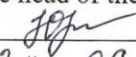


Ministry of Science and Higher Education of the Russian Federation  
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**AMUR STATE UNIVERSITY**  
(FSBEI HE "AmSU")

Faculty of International Relations  
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The head of the department  
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**MASTER'S THESIS**  
on the topic  
**Linguodidactic aspect of new words study in the English language**

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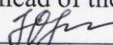
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« 01 » 09 2023

**Assignment**

To the master's thesis of the student **Yue Zhang**

1. The topic of the thesis: Linguodidactic aspect of new words study in the English language \_\_\_\_\_

(approved by the order from 23.05.2023 No 1245-80)

2. The date of the thesis final version submission: \_\_\_\_\_ 23<sup>rd</sup> of June 2023 \_\_\_\_\_

3. The thesis baseline information: scientific works on neologisms, word formation, semantics, methods of teaching foreign languages \_\_\_\_\_

4. The contents of the thesis (the objectives necessary to achieve):

- 1) Reasons for appearance of neologisms;
- 2) Structural and semantic aspects of new words in the English language;
- 3) didactic aspect of new words study.

5. Appendix list (schemes, graphics, tables and other illustrative material):  
\_\_\_\_\_

6. Thesis advisors (by chapters): \_\_\_\_\_

7. The date of assignment issue: \_\_\_\_\_

Academic supervisor: I.G. Ishchenko, associate professor, candidate of philological sciences

(last name, first name, patronymic name, post, advanced degree, academic title)

The assignment is subject to execution (date): Zhang Yue  
(student's signature)

## ABSTRACT

The thesis contains of 61 p., 4 pictures, 1 table, 58 references and includes introduction, chapter 1, chapter 2, conclusion, appendix.

### NEOLOGISM, WORD FORMATION, THEMATIC CLASSIFICATION, DIDACTIC ASPECT

The thesis deals with the neologisms in the English language and various aspects of their study: structural, semantic, didactic.

The relevance of the work is justified by the necessity of complex analysis of new units serving to reflect the changes taking place in modern world under the impact of globalization, development of public relations, of politics and economics, technology and other spheres of life.

The aim of the thesis is to conduct structural and semantic analysis of new words in the English language and apply didactic approach to their study.

The object of the study is new vocabulary of the English language.

The methods of the study are the following: continuous sampling method, quantitative estimation method, context analysis method, semantic analysis, word formation analysis, analysis of the survey, interpretation method.

The thesis main results were presented at the conferences “The Days of AmSU Science 2023”, ‘Language and Culture of the XXI Century’ (2022), “Current Issues of Linguistics and Intercultural Communication” held in AmSU, Blagoveshchensk. Two research articles “Lexicographic aspect of English neologisms” and “Thematic classification of food-related neologisms in the English language” have been published.

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## INTRODUCTION

The lexical system of any language is responsive to any innovation, change and development of all the aspects of our life and environment. Being very flexible and dynamic it generates new lexical units to provide a verbal form to fit new concepts, objects, facts, properties, etc. Constant enrichment of vocabulary is an important factor of language development. According to the data of Global Language Monitor, the English language obtains a new word every 98 minutes, or approximately 14,7 words a day. In 2007 the English vocabulary contained more than a million lexical items<sup>1</sup>.

Neologisms are newly coined words or word combinations which have entered a language recently. A distinctive feature of these units is their connotation of novelty. Nowadays this criterion has become more reliable due to possibility to register neologisms regularly on the websites of dictionaries.

**The relevance of the research** is caused by the need for comprehensive analysis of new units serving to reflect the changes taking place in modern world under the impact of such socially significant factors as globalization, development of public relations, of politics and economics, technology and other spheres of life. During periods of social development, the issue of language innovations becomes one of the most important in scientific research, since it is an indicator of transformations in the modern world.

**The object of the study** is new words in the English language.

**The subject of the study** is semantic and structural analysis of English neologisms and didactic approach to their study.

**The aim of the thesis** is structural and semantic analysis of new words in the English language and didactic approach to their study.

The aim is realized through a number of **objectives**:

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<sup>1</sup> Payack, Paul. A Million Words and Counting: How Global English is Rewriting the World. Citadel Press, 2012. 222 p.

- 1) to study definitions of neologisms, reasons for their appearance, ways of their formation;
- 2) selection of English new words from online lexicographic sources;
- 3) semantic and structural analysis of food-related new words;
- 4) didactic approach to study of new words of English as a foreign language;
- 5) to systematize all the data and results, to make conclusions.

**The methods of the study** are the following: continuous sampling method, quantitative estimation method, context analysis method, semantic analysis, word formation analysis, analysis of the survey, interpretation method.

**Theoretical background** of the research is presented by works of J. Algeo, I.V. Arnold, L. Bauer, H. Jackson, A. Metcalf, H. Marchand, T. Pyles, I. Rets, V.I. Zabolotkina and others.

**The material of the study** is the following: 45 new words selected from online English dictionaries: *Cambridge Dictionary*, *Macmillan English Dictionary*, *Word Spy*, *Oxford Dictionary*.

**Academic novelty** is determined by applying didactic approach to structural and semantic analysis of English neologisms selected from online English dictionaries for the period of 2019-2022.

**Theoretic significance** of research lies in the fact that the results obtained can make a certain contribution to the theory of neology, word formation and didactics. The applied methods of analysis can be used in the course of studying and teaching other groups of vocabulary.

**The practical value** of the work is that the obtained research results make it possible to apply them in the process of teaching English, as well as during lectures and seminars on English Lexicology and Linguodidactics.

**Hypothesis** – update of the vocabulary of the English language with new units is implemented by means of currently productive word-forming patterns, such as word composition, blending, word reduction and abbreviation. We assume that

the appearance of neologisms is also due to certain extralinguistic factors, such as the emergence of new ideas, objects and phenomena.

**Approbation.** The thesis main results were presented at the conferences “The Days of AmSU Science 2023”, ‘Language and Culture of the XXI Century’ (2022), “Current Issues of Linguistics and Intercultural Communication” held in AmSU, Blagoveshchensk. Two research articles “Lexicographic aspect of English neologisms” and “Thematic classification of food-related neologisms in the English language” have been published.

**Statements submitted for defence:**

1. The appearance and use of neologisms in the English language depends on both extralinguistic and intralinguistic factors.

2. A steady emergence of food-related neologisms proves a significant role of this concept for English language users. The corpus of these units demonstrates a wide repertoire of various aspects relating to food.

3. The major source of new words in English remains to be word formation. For the time being the most productive methods of generating new units are word composition, blending, shortening.

4. Understanding neologisms is one of the challenges that students of English as a foreign language face. Using various examples of new words, a teacher can present different word-formation models, promoting students' vocabulary growth, improving analytical skills, ability to analyze and adequately understand modern texts.

**Structure of the thesis:** The work consists of an introduction, two chapters, a conclusion, a list of references and an appendix.

# 1 GENERAL CHARACTERISTICS OF NEOLOGISMS IN THE ENGLISH LANGUAGE

## 1.1 Definitions of neologisms

Currently, new words are being actively introduced into the vocabulary of any language that requires a detailed description of their meaning and use. This has led to the birth of a new branch of Linguistics – Neology. Many modern scientists focus their scientific interest on solving a number of vital problems related to this branch of Linguistics, since the influx of new lexical units is constantly growing. Thus, the vocabulary of a language is continuously updated and changing, and the result of these processes is the formation of a lexical group of new units.

The term ‘neologism’, borrowed from French ‘neologisme’, was first attested in English in 1772.<sup>2</sup> It originates from the Greek language, which includes “neos” and “logos”. “Neos” refers to new and “logos” to speech, utterance.<sup>3</sup> Therefore, the combination of the two parts gives rise to the meaning of neologism, and simply means “new word”. From the perspective of dictionary, neologism is defined in many ways: a new word or expression, or a new meaning for an older word in Longman Dictionary of Contemporary English<sup>4</sup> (1993); any word, phrase, or sense that came into popular use or enjoyed, a vogue in the given period in The Oxford Dictionary of New Words<sup>5</sup> (1998); a newly-invented word in Oxford Advanced Learner’s English-Chinese Dictionary<sup>6</sup> (2000).

From the perspective of Linguistics, other versions of the definition are proposed by the experts and scholars abroad and in China. According to John Algeo<sup>7</sup>, a new word is a form or the use of a form not recorded in general

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<sup>2</sup> Proffitt, M. Oxford English Dictionary Additions Series. Volume 3. 2006.

<sup>3</sup> Levchenko, Y. Neologism in the Lexical System of Modern English: On the Mass Media Material. 2010. P. 11.

<sup>4</sup> Longman Dictionary of Contemporary English. Copenhagen. 1993. 1746 p.

<sup>5</sup> The Oxford Dictionary of New Words. Oxford University Press. 1998. 368 p.

<sup>6</sup> Oxford Advanced Learner’s English-Chinese Dictionary. The Commercial Press. 2612 p.

<sup>7</sup> Algeo, J. Fifty Years among the New Words: a Dictionary of Neologisms. New York & Cambridge: Cambridge University Press, 1991.



dictionaries. Plag I.<sup>8</sup> states, new words are able to describe the new things and new concepts, convey some people's attitudes or provide some variables, the new meaning arises whenever a short form is added by some morpheme. P.A. Newmark<sup>9</sup> defines a neologism as a newly formed word or an old word in a new sense. A full and detailed, in our opinion, definition was given by R. Mworia<sup>10</sup>: «Neologisms are new words or word combinations that appear in the language due to the new developments and advancements in social life, culture and technology. Existing words that acquire new meanings are also regarded as neologisms. These new words in a language are often for the purposes of naming a new object or idea that is introduced into the culture of a speech community». Another scholar J. Warambo offers the following explanation to this linguistic phenomenon: «neologism is a process where a new lexical item comes into use in a language or when a word acquires a new sense». <sup>11</sup> Kalinowska I.<sup>12</sup> lays emphasis on a certain feature of new words: neologism can be called a new term that is already used by society, but has not yet fully entered the main lexical stock of the language.

Thus, the term neologism can be applied to words and phrases that were created to denote new concepts and phenomena that appear in our life, and are formed according to word-formational models operating in the language, borrowed from other languages or having received a new meaning.

Some new words may become firmly established in the language, and some may fall out of use after a certain short period of time. New words gradually cease to be new and known only to a narrow circle of people who use them and enter first into the passive and then active vocabulary of native speakers and are subsequently fixed by dictionaries.

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<sup>8</sup> Plag, I. *Word-formation in English*. Cambridge: Cambridge Textbooks in Linguistics, 2018.

<sup>9</sup> Newmark, P. A. *Textbook of Translation* [M]. Shanghai: Shanghai Foreign Language Education Press, 2004.

<sup>10</sup> Mworia R. *Use of English neologisms in social media: a case of twitter language in Kenya*. Nairobi, 2015. P. 26 – 27.

<sup>11</sup> Warambo J. *Neologism: a narrowing or a broadening process, a case of sheng* // *Journal of Literature, Languages and Linguistics*. 2017. № 37. P. 31.

<sup>12</sup> Kalinowska I. *Neologisms – their origin and how they reinvigorate language* [Электронный ресурс] // *Terminology coordination*. Luxembourg, 2016. URL : <http://termcoord.eu/2016/08/neologisms-their-origin-and-how-they-reinvigorate-language/> (access: 06.06.2023).

