



This is a graded discussion: 10 points possible

due Feb 14

Week 3 Questions and Graded Discussion

45 83

Choose two to answer and post your answers in Week 3 forum:

1. How can the knowledge of morphology help in teaching ESL/EFL? How can the knowledge of morphology help students in studying English?

2. Below are listed some words followed by incorrect definitions:

-

<u>Word</u>	<u>Student Definition</u>
Stalemate	“husband or wife no longer interested”
Effusive	“able to be merged”
Tenet	“ a group of ten singers”
Dermatology	“a study of derms”
Ingenious	“not very smart”
Finesse	“a female fish”

Choose three of these incorrect definitions give some possible reasons why the students made the guesses they did. Where you can exemplify by reference to other words or morphemes, giving their meanings, do so.

3. Find at least three examples in speech or in print of new words or old words used in new ways.

Due date for Week 3 answers is Sunday, Feb.14, 2021.

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[Diana Burga \(https://my.uclaextension.edu/courses/32476/users/118042\)](https://my.uclaextension.edu/courses/32476/users/118042)

Feb 8, 2021

1. The knowledge of morphology helps in teaching ESL/EFL because one can teach various morphemic elements as a way to determine the meaning of new words Morphological awareness helps students to better comprehend reading texts. By teaching morphological awareness, students are better able to identify words and recognize their meanings while they engage with the reading text.

2.

Stalemate "husband or wife no longer interested"- I think they confusion came from talking the word "stale" as in no longer appetizing and "mate" with the definition or partner or with the word "soulmate"- opposite of soulmate is stalemate!

Dermatology "a study of derms"- I think the students knew that ology means "study of" but probably had no idea what dorm meant therefore came out the definition of "study of derms"

Ingenious "not very smart"- in as a prefix means not and they took the word "genius" and got that definition of not smart.

[← Reply](#)

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[Chiaki \(https://my.uclaextension.edu/courses/32476/users/112607\)](https://my.uclaextension.edu/courses/32476/users/112607)

Feb 8, 2021

Hi Diana,

I chose the same 3 words as you did for question 2. I didn't notice that "stalemate" was misunderstood as the opposite of soulmate! Good point.

Chiaki

← Reply

○



[https://](https://my.uclaextension.edu/courses/32476/users/112607)

[Chiaki \(https://my.uclaextension.edu/courses/32476/users/112607\)](https://my.uclaextension.edu/courses/32476/users/112607)



Feb 8, 2021

Hello everyone,

1. Morphology is a critical element of successful vocabulary development and accurate decoding as Soifer claimed(2005). Wilson proposed that teaching morphology is an effective measure to support students' comprehension and applying word structure for decoding, spelling, and vocabulary study (2005). There is no doubt that the knowledge of morphology is effective in teaching both reading and writing.

According to National Institute for Literacy, teachers should instruct on how the role of morphemes changes the meaning of words when introducing new vocabulary. We should be aware when teaching the meanings of morphemes, it is necessary to do so within the context of a sentence. Besides, teaching the different morpheme patterns such as Anglo-Saxon morphemes, Latin morphemes, and Greek morphemes is beneficial. It is important to be aware that derivation is the biggest factor in improving reading skills as well(2007). These are all useful information for ESL teachers when creating vocabulary, reading lessons, or class activities.

The knowledge of morphology helps students in studying English, as morphological knowledge improves students' decoding, comprehending, and spelling of the word as well as helps to build vocabulary (National Institute for Literacy, 2007). The benefit of acquiring the knowledge of morphology is that students can apply their morphological knowledge when they come across new vocabulary and decode the meaning on their own. ESL teachers should encourage students to use the knowledge of morphology when reading or decoding words after it is introduced.

2.

Stalemate "husband or wife no more interested"

The student's wrong interpretation of the word stalemate is probably due to the meanings of two words, stale and mate. The student combined the meaning of stale, which is no longer fresh and pleasant, and mate, which is each of a pair of animals, a friend, or companion. A similar example is the word laptop, a computer that is portable and suitable for use while traveling. It consists of two words lap and top, which has nothing to do with a computer.

Ingenious "not very smart"

This incorrect definition probably came from the idea that the word ingenious consists of the prefix in, which means "not" and the ending part "genious" was misunderstood as the word "genius". The student probably made an assumption that the word means the opposite of genius. A similar type of the word is inflammable, which actually means flammable. Although the word seems to have the prefix in, which means "not," the word does not mean it is not flammable as the word comes from the word "enflame."

Dermatology "a study of derms"

This erroneous definition was probably developed when the word derma was misunderstood as an animal or object, and was made to plural. Then, the suffix ology, which means a field of study was added. A similar type of word would be stereology, which is the study of three-dimensional properties of objects or matter usually observed two-dimensionally. It could be misunderstood as a study of stereos.

Edited by [Chiaki \(https://my.uclaextension.edu/courses/32476/users/112607\)](https://my.uclaextension.edu/courses/32476/users/112607) on Feb 9 at 3:25pm

[← Reply](#)



[Christian Aguiar \(He/Him/His\) \(https://my.uclaextension.edu/courses/32476/users/130203\)](https://my.uclaextension.edu/courses/32476/users/130203)

Feb 9, 2021

Your breakdown of inflammable got me thinking, is this an example of two morphemes coming from Latin, but one having a slightly different connotation because it comes in via French (enflame, as you pointed out) rather than directly? I looked up the etymology, and it seems plausible, as many of the words that use the prefix the opposite way, like indivisible, seem to have come into English directly from scholarly Latin rather than through French.

[← Reply](#)



[Chiaki \(https://my.uclaextension.edu/courses/32476/users/112607\)](https://my.uclaextension.edu/courses/32476/users/112607)

Feb 9, 2021

Hi Christian,

I didn't know the origin of the word enflame. Thank you for sharing. It must help students learn more vocabulary if they learn Latin and other types of morphemes.

← [Reply](#)



[Viktorija Lejko-Lacan \(https://my.uclaextension.edu/courses/32476/users/731\)](https://my.uclaextension.edu/courses/32476/users/731)

Feb 14, 2021

Chiaki, True, that's one of the dangers with overgeneralizing on the one hand and inconsistencies of the English language, on the other. It happens with both prefixes and suffixes - for example if *singer* sings, why is not correct to say that *finger* *fings* (finger is single morpheme). and so on.

← [Reply](#)



[Juan Ochoa \(https://my.uclaextension.edu/courses/32476/users/163772\)](https://my.uclaextension.edu/courses/32476/users/163772)

Feb 9, 2021

2) Effusive:

The learner probably divided this word [Ef-fus-ive] the root word was interpreted as "fuse" which means to join or blend. the [-e] was omitted from fuse and the suffix [-ive] turned the word into an adjective. the prefix [ef-] must of been interpreted to mean "able to produce a result" like in the word "Effective"

Tenet:

The learner could have possibly confused the prefix [-et] to mean a group. The words du-et and quart-et all have [-et] in the word and are used to mean a group singers. The learner could also know that the root of the word is a number and must've came to the conclusion that a group of ten singers would be a "tenet". What the learner failed to realize is that the root words are latin numerals, thus 10 singers would actually be a [decet]

Finesse:

The learner must've thought that the suffix [-esse] denotes a female form Ex. Lioness Goddess and *princess*. *What is strange to me is that the speaker used "fin" to mean "fish". Fishes do have fins and this is where the confusion in the meaning could have derived from.*

3) Language changes overtime in order to meet the needs of the user of a language some words that were used hundreds of years ago could mean something completely different today. This could be especially difficult for a language learner of English when learning new vocabulary. They may be confused when they hear a word such as "Sick" which means to be ill, being used as a complement. In some cases morphology could even mislead a student. For instance the student knows that the word "Awe" means something bad so the word "Awesome" must also be bad, well in the past that was true but today it is seen as something positive. Words used "informally" such as "Literally" can also be difficult when hearing in speech. It is now used interchangeably with figuratively, for example "I'm literally about to explode". Studying vocabulary and word structure is very beneficial but in order to master all types of words a student should also experience and study the culture in order to pick up on all the ways a word is used.

← Reply



[Christian Aguiar \(He/Him/His\)](https://my.uclaextension.edu/courses/32476/users/130203) (https://my.uclaextension.edu/courses/32476/users/130203)

Feb 9, 2021

That's such a great point about the morphology of words that have emerged as contrastive meanings, like literally (meaning *not* literally). I also thought of "irregardless," which is now an accepted (though non-standard) word meaning, of course, regardless. Like you say, if students understand the culture, they'd get how literally could mean both literally and *not* literally, but without that cultural context, it would be, literally, mind-boggling.

