Portmanteau of Selected Generational Neologisms to the Second Language Acquisition

DEBBIE DENISE DE JESUS GOLLA
Ph.D in English Language Studies

Abstract—Vital to the Second Language Acquisition of the Grade 7 learners are their use of Neologism "coined words" to gain knowledge on second language. The relevancy of Neologism to the ecology of Language Learning is to adapt and apply language acquisition easily. Neologisms remind us that language is not something set in stone, but an evolving body of work, subject to adjustment, deletions, additions, and change. As new things are invented, as slang becomes acceptable, and as new technologies emerge, new words must fill in the gaps in language. Neologisms come to prominence quickly, but they can also fall out of fashion quickly. The young generation is known to coin the term Neologism and value its generational relevance. When the relevance fades as the word moves into common usage, then it may be considered outdated. Words are continually evolving and new notions are formed and a new notion demands a new word. This is based on the fact that words do not have meaning in isolation. As a newly coined word it is still on the process of entering into mainstream language. Generally, neologisms are often created by combining existing words. An ecological approach aims to look at the learning process, the actions and activities of teachers and learners, the multilayered nature of interaction and language use, in all their complexity and as a network of interdependencies among all the elements in the setting, not only at the social level, but also at the physical and symbolic level of learning.

Index Terms— Complexity Neologism, Ecology, Language learning, Language Acquisition, Generational Relevance and Neologism

I. INTRODUCTION

Alteration. Media, society, culture, science, technology and politics are the core factors that contribute towards language evolution. Due to numerous linguistic and extra linguistic factors, newly coined units in the language are in the process of entering and influencing the English language. These new units, known as neologisms, serve as our guidance in understanding the never-ending evolution in the English language. Furthermore, neologisms ease each individual's process of coping with changes by creating mental bridges between the old and the contemporary. The English language vocabulary is facing constant change, as neologisms enter in a blink of an eye through the media. The mass media being the major source and ground on which English neologisms are coined, plays a significant role of intermediary between the English population as active consumers and the language itself. (M. Gerritsen, H. Korzilius and F. van Meurs, 1990)

1.1 Neologism in Second Language Learning
English is the current, highly recognized international lingua franca. As the world unites into a global community commonly engaged by modern technology, the need to use the English language has become more and more apparent. Today more than any episode in history, people from different regions of the world are able to communicate fast because of the favors of technology. Adjacent with a person's competent use of technology, it has likewise become essential to hone the skills of speaking or writing effectively in English if one were to partake in global commerce, especially that English is widely used in education. Moreover, English is learned and studied in the modern world for its obvious practical importance, i.e. as a means to communicate in the international level and as a means to optimize one's access to opportunities in the employment and learning market. (Estanislao,2013) Neologisms are often formed by combining existing words (see compound noun and adjective) or by giving words new and unique suffixes or prefixes. Neologisms can

also be formed by blending words, for example, "brunch" is a blend of the words "breakfast" and "lunch", or through abbreviation or acronym, by intentionally rhyming with existing words. Neologisms illustrate that language is a dynamic structure. (A. Bondle, 2010)

A neologism is a new, coined word or phrase. A neologism is a new word or phrase that has been newly constructed or invented, and is not in wide use. A neologism often begins as jargon or slang in a particular sphere of influence, usually to fill a need created by new technology or new social circumstances. Since the advent of the internet and memes, neologisms abound and are absorbed into mainstream English quickly. The etymology of modern neologisms is often easy to trace. Writers are often the source of neologisms. For example, Lewis Carrol is credited with the coinage of several words, including the word galumph from the book Through the Looking Glass. Robert A. Heinlein brought the word grok into usage by inserting it into his book Stranger in a Strange Land. Neologisms are coined in several ways. One method of coining a neologism is to take existing word fragments and blend them in new ways. A portmanteau is an example of this method. A portmanteau a word that is composed by blending the sounds and the meanings of two different words. For instance, the word chillax is a blending of the words chill and relax, and means to chill out and relax. Another method of inventing a neologism is to appropriate an established word and give it a new meaning. An example of this is the word web, to mean the internet.

