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Language Change and Youth Innovation in Daily Life Conversation

The Case of AIN SEFRA Speech Community

This Extended Essay is Submitted to the Department of Foreign Languages as a Partial Fulfillment of Master Degree in Applied Linguistics

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Dedication

My first gratitude goes to Almighty Allah who blessed me with everything.

This work is dedicated to the source of love, support, encouragement, generosity, and affection, to my lovely parents. And I say to them ***"thank you for your prayers and for your sacrifices."***

To my beloved sister Somia and my brothers: Yacine, Mohamed el Amine and Ayyoub el Saber.

My heartfelt thanks are addressed to my twin: Benchrief Imane Halima.

To all my friends; especially LAIREJ Amina, FAKIA Amina, KHEDIMI zahra, BOUZIYANNI karima, KHELIFI Amina, and DAIM khadidja.

I thank all teachers at Primary, Middle and Secondary of Ain Sefra.

To all my family members for their understanding and endless love.

Special thank goes to all those who helped me to achieve this modest work.

To all the English promotion



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LIST OF ABBREVIATIONS

AA: Algerian Arabic

CS: Code Switching

LIST OF PHONETIC SYMBOLS

These phonetic symbols approximate the International Phonetic Alphabet (IPA):

- **Consonant:**

	Algerian Arabic	**English language**
Plosive consonants		
[b]	[bəʐʐaf]	‘a lot’
[t]	[taqdar]	‘you can’
[k]	[ki:rɑ:kom]	‘how are you’
[q]	[nakrah]	‘ I hate’
[g]	[ɡarrbat]	‘near’
Flap Consonant		
[r]	[reʈɑə]	‘late’
Nasal Consonant		
[m]	[matansɑʊʃ]	‘ don’t forget’
[n]	[natʕallə-m]	‘ we learn’
[ŋ]	[loŋli]	‘English’
Lateral Consonant		
[l]	[lakbaə]	‘bigger’
Approximant Consonants		
[w]	[wəh]	‘yes’
[j]	[ʔje]	‘any’

Fricative Consonant

[f]	[kifaʃ]	‘how’
[s]	[nasmaʕ]	‘ I listen’

Classical Arabic Consonants

[ʐ]	[bəʐʐaf]	‘a lot’
[w]	[wəla]	‘or’
[ʃ]	[nʃʊf]	‘I see’
[ʔ]	[ʔna]	‘me’
[ʂ]	[ʂoχri]	‘My childhood’
[ħ]	[nħawwse]	‘I search’
[ʈ]	[ʈʈa:bla]	‘ table’
[ʤ]	[ttfərʤo]	‘ You watch’
[ʕ]	[ʕandək]	‘you have’

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ABSTRACT

In this sociolinguistic scope, the present investigation attempts to examine youth innovative linguistic productions at the level of lexis among Ain-Sefra teenagers. Through the use of different methods for data collection and elicitation techniques, this empirical work is based on figuring out the social forces that motivate innovation among youngsters, and how these innovations contribute in language change. In this current research, the theoretical part aims at presenting the main key concepts related to language change and some outcomes of language contact phenomena. The data collected from a various research methods mainly; questionnaires, observation and word list confirmed that teenagers innovate because they want to be up dates, as well as to cope with today modern world. It is believed that technology has a great impact on language change among teenagers. It has been hypothesized, therefore, that males innovate more than females' in their speech in addition to the topic discussed, is the determinant factor behind youth innovation.

General Introduction

In everyday experience, it is obvious that there is a clear generation gap between youngsters and adults in terms of the communication system used. Unlike older people who tend to be conservative, youngsters do their best to be innovative in style, behaviour, dressing and language as well.

Language is a unique system that allows people to communicate with each other, share their culture, identity, and express their feelings. Language change has, for many years, prompted the interest of sociolinguists; attempting in their investigations to explain the motives engaged in this process. Age and gender have often been deliberated as the main factors studied in language change.

Nowadays the variety used by adolescents in Algeria in general and Ain Sefra speech community in particular is somehow strange. This behaviour is related to the long period of French colonization in Algeria, and due to the influence of the French culture on them, on the one hand. The spread of the new technologies, the evolution of the internet, and the mass media, on the other hand, are, consequently, important parameters. Thus, new linguistic structures and words are rapidly integrated in Algerians' daily life communications.

Hence, the current research work aims at examining the reasons which lead to language change and to find out the form of lexical variation in Ain Sefra speech community which correspond to social factors mainly age and gender differences. The scope of research lies in the following research question: Why do the youth in Ain-Sefra speech community innovate in their speech?

To answer this general, some sub-questions are worthy to be investigated:

* Does technology contribute in language change?
* What gender contributes most in language change??
* Do teenagers include new items in any informal talk?

Accordingly, the following hypotheses are proposed:

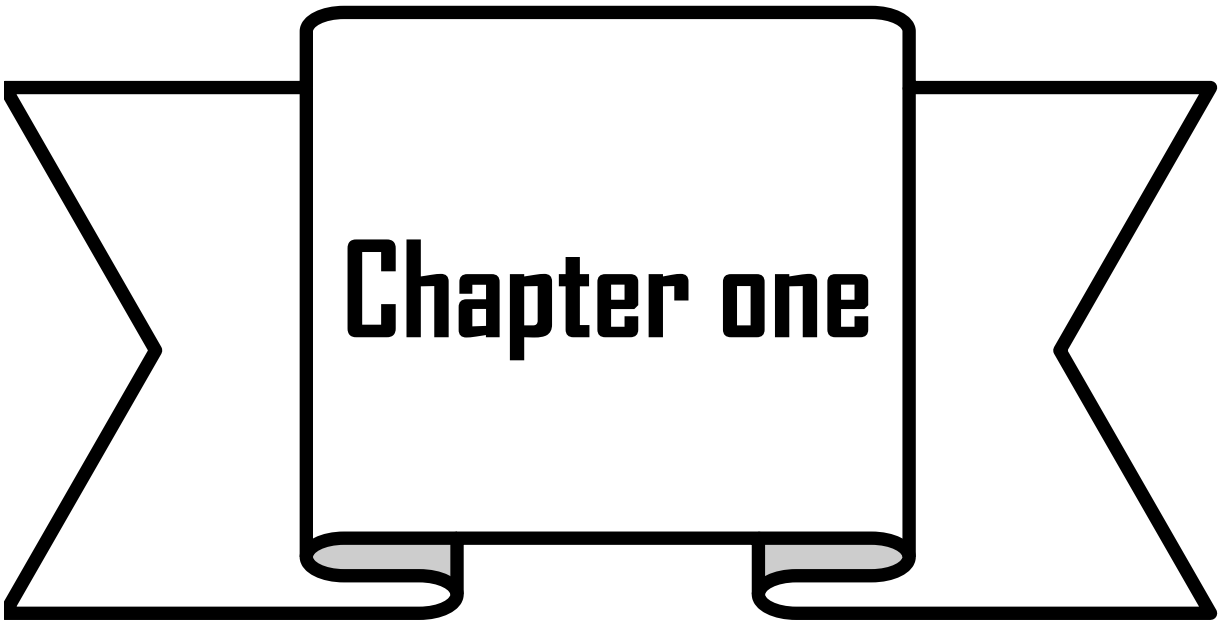
* It seems that technology plays a crucial role in language change among teenagers.

* Boys tend to include more innovative words in their speech than girls.

