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Language Innovations in Youth Speech:

Ain Temouchent's Youth

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

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Dedications

In memory of Iheb

First and foremost, my gratitude goes to Almighty Allah for his blessing, guidance and to

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This work is dedicated to my lovely mother Bengoudifa Fatima, she has always confidence

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Abstract

The present research work is an attempt to analyze the sociolinguistic phenomenon of language innovations among young people in an Algerian context, and particularly in Ain Temouchent. The main objective of this inquiry is to describe and highlight the linguistic features characterizing the speech of youth of Ain Temouchent, mainly the morphological and the lexical. Its purpose is to denote how Adolescents generate new items and expressions and how these words contribute in language change. It also explores the reasons and motives which lead to innovation and to its diffusion and spread over the whole speech community. This research work includes three chapters. The first one gives an overview of the field of sociolinguistics through defining some key concepts. The second chapter deals with the situation in Algeria by revealing youth language and culture in the Algerian society and the final chapter elucidates the methodology and the research instruments employed to collect reliable data. In doing so, two research tools have been devised; a questionnaire and a word list in order to verify the hypotheses. Both are addressed to EFL students of the department of English at Belhadj Bouchaib university as they present Ain Temouchent's youth. Therefore, the findings of this research work exhibit that the age variable plays a paramount role in language change and youth are regarded as agents for innovations. Besides, the noticeable role of mass media and Culture influences in the diffusion and spread of those neologisms. The overall results are then detailed in the general conclusion which asserts that the findings seem to support the hypotheses.

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List of Abbreviations and Acronyms

AA: Algerian Arabic

CA: Classical Arabic

CS: code switching

H: high variety

L: low variety

MSA: Modern Standard Arabic

List of Phonetic Symbols

Consonants

Symbols	Examples	English Gloss
[b]	[bajɕ]	Eggs
[k]	[kʊnt]	I was
[d]	[dərwak]	Now
[t]	[tu:t]	Blueberry
[f]	[fi:l]	Elephant
[r]	[raijhə]	Going
[n]	[nkəmel]	I finish
[m]	[manqrwʃ]	we don't study
[l]	[la:]	No
[s]	[su:ʤe]	Subject
[ʕ]	[ʕendi]	I have
[ʃ]	[ʃu:f]	Look
[j]	[jæd]	Hand
[h]	[hâdâ]	This
[χ]	[χaro:f]	Sheep
[ʒ]	[ʒædati]	Grandmother
[z]	[zami:l]	Colleague
[ʔ]	[ʔakl]	Food
[ɖ]	[ɖhar]	Back
[ṭ]	[ṭabi:b]	Doctor
[ħ]	[ħu:t]	Fish
[ṣ]	[ṣaħen]	Dish
[ð]	[ðahba]	He went
[ɣ]	[ɣarsa]	Planting
[θ]	[θawra]	Revolution
[q]	[qalb]	Heart
[w]	[weʃ]	What
[ḍ]	[ḍbɑ:b]	Fog

Vowels

[i:] as in [mriːd] 'patient'

[u:] as in [ljuːm] 'today'

[a:] as in [kitaːb] 'book'

[æ] as in [bæb] 'door'

[a] as in [bara] 'outside'

[u] as in [kursi] 'chair'

[i] as in [taksi] 'taxi'

GENERAL INTRODUCTION

General Introduction

Each language has its own characteristics and reflects the society and the groups that use it. Across time, all societies experience several changes which affect its language. Attributable to this change, new items emerge**s** in these languages; whereas old ones are substituted or vanished. There is no doubt that language varies for instance from one region, one social class, one individual, and from one situation to another. Labov (1972) introduces this phenomenon as language variation. He focuses on the study of the relationship between social structure and linguistic structure. The social variables such as the speaker's age, gender, ethnicity and the social class, while, the linguistic variables are phonological, morphological and lexical

Since language is worth studying, its variation and change prompts interest of sociolinguists for many years. They attempt to explain the factors and motivations involved in the process of language change. Among the various factors that affect language change, age has been always involved in this phenomenon. In everyday interactions, language change may not be apparent. But in fact, languages do develop and this is clearly noticeable in communication between members of different generations, mainly between youngsters and adults. The language used by adolescents is distinct from the one used by adults, because youngsters tend to code-switch, code-mix, and borrow words from foreign languages. Besides, new technologies, the evolution of the mass media and the internet also contribute to language change by pushing youth to use new structures and words to make their language innovative and specific to them.

In general terms, the present research work aims at studying the lexical variations within youth speech; additionally, it explores the factors that contribute to language change. This research work takes place at Ain Temouchent University; selecting EFL

students of English department as a sample to shed light on the phenomenon of innovations in youth language and their assistance to language change.

In this light, and in an attempt to treat this phenomenon, the problem issue of this research work could be structured in the form of the following questions:

1. Why do adolescents use lexical innovations in their speech?

2. What is the role of youth in language change? And how does this generation contribute to this phenomenon?

3. What are the motives leading to innovations in youth language?

   In an attempt to find reliable answers to the questions above, the following hypotheses are put forward:

1. Young people want to refurbish their speech in the interest of keeping up with modernity and globalized world.

2. The influence of foreign cultures resulted in leading youngsters code switch and borrow new words and use their native language.

3. Social networks and Culture influence may be seen among the factors that push the youth to generate new items.

   In order to answer the research questions, and test the validity of the hypotheses; this research work required collecting data by means of a questionnaire and word list, addressed to the sample population in order to obtain empirical evidence.

   The present research work combines three inter-linked chapters. The first chapter provides an outlook about the definitions of some basic sociolinguistic key-concepts upon which this study is interwoven. It makes a distinction between language and dialect, discussing the issue of language variation and change in correlation with social variable as age. The chapter ends by listing some factors contributing to language innovations.

The second chapter throws light on the linguistic situation in Algeria in general, by discussing the Algerian linguistic profile and by mentioning the presence of three languages, Arabic, French and Berber. In addition, some basic concepts as diglossia, code switching and borrowing are defined. Then, the chapter ends by revealing the innovative language of youth in Ain Temouchent speech community.

The third chapter deals with the methodology and the research instruments involved in collecting the valid data; through the use of a questionnaire and word list. These data are examined both quantitatively and qualitatively. Finally, the main findings are analyzed, discussed and interpreted accordingly.

CHAPTER ONE

Language Variation and Change:

Overview of the Literature

1.1. Introduction

Until this time, language is still the main concern of linguistics. It is a powerful mean of integration and interaction with the members of the community. Language has been studied from different points of view and perspectives. Foremost, it was studied as regards the structure by micro-linguistics, then; it began to be studied in relation to other disciplines such as sociology, psychology, anthropology … etc, by macro-linguistics. For instance, sociolinguistics focuses on language as a social phenomenon and the relationship between language and society. It also explains all the different forms of linguistic variation which occur in every-day discourse and with the factor which lead to this variation; that is, language change has been also studied by sociolinguistics.

The study of language variation is an important part of sociolinguistics. This diversity of language was first attracted by William Labov, who opened the door to such a study. Speech variation as a crucial subject has been investigated by many sociolinguists in different dimensions.

The following chapter is intended as a solid basis for the next chapters, it introduces some linguistic key concepts which are essential in any sociolinguistic investigation.

1.2. Sociolinguistics as a Discipline

As its name implies, sociolinguistics is a hybrid discipline that makes a link between sociology and linguistics. In this sense, Holmes (2001:1) points out that "sociolinguistics is concerned with the relationship between language and context in which it is used". According to Holmes, the role of sociolinguistics is to take a look on the different ways of language use by different individuals in different contexts. In the same respect, Downes (1998:9) defines it as: "That branch of linguistics which studies just those properties of language and language which require reference to social. including contextual factors in their explanation.

Linguistically speaking, the features of the language and context are studied by sociolinguistics in order to give an overview about sociolinguistics as a field of study. The task of sociolinguistics is to explore the social factors which influence language variation and change since language varies geographically and socially on the one hand, and on the other hand it examines individual's use of language in different manner and in different situations. From this position, Trudgill (1992:68) states that:

> … a term used to describe all areas of the study of the relationship between language and society…Sociolinguistic research is thus work which is intended to achieve a better understanding of the nature of human language by studying language in its social context and/ or to achieve a better understanding of the relationship and interaction between language and society.

All in all, it can be summed that sociolinguistics is a branch on linguistics which tries to cooperate all motives and factors related to the use of language in the society.

Sociolinguistics studies not only linguistic factors, but also non-linguistic factors. In this regard Yetty (2010:12) advocates that:

> The linguistic factor is the language itself. Meanwhile, non-linguistic factors refer to social factors such as who is speaking to whom, when, where, and concerning what situational factor.

Sociolinguistics as a broad field of investigation is sub-divided into two sub-fields namely micro-sociolinguistics and macro-sociolinguistics. Micro-sociolinguistics focuses on the way society influences people's language. It examines how people communicate with each other in line with different social variables. Besides, it attempts to show for

example, how linguistic choices correlate with certain social variables. Macro-sociolinguistics, on the other hand, focuses on what societies do with their language. It explores the relationship between social groups who use language or language varieties in a given speech community and other related phenomena such as language shift, language maintenance, language change, code switching and multilingualism. (Yetty, 2010).

As this research work focuses on language change and lexical variation in youth language. It clearly, belongs to micro-sociolinguistics.

1.3. Dialectology and Sociolinguistics

Dialectology is a branch of sociolinguistics which dates back from the mid of 19th century. It studies the systematic variant of a language. It is concerned with the geographical distribution of linguistic items.

From the 1960's modern dialectologies have turned their attention to social dialects. It shifts their interest from rural to urban and from the focus on geographical distribution to the investigation of social factors such as age, gender and status; Chambers and Trudgill (2004:45) assert:

> … All dialects are both regional and social, all speakers have a social background as well as regional location, and in their speech they often identify themselves not only as natives or inhabitants of a particular place, but also as members of a particular social class, age group, ethnic background, or other social characteristics.

Many criticisms were directed to traditional dialectology for the sake of dealing only with language variation and lexical change regionally without studying language in relation to society. Labov (1972:261) declares; "Every linguist recognizes that language is a social fact, but not everyone puts an equal emphasis on that fact". In the same vein,

Hudson (1996:3) says that "to study speech without reference to society which uses it, is to exclude the possibility of finding social explanations for the structures that are used".

By way of conclusion, this shift from traditional dialectology to modern dialectology led to the birth of sociolinguistics; that is, dialectology has contributed to the emergence of sociolinguistics, and each discipline completes the other one.

1.4. Language V.S Dialect

There is no doubt that in linguistics in general and sociolinguistics in particular, the debate over the distinction between 'language' and 'dialect' has awakened a passion amongst sociolinguists. The distinction between the two can be made in two aspects which are 'size' and 'prestige'. A language is bigger than a dialect, because it contains more linguistic items. An example can be given in England, most people consider Standard English as a language because it is written and used by the royal family whereas all the unwritten varieties are called dialects. Besides, language is more prestigious than a dialect. In fact, language tends to be linked with standard language which has a relation with the speech of the rich and educated social class, however; dialect is a substandard, which is linked to the lower and uneducated social class. According to Chambers and Trudgill (1998:5) dialect is "A substandard, low status, often rustic from of a language, lacking in prestige. Dialects are often being some kind of erroneous derivation from the norm". And also, languages are written and standardized and have literature, while dialects are oral, without codified rules, and have no literature.

1.4.1. Language definition

Though there are several definitions of a language, many people can think of it as a means of communication used by a particular community. As stated by Sapir (1921:8) "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols". According

to Sapir, only human beings possess language; that is, it concerns humans along with a divine gift in order to convey information, ideas, concepts and feelings.

Language has many different aspects; it can be a social fact, a psychological state and a set of structure, that is, language can be studied in relation to other disciplines such as sociology and psychology. It is the principle vehicle for integration and interaction with members of the community. However, language can be standard or vernacular.

1.4.1.1. Standard Language

A standard language is an official form of language used in official and formal situations as in newspapers, public speeches and for international communities. It is the version of language that tends to be taught to foreigners. For example, there are different standard varieties of the French language in the world like Belgain French, Swiss French, and Aostan French… etc. However, differences between these varieties may appear in terms of pronunciation and grammar. In this sense, Goodenouph (1981:5) defines language as "a set of standards and organizing principles for a proper speech behavior. The standards comprising every known human language may be seen as ordered into several systems or levels of organization: the phonological, morphological, syntactic, semantic and symbolic".

Standard language starts to be established when a certain dialect starts to be used in written forms. A common way to create a standard language is to promote one dialect to this position. It is usually the dialect of the dominating region or the way language is used among the upper class, also this dialect must pass through the process of standardization for political purposes adding power and prestige to it. In the same regard, Weinreich (1945:13) supports this view by saying "a language is a dialect with an army and a navy". This famous statement underlines the importance of political power in determining what counts as a language or a dialect.

To be generated as standard language, a dialect has to undergo four stages:

a) Selection: is a process of choosing a certain language variety to be considered as a standard language.

b) Codification: having selected a variety, this latter is then codified in terms of 'Graphization', it's grammar and vocabulary in books and dictionaries so that it's correct form learned and used by people

c) Elaboration: typically involves using the chosen variety in many domains and functions such as newspapers, education, radio, broadcasts… etc.

d) Acceptance: the selected variety should be accepted by members of a community as a norm variety which is the national language of the country.

