ОСВІТА У ФІЛОСОФСЬКО-АНТРОПОЛОГІЧНИХ РЕФЛЕКСІЯХ

NEOLOGISMS IN MODERN ENGLISH MASS-MEDIA

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Resume:
The article explores the phenomenon of neologisms in modern English mass-media as an essential reflection of linguistic and social change. It outlines the purpose of studying neologisms within lexicology courses for future teachers of English, emphasizing their role in developing linguistic awareness and adaptability. Drawing on the works of both Ukrainian and foreign scholars, the paper reviews theoretical approaches to defining and classifying neologisms and identifies the principal mechanisms of word-formation, including affixation, compounding, blending, conversion, abbreviation, and semantic shift. Special attention is paid to the impact of digital media, where new lexical units appear with unprecedented frequency, reflecting current sociocultural and technological trends. The article highlights the main difficulties in studying and teaching neologisms, such as their ephemeral nature, semantic ambiguity, methodological inconsistency, and challenges of lexicographic standardization. It concludes that the analysis of media neologisms enriches students' understanding of the dynamic nature of English and prepares future educators to teach a living, evolving language. By integrating neology into lexicology and teaching practice, educators can foster linguistic creativity, critical thinking, and cultural competence among learners.

Key words:
neologisms; mass-media discourse; English lexicology; word-formation; linguistic innovation; digital communication; language change.

Анотація:
Зіненко Наталя. Неологізми в сучасних англійських засобах ЗМІ.
Статтю присвячено вивченню неологізмів у сучасних англомовних мас-медіа як важливого прояву динамічного розвитку мови та соціокультурних змін. Визначено мету дослідження неологізмів у курсі лексикології для майбутніх викладачів англійської мови, адже знання механізмів словотворення сприяє формуванню мовної гнучкості, креативності та аналітичного мислення. Спираючись на праці українських і зарубіжних дослідників, у статті узагальнено основні підходи до визначення, класифікації та типології неологізмів, а також проаналізовано провідні способи їхнього утворення: афіксацію, словоскладання, злиття, конверсію, абревіацію та семантичне переосмислення. Особливу увагу приділено ролі цифрових медіа, у яких нові слова з'являються з безпрецедентною швидкістю, відображаючи актуальні тенденції суспільного життя. Розглянуто основні труднощі дослідження та викладання неологізмів: їхню мінливість, короткий життєвий цикл, багатозначність і проблеми лексикографічної стандартизації. Зроблено висновок, що аналіз неологізмів у мас-медіа збагачує лінгвістичну компетентність студентів і готує майбутніх педагогів до викладання живої англійської мови, яка постійно змінюється.

Ключові слова:
неологізми; мас-медійний дискурс; лексикологія англійської мови; словотворення; мовні інновації; цифрова комунікація; мовні зміни.

Setting of the problem. Language is a living and dynamic system that constantly adapts to the social, cultural, and technological changes of human life. Among the most visible indicators of this continuous development are neologisms. They are new words, expressions, or new meanings of existing words that emerge to name new realities, concepts, or experiences. In the twenty-first century, the pace of lexical innovation has become unprecedented, largely due to the influence of mass-media and digital communication, which not only reflect linguistic change but also actively generate and disseminate it across the global community of English speakers (Crystal, D., 2003). Mass-media, including television, print journalism, online news portals, and especially social media platforms serve as one of the most productive environments for the creation, spread, and normalization of neologisms. The immediacy of communication, the need for brevity, and the creativity of journalistic style contribute to the coining of new lexical units that often express complex social and cultural phenomena in compact and memorable forms. Words such as *fake news, Brexit, selfie, doomscrolling,* or *covidiot* have entered everyday language largely through media usage and reflect the close interconnection between linguistic innovation and contemporary social reality (Chetverikova, O., 2020). For future teachers of English, especially those studying lexicology, the study of neologisms has exceptional educational and professional value. Firstly, it deepens their understanding of the mechanisms of lexical change and the productive word-formation processes that sustain the vitality of English. Secondly, it develops their linguistic awareness and ability to interpret how social, political, and technological trends shape vocabulary. Thirdly, familiarity with modern neologisms enhances teachers' linguistic competence and cultural literacy, enabling them to provide up-to-date, relevant, and motivating examples for their students. In the classroom context, studying neologisms helps future teachers to bridge the gap

