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THE ESSENCE OF NEOLOGISM
AND ITS INSTRUCTIVE VALUE IN THE LEARNING PROCESS

The present paper is aimed explaining the nature of neologism by focusing on the various kinds of neologisms, like nonce words, blends, portmanteau and buzzwords; presenting examples of nonce words, blends, portmanteau, and buzzwords so that both tutors and students can benefit; and revealing the instructive value of neologism and how it can be utilized in class.
Key words: *neologism, language, class, instructor, students, consolidation, conversation, technology.*

When teaching English as a foreign language, instructors need to bear in mind the issue of language change which takes place almost every day and affects their students' knowledge. To understand the implications involved here, we make an attempt at an analysis of the term language change which refers to the phenomenon through which phonetic, morphological, semantic, syntactic, and other features of language vary over time. The diachronic change is studied by linguists who examine the relationship between language and society (called *sociolinguistics*), the origin of language change, and how society and changes in society influence language.

The German linguist Rudi Keller writes, in his book «On Language Change», that language does not evolve in the sense of an evolution. It is created by speakers according to their expressive needs, originating in the interaction between people, and the exchange of ideas or information – the result being various changes that determine language development [9, p. 141].

Marcel Cohen, the French linguist, explains that the changes involved in the development of language are not only related to meaning (semantic), but to phonetics, spelling, and logical changes too [5, p. 74].

In lexical changes, the subject of discussion here, it is important to note that the continuous influx of new words in the English language has become the subject of daily investigation. Every day, hundreds of linguists make an effort in keeping track of language changes by watching for the appearance of new words, and by examining the new usage for existing ones. In particular, they examine the various scientific disciplines and how they interact, observing the endless exchange of ideas and formation of new words.

What instructors can do, here, is draw their students' attention to the new vocabulary in order to create an insight into the new language – their ultimate target being the student's ability to consolidate the new spoken or written language. As a final effort, tutors can attempt to activate their students' creative thinking by improving their ability to use and absorb the new vocabulary of the foreign language.

To convey information pertaining to language change, instructors are advised to arouse their students' curiosity and attract their attention by using a wide range of material (such as newspapers and magazines), as well as a large variety of audio-visual aids (like CD-ROMs) pertaining to conversation. The result will be a varied, challenging, stimulating and informative lesson or course. Students will achieve an insight into language change, enrich their vocabulary, and make an effort to use the new material in their work or speech.

The present analysis attempts at revealing the instructive value of language changes and how they can be turned to the advantage of both instructors and students so that they both benefit from it. All this by providing an insight into the new coined words called nonce words, portmanteau, blends, and buzzwords, all parts of neologism.

Neologism, an early nineteenth-century French word *neologisme* that derives from the Greek neo «new» + logos «word», refers to a new word or meaning [14]. It relates to the coinage of new words, namely the practice of inventing new words or phrases, or the practice of extending the meaning of existing words or phrases. Consider, for instance, the word mouse (plural mice), which originally meant «a small furry animal with a long tail». In computing, mouse (plural mouses) acquired a new meaning: that of «a hand-held input device with buttons that controls the movement of a cursor on a computer screen or is clicked to transmit instructions» [13]; and in French the word *la souris* means a small furry animal and a computer device.

This kind of neologism occurs in cultures with rapidly changing technologies and with the means to quickly disperse information. It involves the combination of existing words, a concept called compound words. Some well known compound words, formed by two or more words together, are the following: skinhead, sleepwalker, bittersweet, blackbird, cookbook, bull-headed. The 'new' words denote, respectively, somebody whose head is shaved; someone who walks while asleep; tasting bitter and sweet at the same time; a common songbird with black feathers; a book containing recipes for preparing food, and someone who is stupidly stubborn [6].

