

Reading Comprehension Based on Neologisms in the Harry Potter Series

Marušić, Katarina

Master's thesis / Diplomski rad

2015

Degree Grantor / Ustanova koja je dodijelila akademski / stručni stupanj: **University of Zagreb, Faculty of Teacher Education / Sveučilište u Zagrebu, Učiteljski fakultet**

Permanent link / Trajna poveznica: <https://um.nsk.hr/um:nbn:hr:147:999686>

Rights / Prava: [In copyright](#)/[Zaštićeno autorskim pravom.](#)

Download date / Datum preuzimanja: **2025-03-27**

Repository / Repozitorij:

[University of Zagreb Faculty of Teacher Education - Digital repository](#)



SVEUČILIŠTE U ZAGREBU
UČITELJSKI FAKULTET
ODSJEK ZA UČITELJSKE STUDIJE

KATARINA MARUŠIĆ

DIPLOMSKI RAD

**READING COMPREHENSION BASED ON
NEOLOGISMS IN THE HARRY POTTER
SERIES**

Zagreb, rujan

2015.

SVEUČILIŠTE U ZAGREBU
UČITELJSKI FAKULTET
ODSJEK ZA UČITELJSKE STUDIJE
Petrinja

PREDMET: ENGLSKI JEZIK UČITELJSKE STRUKE

DIPLOMSKI RAD

Ime i prezime pristupnika: Katarina Marušić

**TEMA DIPLOMSKOG RADA: Reading Comprehension Based on
Neologisms in the Harry Potter Series**

MENTOR: Doc. dr. sc. Renata Šamo

SUMENTOR: Alenka Mikulec, prof.

Zagreb, rujan 2015.

For Lukas.

My dearest, always remember:

Happiness can be found even in the darkest of times,

if one only remembers to turn on the light.

A. Dumbledore

CONTENTS

CONTENTS.....	4
SAŽETAK	5
SUMMARY	5
1. INTRODUCTION	6
2. READING	7
2.1. What is Reading?.....	7
2.2. Models and Approaches to Reading	9
2.2.1. Bottom up approaches.....	10
2.2.2. Top down approaches	10
2.2.3. Interactive approaches.....	11
2.3. Reading Comprehension	11
2.4. Second Language (L2) Reading	12
3. NEOLOGISMS	14
4. HARRY POTTER PHENOMENON	21
4.1. J.K. Rowling.....	21
4.2. Harry Potter Series	23
5. RESEARCH	29
5.1. Study Aim and Research Questions	29
5.2. Participants	29
5.3. Instruments and Procedure	30
6. RESULTS AND DISCUSSION	32
7. CONCLUSION	44
REFERENCES	45
APPENDICES	50
BIOGRAPHY	66
STATEMENT OF AUTHORSHIP	67

SAŽETAK

Budući da se neologizmi obično ne poučavaju na satu engleskoga kao stranoga jezika, posebno ne studentima kojima engleski nije glavni predmet na studiju, cilj istraživanja bio je utvrditi razinu pasivnoga i aktivnoga znanja studenata o odabranim neologizmima na engleskome jeziku, koji su korišteni u knjigama i filmovima o Harryju Potteru, i pomoću teksta temeljenoga na navedenim knjigama, provjeriti njihovu razinu čitanja s razumijevanjem. Rezultati su pokazali da je, općenito govoreći, izloženost sudionika engleskome jeziku, čitanju i seriji romana o Harryju Potteru iznenađujuće niska. Nadalje, ova je skupina studenata pokazala prilično slabo pasivno i aktivno znanje o izabranim neologizmima. Također, prosječni su rezultati na cloze zadatku ($M=3,07$) i zadatku sažimanja ($M = 3,06$) bili prilično loši, a utvrđeno je i da je niža samoprocjena bila dobar pokazatelj lošijih rezultata na cloze testu i zadatku sažimanja.

Ključne riječi: neologizmi; čitanje s razumijevanjem; serija romana i filmova o Harryju Potteru.

SUMMARY

Since neologisms are not usually taught in English as a foreign language class, especially to university students who are not the English majors, this research aimed to determine the level of students' passive and active knowledge of a number of selected neologisms in English, which were used in the Harry Potter book and film series, as well as to check students' reading comprehension using a text based on the famous series. The results indicated that, generally speaking, the participants' exposure to English, reading, and the Harry Potter series was surprisingly low. Furthermore, this group of students showed a fairly poor passive and active knowledge of the tested neologisms. Also, the mean results on the cloze ($M=3.07$) and summarizing ($M=3.06$) task were quite low and it was found that lower self-assessment was a fairly good indicator of the lower results on the cloze test and the summarizing task.

Key words: neologisms; reading comprehension; the Harry Potter series.

1. INTRODUCTION

“We were never born to read. Human beings invented reading only a few thousand years ago. And with this invention, we rearranged the very organization of our brain, which in turn expanded the ways we were able to think, which altered the intellectual evolution of our species” (Wolf, 2007, as cited in Grabe, 2009, p. 4).

This quote gives us a brief insight into the importance of reading especially in the contemporary world. Therefore, this thesis introduces reading, or more precisely reading comprehension, in the context of neologisms used in the popular literary series - Harry Potter.

The second chapter of this thesis introduces some definitions of reading, presents three main models of reading and discusses reading comprehension. Specific features of reading comprehension in the second language are also mentioned in this section, with specific reference to the transfer of reading skill from one language to the other.

The third chapter introduces neologisms, and provides a brief overview of ways in which new words in a language may be created, as well as some factors which may contribute to whether a new word will 'survive' in a language.

The fourth chapter briefly provides the most important information about J.K. Rowling and the Harry Potter phenomenon.

The fifth and sixth chapters of this thesis present the research, conducted among university students, aimed at gaining insight into their knowledge and recognition of neologisms used in the Harry Potter series in the context of reading comprehension.

2. READING

“As you are reading these words, you are taking part in one of the wonders of the natural world. For you and I belong to a species with a remarkable ability: we can shape events in each other's brains with exquisite precision. I am not referring to telepathy or mind control or the other obsessions of fringe science; even in the depictions of believers these are blunt instruments compared to an ability that is uncontroversially present in every one of us. That ability is language. Simply by making noises with our mouths, we can reliably cause precise new combinations of ideas to arise in each other's minds. The ability comes so naturally that we are apt to forget what a miracle it is” (Pinker, 1994, p. 15).

As illustrated by the above quote, language and reading are considered very special and important abilities every human possesses. However, both of these concepts are still rather illusive and there are many unanswered questions about them. In this section we will try to present some definitions of reading as a language skill, and attempt to explain the process of reading and reading comprehension.

2.1. What is reading?

Over the years, there have been numerous attempts to define what reading is and what processes it includes. Goodman (1976, as cited in Hudson, 2007, p. 38) stated that “reading is a selective process and that it involves partial use of available minimal language cues selected from perceptual input on the basis of the reader’s expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected, or refined as reading progresses”. In addition, Goodman (1982, as cited in Alderson, 2000, p. 19) saw reading as “a complex process of sampling the text for graphic clues, predicting grammatical structures and meaning, confirming the validity of the hypotheses advanced and correcting the hypotheses as necessary as text sampling proceeds”. Smith (1994, as cited in Hudson, 2007, p. 39) defines reading as “purposeful and selective in that readers attend only to what is necessary to their current purposes. As such, reading is an active process based on comprehension and is anticipatory in nature”. Urquhart and Weir (1998, as cited in Grabe, 2009, p. 14) explain that reading is often defined in simple statements much like the following: “Reading is the process of receiving and interpreting information encoded in language form via the medium of print”. However, it is more frequently seen as “a complex skill that is based on the ability to separate visual information from written text, but the ultimate goal of reading is the understanding of the text meaning. The process of understanding takes place at different levels - at the level of

word, sentence or the entire text. Certainly, the most complex process of understanding is the one that takes place at the level of the text. Readers bring prior knowledge into the process of understanding the text and use this knowledge to easier and better understand the text” (Ellis, 1994, as cited in Kolić-Vehovec & Muranović, 2004, p. 96).

When it comes to defining reading, one distinction which is frequently mentioned is that between the process of reading and the result or the product of the process: “The process is what we mean by “reading” proper: the interaction between a reader and the text. During that process, presumably, many things are happening: the reader looking at print, “deciding” what the marks on the page “mean” and how they relate to each other, he is presumably also “thinking” about what he is reading (what it means to him, how it relates to other things he has read, to things he knows, to what he expects to come next in texts like this). Evidently, many different things can be going on when a reader reads: the process is likely to be dynamic, variable, and different for the same reader on the same text at a different time or with a different purpose in reading” (Alderson, 2000, p. 3).

According to Alderson (2000), it is commonplace both in theories of reading as well as in everyday talk about reading to distinguish different levels of understanding a text. Hence Gray (1960, as cited in Alderson, 2000, p. 7) makes a distinction between “reading the lines” (literal meaning of text), reading “between the lines” (inferred meanings), and reading “beyond the lines” (readers' critical evaluations of text). Talking about different levels of understanding, Kintsch and Yarbrough (1982) say that it may be possible to comprehend the words, but not the meaning of a sentence, and sentences, but not the organisation of the text. Kintsch and van Dijk (1978) relate the former to “microprocesses” which have to do with local, phrase-by-phrase understanding, and the latter to “macroprocesses” which are related to global understanding. This can be related to Alderson’s (2000, p. 12) explanation of reading as essentially divided into two components: decoding (word recognition) and comprehension (frequently described "as consisting of parsing sentences, understanding sentences in discourse, building a discourse structure, and then integrating this understanding with what one already knows").

One of the important features of successful reading and even more of comprehension is fluent reading. Grabe (1991, as cited in Alderson, 2000, p. 13) proposes the following six component elements in the fluent reading process:

- 1) automatic recognition skills
- 2) vocabulary and structural knowledge
- 3) formal discourse structure knowledge

- 4) content/word background knowledge
- 5) synthesis and evaluation skills/strategies
- 6) metacognitive knowledge and skills monitoring (Among the metacognitive skills he includes: recognising the more important information in text, adjusting reading rate, skimming, previewing, using context to resolve a misunderstanding, formulating questions about information, monitoring cognition, including recognising problems with information presented in text or an inability to understand text.)

Alderson (2000, p. 14) argues that recent accounts of the fluent reading process tend to emphasise that it is “rapid, purposeful, motivated, interactive (in terms of component skills as well as in the relation between knowledge and the printed word), it is comprehending (readers expect to understand), it is flexible, and it develops gradually (it is the product of long-term effort and gradual improvement)”. Celce-Murcia (2001, p. 119) argues that the nature of the reading process is interactive because in understanding a written text the reader has to perform a number of simultaneous tasks: “decode the message by recognizing the written signs, interpret the message by assigning meaning to the string of words, and finally, understand what the author's intention was. In this process there are at least three participants: the writer, the text and the reader, therefore, reading is inherently interactive”.

To conclude, “citizens of modern societies must be good readers to be successful. Reading skills do not guarantee success for anyone, but success is much harder to come by without being a skilled reader. The advent of the computer and the Internet does nothing to change this fact about reading. If anything, electronic communication only increases the need for effective reading skills and strategies as we try to cope with the large quantities of information made available to us” (Grabe, 2009, p. 5).

2.2. Models and Approaches to Reading

Hudson (2007, p. 33) explained that “the discussions regarding the nature of reading vary across a scale between the two most paradigmatic approaches termed bottom-up approaches and top-down approaches, with many current researchers adhering to what has been termed an interactive approach”. Therefore, all three of these approaches will be briefly explained in the following sections of this thesis.

2.2.1. Bottom up approaches

The underlying idea of bottom-up approaches refers to readers constructing meaning from the smaller units, i.e. letters and words, and progresses towards phrases, clauses and sentences, which is achieved by “processing the text into phonemic units that represent lexical meaning and then (the reader) builds meaning in a linear manner” (Hudson, 2007, p. 33).

Therefore, as reading skills gradually become more automatic, they require less attention.

Alderson (2000) argues that bottom-up approaches are serial models, where the reader begins with the printed word, recognises graphic stimuli, decodes them to sound, recognises words, and decodes meanings. “Each component involves subprocesses which take place independently of each other, and build upon prior subprocesses. Subprocesses higher up the chain cannot, however, feed back into components lower down (identification of meaning does not lead to letter recognition, for example). This approach was typically associated with behaviourism in the 1940s and 1950s, and with “phonics” approaches to the teaching of reading which argue that children need to learn to recognise letters before they can read words, and so on. In this traditional view, readers are passive decoders of sequential graphic-phonemic-syntactic-semantic systems, in that order” (Alderson, 2000, p. 16).

2.2.2. Top down approaches

The top-down approaches "assume that a reader approaches a text with conceptualizations above the textual level already in operation and then works down to the text itself. This approach views the information-processing circuit as being slower than assumed by the bottom-up approach as a result of memory capacity and mental limitations on the speed that information can be stored" (Hudson, 2007, p. 33). This means that readers may constantly change their hypotheses about new information which they are receiving and that they may apply their background knowledge, both formal and content, to the information given in the text in order to create their meaning. Goodman (1976, as cited in Hudson, 2007, p. 37) specifies four processes in reading: predicting, sampling, confirming and correcting, and claims that “the reader makes guesses about the meaning of the text and samples the print to confirm or disconfirm the guess” and “efficient reading results from skill in choosing the minimum cues necessary to produce correct guesses”. Hence, reading is considered an active process in which the reader needs to possess the knowledge of the language, as well as

internal concepts of the manner in which language is processed, experiential background, and general conceptual background. Smith (1994) also focuses on the top-down nature of reading and places significant importance on the background knowledge in the construction of meaning when a person is processing virtually any type of information. He states: “Knowledge of relevant schemes is obviously essential if we are to read any kind of text with comprehension. A child who does not have a scenario about farming is unlikely to understand a story about farming or a reference to farming in a textbook.” (Smith 1994, as cited in Hudson, 2007, p. 38).

2.2.3. Interactive approaches

Approaches that are based on the interactive view of reading suggest that neither the strict bottom-up nor top-down models are acceptable on their own because "Reading is seen as bidirectional in nature, involving the application of higher order mental processes and background knowledge, as well as features of the text itself. Interactive models typically assume hierarchically organized reading component skills, such as: 1) vocabulary knowledge and sight word recognition; 2) phonetic decoding skills; 3) relational knowledge and prediction from context; and 4) comprehension skills" (Carr 1982, as cited in Hudson, 2007, p. 34). Nowadays, most researchers and teachers accept one or more variants of interactive models of reading which emphasize an interaction of differing bottom-up and top-down processes (Grabe, 1991, as cited in Hudson, 2007).