A well-known American linguist A. Metcalf believes that there are five main factors that allow neologism to become part of the vocabulary of a language:

- frequency of the word use;
  - the variety of speech situations in which a new word is used and the number of people using it;
  - the ability of a word to form new lexical forms and create new meanings;
  - the duration of the life of the object or phenomenon that this word denotes
- words are not capable of a long life if the concept they call disappears.<sup>13</sup>

So, on the basis of all of the above definitions of the notion of "neologism", a generalized interpretation of this term should be given. Neologisms are words or phrases that are new in form or content (or both in form and content), serving to denote a previously unfamiliar concept or object, arising in the language on the basis of existing material, as well as due to continuous development and changes in various spheres of human life, eventually losing novelty and further entrenching in the active vocabulary of the language.

### **1.2 Reasons for the appearance of new words**

Language is the reflection and expression of social life. Vocabulary is the most sensitive and active factor of language. With the development of society, the progress of science and technology, and the changes of life, a large number of new English words have emerged. Language in the era of social transformations is characterized by significant changes in its structure, primarily in its semantic and word-formation subsystems. The question of the emergence and use of new words has always been of interest to linguists, especially the study of the connection between the creation of new lexical units and the trends in the development of spheres of life of society.

It is important to note that mostly neologisms appear due to extra-linguistic factors, since they are a reflection of global processes that determine the development of society, the level of public awareness, standard of living, socio-economic conditions, technological progress, type of society, all this is also

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<sup>13</sup> Metcalf, A. Predicting New Words. Boston, 2002. 187 p.

reflected in modern human speech. However, it is necessary to take into account the linguistic factors that stimulate the renewal of the language from the inside. These reasons show the ability of the language to be updated by including new words in its lexical stock. But internal factors depend on external ones, as they activate the language system, produce new phenomena and objects. The main difference between external and internal factors is the degree of their manifestation. Intralinguistic factors can be identified only with the help of a special linguistic study.

New words refer to words created by the language system in order to adapt to new inventions, new things or new social phenomena. The existing words add new meanings and they are also called new words. In recent years, due to the rapid development of science and technology, global politics, the economic situation and social life language is changing with each passing day. Reflected in these fields, English new words emerge endlessly. The emergence of new words is mainly due to the following reasons.

In the research "Extralinguistic and linguistic factors of the appearance of neologisms in Internet resources", conducted by L.A. Sidorova<sup>14</sup>, the author identifies 2 types of factors. According to L.A. Sidorova, the following reasons can be attributed to extralinguistic:

- 1) the emergence of new objects and phenomena;
- 2) economic development;
- 3) development of science and technology;
- 4) policy changes;
- 5) the appearance of borrowings as a result of language contacts;
- 6) influence of cultures of other countries;
- 7) psycholinguistic reason: the appearance of an abbreviation in order to save effort, individual authorial neologisms, etc.

Linguistic factors include:

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<sup>14</sup> Sidorova L. A. Extralinguistic and linguistic factors of the appearance of neologisms in Internet resources. P. 273.

1) the absence of a word in the language to denote new realia, objects, concepts;

2) changing the meanings of words;

3) the emergence of synonyms;

4) borrowing word-forming elements from other languages.

M. D. Stepanova adheres to the following point of view: "It is quite natural that extralinguistic factors primarily give birth to a particular word. And these factors affect not only the very process of the word's appearance, but, in general, also the choice of the denotation method: word formation, changes in the meaning of a word available in the language, various types of borrowing... With regard to the linguistic predictability of any word-formation potency of a language, it is determined by the presence of models, the productivity (activity) of these models, the regularities of their filling (their internal valency)."<sup>15</sup>

Linguists L.I. Rakhmanova and V.N. Suzdaltseva<sup>16</sup> identify the following reasons for the appearance of neologisms:

1) the appearance in life of a new realia, object or concept that requires a name;

2) the need to designate phenomena that were previously present in our lives, but did not have a corresponding designation in the language, since the very existence of these phenomena was concealed;

3) the appearance of a more convenient one-word designation of what was previously named with a phrase;

4) the need to emphasize the partial change of the object in a changing society;

5) the influence that the culture of other countries has at this time.

An important question in the framework of the study is also the question of how a new word appears in our speech. V.I. Zabolotkina observes the division of the

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<sup>15</sup> Stepanova M. D. Aspects of synchronous word formation // Foreign languages at school. 1972. No. 3. P. 12.

<sup>16</sup> Rakhmanova L. I., Suzdaltseva V. N. Modern Russian language. Vocabulary. Phraseology. Morphology. M., 1997. P. 312.

process of the origin of a new word into several stages. These stages illustrate the attachment of the semantic component to words, as well as entrance of these words into the human lexicon.

According to V.I. Zabolkina<sup>17</sup>, a certain individual participates in the act of the primary "baptism" of an object. In the structure of the nomination act, as a starting point, there is a complex interwork of the speaker's intentions and his personal meanings, that is, the speaker's individual semantic task.

A person who creates a new word (originator) strives for individualization and originality. Then the word goes through several stages of socialization (acceptance in society) and lexicalization (consolidation in the language system). The word is perceived by intermediaries (purveyors) who distribute it among the masses. These are, as a rule, university professors, school teachers, reporters, media workers. The word is fixed in the periodical press. The next stage of socialization is the acceptance of the word by the broad masses of native speakers. Next comes the process of lexicalization, and then – the acquisition of skills for the adequate use of a new word, that is, the acquisition of communicative and pragmatic competence by native speakers.

Conditionally, the "chain of neologization" of the object of reality can be represented as follows:

- 1) a person creating a new word (originator);
- 2) socialization of the word (its acceptance in society);
- 3) lexicalization of the word (fixing it in the language system)<sup>18</sup>.

The processes of socialization of a word and its lexicalization most often occur through the interaction of intermediaries (for example, teachers, reporters, actors and through the media). In addition, the same process of socialization of the word can occur through the interaction of people in the everyday sphere of society.

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<sup>17</sup> Zabolkina V.I. New vocabulary of modern English. M., 1989. p. 10.

<sup>18</sup> Ibid.

However, the process of creating a word is quite complicated, since neologisms are created according to certain word-formation models, borrowed or existing phonetic and graphical forms acquire new lexical meanings.

First of all, at the initial stage of generating words and utterances there is a pragmatic operator, which is determined by the intention and pragmatic need of the speaker. The speaker chooses the most appropriate type of the illocutionary act (request, order, etc.), then there is a search for the appropriate structure and then the appropriate vocabulary. The sender of the message chooses from the available lexical repertoire what best expresses his thoughts and feelings. If there is no such word in the sender's vocabulary, he modifies the old one or creates a new lexical unit.<sup>19</sup> In other words, when creating a neologism, pragmatic structures of consciousness are activated first of all.

In general, according to V.I. Zabolotkina, the appearance of new words may be caused by the need for the language "to name what has not yet been named, the desire for greater expressiveness and the need for beauty, i.e. aesthetic pleasure from the renewal of speech."<sup>20</sup>

Moreover, in the language of the last decades, as the analysis of the material shows, the bulk of new words are formed because of the need to name new objects, phenomena, artifacts, concepts that have been distinguished in the picture of the world, which, of course, is associated with extralinguistic factors.

Thus, it becomes clear that the analysis of neologisms from a pragmatic point of view is of particular importance. When creating a neologism, the pragmatic structures of consciousness are activated first of all. A pragmatic factor in the creation of neologism is the mass communicative need to designate a new object or phenomenon. The appearance of new words may be caused by the need for the language to designate a completely new concept, the desire for greater expressiveness and the need for aesthetic pleasure from the renewal of speech.

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<sup>19</sup> Zabolotkina V. I. *Word and Meaning*. Moscow : RSUH, 2014. p. 118.

<sup>20</sup> Zhelonkina V.I., O. V. Alexandrova O.V. *Problems of semantics and pragmatics: collection of scientific papers* / ed. by V. I. Zabolotkina. Kaliningrad, 1996. P. 92.

The creation of neologisms is also a complex cognitive process associated with cognition and perception of the surrounding world. Cognitive activity of a person includes not only the use of already existing lexical units, but also the ability to form new ones. "The process of forming meanings is a cognitive process, closely interrelated with the perception of the surrounding world and the formation of appropriate concepts."<sup>21</sup>

Comprehending new objects of reality in the process of cognitive activity or discovering new properties or of previously known signs, a person as an interpreter of the results of mental reflection of reality seeks to fix his results of cognition in a new word.

According to I.A. Gavrilova<sup>22</sup>, the process of the emergence of neologisms is due to certain cognitive factors. These include:

- 1) the appearance of new concepts in the process of cognition of reality and their termination;
- 2) clarification, reinterpretation and in-depth knowledge of fragments of the conceptual picture of the world already recorded by the public consciousness;
- 3) cognitive and communicative factors.

The cognitive stimuli of the appearance of a new word were first identified by Yu.S. Stepanov<sup>23</sup>. In his opinion, initially there are flickering concepts that need to be brought under a certain category. This can only happen by naming them. And the generation of a new name occurs only when a person feels the need for it. The need arises from consciousness.

New words, being relevant markers of the epoch, serve not only as a means of nominating new piece of knowledge, but also express pragmatic attitudes to the cognizable world. The appearance of neologism is initially stimulated by cognitive-speech pragmatics, since the emergence of a new word is

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<sup>21</sup> Boldyrev N. N. Functional categorization of the English verb : monogr. M., 2009. 144 p.

<sup>22</sup> Gavrilova I. A. Cognitive stimuli of the formation of the term-neologism // The language of science and technology in the modern world : collection of scientific tr.. Omsk, 2015. P. 236.

<sup>23</sup> Stepanov Yu. S. Methods and principles of modern linguistics. M., 2005. P. 123.

anthropocentrically oriented, it is intended to serve and express the communicative-pragmatic intentions of communicants.<sup>24</sup>

Thus, the creation of neologism is due to the action of a number of cognitive factors, which, along with pragmatic factors, play an important role in the process of creating new words. The creation of neologisms is a complex pragmatic and cognitive process associated with cognition and perception of the surrounding world. A person constantly strives for an adequate reflection of reality in his consciousness, strives to know his inner and outer world and searches for linguistic means of conceptualizing cognizable objects of reality.

The development of various spheres of society, such as the Internet and technology, social sphere, construction and architecture, medicine, food industry, politics, economics and many others is of great importance in the formation of new words. Thanks to their development, new positions and types of occupations, new phenomena and subjects appear.

### **1.3 Ways of formation of new words in the English language**

Lexical units are the result of one or another way of formation. However, it is worth considering the fact that not all ways of forming a new vocabulary are used with the same frequency.

According to the classification given in the book "New Vocabulary of Modern English" by V.I. Zobotkina, new lexical units are divided into: 1) phonological; 2) borrowings; 3) semantic; 4) syntactic, which are divided into morphological and phraseological.<sup>25</sup>

The scientific article by T.Y. Mkrtchyan<sup>26</sup> is also devoted to the question of ways of forming the latest vocabulary in modern English. This article focuses on the productivity of each method and proposes a classification of the methods of new words formation. In accordance with the proposed classification, the enrichment of the vocabulary of modern English occurs in three main ways: 1)

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<sup>24</sup> Kasyanova L. Y. Cognitive factors of the generation of a new word // Proceedings of the VSPU. 2008. No. 2. P. 81.

<sup>25</sup> Zobotkina V.I. New vocabulary of the modern English language. P. 8.

<sup>26</sup> Mkrtchyan T.Yu. On the question of the ways of formation of the newest neologisms in the English language. Philological sciences. Questions of theory and practice. 2017. No. 75. P. 140.



syntactic or word-formative. This method includes word composition, fusion, affixation, reduction; 2) semantic method, i.e., a change in the meaning of the word, its reinterpretation; 3) with the help of borrowings.

Summing up and highlighting the common in the classifications of researchers, we can determine the following main ways of the emergence of a new vocabulary:

- 1) phonological;
- 2) syntactic (affixation, word composition, blending, shortening);
- 3) semantic;
- 4) borrowings.

