

The Relationship Between Spontaneous Creativity & Vocabulary Preservation in Modern Language

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Keywords: Multi-dimensionality in language, semantic components, circumstantial components, lexical creativity.

Abstract: The study addresses factors involved in assimilating new and reintroduced words into a language. The factors semantic transparency and frequency of occurrence of new and reintroduced words in an area of life to which they belonged were examined first. It was found that speakers do not employ new and reintroduced words with semantic transparency and new and reintroduced words from certain areas of life do not appear in texts or conversations from those same life areas. Consequently, the research direction changed. Firstly, the research proposes a separation between language of communication and the language of culture. In addition, the research relates to speakers as a whole and to language multidimensionality to assess whether these factors are involved in the assimilation of words from the language of culture into modernization. The researcher examined whether the education system can influence such a change.

1. Introduction

This study deals with the importance of preserving vocabulary and meanings in Modern Hebrew and focuses on the lexical creation of those words. The researcher sees great importance in maintaining vocabulary from a cultural aspect because of the ongoing process of language depletion in modern language. The study focused on words characterized by creativity and innovation in the sense of meaning.

In the study, the researcher examined the connection between multidimensionality of the language and assimilating reintroduced words within it. In addition, some of the factors involved in the speaker's process of choosing words from cultural language in circumstances of formal discourse were examined too. The study differentiates spoken language from cultural language and connects the term "need" with the term "culture", with the idea that if a cultural need is created among speakers, the cultural language among speakers will be preserved both soon and in the distant future.

An alarming process is the disappearance of words from speakers' vocabulary. There are different approaches addressing the dynamic processes a living language undergoes. On the one hand, the normative liberal approach seeks to maintain the existing vocabulary of speakers' mother tongue, and in contrast, the liberal-functional approach argues that speakers should be left alone, and their language should not be interfered with, but only described.

According to Coseriu (1983), language has freedom and creativity that occur during the act of speaking. It is a productive and creative act, carried out for the purpose of communication, with good

intentions; therefore, there is no need to direct a living language, but rather to describe it.

On the other hand, Dr. Alon (2009) argued, that preservation of vocabulary provides the added value beyond day-to-day existential needs.

The importance of this research is an integration of normative-liberal and functional-liberal theories where the guideline is finding a balance between the two. This is an important subject because it puts on the agenda the controversy between linguists throughout the world with regard to lexical formations dealing with expanding vocabulary and meanings in a language.

According to Fruchtman (2006), there is a gap in knowledge in the semantic areas of the spoken language. In this study, we continued the work of linguists dealing with the study of Modern Hebrew from the semantic aspect. To this day, the correlation between semantic features and knowledge of those words has not yet been examined.

Which factors are involved in assimilating a change in students' level of knowledge with regard to new and reintroduced words, which semantic features in new and reintroduced words show whether students' level of knowledge increases or decreases and how is it possible to balance the gap between the different linguists' approaches? This paper tries to find out the answer to these questions and to examine what factors lead to increasing knowledge of new and reintroduced words among speakers and balance the functional and liberal normative approaches.

2. Research Methods

2.1. Participants

Experimental group: 36 students age 16 from a heterogeneous class in central Israel, which exposed to the new and reintroduced words on the class website.

Control group: students age 16 from a heterogeneous class in central Israel, who were not exposed to the new and reintroduced words on the class website, and Hebrew teachers of students who participated in sample.

2.2. Research Procedure

The researcher developed the intervention program. It included dissemination and exposure to 50 new and reintroduced words by hanging posters at school and allowing the students to participate in quiz games on the school website and in class. In addition, a knowledge questionnaire was distributed to students at two points in time: at the beginning of the year and at the end of first semester. It included two parts: word interpretation and writing a text. The purpose was to examine the correlation between semantic features of reintroduced words and students' level of knowledge.

The innovation of the knowledge questionnaire was the way words were chosen, according to the following features: Patriotism, a semantic field to arouse a sense of belonging; Metaphors to raise the student's cognitive challenge level; Foreign Words because they have been assimilated into the language; and Loan Translation, Semantic Shift, Connotation and Semantic Transparency. All of these features have a thing in common: they're features with lexical creativity.

