

The existence of variation in language adds new languages which were spoken between different ages and gender.

### **1.1 Statement of the Study Problem**

This study States the differences between genders on one hand, and age which is main factors in language variation, on the other hand. This study has majority of English language on the university students as a sample of illustrating the language variation.

### **1.2 Objectives of the Study**

This study aimed at:

- 1- Investigating whether age group (child- teenager and adult) can play a greater role in language variation in Khartoum local Arabic in term of greeting and jargon.
- 2- Exploring whether a gender (male or female) can shape the use of language in term of exclamation marks and pronunciation as used in Sudanese Khartoum Arabic.

### **1.2 Questions of the Study**

This study sets out to answer the following questions:

- 1- To what extent can age group (babies- adolescents - adults) play a greater role in language variation in in term of greetings and jargon as used in Sudanese Khartoum Arabic?
- 2- To what extent can gender (masculine – feminine) shape the use of language in terms of exclamation mark and pronunciations as used in Sudanese Khartoum Arabic?

### **1.3 Hypotheses of the Study**

This study is intended to test the following hypotheses:

- 1- Age group can play a greater role in language variation in terms of gr

meetings and jargon as used in Sudanese Khartoum Arabic.

2- Gender whether male or female can shape the use of language in terms of exclamation mark and pronunciation as used in Sudanese Khartoum Arabic.

### **1.5 Significance of the Study**

The importance of this study stems from the fact that highlights the variations in language use between genders whether males or females as well as language variation depicted among the age-group. This study is of great significance to the language teachers in general as well as syllabus designers.

### **1.6 Limits of the Study**

This study is limited to highlighting the language variation among university students. The sample of this study is drawn exclusively from 2<sup>nd</sup> and 3<sup>rd</sup> year students majoring in English at the college of Languages. This study has been conducted in academic year (2018 – 2019)

### **1.7 Methodology of the Study**

The researcher uses the descriptive analytical method and a questionnaire is used as a tool for data collection. The research adopts the SPSS as a main method to describe and analyze the research data

# **CHAPTER TWO**

## **LITERATURE REVIEWS AND PREVIOUS STUDIES**

### **2.0 Introduction**

This chapter consists of two parts: part one focuses on review of literature which is relevant to research topic such as definitions of language variation, age grading in sociolinguistics, the difference between sex and gender, and differences between women and men in linguistic features, while part two discusses previous studies which are related to the research topic.

### **2.1 First: Literature Reviews**

#### **2.1.1 Definitions of Language Variation**

William Labov's (1963:19), there are many ways of speaking and each way of speaking is influenced by social factor in society.

#### **2.1.2 Age Grading in Language Variation**

Wagner, Suzanne E. (2012:82) defined: "The term "age-grading" was first introduced by sociolinguist William Labov (1963) who defined age-grading as an individual linguistic change against a backdrop of community stability. Age-grading is not limited to changes at any one particular stage in life, but can be studied in the way that babies, adolescents, young adults speak, and the elderly speak. Age-grading involves the use of stable sociolinguistic variables, or features that are not currently undergoing any linguistic change. Linguistic features that are age-graded typically are stigmatized or have a high degree of social awareness and can be consciously controlled. For this reason, age-graded variables ten

d to be semantic (e.g. an entire word) as opposed to phonetic. Age-graded changes recur at a particular age in successive generations and are regular and predictable changes. These changes are thought to mark developmental/maturational stages in the individual's life.

(Bailey, Guy. In J.K. Chambers, Peter Trudgill, & Natalie Schilling-Estes 2002:51) "Age-graded variation stand in contrast to the apparent-time hypothesis, which assumes that an individual's vernacular does not change once they are past adolescence. According to the apparent-time hypothesis, age-stratified variation is often indicative of a linguistic change in progress. There are three Age-grading in different age groups first is Children/ Adolescents When children first learn their language, they learn language in the way of their mother and/or primary caretakers.

Eckert, Penelope (1997) and Blackwell (1997), Defined Age as a Sociolinguistic Variable, stated that second age-grading is Adolescence is a transitional period when children become adults and move away from their family identity to express themselves as individuals. During this period, age-segregated networks form, giving rise to age-graded variation. Adolescents tend to lead with an increased use of vernacular and linguistic variables to differentiate themselves from the adult population. Third is Adults have been shown to be more conservative in their use of linguistic variables. Older Adults/Elderly are although middle-aged adults have conservative speech as mentioned above; older adults tend to have less formal speech. Older women who have passed the years of child bearing shed some of the conservatism in their speech. Similarly, older men who are past the age of retirement and no longer in the workforce also have less formal speech because of reduced social pressure to co

nform.

(Tagliamonte, Sali .Wiley-Blackwell, 2012) began to include younger age groups, researchers (Ash 1982; Cedergren 1973, 1988) discovered that the frequency of incoming linguistic changes is highest among 15- to 17-year-olds, but lower among 11- to 14-year-olds and people in their twenties. This is called the adolescent peak.

### **2.1.3 The Difference between Sex and Gender**

Ammor, Naima (2012) state that When we talk about language variety in relation to gender, it must be first made clear, what is meant by “gender”. Into day’s society, it could be interpreted in a number of different ways, and very often the term is used interchangeably with “sex”. “Gender” and “sex” however, are not synonyms and it is of great importance not to confuse the two .Social sciences typically distinguish between a biologically constructed sex and a socially constructed gender.

**Dobarrah,Tannan (1990) They use the term “sex” to refer to biological** Distinctions between males and females, and the term “gender” to refer to the psychological features or attributes associated with the biological categories (Deaux,1985,Unger,1979,Giddens,1989) “Sex” thus refers to a biological concept, while “gender” denotes a societal definition. There are various scientists who have argued against this distinction since “it is not at all clear the degree to which the differences between males and females are due to biological factors versus learned and cultural factors”.

(Holmes – 2001.246) differentiated between sex and gender. Sex has come to refer to categories distinguished by biological characteristic, and then we used the term gender. But Gender is more appropriate for dis

tinguishing people on the basis of their socio-cultural behavior, including speech. A distinction has sometimes been drawn between gender exclusive and gender preferential features in a language.

Gender- Exclusive speech differences: Highly Structured Communities

Gender-Preferential Speech Features: Social Dialect Research

Lippa (2005: 4), follows the traditional view in which “gender” denotes psychological, social and cultural differences.

#### **2.1.4 The Differences between Women and Men in Linguistic Features**

According to Jespersen (1922) women and men differ in linguistic features:

Women and men do not speak in exactly in the same way as each other in any community. Particular linguistic features occur only in the women’s speech or only in the men’s speech. These features are differences between the vocabulary items used by women and men.

Women and men use same speech forms – difference in quantities or frequencies of use.

