

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH



University Abdelhamid Ibn Badis – Mostaganem
Faculty of Letters and Arts
Department Of English

Title

**Language Innovation In Youth Speech
Mostaganem Speech Community**

Dissertation submitted in fulfillment of the requirements of Master's Degree in
Sociolinguistics and Gender Studies

Submitted by: REBITA Hayet

Supervisor: DR.AOUMEUR Hayat

Board of Examiners

Dr.AOUMEUR Hayat	Supervisor	University of Mostaganem
Ms.HIRECH Faiza	President	University of Mostaganem
Dr.BESTALI Leila	Examiner	University of Mostaganem

Academic year: 2016-2017

Dedications

I would like to dedicate this humble work to my Father and my Mother

My sisters: Ghania, Safia and Fatima Zohra

My Brothers: Samir and Mohamed

And to the memory of my uncle

Acknowledgments

This thesis could not have been completed without the help of my teacher and supervisor Dr Aoumeur, to whom I would like to express my sincere thanks. I am grateful for her encouragements and insightful advice throughout the completion of this work.

More personally ,a very loving thanks to my family for supporting me to my parents ,sisters and brothers for their great help I would also thank my colleagues , friends and all to those who have contributed to the achievement of this work .

Abstract

The present research work is an attempt to analyze language innovations among the youngsters in an Algerian context, and particularly in Mostaganem. It mainly emphasizes the semantic level's items used by both youth genders. Its main objective is to identify how young people invent new words and how these words contribute in language change. It also investigates the main reasons and motives which lead to such innovation and to its spread in a particular speech community. In order to test the hypothesis, a questionnaire has used as a collecting data method and it has been administrated to forty young people chosen randomly. Therefore, this research work shows that adolescence period plays a major role in linguistic innovations and young people show how much they are aware in selecting their words. In addition to the major role of media , social network , and globalization in the diffusion of such words and expressions .So , as a conclusion , « youth language » is a general term which includes language change and language varieties according to social , situational , personal and geographical variables .

Table of content

Dedications	I
Acknowledgments	II
Abstract	III
Table of content	IV
List of figures	VI
List of tables	VII
List of abbreviations	VIII
List of Arabic words	IX
General introduction	01
Chapter one: Literature review	
1.1. Introduction	03
1.2. Sociolinguistic orientation	03
1.3. Language vs. Dialect	04
1.4. Language change	06
1.5. Language variation	06
1.5.1. Linguistic variables	07
1.5.2. Social variables	08
1.5.2.1. Social class	08
1.5.2.2. Ethnicity	08
1.5.2.3. Age	09
1.5.2.4. Gender	09
1.6. Language attitude	10
1.7. Linguistic innovation	11
1.7.1. Neologism	11
1.7.2. Diffusion	12
1.8. Motives leading to innovation	12
1.8.1. Mass media	13
1.8.2. Globalization	13
1.8.3. Culture influence	14
1.9. Conclusion	14

Chapter two: the sociolinguistic situation of Algeria

2.1. Introduction	15
2.2. Algeria from a historical perspective	15
2.3. Algeria from a sociolinguistic perspective	15
2.3.1. Arabic	15
2.3.2. Berber	15
2.3.3. French	16
2.4. Algerian linguistic profile	17
2.4.1. Diglossia	18
2.4.2. Bilingualism	18
2.4.3. Code switching	19
2.4.4. Borrowing	20
2.5. Language change contributors	20
2.5.1. Youth as agent of linguistic innovation.....	20
2.5.2. Innovations in youth language.....	22
2.6. Mostaganem speech community.....	22
2.7. Conclusion	23

Chapter three: methodology, analysis, and interpretation

3.1. Introduction	24
3.2. Data collection method	24
3.2.1. Questionnaire	24
3.3. Description of the sample	24
3.4. Data analysis and interpretation.....	25
3.4.1. Questionnaire analysis and interpretation.....	25
3.5. Interpretation of the findings.....	35
3.6. Limitations of the study	36
3.7. Conclusion	36

GENERAL CONCLUSION	37
---------------------------------	----

BIBLIOGRAPHY	39
---------------------------	----

APPENDIX	41
-----------------------	----

List of figures

Figure 3.4.1: the participants' age

Figure 3.4.2: people awareness of the differences between old and young generation' speech

Figure 3.4.3: youth use of new words and expressions according to gender

Figure 3.4.4: reasons of youth linguistic innovation

Figure 3.4.5: participants' opinions of the impact of social network on youth innovation

Figure 3.4.6: youth use of innovated words in different situations

Figure: 3.4.6: the language that offer youth people with new words

Figure: 3.4.7: participants' situation of translation of new words

Figure 3.4.8: respondents' views about the threat of new words on Arabic language

Figure 3.4.8: the sources of youth innovation

Figure 3.4.9: acceptance of the new words in society

List of tables

Table 3 .7.1: people awareness of the differences between old and young generation' speech

Table 3.7.2: examples of the innovated words according to gender

Table 3.4.3: the effect of social network on coining new words

Table: 3.4.4: respondents' answers about the source language of the innovated words

Table 3.4.5: the degree of learning of new words by youngsters

Table 3.4.6: participants' views about the acceptance of the innovated words in society

List of abbreviations

AA: Algerian Arabic

CA: classical Arabic

MSA: modern standard Arabic

CS: code switching

List of Arabic words

/نبيبي/ :	To beep
/نافيقي/ :	To navigate
/فشلاس/ :	Weakness
/نسركل/ :	To circulate
/نفورماطي/ :	To format
/نشاتي/ :	To chat
/نفيسبوكي/ :	To connect
/مشتى/ :	Station
/غانم/ :	Name of a person
/مسك الغنائم/ :	The ancient name of Mostaganem

General introduction

General introduction

Sociolinguistics research has brought a major improvement in recent years; it has offered more exact description and more practical analysis of language in its social contexts .It studies language within society and the notions that result from social context of language .And each language has its uniqueness and it considered as a mirror of the society and people who use it. Through time, societies witness many and great changes in all domains, as a result, language influenced by these changes .Thanks to this change, new aspects are enter to this language and others are replaced or just disappear. Many studies have been conducted on this topic mostly by comparing the speech of the young people and old ones. Yet, the focus of the present work is on the young generation and adolescent's language innovation and the variables or factors that lead to this linguistic phenomenon .In addition to the reasons that push this generation to innovate.

Linguistic creativity in Mostaganem's youth speech is mainly related to social behavior which is most of the time a language with a rich lexicon. Likewise, particular attention is paid to the lexicon and semantic levels. This research work takes place in Mostaganem community taking members from facebook groups as a sample to shed light on the linguistic behavior of youth and their contributions to language change. Three research questions are raised as follows:

1. What is the role of the youth in language innovation? And how does this generation contribute in such phenomenon?
2. Why do the youth innovate in their speech create new terms?
3. What are the factors that lead youngsters to innovate?

In order to answer these questions, the following hypotheses were elaborated:

1. The impact of other cultures which push young people to use new words by code switching , borrowing or just replace words that are already exist by new ones as to seem prestigious .
2. Youngsters want to be updated so as to cope with today's globalized world.
3. Mass media, social network like facebook and twitter, and others are among the factors that lead to language innovations.

The form of this research work is structured as follows:

The first chapter provides a review of the relevant literature including sociolinguistics as a field of research, a distinction between language and dialect with their definitions, talking about language change including the different variables. Then, linguistic innovations and language attitudes are presented to conclude with motives leading to innovation.

Chapter two which deals with the linguistic background of Algeria and varieties spoken by its inhabitants, and then the linguistic movers and shakers after that, youth as the main agent of

linguistic innovation and that was the concluding part of this chapter. The third chapter was the practical phase of this work. It provided a detailed description of the method used in this study, the procedures used and the sample. The chapter ends with a discussion and interpretation of the findings in attempt to answer the research questions and to validate the hypotheses.

Chapter one

1.1. Introduction

The relationship between language and society has long interested linguists. As language can be studied from different angles, researchers find its subject interesting and worth investigating. In sociolinguistics, researchers check the different varieties of language people use and why there are linguistic differences among different groups and different generations.

Sociolinguists believe that individuals interact with each other and engage themselves in various kinds of verbal exchanges creating systems of communication which are based on rules of language and also on their knowledge of the social context. Holmes (1992) said that “the sociolinguist’s aim is to move towards a theory which provides a motivated account of the way language is used in community, and of the choices people make when they use language.”(p.16)

The present chapter is an attempt to provide an overall explanation of those new words coined by people considered as innovated patterns of the language. Moving from general to specific obstruction, some of the key concepts of sociolinguistics will be discussed in the introduction.

1.2. Sociolinguistics orientation

Sociolinguistics is mix discipline between linguistics and sociology; it is a field which studies the different uses of language in different social contexts. In this sense, Holmes (2001) stated that “sociolinguistics is concerned with the relationship between language and the context in which it is used.”(p.1). In addition, Schmitt (2011) pointed out that sociolinguistics is “a branch of linguistics which deals with the study of language use in society and in socio cultural context. In addition; it is the study of the linguistic indicators of culture and power.”

Sociolinguistic aims to find out the social factors which affect language variation and change as language may vary geographically and socially .So the role of the sociolinguist is to explore how different individuals use language in different ways and in different situations since language is not used in the same way by all people and in all situations, and also to investigate the impact of society on the language and vice versa .From this point of view, Trudgill(1992) defines sociolinguistics as :

“a term used to describe all areas of the study of the relationship between language and society...Sociolinguistic research is thus work which is intended to achieve a better understanding of the nature of human language by studying language in its social context and/ or to achieve a better understanding of the relationship and interaction between language and society.”(p.68)

The main goals of sociolinguistics is to identify aspects like socioeconomic, gender ,and ethnicity as factors in language variation and how styles of speaking change due to shifts in speech contexts .

1.3. Language vs. dialect

People often ask about the differences between the terms language and dialect. According to Haugen (1966), the distinction between ‘language’ and ‘dialect’ can be made in two separate ways which are ‘size’ and ‘prestige’. A language is bigger than a dialect. It contains more linguistic items than a dialect. An example can be given: if we take Arabic as a language, we might consider all the varieties spoken in the Arab World as dialects of the Arabic language or if we consider Classical Arabic in the Algerian speech community as a language, it is sure that all language varieties that are spoken in different parts of the country are called dialects of this language. And also, language is more prestigious than a dialect.

1.3.1. Language

Many definitions have been proposed to give a precise definition of language as the disagreement lies on whether or not a language must have a written and/or oral component while the agreement is that language is a rule based on a system of signs. For Sapir (1921) “ language is purely human and non-instinctive means of communication of thoughts, feelings and desires”. (as cited in Lyons, 1981,p.3). Another 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. Also, language pervades social life; it is the principal vehicle for the transmission of cultural knowledge, and the primary means by which the human being gains access to the content of others’ minds. However, language can be standard or vernacular

A standard language is a variety of language that is used by governments, in schools, in media and for international communication; it is the version of language that tends to be taught to foreigners. For example, there are different standard varieties of the French language in the world like Belgian French, Swiss French, Aostan French ... etc. However, differences between these standard varieties may appear in terms of pronunciation and few in terms of grammar. Standard language may arise when a certain dialect starts to be used in a written form, also this dialect must pass through the process of standardization. Moreover, this latter is undertaken for political purposes, and it transforms a ‘mere’ dialect into a language by adding power and prestige to it. Weinreich (1945) supports this view by saying: “a language is a dialect with an army and a navy” (p.13).