between traditional vocabulary instruction and the living language used in media and daily communication. Incorporating neologisms into lexicology courses stimulates interest in language dynamics, encourages research skills (through corpus analysis and media observation), and fosters critical thinking about the influence of media discourse on linguistic norms. Moreover, as future educators, students must be able to distinguish between stable neologisms that have become part of the standard lexicon and ephemeral coinages characteristic of informal or online communication (Bauer, L., 1983). Finally, the analysis of neologisms provides valuable insight into the relationship between language and culture, revealing how English speakers conceptualize new realities, negotiate identity, and express social attitudes. Thus, learning neologisms in the course of lexicology is not a peripheral or optional topic but a core component of modern linguistic education, equipping future teachers with both academic and practical tools to interpret, teach, and engage with the living English language as it evolves through mass-media.

Analysis of the latest research and publications. It should be noted that several linguists and scholars have studied neologisms broadly, and others specifically in the context of mass media. British researcher David Crystal treats neologisms as a natural symptom of a living language and places them in the broader framework of language change and language contact. His work is broad and synthetic: he combines historical perspective, evidence and discussion of new communication technologies (including electronic media) to show how lexical innovation both mirrors and drives social change. Crystal emphasizes the role of speed and dissemination in modern media as crucial factors enabling rapid neologization and normalization. His approach is largely descriptive and encyclopedic rather than narrowly corpus-driven. Jean Aitchison focuses on mechanisms and social motivations of language change, situating neologisms within models of diffusion and social acceptance. Her work is useful for understanding why some media coinages remain ephemeral while others stabilize: she foregrounds social networks, prestige, and attitudes to novelty as explanatory variables. Methodologically Aitchison relies on historical and sociolinguistic evidence rather than single-case media studies (Aitchison, J., 2013). Such linguists as Bauer (Bauer, L., 1983), Plag (Plag, I., 2003), Marchand (Marchand, H., 1969) specialize in morphology and word-formation. Their works provide the technical toolkit used by many empirical studies: clear taxonomies of compounding, derivation, blending, clipping, conversion, acronyms and semantic extension. Their work is normative for classifying media-born neologisms and for explaining which processes are most productive in headline and social registers (e.g., blends and acronyms for brevity and memorability). These sources are the backbone of morphological analysis in media studies.

From 2020 onward a strong corpus of empirical papers examined pandemic-related coinages (e.g., *covidiot, doomscrolling, social distancing, lockdown).* These studies typically combine corpus-linguistic frequency analysis with morphological classification and pragmatic/contextual interpretation. Examples include articles and reviews in 2020-2024 that extract lists of COVID-related neologisms and analyze formation patterns and semantic shifts. Their main findings state: a) crises accelerate both coinage and diffusion; b) media and social platforms serve as co-producers of terms; c) many crisis coinages are blends/acronyms/compounds; d) a subset persists into general usage and dictionary inclusion. Representative empirical works include several journal articles and conference papers on COVID neologisms and media corpora. (Asif M., 2021; Al-Haj Eid, A. et al., 2024).

As for Ukrainian researchers, they have produced many applied studies of neologisms with explicit media foci, for instance analyses of neologisms in online media space, wartime discourse, and comparative studies of British/American and Ukrainian media. Authors and works include O. Chetverikova (Chetverikova, O., 2020) (analysis of neologisms in Internet media), O. Medvid, N. Malovana, and K. Vashyst (Medvid, O., Malovana, N., & Vashyst, K., 2022), (ways of generating neologisms in modern English), O. Novikova, O., I. Suima (Novikova, O., & Suima, I., 2025) (analysis of neologisms in British political discourse). These studies typically use close readings of local and international media, sometimes combined with small corpora, and emphasize the role of media in forming new political and evaluative vocabulary (e.g., terms that index information warfare, propaganda, or national resilience). Ukrainian work contributes important regionally specific evidence (war discourse, language contact, borrowing) and methodological adaptations for dealing with rapid, politically charged neologisms.

It should be mentioned that recent scholarship (international and regional) stresses that modern media neologisms are often multimodal (hashtags acting as discourse operators, emoji labels, meme captions). This stream argues that traditional lexicographic categories must be extended to account for functional units like hashtags and meme-phrases; methodologically this requires multimodal corpora and qualitative analysis. Studies in the last five years recommend treating such items both as lexemes and as discursive tools. Thus, most scholars agree that media amplify and accelerate lexical innovation; blends, compounds and acronyms are especially media-friendly; crises produce concentrated bursts of

neologisms. However, theoretical texts focus on explanatory frameworks and processes, whereas empirical media studies prioritize tracking diffusion, pragmatic meaning and sociopolitical valence (e.g., rhetorical effects of wartime neologisms). Ukrainian research adds locally grounded analysis of how media coinages interact with national discourse.

