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COLLEGE OF EDUCATION FOR HUMAN SCIENCES
DEPARTMENT OF ENGLISH**

**Iraqi EFL University Students' Performance in Relation
to Neologisms**

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Entirely Merciful, the
Especially Merciful

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ
لَآيَاتٍ لِّلْعَالَمِينَ

صدق الله العلي العظيم

"And of His signs is the creation of the heavens and the
earth and the diversity of your languages and your colors.
Indeed in that are signs for those of knowledge".

سوره الروم الآية 22

Abstract

This study is titled Iraqi EFL University Students' Performance in Relation to Neologisms. It consists of four sections, the first section is an introduction about the Subject while section two is theoretical background Neologism types of Neologism and how to produce it, chapter three is a test which aims at investigating whether or not Iraqi EFL learners are able to recognize neologism from other English words. Finally section Four is a conclusion about the research paper that sum up the research paper.

Dedication

– To our guide and spark of hope and light in our life - the prophet and messenger "the peace and prayers of God be upon him"

– To the pearls our life, our parents.

– To the sweetest figures, our brothers and sisters.

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Section One :

Introduction

Neologisms can be defined as newly coined terms, words, or phrases, that may be commonly used in everyday life but have yet to be formally accepted as constituting mainstream language. Neologisms can be completely new words, new meanings for existing words or new senses in existing words. (Moghadas,2014) .

1.1. The Problem

Every language is like a dynamic system that changes and develops all the time. Consequently, the vocabulary of a language is changing by introduction of new words and phrases into it. Some of the newly coined words successfully adapt in the language and are extensively used by people, whether other neologisms exist for a while and disappear from the language . The problem which raised here is that with the development of inventions and innovations, a significant number of new words have appeared in the English language many of which are still unfamiliar to many people and face difficulty in recognize and using them.

The study also tries to answer the following questions :

- 1-What are the difficulties that Iraqi EFL university student face when identifying and using neologism ?
- 2-What are the advantages and disadvantages of Neologism in English?
- 3- What is the function of Neologism ?

1.2. The Aims

The current study aims at :

- 1- Identifying the difficulties that Iraqi EFL students face when they try to identify and use neologisms .
- 2- Identifying the advantages and disadvantages of Neologism.
- 3- Specifying the function of Neologism words .

1.3. Hypotheses

It is hypothesized that :

- 1- Iraqi EFL University Students' encounter many problems when using neologisms .
- 2- There are advantages and disadvantages for neologisms .
- 3- There are function of Neologism words .

1.4. The Procedures

- 1- Presenting a theoretical background about neologisms and it's types .
- 2- Designing a test to the university students College of Education for Human Sciences, Department of English .
- 3- Analyzing students responses .

1.5. The Limits

The study is limited to examine the Iraqi EFL university students' performance in using neologisms . The sample of the study will consist of 30 fourth – year students chosen from the Department . of English, college of education .For Human sciences, University of Babylon .

1.6. Value of the study

The study is valuable to English teachers ,textbook writers syllabus Designers , Lexicographers and language policy makers.

Section Two

2.1. Word formation processes

The creation of new words in a language never stops, to form new words there are number of processes in general and in English in particular.

Word formation is a morphological, and sometimes grammatical, process that aims at producing words in a language. Word formation is a productive process which in words are created. Crystal (2003:523-524) defined word-formation "as the whole process of morphological variation in the constitution of words, i.e. including the two main divisions of inflection and derivation". Word formation deals with both the existing words as well as the newly created words. For the words that follow a set of regular rules, word formation adopts specific lexical and grammatical conditions and aspects, such as affixation, derivation, and inflection. Bauer (1983, p.1) argues that the use of word formation is of value when the rules for the formation of words are not identical with the rules for the formation of sentences. It means that word formation. is specifically formed words with the certain processes .

2.2. Neologism

Around 1900, a department store clerk named J. Marace Pangler in New Berlin, Ohio invented a device called an electric suction sweeper. This device eventually became very popular and could have become known as a spangler. People could have been spangling their floors or they might even have spangled their rugs and curtains. The use could have extended to a type of person who droned on and on (and really sucked), described as spanglerish, or to a whole style of behavior called spanglerism. However, none of that happened. Instead, Mr. Spangler sold his new invention to a local business man called William H. Hoover, whose Hoover Suction Sweeper Company proced the first machine called a "Hoover." Not only did the word hoover (without a capital letter) become as familiar as vacuum cleaner all over the world, but in Britain, people still talk about hoovering (and not spangling) their carpets.

The point of this small tale is that, although we had never heard of Mr. Spangler before, we really had no difficulty coping with the new words: spangler, spanglerish, spanglerism. spanglering or spanglered. That is, we can very quickly understand a new word, a neologism, and accept the use of different forms of that new word in the language. This ability must derive in part from the fact that there is a lot of regularity in the word formation processes in a language. (George, 1947).

