Democratic and Popular Republic of Algeria
Ministry of Higher Education and Scientific Research
Salhi Ahmed University Centre Naâma
Faculty of Letters and Foreign Languages
Section of English

Adolescents Innovations in Algerian Speech:

Mecheria's Adolescents

Case Study: Hamidet Third Year Secondary School Students in Mecheria

This Work is Submitted to The Department of Foreign Languages Presented as a Partial Fulfillment of The Requirement for a Master Degree in Linguistics

Presented by:

- Toufik TASFAOUT

Supervised by:

- Mrs. Nabila Hadj Said

2019/2020

Democratic and Popular Republic of Algeria
Ministry of Higher Education and Scientific Research
Salhi Ahmed University Centre Naâma
Faculty of Letters and Foreign Languages
Section of English

Adolescents Innovations in Algerian Speech:

Mecheria's Adolescents

Case Study: Hamidet Third Year Secondary School Students in Mecheria

This Work is Submitted to The Department of Foreign Languages Presented as a Partial Fulfillment of The Requirement for a Master Degree in Linguistics

Presented by:

- Toufik TASFAOUT

Supervised by:

- Mrs. Nabila Hadj Said

BOARD OF EXAMINERS

- Mrs. Merine Asma	**Chairman**	**(University Center of Naâma)**
- Mrs. Nabila Hadj Said	**Supervisor**	**(University Center of Naâma)**
- Mrs. Benheddi Karima	**Examiner**	**(University Center of Naâma)**

2019/2020

Dedication

First of all, thanks to ALLAH, lord of the world who has guided and helped us, and to whom we own everything.

I consider this degree as a dream come true and I dedicate it to:

My candle who lights up all my paths and who always sacrifices a lot in order to see me here, my father. to the symbol of life, my mother who has given me love and help every time,

To my wife Halima who supported me all the way through advising me, helping and been comprehensive. And for encouraging me most of the time and putting everyday smile and for my beautiful stars, my kids: Meryem Malek, Mohammed Ibrahim and Ahmed Younes

Special thanks to all respectful teachers of the department of English especially my kind supervisor

Mrs. Hadj Said

Thank you so much

Toufik

Acknowledgments

At the beginning, I would be grateful to the almighty Allah, the most gracious and the most merciful for giving me the power to finish the present work.

It is a pleasure to thank the many people who made this dissertation possible,

all my thanks and my heartfelt gratitude goes to my supervisor Ms. Nabila HADJ SAID for her kind help, constructive advice and professional approaches she rendered me during the production of this thesis, for her supervision, patience and guidance throughout my studies are highly appreciated.

Also, I would like to really thank Mrs. Anissa M'BATTA for her precious help and encouragement. Thank You.

I also thank my family for providing a loving environment. Finally, I should not forget to thank the members of the board of examiners for taking the trouble to examine the present dissertation.

Abstract

The present work shed-lights on youth innovative linguistic productions amongst Hamidet Secondary School students in Mecheria. It mostly highlights the lexicosemantic level's items used by both youth genders. It investigates how adolescents bring into life new words and how these contribute to language change and in addition to the motives leading to its spread over the whole speech community. Two research tools have been devised; a questionnaire and a word list, in order to test the hypotheses. Both of them have been managed to Secondary third year students since they represent Mecherians adolescents. Hence, this research work shows that different data methods produce different results which seem to support the fact that teenage years period plays a prominent role in linguistic novelty and youth show their awareness of which code to select, as well as, the apparent role of social media and the globalized era cannot be ignored in the spreading of such words and phrases. From this, it is possible to say that under the general umbrella term of 'youth language', a large number of varieties can be found according to geographical, situational, social and personal variables.

TABLE OF CONTENT

DEDICATION I
ACKNOWLEDGEMENTS II
ABSTRACT III
TABLE OF CONTENT V
LIST OF FIGURES VI
LIST OF TABLES VII
LIST OF ABBREVIATIONS VIII
LIST OF PHONETIC SYMBOLS IX
GENERAL INTRODUCTION 1

Chapter One

1.1 INTRODUCTION 3
1.2 DIALECTOLOGY AND SOCIOLINGUISTICS 3
1.3 LANGUAGE VARIETIES 7
1.4 THE SPEECH COMMUNITY 10
1.5 THE ALGERIAN LINGUISTIC PROFILE 13
1.5.1 DIGLOSSIA 15
1.5.2 LANGUAGE CONTACT 18
1.5.3 BILINGUALISM 19
1.5.4 CODE SWITCHING 20
1.6 YOUTH AS SOCIAL AGENTS OF LINGUISTIC INNOVATION 23
1.7 CONCLUSION 24

Chapter Two

2.1 INTRODUCTION 25
2.2 RESEARCH TRADITIONS AND METHODS 25
2.3 INSTRUMENTATION 25
2.3.1 QUESTIONNAIRE 25
2.3.2 WORD LIST 26
2.4 PARTICIPANT'S CHARACTERISTICS 26
2.5 DATA COLLECTION METHODS 27
2.6 DATA ANALYSIS AND INTERPRETATION 27
2.6.1 QUESTIONNAIRE ANALYSIS AND INTERPRETATION 27

2.6.2 THE WORD LIST ANALYSIS AND INTERPRETATION 34
2.7 INTERPRETATION OF THE FINDINGS 35
2.8 CONCLUSION 36
GENERAL CONCLUSION 37
BIBLIOGRAPHY 39
WEBLIOGRAPHY 41
APPENDIX 1 42
APPENDIX 2 45
SUMMARY

LIST OF FIGURES

FIGURE 1: INFORMANTS' AGE 27
FIGURE 2: YOUTH AWARENESS OF SPEECH DIFFERENCE BETWEEN OLD AND YOUNG PEOPLE 28
FIGURE 3: YOUTH USE OF INNOVATED WORDS /EXPRESSIONS ACCORDING TO GENDER 28
FIGURE 4: YOUTH REASONS FOR INNOVATION 29
FIGURE 5: YOUTH USE OF INNOVATION IN DIFFERENT SITUATIONS 30
FIGURE 6: THE LANGUAGES THAT OFFER YOUTH WITH INNOVATIONS 31
FIGURE 7: YOUTH'S VIEW OF THE EFFECT OF SOCIAL NETWORKS 31
FIGURE 8: YOUTH SOURCES OF INNOVATION 33

LIST OF TABLES

TABLE 1: YOUTH AWARENESS OF SPEECH DIFFERENCE BETWEEN OLD AND YOUNG PEOPLE 28
TABLE 2: RESPONDENTS' ANSWERS ABOUT LANGUAGES USED FOR INNOVATION 30
TABLE 3: THE EFFECT OF SOCIAL NETWORKS ON YOUTH INNOVATIONS 31
TABLE 4: YOUTH DEGREES OF LEARNING NEW WORDS 32
TABLE 5: FEMALES' ANSWERS 34
TABLE 6: MALES' ANSWERS 35

List of Abbreviations

CA: Classical Arabic

MSA: Modern Standard Arabic

AA: Algerian Arabic

H: High variety

L: Low variety

List of Phonetic Symbols

Symbol	Example from Arabic	Translation in English
ʔ	/ʔæna/	Me
b	/bæb/	Door
ţ	/ţa:r/	It flew
t	/tæʕi/	Mine
ʕ	/ʕæ:m/	He swims
ɣ	/ɣæli/	Expensive
ħ	/ħemmæm/	Bath
f	/fu:l/	Broad beans
χ	/χəmsa/	Five
q	/qarja/	Village
d	/denja/	Life
k	/Kæjən/	There is
l	/lli:l/	Night
r	/rəmla/	Sand
m	/mdi:na/	Town
z	/zzi:n/	Nice
n	/nsi:t/	Forgot
s	/saħħa/	All right
h	/huwa/	Him
ʃ	/ʃbæ:b/	Handsome
w	/wæ:d/	River
ʂ	/ʂja:m/	fasting
j	/jæbəs/	Dry
g	/gælli/	He told me

General

Introduction

GENERAL INTRODUCTION

Many studies have been carried out on the language change mainly by comparing the speech of the young generation and that of the old ones. Every society experiences great changes which influence its language. Due to this change, new items are added to this language and old-fashioned ones are replaced or just disappear. However, the work presented will focus only on the adolescent generation, in parallel with an attempt to bring a current understanding of language practices among youth who are said to be unable to produce correctly in an appropriate language texts expressing emotions, feelings, experiences… etc.

Linguistic creativity in Mecheria's young people is primarily related to social behaviour which is most of the time a language with a rich lexicon even if it is sometimes seen as 'vulgar'. Correspondingly, particular attention is paid to the lexicosemantic level. This research work takes place at Hamidet Secondary School taking third year students as a sample to shed light on the linguistic behaviour of adolescents and their contributions to language change.

Three research questions are raised as follows:

1. Why do the youth innovate in their talking way?

2. How do the language change is contributed by adolescents?

3. What are the factors that support those innovations?

The following hypotheses were elaborated in order to answer these questions:

1. To cope with nowadays globalization, adolescents want to be updated.

2. The prestige and the influence of the foreign cultures that leads them to borrow, code switch or give new meanings to some existing words.