The term ‘vernacular language’ is contrasted with standard language. It is among the significant terms in the field of sociolinguistics. Studies on vernacular languages gain interest during the twentieth century, but with slower development. Yet, with the rise of sociolinguistics in the 1960s, they became increasingly prominent. Furthermore, the vernacular speech of a particular community is the ordinary speech used by its people, such as Chicago, Liverpool or Cordoba... etc. On the one hand, the vernacular is noticeably different from the standard form of the language. On the other hand, vernaculars, which emphasize local and regional difference, must be learnt in the neighborhood, in locally-based families and social networks, hence, they are tied up with local flavor and membership.

For Labov (1972), a vernacular may refer to “the style in which the minimum attention is given to the monitoring of speech”(p.208). And that people have negative attitudes towards the vernacular since it is considered as low, less prestigious and unqualified speech”. He added that Human being are the only creatures that given the language as a gift to speak and communicate with each other (Labov, 2006, p.86). So language can be defined as a system of communication, a mean for expressing ideas, and as a tool for building social relations.

1.3.2. Dialect

Speakers of a particular language may speak different dialects of that language .So what is a dialect? Dialect is a variety of a language spoken by a group of people that is characterized by systematic features. It is this accent that usually gives clues about the speaker’s social and geographical origins .Chambers et al (2003) said that “a dialect varies from other dialects of the same language simultaneously on all three linguistic levels :phonologically, grammatically ,and it terms of vocabulary .”(p.17).

The term ‘dialect’ has become well known that many disciplines attempt to define. One common myth about language is that a dialect is always somebody’s particular way of speaking, never our own. Yet, the truth is that everybody speaks a dialect, it may be standard or non standard, urban or rural but it is a distinctive form of the language. In a broader frame, Hudson (1996) claimed that “a variety called a language contains more items than one called a dialect”(p.32). In the same sense, Edwards added that which makes dialect different from other varieties are three characteristics: pronunciation(accent), grammar, and vocabulary(Edwards,2009,p.63) then, as different forms of the same language, dialect is in a similar way value since they “are potentially functionally equivalent” (ibid: 60)

Linguistically speaking, dialects are usually thought of as varieties of a language, or subdivisions of a given language. Indeed, Haugen (1966) highlights the idea that “while every

dialect is a language, not every language is a dialect” (p.99). Sociolinguists prefer the term ‘variety’ or ‘code’ for their neutralities to refer to any particular form of language in order to avoid negative connotations. Dialects are generally discussed in terms of social or regional varieties.

1.4. Language change

As the societies change, languages change too. Thanks to the new technologies realized in all the fields of life, our ways of living have changed and among these our lifestyles, attitudes, traditions and language. The change in the way we use the language is not easily apparent or obvious in our daily communication since people are not conscious about it. As Shigemoto (1996) states that people are intimately attached to their language that they may fail to see its changes, but languages do indeed change.”(p.01).

Thus, language is not static but changes over time. The change is gradual in the sense that individuals of two subsequent generations can understand each other and can communicate without any constraints. Language changes are usually more apparent when a speech community is separated into two parts because of wars and revolutions. As a result, the distance between the languages of the two speech communities increases. Within the same language, there are some levels of linguistic structure which are more subject to change than others. For example the frequent changes are lexico-semantic whereas the least frequent concern the grammar of the language. Some theorists assert that language change occurs in three situations: spontaneous change, borrowing, and imposition. Spontaneous change means the change over time, not on purpose but rather through interaction because “no two people speak exactly the same” (Jones and Esch, 2002 ,p.123), and because people tend to adopt new words and utterances. Borrowing is the adoption of foreign features and new concepts in one’s language. Imposition occurs either through colonization or invasion by forcing the weaker communities to adopt another language, one aim being to eradicate their cultures. It is also reflected through language planning and policy where language planners are seeking for official or national languages in order “to assimilate minority language groups into officially sanctioned language(s) of Nation-State” (Diamond, 1993, p.2).

1.5. Language variation

Sociolinguistics as a huge field has dealt with many disciplines in studying language, and language variation is one of the major areas of investigation in the field. It did not attract much

attention of linguists until 1960's when it was developed by Labov. Chambers (2003) says that "though linguistic variation may be obvious, no linguists analyzed it systematically until the inception of sociolinguistics in 1960's"(p.13). Labov's work in 1966: *The Social Stratification of English in New York City* inspired linguists in studying language variation and thus led to the emergence of a new approach or discipline called variationist sociolinguistics. It treated language as a means which can vary from one speaker to another. The key to this approach is to study the correlations between linguistic and social variables, i.e. to focus on the linguistic system in relation to the social aspects of the individual and context. Labov insisted on tackling language use (performance) and language heterogeneity, i.e. variability. For him, linguistic theory must involve not only formal linguistic structure, but also every social function that is related to language in one way or another. Wardhaugh (2006) says in this respect:

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

1.5.1. Linguistic variables

Sociolinguists have used different ways and techniques which were based on Labov's methods. They have given great attention to linguistic variation and consider the variables as tools which enable them to investigate, recognize and at last analyze particular speech patterns as stated by Llamas et al. (2007) "a descriptive and analytical unit used to describe and quantify patterns of variation in speech and writing" (p.221) .Social groups in the speech community may differ from each other by using different proportions of dialect variants in their speech. Linguistic variable is where the form varies but the meaning is constant. The language variable is considered as a linguistic element that has its particular variants. (Wardhaugh, 2006, p.143).

The linguistic variable has also been defined by Chambers and Trudgill (2004) as "A linguistic unit with two or more variants involved in co variation with other social and/ or linguistic variables" (p.50). Linguistic variables can often be regarded as socially different but linguistically equivalent ways of doing or saying the same thing, and occur at all levels of linguistic analysis. Linguists described linguistic variable as 'free variation'. By free they meant that there were no clear linguistic constraints which would predict when you got one variant rather than another.

1.5.2. Social variables

A social variable can simply be defined as any non-linguistic feature which has a correlation with the use of a particular linguistic variable. In addition to that, it determines and influences language variation. Similar to the linguistic variable, the social variable can occur in different ways. There is a wide range of social differences between speakers which have been found to relate to linguistic variation. Possible social factors that have already been investigated are age, gender, social class, regional background of the speaker and his /her group identity. For example, if the age of a speaker factor has a connection with the choice of one particular variant of a linguistic variable; then, one can say that age is a social variable as well as gender, social class and ethnicity .

1.5.2.1 Social class

The term social class was first widely used in the early 19th century following the industrial and political revolution of the late 18th century. Trudgill (1995) defines social class or stratification as: “a term used to refer to any hierarchical ordering of groups within a society” (p.23). In sociolinguistics, and in attempt to position people in social system, researchers use different standards. (Wardaugh,2006, p.148). Among such standards, we can mention an occupational and educational scale. For example, in Algeria, because of the diglossic characteristic, we cannot associate linguistic variation with socio-economic groups, but we can classify people according to their level of education. However, in England, English speakers may guess that a speaker is of a higher or lower social status through the dialect he or she uses. The differences between people in terms of their speech classify them in different social backgrounds. (Trudgill,1995,p.22). Different sociolinguists in their researches try to describe the speech characteristics of social groups’ speech. Gumperz’s work (1958) in India shows a direct relationship between linguistic variation and caste membership. Also, Labov’s work (1966) shows that the presence and the absence of the sound /r/ in words like ‘car’ and ‘hard’ is related to the speaker’s social class. Trudgill (1995) demonstrated that linguists have recognized for a long time that different dialects and accents are associated with differences of social class milieu”. (p.28).

1.5.2.2. Ethnicity

An ethnic group is a group of people who are identified by a number of factors, being cultural, racial, economic, political, linguistic, religious... and may be more or less. Among these factors, we have language which is a primary characteristic that separates groups of humans from others.

Language is always an important part of cultural identity and group affiliation. Trudgill(1995) notes that “Language may be an important or even essential component of ethnic group membership. This is a social fact, though, and it is important to be clear about what sort of processes may be involved” (p.41). In some cases, for example, and particularly where language rather than varieties of a language are involved, linguistic characteristics may be the most important defining criteria for ethnic-group membership.

Religion is also one primary ethnic characteristic that may be so strong that it causes a definite boundary within a group of persons that are otherwise identical. Religion is then a sufficient reason to list a group as a separate ethnic group. In the Arabic-speaking community, we are differentiating as an ethnic group by our language Arabic, which is an important defining characteristic of ethnic group membership.

1.5.2.3. Age

We know that language changes over time, these changes have all been observed through diachronic studies of historical texts. And we can make a lot of progress by looking at the role of speakers’ age in synchronic studies of linguistic variation. Age plays an important role in variation, as sociolinguists argued that young people sound different or speak differently from adults. And this can be explained in the phenomenon of age grading, which explains speech appropriate to age. Each generation of speakers modifies its linguistic behavior at a particular stage in life, sometimes into adult hood. But the language itself does not change across generations. Child hears speakers of various ages and he notices that the younger the speaker, the more advanced the change. Studies of linguistic change in progress relied on the concept of apparent time; this involves analyzing the speech of a structured sample of people of different ages. Age stratification can reflect change in the speech of the individual as he or she moves through life. To conclude, language variation allows us as speakers to locate ourselves in a multi-dimensional society. Age is one of the dimensions on which we construct identities for ourselves and others. Gender also plays an important role in language variation as we have linguistic differences between male and female.

1.5.2.4. Gender

Prior to the arrival of variationists to sociolinguistics, many dialectologists based their surveys almost entirely on the speech of men and excluded women. However, sociolinguists turned their attention to the language of both men and women, and become more interested on language and gender as they proved that in most societies, the speech of men differs in certain

respects from women's speech. Men have many expressions strange to them, which the women understand but never pronounce them. On the other hand, the women have words and phrases which the men never use, or they would be laughed to ridicule. So, it happens that in their conversations it seems as if the women have different language than the men. (Rocheport, 1665, as cited in Jespersen 1922, p.237). Both Labov, in his study of the speech of New York, and Trudgill, in his study of Norwich in England, found that: Within each social class group, and across each stylistic context studied, their female informants tended to use more 'prestige' or high status language features, and their male informants more vernacular language features. Women as opposed to men are likely to speak in a more prestigious way. It has often been noted that women use more of the standard forms than men do especially in western societies. Trudgill (1995:69) says that: "Women on average use forms which more closely approach those of the standard variety or the prestige accent than those used by men.