The purpose of the article is to explore the phenomenon of neologisms in modern English mass media: to define what neologisms are; to review key researches and different viewpoints about neologisms and their use in media; to analyze how neologisms are formed; to present examples of media neologisms in different domains (politics, technology, social media, advertising, etc.); to consider difficulties in lexicological research of neologisms; and finally to reflect on how mass-media both reflects and shapes lexical innovation. The article also aims to show how neologisms contribute to cultural, social, political, and technological discourse, and what challenges they pose for dictionaries, translation, and language education.

Presentation of the main research material. The term *neologism* derives from the Greek roots *neo* ("new") and *logos* ("word"), and literally means "a new word." In linguistic usage, it denotes a lexical unit or phrase newly introduced into a language, or an existing word that has acquired a new meaning. Neologisms emerge in response to social, technological, political, and cultural changes, providing speakers with linguistic tools to describe new phenomena or to express existing ideas in fresh ways. According to Jean Aitchison, language change is a natural and inevitable process, and the creation of new words represents "the visible tip of the iceberg of linguistic evolution" (Aitchison, J., 2013, p. 54). David Crystal also emphasizes that the vitality of any language depends on its ability to expand and adapt to new communicative needs (Crystal, D., 2018, p. 67). Thus, neologisms are not marginal phenomena but indicators of linguistic creativity and flexibility. From a lexicological point of view, a neologism passes through several developmental stages. At first, it may appear as a *nonce-word*, a spontaneous and individual creation used for a specific context. If it gains acceptance in a larger social group, it becomes a *protologism*, and later, through repeated use in mass-media and everyday communication, it may enter the general lexicon and eventually be codified in dictionaries (Plag, I., 2003). This gradual transition from innovation to normalization demonstrates the social dimension of word formation.

As a new word or expression, which is novel, but not yet fully established in the language norm neologisms possess some key features:

1) Novelty: something recently coined or recently adopted.

2) Function: they fill lexical gaps, like new objects, ideas, technologies, practices, and phenomena that require new names.

3) Variability: many neologisms are ephemeral; only some become established.

4) Productivity: they often manifest in particular domains (tech, media, politics).

5) Formal distinctness or semantic shift: either new form (coinage, borrowing, blending) or new meaning for existing form.

6) Neologisms are different from occasionalisms (one-off coinages), from jargon (specialized terms), but sometimes overlap.

Modern English mass-media play a decisive role in the creation, dissemination, and stabilization of neologisms. Newspapers, television, online news sites, and particularly social media platforms, function as both "linguistic laboratories" and "distribution networks" for new words. Their influence lies in the combination of speed, reach, and authority: once a neologism appears in a widely read publication or is used by an influential journalist or public figure, it can spread globally within hours. Mass-media neologisms often respond to immediate social and political events. The emergence of terms such as *Brexit, fake news, lockdown,* or *post-truth* illustrates how journalists coin concise, expressive forms to describe complex developments. During global crises such as the COVID-19 pandemic, media coined numerous temporary and lasting lexical items (*covidiot, doomscrolling, quarantini*), demonstrating that new words are closely linked to collective experience and cultural memory (Al-Haj Eid, A. et al., 2024). Linguists such as O. Chetverikova (Chetverikova, O., 2020) and Y. Fang (Fang, Y., 2021) have shown that neologisms in mass-media are characterized by a high degree of creativity and intertextuality. They often rely on wordplay, irony, and metaphor, combining linguistic economy with expressive power. These features make them particularly suitable for headlines, slogans, and social media posts, where brevity and emotional appeal are crucial.