Women tend to prefer standard forms, men prefer vernacular forms. Women’s role as guardian of societies values the society tends to expect ‘better’ behavior from women than from men. That’s why women are designated the role of modeling correct behavior in the community.

Deborah Tannen (1990) she argues in favor of the difference approach. It is her belief that men and women belong to different subcultures, and that they act accordingly.

Haas (1990,89) states that there are some societies where the sex of the speaker determines the speech forms while there are some where the

hearer's sex determines the speech form. There are yet others where the sex of both the hearer and the speaker are important. For example, a woman might use one form when speaking to another woman and another form when speaking to a man while a man may use a third form when speaking to either man or woman.

Dixon (1971) the language of the Dyirbal people in Australia Guwal- their everyday language is used by either genders, but the language the men use to talk to their mothers-in-law or the language the women talk to their father in law is Dyalnuy.

Bradley (1998), a native Australian language, men and women's languages are different. Men use men's dialect among themselves and talk to women. Women use their own dialect among themselves and talk to men. Briefly, it can be seen clearly that every society has its own characteristics attached to its language and gender differences in using a language are of great varieties.

Holmes (1988) reports that giving compliments is more frequent among the women as compared to men. She shows a study conducted in middle-class Pakeha New Zealanders, two-thirds of all compliments were given by women and they received three-quarters of them. She also notes that women complimented each other twice as much as men did.

Lakoff (1975) states that women used tag question more often than men and showed uncertainty. In conversations involving both men and women, many researchers agree that when men talk to men, the content of such talk focuses on competition and teasing, sports, aggression, and doing things. On the other hand, when women talk to women, the topics are the self, feeling, affiliation with others, home and family. Women a

Also use more polite forms than men.

Mills (2003:245- 246) contests the view that women are more polite than men. She said that politeness "is clearly a resource which interactions use to structure their relations with others, and they are able to be self-reflexive about their own and others' use of politeness and impoliteness. I strongly agree with her in this argument. Politeness is something that comes from one's education and experience they get from life. It is not gender that determines the degree of politeness in an individual.

### **2.1.5 Age and Gender Differences**

As already mentioned, age and gender play a significant role in language variation and change. That younger speaker tends to be more accommodating to other dialects than their elder counterparts. In addition, females stick more to the local forms than males. The Explanations that can be given for this linguistic behavior is that men are more Exposed to contact situations with non- local speakers, whereas women spend most of the time at home, in the domain of family looking after its members.

(Robin. M.Podsworth 2005) concerning age differences, it is noticed in all languages that not all Ages speak alike. The young generations tend to make their speech distinct from the other generations with the aim of avoiding the traditional forms, whereas the elders are characterized by stability in their language use. So from these results, we can say that the speech of men and the youth is more close than that of Language variations refer to the range of differences between languages in the world. Age and gender investigated the definition and all researchers wh



o are studied in literature review proved it. All studies agree that an age had influenced in language variation. Every age had different words, speech and way of talking. Therefore the child varies from teenager and adults.

Also gender in language variation which firstly discussed the differences between sex and gender and some of studies said that "culture is making differences".

We can also add that this language variation (age and gender) is also motivated by the influence of education.

Findings in our analysis demonstrate that the young are more convergent than their elder counterparts as they tend to avoid the traditional forms and use new forms to make their own speech specific to youth. In addition men are more likely to use the standard form than women and tend to be more accommodating to new language, as they are more exposed to contact situation with non-local speakers, whereas women spend most of the time at home looking after its family.

One can say that age, and gender norms, all are motivations of language variation and change, and contribute in explaining individual language variation. In addition, the individual choice of certain linguistic features over others is explained by the different attitudes to language use, and not only from the hearer's part but also from the speaker's part. This makes another aim of this study which is considering the reasons behind variation and new factors which are construction.

The question that can be raised is: What will be expected from new generation speakers after some years, will they appear new factors of language variation?

In my opinion, these findings cannot apply to all societies as strongly as required. I suppose that one of these studies may be true in one society but may not be valid and reliable in another society. That's the reason why the topic on language and gender is so far still.

## **2.2 Second: Previous Studies**

Many researchers have been discussing and investigating about role of age and gender in language variation, the following are recent study discussing the same topic with different point of view.

### **Study One**

Miriam Meyerhoff (2006) conducted a research entitled: language variation and change, this study has been conducted in order to explain the language variation. It showed the variation among different people in a group of speakers use one pronunciation for a word, and sometimes they use another without changing its meaning. And use different word orders without that difference contributing anything substantive to what the sentence means. Often where there is this kind of variation between speakers (interspeaker variation), we also find the same variation within speakers (intraspeaker variation), in other words, the same person may alternate between different pronunciations of a word, or different ways of ordering elements in a sentence. And it discussed the systematic distribution of variants in different styles and across different social groups (age, class or social network, gender). The aim of the study is to explain the language variation and collected method by interview to improve how the different factor (age – gender – style – social stratification and class) have a role in language variation. It found out that we have variant of language.

## **Study Two**

Mary Bucholtz (2005) this study has been conducted in order to investigate 'sex differences' to gender variation in sociolinguistics. The study has discussed the differences between sex as a biological phenomenon and gender as a social phenomenon. Gender often became synonymous with women and men's gender identities, the different between men and women in language style.

## **Study Three**

Suzanne Evans Wagner (2012) this study has conducted in order to investigate the age grading in sociolinguistics theory. The study has discussed the age grading and the stages. The aim of study is to show the differences between ages in speak and how age has role in language variation. It found out that we have differences speaking between ages in language variation.

## **Study Four**

Xiufang Xia Qingdao(2013) these study have been conducted in order to investigate the gender differences in using language .the study have been discussed why gender is important to the study of language, and differences between men and women in using language. It mainly discussed the differences from the aspects of pronunciation, intonation, vocabulary, syntax, manners, attitudes, and non-verbal differences in using language between men and women. Besides the differences in various aspects, it tries to record the changes of these differences. It is quite clear that men and women have a lot of differences in many fields .The aim of study is to show the differences between gender in using language and collected method by questionnaire and o

observation to improve how gender has a role in language variation. It found out that we have differences between the use of language of men and women from some aspects. The aim of study is to show the differences between gender in language variation and collected method by questionnaire to improve how gender has made a variation. It found out that we have difference between genders in language variation.

First study discussed in general all factors of variation and playing a role in variety, the second study differentiated between sex and gender firstly. In third study shows age grading and how age effect in variety. Fourth study explained the different between men and women in different aspect and all studies explain age and gender variation among language. All studies find out the grading of age (child, adolescence, and adult) and gender (men and women) had role in language variation.