← Reply



[Valeria Barrera](https://my.uclaextension.edu/courses/32476/users/160473) (https://my.uclaextension.edu/courses/32476/users/160473)

Feb 9, 2021

Well, I'm literally about to explode in a laugh with your posts. What an excellent way to explain those word definitions and their cultural context. Hyperbolicism aside, you make an excellent point Juan; morphology *can* be misleading to a student that is starting to learn the language. How do you teach a word, when outside, its definition may be the opposite? The evolution of English words is inevitable. Do you think we should teach morphology with the cultural context of words?

Edited by [Valeria Barrera](https://my.uclaextension.edu/courses/32476/users/160473) (https://my.uclaextension.edu/courses/32476/users/160473) on Feb 9 at 1:59pm

← Reply



[Juan Ochoa \(https://my.uclaextension.edu/courses/32476/users/163772\)](https://my.uclaextension.edu/courses/32476/users/163772)



Feb 12, 2021

Hi Valeria, thankyou for your response and sorry for the late response to your question. While It would be great to be able to teach cultural context in the class I feel that it could confuse students. I would instead try to implement strategies to make students want to go out and seek out native speakers outside the classroom to acquire these by themselves and ask if certain words mean something different than what they learned in class.

[← Reply](#)



[Viktorija Lejko-Lacan \(https://my.uclaextension.edu/courses/32476/users/731\)](https://my.uclaextension.edu/courses/32476/users/731)



Feb 14, 2021

Juan and Christian, Another thing that students can find confusing is that some prefixes, for example, un- are not fully productive - there is said but not "unsad", obvious , but no "unobvious"; it seems to be most productive for adjectives derived from verbs.

[← Reply](#)



[Chiaki \(https://my.uclaextension.edu/courses/32476/users/112607\)](https://my.uclaextension.edu/courses/32476/users/112607)



Feb 9, 2021

Hi Juan,

The explanation of the word "sick" in your post reminded me of my old memory. I only knew the regular meaning of sick and ill when I was studying English, and couldn't understand why they were used in a positive way. I first learned the other meaning of the word "sick" when I was taking an ESL class. As you mentioned, it is hard for ELL to learn those words that have entirely different meanings, but it happens in my first language as well. I've never thought about other languages, but it may happen in other languages as well.

[← Reply](#)



[Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025)

Feb 14, 2021



Hi Juan,

You mentioning the word "sick" reminded me how many of those simple everyday words that have negative connotations have been turned into words that have the opposite meaning, often becoming more than a word but a statement of an attitude, personality, or urban lifestyle, including "cool," "bad," "ill" and such, many of which were originally rooted in urban Black music such as jazz, then hip-hop.

This type of use has become so mainstream that one often doesn't even think about it, but I think it's universal. In Japanese, we also say "yabai," which is slang and an adjective meaning something is bad or dangerous, but it also means "great, amazing, extraordinary" in the way the word "sick" is used (or how "qué bárbaro" can be "cool" in some Spanish speaking countries, especially among musicians such as percussionists).

Unlike the word "sick," Japanese "yabai" is slang either way, but it started out as negative slang, and then took on new positive meaning later. You won't know if the speaker actually meant something positive or negative without a context.

Edited by [Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025) on Feb 14 at 2:39pm

[← Reply](#)

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[Christian Aguiar \(He/Him/His\) \(https://my.uclaextension.edu/courses/32476/users/130203\)](https://my.uclaextension.edu/courses/32476/users/130203)

Feb 9, 2021



- *How can the knowledge of morphology help in teaching ESL/EFL? How can the knowledge of morphology help students in studying English?*

I was excited this week to see that morpheme types fall into roughly the same categories as sentence types: simple, complex and compound. (Are there compound-complex morphemes?) This struck me as immediately helpful, as I often teach sentence types in my developmental courses as a way for students to get back to basics, think more about sentences, and then more easily avoid the major grammar mistakes college writers have, namely run-ons, fragments, and dangling modifiers. Stowe's article, as I read it, suggests that teaching morpheme types and morpheme-decoding strategies would have some of the same benefits both for ESL speakers and for L1 speakers who struggle with vocabulary, spelling, and usage: it would help them learn to see words not as big, puzzling units they must swallow whole, so to speak, but as agglomerations of smaller, manageable, recognizable pieces.

The article from the National Institute for Literacy makes this case: “Students who understand words at the morphemic level are better able to get the meaning of words and are better prepared to deal with the increased reading and writing demands across the curriculum and content areas.” This makes me suspect that, for at least some of the students I work with - ELL students and developmental L1 students - the reading strategies I currently teach should probably be well supplemented by some more fundamental morphological reading approaches. The study describes the challenges of adolescent readers in particular, which is helpful for me: the reading level of college students in developmental reading and writing courses is often around 8th-9th grade, so it seems like this kind of intervention could be level appropriate for intermediate ELL students.

3. *Find at least three examples in speech or in print of new words or old words used in new ways.*

Tackling this question, I re-discovered something I have a vague memory of a librarian friend tweeting: the OED blog, which provides regular updates on new words entering English. A lot of them are social media derivations that seem closely related to our experiences of the pandemic. Here are three of the new additions to the OED for December 2020 along with their definitions:

1. adult, v. - intransitive. To become, be, or behave as an adult; (now) esp. to carry out the mundane or everyday tasks that are a necessary part of adult life. Cf. *adulting* n.
2. *breathwork*, n.: “Any of various exercises, techniques, and therapies that involve controlling the manner in which one breathes, esp. in order to promote relaxation...”
3. *on-brand*, adj.: “Conforming to the image or identity that a particular company seeks to associate with its products or services.

I think it’s worth noting that the first use of *adult* as a verb was recorded in 1909, so *adulting* is not entirely new. I wonder how learners of English might decode *breathwork* - it makes a lot of sense as a compound word referring to exercises to control your breath, but I guess it could also be *doing* work with your breath, perhaps a category term for teaching, singing, glass-blowing and waiting tables?

Here’s a link to the blog: <https://public.oed.com/updates/new-words-list-december-2020/>
 Edited by [Christian Aguiar \(He/Him/His\)](https://my.uclaextension.edu/courses/32476/users/130203) on Feb 9 at 8:16am

← [Reply](#)



[Valeria Barrera \(https://my.uclaextension.edu/courses/32476/users/160473\)](https://my.uclaextension.edu/courses/32476/users/160473)

Feb 9, 2021

Hi Christian,

Your mention of Stowe's article reminded me of a technique that a college professor gave me once, concerning my overt procrastination: take big, daunting tasks, and divide them into smaller, more manageable ones. Thankfully, I've become much better at managing my procrastinating tendencies. But your mention of this technique, which seems to resonate with different frameworks, may be the most important reason why morphology is helpful to any ELL. When we simplify words into morphemes, and consequently into affixes, we also simplify the meanings of our words.

← [Reply](#)



[Christian Aguiar \(He/Him/His\)](https://my.uclaextension.edu/courses/32476/users/130203) (<https://my.uclaextension.edu/courses/32476/users/130203>)

Feb 10, 2021



That's a great point! I hadn't considered the parallel with tasks beyond language - breaking it down always makes it easier, whether it's a word, a task, a recipe, or a dance.

← [Reply](#)



[Valeria Barrera](https://my.uclaextension.edu/courses/32476/users/160473) (<https://my.uclaextension.edu/courses/32476/users/160473>)

Feb 9, 2021



Hello everyone,

This has been a week full of fascinating content. I'm a word geek; I take pride in checking the dictionary every day to learn a new word. I have even downloaded the Merriam Webster Dictionary's App to regularly participate in their word quizzes. If you like trivia, download this app! In short, words are fascinating.

1. The knowledge of morphology can help the ESL student recognize how and why morphemes take on different meanings when adding an affix, joining two separate free morphemes, taking two morphemes to create a new word, etc. Morphology allows us to create new words and modify those already existing. Studying the structure of words enables the ESL student to understand the origin and possible meaning of many (out of countless) words in the English language. Not only will this allow them to expand their vocabulary, but also better comprehend words when spoken.

3. This was the most fun question to answer. I'm sure I'm not the only one who has heard some of these words being used in the real world or social media (which is one of the best modern ways to encourage new vocabulary).

- Fit *n.*Original use:

the particular way in which something, especially a garment or component, fits.

"the dress was a perfect fit"

Informal use:

a shortened version of the word outfit.

"the dress was a perfect fit for the occasion"

- Shady *adj.*Original use:

situated in or full of shade.

"shady woods"

Informal use:

of doubtful honesty or legality.

"he was involved in his grandmother's shady deals"

Lit *adj.*Original use:

having been ignited; burning.

"a lit cigarette"

Informal use:

very good, impressive, or exciting.

"my birthday party was lit!"

