

Instantiate Lexical Innovation of Psychological Ideation

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Abstract

L-users, virtually, are keen on the psycholinguistic tasks to be performed while interacting. Sometimes one might be baffled with the influx of neologisms due to their inconsistency or multiplefaced constructions. To debaffle such rather enigmatic forms, a linguistic explanation and analysis of their production are conducted hoping to show how they work.

Being linguistically fluctuated, we opt for general viewing for neos endorsement by lexicographers who are more adept at manipulating them. Either accepted or not, one should surf their influx and probe their four phases to be finally established. Factors involved in the interpretability of the psycholinguistic aspects of neos are reviewed. Other factors account for their production, especially when a speaker cannot remember a particular word coined alternatives leading to constraints on the processing of producing new forms.

Some in-a-go new entities enter the sensory temporary storage of L-users where some are preserved for a notable brief period to let the brain process them; or to be discarded in a part of a second. If rehearsed or recognized, these new inputs are transferred into the short-term storage; the working memory.

The axiomatic quest of how such errors have been addressed was processed, and whether a single exposure already leaves a trace in lexical

memory. It rests upon the idea that a neo is a word/phrase that fills a gap or expresses an idea in fairly different ways which mainly come up due to need, necessity, contact or a tongue slip.

Key Words: Neologisms, Memory, Multi-Store model, Speech errors, Tongue slips

المستخلص

قد ينشغل مستخدمو اللغة في تدارس الجوانب النفسية للابتداع اللغوي ولا يتأتى لهم تناوله بشكل سليم لعدم استقرار المستحدثات اللغوية عامة وتعدد أنماط استنباطها. وليسير أغوار أحجية المستحدث و تركيباته اللغوي وجب استنفار شروحات لغوية مسهبة و اجراء تحليلات مستفيضة لنتائج العمليات الصرفية المتعددة الجوانب المعتمدة في قريض المستحدث لما لتلك المستحدثات من تراكيب لغوية متضاربة وبذا فقد اعتمدنا في مبحثنا هذا بعض من اثيل الطرائق المستمدة من صناعة المعجم في تجذير تلك التراكيب ومالاتها.

وان تبني مستخدمى اللغة تلك المستحدثات فاطروها أو ردوها كحوشي من اللفظ، فما كان للباحثين الامتابة مرتسم تدفقها ودراسة مراحل تبنيها لتقبلها في النظام اللغوي والمعجمي. وللعوامل اللغوية النفسية أهمية واضحة في إرساء الأيقونة الدلالية للمستحدثات هذه وفي تحليل مولداتها والتي بانته واضحة بتعذر استرجاع بعض من المفردات أو لمرادفاتها ليؤول الامرالى تشكيل مفردة مبتدعة جديدة.

وقد تنساب بعض التراكيب الجديدة للمستودع الحسي المؤقت للعقل فتكمن فيه لشيء من الوقت أو ليفقد جلاها في بعض من الثانية . فإذا ما أعيد تكرار المفردة أو استخدامها فإنها ستنقل إلى المستوعب اللغوي قصير المدى ومنه الى المستوعب الطويل الامد لاسترجاعها متى كان لها من حاجة عبر أو الذاكرة الفاعلة الفعالة. وللمستحدث صورة خلفية نظرية واسعة لعملية الاستحداثها يرمتها لتظهر ازدواجية التركيب والدلالة في المورثات اللغوي عامة. وإن كانت لرتابة انسياب المستحدثات آثار فقد تتمثل في رأبها لفجوات لغوية في التعبير عن الذات أو لنكوص أو إخفاق في تأطير المفردات أو في تعثر نطقها وان شابت دلالاتها بعض من الخبث اللغوي.

الكلمات الرئيسية: الابتداع اللغوي , الذاكرة , نمط الخزن المتعدد , اخطاء الكلام , زلات اللسان

1. Introductory Notes

The term neologism refers to a newly coined or borrowed word/phrase, or a new meaning sealed to an existing word in the process of entering common use to be preserved and then become part of the language norm as a unit of the lexicon (Newmark 140). It "has been newly created, often expressed to give an effect of novelty or of individuality; opposed to archaism and contemporary usage" (Nida and Taber 203).