The difference between my study and all studies above that want to highlight the role of age and gender among university students.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter is designed to describe the methodology used to find out the role of age and gender in investigating Language variation among university student. The researcher adopted the analytical method. This chapter includes; method, the population and sample of the study, responses to the questionnaire, Traditional linguistic analysis of language e

emphasized structure where the aim of the researcher was to identify the structure of words and their relationships in larger structures.

### **3.1 Methods of Data Collection**

This chapter presents the methodology used to conduct this study, it describes the tool for data collection, and questionnaires are distributed to university students. A number of hypotheses have to be formed, and to test these, participants are assigned to different techniques of data collection which may confirm or refuse these hypotheses.

### **3.2 Population of the Study**

The population used in this study is drawing from university students especially collage of languages (Sudan university of science and technology).

### **3.3 Sample of the Study**

Questionnaire have been distribute to sample of students of collage of languages, this about sixty students from university, were selected randomly to elicit there information which is relevant to research topic.

### **3.4 Responses of the questionnaire**

The responses of the questionnaire of the 60 university students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study. Each item in the questionnaire will be analyzed statistically and discussed.

### **3.5 Analysis of the questionnaire**

The researcher contributed the questionnaire on determined study sample (60), and constructed required table to collected data. This step consists transformation of the qualitative to quantitative variables respecti

vely; also the graphical representations were used for this purpose.

## **CHAPTER FOUR**

### **DATA ANALYSIS, RESULTS, AND DISCUSSION**

#### **4.1 First: Study Society**

The study community means the total group of elements that the researcher seeks to generalize the results related to the problem studied.

Where the researcher distributed a number (60) questionnaire on the target.

#### **4.2 Second: Description of the Questionnaire**

### **4.3 The Questionnaire Contained Two Main Sections**

**The First Section:** includes the basic data for the study members. This section contains the gender, age.

**Second Section:** This section contains a number of questions or phrases asked the members of the study to determine their responses to what each statement describes

### **4.3 Third: The Stability and Reliability Truthfulness of the Study Tool**

#### **Statistical Reliability and Trueness**

Stability test means that the meter gives the same results if it is used more than once under similar conditions. Stability is also known to be the level of accuracy and consistency of measurements made by the test.

#### **4.3.2 Ensure the Validity of the Study Tools**

Reliability Coefficient:

The stability of the measuring instrument is intended to produce the same results if the questionnaire is reapplied on the same sample in the same conditions and measured using:

Coefficient of alpha-Cronbach stability:

The coefficient of alpha-Cronbach stability is calculated using the SPSS program, by which we calculate the coefficient of discrimination for each question where the question that has a weak or negative discrimination coefficient

To verify the internal consistency of the terms of the questionnaire:

The internal consistency of the questionnaire questions is the correlation between the scores of each field and the scores of the total question

questions. It is simply true that the questions of the questionnaire or the test measure what has been measured to measure what actually measures the function that it is supposed to measure.

Trueness is a measure used to determine the degree of sincerity of the respondents through their answers on a certain scale, and the calculation of honesty in many ways easier as it represents the square root of the coefficient of stability and the value of honesty and stability between zero and the right one.

The researcher calculated the coefficient of stability of the scale used in the questionnaire by the formula alpha-Cronbach stability and the result is as in the following table:

Stability coefficient	Trueness coefficient
94,0	88,0

Source: Prepared the researcher by SPSS 2018

It is clear from the above table that the stability and Trueness coefficients of the responses of the study members to the statements related to the hypothesis of the study indicate that the questionnaire of the study is characterized by great stability and Trueness and makes the statistical analysis sound and acceptable.

### **Third: Statistical Methods Used**

To achieve the objectives of the study and to verify its hypotheses were used the following statistical methods:

- The frequency distribution of the responses
- Graphical forms
- Percentages



- Median
- Test of chi-square indicate the differences between the answers

To obtain the most accurate results possible, the statistical program SPSS, which refers to the statistical package for social sciences.

#### **Fourthly: Test the Validity of the Hypotheses of the Study**

To answer the questions of the study and achieve its hypotheses, the medium will be calculated for each statement of the questionnaire, which shows the views of the study members. The score (1) is given as the weight of each answer (correct) and the score (0) as the weight of each answer (wrong).

#### **Steps of Chi-square Test**

Formulation of the null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_1$ ):

$H_0$ : There is no difference between the observed results and the expected results

$H_1$ : There is a difference between the observed results and the expected results

The value of the test statistic Chi-square after the formation of a table helps us in its calculation

The significant (sig) value of the Chi-square test (calculation by SPSS)

Determination the significant level is assumed value equal to (0.05)

Make decision: If the (sig) greater than (0.05) accept the null hypothesis. And if it is less than or equal to (0.05) we reject the null hypothesis and accept the alternative hypothesis.

And to get accurate results as much as possible the researcher was keen to distribute the sample of the study in terms of the following:

- Individuals of different gender.

- Individuals of different age groups.

The following is a description of the study members according to the above variables (characteristics of the respondents):

### Gender:

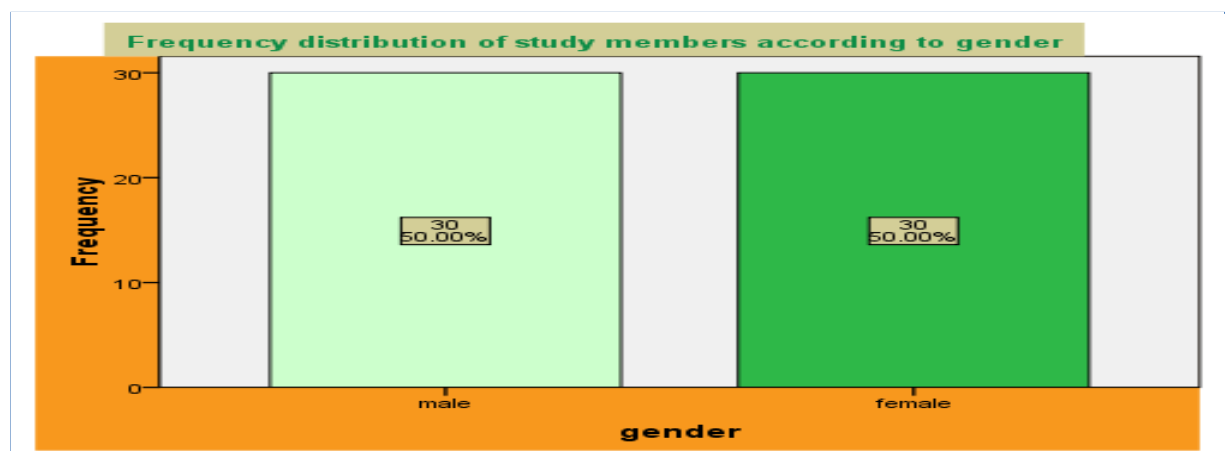
Table (4-1) and Figure (4-1) show the frequency distribution of the study subjects according to gender

**Table (4. 1): Frequency distribution of study members according to gender**

Gender	Frequency	the percentage
Male	30	50%
Female	30	50%
Total	60	100.0%

Source: Prepared the researcher by SPSS 2018

**Figure (4-1): Frequency distribution of study members according to gender:**



Source: Prepared the researcher by SPSS 2018

From above table (4-1 ) and Figure (4- 1) show that the majority of the s tudy members by gender were males there Number are (30) by percent age (50%) and (30) females by percentage (50%).

