

AN ANALYTIC STUDY OF ARGUMENTATIVE UTTERANCES, THE FEMININE TEENAGED CONVERSATIONAL EXCHANGE IN AIN-TEMOUCHENT AND NEW-YORK: A CASE STUDY

Amel BENCHAREF
Ahmed Salhi University
ALGERIA
amel_46dz@yahoo.fr

ABSTRACT

The current study epitomizes a critical endeavour to scrutinize and explore the phenomenon of argumentation within feminine youngsters' conversational exchange in divergent contexts to testify the argumentation process and measure the validity of arguments, moreover, figure out the obstacles and challenges that feminine youngsters confront during an argumentative exchange. This research work is carried out through an analytic approach, shedding much light on interdisciplinary areas of some sub-fields of research involving sociolinguistics and cognitive psychology. It strives to explore such issues as thoughts disorder, premises, argumentation structures, arguments interpretation and construction. It provides interested readers and critical thinking students with a literature overview that can serve as a point of departure for further study. The current investigation discussed the problematic empirically through applicable methods employed to examine feminine youngsters' arguments; furthermore, it attempts to analyze and interpret the results obtained from the data collection. The study, in its conclusive passages, reveals that arguing complexity is encountered by both New York and Temouchent feminine youngsters; however, it is distinguishing as it varies in percentages and frequency between the two selected samplings.

Keywords: Argumentation theory, arguments, feminine youngsters, obstacles, TAD and NYE.

INTRODUCTION

The principal interest of the present investigation is to uncover the difficulties that feminine youngsters encounter within arguments, testify their persuasion ability and esteem the validity of their arguments in respect of Toulmin's (1969) model of argument. To achieve that, the pollster selected two distinct communities of speech to analyse the different or similar types of obstacles. This paper is devoted to the interdisciplinary areas of the sub-fields of sociolinguistics and cognitive psychology, it offers by identification the argumentation speculation and arguments' structure. The foremost purpose of this study is to afford an overview of the literature, cultivate one's ability to construct, evaluate arguments, which yield debates and negotiation and how valid conclusions can be achieved. In the current analysis, the examiner does not intend to analyse the language itself, rather a theory within it. However, the search of argumentation requires largely the examination of language. The aim behind this examination is mainly to check out the sociolinguistic situation of Algerian Arabic (AA) precisely Ain-Témouchent Arabic Dialect (TAD) and American English (AmE) specifically New-York English (NYE), as arguments are expressed via language.

LITERATURE REVIEW

In argumentation analysis, argumentation is broadly regarded to comprise a set of statements put forward to reinforce or rebut, justify or refute some other statements. These statements are provisionally referred to as “*point of view*” or “*arguments*”. Argumentation theory or argumentation is largely identified as a verbal activity which happens by means of language usage and social activity of reason which is a rule targeted to other people aimed at increasing or decreasing the acceptability of a controversial perspective for the listener or reader by setting onward a collection of propositions intended to justify the standpoint before a rational judge and rational activity that is commonly based on logical and analytical contemplation.

Our first step in this research work has to be figuring out what is exactly meant by arguments and argumentation theory. It predominantly deals with the nature of arguments, what an argument signifies, its distinct structures and how it is evaluated whether strong or weak, good or bad. This paper sheds much light on interdisciplinary areas of some sub-fields of research involving sociolinguistics, psychology and cognitive psychology under the umbrella of discourse analysis. It endeavors to explore such issues as thoughts disorder, unexpressed premises, argumentation structures, argument interpretation and construction. It provides interested readers and critical thinking students with an overview of the literature that can serve as a point of departure for further study. In addition, it attempts to analyse arguments, assess them and construct similar or dissimilar arguments. It is generally agreed that arguments are originated from people’s daily social talk where there are some controversy and disputes about given topics so as to resolve the disputes and disagreements reasonably. Arguing and evaluating arguments are indispensable components of critical thinking of cautiously scrutinizing our beliefs and view points and the evidence one may have for them. They are significant apparatuses individuals use to prudently persuade others of their beliefs and opinions. The foremost purpose of this analysis is to cultivate one’s ability to construct, evaluate arguments, which produce debates and negotiation and how their conclusions can be reached.

Research Questions

The problematic of this research work is jointly concerned with the mysterious obstacles that block feminine teenagers from expressing themselves accurately which may affect appallingly their production, analysis and evaluation of arguments. The present research work persists to determine the soundness criteria that should be incorporated with arguments to be labeled reasonable. The research inquiries are structured as follows:

- ✚ How can the process of argumentation be established to successfully attain validity and rationality?!
- ✚ How can feminine youngsters argue considerately and make their communication more effective?!
- ✚ On which basis do Feminine youngsters shape their standpoint?
- ✚ Do they, in both conversational argumentative exchanges, reveal valid arguments and attain a successful exchange?

