

Teaching Neologisms

Abstract

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Everyday a new word is being born. Human creativity and productivity to invent new words is limitless. In all aspects of life, people invent new expressions, combine new words, derive new terms, and create new phrases. These newly-invented words are known as neologisms. Translating these neologisms poses challenges to translators, especially novice translators. These ubiquitous new words appear every day in newspapers, television, social media, and other media platforms. They need to be translated. Unfortunately, these new English words do not have immediate equivalents in Indonesian. Therefore, it is important to discuss the nature of neologisms and how novice translators deal with this task. This paper will discuss types of neologisms, how to translate these neologisms, classroom activities to teach neologisms, and what resources students should use to translate neologisms.

According to Peter Newmark, types of neologisms include new coinages, derived words, abbreviations, collocations, eponyms, phrasal words, transferred words, acronyms, pseudo-neologisms, and internationalism. English neologisms are formed by blending, generifying words, borrowing, semantic drift, compounds and compounding, and affixation (agentive suffix –er, and diminutive suffix –ie/-y). Indonesian neologisms are normally formed by three morphological processes, such as affixation, compounding, and abbreviation (clipping and contraction). Some words are formed through changing their pronunciation.

Since neologisms do not have immediate and ready-made equivalents, some translation procedures must be chosen to translate them. Neologisms in English are translated into Indonesian through various procedures, such as by using the words in local vernacular languages, adding affixes according to the parts of speech, inventing new Indonesian words/phrases/word coinage, glossing, transliteration, and borrowing. Indonesian neologisms are normally translated through descriptive equivalents and paraphrase. The classroom activities to train students to translate neologisms are through guessing meanings from contexts, dictionary study, Internet-based study, translation practice, and translation discussion. The resources that students can use are dictionaries, thesaurus, glossary, the Internet, and the translation-supporting websites. Translating neologisms does not only get students used to keeping abreast with the latest development in the world of science, technology, arts and engineering, but it also equips students with ample hands-on experiences translation practice and updates them with issues in translation studies.

Key words:

Neologisms, affixations, translation procedures, classroom activities, blending

INTRODUCTION

Everyday a new word is being born. Human creativity and productivity to invent new words is limitless. In all aspects of life, people invent new expressions, combine new words, derive new terms, and create new phrases. Technology, science, communication and media invent new words and expressions every day. According to Newmark, neologisms can be defined as “newly-coined lexical units or existing lexical units that acquire a new sense. (1988:140)” Although neologisms may consist of words already familiar, translating these neologisms poses challenges to translators, especially novice translators. These ubiquitous new words appear every day in newspapers, television, social media, and other media platforms. They need to be translated. Unfortunately, these new English words do not have immediate equivalents in Indonesian. Therefore, it is important to discuss the nature of neologisms and how novice translators deal with this task. This paper will discuss types of neologisms, how to translate these neologisms, classroom activities to teach neologisms, and what resources students should use to translate neologisms.

TYPES OF NEOLOGISMS

How do new words come to be? Unlike grammatical items which are fixed and limited, lexical items can be expanded all the time to suit the needs of the language users and the possibility is limitless. Human creativity allows the words to be invented everyday. Where do these words come from? First, they can be added from the existing words, with a new sense. For example, the word Home. Traditionally, the word home means a place of residence. Now, the word Facebook Home is used in the social media Facebook to indicate the facebook user's homepage. Second, words are created by means of language formation rules (derivational morphology). For example, the word “follower” used to mean “a person who supports and admires a person or a set of ideas (Oxford Advanced Learner's Dictionary). Now in this social media age, the word “follower” and its derivation such as “following” means “Usually this person will do anything to impress people, as pathetic as that is. Often, these follower types will target one or two people to be their "idols" this is not a good idea, these people will start to dislike you even more. None of this behavior is going to make you "cool." (Urban Dictionary).

How are these new terms created and later accepted? According to Parianou & Kelandrias (2002:756) as quoted in Sayadi (2011), neologisms pass through three stages: creation, trial, and establishment. First, the unstable neologism is still new, being proposed or being used only by a limited audience (protologism). Second, it is diffused, but it is not widely accepted yet. Finally, it is stabilized and identifiable, having gained wide-spread approval by its appearance in glossaries, dictionaries and large corpora.