Neologisms that involve compound words are created by the addition of new suffixes and prefixes to existing words. Suffixes are elements added at the end of a word, like a letter or group of letters, to form another word, i.e. -*ness* in faithfulness, -*ly* in quickly, -*ing* in talking, and -*ize* in generalize. While prefixes are elements attached to the beginning of a word to modify its meaning, i.e. *anti* or *un*, meaning not, modifying the meaning of, let us say, aircraft and avoidable by changing the first into antiaircraft (to mean a flying vehicle designed to destroy enemy aircraft) and the second into unavoidable (to mean impossible to avoid). In French, for example, the prefix *dé-* gives the word déflation, meaning deflation, while the prefixes *libre-, e-, cyber-* and *sur-* give the words *libre-service, e-commerce, cybercafé* and *surtaxer* respectively; as for the French suffix -*erie* it gives words such as *bagagerie* and *chausserie*.

In another example of neologism, the verb roam (to move about a large area, especially without a specific purpose or definite destination) has been changed into roaming (with the addition of the suffix –*ing*) to refer to the need for a new word that involves people who use their mobile phones outside their country; alternatively, roaming means the ability to connect to the Internet and use your mobile phone when you are travelling without having to make expensive long-distance phone calls. In Greece, roaming was introduced in the early 2000s telephony, although it was later substituted by *περιαγωγή*.

Similarly, clone, which derives its meaning from the Greek word *klon*, «twig», has changed into cloning (with the addition of the suffix –*ing*) to refer to the process of creating an animal or plant in a laboratory that is an exact copy of another, using the original animal or plant's DNA by asexual reproduction. In Greece it was introduced in the 1990s, but was later substituted by *κλωνοποίηση = κλώνος + ποιώ*.

Two of the most popular scientific examples of neologism include LASER (1960), or **L**ight **A**mplification by **S**timulated **E**mission of **R**adiation, to refer to the device emitting a focused beam of light in science; and robotics (1941), or the science and technology, relating to computer-controlled mechanical devices such as the automated tools commonly found on automobile assembly lines.

In politics and in history, genocide (1943), from the Greek word *genos* (*γένος*, race) + the Latin word *caedere* (kill), a term that was established in the Second World War, relates to the systematic killing of all the people from a national, ethnic, or religious group. An example of this is the Holocaust, the extermination of European Jews during the Second World War, or the Armenian genocide, the Ottoman government's systematic extermination of its minority Armenian subjects during the First World War [8].

This daily conscious or unconscious creation of new words results from our necessity to communicate, exchange information, and indeed have fun. Consider, for example, the term *nonce words* (one of the main features of neologism), referring to words which have not yet entered the dictionary. They have been coined for a particular occasion and are unlikely to become standard in the language, their sole purpose being to solve an immediate problem of communication. As soon as the meaning becomes useless, however, they cease to exist as nonce words are words that are created «for the nonce», i.e. for the present time, and as such, they are linguistic forms that are used only once. It is not surprising, then, that most none words have a meaning that will not become part of the language.

Nonce words arise through the combination of an existing word with a prefix or suffix, in order to meet a particular need or as a joke. The result is a special kind of pseudo-word which cannot be found in the dictionary, although it is comprehensible. If the need recurs or the joke is enjoyed, especially by young people, nonce words enter the dictionary and their meaning is established.

Responsible for nonce words are advertising and film companies, writers and scientists who think of new terms to attract the attention of their customers, audiences, and readers. Consider, for instance, «Supercalifragilisticexpialidocious», the song from the 1964 Disney musical film Mary Poppins [10].

New coined words called portmanteaus, (also Centaur words), are combined words that have been used commonly for a long time. Their meanings into one new word usually combine the beginning syllables of one word with the end syllables of another by clipping the last part of the first word and the last part of the second.

In linguistics, a portmanteau word (in Greek συμφυρμός) is defined as «a single morph which represents two or more morphemes» [16]. There are portmanteau words involving animals, i.e. *wholphin* from whale + dolphin; art, literature and entertainment, like *Britcom* from British + comedy; cuisine, such as *Tex-Mex* from Texan + Mexican; and portmanteaus referring to general subjects, like *breathalyzer* from breath + analyzer.

One of the earliest portmanteau words, created in the early twentieth century, is *smog* (a blend of smoke + fog), with an adjective *smoggy*, meaning thick dirty fog, a mixture of fog and smoke and airborne pollutants such as exhaust fumes; and *brunch* (a blend of breakfast + lunch), created earlier than smog, in the late nineteenth century, to mean a large meal that combines breakfast and lunch, eaten late in the morning [19].