1.6. Language Attitude

Individuals, in the same community, may have different attitudes towards different varieties used. At the same time, the conductors of change in any language are, without doubt, its users in relation to social variables. However, the use of certain linguistic features is up to personal motives and psychological matters. Sociolinguists studied this phenomenon under the name 'language attitude', which is defined as the reaction or feeling a speaker has toward a language which can be either his own or another language and this can be from the hearer's part as well as the speaker's part. Probably, everyone has a notion of the meaning of the word 'attitude' which is seen as an interdisciplinary concept. However, researchers from different fields shed light on attitudes from different angles and not only on psychology. There has been little overlap between the definitions put forward by different social scientists, but what is agreed on is that the scientific meaning of the word is different from its colloquial or slang meanings (Oskamp and Schultz 2005, p.22). Under those circumstances, Edwards (2009) explains that "such assessments arise via a sort of linguistic 'exciting' in which reactions to a particular speech are reactions to speakers and they reveal something of the listeners' stereotypical attitudes or beliefs" (p.87). From now on, a social matter is interpreted as a linguistic one. Attitudes grew up from social, ethnic and religious norms which are transmitted from one generation to another. People attitudes toward particular words and expressions reveal the society's views about the language users. (Fromkin, Rodman and Hyman, 2010, 478-479). Whereas, adults and old people often have negative attitudes towards language of youngsters because they see it as hazy, unclean and inappropriate. Young generation is aware that its way of speaking is different that the old

generation's one. (Kotsinas, 1997) As a matter of fact, Algerians' attitudes are part of their social and cultural norms of the society which limits its members' behaviors and language.

1.7. Linguistic innovation

Language change is the result of human activity, although unplanned leading to different ends. It is possible to explain the source of innovations and their effects taking into account the evident fact that speakers plan to change their language without being aware of. Usually, one question comes to mind about the fact that how individual innovations are brought. This is, in turn, stimulate researchers to look for why language varies. Generally speaking, speakers come up with new words which will be part of

Their vocabulary to talk about novelty, trends, developments or events in society taking into account technical and scientific innovations. In the mean time, they reject items which are no longer useful. This is why dictionary making is endless.

Keller (1994) pointed out that "through talking, people conform, impress, be understood and keep energy" (p.105). By this, Keller's intention was to talk about a number of maxims including an attempt to belong or not to a given group, to draw attention or not and to minimize energy. In a nutshell, Keller's idea of being socially successful, which is the speaker's aim, may gather different meanings depending on the situation.

1.7.1. Neologism

The term 'neologism' was coined in English in the early 1800s. It is derived from Greek in which 'neos' means 'new' while 'logos' indicates 'word', and the suffix '-ism' which denotes a process forms the noun. Neologism is commonly found in dictionaries as "a word or phrase which is new to the language. It is a new term which entered common use. But not been accepted yet into the ordinary language .neologism emerged due to the development in all domains of our lives. Helge Niska has defined it as "tokens of a creative process...growing out of the uniqueness of the individuals on the one hand ,and the materials, events, people ,and circumstances of his life on the other". In addition, Mair (2006) argues that "the most salient type of neologism is a word which is new in its form and which refers to a concept which is new"(p.38) .

Some new words are just tentative and they disappear through time while others remain and become permanent features of the vocabulary .One of the best attempts at a neologism definition is given by Rey (1975/1995), who concludes that there are no objective criteria for being a

neologism. His position is characterized by what Cabré names the psychological definition, he saw that a neologism is a word that seem new for a particular language community.

Speaking from a linguistic angle, neologism is recently created words or phrases which can sometimes reflect new innovations and progresses in all domains. Equally important, in order to be accepted and stabilized, neologisms pass through three stages : creation , trial, and establishment .

1.7.2. Diffusion

Most innovations start within a given group or location then they may spread over the speech community. As recent sociolinguists showed that the process of diffusion is done by a particular social group so as innovations are more frequently to diffuse within certain classes or groups of community than other groups. Social networks are the main source of language change and from them the new words born and spread. (Labov, 2001, p.364).

Diffusion has become a common object of sociolinguistics research .it is a process by means of which linguistic innovations and changes are expanded with the help of some channels over time. (Rogers, 1985 p.5).it is a social phenomenon means spread of the change of a language which happens gradually.

Additionally, there are some factors which play a crucial role in the diffusion of innovations within communities as age and gender which means that old people are more conservative and young women are more ready to pick up innovations. From this point Keller(1994) stated that “the only reason for diffusion is the common innovation itself since almost all speakers innovate in an attempt to serve their communicative needs, even though not all innovations are selected to be diffused and then become a current change”. Coupled with Keller’s (1994) viewpoint, the only reason for diffusion is the common innovation itself since almost all speakers innovate in an attempt to serve their communicative needs, even though not all innovations are selected to be diffused and then become a current change. The process of diffusion can be in three different ways:

Wave- model diffusion: This depends primarily on friction of distance. It means that innovations spread from central point to reach the near locations before distant ones.

Urban-hierarchy diffusion: This model claims that innovations tended to start in the largest city in a region and then proceed to jump from city to town to village.

Contra-hierarchical diffusion: it contrast with the urban-hierarchy model, it sees that innovations can obviously sometimes spread throughout rural regions then move to small towns and finally to big cities.

1.8. Motives leading to innovation

Linguistic innovation is a phenomenon which emerges under the influence of many factors the question that come to minds what makes people innovate? So, in order to answer this question, there are three main factors that lead to innovation.

1.8.1. Mass media

Media has become a part of our daily life which has a powerful and influential effects on individuals and society .Mass media as a mean of communication by all it sorts as radio, television ,internet ,and newspapers trace the majority of people in short time .

New words are innovated by people and especially by young people because of these means of communication .Foulkes and Docherty(1999) stated that “The possible effects of media revelation on acquired speech patterns remain to be formally tested, but are surely value considering in the context of ongoing changes” (p. 15).

Mass media has a big impact in almost all languages, as the new words diffused and grasped very quickly in social groups even if it has no meaning. In this sense Coupland (2009) argued “Nearby, the term ‘mediation’ developed in different area of sociolinguistics to describe the way non-standard vernaculars are produced in media texts”. More recent research has shown that TV and media may have an indirect influence on linguistic behavior as they provide consciousness of the linguistic innovations (Carvalho, 2004). But what seem to remain unclear are the connections between media exposure and engagement, structural linguistic change, and speakers’ shifting ideologies about language variation which are at least partly constructed by their media experience (Kristiansen 2009). Some are optimistic about the positive impact of social media on youth development and creativity while others have a fear from the influence of these media may have, especially when it comes to youth linguistic and social well being.

1.8.2. Globalization

Globalization can be considered as the result of the latest achievements also understood as the process of economic, political and cultural integration. Globalization was first introduced in the 1960s by Marshal MC Luhan (1960) in which he referred to the world as a ‘global village’. In the words of Eriksen (2007), globalization belongs to different domains as “cultural studies, sociology, economics, interactional relations, political theory, art and linguistics” and globalization, according to him, is “a buzz word of the moment”. (ibid) The increasing role of the internet as a tool for getting information and communicating helps the integration and interaction of youth in a global village which lead

them to coin new words in their own mother tongue. Algeria, as well, have been affected by the shade of globalization and this can be widely seen clearly since it seeks to be part of any system or program that can serve as an opening to the outside world and many new words invaded the Algerian verbal repertoire. This reality has called for the assumption that globalization evidently influences language change which must be analyzed within the sociolinguistic scale of globalization (Blommaert, 2003).

1.8.3. Culture influence

In this world, the culture has an impact on determining our lives. And it also influence the way people use language. Culture has been described by some anthropologists as a compound entire which includes knowledge, ideas, customs and any other probably habits acquired by people. So, culture can change language by adding new substances that needs to be named. However, the trendy cultures influence easily the new generations; and thus, their mother tongue also can be influenced by the language of these cultures. Language is not only a way to recognize a particular culture but it also considered as mirror of it. (Peterson and Coltrane, 2003, p.1).

1.9. Conclusion

This chapter as purely a theoretical phase of this research work has attempted first to define some key concepts such as language, dialect, innovation, neologism... etc. Besides, a particular interest was given to language change in accordance with extra linguistic dimensions (such as age, gender, social class and interaction). It also endeavored to highlight innovations as well as the factors which lead to those innovations as a final step. The next chapter will be devoted to the discussion of the Algerian verbal repertoire.

Chapter two

2.1. Introduction

The present chapter tends, first, to give a look at the history of Algeria by mentioning the different intruders who settled in this land. After this step, the Algerian linguistic scene is offered; Arabic, Berber in addition to French. Furthermore, Algeria can be cited as an example of linguistic density where three distinct languages co-exist in the country. Within this scope, it is necessary to shed some light on some important concepts like: diglossia, bilingualism, code-switching and borrowing. At a final stage, we try to throw light on linguistic movers and shakers putting focus on youth as social leaders of language change.

2.2. Historical Background of Algeria

As reported by Queffélec et al. (2002, p.11-13) Algeria was invaded by people from different countries and it was profoundly influenced by their civilizations as Romans, Byzantines, Arabs, Turkish and French. It was first invaded by the Romans in 146 B.C. who settled for nearly seven centuries, and then it became part of the Byzantine Empire in 534 A.D. The coming of the Muslim Arab conquests was in the 7th century and almost nine centuries later. The country came under the Ottoman Empire in 1518. The Turkish control stayed in Algeria until the French conquest in 1830. By 1848, the French administration declared Algeria as a French territory. After France took over the whole country, the French administration declared that the French language is the only language of administration and the official one. After that, in 1938, the French voted for a law making Arabic a foreign language. So, French became the official language and the French occupation lasted one hundred and thirty two years, until Algeria gained its independence in 1962.

2.3. Algeria from a sociolinguistic perspective

Algeria witnessed several invasions throughout history. As a result to that, its linguistic situation is instable and it has always been characterized by the existence of various linguistic varieties. But nowadays, the Algerian linguistic situation is categorized as follow: Arabic, French and Berber.

2.3.1. Arabic

It was introduced in the late seventh century and early eighth century by the great conqueror Okba Ibn Nafi whose introduction of Islam deeply changed the character of the area, bringing

with it a new language with new sociolinguistic norms. Nowadays language in Algeria is classified into three varieties.

a/ Classical Arabic : It is the variety which is chosen by God to be the language of the holy book, the Quran and Islam. It is very sacred and highly appreciated. It is the form of Arabic language used in literary texts from Umayyad and Abbasid times (7th to 9th centuries). And therefore, it became the language which unified all the Arab countries from the Atlantic Ocean to the Persian Gulf.

b/ Modern Standard Arabic : It is the direct descendent used today throughout the Arab World in writing and in formal speaking, for example, prepared speeches (political ,social ..), some radio and TV programs, and non-enjoyable content . MSA is not acquired as a mother tongue, but rather it is learnt as a second language at schools. It is associated with domains as media and school enterprise, and used for purposes of written communication; but it can be also used for formal spoken communication, in short, it is used for formality. MSA is understood in all Arabic speaking regions. The emergence of MSA goes back to the 19th century with the rise of nationalism. MSA was declared as the national and official language in almost all sectors: educational, political, cultural and economic and for the Nationalists, Arabic was considered as the most important vehicle of communication without which Algeria would probably lose its identity. So, in order to keep this identity, Algeria launched a campaign of arabisation in various public domains especially Administration and Education. The principal aim of the Arabisation strategy was to move French from its colonial position as the dominant language in various formal settings. Many laws were passed insisting on the arabisation and the status of the Arabic language. One of the last laws is the one of January 1991 which excludes the use and practice of French in sensitive sectors as administration, education, hospitals...etc. In essence, this law imposes the use of the Arabic language and considers French as a foreign language (Miliani2003, p.18).

c/ Algerian Arabic (AA): It represents the dialectal Arabic also called ‘El ammiya’ or ‘eddaridja’, it is also the mother tongue of the vast majority of the Algerian population. It is used in all situations in everyday conversations and has an oral form only. Its vocabulary includes a great number of words from French, but also a few from Turkish and Spanish. In fact, Algerians consider these borrowings as part of their mother tongue.

