialect accommodation is present among Ghazaouet students in Tlemcen University at distinct linguistic levels. And such accommodations are more noticeable when interacting with individuals from other regions. Moreover, the findings also revealed that there are several social and emotional reasons behind such adjustments among them to avoid misunderstanding and negative comments. Finally, the data indicated that participants attitude towards linguistic accommodation were not the same, while some perceive it as beneficial for communication, others regard it as a threat towards their dialect.

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GENERAL CONCLUSION

General Conclusion

Languages and dialects evolve constantly due to social, historical and geographical factors. In Algeria, numerous dialects coexist each with its own

characteristics and Ghazaouet dialect is a special one with distinct phonological, morphological and lexical features. However, the contact between speakers from different linguistic backgrounds often leads to the transmission of some linguistic features from one dialect to another resulting in the introduction of some phenomena such as linguistic accommodation and language change, as Trudgill (1986) states that when two speakers of different varieties of the same language come into contact and communicate, linguistic items may be transferred from one variety to the other. He emphasizes that such contact often results from migration or mobility such as the case of Ghazaouet students who relocated to Tlemcen to pursue their studies.

Building on this, the present research consisted of two main chapters, in which the first presented a review of the related literature to the field of contact and accommodation, consequences of dialect contact, a brief overview of language choice and identity, the linguistic profile of Algeria with a detailed description of Ghazaouet dialect characteristics. The second chapter, demonstrated the methods, procedures and the instruments used to collect and analyse data gathered from Ghazaouet students at Tlemcen university, discussed the main findings of this study and outlined the limitations encountered during this investigation.

This case study was designed to examine the existence of dialect accommodation among Ghazaouet students enrolled at Tlemcen University at the linguistic levels of phonology and lexis, the main factors behind such adjustments and the students' attitudes towards the phenomena of linguistic accommodation. To validate the research questions mentioned previously, the researchers collected, analysed and interpreted the data using quantitative and qualitative methods.

In light of this, the findings of this study partially confirmed the first hypothesis as some Ghazaouet students were found to adjust not only their phonology and lexical features but also to some extent, their morphological structures during interaction with peers from different regions. In addition, the

General Conclusion

second and third hypotheses were totally confirmed. As the findings revealed that, students adjust their speech mainly to ensure effective communication and to be better understood. Moreover, to avoid negative judgments and to perceive prestige as Ghazaouet dialect might be seen by some Ghazaouet students as rural dialect and less prestigious than the other dialects. Furthermore, concerning the third hypothesis, students' opinions were not uniform but ranged from positive, neutral and negative. Those with positive attitudes perceived dialect accommodation as beneficial and useful to avoid misunderstandings. Others with neutral opinions viewed that accommodation happened naturally and unconsciously. In contrast, students with negative attitudes believed that every dialect should be accepted and the accommodation is unnecessary among dialects of the same language as it negatively affected their local dialect and cause identity crisis.

Finally, the findings of this study especially from the questionnaire's answers showed that nearly all the participants adjust their speech when interacting with students from different linguistic backgrounds at Tlemcen University, representing a short-term dialect contact which often leads to temporary or situational accommodation to ensure understanding. However, many students mentioned during the interviews that there is a slight difference between the way older and younger generations speak in Ghazaouet. This generational shift suggested that repeated exposure to other dialects either through education, migration or media has gradually influenced the speech of the younger generations and this reflects the impact of long-term dialect contact which often leads to permanent changes in the local dialect. These changes in the local dialect may lead to many consequences such as dialect loss or the emergence of new hybrid forms which is a phenomenon discussed extensively by various scholars.



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Appendix A

Appendices

Students' Questionnaire

Dear Students,

This questionnaire is part of a research project conducted for a master's degree dissertation in Language Sciences aiming to analyse the phenomenon of linguistic accommodation at the University of Abou Bekr Belkaid. Please answer the following questions honestly.

Thank you in advance for your cooperation and the time you devote to answer the questionnaire.

Linguistic accommodation: is when people adjust their speech to match or be more like the person they are talking to.

General background information

Gender: Male Female
Age: 18_25 25_35 35 above
Level: Master Licence

Department:

1- Where are you originally from?

- Born and raised in Ghazaouet
- Born somewhere but raised in Ghazaouet

2- Are there situations in which you change your speech?