According to Durham (2018: 1), "a neologism is a new word or a new way of using a word and is not yet commonly accepted. To survive its infancy, it needs to identify a durable, meaningful concept, and the word usage has to be relevant".

2.3. How to produce neologism

New words are produced which enrich the language. Santhi (2010) states that each language acquires about 3000 new words every year, which are known as neologisms: Santhi (2010) also describes neologisms as the way that reminds us that language is not something set in stone, but an evolving body of work, subject to adjustment, deletions, additions, and change. As new things are invented, as slang becomes acceptable, and as new technologies emerge, new words must fill in the gaps in language.

Bakhtiyorovna (2013) claims that new science is impossible without neologisms, new words, or new interpretations of old words to describe and explain reality in new ways. To reject neologisms, that means, to reject scientific and technical developments. Furthermore, Khan (2013) describes neologisms as an important morphological process to produce new words in a language. It is used as one of the ways to generate new words in a language. Finally, neologisms, as a linguistic phenomenon, is a must to enrich any language, as well as to go with technical and technological developments.

Since almost every neologism is formed out of an existing word or morpheme, The student must keep in his mind the word-formation rules that govern the process of neologism (Sayadi, 2011) :

1- Forming new words by adding new affixes (e.g. losingest, googling, telescan, etc.) .

2- Forming new meaning to existing words (e.g. footprint "an impact on the planet").

3- Forming new words out of borrowed or loan words (e.g. glasnost "from Russian: publicity, openness").

4- Forming new words using abbreviations and acronyms (e.g. biosecurity, nomophobia "the fear of being unable to use the phone", FUS "Former Soviet Union", etc.).

2.4. Function of Neologism

Neologism shows us that new words can be added to any language. It is not something to stay stagnant. Language constantly evolves and changes with new additions, deletions, and emissions. The task of a good neologism is to create new meanings of some abstract or material ideas that are evolving in new environments. It happens quite often that old words fail to convey the meanings of new circumstances. New words are coined to reflect the changing moods of the time. If a neologism does not convey a true meaning of the new situation, it soon ceases to exist. (Simpson, 2007).

2.5. Examples of Neologisms

- When was it invented **blutter**: to give a long, rambling speech about uncertainty. Blutter combines other words like blabber and stutter to create a new word with a new meaning.
- When was it invented **onesteva**: the sound an off the hook phone makes.
This word is an attempt at having a word for the sound we all know so well.

- When was it invented **sarcasm**: the gulf between the author of sarcastic wit and the person who doesn't get it.
- When was it invented **logophilia**: the love of words.
- When was it invented **hathos** : the blend of hate and pathos (feelings of pleasure derived from hating someone or something) .

2.6. The types of the Neologisms

According to Peter Newmark (1988 :140) and his book "A Textbook of Translation" there are many types of neologisms. They are :-

- A. Old words with new sense-old words that acquire new meaning: these words usually do not relate to new objects or processes that is why they cannot be connected with technology. For instance a word *revoulement* means 'return of refugee'; it can be also used for 'refusal of entry' and 'deportation. In psychology this word denotes "repression. Therefore, it is a loose term, the understanding of which depends on its context. (Newmark 1988: 141).
- B. Collocations with new meanings - collocations that eventually changed their meanings; the collocations which exist may be cultural as well as non-cultural. There is commonly a recognised translation if the concept is in the Today's language. In case if the concept does not exist or people are not familiar with it yet, descriptive information has to be given. (E.g., tug-of-love') (ibid.).
- C. Abbreviation - common type of pseudo-neologisms (ibid.). The main feature of abbreviation is that we have to pronounce each letter individually. Examples : CD (compact disc or certificate of deposit), ER (emergency room), and PC (personal computer or politically correct).
- D. Eponyms - any words that were gained from proper names and also brand names (if they were derived from objects) that can be translated only when they are accepted and familiar to the people. When the word, from a proper

name, directly refers to the person, we can easily understand and translate it, but if it refers to an object's idea or quality we do not know an extra clarification has to be given in order to understand the meaning. (ibid.).