### The Age:

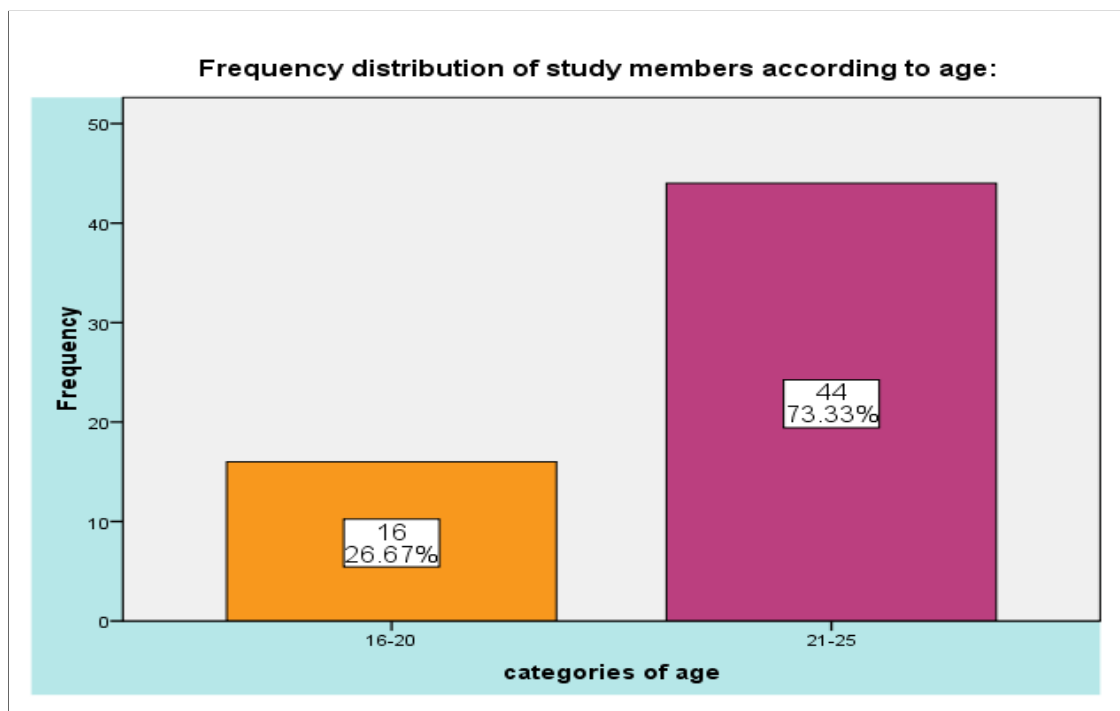
Table (4-2 ) and Figure (4-2) show the frequency distribution of the study subjects according to age.

**Table (4-2): Frequency distribution of study members according to age:**

categories of age	Frequency	the percentage
16-20	16	26.76%
21-25	44	73.33%
Total	60	100.0%

Source: Prepared the researcher by SPSS 2018

**Figure (4-2): Frequency distribution of study members according to age:**



Source: Prepared the researcher by SPSS 2018

From Table (4- 2 ) and Figure (4- 2 ) that the majority of the members of the study by age were the age group of (21-25)where they reached (44) and (73.33%) , and group

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of (16-20) where they reached (16) and (26.67%) .

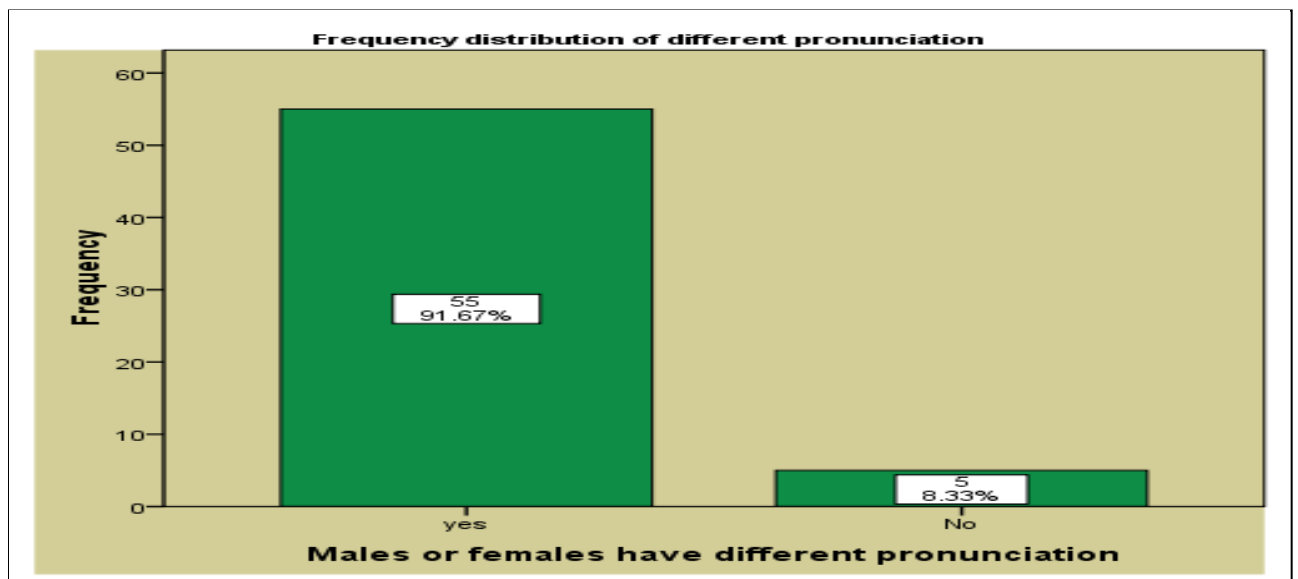
### Males or females have different pronunciation:

Table (4- 3): Frequency distribution of different pronunciation

Males or females have different pronunciation	Frequency	the percentage
Yes	55	91.67%
No	5	8.33%
Total	60	100.0%

Source: Prepared the researcher by SPSS 2018

Figure (4-3): Frequency distribution of different pronunciation:



Source: Prepared the researcher by SPSS 2018

From Table (4-3) and Figure (4-3) that the majority of the members of the study they see Males or females have different pronunciation their Number

are (55) and (91.67), and (5) by percentage (8.33%) They see Males or females havenot different pronunciation.

