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Neologism in Arabic and English Translation
Case Study Master One Students at the English Department of
Tiaret

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Déclare sur l'honneur, m'engagé à respecter les règles scientifiques, méthodologiques, et les normes de déontologie professionnelle et de l'authenticité académique requises dans l'élaboration du projet de fin de cycle cité ci-dessus.

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Dedication

I dedicate this work to all those who have supported me throughout my academic journey.

To all my loving family, especially to my parents, your unwavering support, encouragement and love have been my driving force. This achievement is a reflection of your sacrifices and belief in me.

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Abstract

This research study examines the proficiency of English as a foreign language (EFL) student in utilizing English neologisms, which are newly created words that emerge in a language. The objective is to assess the competence of EFL students in understanding and incorporating this linguistic novelty into their English communication and production. A mixed-methods approach was employed to gather data from master one students, evaluating their familiarity, comprehension, and accurate usage of neologisms. The findings contribute to our understanding of how EFL students adapt to the constantly evolving language. Additionally, the study emphasizes the importance of effective teaching strategies and pedagogical implications. By integrating neologisms into instruction, educators can enhance students' language proficiency and prepare them for real-world communication. This research sheds light on the dynamic nature of language and provides insights for educators seeking to optimize language learning outcomes. Overall, this study contributes to the field of EFL education by investigating neologism usage and highlighting the need for adaptive teaching approaches.

Keywords: EFL students, English neologisms, proficiency, linguistic novelty, teaching strategies.

List of Abbreviations

SL	Source Language
TL	Target Language
ST	Source Text
TT	Target Text
GPS	Global Positioning System
UN	United Nations
ICC	International Criminal Court
EU	European Union
FBI	Federal Bureau of Investigation
IMO	In My Opinion
RT	Retweet
GLM	Global Language Monitor
B.C	Before Christ
DNA	Deoxyribonucleic Acid
NLP	Natural Language Processing
G.O.A.T	Greatest Of All Time

List of Acronyms

BOGO	Buy One Get One
AIDS	Acquired Immune Deficiency Syndrome
NATO	North Atlantic Treaty Organization
NASA	National Aeronautics and Space Administration
RADAR	Radio Detection and Ranging
POV	Point Of View
FOMO	Fear Of Missing Out
LOL	Laughing Out Loud
UNESCO	United Nations Educational, Scientific and Cultural Organization
PUBG	Player Unknown's Battlegrounds

List of Symbols

- :) Smiling Emoji in a written form
- :D Laughing Emoji in a written form
- :/ Confusion Emoji in a written form
- # Hashtag symbol, used to categorise content on social media platforms.

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General Introduction

1. Background of The Study

Language, as a reflection of human thought and communication, experiences a continuous process of transformation and adaptation. It aims to keep pace with the ever-evolving world, accommodating new concepts, ideas and technologies. In this dynamic linguistic landscape, neologism emerges as a fascinating phenomenon. Neologisms whether through the creation of entirely new words and expressions or the innovative use of the existing ones, embody the spirit of linguistic innovation and it triggers the linguistic change. This dissertation aims to delve into the realm of neologism, exploring its multifaceted nature, examining its origins and function and investigating its impact on language, culture and communication. Furthermore, this study will also shed light on the vital role of translation in overcoming the challenges caused by neologisms. Specifically, it will explore the complex task of neologism translation, analyzing the strategies and approaches used to the accurate and culturally relevant translations of these linguistic phenomenon. By exploring the complexities of neologism and its translation, we gain a better understanding of how language, society, culture and human expression interact. Additionally, we recognize the crucial role that translators play facilitating effective communication across different cultures.

Many scholars have extensively discussed the linguistic phenomenon of neologism, providing valuable insights into its nature and impact. For instance, Newmark (1988) in his book “A Textbook of Translation”, he dedicated the entire chapter 13 to neologisms, and it provides a classification of neologisms and a comprehensive analysis of neologism in the context of translation. Similarly, Algeo (1991) in his book “Fifty Years among the New Words: A Dictionary of Neologisms”, where he discusses all what concern neologisms and its formation and their cultural significance. In addition, Fischer (1998), in his book “Lexical Change in Present-day English” delves into the lexical dynamics of neologism and its implications. Accordingly, numerous scholars have offered different processes of forming new words and neologisms. For example, in 1994, Aitchison published a book entitled “Words in the Mind: An Introduction to the Mental Lexicon”, he offered a linguistic guide of how words are created and formed. Then, it was developed by Plag (2003), in his book “Word Formation in English. Cambridge University Press” and lastly, expanded by Yule in 2006, in his book “The Study of Language 3rd ed”, and they all agreed on the famous seven techniques of word formation processes. Shifting our focus to scholars who have contributed in offering valuable insights, concerning translation and neologism translation. For instance, Roman Jakobson in his book “On Linguistic Aspects of Translation” in 1959, he discussed translation

in its entirety including the types of translation. Additionally, in the book “About Translation Multilingual Matters” written by Newmark (1991), he provided a comprehensive exploration of translation strategies and techniques, shedding light on the specific challenges posed by neologisms. Similarly, Lawrence Venuti in his book “The Translator’s Invisibility: A History of Translation” in 1995, he presented a significant examination of the role of translators and the challenges they face in the process of translation, including the translation of neologisms, and the importance of cultural and linguistic aspects in achieving effective communication across languages. In addition to the well-known book, “Comparative Stylistics of French and English: A Methodology for Translation” by Vinay and Darbelnet (1995), which has provided the perfect framework for analysing and translating various linguistic elements through the famous translation strategies, known as direct and oblique translations.

The literature review surrounding neologisms and translation have provided valuable insights on the nature, formation and impact of neologisms, as well as the challenges and strategies involved in translating them. The work of all scholars collectively contributes to our knowledge and understanding of the linguistic phenomenon neologism and its translation.

2. Statement of the Problem

The present study aims to address the research gap surrounding the ability of master Master’s students of the English language at the department of Tiaret university to use English neologisms correctly. Neologisms which are newly created words or expressions, play a significant role in language use, particularly in the constant and rapid evolving English language. However, there is a research gap regarding of how EFL students, Master one students in particular interact and utilise neologisms in their English language production. This study seeks to investigate factors influencing the correct usage of neologisms among Master’s students, including their familiarity, knowledge, awareness and application of neologisms in different linguistic contexts. More specifically, the study seeks to answer the following research questions:

- 1) How familiar are Master one students at Tiaret University with English neologisms?
- 2) How proficient are Master one students at Tiaret University in using English neologisms in spoken and written communication?
- 3) What are the common challenges faced by Master one students at Tiaret University in using English neologisms correctly?

By addressing these research questions and filling this research gap, the findings of this study a deeper understanding of the challenges and opportunities linked with neologism usage among Master one students, providing valuable insights for language educators and teachers in dealing and enhancing EFL students' proficiency in using neologisms.

3. Aims of the Study

Based on the research questions above, the purpose of this study can be stated to firstly investigate the level of familiarity among Master one students at Tiaret University with English neologisms. Secondly, to evaluate their proficiency in using English neologisms in both spoken and written communication. Thirdly, to identify and understand the common challenges encountered by Master one students in using English neologisms correctly and accurately. Furthermore, this study aims to gain a deeper understanding of the factors that influence neologisms' usage and students' proficiency.

By achieving these aims, the finding of this study will contribute to a better understanding of the challenges faced by EFL students in dealing and interacting with neologism. Moreover, it aims to provide practical solutions for addressing the identified challenges. One of the key objectives is to propose more effective teaching strategies that can enhance the students' familiarity with this linguistic innovation.

This study has spotted the need for further research, that will assist in equipping Master one students of Tiaret University with the necessary skills and knowledge to accurately use neologisms in the English language production.

4. Research Questions

This study will focus on three research questions, that are divided into two types:

The main questions of the study:

- 1) Are Master one students at Tiaret University familiar with English neologisms?
- 2) Do Master one students rely on translation to understand neologisms?

The sub-questions of the study:

- 3) How proficient are Master one students at Tiaret University in using English neologisms in written and spoken communication?
- 4) What are the common challenges faced by Master one student at Tiaret University in correctly using English neologisms?

5. Hypothesis

For the aforementioned questions, we suggest that the vast majority of students is not familiar with English neologisms due to various reasons such as the cultural and linguistic differences of both languages English and Arabic. English as an Indo-European has a distinct language, grammar and syntax structures compared to Arabic, which is a semitic language. In addition, the student's limited exposure to English neologisms may affects their familiarity this linguistic phenomenon. Similarly, the majority of EFL students think in their native language and depend on to understand English neologism. In simpler words, they think in Arabic then they translate it in their minds into English, which affects their understanding of the English neologisms.

6. Significance of the Study

The significance of this study lies in its practical and academic contribution. From the practical perspective, the findings will assist language educators and teachers to improve their teaching strategies for English neologisms, leading to a better performance and language skills by EFL students. Moreover, from academic perspective, this study fills a significant research gap in the field of neologism acquisition and language learning. While previous studies has explored the use of neologism in different contexts, there is a lack of specific focus on the ability of master's students to use English neologisms correctly. By addressing this gap, it will provide a foundation for further research and investigations in this area.

Furthermore, the sociocultural significance of this study is noteworthy, Because neologisms are not just a linguistic phenomenon but also reflect social and cultural developments and changes. By investigating the usage of neologisms by master one students, the study will provide valuable insights into their linguistic competence and cultural adaptation in English language communication.

Overall, this research has implications for teaching, expands scholarly knowledge and provides effective communication in a constantly changing language.

7. Research Methodology

The research methodology employed in this study is a mixed methods approach, combining both qualitative and quantitative methods to obtain a deep understanding of the ability of Master one students to use English neologisms correctly.

The qualitative approach involved a questionnaire that aimed to explore the Master one students' knowledge and awareness of English neologisms.

The quantitative approach involved a questionnaire that aimed to determine the students' level of familiarity with the linguistic concept neologisms and their background knowledge of how to translate neologisms and the appropriate strategies for them to use.

This combination of qualitative and quantitative data, allows to obtain a more comprehensive analysis of the research topic. The research methodology chosen for this study ensures the reliability and validity of the findings for conducting this research study.

8. Sample of the Study

The sample of this study consist of Master one students of English language Department at Ibn Khaldoun Tiaret University, which was selected due to the adequate characteristics they have to conduct this study, including their prior knowledge and familiarity with English language acquired during middle school years, high school years, as well as the three years of licence in English language. Additionally, their ability to use the developed technological devices, which help them to find the English neologisms through using different social media platforms.

9. Data Collection Tools

In this study, two questionnaire were used as the primary data gathering tools. The first questionnaire aimed to determine the students' familiarity with neologisms, and their prior knowledge of translation strategies used to translate English neologism. Therefore, it was quantitative.

The second chapter was qualitative, and aimed to explore their awareness of English neologisms, and ability to understand, use and translate them accurately

The selection of the sample was carried out using the random sampling technique in order to ensure that the sample is representative of the larger population. This approach helps to minimize biases.

At the end, this dissertation aims to present a well-organized and comprehensive study. Therefore, it structured into three chapters.

The first chapter is devoted to cover all what concern neologism. It begins by providing a clear definition of neologism, then it delves into various points, including different processes of forming a neologism, types of neologisms as mentioned in P. Newmark's book entitled "A Textbook of Translation", as well as the impact of neologisms, their adoption process and their relationship with translation.

Numerous books of famous scholars were used to provide the pieces of linguistic information in the first chapter, like "Word Formation in English: Cambridge University

Press” written by Yule in 2003, “Lexical Change in Present-day English” by Fischer in 1998, and other books.

The second chapter of this dissertation discussed translation and its types, its relationship with neologisms, how to translate neologisms accurately, the different contexts in neologism translation, the challenges of translating neologisms and more.

Various books contributed to write this chapter, for instance Lawrence Venuti’s book entitled “The Translator’s Invisibility: A History of Translation”, “Comparative stylistics of French and English: A Methodology for Translation” by Vinay and Darbelnet.

The third chapter serves as a bridge between the theory and application, and it is devoted to the practical part, and it includes the research methodology, research design, data collection and analysis, and the findings.

1. Introduction

Neologism is a term that stands for the linguistic phenomenon of coining new words or terms as a result of the interaction between two cultures or more, and the alterations in society, science, culture, and media. Neologisms are an essential part of language and play a crucial role in facilitating the expression of new ideas and thoughts. As society, culture and technology continue to evolve, new words are needed to describe the new realities and experiences, so as to fill the linguistic gap. Moreover, they enable the language to expand its linguistic landscape and increase its expressive potential, and making the communication easier. The creation of neologisms is not a recent phenomenon, but has been a part of the English language for centuries. From the Middle Ages to the present day, new words, expressions, and phrases have been created to describe new ideas and innovations, to express feeling and emotions in a more precise way and to adapt language to changing times and circumstances. It has been noticed that the pace of coining new words, creating neologisms in particular, has increased in the late centuries due to the cultural and technological advancements. Neologisms can be created in multiple ways, including the merging of existing words, the shortening of existing words, the borrowing of words from other languages, and the creation of completely new words. However, it is regarded as the chief difficulty in translation and occasionally it may trap even native speakers. The word neologism itself was a coinage in the latter half of the 18th century, which was borrowed by the English speakers from the French word “néologisme”, from Greek “neos”, meaning “new” and “logos”, meaning “words”. At that time neologisms were perceived critically and negatively by native speakers because they influenced and changed the language. Coining new words became a common process in nowadays speech communities due to the technological advancements and the intercultural interactions.

2. Definition of Neologism

Neologism was defined by various linguists. However, they did not agree on the same definition.

Riggs (1981, p.291) stated that neologism is “a newly coined word, expression or usage”.

A roughly analogous definition by Newmark (1988) who defines neologism as a newly coined lexical units or existing lexical units that acquire a new sense.

However, Algeo (1991) avowed that neologism is a form or the use of a form not recorded in general dictionaries. Similarly, Fischer (1998, p.03) stated “a neologism is a word which has lost its status of a nonce-formation but is still one which is considered new by the majority of the members of a speech community”. Crystal (2001) also defined neologism “the foundation of new lexical items and acceptable within a speech community at a specific time.”

A more detailed definition provided by Qaisar (2015, p.14827) “neologism is a process of morphology through which new words are formed in a language and it serves the purpose of generating new words or forms of words in a language.”