Psychologically, it was mainly seen as pathological or deviating for a long time as in the case of Webster's Third New International Dictionary (1966) in which a neo is defined as a "meaningless word coined by a psychotic." This trend is considered normal in children. In adults, it might be a symptom of psycho-pathy or a disorder as in schizophrenia, autism, or aphasia. Medical Dictionary for Health Professionals and Nursing supposes that such words have meaning only to the person who uses them, independent of their common meaning, and indicative to a certain condition.

As such, a neo might be a "solution to a problem. Even if the problem is short-lived, and even if the word seems infelicitous, the innovation is an attempt to communicate in a more crisp, potent or evocative style" (Hitchings 1).

As for the production of language, it is a synchronic study which needs an immediate response by the speaker according to the situation- unlike the comprehension which needs breaking the sentence into segments so as to analyze, then to understand. Production needs an accumulation of ideas and thoughts using selected syllables, words, phrases, etc. at a certain point of time.

Within production, one might make an error; unintentional, unconscious, and mostly embarrassing. One of these errors is *Slips of the Tongue*. These slips might occur due to certain causes as being in critical situations; when speakers are nervous, tired, anxious or intoxicated. Charles F. Hockett asserts that "Whenever a speaker feels some anxiety about possible lapse, he will be led to focus attention more than normally on what he has just said and on what he is just about to say. These are ideal breeding grounds for stuttering" (qtd. in Fromkin 80).

These slips are not random, non-ruled nor haphazard. Yet, "the symptomatology of errors can... carry information on where in the system the breakdown has occurred, and how, in the sense of the possible mechanism involved" (Garman 151).

Being the ongoing focal store of the brain, some of these words are lost in seconds being neglected. Others retained for a while and retrieved into the working memory to deny or displaced for a variety of reasons. Through rehearsal, an influx of new words is retained and sent into the long-term memory storage.

Almost all of the repertoire is reserved through rehearsal, and retrieved loop.

The study of mental life and human actions would be incomplete without a knowledge of the relationship between language and psychological processes. Some of which is implemented due to the human need or situation via the short-term memory. Actually, people make up new words out of necessity, because no other word describes the situation, for comic relief, or to shorten a long phrase or name. The response output shows some word decay and other retained as *neos*.

These expressions are formulated because of poverty of content: failure to express sufficient information, loss of goal: slippage away from the intended topic, clanging: chaining together similar sounding words as if distracted by them, and other kinds of incoherence and unintelligibility.

In a moxie approach to neologies, being creative/ productive, and analysis of their begotten *clones*, four phases are to be processed. Though of multi-dimensional facets, these faces might be tabulated into: the creation of unstable *protogism*, of idiosyncratic diffused hyponyms being a *neolexia*, of (pseudo)neos establishing *staielologic* phase, and of neos *neologic* dated phase. As such, they encounter the conditions of gaining recognition of official dictionaries to rest as entities,

when they agree with the mood of L-users, as shown in the figure below:

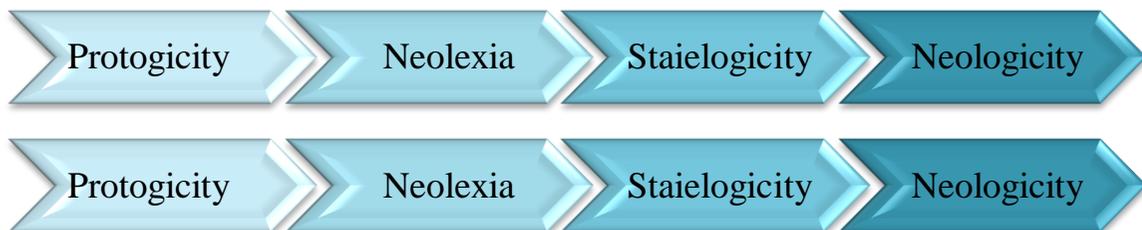


Figure (1): Phases of Neologisms

Virtually, the diachronic changes might be semantic, morpho-phonemic; or least to say pragmatic. Iconicity embarked is worked upon in the declarative memory processing which, however, is to be procedurised permanently. Decoded changes are recognised through lower level processing (LLP) and retention; whereas inferred adopted meanings are schematised by a higher level of memory processing (HLP). Hence, they are synthesised by sequential priming trekking to be discarded or utilised.