3. Social networks may be seen among the factors that support innovations like *Facebook*, *Instagram*… or the mass media and others.

The form of this research work is structured as follows:

The present dissertation consists of two chapters; the first one deals with a review of the relevant literature including sociolinguistics and dialectology Talking about the language verities and speech community. After that the researcher tackled the Algerians linguistics profile. Then, linguistic innovations and language attitudes and identity are presented to conclude with motives leading to innovation.

The second one is devoted to the whole study design procedures and findings: where there is a description of the questionnaires' findings, social considerations and recommendations of the study. The chapter ends with an interpretation of the data collected to reach answers to research questions and to validate the hypotheses.

Chapter One

Chapter One

1.1 INTRODUCTION

Language has been studied for many years and from different perspectives. At first, language was studied in term of its structure; however, with the advent of sociolinguistics, it began to be studied in relation to the society which uses it, which makes language described in an objective way, as there was a more scientific and descriptive approach to linguistic analysis with emphasis on the spoken usage. The advent of sociolinguistics has attracted the interest of many researchers, and it is concerned with the connections between language and society and the way we use it in different social situations. It describes language variation in its social context and it was William Labov who opened the door to such a study, which had been neglected completely in linguistic theory. Speech variation as an important subject has been discussed by many sociolinguists in different dimensions.

Sociolinguistics, as a huge field, studies the wide variety of dialects across a given region, to the analysis of the different social variables influencing the speaker's language. It often shows us the humorous realities of human speech and how a dialect of a given language can often describe the age, gender, and social class or level of education… of the speaker.

In this chapter, we try to introduce some linguistic key concepts which are regarded as important and central in any sociolinguistic research.

1.2 DIALECTOLOGY AND SOCIOLINGUISTICS

Language complexity has attracted considerable attention from linguists who have adopted different methods of investigating the

phenomenon. Prior 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 appropriate use of language. Chomsky made a distinction, in *Aspects of the Theory of Syntax* (1965), between 'competence' and 'performance'. This distinction was in part inspired by De Saussure's contrast between 'langue' and 'parole'. In this context, competence describes the knowledge, mostly unconscious, that a native speaker has of the principles that allow for the use of a particular language. Performance instead, is the implementation of that knowledge in acts of speaking. However, the focus on linguistic competence has shadowed and put aside performance. In fact it was dismissed as a free variation not worthy of scientific research. Chomsky noted that when speaking, people often make linguistic errors; he argued that these errors in linguistic performance were irrelevant to the study of linguistic competence, and thus linguists can study an idealized version of language. For him: Linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community….. (Chomsky, 1965:3) Yet, the complexity of language lies not only in the linguistic system itself as characterized by Chomsky, but also results from the reality that language is used in various forms to convey information, thoughts, emotions and feelings, as well as, to communicate meaning between speakers, and to inform about their social and geographical background. This idea pushed linguists to study the variability of language and the research issue of linguistic research became, as Hymes put it, the relationship between language and society; he writes that the purpose of sociolinguistics is to answer the following questions: who speaks, what language, to whom, and on what occasion?

Wardhaugh (2006:5) argues that:

> **[…] an asocial linguistics is scarcely worthwhile and that meaningful insights into language can be gained only if such matters as use and variation are included as part of the data which must be explained in a comprehensive theory of language; such a theory of language must have something to say about the uses of language.**

In the latter half of the 19th century, language studies were based on collecting linguistic data. Such an investigation was called traditional dialectology or traditional dialect surveys. Dialectologists collected data in order to study the geographical distribution of linguistic items, in what they called regional dialects, focusing on rural areas and so-called NORMs: non-mobile, older, and rural males. (Chambers and Trudgill 2002:29). Traditional studies in dialectology were generally aimed at producing dialect maps, dictionaries and atlases, for example: the linguistic atlas of USA and Canada in 1930 and the English dialect dictionary by Wright in 1905. From the 1960's onwards, many criticisms were formulated on traditional dialectology; the main one is the small proportion of the population who were old, rural and male. But a wider sociolinguistic study should also include the young, women and those living in towns and cities. Chambers and Trudgill (2002:45) say:

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.

Unlike traditional dialectologists, modern dialectologists have turned their attention to social dialects, language variation and language change, in the complexities of large urban areas, taking into account the

various social dimensions. So, this shift in interest from rural to urban, and from the focus on geographical distribution of different accents and dialects to the investigation of social factors such as age, gender and position in society, consequently led to the birth of sociolinguistics. William Labov is considered as a pioneer researcher in studying language in relation to society, he says (1972: 261): “Every linguist recognizes that language is a social fact, but not every one puts an equal emphasis on that fact”. His work, which consisted in the study of sociolinguistic variation in New York City, affected the scholars with interest in social variation. Many interesting facts would be missed in the study of language abstracted from its context of use. Hudson (1996:3) says in this respect, that

> **[…] to study speech without reference to the society which uses it, is to exclude the possibility of finding social explanations for the structures that are used.**

There are basically two types of dialect survey. The first and older type called traditional, is based on investigations in terms of regional distribution; this is often called dialect geography. The more recent type emphasizes the study of variation in speech according to social variables, often concentrating on a few selected features; it is called social dialectology. Dialectology has contributed to the emergence of sociolinguistics, and each discipline completes the other, as Chambers and Trudgill say (2002:187-188):

> For all their differences, dialectology and sociolinguistics converge at the deepest point. Both are dialectologies, so to speak: they share their essential subject matter. Both fix the attention on language in communities. Prototypically, one has been centrally concerned with rural communities and the other with urban centers.

The similarity of traditional dialectology studies and sociolinguistics is that both of them check and identify linguistic variables prior to data collection. The main difference between them is that while regional

dialectology does not correlate linguistic variation with nonlinguistic variables, social dialectology demonstrates the relation between linguistic variables and social ones such as age, gender, social class, ethnicity…. The study of social dialectology has brought the idea that: Correlations like these are crucial. Socially significant linguistic variation requires correlation: the dependent (linguistic) variable must change when some independent variable changes. It also requires that the change be orderly: the dependent variable must stratify the subjects in ways that are socially or stylistically coherent. (Chambers 2003:26). So with such a study, another discipline of sociolinguistics appears, it is variationist sociolinguistics, which will be discussed later on in this chapter.

1.3 LANGUAGE VARIETIES

When we look at any language, we notice that there are many varieties of it, which may range from the most formal and standardized to the most informal and colloquial. One of the most difficult theoretical issues in linguistics is how to make the distinction between language and dialect. Sociolinguists have tried to find a solution to such a dichotomy, and there are many ways of distinguishing them. The term language "is used to refer either to a single linguistic norm or to a group of related norms, and dialect is used to refer to one of the norms (Wardhaugh 2006:25), which means, as Hudson (1996:32) says; "a language is larger than a dialect. That is, a variety called a language contains more items than one called a dialect". Dialects are considered to be sub categories of a language. So, if we take English as a language, we can find different dialects of it, such as: Cockney, Yorkshire …. etc.

Dialects of a language are different from each other in term of grammar, lexis and pronunciation, and they can be divided into two kinds; Regional and Social. The former are studied by dialectologists, dialectal

diversity develops when people are separated from each other geographically; regional dialects reveal where we come from, whereas the latter, social dialects, are spoken by a particular social stratum or ethnic group. A social dialect is characterized by its restricted use, nevertheless, the social code can be a symbol of group affiliation and ethnic identity, and in other words, speakers choose consciously their own dialect in order to display their belonging and membership. In the USA, the majority of black speakers tend to use the black vernacular English (B.E.V) to exhibit their ethnic identity and pride.

A language is a collection of mutually intelligible dialects. Such a definition characterises a dialect as a sub part of a language, and provides a criterion for distinguishing language and dialect. It means that, if two speakers can understand each other then they are speaking dialects of the same language, and if they cannot understand each other, then they are speaking different languages. This is what has been termed mutual intelligibility. At first sight, it doesn't satisfy the ability of communication, take for example the Scandinavian languages: Norwegian, Swedish, and Danish. These are usually regarded as different languages, in other words, standard languages to distinct states, which means that they are all autonomous. However, speakers of these three languages can understand and communicate freely with each other, but in spite of this mutual intelligibility, it would not make sense to say that Norwegian, Swedish and Danish are really the same language, this would constitute a direct contraction of the political and cultural facts, i.e. linguistically Norwegian, Swedish and Danish are the same language, but politically and culturally they are three different languages.

On the other hand, the non-standard dialects of Germany, Australia and German-speaking Switzerland are all heteronomous with respect to standard German, i.e. they are all varieties of the same language, but they

are mutually unintelligible. Trudgill (2000:4) says in this respect: The criterions of "mutual intelligibility", and other purely linguistic criteria are, therefore, of less importance in the use of the terms language and dialect and they are political and cultural factors, of which the two most important are: autonomy and heteronomy. So, autonomy and heteronomy are the result of political and cultural factors rather than linguistic ones. It has been said that: "a language is a dialect with an army and a navy" (Chambers and Trudgill 2002:12). This claim, as Chambers and Trudgill say, stresses the political factors that lie behind linguistic autonomy. And the process of standardization may explain such things as linguistic versus socio-political considerations.

