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Investigating Lexical Innovations in the Speech of Algerian Youth

The Case of First-year EFL Students at Belhadj Bouchaib University Centre - Ain Temouchent

An Extended Essay Submitted in Partial Fulfillment of the Requirements for a Master's Degree in Linguistics

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Dedication

I would like to dedicate this achievement to my dear mother.

Acknowledgments

Abstract

The present research work is an attempt to investigate the contribution of the young generation to language variation at the lexical level. This study principally aims to achieve three main objectives; first, it focuses on the different ways youth adopt to construct new words. Second, it investigates how these linguistic alternations are integrated to become a part of their daily speech. Finally, it seeks to examine the prominent factors that enable this linguistic phenomenon to occupy a considerable space among the youth category. To accomplish these aims, two research instruments, namely; a questionnaire and a word list have been submitted to first-year EFL students studying at Belhadj Bouchaib University Centre of Ain Temouchent. Therefore, a mixed-method approach has been employed in this study, which combines both quantitative and qualitative approaches to provide clear and deep explanations of the target phenomenon. The findings reveal that youth contribute to bringing a change in language use at the lexical level through borrowing and shifting from different languages such as French and English. Thus, these languages are considered a source of youth's inspirations to reinforce their linguistic creativity. In addition to the fact, there are prominent factors such as social networks, cultural influence, and multilingualism that increase the rate of these lexical innovations and facilitate their diffusion among youth.

List of Abbreviations and Acronyms

AA: Algerian Arabic

AAVE: African American Vernacular English

CA: Classical Arabic

Cs: Code-Switching

EFL: English as a Foreign Language

MSA: Modern Standard Arabic

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General Introduction

Sociolinguistics is concerned with language within society so that it focuses on the description of variation that happens in language and its effects on the way individuals speak. In that respect, it can, therefore, be said that language is subject to a set of factors that influence it in various ways. This situation includes social variables as age, gender, ethnicity and social class which engender linguistic changes at different levels. At the expense of this change, new structures and words are given rise to incorporate to be part of the language. Moreover, variability in language opens doors for several studies to be carried out so as to scrutinize the prime factors that drive language to change over time.

From this standpoint, it can be said that age is regarded among these social variables that contribute to language variation in society. Thus, the way individuals interact is in line with the age group they are going through during their life stage. In fact, young people tend to use language differently in terms of words' choice for several intended reasons. So that they give the existing words new meanings as well as borrowing words from foreign languages such as French and English to be inserted into their dialect. Therefore, these languages are regarded as a source of youth's inspirations through which they promote this linguistic phenomenon.

The focus of the present research is mainly based on the contribution of the young generation to language change in the sense of producing new words. Moreover, it attempts to find out the prominent factors that raise the rate of this linguistic phenomenon and support youngsters to show more lexical creativity in their native language. This study takes place at Belhadj Bouchaib University Centre of Ain Temouchent. The researcher has chosen first-year EFL students as a sample to shed light on the effect of the adolescence period on changing

their linguistic behavior as well as identifying the different ways they adopt to reinforce their lexical innovations. Thus, two research questions are raised as follows:

1. How does the young generation contribute to language change at the lexical level?
2. What are the factors that lead young people to produce new lexical items?

In an attempt to answer these questions, the following hypotheses are raised:

1. Young people contribute to language change through code-switching and borrowing lexical items from French and English to be inserted into their dialect.
2. Multilingualism, cultural influence, and social networks like Facebook and Twitter are considered being responsible factors that increase the rate of lexical innovations in youth speech.

This research work is sectioned into three main chapters. The aim of chapter one is to provide a review of the relevant literature, concerning sociolinguistics, in addition to examining the variables that stand behind linguistic variability. Besides, it highlights the prominent factors that drive young people to generate different lexical innovations. Furthermore, the second chapter is devoted to discuss the linguistic composition of Algeria including the Arabic language and its divisions, French, and Berber. Moreover, it attempts to deal with some concepts related to the sociolinguistic situation of Algeria with reference to bilingualism, diglossia, code-switching, and borrowing. Finally, it discusses the idea that youth are considered social agents that take part in language change.

The third chapter is concerned with the practical side of this study which strives to provide a detailed description of the methodology used in this research. Moreover, it describes the procedures used for collecting data from first-year EFL students with the intention to discuss the main findings objectively to answer the research questions and check the validity

of the hypotheses. In addition, it discusses some limitations that are represented in the data collection process.

In essence, the present research work examines the contribution of the young generation to changing language standards at the lexical level. Furthermore, it attempts to check about the different ways youth consider for creating new words; in addition to discussing how these linguistic alternations are integrated to become part of their dialect. Besides, this investigation endeavors to highlight the most prominent factors that support young people to increase the rate of this linguistic phenomenon. Thus, the present conduct employs the mixed-method research design to achieve the aforementioned objectives which are related particularly to first-year EFL students of the university center of Belhadj Bouchaib of Ain Temouchent.

Chapter One
Language Variation

1.1 Introduction

Language is described as a means of communication used by individuals to establish social relationships. Language has become worth and interesting subject in the field of the study of sociolinguistics, which widely encompasses all aspects of language including language varieties (dialect, registers, accent… etc), social variables (age, geographical background, gender…etc), and therefore sociolinguistics is concerned with distinguishing the social dimensions of language among the speakers and the way they are applied to convey the social meaning when communicating with others.

The present chapter is an attempt to provide an overview description of sociolinguistics, then to deal with some concepts related to language and dialect. Besides, it highlights the major social variables which are involved in language variation. Finally, it endeavors to discuss the prominent motives and factors that support youngsters to increase the rate of the phenomenon of lexical innovations.

1.2 Sociolinguistics as a Field of Research

The investigation of the association between language and society leads to the field of sociolinguistics, which is composed of two terms 'socio' refers to society and 'linguistics' which means the scientific study of language. Sociolinguistics, therefore, takes place with William Labov, who is regarded as the founder of the discipline.

Sociolinguistics is a sub-field of linguistics that deals with the study of the relationship between language and society in different social contexts. According to linguists, sociolinguistics as a branch of investigation has diverse and different definitions. In this context, Hudson (1996, p. 4) defines sociolinguistics as "The study of language in relation to society". Indeed, a language in sociolinguistics is considered a central component on which this field is built, and hence language and society affect one another and it is not possible to

separate them. On the other hand, sociolinguistics does not consider the structure of language; however, it investigates how language is used among its speakers. Added to that, Holmes (2013, p. 1) says that "Sociolinguists study the relationship between language and society. They are interested in explaining why we speak differently in different social contexts". Therefore, sociolinguistics scrutinizes the various uses of language with respect to social and cultural contexts since language is not employed similarly by all individuals and in all situations.

The main objectives of sociolinguistics are found to examine how society influences the way a language is utilized among individuals, this implies that it centers on the way people talk and behave when they are placed in a particular environment. Furthermore, sociolinguistics attempts to show that language use is governed by various factors such as age, gender, ethnicity, and social classes. Hence, a language may vary from one region to another, from one situation to another, and between the speakers of the same region due to their formal and informal status while they are using language.

1.3 Language and Dialect

People who investigate in sociolinguistics often seek to know the difference between dialect and language. There has never been a clear discriminatory between the two terms. In this vein, Haugen (1966, p. 923) has claimed that "Hence every dialect is a language, but not every language is a dialect". At this point, dialect is described as a variety of language that is being used for a certain group of individuals in a specific place, and usually, it is regarded as a subdivision of language. In 1998, Chambers and Trudgill have noted that dialect is a set of varieties that are grammatically as well as phonologically different from other varieties. In this context, taking Arabic countries as an example in which Arabs speak different dialects, but they share the same language.

Furthermore, Language is a broad term and more powerful than dialect in the sense that dialect lacks the formal rule of grammar, syntax, and morphology. Besides, language is written in addition to being spoken. Yet dialect is only spoken.

1.3.1 Language Definition

The considerable thing that differentiates human beings from animals is a language because humans are the unique creature on this earth that are gifted with this feature. According to Wardhaugh (2006, p. 1) "A language is what the members of a particular society speak". Therefore, people and language cannot be detached from each other because they are unity and without it, individuals cannot interact in society and express their needs.

Many definitions of language have been suggested. In this vein, Sapir (1921, p. 8) proposes that "Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols". Hence, language can serve a different range of functions through which humans express their psychological states, including emotions and feelings. Besides, language can be used to establish and strengthen relationships among individuals in both written and spoken instances. However, language can be standard or vernacular.

1.3.1.1 Standard Language

A standard language is a variety of language used by people in formal situations such as schools, media, and literature. According to Wardhaugh (2006, p. 33) "Standardization refers to the process by which a language has been codified in some way. That process usually involves the development of such things as grammars, spelling books, and dictionaries, and possibly a literature". That is to say, language initially was a spoken dialect. Then it has evolved through the process of standardization by which language has been codified. Therefore, it develops its writing system and be accredited language in the whole nation.

Standardization of language requires some related steps. In this context, Haugen (as cited in Hudson 1996, p. 33) suggests that dialect has to pass through four stages to be a language, which are as follows:

1. Selection: that process involves the adoption of one variety of language which is spoken by the elite class to be selected and developed into the standard language.

2. Codification: includes the settlement of rules (semantics, morphology, grammar) in books and dictionaries.

3. Elaboration: in this step, the selected variety is used and spread in all domains which are related to government, education, and media.

4. Acceptance: the chosen variety takes a considerable value in which it would be accepted by people of the community through the spread and reinforcement of its rules. Therefore, it will be the official language of the nation.