In essence, the *multi-store model* of Atkinson and Shiffrin (1968) would be taken for granted in describing memory in terms of neos flowing into the mind to be used in speech. Accordingly, it is depicted as an *information processing* model. Neos exemplified are cited from a variety of sources, others are made up ones.

2. Lexical Productive Task

Being a psycholinguistic task, production is the linguistic performance by speakers in a wish to convey some message. It is one of the four language tasks: acquisition, production, comprehension, and dissolution. Production contains features reflecting the psycho of speakers such as hesitations and unfinished sentences due to certain psychological difficulties such as lapses of memory. "Mental states: desires, hopes, intentions, beliefs and intentions... affect what is said" (Akmajian et al. 419). Leon James explicates that "a list of neologistic productions is a form of cultural history reflecting people's perceptions, insights, and experiences" (1). Thus, he avows that studying neos is similar to the study of speech acts and discourse (Ibid 7).

Specific nonlinguistic factors might affect speech production. A speaker substitutes a neologism when a lexical search fails. In essence, these neos might indicate "a word-finding difficulty... there is a failure in the mechanisms which associate word-sounds with word-meanings" (Butterworth 133).

Hence, two compound nouns that start with the same sound, are composed of two syllables, have the same stress pattern, and contain the identical second morphemes undoubtedly played a role in producing the error, as in using **hair**lines (the output form; OF hereafter) instead of headlines (the intended form; IF hereafter) to refer to a barber:

(1) headlines (IF) → **hair**lines (OF)

Some novel nonsense sequences might overlap strongly with existed words. Traditionally, these errors are named as "metatheses or spoonerisms" (Crystal 414). It is named after William Archibald Spooner, "a distinguished dean of an Oxford college in the early 1900s" (Fromkin et al. 338).

3. Speech Errors

They are made on an occasional basis by all speakers. An inadvertent deviation from an intended utterance that might result in ungrammaticality, nonsense words, anomaly, etc. These errors "tell us interesting things about language and its use" (Ibid 256). Crystal supposes that analyzing certain features of speech production such as tongue-slips could be a means of inferring specific properties of language (388). Likewise, Scovel assumes that "it is only through disability that our marvelous ability is made manifest" (27), and Garman thinks that errors "shed light on the nature of the language system" (151).

Fromkin et al. think that "speech errors show that features, segments, words, and phrases may be conceptualized well before they are uttered" (338). A speech error is often made when phonemic segments are reversed or exchanged. When there is a substitution of one sound for another, it could be depicted as

anticipatory or perseveratory exchange. *Anticipation errors* arise when a sound is produced earlier than in the intended utterance, as in:

(2) a **r**eading list (IF) → a **l**eading list (OF)

(3) **hincty** (IF) → **hinky** (OF) 'a slang means nervous, uneasy'

A reversal is a term used by some psycholinguists to refer to this type of tongue-slip where two linguistic units are interchanged

(4) chickens + rabbits → **ch**abbits (OF)

(5) rabbits + chickens → **r**ickens (OF)

(6) flood + puddle → **fluddle** (OF) 'a water spillage bigger than a puddle, but smaller than a flood'

A *Spoonerism* is a phenomenon relating the state of making a mistake during speech by saying something instead of another. By Spoonerisms, sounds or words are often exchanged "with a humorous twist to the meaning which was intended" (Ibid 32). They show that L-users do not produce one sound, word or phrase at a time. Rather, they construct and store larger units with their syntactic structures. Hence, certain sounds could replace others having the same manner of articulation as in:

(7) You have **m**issed my **h**istory lecture (IF) → You have **h**issed my **m**ystery lecture (OF)

(8) You have **w**asted the whole **t**erm (IF) → You have **t**asted the whole **w**orm (OF)

These examples confirm that "slips of this type are never random, that they never produce a phonologically unacceptable sequence, and that they indicate the existence of different stages in the articulation of linguistic expressions" (Yule 160). While spoonerisms are commonly heard as slips of the tongue resulting from unintentionally getting one's words in a tangle, they can also be used intentionally as a play on words.