The other contrast between language and dialect, is that a language is more prestigious that than a dialect. A dialect is popularly considered to be "a substandard, low-status, often rustic form of a language." (Chambers and Trudgill 2002:3). For most people, the level of prestige a variety has is dependent on whether it is used in formal writing. Varieties which are unwritten are commonly referred to as dialects, whereas those used in written form are considered to be 'the proper language'[1]. Standard English for example, is only a dialect among other dialects as it differs grammatically and lexically from other varieties of English. So, it is important to note that this variety has no linguistic prestige over others; the selection of a given variety depends on social, not linguistic factors. Trudgill (2000:8-9) asserts the following: The scientific study of language has convinced scholars that *all* languages, and correspondingly *all* dialects, are equally "good" as linguistic systems. All varieties of a language are structured, complex, and rule-governed systems which are wholly adequate for the needs of

[1] Hudson suggests that the variety of a language that we refer to as 'proper language' is a standard language. Web article: < www.squidoo.com/language and dialect.> accessed on December 15th 2010.

their speakers. It follows that value judgments concerning the correctness and purity of linguistic varieties are *social* rather than linguistic.

To avoid the problem of drawing a distinction between language and dialect, and to avoid negative attitudes to the term dialect, sociolinguists have chosen the use of the neutral term 'variety' to refer to the two, and to different manifestations of language. Holmes (2001:6) says that the term 'variety' "is linguistically neutral and covers all the different realizations of the abstract concept 'language' in different social contexts." Among language varieties that share different characteristics, we can mention: accent which marks the way in which people pronounce when they speak, since everybody speaks with an accent. So accent refers to the phonology of a given dialect, it consists of a way of pronouncing a variety. When we speak, we cannot avoid giving our listeners clues about our origins and the sort of person we are. Our speech generally shows where we come from, and what sort of background we have. Language can also reveals from which group or community we refer to. The language used by a group of people shows differences in phonology, grammar and lexis from another language's group.

This group is called a speech community.

1.4 THE SPEECH COMMUNITY

Sociolinguistics as a huge field deals with different varieties of language, and the speech community is one of its fertile fields of research. Many debates arose about this latter; we can first say that a speech community is a group of people who speak the same language which differentiates that group from others. Moreover, a speech community, as Trudgill (2000:126) says, "is a community of speakers who share the same verbal repertoire, and who also share the same norms for linguistic behavior".

The study of the speech community has drawn the interest of many linguists who give varied, i.e. do not agree, about the exact definition of

"speech community". We can start with a definition put forward by John Lyons as a simple one: "all people who use a given language or dialect." (1970:326)[2]. According to such a definition, all the Arab countries are considered to belong to the same speech community as they share and use the same language. Corder (1973:53) states that: "A speech community is made up of individuals who regard themselves as speaking the same language."[3] But as Dendane (2007:29) says: In sociolinguistic terms, we cannot speak of a speech community when its members have virtually no 'direct' or 'indirect' contact, as they do not communicate with each other. Bloomfield's definition in 1933 focuses on the frequency of social interaction: "A speech community is a group of people who interact by means of speech." interestingly, Hymes later claims that a speech community is: "The definition of situations in which, and identities through which, interaction occurs is decisive." (1974:47)

Some linguists have regarded the speech community as a homogeneous entity. Hockett (1958:8), for instance, equates speech community with a single language, stating that: "Each language defines a speech community"4. This type of definition ignores some of the facts, that it is impossible to define the speech community on purely linguistic terms, especially when the social aspects of language are being considered. This is why, as Labov, (1972:158) argues, A speech community cannot be solely conceived as a group of speakers who all use the same linguistic forms, but rather as a group who share the same norms in regard to language. This is perhaps one of the most accurate definitions of speech community offered by William Labov.

[2] Quoted in Hudson, (1996:24).
[3] Quoted in: http://courses.essex.ac.uk/lg/lg232/SpeechComDefs.html. Accessed on: 12/09/2010.
[4] Quoted in Hudson, (1996:24).

Emphasizing interaction, Gumperz (1968:114) states that a speech community is:

> **[…] an aggregate characterized by regular and frequent interaction by means of a shared body of verbal signs and set off from similar aggregates by significant differences in language usage.**

Such definition seems more appropriate, assuming a shared set of grammatical rules, and also Gumperz in this definition argues for regular relationship between language use and social structure. Similarly, Romaine (2000:23) states that: "A speech community is a group of people who do not necessarily share the same language, but share a set of norms and rules for the use of language". Hudson (1996:27) writes: How do we evaluate these different definitions? One answer, of course, is that they are all 'correct', since each of them allows us to define a set of people who have something in common linguistically-a language or dialect, interaction by means of speech, a given range of varieties and rules for using them, a given range of attitudes to varieties and items.

Based on what Hudson has stated above, we may combine many definitions to get a suitable view of the speech community under investigation. The definition given by Fasold (1990:42) may apply to the community of Mecheria's adolescent:

People alter their norms for speech behavior to conform to the appropriate speech community, by adding, subtracting, and substituting rules of communicative behavior.

1.5 THE ALGERIAN LINGUISTIC PROFILE

Algeria is considered as a complex multilingual country, a complexity that lies in the presence of three languages, the existence of which is due to many factors, historical, socio-cultural and political ones. For a long time, Algeria was considered to be an interest of many invaders mentioned for instance, the French settlement, the Spanish, the Turkish….all have left certainly a great impact on its linguistic situation. The first language of North Africans was Berber. According to some historians, the indigenous people of the area were the Berbers who lived here for more than 4000 years. The introduction of the Arabic language by the Arab invaders in the mid 7th century was a great event as Islam and Arabic were introduced to North Africa in general and to Algeria in particular.

Algeria today defines itself as part of the Arabic and Muslim world and states that Arabic is the national and official language of the country. However, in spite of the profound impact of the introduction of Islam and Arabic in the country, some areas maintained their Berber vernaculars and continue to be used. The major Berber varieties are Kabylian, spoken in Kabylie mountains: the Kabyles represent the largest group of Berber; the Chaoui in the Aures range, and the Mzabi in the south. The Berber language represents a minority in Algeria as it is only spoken by about 15% of the Algerian population. It has been recognized as a national language by a constitutional amendment since May 2002 due to a strong social demand for that, and there is still a demand from Berbers to assert their existence as a distinct ethnic group.

Arabic appears in three forms which fulfill different sets of function: CA, the language of the Quran; MSA, a simplified version of the former is used in formal situations, generally associated with media and

school enterprise; and Algerian Arabic in the form of a wide range of mutually intelligible geographical dialects restricted to informal contexts used spontaneously by the Algerian speakers to communicate. This situation and the relationship between MSA and its colloquial dialects is called diglossia by sociolinguists, a complex and intricate situation that will be discussed in detail in this chapter. To have a complete image about the linguistic situation in Algeria, it is necessary to throw light on the most striking event that left a great impact on the Algerian society; it is the French colonization of the territory. Although the French language has no official status in Algeria today, it is so widespread that you can hear everywhere in the country. French is also used in scientific and business university courses, regarded as the language of science and technology.

Even after independence, French continued to be used for about ten years in education to teach all subjects (Arabic was taught as a 2nd language). However, the process of Arabisation started to be applied (1971). Soon, French started to be taught as a 2nd language. At first the ministry decided to teach the French language as a subject from the fourth year of the primary level. However, recently it began to be taught from the second year, almost as early as children are taught MSA. So with the existence of at least three languages, Algeria is then considered as a multilingual country. We have said that the relationship between these codes can lead to a diglossic situation (MSA and AA), and it can also lead to a bilingual one (Arabic and French, or Berber and French) Any discussion of Arabic linguistic situation will be incomplete without mentioning diglossia.

1.5.1 DIGLOSSIA

The term diglossia refers to the existence of two varieties of the same language, used under different conditions. The term was first introduced by the French linguist William Marçais (1930) to describe the situation of the Arab world though he did not mention the specialization function of each variety. Two decades later (1959), Ferguson was the first to introduce it in the English literature on sociolinguistics. He (1972:232) defines diglossia as: "Two varieties of the same language exist side by side throughout the community, with each having a definite role to play", in order to describe the situation found in four places: Greece, Switzerland, the Arabic speaking world in general and the Island of Haiti. In all these societies, there is the existence of two distinct varieties of the same language used under different conditions, in which one is used only on formal occasions, while the other is used in informal situations. The two varieties are called high and low, or standard and vernacular. Wardhaugh (2006:89) describes diglossia as follows: A *diglossic* situation exists in a society when it has two distinct codes which show clear functional separation; that is, one code is employed in one set of circumstances and the other in an entirely different set.

In Algeria, the Arabic language is the national and official language, and it usually appears in its two forms: Classical Arabic or MSA which is a simpler and easier form of it, and dialectal Arabic. MSA prevails in all situations of an official or formal setting; it is theoretically the language of the educational system, administrative institutions, the media, and writing in general. Dialectal Arabic is used in the acts of every day communication. This distinction might be explained by the fact that MSA is defined as a language of prestige, seen as more logical and more beautiful than AA which is perceived as a language of lesser prestige.