Haugen (1979) summarizes this in form of table:

Table1.4.1 Haugen's Stages of Standardization (Haugen, 1972:110)

	Form	**Function**
Society	Selection	Acceptance
Language	Codification	Elaboration

In general terms, a standard language is a variety that has undergone substantial codification of grammar and is employed by a population for public communication. To make it simple, standard language is the way to use language in official and formal situation as in newspapers and public speeches; in which the core idea of standard language is to codify a public, particularly written language so that it is accessible to every speaker of the language to be used in education, media and science.

1.4.1.2. Vernacular Language

It generally refers to language which has not been standardized and which does not have official status. The word vernacular originates from the Latin word, vernaculus, meaning native or indigenous. Ideally, vernacular is the way ordinary people talk with each

other in non-formal setting. It generally refers to language which has not been standardized and which does not have official status. Furthermore, the vernacular speech of a particular community is the ordinary speech used by its people. It is noticeably different from the standard form of the language. Holmes (2001:74) claims that a "distinction between a vernacular language and a standard language is a useful place to start. […] The term vernacular is used in a number of ways. It generally refers to a language which has not been standardised and which does not have official status". Indeed, a vernacular language (non-standard dialect) is a native dialect or form of speech of specific people or a specific region. These languages are also known as ethnic languages, and they are more spoken than formally written and are endemic in specific societies.

1.4.2. Definition of Dialect

The term dialect originates from Greek 'dialkos' to mean 'way of speaking'. Dialect is a variety of language spoken by a group of people which is characterized by systematic features. It is the accent that gives clues about the speaker's social and geographical origins. It may be standard or non-standard, urban or rural. It has been defined differently by several experts. In Trudgill's words (1992:23), a dialect is:

> A variety of language which differs grammatically, phonologically and lexically from other varieties and which is associated with a particular geographical area and/or with a particular social class or status group.

More recently, Edwards (2009:63) advocates that "a dialect is a variety of language that differs from others along three dimensions: vocabulary, grammar and pronunciation (accent)".

Every language has its dialect. So, speakers of language are fundamentally speakers of its dialects; that is, every speaker of a language uses at least one dialect.

Linguistically speaking, dialects are usually considered as varieties of a language or sub-divisions of a given language. As a matter of fact, Haugen (1966:99) sheds lights on the idea of "while every dialect is a language, not every language is a dialect". The study of dialect is known as dialectology, regularly considered as a subfield of sociolinguistics.

Dialects of the same language are meant to be mutually intelligible, expressly, if speakers of dialect 'X' understand those of 'Y', in this case, there is mutual intelligibility. Sometimes in order to avoid confusion, sociolinguistics advocates the use of the term variety to mention any recognizable form of language. Duranti (1997:70-71) says in this respect:

> Sociolinguistics prefer the term variety (*also linguistic variety or variety of language*), to be thought of as a set of communicative forms and norms for their use that are restricted to a particular group or community and sometimes event to particular activities. Sociolinguists' varieties might cover what other researchers call languages, dialects, registers, or even styles. The advantage of using the term variety is that it does not carry the usual implications associated with words like 'language' and 'dialect' and can cover the most diverse situations…

Dialects are generally argued in term of regional or social varieties.

1.4.2.1. Regional Dialect

As its name indicates, a regional dialect is a variety that is correlated with a given regional place. It can be clearly noticed as a form of language uttered in a certain geographical area, i.e. it is a variety related to a given geographical location. Romaine (2000:2) offers the idea of regional dialects tell "[…] where we come from". Moreover,

dialect differences are noticeable in term of pronunciation, in the choice of vocabulary and in syntax. For example, the English spoken in Yorkshire and Scotland are regional dialects. According to Spolsky (1998), regional dialects basically reveal less differences from their close neighbours and significant differences from distant neighbours. Hence, this signifies the existence of a chain of dialects. For instance, in Algeria it exists from east to west where there are non-linguistic breaks in this chain, Annaba and due to its geographical position neighboring Tunisia, Annabian speakers are able to understand the dialect of Tunisia easily than that of cities in western Algeria like Oran, Tlemcen …etc. This called 'dialect continuum'.

The term dialect does not make reference to geographical differences only, but also social variation such as age, sex, religion, occupation…etc. Wardaugh (2006:49) adds that "whereas regional dialects are geographically based, social dialects originate among social group and are related to a variety of factors, the principle one are apparently being social class, religion and ethnicity".

Summing up, the difference between regional dialects and social dialects is that while the former is geographically based, the latter is socially based.

1.4.2.2. Social Dialect

A social dialect is also called a sociolect which is used by a group of people being affiliated to a particular social class. For example, the English used by upper, middle and lower class in London are social dialects. Sociolects are dialects determined by social factors rather than by geography. Siegel (2010:5) offers a general definition of the term by stating that social dialect is "a variety of a language spoken by a particular group used on social characteristics rather than geography". In the same respect, Yule (1985:190) points out that social dialects are "… varieties of language used by groups defined according to class, education, occupation, age, sex and a number of other social parameters".

Sociolect is the language used by a social group, social class or subculture. It is a term which combines the word 'social' and 'dialect'.

1.5. Language Variation

The study of language variation is one of the major areas of investigation in the field of sociolinguistics. It is the study of the way language varies and changes in communities of speakers. It is commonly believed that if structure is at the heart of language, then variation defines its soul. As Sapir (1921:147) puts it, "Everyone knows that language is variable". Indeed, languages vary from one place to another, from one social group to another, and from one situation to another in all linguistic levels: phonetic, phonology, morphology, syntax and semantic.

Until 1960s it was developed by Lobov who is the father of sociolinguistics. Chambers (2003:13) declares that 'though linguistic variation maybe obvious, no linguists analyzed it systematically until the inception of sociolinguistics in 1960's'. Because, long before that, the study of language variation was neglected in which variability was ignored and considered as an accidental fact which happened randomly and consequently, regarded as purposeless to be taken.

The work of William Labov inspired many linguists in studying language variation and this resulted in the appearance of a new approach called variationist sociolinguistics, in which language is treated as a tool which can vary from one speaker to another. Labov focused on addressing language use and language heterogeneity. Wardaugh (2006:5) asserts in this sense that "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 that people use". He also believes that linguistic theory should entail both linguistic structure and social functions that are related to language.

Accordingly, it is of paramount importance to study language use in order to explore facts about how and why does language vary from one speaker to another?

Tagliamonte (2006:5) argues that:

> Variationist sociolinguistics is most aptly described as the branch of linguistics which studies the foremost characteristics if language in balance with each other, linguistic structure and social meaning. Those properties of language which require reference to both external (social) and internal (systematic) factors in their explanation.

All languages show variation; they differ in identical way. By the end of 1960s it was inspected that language variation cannot be entirely elucidated by geography, which social differences existed in the same geographical area. Hence, geographical and social factors were to be seen as interlinked.

1.5.1. Regional Variation

The role of geographic location in language variation has always been a periodic subject matter in sociolinguistic studies. Over the years, it was reported that geographic location or distance had a substantial effect on the manner people use language, in which many studies have designated that geographic location plays an essential role in language variation. To be precise, speakers of different geographical regions are more likely to use language differently. It is a universal characteristic of human language, that is, speakers of the same language who live in different part of a territory do not speak in an identical way, such variation is usually gradual. The speech of each region varies in some features from the speech of each neighboring region.

Regional variation occurs because people speak differently in different places. In fact, when traveling from one place to another several differences can be found. In Chambers and Trudgill's words (1998:5):

> If we travel from one village, in a particular direction, we notice linguistic differences which distinguish one village from another. Sometimes these differences will be larger, sometimes smaller, but they will be cummulative. The further we get from our starting point, the larger differences will become.

Correspondingly, the further the distance is, the less mutual intelligibility occurs. Speech cannot be affected by the place only but also by social and contextual background such as, age, race, social status and level of education.

1.5.2. Social Variation

In 1960's sociolinguists started investigating how social factors affect language variation considering the differences were not only due to geographical differences; to be precise, social factors also contribute to speech variation between people living in one geographical area. It is noticeable from casual observation; that not all people in a single geographical area speak in the same way in every situation, even if they were all born in the same place. These differences depend on one or more social factors; these factors include age, sex, race, class background, education and occupation.

There are many parameters to determine the social space which the speaker belongs to and how speech varies in accordance with those parameters. In other words, language differences among members of the speech community indicates to which social class they belong, how old they are and what their gender is, what kind of occupation they have and whether they are educated or not. Such variety that differs according to social parameters is

called social dialect. Yule (1985:190) defines social dialect as "…varieties of language used by groups defined according to class, education, occupation, age, sex and a number of other social parameters". An example can be given, Spanish participles in ado(s) reveal a range of pronunciation; the final segment of words like 'eansado', 'pescado' maybe pronounced in different ways: [ado], /ao/, /aʊ/. These variations are controlled by sociological characteristics of the speaker, because the variant /au/ is more frequent in working class speech than in that of middle classes.

1.6. Language Change

Language change is still one of the main preoccupations in the field of sociolinguistics. But first, it was the primary concern of historical linguistics (diachronic)[1]. Since, it is the approach of studying the change of languages overtime. Change is an intrinsic rule of the world because nothing stands unvarying, and, language as any aspect of community is subject to changes too. In this view, Saussure (1915/1959:77) argues "Time changes all things; there is no reason why language should escape this universal law".

By reason of all societies change, languages change too. Yet, this change is not clearly noticeable and obvious because individuals are not wide awake about it. Shigemato (1996:1) puts it this way:

> We are so intimately connected to our language that we may fail to see it changes, in much the same way that our closeness to our children obscures perception of their development. But languages do indeed change.

The manner language changes provides an intuition to consider language as not stable but rather, as a dynamic one which is changing a cross time. There are certain levels

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[1] Diachronic Linguistics: is the approach studying the change of languages over time (Richards & Schmidt, 2010).
[2] Cited in Derrouiche & Djeziri, (2014:12)

of language structure which are more Subject to change than others. For instance, the recurrent changes occur in lexico-semantical whereas the slightest recurrent change is the grammar of language. Some Scholars claim that language change takes place in three circumstances: spontaneous change, borrowing and imposition. Spontaneous change indicates the change across time, i.e. the change does not occur on purpose. Borrowing which is defined as a word that somebody has taken from another language and use it in their own language however, Imposition can happen either by colonization or invasion by forcing communities to adopt another language.

As regards sociolinguistics, language change occurs in three main aspects, lexical change, phonological change and grammatical change.

Lexical change means the way language adopts new lexis and vocabulary in the native language, which can be clearly noticeable. It can be divided into three types which are loss of lexical items, which means that words maintain the same structure but exhibit a new meaning, the change of meaning which is semantic changes occurring to language due to internal and external influences and the creation of new items though the adoption of words from one language into another consequence of borrowing.

The phonological change makes reference to the Variation of the sound in a word without changing the meaning, that is to say, the change may occur in the pronunciation of a particular sound. It is the phonological evolution that leads an alteration. A good example is given by Hudson (1996:170) concerning the word controversy in which adults pronounce it with a stress in the first syllable i.e. 'controversy, however, adolescent people used to stress the second syllable con'troversy.

The grammatical change stands for the variation in grammar. It is divided into two subfields: morphology and Syntax. The first one deals with the structure and forms of

words, that is, how words are formed from the minimal units of meaning (morphemes) for example the word "Quickness", is formed from the adjective "Quick" plus the affix "ness".

Syntax focuses on Studying Sentence Structure. It is concerned with the ways in which words are Combined to form Sentences and the rules governing the formation Sentences.

The Semantic change refers to the changes that may impact the meanings of words. Hence, semantic change necessitates three main procedures: Semantic broadening, Semantic narrowing and Semantic shift. First, Semantic broadening is when the meaning of a word becomes more general i.e. , a generalization process; it is the process in which the word takes on a general meaning than it had before for example the word "Adidas" is restricted to be the sports brand in the world, but used nowadays to include all kinds of sport shoes. Next, semantic narrowing which is the opposite of semantic broadening. It occurs when the meaning of a word becomes less general, such as the word "hound" it's old meaning is "any dog" whereas its new meanings is "a hunting breed". The last procedure is the semantic shift, it happens when a word loses its basic meaning and takes on a new one.

1.7. Linguistic Variable V.S Social Variable

By the emergence of the Variationist sociolinguistic approach, a great attention was given to the study of language variation. There is widespread belief that in investigating language variation, sociolinguistics seeks to study both characteristics of language that are linguistic structure and social meaning to explore facts about how do languages vary. To be precise, languages is studied by making reference to external (social) and internal (systematic) factors. Yet, first, it is helpful to discriminate between dependent and independent variable. The former stands for linguistic variable, while, the latter is social variables.

1.7.1. Linguistics Variables

Based on the work of Labov, linguists have advanced the notion of the linguistic variables which was first coined by Labov in 1963. Sociolinguistics has given great attention to linguistics and regards these variables as instruments that permit to explore and examine language varieties in any community.

For a long time, linguists marked out linguistic variable as 'free variation'. Meyerhoff (2006:10) offers an explanation by saying: "By free it meant that there were no clear linguistic constrains which would predict when you got one variant rather than another. So free essentially meant unconstrained."

Many definitions have been given to the term linguistic variable, for example Wardaugh (2006:143) summarizes it as:

> A linguistic variable is a linguistic item which has identifiable variants. For example, words like singing and fishing are sometimes pronounced as singin' and fishin'. The final sound in these words may be called the linguistic variable (ng) with its two variants [E] in singing and [n] in singin' .

