The New Media Vocabulary: Comparative Analysis of English, French, Italian and Croatian Cases

Silvija Batoš, Perica Domijan

1MSc Silvija Batoš, BA, Senior Lecturer, The University of Dubrovnik, Croatia, silvija.batos@unidu.hr
2Perica Domijan, BA, Lecturer, The University of Dubrovnik, Croatia, perica.domijan@unidu.hr

Abstract

The main term new media is still useful, though it refers to the digital technologies which are not particularly new, as they have emerged since the 1980s, especially those connected with the Internet. The definition may also include computer games and mobile phones, but increasingly the Internet is becoming central. The key features of new media are: interactivity, users have much more control over what they experience than was the case with traditional media (newspapers or TV); digital distribution to users, while older technologies used analogue broadcasting (radio waves); convergence, the coming together of once separate media (classic examples include digital cameras and web browsers built into mobile phones). Often used interchangeably, The Internet (The Net) and the World Wide Web (the Web) are not synonymous. Most of the vocabulary with collocations (media-savvy; podcasts and blogs widely used by mainstream media companies, the BBC) will be explained, compared with French, Italian and Croatian cases and applied in EAP (English for Academic Purposes), in other foreign languages, as well as in Croatian.

Keywords: Convergence; Digital distribution; Interactivity; New media; The net; The web.

Introduction

Though computers have been used for teaching since the 1960s, they became practical and affordable for language learning in the early 1980s, when relatively inexpensive PCs first became available. The first Computer-Assisted Language Learning (CALL) programs were mainly used for manipulating words and sentences, playing games with students, testing them, and giving them feedback on their performance. In this way computers have often been described as the 'medium of the second chance' and of risk-taking, because the activities usually let you try more than once to get a correct answer, and you can make mistakes in the answers without other students knowing. As computers became more powerful, and multimedia software more practical, in the early 1990s CD-ROMs emerged, storing complete audio and video language courses, with texts and graphics. The challenges presented to students and lecturers by the Internet can provide more interesting, rewarding experience, like deciding how to exploit resources. The Net is so rich and huge, thus even finding useful information requires skill and judgement. And what of millions of its users, connected into a vast communication network? What sort of language-learning activities are the Internet and the World Wide Wed best used for?
Review of literature


Sandra Lee McKay identifies main problems:

...The main negative effects of the spread of English involve the threat to existing languages, the influence on cultural identity, and the association on the language with an economic elite... (Lee McKay, 2002, Teaching English as an International Language: Rethinking Goals and Approaches, 20).

Alastair Pennycook points out:

...worldly character of English as a result of being so widely used in the world, leads to its position not only as reflective but also as constitutive of worldly affairs... (Pennycook, 1994, Cultural Politics of English as an International Language, 36).

Randolph Quirk describes controversies among prominent scholars while contrasting varieties of English (Quirk, 1985, English in the World: Teaching and Learning the Language and Literatures, 67-83).

and our language as expression of human creativity (Quirk, 1995, Grammatical and Lexical Variance in English, 36-42).


Methodology literature written by a Croatian scientist from The University of Zagreb & The University of Zadar Halmi A., 2005, Strategije kvalitativnih istrazivanja u primijenjenim drustvenim znanostima.

Methodology

We use qualitative research methodology to analyse social and linguistic data within the socio-cultural and historic context, characterized by multicultural communication. This is multidisciplinary research. Comparative analysis of English, French, Italian and Croatian cases is used to form multilingual vocabulary of the new media language for academic purposes.

Standard English and World Englishes

The best grammars and dictionaries similarly relate to a Standard English, freely current throughout the world. At the same time, the world spread of English has cultural and political implications.

The ability to vary our language according to our professional careers, our social and regional background is expression of our human creativity (Quirk, 1995). Thus, one cannot deny importance of the variations. But, there are many controversies among prominent scholars while contrasting varieties of English (Quirk and Widdowson, 1985), taught in Britain or outside, like:

Legal English - refers to a style used equally, and perhaps indistinguishably in Am & Br E;

Computer English; BBC English; Black English; South Asian English; Scientific English; Chicago English; Chicano English – used by those of Mexican Hispanic origin in the USA, excluding; Anglo English - not synonym for Am E; American English - excludes both the English of black Americans and Anglo English.

Revolutionaty Invention of Computer

The first versions of computers were adding machines designed to take the drudgery out of repetitive arithmetical calculations. In the 17th century, French mathematician and philosopher Blaise Pascal (a modern computer language was named for him) created the 'arithmatique'. It was a machine the size of a shoebox, filled with interconnected 10-toothed wheels that could add numbers up to one million. Several decades later, the German mathematician Gottfried Wilhelm von Leibniz explored the subject of binary arithmetic, a system with just two possible values (0 and 1), used by modern computers.

In the 19th century, English inventor Charles Babbage and Augusta Ada Byron, the daughter of Lord Byron, the English poet, worked out plans for 'an analytical engine', a steam-powered device about the size of a football field, that would quickly perform complicated mathematical operations. However, the technology was not sufficient to build the machine, and after 19 years, Babbage and Byron gave up. In America, Herman Hollerith developed a tabulating machine to help
process data collected in the census 1880 and started his own company, International Business machines (IBM). The machine used punched cards and electrical circuits to do calculations.