Edited by [Valeria Barrera \(https://my.uclaextension.edu/courses/32476/users/160473\)](https://my.uclaextension.edu/courses/32476/users/160473) on Feb 9 at 1:42pm

← Reply



[Michelle Akamine \(https://my.uclaextension.edu/courses/32476/users/153411\)](https://my.uclaextension.edu/courses/32476/users/153411)

Feb 10, 2021

Hello Valeria,

I'll have to download that app! I love trivia and it sounds so interesting. I'm not sure why but when I think morphology, I think of written words (maybe it's because I'm more of a visual learner?) so thank you for mentioning how it can improve listening comprehension.

← Reply



[Valeria Barrera \(https://my.uclaextension.edu/courses/32476/users/160473\)](https://my.uclaextension.edu/courses/32476/users/160473)

Feb 11, 2021

Hi Michelle,

Thanks for your input. I'm sure each of us in this class will have a different way of seeing how Morphology can affect our learning. Most of the classes I teach are virtual, so I rely heavily on audio (especially when students aren't too tech-savvy). However, I agree that seeing the words written out and explained (like we saw in the videos for this week), it's much easier to remember and understand them.

← [Reply](#)



[Melinda Cavalletto \(https://my.uclaextension.edu/courses/32476/users/150435\)](https://my.uclaextension.edu/courses/32476/users/150435)

Feb 10, 2021

Hi Valeria,

I like that you chose "lit." A few years ago, I overheard my teenage daughters using the word "lit." I thought they were talking about getting drunk! I was about to question them and then understood that they talked about how much fun they had the night before, which had nothing to do with alcohol.

← [Reply](#)



[Valeria Barrera \(https://my.uclaextension.edu/courses/32476/users/160473\)](https://my.uclaextension.edu/courses/32476/users/160473)

Feb 11, 2021

Hi Melinda!

It's funny you mention that other definition for "lit". I thought I'd avoid adding it to my list in case it meant getting some teenagers would get in trouble! I'm sure your English vocabulary has tripled just by being around teenagers.

← [Reply](#)



[Russell Fung \(He/Him/His\) \(https://my.uclaextension.edu/courses/32476/users/147480\)](https://my.uclaextension.edu/courses/32476/users/147480)

Feb 11, 2021

Hi Valeria,

The word "lit" is so 2016! I believe the word people use now is "fire." Like that fit is so fire! By the time older people like me use it colloquially, the Gen Z kids will be onto another word. Oh, and "shady" is now "sus." I think it's short for suspicious, and was mostly popularized in the online video game world. I heard AOC use that word, so I guess it's cool for us to use now.

-Russell

← Reply



Christian Aguiar (He/Him/His) (<https://my.uclaextension.edu/courses/32476/users/130203>)

Feb 11, 2021



It's interesting how new words mostly come from younger generations, isn't it? I wonder if there's some deep linguistic restlessness, some need to augment the language and make it new, that fades as people get older. Or maybe we're just missing a rich substrata of Boomer and Gen X slang?

Christian

← Reply



Valeria Barrera (<https://my.uclaextension.edu/courses/32476/users/160473>)

Feb 11, 2021



Hi Russell and Christian,

How can we keep up with all these words?! I think vocabulary is developed from the lack of terms for something new or simply to find a new way to call something conventional... call it "human restlessness" instead? Quite frankly, I turn to pop music to stay in touch. Otherwise, I won't be able to speak the new "English" in a few decades.

Edited by **Valeria Barrera** (<https://my.uclaextension.edu/courses/32476/users/160473>) on Feb 11 at 8:45am

← Reply



Viktorija Lejko-Lacan (<https://my.uclaextension.edu/courses/32476/users/731>)

Feb 15, 2021



Russel, You are right. The purpose of a jargon or slang is to keep out anyone who doesn't belong to a group (whether it's gathered by age, profession or something else). That's why these words get "old" and replaced so fast. There may be some "generational restlessness" as Christian has mentioned.

← Reply



Diana Burga (<https://my.uclaextension.edu/courses/32476/users/118042>)

Feb 13, 2021



Hi Valeria,

You give such a great breakdown of the words. I learned a lot from reading your response. Thank you!

← [Reply](#)



[Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025)

Feb 14, 2021

Hi Valeria,

As you mentioned (referring to Question 3) that "this was the most fun question to answer," I can see how this question (new words or old words used in new ways) has created the most buzz among our classmates here as well. I believe that in the classroom, LX students would also enjoy knowing about them.

It's interesting how our classmates' responses vary depending on the generation, the level of access and interaction they may have with teenagers, their lifestyles and/or professions, regional bases, and such. As language is always evolving, those "new" words have a shorter or longer shelf life, depending on how they make their way into the mainstream culture. From the TESOL perspective, I feel introducing those words is very beneficial for adolescents to K12 or even to K16, as it is a period of life where peer acceptance can be of utmost importance for many and it may have a direct impact on those students' social lives at school and their self-confidence.

For adult learners, it is also a very fun subject and is great to know as part of the evolving culture, but may not have the same pressing social need as adolescents and young adults in the everyday context. For adult corporate students, LX teachers can introduce them with caution as some of them may be "inappropriate" to use in certain workplaces if they don't understand the difference between colloquial expressions and slang, their contexts, and nuances.

← [Reply](#)



[MaryAnn Wilson \(https://my.uclaextension.edu/courses/32476/users/94764\)](https://my.uclaextension.edu/courses/32476/users/94764)

Feb 9, 2021

1. How can the knowledge of morphology help in teaching ESL/EFL? How can the knowledge of morphology help students in studying English?

According to the National Institute for Literacy, teaching morphology can help ESL students figure out bigger words by being able to recognize its building blocks, or morphemes. Mary Stowe recommends teaching ELLs the origins, affixes, and roots of simpler words of Anglo-Saxon origin first, before words of Latin and Greek origin.

In the article, “Key Literacy Component: Morphology,” Brice (2004) suggests teaching base words with their prefixes and suffixes. I think it’s best to introduce the easier affixes to beginners, and more effective to teach one suffix or prefix at a time.

For intermediate learners, it may be effective to teach bigger words by first noting its morphemes. For example, if one introduces the word, microscope, by first presenting the first morpheme, micro, and explain it means really tiny, and then scope, which means see, then ELLs are less likely to be overwhelmed at first sight, and more likely to remember a word, because its morphemes are understood.

The website, [Linguistics for Teachers of ELLs](https://linguisticsforteachersofells.weebly.com/morphology-in-the-classroom.html) (<https://linguisticsforteachersofells.weebly.com/morphology-in-the-classroom.html>), suggests researching some of the morphological processes governing other languages spoken by ELLs in one’s classroom. Since over 80% of English language learners speak Spanish, (Gándara & Hopkins, 2010), having a basic understanding of some Spanish affixes is helpful. English and Spanish share similar affixes, particular the prefix and suffix, so for example, the English suffix –ing could be compared to the Spanish suffix –ando, which has the same meaning. The same goes for –tion in radiation, and –ción in radiación.

3. Find at least three examples in speech or in print of new words or old words used in new ways.

Long hauler:

Old meaning: someone who travels long distances, a vehicle that is used to travel long distances, a company or business that specializes in transporting goods or passengers over long distances.

New meaning: a person who experiences one or more long-term effects following initial improvement or recovery from a serious illness (such as Covid-19).

Bump:

Old meaning: to encounter something that is an obstacle or hindrance.

New meaning: to move an online post or thread to the top of the reverse chronological list by adding a new comment or post to the thread.

Fleet:

Old meaning: a number of warships under a single command.

New meaning: Fleeting tweets = fleets. They're basically little photos, videos and texts you can post on Twitter but they're not actual tweets. Fleets live for 24 hours before disappearing.

← Reply



[Russell Fung \(He/Him/His\)](https://my.uclaextension.edu/courses/32476/users/147480) (https://my.uclaextension.edu/courses/32476/users/147480)

Feb 11, 2021

Hi Mary Ann!

I find myself using the word "bump" almost every day. The new meaning you described is something I didn't know! I normally use "bump" to mean "bother." Like when I gossip or talk about news with other people, I'd say, "Yeah, what Phil said really bumped me." Or "that last shot of the Star Wars movie really bumped me." I find myself complaining about things a lot, so I use the word "bump" to soften my complaints. "Bump" is basically just a lighter way of saying something irked me.

Anyway, just wanted to share that. Sorry if I sound like I mansplained. Oh, mansplain means...

-Russell.

← Reply



[MaryAnn Wilson](https://my.uclaextension.edu/courses/32476/users/94764) (https://my.uclaextension.edu/courses/32476/users/94764)

Feb 11, 2021

Hi Russell,

That's funny because I've never heard it used the way you do! I thought I'd look it up in the urban dictionary but all I found was the definition I stated:

<https://www.urbandictionary.com/define.php?term=bump>

<https://www.urbandictionary.com/define.php?term=bump>

Could this be a regional thing? Where do you live?