Another definition is given by Chambers and Trudgill (2004:50) in which they exemplify linguistic variable as:

> A linguistic unit with two or more variants involved in co variation with other social and/or linguistic variables. Linguistic variables can often be regarded as socially different but linguistically equivalent ways of doing or saying the same thing and occur at all levels of linguistic analysis.

In short, Linguistic variable are considered different socially but equivalent linguistically. Linguistic variable can be found at all levels of the linguistic structure: phonology, morphology and lexis. A linguistic variable at the level of lexis can be found for instance the two word 'automobile' and 'car'. Another example is given at the level of phonology in the word 'singing'. It can be pronounced 'singing' with [ŋ] variant, or 'singing' with [n] variant.

In 1972 Labov has explored types of linguistic variables. He considers a variable as being either an indicator or a marker. An indicator depends on the quality of the speaker and the level of speaker's conscious awareness. For example, in North America speakers make a difference between the vowels in 'cot' and 'caught', while others do not. The rank to which these vowels vary depend on the conscious awareness of the speaker.

A marker has a relation with social features such as class and ethnicity. Wardaugh (2006:145) says in this respect: 'markers maybe potent carriers of social information'. Labov's study in New York (1966) considers the variable /r/ as a marker that indicates the social stratification of the speaker. If speaker pronounces the [r], he belongs to a high class; if not he belongs to a low class.

1.7.2. Social Variable

Over and above linguistic variable, sociolinguistics has enlarged its focus into social variable. Language variation has embraced other facts in exploring the nature of language and its connection to social factors.

Language conveys information about the speaker's identity and reveals his or her social status and this can explain how social factors affect language. That is, how social factors are influencing the way people speak. Social variable determines and impacts language variation. These social variables are age, gender, social class, regional background, identity…etc. Maclagan (2005:15) argues that 'social variation involves non

regional variation. The result of such things is social class, gender, ethnic background and education'.

1.7.2.1. Age as Social Variable

According to diachronic linguistics, language changes across time. Age as social variable contributes to language variation indeed; since, sociolinguists argued that young speaker exhibit separate speech form adults, considering old people as conservative to their language whereas, young speakers are featured by using innovation. In this regard, Sankoff (2004)[2] says "speakers might be changing various aspects of their language over the course of their lives". The role of age in language variation can be studied through synchronic studies and these variations can be explained by the phenomenon of age-grading. This phenomenon is explained as the use of linguistic items by speakers of a particular age then stop using it as he/she moves through life.

1.7.2.2. Language and Age

Age has a substantial contribution to language variation. It has been observed that people of different ages show differences in their speech under the label of age-grading. The latter has been defined by Coupland (2001:189) in which he puts it as: "when people of more or less whatever birth cohort and their behavior generally change as they age". An example can be given by Chambers (1995), in which children in Canada were using the form 'zee' but when they get older, they replacing it with 'zed'.

In Eckert and Rickford words (2001:123), "…younger people tend to adopt new forms more quickly than older people do and use them extensively". Accordingly, Young people are generally characterized by using linguistic innovation in their speech.

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[2] Cited in Derrouiche & Djeziri, (2014:12)

1.7.2.3. Youth Language

The origin and evolution of youth language has been an important area of study in the field of psychology and sociolinguistics. The latter is of importance here. The terms youth sociolect, youth slang and street language are used to signify the language of young adults. The term sociolect means that speakers of a certain variety can be defined by their social background, age, religion, level of education and so on.

Some theories favor the term 'street language' to refer to the language of youngesters since their language is characterized by informal speech. Because it's usage is restricted to adolescents. Sometimes youngesters tend to use a specific language to show which group they belong to. Thus, the main reason behind using young people youth language is to include insiders and exclude outsiders. In a broader sense, youth language is used to exclude parents and authorities from the informal communication between young people. Adolescents want to be independent from adults and separating themselves by adopting variant style of language.

1.8. Linguistic Innovation

As this inquiry seeks to explore language innovation in youth speech, it is of paramount importance to explain the root of innovations. Language changes due to the alteration that takes place in language. Actually, language change has been resulted in language innovation, since speakers invent new words which will be part of their speech. Though some innovations spread in language other may fail to be part of a language; that is, those innovations may achieve greater or small success in the speech community. One question comes to mind about how individuals innovate in their language, in turn, researchers explain this through two basic terms: neologism and diffusion.

1.8.1. Neologism

The term neologism was first stamped in 1800s particularly in English. It is originated from Greek to mean a new word in which 'neos' means 'new', 'logos' means 'word'. The word neologism is defined in dictionaries as 'a word or phrase which is new to the language; one which is newly coined'. (Oxford English dictionary, 2000:1179). Neologism appeared as a result of the evolution in all fields in the word. It is regarded as a creative process. According to Mair (2006:38), "the most salient type of neologism is a word which is new". That is, the created concept should be either borrowed from another language or formed on the authority of word formation process. Wardaugh (2006) offers an idea in which he suggests that a new word can embraced either by using elements already present in the language or by adopting lexicon form other language.

Summing up, neologism makes reference to lately generated words of phrases which reflects new innovations in science, culture, technology, politics, social trend…etc.

1.8.2. Diffusion

Innovations generally appear in a given place within a given category then it starts to spread in whole speech community. Sociolinguistic researches suggest that the process of diffusion starts by a social group then it starts to diffuse among classes or groups until it reaches other groups. Social networks are regarded as the main reason of language change and the source of creating and spread of new words. In this sense, Labov (2001:364) argues: "[L]eaders of linguistic change are centrally located in social networks which are expanded beyond their immediate locality". So, diffusion is a social phenomenon of expanding linguistic innovations and language change.

It is worth mentioning that some factors contribute to the process of diffusion of innovation such as age and gender since old people are regarded as conservative and

women are mostly prepared to collect innovations. Innovations can be diffused in three different ways:

- o *Wave model diffusion:* this depends on distance. That is innovations start to spread from central point to get to mean location before distant one.

- o *Urban-hierarchy diffusion*: Innovations Start in the largest Cities then to village.

- o *Contra-hierarchy diffusion*: which is the opposite of the urban –hierarchy diffusion. That is Innovation Start in Same regions then, small towns until reaching big Cities.

1.9. Motives leading to Innovation

The process of language Innovations has been affected and influenced by Some Factors and motives. The Question that one should ask is that make people innovate in their speech? In return, sociolinguistics suggests three main factors lead to innovations.

1.9.1. Mass Media

Mass media as a mean of communication becomes a part of our daily life which has a weighty influential impact on people and societies too. The process of word innovations is done thought these means of communication. As Foulkes and Dodrerty (1999:15)[3] put it: "the possible effects of media revelation on acquired speech patterns remain to be formally tested, but are surely value considering in the context of ongoing change".

Mass media influenced mostly all languages since new words were created in diffused at rapid rate among social groups. Lately some studies accused TV and media for having an indirect effect on linguistic behavior because it provides consciousness of linguistic innovations (Carvalho: 2004).

1.9.2. Culture Influence

Anthropologists consider Culture as a big state which gathers knowledge, ideas, customs and so forth. Additionally, it influences the way people use language. The young

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[3] Quoted from Rebita, (2017:13).

people are easily subject to influence by developed cultures and their language also can be affected by the language of these cultures. According to Peterson and Coltrane (2003:1) "language is not only part of how we define culture, it also reflects culture". Culture impacts mainly youth language in which innovations of new words are borrowed from dominant cultures.

1.9.3. Globalization

Globalization was first instituted in 1960's by Marshal MC Luhan. It is a phenomenon which embraces economic, political and Cultural integration which has made the circulation of information accessible for everyone in the word. In Eriksen words (2007: ix), Globalization includes all domains as "Cultural studies, sociology, economics, interactional relations, political theory, art and linguistics". The enlarge use of the Internet has facilitated the process of exchanging information through communication. Additionally, it has helped the interaction and integration of youth and guided them to generate new words in their speech. Globalization has resulted especially in young people who are influence by the culture of the developing countries trying to Copy their youth in their language by using slang and some taboo words when communicating to each other. Algeria is one of the countries that have been affected by globalization and this can be noticeable in the appearance of new words in its verbal repertoire. Sociolinguistics has proven that the process of globalization apparently contributes to language change (Blommaert: 2003).

1.10. Conclusion

This chapter as purely theoretical background of this research work has given a clean picture about the field of sociolinguistics. Besides, a particular interest was given to lexical change and language variation in youth language. It has also attempted to spotlight innovation a well as the factors contributing to those innovations as a final step.

The next chapter will provide a touch of reality about the sociolinguistic situation of youth language in Ain Temouchent Speech community.

CHAPTER TWO

The Algerian

Sociolinguistic Profile

2. 1. Introduction

Presently, a great interest is increasing among scholars in investigating the Arabic language and its Dialects and this led Arabic Sociolinguists more conscious of language variation and change that occur in Arabic language. According to Suleiman (1994) research into Arabic Sociolinguistics takes its initial roots from Ferguson's work on diglossia in the late fifties. Then, from Lobov's work on language varieties and variation.

The sociolinguistic situation in Algeria is widely known by its complexity and diversity, and this was due to historical, political and socio- cultural factors. It is considered as a multilingual country, as many codes display in its society such as Modern Standard Arabic, Classical Arabic, Algerian Arabic, French and Berber. The present chapter aims at throwing some light on the sociolinguistic phenomena that occur when two or more languages get into contact such as diglossia, bilingualism, code switching and borrowing. Additionally, the ambition of this chapter is to invite the readers to have a glimpse at language repertoires in Algeria. At a final stage, it is of Paramount importance to shed light on youth as leaders of language innovations, our interest in this research.

2.2. A Brief Historical Background of Algeria

Algeria as a country has a lengthy colonial history since it has witnessed the presence of many people, many cultures and many languages too. Way back, Algeria attracted many colonisers who came from different regions of the world. It is generally agreed among historians that the original inhabitants of Algeria were the Berbers called at that time the Numidians who used the Tamazight language. The first who settled in the Algerian Lands were the Phoenicians (later known as the Carthaginians) instituting the Carthagi civilization. But, the latter was defeated by the Romans in the Punic wars in which Rome controlled the country in 146.B.C. for nearly seven centuries.

Next, Algeria was Conquered by the Vandals in the 5th century who controled the country for a hundred years before being chase away by the Byzantine army who stayed in Algeria for more than one century until Arab's invasion in the seventh century. The coming of the Arabs was special in the history of Northern African countries seeing that they brought with them their religion Islam and their language Arabic. It was a significant event for the future of all the North Africans in general and chiefly Algeria. As a result, Algeria set off part of the Arab nation "al Umma Larabiyya" .Kh.Taleb Ibrahimi (1997:23) points out:

Algeria is Arab and has proclaimed itself Arab and Arabophone since the arrival of the successive waves of Arab Fatihin who they with the Islamisation of the Maghreb, have permitted its Arabisation. An Arabisation which had been done slowly and over long period, since the year of Okba Ibn Nafaa in the 7th century to the late one of Hilali tribes.

In 1518, Algeria fell under the Ottoman crown. Thought Turkish invasion lasted for Three centuries. Yet, the Turkish language does not contribute in the linguistic diversity of Algeria, with the exception of some borrowed words like / babuir / which is 'boat' in English /ma adnous / meaning 'persly'. The Spanish also left its print in the Algerian Western coast in Words such as /batata/ 'in Spanish 'patatas'), /simæna / (in Spanish 'seman' and /sperdina/ from Spanish meaning shoes.

By 1830, the French authorities took over the whole Land and in 1848; Algeria was declared a French territory. Thus, the French language started to widespread into the Algerian society Because in 1938, the French establishing law making Arabic a foreign language and imposing French as the official language of the country, until Algeria took its independence in 1962. The French colonization lasted for one century and thirty two years, and this has been resulted in the widespread of the French language in the Algerian society.

2.3. Linguistic Composition of Algeria

The linguistic environment in Algeria is instable and familiar with its intricacy. Algeria is regarded as a complex multilingual Country; its complexity lies in the co-existence of various linguistic varieties, and this is due to historical, political and socio-cultural factors. The sub-sections below endeavor to shed some light on the three major languages present on the Algerian scene and highlighting the status of each language.

The linguistic repertoires present in the Algerian speech community are namely: Arabic, French and Barber respectively.

2.3.1. Arabic

Arabic was first introduced in the late seventh century by Okba Ibn Nafi in the Islamic- Arabic expansion in Algeria. Arabic is derived from the Semitic Sub group of Afro-Asiatic languages. It is ranked among the six widespread languages in the world since it is the native tongue of more than 280 million people. Arabic is known as a symbol of Arabo- Islamic identity because of the strong relationship between the language and religion since it is the language of the holy Quran and Hadeeth. It is considered as the largest and distinct and this is due to its rich lexicon and vocabulary.

Algeria is included in the Arabic nation, since Arabic is the national and official language of the country. As a matter of fact, linguists usually differentiate between three major Variants of Arabic exist: Classical Arabic (hereafter CA), Modern Standard Arabic (MSA) and Colloquial on Vernacular language named as Algerian Arabic (AA). These Varieties have a diglossic relationship which is complex situation that will be discussed in details in the section of diglossia.