The aforementioned definitions have addressed the topic of neologisms, considering it as the ongoing creation of new lexical units in language that assist the enrichment of the linguistic landscape. Despite the attention given to this subject, there has been a lack of consensus between theorists and translators on the proper use, handling and translation of neologisms. For this reason, (Rets, 2016) provided 5 basic theories that define neologisms from different perspectives:

- 1) Stylistic theory
- 2) Denotation theory
- 3) Structural theory
- 4) Etymological theory
- 5) Lexicographic theory

The previous definitions and information of linguists from different eras, it can be concluded that a neologism is a newly coined word or expression that carries a new meaning, which was not mentioned in dictionaries and it should be perceived by speakers as a new lexical unit.

3. Word Formation Processes and Neologism

The evolution of human language through neologisms is a result of many factors, including cultural, social, and technological change. However, it is important to note that neologism is not the only factor of the evolution of the human language. Word formation processes is another factor, which refers to the ways and techniques that help us to create new words. It was first presented by Aitchison (1994) than by Plag (2003), and recently by Yule

(2006) and the three of them agreed on setting seven main techniques of word formation processes, including:

- 3.1.1. **Compounding:** The process of joining two or more existing words to create a new word. (e.g., “Sunrise”, “Keyword”)
- 3.1.2. **Derivation:** The process of forming new word from an existing word by adding a prefix or a suffix. (e.g., “unhappy”)
- 3.1.3. **Conversion:** The process of creating a new word by changing the grammatical category of an existing word without changing its form. (e.g., “to table” meaning to place on a table)
- 3.1.4. **Clipping:** The process of creating a new word by abbreviating a long word. (e.g., “Ad” from Advertisement)
- 3.1.5. **Blending:** The process of combining parts of existing words to create a new word. (e.g., “Brunch” from “Breakfast” and “Lunch”)
- 3.1.6. **Acronymy:** The process of creating new words from the initial letters of a phrase. (e.g., “BOGO” from “Buy One Get One”)
- 3.1.7. **Back-Formation:** The process of creating a new word by removing a prefix from an existing word. (e.g., “to edit” from “editor”)

Neologisms can be resulted from these processes or from other linguistic technique such as borrowing which is the process of taking words or expressions from other languages and use them in another language (e.g., “Kindergarten” from German), semantic shift when new meaning is given to an existing word such as “Nice” which used to mean “silly” or “stupid” but now it means “kind” or “pleasing” and onomatopoeia when words are created out of sound like “hiss” and “buzz”.

In short, word formation processes and neologisms work together through the creation and integration of new linguistic forms so as to enrich the linguistic landscape that continues to evolve over time.

4. Types of Neologisms

Since the translation of neologisms is very challenging as they often lack an established equivalent in the target language, the British linguist Newmark (1988, p.150) has provided a frame of reference for the translation of neologisms i.e., a classification of neologisms according to their degree of difficulty in translation as follow:

4.1. Existing Lexical Item with New Sense

This theory refers to the words or expressions that already exist in a language but have taken on a new meaning or a sense in a specific context or cultural setting in the process of translation. And it is divided into two categories.

4.1.1. Words with New Sense

Is to accurately convey the new sense of the word in the source language (SL) by using a word in the target language (TL) that is brief, functional, and descriptive. To illustrate, the word “Freedom” in English takes a new sense and it might be translated in the target language (TL) using a brief functional or a descriptive term such as “liberty” or “autonomy”. Another example is the word “Gay” from the French word “Gai” that used to mean light-hearted or carefree and now it means being homosexual.

4.1.2. Collocations with New Sense

Collocations are a combination of words that are commonly used together and have a specific meaning. Yet, have taken on a different sense through the processes of translation. Linguists have classified collocations into several types, the most common types are a verb + noun (e.g., take a break), adjective + noun (e.g., deep sleep), noun + noun (e.g., time management), adverb + noun (e.g., completely exhausted) and there are so many others as well.

According to D. Crystal (2003, p. 332), stated that the evolution of the meaning of words over time. Words can change meaning for a variety of reasons, such as cultural shifts, technological or social advancements. Thus, this of changed that he called a semantic change, is an ongoing process that create new words out of old words by changing its meaning, and he divided it into 6 types:

- 1) **Extension:** or widening occurs when the meaning of the word becomes wider more general over time. For instance, virtue was male quality and then it became applied on both genders (male and female)
- 2) **Narrowing:** is the opposite of widening, and it occurs when the meaning of the word become more specific over time, such as the word “deer” used to refer to any type of a wild animal, but now it refers to a specific species of animal.

- 3) **Shift:** when a word moves from one set of circumstances to another. For example, the word “navigator”, originally was used to refer to someone that who navigated ships, and then it became used to refer to the navigation of other modes of transportation like planes and cars, but nowadays, in modern usage, “navigator” refers to the electronic navigation systems, such as GPS, Safari, Google Chrome, Firefox, and so many other.
- 4) **Figurative use:** This occurs when a word changes its meaning based on the analogy between two things, or through the use of figurative language like metaphor and simile. To illustrate, the word “bully” used to mean someone who is strong, but through figurative use it became to mean “a person who uses his strength to intimidate others”.
- 5) **Amelioration:** when the meaning of the word becomes more positive or more favourable over time. For example, the word “awful” which used to mean “terrible” but recently it is used to say “verry good” or “excellent”.
- 6) **Pejoration:** is the opposite of amelioration, and it occurs when the meaning of the word becomes more negative or unfavourable over time like the word “silly” which used to mean “innocent” or “blessed” but now it means “ridiculous” or “absurd”.

4.2.New Forms

4.2.1. New Coinages

According to Newmark (1988, p.142) coinages are a type of neologism, referring to words that have been newly created, typically to express a new concept or an idea. New coinages can be completely new or based on existing words with new meaning

4.2.2. Derived Words

According to Newmark (1988, p.143), this type of neologism involves creating new words by adding affixes (prefixes and suffixes) to existing words. This process can change the meaning or grammatical category of the word. For instance, the word “Cyber-espionage” (which means to spy on others by digital means) derived from the French word “espionage” (means to spy) by adding the English prefix “cyber” which was derived from the Greek word “Kybernan” (means to steer or to navigate).

4.2.3. Abbreviations

This form of neologism involves shortening a word or a phrase so as to create a new word. This can be done by removing letters, syllables or using initial letters. It is different from acronyms which is pronounced as a full word. (Newmark, 1988, p.145). For example: UN “United Nations”, ICC “International Criminal Court” and EU “European Union”.

4.2.4. Collocations

Cambridge Dictionary defines collocation as “A word or a phrase that is often used with another word or a phrase”. Newmark (1988, p.145) consider collocations as a form of neologism, which involves pairing two or more words to form a new expression. This can lead to a new sense that is distinct from the individual meanings of words. In translation, collocations can be challenging because the same combination of words from the source language (SL) may have a different meaning or does not even exist in the target language (TL). For example:

SL: “Put forward” which means to suggest or to present.

TL: Proposer (French)

TL: أقدم (Arabic)

4.2.5. Eponyms Phrasal

Merriam-Webster E-dictionary defines “eponym” as “a word derived from a person’s proper name”. Thus, it can be inferred from this that eponyms phrasal neologisms would refer to combining the name of a person with a verb or an adjective to create a new word or expression. The person’s name acts as an adjective that modifies the verb or the adjective to create a new meaning. For instance:

“Newtonian physics” (The law of motion and universal gravitation described by Isaac Newton).

“Pascal’s triangle” (a mathematic concept named after Blaise Pascal).

“Shakespearean” (refers to William Shakespeare writings).

4.2.6. Words Transferred

According to Newmark (1988, p.147) this type of neologism refers to the phenomenon in which words from one language are borrowed into another language and given a new meaning in the target language (TL). Such as:

“Guru”, a Sanskrit word meaning “teacher” or “expert”, which is used now in English. The same case with the words:

“Karaoke”, a Japanese word which means “empty orchestra” and it becomes widely used in English.

“Hakuna Matata”, a Swahili phrase which means “no worries”, and now it is used in English to say a stress-free or care-free attitude toward life.

4.2.7. Phrasal Words (new and old referents)

Phrasal words with new and old referents neologisms occur when the meaning of the word changes over time and acquire a new referent. (Newmark 1988, p. 147). To illustrate, the word “E-mail” which initially referred to a novel way of communicating electronically, but it became a standard way of communication. Similarly, the word “cloud” which originally referred to a visible mass of water droplets suspended in the atmosphere. Yet, now it refers to internet-based storage and computing services.

4.2.8. Acronyms (new and old referents)

Oxford e-dictionary defined acronyms as “a word formed from the first letters of the words that make up the name of something, for example ‘AIDS’ is an acronym for ‘Acquired Immune Deficiency Syndrome” just like abbreviation, yet acronyms are pronounced as a full word. Newmark (1988, p. 148), considered acronyms with new and old referents as a form of neologisms in translation. In this context, an acronym is considered to have a new referent if its meaning in the target language (TL) is different from the meaning of the source language (SL). Examples of acronyms with new and old referent include the word “NATO” from “North Atlantic Treaty Organization”, which has the same meaning in English and other languages, and the word “NASA” from “National Aeronautics and Space Admistration”.

4.2.9. Pseudo-neologisms

In this form of neologism, Newmark (1988, p. 148) stated that they are words or expressions that appear to be new, but they are not actually new, often to make the text seem more up-to-date. Such as using a slang word from one language that has no equivalent in the target language (TL), but it is used anyway to give a text a certain flavour.

4.2.10. Internationalisms

Newmark defined this type of neologisms as words or expressions (including abbreviations and acronyms) that are used in different languages but have a common origin. E.g., Bonjour, Ciao, la Vida loca, voilà, NASA, FBI, Radar.

5. New Neologism

The German Professor of English Linguistics Cristian Mair (2006) said that “the most salient type of neologism is a word which is new in its form and which refers to a concept that is new”. In other words, new neologisms refer to newly coined lexical units in a language, typically as a result of technological, cultural, or social change. Some examples of recent neologisms include: “selfie”, “ghosting”, “spam”, “chillax” from “chill” + “relax”, “blogger”, “vlogger” and “instagrammer”.

6. Old Neologism

It is difficult to determine the oldest neologism, as the term has only been in existence since the 19th century and neologisms can be originated from different languages and time periods. Thus, technically every old neologism becomes a normal lexical unit which will be widely used according to the context. However, some examples of ancient neologisms include words such as “Democracy”, “Philosophy” and “Geometry” which were coined in ancient Greece over 2000 years ago.

7. Neologism in English

The English language has been evolving and adapting to the changing times and circumstances for centuries, and the creation of the new words and expressions, i.e., neologisms is a natural part of this process. Neologisms have been present in English language since at least the Middle Ages, when words were created to describe new ideas and

innovations. The pace of neologism creation has increased in the late centuries with the emergence of technological and social advancement. The 20th and 21st centuries have seen a particularly dramatic increase in the creation of neologisms for the description of the new ideas and concepts.

7.1. Neologism in Early Modern English

The Early Modern English, which lasted from the 15th century to the mid-to-late 17th century, was a time of a significant change in the English language. During this period English witnessed a major transformation as it became more standardized, with the development of a more uniform spelling and grammar system, as well as the expanding of its vocabulary by the creation of new words and expressions. Many neologisms were created to express and describe the recent concepts and thoughts due to the emergence of the innovation during the Renaissance. Words like “scientist” and “experiment” were first used in the Early Modern English. This period also saw the borrowing process, mainly from Greek and Latin, which helped to enrich the English vocabulary and remain the evolution of English language.

The Early Modern English literature, witnessed a crucial development at the level of creating and coining new words, which are still used in nowadays English. The majority of the neologisms that were created at that time, were coined by the famous English writer William Shakespeare in his poems, proses and plays.

7.2. Shakespeare’s Word Coinage

William Shakespeare is widely regarded as one of the greatest writers in the English language and is credited with coining or popularizing many words and phrases that are still in use today and have enriched the English language vocabulary, including:

“Critic” in (Love’s Labour Lost,1598)

“Unaware” in (Venus and Adonis, 1593)

“Uncomfortable” in (Romeo and Juliet 1599)

“Green-eyed” to describe jealousy in (Merchant of Venice, 1600)

“Elbow” as a verb in (King Lear,1608)

“Undress” in (Taming of the Shrew,1616)

“Lonely” (Coriolanus, 1616)

“Unreal” in (Macbeth, 1623)

These and so many others were either newly coined or had their meaning expanded by Shakespeare, who used them in his plays and poems to add depth and nuance to the English language.

8. Neologism, Word Formation Processes and Nonce Word

Neologism, word formation processes and nonce words are different linguistic techniques that have one thing in common which is to create and invent new lexical units to fill the linguistic gaps and keep the language up-to-date, since the human language is a constant evolutionary linguistic phenomenon. Neologisms can be created through the aforementioned word formation processes, and some of these neologisms may eventually become widely used by the speech community, and the others may fall out of use. In contrast, nonce word or occasionalism which was defined in the Merriam-Webster E-dictionary (n.d.), as a word coined and used to suit one particular occasion. In simpler terms, it is a term or an expression that is created for one single occasion and is not likely to be used again, hence their name “nonce”, meaning “for the once” or “for the present occasion. Usually, they are created spontaneously in a conversation when the speaker needs to express a specific concept or idea, but does not have the pre-existing word to describe it. However, once this occasionalism becomes widely used and enters the dictionary, it is no longer considered as a nonce word. Many authors have used nonce words or occasionalism in their writings, in order to create a unique literary experience, such as the nonce word “Grok” created in 1961 by the science fiction writer Robert A. Heinlein in his novel “Stranger in a Strange Land”, he invented the nonce word “Grok” which means to understand so as to describe the deep intuitive understanding of something. Ultimately speaking, the relationship between neologism, word formation processes and nonce word highlights the dynamic and adaptive nature of human language and its ability to evolve and respond to new experiences, concepts, and ideas.

9. The importance of Neologism

Neologisms play a vital role in expanding the linguistic landscape in different domains. They are important because they help to reflect and express the evolution of language and thoughts. Neologisms also help to fill in the linguistic gaps that appear due to the constant developments in technical, technological, economic, scientific, and political fields.

N. Chomsky (2006, p.88) stated:

“When we study human language, we are approaching what some might call the “human essence,” the distinctive qualities of mind that are, so far as we know, unique to man and that are inseparable from any critical phase of human existence, personal or social.”