According to V.I. Zabolkina, phonological neologisms are created from individual sounds, they represent unique configurations of sounds. Such words are sometimes called "artificial" or "invented". The author conditionally refers new words formed from interjections to the group of phonological neologisms, for example: "zizz", a word denoting a short sleep (imitation of sounds made by a sleeping person is often transmitted in comics using three letters zzz).<sup>27</sup>

The next way to form new words is syntactic. According to linguists, it has been the most productive for many years. Most new lexical units in English are created on the basis of the methods of word formation already available in the language, such as word composition, fusion, abbreviations, affixation, etc.

The most common way of forming neologisms on the basis of words already existing in the language is word composition. **Composition** is a very ancient and still productive way of creating new words by combining two or more stems into one whole.<sup>28</sup>

There are several models for the formation of compound words<sup>29</sup>:

- 1) N + N = N (glue-sniffing – inhaling glue in order to feel the narcotic effect);
- 2) A + N = N (high-rise – multi-storey building);

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<sup>27</sup> Zabolkina V.I. New vocabulary of the modern English language. P. 8.

<sup>28</sup> Arnold I.V. Lexicology of the modern English language. M., 2012. P. 107.

<sup>29</sup> Zabolkina V.I. New vocabulary of the modern English language. P. 19.

- 3) Part II + Adv. = A (buttoned-down – conservative, traditional)
- 4) Abbr. + Acronym = N (ara A: arabinose + Adenine – the name of the drug);
- 5) Abbr. + N = N (B-chromosome – extra chromosome);
- 6) N + Numeric = N (TypeA 1 is a behavior characterized by tension, impatience, competition, the desire to succeed, which ultimately leads to heart disease.)
- 7) Particle + N = N (off-the-wall – unusual, unconventional)
- 8) N + Particle = N (hands-on – practical)
- 9) N + Prepositional phrase = N (surface-to-air-missile – surface-to-air missile).

It must be said that although a number of regularities can be observed the process of compound formation does not lend itself readily to general rules. All the various regularities which may be formulated are coupled with many important exceptions.

Another productive syntactic way of forming new words is **blending** in which one of the words or both are reduced. A blend may be defined as a new lexeme built from parts of two (or possibly more) words in such a way that the constituent parts are usually easily identifiable, though in some instances, only one of the elements may be identifiable<sup>30</sup>:

breakfast + lunch → brunch

slang + language → slanguage

sheep + goat → shoat

These examples show that in the formation of blends, the first part of the first element is added to the second part of the second element. The resulting items are generally nouns. Blends may often be referred to as ‘telescope’ or ‘portmanteau’ words.

Another productive way of word formation of English neologisms is **affixation** or **derivation**. It is a lexical process which forms a new word out of an

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<sup>30</sup> Jackson H. Words, meaning and vocabulary. NY. P. 87.

existing one by the addition of a derivational affix. For example, the suffixes *-ation* and *-ure* may be added to the verbs *resign* and *depart* respectively to derive the nouns *resignation* and *departure*, which are different words. Following Jackson,<sup>31</sup> it may be said that ‘strictly speaking, the term “derivation” refers to the creation of a new word by means of the addition of an affix to a stem’.

English has over sixty common derivational affixes, and there is no theoretical limit to their number. Derivational affixes are of two kinds: class-changing and class-maintaining. Class-changing derivational affixes change the word class of the word to which they are added. Thus, *resign*, a verb + *-ation* gives *resignation*, a noun. Class-maintaining derivational affixes do not change the word class of the word but change the meaning of the derivative. Thus *child*, a noun + *-hood* gives *childhood*, still a noun, but now an ‘abstract’ rather than a ‘concrete’ noun.

Class-changing derivational affixes, once added to a stem, form a derivative which is automatically marked by that affix as noun, verb, adjective or adverb. The derivations determine or govern the word class of the stem. For example, nouns may be derived from either verbs or adjectives; verbs from either nouns or adjectives; adjectives from either nouns or verbs; and adverbs from either adjectives or nouns. English class-changing derivations are mainly suffixes.

Noun derivational affixes are also called ‘nominalizers’<sup>32</sup>:

Leak + *-age* → leakage

Betray + *-al* → betrayal

Disturb + *-ance* → disturbance

Verb derivational affixes, also known as ‘verbalizers’, are used to form verbs from other stems. When compared with other derivational affixes, they are rather rare. This may be accounted for by the fact that verbs are the most basic forms in English: while they are used to derive other words, they themselves are

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<sup>31</sup> Jackson H. *Discovering Grammar*. Pergamon Press. 1985. P. 34.

<sup>32</sup> Jackson H. *Words, meaning and vocabulary*. NY. P. 76.

not readily derived from other forms. Most English verbalizers are characterized by the fact that they are causatives:

Fright + -en → frighten

Pressur(e) + -ize → pressurize

Pur(e) + -ify → purify

Adjective derivational affixes or ‘adjectivizers’ are used to form adjectives when added to a given stem. In English, adjectives are generally formed from nouns, more rarely from verbs:

Season + -al → seasonal

Wretch + -ed → wretched

Depend + -ent → dependent

Adverb derivational affixes or ‘adverbializers’ are affixes which adverbs when added to a given stem. Adverbs, in English, are generally formed from adjectives, sometimes from nouns. Once it is formed, the adverb can no longer be used to form words of other classes such as nouns, verbs, or adjectives. -ly is the most productive of all derivational affixes:

Consistent + -ly → consistently

Home + -ward → homeward

Clock + -wise → clockwise

Class-maintaining derivations refer to those derivations which do not change the word class of the stem to which they are added although they do change its meaning. Unlike class-changing derivations, which are mainly suffixes, English class-maintaining derivations are mainly prefixes:

Malaria + anti- → anti-malaria

Chief + -dom → chiefdom

Agree + dis- → disagree

Possible + im- → impossible

V.I. Zabolkina<sup>33</sup> gives examples of productive suffixes used to create neologisms, among them suffixes: -ability, -able, -ally, -age, -ate, -dom, -ectomy, -ed, -ee, -eer, -ese, -est, -hood, -ia, -iasis, -idty, -ics, -ification, -ify. Semi-suffixes also take an active part in the formation of new units: -athon, -gate, -gram, -intensive, -friendly, -manship, -oriented, -a/oholic, -pedia/paedia.

Prefixal neologisms are less numerous. Among the most productive prefixes, V.I. Zabolkina<sup>34</sup> notes the following: anti-, co-, de-, non-, post-, pre-, ne-, sub-, in-. The greatest degree of novelty is possessed by units created with the help of new affixes and semi-affixes, such as: on, -ase, -sol, -nik, -manship, eco-, mini-, maxi-, ur-, mega-.

Another productive way of word formation at the moment is **shortening**. This method of creating new units reflects the tendency to rationalize the language and save language efforts. Despite the fact that shortenings make up only a small percentage of the total number of neologisms, their number is growing. Of the four types of shortenings, among which are abbreviations, acronyms, clippings, the last ones prevail, for example, words such as "Gen Z" – Generation Z, "convo" – conversation, etc. **Clipping** involves the type of word formation device in which only part of the stem is retained. The beginning may be retained as in *lab* (from laboratory), the end as in *plane* and *phone* (from aeroplane and telephone respectively), the middle as in *flu* (from influenza)<sup>35</sup>.

**Initialisms** constitute an extreme kind of clipping since only the initial letters of words, or sometimes initial syllables, are put together and used as words. Usually, the motivation for initialism 'is either brevity or catchiness, though sometimes euphemism may be involved, as with BO and VD for "body odour" and "Venereal Disease" respectively'.<sup>36</sup>

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<sup>33</sup> Zabolkina V.I. New vocabulary of the modern English language. P. 10.

<sup>34</sup> Ibid. P. 11.

<sup>35</sup> Jackson H. Words, meaning and vocabulary. NY. P. 88.

<sup>36</sup> Pyles T., Algeo J. The Origins and Development of the English Language, 4<sup>th</sup> edn, Harcourt Brace Jovanovich College Publishers, 1993. P. 273.

When initialisms are pronounced with the names of the letters of the alphabet, they may be called **alphabetisms** or **abbreviations**: AI (Amnesty International; Artificial Intelligence); ATV (all terrain vehicle in AmE; Associated Television in BrE). But when they are pronounced like individual lexical items, they are **acronyms**: laser (light wave amplification by stimulated emission of radiation); AIDS (acquired immune deficiency syndrome), NATO (North Atlantic Treaty Organization).

**Conversion** may be defined as a process by which a word belonging to one word class is transferred to another word class without any concomitant change of form, either in pronunciation or spelling. It is a highly prolific source for the production of new words since there is no restriction on the form that can undergo conversion in English. When new words are formed using this method, not only grammatical, but also semantic transformation occurs. The derived word borrows the semantics of the generating basis, adding its own to it, due to the new status. Examples:

to call (v) → a call (n);

better (adj) → to better (v)

bottle (n) → to bottle (v)

In addition, the English language continues to be replenished thanks to **borrowings** from various languages. Currently, English is one of the most popular languages, so it has been a source of borrowings of words by other languages for a long time, however, it is actively replenished from other world languages, mainly Spanish, Arabic, Japanese, Chinese. Example:

*chalupa* (from Spanish) – a fried tortilla in the shape of a boat, with a spicy filling.

V.I. Zobotkina<sup>37</sup> identifies the following areas of human life, which are affected by the influence of new borrowings:

1) culture; for example, "anti-roman" (borrowing from French);

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<sup>37</sup> Zobotkina V.I. New vocabulary of the modern English language. P. 15.

2) socio-political life; for example, borrowing from the Arabic "ayatollah", denoting the religious leader of the Islamic sect Shule in Iran;

3) the sphere of everyday life – words denoting drinks, food, sports, clothes, for example "petit dejeuner" (French), which means "small breakfast";

4) scientific and technical sphere; as an example, the word "biogeocoenos" is borrowed from the Russian language, which means "ecological system".

### **Conclusions.**

Thus, it can be concluded that today the English language is experiencing a real neological boom. Due to the constantly changing social, economic, and political processes taking place in the human life, various lexical innovations are created annually. The process of formation of neologisms can also be caused by intra-linguistic factors.

Currently, one of the urgent problems of modern Linguistics remains the problem of defining the term "neologism". In addition, today linguists have come to understand the need to consider neologisms from the point of view of word-formation and structural aspects, as well as ways of translating new units.

Touching upon the aspect of the formation of new words, based on the research of linguists, we can conclude that the replenishment of the vocabulary of modern English is mainly due to internal resources – reinterpretation (semantic derivation) and word formation. The bulk of new words appear in the English language with the help of such productive ways of word formation as affixation, blending, word composition and shortening. A smaller number of neologisms enter the English language through borrowing from other languages.

In the second chapter of our work, we will study new words which appeared in the English language recently and were registered in various lexicographic sources. We will conduct research in which an attempt will be made to confirm the regularity of replenishment of the vocabulary of the English language using the ways of word formation, as well as to confirm the productivity of morphological methods of word formation listed earlier. In addition, it is possible that the study may reveal other trends in the emergence of neologisms.

## 2 ANALYSIS OF ENGLISH NEW WORDS IN ONLINE DICTIONARIES

### 2.1 Research material and methods

It is well known that vocabulary of the English language is extremely extensive. However, it continues developing and new words appear practically every day. Development of various spheres of society, such as the Internet and technology, social sphere, construction and architecture, medicine, food industry, politics, economics and many others play great role in the formation of new words. These new vocabulary units are registered in some lexicographic resources.