In order to translate neologisms adequately, it is important to understand types of neologisms. Newmark proposed twelve types of neologism and its frame of reference. They are divided into:

- A. Existing lexical items with new senses
 1. Words

Some existing words may not normally refer to new objects or processes and are therefore not technological. For example the word “pride”. “Pride” refers to a feeling of pleasure or satisfaction that you get when you or people who are connected with you have done sth well or own sth that other people admire (Oxford Advanced Learner's Dictionary, 8th edition, 2010). Now, when one hears the word “pride”, he or she will remember the word being used in LGBT community as an antonym of “shame”. Pride gains a new sense as “an affirmation of one's self and the community as a whole.”

How are these old words with new senses translated? Newmark asserts that “old words with new senses tend to be non-cultural and non-technical. They are usually translated either by a word that already exists in the TL, or by a brief functional or descriptive term.” (1988:141)

2. Collocations

Further, Newmark states that “existing collocations with new senses are a translator's trap: usually these are 'normal' descriptive term which suddenly becomes technical terms, their meaning sometimes hides innocently behind a more general or figurative meaning.” Existing collocations with new senses may be cultural or non-cultural; if the referent (concept or object) exists in the TL, there is usually a recognised translation or through-translation. If the concept does not exist (e.g. ‘tug-of-love’) or the TL speakers are not yet aware of it, an economical equivalent has to be given. There is also the possibility of devising a new collocation in inverted commas, which can later be slyly withdrawn (Newmark, 1988:142).

B. New Forms

3. New coinages

There is no such thing as a brand new word. If a word does not derive from various morphemes, then it is more or less phonaesthetic or synaesthetic. All sounds or phonemes are phonaesthetic, which have some kind of meaning. Nowadays, the main new coinages are brand or trade name (‘Honda’, Kleenex, Laundromat, Xerox) and these are usually transferred unless the product is marketed in the TL culture under another name; or the proper name may be replaced by a functional or generic term, if the trade name has no cultural or identifying significance.

4. Derived words (including blends)

Derived words are new words derived from pre-existing other words. The great majority of neologisms are words derived by analogy from ancient Greek (increasingly) and Latin morphemes usually with suffixes such as –ismo, -ismus, -ija, etc., naturalised in the appropriate language (Newmark, 1988:144). Translators need to distinguish the serious derived neologisms of industry from the snappy ingenious derived neologisms (blends in particular) created by the media, including the advertisers, which may be short-lived. Whether the words such as ‘oillionnaire’, ‘steelionnaire’, ‘daffynition’ are permanent or not, the translator has to consider their function (advertising? Neatness? Phonaesthetic quality?) before deciding whether to re-create them in the TL or to translate the completed component of the blends (e.g. oil billionaire).

5. Abbreviations

According to Newmark (p. 145), abbreviations have always been a common type of pseudo-neologism. The word DVD (digital versatile disk), PC (personal computer), CD (compact disk) are called alphabetic abbreviations (or initialisms) because each of their letters is pronounced individually. Usually, the abbreviations are written out in the TL. .

There are now thousands of computer-inspired alphabetic abbreviations Here are some examples:

Abbreviations

www

Source

World Wide Web

IT	Information <u>T</u> echnology
HTML	<u>H</u> ypertext <u>M</u> arkup <u>L</u> anguage
OOP	<u>O</u> bject- <u>O</u> riented <u>P</u> rogramming
HDL	<u>H</u> ardware <u>D</u> escription <u>L</u> anguage
I/O	<u>I</u> nput/ <u>O</u> utput
IP	<u>I</u> nternet <u>P</u> rotocol
FTP	<u>F</u> ile <u>T</u> ransfer <u>P</u> rotocol/ <u>F</u> ile <u>T</u> ransfer <u>P</u> rogram

Clipped abbreviations such as prof for professor, fax for facsimile, and photo op for photographic are known in common use. There are also orthographic abbreviations such as Dr. (doctor), Mr. (mister), Az (Arizona), and MB (megabyte), where the spelling of a word has been shortened but its pronunciation is not (necessarily) altered (Sayadi, 2011).

6. Collocations

New collocations (noun compounds or adjective plus nouns) are particularly common in the social sciences and in computer language. For example, ‘sexual harassment’, ‘domino effect’, ‘acid rain’. The computer terms are given their recognized translation – if they do not exist, translators have to transfer them (if they appear important) and then add a functional – descriptive term – they have not the authority to devise their own neologism.

The English collocations are difficult to translate succinctly, and an acceptable term emerges only when the referent becomes so important (usually as a universal, but occasionally as a feature of the SL culture) that a more or less lengthy functional – descriptive term will no longer do. Non-British collocations are easier to translate as they are made less arbitrarily, but the essence of a collocation is perhaps that at least one of the collocates moves from its primary to a secondary sense, and therefore, for standardized terms, literal translations are usually not possible.