In the two research groups the knowledge questionnaires were identical, except for the attitude survey to which the experimental group alone responded, at the end of semester. The attitudes examined were students' source of knowledge and worldview about the use of new and reintroduced words from the language of culture in certain discourse circumstances.

In addition to the quantitative research method, the researcher conducted interviews with Hebrew teachers of students who participated in sample, making it possible to crosscheck data and draw conclusions more accurately.

Table 1: Summary of Research Design

Stage	Research methodology	Tool purposes	Research tool	Data analysis
I	Quantitative	To examine whether knowledge questionnaires and riddle games create a need for new and reintroduced words from a 'patriotism' semantic field. To examine the correlation between semantic features and knowledge.	Open structured knowledge questionnaire (the word interpretation part) + a Semi structured open questionnaire (the writing part)	Statistical analysis
II	Quantitative	To examine the reasons for students' knowledge of the meanings of words: researcher's intervention / general knowledge / logic and context To examine the correlation between students' attitudes and knowledge. To validate the quantitative knowledge questionnaire findings and the qualitative interview's findings.	Attitude closed questionnaire	Statistical analysis
III	Qualitative	To examine the reasons for students' knowledge of the meanings of words. To analyse research findings and reach insights about factors involved in the use of new and reintroduced words by Israeli speakers	a Semi structured open interview	Content Analysis

3. Findings

3.1. Quantitative Findings

Stage I: Regression findings of semantic features' combination at *year start* in the *word interpretation skill in both research groups*.

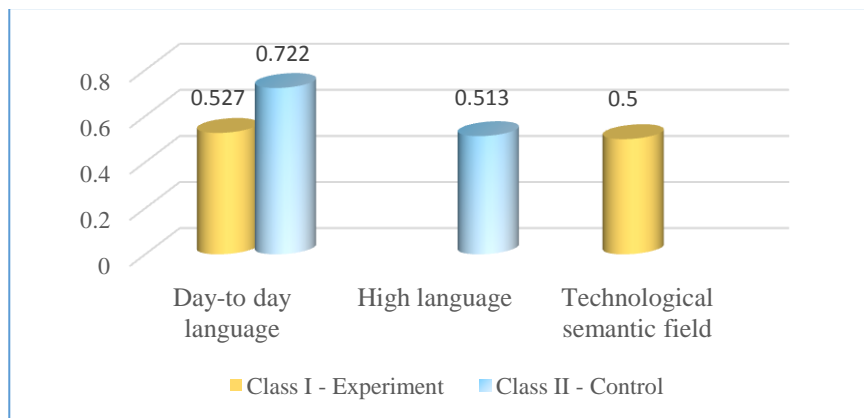


Figure 1: Increasing correlation between a feature to knowledge at the start of the year in the word interpretation competence

Stage II: Regression findings of semantic features' combination at *year start* in the *writing skill in both research groups*.

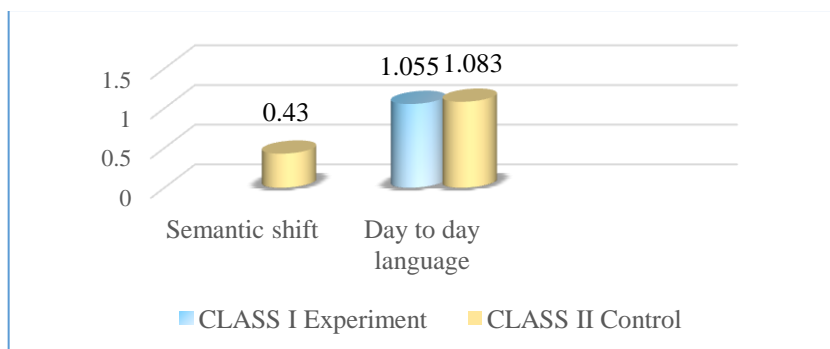


Figure 2: Increasing correlation between a feature to knowledge at year start in skill in both research groups

Stage III: Regression findings of semantic features' combination at the end of the first semester in word interpretation and writing competencies in the experimental group.