There are several dictionaries of new words with a full range of linguistic information and lexicographic labels which help to use the words correctly and avoid mistakes in communication. “The importance of dictionaries of neologisms is not only due to the fact that they offer a snapshot of the lexical and semantic changes of a language when they are happening, but also because they guide the study of languages from a diachronic perspective. These studies also play an important role in the preservation of those words, word formation processes and their meanings in language during a concrete period even if they are never recorded in general-purpose dictionaries”<sup>38</sup>. The most well-known dictionaries are “A Dictionary of Neologisms” (Cambridge, 1995), “Oxford Dictionary of New Words” by S. Tulloch (1996), “Barnhart Dictionary of New English” by Robert H. Barnhart (1990), “A Century of New Words” by J. Ayto (Oxford, 2007). But in the current century online dictionaries replaced the printed ones due to application of computational techniques in compiling dictionaries.

The category ‘New Words’ of online **Cambridge Dictionary**<sup>39</sup> introduces three new items every week. The word entry provides all the necessary lexicographic information: pronunciation, grammatical characteristics, meaning, examples of word’s usage in original contexts. The users of this resource are

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<sup>38</sup> Guerra, Alexandre. Dictionaries of Neologisms: A Review and Proposals for its Improvement. 2016. P. 529.

<sup>39</sup> Cambridge Dictionary. Access : <https://dictionary.cambridge.org/>



encouraged to vote on whether the neologisms should be added to the dictionary or not.

**The Macmillan Dictionary**<sup>40</sup> has a category ‘BuzzWord’ which presents not only brand-new lexical units but also existing words which acquired new meaning, the so called semantic neologisms. An advantage of this dictionary is that a word entry contains linguistic information about the origin and formation of a new word, commentary on its meaning and usage in some contexts.

**The Oxford English Dictionary**<sup>41</sup> is updated on a quarterly basis. Thus, in the latest update in September 2022 the OED added over 650 new word entries. Similarly to other dictionaries, all linguistic features of the headword are given: audio pronunciation (both British and US English), grammar, definition, etymology, derivatives and illustrations of neologism usage in various types of utterances.

Another resource to find English neologisms is **Word Spy Dictionary**<sup>42</sup> with the same range of linguistic features as in the above mentioned dictionaries. However, this dictionary arranges new words in various ways: alphabetically, in categories and subcategories (business, language, culture, science, technology, etc.), by date, etc.

**Urban Dictionary**<sup>43</sup> appeared in 1999 as an online dictionary of new slang and other nonstandard English words and phrases. But nowadays its glossary is updated daily with words of different functional styles and registers.

All these dictionaries provide linguists and all the language users with continuously appearing new words displaying them on the dictionaries’ websites and providing the information relating to their usage. But dictionary compilers admit the fact that these new items are only potential neologisms, some of them are short-lived, and it is hard to predict which of them will enter the main dictionary.

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<sup>40</sup> Macmillan Dictionary. Access : <https://www.macmillandictionary.com/>

<sup>41</sup> Oxford English Dictionary. Access : <https://www.oed.com/>

<sup>42</sup> Word Spy. Access : <https://www.wordspy.com/>

<sup>43</sup> Urban Dictionary. Access : <https://www.urbandictionary.com/>

These online dictionaries served the source of selecting new lexical units with the period of 2019-2022. As the list of new entries in the dictionaries is quite impressive, we restricted our research material to a certain lexical group that of food-related neologisms. Food has always been essential for humans all over the world, it's one of the necessities of our life, on the one hand, and one of the most accessible pleasures. "Food is not only a substance for survival and nourishment, but it is also part of a sign system as it is strictly involved in processes of signification and interpretation. Specifically, it can be conceived as a language (code) expressing social structures and cultural systems"<sup>44</sup>. According to Counihan & Esterik, food touches everything. Food is the foundation of every economy. It is a central pawn in political strategies of states and households. Food marks social differences, boundaries, bonds and contradictions. Eating is an endlessly evolving enactment of gender, family, and community relationships.<sup>45</sup>

The total number of food-related new words makes 45 items. The biggest part of this corpus was taken from Cambridge Dictionary. Other lexicographic sources contributed fewer number of units.

The research was conducted with application of the following **methods**:

1. The partial sampling method by which the research material was selected.
2. Dictionary definitions analysis, which allows to study the meanings of neologisms, and to identify the areas of human activity where new words appear most often.
3. Structural and semantic analysis, which enables to study morphological structure of neologisms and their meaning.
4. Word formation analysis, which allows to determine the way of building a new word.
5. The method of quantitative calculation, which allows to identify the most frequently used ways of forming new words in the English language.

## **2.2 Thematic classification of food-related neologisms**

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<sup>44</sup> Stano S. *Eating the Other: A Semiotic Approach to the Translation of the Culinary Code*. 2014. P. 21.

<sup>45</sup> Counihan, C. & Esterik, P. van. *Food and Culture: A Reader*. New York: Routledge. 1997. P.1.

This group of vocabulary is rather varied in terms of denoting a wide area of different aspect of food – its acquisition, processing, production, consumption, etc. These lexical units mirror global tendencies in this sphere of human life and also national and cultural peculiarities. Comprehension of new concepts and their language representation can also be revealed through classification of these items.

It's a well-known fact that eating and talking are universal human traits. Every healthy human being eats and talks; every society or group eats and talks. Both language and food are culturally dependent and vary according to factors such as gender, age, or situational context, or even lifestyle.<sup>46</sup> As a result, the term “culinary linguistics” emerged to describe the interconnection between language and food as universal concepts of mankind. These tendencies have popularized a number of new and already existing in the language words and collocations.

Thus, in the course of the current research the corpus of 45 food-related neologisms was selected from the mentioned above dictionaries. Every item was studied and on the basis of their semantics, their extra-linguistic reference, they were divided into several thematic groups. A thematic group is a collection of words of different parts of speech having correlation with one topic, aspect, or sphere.

As a result, 8 thematic groups were formed, ranging widely in quantitative characteristics.

This data is presented in picture 1. The total number of neologisms of 45 units is equal to 100%.

The largest in number of items group is “**A Type of food**” (16 items). It includes new, innovative types of products, for example:

*motherless meat* - meat that has been grown in a laboratory from cells and has not come from a live animal;

*frauxmage* – cheese made without using any products from animals.

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<sup>46</sup> Cornelia, G., Frobenius, M., & Ley, S. Culinary Linguistics. The Chef's Special. Amsterdam, 2013. P. 3.

Some of the neologisms refer to well-known dishes or beverages but prepared in a different way or with new ingredients. Examples:

*Goth latte* – a latte (hot drink made from espresso coffee and hot milk) that also contains charcoal, making it black in colour;

*Egg coffee* – a Vietnamese hot drink consisting of coffee mixed with egg yolks, sugar, condensed milk and sometimes butter or cheese.

Another example presents a type of cocktail that you drink while walking which became popular during the pandemic period for people to be able to socialize, having a drink and thus maintaining a safe distance:

*Walktail* – a cocktail that you drink while you walk.

Some new words reflect the trend of healthy eating:

*LALS* – a type of food or drink that contains little or no alcohol or sugar;

*Proats* – oats with added protein.

The second largest group is “**A person**” (9 items), i.e. names of people relating to food in any way: having certain food preferences, working in food industry, following some diet trends, eating habits, etc. Examples:

*Unconscious reducer* – someone who is eating less meat than they did before, but without having made a deliberate decision to do so;

*Carnisplorer* – a person who is interested in tasting and cooking many different parts of an animal, especially those that are normally less popular with other people who eat meat;

*Vegetable butcher* – a person who prepares vegetables in a shop.

The third group almost as large as the previous one is “**A type of a diet**” (8 items). These neologisms denote particular eating plans for various reasons: losing weight, following healthy way of living, protecting environment, being socially-conscious and trying to save resources. Examples:

*Chrono-nutrition* – a way of eating based on the theory that when we eat, as well as what we eat, has an important influence on our health;

*Invasiovorism* – the practice of eating plants and animals that exist in large numbers and usually have a harmful effect on the environment;

*Food insecurity* – the state of not being able to afford to buy enough food to stay healthy.

The group “**Places**” (4 items) contains new words relating to places to eat, to cook, to deliver, to serve, to provide food. Examples:

*Dark kitchen* – a place where food is prepared and cooked that is then delivered to people’s homes by a courier service;

*Anti-procrastination café* – a café where people who have an urgent deadline can work, with employees checking regularly that they are working and not allowing them to leave until they have finished;

*Social supermarket* – a place where food is sold at very low prices to people who do not have enough money to buy it in other shops.

The other groups have even fewer items. One of them is “**Food service**” (3 items) which includes words naming ways of service, cooking utensils, accessories, etc. Examples:

*Tablescaping* – the activity of setting a dining table in a very artistic, decorative way, usually for a special occasion;

*Butter board* – a wooden board spread generously with butter with other foods, such as herbs, spices, fruit, sauces, etc.

Having the same number of units, group “**Style of cooking**” (3 items) represents neologisms describing various ways of preparing dishes. Examples:

*Root-to-stem* – referring to a trend in cooking that involves using as much of a fruit or vegetable as possible;

*Bluicing* – the process of extracting the juice out of fruit or vegetables then mixing it with other ingredients in a blender to make a smoothie or similar drink;

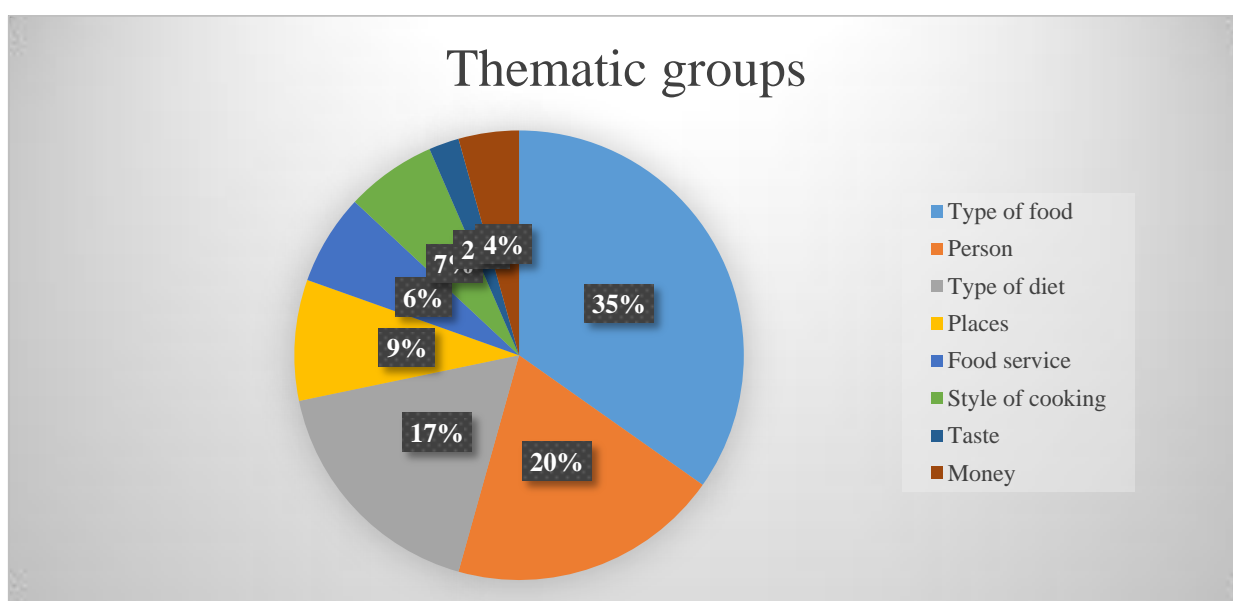
*Chaos cooking* – a style of cooking that uses different types of food that are not normally eaten together to create a dish.

Two remaining groups have only one units each. These groups are: “**Taste**” (1 item) and “**Money**” (1 item). Examples:

*Swicy* – having a taste that is both sweet and spicy;

*Sausage tax* – an amount of money added to the price of processed meats, such as bacon and sausages, and paid to the government with the aim of reducing the consumption of these foods and therefore the associated health problems.