For students of philology and teacher education, understanding the theoretical background of neologisms is more than a purely linguistic exercise. In the context of lexicology, neologisms serve as a bridge between linguistic theory and real-world language use. Studying them provides opportunities to apply theoretical concepts such as derivation, compounding, semantic shift, and borrowing to authentic and current examples drawn from media texts (Plag, I., 2003). Moreover, future teachers must be prepared to interpret and explain new lexical phenomena to their students. As language users are increasingly exposed to global media content, learners often encounter words that have not yet appeared in textbooks or dictionaries. A well-prepared teacher can guide students in analyzing such

words' structure, origin, and meaning, thus promoting independent lexical competence and critical media literacy. Teaching neologisms also supports the development of intercultural awareness, as many new words reflect global trends, ideologies, and social values. For example, neologisms related to technology (*app, cyberspace*), environment (*eco-anxiety*), or social issues (*cancel culture, woke*) express cultural concepts that are central to understanding modern English-speaking societies. Integrating such examples into lexicology courses helps future teachers contextualize language change and encourage students to see English as a dynamic and living system. In sum, the theoretical study of neologisms is not limited to the description of linguistic mechanisms. It forms an essential part of professional linguistic education, equipping future teachers with the analytical tools and cultural sensitivity needed to interpret and teach English as it evolves under the influence of mass-media and global communication.

The formation of neologisms in modern English, particularly within the sphere of mass-media, reflects both traditional word-formation mechanisms and innovative creative trends characteristic of globalized communication. While the core linguistic processes such as derivation, compounding, conversion, and borrowing remain productive, the media environment amplifies their impact and accelerates the diffusion of new words. According to Bauer (Bauer, L., 1983, p. 25-30), word-formation is a "living component of the lexicon," constantly adapting to communicative demands, and the mass-media serve as one of the most dynamic sources of such adaptation.

One of the most traditional and productive methods of forming neologisms is derivation, or the creation of new words through prefixes and suffixes. The media frequently employ affixation to coin new lexical items that capture social or technological phenomena. For example, the prefix *eco-* (from ecological) has given rise to *eco-friendly*, *eco-warrior*, and *ecocide*, reflecting the global environmental agenda. Similarly, *cyber-* has produced *cyberspace*, *cybersecurity*, and *cyberbullying*, terms rooted in technological discourse (Plag, I., 2003, p. 54-60). Suffixation is equally productive. The suffix *-gate*, originally from *Watergate*, has become a journalistic cliché to denote political scandals *(Emailgate)*. The playful use of affixes such as *-aholic* (*shopaholic, workaholic*) or *-nomics* (*Reaganomics*, *Freakonomics*) reflects the media's tendency toward lexical creativity and memorability. As Al-Haj Eid (Al-Haj Eid, A. et al., 2024, p. 380) observes, such affixed neologisms often spread rapidly because they convey complex social meanings through familiar morphological patterns.

Compounding, or the combination of two or more roots into a single lexical unit, is another highly productive means of forming neologisms. It is particularly common in journalistic style, where conciseness and imagery are valued. Compounds such as *clickbait, laptop, hashtag,* and *soundbite* demonstrate how modern English efficiently encodes new realities through semantic compression (Crystal, D., 2018, p. 143).

Contemporary mass-media frequently create innovative compounds by combining native and borrowed elements or merging entire phrases into concise terms. During the COVID-19 pandemic, words like *infodemic* (information + epidemic) and *lockdown-fatigue* became emblematic of the global crisis, reflecting both linguistic economy and cultural relevance. Compounds in headlines also serve as tools of persuasion and humour, producing eye-catching effects that help messages go viral on social platforms (Chetverikova, O., 2022, p. 20).

Blending, the process of merging parts of two or more words, has become increasingly characteristic of English media discourse in the twenty-first century. Blends are expressive, economical, and often humorous, which makes them ideal for journalistic creativity and advertising language. Common examples include *brunch* (breakfast + lunch), *smog* (smoke + fog), and more recent media-generated terms such as *Brexit* (Britain + exit), *covidiot* (COVID + idiot), or *bromance* (brother + romance) (Aitchison, J., 2013, p. 103). Blending is a process strongly influenced by global digital culture, so neologisms acquire cultural value as symbols or catchphrases. The brevity and novelty of blends enhance their ability to circulate in online and print media, often turning them into markers of identity and belonging.

Another frequent mechanism of lexical innovation in mass-media is conversion, also known as functional shift, in which a word changes its grammatical category without any morphological alteration. English media constantly exploit this process for stylistic brevity and playfulness. For instance, *to Google* originated from the noun Google; *to friend* and *to message* have similarly arisen from nouns (Plag, I., 2003, p. 57). In news reports and advertisements, nouns are frequently turned into verbs to create a sense of immediacy and action (*to email, to text, to network*). This phenomenon reflects the dynamic and adaptive character of English word formation, as well as the growing influence of technological discourse on everyday communication (Crystal, D., 2018, p. 144).