Thus, the human essence i.e., the human language is a constant evolving phenomenon that motivates the human creativity and invention of new coined words that lead to the creation of new genres of writings, art, and music. Moreover, neologisms can be used to develop a unique identity and culture, where people use them to differentiate themselves and their communities from others or to express their unique experiences, perspectives, and values, as seen in dialects where different communities and regions may create their own unique ways of speaking, which can include words and expression that are specific to that area. This helps to create a linguistic diversity as the case of Algeria, where 48 states speak differently and they may call the same object in 48 different ways. Occasionally, we witness diversity even within the state, as the case in Tiaret. The dialect spoken by individuals from the northern region of Tiaret differs significantly from the one spoken in the southern region of Tiaret. In fact, their variations are so pronounced that understanding certain words becomes impossible. The creation of a unique identity due to neologisms can also be seen in the so-called subcultures, which emerge within a larger culture, where each smaller subculture adopts its own distinct way of speaking, slang, and terminology. This can assist to create a sense of belonging and solidarity within subcultures and differentiate it from the larger culture. For example, the youth subcultures when teenagers and young adults use their own slang, jargon, and terminology according to their own subculture which are considered as neologisms to the other cultures, such as Hip-hop, Emo and Punk. An example of Hip-hop neologisms when the famous American rapper called Snoop Dog in 1992 created this particular style of slang of removing the second part of the word and replacing it with the suffix “izzle” such as the word real that becomes “Rizzle” and in other cases is added in the middle of the word like the word house the becomes “Hizzouse”. Professional subcultures are another example where people from different professions use their own neologisms like medicine, law, and technology. Science fiction, gaming, anime, and comics are a part of another subculture called the Geek subculture where they use their own neologisms such as “Noob” meaning an inexperienced person in a particular game, “Avatar” which is a personalized graphical illustration that

represent a computer user or a character in a game. Or the word “Otaku” which means an obsessive fan of anime. Neologisms have a crucial impact on literature, in terms of shaping the authors voice and style, as well as helping to create a unique and imaginative world that captivate the reader’s intention, in other words, neologism is a tool that help authors to be creative, expressive, and impactful in their writings. To illustrates, these are some specific ways that neologisms and new coinages contribute to literature:

- **Characterization:** neologisms can be used to create a unique dialogue and give the character a distinctive voice, so as to reveal their personalities and motivations, as in “Harry Potter”, J.K Rowling created the word “Muggle” to refer to a non-wizard individual in the “Wizards World” which its use is tied to the character’s level of prejudice and superiority towards “Muggles”.
- **World-building:** Authors created new words and expressions so as they can create unique world, cultures, and species, thereby enriching the reader’s imagination, such as “The Lord of The Ring” by J.R.R. Tolkien, where he created a vast and a detailed imaginative world “Middle-earth Universe”, and he invented numerous words, names and languages that made his story alive. For example, “Hobbit” meaning a member of an imaginary race similar to human, “orcs” which means a species of beings that resemble to trees and “ent” meaning a large mobile talking tree.
- **Style and Tone:** authors and writers invent neologisms, in order to establish the overall style and tone of the work, making more memorable and impactful. For instance, in George Orwell’s novel 1984 the author created the neologism “Newspeak” to describe the controlled language used by the government to limit freedom of thought and expression, and to reflect the dark dystopian tone which can create a powerful impact on the readers.
- **Poetic expression:** in poetry, the use of neologisms can play a key role in creating new and imaginative image, metaphors, and rhyme to contribute the work’s meaning and impact, like in Edgar Allan Poe’s “The Raven” when he said “Quoth the raven, nevermore!”. The use of the use of the neologism “Quoth” which means “said”

10.The Life Cycle of Neologisms

The life cycle of a neologism has been discussed by so many linguists, sociolinguists, and scholars of the language like David Crystal and Jean Aitchison. Many theories have been developed to explain how new words and phrases enter a language, spread, and eventually become stabilized or fall out of use.

- 10.1. Unstable:** A new word or a phrase that is still in the process of being adopted and has not yet the acceptance.
- 10.2. Diffused:** A new word or a phrase that has been adopted but has not yet stabilized its meaning and use.
- 10.3. Stable:** A new word or a phrase that has gain the acceptance of use and its meaning has been stabilized.
- 10.4. Dated:** A new word or a phrase that has been widely used but is no longer fashionable or current.
- 10.5. Passé:** A new word or a phrase that has fallen out of use and is no longer used in the current language i.e., outdated.

The figure bellow that I have created illustrates my personal interpretation of the life cycle of neologisms, which progresses from an unstable or uncertain state to a passé or an outdated state.

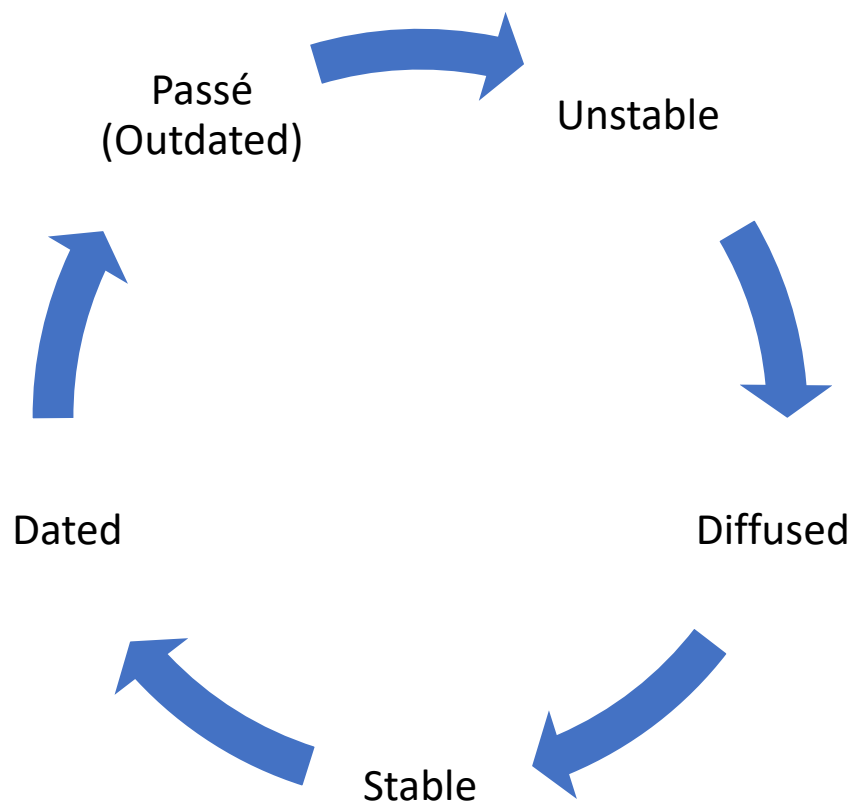


Figure 1: The Life Cycle of a Neologism

11. The Impact of Neologism on Society

The existence of neologisms within a society may have various impacts on it and it can be negative or positive. In one hand they can reflect changes in technology, culture and social norms and they can bring fresh perspectives and ideas to people's thoughts, in addition, they assist in creating a linguistic diversity that can lead to a rich language and help to preserve its vitality. In the other hand, their existence within a society can be negative because they can cause confusion and a language barrier for those who are not familiar with them. Additionally, they may provoke regionalism in an area where many subcultures co-exist within the same society, such as the case in the Algerian society, people from the western region call the rain "noo" /nu/, and people from the north they call it "shta" /ʃtə/, and other regions in Algeria they call it "mtar" /mtar/. The same case in French society, people from in the north, particularly in "Paris" speak differently from people in south of France "Marseille". E.g., Parisian people say "se disputer" meaning to argue. However, people of Marseille call it "s'emboucaner", and since the Parisian dialect is the dominant due the media, the dialect of the people from Marseille is seen as the dominated, which create conflicts between regions of the same country.

10.1. Neologisms and social media

Neologisms or word invention, have a significant role in shaping the way people communicate and interact with each other through social media, and in reflecting the changing of interests and values of different communities and subcultures around the world, and they can be manifested through trending topics where social media such as Twitter and Instagram that are often used to discuss current and popular events, which allow to create new words and expressions, like new slang terms that become widely used in response to a particular event or a trend, and then spread rapidly through social media, such as the slang word "Boomer" which describe a person who was born during the baby boom (1946 to 1964), but now is used in social media specifically TikTok and Twitter to describe a person that is out of touch of modern culture and technology, another example that emerged and is widely used in social media, is the word "Vibe" which basically means according to Merriam-Webster E-dictionary, a distinctive feeling or a quality that is able to be sensed. The word "Slay" is also used to describe that something is done exceptionally well or in a great style.

Memes are another source of the emergence of neologisms, noting that each culture has its specific Meme. Neologisms often emerge as a result of people interacting with these

memes and jokes. For example, the Moroccan lady who mispronounced the French word “Impossible” by saying “Impossi” and became widely used in the francophone societies like Morocco, Algeria, and Tunisia, in informal, humorous, and lighthearted way.

People in social media prefer to communicate in faster ways, to avoid long texts writing and long vocal records. For that reason, they use the short-form communication which has favoured the use of abbreviations, clippings, acronyms, and emoticons (emojis in a written form like :), :/, :D). E.g., “POV” meaning Point of View, “IMO” meaning In My Opinion, “RT” meaning Retweet and so many other short forms. In addition, the popular symbol (#) used in categorizing content for searching in social media or the so-called “Hashtags”, is another way of creating neologisms like “#Squadgoals” which is used to describe a group of friends that have a lifestyle that is seen as desirable, and the hashtag “#ThrowbackThursday” or sometimes “#TBT”, people often use this hashtag to share nostalgic images and old photos and memories.

12. The Process of Neologism Adoption

The process of neologism adoption refers to the stages and steps that are passed by a neologism. It can be in length and complexity depending on many factors such as the nature of the neologism, the audience it is intended for and the level of resistance it faces from the existing language speakers. The adoption process of neologisms includes the following stages:

- **Coining:** The creation of a new word, term, or phrase by an individual or a group.
- **Diffusion:** The second stage involves the spread of the neologism to wider audience, through literature and media.
- **Acceptance:** In this stage, the neologism is understood and used by a considerable number of speakers.
- **Integration:** The final stage, involves the standardization of the neologism and its integration in the dictionaries.

13. The Rejection of Neologisms by the Public or Language Experts

Neologisms may be rejected and not accepted by the speakers, linguists, theorists, and lexicologists.

The rejection of people refers to the disapproval and dislike to an idea, concept, or a person by the majority of people due to various reasons like the cultural differences,

misinformation, or lack of interest. For instance, the word “Irregardless” which is considered as a nonsensical word because it has the same meaning as the word “regardless”. Another instance, is the word “Ain’t” which is used in a minority people’s speech, it can be used to say “I am not”, “have not”, “has not” or “are not”. This word is not accepted by many people particularly in formal settings.

The rejection of language experts on the other hand, refers to the disapproval or criticism of a particular use of language by experts in the field of linguistics or other language studies. This can happen when the neologism deviates from the standard norms of the language or is considered inappropriate for a particular context. For example, the word “Lit”, according to the Merriam-Webster dictionary, it has been a slang term meaning “intoxicated” for over a century, but recently it has acquired a new sense which is “exiting” or “excellent”, but it is often criticized by experts of language as being informal or lacking precision.

Yet, a language is constantly evolving entity, and what may be considered unacceptable weather from the public or the language experts, in one era may become accepted in another era. At least, this rejection or acceptance of the neologism is determined by the attitudes and beliefs of the language speakers.

14. Neologisms in Translation

In translation, neologisms are the chief challenge that encounter professional translators, because of the difficulty of finding the exact equivalent in the target language (TL). Since the technological, cultural, and social life is constantly changing and evolving, the human language requires a newer vocabulary to fill in the linguistic gaps. According to the Global Language Monitor (GLM) in August 15th, 2021, every 98 minutes a new word is created, around 14.7 words a day, and 5400 words a year. These recent neologisms may be created by several processes, they can be borrowed from other languages such as Spanish, e.g., the word “suave” which means smooth and charming. The Italian word “Cartoon”, the Arabic word “Safari”, and the Sanskrit word “Avatar”.

The development era has witnessed an uncountable number of technological inventions and creations, naming the smart assistants including, “SIRI”, “CORTANA” and “ALEXA”. In addition, the scientific evolution of discovering new diseases like “Coronavirus”, “Ebola”, new remedies, and medicines, for instance “Moderna”, “Pfizer” which are common vaccinations for Covid. Furthermore, the new ideas, slang and dialects

that came from media and the social media such as “ghosting” meaning to suddenly cut off the contact with a person without any previous warning or explanation or the word “Situationship” which is widely used by the Gen Z, meaning a romantic relationship that is not considered to be formal or serious. All of these have added a considerable number of neologisms into the human language in general, which make its translation from the source language (SL) to the Target language (TL) very arduous. (Newmark 1988, p.140).

The translation of neologisms requires the use of translation procedures, which have been tackled by many linguists and theorists, but they have referred to it using different terms. Newmark (1988, p.81), stated that “...translation procedures are used for sentences and smaller units of language”. i.e., including neologisms. Whereas, Molina and Amparo Hurtado used the word “technique” to refer to the process of translating micro units. These procedures and techniques involve several steps and can vary depending on their context and goal of translation. Some of the techniques and procedures used to translate smaller units such as neologisms, which will be discussed in details in the upcoming chapter, include: Literal translation, explanation, loan translation, adaptation, Calque.

The choice of technique will depend on several factors, including the context, the goals of translation, the target audience, and the cultural and linguistic differences between the source language (SL) and the target language (TL).

In addition to the afore procedures to translate neologisms, prominent linguists have divided them into two categories in order to simplify its translation:

- 1) **Linguistic neologisms:** which are a new words or phrases that are created within a language and that can emerge as a result of technological and cultural or to fill in the linguistic gap, like the neologism “smartphone”.
- 2) **Extra-linguistic neologisms:** are new ideas, concepts, or technologies that are not reflected in the existing language such as the word “FOMO” meaning fear of missing out, which is a concept related to social networks.

The distinction between the linguistic neologisms and the extra-linguistic neologisms is categorizing new words or phrases based on their source or connection to the language. This distinction has been explored and utilized across many fields, including sociolinguistics, lexicography, lexicology, and translation.

The importance of neologisms on translation can be stated in the following points:

1. Despite of the challenges encountered translating neologisms, translators, theorist, and linguists agree that neologisms have a vital role to expand the vocabulary of both source languages (SL) and target languages (TL).
2. The accurate translation of neologisms helps the target audience in gaining a better understanding the cultural context of the source text.
3. Neologisms can convey complex or specific meaning that cannot be fully expressed by using the existing words in a language. Thus, translating them accurately is crucial in preserving the intended meaning of the source text.
4. Neologisms help in maintaining the style and tone of a text and it is very important to translate the source text accurately.

Overall, the importance of neologism in translation lies in expanding the linguistic landscape of the language, reflecting the cultural change through the language, maintaining the style of the source text, and finally, it lies in preserving the source text's meaning.

