Adolescent Language and Innovation: A Lexical Perspective.

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Abstract

Innovation is frequently acknowledged as the source of growth and organizational renewal and regarded as a major source of an organization « s competitive advantage.

The communication of innovative products, services or technologies is supposed to encompass the innovation process and to promote the diffusion of Innovation. When languages come into contact, either directly through the personal contact of the speakers of these languages, or directly through the media, one common outcome is the diffusion of cultural items across linguistic boundaries. One clear manifestation of this cultural diffusion is the emergence of new lexical items in a recipient language.

These new lexical items are replicas of models in the donor language.

Adolescence is not merely a biological age, but a social institution, which is specific to the modern era, and is usually conceived of as a transition period between childhood and adulthood. Hence, this article explores the use of a variety of types of neologies, linguistic resources, interactive style and lexical innovations which are frequently attributed to mass-media influence, internet, and present-day technology.

Adolescent language, therefore, has proved to be a fertile field for the development of new concepts. These new concepts, however, differentiate from one setting and from one topic to another.

In an attempt to understand adolescents" linguistic behavior and to examine the reasons behind such a linguistic phenomenon, the following sub-questions are put forward:

> 1/what are adolescents' attitudes towards lexical innovation and what are their attitudes towards individuals neglecting its interference are?
> 2/ what are the motives that lead adolescents to these lexical innovations?
> 3/Do adolescents include new items in any informal talk?

To tackle these questions, the following hypotheses are advocated:

> 1/There might be positive attitudes towards this new language and some negative attitudes towards people who do not innovate.
> 2/various factors contribute in the use of this specific type of language, the most important one being age, in addition to other social factors.
> 3/It could be hypothesizes that adolescents tend to include innovations according to the topic discussed.

1. Language and Age

Language and age are central properties of man. The intimate relation between the two seems natural and somewhat obvious. The broad changes and continuities that constitute a person's identity occur in all stages of life, from birth to death (Seifert, Hoffnung and Hoffnung 2000). Yet as far as this paper is concerned, strong patterns of change occur at adolescent ages.

1.1. Adolescence

Adolescence is a developmental transition between childhood and adulthood. It is the stage in person" s life from autonomy to maturity and from dependency to independence.Young persons, then, starts thinking of being part of a peer group and standing alone as an adult rather than being

part of a family group as children. In this vein, Eckert (2003:113) stresses that, "**language plays a key role in the creation and maintenance of social groups in general, hence of adolescent peer groups**".The word adolescence is Latin in origin, derived from the verb *adolescere*, which means to „growinto adulthood" Yet, this growing differs from one individual into another; some young people move through adolescence much more quickly than others. This is why, there are varying views on the actual time line of adolescence when it begins and when it ends[108].

Stanley Hall was the first psychologist to advance a psychology in its own right.
He defines adolescence as **"a period of storm and stress"**, i.e. He refers to adolescence as a turbulent transitional age when feeling and physical changes begin to evolve. According to Hall, adolescence begins at puberty at about 12 or 13 years, and ends at between the ages of 22 and 25.Another view[109] notices that adolescence is the transitional period between childhood and maturity, taking place between the ages of 12 and 20. Moreover, according to Tyyskà (2005:3), the age group that term "adolescent «   previously used to refer was 15-24 years old, whereas now the term is used interchangeably with the Anglo-American „teen", which refers to the age group 13-19 years old. Adolescence presents many challenges. Biological, cognitive, emotional, and social changes are confronted.

1.1.1. Biological Challenges in Adolescence: it refers to the process of profound physical changes which occur in the growing of girls and boys. It is called „puberty « .Major physiological changes take place at that period as: the growing in height, weight, strength, in addition to changes in appearance. These changes differ from one to another and occur over a period of time.

1.1.2. Cognitive challenges in adolescence: adolescence develops a new way of thinking, a new capacity which is more creatively and critically totally different from children. Flavell (1977) suggested a number of thinking changes which progress beyond that of hildhood:
   • Imagine possible and impossible events.
   • Think of a number of possible outcomes from a single choice.
   • Think of the ramifications of combinations of propositions.
   • Understand information an act on that understanding.
   • Solve problems involving hypothesis and deduction.
   • Problem solve in a wider variety of situations and with greater skill than in childhood.

1.1.3. Emotional Challenges in adolescence: the physiological changes lead adolescence to think and explore new social relationships. This period develops an emotional creativity among adolescence. That is to say, it creates different beliefs, attitudes, and self-perception in young persons" life.

1.1.4. Social Challenges in adolescence:
Is the process whereby adolescent want to be integrated and gain a place within a society. This process is strongly interrelated to the early challenge, i.e. the search for personal identity. That is, socialization reinforces adolescents «personal identity at the same time the development of personal identity makes the adolescent feel strong when dealing with society « s expectations.

