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**Investigating Linguistic Accommodation among
University Students: The Case of EFL Students
Residing on Campus 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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Statement of Originality

We hereby declare and certify that this Master's dissertation entitled **“Investigating Linguistic Accommodation among University Students: The Case of EFL Students Residing on Campus at Tlemcen University”** is entirely our own work and that, it does not contain any material that has been previously published, written by another person, or submitted for the fulfilment of any degree or diploma of university or other institution. Furthermore, we certify that this work is free from plagiarism and is the outcome of our own investigation and efforts, except where otherwise explicitly cited as a reference.

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Dedication

All praise and thanks are to Allah alone for his blessings.

*To our beloved parents, the pillars of our strength and success,
Your unwavering love, sacrifices and endless support have always been our greatest
source of inspiration.*

Thank you for standing by us through every step of this journey.

*To our dear siblings and families, who have been our constant supporters,
Thank you for your motivation and encouragement.*

*To our teachers, from primary school to university, whose guidance, wisdom, and belief
in us have shaped who we are today,
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studies, who believed in us, cheered us on, and reminded us of our potential during the
hardest moments,*

Your kindness and support will always be remembered.

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whose faith and encouragement have been the driving force behind our
perseverance and this remarkable achievement in our lives.*

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Abstract

Positioned within the frame of dialect contact, this study investigates the phenomenon of linguistic accommodation among non-Tlemceni EFL students residing on campus at Tlemcen University. The main objective is to explore whether these students adjust their language in response to their social environment. It also aims to examine the motivations behind this behaviour, the potential gender-based disparities in it, and the linguistic aspects that might be subject to modification. To address these objectives, a case study design was adopted, involving a representative sample of 70 students selected on the basis of purposive sampling. Data were collected using triangulation through a questionnaire distributed to 40 students, structured interviews conducted with 20 participants, and observation of 10 students in the English department. The findings revealed that students do, in fact, accommodate their speech. They also indicated that the primary motive for this act is to facilitate interaction. Additionally, the study found that males' speech exceptionally tends to be more accommodating in this specific context and further observed that the most modified linguistic features were phonological. This suggests that linguistic accommodation is a sociolinguistic reality among EFL campus resident students.

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List of Acronyms and Abbreviations

CAT	Communication Accommodation Theory
CS	Code-switching
EFL	English as a Foreign Language
LA	Linguistic Accommodation
MSA	Modern Standard Arabic
NT-EFL-CRS	Non-Tlemceni EFL Campus Resident Students
SAT	Speech Accommodation Theory
TA	Tlemcen Arabic

List of Arabic Phonetic Symbols

Arabic Consonants

Arabic Consonant	IPA Symbol	Example Word	Transcription	Gloss
ا	/ʔ/	أَسَدٌ	/ʔasad/	lion
ب	/b/	بَيْتٌ	/bajt/	house
ت	/t/	تُفَّاحٌ	/tuffa:h/	apple
ث	/θ/	ثَعْلَبٌ	/θaʕ.lab/	fox
ج	/dʒ/	جَمَلٌ	/dʒamal/	camel
ح	/h/	حِمَارٌ	/hima:r/	donkey
خ	/x/	خُبْزٌ	/xubz/	bread
د	/d/	دَجَاجٌ	/dadʒa:dʒ/	chicken
ذ	/ð/	ذُبَابٌ	/ðu.ba:b/	flies
ر	/r/	رَجُلٌ	/ra.dʒul/	man
ز	/z/	زِرَافَةٌ	/za.ra:.fa/	giraffe
س	/s/	سَفِينَةٌ	/sa.fi:.na/	ship
ش	/ʃ/	شَمْسٌ	/ʃams/	sun
ص	/sʕ/	صَدِيقٌ	/sʕa.di:q/	friend
ض	/dʕ/	ضَوْءٌ	/dʕawʔ/	light
ط	/tʕ/	طَبِيبٌ	/tʕabi:b/	doctor
ظ	/ðʕ/	ظَبْيٌ	/ðʕa.bi/	gazelle
ع	/ʕ/	عَيْنٌ	/ʕajn/	eye
غ	/ɣ/	غَزَالٌ	/ɣaza:l/	deer
ف	/f/	فَرَّاشَةٌ	/fara:ʃa/	butterfly
ق	/q/	قَلَمٌ	/qalam/	pen
ك	/k/	كِتَابٌ	/kita:b/	book
ل	/l/	لُغَةٌ	/lu.ɣa/	language
م	/m/	مَدْرَسَةٌ	/madrasa/	school
ن	/n/	نَجْمٌ	/nadʒm/	star
ه	/h/	هَوَاءٌ	/hawa:ʔ/	air
و	/w/	وَرْدَةٌ	/warda/	flower
ي	/j/	يَدٌ	/jad/	hand

Arabic Vowels

Short Vowels

Arabic Vowel	IPA Symbol	Example Word	Transcription	Gloss
اَ	/a/	بَيْت	/bajt/	House
اِ	/i/	كِتَاب	/kita:b/	Book
اُ	/u/	دُخَان	/duxɑ:n/	Smoke

Long Vowels

اَ	/a:/	سَلَام	/sala:m/	Peace
وُ	/u:/	نُور	/nu:r/	Light
يِ	/i:/	نُورِي	/nu:ri:/	my light (male)

Tanween and Sukoon

اَ	/an/	كِتَابًا	/kita:ban/	a book (accusative)
اِ	/in/	كِتَابِ	/kita:bin/	a book (genitive)
اُ	/un/	كِتَابٌ	/kita:bun/	a book (nominative)
اَ	/∅/	يَذْهَبُ	/jaðhab/	he goes

Additional Vowels Used in Algerian Arabic

Vowels Symbol	Example Word	Transcription	Gloss
/o/	فوطا	/fotʕa/	Towel
/æ/	واسم	/wæsm/	What
/ə/	كتب	/ktəb	He wrote

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GENERAL INTRODUCTION

GENERAL INTRODUCTION

Language, far from its role as the core of human interaction, extends beyond conveying thoughts and emotions, to act as a mirror of social identity, reflecting the individuals' social backgrounds and serving as a vital medium for establishing relationships and navigating social dynamics (Giles & Ogay, 2007). In multilingual and culturally diverse contexts, communication reveals intricate intersections between linguistic varieties as socially and regionally different speakers may bring with them different linguistic repertoires shaped by their social belonging. When these people interact, a tendency to adapt their linguistic behaviour to fit in their social context often influences their speech. This adaptation is referred to as linguistic accommodation, an intriguing phenomenon that sheds light on the interrelationship between language and society.

Language contact is a key area within sociolinguistics, deeply concerned with the phenomenon of Linguistic Accommodation (henceforth LA), seeking a comprehensive explanation of how social environments may influence the linguistic practices of individuals. In a multilingual community like Algeria, LA is an apparent reality, stemming from the nation's dialects contact. The Algerian unique linguistic situation, characterised by the coexistence of Arabic dialects, Berber varieties, and French, offers a fertile ground for examining the manifestations of LA. In this broader societal context, universities, in particular, emerge as dynamic spaces where different linguistic backgrounds converge. For instance, at Tlemcen University, students from suburban areas of the city and the neighbouring Wilayas, residing on campus depict dialectal variations, with each group bringing linguistic features shaped by their local environments, and they communicate

with peers and instructors who may speak differently. This fact is likely to motivate them to make some linguistic adjustments to be more consistent with their environment. The current investigation focuses on EFL students living in Tlemcen's University campus, exploring how they adjust their language to navigate the academic and social setting of the university.

While the phenomenon of LA has gained significant attention from scholars and researchers and has been widely studied in various speech communities worldwide, little research has been dedicated to understanding its manifestations in the Algerian context, particularly at universities, among students coming from distinct local backgrounds. These students often find themselves in social settings where their linguistic practices differ from the university speech prevailing norms, prompting them to adjust their speech in various ways to fit in their environment. Investigating these adjustments provides valuable insights into one of the most significant products of language contact, which is linguistic accommodation. The significance of this research lies in its contribution to the field of sociolinguistics by offering evidence from a context that remains underexplored. Practically, the purpose of this work is to uncover the reality of LA in the Algerian universities contexts, particularly at Tlemcen University and explore its specific patterns, motivations, as well as any gender-based distinctions that may influence it, to finally generalise the findings.

The main inquiry driving this linguistic research is: Do EFL students living on campus at Tlemcen University adjust their speech when interacting with individuals (peers and instructors) within the university environment? Expanding on this core inquiry, the research delves into specific aspects of LA to uncover deeper insights into the reality of this phenomenon. It strives to examine which linguistic features these students may modify in response to

their academic and social environment on campus, explore any potential gender-based differences, and unveil the underlying motivations of their linguistic adaptations. These inquiries are summarised in the following research questions:

- **Question 1:** Which linguistic features do EFL campus resident students adapt to align with their social environment at Tlemcen University?
- **Question 2:** Who tend to depict a higher level of linguistic accommodation in response to their environment, male or female speakers?
- **Question 3:** What are the motivations behind EFL campus resident students' accommodation?

To address the previously mentioned questions and fully understand the underlying complexity of the phenomenon, the following hypotheses are proposed:

- **Hypothesis 1:** Students residing on campus may adopt specific phonological, morphosyntactic and lexical features of the Tlemceni variety while retaining elements of their original speech which they might have associated with identity, to align with their social environment.
- **Hypothesis 2:** Female speakers may accommodate their speech more than male speakers.
- **Hypothesis 3:** Key motivations for accommodation may include seeking social integration and approval, facilitating communication, and striving for prestige within the university setting.

In pursuit of achieving the objectives of this research, a descriptive case study is conducted, focusing on a representative sample of EFL students attending at the English Department and residing on campus of Tlemcen

University. This approach ensures an in-depth exploration of LA in this specific and dynamic sociolinguistic setting. The study employs a mixed-method approach, combining both quantitative and qualitative methods to ensure a comprehensive understanding of the phenomenon under investigation. Fieldwork is central to the methodology, allowing the collection of real-world data directly from participants. Relying on elicitation technique, data is collected via triangulation using questionnaires to gain quantitative and qualitative insights into the students' opinions on their motivations for accommodation, any potential gender disparities that may shape their behaviour in addition to its impact on social bonds. In addition to the questionnaires, more quantitative data is gathered through a combination of structured game interviews and covert observations. These two instruments are used to capture the actual linguistic patterns and features students accommodate in their interactions, such as the phonological, lexical and morphosyntactic features. While the interviews offer an opportunity for students to perform their accommodation, observation provides supportive evidence to them, confirming their findings.

The work is organised into three main chapters: the literature review, research context, design and methodology, as well as data analysis and results. The first chapter offers a thorough review of the literature related to LA, discussing basic concepts, such as language and dialect contact and its outcomes, the theoretical foundations of LA, its definition, types and motivations, in addition to frameworks like Speech Accommodation Theory and Communication Accommodation Theory. Furthermore, the chapter examines the intersections of accommodation with gender, identity, and social connections. The second chapter is dedicated to the identification of the research context, offering a detailed overview of Algeria's sociolinguistic situation with a particular focus on Tlemcen and its unique linguistic traits as

well as its suburbs and neighbouring Wilayas and their distinct speech patterns. Furthermore, it outlines the research design, including the methodology adopted for the study and data collection instrumentation. Ultimately, the third chapter presents data analysis procedures, in addition to a discussion of the main results, concluding with the limitations the researcher encountered during the investigation.

CHAPTER ONE:
LITERATURE REVIEW

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1.1 Introduction

It is an evident fact that whenever distinct languages meet on the same ground, they inevitably influence each other. This is an obvious reality observed in many communities worldwide, where the intersection between linguistic varieties leads to changes in linguistic realities, expressed in variations depicted by the interacting varieties, resulting the emergence of various phenomena. Similarly, when varieties of individuals from linguistically related, but socially and regionally different backgrounds come into contact, the major outcome is undoubtedly the behaviour of linguistic accommodation, which is the core interest of the current study. Thus, this chapter highlights the literature review on the concept of accommodation, including its definition, main types and components, foundational theories, in addition to its relationship with the speakers' gender, social background, and identity, and how it contributes to the establishment of social connections.

1.2 Language, Dialect Contact and Accommodation

Language contact is a crossroads where languages meet and influence each other. It occurs when speakers of genetically unrelated varieties come into interaction, leading to linguistic influences, adaptations and changes in both the individuals' language use and broader linguistic environments. In a similar way, dialect contact occurs when speakers of linguistically related varieties meet on the same ground and interact with one another. In this vein, Trudgill (1986), a pioneering figure in sociolinguistics, defines dialect contact in relation to accommodation as the interaction between speakers of distinct dialects, leading to linguistic accommodation and long-term dialectal changes. He states, “Dialect contact refers to the interaction of speakers from different dialectal backgrounds, which results in linguistic accommodation, dialect leveling, and potentially the formation of new dialects” (Trudgill, 1986, p.70).

Language and dialect contact occur naturally due to social, geographical and cultural factors, making it a central area of study in sociolinguistics. In contexts of contact, linguistic accommodation becomes an observable outcome as speakers adapt their linguistic behaviours to either be similar to or distinguished from their interlocutors. The ongoing frictions exchanges between language varieties during contact situations driven by the aforementioned factors naturally result in linguistic changes and developments at both the micro and macro levels. These interactions often give rise to complex phenomena, which will be explored in the subsequent sections including bilingualism, code-switching and diglossia.

1.2.1 Bilingualism

Bilingualism has long been a topic of ongoing debates among linguists who attempted to reach an accurate and representative definition of its concept. Bloomfield (1933, p. 56) defines bilingualism as “a native like control of two languages”, meaning that an individual who possesses a high level of proficiency and fluency in the four major skills of two languages, similar to that of a native speaker is considered bilingual. Conversely, Macnamara (1967) opposed this definition arguing that anyone with minimal competence in one of the four language skills in a language other than the mother tongue qualifies the individual to be bilingual. Simply, bilingualism can be briefly defined as the ability to communicate in two languages. Bilingualism is broadly classified into two main types, societal and individual.

Societal bilingualism refers to a situation where two or more languages are used and recognized in society. It can be categorised into two types: *de jure* and *de facto* bilingualism. *De jure* bilingualism is when two or more languages are officially recognized by the constitution. In this vein, Algeria is an ideal example where Arabic and Berber are both constitutionally recognized as official languages. On the other hand, *de facto* bilingualism

refers to a situation by which a country or community acknowledges the existence of more than one language without being necessarily recognised by a law or a constitution (usually minor or immigrant languages.) i.e., though these languages are spoken throughout the community, they are not officially recognized by the government. Although Algeria is *de jure* bilingual country, it is also *de facto* bilingual as many minor languages are spoken within society such as French which holds significance among Algerians who widely use it in their daily communication due to its colonial heritage to the extent that it is seen as a second language of the community despite the fact that it has no official status by constitution.

On the other hand, Individual bilingualism represents the individual's ability to communicate in more than one language. This ability is influenced by a variety of internal and external factors such as upbringing, education, age and place of residence. Accordingly, Weinreich (1953) classifies bilingualism into various types, such as a cognitive organisation of two languages, age of acquisition and learning, language proficiency and the sequence of acquisition.

Bilingualism often arises in societies characterised by linguistic diversity and frequent contact between different language groups. This phenomenon is not only a cognitive ability, but also a social practice that reflects cultural and linguistic adaptation. In situations of bilingualism, linguistic accommodation becomes apparent as speakers adjust their language use depending on social contexts, interlocutors, and communicative goals. Bilingual individuals may shift between languages to express solidarity, maintain identity, or achieve communicative efficiency. The existence of two or more languages, whether at the societal or individual level, encourages the use of both within a single conversation. This practice is known as code-switching.

1.2.2 Code-switching

Code-switching (hereafter CS) is an observed linguistic phenomenon in bilingual and multilingual communities. Poplack (1980) demonstrates that CS is the alternating use of two languages within a single discourse, sentence or phrase. According to Gumperz (1982), speakers use CS as a way to express their social connections and group affiliation in conversation.

Poplack (1980) identifies three basic types of CS, including intra-sentential, inter-sentential and tag-switching. Intra-sentential switching arises within the same sentence or clause, requiring speakers to preserve consistency and coherence over both languages and dialects. For example, I need to buy some *frutas* for the salad (within the same sentence). Inter-sentential switching occurs at sentence boundaries where each clause or sentence is in a distinct language, frequently reflecting a move in talk or point. For instance, we finished our work, *ahora podemos salir* (now we can leave.) Tag-switching involves the insertion of a tag expression such as tag questions (e.g. this dress is pretty, *n'est-ce pas?*), interjections (e.g. *oh mon dieu!*) or a discourse marker (e.g. *je suis vraiment fatigué*, you know) from one language variety into another; handles that are grammatically autonomous and adaptable.

In this sense, CS functions as a form of linguistic accommodation, allowing speakers to adjust their language use based on the social contexts. Since accommodation involves modifying one's speech to align with others, CS serves as a strategic tool to achieve this process. Through this strategic act, speakers either switch dialects and adopt linguistic features to foster understanding and reduce social separation or reinforce a distinct identity by maintaining a particular language or dialect. Variables such as customs, social connections and communicative objectives may intervene and impact this

process, making CS a notable aspect of accommodation, and thus vital for social alignment and identity negotiation in multilingual communities.

In this sense, CS functions as a form of linguistic accommodation, allowing speakers to adjust their language use based on the social contexts. Since accommodation involves modifying one's speech to align with others, code-switching serves as a strategic tool to achieve this. Through strategies of convergence and divergence, speakers either switch dialects and adopt linguistic features to foster understanding and reduce social separation or reinforce distinct identity by maintaining a particular language or dialect. Factors such as customs, social connections and communicative goals may intervene and influence this process, making code-switching a notable aspect of accommodation, and thus vital for social alignment and identity negotiation in multilingual communities. While CS highlights the adaptability of language use within a single conversation, treating the varieties equally without establishing a clear functional distinction between them, diglossia, another major outcome of language contact, on the other hand, presents a structured societal division of language varieties where they are assigned to specific yet relatively distinct functions.

1.2.3 Diglossia

Diglossia, another product of language contact, is prevalent in bilingual communities. It refers to a sociolinguistic situation where two distinct varieties of a language coexist within the same society, each occupying specific functions in certain domains. Ferguson (1959) introduced the concept, distinguishing between the high variety (H), employed in formal domains such as education and government, and the low variety (L), used in informal, everyday communication. Ferguson provides four examples of diglossic communities, one of which is the Arab world. In this context, he demonstrated that dialectal or what he calls colloquial Arabic is seen as (L),

thus used in daily conversations and informal interactions. Conversely, Standard Arabic is a sophisticated and highly valued variety due to its association with the Quran and a rich literary heritage. Therefore, it is primarily reserved for formal contexts like in education for instruction, in media such as newspapers and also in formal writing such as the official documents and legal texts.

Subsequently, Ferguson's concept was extended by Joshua Fishman (1967) in his work "Bilingualism With and Without Diglossia, Diglossia With and Without Bilingualism", explaining that diglossia can be expanded to situations where two or more linguistically and historically unrelated varieties occupy the (H) and the (L) functional roles within a speech community. For instance, Algeria is a diglossic society where French represents the (H) variety utilised in formal domains and settings such as higher education and financial institutions, whereas Algerian Arabic is the (L) variety used in informal settings and everyday communication. Diglossic settings often influence linguistic accommodation, as speakers navigate between varieties depending on social norms and situational demands. The functional separation of H and L varieties underscores the adaptability of speakers, who adjust their linguistic behaviour to meet the expectations of their social environment. Understanding diglossia provides valuable insights into how linguistic accommodation operates within structured sociolinguistic hierarchies.

All the aforementioned outcomes of language contact, including bilingualism, code-switching, and diglossia, serve as factors giving rise to another phenomenon both influenced by and shaped through their intersection. This phenomenon is known under the label linguistic accommodation. It emerges as a natural consequence of speakers' navigation between languages and language varieties in response to social communicative situations. The following section will further explore the

concept of linguistic accommodation, clarifying its meaning and significance in social interaction.

1.3 Linguistic Accommodation

LA is a key concept in sociolinguistics, gaining considerable interest from scholars and researchers in many social contexts, in pursuit of understanding how and why individuals adjust their communication during social interactions. The following section highlights the definitions of linguistic accommodation, distinguishes between short-term and long-term forms, and discusses the motivations underlying such adaptation.

1.3.1 Definitions of Linguistic Accommodation

Language is not a stationary entity, it is rather a flexible system that evolves and changes to adapt with social contexts and speakers in different communicative situations. In contexts of language contact, people naturally apply some modifications to their speech patterns, deliberately or unconsciously, to navigate and smoothen their interactions. This practice of adjusting language to align with or differentiate oneself from others is known as linguistic accommodation.

Initially, before delving into the concept of accommodation, it is of a great importance to shed light on the meaning and etymology of "accommodation." The word "accommodation" is an English noun, combining the root "accommodate" and the suffix "-ation." The term originates from the Latin noun "accommodatio," meaning adjustment or adaptation. This term is derived from the Latin verb "accommodo," meaning to make fit. The latter is derived from the Latin adjective "commodus," meaning suitable or convenient. In English, the term "accommodation" first appeared around 1600 AD, initially referring to that which supplies a want or need. Over time, its meaning expanded to include lodging or living quarters

(Merriam-Webster). On the other hand, the term "linguistic" originates from the Latin adjective "linguisticus," meaning pertaining to language, which is in turn derived from the root "lingua," meaning tongue or language. Therefore, "linguistic accommodation" collectively means language adjustment or language adaptation. This latter is a prominent area of research which gained huge interest in sociolinguistics and other fields especially in the late 20th and the early 21st century.

Linguistic accommodation has widely captivated numerous scholars in various fields, including sociolinguistics, psychology and communication, such as Howard Giles, Peter Trudgill, Nicolas Coupland etc, who attempted to study it and understand its nature, manifestations and motives. However, its initial conceptualisation is attributed to the American social psychologist Howard Giles, who initially introduced it within his framework "*Accent mobility*." In this vein, Giles and Ogay (2007) explain that accommodation is the process by which individuals employ communication to indicate their attitudes towards the person they are talking to for the purpose of establishing a degree of social distance. To further elaborate, when speakers communicate, they adjust their speech style to either match or differentiate themselves from their interlocutors. This definition highlights the socio-psychological motivations which Giles sought to explore through his theoretical framework (SAT).

Building on Giles framework, Ruch and de Benito Moreno (2023, p. 17), provide a definition that further emphasises the distinction between the ways speakers adjust their language stating linguistic accommodation is "the adjustments speakers make to become linguistically more (convergence) or less (divergence) similar to an interlocutor, or to a social environment." This latter perspective puts more emphasis on the dynamic and strategic nature of the linguistic choices employed by individuals in their communication.

Linguistic accommodation is more than simply copying or contrasting someone's speech. Researchers like Gallois et al. (1995) and Giles and Ogay (2007) explain that the way individuals change their speech is influenced by their past experiences, shared history, and social backgrounds. In other words, the long history and the relationship between groups set the stage for how individuals use language in different situations. At the same time, personal feelings and attitudes toward other groups affect the extent of speech adjustment.

The situation itself also matters a lot. The details of a conversation like who is speaking, what role each person has, or who is seen as more important, can push someone to change their way of speaking right away. For instance, a person may speak more like someone they hold in high regard or try to match the style of someone they seek to connect with. These immediate clues in the conversation help decide whether a speaker will adjust their speech to be more like or more different from the other person.

Ultimately, what happens during the conversation influences future interactions. While talking, the individual realizes if their adjustments help make the conversation smoother or if they create awkwardness. This feedback then shapes their future speaking behaviour. If the changes make the conversation better, they are likely to use them again next time. Over time, this cycle of adjusting based on feedback can even lead to long-term changes in how they speak (Gallois et al., 1995; Giles & Ogay, 2007).

Linguistic accommodation, as seen, involves adapting one's speech to either resemble or differentiate themselves from their environment. This adaptation can occur over varying timescales, necessitating a clear distinction between two major types of LA short-term and long-term accommodation.