The substance of borrowing has been already described. English has always come into contact with other languages. Consequently, there are many loan words in present-day English. During the development of English the strongest influences were Latin, French, and Old Norse, for instance. English vocabulary was Latinized under Roman occupation, after the arrival of Christianity and during the Renaissance period. Words like bishop, church, or purple have been adopted. French words dominated the English lexicon after the Norman Conquest. It enhanced English in expressions, e.g. beef, parliament, village, etc. Scandinavian influence is now to be seen in words sky, 19 window, they, etc.

However, a detailed description of the historical development of English vocabulary is a complex issue which is beyond the scope of this thesis and, therefore, was touched upon only briefly. Neologisms are often directly attributable to a specific person, publication, period, or event. According to Oxford English Dictionary the term neologism was first used in print in 1772, and thus, is arguably a neologism itself. In the light of linguistic observation, the main purposes of neologisms are to upgrade the existing lexicons and dictionaries with the newly coined words, and the analysis together with the description of the neologisms themselves in terms of distribution over word-classes, statistics on derivational methods, statistics on loan words origination etc. (Crystal 2007)

According to Crystral (2006:17) "the immediate situation in which people communicate can influence the kind of language they use" He identified and distinguished three main features of context – "the setting, the participant and the type of activity in which they engage" as having major role to play in their communication strive. He further posits that neologisms "can become, in varying decrees, a source of pleasure, pride, anxiety, offence, anger and even violence". This work is therefore based on this premise that new words and expressions amongst people in the society have become popular through memetics, mass media, the internet and the word of mouth. Many people within this speech community are using the words, although such words have not gained recognition outside the environment as a word. However, language is not static: it expands or shrinks at all times and word use in general populace doesn't remain the same. There is ease of expression and understanding among the people in the society as a result of the impact of neologisms.

McGregor further projects that fixed expressions also help words grow and expand. This, according to him, is because they allow some grammatical modifications according to time, purpose of the utterance and the persons involved. He gives credence to binominals as examples of collocations that can help neologisms to sustain. In addition, he opines that through euphemism, dysphemism and taboo words new expressions can easily flow into our daily utterances. A valuable insight into the theory of

neologisms can also be provided by their exploring against the background of word-formation productivity. In (Štekauer,1998) the following types of productivity are, inter alia, distinguished:

i. Actual productivity in the narrow sense, taking into consideration actual, institutionalized, naming units. If institutionalization is considered to be a criterion of 'actuality', neologisms are disregarded because of representing an intermediate level between the actuality level and the potentiality level.

ii. The subsystem, or the intermediate-level, productivity puts emphasis on neologisms representing the implementation of a language system capacity, i.e. the opportunities offered by the potentiality level. This kind of productivity provides important information about the ability of a language system to meet any immediate demand of language users. When the subsystem productivity is combined with the actual productivity in the narrow sense we obtain the actual word-formation productivity of a language. Interestingly enough, although the necessary conditions for the intermediate-level productivity are established at the system level (langue) of a language (neologisms are coined in accordance with productive WFRs that operate at the system level of a language), the main field of verifying possible institutionalization of neologisms is speech (parole).

1.2 Ecology of Second Language Learning

While such a development is to be welcomed, it also raises serious concerns about the autonomy of the language learner, the collective pressure on individuals to align with the expectations of the community, alternative theories of knowledge and of knowledge acquisition, and the socializing dominance of English around the world. (Duff 2011; Duff and Talmy 2011) The main tenets of an ecological approach are: (1) the emergent nature of language learning and use, (2) the crucial role of affordances in the environment, (3) the mediating function of language in the educational enterprise, and (4) the historicity and subjectivity of the language learning experience, as well as its inherent conflictual. These tenets have been in one form or another adopted by virtually all mainstream theories of SLA and SLS to the point that SLA is increasingly conceived as a form of second language socialization (Douglas Fir Group 2016). the research on language learning setting, that is, the language learning environment, was often reduced to research on person-to-person interaction, neglecting the relationship between learners and the language learning environment. With the development of global society and economy, acceleration of globalization, and mobility of the world population, the language learning environment has become increasingly diverse and complex. Researchers on SLA call for a new and comprehensive spatial perspective to grasp the all-around interaction between second language learners and the world in which they lead their lives. The book under review (Benson, 2021) comes out under such a circumstance with spatial perspectives on SLA. It is argued that one can understand the culture by examining its new words, thereby neologisms should be integrated into the vocabulary material offered to English learners. After giving an overview on the current perspectives and theories on the notion of neologisms as well as eliciting the results of the survey aimed at estimating how well the English learners are familiar with this lexical group and analyzing their feedback concerning integrating it into the classroom practice, the author proposes four strategies of teaching them in the classroom. The strategies outlined in the article are experimental and have a potential to further improve communicative and cultural competences of the English learners. (Rets, Irina.2016)