2. Language and Gender
The investigation of gender-specific language variation began in the 1960" s with the socio-phonological survey of William Labov, when studying Martha" s Vineyard.1965 and New York study .1966b). These studies show a stratification of phonological variables according to

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[108] There is no fixed time which refers to the end of childhood and the beginning of adolescence, as well as for the end of adolescence.
[109] Gale Encyclopedia

sex/gender, age, socio-economic status, and situational context as the use of standard variants by women of higher class rather than equivalent men.

Earlier research in sociolinguistics viewed male, female, and age as biological variables (s. Labov, 1966&Trudgill, 1974). Yet, current research regards them as social variables. From a sociolinguistic view point, both age and gender are interwinted, i.e. studying one variable implies studying the other one as well. The term gender has been chosen in this area of research rather than sex as it concerns "**the psychological, social and cultural differences between male and females**", whereas sex refers to "biological or anatomic" between men and women.

Trudgill in his study of Norwich assumed that women used more standard forms than men as well. In the light of Trudgill « s quotation, women are assessed according to their appearance while men are judged according to their work; **"it is more necessary for women to secure and signal their social status linguistically" (s. Trudgill, 1972:91)**.

LAKOFF (1973)[110] claims that there are many differences in the area of vocabulary, women tend to use their own vocabulary for emphasizing certain effects on them. Adjectives as: adorable, charming, divine, lovely, and sweet are commonly used by women but only very rarely by men. Eckert and Mc Connel-Ginet (1992:90) state:

> *Women's language has been said to reflect their [our] conservatism, prestige consciousness, upward mobility, insecurity, defence, nurture, emotional expressivity, connectedness, sensitivity to others, solidarity.*
> *A man' language is heard as evincing their toughness, lack of affect, competitiveness, independence, competence, hierarchy, control.*

Gender, thus, highlights an important role in language change and/or variability. As men and women are biologically and socially different, they are expected to have different behaviors.

3. Some Aspects of Language Contact

The interplay between linguistic varieties, generally, gives birth to some resulting language contact phenomena which among here we site code switching/choice situations.

Code switching, a type of discourse that occurs as a natural outcome of language contact and an inevitable consequence of bilingualism, has attracted linguists" attention and been studied from a variety of perspectives. Scholars do not seem to share a single definition of the concept, and this is perhaps inevitable, given the different concerns of formal linguists, psycholinguists, sociolinguists, anthropo-linguists and so forth. Many scholars use a definition of CS similar to Hellers" (1988a:1): **"the use of more than one language in the course of a single communicative episode"**; Auer (1984:1), for example, sees it as **"the alternating use of more than one language"**; while Milroy and Muysken (1995:7) define CS as: **"the alternative use by bilinguals of two or more languages in the same conversation"** (Quoted in Boztepe, 2008: 4). Whatever the definitions are, it is obvious that anyone who speaks more than one language switches between them or mixes them according to certain circumstances.

Yet, not all researchers use the same terms for CS in the same way (Boztepe,2008:4), some of them view CS as restricted into mixing two languages whereas others suggest the terms: "code alternation" or "insertion" or they have include even style shifting. This terminology about CS reached the dilemma of distinguishing between CS and borrowing, a more complicated issue, by proposing different models and approaches. Yet, Eastman (1992:1) neglects all these distinctions by stating that: "efforts to distinguish code switching, code mixing and borrowing are doomed" and that it is crucial that we "free ourselves of the need to categorize any instance of seemingly non-native material in language as a borrowing or a switch". (Quoted in Boztepe, 2008:8).

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[110] Idae mentioned in Wardhaugh (2006:318-319).

In dealing with CS as a process, sociolinguistic studies have been conducted from two levels: macro and micro levels. The macro level was adopted by Fishman (1965) in his referential work "Domain Analysis". Fishman focuses on "the correlation between code choice and types of activity" (Boztepe, 2008:12).

This differs considerably from Blom and Gumperz (1972) micro approach that identified two types of code choice: situational switching and metaphorical switching. Situational CS, as its name implies, depends on the situation, i.e. the language used in formal situation is different from the one used in informal one. It is very clear that, for any parts, the social context defines the linguistic choice, and such a choice is controlled by social rules that have been become integrated part of the daily linguistic behaviour of individuals as a result of experience. Metaphorical CS, on the other hand, occurs according to changes in topic rather than the social situation. Here, it is "the choice of language that determines the situation" (Hudson, 1996:53). Metaphorical switching is then topic-elated. Amazingly enough, in this type of language modulation, some topics might be discussed in either code. However, because the choice encodes certain social values, the selection gives a distinct flavour of what is said about the topic.

