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G3 Thesis

Dumbledore, Remembrall and OWLS

*Word formation processes of neologisms in the
Harry Potter books*



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Abstract

This thesis investigates the word formation processes of the neologisms in the Harry Potter books by JK Rowling. The aim is to find the frequencies of these processes and then discuss why the frequency looks this way. By collecting and analysing the neologisms with the help of the classification of Plag (2003) and Ljung (2003), the frequencies of the different formation processes is established. The reasons why the distribution of word formation processes looks this way is then discussed and compared to the background information about the author. The conclusion is that compound is the most frequent word formation of this sample. The arguments why the distribution looks this way could be that the semantic meaning of the Harry Potter words is important and that many of the neologisms are based on humour, mythology and folklore.

Keywords: *word formation processes, neologisms, Harry Potter, JK Rowling, compound, affixation*



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1. Introduction

The world of JK Rowling's Harry Potter is extensive and admired by millions of fans around the world. Harry Potter is a boy who attends Hogwarts school of Witchcraft and Wizardry but his life has a bigger quest, he is the Chosen One and will be the one to defeat the evil wizard Lord Voldemort. The first book was published in 1997 and with the last book released in 2007, the seven books have come to be one of the most popular and best-selling book series in the world. The books have also been turned into films and even several years after the publication of last book, the Harry Potter-fandom is still active, gaining new fans each day.

The author, JK Rowling, has created many words in her books to describe different phenomena in the magic world such as an *animagus* being a wizard or witch who can transform into an animal and *Firebolt*, which is the name for a brand of brooms. When looking at word formation processes of these words, that is how they are created, *animagus* is a blending of animal and magus, the Latin word for wizard. *Firebolt* is a compound word, where *fire+bolt* have been put together to compose this brand for the best brooms in the world.

Another example that has even spread to our world is the word *Muggle*. This is the word to describe the non-magical people who are not a part of the wizards' world. Nowadays it can also be used when referring to people who are "normal" and are not a part of something particular. The word has even been added to the Oxford English Dictionary. Their definition of the word is: "In the fiction of J. K. Rowling: a person who possesses no magical powers. Hence in allusive and extended uses: a person who lacks a particular skill or skills, or who is regarded as inferior in some way." (Oxford English Dictionary 2012) In geocaching, an outdoor activity where you search for small boxes (caches) in nature, the people who are not familiar with this recreation, and therefore might find the caches by accident, are referred to as *Muggles*. (Geocaching 2012) The origin of *Muggle* is a bit more complicated than the two previous examples and will be discussed later on in the thesis.

The seven books have been translated into 67 languages, including American English, Latin and Basque (Wikipedia 2012). There have been many discussions about the translations and that the books have a great value in linguistic research since there are several new words that have to be, or not be, translated (Jentsch 2002).

Most of the research that has been done has taken this translation angle on the linguistics of the Harry Potter books, this is where this thesis comes in, to analyse the neologisms and their word formation processes.

1.1 Aim

The aim of this thesis is to investigate the constitution of the neologisms in the series of Harry Potter. That is, the words, including names that have been created for the Harry Potter world. The essay will present the frequencies of the different word formation processes that occur within these neologisms. Together with the common formation rules and the background of the author JK Rowling, the essay will discuss why these strategies have been used. To be able to do this there are three research questions

1.2 Research questions

The aim of this thesis is threefold and to reach that, the following research questions are addressed:

- Which word formations occur in the neologisms of the Harry Potter books?
- What are the frequencies of the different word formation processes in the Harry Potter books?
- What could be the reason for these specific word formations being used to create new terminology?

2. Theoretical background

In this section, a definition of terms will be given and the word formation processes will be presented according to the theories of Plag (2003) and Ljung (2003). There will also be some background information about the author JK Rowling and a few mentions of previous linguistic studies of the language used in the Harry Potter books

2.1 Definition of terms

The new words from the Harry Potter books will be called Harry Potter neologisms in this thesis.

When referring to the Harry Potter books, occasionally abbreviations will be used due to the long titles. They are here presented in Table 1.

Table 1. Abbreviations of the titles of the Harry Potter books

<i>Title</i>	<i>Abbreviation</i>
Harry Potter and the Philosopher's stone	PS
Harry Potter and the Chamber of Secrets	CoS
Harry Potter and the Prisoner of Azkaban	PoA
Harry Potter and the Goblet of Fire	GoF
Harry Potter and the Order of the Pheonix	OotP
Harry Potter and the Half-Blood Prince	HBP
Harry Potter and the Deathly Hallows	DH
Fantastic Beasts and Where to Find Them	FB
Quidditch through the Ages	QA
The Tales of Beedle the Bard	TBB

2.2 About the author JK Rowling

Joanne Rowling was born in 1965 in Great Britain. During her childhood, she often wrote and told stories, especially to her sister. She graduated from Exeter University with a degree in French and Classics. During a delayed train journey in 1990, from King's Cross Station, she came up with the idea of Harry Potter and started writing. Then, she moved to Portugal to work as an English teacher and she got married and had a daughter. When the marriage ended, she moved back to the United Kingdom and eventually she finished the first book, *Harry Potter and the Philosopher's Stone*. In 1997 it was published by Bloomsbury Children's Books. The rest of the books have been published with intervals of a year or two, with the last book *Harry Potter and the Deathly Hallows* released in 2007. There are two additional books that were written as Harry Potter's schoolbooks and a third book *The Tales of Beedle the bard* that occurs in the last book of the series and contains wizard fairytales (JKRowling.com 2012).

JK Rowling has stated that her Latin is self-taught, and that she imagines the wizards still using this dead language for their spells. She clarifies that she made them up herself since some people has thought that they were real spells (Accio Quote! 2000b).

In another chat with school classes (Accio Quote! 2000a), she is asked whether it was hard to come up with the monsters' names. She answers that some of them come from folklore but she also made up some herself. In the same interview, Rowling also says that she

invented the names of the houses of Hogwarts on an airplane sick bag and that she collects unusual names that she can choose from when naming a character.

2.3 Word formation processes

This essay will investigate word formation processes and in the following section I will provide definitions of the different processes within this thesis illustrated with both general examples and examples from the analysis.

The definition of what a word is can be very different. It could be the group of letters that are put together and separated by spaces, orthographically. However, sometimes a combination of words of that definition can together be a lexical item, since together they define something in particular (Plag 2003). In this thesis, the definition will be quite generous, including noun phrases and names since they are not only new words but neologisms and describe concepts that did not exist until the books were written.

According to Ljung (2003) *compounding* is one of the most productive word formation processes in general in the English language. Two words or more, they can be either verbs, nouns or adjectives and sometimes even prepositions, are put together to form a new word. In most cases, compounds are made from the open word classes¹, most commonly nouns but also verbs and adjectives (Plag 2003). For example, *finger+print=fingerprint* and *full+time=full-time*. There are compound words that do not have to be written as a single word or with a hyphen. *Student feedback system* is also a compound word, since the three words together identify something, as stated by Plag (2003). There are rules of compounding which word categories can be in which order and there is also the notion of headedness. Headedness means that one of the compounding words is the head, and the other modifies the head. There are many varieties of compounding when looking at different features, such as headedness and stress patterns, but these are not relevant for this thesis. The compounds that are found in this analysis will only be distinguished on the basis of the word classes of their elements (Plag 2003).

Although, there are two special types of compounds that are relevant, one of them is the so-called *neo-classical compound*. It uses neoclassical elements to combine new words. Plag describes it: “These elements are lexemes that are originally borrowed from Latin or Greek, but their combinations are of modern origin” (2012:74). One initial element cannot stand on its own but together with a final combining form it makes a new word. This type of

¹ The open word classes are nouns, verbs and adjectives

compound is normally used in science or technology such as in the word *biology* where *bio-* means life and *-logy* stands for “*science of*”. There could be a marginal difference between neo-classical compounds and affixation but Plag (2003) states that the neo-classical compounds differ from affixation in the way that a prefix combined with a suffix will not make a new word but an initial combining form with a final combining form will form a new lexical item.

Another version of compounding is the *reduplicative compound*. The main word is reduplicated, but a part of it is altered. Examples of this are *flip-flop* and *teeny-weeny* but it can also be done with names, especially in diminutive forms such as *Annie-Pannie* (Plag 2003).

When a word is transferred from another language the term is *borrowing*. Historically the most substantial languages that has lent words to English have been Scandinavian (Danish), French and Latin according to Bauer (1998). Ljung (2003) argues that borrowing should not be considered a word formation process because it is only a way for the vocabulary to be enriched by acquiring foreign words. Nonetheless, since it has been a way to enrich the language for such a long time, it has to be added when making an analysis about neologism in literature, especially considering the author’s knowledge of other languages.

This also occurs with names but sometimes a suffix, *-y* or *-ie* is added and is then called *truncation* with *-y diminutive*. It follows the patterns of a clipping, which is when a word is cut off and shortened to show familiarity, especially when clipping names. Truncation however, is not only to express familiarity but it is also a diminutive form that includes a positive attitude against the object or person. Calling *Amanda - Mandy*, would show affection to Amanda.

According to Plag (2003), *blending* is when two words, occasionally more, are put together but the joint is merged into a mixture of the words or is overlapping. Examples of this are *motel* which is a blend of *motor+hotel* and *breakfast+lunch* which equals *brunch*. Semantically, blends of the type *brunch*, signifies that it is a meal that is a mixture of both *breakfast* and *lunch*, while the meaning of *motel* is that it is a kind of *hotel* for people with vehicles with *motors*.

Like blending, abbreviating is a way to make new words by deleting certain material of the word. Abbreviations are normally formed by taking the first letters of a group of words and making a new word as in *FBI (Federal Bureau of Investigation)* or as in *BSc (Bachelor of Science)* where some additional letters are included. Abbreviations can be spelled with capital

letters, lower-case letters, dots or a mixture of these. When abbreviations are read out letter by letter, as in *FBI*, it is called an *initialism*. Sometimes abbreviations can be read out as whole words, as in *laser* or *AIDS* and then go by the name *acronym*.

Affixation is the most common word formation process according to Bauer (1994). The use of affixes, that is prefixes and suffixes, can change the meaning or grammatical categories of the word. It is also possible to use several affixes in the formation process. Most of the prefixes do not change the grammatical features of a word but modify the meaning. *Dis+like* equals *dislike*, which then means the opposite of like because the prefix *dis-* negates the word but it still remains a verb. Suffixes on the other hand, indicate the class of the word, and if added or changed, the word class changes. *-er* is a suffix that indicates a performer of an action as in *blender* that is to say the thing that blends. Some affixes in English have a Latin base and are called Latinate affixes. *Pre-*, *dis-* and *-ify* belongs to this group of affixes. Despite their Latin origin, they are separated from the neoclassical compound (Plag 2003).

Occasionally, words can get a wider or narrower meaning and this process is called *meaning extension*. Orthographically the word does not change but the meaning does. Sometimes this can take centuries while it goes quicker other times. A clear example is the word *gay*, which used to mean happy, but nowadays it means a homosexual person and is nearly exclusively used in that sense.

An irregular word formation process is the analogy. This category includes words that do not follow the rules of word formation but are based on another word. *Hamburger* has been the base for many analogies, it started with *cheeseburger* and now there are *chickenburgers*, *veggieburgers* and so on (Plag 2003:37).

Occasionally a word is formed by a combination of these general processes. They will then be categorized in the charts as the most prominent word formation process. In the Harry Potter books there are also some words, especially for the names, that might be thought of as new words but actually refer to old English or Greek and Roman mythology. If it is not possible to tell the formation patterns of a word, they will be marked as *other* together with mythological words and words with unclear word formation patterns.

2.3.1 Bauer's frequency of processes

In Laurie Bauer's book, *Watching English Change* (1994), there is a chapter about *Changes in vocabulary sources and the makeup of words*. An experiment is carried out of the origin of words selected from *The supplement to the Oxford English Dictionary* and then sorted by

their origin and the time period when they appeared in English. The tendency is that the frequency of loan words is decreasing, while the frequency of new words created from English words and affixes is increasing. The typical languages used for borrowing, such as French, German and Latin, have decreased the most, while the words that are imported nowadays, usually come from other languages. The reason for this could be that fewer people speak French and Latin today.

Furthermore, Bauer (1994) shows that suffixation is clearly the largest formation type for new words with 47.4% of all new formations, although with a slight decrease in percentage from the 1880's to 1982. The second largest group is compound with 18.5% in total during the years, but with an increase in frequency between the time periods. Bauer's (1994) conclusion is that it is possible to see trends in word formation processes.

2.4 Previous studies

Most of the earlier studies of the words of Harry Potter have looked upon them from a translator's point of view. Jentsch (2002) argues that there are always some difficulties when translating newly coined words in children's fantasy literature. In particular, the names are harder to translate since they often have a meaning, such as Sirius being the Dog Star and the character named Sirius can transform into a dog in Harry Potter. Using English names for places and people creates an atmosphere of this boarding school in Britain, even though the readers might not perceive some of the secondary meanings. Since the translators' work is to convey the feeling and style of the book, they need to know when to translate, and when not. When translating, they will need to try to conserve the initial meaning and JK Rowling's characteristic use of the language. For example, Hogwarts is a compound of *hog* and *warts* that could give the association of a pig with warts. If it is not translated, this association might be lost when non-English speakers read the books, but with an English name it will retain the feeling that the book is set in the United Kingdom.

Astrén's bachelor thesis (2004), investigates the challenges that may come up when translating the names and words of Harry Potter. She compares the English original words with the Swedish translation but also includes some examples from the Norwegian translation, which has translated more words than the Swedish one. Astrén comes to the conclusion that it is hard to translate words, because it is important to preserve the style of the author's writing. Many of the words have been kept in English but a Swedish stem has been added, while

others have been translated directly and some kept in their original form. Astrén's essay was written before all of the Harry Potter books had been published.

Studies of word formation processes of neologisms in books and other literature have been done before. An example is Leeb-Lundberg's thesis, a *stylistic-philological study* of Kipling published in 1909 which treats the subject of neologisms and word formation processes in Kipling's works.

3. Method and Materials

3.1 Method

The first step of this research is to look through the Harry Potter books in search for neologisms created for the magical world. With some help from the Harry Potter Wiki and Mugglenet² there will be a collection of 154 words to be analysed. Then, the words are gathered into a document in Excel and divided into categories; names, objects, creatures, plants, spells and other. This is done so that it will be possible to structure the words more clearly and to see if there is any difference between the categories. However, for the result, these categories did not indicate anything in particular, except for the names, which is included in the result section.

After that, the investigations of the formations processes of these words start. Using books in the word formation field and background sources of the world of Harry Potter, both the formation and the etymology of the words can be supported. The frequency of the formation processes will then be shown in figures. To answer the third research question, the background information on JK Rowling, interviews of the author and other articles that speak of the subject will be considered.

One problem when finding words is that it could be hard to tell if they are made up by JK Rowling or originate from any mythological character or if she has found the name elsewhere. A quick Google search can help in some cases and in some interviews with the author she explains where or how she has found a name. Even though there are sources that come from the author herself and other people's etymological analyses, some of the word formation processes will still be my own assumptions of how she might have thought when creating the words based on the theory and knowledge of the world of Harry Potter.

² A fan-made website about Harry Potter.

The words are selected from memory, by skim reading the books, browsing Harry Potter websites and using Pottermore³. Due to the lack of knowledge of the words and not being a native speaker of English when conducting this thesis, some words with no particular word formation process might have been included or words that are not Harry Potter neologisms. Also, the definition of a word varies and one could argue that *the Quidditch World Cup* is a neologism of Harry Potter, but it is quite logical that the world cup for the sport Quidditch would be called that, since any sports world cup would follow the same pattern. The word *Quidditch* though, will be included in the analysis. Skim reading and browsing websites might make one missing out interesting words, however, not all words can be included and this is a delimitation of the thesis. Only some of the most frequent spells are included in this thesis since they are numerous and might not be considered as words. Most spells have been created in the same way but some are still included in my sample to show this.

Some of the neologisms might be harder than others to categorize, due to multiple word formation processes or obscure origins. They will then go under the classification *other*, and be further explained in the analysis. If this analysis was conducted by someone else, the results would be different depending on the classification of the word formation processes and the neologisms.

3.2 Material

The main material for this essay is the seven Harry Potter books, published between 1997 and 2007. To find more information about additional words there are also the two books *Fantastic Beasts and where to find them* (2001) and *Quidditch through the ages* (2001). These two books exist in the Harry Potter world as school books of Harry's. Later, these books were published as real, additional books to the series, to give supplementary information to the readers and raise money for charity by JK Rowling. This can also be applied to *The Tales of Beedle the Bard* that plays an important role for the mystery in the Deathly Hallows and was published as well.

To describe and clarify the different word formation processes, I use *Word-Formation in English* by Ingo Plag (2003). For the processes not brought up in Plag's book, the

³ A website created by JK Rowling and Sony where it is possible to experience the Harry Potter books interactively and contains additional background informations from the author.

terminology in *Making words in English* (2003) by Magnus Ljung will be considered. The books explain the processes but also declare some problems that come with them.

The site Pottermore is an interactive webpage where users can explore the chapters of Harry Potter, make potions, have wizard duels and obtain additional information about the characters, places and other phenomena written by JK Rowling. There is also a *Harry Potter Wiki* and the fanmade site *Mugglenet* that contain both information about Harry Potter and videos and transcriptions of interviews with the author. The website *Accio Quote!* has collected transcriptions of interviews, press conferences, chats and more from 1997 to 2008 together with some more recent updates as well.

Interviews with JK Rowling are a source of how she creates words, with additional information on the background of other areas such as character names.

In the following section the analysis is presented. First the word formation process frequencies, then the discussion of the processes with examples and lastly theories about the processes.

4. Analysis

Firstly, the frequency of the word formation processes will be presented, followed by the discussion of all processes with examples. This is to be able to answer the first two research questions. The second part will answer the third research questions by discussing why the neologisms and their frequencies look like this.

4.1 Word Formation Processes

The chart below shows the frequency of the word formation processes in Harry Potter.

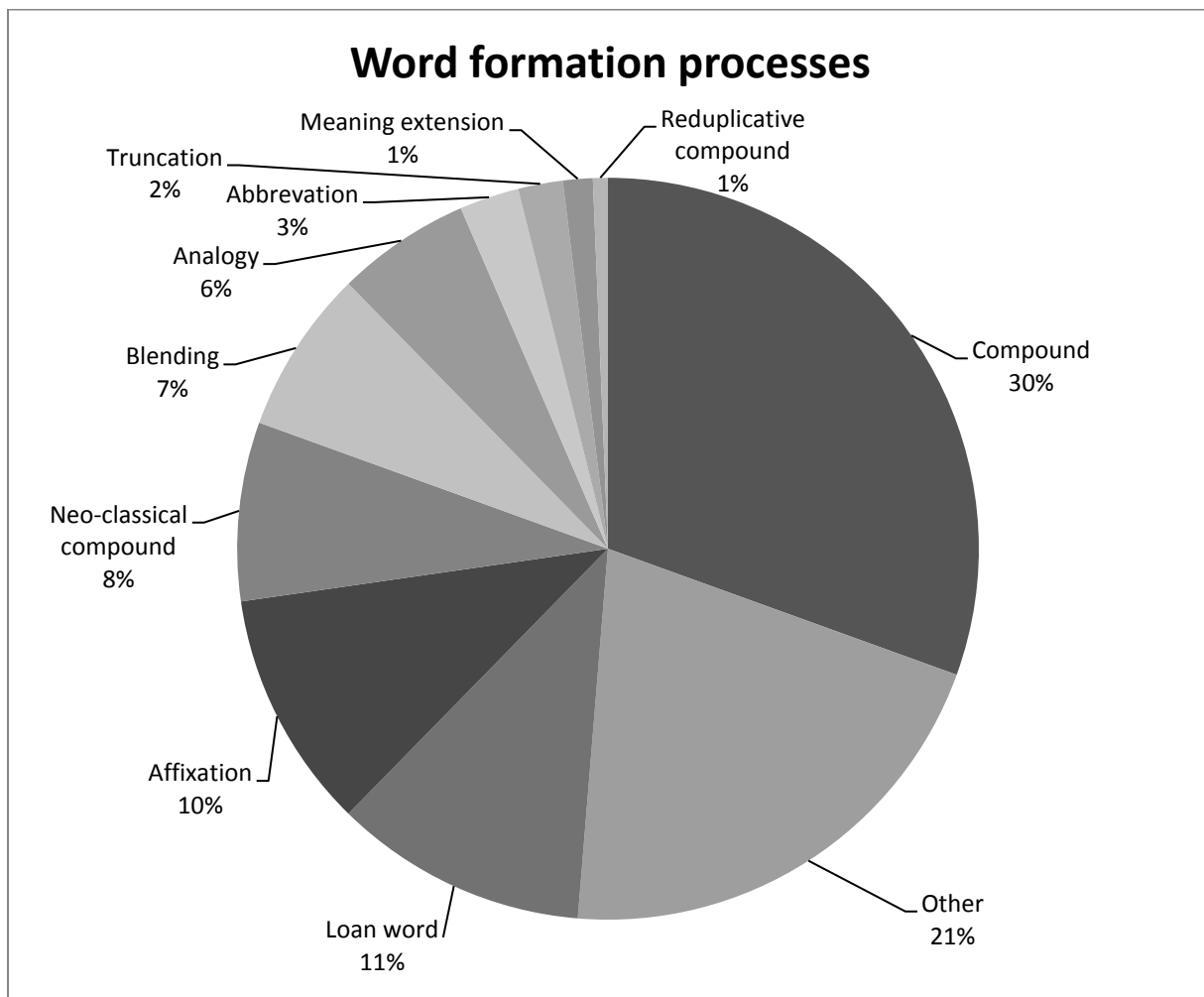


Chart 1. The frequency of the word formation processes.

There are eleven types of word formations that occur in the Harry Potter books. These are compound, abbreviations, loan word, affixation, neo-classical compound, blending, analogy, abbreviation, truncation, meaning extension, and reduplicative compound. There is also a twelfth category, *other*. The total number of words is 154 and the most frequent word

formation process is *compound* with 30%. The second largest is *other* with 21% of the words. *Loan word* is the third biggest word formation process with 11% of the words belonging here. Following are *affixation* (10%), *neo-classical compounds* (8%), *blending* (7%) and *analogy* (6%). Both *truncations* and *abbreviations* represent 2% each of the word formation processes and *meaning extension* and *reduplicative compound* 1% each .

According to Bauer (1994), affixation is the most frequent word formation process in general in the English language, however in this selection of words it is not. Compounds, the largest one here, is the second largest category in his investigation.

4.1.1 Compounds

The largest group of word formation process in the Harry Potter books is clearly compounds. The compounds can be divided into different types, depending on their constitution, which can be seen in the following chart.

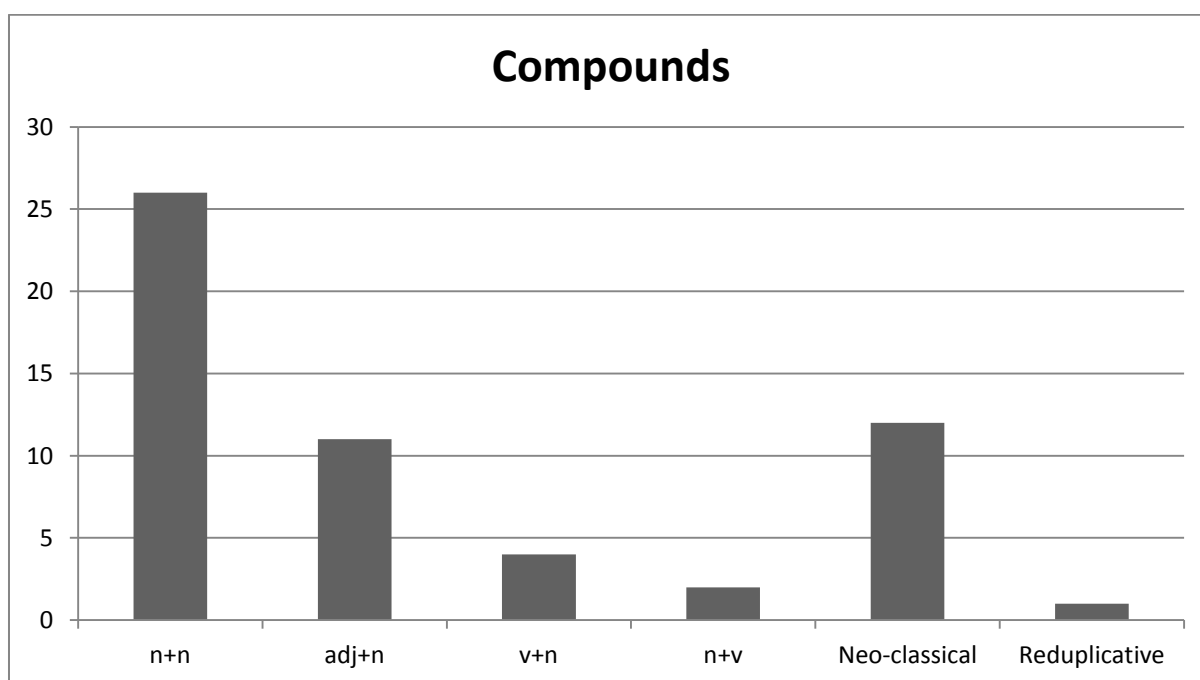


Chart 2. Different types of compounds.

As seen in the chart noun+noun compounds is the most frequent type of compounds. There is only one reduplicative compound in this sample and there are 12 neo-classical compounds. The following are six examples of different types of compounds.

- (1) “We are pleased to inform you that you have a place at *Hogwarts* School of Witchcraft and Wizardry” (PS:42)

- (2) “Nearly all of the programs are following You-Know-Who’s line, all except *Potterwatch...*” (DH:355)
- (3) *The Headquarters of the Order of the Phoenix may be found at number twelve, Grimmauld Place, London.* (OotP:57)
- (4) *Naturally, with the Elder Wand as his weapon, he could not fail to win the duel that followed.* (DH:331)
- (5) “‘OY!’ Ron roared, seizing his bag, as *Crookshanks* sank four sets of claws deeply into it, and began tearing ferociously.” (PoA:110)
- (6) The *Hippogriff* is native to Europe, though now found worldwide. It has the head of a giant eagle and the body of a horse. (FB:38)

Hogwarts (1), is the name of the school Harry Potter is attending. This is an example of the most frequent type of compound in this sample, *noun+noun* compounds. *Potterwatch* (2), is also a n+n compound, but here the first noun is a proper noun. *Potterwatch* is a pirate radio programme by the resistance movement against Lord Voldemort, the antagonist of the series. The sense of *watch* in this case is probably ‘guard’, as the radio programme is to be the *watch* of *Potter*. *Grimmauld Place* (3) is the headquarters of this resistance movement, called The Order of the Pheonix and is the only *adjective+adjective* found. *Grimm* as in *grim*, ‘cruel’ and *auld* as the Scottish spelling of old (OED 2012) equals *Grimmauld*, which together with place becomes a name+n compound as *Grimmauld* seems to refer to someone’s name but is actually a play on words to describe this house as a grim, old place. *The Elder Wand* (4) is one of these neologisms that can be considered as a completely new word, even though it is not spelled as one word without spaces. *Elder* is an adjective, describing something that has existed longer and is senior, in this case to other wands (OED 2012). This makes this neologism an *adjective+noun* compound where *wand* is the noun. Both *Grimmauld Place* and *The Elder Wand* can be a part of the more vague choices of compounds in the classification of Plag (2003). They might be more of a syntactic noun phrase (Plag 2003:159) than a new word, but for the categorization of this thesis, the classification of what is a word is generous. The

concern here is that these phrases can get longer by adding either noun or adjectives. (Plag 2003:159)

Crookshanks (5) is a bow-legged red cat with quite a temper. This adj+n compound could just be a way to describe the appearance of the cat, where crook refers to the curved shape and shanks to ‘the lower part of the leg’. It also defines the personality of the cat with *crook* also meaning ‘dishonest, unscrupulous’. (OED 2012)

The creature *Hippogriff* (6) has an eagle front and a horse behind. *Hippo* is Latin for horse, while *griffin* is the mythological creature of a hybrid between an eagle head and a lion. Griff would therefore be a short of griffin, and then compounded with the borrowed word *hippo*. This illustrates the difficulties when analyzing a word formation process; they can contain several processes in one. Even though it has features from loan, clipping and neo-classical compounds, Hippogriff is categorized as a compound since this is its final process. The neo-classical compounds will be the next category of compounds and this will show the difficulties and differences. The neo-classical compound is the next category of compounds.

(7) “[...]Fooled the Dark Lord, the greatest wizard, the most accomplished *Legilimens* the world has ever seen?” (HBP:31)

(8) “*Occlumency*, Potter. The magical defence of the mind against external penetration. An obscure branch of magic, but a highly useful one.” (OotP:458)

The neo-classical compounds are a category of themselves. It can be a fine line between being a neo-classical compound and a regular compound or loan word. *Legilimency* (7) is the art of reading people’s minds. The first part of the word comes from the Latin word for ‘reading’, *legere* while the last part, *mens*, means ‘mind’ in the same language. The word for the person who employs this ability is *Legilimens*, which is also the spell for this magical skill. In contrast, someone might need to block their mind for people who try to read their minds and that ability is named *occlumency*. In (8) the first part is from Latin’s *occludere*, meaning ‘to occlude’ or ‘to stop’ in English.

In this sample, there is one reduplicative compound.

(9) “You must’ve heard of *Babbitty Rabbitty* –“ (DH:114)

Babbitty Rabbitty (9) is mentioned in DH, as one of the fairytales in The Tales of Beedle the Bard. Since TBB later was published as a real book, the whole tale of *Babbitty Rabbitty and her cackling stump* is told. Normally, it is the first word that is reduplicated, but in this case we have to assume that it is the second part, the truncation of *rabbit – rabbitty* that was the first word. *Babbitty Rabbitty* can turn herself into a rabbit. First, rabbit is truncated into *rabbitty*, a way to make a word more familiar, which suits the story, since it is a fairy tale. According to Plag (2003), a word starting with an *R* would take the reduplicant *D*. If we would consider *Babbity* as the original word, the reduplicative would have the initial *W* when following the scheme of Plag (2003:218). Neither is the case here though, but Plag also concludes that more data is needed to confirm the patterns he had found. (2003)

4.1.2 Loan words

The third largest category of words is loan word. At first, we have three examples of French origin:

(10) “They must go to *Beauxbatons*,” said Hermione. “You know...Beauxbatons Academy of Magic....I read about it in *An Appraisal of Magical Education in Europe* .”
(GoF:111)

(11) “*Draco Malfoy*,” Harry explained. “He hates me.”
“*Draco Malfoy*?” said George, turning around. “Not *Lucius Malfoy*’s son?” (CoS:27)

(12) “Why should ‘e complain?” burst out *Fleur Delacour*, stamping her foot. “‘E ‘as ze chance to compete, ‘asn’t ‘e? [...]” (GoF:244)

In GoF, there are two foreign schools visiting Hogwarts which results in foreign names. One of these schools is French, *Beauxbatons*, ‘beautiful sticks’ and JK Rowling’s degree in French might suggest her preference of French loan words. This is also visible in the name of Harry’s enemy *Draco Malfoy*, whose family name translates to *bad faith* (Pottermore: Malfoy Family 2012) in English. The first names of *Draco* and his father, *Lucius*, are also loan words from Latin, where *Draco* means dragon and *Lucius* is the son of the devil. The name of one of the students from this French school is *Fleur Delacour* which could be directly translated to ‘flower of the court’.

The following two have been borrowed from Latin:

(13) “*Lumos*,” Dumbledore said, lighting his wand and holding it up. (GoF:485)

(14) [...]”*Sonorus*,” and his magically magnified voice echoed into the stands. (GoF:539)

Just as Bauer (1998) stated in his research, French and Latin seems to be the most active languages to borrow words from. JK Rowling said in an interview that she imagines the wizards using the dead language Latin for their spells, which explains the Latin loan words in this category (Accio Quote! 2000b). The spells are created from Latin words and in this sample seven spells are included. *Lumos* (13) is the spell for lightening the tip of the wand to be able to use the wand as a torch, and *lumos* is the word for ‘light’ in Latin. The spell *Sonorus* (14) is used to amplify someone’s voice when talking to an audience for example. This is also a Latin word, which has the definition ‘loud’.

There is one example that comes from Hebrew.

(15) “Seventeen silver *Sickles* to a Galleon and twenty-nine Knuts to a Sickle, it’s easy enough [...]” (PoS:58)

The exception of the origin of loan words in this sample is *sickle* (15) which is the name of the silver coins of the wizard currency. The currency of Israel is shekel (Bank of Israel 2012) and *sickle* probably comes from the old French and German spellings: *sicle* and *sickel* (OED 2012).

4.1.3 Affixation and blending

In the examples below, four cases of affixation are presented.

(16) It’s very hard to catch because it’s so fast and difficult to see. It’s the *Seeker*’s job to catch it. (PoS:125)

(17) “*Snatchers*,” said Ron. “They’re everywhere -- gangs trying to earn gold by rounding up Muggle-borns and blood traitors, there’s a reward from the Ministry for everyone captured. [...]” (DH:311)

(18) “*The Quibbler!*” she said, cackling. “You think people will take him seriously if he’s published in *The Quibbler!*” (OotP:382)

(19) They suck the happiness out of a place, *Dementors*. (PoA:76)

For the affixation processes, the majority are cases of suffixation. The suffix *-er* seems to be the most frequently one used, as in *seeker* (16) and *snatcher* (17). Adding *-er* to a verb will make it into a noun and name the agent of the action (Plag 2003:89). *Seeker* is one of the positions that can be played in the wizarding sport Quidditch and is the one seeking for the Snitch. *Snatch* means to catch something suddenly (OED 2012) and a *snatcher* is then the person who snatches people.

According to the OED, a quibble or to quibble means a play on words, or play with words. Together with the suffix *-er*, which indicates the performer of something, the name of the magazine *The Quibbler* is created. This is a describing name for a magazine that is looked upon as being quite unserious, which is seen in (18) with the reaction of Rita Skeeter.

This suffix can also have the spelling *-or* when added to Latin words (Plag 2003). This can be seen in *Dementor* (19), a cloaked creature that sucks out all the happiness around them and make people crazy. The stem here is *dement*, or perhaps *demented*, which are English word but Latin origin (OED 2012), and then *-or* is added to become *Dementor*.

(20) “Damn them!” he said, looking quite distracted, and without another word, he *Disapparated* with a small *pop* ! (GoF:XXX)

The only prefixation found in this sample is *Disapparition* (20). *Apparition* is the ability to teleport somewhere. *Dis-* is a prefix that negates the word it is attached to. (PLag 2003:100) If *Apparate* means to teleport and appear somewhere, *Disapparate* is the opposite, when the person is leaving by *disapparating*.

The blendings represent 7% of the word formation processes.

(21) “It’s a *Remembrall!*” he explained. “Gran knows I forget things — this tells you if there’s something you’ve forgotten to do. [...]” (PoS:108)

- (22) “You just need to touch the *Portkey*, that's all, a finger will do-” (GoF:69)
- (23) Dumbledore tipped the silvery contents of the bottle into the *Pensieve*, where they swirled and shimmered, neither liquid nor gas. (HBP: 188)

Remembrall (21) is perhaps the most obvious blending of the neologisms in this analysis. *Remember+all* is merged together to signify a walnut-sized ball with smoke that glows red when one has forgotten something. It is a tool for remembering all kinds of things. *Portkey* (22) is an everyday object, that when touched at the right moment, makes you teleport to another place. It could be considered a compound with *port* instead of *portal*, *port* in the sense of *door*, but the process here is more likely to be *portal+key* since it is a key to a portal for teleporting. This type of blending relates semantically to Plag's example of *brunch*, with *Portkey* being a mixture of a portal and a key at the same time. The blending of *Pensieve* (23), may be a bit more complicated since it also contains a loan. *Penser* or *une pensée* means ‘to think’ or ‘a thought’ in French. Blended together with the utensil *sieve*, *the Pensieve* is born. *The Pensieve* is a kind of bowl where it is possible to place thoughts to maybe be able to sort them and go through them again. It is a sieve for thinking and therefore follows the pattern of *motel* as Plag (2003) stated.

4.1.4 Abbreviations, Truncations and Meaning Extension

There are three examples of abbreviations in the Harry Potter world.

- (24) “He’s not himself. His exam results came the day before you did; twelve *O.W.L.s* and he hardly gloated at all.” (CoS:40)
- (25) Percy was getting ready to sit his *NEWTs* (Nastily Exhausting Wizarding Tests), the highest qualification Hogwarts offered. (PoA:231)
- (26) “Not *spew* ,” said Hermione impatiently. “It's *S-P-E-W*. Stands for the Society for the Promotion of Elfish Welfare.” (GoF:198)

The first two examples are the names of the exams that the wizard and witch pupils have to take in their 5th and 7th year of school, *OWL* (24) and *NEWT* (25). *OWL* stands for *Ordinary*

Wizarding Level. The abbreviations for the test can be a reference to tests that are taken in certain years of school such as the O-levels and the GSCE in the United Kingdom (Britannica 2012). They are also a play on words, since the abbreviations are spelled and pronounced as the names of two animals. These are pronounced as an entire word and are acronyms, according to the classification of Plag (2003). The fourth abbreviation, *SPEW* (26), a short of *Society for the Promotion of Elfish Welfare*, also makes a play of words for the comical effect but at the same time refers to other organizations such as WWF. The comical effect is clear in (26) when Hermione pronounces the word as an initialism, letter by letter, as an answer to Harry's acronym reading.

The truncations also occur three times. One of them is:

(27) Harry, Ron, and Hermione would press their ears to the door to check that *Fluffy* was still growling inside. (PS:167)

The adding of *-y* on a word, and especially names, is a way to express a positive feeling towards someone. It is a kind of diminutive regarding the classification of Plag (2003). Since *Fluffy* (27) is a gigantic three-headed dog, it also adds a comical effect and to show the character Hagrid's affection to what other people would call monsters.

There are a few occurrences of *meaning extension*.

(28) “*Merlin's beard*, Harry, you made me jump” (HBP:449)

Merlin's beard could be considered as a noun phrase and someone might talk about the beard of Merlin, however in this context it become an interjection. The wizards need to be able to swear and this is their way of creating swearwords.

The other type of widening is the word for a non-magical person born in a wizard family, *squib*. According to the OED (2012) a squib is a kind of fire-cracker and when used in the expression *a damp squib* its figurative meaning is an anti-climax, a disappointment. Squibs are a kind of disappointment to their wizard parents when born and squibs are left out from the wizard society since they are not able to do magic.

4.1.5 Other and Analogy

The neologisms of unknown formation processes are classified in *other*. Many of these neologisms are of the category *names* as shown in the chart below.

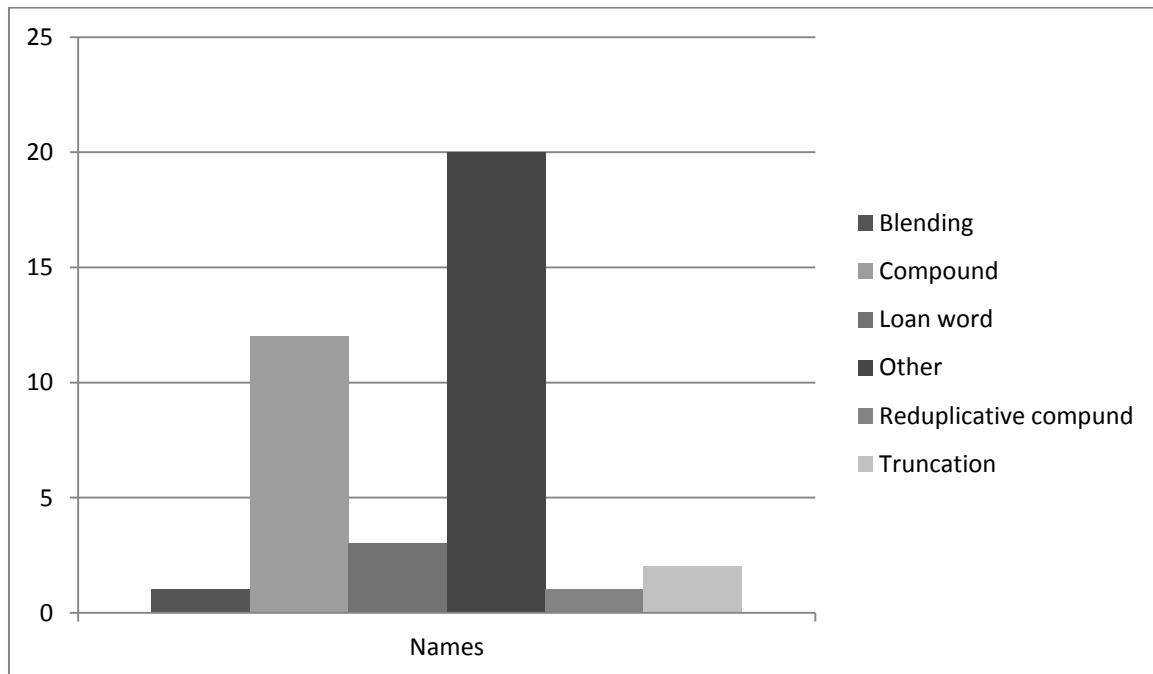


Chart 3. Word formation processes of the names in Harry Potter.

The neologisms marked as *other* contains words and names that have not followed the common rules of word formation. In the name category, the *other* classification is highly represented, about two thirds of the instances of *other* are in this category. There are still some patterns though, even in this greatly mixed group of words.

Some of them are names that come from mythology and folklore. *Remus Lupin* is a teacher at Hogwarts who is a werewolf. *Remus* was the brother of Romulus in Roman mythology and they were brought up by a wolf. (Britannica 2012) The family name *Lupin*, can be a derivation of *lupus*, the Latin name for wolf. Another name that has been taken from mythology is *Nagini*, Voldemort's snake. A *naga* is a kind of half-snake from Hinduism and Buddhism (Britannica 2012).

(29) *Dumbledore* was humming quietly, apparently quite at his ease, but the atmosphere was thicker than cold custard, [...]. (HBP:56)

Albus Dumbledore (29), the headmaster of Hogwarts has a Latin first name and a last name that comes from Old English. *Albus* is the masculine form of white in Latin which could

indicate his purity and being the opposite of the Dark Lord, Lord Voldemort. Dumbledore comes from an Old English word for bumblebee. JK Rowling explains her choice of this name as follows: “I always imagined him as sort of humming to himself a lot.” (Accio Quote! 1999).

(30) “It’s our sport. Wizard sport. It’s like — like football in the Muggle world — everyone follows *Quidditch* — played up in the air on broomsticks and there’s four balls — sorta hard ter explain the rules.” (PoS:61)

The word *Quidditch* (30) seems to be a mixture of the names for the balls that are used in this wizard sport played on brooms, which are *quaffle*, *bludger* and *snitch*. This makes the process take elements from clipping, blending and abbreviation in one word and is therefore marked as *other*. The author herself seems to have spent a lot of time inventing this word: “I like inventing names; Quidditch I - the name 'Quidditch' I - I - it took me ages to find the right name for it - it took me about two days and - er - I've still got the notebook I did it in, and you can see 'quidditch' at the bottom of the last page of this notebook underlined about fifty times...” (Accio Quote! 1999).

The origin of *Muggle*, mentioned in the introduction, seems to have been quite debated. In 2002, JK Rowling was sued for plagiarism of Nance Stouffer’s *Legend of Rah and the Muggles* that tells the story of a Larry Potter. Stouffer claimed that Rowling copied and used her term *muggle* and stole other ideas from her books. JK Rowling won the court battle and Stouffer was considered to be lying. (BBC News 2002) JK Rowling herself says that she created the word *muggle* from *mug* in the sense of ‘gullible’ and then added *-le* to make it sound cuddly. (Accio Quote! 2004) Plag argues that since analogies are formed on associations, they can sometimes appear at different places that do not have any contact. There are four entries in the Oxford English Dictionary of the word *muggle*, all of them with very different meanings. JK Rowling claims that she did not know about *muggle* being a drug slang word when creating her word.

Omnioculars is an analogy of *binoculars*. It is a device that can record what you see in 3D and be able to replay it as well. The first part of binoculars is changed into *omni-*, which probably comes from the Latin word for *omnia* ‘all’. This follows the pattern of *cheeseburger* that Plag (2003) used to describe an analogy. *Omnioculars* is based on *binoculars* and should not be considered as a kind of affixation.

4.2 Theories of word formation processes

According to Bauer's research (1994), suffixation is the most frequent word formation process. In this analysis though, it is compound that is the most frequent one. Although, the tendency is that words made of English words are increasing, while loan words are decreasing when looking at the chronological aspect of his study. This part aligns with the trend in the Harry Potter neologisms where the most part of the words are compounds and both affixation and blending are highly represented.

A hypothesis why the compounds are the largest group of word formation processes could be that it has something to do with semantics. The neologisms in Harry Potter are constructed words; they have been created to describe something in particular. Words in the normal world tend to be created over time or in some cases when there is something new. This is probably the case when it comes to affixation or truncation, it is a development. To create a totally new word that means something that the readers of the book did not know even existed yet, it makes the actual meaning of a word important. Words such as *Crookshanks* (5) and *Hogwarts* (1) are compounded because of the meaning of the words that are put together. The readers have never heard of a *Remembrall* (21) before, but from the name we understand that it is a ball that helps you to remember all things. Also the creation of the creative names gives away traits of the characters. There is Harry Potter's school enemy, *Draco Malfoy* (11), whose name would mean 'dragon bad faith' which tells that he is an antagonist and a mean character.

JK Rowling's love for collecting names and making up words has definitely contributed to the extensive vocabulary of neologisms in the books. In a press conference Rowling said: "I love freakish names and I have always been interested in folk lore..." (Accio Quote! 2005)

The interest in folklore and other mythology has been an inspiration for many of the names of the characters and the monsters and creatures that she has involved into the books. Her background as a French degree student and working as a teacher is probably why she has often turned to French when creating names (JKRowling.com 2012). Even though her Latin is self-taught, it is still common to look at Latin words and to make neo-classical compounds when creating new terminology in other subjects as well (Ljung 2003). Just as in our world where new inventions and sciences take terminology from Latin, it is likely that the wizards would do that when they are creating their new spells. Rowling also imagines the wizards using this dead language for their spells which explains the frequency of Latin loan words (Accio Quote! 2000b).

Many of the neologisms are play on words. The wizard shopping street *Diagon Alley* alludes to *diagonally* and might also describe the appearance of this street. *The Knight Bus* is despite its spelling a bus that rides during nighttime. Together with *OWL* (24) and the other abbreviations and naming the loony girl *Luna*, makes a way of writing and adds a lot of humour to it. Humour seems to be an important aspect when creating names for characters and that the name tells something about the place or person.

The reason for many of the words is to make references to phenomena in the real world. The O.W.L test is a reference to the O-levels that pupils used to take in the UK. Also *omnioculars* is alludes to something in the real word together with the name of the magazine *The Quibbler*, similar to real world examples of magazine names.

5. Conclusion

In this paper I argue that there are many interesting findings among the neologisms of Harry Potter. Firstly, not all kinds of word formation processes from Plag (2003) and Ljung (2003) were represented in these neologisms. Still, there were 11 word formation processes represented within the 154 neologisms in the sample.

The most frequent word formation process in this sample is the compound. This did not correspond to Bauer's (1994) investigation that showed that affixation is the most frequent process. His investigation also showed that most of the imported words nowadays come from other languages than French and Latin, which used to be the dominant languages in this area. However, JK Rowling's background as a French graduate and her teaching experience explain why a significant part of the neologisms have a French influence. She also imagines the wizards using Latin, which therefore is also a reason being the source for many of the neologisms.

Another driving force behind the composition of many of the words could be humour. They often allude to things in the normal world but with a wizard twist. Many of the names of characters and creatures are taken from or inspired by folklore and mythology.

In the area of this thesis, there are still more words that are not included in this investigation. There are also more to investigate about the origins of words, more about the etymology perhaps and about the many play on words. Comparative studies between JK Rowling's way of writing and inventing words and another author's could also be conducted. The Harry Potter books are a deep source for linguistic research.

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