1.3 Prefixation and Blending

Crystal recommends four "normal processes of word formation in English" which are: Prefixation and Suffixation. Prefixation; here a prefix is added to the base of the word. Some examples are: social – asocial, ability – inability, decent – indecent. Suffixation: a prefix is added after the base of the word. For example, good – goodness, kind – kindly, love – loved. He also recognizes some "less usual ways of creating new words" which are: reduplication, acronyms, blends, clippings. From this view it becomes obvious that new expressions can also be created or formed in "abnormal ways" during interactions or as a result of coexistence. This goes to agree with the arbitrary and unconventional ways new meanings have been given to words among the

people. Neologism is therefore relevant as it encourages coexistence among a people with different and varying ways of communication. To this extent, (Akmajian 2007:24) and others believe that speakers all over the world continually create new words in their daily relationship cum interaction. They identify some of the following ways of creating new expressions:

Abbreviation/Shortening Process: when letters that begin a word are put together and pronounced differently for example, LAN – Local Area Network, DOS – Disk Operating System, RAM – Random Access Memory, PUSH – Pray Until Something Happens.

Clipping – when the spelling of a word has been shortened but pronounced as if it is not altered for example, Dr. – Doctor, Prof. – Professor, Mr. – Mister.

Blending – when two independent words are joined and taken as one, for example: brunch from breakfast and lunch.

Generified Words: when brand names of products are used as names for the product, for example, XEROX, Maclean, Sheltox.

Borrowing: When words are borrowed from other languages. This is common among most multilingual societies.

Compounding: When two individual words are joined together to form a compound word for example, land and Lord – landlord, hand and bag – handbag, black and board – blackboard.

Blending is the combination of clipping and compounding in which new words are created by the overlap of words or fragments of existing words, such as emotags from emotion and tag and Gootube from Google and Youtube. All the blending neologisms in this dissertation can be classified into three kinds of formation: head+word, head+tail and word+tail.

Head+word = Taking 'emotags' for example: n. Mock HTML tags used in writing to indicate emotional states. The meaning that Wordspy gives, it can be figured out that this word is from the clipping of word 'emotion' and complete word 'tag' with the meaning that tags used for express emotions. 'E-mentor' and 'E-fence' are typical blending words by

clipping of word 'electronic' and combining it with other words.
Head+tail = Taking 'wedsite' for example:

Wedsite: n. A website where a couple posts information about their upcoming or recent wedding. [Blend of wedding and website. It can be found that it is from the clipping of 'wedding' and 'website' to refer to a website used by a couple to record and post their information. However, if netizens do not know how this word comes from, they probably assume it as the misspelling word of word 'website'.

Word+tail = Taking 'viewser' for example: Viewser: n. A person who watches video content online or on a computer, or who combines regular TV watching with related digital content. [Blend of viewer and user. From the meaning of this word, it can be inferred that the first word plays a relative important role in the whole meaning of the word. 'ser' from 'user' can be viewed as sub-category of everything related to action 'view'. From the list, it can be found that the initials of three blending words are word 'Web', therefore, all these words can be considered as the 'product' that web makes.