Freudian slips, also called *parapraxis*, represent another form of speech errors. Sigmund Freud supposes that slips are as important as dreams since both reveal the unconscious mind (Scovel 32). He referred to these slips as 'faulty actions', 'faulty functions' or 'misperformances' (<http://en.wikipedia.org/wiki/>).

Though minority of speech errors might be explained by this theory, a Freudian slip is an error in speech, memory, or physical action that is interpreted as occurring due to the interference of unconscious with the conscious as a result of an intrapsychic conflict of concurrent intentions. Hence, we have:

(9) **p**ast **f**ashion (IF) → **f**ast **p**assion (OF)

In essence, most of the exchange errors "can be described as involving *singleton elements*, i.e. occurring between single consonant or vowel position" (Garman 153), as in:

(10) That **d**ear old **q**ueen (IF) → That **q**ueer old **d**ean (OF)

(11) **s**udden **d**eath (IF) → **s**edden **d**uth (OF)

Moreover, slips of the tongue might occur due to *analogy*, being one of the internal psycholinguistic factors in L-change. since the "mind is craving for order, the instinctive need of speakers to find regularity in language" (Deutscher 1). L-users tend to liken a word with something else as mind contains information which is "well organized, and not just a jumbled heap of random items" (Aitchison 175).

Psychologically, analogy "reflects a mode of thinking in which a connection, a perception of sameness along some dimension (semantic, formal, phonic...), is made between two linguistic units" (Aronoff and Rees-Miller 118). Analogic change is an economy of memory change "that reduces of the number of exceptional or irregular morphemes" (Fromkin et al. 529). By analogy, the meaning of a word is changed/extended to easify remember new words having the same rhyme or alliteration (James 7), such as:

(12) **pod+ casting**→ **podcasting** (OF) 'program for automatic download over net; analogously with broadcasting'

(13) **mis-+ underestimate**→ **misunderestimate** (OF) 'to respect; analogously with misunderstand'.

Scovel affirms that L-users are not influenced by the sound system of the language but also by "the way words are put together in that language" (35). One of these slips might occur

due analogy when the suffixes are exchanged with the stillness of the bases as in:

(14) New Yorker (IF) → New York**an** (OF) (analogously with American)

(15) derivation (IF) → deriv**al** (OF) (analogously with arrival)

Yule affirms that "Although the slips are mostly treated as errors of articulation, it has been suggested that they may result from 'slips of the brain' as it tries to organize linguistic messages"

(160). Then this error

could be a catchword such as:

(16) Different sites on internet (IF) → Internets (OF)

(17) OK (IF) → **A.O.K.** (OF)

4. Memories

Memory is essential to all our lives. The memory of the past helps operate in the present or think about the future. Without it, we will not be able to function; neither to remember what happened, nor to plan future. In psychology, it is the process in which information is encoded, stored, and retrieved. It aids in processing large amounts of information which take different forms: images, sounds or meaning. Information in this paper would refer to speech errors would might be turned into neos.

Atkinson and Shiffrin (1968) suggest that memory is made up of a series of stores as a system in which information is

flowing through as a computer: with an input, process and output. They would be sensory memory (SM), Short Term Memory (STM), and Long Term Memory (LTM). Hence, memory is described as an *information processing* model (McLeod 1), as shown below:

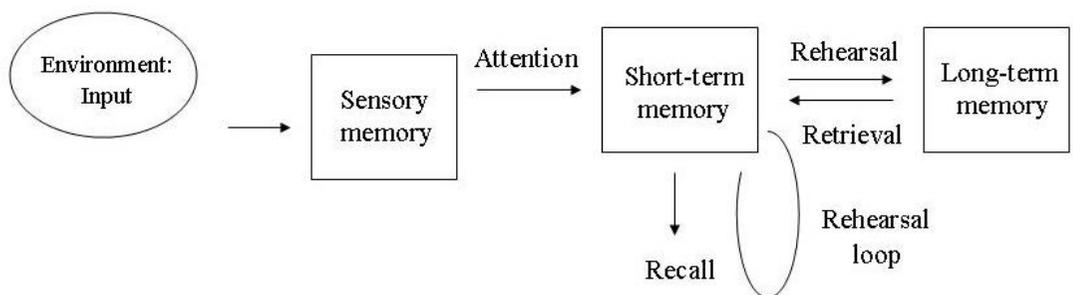


Figure (2): Atkinson and Shiffrin Multi Store Model (1968)

Errors enter the SM as the immediate and the initial recording of sensory information held in it. It has large capacity, but rapid decay. Actual length of time errors exist in sensory storage depends on the modality, but generally lasts for $\frac{1}{4}$ to $\frac{1}{2}$ second. There are different stores for each sense.

