
**AN ANALYTIC STUDY OF ARGUMENTATIVE UTTERANCES
THE FEMININE TEENAGE CONVERSATIONAL EXCHANGE
IN AIN-TEMOUCHENT AND NEW-YORK
A CASE STUDY**

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Abstract

The current study epitomizes a critical endeavor to scrutinize and explore the phenomenon of argumentation within feminine youngsters' conversational exchange in divergent contexts to testify to the argumentation process, measure the validity of arguments, and figure out the obstacles and challenges 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 problem empirically through applicable methods employed to examine feminine youngsters' arguments; furthermore, it attempts to analyze and interpret the results obtained from the data collection. In its conclusive passages, the study 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 to their persuasion ability, and esteem the validity of their ideas concerning Toulmin's (1969) model of view. The pollster selected two distinct speech communities to analyze the different or similar types of obstacles. This paper is devoted to the interdisciplinary areas of the sub-fields of sociolinguistics and cognitive psychology, and it offers to identify the argumentation speculation and arguments' structure. The principal purpose of this study is to afford an overview of the literature and cultivate one's ability to construct and evaluate ideas, which yield debates and negotiation and how valid conclusions can be achieved. In the current analysis, the

examiner does not intend to analyze the language itself, rather a theory within it. However, the search for argumentation requires the examination of language essentially. 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 as a set of statements to reinforce or rebut, justify or refute some other ideas. These statements are referred to as "points of view" or "arguments." Argumentation theory or argumentation is primarily identified as a verbal activity that happens to utilize 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 precisely meant by arguments and argumentation theory. It predominantly deals with the nature of discussions, what an idea 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 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 be a point of departure for further study. In addition, it attempts to analyze 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 controversies and disputes about given topics to resolve the conflicts and disagreements reasonably. Arguing and evaluating arguments are indispensable components of critical thinking of cautiously scrutinizing our beliefs and viewpoints and the evidence one may have for them. They are significant apparatuses individuals use to persuade others of their beliefs and opinions prudently. The original purpose of this analysis is to cultivate one's ability to construct and evaluate arguments, which produce debates and negotiations and how their conclusions can be reached.

Research Questions.

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

How can the process of argumentation be established to attain validity and rationality successfully?!

How can feminine youngsters argue considerately and make their communications more effective?!

On which basis do Feminine youngsters shape their standpoint?

Do they reveal valid arguments and attain a successful business in both conversational argumentative exchanges?

Four testable hypotheses are correspondingly propounded:

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

Feminine youngsters could argue considerately and make their communications 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 is to balance 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 mixing the quantitative and qualitative paradigms as they provide strength and authenticity to the analysis. Thus, it is a mixture of quantitative and qualitative studies; for instance, a qualitative approach can fit through participant observation of the feminine youngsters' arguments. Such combinations may provide comprehensive outcomes and experimental findings. The quantitative approach applied in this study is grounded on statistical analysis. It deals with the process of interpreting numerical data.

This may imply that it is customary to begin an investigation with the qualitative phase and then join it to a quantitative one. Ghiglione (1985) mentions there should be the application of a questionnaire, which is the chief research instrument in this study, 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 this basis, a young lady produces an idea of what difficulties and obstacles may block the process of arguing and so on. The practical frame deals with argumentation theory testing in feminine youngsters' conversational exchange situations depending on quantitative and qualitative approaches.

Instrumentation

Instruments used in data collection are typically considered the backbone of research Dornyei(2001). In this study, the investigator maintains a mixed-method approach grounded on these approaches; she also employs research methods

regarding the research questions, aims, and objectives. They are designed to uncover what difficulties and obstacles feminine youngsters encounter in Ain-Témouchent and New-York cities and what kind of reasoning and thinking they yield within an argumentative conversational exchange. The inquirer, in this study, employs three main 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 they face.

Data Collection and Procedures

The subset of individuals involved in this investigation represents young females aged between 18 to 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 selecting available samples for the present study (Mackey and Gass, 2005). The current research sample comprises two-hundred and forty participants divided into one-hundred and twenty young Algerian ladies from Ain-Témouchent 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 specific and various numbers of participants and depending on a qualitative approach.

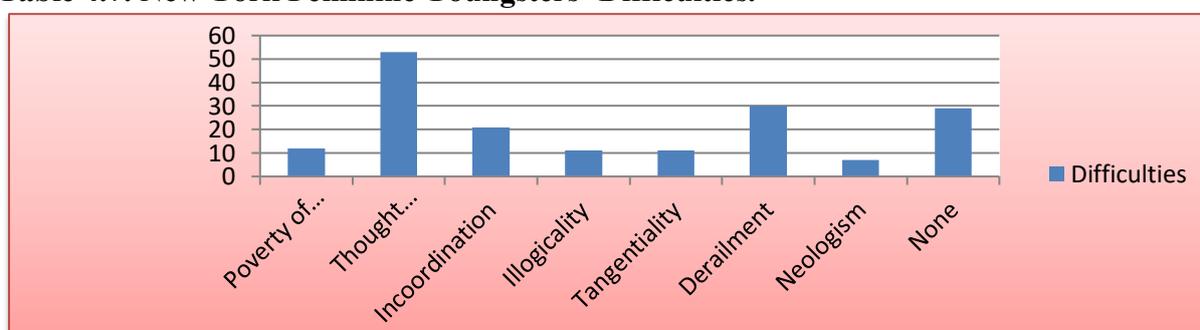
Results and Interpretations

From the previous results above, conclusions can be driven to respond to and resolve the central research query and its subordinate probes. In the recent 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-Témouchent construct their standpoints and the way through which an argumentation process can be established to attain validity and rationality effectively. Over and above, this study endeavored 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, in 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%