- Yes sometimes No

3- With whom do you adjust your speech?

- Classmates (from Ghazaouet)
- Classmates (from other regions)

Appendices

No one

All

4- Have you noticed any changes in your pronunciation when interacting with speakers of different dialects?

Yes sometimes No

_ If yes, can you provide examples?

.....
.....

5- Do you find yourself changing your vocabulary when communicating with speakers from different linguistic backgrounds?

Yes sometimes No

_ If yes, can you provide examples?

.....
.....

6- Where do you adjust your speech?

In Ghazaouet Outside Ghazaouet Both None

7- How do you feel when you speak with people from:

A_ The same linguistic background

Comfortable uncomfortable different linguistic A B_ background

Comfortable uncomfortable

Appendices

8- Do you feel that people from outside your city, including your classmates, mock at the way you speak?

Yes

No

9-What pushes you to change or maintain your dialect?

.....

.....

10-Do you think that interacting with speakers from different linguistic backgrounds requires you to change your speech?

11- Do you think that frequent adjustments can lead to the elimination of some linguistic features of your dialect among the new generation?

Yes sometimes No

12- Rate your perception to linguistic accommodation according to the following

Yes Maybe No

Neutral

_____ And why?

.....

.....

Appendix B

استجيب انطلاة

أضائاًضائاً □ أُّطلاة،

Appendices

نرا وبذ الإعبخ بتبت، يه رمذ، أ ضا ضيخ؟خ

5- ر غ ذ فغه رغ اش فشداره ذ از اطز اطر غ ر ذ ص ا خ ف ا ب د غ غ خ خ ز ف ف خ؟

لا ا ب

نرا وبذ الإعبخ بتبت، يه رمذ، أ ضا ضيخ؟خ

6- أ رغ اش ولاه؟

ف أ غ ضاد خيسط أ غ ضاد ولا ولا ب لا أ غ اش

7- و اف ر ش ش ذ ب ر ذ س رغ أشخ بص:

أ فظ ا خ ا غ غ خ

شرب غ اش شرب

ة خ ف ا خ غ غ خ خ ز ف ف خ

شرب غ اش شرب

8- ر ر ش ش أ الأشخ بص خيسط ذ زه، تب ف ف ر ه ص لا ون ف ف ا فظ ا فظ، غ خ ش غ ش

ش م خ ر ذ صه؟

لا

9- ب أ ز، ذ ف ه ن ي ر غ اش غ ز ه غ ر أ ف ب ا ب؟

10- ر ر م ذ أ أ ر ب ا ر ب ر ذ ص ا خ ف ا ب د غ غ خ خ ز ف ف خ ز ط ت ه رغ اش ولاه؟

Appendices

لا

 ا ب ب

11- اَرَزْمْدَ اَرْدَّ . اَبْلَا اَزْشَس . تَيُّ اُ . اِدْتِيُّ نَصَاخُ بَاغِ اَعْبَادُ غَاغُ . خ فف □ غَزَهَغَزَه

ثَا اُغَا اُغذ . ذ؟

 لا سَنَّب

12- لُ اُ نِدْسَاوَهٍ زِي اِف اِغُ قَمْبُ ب . □

 ع جِج □ ب . ذ □ غَبْتِ □

اُ اُ اُ اُ اُ اُ اُ اُ اُ اُ اُ اُ اُ اُ اُ اُ a

Appendix C

Students' interview

Thank you for taking the time to participate in this interview. We are master's students researching on how students use language in different situations. Your thoughts and experiences will be very helpful. Your participation is entirely voluntary, and you can skip any question or stop the interview at any point. Your responses will remain confidential and used only for academic purposes. Do you consent to participate and for this interview to be recorded.

- **Respondents' information:**

Gender	Native dialect	Origin	Level	Field of study

- **Interview questions:**

1- Can you mention some unique words, idioms or expressions that are specific to your region and you do not use them with non-Ghazaouet students?

.....
.....

2- When do you face the lack of mutual intelligibility. Did you try to modify your speech to reduce dissimilarities?

.....
.....

3- Which linguistic features do you accommodate more when you try to converge your speech with the other side?

.....
.....

Appendices

❖ **According to the phonological level:**

- How do you pronounce the words: he said to me, cow, you have, garage, book, my back.