1.3.2 Types of Linguistic Accommodation

In daily conversations, speakers naturally adjust their language depending on the individuals they are communicating with, the context of the interaction, and even for subtle social signals like their interlocutors' occupation and age (Giles & Ogay, 2007). Sometimes, these adjustments happen periodically, as a way to connect with the other person or make communication smoother in the moment of speech. In other cases, the changes arise gradually over a long period, shaped by repeated exposure to different speech patterns (Trudgill, 2005). Whether temporary or long-lasting, these shifts reflect the flexible nature of language and how people unconsciously or deliberately adapt their speech to align with or contrast their environment. These two processes are often categorised as short-term and long-term accommodation, each playing a unique role in shaping the way individuals adapt their language in various social settings and circumstances.

1.3.2.1 Short-term Accommodation

Short-term accommodation occurs when speakers temporarily adjust their language during a specific interaction. Trudgill (1986) states that short-term accommodation is the outcome of face-to-face exchange that happens before long-term accommodation and does not influence the overall speaker's permanent speech. Despite its significance, sociolinguists have shown little interest in short-term accommodation at phonological, grammatical and structural aspects (Britain, 2010, 2012).

To further elaborate, short-term accommodation involves the instantaneous adjustments that speakers make during interactions, mostly through convergence (aligning with other's speech) or divergence (highlighting differences). Short-term convergence can be "downward" (adopting local dialects) or "upward" (toward prestige varieties), and it is

frequently motivated by social bonding or situational demands. For instance, a pupil might speak informally with their friends while using formal language with their teacher. Conversely, short-term divergence asserts group identity or signals social distance. For example, a customer service call where the agent uses very formal language, but the frustrated customer responds by exaggerating their local dialect or slang. Here, the customer deliberately emphasizes linguistic features to signal displeasure, assert identity and create social distance. Thus, these adjustments might be psychological (attitudes/intentions) or linguistic (actual speech changes).

Trudgill (1986) highlighted the necessity of a precise linguistic analysis of short-term accommodation. He proposed a systematic, data-driven linguistic analysis approach that would enable researchers to precisely measure linguistic accommodation, identify which linguistic features change or remain stable and provide an explanation of these patterns. In addition, he investigated whether accommodations are made consistently or vary depending on the speaker, social relationships or circumstances. He also explored the linguistic limitations on accommodation by questioning whether speakers can completely adjust and adapt to a new variety. Through this approach, Trudgill emphasised how crucial it is to combine both social psychology and sociolinguistic analysis in order to gain a better understanding of linguistic adaptation.

In the study of linguistic accommodation, researchers have long been interested in how speakers adjust their speech in various social situations. One of the earliest works on short-term accommodation was conducted by Coupland (1980, as cited by Kherbache, 2017) who examined the speech of a female travel agency assistant in Cardiff, Wales, as she interacted with costumers and discovered that the assistant significantly modified some phonological aspects of her speech to match those of her clients temporarily

when interacting with them and not as permanent behaviour. This adaptation was motivated by social motives, mainly to gain social approval and facilitate mutual intelligibility within the conversation. While short-term accommodation represents a temporal and situational adjustment in speech, it might extend to a long-term linguistic practice.

1.3.2.2 Long-term Accommodation

Trudgill (1986) highlights long-term accommodation as a key mechanism in dialect contact and linguistic change. Unlike Giles and his associates, Trudgill emphasises the slow changes that happen when speakers from various social and geographical backgrounds engage in regular interactions over time. Initially, short-term accommodation arises during face-to-face exchanges where speakers first adjust their speech to each other's accents or dialects. If this engagement continues for a long period of time, these adjustments may evolve into permanent, leading to changes in speech patterns and promoting dialect levelling. Kerswill (2013) supports this view, implying that long-term accommodation is the result of multiple short-term accommodation.

Trudgill (1986) claims that long-term accommodation is a regular process that proceeds with predictable patterns and its linguistic outcomes which can be anticipated. Social psychologists, specifically Giles (1973), comprehend linguistic accommodation in terms of social dynamics rather than geographical ones. They focus on behavioural convergence and divergence in short-term interactions, often shifting between high-prestige and low-prestige accents depending on social context. However, for linguists, accommodation can occur in both short-term and long-term between accents that differ regionally as well as socially (Trudgill, *ibid*, p. 3). Linguists are more concerned with long-term accommodation while social psychologists are more interested in short-term accommodation. This is particularly important

when people relocate to a new environment and gradually adapt to the local language and the way of speaking, either as individuals or as part of a minority group adapting to the majority (Trudgill, *ibid*).

Social psychologists have not given psychological and linguistic forms of accommodation equal consideration (Kherbache, 2017). Their focus has been more on psychological aspects, while sociolinguists like Trudgill (1986) and Coupland (1984) who examine speech patterns within quantitative studies in real-life settings, have investigated linguistic accommodation in greater detail. When talking about contact and accommodation, Trudgill (*ibid*) distinguishes between two kinds of speaker interactions: contact between people from the same community and contact between individuals from different regions. When speakers interact within their own society, they may adjust the frequency of various speech features they already use, leading to social variation. Nevertheless, when speakers come to interact with individuals from distinct communities, they may adopt completely new linguistic features that were not previously present in their speech, such as migrants moving to a new area.

To summarise, researchers concur that both short-term and long-term accommodation contribute to language change. Long-term accommodation, whether conscious or unconscious, relies on repeated experiences of short-term accommodation. (Kerswill, 2010) This concept was developed by Niedzielski and Giles (1996), who presented the "Change-by-Accommodation model." This model indicates that happens in three interconnected phases. The first step in the process is short-term accommodation, in which speakers use interactions to temporarily modify their speech. However, when these temporary adjustments are systematically repeated over time, they are formulated into long-term accommodation. Once people in a community pick up these changes, they spread, eventually leading to broader linguistic

changes such as dialect levelling or shifts in pronunciation. This gradual process is what drives language change.

Whether accommodation occurs momentarily in conversation or develops over extended time frame, its occurrence is not random; rather, it is shaped by various factors. The following section is going to explore the most significant motivations driving the accommodation process.

1.3.3 Motivations of Accommodation

People's linguistic adjustments are always driven by a complex interplay of sociopsychological and interpersonal motivations often revolving around managing social distance, asserting identities, and negotiating power in everyday interactions (Giles & Ogay, 2007; Giles, 1973). At its core, speakers adjust their language to either minimise or emphasise differences with their communicative partner. These adjustments are not randomly performed but they are deeply influenced by the desire for social approval and the need for group belonging, as well as by the intent to project a specific image or maintain a distinct group identity.

Giles and Ogay (2007) suggest that a key driver of convergence is the desire to achieve a sort of acceptance and social harmony, this lies in the principle that people are usually attracted to those who simulate and resemble their behaviours. They simply put "The more similar we are to our conversational partner, the more he or she will like or respect us and the more social rewards we can expect" (Giles & Ogay, 2007, p. 296). This quotation emphasises that the desire to converge linguistically is rooted in a wish to establish rapport, reduce distinctiveness, and create a sense of common understanding.

Furthermore, in social contexts where the primary motives are to foster social bonding and enhance communicative effectiveness, people strongly

commit to convergence to achieve these highly significant social needs. By adapting their interactional patterns, such as vocabulary, pronunciation, or even nonverbal cues to align with those of their interlocutors, they signal solidarity and understanding. This convergence is particularly salient in contexts where mutual acceptance and the smooth flow of interaction are paramount (Giles & Powesland, 1975). The practice of mirroring linguistic behaviours thus becomes vital for decreasing social barriers and strengthening trust in interpersonal relationships.

Conversely, there are other instances where individuals deliberately accentuate linguistic differences. This divergence is motivated by the desire to assert a distinct identity and keep social distance. Such strategies are particularly evident when speakers attempt to highlight their uniqueness or loyalty to a specific social group, even if it creates or sustains social distance between them and their interlocutors (Giles & Coupland, 1991). By sticking to divergence, speakers actively negotiate their social positions to be either in-group or out-group position.

The pursuit of prestige is another factor which shapes linguistic accommodation. Beyond adjustments made for social closeness or distinctiveness, speakers often modify their language to resemble the varieties associated with higher social status. In many social contexts, individuals converge toward prestigious speech forms as a strategic means of positioning themselves in a higher social status. As Holmes (2013) points out, this form of accommodation is driven by an acute awareness of the social rewards linked to high-status linguistic forms, which can reinforce both personal and professional identities.

Overall, the motivations underlying LA are multifaceted and context dependent. Whether through convergence, divergence, or maintenance, individuals constantly calibrate their communicative behaviours to achieve

specific interpersonal objectives. Be it a pursuit of intimacy, an assertion of identity, or a negotiation of social power, these dynamic adjustments do not only reflect the inherent complexity of human interaction but also emphasise the strategic nature of language use in everyday social exchanges (Giles & Ogay, 2007).

A deeper understanding of the phenomenon of accommodation requires not only recognising its motivations but also examining the theoretical models that account for its patterns. Theories such as speech accommodation theory and Communication accommodation theory provide elaborations for how and why speakers modify their speech depending on social and contextual factors.

1.4 Accommodation Theories

In the study of the phenomenon of accommodation two distinct but intertwined theories came into play, namely Speech Accommodation Theory and Communication Accommodation Theory. This section is particularly dedicated to provide an overview of these major theoretical models which seek to explain accommodation behaviour.

1.4.1 Speech Accommodation Theory

Speakers' attitudes towards their interlocutors always shape the way they speak. This falls under the umbrella of a sociopsychological model of language variation known as speech accommodation theory (henceforth SAT). The conceptualisation of SAT is not nascent. The theory was initially introduced by the American social psychologist Howard Giles in 1973. Giles (1973, as cited by Elhami, 2020) observed that speakers tend to adjust their accents during interactions to become more similar to their interlocutors in pursuit of achieving mutual understanding or establishing approval. Later, Giles and Smith (1979, as cited by Elhami, 2020) expanded on this idea, reporting that adjustments occur not only at the accent level, but also in

aspects such as speech rate, pronunciation, and pause patterns. In another study, Putman and Street (1984, as cited by Elhami, 2020) illustrated how these adjustments could make speakers appear more likable for interviewers in interview contexts, while Dragojevic *et al.* (2015) and Dragojevic *et al.* (2016a) point out that people adjust even their lexical choices and syntax to be less or more similar to each other.

It is essential to note that, although SAT encompasses various aspects of speech such as pronunciation and lexical choices, its focus exclusively remained on the verbal linguistic forms, neglecting the nonverbal forms of communication such as body language like facial expressions and hand gestures. This emphasis stems from the supposition that verbal language is the most direct medium to convey meaning and negotiate social dynamics. This view narrowed the scope of SAT, contributing to its development and expansion to another comprehensive theory which incorporates both the verbal and the nonverbal forms of communication.

1.4.2 Communication Accommodation Theory

Based upon the concept of SAT, Howard Giles developed Communication Accommodation Theory (CAT) which later extended the framework to encompass both linguistic and nonlinguistic aspects of interaction. CAT explores how individuals modify their communication styles which can be either linguistic or nonlinguistic based on social, contextual and psychological factors (Giles *et al.*, 1991). In this light, Giles *et al.* (1991) explain that CAT moves beyond SAT's exclusive focus on linguistic adjustments by integrating nonverbal behaviours such as gestures and facial expressions. This expansion allows for a more comprehensive understanding of the communicative behaviours individuals may employ to negotiate social identities and relationships in different social situations.

While spoken language continues to be a fundamental aspect of the theory and a primary focus of analysis, the other communicative elements have also given more attention due to their significant role in communication. Nonverbal behaviours such as body language and various other identity-related communicative aspects such as dress and hairstyle can likewise be examined through the lens of CAT (Coupland, et al., 1988; Giles & Wadleigh, 2008 as cited in Soliz & Giles, 1987). Within CAT, there are three main acts that come into play: Convergence, divergence and maintenance, each reflecting a unique and strategic manipulation of language.

1.4.2.1 Key Strategies in Communication Accommodation Theory

Convergence, divergence, in addition to maintenance are basic techniques employed by speakers when they accommodate their linguistic behaviours. These techniques are deeply intertwined with the sociopsychological motivations of language use as well as the objectives the speaker aims to achieve in a particular communicative situation. While convergence signals similarity, divergence emphasises distinctiveness. On the other hand, maintenance represents a stable speech pattern.

1.4.1.1.1 Convergence

Convergence is a communication technique through which people modify their writing, speech, or nonverbal behaviour to become more like their conversational partner. It is regarded as the historical basis of CAT and the most studied phenomenon (Giles, 1973).

Convergence can arise across three primary areas: linguistic, paralinguistic and nonverbal features. Linguistic features include elements like diction, accent, speech rate, and pronunciation. For instance, a fast speaker may slow down when talking to someone who speaks more slowly. Another example, a teacher talking to their pupils may adjust their language

to be simple and understandable. Paralinguistic features include aspects like speech rhythm, utterance length, and pauses. One example, if a speaker gives short responses, the other speaker may also provide short answers rather than giving long explanations. Nonverbal features involve body language, facial expressions, and eye contact which can be adjusted to align with the other person's interaction style. For instance, if a person frequently uses hand movements while interaction, their interlocutor might also start using more gestures. However, individuals may sometimes choose to set themselves apart from their interlocutors using the strategy of divergence.

1.4.1.1.2 Divergence

Unlike convergence, divergence is defined by Dragojevic et al. as “adjusting communicative behaviours to accentuate verbal and non-verbal differences with others, to appear more dissimilarity” (2016b, as cited by Elhami, 2020, p. 294). In other words, divergence is a technique whereby individuals increase the differences in their communicative behaviours to emphasise distinctiveness in pursuit of establishing a sort of social distance from their conversational partners. This communicative behaviour is not limited to speech as the only means of interaction.

Divergence can also manifest in the same three forms: linguistic, paralinguistic, and nonverbal behaviours. Linguistic divergence might involve using a distinct dialect, maintaining a faster speech rate when the other person speaks slowly, or using jargon that is unfamiliar to the interlocutor. For instance, a person might intentionally use technical terms in specific domain when talking to someone they perceive as a layperson to distinguish themselves as a specialist. Paralinguistic divergence could include using a contrasting pitch or voice, such as speaking in a loud voice when the other person uses a quiet voice. Nonverbal divergence might entail maintaining a rigid facial

expression, avoiding eye contact, or using gestures that are culturally different from the other person's gestures. For instance, someone might cross their arms and lean away to signal defensiveness, disinterest or disagreement, even if the other person is using open and inviting body language.

While the two previously mentioned techniques highlight the dynamic ways in which language shifts in response to different social contexts, there is another technique representing a deliberate choice of stability known as maintenance.

1.4.1.1.3 Maintenance

Maintenance is another technique that is seen by Gallois *et al.* (2005) as a strategy analogous to divergence. As for Giles (2016), he considers it as a form of divergence. Maintenance is about keeping the original communicative style and never adjusting neither to be similar nor to be different from others. In this vein, Gasiorek & Giles (2013, as cited by Elhami, 2020, p. 294) define maintenance as “the Absence of accommodation adjustment by individuals, that is, maintaining their "default" way of communicating without taking into account the characteristics of their fellow interactants”. This strategy basically reflects the tendency of the speaker to retain his/her usual speech pattern as way of emphasising authenticity. For instance, a person might consistently use their local dialect even when talking to someone who speaks another local dialect. To further exemplify, an Algerian speaker, for instance, may retain his/her dialect without any changes when making a conversation with a Moroccan or Tunisian to highlight t his/her national identity. He/she might keep certain authentic features, such as his/her typical speaking pace, lexical choices and even the accent regardless of the other person's dialectal traits or understanding to them. Imagine a specialist in a particular field who sticks to a highly technical jargon in their speech, even when addressing a general

audience to reflect professionalism and specialisation. Nevertheless, communication behaviour is not limited to speech as the only means of interaction, as individuals may use other ways to interact. For example, someone might keep his/her usual level of eye contact or maintain his/her typical facial expressions, regardless of the other person's reactions. He/she might also continue using his/her usual hand gestures and body language, even if the other person uses different gestures. These actions reflect one's own communicative style and identity which might be socially dismissed through the practice of convergence or divergence.

Beyond explaining speech adjustments in interaction, accommodation theories intersect with broader discussions and investigations on language choice and its relation to the speaker's identity, revealing how individuals manipulate language to construct and negotiate their social identities.

1.5 Language Choice and Identity

Language is more than just a tool for communication; it is a mirror reflecting the individual's social identity. The speaker's linguistic choices and patterns naturally denote who they are, where they come from, and how they want to be perceived by others. The ways in which individuals select specific languages, dialects, vocabularies, or accents are deeply intertwined with their sense of identity and group belonging. For some, choosing to speak a particular language is an assertion of cultural heritage and an effort to preserve communal history (Gumperz, 1982). For example, an Algerian Amazigh bilingual who speaks Algerian Arabic and Berber but consistently uses their Berber variety is certainly perceived to belong to the Amazigh community, indicating a deliberate tendency to preserve their cultural and linguistic heritage, while for others it is a strategy to navigate diverse social environments and signal group membership (Fishman, 1999; Pavlenko & Blackledge, 2004).

The individuals' linguistic choices serve as powerful indicators of social identity. Speakers often commit to linguistic behaviour, particularly linguistic forms such as accent, morphosyntactic structures or lexical items, that clearly depict their social class or regional belonging. Seminal sociolinguistic studies offer concrete examples of how linguistic features mark social identity. Labov's (1966) investigation "The Social Stratification of English in New York City" revealed that the pronunciation of the post-vocalic /r/ is socially marked. In his study, speakers from higher socioeconomic backgrounds were found to have a great tendency to use a rhotic accent, realising the /r/ sound clearly, while those from working-class backgrounds were more likely to drop it in their speech. This pattern serves as an audible marker of social class in New York City. Similarly, Trudgill (1974) carried out study on English in Norwich England and he identified phonetic variations, such as differences in vowel quality and the use of glottal stops, which effectively differentiate social groups within the same regional community. These examples indicate that even minor phonetic details can carry significant social meaning, reflecting broader patterns of identity construction.

In LA, the linguistic choices speakers make are means to negotiate social identity. When speakers deliberately opt for certain linguistic features such as an accent or vocabulary associated with a particular community, whether by converging towards a prestigious variety or diverging to emphasise an identity, they are engaging in a performative act of identity construction. As described in Accommodation Theory (Giles et al, 1991), these selections are not incidental, but they are deliberate acts that help speakers position themselves within or outside specific social groups. This adaptive behaviour not only serves interactions, but also communicates an individual's alignment with the cultural and social norms of their chosen group. In essence, linguistic accommodation functions as both a mirror of

one's current social identity and a tool for negotiating future social affiliations. Just as identity shapes linguistic choices within which accommodation plays a significant role, the individual's gender influences how they employ the accommodation strategies.

1.6 Accommodation and Gender

Gender differences in speech have long been a central point in sociolinguistic research, which attempted to explore how language use is shaped by gender. One notable dimension in this area is LA, which explores how speakers adjust their language to strategically respond to social dynamics. Many research works (e.g. Koh, 2023, Namy *et al.*, 2002 and Valdés & Cárđinas, 1981) suggest that gender significantly influences these adjustments, with women displaying a stronger tendency to converge, while men often favour maintenance or divergence. This strategic difference highlights the gender-based tendencies in interaction.

A number of studies have clearly revealed that female speakers are more likely to modify their speech to align with their interlocutors. Namy *et al.* (2002) who examined gender differences in vocal accommodation found that women exhibit extensive sensitivity to social expectations and conversational cues, leading them to calibrate their speech to foster understanding and avoid conflict. This heightened sensitivity and awareness pushes their language use to be more flexible, making them more ready to adopt linguistic patterns distinct from their original style. Whether through subtle phonetic shifts or lexical choices, this adaptation reinforces their role in maintaining smooth and cooperative communication, reflecting a desire to align with the social norm. Furthermore, even when not actively converging, female speakers may exhibit a state of maintenance in their speech patterns when they perceive them to be already aligned with social expectations, further highlighting their attentiveness to conversational harmony.

Conversely, male speakers often prefer to maintain their authentic speech patterns or diverge from their communicative partners to assert a sort of individuality and independence. Valdés and Cárdenas (1981) analysed bilingual speech accommodation among Mexican Americans and found out that men may deliberately differentiate their speech as a means of establishing autonomy or reinforcing group identity. In a similar vein, through a corpus-based study of Singapore English by Koh (2023), it was found that in mixed-gender interactions, women consistently depicted a higher degree of convergence than men, confirming the idea that gendered accommodation patterns do exist across different linguistic and cultural contexts. This implies that men's linguistic choices frequently aim to preserve a distinctive and authentic style, in contrast to women whose speech changes reflect social sensitivity.

Nevertheless, both genders undoubtedly use language strategically. This makes it clearly evident that accommodation is not a purely passive process but also an active act of social navigation shaped by gendered perceptions. To sum up, LA is deeply intertwined with gender. While women's adjustments reflect their sensitivity to conversational dynamics in an effort to conform to social expectations, men's strategies are often employed for asserting a unique identity.

1.7 Accommodation and Social Connections

Accommodation is a highly significant factor in shaping social connections, as individuals adapt their speech patterns to either simulate their interlocutor's speech or to be different from it in pursuit of excluding or integrating themselves in a particular social group. This process, as previously highlighted, operates through three main strategic acts: convergence,

divergence and maintenance, each contributing to the construction of social ties in distinct manners.

Initially, convergence is a powerful means for constructing social bonds and strengthening social closeness. By calibrating speech to resemble that of an interlocutor, individuals depict a sense of solidarity and desire for group membership (Gasiorek, 2016). This alignment facilitates trust and mutual understanding, particularly in professional and educational settings, where effective collaboration depends on reducing perceived differences (Giles & Ogay, 2007). Furthermore, in the course of intercultural interactions, convergence promotes inclusivity by minimising linguistic barriers, which in turn, help in reducing social difference, allowing individuals from diverse social or regional backgrounds to connect smoothly and effectively (Gallois et al., 2018). When successfully manipulated, convergence establishes social harmony, creating a sense of belonging and collective identity.

Conversely, divergence aims at maintaining social distinctiveness by asserting group identity in speech. Divergence is basically about exaggerating linguistic differences to emphasise social uniqueness or affiliation with a particular social category (Coupland, 2010). For instance, a person coming from the town to reside in a rural area may accentuate linguistic differences. Similarly, individuals from different regions in a comparable vein may act the same. For example, a person from Tlemcen city visiting Oran may exaggerate the use of the glottal stop which is a feature of Tlemcen's accent to mark their regional identity, implying that they are proud of where they come from, and they are not going to change the way they speak. This strategy functions as a means of resisting similarity (Giles et al., 1991). Divergence can also signal exclusion from a social or professional domain (Gallois et al., 2018). For instance, professionals specialised in particular fields may use technical

jargon to differentiate themselves from outsiders, maintaining exclusivity within their domain.

Maintenance, as distinct strategy, represents an individual's commitment to their linguistic norm and identity regardless of all social pressures that may strongly push for linguistic adaptation in their environment. Speakers who retain their original speech patterns often do so to reflect cultural and social authenticity, reinforcing their sense of belonging in social interactions (Coupland, 2010). This act is remarkable in situations where maintaining linguistic heritage serves as a means of preserving group identity against dominant social realities (Giles et al., 1991). Although maintenance can sometimes lead to social distance, it clearly reflects the authenticity and pride of the individual. In this way, maintenance stands as a neutral act that neither exaggerates the difference nor imposes the similarity in speech.

1.8 Conclusion

Linguistic accommodation is a social reality in various social contexts worldwide. This phenomenon depicts how language can be employed by individuals in response to social dynamics. This chapter sought to provide a comprehensive overview of the literature regarding linguistic accommodation, such as its definitions, motivations, types, and strategies, as well as the main theories that attempt to investigate it, like SAT and CAT. Nevertheless, this literature has a number of critiques, especially at the level of the aforementioned theories. One major critique is that those theories were overly focused on the positive aspect of communication adjustments, potentially neglecting their negative outcomes, which may arise in specific communication instances, as communication adjustment is not always favourable. In some cases, it may lead to misunderstandings, loss of identity, and even conflicts among individuals. Another prominent critique is the

overgeneralisation of accommodation across a wide range of communicative situations, as the theories suggest that people modify their communication to fit in or create rapport, while they might overlook the fact that personal factors, such as the individual's personality, can influence whether they choose to accommodate or not. Although LA has been widely investigated in various social contexts worldwide, little research has been dedicated to it in the Algerian context, particularly among university students. Therefore, this study aims to practically examine this phenomenon and shed light on its manifestation in this specific context, exploring its motives, forms, and how individuals' differences contribute to it.

