The Impact of ICTS on Learning Language

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Abstract
The dynamicity of language is related to an important set of factors such as age, gender, history, geography and new means of communication that people use in their daily life. Likewise, with the extensive use of new technologies and the implementation of the latest approaches dealing with learning and understanding, Information and Communication Technologies (ICTs) have recently become one of the necessities of modern learning, teaching and communication. Even in many developing countries like Algeria, Tunisia, Egypt and others, these new technologies have found some room to overwhelm schools, colleges, and universities. The issues addressed in this study concern primarily the understanding of the lexical innovation of Algerian, Orani youngsters' spoken variety, the way the use of new technologies notably ICTs influences our understanding and learning, and the way it contributes to innovation and change in language use through society both semantically and pragmatically. The study focuses on the impact of the use of ICTs on language in the current linguistic scene. Key words: Innovation in language, language change, linguistic behaviour, communication, technology, speech community, society and culture.

Introduction

Language, as a human phenomenon, is affected by anything and everything surrounding human beings. Since language is constantly changing with every alteration man witnesses, it provokes the linguist's quests to know how and why language changes along with the changes that occur in our life. Within this framework, the field of linguistic development has given rise to a great number of sub-branches, and each of these branches investigates one of the language varieties, aspects, functions, etc. As for language varieties, there are a lot of linguistic branches that look into why languages have different variations – dialects, spoken varieties, lects[1], vernaculars, and so on. The 'lect' is considered to be one of the complex linguistics units. It is a linguistic term that can be considered as the smallest language variety that gives birth to other varieties depending on the feature it is related to. If it is related to sex[2], it is a sexlect. If it is related to age, it is an agelect. If it is related to social class, it is a sociolect. If it is related to individuality, it is an idiolect and so on (Fasold, 1984; Hudson, 1980; Thomas et al., 2004). Among language variations, the agelect marks the distinction between different generations in terms of age and no one ignores that age differences result in other differences in behavior, mentality, and ways of speaking (Gumperz, 1982). In a given speech community, one may find clearly distinct agelect, and this is due to a set of salient factors (Aparicio, 1998; Galindo & Gonzales, 1999; Thornborrow, 2004). The question to be raised, then, is whether this

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[1]   Lect: It is about a variety or a specific form of a language or language cluster. This may refer to languages, dialects, accents, registers, or other sociolinguistic variations or varieties, as well as the standard and/or official variety itself.

[2]   The term 'sex' is used in this context to refer to the biologically distinct individuals: male and female. In other contexts, we may use the term 'gender' to refer to the socially or culturally distinct individuals: masculine and feminine.

distinction will give rise to a gap among different generations or to an interesting medley of spoken varieties. One of the rapid changes that the whole world has been witnessing in recent decades is the increasing use of Information and Communication Technologies (ICTs). As in other – developed or developing – countries, TVs, satellite dishes, mobile phones, computers, and the Internet as new technologies are widely used by members of the Algerian society, especially by the youth. Indeed, over the past few years, technology has become a fixture in many homes around the world, and Algeria is no exception. The influence of new technologies has permeated into all facets of our lives in Algeria, including our speech. Thus, it is expected that the frequent and extensive use of ICTs has had an interesting impact on Algerian lifestyle and culture. In Algeria, these new technologies have become so useful to Algerian people and mainly teenagers.

The aim of this paper is to examine the use of ICTs by Algerian youngsters from the perspective of an integrationist approach to unveil the extent of influence it has on the way they behave and speak. It will be explored whether ICTs are effective instruments to change the linguistic behavior of the Algerian youth towards their social living or a representation leading them to a new lifestyle and culture.

2. Review of Literature

Language change was and still is a current field of investigation for many linguists and researchers. The sociolinguist Jennifer Coates (1993), following Labov (1963), explains that "[l]inguistic change can be said to have taken place when a new linguistic form, used by some sub-group within a speech community, is adopted by other members of that community and accepted as the norm" (http://en.wikipedia.org/wiki/Language_change#cite_note-4).

In the light of this, and because ICTs are ubiquitous in contemporary society and pervade almost all forms of human interaction, their presence and usage have brought about changes of paradigms in communicative and linguistic behavior. The new technologies are breaking down borders and barriers at a faster rate than is possible in physical terms.