The results of the semantic analysis of food-related neologisms are presented in the diagram below.



Pic. 1. Thematic classification of food-related neologisms.

To sum it up, judging by the most numerous groups of food-related neologisms, we derive the conclusion about the importance of some concepts for English-speaking people in the current language situation. People tend to experiment with different products, ingredients, ways of cooking, invent new ones to create innovative types of dishes and drinks. So this tendency results in the formation of the largest group of new words. A person is also in the focus of attention with their preferences, intentions, aspirations, that is why another large groups presents names of personality in their various hypostases. Logically, these two groups are linked to a system or style of a diet to stick to in order to achieve the desirable effect. Nowadays with the development of electronic mass media new ideas and trends spread immediately, people adopt these innovations, develop them, improve. The results of these activities introduce new approaches and new

products which need to be named. So, in our opinion, these facts explain predominance of the thematic groups “A type of food”, “A person”, “A type of a diet”.

The others, being relatively smaller, introduce the concepts having subordinate significance in this sphere. They refer to places where food can be prepared and served, ways of cooking, taste, some utensils.

### **2.3 Formation of food-related neologisms**

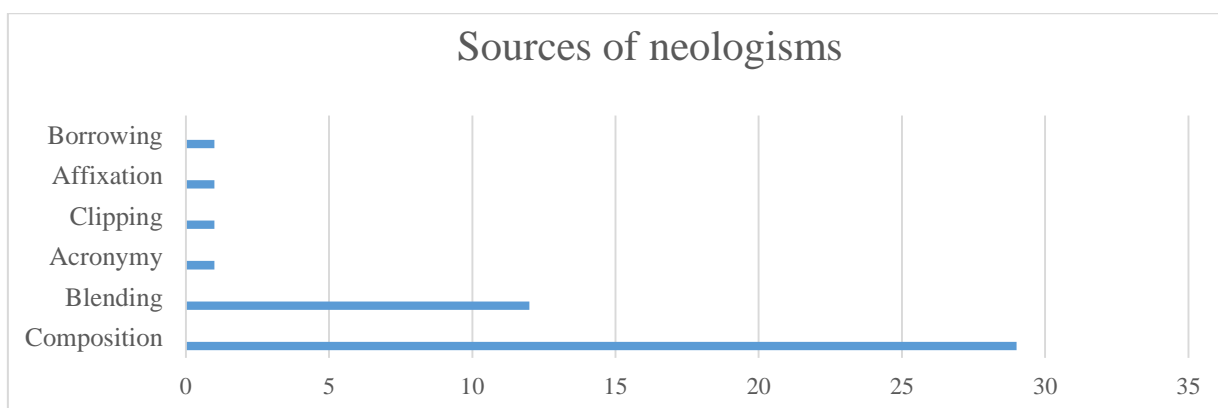
It was already mentioned in Chapter 1, the main ways of forming neologisms in the English language are the following: affixation, word composition, conversion, shortening, borrowing. It should also be noted that not every neologism is easy to understand, since they are completely new linguistic units and their structural and semantic aspects cannot be transparent enough. However, knowledge of the basic ways of word formation will direct to understanding the meaning of new words.

Within the framework of this work, the objective of this section is to analyze the morphological structure of new words. On the basis this structural analysis into immediate constituents we determine the main types of word building, single out the most productive ones and the most frequent patterns.

The results of the study of word formation of food-related neologisms are the following. New words of this thematic sphere in modern English are formed by blending, composition, shortening (acronymy and clipping), affixation (suffixation). There is one lexeme which obviously is a borrowing from French:

*Frauxmage* – cheese made without using any products from animals.

The general results of the word formation analysis can be presented in the following diagram.



Pic. 2. Sources of food-related neologisms.

According to the data in the diagram we can see that the most proliferating source of new words in modern English language is word formation. Borrowing nowadays is not so notable as it used to be. English has taken over vocabulary items from most of other languages with which it had any contact. Particularly French contributed an impressive bulk of lexical units which later got fully or partially assimilated in English and became a part of its word stock. And in the corpus under research the only borrowed word is from French - *froumage*. Though it is only one item, but it emphasizes the fact that French continues affecting the English language especially in the sphere concerning food and cooking.

The major source of new words is word formation. The diagram above demonstrates the impressive prevalence of word composition – 29 units (61%).

**Word composition** is a method of word formation in which lexical units are made by combining two or more stems into one complex word.

One of the problems that researchers face when studying compound words is their orthography. There are still no established rules regarding all cases of writing compound words. In this work, 3 forms of spelling have been identified.

- Closed form (merged spelling): *seacuterie, sourfaux*.
- Open form (separate spelling): *veggie disc, vegetable butcher, vertical drinking*.
- Hyphenated form: *root-to-stem, third-wave coffee*.



Over time, the spelling of neologisms may undergo changes depending on the field of activity where these words are most often found. However, in this study the words with separate spelling are the most frequent ones. Thus, it can be concluded that the open form of spelling is the predominant form.

In general, the process of word composition is the addition of two or more stems. From the point of view of structural classification, different models of composition are distinguished. Though it is known that in contemporary English there is a tendency for formation of multicomponent compounds, in our corpus of neologisms the greatest part is two-component compounds and only few are three-component compounds.

Structural and word-formation analysis revealed that the most productive word composition pattern is  $N + N \rightarrow N$  (17 units) – 61%. Examples:

*Waste bread* – bread that is made partly with crumbs from leftover bread;

*Menu hacking* – in a restaurant, the activity of asking for food or drinks, or combinations of food or drinks, that are not on the menu;

*Food desert* – an area where there is little or no access to healthy food.

Within this pattern we can distinguish some varieties, or subtypes:

- contracted compounds in which one of the constituents is a clipped stem:

*Veggie disk* – a type of food similar to a hamburger but not containing meat, made by pressing together small pieces of vegetables, seeds, etc., into a flat, round shape. In this example the first component ‘vegetable’ underwent clipping of the final part of the word, which was added to the stem ‘disk’.

*Chrono-nutrition* – a way of eating based on the theory that when we eat, as well as what we eat, has an important influence on our health. This example has a similar with the one above pattern: the first component ‘chronology’ got reduced to ‘chrono-’.

Another subtype of  $N + N \rightarrow N$  model is a derivational compound, because at least one of the elements is a derived one. Example:

*Anti-procrastination café* – a café where people who have an urgent deadline can work, with employees checking regularly that they are working and not

allowing them to leave until they have finished. The first component of this compound has prefix *anti-*, thus forming a derivative.

The second largest composition pattern is **Adj. + N → N** (9 units) - 32 %. The first component being an adjective, modifies the object expressed by a noun.

Examples:

*Blue food* – food that comes from the sea, such as fish, shellfish and seaweed;

*Social omnivore* – a person who never eats meat at home but sometimes eats it when in a restaurant or at someone else's house.

Here we can also distinguish a subtype – derivational compound, where one of components is derivative due to processed of either suffixation or prefixation or both of them. Examples:

*Motherless meat* – meat that has been grown in a laboratory from cells and has not come from a live animal. The pattern of this compound is the following: **Adj. (N+-less) + N → N**.

*Unconscious reducer* – someone who is eating less meat than they did before, but without having made a deliberate decision to do so. The pattern of this compound is: **Adj. (un-+Adj) + N (V+-er)**.

The third word composition pattern is three-componential model presented by 3 individual patterns:

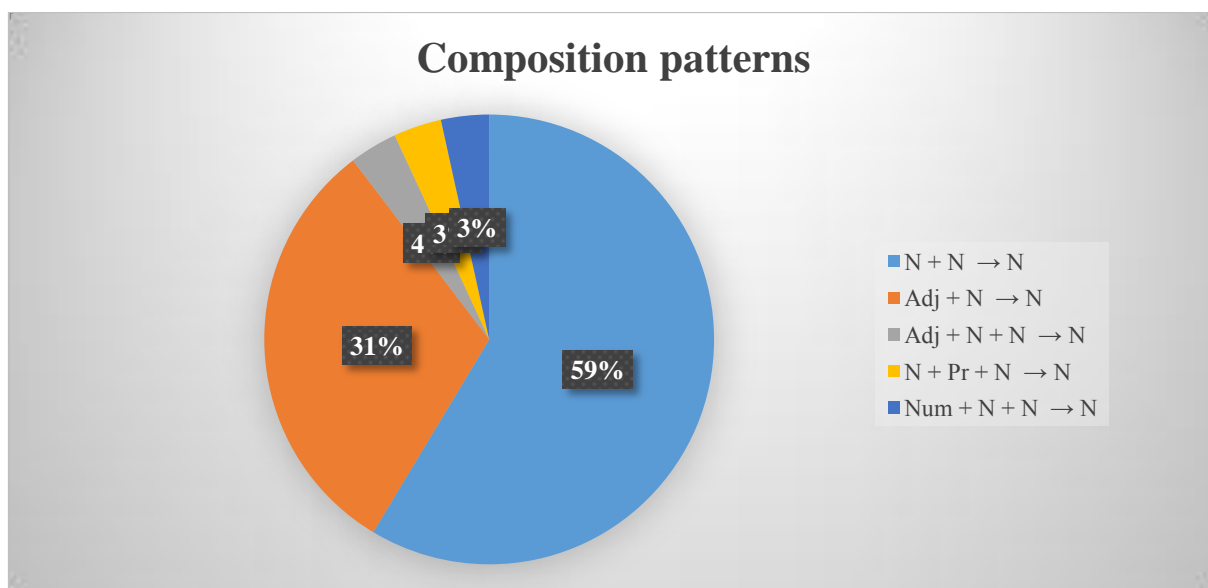
**Adj. + N + N → N:** *planetary health diet* – a way of eating that aims to give everyone in the world enough food to eat without damaging the planet.

**N + Pr. + N → N:** *root-to-stem* – referring to a trend in cooking that involves using as much of a fruit or vegetable as possible.

This example illustrates one more sub-pattern of compounds – a syntactic one, as it contains a combining element – preposition *to*.

**Num. + N + N → N:** *third-wave coffee* – a trend in coffee retailing that emphasizes a high-quality, sustainable product, often roasted and brewed using new techniques.

Below is a diagram representing the basic patterns of word composition obtained through the analysis of lexical material.



Pic. 3 Patterns of word composition.

This diagram shows that all the compounds-neologisms are nouns, which means that the process of formation of new lexical items meets the demand to coin the words naming new objects, facts, phenomena, but not their features, descriptions or actions. We can also deduce that in the creation of complex units there is a trend to form more compact ones, thus two-component compounds prevail over three-component compounds. And the most productive patterns of composition are based on such lexico-grammatical classes as nouns and adjectives.

The second in productivity type of word formation is **blending** (12 units) – 27%. It is considered to be a hybrid form because it combines two ways of word building: clipping and composition, as curtailed parts of two words or a phrase merge into a new word. “Blends are underlying compounds which are composed of one word and part on another, or parts of two (and occasionally three) other words.”<sup>47</sup> Though the first blends appeared in the English language in the 15<sup>th</sup> century, according to Webster’s New Dictionary<sup>48</sup>. But there were very few items of this type, later they became outdated and dropped out of the language. And only

<sup>47</sup> Algeo J. Blends, a Structural and Semantic View // American Speech. 1977. P. 47-64 (48).

<sup>48</sup> Webster’s New Dictionary. N.Y. 1990. 374 p.

in the 19<sup>th</sup> century this type of words began appearing in English again with formation of such widely used words as *brunch* (breakfast + lunch) 1886, *slanguage* (slang + language) 1879, etc. Nowadays, especially in the 21<sup>st</sup> century this method of word formation has become highly productive and takes one of the leading positions in this aspect of the language. Combining in itself the best features of two productive ways of English word formation, such as clipping and word composition, it achieves possibility to convey the maximum of semantic content with a minimum of formal (sound, graphic) expenses. The high degree of information compression observed in blending contributes to the productivity of this method of word production.