Freeman (1996) says in this respect: An important component of diglossia is that the speakers have the personal perception that the High variety is the "real" language and that the Low variety is "incorrect" usage. In Arabic people talk about the High variety as being "pure" Arabic and the dialects as being corrupt forms. The H and L varieties differ from each other as Romaine (1994:46) says:

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

Diglossia could also characterize countries of western Europe (monolingual countries), and to refer to such a situation Trudgill (1986) used the term: standard-with-dialect situation as opposed to diglossic situation. The code choice is made by the speakers in terms of level of formality. The difference between diglossic and standard-with-dialect situations is that in the Arab countries the high variety is never acquired as a mother tongue by any portion of the community, it is only learned in the process of schooling. In contrast, standard English or French are acquired as a mother tongue by a number of people. In his original definition of diglossia, Ferguson said that the two varieties are in complementary distribution. However, in some cases we mix the low variety with the high variety, for example when talking about religious facts or matters, as we are obliged to use some high variety items that have no equivalents in the low variety. Linguists agree that the high variety has grammatical categories and an inflectional system of nouns and verbs which are reduced or absent in the low variety. Wardhaugh (2006:91) says in this respect: The low variety often shows a tendency to borrow learned words from the high variety, particularly when speakers try to use the low variety in more formal ways. The result is a certain admixture of high vocabulary into the low. This

matter has led many Arabic speakers to use CA or MSA in a spontaneous way.

In this case we can say that diglossia is not a stable phenomenon as noticed by Ferguson in 1959, and Ferguson himself has argued on the weaknesses of his original article in his recent one 'Diglossia revisited' (1991). The term diglossia is used to express a bilingual situation whenever two varieties are related, i.e. belonging to the same language. However, Fishman (1967) extended the term and the scope of diglossia to cover situations where the high and low varieties are genetically unrelated. He refers to Paraguay as an example of a diglossic community, although the high and low varieties are: Spanish and Guarani, an Indian language, totally unrelated to Spanish. Romaine (1994:48) states that: "The notion of diglossia is also extended to include more than two varieties or languages which participate in such a functional relationship". Algeria represents not only the case of classical diglossia, but also a good instance of extended diglossia, as French is used as a high variety in some faculties and scientific streams along with the Algerian Arabic as a low variety.

Fishman (1967) distinguishes between four situations: diglossia with bilingualism, which means two different languages that are genetically unrelated used for different functions. An example of this situation is the use of French and AA in Algeria as mentioned above. The second situation is diglossia without bilingualism, a case of classical diglossia, meaning the use of two varieties of the same language with the specification of functions for each variety. The third situation is bilingualism without diglossia. In this case, there is the use of two different languages without separate functions. And the fourth situation is neither diglossia nor bilingualism, which means that only one language is used (monolingual communities), a situation that is rarely found.

In Algeria, with the existence of more than one code due to colonization, the linguistic situation becomes more complicated as the Algerian speakers switch from one language to another (French and Arabic), or mix the two languages at the same time. Such a phenomenon is a speech behaviour that has led to an intricate Algerian situation occurring as an outcome of language contact.

1.5.2 LANGUAGE CONTACT

During the last few decades, sociolinguists have made great advancement in the field of contact linguistics, since languages in contact have always been an interesting domain in the field of linguistic investigation. The book of Weinreich in 1953 '*Language in contact*' is considered as pioneering in the field. Language contact has always been recognized by sociolinguists as the outcome of socio-cultural factors resulting from wars, colonization, migration, slavery and globalization. When speakers of different linguistic systems interact with each other, it is obvious that these languages influence each other. Speakers of one language may be influenced by the other language by introducing to it new features or words, a process called borrowing. For example in Algeria, and after a hundred and thirty two years of French colonization, the French language is today commonly used by the Algerian people and in a spontaneous way, sometimes the Algerian speakers use French without even knowing that they are speaking French. This is due to the great number of French loanwords that have entered Algerian Arabic. Language contact can also cover many phenomena such as bilingualism and code switching.

1.5.3 BILINGUALISM

Bilingualism is a sociolinguistic phenomenon considered as the major outcome of language contact. It refers to the existence and use of two verbal codes or more. It can refer to either the language use or the competence of an individual, or to the language situation in an entire nation or society. In 1980, Fishman distinguishes between bilingualism as an individual phenomenon and as a societal one. The former, individual bilingualism or bilinguality , refers to the ability to alternate between two or more codes in day-today interaction. Bilinguality, therefore, is the psychological state of an individual who has access to more than one linguistic code as a means of social communication. So it concerns the ability of individuals to perform and behave linguistically in more than one code depending on the individual's level of education, interest and motivation.

Being bilingual does not imply complete mastery of the two languages, so we can distinguish between balanced bilinguals, i.e. those who use both their languages equally and equally well in all contexts, while unbalanced bilinguals, do not have the same competence in both languages, that is, those whose competence is higher in one language than in the other. Individual bilinguals can also be classified as being active bilinguals or passive ones, be they active through speaking and writing or passive through listening and reading. Societal bilingualism or multilingualism is characterized by a group of people or a community or a particular region, and is created by contextual factors such as international migration, colonization, and the spread of international languages. As already mentioned, Algeria is characterized by Arabic-French bilingualism. The French language has been deeply rooted in the Algerian society as a

consequence of the French colonization of the country that lasted more than a century. At the macro-level, that is society, bilingualism in Algeria is not homogeneous since not all the population is bilingual. Some areas are monolingual, whereas others, especially in the Northern part of the country, are bilinguals or multilingual. Moving to micro level, individual bilinguals can be considered in terms of active and passive. Many Algerians, especially educated ones, are active bilinguals that are they have an active ability in productive and receptive skills as they can speak and understand French. Others (old or uneducated people) however, are passive bilinguals since only their receptive skills are relatively developed, that is they understand French but do not speak it. What is noticeable in the Algerian community is the high use of French language by old generation speakers rather than the young one, and here we can say that the variable of age plays a very important role in the use of language among Algerian speakers. The reason behind such a fact is that the old generation were taught in French schools. This is why they prefer to read French newspapers or listen to news or programmes in French, whereas the young generation who were educated during the process of arabisation are more likely to read Arabic rather than French.

French has had a deep impact in the Algerian community in spite of the process of Arabisation; it is still read and spoken by many educated Algerians, and even non-educated Algerians. Many bilingual people, if not all, mix the two languages within their speech or in a conversation, a behavior that had led to a complex phenomenon called code switching.

1.5.4 CODE SWITCHING

Most speech communities have more than one code and this is due to many factors being historical and socio-economic one. We can mention for

instance colonization and migration which led to language contact. As a result, most speakers of these bilingual communities switch from one language to another. This alternative use of two or more codes is called code switching. The contact between languages may have great impact on the linguistic behaviour of a speech community. Algeria provides a good example of such a situation. The alternation is usually between Arabic (or Berber in some areas) and French, as Algerian speakers adopted the French language after a long time of French colonization and mix it with the local variety.

The phenomenon of code switching has attracted the attention of many scholars and thus was studied from different perspectives. The term was given different definitions, and as a simple one we can mention the definition given by Myers-Scotton (1993: vii) which sees it as: "the use of two or more languages in the same conversation". The switch can be in the same conversation, but also in the same utterance. However, certain circumstances or rules have to be taken into consideration. Hudson (1996: 51) explains the point as follows: Anyone who speaks more than one language chooses between them according to circumstances, the first considerations; of course, is which language will be comprehensible to the person addressed; generally speaking, speakers choose a language which the other person can understand. The Blom and Gumperz's work (1972) on *Social meaning in linguistic structures* is considered to be the starting point in the study of code switching. In their work, Blom and Gumperz have distinguished two types of code switching: 'situational code switching' and 'metaphorical code switching'. The former refers to the use of different codes in different situations, one code is used in a particular setting and the other in an entirely different one, because as Hudson (1996: 52) says, "The

switches between languages always coincide with changes from one external situation to another".

In Algeria for example, CA or MSA are used in the mosque while French is used in the university in a medical lecture. So the choice of language here is specified by the setting. Language choice is also controlled by social rules which the individuals learn from their daily linguistic behaviour. On the other hand, metaphorical code switching relies on the use of two languages within a single social setting; here, as Hudson (1996: 23) says, "it is the choice of language that determines the situation". Algerian speakers may use French to talk about a computer program, and then switch to AA to discuss a football match. Almost every language shows influence of other languages due to language contact. Speakers of two languages mix the two in the same speech, and this may be seen most clearly in countries where colonization left a deep influence by imposing its language as is the case in Algeria where the French language has been deeply rooted in the community. In AA, the influence that can be found is for example the Arabic inflection that can be added to the French verb, saying for instance [suprimit] *'I have deleted it'*, or [suprimiti, suprimitou?] *'have you deleted'*; the French verbal root is conjugated with an Arabic inflection.

Depending on cultural background and language attitude towards each language, speakers may prefer to use Arabic words instead of their French borrowed counterparts and vice versa. We may also add that this phenomenon of how someone speaks and what words or language they use and choose is often an indicator of their level of education and position in society.