2.3.2. Berber

Is a member of the Afroasiatic language family (formerly called Hamito-semetic), along with such languages as Ancient Egyptian, Arabic, Hebrew, Hausa, and Somali. Berber has been

present in the area since the first written accounts. The scripts of the languages, “Tifinagh”, are of Punic origin. But some think that “Tifinagh” might be of Berber origin. After independence, all the Maghreb countries, to varying degrees, pursued a strategy of Arabization, aimed primarily at removing French from its colonial position as the central language of education and literacy. Under this policy, Berber was put aside, if not excluded this state of affairs has been contested by Berbers in Algeria and Morocco especially in Kabylie and now is being addressed in both countries by introducing Berber in some schools and by recognizing it as a “national” and also an “official language” in Algeria. But in the other Maghreb countries no such procedures have been taken. In Mali and Niger, there are a few schools that teach partially in Tamacheq. In Algeria, Berber is considered an indigenous language which has retained strength in some mountainous and coastal regions such as the Aures, and Kabylia and some other areas here and there, despite the two previously mentioned waves of Arab invaders.

2.3.3. French

Though the French left Algeria a long time ago, their language has not. This is so at a number of levels and works differently in Algiers. In Algeria, French was inherited from the colonial power and became the language of the bureaucracy. Statistically, Algeria is the most francophone country among the old colonies (Calvet, 1974, p219). After forty eight years of independence, let us consider the position of French in Algeria. In Algeria, as well as in Tunisia and Morocco, there is an oral and written French culture of high quality. It is spoken by many students and French educated adults, in particular in the cities. Every year, a great number of Algerians immigrate to France in search of work. Migration to France has continued up to now, to fill France’s reconstruction manpower need. These emigrants constitute a means in favor of the diffusion of the French language. The maintenance of French is due as well to inter-marriage. All those factors will maintain the coexistence of French besides Arabic for years. French is still predominantly used in administrations everywhere.

2.4. Algerian linguistic profile

Contact between people speaking different languages can have a wide variety of outcomes. As different tongues and different cultures meet, this diversity produces a number of phenomena. Since this research work is undertaken in Algeria, the Algerian current linguistic profile is listed in the followings.

2.4.1. Diglossia

Algerians tend to speak one moment in AA, another in French, and another in Standard Arabic and so on. This mixture of codes swings between a bilingual situation and a diglossic one. Diglossia in Algeria is of a particular type since the two varieties are clearly separated. This linguistic gap is partly due to illiteracy and colonization. In order to be clear in our analysis concerning the Algerian context, let us consider first the definition of diglossia given by Ferguson (1959) “Diglossia is a relatively stable language situation in which, in addition to the primary dialects of the language, there is a very divergent, and highly codified superposed variety”. It is a vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation.

2.4.2. Bilingualism

A bilingual person is the one who is able to use two different unrelated languages. Sridhar (1996) claimed that “the term is used in the literature to refer to individuals who know or use more than one language in their life”. In other words, bilingualism is a widespread phenomenon in the world. It is an interesting subject among linguists, psychologists, anthropologists, and dialectologists. In defining bilingualism, sociolinguists have various views; some of them announce that a bilingual person is the one who has the ability to speak the two languages fluently. Weinreich (in Hornby, 1977) defines bilingualism as follow:

bilingualism is not an all-or-none property,
but is an individual characteristic that may exist
to degrees varying from minimal competency to
complete mastery of more than one language.(p.56)

The Algerian Arabic dialect is often mixed with the French language in every day conversation; media including newspapers, radio, TV... As a matter of fact, many Algerians understand French and use it in their everyday conversations. They take a large number of French words which are adapted phonologically, morphologically and syntactically and consider them as part of their dialect. The Algerian bilingualism has its own specificity which results from the long period of the French colonization. In fact, bilingualism is not identical in Algeria as not all people are bilingual. There are those who are monolingual. During the colonization and after independence periods, majority of Algerians were bilinguals even those who do not know how to read or write. However, nowadays we find it only among the educated people and those who are in contact

with French. (Mouhadjer, 2002, p.990) .The Algerian bilingualism is also subtractive because Arabic substitutes French in many domains like education, politics etc...(ibid.) Another criterion of bilingualism in Algeria is that the Algerians are generally French speakers but at different levels i.e. there are two types of bilinguals: Active bilinguals, they are people who really speak French in their daily life even if they do not know how to read and write. And passive bilinguals are those who understand French but do not have the ability to speak it. (ibid: 990-991).

2.4.3. Code switching

Most bilingual speakers, if not all, switch from one language to another within their speech or in a conversation, a behavior that had led to a complex phenomenon called “code switching”. Worth mentioning, the term code switching may not be applied just in bilingual communities, but to monolingual ones as well; monolinguals may switch between different styles or varieties within their language. To point out, scholars did not agree on the exact definition of the term because different arguments are offered. For Gumperz (1982) it is “the juxtaposition within the same speech exchange of passages belonging to different grammatical systems or subsystems” (p.56). Gumperz simplifies his definition by saying that code- switching is the alternating between two or more languages within the same interaction. Myers-Scotton (1993) also uses code switching as a cover term and defines it as “alternations of linguistic varieties within the same conversation” (p.1). Code-switching may also be considered as a way of interaction used by bilingual persons in their conversation. Càccamo(1990) defines code switching as an alternation of languages ; it occurs during bilingual conversations in which participants have at least one language in common (Velàsquez, 2010, p.15). Moreover, Hudson defines it as the “certain results of bilingualism, as anyone who speaks more than one language chooses between them according to circumstances” (1956, p.53).

To apply such situation in Algerian context, it is found that the existence of French in Algeria for a long period makes its people switch between AA and French or Berber and French. The conversation may sometimes start with the native language of the speaker either Arabic or Berber and continue with French or vice versa, such as: [راني راجع] la chambre [نتفرج] match, which means: “am going to the room to watch the match”. In addition to Arabic-French code switching, students who pursue their studies in Arabic especially those who are specialized in Arabic literature tend to switch between AA and MSA. Such situation is different from diglossia where the use of standard language and dialect depends of the functions according to the situation. The switching occurs unconsciously when dealing with topics related to the students’ specialization (Haoues 2009).

In Algeria, code switching is used in daily life of communication. People move from one language to another in their speech. The most common switching in Algeria is Arabic– French since the latter is spoken by the majority of Algerians. Some examples of code switching in Algeria are as follows:

- 1* / wsalt retar lju:m / I arrived late today .
- 2* / rani rajha la fak / I am going to the faculty.
- 3* / wes demondawlek tji:b / What did they ask you to bring ?
- 4* / rani rajha f taksi / I am going by taxi.
- 5* / bsahtekdu: s / Healthy path.
- 6*/ sa: gelek prof / What did the teacher tell you?

2.4.4. Borrowing

It has been mentioned that code-switching and code-mixing involve mixing languages in speech; on the other hand, borrowing involves mixing systems themselves. When using an item from one language as a part of the other language, this is called borrowing (Hudson, 1996). Prestige and need are factors that should be mentioned when discussing about borrowing. It was noted that the frequent type of borrowing is the one which involves cultural specific items (Romaine, 1889). Many writers distinguished borrowing from code-switching. Gumperz (1982) for example, argued that code-switching involve sentence fragment that belong to one language, but borrowing involves satisfying the morphological and syntactic rules of another language.

Borrowing is a term used to cover the words that have been introduced to a certain language and have become an integral and permanent part of the recipient language. Sometimes, the donor language is seen as prestigious or more socially valued than the recipient language. However, in Algeria, if it is taken into consideration the widespread of French in the world and the number of its speakers, in addition to the literary and scientific works written in French within this definition of prestigious language AA is much less prestigious than French; it is not written. It is assumed that borrowing is an outcome of language contact. Thus, in Algeria, due to historical reasons, a great number of borrowed words from different languages are introduced in Algerian dialect (Guella, 2011), for instance; AA has borrowed from Berber many words.

2.5. Language innovation contributors

Youth represents an important part of each community in their own right which deserves to be taken into consideration. Thus, the study of youth language is the leading sign of understanding this social group. In this respect, youngsters are the central source of data about

language change and its role in social practices. (Eckert, 1997, p.52). Youth is not a mere life stage, it is quite a period of building identity with those of their own age. People approaching adulthood often reduce the use of such words. Teenagers are often in association with the spread and diffusion of linguistic innovations in the society (Eckert, 1988). A major strand of youth language studies focus on the new urban ways of speaking i.e., they are viewed as styles reflecting young people's particular communicative choices. When communicating with youth and adults, the conflict is clearly apparent to occur.

2.5.1. Youth as agent of linguistic innovation

Youth are celebrated as leaders of linguistic change since they are responsible for bringing language innovations which are joined into the general structure of the language regularly. In fact, youngsters are generally creative in terms of language use and are affectionate 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 old generation in society that is why they may, in most cases, avoid using their own style in public. As a matter of fact, Thurlow (2003, p.50) supports this idea by demonstrating that "teenagers are regularly misunderstood by adults and whose communicative authority or resource is significantly reduced, devalued or dismissed".

Language does not come out from the blue, young people are often influenced by a number of factors including songs, TV programs, social media, socio cultural context... etc, in addition to their daily interaction which sometimes needs to be humorous 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 interrelated discourses of ethnicity, language, gender, nation, race and culture. Through language, young people lay claim to multiple identity resources precisely because of youth's access to multiple linguistic and cultural resources by means of global media, migration... etc. It seems that youth in Mostaganem, 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.

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

2.5.2. Innovations in youth Language

The western culture has a big influence on the new generation and especially the whether French, English or American cultures. Language has been modified in a crucial way leading to a shift from the established colloquial variety based on the Arabic language to a variety in which French is the dominant one in some topics. Some examples are mentioned here:

[نبيبي]: it comes from the word ‘beep’. The word has been introduced into colloquial Arabic from the French ‘bip’, which, in turn, has been borrowed from French. The term means a short sound mostly made by the horn of a car (Oxford, 2000), but now its meaning has extended to the signal made by electronic device such as cell phones. In Algerian dialect as a whole, the word is adopted as a verb and may be conjugated in all tenses.

- [نافيقي]: The word has been borrowed from the French verb ‘naviguer’ (‘navigate’ in English), which means literally to guide or to steer a ship or aircraft (Oxford Dictionary, 2000), but there exist another figurative meaning in French which means in English to be resourceful. In using this word, adolescents use only its figurative meaning.

- [فشلاس]: It originates from the French word ‘faiblesse’ (‘weakness’ in English). Here, what is borrowed is not the meaning of the word (since its equivalent exists in Arabic) but the structure of the French nouns ending with the suffix ‘esse’ such as ‘finesse’ (‘delicacy’) and ‘noblesse’ (‘nobility’).

2.6. Mostaganem speech community

Mostaganem, is a Mediterranean city which located in the northwest of Algeria. It is one of the most touristic and beautiful cities of the country in addition to its commercial importance. The origins of the city back to Punic and Roman times, its name in that period was “CARTENA” and in the 11th century it has changed to “MURUSTAG”.

By 1700, Mostaganem had been under the Ottoman rule then in 1833, the city was invaded by France.