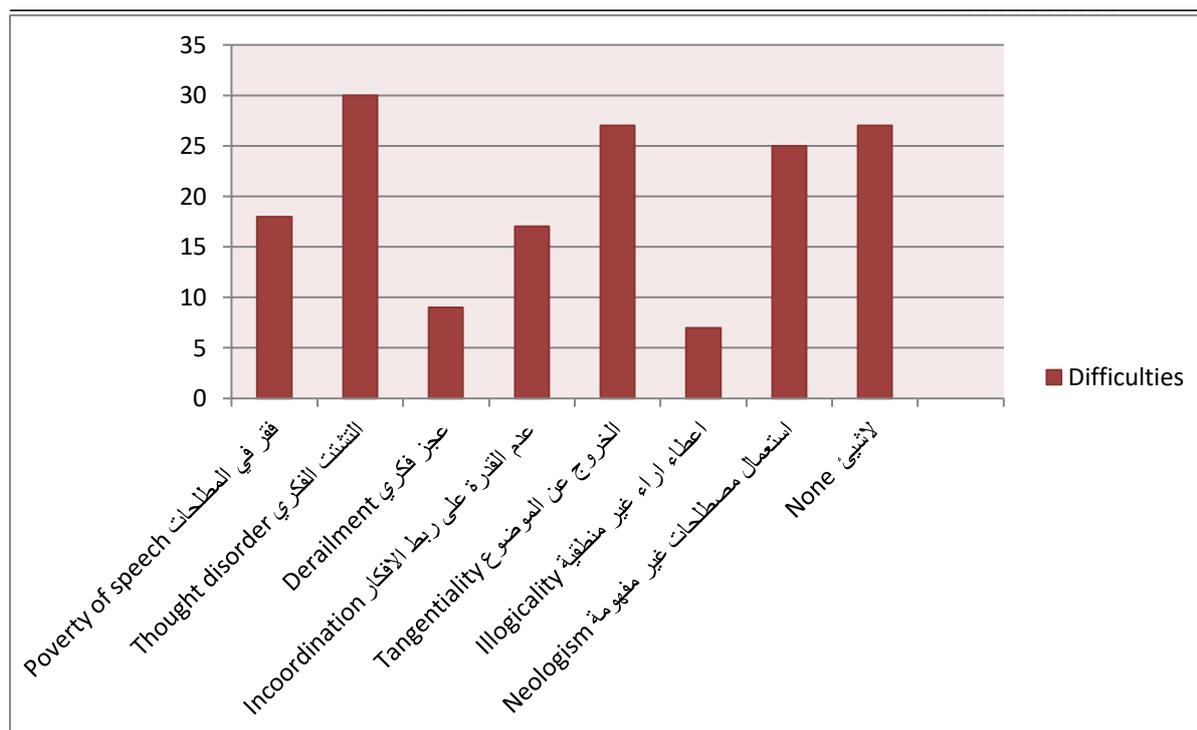
Table 4.7. New York Feminine Youngsters' Difficulties.



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

As regards Temouchent girls; eighteen girls (16.07%) encounter problems of poverty of speech (المصطلحات في فقر), however, thirty participants(26.78%) stressed thought disorder/blocking (التشتت الفكري الاحتباس او), nine teenagers(8.03%) faced incoordination (ربط على القدرة عد), and seventeen (15.17%) suffer from illogicality(منطقية غير اراء اعطاء), and twenty-seven(24.10%) girls had tangentiality, only seven young ladies(6.25%) their problem is a

derailment, and twenty-five contributors(22.32%) mentioned neologism(غيرك يفهما لا مصطلحات استعمال). 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 participants wrote 'واحدة لا و', i.e., 'none.' The above challenges are modified in the subsequent bar-graph:



Bar-Graph 4.5. Temouchent Feminine Youngsters' Difficulties.

The interview and participant observation showed new facts that the questionnaire could not reach. The interview results demonstrated that Temouchent feminine youngsters face a significant challenge unconsciously. Knowing that the Temouchent Arabic dialect is a mixed dialect full of Standard Arabic, Berber, French, and Spanish, all these languages are affected the structure of Temouchent utterances defectively. The adjustable system of the Temouchent utterance influences both thoughts and the linguistic realm. Consequently, the shift from one language to another without the mastery of either language 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 languages mentioned above.

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 disorders. They share the exact percentages considering thought disorder and poverty of speech. However, they stated the other struggles distinctively.
- The interview results concluded that the process of argumentation could 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 Aristotle's model of persuasion and used at least one appeal. This serves as a crucial factor for 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 faith and thoughts, personal experience and feelings, logic and critical thinking, then traditions and culture.
- The interview results revealed that some Ain-Temouchent and New York girls failed to construct valid arguments. They did not respect Toulmin's (1969) discussion model, yet, others went along with his diagram of opinion, including structure and premises that led to sound conclusions.

Eventually, this study concludes with the perspective that arguing is an art based on universal norms and necessitates given techniques. At this point, it is worthy to claim that any argument should, in essence, entail the audience's consideration. This might not happen unless logic, credibility, and rational thinking are implemented within statements. A professional arguer should yield analytical and logical arguments. He should be flexible in choosing the appropriate appeal that addresses the listener. She may adjust from logical arguments (logos mode) to emotive ideas

(pathos appeal) or credible statements (ethos mode).

Conclusion

This paper aims to analyze the collected data and expose the obtained results. It endeavored 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 through critical thinking, implementing logic, evidence, and factual knowledge to attain validity and rationality.

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

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