Mass-media also play a key role in the borrowing of words from other languages, accelerating the spread of international vocabulary. English journalism, as a global medium, frequently adopts lexical items from cultures it reports on. Examples include *emoji* (Japanese), *tsunami* (Japanese), *sushi* (Japanese), and *déjà vu* (French). Borrowings in the digital era often relate to cuisine, fashion, and

technology, reflecting cross-cultural exchange (Bauer, L., 1983, p. 29). Conversely, English neologisms themselves become global borrowings through international mass-media. Words like *blogger, influencer, streamer*, and *fact-checking* are now integrated into many languages, including Ukrainian and Polish (Fang, Y., 2021, p. 188). This process demonstrates how English functions as both donor and recipient in the international linguistic ecosystem.

The fast-paced nature of news and online communication fosters the creation of acronyms and abbreviations, which help condense long expressions. Terms such as *COVID-19* (Coronavirus Disease 2019), *LOL* (laugh out loud), and *DIY* (do it yourself) exemplify the efficiency of this mechanism. Journalists also employ clippings, or shortened forms, to enhance colloquial tone. Typical examples are *app* (application), *ad* (advertisement), *doc* (document), and *sci-fi* (science fiction) (Aitchison, J., 2013, p. 107). In online media and social networks, abbreviated forms become integral to digital discourse, where brevity and immediacy dominate communication. As Al-Haj Eid (Al-Haj Eid, A. et al., 2024, p. 388) observe, abbreviation-based neologisms not only economize linguistic expression but also establish a sense of community among users familiar with internet conventions.

Thus, the major ways of neologism formation in mass-media reveal the interaction between traditional morphological mechanisms and the creative, fast-changing character of contemporary communication. Affixation, compounding, blending, and conversion continue to function as the linguistic foundation of word formation, while new cultural and technological contexts provide an inexhaustible source of lexical innovation. The media environment not only accelerates the spread of neologisms but also legitimizes them, transforming spontaneous coinages into widely accepted elements of the modern English lexicon. As Aitchison (Aitchison, J., 2013, p. 108) concludes, language change "is not decay but design", a reflection of humanity's adaptability and inventiveness. The productivity of these processes demonstrates that English remains one of the most responsive and flexible languages in the world, continuously enriched by the creative forces of mass communication.

Neologisms appearing in English mass-media reflect the multifaceted nature of modern life and arise across various domains of human activity. They serve as linguistic mirrors of contemporary technological progress, sociopolitical transformation, cultural change, and global crises. As David Crystal (Crystal, D., 2018, p. 143) observes, mass-media both record and stimulate lexical innovation, turning spontaneous word creations into shared symbols of collective experience. This section examines the most significant thematic fields in which neologisms emerge and circulate through English-language media.

The technological revolution of the late twentieth and early twenty-first centuries has generated an enormous number of neologisms that have become deeply embedded in the global lexicon. The digitalization of communication, commerce, and entertainment has not only expanded vocabulary but also introduced new word-formation patterns shaped by the Internet culture. Words such as *blog, podcast, hashtag, selfie, vlog*, and *meme* have their origin in online discourse and were quickly adopted by mainstream media. Derived verbs like *to google, to message, to unfollow*, and *to stream* demonstrate conversion as a highly productive process in digital terminology (Plag, I., 2003, p. 58). Recent years have also seen the emergence of metaphorical and humorous blends such as *doomscrolling* (obsessively scrolling through bad news), *cyberslacking* (wasting time online at work), and *infodemic* (information + epidemic), which describe new psychological and social behaviour associated with technology (Al-Haj Eid, A. et al., 2024, p. 384). Journalists and commentators frequently use these terms in feature articles, illustrating how neologisms reflect not only technological phenomena but also their emotional and cultural consequences.

Political journalism has always been a prolific source of lexical innovation. The dynamic nature of politics, with its need for brevity and persuasion, encourages journalists to coin new expressions that capture complex events or ideologies. One of the most striking examples is *Brexit*, a blend of *Britain* and *exit*, which became a global neologism expressing the United Kingdom's withdrawal from the European Union (Aitchison, J., 2013, p. 103). Other examples include *fake news, post-truth, cancel culture*, and *wokeness*, all of which have entered both journalistic and academic discourse. As Chetverikova O. (Chetverikova, O. 2022, p. 21) notes, political neologisms often function as tools of ideological framing, shaping public perception through emotionally charged and memorable forms. Economic reporting has also introduced expressions such as *gig economy, recessionista* (a blend of *recession* and *fashionista*), and *grexit* (Greek + exit), showing the productivity of analogy-based blending. These words often transcend their original contexts, becoming shorthand for global social trends (Fang, Y., 2021, p. 189).