In 1940, a Harvard University mathematician, Howard Aiken created a digital computer the Mark I that worked with binary numbers (0 and 1), switch closed or switch open. When it is on, it sounded like thousands of knitting needles clicking together. It was 50 feet long, 8 feet tall, and had 750 000 parts. Researchers at the University of Pennsylvania constructed ENIAC completed in the late 1940s. It was the world's first general-purpose, digital all-electronic computer, faster than any previous. But its size was a drawback. It took up a good-sized room, as it was two stories tall, weighted 30 tons, and used about 18 000 vacuum tubes. In the 50s, the invention of the transistor led to new electronic, smaller, cheaper, and easier to maintain. The advances led to invention of PCs (personal computers), designed for home use, primarily for word processing, financial management, and game playing. Developments in hardware and software expanded the communication function of the computer.

EAP and Global English

EAP doesn't use particularly complex grammar, it just uses specific language more frequently than general English... (Moore, 2012 )

The statement posted on Twitter, highlighted in Julie Moore's webinar ”Approaches to EAP”, on 25 th July 2012. An EAP syllabus is not focused around basic grammatical structures like general ELT course. It is assumed that by the time students have reached academic level, they should have already learnt the basics of English grammar. Teaching academic English is focused on gathering different skills: reading academic texts, writing essays, participating in discussions, etc. Therefore, it has the highest frequency of nouns and (passive) verbs with specific differences in usage, mastering them in the new genre.

The global spread of English is not only an issue for lecturers and students of English. Its use as a global lingua franca is spread in many aspects of life, raising many questions and concerns in economic and cultural globalization ( Seidlhofer, 2001). The term ‘English as a lingua franca’ (ELF) has emerged as referring to communication in English between speakers with different first language ( Seidlhofer, 2005) Roughly only one out of every four English users in the world is a native speaker (Crystal, 2003).

One of the main distinguishing features of the Internet is that it is a medium of exploration. The students and lecturers can explore huge potential of the medium, not only as a source of practice texts, but as a way of releasing creativity and imagination with the aim of learning new language (Seidlhofer, 2003). As a means of communication, the Internet allows students around the world to interact with one another cheaply, quickly, and reliably, opening up the lecturing room to the real world in a way which has never been possible. The Internet can be used effectively with only two basic pieces of software – a browser to allow access to the pages of the Web, and an email program. Of course, there is plenty other additional software available such as conferencing, creating Web pages, or manipulating graphics. Useful tool in many situations is a checklist of specified competences which the students are asked either to tick or demonstrate in practice. A sample checklist might read:

<table>
<thead>
<tr>
<th>I can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Start a browser</td>
</tr>
<tr>
<td>2. Type in a URL</td>
</tr>
<tr>
<td>3. Scroll around a page</td>
</tr>
<tr>
<td>4. Identify graphics</td>
</tr>
<tr>
<td>5. Find words in a long Web page</td>
</tr>
<tr>
<td>6. Open a new window in the browser</td>
</tr>
<tr>
<td>Etc.</td>
</tr>
</tbody>
</table>


In addition to the technical skills, students also need formal training in study skills. They will need to be able to keep a record of what they have done, to have notebook (electronic or on paper) for new vocabulary and structures.
Communicating Using the Internet

As well as a source of information, computers are important means of communication, using the following Internet resources:

- **Email** is the most common way of communication.
- As to individuals, messages can be sent to groups of people who belongs to **discussion lists**. The lists are often closed, i.e. you have to ask to join them, and provide a **forum for discussion** for particular groups of users or on particular topics. Examples of discussion lists for teachers include TESLCA-L, on computers for language learning, and NETEACH, on the Web for language learning.
- **Newsgroups** are similar to discussion lists, usually open so that anyone can contribute without having to ask for membership. People make contributions to the discussion by mail, but the discussion can be read using some Web browsers or by Newsgroup software.
- **Text- conferencing** allows text, typed on one computer to appear almost immediately on another, rather like 'simultaneous' email. The most common form of this is **IRC, Internet Relay Chat**. It is a simple way of communicating with others via the Internet, joining existing discussions or setting up your own private discussion group. Other forms include **MOOs**, which are usually closed discussions. SchMooze University is an example of a MOO for language teachers and their students.
- **Audio- and video- conferencing** allow communication between users on different computers by means of speech and video.
- **White boarding** allows two or more computers in different places to display the same picture or document, allowing users at any of the computers to make changes which will appear simultaneously on all computers.
- **Blended learning** is said to be the greatest unrecognized trend in education today. *Chronicle of Higher Education*, 2002, on line and face-to-face intersection. It has many benefits, such as: providing a 21st century studying, and high quality curriculum, assessments, and multimedia resources, creating multiple opportunities to learn material, engaging multiple learning styles, as reflective thinkers, hands-on learners, auditory learners, etc.

New Media and New Vocabulary

The Internet, a global network of networks has been creating the computer language. Its consumers are spread all over the world and anyone can join the melee (individuals, government agencies, libraries, universities, business). Is there a link between heavy Internet use and a user’s social involvement? Earlier studies considered that heavy users reported greater feelings of loneliness and social isolation. Recent surveys have found just the opposite. Heavier use means more social involvement and a greater number of social contacts, creating new words which collocate. Collocations are word partners. Words that collocate are often used together. If you want to use a word naturally, you need to learn the other word that often go with it. These can be very different from language to language, together and form groups of words (idioms and phrasal verbs). Idiom is a group of words with a meaning that is different from the individual words, often difficult to understand from the individual words. Many of the phrasal verbs are idiomatic. Idioms are important but they can be difficult to use correctly. If you make just a small mistake, it can sound strange, funny, or badly wrong. Idioms often have special features: they may be informal funny or ironic; they may be only used by certain people (teenagers, students…), they may only appear in limited contexts and have special grammar. For these reasons, you can often 'learn' the meaning of an idiom but then use it incorrectly.

