Sudan University of Science & Technology

College of Graduate Studies

Investigating the Different Speech Styles in Different Social Contexts and Their Effects on English Language Learning.

تقصي آساليب الكلام المختلفه الموجودة في مختلف الصيغ المجتمعية المتعددة واثرها علي تعلم اللغة الانجليزية

A Thesis Submitted in Partial Fulfillment of the Requirements for the Award of M.A Degree in English language.

(Applied Linguistics)

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Quran Verse Arabic

بسم الله الرحمن الرحيم

الأيه

قال تعالى: ﴿ قَالَ الَّذِي عِنْدَهُ عِلْمٌ مِنَ الْكِتَابِ أَنَا آتِيكَ بِهِ قَبْلَ أَنْ يَرْتَدَّ إِلَيْكَ طَرْفُكَ فَلَمَّا رَآهُ مُسْتَقِرًّا عِنْدَهُ قَالَ هَذَا مِنْ فَضْلِ رَبِّي لِيَبْلُوَنِي أَأَشْكُرُ أَمْ أَكْفُرُ وَمَنْ شَكَرَ فَإِنَّمَا يَشْكُرُ لِنَفْسِهِ وَمَنْ كَفَرَ فَإِنَّ رَبِّي غَنِيٌّ كَرِيمٌ ﴾ (النمل: 40)

Quran Verse English

(27:40) Said one who had knowledge from the Scripture, "I will bring it to you before your glance returns to you." And when [Solomon] saw it placed before him, he said, "This is from the favor of my Lord to test me whether I will be grateful or ungrateful. And whoever is grateful – his gratitude is only for [the benefit of] himself. And whoever is ungrateful – then indeed, my Lord is free of need and Generous."

Dedication

I would like to dedicate this research to my parents, whose love affection, encouragement and prays of day and nights, made me able to get success and honour; I devote this research to my brothers, sisters. Also, great dedication goes to colleagues and friends.

Acknowledgements

Abstract

This study aims to investigate the different speech styles in different social contexts and their effects on language learning. Therefore, it was carried out by using the descriptive analytical method. The data of this study was collected by using a questionnaire that included thirteen statements. Fifteen copies were distributed to 15 lecturers and 15 English language teachers in some international schools here in Sudan as well. The same data was then analysed by using Cranach's alpha method. As a result of completing the above procedures, the research conductor learnt that using speech styles seriously affects the students' communication abilities in delivering and understanding messages, recognizing the different speech styles assists students in enhancing better language learning as well as exploiting different speech style makes students understanding of the English language better. Also, there are some recommendations such as teachers should apply new teaching strategies and modern techniques for teaching styles or registers, teachers should introduce students to different styles and their importance in mastering the English language and teachers should give intensive practice to develop students' ability on using all forms of style.

مستخلص البحث

تهدف هذه الدراسة الي النظروالتحري من اساليب الكلام المختلفه الموجودة في الصيغ المجتمعية المتعددة واثرهم علي تعلم اللغة الانجليزية. لذالك، بنيت هذة الرساله علي الطريقة الوصفيه التحليلية. تم جمع المعلومات عن طريق استخدام استبيان. تضمن هذا الاستبيات عدد ثلاثه عشرة جمل وقد تم توزيع خمسه عشرة نسخة للاساتذة الجامعات وخمسه عشرة اخري لمعلمي اللغة الانجليزيه في المدارس العالمية هنا في السودان. هذة المعلومات تم تحليلها باستخدام الكرونشز الفا ميثود. كنتيجة للاجراءت السابق ذكرها، توصل الباحث الي ان استخدام اساليب الكلام المختلفة يؤثر علي قدرات التواصل عن الطلاب في ما يخص توصل و فهم المحادثات، ان ادارك هذة الاساليب يساعد الطلاب علي تطوير عملية تعلم اللغة بصورة افضل. اخيرا، تطوير اساليب الكلام يجعل فهم الطلاب للغة الانجلزية افضل بكثير. هنالك بعض التوصيات في هذه الرسالة على النحو التالي: علي اساتذة اللغة الانجليزية تطبيق اساليب جديدة واليات حديثة لتدريس اساليب الكلام ، ايضا عليهم ان يعرفوا هذة الاساليب واهميتها في تعلم وايجادة اللغة. علي المعلمين ايضاا ان يوفروا تدريب مكثف لطلابهم من اجل تطوير قدرات هولاء الطلاب علي استخدام هذة الاساليب المتعددة.

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CHAPTER ONE

INTRODUCTION

1.0 Background

'Human communication' as aspect within the definition of language implies attention to the way language is played out in societies in its full range of functions. Rajend Mestnire, Joan Swan, Ana Doument and William L.Leap (200, 2002:6, 7) argued that 'Language is not just denotation, a term which refers to the process of conveying meaning, referring to ideas, events or entities that exit outside language. While using language primarily for this function a speaker will inevitably give off signals concerning his or her social and personal background.'

This study investigates the different styles that are used by people in different social contexts and their impact on how language is learnt. The term style refers to a way of saying or doing something. The world is full of social styles. Hence, part of our social competence is being able to understand how a style marks out or indexes a social difference. Style therefore could be addressed in many forms and expressions like 'having style', 'being in a style', or 'being stylish.' That is to say, styles involve a degree of crafting.

When people want to say and share their thought using a certain language, they, definitely, may not speak in the same way. It is because they use their own style and they know to differentiate or choose the appropriate style in different situations. i.e. even though their language and dialect are the same. According to Chaike (1982: 29) quoted Solehal Wani (2013), 'the style of speech can be defined as a way to express something related to the language that someone uses in communication or to the other and it can be in the oral or written form.

The general sociolinguistics term used to refer to the ways of speaking that are indexically linked to social groups, time and places is dialects. Dialects are social styles. Social style (e.g. a dialect) is associated with one place, which was the basic assumption in the analysis of rural dialects. It is now a norm that concerning cities as sociolinguistics systems that organise linguistic variation in complex ways. But understanding the social structuring of styles, even in the sophisticated manner of urban sociolinguistics, is not enough in itself. We need to understand how people use or enact or perform social styles for a range of symbolic purposes.

Social styles are a resource for people to make many different sorts of personal and interpersonal meanings. Style has been a very limited concept and a peripheral concern. In his overview of variationist sociolinguistics research Jack Chambers writes that ' style is an important independent variable but it is never the focal point.' (Chambers 1995: 6) Style as we would see in chapter 2 has five main types as follows: frozen, formal, consultative, casual and intimate.

1.1 Research Problem

This study aims to find out the reasons why people speak differently when they address each other, and the effects of those different styles on their learning of the target language. This problem is observed by the researcher as an English teacher and as an MA student. Almost eighty per cent of this problem is covered in this study.

1.2 Research Objectives

This study aims to reach these the following objectives:

1. To educate language learners about the different styles; those are found in different situations

2. To provide language learners with a comprehensive information of the effects of the varied styles on language learning.

3. To establish a connection among the triangular shape of the study; different styles; different social contexts and the effects of both differences on language learning.

1.3 Research Questions

This research attempts to answer the following questions:

1. To what extend does using different styles affect our communication?

2. Why do people use frozen, formal or any other forms of style when they speak?

3. How does the social context we live in affect our different style choice?

1.4. Research Hypotheses

This study aims to test the following hypotheses:

1. If the students recognize the different social styles that are used in different social contexts, then they may soon master them and learn any language better.

2. If students are unaware of the different styles, then there is a possibility of breaking their communication channels.

3. Using different forms of style would make our understanding of a language even better.

1.5 The significance of the study.

The importance of this research is to enquire the impacts of different styles that are used in different social contexts on language learning, so

the research conductor describes the facts which exist in order to be known and understood by those who had not covered this field before. The present study will be of an immense assistance and usefulness, not only to those who are related to sociolinguistics studies, but also to the academicians as well as the students of English language; it will help them in understanding speeches. Most importantly is the great significance for the understanding of the differences among the same group members.

1.6 Research Methodology

The method used in this study is the descriptive analytical method that helps to collect the data and analysis presented by the research conductor in chapter two from reliable and different sources.

1.7 Delimitations of the study

This present study is delimited to Sudan University of Science & Technology, College of Graduate Studies in Khartoum, Sudan during the year of 2020. It is also delimited to the topic: Investigating the Different Styles in Different Social Contexts and their Effects on Language Learning English Language.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0   Introduction

This chapter is chapter two; the literature review and previous studies. It is divided into two parts: part one is the literature review, whilst part two is the previous studies.