1.3.1.2 Vernacular Language

The term vernacular arises from the Latin word 'vernaculus', which means native or original. It alludes to a language that has not been codified and spoken informally rather than written. Moreover, a vernacular language is considered a native form of ordinary speech used by a specific region or a particular group of people in everyday conversation. Furthermore, Holmes (2013, p. 77) has stated that "The term vernacular is used in a number of ways. It generally refers to a language that has not been standardized and which does not have official status". Hence, vernacular is perceptibly contrasted with the standard form of language since it contains non-formal use of language and is seen less prestigious compared to the standard varieties. Therefore, it may be used by uneducated people.

1.3.2 Dialect Definition

The origin of the term dialect is from the Greek word 'dialectus' which means speech. A dialect is a variety of language that is spoken by a particular group of people. According to Edward (2009, p. 63) "A dialect is a variety of a language that differs from others along three dimensions: vocabulary, grammar and pronunciation (accent)". Therefore, a dialect is a subdivision of language and often used to characterize the way of speaking that varies from the standard form of language. Dialect, on the other hand, identifies a group of people in terms of the distinct use of vocabulary, grammar, and pronunciation.

In addition, the systematic study of dialect is known as dialectology, which is considered as a branch of sociolinguistics that mainly attempts to examine the way dialects vary from one region to another. Likewise, the term dialect may be defined according to certain factors such as social class and geographical areas. Thus, a dialect is divided into two categories; regional dialect and social dialect.

1.3.2.1 Regional Dialect

Regional dialect, also known as a regiolect, is referred to as a distinct form of language associated with speakers who belong to certain geographical areas. As is claimed by Chambers and Trudgill (1998, p. 5) "If we travel from one village to village, in a particular direction, we notice linguistic differences which distinguish one village from another. Sometimes these differences will be larger, sometimes smaller, but they will be cumulative". The point is that the regional variations are regarded as a factor within language variation and the outcome of various dialects. Therefore, one may recognize that the speakers of a particular community have a unique way of speaking concerning their pronunciation and the choice of vocabulary since the further we move away from a certain point, the more the differences in speech will be.

1.3.2.2 Social Dialect

Social dialect, also called 'sociolect', is a variety of language spoken by members of a particular social class. Accordingly, Jesenská (2010, p. 12) claims that "Sociolect is a significant term in sociolinguistics and it refers to a variety of language (a social dialect) used by people belonging to a particular social class". Thus, each social group has its way of speaking which is particularly related to various factors such as social class, cultural identity, and ethnicity. Accordingly, these factors create different social groups within society.

Furthermore, Romaine (2000, p. 2) has noted that "Social dialects say who we are, and regional dialects where we come from". That is to say, social dialect characterizes its speakers, through various features to differentiate themselves from other social groups. In England, for instance, the upper classes tend to speak different dialects to distinguish themselves from the lower classes.

1.4 Language Change and Variation

Everything in this world is constantly in a state of change. Language, like other aspects of this life, is not excluded from this fact. As the famous Swiss linguist, Fernand De Saussure (1916, p. 77) has said, "Time changes all things; there is no reason why language should escape this universal law". In fact, language is subject to change over time at different levels from one generation to another for several external and internal factors. Likewise, a language may also change across space because of the geographical areas where speakers belong to different communities. Besides, it may vary on account of the individuals' linguistic repertoire so that there are no people speak the same way; however, each person has his way of speaking and expressing thoughts.

The study of language change has been given great consideration by sociolinguistics. William Labov is the most prominent linguist who has discussed the subject of language

change and variation where he has believed that language is not engraved on the stone, but rather it is susceptible to variation. Moreover, he has attempted to describe the social factors and linguistic variables that lead language to change. In the same vein, in 1921, Sapir has demonstrated that language is variable in which two individuals from the same region and generation will never share the same speech habits concerning the choice of words, pronunciation, and sentence structure. Therefore, variability in language has been a central concern in sociolinguistics' studies in which language is exposed to various variables that create an adequate atmosphere for bringing change into it. Thus, these variables are two types: linguistic variable and social variable.

1.4.1 The Linguistic Variable

Variability in language has long been a subject of interest to many linguists. However, the use of the linguistic variable has added another considerable dimension to linguistic investigations. A linguistic variable is an item that has recognizable variants that occur at all levels of language. According to Llamas et al. (2007, p. 221) who define the concept as "A descriptive and analytical unit used to describe and quantify patterns of variation in speech and writing". Therefore, theses linguistic variables have an alternate realization, as one speaker realizes it in a way different from others. Otherwise, the same speaker realizes it contrastingly in different contexts.

There are noteworthy studies presented by major linguists concerning the linguistic variable such as the considerable part of work of Labov in 1966 in New York City (as cited in Wardhaugh 2006, p. 144), where he has suggested some phonological variables, for instance, the (r) variable in words like *farm* and *far*, that is, the linguistic variable (r) has two variants [r] and Ø (pronounced 'zero'). Then, in this situation, these words are given (r) less pronunciation. Furthermore, the linguistic variable investigation is not restricted solely to phonological issues, but it encompasses all levels of language. In this context, the Detroit

study (Shy et al., 1968) has focused on the use of three variables; one is phonological and others are grammatical. The phonological variable is the realization of a vowel plus a subsequent nasal consonant as a nazaled vowel in the word *bin*, which can be realized as [bɪ̃n] rather than [bɪn]. Additionally, the grammatical variables which are multiple negations, e.g., *He do not mean no harm to nobody,* as well as the beginning of English relative clauses, as in *She is the girl I praised, She is the girl that I praised, or She is the girl who (m) I praised.*

1.4.2 Social Variables

Social variables are non-linguistic attributes that considerably influence language variation and identify its speakers from others by specific characteristics. In fact, people do not speak the same way since each individual's speech is affected by certain social variables such as age, gender, social class, and ethnic groups. In addition, theses social aspects trigger speakers to produce differences in pronunciation, sentence structure and the choice of words in communication.

1.4.3 Variables Involved in Language Change

People do not have the same linguistic repertoire, even if they share the same language. Therefore, an individual's way of speaking is influenced by certain social variables such as age, gender, social class, and ethnicity so that these social aspects distinguish speakers at different levels. Then, it is important to examine these factors that contribute to language change so as to determine the main reasons that support language variation.

1.4.3.1 Age

Language is exposed to a group of factors that bring change into it, and hence age is one of the social variables which has gained sociolinguists' attention. In this sense, Llamas et al. (2007, p. 70) have mentioned that "The speaker's age-related place in society is often seen in terms of the life stage they are moving through". Indeed, age stratification reflects a change

in speech through the life stage of speakers from one generation to generation. So that they produce a variation in the way they speak to socialize with a certain age group that fits their ages, and hence these changes can be seen in terms of vocabulary choice, pronunciation, and grammatical structure.

Nowadays, it is remarkable that the young generation's speech shows differences from that of the older generation. Therefore, young people are more disposed to innovation and rule-breaking, while the old generation is considered more linguistically conservative and respective to the norms. Moreover, youth tend to replace the existing words with new ones which are more fashionable to express what is in their minds. Besides, their linguistic inventions may expand to include other languages as an inspiring source that helps them to reinforce their creativity. Thus, they adopt new words to be part of their daily conversation to mark themselves as a distinct group from the old generation.

1.4.3.2 Gender

Sociolinguistic studies have evinced that language is determined by different factors that reflect the social differences among people. Gender, on the other hand, reflects these distinctions where men and women have different usage as well as attitudes towards the language they speak. Therefore, these variations are examined in terms of vocabulary, syntax, and phonological differences.

Several studies associated with the differences in the language use of both men and women were formerly conducted by many researchers. Labov's theory *"Gender Paradox"* in 1990 has affirmed that women adopt a high extent of prestige forms of language than men speakers do. Generally speaking, men are estimated socially on what they do, while women are valued on the way they appear. Thus, women have the tendency to gain a noticeable position in society by using the standard form of language as a way to achieve this feature. In

this regard, Robin Lakoff's book entitled *"Language and Women's Palace"* in 1975 has proposed that language reflects the way women and men are expected to interact; in other words, language shows the position of the speaker in society. In addition, she has noted that the social power of men and the powerlessness of women in society lead women to conserve their social status linguistically through employing specific traits to mark their language.

1.4.3.3 Social Class

Sociolinguistics takes into account social class since the use of language in society differs from one group to another according to the speakers' social position. Social class occurs mostly in areas such as power, wealth, education, income, and occupation. Trudgill (2000, p. 25) defines social class as "A term used to refer to any hierarchical ordering of groups within society especially in terms of power, wealth and status".

According to many sociolinguists, the position of the speaker in society influences their language use. In 1974, Trudgill's studies of the differentiation of English language use in Norwich has noted that social classes are divided into five categories based on the level of education, occupation, and income, and these classes are; the lower working class, middle working class, upper working class, lower middle class, and middle middle class. Trudgill has studied the final consonant in words like; *walking*, *talking*, and hence he has shown that the rate of the use of *walkin'* form was higher in lower classes in contrast with that of the upper classes. In addition to the nonstandard 'in' form which occurred more in men's speech compared to women.

1.4.3.4 Ethnicity

Sociolinguistic investigation regards ethnicity among the factors which involves in language variation through time. Ethnicity is a group of people who are characterized in terms of particular features, and usually, they are identified with each other based on common

similarities including cultural heritage, history, religion, and language. Ethnic groups often speak the same variety of language, and they can be also marked by different varieties of the same language. Therefore, language is one of the characteristics through which a group of people maintains their separateness from others.

Ethnic differences can be found in the United States in which there is a variety of English refers to African American Vernacular English that has become fixed to a particular ethnic group. Labov's work in New York City (as cited in Wardhaugh 2006, p. 50) has demonstrated that there are ethnic variations, including Jewish and Italian speakers who tend to separate themselves from the speakers of either AAVE or the standard variety.

1.5 Factors Leading to Lexical Innovations

Language changes over time through different generations due to many factors. This young generation is considered one of the responsible factors which stand behind language variation, particularly at the lexical level. Therefore, young people tend to invent new words very quickly since they are more exposed to the following leading motives, which increase the rate of lexical innovations in their speech.