The impact of the use of ICTs on language is a promising scope of interest for researchers in various disciplines. Language learning and teaching is one area where ICTs influence is widely investigated. In a special report, (International Certificate Conference, 2002)[3], devoted to the impact of Information and Communication Technologies on teaching foreign languages and on the role of foreign language teachers in Europe, the term ICT includes technologies in which the computer plays a central role, for example, Computer-Assisted Language Learning (CALL), the Internet, and a variety of generic computer applications. From a linguistic perspective, language change rolls out as fast as communication technologies change (Shortis, 2001) and such collateral effects ought to be part of critical media literacy. Consider how quickly computing discourse has generated linguistic convergence and functional shifts and infiltrated everyday language use. Acronyms such as 'PDF', 'CD', and words such 'download', 'upload', 'chat' and so on have taken on the function of nouns, new words 'email', 'emoticon', 'Google' emerge, and old words such as 'boot', 'browse', 'button' are imbued with new meanings. Linguistic hybrids reflect a merging and proliferation of the language of ICT (Hammer and Kellner, 2009). On the other hand, Crystal

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[3] International Certificate Conference (ICC). The impact of Information and Communications Technologies on the teaching of foreign languages and on the role of teachers of foreign languages (a report commissioned by the Directorate General of Education and Culture), 2002.

(2004) focuses on the remarkable impact the use of the net is having on our speech in daily life. He coined a new concept to describe the interference of words, symbols, acronyms, and abbreviations that net-users who can speak English around the world use in blogs, discussions, msn chatting, instant messaging, and the like. Neologisms like 'lol' (laughing out loud), 'OMG' (Oh my god!), and 'BRB' (be right back) constitute a new speak for which Crystal coined the term 'The Net speak'.

In fact, regarding the impact of media, it is known that social and educational learning through mass media are considered as major factors which contribute to the adoption of a different way of speaking by young people. The use of television dramas and movies reinforces misleading ideas that civilization appeared in what they are going to express, to be different from the other and behave differently (Davis, 1989). It is socially acceptable and desirable for many adolescents who are exposed to high pervasiveness of imitating speaking, forgetting their social and educational background, either in a good or a bad way from movies with a belief that behaving like others is a normative social behaviour (Rogers, 2003).

As it comes to the use of mobile phones, various surveys worldwide have found high rates of mobile phone use amongst young people. For example, in Norway in 1999, 80% of 13 to 20-year-olds owned a mobile phone, while in the United Kingdom in 2001, 90% of young people under the age of 16 (http://www.capacitybuilder.co.uk). It has been indicated that by the end of 2005, the number of mobile phone users worldwide will reach 2 billion (Deloitte Research, 2005) and in Australia will reach 19.2 million (Fisher, 2005). Thus, in recent years, there is an increasing use of mobile phones, mostly by young people, and thus there is certainly an impact on the youngsters' way of behaving and speaking.

We can deduce that ICTs play a salient role in language learning and teaching on the one hand, and language change on the other. The latter is at the core of this study which originated from our observations and analysis of Algerian youngsters' extensive use of ICTs' language and neologisms based on their use of the Internet.

3. Method

This study is a cross-sectional survey research under qualitative research paradigm. In survey research, according to Fraenkel and Wallen (2010, p. 390), "Researchers are often interested in the opinions of a large group of people about a particular topic or issue. They ask a number of questions, all related to the issue, to find answers". Considering the purpose of the study, in order to collect necessary data an in-depth interviewing technique is adopted. This technique is also known as unstructured interviewing; it is a type of interview which researchers use to elicit information in order to achieve a holistic understanding of the interviewees' point of view or situation. It can also be used to explore interesting areas for further investigation. This type of interview is a face-to-face interviewing that involves asking informants open-ended questions, and probing wherever it is necessary to obtain data deemed useful by the researchers. As in-depth interviewing often involves qualitative data, it is also called qualitative interviewing.

It was decided to use in-depth interviewing as the main method to collect data for the study since an interpretative approach (qualitative in nature) was adopted for the investigation. The central concern of the interpretative research is to understand human experiences at a holistic level. Because of the nature of this type of research, investigations are often connected with methods such as in-depth interviewing,

participant observation and the collection of relevant documents. Maykut and Morehouse (1994, p. 46) state that:

The data of qualitative inquiry is most often people's words and actions, and thus requires methods that allow the researcher to capture language and behaviour. The most useful ways of gathering these forms of data are participant observation, in-depth interviews, group interviews, and the collection of relevant documents. Observation and interview data is collected by the researcher in the form of field notes and audio-taped interviews, which are later transcribed for use in data analysis. There is also some qualitative research being done with photographs and video-taped observations as primary sources of data.