Unlike the two preceding types, at which switching corresponds to a point where the situation or topic changes, Conversational CS was added to CS terminology to describe functions. This type of switching takes place in random way and does not consider the context in which it may occur but rather the structure of utterances. In a stretch of speech between bilinguals, for instance, it is not surprising that speakers start with one language then adopt few words from the other then go back to the first for a few more words and so forth. Consequently, such a type, which is also known as code mixing, demands participants who have a "reasonable" proficiency in the codes involved for a better comprehension.

Gumperz (1982) makes a distinction between the codes in switching: the "we code" and the "they code" which denotes particular types of social relationships. The former relates to choice of language in in-group relations while the latter in out-group relations. He describes them in terms of their primary function, i.e. Solidarity. The following table, provided by Grosjean (1982: 136), summarizes a set of concise factors that potentially explain speakers' code choice:

FACTORS INFLUENCING LANGUAGE CHOICE

Participants	*Situation*
Language proficiency	Location/Setting
Language preference	Presence of monolinguals
Socioeconomic status	Degree of formality
Age	Degree of intimacy
Sex	
Occupation	*Content of Discourse*
Education	
Ethnic Background	Topic
History of speakers" linguistic interaction	Type of vocabulary
Kinship relation	
Intimacy	*Function of Interaction*
Power relation	
Attitude toward languages	To raise status
Outside pressure	To create social distance
	To exclude someone
	To request or command

Grosjean's List on Factors Influencing Language Choice.

As an attempt to incorporate the macro and micro perspectives, Myers Scotton (1993b) introduced her "Markdness Model" as a complementary device to **"account for CS by proposing that speakers have unmarked and marked choices available to them when they speak"** (s.Wardhaugh, 2006:109-110). Under her Markedness model, Myers Scotton lists three maxims of code choice: "the unmarked choices" are expected and do not produce any special effect whereas "marked choices"are "unusual, un-expected and encode the speaker's social disapproval" (Lotfabbadi, 2002:19). The third maxim is "the exploratory choice" which is assigned to "explore", or to "negotiate" the unmarked choice between interlocutors, when the choice of code is not clearly apparent" (S. Smith, D.J. 2002: 5).

4. Lexical Innovation/Neologism

Vocabulary is one of the susceptible compartments of language to be subjected to different changes. The lexical units that are subject to these changes of form and of meaning, representing "lexical innovation", have an important role in the process of language evolution.

The term neologism was coined in English in 1803.It is derived from Greek: *néos* means "new" and *logos* means the „word", while the suffix {–ism} forms the noun. According to the Oxford English dictionary (2003:1179), neologism is a noun that means **"a word or phrase which is new to the language; one which is newly coined"**. Peter Newmark (1988:140) defines neologism as "**newly come lexical or existing units that acquire a new sense"**.

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: **"a neologism is a word that is perceived as new by the language community"**.

Mass media such as: television, radio, and internet are the means of communication that reach a large number of people in a short time. Thanks to these means new words are created every day and their number is growing fast; especially by young speakers. Hence, considering

> «the influence digital technology has had on society, it is not surprising then that lexicographers have found that science and technology are by far the most prolific sources of neologism in recent times" (S.Crystal: 2002, Gozzi: 1990).

A research made by MC Donald explores the use of technological neologism; particularly those beginning with the prefix *e-* , which is mainly productive in generating new terms or jargons such as: *e*-mail, *e*-book, *e*-publishing and so forth. He affirms that the "*e*-prefix' has more meaning behind it than simply referring to technology, computers, and the internet. Algeo (1991:15) states that:

> We use new words because we take delight in them they reflect changes in material and intellectual culture. And they show us something of the way human beings cope with problems and laugh at the absurdities of life.

6. Language Attitudes

Language attitude is one of the most important topics in the social psychology of language and one of the central factors that engender linguistic variation which is in turn may lead to language change. The concept of language attitude is used broadly to mean "any affective, cognitive or behavioural index of evaluative reactions toward different language varieties and their speakers" Ryan et al. (1982:7)[111].

Daily speech interactions may have a set of different language varieties.

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[111] Quoted in Dendane (2007: 258)

Speakers, on their turn, may have different attitudes towards these surrounding varieties. As Trudgill (1992:44) points out, such attitudes

> "may range from very favourable to very unfavourable, and may be manifested in subjective judgments about the "correctness", worth, and aesthetic qualities of varieties, as well as about the personal qualities of their speakers"

7. Research Instruments

The data needed in this fieldwork are gathered by means of questionnaires (Matched Guise Technique) and interviews which are used to elicit data explicitly from the informants. A third perspective is recording which may lead to yield more valid and authentic data and a direct study of the linguistic setting.