CHAPTER TWO:
**RESEARCH CONTEXT,
DESIGN AND
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2.1 Introduction

Just as research requires foundational theories to establish a solid theoretical basis, it equally necessitates a practical aspect that embodies those theories in a real-world context. Therefore, this chapter presents the research design, demonstrating the situational context of the study and the overall research methodology and procedures. Accordingly, it will seek to uncover the sociolinguistic situation in Algeria and offer a background on the geography and dialects of Tlemcen and its neighbouring cities. Moreover, it identifies the research objectives and offers a thorough description of the setting and the sample chosen, alongside the instrumentation employed for data collection.

2.2 The Sociolinguistic Situation in Algeria

Algeria is a North African country unique in its geographical location amidst a number of Arab and non-Arab African nations. Besides, the country features a strategic location near Europe, making it a natural gateway for the African continent. This strategic spot offers a multifaceted tapestry of languages stemming from a long history of language contact. According to Kherbache (2017), Algeria witnessed three main periods in its linguistic history: the pre-Islamic era, the Arab expansion and the French colonisation. Berber varieties existed early in the region in the pre-Islamic era, while Arabic expansion in the mid-7th and 11th centuries introduced Islam accompanying the Arabic language. Then, the French colonisation imposed French dominance which continues to the present day (Kherbache, 2017). Kherbache (2017) also notes that Algeria witnessed other occupations and invasions such as the Turkish in the 16th century and the Spanish in the 18th century, but with no deep-rooted impact on the linguistic situation compared to the aforementioned periods.

The above-mentioned historical events resulted in a complex linguistic situation bringing about various linguistic phenomena such as bilingualism, code-switching, diglossia etc. As stated:

All these periods of domination yielded a complex linguistic repertoire characterised by the intertwined varieties used throughout the Algerian speech community: Arabic with all its forms (i.e. dialects), Berber, and French. The use of these linguistic codes has yielded some linguistic phenomena like code-switching and mixing, borrowing, and diglossia by which an Algerian speaker could be able to communicate in different settings. (Kherbache, 2017 p. 36)

Bilingualism is a reality among Algerian speakers as most of them speak at least two languages mostly Algerian Arabic and French with some exceptions like in the Amazigh regions where individuals may speak Berber and French or Berber and Arabic and sometimes the three depending on the individual's literacy. However, the shared variety of almost the whole community is Algerian Arabic which is a variety of the Arabic language characterised by a mixture of Arabic, French, Berber and other minor languages like Spanish and Turkish. Actually, Algerian Arabic is considered an Arabic dialect as it mostly obeys the Arabic language grammar and syntax rules. The fact that most Algerians are bilinguals encourages the existence of distinct language contact phenomena like code-switching. The Algerian speakers often alternate between language varieties in their daily conversations, mostly Algerian Arabic and French to the extent that it is rarely to see an Algerian speaking one single language in a specific communicative situation. Diglossia is another prominent linguistic phenomenon in the Algerian community. It sets a distinction between the (L) and the (H) variety as each language variety serves a particular social function. While Algerian Arabic and Berber varieties are reserved for informal daily interactions, Standard Arabic is used in formal contexts such as education and official

documents. On the other hand, French is used in specific formal domains like in higher education and finance.

2.3 Background on Tlemcen's Geographical Location and Dialect

Every region in this world holds unique characteristics, shaping its geographical landscape and the social identity of its inhabitants, and Tlemcen is not an exception. The following section delves into the geographical position of Tlemcen and sheds light on its unique linguistic situation.

2.3.1 Geographical Description

The Wilaya of Tlemcen is an administrative province located in northwestern Algeria, holding the number 13 among the Algerian 58 Wilayas. The Wilaya extends over an area of 9,017 square kilometers and sits high about 800 meters above the sea level (ElMouchir, n.d.). Nestled at the foot of the mountain of Terni and sitting in the Tell Atlas Mountain chain, Tlemcen city features a blend of Mediterranean and mountainous landscapes and climate. According to distance Calculator (n.d.) Tlemcen lies approximately 515 kilometers west of the capital city Algiers, via the East-West highway. It shares borders with Sidi Bel Abbes to the east, Ain Temouchent to its north and Naama to the south, while it shares its western boundary with Morocco. Besides, it possesses a 120Km coastline along the Mediterranean Sea to the north. Historically, Tlemcen has occupied a strategic geographical position in the Central Maghreb near the Moroccan border which has led to its rise as a major trade and cultural crossroads, shaping its diverse architectural and social landscape (ElMouchir, n.d.).

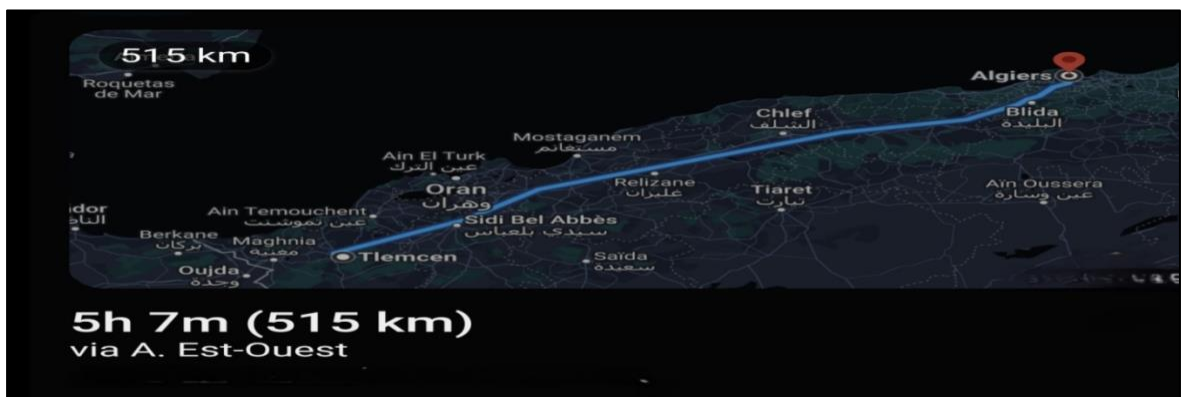
The following maps show the geographical borders of the Wilaya of Tlemcen as well as the calculated distance from its city center to the capital Algiers.

Map 2.1 Tlemcen Geographical Borders



<https://images.app.goo.gl/PkYqqPsrdByafAo89>

Map 2.2 Distance from Tlemcen to Algiers (Google Map)



Google Maps:

https://maps.app.goo.gl/ymBnRRowPt1aDPCF7?g_st=ac

The province of Tlemcen has got an administrative division of 20 Dairas (districts) and 53 communes (municipality, with Tlemcen District being the most prominent as it serves as the provincial capital of the Wilaya (Elmouchir, n.d.). Other major districts include Maghnia, an active border town in the west; Remchi, known for its agriculture in the north; Ghazaouet, with its significant port in the northwest; Honaïne, a coastal town famous for fishing in the north; Sebdou, an important district in the south; and Ben Sekrane along with other districts. These districts are vital to the economic and social structure of the Wilaya (El Mouchir, n.d.). The following map demonstrates the administrative division of Tlemcen Dairas.

Map 2.3 Administrative Division of Tlemcen Dairas



<https://gifex.com/fr/wp-content/uploads/28657/Carte-des-dairas-de-la-wilaya-de-Tlemcen.png>

2.3.2 The Dialect of the City

Interestingly, the city of Tlemcen features a rich cultural heritage, including Arab, Berber, and Andalusian influences, as well as historical sites, monuments, and vibrant artistic traditions such as pottery and tapestry, stemming from the civilisations that were established on its land and left their imprints there (Wikipedia, n.d.). Thanks to its Andalusian arts, architecture, and lifestyle, the city held several titles such as: the African Granada and the Pearl of the Maghreb (Wikipedia, n.d.).

The rich history and culture of Tlemcen is not only evident in its architecture and customs but also deeply reflected in its linguistic situation. Due to the influence of several civilisations which occupied the region, the city center has got a unique linguistic variety distinguished from all the neighboring varieties of the other regions by unique linguistic features.

Tlemcen is known for its unique linguistic identity. The local dialect often referred to as “Tlemceni”, reflects the city’s rich Andalusian past and its position as a significant cultural center. Tlemcen was and remains a preferable location for sociolinguistic investigation due to its linguistic situation characterised by significant variations at various linguistic levels, including phonology, morphology and lexis, resulting in distinctive speech patterns that are not found in any other region in Algeria.

2.3.2.1 Phonology

At the phonological level, the most noticeable and unique feature of Tlemcen speech is the substitution of the voiceless uvular plosive Arabic phoneme /q/ with the voiceless glottal stop [ʔ]. For example, in standard Arabic, the word /qalb/ meaning “heart”, is normally pronounced with /q/.

Whereas, in Tlemceni dialect, a Tlemceni speaker would say [ʔalb] with a glottal stop [ʔ] rather than /q/. On this point, Marçais (1902, p.17) states: "At least, it must be noted that a number of Tlemcenians seem to have an impossibility of pronouncing the q by their mouths, it sounds as that of Cairo Damascus, as a loud hamza..."

Another notable phonological phenomenon in Tlemceni Arabic is the disappearance of interdental sounds, which have been replaced by the alveolars. For example, the voiceless alveolar plosive [t] has replaced the voiceless dental fricative /θ/, and the voiced alveolar plosive [d] has substituted the voiced dental fricative /ð/. For instance, /θaldʒ/ → /taldʒ/ "snow", and /ði:b/ → /di:b/ "wolf". In the same vein, Marçais (1902, p.13) explains:

"Tlemcenian, like the Tripolitan dialect, most Moroccan dialects, and, to some extent, Egyptian and Syrian, confuse them. [...] The thā' (ث) and dhāl (ذ) have merged in Tlemcenian into a single sound **ṭ**; the **ṭ** is no longer a pure dental — it is, in a way, a double letter equivalent to **ts** pronounced in a single emission of voice."

The following table demonstrates the most common phoneme shifts in TA.

Table 2.1 Phoneme Variation in TA

Phoneme	Allophone	Example	Meaning
/q/	[ʔ]	[ʔata]	Cat
/θ/	[t]	[tu:m]	Garlic
/ð/	[d]	[di:b]	Wolf

The fact that, these unique features exist in Tlemcen speech community; make the inhabitants of the city easily recognised among all Algerians. Dendane (2007, p.175) notes: "Tlemcen town has long been regarded as a well-established prestigious centre whose native population was

characterised not only by highly conservative social and cultural traits, but also by a number of specific speech habits and linguistic features which are not found anywhere else in Algeria”.

2.3.2.2 Morphology

Concerning morphology, one important feature in the Tlemceni variety is the omission of the feminine marker {-i} in the imperative form of verbs when addressing a female. For instance, instead of saying /ku:li/ (eat) or /rɔ:hi/ (go) to a woman, they might say /ku:l/ and /rɔ:h/ the same forms used for males. In contrast to the suburban varieties, where the feminine marker still exists, this demonstrates that TA does not distinguish between genders in the way verbs are used in the imperative form. Additionally, the object personal pronoun (u) is one of the salient morphological features of Tlemcen speech community, serves both as an object pronoun like /ʃəftu/ →(I saw him), and as a possessive marker such as /ktabu/→ (his book.) This kind of variation highlights the uniqueness of morphological structures of Tlemcen speech community. Furthermore, in TA, personal pronouns such as /nta/ (you for male), and /nti/ (you for female) are combined into one single personal pronoun which is /ntina/.

2.3.2.3 Lexis

Every geographical area is distinguished from others by its unique vocabulary and lexical choices. TA is known for having a large and varied vocabulary that contains many region-specific words and expressions. Some words are unique to Tlemcen’s speech such as [wladʒda:d], which means “eggs”, and [jih] meaning “yes” (most typical and casual form), in addition to [wāh] (confirming with an emphasis), and [nʃam] (formal, used in respectful settings.) Other typical expressions include [belʔda] meaning “slowly”, and [taʃməl] meaning “you do”. Additionally, French is frequently used in casual conversations, particularly by females who consider it to be a prestigious

language. This includes frequent code-switching and the use of borrowed words and expressions, such as “frigo” (from frigo) → fridge, “twalett” (from toilettes) → bathroom, “voilà” → here you go, “Nḥabbha bzaaf, *elle est trop gentille.*” → I really like her, she is so kind. The following table provides further examples:

Table 2.2 Lexical Variation in TA

MSA	TA	Glossary
/ʔafʕal/ أفعال	/naʕməl/	I do
/ma:ða:/ ماذا	/wæsm/	What
/taʕala/ تعال	/adʒi/	Come here
/ʔaxaðtu/ أخذتُ	/ʕabbi:t/	I took
/ħa:fi.la/ حافلة	/bus/	Bus

To sum up, this mix of local vocabulary and the influence of French often reflect social identity, educational level and highlights the linguistic distinctiveness of TA.

In essence, the family plays a crucial role in preserving TA where families, particularly native Tlemceni, continue to speak the urban variety of the dialect indoors and outdoors. In this light, the use of glottal stop and other features is not stigmatised. However, in mixed settings (rural-urban contexts), youth, particularly males, have a tendency to abandon their native urban variety and embrace the rural one. For instance, at the university of Tlemcen, a Tlemcenian student might say to his friend who is originally from Maghnia [ʔarwa:ħ] which means “come” instead of [adʒi], or [galu:li] which means “they told me” instead of [ʔalu:li]. Therefore, these phonological, morphosyntactic and lexical patterns demonstrate how gender, context and regional contact shape variation in TA, reflecting both linguistic identity and social dynamics.

Far from Tlemcen, the Algerian western Wilayas, in turn, are characterised by a distinct linguistic reality, distinguishing them from Tlemcen's linguistic situation.

2.4 Background on the Suburbs and Neighbouring Wilayas' Dialects

The suburbs of Tlemcen are those districts located within the borders of the Wilaya and are under its administrative governance. Major districts are referred to as Dairas, under which municipalities are governed. On the other hand, Wilayas are those larger provinces bordering the Wilaya of Tlemcen and holding the same administrative status as Tlemcen, including Ain Temouchent, Sidi Bel Abbas, and Naama, in addition to other western Wilayas that are not necessarily bordering Tlemcen, but geographically close to it, including Oran, Mascara, Mostaganem, Saida, Tiaret, El Bayadh... etc.

As previously elaborated, Tlemcen's unique geographical position connects it to a number of Wilayas, in addition to its suburban districts, which may share the same culture but not necessarily the same linguistic features.

The regions around the city of Tlemcen, including its districts and the neighbouring Wilayas, depict region-specific and sometimes unified dialectal variations at different linguistic aspects, distinct from Tlemcen city center's variety. These variations are observed at three basic levels: phonology, morphology, and lexis.

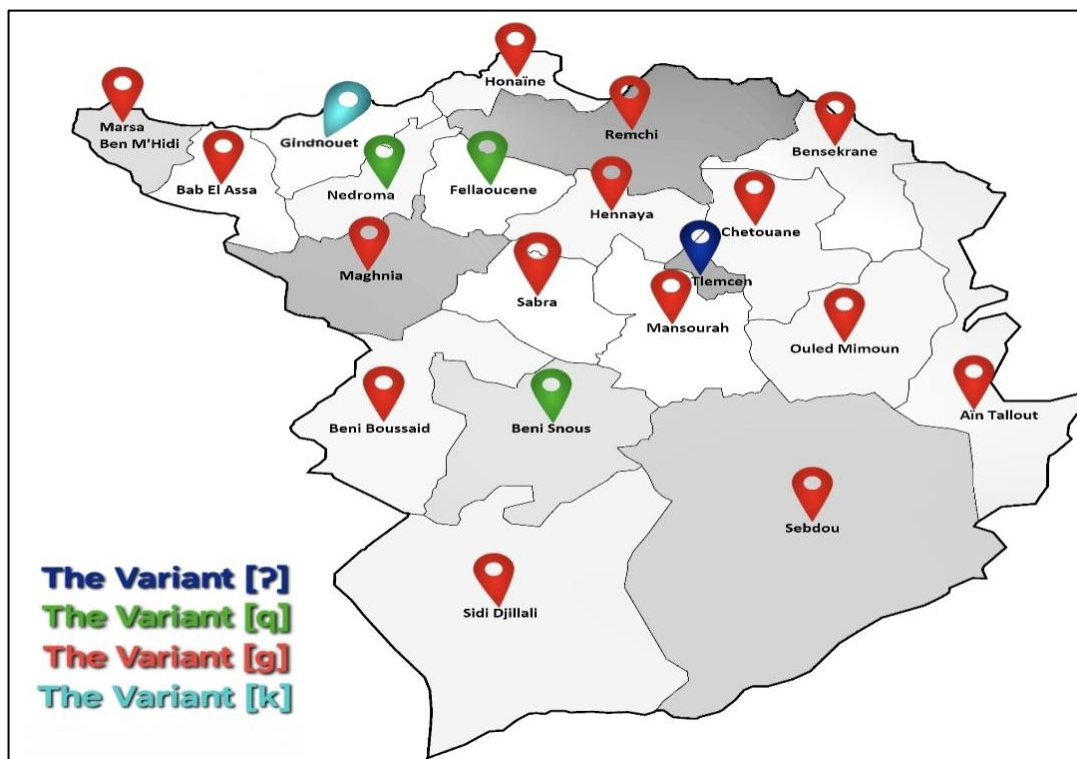
2.4.1 Phonology

At the phonological aspect, most of the Western Algerian Wilayas in addition to Tlemcen's districts share a prominent feature in common which is the realisation of the Arabic phoneme /q/ as [g] in words like /trig/ meaning "road" and /galb/ meaning "heart" where they are pronounced different than MSA which uses /q/. This feature is found in most western Wilayas speech

such as Oran speech, Sidi Bel Abbes speech, Naama speech etc. This feature is also noticeable in Tlemcen's suburbs' speech like in Sebdou, Maghnia, Remchi but with exceptions to Ghazaouet where it is pronounced as /k/ or /q/ and in Nedroma, Beni Snous and Fellaoucen where it retains its original quality.

With a focus on Tlemcen's suburbs, the different realisations of the variable /q/ stand out as a distinctive characteristic across these areas. Each region has its own way of pronouncing it, allowing inhabitants to localise themselves based on the pronunciation of this highly remarkable feature. The following map illustrates the geographical distribution of its variants, showing the dominant form in each specific area, far minor exceptions that may exist.

Map 2.4 The Different Realisations of the Variable /q/ across Tlemcen Suburbs



2.4.2 Morphology

Regarding morphology, most of the western Wilayas' speeches distinguish between male and female in their pronouns unlike the town of Tlemcen where it is not the case as previously discussed. For instance, speakers in those Wilayas use the pronoun /ah/ (his) or /ha/ (her) depending on the gender of the person they are referring to as in /sobatah/ (his shoes) and /s'obat'ah/ (her shoes.) In addition to that, they also clearly show the addressee's gender in their imperative forms. For example, speakers say /rwah/ (come) for males and /rwahi/ by adding the feminine marker /i/ to address females. More than that, those varieties differentiate between addressees pronouns /nta/ (you for male) and /ntia/ or /nti/ (you for female).

2.4.3 Lexis

Finally, those Wilayas exhibit a notable degree of shared lexical items in their speech. To illustrate, the word /wah/ which means (yes) or (right) depending on the context is commonly used among their speakers. Verbs like /di:t/ meaning (I took, or I got) and expressions like /bafwija/ meaning (slowly) are also widespread. The following table provides further evidence on the most common lexical items among the speakers of the western Wilayas.

Table 2.3 Common Words in Algeria's Western Wilayas Speech

MSA	Algerian Western Wilaya's Speech	Glossary
/ma:ða:/ ماذا	/wæf/ واش	What
/tarajjaθ/ تريت	/befwija/ بشويا	Slowly
/taʕa:l/ تعال	/rwa:h/ رواح	Come
/alħa:fila/ الحافلة	/ka:r/ كار	Bus

/taffa/ تفاعل	/di:r/ دير	Do
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As seen through the main previous sections, the Algerian western wilayas share many linguistic aspects in common which make their speech nearly similar. Nevertheless, Tlemcen, in particular, differs significantly from its neighbouring areas and the Algerian speech as a whole at different linguistic aspects. It is impossible to ignore that fact that this city holds unique linguistic traits that set its speech apart from all varieties spoken throughout the Algerian national territory.

After establishing the socio-geographical and linguistic context of the study and having a glimpse at the common linguistic patterns in the concerned regions, attention turns to the practical aspect of research which is the structure and methodology adopted. In order to effectively explore the investigated issue, a clear and appropriate research design is fundamental to guide the collection and analysis of data.

2.5 Research Design

Research design is the backbone of any academic investigation as it offers the inquiry process structure. In the study of LA, a well-crafted research design not only ensures that the research questions and hypotheses are systematically addressed but also guarantees that the methods employed align with the study goals. It assists the researcher in selecting the appropriate sample, methodology and instrumentation for data collection, as well as the convenient methods for data analysis and interpretation, making the exploration of individuals' communication adjustment in social interactions both reliable and insightful.

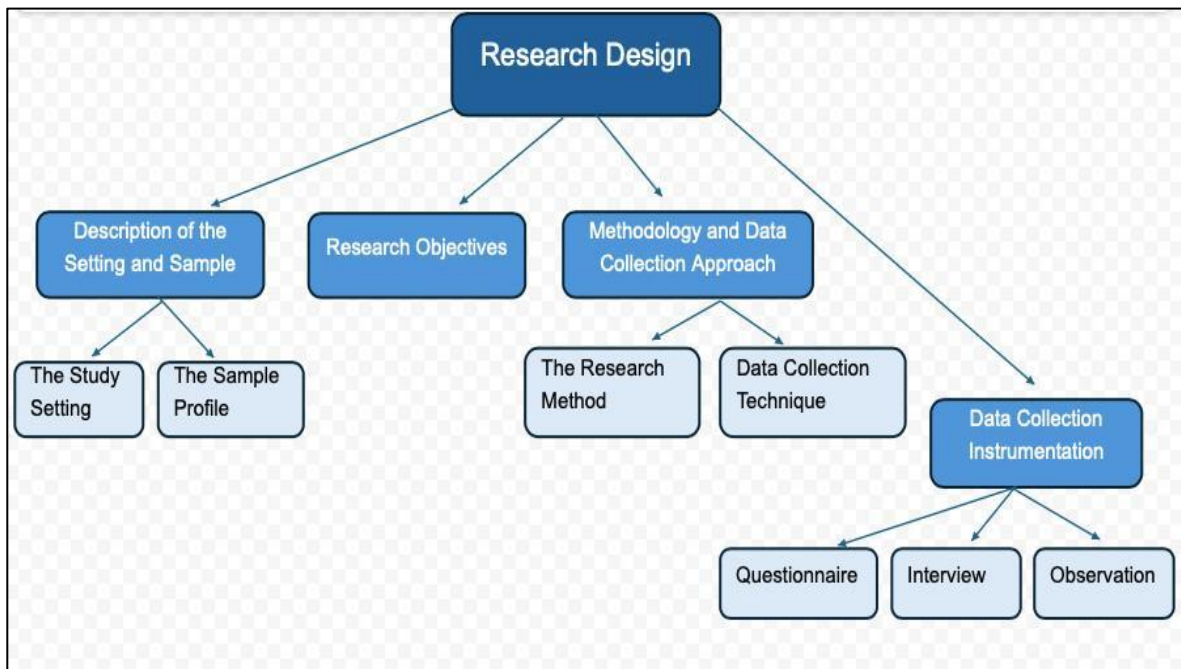


Diagram 2.1 Research Design Roadmap

2.5.1 Description of the Setting and Sample

Within research design, the primary step is to define the target population for the research. Then, the identification of the research setting and the sample to be examined are primary procedures to set the investigation on the right track.

