

LANGUAGE CHARACTERISTICS OF THE NEW ZEALAND ENGLISH

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The epoch of the British Empire is considered to be the beginning of spreading the English language all over the world. It was caused by capturing new territories and establishing colonies by Britain.

New Zealand was first visited by Captain James Cook and his English-speaking crew in 1769, and the English language was established by the British colonists during the 19th century. It is one of the newest native-speaker varieties of the English language in existence, a variety, which has developed and become distinctive only in the last 150-160 years. The most distinctive influences on New Zealand English have come from Australian English, English in southern England, Irish English, Scottish English and Maori language.

The New Zealand variant of the English language has been recognised since 1912 and described by Frank Arthur Swinnerton. The new dialect began to form by adopting Māori words to denote the geographical objects of New Zealand, the names of plants, trees, animals, fish and birds. But the first dictionary of the New Zealand variant of English was *The New Zealand Dictionary*, published only in 1994. There is a popular notion that New Zealand English is merely a collection of slang and colloquial expressions, but in reality, it reflects every aspect of life and operates in a range of professional and cultural contexts.

In 20th and early 21st centuries, New Zealand experienced an increase of non-British immigration, which has an impact on forming a more prominent multi-national community. The Internet, television, movies and popular music have all brought international influences into New Zealand society and the New Zealand English lexicon.

Nowadays, New Zealand is one of the countries where English is the main language, used by 96% of the population. The language Maori is the second official language influencing New Zealand English greatly. New Zealand English has 75% of traditional English words and phrases and 25% of Maori ones. Nowadays the legislation of New Zealand requires that proceedings and documents be translated into Maori. Political discussion and analysis of issues of sovereignty, environmental management, health, and social well-being thus rely on Maori at least in part. Maori as a spoken language is particularly important wherever community consultation occurs.

The paper will focus on some specific features of New Zealand English lexical system and the main sources for lexical units borrowings and transformations.

The language system of any language or language variant is unique and bears a special imprint of the national culture, namely, the characteristics of the educational, cultural, social, political, spiritual spheres of life, traditions, customs, worldview, and psychological set of the representatives of the nation. The most productive ways of enriching the lexical system of the English language of New Zealand are borrowings from the Maori language, word-formation models of affixation and word composition, semantic expansion or narrowing of the word, as well as the inclusion of elements of nationally marked vocabulary of the Australian English.

As it was mentioned, numerous loanwords in New Zealand English have been taken from the Maori language, which is the minority language of New Zealand, including words for the geographical objects of New Zealand, the names of plants, trees, animals, fish and birds. Among the borrowings from the Maori language, the following words can be named: *puckerood* – broken (Maori word ‘pakaru’); a *Swannndri* – woollen shirt, *jandals* – rubber thongs, *biddy-bid* – a plant with prickly burrs (Maori word *piripiri*), *cockabully* – a small fish (Maori word *kōkopu*), *kit* – a flax basket (Maori word *kete*). The incorporation of Māori words into New Zealand English is one of its most distinctive features, distinguishing it from all other forms of English.

The loanwords from the Australian English include: *backblocks* – land in the remote interior, *battler* – someone who struggles against the odds, *dill* – a fool, *simpleton*, *ocker* – a boor, *offsider* – a companion, deputy, partner, *shanghai* – a catapult, *cow cockey* – a farmer, *swag* – tying in a knot, *wowser* – a hypocrite, *skite* – a boastful person, *dincum* – an honest, good person.

At the end of 20th – beginning of 21st centuries, New Zealand language also borrowed many Americanisms in preference over British terms (*bobby pin* for British *hair pin*, *truck* for British *lorry*, *eggplant* instead of *aubergine*, *hardware store* instead of *ironmonger*, *cellphone* or *cell* for British and Australian *mobile phone* and *mobile* and so on).