Neologisms in the sphere of social and cultural communication reveal changing attitudes, values, and lifestyles. Mass-media and especially social networks popularize terms that express evolving patterns of identity, interpersonal relations, and consumer culture. Expressions like *binge-watch, mansplaining, self-partnered, influencer*, and

crowdfunding illustrate how language adapts to new modes of behaviour. Many of these terms originate in online communities or entertainment journalism and are later codified by dictionaries such as Oxford English Dictionary or Merriam-Webster. For instance, *selfie* was named Oxford's "Word of the Year" in 2013, illustrating how media-driven neologisms can quickly achieve institutional recognition (Crystal, D., 2018, p. 144). The sociocultural neologisms of the Internet era reflect how individuals construct and perform selfhood through media. The lexical creativity of this domain demonstrates the strong link between linguistic innovation and contemporary human experience.

Another highly productive field of neologism formation in mass-media is environmental communication. The urgency of ecological issues has led to the creation of numerous terms that blend scientific language with journalistic expressiveness. Words such as *climate-smart, carbon footprint, eco-anxiety*, and *greenwashing* represent new concepts in environmental discourse (Bauer, L., 1983, p. 29). These neologisms often appear in the context of global campaigns or reports, for instance, in *The Guardian, National Geographic*, or *BBC News*. Their widespread media circulation reflects the growing intersection of science and everyday awareness. The morphological creativity of terms like *upcycling, plastic-free*, and *microplastics* demonstrates the adaptability of English morphology to global environmental communication (Plag, I., 2003, p. 60).

The global health crises of recent decades, particularly the COVID-19 pandemic, have accelerated the appearance of medical and psychological neologisms in media language. Words like *lockdown, social distancing, superspreader*, and *covidiot* quickly became globalized through mass-media reporting (Al-Haj Eid et al., 2024, p. 381). These terms illustrate how linguistic innovation responds directly to social necessity, filling lexical gaps in times of crisis. Moreover, mass-media have popularized terms reflecting new attitudes toward mental health and lifestyle: *mindfulness, digital detox, eco-anxiety, nomophobia* (fear of being without a phone), and *revenge bedtime procrastination*. Many of these originated in scientific or social research but gained widespread recognition through journalistic interpretation (Chetverikova, O., 2022, p. 23). Such neologisms not only inform but also shape public consciousness, as their emotional and metaphorical connotations make complex issues accessible to a wide audience. As Crystal (Crystal, D., 2018, p. 144) remarks, the media's role in lexical diffusion transforms technical terminology into shared cultural currency.

The entertainment industry and popular culture are among the most influential engines of lexical innovation. The global reach of music, film, and social media encourages the creation of playful, emotionally charged neologisms such as *stan* (an obsessive fan), *ship* (to support a romantic pairing), *spoiler*, and *bingeable.* Social media platforms like TikTok and Instagram generate continuous waves of new slang expressions like *glow-up, fit check, dupe, ratioed* which are later adopted by journalists writing about youth culture (Fang, Y., 2021, p. 191). These examples show how digital communities act as laboratories of linguistic experimentation, while mainstream media serve as channels of standardization and dissemination.

The thematic diversity of neologisms in mass-media reflects the linguistic response to social change, technological innovation, and global interconnection. Each domain (technological, political, social, environmental, and cultural) provides its own semantic field for lexical creativity. As Chetverikova O. (Chetverikova, O., 2022, p. 24) notes, the media's linguistic landscape "constitutes a continuous interplay of innovation and convention", where new words emerge, evolve, and either integrate into the lexicon or fade away. For students of lexicology and future teachers of English, the analysis of such examples offers an invaluable opportunity to observe language in motion. It demonstrates the ways in which neologisms express cultural meaning, enhance expressive richness, and maintain English as a living, adaptive system responsive to every aspect of modern life.

Let us consider examples of neologisms in different areas of language used in mass media:

Domain	Examples	Remarks
Technology / Internet	*blockchain, cryptocurrency, social distancing, Zoom-bombing, telehealth, metaverse*	Many tech/covid-19 related neologisms. *Social distancing* may be calque / phrase turned standard.
Health / Pandemic	*COVID-19, long COVID, superspreader, lockdown, staycation* (some overlap)	Medical + social terms adopted broadly in news, media, public discourse.
Politics / Media-politics	*fake news, deep state, gaslighting, virtue signaling, echo chamber*	These reflect ideological or political controversies, used frequently in headlines.