2.5.1.1 The Study Setting

The study is carried out at Abou Bekr Belkaid University of Tlemcen, a major higher education institution located in the northwest of Algeria. More specifically, the research took place within the English Department, which is part of its Faculty of Letters and Languages. The department hosts students from diverse regional and social backgrounds, particularly from the surrounding suburbs of Tlemcen and neighbouring Wilayas. This setting, characterised by its multicultural academic community and dynamic linguistic

environment, offers an ideal context for exploring the phenomenon of linguistic accommodation among non-Tlemceni EFL students residing at the university campus due to their social experience in this multilingual spot.

Following the description of the research setting, the next section will shift the focus to the sample which is an essential component in guaranteeing the validity and applicability of the research findings.

2.5.1.2 The Sample Profile

In sociolinguistic research, the target population is the entire group of individuals about which the study is conducted. Within the target population, the sample is the actual small group selected from this larger population with which the researcher works to obtain the necessary data regarding the studied matter. The sample is a fundamental component of any research work. A carefully chosen sample is essential for the research quality as it determines the extent to which the findings are valid, reliable and applicable to the broader population. The current study focuses on a representative sample of non-Tlemceni EFL students from various academic levels (L1 to M2) who come from the suburbs of Tlemcen, including its districts as well as the neighbouring Wilayas, and who currently reside at the campus of Abou Bekr Belkaid University. A total of 70 students were selected for the study. 40 students of both genders responded to a questionnaire, while 20 students, comprising 10 males and 10 females participated in structured interviews. In addition, observations were conducted with 10 students to complement the data collected. The investigation adopted a non-probability sampling paradigm and relied on purposive sampling method which helps in selecting a sample based on the criteria required for the current study. Precisely, the students were selected based on the fact that they are EFL students who are not originally from Tlemcen city, and they reside on campus at Abou-bekr

Belkaid University. This approach ensures the relevance of the participants to the research objectives and reliability of the findings.

In the same context of research design, the discussion leads to another important point, which is defining the research objectives.

2.5.2 Research Objectives

Research objectives are the precise goals the researcher strives to achieve through the study. They take the lead in the research process by focusing on particular questions or problems to be addressed. Clearly defined research objectives serve as the cornerstone of any comprehensive study as they provide a roadmap that guides the entire research process, defining its scope and direction. The present study strives to examine the phenomenon of LA within the context of Aboubekr Belkaid University of Tlemcen, focusing specifically on non-Tlemceni EFL students residing on campus. The primary objective of the study is to investigate whether these students adjust their linguistic behaviour in response to their social environment at university. More precisely, the research aims to determine whether students modify their speech patterns to integrate into their surroundings.

With a narrow focus, the study is guided by the following specific objectives:

- The first specific objective is to explore the underlying motivations that drive EFL students to adapt their speech when communicating on campus: whether to seek social acceptance, ensure clarity and understanding or reflect prestige. The study will explore how these motivations relate to students' daily experiences and social interactions within the university setting.

- The second objective is to find out whether there are noticeable differences between male and female students in the extent and the manner they accommodate their language. The research will explore how gender influences the way students perceive their environment and respond to it linguistically, aiming to identify which group tends to adjust their language more, male or female students.
- Finally, the third objective is to identify the specific linguistic traits that are subject to modification, and the most adjusted linguistic aspect (phonology, lexis and morphosyntax) focusing on aspects such as pronunciation of specific sounds, the choice of lexical items, and the use of certain morphosyntactic patterns.

By examining these features, the research will shed light on how language adjustment happens in practice and what it reveals about communication within the EFL context at Tlemcen University.

After presenting the research setting, describing the participant sample, and setting out the main objectives guiding this investigation, it is essential to shift the focus to the methodological approach adopted in this study. The following section further details the research design, identifying the research methods and procedures implemented to ensure the relevance and reliability of the data, in line with the study aims.

2.5.3 Methodology and Data Collection Approach

In this sociolinguistic research, the methodology plays a crucial role in guaranteeing the validity, reliability, and relevance of the research main findings. A well-chosen methodological approach enables researcher to systematically address the research objectives while adapting to the unique features of social and linguistic context under investigation. In this study, the

methodological approach is built upon a single case study design combined with a mixed-method approach chosen to capture the complex phenomenon of linguistic accommodation among NT-EFL-CRS at Tlemcen University.

Crowe et al. (2011, p. 1) define case study as “a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context”. This methodology is particularly valuable when exploring phenomena within their natural settings, allowing researcher to focus the study on a specific population that shares certain criteria of a phenomenon and capture its nuances and complexities that might be missed with other approaches. The case study design was chosen as the most suitable framework for this investigation as it offers a profound and holistic understanding of LA within its actual context. The case study allows for a thorough investigation of the social, cultural and linguistic elements affecting language adaptation by focusing on a particular group namely non-Tlemceni EFL students residing on campus. It enables the researcher to investigate the intricate relationship between students’ social environment and their linguistic behaviours, providing deep insights that would be challenging to capture without limiting the research scope.

Additionally, the study relied on a mixed-method approach, combining both qualitative and quantitative techniques to enrich the investigation with in-depth and multifaceted insights on the phenomenon of LA. The integration of multiple methods including questionnaires, interviews and observations ensures a more comprehensive and nuanced understanding of the phenomenon under study. While quantitative data driven through questionnaires provide measurable evidence about students’ experiences, opinions and attitudes towards their perception of the motivations behind LA as well as any gender-based differences in their adjustment, qualitative data

obtained from interviews and observations offer deeper insights into the common patterns of linguistic adaptation. This methodological triangulation not only enhances the reliability of the findings but also provides a comprehensive and balanced picture of linguistic accommodation.

The adoption of case study design supported by mixed-method approach is highly relevant to the objectives of the current study. It allows the investigation to explore the underlying motivations, gender-related variations and specific linguistic features associated with accommodation behaviours. Ultimately, this methodology guarantees that the research remains firmly based on both realistic data collected from a natural setting and the participants' perceptions of their lived realities, thereby adding significant insights to the field of sociolinguistics and the investigated phenomenon in the Algerian context in particular.

Central to the methodological approach, data collection, understood as the process of obtaining data from informants, stands as a fundamental procedure, allowing the gathering of relevant data essential for the study. In this light, it is crucial to determine the research method and technique employed to gather the data required to meet the study goals.

2.5.3.1 Research Method

After relying on the case study approach as the overall methodological framework, the researchers employed fieldwork as the primary method of data collection. Fieldwork, defined as the direct interaction with participants in their natural environment, is efficient within case studies and particularly in sociolinguistic investigations as it allows for the gathering of rich and spontaneous data directly captured from participants in their natural setting. In the present study, fieldwork combined different research instruments in order

to explore both the observable aspects of linguistic accommodation, and the underlying attitudes associated with it. This approach was especially relevant to the nature of the topic, as it enabled the researchers to capture authentic language practices and spot targeted speech patterns within the students' real social environment, revealing factual insights into the nature of their language adjustment.

Fieldwork was considered the most suitable technique for the study due to the dynamic and context dependent nature of LA. Fieldwork gives the researcher the ability to record and observe subtle patterns of speech adaptation among non-Tlemceni EFL students, offering opportunities to closely examine actual language use in its real context which represents the sociolinguistic complexity of the university setting. By keeping the investigation firmly-based on the participants' real-life practices and experiences, this immersive approach ensures an accurate and insightful portrayal of LA.

While fieldwork provided the foundation for collecting fresh and realistic linguistic data from its natural context, it was essential to adopt a suitable technique within this method to capture specific linguistic features and further explore the phenomenon of LA.

2.5.3.2 Data Collection Technique

To examine the phenomenon of LA in a systematic and structured manner, the study relied on elicitation as the main technique of data collection. Elicitation refers to a data collection strategy which involves prompting participants to produce specific linguistic forms or utterances, often through carefully designed questions, translation tasks, or guided speech activities. Unlike the reliance on entirely spontaneous discourse produced in natural settings, elicitation provides an opportunity to gather more precise and focused data on particular linguistic aspects relevant to the research in controlled yet realistic circumstances. In the context of the present study,

elicitation is adopted as a key technique of the fieldwork, offering a valuable complement to the collection of natural speech by allowing for more accurate instances of language adjustment. It serves the investigation by creating structured situations where the language adjustment strategies of non-Tlemcenian EFL students can be more clearly observed. Practically, elicitation is incorporated through the research instruments, particularly translational elicitation was employed in structured interviews whereby participants were asked to translate sentences from English into their native dialect. Such procedure is intended to highlight specific linguistic patterns, including pronunciation shifts, lexical choices, and the use of certain morphosyntactic structures, whereas non-translational elicitation was utilised in questionnaires where participants had to answer a set of questions related to their perceptions regarding their language adjustment, its motivations and its gender-based variations. Thus, by combining naturally produced data with carefully elicited samples, the study seeks to achieve a richer and more comprehensive understanding of LA among the participants.

To ensure the collection of relevant and comprehensive data and reach a comprehensive understanding of the participants' perceptions and practices, the research relied on a set of research instruments which are explored in the following section.

2.5.4 Data Collection Instruments Design and Purpose

To conduct an investigation at the English department of Abou-bekr Belkaid-Tlemcen University on the phenomenon of LA among non-Tlemcenian EFL students residing on campus, it was essential to use appropriate research instruments to ensure the collection of valid and reliable data. Accordingly, the data was carefully gathered through a combination of tools, allowing for the triangulation of information sources to enrich the research with comprehensive findings. A carefully designed questionnaire was

administered to EFL students residing on campus to discuss the students' opinions and attitudes regarding the studied issue, while structured interviews were conducted with a selected sample of students to delve deeper into their actual linguistic practices. In addition to these tools, observation was also relied upon to capture natural instances of language adjustment in real communicative settings to support the results of the interview.

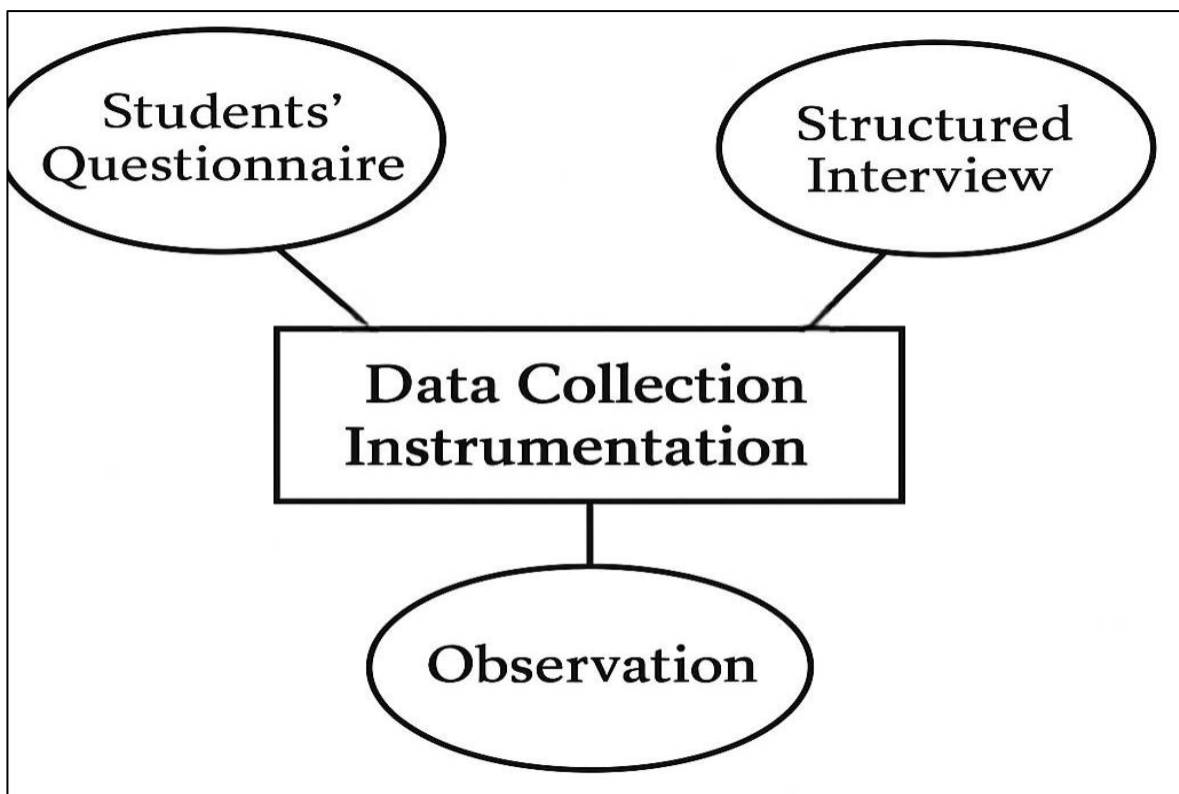


Diagram 2.2 Data Collection Instrumentation Triangulation

2.5.4.1 The Questionnaire Purpose and Design

The questionnaire is one of the most famous research instruments that is widely employed in various research domains, and particularly in social sciences. It consists of a set of well-crafted and structured written questions designed to obtain information from respondents about different types of data depending on the nature of its questions; close-ended and multiple-choice questions are instrumental in collecting quantitative data, while open-ended questions offer an opportunity to gather qualitative insights about the research theme. Questionnaires are typically employed to explore individuals' opinions, attitudes and experiences regarding a given issue. The content of a questionnaire has to be relevant to the research questions and objectives.

In the present research, the questionnaire was relied on due to its relevance to the study objectives. It seeks to examine the phenomenon of LA, its motivations and whether any gender disparities exist in this behaviour.

Accordingly, the questionnaire designed for the investigation consists of 13 questions in total. These questions were structured into four sections to collect comprehensive information on the aforementioned aspects. The first section, entitled “**Personal Information,**” gathered data on the participants' gender and original city or village of residence. The second section, “**Language Adjustment,**” aimed to explore the participants' experiences with language adjustment, including whether they modify their speech, the communicative contexts in which such adjustments occur (particularly within the university setting), the frequency of these modifications, the types of adjustments made, and the underlying reasons for making them. The third section, entitled “**Gender Difference in Language Adjustment,**”

investigates the participants' perspectives regarding gender variations in language adaptation. The fourth section, "**The Social Impact of Language Adjustment,**" examines the participants' views on the relationship between social identity and language adjustment, stigmatisation experiences, and the influence of speech on social relationships.

The questionnaire was administered to a total number of 40 students, all were EFL learners coming from different regional backgrounds and residing on campus at Tlemcen university. It contains different types of questions, including close-ended, open-ended as well as multiple-choice questions to collect both quantitative and qualitative data about the investigated phenomenon. With the close-ended questions, the participants were required to tick or cross the box next to the option they choose, for instance, question 3 "**Have you ever adjusted the way you speak to match your environment?**" Some of these questions require additional comment if the answer given is "yes" like in question 13 "**Do you think the way you speak impacts your social relationships? If yes, can you describe how, positively or negatively?**" In multiple-choice questions, the participants are required to tick all the options that apply to their case, for example, the question 8 "**What motivates you to modify the way you speak?**" This diversity of question types allows for the gathering of both qualitative insights through the open-ended questions and quantitative statistics through the close-ended and multiple-choice questions.

Thus, all questions had to be answered truthfully by the participants with an emphasis on their spoken dialect. Moreover, to commit to ethical standards of research, the participants received guarantees that the data they provided would be kept private and used only for research purposes. To further explore other aspects of LA that the study seeks to unveil, the

researcher had to opt for another research tool, namely the interview to investigate certain patterns of the adjustment.

2.5.4.2 The Interview Purpose and Design

The interview is a research instrument which involves a face-to-face conversation between the researcher and their informants, aimed at obtaining detailed information on the interviewees' perspectives and experiences regarding a particular subject. The data collected can be either qualitative or quantitative or both depending on the research objectives. The interview can be classified into three main types: structured, semi-structured and unstructured, each collecting a specific type of data. The nature and aim of the research play a significant role in selecting the most appropriate type of interview to employ.

The interview was conducted with 20 participants: 10 males and 10 females to ensure the collection of equal data from both genders, which will then reveal reliable and factual insights into how gender influences LA. It was developed into a structured interview format to elicit specific linguistic features from informants and measure their frequency at different linguistic levels to determine which one is most accommodated. The interview was separated into two main sections, each shedding light on a specific information essential to the study. Initially, the introduction, entitled **“Getting to know the Participants,”** sought to collect essential background information by exploring the participants' gender, hometown, their parents' origins and the motivations behind choosing English as their university major. This section also asked about the ease or difficulty of social immersion at university to provide clear insights into the degree of social integration of the participants in their university environment in order to identify a clear context for possible language adjustment behaviours. Then, the second section

entitled “**Exploring Linguistic Features through Translation Game,**” was divided into three subsections, including “**Phonological Features,**” “**Lexical Elements**” and “**Morphosyntactic Features.**” They were carefully created to elicit potential phonological, lexical and morphosyntactic adjustments in the participants’ speech. The process was done through translation activities where participants were asked to convert English sentences into their native tongue. Those activities were intentionally created to highlight specific linguistic elements, particularly phonological, morphosyntactic features as well as specific lexical items.

The structured nature of the interview guaranteed that the data was gathered from each participant in the same way and degree. This allows for a fair and comprehensive analysis of their linguistic characteristics. And to ensure the collection of data from spontaneous speech patterns, the participants were not initially informed about the real theme of the study. They were asked to perform translations tasks and were told that the study focuses on translability of English forms into the Algerian Dialect. Additionally, to avoid ethical concerns and ensure the interviewees felt at ease during the interview, the researcher chose not to use voice recordings and relied solely on structured interview checklists for data collection. In addition to the interview, the researcher complemented the results by opting for observation.

2.5.4.2 The Observation Purpose and Design

Observation is a research tool utilised to gather data by watching participants’ behaviour in their natural environment. In sociolinguistic investigations, observation enables the researcher to closely examine the spontaneous linguistic practices of the individuals involved. In the present study, observation was opted for to complement the other research tools by

offering more comprehensive and direct insights into how participants adjust their language, particularly the use of some targeted linguistic traits as well as the frequency of adjustments in their speech within the university setting.

This process followed a structured observation format that focuses on specific features to be examined. The researcher chose to adopt a covert participant observation strategy, initiating conversations with the participants and prompting them to speak in a way that may evoke the use of certain TA features. The researcher was carefully using some Tlemceni speech characteristics to make the participants more ready to embrace some TA features to be aligned with them. The researcher decided to observe 10 individuals all originating from regions that are not geographically close to Tlemcen city center, including participants from Sebdou, Maghnia and Ghazaouet. The observation was done in multiple gatherings that took place in natural environment, including the English department cafeteria, lounge and classroom. The practical process used an observation grid and note taking on mobile rather than recordings to prevent any potential signs of observation. This allowed for the examination of specific linguistic characteristics that are central to the study while committing to ethical standards. The grid was divided into three main sections each collecting data on specific linguistic aspects, including phonology, lexis and morphosyntactic structures. It categorised the observation of the patterns in two main options “**yes**” for accommodation and “**no**” for non-accommodation.

To ensure the comfort of the participants and minimise the influence of the observer paradox, the observer tried to blend in among the observed individuals and act in a very casual way to avoid any sign indicating an observation process.

2.6 Conclusion

To sum up, this chapter has determined the contextual scope of the investigation, laying the ground for understanding the environment in which this research is conducted. In this vein, It presented the specific setting of the study as well as the sample population involved. In addition, it clearly defined the research design, highlighting the objectives that guided the inquiry, and outlining the methodology and data collection procedures undertaken to reach the desired target. The subsequent chapter will present a thorough analysis of the data obtained from the data collection process and offer a comprehensive understanding of the key findings.

CHAPTER THREE:
DATA ANALYSIS AND
RESULTS

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3.1 Introduction

Once the data collection is complete, the process shifts to data analysis. Thus, this chapter will be allocated to delve deep into data analysis procedures, demonstrating the analysis methods and processing the data collected from each research instrument, including the questionnaire, the interview and the observation. Finally, it will seek an interpretation of the findings with regard to the research hypotheses to arrive at a comprehensive understanding of the research theme.

3.2 Data Analysis and its Methods

Data analysis is a fundamental procedure in any research work. It refers to the process whereby data is organised and summarised to draw up conclusions that answer the research inquiries. It contributes to the investigation by ensuring that the collected data is carefully processed to finally reach reliable and valid results, which will stand out as true evidence of the significance of the research theme.

Data analysis can be categorised into various methods, each suitable for particular research topics. Nevertheless, the adopted analysis methods for the present study involve quantitative analysis which uses measurements, frequencies and percentages in analysing data and qualitative analysis which relies on descriptions and coding to process data, as they are the most suitable to unveil the complex and multifaceted nature of the phenomenon of LA in the social context of Tlemcen University. In this regard, quantitative analysis was employed to process the data related to the motivations and the gender-based distinctions of LA. Meanwhile, qualitative analysis has to be adopted to provide interpretations and linguistic descriptions of participants actual linguistic practices. The subsequent part will delve into the analysis of the data collected from the research instruments.

3.3 Analysis of the Research Instruments Data

The following sections provide a detailed analysis of the data obtained from each research tool separately, including the questionnaire, the interviews and the observation data, proceeding as follows:

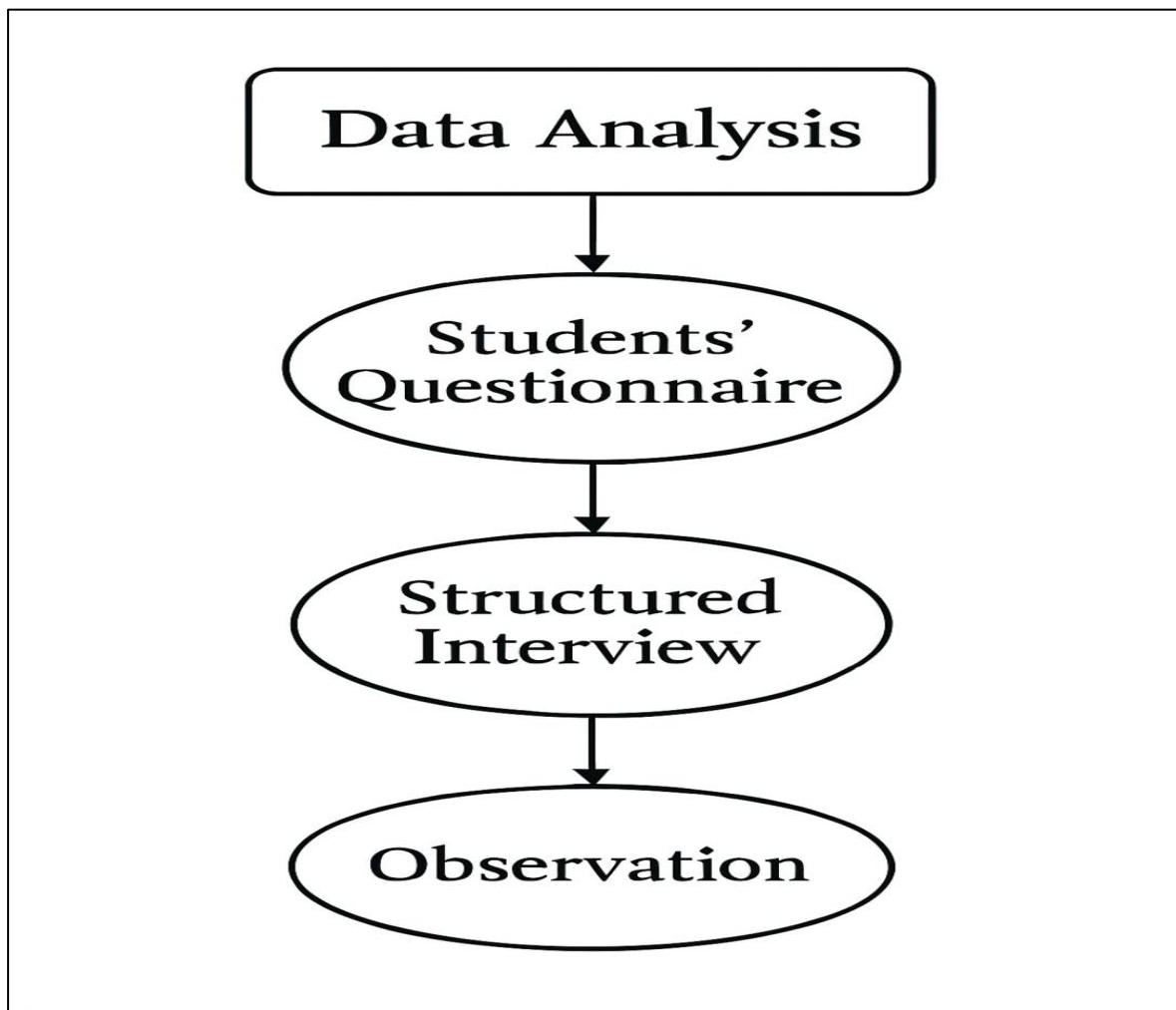


Diagram 3.1 Data Analysis Progression

3.3.1 The Questionnaire Analysis

This block presents the analysis of the participants responses to the students' questionnaire which aimed to collect necessary information about students' experiences and perspectives on linguistic accommodation.