Table 2: Regression findings at the end of the semester in the experimental group

Feature	Part A- word interpretation		Part B – writing	
	Estimate	Sig	Estimate	Sig
Semantic shift	b = 0.027	Sig = 0.904	b = 0.083	Sig = 0.727
High language	b = - 0.388	Sig = 0.094	b = - 0.888	Sig = 0.00
National religious connotation	b = 1.055	Sig = 0.002	b = 1.638	Sig = 0.000
Metaphor	b = 0.694	Sig = 0.003	b = - 0.416	Sig = 0.082
Loan translation	b = 0.930	Sig = 0.000	b = 0.375	Sig = 0.062
Technological semantic field	b = - 2.486	Sig = 0.000	b = 1.458	Sig = 0.000
Metaphor	b = 1.180	Sig = 0.000	b = 0.375	Sig = 0.062
High language	b = - 2.486	Sig = 0.000	b = - 0.729	Sig = 0.001
Semantic shift	b = 0.736	Sig = 0.000	b = 0.555	Sig = 0.001
High language	b = - 1.097	Sig = 0.000	b = - 0.736	Sig = 0.000
Semantic transparency	b = 1.305	Sig = 0.000	b = 1.083	Sig = 0.000
Loan translation	b = - 0.768	Sig = 0.000	b = - 0.833	Sig = 0.000

*It can be seen that in the experimental group at the end of the intervention program, in the word interpretation and writing parts, there were a number of features with an increasing correlation to knowledge.

Stage IV: Regression findings of semantic features' combination at the end of the first semester in word interpretation and writing competencies in the control group

Table 3: Regression findings at the end of the first semester in the control group

Feature	Part A – word interpretation		Part B - writing	
	Estimate	Sig	Estimate	Sig
Semantic shift	b=1.750	0.000	b=0.555	0.025
High language	b=-2.000	0.000	b=-1.555	0.000
National religious connotation	b =-1.527	0.001	b= -0.888	0.012
Metaphor	b=-0.394	0.035	b= -0.888	0.000
Loan translation	b =-1.125	0.000	b =-1.277	0.000
Technological semantic field	b =-1.347	0.004	b = 0.999	0.005
Metaphor	b =-0.041	0.891	b =-0.277	0.201
High language	b =-1.159	0.000	b =-1.055	0.000
Semantic shift	b =0.986	0.000	b=0.111	0.539
High language	b =-1.652	0.000	b =-0.111	0.000
Semantic transparency	b=-1.105	0.000	b=0.666	0.009
Loan translation	b =-0.194	0.499	b =-0.518	0.012

*Features for which no conclusions have been drawn are those that yielded no significant correlations, or where the finding did not repeat consistently in the regressions.

3.2. Qualitative Interview Findings

The following factors were found to be involved in assimilating reintroduced words into the language:

1. Benefit - *"They understand that using high words impresses the examiner"* (Interview 2)
2. Word dissemination – *The list of words should be distributed on social networks on the internet. Everything linked to the media is much more available and accessible.*" (Interview 1)
3. Awareness – increasing awareness will lead to need for these words, although it is a complex process" *"I too as a language teacher am not always aware of the use of new and reintroduced words "*. (Interview 3)
4. Experiential learning *"Quiz games and knowledge questionnaire made students interested in the Hebrew language. From these words, they went to other new words. They turned to the Academy to check their meanings"*. (Interview 1)
5. Cognition - In the interviews it was found that there is cognitive value in teaching reintroduced words – *"Learning to deal with idioms and metaphors develops thinking. Especially today when spoken level language has become simpler."* (Interview 1)
6. Ideology – *"Affiliation to language will preserve national identity. It is a global process occurring throughout the world."* (Interview 2)

4. Conclusions

4.1. Main Factual Conclusion

Words that contain features that include the factor of lexical creativity are better absorbed among speakers than words from the language of culture that do not include this factor.

4.2. Conceptual Conclusions

- Words with lexical creativity challenge speakers.
- To create a need for these words, it is necessary to focus on explanations about the importance of preserving new and reintroduced words.
- The need for words derives from social and psychological motives rather than curriculum obligations.

We must remember that language has power. It maintains and unites people into a single group with a common denominator; therefore, there is an ideological need to preserve it.

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