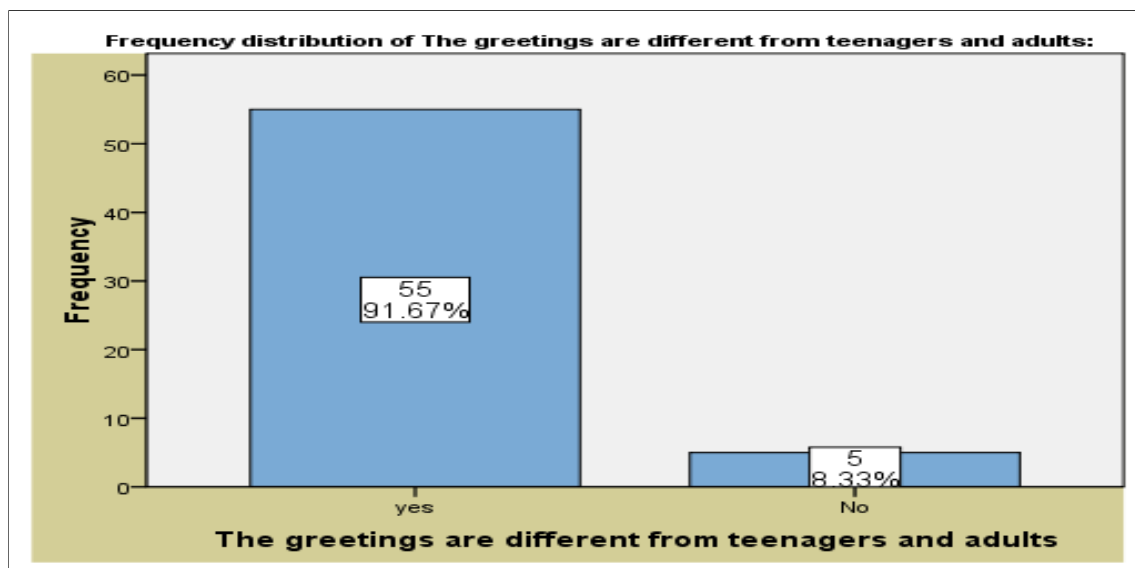
**The greetings are different from teenagers and adults:**

**Table (4-4): Frequency distribution of the greetings is different from teenagers and adults.**

The greetings are different from teenagers and adults	Frequency	the percentage
Yes	55	91.67%
No	5	8.33%
Total	60	100.0%

Source: Prepared the researcher by SPSS 2018

**Figure (4-4 ): Frequency distribution of the greetings is different from teenagers and adults:**



Source: Prepared the researcher by SPSS 2018

From above Table (4- 4) and Figure (4-4 ) that the majority of the members of the study theysee the greetings are different from teenagers and

adults and their Number are (55) and (91.67), and (5) by percentage (8.33%) They see the greetings are not different from teenagers and adults.

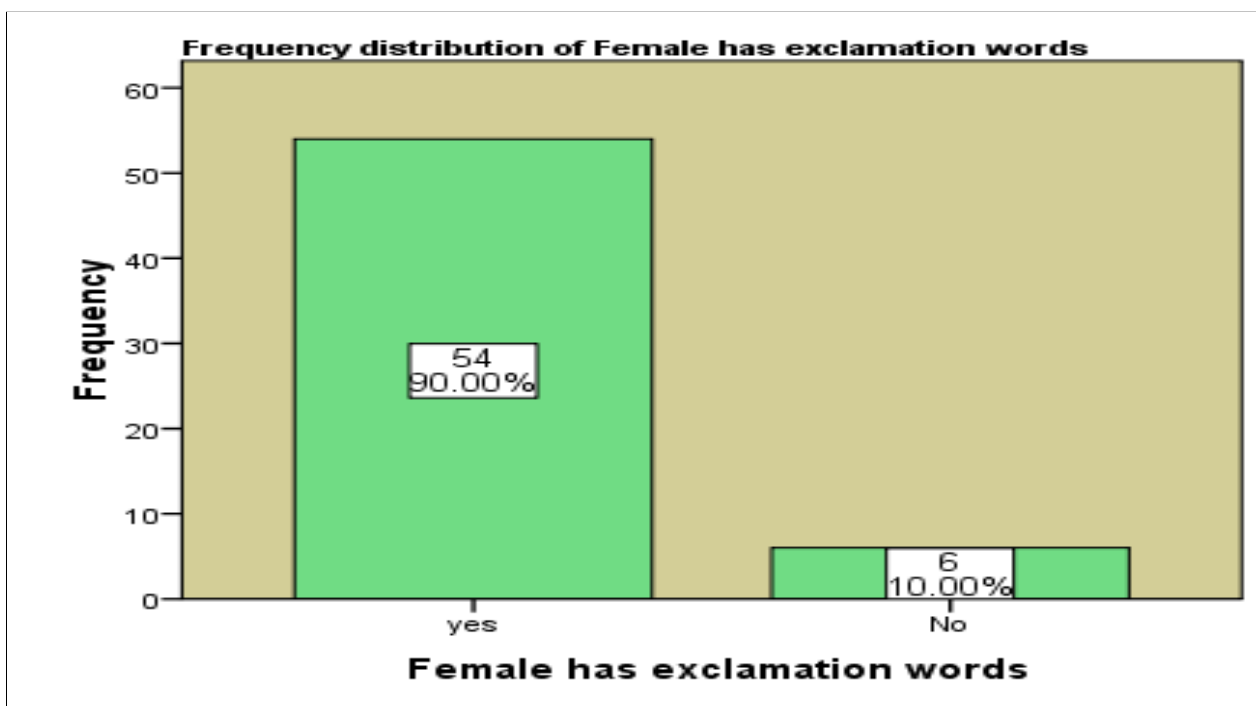
**Female has exclamation words:**

**Table (4-5) : Frequency distribution of Female has exclamation words**

Female has exclamation words	Frequency	the percentage
Yes	54	90.0%
No	6	10.0%
Total	60	100.0%

Source: Prepared the researcher by SPSS 2018

**Figure (4-5 ): Frequency distribution of Female has exclamation words**



Source: Prepared the researcher by SPSS 2018

From above Table (4- 5) and Figure (4-5 ) that the majority of the members of the study they see The Female has exclamation words and their

Number are (54) by (90%), and (6) by percentage (10%) They seeThe Fe male has not exclamation words.