* It could be hypothesizes that adolescents include innovations according to the topic discussed.

This investigation is structured along two chapters. The first chapter is rather theoretical. It tries to define some basic sociolinguistic concepts upon which this research work is based; the notion of language, dialect, language change, adolescence, and some motives that lead to innovation. It also explores different outcomes of language contact phenomena mainly bilingualism and code-switching.

The second chapter, which is practical in form, demonstrates the methods and research instruments used in the field work; mainly questionnaires, observation, and word list, in order to come finally to a set of qualitative and quantitative data which will be analyzed and interpreted in the same chapter.


Chapter one

Chapter One: literature review

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1.2. Sociolinguistics as a Field of Study
1.3. Language and Dialect
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1.1. Introduction

This chapter is theoretical in form. It is devoted to offer the reader with some definitions to a set of key-concepts mainly; language, dialect, language change, adolescence, and some motives that lead to innovation, which are thought to be relevant to this study. It also explores different outcomes of language contact phenomena mainly bilingualism, code-switching and borrowing which are considered as the most important and interesting concepts.

1.2.Sociolinguistics as a field of study

Sociolinguistics is a field which studies language in society, i.e., in its social context. Earlier to the advent of sociolinguistics, language was studied in **"abstraction from society in which it operates"** (Lyons, 1995: 221.), as treated by De Saussure (1916) and Chomsky (1965). The two scholars were interested in the study of language as a homogeneous system; their main aim was to introduce a set of rules which govern the suitable use of language. Chomsky made a distinction, in *Aspects of the Theory of Syntax* (1965), between 'competence' and 'performance'. This division was in part stimulated by De Saussure's contrast between 'langue' and 'parole'.

In the latter half of the 19th century, language studies were based on gathering linguistic data in order to study the geographical distribution of linguistic items, in what they called regional dialects, focusing on rural areas, non-mobile, older, and rural males (Chambers and Trudgill 2004:29). These traditional investigations in dialectology were usually intended at constructing dialect maps, dictionaries and atlases. Unlike traditional dialectologists, modern dialectologists have brought new technological devices such as tape-recorder and computer that have facilitated the collection and analysis of the data. William Labov is considered as a pioneering researcher in studying language in relation to society, in his well known work, "sociolinguistic variation in New York City".

1.3. Language vs. Dialect

The distinction between language and dialect is one of the most difficult theoretical issues in sociolinguistics.

1.3.1. Language

Language is the unique medium of communication that allows humans to communicate, express their feelings, sharing culture, and defining their social identity. In fact, many definitions have been proposed to give a precise definition of language. In Sapir's words (1921: 8), **"language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols"**[1] view says that language has many different aspects; it can be viewed as a social fact, a psychological state, and a set of structures or as a collection of outputs.

Users of language are basically speakers of dialects. Speaking dialects, in contrast, are dialects of a language and the standard language is originally a dialect and, thus, no dialect is in any way superior to any other. According to Haugen (1966:23), we can say that **"X is a dialect of language Y or Y has the dialects X and Z (never, for example, Y is a language of dialect X)"**[2]. Hence, Haugen's view affirms that language is the super-ordinate variety that can be used without reference to dialects; however, dialects are meaningless unless there is a language to which they can be said to belong.

1.3.2. Dialect

The term dialect is a Latin word which denotes the "way of speaking". It was first coined in 1577 from *dialectus*. It is always regarded as the subordinate term in contrast to language. This sociolinguistic term has been, in fact, differently defined by various specialists. In this respect, Trudgill (1992:23) says that dialect is:

[1] Quoted in Lyons (1981:3)
[2] Quoted in Bagui, H (2012:5)

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

This means that dialect contains a set of linguistic specificities like the phonological, grammatical, and lexical ones, which make one group of speakers distinguishable from another of the same language.

1.8. Language Change

Language change is the phenomenon, by which permanent alterations are made in the features and the use of a language over time due to the development of technology. Accordingly, language is not fixed but changes over time. The change is gradual in the sense that individuals of two subsequent generations can understand each other and can communicate easily without any constraints.

Language change is usually clear when a speech community is separated into two parts because of revolutions and wars. As an outcome of this crisis, the linguistic distance between the languages progressively increases. Within the same language, there are some levels of linguistic structure which are more subject to change than others like lexico-semantical changes, and others are less frequent like grammar. Some theorists assert that language change occurs in three situations: spontaneous change, borrowing, and imposition.

Spontaneous change, on the one hand, refers to the change that occurs over time, not on purpose but rather through interaction. Borrowing, on the other hand, is the adoption of foreign features and new words in one's language whereas imposition occurs either through colonization or invasion by forcing the weaker communities to adopt another language, features, and new concepts in one's language.

1.8.1. Types of Language Change

The main aspects of language change are: lexical change, phonological change, semantic change, and grammatical change.

1.6.1.1. Lexical change

The change in vocabulary is the most frequent one and can be easily recognized. New terms and lexis are borrowed from other languages and, then, modeled and adopted in the native language. For example, some French words are used in Algerian Arabic dialect like: cadre [kadər], place [Blæsa], veste [Vɪsta], list [Lɪsta], restaurant [Rɪstʊra], école [Lɪkoʊl], which means respectively, (Picture Frame, place, jacket, list, restaurant and school).

1.6.1.2. Phonological change

Phonological change refers to changes in terms of pronunciation. In this respect, Hudson (1996: 170) provides an example about the word 'controversy'. Older speakers tend to pronounce it with a stress in the first syllable i.e. 'controversy**, /'kɒntrəvɜ: sɪ/** while younger people tend to stress the second syllable; i.e. con'troversy **/kɒn'trəvɜ: sɪ/.**

1.6.1.3. Grammatical Change

The grammatical change is, in fact, less obvious than the lexical change. It spreads slowly and takes a long time. This grammatical variation involves two sub-types: morphology and syntax. Morphology refers to the structure or forms of words, including the morphemes or minimal units of meaning which comprise words. Whereas, Syntax refers to the structure of large units like phrases and sentences rules; i.e., it deals with combination of words in sentences.

1.6.1.4. Semantic Change

Semantics deals with the study of meanings in language. It verifies the relations that are established between linguistic expressions and the different phenomena they may refer to. Blank (1999) has tried to create a complete list of motivations for semantic change which are: linguistic, psychological, socio-cultural and cultural forces. The term [rɑk bʊmba], for instance, has shifted from the original meaning 'bombe' to describe a person who is 'very beautiful'.

1.6. Age

Age is a crucial factor in language change, most sociolinguists agree on the fact that young speakers show differences in speech from old speakers. Eckert & Rickford (2001:123) point out that:**" […] younger people tend to adopt new forms more quickly than older people do and use them extensively".** This phenomenon is clearly noticed in the Algerian community where some words have been replaced by new ones. The words **كحل/khal/** meaning (Black), and the word **قهوي /qæhəwɪ/** meaning **(**Brown), for instance, which are used nowadays only by some old people, while youngsters utilize the French word [Marron and Noir].

1.5. Gender

The impact of gender on language variation was not taken as a serious theme of examination until the 1970's; particularly, when Lakoff published his book entitled "Language and Woman's Place" in 1975, in which he argued that women speak differently from men. The distinctions that occur between the speech of women and men are explained by Milroy and Milroy[3] (1997:54) as follows:

> **Females tend toward the careful end of the continuum and males toward the casual end. Similarly, it can be said that females favor 'prestige' norms and male's vernacular norms. […] males appear to favor more localized variants, which carry some kind of identity-based social meaning in the local community, whereas females identify more supra-local variants.**

The authors clarify that women prefer to use careful and prestigious local forms on the one hand on the other hand; men tend to employ casual, non-standard, and local norms in order to show their identity and belongingness to their speech community. Gender differences are totally clear in the development of adolescents.