2.3.1.1. Classical Arabic

CA is a variety of the Arabic language refers to the language of the holy book of Islam the 'Quran' which is used by the Muslims in their praying. It is also the language of

pre- Islamic poetry which is still preserved. CA often considered as a 'sacred' and 'pure' language which is highly appreciated. It enjoys a prominent and prestigious status in the Arabic-speaking Communities. In this regard, Fleish (1964:3) explains why CA is regarded as prestigious. He argues that "classical Arabic has the prestige an immense which is multiplied by two because it is double: The prestige of a great language of culture... and that of a religious language". Moreover, it became the language that unified all the Arab countries.

2.3.1.2. Modern Standard Arabic

MSA is a variety that has appeared in the nineteenth century as a simplified version of CA; endeavors have been done in order to simplify this latter and make it effective enough to meet the needs of modern life by decreasing its complexity, especial at the level of lexicon in order to make it more useful and comprehensible than CA. It is a variety of Arabic which is used in the modern era, with additions from other languages to be relevant with the scientific and technological demands of the Globalized World. MSA was stated as the national and official language used by the Arab world either in written or spoken form. It is also the common Variety that serves as a 'lingua franca'[4] in the Arabic-speaking world. In this context, MSA is used in formal Settings such as official domains, government, institution, education and the media. In fact, it is the official language of Algeria Since 1962.

2.3.1.3. Algerian Arabic

AA is the mother tongue of the vast of the Algerian population. It acts for the daily use between people (man/women, rich/poor, young/old, and literate/illiterate). AA is considered as Vernacular or colloquial language which is acquired in each community. It is used in everyday conversations and has oral form only. Algerian Arabic is a range of

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[4] A language that is adopted as a common language between speakers whose native languages are different.

mutually intelligible geographical dialects restricted to informal context and spontaneously by the Algerian people to communicate. One can discriminate four main regional Varieties: the western variety, the eastern one, the central and the southern Variety.

The Algerian dialects are rich in their vocabulary and this is due to its historical events such as the French and Spanish invasion in Algeria for a long time ago. Some examples are provided by Belhadj (2017) in the following tables:

Table 2.1.The Spanish Loanwords used in Ain Temouchent Speech Community.

(Belhadj, 2017: 25).

Modern Standard Arabic	Algerian Arabic	Spanish Loan Words	Gloss
السفينة	بَابُوْر	Babor	Boat
الحرب	الڤِيرَ	Guerra	War

Table 2.2. The French Loanwords used in Ain Temouchent Speech Community.

(Belhadj, 2017: 25).

MSA	AA	French Loanwords	Gloss
حقيبة	فليز	Valise	Suitcase
البريد	بوشط	Poste	Poste-office

These loan words from both Spanish and French are used in the Algerian Arabic and have become part of its vocabulary. In fact, Algerians consider these barrowings as part of their mother tongue.

As it has been mentioned before, AA represents the dialectal Arabic in which the Algerian speaker use different Vernacular languages depending on the geographical areas they live in .Some examples are provided below in order to illustrate this:

Table2.3. Examples of Various Lexical variation in Ain Temouchent Speech Community. (Belhadj, 2017: 26).

English	I am going
MSA	أنا ذاهب
AA	راني رايح (حَ)
ATD and Outskirts	راني غادي(ة)
	راني ماشي(ة)
	راني مشْوَر(رْ)
	راني صاد

2.3.2. French

French language is worth consideration, it has been instituted in Algeria consequently the French colonization for more than a century, underneath the slogan l'Algérie Française (French Algeria). France used every means in order to put an end to the Arabic language and substitute it with French as the official Ianguage and Arabic as a foreign one. The crucial target and paramount policy of France was to ban Arabic from any official use or educational domains. Chomsky (1979:191)[5] states in, this respect that: "Questions of language are basically Questions of power". The French imposed on Algeria the policy of cultural imperialism and Subduing the Algerian Cultural identity. Yet, and soon after the independence, the Algerian government commence the process of 'Arabisation' trying to retrieve the Algerian identity as an Arabic and Muslim state, and establish Arabic as an official language of the county. However, French could remain and resist in Algeria as part of its culture because it has so deeply affected the Algerian community, till now, and after almost five decades of independence, it pursues to perform a dominant role in both spoken and written domains. It is part of the Algerian speaker's daily life because they use it in their ordinary speech, as French is regarded and believed to

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[5] Quoted in Ammour, (2011: 40).

be a prestigious variety. French is also used in scientific and business university courses, considered as the language of science and technology.

After independence, French language persued to be used in education for all subjects for about ten years and Arabic was taught as a second language. But, after the process of Arabisation was applied things started to be changed in which, French began to be taught as second language.

The Algerian linguistic situation is considered as a very complex and interace country; with the co-existence of at least three languages, Algeria is then regarded as a multilingual country with different sociolinguistic phenomena.

2.3.3. Berber

Berber is habitually believed to be the indigenous language of the first in habitants of Algeria over thirty centuries age before the Arab Conquest. This Variety derived from the Hamitic grouping within the Afro-Asiatic language family, their ancient scripts are called Tifinagh. The Berber populations are living mainly in mountainous areas. There are four spoken dialects which are: Kabyle spoken Kabylia, East & Algiers, Shawia in the Aures, South east of Algeria, Mosabite in the Mzab and Tamashekt in the Sahara. Yet, Kabylia is the region where the Berber dialect Thaqbaylit is entirely maintained as a mother langue which the most dominating in Kabylia.

According to the law of April 10th, 2oo2, the government has established Tamazight as a 'national' language but not an 'official' one. Its use was promoted in all Algerian institutional sectors in which Berber appeared on TV and radio programs, advertisements are broadcast in Berber, books also printed in Berber. As far as education is concerned, Berber has been taught in schools and universities.

3.4. The Actual Sociolinguistic Situation in Algeria

Today's linguistic situation in Algeria is the outcome of the multiple events that the state has passed through. As expected, various elements have paved the way to such complication, some being of historical issues, other are political and socio-cultural nature. The languages exist in the Algerian speech community are Arabic, French and Berber.

Oddly enough, MSA is considered the official and national language of the country, despite the fact that it is no one's mother tongue. Its uses are limited to a few areas such as formal contexts. As an alternative, French occupies an essential role and prevading the mother tongues of the majority of Algerians in several domains such as administration, commerce and education.

2.4.1. Diglossia

One of the noticeable sociolinguistic phenomena concerned in the stratification of languages in diverse speech communities is the concept of 'diglossia'. This linguistic phenomenon has been archived to exist for centuries ago, and has played a major role in the investigation of languages.

In the long run, the term diglossia is used to categorize communication situations in societies that make harmonizing use of two distinct codes in daily exchange. The term diglossia means the existence of two Varieties of the same language, used under different conditions. Accordingly, Bright (1964:12) points out "where sharp differences in form and function exist between formal and informal style, we speak about diglossia". In the past of diglossia Psichari (1928) was the first who introduce the term 'diglossia' when referring to the situation of Greek. Then, Marçais, W. (1930) used it when he made reference to the linguistic situation of the Arab world. In1959. It was introduced again by Ferguson in his article 'Diglossia'. He (1959: 336) asserts:

> Diglossia is a relatively stable language situation in which, in addition to the primary dialect of the language (which may include a standard or regional standards), there is a Very divergent, highly Codified (often grammatically more complex) Superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period on in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation.

The diglossic situation as reported by Ferguson (1955) and Marcais (1930), was concerned with speech communities as the Greek, Arabic, Haitian and Swiss German, where two or more varieties of the same language existed; one is high (H) variety, which works for high and Formal purpose, such as education and government, however, the low (L) Variety is set to low and informal province such as home and sheet. The H and L varieties differ from each other according to Romaine (1994:46):

> […] not only in grammar, phonology and vocabulary, but also with respect to a number of social characteristics namely: function, prestige, literacy, heritage, acquisition, standardization and stability.

In this regard and on the basis of Ferguson's theory, diglossia is multidimensional; it gathers nine characteristics in which H and L are distinct. The following table condenses the rubrics of Ferguson.

Table2.4 The nine rubrics of diglossia (Britto, 1986: 58)

Rubrics	Characteristics of H	Characteristics of L
Function	Used for formal speeches, writing, and high functions.	Used for conversations and low functions.
Prestige	More prestigious	Less prestigious.
Acquisition	Learned formally at school, in addition to L.	Acquired naturally and informally at home or playground.
Standardization	Highly standardized by descriptive and normative studies	Poorly standardized, though informal standards may exist.
Literary heritage	Vast amount. Highly esteemed literature	Small amount. Less highly esteemed literature.
Stability	Autonomous and stable, with some interference from L.	Autonomous and stable, with some interference from H.
Lexicon	The bulk of the vocabulary is shared with L. But there are also words used exclusively or paired with L.	The bulk of the vocabulary is shared with H. But there are also words used exclusively or paired with H.
Phonology	With L constitutes a single phonological structure. Features divergent from L are a subsytem.	With H constitutes a single phonological structure. L, however is the basic system.
Grammar	More complex.	Simpler.

According to Ferguson, diglossia is present within Situations where the H and L varieties are used in complementary distribution. It is presented in the Arab word, for example in the Algerian case, the gap existed between MSA and AA makes diglossia noticeable in the Algerian speech community. MSA is considered the Algerian H| Variety that is employed in formal fields, is usually used by educated people. On the other hand, AA makes reference to the L variety that is used in informal and casual contexts. Fishman (1967) enlarges the term diglossia to include cases where the high and low varieties are genetically unrelated. Algeria represents not only the case of the high and low Varieties are

genetically related, but also the case of extended diglossia, Since French is used as high

Variety in some domains along with the Algerian Arabic as a low variety.

The varieties present in the Algerian context are Algerian Arabic, Modern Standard Arabic, French and Berber. The high and low possible distributions can be made as follows:

- MSA v.s AA (Intralingual diglossia).

- MSA v.s Berber (Interlingual diglossia).

- AA v.s French (Interlingual diglossia).

- French v.s Berber (inter lingual diglossia).

Considering the case of intralingual diglossia in A*l*geria, it is of paramount importance to shed light the position of Arabic within the Algerian context. In this vein Benghida (2006:36) suggests the following diagram:
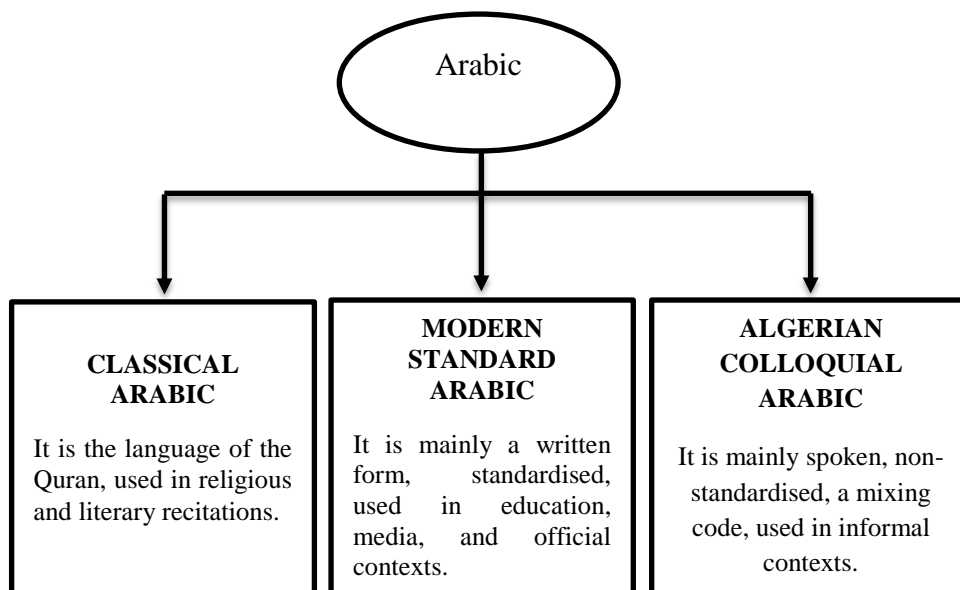

Figure 2.1 Intralingual Diglossia in Algeria (Benguida, 2006:36).

Although diglossia acts one of the Algerian linguistic phenomena which require a careful investigation, yet the aim of this research work is not to get deep in it. This gives us an opportunity to shed some light on another phenomenon called bilingualism.

2.4.2. Bilingualism

Bilingualism in its overall sense means the certitude of being able to speak two different languages. It refers to the existence and use of two verbal codes. Bilingualism emerges when a direct touch occurs between different languages due to several reasons, such as colonization, trade, media…etc.

Weinreich (1953:5) defines bilingualism as "The practice of alternately using two languages will be called bilingualism, and the person involved bilingual…". Also, Myers-Scotton (2005:44), in her turn sees that "bilingualism is the ability to use two or more languages sufficiently to carry on a limited casual conversation".

Algeria is characterized by Arabic-French bilingualism. The French language has been deeply rooted in the Algerian society as a result of the French colonization of the country that lasted more than a century. French is widespread among Algerians in everyday interactions. The use of two languages in Algeria, i. e., Arabic and French which are genetically unrelated makes the county bilingual. In 1980, Fishman discriminate between bilingualism as individual phenomenon and as a societal one since bilingualism identify both individuals' societies as whole.

So far, what is observed in the Algerian speech community is that the bilingual proficiency of its speaker is not equivalent. Hence, a divergence is to be made about the types of bilinguals. Weinreich (1968) categorizes three types of bilingualism. There are: coordinate, compound, and subordinate bilingualism. Firstly, 'coordinate' bilingualism indicates that the person learns each language in different contexts. Secondly, the 'compound' one takes place when the person has obtained the two languages in the same context. Thirdly, 'subordinate' bilingualism occurs when a person acquires the first language, and then acquires another language by interpreting the mainstream language.