← Reply



[Juan Ochoa](https://my.uclaextension.edu/courses/32476/users/163772) (https://my.uclaextension.edu/courses/32476/users/163772)

Feb 13, 2021

Hi Marry Ann, I find it really interesting that 80% of English are Spanish speakers. do you know if that's in the U.S alone or worldwide? I definitely agree that having a basic understanding of Spanish affixes can help. Even if your a native Spanish speaker (such as myself) it is always good to go in depth to get a better understanding.

← [Reply](#)



[Viktorija Lejko-Lacan \(https://my.uclaextension.edu/courses/32476/users/731\)](https://my.uclaextension.edu/courses/32476/users/731)

Feb 14, 2021

Juan, 80% refers to English Learners in California whose home language is Spanish. Interesting information on the California Department of Education website.

<https://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp>

[\(https://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp\)](https://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp)

← [Reply](#)



[Viktorija Lejko-Lacan \(https://my.uclaextension.edu/courses/32476/users/731\)](https://my.uclaextension.edu/courses/32476/users/731)

Feb 14, 2021

Mary Ann,

I believe fleeting in fleeting tweets comes from the verb fleet which means to disappear or vanish - that's what happens with this group on tweets - it's similar to "a fleeting moment". Interesting how the noun and the verb here don't have much in common.

I also found it mentioned in this article [Fleets](#)

<https://www.npr.org/2020/11/17/935800572/fleeting-thoughts-twitter-adds-disappearing-tweet-feature>

Edited by [Viktorija Lejko-Lacan \(https://my.uclaextension.edu/courses/32476/users/731\)](https://my.uclaextension.edu/courses/32476/users/731) on Feb 14 at 6:09pm

← [Reply](#)



[MaryAnn Wilson \(https://my.uclaextension.edu/courses/32476/users/94764\)](https://my.uclaextension.edu/courses/32476/users/94764)

Feb 15, 2021

Hi Viktorija,

I didn't know that (about fleeting tweets) but that makes sense! Thanks for the article.

← [Reply](#)



[Viktorija Lejko-Lacan \(https://my.uclaextension.edu/courses/32476/users/731\)](https://my.uclaextension.edu/courses/32476/users/731)

Feb 14, 2021

Mary Ann,

I believe fleeting in fleeting tweets comes from the verb fleet which means to disappear or vanish - that's what happens with this group on tweets - it's similar to "a fleeting moment". Interesting how the noun and the verb here don't have much in common.

[← Reply](#)



[Viktorija Lejko-Lacan \(https://my.uclaextension.edu/courses/32476/users/731\)](https://my.uclaextension.edu/courses/32476/users/731)

Feb 14, 2021

Mary Ann, Excellent point about teaching students that some morphemes are cognates in English and Spanish like -tion and -cion. Students find such empowering because they start looking for other similarities.

[← Reply](#)



[Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025)

Feb 10, 2021

1. How can the knowledge of morphology help in teaching ESL/EFL? How can the knowledge of morphology help students in studying English?

The knowledge of morphology contributes to vocabulary development, analytical thinking through decoding, and overall reading comprehension enhancement. Since decoding is central to the idea of morphemes, ESL teachers can encourage students to play with various bound morphemes around free morphemes so they get to practice and start understanding how words get transformed with the use of prefixes, suffixes, and roots.

Since morphemes come in small units, it is easy for ESL teachers to gamify morphology lessons in the classroom to broaden students' vocabulary and enhance reading skills, by using various tools and techniques including an affix card deck, foldables, and matching games, as suggested in Mary Stowne's "Teaching Morphology: Enhancing Vocabulary Development and Reading Comprehension."

Even when they are not giving morphology-specific lessons, ESL teachers can introduce bound morphemes that can be attached to a free morpheme when they teach a new word so students can start seeing the patterns. For instance, if you introduce the verb “use” as a new word in the classroom, you can also mention “user,” “useful,” “useless” and such to help students efficiently expand their vocabularies on the same root word and spot the patterns so they can apply the rules themselves when they see new words, thereby enhancing their reading comprehension ability.

3. Find at least three examples in speech or in print of new words or old words used in new ways.

1. **“alternative”** – The original definition for this adjective is “offering or expressing a choice” (Merriam-Webster), which simply means another choice or option. It came to be used as “unconventional” or “outside of the established cultural norm,” as in “alternative music” which is regarded as an alternative to conventional popular music, and more recently, as in “alternative facts,” signifying “someone’s own version” of facts that are likely not based on objective evidence, whose usage has been adapted in popular culture in a satirical way to make fun of someone’s baseless claims.
2. **“they”** – a pronoun originally used to refer to “those ones; those people, animals, or things” or “people in a general way or to a group of people who are not specified (Merriam-Webster), this plural pronoun came to be used to express a person’s gender pronoun choice, mostly by those who prefer to not be referred to either as “he” or “she,” but also by people who want to express support for the non-binary gender assumptions regardless of their own gender expression choices, whether they feel they are either a male or female, or neither, or both. Likewise, some people came to choose to add “he” and “she”-based pronouns after their names on their profiles to let others know which pronouns to use when speaking about them, often in support of the same idea.
3. **“ding”** – originally meaning “to make a ringing sound” (verb) or “dent” (noun), it came to be used to “penalize” (verb), most commonly observed as in “I got dinged for XX” in the modern workplace when you didn’t comply with something.

Edited by [Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025) on Feb 10 at 8:39pm

↳ [Reply](#)



[Michelle Akamine \(https://my.uclaextension.edu/courses/32476/users/153411\)](https://my.uclaextension.edu/courses/32476/users/153411)

Feb 10, 2021

Hi Yoko,

Thank you for bringing up the word "they". It didn't really occur to me that it had a new meaning. I know some people that choose to identify with these pronouns and I just

naturally accepted it. It's an alternative (haha) to she/he that does not denote any gender so I thought it was a good choice. But thinking again, it is an example of a word that has a new meaning.

← [Reply](#)

○



<https://my.uclaextension.edu/courses/32476/users/153411>

Feb 10, 2021



How can the knowledge of morphology help in teaching ESL/EFL? How can the knowledge of morphology help students in studying English?

Stowe summarized the benefits of having students learn morphology, citing that “Students who understand how words are formed by combining prefixes, suffixes, and roots tend to have larger vocabularies and better reading comprehension than peers without such knowledge and skills (Prince, 2009).” Memorizing new vocabulary is essential to building a students’ language ability and can be quite tiring. Knowledge of morphology can help students to expand their vocabulary without having to be explicitly taught every word. Students can break down complex words that they have never seen before and infer the definition.

In speech or in print, find at least three examples of new words or old words used in new ways.

I think the development of new words and meanings are, in some part, due to young people. In some of my Japanese classes we had units on *wakamono kotoba*, young people’s Japanese. My teachers noted that new words are always being developed so they needed to return back to Japan frequently to “catch up” before the old ones fall out of the trend. In addition to young people, it is interesting to see the role of the internet and social media on the emergence of new words and meanings. Definitions are taken from Merriam-Webster Dictionary.

1. **Viral**, adj.: “of, relating to, or caused by a virus”

New meaning: “quickly and widely spread or popularized especially through means of social media”

2. **Salty**, adj.: “of, seasoned with, or containing salt”

New meaning: “feeling or showing resentment towards a person or situation”

3. **Extra**, adj.: “more than due, usual, or necessary”, n: “one that is addition”, adv.: “beyond the usual size, extent, or degree”

New meaning: someone who is unnecessarily over the top

Edited by [Michelle Akamine \(https://my.uclaextension.edu/courses/32476/users/153411\)](https://my.uclaextension.edu/courses/32476/users/153411) on Feb 10 at 3pm

← [Reply](#)



[MaryAnn Wilson \(https://my.uclaextension.edu/courses/32476/users/94764\)](https://my.uclaextension.edu/courses/32476/users/94764)

Feb 10, 2021

Hi, Michelle,

I didn't know the new meaning of extra; I looked it up in the urban dictionary and got: over the top, excessive, dramatic behavior, way too much. And the example sentence is: "Robert's behavior was extra when he refused to accept Anna's apology."

Dan Levy (Schitt's Creek) explains extra as performative in a way that's not welcome. In this [video](https://www.youtube.com/watch?v=72O42ABfxk4), [_ \(https://www.youtube.com/watch?v=72O42ABfxk4\)](https://www.youtube.com/watch?v=72O42ABfxk4) he and his dad, Eugene, discuss youth slang. It's pretty fun.

Thanks!