Hermann Paul was one of the first linguists to explain and define this word formation type “as occurring when two synonymous items force themselves simultaneously into consciousness, thereby creating a new form in which elements of one form mingle with the elements of the other, as manifested partly in the phonetic form of single words and partly in their syntactic combination.”<sup>49</sup>

Great attention and interest to this type have been displayed in Linguistics which results in a great number of research publications. Like most methods of word formation, blending has its own range of unresolved problems related to the definition of this method and description of its essence. The absence of a unified point of view on the essence of blending process is evidenced by the fact that in the linguistic literature, a significant number of definitions can be found that reveal the essence of this phenomenon in different ways. Moreover, the term blending itself has several synonyms, which at different times either acquired or lost their relevance. So, in English, synonyms of the analyzed term are the following: portmanteau words, telescope-words, hybrid-words, fusion-words, amalgamated words, contaminated words. Such terminological diversity proves the interest and creative approach of researchers of word-formation processes in the modern language. Some scholars mention the fact that such hybrid way of word formation

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<sup>49</sup> Cit. by Cannon, G. Blends in English word formation // Linguistics. 1986. № 24. P. 725-753.

is used to achieve the stylistic effect of pun, or play on words, so M.N. Kelly named them “lexical teases”<sup>50</sup>.

The number of blends in this work is 12 units (27%). The structural analysis of the vocabulary under analysis allows us to assert that it is mainly composed of two-component units. The structural diversity of these units can be reduced to three main types:

1. **Full blends** formed by the fusion of two reduced bases – 6 units (50 %). Either initial or final fragments of generating bases may be present in the derived unit. Their possible combinations fit into several structural models. In our work the only pattern was revealed. Using the accepted letter designation, this pattern can be represented by the following formula: **AB + CD = AD** (**A** is the initial fragment of the first source word; **B** is its final fragment; **C** is the initial fragment of the second source word; **D** is its final fragment). The final fragment of the first component and the initial fragment of the second are curtailed and the remaining splinters merge into one word. Examples:

Bluicing ← blending + juicing;

Carnisplorer ← carnivore + explorer;

Invasivorism ← invasive + behaviorism;

Sustainatarian ← sustainable + vegetarian;

Swicy ← sweet + spicy;

Regenivore ← regenerate + carnivore.

2. **Partial blends** are the result of the fusion of a fragment of one word and the complete (unreduced) basis of another. Derivatives of this group are formed as a result of merging the complete basis of the first word with the final fragment of the second. The formula is: **AB + CD = ABD**. There are 4 neologisms (33 %) formed according to this pattern:

Breatharian ← breath + vegetarian;

Walktail ← walk + cocktail;

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<sup>50</sup> Kelly M.N. To “Brunch” or to “Bench”: Some Aspects of Blend Structure. Linguistics. N.Y., 1998. 586 p.

Tablescaping ← table + landscaping;

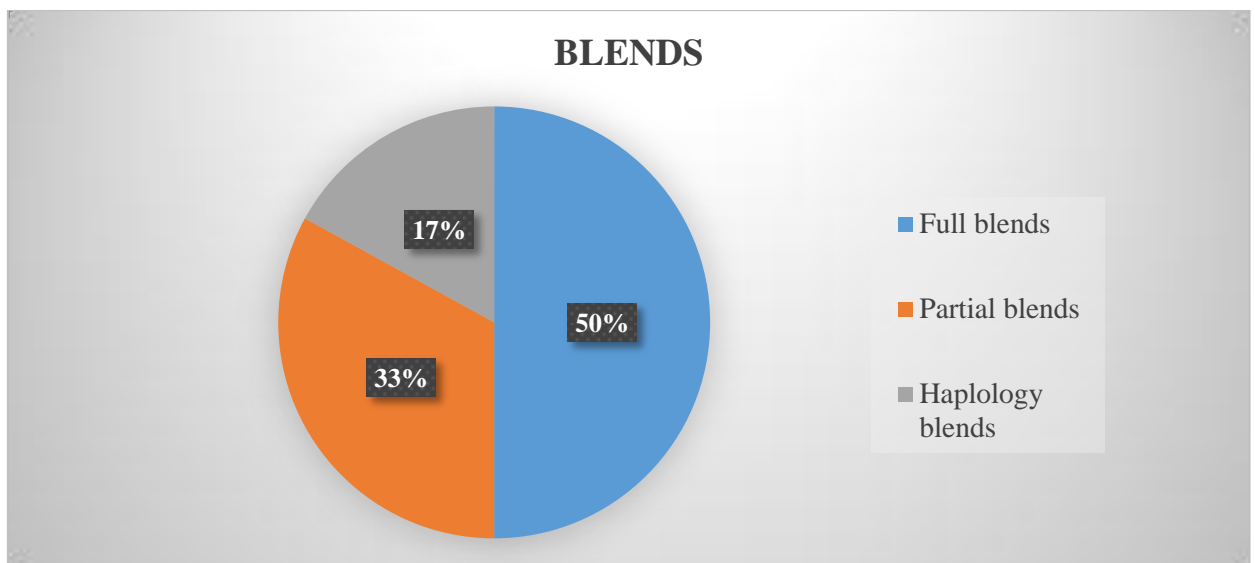
Seaganism ← sea + veganism.

3. **Haplology blends** are characterized by interword graphic / phonetic overlap and, according to the principle of construction, they fall into several groups. The words in our corpus fits the following model: **AB + CD = AOD**, where **O** (overlapping) is a common element. It must be added, that according to this formula, it is possible to curtail both components or only one of them. The first option is predominant in modern blending. The corpus of neologisms under analysis contains 2 words (17 %) of such type:

Bivalvegan ← bivalve + vegan;

Proats ← protein + oats.

The results of the study of structural types of new blends allow us to conclude that full blends created by the fusion of curtailed bases prevail among them.



Picture 4. Patterns of blends formation.

The conducted research of this type of word building highlights some trends in blend formation. Despite the idea of blend words being non-standard, it should be recognized that their structure is subjected to systematization and modeling. The huge potential of blending at the present stage of language development is manifested not only in the formation of a large number of interesting and

expressive vocabulary units, but also in the formation of new word-forming elements.

The unproductive types of word formation of food-related neologisms turned out to be: acronymy – 1 unit (1%), clipping – 1 unit (1%) and affixation – 1 unit (1%). The first two – acronymy and clipping (or curtailment) are the types general way of word formation – shortening.

As for **acronymy**, it is a variety of abbreviation – a shortened form of a word or a phrase, made by leaving out some of the letters or by using only the first letter of each word. Acronyms coincide in their form and phonetic structure with an ordinary word and are pronounced in speech according to the reading rules of the English language. Example:

*LALS* /læls/ – low-alcohol, low-sugar, used to refer to a type of food or drink, or a way of eating, that contains little or no sugar.

This type of abbreviation is pronounced not by letters standing for certain words but as a separate word. Acronyms are an effective way to express complex information in a condensed form which is easy to remember and reproduce.

The other type of shortening in our corpus is **clipping** or curtailment. It is reduction of a word to one of its parts, making new words by means of subtraction of a part of the original word. It exists in English from the 15th century and has gained a special productivity. But there is only one example of the neologism referring to the sphere “Food”:

*Sando* – a type of sandwich made with soft white bread, originating in Japan.

This example demonstrates that the process of final element clipping of the original word is complicated by suffixation, namely by adding to a clipped stem a colloquial suffix –o.

And there is only one neologism which is coined by **affixation (suffixation)**:

*Frugaller* – someone who tries very hard to avoid wasting food or other resources and spends as little money as possible.

This derivative is formed on the basis of the following pattern: Adj. + -er → N. The adjective *frugal* denoting someone who doesn't eat much or doesn't spend much money on themselves, after adding to it a productive suffix *-er* with the meaning 'a person who is associated or involved with the thing described by the word', coined a noun with the corresponding meaning.

To sum up, the structural and word formation analyses of food-related neologisms have revealed the fact of high productivity of word composition and blending as types of word building in modern English.

Thus, the tendency of the modern English language to create new vocabulary units is realized mainly with the help of word composition and blending. The productivity of abbreviation, acronymy and clipping decreases due to the fact that the abbreviations formed as a result of the word-formation process acquire a more economical, compressed form, but the content component remains practically identical to the prototype - a word or phrase. However, neologisms are designed to solve the problem of expressing in a fairly compact form a new content, namely a neo-concept, or a new understanding or a new attitude to a known fact or phenomenon. A complex concept, a complex phenomenon or a situation can be used as a referent of the name. Word composition and blending make it possible to implement this task, since when combining several complete or curtailed bases into a single whole-formed unit, a compact lexeme is formed, containing not only the meanings of the constituent elements, but also an additional increment of senses. Thus, the task of expressing a voluminous, detailed meaning in a compressive form is realized.

#### **2.4 Didactic aspect of new words study**

We are living in a rapidly changing world. The high speed of technology development and information dissemination have led to the fact that it has become almost impossible for every person to cover all the changes, to keep up with all the innovations even in their field of activity. It is the same with a language: even when communicating in our native language, we constantly encounter new words whose meanings we do not understand. It is a fact, that language develops



constantly, reflecting changes in society, in everyday life, as well as moods, attitudes, views of language speakers. If it is difficult to keep track of new trends in the native language, then what can be said about a foreign language, especially if the user does not yet have sufficient language experience and linguistic competence and intuition have not been developed. This problem is revealed to a certain extent at all levels of language proficiency. Education in the modern world, no matter what field of knowledge or activity it is, should develop the student's ability to adapt to the rapidly changing conditions of the outside world, apply their knowledge in new situations, navigate the innovations of their professional field.

It is obvious that neologisms present a certain difficulty for learners of any language and English in particular. Thus, the task of educators is to teach foreign language learners to recognize and understand neologisms. However, there are opposite opinions concerning the feasibility of teaching new vocabulary. As I. Rets mentions, “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”.<sup>51</sup> But in spite of this controversy of opinions, Rets I. claims that study of new words helps “to raise awareness of teachers about the importance of teaching and learning English neologisms which will later result in a better communicative competence of English learners”.<sup>52</sup>

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<sup>51</sup> Rets, I. Teaching neologisms in English as a Foreign Language Classroom. 2016. P. 815.

<sup>52</sup> Ibidem.

### **2.4.1. Questionnaire survey of Chinese students and teachers**

In order to find a helpful and effective way to learn and teach English neologisms for Chinese senior students, the authors produced a study in a Chinese senior high school on the English vocabulary learning and teaching. Six classes across three grades containing two hundred students participated in the research, including all three grades English teachers. Since learning and teaching is closely related and interactive, two questionnaire surveys are practiced in the research. Questionnaire 1 was sent out to the students, while Questionnaire 2 was to the teachers respectively.

**Questionnaire 1** inquired about the students' understanding and performance of new vocabulary learning. **Questionnaire 2** inquired about the teachers' understanding and performance of new vocabulary teaching. The goal of the research is to get a general opinion and notion of the students and teachers with reference to their vocabulary learning and teaching.

The students were required to fulfill the questionnaire within one class, while the teachers were expected to finish it in their spare time of the day. In order to help the subjects to fully understand the questions, each question in the questionnaires is paired with Chinese translations. The answer sheets were collected after all participants had finished them. Over 200 sheets of questionnaires were all collected and analyzed.

The two questionnaires focused on the following questions:

- (1) How do you understand new vocabulary teaching or learning?
- (2) How do you find the current situation of vocabulary learning or teaching in your senior high school?
- (3) What is your biggest difficulty in your vocabulary learning or teaching?