[3]Quoted in Asmaa BOUCHEKIF(2012:17)

1.6. Adolescence

The word adolescence is Latin in origin; it is derived from the verb *adolescere* which means **'to grow into adulthood'**. Adolescence is a time of great change for young people when there are physical changes like weight and strength; cognitive changes is when adolescents' way of thinking becomes more efficient and more complex; while Social change is when adolescence start spending much more time with their peers; emotional and interpersonal changes began when adolescents start to understand their own personalities and become more autonomous.

A number of different theories have been proposed looking at adolescent's development. There are biological views (G. Stanley Hall 1904), psychological views (Freud 1905), psychosocial views (Erikson 1959), cognitive views (Piaget 1936), ecological views (Bronfenbrenner 1917), social cognitive learning views (Bandura 1977), and cultural views (Mead 1928). Each theory has a unique focus.

According to social cognitive learning theory, youth are approximately those persons between the ages of eleven and twenty one (11 – 21), passing through three stages of adolescent development[4]: early, middle, and late adolescence. The cognitive development, the on one hand, is when youth people are able to set their personal goals, and analyze situations logically in terms of cause and effect. The social development, on the other hand, is when teenagers feel more independent and develop more serious relationships.

1.6. Motives Leading to Innovation

There are three main factors that support youth to innovate.

4 Adolphs. R. Social cognition and the human brain. Trends in Cognitive Sciences.(1999;3:469 79). http://www.jstor.org/stable/1163261 accessed to on 02nd January 2017 at 09 :30

1.7.1. Mass Media

For the majority of youth, social and other digital communication media are daily parts of life. Identically, TV, radio, newspapers, and internet are the means of nowadays announcement that touch a huge number of people in short time. Thus, mass media affects almost all languages; particularly, when using social networks like *Facebook, Twitter, Instagram, snapshat* and *Skype* as part from modern adolescence which facilitate the access to multiple linguistic and cultural resources via international media.

1.7.2. Globalization

Globalization was first introduced in the 1960s by Marshal MC Luhan in which he referred to the world as a **'global village'**. Globalization can be considered as the result of the most recent achievements in technologies; particularly in internet as a tool for getting information and communication that helps in the integration and interaction of youth in a global village which leads them to create new words in their own mother tongue.

1.7.3. Culture Influence

The new generations are simply influenced by the more fashionable cultures; and thus, their mother tongue also can be influenced by the language of these cultures. Peterson and Coltrane (2003: 1) demonstrate that **"language is not only part of how we define culture, it also reflects culture"**. They argue the importance of culture influence on youth language because it can be of a great part in the innovation of new terms brought from different dominant cultures around the world.

1.9. Some aspects of language Contact

Scholars argue that the study of language contact goes back to the 1950s; particularly, when Weinreich published the pioneering monograph "languages in contact". Contact between people who speak different languages can have a wide

variety of outcomes. As different languages, dialects, and different cultures meet, this diversity creates a number of phenomena.

1.9.1. Bilingualism

As a sociolinguistic phenomenon, bilingualism emerges as a result of a direct contact between a numbers of languages due to several factors, such as: colonization, trade, immigration, media and so forth. Weinreich (1968:1), one of the founding fathers of bilingual studies, declared that: "**the practice of alternately using two languages will be called bilingualism and the person involved, bilingual"**. Myers-Scotton (2005: 44), in her turn, believes that **"bilingualism is the ability to use two or more languages sufficiently to carry on a limited casual conversation**". Indeed, a community cannot be defined as bilingual only when its members are bilinguals.

Bloomfield (1933:56) considers bilingualism as **"the native like control of two languages"**. Bloomfield's definition, which covers only perfect bilinguals, contains some degree of inconsistency since a foreign language is not always found at the same degree of the first language. In contrary, a person may be bilingual even though if he would not speak fluently a foreign language. Macnamara (1966) proposes that somebody can be considered bilingual if he/she has some second language skills (speaking, listening, writing, and reading). As unavoidable consequence of bilingualism, the phenomenon of code switching emerges.

1.9.2. Code Switching

CS hence forth is a linguistic phenomenon that characterizes bilingual as well as multilingual speech communities. Most bilingual speakers, if not all, switch from one language to another within their speech.

According to Gumperz (1982:59), code-switching is **« the juxtaposition within the same speech exchange of passages belonging to different grammatical systems or subsystems »**; i.e., code-switching is a phenomenon in which the interlocutor

moves from one language to another or from one variety of the same language to another. Myres-Scotton (1993:1) agrees with Gumperz when she refers to the term as **« alterations of linguistic varieties within the same conversations ».**

Blom and Gumperz (1972), in their study of the speech habits of Norway, introduced two patterns of CS, namely ;'situational CS' where the speaker switches languages according to the change of the situation , and 'metaphorical CS' where the speaker switches languages to reach a special communicative purposes.
Poplack (1980) distinguishes between three types of CS:

- **Inter-sentential code switching:** this type of switching occurs at clause or sentence boundaries. One clause is articulated in a language, the other being in another language.
- **Intra-sentential code switching:** this switching is found within clause or sentence boundaries.
- **Extra-sentential code switching:** refers to the insertion of a tag, such as phrase markers, exclamations…etc from a language into an utterance that is entirely in another language. (Harmers and Blanc 2000 :259-260)

Mclaughlin (1984) distinguish between mixing and switching by referring to the former as code changes taking place across sentence boundaries, whereas, the latter occurs within various linguistic units, i.e., affixes, words, phrases, and clauses from two distinct grammatical systems or subsystems within the same sentence and the same speech situation.

1.9.3. Borrowing

In everyday conversations, speakers may use terms and expressions from another language in order to express, suggest, explain, and describe a given idea or an object. Hudson (1996:5) affirms that: **"…borrowing involves mixing the systems, because an item is 'borrowed' from one language to become part of the other language"**. According to Hudson, borrowing involves mixing languages at the level of

language-systems as opposite to code-switching and code- mixing that involves the mixture of languages at the level of communication.

Myers-Scotton (2006), on her part, has divided the phenomenon of borrowing into two categories namely: Cultural and core borrowings[5]. Various cultural borrowed words are implemented by the Algerian individuals like: telephone, television, radio, fax, computer, internet, pharmacy, and pizza. The second kind of borrowing called "core borrowings" stands for **"words that duplicate elements that the recipient language already has in its word store"** (Myers-Scotton, ibid: 215). From the many core borrowed words which exist in the Algerian speech community, one can list: [kuzina], [friʒidQr], [faliza], respectively, (kitchen, refrigerator, and suitcase).