**to get a move on** (= hurry; to be quick)

**We take it in turns.** (= I do sth. one day, she/he does the next…)

I don't know the answer off-hand. (= without looking it up or asking someone)

I'm not very good at small talk. (= social talk; not about serious things)

While English is a global lingua franca, what is happening with other languages, like Italian, Cosenza,(2008), French, or Croatian? What is the origin of new vocabulary? What are the main terms and their collocations?

The term new media is still useful, though it refers to the digital technologies which are not particularly new, as they have emerged since the 1980s, especially those connected with the Internet. It includes all recent technical innovations in the media. The definition may also include computer games and mobile phones, but increasingly the Internet is becoming central. It could be argued, however, that all mass media have at some stage been described as new media. In the context of a new millennium, the term is particularly applied to the Internet, digital TV and multimedia, generally. Debates occur whether such new media are changing society and if so how? New media are not just gimmicks for creating worlds of illusion, but 'new languages' with new and unique 'powers of expression', Katz (1997), whereas Bolter and Grusin...
(1999), with their concept of remediation, counter that there is a powerful interconnectivity between new and old media. New technology most certainly affords a wide range of platform for audiences to engage with its wider range of services and texts.

Media-savvy is the term used for a politician or business, knowing how to get the right sort of publicity. The word savvy comes from the French word savoir (to know, and refers to a person who can cope well with a situation that others may find difficult).

The following words are key features of new media:

Interactivity means that users have much more control over what they experience than was the case with traditional media (newspapers or TV). Interactive kiosk, computer terminal in a public place such as an airport or hotel lobby, which members of the public can use to connect to the Internet.

Digital distribution to users is contrary to older technologies which used analogue broadcasting (radio waves).

Convergence means coming together of once separate media (classic examples include digital cameras and web browsers built into mobile phones). Often used interchangeably.

The Internet (The Net) and the World Wide Web (the Web) are not synonymous. Most of the vocabulary with collocations, like web farm, a collection of web servers; web servers, the programs (or sometimes the computers running those programs) which manage requests to view web pages and supply those pages to users. Web browser is the program you use to read information on the Web.

A search engine is a program that asks you to type a word or words, or choose from a menu; the program will then carry out a search for pages. The pages it finds are known as 'hits'. They have addresses, known as a URL (uniform resource locator). If you want to keep a note of an address, in case you might want to revisit the page in future, you can place it in the Bookmarks or Favorites folder of your Web browser, the program you use to read information on the Web.

Podcasts and blogs are widely used by mainstream media companies (the BBC).

A blog (literally a web log or web diary) is a website which is usually created and managed by a single individual and which is updated regularly. Content is usually displayed in long scrollable pages, with the most recent content at the top. Typically blogs function as an online diary to record events in the blogger's life or in the wider world. In recent years, blogs have become more professional and useful sources of information, not just outlets for individuals to publish their opinions.

A podcast is an audio broadcast which is made available on the Internet for downloading, typically to portable media players such as an iPod (the name podcast comes from the words iPod and broadcast). Like blogs, they are often produced by individuals, but increasingly companies and other organisations use them to distribute information and entertainment. They are widely used by mainstream media companies, for example the BBC, as a distribution channel for original content.

Table 2: New Media - English, French, Italian and Croatian Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>French</th>
<th>Italian</th>
<th>Croatian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. new media</td>
<td>les nouveaux médias</td>
<td>i nuovi media</td>
<td>novi mediji</td>
</tr>
<tr>
<td>2. the Internet</td>
<td>l’internet</td>
<td>l’internet</td>
<td>internet</td>
</tr>
<tr>
<td>3. digital TV</td>
<td>digital TV</td>
<td>digital TV</td>
<td>digitalna TV</td>
</tr>
<tr>
<td>4. digital distribution</td>
<td>la distribution numérique</td>
<td>la distribuzione digitale</td>
<td>digitalna distribucija</td>
</tr>
<tr>
<td>5. digital technology</td>
<td>la technologie numérique</td>
<td>la tecnologia digitale</td>
<td>digitalna tehnologija</td>
</tr>
<tr>
<td>6. multimedia</td>
<td>le multimédia</td>
<td>i multimedia</td>
<td>multimediji</td>
</tr>
<tr>
<td>7. media-savvy</td>
<td>les médias-savvy</td>
<td>i media-savvy</td>
<td>vještina medijskog komuniciranja (političari)</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>French</td>
<td>Italian</td>
</tr>
<tr>
<td>---</td>
<td>---------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>8.</td>
<td>remediation</td>
<td>la liaison</td>
<td>il legamento</td>
</tr>
<tr>
<td>9.</td>
<td>convergence</td>
<td>la convergence</td>
<td>la convergenza</td>
</tr>
<tr>
<td>10.</td>
<td>interactivity</td>
<td>l'interactivité</td>
<td>l'interattività</td>
</tr>
<tr>
<td>11.</td>
<td>interactive kiosk</td>
<td>le kiosque interactif</td>
<td>il chiosco interattivo</td>
</tr>
<tr>
<td>12.</td>
<td>the Net</td>
<td>les rets (net)</td>
<td>la rete (net)</td>
</tr>
<tr>
<td>13.</td>
<td>netiquette</td>
<td>netiquette</td>
<td>netiquette</td>
</tr>
<tr>
<td>15.</td>
<td>Web browser</td>
<td>le navigateur</td>
<td>browser web</td>
</tr>
<tr>
<td>16.</td>
<td>Web servers</td>
<td>les serveurs web</td>
<td>web server</td>
</tr>
<tr>
<td>17.</td>
<td>Web farm</td>
<td>web ferme</td>
<td>web farm</td>
</tr>
<tr>
<td>18.</td>
<td>newsgroups</td>
<td>le groupe de discussion (ili ibid.)</td>
<td>newsgroups</td>
</tr>
<tr>
<td>19.</td>
<td>blog</td>
<td>blog</td>
<td>blog</td>
</tr>
<tr>
<td>20.</td>
<td>podcast</td>
<td>podcast</td>
<td>podcast</td>
</tr>
<tr>
<td>21.</td>
<td>facebook</td>
<td>facebook</td>
<td>facebook</td>
</tr>
<tr>
<td>22.</td>
<td>twitter</td>
<td>twitter (le gazouillement)</td>
<td>twitter (il cinguettio)</td>
</tr>
<tr>
<td>23.</td>
<td>wireless portable media</td>
<td>le média portable</td>
<td>wireless multimedial portatile</td>
</tr>
<tr>
<td>24.</td>
<td>mobile information devices</td>
<td>les dispositifs mobiles d'information</td>
<td>d'informazione mobili</td>
</tr>
<tr>
<td>25.</td>
<td>cell phones</td>
<td>les téléphones cellulaires</td>
<td>i telefonini cellulari</td>
</tr>
<tr>
<td>26.</td>
<td>laptops</td>
<td>les ordinateurs portables</td>
<td>i computer (gli ordinatori) portatili</td>
</tr>
<tr>
<td>27.</td>
<td>PDA personal digital assistants</td>
<td>les assistants personnels numériques</td>
<td>gli assistenti digitali personali</td>
</tr>
<tr>
<td>28.</td>
<td>mobile parenting</td>
<td>la parentèle mobile</td>
<td>la parentela cellulare</td>
</tr>
<tr>
<td>29.</td>
<td>time softening</td>
<td>l'adoucissement du temps</td>
<td>il tempo di (r)ammollimento</td>
</tr>
<tr>
<td>30.</td>
<td>search engine</td>
<td>le moteur de recherche</td>
<td>il motore di ricerca</td>
</tr>
</tbody>
</table>
Foreign Words in English