The German novelist and poet Günter Grass said that “Translation is that which transforms everything so that nothing changes”. Which means that translation is a transformative process that could adapt to different cultures and languages. Yet still maintain the original idea or message. However, professional translators face several difficulties and challenges such as facing a difficulty in understanding the intended meaning of the source language (SL) neologisms and finding the accurate equivalents in the target language (TL). Moreover, the dramatic increase in technical and technological neologisms due to the constant advancement and rapid evolution, cannot be found in dictionaries because the neologism needs to pass by its life cycle that we discussed earlier. Another challenge in translating neologisms is conveying the cultural specify from the source language (SL) to the target language (TL) such as the word “mansplaining”, meaning the explanation of something by a man, typically to a woman in a condescending and an overconfident manner, which is a feminist concept that may not be familiar to the non-English speaker cultures. In addition to those neologisms convey different registers and tones, and it can be difficult to translate these nuances. E.g., the word “LOL” which means “Laughing Out Loud”, but it does not convey the informal and playful tone of the expression.

Neologisms can have a significant impact on translation, they can challenge translators as they may not have the accurate equivalence in the target language (TL) and therefore they must be translated creatively to convey the exact same meaning. This can lead to difficulties

in maintaining consistency and accuracy in translation, especially while witnessing the technological advancement and social changes so they become widely used by speakers. Additionally, neologisms reflect cultural differences, making it important for translators to have a deep understanding of both source and target cultures to accurately translate them. The overuse of neologisms may lead to confusion and fragmentation, so it is recommended to balance their use with the traditional vocabulary and language structures.

This chapter has presented a thorough and inclusive examination of neologism, their definitions, characteristics and types. It highlighted the importance of understanding neologisms and their impact on the language evolution, particularly in the case of a rapid and constant change of social, cultural, and technological level. Based on this foundation, the next chapter will dig deeper into the role of neologisms in translation and the challenges they make for the professional translators. In addition, it will focus on the processes and strategies addressed in translating neologisms while considering cultural and contextual factors that influence their interpretation and usage.

1. Introduction

The existing connection between neologism and translation is revealed through the first and second chapters. Neologisms, as previously mentioned, are newly coined or adopted words that challenge translators to accurately convey the intended meaning across languages. Understanding the formation, types and impact of neologisms, assists in having a solid foundation for approaching these linguistic innovations.

In this chapter, we will build upon this understanding and delve deeper into the fundamentals of translation, from the history and definition of the latter, to the current tools and techniques used nowadays. Furthermore, it will discuss the importance of the quality and the accuracy of translating in general, and translating neologisms in particular.

By connecting these two chapters, we aim to highlight the relationship between neologism and translation, and to show the important role of translation in adapting to the constantly changing linguistic landscape.

Translation is a crucial linguistic activity that played a significant role in human communication and it bridges the gap between various language and cultures, through transferring the meaning from one language to another. Additionally, it has a rich and varied history that is traced back to centuries and it differs from one language to another. According to Dr. Datta G. Sawant in his article, the history of translation is traced back to 3000 B.C. and that the earliest known work of translation is “Rosetta Stone” that belongs to the second history. Since then, translation has known a constant evolution which has led to various disciplines and sub-disciplines such as audio-visual translation, historical and comparative, translation studies and interpretation.

2. Definition

Newmark defines translation in his book *A Textbook of Translation* as the following “it is rendering the meaning of a text into another language in the way that the author intended the text.” (1988, p.05). Essentially, this means that the translator must be aware of the importance of accurately conveying the meaning of the source text into the target language, involves understanding cultural and linguistic knowledge of both languages (SL and TL).

Accordingly, Norman Shapiro (as cited in Lawrence Venuti, 1995, n. p) said “I see translation as the attempt to produce a text so transparent that it does not seem to be translated.”, this indicates that the good translation requires numerous techniques such as being familiar with

the social, cultural and linguistic sides of both languages. This allow to accurately convey the intended meaning of the source text into the target language as it allows the audience to read naturally and fluently as if it was written in the source language.

The term “translation” is a combination of two Latin words “Trans” and “ferre”. The prefix “Trans” means to carry across and it is used in many English words such as in transfer, transport and transcript. By that said we can define translation as the process of conveying the meaning of a text from the source language into the target language, while keeping the author’s intended meaning, style and tone. And this requires a deep understanding social, cultural and linguistic knowledge of both languages, as well as the context of the source text.

Translation is more than just replacing words of one language by their equivalents in the other language as Lawrence Venuti said in his book entitled *The Translator’s Invisibility* “Translation is, of course, a rewriting of an original text.”. However, it is mastering both languages including idiomatic expressions, social and cultural references.

3. Types of Translation

The process of conveying meanings accurately from one language into another, requires complex efforts and for that reason, many linguists have provided various types of translation.

Types of translation refers to the different ways and methods that the translator approach to translate a specific word or a phrase.

The most common translation types were discussed by Roman Jakobson in his work “On Linguistic Aspects of Translation” (1959. p, 233) were he states that there are three types of translation.

3.1. Intralingual Translation

It refers to the interpretation of the message within the same language i.e., rewording, summarizing, paraphrasing or even expanding.

3.2. Interlingual Translation

This type of translation requires conveying the meaning from the source language (SL) into the target language (TL). In simpler words, it the traditional concept of translation.

3.3. Intersemiotic Translation

Also called in his book “Transmutation”, this type of translation involves the interpretation of a message from system of signs into a different system of

signs. For instance, from paint to poem, or from music to dance. This translation is considered as the most challenging type of translation.

These translation types were not specifically addressed to neologisms. However, they still can be applied to neologisms and their use should depend on the context and the purpose of the translation.

For instance, the neologism “Neuroplasticity” can be translated using the intralingual translation type, explaining the word in simpler words and phrases within the same language, so it will be “the brain’s ability to change and adapt over time”.

Similarly, the interlingual translation type, could be used to translate the neologism “Brexit” into the French language so it becomes “Sortie du Royaume-Uni de l’Union Européenne” or it can be used as it is in the SL.

In addition, the Intersemiotic translation, could also be used by an artist to translate the neologism “vibe check” where he would create a painting that depicts this new word.

4. Translation Methods

Unlike translation types, translation methods are the broader approaches that guide the translator’s translation process. For this reason, many scholars have introduced their translation approaches or methods. For example, Newmark’s procedures model and Vinay and Darbelnet’s model.

Vinay and Darbelnet were the first who identified translation procedures in their work, *Comparative Stylistic of French and English* in 1958 and it was translated into different languages.

Vinay and Darbelnet state “Translators can choose from two methods of translating, namely direct, or literal translation and oblique translation.” (1958, p.31). To illustrate, they have introduced seven translation procedures that were classified into two categories, direct and oblique.

4.1. Direct Translation

4.1.1. Borrowing

According to Vinay and Darbelnet it is the simplest translation method. It involves taking a word or a phrase as it is, from the SL into the TL.

4.1.2. Calque

It is considered as a special type of borrowing, when an expression is borrowed from one language (SL) and literally translated into another language (TL).

4.1.3. Literal Translation

Also known as a word for word translation. It happens when words or phrases are translated word for word without considering the context or the idiomatic expressions.

4.2. Oblique Translation

This translation strategy requires the use of four specific translation methods. Including, changing the form, style or content or the ST to adapt it to the TL and culture.

4.2.1. Transposition

It requires changing the grammatical structure of the word, without changing the meaning.

4.2.2. Modulation

“Is a variation of the form of the message, obtained by a change in the point of view” (1958, p.36). In simpler words, it involves changing the way a message is written in the TL to make it more natural.

4.2.3. Equivalence

It involves finding the equivalent meaning of a word or a phrase in the TL that correspond to the same concept of the SL.

4.2.4. Adaptation

It happens when the translator changes the way a message is written or explained in the SL to make it easier to understand for the audience of the TL.

The following table that I have created contains examples to better explain Vinay and Darbelnet’s translation procedures model.

Direct	Examples
Borrowing	I felt a strong sense of déjà-vu when I visited this city → En visitant cette ville, j’ai ressenti un fort sentiment de déjà vu.

Calque	I will give you a call → Je vais te donner un appel.
Literal Translation	Break a leg → Casse une jambe.
Oblique	
Transposition	Meriam ate the tacos → Le tacos a été mangé par Meriam.
Modulation	
Equivalence	I am so hungry; I could eat a horse. → J'ai une faim de loup.
Adaptation	It's raining cats and dogs → إنها تمطر بغزارة

Table 1: Vinay and Darbelnet's Translation Procedures Model with Examples.

Newmark (1988) "A Textbook of Translation" the 7th and 8th chapter, has introduced various translation procedures as follow:

4.3.1. Literal Translation

"I believe that the literal translation is the basic translation procedure" *ibid.* It refers to the word-for-word translation of a word or a phrase.

4.3.2. Transference

Also, as transcription, loan word and adoption. It refers to borrowing a word or a phrase from source language and transferring it directly to the target language. For instance, the Japanese word "Suchi" which is translated in all language as "Suchi"

4.3.3. Naturalization

This translation method, aims to make the target text (TT) seem as it was written in the original language.

4.3.4. Cultural Equivalent

This translation method involves finding the same cultural meaning of the (ST) in the (TT).

4.3.5. Functional Equivalent

This translation procedure aims to convey the intended meaning and function of the text, rather than focusing on the literal translation of the word.

4.3.6. Descriptive Equivalent

It involves using a description in (TL) to convey the meaning of word in the (SL).

4.3.7. Synonymy

It involves replacing the word or the phrase in the SL with a corresponding word or phrase in the (TL).

4.3.8. Through-translation

It involves “the literal translation of common collocations, names of organizations and component of compounds” (Newmark, 1988, p.84)

4.3.9. Transposition

Also named shifts by Catford, and it involves a change in the grammar from SL to TL.

4.3.10. Modulation

According to Newmark (1988, p.88), it refers to the process when the translator changes the way the original message is written to match the way the target language is written.

4.3.11. Recognized Translation

According to Newmark, it happens when the translator selects the translation that is widely common and recognized by the intuitions and experts in the field.

4.3.12. Compensation

It occurs when a sentence has unclear or confusing parts, but the meaning is still understood through other parts of the sentence.

I have created the table below that contains examples, to illustrate each of Newmark’s translation procedures.

Newmark’s Translation Procedures	Examples
Literal Translation	Je suis fatigué → I am tired
Transference	Suchi (Japanese) → Suchi
Naturalization	Muy bien (Italian) → Very good instead of Very well.

Cultural Equivalent	Il pleut des cordes (French) → It's raining ropes (inappropriate literal translation) → It's raining cats and dogs.
Functional Equivalent	The cat is out of the bag → Le secret est révélé (French)
Descriptive Equivalent	Kummerspeck (German word for emotional eating) → Grief bacon
Synonymy	Haus (German) → House
Through-Translation	UNESCO → UNESCO
Transposition	Le livre est intéressant → The interesting book.
Modulation	Mohamed travaille dur → Mohamed works hard.
Recognized Translation	The Bible → La bible
Compensation	Das Haus ist grün, weil es gestrichen wurde. (The German "gestrichen" means painted and concealed) → The house is green because it was painted green

Table 2: Newmark's Translation Procedures Model with Examples.

When it comes to translating neologisms, translators can apply different procedures depending on the type of the neologism. To illustrate, when a neologism has no equivalents in the (TL), the translator can use it as it is in the original language (SL) in other words, to borrow the word, such as the Japanese neologism "Karaoke" which is used as it is in all languages.

In addition, when the neologism is a compound word in the (SL), the translator can create a new compound word in the (TL), for example the English term "Brainstorming" which is translated into French "Remue-méninges".

The adaptation strategy can be applied on neologisms, if the neologism of the (SL) does not exist in the (TL), the translator can adapt the word to fit the target audience. For instance, the term "emoji" that has been translated into French as "émoticône".

Furthermore, the equivalence translation strategy can be applied on a neologism that represents a new concept or an idea, the translator can use the equivalent term in the (TL), like

the term “gamification” which has been translated in French as “Ludification”, meaning the use of games elements in non-game context.

Similarly, modulation can be a useful tool for translators when dealing with neologisms, so as to ensure that the conveyed meaning is understood for the target audience. For better explanation, translators have used this strategy when the term “selfie” was a neologism to translate it into French that did not have the equivalent and if it was translated using the literal translation strategy it will be “autophoto” which is not accurate so the translators use the modulation strategy then it will be translated as “une photo prise de soi avec un téléphone portable” meaning “a photo of oneself taken with a mobile phone” which is long but accurate.

The combination of all the translation procedures introduced by different scholars can be applied to neologisms to assist in accurately conveying the meanings to the target audience, regardless of whether or not they are familiar with the original language or culture.

5. Context in Neologism Translation

Context has a significant impact on the translation in general and the translation of neologisms in particular, because the meaning of the neologism depends on the context which makes it very challenging for translators to accurately convey the meaning into the TL and to make it comprehensible for the target audience.

Newmark (1988, p. 140) referring to neologisms, said “Since they usually arise first in a response to a particular need, a majority of them have a single meaning and can therefore be translated out of the context”. This indicates that it is crucial for the translator to understand and consider the different types of contexts to provide the accurate interpretation and translation. Likewise, the translation of neologisms requires considering and understanding three types of contexts which will assist the accuracy of the conveyed meaning.

5.1. Cultural Context

Language is not just a collection of words and some grammar rules, language is shaped by its culture and contexts including cultural beliefs, traditions, values and practices that can influence people’s use of language through creating new idiomatic expressions and words such as neologisms that often arise from cultural developments like technological advancements, social changes and political events. It is essential to understand the cultural context in which the neologism has emerged so as to translate its meaning accurately.

When the translator is familiar with the cultural context of both source and target languages, the intended meaning can be accurately conveyed and the cultural identity of languages is preserved. In addition, many misunderstandings and confusions like idiomatic expressions and humour that may cause offense to the target audience can be avoided. For instance, the neologism “microaggression” that refers to the unintentional forms of discrimination. This term may not have an equivalent in the target languages and the translator who is not familiar with its cultural context may will translate in inappropriate way which will cause offense to the target audience.

5.2. Domain Context

Refers to the specific field of knowledge in which a neologism is needed to be created so as to fill the linguistic gap. Therefore, the translator must have a prior knowledge with that domain so as to translate the meaning of the neologism accurately.

Neologisms in domain contexts, are usually created to express a new idea, concept or phenomena and when the translator familiarizes with different domain contexts such as pharmacy or fashion, he will be able to understand the meaning of the neologism. Consequently, he will be able to understand the meaning of the neologism and find the appropriate equivalent in the target language, which allow to enhance the quality of the translation.