Accordingly, in this study, only using audio-taped interviews was preferred for it was not necessary to film or photograph our informants as the focus of the study was the linguistic behavior mostly. Our informants were given, orally, a series of questionnaires, and then given time to answer them. Their answers were analyzed considering any linguistic and/or speech variation arising from the use of ICTs, and the Internet in particular. What was observed at a linguistic level in our data analysis is that neologisms and new linguistic features came out of not only the Internet use but also other means of communication, notably satellite channels, use of mobile phones, and other means of communication widely used among youngsters. Hence, our data would be classified accordingly by following the sources of neologisms and new linguistic behaviors.

3.1 Context
The research study took place in Oran, a metropolitan city where all means of modern urban life are available to all members of the community and lasted for three months

between May 2010 and January 2011. This location, Oran city, was selected because it represents a sample of people whose characteristics (i.e., youngsters using technology in their daily life, etc.) are appropriate for the research study, and as a big city, it contains all means of modern life, notably technological means, which are easily accessible to all the members.

3.2 Participants

For this study, two classes, a third-year and a fourth-year class from the middle school level and two classes, a second-year and a third-year class from the secondary or high school level were selected as participants. Each class holds an average of 35 students, amounting to a total number of 140 youngsters. The age range of the informants was between 14 and 19. All the informants live in Oran, but most of them are not originally from Oran. 90% of the informants come from middle class families, and this characteristic serves us as a feature of excluding any social class differentiations.

The participants were students attending either the middle or the high school. Thus, 90% of these students are acquainted with ICTs. The participants were familiar with new communication technology and using ICTs intensively in their daily life. Most of them own mobile phones, use the Internet, and they have to use the net to do their projects as partial requirements of their courses. The informants, male and female, were chosen purposefully from different classes according to the conditions mentioned before, and they all come from the same city, Oran. The latter was chosen for many reasons. A first reason is that Oran is a big city where all means of modern life are available; then Oran has become a 'melting pot', just like other urban centers, which attracts people from other cities. Moreover, in Oran, social class differences are much clearer than in other cities.

In our study, we have also included 15 adults whose ages range between 45 and 60. The reason for their participation in this survey was to check whether the impact of ICTs use extends to other categories. The sampling method used in this study was purposive sampling as considered appropriate in qualitative research. According to Fraenkel and Wallen (2010, p. 431), "Researchers who engage in some form of qualitative research are likely to select a purposive sample, that is, they select a sample they feel will yield the best understanding of what they are studying".

3.3 Data Collection Instruments

The data collection instruments used in this research study are:
- a semi-structured audio-taped interview guide that contained 15 items and a questionnaire given to the psychologist for the purpose of getting a psychological analysis of the neologisms being collected from the interviews. The aim of the audio-taped interview guide was to collect new words, neologisms and new expressions youngsters innovated out of their extensive use of ICTs; the interviewees' responses were noted down by the interviewer. The audio-taped interviews helped us analyze youngsters' behavior, i.e., to analyze the depth of the psychological effect ICTs use has on teenagers' behavior, linguistic behavior in particular, about how teenagers would reflect their pervasive use of ICTs in innovating words, and how this use would affect the psychological behavior of youngsters.

3.4 Data Collection Procedure

This research study was conducted in two phases. The first phase took about one and a half months between May and July 2010. The second phase took about another one and a half months between August 2010 and January 2011. Our

interviewing process lasted for three months. The first month was a stage of listing the sample group of youngsters with whom we intended to work. The second month was a step for observing these youngsters' linguistic, social and educational behaviors. The third month was the step for collecting as many neologisms as we could via audio-taped interviews that took the form of questionnaires.

3.5 Data Analysis

After having back the responses of the students via the audio-taped interviews and the psychologist via the questionnaire, we began working on the classification of the neologisms, analyzing the new words and reflecting on the answers of the expert. We extracted all new words, common words used differently by teenagers and words borrowed from other languages like French that have connection with ICTs use; then we first analyzed where these words have been borrowed in order to be able to classify them, as we will see in a later section. As for the views of the psychologist for our questionnaire, they were used as a tool of argumentation and analysis at the same time to affirm the aim of this study regarding the psychological dimension of neologisms created by young Algerian youngsters. The results of analysis informants' speech are presented in the form sample extracts and in Table 1.

4. Results and Discussion

In this section, we intend to present our arguments regarding the importance of neologisms as being created by youngsters, how they are to be perceived and the crucial influence of the new-tech and ICTs in unfolding a new linguistic and behavioral phenomenon adopted by young people in particular.