Edited by [MaryAnn Wilson \(https://my.uclaextension.edu/courses/32476/users/94764\)](https://my.uclaextension.edu/courses/32476/users/94764) on Feb 10 at 8:32pm

← [Reply](#)



[Michelle Akamine \(https://my.uclaextension.edu/courses/32476/users/153411\)](https://my.uclaextension.edu/courses/32476/users/153411)

Feb 11, 2021

Hi Mary Ann,

Thank you for including that video! It was so funny and quite honestly I learned more young people slang too

← [Reply](#)



[Melinda Cavalletto \(https://my.uclaextension.edu/courses/32476/users/150435\)](https://my.uclaextension.edu/courses/32476/users/150435)

Feb 10, 2021

Hi Michelle,

I love your three choices of words. I wonder if these words will change again in the next 30-50 years. I remember the word "salty" also referred to someone who spent most of their life on the water, such as a boat captain or sailor. I grew up around water, and sometimes we would call them "salty dogs."

← Reply



[Michelle Akamine \(https://my.uclaextension.edu/courses/32476/users/153411\)](https://my.uclaextension.edu/courses/32476/users/153411)

Feb 11, 2021

Hi Melinda,

I'm sure they will change again in the future, as languages are always evolving. That's so interesting. I didn't know that "salty" was used in that way! Thanks for sharing!

← Reply



[Russell Fung \(He/Him/His\) \(https://my.uclaextension.edu/courses/32476/users/147480\)](https://my.uclaextension.edu/courses/32476/users/147480)

Feb 11, 2021

Hi Michelle,

Wow, we both used "extra" as our examples. I totally did not peek at your prompt response at the time of writing mine. I almost used "salty" as well, since I learned that slang term on the same day, when my baby bro had to school me.

Oh yeah, I just noticed I used "school" as a verb. To school means to teach. It's interesting how that just rolled off my tongue like it's casual everyday speak.

Anyway, I'm so fascinated by "wakamono kotoba." I did not know that there were units or courses on Japanese slang. I'm guilty of eurocentrism (oh wow, another multi-morphemed word) in that I only considered English as an evolving language, but didn't think of others. Definitely, I am more aware now that other languages evolve too and have their own slang that may eventually become colloquial.

-Russell

← Reply



[Michelle Akamine \(https://my.uclaextension.edu/courses/32476/users/153411\)](https://my.uclaextension.edu/courses/32476/users/153411)

Feb 11, 2021

Hi Russell,

It's so interesting how we use slang and other new words, without really thinking about how it came to be used in different contexts. In terms of language learning, I found it both interesting and funny to learn *Wakamoto kotoba*. It does let you see how the language is used in a more pragmatic sense (descriptive grammar too) but at the

same time when the teacher forces you to use slang it's a little weird. Imagine having to learn about political and economic problems in Japan and then all the sudden you have to practice talking informally to your teacher (we had a speaking test where we had to act like we were friends). Certainly caught me off guard!

← [Reply](#)



[MaryAnn Wilson \(https://my.uclaextension.edu/courses/32476/users/94764\)](https://my.uclaextension.edu/courses/32476/users/94764)

Feb 11, 2021

This makes me wonder whether we should inform our students that although the proper word is "going," such as, "I'm going to do something or other", a lot of people say, "I'm gonna do something or other." Notice that using "gonna" cancels out the word, "to."

← [Reply](#)



[Michelle Akamine \(https://my.uclaextension.edu/courses/32476/users/153411\)](https://my.uclaextension.edu/courses/32476/users/153411)

Feb 12, 2021

Good point! I feel that for ESL students, they might be able to pick it up from their surroundings. For EFL students, they might not actually use or need to learn. But then again, this seems to be linked the prescriptive/descriptive argument from week 1. I think even if not explicitly teaching slang, including videos, readings, etc. will give students more exposure on how the language is actually used.

← [Reply](#)



[Diana Burga \(https://my.uclaextension.edu/courses/32476/users/118042\)](https://my.uclaextension.edu/courses/32476/users/118042)

Feb 13, 2021

Hi Michelle, I also agree that knowledge of morphology can help students to expand their vocabulary without having to be explicitly taught every word. It can be very useful!

-Diana

← [Reply](#)



[Raquel Armendariz \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32476/users/129028\)](https://my.uclaextension.edu/courses/32476/users/129028)

Feb 14, 2021



I remember the first time I heard my teenage-daughter say, "He's salty because...." I was fascinated to listen to her talking using words that I thought I knew the meaning to, and just like the examples of students giving wrong definitions to new (to them) words and some possible reasons why the students made the guesses, I listened to the whole story and was able to arrive at the correct meaning, rather than my initial assumption that Salty must mean the exact opposite of sweet.

;)

[← Reply](#)**Simiry Cuadra** (<https://my.uclaextension.edu/courses/32476/users/123594>)

Feb 14, 2021

Hi Michelle,

The three words you gave as examples are great. I recently came across someone who used the word salty to describe someone who commented on a selling product. There, I just assumed its meaning, but now I got the clarity of it when I read your post. In my personal opinion, I think that many of these words with their new meaning develop with the help of social media. If it weren't for social media, I would not see or hear many of these words. For example, the word hashtag can also be considered a term used in a new way.

[← Reply](#)**Yoko Matsubara** (<https://my.uclaextension.edu/courses/32476/users/161025>)

Feb 14, 2021

Hi Michelle,

It's so true that "Knowledge of morphology can help students to expand their vocabulary without having to be explicitly taught every word. Students can break down complex words that they have never seen before and infer the definition." I remember (without knowing the concept of morphology then) that it was very helpful to learn about prefixes, suffixes, and roots myself when I had to prepare for the college entrance exam in English at high school in Japan. I'm sure the American students do this and feel the same with the SAT Reading exam. I was doing that only for the exam, but looking back now, I was able to

expand my vocabulary significantly and was able to start reading college-level books in English afterward.

Your learning experience with "wakamono kotoba," or young people's Japanese, was interesting. Most of the Japanese words have more than one way to pronounce and also normally have more than one meaning, so it's a very easy language to coin new terms. Since Japanese words tend to have many syllables, we tend to abbreviate everything and then combine those abbreviated words to coin a new term. Hope you keep up! :)

← [Reply](#)

○



<https://my.uclaextension.edu/courses/32476/users/123594>

Feb 10, 2021

1. How can the knowledge of morphology help in teaching ESL/EFL? How can the knowledge of morphology help students in studying English?

The knowledge of morphology can help in teaching ESL students by the way it is used to form new words. For example, students can learn root words and then learn prefixes and suffixes. As mentioned in Mary Stowed's article *Teaching Morphology: Enhancing Vocabulary Development and Reading Comprehension*, she explains "Students who understand how words are formed by combining prefixes, suffixes, and roots tend to have larger vocabularies and better reading comprehension". Once students reading comprehension increases they will be able to develop new vocabulary and make sense of new words. This can be taught in many different ways such as games, foldables, and classroom lectures.

3. Find at least three examples in speech or in print of new words or old words used in new ways.

1. Purr: *verb* (of a cat) make a low continuous vibratory sound expressing contentment.

New meaning: To come to an agreement, period.

1. Basic: *adjective*

forming an essential foundation or starting point; fundamental.

New Meaning: An insult to someone who does not know how to dress.

1. Tea: *noun*

a hot drink made by infusing the dried crushed leaves of the tea plant in boiling water.

New Meaning: "gossip," a juicy scoop, or other personal information.

← Reply



[Russell Fung \(He/Him/His\)](https://my.uclaextension.edu/courses/32476/users/147480) (https://my.uclaextension.edu/courses/32476/users/147480)

Feb 10, 2021

Hi Simiry,

Thank you for teaching me the word "purr." I have never seen that word used to mean to come to an agreement. Not sure I'd use it that way, but good to know. HOWEVER. I do use the word "basic" so much. I called my girlfriend basic the other week and she got mad. So I know for a fact that's an insult. I also use the word "tea" with my female friend group when we want to gossip.

This was fun!

-Russell

← Reply



[Simiry Cuadra](https://my.uclaextension.edu/courses/32476/users/123594) (https://my.uclaextension.edu/courses/32476/users/123594)

Feb 14, 2021

Hi Russell,

Haha! I would definitely get mad if my husband were to say I am basic. I have never used the word purr or tea before, besides intending the original meaning. I actually found out about these from my younger sibling. They always speak in a way that I find funny, but to be honest, I have to say the younger generation is creative. They told me about the significance of different emojis that I just couldn't keep up with.

← Reply



[Melinda Cavalletto](https://my.uclaextension.edu/courses/32476/users/150435) (https://my.uclaextension.edu/courses/32476/users/150435)

Feb 10, 2021

2.

Stalemate. "husband or wife no longer interested"

The first thing that comes to mind when I hear the word stale is rotten bread. In other words, bread that has been neglected and now no one wants to eat. It sounds pretty depressing the

way I just described it! I suppose mate could be confused with "checkmate" in chess. During "checkmate," your opponent goes in for the kill of the king. The killing of the husband??

Effusive. "able to be merged"

An ESL student might interpret the sound of "effusive" as "to fuse" as in merging together.