For example, in the field of genetics or biotechnology, the neologism “gene editing” has emerged to describe manipulating DNA through deleting or modifying specific genes in an organism. If the translator is unfamiliar with this field, he will be unable to find the accurate translation of the term, and even if he uses the literal translation technique in some languages it would be “genes correction” which does not convey the intended meaning of the concept.

5.3. Situational Context

Situational context or the context of situation refers to the meaning of terms which are determined by the situation in which language is used.

Widdowson 1988 (as cited in Wayees Jellud Ibrahim, 2008, p. 161) states that “The context of situation is used as technical term to mean the situation which serves as an appropriate environment for a given piece of language”. In simpler words, the context of situation is essential in determining the meaning of the language.

The familiarity with situational contexts is vital for accurately translating the neologism. Translators who are knowledgeable about these contexts are able to identify the connotations of the neologisms of the situational context they are used in. Additionally, they maintain the tone and style of the (TT), due to the information provided by the situational context. For instance, a neologism used in formal academic paper may require a more formal tone and style than the same neologism used in casual conversations.

6. The Effect of Neologism in Translation

As mentioned before, the translation of neologisms represents a serious challenge for professional translators due to the lack of their equivalents in the target language. This latter has a positive impact on translation that it motivates the translators' creative and innovative translations which reflect the constant evolution and change in society and language.

Moreover, the lack of neologisms' equivalents in the target language leads to the creation of new lexical units in the target language. Therefore, enriching the linguistic landscape of the target language. Also, the translation of neologisms bridges the cultural differences of both source and target languages, resulting in a better understanding and communication between both languages and cultures. Additionally, neologisms can help in clarifying the translation when used appropriately because they can provide a precise and a concise way to convey a new idea or a concept. Furthermore, the use of neologisms by translators, can add interest to the translation and make more appealing, as Newmark (1988, p.140) argues that "neologisms usually attract and please everyone".

Cultural adaptation is needed when translating neologisms, because most of the time they are tied to a cultural or a social context that may cause offense to the target audience. For that reason, the translator should be aware of the cultural and social dimensions of the neologism so as to ensure the appropriate translation that fits the references of the target audience. Similarly, the tone and style of the neologism should be considered by the translators, because they often carry a specific tone and style. Thus, the translator should be aware of the situational and cultural factors associated to the neologism to accurately convey the desired tone and style of the translated neologism.

Taking everything into consideration, the effect of neologism on translation can be both positive and negative, depending on the specific term and context in which it is used, and on the translator's prior knowledge of both source and target languages.

7. The Importance of Translating Neologisms

The importance of translating neologisms lies in bridging the gap between languages and cultures, by conveying new meanings, ideas and concepts to a wider audience. Undeniably, the neologisms' translation contributes to the growth and evolution of languages, it helps adding new words and expression into the target languages. Simultaneously, it ensures consistency and cohesion in terminology. By providing equivalent translations, it contributes to make the (TT) smoother and natural without feeling that it has been translated. Similarly, the translation of neologisms that arise from cultural or social contexts helps in boosting the cultural exchange, allowing individuals from different linguistic backgrounds to interact and engage with cultures embedded in the neologisms.

The translation of neologisms assists in keeping up with times, because language is constantly changing and evolving due to the emergence of neologisms that reflect the changing nature of culture society and technology.

In brief, translating neologisms plays a vital role in facilitating communication, fostering cultural exchange and supporting language evolution. Therefore, bridging the linguistic cultural and social gaps between languages and audiences.

8. The Challenges of Translating Neologisms

“Neologisms are perhaps the non-literary and the professional translators' biggest problem” (Newmark, 1988, p. 140). This quote emphasizes the challenges caused by neologisms in translation and this shows that neologisms often represent new ideas or concepts that may lack equivalents in the target language.

Newmark in his book “About Translation Multilingual Matters” (1991, p. 89) argues that when translating technical terms or neologisms, they are often transferred directly from the source language into the target language without considering the linguistic and situational context. Obviously, because they are often large and specialized terms that have no equivalents in the target language.

The translation of neologisms of specific fields such as technology, medicine or architecture, requires great efforts from the translator to gain large knowledge and familiarity with different fields and domains and applying different creative and innovative translation tools, so as to be able to transmit the intended meaning of the neologism. In Newmark's words “The particular difficulties of sci-tech translators lie in the SL neologisms; the lack of an appropriate technical term in the (TL), forcing the translator to use a descriptive term in its place”.

The cultural and contextual adaptation can be a serious problem for translators, since the majority of neologisms are often tied to specific cultural and social contexts, which require from the translator understand, consider and to be familiar with these contexts, in order to convey and adapt the meaning of the neologism to fit the target audience culture, belief and society.

The constant language evolution oblige the translator to be updated with current neologisms and must keep up with the linguistic constant change, to ensure the accurate and relevant translations.

As mentioned in the previous chapter, neologisms can acquire a new sense. In simpler terms, the translators should be aware of these linguistic changes and be sure that their translations reflect the latest usage and meaning of the neologism.

On the whole, translating neologisms cause various problems and challenges starting from finding their equivalents in the target language, to being updated to the linguistic changes, and overcoming them requires linguistic expertise and cultural awareness and a deep understanding of the neologism's context and intended meaning.

The creation of equivalent terms of neologisms can be a helpful strategy, when the translators may create new terms that accurately convey the meaning, considering that it fits the culture and belief of the target audience.

Similarly, translators may adapt and borrow terms from other languages, if they have similar concept. This strategy can be useful when the neologism has similar terms in other languages so that the target language may be familiar with it.

9. The Future of Neologism Translation

The future of neologism translation is an intriguing and an ever-evolving topic, shaped by the constant evolution of language and emergence of new words and ideas (neologisms), that require an accurate, precise and culturally relevant translations. With the advancements in technology and changes in language norms, the field of neologism translation is expected to face new opportunities and challenges. Therefore, the future of neologism translation is tied to many factors that should be taken into consideration.

Due to the globalization and the rapid exchange of information, the need and demand for translating neologisms has increased because of advancements in technology, scientific discoveries and the changes in social and cultural norms, leading to the collaborative and interdisciplinary approaches, where translators must interact with field matters expert,

linguists and even technology developers. By combining their expertise, they can provide effective strategies to translate neologisms accurately and appropriately.

Correspondingly, language technology as machine translation and natural language processing (NLP), will continue to develop and improve. Therefore, it will be a critical factor that will help translators to translate neologism accurately, by providing a vast linguistic resources, suggestions and culture-based translations.

To effectively translate neologisms, translators should accept and embrace the dynamic nature of languages, so they should stay updated and informed about the new emerged neologisms and they should adapt to its culture, meaning, usage and different contexts. The development of domain-specific resources such specialized dictionaries, glossaries and corpora. Will support translators to find the accurate and appropriate translations for neologisms.

Overall, the future of neologism translation will definitely involve a combination of human expertise, technological development, collaborative approaches, language technology such as NLP and domain-specific resources. It will be useful and a dynamic process that help to maintain the accuracy, cultural adaptation and effective communication.

In conclusion, this chapter has provided a comprehensive exploration of translation, with specific focus on neologism translation so as to serve as a solid foundation of understanding the complex and dynamic nature of translation, particularly in the context of neologisms.

The exploration of various translation types, methods and contexts reveals the diverse nature of translation itself. By recognizing all what is mentioned and purposes of translation, translators can adapt and accommodate their strategies to the specific challenges caused by neologisms.

Throughout the chapter, we have shed light on the importance of context in neologism translation. Through considering the contextual factors (cultural, domain and situational context), translators can bridge the linguistic and cultural gaps between languages, facilitating communication.

Additionally, this chapter discussed the challenges of neologisms faced by translators such as their novelty, ambiguity and culture. Translators must overcome these challenges with expertise, cultural awareness and a deep understanding of both source and target languages,

because the evolving nature of language and emergence of neologisms necessitate a constant adaptation and learning.

In summary, this chapter has provided a clear method for understanding and approaches neologism translation. By highlighting the nature of translation, acknowledging the importance of the context, and addressing the challenges encountered by the translators. As the linguistic phenomenon neologism continues to evolve, the ongoing learning, collaborations and adaptation will play a significant role for translators to provide the accurate translations of the neologisms.

1. Introduction

The purpose of this study is to investigate the ability of Master's students of the English language at the department of Tiaret university to use English neologisms correctly. Neologisms, which are newly created words that are not widely used yet and they can be a challenge for both translators and language learners. English is known for being the current lingua franca, which allows this language to expand its linguistic landscape. Therefore, as mentioned in previous chapters, English is one of the languages that witnesses a large number of neologisms every year. It is important to understand how well EFL are able to interpret, translate and use these new words appropriately.

To achieve this objective, two questionnaires were presented to a sample of Master one students specialized in two distinct fields (Linguistics and Didactics). The first questionnaire was quantitative and aimed to determine the students' level of familiarity with the concept of neologisms, their knowledge background in terms of translating them and the translation strategies they use when facing neologisms. The second questionnaire in the other hand, was qualitative and aimed to explore their knowledge, awareness of English neologisms, and to provide an insight into the students' ability to convey the meaning accurately in the target language (TL). For that reason, participants were asked to translate a number of English and Arabic neologisms.

The results of this study will provide insights into the abilities and challenges faced by Master's students in using neologisms in English and to identify any gaps in the knowledge of participants. Accordingly, to provide recommendations and solutions to improve their proficiency in this area

2. Research Design

The research design of this study is a mixed-methods approach that includes both qualitative and a quantitative data. The study will use two questionnaires, the first is a binary questionnaire and the second one involves asking the sample to do an open-ended translation task.

3. Research Methodology

The research methodology of this study will be a combination of two questionnaires one binary and the other involving an open-ended translation task to collect qualitative and quantitative data from the sample Master's students.

4. Sample

The sample of this study is master one of English language. A random sampling technique was used to ensure that the participants are representative of the larger population. Additionally, master one students at Ibn Khaldoun University have learnt English language for 10 years, starting from middle school until third year licence, which allow them to be familiar with the majority of the English linguistic phenomena such as neologism.

4.1. Student's Profile

Master one student at the Department of English Language at Ibn Khaldoun Tiaret University have different academic backgrounds i.e., different fields of study (Linguistics and Didactics) to ensure the sample's diversity. Moreover, the participants' ages range from 22 to 25 years old, indicating their awareness and sense of responsibility in independently learning the language. Furthermore, it is important to note that the vast majority of the participants came from the middle class, which may have affected their learning journey and limited their ability to purchase some expensive books and dictionaries that could assist them in learning new concept.

5. Data Collection

The data for this study will be collected using a binary questionnaire which will be posted online, and a questionnaire that will be distributed to the participants in their classes.

5.1. Data Collection Tools

The data collection tools for this study are the online questionnaire that will be used to collect quantitative data on the students' language proficiency, frequency of English language use, familiarity with the concept of neologism and translation methods used them by them. And the second questionnaire which will be used to collect qualitative data on the students' ability of understanding, interpreting and use of neologisms.

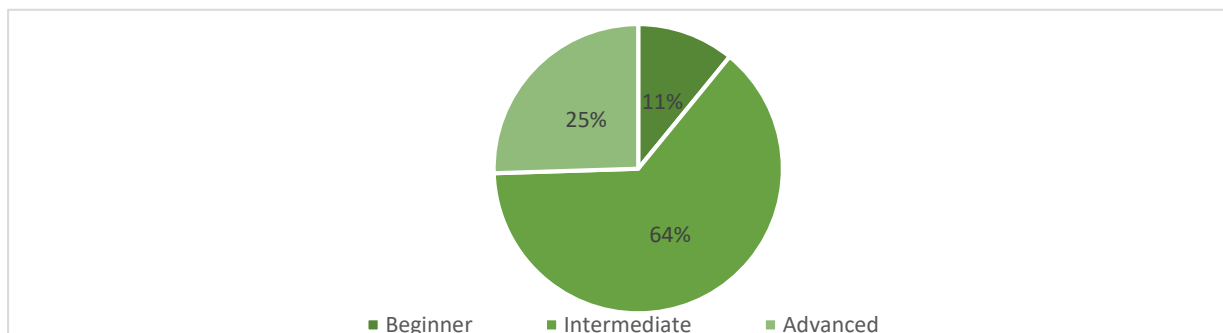
The combination of both data collection tools will obtain quantitative and qualitative data and will provide an overview of the master's student's ability in using English neologisms correctly.

6. Data Analysis

6.1. QUESTIONNAIRE 01:

Question 1: what is your level in English?

- Response options
 - Beginner
 - Intermediate
 - Advanced
- Number of respondents **55 out of 100**
- Number and percentage of respondents by level:
 - Beginner. **6, (10.9%)**
 - Intermediate. **35, (63.6%)**
 - Advanced. **14, (25.5%)**

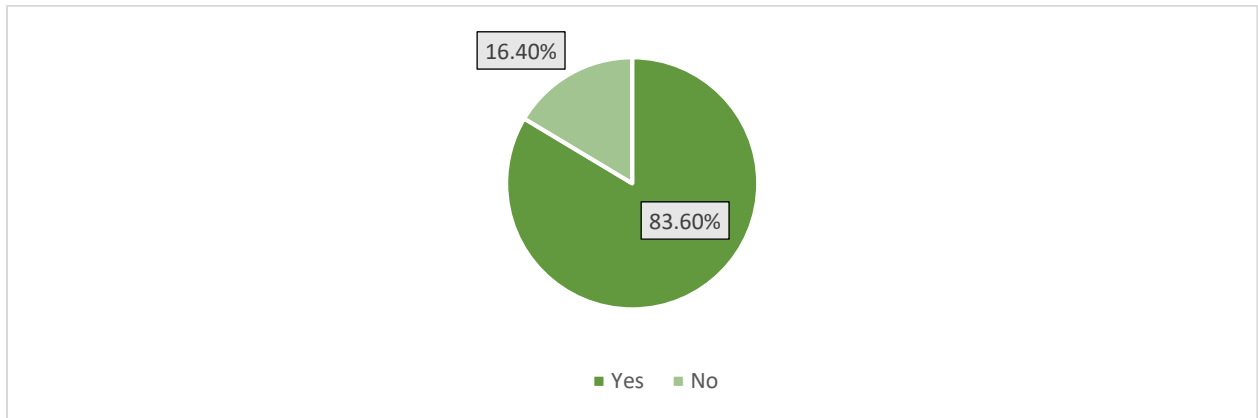


Graph 1: A Pie Chart of Responses for The First Question.