2.1 Background

Language learning as a process that can be affected by many factors before it sees the lights. Styles and social contexts are known to play significant roles in reaching the goals of the learning matters. The level of learning achieved by a learner is one of the most important factors which indicate the success of a learning environment. In order to ensure the effectiveness of the learning process, it is important to take account of characteristics, abilities and experience of learners as individuals or as a group when beginning to understand the different styles which are used in different social groups.

Style-which is known to have five types- is very effective in language learning; for it explains why people use different styles in different social situations {contexts}. Style as mentioned above, has five different types: the frozen style (language that does not change) such as prayers and pledges; formal style which is used to show respect, used in places such as work, schools and public offices; consultative style which is found in conversations with colleagues, peer…It involves advise giving. Casual style which is found in conversation with friends that involves use of idiomatic expression often full of slang, used to signal belonging to a given group. And finally, the intimate style,

language used between close family members and lovers. It is a 'private' language full of code words only known to the members.

Learning styles indicate that how a learner perceives, interacts with, and responds to the environment. In fact, learning style is a criterion for individual differences (Carson, & longhini, 2000). Kolb (1984) defines learning styles as the ways through which people produce concepts, rules and principles which directs them in new situations cited in Loo, 2004) and Peirce (2000) defines learning style as the way student prefers in learning materials (cited in Seif, 2001). In summary, learning style is a group of interrelated characteristics in which the general is larger than the specific i.e. learning style is Gestalt in which internal and external operations are derived from individual's neural biology. It combines his personality and growth and shows them as behaviour (Keefe & Ferrell, 1990). Language learning styles and strategies appear to be among the most important variables influencing performance in language learning in different social contexts.

Style can be applied to linguistics forms and processes too. Linguistic style is known by almost everyone, and people tend to think first of language in literary style. Literary style relates to the crafting of linguistics text in literary genres and to an aesthetic interpretation of text. (Coupland, 2007)

This study is about styles in speech, not about literary style. Literary style is addressed because it felt the two areas interact in some ways.

2.2 Locating Style

 Even if style is lifted out of home territory and used somewhere else, it can still be placed and pointed to where it came from; for it has its own distinguished characteristics. Style is a social meaning. People are

attached to styles of dress and personal appearance in general, to styles in making of material goods, to styles of social and situational practice. Sometimes style can also be applied to thinking. The world is with hundreds of social styles. Style is associated with one place.

Style can mark out or index a social difference and help in reading and understanding some ideas. When we use the term 'style', we are usually attending to some aesthetic dimension of differences. Styles involve a degree of crafting, and this is why the word 'style' leaks into expressions like 'having style', 'being stylish', or 'being in a style'

According to Coupland, 2007, the idea of stylistic variation emerged from William Labov's seminal research on urban speech variation and language change. Labov, 139:2011 states that style referred to the regular tendency for speakers in urban speech communities to adjust their own in a linear fashion under certain social circumstances.

2.3 Language Variation

There are some factors which influence language having variation; one of them is because the speaker comes from different region, besides the differences in their social status, and background of culture the language itself used for many purposes such as business, education, newspaper and many more.

According to Hudson (1996:2) in Sulistyorini (2008) a variety is a set of linguistics items with the sense of mutual intelligible, which means that among people who are in communication with one another, they will understand each other. In this study, the variation will be observed through different styles that are used in different social contexts.

Because no two speakers of a language speak exactly the same way, there is what we call intergroup variation. Also m no individual speaks

the same way all the time, this, however, is known as within-speaker variation. The term linguistic variation, according to Richard Nordguist (2019) Thoughts.com, refers to regional, social or contextual differences in the way that a particular language is used.

Since the rise of sociolinguistics in the 1960sm interest in linguistic variation has developed rapidly. R.L Trask states that 'variation, far from being peripheral and inconsequential, is a vital part of ordinary linguistic behaviour' (Key Concepts in Language and Linguistics, 2007). The formal study of variation is known as (socio) linguistics.

On an article, Sil.org/ language claimed that between the speakers of any language, there is a variation in the way that they use their language. This variation is demonstrated by linguistic differences in terms of sound and structure. There might be only slight variation between forms of a language –such as minor pronunciation of words or slight changes of grammatical structures that do not inhibit intergroup communication. Sometimes there are differences between speech of men and women, different social classes, and differences between age groups. People will identify some of these features as making the 'best' or most 'beautiful form of the language, other features will be considered nonstandard or undesirable.

 Meacham, Marjory, Rees-Miller and Jamie (2001), 'Language in Social Contexts' defined language variation as a characteristic of language: there is more than one way of saying the same thing. Speakers may vary pronunciation (accent) words choice (lexicon), or morphology and syntax. But while the diversity of variation is great, there seems to be boundaries on variation-speakers do not generally make drastic alterations in sentence word order or use vowel sounds that are completely foreign to the language being spoken.

2.4 Sociolinguistic Variation

Sociolinguistic variation is the study of the way language varies and changes in communities of speakers and concentrates in particular on the interaction of social factors such as a speaker's gender, ethnicity, age and degree of integration into their community and linguistic structures such as sounds, grammatical forms, intonation features as well as words. David Britain (1998), Linguistic Change.

On an article on **ThoughtCo.com**, it was stated that sociolinguistics is the study of the connection between language and society and the way people use language in different social situations. It asks the question, "How does language affect the social nature of human beings, and how does social interaction shape language?" It ranges greatly in depth and detail, from the study of dialects across a given region to the analysis of the way men and women speak to each other in certain situations.

The basic premise of sociolinguistics is that language is variable and ever-changing. As a result, language is not uniform or constant. Rather, it is varied and inconsistent for both the individual user and within and among groups of speakers who use the same language.

It was also, on the same website, pointed out that people adjust the way they talk to their social situation. An individual, for instance, will speak differently to a child than he or she will to their college professor. This socio-situational variation is sometimes called *register* and depends not only on the occasion and relationship between the participants, but also on the participants' region, ethnicity, socioeconomic status, age, and gender.

One way that sociolinguists study language is through dated written records. They examine both hand-written and printed documents to

identify how language and society have interacted in the past. This is often referred to as historical_sociolinguistics: the study of the relationship between changes in society and changes in language over time. For example, historical sociolinguists have studied the use and frequency of the pronoun *thou* in dated documents and found that its replacement with the word *you* is correlated with changes in class structure in 16th and 17th century England.

Sociolinguists also commonly study dialect, which is the regional, social, or ethnic variation of a language. For example, the primary language in the United States is English. People who live in the South, however, often vary in the way they speak and the words they use compared to people who live in the Northwest, even though it is all the same language. There are different dialects of English, depending on what region of the country you are in.

2.5   Speech Style

Speech style is the form of language that a speaker uses and it is characterized by the degree of formality (Joos, 1967:156). The analysis of English style was offered by Martin Joos in his strangely titled book, The Five Clocks (1962). The 'clocks' were levels of formality in spoken and written English, which Joos labelled ' frozen', formal', 'consultative', 'casual', ' intimate' (Coupland, 10:2007).

The speech style helps the speaker to choose the suitable style when they are talking. It will help the speaker deliver a speech more effectively. Labov in Allan Bell (91: 2007) devised means for eliciting different styles of speech from people within compass of single interview. As well as seeking answer to questions, the interviewer has informants carry out several language tasks, designed to focus increasing amount of their attention on how they are speaking.

2.5.1Types of Speech Style

Joos (1967) in Chaer (2004:70) divides language into five styles;

A. Frozen Style

Frozen style is speech style that usually used in very formal situation. The characteristic of pronunciation is monotone. It is called "Frozen" because it already has a pattern and cannot be changed. In written language, frozen style can be found in historical documents, such as in Undang- Undang dasar 1945. Frozen style has a longer sentence than the others. The utterance of this style must be accepted seriously by the hearer. We can find the example of this style in declamation of King to the people, in the church or ceremony. Frozen style is more elaborated than the other style. It is structured in planned over still longer spans, often-whole declamation (Sulistyorini: 10).

The example of this style:

"In this grave hour, perhaps the most fateful in our history, I send to every household of my peoples, both at home and overseas this message spoken with the same depth of feeling for each one of you as if I were able to cross your threshold and speak to you myself." This is part of King Speech of "King's Speech" movie that figure the King announce to the people that their English will face a war with NAZI, Germany.