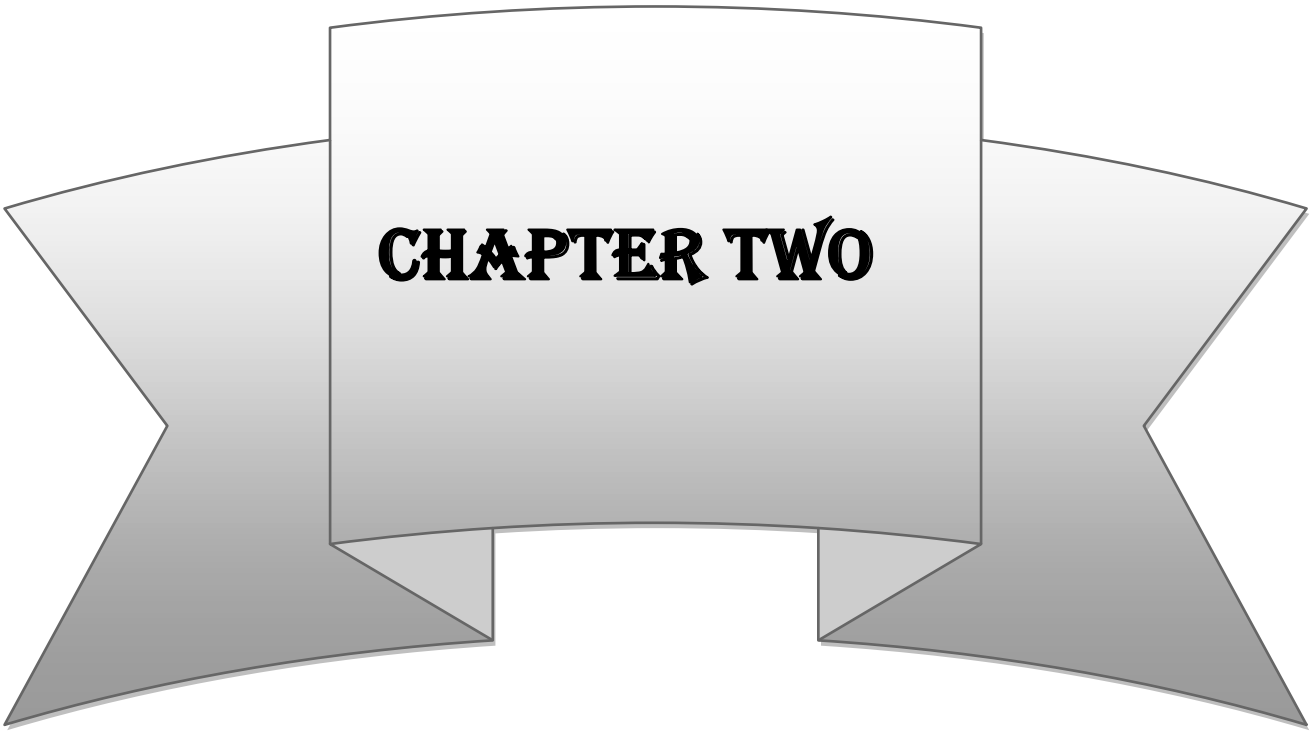
It is clear by now that , borrowing is a widespread phenomenon among the majority of Algerians who subsequently borrow lot of content words (e.g. nouns, verbs, adjectives, adverbs) with the corporation of some function words (e.g. pronouns, prepositions) and inflections multilingual, bilingual, and even monolingual societies.

1.10. Conclusion

The aim of the present chapter has been to introduce a theoretical view about some sociolinguistic key-concepts relating to the fieldwork like language change. In addition to some motives that support language innovations among teenagers and a brief explanation of some linguistic phenomena mainly; bilingualism, code-switching, and borrowing. The next chapter is devoted to the practical side of this research which aims at analyzing and discussing the data collected in order to reach the findings related to the problematic of this research.

5 Cultural browning are words that fill gaps in the recipient language's store of words because they stand for objects or concepts new to the language's culture.

5-Core borrowings are words that duplicate elements that the recipient language already has in its word store. (Myers-Scotton 2006:215)


CHAPTER TWO

Chapter Two: Methodology, Data Analyses and Interpretation

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2.1. Introduction

This section of this sociolinguistic research work is a practical in form. In this investigation, two research instruments are used including: questionnaire and observation, in order to gather and realize a set of objective results. These results have been, then, analyzed and interpreted by means of tables, graphs, and figures.

2.2. Geographical Location of Ain Sefra

Ain Sefra is a district situated in the heart of the Ksour Mountains inside the Saharian atlas of the Algerian South West, on the town of Naama. It is known by its natural resources, monuments and various touristic features like Pre-historic engraved stones, the remains of dinosaurs, Water upstream, and Oases. Ain Sefra was characterized by its fierce resistance against the French colonization with popular resistance organized like the resistance of *Sheikh Bouamama*. It occupies a surface reaching 1023 km^2, and (55 878) inhabitants in 2010[1]. It has borders with Naama from North, and Moghrar from the South. From the east, it is restricted by Sfissifa, and Tiout from the West.

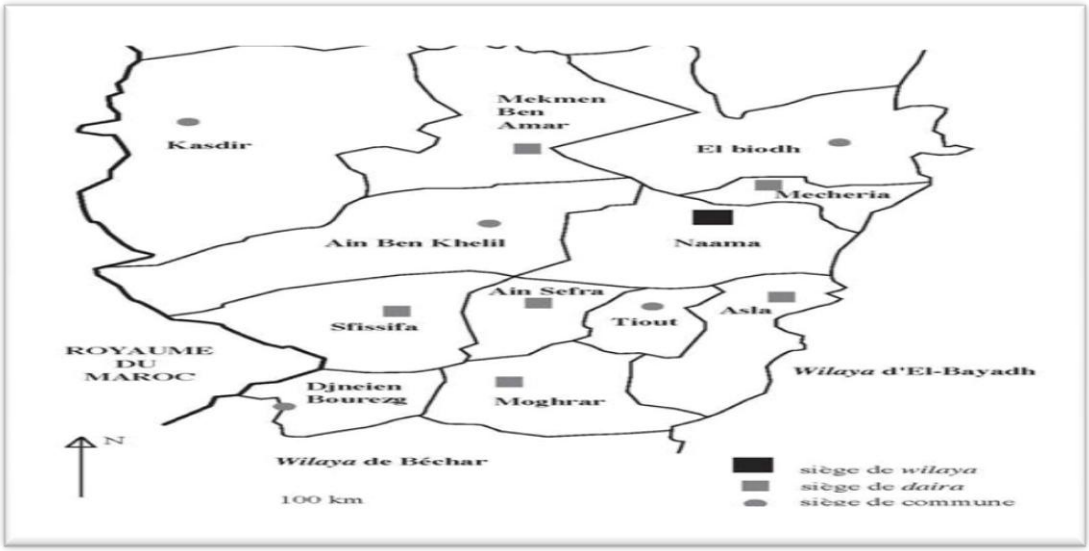


Figure 2.1. Geographical location of Ain Sefra and other region in the west (ONS, 2010)

[1] https://ar.wikipedia.org/wiki/Ain –Sefra accessed to on 04/2017 at 10 :55

2.3. Youth in Algeria

Algeria, is a country located in Northern Africa, bordered by the Mediterranean Sea in the North, Tunisia in the Northeast, Libya in East, Morocco in the west, Western Sahara, Mauritania, and Mali in the Southwest, and by Niger in the Southeast. Algeria is now Africa's largest country, covering an area of nearly 2.4 million km². It has a population of 40.4 million people (in 2016)[2]. There are different languages that characterize the Algerian country, are Arabic, having two forms: Modern Standard Arabic (MSA), and Algerian Dialectal Arabic (AA), in addition to French, and Berber (Tamazight).