Based on the collected data of the first question, the majority of respondents (64.6%) have reported having an intermediate level of English, while a smaller percentage have reported being either beginner (10.9%) or advanced (25.5%). This information could be useful in interpreting the results of the upcoming questions of the questionnaire such as the second question, which asks whether students have encountered neologisms in English that they are not familiar with. The level of English proficiency may affect the type of the encountered neologisms and the strategies used in translating them.

Question 2: Have you ever encountered neologisms (newly created words) in English that you were not familiar with?

- Yes. **46, (83.6%)**
- No. **9, (16.4%)**

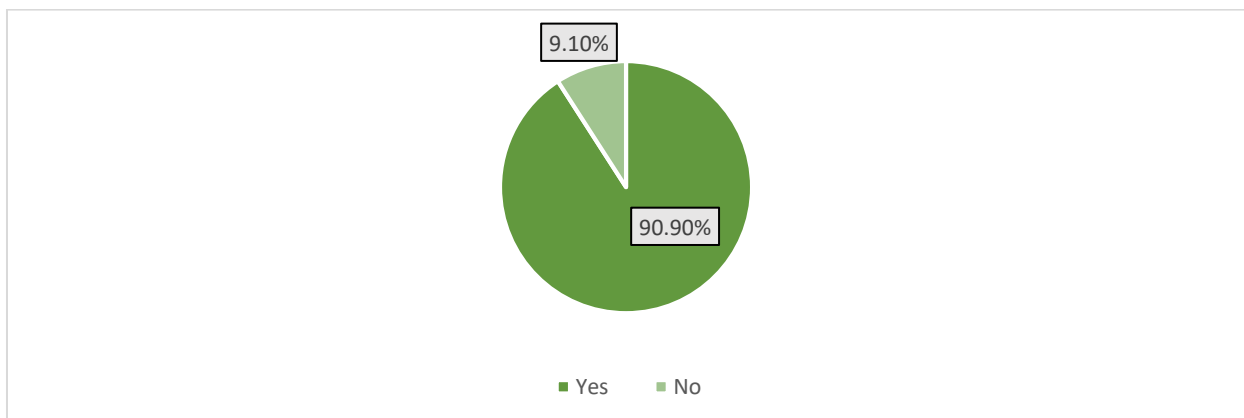


Graph 2: A Pie Chart of Responses for The Second Question.

Based on the results, we can notice that the majority of participants (83.6%) have encountered neologisms in English that they were not familiar with, this shows that the use neologisms is quite common and may cause a challenge to EFL who are unfamiliar with them. (they depend on their mother language in understanding foreign neologisms)

Question 3: Do you consult a dictionary when translating neologisms?

- Yes. **50, (90.9%)**
- No. **5, (9.1%)**

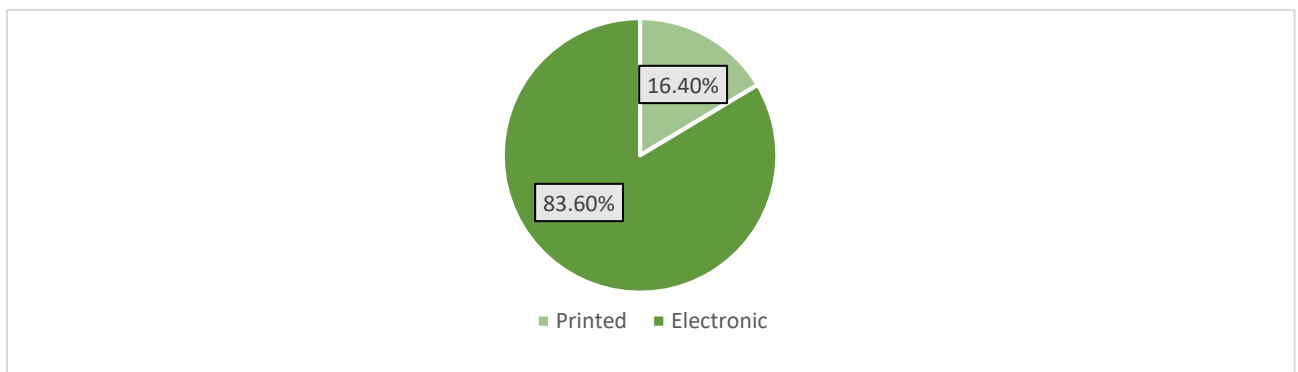


Graph 3: A Pie Chart of Responses for The Third Question.

Based on the results of this question, the majority of respondents (90.9%) consult a dictionary to translate neologisms. This suggest that the use of dictionaries is a common strategy among students when they encounter English neologisms which is a logic and a good step to start with, in finding the accurate translation. In addition, dictionaries can help to learn about the word's origins and history (etymology), which will make them more familiar with the word.

QUESTION 4: IF SO, WHAT KIND OF DICTIONNARY DO YOU USE?

- Printed **9, (16.4%)**
- Electronic **46, (83.6%)**



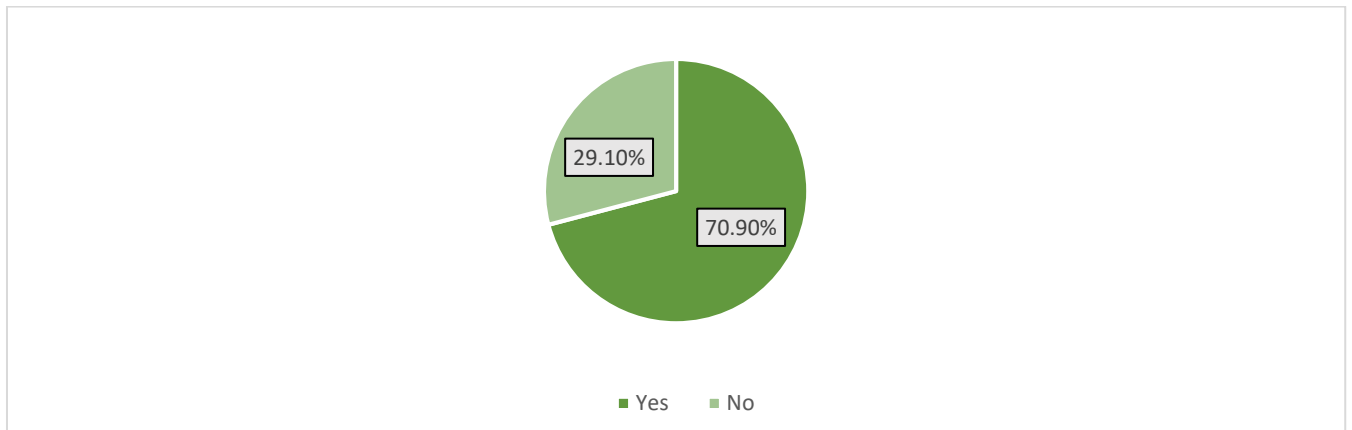
Graph 4: A Pie Chart of Reponses for The Forth Question.

The results of the third question, shows that the majority of students (83.6%) reported that they use the electronic dictionaries when translating neologisms, while only a small minority of students (16.4%) reported using printed dictionaries. This shows that the electronic dictionaries are more popular and accessible among the students compared to the printed dictionaries.

It was an expectable result, due to the technological advancement, and also due to the convenience and ease of use of electronic dictionaries that can be accessed through smartphones and computers. And also because of the rapid process of searching the word's meaning just by typing it. In contrast to the printed one, it is difficult to search for a specific word, especially in larger dictionaries.

QUESTION 5: HAVE YOU EVER ENCOUNTERED DIFFICULTIES OR CHALLENGES WHILE TRANSLATING NEOLOGISMS?

- Yes, 39, (70.9%)
- No, 16, (29.1%)

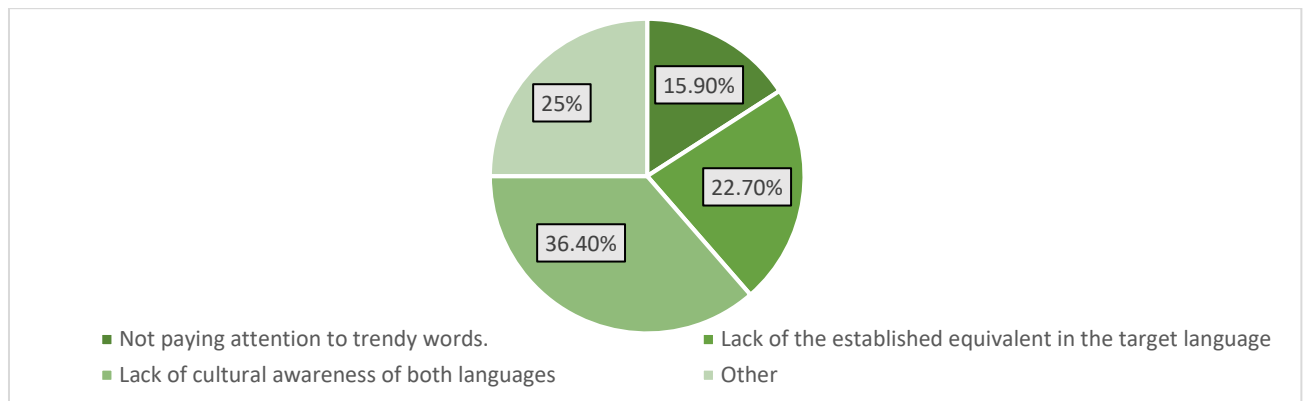


Graph 5: A Pie Chart of Responses for The Fifth Question.

The results show that the majority of students (70.9%) have already encountered difficulties in translating neologisms, while just a minority (29.1%) have not. These results indicate that the process of translating neologisms can be a challenging task for master one students, which may be due to the nature and novelty of neologisms in English language. The difficulties encountered could include not being able to understand the meaning of the neologism, not finding the appropriate equivalent in the target language (TL), or the lack of translation skills. The cultural differences of the English and Arabic can be another reason, because neologisms often emerge from cultural contexts and it could be difficult for EFL to grasp the meaning if the cultural meaning is not understood.

QUESTION 6: IF YES, CHECK ONE OF THE PROBLEMS BELLOW

- Not paying attention to trendy words. **7, (15.9%)**
- Lack of the established equivalent in the target language. **10, (22.7%)**
- Lack of cultural awareness of both languages. **16, (36.4%)**
- Other. **11, (25%)**



Graph 6: A Pie Chart of Reponses for The Sixth Question.

Based on the results, the most common problem when translating neologisms among students who reported difficulties (39 students), was a lack of cultural awareness of both languages, with 16 respondents (36.4%) selecting this option, and it should not be challenging for participants at this academic level (Master one), since the language cannot be learnt without its culture. EFL have numerous opportunities to learn about English language culture through various media such as social media, films and music and they have been learning English since the middle school which is a long time for not being familiar with this culture. Therefore, there is no excuse for them at the Master's level for being unfamiliar with English language culture.

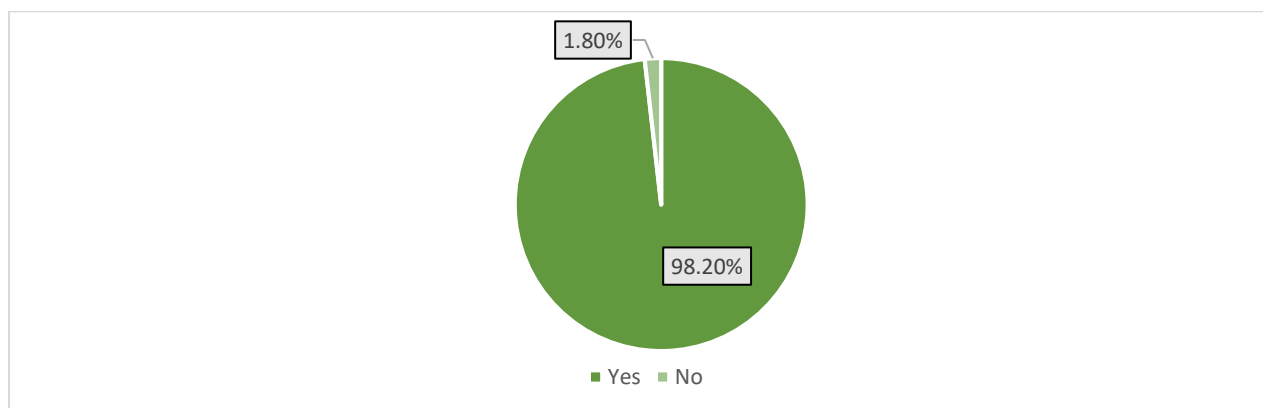
The second problem was the lack of the established equivalent in the target language with 10 students (22.7%) selecting this option. Only 7 students (15.9%) reported not paying attention to trendy words which means that they are not interested in being updated with English language, or they are not social media users.

Additionally, 11 students (25%) have selected the option "Other", which shows that master one students encounter other problems in translating neologisms that were not mentioned in the provided options, and it could be not having the facilities of translation such as the updated dictionaries and not having the appropriate skills needed in translation, or it

could be problems related to determine the appropriate context in translation or simply not mastering the target language (TL).

QUESTION 7: DO YOU THINK THAT CONTEXT PLAYS A SIGNIFICANT ROLE IN TRANSLATING NEOLOGISMS?

- Yes. **54, (98.2%)**
- No. **1, (1.8%)**



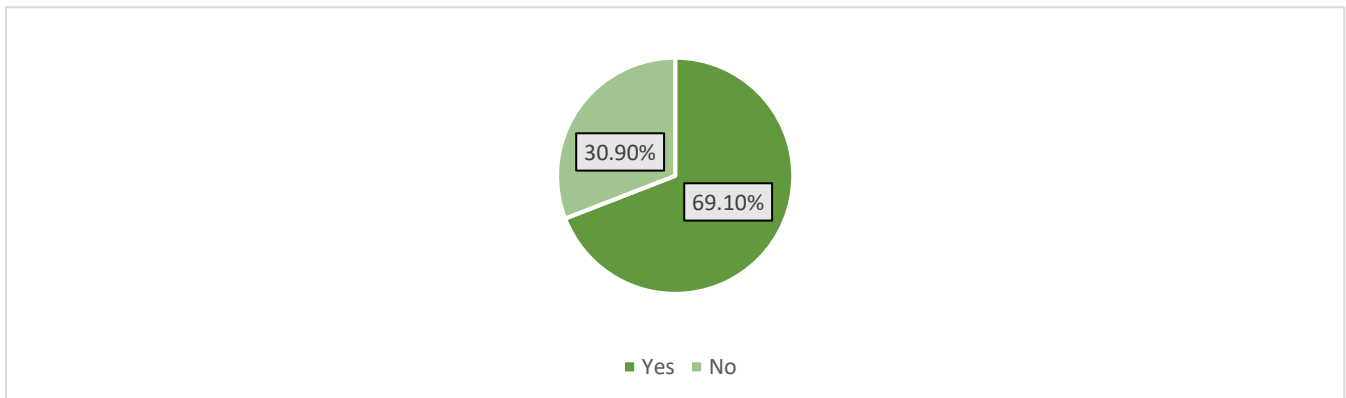
Graph 7: A Pie Chart of Responses for The Seventh Question.