1.6 YOUTH AS SOCIAL AGENTS OF LINGUISTIC INNOVATION

Adolescents are renowned as leaders of linguistic change since they are responsible for bringing linguistic innovations which are integrated into the general structure of the language gradually. In fact, youngsters are generally creative in terms of language use and are fond of borrowing new items from other languages. As a result, the language of younger generation in any society attracts the linguists' interest as a field of study in modern sociolinguistics. Thus, the language phenomenon that distinguishes this group of speakers may be regarded as a marker of linguistic change in progress (Milroy, 1992). When using their own language style, youth are often losing their respect among adults in society that is why they may, in most cases, avoid using their own style in public particularly with the old generation. As a matter of fact, Thurlow (2003: 50) supports this idea by saying that "adolescents are routinely misunderstood by adults and whose communicative power or capital is greatly reduced i.e., devalued or dismissed" .Language does not come out from the blue, young people are often influenced by a number of factors including songs, TV programmes, social media, sociocultural context... etc, in addition to their daily interaction which sometimes needs to be humourous to break the routine and appear different from others and sometimes to exclude the others from their conversations .As recent linguistic research on youth identity has revealed, young people as actors and subjects construct selves and others through multidimensional and interpenetrating discourses of ethnicity, language, gender, nation, race and culture. Through language, young people lay claim to multiple identity resources precisely because of adolescence's access to multiple linguistic and cultural resources by means

of worldwide media ... etc. It seems that adolescence in Mecheria, as well as other urban areas in Algeria, are continuously coining their own language serving distinct functions in their everyday activities. Secrecy, fun and identity construction are among the main factors pushing them to be independent.

Briefly, adolescence is responsible for the language change at almost all levels of language ranging from phonology to discourse analysis. Innovation among adolescence language has proved to be a fertile field for the development and the use of new words in interactional sociolinguistics.

1.7 CONCLUSION

The study of linguistic variation has always been an important aspect of linguistic research; it provides insights in historical, social, and geographical factors of language use in society.

When we talk about language variation, there is no doubt that we are referring to the ways language differs among individuals in a given speech community under a number of circumstances

This chapter as purely a theoretical phase of this research work has attempted first to define some key concepts such as language, dialect, innovation… etc. Besides, a particular interest was given to language variation and change in accordance with extra linguistic dimensions (such as age, gender, social class and interaction).

Chapter Two

Chapter Two

2.1 Introduction

After surveying the theoretical context of the research, the emphasis is rotated towards the methodological issues in the present chapter. This later tries to provide a detailed description of the research area and the relevant aspects in undertaking this study. This section intends to give a rough presentation of the primary sources used in the current investigation, as well as to reveal the methodology applied in this piece of research. The general design of the study, the research tools employed, procedures of data collection and a discussion of the findings are all enclosed in the present chapter.

2.2 Research Methodology and Backgrounds

Research is a way of finding out answers to questions. The present research is undertaken as a trial to check the presence of innovations among adolescents in Mecheria Speech Community; precisely at the Hamidet Secondary School. The selected sample is the third-year secondary school students who were given a questionnaire and a word list to fill in. Added to that, the data are gathered by means of quantitative and qualitative methods performed by collecting data, classifying, analysing and then interpreting them.

2.3 Instrumentation

For the sake of obtaining answers to our research questions, the data needed are collected by means of a questionnaire and a word list which are used to elicit data explicitly from the informants.

2.3.1 Questionnaire

Questionnaires are traditional methods used by former dialectologists, and are still employed nowadays. They consist of less adjustable, but more rapid and direct structured questions which required brief answers. In other words, questionnaires are “printed forms for data collection, which contain questions or statements to which the subject is expected to respond, often anonymously” (Seliger & Shohamy, 1989:172). The researchers, besides, tried to meet the following quotation: “the method is...applicable only if the investigator has in

mind extremely clear goals that have been well formulated in advance" (Milroy and Gordon, 2003: 57). In this study, a questionnaire was devised to gather responses from a large sample of sixty students. The questionnaire was originally written in English. The wording and question formats used in the questionnaire were kept as simple and consistent as possible in order to avoid any kind of misunderstanding or confusion. The questionnaire, in fact, was a mixture of open-ended and close-ended questions. In the first part, the questionnaire ought to get preliminary information about the participants themselves (age and gender). The participants were required to answer by picking up the appropriate answer from a series of choices as in the fifth and seventh questions. Some questions needed to be answered with the participants' own words in order to give their opinions or to explain their choices as in questions number 8 and 10. (See appendix 1)

2.3.2 Word List

In order to interpret the data both quantitatively and qualitatively, a list of words has been given to the same sample of informants. The purpose was to gather the similar and the different lexical items and so that to assume the extent of using the lexicon as well as to discover on what ground the linguistic change plays. The word list comprises one page and contains ten words which constitute the possible major topics that adolescents discuss in their daily interactions. Informants were given the choice to answer either in Arabic or French (see appendix2). The words were written in English but an example of each word from Arabic was provided.

2.4 Participants' Characteristics

For methodological clarity and research accuracy in our try to address the issue of innovations in adolescents' speech, the sample were limited to a micro level category. In order to examine the research questions, 60 Participants were selected randomly and two main reasons have affected the decision of selecting such a category of students. First, they are fairly accessible and representative community of Secondary School students because they have been in contact with Arabic and French for a long time. Second, these students are chosen because they interact in Arabic, French and English in order to see the influence of these languages on their daily speech styles, and their opinions should be taken into consideration.

The sampling, 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".

2.5 Data Collection

Methods Data collection is a critical step in any scientific study. To do so, two research methods are adopted by the researchers, namely quantitative and qualitative research dichotomies.

2.6 Data Analysis and Interpretation

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

2.6.1 Questionnaire Analysis and Interpretation

Question 1: The respondents were asked to precise their gender where thirty (30) males and thirty (30) females were chosen to answer the following questions in order to represent the whole population.

Question 2: The participants were asked to give their age. Most of them are aged between 16 and 19 years old. However, among third year students there exist four adults and they have participated in the questionnaire. The following figure clarifies the findings:

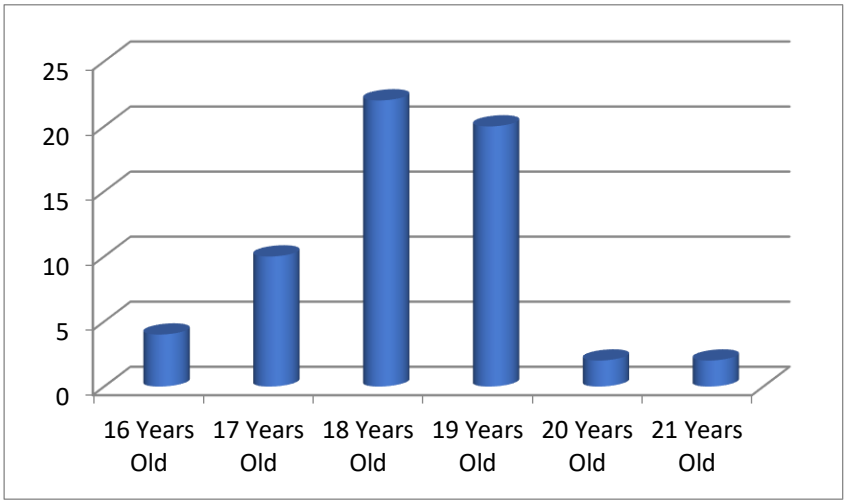


FIGURE 1: Informants' Age

The dominant age among the respondents was 18 years old since they are Secondary third year students.

Question 3: Do you think the old and young people speak alike?

Yes	**97 %**
No	**3 %**
	100 %

Table 1: Youth Awareness of Speech Difference between Old and Young People.

The third question was asked to check the awareness of the youth concerning speech style differentiation between their generation and the old generation. The answers, which are represented in figure 3.7.2, reveal that 97% are aware of that difference while only 3% are not among both genders.

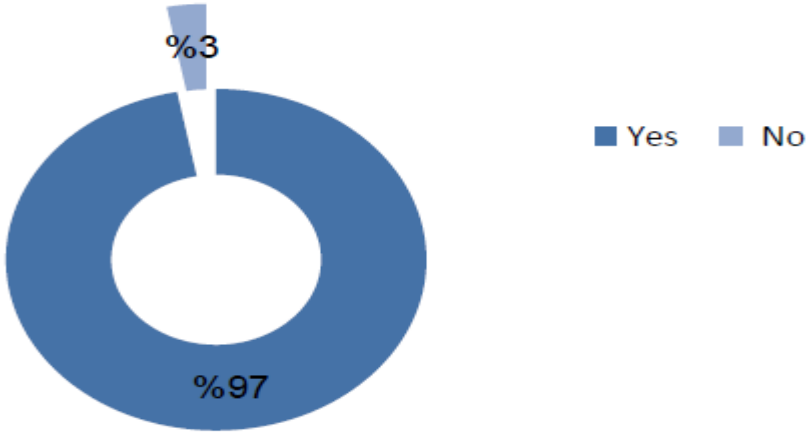


FIGURE 2: Youth Awareness of Speech Difference between Old and Young People

Question 4: In your everyday speech, do you use new terms or expressions?