Finesse. "a female fish"

I can see where an ESL student would think that "fin" refers to the fin on a fish, and very generally speaking, many words ending in a vowel are typically feminine.

3.

I was so stuck on this question that I had to ask my 16-year-old daughter for help. Here is what we came up with.

a. Queer. Back in my day (the '80's) the word "queer" was a slur. Today "queer" is an umbrella term of someone from the LGBTQIA community.

b. Cap. What was once a lid for a bottle is now a lie. Mainly used in texting as a passage such as, "That's cap."

c. Uber. The word "uber" was once used as a verb meaning "very". Today, most know Uber is a rideshare.

← [Reply](#)



[Valeria Barrera \(https://my.uclaextension.edu/courses/32476/users/160473\)](https://my.uclaextension.edu/courses/32476/users/160473)

Feb 11, 2021



Hi Melinda,

You had me laughing at your responses to question 2. The more posts I read, the more I realize how easy it is for our brain to create these imaginary definitions for words. This goes to say how important morphology is for ESL students!

← [Reply](#)



[Raquel Armendariz \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32476/users/129028\)](https://my.uclaextension.edu/courses/32476/users/129028)

Feb 14, 2021



Melinda,

great observation! and one I hadn't considered until you pointed it out. Many words ending in a vowel are typically feminine. Being a native speaker of a romance language, I always assumed that English did not make that feminine/masculine distinction. But you're right. At least when it comes to persons' names. Let's see, like, Melinda (f) / Mark (m), Deborah (f) / David (m)., Michelle (f) / Michael (m)

← [Reply](#)

○



[https://](https://my.uclaextension.edu/courses/32476/users/146949)

[Lisa Bradbury \(https://my.uclaextension.edu/courses/32476/users/146949\)](https://my.uclaextension.edu/courses/32476/users/146949)

⋮

Feb 10, 2021

1. How can the knowledge of morphology help in teaching ESL/EFL? How can the knowledge of morphology help students in studying English?

Not much research has been done on how the knowledge of morphemes in words influences reading but as teachers if we introduce morpheme patterns and their role in changing word meanings, the research that has been done, shows that it does help. Their spelling improves and strategies for decoding and building vocabulary increase. "Students with morphological knowledge are better able to separate out the morphemes into meaningful units for use in decoding, comprehending or spelling the word." (National Institute for Literacy, AdLit.org [_\(http://AdLit.org\)_](http://AdLit.org))

3. In speech or in print, find at least three examples of new words or old words used in new ways.

1. **Drip** - /drip/ verb let fall or be so wet as to shed small drops of liquid. Today, it means your sense of style that is considered sexy or cool.
2. **Snatched**- /snaCH/ verb to quickly seize in a rude or eager way. Today, it means when someone looks good or is on point/fashionable.
3. **Slay** - /slā/ verb to kill in a violent way

Today, it means someone who looks amazing or did a great job at something.

← [Reply](#)

○



[Silver Park \(https://my.uclaextension.edu/courses/32476/users/147686\)](https://my.uclaextension.edu/courses/32476/users/147686)

⋮

Feb 11, 2021

Hi Lisa, I too was trying to find and research on how the knowledge of morphemes in words can help in teaching and help students in studying English, but I agree with what you said that the morpheme patterns can play their roles of changing word meanings. "Students with morphological knowledge are better able to separate out the morphemes into meaningful units for use in decoding, comprehending or spelling the word." (National Institute for Literacy, [AdLit.org \(http://adlit.org/\)](http://adlit.org/).) This was exactly what I was trying to find to support my theory. Students can separate out the morphemes to better comprehend the words.

Edited by [Silver Park \(https://my.uclaextension.edu/courses/32476/users/147686\)](https://my.uclaextension.edu/courses/32476/users/147686) on Feb 11 at 2:54am

← [Reply](#)



[Simiry Cuadra \(https://my.uclaextension.edu/courses/32476/users/123594\)](https://my.uclaextension.edu/courses/32476/users/123594)

Feb 14, 2021

Hello Lisa,

I did not know the new meanings of drip or snatched. I knew what slay meant and I sometimes use it when I want to sell something faster, especially to a particular group of people. It is interesting to know how language and its meaning has changed over time. I think that the knowledge of morphology can help in teaching ESL because even when teaching verbs we use root words and we add suffixes that will allow the learner to understand its meaning. For example, if we use "to work" we can teach them about the present, past, and future.

← [Reply](#)



[Raquel Armendariz \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32476/users/129028\)](https://my.uclaextension.edu/courses/32476/users/129028)

Feb 10, 2021

2. Choose three of these incorrect definitions to give some possible reasons why the students made the guesses they did. Where you can exemplify by reference to other words or morphemes, giving their meanings, do so.

Tenet "a group of ten singers"

Well, a **duet** is a performance by two singers, so one may deduce that a tenet a performance by 10.

Dermatology “a study of derms”

The suffix **ology** is commonly used in the English language to denote a field of study, such as: Gemology, the study of gemstones or Criminology, the scientific study of crime.

Finesse “a female fish”

OK, this one is not as obvious to me, but I guess a female fin doesn't make sense. I suppose that if someone is making an inference solely on the way the word sounds, not the spelling, it ends with the same sound as, **heiress** (a woman who is legally entitled to the property or rank of another on that person's death) or **actress** (a woman whose profession is acting).

3. Find at least three examples in speech or in print of new words or old words used in new ways.

This was my favorite question to answer. I began to think about it immediately after reading the lecture notes. To be honest, I had a hard time narrowing it down to just three. I had to leave out, snowflake, cloud, footprint, quarantini, bubble, googling, slaps, as in "this song slaps!". Oh, so many!

Troll

Then: a dwarf or giant in Scandinavian folklore inhabiting caves or hills.

Now: a person who sows discord on the Internet or social media platforms by starting arguments or upsetting people.

They

Then: a pronoun relegated to plural status.

Now: a way to refer to a single person who identifies as neither male nor female. This gender-neutral sense of the word was named Word of the Year in 2015.

Viral

Then: of, relating to, or caused by a virus.

Now: becoming very popular by circulating quickly from person to person, especially through the Internet.

although the term viral is still, well, viral.

Edited by [Raquel Armendariz \(https://my.uclaextension.edu/courses/32476/users/129028\)](https://my.uclaextension.edu/courses/32476/users/129028) on Feb 14 at 1:28pm

← [Reply](#)



[Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32476/users/151222\)](https://my.uclaextension.edu/courses/32476/users/151222)

Feb 11, 2021



Hi Raquel, thanks for sharing new meanings of words, especially "they". I did not know it is a gender-neutral word. If it's not too much trouble, can you introduce words you left out such as snowflake, bubble, and slap? L2 learners like me might be wondering about the new meanings of these words. Thanks! :)

Edited by [Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32476/users/151222\)](https://my.uclaextension.edu/courses/32476/users/151222) on Feb 11 at 6:29pm

← [Reply](#)



[Raquel Armendariz \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32476/users/129028\)](https://my.uclaextension.edu/courses/32476/users/129028)

Feb 14, 2021



Oh Sure, Yoon-Jung!

Snowflake

Original Meaning: an agglomeration of snow crystals falling as a unit. Any snow particle.

New Associations: a political insult for (a derogatory word for) someone who is perceived as too sensitive, often used for millennials and liberals.

This is a great link from the Merriam-Webster Dictionary <https://www.merriam-webster.com/words-at-play/the-less-lovely-side-of-snowflake>
(<https://www.merriam-webster.com/words-at-play/the-less-lovely-side-of-snowflake>)

Slap

Original Meaning: a sharp blow or smack, especially with the open hand or with something flat.

New Use: Slap is a slang verb meaning to be excellent or amazing. It's especially used to refer to a song someone finds extremely good, as in This song slaps! ... When a track makes you want to get up and move, it slaps.

I think that, although many of these examples may be slang, culturally, it is important to be familiar with the way people speak (communicate) in present times. Just as important if not more important than knowing formal language. :)

Edited by [Raquel Armendariz \(https://my.uclaextension.edu/courses/32476/users/129028\)](https://my.uclaextension.edu/courses/32476/users/129028) on Feb 14 at 1:06pm

← [Reply](#)



[Juan Ochoa \(https://my.uclaextension.edu/courses/32476/users/163772\)](https://my.uclaextension.edu/courses/32476/users/163772)

Feb 13, 2021

Hi Raquel, I really find it interesting how words such as Troll and Viral were greatly influenced by social media and the internet. There are allot more examples of this and I always find it funny when I hear a new word or phrase pop up every month or so.

← [Reply](#)



[Raquel Armendariz \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32476/users/129028\)](https://my.uclaextension.edu/courses/32476/users/129028)

Feb 14, 2021

Absolutely!

There are some that don't even make sense anymore, like CC'ing someone on an email, when CC stands for Carbon Copy. Seriously, how many of us were around when important documents had carbon copies made? ---OK, Me. Yes, I'm that old but you know what I mean. Hahaha!