7. Eponyms

Eponyms are defined by Newmark (1988: 146) as any word derived from a proper name (therefore including toponyms). When they refer directly to the person, they are translated without difficulty but if they refer to the referent’s ideas or qualities, the translator may have to add something else. When derived from objects, eponyms are usually brand names, and can be transferred only when they are equally well known and accepted in the TL. Brand name eponyms normally have to be translated by denotative terms. In general, the translator should curb the use of brand name eponyms.

8. Phrasal words

New ‘phrasal words’ are restricted to English’s facility in converting verbs to nouns (e.g. ‘work-out’, ‘trade-off’, ‘check-out’) and are translated by their semantic equivalents (olahraga, tarik ulur, keluar dari penginapan). Phrasal words (a) are often more economical than their translation; (b) usually occupy the peculiarly English register between ‘informal’ and ‘colloquial’, whilst their translations are more formal.

9. Transferred words (new and old referents)

Newly transferred words keep only one sense of their foreign nationality; they are the words whose meanings are least dependent on their contexts. They are likely to be ‘media’ or ‘product’ rather than technological neologisms, and, given the power of the media, they may

be common to several languages, whether they are cultural or have cultural overlaps, but have to be given a functional – descriptive equivalent for less sophisticated TL readerships. Newly imported foodstuffs, clothes ('Adidas', 'sari', "Levi", 'Wrangler'), processes ('tandoori'), cultural manifestations ('kung fu', 'sungkeman'), are translated like any other cultural words, therefore usually transferred together with a generic term and the requisite specific detail depending on readership and setting.

10. Acronyms (new and old referents)

Acronyms are frequently created within special topics and designate products, appliances and processes, depending on their degree of importance; in translation, there is either a standard equivalent term or, if it does not yet exist, a descriptive term. Acronyms for institutions and names of companies are usually transferred. Acronyms for international institutions, which themselves are usually through-translated, usually switch for each language, but some like 'ASEAN', 'UNESCO', 'FAO', 'UNICEF' are internationalisms, usually written unpunctuated. When the name of the organization is opaque, it is more important to state its function than to decode its initials.

11. Pseudo-Neologisms

Pseudo-neologisms are defined as "a generic word that stands in for a specific word." (Newmark, 1988:148). Abbreviations are the common types of pseudo-neologisms. The words such as "the lab" stands in for 'laboratory', 'tech' stands in for 'technician', 'Paskibra' stands in for pasukan pengibar bendera or 'flag-hoisting team'.

12. Internationalism

The examples of internationalism are 'quark', coined by James Joyce in Finnegans Wake, which means a fundamental particle in physics; the computer term 'byte', or 'bite'; 'laser'. Some acronyms are other examples of internationalism, such as 'UN', 'OPEC', 'IMF'.

VERSIONS OF NEOLOGISMS

As quoted in Tian Haiying (2005: 15), based on the cultural acceptance and the future success to be accepted as entry into dictionaries, the neologisms can be divided into several versions:

- 1) Unstable neologism-neologism extremely new, being proposed, or being used only by a very small subculture.
- 2) Diffused neologism-neologism having reached a significant audience, but not yet having gained acceptance.
- 3) Stable neologism – neologism having gained recognizable and probably lasting acceptance.

English neologisms are formed by blending, generifying words, borrowing, semantic drift, compounds and compounding, and affixation (agentive suffix –er, and diminutive suffix –ie/-y). Indonesian neologisms are normally formed by three morphological processes, such as affixation, compounding, and abbreviation (clipping and contraction)

HOW TO TRANSLATE NEOLOGISMS

Some contextual factors need to be taken into account to translate these neologisms. They are value and purpose of neolog, importance of neolog to the SL culture, the TL culture, and in general. Recency, frequency, likely duration and translator's authority are also some other influencing factors.

Besides, the existence of recognized translation, existence of referents in TL culture, transparency or opaqueness of neolog, type of text, readership, setting, fashion, clique, or commercial, and euphony are also important factors. Some questions need also be posed. Is neolog in competition with others? Is neolog justified linguistically? Is neolog likely to become internationalism? Is neolog being formed for prestige reasons? Two other contextual factors are milieu and status and currency of neologism in SL.