This question was asked to verify if the innovated words are part of the informants' everyday speech.

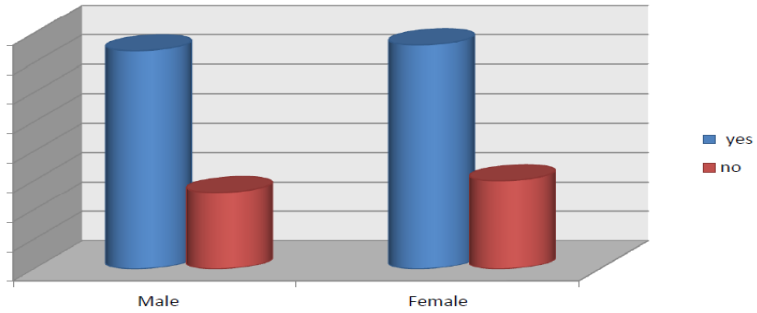


FIGURE 3: Youth Use of Innovated Words /Expressions according to Gender

Question 5: Why do you use new words?

In this question, the researcher seek to know the reason behind the use of the new words. The participants said that they want to break the routine of the traditional use of language and to be humorous as well. However, others use these words to look different or it is an effect of globalization. Only 12 of them use innovations to sound fashionable while other 8 adolescents had the reason to imitate each other. Almost all of them choose more than one answer. In addition, 4 participants give other reasons as the following:

- . The habit to use them.
- . As not to be understood.
- . These words are more expressive.

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

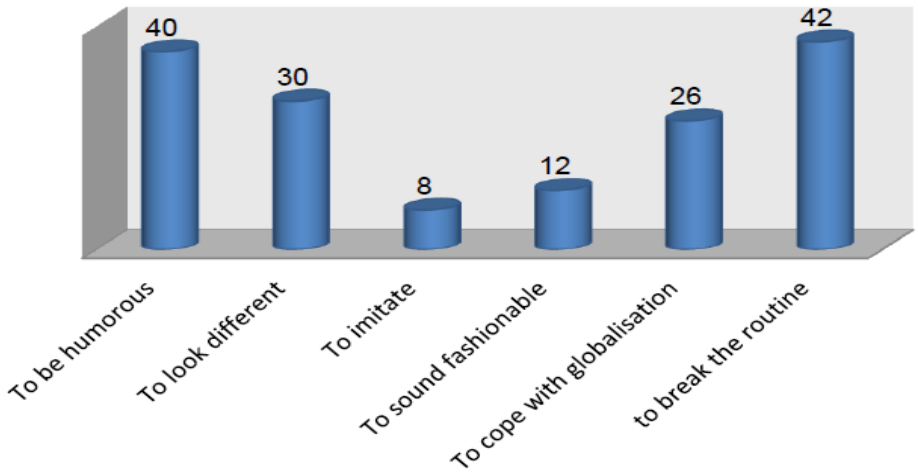
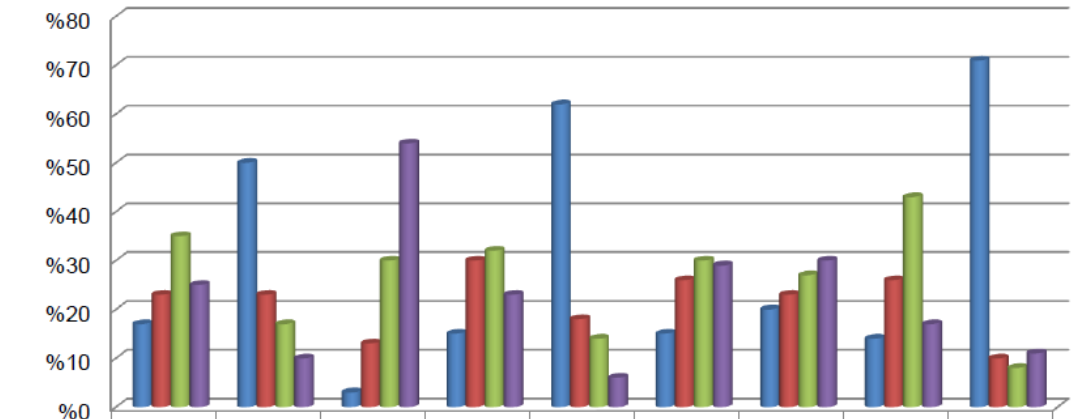


FIGURE 4: Youth Reasons for Innovation

Question 6: How often do you use new words in each of the following situations?

This question was asked in order to know where, when and with whom Mecheria's youth use the new words in their daily interaction. Our informants (35%) use often new words at home with siblings and other teenagers. However, 50% of them never use these words at home with adults including parents. Yet, 54% of them use always innovated words at School with friends and peers. At social gatherings such as parties, movies... etc new created words are often used.

Moreover, it is found that the answers of both males and females are closely similar.



	At home with siblings and other teenagers	At home with adults; including parents	At university only with friends	At social gatherings	with people I do not know	Only interacting with girls	Only interacting with boys	With both boys and girls	Formal situations
Never	%17	%50	%3	%15	%62	%15	%20	%14	%71
Seldom	%23	%23	%13	%30	%18	%26	%23	%26	%10
Often	%35	%17	%30	%32	%14	%30	%27	%43	%8
Always	%25	%10	%54	%23	%6	%29	%30	%17	%11

FIGURE 5: Youth Use of Innovation in Different Situations

Question 7: Where do new words come from?

The informants were allowed to choose more than one answer and site if any other language helps them to coin a new word.

Language	Percentage
Arabic	74%
French	64%
English	44%
Others	15%

Table 2: Respondents' Answers about Languages Used for Innovation

As far as the seventh question is concerned, it looked for the languages that help the youth to coin new words. In other words, the languages that provide them with these words; our aim was to find out if these words are their own invention or have an etymology

According to the informants' answers, the source language for the innovation is Arabic with 38%, French32%then English22%.

The participants were allowed to put any other language that inspired them to innovate. Some of the respondents added Spanish, German and Berber languages.

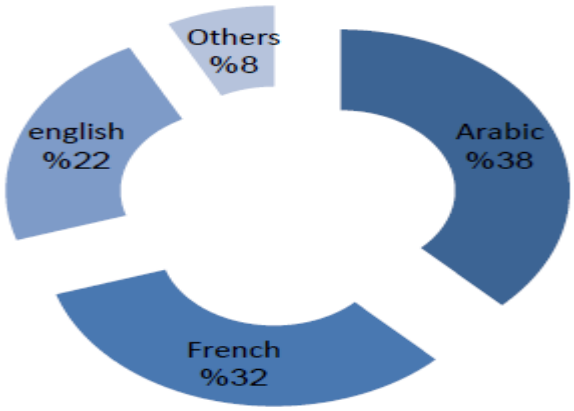


FIGURE 6: The Languages that offer Youth with Innovations

Question 8: Do social networks help in creating new words?

Answers	Percentage
Yes	85 %
No	15 %

Table 3: The Effect of Social Networks on Youth Innovations

The intention behind this question was to check if the social media play a role in changing the youth language. In accordance with that, 85% of the informants consider that social networks help in innovating these words and only 15% answered negatively.

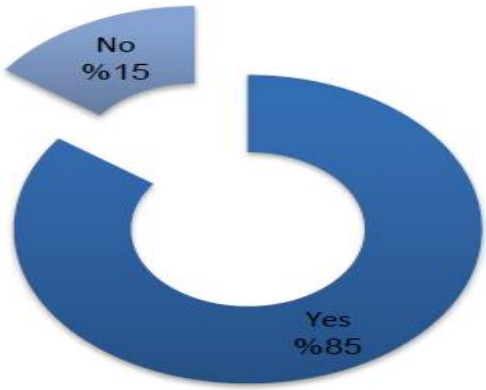


FIGURE 7: Youth's View of the Effect of Social Networks

The 85% participants who said Yes explained that when using these networks including Facebook, Twitter... etc, they do not need to be formal so they can coin new and expressive words and use them; others said that different cultures, different dialects and speech styles can influence the way they speak and make them memorise and use them again especially if these words were funny. Some participant's added that being part of Facebook pages or groups makes them creative persons. In addition, funny comments in humour pages on Facebook is another way to use these words and mostly all of them agree that social media help in the spreading of the new used words.

Question 9: To which degree have you learnt new words from each of the following?

	To a large degree	**To a moderate degree**	**To a small degree**	**No degree**	
Your friends /peers	70%	18%	12%	0%	100%
Your siblings (brothers & sisters)	18%	24%	38%	20%	100%
Your parents	10%	12%	20%	58%	100%
Reading magazines and newspapers	20%	27%	35%	18%	100%
Television	40%	33%	21%	06%	100%
Listening to radio and music	42%	24%	25%	09%	100%
Social networks	73%	15%	10%	02%	100%

Table 4: Youth Degrees of Learning New Words

This question was asked to know the principal means that lead to innovations i.e., from where youngsters learn these new words. Both genders had nearly the same answers and the first source for innovation for them is social networks 73%, after that, come friends and peers with 70%. Music and radio are a source of innovation for 42%. However, 58% claims that they do not learn these words from their parents and 20% learn it with a large degree from their parents. Moreover, others (38%) learn these words to a small degree from their sibling. It is worth mentioning that, this question is of multiple-choice type.