In addition, some scholars Categorized bilinguals based on their skills and abilities. First, perfect /equilingual is a person who fully masters two languages. Nevertheless, whether

The proficiency of bilingualism in both languages is identical it is called balanced/equal bilingualism. Yet, such people are very few. The so-called dominant/imbalanced bilingual is someone who is proficient in one among the two languages. Finally, passive bilinguals are able to understand only and cannot speak the other language.

It is worth noting in the Algerian community that the old generation used the French language more than young people. Consequently, the age variable plays a very important role in the use of the language. The main reason for this is that the older generation taught in French schools, they are more likely to read French newspaper or listen to news in French. On the other side, the younger generations have the ability to read and speak Arabic rather than French, since they were educated during the process of Arabisation. As a certain out came of bilingualism, a complex phenomenon called code switching emerges.

2.4.3. Code Switching

The majority of speech communities own more than one code as a result of several factors including either historical or socio-economic one. Thus, speakers of bilingual communities tend to switch from one language to another. This alternative behavior of using two codes had led to a complex phenomenon called code switching.

Language contact may influence the linguistic behavior of speech communities. Algeria illustrates an example of such case. The switch is usually made between Arabic and French, since, the Algerian speaker were strongly affected by the French colonization and mix it with the local variety. In this sense, Mouhadjer (2002: 991) points out "the Algerian speaks two minutes in French, thirty seconds in Arabic then one minute in French and so

on". For example: /dert menag ledar/, (I cleaned the house), in this sentence the Algerian speaker mixes the two languages.

In Sociolinguistics, code switching means using or mixing two languages when speaking. This phenomenon has interested same scholars including Romaine (1992:110) who refers to code switching as the "use of more than one language, variety, or style by a speaker within an utterance or discourse, or between different interlocutors or situations". As Romaine, code switching is set to those who are much influenced by other languages by using it in various situations unintentionally. This concept was given several definitions, a simple definition is provided by Myers Scotton (1993: vii) which puts it as "the use of two or more languages in the same conversation".

Blom and Gumpers (1972), are considered the first pioneers Since their works are considered to be the starting point in the study of code switching, they have discriminated two types of code switching namely: 'situational' and 'metaphorical' code switching. The former occurs when the speaker switch the codes in different situations, that is one code is specified to one particular setting. In this regard, Hudson (1996:52) adds: "The switches between languages always coincide with changes from one external situation to another". An example can be provided in Algeria where MSA and French are used differently, MSA is used in the university in the law lectures, while French is used in the French consulate. In here the choice of language use is according to the setting. However, the latter indicates that the switch from one language to another depends on change of topics in discussions. In Algeria for example, French can be used when talking about technology and, AA when discussing politics matters.

Furthermore, Poplack (1980) added three types of CS namely: Extra-sentential, Intra - sentential and Inter-sentential switching.

a) Extra-sentential code switching: makes reference to the insertion of a tag including phrase markers, exclamations etc, from a language into an utterance in the other Ianguage. For example saying /mradti c'est pas vrai!!/, meaning (you were sick not this is not true).

b) Inter-sentential code switching: this type requires a switch in a clause or sentence boundary, saying for example /hawast alik mais je tes pas trouvé/ meaning (I looked for but I couldn't find you).

c) Intra-sentential code switching: this switching occurs within the sentence or clause boundaries for example /ana tesrali parfois had afssa/, meaning (it happens to me sometimes).

Language contact is shown when a language influences the other language, in which speakers of two languages mix between the two in the same speech. And this can be seen in some countries where colonization imposed its language, for instance, in Algeria; the French language has de strongly imposed on Algerian speaker especially in AA, in other words, the French language has influenced the dialect of Algerian speaker and becomes part of it. Like saying for example [affiʃu] meaning (they poste), or [rivisitu], (have you revised). In here, the French root is conjugated according to the Arabic inflection.

In Algeria, the phenomenon of code switching is found in everyday communication. Speakers switch from one language to another in their speech. Commonly, this switching in Algeria occurs mainly between Arabic-French. Some examples can be given as follows:

- /pruf saqsani/, (the teacher asked me).
- /kiraki sava/, (how are you).
- /Presk kamalt/, (almost finish/.
- /naqit lkulwar/, (I cleaned the hole).
- /kumundit la tart/, (I ordered a pie).

The phenomenon of CA is specified to bilingual and multilingual speech communities. The following language contact to be discussed would be borrowing.

2.4.4. Borrowing

Barrowing is a phenomenon that occurs between language communities when they came into contact with each other. As a matter of fact, if two different languages get a connection for a long period of time, certainly one of these two languages is going to influence inevitably the other language. The process of taking and adapting words from another Ianguage to the recipient language is called 'borrowing'. These words are therefore called 'borrowings' or 'loanwords'. Many definitions was provided by scholars concerning the term 'barrowing' including Spolsky (1998:49) who asserts that: "The Switching of words is the beginning of borrowing which occurs when the new word becomes more or less integrated into the second language". Barrowing is an additional manner in which switching between language occurs. Yet, borrowing requires mixing Systems themselves. In this sense Hudson (1996:55) argues that: "...borrowing involves mixing the systems themselves, because an item is 'borrowed' from one language to become part of the other language".

Haugen (1956) identifies three types of borrowing. The first one is 'loan Words'; words are adopted phonologically and morphologically and used grammatically as parts of the native language. As far as the Algerian speech community is concerned, words like 'les burreaux' /buruyæt/, (desks) and 'les valises' /valizæt/, (Suitcases) are regarded as Arabic words. The second type is 'loan blends' in which the Algerian dialectal Arabic, a noun phrase combines two parts; one is in Arabic and the other one is in French. Such as, (cup of lemonade), /kas taʕ limunad/. The last type is 'loan shift' which indicates the process of borrowing words from other languages and expand their meaning. This type is still not found in Algerian Arabic.

Cultural borrowing is the act of borrowing an item from another culture that does not exist in the native culture. Herbert (2001) provides some examples about English borrowed words from different cultures as: 'sauna' from Finnish. He asserts that this happens due to long duration of contact between communities. Algeria also has been affected by the French language.

As well, many elements motivate the process of borrowing. As instance, lexical borrowing occurs for the sake of filling gaps of vocabulary in the recipient language. Sometimes a speaker is obliged to borrow some items in order to fill the gaps. Another element contributes to borrowing Suggested by Weinreich (1968); he believes that borrowing is used for prestigious motives. Herbert in his turn also shows his sustenance to this view by adding the notion of speaker may borrow some items not just because his language does not possess this words, but Simply he/she believes that those words are prestigious than his / her native language. An additional element leads to borrowing is the social status of the dominant language in a society.

With regard to the Algerian situation, it is worth mentioning that there are a huge number of lexical borrowing in Algerian Arabic as a consequence of the length duration of contact with French words like /radju/, /stilu/ meaning 'radio' and 'pen' respectively are altered both phonologically and morphologically to lay in the Arabic system. It exists other borrowed words from different languages such as Spanish as: / chica /, /fista /, /figura/ and English, borrowed words as: fifty fifty, fast food etc.

Summing up, the act of borrowing can in a way or another introduce some structural innovations into a language.

2.5. Ain Temouchent Speech Community

The town of Ain Temouchent and its suburbs is one of the most important coastal places in Algeria for the reason of being a seaside town. It is considered to be the source of many invaders such as France and Spain.

Ain Temouchent is located in the North Western Algeria, in the north it is bordered by the Mediterranean Sea. It is bordered by Oran, Tlemcen and Sidi-bel-Abbes. It possesses nearly eight districts and twenty eight municipalities. The population in this city is about 384 565 inhabitants. It was constructed by the Spanish immigrants in 1851.

It is believed that one and all countries have many different languages. These languages have several varieties that differ from one place to another. Each dialect is characterized by specific features that make it distinct from other dialects in pronunciation, grammar and vocabulary. The dialect of Ain Temouchent is regarded as a combination of Arabic, French and Spanish, as a result of the process of borrowing. The town of Ain Temouchent has witnessed a long period of colonialism and this led the settlers to impose their language and culture.

Ultimately, variations in language are, then, variation in society, and this is what features the Algerian repertoire in general and Ain Temouchent in particular. In Ain Temouchent linguistic heterogeneity can be easily identified in the community where the population was noticeable by cultural traits and the interference between rural and urban dialects in addition to another version of interference between AA and French.

Figure 2.2 The Geographical Location of Ain Temouchent[6]

2.6. Youth as Social Agents of Linguistic Innovations

Youngster are acclaimed as principal leaders of linguistic change by reason of being in charge of proposing linguistic innovations which are joined into the general Structure of the language moderately. Indeed, youth are overall creative as regards language use and are partial of borrowing new items from other languages. Out turn, the language used by young people captivates the attention of linguists under sociolinguistic discipline. Therefore, and According to Milroy (1992), this phenomenon of language that determines group speakers is considered as a sign of linguistic change. Generally speaking, youth when using their speech style, mostly, they avoid using their style in public, especially with old people. In this sense, Thorlow (2003:50) asserts that "adolescents are routinely

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misunderstood by adults and whose communicative power or capital is greatly reduced i.e., devalued or dismissed".

Several factors contribute to language variation in youth speech including songs, TV programs, social media, etc. Besides, youngsters sometimes may have other reasons as instance to break the routine, to sound fashionable, and even to be different.

To put it briefly, young people are responsible and contribute to language change and variation mostly at all levels of language align from phonology to discourse analysis. Youth innovations within a language have been considered to be a prolific field in sociolinguistics.

2.7. Youth Language in Ain Temouchent Speech Community

In Ain Temouchent city, its younger generation exhibits a substantial mass of lexical innovations by using neologism. This latter is considered as a pre-eminent provenance of new words which are boosted to the vocabulary of their dialect.

There are some words extend their meaning into several words through a broaden process. For example, the word 'handsome' has received a bunch of terms. Youth are disposed to use intermittently, the word [artist]. However, this word is no longer used; it has been substituted by other terms such as [annouch], [bogos] and [hattea]. The prospect of prominence of these new words is increasing rapidly in urban contexts.

One of the basic tools that contribute to the occurrence of new terms within language is called 'loan translation' in which words ore taken as a model for lexical formation. In the case of AT speech community, most of calques are based on French model.

Some loan words borrowed from French and adapted by youth in their speech are proposed by Kaid Slimane (2012):

Table2.5. French Loan Words Adapted to Arabic. (Kaid Slimane, 2012:59).

Loan Words	French	Gloss
[stiki]	Astiquer	'To polish'
[mkerrez]	En crise	'In crisis'
[negreG]	Grincheux	'Grumpy'
[nBpwenti]	Je pointe	'To clock in and out'
[meskenti]	Esquinté	'Messed up'
[mf0ti]	Foutu	'Knackered'
[dig0rdi]	Dégourdi	'Smart'

Youth in their everyday conversation discuss various themes such as sport, studies, emigration and social media. Some examples can be provided in order to illustrate their actual life and way of speaking: [galiti], [mghalaq], [mballaa], [habas]. All these words are set to mean 'narrow-minded person'.

- [hadak vre bokassas] means "he is so arrogant".

- [porabo], [quanr?j] means "curious person".

- [mon bra darwa), [jura], [sadiqi] means "my friend".

2.8. Language Innovations Contributors

Youth constitutes a main sector in all communities which requires a careful study and therefore this study of youth language considered as a leading cue of understanding this social group. According to Eckerk (1997) youngesters are considered as centralized source of data concerning the phenomenon of language change and its role in social practices. Youth is just a period in which young people start building their identity and whenever they become adults their use of such words is going to be reduced.

Adolescents are considered as factors contributing to the spread and diffusion of the lexical innovation within societies.

2.9. Innovations in Youth Language

The young generation has been exposure to a big impact by the Western Civilization particularly the French, English and American lifestyle. Language has been experienced a bunch of change in a decisive way by generating shift from the colloquial variety which is the Arabic language to a variety where the French is the presiding language. Some examples can be mentioned as follow:

[nbipi]: its origin from the word 'beep'. It has been borrowed from the French word 'bip' meaning a short Sound mostly made by the horn of a car (Oxford, 2000). This word has expanded its meaning to the wave made by cell phones. The word [nbipi] has been adopted in the Algerian dialect as a verb which can be conjugated in the three tenses: in present [nbipi], past [bipit] and in future [ghadi nbipi].

[navigi]: also borrowed from the French word 'naviguer' in English 'to navigate'. The literally meaning of this word is to steer a ship (Oxford dictionary, 2000). However, this word has another figurative meaning to express in English 'to be resourceful'. Their use in the Algerian dialect is limited to its figurative meaning.

[aktivi]: from the French word 'activer' meaning in English 'to speed up' this term is widely used among youth.

2.10. Conclusion

Investigating linguistic variation has been always an interesting field of linguistic research; it lays out intuitions in historical, social, and geographical factors of language use in society. Examining youth language is an interesting and motivating task considering this language is powered by new words and expressions.

By way of concluding, the foregoing chapter was first devoted to a description of the sociolinguistic situation in Algeria in general and Ain Temouchent in particular as it stands as the research field, which is quite convoluted because of historical, political and socio-

cultural factors. Then, it provides a brief explanation of distinct phenomena present in the country.

The third chapter stands for the practical side of this research, which aims at analyzing and interpreting the data collected by means of questionnaire in order to reach the findings associated to the problematic of the research work.