Domain	Examples	Remarks
Social / Cultural / Youth / Lifestyle	*selfie*, *binge-watch*, *ghosting*, *influencer*, *doomscrolling*, *plant-based*, *stan* (as noun/verb)	Many from social media, popular culture.
Marketing / Advertising	*brandscape*, *clickbait*, *buzzword*, *gig economy*, *shoppertainment* etc.	To attract attention, be trendy, memorable.
Entertainment / Media Formats	*podcast*, *vlog*, *webinar*, *infotainment*, *streaming*, *original content*	New media formats create lexicon.

The study of neologisms presents a range of theoretical, methodological, and practical difficulties that distinguish this area from other branches of lexicology. Since neologisms arise spontaneously and are subject to rapid social change, their identification, classification, and interpretation remain complex tasks for linguists and teachers alike. As Aitchison (Aitchison, J, 2013, p. 104) observes, "the very nature of linguistic innovation resists fixed categorization", and what is considered new today may become obsolete tomorrow.

One of the most fundamental challenges in studying neologisms lies in defining what counts as a neologism. Scholars differ on the temporal and social boundaries of the term. Bauer (Bauer, L., 1983, p. 27) defines a neologism as "any lexical unit introduced after the previous generation's vocabulary has stabilized", while Crystal (Crystal, D., 2018, p. 142) stresses that newness is a matter of perception rather than chronology. For example, words like *email* or *hashtag* may still seem new to older speakers but are already established in younger generations' active vocabulary. This relative and context-dependent nature of "newness" complicates lexicological research. In mass-media, neologisms often appear first as nonce-words, occasional, creative forms used for stylistic effect, and only later gain wider acceptance. Distinguishing between true neologisms (those likely to enter general usage) and transient coinages (those that quickly disappear) is an ongoing methodological difficulty (Plag, I., 2003, p. 59).

A further challenge is the ephemeral character of many media neologisms. Mass-media's fast pace of communication produces a constant stream of lexical innovations, but only a small fraction survives long enough to be recorded in dictionaries. As O. Chetverikova (Chetverikova, O. 2022, p. 23) notes, the life span of a media neologism depends on its relevance to social trends and the extent of its diffusion across media platforms. Words like *Brexit* or *selfie* achieved long-term stability because they denoted unique cultural phenomena. In contrast, many pandemic-related neologisms (*quarantini, covidiot, maskne*) may fade as the context that produced them becomes less prominent. This transience poses a problem for lexicologists attempting to compile reliable corpora and for teachers seeking to decide which neologisms merit inclusion in language instruction.

The study of neologisms also faces methodological limitations. Traditional lexicological research relied heavily on printed corpora, lexicons, and dictionaries. However, as Al-Haj Eid (Al-Haj Eid, A. et al., 2024, p. 382) argues, digital communication requires new research tools, since the majority of neologisms now appear first in online contexts (tweets, blogs, or comment sections) rather than in printed texts. Compiling and analyzing such data is methodologically demanding due to the vastness, informality, and constant renewal of online language. Automatic corpus tools may misclassify slang, abbreviations, or spelling variants, while manual analysis is time-consuming and inconsistent. Furthermore, orthographic creativity (such as *l8r* for later or *thx* for thanks) challenges the boundaries between spelling variation and genuine lexical innovation (Fang, Y., 2021, p. 192).

Another major difficulty lies in the semantic interpretation of neologisms. Many new words carry ambiguous, metaphorical, or ironic meanings that depend heavily on context. For example, *cancel culture* may be used either critically or approvingly, depending on the speaker's stance. Similarly, *woke* has shifted from a positive descriptor of social awareness to a politicized and often negative label (Crystal, D., 2018, p. 144). As Aitchison (Aitchison, J., 2013, p. 107) remarks, semantic instability is a hallmark of lexical innovation: new meanings are negotiated in discourse before stabilizing. For linguists, this fluidity complicates the classification of neologisms into semantic fields, while for teachers, it raises questions about which meanings to present to students.