Mostaganem has a coast which extends its length to 124 km; it has good roads and rail connections with other urban towns of Algeria. It has common frontiers with Chlef from the east,

Relizan and Mascarra from the south, Oran from the west and from the north the Mediterranean sea.

Many explanations have given to the name “Mostaganem”. Researchers said that it is composed of two words; /مشتى/ which means a station and /غانم/ is a name of a person, while others said that its name was /مسك الغنائم/ which means abundance of sheep.

It is known that language in Algeria varies from one region to another, so, Mostaganem people have a particular way of speaking which is a little bit similar to the language spoken in north of Algeria. Mostaganem language and especially young people speech shows a significant sum of linguistic innovations making use of new words and creating new terms which are added to the vocabulary stock of this variety.

2.7. Conclusion

To conclude, this chapter has been an attempt to overview both the historical and linguistic aspects of Algeria in general. Then, we have moved to a brief explanation of different phenomena present in the country has been provided. The end of this chapter has dealt with linguistic shakers taking youth as social agents of language change. The next chapter is assigned to the practical side of this research which aims to analyze and discuss the data collected in order to reach the findings related to the problematic of this research.

Chapter three

3.1. Introduction

In the previous chapter we have attempted to describe the sociolinguistic situation in Algeria by focusing on some of the concepts such as diglossia, borrowing, and code switching. Since the aim of this study is to deal with the linguistic innovation, we have opted for a questionnaire as a means of collecting data. So this chapter deals with the choices that we have made in terms of data collection and analysis.

3.2. Data collection method

The choice of the research instrument is certainly a matter of particular factors. According to Beiske (2002), time and costs play an important part in deciding how to approach a particular research problem. The subject of the research should determine the instruments used. So, in this research, data are collected by means of a questionnaire.

3.2.1. Questionnaire

The questionnaire, as a useful instrument of research, contains a set of written questions. Such tool can be defined as a document containing questions and other types of items designed to seek information appropriate to analysis. For Seliger and Shohamy (1989, p. 172) the questionnaire is: "printed forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously." However, in the current research, a questionnaire is used for the sake of knowing Youngsters' linguistic innovations in Algerian speech and particularly in Mostaganem speech community. It was administered to a sample of sixty participants. Since the respondents were of different ages and educational background, the questionnaire was given in English and translated into Arabic to the less educated.

3.3. Description of the sample

The term "population" represents a particular group in a particular research or study, and from that population the researcher chooses his / her sample through which he/ she makes inferences about the population (Brown, 1988). 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" Thus, in the current study, Mostaganem's speakers are the population of interest. However, the fact of the huge of Mostaganem population obliged me to choose a sample, which can be defined as: "a subgroup taken from a population to represent it." (1988: 114). In this research, the sample has been young people

who are members of different groups in facebook it consists of sixty respondents; males and females, aged between 30 and 30 they are of different educational backgrounds.

3.4. Data analysis and Interpretation

In this section, the data obtained will be first analyzed then interpreted in order to well understand the linguistic innovation phenomenon.

3.4.1. Questionnaire analysis and interpretation:

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

3.4.1.2. Question 2: the informants were asked to give their age. They were between 18 and 38 years old. The following figure clarifies the findings:

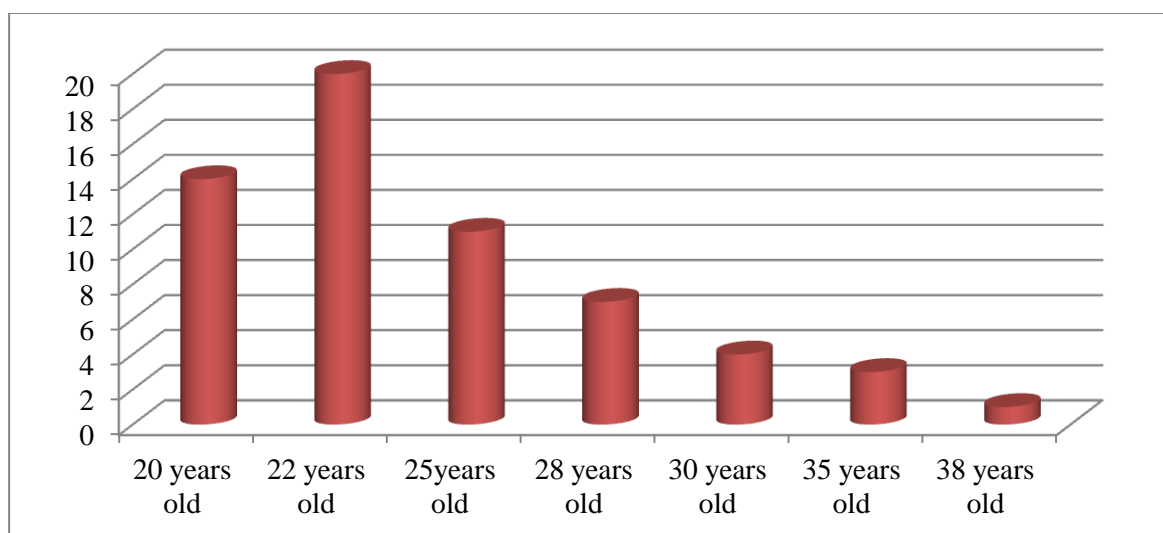


Figure 3.4.1: the participants' age

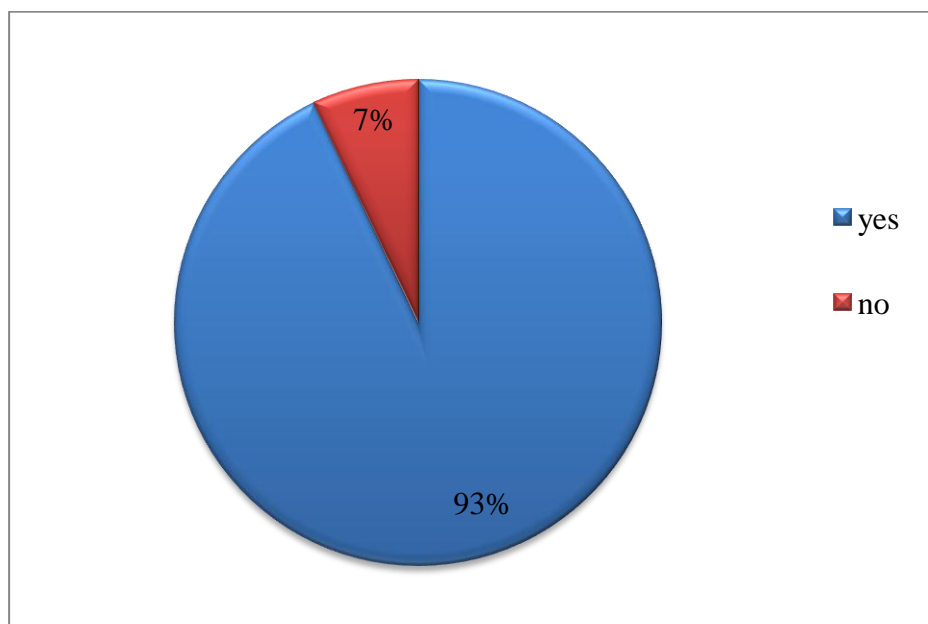
The dominant age among the respondents was between 19 and 30 years old since the questionnaire was posted in groups of young people. The existence of other ages enriches the findings and varies the data collected to see if the majority influence the minority speech style.

3.4.1.3. Question03: do you think that old and young people speak differently?

Yes	93%
No	7%
	100%

Table 3 .7.1: people awareness of the differences between old and young generation' speech

The third question was asked to verify the awareness of the young people about the differences between their speech style and the old generation's one. The answers, which are represented in figure 3.4.2, show that 93% are aware of that difference while only 7% are not among both genders.

**Figure 3.4.2:** people awareness of the differences between old and young generation' speech**3.4.1.4. Question 04:** Do you use new words or expressions in daily conversations?

This question was asked to check if the innovated words are part of the respondents' daily speech, and they were requested to give examples if their answers are positive. The answers were close between both genders as it is clarified in the next figure:

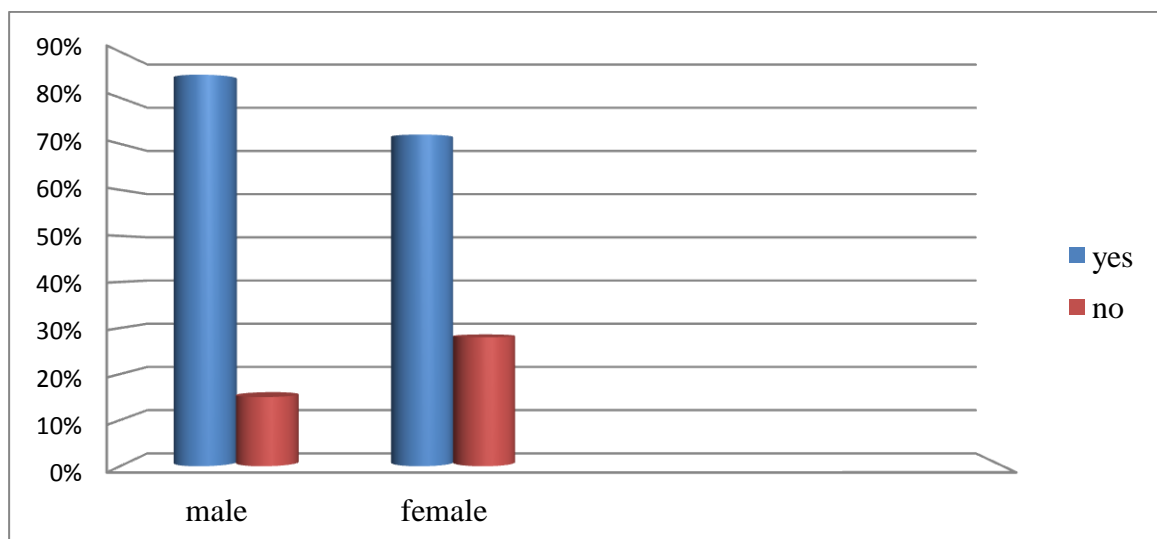


Figure 3.4.3: youth use of new words and expressions according to gender

As it was expected, some of the respondents did not give any example, but others have given more than one example. The table below states these examples:

Examples	Meanings
/Hallab /	Boy who do not show his masculinity while interacting with girls
/Anoush/	Boy who imitates girls in speech and clothes and depends on his mother
/Papisha / / zalla/ /annoucha /	Beautiful and pretty girl
/Ma nsotish /	I do not vote
/kiratin/	Boy who puts gel on his hair
/Mostacha/	Girl who has mustach
/chkopistan/	Algeria
/lhalwa/	Drugs
/shayat/	Who praises administrators and responsible to satisfy them

Table 3.4.2: examples of the innovated words according to gender

3.4.1.5. Question 5: Why do you use new words?

In this question, the aim was to know the reasons behind the use of the new words. The participants said that they want to break the routine of the traditional use of language or it is just a habit to use it. However, others use these words to look different or to cope with globalization. Only 9% of them use innovations to sound fashionable and trendy while other 7% from the participants had the reason to imitate each other. Almost all of them choose more than one answer. In addition, some participants give other reasons as:

They use these words as codes between their friends

These words are more expressive

They like new words

They use new words in order to integrate in social groups.