An international study by *Euromed* on youth policy in Algeria (2009) [3] estimates that (10.7) million young people live in Algeria, which present (30%) of the overall population. They are opened and influenced by the West, as well as the East cultures. The main leisure channels of youth are sports, television, music, cinema, internet, video games and reading (mainly newspapers).

2.4. Description of participants

The investigator has chosen Ain Sefra as a speech community in which many historical ,social ,geographical ,cultural ,biological and linguistic varieties have coexisted for about a half century. This sociolinguistic investigation was conducted with 60 participants thirty male (30) and thirty female (30) whose ages range from 15 to 21 years old. The researcher selected 'the social cognitive learning theory' as a model in restricting the age. Both genders from different regions, social and educational backgrounds have been included.

[2] http://www.youthpolicy.org/factsheets/country/algeria accessed to on /.05/05/2017/ at 22:16

[3] Office National des Statistiques algérien accessed to on 09/05/2017/ at 21 :44

2.5. Collection of Data

Data collection is a significant step in any scientific study. To do so, two research methods are adopted by the researcher; namely: quantitative and qualitative research dichotomies. In this research three instruments of investigation will be used: questionnaires, word list, and observation.

2.6. Questionnaire

The questionnaire, as a useful instrument of research, contains a set of written questions. For Seliger and 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."** The questionnaires were addressed to sixty informants (60) of both genders (male and female) from different educational and ethnic background.

Both open and closed questions were used, comprising yes – no questions and multiple choice questions. This technique is related to the first hypothesis. It is, in the present case, used to collect data which elicit the contribution of technology in language change. The questionnaires were written in Standard Arabic to facilitate the task.

2.7. Data Analysis

At this stage, the data gathered pass through two processes; first analysis and then interpretation.

2.7.1. Questionnaire Analysis

Questionnaires have analyzed both quantitatively and qualitatively.

2.7.1.1. Quantitative analysis

To examine language use among teenagers, questionnaires were distributed to 60 adolescents from Ain Sefra. The respondents were asked to precise their age, gender and their educational background, where, all of them are aged between 15 and 21 years old; thirty (30) male and thirty (30) female, all of them are educated.

Question 1: Do you think that young and old people speeches are different?

Actually, fifty five (55) of the participants representing 91.66% affirmed that there is a distinction between youth and adults' speech, while, the remaining five (5) respondents (8.33%) said that there is no distinction..

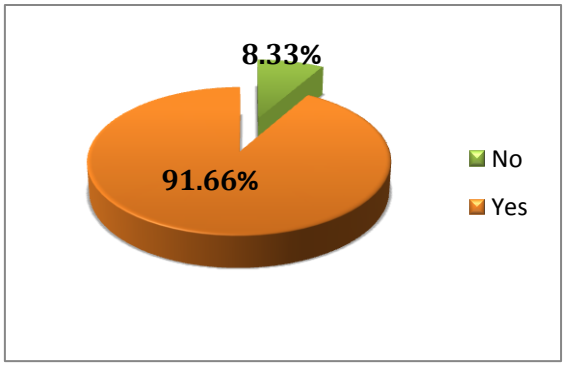


Figure 2.2. The degree of youth awareness of speech difference between old and young people.

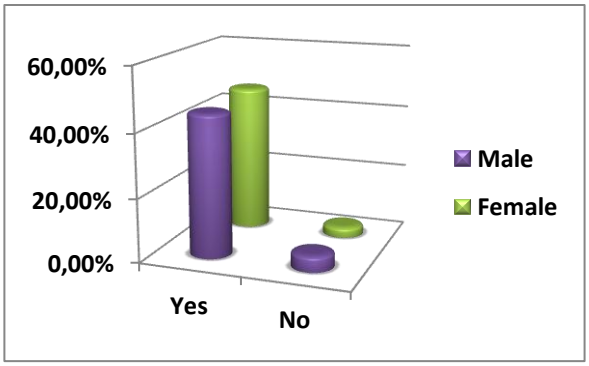


Figure 2.2. The degree of **male Vs female** youth awareness speech difference between old and young people.

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Question 2: Do you use new words or expressions in daily conversations?

This question was asked to verify if the informants include new words in everyday speech. Identically, they are required to give examples if their answers are positive.

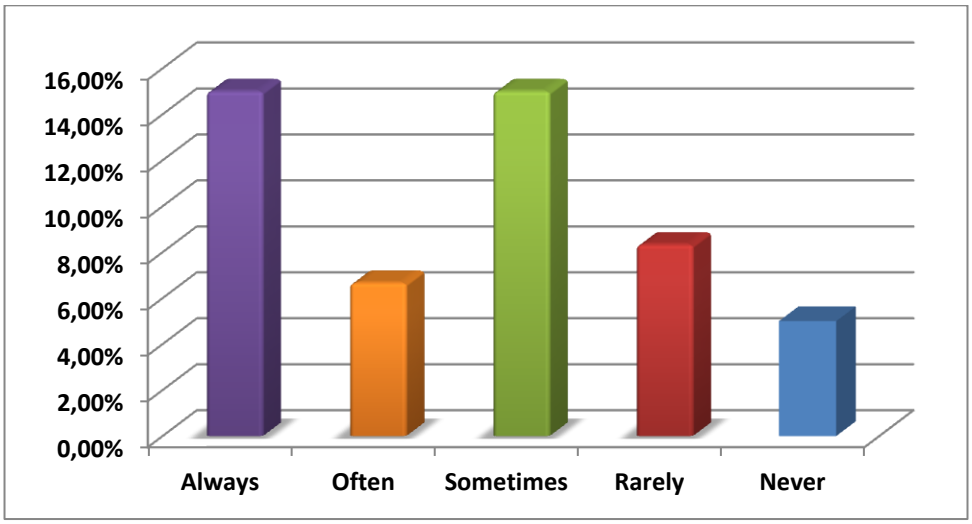


Figure 2.3. Females' use of new words and expressions in their daily conversation

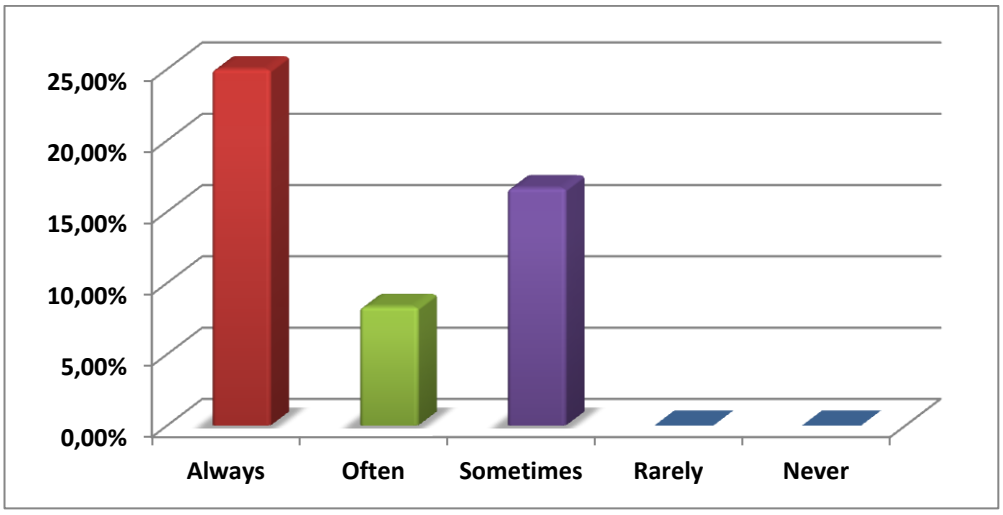


Figure 2.4. Males' use of new words and expressions in their daily conversations.