B. Formal Style

This style is usually used in literary book, president speech, etc. The pattern is standardized and cannot be changed individually. For the patterns, it seems like a standard language that only used in formal situation. So, for conversation between friends, it does not use this kind of language variety .Gleason in Sulistyorini (2007) has substituted deliberative for formal style. He describes the formal style is

characterized by more complex and varied sentence structures than consultative. The vocabulary is also more extensive. This style is usually used in speaking to medium or large groups. The speaker must plan ahead, framing whole sentences before they are delivered. It is also used in speaking to a single hearer. Joos explained in Broderic (1976), formal style is artificially explicit in it is pronunciation. Words take on specialized meanings. Sentence structure is not just complete; it is elaborate. The speaker's purpose is to keep the listener attentive but quiet. The speaker has decided in advance that listener needs all the background information he can get. So there is no need to gauge the listener's needs by eliciting feedback. This conversation usually occurs in conversation between strangers, or someone with his boss. Another characteristic of this style is the speaker will call addresser with rank, not his name.

The example of formal style:

"Mr. Jhonson, do come in..."

"Please take a seat, your Majesty"

"How are you? Mr. Jhonson, nice to see you"

C. Consultative style

Based on Joos theory, Chaer explained (2007) this style which is often used in conducting business or discussion. It is such kind of language used in the meeting, at school, or in the production meeting. This style can be used in formal situation and informal situation.

Broderick (1976) in his paper based on Joos theory described in consultative style, pronunciation is explicit. Word choice is careful and sentence structure is complete but the sentence is tending to be shorter

and less well planned. The speaker constantly watches the listener's verbal and non-verbal responses in order to decide whether too much or not enough information is being transmitted. This is because consultative is for communication with strangers. Each sentence the speaker pronounces must be explicit and clear. This style usually occurs in conversation between doctor and patient, teacher and student. This style needs listener's feedback. Another characteristic of this style is in the structure of the sentences. It has subject and predicate in every utterance, but some word of vocabulary are non-standard ones. This is because actually consultative style is produced in semi-formal situation. Chaer (2001) explained that this style is the most operational among other styles. The listener usually responds to the speaker by simple signal, "Uh, I see, well, Mr. Lionel, I think it's good"

D. Casual style

Chaer (2001:71) explained that this style is a language variety used in informal situations: sharing with family or close friends. When people use this language, it is usually shortened. The vocabularies are full with dialect, regional dialect and seldom use proper structural morphology and syntax. Another characteristic of this style is sometimes the sentence is less on grammar. This style is used for relaxed situation such as with close friend, acquaintances, and insider in social setting. It tends to make frequent use of ephemeral words and expressions which act as badges of shared information or shared assumptions (slang). Casual is a conversational style, but it is not for stranger.

The example of casual style:

"Comin over tonigh? Be there at eight"

"What's up man??"

E. Intimate Style

  Intimate style is usually used by participants who have very close relationship, like between family members, between close friends. This language can be identified by the use of incomplete language, short words, and usually with unclear articulation. This because between participants already understood each other. This style is characterized by what Joos calls "extraction," (Broderic 1967). In this style, intonation is important than wording or grammar. The speaker sometimes uses private vocabulary. As Joos explained that intimate style is characterized by a stable list of words with private meanings that shared only by a small group- usually in pair, in family situation. The reasons for using intimate style are to express feeling between the speakers, to express intimate phenomena. By using intimate language, the most informal atmosphere can be produced, and automatically skip the distance and create comfortable communication.

The example of Intimate style:

"You have to believe me; dear", "just try to be brave as your father,

Boy", "Bertie, you can do this, talk to me as friend"

2.6   What does Sociolinguists Study?

According to **ThoughtsCo.com,** researchers and scholars are currently using sociolinguistics to examine some interesting questions about language in the United States: There is *vowel shift* occurring in the North, in which pattered alterations to vowels is occurring in certain words. For example, many people in Buffalo, Cleveland, Detroit, and Chicago are now pronouncing *bat* like *bet* and *bet* like *but*. Who is changing the pronunciation of these vowels, why are they changing it, and why/how is it spreading?

What parts of African American Vernacular English grammar are being used by white middle-class teenagers? For example, white adolescents might compliment a peer's clothes by saying, "she money," a phrase associated with African Americans.

What will be the impact on language in Louisiana due to the loss of monolingual French speakers in the Cajun region of Southern Louisiana? Will the French features of language be sustained even when these French speakers are gone?

What slang terms do younger generations use to show their affiliation with certain subgroups and to distinguish themselves from their parents' generation? For example, in the early 2000s, teenagers described things that they enjoyed as *cool, money, tight,* or *sweet*, but definitely not *swell,* which is what their parents would have said when they were teenagers.

Which words are pronounced differently according to age, gender, socioeconomic status, or race/ethnicity? For instance, African Americans often pronounce certain words differently than whites. Likewise, some words are pronounced differently depending on whether the person speaking was born after World War II or before.

Which vocabulary words vary by region and time, and what are the different meanings associated with certain words? For example, in Southern Louisiana, a certain breakfast dish is often called *lost bread* while in other parts of the country, it is called *French toast.* Similarly, which words have changed over time? *Frock,* for instance, used to refer to a woman's dress, while today *frock* is rarely used.

Sociolinguists study many other issues as well. For instance, they often examine the values that hearers place on variations in language,

the regulation of linguistic behavior, language standardization, and educational and governmental policies concerning language.

2.7 Definition of Register in Linguistics

According to Richard Nordquist (2019), in linguistics, the register is defined as the way a speaker uses language differently in different circumstances. Think about the words you choose, your tone of voice, even your body language. You probably behave very differently chatting with a friend than you would at a formal dinner party or during a job interview. These variations in formality, also called stylistic variation, are known as registers in linguistics. They are determined by such factors as social occasion, context, purpose, and audience.

Registers are marked by a variety of specialized vocabulary and turns of phrases, colloquialisms and the use of jargon, and a difference in intonation and pace; in "The Study of Language," linguist George Yule describes the function of jargon as helping " to create and maintain connections among those who see themselves as 'insiders' in some way and to exclude 'outsiders.'"

Registers are used in all forms of communication, including written, spoken, and signed. Depending on grammar, syntax, and tone, the register may be extremely rigid or very intimate. You don't even need to use an actual word to communicate effectively. A huff of exasperation during a debate or a grin while signing "hello" speaks volumes.

2.7.1 Types of Linguistic Register

Some linguists say there are just two types of register: formal and informal. This isn't incorrect, but it is an oversimplification. Instead, most who study language say there are five distinct registers.

1. **Frozen**: This form is sometimes called the static register because it refers to historic language or communication that is intended to remain unchanged, like a constitution or prayer. Examples: The Bible, the United States Constitution, the Bhagavad Gita, "Romeo and Juliet."

2. **Formal**: Less rigid but still constrained, the formal register is used in professional, academic, or legal settings where communication is expected to be respectful, uninterrupted, and restrained. Slang is never used, and contractions are rare. Examples: a TED talk, a business presentation, the Encyclopedia Brittanica, "Gray's Anatomy," by Henry Gray.

3. **Consultative**: People use this register often in conversation when they're speaking with someone who has specialized knowledge or who is offering advice. Tone is often respectful (use of courtesy titles) but may be more casual if the relationship is longstanding or friendly (a family doctor.) Slang is sometimes used; people may pause or interrupt one another. Examples: the local TV news broadcast, an annual physical, a service provider like a plumber.

4. **Casual**: This is the register people use when they're with friends, close acquaintances and co-workers, and family. It's probably the one you think of when you consider how you talk with other people, often in a group setting. Use of slang, contractions, and

vernacular grammar is all common, and people may also use expletives or off-color language in some settings. Examples: a birthday party, a backyard barbecue.

5. **Intimate**: Linguists say this register is reserved for special occasions, usually between only two people and often in private. Intimate language may be something as simple as an inside joke between two college friends or a word whispered in a lover's ear.

2.8 Definition and Examples of Language Varieties

In sociolinguistics, language variety—also called *lect*—is a general term for any distinctive form of a language or linguistic expression. Linguists commonly use *language variety* (or simply *variety*) as a cover term for any of the overlapping subcategories of a language, including dialect, register, jargon, and idiolect. To understand the meaning of language varieties, it's important to consider how lects differ from Standard English. Even what constitutes Standard English is a topic of hot debate among linguists. Standard English is a controversial term for a form of the English language that is written and spoken by educated users. For some linguists, Standard English is a synonym for *good* or *correct* English usage. Others use the term to refer to a specific geographical dialect of English or a dialect favored by the most powerful and prestigious social group.