7.1. Matched Guise Technique:

This technique was proposed by Lambert and his collaborators (1960) then developed later on in Lambert 1967, Gardner and Lambert (1972)[112]. Giles and Billings (2006:189) explain the matched guise technique as a

> "procedure […] built on the assumption that speech style triggers certain social categorizations that will lead to a set of group-related trait-interferences".

This method is designed to uncover the informant's attitudes towards language varieties by making them listen to a dialogue or a speech presented by one person in two guises. The respondents are then asked to guess about the speakers in the guises by filling in a questionnaire.

Questionnaires are distributed to adolescents aged between 15 and 25years old, including both males and females.

7.2. Interview

Unlike the above technique, the interview is **"time consuming"** (s.Seliger & Shohamy, 1989:166). It is referred to as „rapid and anonymous interviews « (s.Labov, 1970). The researcher herself participated through giving questions, and seeking to reach the linguistic forms she has fixed as a goal in mind .The importance of the interview is highlighted by Cohen et *al*. (2000:267):

> Interviews enable participants -be they interviewers or interviewees-to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view. In these senses, the interview is not simply concerned with collecting data about life: it is part of life itself.

7.3. Recording

For the sake of getting pure data for the present research work, many conversations have been recorded by the use of a hidden mobile or a sound cassette in different contexts: at school (far from classroom courses), at home and among friends. Some of them have been recorded by the researcher and sometimes, "a friend of friend procedure" is used. The recorder has to be hidden carefully without impeding the recording procedure in order not to influence the participants.

8. Sampling and Stratification

The present paper attempts to shed light on adolescents « language and lexical innovation in Tlemcen speech community. To understand this linguistic behavior, one may suggest a set of reasons following Grosjean « s list on factors influencing language choice. Thus, the data used for this research come from a sample population of 80 participants between the age of 15 and 25.

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[112] Quoted in Edwards, J (1982/22)

The informants were stratified by age and gender and level of education as shown in the following table:

Educational Level	Male	Female
Secondary	40	40
University	40	40

Sampling and Stratification.

9. Data Collection

The above cited research instruments could yield a set of results that are presented analyzed and interpreted. Scientific research should respect the three criteria of empiricism, objectivity, and exactness. The present work insists on drawing quantitative results from each research instrument to approach exactness. It also takes into consideration some qualitative remarks that will enrich the gathered data and give the work a more analytic nature rather than a mere descriptive one.

9.1. Matched Guise Technique: Attitude as an incentive paradigm

80 questionnaires were analyzed. 40 questionnaires were administered to male adolescents whose ages range between 15 and 25 and the other 40 to female adolescents of the same group ages. The tables below expose data related to the respondents" gender and level of education in relation with their assumption on the speaker in the 1st and the 2nd guises:

Educational Level	Gender	10-14	14-25	More Than25	Ido not Know
Secondary	Male	0	2	18	0
	Female	0	0	20	0
University	Male	0	5	15	0
	Female	0	1	19	0

Adolescents' assumptions of S1 age range.

Educational Level	Gender	10-14	14-25	More Than25	Ido not Know
Secondary	Male	0	19	1	0
	Female	0	18	0	2
University	Male	0	16	3	1
	Female	0	17	0	3

Adolescents' assumptions of S2 age range.

When asked to guess which one is younger, S1 or S2, the following data is gathered:

Educational Level	Gender	10-14	14-25	More Than25	Ido not Know
Secondary	Male	2	18	18	0
	Female	0	20	20	0
University	Male	5	14	15	1
	Female	3	17	19	0

Adolescents' selection of the younger guise speaker.

Speaker's gender is guessed by the informants as in the following tables show:

Educational Level	Gender	S1 is a Boy	S1 is a Girl	I do not Know
Secondary	Male	14	4	2
	Female	10	6	4
University	Male	12	3	5
	Female	8	10	2

Adolescents' perception of S1 gender

Educational Level	Gender	S1 is a Boy	S1 is a Girl	I do not Know
Secondary	Male	19	0	1
	Female	20	0	0
University	Male	18	1	1
	Female	15	2	3

Adolescents' perception of S2 gender

The informants expressed their attitudes towards S1 and S2 by checking „yes" for adjectives they think them appropriate. The following tables denote what they think of S1 and S2 respectively:

Educational Level	Gender	Normal	Polite	Narrow-minded
Secondary	Male	7	3	10
	Female	6	4	10
University	Male	5	7	8
	Female	4	4	12

Adolescents' attitudes towards adults' speech.