As it was expected, that most of teenagers mainly boys integrate new words and expressions from different languages; mainly French, while, females seem to be careful about the vocabulary used. Some of the respondents did not produce any examples, others have given more than one example like: [manfʊd], [papɪʃa], [ferfʊr], respectively mean: having no money, beautiful girl, and not wanted person.

Question 3: From where have you learnt these new words?

This question was asked to know the main resources of the new words used by youth. Both genders had nearly the same answers and the first source for innovation for them are social networks (33.33%), internet (25 %.), after that TV programs (21.66%). Reading magazines and journals is a source of innovation for (8.33%) of them. While only a few of them (5% to 6%) claims that they learnt these words from street or listening to radio and music.

2.7.1.2. Qualitative analysis

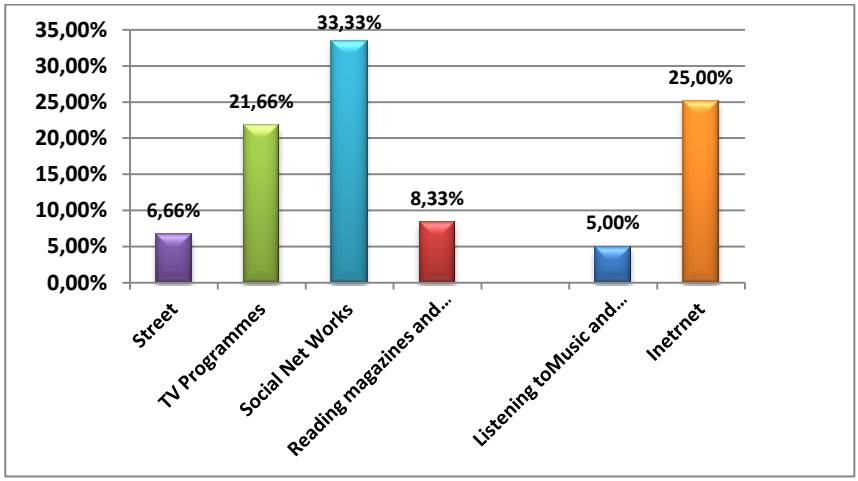


Figure 2.5. Youth Sources of Innovation

Question 4: Why do you use new words?

In this question, researchers seek to know the reasons and the motives behind the use of the new words. Most of the participants said that they wanted to cope with globalization as their first choice (33%); to break the routine of the traditional use of language (26.60%); and to sound fashionable as well. However, others use these words to appear different (10 %) or to be humorous (8.33%). Only a small number of them (5 %) announced that they wanted to imitate each other.

The following figure shows youth answers in correspondence with the suggestions proposed:

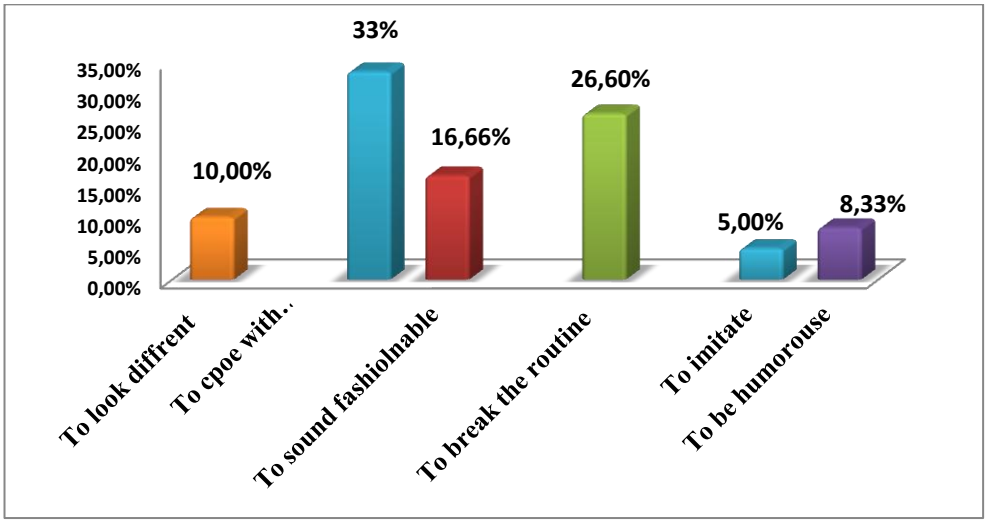


Figure 2.6. Youth Reasons for Innovation

Question 5: where do new words come from?

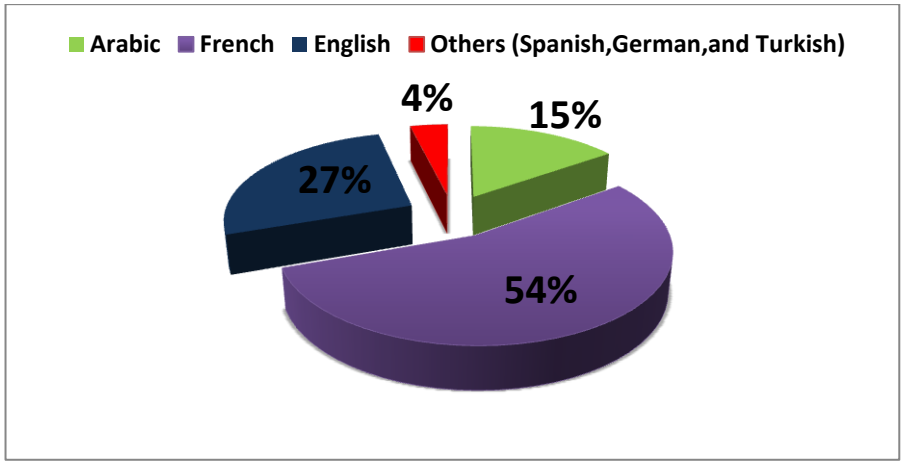


Figure 2.7. The Languages' Source Related to Innovations

As far as the seventh question is concerned, it looked for the origin of the innovated words that are used by youth in their daily life conversation.

According to the participants' answers, the source language for innovation is French with (54%), English (27%) then Arabic (15%). The participants were allowed to put any other language that inspired them to innovate.

Question 6: where do you use these innovative words?

This question was asked in order to know where youth of Ain Sefra mostly use new words in their daily interaction. (38.33%) of the informants often use new words at street. About (25%) of them, social net work was their second choice. (18.33%) of them use these words at the academic settings (schools, constitutions...). Yet, (10%) of them use always innovated words at university with friends and peers. (3% to 5%) of them administration and social gatherings such as parties, movie, coffee are other locations to use new words. Moreover, it is found that the answers of both males and females are closely similar.