The following figure shows youth answers in relation to the options suggested:

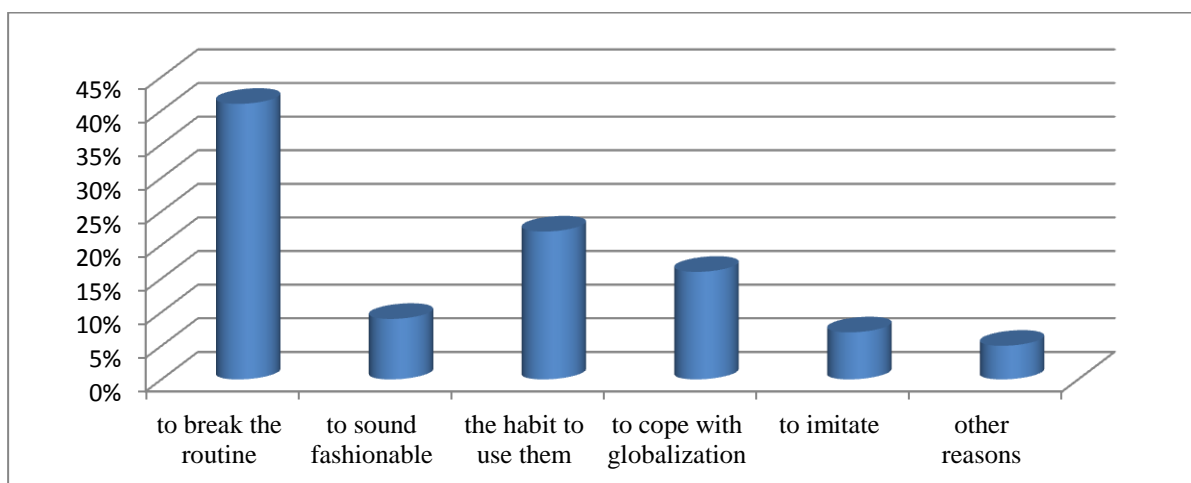


Figure 3.4.4: reasons of youth linguistic innovation

3.4.1.6. Question 06: do social network help in inventing new words?

Yes	76%
No	24%
	100%

Table 3.4.3: the effect of social network on coining new words

The aim of this question was to check if the social media has a role in changing and modifying the youth language and giving birth to new words. In line with that, 85% of the informants

consider that social networks as a major factor in innovating these words and only 15% answered by no.

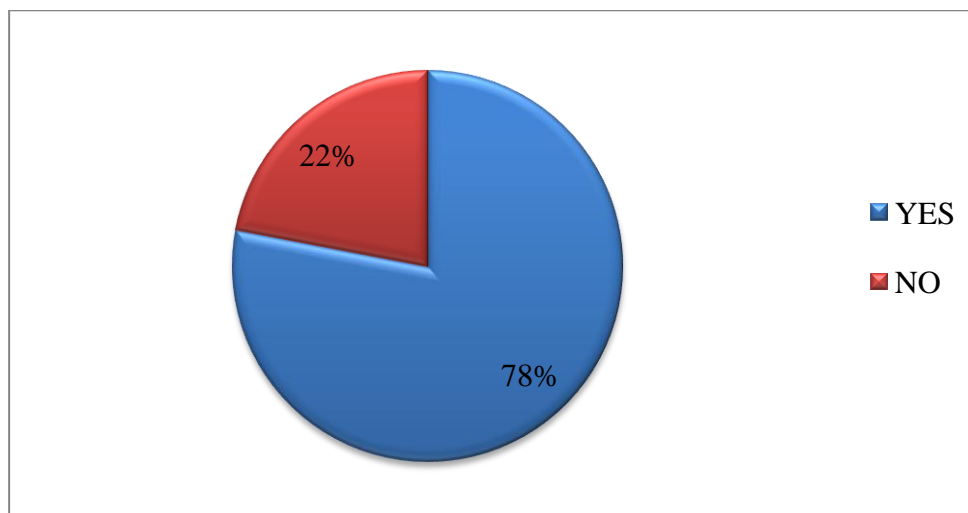


Figure 3.4.5: participants' opinions of the impact of social network on youth innovation

The 78% participants who answered positively explained that when people use networks as Facebook, Twitter... etc, they are not observed or limited and they do not need to be formal so they can create expressive words and use them; others said that the different and foreign cultures, dialects and speech styles can affect their way of speaking, inspire them to coin new words and use them regularly especially if these words were amusing. Some participants added that being part of Facebook pages or groups makes them creative persons. In addition, funny comments in humor 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.

3.4.1.7. Question 07: Do you use the new words in these situations, and how often?

This question was asked in order to know where, when and with whom Mostaganem's youngsters use the new words in their daily interaction. Our informants (36%) use rarely new words at home with siblings and other teenagers. However, 59% of them never use these words at home with adults including parents. Yet, 50% of them use always innovated words in street or university with their friends and peers. And also observed that boys and girls use these words in the mix interaction (boys and girls interactions) But in formal situations new coined words are often used. Moreover, it is observed that the answers of both males and females are almost similar.

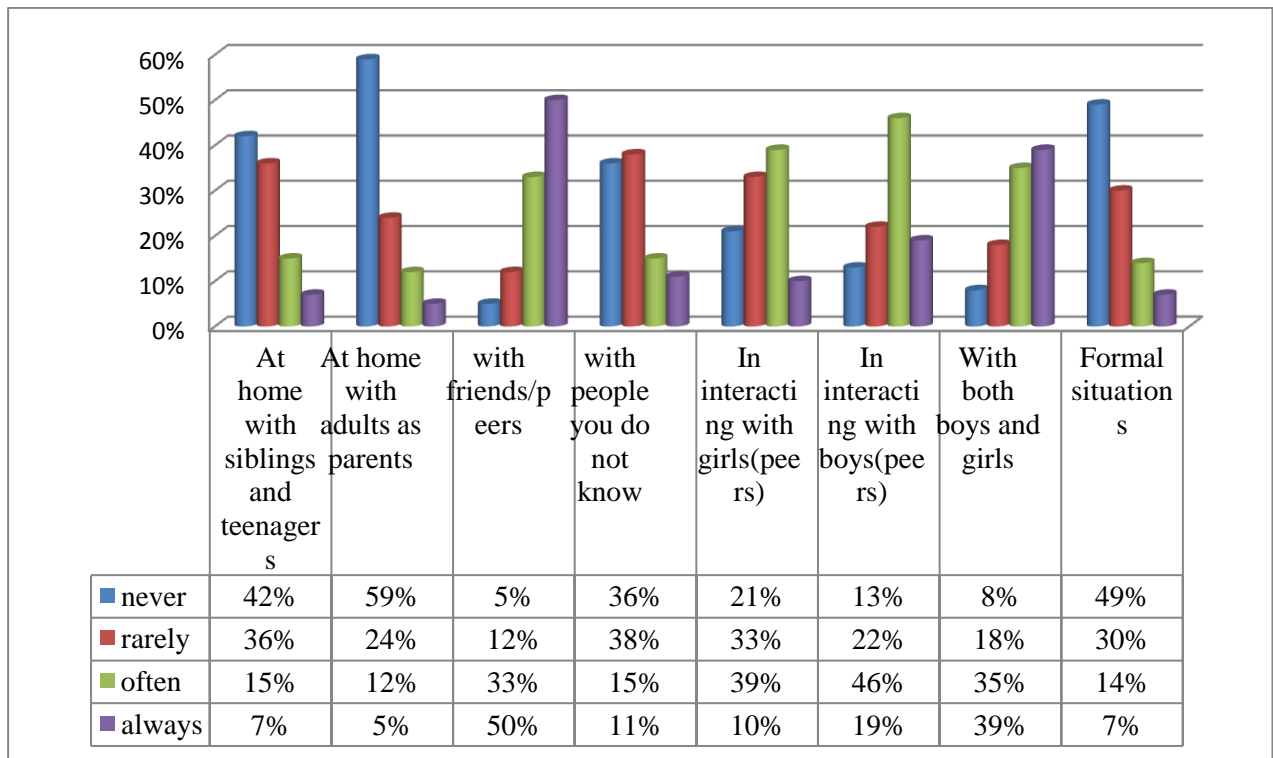


Figure 3.4.6: youth use of innovated words in different situations

3.4.1.8. Question 08: where do new words come from?

The participants were allowed to choose more than one answer and mention if any other languages help them to coin new words.

Arabic	68%
English	9%
French	17%
Others	6%

Table: 3.4.4: respondents’ answers about the source language of the innovated words

The eighth question is concerned the languages that help the youth to innovate new words. Or the languages that provides them with those new words; the aim was to find out if these words are their own invention or have another source.

According to the informants’ answers, the source language for the innovation is Arabic with 68%, French 17% then English9%. The participants were allowed to put any other language that inspired them to innovate. Some of the respondents added Spanish, German, and Berber language.

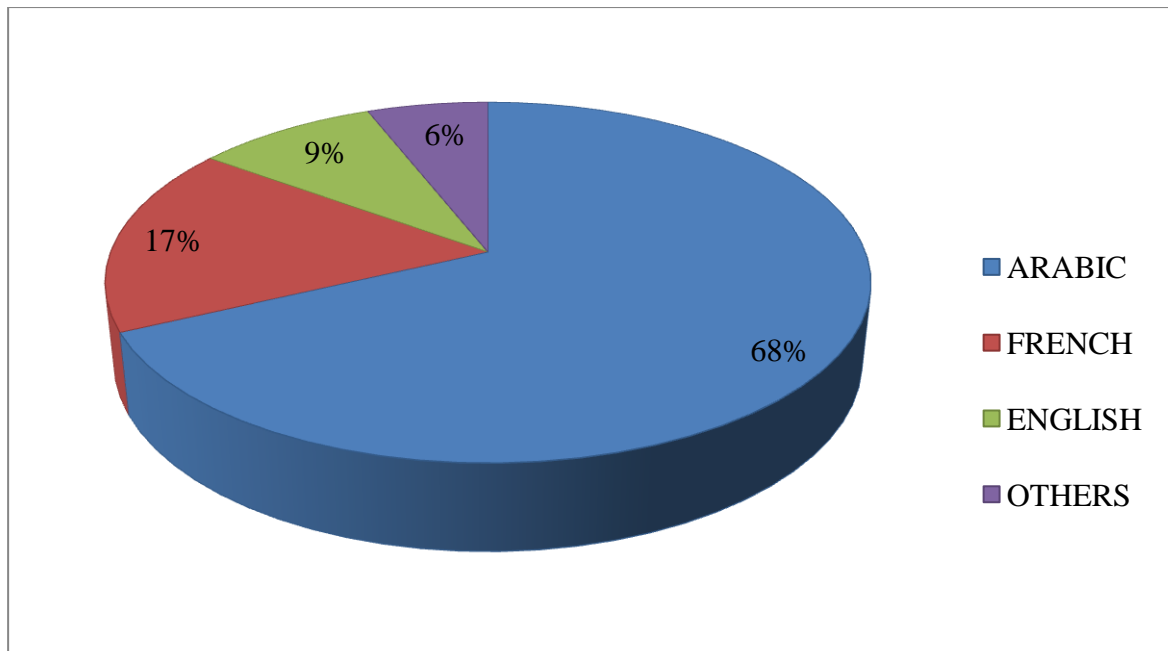


Figure: 3.4.6: the language that offer youth people with new words

3.4.1.9. Question 09: have you been asked to translate the new words you use?

As far as the ninth question is concerned, the respondents were asked to state if they were ever been in situation where they asked to translate or simplify a word that they used. The results show that 49% experienced this situation and 51% had never been asked to translate these kinds of words. A figure at the end is provided for further explanation.