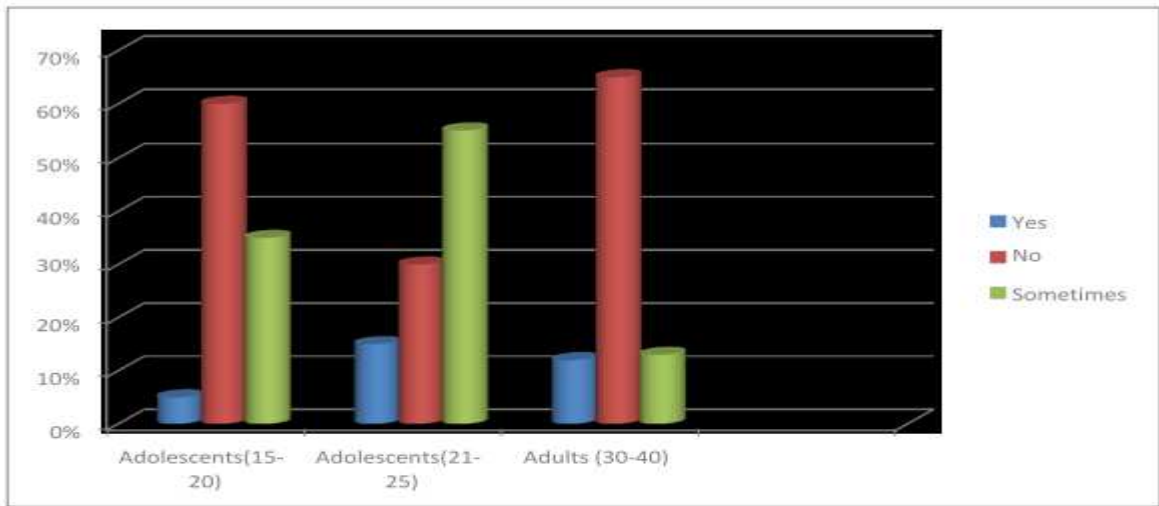| Educational Level	Gender	Normal	Polite	Narrow-minded
Secondary	Male	13	6	1
	Female	12	5	3
University	Male	10	8	2
	Female	10	6	4

Adolescents' attitudes towards lexical innovations.

A remark worth mentioning is that the researcher first read the first guise, adolescents did no reaction; they were just listening. On the other hand, when she read the 2nd guise where many new words appear, the majority of the informants cried loudly, looking to each other, and repeating the same utterances mentioned in the guise as /*chriki*/, and /artist/.
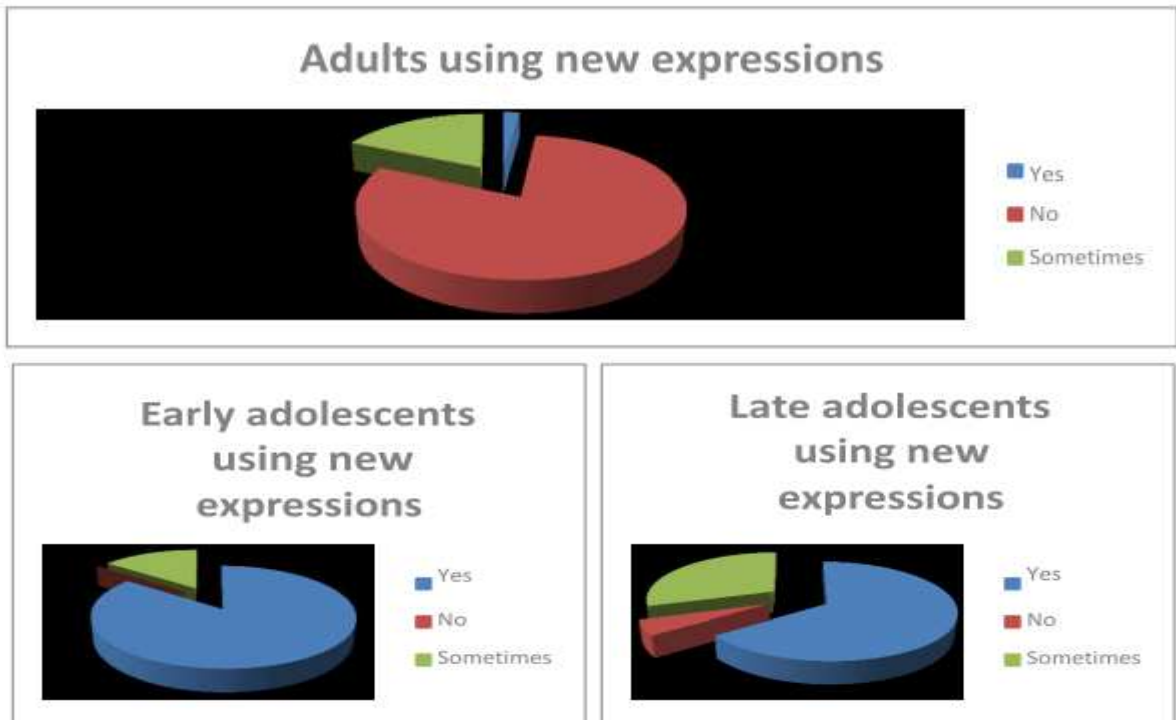
9.2. Interview Results

Forty adolescents were interviewed both males and females aged between (15/20: early adolescents and from21/25: late adolescents). The same interviews were handled to adults between 30 and 40 years. The interview contains 11 questions; seeking to check the second hypothesis: „age as a source of influence" It includes two questions about the third hypothesis, which are considered as introductory questions to the next section. It yielded quantitative as well as qualitative data.