4.1 The Dynamicity of Language

Neologism, creating or using new words constitutes the first step leading to language change and language evolution. Aitchison (1991, p. 2) also refers to language dynamicity as follows:

"Language changes for several reasons. First, it changes because the needs of its speakers change. New technologies, new products, and new experiences require new words to refer to them clearly and efficiently. Consider the fax machine: originally, it was called a facsimile machine, because it allowed one person to send another a copy, or facsimile, of a document. As the machines became more common, people began using the shorter form *fax* to refer to both the machine and the document; from there, it was just a short step to using the word *fax* as a verb."

Language, like anything related to man, is a changing, human phenomenon. It changes through time, space and even situations, and this is why there exist a great number of languages, dialects, and spoken varieties. Globally speaking, these languages, in fact, originate from and belong to one language family. For example, French, Italian, Spanish, and Portuguese are four different languages, but they all belong to Latin in origin. On the other hand, in each speech community, different groups of people belonging to different ages, sexes, regions or setting, and social categories co-exist side by side. This co-existence is, to a large extent, achieved by communication which necessitates tacit agreement and mutual intelligibility on the part of the speakers involved.

The next section presents the impact of the first important technological innovation our society is influenced by, i.e., the satellite dish. Then, the section follows investigates how another means of communication, the Internet, has influenced

the way our youngsters speak. The last section explores how the use of mobile phones has changed our teenagers' way of speaking.

4.2 The Influence of ICTs

The core investigation of this survey is to demonstrate that new technologies do have a significant impact of young people's behavior, and linguistic behavior in particular. We seek to show that the proliferation of this new-tech affected socially, behaviorally and linguistically our youth as they are at a decisive stage of their life where they can be easily influenced by surrounding environment.

4.2.1 The Influence of the Satellite Dish

In this section, we try to shed light on the impact of the Satellite dish on young people's behaviour and understanding. Movies influence youngsters' lifestyles, and represent a main source of behavioral mimicry and imitations for youth. They, young viewers, become more influenced by imitating others without taking into account the parameters of who speaks what and where. Consequently, they become more and more distant from the local norms. These facts are contributing factors to the rise of new forms of language, i.e., a new spoken variety. During the data collection process, we, as researchers, became more and more convinced that our informants were really influenced by the satellite dish. They even call their friends "film" (movie), "numeric" (numeric), "satellite", "radar" and there are other examples.

4.2.2 The Influence of the Internet Use

In fact, in Algeria, there still are difficulties to have access to the Internet. However, we notice the continual increasing in the number of cybercafés. The latter may be one of the most preferable places young people like to go. Algerian youngsters

are getting more and more addicted to the Internet for the purposes of playing electronic and virtual games, chatting on messengers, or even doing research. Hence, the impact of the Internet also creates a new behavior among the youth. It is known as a major factor which contributes to (80% for 19-year olds and 75% for 18-year olds) and interferes in the speech of young people in streets, universities and at homes. Many adolescents are influenced in their way of speaking by the Internet. They use words that are part and parcel of the Internet's use either in a good or a bad way in their speech, such as [magravi:], when they refer to their origin. We often hear young people using various words that have a relation with the net and we observe that this increasing use of the Internet use affects the Algerian young people in their way of speaking. Our young people are exposed to a new spoken variety. It is their own variety which represents their new way of communicating with the elders. They use new words, expressions, and everything that is related to the Internet.

4.2.3 The Influence of the Mobile Phone Use

Mobile phones, nowadays, have become part of our daily life activities, behavior and surely speech. Youngsters are most likely to be influenced by mobile phones and they are addicted to them to a certain extent. Now, the mobile phones represent an essential possession of 85% of youngsters (19-year olds) mainly. This surely has an impact on young people's behavior, and therefore speech. Expressions such as [rak tvibri] (You are shaking), [rak or ʃÕ] (you are out of network) are two examples that may give an idea on the impact of mobile phones on youngsters' spoken variety. Consequently, forgetting themselves during calls, our youngsters' way of speaking changed due to the interference of words related to mobiles and other new technologies. Basing on the data collected from the

interviewees and from Public Telephone and Telegraph (PTT), Djezzy and Nedjma (The Largest Mobile Phone Operator in Algeria), we may say that our young people have become more influenced by the ICTs' use since 2004.

In the next section, our data in the form of four extracts of the informants' speech will be introduced.