In addition to borrowings, the New Zealand language possesses its own unique words and phrases derived entirely in the country, New Zealand, by adaptation of general English words : *dairy* – corner shop, convenience store; *dunny* – toilet; *fang it* – to go fast; *heaps* – abundant, plenty; *pooped* – tired; *creek* – a stream, *to go crook at* – to be angry with, *to farewell someone* – to honour that person at a ceremonial occasion, *section* – a building plot, *tramp* – to walk for long distances in rough country, *stoked* – very pleased, *tucker* – food, *bach* – holiday home at the beach, etc.; or by using phrases in a new combination: *rabbits’ ears* – indoor TV antenna, *swapmeet* – goods exchange process, *try-hard* – ambitious person, *huntaways* or *eye-dog* – guard dog for sheep, *bobby calf* – newborn calf, *runholder* – farm owner, *sheepstations* – sheep farms, *number eight wire* – wire for fencing.

One more source for enlarging the vocabulary of the New Zealand English is to promote English dialect words to standard, for example: *barrack* – to shout or jeer (at players in a game, etc.), *bowyang* – a band or strip round a trouser-leg below the knee, to prevent trousers from dragging on the ground, *burl* – a try or attempt, as in *give it a burl*, *chook* – a chicken, fowl, *dunny* – a lavatory, *larrikin* – a hooligan, *lolly* – a sweet of any kind, especially boiled, *Rafferty's rules* – no rules at all, *smooge* – a display of amorous affection, *wowser* – a killjoy or spoilsport.

A distinctive way of making new terms in New Zealand language is by shortening or dividing words and adding an ending of -ie or -o. This feature, known as hypocorism, is common in both Australian and New Zealand English, which brings informality to usage. One example is *good-o*. Names of places, professions and personal names can be made informal – for instance, *Dunners* (Dunedin), *scarfie* (student) and the *Naki* (Taranaki). Since the 1960s young New Zealanders travelling overseas have been said to be ‘*on their OE*’ (overseas experience), an abbreviation known to all. Besides, a productive model of word formation is lexical abbreviations: truncated words: *dizzy-lizzie* – a twenty-dollar bill with the image of Queen Elizabeth, *muso* – a student of music school, *truckie* – a truck driver; abbreviations: WINZ – work and income of New Zealand, WETA – the association of teachers of the English language of the city of Waikato, the suffix -ize: *barganize* – to conclude a deal, *editorialize* – write an article.

It worth mentioning that some New Zealand words and phrases have been exported. Such New Zealand terms like *haka* and *jet-boat* are used universally.

The analysis of the lexical system of the New Zealand variant of the English language proves that the main borrowings come from the Maori language, Australian and American variants of the English language, and the most productive are the word-formation models of adaptation of general English language words, using phrases in new combinations, changing dialect words to standard as well as shortening, dividing words and using lexical abbreviations.

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DIGITAL STRATEGY FOR TEACHING AND LEARNING FOREIGN LANGUAGES

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Innovation is a defining characteristic of a knowledge society and a digital economy. It is therefore key to high quality educational delivery. For many in education this has come to mean the use of new technologies such as YouTube, Twitter and Pinterest, or the redesign of the spaces in which learning takes place. In recent years reference to ‘digital technology in the classroom’ can be taken to mean digital processing systems that encourage active learning, knowledge construction, inquiry, and exploration on the part of the learners, and which allow for remote communication as well as data sharing to take place between teachers and learners in different physical classroom locations. This is an expanded notion of technologies that recognises their development from mere information delivery systems and also clarifies their role in classrooms in contrast to their wider use across schools and learning centres.

Digital technology is the term used to describe those digital applications, services and resources which are used to find, analyse, create, communicate, and use information in a digital context. Digital learning is learning that is facilitated by the direct or indirect use of technology or digital tools. The implementation of digital learning in a classroom is crucial to developing digital literacies as well as digitally literate people. The digital resources will include video, audio and web conferencing, webinars and video on demand, portals and immersive environments, content and learning management systems and resource exchanges, email, skype, social media, bulletin boards, forums and blogs. Engagement activities include simulated immersion experiences, games and collaborative projects with international peers.

Digital learning technologies can enable students to grasp concepts more quickly, to connect theory and application more adeptly, and to engage in learning more readily, while also improving instructional techniques, leveraging instructor time, and facilitating the widespread sharing of knowledge. Digital technologies will enable this in new and better ways and create possibilities beyond the limits of our current imagination.