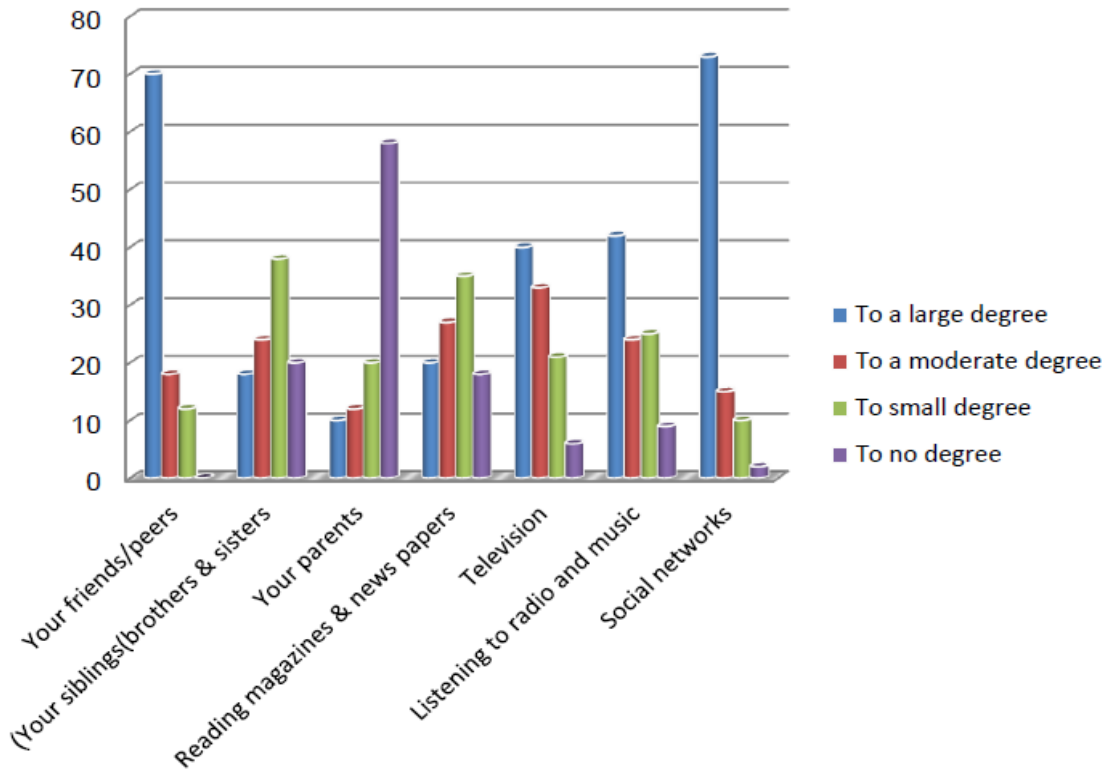


FIGURE 8: YOUTH SOURCES OF INNOVATION

Question 10: Are there any additional comments you want to add concerning new words used by your generation?

In this question, it was wanted from the informants to provide any additional comments about the topic or any extra information the researchers missed to mention in the questionnaire. Yet, not all the informants gave a comment. Some students commented on the diffusion of these words because for them some people think that these words are seen as taboo since these words have a limited use. Other respondents said the contrary and it is a sign of modernity and an effect of globalization. One participant also saw that these words are more expressive and make the conversation funny. An interesting comment talked about the threat to the language. Another participant asked which language they will transmit to the next generation. Some others saw that it is impolite to use these words with parents since only teenagers can understand them. Some informants added the influence of the internet and its negative effect on the emergence of these words. On the one hand, for some these new words mostly come from Rai music and they are vulgar, so often impolite or misused. On the other hand, for others these words are useful and they express their real

feelings also they add humour to their speech. Another girl found them cool and enjoys uttering these words.

2.6.2 The Word List Analysis and Interpretation

A list of words has been handed to the same informants; the idea was to gather different lexical items so as to see to which level Mecheria's adolescents use those new words.

The word list consists often frequently used words. Both genders gave a list of words used in their daily conversations. Moreover, some of them give the same words which mean that many words are repeatedly used. However, some others did not answer and others write the words that were given to them as examples. The following tables show these new words:

Word	Suggested word	Informants' suggestions
Feel tired	[fiʃles]	[kamla], [fibles], [kaw]
I do not have money	[ħaţba]	[mmızra], [ħæzaqa], [mʃoumra], [makanʃ maqla].
Beautiful girl	[ħabba]	[zalla], [annʊʃa], [papıʃa], [baʕıţa], [top], [marka], [morsʊ]
Well dressed	[artist]	[annʊʃ], [bogos], [ħaţţa], [kor w dıkor], [fılm], [bni:n].
Curious person	[nesnæs]	[parabol], [baqqæq], [qarʕæʒ]
Money	[tıkı]	[bazra], [swarad], [doro], [ʃkara], [hala], [kamʊn], [ţorıro], [ħabbæt], [ʂarf].
Meet on Facebook [nfeisbʊki]	[nfeisbʊki]	[nconectı], [nʃatı].
Old fashioned and narrowminded	[ħabes]	[msanţaħ], [meblokı], [meskotʃı], [mballaʕ], [kavı], [gallıţ].
Rich person	[ʃarika]	[mrajeʃ], [mbazzer], [dawla], [bonka].
Your friend	[ʃriki]	[nossı], [ʃrıktı], [ħbıbtı], [amıgo]

Table 5: Females' Answers

Word	Suggested word	Informants' suggestions
Feel tired	[fɪʃles]	[maranɪʃ nzʊmɪ], [fatɪgɪ], [kaw], [batrɪ fæbl]
I do not have money	[ħaʈba]	[lasaq], [mʃʊmar], [ħæzaq], [maqla], [wɪw], [3la la ʒont], [3la la ħafa]
Beautiful girl	[ħabba]	[zalla], [bomba], [sti:l], [karɪta], [χaʈɪra], [zabda], [morsʊ], [formaʒa].
Well dressed	[artist]	[annʊʃ], [kor w dɪkor], [fɪlm], [zazʊ], [bogos], [ħaʈʈa].
Curious person	[nesnæs]	[parabol], [baqqæq], [qarʕæʒ]
Money	[tiki]	[swalda], [ʈoro], [ħalwa], [ħabbæt], [ʂarf], [bazra]
Meet on Facebook	[nfeisbʊki]	[nconectɪ], [nʃatɪ]
Old fashioned and narrowminded	[ħabes]	[mballaʕ], [kavi], [bahlʊl], [baggær], [msantaħ], [ʈnaħ], [borriko]
Rich person	[ʃarika]	[mrajjaʃ], [mbazzer], [bʊkʊħala], [bonka], [ʕando ttiki], [mʊl ʃkara]
Your friend	[ʃriki]	[sadiqi], [mon bra darwa], [saħbi], [χʊja], [ħbibi]

Table 6: Males' Answers

2.7 Interpretation of the Findings

Taking into consideration informants' answers of the questionnaire and the word list, to summarise the findings through the interpretation of the analysed data in this section. Among the findings, the younger generation in Mecheria speech community plays a crucial role in language change as they are shifting and mixing different repertoires to come up with new words at a lexicosemantic level.

The majority of the youth informants use innovation in their daily interactions either for breaking the routine or for being humorous because being conservative in this globalized world is old fashioned, even in language. They

usually use these words for appearances and behaviours. So, they try to bring or coin new words to express what is in their minds.

In fact, these words do not come from the blue, but they are in a metaphorical way, in which the innovated word is associated with its meaning, the adolescents observe, associate and then coin the new word. For example, a well-dressed person is called by a number of adolescents [kor w dıkor]it is a French expression 'corps et décor' meaning 'body and decor' used metaphorically to mean 'body and clothes'; they associated the beauty of the decor with the beauty of the clothes of the person. Moreover, social media play a considerable role in promoting the spread of these innovated words among members of the society. Furthermore, the technological revolution enriches adolescents language with different vocabularies e.g., [nʃati] 'to chat', [feisbɒki)]'to connect to facebook', [parabol] comes from the French word 'antenne parabolique' it used to mean a curious person 'satellite dish' in English ...etc.

The results have also shown that the use of these words is limited since the adolescents do not use these words with everyone. Nearly most of all use the innovated style only when interacting with friends and the majority never employ that kind of words in formal settings and with people whom they do not know; they frequently speak that language with boys and girls and at home with siblings.

To sum up, these words are not of prestigious value or of high structure but rather their main characteristic is the fondness of today's youth for uttering and expressing themselves through innovated words.

2.8 Conclusion

Through the previous pages in this chapter, the sample population under study was presented, and then an introduction of the instruments of research handled to collect the needed data .In addition, the focus was on both quantitative and qualitative methods as they are integrated in this study .As a outcome, we can say that many aspects and factors play a prominent role in language variation and change as adolescents express a certain awareness of which code to use in order to express their social identity and belonging.