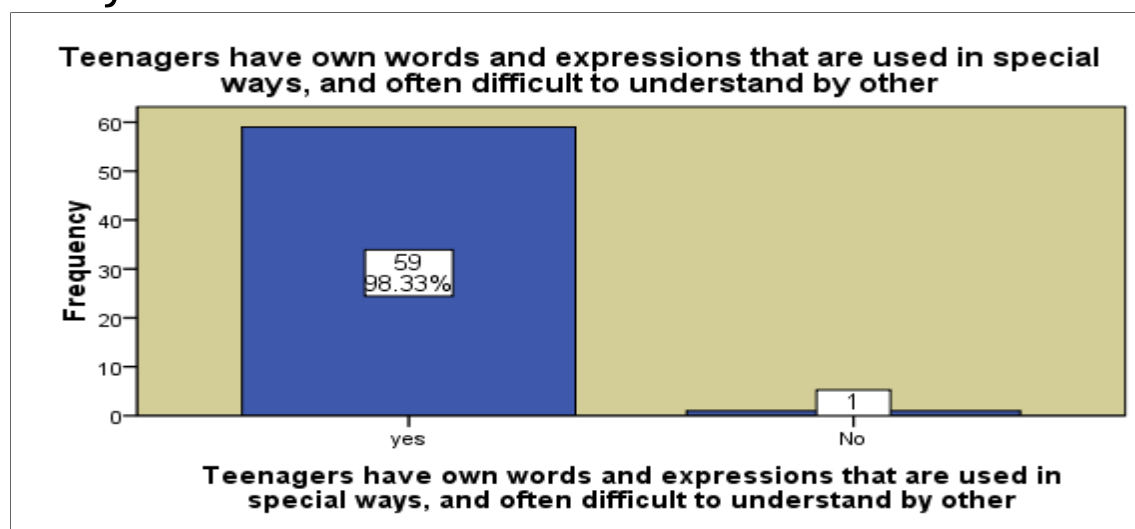
**Teenagers have own words and expressions that are used in special ways, and often difficult to understand by other:**

**Table (4-6): Frequency distribution of Teenagers have own words and e xpressions that are used in special ways, and often difficult to understa nd by other.**

Teenagers have own words and expressions that are used in special ways, and often difficult to understand by other	Frequency	the percentage
Yes	59	98.33%
No	1	1.7%
Total	60	100.0%

Source: Prepared the researcher by SPSS 2018

**Figure (4-6): Frequency distribution of Teenagers have own words and expressions that are used in special ways, and often difficult to underst and by other**



Source: Prepared the researcher by SPSS 2018

From above Table (4-6 ) and Figure (4-6 ) that the majority of the members of the study They seeThe Teenagers have own words and expressi

ons that are used in special ways, and often difficult to understand by other and their Number are (59) by (98.33%), and (1) person by percentage (1.7%) he sees The Teenagers have not own words and expressions that are used in special ways, and often difficult to understand by other. **Greeting, jargon, exclamation and pronunciation evidence to prove the language variation as used in Sudanese Khartoum Arabic:**

**Table (4-7): Frequency distribution of Greeting, jargon, exclamation and pronunciation evidence to prove the language variation as used in Sudanese Khartoum Arabic**

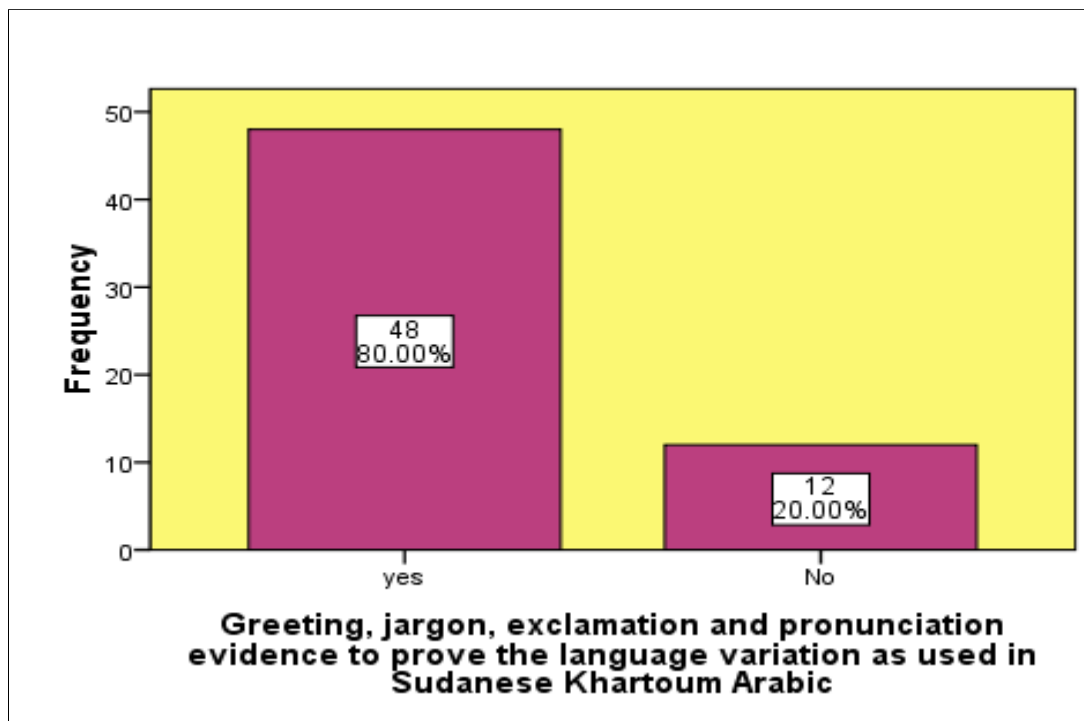
Greeting, jargon, exclamation and pronunciation evidence to prove the language variation as used in Sudanese Khartoum Arabic	Frequency	the percentage
Yes	48	80.0%
No	12	20.0%
Total	60	100.0%

Source: Prepared the researcher by SPSS 2018

**Figure (4-7): Frequency distribution of Greeting, jargon, exclamation and pronunciation evidence to prove the language variation as used in Sudanese**



## Khartoum Arabic.



Source: Prepared the researcher by SPSS 2018

From above Table (4-7 ) and Figure (4-7 ) that the majority of the members of the study They see Greeting, jargon, exclamation and pronunciation evidence to prove the language variation as used in Sudanese Khartoum Arabic and their Number are (48) by (80%), and (12) person by percentage (20%) they see The Greeting, jargon, exclamation and pronunciation evidence to prove the language variation as used in Sudanese Khartoum Arabic

**Presentation and discussion of the results of the study (frequency and percentage of each term):**

The first axis: How do you say these words as a teenager or an adult in Sudanese Khartoum Arabic?