Four testable hypotheses are, correspondingly propounded:

- ✚ The process of argumentation might be established through logic and reasonable critical thinking to successfully attain validity and rationality.

- ✚ Feminine youngsters could argue considerably and make their communication more effective if they stop arguing with emotions and instead apply logic.
- ✚ Feminine youngsters might ground on feelings and emotions, religion, traditions and personal experiences in shaping their arguments.
- ✚ They seem not, as they belong to two different contexts.

Research Approaches and Methods

The scope of this research work balance between sociolinguistic and psycholinguistic subfields, it is, in fact, a hybrid discipline in which the researcher applies quantitative and qualitative measurements to obtain empirical evidence. Both approaches can be portrayed as two philosophical assumptions about the essence of *reality, epistemology, values, the rhetoric of research, and methodology* (Creswell, 2003). This research can generally be evidenced by the mixing of the quantitative and qualitative paradigms as they provide strength and authenticity to the analysis. Thus, it is a mixture of quantitative and qualitative analyses; for instance, a qualitative approach can fit through participant observation of the feminine youngsters' arguments. Such combinations may provide comprehensive outcomes and effective findings. The quantitative approach applied in this study is grounded on a statistical analysis. It deals with the process of interpreting numerical data.

This may imply that it is customary to begin any investigation with the qualitative phase then join it to a quantitative one. Ghiglione (1985) mentions that there should be the application of a questionnaire; which is the chief research instrument in this study, in order to obtain a statistical inference. These research methods are applied so that the assumptions and hypotheses are empirically experienced. The present paper is also based on operating the theory of argumentation into practice i.e., how arguments are originated and constructed, on which basis a young lady produces an argument, and what difficulties and obstacles may block the process of arguing and so on. The practical frame deals with argumentation theory testing in a feminine youngsters' conversational exchange situation depending on quantitative and qualitative approaches.

Instrumentation

Instruments used in data collection are typically considered as the backbone of researches Dornyei(2001). In this study, the investigator maintains a mixed methods approach grounded on these approaches, she employs some research methods in relation to the research questions, research aims and objectives as well. They are designed to uncover what difficulties and obstacles are encountered by feminine youngsters in both Ain-Témouchent and New-York cities, and which kind of reasoning and thinking they are yielding within an argumentative conversational exchange. The inquirer, in this study, employs three foremost research instruments: questionnaire, interview and participant observation. She utilizes them as a gauge to determine the process of argumentation amongst feminine youngsters, the way their conclusions are driven and the difficulties faced by them.

Data Collection and Procedures

The subset of individuals involved in this investigation represents young females aged between 18 and 24 years old. All of them are students of distinct streams (Literary, scientific...etc.). They are second and third years students. The investigator selected

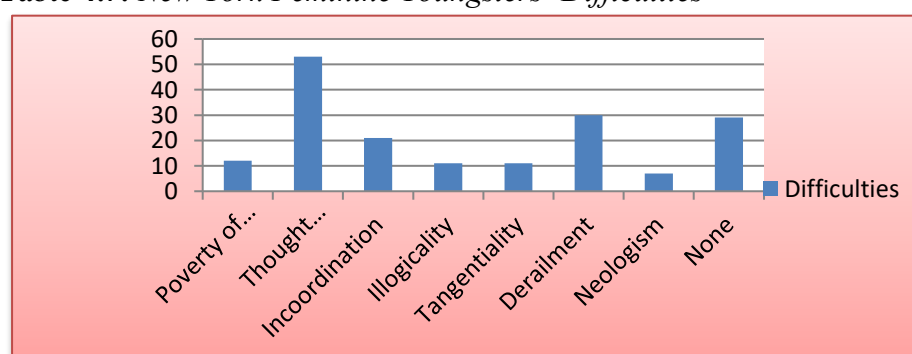
this subset of people using convenience sampling which is grounded on the selection of samples that are available for the present study (Mackey and Gass, 2005). The current research sample comprises two-hundred and forty participants divided into one-hundred and twenty Algerian young ladies from Ain-Temouchent and one-hundred and twenty are American ones from New-York city; to whom the questionnaires were administered. From one angle, one-hundred and sixty girls were interviewed in both cities. From another angle, ten participant observations are recorded containing distinct and various numbers of participants and depending on a qualitative approach.