Based on the results, we can tell that the overwhelming majority of students (54 out of 55) believe that context plays a vital role in translating neologisms. That show that master one students do consider the context in their translations of neologisms which help them to find the intended meaning and the appropriate equivalent, by consequence provide the accurate translation of the neologism.

Concerning that one student who have reported that context is not a vital factor in translating neologisms, indicate his/her misinterpretation of the question or s/he have a different perspective on the role of context in translation.

QUESTION 8: HAVE YOU EVER ENCOUNTERED NEOLOGISMS IN ARABIC THAT YOU WERE NOT FAMILIAR WITH?

- Yes. 38, (69.1%)
- No. 17, (30.9%)



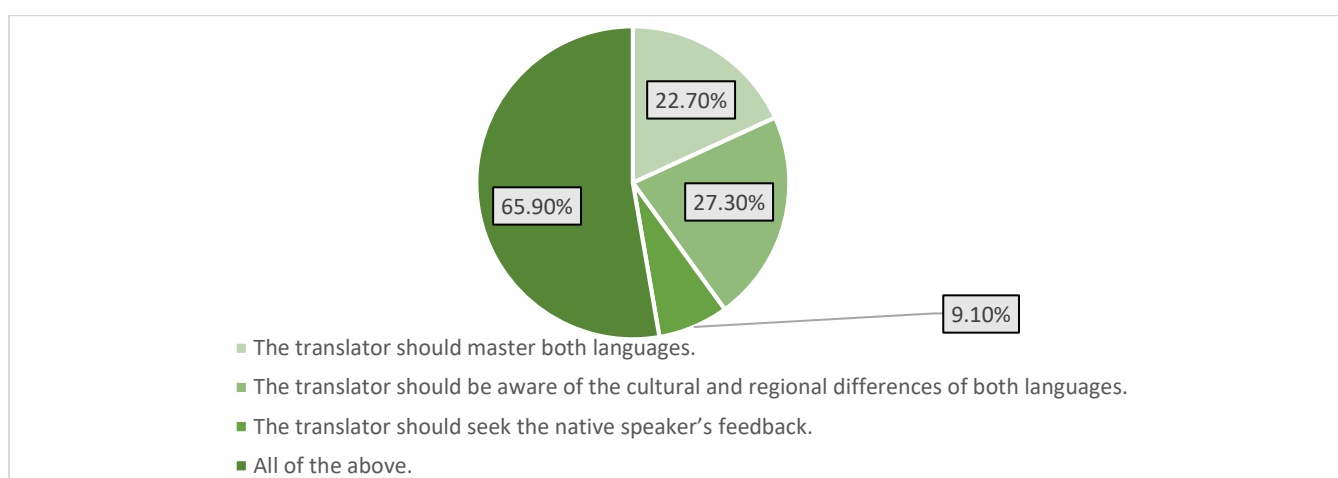
Graph 8: A Pie Chart of Responses for The Eighth Question.

The results show that the majority of students (69.1%) have reported that they have already encountered Arabic neologisms that they were not familiar with. This indicates that neologisms are not unique to English and that the Arabic language also experiences the creation of new lexical units. It is worth noting that despite the fact that Arabic is the mother language of the sample i.e., master one students of English language, they still face ambiguity in accordance to Arabic neologisms.

It is possible that the minority of students (30.9%) who have reported that they have not encountered Arabic neologisms may not have come across them yet or they have not paid attention to them, because it is known that Arabic language is the richest language in the world in terms of vocabulary and it is constantly evolving through the creation of new words.

QUESTION 9: HOW DO YOU ENSURE THAT THE MEANING OF THE NEOLOGISM IS CORRECTLY TRANSLATED FROM ENGLISH TO ARABIC AND VICE VERSA?

- The translator should master both languages. **10, (22.7%)**
- The translator should be aware of the cultural and regional differences of both languages. **12, (27.3%)**
- The translator should seek the native speaker's feedback. **4, (9.1%)**
- All of the above. **29, (65.9%)**



Graph 9: A Pie Chart of Responses for The Ninth Question.

It is noticeable from the findings that most of the students believe that the combination of the approaches is needed to ensure the correct translation of neologisms from English to Arabic and vice versa. Statically speaking (65.9%) chose “All of the above” as their answer, indicating that the translators should master both languages (SL) and (TL) in terms of culture, traditions, and context, in addition to the interaction with native speakers which shows their understanding the process of translating neologisms.

The remaining students provided specific strategies to ensure the accurate translation of the neologisms. (22.7%) believe that mastering both languages is key in providing the accurate translation, while (27.3%) believe that cultural and regional awareness is vital. And only (9.1) believe that seeking native's feedback is key for the accurate translation.

To sum up, the results of this questionnaire demonstrate that the majority of Master's students who reported having an intermediate level in English language, have already encountered English neologisms that they were not familiar with them, and that the vast

majority would rather consult electronic dictionaries than printed ones due to the easy access, so as to understand and add them to their lexicon. Yet, it is not enough to get familiar with these newly created words because they face other problems in understanding and translating them. Most of the students reported the lack of cultural awareness of both languages, source language (SL) and the target language (TL), a smaller number of them have reported the lack of established equivalent is another obstacle or even not paying attention to trendy words which suggests that they are not social media users so they are not updated. A number of students have not mentioned the difficulties they face while translating neologisms, and it can be because of the constant changing of languages so that every year a great number of new words are added to the dictionaries, or it may be because of the language structure so that neologisms often involve creative combinations of words or morphemes. It is worth noting that the overwhelming majority of the students consider the crucial role of the contexts in translating and using neologisms accurately. In addition to the English neologisms that most of the students have already encountered and they were unfamiliar with them, the vast majority also have already encountered neologisms in their mother language (Arabic) that they were unfamiliar with them. Yet, it was an expected finding, due to the fact that Arabic is the richest language in world in terms of vocabulary or because they are English language students and they are more likely to be surrounded by English language in their daily life. More than a half of the students have reported that in order to ensure that the meaning of the neologism is being correctly translated from English to Arabic and vice versa, the translator should master both language (source language and target language), should be aware of both cultural and regional differences of both language and finally, s/he should seek the native speaker's feedback. This suggest that most of them are aware that the process of translating neologisms is not simply a matter of finding the equivalents in the target language, but requires a deep understanding of the word and its etymology, meaning and cultural contexts of both languages.

6.2. QUESTIONNAIRE 02:

This questionnaire aimed to investigate the participants' ability to translate and use neologisms in English and Arabic, focusing on the nine English neologisms (Drama-queen, Ain't, Crush, Unfriend, Catfish, Noob, G.O.A.T, Hybrid, Lowkey). And five Arabic neologisms (موجة وبائية، متمحور دالتا، الحجر الصحي الذاتي، حظر منزلي، تباعد اجتماعي).

The questionnaire consisted of open-ended translation task, in which participants were asked to provide the English and Arabic equivalent of each neologism or to explain the meaning of the translated word.

1. The word "Drama-queen"

Familiar	Unfamiliar
23.61%	76.39 %

Table 3: Percentage of Familiarity and Unfamiliarity with the Neologism "Drama-queen" among Students.

The term "Drama-queen" is a colloquial expression, which means someone who exaggerates and overreacts to situations and it can be used in different contexts. It is often used in a humorous way to describe someone, man or a woman who is being overly dramatic about a situation.

The results show that only 23.61% of students are familiar with the term, and the majority (76.39%) are unfamiliar with it, which indicate that most participants are not familiar with casual and informal contexts, and since the term is widely used in social media specifically, between young people, it means that the algorithm of the students' social media accounts are not set to expose English or American contents.

Despite of the fact that 48 students (66.67%), tried to figure out the meaning of the neologism "drama-queen" by applying the word-for-word translation strategy, the answer they provided, namely "ملكة الدراما" was technically correct. However, the answer is still incorrect, because they did not provide the accurate translation and contextual meaning of the term. Consequently, they are unable to use this neologism correctly, in different contexts and situations.

The minority of 23.61% of students, indicates their familiarity with slang words and their language proficiency or they may simply have encountered the term in their daily conversation or through social media such as TikTok.

2. The word “Ain’t”

Familiar	Unfamiliar
84.72%	15.28%

Table 4: Percentage of Familiarity and Unfamiliarity with the Neologism “Ain’t” among Students.

“Ain’t” is a contraction of “am not”, “are not”, “is not”, “have not”, and “has not”. It is considered as informal usage because it is grammatically incorrect in most English-speaker countries. However, it is used in certain dialect and informal speech.

Based on the results, the majority of students (84.72%) gave the correct answer, which show their ability to understand and use the neologism appropriately, it could be due to listening to rap music where the term is widely used or listening carefully while watching films in English or even while using social media.

Only 15.28% of participants are unfamiliar with this term and it is possible that they have never encountered it, or they have already come across the term but did not bother to search for its meaning.

The fact that over 80% of participants are familiar with the neologism “Ain’t”, indicates their exposure to different sources of learning slang and informal English, so as to be updated and fluent and it is considered as a good start to be able to communicate with native speakers.

3. The word “Crush”

Familiar	Unfamiliar
77.78%	22.22%

Table 5: Percentage of Familiarity and Unfamiliarity with the Neologism “Crush” among Students.

The word “Crush” is an existing lexical item with a new sense, in that case it is a word with a new sense. (It has been discussed in the first chapter).

The meaning of the word “crush” according to oxford dictionary online, is to press something so hard that it is damaged or injured, or loses its shape. However, younger people have given it a new sense, so it is used in a different context to describe the secret situation of having a romantic interest in someone.

The results show the familiarity of 77.78% students with this neologism, which suggests their ability to use it correctly in its different English and Arabic contexts.

Only 22.22% of participants did not provide the right answer, probably because they have not encountered the term in their language learning experience or may not have paid attention to it if they did. It is important to note that the neologism “crush” is widely used in the target language, and it may be beneficial for English language students to learn its meaning and usage in order to enhance their language skills and cultural awareness.

It was expected that the majority of participants will provide the right answer, since the word “crush” is used with its new meaning, in both varieties informal English and ADA.

4. The word “unfriend”

Familiar	Unfamiliar
55.56%	44.44%

Table 6: Percentage of Familiarity and Unfamiliarity with the Neologism “Unfriend” among Students.

According to Merriam-Webster online dictionary, the verb “unfriend” is to remove someone from a list of designated friends on a person’s social networking website. In other words, the term unfriend refers to the act of removing someone from one’s social media connections, particularly on platforms like Facebook and Instagram. The term has become widely used in casual conversations and online discussions and has even taken various grammatical functions such as “unfriending” or “unfriendship” i.e., the state of no longer being friend on social media.

The results show that 55.56% of participants are familiar with the term “unfriend”, and a close percentage of 44.44% of participants are unfamiliar with it, which suggests that the neologism “unfriend” may be a recent term that is not widely known or used by participants or in the contexts which they interact with. Since the term “unfriend” is commonly used in social media or online contexts, this explains why 55.56% of students were familiar with it.

5. The word “Catfish”

Familiar	Unfamiliar
40.28%	59.72%

Table 7: Percentage of Familiarity and Unfamiliarity with the Neologism “Catfish” among Students.

The term “Catfish” is another existing lexical item with a new sense, i.e., an existing new word with a new sense. The word “catfish” is used to describe a type of fish that has whiskers around its mouth, that resembles to cat’s whiskers. However, the term “catfish” has become a neologism and gain a new sense that is used in context of online dating and social media, “catfish” or “catfishing” refers to the act of creating a fake identity to deceive someone into a romantic or emotional relationship.

The findings show that the majority of the surveyed participants (59.72%) are unfamiliar with the term “catfish”, while only 40.28% reported being familiar with it. This suggest that the majority of students are not surrounded by English language in their daily life by watching TV channels in English, and since the term “catfish” is social media word, it is possible that the content of their social media accounts is whether in Arabic or it is not trendy.

The findings of this neologism were unexpected, due to the wide use of this term on social media and specially on TikTok which the most popular platform.

6. The word “Noob”

Familiar	Unfamiliar
55.56%	44.44%

Table 8: Percentage of Familiarity and Unfamiliarity with the Neologism “Noob” among Students.

According to Cambridge E-dictionary, the term “noob” is someone who just started doing something, especially playing a computer game or using a type of software, and so does not know much about it. In other words, the term “noob” also spelled “n00b” or “newb”, is a slang word that refers to someone who is inexperienced in a particular activity, especially in the context of online gaming. The term can be used in a teasing manner to indicate a lack of skill or knowledge.

The findings indicate that 56.55% of students are familiar with the term “noob” and they can use it appropriately, and 44.44% reported being unfamiliar with it. That suggest that most of the students play online games, because some of the participants have responded that the term is used in PUBG (an online video game). It is possible that the familiarity with the term “noob” reflects the difference in the intergenerational language. Younger generations are more likely to use and understand internet terms like “noob”.

The 44.44% of participants who are not familiar with the term “noob” suggest that they not gamers, and that they are not exposed to gaming, software or even anime.

7. The word “G.O.A.T”

Familiar	Unfamiliar
47.22%	52.78%

Table 9: Percentage of Familiarity and Unfamiliarity with the Neologism “G.O.A.T” among Students.

“G.O.A.T” /goot/, is an acronym that stands for “Greatest Of All Time”. It is used to describe someone who is considered to be the best at something in their field. For instance, Messi in sport, Cheb Hasni in Rai music or Leonardo Da Vinci in painting. The term has become popular in recent years, particularly in social media.

The findings show that 47.22% of the surveyed participants provided the write answer, which indicate their familiarity and appropriate use of the neologism “G.O.A.T” and they even gave examples such as Messi, to show their understanding of the term. While 52.78% of participants reported being unfamiliar with the term, which indicates their limited exposure to popular and trendy culture, particularly in the world of sports and entertainment.

Some of the participants provided the answer of “ماعز” i.e., the animal goat and that suggest their unfamiliarity with acronyms.

8. The word “Hybrid”

Familiar	Unfamiliar
70.83%	29.17%

Table 10: Percentage of Familiarity and Unfamiliarity with the Neologism “Hybrid” among Students.