Varieties of language develop for a number of reasons: differences can come about for geographical reasons; people who live in different geographic areas often develop distinct dialects—variations of Standard English. Those who belong to a specific group (often academic or professional) tend to adopt jargon that is known to and

understood by only members of that select group. Even individuals develop idiolects, their own specific ways of speaking.

2.9 Register (Socio-Situational)

Register is defined as the way a speaker uses language differently in different circumstances. Think about the words you choose, your tone of voice, even your body language. You probably behave very differently chatting with a friend than you would at a formal dinner party or during a job interview. These variations in formality, also called *stylistic variation*, are known as registers in linguistics. They are determined by such factors as social occasion, context, purpose, and audience. Registers are marked by a variety of specialized vocabulary and turns of phrases, colloquialisms, the use of jargon, and a difference in intonation and pace.

Registers are used in all forms of communication, including written, spoken, and signed. Depending on grammar, syntax, and tone, the register may be extremely rigid or very intimate. You don't even need to use an actual word to communicate effectively. A huff of exasperation during a debate or a grin while signing "hello" speaks volumes.

2.10 Jargon

Jargon refers to the specialized language of a professional or occupational group. Such language is often meaningless to outsiders. American poet David Lehman has described jargon as "the verbal sleight of hand that makes the old hat seem newly fashionable; it gives an air of novelty and specious profundity to ideas that, if stated directly, would seem superficial, stale, frivolous, or false."

George Packer describes jargon in a similar vein in a 2016 article in the *New Yorker* magazine:

"Professional jargon—on Wall Street, in humanities departments, in government offices—can be a fence raised to keep out the uninitiated and permit those within it to persist in the belief that what they do is too hard, too complex, to be questioned.   Jargon acts not only to euphemize but to license, setting insiders against outsiders and giving the flimsiest notions a scientific aura."

 Pam Fitzpatrick, a senior research director at Gartner, a Stamford, Connecticut-based research and advisory firm specializing in high tech, writing on LinkedIn, puts it more bluntly: "Jargon is waste, wasted breath, wasted energy. It absorbs time and space but does nothing to further our goal of persuading people to help us solve complex problems."

In other words, jargon is a faux method of creating a sort of dialect that only those on this inside group can understand. Jargon has social implications similar to dialect prejudice but in reverse: It is a way of making those who understand this particular variety of language more erudite and learned; those who are members of the group that understands the particular jargon are considered smart, while those on the outside are simply not bright enough to comprehend this kind of language.

2.11 Types of Lects

 In addition to the distinctions discussed previously, different types of lects also echo the types of language varieties:

- **Regional dialect:** A variety spoken in a particular region.

- **Sociolect:** Also known as a social dialect, a variety of language (or register) used by a socioeconomic class, a profession, an age group, or any other social group.
- **Ethnolect:** A lect spoken by a specific ethnic group. For example, Ebonics, the vernacular spoken by some African-Americans, is a type of ethnolect, notes <u>e2f</u>, a language-translation firm.
- **Idiolect:** According to e2f, the language or languages spoken by each individual. For example, if you are multilingual and can speak in different registers and styles, your idiolect comprises several languages, each with multiple registers and styles.

In the end, language varieties come down to judgments, often "illogical," that are, according to Edward Finegan in "Language: Its Structure and Use": "...imported from outside the realm of language and represent attitudes to particular varieties or to forms of expression within particular varieties."

The language varieties, or lects, that people speak often serve as the basis for judgment, and even exclusion, from certain social groups, professions, and business organizations. As you study language varieties, keep in mind that they are often based on judgments one group is making in regard to another.

2.12 Dialect

The word dialect—which contains "lect" within the term—derives from the Greek words *dia-* meaning "across, between" and *legein* "speak." A *dialect* is a regional or social variety of a language distinguished by pronunciation, grammar,

and/or vocabulary. The term *dialect* is often used to characterize a way of speaking that differs from the standard variety of the language.

Sarah Thomason of the Linguistic Society of America notes: "All dialects start with the same system, and their partly independent histories leave different parts of the parent system intact. This gives rise to some of the most persistent myths about language, such as the claim that the people of Appalachia speak pure Elizabethan English." Certain dialects have gained negative connotations in the U.S. as well as in other countries. Indeed, the term *dialect prejudice* refers to discrimination based on a person's dialect or way of speaking. Dialect prejudice is a type of linguicism—discrimination based on dialect. In their article "Applied Social Dialectology," published in "Sociolinguistics: An International Handbook of the Science of Language and Society," Carolyn Temple and Donna Christian observe: "...dialect prejudice is endemic in public life, widely tolerated, and institutionalized in social enterprises that affect almost everyone, such as education and the media. There is limited knowledge about and little regard for linguistic study showing that all varieties of a language display systematicity and that the elevated social position of standard varieties has no scientific linguistic basis." Due to this kind of dialectic prejudice, Suzanne Romaine, in "Language in Society," notes: "Many linguists now prefer the term *variety* or *lect* to avoid the sometimes pejorative connotations that the term 'dialect' has."

From Wikipedia, the free encyclopedia

The term **dialect** (from Latin dialectus, dialectos, from the Ancient Greek word διάλεκτος, *diálektos*, "discourse", from διά, *diá*, "through"

and λέγω, *légō*, "I speak") is used in two distinct ways to refer to two different types of linguistic phenomena:

- One usage refers to a variety of a language that is a characteristic of a particular group of the language's speakers. Under this definition, the dialects or varieties of a particular language are closely related and, despite their differences, are most often largely mutually intelligible, especially if close to one another on the dialect continuum. The term is applied most often to regional speech patterns, but a dialect may also be defined by other factors, such as social class or ethnicity. A dialect that is associated with a particular social class can be termed a sociolect, a dialect that is associated with a particular ethnic group can be termed an ethnolect, and a geographical/regional dialect may be termed a regiolect (alternative terms include 'regionalect', 'geolect', and 'topolect'). According to this definition, any variety of a given language can be classified as "a dialect", including any standardized varieties. In this case, the distinction between the "standard language" (i.e. the "standard" dialect of a particular language) and the "nonstandard" (vernacular) dialects of the same language is often arbitrary and based on social, political, cultural, or historical considerations. In a similar way, the definitions of the terms "language" and "dialect" may overlap and are often subject to debate, with the differentiation between the two classifications often grounded in arbitrary and/or sociopolitical motives. The term "dialect" is however sometimes restricted to mean "non-standard variety", particularly in non-specialist settings and non-English linguistic traditions.

- The other usage of the term "dialect", specific to colloquial settings in countries like Italy and the Philippines, carries a pejorative undertone and underlines the socially subordinated status of a language to another language, often historically cognate or genetically related to the standardized dominant language, but not actually derived *from* it. In other words, it is not an actual variety of the national or dominant language, but rather a separate, independently evolved but often related language. In this sense, unlike in the first usage, the standardized language would not itself be considered a "dialect", as it is the dominant language in a particular state or region, whether in terms of linguistic prestige, social or political status, official status, predominance or prevalence, or all of the above. Meanwhile, under this usage, the "dialects" subordinate to the dominant language are generally not variations of it but rather separate (but often loosely related) languages in and of themselves. Thus, these "dialects" are not dialects or varieties of a particular language in the same sense as in the first usage; though they may share roots in the same family or subfamily as the dominant language and may even, to varying degrees, share some mutual intelligibility with the standardized language, they often did not evolve closely with the standard language or within the same linguistic subgroup or speech community as the standardized language and instead may better fit various parties' criteria for a separate language. The term "dialect" used this way might imply a political connotation, being used to refer to low-prestige regional languages (even those distant from the national language), languages lacking institutional support, or those perceived as unsuitable for writing. The designation "dialect" is

also used popularly to refer to the unwritten or non-codified languages of developing countries or isolated areas, where the term "vernacular language" would be preferred by linguists.

A dialect is distinguished by its vocabulary, grammar, and pronunciation (phonology, including prosody), where a distinction can be made only in terms of pronunciation (including prosody, or just prosody itself), the term *accent* may be preferred over *dialect*. Other types of speech varieties include jargons, which are characterized by differences in lexicon (vocabulary); slang; patois; pidgins; and argots. The particular speech patterns used by an individual are termed an idiolect.

2.12.1 Standard and non-standard dialect

A standard dialect (also known as a "standardized dialect" or "standard language") is a dialect that is supported by institutions. Such institutional support may include government recognition or designation; presentation as being the "correct" form of a language in schools; published grammars, dictionaries, and textbooks that set forth a normative spoken and written form; and an extensive formal literature that employs that variety (prose, poetry, non-fiction, etc.). There may be multiple standard dialects associated with a single language. For example, Standard American English, Standard British English, Standard Canadian English, Standard Indian English, Standard Australian English, and Standard Philippine English may all be said to be standard dialects of the English language.