Section One: Personal Information

The first section of the students' questionnaire collected some necessary demographic information about the participants, including their gender and place of residence.

Q-1 Gender

The first question sought to determine the participants' gender to investigate gender-based tendencies in language adjustment. The following table demonstrates the distribution of the gender of the participants involved.

Table 3.1 Participants' Gender

Gender of the Participants	Number of the Participants
Males	10
Females	30

As it is displayed in the table above, out of the total number of 40 questionnaire answers, 30 respondents were females, while 10 of them were males.

Q-2 Where are you from? Specify your city or village

The aim that lies behind such an inquiry is to identify the sociogeographical background of the informants to be aware of the characteristics of their original dialect. The next graph summarises the results.

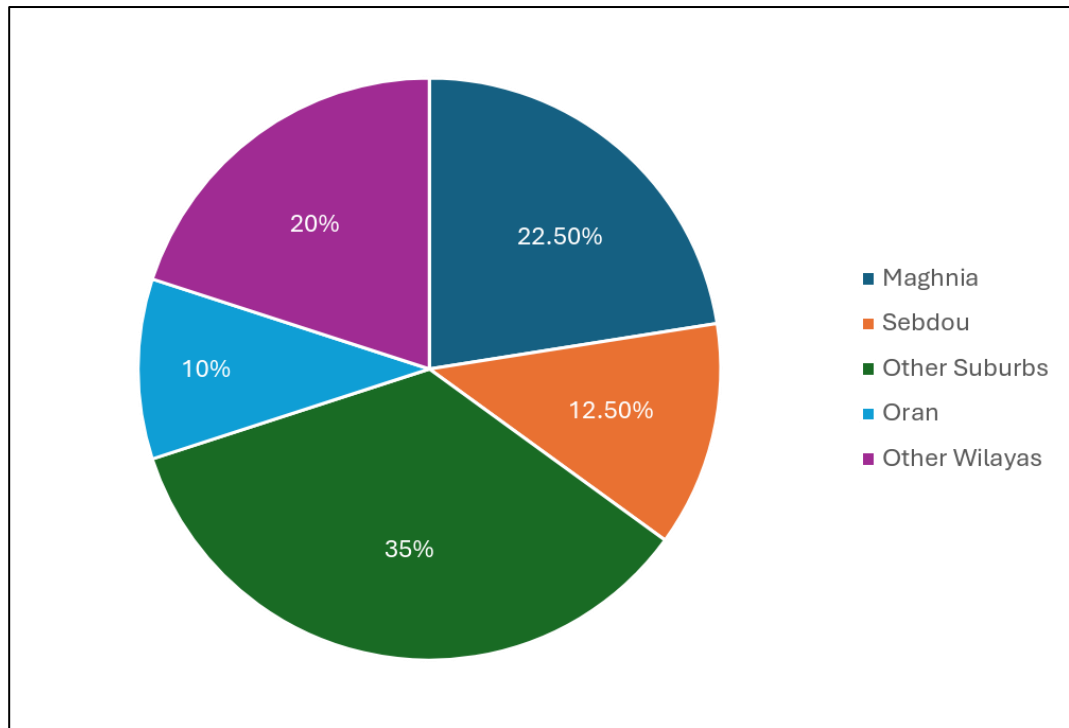


Figure 3.12 Participants' Regional Backgrounds

As shown on the pie chart above (**Figure 3.1**), the responses revealed that students came from diverse regional backgrounds, with the vast majority originating from the suburbs of Tlemcen, while the rest came from neighbouring Wilayas. Among all the localities represented in the sample, Maghnia and Sebdou recorded the highest percentage of respondents from the suburbs, with the majority of participants (**22.5%**) coming from Maghnia, followed by Sebdou with (**12.5%**). The remaining **35%** were from various other suburbs, including Nedroma, Beni Snous, Mersa Ben Mhidi, Tounane, Sabra, Ain Tellout, Ouled Mimoun, Ben Sekrane, and Fellaoucen. Meanwhile, some students came from other Wilayas. While Oran recorded the highest percentage (**10%**), the remaining **20%** were from Wilayas such as Tiaret, Saida, Ain Temouchent, Batna, Mascara, and Bordj Bou Arréridj. This diversity in the students' regional backgrounds suggests that they possess

linguistic features that are distinct from the typical patterns of the Tlemceni speech.

Section Two: Language Adjustment

This section aimed to explore the respondents' opinions and experiences of Language adaptation, with emphasis on its motives, frequency and its possible situations.

Q-3 Have you ever adjusted the way you speak to match your environment?

The purpose of this question was to reveal whether participants had past experiences with modifying their linguistic behaviour when interacting in different social contexts.

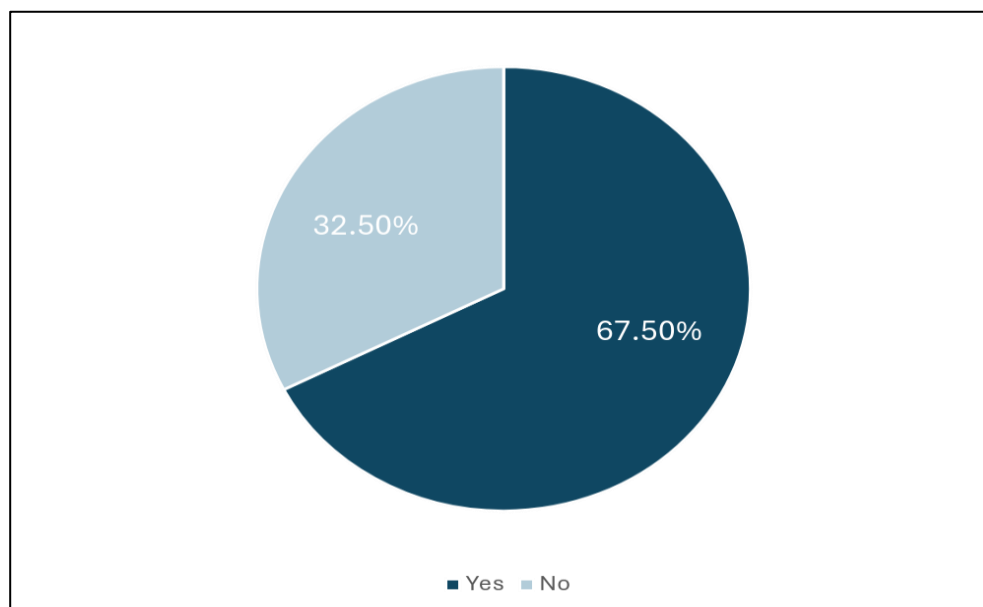


Figure 3.2 Students' Language Adjustment Experiences

The findings in **Figure 3.2** revealed in that **67.5%** (27 participants) answered “yes,” acknowledging that they change the way they speak to fit into their social environment. Meanwhile, 13 respondents (**32.5%**) answered “no,” indicating that they do not adjust their speech. Such behaviour of

linguistic adjustment may be attributed to social motives such as facilitating communication, seeking acceptance, and striving for prestige within their environment. Conversely, those who maintain their original speech might do so to preserve their linguistic identity, resist change, or demonstrate loyalty to their regional background.

Q-4 Is university an environment that influences you to adjust your language?

The aim of this question was to examine whether the university's social environment prompts students to modify their speech.

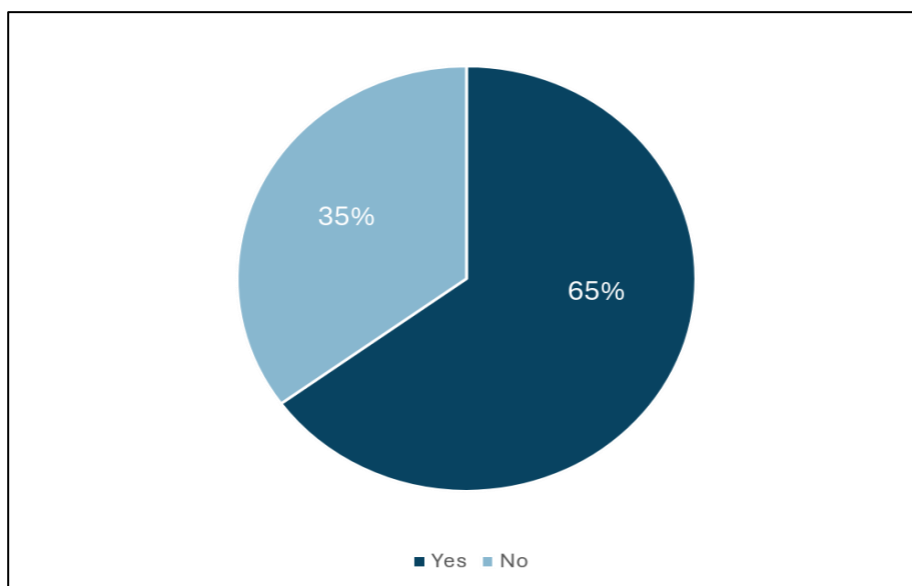


Figure 3.3 The Perceived Impact of the University Environment on Students' Language Adjustment

The results demonstrated in **Figure 3.3** indicate that more than half of the participants (**65%**) believed that the university environment indeed drives their linguistic behaviour to be adjusted. Meanwhile, **35%** of the respondents denied that the university setting influences their speech. This suggests that the students were aware that their social environment might have had an

impact on their language use. Particularly, they assumed that the university setting in fact prompts them to modify their linguistic practices.

Q-5 Do you feel the way you speak has changed since you joined university?

This question was asked to find out whether students have noticed any changes in their spoken dialect, in order to examine the degree to which the university setting has impacted their linguistic act. The results are summarised below.

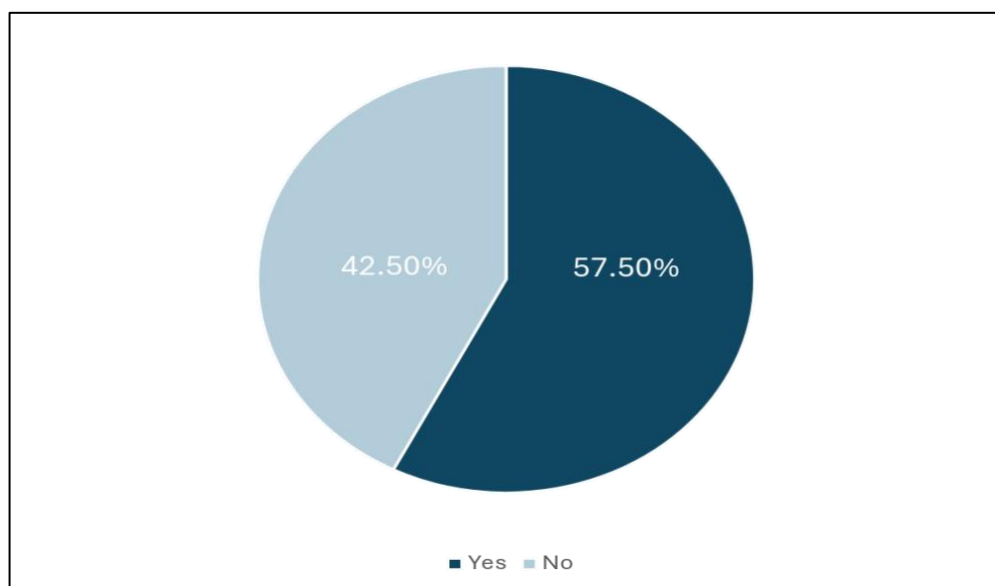


Figure 3.4 Students' Language Change at University

As demonstrated in **Figure 3.4**, the findings confirmed that more than half of the respondents (**57.5%**) consider that their speech has indeed undergone some changes since they joined university. Whereas, **42.5%** of them denied any change in their language. This implies that the time they spend at university has reshaped their linguistic behaviour to be more similar to the setting prevailing linguistic norms.

Under the same question, the respondents who acknowledged that their language has changed were asked to mention the specific aspects where the change was observed.

The students' answers revealed that most of them observed that their speech has undergone changes particularly at the lexical level. Many of them reported that since they joined university, they have begun to use words that were not part of their original speech. The most frequently reported words were /wæsm/ Instead of “wach” /kʌr/ instead of “bus” and /ji:h/ instead of “wah”.

Additionally, the participants also reported some phonological changes mainly the realisation of the glottal stop especially among females. One respondent provided an example, stating that they switched from saying /'gʊt.lək/ to /ʔʊt.lək/. This reflects a sort of social immersion, as students might have done so to feel more integrated and socially approved in their environment.

Q-6 How often do you adjust your language to fit the university setting?

This question explores the frequency of language adjustment among students. It aims to determine how often they modify their speech in response to the university social environment.

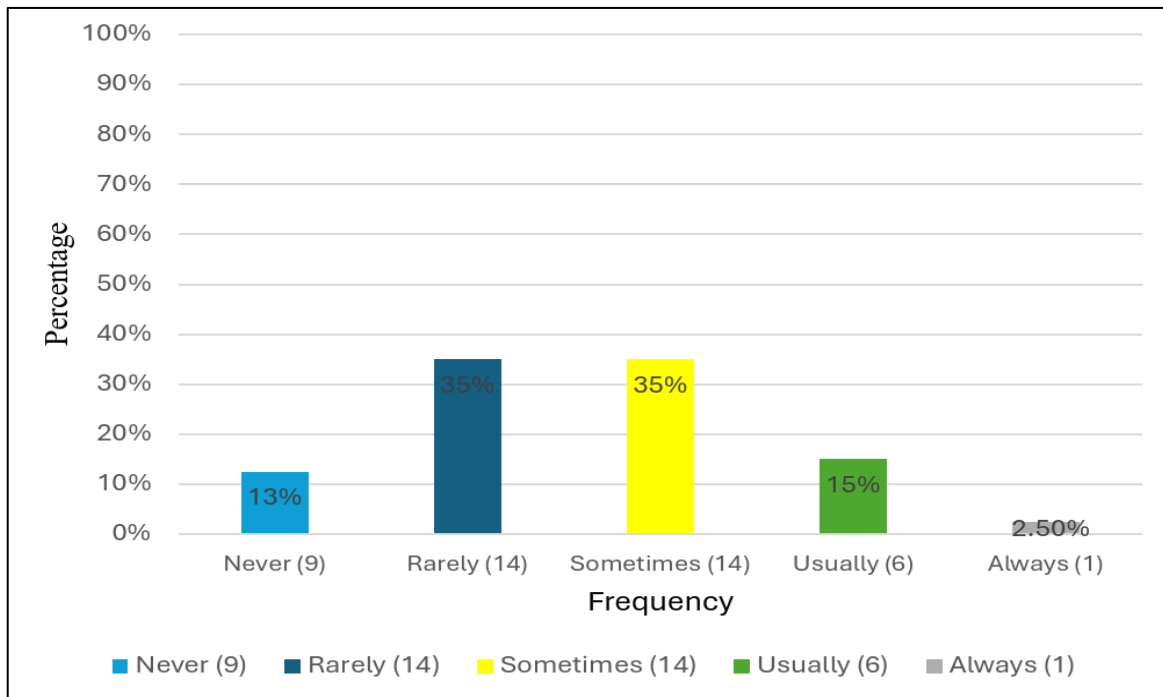


Figure 3.5 Students' Language Adjustment Frequency

As displayed in **Figure 3.5**, the data showed varied responses regarding the frequency of students' language adjustment in the university setting. A considerable proportion of respondents (**35%**) stated that they rarely adjust their language, while an equal percentage (**35%**) indicated that they sometimes do so. Meanwhile, **15%** reported that they usually modify their speech, and a smaller group (**12.5%**) claimed they never make such modifications. Only a minimal proportion (**2.5%**) affirmed that they always modify their speech to fit the university context. This indicates that the levels of social comfortability varied among students. (add explanation)

Q-7 How would you describe your language adjustment at university?

The underlying purpose behind such a question is to explore the nature of students' language adjustment at university, whether it is a momentary strategy which is reversed outside campus or a long-term practice that develops into a linguistic habit.

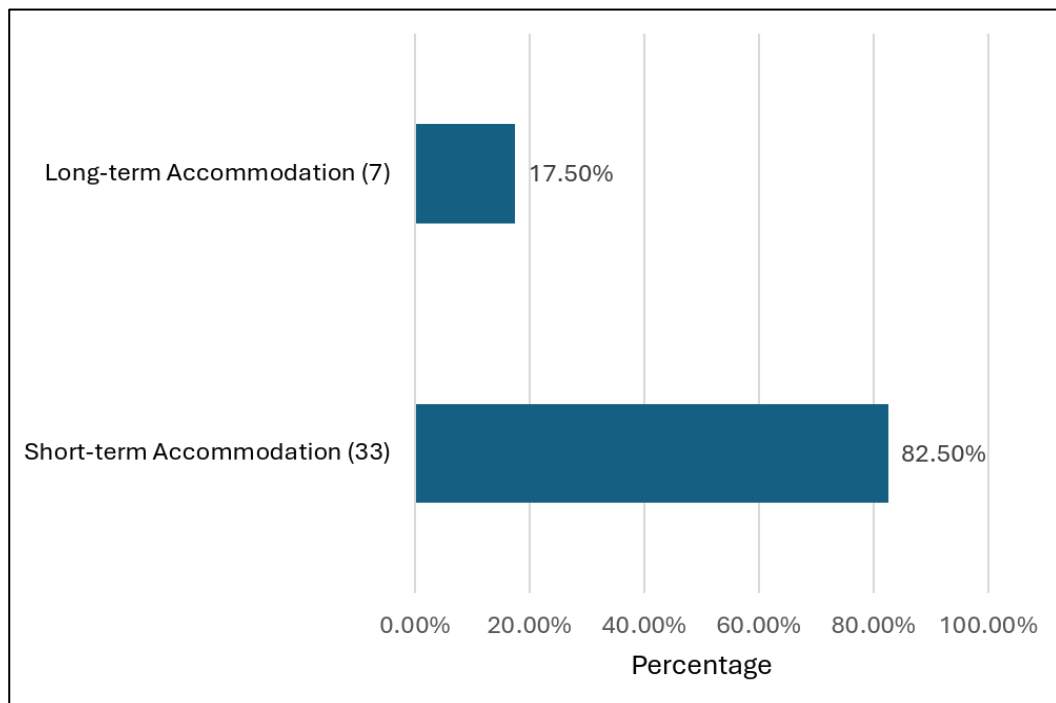


Figure 3.6 Short vs Long-term Language Adjustment

As illustrated in bar chart (**Figure 3.6**), the results revealed two extremely **varying** degrees of language adjustment among university students. Out of 40 respondents, the majority (33 students) representing **82.5%** described their language change as short-term and context specific. They reported adjusting their way of speaking only within the university environment and reverting to their native dialect or speech patterns once they leave campus. This suggests that most students perceive their language adjustment as a temporary and strategic adaptation to adhere to the setting norm and meet social expectations on campus. In contrast, 7 students (**17.5%**) stated that their language adjustment became a long-term habit, indicating that

the changes they made to their speech developed to a stable part of their everyday language use, even beyond the university setting. This group reflects a deeper level of linguistic accommodation, likely influenced by prolonged exposure to the university linguistic traits.

Q-8 What motivates you to modify the way you speak?

This question aims to explore the students' motivations for adjusting their way of speaking within the university setting. Participants expressed a variety of reasons, which are presented in the following bar chart.

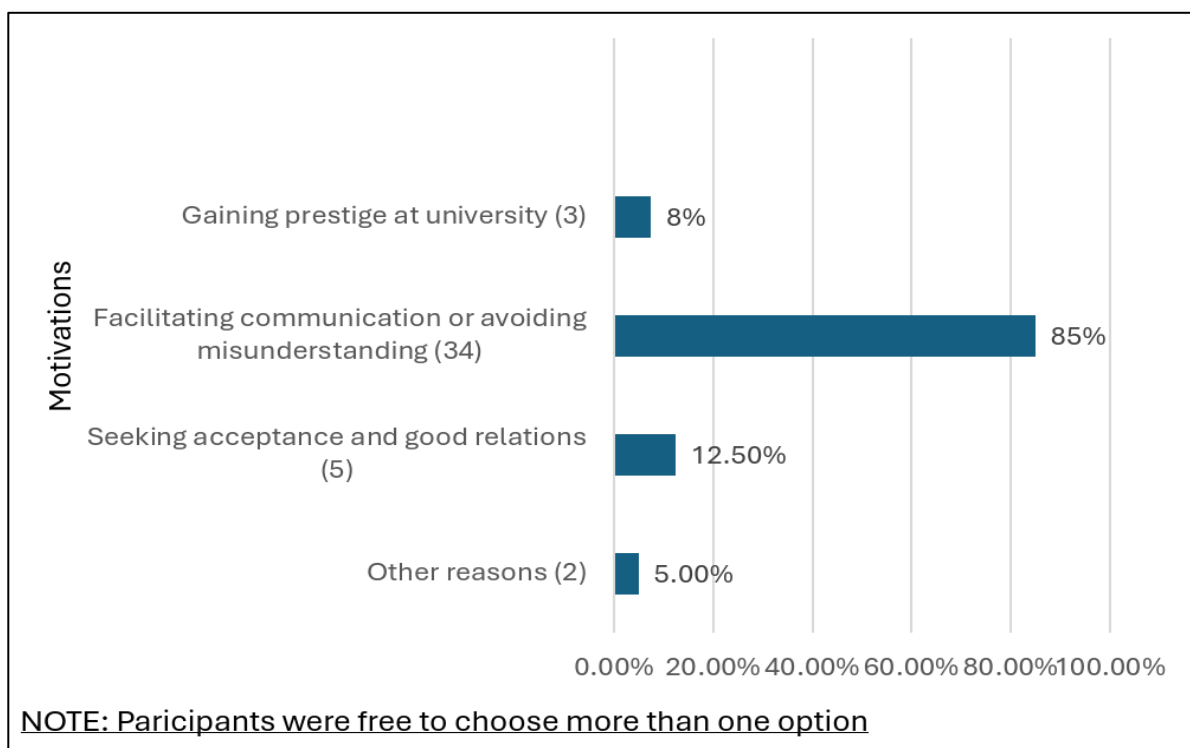


Figure 3.7 Students' Motivations for Language Adjustment

The results in **Figure 3.7** revealed that 34 of participants, making up **85%** of the total, highlighted that the most common reason for speech modification was to facilitate communication or avoid misunderstanding with their interlocutors (teachers or peers) at university who might be speaking in a

distinct way, usually the Tlemceni dialect. This suggests students are aware of the necessity of effective communication in a linguistically diverse setting. Meanwhile, more than **12.5%** of the participants (5 students) reported that their adjustment is driven by a tendency to seek social approval within the university social environment, capturing the idea that their actions are motivated by a welcoming and positive feedback from others. Additionally, **8%** of the respondents attributed their adjustment to their willingness to gain prestige in their environment. Nevertheless, **5%** reported other reasons like avoiding stigmatisation and negative comments on their way of speaking. To sum up, what can be inferred from the data obtained is that students do not adjust their linguistic behaviours due to sociopsychological factors, but rather for communicative purposes.

Q-9 With whom do you adjust your language?

This inquiry was raised to determine the specific group of individuals who prompts students to modify their speech. This helps to predict in which communicative situations, in particular, students are likely engaged in language adjustment acts.