More recent portmanteaus involve *shopaholic* (a blend of shop + alcoholic), meaning someone addicted to shopping, and *workaholic* (from work + alcoholic) to mean someone who has a compulsive need to work hard and for very long hours; *e-mail* (from electronic + mail), denoting a system that allows text-based messages to be exchanged electronically; *e-newsletter* (from electronic + newsletter), standing for a printed letter that contains news of interest to a specific group, like the alumni of a university, and is sent to them electronically; and *Movember* (from Moustache + November), involving the growing of moustaches during the month of November to raise awareness of men's health issues such as prostate cancer, etc [12].

In P. Tsabounara's *Dictionary of English Neologisms*, the instructor can find portmanteaus like *vodkatini* (from vodka + martini), referring to a popular cocktail;

technophobia (from technology + phobia), involving the dislike of advanced or complex technology and devices, especially computers; *backgrounder* (from back + ground), an *off-the-record* briefing for reporters, etc [20].

The hundred-year-old practice of creating portmanteaus reveals the love of the Anglo-Saxon world to consciously create words for national and international purposes, as a result of improved technology and communications or as the influence of huge multinational companies. In French, new coined words are called *mots-valises*, i.e. couriel < courier + électronique or informatique < information + automatique.

It is important to remember that only recognizable words can be considered portmanteaus for they are terms that cannot substitute the words they came from, i.e. smoke + fog.

The other standard linguistic term for neologisms is blend. It was the English writer Lewis Carroll (1832-1898) in *Through the Looking Glass* (1871), who coined the word portmanteau to describe blends. In the book, the hero Humpy Dumpy explains to Alice that a certain word is like a portmanteau, in the sense that there are two meanings packed into one word [3].

The term was first used in America in 1946 as student slang, originating in jargon (special words and phrases that are only understood by people who do the same kind of work). Since Carroll's time hundreds of new words have been created for purposes of economy, such as *motel* from motor + hotel, a hotel intended to provide short-term accommodation for travelling motorists, usually situated close to a main road and having rooms accessible from the parking area.

Alternatively, blends have been formed by analogy, i.e. *Chunnel* from channel + tunnel as a new word for a long narrow passage or tube, and a long passage that allows pedestrians or vehicles to proceed under or through an obstruction such as a river, mountain, or congested area [4].

Although *Californication* is a blend of California + fornication from a song by the Rock group Red Hot Chili Peppers, meaning sexual behaviour considered immoral, *bagpipe*, from bag + pipe, is a compound word (not a blend) because the two words are combined in their entirety.

Using the above information, instructors can encourage their students to form blends; to distinguish between nonce words and portmanteaus; or to look into another type of neologism called *buzzwords*. Buzzwords (in Greek επικαιρικές λέξεις) are fashionable words used either to impress people or to aid scientists to communicate.

Buzzwords are not simply combinations of words, like smoke + fog, but terms with their own meaning. Consider, for example, *slow food*, a buzzword that does not derive its meaning from slow + food, but from the 1989 movement to promote local foods and old traditions of gastronomy and food production. It was founded as an opposition to fast food, i.e. industrial food production and globalization.

In the business world, *aggregator* is a buzzword referring to a web site or computer software that *aggregates* (combines) a specific type of information from multiple online sources. From aggregator comes *data aggregator*, an organization involved in compiling information from detailed databases on individuals and selling that information to others. The list also includes *news aggregator*, a computer software or website that aggregates news from other news sources; *review aggregator*, a website that aggregates reviews of movies or other products or services; and *video aggregator*, a web site that collects and organizes online video sources [1].

The list is long as the Internet can provide a lot of neologisms in context for the benefit of tutors who are able to search for some up-to-date lexical information that can form

the basis of vocabulary teaching. Tutors can also read newspaper or journal texts to look for new words or new coinages, as new lexical information is available every day. They do not need to buy newspapers – they can simply visit sites like the Birmingham City University, Research and Development Unit for English Studies and sites like *The Independent* (pre-2000) or *The Guardian* (2000-) for British newspapers.