❖ **According to the morphological level:**

- How do you pronounce the words: his book, two months, the bag of her sister

❖ **According to the lexical level:**

- How do you pronounce the words: bring to me, let's go for a round,
- 4- Do you find it easy or hard to express yourself using another dialect or tone?

.....
.....

- 5- How do you feel when others do not understand you? Do they mock at the way you speak?

.....
.....

- 6- Why do some Ghazaouet students adjust their speech, while others don't? Are they motivated by embarrassment, anxiety, avoiding misunderstanding, or fear of judgment?

.....
.....

- 7- Is it true that your dialect is fading specially among the young generation. What changes have you noticed?

.....

Appendices

.....

8- Do you think linguistic accommodation helps or harms and weakens the preservation of your local dialect?

.....

.....

9- Do you want to add any idea about the topic?

.....

.....

Thank you so much for sharing your experiences and thoughts. I really appreciate your time and the valuable perspectives you've provided.

Appendix D

مبتخ اطلالة

ششسولُ رخطاض لزلزليُّ شسبسوخشسبسوخ فف □ زز اُ مبيثِخ. □ بُجذب بعغزاش جش فف □
 وافاخ اعزخذاً اُطلالةُ غغ ف □ الف خز فح. عزى اُفبسو رغبستى فاذح غب.خ. شبسوزى
 □ اخ ربب، بي ي رخط □ اعالي اُى ميف اُ مبيثِخ فف □ اللذ. عزجم نعبيثرى عش.خ
 عزغزخذاً لأغشاع الأوبدا.خ قم. ر افم □ اُشبسوخ □ ر غغ ا ز اُ مبيثِخ؟

يعهيبت ان شبركيان شبركي:

انجنس	انهجة الأو	الأصم	ان ستي	يجبل اندراسة

أسئهة ان قبتهة:

1- . يه روش تشغ اُي بد اُ اراج اشاد الاطلااخ اُ اراج اشاد افش. ذح اُخبطخ
 ث طمزه اُاز □ لا رغزخذر غزخذي بب غ اُطلالة غاش اُ غضادا؟

.....

2- زز ر اعراغ ذ □ اُزجدي □ ب ذ □ د. ولاه زمزم الاخر لافيد؟

.....

3- □ اب □ ا غبدا غاغ.خ ااز □ رغ □ جب اوضش □ ذب □ بي رمش.ت ولاه غ ا غب.ت
 ا خش؟

.....

□ غت اُ غز اُ غز اُ ظر اُ ظر □:

- واف رطك اُي اُ بد ا ز باخ: لبي □ ، ثمشح، ذه، شاة، وزبة، طش □؟
 □ غت اُ غز اُ غز اُ ظشفاً ظشف □:

Appendices

- و اف رِطْكَ أَي بَد: وزبثوربث، شش. م اجخ أخزب! اغت أ غزأغزب أ
□ عاغُ □:

- و اف رِطْكَ أَي بَد □ ش □، زُزنت ف □ ع خ؟

4- َ رَغذ أ ا غاغُ أ ا طت ارج اش □ فغه تبعر خذأ غخ أ ا جشح أخش؟

5- و اف ريش □ ذب لا. فقهه ٢١ خش؟. غخشغخش □ ش □ مخ ولاه؟

6- ُ برأبرا □ ذي □ غ لاه أ غضاد ولاولا □، ثابب لا. ففب أخشأخش □ ره؟ دافداف □
الإشاط، أ أم □، أ رغت غء افاف □، أ أ خف □ أ؟

7- َ ط □ أ غز هغزه أخرج فف □ ازلاشأزلاش □، خبطخ ثا □ عا أشجبة؟ ب أزغ ا اشاد أ زاز □
لاظرب؟

8- َ رازمذ أ أ زى اف أ غاغُ □. غبذ أ □ ش □ ف □ فب □ □ غز هغزه □ □ أ خ؟

9- َ ر ش □ ذ □ بفتح أ فشح اي أ □ □ أ ع؟ ع؟

ششأ عض □ لا شبسوزه رغبسته أفبسن. أذل □ مَب لزه □ عِب □ ظش □ م □ اخ □ از □ لذرب.

Appendices

Mots clés : accommodation linguistique, étudiants de Ghazaouet, université de Tlemcen, adaptations linguistiques, attitudes.