Chapter Three

Methodology, Analysis and Interpretation of the Results.

3.1. Introduction

After examining the theoretical framework of the inquiry in the previous chapter; subsequently the present section deals with the practical phase of the study. This latter is concerned with the diverse procedures and methods which were implemented in collecting the data for this piece of research work. Additionally, it seeks to construct a link between the aforementioned theory in the preceding chapters and a concrete Situation.

This research work requires assembling data by means of research instruments in order to reach answers to the research questions. The current chapter is devoted to cover, the general research methodology, the tools employed in the research work, procedures of data collection and lastly, the interpretation of the results via graphs and figures.

3.2. Research Objectives and Motivations

The actual work is an attempt to examine the sociolinguistic phenomenon of language variation among Ain Temouchent university youth. The main purpose of this study is to shed some light on the linguistic characteristics that feature the speech of young people. It primarily, points up the lexico-semantic level of items used by youth. It concentrates on how adolescent innovates new words and expressions and how these give rise to language change as well as revealing the factors leading to the diffusion of these creative words in all parts of speech community. By way of explanation, this inquiry is targeting the description of lexical variation in the language of youth, specifically, the changes at the level of vocabulary, along with, how the words are integrated as part of Ain Temouchent's dialect. Also, it indicates that the age variable definitely, plays a pre-eminent role in language variation in addition to the role of social media and how this latter advance the diffusion of such neologism.

3.3. General Research Methodology

This research work applies a descriptive approach in order to survey the presence of innovations in the language of young people in Ain Temouchent speech community; accurately, at the university of Belhadj Bouchaib. The questionnaire and word list were addressed to EFL students as sample to fill in and the data are collected via quantitative and qualitative methods in which these data are classified, analyzed, and then interpreted as objectively as possible.

The methodology adopted in this study is the labovian method in which the findings are represented through graphs, charts and tables.

3.4. The Research Instruments

The presupposed data required in the research work are mostly earned by means of a questionnaire and a word list, that have been administered to EFL students, for the sake of eliciting data explicitly from the informants.

3.4.1. Questionnaire

The questionnaire is a traditional instrument used in conducting any research. It is a set of well-constructed questions supplying us with statistically information about the beliefs, attitudes and motivations of the informants. It allows the assemblage of reliable and reasonable valid data. According to Sliger & Shohamy (1989: 172), questionnaires are "printed forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously". Indeed, questionnaires are regarded as an interesting tool in gathering data in a short period of time. This instrument includes two types of questions:

o Closed-ended question: The informants are provided with a list of answers within the question in order to the select the adequate answer.

o   Open-ended questions: In here, no answers are provided with the questions. The participants answer mainly by 'yes', 'no' or by answering each question in their own words.

The questionnaire items were written in English. In the designing and wording of the questionnaire, the easiness and intelligibility of the items were taken into consideration to avoid the ambiguity and confusion. The questionnaire blends the two types of questions; open-ended and closed-ended questions. The questions of the first part sought to elucidate information concerning the participant's age and gender. Then, the participants were asked to pick appropriate answer from a list of choices such in the sixth question.

There were some questions that involved the informants to provide their own answers in order to explain and give their opinions as in question number 10 (see appendix A).

The questionnaire comprises thirteen questions, addressed to 50 EFL students of the university. Each question is set to achieve a purpose. The aim behind using this questionnaire is to high light the innovations used in youth language.

3.4.2. Word List

The word list includes one page in which it consists of twelve words selected by the investigator. These words were noticed to be used by youth in their main topics they discuss in daily conversations. Participants were given the option to answer either in Arabic or French. In the list of words, words were provided in English plus an example of each word in Arabic.

The purpose behind using a word list was to collect the identical and the distinct lexical items among youth and to reveal to what extent language changes in youngsters talk.

3.5. Description and Stratification of The sample Population

The objective of the present inquiry is investigating the phenomenon of innovations within youth language. Researcher has reduced the sample to a micro level in order to facilitate the task. But first what is a sample? According to Dörnyei (2006: 98), is "the target populations are selected for the purpose of the study if they meet certain practical criteria such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer".

The sample involved in this study includes 50 participants of different sexes and different ages between (17to34) and different levels of education. The stratification and distribution of the population is shown in the following table and figure:

Table 3.1 The Gender Variable Rates of Respondents.

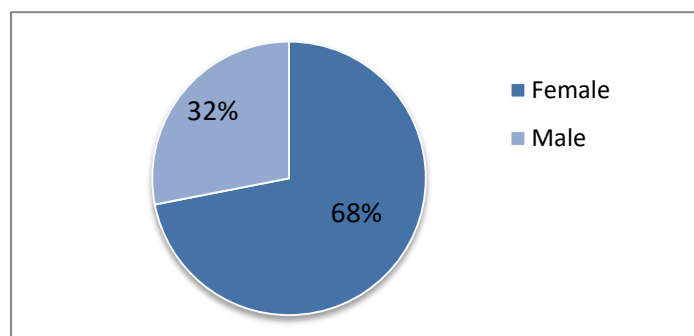| Gender	Frequency	Rate
Male	16	32%
Female	34	68%
Total	50	100%

Figure 3.1 The Gender Variable Rates of Respondents.

There are some arguments that have influenced the decision of selecting this particular sample. Firstly, the reasons of being in touch with Arabic and French for a long time. Secondly, to discover to what extent these Languages: Arabic, French and English impact their everyday interactions.

3.6. Data Collection Methods

In conducting a research work concerning language use in relation to social variable, various hypotheses are created in the researcher's mind, and to test the validity of these hypotheses many techniques of data collection should be applied. To do so, the primary research instruments on which this study is built is the questionnaire and word list addressed to the selected sample population.

Data collection is a main step ahead any research. The researcher may select the appropriate approach upon which his research is based. The main research methods are quantitative and qualitative.

3.6.1. Quantitative

As far as concerns the field of language variation and change, variationist sociolinguists in their investigation usually employ quantitative and qualitative methods to analyze, discuss and interpret the data and to formulate principles for variation as well

Quantitative methods are mostly used when dealing with the data that are obtained by means of structured instruments as instance the questionnaire. As well, this approach focuses on statistics and numbers when gathering data. Hence, the use of the questionnaire requires the researcher to calculate statistics and the amount of answers provided by participants. In this regard, Burns and Grove (1987) provide a definition to quantitative methods in which they claim that it is: "a formal, objective, systematic process in which numerical data are utilized to obtain information about the world". (Cited by Cormack1991: 140).

The quantitative methods used in this research work are mainly the ones obtained through the use of questionnaire. Then, these responses are going to be transformed into a numerical value to measure the results of the research. However, this method has its counterpart, which is qualitative research.

3.6.2. Qualitative

Unlike the quantitative methods, qualitative approach transacts with non-statistical methods when collecting data. However, it depends on different research instruments such as interviews, observations and focus group. This method is based on observing phenomenon in general. Qualitative approach is descriptive since the researcher relies on describing the outcomes and adopts the inductive process on the basis that the researcher can establish theories from the findings. Yet, these theories cannot be generalized because the variables are changing overtime.

Both qualitative and quantitative methods share the same patterns which are reliability and objectivity, and both can be used in a single research work under the process of triangulation. The methods are mutually complementing. According to Day (1993), while quantitative deals with numbers and statistics; qualitative is more likely to focus on words and meanings.

3.7. Data Analysis and Interpretation.

In this section, the findings are introduced both quantitatively and qualitatively from the research instrument mentioned above. These collected data are going to be analyzed and then interpreted in order to emulate reliability and objectivity.

3.7.1. Questionnaire Analysis and Interpretation

At this stage, the survey is reached from data gathered through the questionnaire. The interest is to furnish answers to the previous research questions about the innovations used among youngsters in daily interaction. The results obtained, are going to be analyzed by means of tables and graphs as follow:

Question 1: the researcher looks for the gender of the participants where (16) males and (34) females were chosen to give answers to this question for the sake of recognizing the whole population.

Question 2: the informants were asked about their age in which the answers ranged between 17 and 34 years old. Findings are categorized in the following figure:
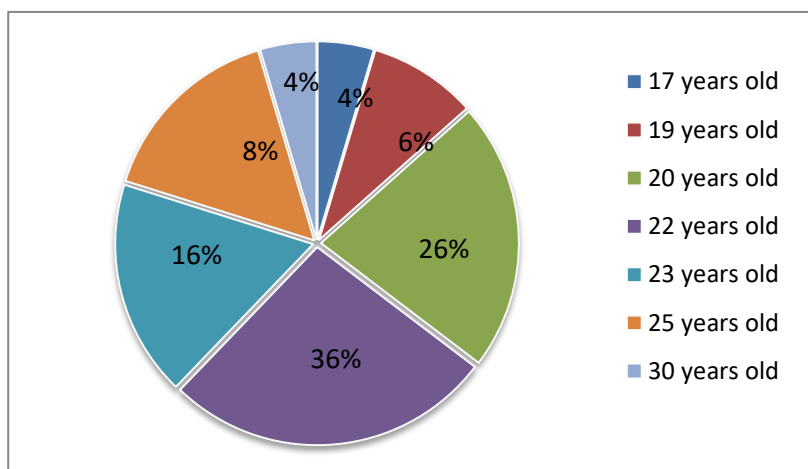
Figure 3.2 The participants' Age.

The dominating age was 22 years old. Besides, other ages who have enriched the results.

Questions 3: do you think that youth speech is distinct from adult's?

Table 3.2 Youth responses about the difference between old and young speech.

Response	Frequency	Rate
YES	47	94%
NO	3	6%
TOTAL	50	100%

This question is set to check whether young generation distinct between the speech of their generation and the old generation. The answers also have been presented in figure; they reveals that 94% answered by 'Yes', while the rest 6% answered by 'No'.
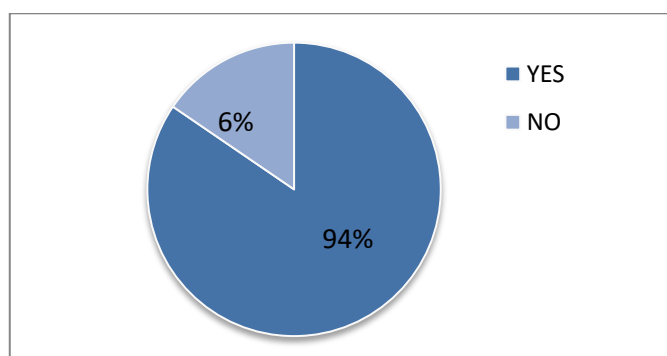
Figure 3.3 Youth response about the difference between old and young speech.

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Questions 4: do you use new words and expressions in daily conversation?

By this question, the aim was to verify if the youth use neologism in their speech. Also they were assumed to provide examples if their answers exhibit positive attitude. The answers were identical among both genders, as it is shown in the next figure:
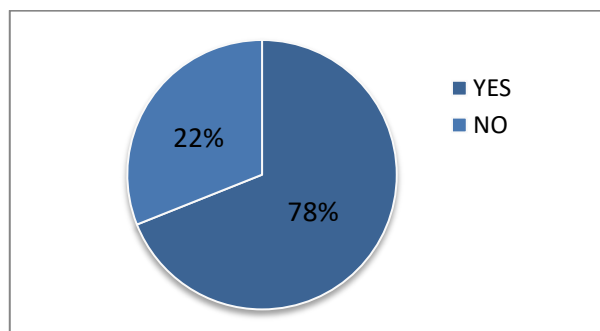
Figure 3.4 Youth use of new words and expressions.

As far as providing examples is concerned. Not all the respondents give examples; however, others provide some examples as it is reported in the table below:

Table 3.3 Examples of neologism used by youth.

Example	Meaning
/lhalwa/	drugs
/mansoteʃ/	I do not vote
/sʃkopistan/	Algeria
/kiratin/	Hair product used by boys
/Halæb/	Boys who favor interaction only with girls

Question 5: For what reasons do you use new words?

The investigator's purpose here is to reveal the reasons behind the use of innovative words, and here the answers are multiple. Some respondents said that they want to break the routine, to be funny and to be different as well. Others utilize these words due to globalization effect. The rest of participants which are 5 answer by to sound in vague and other 7 of them; their reason was to imitate. The choice was multiple that is, they could

choose more than one option. They were asked to give other reasons if they were available

and the answers were as follow:

- o To make sure my message is received.

- o To make my speech unique.

- o To be more convincing.

- o I just follow the community that I belong to.

The next figure illustrates youth choices of answers as follow:
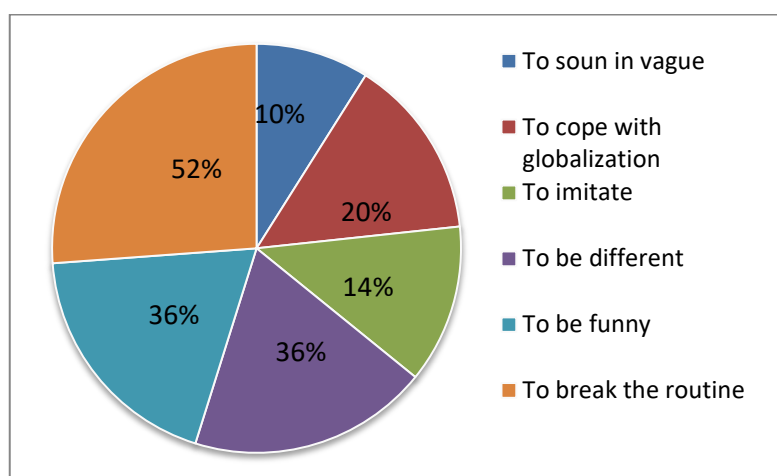
Figure 3.5 Youth reasons for innovations.