If speech error does not get attention, it would be lost and decayed. It would represent the first phase of the entity; *Protogicity* such as (13) **misunderestimate**. Or else, the speech error tends to transfer into the STM if attended when lasts for at least 0-18 seconds. The transformation from SM into STM

requires recognition and attention. Hence, these errors might receive acceptance and signify the second phase of the entities being retained in the STM of a limited group of L-users in a hope to be common leading to be a *neolexia*, as in (17) **A.O.K.** It is "used by the Colonel Shorty who thought he heard the American astronaut Alan Shepard says it, when the astronaut, in fact, uttered O.K." (Hendrickson 28). The encoding of STM is usually auditory and can store for about 7 ± 2 items. If rehearsal does not occur, the error would be forgotten then lost from STM through the processes of displacement or decay.

If rehearsal occurs, the error might transfer from the STM to the LTM. The latter identifies an unlimited capacity store that can hold information over lengthy periods of time. Its encoding is mainly semantic, though it could be visual and auditory; "we construct and store larger units with their syntactic structures specified" (Fromkin et al. 419).

When the error got the attention of listeners, it might enter the LTM to be retained if needed. In this case, the error would gain a wide-spread approval being well stabilized and identifiable, but not documented in official dictionaries. It would be stored in the LTM to signify the third phase of an entity being a *staielogism* as in (12) **podcasting**. Or else, it passes the fourth

stage being documented in the official dictionaries gaining a formal linguistic acceptance and turned to be a *neologism* as in (16) **internets**. It would be kept, retrieved, and looped from the STM to LTM. Rehearsal is essential in transferring errors from STM to LTM.