In addition to types of neologisms proposed by Newmark, he also suggests some of the ways to translate neologisms. (Newmark, 1988:150)

- a) Transferred (with inverted commas)
Transference (loan word, transcription) is the process of transferring a SL word to a TL text as a translation procedure. For example, the word *mudik* is transferred into “annual exodus”. This procedure also covers transliteration, which relates to the conversion of different alphabets. The words then become ‘loan words’.
- b) TL neologisms (with composites)
The example of this procedure is “shopaholic” is translated into *si tukang belanja*.
- c) TL derived word
Since the derived words are created by adding affixes, the best way to translate is by breaking down its parts, then translating the root words or the basic parts. For example, the translation of ‘sitcom’ into *komedi situasi*, ‘edutainment’ into *program hiburan yang mendidik*, and ‘televangelist’ into *pengkotbah di televisi*.
- d) Naturalisation
This procedure succeeds transference and adapts the SL word first to the normal pronunciation, then to the normal morphology (word-forms) of the TL. For example, ‘ice cream’ *es krim*, ‘accomodation’ *akomodasi*, ‘malpractice’ *malpraktik*.
- e) Recognized TL translation
This procedure is used when the equivalent of the SL word has been generally accepted (Newmark, 1988:89). For example, the term ‘legislators’ refer to *anggota dewan*, ‘web page’ *laman*, ‘online’ *daring (dalam jaringan)*.
- f) Functional term
This procedure requires the use of culture-free word, sometimes with a new specific term; it therefore neutralises or generalises the SL word. This procedure is used when the SL technical word has no TL equivalent. For example, ‘Pentagon’ *Markas Departemen Pertahanan AS*.
- g) Descriptive term
When the SL word has no equivalent in TL, decription is used to describe the SL word. For example, *ani-ani* is translated into “a cutting equipment to harvest rice”
- h) Literal translation
Literal translation is where the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context. For example, the word ‘software’ *perangkat lunak*.
- i) Translation Procedure combinations (couplets etc)
Couplets may consist of several translation procedures to deal with one translation problem. They are particularly common for cultural words, if transference is combined with a functional or a cultural equivalent. For example, “UN” – (United Nations, *Persatuan Bangsa-Bangsa*).
- j) Through-translation
The literal translation of common collocations, names of organizations, the components of compounds and perhaps phrases is known as calque (according to Vinay and Darbelnet) or loan translation. Newmark calls this through-translation. For example, Superman – *manusia super*, ‘space shuttle’ *pesawat luar angkasa ulang alik*.

CLASSROOM ACTIVITIES TO TEACH AND TRANSLATE NEOLOGISMS

In the English Language Education Study Program, neologisms are introduced early in the vocabulary class. The words are introduced in contexts and they are assigned to find the equivalents in the Indonesian language. However, neologisms always pose difficulty for translators.

To translate neologisms, translator must remember the word-formation rules, for example:

1. Giving words new affixes (i.e. suffixes, prefixes, and endings attached to the word stems to form new words). For example, “to download” *mengunduh*.
2. using the words in local vernacular languages, for example “coffee shop” *kedai kopi*.
3. adding affixes according to the parts of speech, “downloaded” *diunduh*.
4. inventing new Indonesian words/phrases/word coinage, glossing, transliteration, and borrowing.
5. Indonesian neologisms are normally translated through descriptive equivalents and paraphrase.

The classroom activities to train students to translate neologisms are through guessing meanings from contexts, dictionary study, Internet-based study, translation practice, and translation discussion.

STUDENTS’ RESOURCES

The resources that students can use are dictionaries, thesaurus, glossary, the Internet, and the translation-supporting websites. The following is the list of internet links to be used as resources for students studying translation.

1. Resources

Dictionaries, thesaurus, and terminology

<http://www.babylon.com>

<http://www.mabercom.com>

<http://www.itu.int/ITU-Database/Termite/index.html>

<http://www.sederet.com>

Databank:

<http://aquarius.net/>

<http://www.translation-services.com/>

<http://www.proz.com/>

<http://www.translation.net/>

<http://www.translatorguide.com/>

<http://translator.search-in.net/>

Softwares:

<http://www.bilingua.com>

<http://come.to/CAT-ex>

<http://www.languagepartners.com/>

Online Discussion

<http://www.egroups.com/group/dioglo>

LISTSERV@seagate.sunet.se

Journals on Translation

<http://www accurapid.com/journal/>

<http://www.bgsu.edu/midamericanreview/>

<http://www.paintbrush.org/>

<http://www.twolines.com/>

<http://www.geocities.com/sghariyanto>

CONCLUSION

Neologisms have many types and are created through various different ways. This poses difficulties for translators. Therefore, some special procedures need to be used. Translating neologisms does not only get students used to keeping abreast with the latest development in the world of science, technology, arts and engineering, but it also equips students with ample hands-on experiences translation practice and updates them with issues in translation studies.

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