A nonstandard dialect, like a standard dialect, has a complete grammar and vocabulary, but is usually not the beneficiary of institutional support. Examples of a nonstandard English dialect are Southern

American English, Western Australian English, New York English, New England English, Mid-Atlantic American or Philadelphia / Baltimore English, Scouse, Brummie, Cockney, and Tyke. The Dialect Test was designed by Joseph Wright to compare different English dialects with each other.

2.13 Dialect or language

There is no universally accepted criterion for distinguishing two different languages from two dialects (i.e. varieties) of the same language. A number of rough measures exist, sometimes leading to contradictory results. The distinction is therefore subjective and depends upon the user's frame of reference. For example, there has been discussion about whether or not the Limón Creole English should be considered "a kind" of English or a different language. This creole is spoken in the Caribbean coast of Costa Rica (Central America) by descendants of Jamaican people. The position that Costa Rican linguists support depends upon which University they represent.

2.13 Mutual intelligibility

One criterion, which is often considered to be purely linguistics, is that of mutual intelligibility: two varieties are said to be dialects of the same language if being a speaker of one variety confers sufficient knowledge to understand and be understood by a speaker of the other; otherwise, they are said to be different languages. However, this definition cannot consistently delimit languages in the case of a dialect continuum (or dialect chain), containing a sequence of varieties, each mutually intelligible with the next, but where widely separated varieties may not be mutually intelligible. Further problems with this criterion are that mutual intelligibility occurs in varying degrees, and that it is

difficult to distinguish from prior familiarity with the other variety. Reported mutual intelligibility may also be affected by speakers' attitudes to the other speech community.

2.15 Sociolinguistic definitions
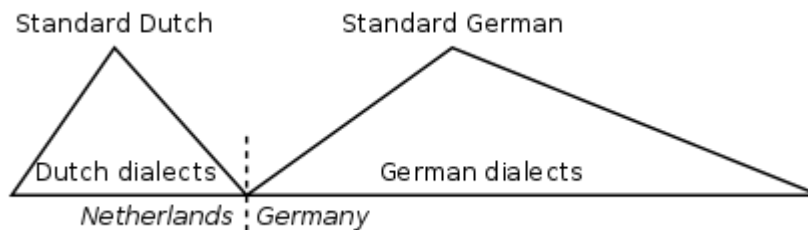
Local varieties in the West Germanic dialect continuum are oriented towards either Standard Dutch or Standard German depending on which side of the border they are spoken.

Another occasionally used criterion for discriminating dialects from languages is the sociolinguistic notion of linguistic authority. According to this definition, two varieties are considered dialects of the same language if (under at least some circumstances) they would defer to the same authority regarding some questions about their language. For instance, to learn the name of a new invention, or an obscure foreign species of plant, speakers of Westphalian and East Franconian German might each consult a German dictionary or ask a German-speaking expert in the subject. Thus these varieties are said to be dependent on, or heteronomous with respect to, Standard German, which is said to be autonomous. In contrast, speakers in the Netherlands of Low Saxon varieties similar to Westphalian would instead consult a dictionary of Standard Dutch. Similarly, although

Yiddish is classified by linguists as a language in the Middle High German group of languages, a Yiddish speaker would consult a different dictionary in such a case.

Within this framework, W. A. Stewart defined a *language* as an autonomous variety together with all the varieties that are heteronomous with respect to it, noting that an essentially equivalent definition had been stated by Charles A. Ferguson and John J. Gumperz in 1960. Similarly, a heteronomous variety may be considered a *dialect* of a language defined in this way.[] In these terms, Danish and Norwegian, though mutually intelligible to a large degree, are considered separate languages. In the framework of Heinz Kloss, these are described as languages by *ausbau* (development) rather than by *abstand* (separation).

In other situations, a closely related group of varieties possess considerable (though incomplete) mutual intelligibility, but none dominates the others. To describe this situation, the editors of the *Handbook of African Languages* introduced the term *dialect cluster* as a classificatory unit at the same level as a language. A similar situation, but with a greater degree of mutual unintelligibility, has been termed a *language cluster*.[]

2.16 Political factors

In many societies, however, a particular dialect, often the sociolect of the elite class, comes to be identified as the "standard" or "proper" version of a language by those seeking to make a social distinction and is contrasted with other varieties. As a result of this, in some contexts, the term "dialect" refers specifically to varieties with low social status.

In this secondary sense of "dialect", language varieties are often called *dialects* rather than *languages*:

1.   If they have no standard or codified form,

2.   If they are rarely or never used in writing (outside reported speech),

3.   If the speakers of the given language do not have a state of their own,

4.   If they lack prestige with respect to some other, often standardised, variety.

The status of "language" is not solely determined by linguistic criteria, but it is also the result of a historical and political development. Romansh came to be a written language, and therefore it is recognized as a language, even though it is very close to the Lombardic alpine dialects. An opposite example is the case of Chinese, whose variations such as Mandarin and Cantonese are often called dialects and not languages in China, despite their mutual unintelligibility.

Modern nationalism, as developed especially since the French Revolution, has made the distinction between "language" and "dialect" an issue of great political importance. A group speaking a separate "language" is often seen as having a greater claim to being a separate "people", and thus to be more deserving of its own independent state, while a group speaking a "dialect" tends to be seen not as "a people" in its own right, but as a sub-group, part of a bigger people, which must content itself with regional autonomy.[J] The distinction between language and dialect is thus inevitably made at least as much on a

political basis as on a linguistic one, and can lead to great political controversy or even armed conflict.

The Yiddish linguist Max Weinreich published the expression, *A shprakh iz a dialekt mit an armey un flot* ("אַ שפּראַך איז אַ דיאַלעקט מיט אַן אַרמיי און פֿלאָט" ":A language is a dialect with an army and navy") in *YIVO Bleter* 25.1, 1945, p. 13. The significance of the political factors in any attempt at answering the question "what is a language?" is great enough to cast doubt on whether any strictly linguistic definition, without a socio-cultural approach, is possible. This is illustrated by the frequency with which the army-navy aphorism is cited.

2.17 Terminology

By the definition most commonly used by linguists, any linguistic variety can be considered a "dialect" of *some* language—"everybody speaks a dialect". According to that interpretation, the criteria above merely serve to distinguish whether two varieties are dialects of the *same* language or dialects of *different* languages.

The terms "language" and "dialect" are not necessarily mutually exclusive, although it is often perceived to be.[] Thus there is nothing contradictory in the statement "the *language* of the Pennsylvania Dutch is a dialect of German".

There are various terms that linguists may use to avoid taking a position on whether the speech of a community is an independent language in its own right or a dialect of another language. Perhaps the most common is "variety"; "lect" is another. A more general term is "languoid", which does not distinguish between dialects, languages, and groups of languages, whether genealogically related or not.

2.18 Dialect and Accent

John Lyons writes that "Many linguists subsume differences of accent under differences of dialect." In general, *accent* refers to variations in pronunciation, while *dialect* also encompasses specific variations in grammar and vocabulary.

2.19 Previous Studies

First study: Abdelrazing Alnour (2017) in his thesis entitled (Investigating the impact of Culture in Developing Communicative Competence of EFL Learners) highlights that the misunderstanding of others' culture causes confusion in developing communicative competence in English language. This misunderstanding thus, is a lack of knowledge of the different speech's styles. This study finds out the following outcomes:

1- There is no clear strategy of teaching English language that can help students to understand English well.
2- The negligence of other cultures hinders developing communicative competence in English.
3- Sufficient and suitable methods and techniques of oral skills are not used to help students develop their speaking skills.

Second study: Mohamed Ahmed (2016) in his thesis entitled (The Impact of Bilingualism on The Sudanese Bilingual Speakers) states that the speakers are different in the way they speak and see the world in addition to the way they use two languages of forms of the same language. This study tries to find those differences. The following results were reached out by the researcher:

1- English as a second language has influence on bilingual speakers' personalities.

2- Bilingual speakers' personality is affected by English in language relation to culture.

3- There is a relationship between language and culture and the way someone speaks.