The inclusion of neologisms in dictionaries represents another problematic area. Lexicographers must balance descriptive accuracy with editorial restraint: including too many ephemeral neologisms risks inflating the lexicon, while excluding them may make reference works seem outdated. Crystal (Crystal, D., 2018, p. 143) notes that dictionary compilers often require evidence of sustained usage across multiple sources before a new word is accepted into the lexicon. In the age of digital media, however, traditional lexicographic timelines have accelerated. Online dictionaries such as Merriam-Webster Online and Oxford Languages now monitor

digital corpora and add words much faster than before (examples include *selfie* (added in 2013), *doomscrolling* (2021), and *deepfake* (2022). Yet this speed also raises questions of legitimacy and linguistic authority, as public interest rather than linguistic stability sometimes determines inclusion (Plag, I., 2003, p.60).

From the perspective of teacher education, the study of neologisms introduces pedagogical challenges related to selection, explanation, and contextualization. Teachers must decide which neologisms are appropriate for students' level and relevant to their communicative needs. Since new words often carry cultural or ideological connotations, explaining their pragmatic meaning requires sensitivity to context and register. Furthermore, textbooks and curricula often lag behind linguistic reality, creating a gap between what learners encounter in authentic media and what they study formally. Future teachers therefore need training in how to recognize and interpret new lexical items, how to trace their etymology and semantic development, and how to guide students in understanding them critically rather than memorizing them mechanically (Chetverikova, O., 2022, p. 24).

Finally, the most persistent difficulty is the dynamic and open-ended nature of language itself. As Bauer (Bauer, L.,1983, p. 30) points out, every new communicative context has the potential to generate new lexical units, and no single theoretical framework can fully predict or categorize them. The study of neologisms therefore requires a flexible methodological approach that combines structural analysis, corpus linguistics, discourse analysis, and sociolinguistic observation. For lexicologists and educators alike, this means shifting from a static to a dynamic conception of vocabulary: instead of viewing the lexicon as a fixed inventory, it must be seen as a constantly evolving system shaped by media, technology, and society.

In sum, the study of neologisms in lexicology involves navigating multiple layers of complexity: defining what counts as "new," tracing ephemeral usage patterns, coping with semantic ambiguity, and reconciling descriptive and pedagogical goals. Yet these very challenges make neology one of the most fascinating and vital areas of linguistic inquiry. As Crystal (Crystal, D., 2018, p. 144) notes, "to study neologisms is to study language alive." For students of English and future teachers, engaging with these challenges develops analytical precision, cultural awareness, and adaptability which are essential skills for understanding and teaching a language that never stops changing.

Conclusion. The study of neologisms in modern English mass-media represents one of the most dynamic and revealing areas of contemporary linguistics. The mass-media environment like digital news outlets, social networks, blogs, and multimedia platforms not only reflects linguistic change but actively drives it, serving as both a mirror and a catalyst of lexical innovation. The constant emergence of new concepts, technologies, and sociocultural phenomena leads to an ever-expanding vocabulary that demands continuous observation and interpretation. From a lexicological perspective, neologisms embody the vitality of language in motion. They arise in response to communicative needs and cultural shifts, illustrating how speakers creatively reshape linguistic norms to express emerging realities. The analysis of recent research shows that scholars agree on the systemic, productive, and socially motivated nature of neologisms, although they differ in how they define their boundaries and classify their types. The diversity of theoretical approaches (morphological, semantic, sociolinguistic, and discourse-based) confirms the interdisciplinary character of neology as a field. At the same time, studying neologisms poses a number of methodological and pedagogical challenges. Linguists must navigate the instability, ephemerality, and semantic ambiguity of new words, while teachers must decide which innovations are pedagogically relevant and how to present them meaningfully to students. The rise of digital communication has intensified these challenges: online media generate neologisms at unprecedented speed, and traditional research tools often lag behind linguistic reality. Nevertheless, these challenges should be viewed as opportunities rather than obstacles. For future teachers of English, understanding the mechanisms of neologism formation is essential to grasping how language evolves and adapts. Integrating the study of neologisms into lexicology courses enhances students' analytical competence, enriches their lexical awareness, and helps them stay attuned to the living dynamics of English in use. Moreover, by analyzing neologisms found in mass-media, learners develop not only linguistic but also cultural and critical literacy, as they explore how words reflect ideology, identity, and social change. Hence, neologisms in modern English mass-media constitute a vital subject of study for both linguists and educators. They express the creativity of human expression and the adaptability of language to new realities. As media continue to evolve, so will the lexicon of English which is constantly renewing itself, reminding us that language, like society, is never static but constantly developing. For future teachers, this awareness is not merely academic but profoundly practical: to teach a living language effectively, one must understand and embrace its continual transformation.

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