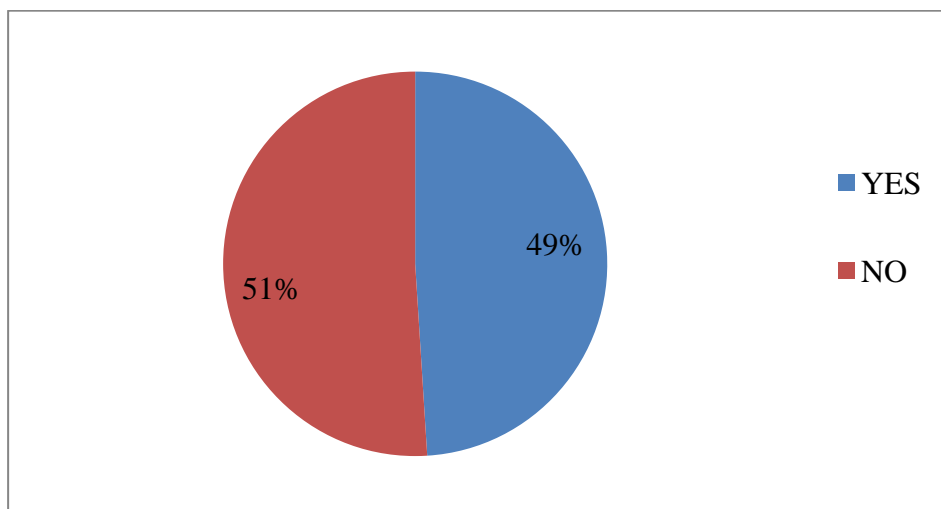


Figure: 3.4.7: participants' situation of translation of new words

49% of the informants' answers were positive while 51% said that they never faced such a situation where they asked to explain what a word means.

3.4.1.10. Question 10: do you think that those new words considered as a threat to Arabic language?

This question was asked in order to get the participants' views about whether those new words which are innovated threaten Arabic language or would Arabic language be affected by the new words used by the new generations. 53% of the participants agreed on the fact that the new linguistic innovations can threaten their mother tongue; while about 47% said that it cannot because the Arabic is formal language and it is used in formal situations and it cannot influenced easily. They added that the Arabic language is a part from the Algerian culture and these new words would not be used any more when they get older.

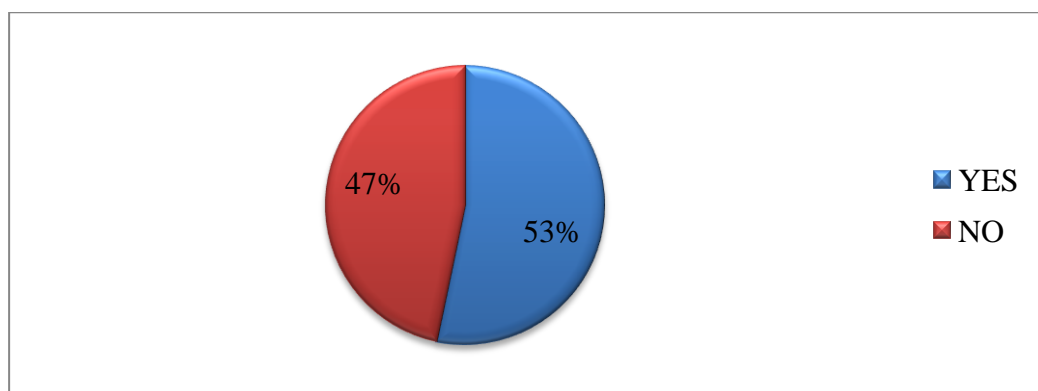


Figure 3.4.8: respondents' views about the threat of new words on Arabic language

3.4.1.11. Question 11: from whom did you learn new words and to which degree?

	No degree	Small degree	Moderate degree	Large degree
friends and peers	13%	19%	32%	36%
family	48%	30%	14%	8%
In street	11%	16%	27%	46%
Television	43%	34%	13%	10%
Music	22%	17%	36%	24%
Social network	16%	11%	29%	44%

Table 3.4.5: the degree of learning of new words by youngsters

This question was asked to know the principal or the main sources of language innovation i.e., what are the means that lead young people to innovate or from where youngsters learn these new words. Both genders had almost the same answers and the main source for innovation for them is the street 46%, the second source for them is social network with 44% the third one is friends and peers with 36%, then comes music with 24% of the participants. Yet, 48% from the informants claimed that they do not learn these words from their families while 8% learn it with a large degree from them. Moreover, others (32%) learn these words to a moderate degree from their friends and peers. It is worth to mention that, this question is of multiple choice types.

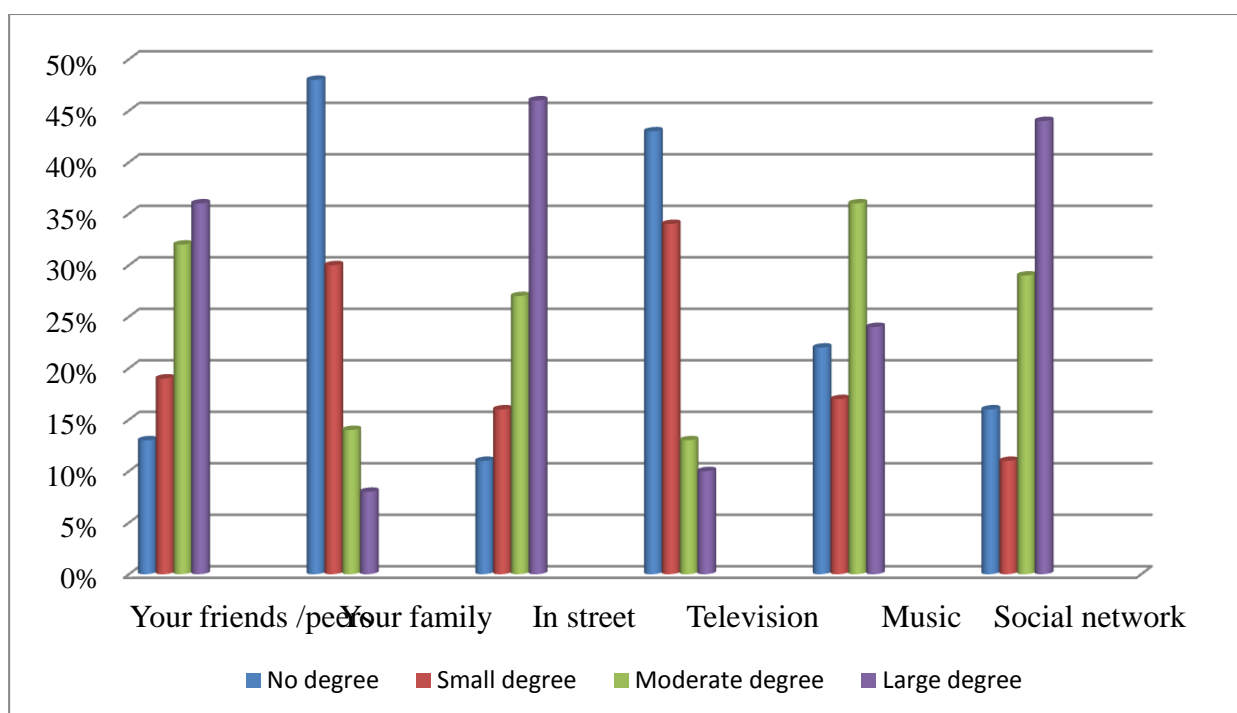


Figure 3.4.8: the sources of youth innovation

3.4.1.12. Question 12: Do you think that these words are accepted in our society?

Yes	83%
No	17%
	100%

Table 3.4.6: participants' views about the acceptance of the innovated words in society

The aim from this question was to check whether those new words are accepted in our society or not and especially by adults or old people. From the table above, it is clearly shown that youngsters agreed on the acceptance of the new words that they use in the society. In accordance with that, 83% of the informants consider that the new words spoken by youth are accepted in the society and only 17% answered negatively.

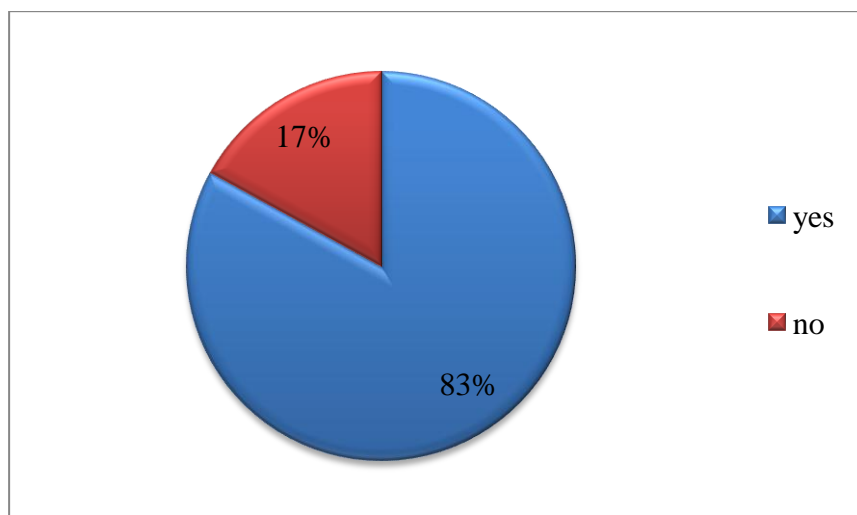


Figure 3.4.9: acceptance of the new words in society

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

In this question, the respondents were asked to give any additional comments or add new information were missed to mention in the questionnaire concerning this subject, but unfortunately not all the participants had provided comments and given their opinions. Some of the informants said that it is impressive to use new words in the daily interaction so that we can increase the measure of knowledge and others see it as a sign of modernity and globalization. While some other respondents show their fear about the use of these words and said that it threatens and it may destroy the Arabic language and even the culture, they see these new words as intruders on our society and for them, the creators and users of these terms are unaware and have limited intellectual level. Other participants said that those words are expressive and also funny, and they use them to be humorous. In addition to that some claimed that being conservative in this globalized world and using old generation speech is old fashion.

3.4.2. Interpretation of the findings:

In an attempt to explain the manifestations of Algerian language and the infiltration of new words and concepts, some research questions are stated to find explanations for the reasons that push adolescents to innovate. This section summarizes and concludes the work. It also discusses some implications of the investigation. Taking into consideration respondents' answers of the questionnaire, I tried to discuss the findings through the interpretation of the analyzed data in this section. Among the results, the younger people in Algerian speech community play an essential role in language innovation as they mix different repertoires to bring or introduce new words. As the main interest of this research is language change and innovation in youth's language, linguistic choices are to be studied in accordance with social motivations since language is part of the society. Downs (1984:15) believes that: "Sociolinguistics is that branch of linguistics which studies just those properties of language and languages which require reference to social, including contextual factors in their explanation". So, throughout the data analysis the light was shed on the youth speech and the reasons behind such linguistic innovation and the motives which lead young people to use a 'different' language, or a language which is 'specific' for them.