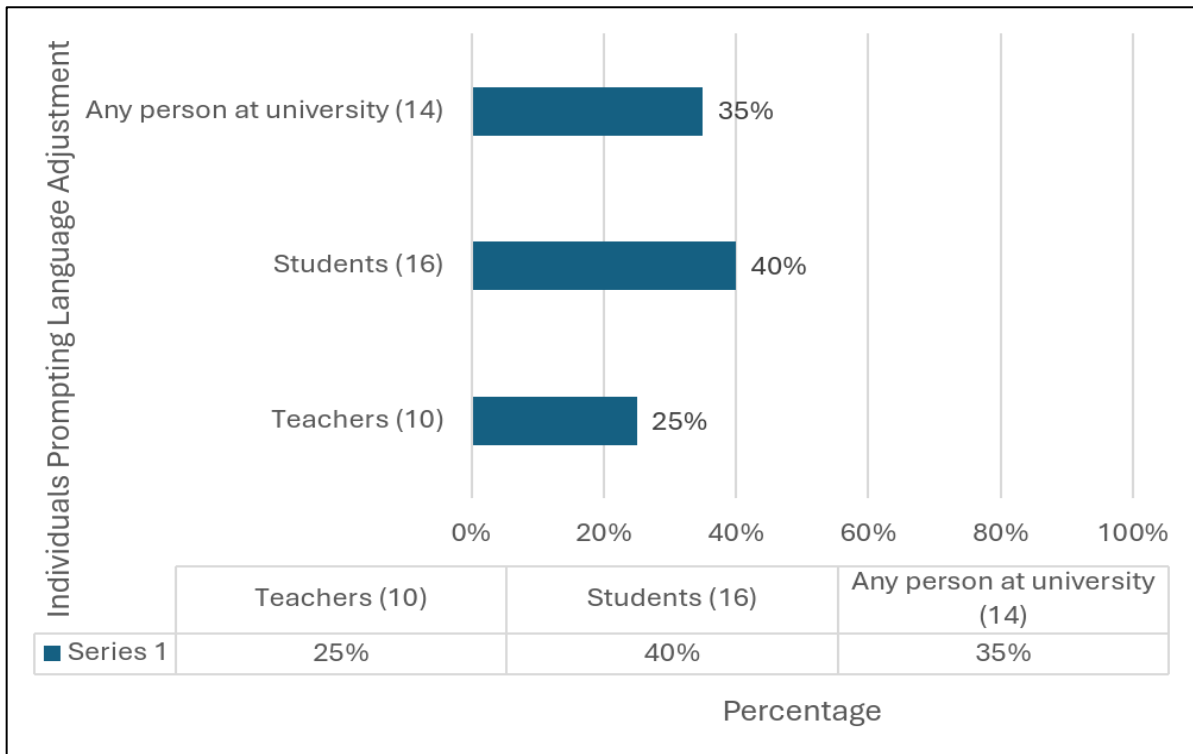


Figure 3.8 Individuals Prompting Students' Language Adjustment

As indicated in the bar chart (**Figure 3.8**), a significant number of students accounting for **40%** reported that they mainly adapt their speech with students only, while **35%** (14 respondents) claimed that their adjustment is equally performed with both students and teachers. On the other hand, a slightly small percentage (**25%**) stated that they exclusively adhere to adaptation particularly with teachers. The highest percentage 40%, with students and the 35% equal adjustment suggests that students are more socially sensitive to their colleagues than their teachers as most of their social interactions are mainly with them. This reflects the social closeness of students within the university context.

Section Three: Gender Difference in Language Adjustment

This section examines the possible gender-related distinctions in language adaptation, to mainly emphasise the gender role in shaping this act.

Q-10 In your opinion, who adjusts their language more?

The purpose behind such an inquiry was to identify which of the two genders modify their language more in response to their environment, in an attempt to explore the role of gender in linguistic accommodation.

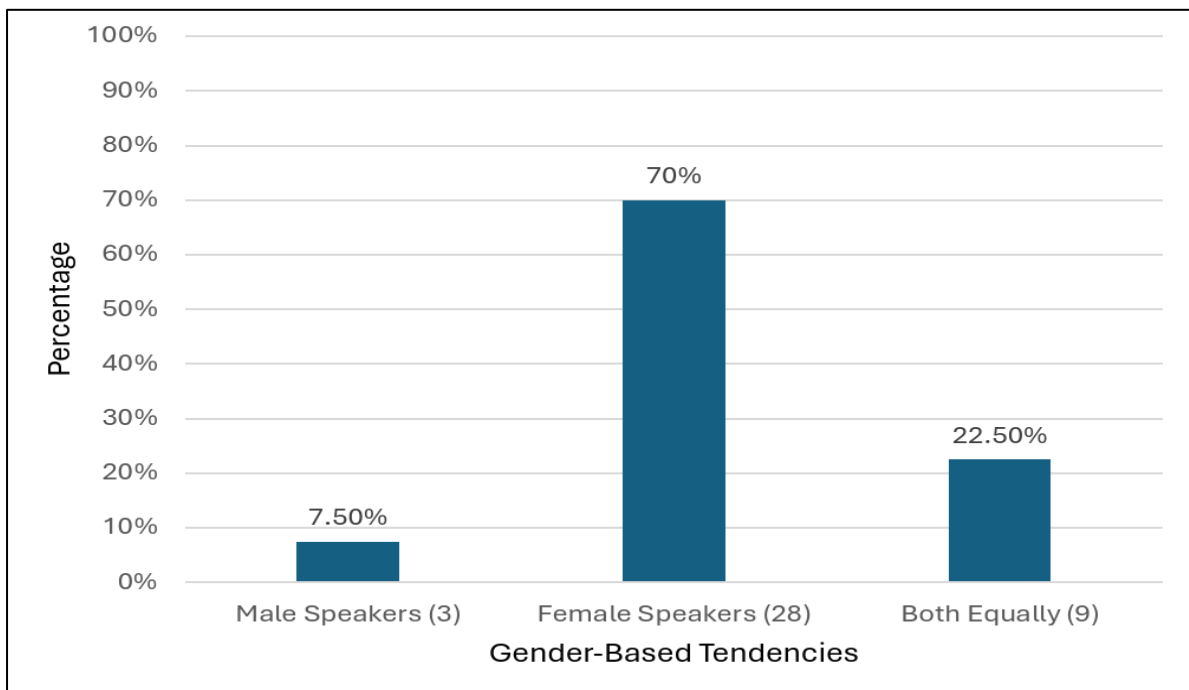


Figure 3.9 Gender-based Tendencies in Language Adjustment

When asked about which of the two genders tends to adjust their language more than the other, the majority of the participants (**Figure 3.9**), with the greatest percentage (**70%**) confirmed that female speakers are likely to modify their speech more than males. Meanwhile, **22.5%** of responses reported that both genders perform adjustment equally. Whereas a minimal percentage (**7.5%**) indicated that male speakers adjust their language more. This implies that gender plays a significant role in the individuals' linguistic choices, dictating whether to accommodate or stick to the usual speech patterns. Women were seen as more accommodating because they are

generally more socially sensitive to their environment. This may prompt them to seek to appear more polite and socially adaptable to their environment. Thus, this desire reflects on their language use which tends to align with the social expectations of their environment.

Within the same question, the respondents were asked to provide a clarification to justify their choice. When examining their answers, it was found that most of respondents who chose female speakers as the most accommodating individuals, claimed that they do so to gain prestige within their environment. These responses emphasised that female students' speech changes are more noticeable in their social setting due to their strong willingness to prestige and social approval.

Section Four: Social Impact of Language Adjustment

The current segment analysed the relationship between speech and social identity as well as the effects of adjustment on the construction of social bonds.

Q-11 Do you feel the way you speak reflects your social identity?

The aim behind this question was to identify whether the individuals' speech can reveal the socio-regional background they belong to

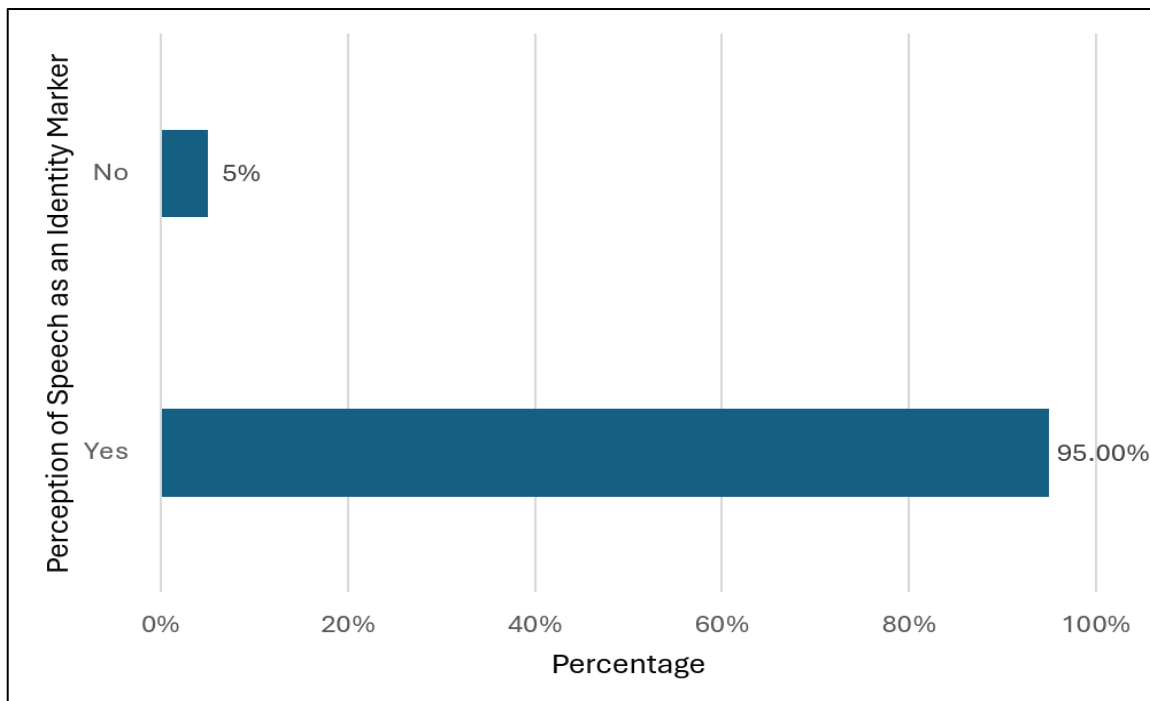


Figure 3.10 Perceptions of Speech as a Symbol of Social Identity

The findings (**Figure 3.10**) showed that a significant majority of participants (**95%**) responded “yes”, demonstrating a strong belief that their language use serves as a clear reflection of their identity and origins. This illustrates a particular sociolinguistic comprehension that speech patterns frequently carry social meaning and can reveal a speaker’s regional background or group affiliation. On the other hand, only **5%** of respondents answered “no”, suggesting that very few students think their speech patterns have nothing to do with their social identities. These results demonstrate that most participants are conscious of the identity-related messages they are

conveying through their speech, particularly in a multicultural university setting where social and regional differences are clearly present.

Q-12 Have you ever been stigmatised for the way you speak?

This inquiry is intended to explore any potential stigmatisation experience students may have encountered in the university setting and push them to make some modifications at the level of their speech to avoid such situations.

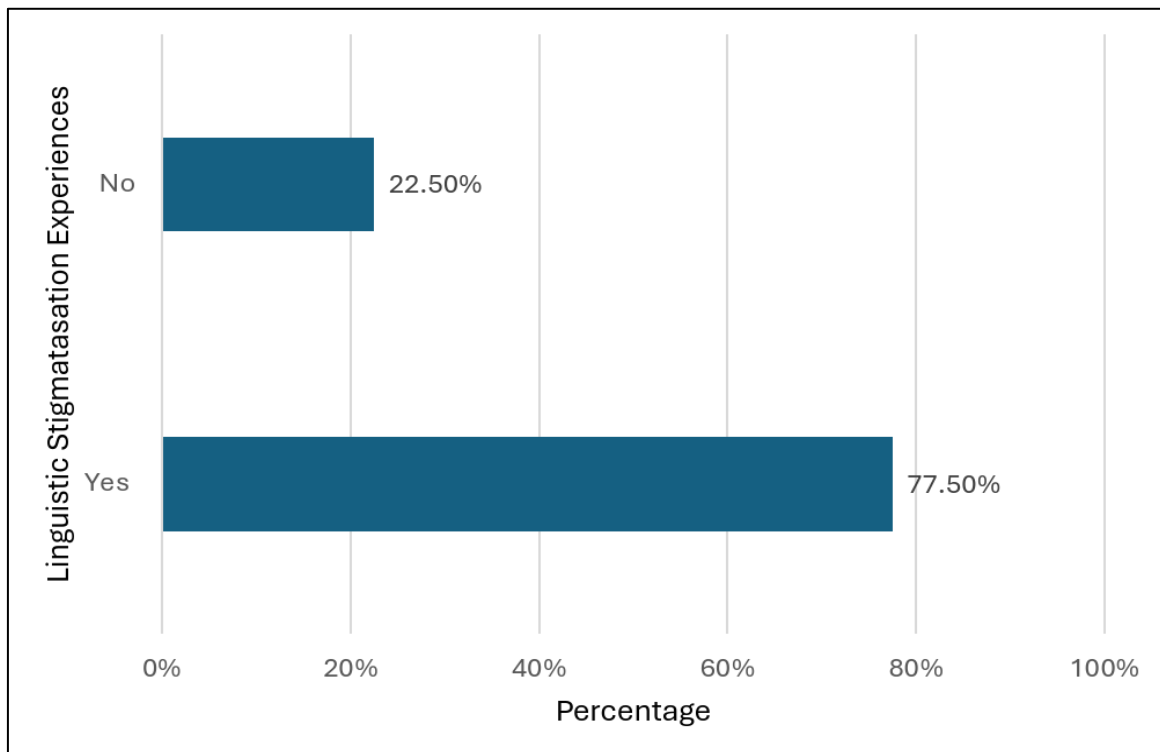


Figure 3.11 Students' Linguistic Stigmatisation Experiences

The findings in **Figure 3.11** showed that although **77.5%** of participants reported that they experienced stigmatisation instances due to their speech patterns, **22.5%** said they had not encountered such an experience. This indicates that most participants are conscious of how other

students may perceive their speech patterns. Consequently, they may feel the need to change them. These findings suggest that linguistic diversity can be a sensitive issue in academic settings where multiple varieties and speech styles coexist. Additionally, this implies that students may experience pressure to modify or hide their natural speech patterns in order to gain acceptance or avoid negative comments.

This question involves another open-ended item for the students who confirmed experiencing linguistic stigma, aiming to gain a thorough understanding of how and in which specific situations this occurs.

The responses to this question revealed that few students have experienced linguistic stigma as a result of their regional linguistic traits. Some reported being told they speak like Moroccans, or they were obliged to somehow change their ordinary speech patterns, indicating that their natural way of speaking was not considered a valid norm in their environment. Others mentioned that they were misunderstood or viewed as outsiders by Tlemceni natives, particularly, when they used their regional vocabulary and pronunciation. These experiences of marginalisation and miscomprehension not only draw attention to the social sensitivity of dialects but also demonstrate how students become more self-aware of their own speech and sometimes adjust it to blend in and avoid judgments. The comments highlight the deep connection between language, identity, and belonging, particularly in multicultural and linguistically diverse academic settings like that of Tlemcen University.

Q-13 Do you feel the way you speak impacts your social connections?

This question was designed to confirm whether the individuals' speech contributes to the construction of social relations, either intimate or professional ones.

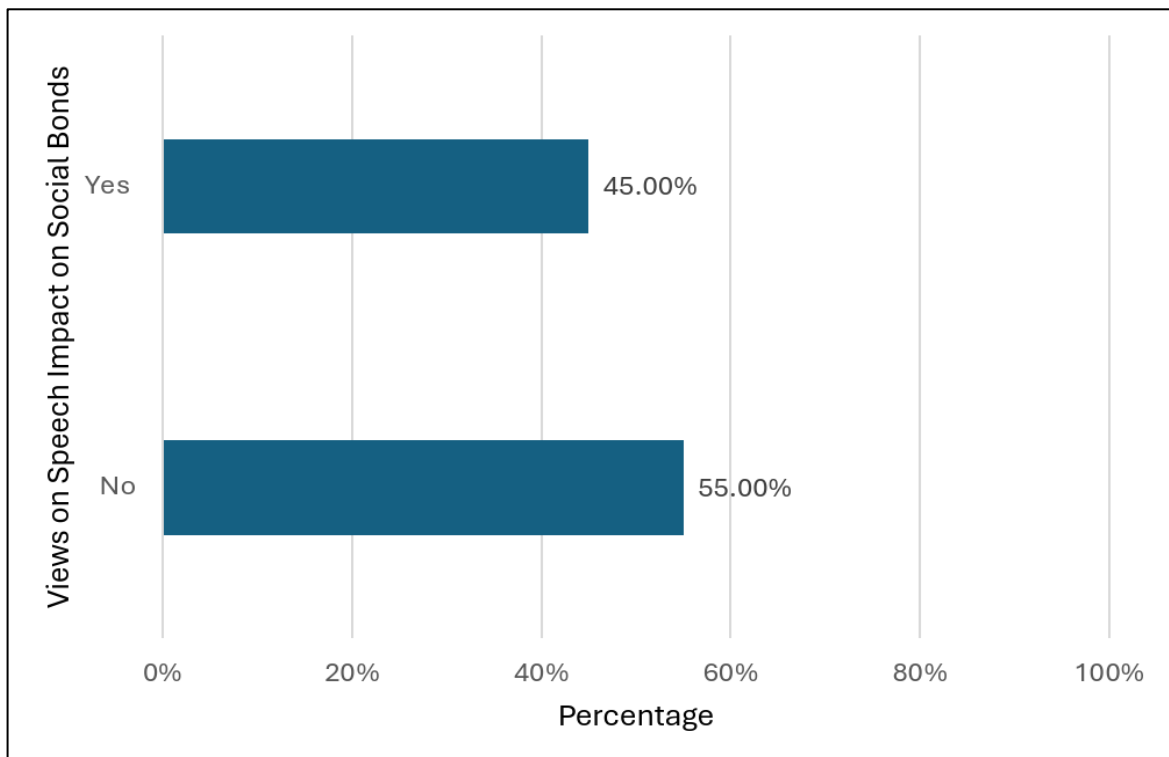


Figure 3.12 Perceptions on the Impact of Speech on Social Bonds

In **Figure 3.12**, the results showed that the data were almost balanced. Though **55%** of participants claimed that their speech patterns had no significant impact on their social bonds, **45%** considered that they played a crucial role in establishing both personal and professional relationships. This implies that over half of the respondents are not fully aware of the potential impact of their speech patterns on their social connections. Whereas, the remaining seemed to be more conscious of the significant role language use plays in shaping and strengthening their social networks.

This question included a subquestion that required students who responded with “yes” to describe how the way they speak impacts their social bonds: either in a positive or in a negative way. Participants believed that their speech patterns have a significant impact on their social relationships in both positive and negative manner. Several students claimed that speaking similarly to others, particularly when engaging with peers who have the same dialect or communication style, has been observed to promote acceptance and sense of group belonging. Some students stated that when interacting with their teachers in particular, copying their speech patterns, this can foster academic relationships and establish credibility and understanding. In contrast, only few respondents acknowledged potential negative experiences, such as the sense of being excluded, judged or unwanted when speaking the non-local dialects of Tlemcen. Nevertheless, several respondents demonstrated confidence, indicating that they were comfortable speaking in their native tongue. This implies that students deeply understand that the way they speak can either strengthen or weaken their social and academic relationships, depending on the context or audience.

Questionnaire Main Findings

As a conclusion, the questionnaire revealed the following main results:

- EFL campus resident students do accommodate their speech in response to their social environment at university.
- The most common reason for accommodating their speech is to facilitate communication and avoid misunderstandings when interacting with their interlocutors.
- Based on the respondents’ opinions provided in their answers for question 10, it was found that female speakers are likely to be the most accommodating with 70% of the participants confirming that. However, by way of confirmation, when examining the responses on question 3

which asked about previous experiences of language adjustment and counting each gender on the basis of 100% (30 females = 100% and 10 males = 100%,) it was practically found that around **63.33%** (19/30) of female speakers accommodate their speech, whereas more than 80% (8/10) of males are accommodating, exceptionally indicating that far from perceptions, male speakers are practically the most accommodating group in the university social environment.

3.3.2 The Interview Analysis

The interview aimed at gaining in-depth insights into the specific patterns of linguistic accommodation and further examining the gender-based variations in real linguistic practices. The present section presents a summary of its findings.

Rubric One: Getting to Know the Participant

The first rubric contained 5 questions that were specifically designed to gather information about the social background of the interviewees, including their gender, place of origin and their parents' city of origin, in addition to any difficulties of social immersion they may have encountered in socially integrating themselves in their university environment.

Q-1 Participants' Gender

To ensure balanced gender representation, both male and female students were incorporated in the interview. This gender diversity enabled the researcher to gain an unbiased and comprehensive understanding of the influence of gender on language adjustment, and to examine any disparities in the degree of this adjustment, as well as the linguistic elements that are subject to change, and identify which ones, in particular, are observed to belong more to one gender than the other. Accordingly, the interview was

conducted with 20 interviewees, 10 males and 10 females equal representatives for both genders.

Q-2 Which city are you exactly from?

The purpose of this question was to determine the participants' regional background, which is an essential factor in identifying the unique linguistic characteristics of their original spoken varieties. Capturing the precise location of the non-Tlemceni EFL students' hometown helps to highlight any possible differences between their native speech and the variety used in Tlemcen city. The following bar chart displays the data obtained through this question.

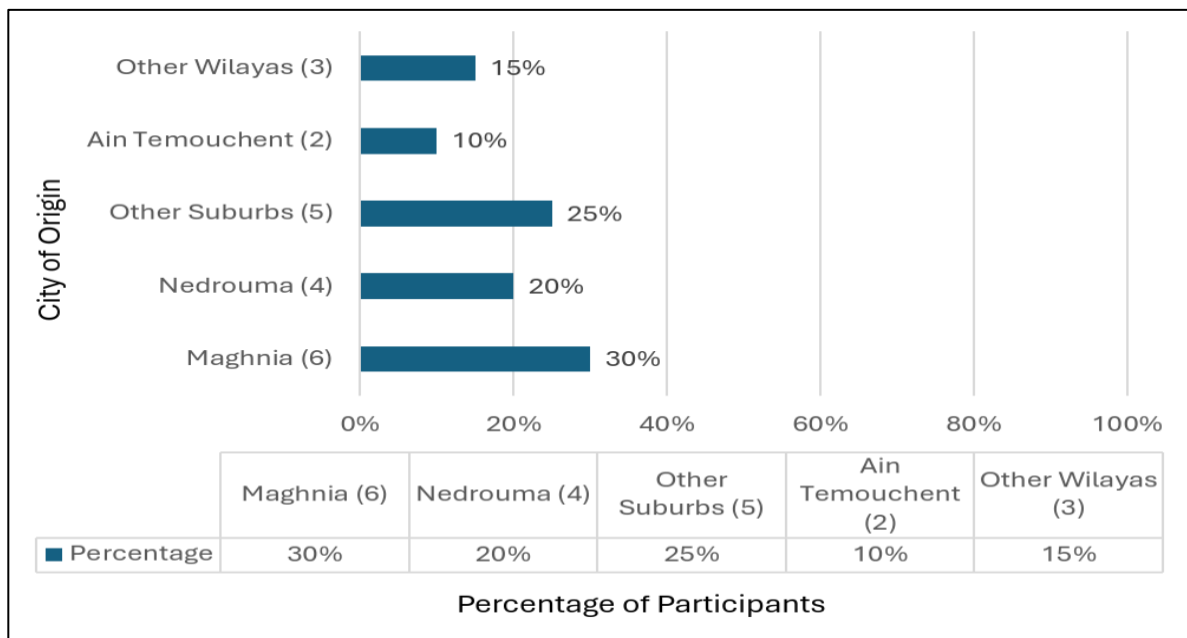


Figure 3.13 Participants' City of Origin

The results of the bar chart (**Figure 3.13**) showed that the majority of interviewees originated from suburban areas surrounding Tlemcen. 6 students

were from Maghnia accounted for **30%**, and 4 from Nedrouma (**20%**), representing the highest frequencies among the sample. Moreover, **25%** (5) of participants came from different other suburban towns like Ghazaouet, Beni Snous, Sebdou, Remchi and Marsa Ben M'Hidi. Meanwhile, only **25%** (5 participants) of the total came from other Wilayas, with Ain Temouchent ranking first with **10%**, and the remaining **15%** were from Saida, Tiaret and Batna. This diversity in the regional belonging aligns with the study's focus which was exclusively targeting students who were outsiders of Tlemcen city. The incorporation of participants from diverse regional backgrounds provided a solid basis for analysing the similarities and disparities between the participants' speech and the university prevailing linguistic norms, which may impact their linguistic practices as part of social integration strategies.