Blending is a process of merging parts of words in order to create words. further, in detail, (Yule 1999) defines blending as a process of forming words by combining two different words to be one where typically, it just taking the beginning part of a word and then joining it to the end part of the another word. Prototypical blends refers to process of merging two part of words that were left through a process of deletion. The remains part of the words consist of the head part of a word and the tail part of another word. Partial blends means a process of blending two words where one of them is still intact. Therefore, prefixation is a process of adding prefixes in the root or base. It has a small contribution in forming slang words rather than suffixation. Prefix is placed in front the roots or bases. (Mattiello 2008)

1.5 Portmanteaus or Blend Words
Portmanteaus is a word made by blending at least two words. The new word combines both the sounds and meanings of the originals. To form a portmanteau, usually the first segment of one word is attached to the final segment of another word. Some portmanteau

words are blended in other ways, like combining the initial segments of both words. do just what they say: blend together two words to create a new word which combines their meanings. Here are a few examples of blend words:

- smoke + fog = smog
- spoon + fork = spork
- breakfast + lunch = brunch

Neologisms remind us that language is not something set in stone, but an evolving body of work, subject to adjustment, deletions, additions, and change. As new things are invented, as slang becomes acceptable, and as new technologies emerge, new words must fill in the gaps in language. Just in 2014, a variety of new words were added to the dictionary including hashtag, selfie, and pho. (Mattiello 2008) To summarize, the present study seeks answers to this general question: Will the grade 7 learners familiarize themselves with generational neologism with the researchers' aim of validating that portmanteau generational neologism affects the ecology of language learning and bring positive bearing to second language acquisition?

The following specific hypotheses are posed: Hypothesis 1.0: The grade 7 learners will be able to familiarize themselves with neologism. Hypothesis 2.0: Generational neologism words has an impact to the language learning. Hypothesis 3.0: Portmanteau Neologism of the second language brings positive reinforcement to the second language learning of grade 7 learners.

1.6 Theoretical Underpinning

The theoretical framework of this study is based on three components of neologism, i.e. word formation, borrowing, and lexical deviation. The researcher used the model of neologism presented by Krishnamurthy, 2010. The first component of neologism highlighted by Krishnamurthy, 2010 was word-formation. Word formation processes are based on compounding, blending, affixation, coinage, and acronym. Morphemes are defined as "minimal units of words carrying complete meaning". The second component of this model is borrowing. The speakers intermix various languages for the easiness of communication. According to the context and situation the speakers

borrow a sentence or a single word to make communication effective. Borrowing is a tool that develops a vocabulary of a language. Borrowing focuses a great impact on the corpus of the current study. The third component of the theoretical framework is lexical deviation. Lexical deviation happens when a writer makes up a word which has not existed before. This is called neologism, or the invention of new words. It is one of the more obvious ways in which a writer exceeds the normal use of the language (Leech, 2014). Lexical deviation tends to produce neologism which refers to "creation of new words where existing rules (of word formation) are applied with generalization". Rey (1995) argued that newly born sentences and words cannot be recognized as a neologism, simply such as "combination of phonemes cannot be called neologism. All neologisms fall between word and phrase, a specific field which he calls the specific domain of lexicology".

II. METHOD

2.1 Participants

As this study Portmanteau of Selected Generational Neologisms to the Second Language Acquisition of Grade 7 learners. 30 handled students of the researcher will participate to examine and evaluate generational Neologisms. The researcher will gather ten neo-logistic words that often used in this generation. The participants will be able to answer the Google form conducted by the researcher and will be selected from a local public secondary school in Antipolo city.

2.2 Instrument and Tasks

According to (Maxwell 2008) Over time people create new words that express concepts or ideas that were previously expressed using other words or use words that may not have existed at all. Neologisms can be completely new words, new meanings for existing words or new semes in existing words. Criterion for selecting these particular neologisms for the survey was the frequency of their usage: most of them have up to 500 thousand search results on Google search engine which accounts for their generational popularity. Arriving to the ten generational neologisms words that are being used in this generation are the following:

Word Combinations   Neologism   New Word Definitions

W1   W2

1. Instagram +   Influence   "influencers"   A person with a prominent social media following (typically on the Instagram app) who makes money from posting photos with products from brand deals they have.

2. Cat +   Fishing   "Catfishing"   Catfishing is when someone sets up a fake online profile to trick people who are looking for love, usually to get money out of them. If you're online dating, read these tips so you know how to spot a catfish.

3. Situation +   Relationship   "Situationship"   A situationship is that space between a committed relationship and something that is more than a friendship."

4. Click +   Bait   "Clickbait"   Refers to the practice of writing sensationalized or misleading headlines in order to attract clicks on a piece of content.

5. Social +   Media   "Socmed"   The abbreviation of the word 'Social Media'.

6. Website +   Seminar   "Webinar"   live interactive event that attendees join on their desktop or mobile device over the internet.