Third study: Joaquim Listeria (Autonomous University of Barcelona) in this research paper under the title (Speaking Styles in Speaking Research), illustrates that, as cited (Labov 1972: 209), "The aim of linguistic research in the community must be to find out how people talk when they are not systematically observed; yet we can only obtain these data by systematic observation" . This research paper found out that:

1- Intra-style comparisons within the domain of spontaneous speech seem to be restricted to a few dimensions in the sample of papers considered: content vs. function words, old vs., new words, syntactically prominent vs. non prominent words are usually compared. The interest of these dimensions is that they are not purely phonetic, but depend on higher levels of linguistic analysis such as morphology, syntax and pragmatics. Thus, a way for interaction between speech and natural language analysis seems to open when they are taken into account.

2- Connected speech appears to be a much favoured domain as far as intra-style comparisons are concerned. Differences among speaking rates (slow, normal, fast) are considered, and even some authors are beginning to explore the "maximally fast" style.

3- Changes in vowel formants and in vowel duration are related to "vowel reduction", a topic which seems to be quite favoured in the study of speaking styles.

CHAPTER THREE

METHODOLOGY

3.0   Introduction:

This chapter describes the methodology that is used in the study. This is the main data used in the study including the instruments of data collection. The researcher designed a questionnaire in order to investigate and then evaluate the different speech's styles in social context and their effects on language learning.

3.1   Method of the Study

The suitable methodology adopted for this study is the descriptive analytic method, using mixed cross sectional or co-relational analysis, the data and information that were collected for this study were analyzed using

3.2   Sample Population and Size:

The population of this study is teachers who have been teaching English for a long period of time in universities and international schools, therefore population of this study is teachers of English language.

The sample of the study was randomly selected or chosen fifteen of the English language lecturers at different Sudanese universities as well as fifteen teachers from different international schools in the same country. According to Osuala (2001: 272) random sampling is a method of drawing sample of population so that each member of the population has an equal chance of being selected. All sample have the same probability of being a selected a sample drawn at random is unbiased. All 15 teachers from English departments in colleges of education and Arts from different universities were equally selected

and the same is applied to other 15 teachers from the international schools. The data of this study has been derived from the respondents of the sample of the questionnaire. Therefore, the researcher sampled 30 respondents from the whole English language lectures and teachers as well to represent the study population and size.

3.3 Instruments

Instruments of any study are tools which are used to collect data for the study, here the major tool used and the procedure for the data collection is a questionnaire. This is the type of a questionnaire where the information is expected to responders so that they choose their responds by ticking the statements that are provided to them. The questionnaire includes thirteen statements all of which are scaled by the categories; strongly agree, agree, neutral, strongly disagree and disagree. The statements themselves are then subcategorised into three main hypotheses. The first hypothesis: If the students recognize the different social styles that are used in different social contexts, then they may soon master them and learn any language better, has got four statements underneath, and the second hypothesis: If people are unaware of the different styles, then there is a possibility of breaking their communication, has got five statements. The third hypothesis: Using different forms of style would make our understanding of a language even better**,** on the other hand has got four statements.

3.4 Validity

The first draft of the questionnaire has been given to the supervisor who made some modification by adding and excluding. The questionnaire was then judged by a group of lecturers at SUST named as follow: Dr. Abbas Mukhtar, Dr. Hillary Marino, Dr. Nagla Taha, and Dr. Taj Assir Haj Ibrahim.

3.5 Reliability

Reliability refers to whether the instrument can produce the same or similar results if it is conducted again under the same conditions; the questionnaire was calculated by a computer program called (SPSS) statistical package of social studies (Cranach's alpha Method.)

Cranach's alpha method: -

The reliability of the questionnaire was calculated using Cranach's alpha equation shown below:

$$\text{Reliability coefficient} = \frac{n}{N-1} * \frac{1 - Total\ variations\ questions}{variation\ total\ grades}$$

$$\text{Validity} = \sqrt{\frac{n}{N-1} * \frac{1 - Total\ variations\ questions}{variation\ total\ grades}}$$

Cranach alpha coefficient = (0.96), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study

Validity coefficient is the square root of the reliability coefficient is (0.98), and this shows that there is a high sincerity of the scale and that is the benefit of the study.

Cranach's alpha method

No	Value	Reliability	Validity
1	Using different speech styles by students affects their communication abilities	0.88	0.94
2	Students recognizing the different speech's styles that are used in social contexts will help them in enhancing better language learning	0.89	0.94
3	Using different forms of style would make our understanding of a language even better	0.87	0.93
Total		0.96	0.98

3.6 Procedures:

The researcher has collected the data from the participants' responses in the questionnaire then every single paper was inserted into SPSS. Frequencies and percentage have been calculated for each question. The researcher has used (the Alpha-cronbach) to check the validity of hypotheses. The charts were provided for further demonstrations and explanations.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISUSSION

4.0   Introduction:

This chapter of the study deals with the collected data and presents it as analysis and interpretation in order to test the study's hypotheses. This study aims to find out the reasons why people speak differently when they address each other, and the effects of those different styles on their learning of the target language. The research also aims at analysing and interpreting those investigations of the different styles found in different social contexts and their effects on language learning so as to establish a connection among the triangular shape of the study; different styles; different social contexts and the effects of both differences in language learning. Also, provide language learners with comprehensive information of effects of the varied styles on language learning.

4.1.   Sampling
Table (No 4.1) illustrates the frequency and percentage of the sex.

sex	Frequencies	Percentage
Male	24	96.0%
Female	1	4.0%
Total	25	100.0%
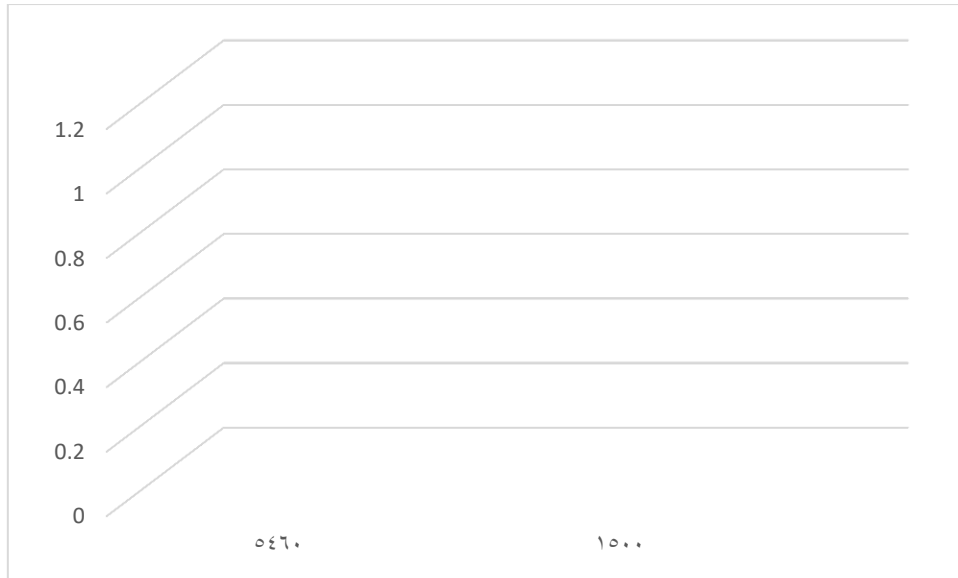
Figure (No 4.1)

Chart (No 4.1) shows the views of the distribution of the sex sample by male by (%96.0) and female by (%4.0). This means that there were more male responders than female ones.

Table (N04.2) elucidates the frequency and percentage for the age.

Age	Frequencies	Percentage
By (20 to less than 30) years	7	28.0%
By (30 to less than 40)	13	52.0%
By (40 to less than 50)	4	16.0%
By (50 to less than 60 years	1	4.0%
Total	25	100.0%

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Figure (No 4.2)

Chart (No 4.2) provides the views of the distribution of the age sample by From 20 to less than 30 years by (%28.0), (30 to less than 40) by (%52.0) and from (40 to less than 50) by (%16.0) ,50 to less than 60 years by (%4.0).

4.2.1 View and Data Analysis

Hypothesis 1: Using different speech styles by students affects their communication abilities

Table (No4.3) throws light upon the frequency and percentage to the: Style and social contexts play significant roles in learning new languages

Valid	Frequencies	Percentage
Strongly agree	20	80.0%
Agree	5	20.0%
Neutral	0	0.0%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	25	100.0%

| 1.2 |
| 1 |
| 0.8 |
| 0.6 |
| 0.4 |
| 0.2 |
| 0 |

Figure (No 4.3)

Chart (No 4.3) points the views of the distribution of the style and social contexts play significant roles in learning new languages sample by strongly agree by (%80.0) and agree by (%20.0) and neutral by (%0.0) and disagree by (%0.0) and strongly disagree by (%0.0). This simply means that style and social contexts affect learning new language.