Nearly 30% of French words (or cca. 80,000) have entered the English language. Derivatives formed in English and English-made combinations of words of French origin are excluded, as well as words that come from French and were introduced into English via another language than French. Though French and Latin account about 60% of English vocabulary either directly or via a Romance language, many words from other languages are included, such as: Gaulish and Germanic languages, especially Old Frankish.

The percentage of modern English words derived from each language group are as follows:
- French: 29%
- Latin (including words used only in scientific / medical / legal contexts): 29%
- Germanic: 26%
- Greek: 7%
- Others: 9%

Graph 1: Foreign words in English

![Foreign words in English chart](image_url)
Origin of English Words

1. **Media**, the means of communication that reach large numbers of people (television, newspapers, radio...) abstracted from mass media (1923, a technical term in advertising), pl. of medium, on notion of "intermediate agency," a sense first found 1605. Like *data*, it is the plural form of a word borrowed directly from Latin, *medius* = middle. The singular, *MEDIUM*, early developed the meaning "an intervening agency, means, or instrument" and was first applied to newspapers two centuries ago. In the 1920s began to appear as a singular collective noun, sometimes with the plural MEDIAS.

2. **The Internet**, in 1990–95
   Also known as: the Net the single worldwide computer network that interconnects other computer networks, on which end-user services, such as World Wide Web sites or data archives, are located, enabling data and other information to be exchanged.

3. **Digital**, in the 1650s, "pertaining to fingers," from L. *digitalis*.
   Meaning "using numerical digits" is from 1938, especially of computers after 1945; in reference to recording or broadcasting, from 1960.

4. **Distribution**, late 14c., from L. *distributionem*, from *distribuere* "deal out in portions," from *dis-* "individually" + *tribuere* "assign, allot."

5. **Technology**, in 1615, "discourse or treatise on an art or the arts," from Gk. *tekhnologia* "systematic treatment of an art, craft, or technique," originally referring to grammar, from *tekhnos* (see *techno*) + -logia.


7. **Savvy**, in 1785, as a noun, "practical sense, intelligence," also a verb, "to know, to understand;" W. Indies pidgin borrowing of Fr. *Savez* (-vous) "do you know?" or Sp. *sabe* (usted) "you know," from L. *sapere* "be wise, be knowing".

8. **Television**, in 1907, "the action of seeing by means of Hertzian waves or otherwise, what is existing or happening at a place concealed or distant from the observer's eyes"; in theoretical discussions about sending images by radio transmission, formed in English or borrowed from Fr. *télévision*.

9. **Radio**, in 1907 "wireless transmission with radio waves," abstracted from earlier combinations such as radiophone (1881) and radio-telegraphy (1898). Use for "radio receiver" is first attested 1917; sense of "sound broadcasting".

10. **Computer**, in the 1640s, "one who calculates," from *compute*, meaning "calculating machine" (of any type) is from 1897; in modern use, "programmable digital electronic computer" (1945; theoretical from 1937, as Turing machine). ENIAC (1946) usually is considered the first. Computer literacy is recorded from 1970; an attempt to establish *compute* (adj., on model of literate) in this sense in the early 1980s didn't catch on. *Computerese* "the jargon of programmers" is from 1960, as are computerize and computerization.

11. **Calculate**, in the 1560s, "to compute, to estimate by mathematical means," from L. *calculatus*, pp. of *calculare* "to reckon, compute," from *calculus*. Meaning "to plan, devise" is from 1650s. Replaced earlier *calculen* (mid-14c.), from O. Fr. *calculer*.