Table 3.4 Youth reasons for innovations.

Reasons	Frequency	Rate
To sound in vague	5	10%
To cope with globalization	10	20%
To imitate	7	14%
To be different	18	36%
To be funny	18	36%
To break the routine	26	52%

Question 6: What is the origin of these new words?

The choice was multiple for respondents to answer, and providing them the

opportunity to site other languages. This question is targeting the languages that contribute

in generating new words. To make it easy, the researcher seeks to discover the languages in which youth borrow from their innovative words.

The answers show that the source language for the innovation is English with 82%, Arabic 48%, then French 46%. Additionally, informants were also allowed to give other language in which the results show that 14 informants respond.

Table 3.5 Informant's answers about the origin of new words.

Language	Frequency	Rate
English	41	82%
Arabic	24	48%
French	23	46%
Others	14	28%
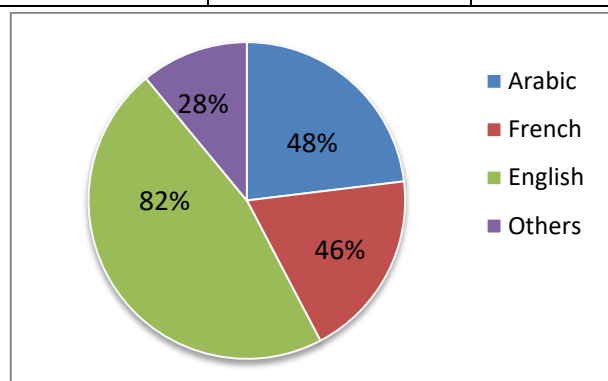
Figure 3.6 The language that offers youth people with new words.

Question 7: Do social networks help in innovating new words?

This question was outlined to check whether social networks contribute to language change. The findings are 86% of informants see that social networks play a crucial role in innovating words, and 14% answered by 'no'.

Table 3.6 The impact of social networks on youth innovations.

Responses	Frequency	Rate
YES	43	86%
NO	7	14%
Total	50	100%

The participants who answered by 'yes' (86%) argued that; using social media such as Facebook and Instagram, give opportunities to interact with native people of other languages. Others said that social networks bring together different cultures from all over the world. Some of them added that joining some Facebook pages makes them creative. There are also those who said that some funny comments lead people using these words in their daily conversations.
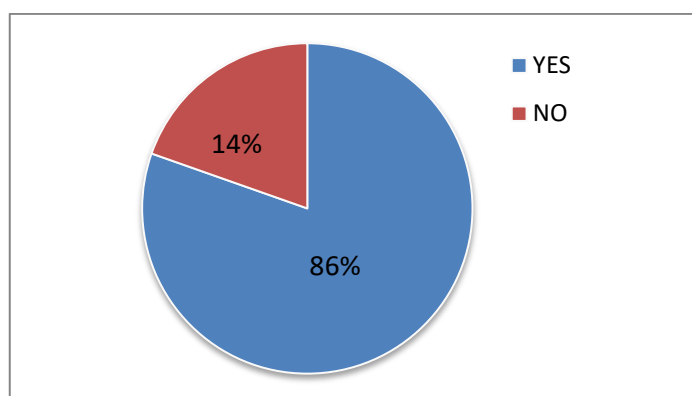
Figure 3.7 Participants' opinions of the impact of social network on youth innovation.

Question 8: How often do you use new words in each of the following situation?

The purpose of this question was to figure out where, when and with whom the youth of Ain Temouchent acquire new words in their interactions. The participants (42%) use frequently new words at home with siblings and other teenagers. While, (22%) of them never use these words at home with adults including parents. However, 76% of the participants always use innovated words at university with friends and peers. Also, 56% used these words often at social gathering such as parties.
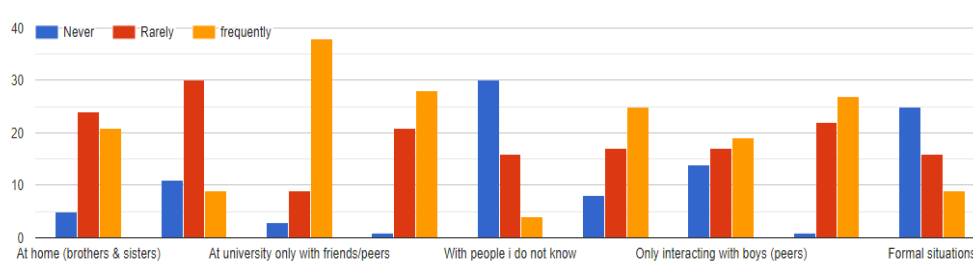
Figure 3.8 Youth use of innovation in different situations.

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Table 3.7 Youth use of innovation in different situations.

	At home with siblings and other teenager s	At home with adults; including parents	At university only with friends	At home with siblings and other teenager s	with people I do not know	Only interactin g with girls	Only interactin g with boys	With both boys and g	Forrmal situations
Never	10%	22%	6%	2%	60%	16%	28%	2%	50%
Rarely	48%	60%	18%	42%	32%	34%	34%	44%	32%
Frequently	42%	18%	76%	56%	8%	50%	38%	54%	18%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%

Question 9: Have you ever been in a situation where you were asked to translate new words you use?

In here, the informants were asked, if it happens to them before; someone asked them to translate and explain a word they use. It is found that 86% of the informants experienced this case and, only 14% had never been in such situation. The results are shown in the following figure:
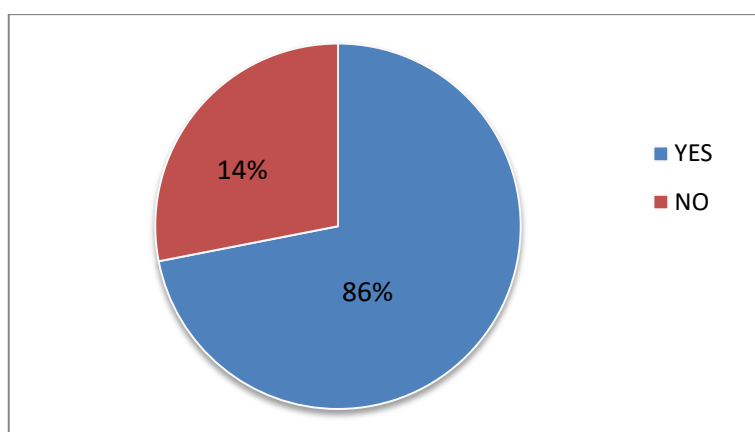
Figure 3.9 Participants' situation of translation of new words.

Table 3.8 Participants' situation of translation of new words.

Responses	Frequency	Rate
YES	43	86%
NO	7	14%
TOTAL	50	100%

Question 10: Do you believe that those words threat Arabic language?

The participants were asked about their opinions concerning the impact of these new words on the Arabic language. 68% of the participants disagree with this idea arguing that the Arabic language is far away from the variety used by youth; they explained that Arabic language is a formal language. While, these innovations occur in the dialect only. However, about 32% agreed on this fact by explaining that every language is threatened by new words or by time, because a lot of its words are going to fade away generation after generation and new words emerge.
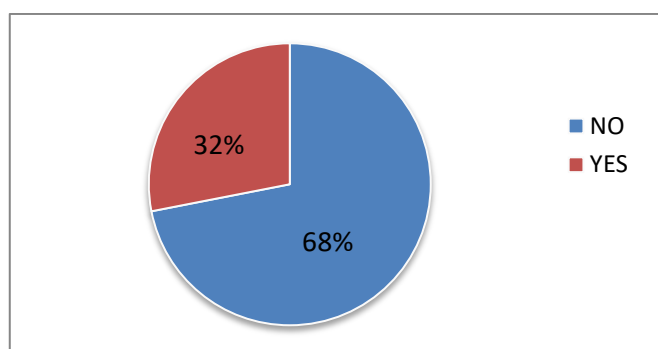
Figure 3.10 Informants' views about the threaten of Arabic language.

Table 3.9 Informants' Views about the threaten of Arabic Language.

Responses	Frequency	Rate
YES	16	32%
NO	34	68%
TOTAL	50	100%

Question 11: From whom did you learn new words and to which degree?

This question aims at exploring where young people acquired new words and from whom, and to what degree. The majority of participants (78%) agreed that the source of innovative words is social networks, next, listening to radio and music by 62% and then, from friends and peers by 48%. Others (42%) claim that, they learnt new words from their siblings to a small degree. 26% of the participants claimed that they did not learn these words from their parents.

Table 3.10 Youth degrees of learning new words.

	To a large degree	To a moderate degree	To a small degree	No degree	Total
Your friends /peers	46%	26%	18%	10%	100%
Your siblings (brothers and; sisters)	14%	28%	42%	16%	100%
Your parents	12%	20%	42%	26%	100%
Street	26%	28%	28%	18%	100%
Television	48%	30%	12%	10%	100%
Listening to radio and music	62%	26%	10%	2%	100%
Social networks	78%	14%	4%	4%	100%
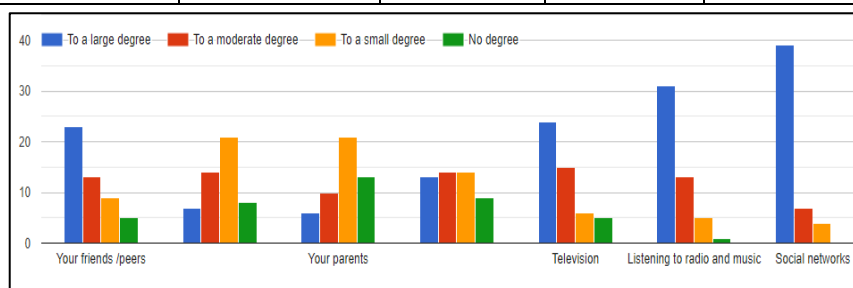
Figure 3.11 The sources of youth innovation.

Question 12: Do you think that these words are accepted in the society?

Table 3.11   Participants' views about the acceptance of the innovated words in society.

Responses	Frequency	Rate
YES	40	80%
NO	10	20%
TOTAL	50	100%
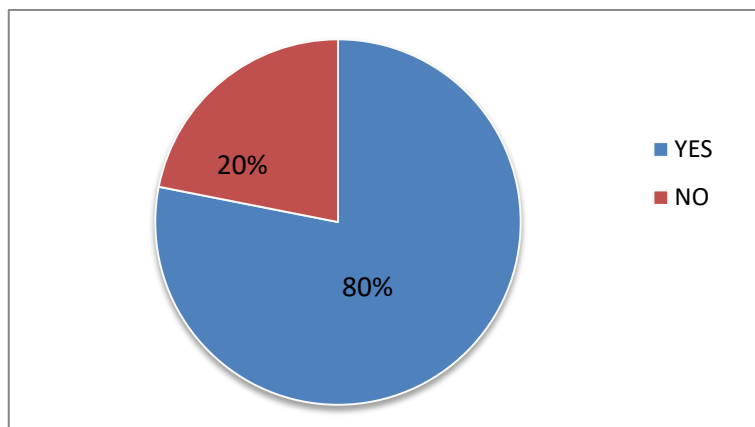
Figure 3.12 Acceptance of the new words in society.

The purpose behind this question was to verify if those new words are accepted in the society or not, mainly by old generation. The results show that 80% of the participants show negative attitudes.

Question 13: Are there any comments you want to add concerning youth linguistic innovation

In the last question, the informants were supposed to provide extra comments or add new information which were missed to mention in the questionnaire concerning this subject, but unfortunately not all the participants had provided ideas and given their opinions. Some of the respondents said that it is impressive to use new words in the daily interaction so that we can increase the measure of knowledge and others see it as a sign of modernity and globalization .while some other respondents show their fear about the use of these words and said that some modern words that we use nowadays are often not formal;

so it could be offensive, disrespectful and it could be misunderstood. Other participants said that those words are expressive and also funny, and they use them to be humorous. In addition to that, some claimed that being conservative in this globalized world and using old generation speech is old fashion.

3.7.2. The word List Analysis and Interpretation

The word list was addressed to the same participants. The purpose was to collect different vocabulary items in order to explore to what extent the youth of Ain Temouchent use innovative words.

This list comprises twelve words commonly used by youngsters in daily interactions. In this stage, the answers were identical which means that some words are frequently used. Some of them rewrite the same words that were given to them as examples, while others did not show any attitude. The answers are ranged in the following table.

Table 3.12 Participant's answers.