In order to keep the objectivity of the research, all of the questions are closed ones. Therefore, quantitative approach is employed to analyze the data collected from the questionnaires.

#### **Findings of the Research.**

1. Students' understanding of vocabulary learning

The students offered a variety of answers to the question about their understanding of new vocabulary, which are demonstrated as follows:

Question 1. In your opinion, what is the importance of new vocabulary in English learning?

Very important - 73.1%

Important - 18.8%

Not important - 8.1%

Question 2. What aspects does vocabulary learning refer to?

Pronunciation and spelling of words - 24.2%

Pronunciation, spelling and the meaning in the word list - 57.1%

Collocations of words - 12.6%

All the meanings related to the item - 6.1%

Question 3. In your opinion, what is the biggest difficulty in new vocabulary learning?

Pronunciation - 11.2%

Spelling - 27.1%

Meaning - 47.3%

Word collocations - 14.4%

Question 4. In your opinion, what method you have learned is helpful to your new vocabulary learning?

Word-formation knowledge (suffix, root of words, etc.) - 37.4 %

Contexts of word - 29.2%

Culture related to English - 12.1%

Native language - 8.2%

Word collocations - 13.1%

2. Teachers' understanding of vocabulary teaching.

The teachers taking part in this study also offered a variety of answers to the questions about their understanding of new vocabulary teaching.

Question 1. In your opinion, what is the importance of new vocabulary in language teaching?

Very important - 32.5%

Important - 65.1%

Not important - 2.4%

Question 2. What aspects does vocabulary teaching refer to?

Pronunciation, spelling and the meaning in the wordlist - 41.2%

Different meanings of a word in different contexts - 25.2%

Collocations of words- 33.6%

Question 3. In your opinion, what is the biggest difficulty in new vocabulary teaching?

Pronunciation - 10.3%

Spelling - 8.2%

Meaning - 55.1%

Word collocations - 26.4%

Question 4. In your opinion, what method you have learned is helpful for new vocabulary teaching?

Lexical knowledge - 14.7%

Contexts of vocabulary - 33.1%

Cultural context - 37.5%

Native language - 2.2%

Word collocations - 12.5%

### **Analysis of the Research**

#### 1. Students' understanding of English vocabulary learning

More than 70% students consider that vocabulary plays a very important role in language learning. 18.8% students claim that vocabulary holds an important place in language learning. Only 8.1% students think that vocabulary is not important. The figures show that most students are aware of the importance of vocabulary in English language learning.

24.2% students think that vocabulary learning is to learn the pronunciation and spelling of words. 57.1% students think that vocabulary learning is to learn pronunciation, spelling, and the meaning in the word list. 12.6% students think that

learning vocabulary should learn collocations of words and 6.1% students think that learning vocabulary should learn all the related meanings. The figures indicate that students have the awareness to learn vocabulary as they know that to acquire vocabulary, they have to learn the basics first, such as a word's pronunciation, spelling, and meanings.

11.2% students think the difficulty in vocabulary learning is pronunciation. 27.1% think that the difficulty lies in spelling, and 47.3% students think the meaning of a word is the most difficult one. 14.4% students think it is the collocation of words that is the most challenging.

Nearly 30% students claim that contexts where words are used are helpful to vocabulary learning. 37.4% students think that word-formation knowledge (suffix, root, etc.) is helpful to vocabulary learning. 12.1% students think that knowledge of English related cultures is helpful to their vocabulary learning. 8.2% students think their mother tongue is helpful to their vocabulary learning. 13.1% students think the word collocation is helpful to their vocabulary learning. The feedback indicates that the students have realized the importance of context and culture.

## 2. Teachers' understanding of English vocabulary learning

The findings show that 32.5% teachers think that vocabulary plays a very important role in language teaching. 65.1% teachers think that vocabulary plays an important role in language teaching while only 2.4% teachers think little of the importance of vocabulary. The figures show that most teachers in the study think that vocabulary teaching should be highly valued.

In the research, 41.2% teachers think vocabulary teaching is to teach pronunciation, spelling and the meaning of the vocabulary in the word list; 25.2% teachers think that in teaching vocabulary they should teach the different meanings of the same word in different contexts and 33.6% teachers think vocabulary teaching should teach the collocations of the words. Those figures show that these teachers have been influenced by the traditional teaching methods in China. New words were often taught by first reading repeatedly and then by memorizing their Chinese meanings in a word list.

55.1% teachers think that the difficulty in vocabulary teaching is the meaning of vocabulary and 8.2% teachers think that their difficulty in vocabulary teaching is the spelling of vocabulary. 26.4% teachers think the collocation of vocabulary is the biggest difficulty in vocabulary teaching and 10.3% teachers think the pronunciation of vocabulary is the difficult one in their vocabulary teaching. The results show that for most teachers teaching the meaning of a new word is the most difficult one. It indicates that teachers need to further explore the efficient methods to improve their vocabulary teaching if they want to teach English well.

The figures show that 37.5% teachers think that their English culture knowledge is beneficial to their vocabulary teaching. 33.1% teachers think that the contexts where words are used are beneficial to their vocabulary teaching. 14.7% think their lexical knowledge is useful; 12.5% think the collocation of vocabulary knowledge is useful and 2.2% teachers think their mother tongue plays an important role in the vocabulary teaching.

From the figures, it can be inferred that 63.7% teachers think that their vocabulary teaching is not very efficient. 23.5% teachers think their teaching of English vocabulary is efficient and only 4.4% teachers think their vocabulary teaching is very efficient while 8.4% teachers think that their vocabulary teaching is totally not efficient. From those figures, it can be learnt that many teachers are not satisfied with their efficiency in their vocabulary teaching.

English vocabulary learning and teaching situation in the senior high school researched reflected the fact that vocabulary teaching was mainly by means of the Grammar-Translation Method, which has been used as the main method in English language teaching in China for a long time, was first introduced into the China in the early 20th century. As to the teaching practice, the teachers employ some techniques to help the students to learn new vocabulary, such as: guessing a word's meaning from contexts, doing words match, using word cards, learning vocabulary through repeatedly reading, and writing, etc.

Sometimes they also teach different meanings of a word according to different contexts, word collocations, words' affixes, etc. Though all these techniques are helpful to the students, they are teaching the words in a separated way, and pairing the English word with the Chinese meanings.

With teachers' fragmented teaching via isolated explanations of the new words down the wordlist in the class, explaining the words one by one and making the students learn the words by memorizing the wordlist alone, students would find it boring and hard to memorize and understand these words. The learners would lose interests in vocabulary learning after a while and then the new words would soon be the barrier in reading and understanding the article. Gradually from this, they would feel frustrated in learning English. As the traditional mode can no longer effectively meet the needs of modern students, the teachers need some more effective methods to stimulate the students' interests in learning the vocabulary. So the existing problem is that a better teaching method is urgently needed to effectively enrich the learners' vocabulary and enhance the learners' understanding of the lexical meanings in order to improve the efficiency of English vocabulary teaching and learning in the class.

#### **2.4.2. Survey of Russian students**

We have also conducted another survey of students to find out how well learners of English as a foreign language can understand and define neologisms:

University: Amur State University

Level: 2nd-year students, Bachelor's Programme 'Linguistics'

Group: 135-06

Number of students: 15

Theme: Food-related neologisms.

According to the 2<sup>nd</sup>-year syllabus, one of the lexical themes is "Food" which embraces various aspects: products, cooking, eating habits, shopping for food, eating out, etc. Thus, the students have mastered the basic vocabulary of this thematic group and can take part in the experiment of detecting the meanings of food-related neologisms.

I selected 20 neologisms from the corpus of food-related new words, totaling 45 units

- 1) breatharian noun [C]
- 2) veggie disc noun [C]
- 3) motherless meat noun [C or U]
- 4) vegetable butcher noun [C]
- 5) LALS noun [abbr]
- 6) waste bread noun [U]
- 7) proats noun [pl]
- 8) sausage tax noun [C]
- 9) root-to-stem adjective
- 10) menu hacking noun [U]
- 11) egg coffee noun [U, C]
- 12) food desert noun [C]
- 13) cloud bread noun [U]
- 14) dalgona coffee noun [C, U]
- 15) bluicing noun [U]
- 16) walktail noun [C]
- 17) tablescaping noun [U]
- 18) blue food noun [U]
- 19) frugaller noun [C]
- 20) anti-procrastination café noun [C]

The criteria for the selections of the items for the survey were the following:

- 1) all of these neologisms were formed according to typical for the English language word building patterns;
- 2) all of the structural components of these units or at least one of them are familiar to students.

*The task:*

1. Can you understand/guess the meaning of a new word? Offer your ideas.
2. What helped you to make a guess:



- a) morphological structure of a word;
- b) meanings of the components;
- c) extralinguistic context.

*The procedure:*

The students tried to give definitions of new lexical items without any contextual clues or examples. All of these items were coined on the basis of standard word-formation models, familiar to the students. Nevertheless, some of them were quite complicated to decipher, for example: LALS, bluicing. Others required extralinguistic knowledge, for example: dalgona coffee.

The results of the survey are presented in the table:

Table 1. Results of the survey

<b>Neologism</b>	<b>Number of students who gave close definitions</b>
1. breatharian	3
2. veggie disc	0
3. motherless meat	7
4. vegetable butcher	3
5. LALS	0
6. waste bread	2
7. proats	0
8. sausage tax	2
9. root-to-stem	0
10. menu hacking	1
11. egg coffee	3
12. food desert	0
13. cloud bread	2
14. dalgona coffee	1
15. bluicing	0
16. walktail	2
17. tablescaping	0
18. blue food	2
19. frugaller	2
20. anti-procrastination café	7

Commenting the results of the survey, it should be stressed that most of the students (80%) in their attempts to understand the meanings of new words relied

on their knowledge of morphemic structure of English words, meanings of word formation devices and patterns as well as knowledge of the meanings of constituent morphemes. Thus, the transparent structure, familiar components and ability to integrate them help most of the students to reconstruct the meaning of neologisms *motherless meat* and *anti-procrastination café*. Lack of contextual clues hampered the process of comprehension, which, probably explains the failure to predict the sense of some of the items. Only one student applied to personal experience of being in a foreign country and taking *dalgona coffee*, so extralinguistic facts turned out to be the least important factor.

### **2.4.3 Teaching new words to students of English as a foreign language**

Understanding and learning neologisms is very important because it develops students' intercultural and linguistic competence, helps them to avoid cultural and language blunders.

We propose some basic methodological principles of familiarizing students with neologisms.

- Neologisms should be introduced in context. This condition is mandatory, because without context, many neologisms lose some of their meaning. In addition, it is much easier to understand the meaning of a word in context, and it is better remembered.

- In addition to practical exercises it is necessary to discuss with students some of the theoretical issues, for instance, internal structure of a word, word meaning, types of word formation.

- Exercises aimed at learning new words must be integrated in a general system of work on mastering a foreign language and developing other skills.

For students to be able to recognize and understand neologisms, the following types of tasks are recommended:

- analysis of the internal form and / or etymology of neologism;
- definition of the meaning of a neologism by context;
- formulation of the definition of neologism;
- making examples with neologisms;

- finding and analyzing neologisms in a text;
- comparison of the same type of neologisms in several languages;
- determining of the method of word formation of the given examples.

In order to develop foreign language competence, a set of tasks and exercises is necessary. For this purpose we designed some of the practice-oriented tasks to enhance learning skills of understanding neologisms.