12. **Communication**, late 14c., from O. Fr. *communication*, from L. *communicationem* (nom. *communicatio*), from *communicare* "to share, divide out; impart, inform; join, unite, participate in," lit. "to make common," from *communis*. In the 1520s, "to impart" (information, etc.), from L. *communicat-*, pp. stem of *communicare*. Meaning "to share, transmit" (diseases, etc.) is from 1530s.

13. **Telephone**, in 1835, "apparatus for signaling by musical notes" (devised by Sudré in 1828), from Fr. *téléphone* (c.1830), from *télé-* "far" (see *tele*) + *phone* "sound" Also used of other apparatus early 19c., including "instrument similar to a foghorn for signaling from ship to ship" (1844). The electrical communication tool was first described in modern form by P. Reis (1861); developed by Bell, and so called by him from 1876.

14. **Mobile**, the late 15 ct., from M. Fr. *mobile*, from L. *mobilis* "movable," from *move* "to move". The noun is used in the early 15ct. in astronomy; the artistic sense is first recorded 1949 as a shortening of mobile sculpture (1936). Mobile home first recorded 1940.

15. **Portable**, in 1400, from Fr. *portable*, from L. *portabilis* "that can be carried," from L. *portare* "to carry".
16. Cell, before 1150; 1665–75; Old English (OE) cell; Middle English celle; Old French celle; Medieval Latin cella monastic cell (small room). Related to L. celare "to hide, conceal," from PIE base kel- "conceal" (cf. Skt. caula "hut, house, hall;" Gk. kalos "hut, nest;" kalyptein "to cover," kolos "sheath," kelyphas "shell, husk;" L. cella "store room," clam "secret;" O. Ir. cuile "cellar," celim "hide," M. Ir. cul "defense, shelter;" Goth. hailistr "covering," O. E. heolstur "lurking-hole, cave, covering," Goth. huljan "cover over," hilandi "hole," hilms "helmet," halja "hell," O. E. hol "cave," holu "husk, pod"). Earliest sense is for monastic rooms, then prison rooms (1722). Used in biology 17c., but not in modern sense until 1845. Meaning "small group of people working within a larger organization" page is from 1925. Cell body is from 1878; cell division from 1882; cell membrane from 1870; cell wall from 1848.

17. Search, 1300–50; (v.) Middle English serchen, cerchen ( Anglo-French sercher ), Old French cercher. Late Latin circare to go around, derivative of Latin circus circle; (noun) Middle English serche, Anglo-French serche, Old French cerche, derivative of cerchier. In the early 14ct., from O. Fr. cercher "to search," from L. circare "go about, wander, traverse," from circus "circle."

18. Engine, c.1300, from O. Fr. engin "skill, cleverness," also "war machine," from L. ingenium "inborn qualities, talent," from in- "in-" + gen-. root of gignere "to beget, produce." At first meaning a trick or device, or any machine (especially military); sense of one that converts energy to mechanical power is from the 18 ct., especially of steam engines.

19. Page, in 1250–1300; Middle English (noun): 1580–90; Middle French, Latin pagina column of writing, akin to pangere to fix, make fast; "sheet of paper," 1589 (earlier pagne, 12 ct., directly from O.Fr.), from M.Fr. page, from O. Fr., from L. pagina "page, strip of papyrus fastened to others," related to pagella "small page," from pangere "to fasten". Usually said to be from the notion of individual sheets of paper "fastened" into a book. Ayto offers an alternative theory; vines fastened by stakes and formed into a trellis, which led to sense of "columns of writing on a scroll." When books replaced scrolls, the word continued to be used. Page-turner "book that one can't put down" is from 1974.

20. Conference, in 1530–40; Medieval Latin conferentia. In the1550s, "act of conferring," from Fr. conférence (16c.), from M. L. conferentia, from conferre. Meaning "formal meeting for consultation" is from the 1580s.

21. World Wide Web, 1990–95, a system of extensively interlinked hypertext documents: a branch of the Internet. Abbreviation: WWW. Computing WW a vast network of linked hypertext files, stored on computers throughout the world, that can provide a computer user with information on a huge variety of subjects. World appeared before 900; O. E. wordul, worold "human existence, the affairs of life," also "the human race, mankind," a word peculiar to Gmc. languages (cf. O. S. werold, O. Fris. werold, Du. wereld, O. N. verold, O. H. G. werelt, Ger. Welt), with a literal sense of "age of man," from P.Gmc. wer "man" (O. E. wer, still in werewolf) + ald "age." Originally "life on earth, this world (as opposed to the afterlife)," sense extended to "the known world" (e.g. "Greatest Show on Earth"), then to "the physical world in the broadest sense, the universe" (c.1200). In O. E. languages, the commonest word for "the physical world," was Middangeard (O. N. Midgard), lit. "the middle enclosure" (cf. yard), which is rooted in Gmc. cosmology. Gk. kosmos in its ecclesiastical sense (c.1200). In O. E. languages, the commonest word for "the physical world," was Middangeard (O. N. Midgard), lit. "the middle enclosure" (cf. yard), which is rooted in Gmc. cosmology. Gk. kosmos in its ecclesiastical sense of "world of people" sometimes was rendered in Goth. as manuseps, lit. "seed of man." The usual O. N. word was heinr, lit. "abode." Words for "world" in some other I. E. languages derive from the root for "bottom, foundation" (cf. Ir. domain, O. C. S. duno, related to Eng. deep); the Lith. word is pasaulis, from pu- "under" + saule "sun." Original sense in world sense without end, translating L. secula saeculorum, and in worldly. L. saeculum can mean both "age" and "world," as can Gk. aion. Worldwide is from 1632. World power in the geopolitical sense first recorded 1900. World-class is attested from 1950, originally of Olympic athletes. Wide O. E. wid, from P. Gmc. widaz (cf. O. S., O. Fris. wid, O. N. vîðr, Du. wijd, O. H. G. wit, Ger. weit), perhaps from wid-ito, from base wi- "apart, away." Wide open "unguarded, exposed to attack" (1915) originally was in boxing, etc. Wide awake (adj.) is first recorded 1818; fig. sense of "alert, knowing" is attested from 1833. Widespread is recorded from 1705. Web O. E. webb "woven fabric," from P. Gmc. webhian (cf. O. S. webbi, O. N. wefr, Du. webbe, O. H. G. weppi, Ger. gewebe "web"), from webb- (related to O. E. wefan; weave). Meaning "spider's web" is first recorded c.1220. Applied to the membranes between the toes of ducks and other aquatic birds from 1576. Internet sense is from 1992, the Web, shortened from World Wide Web (1990); website is from 1994; "a web" is part of WWW on some specific website; webmaster is attested from 1993.