Notspot (also not-spot or not spot), for instance, a buzzword which was heard on BBC News on 9 July 2009, was created to mean an area that has no broadband Internet or mobile phone coverage or where the mobile phone coverage is very slow and unreliable: «There are still significant notspots when it comes to 3G mobile coverage in the UK, regulator British Com has revealed», the newspaper wrote; while on another BBC News program the word was used as follows: «The Scottish government is subsidizing the cost of installation of the satellite equipment after running its own notspot campaign, which asked residents to identify themselves if they couldn't get broadband via conventional means» [15].

Notspot was formed proportionately to the word hotspot used in the 1990s. Hotspot is a site that offers Internet access over a wireless local area network through the use of a router connected to a link to an Internet service provider. Hotspots use Wi-Fi technology and can be found in cafes and various other public establishments throughout the world.

Other buzzwords that have been created in the last decade are *swine flu* and *Mexican flu*, referring to contagious diseases of the respiratory system of the human body: «The World Health Organization claimed that a worldwide public health emergency had unfolded on an unprecedented scale in 2009, and 4.9 billion doses of H1N1 swine flu vaccine were needed to stop the spread» [2]. The term was formed by analogy to *bird flu* or influenza caused by viruses adapted to birds. Although the terms are popular with doctors, people seem to drop them from their vocabulary as soon as the danger of the disease disappears, only to remember them again in a new pandemic situation.

Another buzzword that has been coined by some sections of the British food industry during its research on food products is *framily* (from friends + family), referring to a group of friends who are close like a family: «A study has shown that people are increasingly making framilies by being surrounded by very close friends».

Related to family and work is the term sandwich woman involving the middle aged career woman who has to take care of teenage children and old parents; and to indicate a person who lives in a poor neighbourhood in extremely dirty conditions like a stray dog is the term *slumdog*, (slum dweller): «Every slumdog dreams of becoming a millionaire» [17]. The term can also mean reckless as in: «The slumdog put a scratch on my new Mercedes».

A buzzword used in sports is *biathlon*, combining cross-country skiing and rifle shooting, while *biologue* used on a radio program refers to a person's biography. In socioeconomics *blaxploitation* means exploitation of black people and *debtnocrat* (from debt + the Greek word autocrat – a utokratēs «independent authority» < kratos «power»), involves a senior bank official who specializes in lending extremely large sums to bankrupt countries, like P. M. Thomsen, a Director of the IMF's European Department, in charge of the IMF's programs with Greece [7].

The buzzword that involves fraud is *smish* (from **S**hort **M**essage **S**ervice + phishing < fishing, using the email as bait to entice fish from the sea of internet users) to mean committing fraud to obtain financial information; smish is also used when tricking somebody into providing bank or credit-card details by sending a fake e-mail claiming to be from a bank, Internet provider, etc. asking for verification of an account number, password, PIN number (Personal Identification Number), etc [17]. The term, which involves Cybercrime and refers to any illegal action where the data on a computer is accessed without permission, was

invented by David Rayhawk, executive of internet security programs in California, who now helps police detect fraud that takes place on the internet.

Of interest is the term *Wordle* from word + doodle (unfocused, unconscious drawing), meaning a piece of text which has been rearranged into a visual pattern of words (picture opposite). Some scientists claim that the word has existed since 1913 in Webster's Revised Unabridged Dictionary as a technical term, but wordle now means a creation formed by manipulating the words of a text and arranging them into a kind of graphic. The more frequent a particular word is within the source text, the bigger it is displayed in the wordle.

Wordles have recently been used to visualize the content of political speeches. President Obama's inaugural speech, for instance, was visualized with the help of wordle to reveal an emphasis on words like America, new, nation and every [11]. In language teaching, wordles can be useful as a text analysis tool to help students to practise their speaking and writing skills.

Neologisms are also created through abbreviation (a shortened form of a word or phrase). Abbreviation consists of a letter or group of letters taken from the word or phrase like abbreviation which can be abbreviated *abbr.* or *abbrev.*

Although abbreviations such as shortenings, initialisms or acronyms are neologisms, contractions are not. Students need to distinguish between a neologism and a contraction by remembering that contractions can only be formed with two words that appear in sequence within the sentence, whereas a neologism is formed by combining two or more words that relate to a singular concept which the neologism describes. An example is the word «Greeklish» that refers to a mix of both Greek and English spoken between bilingual people. In this case, there is no situation in which we could say «Greek English» in place of the neologism in the same way we say «does not» in place of the contraction «doesn't».