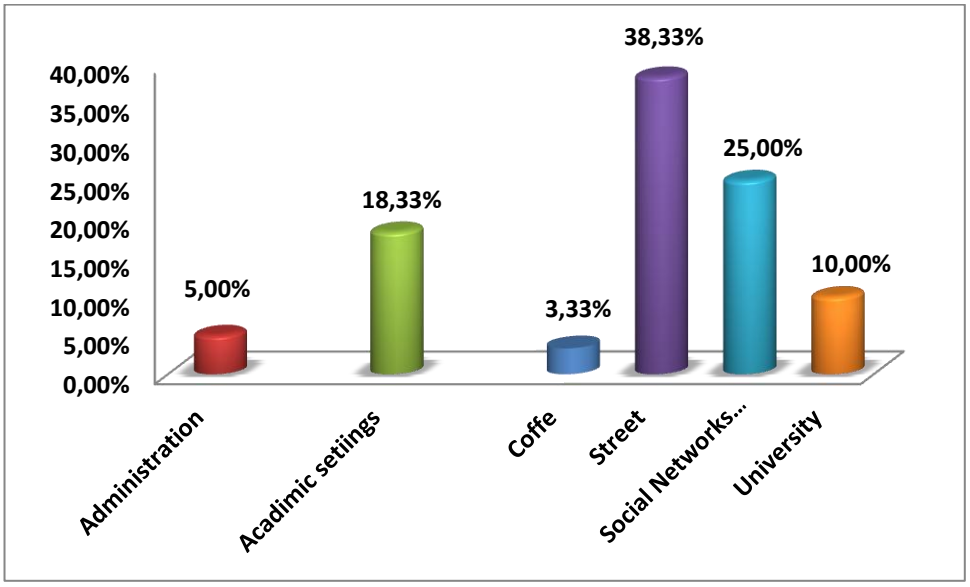


Figure 2.8. Youth Use of Innovation in Correlation to Different Contexts.

3.3.2. Words List analysis

Another research instrument was used to collect data known as word list; it is a set of words given to the participants. The informants were asked to give the synonyms for them used in their dialect; the purpose is looking for the linguistic change and to gather a number of different lexical items of the same word or expression among teenagers. The word list consists of six (6) frequently used words. Both genders gave a list of words used. Moreover, some of them give the same words which mean that many words are frequently used. However some others did not answer.

WORDS	INNOVATIVE YOUTH WORDS	ORIGINAL OLD WORDS
You Are Beautiful	**[antnık], [artist] , [ʔAnnʊʃ], [bogos].**	**[mlıḥ], [zəwın], [rəzɑl].**
Money	**damma], [tıkı], [ħabbæt],.**	**[səwɑlda], [ləflus] [doro],[ʃəkɑra] ,[drɑhəm].**
Rich	**[ʃarıka],[mræfəh],[dawla], [bonka]**	**[ʃəbəʕæn], [mʊl ʃkara].**
Best Friend	**[həbıbı/ həbıbtı], [dəræʕı] ,[læntım], [ʃrıkı].**	**[xʊjɑ], [rəfıgı], [sæħəbı].**
A Narrow-Minded Person	**[kavı],[meskotʃı],[ħæbəs] ,[komplıkı], [msantaħ], [kæməbo].**	**[məbæləəʕ], [mənɑrvı] [mətexləf] , [mərɑndəf] [məʕækəd].**
I have no money	**[naʃfa],[ħaʈba],[jəbəs], [lasaq] ,[mqæħħət], [wıw], [zgınga].**	**[zawalı] ,[məsəkın], [gəlıl].**

Table 2.2.propositions given by the respondents.

2.2.1.1 Participant Observation analysis

The third instrument used in this research work is observation. The researcher herself is a member of the investigated community; therefore, it has been easy to gain a large amount of data through taking notes from natural interactions, and communications of teenagers in Ain Sefra speech community.

Milroy and Gordon (2003:68) say that: **"the principal benefits of participant observation are (a) the amount and quality of the data collected, and (b) the**

familiarity with community practices gained by the investigator". The objective of such a method is to examine if teenagers integrate these innovative words and expressions in any informal talk.

Topics	Fashion	Technology	Music
YOUTH INNOVATIVE WORDS	[ræk top] [skɪvɪ] [məsoʊvəj] [ʂoʂəjɑɑl] [tərəfəl tətərʊfəl] [moxɪ soʈɑ] [ʃəbɑb fʊr kor w dɪkor] [hɑdɑ zɪn wəlɑ klɪp dorɪjɪn] [bɪbɪʃ] [ʔfəʂɑ] [pɑpɪʃɑ] [məqɑləʃ] [rɑnɪ batrɪ fæbəl]	[məʕktɪvɪ] [nfaɪsbʊkɪ] [nkonɪktɪ] [mformatɪ] [navɪgɪ] [məbronʃɪ] [fɪfətɪ fɪfətɪ] [zəwɑnɪt]	[mbrɪzɪ] [raħɑ læsqɑ] [ħaba nʊɪrɪk] [zələg tɑḥ nɑd raḥ] [gɑləbɪ rɑsɪ] [lɪkɪdɪtɑħ] [ʕɑqlək yəfərɪnɪ]

Table 2.5.4. Innovation and language change according to different topics.

2.5. Data interpretation

2.2.2. Questionnaire Results interpretation

This sociolinguistic investigation is interested in language change among teenagers of Ain Sefra speech community. A number of reasons that support innovation have been

studied in accordance with social motivations. Two important criteria which are significant to the process of language change are age and gender. At this level, the results will be first quantitatively dealt with, and then qualitatively approached.

On light of the respondents' answers, it has been confirmed that the majority of them are conscious that there is a clear distinction between their speech and old generation's one. As a matter of fact and from the participants' answers, it has been demonstrated that males innovate new utterances and expressions more than females see (2.4.). Accordingly, this innovation has more than one source; mainly social net works as their first choice, followed by TV programs, listening to music and radio, internet, reading magazines and news papers , and finally the street.

In fact, adolescents integrate these innovative words and expressions because of many reasons. They used them in order to enter today's modern world; i.e., to cope with globalization. They also used them to break the routine of the traditional use of language and to sound fashionable as well. Others wish to look different, imitate, and to be humorous. These reasons are the outcomes of three (3) main forces that lead to innovation as stated by (Coupland, 2009) "mass media", (Blommaert, 2003) "globalization" and Hall (2001: 38) "culture influence" .See section (1.8).

Concerning the circumstances of innovation use, the majority of teens incorporate the creative words and expressions with their peers firstly in street, then at academic settings, followed by social net works, and other social gathering situations.

As expected, the results show that French language inspired youngsters to innovate more, due to the impact of the long period of the French colonization in Algeria, as well as the influence of the European culture. Some of the respondents added Spanish, German, and Turkish languages.

Considering the role of technology in language change, teenagers are highly influenced by social networks, internet, and TV programs. The respondents have stated other reason that pushed them to innovate; for example, to sound more educated or as they are affected by the excessive use of such words. Mass media plays a significant role in conducting change in language. In Algeria, for example, adolescents spend more time

on online communication, chatting on Facebook, Snap Chat, Instagram, Twitter, Skype, and YouTube.

3.7.2. The Word List Interpretation

A list of words has been handed to the informants (male and female). The aim was to gather different lexical items, therefore, to notice to which extent Ain Sefra's youth include those new words in their daily conversations.

Depending on the findings collected among adolescents of Ain Sefra speech community, the researcher found that younger generation plays a crucial role in language change as they are borrowing, shifting and mixing different repertoires to come up with new words at a lexical-semantic level ,like [ranı Kaʊ], [nɑvigı] ,and [ʔaktıvı] respectively mean "I'm tired", "navigate", and "hurry up".

They usually use these words in order to sound fashionable. Accordingly, they try to create or think up new words to express what is in their minds. In fact, these utterances and expressions do not come from the blue, but they are in a metaphorical way, in which the innovated word is associated with its meaning. The youngsters observe, associate and then coin the new word.