← [Reply](#)



[Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025)

Feb 14, 2021

Hi Raquel,

Like you and Juan mentioned, it is so true that many of the new words come from social media and the internet (and music, I would add). If you think about it, many of the social media platform names themselves are compound words (YouTube, Facebook, WhatsApp, Instagram, Snapchat, and LinkedIn come to my mind- I'm sure there are many more).

Not only has social media changed the words themselves (to create new words or reappropriate existing words to give new meanings), it also significantly changed how people write. Since social media has a limit of the number of characters you can use, it forces us to write more concisely, as we have to say something meaningful in a limited number of words now. I think that created a condition for more impactful new words to emerge. Also, since it's "social" media, I think using new humorous words creates a sense of community and acceptance, making the participants feel like their "tribe," another condition or incentive for people to come up with new words.

← [Reply](#)



[Raquel Armendariz \(She/Her/Hers\)](https://my.uclaextension.edu/courses/32476/users/129028) (https://my.uclaextension.edu/courses/32476/users/129028)

Feb 14, 2021



YES! it's almost like learning a dialect of the language or a regional accent when communicating through social media and even text messages. I've been noticing all the "BRB, LOL, TBH, and TY"s we end up exchanging in place of the actual words to quickly respond to a text message.

← [Reply](#)



[Russell Fung \(He/Him/His\)](https://my.uclaextension.edu/courses/32476/users/147480) (https://my.uclaextension.edu/courses/32476/users/147480)

Feb 10, 2021



Here are the three words with incorrect definitions:

Stalemate - A student could misread this compound word as "stale" + "mate". The word "stale" is used to describe food that sat too long and lost its freshness. Bread gets stale. Chips get stale. The word "mate" is used to describe a partner. This is seen in soulmate, housemate, roommate, flatmate, schoolmate, etc. "Mate" is also used as a verb to denote procreation. Like when animals mate, they pair off and produce progeny. Therefore, the student could read

"stalemate" as a relationship that has gone stale like bread. So we get "husband or wife no longer interested."

Dermatology - Any student that comes across this word could make an educated guess and say, "a study of derms." The suffix "ology" means "the study of." That leaves the two other morphemes to decipher: "derm" + "a". Because the student has no idea that "derm" is short for "epidermis" (or doesn't know it means "skin"), and the "a" morpheme isn't affected by syntax, the conclusion would be a very broad simple "a study of derms."

Finesse - The student may guess this word is a bound morpheme that consists of the root word "fin" and the suffix "esse." "Fin" is an appendage from a fish. "Esse" is a suffix that changes a normally default male form word to a female form. Therefore, the student thinks "finesse" is a female fish.

Three examples in speech (or in print of new words or old words) used in new ways:

Gamergate is a word that I've seen a lot in the trades. It requires layers of knowledge: 1) Watergate was the name of a building complex in Washington DC, 2) That building complex was the site of a notorious scandal during the 1970's Nixon era 3) That scandal is known as the Watergate scandal 4) the compound word is split into two: "water" and "gate". The word "gate" became synonymous with "scandal" and has been repeatedly used as a suffix to describe a scandal, 5) finally "Gamergate" is now a word that means a scandal involving gamers. To go further, these gamers are misogynists who bully women in the world of online (video) gaming.

Sunsetting is a word I just discovered a few weeks ago. When Disneyland said they were "sunsetting" their Annual Pass program, it means they are discontinuing, canceling, shutting down, terminating, or killing the membership services. I guess "sunsetting" just sounds more pleasant, as it invokes the imagery of the sunset. Sunset is now a verb. Well that's new to me.

"You're so extra" is a phrase I keep hearing from Generation Z. That's slang for, "you're over the top." Usually used when someone is acting overly (insert adjective) _____. Therefore, "extra" means exactly what you think it means. Like extra butter, extra salt on my popcorn please. Except it's to describe a person's behavior as "too much."

← Reply



Silver Park (<https://my.uclaextension.edu/courses/32476/users/147686>)

Feb 11, 2021

Hi Russell, I like how Disneyland is using the word "sunsetting" for their terms of discontinuing, canceling, shutting down, terminating, or killing the membership services because it does have more of a pleasant sound. I've heard this word from time to time like "when the sun is setting." When I looked up on Google the word "sunset" it is a noun but it

actually has a verb part to it. "You're so extra" I use this sentence as well and my sister who is from generation Z, and actually a lot when my friends are doing something "extra". I think it could also come from the word "extraordinary" when people are doing something out of the ordinary.

Edited by [Silver Park \(https://my.uclaextension.edu/courses/32476/users/147686\)](https://my.uclaextension.edu/courses/32476/users/147686) on Feb 11 at 2:53am

← [Reply](#)



[MaryAnn Wilson \(https://my.uclaextension.edu/courses/32476/users/94764\)](https://my.uclaextension.edu/courses/32476/users/94764)

Feb 12, 2021

Hi Russell,

I think journalists have a lot to do with coining new words and had a big hand in the the evolution of -gate by turning it into a suffix. So I looked it up in dictionary.com and found this:

-gate: a combining form extracted from Watergate, occurring as the final element in journalistic coinages, usually nonce words, that name scandals resulting from concealed crime or other alleged improprieties in government or business: Koreagate.

I had to look up the word, nonce, and found this:

(of a word or phrase) coined and used only for a particular occasion: nonce forms such as "paintrix," meaning "a female painter."

Then, I found this [here](http://www.mikepope.com/blog/DisplayBlog.aspx?permalink=2689) [_ \(http://www.mikepope.com/blog/DisplayBlog.aspx?permalink=2689\)](http://www.mikepope.com/blog/DisplayBlog.aspx?permalink=2689):

The *-gate* suffix came about in the 1970s. It was originally part of a name: the [Watergate hotel](https://en.wikipedia.org/wiki/Watergate_complex) [_ \(https://en.wikipedia.org/wiki/Watergate_complex\)](https://en.wikipedia.org/wiki/Watergate_complex) and office complex in Washington, DC. In that name, the *-gate* part was what's sometimes called a [cranberry morpheme](https://en.wikipedia.org/wiki/Cranberry_morpheme) [_ \(https://en.wikipedia.org/wiki/Cranberry_morpheme\)](https://en.wikipedia.org/wiki/Cranberry_morpheme) —a word part (morpheme) that distinguishes the word, but that doesn't otherwise mean anything.

You can even find a list of -gate scandals on Wikipedia [here](https://en.wikipedia.org/wiki/List_of_%22-gate%22_scandals) [_ \(https://en.wikipedia.org/wiki/List_of_%22-gate%22_scandals\)](https://en.wikipedia.org/wiki/List_of_%22-gate%22_scandals).

What a fun rabbit hole that was.

← [Reply](#)



[Lisa Bradbury \(https://my.uclaextension.edu/courses/32476/users/146949\)](https://my.uclaextension.edu/courses/32476/users/146949)

Feb 13, 2021



Hi Russell.

I just recently heard the term 'sunsetting' on the radio yesterday in regard to Disney. I thought how clever it was of them to make it seem as though something great is now disappearing beyond the horizon. It makes it seem more nostalgic rather than just saying 'discontinuing'. Words can be very powerful with the images that they conjure up. Even though 'sunsetting' was a clever choice of words, I am still disappointed over the fact that annual passes will no longer exist. :(

[← Reply](#)



[Viktorija Lejko-Lacan \(https://my.uclaextension.edu/courses/32476/users/731\)](https://my.uclaextension.edu/courses/32476/users/731)

Feb 18, 2021



Lisa, With "sunsetting" you are making a great point about the power of connotation. Among the new words you mention, "slay" and "snatched" would generally have negative connotations, but the new meaning is definitely positive.

[← Reply](#)



[Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025)

Feb 14, 2021



Hi Russell,

I actually hear "sunset" (v.) a lot in the corporate setting, especially when a technology vendor plans to retire or discontinue an existing application, product line, or service. In fact, one of the virtual event platform vendors used that word in a meeting I had with them on Friday, which reminded me of your post.

It's interesting that in Japanese as well, we have a similar word with a new meaning used to soften the harshness of saying "discontinued."

"Sotsugyo," which in Japanese means to "graduate" (from school), has recently become repurposed and is used widely to soften the meaning of leaving or discontinuing something. It originally started with members of large girl pop music groups- when they decided to leave the group, they started saying that they decided to "graduate from" the group, to soften the shock of loss for the fans. Then people (not just the young) started using the word "graduate" when they decide to leave a project group or a job altogether,

and most recently some people even use the term "sotsu-kon," an abbreviated compound word for "graduate from marriage," to soften to say "divorce"!