4.3 The Speech of the Informants

In this section, we shall introduce different vocabulary that these youngsters are using in their everyday life conversation, and this will be through different extracts from daily conversations by our informants tape-recorded.

Extract 1: This is an extract from a conversation between two of our informants. The topic of the conversation was a kind of verbal quarrel between the two youngsters (two boys).

I₁: [ya mħjæjnək wəlit kəlhæbʃ] "Oh man! You've become so stupid!"

I₂: [əddi roħ tʃatʃI ʕlæ roħək] "Hey! Leave me alone!"

I₁: [æ jʔ əˈnu:ʃ ɤadi nmqski:] "Hey pampered guy! I'll crash you!"

I₂: [ha sətəfroħək mælək rək tvi:brI] "Watch your words, I'm telling you! Why you're shaking like a mobile?"

I₁: [roħ al mʂəntaħ] "Go to hell! Stupid guy!"

I₂: [hælik lhadra tæʕ ʃku:pI] "Look! What are you gagging?"

Extract 2: This is also an extract from a daily conversation between four teenagers. The topic is about their teacher: a group of girls and boys

I₁: [stɤəllit lprof ljum kænət təʃʕəl mræja] "Have you noticed how beautiful is the teacher today?"

I₂: [rahi ħəbba numerik] "She's shining today!"

I₃: [a: lmis ttæʕna ħəbba qlila fə ʂoːg] "Oh our teacher is so beautiful!" and when she is coming one of them told:

I₄: [brid brid lħukuma ʒæt] "Keep silent she is coming."

Extract 3: This extract is taken from a conversation that had taken place in a cybercafé. Two young people were chatting on the net and talking to each other at the same time:

I₁: [a barka ma tʃæ tʃI ʕljja a bluːtuːt] "Come on! Stop bothering me you're too much talkative! You're like a Bluetooth!"

I₂: [saħiːt lĩnfra ruʒ rah yahdar] "Oh! I forgot you are the infra-red!"

I₁: [mʃi ni mkonikti jæmħæjnək] "I'm connected with a lady!"

I₂: [saħħa ʔəˈnuːʃ ħsæbli rak dekonnecti] "Oh pampered! I thought you are disconnected."

I₁: [stɤəl ʃat ki dæjjəra papiʃa rani ãlinj mʕaha] "Wow! Look! What a lady I'm connected with!"

Extract 4: This extract is taken from a conversation between three teenagers (boys) who were flirting with two young girls at the entrance of their secondary school:

I₁: [we papiʃa raki ʒdida ljum] "Hey pampered girl! You're bright today!"

I₂: [jæmħæjnək hæda tufaħ wəlla ʃæh] "Oh goodness! Look at those 'bums'!"

I₁: [wah a ʃriki ʃʃiræt rahum hæːjədʒiːn] "Yes my friend! I can see they're all fire!"

I₂: [rwaħ tʃu nxarməto ʃwjja] "Come with you we try to brainwash them!"

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I$_1$: [aʒddək lħumæːn lħumæːn] "Oh! Your grandfather it is too hot, too hot!"

In Table 1, we have attempted to classify the collected data according to the situations and the conversations from which we have taken the extracts above. The classification was based upon the origins of the lexical variation that we have encountered. This chart contains three columns: the first column is entitled 'Neologism', the second 'Words that have been transformed into taboo words', and the third 'Words created out of technology'.

Table 1. *Words created by the youth using technology*

Neologism (newly created words)	Words that have been transformed into taboo words	Words created out of technology
- habsh [hæbʃ] *(stupid)*	- hajidj [hæːjədʒ] *(excited)*	- Rak tvibri [rək tviːbrI] *(You are shaking/excited)*
- Sattaf Rohak [s əˊtəf rɔː ħ ə k] *(Pay attention to your deeds)*	- Nkarmtha [nxarm ə tha] *(I will date her)*	- Nmaskik [nmaskiːk] *(I will make you disappear)*
- Shkoupi [ʃ kuːpI] *(Non-sense)*	- Hamya [hæ mjja] *(She is hot)*	- Rani mconnecti [ranI mkonikti] *(I am all ears)*
- Msentah [mʕ ə ntəh] *(Nut)*	- Tofaha [təˊf æːha] *(Bums)*	- Rak or champ [rak or ʃ ã] *(You are not concerned)*
- Anoush [ʔə ˊnuː ʃ] *(He is a spoiled guy)*	- Hokha [hə kha] *(Scratch it)*	- Barkama tchatchi [barkamat ʃ at ʃ I] *(Stop talking!)*
- Matkawarnish [mət'kawərniː ʃ] *(Do not play that game with me)*	- Mkawra ['mkawra] *(Rounded)*	- Activilblue tooth [akIvə lbluːtut] *(Be in touch)*
- Boutti [boté] *(A boat on which illegal immigrants sail)*	- Mdawra ['mdawra] *(Rounded)*	- rak maski [rak'maskI] *(You did not show a ghost)*