Table (No 4.4) demonstrates the frequency and percentage of the Speech's style is not the same worldwide

Valid	Frequencies	Percentage
Strongly agree	13	52.0%
Agree	10	40.0%
Neutral	0	0.0%
Disagree	1	4.0%
Strongly disagree	1	4.0%
Total	25	100.0%

Figure (No 4.4)

Chart (No 4.4) represents the views of the distribution of the Speech's style is not the same worldwide sample by strongly agree by (%52.0) and agree by (%40.0) and neutral by (%0.0) and disagree by (%4.0) and strongly disagree by (%4.0).

Table (No 4.5) embodies the frequency and percentage to the: Students, who are aware of the different styles that are found in speech, learn better than those who are unaware

Valid	Frequencies	Percentage
Strongly agree	14	56.0%
Agree	7	28.0%
Neutral	2	8.0%
Disagree	1	4.0%
Strongly disagree	1	4.0%
Total	25	100.0%

Figure (No 4.5)

Chart (No 4.5) illustrates the views of the distribution of the Students, who are aware of the different styles that are found in speech, learn better than those who are unaware sample by strongly agree by (%56.0) and agree by (%28.0) and neutral by (%8.0) and disagree by (%4.0) and strongly disagree by (%4.0).

Table (No 4.6) exemplifies the frequency and percentage for the Knowing the speech's styles is very effective in explaining the reasons why people use different styles in different situation

Valid	Frequencies	Percentage
Strongly agree	12	48.0%
Agree	12	48.0%
Neutral	0	0.0%
Disagree	0	0.0%
Strongly disagree	1	4.0%
Total	25	100.0%

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1.2	
1	
0.8	
0.6	
0.4	
0.2	
0	

Figure (No 4.6)

Chart (No 4.6) shows the views of the distribution of the Knowing the speech's styles is very effective in explaining the reasons why people use different styles in different situation sample by strongly agree by (%48.0) and agree by (%48.0) and neutral by (%0.0) and disagree by (%0.0) and strongly disagree by (%4.0).

Table (No 4.7) represents chi-square teat results of the: Using different speech styles by students affects their communication abilities

No	Phrases	Chi-square value	df	Sig.	Median	Interpretation
1	Style and social contexts play significant roles in learning new languages.	9.00	1	0.000	5.00	Strongly agree
2	Speech's style is not the same worldwide	18.36	3	0.000	5.00	Strongly agree
3	Students, who are aware of the different styles that are found in speech, learn better than those who are unaware	25.20	4	0.000	5.00	Strongly agree
4	Knowing the speech's styles is very effective in explaining the reasons why people use different styles in different situation	9.68	2	0.000	4.00	Agree

The results of table (N0 4.7) are interpreted as follows:

1. The value of chi – square calculated to signify the differences between the Style and social contexts play significant roles in learning new languages was (9.00) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

2. The value of chi – square calculated to signify the differences between the Speech's style is not the same worldwide was (18.36) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

3. The value of chi – square calculated to signify the differences between the Students, who are aware of the different styles that are found in speech, learn better than those who are unaware was (25.20) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

4. The value of chi – square calculated to signify the differences between the Knowing the speech's styles is very effective in explaining the reasons why people use different styles in different situation was (9.68) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

Hypothesis 2: Students recognizing the different speech's styles that are used in social contexts will help them in enhancing better language learning.

Table (No 4.8) mirrors the frequency and percentage for the Characteristics, abilities and experiences of learners as individuals or as groups are not important in ensuring the effectiveness of the process of learning

Valid	Frequencies	Percentage
Strongly agree	1	4.0%
Agree	3	12.0%
Neutral	2	8.0%
Disagree	10	40.0%
Strongly disagree	9	36.0%
Total	25	100.0%

Figure (No 4.8)

Chart (No 4.8) portrays the views of the distribution of the Characteristics, abilities and experiences of learners as individuals or as groups are not important in ensuring the effectiveness of the process of learning sample by strongly agree by (%4.0) and agree by (%12.0) and neutral by (%8.0) and disagree by (%40.0) and strongly disagree by (%36.0).

Table (No 4.9) elucidates the frequency and percentage to the frozen style (language that does not change) is not as important as the other four styles in language learning

Valid	Frequencies	Percentage
Strongly agree	3	12.0%
Agree	4	16.0%
Neutral	5	20.0%
Disagree	9	36.0%
Strongly disagree	4	16.0%
Total	25	100.0%

Chart (No 4.9) illustrates the views of the distribution of the frozen style (language that does not change) is not as important as the other four styles in language learning sample by strongly agree by (%12.0) and agree by (%16.0) and neutral by (%20.0) and disagree by (%36.0) and strongly disagree by (%16.0).

Table (No 4.10) images the frequency and percentage of the Even if style is lifted out of home territory and used somewhere else; it can still be placed and pointed to where it came from

Valid	Frequencies	Percentage
Strongly agree	7	28.0%
Agree	11	44.0%
Neutral	4	16.0%
Disagree	3	12.0%
Strongly disagree	0	0.0%
Total	25	100.0%

Figure (No 4.10)

Chart (No 4.10) explains the views of the distribution of the Even if style is lifted out of home territory and used somewhere else, it can still be placed and pointed to where it came from sample by strongly agree by (%28.0) and agree by (%44.0) and neutral by (%16.0) and disagree by (%12.0) and strongly disagree by (%0.0).

Table (No 4.11) depicts the frequency and percentage for the Style cannot mark out a social difference and help in reading and understanding some ideas about a style's location

Valid	Frequencies	Percentage
Strongly agree	0	0.0%
Agree	4	16.0%
Neutral	5	20.0%
Disagree	7	28.0%
Strongly disagree	9	36.0%
Total	25	100.0%

Figure (No 4.11)

Chart (No 4.11) shows the views of the distribution of the Style cannot mark out a social difference and help in reading and understanding some ideas about a style's location sample by strongly agree by (%0.0) and agree by (%16.0) and neutral by (%20.0) and disagree by (%28.0) and strongly disagree by (%36.0).

Table (No 4.12) represents the frequency and percentage of the Speakers, who come from different regions, influence the language in term of variation

Valid	Frequencies	Percentage
Strongly agree	8	32.0%
Agree	14	56.0%
Neutral	1	4.0%
Disagree	2	8.0%
Strongly disagree	0	0.0%
Total	25	100.0%

50

Figure (No 4.12)

Chart (No 4.12) illustrates the views of the distribution of the Speakers, who come from different regions, influence the language in term of variation sample by strongly agree by (%32.0) and agree by (%56.0) and neutral by (%4.0) and disagree by (%8.0) and strongly disagree by (%0.0).

Table (No 4.13) depicts chi-square teat results to the Students recognizing the different speech's styles that are used in social contexts will help them in enhancing better language learning

No	Phrases	Chi-square value	df	Sig.	Median	Interpretation
1	Characteristics, abilities and experiences of learners as individuals or as groups are not important in ensuring the effectiveness of the process of learning	14.00	4	0.000	2.00	Disagree
2	The frozen style (language that does not change) is not as important as the other four styles in language learning	14.40	4	0.000	2.00	Disagree
3	Even if style is lifted out of home territory and used somewhere else, it can still be placed and pointed to where it came from	16.20	3	0.000	4.00	Agree
4	Style cannot mark out a social difference and help in reading and understanding some ideas about a style's location	12.36	3	0.000	2.00	Disagree
5	Speakers, who come from different regions, influence the language in term of variation	17.40	3	0.000	4.00	Agree

The results of table (13) are interpreted as follows:

1. The value of chi – square calculated to signify the differences between the Characteristics, abilities and experiences of learners as individuals or as groups are not important in ensuring the effectiveness of the process of learning was (14.00) with P-value

(0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

2. The value of chi – square calculated to signify the differences between the frozen style (language that does not change) is not as important as the other four styles in language learning was (14.40) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

3. The value of chi – square calculated to signify the differences between the Even if style is lifted out of home territory and used somewhere else, it can still be placed and pointed to where it came from was (16.20) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

4. The value of chi – square calculated to signify the differences between the Style cannot mark out a social difference and help in reading and understanding some ideas about a style's location was (12.36) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

5. The value of chi – square calculated to signify the differences between the Speakers, who come from different regions, influence the language in term of variation was (17.40) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

Hypothesis 3: Using different forms of style would make our understanding of a language even better

Table (No 4.14) illustrates the frequency and percentage to the: Because no two speakers of a language speak exactly the same, there is what we call intergroup variation

Valid	Frequencies	Percentage
Strongly agree	5	20.0%
Agree	15	60.0%
Neutral	1	4.0%
Disagree	1	4.0%
Strongly disagree	3	12.0%
Total	25	100.0%

Figure (No 4.14)

Chart (No 4.14) throws light upon the views of the distribution of the: Because no two speakers of a language speak exactly the same, there is what we call intergroup variation sample by strongly agree by (%20.0) and agree by (%60.0) and neutral by (%4.0) and disagree by (%4.0) and strongly disagree by (%12.0)

Table (No 4.15) provides the frequency and percentage for the: Learning languages does affect the social nature of human beings

Valid	Frequencies	Percentage
Strongly agree	8	32.0%
Agree	14	56.0%
Neutral	1	4.0%
Disagree	0	0.0%
Strongly disagree	2	8.0%
Total	25	100.0%

Figure (No 4.15)

Chart (No 4.15) shows the views of the distribution of the Learning languages does affect the social nature of human beings sample by strongly agree by (%32.0) and agree by (%56.0) and neutral by (%4.0) and disagree by (%0.0) and strongly disagree by (%8.0).