7. Cyber +   Space   "Cyberspace"   Allows users to share the information, interact between two or more members, swap ideas, play games, made discussion or social forums, conduct business and create intuitive media, among many other activities.

8. Stay +   Vacation   "Staycation"   A vacation spent at home or nearby.

9. Smoke +   Fog   "Smog"   Smog is formed by mixing air with pollutants and exhaust gases resulting from human activities.

10. Breakfast +   lunch   "Brunch"
A meal usually taken late in the morning that combines a late breakfast and an early lunch.

Table1.1 Word Combinations of regular words forming new coined terms and their new definitions.

A simple random sample is a randomly selected subset of a population. In this sampling method, each member of the population has an exactly equal chance of being selected. This method is the most straightforward of all the probability sampling methods, since it only involves a single random selection and requires little advance knowledge about the population. Because it uses randomization, any research performed on this sample should have high internal and external validity, and be at a lower risk for research biases like sampling bias and selection bias. (Schutt, 2006)

Task 1.1 Data Collection and Procedures
The researcher validates and analyzes the following research questions via quantitative and random sampling. 107 target grade 7 learners participated in this study, where they were tasked to answer an online survey tool or google form as a best-suited method of surveying because of its flexibility and easy access all over the internet. The following questions was derived from the researcher's hypothesis and aims.

Q1: Are you familiar with neologism words like: : "influencers"   "Catfishing,"   "Situationship" "Clickbait,"   "Socmed"   "Webinar"   "Cyberspace" "Staycation," "Smog," and "Brunch,"?
Q2: Do the following words: "influencers," "Catfishing" "Situationship," "Clickbait" "Socmed," "Webinar" "Cyberspace" "Staycation," "Smog," and "Brunch" affect your second language learning?
  Q3: Do generational Neologisms words help broaden your understanding of the English language?
Q4:Does the words: "influencers" "Catfishing" "Situationship" "Clickbait" "Socmed," "Webinar" "Cyberspace," "Staycation," "Smog," and "Brunch" helps reinforce and widens your English vocabulary?
Q5: Does the words: "influencers," "Catfishing," "Situationship" "Clickbait" "Socmed," "Webinar" "Cyberspace" "Staycation," "Smog," and "Brunch" bring positive reinforcement of your Second Language Learning?

Task 1.2 Data Analysis
The response of the 107 grade 7 learners was transcribed to the following interpretations and percentage of the learners was disseminated based on their comprehension on neologisms. The researcher asked permission from the school principal to conduct a research survey. The researcher distributed questionnaire link to the target participants-teachers, and students. The questionnaire includes the instructions and agreement between the participants

and researcher to protect privacy and ensure confidentiality. Using the Google form as a surveying tool, these are the extracted answers coming from the 105 grade 7 respondents.

Task 1.3 Data Interpretation

Age   105 Respondents Gender
11-12   19 (18.1%)   Male: 40(38.1%)
12-15   86 (81.9%)   Female: 66(62.9%)
Table 1.2 Tally of the Age and Gender of the 105 respondents of the study.

Q1: Are you familiar with neologism words like: : "influencers"   "Catfishing,"   "Situationship" "Clickbait," "Socmed"   "Webinar" "Cyberspace" "Staycation," "Smog," and "Brunch,"?

Question   Interpretation
Are you familiar with neologism words like: : "influencers"   "Catfishing,"   "Situationship" "Clickbait," "Socmed"   "Webinar" "Cyberspace" "Staycation," "Smog," and "Brunch,"?   -

From the 105 respondents, we can conclude that 49.5% concluded that they are familiar with Neologism words that includes   "influencers" "Catfishing," "Situationship" "Clickbait," "Socmed" "Webinar" "Cyberspace" "Staycation," "Smog," and "Brunch,". Almost half of the respondents are able to answer that they are somewhat familiar and they can understand those words that are new to the linguistic world of Neologisms.

Q2: Do the following words: "influencers," "Catfishing" "Situationship," "Clickbait" "Socmed," "Webinar" "Cyberspace" "Staycation," "Smog," and "Brunch" affect your second language learning?