← [Reply](#)



[Viktorija Lejko-Lacan \(https://my.uclaextension.edu/courses/32476/users/731\)](https://my.uclaextension.edu/courses/32476/users/731)

Feb 18, 2021

Thank you for sharing this, Yoko. Yes, corporations will do anything to present themselves in a more positive light. Interesting that you can now "graduate" from marriage; it almost makes it sound as if you're ready for a new life. Words are powerful.

← [Reply](#)



[Silver Park \(https://my.uclaextension.edu/courses/32476/users/147686\)](https://my.uclaextension.edu/courses/32476/users/147686)

Feb 11, 2021

- **How can the knowledge of morphology help in teaching ESL/EFL? How can the knowledge of morphology help students in studying English?**

Since morphology is a study of internal structure of words, this can deliver many different "break-downs" of vocabularies in teaching ESL/EFL. Students may not be familiar with the term "morphology" but they can know and identify the differences in words like affixes, complex word, free morpheme, infix, and more. When they come to the knowledge of morphology, they come to more understanding of vocabularies in English words. This will make them recognize more words in studying English. If the knowledge of morphology is clear in teaching, the patterns can be found in words and can be directed and used in teaching. As an English instructor it is important to have the knowledge of morphology to have more guidance throughout their courses helping students acquiring English.

- **Below are listed some words followed by incorrect definitions:**

Stalemate - "husband or wife no longer interested"

Students might have thought this is a meaning of husband or wife no longer interested because it has compound words of two free morphemes of stale meaning no longer fresh and with mate meaning two partners together as a pair. Stalemate is when you hit a dead-end choice or when you are in a situation where future action can be no longer made.

Dermatology - "a study of derms"

It is possible that students might think of this word as a study of derms because -ology is a study of something and it can be directly translated as study of derms, but derm has a prefix meaning of skin. I'm familiar with this word because when you go to the drug stores, on body products like lotions and shampoos, it says dermatology recommended.

Ingenious - "not very smart"

At first honestly I thought the same meaning of this word, but surprisingly it's like more genius. A person who is clever and original is ingenious. This word is with the prefix in- but ingenious is not exactly a word but it becomes a word with in- like "intelligent"

← [Reply](#)



[Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32476/users/151222\)](https://my.uclaextension.edu/courses/32476/users/151222)

Feb 11, 2021

Hi Silver, surprisingly, so did I. I thought the meaning of 'ingenious' was 'not very smart'. Also, to tell the truth, I did not know 'genious' was not even a word. Maybe I was confused with 'genius'. 'In-' is a well-known negative prefix (invisible, inactive, etc...), but it is necessary to check it is a prefix or not. (Also, there are exceptions.) Thanks for sharing your thoughts!

← [Reply](#)



[Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32476/users/151222\)](https://my.uclaextension.edu/courses/32476/users/151222)

Feb 11, 2021

1. How can the knowledge of morphology help in teaching ESL/EFL? How can the knowledge of morphology help students in studying English?

Stoffelsma explained the importance of morphological awareness for English learners as follows:

Although English is not considered to be a morphologically rich language, about 80% of English words are built from more than one morpheme (Castles et al., 2018). At the early stages of reading, the learning of words in English is usually processed item by item, since words at this level are generally short words containing one morpheme (Castles et al., 2018).

Once readers have evolved to a stage of skilled reading, knowledge of morphology becomes important. Morphological awareness can be described as a person's knowledge of the smallest meaningful language units (morphemes), such as prefixes, roots and suffixes, and the capability to combine these units to build words and construct meaning (cf. Carlisle, 2000; Guo et al., 2011). Students who understand how words are formed and how to use prefixes, suffixes and roots as building blocks are better able to separate words into smaller parts, and make connections between words that have the same morpheme. Understanding how words are built gives readers a huge advantage in the mapping from spelling to meaning (Rastle, 2018). (Stoffelsma et al., 4)

According to her, morphological awareness helps learners acquire English more easily because 'about 80% of English words are built from more than one morpheme'. Once English learners know one word, they can guess other words from the word. When I took a quiz, I could think of meanings of vocabularies I did not know, such as 'posthumous child (born after the death of the father)', 'antipathy (hostility)', and 'psychogenic (originating in the mind)' through prefixes. If English learners understand the structures and forms of words, it is possible to presume meanings. Instructors, in this respect, need to apply the knowledge of morphology in English classes. Practices like breaking words into morphemes (prefixes, roots, and suffixes) will help learners improve 'the capability to combine units to build words and construct meaning'.

Reference

Lieke Stoffelsma a, e, Wilbert Spooren b, Isaac N. Mwinlaaru c, Victor Antwi d. "The morphology-vocabulary- reading mechanism and its effect on students' academic achievement in an English L2". *Journal of English for Academic Purposes* 47 (2020) 100887: 1-15.

<https://doi.org/10.1016/j.jeap.2020.100887> [_ \(https://doi.org/10.1016/j.jeap.2020.100887\)](https://doi.org/10.1016/j.jeap.2020.100887)

- 3. Find at least three examples in speech or in print of new words or old words used in new ways.**

- Block

Then: "to be placed in front of something, such as a road or path, so that people or things cannot pass through."

Now: to prevent someone from contacting you on a social network like Twitter, or from viewing your profile.

- Cloud

Then: "a visible mass of particles of condensed vapor (as water or ice) suspended in the atmosphere of a planet (as the earth) or moon."

Now: "any of several parts of the Internet that allow online processing and storage of documents and data as well as electronic access to software and other resources."

- Follow

Then: "to go or come after or behind someone or something; to pursue in an effort to overtake."

Now: to subscribe to someone's updates on social media.

Reference

<https://www.washingtonpost.com/news/the-intersect/wp/2015/10/15/24-words-that-mean-totally-different-things-now-than-they-did-pre-internet/>
(<https://www.washingtonpost.com/news/the-intersect/wp/2015/10/15/24-words-that-mean-totally-different-things-now-than-they-did-pre-internet/>)

← [Reply](#)



[Lisa Bradbury \(https://my.uclaextension.edu/courses/32476/users/146949\)](https://my.uclaextension.edu/courses/32476/users/146949)

Feb 11, 2021

It is interesting how social media has caused the invention of many new words. This generation is so creative in the coining of words. I really can't keep up with all the new slang that is created daily. If I did not have teenagers, I would be oblivious to it all. I agree with you that knowing morphology can help students decode, comprehend and become better spellers.

← [Reply](#)



[Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32476/users/151222\)](https://my.uclaextension.edu/courses/32476/users/151222)

Feb 14, 2021

Hi Lisa, that's what I am saying. I know the words I mentioned, but that's it, no more. Same as Korea. Though I am Korean, I sometimes do not understand many Korean

words newly coined. But most of them are so funny that I enjoy learning new vocabs. Thanks! :)

← [Reply](#)



MaryAnn Wilson (<https://my.uclaextension.edu/courses/32476/users/94764>)

Feb 12, 2021

Hi Yoon-Chung,

Thanks for giving examples—such as posthumous child, antipathy, and psychogenic—in which you guessed their definitions by their morphemes. I can see how helpful it is to learn morphemes, not just for ELLs but for native speakers as well.

← [Reply](#)



Yoon-Jung Cho (<https://my.uclaextension.edu/courses/32476/users/151222>)

Feb 14, 2021

Hi Mary, I am glad it helped. :)

Edited by **Yoon-Jung Cho** (<https://my.uclaextension.edu/courses/32476/users/151222>) on Feb 14 at 10:55pm

← [Reply](#)



Yoko Matsubara (<https://my.uclaextension.edu/courses/32476/users/161025>)

Feb 14, 2021

Hi Yoon-Jung,

As your answers to Question 3 and Lisa's comments indicate, it's so true that social media inspired the creation of many new words.

I finished the Duolingo tree in Mandarin Chinese and one of the very last skills was dedicated to and entitled "Net Slang." I was actually surprised to find that Chinese internet slang borrows a lot of free morphemes from Japanese internet slang, as the latter is closely associated with the anime culture which has a very close association with the online space, and a lot of Chinese internet slang took on them and turned them theirs. It's a curious twist as one of the three writing styles of Japanese, "kanji" or Chinese characters, was originally taken from the written Chinese of over 1,500 years ago and was repurposed for the existing spoken Japanese at the time, so it comes into a full circle in a strange way.

Since Korean also partially used Chinese characters until relatively recently (or so I thought?), I'd be interested in knowing if Korean slang travels into Chinese, and vice versa, as well, especially with the current entertainment industry success!

← Reply



Yoon-Jung Cho (<https://my.uclaextension.edu/courses/32476/users/151222>)



Feb 14, 2021

Hi Yoko, right, most Korean words are based on Chinese characters, and the Chinese language affected the Korean language a lot. I have no idea whether Korean slang travels into Chinese with the current entertainment industry success, but it would be a really interesting phenomenon if so. Thank you for the in-depth discussion!

← Reply