Q-3 Where are your parents originally from?

This question sought to learn more about the participants' parental backgrounds to investigate potential interconnected influences on the linguistic identity of the students and their language use. The parents' regional origins significantly contribute in shaping the speech traits the student acquired in their childhood before joining the university campus, as they are the primary source of language input in early life. The data will be presented in the following table.

Table 3.2 Participants' Parental Origins

Participants' City	Number of Participants	Parents' Place of Origin
Maghnia	06	3 from Maghnia, 2 from Marsa Ben M'hidi, 1 from Sidi Abdeli.
Nedrouma	04	3 from Nedrouma , 1 from Mostaganem.
Other Suburbs	05	Same as the participants' city.
Ain Temouchent	02	2 are from Bejaia.
Other Wilayas	03	Same as the participants' city

According to the parental origins analysis represented in **Table 3.2**, it was found that most of respondents' parents were from the same city or area in which their children were raised. Participants from Saida, Tiaret, Batna, Remchi, Sebdou, Beni Snous, Marsa Ben M'hidi and Ghazaouet, reported that their parents are from the same region where they currently live. This indicates a stable state of linguistic consistency, and a potential minimal contact to dialectal variation during early language acquisition. Nonetheless, cross-regional mobility was observed. Among the six Maghnia participants, two of them reported having parents from Marsa Ben M'hidi and one from Sidi Abdeli, suggesting some regional influence of other varieties but they were still distinct from the TA. Additionally, both Ain Temouchent interviewees reported parental origins from Béjaïa (A region with a unique variety "Berber" and somehow distinct cultural background.) Whereas one of the four Nedroma participants had parents from Mostaganem. These results imply that the majority of participants were raised in a consistent linguistic environment while a few were influenced by different regional varieties, yet

their speech is different from Tlemcen speech. This fact may have an impact on their linguistic adjustments at university setting.

Q-4 Why did you choose English as a major at university?

This inquiry was made to better learn about the academic and personal factors that led participants to choose English as their major. It was an attempt to confirm that the participants in fact belong to the targeted specialisation field and to introduce them to talk about their social environment at university. The following table details the underlying motivations behind their choice.

Table 3.3 Participants' Motivations of Choosing English as a Major

Motivations	Number of Participants	Percentage
Professional Purposes	06	30%
Personal Interest	05	25%
Top Choice	04	20%
Travelling and Communication	05	25%
Total	20	100%

The findings showed that the most significant reason in majoring English at university was for professional purposes by 6 participants accounted for **30%**, followed by personal interest represented by 5 respondents (**25%**). Yet, 4 participants (**20%**) stated that English was the first option given to them in their orientation results after passing the baccalaureate exam. Meanwhile, 5 interviewees (**25%**) declared that their motivation for choosing English was for travelling and communication with foreigners. Based on these results, it could be understood that some participants linked English to more professional job opportunities, while others associated it with mobility and interactional purposes. In addition to that, personal preference and enthusiasm played an important role in their choice.

Q-5 Have you found it easy or difficult to immerse yourself in your social environment at university?

This inquiry was designed to examine whether the participants had made efforts to socially adapt to their setting. Understanding their ease or difficulty help in predicting any linguistic adaptation strategies that may had been employed, most importantly the potential changes in major linguistic patterns, to cope with their social environment.

Table 3.4 Participants' Perceptions of their Social Integration at University

The immersion	Number of Participants	Percentage
Easy	12	60%
Difficult	08	40%

As observed in **Table 3.4**, the majority of participants (12 out of 20), representing **60%**, reported having no difficulty in immersing themselves in the social atmosphere of the university. This suggests that they were more open to embrace and adapt to the distinct social norms of their environment, and therefore, they made efforts to adapt both linguistically and culturally. On the other hand, 8 participants (**40%**) stated that they faced challenges in adapting. This may be due to unmet social expectations, as they might have assumed the norms would mirror those they were familiar with, but found them significantly different. It also indicates that these students were perhaps less willing to modify their customs or linguistic habits, often due to their strong tendency to reject change and preserve their identity.

Rubric Two: Translation Game

The second rubric included translation activities divided into three main parts, each comprising sentences that reflect specific targeted linguistic

features. The aim was to evaluate the extent to which the participants adjust their speech to resemble the Tlemceni variety and to elicit the potential Tlemceni linguistic elements that may have been adopted in their speech. Each part was designed to elicit a specific type of linguistic change, including phonological, lexical, and morphosyntactic variations.

Part One: Phonological Features

As part of the phonological analysis, the interviewees were provided with 3 sentences intended to elicit the use of the glottal stop [ʔ], the voiceless alveolar plosive /t/ and the voiced alveolar plosive /d/. This was done through the translation of the following sentences:

- “Yesterday, I **fried** some potato but I burnt it and got nervous” → the word “**fried**” translated as /qli:t/ elicits the use of the TA allophone [ʔ].
- “I went to the greengrocer and I bought three **garlic** cloves” → the word “**garlic**” translated as /t:um/ elicits the use of the TA allophone [t].
- “The **wolf** is scary and the fly is noisy” → the word “**wolf**” translated as /di:b/ elicits the use of the TA allophone [d].

The results obtained were as follows:

Table 3.5 The Adoption of the TA Allophones

Feature	Accommodation		Non-accommodation
	Female	Male	
/q/ → [ʔ]	00	00	20
/θ/ → [t]	09	07	04
/ð/ → [d]	09	07	04

As noticed in the **Table 3.5**, neither male nor female participants utilised the glottal stop /ʔ/ in their speech, indicating their unwillingness to embrace this marked feature of TA. On the other hand, most of participants (16 out of 20) including 7 males and 9 females adopted the voiceless alveolar plosive /t/ and the voiced alveolar plosive /d/, indicating a strong tendency to align with the local phonological norms of TA within the university environment, with female speakers showing a slightly higher degree of adjustment compared to males. Nevertheless, it was observed that among the 20 participants, 4 of them did not show any sign of adoption for these two Tlemceni-specific features, preserving the interdental pronunciation /ð/ and /θ/.

The following graph provides a clear visual representation of the phonological features findings obtained through the targeted words in the translation game.

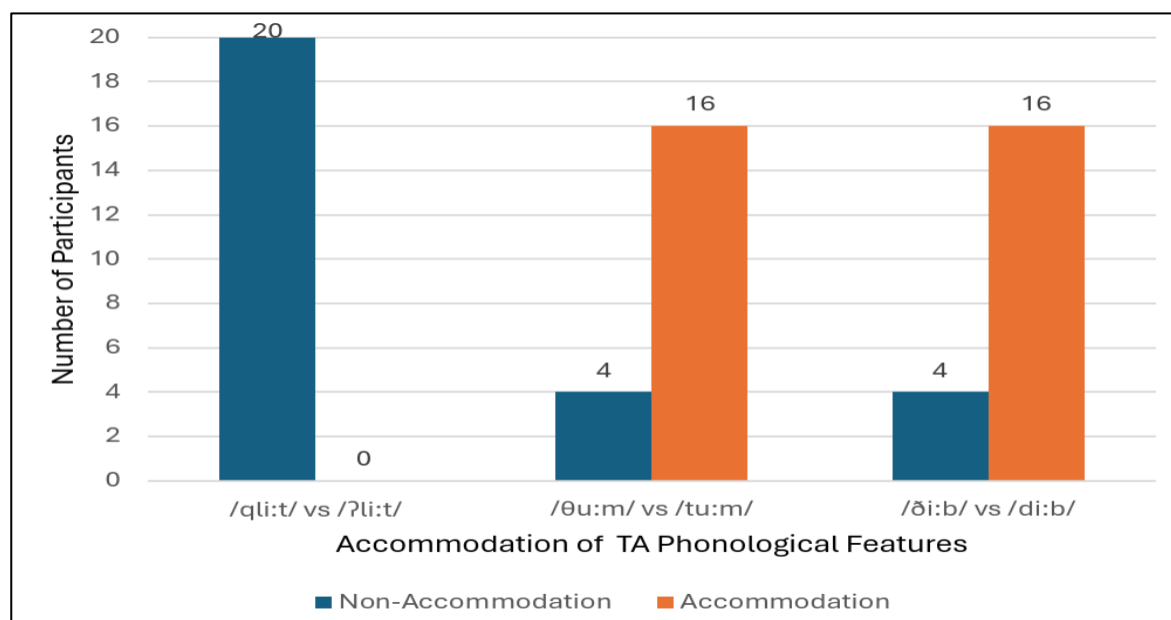


Figure 3.14 Accommodation of TA Phonological Features

The results depicted in **Figure 3.14** revealed that all 20 participants avoided the use of the glottal stop /ʔ/ in the word /qli:t/, sticking to their original sound /q/. Regarding the alveolar plosive sounds /t/ and /d/, the majority of respondents adopted them by pronouncing /θu:m/ as [tu:m] and /ði:b/ as [di:b], showing an exclusive shift to these two native TA features. Conversely, only 4 individuals chose not to adopt these two features, highlighting a desire to preserve their original speech pattern.

Overall, according to the data, it can be inferred that NT-EFL-CRS have a medium accommodation of TA at the phonological level. Additionally, female respondents tend to adopt TA phonological traits more than males in their interactions.

Part Two: Lexical Elements

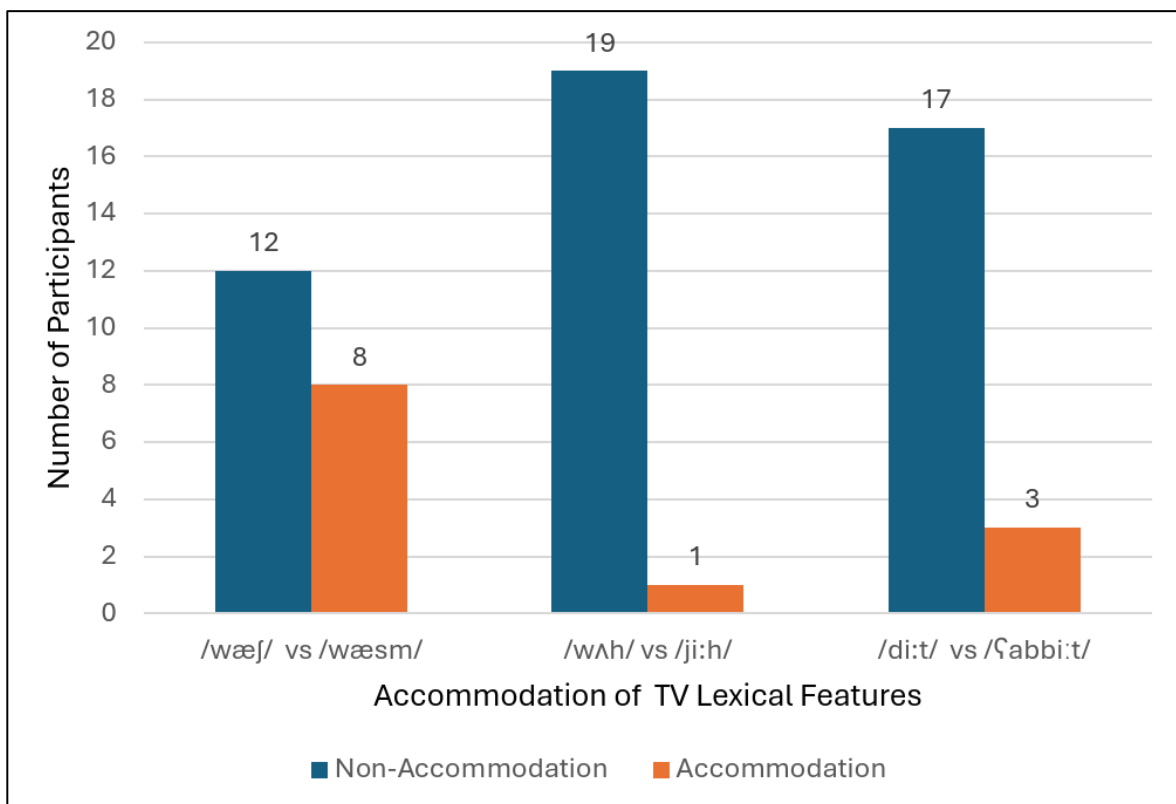
In the lexical part, the respondents were asked to translate sentences designed to elicit some specific adopted Tlemceni lexical elements. Particularly the words /wæsm/, /ji:h/ and /ʃabbi:t/ the process was achieved through the translation of the following sentences:

- “What are you **doing**” → the word “**doing**” translated as /wæʃ/ or /wæsm/ in TA elicits the use of the TA lexical feature /wæsm/.
- “Say **yes**” → the word “**yes**” translated as /wΛh/ or /ji:h/ in TA elicits the use TA lexical lexical feature /ji:h/.
- “I **got** 15 in the English test” → the word “**got**” translated as /di:t/ or /ʃabbi:t/ in TA elicits the use of the TA lexical feature /ʃabbi:t/.

The data revealed the following:

Table 3.6 The Adoption of the TA Lexis

Feature	Accommodation		Non-accommodation
	Female	Male	
/wæsm/	02	06	12
/ji:h/	01	00	19
/ʒabbi:t/	01	02	17

**Figure 3.15 Accommodation of TA Lexical Features**

As demonstrated in **Table 3.6** and **Figure 3.15**, most respondents showed a minimal degree of accommodation regarding TA lexical features, only 8 of them, including 2 females and 6 males adopted the word /wæsm/,

while 12 retained their original speech pattern. 3 participants (1 female and 2 males) used the TA word /**ʃabbi:t**/ while the vast majority of 17 participants avoided to adopt it. On the other hand, only 1 female participant used the word /**ji:h**/ in her speech while the rest (19 out 20) did not show any intention to include this feature in their speech.

All in all, the combination of the obtained data revealed that NT-EFL-CRS have a less tendency to adjust their speech to be similar to TA at the lexical level. Furthermore, male speakers showed a higher degree of accommodation compared to females in this specific level.

Part Three: Morphosyntactic Features

Concerning the morphosyntactic analysis, participants were required to translate 2 sentences involving two specific TA morphosyntactic patterns: /**u**/ which substitutes /**əh**/, and /**n'ti:na**/ which substitutes both /**nta**/ and /**nti**/. This was accomplished through the translation of the following sentences:

- “He went out with **his friends**” → the combination “**his friends**” translated as /s^hɑ:bah/ or /s^hɑ:bu/ elicits the use TA feature /**u**/.
- “**You** are an idiot” → the subject pronoun “**you**” translated as /nta/, /nti/ or /**n'ti:na**/ in TA elicits the use of the feature /**n'tina**/.

The findings are summarised on **Table 3.7** and **Figure 3.16**:

Table 3.7 The Adoption of TA Morphosyntax

Feature	Accommodation		Non-accommodation
	Female	Male	
/əh/ → /u/	04	07	09
/nta/ & /nti/ → /n'tina/	00	00	20

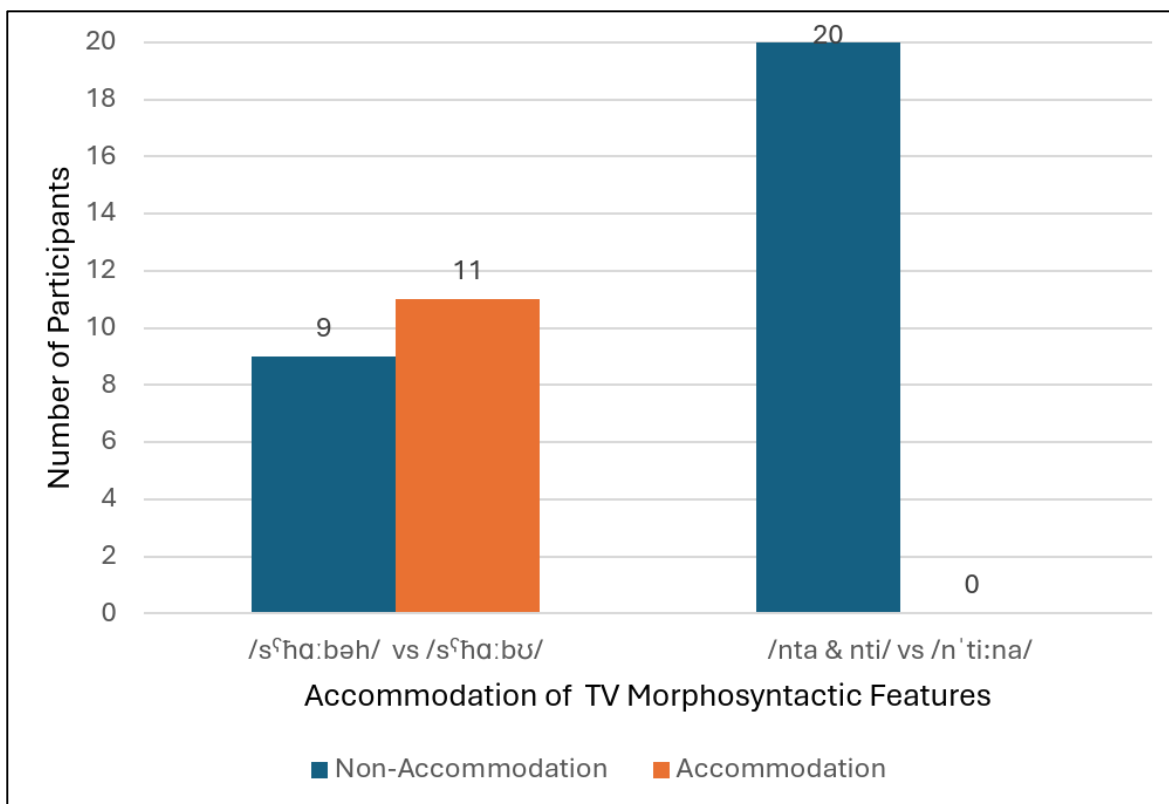


Figure 3.16 Accommodation of TA Morphosyntactic Features

As shown in **Table 3.7** and **Figure 3.16**, out of 20 interviewees, 11 including 7 males and 4 females revealed morphosyntactic adaptation, substituting /əh/ with the Tlemceni feature /u/ in the word /sʰɑ:bəh/ → /sʰɑ:bʊ/. Meanwhile, 9 participants stuck to their native pattern. In contrast, neither male nor female participants showed any sign of embracing /n'tina/ feature in their speech.

The analysis of the data indicated that /ʊ/ is the most prominent adopted feature at the morphosyntactic level. Males showed a greater tendency of accommodation in this aspect. Nevertheless, all participants depicted little accommodation at this level compared to the phonological and lexical levels.

Interview Main Findings:

In pursuit of investigating the influence of gender on accommodation, the adjustment instances were counted for each gender to see which one of them is likely to accommodate their language more. The results are summarised in the following table:

Table 3.8 Instances of Accommodation for Each Gender

Instances in Each Level	Male Participants	Female Participants
Phonological Level	14	18
Lexical Level	08	04
Morphosyntactic Level	07	04
Total Instances	29	26
Total Percentage	52.72%	47.27%

From Table 3.8, it was unexpectedly found that male NT-EFL-CRS adjusted their language with 29 instances, accounting for **52.72%**, showing a greater tendency to accommodate their speech than females, who demonstrated only **47.27%** (26 instances) in the university social environment. This reinforces the idea that female speakers are more conservative in their language.

The data collected about each linguistic aspect revealed following:

Table 3.9 Instances of Accommodation at Each Linguistic Level

Level	Number of Instances	Percentage
Phonological Level	32	58.18%
Lexical Level	12	21.81%
Morphosyntactic Level	11	20%

Table 3.9 highlights that NT-EFL-CRS accommodation largely occurred at the phonological level with more than **58.18%** of participants

making phonological adjustment instances. In contrast, students' adjustments were almost equal at the lexical and morphosyntactic levels but remained considerably lower than those of the phonological level, with 21.81% of interviewees adapting to the TA lexis and 20% making morphosyntactic adjustments in their speech. This means that the most accommodated speech level among NT-EFL-CRS is phonology.

3.3.3 The Observation Analysis

In pursuit of collecting more reliable and valid data on spontaneous linguistic practices and measuring students' adjustment frequency at different linguistic levels, observation was employed as a supplementary research instrument to capture authentic language use in its natural setting.

The observation was done in 5 gatherings that took place in natural environment, including the English department cafeteria, lounge and classroom. The researcher engaged in friendly conversations with the chosen participants. The atmosphere was casual and comfortable, which assisted in capturing natural instances of accommodation. The observation used a grid divided into 3 main parts phonological, lexical and morphosyntactic.

The analysis of the data collected from the observations revealed the following:

Part One: Phonology

This part of the observation collected data on potential adoptions of TA phonological features, particularly aspects such as the presence or absence of the glottal stop [ʔ], the voiceless alveolar plosive [t] and the voiced alveolar plosive [d]. Some of the conversation examples were as follows:

▪ **Example 1:**

In the English department cafeteria, the researcher offered one of the participants a drink:

- Researcher: تشرب عصير ولا قهوة؟ → translated as (would you drink juice or coffee?)
- Participant: قهوة → translated as (coffee.)
Transcription: /qahwa/ → /q/ retains its original quality.

▪ **Example 2:**

In classroom during one of the breaks, the researcher asked about the number of sessions that they were supposed to have for a specific day.

- Researcher: شحال عندنا من محاضرة اليوم؟ → translated as (how many lectures do we have today?)
- Participant: عندنا ثلاثة → translated as (we have three.)
Transcription: /ʕandna: tla:ta/ → /θ/ is realised as [t].

▪ **Example 3:**

During one of the gatherings in the lounge, the researcher inquired about a ring one of the participants was wearing.⁶

- Researcher: هاداك الخاتم ذهب ولا نحاس؟ → translated as (that ring is made of gold or copper?)
- Participant: ذهب → translated as (gold)
Transcription: /dhab/ → /ð/ is realised as [d], indicating an adoption for the [d].

The overall phonological observation results are summarised on **Table 3.10:**

Table 3.10 The Observed Phonological Adjustments in Students' Speech

Feature	Accommodation	Non-accommodation
/q/ → [ʔ]	00	10
/θ/ → [t]	10	00
/ð/ → [d]	08	02

As shown in the **Table 3.10**, none of the participants observed adjusted to the glottal stop in their speech, indicating their unwillingness to adopt this phonological feature. On the other hand, all of the 10 participants fully adopted the voiceless alveolar plosive variant [t] and 8 of them used the voiced alveolar plosive variant [d] in their speech, demonstrating a strong tendency to fit with Tlemcen's local phonological patterns. This widespread adoption suggests that these two features are more socially favourable and less stigmatised among students in the university environment.

Part Two: Lexical Elements

The observation also sought to capture the use of some TA specific vocabulary elements that may have been borrowed into the speech of the participants, particularly the use of words including /wæsm/, /ji:h/ and /ʕabbi:t/. These items were observed in the following speech instances:

▪ Example 1:

At the lounge, the researcher saw one participant holding a Samsung phone and wanted to confirm its series.

- Participant: هاداك Samsung S10? → translated as (that is Samsung S10, isn't it?)
- Participant: واه /wa:h/ → translated as (yes) → no adoption for /j:ih/

▪ Example 2:

In the same gathering at the lounge, the researcher was informing one of the participants the opening of doctoral contests candidacy

- Researcher: سمعت واسم راهم يقولو translated as (did you hear what they are saying?)
- Participant: واسم؟ لا /wæsm/ translated as (what) → adoption of /wæsm/.

▪ Example 3:

In the classroom, the researcher asked one of the participants about their Linguistics test mark.

- Researcher: شحال عبيت؟ → translated as (how much did you get?)
- Participant: 14 عبيت/ʕabbi:t/ translated as (I **got** 14) → adoption of /ʕabbi:t/.