**Table (4-8): Frequency and percentage for each word**

N	Word	teenager	adult
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		Correct	wrong	Correct	wrong
1	صديق	13 21.7%	47 78.3%	16 26.7%	44 73.3%
2	جميل	13 21.7%	47 78.3%	15 25%	45 75%
3	السجن	32 53.3%	28 46.7%	31 51.7%	29 48.3%
4	كاذب	18 30%	42 70%	21 35%	39 65%
5	يستمتع	9 15%	51 85%	21 35%	39 65%
6	النتيجة	21 35%	39 65%	29 48.3%	31 51.7%
7	الاب	5 8.3%	55 91.7%	9 15%	51 85%
8	الام	4 6.7%	54 93.3%	9 15%	51 85%
9	الاكل	6 10%	54 90%	10 16.7%	50 83.3%
1 0	جائع	9 15%	51 85%	15 25%	45 75%

Source: Prepared the researcher by SPSS 2018

From the above table we note that those who say the word (صديق) are correct their number are (13) by percentage (21.7%) and those who say wrong (47) by percentage (78.3%) from teenagers. those who say the word (صديق) are correct are their number are (16) by percentage (26.7%)

and those who say wrong (44) by percentage (73.3%) from adult.

The second axis: How do you pronounce these words in Sudanese Khartoum Arabic?

**Table (4-9): Frequency and percentage for each word.**

N	Word	Male's pronunciation		female's pronunciation	
		correct	wrong	Correct	wrong
1	جامعة	57 95%	3 5%	57 95%	3 5%
2	جيل	54 90%	6 10%	55 91.7%	5 8.3%
3	جيش	57 95%	3 5%	57 95%	3 5%
4	جوهرى	53 88.3%	7 11.7%	51 85%	9 15%
5	جاكت	43 71.7%	17 28.3%	46 76.7%	14 23.3%
6	برستيچ	54 90%	6 10%	51 85%	9 15%
7	مفاجأة	52 86.7%	8 13.3%	52 86.7%	8 13.3%
8	اجندة	49 81.7%	11 18.3%	53 88.3%	7 11.7%
9	جبنة	53 88.3%	7 11.7%	53 88.3%	7 11.7%
10	جواهر	26 43.3%	34 56.7%	28 46.7%	32 53.3%

**Source: Prepared the researcher by SPSS 2018**

From the above table we note that those who say the word (جامعة) are correct pronunciation are their number are (57) by percentage (95%) and those who say wrong (3) by percentage (5%) from Male's. those who say the word (جامعة) are correct pronunciation are their number are (57)

by percentage (95%) and those who say wrong (3) by percentage (5%) from female'

## Verification Of hypotheses of the study using the chi-square test:

### The first hypothesis:

Age group can play a greater role in language variation in terms of greetings and jargon as used in Sudanese Khartoum Arabic.

**Table (4-10): Frequency and percentage for each word**

N	Word	Value of chi-square	Probability Value (Sig)
1	صديق	19.267	0.000
2	جميل	18.726	0.000
3	السجن	0.267	0.606
4	كاذب	9.600	0.002
5	يستمتع	9.300	0.001
6	النتيجة	5.400	0.020
7	الاب	41.667	0.000
8	الام	45.067	0.000
9	الاكل	38.400	0.000
10	جائع	29.400	0.000
The first hypothesis: Age group can play a greater role in language variation in terms of greetings and jargon as used in Sudanese Khartoum Arabic.		21.7094	0.002

Source: Prepared the researcher by SPSS 2018

### **From the above table we note that:**

The value of the chi-square test calculated to indicate the difference between the numbers of the study on the word (صديق) is (19.267) and the probability value of (0.000) and this value is less than the value of the level of significant (5%) between the answers of the study members, which means that there is a difference in the pronunciation of the word Between teenager and adults.

The value of the chi-square test calculated to indicate the difference between the numbers of the study on the word (جميل) is (18.726) and the probability value of (0.000) and this value is less than the value of the level of significant (5%) between the answers of the study members, which means that there is a difference in the pronunciation of the word Between teenager and adults.

The value of the chi-square test calculated to indicate the difference between the numbers of the study on the word (السجن) is (0.267) and the probability value of (0.606) and this value is greater than the value of the level of significant (5%) between the answers of the study members, which means that there is no a difference in the pronunciation of the word Between teenager and adults.

The value of the chi-square test calculated to indicate the difference between the numbers of the study on the word (كاذب) is (9.600) and the probability value of (0.002) and this value is less than the value of the level of significant (5%) between the answers of the study members, which means that there is a difference in the pronunciation of the word Between teenager and adults.

The value of the chi-square test calculated to indicate the difference be

tween the numbers of the study on the word (يستمتع) is (9.300) and the probability value of (0.001) and this value is less than the value of the level of significant (5%) between the answers of the study members, which means that there is a difference in the pronunciation of the word Between teenager and adults.

\*The value of the chi-square test calculated to indicate the difference between the numbers of the study on the word (النتيجة) is (5.400) and the probability value of (0.020) and this value is less than the value of the level of significant (5%) between the answers of the study members, which means that there is a difference in the pronunciation of the word Between teenager and adults.

\*The value of the chi-square test calculated to indicate the difference between the numbers of the study on the word (الاب) is (41.667) and the probability value of (0.000) and this value is less than the value of the level of significant (5%) between the answers of the study members, which means that there is a difference in the pronunciation of the word Between teenager and adults.

\*The value of the chi-square test calculated to indicate the difference between the numbers of the study on the word (الام) is (45.067) and the probability value of (0.000) and this value is less than the value of the level of significant (5%) between the answers of the study members, which means that there is a difference in the pronunciation of the word Between teenager and adults.

\*The value of the chi-square test calculated to indicate the difference between the numbers of the study on the word (الاكل) is (38.400) and the probability value of (0.000) and this value is less than the value of the level of significant (5%) between the answers of the study members, which means that there is a difference in the pronunciation of the word Between teenager and adults.

level of significant (5%) between the answers of the study members, which means that there is a difference in the pronunciation of the word Between teenager and adults.

\*The value of the chi-square test calculated to indicate the difference between the numbers of the study on the word (جائع) is (29.400) and the probability value of (0.000) and this value is less than the value of the level of significant (5%) between the answers of the study members, which means that there is a difference in the pronunciation of the word Between teenager and adults.

\*The value of the chi-square test calculated to indicate the difference between the numbers of the study on The first hypothesis :Age group can play a greater role in language variation in terms of greetings and jargon as used in Sudanese Khartoum Arabic is(21.7094) and the probability value of (0.002) and this value is less than the value of the level of significant (5%) between the answers of the study members, which means that there is a difference in the pronunciation of all the words Between teenager and adults.