Question   Interpretation
Do the following words: "influencers," "Catfishing" "Situationship," "Clickbait" "Socmed,"   "Webinar" "Cyberspace" "Staycation," "Smog," and "Brunch" affect your second language learning?   -

From the 105 respondents, we can conclude that 42.5% concluded that Neologisms affect their second language learning ann 24.8% said that it does not affect their language learning at all and 35.2% said that Maybe it influences their second language

acquisition. The survey is clear to the fact that most of the grade 7 learners was influenced by Neologisms in Learning the second language.

Q3: Do generational Neologisms words help broaden your understanding of the English language?

Question   Interpretation
Do generational Neologisms words help broaden your understanding of the English language? -

From the 105 respondents, we can conclude that 58.1% concluded that Neologisms helps in broadening their second language acquisition. It is clear to the fact that Neologisms has a great impact on grade 7 learners since they are the generations that are exposed on using it. 10.5% answered No. it does not affect their second language acquisition thus, it does not help in widening their vocabulary. While 39% answered Maybe.

Q4:Does the words: "influencers" "Catfishing" "Situationship" "Clickbait" "Socmed,"   "Webinar" "Cyberspace," "Staycation," "Smog," and "Brunch" helps reinforce and widens your English vocabulary?

Question   Interpretation
Does the words: "influencers" "Catfishing" "Situationship" "Clickbait" "Socmed,"   "Webinar" "Cyberspace," "Staycation," "Smog," and "Brunch" helps reinforce and widens your English vocabulary?
        -       From the 105 respondents, we can conclude that 46.7% concluded that Neologisms helps in reinforcing their vocabulary skills and widens the use of the English Language. While 39% expressed that Maybe, generational Neologisms affects their vocabulary and 14.3% answered that it does not affect their vocabulary and reinforce their English skills.

Q5: Does the words: "influencers," "Catfishing," "Situationship" "Clickbait" "Socmed,"   "Webinar" "Cyberspace" "Staycation," "Smog," and "Brunch" bring positive reinforcement of your Second Language Learning?

Question   Interpretation
Does the words: "influencers," "Catfishing," "Situationship" "Clickbait" "Socmed,"   "Webinar" "Cyberspace" "Staycation," "Smog," and "Brunch"

bring positive reinforcement of your Second Language Learning?

- From the 105 respondents, we can conclude that 47.6% of the learners answered Yes. Neologisms bring positive reinforcement of second language learning. These results shows that there are learners who concluded that Neologisms are positive enlightenment to their Second language acquisitions. While 11.4% answered no, that it does not bring any reinforcements at all. 41% answered Maybe, that neologisms words bring reinforcement to the language learning.

III. RESULTS

Based from the gathered data of the researcher, these are the conclusions taken from the analysis of the research entitled, Portmanteau of Selected Generational Neologisms to the
Second Language Acquisition of Grade 7 learners.

Redfern (2010:26) in his conclusion of neologisms holds that neologisms are crucial and concludes as below: "Listening and communicating would be exhausting if speech were packed only with essentials. As our attention flags or extraneous sounds interfere, we need extra help to understand each other" This shows that neologisms do not only create harmony with the existing language but also condense information. This accounts for the use of some short expressions within our environment. The numerous acronyms and abbreviations are attributed to the above assertion. Although countless neologisms drop out of usage and become archaisms but by and large, they enhance communication.

- Neologisms brings awareness of the second language. According to the gathered datas, there are learners who are able to conclude that Neologisms words that are relevant to their Second language Acquisitions.
- Generational Neologisms like "influencers," "Catfishing," "Situationship" "Clickbait" "Socmed," "Webinar" "Cyberspace" "Staycation," "Smog," and "Brunch" was distinguished as a positive reinforcement to the second language acquisition of the learners.

IV. RECOMMENDATIONS

Neologisms should be recorded and written down under dialects for future studies. Expressions and words can be borrowed from them at the appropriate time. Other languages can still use them just as English language adopted words from other languages. Neologisms should be recorded and written down under dialects for future studies. Expressions and words can be borrowed from them at the appropriate time. Other languages can still use them just as English language adopted words from other languages. Neologisms can create in the people a sense of belonging and draw them closer to understanding languages. Readers and writers will likely get attracted to words that are drawn from their local dialects. This will help the growth and expansion of English language.

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