The observation of the lexical elements revealed the following:

Table 3.11 The Observed Lexical Adjustments in Students' Speech

Feature	Accommodation	Non-accommodation
/wæf/ → /wæsm/	07	03
/di:t/ → /ʕabbi:t/	03	07
/wa:h/ → /ji:h/	01	09

As seen in **Table 3.11**, most of the participants (**7 out of 10**) showed full adoption of the TA word /wæsm/, using it consistently in their speech. This may be due to the widespread of this prominent feature among students. In contrast, few of them demonstrated a lower tendency to pick up the other lexical items /ʕabbi:t/ and /ji:h/, with only **3 participants** using /ʕabbi:t/ and **1** using /ji:h/ in their speech. Meanwhile, most of them retained their original speech patterns, with **7 participants** saying /d:it/ and **9** saying /wah/. This indicates a sort of selective behaviour towards the TA vocabulary.

Part Three: Morphosyntactic Elements

This observation segment aimed to examine the adoption of Tlemceni-specific morphosyntactic structures that might have been incorporated in the participants' speech. This includes the use of features like /n'ti:na/ instead of /nta/ or /nti/, which means the subject pronoun “you”, and the possessive pronoun /u/ instead of /əh/ in words like /kta:bu/ vs /kta:bəh/. Proofs of such

kinds of morphosyntactic accommodation were observed in the following instances:

▪ **Example 1:**

In the English department cafeteria, the researcher asked the participant a friendly question.

- Researcher: شكون صاحبك لول فلجامعة؟ → translated as (who was your first friend in the university?)
- Participant: ننتا/nta/ translated as (you) → no adoption for /n'ti:na/

▪ **Example 2:**

During class breaks, the researcher asked one of the participants about what their mate likes to do in their free time.

- Researcher: واسم يحب يعمل كيكون ليبر؟ → translated as (what does he love to do in his free time?)
- Participant: يحب يقرا كتابو./kta:bu/ → translated as (his book) → the adoption the Tlemceni feature /u/.

▪ **Example 3:**

At the lounge, the researcher asked the participants who likes attending Dr. Negadi session.

- Researcher: شكون يحب يقرا عند د.نقادي؟ → translated as (who likes attending Dr. Neggadi session?)
- Participants: ننتا تبغي تقرا عندو./nta tɔbyi tqra ʃandu/ → translated as (you like studying at his session) → no adoption for /n'ti:na/ while a full adoption for /u/ variant.

The observed morphosyntactic features will be presented in the following table:

Table 3.12 The Observed Morphosyntactic Adjustments in Students' Speech

Features	Accommodation	Non-accommodation
/n'ti:na/	00	10
/u/	05	05

Table 3.12 displayed participants' responses to two significant Tlemceni morphosyntactic features /n'ti:na/ and /u/. All the **10 participants** utilised the standard form /nta/ or /nti/, demonstrating their unwillingness to adopt the TA personal pronoun /n'ti:na/. However, half of the participants (**5**) embraced the use of the TA possessive pronoun /u/, while the other half kept their possessive pronoun /əh/ in their speech. This implies a particular tendency to adapt to Tlemcen speech in terms of possessive structures, but no desire to do so in terms of personal pronouns.

Observation Main Findings:

As an attempt to confirm the interview results about the most adjusted linguistic level in the students' speech, the adjustment instances were counted as follows:

Table 3.13 The Observed Instances of Accommodation at Each Level

Levels	Number of Instances	Percentage of Accommodation
Phonological Level	18	52.94%
Lexical Level	11	32.35%
Morphosyntactic Level	05	14.70%

As displayed in **Table 3.13**, the phonological level recorded the highest number of instances with **52.94%**, making it the most frequently adjusted level in the students' speech. This supported the interview analysis which led to similar results. On the other hand, a moderate tendency to adopt local TA vocabulary was counted at **32.35%**, while the morphosyntactic level was found to be the least observed by **14.70%**, showing unwillingness to modify morphosyntactic patterns.

To validate the proposed research hypothesis which claimed that NT-EFL-CRS adopt phonological, lexical and morphosyntactic features of TA while retaining elements of their original speech, both accommodation and non-accommodation instances were counted:

Table 3.14 The Observed Instances of Accommodation and Non-accommodation

Levels	Accommodation Instances	Non-accommodation Instances
Phonological Level	18	12
Lexical Level	11	19
Morphosyntactic Level	05	15
Total	34	46
Percentage	42.5%	57.5%

According to **Table 3.14**, accommodation instances were observed at multiple levels with **42.5%**, including phonology, lexis and morphosyntax. This indicates that NT-EFL-CRS indeed accommodate certain aspects of their speech to align with the university social environment. Meanwhile, students kept some other features of their original speech at the same observed levels with **57.5%**, indicating a tendency for preserving some linguistic signs potentially linked to socio-regional identity and authenticity. Overall, it was noticed that the rate of non-accommodation exceeded accommodation, suggesting that although students adjust their speech, many of them continue to utilise features that are part of their original variety.

3.4 Discussion of the Findings

After collecting the required data through the research instruments, the process shifts to the discussion of the obtained findings to arrive at a comprehensive understanding of the studied subject. The discussion and interpretation of the findings are a fundamental step in any investigation. They represent a systematic process of analysing and reviewing the collected

data to answer the research queries in reference to the proposed hypotheses, which may either be confirmed or refuted, in order to produce meaningful insights and draw reasonable conclusions grounded in evident facts about the studied theme.

The purpose of the current investigation was to explore LA among EFL students residing on campus at Tlemcen University. A combination of students' questionnaire, structured students' interview and participant observation was employed to collect different types of data on multiple facets of this linguistic act among students, resulting in a number of findings which offer a thorough understanding of the actual situation. This allowed for addressing the previously posed research questions and assessing the validity of the proposed hypotheses. This part demonstrates the main findings obtained from the research instruments and the conclusions drawn from them.

At first, it was found through the students' questionnaire that NT-EFL-CRS indeed accommodate their speech in response to the university social environment as it was confirmed through question 3 that 67.5% of respondents have experiences of language adjustment. Besides, 65% of them in question 4 considered university as an environment that prompts their adjustment acts. This proved that students are indeed influenced by the university linguistic norms which are reflected on their language use in its grounds.

The first hypothesis which posited that NT-EFL-CRS adopt TA features at different levels, including phonology, lexis and morphosyntax, while preserving certain elements of their native speech, was validated through the interview and observation findings. Through the observation analysis, it was noticed that accommodation instances were recorded at the aforementioned levels with 42.5% in total. In the meantime, non-accommodation instances accounted for 57.51%. This proved that NT-EFL-

CRS indeed accommodate certain linguistic aspects of their speech, while keeping others which they may have associated with identity or regional belonging. Additionally, the phonological level recorded the highest accommodation degree among the the three investigated levels, with 52.94% in the observation and 58.18% in the interview. Followed by the lexical level with 32.35% in the observation and 21.81% in the interview. Meanwhile, the morphosyntactic level recorded the lowest degree with only 14.70% in the observation and 20% in the interview. This prominence of the phonological adjustments suggests that the TA phonological features are easier to pick up in the students' speech than the other features in the two remaining levels, especially the morphosyntactic level which appears to be the most. intricate level to accommodate.

The second hypothesis which claimed that female students adjust their speech more than males was refuted by the data obtained from the questionnaire and interview. Though it was revealed through question 10 in the questionnaire that participants perceived female students to be more accommodating than males with 70% of the responses affirming that, it was discovered through the examination of question 3 that male students demonstrated more adjustments with 80%. Conversely, female students showed a lower tendency compared to them with only 63.33% making adjustments in their speech. Furthermore, in real linguistic practices, the interview main findings reinforced this outcome, confirming that male speakers indeed have a higher tendency to modify their speech in response to this particular social setting than females, with 52.72% vs. 47.27%. In essence, the findings suggest that male students might be more open to adapt their speech to enhance their social interactions, particularly if their native dialect is characterised by unique features that may cause misunderstandings and stigma.

The third hypothesis which proposed that the key motivations of language adjustments at university involve seeking social approval, facilitating communication and striving for prestige was affirmed according to the results obtained from question 8 in the students' questionnaire, with communication smoothness ranking as the primary motivation for this behaviour accounting for 85% of the students responses. Meanwhile, other motivations were captured with 12% for social approval and 8% for prestige. In the same vein, 5% of answers attributed their adjustments to stigmatisation concerns. This clearly highlights students' awareness of the significance of effective communication and mutual understanding in a linguistically dynamic and diverse like that of Tlemcen University. Consequently, it was obviously understood that most students in this context do not adjust their speech due to sociopsychological factors but exclusively for communicative purposes.

As additional results, it was found that most of participants considered their speech as an identity marker, with 95% of responses approving that in question 11 of the questionnaire, implying that students are fully aware of the importance of language in shaping and reflecting the social identity of the individual. This aligns with seminal sociolinguistic studies which offered concrete examples of how language use marks social identity, proving that linguistic choices of the individual serve as social indicators of their identity like Labov's study (1966) which associated the pronunciation of the /r/ sound with the working-class people in New York city: and Trudgill's investigation (1974) in Norwich which captured phonological variations that distinguish social groups within the same region. On the other hand, the examination of question 13 revealed that 45% of the respondents recognise the importance of the individual's' way of speaking in constructing and fostering social bonds.

The fact that they are aware of its role prompts them to modify their speech strategically to navigate the social dynamics at the university setting.

3.5 Limitations of the Research

Despite all the efforts and time dedicated to the success of this research work, there were some restrictions that hindered the research process and may have impacted the final results of the study. Those constraints are summarised as follows:

The first limitation concerns the selected target population. The research was limited to the EFL students within the English Department at the University of Tlemcen. Although this allowed for a narrow analysis of linguistic accommodation among a specific students' group, which is EFL learners, the findings cannot be generalised to other groups from other departments or faculties, where students from the same targeted regional backgrounds may carry their studies. A mixed-major sample selected from a broader target population could have been more comprehensive to generalise the findings over a broader range.

The second limitation is related to the gender of the participants. The researcher could not find a sufficient number of male students to be questioned. For instance, the gender in the questionnaire was not equally represented. The aim was to include an equal number of male and female participants 20 of each. Nevertheless, many male students were unfortunately unwilling to take part in the study. As a result, the final sample consisted of 30 females and only 10 males. This imbalance may have influenced the outcomes and limited the possibility of drawing comprehensive, balanced conclusions about the gender-related impact on LA from the questionnaire results.

The third limitation lies in the overall sample size. Despite efforts to include students from various levels, the number of participants remained limited, mainly due to the availability of the students and their hesitation to take part in the study. Including a larger number of students would have helped more in capturing various and diverse patterns and perspectives on the behaviour of accommodation.

Additionally, time was also another constraint which hampered the research process. This investigation attempted to explore various facets of linguistic accommodation among EFL campus resident students. Nevertheless, obtaining and analysing all the required data in a limited time period of one semester was not a quick and straightforward process, it rather cost lots of efforts. The nature of topic itself requires time to observe how students adjust their speech across different situations and with different individuals and how those shifts might change or develop with more interaction. In fact, capturing all the aspects the study aimed to investigate was limited in such a short time period.

3.6 Conclusion

Overall, this chapter presented a comprehensive analysis of the collected data using both qualitative and quantitative methods. The examination of questionnaires, interviews, and observations revealed a clear tendency for linguistic accommodation among students. The most frequently adjusted linguistic features were successfully identified, and notably, male students exhibited greater tendencies toward accommodation. Ultimately, the findings were interpreted in relation to the main research questions, leading to the confirmation of two hypotheses. In contrast, the hypothesis suggesting that female students are more accommodating was not supported by the data. These results provide a comprehensive account of the manifestations of LA among EFL students residing on campus at Tlemcen University.

GENERAL CONCLUSION

GENERAL CONCLUSION

Linguistic accommodation, the act of adjusting language to fit within a particular social environment, is a socially and situationally influenced behaviour. This study highlighted the theoretical basis as well as the main characteristics of this phenomenon and embodied them in a real-world context through a practical investigation in a specific context that has not gained much interest from scholars. Precisely, this research work strived to explore the manifestations of linguistic accommodation among EFL campus resident students at Tlemcen University. Its aim was to look into whether these students tend to adjust their speech in response to their social setting. Furthermore, the investigation focused on specific aspects of this behaviour, including its driving motivations, the linguistic features that might be subject to change as well as any gender-based disparities that might have influenced students' speech.

Accordingly, this research was divided into three main chapters. The first chapter reviewed the existing literature regarding the research theme, shedding light on the definition of LA, its types and motivations, its foundational theories and main strategies, as well as its intersections with gender and social bonds construction. The second chapter identified the research situational context, design and overall guiding methodology. It presented an overview of the Algerian sociolinguistic situation and provided some background linguistic knowledge on Tlemcen city and its suburbs and neighbouring Wilayas. In addition, it set the research methodological approach, determining the population and sampling paradigm, the research method and technique, alongside the instrumentation employed for data collection process. The third chapter demonstrated the data analysis

GENERAL CONCLUSION

procedures and discussed their findings in reference to the research questions and hypotheses, finishing by pointing out the limitations which hampered the investigation.

The research adopted a descriptive case study supported by a mixed-method approach. Relying on the triangulation of information resources, data were collected through a combination of three research instruments, including a questionnaire, interviews and observation, two of the proposed hypotheses were affirmed while one was refuted by the data. The findings revealed that NT-EFL-CRS do accommodate their speech in the university setting. In light of the research questions and their formulated hypotheses, it was found that NT-EFL-CRS linked their reasons for accommodation to three factors, with facilitating communication being the primary motive. Additionally, the data unexpectedly indicated that male students exhibit a higher tendency to modify their speech than females in this specific academic setting. The results further demonstrated that students make adaptations at different linguistic levels, including phonology, lexis and morphosyntax. Nevertheless, most of their adjustments were captured at the phonological level, indicating that the phonological aspect is the most accommodated among NT-EFL-CRS. Overall, the study has proved that LA is a daily practice students perform to enhance communication and foster understanding with their interlocutors within the university grounds.

In the Algerian context, the phenomenon of LA has been largely overlooked by scholars, who have not given it the attention it truly deserves. Therefore, this research offers an exploration of this linguistic practice, which has long been the subject of extensive investigations globally, yet remains inadequately explored in the Algerian community. The study contributes to the field of sociolinguistics by providing insightful evidence from a realistic case.

Notably, in practice, this investigation has encountered few limitations which may have impeded the research process and affected the findings. The first limitation concerns the restricted sample size which did not allow for the generalisation of the findings over broader context. Moreover, in many cases, students were very hesitant to take part in this study. Second, the study focused on gender as a central variable. Nevertheless, due to the limited number of male participants, it was not possible to draw up completely balanced conclusions regarding the impact of gender on LA acts. Lastly, time was another major constraint to the process of inquiry, due to the complex and multidimensional nature of the topic which requires extensive time and huge efforts to be effectively covered.

The present research may pave the way for further investigations on other facets of LA. While this research concentrated on the sociological dimension of LA, a psychological perspective could provide deeper insights into how this phenomenon is perceived and expressed by individuals. Expanding the scope to include more socially and regionally diverse participants would enrich the field by highlighting psychological factors that shape how people navigate social interactions through accommodation strategies, particularly in the Algerian context. Such an approach would help clarify how tendencies to adapt or resist speech modifications are shaped by factors like self-perception, identity adherence, linguistic insecurity, and emotional responses. On the other hand, other investigation can be reversely conducted on Tlemceni native students who might be influenced by the speech of other students coming from the suburbs and neighbouring Wilayas and adjust their speech to align with them.

The main findings of this study lead to a number of conclusions. Initially, LA is not a randomly performed act among NT-EFL-CRS, it is rather a sociolinguistic response to their university setting which usually differs

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from their local environment socially and linguistically. Secondly, this investigation has given evidence that it is not always the case that female speakers are more accommodating in their speech. Yet, there are particular situations in which males exhibit higher tendencies for LA like the case of NT-EFL-CRS at Tlemcen University. Ultimately, through the findings, it could be understood that students are aware of their language use, which they view as both a marker of social identity and as a means for navigating social dynamics in various social contexts.

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APPENDICES

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Appendix A: The Questionnaire

Students' Questionnaire

This questionnaire is part of a master's dissertation on linguistic accommodation among students in the English Department at Tlemcen University. It aims to explore this linguistic phenomenon, its motivations, and any gender differences therein. Your insights are valuable to our understanding. Please answer the following questions honestly and in reference to your dialect and the Tlemceni speech, knowing that all information will be treated confidentially and used solely for research purposes. Thank you for your contribution.

Section One: Personal Information

1. Gender: Male Female
2. Where are you from? Specify your city or village.....

Section Two: Language Adjustment

-Language adjustment means changing the way you speak (e.g., word choice, tone, or accent) to be similar to the way people speak in your environment.

3. Have you ever adjusted the way you speak to match your environment?
 - Yes
 - No
4. Is the university an environment that influences you to adjust your language?
 - Yes
 - No

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5. Do you feel the way you speak has changed since you joined university, particularly at the level of your Arabic dialect?

- Yes
- No

If yes, what specific aspects of your Arabic dialect have changed? Provide examples,

please.....
.....

6. How often do you adjust your language to fit the university setting?

- Never
- Rarely
- Sometimes
- Usually
- Always

7. How would you describe your language adjustment at university?

- A short-term change that you reverse outside the university setting
- A long-term change that becomes a part of your usual way of speaking

8. What motivates you to modify the way you speak? (Select all that apply)

- (A) Gaining prestige at university
- (B) Seeking acceptance and good relationships with people
- (C) Facilitating communication or avoiding misunderstanding

Other (please specify)

.....
.....

9. With whom do you adjust your language?

- (A) Teachers
- (B) Students
- (C) Any person at university

Section Three: Gender difference in Language Adjustment

10. In your opinion, who adjusts their language more?

- Male speakers
- Female speakers
- Both equally

Why do you think that is the case?

.....

.....

Section Four: Social Impact of Language Adjustment

11. Do you think the way you speak reflects your social identity?

- Yes
- No

12. Have you ever been stigmatised for the way you speak?

- Yes
- No

If yes describe the case

.....

.....

13. Do you believe the way you speak impacts your social connections (friendships and academic relationships)?

- Yes
- No

If yes, can you describe how it impacts your relationships, positively or negatively?

Appendix B: The Interview Transcript

The Interview Plan

1. Introduction: Getting to Know the Participant

1. Gender: male or female
2. Which city are you exactly from?
3. Where are your parents originally from?
4. Why did you choose English as your major at university?
5. Have you found it easy or hard to immerse yourself in your social environment at university?

2. Exploring Linguistic Features through Translation Game

Giving participants English sentences to translate into their own dialect to elicit various linguistic features (phonological, lexical and morphosyntactic)

• Phonological Feature:

/q/ → [ʔ] → Translate "Yesterday, I fried some potato, but I burnt it, and I got nervous."

/θ/ → [t] → Translate "Yesterday I went to the greengrocer and I bought three garlic cloves."

/ð/ → [d] → Translate "the wolf is scary and the fly is noisy"

• Specific Lexical Elements:

/wæʃ/ → /wæsm/ → Translate "What are you doing?"

/wʌh/ → /ji:h/ → Translate "Say yes."

/di:t/ → /ʃabbi:t/ → Translate "I got 15 in the English test."

• Morphosyntactic Features:

/əh/ → /ʊ/ → Translate "He went out with his friends."

/nta/ & /nti/ → /n'ti:na/ → Translate "You are an idiot."

Appendix C: The Interview Checklist

Interview Checklist

Introductory Questions

1. Participant's Gender: male female
2. Exact city of origin
.....
3. Parents' city of origin
.....
.....
4. Reason for choosing English as a major at university
.....
5. Perceived ease or difficulty in social immersion at university
.....

Translation Game

The Phonological Features

Feature Name	Yes	No
/q/ → [ʔ]		
/θ/ → [t]		
/ð/ → [d]		

Lexical Features

Feature Name	Yes	No
واش ≠ واسم		
واه ≠ ييه		
عبيت ≠ ديت		

Morphosyntactic Features

Feature Name	Yes	No
/əh/ → /u/		
/nta/ & /nti/ → /n'ti:na/		

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Appendix D: The Observation Grid

Observation Grid

Phonological Features

Feature Name	Yes	No
/q/ → [ʔ]	<input type="checkbox"/>	<input type="checkbox"/>
/θ/ → [t]	<input type="checkbox"/>	<input type="checkbox"/>
/ð/ → [d]	<input type="checkbox"/>	<input type="checkbox"/>

Lexical Features

Feature Name	Yes	No
واشم → اسم	<input type="checkbox"/>	<input type="checkbox"/>
بيه → واه	<input type="checkbox"/>	<input type="checkbox"/>
عبيت → ديت	<input type="checkbox"/>	<input type="checkbox"/>

Morphosyntactic Features

Feature Name	Yes	No
/əh/ → /u/	<input type="checkbox"/>	<input type="checkbox"/>
/nta/ & /nti/ → /n'ti:na/	<input type="checkbox"/>	<input type="checkbox"/>

المخلص: تحاول هذه الدراسة استكشاف التكيف اللغوي بين طلاب اللغة الإنجليزية كلغة أجنبية غير التلمسانيين الذين يعيشون في الحرم الجامعي بجامعة تلمسان. يسعى هذا البحث إلى معرفة ما إذا كان هؤلاء الطلاب يعدلون لهجتهم استجابةً لبيئتهم الاجتماعية. علاوة على ذلك، يهدف إلى استكشاف الأسباب وراء هذا السلوك، وفحص أي اختلافات قائمة على الجنس، وتحديد أي الميزات اللغوية هي الأكثر عرضة للتغيير. اعتمادًا على نهج دراسة الحالة، تم جمع البيانات من خلال أخذ عينات هادفة، باستخدام الاستبيانات، والمقابلات المنظمة، والملاحظة. كشفت النتائج عن ميل شائع نحو التكيف بين الطلاب، غالبًا لتسهيل تفاعلهم. ووجد أن الطلاب الذكور كانوا أكثر تكيفًا على نطاق واسع في هذا السياق بالخصوص، وتم ضبط تعديلات لغوية بشكل أكثر وضوحًا على المستوى الصوتي. أكدت الدراسة أن التكيف اللغوي هو اتجاه بارز بين طلاب اللغة الإنجليزية كلغة أجنبية المقيمين في الحرم الجامعي.

كلمات مفتاحية: التكيف اللغوي, تعديل الكلام, استجابة, المحيط الاجتماعي, سلوك.

Summary: This research attempts to explore linguistic accommodation among non-Tlemceni EFL students living on campus at Tlemcen University. It seeks to find out whether these students adjust their speech in response to their social environment. Furthermore, it aims to explore the motives underlying this behaviour, examine any gender-based differences, and identify which linguistic features are most subject to change. Relying on a case study approach, data were collected through purposive sampling, by means of questionnaires, structured interviews, and observation. The findings revealed a common tendency to accommodation among students, mostly to smoothen their interaction. Male students were exceptionally found to be more accommodating in this unique context, with adaptation captured more significantly at the phonological level. In general, the study confirmed that linguistic accommodation is a dominant trend among campus-resident EFL students.

Keywords: Linguistic accommodation, adjusting speech, response, social environment, behaviour.

Résumé: Cette recherche tente d'explorer l'accommodation linguistique chez les étudiants non-Tlemceniens en anglais comme langue étrangère résidant au campus de l'Université de Tlemcen. Elle cherche à déterminer si ces étudiants adaptent leur discours en réponse à leur environnement social. De plus, elle vise à explorer les raisons de ce comportement, à examiner les différences basées sur le genre et à identifier les caractéristiques linguistiques les plus susceptibles de changer. En s'appuyant sur une approche d'étude de cas, les données ont été collectées par échantillonnage raisonné, à l'aide de questionnaires, d'entretiens structurés et d'observations. Les résultats ont révélé une tendance commune à l'accommodation chez les étudiants, principalement pour faciliter leurs interactions. Les étudiants masculins se sont avérés exceptionnellement plus accommodants dans ce contexte unique, avec une adaptation remarquée de manière plus significative au niveau phonologique. En générale, l'étude a confirmé que l'accommodation linguistique est une tendance dominante parmi les étudiants d'anglais comme langue étrangère résidant au campus.

Mots Clés: L'accommodation linguistique, adaptation du discours, environnement social, comportement.

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