1.5.1 Social Networks

The emergence of social networks such as Facebook and Twitter has had an impact on language use among the young generation in recent times, where the majority of adolescents spend a great time non social networks exchanging their linguistic creativity. Hence, this has led youth to adopt new words very quickly since such social networks have enabled them to enjoy total linguistic freedom to express what is on their minds without restrictions.

There is no doubt that social networks provide this young generation with an opportunity to borrow new terms from other languages because through which they contact other people from different countries and varied cultures. For example, words like /nfeɪsbʊkɪ/

/nconectɪ/ /nʃatɪ/, which mean 'to connect to', are brought from the French language to become part of youth's daily speech. Besides, the creative form of the word 'LOL' is widely used by this young generation to express humor rather than convey it ordinarily. Social networks make the process of coining new vocabularies among youth easier than at any time. Thus, such means are taking a considerable extent because of its effects on language change.

1.5.2 Cultural Influence

In the light of cultural diversity, languages are witnessing a change in their terminologies, and this phenomenon is targeting the young generation who are taking a responsible part in language variation at the lexical level. Therefore, at the height of the technological progress and the emergence of globalization, friction with other cultures has become easy to access through social networks and media to keep pace with this globalized world. Furthermore, some cultures have become a fingerprint in the youth's mother tongue in which they adopt new terms from the languages of these prominent cultures to be part of their language. Consequently, interaction with varied cultures is not solely restricted to the influence of clothes, food, and arts, but also includes different aspects of language. Thus, the youngsters' lexical innovations become a habitual inclination to be up to date with the dominant cultures.

1.5.3 Multilingualism

The phenomenon of multilingualism has become widespread in today's world, where most people show their language abilities to obtain more opportunities. In Algeria, for example, it's remarkable that young people are influenced by other languages such as French and English which interfere with their dialects. Therefore, they receive plenty of foreign words that are said to be modern and different according to their visions. So, these linguistic alternations are employed as part of their native language. Nowadays, young people are

noticeably affected by multilingualism through the unconscious use of the adopted words in their speech. Thus, the phenomenon of multilingualism occupies a considerable extent in youth's lexical innovations in distinct ways.

1.6 Conclusion

This chapter is a theoretical part of this research, which has endeavored to define some concepts related to sociolinguistics such as language and dialect. Moreover, considerable concern has given to language variation and change. Besides, the brief mentioning of other social variables that contribute to language change such as gender, social class, and ethnicity, in addition to age which is a central issue. Likewise, it has attempted to introduce the main leading factors that support youth to invent new lexical items. The next chapter will be designated to the discussion of the Algerian linguistic composition, precisely the Ain Temouchent speech community. Besides, it sheds light on the idea that young people are a factor behind lexical innovations.

Chapter Two
The Sociolinguistic Situation in Algeria

2.1 Introduction

The linguistic situation in Algeria is known for its intricacy. Hence, in Algeria, there are three major languages, namely; Arabic, French, in addition to Berber which is used in particular regions of the country. This diverse linguistic component, which is characterized by its homogeneity in the speech of one community, has taken a position due to several reasons, including historical ones, such as the French colonialism. Moreover, this historical event left the heaviest impact on Algerian Arabic through the dominance of French in almost all domains such as government, schools and media. Furthermore, the coexistence of these three languages in the country has created linguistic friction that gives rise to certain sociolinguistic phenomena to take place such as bilingualism, code-switching, diglossia in addition to borrowing.

2.2 Linguistic Composition of Algeria

The linguistic component in Algeria is characterized by its diversity in the sense that a chain of linguistic codes is used today within the Algerian speech community. Therefore, three languages are in contact, namely; Arabic, French, as well as Berber. Then, the coexistence of these languages represents an intricate linguistic basic because of several reasons including political, historical and cultural factors.

Sociolinguistic's perspective considers Algeria as a multilingual country because it encompasses Arabic which is regarded as the first official and national language, in addition to Berber which has been given the status of the second official language in 2002. Besides, the French language whose reasons go back to the long French colonial era which lasted for 132 years and contributed to the stability of French to become the most used language after Arabic. On the other hand, some linguists' viewpoints suggest that Algeria is a bilingual

country since almost all Algerian individuals use Arabic and French, whereas Berber is spoken in particular areas of the county.

2.2.1 Arabic

The Arabic language is from the Semitic language origin. It is essentially the language found in the Holy Quran. Arabic is widely spoken in the Arabic world, mainly found in Asia, the Middle East, and North Africa, where there are around 420 million people who consider it their mother tongue. In Algeria, Arabic is regarded as the national and official language of the country. Indeed, the Arabic language is the outcome of the spread of Islam in Algeria initially. Then, after the independence from French colonialism in the late 1960s, the Arabization process came with the intention to promote Arabic by giving it a considerable status in the Algerian society. This latter has led to the replacement of French by Arabic in many domains, starting with the primary schools. In addition to this, it is worth mentioning that the Arabic language has three varieties, namely; Classical Arabic, Modern Standard Arabic, and Algerian Arabic.

2.2.1.1 Classical Arabic

Classical Arabic is also known as Quranic Arabic. It primarily refers to the form of standard Arabic found in the Quran since it is significantly associated with Islam. Classical Arabic is the language used in the Quran and literature in the Pre-Islamic era where it was called literary Arabic. Moreover, there are enough differences between Classical Arabic and Modern Standard Arabic related to three main categories of linguistics; pronunciation, terminology, and grammar. Therefore, these differences can be the reason why there are Arabic native speakers who have difficulty to understand Classical Arabic in comparison to Modern Standard Arabic. These linguistic features give CA the chance to hold a prestigious status among the Arabic speaking communities and in the world. Thus, CA is regarded as the

language of the Quran and the literary heritage of Arabs due to its religious and historical considerations.

2.2.1.2 Modern Standard Arabic

Modern Standard Arabic refers to a variety of standard Arabic that emerged in the Arabic world in the late 19th century and early 20th century. Classical Arabic is the basis from which Modern Standard Arabic evolved as a reaction to provide a comprehensible version of CA, primarily at the lexical and phonological levels. Nowadays, MSA is viewed as more understandable as well as a simple form compared to Classical Arabic since it makes the use of the Arabic language among its speakers easier. On the other hand, Modern Standard Arabic is utilized in writing and all sorts of formal settings in present-day, including government, education, newspaper, and media.

2.2.1.3 Algerian Arabic

Algerian Arabic is a non-codified variety of Arabic. It is considered the native tongue of the majority of the Algerian people. However, AA varies with standard Arabic in several differences, including phonological, lexical, syntactical aspects. Moreover, AA is regarded as an informal and less prestigious form compared to Modern Standard Arabic. Nevertheless, it is the language used in daily speech among all Algerian speakers in which it is utilized in almost every context by all layers of the society, including literate and illiterate people. Furthermore, AA is represented in different forms due to regional differences so that there are four regional varieties as follows; the western variety, the eastern variety, the northern variety, and the southern variety.

2.2.2 French

French represents an important component of the Algerian linguistic repertoire in which the history of the French language in Algeria dates back to the French colonization that worked to generalize the use of French as the first national language. However, even after the independence and the Arabization policy, the French language still acquires a significant linguistic position among Algerian speakers. Therefore, the French language continues to take a considerable status in professional domains such as education, administration, speeches of politicians, and social life.

2.2.3 Berber

Berber is from the Afro-Asiatic language family, it is the native tongue of Berbers who are indigenous in North Africa. Berber is spoken in Algeria, Morocco, Libya, Northern Niger, Northern Mali, Egypt, and by a small population in Tunisia. It is worth mentioning that in 2002 Algerian constitutional amendment has given the Berber variety the status of a national language to become part of the Algerian linguistic and cultural identity. This decision made Algeria gain the characteristic of a multilingual country. Therefore, this recognition has been represented in the insertion of Berber in the Algeria system of education.

2.3 The Algerian Linguistic Profile

There are different languages that are in contact in the Algerian speech due to several reasons including historical, social-cultural, and political ones. These different tongues such as Arabic, French and Berber have reflected a complexity in the linguistic situation of Algeria. Consequently, it gives rise to a number of sociolinguistic phenomena such as diglossia, bilingualism, code-switching, in addition to borrowing.

2.3.1 Bilingualism

Bilingualism is a widespread phenomenon in most countries; it refers to the state of using two languages. In this context, Hamers and Blanc (2000, p. 6) state that "The concept of bilingualism refers to the state of a linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction". Therefore, a person who is regarded bilingual has the potential to alternate two codes that are employed in the same interaction. On the other side, Bloomfield (1933, p. 56) argues that bilingualism is "Native-like control of two languages". Indeed, differences between one bilingual and another may vary in the degree of knowledge of the second language in which a person may be bilingual when he speaks fluently a language and masters its four basic skills, including listening, speaking, writing and reading.

In Algeria, for example, the French colonization took a long colonial period that led to the coexistence of two different languages; Arabic and French, which gives rise to the phenomenon of bilingualism. However, bilingual proficiency holds a distinction in degree. That is to say, there are Algerians who are regarded as active bilinguals in which they can both understand and speak French. On the other hand, others are passive bilinguals, and generally, they are illiterate since they only understand French without being able to produce skills in the language.

2.3.2 Diglossia

Diglossia is defined as a phenomenon where two different varieties of a language are utilized within the same speech community in which one variety is employed in certain situations and the other in entirely different settings. Additionally, it is worth mentioning that William Marçais (1930) was the first who attempted to describe the term diglossia in the linguistic situation of the Arab world.

Subsequently, Ferguson borrowed the term *"Diglossia"* from William Marçais to tackle it in his article in 1959. Ferguson has noted that the phenomenon of diglossia is a situation that occurs where there are two distinct varieties of the same language employed. That is to say, one variety is called 'high' variety in which it is utilized in a formal setting such as government, education, and literature and the other is a low variety which serves less formal contexts such as street and home. Therefore, diglossia represents one of the Algerian linguistic states since there is more than one form of the Arabic language used; the high variety which includes Modern Standard Arabic, while the low variety represents AA.

2.3.3 Code-Switching

Bilingual speakers tend to switch from one language to another, and this occurs more often within a conversation than in writing. Llamas et al. (2007, p. 155) define code-switching as "Switching among languages according to interlocutor and situation is one such practice, as is code switching within a single sentence". Therefore, this process of moving from one linguistic code to another at one time had led to the phenomenon called 'code-switching.' Moreover, code-switching has been received great attention by linguists to examine why people do it and determine circumstances that lead bilingual speakers to transfer from one language variety to another.

Poplack (1980) (quoted from Hamers and Blanc 2000, p. 259) has proposed three categories of code-switching as follows:

1- Intra-sentential code-switching: the switch occurs in the middle of the sentence. For example, a sentence like: '*Amina dʒıbı la veste taʕæk'.* Amina bring your jacket.

2- Inter-sentential code-switching: the switch is found at the sentence boundaries either at the beginning or end of the sentence, saying for instance, '*Aujourd'hui ranı rayħa'.* Today I go.

3- Extra-sentential code-switching: it involves the insertion of a tag phrase from one language into another. For example, *'lyom makontʃ maʕahom donc c'est pas possible'*. Today you were not with them, so it is not possible.

2.3.4 Borrowing

In sociolinguistics, borrowing is the process by which a word or expression is taken from a foreign language to incorporate it for use into another language. Accordingly, Thomason and Kaufman (1988, p. 37) say that "Borrowing is the incorporation of foreign features into a group's native language by speakers of that language: the native language is maintained but is changed by the addition of the incorporated features". Hence, borrowing is an act of adopting a set of words from one language, and as a result, speakers adapt to the use of these borrowed items in their everyday interactions.

Borrowing represents a major aspect of language contact that characterizes the linguistic situation of Algeria since the long existence of French colonization in the country left its impact on individuals' speech. Thus, we cannot see an Algerian without embedding at least one French word in a conversation. Furthermore, there are plenty of French words are widely used in Algerian Arabic, for example, words like la table /ṭabla/, les machines /Meʃɪnat/, Journal /Jornan/, Misère /Mɪzɪrɪya/, these items are an integral part of Algerian dialect and consequently, they are adjusted phonologically.

3.4 The Verbal Repertoire of Ain Temouchent

The large area of Algeria has distinguished each region from another in the way of speaking. As the situation of Ain Temouchent community which has a verbal repertoire that characterized it from other regions. The linguistic composition of Ain Temouchent is known as a composite in which it combines Arabic and French because of the French colonization that stayed in the country for a long time. Besides, some Spanish borrowed words due to the

existence of Spaniards within the area in the past, for instance, words as: /sabaţa/ 'shoes', /cabaso/ 'bag', /Kuzina/ 'kitchen' are still used in the actual time. However, the pronunciation of these words is adjusted by the speakers of this region according to their way of speaking. Therefore, these historical events that had been witnessed by the Ain Temouchent community have left a varied linguistic impression utilized from one generation to another.

2.5 Youth as Social Agents behind lexical Innovations

The young generation seeks to highlight their differences from the previous generation in several things, including the language they utilize. In fact, youngsters are known as the prime source for lexical innovation through which they demonstrate their linguistic creativity. In 2003, Eckert wrote an article entitled *"Language and adolescent peer groups"* where he has pointed out that the speech of an age group corresponds with the language of a specific life stage. In other words, age plays a significant role in influencing the way individuals speak in terms of pronunciation, grammatical variation, lexical innovation, and interactive style. Indeed, adolescence is considered a convenient period where youth tend to give prominence to linguistic change by producing distinctive new forms quickly than others do and then use them extensively.

These linguistic changes that occur at the level of coining new terms are due to several reasons; including the overuse of social networks like Facebook, Twitter which open doors to increase the rate of these lexical creations. Therefore, through these means, youth are influenced by different cultures that prompt them to borrow items that have come into common use. Besides, they give new meaning to the existing words which are more fashionable and updated to appear different from their elders. In the same vein, it seems in Ain Temouchent that youngsters' speech has changed these last years in terms of coining different words coming from other languages. For example, they overuse words like

/t'inquites pas/ meaning 'don't worry' by giving it the short form of /TKT pas/, which is in fact originated from the French language. Besides, they replace the existing word /maʕandahʃ/ which means 'poor person' by new words such as [maqla] [ħæzaq] [ysaʈwɪ] [mʃouomar] [Lasaq]. Thus, it is noteworthy that youth users of social networks are also influenced by the English language in which they reduce and give short forms of common English words, for instance, idk (I don't know), 2day (today), L8 (late) and so on. This latter is mostly targeting the students who study English because of their willingness to imitate the native speakers and engage with this globalized world.

The language use among young people in Ain Temouchent continues to change, particularly at the lexical level since they always seek to bring change in everything even in their native language. Recently, the linguistic repertoire of Ain Temouchent has received many new words, where the young generation takes place as the source and first responsible for this fact. However, the speakers of the old generation may see this change is less formal and incompatible with the linguistic rules. Accordingly, it may affect their mother tongue as well as destroy their identities.

2.6 Conclusion

The tackled chapter has been mainly an attempt to provide a general overview of the linguistic composition of Algeria and the city of Ain Temouchent in particular. Then, it has given prominence to several sociolinguistic phenomena which are the outcome of language contact in the country. Finally, this chapter has shed light on youth as social agents responsible for lexical innovations. The next chapter is dedicated to the practical section of this research. It strives to analyze and interpret the data collected through different instruments to obtain answers related to the presented hypotheses.

Chapter Three
Methodology, Data Analysis and Interpretation

3.1 Introduction

The current chapter is related to the practical side of this research. It involves the investigation of lexical innovations in Algerian youth speech and what factors can lead them to increase the rate of these linguistic innovations. This chapter is designed to provide a presentation of the primary sources used to achieve the objectives as well as revealing the chosen sample for the study. Besides, this section intends to discuss and analyze the data gathered from first-year EFL students through the questionnaire alongside the word list, which have been employed to come up with significant answers to the research questions and hypotheses.

3.2 Aims of the Study

Actually, the Algerian community witnesses a linguistic phenomenon represented by the young generation, which is the production of new lexical items. Thus, from this point, it can be said that the principal aims of the current research are to study how young people contribute to changing the linguistic base at the lexical level. Furthermore, how these linguistic alternations are integrated to become a part of their daily speech. Besides, it attempts to highlight the most prominent factors that enable this linguistic phenomenon to occupy a significant space among the youth category.

3.3 Research Design

Research refers to the systematic process of collecting data about a specific subject to achieve certain purposes. The present research is conducted as an attempt to examine the existence of lexical variation among Algerian youth speech and its effect on language use. The data were obtained by using a questionnaire and a word list which were distributed to first-year English students studying at Belhadj Bouchaib University Centre. Therefore, to find answers to the main research questions, a mixed-method approach has been adopted that

combines both quantitative and qualitative approaches. This research method contributes to a deep understanding of the phenomenon as well as providing clear explanations of the prime findings to check the reliability of the hypotheses.

3.4 Sample Population

The target population of this study consists of 50 EFL students from the first-year level studying at Belhadj Bouchaib University Center of Ain Temouchent, they were chosen out of 196 students. The aim behind this choice is participants' age since most of them are between the age of 18 and 22 years old, which facilitates the examination of lexical change among such young speakers. Moreover, the students are studying English as a foreign language; in addition, they interact with each other using some words coming from the French language. Thus, it helps to scrutinize the effect of these foreign languages on youth's lexical innovations through code-switching as well as borrowing words to include them in their daily speech.

3.5 Research Instruments

The data in this investigation were obtained from first-year students of English by means of two research tools. The first one is a questionnaire which aims at collecting data from the informants to have a deep explanation about the effect of age on the speech of the young and old generations at the lexical level. Therefore, to reinforce the final result the word list instrument has been administrated to the same sample in order to check the validity of the hypotheses, and obtain answers to the research questions. However, previously a pilot study has been planned to examine the efficiency of the questions and reformulate when necessary.

3.5.1 Questionnaire

A questionnaire including 11 questions was handed out to (50) first-year EFL students where it took place at Belhadj Bouchaib University Center of Ain Temouchent during the ordinary session in a comfortable atmosphere. The participants were given sufficient time to facilitate their concentration in which they were not asked to respond immediately. Thus, the employment of the questionnaire was with the aim of collecting the required information in a short period of time to examine to what extent this young generation contributes to language change. Moreover, the questionnaire was written in English since it was administrated to students belonging to the English department as well as the language used in the questionnaire was simple and straightforward to avoid any kind of misunderstanding and to make it accessible to all.

In fact, the questionnaire is a composition of eleven questions including open-ended and closed-ended questions. It is divided into three sections; the first section is devoted to personal information about the participants, involving aspects such as gender and age. The second section contains five questions that are related to the effect of age on the speech of the young generation in terms of coining new vocabulary. In addition to the third section which handles four questions about the usage and the attitudes towards this linguistic phenomenon in society.

3.5.2 Word List

A list of words was submitted to the same participants of this study with the point of obtaining varied data to consider how they express these items in different styles from the old generation. The word list encompasses one page which contains ten words written in English. Therefore, the choice of these words was very careful, that is, the researcher has selected

words that are frequently used by the young generation in their daily conversation. The respondents were provided with the option to answer either in Arabic, French, or English.

3.5.3 Pilot Study

A questionnaire and word list were firstly designed to a small population of (20) students from first-year classes to make a prior study of the questions. The pilot study aims to improve the quality and assess the effectiveness of the tools used for data collection before the submission. The selected students were addressed to identify questions where they have found ambiguity or misunderstanding and also to provide general remarks. The researcher took into consideration the aspirations and suggestions of the respondents where he subsequently made a change concerning the last question in the third section of the questionnaire. Thus, the question has been replaced by a new one since it is identical to another question.

3.6 Data Analysis Methods

At this stage, the gathered data from first-year EFL students through the employment of questionnaire and word list instruments will be analyzed by means of two distinct approaches; quantitative and qualitative approaches. Therefore, it allows the researcher to provide depth and full details' description of the target phenomenon. Accordingly, the quantitative approach is concerned with representing the given data in terms of numerical value, that is to say, the findings are summarized in tables and graphs to permit the comparison. On the other hand, qualitative analysis is mainly aimed at increasing the understanding of the researched topic. Hence, the rationale for using a mixed-method approach in this research seems to be fundamental because it enables the researcher to scrutinize the primary interest of this investigation.

3.6.1 Questionnaire Analysis

The questionnaire as already mentioned was administrated to 50 first-year EFL students studying at Belhadj Bouchaib University Centre. The questionnaire is sectioned into three main parts which will be analyzed as follows:

Part One: It is devoted to personal information about the students' gender, and age.

Question 1: Gender Determination

Table 3.1 Gender Distributions

Gender	N=50	Rate
Female	38	76%
Male	12	24%
Total	50	100%
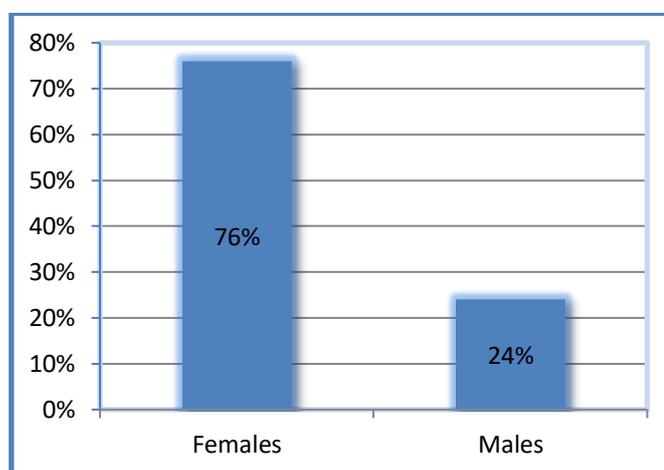
Figure 3.1 Gender Distributions

This question is designed to know the respondents' gender. Thus, the fifty (50) respondents are (38) female and (12) male engaged in this questionnaire. The result obtained from the table (01) and the figure (01) above demonstrates that the rate of (76%) is attributed to the female, while the rate of (24%) represents the male category. Thus, the number of females surpasses that of males.

Question Two: Age of Respondents

In this question, the respondents were required to specify their age. The presented data has revealed that their age varied between 18 and 22 years old. Therefore, 18 students with the largest proportion (36%) are 19 years old, 14 students (28%) are aged 18 years old. Then, 9 participants who are 20 years old have the rate of (18%). In addition to 6 students whose age is 21 years old have the percentage of (12%). Finally, 3 respondents with the rate of (6%) are attributed to those who are 22 years old. The following table and figure illustrate the findings:

Age	Number of Participants	Rate
18 years old	14	28%
19 years old	18	36%
20 years old	9	18%
21 years old	6	12%
22 years old	3	6%

Table 3.2 Participants' Age
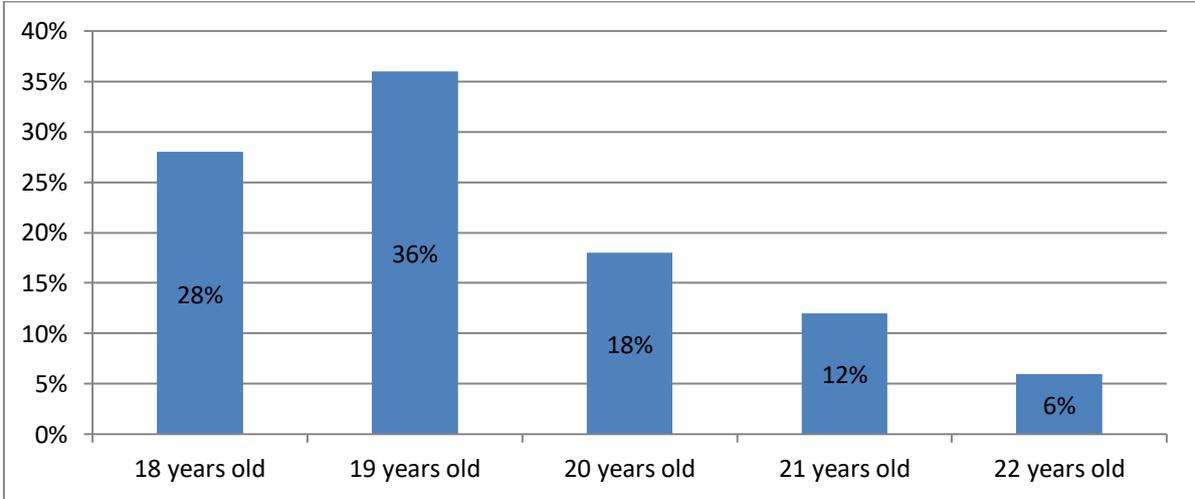
Figure 3.2 Participants' Age

Part Two: It involves the effect of age on the speech of the young generation at the lexical level.

Question 1: Does age affect individuals' way of speaking?

The participants were asked to answer whether age contributes to changing an individual's speech or not. The table and figure below reveal the rate of answers:

Table 3.3 The Effect of Age on Individuals' Way of Speaking

Answers	N=50	Rate
Yes	45	90%
No	5	10%
Total	50	100%
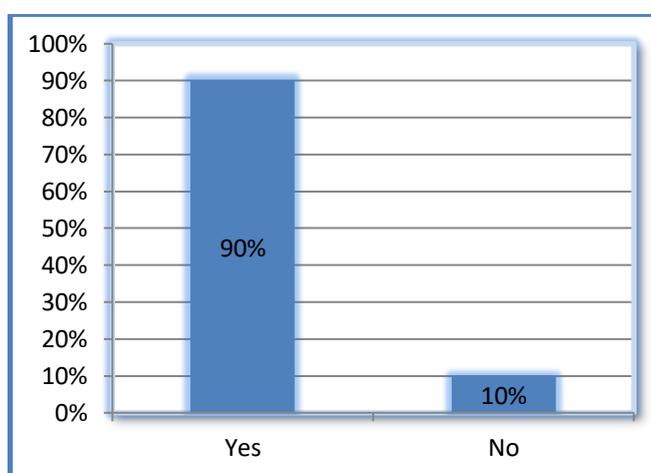
Figure 3.3 The Effect of Age on Individuals' Way of Speaking

The question at hand aims to show if informants consider age to be among factors that are responsible for bringing about a change in the way of speaking of individuals. Therefore, from the result gained, it can be noticed that a high rate consisting of (90%) is assigned to the respondents who reported 'yes' in which they estimate age as an agent that causes a variation in the speech of speakers, whereas only (10%) answered with 'no'. So that they represent a category of people who believe that age does not influence the way people interact.

Question 2: Do you consider that the old and young generations speak differently in terms of vocabulary?

The respondents were addressed to respond to this question to verify their realization of the different ways of speaking that are represented by old and young generations. In correspondence with the participant answers, the result can be shown in the next table and figure:

Table 3.4 Respondents' Awareness of the Differences in Speech among the Young and Old Generations

Answers	N=50	Rate
Yes	43	86%
No	7	14%
Total	50	100%
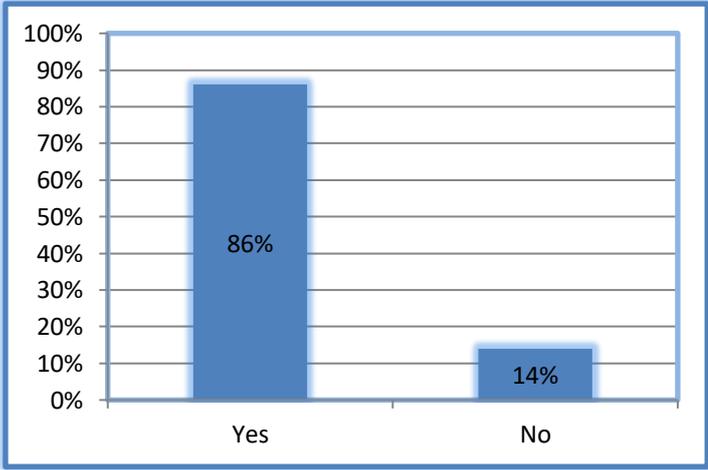
Figure 3.4 Respondents' Awareness of the Differences in Speech among the Young and Old Generations

In fact, the intention behind this question was to reveal whether respondents can distinguish the difference resulting from the young and old generations within the limits of the use of vocabulary. The data presented in the table and figure above indicate that the majority of informants shaping the rate of (86%) said 'yes', that is, they perceive such a difference between both generations. While (14%) who responded with 'no' believe that the young and old generations interact in the same way in terms of vocabulary choice.

Question 3: Do you use new words in your daily interaction such as /artist/, /nfeisbʊkɪ/…
etc?

The informants were demanded to answer whether the new words are taking part in their everyday conversation by providing two examples. The following table and figure exhibit the main results.

Table 3.5 Respondents' Use of New Words

Answers	N=50	Rate
Yes	37	74%
No	13	26%
Total	50	100%
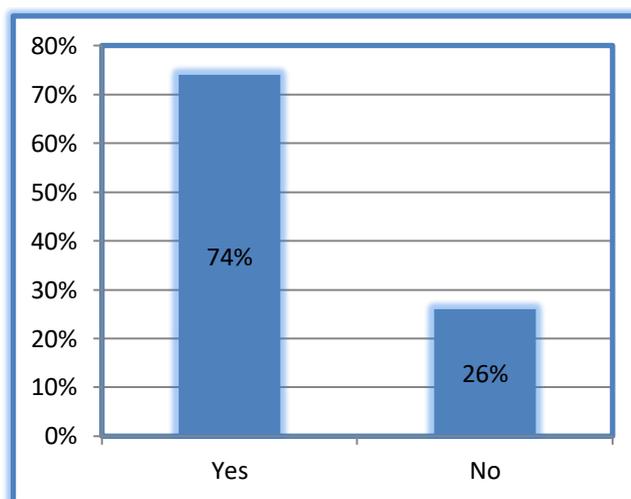
Figure3. 5 Respondents' Use of New Words

By asking this question, the researcher tried to choose the most commonly used words among the youth in their daily conversation. He gave them two examples that are mostly employed in the Algerian society to facilitate the investigation of the use of this linguistic repertoire that young people possess away from the old generation. The evidence suggested that the great portion (74%) is attributed to the participants who returned their answers with 'yes', hence such words hold a place in the way they express themselves. On the other hand, the number of informants rating (26%) provided the answer 'no' since they do not use these words in their daily interactions.

Question 4: What are the motives that support you in coining new words?

As far as the fourth question is concerned, it aims to find out the various motives that drive the young generation to create their linguistic repertoire through inventing new vocabulary. Therefore, the following table and figure reveal respondents' answers in accordance with the suggestions stated.

Reasons	N=50	Rate
To look trendy and completely different	17	34%
To keep in touch with people of the same age as you	8	16%
Break the routine	12	24%
To separate yourself from the old generation	13	26%

**Table 3.6 Reasons behind Lexical Innovations among Youth**
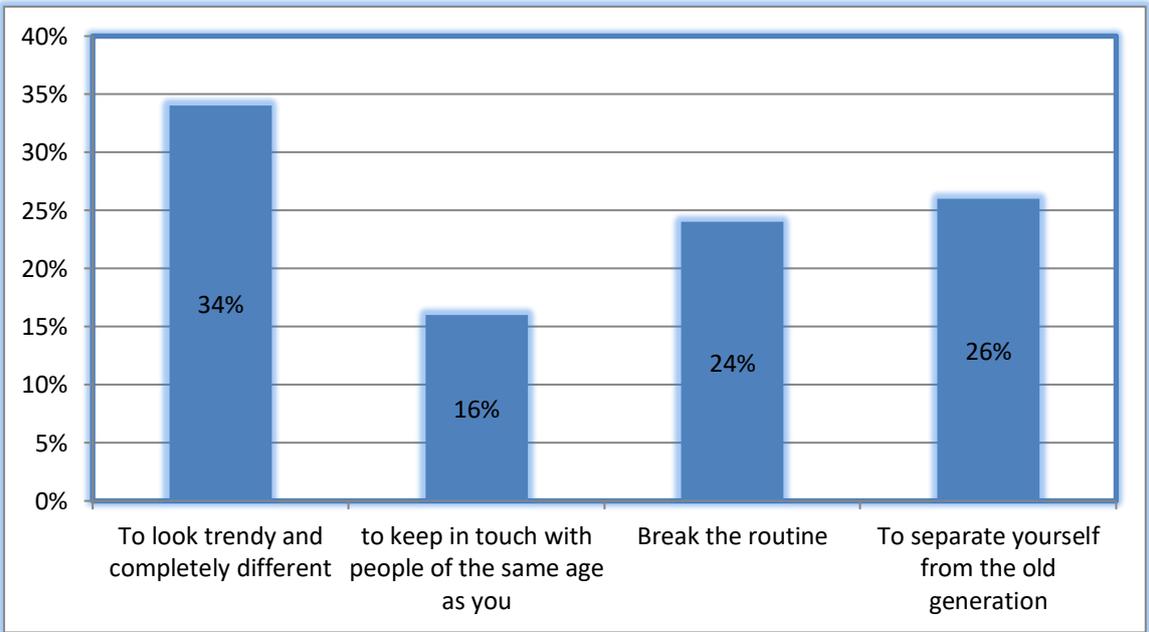
Figure 3.6 Reasons behind Lexical Innovations among Youth

The results above indicated the reasons behind lexical innovations among youth. In fact, the largest proportion (34%) said that the principal cause that leads them to create new words is that they want to look trendy and completely different. Other informants shaping the rate of (26%) declared that they want to separate themselves from the old generation. On the other hand, the number of respondents rating (24%) determined that breaking the routine is said to be the reason behind coining new words. Finally, eight participants with the percentages of (16%) stated that they want to keep in touch with people of the same age as theirs. In addition to four participants who added other reasons alongside their choices which are listed as follows:

- To engage with other cultures.
- To speak more than one language.
- To appear open-minded.
- Listening to music like American Rap.

Question 5: Do social networks such as "Facebook" help in establishing new words?

This question mainly strives to discover whether social networks play a role in changing youth language in terms of constituting new words. As considering the respondents' responses, it is observed that the majority of them rating (80%) said 'yes' in which they reflect the idea that social networks contribute to creating a new vocabulary. whereas informants with the ratio of (10%) responded with 'no' since they do not consider social networks to be a means that helps this category of people to create new words. The subsequent table and figure below show the findings:

Table3.7 The Impact of Social Networks on Youth Lexical Innovations

Answers	N=50	Rate
Yes	40	80%
No	10	20%
Total	50	100%
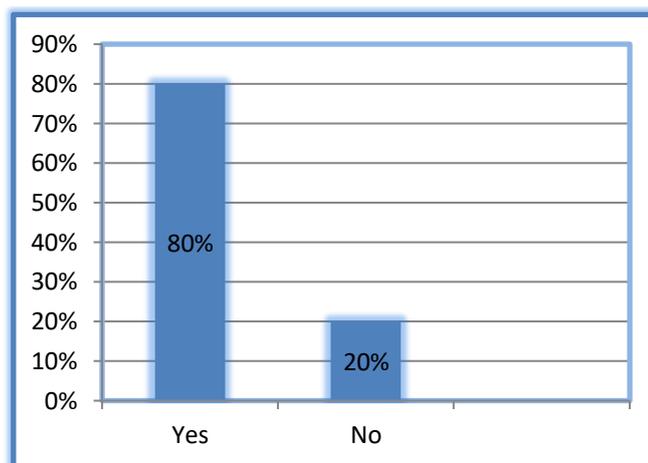
Figure 3.7 The Impact of Social Networks on Youth Lexical Innovations

The percentage of 80% is ascribed to the participants who answered with 'yes', explained their choice by stating that social networks including Facebook and Twitter are regarded as space where they enjoy linguistic freedom to utilize informal forms of language without any limitations. Consequently, it supports them to produce new vocabularies which are considered more expressive and fashionable according to their vision. On the other hand, a considerable number of respondents confirmed that through such means they get to contact people who speak different dialects and languages such as French and English which encourage multilingualism among them. Accordingly, they are inclined to insert the new borrowed words to be part of their dialect. In addition to other respondents who mentioned that being part of humor pages on Facebook such as the page of (الدولة الشكوبستانية) will attract a large number of young people to create new words and spread them very quickly to be generalized for use. Therefore, most of the participants have agreed that social networks are one of the factors that provide a step towards lexical innovations.

Part Three: The following part is mainly concerned with the usage and attitudes towards youth's lexical innovations in society.

Question 1: Where do new words come from? (You can select more than one option)

To answer this question, the researcher provided the participants with a set of languages that are supposed to be a source through which the young generation invents new words. Besides, they were given the option to mention other languages if any. The result can be illustrated in the following table and figure:

Table 3.8 Languages Used for Inventing New Words

Languages	N=50	Rate
Arabic	19	38%
French	17	34%
English	11	22%
Others	3	6%
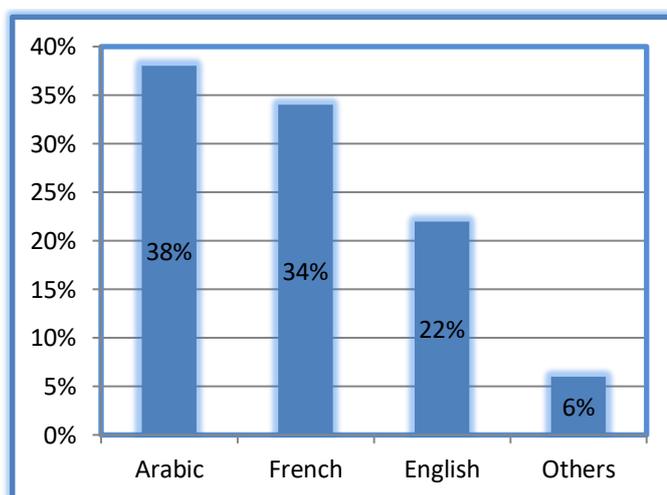
Figure 3.8 Languages Used for Inventing

New Words

As already mentioned the question was posed to discover the most selected languages that inspire youth to invent new lexical items. According to the participants' answers, the Arabic language ranked first with the rate of (38%), then the French language with the percentage of (34%). Subsequently, the English language recorded the rate of (22%). Besides, the respondents were allowed to mention any other languages which are regarded as the

source of these linguistic innovations. In that respect, three informants with the proportion of (6%) added Turkish, Spanish, and Berber.

Question 2: How often are you exposed to use new words?

The informants were questioned to declare to what extent the invented words are used in their daily speech. The subsequent table and figure display the rate of answers:

Table 3.9 Respondents' Frequency of Exposure to the Use of New Words

Answers	N=50	Rate
Always	23	46%
Often	14	28%
Sometimes	10	20%
Rarely	2	4%
Never	1	2%
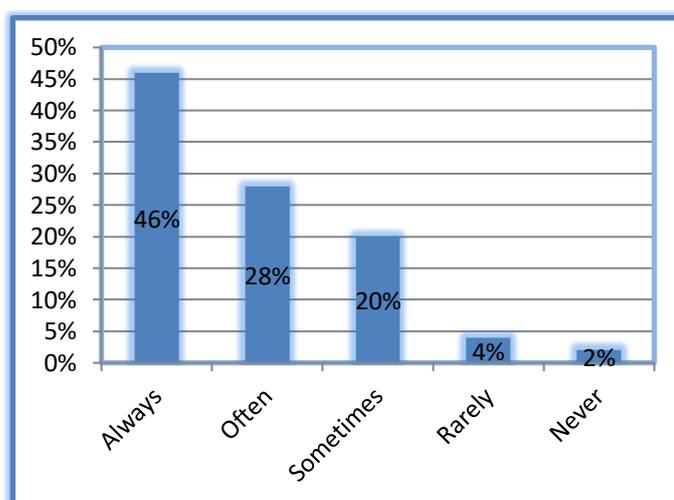
Figure3.9 Respondents' Frequency of Exposure

to the Use of New Words

From the evidence exhibited in the table and the figure, the researcher can see the extent to which young people are influenced by the new words. Therefore, the options 'always' and 'never' are used to display positive and negative attitudes of the respondents towards the usage of such words. Then, when asking about the degree of integration of the invented words in their speech, a great number of respondents consisting of (46%) are attributed to the ones who mentioned the option 'always'. Followed by the rate of (28%) which represented the informants with the choice 'often', and the percentage of (20%) is devoted to the respondents who selected 'sometimes'. Besides, other respondents with the score of (6%) chose the option 'rarely'. Then gradually moving to the remaining option 'never'

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which was submitted by one participant with the proportion (2%) who showed a negative attitude towards employing these new words in his speech.

Question 3: Have you ever been asked to explain these new words?

In this item, respondents were addressed to respond to this question in order to check whether they have been demanded to clarify these invented words. Their answers can be shown on the table and figure below:

Table 3.10 Respondents' Situation of Explaining the New Words

Answers	N=50	Rate
Yes	28	56%
No	20	40%
No answer	2	4%
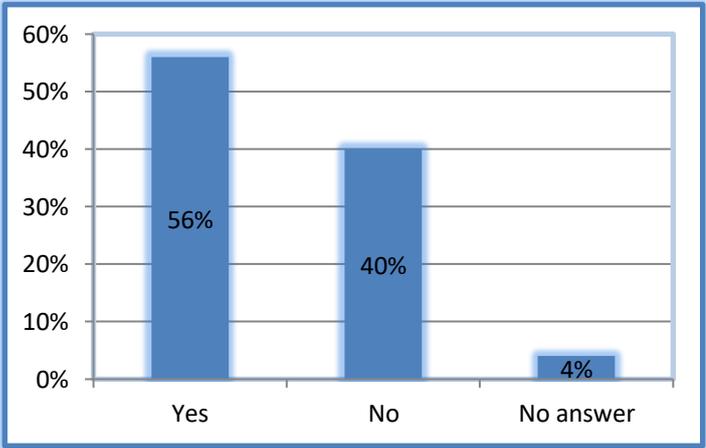
Figure 3.10 Respondents' Situation of Explaining

the New Words

In fact, this question is basically an attempt from the researcher to reveal whether the meanings of new words are understandable by other age groups especially the old generation. Therefore, this situation may lead young people to be asked to explain these invented words. From the detailed result, it is observed that the proportion of (56%) is attributed to the respondents who confirmed their choice with 'yes', while other informants rating (40%) said 'no'. However, there are two respondents with the ratio (4%) did not provide an answer.

Question 4: In your opinion, what are the attitudes resulting from the use of these new words among the Algerian youth in society, between acceptance and rejection?

For the last question, the tendency to such inquiry was an opportunity to find out about the various positions in society concerning the use of new words by the young generation. In this regard, the respondents gave different viewpoints on this linguistic phenomenon that may produce various attitudes in accordance with what they have experienced. Based on the informants' responses, it is noticed that their ideas varied between rejection and acceptance of such linguistic invention. Therefore, there are participants who mentioned that these new words are definitely not accepted in the Algerian society. Whereas there are a considerable number of respondents who expressed that some of these new words are rejected by their parents since they include some vulgarity, nevertheless, other words are allowed for use. However, other opinions were restricted to the context where these new words are employed; that is to say, some respondents declared that they tend to employ such words in specific contexts such as social networks, streets, home with siblings. However, in formal situations such as university or other public places they generally avoid using these lexical items. Otherwise, people, especially the old generation, would regard these words disrespectful.

3.6.2 Word List Analysis

A list of words has been submitted to (50) first-year EFL students studying at Belhadj Bouchaib University Centre. In fact, the main aim of this part is to reveal the different lexical items used by the young generation in their dialect. It also intends to examine the extent to which a certain age stage affects the use of language, especially at the lexical level. The results can be summarized in the subsequent table:

Words provided	Informants' examples
An excellent student	[harab fɪ mokah] [Kabaʃ] [Einstein] [ʈayara] [dictionnaire]
Poor person	[Lasaq] [maqla] [ysaʈwɪ] [mʃomar] [ħæzaq] [soka]
To use Facebook	[nconectɪ] [nʃatɪ] [nfeisbʊkɪ]
Pretty girl	[bomba] [top] [ħabba] [papɪʃa] [farmadʒa] [qatla] [annʊʃa] [danon]
Well-dressed	[artist] [annʊʃ] [boɡos]
Closed-minded	[kavɪ] [ħabes] [ʈnaħ] [msanʈaħ] [jabrɪ] [yajora] [meblokɪ]
My friend	[bro] [sadiqɪ] [mon bras droit] [ʃrɪkɪ] [nigga] [dude]
Hurry up	[activɪ] [rapidɪ] [dʒarɪ]
Rich person	[bonka] [tɪkɪ] [ʃarɪka gadra] [dawla]
Someone curious	[zoom] [nesnæs] [qarʕæʒ] [Google] [parabol] [ɪdaʕa] [dʒazɪra] [FBA] [satellite]

Table 3.11 Informants' lexical Innovations according to their Use

Therefore, the word list includes ten widely used words in Algerian society. Then, almost all participants gave answers except one of them did not provide examples concerning the last two words. Hence, the responses of the participants varied according to their way of

expression towards these proposed words. Besides, there were the same examples repeated by all participants. In this respect, a considerable number of new words invented by youth come from foreign languages such as French and English. Furthermore, it has been noticed that there are new words created from their mother tongue (Arabic) in which the old expression of words has been replaced by new ones which are seen more fashionable and updated according to their vision.

3.6.3 Interpretation of the Main Findings

This part represents the essence of the research work, as it provides the basics and the significant findings of this investigation. It was mainly built at the expense of collecting and analyzing the required data by using two research instruments, namely; questionnaire and word list which were addressed to First-year EFL students of Belhadj Bouchaib University Centre, in an attempt to attain the objectives of this study.

Based on the students' answers, it has been found among the findings that a person's language changes over time to include different aspects as it has to do with a specific age. In other words, language develops new terms enter the mainstream continuously, and hence this can be achieved by young people who take an accountable part in this linguistic change. Therefore, this study finds out that most of the youth particularly first-year EFL Students of Belhadj Bouchaib University Centre are inclined to coin new lexical items that are viewed as different and fashionable from other words. This situation corresponds with the adolescence period during which the psychological aspect plays an effective role in making changes on several sides. Accordingly, this period prompts youth to highlight themselves by producing new words for several reasons to attract attention, and thus the most prominent one as it was expected (see fig.3.6), where the informants stated that the motive for reinforcing this phenomenon is to seek a different and trendy appearance.

In fact, according to the result of Q1/section 3, which has shown that in addition to the Arabic language, there are other foreign languages that inspire youth to innovate new words by borrowing and code-switching items to be part of their speech. Therefore, it has been found that French and English take up a place among the languages from which new vocabularies are drawn. In this sense, taking into account the informants' answers in the word list section, we have seen that most of the words are from French, such as [nconectɪ] 'to connect' [nʃatɪ] 'to chat'. Besides, [activɪ] 'to activate' [rapidɪ] 'rapid' to express hurriedness state, [bonka] 'bank', [tɪkɪ]'ticket' to name a rich person. It is worth mentioning that young people do not only adopt words but also adapt them to conform to their way of pronunciation. Moreover, the English language holds a position in this linguistic phenomenon with a rate of 22% (see fig.3.8).

On the other hand, the word list has also demonstrated that words like; [bro]' brother', [top], [dude] 'man', [nfeisbʊkɪ]'to connect' are words originated from the English language to be used in Algerian youth context (see table 3.11). Hence, the reason behind borrowing English words is the nature of respondents' specialization, which would facilitate contact with the language and then the process of producing new words. Furthermore, this evidence proves that language is affected by young people at the lexical level through borrowing and shifting different languages to be engaged in their daily speech as well as renewing the existing Arabic words by new ones.

The final examination has been set up for the last hypothesis to explore whether social networks, cultural influence, and multilingualism are among the factors that lead this young generation to establish new words. Therefore, with the reference to the result of Q5/ section 2, it has been found that social networks play a crucial role in changing the language of youth at the lexical level since within this use they enjoy linguistic freedom to utilize informal forms of language without any restrictions. From this standpoint, it can be said that spending more

time on social networks, mainly Facebook does not only make young people constitute new words but also facilitate their spread to be generalized and accepted among other categories.

Actually, with regard to the explanation provided by informants in Q5/section 2, it has been turned out that within the limits of using social networks; it becomes easy to interact with more prominent cultures that affect the youth's way of speaking. Furthermore, they claim to include words from these cultures in their speech, and this can explain why many borrowed words come from French and English (see word list section). For the reason that communicating with people from other languages and getting into contact with different cultures, make the individual more extroverted and inclined to imitate them. Consequently, it encourages the use of new words among young people to keep pace with prevalent cultures and modernized world. Indeed, these findings confirm the second hypothesis in which multilingualism and other cultures are among responsible agents that increase the rate of lexical innovations in youth's speech.

Thus, young people prefer to drive lasting change to their mother language in terms of creating special updated words. However, in a way or another, this change with referring to Q4/ section 3, may give rise to a conflict of opinions, especially from the part of the old generation. From the results obtained, it can be expressed that the phenomenon of inventing new words may produce negative attitudes in society in which young people are seen as they are contributing to debase linguistic standards. So that they are blamed for their lexical creativity since some of these words hold vulgarity and immatureness. On one hand, others show positive attitudes towards this linguistic phenomenon through accepting these changes and even engage them in their conversation.

3.7 Limitations of the Study

Limitations are inevitable in any research. Therefore, the present research study encountered certain limitations that may affect the implication of this study. First, the researcher was obliged to delimit the research due to a large number of subject matters related to the research theme. In addition to the specific time that was controlling the process of work, which prompted the researcher to choose the most prominent elements for treatment.

Moreover, it was planned to manage an interview with EFL students, but because of the Coronavirus that the world is witnessing today, most of the Algerian institutions are closed and the university center of Belhadj Bouchaib in particular where the study was conducted. So, the third research instrument (interview) was canceled.

3.8 Conclusion

To sum up, the present chapter has been dedicated to the practical side of the whole study. It involves how the required data are gathered and analyzed through two research instruments, based on mixed-method approaches; qualitative and quantitative approaches. All in all, this section basically aimed at providing clear explanations of the findings by presenting how these obtained results were interpreted. It also attempted to give plausible and authentic answers related to the previous research questions with the intention to check the reliability of the proposed hypotheses.

General Conclusion

Language is not set in stone; however, it is constantly changing across time and space. Language change is a phenomenon where a set of alternations happens within the features and use of language, including syntactic structures, pronunciation, morphology, and word choice. From a sociolinguistics perspective, language is subject to variation. Therefore, it is affected by several factors such as gender, regional and contextual differences; in addition to distinct age groups, which may cause variation at its various levels.

From the aforementioned points, it can be said that age is among the social variables that has attracted the linguists' interest in modern sociolinguistics as long as there are different age categories practice the same language in different ways. In fact, the relationship between language and age is crucial. In that respect, the age group that represents the young generation shows that youth affect the mainstream language and contribute to changing linguistic behavior at the lexical level. Therefore, youth are inclined to invent new lexical items to be part of their ordinary conversation. This latter plays a significant role in creating linguistic differences in the speech of individuals that corresponds to a certain age.

As far as the methodology is concerned, the current research used the mixed-method research design in an attempt to analyze the contribution of young people in changing linguistic standards in the lexical aspect. The rationale for the employment of this method is that qualitative and quantitative results produce an accurate and depth description to examine the extent to which this linguistic phenomenon takes dimensions among youth in the Algerian society. As for the primary data collection, two main instruments were applied, respectively; a questionnaire and word list which were conducted with first-year EFL students at Belhadj Bouchaib University Centre.

Based on the data obtained, the findings have exhibited conclusive remarks that the majority of the target population which represents this young generation takes part in making clear changes in the vocabulary used. This is shown by constructing new words and giving them new meanings to be more expressive and modern compared to the ones used by the old generation. It has also been noticed that the issue of inventing new words does not come from none; however, young people seek to create a language source to inspire their innovations. Thus, this is achieved by switching and borrowing items from different language repertoires such as French and English in their daily interactions. On the other hand, there are multiple reasons for this phenomenon, but the difference is the same. In this regard, the respondents agreed by the majority on one main reason, which is that they strive to appear different and trendy from others to attract attention.

The findings of this research deduced that there are factors that play a solid role in increasing the rate of lexical innovations among young people. Actually, the most prominent one is social networks which have become an integral part of youth's lives since it is a fertile place to coin new words and facilitate their spread. Social networks, on the other hand, provide a considerable opportunity to get in contact with people from different cultures. Therefore, through this cultural friction, one becomes susceptible to be influenced by others in terms of borrowing words used in their context. Besides, multilingualism which stands behind reinforcement of this linguistic phenomenon among young people, as the case of Algeria in which it is considered a multilingual country. Hence, this situation provides the Algerian youth with a considerable chance to borrow words from French and English into their dialect.

In essence, young people are known for their tendency to renew in everything, even in the way they speak, their ages play a role in activating this feature. As a result, the present research study has concluded that first year EFL students of Belhadj Bouchaib University

Centre are linguistically innovative at the lexical level. Thus, they code-switch and borrow words from French and English to be part of their speech. Moreover, it has been proven that there are factors such as social networks, cultural friction, and multilingualism which play a vital role in supporting this young generation to invent lexical items and spread their use. Therefore, the aforementioned hypotheses are confirmed in accordance with the data obtained and the main findings represented by the researcher.

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Questionnaire

This questionnaire is a part of the research work for the fulfillment of a Master's degree. It attempts to collect data from first-year English students of Belhadj Bouchaib University Centre of Ain Temouchent to examine the contribution of the young generation to language change at the lexical level.

Thank you in advance.

Part one: Personal information

Question 1:

Gender   Female   ☐   Male   ☐

Question 2: Age   ☐

Part Two: the effect of age on the speech of the young generation.

Question1:

Does age affect an individual's way of speaking?

Yes   ☐

No   ☐

Question2:

Do you consider that the old and young generations speak differently in terms of vocabulary?

Yes   ☐

No   ☐

Question 3:

Do you use new words in your daily interaction such as /artist/, / nfeisbʊkɪ /…etc?

Yes [ ]

No [ ]

Question 4:

What are the motives that support you in coining new words?

-To look trendy and completely different [ ]

-To keep in touch with people of the same age as you [ ]

-Break routine [ ]

-To separate yourself from the old generation [ ]

Other reasons……………………………………………………………………………

Question 5:

Do social networks such as "Facebook" help in establishing new words?

Yes [ ]

No [ ]

If yes, how?

Part Three: Attitudes towards lexical innovations

Question 1:

Where do new words come from? (You can select more than one option)

Arabic ☐

French ☐

English ☐

Others ………………………………………………………………………………

Question 2:

How often are you exposed to use new words?

Always ☐   Often ☐   Sometimes ☐   Rarely ☐   Never ☐

Question 3:

Have you ever been asked to explain these new words?

Yes ☐

No ☐

Question 4: In your opinion, what are the attitudes resulting from the use of these new words among the Algerian youth in society, between acceptance and rejection?

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Appendix B

Word List

How do you say these words in your dialect? (Write either in Arabic, French or English)

Words provided	Examples
An excellent student	
Poor person	
To use Facebook	
Pretty girl	
Well-dressed	
Close-minded	
My friend	
Hurry up	
Rich person	
Someone curious	

ملخص

يهدف هذا البحث إلى دراسة مساهمة جيل الشاب في إحداث تغييرات لغوية على المستوى المعجمي من خلال اختراع كلمات جديدة ودمجها في لهجتهم، وذلك عن طريق التحويل والاقتراض من لغات مختلفة مثل الفرنسية والإنجليزية لتعزيز إبداعهم اللغوي. بالإضافة إلى إبراز أهم العوامل التي تدفع هؤلاء الشباب إلى زيادة معدل هذه الظاهرة اللغوية. من أجل التحقق من صحة الفرضيات المقترحة ، تم اعتماد أداتين بحثيتين هما استبيان وقائمة كلمات لجمع البيانات من طلاب السنة الأولى لغة إنجليزية للمركز الجامعي بلحاج بوشعيب بعين تموشنت.

الكلمات المفتاحية : جيل الشاب- تغييرات لغوية- المستوى المعجمي- الاقتراض- طلاب السنة الأولى لغة إنجليزية- المركز الجامعي بلحاج بوشعيب.

Résumé

Cette recherche vise à étudier la contribution de la jeune génération à engendrer des changements linguistiques au niveau lexical. Par conséquent, les jeunes inventent de nouveaux mots et les incorporent dans leur dialecte, et ce en déplaçant et en empruntant des éléments de différentes langues comme le français et l'anglais pour renforcer leur créativité linguistique. Cette étude tente de mettre en évidence les facteurs les plus importants qui poussent ces jeunes à augmenter le taux de ce phénomène. Afin de vérifier la validité des hypothèses, deux instruments de recherche; un questionnaire et une liste de mots ont été adoptés pour recueillir les données des étudiants de première année d'anglais qui étudient au Centre universitaire Belhadj Bouchaib d'Ain Temouchent.

Mots clés: jeune génération - changements linguistiques - niveau lexical - emprunt - étudiants d'anglais de première année - Centre universitaire Belhadj Bouchaib.

Summary

This research aims to study the contribution of the young generation in engendering linguistic changes at the lexical level. Therefore, youth invent new words and incorporate them into their dialect and this is by shifting and borrowing from different languages such as French and English to reinforce their linguistic creativity. This study attempts to highlight the most important factors that lead these young people to increase the rate of this phenomenon. In order to check the validity of the hypotheses, two research instruments; questionnaire and word list have been adopted to gather data from first-year English students of Belhadj Bouchaib University Centre of Ain Temouchent.

Key Words: Young generation- linguistic changes- lexical level- borrowing- first-year English students- Belhadj Bouchaib University Centre.