The following diagram summarizes scored concerning the question if adolescents use the same way of speaking of adults (as their parents), and vice versa:

Adolescents Vs Adults' Daily Speech

When asked if they create new words, the majority of adults say "no" whereas adolescents' answers range between "yes" and "sometimes", as it is represented in the charts below:
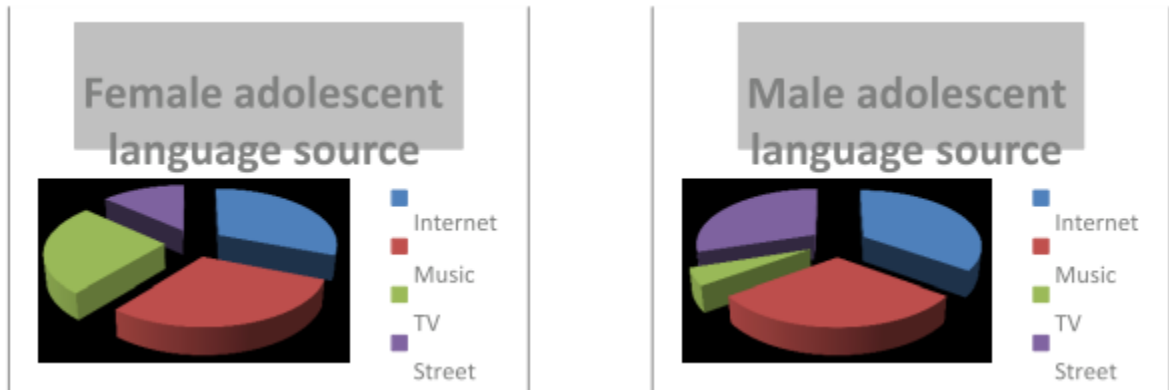

When asked[113] 6 with whom they use more new words, the following results have been found:

	Family	Friend at School	Friend in street	Friend through the internet
Male	5%	22%	40%	33%
Female	13%	20%	32%	35%

Adolescents' use of lexical innovation in correlation with participants.

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[113] As the results show that solely 2% of adults say „yes" (they use new words), the coming answers concern only adolescents, as it is our interest

The following graphs summarize the 7th question results: from where do you obtain these new words?

By the way, a comparison is made between adolescents and adults' speech in order to show adolescents' attitudes towards the newly coined words as opposed to adults. The majority of the results fall in between: adolescents' language is: "beautiful" 100% or 70%. Regarding the results of questions n 9 and 10, which are put as introductory questions to the third hypothesis. The majority insist that they do not include innovation in all topics but solely in particular talks. This stand point reinforces our hypothesis which will be more explained in the following section.

9.2.1. Innovation in Adolescent language

Because of the influence of the occidental culture, especially the French one on adolescence, language has been modified the in a crucial way leading to a new variety in which French is the dominant one in some topics. Some French words keep their original meaning. Other words, however, carry out a totally different sense; by suggesting for these words new grammatical category then modeling them to the norms of the Algerian verbs. In this vein Haugen (1950) states**:**

"If loan words are to be incorporated into the utterances of a new language, they must be fitted into its grammatical structure".

Here are some examples:

-*[mabriizi]:* means(I am fedup). In spite of the existence of its equivalent in Algerian Arabic as *[ma ruu].*This item has widely spread in adolescent language, taken from the Algerian recent *"Rai»* song *«rani mabriizi».*

-*[argaaz]* and *[google]:* are addressed to people who are so intelligent and attentive.
-*[zastafa]:* this word is used firstly to denote a means of transport (an ancient car in Algeria). Now, it is used in Algerian Arabic to refer to people who walk very slowly.

-*[bel of]* and *[kwa de nef].* These expressions are mainly used in facebook's interactions. The first means "beautiful photo" while the latter: "What's up?"

-*[or cho]* or *[makaanch rrizo]:* from the French word "hors champs" and "pas de réseau*"* respectively. These words are concerned with mobiles interactions. Yet, today they carry a different meaning in adolescent language. They mean: "I am out"

-*[artist],[annuuch],[habba],[fiim], [intiik],* or *[bogos]:* to mean "handsom" They are replacing the Algerian word:[*chbaab*].