Table (No 4.16) illustrates the frequency and percentage to the Style helps a speaker to choose the suitable style when they are talking

Valid	Frequencies	Percentage
Strongly agree	11	44.0%
Agree	8	32.0%
Neutral	3	12.0%
Disagree	2	8.0%
Strongly disagree	1	4.0%
Total	25	100.0%

Figure (No 4.16)

Chart (No 4.16) portrays the views of the distribution of the Style helps a speaker to choose the suitable style when they are talking sample by strongly agree by (%44.0) and agree by (%32.0) and neutral by (%12.0) and disagree by (%8.0) and strongly disagree by (%4.0).

Table (No 4.17) instances the frequency and percentage of the Registers are not used in all forms at communication

Valid	Frequencies	Percentage
Strongly agree	3	12.0%
Agree	5	20.0%
Neutral	4	16.0%
Disagree	8	32.0%
Strongly disagree	5	20.0%
Total	25	100.0%

Figure (No 4.17)

Chart (No 4.17) illustrates the views of the distribution of the Registers are not used in all forms at communication sample by strongly agree by (%12.0) and agree by (%20.0) and neutral by (%16.0) and disagree by (%32.0) and strongly disagree by (%20.0).

Table (No 4.18) exemplifies chi-square teat results for the Using different forms of style would make our understanding of a language even better

No	Phrases	Chi-square value	df	Sig.	Median	Interpretation
1	Because no two speakers of a language speak exactly the same, there is what we call intergroup variation	27.20	4	0.000	4.00	Agree
2	Learning languages does affect the social nature of human beings	17.40	3	0.000	4.00	Agree
3	Style helps a speaker to choose the suitable style when they are talking	14.80	4	0.000	4.00	Agree
4	Registers are not used in all forms at communication	12.80	4	0.000	2.00	Disagree

The results of table (No 4.18) are interpreted as follows:

1. The value of chi – square calculated to signify the differences between the: Because no two speakers of a language speak exactly the same, there is what we call intergroup variation was (27.20) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

2. The value of chi – square calculated to signify the differences between the Learning languages does affect the social nature of human beings was (17.40) with P-value (0.000) which is lower

than the level of significant value (5%) These refer to the existence of differences statistically.

3. The value of chi – square calculated to signify the differences between the Style helps a speaker to choose the suitable style when they are talking was (14.80) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

4. The value of chi – square calculated to signify the differences between the Registers are not used in all forms at communication was (12.80) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

4.3. Testing of hypotheses

Table (No 4.19) represents chi-square teat results: Using different speech styles by students affects their communication abilities

No	Chi-square	Df	Sig.	Median	Scale	Statistical significant
25	25.81	4	0.00	4.0	Agree	Significant

Table (No 4.19) shows that the value of the Chi-square test (25.81) by significant value (0.00) it's less than the probability value (0.05) this means that Using diffe rent speech styles by students affects their communication abilities

Table (No 4.20) elucidates chi-square teat results Students recognizing the different speech's styles that are used in social contexts will help them in enhancing better language learning

No	Chi-square	Df	Sig.	Median	Scale	Statistical significant
25	31.74	4	0.00	4.0	Agree	Significant

Table (No 4.20) explains that the value of the Chi-square test (31.74) by significant value (0.00) it's less than the probability value (0.05) this means that Students recognizing the different speech's styles that are used in social contexts will help them in enhancing better language learning

Table (No 4.21) represents chi-square teat results Using different forms of style would make our understanding of a language even better

No	Chi-square	Df	Sig.	Median	Scale	Statistical significant
25	41.29	4	0.00	4.0	Agree	Significant

Table (No 4.21) makes clear that the value of the Chi-square test (41.29) by significant value (0.00) it's less than the probability value (0.05) this means that Using different forms of style would make our understanding of a language even better.

CHAPTER FIVE

MAIN FINDINGS, RECOMMENDATIONS, CONCLUAION AND SUGGESTIONS FOR FURTURE STUDIES

5.0   Introduction

This study dealt with effects of knowing the different speech styles and their role in understanding the English language at a depth, which allows the learners to engage in any forms of communication, which of course, puts them in a better part of any given situations. Below there are main findings, recommendations, conclusions and suggestions for further studies.

5.1   Main Findings

1/ using different speech styles affect students' communication abilities.

2/ recognizing different speech styles help students in enhancing better language learning.

3/ exploiting different speech style makes students understanding of the English language better.

5.2   Recommendations

Based on the main findings of the study, the researcher recommends the following: teachers should apply new teaching strategies and modern techniques for teaching styles or registers. In addition, teachers should introduce students to different styles and their importance in mastering the English language, and teachers should

give intensive practice to develop students' ability on using all forms of style.

5.3   Conclusion:

This study aimed to investigate the different styles in different social contexts and their effects on language learning.

The researcher comes out with the following findings that using speech styles seriously affects the students' communication abilities in delivering and understanding messages, recognizing the different speech styles assist students in enhancing better language learning as well as exploiting different speech style makes students understanding of the English language better.

Also, there are some recommendations such as teachers should apply new teaching strategies and modern techniques for teaching styles or registers, teachers should introduce students to different styles and their importance in mastering the English language and teachers should give intensive practice to develop students' ability on using all forms of style.

5.4   Suggestions for further Studies

The researcher suggests the following topics to be studied:

1/ investigating teaching speech styles approaches and their effect on learning English language.

2/ exploring the difficulties encountered by EFL students in understanding register.

3/ investigating language variation and sociolinguistics and their effect on English language learning.

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Appendix

Sudan University of Science & Technology

College of Graduate Studies

Questionnaire

This questionnaire is a part of an MA study entitled '**Investigating the Different Styles in Different Social Contexts and Their Effects on Language Learning English Language.'** It is designed to find out about your honest views for this study. Please, respond to all the statements below carefully and sincerely. Your responses will be kept strictly confidential and they will be utilized for academic purposes only. So, please put a tick in your choice. Your assistance is held in high esteem.

Hypothesis 1:

1. If the students recognize the different social styles that are used in different social contexts, then they may soon master them and learn any language better.

No	Statements	Strongly Agree	Agree	Neutral	Strongly disagree	Disagree
1-	Style and social contexts play significant roles in learning new languages.					
2-	Speech's style is the same worldwide					
3-	Students, who are aware of the different styles that are found in speech, learn better than those who are unaware.					
4-	Knowing the speech's styles is very effective in explaining the reasons why people use different styles in different situation					

Hypothesis 2:

2. If students are unaware of the different styles, then there is a possibility of breaking their communication.

No	Statements	Strongly Agree	Agree	Neutral	Strongly disagree	Disagree
5-	Characteristics, abilities and experiences of learners as individuals or as groups are not important in ensuring the effectiveness					
6-	The frozen style (language that does not change) is not as important as the other four styles in language learning.					
7-	Even if style is lifted out of home territory and used somewhere else, it can still be placed and pointed to where it came from.					
8-	Style cannot mark out a social difference and help in reading and understanding some ideas about a style's location.					
9-	Speakers, who come from different regions, influence the language in term of variation.					

Hypothesis 3:

3. Using different forms of style would make our understanding of a language even better.

No	Statements	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
10-	Because no two speakers of a language speak exactly the same, there is what we call intergroup variation.					
11-	Learning languages does affect the social nature of human beings.					
12-	Style helps a speaker to choose the suitable style when they are talking.					
13-	Registers are not used in all forms at communication.					