According to Cambridge E-dictionary, hybrid / 'haɪ.bɪd/, something that is a mixture of two very different things.

The term “Hybrid” generally refers to something that is a combination of two or more different things to create something new that has unique characteristics and benefits. For example, the case of hybrid teaching also known as blended learning in Algeria, the educational approach that combines both in-person and online learning activities during the pandemic Covid-19.

The results show that the majority of the surveyed participants (70.83%) are familiar with the term “Hybrid” and that suggest that students have been exposed to this term since the pandemic because they had experienced the hybrid learning approach. Consequently, they became familiar with it. Only 29.17% pf participants have reported being unfamiliar with the term “Hybrid”, probably because the term “Hybrid” became widely used only during Covid-19 and it is not common.

9. The word “Lowkey”

Familiar	Unfamiliar
25%	75%

Table 11: Percentage of Familiarity and Unfamiliarity with the Neologism “Lowkey” among Students.

Lowkey or Low-key, according to Merriam-Webster E-dictionary as an adverb: in a way or a degree that is moderate or limited.

The term “Lowkey” is an informal slang word that is often used to describe something that is done in modest manner without drawing attention to it. For example, “I am lowkey excited for the weekend” meaning that the person is excited but not overly excessive about it.

Based on the results, the dominant part of students (75%), are not familiar with the term “Lowkey” probably because it is a slang word that is not used in all regions of native English speakers, and it is possible that reason of their unfamiliarity with the term is its use in different contexts which may make it difficult to grab the exact meaning. While only 25% of students are familiar with it, and this suggest that the minority is exposed to English low variety and can use the term appropriately.

The upcoming five neologisms were given to students to find the correct English neologisms. These neologisms are formal English words that already exist in Arabic language so they are not considered as Arabic neologisms since it is the richest language in terms of vocabulary. The students were asked to identify the correct English neologisms that correspond to the Arabic translations.

10. The word “تباعد اجتماعي”

Familiar	Unfamiliar
88.89%	11.11%

Table 12: Percentage of Familiarity and Unfamiliarity with the Neologism “تباعد اجتماعي” among Students.

The neologism “social distancing” in Arabic “تباعد اجتماعي” refers to a set of measures designed to prevent or slow the spread of diseases. It involves creating physical distance between individuals to reduce the transmission of the virus from one person to another.

The findings show that the greater part of the participants (88.89%) is familiar with the term and can use it in the right contexts, which suggest that the neologism has become widely known and accepted in the English language lexicon, particularly in the contexts of COVID-19 pandemic, because it has been frequently used in public discourse and media coverage. While a minority of students (11.11%) are unfamiliar with the neologism “social distancing”, which suggest that they have not faced the neologism in English before, or they did not pay attention to it.

11. The word “حظر منزلي”

Familiar	Unfamiliar
19.44%	80.56%

Table 13: Percentage of Familiarity and Unfamiliarity with the Neologism “حظر منزلي” among Students.

The neologism “lockdown” in Arabic “حظر منزلي” refers to the state in which people are required to stay in their homes in order to prevent the spread of a disease. Lockdowns are imposed by the government authorities. The term gained a widespread during COVID-19 pandemic.

Based on the findings, only 19.44% of students are familiar with the neologism “Lockdown”, that suggest they have watched the news of COVID-19 in English language or they have read COVID-19 articles. While most of the participants (80.56%) reported not being familiar with the term which suggest that they know the word in French only since the term “Couvre feu” has been used in the Algerian society instead of “Lockdown”, or simply, they did not search for its meaning in English.

12.The word “الحجر الصحي الذاتي”

Familiar	Unfamiliar
26.39%	73.61%

Table 14: Percentage of Familiarity and Unfamiliarity with the Neologism “الحجر الصحي الذاتي” among Students

The neologism “Self-quarantine” or in Arabic “الحجر الصحي الذاتي” according to Merriam-Webster E-dictionary, is to refrain from any contact with other individuals for a period of time (such as two weeks) during the outbreak of a contagious disease usually by remaining in one's home and limiting contact with family members.

The results demonstrate that less than half of the participants (26.39%) are familiar with the neologism “self-quarantine” which indicate their familiarity with the dynamic and evolving nature of language. Meanwhile, the dominant part of the participants (73.61%) has reported being unfamiliar with the neologism “self-quarantine” which highlight that their ignorance of the meaning of the word, since most of the students have given the French word “confinement” as a response.

13.The word “متمحور دلتا”

Familiar	Unfamiliar
13.89%	86.11%

Table 15: Percentage of Familiarity and Unfamiliarity with the Neologism “متمحور دلتا” among Students

“Delta variant” or “متمحور دلتا” in Arabic, is a highly contagious strain of COVID-19 that was first identified in India in December 2020.

The term “Delta variant” appeared during the pandemic COVID-19 and it was coined by the World Health Organization (WHO) in 2021 and became widely used all over the world.

In the light of the results, most of students (86.11%) provided incorrect answers, which illustrate that their concern with COVID-19 and its news vanished, which may have led to lack of interest in expanding their vocabulary related to the COVID-19 pandemic. Simultaneously, small number of the participants (13.89%) are familiar with the term “Delta variant”. This may suggest that these individuals were highly engaged with the disease and followed all the instructions and they have built a strong foundation of knowledge related to COVID-19.

14. The word “موجة وبائية”

Familiar	Unfamiliar
26.39%	73.61%

Table 16: Percentage of Familiarity and Unfamiliarity with the Neologism “موجة وبائية” among Students

The neologism “Pandemic wave” also known as “epidemic spike”, in Arabic “موجة وبائية” refers to the period of time when a contagious disease such as COVID-19, spreads rapidly and widely in a population. The term “Pandemic wave” appeared during the Spanish Flu in 1918, but it became widely used during the COVID-19 pandemic to describe the first wave in early 2020, the second wave in late 2020, and the other waves that have followed.

According to the research, the non-dominant group (26.39%) are familiar with the neologism “pandemic wave”. This indicates that they may have a greater level of awareness and engagement with COVID-19. At the same time, more than half of the participants (73.61%) provided wrong answers. This suggests their lack of awareness around COVID-19 pandemic vocabulary.

In the final analysis, based on the findings of this qualitative questionnaire, some students are able to correctly identify and use English neologisms. Meanwhile, many struggle with understanding these newly-coined words. It has been found that factors such as language level, language background, language varieties and the exposure to different types of media can influence the ability of Master’s students to understand and use neologisms correctly.

As it has been mentioned previously that a significant majority of Master one students have an intermediate level in English language. This explains the difficulty of being familiar with the neologisms presented to them. Highlighting their unproficiency in this area. Therefore, they should improve their English language skills so that they become more fluent.

It is worth noting that some students have a limited English language background. since it was obvious in their attempts to translate some neologisms using word-for-word technique, such as the neologism “Catfish” to “سمكة القط”, indicating their unfamiliarity with various contexts of English language and their lack of comprehension which can influence their English language learning process. In addition, most of the participants encountered difficulties in providing the correct answers that correspond the Arabic translations and that demonstrate their lack of mastering the Arabic language, and lack of translation skills and that they are more used to English language than their mother language.

It is relevant to highlight students’ mastery of English language varieties. Their insufficient mastery of English low variety which is the source of a great number of neologisms, has influenced their performance in understanding and using them correctly and appropriately.

It is important to mention that the students’ exposure to different types of social media platforms can influence their language update, understanding and fluency because many neologisms came from “memes” that are found in social media such as TikTok, Instagram and twitter.

Conclusion

Overall, the findings reveal that a significant number of master one students of the English language department at Tiaret university, are unfamiliar with the English neologisms and they face difficulties in understanding and using them correctly and accurately, as previously mentioned. Students should read and write more frequently, as it helps to expand their vocabulary including neologisms. In addition, they should expose themselves to English-speaking culture by watching English language movies, listening English language music and engaging conversations with native speakers. Moreover, EFL should be aware of the self-study journey, because depending on a teacher or school only, is not a sufficient source to master a language and it is recommended that they encourage themselves to learn whatever and whenever possible. The combination of these recommendations, could be affective in

helping Master one students of English Language Department at Tiaret University to become more familiar with English neologisms and improve their ability to use them accurately.

General Conclusion

In summary this study has successfully addressed the ability of Master one students of English Language Department at Ibn Khaldoun Tiaret University in using the English neologisms correctly. Through the mixed-methods approach, the study has revealed that the vast majority are unaware with the concept of neologisms, and that a significant number of the students encounter difficulties in understanding and using the English neologisms accurately.

Throughout this research, extensive efforts were made to investigate the usage of neologisms among master's students. The study employed mixed-methods approach, combining quantitative analysis to measure students' awareness and qualitative exploration to better understand the challenges encountered by them.

The first challenge that has been encountered, is finding the highly relevant and reliable sources that directly addressed the linguistic phenomenon "neologism", because the literature review concerning this topic is very limited. The most famous book that have discussed neologisms and its translation is Newmark's book in 1988, entitled "A Textbook of Translation", in addition to Chomsky's book in 2006, entitled "Language and the Mind" 3 ed.

It is worthy to note that it has been a real challenge to convince the students to interact and participate in both the online or printed questionnaires. They hesitated because they had already answered many surveys before, and it felt as another task they had to do. Moreover, time caused another challenge as Ramadan arrived earlier than usual this years. Many students had planned not to assist during this month, causing lack of participants. Consequently, it has been necessary to provide the questionnaires in advance to accommodate to their availability.

In the light of the findings of this study that show the difficulties and challenges encountered by Master's students, which highlighted the need of more effective teaching techniques and strategies. For that reason, we recommend the following solutions:

- Vocabulary building and more exposure to the English language culture resources such as media, films, music and art.
- Extend the sessions of culture and civilization modules and include more linguistic phenomena that are related to the English and American cultures.

- The teaching programs should include language teaching in its cultural context to facilitate a deeper understanding of the neologisms or other linguistic phenomena and enhance the students' language culture and proficiency. To illustrate, EFL students can become familiar with neologisms, if the English language culture is materialized through inviting guest native speakers that can provide the students with the opportunity to learn about the different cultural practices, to familiarize with the native accent and improving their listening and speaking skills in a real-life context.
- Organizing cultural events like food festivals, or art and music performances can help EFL students to enrich their vocabulary, therefore having a deeper understanding of the language and its cultural contexts.
- Self-study is a vital factor that assist in enriching the linguistic knowledge background and it can be realized through finding the suitable and preferable method for each student to learn the language, it can be through listening to music or watching movies in English, talking to native speaker via online applications, or even through having online courses whether on YouTube or other online websites.

Overall, this research has spotted the need for further research to address the challenges faced by Master one students in using the English neologisms correctly. By adopting the proposed solutions and taking into consideration the findings of this study, the English Language Department at Ibn Khaldoun Tiaret University could enhance the language proficiency and academic success of their Master one students.

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Appendices 1:

Questionnaire 01:

You are kindly invited to participate in this questionnaire as part of a research project on Neologism in English/Arabic Translation. Your responses will be used only for the purposes of this study. Please, make sure to answer all questions.

1. What is your level in English?

- Beginner Intermediate Advanced

2. Have you ever encountered neologisms (newly created words) in English that you were not familiar with?

- Yes No

3. Do you consult a dictionary when translating neologisms?

- Yes No

4. If so, what kind of dictionary do you use?

- Printed Electronic

5. Have you ever encountered difficulties or challenges while translating neologisms?

- Yes No

6. If yes, check one of the problems bellow

- Not paying attention to trendy words
 Lack of the established equivalent in the target language
 Lack of cultural awareness of both languages
 Other

7. Do you think that context plays a significant role in translating neologisms?

- Yes No

8. Have you ever encountered neologisms in Arabic that you were not familiar with?

- Yes No

9. How do you ensure that the meaning of the neologism is correctly translated from English to Arabic and vice versa?

- The translator should master both languages
 The translator should be aware of the cultural and regional differences of both languages
 The translator should seek the native speaker's feedback
 All of the above

Appendices 2:

Questionnaire 02:

Please feel welcome to translate the following neologisms (newly created words) from English to Arabic and vice versa in your own unique style. You are free to use your own words to describe or provide examples that demonstrate your understanding of the meaning of the word. If you are not familiar with any word you can choose to skip it.

The English Neologism	The Arabic Translation
Drama-queen	
Ain't	
Crush	
Unfriend	
Catfish	
Noob	
G.O.A.T	
Hybrid	
Lowkey	

The English Translation	The Arabic Neologism
	تباعد اجتماعي
	حظر منزلي
	الحجر الصحي الذاتي
	متحور دالتا
	موجة وبائية

الملخص

يهدف هذا العمل الى دراسة قدرة طلاب اللغة الإنجليزية كلغة اجنبية، على فهم و تفسير و استخدام الالفاظ الجديدة في اللغة الإنجليزية بشكل صحيح. خلق الكلمات و التعابير الجديدة هو ظاهرة لسانية تشهدها جميع لغات العالم بدون استثناء، حيث تمثل مشكلة عويصة بالنسبة لمتعلمي اللغة، مدرسيها و حتى المترجمين المحترفين. لذلك، فان الهدف الرئيسي لهذه الدراسة كان تقييم كفاءة طلاب اللغة الإنجليزية كلغة أجنبية على فهم و استيعاب هذه الكلمات الجذية و ادراجها في انتاجهم اللغوي باللغة الإنجليزية. من الناحية المنهجية، تم استخدام نهجًا مختلطًا يجمع بين التحليل الكمي والتحليل النوعي.

Summary

This dissertation aimed to investigate the EFL students' ability in understanding, interpreting and using English neologisms in their communication correctly. Neologisms as newly created words that emerge in all languages, represent a crucial problem for language learners, educators and even professional translators. Therefore, the primary objective of this study was to assess the competence of EFL students in understanding and incorporating these linguistic novelties in their English language production, through employing the mixed-methods approach combining quantitative and qualitative analyses.

Résumé

Ce mémoire vise à étudier la capacité des étudiants en anglais comme langue étrangère (ALE) à comprendre, interpréter et utiliser correctement les néologismes anglais dans leur communication. Les néologismes en tant que mots nouvellement créés et qui émergent dans toutes les langues, représentent un problème vital pour les apprenants de langues, les éducateurs et même les traducteurs professionnels. Par conséquent, l'objectif principale de cette étude est d'évaluer la compétence des étudiants en anglais comme langue étrangère à comprendre et à utiliser ses nouveautés linguistiques dans leurs productions en anglais. Sur le plan méthodologique, nous utilisons une approche mixte combinant des analyses quantitatives et qualitatives.