-[*ma puus*]: a word addressed to females to mean "my intimate" or "my friend" whereas, for males the word [*Griki*] is used instead.

- [*nbipi*]: From the English "beep « The word has been introduced into colloquial Arabic from the French "bip". The term means a short high-pitched sound basically 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.

- [*nchate], [nkonekte]:* These words are frequently used by adolescents since they are in fashion. It is a result of the widespread use of the internet in Algeria and it has been easily integrated in the Algerian society because many adolescents are users of the internet. It is worth noting that the words have no equivalent in Algerian Arabic.

-[*navigi*] :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 is "être débrouillard" (to be resourceful in English). In using this word, adolescents use only its figurative meaning.

- [*aktivi*]: It originates from the French verb "active" ("to speed up" in English). In spite of the existence of its equivalent in Algerian Arabic as [*xuf*] or [*zem*] (generally used by females in Tlemcen), this item is widely spread among adolescents.

- [*fibles*]: 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 [*fachal*]) but the structure of the French nouns ending with the suffix "esse"
-[*la'ya*] : This word was firstly used to mean "fatigue" or "I am tired" .Currently, however, it is uttered by adolescents when meeting someone you do not like him/her. Additionally, other various neologies integrated the Algerian society due to present-technology as:

/lwifi/, /modem/, /twitter/, /skype/, /e-mail/and so forth.

9.3. Topic

This aspect will be discussed in the light of Grosjean" s List (1982) on "Factors Influencing Language Choice" where he considered that topic is one of the factors of code choice in addition to Gumperz « s semantic model. In blom & Gumperz's (1972) "Social Meaning in Linguistic Structures", metaphorical switching considers that a topic is entirely discussed in one code or another.
Because the objective of the experiment is to verify the validity of the idea that code choice in everyday conversation is topic-related, five conversations among our respondents were discretely recorded. The table below displays the range of topics discussed and the code choice for each topic:

	Topic				
	School Program	Internet	Religion	Music	Cloths
INNOVATION		X		X	X
ANY INNOVATION	X		X		

The following examples show excerpts revealed by data in relation to some topics by adolescents both males and females:

> **Topic 1:** School program
>> A: /*mazal madxaltu taqraaw*/.
>> B: /*xallihom madabina bah tkun fiha l ataba w jashalu lmawad e n allah*/.
>> A:/ *had l am rahom jgulu l baak sahal natmannaw ga narrabhu*/.

> **Topic 2:** Internet
>> A:/*lbare pa A iitlak bel of w ma komon eethomB* /.
>> B:/*konnek wsijon kanat ajjana*/
>> A: / *rak dayar lwifi walla modem*/
>> B:/*lwifi mi l konneksion ki zzas aafa*/
>> A: / *riki dir l ko* /.
>> B: /*sa a ja l rgaaz rak tkonnec e fal feisbuk walla f skaip*/
>> A: /*no ma andii skaip a pa feisbuk wBlla twitte*/.

> **Topic 3:** Religion
>> A: / *laa raki Ajma*/.
>> B:/*ma labalak ljuum a ora rabbi ja farlna am avon*/
>> A: /*allah jaqbal*/

> **Topic 4:** Music
>> A: /*sma ti ta appni ttalja mabrizi*/.
>> B: /*ma pus rani mabriizija addi madabiya morso intiik*/.

> **Topic 5:** Cloths
>> A:/*kwa d nef*/.
>> B: / *la Bt rabt fiha adda*/
>> A: / *w baddalBt lluuk*/
>> B: / *fimizak baddal lluk j abbuk*/.

10. Data Interpretation

The majority of adolescents, nearly 80%, both males and females claimed that S1 is aged more than 25 years whereas S2 is aged between 14 and 25 years. Thus, nearly all adolescents ranked S1, with the linguistic behavior of switching from AA to French and entering new items as much as possible. This code choice noticed by adolescents may be interpreted by the fact of being more independent. For them, innovation and switching is an expression of identity and freedom. It is a characteristic of both males and females. Yet, female have more linguistic awareness and choose the codes that are more feminine and prestigious as /artist/ rather than / ab enha bazbiib/.

For the 1st guise, the majority have checked the option „narrow-minded" then the next percentages obtained by university students in the option „normal". On the hand, the 2ⁿᵈ guise obtained the majority of attitudes for the secondary school learners in „normal", „polite" addying other answers as: „high status" „more prestigious", „urban &modern", This data give the impression that speech which is full of lexical innovations is specific to adolescents who use it intentionally to create a specific and peer adolescents group. According to them, urbanity and modernity is connected with creating new expressions and neologisms that go hand in hand with nowadays technology, whereas for adults the older get the less innovations are. Fortunately, the behavior of crying and repeating the same utterances show that adolescents are breaking a rule of conservatism.