3.7.2. Observation Interpretation

Data gathered through observation in different settings indicate that innovations are integrated in adolescent speech everywhere, at home, street, public and academic settings, to tackle mainly topics related to all aspect of life mainly those who are related to young people such as: various kinds of online communications, internet, sport, and music…Purely religious topics are tackled without innovating.

New technologies, industries, products, social, economic, political and historical experiences simply require to derive new words .Furthermore, adolescents may also prefer to continue discussing these kinds of subjects choosing newly coined words purposefully.

2.5.5. General Results Interpretation

Questionnaires, word list, and observation, have allowed the researcher to gather a great amount of valid and reliable data related to language innovation and change in Ain Sefra speech community. The purpose is to figure out the main motives and reasons that support language change among teenagers. As previously mentioned, the results of the collected data from youngsters' questionnaire confirm that new technologies; mainly social net works which have a great impact on language change among teenagers. This fact confirms the first hypothesis put forward by the researcher, arguing that technology contributes mostly in language change among youth.

In the present study and from word list analysis, the investigator confirmed that the majority of youngsters; particularly males, switch, mix, and borrow consciously in different domains and locations. In this respect, it can be concluded boys innovate more than females.

Regarding researcher observation, almost of youngster in Ain Sefra integrate the innovative words and expressions according to the topic discussed; essentially those subjects related to youth like sport, music and fashion. Hence, language change among teens is topic related.

3.6. Conclusion

The aim of this chapter is to examine the motives which lead to lexical variation and language change in youth language. Researcher has shed light on both quantitative and qualitative methods as they are integrated in this study. As a result, it can be stated that many factors play a prominent role in language variation and change.

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GENERAL CONCLUSION

General Conclusion

The present study is conducted in order to explain the reasons behind the adoption of new words and the contribution of the youth in the phenomenon of language change. A set of research instruments has been directed to a number of adolescents in Ain-Sefra speech community whose age is ranged from 15 to 21 years old. The instruments are: observation, questionnaires, and wordlist.

The analysis of data collected from questionnaire and the word list have shown that during adolescence, males tend to innovate more than females. Therefore, gender is an effective parameter in language change as it was highlighted by Labov (1965) in his study on Martha's Vineyard, New York city. Accordingly, technology; mainly social net works have a big influence on language change in societies.

Furthermore, the third perspective 'observation' could gather a set of data which confirm that innovation is topic related. Teens seek to innovate in order to discuss and share the update topics and events especially; those related to technology, fashion, sport, music, and social events like: immigration and championship. In addition, they find that their language is poor and inferior comparing to French; consequently, they feel that they cannot express themselves without referring to French word

A language is not only a vehicle for the expression of thoughts, perceptions, sentiments, and values characteristic of a community; it also represents a fundamental expression of social identity; therefore, how can future generations behave with the rapid development of technology? Will technology enhancement of recent years be an obstacle or assistance for language maintenance?

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APPENDICES

استبيان 1

هذا الاستبيان يهدف إلى جمع البيانات حول طريقة الكلام عند الشباب في مدينة العين الصفراء يرجى منكم الاجابة على هذه الأسئلة.وشكرا لكم مسبقا على تعاونكم.

السن: ☐

الجنس: ذكر ☐ **أنثى** ☐

المستوى الدراسي: منعدم ☐ **ابتدائي** ☐ **متوسط** ☐ **ثانوي** ☐ **جامعي** ☐

أ. إختر(ي)إجابة واحدة فقط من فضلك. ضع علامة X في المكان المناسب.

1.هل تعتقد (ين)ان طريقة الكلام عند الشباب تختلف عن طريقة الكلام عند الكبار بصفة عامة؟ نعم ☐ **لا** ☐

2.هل تستعمل (ين) كلمات و عبارات جديدة في حديثك اليومي؟مثل artiste, weekend, partager…الخ

دائما ☐ **غالبا** ☐ **الأحيانا** ☐ **نادرا** ☐ **أبدا** ☐

3.أعط أمثلة عن العبارات أو الكلمات الجديدة التي تستعملها(ينها)؟.....

.....

.....

4. من أين تستمد(ين) هذه المفردات الجديدة؟ يمكن اختيار أكثر من إجابة واحدة.

من الشارع ☐ **من البرامج التلفزيونية** ☐ **من مواقع التواصل الاجتماعي** ☐

قراءة المجلات و الصحف ☐ **من المذياع و الاستماع إلى الموسيقى** ☐ **الإنترنت** ☐

5.لماذا تستعمل(ين) كلمات جديدة في حديثك اليومي؟ يمكن اختيار أكثر من اجابة واحدة

- **لتبدومختلفا**
- **لتبدو أكثر عصرنة**
- **لتتأقلم مع العولمة**
- **لكسر الروتين**
- **للتقليد**
- **لتضحك الناس**
- **أو لأسباب اخرى؟اذكرها.....**

6.ماهو مصدر الكلمات و العبارات الجديدة التي تستعملها(ينها)؟

اللغة العربية ☐ **اللغة الفرنسية** ☐ **اللغة الانجليزية** ☐

لغات اخرى؟اذكرها.....

7.ما هي الاماكن هل تستعمل (ين)هذه الكلمات و العبارات الجديدة؟

الإدارة ☐ **المؤسسات التربوية** ☐ **المقهى** ☐ **الشارع** ☐

مواقع التواصل الاجتماعي ☐ **الجامعة** ☐

استبيان 2

8.كيف تسمي هذه الكلمات و العبارات في حديثك اليومي ؟ للإجابة على هذا السؤال يمكنك استعمال الحروف العربية أو اللاتينية ان احتجت لذلك.

الفصحى	العامية
إنك جميل اليوم	
النقود	
غني	
صديقي المقرب	
سأطلب منه خدمة	
إنسان غير متفتح	
ليس لدي نقود	

شكرا على تعاونكم.....….

Questionnaire

Appendix 1

The following questionnaire is part of a research for the fulfillment of Master degree on linguistic innovations among youngsters Ain Sefra speech community. Thank you in advance and appreciate your cooperation.

1. Gender: ☐

2 Age: ☐ 3.Educational level : ☐

4. Do you think that old and young people speech is different?

YES ☐ NO ☐

5. Do you use new words or expressions in daily conversations, like :artiste ,partager weekend… etc

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never ☐

If yes , give examples ……
……
.

6. From where do you bring these new words?

Social networks ☐

TV programmers' ☐

Listening to Music and radio ☐

Internet ☐

Street ☐

Reading Magazines and News paper ☐

7. Why do you use new words? (you can select more than one answer)

□ To be humorous. ☐

□ To look different ☐

□ To imitate ☐

□ To sound fashionable ☐

□ To cope with globalization ☐

□ To break the routine ☐

 Other reasons…….

8. Where do new words come from? (you can select more than one answer)

∗Arabic
* French
* English
* Others……

9. How often do you use new words in each of the following situations?

University ☐ Academic Settings ☐

Social Net Work ☐ Street ☐

Administration ☐ Social Gatherings ☐

Word List

Appendix 2

A) How do you say in your dialect?

(To answer this question, you can refer to the Arabic script; you can also use the Latin script if necessary).

Word	Informants' suggestions
You Are Beautiful	
Money	
Rich	
Best Friend	
I Will Demand A Service	
A Narrow-Minded Person	
I have no money	