22. Netiquette, the rules of etiquette that apply when communicating over computer networks, especially the Internet. Origin: 1980–85: blend of network + etiquette. The conventions of politeness recognised on usenet and in mailing lists, such as not (cross-) posting to inappropriate groups and refraining from commercial advertising outside the biz groups. The most important rule of netiquette is "Think before you post." If what you intend to post will not make a positive contribution to the newsgroup and be of interest to several readers, don't post it. Personal messages to one or two individuals should not be posted to newsgroups, use private e-mail instead. When following up an article, quote the minimum necessary to give some context to your reply; be careful to
attribute the quote to the right person. If the article you are responding to was posted to several groups, edit the distribution (newsgroups) header to contain only those groups which are appropriate to your reply, especially if the original message was posted to one or more inappropriate groups in the first place. Re-read and edit your posting carefully before post; check the spelling and grammar; keep your lines to less than 70 characters. When posting humorous or sarcastic comments, it is conventional to append a "smiley", but don't overuse them. Before asking a question, read the messages already in the group and read the group's FAQ if it has one. When you do post a question, follow it with "please reply by mail and I will post a summary if requested" and make sure you do post a summary if requested, or if only a few people were interested, send them a summary by mail. If you believe someone has violated netiquette, send them a message by private e-mail, do not post a follow-up to the news. And be polite, they may not realise their mistake, they might be a beginner or may not even have been responsible for the "crime".

23. Interactive kiosk, the extent to which something is interactive; the extent to which a computer program and human being may have a dialog. Origin: 825–35; inter- + active. Kiosk origin: 1625, "open pavilion," from Fr. kiosque, stand in a public park. From Turk. koshk "pavilion, palace," from Pers. kushk "palace, portico." Modern sense influenced by Brit. telephone kiosk (1928).

24. Convergence, 1685–95; 1691, from L. convergere "to incline together" from com- "together" + vergere "to bend". Related: convergence (1713); convergent (mid-18c.); converging (1776). Convergent evolution was in use among biologists by 1890.

25. Emmediation, 1810–20; Latin remediāt-t (us), past participle of remediāre to remedy + -ion 1818, noun of action from remedy (q.v.). In educational jargon from c.1975.

26. Farm c.1300, from O. Fr. ferme "lease," from M. L. firma "fixed payment," from L. firmare "to fix, settle, confirm, strengthen," from firmus "firm". Sense of "tract of leased land" is first recorded early 14c.; that of "cultivated land" (leased or not) is 1520s. The term, in its agricultural sense, is 1719. Original sense is retained in to farm out. Phrase buy the farm "die in battle," is at least from World War II, perhaps a cynical reference to the draftee's dream of getting out of the war and going home, in many cases to a peaceful farmstead. But fetch the farm is prisoner slang from at least 1879 for "get sent to the infirmary," with reference to the better diet and lighter duties there.

27. Newsgroups, 1985–90 a discussion group on a specific topic that is maintained on a computer network, especially the Internet. Usenet groups can be unmoderated (anyone can post) or moderated (submissions are automatically directed to a moderator, who edits or filters and then posts the results). Some newsgroups have parallel mailing lists for Internet people with no net news access, with postings to the group automatically propagated to the list and vice versa. Some moderated groups (especially those which are actually gatewayed Internet mailing lists) are distributed as 'digests', with groups of postings periodically collected into a single large posting with an index. Among the best-known are comp.lang.c (the C-language forum), comp.arch (on computer architectures), comp.unix.wizards (for Unix wizards), rec.arts.sf.written and siblings (for science-fiction fans), and talk.politics.misc (miscellaneous political discussions and flame). 

28. Forum, 1460, "place of assembly in ancient Rome," from L. forum "marketplace" apparently akin to foris, foras "out of doors, outside." Sense of "assembly, place for public discussion" first recorded 1690. Computing: Plural "fora" or "forums". Any discussion group accessible through a dial-in BBS (e.g. GEnie, CIS), a mailing list, or a Usenet newsgroup. A forum functions much like a bulletin board; users submit postings for all to read and discussion ensues. Contrast real-time chat or point-to-point personal.

29. Facebook, 1980–85; directory listing names, headshots and basic information by 1983, originally U. S. college students, from face (n.) + book. The social networking Web site dates from 2004. The official trademarked name of the social-networking service and Web site is spelled “facebook,” all lowercase letters. Formal writing style—as exemplified by most news and book publishers—is to treat such names as regular proper nouns, in this case “Facebook,” using an initial capital letter. However, when a trade name begins with a lowercase letter followed by an uppercase one, such as eBAY or iPad, this spelling is retained, even at the beginning of a sentence.