Tutors are also invited to ask students if they are aware of the fact that many corporate brands, trademarks, and names of corporations and organizations are blends. Do they know, for instance, that *Wiktionary*, one of Wikipedia's projects, is a blend of wiki (fast in Hawaiian) + dictionary; or that *Webopedia* is derived from web + encyclopedia? It is certain that they will enjoy the benefit of enriching their vocabulary while at the same time they will feel part of the new world of technology as well as being up to date with current English vocabulary.

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**СУТНІСТЬ НЕОЛОГІЗМУ
ТА ЙОГО ПЕДАГОГІЧНИЙ ПОТЕНЦІАЛ У ПРОЦЕСІ НАВЧАННЯ**

У статті досліджено сутність неологізму як лінгвістичного явища, а саме як засобу створення нових слів й розширення значень існуючих слів, виявлення невизначених творчих можливостей системи англійської мови. Водночас розглянуто педагогічний аспект застосування неологізму на заняттях з англійської мови з метою збагачення знань студентів про мову та її особливості. У цьому аспекті розкрито сутність неологізму як засобу закріплення студентами структур рідної мови, активізації творчих думок, вдосконалення мовних навичок й оновлювання словникового запасу. Авторами підкреслено, що аналіз неологізмів студентами забезпечує розвиток умінь, необхідних для сучасної технологічної епохи.

У дослідженні виявлено природу неологізму та акцентовано увагу на таких його видах, як оказіоналізми, скорочення, неологічні контамінанти й новотвори. Наведено приклади зазначених вище видів неологізмів та схеми їх аналізу студентами й викладачем. При цьому відзначено доцільність саме системного аналізу неологізмів, котрий передбачає виявлення чинників, що зумовлюють їх появу, зв'язку з різними галузями знань, механізмів утворення неологізмів, способів адаптації (прийняття суспільством, закріплення в системі мови) тощо.

Авторами наголошується на необхідності звертати увагу студентів на новий словниковий запас англійської мови для її кращого розуміння та розвитку усних та письмових мовленнєвих умінь. За словами авторів, для викладачів застосування неологізмів уможливлює активізувати творче мислення студентів й вдосконати їх здатність засвоювати й активно послуговуватися новим словниковим запасом іноземної мови.

У статті з'ясовано, що з метою зацікавлення студентів й ознайомлення їх зі змінами, котрі відбуваються у мові, викладачі повинні застовувати широкий спектр дидактичних матеріалів, наприклад, газети та журнали, а також технічні засоби навчаня, зокрема аудіовізуальні (наприклад, CD-ROM), оскільки словники не відбивають постійне зростання кількості нових слів. Доведено, що результатом цієї роботи буде різноманітний, складний, стимулюючий та інформативний урок або курс. Завдяки цьому студенти зможуть зрозуміти причини змін у мові, переконатися, що неологізми забезпечують її динамічний розвиток, розширити власний словниковий запас й використовувати нові слова в майбутній професійній діяльності.

Ключові слова: неологізм, мова, клас, викладач, студенти, закріплення, розмова, технологія.

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STRUCTURAL MODELS OF COMPOSITE TERMS
IN THE FIELD OF MECHANICAL ENGINEERING AND IT

This paper is devoted to the research of lexical and semantic aspect of composite terms and their structural models on the basis of sublanguages of Engineering and IT. The scientific novelty of the work is determined by the fact that it carried out a comprehensive analysis of English terminological phrases; the typical structural models of composite terms based on the sublanguages of mechanical engineering and IT are defined.

Key-words: composite terms, structural models, sublanguages, component analysis, semantic features.

Introduction. The development of the latest technologies, the introduction of scientific and technological progress in various spheres of public life, the appearance of modern information networks lead to the emergence of appropriate terminology systems, one of which is the terminology systems of mechanical engineering and information technology. With the rapid development of technology and the expansion of the volume of scientific and technical information, the importance of scientific and technical translation has increased.