2.3. Reading Comprehension

Grabe (2009) claims that comprehension is a central goal of reading because it “occurs when the reader extracts and integrates various information from the text and combines it with what is already known” (Koda, 2005, as cited in Grabe, 2009, p. 14). It is also important that “When we recognize the complexity of reading, its multiple purposes, and its many properties, it becomes clear that the cognitive processes that operate when we read must also be complex" (Grabe, 2009, p. 21). However, lower-level processes such as word recognition, syntactic parsing (using grammatical information), and semantic-proposition encoding

(building clause-level meaning from word meanings and grammatical information) are also important, for they form a group of skills that have the potential to become automatized, and their automatization is a requirement for comprehension and fluent reading, which is simply inconceivable without rapid and automatic word recognition of a large vocabulary (Grabe, 2009). In conclusion, “Comprehension is not a unitary phenomenon but rather a family of skills and activities”, which means that in order for comprehension to take place, we need to be able “to mentally interconnect different events in the text and form a coherent representation of what the text is about” (Kendeou et al., 2007, as cited in Grabe, 2009, p. 39). Furthermore, in addition to decoding the text into words, reading also involves certain sub-skills of comprehension, strategies and behaviours such as prior knowledge activation, question generation, construction of mental images during reading, making inferences, predicting and making conclusions (Pressley, 2000, as cited in Abdullah et al., 2012).

2.4. Second Language (L2) Reading

It has become a common occurrence nowadays that people worldwide have the ability to read in more than one language, be it their second, third or any further language, and they read for a variety of purposes, including interactions within and across heterogeneous multilingual countries, global transportation, better education opportunities, etc. (Grabe, 2009). When it comes to attempting to describe second language reading by relying on first language research and models, one must take caution since in many second language contexts readers are already literate in their first language, which may be both an advantage (because the person has acquired the basic decoding skills) and a disadvantage (especially when the two languages in question have different orthographies). Therefore, it is important to “distinguish between the processes involved in learning to read versus the process of reading by an accomplished reader in either the first or second language” (Hudson, 2007, p. 31). Another important issue closely connected with the very nature of reading in L2 is the question whether the ability to read may transfer across languages, that is, whether someone who is a good first-language reader may also be a good second-language reader. Researchers have not yet been able to determine precisely if this is true, but some suggestions refer to a language threshold beyond which L2 readers have to progress in order for their first-language reading abilities to be transferred to the second-language situation (Alderson, 1984). Hence, although the importance of both factors, L2 language knowledge and reading knowledge, needs to be considered, researchers seem to advocate the view that knowledge of the second

language is a more important factor than the first-language reading abilities (Alderson, 2000). Finally, we may accept Cummins' (1979, 1991, as cited in Alderson, 2000, p. 23) hypothesis of linguistic interdependence according to which “once reading ability has been acquired in the first language, it is available for use in the second or subsequent languages also. The implication is that no instruction in second-language reading is necessary - all that is required is sufficient second-language knowledge for the ability to transfer”.

3. NEOLOGISMS

According to Young (2006), language is not static, and therefore new terms are always coined although they may at first only be used by a sub-group that shares a common interest. Crystal (1990, p. 45) proposed that “the desire to create new words cuts across sex, age, class, job, region”. In other words, he suggested that creating new words appears to be universal and is not necessarily connected with a person’s social or regional background.

Neologisms have been defined differently in literature. Pavličević-Franić (2005) states that some authors define neologisms as lexical items which survive in the language and are in accordance with all the norms of that language, whereas others consider neologisms to be all newly created words regardless of the criteria of their creation, that is a neologism is “a new word, expression, or usage...(or) the creation or use of new words or senses” (Costello, 1997, p. 914 as cited in Flegal, 2008). Although the general term for a newly-created lexeme is *coinage*, Crystal (2003, p. 132) suggests that a distinction between terms *nonce words* and *neologisms* can be made: “a *nonce word* (from the 16th-century phrase *for the nonce*, meaning for the once) is a lexeme created for temporary use, to solve an immediate problem of communication, whereas a *neologism* – literally a “new word” is a word that has gathered enough written citations for it to be a serious candidate for inclusion in all the major dictionaries”.

Neologisms may be encountered in different areas of human existence; however, Crystal (2003, p. 132) argued that “the more creative the language context, the more likely we are to encounter lexical experiments, and find ourselves faced with unusual neologisms which is especially visible in the language of literature”. Hence, a range of neologisms has been used in the works of several modern authors such as James Joyce in *Finnegans Wake* (puns) and *Ulysses* (juxtapositions), Lewis Carroll in *Through the Looking-Glass* (portmanteau words), George Orwell in *1984* (compound words and blends), etc.

Since the creation of new words contributes to vocabulary expansion in all languages, some of the processes by which new words are created and which are mentioned in Akmajian, Demers, Farmer, and Harnish (2001) are listed below.

- **Coined Words**

These are completely new words which have not previously existed in the language and which the speakers invent (or coin) (e.g. words such as *geek* and *dweeb* have been created in adolescent slang).

- **Acronyms**

Acronyms are words in which each letter is the first letter (or letters) of some other complete word (e.g. *radar* derives from *radio detecting and ranging* and *laser* derives from *light amplification (by) stimulated emission (of) radiation*). Some of these words become so commonplace in the language that speakers frequently forget their origins and hence the acronyms become new independent words.

- **Alphabetic Abbreviations**

These words are also known as initialisms and they may be confused with acronyms, but they differ from them because each of their letters is pronounced individually rather than as a word (like acronyms). Some of the most frequent alphabetic abbreviations now are those related to information technology (IT) (e.g. *HTML-hypertext markup language*, *PC-personal computer*).

- **Clippings**

Clippings are words which have been created by shortening the already existing words, for instance *prof* (*professor*), *fax* (*facsimile*), and *photo op* (*photographic opportunity*). In addition to these, there are also "orthographic abbreviations such as *Dr.* (*doctor*), *Mr.* (*mister*), *AZ* (*Arizona*), and *MB* (*megabyte*), where the spelling of a word has been shortened but its pronunciation is not (necessarily) altered" (Akmajian, 2001, p. 26).

- **Blends**

The next category are words which may be created from the already existing ones by different blending processes: e.g. *motel* (from *motor hotel*), *infomercial* (from *information* and *commercial*), *brunch* (from *breakfast* and *lunch*), *cafetorium* (from *cafeteria* and *auditorium*), *netiquette* (from *network etiquette*), *trashware* (from *trash* and *software*), and *bit* (from *binary* and *digit*).

- **Generified Words**

The following way in which new words may be created is generification or using specific brand names of products as names for the products in general (e.g. *kleenex* is being used to refer to facial tissue in general, and *xerox* is used to describe the process of photocopying in general).

- **Proper Nouns**

This technique refers to associating a trait, quality, act, or some behaviour with a person's name, usually their last name: e.g. *guillotine* (an instrument of execution named after its inventor, Dr. Joseph Guillotin), *sandwich* (named after the Earl of Sandwich). In many cases the word remains and the association with the person becomes lost.

- **Borrowings: Direct and Indirect**

Further manner in which vocabulary may be expanded is through borrowing from other languages, either directly (e.g. *kindergarten* (German), *croissant* (French), *aloha* (Hawaiian), and *sushi* (Japanese)), or indirectly, when an expression in one language is literally translated into another language (e.g. the borrowed terms *firewater* and *iron horse* are literal translations of Native American words meaning *alcohol*, and *worldview* and *superman* from German *Weltanschauung* and *Übermensch*).

- **Changing the Meaning of Words**

A new meaning can become associated with an existing word in numerous ways such as:

- a. **Changing the Part of Speech**

A word can be given a new meaning by changing its grammatical category, e.g. the nouns *ponytail*, and *people* can be used as verbs: *to ponytail her hair*, and *to people an island*.

- b. **Metaphorical Extension**

This refers to taking an existing expression and extending its meaning in a recognizable way. For instance, speakers of English have adopted many existing terms from ocean navigation to use in talking about space exploration (e.g. *ship*, *docking*, *navigation*, *sailing*, *floating*, *captain*, *crew*, *hull*, *cabin*, *hatch*, *deck*). This example shows that technological changes in a society need not necessarily result in the addition of previously nonexistent words.

- c. **Broadening and Narrowing**

Sometimes the words which already exist in a language may be broadened. For instance, the slang word *cool* was originally part of the professional jargon of jazz musicians and referred to a specific artistic style of jazz. Similarly, the meaning of a word may become narrower (e.g. the word *meat* used to mean any solid consumable food, while now it is used to refer only to the edible solid flesh of animals).

- d. **Semantic Drift**

Over time word meanings may change, or undergo a semantic drift (e.g. the word *lady* was originally a compound made up of the two words: *hlaf* - the Old English word for *bread* and *dighe* - the word for *kneader*; which means that the word which originally meant “kneader of bread” has experienced a rather significant increase in status).

- e. **Reversals**

Finally, word meanings may undergo reversals. In some varieties of American slang, the word *bad* has positive connotations, with roughly the meaning “emphatically good”.

- **Derivational Morphology (Word Formation Rules)**

New words might also be added by applying rules that involve specific derivational processes. In most cases, the core of each process is an already existing word, to which other words and affixes can be added.

a. Compounding

This refers to the formation of new words from the already existing ones by joining together individual words. Some types of compounds in English include: noun + noun (e.g. *landlord*, *snail mail*), adjective + noun (e.g. *high chair*, *blackboard*), preposition + noun (e.g. *overdose*, *underdog*), verb + noun (e.g. *go-cart*, *scarecrow*), adjective + adjective (e.g. *icy-cold*, *bittersweet*), noun + adjective (e.g. *earthbound*, *skin-deep*), preposition + verb (e.g. *overstuff*, *underfeed*) (Akmajian, 2001). Compounding is a highly productive process of word formation which accounts for 39.8% of new words according to the analysis of the Longman Register of New Words Vol. 1 (Ayto, 1996, as cited in Charteris-Black, 1998, p. 3).

b. The Agentive Suffix -er, the -able Suffix and the Diminutive Suffix -y/-ie

Agentive nouns are formed by adding the suffix *-er* to a verb (e.g. *(to) write – writer*, *(to) play – player*, *(to) win – winner*). The suffix *-able* is used to form adjectives: *(to) read – readable*, *(to) wash – washable*, *(to) break – breakable*, *(to) drink – drinkable*, *(to) pay – payable*. The third type of word formation using suffixes refers to the so-called diminutive suffix, usually spelled *-y* (or *-ie*), which is added to nouns such as those in the following pairs: *dad–daddy*, *mom–mommy*, *dog–doggy*, *horse–horsie*.

c. Backformation

This type of word formation refers to the cases where processes of word formation are “reversed”. For instance, the nouns *beggar*, *scavenger*, *editor*, *burglar*, and *sculptor* all existed in the language before the corresponding verbs *to beg*, *to scavenge*, *to edit*, *to burgle*, and *to sculpt*. Since these nouns denoted a general profession or activity, speakers simply mistakenly assumed that, much as with the agentive suffix *-er* where, for instance *write* was created by subtracting the *-er* affix from *writer*, these words were created by subtracting the final *-er*. However, “backformation is the process of using a word formation rule to analyze a morphologically simple word as if it were a complex word in order to arrive at a new, simpler form” (Akmajian et al., 2001, p. 41).

Hence, it may be concluded that languages have many ways in which they expand their vocabulary. When one wants to learn more about how certain words have entered a language, it is also useful to analyse significant historical events. For instance, Crystal (2003) stated that during the 16th century there were numerous new publications in English, brought

about by a newly awakened interest in the classical languages and literature, as well as the rapidly developing fields of science, medicine, and the arts. This period, from the time of Caxton¹ (c. 1422 – c. 1491) until around 1650, was later named the “Renaissance”, and it included the Reformation, and the events such as the discoveries of Copernicus, and the European exploration of Africa and the Americas. In this period the focus of interest was vocabulary because there “were no words in the language to talk accurately about the new concepts, techniques, and inventions which were coming from Europe, and so writers began to borrow them” (Crystal, 2003, p. 60) mostly from Latin, but also from Greek, French, Italian, Spanish, and Portuguese. Because many classical works during the 16th century were translated, and thousands of Latin or Greek terms were introduced, translators were facing problems with English equivalents, therefore such significant influx of foreign vocabulary was criticised and language purists opposed new terms as they interfered with the development of native English vocabulary (Crystal, 2003). Garner (1982) stated that more words were added to the English language during the Renaissance than at any other time in its history (the Chronological English Dictionary lists 26,947 added words, mostly Latinate). Furthermore, when new words are analyzed historically, it may be observed that, for instance, in the years when Shakespeare was writing (from roughly 1588 to 1612), 7968 neologisms were brought into English (about 30% of all the Renaissance neologisms). Garner (1982, p. 151) argued that there are two categories of scholars who discuss Shakespeare’s vocabulary: “those who think that Shakespeare stuck to the words he inherited, without coining any new ones, and those who recognize a substantial Latin element in his language and think that he had no objection to neologism”. According to Crystal (2003), although there are many words first recorded in Shakespeare which have survived into Modern English (e.g. *accommodation*,

¹ According to the article found on British Library's web page (n.d.), William Caxton (c. 1422 – c. 1491) was an English merchant, diplomat, writer and printer. He is thought to be the first English person to work as a printer and the first to introduce a printing press into England, which he did in 1476. He was also the first English retailer of printed books.

assassination, barefaced, countless, courtship, dislocate, eventful, laughable, premeditated, submerged), it should not be surprising that 31% of all his neologisms have not survived because many were clearly intended to be nonce words.

Unlike the introduction of new words in the past, nowadays new words seem to have an advantage. Dent (2007) explains that “in the 2000s, a newly minted word has had an unprecedented opportunity to be heard beyond its original creator because with 24-hour media coverage, and the infinite space of the Internet, the chain of ears and mouths has never been longer, and the repetition of a new word today takes a fraction of the time it would have taken a hundred, or even fifty, years ago” (as cited in Nordquist, n.d.). However, Metcalf (2002) claims that even if a new word or phrase seems successful, it takes about two generations, or forty years, to determine whether that word will stay in the permanent vocabulary. Furthermore, Metcalf (2002) believes that whether new words will be a success or failure is not entirely random and there are certain factors which can help to make new words successful (e.g. a word has a better chance for success if it is inconspicuous than if it is showy and clever, but it also appears that some factors expected to be influential do not actually matter; e.g., a word that fills a gap in the vocabulary seems to have no particular advantage over the one that does not).

According to Metcalf (2002) there appear to be five significant factors which help predict if a new word will be accepted in a language:

- **Frequency of use**

This factor can also be referred to as popularity, and depends on the amount of attention a new word will receive, and consequently whether this attention will suffice to help a word move toward the centre of a language (e.g. *dot* for “period” in a web address, as in *dot-com*; the prefix *e-* as in *e-mail*).

- **Unobtrusiveness**

Words which are not so conspicuous in a language, i.e. those that manage to become camouflaged, due to their seeming familiarity, are usually admitted into the language more easily. Examples of unobtrusive coinages are *moonlighting*, *server* (non-sexist for *waiter* or *waitress*), *Plan B*.

- **Diversity of users and situations**

Frequently, the fact that a new word is being used by a lot of people is simply not enough because it should also be used by a variety of people in different situations.

- **Generation of other forms and meanings**

“A new word that generates others also generates a greater chance for its own success” (Metcalf, 2002, p. 59). *Blockbuster* is a good example because of its many meanings. The word was initially used during World War II to depict an aerial bomb strong enough to destroy an entire block of buildings. Its meaning gradually expanded and it was used to refer to anything big and brilliant: a *blockbuster* idea, a *blockbuster* movie or book.

- **Endurance of the concept**

The last factor is about the endurance, or durability, of what the word stands for (e.g. *icebox*; when boxes holding blocks of ice to keep food cool were becoming extinct, the word denoting them, *icebox*, did not disappear with the object itself but remained in the language as an alternate name for the electric device that replaced it, i.e. *refrigerator*).

In addition to the above-mentioned factors, Dent (2007) proposed five similar contributors that may help a new word survive: usefulness, user-friendliness, exposure, the durability of the subject it describes, and its potential associations or extensions.

Flegal (2008) asserts that many words which are now part of the everyday lexicon were originally neologisms introduced through works of literature, especially fantasy. Sedia (2005 as cited in Flegal, 2008, p. 4) claims that “fantasy literature is a particularly rich source of neologism, since the stories need to convey the differentness of the characters, settings, plots and themes contained in the works”. The reason why fantasy genre is so rich in creative language is because “rare or unknown words tend to have greater evocative power than common, everyday words, i.e. words that the reader is not familiar with have a feeling of mystery and poetry” (Yaguello, 1998, as cited in Flegal, 2008, p. 12). In addition, fantasy writers are constantly trying to create a setting that is somehow different (and hence possibly mysterious to the reader) while still achieving verisimilitude², and because of their rarity, neologisms have proven to be a useful tool in creating the illusion of that setting (Flegal, 2008). Without the ability to create neologisms, writers would not be able to invent new people, places, and ideas. Therefore it may be concluded that “a successful neologism should fill both the writer’s need for a term to name its new person/idea and the reader’s need for understanding of the characters, plot, and theme of the story” (Flegal, 2008, p. 14).

² The appearance of being true or real. In literature – the author seeks to make the work true to the setting, theme, and characters of the story.

4. THE HARRY POTTER PHENOMENON

Since the publication of the first book in the series, Harry Potter and its author J.K. Rowling have become an instant success and a household name worldwide. Due to their universal popularity, Harry Potter has been selected as the source of neologisms which were investigated in this research. But before moving on to the research itself, a few words about the author and the Harry Potter phenomenon will be mentioned in this chapter.

4.1. J. K. Rowling

According to “Joanne Rowling – the girl who grew up to write Harry Potter” (n.d.), Joanne Rowling was born on 31st July 1965. She, her sister and her parents lived in Winterbourne, Gloucestershire, until the family moved to Tutshill, near Chepstow when Joanne was nine. Joanne's parents loved reading, so she grew up surrounded by books: “I lived for books ... I was your basic common-or-garden bookworm, complete with freckles and National Health spectacles” (ibid.). Rowling dreamed about being a writer from a very young age, and so, at the age of six, she wrote her very first book, which was called *Rabbit*, and five years later she wrote a novel. After finishing secondary education at Wyedean Comprehensive School, Joanne studied French and Classics at the University of Exeter. The knowledge she had acquired there, especially of the Latin language, was very helpful later when she was writing the Harry Potter books.

The idea for Harry Potter first arose one day in 1990 when J. K. Rowling was travelling on a train from Manchester to London King's Cross and the train was delayed. The plan for the seven books of the series was created over the next five years. While training as a teacher in 1997 and having finished the first book, Bloomsbury accepted Harry Potter for publication, under the name J.K. Rowling (the “K” stood for Kathleen, her paternal grandmother's name, which was added because her publisher suggested that a woman's name might not appeal as much to young boys, who were the target audience).

After its publication in 1997, *Harry Potter and the Philosopher's Stone* soon became a bestseller. Following the success of the original, the book was translated into a number of other languages, which resulted in the Harry Potter books spreading all over the world with a number of records having been broken since their publication. For instance, in 2007, *Harry Potter and the Deathly Hallows*, having sold amazing 2.65 million in the first 24 hours only in the UK, became the fastest-selling book ever (BBC, 2008). According to “Joanne Rowling –

the girl who grew up to write Harry Potter” (n.d.), the Harry Potter series have been published in 78 world languages, the number of copies sold worldwide has exceeded 450 million and the sales have surpassed £238 million, thus making J.K. Rowling the United Kingdom's best-selling living author and the only billionaire author. She has also been involved in charity work with her three companion volumes: *Quidditch through the Ages* and *Fantastic Beasts and Where to Find Them* (in aid of Comic Relief); and *The Tales of Beedle the Bard* (in aid of Lumos) (ibid.). The amazing success of the Harry Potter series has been accompanied by numerous honours and awards, including: Author of the Year and Lifetime Achievement Award, British Book Awards, 1999 and 2008; Booksellers Association Author of the Year, 1998 and 1999; Order of the British Empire (OBE), 2001; James Joyce Award, University College Dublin, 2008; Hans Christian Andersen Award, Denmark, 2010; Honorary Degrees from the University of Exeter, University of St Andrews, Napier University, University of Edinburgh, Dartmouth College USA, Harvard University USA, University of Aberdeen (J.K. Rowling, n.d., para. Honours and Awards). In order to be closer to her fans, in 2012, J.K. Rowling's digital company *Pottermore* was launched, aiming to enable fans to enjoy her new writing and “immerse themselves deeper in the wizarding world” (“Joanne Rowling – the girl who grew up to write Harry Potter” (n.d.)).

In addition to the Harry Potter series, J.K. Rowling has written three books for adult readers, *The Casual Vacancy* (2012) and (under the pseudonym Robert Galbraith) the crime fiction novels *The Cuckoo's Calling* (2013) and *The Silkworm* (2014). According to Sims (2015), Rowling announced that work on the third book (under the pseudonym Robert Galbraith) was completed and the novel *Career of Evil* would be released on 20th October 2015 in the United States, and on 22nd October 2015 in the United Kingdom. She has also written the screenplay, *Fantastic Beasts and Where to Find Them*, an original story set in the wizarding world, which will somewhat be familiar to Harry Potter fans. It is her screenwriting debut and the start of a new film series with Warner Bros. Internet Movie Database (2015) announced that the movie would be released on 18th November 2016 and that it followed “the adventures of writer Newt Scamander in New York's secret community of witches and wizards seventy years before Harry Potter reads his book in school”.

4.2. Harry Potter series

The popularity of the Harry Potter book series has been emphasized on many occasions, and it is best described as “an international literary and media phenomenon that is unmatched by anything in recent history” (Clark, 2012, p.1). Its importance is also illustrated by the fact that, due to a great demand for Harry Potter books, the New York Times established a separate best-seller list for children's literature in 2000. Although primarily defined as children's books, people of all ages have read the Harry Potter books and watched the film versions, and even if they have not read the books themselves, most people have at least heard of Harry Potter. However, despite its popularity and being one of the most beloved, the Harry Potter series has also raised many controversies and has been among the most criticised works of children's literature. Nevertheless, these views are not related to the topic of this thesis and will therefore not be discussed further.

Returning to the book series, there are seven books which comprise: *Harry Potter and the Philosopher's Stone* (1997), *Harry Potter and the Chamber of Secrets* (1998), *Harry Potter and the Prisoner of Azkaban* (1999), *Harry Potter and the Goblet of Fire* (2000), *Harry Potter and the Order of the Phoenix* (2003), *Harry Potter and the Half-Blood Prince* (2005), and *Harry Potter and the Deathly Hallows* (2007). The series is about the protagonist Harry Potter, whose life is followed from the time he turns eleven to the time he is seventeen, but there is also an epilogue which shows Harry as a thirty-six year old married man with children. When he was only a baby, Harry's parents, Lily and James Potter, were killed by Lord Voldemort, the evil wizard who also tried to kill Harry with a magical spell. However, the spell backfired and destroyed Voldemort, leaving Harry orphaned and with a scar on his forehead which is a connection between him and Lord Voldemort. Harry was raised by his Muggle³ (non-wizard) aunt and uncle in a fictional town near Surrey in England. When Harry turned eleven, his status as a wizard was revealed and he travelled to Hogwarts School of Witchcraft and Wizardry to begin his studies. Each of the books in the series expands and builds upon the story set in the previous volume, but the one thing they all have in common are Harry's experiences at Hogwarts and his attempts to establish a place for himself in the hidden Wizarding world. In six of the books Harry directly or indirectly fights Lord Voldemort, and is usually successful at defeating him or at least manages to escape death at

³ On 24th March 2003 the BBC news reported that the word “Muggle” has been accepted into the Oxford English Dictionary to mean “a person who lacks a particular skill or skills, or who is regarded as inferior in some way”. Since the dictionary is being updated for only the third time in 146 years, it is quite unusual for a living fiction author to have one of their words included.

his hands. However, luckily for Harry, he is never alone, but has the help of a number of people - his two best friends, Ron Weasley and Hermione Granger, some of the Hogwarts professors, and the Order of the Phoenix, a group of adult wizards working with Professor Dumbledore to defeat Lord Voldemort and his Death Eaters (followers). Each subsequent book brings Harry closer to the final showdown with Lord Voldemort where “neither can live while the other survives...” (Clark, 2012, p. 22).

The reason why Harry Potter is considered a unique phenomenon in publishing history is, according to Clark (2012, p. 3), “the concept of millions of people all reading the same book at roughly the same time”. This is illustrated by the fact that, starting with *Harry Potter and the Goblet of Fire*, worldwide release parties were synchronized so that everybody would gain access to the books at the same time. Also, fan communities, are very active and very much involved in and protective of the Harry Potter series. Their interest is even more stimulated by Rowling's continuous additions to the stories through Pottermore and post-publication interviews, which allow the readers “a deeper level of experiencing and revisiting the richly detailed world she has created” (Clark, 2012, p. 5).

Many theoreticians have tried to explain the reasons for the worldwide fascination with *Harry Potter*, and we present the reasons proposed by Göbel (2002), who asserted that, in addition to using her own fantasy, Rowling also borrowed from:

1) *The British tradition of boarding school-stories*

Boarding school-stories⁴ like *Harry Potter* have often been bestsellers of youth literature because they usually give a good description of the period in the life of young people when the peer group becomes very important and when, for the first time in their lives, they are given the opportunity to live their lives without the influence or control from their parents. According to Petzold (as cited in Göbel, 2002), the focus of the boarding school-stories was not the teaching content but moral education which was mainly represented by two aspects: sports, which taught young people how to become courageous, how to learn teamwork and fair play, and the system of prefects. The theme of sports is also used by Rowling, but she adds her own dimension to it by inventing a completely new sport, *Quidditch*, with all its detailed rules.

⁴ “The long tradition of English boarding school-stories probably started in 1857 when Thomas Hughes wrote *Tom Brown's Schooldays* in order to help his son lose the fear of leaving his home to attend a boarding school. With his book Hughes managed to establish a new genre which was most important and successful at the turn of the century and in the first half of the 20th century” (Göbel, 2002).

2) Psychological reasons explaining the books' success

One of the psychological reasons contributing to the success of the Harry Potter series is the fact that children can identify with Harry and his life with the boring and bully family, but his reward for his hard life in his Muggle family comes when he goes to the “magic” world where he instantly becomes a celebrity. What makes the story also interesting is the fact that both Harry and the reader slowly discover the truth about Harry's real identity. Teenagers can relate to Harry because they are also searching for their identity and going through a crisis in the psychological process of growing into an adult. Another possible psychological reason is reader's compassion for Harry because he is an orphan.

3) Two parallel worlds (“real” world - “magic” world) existing in the Harry Potter books

What attracts readers to the Harry Potter series is the fact that it balances between reality and fiction. “On the one hand, the series is set in contemporary Britain, but on the other hand, it is situated in a world-within-a-world where wizards exist, shrouded in secrecy, protected by ‘the International Statute of Wizarding Secrecy’ and reliant on any number of safety protocols to assure that they remain hidden in plain sight” (Clark, 2012, p. 7). This other world is not too different from ours and because of that the text seems familiar to the reader while at the same time a fantastic scenery is being created with numerous fantastic characters.

4) J. K. Rowling's narrative technique

The story is told from the hero's point of view, hence the reader directly experiences everything Harry sees, does and feels, which enables the reader to experience great excitement. J. K. Rowling mainly uses sentences which are short and simply structured and in this way she tries not to interrupt the excitement. Nevertheless, some descriptions, especially those of persons and movements, are very vivid and detailed, thus providing the reader with enough information to “see” them in his/her mind. The author also used many dialogues, whose levels differ when these are between the pupils of Hogwarts (familiar level of speech is used), or when the teachers talk in a higher level English. The purpose of these differing levels was to provide a closer link between the reader and the book's characters, especially Harry. J. K. Rowling does not only give importance to the characters' speech but also emphasises their sensory impressions to illustrate the plot as much as possible. For instance, the reader is always given a detailed account of what Harry sees or hears. Caviglia and Delfino (2009, p. 34) mentioned that “Rowling’s narrative technique, which is based on an

internal focalization, increases not only the degree of empathy and involvement by readers, but also gives them the chance to learn gradually together with the characters”, and this actually may be another reason why the series is so popular among young readers.

5) J. K. Rowling's special use of language

Rowling's knowledge of French and classical philology (ancient Greek and Latin), which she studies at college enabled her to play with these languages. According to Göbel (2002), some of the changes she used were:

a) Altering existing words and their meaning

J. K. Rowling used some neologisms in *Harry Potter* which can be derived etymologically in detail. These neologisms are created by:

- connecting the existing English terms (e.g. *parseltongue*, the language of snakes which have a divided tongue = to parcel (to divide) + tongue) to create new ones,
- changing the existing words by adding letters (e.g. *muggle*, the wizards' word for non-magic people, comes from the term mug, which is an informal word for idiot),
- mixing up words (e.g. *Durmstrang*, a wizard school in Eastern Europe, probably has its origin in the German words Sturm & Drang which refer to “a late 18th century German literary movement characterized by works containing rousing action and high emotionalism that often deal with the individual's revolt against society” (Merriam Webster Online Dictionary). At *Durmstrang*, dark magic is being taught.),
- just turning them around (e.g. *Mirror of Erised*, a mirror which shows the secret wishes of the viewer = Mirror of Desire; also the anagram of Tom Riddle, Voldemort's real name: Tom Marvolo Riddle = I am Lord Voldemort).

b) Using different languages

As mentioned earlier, Rowling often uses her knowledge of French, ancient Greek and Latin in *Harry Potter*. Pulford (2011) pointed out in his article *Harry Potter and the Linguistic Innovator* that “the use of a dead language, which is for the most part unknown by the general public, makes her world appear more realistic; the language does exist but remains hidden through its lack of use in modern society”. Using foreign languages, which are either a mixture of different languages (e.g. *wingardium leviosa*, a spell to let things fly: (English) wing + (French) garder = to guard + (Latin) levis = light) or completely Latin in

origin (e.g. *expecto patronum*: I expect the protector), Rowling strengthens the mystical aspect of spells. The exception to this rule is a spell Avada Kedavra⁵.

c) Labelling names

The names of many persons appearing in the *Harry Potter* books are not completely fictitious as the names of existing persons are also used, like Nicolas Flamel, an alchemist who lived about 600 years ago.

Clark (2012, p. 58) mentioned that Rowling had often discussed name choices for her characters: “I am a bit of a name freak. A lot of the names that I didn't invent come from maps. Snape is a place name in Britain. Dumbledore is an old English dialect word for bumblebee, because he is a musical person. And I imagine him humming to himself all the time. Hagrid is also an old English word. Hedwig was a saint, a medieval saint. You know, if I hear a good name, I have got to write it down. And it will probably crop up somewhere”.

Some further examples of names, according to Göbel (2002), include:

- Sirius Black , Harry's godfather can transform himself into a great black dog: Sirius = main star of the constellation “Great Dog” + black
- Newt Scamander, author of the schoolbook “*Fantastic Beasts and Where to Find Them*”: Newt = “small animal with short legs and a long tail that can live in water or on land” + Scamander = changed form of salamander.
- Draco Malfoy, student at Hogwarts and Harry's enemy: Draco = (Latin) dragon, snake, devil + (French) mal = bad + (French) foi = faith.

6) Peculiarities of the start of sale and content of the books kept secret

The story of *Harry Potter's* gigantic success began with the sale of the copyright to the US publishing house Scholastic for an amount of more than £100,000, which was an enormous amount for an unknown book by an unknown author. The publishers and the author always pointed out that the content is not to be spoken of before the book is published, and this clever tactics made the anxious readers even more curious. Rowling announced before the publishing of *Harry Potter and the Goblet of Fire* that someone would die in this book. In Germany about 530,000 copies were sold on the first weekend (it was the first edition of the book with the largest number of copies ever printed).

⁵ As stated in the article “The Unforgivable Curses in Harry Potter” (n.d.), Rowling, at the Edinburgh Book Festival in August, 2004, said that *avada kedavra* is an ancient spell in Aramaic, meaning “let the thing be destroyed” and was used to cure diseases by destroying the illness. She turned this meaning around to make it her own.

7) *Merchandising of Harry Potter*

Although the merchandising concerning movies is quite an important factor of the marketing, this situation is not that well-known concerning books. Something completely new has happened with Harry Potter. Though only a literary person (and in the meantime a film character, too), Harry Potter has become a brand with an immense appeal. In 1998, the US media concern Time Warner purchased the Harry Potter film and marketing rights. As stated in “Harry Potter” (n.d.), Harry Potter film franchise is the 2nd highest grossing film franchise of all time (as of 2015) with the released grossing over \$7.7 billion worldwide. Taken together, the films have been nominated for 5 Grammys, 12 Academy Awards, and 24 BAFTAs, however, none of the films has thus far won an Academy Award. Some parts of the merchandising rights have been resold to Lego, Mattel, Hasbro, Electronic Arts, Coca-Cola, etc. Eight Harry Potter video games have been created and more than 400 additional Harry Potter products have been licensed. It is estimated that Time Warner earned \$1,000,000,000 from Harry Potter merchandising without the earnings of the film (e.g. by selling calendars, T-shirts, watches, bed linen, glasses, etc.). However, that was not the end of it because, as confirmed in “Harry Potter” (n.d.), on 18th June 2010, The Wizarding World of Harry Potter opened in Orlando, Florida as part of Universal Studios’ Islands of Adventures Theme Park.

Without doubt the Harry Potter series has had a powerful effect on the fans. Duhaček (2013) reported about the book *Harry Potter and the Millennials*, which was written by Anthony Gierzynski, a professor of political science at the University of Vermont. In his book, Gierzynski analyzes how the most famous literary wizard influenced the social views of its readers. Gierzynski interviewed about 1,500 of today's students from about ten American universities across the country who grew up reading J.K. Rowling, and the results show that the Harry Potter fans have grown to more tolerant people than their peers. Furthermore, it was found that the Harry Potter fans are preoccupied with people equality, suspicious about the established authority, they refuse violence and condemn torture, and have a healthy dose of scepticism and a smaller amount of cynicism than others. Gierzynski emphasizes that these results do not apply to all young people born between 1982 and 2002 (i.e. the millennial generation), who have read a lot of books, but solely to the fans of Harry Potter, obviously significantly influenced by everything they read in the series written by J.K. Rowling.

5. RESEARCH

This chapter will bring the basic information about the aim of research, participants and research methods and instrument.

5.1. Aim and Research Questions

The aim of this study was to test participants' reading comprehension of a text based on the familiar Harry Potter book and film series, along with their passive and active knowledge of the selected neologisms from the series.

Research questions:

- 1) Will there be a correspondence between the participants' self-assessment of the knowledge of English language and the results on the cloze test and summarizing task?
- 2) Will the participants' exposure to the Harry Potter books and films correspond with the results on the cloze test and summarizing task?
- 3) Will there be a correspondence between the participants' passive and active knowledge of the neologisms?

5.2. Participants

The participants were 101 second-, third-, fourth- and fifth-year university students - future primary school teachers (4 male and 97 female). The research was conducted in the academic year 2011/2012 at the Faculty of Teacher Education, University of Zagreb (the local branch in Petrinja). The mean age of the participants was 21.08 (min.=19, max.=28). Most participants were the third-year students (31.7%), followed by the fourth- (27.7%), second- (21.8%) and fifth-year students (18.8%). Most participants had been learning English for 9 years (40.6%), and the majority of them (78%) had not learned English outside regular education. Those participants who had learned English out of school had mostly learned it for 1 year (18.2%) or 2 and 4 years (13.6% each). Only 31 participants (30.7%) had the English course at the university level when the research was conducted⁶.

⁶ The students have the foreign language course only in their third year of studies, and they may choose between German and English.

5.3. Instruments and Procedure

The instrument used in this research was a questionnaire which consisted of two parts (Appendix C). The first part was a background questionnaire which provided some general information about the participants, such as age, gender, year of study, English language learning history (how long they had studied English, whether they had studied English outside regular education and if so, how long and when), form and duration of exposure to the English language outside the university, average grade in the English language in the primary and secondary school, whether they had the English course at the university level, weekly exposure to the English language, proficiency in English (self-assessment), what they read in English in general and for study purposes, whether they had contact with the native English speakers and in what form.

The aim of the second part of the questionnaire was to elicit information about the participants' familiarity with the Harry Potter books and films in English and Croatian, and their passive and active knowledge of selected neologisms used in both of them. This part consisted of two reading comprehension tasks: a cloze test and a summarizing task. The cloze test consisted of a text about Harry Potter, written by the author of the thesis, in which the participants needed to complete ten blanks with the missing neologisms which were listed below the text. The following was a summarizing task in which the participants were asked to write a short summary (60 – 80 words) of the same text. They were asked to write the summary in the Croatian language because the purpose of the task was to check their understanding of the text. The participants' summaries were scored according to the scoring scale devised by the author. The maximum score was 5 and the minimum was 0 points. The participants were given points for mentioning or explaining the following events in their summaries: Harry was having breakfast and talking about Quidditch (1 point, although 0.5 points were given if the answers were partial, i.e. if part of the event was mentioned (for instance, if the participant only said that Harry was having breakfast)), Hermione was talking about different creatures (1 point), owl delivered a Howler to Ron (1 point), Fred and George were talking about Marauder's Map (1 point), and Dumbledore was using his Put-Outer (1 point). In addition, the summaries that were too long were given negative points, depending on how many extra sentences the participants had written (e.g. for 1 or 2 extra sentences they were given -1 point).

The following questions enquired whether the participants had read any of the Harry Potter books and seen the films in English and/or Croatian. In addition, their passive and

active knowledge of the selected fifty neologisms was tested. They were given a table consisting of sentences with neologisms from Harry Potter, where they were asked to mark their knowledge of each word as passive (they were asked to tick the phrase *I have heard of the word*) or active (they were asked to write the meaning in Croatian). The neologisms used in the questionnaire were selected during the preliminary phase of the research in which 105 sentences containing neologisms used in the Harry Potter book series (Appendix A) were given to a group of 31 university students – future preschool teachers. Based on the results of the preliminary research, 50 of the most frequently marked neologisms were selected for the research. It is interesting that when the neologisms selected from the books were compared to the Harry Potter films, it was established that the most frequently recognized neologisms in the preliminary research had all appeared in the Harry Potter films (Appendix B). It may be presumed that the knowledge of and familiarity with the Harry Potter series in this group of participants resulted mainly from watching the films rather than reading the books.

The instructions and the tasks in the questionnaire were mainly written in the participants' mother tongue (Croatian) because none of them were the English majors.

The obtained results were analyzed with the Software Package for Social Sciences for Windows (SPSS). The statistical procedures used in the analysis were descriptive statistics and paired samples t-test.

6. RESULTS AND DISCUSSION

Background questionnaire

The participants' proficiency level in the English language was based on three variables: the self-reported average grades in English in the primary and secondary school and their self-assessment. The mean grade in English in the primary school was 4.60 (median=5, SD=.594), in the secondary school it was 3.94 (median=4, SD=.797), and the mean value for the self-assessment of their English language knowledge at the time of the research was 3.39 (median=3, SD=.740). The obtained percentages for all three variables are given in Figure 1. It can be seen that most of the participants had As (65.9%) and Bs (28.6%) in the primary school, and there were no Ds/Fs. In the secondary school the majority of them had Bs (49%), whereas the percentages for As (24.5%) and Cs (22.4%) were similar. When asked about their current knowledge of English, the majority of participants rated their knowledge as good (48.5%), or very good (36.4%), while only 6.1% rated their knowledge as excellent.

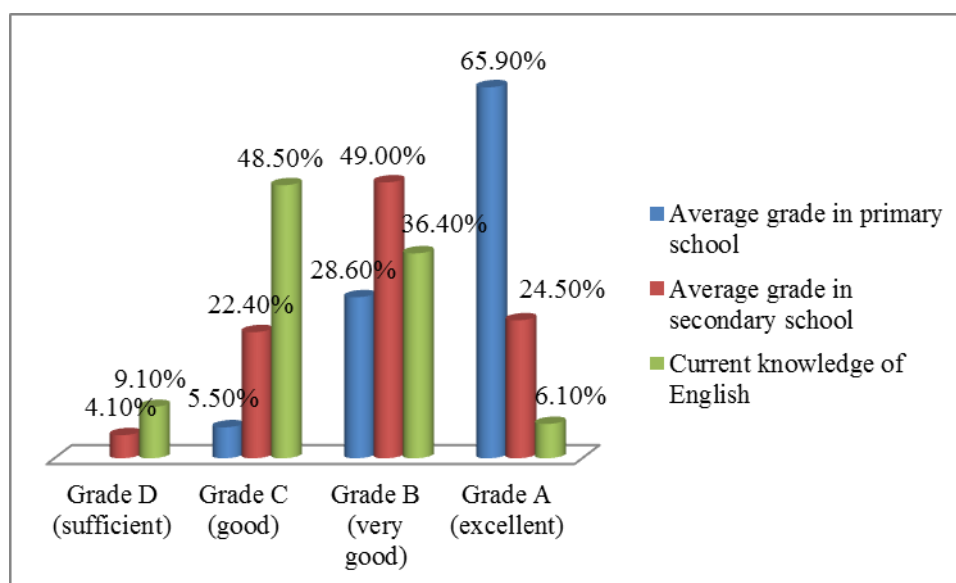


Figure 1. Percentages for participants' grades in English in the primary and secondary school and the self-assessment of their current knowledge of English

It may be observed that the grades seem to decline as the participants mature, and that their self-assessments are actually the lowest of the three variables.

Apart from the proficiency level, the participants were also asked about the length of their weekly exposure and the form of their daily exposure to the English language. The result

for the weekly exposure (Figure 2) shows that the highest percentage of the participants reported being exposed to the English language up to 5 hours (56%), followed by up to 10 (20%) and 15 and more hours (14%). Only 10% of the participants reported no contact with the English language.

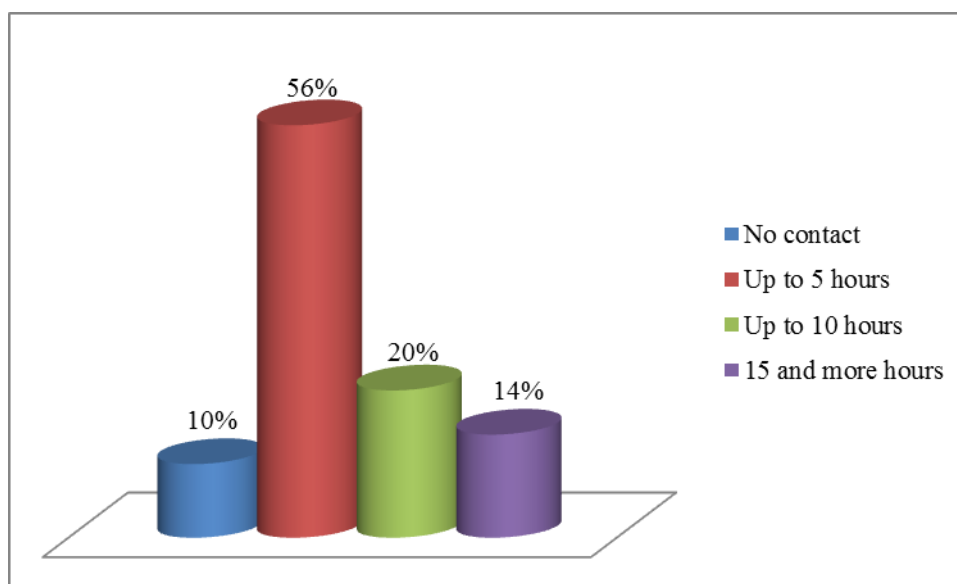


Figure 2. Participants' weekly exposure to the English language

Based on the fact that English is significantly present in everyday life in Croatia via various media and in various forms (films, music, the Internet and the like) (Josipović Smojver, 2007), it was expected that the Croatian speakers' weekly exposure to this language would be higher than the obtained results showed, and it was really surprising that 10% of the participants reported having no contact with English.

Again, taking into account the most frequent forms of exposure to the English language, i.e. the Internet, music, films and books, data on the participants' daily exposure to the English language was also collected.

The obtained results (Figure 3) showed that the majority of the participants were exposed to English only up to 3 hours a day, and that books (95%) and the Internet (80.4%) were the main media of exposure. The participants who reported being exposed to English between 3 and 9 hours mentioned music (25%) and films (24.2%) as the most frequent forms of exposure.

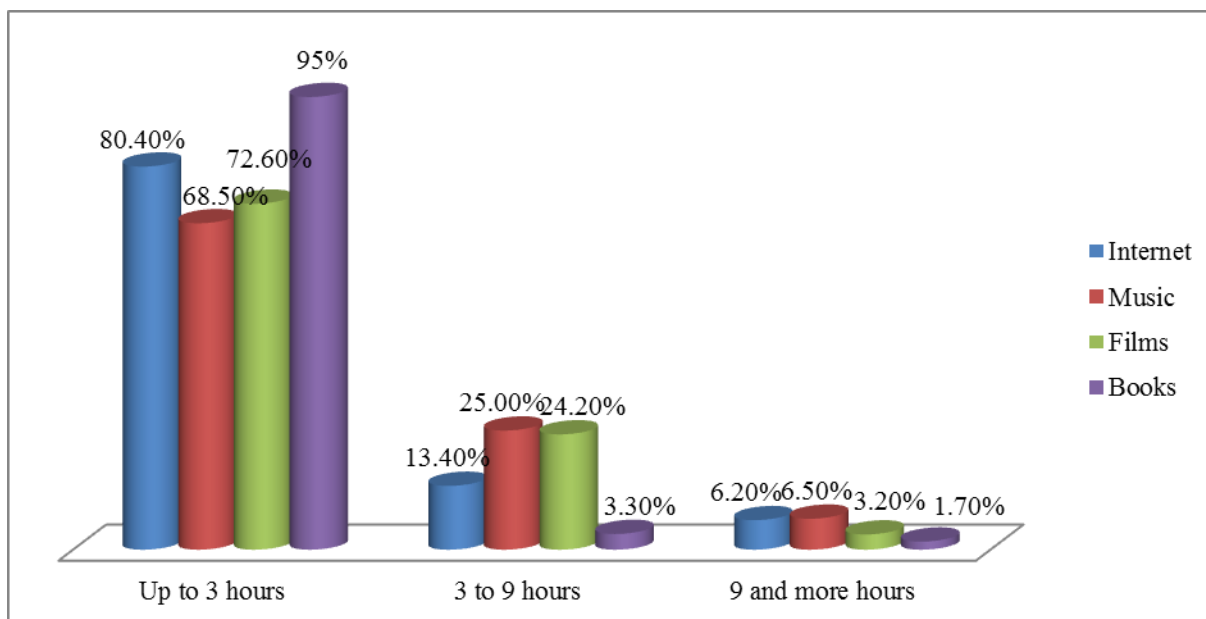


Figure 3. Participants' daily exposure to the English language

The fewest number of participants reported being exposed to the English language for 9 hours and more, and they mainly named music (6.5%) and the Internet (6.2%) as the forms of exposure.

Since the research is related to reading, the participants were asked about their reading habits in English and the results (Figure 4) showed that the majority of them reported not reading in English at all (49%). Some participants mentioned reading web pages (13%), but the content of those web pages was not clearly defined in the questions posed by the researcher nor in the participants' answers.

Compared to the other results, reading articles was also listed as the content which 6% of the participants reported reading in English. However, the participants' responses did not specify whether the articles referred to research articles in journals, i.e. for professional purposes, or articles in popular magazines.

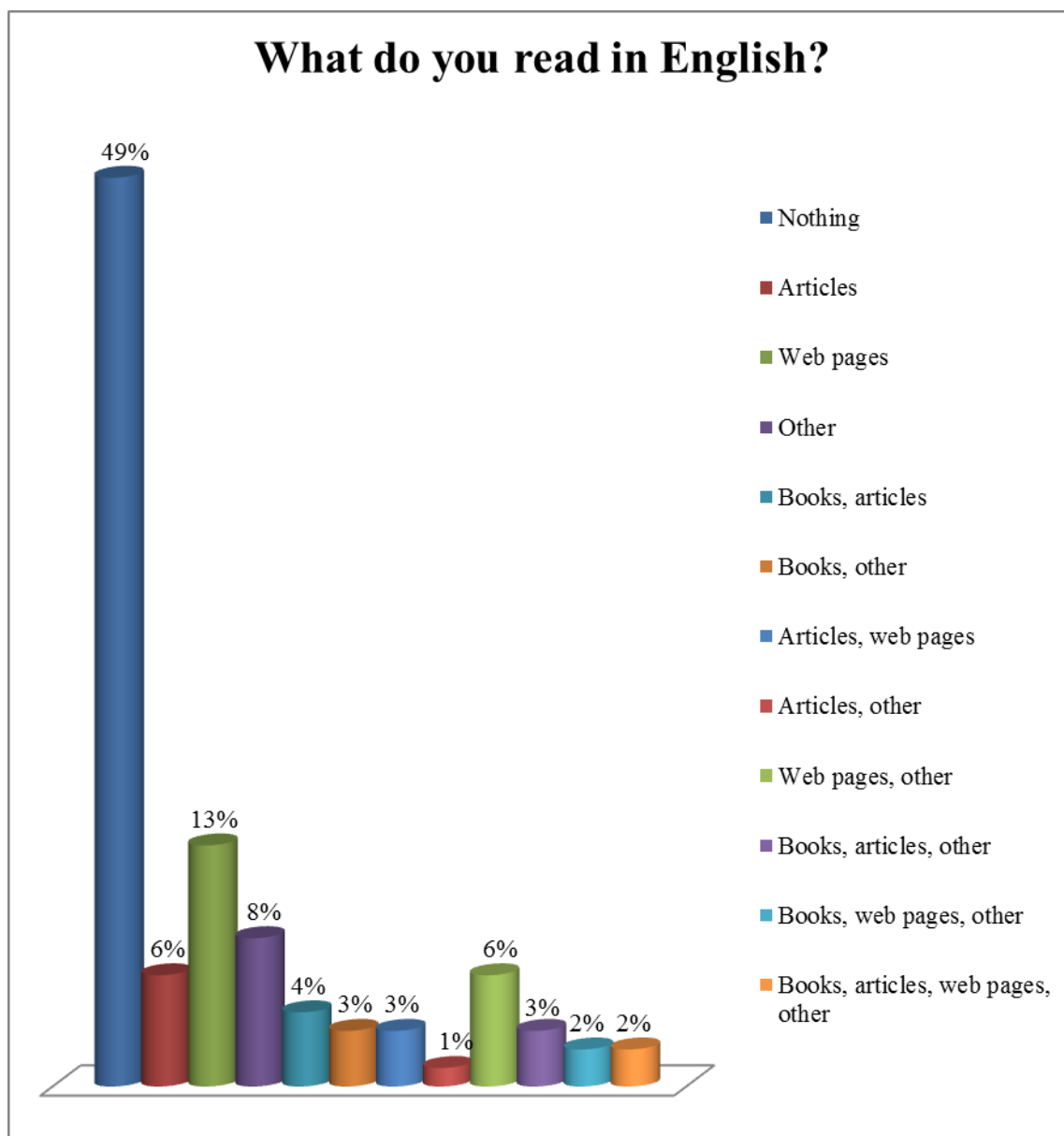


Figure 4. Participants' reading habits in English

Furthermore, the participants were asked what they read in English for study purposes. The results presented in Figure 5 show that, again, most of them reported not reading for study purposes (53.5%) at all. However, those who did report reading for study purposes listed specialised professional literature (25.3%), web pages (11.1%), or both specialised professional literature and web pages (7.1%), as well as articles (2%), and specialised professional literature and articles (1%).

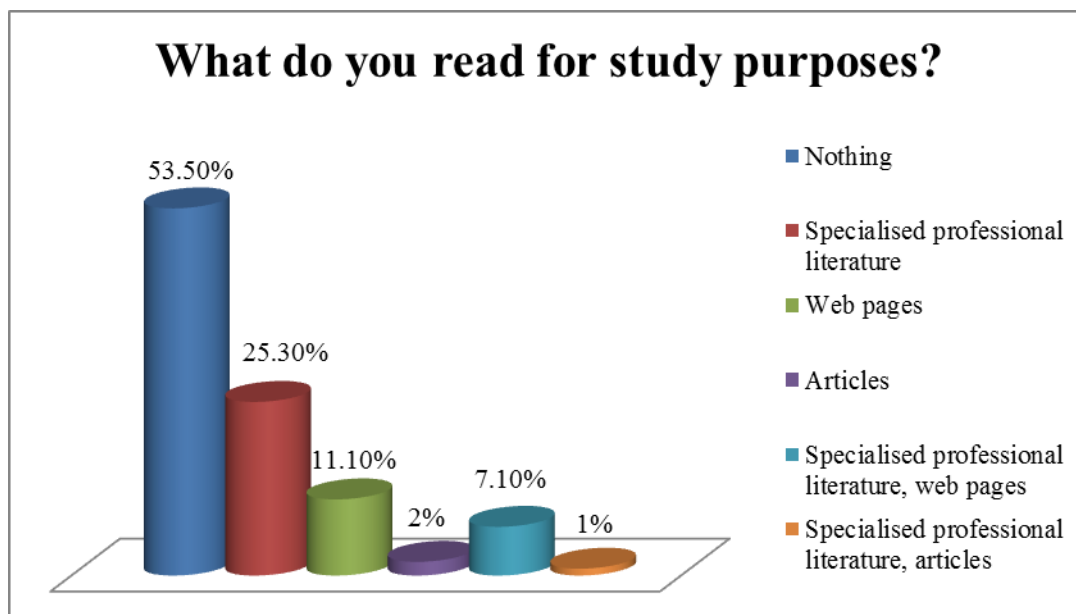


Figure 5. Reading in English for study purposes

These results indicate that there is a need to raise an awareness among students about the importance of reading the above-mentioned sources to a larger extent, because of the possible benefits for their future profession, their professional development and their lifelong learning process.

When asked about their contacts with the English native speakers, 67.3% of the participants responded that they had had such experiences. Since the majority confirmed having contacts with the English native speakers, we wanted to further examine which forms of contact they had used to communicate. The results presented in Figure 6 show that conversation (41.6%), social networks (31.7%) and e-mail (20.8%) were most commonly used, while chat (16.8%) and SMS text message (7.9%) were mentioned by a smaller number of the participants.

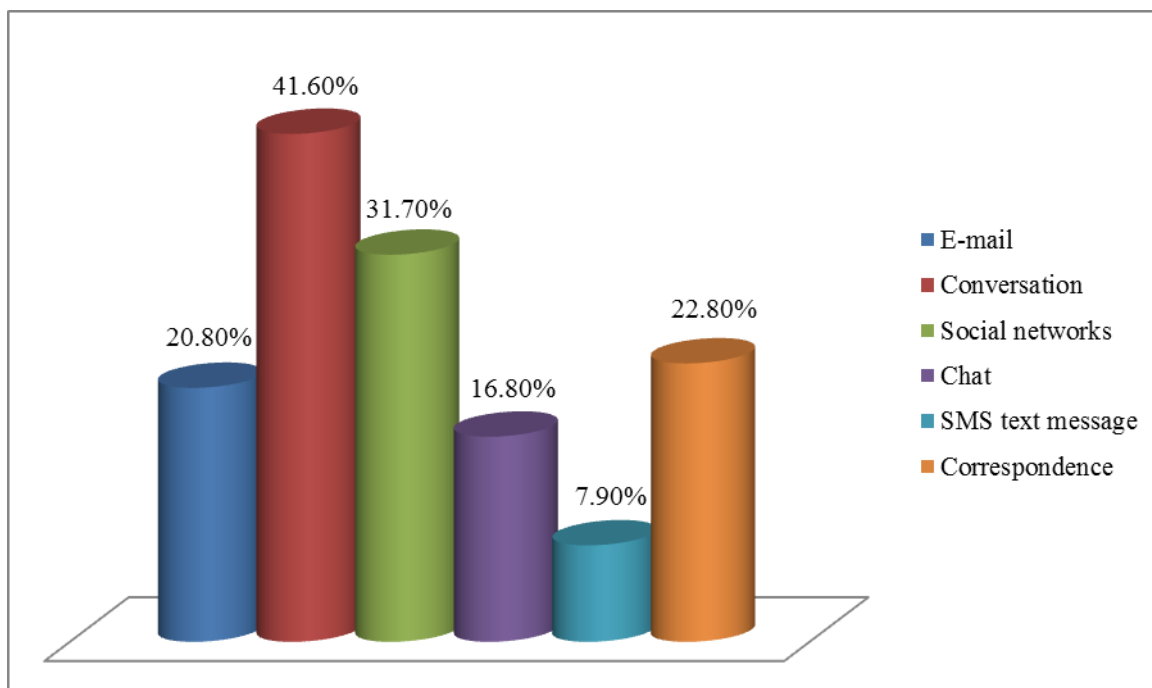


Figure 6. Form of contact with English speakers

The presented results show the participants' fairly low exposure to the English language. This is surprising, especially nowadays when we are surrounded by English on a daily basis from different sources such as music, films, print media (journals, magazines, newspapers, Internet sources, etc.). However, considering the relatively small sample and the fact that it was a convenient sample, before any generalisations could be made, further investigation and more information is needed.

Reading comprehension and neologisms

The second part of the questionnaire consisted of two reading comprehension tasks and four questions about the exposure to the Harry Potter series (reading books and/or watching films). The mean result for the cloze test, the first reading comprehension task, was 3.07 (median=2, SD=2.458).

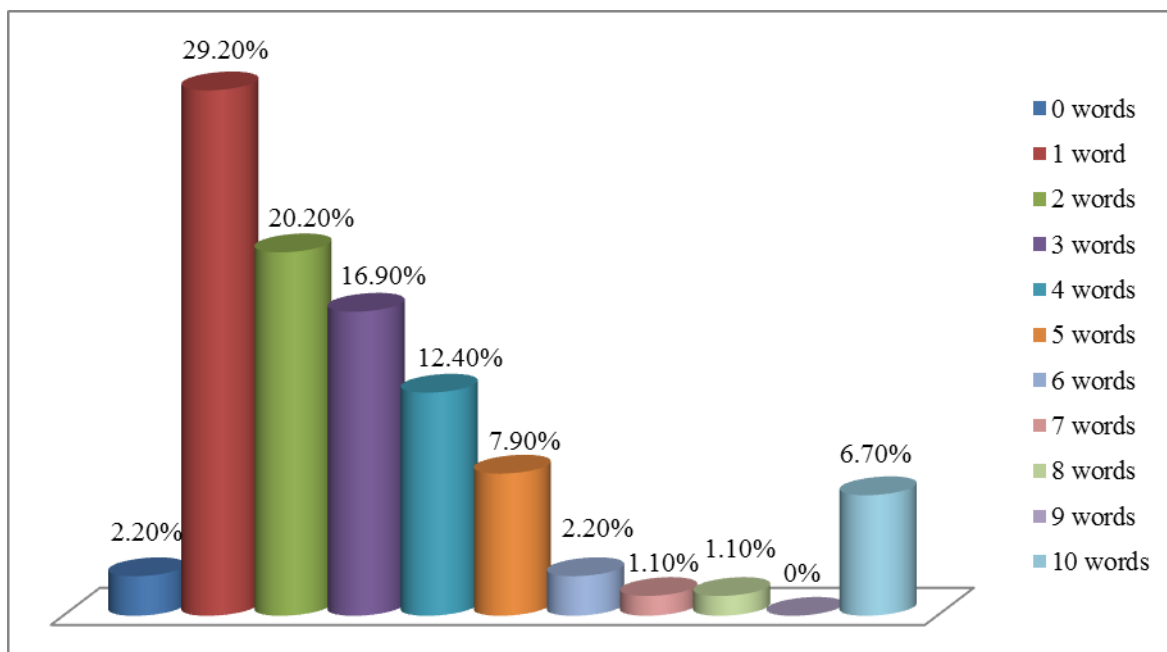


Figure 7. Cloze test score

The results also show that 2.2% of the students did not recognize or use any of the neologisms, while the majority correctly recognized and used 1 (29.2%), 2 (20.2%) and 3 neologisms (16.9%), mostly those mentioned frequently in the films. Only 6.7% of the participants correctly recognized and used all the ten neologisms.

Since the knowledge of vocabulary (neologisms in particular) in any language, and especially in a foreign one, is closely related with the learners' exposure to the target language, the cloze results were compared with the participants' exposure to the Harry Potter series. The obtained results are presented in the following sub-section.

The summarising task was completed by 72 (71.28%) of the total 101 participants. The mean number of the points (score) the participants achieved on the summarizing task was 3.06 (SD=1.269).

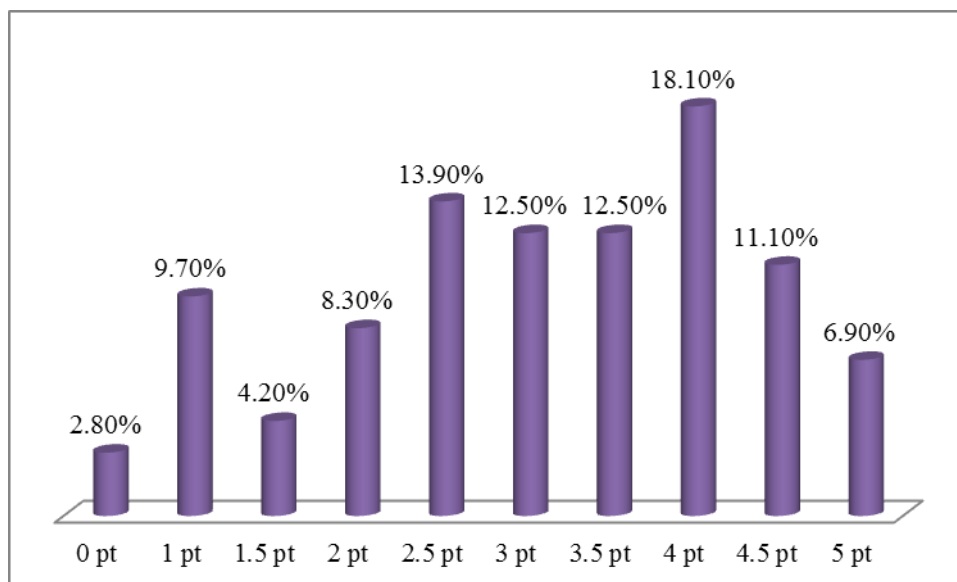


Figure 8. Summarizing task

The highest percentage of the participants (18.1%) accumulated 4 points, whereas the fewest of the participants had 0 (2.8%) or 1.5 points (4.2%). The maximum number (5) was recorded in 6.9% of the participants.

Reading comprehension tasks, perceived knowledge of English and exposure to the Harry Potter series

After the participants' self-assessed knowledge of English was compared with the results of the cloze test and summarizing task, it was established that only 2 of 6 participants who assessed their knowledge of English to be excellent had the maximum score on the cloze. 6 Out of 9 participants who assessed their knowledge of English as sufficient had between 0 and 2 points on either the cloze or the summarizing task.

The participants were also asked to circle the titles of the Harry Potter books they had read in the Croatian language. This item was completed by 37 participants (36.6%) and the majority of them (35.1%) answered that they had read all the seven books, followed by 18.9% of those who had read only the first book in the series (*Harry Potter and the Philosopher's*

Stone). When asked whether they had read any Harry Potter books in the English language, only 6 participants (7.4%) answered positively and only one of them reported reading all the books in English, while the others reported reading 1 or 2 books from the series. The participants were then asked to circle the titles of the Harry Potter films they had watched. The majority (23.8%) reported watching every film (8 in total), followed by 16.2% of those who had watched only the first film, 12.5% of those who had watched the first, second and third film, and 10% of those who had watched the first and the second film. When asked whether they had watched any Harry Potter films in the English language (without the subtitles), only 18.1% of them answered positively. The majority of them (46.7%) reported watching all the films in English without the subtitles.

The results obtained on the cloze and the summarizing task were compared with the participants' responses to the question pertaining to their reading the Harry Potter books in English and/or watching the Harry Potter films in English. It was observed that out of six participants, who achieved the maximum number of points on the cloze, three reported reading the Harry Potter books in English and four reported watching the Harry Potter films in English. Also, out of 26 participants who only achieved 1 point on the cloze test, not one reported reading a Harry Potter book in English, while only two had seen a Harry Potter film in English. Therefore, it could be concluded that, since a significantly low percentage of the participants had read the Harry Potter book(s), low results on the cloze may have resulted from the lack of exposure to the target vocabulary in the written form.

The results of the summarizing task were also compared to the participants' familiarity with the Harry Potter series in English. Out of 13 participants with the maximum score achieved on the summarizing task, one reported reading a Harry Potter book in English and three reported watching a Harry Potter film. Of the 7 participants who achieved one point on this task, not one reported reading a Harry Potter book or watching a film in English. It can be observed that, for the summarizing task, the Harry Potter films seem to have had a slightly more significant impact on the results than the books for more successful participants, and also that poor results on the summarizing task may be related to the lack of exposure to both the Harry Potter books and films. However, further analyses are needed for more specific conclusions.

Neologisms

In the following task the participants' passive and active knowledge of the selected fifty neologisms was tested. They were given a table with 50 sentences, each containing one neologism (Appendix C). They were then asked to note their passive (by circling YES for the expression which they had heard of) and active knowledge of the expressions (by writing the meaning of the expression). The expressions were presented in sentences, written by the author, to provide the context for easier understanding. The results for the passive knowledge were fairly low (only three expressions were marked by more than 50% , and additional three by more than 40% of the participants), and it can also be observed (Figure 9) that the minimum values were obtained for the expressions *Curse of the Bogies* (5.9%), *Puking Pastilles* (7.9%), *Floo powder* (8.9%), and *bluebell flames* (9.9%). The maximum values for the passive knowledge were obtained for the expressions *You-Know-Who* (74.3%), *Chocolate frogs* (57.4%), *Keeper* (54.5%), *Invisibility Cloak* (43.6%), *Seeker* (43.6%) and *sweetums* (41,6%).

The participants' active knowledge of the given neologisms was also checked. The results were similar to those for passive knowledge (only two expressions were marked by more than 50% , and additional two by more than 40% of the participants), and they indicate that the lowest values were obtained for the following expressions: *spokesgoblin* (2%), *Beater* (3%), *Curse of the Bogies* (3%), *Devil's Snare* (3%), *bounds corridor* (3%), *Floo powder* (3%), while the highest values were obtained for *You-Know-Who* (62.4%), *Chocolate frogs* (53.5%), *Keeper* (41.6%), and *Invisibility Cloak* (40.6%).

The comparison of the minimum and maximum values obtained for the passive and active knowledge shows that almost all the expressions with the highest value in the category of passive knowledge corresponded to the expressions with the highest value for active knowledge, with a slight difference in the percentages. For the minimum values the correspondence was only observed for *Curse of the Bogies*, and the *Floo powder*.

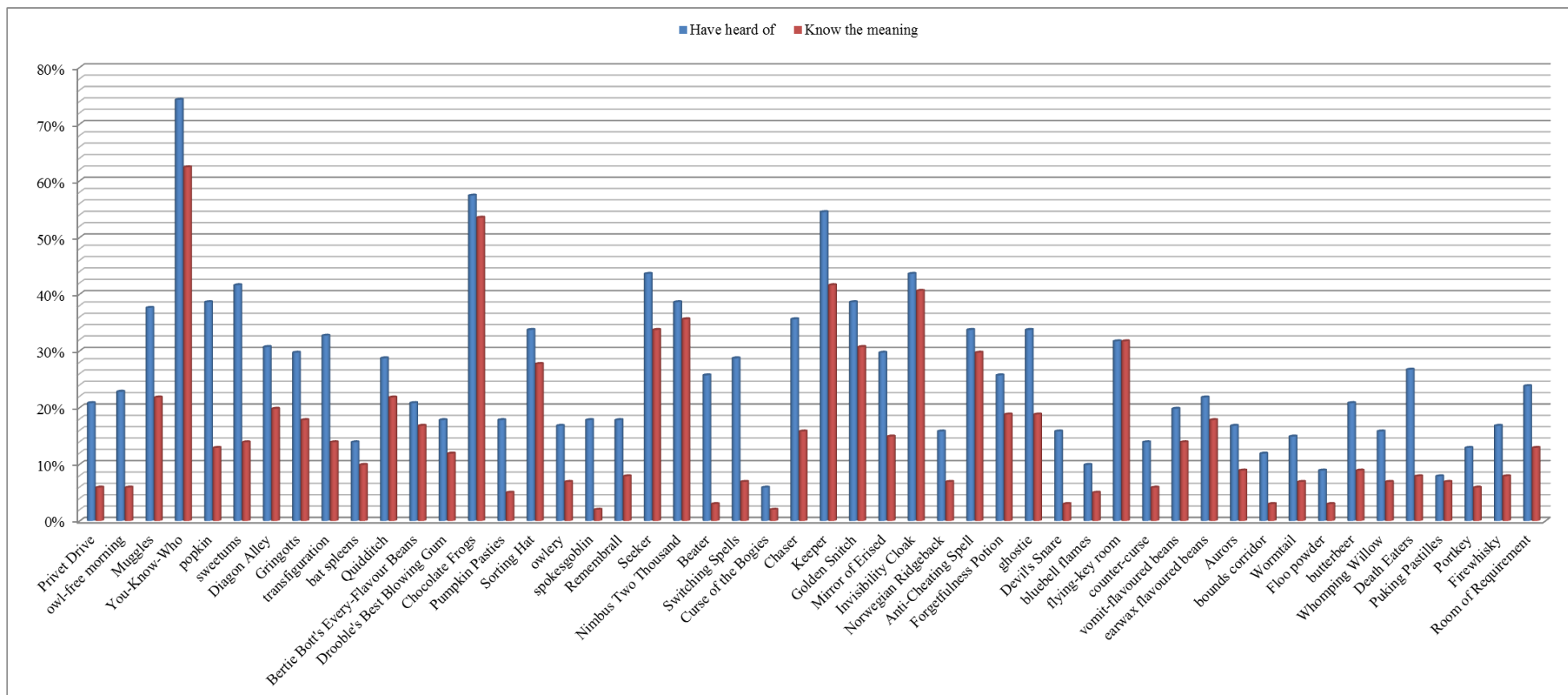


Figure 9. Participants' passive and active knowledge of neologisms

It is also interesting that, when individual neologisms were analysed, there was little correspondence in the values obtained for their passive and active knowledge as indicated by the participants. Examples of such neologisms are: *flying-key room* (31.7%), *Puking Pastilles* (7.9% passive knowledge and 6.9% active knowledge), *Invisibility Cloak* (43.6% passive knowledge and 40.6% active knowledge), *Nimbus Two Thousand* (38.6% passive knowledge and 35.6% active knowledge), and *Curse of the Bogies* (5.9% passive knowledge and 2% active knowledge).

7. CONCLUSION

Research results indicate that in this group of participants the self-assessment of the English language knowledge is fairly low when compared to their primary and secondary school grades. Also, the participants' daily and weekly exposure to English, especially their reading habits are lower than expected, which may indicate that the tested group of participants lacks an awareness of the importance of English and particularly reading for their future professional development.

Furthermore, considering its popularity among the young, the participants' exposure to the Harry Potter series is also fairly low. For the purposes of this research, it is also significant that the majority of the participants reported not reading the book(s) in English. As expected, the films seem to be more popular, even in English. In addition, when it comes to neologisms, overall conclusion may be that the participants' knowledge of neologisms was fairly low, except for those who could be labelled the Harry Potter fans, as they read all or almost all the books and/or seen the films. Since the knowledge of vocabulary (neologisms in particular) is considered to be closely related to the learners' exposure to the target language, the participants' lack of both passive and active knowledge of neologisms is not so surprising considering their fairly low exposure to English and especially to the Harry Potter books and films, both in Croatian and English. It is also interesting that the most recognizable neologisms are the ones which appeared in the first Harry Potter film, reportedly seen by the largest number of participants, and therefore we can again confirm greater impact of films than books on this population.

Finally, certain limitations to the research need to be stated. Firstly, the sample was fairly low and was convenient, which does not allow any generalisation of the obtained results. Next, for a better insight into the data, in addition to the self-reported questionnaire, some additional research instruments might be appropriate. Also, considering the fact that neologisms are generally not studied in detail, it would be interesting to compare the obtained results for the participants' knowledge of neologisms in English with their knowledge of the same neologisms in their mother tongue (Croatian).

REFERENCES

- Abdullah, S., Abdul Rahim, P. R. M., Setia, R., Mohamad, R., Ghazali, N., Sabapathy, E., ... Che Hassan, N. S. I. (2012). Reading for Pleasure as a Means of Improving Reading Comprehension Skills. *Asian Social Science*, 8(13), 233–238. <http://doi.org/10.5539/ass.v8n13p233>
- Akmajian, A., Demers, R. A., Farmer, A. K., & Harnish, R. M. (2001). *Linguistics: an introduction to language and communication* (5th ed.). Cambridge, MA: The MIT Press.
- Alderson, J. C. (2000). *Assessing reading*. Cambridge: Cambridge University Press.
- Ayto, J. (1996). Lexical Innovation: Neologism and Dictionaries. In G. Anderman & M. Rogers, *Words Words Words* (pp. 63-68). Clevedon: Multilingual Matters.
- BBC. (2003, March 24). 'Muggle' goes into Oxford English Dictionary. Retrieved 25 October 2012, from http://news.bbc.co.uk/cbbcnews/hi/uk/newsid_2882000/2882895.stm
- BBC. (2008, October 3). Rowling 'makes £5 every second'. Retrieved 11 September 2015, from <http://news.bbc.co.uk/2/hi/entertainment/7649962.stm>
- Carr, T.H. (1982). What's in a Model: Reading Theory and Reading Instruction. In M. H. Singer (Ed.), *Competent Reader, Disabled Reader: Research and Application* (pp. 119-140). Hillsdale, NJ: L. Erlbaum.
- Caviglia, F., & Delfino, M. (2012). Harry Potter and the Quest for Knowledge: A Commonplace for Reflecting on Learning and Teaching. *L1 – Educational Studies in Language and Literature*, 9(3), 29–48. Retrieved from <http://www.doaj.org/doaj?func=searchArticles&q1=Harry+Potter&f1=all&b1=or&q2=neologisms&f2=all>
- Celce-Murcia, M. (Ed.). (2001). *Teaching English as a Second or Foreign Language* (3rd ed.). Los Angeles: University of California.
- Charteris-Black, J. (1998). *Compound Nouns and the Acquisition of English Neologisms*. Retrieved from <http://files.eric.ed.gov/fulltext/ED427525.pdf>
- Clark, L. A. (2012). *Butterbeer, Cauldron Cakes, and Fizzing Whizzbees: Food in J.K. Rowling's Harry Potter series* (Graduate School Theses and Dissertations). Retrieved from <http://scholarcommons.usf.edu/etd/4012/>
- Columbus, C. (2001). *Harry Potter and the Sorcerer's Stone* [Film].
- Columbus, C. (2002). *Harry Potter and the Chamber of Secrets* [Film].

- Costello, R. B. (Ed.). (1997). *The American Heritage College Dictionary* (3rd ed.). New York: Houghton Mifflin.
- Crystal, D. (1990). Coining it. *English Today*, 24, 45–46.
- Crystal, D. (2003). *The Cambridge Encyclopedia of the English language* (2nd ed.). Cambridge, UK: Cambridge University Press.
- Cuarón, A. (2004). *Harry Potter and the Prisoner of Azkaban* [Film].
- Cummins, J. (1991). Conversational and academic language proficiency in bilingual contexts. In J. Hulstijn & A. Matter (Eds.), *AILA Review*, 8, 75-89.
- Cummins, J. (1979). Linguistic Interdependence and the Educational Development of Bilingual Children. *Review of Educational Research*, 49, 222-251.
- Dent, S. (2007). *The Language Report 5: English on the move, 2003-2007* (5th ed.). New York: Oxford University Press, USA.
- Duhaček, G. (2013, July 17). Obožavatelji Harryja Pottera tolerantniji i protiv nasilja. Retrieved 24 July 2013, from <http://www.tportal.hr/kultura/knjizevnost/274689/Obozavatelji-Harryja-Pottera-tolerantniji-i-protiv-nasilja.html>
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: OUP.
- Fantastic Beasts and Where to Find Them. (n.d.). Retrieved 1 September 2015, from http://www.imdb.com/title/tt3183660/?ref_=ttr_tr_tt
- Flegel, K. M. (2008). *Magic Words: the Phonology of Fantasy Neologisms*. Retrieved from ERIC Academic Search Complete database.
- Garner, B. A. (1982). Shakespeare's Latinate Neologisms. *Shakespeare Studies*, 15, 149–170. Retrieved from ERIC Academic Search Complete database.
- Grabe, W. (2009). *Reading in a Second Language: Moving from Theory to Practice*. New York: Cambridge University Press.
- Göbel, A. (2002). *Rowling, J.K. - Harry Potter - The Fascination of Harry Potter*. München: GRIN Verlag GmbH. Retrieved from <http://www.grin.com/en/e-book/106437/rowling-j-k-harry-potter-the-fascination-of-harry-potter>
- Goodman, K.S. (1967). Reading: a Psycholinguistic Guessing-Game. In H. Singer & R. B. Rudell (Eds.), *Theoretical Models and Processes of Reading* (pp. 497-508). Newark, DE: International Reading Association.
- Grabe, W. (1991). Current developments in second language reading research. *TESOL Quarterly*, 25(3), 375-406.

- Gray, W. S. (1960). The Major Aspects of Reading. In H. Robinson (Ed.), *Sequential Development of Reading Abilities, No.90*, (pp. 8-24). Chicago: University of Chicago Press.
- Harry Potter. (n.d.). Retrieved 16 April 2015, from Wikipedia: https://en.wikipedia.org/wiki/Harry_Potter#Achievements
- Harry Potter. (n.d.). Retrieved 16 April 2015, from <http://www.mugglenet.com/books/harry-potter/>
- Hudson, T. (2007). *Teaching second language reading*. Oxford: Oxford University Press.
- J.K. Rowling. (n.d.). Retrieved 15 April 2015, from http://www.jkrowling.com/en_GB/#/about-jk-rowling/biography
- J.K. Rowling. (n.d.). Retrieved 15 April 2015, from http://www.jkrowling.com/en_GB/#/about-jk-rowling/honours-and-awards
- Joanne Rowling – the girl who grew up to write Harry Potter. (n.d.). Retrieved 15 April 2015, from <http://www.harrypotter.bloomsbury.com/uk/jk-rowling-biography/>
- Josipović Smojver, V. (2007). Listening Comprehension and Croatian Learners of English as a Foreign Language. *Metodika*, 8(1), 137–147.
- Kendeou, P., van den Broek, P., White, M., & Lynch, J. (2007). Comprehension in preschool and early elementary children: Skill development and strategy interventions. In D McNamara (Ed.), *Reading comprehension strategies* (pp. 27-45). New York: L. Erlbaum.
- Kintsch, W., & van Dijk, T. (1978). Toward a model of text comprehension and production. *Psychological Review*, 85 (5), 363-394.
- Kintsch, W. & Yarbrough, J.C. (1982). Role of rhetorical structure in text comprehension. *Journal of Educational Psychology*, 74, 828-34.
- Koda, K. (2005). *Insights into second language reading: A Cross-Linguistic Approach*. Cambridge: Cambridge University Press.
- Kolić-Vehovec, S., & Muranović, E. (2004). Evaluacija treninga recipročnog podučavanja strategija čitanja. *Suvremena Psihologija*, 7(1), 95–108.
- Metcalf, A. A. (2002). *Predicting new words: the secrets of their success*. Boston, USA: Houghton Mifflin Company.
- Newell, M. (2005). *Harry Potter and the Goblet of Fire* [Film].

- Nordquist, R. (n.d.). Neologism (words), Glossary of Grammatical and Rhetorical Terms. Retrieved 19 January 2014, from <http://grammar.about.com/od/mo/g/neologismterm.htm>
- Pavličević-Franić, D. (2005). *Komunikacijom do gramatike*. Zagreb: Alfa.
- Pinker, S. (1994). *The language instinct: The New Science of Language and Mind*. New York: Harper Perennial.
- Pottermore. (n.d.). Retrieved 12 August 2015, from Harry Potter Wiki: http://harrypotter.wikia.com/wiki/Pottermore#cite_note-pottermorerevealed-1
- Pressley, M. (2000). What should comprehension instruction be the instruction of? *Handbook of Reading Research, III*, 545-559.
- Pulford, A. (2011, July 13). Harry Potter and the Linguistic Innovator. Retrieved from <http://blog.oxforddictionaries.com/2011/07/harry-potter-linguistic-innovator/>
- Rowling, J. K. (1997). *Harry Potter and the Philosopher's Stone*. London: Bloomsbury.
- Rowling, J. K. (1998). *Harry Potter and the Chamber of Secrets*. London: Bloomsbury.
- Rowling, J. K. (1999). *Harry Potter and the Prisoner of Azkaban*. London: Bloomsbury.
- Rowling, J. K. (2000). *Harry Potter and the Goblet of Fire*. London: Bloomsbury.
- Rowling, J. K. (2003). *Harry Potter and the Order of the Phoenix*. London: Bloomsbury.
- Rowling, J. K. (2005). *Harry Potter and the Half-Blood Prince*. London: Bloomsbury.
- Rowling, J. K. (2007). *Harry Potter and the Deathly Hallows*. London: Bloomsbury.
- Sedia, E. (2005). *Making Neologisms Work in Speculative Literature - Reflection's Edge*. http://www.reflectionseidge.com/archives/feb2005/mnws1_es.html.
- Sims, A. (2015, April 24). J.K. Rowling's third Cormoran Strike novel titled 'Career of Evil' arrives this fall. Retrieved 1 September 2015, from <http://www.hypable.com/cormoran-strike-book-3-title/>
- Smith, F. (1994). *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read*. Hillsdale: L. Erlbaum.
- Sturm und Drang. (n.d.). Retrieved 27 September 2015, from <http://www.merriam-webster.com/dictionary/sturm%20und%20drang>

- The Films. (n.d.). Retrieved 16 April 2015, from <http://www.mugglenet.com/films/harry-potter-series/the-hp-films>
- The Unforgivable Curses in Harry Potter. (n.d.). Retrieved 3 February 2013, from http://www.languagerealm.com/hplang/unforgivable_curses.php
- Urquhart, A. H. & Weir, C. J. (1998). *Reading in a Second Language: Process, Product and Practice*. London: Longman.
- William Caxton and Canterbury Tales. (n.d.). Retrieved 26 September 2015, from <http://www.bl.uk/collection-items/william-caxton-and-canterbury-tales#>
- Wolf, M. (2007). *Proust and the squid: The story and science of the reading brain*. New York: Harper.
- Yaguello, M. (1998). *Language through the looking glass: exploring language and linguistics*. (T. A. Harris, Trans.) (1st ed.). New York: Oxford University Press.
- Yates, D. (2007). *Harry Potter and the Order of the Phoenix* [Film].
- Yates, D. (2009). *Harry Potter and the Half-Blood Prince* [Film].
- Yates, D. (2010). *Harry Potter and the Deathly Hallows: Part 1* [Film].
- Yates, D. (2011). *Harry Potter and the Deathly Hallows: Part 2* [Film].
- Young, S. N. (2006). A rant against jargon and neologisms. *Journal of Psychiatry & Neuroscience*, 31(3), 155–156. Retrieved from ERIC Academic Search Complete database
- verisimilitude. (n.d.). *Oxford Dictionary*. Oxford University Press. Retrieved from <http://www.oxforddictionaries.com/definition/english/verisimilitude>

APPENDICES

Appendix A

List of neologisms used in the pilot study

	Riječ	Čuo/Čula sam za ovaj izraz	Znam što znači	Značenje
1)	They live on Privet Drive .			
2)	He's s had an owl-free morning .			
3)	They saw some Muggles .			
4)	You-Know-Who is back.			
5)	Dumbledore used his Put-Outer .			
6)	He was unsticking two sherbet lemons.			
7)	What do you think, popkin ?			
8)	Hello, sweetums !			
9)	Gulpin gargoyles , what is going on?			
10)	We saw them in Diagon Alley .			
11)	How many Knuts do you need?			
12)	I'd like some slug pellets , please.			
13)	We have to go to the Gringotts .			
14)	We have transfiguration today.			
15)	Shall we go to the Leaky Cauldron ?			
16)	How many Sickles have you got?			
17)	We'll need some bat spleens .			
18)	They saw some Galleons on the floor.			
19)	When is Quidditch practice next week?			
20)	Would you be interested in Bertie Bott's Every-Flavour Beans ?			
21)	I hate Drooble's Best Blowing Gum .			
22)	Can I have some Chocolate Frogs ?			
23)	They didn't have any Pumpkin Pasties .			
24)	I love Cauldron Cakes .			
25)	It was the Sorting Hat .			
26)	They called them Nitwits .			
27)	Their group was known as Blubber .			
28)	It was Oddment .			
29)	Will they tweak ?			
30)	There was a huge owlery .			

31)	They asked for the Draught of the Living Death.			
32)	Get me some horned slugs , now!			
33)	The spokesgoblin was standing there.			
34)	He has received a Rememberall.			
35)	We need a Seeker.			
36)	He bought a Nimbus Two Thousand.			
37)	They gave him a Cleansweep Seven.			
38)	He was the best Beater.			
39)	They still haven't learned any Switching Spells.			
40)	They were afraid of the Curse of the Bogies.			
41)	He was the worst Chaser.			
42)	Catch the Quaffle!			
43)	They needed a Keeper.			
44)	I'm going to show you what the Bludgers do.			
45)	He caught the Golden Snitch.			
46)	He was sitting in front of the Mirror of Erised.			
47)	They took their Invisibility Cloak and left.			
48)	She used the Leg-Locker Curse.			
49)	They saw a Norwegian Ridgeback.			
50)	He hated stoat sandwiches.			
51)	The teacher used the Anti-Cheating spell.			
52)	Unaware, he drank the Forgetfulness Potion.			
53)	She said that it is the full Body-Bind.			
54)	Your bloodiness , you have called.			
55)	It was a ghoulie.			
56)	They saw a ghostie.			
57)	There was a Devil's Snare.			
58)	They used the bluebell flames.			
59)	It must be in the flying-key room.			
60)	I'll think of a counter-curse.			
61)	Vomit-flavoured beans were his favourite.			

62)	He thought he might try the earwax flavoured beans .			
63)	You're in trouble if you get too fond of or dependent on the Horcrux .			
64)	Why don't you use Apparation ?			
65)	They were all Aurors .			
66)	It was known as the out-of-bounds corridor .			
67)	They saw a Kneazle .			
68)	It was Padfoot .			
69)	Moony came at the door.			
70)	Where's that Wormtail ?			
71)	He decided to use the Protean Charms .			
72)	Can you get me some Floo powder , please?			
73)	I wish we had the Foe-Glass .			
74)	I'm not afraid of the boggart .			
75)	Please make sure there are no Chizpurples .			
76)	One of the tasks involved capturing a cockatrice .			
77)	A mug of butterbeer , please.			
78)	He's just a Squib .			
79)	The Whomping Willow was planted the year I came.			
80)	He received a Howler .			
81)	They saw the Pensieve for the first time.			
82)	They saw the Quibbler .			
83)	He could not escape from the Sneakoscope .			
84)	The Marauder's Map was on the chair.			
85)	He got the new Omnioculars .			
86)	Death Eaters were there.			
87)	I'd like some Nosebleed Nougat .			
88)	He asked for some more of the Ton-Tongue Toffee .			
89)	He even had some Puking Pastilles .			
90)	There were Headless Hats all around.			
91)	Give me the Portkey , please.			
92)	Would you like some Firewhisky ?			

93)	They tried to get rid of the Gillyweed .			
94)	Merpeople lived there.			
95)	Flobberworm was also waiting at the door.			
96)	They were looking for the Streeler .			
97)	He was not afraid of the Nogtail .			
98)	Graphorn looked really scary.			
99)	They hoped they'd find the Fwooper .			
100)	Niffler was faster.			
101)	Billywig was there.			
102)	Mischief managed . Those were his words.			
103)	He tried to find the Room of Requirement .			
104)	It's unplottable , so Muggles could never come and call.			
105)	They found the Secrecy Sensor .			

Appendix B
The results of the pilot study

	Word	I have heard of this expression	Meaning	Mentioned in the movie Harry Potter and the Sorcerer's Stone (SS), Harry Potter and the Chamber of Secrets (CS), Harry Potter and the Prisoner of Azkaban (PA), Harry Potter and the Goblet of Fire (GF), Harry Potter and the Order of the Phoenix (OP), Harry Potter and the Half-Blood Prince (HBP), Harry Potter and the Deathly Hallows: Part 1 (DH1), Harry Potter and the Deathly Hallows: Part 2 (DH2)
1.	They live on Privet Drive .	8	1	SS (shown in the movie), OF
2.	He's s had an owl-free morning .	7	3	
3.	They saw some Muggles .	6	6	SS, PA, OP, HBP, DH1, DH2
4.	You-Know-Who is back.	23	23	SS, PA, GF, OP, HBP, DH1, DH2
5.	Dumbledore used his Put-Outer .	2		SS (shown in the movie), DH1
6.	He was unsticking two sherbet lemons.	6		
7.	What do you think, popkin ?	12	3	
8.	Hello, sweetums !	10	5	
9.	Gulpin gargoyles , what is going on?	3		OF
10.	We saw them in Diagon Alley .	4	1	SS, CS, DH1
11.	How many Knuts do you need?	5		
12.	I'd like some slug pellets , please.	2		
13.	We have to go to the Gringotts .	4	2	SS, DH1, DH2
14.	We have transfiguration today.	6	2	GF
15.	Shall we go to the Leaky Cauldron ?	2	1	SS (shown in the movie), PA, HBP
16.	How many Sickles have you got?	1		OF
17.	We'll need some bat spleens .	6	4	
18.	They saw some Galleons on the floor.	3	1	OF, HBP
19.	When is Quidditch practice next week?	3	2	SS, CS, PA, GF, HBP
20.	Would you be interested in Bertie Bott's Every-Flavour Beans ?	6	5	SS
21.	I hate Drooble's Best Blowing Gum .	4	2	GF
22.	Can I have some Chocolate Frogs ?	18	22	SS

23.	They didn't have any Pumpkin Pasties.	7	4	GF
24.	I love Cauldron Cakes.	3		
25.	It was the Sorting Hat.	7	7	SS, CS, HBP, DH2
26.	They called them Nitwits.	2		
27.	Their group was known as Blubber.	1		
28.	It was Oddment.	1		
29.	Will they tweak?	3		
30.	There was a huge owlery.	6	3	SS, PA
31.	They asked for the Draught of the Living Death.	4		HBP
32.	Get me some horned slugs , now!	2		
33.	The spokesgoblin was standing there.	4	1	
34.	He has received a Remembrall.	5	2	SS
35.	We need a Seeker.	13	9	SS, CS, GF
36.	He bought a Nimbus Two Thousand.	14	13	SS, CS,
37.	They gave him a Cleansweep Seven.	1		
38.	He was the best Beater.	9	2	SS, HBP
39.	They still haven't learned any Switching Spells.	9	4	
40.	They were afraid of the Curse of the Bogies.	5	1	
41.	He was the worst Chaser.	12	9	SS
42.	Catch the Quaffle!	1		SS
43.	They needed a Keeper.	12	12	SS, HBP
44.	I'm going to show you what the Bludgers do.	1		SS
45.	He caught the Golden Snitch.	6	4	SS, CS, DH1
46.	He was sitting in front of the Mirror of Erised.	6	1	SS
47.	They took their Invisibility Cloak and left.	9	9	SS, CS, PA, GF, HBP, DH1, DH2
48.	She used the Leg-Locker Curse.	2	1	
49.	They saw a Norwegian Ridgeback.	3	2	SS
50.	He hated stoat sandwiches.	2		
51.	The teacher used the Anti-Cheating spell.	14	9	
52.	Unaware, he drank the Forgetfulness Potion.	9	8	
53.	She said that it is the full Body-Bind.	1		
54.	Your bloodiness , you have called.	3		
55.	It was a ghoulie.	1		
56.	They saw a ghostie.	12	12	
57.	There was a Devil's Snare.	5	1	SS
58.	They used the bluebell flames.	5	2	
59.	It must be in the flying-key room.	10	3	SS (shown in the movie)
60.	I'll think of a counter-curse.	4	1	SS, CS,
61.	Vomit-flavoured beans were his favourite.	7	4	SS
62.	He thought he might try the earwax flavoured beans.	7	6	SS

63.	You're in trouble if you get too fond of or dependent on the Horcrux .	5		HBP, DH1, DH2
64.	Why don't you use Apparation ?	5		HBP, DH1
65.	They were all Aurors .	4	1	GF, OF, HBP, DH1
66.	It was known as the out-of-bounds corridor .	4	1	SS, CS
67.	They saw a Kneazle .	1		
68.	It was Padfoot .	1		PA, OF
69.	Moony came at the door.	2	1	PA, OF
70.	Where's that Wormtail ?	4	1	PA, GF, HBP, DH1
71.	He decided to use the Protean Charms .	3		
72.	Can you get me some Floo powder , please?	5		CS, OF
73.	I wish we had the Foe-Glass .	2		GF
74.	I'm not afraid of the boggart .	4		PA
75.	Please make sure there are no Chizpurples .	1		
76.	One of the tasks involved capturing a cockatrice .	1		
77.	A mug of butterbeer , please.	6	3	HBP
78.	He's just a Squib .	1		HBP
79.	The Whomping Willow was planted the year I came.	5	1	PA
80.	He received a Howler .	3		CS, OF (shown in the movie)
81.	They saw the Pensieve for the first time.	1		DH2
82.	They saw the Quibbler .	2		OF (shown in the movie), HBP, DH1
83.	He could not escape from the Sneakoscope .	4		
84.	The Marauder's Map was on the chair.	1		PA, DH2
85.	He got the new Omnisculars .	3		GF (shown in the movie)
86.	Death Eaters were there.	9	2	GF, OF, HBP, DH1, DH2
87.	I'd like some Nosebleed Nougat .	3	1	
88.	He asked for some more of the Ton-Tongue Toffee .	2		
89.	He even had some Puking Pastilles .	4	1	OF, HBP
90.	There were Headless Hats all around.	4		
91.	Give me the Portkey , please.	4	1	GF, OF
92.	Would you like some Firewhisky ?	4	2	
93.	They tried to get rid of the Gillyweed .	2		GF
94.	Merpeople lived there.	2		GF
95.	Flobberworm was also waiting at the door.	2		PA
96.	They were looking for the Streeler .	3		
97.	He was not afraid of the Nogtail .	2		

98.	Graphorn looked really scary.	1		
99.	They hoped they'd find the Fwooper .	1		
100.	Niffler was faster.	1		
101.	Billywig was there.	1		
102.	Mischief managed . Those were his words.	2	1	PA
103.	He tried to find the Room of Requirement .	6	3	OF, HBP, DH2
104.	It's unplottable , so Muggles could never come and call.	1		OF (shown in the movie)
105.	They found the Secrecy Sensor .	3		

Appendix C

SUGLASNOST

za provođenje istraživanja među studentima

Ovim Vas putem molim da u svojstvu ispitanika sudjelujete u znanstvenom istraživanju vezanom uz engleski jezik koje se provodi u svrhu izrade diplomskog rada. Vaše je sudjelovanje isključivo na dobrovoljnoj bazi i imate pravo odustati u bilo kojem trenutku.

(molim Vas napisite svoje prezime i ime, smjer i godinu studija tiskanim slovima na gornju crtu)

Vaše će sudjelovanje u istraživanju uključivati ispunjavanje upitnika i rješavanje kratkog testa.

Rezultati testova bit će korišteni isključivo u znanstvene svrhe.

„Svojim potpisom izražavam svoj pristanak za sudjelovanje u istraživanju i potvrđujem da sam informiran/a da je moje sudjelovanje u istraživanju dobrovoljno, da imam pravo odustati u bilo kojem trenutku, da je istraživač obvezan pridržavati se Etičkog kodeksa i dužan zaštititi tajnost podataka.“

(vlastiti potpis)

Datum i mjesto _____

Ukoliko imate pitanja vezana uz istraživanje možete kontaktirati Katarinu Marušić (katarina.marusic88@gmail.com).

Hvala na suradnji.

Podatci o studentici/studentu

1. Ime i prezime _____
2. Dob _____ Spol M Ž
3. Koliko dugo ste učili/učite engleski jezik? _____
4. Jeste li učili engleski i izvan škole? Koliko dugo i kada? _____
5. Koju ste prosječnu ocjenu imali iz engleskog jezika u osnovnoj školi? _____
6. Koju ste prosječnu ocjenu imali iz engleskog jezika u srednjoj školi? _____
7. Jeste li imali engleski jezik na fakultetu? _____
8. Koliko ste tjedno izloženi engleskom jeziku?
 - a. nemam kontakt s tim jezikom
 - b. do 5 sati tjedno
 - c. do 10 sati tjedno
 - d. 15 i više sati tjedno
9. Kojom biste ocjenom ocijenili svoje trenutno znanje engleskog jezika? _____
10. Što čitate na engleskom jeziku? _____

11. Jeste li kada imali ili sada imate kontakt s govornicima engleskog jezika? ____
U kojem obliku (razgovor, dopisivanje, sms, e-mail, društvene mreže, chat...)?

12. Što čitate na engleskom jeziku? (za potrebe studija) _____

13. Oblik izloženosti engleskom jeziku izvan studija
 - a. Internet
 - i. do 3 sata dnevno
 - j. 3-9 sati dnevno
 - k. više od 9 sati dnevno
 - b. glazba
 - i. do 3 sata dnevno
 - j. 3-9 sati dnevno
 - k. više od 9 sati dnevno
 - c. filmovi
 - i. do 3 sata dnevno
 - j. 3-9 sati dnevno
 - k. više od 9 sati dnevno
 - d. knjige
 - i. do 3 sata dnevno
 - j. 3-9 sati dnevno
 - k. više od 9 sati dnevno

HARRY POTTER

It was morning and everyone was sitting at the table having breakfast. Harry was quietly eating his _____ and thinking about the game of Quidditch they would play in the afternoon. He was trying to think of the best way to score a goal and at the same time avoid the annoying ____- their attacks and attempts to knock him down. His thoughts were interrupted by Hermione's voice: "Often they are house spirits, and in those cases the only way to get rid of them is to move. The more frustrated the family becomes the more fun the ____ has." And she went on: "I have also read about a ____, a small cat-like creature with flecked, speckled, or spotted fur, and a tail like a lion's. They are intelligent, independent, and occasionally aggressive, though if they like a witch or wizard, they make excellent pets." Everyone was listening carefully to her when suddenly an owl flew in bringing Ron a red envelope. He knew it was a ____, so he opened it immediately before it exploded. It was screaming at him and he just sat there hoping it would soon stop.

As he was walking towards his room, Harry remembered he was supposed to meet Fred and George Weasley at the ____, a gateway between the non-wizarding world and Diagon Alley. When he arrived, he was surprised. Although a famous place, it was very dark and shabby. A few old women were sitting in a corner, talking about the wild, silly, and bizarre stories they have read in the ____. Fred and George were already there. They had promised to show Harry the ____ and explain how it is used. In order to activate it, one has to say "I solemnly swear that I am up to no good". Then it appears and shows where certain people in Hogwarts castle are. In order to deactivate it, one has to say "____!". Harry was about to ask them some more questions, but then he looked outside and saw Dumbledore standing in the street.

Dumbledore took his ____, flicked it open, held it up in the air, and clicked it. The nearest street lamp went out with a little pop. He went on until all the lamps were out. The boys realised it was already late and time for them to get back to Hogwarts.

1. Zaokružite naslov/e knjiga o Harryju Potteru koje ste pročitali:

- Harry Potter i kamen mudraca (Harry Potter and the Philosopher's Stone)
- Harry Potter i odaja tajni (Harry Potter and the Chamber of Secrets)
- Harry Potter i zatočenik Azkabana (Harry Potter and the Prisoner of Azkaban)
- Harry Potter i plameni pehar (Harry Potter and the Goblet of Fire)
- Harry Potter i Red feniksa (Harry Potter and the Order of the Phoenix)
- Harry Potter i Princ miješane krvi (Harry Potter and the Half-Blood Prince)
- Harry Potter i darovi smrti (Harry Potter and the Deathly Hallows)

2. Jeste li pročitali neku od knjiga o Harryju Potteru na engleskom jeziku? Napišite naslov/e:

3. Zaokružite naslov/e filmova o Harryju Potteru koje ste gledali:

- Harry Potter i kamen mudraca (Harry Potter and the Philosopher's Stone)
- Harry Potter i odaja tajni (Harry Potter and the Chamber of Secrets)
- Harry Potter i zatočenik Azkabana (Harry Potter and the Prisoner of Azkaban)
- Harry Potter i plameni pehar (Harry Potter and the Goblet of Fire)
- Harry Potter i Red feniksa (Harry Potter and the Order of the Phoenix)
- Harry Potter i Princ miješane krvi (Harry Potter and the Half-Blood Prince)
- Harry Potter i darovi smrti: 1. dio, Harry Potter i darovi smrti: 2. dio (Harry Potter and the Deathly Hallows: Part 1, Harry Potter and the Deathly Hallows: Part 2)

4. Jeste li gledali neki od filmova o Harryju Potteru na engleskom jeziku (bez podnaslova)? Napišite naslov/e:

IME I PREZIME

GODINA STUDIJA

	Izraz	Čuo/Čula sam za ovaj izraz	Značenje izraza
1.	They live on Privet Drive .	DA NE	
2.	He's s had an owl-free morning .	DA NE	
3.	They saw some Muggles .	DA NE	
4.	You-Know-Who is back.	DA NE	
5.	What do you think, popkin ?	DA NE	
6.	Hello, sweetums !	DA NE	
7.	We saw them in Diagon Alley .	DA NE	
8.	We have to go to the Gringotts .	DA NE	
9.	We have transfiguration today.	DA NE	
10.	We'll need some bat spleens .	DA NE	
11.	When is Quidditch practice next week?	DA NE	
12.	Would you be interested in Bertie Bott's Every-Flavour Beans ?	DA NE	
13.	I hate Drooble's Best Blowing Gum .	DA NE	
14.	Can I have some Chocolate Frogs ?	DA NE	
15.	They didn't have any Pumpkin Pasties .	DA NE	
16.	It was the Sorting Hat .	DA NE	
17.	There was a huge owlery .	DA NE	
18.	The spokesgoblin was standing there.	DA NE	
19.	He has received a Remembrall .	DA NE	
20.	We need a Seeker .	DA NE	
21.	He bought a Nimbus Two Thousand .	DA NE	
22.	He was the best Beater .	DA NE	
23.	They still haven't learned any Switching Spells .	DA NE	

24.	They were afraid of the Curse of the Bogies.	DA	NE	
25.	He was the worst Chaser.	DA	NE	
26.	They needed a Keeper.	DA	NE	
27.	He caught the Golden Snitch.	DA	NE	
28.	He was sitting in front of the Mirror of Erised.	DA	NE	
29.	They took their Invisibility Cloak and left.	DA	NE	
30.	They saw a Norwegian Ridgeback.	DA	NE	
31.	The teacher used the Anti-Cheating spell.	DA	NE	
32.	Unaware, he drank the Forgetfulness Potion.	DA	NE	
33.	They saw a ghostie.	DA	NE	
34.	There was a Devil's Snare.	DA	NE	
35.	They used the bluebell flames.	DA	NE	
36.	It must be in the flying-key room.	DA	NE	
37.	I'll think of a counter-curse.	DA	NE	
38.	Vomit-flavoured beans were his favourite.	DA	NE	
39.	He thought he might try the earwax flavoured beans.	DA	NE	
40.	They were all Aurors.	DA	NE	
41.	It was known as the out-of-bounds corridor.	DA	NE	
42.	Where's that Wormtail?	DA	NE	
43.	Can you get me some Floo powder , please?	DA	NE	
44.	A mug of butterbeer , please.	DA	NE	
45.	The Whomping Willow was planted the year I came.	DA	NE	
46.	Death Eaters were there.	DA	NE	

47.	He even had some Puking Pastilles .	DA	NE	
48.	Give me the Portkey , please.	DA	NE	
49.	Would you like some Firewhisky ?	DA	NE	
50.	He tried to find the Room of Requirement .	DA	NE	

BIOGRAPHY

My name is Katarina Marušić. I was born on 23rd May 1988 in Sisak. After finishing Davorin Trstenjak Primary School and Ivan Trnski Secondary School, which is a Grammar School Programme in Hrvatska Kostajnica, in 2007, I began my studies at the Faculty of Teacher Education, University of Zagreb, the branch located in Petrinja. During my time at the Faculty I was a Student Council representative and a member of the Faculty Council. During my education I volunteered in various projects that were related to children. During the school year 2014/2015 I was working in a Kindergarten as an English teacher, which was a part of the early English language learning programme.

IZJAVA O SAMOSTALNOJ IZRADI RADA

Pod punom odgovornošću izjavljujem da sam diplomski rad pod naslovom *Reading Comprehension based on Neologisms in the Harry Potter series* u potpunosti izradila samostalno. Pri izradi rada koristila sam literaturu koju sam u skladu s pravilima i navela.