30. Podcast, 2000–05; (i) pod + (broad)cast. Podcasts are named after Apple Computer, Inc.’s iPod portable audio players, though most podcasts are in MP3 format and so can be played on virtually any modern audio player; cast, 1905–10; 1175–1225; Middle English casten, Old Norse kasta to throw. "The noun sense of "a throw" (c.1300) carried an idea of the form the thing takes after it has been thrown, which led to varied meanings, such as "group of actors in a play" (1631). OED finds 42 distinct noun meaning and 83 verbal ones, with many sub-definitions. A cast in the eye preserves the older sense of "warp, turn," in which it replaced O. E. weorpan (warp), and is itself largely superseded now by throw. Still used of fishing line and glances; pod-, a learned borrowing from Greek poís (genitive podós) meaning “foot,” used in
the formation of compound words: pododynia. 1680–90; apparently back formation from podder peasepod gatherer; compare podder, variant of podware, unexplained variant of codware bagged vegetables (cod + ware crops, vegetables). 1565–75 perhaps a continuation of Old English päð covering, cloak, the socket being thought of as something that covers or hides from view what is held in it. A combining form meaning "one having a foot" of the kind or number specified by the initial element; corresponding to Neo-Latin class names ending in -poda, with -pod, used in English to name a single member of such a class: cephalopod.

31. **Blog**, 1995–2000; shortening of Weblog 1998, (which is attested from 1994, though not in the sense 'online journal'), from (World Wide) **Web + log**. Joe Bloggs (c.1969) was British slang for "any hypothetical person" (cf. U. S. equivalent Joe Blow); earlier it meant "a servant boy" in one of the college houses (c.1860, see Partridge, who describes this use as a "perversion of bloke"), and, as a verb, "to defeat" in schoolboy slang. The Blogger online publishing service was launched in 1999.

32. **Twitter**, flutter, tizzy, fluster. The late 14 ct., of imitative origin (cf. O. H. G. zwizziron, Ger. zwitschern, Dan. kviddre). The noun meaning "condition of tremulous excitement" is attested from 1678. In computing: a free **Internet** service for posting short messages, known as "tweets", via a central server, which are then sent to all users who have chosen to follow you or to a specific user. Launched in about 2008.

33. **Blended learning, education** the use of both classroom teaching and on-line learning in education. **Blend**, 1250–1300; Middle English blenden, Old English blendan to mix, for blandan; cognate with Old Norse blandan, Old High German blandan to mix. **Learn** O. E. leornian "to get knowledge, be cultivated," from P. Gmc. liznojan (cf. O. Fris. lernia, O. H. G. lernen, Ger. lernen "to learn," Goth. lais "I know"), with a base sense of "to follow or find the track," from leis- "track." Related to Ger. Gleis "track," and to O. E. læst "sole of the foot". The transitive sense (He learned me how to read), now vulgar, was acceptable from c.1200 until early 19c., from O. E. læran "to teach" (cf. M. E. lere, Ger. lehren "to teach," and is preserved in the adj. learned "having knowledge gained by study" (c.1340).

34. **Whiteboarding, whiteboard**, the placement of shared files on an on-screen shared notebook or whiteboard. **Videoconferencing** and **data conferencing** software often lets the user annotate the shared documents as on a physical whiteboard. With this type of software, several people can work on the image at the same time, each seeing changes the others make in near real-time. **Electronic whiteboarding** was included at least as early as 1996 in the **Cool Talk** tool in Netscape Navigator. **Board**, O. E. bord "a plank, flat surface," from P. Gmc. burðam (cf. O. N. bord "plank," Du. bord "board," Goth. fotu-baurd "foot-stool," Ger. Brett "plank"), from bhrð- "board," from base bhrð- "to cut." A board is thinner than a plank, and generally less than 2.5 inches thick. The transferred meaning "food" (late 14c.) is an extension of the late O. E. sense of "table" (cf. **boarder, boarding**); hence, also, above board "honest, open" (1610s). A further extension is to "table where council is held" (1570s), then transferred to "leadership council, council (that meets at a table)," (1610s). Computing: a) in-context synonym for **bboard**, sometimes used even for **Usenet** newsgroups; b) an electronic circuit board. **white** before 900; Middle English whit (e), Old English hwīt; cognate with German weiß, Old Norse hvítir, Gothic hweits; from PIE kwíntos/kvíndos "bright" (cf. Skt. svetah "white;" O. C. S. sveti "to shine," svetu "light," Lith. sviesi "to shine," svaišti "to brighten"). As a surname, originally with reference to fair hair or complexion, it is one of the oldest in Eng., being well-established before the Conquest. Meaning "morally pure" was in O. E. Association with royalist causes is late 18c. Slang sense of "honorable, fair" is 1877, Amer.Eng. The racial sense (adj.) of "of those races (chiefly European or of European extraction) characterized by light complexion" is first recorded 1604. The noun in this sense ("white man, person of a race distinguished by light complexion") is from 1671; whiteny in this sense is recorded from 1828. White supremacy attested from 1902; white flight is from 1967. White heat "state of intense or extreme emotion" first recorded 1839. White lie is attested from 1741. White Christmas is attested from 1857. White-collar is from 1919, first attested in Upton Sinclair. White House at the U. S. presidential residence is recorded from 1811. White water "river rapids" is recorded from 1586. White Russian "language of Byelorussia" is recorded from 1850; the mixed drink is from c.1978.