Throughout the interview, the results show that the great majority of adolescents do not use the same way of adults" speaking way. Adolescents assert that they are generally different from adults when speaking. This differentiation is, then, reinforced by the implementation of new words. Thus, it can be said that adolescents and their age is affected by a set of transitions:

biological, cognitive, emotional, and social that influence not only their behavior but also their language. In other words, young people try to build and impose their personalities by showing off different domains such as clothing, hair-styles, as well as using new specific expressions and words different from those of adults. It is important to stress that in (21-25) the score of positive answers increases whereas the one of negative answers decreases which means that in late adolescence, young people tend to be influenced by adults" language. This behavior reinforces the overall idea that age is an influence source of language change.

In order to fulfill the purpose in view, another question is put in order to check whether individuals use innovations when speaking, which age group and which gender is most influenced by new words and expressions. As it is shown in figures above, the scores of early adolescence are higher than in late adolescence. In fact, early adolescence is the first step towards a transition from childhood into the social order which is the society. Adolescents endeavor to escape from adults' authority and want to impose and distinguish themselves by elaborating new specific styles in different fields; particularly their speech.

When asking with whom they use more these new words, the majority of the answers range between (friend either in street, at school, or through the internet), whereas the lowest score refer to: family members" use (mother, father,).The point is that, it can be said that speakers in different face to face situational interactions, usually accommodate their speech depending on the address or addresses they are talking to. This means that language used with friends (mainly with peers of the same age group) is quite different from the one used with members who do not belong to the same group. So, adolescent language also changes depending on group members" relationship including: age, class, gender and other social parameters.

Data recorded indicate that innovations are integrated in adolescent speech to tackle mainly topics related to the internet, music, and clothes. Purely religious and educational topics are tackled without innovating. Their age, consequently, in addition to technology development push adolescents to have a natural may be even subconscious, tendency to switch to the variety characteristic of such types of topics. Furthermore, adolescents may also prefer to continue discussing these kinds of subjects choosing newly coined words purposefully. That is, with consciousness, as code choice in some cases gives a particular value and a special flavour that encourages adolescents to react with more enthusiasm than adults, and to create a special interaction with „high status" Apparently, Code switching is therefore, performed with the aim of showing skillful management, and making the expressions aesthetic. It can be also used for clarification, by which speakers can avoid confusion and express themselves clearly; for accommodation, when they seek convergence and approval in social encounters; for quoting, by which they can resolve what happened vividly, and at the same time, guarantee authenticity; and for emphasis, when they stress a point or a fact.

Conclusion

This empirical paper provides a closer picture about adolescent language. It carries out observations concerning adolescence as a psychological being as well as a social one. In other words, it could unveil the psychological motives of adolescents" use of innovation and social psychological reasons lying behind it.
At the psychological level, it has been observed that the biological changes give the adolescents a psychological change that reflected them not solely physiologically, but also affect their linguistic behavior.

At a larger scale, it may be asserted that adolescents" innovations relate to the speakers «mental image of the code they speak and their attitudes towards it. Throughout the matched guise technique, we found that all adolescents have positive attitudes towards this new-fashioned language whereas most of adults show some negative attitudes towards this language though their speech may contain spontaneously some adolescents "innovations.

Furthermore, various motives lead this generation to use a „different «and a specific „prestigious adolescent" language. The most important one being the impact of the street culture including the speech community, the influence of the mass media, TV, the internet, the language contact situation, education, and other factors. Yet, age and gender are mostly crucial and important since much language change occurs at different ages and among both genders. As a result, we can say that age, a sociolinguistic variable plays a prominent role in language innovation as adolescents express a certain awareness of which code to select in order to express their social identity and belonging.

Participants, too, are seen as social forces that motivate adolescents « choice. This point can be interpreted in the light of the „Markedness Model". Myers Scotton (1993a) assumes that when conversational participants are competent in the community languages, speakers «choice of the language is determined by their desire to index a set of „Rights and Obligations «entailed by the choice of that language. The theory states that in each conversational encounter, there is unmarked (expected) language choice for participant and that this choice indexes the appropriate „Rights and Obligations set" in that social context. The topic discussed, on the other hand, stands out as a trigger that operates to influence adolescents "language of discourse.

To sum up, we can say that adolescent language in Tlemcen speech community (and supposedly in Algeria as a whole) is full of neologies and innovations. These innovations are resulted in highly mixed speech with a dominance of French, since this latter is considered as the most prestigious. Moreover, it was noticed that the need for borrowings and using innovations is not only because their equivalents do not exist in Algerian Arabic but also to create an "innovation-based prestigious adolescent language"

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