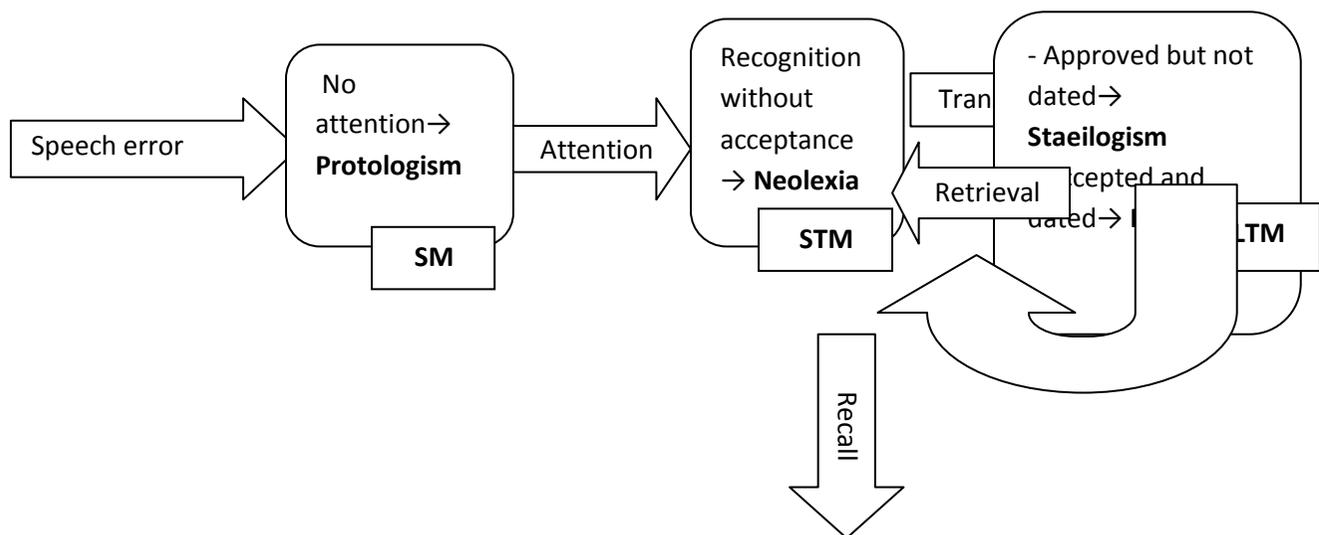


Figure (3): Application of Atkinson and Shiffrin Model

5. Processing

Forrester sees lexical processing as the study that rests on the basic assumption that each of us has within our heads, some kind of dictionary or 'mental lexicon', which depicts the complete list of words that make up any natural language (12). There are different views of the relationship between processing and

production: some see processing as separate from production, but some see production as a part of processing.

Traxler deems that speech production needs three kinds of mental processing: *conceptualisation*, *formation*, *articulation* (38). He adds that "Each mental process accomplishes a sub-goal, and the output of one mental process provides the information needed for the next mental process" (Ibid 39). Yet, Levelt infers a speech production model as a linear progression and adds a fourth stage: *self-monitoring* (Scovel 27). Crystal supposes that "processing is important in retention of linguistic information... [and that] processing of structures takes up more space in short term memory" (388-9).

In essence, and as has been quoted in Garman, Garrett supposes that "speech errors may be revealing of levels of processing" (371). An error may occur when the form of the utterance may not represent the wished message-level, or if the abstract form of the utterance may not be suitably signified in its expression, or when a speaker is confused syntactically (Ibid). Processing information should pass through three stages: encoding, storage, and retrieval.

5.1 Memory Encoding

It is a set of mental operations that people perform on sensory information to convert that information into a form that is usable in the brain's storage systems, to cope with then stored. Thus, when an error is heard, it may be stored if it is encoded into a sound or a meaning, i.e. semantic processing. Three main ways help encoding; the new word: Visual (picture), Acoustic (sound), or Semantic (meaning) (McLeod 2).

Due to our adopted model, the principle coding system in STM is *acoustic*. When a person is presented with a list of numbers and letters, they will try to hold them in STM by rehearsing them verbally, While the principle encoding system in LTM could be *semantic* coding. However, information in LTM can also be coded both visually and acoustically.

5.2 Memory Storage

James asserts that "All ideas that come to us enter our conscious awareness" (2). This concerns the nature of memory stores, i.e. where the error is stored, how long the memory lasts for, how much can be stored at any time and what kind of error is held. The way we store an error affects the way we retrieve it. De Vaan, Schreuder and Baayen suppose that "lexical processing

of the neologism after one night's sleep will be facilitated notably when it appears in a similar context (3).

5.3. Memory Retrieval

Information is to be get out storage. We can't remember it, when it is not looped back. Differences between STM and LTM are obvious in retrieving something from memory. Organizing information can help retrieval. In the mental lexicon, words are assumed to have their own representations in lexical memory.

Frequency of a word helps acquire it, "inhibitory effects already 24 hours after the initial familiarization with the pseudo-words. Thus, one night's sleep seems sufficient for a lexical representation to develop" (De Vaan et al. 4).

6. Retention

It is the ability to hold things in mind; specifically a preservation of the aftereffects of experience and learning that makes recall or recognition possible. Explicit memory involves facts learned through conscious interaction, while implicit memory involves unconscious retention. It refers to the ability to recall or recognise what has been learned or experienced in memory. That is why it is important in recalling slips of the tongue that might be finally turned into a neo.

7. Conclusions

The study concludes the potentiality of language vocabulary. Specific linguistic and extra linguistic factors help conceptualize *neologisms*. Neos are partly culture-bound; psychologically and socio-logically conditioned. Like all concepts, they are abstractions despite the continuous linguistic efforts to concretize them. They are innovative, ephemeral or permanent being dynamic in nature. They mirror specific features of the neologizer. Neos could be out of tongue slips.

Slips of the tongue might occur due to anticipation, spoonerism, or analogy. Speech errors are helpful in understanding specific properties of language specifically on how speech is formulated since the ability of using language is made obvious through disability. It has been proved that these slips stick on normal patterns of word usage.

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