35. **Laptop** 1980–85; from lap (n.) + top on model of **desktop**. Portable computer (Commonly, "laptop") A portable **PERSONAL COMPUTER** you can carry with one hand. Some laptops run so hot that it would be quite uncomfortable to actually use them on your lap for long. The term "notebook" is often used to describe these, though it also implies a low weight (less than 2kg). A "LUGGABLE" is one you could carry in one hand but is so heavy you wouldn't want to. One that can by easily operated while held in one hand is a "PALMTOP". The computer considered by most historians to be the first true portable computer was the **OSBORNE 1 Compare LAPTOP** a personal computer that is small and light enough to be operated on the user's lap, shortened to: **palmtop** a computer that has a small screen and compressed keyboard and is small enough to be held in the hand, often used as a personal organizer **Lap**, before 900; Middle English lappe. Old English leppe; cognate with Dutch lap; akin to German läppen. Old Norse lepr rag, patch. **Palm**, before 900; Latin palma (cognate with Old English folh hand); 1300–50; replacing Middle English paume Middle French. Top
before 1000; Middle English, Old English; cognate with Dutch top, German Zopf, Old Norse toppr top.
"Highest point," O. E. top "summit, crest, tuft," from P. Gmc. tuppaz (cf. O. N. toppr "tuft of hair," O. Fris. top "tuft," O. Du. topp. Du. top, O. H. G. zopf "end, tip, tuft of hair," Ger. Zopf "tuft of hair"); no certain connections outside Gmc. except a few Romanic words probably borrowed from Gmc. Few IE languages have a word so generic, which can be used of the upper part or surface of just about anything. More typical is Ger., which has Spitze for sharp peaks (mountains), oberfläche for the upper surface of flat things (such as a table). The verb meaning "put a top on" is from 1581; the meaning "be higher or greater than" is first recorded 1582. To top off "finish" is colloquial from 1836; top-hat is from 1881; topper "the best (of anything)" first recorded in slang, 1709; topping "top layer" is first attested 1839. Top-heavy is first attested 1533. Top dog first attested 1900; top-drawer (1920) is from Brit. expression out of the top drawer "upper-class." Topless "bare-breasted" first recorded 1966 (earlier it was used of men's bathing suits, 1937); tops "the best" is from 1935. "toy that spins on a point," late O. E. top, probably a special use of top, but the modern word is perhaps via O. Fr. topet, which is from a Gmc. source akin to the root of Eng. top. As a type of seashell, first recorded 1682.

36. **Personal digital assistant**, a hand-held computer, often pen-based, that provides especially organizational software, as an appointment calendar, and communications hardware, as a fax modem. *Abbreviation:* PDA. **Personal** 1350–1400; Middle English Late Latin *persōnālis. Assistant*, 1400–50; late Middle English *assistant* Latin *assistēns* (stem of *assistēre*, present participle of *assistere* to assist); 1540s, "one who helps another," from pp. adj. (c.1400), from O.Fr. assistant (adj. and n.), lit. prp. of assister, from L. *assistanterem*, prp. of *assistare.*

**Results of the Survey**

Number of respondents are 108; 72 female and 36 male. They are students at the University of Dubrovnik. The table number 2 with 36 English words was given to them without Croatian translation. The task was to find Croatian equivalent for each word. The majority of respondents (more than 50%) find it easy or fairly easy to leave it in English, as the words are used everyday.

Results: 19 words were left in English (52.78 %), 10 words were not translated at all, they were unknown (27.78 %), while just 7 words had their Croatian translation (19.44 %).

These are the words: globalna mreža (no. 14 *World Wide Web*), preglednik (no. 15 *browser*), bežični prijenosni mediji (no. 23 *wireless portable media*), mobilni info uređaji (no. 24 *mobile information devices*), pretraživač (no. 30 *search engine*), posjeti stranica (no. 31 *hits or pages*), razgovor (no. 33, *chat*).

**Graph 2: Students' Translation of New Media English Vocabulary**

<table>
<thead>
<tr>
<th>Series1</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Croatian</td>
</tr>
<tr>
<td>Left in Engl.</td>
</tr>
<tr>
<td>Not translated</td>
</tr>
</tbody>
</table>

**Conclusion**

Computers have been used for teaching since the 1960s, becoming practical and affordable for language learning in the early 1980s. As computers became more powerful, and multimedia software more practical, in the early 1990s CD-ROMs emerged, storing complete audio and video language courses. The challenges presented to students and lecturers by the Internet can provide more interesting, rewarding experience. The Net is so rich and huge, thus even finding useful information requires skills and its main feature is that it is a medium of exploration. Millions of its users are connected into a vast communication network.
The Internet as a global network of networks has been creating the computer language. Its consumers are spread all over the world and anyone can join the melee. Earlier studies considered that heavy users reported loneliness and social isolation. Recent surveys have found opposite: heavier use means more social involvement and a greater number of social contacts, creating new words which collocate together and form groups of words.

The results of the survey among the students at the University of Dubrovnik suggest easily usage of English new media vocabulary in everyday communication. The majority of English words are just transferred into Croatian (more than 50%), while appearance of new Croatian words is rare.

Researching etymology of English words one can come to conclusion that they are almost all of foreign origin, majority (almost 60%) from Latin and French. The percentage of modern English words derived from each language: French 29%, Latin 29%, Germanic 26%, Greek 7%, and others 9%.

The new media vocabulary and collocations are widely used nowadays. Compared with French, Italian and Croatian cases they can be applied in English, other foreign languages, as well as in Croatian, for academic purposes.

References

The Internet sources:


