People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Ain Temouchent – Belhadj Bouchaib

Faculty of Letters, Languages and Social Sciences

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Age and Generation-Specific Use of Language: The Case of Youngsters in Oulhaca Speech Community- Ain Temouchent

An Extended Essay Submitted in Partial Fulfilment of the Requirement for a Master's Degree in Didactics

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Academic Year: 2022-2023

DEDICATION 1

Praise to "Allah" who have given me courage to overcome all the difficulties.

To the best parents in the whole world, whom I will forever be grateful.

I'm so proud and honored to dedicate the fruit of my studies to YOU

My first true love my father "Fethi"

My mother, my home and queen "Ben Trari Khaira"

Who filled my heart with loyalty and dignity and supported me with all my endeavours.

To my brothers "Mohamed" "Aymen", my sisters "Kenza" "Aya" "Amira"

my cousins "Douaa" "Youssra" "Fatima" "Islam" "Adem"

Whom I always look for to put a smile on my face.

To my lovely aunts: "Fatiha" for her guidance and support and "Hadjira" my forever favourite for her wisdom and love despite her loss.

To my future husband "Mohammed" who stood beside me through all of it providing me with strength, love and prayers.

To the summer of my winter heart my best friend, my partner "Sarra" I thank you from my heart for your support without you this journey would not be the same.

To "Rime Nihad" and "Fariel" you will always be the sisters of my soul, the friends of my heart.

To my people members of "BELBACHIR" family.

To all who loves me and gave me strength through these years.

At last this work is in the memory of my aunt's husband, my uncle

"Maatallah Mohammed"

Nardjiss BELBACHIR

I

DEDICATION 2

Above all, thanks to ALLAH who guided me on the right path.

I dedicate this modest work which is the fruit of all my years of study

To my dear Father, my forever Hero "Ahmed" who Motivated and encouraged me

all the way long.

To my lovely Mother "BEN DJALLOUL Malika", my paradise and the reason

of what I became today.

To my brother "Amine" and sister "Marwa", two stars shining in my sky so bright.

To my future husband "Mohemed" for his kindness, understanding, love and care and

my dearest Mother in-low "Zineb".

To my lovely aunts "Amaria", "Amina" "Howaria" and her daughter "Rahaf"

To my soulmates and the apples of my eyes "Nardjess" the supportive of myself as I

was to her during this research, "Rime Nihad" and "Feriel" with whom I shared the most

beautiful memories in my life.

To my lovely friends and sisters "Amina" "Noria" and "Zahira" and special thanks to

my brother "Fethi"

To every heart that prays for me and wishes me luck.

To all family of "Ben Hacine" and "Ben Djalloul".

Sarra BENHACINE

Acknowledgements

First of all, I would like to express the most gratitude and praise to Allah.

We are truly grateful to our supervisor Dr. Hynd MAHDAD-KAID SLIMANE, whose valuable insights and guidance have made the completion of this research possible. We consider ourselves incredibly fortunate to have the opportunity to work with her. Without her support, corrections, guidance, criticism, and encouragements, a far inferior product would have resulted and for that we want to say thank you wholeheartedly. At last, we wish you get well soon enough and stay as strong as we know you, our prayers will be always with you.

We would also like to express our great and sincere thanks to the jury members: and Dr. Amel MEBARKI and Mr. Boubkeur BENGUERFI our dearest teachers whom we have a huge respect for and we are so honored they have accepted and taken the time to correct and evaluate our humble research and for their comments and advice.

At last, we also welcome this opportunity to express our appreciation to all the teachers of the department of English, from whom we have learnt a lot and we will forever be grateful to the experience we consider ourselves lucky to have shared with you at Belhadj Bouchaib University.

Abstract

The present research work is an attempt to analyse the sociolinguistic situation of an Algerian town Ain Temouchent. The main focus was on Oulhaca El-ghreba that is situated 51 km West of Ain Temouchent. The main purpose of this research work is to describe and shed light on the linguistic features characterizing the speech community of Oulhaca, mainly the lexical side in relation to the age variable. It highlights the effect of age on youth language in addition to factors that helped in reshaping their language namely social media. The current study has also been carried out using quantitative and qualitative approaches and with reliance on the two main tools for gathering data, namely the questionnaire handed for sixty- five (65) Oulhacian youngsters and the structured interview directed to nine (09) informants, with the purpose of evaluating the two research hypotheses. Three chapters form the basis of the present investigation and the focus of the first chapter is concerned with defining concepts related to language variation and age, while the second one covers the research's methodology and the tools that were employed. The third deals with the evaluation, interpretation, and discussion of the key results which showed the majority of respondents fully confirmed the investigation's proposed hypotheses, stating that nearly all of Oulhacian youth today agree that their dialect differs significantly from that of the elder generation. The modern Oulhacian speech community frequently experiences dialect shifts for a variety of reasons, for that social media is a crucial element in how young people's language is changing, which results in the growth of new vocabulary and linguistic contact.

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List of Abbreviations and Acronyms

CM: Code Mixing

MSA: Modern Standard Arabic

AA: Algerian Arabic

H: High variation

Sb: Somebody

L$_1$: Mother tongue

TAD: Temouchent Arabic Dialect

OAD: Oulhaca Arabic Dialect

ICT: Information and Communication Technologies

QCA: Qualitative Contents Analysis

General

Introduction

General Introduction

Language is known as being the most effective form for communication in any linguistic group since it reflects of society. Numerous linguists have been interested in it and have used various approaches to study the complex nature of this phenomenon. There is no denying that language changes from one age group to another.

Humans of various ages speak different vernaculars and have diverse lexical levels. The Sociolinguistic works are based on how we speak in different social contexts with different age groups, and how we might use particular functions of a language to communicate or convey social meanings or aspects of our ages. Age and language have a number of different components that are linked with one another. The idea that groups of individuals of various ages will learn and apply language in various ways comes first. The relationship between age and the development of a person's language use is another factor. The first strategy is known as age-specific language usage, whereas the second strategy is known as generation-specific language use. The distinction has been crucial in the study of language change because, if we agree with Labov (1994, p.107) that people tend to keep their speech patterns throughout their lives, then the study of generation-specific language must also consider language change. Although it is sometimes difficult to distinguish between the ideas of age and generation, in which Eckert (1997, p.151), points out that "age and ageing are experienced both individually and as part of a cohort of people who share a life stage, and/or an experience of history". The study of language use among different age groups and generations was once thought to be quite simple, but since the 1990s, a number of publications have entangled this field of study and called into doubt distinctions that were previously assumed.

At some periods of life, language usage is better understood than at others. The language of the middle years has received less research than that of childhood and adolescence, which is disappointing given the middle-aged bias found in studies on age- and generation-specific language use (and, in fact, in social science investigation generally (Eckert, 1997)). This is one of the main motivations that made us interested with this phenomenon in regard to our community; this dissertation aims at investigating the effect of age on youngsters' language in Oulhaca speech community (Ain Temouchent). Being ones of the Oulhacian speech community, we noticed that the young generation adapts a new vernacular rather than using their own dialect which is a worth studying motive to explore this phenomenon. Thus, the purpose of this paper is to check whether age has a crucial role in affecting the youngsters' language and to find out which motives that push the youngsters reshape their everyday speech. In this light, the research project's central challenge could be organized as one of the following questions:

1. Does age affect the Oulhacian youngster's language?

2. What factors contribute in dialect change, more specifically among youngsters in Oulhaca speech community?

Each of the following hypotheses were developed with help from the previously mentionedstudy questions:

1. Yes, age plays a prominent role in affecting youth language more specifically at the lexical level.
2. Many factors contribute in affecting youngsters' language in Oulhaca speech community, the most important one being social media.

Three chapters represent the current research work. A review of the literature on the theoretical side of the closely related topic is the focus of the first chapter in which it reflects the

most notable sociolinguistics research that has been done as well as exploring the relationship between the concepts of language and age, in addition to, language variation. The study will be conducted in a systematic manner through using both quantitative and qualitative research work and data collection; the second chapter aims to describe how the research work will be carried out by outlining the methodology and the research devices that will be used for data collection. Thus, a questionnaire and a structured interview were used. Two distinct age groups are employed to complete this research project because the sample is supposed to be broad. The third chapter is dedicated to the analysis and interpretation of data in an effort to further examine and comprehend how language is used differently depending on the age of the user.

Chapter One:

Literature Review:

Key Concepts

To Language

Variation

1.1 Introduction

Age as a linguistic variable plays a significant role in adapting new linguistic attitudes and choices. Nowadays, the youth are less linguistically conservative and undoubtedly more opened to new vernacular; during their journey to mature linguistically they became highly influenced by other linguistic varieties, more importantly technology, social media…. Accordingly, to investigate what have been hypothesized we will talk about the age variation effect on the speech of individuals and the factors that contribute in the adoption of young vernacular.

This chapter will be examining language variation in relation to age, reviewing some literatures that have already dealt with such a phenomenon in general and investigated its situation in Algeria in particular.

1.2 Age as a Social Variable

Sociolinguistics considers age as a significant variable for the study of language change according to apparent time or real time (Chambers, 1995; Eckert, 1997; Llamas, Mullany, & Stockwell, 2007; Murphy, 2010; Duszak & Okulska, 2011). Bowie (2011) states "the relationship between aging and sociolinguistic variation has not often been studied directly" (p. 29). At the same time, "a number of studies have been conducted that test the apparent time construct, and this must deal indirectly with issues of aging and variation, due to the nature of the topic" (Bowie, 2011, p. 29).

Apparent-time studies are claimed by Llamas, Mullany, & Stockwell (2007) as "a technique used to access language change by comparing the speech of younger speakers and older speakers within the same speech community at the same time" (p. 206) which means comparing the vernacular of youth and elders who belong to the same speech community in

order to list their use of different linguistic behaviours. On the other hand, real-time studies are defined as "sociolinguistic investigations often of a longitudinal nature which follow real change over time" (p. 227) i.e. language change can be defined as a diachronic study of specific vernacular that can be reshaped over time.

Several studies were conducted by Romaine (2000) in her book "*Language in Society: An Introduction to Sociolinguistics* «which are related to age. To give an idea, Sweden as a case study for a sociolinguistic research showed that "the adult pattern also appears in the two younger age groups" and "the youngest speakers between the ages of 7 and 16 use more standard forms than the young adults between the ages of 16 and 20" (p. 82). In addition, Romaine described a study on the Swiss village of Charmey in 1905:

> *The middle-aged generation of speakers fluctuated with respect to the use of both old and new norms as exemplified in the speech of the older and younger generations respectively. Another investigation some twenty-five years later demonstrated that the variant used by the younger generation had established itself as a new norm.*
>
> *(p. 151)*

1.2.1   Definition of Age

Age as a concept refers to the number of years from a person's date of birth to specific point in time; according to Eckert (1997) "Age is a person's place at a given time in relation to social order: a stage, a condition, a place in history." Eckert (1997, 156) divides age into three types, the *chronological age*: number of years since birth, *biological age*: as the physical maturity, puberty, losing hair; this type does not coordinate with the previous type, *social age*: that is related to life span events such as marriages, birth of First child... Age idea was also defined by Gregorian Calendar (2001) as follows:

> *Age is the interval of time between the day, month and year*
>
> *of birth and the day and year of occurrence of the event expressed*
>
> *in the largest completed unit of solar time such as years for adults*
>
> *and children and months, weeks, days, hours or minutes of life, as*
>
> *appropriate, for infants under one year of age.*
>
> *(p.30-31)*

The age of the speaker influences the use of vocabulary and grammar complexity (Bell,1976). Age plays a crucial role in the variation of language since it is considered as a social variable.

1.2.2   Age-Grading Variation

In Linguistics, age grading refers to the changes of linguistic behaviours of individuals that belong to a speech community during their lives but there is no change accursed in the community means it stays the same. As reported by Coupland (2001, p.189) age-grading occurs "when people of more or less whatever birth cohort and their behaviour generally change as they age" meaning that members of community gradually reshape their speech habits as they get older.

This change is repeated in every generation in which Cheshire (2006, p.1553) defines it as: "a change of behaviour with age that repeats itself in every generation"; this citation shows us that age-grading is a behaviour that repeat itself in each generation. In other words, it speaks of the generational repetition of behaviour changes with age and makes a distinction between language changes at the individual and communal levels. Hockett (p.423) declared that "Some writers use the term age grading to refer only to the language used by children that is repeated in every generation without ever being used by adults" (1950); varying distribution of usage of a

particular parameter between age groups may not indicate a shift in the diversity of a specific speech community, but rather may reflect a behaviour distinctive of age grading that is repeated over generations.

1.3 Language Variation Definition

As far as it is known language is the tool of communication; the way people communicates. Studying language and it variation has been the field of interest of many disciplines, more importantly sociolinguistics. But although it was created by Labov in the 1960s, it did not initially draw much interest among linguists.

Chambers (2003) state that "though linguistic variation may be obvious, no linguists analyzed it systematically until the inception of sociolinguistics in 1960's" (p.13). A new approach or discipline called variationist sociolinguistics has been implemented by linguists through the study of language because of The Social Stratification of English in New York City by Labov, published in 1966, they were encouraged to investigate language variation and gave rise to the new field of variationist sociolinguistics. It treated language as a tool that may changes depending on the speaker. This approach emphasizes on the performance (language use) and language variability i.e. how language vary from one individual to another. Labov insisted that both formal linguistic structure and every social function related to language in a way or another must be involved. In Relation to this idea Wardhaugh (2006) says:

> *A recognition of variation implies that we must recognize that a language is not just some kind of abstract object of study. It is also something people use. So, it is necessary to study and focus on language use, so as to answer questions like: why does language vary from one speaker to another? (p.5)*

So, it is first required to differentiate among dependent and independent variables in order to see what changes to language when we examine it in connection to the social elements. The former are social factors and the latter are language variables; these traits are thought to be connected to or have an impact on the dependent variables. Language use is influenced by a variety of factors, including social class, geographical location, ethnicity, age, gender, and others.

1.3.1 Factors to Language Variation

Sociolinguistics involves both individual and social factors, according to Chaer (2010). Language is a phenomenon of community that is influenced not just by linguistic but also by non-linguistic variables i.e. the way people speak is affected by multiple factors that can be found in all human societies which are listed below:

1.3.1.1 Social Context

The term "social context," usually referred to as "milieu," describes how a person responds to something in light of their current social surroundings. How something is perceived can vary depending on the social setting i.e. someone who have a master degree in English practice the language in a social situation more than someone who stopped speaking it after finishing his high school. The changeable situations do require the use of a specific register of the language, the formal and informal form of language are used interchangeably in different situations.

1.3.1.2 Geographical Origins

Noticeable variations in the way the speakers of same language pronounce words refers to geographical origins. Numerous studies have shown that geographic location is crucial for language diversity and the development of dialects meaning people of same geographical origins

share the same vocabulary and use the same dialect while they face problems when they communicate with others from other areas.

1.3.1.3 Social Class

During the political and economic revolution that occurred in the late 18th century, the term "social class" became widely used for the first time in the early 19th century. Despite the lack of agreement on the specific, measurable independent factors that contribute to creating social class, social class is consistently included as a variable in sociolinguistic studies and people are arranged in a social hierarchy. Ironically, social status is not only consistently considered to be a significant variable in investigations of linguistic diversity, but it also frequently offers useful information about the nature of linguistic change.

Trudgill (1995) defines social class as: "a term used to refer to any hierarchical ordering of groups within a society" (p.23) while Wardhaugh (2006:148) says that sociolinguists use a number of different scales for classifying people when they attempt to place individuals somewhere within a social system. One of the few societal factors used to classify speech communities, social class is a key term in sociolinguistic study. It includes putting people in groups and allocating them social status based on the communities they belong to. Despite being widely utilized and incredibly effective, linguists can hardly claim to fully comprehend this variable.

Trudgill (1995:22) employs that: There are grammatical differences between the speech of two speakers which give us clues about their social backgrounds...these differences will be accompanied by phonetic and phonological differences. for example, we cannot associate linguistic diversity in Algeria with socioeconomic categories due to the diglossic feature, but we can categorize people based on their educational status. On the other hand, in England, English speakers may infer a speaker's societal level by the dialect they employ.

1.3.1.4 Gender

Sociolinguists placed a strong emphasis on how men and women sound, and their focus on language and gender increased once they discovered that men and women speak differently in most societies. Depending on the technique, samples used, implicit sex and gender assumptions made by the authors, and other factors, studies on gender-specific variation are frequently contradictory. Thus, as it was quoted gender as a *Sociolinguistic Variable: New Perspectives on Variation studies* by Wodak, Eckert and McConnell-Ginet (1992: 90) state, "women's language has been said to reflect their [our] conservativism, prestige consciousness, upward mobility, insecurity, deference, nurture, emotional expressivity, connectedness, sensitivity to others, solidarity. And men's language is heard as evincing their toughness, lack of affect, competitiveness, independence, competence, hierarchy, control." meaning that language use differs from men to women concerning their way of speaking and intonation patterns in which women language is softer, emotional and expressive while men language is more direct, aggressive and less expressive.

In communities where Arab is the primary language, things are different. Sociolinguists began investigating that topic in the 1980s and discovered: "Studies of synchronic variation in Arabic seemed to be showing men using more of the overtly prestigious variants associated with classical Arabic, and women using more of the variants associated with the local colloquial variety of Arabic". (Meyerhoff, 2006: 218). He also stated that it is useful to take into account the social roles of men and women in to fully understand what might be occurring in the Arabic-speaking societies.

1.3.1.5 Ethnicity

A collection of people who identify as an ethnic group has variety of traits. Cultural, racial, economic, political, linguistic, religious, and other factors are typical examples of these

criteria, though there may be others that can be applied as well. Cultural identity and group membership are always influenced by language. As Trudgill (1995) notes that:

> *Language may be an important or even essential concomitant of ethnic group membership. This is a social fact, though, and it is important to be clear about what sort of processes may be involved. In some cases, for example, and particularly where language rather than varieties of a language is involved, linguistic characteristics may be the most important defining criteria for ethnic-group membership.*

> *(p.41)*

Another important aspect of ethnicity that might be so powerful as to draw clear boundaries between other identical individuals is religion. In that case, religion is adequate reason for classifying a population as a distinct ethnic group. For fact, every person identifies as a Muslim in the Arabic-speaking society, or more specifically in any region of Algeria, sharing the cultural values included in the group's unique customs and traditions i.e. we distinguish ourselves as an ethnic group through the Arabic language, which is a crucial element in identifying ethnic group membership.

1.3.1.6 Age

Language change has been seen through diachronic analysis of historical texts, which has allowed us to understand how language evolves over time. And by examining the importance of speakers' ages in synchronic investigations of linguistic variation, we can make significant progress. Romaine (2000:82) believes that "The age attribution of a variable may be important clue to ongoing change in a community" meaning that the age variable influences the speech

patterns of people in which different age group speaks different variety of language. In this regard, Sankoff said that: "Speakers might be changing various aspects of their language over the course of their lives". (Quoted in: Carmen Fought, 2004:121); age serves as an important factor in variance since sociolinguists have claimed that young individuals speak or sound differently from adults. And this can be explained by the phenomena of age grading, which states that every generation of speakers adjusts their language behaviour at a specific stage of life, sometimes even into adulthood. Yet, the language itself remains unchanged over time.

To sum up, age is a factor in the construction of both our own and other people's identities. Given that age guide every person to use different language variety that correspond to their age and other people's too. Moreover, our ability to position ourselves in a multi-dimensional society is made possible by language variety. One factor we use to define our own and other people's identities is their age.

1.4 Dialects as Varieties of Language

Dialect is a variety of language that is mainly spoken by members of the same speech community. Chambers et al (2003) said that "a dialect varies from other dialects of the same language simultaneously on all three linguistic levels: phonologically, grammatically, and it terms of vocabulary." (p.17) which means that the grammar and vocabulary found in dialects are a glimpse on the region and social backgrounds of the speaker. Additionally, prestige is gained by dialect when most members of the same speech community speak that dialect, which can provide a route to standard language development.

> *In fact, the variety that develops as the standard language has usually been one socially prestigious dialect, originally connected with a political or cultural centre (e.g. London for British English and Paris for French). Yet, there*

> *is always other varieties of a language spoken in different*
>
> *regions.*
>
> *(George.Y, 1985.p182)*

From a linguistic perspective, it is crucial to consider that no one's language variety is necessarily "better" than any other. Simply said, they are different however, from a sociological perspective, some kinds do rise in social rank. To sum up, Linguists define a dialect as the set of characteristics (phonetics, phonology, syntactic, morphology, and semantic) that distinguish one group of users of the same speech from another group who do not use that dialect. Dialect, then, is a variant that is user-related. It involves grammatical, lexical, and pronunciation variations. Four levels of dialect variation exist: Regional, Social, Minority and Individual levels while the first two are the ones we are interested in.

1.4.1 Regional Dialect

People who speak the same language differently may not belong to the same linguistic and social variation but to the same regional one. Regional dialects are linked to varieties of determined place or area. For Wardhaugh (2006) "Dialect geography is the term used to describe attempts made to map the distributions of various linguistic features so as to show their geographical provenance" (p.45), in an explained sense, a regional dialect is a variety of spoken language that has been used in a specific geographic area for many several years as evidenced by variations in word choice, grammar, and pronunciation. Due to these differences people from the same region will share a mutual intelligibility while they can fail communicating with others from other regions.

1.4.2   Social Dialect

Social dialects are highly related to society; it members are Characterised by major differences that correlate towards their age, sex, occupation, status...etc. Wardhaugh (2006) reported that "social dialects originate among social groups and are related to a variety of factors, the principal ones apparently being social class, religion, and ethnicity" (p.49) in which can be said elements including educational level, occupation, religion and cultural origin all influence social dialect i.e. this latter refers to the specific vocabulary or dialect used by a social group. As a result, people from the same community might speak differently while adopting variety of language as the group they belong to.

1.5 Dialect vs Language

Dialects are different from languages in pronunciation, syntax, semantics, morphology and vocabulary. It is linguistically known that every individual speak his language differently (dialect) even though no one can state when a specific language starts and another ends. At the level of norms, Haugen distinguished between language and dialect, contending that the former can refer to a single linguistic norm or to a set of norms that are connected to one another, whereas dialect exclusively refers to one of the norms. He (1966, p.924-925) concludes that:

> *In general usage, it; therefore, remains quite undefined whether such dialects are part of the language or not. In fact, the dialect is often thought of as starting outside the language... as a Social norm, then, a dialect is excluded from polite societies.*

The majority of the time, people are aware of the language they speak, however they may not necessarily claim to be native speakers. They can struggle to determine whether what they speak should be classified as a speech proper or merely a dialect of another language.

Then wardhaugh (2006) stated that a sub variety of a language called dialect. Furthermore, dialect is a common phenomenon for many languages such as English, Italian and French. Hudson (1996) claimed that "a variety called a language contains more items that one called a dialect" (p.32); Speaking and writing are often the two main components of a language, which is an abstract structure of symbols and meanings organized by grammatical rules. On the other hand, a dialect is a variation of a language used in a specific region or by a certain population; if the official language is the parent, the dialect is the child. The term "dialect" refers to social or geographic variations that do not extend to the language itself and are not distinguished by vocabulary, grammar, or sound. It is common for dialects to deviate from the language's official form.

1.5.1 Dialect Shift in Relation to Age

"Age differences are a common tool for detecting linguistic change" (Nagy, 2011, p.370). Languages and dialects evolve with time, according to many linguists and dialectologists. The modifications may take place on a broad spectrum, including syntax, vocabulary, pronunciation, and others. Words change over time for a variety of reasons, resulting in distinctions between the vocabulary of older and younger generations. Age, gender, education, social status, and other sociological factors, among others, are the cause of these variations. In a study he carried out on New Yorkers, Labov (1966) examined further into influence of age utilizing age as a social component. The vocabulary of the younger generations differs from that of the older generations. Communication issues between the two generations could result from this in addition, old words loss.

The phenomenon of dialect Shift may occur for various reasons, more importantly, because of age. Speakers of a young age tend to adapt a new linguistic behaviours shifting away from the dialect of their speech community, in order to shape their own identity as individuals. In contrast, older speakers mostly maintain their own dialect; they protect their dialect because it is, for them, a part of their traditions and culture. Generally speaking, different age groups speak different dialect because of their own ideas about what a dialect can be.

1.6 The Youth in Algeria

Despite the diversity in definitions between government institutions, young people are defined by *the international study by Euromed on youth policy in Algeria* (2009)as being between the ages of 15 and 29. In Algeria, the article concedes "most policy makers refer to youth as individuals under the age of 30," in this respect, 70% of Algerians are under 30 years old, while 30% of the entire population is between the ages of 15 and 29.*The Studies on Youth Policies In the Mediterranean Partner Countries - Algeria*, declared:

> *Today, the Algerian youth is socially considered through the mirror of the social crisis. It is also associated with 'social evils', such as unemployment, drugs, political violence and delinquency, urban riots and 'harragas' (those who emigrate clandestinely).*

It is frequently perceived as a social responsibility that is challenging to handle. The youth of Algeria are hardly viewed as assets or as a chance for the nation to come of age. Young people themselves embrace this unfavourable image. So, it is conceivable to comprehend why people experience sentiments of desertion, humiliation, and rebellion.

1.7 Youth Language in Algeria

Language is not something that just happens to young people; they are frequently influenced by a variety of variables, such as ICTs, the internet, social media, use of mobile phones etc. Accordingly, the effects of the internet also lead to new youth linguistic behaviours. It is acknowledged as a key element that influences and obstructs young people's speech. Youth typically employ a separate, individual language that has certain distinguishing characteristics. Following the trends and fashion of vernacular in other words, is among the most important quality that is expressed in youngsters' language. In the case of Algeria, it was the employment of many languages within a single dialect; for example, French as the language of the colonizer is still playing a greater role in the everyday speech especially that many tend to use it to show how educated they are, plus it is a prestigious way of speaking for many people.

Moreover, a language of international communication that increasingly altered Algerian vernacular and frequently appeared, especially among young people and in the recent years is English; it is believed that without a strong strength like English, no language can advance or succeed as a global communication medium. In addition, youngsters in nowadays are affected by many cultures through mobile phones because at the long time they spend using them; they tend to use Languages from all around the world especially the one that are highly related to their interests in which there is no doubt that this affects young people's speech and how they behave linguistically such as: k-poppers who use some Korean words with their other friends that have the same interest, also we can mention the ones who watches anime and do use some Japanese words between them. In addition, youth these days adapt different languages that they learn from movies, Series, songs... which highly affects their vernacular and shift their daily speech from their usual dialect.

Moreover, social media is another important factor to Algerian's vernacular, it is mostly used to share thoughts and emotions in which youngsters all across the world have created a new framework for texting. While interacting on social media they may employ casual and less formal language, such as dialect, a great deal of acronyms and abbreviations, spelling errors, and emoticons. Words related to social media and other emerging technologies influenced our Youngster's speech patterns; where some terms have been given a dimension and new meanings by the young people, while other terms are used as ciphers among them. Still other words are developed by the youth themselves to represent their perspective of the world.

1.7.1   The Role of Social Media

The digital revolution has significantly changed how we live in the present days, particularly how we communicate. The widespread use of social media has significantly altered everyday language, leading to the development of numerous new communication vernacular, particularly among young people; which means social media has played a role in the changing process of languages or dialects. Linguistic changes are spreading rapidly, perhaps even speeding up the pace at which the languages or dialects have transformed and varied over time. Furthermore, this evolution may be traced by comparing present languages to identify the characteristics that their mother tongue must have possessed in order for the following evolutionary phases to take place. A language family is a collection of tongues descended from a single origin. Online language communities have allowed young people to create their own language family (mostly called slang), which has helped them express themselves and develop new ways of bonding.

Youth employ non-formal language, mockery, slang, or abusive language with abbreviations when using social media. Due to the lack of boundaries for communication on social media, youth nowadays view the usage of slang as a way of living, something that has

been ingrained in them; while more they come into contact with the online community, they learn to use slang to communicate even in real life. Teenagers' use of and addiction to social media platforms has had a long-term impact on their ability to speak in the same sense as their native community on daily basis. This is because the standard Arabic that we speak and write has changed, which has contributed to the development of an online vernacular or variety for communication. Young people's everyday speech has been greatly influenced by this unique variety of the native tongue.

1.7.2 Social Media Use in Accordance with the Different Age Groups

In recent times, many studies on the relationship of the use of social media and age showed how youngsters differ in their use from elderly people. In this sense, it can be said that youth language or dialect is highly related to their use of social media since it is considered as a daily practice. As Sernou (2008) concluded in her dissertation:

> *Socially speaking, this phenomenon [language or dialect change] reflects the great impact of ICTs [Social media] extensive use by the youngster. This may create a wide gap between the 'old' generation and the 'younger' generation, but it also may bring an interesting hybridity between different behaviours of the two generations.*
>
> *(p.92)*

By meaning, social media is highly used by the youth which employs different linguistic patterns between them and the older generation. The mixture of words brought by youngsters are neither "socially unacceptable" words nor absurd. They have a history, meaning, and are particularly significant among young people but not among the old ones. One finds himself attempting to understand the meaning these words convey, which is what makes it interesting that we appear to be dealing with a "new" variation of our own tongue.

1.7.3   The Effects of Social Media on Youngster's language

Since youngsters are the ones who use social media excessively their language is radically changing. Their vernacular always adapts new words and give new meaning to an existing one in an online context. Such influence has started to show in their daily speech which result a deviation from their original dialect or mother tongue. In this context Rebita (2017: 13) stated that: "Some are optimistic about the positive impact of social media on youth development and creativity while others have a fear from the influence of these media may have, especially when it comes to youth linguistic and social wellbeing"

It is still debated if social media alter the speech of youth positively or negatively, while it is true that youth are creating new words and ways to speak but are those creations correspond to their communities or are just used as a fashion. Moreover, Social media platforms tend to drop rules for appropriate communication, non-formal vernacular is used which can really affect their linguistic and social developments.

1.8 Algerian Languages in contact

By using language, we may convey our emotions, thoughts, ideas, wants, statements, and individual needs. It also serves as a vehicle for the dissemination of customs and values that reflect a particular group identity. Humans are able to express their cultures, ideas, and behaviours through the use of language. Algeria is a vibrant sociolinguistic mixture that is distinguished by a variety of languages, including French with its regional varieties, Algerian Arabic, modern standard Arabic, and classical Arabic. Language interaction namely, language contact, is a result of these languages being spoken together. Kaid Slimane (2017) stated that:

> *Algerian Arabic (also called colloquial Arabic) with*
>
> *French borrowings are omnipresent in the spoken varieties*

of Arabic. Foreign languages such as French, Turkish and Spanish have a great impact on the speech of the Algerian people. This mixture of foreign words that are then adapted and adopted is now a part of the daily spoken Arabic.

(p.84)

Due to Algeria's numerous incursion and conquests, the nation's past has seen a variety of contact linguistic situations, which has instinctually led to the interaction of numerous languages and their various varieties as well as a complex linguistic pattern where the official language is concerned. Meghaghi (2016) stated the following:

colonized for more than a century, Algeria does not only reflect inter-lingual principles of a diglossic situation where two varieties MSA and AA are in contact but also the regular linguistic phenomena that occur when two or more languages come into contact. Basically the use of bilingualism, code switching, code mixing and borrowing.

(p.129)

In Algeria, code switching, borrowing, diglossia, and bilingualism are now so well-established that they are just a natural part of regular linguistic practice. In a single conversation, Algerians will occasionally use vocabulary from English, Spanish, or Turkish in addition to Algerian Arabic, French, classical Arabic, and modern standard Arabic.

1.8.1 Code-Switching

Code switching occurs in all circumstances and everywhere inside language word groups in the Algerian environment integrating bilingual situations and triggering contact bilingual phenomena (sentences- clauses or phrases). Different academics have seen it inter-sentential, intra-sentential, and extra-sentential. All potential language combinations in the sociolinguistic linguistic repertoire of the Algerian people are used in code switching.

As have been said this phenomenon is a common form of communication in Algeria. People switch between languages while speaking. Since French is the language that most Algerians speak, Arabic-French switching is the most popular in Algeria in which, during verbal communication, speakers frequently blend or alternate vocabulary items, idioms, sentences, and clauses from the various Algerian dialects. Considering that these terms have assimilated into our colloquial Algerian and are utilized by persons who have never studied French and, it appears that occasionally, even by those who have never entered a classroom, one might ask if this constitutes a codic alternation. However, it is necessary to define code shifting first and examine how it shows itself during communication before moving on.

1.8.2 Bilingualism

Among the most significant and challenging aspects of language engagement is bilingualism. In Algeria, everyday discourse and media, such as newspapers, radio, and television, frequently combine local Algerian Arabic vernacular with French. Actually, a large portion of Algerians are able to speak and understand French. They adopt several French terms that have undergone morphological, syntactic, and phonological adaptations and include them in their dialect. Due to the domineering French colonial rule in Algeria, bilingualism in the country has its own unique characteristics.

Since hardly everyone in Algeria is bilingual, bilingualism is not a universal trait. Monolingual people do exist. Even those who couldn't read or write during the colonial era or after Algeria gained its independence, most of Algerians were bilingual. Today, however, we only encounter it among the educated and those who speak French (Mouhadjer, 2002) because Arabic replaces French in many areas, including politics, education, and other fields, Algerian bilingualism is also subtractive.

The fact that Algerians speak French generally but at varying levels, i.e. that there are two categories of bilinguals in Algeria, is another qualification for bilingualism in that country. Even though they lack reading and writing skills, active bilinguals actually use French in everyday situations. Those who comprehend French but cannot speak it are considered passive bilinguals (p.990-991).

1.8.3   Diglossia

Ferguson described diglossia as a permanent scenario that takes place in a setting where the same language is spoken in two different dialects. He continued by saying that the two types also had to differ from one another architecturally and functionally. He noted that all Arabic-speaking groups have two linguistic varieties of their language. Using Arabic as an example is obvious. The High variation is the first, while the Low variety is the second. Considering Algeria as an example, MSA and AA have a diglossic relationship. The former is the H variant, which is employed in educational settings, professional contexts, and political and religious concerns. However, Algerian Arabic, a native dialect learned at a young age, is a vernacular with no official validity.

In addition to that situation, Algerians frequently switch between Standard Arabic (AA), French, and other languages while speaking. This confusion of codes shifts between a diglossic

and a multilingual condition. Diglossia is of a special subset in Algeria since the two variants are distinguished clearly. Because of colonization and illiteracy, there is a huge linguistic gap.

1.8.4 Borrowing

People may use words from other dialects; this behaviour is referred to as borrowing, and it is used to express concepts or thoughts that lack equivalent terms in the native tongue. Hornby (2005: 69) characterizes borrowing as: "a word, an expression, or a thought that sb [some body] has taken from someone else's work or from another dialect and is utilized in their own" meaning that when words change the act of borrowing is signaled, which happens when new word is somewhat incorporated into a second language.

Hence, borrowing is centered around particular words, phrases, or ideas, especially nouns or adjectives.

> *Loan words are adapted to speakers' mother tongue and are used in ordinary speakers' native language. They may occur at two levels: lexical i.e. the borrowing of words (loan words) or loan translations (or "calques"), and structural which consists of phonological, morphological and syntactic borrowings.*

> Cited in Kaid Slimane (2012: p.54)

In this respect, borrowing as contrast to code-switching and code-mixing, which involve a linguistic blending of languages at the level of speech, it involves linguistic blending at the level of language systems.

In Algeria, the impact and influence that French had on Algerian Arabic led to borrowing. We discuss French loans since it is essentially the language from which we have the greatest borrowings. French has become firmly ingrained in Algerian culture as a result of the long colonial period, and many French terms are employed as if they were a component of Algerian vernacular. Algerians nearly never speak without incorporating French terms into their daily speech i.e. the Algerian Arabic (AA) can never stands alone without relating it with the coloniser language (French). But most borrowed terms sound more like Algerian Arabic (AA) than French, the following table is some examples of those words:

English	French	Algerian Arabic
Family	Famille	/ f a m i l j a/
Cake	Gateau	/ g a t o /
Machine	Machine	/ m a ʃ i n a /
Table	Table	/ t a b l a /
Suitcase	Valise	/ f a l i z a /
Saucepan	Casserole	/ k a s r ɔ n a /
Card	Carte	/ k a r ə t a /

Table 1.1 *Some French Borrowed Words*

(French words are taken from the French dictionary 'Larousse')

1.9 Ain Temouchent Speech Community

The fact that Ain Temouchent is a seaside city makes it one of Algeria's most significant coastal areas. Several invaders, including France and Spain, are thought to have come from this

region. In the north, the Mediterranean Sea forms a border with Ain Temouchent, which is in the northwest of Algeria. Oran, Tlemcen, and Sidi-bel-Abbes are its neighbours. It has twenty-eight municipalities and just about eight districts. There are approximately 384 565 people living in this city.

According to widespread opinion, every country has a wide variety of languages. These languages come in a number of variants that vary depending on where you are. Each dialect has unique traits that set it apart from others in terms of pronunciation, grammar, and vocabulary. The Algerian repertory in overall and Ain Temouchent in specifically are characterized by the idea that variances in language are fundamentally changes in society. The community of Ain Temouchent, where the inhabitants were distinguishable by cultural aspects, the mixing of rural and urban dialects, as well as a different type of mixing of AA and French, is a good example of linguistic heterogeneity.

Figure 1.1 *Ain Temouchent Geographical Location*

(From Google Wikipedia Images)

Figure 1.2 *Ain Temouchent Eight Different Districts*

(From Google Wikipedia Images)

1.9.1   Ain Temouchent Linguistic Background

Sociolinguists can investigate the linguistic proofs of a language by studying it (Crystal, 1995); as a result, the present overview profile is provided to identify the origin of Temouchent Arabic and expose the vernacular of Ain-Temouchent as a distinctive spoken variety of (AA). Almost 15.000 years have passed since human habitation began in Ain-Temouchent. Because of the word's etymological meaning, "Ain-Temouchent," it is clear that it has Berber roots. In which Safi claimed (1997 :11) "…sur le sens étymologique de ce mot, à qui on préte une origine bérbère", he also mentioned (1997 :14) "Ain-Témouchent, ce coin durement éprouvé pansera ses blessures et prendra le nom mi-arabe, mi-bérbère de Ain-Temouchent ou littéralement 'Source des chacals", meaning that the word "Ain- Temouchent", which means "Foxes' source," is neither totally a berber word nor purely an Arabic word. Temouchent Arabic, on the other hand, is a spoken variant of Modern Standard Arabic (MSA) and Algerian Arabic (AA), demonstrating that it qualifies a so-called dialect.

As was already explained, the Temouchent community studies only written Arabic but communicates a variety of AA on the spot. Temouchent Arabic is now referred to as

heterogeneous and is no longer considered to be Arabic because it contains components from multiple languages.

1.9.2   Characteristics of Ain Temouchent Dialect

The speech of Ain-Temouchent was never generated out of nothing, but rather as a result of a series of historical occurrences and linguistic changes dating back to multiple waves of conquests, including those by the Spanish (1505–1518), Turkish (1515–1830), and French (1515–1830). (1830). There were ultimately contributing invasions, but the earlier ones left a significant linguistic heritage that is clearly seen today.

While focusing heavily on Temouchent Arabic Dialect (TAD), one may discover that there is such balance amongst more than two languages, including L1. These variants have their origins in Algeria's multiple invasions. They are thought to be language phenomena. Temouchent as society considered bilingual since Temouchent's community members are accustomed to speaking in more than one language; they can be either active or passive bilinguals (Milliani: 1986). It is possible to find three or more languages in Ain Temouchent, which qualifies Temouchent vernacular to a multilingual or trilingual dialect rich in loan words. For example, the following tables shows some loaned words from the three major invasions that has a great influence on TAD.

The first table, for instance, displays several Turkish lexemes that are extremely rare compared to French loanwords:

TAD Pronunciation	Turkish words	Gloss
[baqlawa]	Baklava	Baklava
[bəʃmeq]	Besmek	wooden slippers

[tqaAʃi:r]	TqaAšiyr	Socks

Table 1.2.1 TAD Loaned Words from Turkish Language

TAD Pronunciation	French words	Gloss
Couzina	Cuisine	Kitchen
Bagīta	Baguette de pain	Loaf of bread
Tipāna (also Ptipāna)	Petit pain	loaf of bread (Thin)
Lotto	Automobile	Car
Carta	Carte	Card
Pentoufla	Pantoufle	Winter slippers
Remorka	Remorque	Trailer

Table 1.2.2 TAD Loaned Words from French Language

(French words are taken from the French dictionary 'Larousse')

Spanish is also found in (AA) in addition to French because it provided a large number of words that are widely used in the Algerian population speech, including the ones listed below:

TAD Pronunciation	Spanish words	Gloss
Sémana [sɪmanə]	Semana	Week
Cabasseau [ka:basɒ]	Cartapacio	a bag
Saquila [səkwi:lə]	Escuela	a school
Féshta [fɪʃta]	Fiesta	Festival

Serbita [sərbi:ta]	Servilleta	Towel
Sabat [sa:baʈ]	Zapato	a shoe
Tchangla[tchanglita]	Chancleta	a flip-flop
Calabéssa [calbo]	Calvo	Bald
Mario [marɪɒ]	Armario	Wardrobe
Roukhou [ru:xu:]	Rojo	Red (for people)
Partiya [pɑ:rtɪja]	Partido	Part
Sandala [səndala]	Sandalía	Sandals
Jakita [ʒakɪʈa]	Chaqueta	Jacket
Gatta [gaʈa]	Gata	A cat

Table 1.2.3 TAD Loaned Words from Spanish Language

(Spanish words are taken from the Spanish dictionary 'EL DICCIONARIO' 1st edition)

The TAD has some intriguing characteristics, including what are known as "Diglossia" and "Code-Switching" in sociolinguistics. TAD does indeed use a lot of code switching. When listening to some Temouchent conversations, it sounds like the pronunciation of some words changes from MSA to Temouchent Arabic then from French to English. For example:

- ***Face to face conversation between two Girls***

A: [ˈpli:z, mɑʃaʄtɪ: ʃ l (élénaire) taʕi]?

  ✓ Please, did you see my eyeliner?

B: [(Non), mɑʃaʄtʃ bɑsɑh (check) fɪ dɪ: k (tabla) bɑlɑk tɑlqɪh]

  ✓ No, I didn't see it but check that table maybe you will find it there.

A: [ɪya sɑhɑ]

- ✓ Okay

- • ***Conversation through phone between two boys:***

A : [sɑlɑm, sɑhbɪ (çava) ? gɒlɪ tɒtlɑʕ (demain la fac) ?]

- ✓ Hello my friend, how are you? Tell me are you going to university tomorrow?

B : [(Oui) sɑhbɪ, (normalement) 9 :00 nk'ɒn tɑmɑ]

- ✓ Yes, my friend, Normally I will be there at 9:00.

A: [ɪyasɑhɑ, ɪnʃalah]

- ✓ By God will, okay

As we can see in the sentences above there is more than one language used for the two conversations. For instance, words that are from the French language has an undeniable existence and those are an integral part from the Algerian dialect more importantly, the TAD for example: *Non, Oui, çava, demain, la fac, normalement.* In addition, to some loaned words from the lattersuch as: (tabla)*La table.* Also words like: *"salam" [salam], "sahbi" [sahbɪ], "InchaAllah" [ɪnʃalah]* are purely standard Arabic. Besides, the TAD such as: *"machaftich" [maʃaftɪ: ʃ], "machaftch"[maʃaftʃ], "dik"[dɪk], "balak"[balak], "basah"[basah], "talqih" [talqɪh], "goli"[gɒlɪ], "tatlaâ"[talaʕ], "nkon tama" [nk'ɒn tama], "iya saha" [ɪya saha].* It is a matter of interest to come across such English words in the TAD such as: *please, Check.* For fact, the youngster instinctively respected the segmental and supra-segmental elements of each language while speaking the previous speeches. Nonetheless, it should be noted that occasionally a loan term is mispronounced either because the sounds are uncommon in the native tongue or

because the issue stems from the individuals involved for example in the first conversation the word *"Eye-liner"* is mispronounced as (*élénaire*).

TAD is characterized as being diverse and unpredictable. It is distinguished in particular by a number of phenomena. For instance, at the phonological level, there are phonological variants, such as how to pronounce the uvular plosive phoneme /q/. It is pronounced as /g/ in Ain-Temouchent, such as: "qarib" [gri: b] «near», "qala» [gal] «say". Nonetheless, there are a few obvious outliers, such as: "qrit" [qri:t] "studied" but for individuals unfamiliar with TAD, the sounds /q/ and /g/ might occasionally be confusing or problematic because /g/ isn't always considered to be the allophone of /q/.

With all these characteristics it is evident that even the dialect of Ain Temouchent has variety of forms because different regions in Ain Temouchent do not speak the same, for example: The Oulhacian speech community has a specific dialect used within its members i.e. they speak differently.

1.10 Ain Temouchent Dialect vs Oulhacian Dialect

Oulhaca El- gheraba is a district of Ain Temouchent province located in north-western Algeria. The vernacular of Oulhaca speech community employs different linguistic patterns from the one used in Ain Temouchent city; since this region is situated between two different provinces namely Ain Temouchent and Tlemcen it's dialect is slight mixture between the two. It is not that noticeable but when a linguistic situation occurs between someone from Oulhaca and another from Ain Temouchent some differences are sensed. The table below shows some words that are used differently by the two vernaculars Oulhaca Arabic Dialect(OAD) and the TAD:

English	Standard Arabic	TAD	OAD
Please	أرجوك	[hambɒk]	[sadʒɪk]
Wait	إنتظر	[qaraʕ]	['stɑnɑ]
What	ماذا	[ʃawala]	[ʃawɑ]
Let's go	لنذهب	[nʃawrɒ]	[nrɒhɒ]
I'm going outside	أنا ذاهبة	[ranı xatrɑ]	[ranı xardʒɑ]
Feet	رجلين	[radʒlın]	[karʕın]
Plastic Bowl	وعاء بلاستيكي	[basına]	[kardıla]
Cooking pot	وعاء الطبخ	[marmıta]	[bazına]
Kettle	غلاية	[tawa]	[gamıla]
When	متى	[mınta]	[fawak]

Table 1.3 Some Different Words for Same Objects in Oulhacian and Temouchentian Dialect

1.11 Conclusion

This chapter aimed to show different concepts related to the research work. It emphasized on key concepts related to language variation. It maintained a description of language use and variation in relation to age. Moreover, we spoke about language change, dialect shift and factors that contribute to such phenomena. Additionally, this chapter has an overview about Algerian languages in contact shading light on code switching, bilingualism, diglossia, borrowing and youth vernacular, more specifically, Ain Temouchent and Oulhaca dialect.

In the following chapter, we will analyse Oulhacian youngster's speech and how they use language as a sample to this study.

Chapter Two:

Research

Methodology and

Data Collection

2.1 Introduction

In this section, various methodologies are employed to investigate this topic in order to produce reliable findings and responses to the research questions. As a result, this chapter aims at discussing and identifying all of these procedures and instruments since each research demonstrates the methods and tools that are utilized to understand the basic concepts of how the investigator has collected all the data. The chapter is concerned with a description of sample who are members of Oulhacian speech community, Ain Temouchent and the tools used to gather information using a questionnaire for Oulhacian youngsters and an interview with older Oulhacian people. The study has an aim of collecting enough data for the research in order to analyse age as variant the affect the speech of young Oulhacian along with other factors and motivations that contribute to Oulhacian dialect change.

2.2 Motivation for the Research

For several years, we have been part of the Oulhacian speech community where we have come across a change in our dialect especially in last few years were we faced a dialectal contact and started to shift away from our mother vernacular. It is not just us but in fact we noticed that the younger generation in general use different vernaculars than the one spoken in Oulhacian speech community. For instance, the younger generation's vernacular is altered by various factors among them the dialectal contact and social media. As a result, we became highly motivated to investigate the age variable as one of the main reasons for a particular use of language. Additionally, what was more motivating is how Oulhacians adapt with different contexts and use different dialects/vernaculars to express themselves while using their original dialect at home with their families especially with the older generation who is still attached to the Oulhacian dialect.

2.3 Limitations of the Research

The defects or weaknesses of a study are its limitations which may be brought about by a lack of resources, a small sample size, a poor methodology, etc. No study is perfect or covers every angle that may be considered. Hence, outlining the study's limits demonstrates your honesty and integrity as well as your thorough comprehension of the subject.

All research works face some limitations, for example, the issue of time is a prevalent one, particularly if the study's topic is extensive and demands a lot of work and time, like our research topic which is concerned with the use of Oulhacian language according to age and generation. Moreover, as we started the research, we only used the structured interview and questionnaire to collect data, which led to various challenges in implementing each. For the interview, we were quite disappointed because the six girls didn't want to speak to us alone, they felt uncomfortable and asked us to talk to them all together which made analysing the data much more difficult to us. In addition, they were only answering by 'yes' or 'no' until we started motivating them to speak more and explain what they are thinking. Second, handing the questionnaire was a little bit difficult since we didn't find a lot of boys; the population was mostly girls which may affect the results of our research.

Another major point that made our research much harder is that Oulhaca itself has a lot of areas that are far from each other and every area has some specific ways of speaking. More importantly, we couldn't handle the questionnaire to every single person from each area.

2.4 Research Design and Methodology

In order to finish any research in any topic, many investigators and students ask a lot of questions. To do this, they use a variety of strategies and processes, including research. "Research is a systematic process of discovery and advancement of human knowledge" (Gratton & Jones, 2009, p.4) i.e. research is the activity of collecting data in order to comprehend a

certain subject or phenomena. It entails utilizing a range of procedures and strategies to gather, examine, and evaluate data in order to reach relevant conclusions.

Research designs, target populations, sample sizes and sampling techniques, data gathering tools, and data processing procedures are all included in research methodology. Research design refers to the overall plan one may choose to integrate the various components of the study in a coherent and logical way; methodology, on the other hand, does not set out to provide solutions but rather provides the theoretical underpinning for understanding which procedure, set of procedures, can be applied to a specific case. Research design merely refers to a fundamental structure of various research methods as well as techniques utilized by a researcher. This is done to make sure that the research problem is adequately addressed. Kothari (2004) defines research design as the "blue print for the collection, measurement and analysis of data" for it "includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data" (p. 31) which means it is the core of every study since it serves as the guide for data collection, measurement, and analysis.

Using both quantitative and qualitative examinations is required to have the greatest knowledge of the population being studied. Hence, the major methods utilized to collect data from a purposive random sample are questionnaires, interviews (recording, and note-taking during the interviews). We handed questionnaire based research with quantitative approach to gather information about youngsters from Oulhaca El-gheraba speech community, Ain-Temouchent. Along with a face-to-face interview based on qualitative method with a chosen sample from Oulhacian youth population.

2.5 Mixed Method Approach

'Mixed Methods Research' or 'Methodological Triangulation', which Terrell (2012) refers to as a 'truce' between the qualitative and quantitative methods clash, is a fresh research methodology that first appeared around the mid-1980s. It requires merging both qualitative and quantitative investigation techniques in order to get more trustworthy and valid findings**.**

According to Bazely (2003), the application of mixed data is the process through which a researcher employs both a qualitative and a quantitative research strategy for a study. Stringfield and Teddlie (2003) explain mixed methods as a technique that equally incorporates both qualitative and quantitative collecting and analysing data. As a result, it is typically understood to be a category of research in which the researcher blends or mixes qualitative and quantitative research procedures, methods, approaches, concepts, or language in a single study. In this respect, Lohfeld and Brazil (2002:46) mentioned that, 'A combination of both approaches provides a variety of perspectives from which a particular phenomenon can be studied and they share a common commitment to understanding and improving the human condition, a common goal of disseminating knowledge for practical use'.

In comparison to relying on just one method, this strategy enables the researcher to obtain additional insights into a specific occurrence. So, in order to strengthen the research work, mixed methods investigation is actually necessary and highly advised. Jason and Glenwick state clearly that combining quantitative and qualitative research methodologies "seeks to minimize the weaknesses and maximize the strengths of each approach" (p. 257).

Mixing the quantitative and qualitative research techniques, then, leads in a rich and robust approach, which would assist enormously in having a full and an in-depth analysis of phenomena, thereby raising the chances of high dependability and transparency. In regards to all of that, obtaining a packed variety of information through anonymous observation and other tools that we used would enable the outcomes and interpretations to remain more legitimate.

2.5.1 Quantitative Research

As already noted, research is a structured process of identifying questions, formulating hypotheses and gathering evidence or statistics, analysing data, and generating conclusions that take the form of a resolution to the problem or certain assumptions for a specific empirical formulation. As a result, this is not accomplished randomly. Quantitative research is unquestionably one of the research techniques that scholars employ more commonly.

Creswell and Creswell (2018) claimed that a quantitative research is "an approach for testing objective theories by examining the relationship among variables" in which Jason and Glenwick (2016) Characterised it as a "deductive, tests theories or hypotheses, and studies the relationship among variables" with an aim of "producing universal, generalizable knowledge" (pp. 257-273); deductive hypothesis testing is the foundation of quantitative research, a type of inquiry. It is conducted in a totally formal and impartial manner and is focused with finding, defining, explaining, and assessing the correlation between variables in order to govern the phenomenon being studied.

The quantitative data is provided in this study through the use of a questionnaire to explain the way the social factor "age" affects the linguistic choice of Oulhacian youngsters and the shift in their vernacular. In this sense, Tagliamonte (2006) declared:

> *The advantage of the quantitative approach lies in its ability to model the simultaneous, multi-dimensional factors impacting on speaker choices, to identify even subtle grammatical tendencies and regularities in the data, and to assess their relative strength and significance.*
>
> *(p.12)*

2.5.2 Qualitative Research

Unlike quantitative research, which places more emphasis on data quantity, qualitative research is more concerned with data quality. It is descriptive procedure; qualitative research involves the researcher observing the environment to obtain data. Its emphasis is on the significance of the observation or interviewing and interrogating the participants to gather the necessary data. This approach takes into account the natural world or human behaviour. Mallinson et al. (2013) argue:

> *The data for qualitative sociolinguistic research are of widely diverse types, but labelling qualitative data as ―language in use perhaps captures a coherent element in the diversity. There is much more concern about revealing the social context under which the data were produced: who was speaking to whom; what was the setting; what was the relationship between the interlocutors; what roles in the group do the interlocutors have; and any other aspects of the occurrence of the utterances that are considered to be relevant to the analysis. The data for the analysis are often taken from interviews, much as in the quantitative approach. However, in qualitative studies, extracts that have been taken (and usually transcribed) from the recorded interviews or from conversation between speakers, one of whom may be the investigator, are provided as evidence for the linguistic claim being made.*

> *(p.14)*

Meaning that direct observation, document analysis, participant observation, and open-ended, unstructured interviewing are all examples of qualitative research methodologies. These

techniques are intended to assist researchers in comprehending the interpretations that individuals give to social situations and in clarifying the thought processes that underlie behaviour. Which was the case for our research, implementing the interview was chosen to collect data.

Since one can manage statistical information and the other explains words and meanings, one observes the data acquired from the targeted participants while the other counts it, quantitative and qualitative research methodologies complement one another and allow the researcher to use both in their research. Finally, both strategies give the researcher the knowledge necessary to complete the research.

2.6 Research Objective

The diachronic studies of historical documents have been conducted, we are aware that language changes as time passes. Furthermore, by examining the function of speaker age in synchronic investigations of language variation, we can make significant progress. Age is a major factor in variation, as sociolinguists have argued that young people sound or speak differently from adults; we observe today that the language, or more specifically the dialect, used by the youth in our society is occasionally odd to adults because children tend to code switch, code-mix, and borrow words from other languages, particularly the French language because of the impact of the French culture on them on the one side, and the growth of the new technology, the emergence of the mass media as well as the internet on the other side. Also, the concept of age grading describes how each generation of speakers alters its linguistic forms at a certain phase of life. Yet, the language itself is unlikely to be altered over time while, the dialects of that language is the one being altered.

In this respect, our research looks into how language use of youngsters changes in accordance with the age factor in the Oulhaca speech community (Ain Temouchent). As members of the Oulhacian speaking community, we have observed that the younger generation

adopts a fresh vernacular rather than their own Oulhacian dialect, which is a topic worth investigating. Thus, the goal of this study is to determine whether age plays a significant role in influencing youngster's language and to identify the factors that influence their daily conversation.

2.7 The Case Study

Case studies are useful for explaining, contrasting, assessing, and comprehending many elements of a research subject that typically involves qualitative methodologies, while Yin (1994) noted that a case study could be mistaken with qualitative research. According to Gomm et al. (2000), conducting a case study necessitates gathering unstructured data and performing qualitative data analysis. Although the majority of case study researchers outlined how a case study might make use of the most effective quantitative and qualitative techniques. A case study, as stated by Yin (1994), is an extensive research technique that addresses circumstances "in which there will be more variables of interest than data points," "relies on multiple sources of evidence, with data needing to be converged in a triangulating fashion," and that "benefits from the prior development of theoretical propositions to guide data collection and analysis" (p.13).

After considering all of these definitions, it is clear that a case study is an examination of a phenomena in a real-world setting that is used to explain, describe, or examine events. It is therefore necessary to give a clear and brief review of the context in which the investigation takes place and the population sample in order to summarize the case study of the current research study. Our research took place in the city of Ain Temouchent, one of the 58 Algerian provinces (Wilayas), it has eight districts namely Ain Temouchent, Béni Saf, Al Amria, El Malah, Hammam Bou Hadjar, Ain El Arbaa, Ain Kihal and Oulhaça El-gheraba which is the main focus of our study. Data were acquired from Oulhaca El-ghreba using the interview and questionnaire as the main techniques of data collection. The study included participants of both genders, two age groups which are ([10-16], [17-23]), and educational backgrounds.

2.8 Data Collection Methodology

Data collection refers to the act of acquiring and analysing information on relevant variables in a planned, methodical way that enables researchers to test hypotheses and respond to stated research questions. It is unquestionably among the most crucial phases of a research project. Data collecting is a highly difficult task that requires careful planning, diligence, endurance, patience, and a variety of other skills to be able to execute the task successfully. The first step in data collection is identifying the type of data that is needed, which is followed by the selection of a sample from a particular population. Following that, a specific tool must be used to gather data from the chosen sample.

We need to choose the appropriate sample population to achieve generalisability and effectiveness in order to collect meaningful and trustworthy data for this study's questions. Respectively qualitative and quantitative methods must be used in order to have the best insight of the community being studied. Hence, the method frequently requires the questionnaire and the interview.

2.9 Description of The Sample

Glicken defined sampling as "the process of selecting a smaller group of participants to tell us essentially what a larger population might tell us if we asked every member of the larger population the same questions". A more simplified definition is the process used to choose a specific number of individuals (or objects) from a population. The primary concern of an investigator is the ability to interpret information about a sizable population from a sample of that population. Which is also why, the researcher must make sure that the sample accurately reflects the population by utilizing proper sample selection techniques that take into account bias and potential data distortion.

"The process of selecting and gathering data from certain populations for a purpose so that the entire population is called sample" (Lobiondo-Wood and Haber 1998:250; Polit and

Hungler 1999:95). A population may represent a collection of people with the traits and expertise the researcher requires for his study. In which the data used in this investigation was acquired was the research population. The population was ideal for our study because it dealt with Oulhacian youngsters of the age (10-25) that belong to different areas of Oulhaca El-gheraba.

The questionnaire succeeds in gathering youth people of Oulhaca speech community meaning that the only thing that our selection was based on is being part of youngsters in Oulhaca El-gheraba. More importantly, the selection of participants of the current study (especially that of the questionnaire) is selected at random to ensure equal possibility and to thereby enable the participation of a group of numerous, clearly different respondents with a variety of ages, genders, and educational backgrounds in order to be purely impartial as Milroy & Gordon (2003 proved that the random sampling endeavours to allow all the whole population to have a chance to be part of the investigation. They say that The guiding principle of random sampling is that anyone within the sample frame has an equal chance of being selected. (2003: 25). In addition, only eight interviewees are chosen for the interviews based on two sociological factors: age and gender. To put it another way, the population is often stratified by area (Oulhaca), age (10-25), and gender.

2.9.1 The Participants

A population of people must be involved in the study in order for the findings of any research to be applicable and generalized; this population is made up of the participants in the research that was conducted in the region of interest. In actuality, the majority of those taking part in this study are young people and locals from Oulhaca and its nearby villages, including Tadmaya, Sidi Ouriache, and Soug Tnin. The information was gathered from young people with various ages, educational backgrounds, and genders.

The sample for the questionnaire consists of 65 individuals who all consented to participate in the study. One form, a written one, was used to administer the questionnaire.

Participants ranged in age from 10 to 16 and from 17 to 25. The following table details the participants' stratification:

Age Group	Male	Female	Total
[10-16]	06	13	19
[17-23]	24	22	46
Total	30	35	65

Table 2.1. *The Sample Population*

2.10 The Research Instruments

Peter, and David (2003) claimed that: "The research instruments are simply, devices for obtaining information that is relevant to you research project, and there are many alternatives from which you can choose" (p.03). The establishment of research instruments and tools is a crucial component of any research study because any data gained must be recorded using a specific tool. A research instrument is any equipment used by a researcher to gather data in order to measure a certain phenomenon. Research instruments include questionnaires, interview focus groups, and other scientifically based techniques for data collection on a researcher's topic of interest. Takona (2002, p. 73) defined research instruments as "essential tools to measure such variables as opinion, attitudes, concepts, attitude, composition and so on" where they recommended questionnaires and interviews as useful instruments for doing educational research.

Two different instruments including the questionnaire and the interview are employed in the current research study to gather the most relevant and appropriate data that serve the work's primary goals. The former is planned to offer quantitative information through the application of different question sorts. The latter, on the opposing hand, is dedicated to the gathering of mainly qualitative, non-numerical data. Both research tools help in the thorough and accurate gathering

of the necessary input and also contribute to the description and examination of the study's final findings.

2.10.1 The Questionnaire

The questionnaire contains a list of written questions that can be given to a sample population to be answered. Using the same logic, Brown (2001) stated that: "Questionnaires are any written instruments that present respondents with a series of questions, or statements to which they are to react either, by writing out their answers, or selecting from among existing answers." (p. 06). Written questionnaires are used to gather a lot of data from a big sample of informants in a short amount of time since written questionnaires are the focus of any study that wants to gather quantitative data. A crucial place to start is the questionnaire's structure. The questionnaire for the current study therefore has two parts, and the initial part concerns with the participant bios and the key survey questions relevant to our subject. The second section functions in some way as a test to determine how knowledgeable the young people of Oulhaca are for some older terms that come from the original vernacular.

We included in our questionnaire: a) "closed questions" and b) "open-ended questions." Closed questions only accept "yes" or "no" as responses. Moreover, the question can be answered by selecting one or more answers from a list of possibilities. In contrast, the respondents are allowed to write as much or as little as they like in response to open-ended questions. They may provide background information and freely explain their responses or they may just express their personal ideas on the subject at hand. in the second part, the questions are presented in a form of a quizzes (test).

At last, the questionnaire being converted and written in MSA (Modern Standard Arabic) was a must because a major percentage of the sample's participants do not comprehend or are not sufficiently fluent in the English language (Modern Standard Arabic).

2.10.2 The Interview

Another research instrument that may be used to gather data, gain a deeper grasp of, and develop a better notion about the subject is the interview. The interview is described by many researchers as "a purposeful exchange of ideas, the answering of questions and communication between two or more persons" or simply said a 'conversation with a purpose". In addition, Gillham (2000, p.01) declared that: "an interview is a conversation, usually, between two people. But it is a conversation where one person i.e. the interviewer is seeking response for a particular purpose from the other person i.e. the interviewee".

The employment of the interview suggests that the qualitative approach to data collection was used. The earlier method was more appropriate for the current investigation since it gave more information regarding language use. It served numerous purposes in our study. In addition to the fact that there were few participants, the interviewer was able to rephrase the questions while employing the abovementioned technology. As a result, the questions were straightforward and brief, and more significantly, they got right to the point. In other words, it was not necessary to inquire about the participants' age or gender because these factors weren't relevant to the research. In order to prevent putting any pressure on the informants, some interviews have been documented using a recorder (by phone) with the participant's knowledge while others have not. Several students participated in the recordings at the dorms 'Résidence Universitaire 2000 lits - 1 Ain Temouchent', while others were at home with family. In which, the participants were free to share their thoughts, even if they occasionally turned out to be incorrect. In a similar context, because it uncovered detailed data, this application also proved to be more crucial than any other tools.

2.10.2.1 The Interviewees

Through the use of the second research tool, a total of nine interviewees: six females and three males were approached and interviewed. By being assured of the anonymity of their identities, the interviewees felt more at ease while responding to the questions.

The respondents we choose were primarily family members as well as a few complete strangers who lived in the same dorms as us and who were all questioned face-to-face in an attempt to obtain a broad sample of interviewees and extract as much reliable and accurate data as possible.

2.11 Procedures of Data Analysis

The data acquired from the questionnaire, interviews, and anonymous observation are examined using two alternative methods. The qualitative data (interview and anonymous observation) are discussed and evaluated by using Qualitative Content Analysis, whilst the quantitative data, or those obtained by questionnaire, are investigated by using Descriptive Statistical Method.

2.11.1 Descriptive Statistical Method

The essential components of the information collected for a research project are described using descriptive statistics. Simple explanations of the sample and the measurements are provided. They serve as the foundation for almost all quantitative approach of data, along with diagrammatical analysis. It is employed to give numerical descriptions in an approachable manner. Many different measurements could be used in an investigation. Alternately, we might assess many individuals using any statistic. We can rationally simplify enormous amounts of data with the use of descriptive statistics.

The findings from the questionnaires that were given to Oulhacian youngsters who fall into the following age groups (10–16) (17-25) were calculated using the descriptive statistical

method in order to assess the quantitative data. Hence, the rule of three is utilized to determine the percentage in order to obtain accurate statistical data, and it is implemented as follows:

$X = \frac{y \times 100}{z}$. The determined percentage is represented by X. Y stands for the quantity of responses. The total amount of Oulhacian youngsters is represented by Z.

2.11.2 Qualitative Content Analysis

The qualitative data obtained from the interview and the open-ended questions of the questionnaires of this inquiry are analyzed and interpreted using the QCA data analysis technique. The qualitative analysis of content is a technique of interpretation used to examine previously gathered data; it contrasts in this way from many qualitative social research methodologies, which emphasize data generation or closely related data gathering and interpretation. Hsieh and Shanon (2005:02) states that Qualitative Content Analysis (QCA) is 'a research method for the subjective interpretation process of the content of text data through the systematic classification process of coding and identifying themes or patterns'. A systematic investigation of textual content is made possible by qualitative content analysis, which is particularly crucial for educational research meaning that QCA focuses on text analysis. Furthermore, according to Down-Wamboldt (1992:314, cited in Hsieh and Shanon, 2005:1278), the primary objective of this instrument is 'to provide knowledge and understanding of the phenomenon under study'. In other words, it assists in a deeper comprehension of the problem.

2.12 Conclusion

This chapter's goal is to illustrate the research approach used by the investigators when looking at language use and age among the community of Oulhaca, Ain Temouchent. It has attempted to give a thorough explanation of the research process in order to give a general idea of how it is conducted. This study's methodology section outlines and discusses the sample population chosen for the study, the instruments used to collect both quantitative and qualitative

data, notably the questionnaire and the interview, as well as the methodological approach used for the study as a whole. There is a thorough explanation and interpretive analysis that concerns the arrangement of this research, as well as the primary goals and outcomes that we will present in Chapter Three.

Chapter Three:

Data Analysis

and

Interpretation

3.1 Introduction

The key objective of this chapter is to investigate, discuss, and further evaluate the data that was gathered during the fieldwork. In order to accomplish this, we will use information obtained from two important research instruments, namely a questionnaire and an interview. Data analysis is the procedure of looking at and evaluating gathered data in order to make a judgment on a particular topic. The goal of the current study is to determine the specific use of language according to age by the Oulhacian youngsters in Ain Temouchent, hence, by examining and eventually proving or disproving our proposed hypotheses, we anticipate to deliver reasonable and appropriate responses to the research questions that were previously established at the beginning of this work.

3.2 Data Analysis

The following section pays special attention to the analysis and discussion of the key findings and outcomes of the current research study, which were obtained using the two main data collection tools, namely the questionnaire that was given to participants of Oulhaca El-ghreba within the province and the interview that was conducted with nine (09) Oulhacian youngsters.

3.2.1 Questionnaire Analysis

Thirty-five (35) women representing 53% of the participants, and thirty men (30) representing 47% of the participants, were required to complete this questionnaire with the goal to properly represent the entire population of this study area.

Table 3.1 The Participant's Gender

	Male	Female	Total
Number	30	35	65
Percentage	46%	54%	100%

This research tool is made up of ten (10) general questions and a twelve (12) word quizzes. The written questionnaire is separated into two sections that will be examined individually as follows:

Section One: it holds ten (10) questions that aims to gather some personal information about the participants and to investigate their specific use of Oulhacian vernacular.

Question one: What is your gender?

Table 3.2 *Participant's Gender in Relation to Age*

Age	Male		Female	
	Number	Percentage	Number	Percentage
[10-16]	06	09%	13	20%
[17-23]	24	37%	22	34%
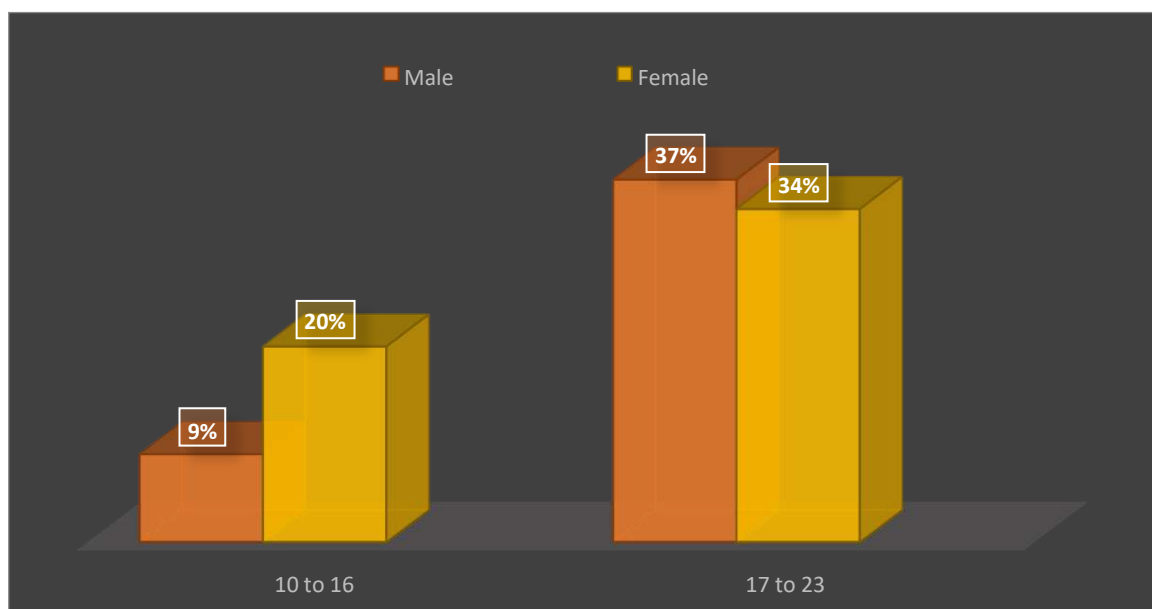
Figure 3.1 *Participant's Gender in Relation to Age*

According to the data displayed in this graph, (35) participants with percentage 54% of the total were female divided into two age groups accordingly from [10-16] thirteen (13) with percentage of 20% and from [17-23] twenty-two (22) with percentage of 34% responded to the survey. The results showed that thirty (30) male respondents to this questionnaire replied with an overall percentage of 46%; six (06) aged from [10-16] with total percentage of 09% and twenty-four (24) aged from [17-23] with total of 37%. These results show that there is an equivalent number of male and female participants.

Question two: How old are you?

Table 3.3 The Participant's Age

The age group	Number	Percentage
[10-16]	19	29%
[17-23]	46	71%
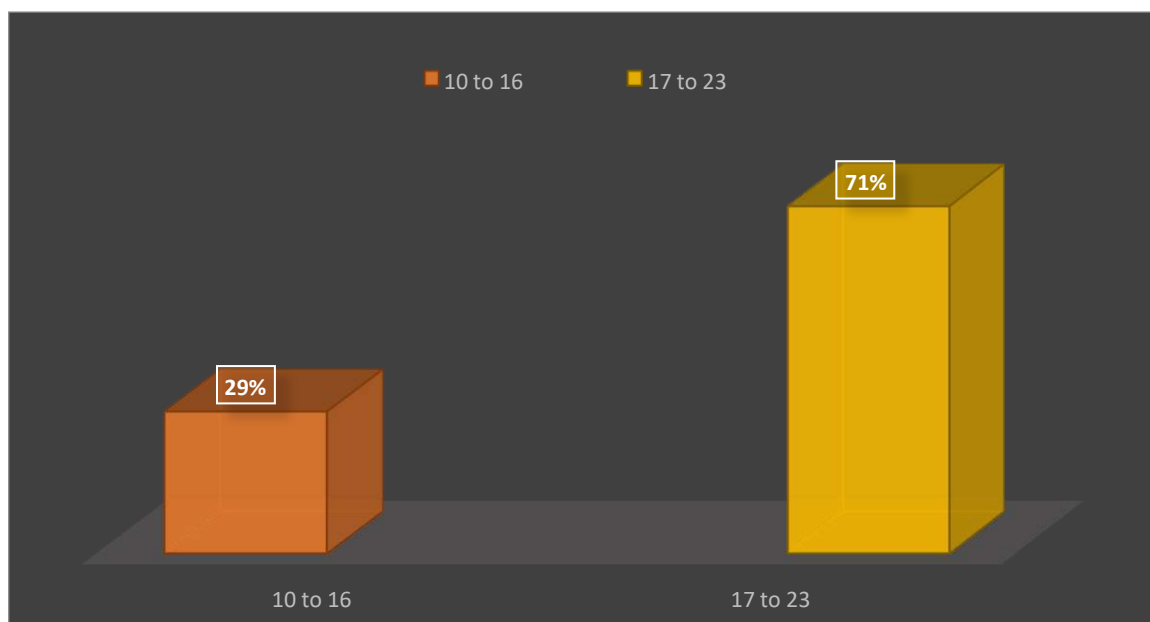
Figure 3.2 The Participant's Age

When youngsters of Oulhaca were asked of their age, 71% of informants stated that they belong to the second category [17-23] with a number of forty-six (46) and 29 % belong to the first category [10-16] with a total of nineteen (19). As we can in the graph above the majority of the respondents were aged in category of young adults [17-23].

Question three: Do you think that there is a difference between the speech of the older and the younger generation?

Table 3.4 Informant's Reaction about the Difference between the Speech of the Older and

Younger Generation

Age	Yes		No	
	Number	Percentage	Number	Percentage
[10-16]	15	23%	04	06%
[17-23]	44	68%	02	03%
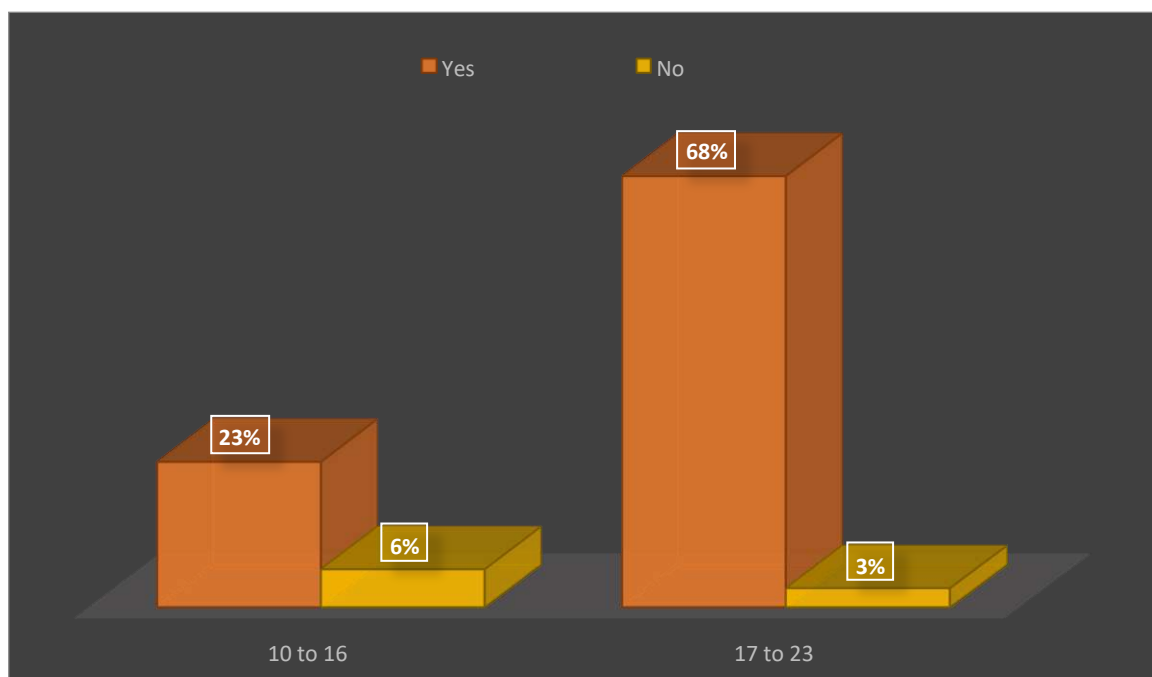
Figure 3.3 Informant's Reaction About the Difference between the Speech of the Older

and Younger Generation

A high percentage of 91 % agreed that there is a difference between the speech older and younger generation and the remaining percentage of 9% disagreed, mostly the ones of the age [17-23] with total of 68% said yes while only 3% of the age said no. Thus, the other category [10-16] approved with percentage of 23% while just 6 % disapproved.

Question four: Do you still use the Oulhacian dialect?

Table 3.5 Respondent's Use of the Oulhacian Dialect

Age	Yes		No	
	Number	Percentage	Number	Percentage
[10-16]	16	25%	03	04%
[17-23]	35	54%	11	17%
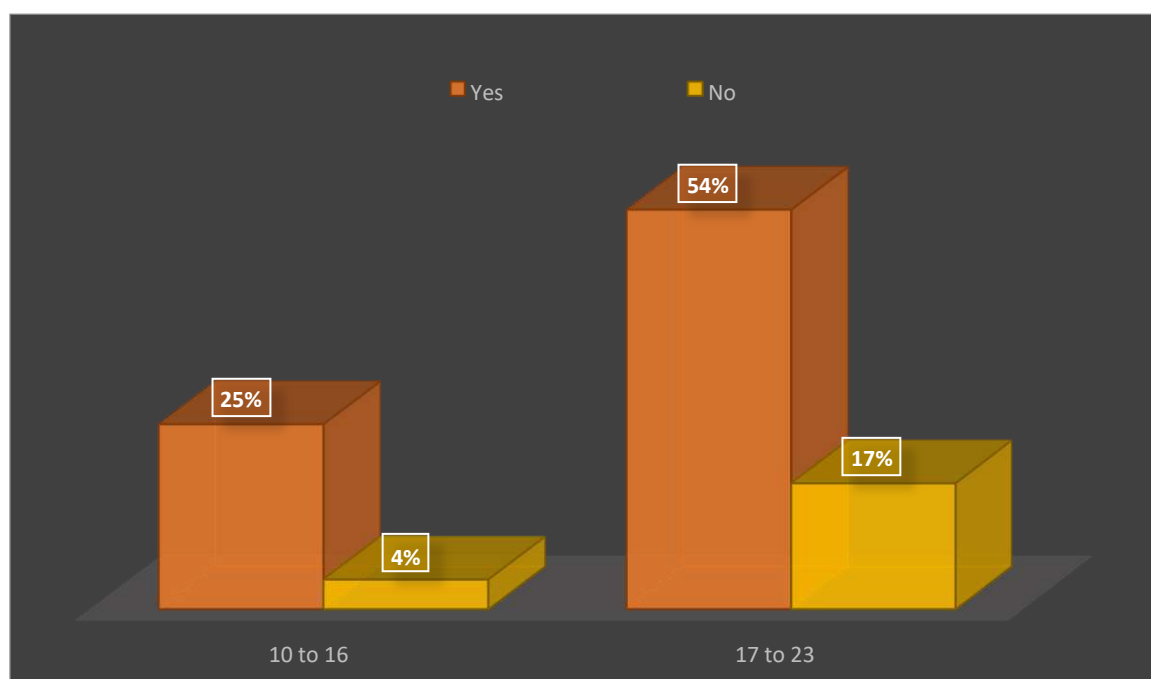
Figure 3.4 Respondent's Use of the Oulhacian Dialect

Following the pattern of the question four, the result indicates that almost all of the participants said that they still use the Oulhacian dialect i.e. 54% of those who belong to the age group [17-23] and 25% belonging to [10-16]. On the hand, only 4 % from the age group [10-16] and 17% of [17-23] said that they use it anymore.

Question five: Have you ever tried to change your speech?

Table 3.6 *Speech Status of the Informants*

Age	Always		Sometimes		Rarely		Never	
	N°	%	N°	%	N°	%	N°	%
[10-16]	01	02%	12	18%	02	03%	04	06%
[17-23]	04	06%	28	43%	06	09%	08	13%

Figure 3.5 *Speech Status of the Informants*

This question came with four options (always, sometimes, rarely, never) aiming at checking if they tried to change their speech. According to the result, respondents of the two categories agreed that they do change their speech by choosing the option sometimes and always;

in which the informants from the age group [10-16] opted for sometimes with 18% and 43% of the age group [17-23] and for always with 2% in addition to 6% from [17-23]. More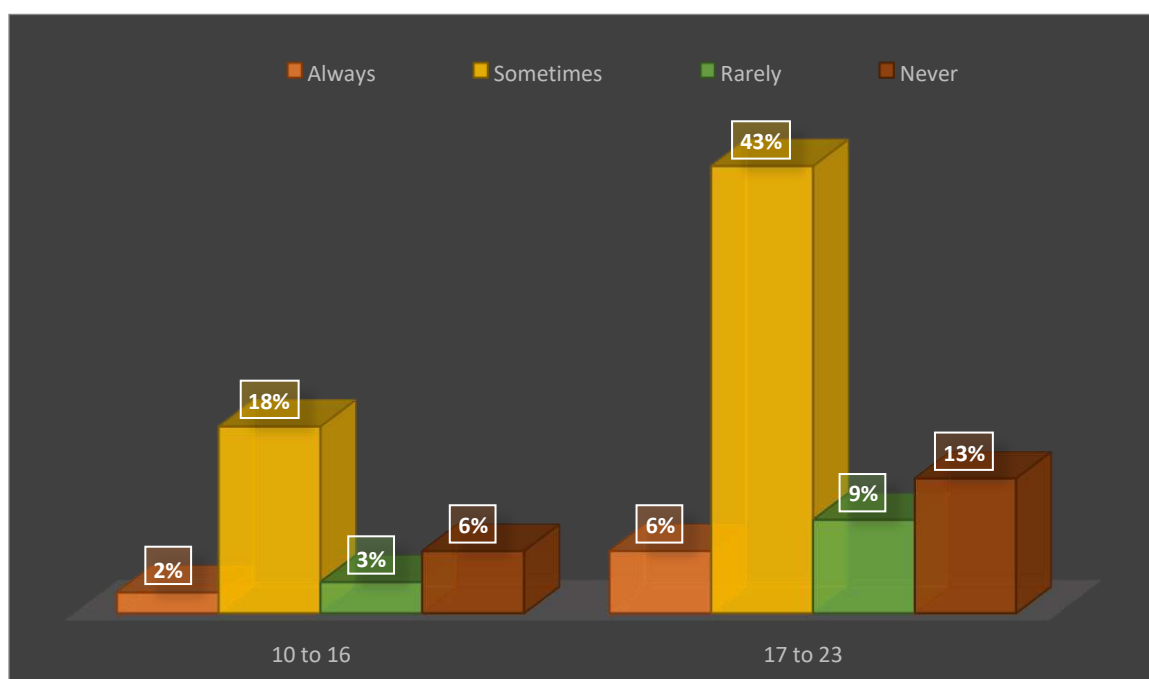over, 12% have chosen the alternative rarely and 19 % said that they never change their speech and this corresponds for both categories.

Question six: Why do you tend to change your vernacular?

Table 3.7 Participant's Motivation in changing their Vernacular

Age	Option one		Option two		Option three		Option four		Option five	
	N°	%	N°	%	N°	%	N°	%	N°	%
[10-16]	07	13%	00	00%	02	04%	01	02%	04	08%
[17-23]	28	53%	05	09%	01	02%	00	00%	05	09%
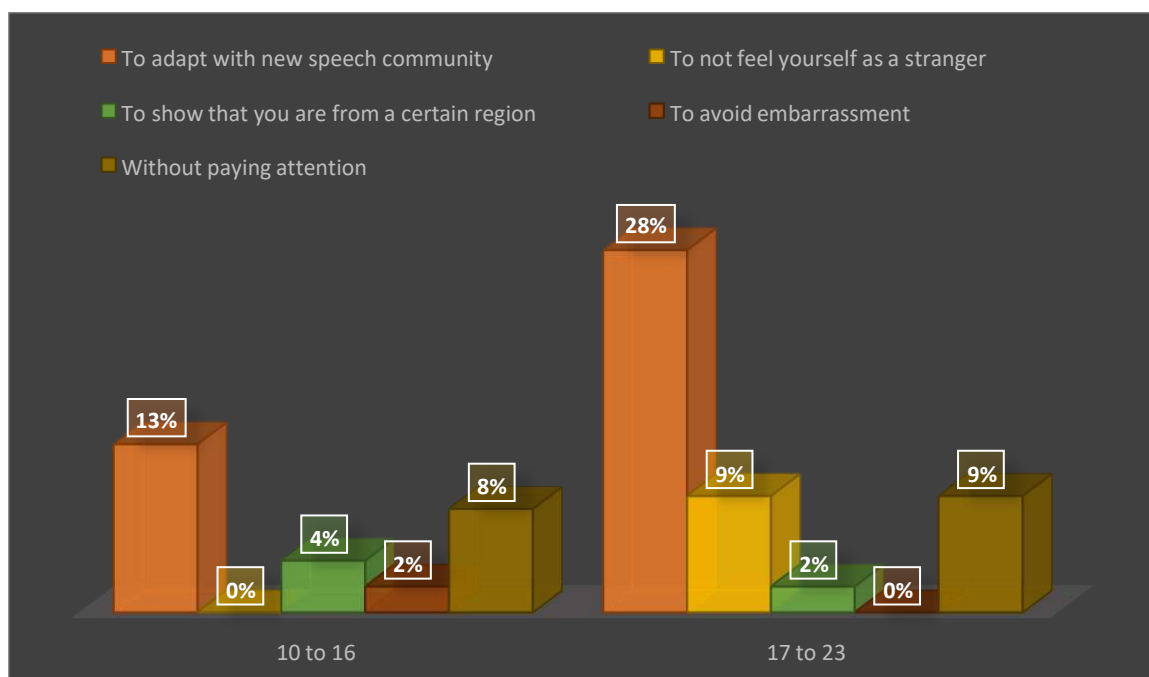
Figure 3.6 Participant's Motivation in changing their Vernacular

When the participants were asked about what motivate them to change their vernacular, both age groups stated that they tend change it to adapts with new speech community with a total of 41% while others do it spontaneously since they choose the fifth option with percentage of

17%. Another remark, 9% from just the second category [17-23] change their vernacular because they do not want to feel themselves as strangers.

Question seven: Do you often use social media?

Table 3.8 Social Media Use Frequency

Age	Yes		No	
	Number	Percentage	Number	Percentage
[10-16]	15	23%	04	06%
[17-23]	44	68%	02	03%
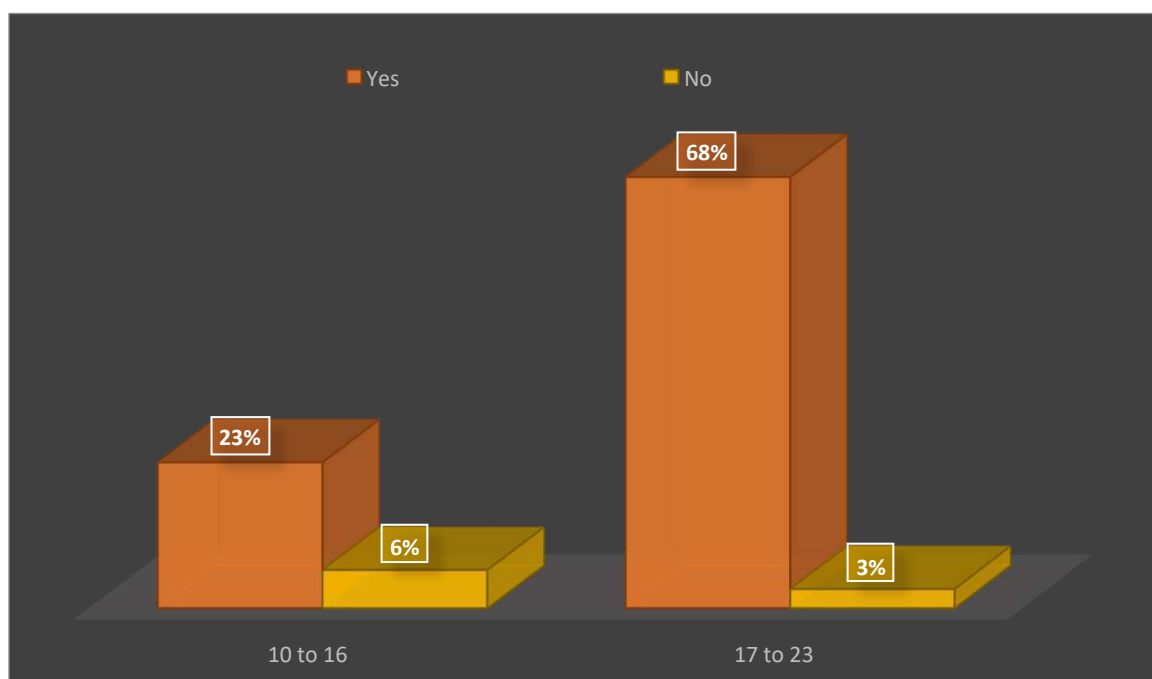
Figure 3.7 Social Media Use Frequency

According to the above chart almost all the respondents use social media but a few do not use it, 6% for the first age group and 3% for the second one.

Question eight: Do social media affect your dialect? If yes, how?

Table 3.9 The Effect of Social Media on Oulhacian Dialect

Age	Yes		No	
	Number	Percentage	Number	Percentage
[10-16]	05	08%	14	21%
[17-23]	42	65%	04	06%
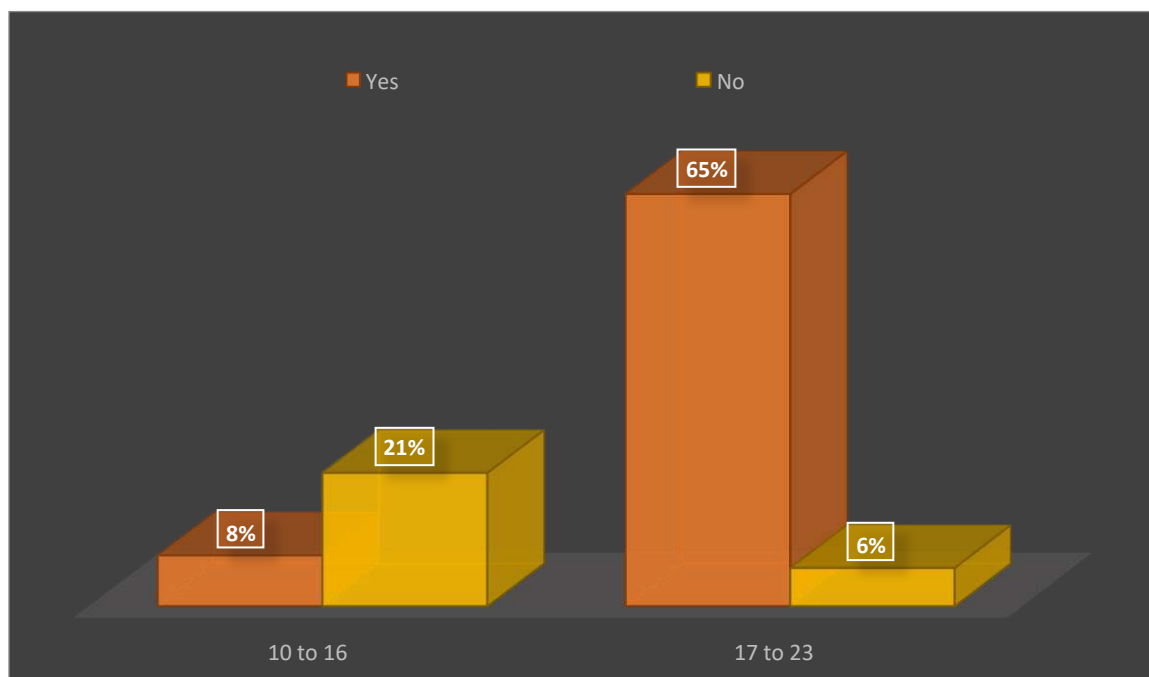
Figure 3.8 The Effect of Social Media on Oulhacian Dialect

As this figure shows it is noticeable that social media do affect the Oulhacian dialect with a total of 73% divided onto two categories, 65% of participants aged [17-23] and 8% aged [10-16]. Moreover, when we asked them to explain social media affects their language, the answers were mostly around the phenomena of language contact through social media i.e. learning new words from different languages when communicating with people from other areas. Additionally, they mentioned learning slangs that is highly used on those media.

Question nine: Have you ever been asked to clarify a word to older people?

Table 3.10 Words Clarification by Respondents

Age	Yes		No	
	Number	Percentage	Number	Percentage
[10-16]	10	15%	09	14%
[17-23]	37	57%	09	14%
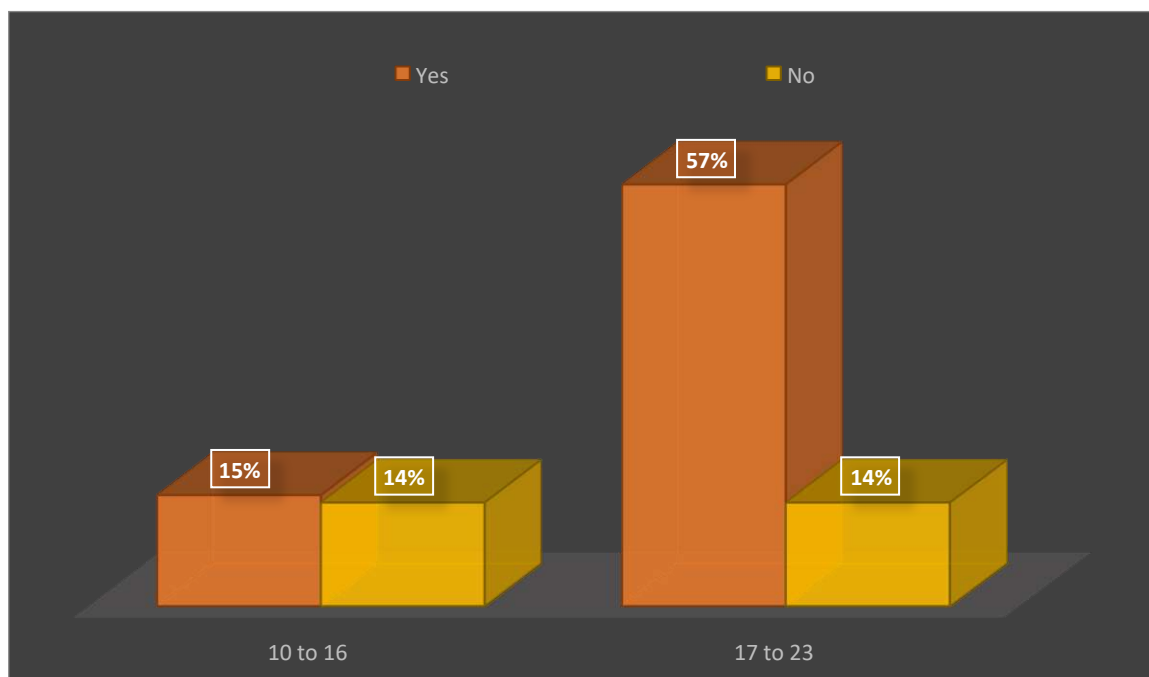
Figure 3.9 *Words Clarification by Respondents Word*

This question aimed at knowing if the respondent faced situation in which they clarified a word to the older generation, the age group [17-23] has the highest percentage of 57% as follows 15% from [10-16] said that it did happen in their everyday life. Furthermore, 14 % of both age groups said that they have not been asked to clarify any word for older people.

Question ten: Do you think that the older you get the more your speech is altered? Explain?

Table 3.11 *Speech Alteration According to Age*

Age	Yes		No	
	Number	Percentage	Number	Percentage
[10-16]	14	22%	05	08%
[17-23]	36	55%	10	15%
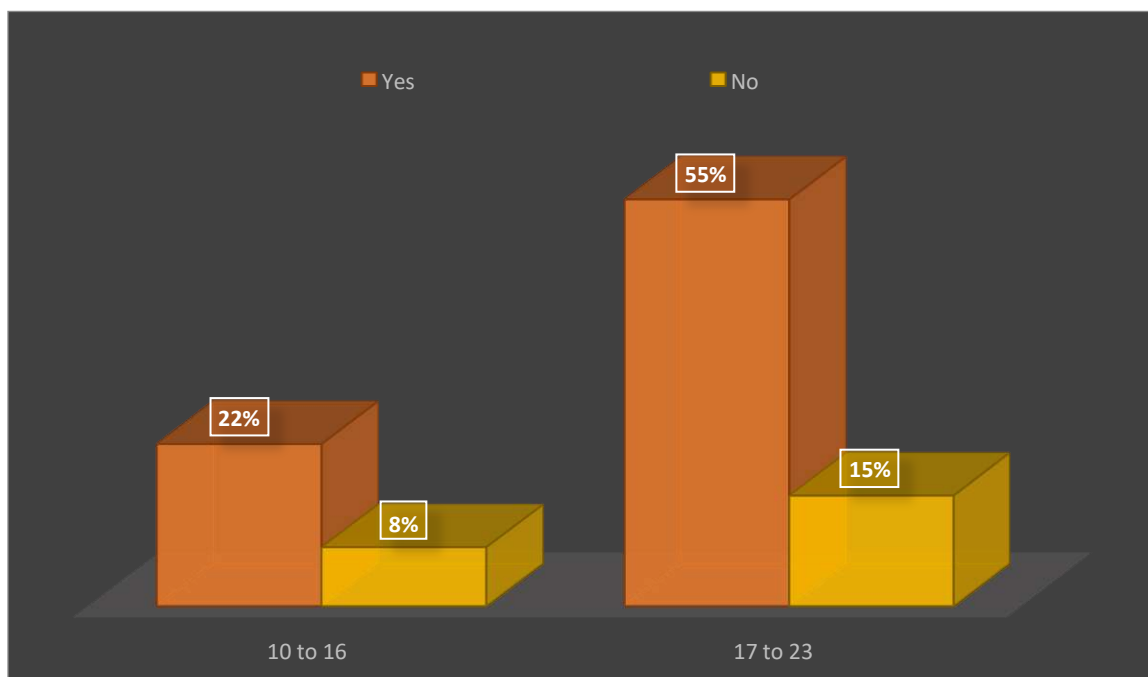
Figure 3.10 *Speech Alteration According to Age*

Concerning the speech alteration, the majority of the Oulhacian youngsters agreed that the older they get the more their speech is altered with a ratio of 55% and 22%. On the contrary 15 % and 8 % from both categories believe the age does not affect the speech. Furthermore, when we wanted more explanations about it most of the participants that agreed said new experiences through their life span are the main reason which alter their dialect in addition they claimed that during their educational journey meeting new people from other regions and countries as they get older contributed in that change or modifications. One from the various examples the participants mentioned is when females gets married in another speech community their way of speaking changes spontaneously over time.

Section Two: it focuses on figuring out whether the Oulhacian youngsters knows about some old words from their vernacular.

Question one: What does the word [mrɑːh] mean to you?
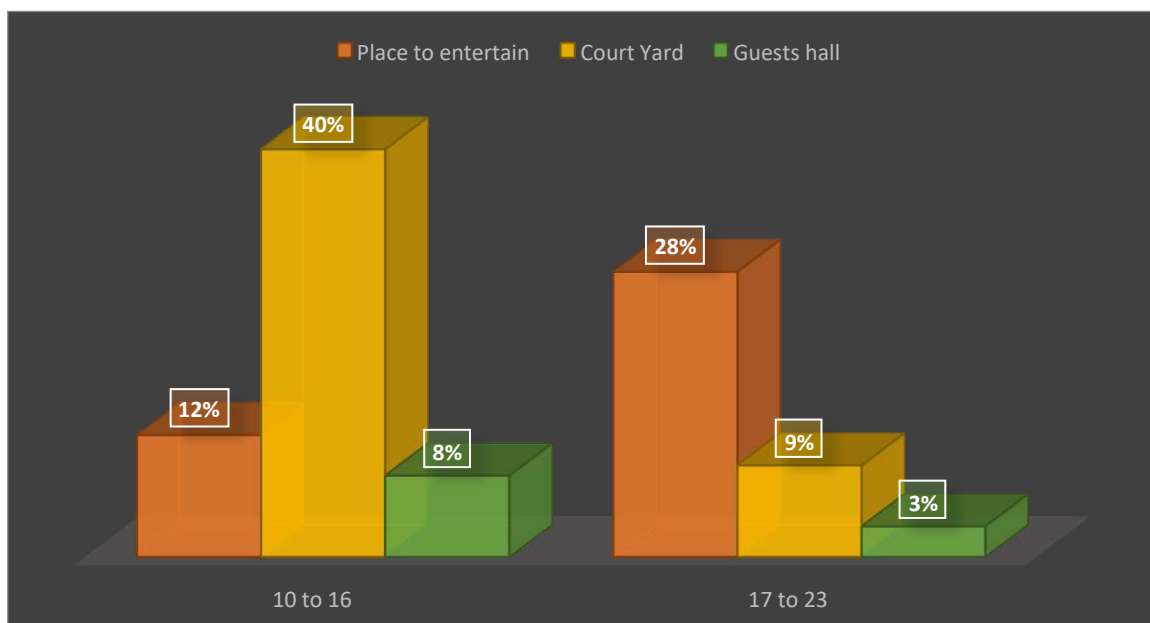
Figure 3.11 The Difference meanings of the Word [mrɑːh]

As it can be seen the graphic chart above the right answer for the word [mrɑːh] was figured out by the first age group [10-16] with a total of 40% in the contrary, the age group failed to guess the right answer and only 9% got it right.

Question two: What does the word [bɔːmɑntl] mean to you?
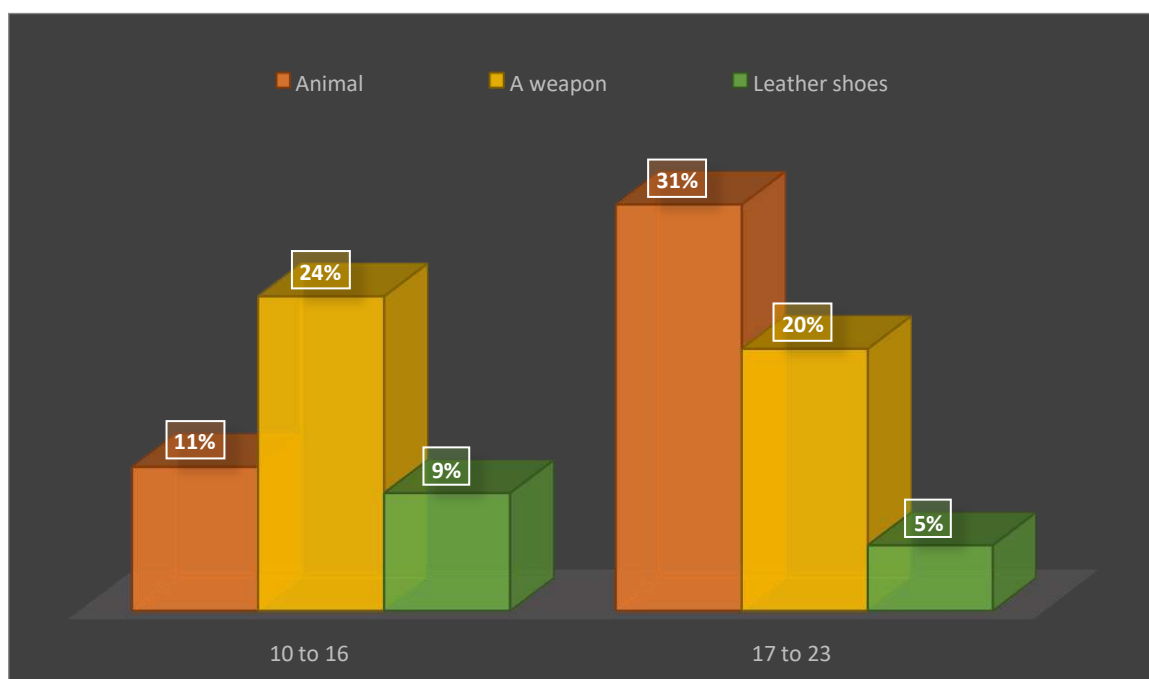
Figure 3.12 The Different Meanings of the Word [bɔːmɑntl]

The obtained data shows that most of the participants choose the wrong answers for the word [bɔːmɑntl] which actually means a leather shoes and this option was only chosen by a few respondents 5% from the age group [17-23] and 9% from the first age group [10-16].

Question three: What does the word [ɑlkɑːne3] mean to you?
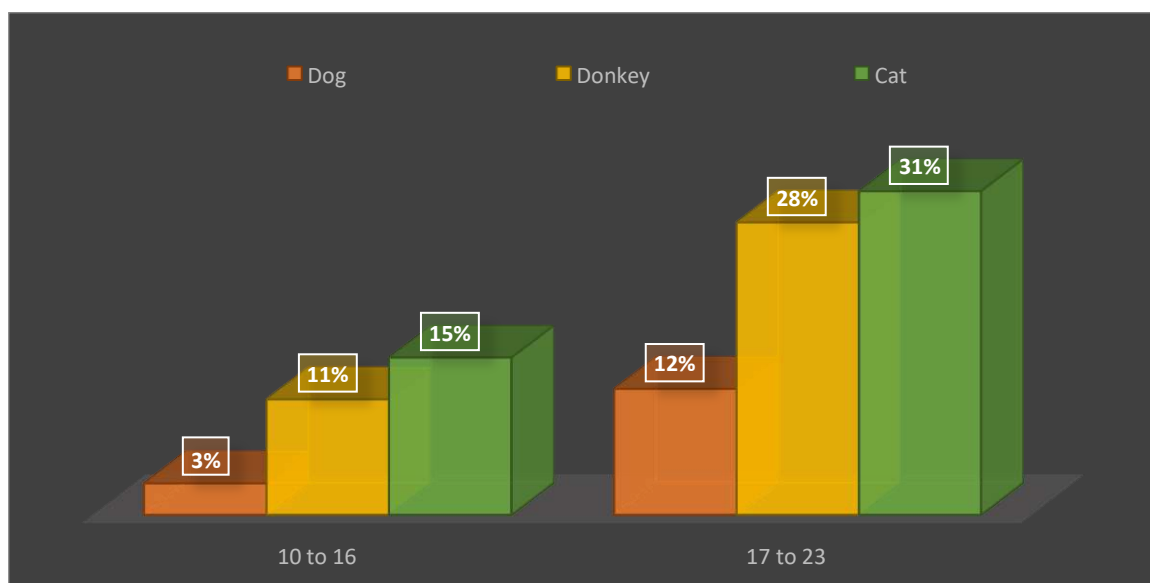
Figure 3.13 *The Different Meanings of the Word [alkɑːne3]*

The results provided through the quiz has proven that most of the informants did not know which one is the right answer; they choose cat as the animal that is referred to as [ɑlkɑːne3] with a percentage of 46% for both groups in contrast only 15% guessed it right because the word means a dog.

Question four: What does the word [skɪː f] mean to you?
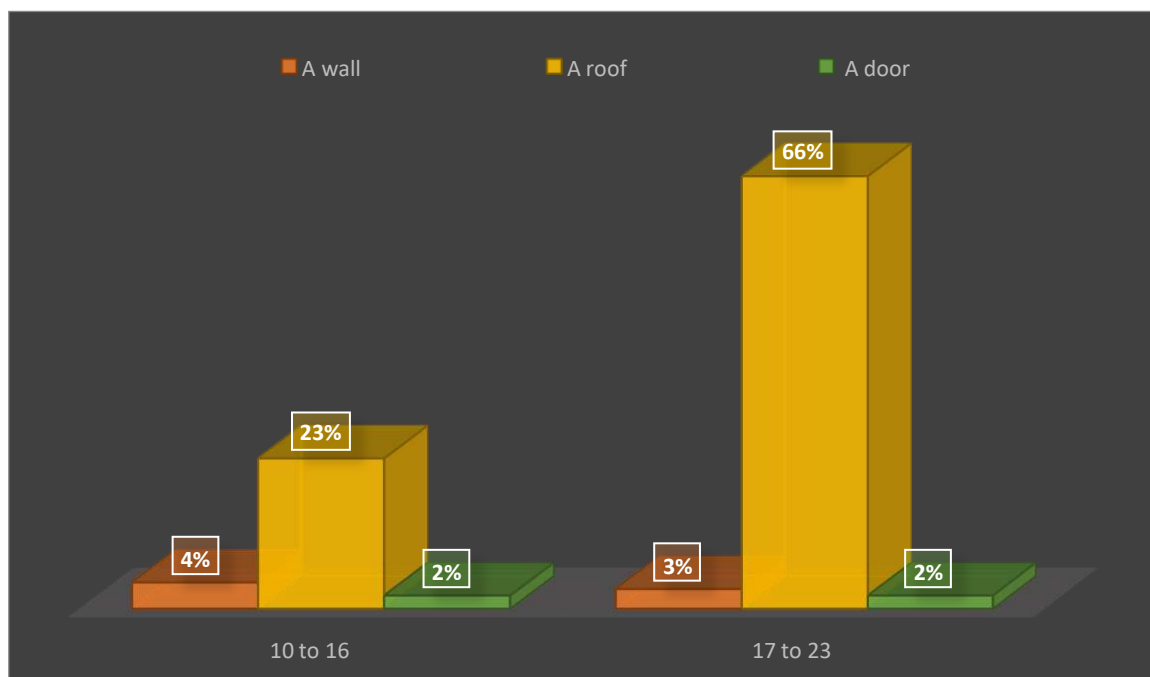
Figure 3.14 *The Different Meanings of the Word [skɪ: f]*

According to the figure above almost all the participants aged from [17-23] has selected the right answer with 66% in which the word [skɪ: f] means the roof of the house and 23% from the first age group also choose the correct answer.

Question five: What does the word [kɑrbɪ:l] mean to you?
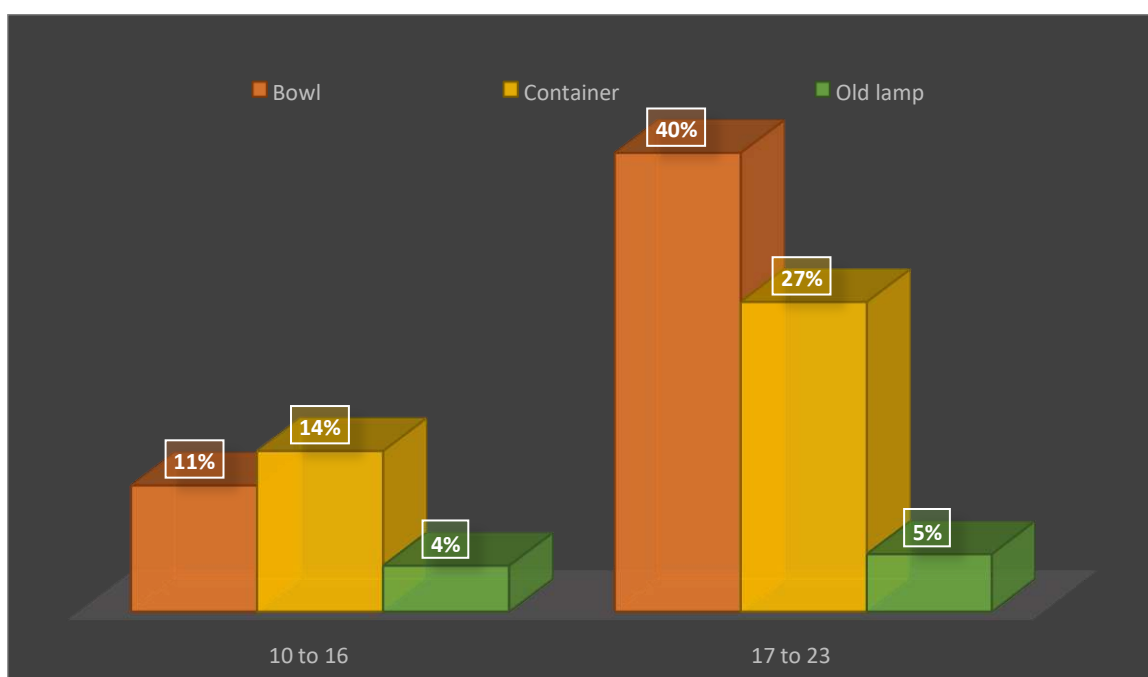
Figure 3.15 *The Different Meanings of the Word [kɑrbɪːl]*

The findings show clearly that the third option which is the correct synonym of the word

[kɑrbɪːl] was only selected by 5% from [17-23] and 4% from [10-16]. But most of the respondent's

answers did not correspond to the right option.

Question six: What does the word [banɪjɑ] mean to you?
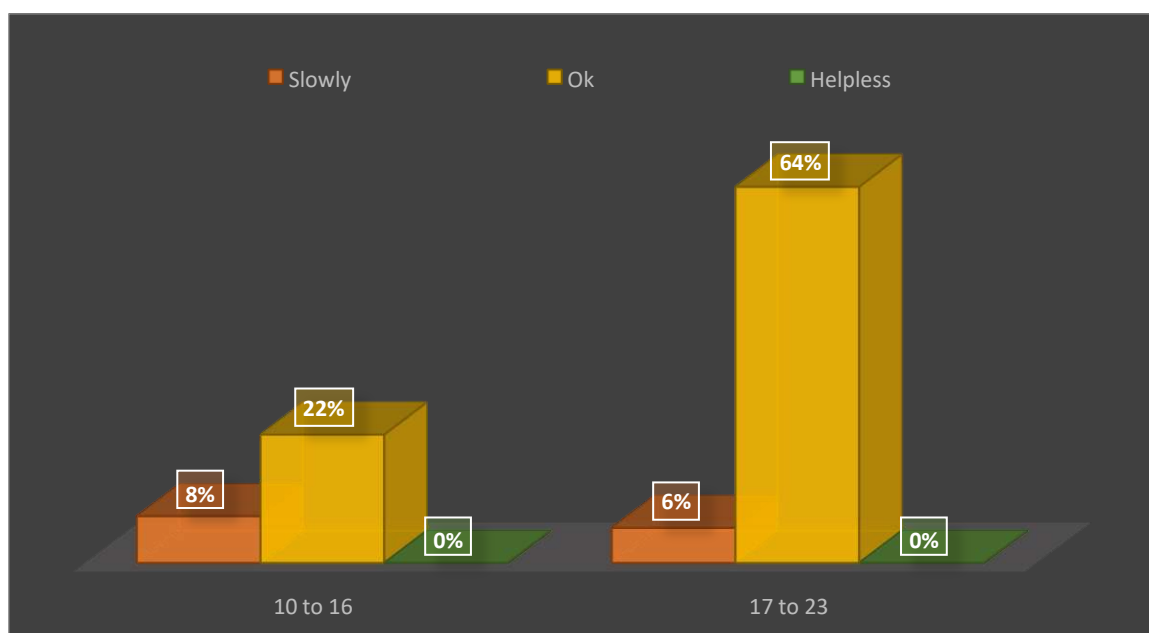
Figure 3.16 *The Different Meanings of the Word [banɪja]*

The majority of our respondents did succeed in selecting the second option as the correct

answer for the word [banɪjɑ] which is the word ok with a total of 86% including both age groups

percentage.

Question seven: What does the word [lɑkɪbɑːl] mean to you?
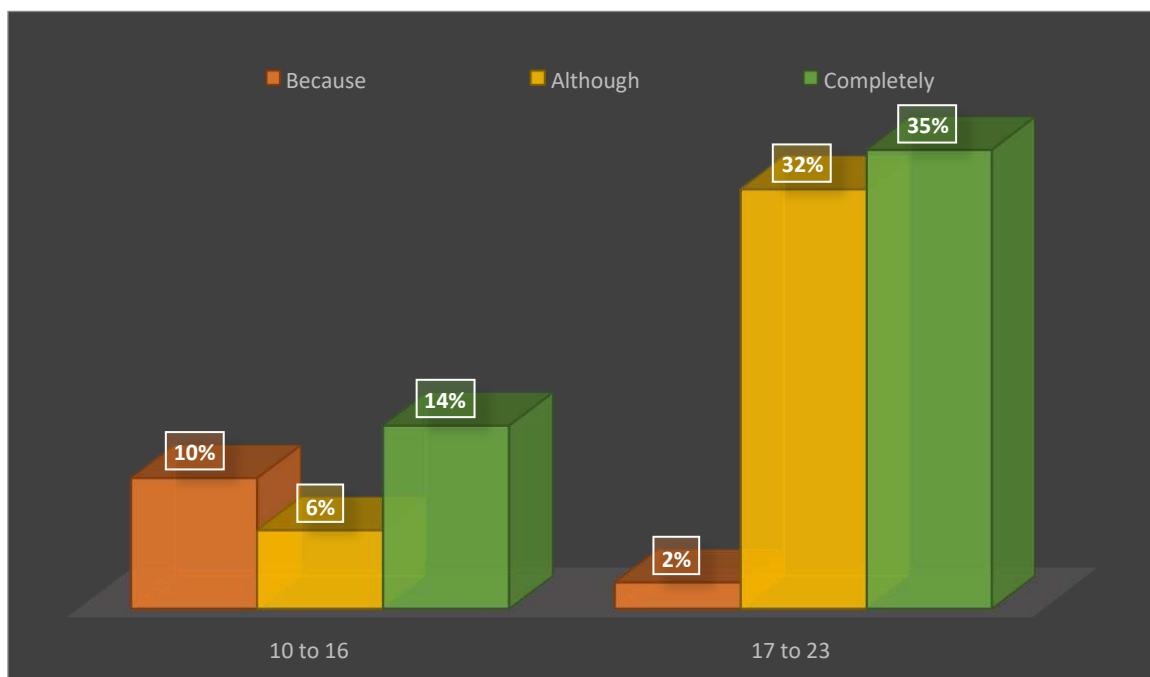
Figure 3.17 *The Different Meanings of the Word [lakıbaːl]*

As we can see here majority of the respondents thought that the word [lakıbɑːl] means completely but the word is a synonym for because which was chosen by 10% of the category [10-16] while only 2% of the second category [17-23] chose it.

Question eight: What does the word [rɑgɔː] mean to you?
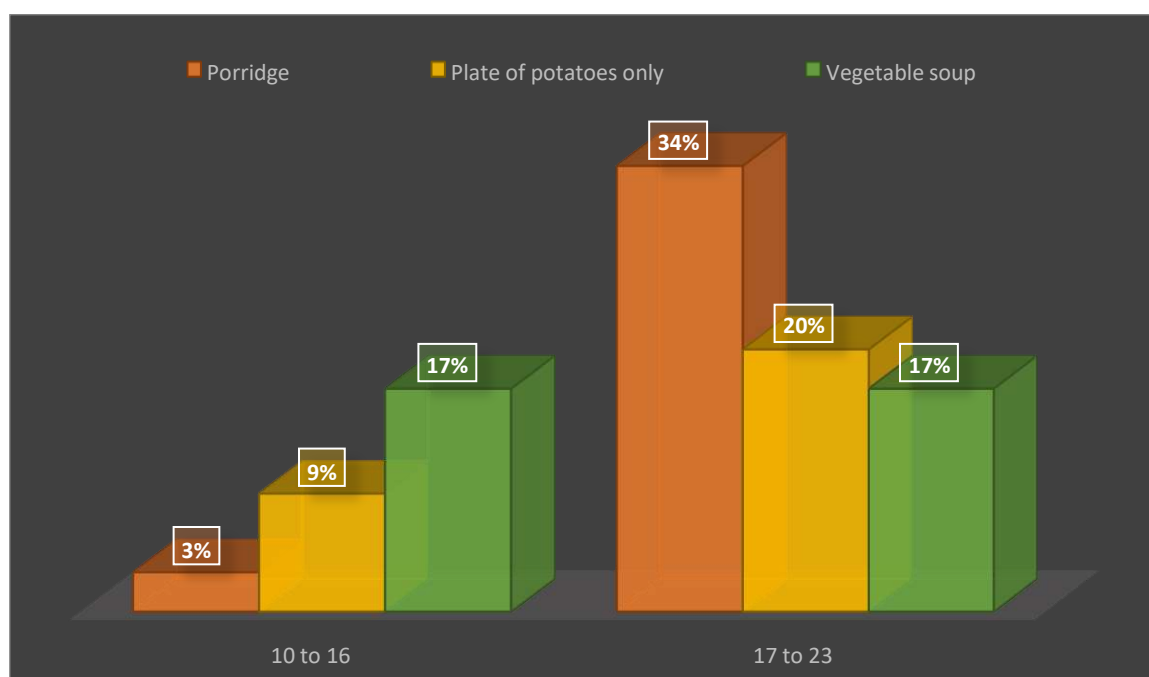
Figure 3.18 *The Different Meanings of the Word [rɑgɔː]*

It is noticed in the above chart that the correct answer for the word [rɑgɔː] which means a plate of potatoes is selected mainly by 20% of the category [17-23] and 9% of the category [10-16].

Question nine: What does the word [lɑːkrɔːt] mean to you?
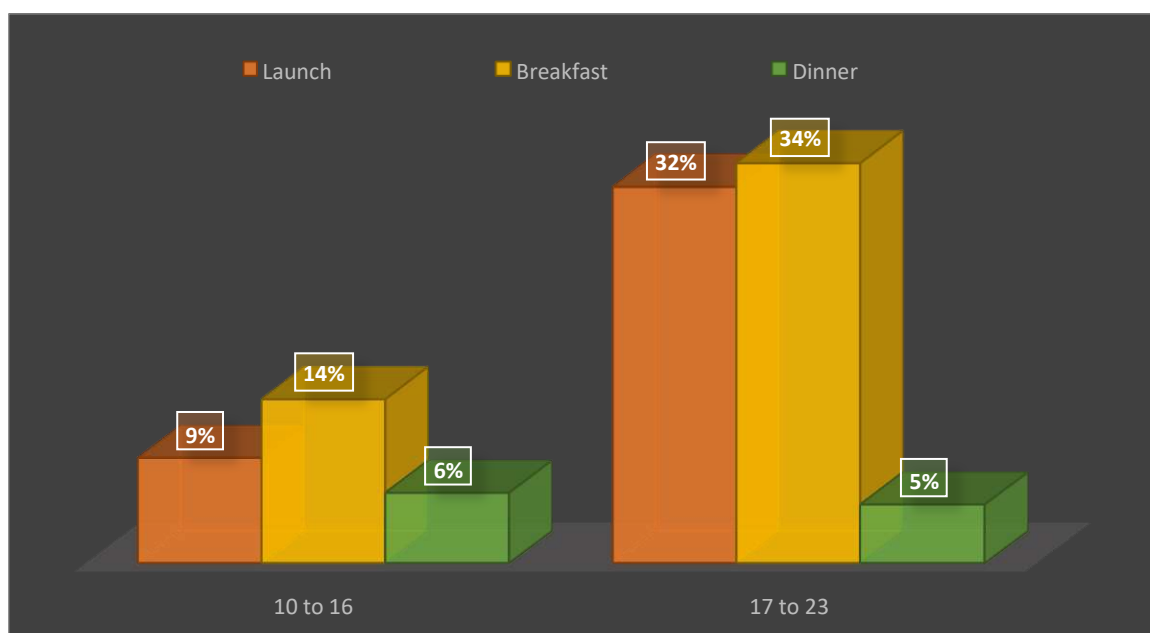
Figure 3.19 *The Different Meanings of the Word[lɑːkrɔːt]*

While dealing with data obtained about the word [lɑːkrɔːt] most participants aged [17-23] guessed the correct answer which is the second option with 34% and 14% for the other age group.

Question ten: What does the word [n3ɑrhɑ] mean to you?
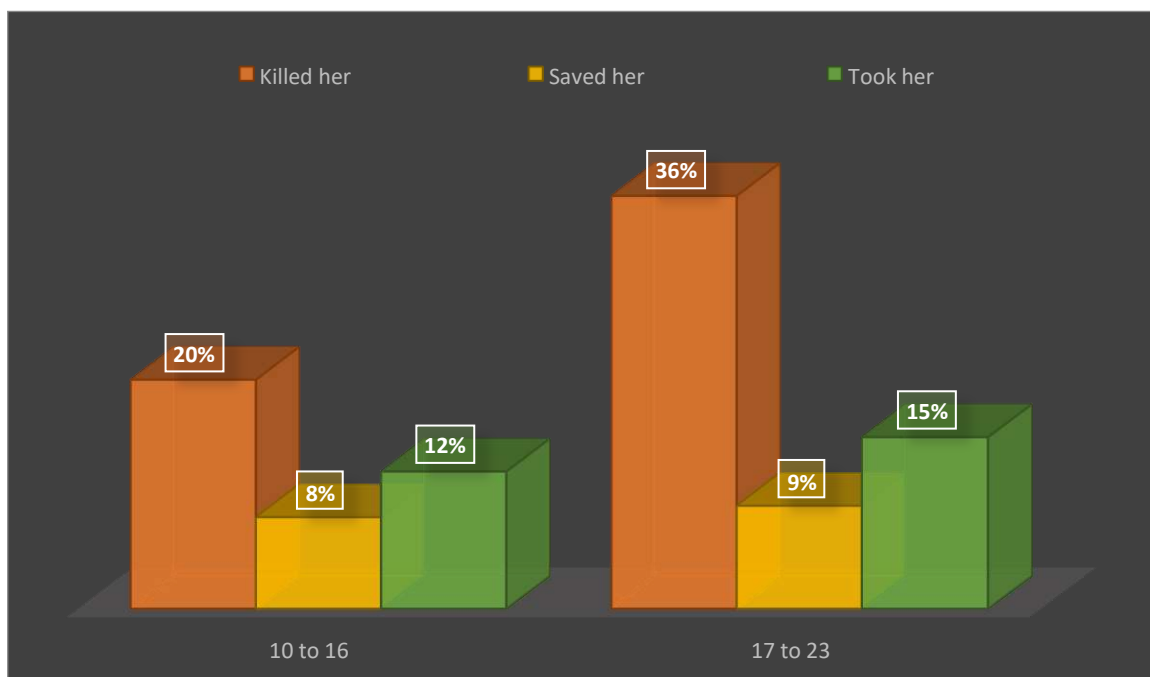
Figure 3.20 *The Different Meanings of the Word [n3arha]*

Most informants picked the wrong answers with high percentage of 56% for both age groups whereas the right answer for the word [n3ɑrhɑ] is saved her which is taken with percentage of 9% from [17-23] and 8% from [10-16].

Question eleven: What does the word [ɑlgɑrbɑ] mean to you?
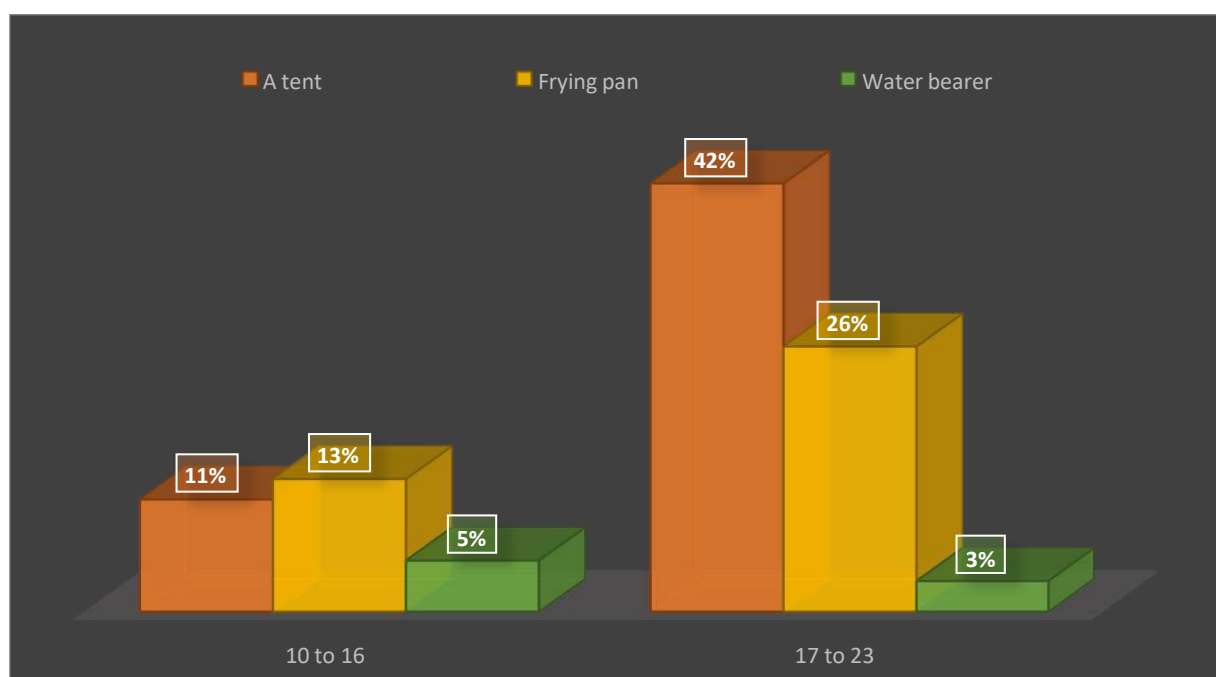
Figure 3.21 *The Different Meanings of the Word [algɑrbɑ]*

As the percentages shows the highest ones goes to the first and second options which is not the corresponding meaning for the word [algɑrbɑ] with a total of 53% for the word a tent and 39% for frying pan from both age categories when in fact the right response is the third option stated as a water bearer was appointed 13% for the first age group and with a higher percentage of 26% for the second group.

Question twelve: What does the word [kɑrɔːbɑ] mean to you?
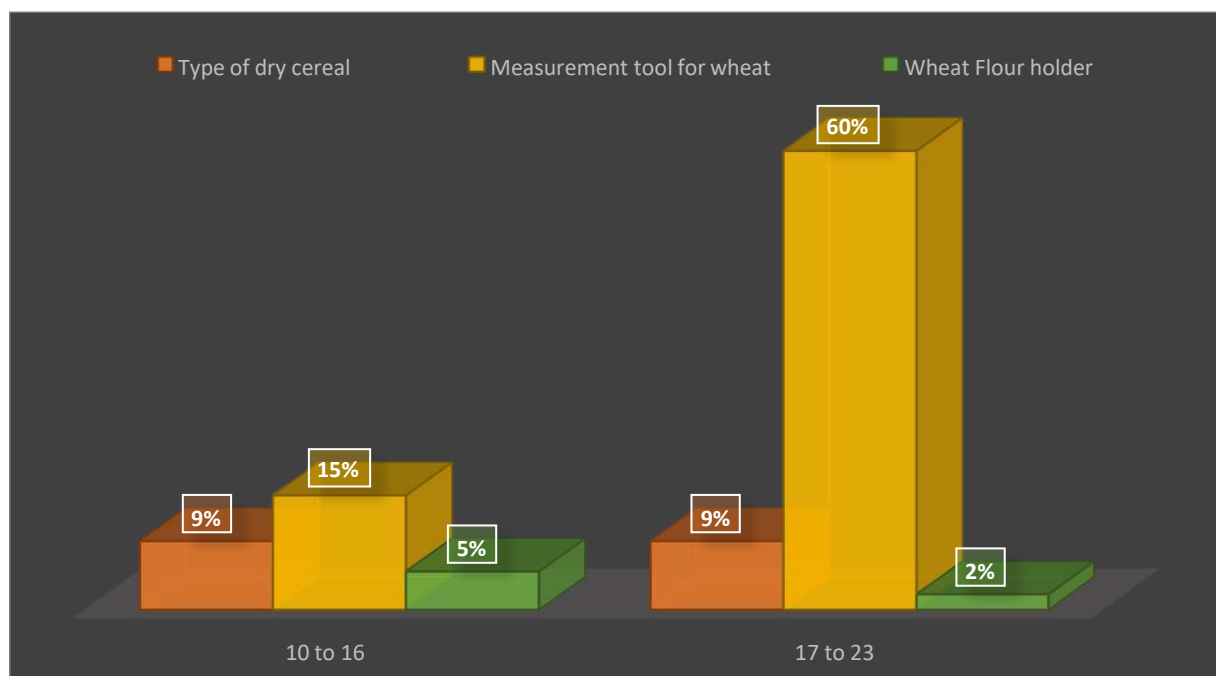
Figure 3.22 *The Different Meanings of the Word [kɑrɔːba]*

The word [kɑrɔːbɑ] is highly known between the Oulhacian youngster since they all reside in rural areas in which 60% of the second age group selected the right answer in addition to 15% from the first age group.

3.2.2 The Interview Analysis

For the intent of performing a qualitative investigation that would serve to obtain greater understanding into the topic under examination, the structured interview is used as secondary

investigations tool in addition to the questionnaire. Nine (09) people participated in the interviews, all were given an equal chance to voice their opinions and thoughts in an effort to get more trustworthy and accurate information. Because the interview was conducted exclusively in Arabic, each question will be examined separately.

Question one: Do you think that the dialect of Oulhaca has changed?

The purpose of this question is to specify if the Oulhacian dialect has changed through the generations or not. In fact, all the participants stated that there is a huge difference between their vernacular and the old Oulhacian dialect; mentioning that they do sense these differences when they speak with their parents or older members of their family in which they tend to explain some expressions to them. Hence, the respondents highly agreed that the dialect of Oulhaca has changed and is still shifting in accordance with the generational change.

Question two: Do you try to change your vernacular to adapt it with the one to whom you are addressing?

The intention behind this question was to examine the informant's adaptation of their vernacular while speaking to different people. According to the answers most participants confirmed that they do adapt their vernacular with the one to whom they are speaking to; they said that when they communicate with people from other regions their vernacular is changed to make the understanding between them easier for example one female participant stated that she has a friend from Tebessa (a region in the East of Algeria) and when interacting with her, she always tends to use clearer words to facilitate the communication between them. Moreover, while speaking with older people they confirmed that they get back to using the Oulhacian dialect.

Question three: Do you feel the age gap when you speak with other people?

This question was asked to know whether the participants feel the age gap when speaking to other people, all of the interviewees revealed that the age is highly sensed through the vernacular

of those people, in fact they said it is harder to have a conversation with older members of their family since they do still use the true Oulhacian dialect as result they find themselves explaining and reusing simple words to communicate with them. In contrast, they find it easier to communicate with younger individuals or the ones having the same age as them.

Question four: Do you think that technology especially social media has a great effect on youngster' speech?

The aim of this question was made to investigate social media's effect on the youngster's speech as a significant factor to Oulhacian dialect change. In this question, most of the interviewed youngsters totally admitted that social media has a great effect on their speech; they said that they learn new words through these digital platforms and when they do use it at home with their family they are mostly asked to explain. Moreover, since they use social media excessively their speech is always developing and changing in relation to the trendiest words at every period.

Question five: Do you use different words and expressions with different age groups?

Question five aims to highlight an essential point which is the fact that youngsters use different words and expressions with different age groups. One common statement is that all the respondents use different and less complicated linguistic behaviours with their parents while on the other hand they feel free to communicate with their brothers and sisters since they belong to the same generation.

3.3 Discussion of The Main Findings

This section of the dissertation is dedicated to presenting the research's findings and outlining the results. This part of the study seeks to summarize and discuss the main points of the gathered data after examining the obtained findings. In fact, the hypothesis can either be agreed to or declined.

The primary objective of this research study is to investigate language specific use according to age and generation at Oulhaca speech community- Ain Temouchent using the Oulhacian youngsters as sample. Consequently, the study was conducted using the two main research tools, a questionnaire and a structured interview, in an attempt to gather relevant data that would ultimately either approve or disapprove the previously indicated hypotheses to the challenging research questions.

Following a careful examination of the primary research tools created in accordance with the requirements of the study, it has become quite apparent from the first section of the questionnaire that age plays a prominent role in affecting youth language because most of the Oulhacian youth nowadays believes that there is a huge difference between their vernacular and the one of the older especially that they do not use it anymore or as much as the aged members of Oulhaca El-ghreba speech community in which they have a difficulty communicating with them where they find themselves explaining their speech to them. Additionally, dialect shift or language change is quite common phenomenon that is highly rooted in the present Oulhacian speech community due to many motivations such as: adapting with a new speech community, without paying attention and to not feel themselves as strangers. Moreover, the second hypothesis is confirmed since the result shown social media as a major factor that alter the youth language since they use it much more than any other age group i.e. it provides new vocabulary and allows them to communicate with people from other regions which can be called language contact. Another point, the first hypothesis is truly confirmed considering Oulhaca's youngster's belief that the more they get older the more their dialect change age do affect the vernacular of any individual.

With regards to all the previous results the second section confirms the hypothesis too which gives more dimension to our obtained findings; the second part which is a quiz about old word's meaning has given us a clear vision that the Oulhacian youngsters do know the meaning of some words but definitely not all, since the words we choose do exist in nowadays Oulhaca's

dialect but there is a few that are only used by the eldest members of the community the latter are the ones that the respondents failed in guessing the right answer to. As mentioned above, the youth have a good knowledge about their origin's vernacular but they neglect using it due to the prior stated reasons.

The latter, however, is dedicated to six females and three males Oulhacian youth all of which have strongly agreed that generational change is a major aspect helping through Oulhacian dialect shift in a view of that they sense differences and an age gap between them and their parents or older members of their family, which made them owing to modify the language they usually speak with people of their age and make it much simpler and easier to understand. It is also evident that they do the same when interacting with other speech communities through social media, also their lexical level is always developing and changing by their excessive use of digital platforms; the communication process is much easier between them than with other age categories.

3.4 Conclusion

In this practical chapter, all the data gained from two separate research instruments a questionnaire and a structured interview in Oulhaca El-ghreba has been carefully examined and explained. We gave an overall picture of language use by Oulhacian youngsters and more importantly the shift that happened to Oulhacian dialect due to different factors via testing the validity of the research hypotheses that were set at the very beginning of this paper.

General

Conclusion

General Conclusion

Language variety is the main focus of sociolinguistic studies. It is a very significant academic task which is always reflecting and influencing the society in which it serves. Language differs between speakers as well as between geographical regions. It is logically created by society, hence the goal of this inquiry has been to look at sociolinguistic variation in Oulhaca El-Ghreba speech community; our research focus is language variability with reference to age factor which is important to realize people's linguistic behaviours. Once the age changes, speech changes, either by adapting new words to their vernacular or modifying it.

The current investigation involves taking into account certain relevant research problems for the study in order to examine and find specific use of various language behaviour of Oulhacian youngsters alongside suggesting age as a prominent variable in affecting youth language more specifically at the lexical level in addition to many factors which contribute in altering youngsters' language in Oulhaca speech community, the most important one being social media. As a matter of fact, the study was conducted specifically in Oulhaca El-ghreba district which belongs to the city of Ain Temouchent, and it focuses on young people from two different age groups, genders, and educational backgrounds who live in three different areas of the district, namely Tadmaya, Sidi Ouraiche, and Souq Tnin, with the aim of gathering logical, dependable, satisfying, and accurate evidence. Additionally, it has relied on the questionnaire and the structured interview, two important data collection methods that were specifically chosen to meet the objectives. The former is the key tool for gathering the most reliable and insightful data considered significantly important for the investigation. The latter, yet serves as more of a supplemental research instrument that tries to reinforce and deepen the first-hand information as well as provide the investigation with important details on the topic matter.

The current research consists of three chapters, each of which highlights a different issue. It began with a theoretical chapter that outlines the key elements and ideas that give the reader an in depth understanding of the present linguistic phenomenon age and generation-specific language use. The second chapter gives an in-depth overview of the research's methodology. It outlines the research method that underlies both qualitative and quantitative approaches for the interpretation of the data gathered, as well as the main data collection tools, a questionnaire and a structured interview. Apart from that, it aims at demonstrating the researcher's motivations, limitations, and the sample population that was selected. The third chapter, on the other hand, focuses primarily on the practical aspect of the research because it seeks to examine the data obtained through the two research instruments mentioned above, examining the key findings in an effort to, in the end, either verify or reject the previously formulated hypotheses.

In considering the findings we assert that the majority of Oulhacian youngsters today agree that there is a significant difference between their dialect and that of the older, especially because they do not use it as much as the elderly members of the Oulhaca El-ghreba speech community. As a result, they find it difficult to communicate with them and frequently have to explain their speech to them. Furthermore, dialect shift or language change is a frequent phenomenon that is deeply ingrained in the present-day Oulhacian speech community for a variety of reasons, including adjusting to a new speech community, not paying attention, and a desire to not feel excluded. Moreover, social media is a significant factor in changing youths' language because they use it much more frequently than any other age group, leading to the development of new vocabulary and what is known as language contact. The results also reveal that generational change is a significant factor in Oulhacian dialect shift because Oulhacian speakers feel alterations and an age gap between themselves and their parents or older family members, which led them to adapt the language they typically use with people their own age and make it much simpler to comprehend. Because of their extensive use of digital platforms, it is also clear that they interact

with other speech communities using social media in the same manner. It therefore makes it easier for them to communicate with one another than older age groups.

In this study, which examined the impact of age factor on the Oulhacian vernacular, encountered numerous challenges, including those listed in the limitations section. As a result, we advise future researchers to stay away from similar obstacles and to be more specific when selecting their research topics, particularly when it comes to location since Oulhaca has a wide range of areas moreover, they can study a specific age group without including others and why not choosing other variables such as: gender, level of education and social class. In conclusion, the research final findings aided the researchers in validating both hypotheses and demonstrating that they accord with the conclusions derived from the data.

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Appendices

Appendix A

Questionnaire

You are kindly asked to fill this questionnaire in front of you which is a part of a research for Master Degree in order to investigate language use of Oulhacian youngsters. We would be so grateful if you can help us to gather the required data to make this study worthy.

Section One:

Question 01: What is your gender?

o Male

o Female

Question 02: How old are you?

o 10-16

o 17-23

Question 03: Do you think that there is a difference between the speech of the older and the younger generation?

o Yes

o No

Question 04: Do you still use the Oulhacian dialect?

o Yes

o No

Question 05: Have you ever tried to change your speech?

- o Always

- o Sometimes

- o Rarely

- o Never

Question 06: Why do you tend to change your vernacular?

- o To adapt with the new speech community

- o To not feel yourself as stranger

- o To show that you are from a certain region

- o To avoid embarrassment

- o Without paying attention

Question 07: Do you often use social media often?

- o Yes

- o No

Question 08: Do social media affect your dialect?

- o Yes

- o No

If yes, How? ....

Question 09: Have you ever been asked to clarify a word to older people?

- o Yes

- o No

Question 10: Do you think that the older you get the more your speech is altered?

- o Yes

- o No

Explain...

Section Two: Old words for youngsters

1. What does the word [mrɑːh] mean to you?

   - o place to entertain

   - o House yard

   - o Guests hall

2. What does the word [bɔːmɑntɑl] mean to you?

   - o Animal

   - o A weapon

   - o Leather shoes

3. What does the word [ɑlqɑːneʕ] mean to you?

   - o Dog

   - o Donkey

   - o Cat

4. What does the word [Sqɪː f] mean to you?

   o   A wall

   o   Roof

   o   Door

5. What does the word [kɑrbɪːl] mean to you?

   o   bowl

   o   Container

   o   Old lamp

6. What does the word [banɪjɑ] mean to you?

   o   Slowly

   o   Okay

   o   Helpless

7. What does the word [lɑaɪbɑːl] mean to you to you?

   o   Because

   o   Although

   o   Completely

8. What does the word [rɑgɔː] mean to you?

   o   Porridge

   o   Plate of potatoes only

   o   Vegetable soup

9. What does the word [lɑːkrɔːt] mean to you?

    o   Lunch

    o   Breakfast

    o   Dinner

10. What does the word [nˤarha] mean?

    o   Killed her

    o   Save her

    o   Took her

11. What does the word [ɑlgɑrbɑ] mean to you?

    o   A tent

    o   Frying pan

    o   Water bottle

12. What does the word [xɑrɔːbɑ] mean to you?

    o   Type of dry cereal

    o   Measurement tool for wheat

    o   Wheat flour holder

Thank you for your time and collaboration

<div dir="rtl">

إستبيان

نرجو منكم الاجابة على هذه الاسئلة والتي هي جزء من بحثنا لنيل شهادة الماستر تحت عنوان" اللغة المستعملة لدى شباب ولهاصة",

سنكون شاكرين ان استطعتم مساعدتنا في الحصول على بيانات دقيقة لتدعيم عملنا.

الجزء الأول:

1. السؤال الاول: هل انت؟

    ○   ذكر

    ○   انثى

2. السؤال الثاني: عمرك ما بين؟

    ○   10-16

    ○   17-23

3. السؤال الثالث: هل تظن ان هناك اختلاف في الكلام بين الجيل القديم والجديد؟

    ○   نعم

    ○   لا

4. السؤال الرابع: هل ما زلت تستعمل اللهجة الولهاصية؟

    ○   نعم

    ○   لا

5. السؤال الخامس: هل حاولت تغيير من طريقة كلامك؟

    ○   دائما

    ○   احيانا

    ○   نادرا

    ○   ابدا

</div>

6. السؤال السادس: لماذا تغير لهجتك؟

o   لكي تتماشى مع اللغة المتداولة

o   لكيلا تشعر أنك غريب

o   لكي تظهر أنك تنتمي لمنطقة ما

o   لتقادي الاحراج

o   عن غير قصد

7. السؤال السابع: هل تستعمل مواقع التواصل الاجتماعي؟

o   نعم

o   لا

8. السؤال الثامن: هل ساعدتك مواقع التواصل الاجتماعي في تغيير لهجتك؟

o   نعم

o   لا

إذا كان جوابك نعم، كيف ذلك؟ ....

9. السؤال التاسع: هل سبق وطلب منك توضيح معنى لكلمة ما من طرف شخص كبير؟

o   نعم

o   لا

10. السؤال العاشر: هل تظن انه كلما كبرت كلما زاد التأثير على طريقة كلامك؟

o   نعم

o   لا

وضح ذلك ....

الجزء الثاني : كلمات قديمة للشباب

ما معنى كلمة "مْرَاحْ":

- o   مكان للترفيه

- o   فناء البيت

- o   قاعة الضيوف

ما معنى كلمة "بُومْنتَّلْ":

- o   حيوان

- o   سلاح

- o   حذاء جلدي

ما معنى كلمة "القَانَغْ":

- o   الكلب

- o   الحمار

- o   القط

ما معنى كلمة "سْقِيفْ":

- o جدار

- o سطح البيت

- o باب

ما معنى كلمة "كَرْبِيلْ":

- o   محراث

- o   صهريج

- o   مصباح قديم

ما معنى كلمة " بَنِّيَة":

○ ببطء

○ موافق

○ عاجز

ما معنى كلمة "الآقِبَالْ":

○ لأنه

○ على الرغم

○ تماما

ما معنى كلمة " رَاقُو":

○ عصيدة

○ طبق من البطاطا فقط

○ حساء الخضر

ما معنى كلمة" لا كروط":

○ الغذاء

○ فطور الصباح

○ العشاء

ما معنى كلمة "أنْعَزْهَا":

○ قتلها

○ أنقذها

○ اخذها

ما معنى كلمة" القَرْبَة":

○   الخيمة

○   مقلاة

○   حامل للماء

ما معنى كلمة " خَرُوبَة":

○   نوع من الحبوب الجافة

○   مكيال للقمح

○   حامل لدقيق القمح

شكرا لكم على وقتكم وتعاونكم

Appendix B

Interview

❖ Do you think that the dialect of Oulhaca has changed?

………………………………………………………………………………………………….....
..

❖ Do you try to change your vernacular to adapt it with the one to whom you are addressing?

………………………………………………………………………………………………….
..

❖ Do you feel the age gap when you speak with other people?

………………………………………………………………………………………………….
..

❖ Do you think that technology especially social media has a great effect on youngster' speech?

………………………………………………………………………………………………….
..

❖ Do you use different words and expressions with different age groups?

………………………………………………………………………………………………..

المقابلة

❖   هل تظن ان اللهجة الولهاصية تغيرت؟

……………………………………………………………………………………………

❖   هل حاولت ان تغير من لهجتك لتتماشى مع لهجة المتحدث معك؟

……………………………………………………………………………………………

❖   هل تلاحظ فارق السن عند الحديث مع غيرك؟

……………………………………………………………………………………………

❖   هل تظن ان التكنولوجيا وبالأخص مواقع التواصل الاجتماعي اثرت على طريقة كلام الشباب خاصة؟

……………………………………………………………………………………………

❖   هل تستعمل عبارات وكلمات مختلفة عند الحديث مع فئة عمرية مختلفة؟

……………………………………………………………………………………………

Appendix C

Old Words

First word: What does the word [mrɑːh] mean?

Age	Place to entertain		Court yard		Guests hall	
	N°	P	N°	P	N°	P
[10-16]	08	12%	26	40%	05	08%
[17-23]	18	28%	06	09%	02	03%

Second word: What does the word [bɔːmɑntl] mean?

Age	Animal		A weapon		Leather shoes	
	N°	P	N°	P	N°	P
[10-16]	07	11%	16	24%	06	09%
[17-23]	20	31%	13	20%	03	05%

Third word: What does the word [ɑlkɑːne3] mean?

Age	Dog		Donkey		Cat	
	N°	P	N°	P	N°	P
[10-16]	02	03%	07	11%	10	15%
[17-23]	08	12%	18	28%	20	31%

Fourth word: What does the word [skɪː f] mean?

Age	A wall		Roof		Door	
	N°	P	N°	P	N°	P
[10-16]	03	04%	15	23%	01	02%
[17-23]	02	03%	43	66%	01	02%

Fifth word: What does the word [kɑrbɪːl] mean?

Age	Plow		Container		Old lamp	
	Nº	P	Nº	P	Nº	P
[10-16]	07	11%	09	14%	03	04%
[17-23]	26	40%	17	27%	03	04%

Sixth word: What does the word [banɪjɑ] mean?

Age	Slowly		Ok		Helpless	
	Nº	P	Nº	P	Nº	P
[10-16]	05	08%	14	22%	00	00%
[17-23]	04	06%	42	64%	00	00%

Seventh word: What does the word [lɑkɪbɑːl] mean?

Age	Because		Although		Completely	
	Nº	P	Nº	P	Nº	P
[10-16]	07	11%	04	06%	09	14%
[17-23]	01	02%	21	32	23	35%

Eighth word: What does the word [rɑgɔː] mean?

Age	Porridge		A plate of potatoes only		Vegetable soup	
	Nº	P	Nº	P	Nº	P
[10-16]	02	03%	06	09%	11	17%
[17-23]	22	34%	13	20%	11	17%

Ninth word: What does the word [lɑːkrɔːt] mean?

Age	Lunch		Breakfast		Dinner	
	Nº	P	Nº	P	Nº	P
[10-16]	06	09%	09	14%	04	06%
[17-23]	21	32%	22	34%	03	05%

Tenth word: What does the word [n3ɑrhɑ] mean?

Age	Killed her		Save her		Took her	
	N°	P	N°	P	N°	P
[10-16]	13	20%	05	08%	08	12%
[17-23]	23	36%	06	09%	10	15%

Eleventh word: What does the word [ɑlgɑrbɑ] mean?

Age	A tent		Frying pan		Water bearer	
	N°	P	N°	P	N°	P
[10-16]	07	11%	09	13%	03	05%
[17-23]	27	42%	17	26%	02	03%

Twelfth word: What does the word [kɑrɔːbɑ] mean?

Age	A type of dry cereal		Measurement tool for wheat		Wheat flour holder	
	N°	P	N°	P	N°	P
[10-16]	06	09%	10	15%	03	05%
[17-23]	06	09%	39	60%	01	02%

الملخص:

نظرا لأن اللغة تعكس المجتمع، حيث يتحدث الاشخاص من مختلف الأعمار مجموعة متنوعة من اللغات العامية، فمن المعتبر بها على أنها أكثر أشكال التواصل كفاءة في جميع المجموعات اللغوية. يتناول البحث اللغوي الإجتماعي كيفية تواصلنا بشكل مختلف مع الأفراد من فئات عمرية مختلفة في مختلف البيئات الإجتماعية. هذه الدراسة تركز على الشباب من فئتين عمريتين متميزتين وقد أجريت هذه الدراسة على وجه التحديد في منطقة ولهاصة الغرابة والتي هي جزء من مدينة عين تيموشنت، هذه الدراسة بدورها تهدف الى فحص وتحديد السلوكيات اللغوية الخاصة التي يستخدمها الشباب الولهاصي، حيث أثبت أن العمر هو عامل مهم في التأثير على لغة الشباب خاصة على المستوى اللغوي بالإضافة إلى العديد من العوامل التي تساهم في تغيير لغة الشباب في المجتمع الولهاصي، كذلك تعد وسائل التواصل الإجتماعي هي الأكثر أهمية إلى حد بعيد.

الكلمات المفتاحية: العمر، اللغة، منصات التواصل الاجتماعي، علم اللغة الاجتماعي، المجتمع اللغوي، الشباب.

Résumé :

Parce que la langue reflète la société et que les gens de tous âges parlent une variété de langues vernaculaires, elle est considérée comme la forme de communication la plus efficace de tous les groupes linguistiques. La recherche sociolinguistique examine comment nous communiquons différemment avec des individus de différents groupes d'âge dans différents contextes sociaux. Cette étude porte sur des jeunes de deux catégories d'âges distinctes, et cette étude a été menée spécifiquement dans la zone de Oulhaça, El-ghreba qui fait partie de la ville d'Ain Témouchent. Un facteur important influençant le langage des jeunes surtout au niveau linguistique, en plus de nombreux facteurs qui contribuent à changer le langage des jeunes dans la société linguistique de Oulhaca. Les réseaux sociaux sont aussi de loin les plus importants.

Mots clés : Age, langue, réseaux sociaux, sociolinguistique, société linguistique, les jeunes.

Summary

Since language reflects society where people of different ages and lexical levels speak a variety of vernaculars, it is recognized as the most efficient form of communication in all linguistic groups. The sociolinguistic research is centered on how we communicate differently with individuals of different ages in various social settings. The current investigation is focusing on young individuals from two distinct age categories, the study was carried out precisely in the Oulhaca El- ghreba district as part of the city of Ain Temouchent, it is aiming to examine and identify particular linguistic behaviours used by Oulhacian youth while also proving that age is a significant variable in influencing youth language particularly at the lexical level as well many factors that contribute to altering young people's language in the Oulhaca speech community, but social media is by far the most significant one.

Key words: Age, language, social media, sociolinguistics, speech community, youth.