Table 1 above leads us to think about the origins of this lexical variation and how it emerged as Lehman (1991) comments: "Words can have no single fixed meaning. Like wayward electrons, they can spin away from their initial orbit and enter a wider magnetic field. No one owns them or has a proprietary right to dictate how they will be used." The table gives us an idea about the factors that influence the changing in youngsters' way of speaking. The first columns represent newly created words which may seem odd to 'old' / adult people. The word

[hæbʃ] is the alternative for the word [mahboul], which means

"crazy" and "muzzy". The second word is [s ə ˈtəf rɔː ħ ə k]

which is always used with the word [rɔːħək] (this expression is used as a threat to a person; it means "be careful!"). The word [ʃkuːpɪ] is another word that youngsters commonly use; it

means 'gagging'. The word [mʕ ə ntaħ], which many adults

don't understand, means 'stupid'. We may wonder how these words were created and what their origin is. Actually, the answer was offered by Chomsky in his theory of TGG, which is based on the idea that a native speaker is likely to create new words which exist in his competence. The second column contains some words that the youngsters have coined into taboo words. A word like [hæːjədʒ] [turbulent] is used by members of the speech community other than youngsters with no 'sexual' connotation; the same thing is true for [nxarmətha] [I cross it out], [ħæmjja] [she is hot], [təˈf æːħa] [apple], [ħukha] [scratch it]. Youngsters have a different intention towards such words; the first word means [sexually excited] instead of [turbulent] and it may be the same case with the English word intercourse whose denotative meaning is 'contact' but whose connotative meaning is 'sexual contact'. The second word [nxarmətha] means, for youngsters, [I am asking her to be my girlfriend]; [ħ æ mjja] means for youngsters [sexually

excited] and [tə′ f æ: ħa] means [the bums]. The third column represents the influence of the use of new technologies on the daily life conversation o the youth, and because the youngsters are fond of new technologies, the first to be affected by this technology is them and therefore their speech. [rak tvibri] is an expression used among youngsters to mean [you are turbulent!] because when the mobiles are vibrating, they are shaking. The second expression [nmaskik] means [I'll destroy you!]; it comes from the word [masqué] (appel masqué) or [hidden ID] and it is a kind of threat for someone; it means that I will make you disappear. [r ænI mkonikti] [I am all ears] comes from the word "connecté" [connected]. [rak or ʃ ã] [you are out of network]: just like mobiles can be out of network, someone when he is not concentrated he is out of network, i.e., mentally absent.

5. Conclusion
Language is always changing, evolving, and adapting to the needs of its users. If English hadn't changed since, say, 1950, we wouldn't have had words to refer to modems, fax machines, or cable TV. As long as the needs of language users continue to change, so will the language. The change is so slow that from year to year we hardly notice it. However, reading Shakespeare's writings from the sixteenth century can be difficult. If you go back a couple more centuries, Chaucer's *Canterbury Tales* are very tough sledging, and if you went back another 500 years to try to read *Beowulf*, it would be like reading a different language.

Our findings in this study affirm what previous researchers like Crystal (2004, 2004a), Shortis (2001), Hammer and Kellner (2009) have already suggested and argued regarding the influence of ICTs as well as new technologies on both the linguistic and the psychological behavior on language users

and teenagers most particularly. By presenting and analyzing a number of neologisms we found in the speech of young people in their everyday life conversations, we managed to argue that ICTs have contributed to the creation of new words preferably used by young people.

Some of these new words are the result of technological influence. Others are created by the youngsters themselves to express their vision of the world; some other words have been given a 'taboo' dimension by the young people, and some words are used as a code among youngsters. The psychological reason behind this attitude of youngsters towards language in creating new words can be explained as their desire to show their existence, their independence and their peculiarity. Therefore, the phenomenon of creating new words by young people is of significant importance. It has reasons; it is the result of a set of factors that we have mentioned so far, notably the use of new technologies: the Internet, the satellite dish, mobile phones and others.

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