Word	Suggested Word	Participant's Suggestions
Feel sad	[mdamar]	[karah],[mhatam],[mdiguti], [mranka],[mdepres],[zaʕfan].
Do not have money	[mʃuːmer]	[tajeb],[naʃef],[mazluːt],[hazeq],[wiw],[zaqu],[nsafar].
Pretty girl	[buːmba]	[zela],[haba],[zeʒ],[pupija],[ɣzala],[mursu].
Well-dressed person	[artist]	[bugus],[anːʃ],[hata],[mrigel],[meʒhad],[qanuːn],[fiːm], [aniːq].
Miserly person	[maqabra]	[mizirija],[meʃhah],[ɣuma],[sbitar],[qarzaz],[jabes].
money	[ʃkara]	[tiki],[suyuːla],[rulu],[habet],[pesus],[dinaru].
exaggerating	[ʃawatha]	[maragtha],[gʕartha],[tqabtha],[fadaht],[zedt aliha].
Rich person	[ʃarika]	[khanezwarqa],[bukuhala],[mtin],[ɣlid],[dawla],[bank].
Your friend	[ʃriki]	[hbibi],[sadi9i],[suhba],[freru],[laʕziz],[sahbi],[sahbeti] ,[ʕumri].
Leave me alone	[ʕtiha dawra]	[tisaani],[χtini],[qilni],[bdatrouh],[khtijorti],[zidgadam] ,[jbedbiid],[tsarrah],[tlagkariik].
I leave	[nfahat]	[msahal],[naʕtiha],[nbuji],[neskivi],[naʃwar],[nfaqlat].
narrow-minded Person	[galiti]	[ʒahel],[kavi],[qahwi],[mɣandef],[buːjadi],[rajulkahf],[mɣalaq].

As matter of fact, the list of words has proven to some extent that young people are creative in using new item in daily interactions, and their language is full of innovations.

3.8. Discussion and Interpretation of The findings

This empirical research work unveils the concrete phenomenon of language innovations in youth speech of Ain Temouchent. It is an endeavour to explore language change and lexical variation in youth language. The researcher, before conducting this inquiry, has stated some research questions and hypotheses to be answered and confirmed through his research. Regarding the answers provided by participants from the questionnaire, this section seeks to conclude the work by summarizing the findings through objective interpretation and discussion of data. The research work also is interesting in the

motives that lead youngsters we neologism to produce a different language that is specific to them.

Firstly, results show that age plays a significant role in language change, since, young people are considered as social Agents of linguistic innovations; as they mix different repertoires in order to generate new words.

Informants confirmed that the use of neologism and innovations is due to several reasons: Firstly, they do it to show off, for breaking the routine, they want to look different, because nowadays being conservative in this world is old fashion even in the use of language. Thus, youth tend to use new words and expressions. These innovations and borrowings used by youth do not appear from emptiness. However, Adolescents could bring words from different cultures, such as the word [ndifuli] from the French word 'defouler' and in English 'to unwind'. Also the word [kula] The French term is (la cole) and in English 'glue'.

Furthermore, findings exhibit that amongst the factors that lead youth generate new words is the impact of the society on that premises in addition to mass media such as Internet and TV. By this, the youth of Algeria are overall exposed to contact with western civilization because teenagers are highly affected by TV, they spend all their time in watching TV. Additionally, internet also has a big role in affecting the language of youth. Moreover, social media contribute to the spread and diffusion of these words among members of the society.

According to the results, most words that are used by youngsters were borrowed from French language as instance: [tʃokit] and [nʃati] meaning (to be chocked) and (to chat) respectively. French is still rooted in the AA due to the big period of colonization. In addition, revolution in technology pushes the young generation to create new vocabulary

such as [nfu:rmati] meaning 'to format' and, [nteleʃarʒi] meaning 'to download', and many other words.

Participant's answers also unveil that youth use of these creative words is limited to some settings. Their use of this specific vocabulary is limited to interaction with friends and the majority of them do not use these words in formal situations, and even with their parents and old people; by showing a kind of respect. That is to say, youngsters use innovative language only with their friends and siblings.

To sum up, According to the results, one might deduce that youth people in Algeria are contributing to language change in a noticeable way by innovating new words and expressions in their everyday conversation. Thus, this research work has achieved the hypotheses successfully with the current results.

3.9. Limitations of the Study

Despite the fact that this inquiry reached its objectives through a careful study; yet, it has its limitations, due to several reasons that cause obstruction to outstretch the research findings. Foremost, this subject of study is broad, requires long time and big Sample orderly to secure accurate and valid data. The number of participants was small. Besides, even their answers were not sufficient because they were taking it for granted, and they were not collaborated. Moreover, using one data collection tool, a questionnaire was not adequate i.e., they did not provide right answers. Another limitation is that the study was addressed to only English department.

This research work sought to study language variation in youth speech. As well as to reveal the motive that contributes to this phenomenon. This work may open the door for extra researches; in the future, it would be motivating to be competent by enhancing the findings of this inquiry to discover other variables causing language change.

3.10. Conclusion

The purpose of the current chapter was to inspect the practical side of the research work, by describing both the sample population, and the research instruments conducted for the analysis and the interpretation of the collected data via questionnaire that has been addressed to EFL students at the department of English at Belhadj Bouchaib university in Ain Temouchent.

The preoccupation of this work was to adopt the issue of lexical variation and language change in youth speech. As a result, data analyses have shown that several factors affect the language of youth which lead them to use distinct and innovation language. These factors are mainly mass media and street culture.

Ultimately, Sociolinguistic studies revealed that languages exhibit variations and changes according to social variables such as the speaker's age, besides, other elements being social, political and economic ones.

GENERAL

CONCLUSION

General Conclusion

Sociolinguistic studies have always revealed that language varies from one region to another and from one individual to another. These changes that occur within a language rely on many factors and motives such as gender, age, social class…etc. Yet, age is the main concern of this inquiry. A decisive connection is between language and age because it is clearly apparent that the language used by young generation is distinct from the one used by old people.

The present research work is composed of three parts. The first one tackles the theoretical part including the main concepts of sociolinguistic variation. The second part is devoted to the sociolinguistic situation in Algeria, in general, and Ain Temouchent as the case of this study, by describing the youth repertoire. However, the third part stands for the practical phase of this research explaining the different research design and instruments employed in the analysis and interpretation of data. Different methods contribute to the collection of data: a questionnaire and a word list are set to explore the innovations within youth speech and the factors that lead youngesters to use neologism in daily interaction as well.

Based on the analysis of the findings obtained, several decisive remarks should be mentioned. This inquiry stamps that youth in Ain Temouchent are linguistically innovative and have a significance role in the diffusion of these neologism and subsequently, language change. Also, different factors and motives permitted youth to be more creative and innovative in their language.

As far as the hypotheses stated earlier are concerned in this research work; the first one is confirmed since, most of the participants agree that they want to be updated with the globalized world, as well as, to be funny, fashionable and, to look different. The second one has also been confirmed. It was found that youth of Ain Temouchent are responsible

for language change since, they shift from Algerian Arabic to a new mixed variety that combines innovations in which English is dominating and considered more prestigious. It was noticed that the use of borrowings was not because their language is poor, thus the younger generations feel that they cannot express themselves without using English words, also the impact of foreign cultures, especially, English has led to use borrowings and to code switch in their speech. The third hypothesis is also validated through the analysis of the results. It has been found that social media play significant role in the generating and spread of those neologism and most of the sample agreed on this. By way of conclusion, one can deduce that all the hypotheses proposed have been confirmed to a certain extent.

The amount of results has shown that language change in Ain Temouchent speech community is mainly caused by youngsters who generate new words and expressions that did not exist before in the Algerian culture through the process of borrowing and code switching. Indeed, this phenomenon becomes a natural and vital practice by youth in the Algerian society.

This study has included empirical, theoretical and methodological contributions to the inquiry of language change, among Ain Temouchent youth. It was an endeavour to explore the different sociolinguistic factors that exist in youth talk which contribute to language change. However, in order to enrich the understanding of this phenomenon, there are many opportunities for future research. First, the sample can be expanded by including other departments in the university and as concerns the word list, many themes and topics can be added. Additionally, it would be interesting to include within the investigation, the attitude of old people towards youth speech.

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APPENDICES

Appendix A

Questionnaire

The following questionnaire is part of a research work for the accomplishment of a master dissertation in sociolinguistics. The questions given are distributed to the youth for the sake of collecting data about the role of the youth in language variations.

1. Gender :
   - Male
   - Female
 2. Age :
3. Do you think that youth speech is distinct from adults?
   - Yes
   - No
4. Do you use new words and expressions in daily conversation?
   - Yes
   - No

If   yes   give   examples
……
…………………………………………………………………………

5. For what reasons do you use new words?
   o   To sound in vague
   o   To cope with globalisation
   o   To imitate
   o   To be different
   o   To be funny
   o   To break the routine
   o   Other reasons
6. What is the origin of these new words (you can select more than one option)?
   o   Arabic
   o   French
   o   English
   o   Others
7. Do social networks help in innovating new words?
   o   Yes
   o   No
   o   If yes how?
   ……
   ……
   ……
8. How often do you use new words in each of the following situations?

Where ? When ? With whom ?	**Never**	**Rarely**	**Frequently**
At home (brothers & sisters)			
At home with adults; including parents			
At university only with friends/peers			
At social gatherings such as parties, movies…etc			
with people I do not know			
Only interacting with girls(peers)			
Only interacting with boys(peers)			
With both boys and girls			
Formal situations			

9. Have you ever been in a situation where you were asked to translate new words you use?
   - o Yes
   - o No

10. Do you believe that those new words threat Arabic language?
    - o Yes
    - o No

    If yes why?

    ………………………………………………………………………………………………………
    ………………………………………………………………………………………………………
    …

11. From whom did you learn new words and to which degree?

	To a large degree	**To a moderate degree**	**To a small degree**	**No degree**
Your friends /peers				
Your siblings (brothers & sisters)				
Your parents				
Reading magazines and newspapers				
Television				
Listening to radio and music				
Social networks				

12. Do you think that these words are accepted in our society?
    - o Yes
    - o No

Good Luck

Appendix B
Word List

Word List How do you say these words in your style? (*Write in Arabic or French).*

1. Feel sad e.g., **/mdamar/**
   ➢ ………………………………………………………………………………
      …………………………………………………………

2. I do not have money e.g., **/mshoumer/**
   ➢ ………………………………………………………………………………
      …………………………………………………………..

3. Pretty girl e.g., **/boumba/.**
   ➢ ………………………………………………………………………………
      …………………………………………………………

4. Well-dressed person e.g., **/artist/.**
   ➢ ………………………………………………………………………………
      ……………………………………….....................

5. Miserly person .e.g., **/ma9abra/.**
   ➢ ………………………………………………………………………………
      …………………………………………………..

6. Money. e.g. **/chkara/**
   ➢ ………………………………………………………………………………
      …………………………………………………

7. You are exaggerating. e.g.,/**chawath**a/.
   ➢ ………………………………………………………………………………
      …………………………………………………

8. Old fashioned and narrow-minded person .e.g., **/galiti/.**
   ➢ ………………………………………………………………………………
      ………………………………………………….

9. Rich person. e.g., **/charika/.**
   ➢ ………………………………………………………………………………
      …………………………………………………......

10. Your friend .e.g., **/chriki/.**
    ➢ ………………………………………………………………………………
       ………………………………………………….

11. Leave me alone. e.g., /**atiha dawra**/.
    ➢ ………………………………………………………………………………
       ………………………………………………………………………………
       ....

12. I leave. e.g., **/mfahat**/.

ملخص

الغرض الرئيسي من هذه الدراسة السوسيولغوية هو دراسة التغيرات اللغوية التي تتضمنها اللغة المستعملة من قبل الشباب التموشنتي , الى جانب تحليل و تفسير الابتكار اللغوي المنتج من طرف طلاب اللغة الانجليزية بجامعة بلحاج بوشعيب . مع الاخذ بعين الاعتبار مختلف العوامل التي ادت بهؤلاء الشباب بابتكار مصطلحات لغوية و عبارات تلقت قبول من طرف اطراف المجتمع و اصبحت ضمن اللغة , في طور انجاز هذا البحث العلمي , وسيلتان استعملت من اجل الوصول الى اجوبة , حيث استعمل استبيان و قائمة كلمات. النتائج قد اثبتت ان المراهقين في مدينة عين تموشنت ينتجون كلمات ابداعية حيث يقتصر استعمال هذه الكلمات في المنزل مع الاخوة و مع الاصدقاء .
الكلمات المفتاحية : التغيرات اللغوية – الابتكارات اللغوية – لغة الشباب – الكلمات المستعارة – ثنائية اللغة – تناوب الالسن**.**

Résumé

L'objectif principal de cette étude sociolinguistique est d'étudier les changements linguistiques impliqués dans la langue utilisée par les jeunes de Temouchent, en plus d'analyser et d'interpréter l'innovation linguistique produite par les étudiants de langue anglaise à l'Université Belhadj Bouchaib. Compte tenu des divers facteurs qui ont amené ces jeunes à inventer des termes et des expressions linguistiques acceptés par la communauté et intégrés à la langue. Dans le processus de réalisation de cette recherche scientifique, deux méthodes ont été utilisées pour parvenir à des réponses, un questionnaire et une liste de mots ont été utilisés. Les résultats ont prouvé que les adolescents de la ville d'Ain Temouchent produisent des mots créatifs, où l'usage de ces mots est limité à la maison avec des frères et avec des copains

Mots-clés : changements linguistiques - innovations linguistiques - langage des jeunes - mots empruntés - bilinguisme – alternance

Summary

The main purpose of this sociolinguistic study is to study the linguistic changes involved in the language used by the young of Ain Temouchent. It analyzes and interprets the linguistic innovation produced by English language students at Belhadj Bouchaib University. This study takes into consideration the various factors that led these young people to invent linguistic terms and expressions that were accepted by the community and became part of the language, in the process of completing this scientific research, two methods were used in order to reach answers; a questionnaire and a list of words were used. The results have proven that adolescents in the city of Ain Temouchent produce creative words, where the use of these words is limited at home with brothers and with friends.

Keywords: language changes - linguistic innovations - youth language - borrowed words - bilingualism - alternation

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