- E. Transferred words- words with the meaning that are to a lesser degree dependent on their contexts. They are used more in media or product concepts rather than in technological ones. Furthermore, transferred words may be common to different languages. Examples: newly imported foodstuffs, various brands of clothes ('Cagoule,' 'Adidas,' 'Sari,' 'Nike') .(ibid.).
- F. Acronyms - are an expanding common peculiarity of all non-literary texts. They tend to be short and euphonious; acronyms attract our attention and interest in case if we do not know the meaning. So, they make us find out what the letters stand for. Example: the word radar (radio detecting and ranging) is an acronym, due to the fact, that each of the letters of the word stands for a particular word. Once the original form of the acronym is forgotten by people it becomes new independent word in the language system. (ibid.).
- G. Derived words - new words that are coined by adding one or more affixes to the stem. "The great majority of neologisms are words derived by analogy from ancient Greek (increasingly) and Latin morphemes usually with suffixes such as ismo, -ismus, -ja, etc., naturalised in the appropriate language" . (ibid.: 143).
- H. Collocations- are widespread especially in the social sciences and in computer fields. Examples: 'lead time', 'domino effect', 'acid rain' (ibid.). Oxford Advanced Learner's Dictionary of Current English (1974 : 145) defines collocation as grouping together or arrangement, esp. of words.
- I. Phrasal words - Newmark (1988: 147) declares that "phrasal verbs: a) are often more economical than their translation; b) usually occupy the peculiarly English register between 'informal' and 'colloquial', whilst their translations are more formal. New 'phrasal words' are restricted to English's facility in converting verbs to nouns (e.g. 'work-out,' 'trade-off,' 'check-out,' 'thermal cut-out,' 'knock on (domino) effect,' 'laid-back,' 'sit-in')".

J. Pseudo- neologisms - Pseudo-neologism is "a generic word stands in for a specific word, e.g. longitudinaux (restarts longitudinaux) - 'longitudinal springs'; humerale - 'humeral artery': la Charrue - The Plough and the Stars'; la Trilateral - a private political commission with representatives from the USA, Western Europe and Japan." (Newmark 1988: 148).

K. Internationalisms - borrowed by several languages words that convey concepts. which play crucial role in our communication. International words can be found in such fields as science names (e.g. philosophy, biology, mathematics, medicine, lexicology); art (e.g. theatre, music, drama, artist, primadonna); politics (e.g. politics, revolution, communism, progress); technology (e.g. atomic, antibiotic, radio, computer) .

L. New Coinages -are the method of creating new words or phrases. The coined items are puts to use by the Speech Community. Similarly, new concepts and ideas are coming into the body of the existing lexicon. However, coinage is a process whereby new words are totally invented to name objects, ideas or concepts (Nasir 2008:52 in Abba 2013:117). coinage is one of the least common processes of word formation in English is coinage. Simply. It means the invention of totally new terms. The most typical sources are invented trade names, for commercial products that become general terms (usually without capital letters) for any version of that product. The (older) examples are as follows: aspirin, vaseline and zipper; more recent examples are granola, kleenex, teflon and xerox. The most salient contemporary example of coinage is the word google. Originally a misspelling for the word googol (= the number 1 followed by 100 zeros), in the creation of the word Googleplex, which later became the name of a company (Google), the term google (without a capital letter) has become a widely used expression meaning "to use the internet to find Information." New products and concepts (ebay) and new activities ("Have you tried ebaying it?") are the usual sources of coinage. It should be pointed out that many coinages have come into existence by using brand names instead of the object being referred to. It is common that coinages are regularly called neologisms.

2.7. Advantages of teaching neologisms in English language classroom

The social and cultural reference of neologisms proves that they are more the products of our conceptual system and not simply meaningful language signs. They codify new cultural experience of society and provide evidence concerning the current trends of its development. For this reason by studying neologisms of a certain language we can learn about present-day cultural values, way of thinking and living of the community which speaks this language. E.g. neologism couch commerce ‘buying goods online from one's home’ may indicate popularisation and wide-spread occurrence of the Internet industry; staycation

(from to stay and vacation) meaning ‘a holiday spent in one’s home country rather than abroad’ may indicate current economic crisis which affects people’s lives. (McDonald, 2005) .

2.8. Disadvantages of teaching neologisms in English language classroom

Some English language teachers may be against incorporating neologisms into foreign language curriculum since new words are often attributes of informal discourse (e.g. hangry ‘informal, bad-tempered or irritable as a result of hunger’) and language learners might use them in an inaccurate or unsuitable way or confuse them with the words that sound similar (e.g. instead of hangry – hungry, Hungary). Another issue of concern not only among language teachers with teaching neologisms but also lexicographers and language policy makers

is inability to predict which new words will stay active in language vocabulary for an extended period of time and which ones will fall out of use quickly . This prediction may seem like gambling but, in fact, certain strategies can be used to find neologisms that are more likely to remain in the language:

- Choose neologisms that have been used in the language for not less than a year
- Choose neologisms that have appeared in a variety of registers and styles. (Simpson, 2007).

2.9. Translations of Neologism

Because neologisms originate in one language, translations between languages can be difficult. In the scientific community, where English is the predominant language for published research and studies, like-sounding translations (referred to as 'naturalization') are sometimes used. Alternatively, the English word is used along with a brief explanation of meaning. The four translation methods are emphasized in order to translate neologisms: transliteration, transcription, the use of analogues, calque or loan translation. (Liu, 2014, 33).