RESULTS AND INTERPRETATIONS

From the aforementioned results, conclusions can be driven to respond and resolve the research central query and its subordinate probes. In the contemporary investigation the researcher attempted to uncover the mysterious obstacles that block feminine youngsters from expressing themselves adequately, furthermore, inquire about the bases on which feminine youngsters in New York and Ain-Temouchent construct their standpoints, and the way through which an argumentation process can be established to effectively attain validity and rationality. Over and above, this study endeavoured to examine how feminine youngsters can argue mindfully and make relevant communication. The data analysis obtained from the collected data reveals that feminine teenaged in both contexts encounter difficulties; for instance, New York feminine Teenaged:

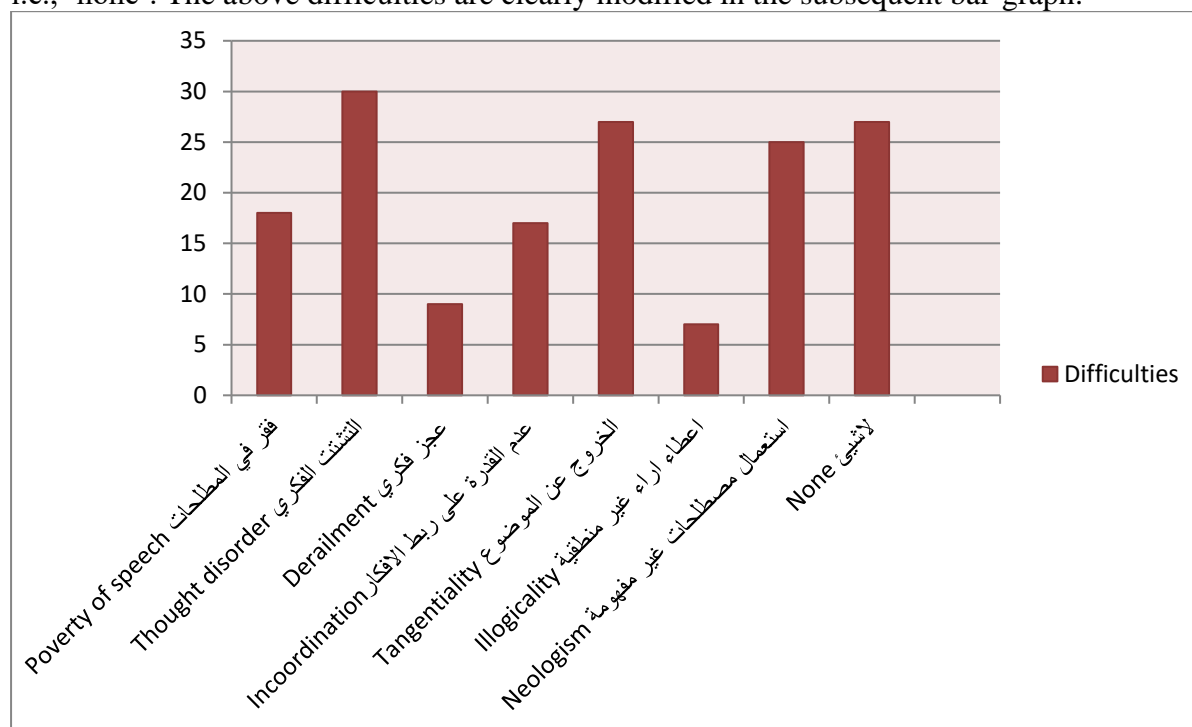
Difficulties	Frequency	Percentages
Poverty of speech	12	10.08%
Thought disorder/ blocking	53	44.53%
Incoordination	21	17.64%
Illogicality	11	9.24%
Tangentiality	11	9.24%
Derailment	30	25.21%
Neologism	07	5.88%
None	29	24.36%

Table 4.7. New York Feminine Youngsters' Difficulties



Bar-Graph 4.2. The Different Difficulties of NY Feminine Youngsters in arguing

As regard as Temouchent girls; eighteen girls (16.07%) encounter problems of poverty of speech (فقر في المصطلحات), however, thirty participants (26.78%) stressed thought disorder/blocking (التثنت أو الاحتباس الفكري), nine teenagers (8.03%) faced incoordination (عدم القدرة على ربط الأفكار), and seventeen (15.17%) suffer from illogicality (اعطاء آراء غير منطقية), and twenty seven (24.10%) girls had tangentiality, only seven young ladies (6.25%) their problem is derailment, and twenty five contributors (22.32%) mentioned neologism (استعمال مصطلحات لا يفهمها غيرك). On the other hand, twenty seven (24.10%) of Temouchent participants indicated that they do not encounter difficulties while expressing their standpoints, for instance, one of the participant wrote 'و لا واحدة' i.e., 'none'. The above difficulties are clearly modified in the subsequent bar-graph:



Bar-Graph 4.5. Temouchent Feminine Youngsters' Difficulties

The interview and participant observation showed new facts that questionnaire could not reach. The interview results demonstrated that Temouchent feminine youngsters are facing a great challenge unconsciously. Knowing that Temouchent Arabic dialect is a mixed dialect full of *Standard Arabic, Berber, French, Spanish* all these languages affected defectively the structure of Temouchent utterances. The adjustable system of the Temouchent utterance influences both thoughts and the lexical realm. Consequently, the shift from one language to another without the mastery of either languages caused thought disorder. Ironically, the TAD seems to be loaded with vocabulary, yet, it is concluded from the interview and participant observation that this is the chief reason for their language handicapped, as they did not master all the above-mentioned languages.

DISCUSSION

Data obtained from the research instrumentation were scrutinized quantitatively and qualitatively. Their analysis revealed divergent findings which were explicitly detailed. The attained results from the first research instrument exhibited that:

- Both feminine youngsters suffered from thought disorder. They share the same percentages considering thought disorder and poverty of speech, however, they stated the other struggles, however, distinctively.
- Through the interview results it was concluded that the process of argumentation can be established through logic, reason and critical thinking to successfully attain validity and rationality, otherwise, it will be invalid and fallacious.
- A young lady in both communities respected the Aristotle model of persuasion and used at least one appeal. This serves as a crucial factor for an effective communication.
- Findings showed that New York feminine youngsters based principally on their experience and feelings, logic and critical thinking, traditions and culture, then religion and belief; on the other hand, Temouchent young ladies referred first to religion and beliefs, personal experience and feelings, logic and critical thinking, then traditions and culture.
- The interview results obviously revealed that some Ain-Temouchent and New York girls failed in constructing valid arguments as they did not respect Toulmin's (1969) model of argument, yet, others they went along his diagram of argument including structured and premises that lead to sound conclusions.

Eventually, this study is reaching its final conclusion with the perspective that arguing is an art that is based on universal norms and necessitates given techniques. At this point, it is worthy to claim that any argument should, in essence, entail audience consideration. This might not happen unless *logic, credibility and reasonable thinking* are implemented within arguments. A professional arguer should yield analytical and logical arguments. He should be flexible in the choice of the appropriate appeal that addresses her listener. She may adjust from logical arguments (*logos mode*) to emotive arguments (*pathos appeal*) or credible arguments (*ethos mode*).

CONCLUSION

This paper aimed at analyzing the collected data and exposing the obtained results. It endeavoured to provide the research main question and sub-questions with the appropriate answers. It goes further to testify the suggested hypotheses. Tersely, it is fruitfully accomplished that arguing complexity is encountered by both New York and Temouchent feminine youngsters; however, it is distinguishing as it varies in percentages and frequency between the two selected samplings. Feminine youngsters could progressively improve their arguing performance though critical thinking, implementing logic, evidence and factual knowledge to attain validity and rationality.

Toward this end, it is hopefully wished that some future investigations prolong this study. Limiting the scope of discovery, several issues were neither tackled nor involved. Thus, the forthcoming investigational inquiries may provide, for instance, *detailed suggestions and propositions of how to argue*, they may scrutinise *fallacious arguments and valid arguments*.

ACKNOWLEDGEMENTS

I owe an immense debt of gratitude to Mr. Ibrahim MUSBAH HAMEED for his wise instructions, embracing moral and financial support. I am also grateful to Mr. Cheikh BENYAHIA and Mrs. Saadia MAJDOUBI for their motivation and precious support.

REFERENCES

- Creswell, J. W. (2003). *Research Design Qualitative and Quantitative and Mixed Methods Approaches*. University of Nebraska Lincoln.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.
- Ghiglione, R., Matalon, B. Bacri, N. (1985). *Les direx analysés: l'analyse propositionnelle du discours*. Paris. PUV.
- Mackey, A., & Gass, S. (2005). *Second language research: Methodology and design*. New Jersey: Lawrence Erlbaum Associates.
- Toulmin, S. (1969). *The Uses of Argument*, Cambridge, England: Cambridge University Press.