General

Conclusion

General Conclusion

Sociolinguistic studies have always emphasized on how language varies from one region to another or even among persons or groups, and thus our aim in this investigation has been to examine sociolinguistic variation in the speech community of Mecheria. Following Labov approach (1966) to study the interaction between the social structure and the linguistic structure. Since language is part of any society, it is changeable and variable. Thus, language is affected, in one way or another, by social variables such as age, gender, social class...etc. The relationship between language and age is crucial so long as different aged people practice the same language differently leading to innovation and change.

The present study has examined a linguistic phenomenon named innovations in adolescents speech given that adolescents are associated with linguistic innovation and change, therefore, our investigation has led us to answer our questions stated earlier in this research work, which were circled on the linguistic behaviour of adolescents and their contributions to language change.

Our attempt was to describe youth language focusing on the new lexical items and to incorporate the findings of our study, as we have used two research tools: a questionnaire and a word list, for further research areas. The research work consists of two chapters: the first chapter is the theoretical part providing the literature of the present issue covering some linguistic aspects related to the debating point and the background of the actual linguistic composition of Algeria, in general, and Mecheria as our case study, in particular, in the hope to describe adolescents' repertoire. The second chapter is devoted to the practical steps of this research affording the different methods employed to analyse and interpret the data collected.

Based on the results obtained, this research permitted to provide some conclusive remarks. This study concludes that adolescents in Mecheria are linguistically innovative and they play a great role in the diffusion of these items and thus changing the language. The contact of several factors allows adolescents to be much more creative in their daily conversations.

Concerning the hypotheses, the first hypothesis is confirmed as most of our sample agrees that they want to be updated following the globalisation train

in addition to the fact that they want to be humourous, fashionable and independent from their parents' language. However, the second hypothesis does not fit what we have interpreted from the collected data since the use of those new coined words by young individuals go together with their psychological state as they utter them fluently as a sign of their integration. The third hypothesis corresponds with what has been found through the analysis in this current research; the social media play a great role in the spreading of those words and help in bringing new items to the language as well, which is obviously agreed on by many researchers and favoured by our sample too thanks to the technological revolution that we are living.

This dissertation has offered empirical, theoretical and methodological contributions to the study of language change and use among Mecherians adolescents. However, future research can enrich our understanding of linguistic behaviours and word innovations within Mecheria speech community. Student' language innovations are important in projecting a future linguistic portrait of Mecheria and there are several opportunities for future research. As for the word list, the research can be expanded to include other words or other topics in addition to the inclusion of adults' attitudes towards this linguistic situation and if they can accord easily with the young generation's speech style.

Bibliography

Chambers, J.K. (2003). Sociolinguistic Theory.2nd edition. Blackwell publishing LTD.

Chambers, J.K and Trudgill, P. (2004). *Dialectology.* 2nd Edition. Cambridge: Cambridge University Press.

Chambers, J.K , Trudguill. P and Schilling- Estes, N. (2004). *The Handbook of Language Variation and Change*. Oxford: Blackwell Publishing Ltd.

Chomsky, N. (1965). Aspects of the Theory of Syntax. Cambridge, MA: MIT Press.

Dendane, Z. (2007). Sociolinguistic Variation and Attitudes towards Language Behaviour in an Algerian Context. The Case of Tlemcen Arabic. Unpublished Doctorate Thesis. Oran University.

Fasold, R. W. (1990). The Sociolinguistics of Language. Oxford: Blackwell Publishing Ltd.

Ferguson, C.A. (1972). Language Structure and Language Use. Standford, CA: Standford University Press.

Gumperz, J.J. (1968). "The Speech Communiy". Giglioli, P. P. (1972). Language and Social Context. Harmondsworth, England: Penguin books. 219231.

Holmes, J. (2001). An Introduction to Sociolinguistics. 2nd edition. Longman: Pearson Education Ltd.

Hudson, R. A (1996). Sociolinguistics. 2nd Edition. Cambridge: Cambridge University Press.

Hymes, D. H (1974). Foundations in Sociolinguistics: An Ethnographic Approach. Philadelphia: University of Pennsylvania Press.

Labov, W. (1972a). Language in the Inner City: Studies in the Black English Vernacular. Philadelphia: University of Pennsylvania Press.

Lyons, J. (1970). New Horizon in Linguistics. Harmdsworth, England: Penguin Books.

Lyons, J. (1995). Linguistic Semantics: An Introduction. Cambridge University Press.

Marçais, Ph. (1930). The Arabic Dialects of Algeria. Encyclopaedia of Islam. 385-390.

Milroy and Gordon, (2003). Sociolinguistics: Method and Interpretation. Wiley, Jan 31, 2003

Myers-Scotton, C (1993). Social Motivations for Code Switching: Evidence from Africa. Oxfod: Clarendon Press.

Romaine, S. (1994). Language in Society: An Introduction. Oxford: Oxford University Press.

Romaine, S. (2000). 2nd edition. Language in Society: An Introduction to Sociolinguistics. Oxford:Oxford University Press.

Seliger & Shohamy, (1989). Second Language Research Methods: Oxford University Press.

Trudgill, P. (1986). Dialects in contact. Oxford: Blackwell Publishing.

Trudgill, P. (2000). Sociolinguistics: An Introduction to Language and Society. England. Clays Ltd., St Ives plc.

Trudgill, P. (2002). Sociolinguistic Variation and Change. Edinburgh: Edinburgh University Press Ltd.

Wardhaugh, R. (2006). An Introduction to Sociolinguistics. 5th Edition. Blackwell Publishing LTD.

Webliography

http://courses.essex.ac.uk/lg/lg232/SpeechComDefs.html. Accessed on: 12/09/2010.

Appendix 1

Questionnaire

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

1. Gender: Male ☐ Female ☐

2. Age: ☐

3. Do you think the old and young people speak alike?

   - Yes ☐
   - No ☐

4. In your everyday speech, Do you use new terms or expressions?

   - Yes ☐
   - No ☐

5. Why do you use new words?

   To be humorous..... ☐
   To look different ..... ☐
   To imitate ..... ☐
   To sound fashionable..... ☐
   To cope with globalisation..... ☐
   To break the routine..... ☐
   Other reasons.....

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

Where? When? With whom?	**Never**	**Seldom**	**Often**	**Always**
At home with siblings (brothers & sisters)and other Teenagers				
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 (job interveiws, mosques)				

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

- Arabic ☐
- French ☐
- English ☐
- Others …….

8. Do social networks help in creating new words?

- Yes ☐
- No ☐

If yes, how? ……

9. To which degree have you learnt new words from each of the following:

	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				

10. Comment:

Are there any additional comments you want to add concerning new words used by your generation?

.....

.....

.....

Appendix 2

Word List

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

1. Feel tired e.g., / fıchles /.

……
……

2. I do not have money e.g., /hatba/.

……
……

3. Beautiful girl e.g., /habba/.

……
……

4. Well dressed person e.g., /artist/.

……
……

5. Curious person e.g., / nesnes /.

……
……

6. Money e.g., / tiki /.

……
……

7. Meet on facebook e.g., /nfacebooki/.

……
……

8. Old fashioned and narrow-minded person.e.g., /habess/.

……
……

9. Rich person.e.g., /charika/.

……
……

10. Your friend.e.g., /chriki/.

……
……

الملخص
يسعى هذا العمل الى دراسة التغيرات اللغوية و تنوعها للشباب المشراوي و يعاين النتاجات اللغوية المبتكرة من طرف طالب السنة الثالثة ثانوي مع اخذ بعين الاعتبار العوامل التي تساعد هؤلاء الشباب على الابتكار اللغوي.
أستعمل في هذا العمل أداتي بحث: اسبيان و قائمة كلمات لاختبار صحة الفرضيات و قد أدلت النتائج الى أن شباب المشرية مبدع لغويا و يستعمل هذه التعابير بطريقة استراتيجية.

الكلمات المفتاحية: التغير اللغوي - االبتكارات اللغوية - لغة الشباب - ثنائية اللغة - تناوب أاللسن الكلمات المستعارة

.**Résumé**

Ce travail s'inscrit dans le domaine de la sociolinguistique traitant des variations et changements langagières. Plus précisément, il examine les innovations langagières et les motivations qui poussent ces jeunes locuteurs à adopter ces comportements langagiers . L'étude prend comme population des jeunes étudiants au lycée de Hamidet de Mecheria. Deux instruments de recherche ont été employés : un questionnaire et une liste des mots afin de tester les hypothèses. Les résultats montrent que les innovations langagières sont très présentent chez les jeunes locuteurs et que leurs usages sont stratégiques.

Mots Clés: Variation langagières - innovations - langue des jeunes bilinguisme - alternation des codes - emprunt.

Summary

The present work deals with the sociolinguistic study of language variation and change in Mecheria speech community. It puts into examination adolescents language innovations among Secondary third year students taking into consideration motivations leading to the phenomenon of innovation. Two research tools have been employed: a questionnaire and a word list in order to test the hypotheses. The findings show that Mecherians' adolescents are innovative and use such terms in a strategic way.

Keywords: language variation - innovations - youth language - bilingualism - code switching - borrowing