Most of the young participants use new expressions in their daily conversations and speech either for breaking the routine or for being humorous and funny, because to be conservative in this developed world is old fashioned, even in language. They usually use these words for appearances and behaviors in order not to be understood by others. So, they try to bring or coin new words to express what is in their minds.

In fact, the youngsters observe, associate and then coin the new word, so, these words do not come from emptiness, but they are figurative, in which the innovated word is associated with its meaning. For example, the word (نسركل) from the french word « circuler » and in english « to circulate » and the word (نافيقي) the term in french is « naviguer » it has a metaphorical meaning which is « to be resourceful » in english. Moreover, social media plays an important role in the spread of these innovated words among members of the society. As well, the revolution in technology promote young people to innovate and it enriches their language with different vocabularies e.g., [نفورماتي] 'to format', [نشاتي] 'to chat', [نفيسيوكي] to connect, and many other words.

It was also found that adolescents employ these new words in limited and particular settings and not with everybody. Nearly, the majority of the young people use the innovated terms only when interacting with friends and most of them do not use this kind of words in formal situations and with people they do not know, and they avoid using it with their parents or old people maybe

because it is kind of respect or they get afraid to not be understood by this generation. But they speak that language with their siblings and with both boys and girls.

What has also revealed from analysis of some answers that even girls nowadays are using the new words. So, this result disagrees with the theory which sees women are more conservative in their speech. Another point has risen through interpretation is that people in social networks have different identities than theirs in real life. In the virtual world they dare more and show different speech style, so, it can be said that they are more creative and innovative in social networks.

From all what has been said, one might infer that the younger generation in Algeria is modifying the language in a crucial way and they innovate and use new words to express themselves.

3.5. Limitations of the study

Although the study has conducted carefully and it reached its objectives there were some limitations that moderate the implications of the research findings. . First , as this subject of study is so large it needed a long time and large sample in order to obtain more accurate data but unfortunately , the number of participants was small in addition that they were not cooperated Therefore , one data collecting method which was a questionnaire was not sufficient . And finally, the participants may not give the right answers and they site only the positive points. So, as this linguistic phenomenon is much important and large, the current work was an attempt to open the door for further researches.

3.6. Conclusion

The aim of this chapter was to bring to light findings related to linguistic innovation and the motives which lead to language change in youth language. From the data analysis, it has been found that various motives lead adolescents to use a ‘different’ and ‘new-fashioned’ language, the most important ones being the impact of the street culture including the speech community, the influence of the mass media, in particular TV and the internet and other factors . In addition both age and gender are crucially important since much language change occurs at different ages and among both genders.

As a result, it can be observed that many factors play a crucial role in language innovation and change. Youngsters express a certain awareness of which word or code to use in order to express their different personalities and social identities and to show that they belong to new generation.

General conclusion

General conclusion

Sociolinguistic studies have always emphasized on how language change through time due to many factors and what are the motives leading to this change. Many variables contributed in linguistic change such as age, gender, social class...etc and the most crucial one is age, this later lead to language innovation. The aim of this dissertation as formulated at the outset of the study is to find the reasons that push young generation to innovate and use different speech than old people.

The present study is conducted in order to examine the linguistic innovation and the reasons behind the production of new words and the contribution of the youth in the phenomenon of language change.

The dissertation includes a theoretical part devoted to two chapters; the first one provides review of literature covering some linguistic aspects related to the debating point. The second chapter presents the sociolinguistic situation of Algeria, and the third chapter which is devoted to the practical part and it includes the methodology and the analysis of the findings. The method is used in collecting data is the questionnaire which was set to find out the reasons which make youngsters use a 'different' language, and to demonstrate the role of gender in language change. From the investigations, it was found that the younger generation in Mostaganem (and probably in Algeria as a whole) represented by adolescents and young adults, is responsible for language change. Youngsters are linguistically innovative, they are much more creative in their daily conversations in addition to the crucial role they play in the diffusion of these new words. One can say that social, political, cultural in addition to educational norms, all are motivations of language change, and contribute in explaining individual language variability. In addition, the individual choice of certain linguistic features over others is explained by the different attitudes to language use.

Concerning the hypotheses, the first hypothesis is not validated and does not fit what has been interpreted from the findings since the use of those new coined words by young individuals go together with their psychological and social state as they use them fluently as a sign of their integration and not to seem prestigious. However, the second hypotheses is confirmed as most of the sample agrees that they want to be updated following the globalization train in addition to the fact that they want to be humorous, fashionable and independent from the old generation' language. The third hypothesis agrees with what has been found through the analysis in this current research; the social media plays a major and crucial role in the creating and diffusion of those new words and help in the insertion of new items to the language as well, which is clearly agreed on by many researchers.

In attempt to gain precise data, there were some limitations. Firstly, the sample was small in number so that the results cannot be generalized. Then, because of time constraint, only one research instruments have been used. In essence, this research was an attempt to complete what has been done before and opened a door for further investigations as a step to enrich the linguistic innovation phenomenon and cover from all angles.

Broadly speaking, this investigation has offered a general overview, theoretically and methodologically, of the language change and its use among young generation. However, more detailed researches in future can enrich the perspective of linguistic behaviors and word innovations within Mostaganem speech community and Algerian society in general.

Finally, adolescents' language innovations are important in designing a future linguistic situation of Algeria. For future researches, there are several opportunities; the sample can be larger and the setting can be expanded to include other social classes. In addition, the adults' attitudes towards this linguistic phenomenon can be included in order to see if they can accord easily with the young generation's speech style.

Bibliography

Bibliography

Andersen, H. (2003). *Actualization and the (uni)directionality of Change*. Amsterdam: Benjamins. (Andersen)

Blackwell, Milroy, J. (1992). *Linguistic Variation and Change*. Oxford: Blackwell.

Blom, J. & Gumperz, J. (1972). *Social Meaning in Linguistic Structures: Code Switching in Northern Norway*.

Blommaert, J. (2003) "Commentary: A Sociolinguistics of Globalization". *Sociolinguistics* 7/4, pp. 607-623.

Bloomfield, L. (1933). *Language*. New York: Holt.

CALVET L.J (1974), *Linguistique et colonialisme. Petit traité de glotlophagie*, Paris : Payot.

Carvalho, A. (2004). *I speak like the guys on TV: Palatalization and the urbanization of Uruguayan Portuguese*. *Language Variation and Change* 16. 127–51.

Chambers, J. K. (2003). *Sociolinguistic theory* (2nd ed.). Blackwell: Oxford.

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. New York, NY: Oxford University

Eckert, P. (1988). *Adolescent Social Structure and the Spread of Linguistic Change*. *Language in Society* .17, 213-232.

Eckert, P. & McConnell-Ginet, S. (2003). *Language and Gender*. Cambridge: Cambridge University Press.

Edwards, J. (2009). *Language and Identity*. Cambridge: Cambridge University Press.

Eriksen, T. H. (2007). *Globalization: The key concepts*. Oxford: Berg.

Fromkin, V. & Rodman, R. & Hyams, N. (2010). (9th ed.). *An Introduction to Language*. USA: Cengage Learning.

Gafaranga, J. (2007). *Talk in Two Languages*. New York: Palgrave Macmillan.

Gumperz, J. J. (1982). *Conversational Code switching*. In *Discourse Strategies*. Cambridge: Cambridge University Press.

Haugen, E. (1966). *Dialect, Language, Nation*. *American Anthropologist*.

- Haugen, E.** (1972). The Stigmata of Bilingualism. In Dil, A. S (ed.), *The Ecology of Language: Essays by Einar Haugen* (pp. 307–324). Stanford: Stanford University Press.
- Hudson, R.** (1996). *Sociolinguistics* (2nd ed.). Cambridge: Cambridge University Press.
- Hudson, R. A.** (1999). *Sociolinguistics* (2nd ed). Cambridge: Cambridge University Press.
- MYRES-SCOTTON C.** (1993), Social motivation for code switching. Evidence from Africa, Oxford University press.
- Keller, R.** (1994). *On Language Change: The Invisible Hand in Language*. London, New York: Routledge.
- Kotsinas, U.** (1997). Young People's Language. Norm, Variation and Language Change. In Falk, Johan u.a. (Hg.): *Norm, Variation and Change in Language*. Stockholm: Almqvist & Wiksell.
- Labov, W.** (1990). *Language Variation and Change*. Cambridge: Cambridge University Press.
- (2001). *Principles of Linguistic Change*. Oxford: Blackwell.
- Llamas, C. et al.** (2007) *The Routledge Companion to Sociolinguistics*. London, New York: Routledge.
- Milroy, L. & M. Gordon.** (2003) *Sociolinguistics: Method and Interpretation*. Oxford:
- Myers-Scotton, C.** (1993b). *Social Motivations for Codeswitching: Evidence from Africa*. Oxford: Oxford University Press
- McLuhan, M.** (1960). *Understanding Media*. London : Routledge
- Seliger, H. & Shohamy, E.** (1989). *Second Language Research*. Oxford: Oxford University Press.
- Thorlow, C.** (2003). Generation txt? The sociolinguistics of young people's text-messaging. *Discourse Analysis Online*. Retrieved april 15, 2015, from Thurlow (2003) cited in *Contemporary Society Essays*.
- Trudgill, P.** (2000). *Sociolinguistics: An Introduction to Language Society*. (4th ed.). England.
- Trudgill, P.** (2003). *A Glossary of Sociolinguistics*. Edinburgh: Edinburgh University Press.
- Wardhaugh, R.** (2006). *An Introduction to Sociolinguistics*. Blackwell Publishing Ltd.
- Weinreich, U.** (1953). *Languages in Contact, Findings and Problems*. The Hauge: Mouton

Appendix

Appendix

Questionnaire: youth linguistic innovations in Algerian speech

The questionnaire in front of you is a part of a research for a Master degree. I would be so grateful if you could answer the following questions for the sake of gathering information about the youth linguistic innovations in Algerian speech .

Question 01:

Male

Female

Question 02:

Age

Question 03: do you think that old and young people speak differently?

Yes

No

Question 04: do you use new words in your daily conversations?

Yes

No

Give examples

Question 05: why do you use new words?

Break the routine

To sound fashionable

The habit to use them

To cope with globalization

To imitate

Other reasons...

Question 06: do social network help in inventing new words

Yes

No

If yes how?

Question 07: Do you use the new words in these situations so how often?

Where? With whom?	never	rarely	often	always
At home with siblings and teenagers				
At home with adults as parents				
with friends/peers				
with people I do not know				
In interacting with girls(peers)				
In interacting with boys(peers)				
With both boys and girls				
Formal situations				

Question 08: where do new words come from?

Arabic

French

English

Others

Question 09: have you been asked to translate the new words you use?

Yes

No

Question 10: do you think that those new words threat Arabic language?

Yes

No

Maybe

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

	No degree	Small degree	Moderate degree	Large degree
Your friends /peers				
Your parents				
In street				
Television				
Music				
Social networks				

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

Yes

No

Question 11: Are there any comments you want to add concerning this subject?

.....