### **The Second Hypothesis:**

Gender whether male or female can shape the use of language in term of exclamation mark and pronunciation as used in Sudanese Khartoum Arabic.

**Table (4-11): Frequency and percentage for each word**

N	Word	Value of chi-square	Probability Value (Sig)
1	جامعة	46.600	0.000

2	جيل	38.400	0.000
3	جيش	46.600	0.000
4	جوهرى	35.267	0.000
5	جاكت	11.267	0.001
6	برستيچ	38.400	0.000
7	مفاجأة	32.267	0.000
8	اجندة	25.78	0.000
9	جينة	35.267	0.000
10	جواهر	1.067	0.302
The second hypothesis : Gender whether male or female can shape the use of language in term of exclamation mark and pronunciation as used in Sudanese Khartoum Arabic		31.0915	0.0303

Source: Prepared the researcher by SPSS 2018

### From the above table we note that:

The value of the chi-square test calculated to indicate the difference between the numbers of the study on the words (جامعة) (جيش) is (46.600) and the probability value of (0.000) and this value is less than the value of the level of significant (5%) between the answers of the study members, which means that there is a difference in the pronunciation of the words Between male and female.

The value of the chi-square test calculated to indicate the difference between the numbers of the study on the words (برستيچ) (جيل) is (38.400)



and the probability value of (0.000) and this value is less than the value of the level of significant (5%) between the answers of the study members, which means that there is a difference in the pronunciation of the words Between male and female.

The value of the chi-square test calculated to indicate the difference between the numbers of the study on the words (جبنة) (جوهري) is (35.267) and the probability value of (0.000) and this value is less than the value of the level of significant (5%) between the answers of the study members, which means that there is a difference in the pronunciation of the words Between male and female.

The value of the chi-square test calculated to indicate the difference between the numbers of the study on the word (جاكت) is (11.267) and the probability value of (0.001) and this value is less than the value of the level of significant (5%) between the answers of the study members, which means that there is a difference in the pronunciation of the word Between male and female.

The value of the chi-square test calculated to indicate the difference between the numbers of the study on the word (مفاجأة) is (11.267) and the probability value of (0.000) and this value is less than the value of the level of significant (5%) between the answers of the study members, which means that there is a difference in the pronunciation of the word Between male and female.

The value of the chi-square test calculated to indicate the difference between the numbers of the study on the word (أجندة) is (25.78) and the probability value of (0.000) and this value is less than the value of the level of significant (5%) between the answers of the study members, which

h means that there is a difference in the pronunciation of the word Between male and female.

The value of the chi-square test calculated to indicate the difference between the numbers of the study on the word (جواهر) is (1.067) and the probability value of (0.302) and this value is less than the value of the level of significant (5%) between the answers of the study members, which means that there is no a difference in the pronunciation of the word Between male and female.

\*The value of the chi-square test calculated to indicate the difference between the numbers of the study on The second hypothesis : Gender whether male or female can shape the use of language in term of exclamation mark and pronunciation as used in Sudanese Khartoum Arabic (31.0915) and the probability value of (0.0303) and this value is less than the value of the level of significant (5%) between the answers of the study members, which means that there is a difference in the pronunciation of all the words Between male and female.

## **CHAPTER FIVE**

### **MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES**

#### **5.0 Introduction**

This chapter contains summary of the previous chapter, in addition to the main findings, recommendations, conclusions and suggestion for the

e further studies.

## 5.1 Results

- 1- Male and female have different pronunciation.
- 2- The greetings are different from teenagers and adults.
- 3- Teenagers have own words and expressions that are used in special ways, and often difficult to understand by other like (السواق,الطقة,الحجة,الحاج)
- 4- Pronunciation is evidence to prove the language variation as used in Sudanese Khartoum Arabic (جبنة,جكت,جوهري,بريستج).
- 5- Adults have your own words in Sudanese Khartoum Arabic and teenagers too.
- 6- Adult and teenagers have different pronunciation in Sudanese Khartoum Arabic.

## 5.2 Conclusions

Language variation has fertile field which is a full of information, ways of talking, words, and pronunciations. Study is talking about age and gender in language variation, its important topics in language variation which appear the differences between languages in Sudanese Khartoum Arabic and explain that any ages had your own words, pronunciation and jargon belonging to them in Sudanese Khartoum language.

## 5.3 Recommendations

Based on the above results, the researcher has come up with following recommendations:

- 1- Government should be adopting project to design Sudanese Khartoum Arabic encyclopedia.
- 2- The female should be having your own words like a male.

3- In schools, universities, institutions, companies, should be speak an Arabic language (official language) not Sudanese Khartoum Arabic.

4- Sudanese Khartoum Arabic should be used in public place.

5- Gender (male- female) should respect how other express themselves and pronounce words.

#### **5.4 Suggestions for Further Studies**

Further studies should be conducted on other language variation factors, all of this to prove variation in language.

Further studies should be conducted between children and adults in one society to explain how two ages have differences in language?

Further studies should be conducted widely the differences between males and females language.

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## APPINDEX

### Questionnaire

#### Question (1)

1- What gender are you?

Female

male

**2- Which age group do you belong to?**

16-20

21-25

26-30

31-35

**Question (2):**

**1- Do you think that, gender whether male or female had different pronunciation?**

Yes

No

**2- Do you think that greetings are different from teenagers and adults?**

Yes

No

**3- Do you think that female has your own exclamation words?**

Yes

No

**4- Do you think that, teenagers have own words and expressions that are used in special ways, and often difficult to understand by other?**

Yes

No

**5- According to your opinion, do you think that greeting, jargon, exclamation and pronunciation evidence to prove the language variation as used in Sudanese Khartoum Arabic?**

Yes

No

**Hypothesis one:**

- Age group can play a greater role in language variation in terms of greetings and jargon as used in Sudanese Khartoum Arabic

**Question (3):**

**How do you say these words as a teenager or an adult in Sudanese Khartoum Arabic?**

N	Word	teenager	adult
1	صديق		
2	جميل		
3	السجن		
4	كاذب		
5	يستمتع		
6	النتيجة		
7	الاب		
8	الام		
9	الاكل		
10	جائع		

**Hypothesis two:**

- Gender whether male or female can shape the use of language in term of Exclamation mark and pronunciation as used in Sudanese K h a r t o u m A r a b i c

**Question (4):**

**How do you pronounce these words in Sudanese Khartoum Arabic?**

N	Word	Male's pronunciation	female's pronunciation
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1	جامعة		
2	جيل		
3	جيش		
4	جوهرى		
5	جاكت		
6	برستيچ		
7	مفاجأة		
8	اجنדה		
9	جينة		
10	جواهر		

Thanks,