When translating from English to other languages, the naturalization method is most often used. The most common way that professional translators translate neologisms is through the Think aloud protocol (TAP), wherein translators find the most appropriate and natural sounding word through speech. As such, translators can use potential translations in sentences and test them with different structures and syntax. Correct translations from English for specific purposes into other languages is crucial in various industries and legal systems. Inaccurate translations can lead to 'translation asymmetry' or misunderstandings and miscommunication. Many technical glossaries of English translations exist to combat this issue in the medical, judicial, and technological fields. (Liu, 2014, 33).

Section Three : Methodology

3.1. Objectives of the Test

As a means to measure the students' performance in the target language, a diagnostic test has been designed to assess the learners' performance in relation to Neologisms at the recognition level. The test aims at investigating whether or not Iraqi EFL learners are able to recognize neologism from other English words.

3.2. Selection of Material

The items of the test have been selected from the references mentioned in section two. The items have been selected in such a way that covers the whole of what has been mentioned in the theoretical part of the study.

3.3. Test Design

The test consists a question that has been designed to measure the subjects' responses at the recognition level. The question includes ten items; the students should recognize the word which is neologism from other English words .

3.4. The Subjects

The sample to which the test has been administered consists of thirty students of fourth academic year (2021-2022) of Department of English at College of Education for Human Sciences, University of Babylon.

3.5. The Findings and Results

The following diagram shows the results of the test which is designed to measure Iraqi EFL University students' performance in relation to Neologisms by showing the correct and incorrect answers for each item.

Item Number	The Correct Answers	The Incorrect Answers
1	11	19
2	11	19
3	13	17
4	14	16
5	11	19
6	13	17
7	13	17
8	12	18
9	16	14
10	14	16
Total	126	174

3.6. Discussion of the results

The above table illustrates that the total number of the correct responses are (126), whereas those of the incorrect ones are (174).

Item number 1 and 2: 11 students answer correctly since they have information about the Neologism, while 19 students answer incorrectly because they don't have any information about the subject.

Item number 3: 13 students were able to recognize the right answers and 17 students weren't able to do that since they feel that the subject is so difficult and they have no information about it.

Item number 4 and 10: 14 students know the suitable answers because they have information about Neologism and how to recognize neologisms' words from other English words and that help them to make the correct answers, while 16 students are failed to recognize the right answers.

Item number 5: only 11 students know the suitable answers while 19 students answered incorrectly since they don't have any information about the subject and they need more and more knowledge about Neologism.

Item number 6 and 7: 13 students were familiar with the subject and the rest 17 students unfamiliar with Neologism, so they choose the wrong answers.

Item number 8: It seems that most of the students about 12 succeeded in choosing the right answers. However, about 18 students failed.

Item number 9: 16 students who answers correctly because they have information about the subject of Neologism and Coinage. However, there are only 14 students failed to recognize the right answers.

Section Four: Conclusion

Neologisms remind us that language is not something set in stone, but an evolving body of work, subject to adjustment, deletions, additions, and change. As new things are invented, as slang becomes acceptable, and as new technologies emerge, new words must fill in the gaps in language. Just in 2014, a variety of new words were added to the dictionary including hashtag, selfie, and pho. The learners have to be familiar with the new words that emerged since by studying neologisms of a certain language we can learn about present-day cultural values, way of thinking and living of the community which speaks this language.

E.g. neologism couch commerce ‘buying goods online from one's home’ may indicate popularisation and wide-spread occurrence of the Internet industry.

From the the results of the test we conclude that most of the learners need more information about the Neologism because (126) only was the correct answers while the incorrect answers were (174) . The learners who solve incorrect haven't any information about the subject so Neologism is so important subject and teachers have to focus on it in teaching.

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Appendix

Q1// For each of the following sentences identify the Neologism from other English words:

1. Bad weather is likely, so please wear walking boots and cagoule.
2. They googled his name and found out that he runs his own company.
3. With the emergence of new memories, disks becomes unused.
4. Fever is one of the symptoms of COVID-19.
5. The approaching planes were detected by radar.
6. The Teflon coating creates a smooth surface that doesn't allow foods to stick.
7. Be sure to have a box of Kleenex, a pad , and a pen.
8. Some people are fond of their phone to become nomonophobia.
9. Do you have a xerox machine?
10. CD-ROM is used as a read only optical memory device for a computer system.

Answers of Appendix

- 1-Cagoule
- 2-Googled
- 3-Disks
- 4-COVID-19
- 5-Radar
- 6-Teflon
- 7-Kleenex
- 8-Nomonophobia
- 9-Xerox
- 10-CD-ROM