***Task 1. Match the neologisms and their definitions.***

<b>Neologism</b>	<b>Defintion</b>
chrono-nutrition	a place where food is prepared and cooked that is then delivered to people's homes by a courier service
vegetable butcher	bread that is made partly with crumbs from leftover bread
waste bread	a very light, sweet food, made by mixing egg whites with sugar and cornflour, then forming the mixture into round shapes and baking
dark kitchen	a person who prepares vegetables in a shop
food desert	food that comes from the sea, such as fish, shellfish and seaweed
blue food	someone who tries very hard to avoid wasting food or other resources and spends as little money as possible
cloud bread	an area where there is little or no access to healthy food
frugaller	having a taste that is both sweet and spicy
swicy	a way of eating based on the theory that when we eat, as well as what we eat, has an important influence on our health

***Task 2. Match terms and their definitions***

<b>Term</b>	<b>Definition</b>
Affixation	Removing some segments of an existing word
Composition	Combining two or more stems
Clipping	Forming words by adding morphemes
Blending	Repetition of the root of a word
Abbreviation	Making a new word from some existing word by changing its part of speech
Reduplication	Creating a new word by removing actual or supposed affixes
Conversion	A shortened form of a word or group of words
Backformation	Combining parts of words

***Task 3. Match a neologism and a method of its formation***

<b>Neologism</b>	<b>Type of word formation</b>
butter board	blending
frugaller	Word composition
bluicing	affixation
sando	acronymy
LALS	clipping

This didactic fragment of our research has proven that learning and teaching neologisms is very important. Students become aware of present-day cultural values and trends of development of the language. It also stimulates and boosts their linguistic imagination and creative skills.

Following I. Rets, we believe that the following strategies are useful in teaching new words to students of English as a foreign language:

1. To group neologisms according to their underlying themes and teach them alongside with other lexical units. This strategy has a potential to make language lessons more engaging for students. Since it is the latest vocabulary it is easier for language learners to relate themselves to these lexical units.

2. To provide contextual clues and background information concerning the etymology of the neologism or its stylistic usage. Besides encouraging language acquisition word background information has a wider educational function – the students learn facts about culture, literature or history of English-speaking society.

3. To provide an image associated with a neologism. Our society has become image-based. This visualization trend can be of great assistance and significance in language teaching. Thus giving images along with new words diversifies the teaching style which can make lessons more interesting and memorable for students, it helps them to be more receptive and in general enhances students' understanding of the subject. Moreover, it can contribute to a more positive group dynamics and group discussions.

4. To teach new words according to their intralinguistic factors. Working with advanced English learners, we can teach neologisms according to the linguistic factors which motivated their formation. For instance, there can be the following groups of new words:

- New words generated by the principal of linguistic economy, which helps speakers to save time to achieve maximum communication result. Such neologisms appear due to replacement of a word combination with a single word;

- New words generated by the strive for greater expressiveness of linguistic means. New words belonging to this group are mostly based on word play and are stylistically marked;

- Systematization of the vocabulary, i.e. according to principal lexical relations of the system: hyponymy and hyperonymy, antonymic relations, etc.

5. Change of register. Since everyday language constantly interacts with different sociolects, sublanguages or metalanguage it creates the conditions for some lexical units to change their register and enter public discourse.

6. A teacher may adopt one or two strategies of teaching neologisms and introduce them alongside with other lexical units in English as a foreign language classroom. An integrated approach might be a more productive way to teach vocabulary as opposed to organizing a separate lesson on neologisms and teaching them in isolation. Thus, such integrated approach might provide students with a bigger picture of language and help them practice various groups of lexical units at the same time.

### **Conclusions.**

Summing up, development of the vocabulary of the English language is closely related to the development of the whole society in conjunction with various spheres of people's lives. The object of the current study was a group of 45 new words relating to the topic of 'Food' on the material of online English dictionaries. This group of neologisms was subjected to semantic analysis which resulted in compiling a thematic classification consisting of 8 groups.

Structural and word formational analysis of these neologisms enabled us to deduce the most productive methods of forming new words in the modern English language: word composition and blending.

As a part of research we conducted surveys with teachers and students of English as a foreign language about the necessity of learning new words and ability to comprehend them. The results demonstrated that most of the teachers and students realize the importance of new words study.

To meet the demand in learning new vocabulary we offer some exercises to practice skills of learning food-related neologisms.

## CONCLUSION

Nowadays the English language is evolving at a rapid rate so that dictionaries, mainly online ones, are updated on a monthly basis in order to keep up. Therefore, neology appears a much-debated topic in modern Linguistics due to the constant growth of lexical innovations in different domains of social life. Literature review shows that understandings of neologisms differ depending on the linguistic theory and approach a linguist adopts. But in spite of all the disagreements in definitions of new words, the key feature characterizing them is novelty. Neologisms are a type of lexical units characterized by absolute novelty, which are not fixed in dictionaries, and are repeatedly used in the speech of native speakers to name new concepts.

The object of this research was a group of 45 latest coinages in the sphere of food and culinary art. The food we consume gives our bodies the materials to function properly. Being the focal point of health and well-being, nutritional culture has always played the pivotal role in the life of the society. In this thesis, we have presented a detailed analysis of the food-related vocabulary registered in online dictionaries during last 3 years: from 2019 to 2022. This corpus of new words demonstrates a wide repertoire of words to denote both healthy and unhealthy eating habits, different types of food, ways of its preparing, other aspects relating to food.

The research also focused on the most frequently-used types of word formation to create neologisms in the sphere of gastronomy. For the time being the most productive method of generating new units is word composition, when mostly two or sometimes three or more stems are combined into one unit. The combination of parts of existing words is a common process in the formation of neologisms in the food sphere as well. This phenomenon, often referred to as blending, is a popular word-forming pattern, which has been in evidence throughout the centuries. Undoubtedly, lexical blending is believed to be an important source of vocabulary enrichment together with derivation and

shortening. This trend can be explained by the fact that both of these methods make it possible to express a complex concept equivalent to a multicomponent phrase in one integral unit. Consequently, these methods of word formation satisfy the modern needs of creating a language unit for the implementation of complex semantic content.

The problem of understanding neologisms ranks high on the list of challenges students face. It is connected with the fact that no dictionary can keep up with the penetration of new words and terms into all fields of knowledge with the modern, rapid development of science, as well as natural language change due to the pervasive influence of technology in our lives. Therefore, teachers need to enable students to determine the meanings of new words taking into account word formation rules and context, especially when a neologism is presented in the text and is not included in the dictionary.

In the classroom, neologisms can be used to develop language competence. Mastering a foreign language is not just learning the linguistic material, it is also necessary to reach the level of a native speaker. Neologisms can be an interesting area for students to work on. Using different examples of new words a teacher can present different word-formation models, promoting students' vocabulary growth, improving analytical skills, ability to analyze and adequately understand modern texts. It might be an additional stimulus to mastering the learning material and increase the level of students' interest.

Nominations of new objects, phenomena, processes, etc. appear in the language constantly. However, not all neologisms are registered in dictionaries throughout some time. A certain amount of language innovations simply drop out of usage. This is explained by the fact that some phenomena are passing and fleeting and do not carry special value, importance for society, therefore, the nominations of such phenomena are not fixed in the minds of people and their speech use. English, like other languages, is in constant change and dynamics. Since the modern world is developing continuously, the relevance of the research of new words remains.



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## Appendix 1

### New words and their definitions

№	Neologism	Definitions
1	Breatharian	someone who believes that by doing a special type of breathing exercise they can get all the nutrients they need from air and do not have to eat solid food
2	veggie disc	a type of food similar to a hamburger but not containing meat, made by pressing together small pieces of vegetables, seeds, etc. into a flat, round shape
3	motherless meat	meat that has been grown in a laboratory from cells and has not come from a live animal
4	bivalvegan	a vegan who eats certain types of mollusc that do not have a central nervous system and are therefore not considered to have thoughts, feel pain, etc.
5	chrono-nutrition	a way of eating based on the theory that when we eat, as well as what we eat, has an important influence on our health
6	vegetable butcher	a person who prepares vegetables in a shop
7	planetary health diet	a way of eating that aims to give everyone in the world enough food to eat without damaging the planet
8	LALS	abbreviation for low-alcohol, low-sugar, used to refer to a type of food or drink, or a way of eating, that contains little or no alcohol or sugar
9	waste bread	bread that is made partly with crumbs from leftover bread
10	sando	a type of sandwich made with soft white bread, originating in Japan
11	proats	oats (a type of grain often cooked and eaten for breakfast) with added protein
12	sausage tax	an amount of money added to the price of processed meats, such as bacon and sausages, and paid to the government with the aim of reducing the consumption of these foods and therefore the associated health problems
13	root-to-stem	referring to a trend in cooking that involves using as much of a fruit or vegetable as possible
14	dark kitchen	a place where food is prepared and cooked that is then delivered to people's homes by a courier service
15	menu hacking	in a restaurant, the activity of asking for food or drinks, or combinations of food or drinks, that are not on the menu
16	goth latte	a latte (a hot drink made from espresso coffee and hot milk) that also contains charcoal, making it black in colour
17	egg coffee	a Vietnamese hot drink consisting of coffee mixed with egg yolks, sugar, condensed milk and sometimes butter or cheese
18	third-wave coffee	a trend in coffee retailing that emphasises a high-quality, sustainable product, often roasted and brewed using new techniques
19	seacuterie	an assortment of cold fish and shellfish, cooked or prepared in different ways
20	food desert	an area where there is little or no access to healthy food

21	food insecurity	the state of not being able to afford to buy enough food to stay healthy
22	social supermarket	a place where food is sold at very low prices to people who do not have enough money to buy it in other shops
23	dalgona coffee	a drink made from instant coffee, sugar and hot water whipped together until thick and creamy and served over hot or cold milk
24	bluicing	the process of extracting the juice out of fruit or vegetables then mixing it with other ingredients in a blender to make a smoothie or similar drink
25	walktail	a cocktail that you drink while you walk
26	tablescaping	the activity of setting a dining table in a very artistic, decorative way, usually for a special occasion
27	blue food	food that comes from the sea, such as fish, shellfish and seaweed
28	unconscious reducer	someone who is eating less meat than they did before, but without having made a deliberate decision to do so
29	carnisplorer noun	a person who is interested in tasting and cooking many different parts of an animal, especially those that are normally less popular with other people who eat meat
30	seaganism	the practice of eating only plant-based foods and seafood
31	invasivorism	the practice of eating plants and animals that exist in large numbers and usually have a harmful effect on the environment
32	Frugaller	someone who tries very hard to avoid wasting food or other resources and spends as little money as possible
33	anti-procrastination café	a café where people who have an urgent deadline can work, with employees checking regularly that they are working and not allowing them to leave until they have finished
34	cloud bread	a very light, sweet food, made by mixing egg whites with sugar and cornflour, then forming the mixture into round shapes and baking
35	mind dieting	the activity of thinking carefully about what you eat in a way that motivates you to choose foods that are better for you
36	social omnivore	a person who never eats meat at home but sometimes eats it when in a restaurant or at someone else's house
37	sustainatarian	a person who only eats food that has been produced in a way that causes little or no damage to the environment, and usually very little meat or fish
38	vertical drinking	drinking while standing at a bar rather than seated at a table
39	swicy	having a taste that is both sweet and spicy
40	butter board	a wooden board spread generously with butter and topped with other foods, such as herbs, spices, fruit, sauces, etc.
41	sourfaux	bread that is labelled "sourdough" by the shop that sells it but actually contains cheaper ingredients and is made in a way that takes less time



42	mind dieting	the activity of thinking carefully about what you eat in a way that motivates you to choose foods that are better for you
43	social omnivore	a person who never eats meat at home but sometimes eats it when in a restaurant or at someone else's house
44	sustainatarian	a person who only eats food that has been produced in a way that causes little or no damage to the environment, and usually very little meat or fish
45	regenivore	a person who tries to actively stop or reverse the damage being done to the environment through the foods they choose to buy and eat