



## PEDAGOGICAL INTEGRATION OF INTERNET NEOLOGISMS IN CHINESE LANGUAGE TEACHING IN UNIVERSITY

### INTEGRACIÓN PEDAGÓGICA DE LOS NEOLOGISMOS DE INTERNET EN LA ENSEÑANZA DEL CHINO EN LA UNIVERSIDAD

Lv Ye<sup>1\*</sup>

E-mail: [lye@cczu.edu.cn](mailto:lye@cczu.edu.cn)

ORCID: <https://orcid.org/0009-0008-0029-9360>

Satkyn Mambetalieva<sup>2</sup>

E-mail: [satistyle@mail.ru](mailto:satistyle@mail.ru)

ORCID: <https://orcid.org/0009-0002-1817-9312>

Malika Alieva<sup>2</sup>

E-mail: [raminaalieva2605@gmail.com](mailto:raminaalieva2605@gmail.com)

ORCID: <https://orcid.org/0000-0002-8842-8882>

Cholpon Osmonova<sup>2</sup>

E-mail: [ch.osmonova0807@gmail.com](mailto:ch.osmonova0807@gmail.com)

ORCID: <https://orcid.org/0009-0000-5885-6985>

Shang Yangyang<sup>3</sup>

E-mail: [jscjxcyxy@163.com](mailto:jscjxcyxy@163.com)

ORCID: <https://orcid.org/0009-0007-6270-8150>

<sup>1</sup> School of Overseas Education, Changzhou University, China.

<sup>2</sup> International University of Kyrgyzstan. Bishkek, Kyrgyzstan.

<sup>3</sup> Jiangsu Urban and Rural Construction Vocational College. Nanjing, China.

\*Corresponding autor

#### Suggested citation (APA, seventh ed.)

Ye, L., Mambetalieva, S., Alieva, M., Osmonova, Ch., & Yangyang, Sh. (2026). Pedagogical integration of internet neologisms in chinese language teaching in university. *Revista Conrado*, 22(109), e5354.

#### ABSTRACT

The rapid expansion of chinese internet neologisms presents significant challenges and opportunities for university-level chinese language teaching. As digital communication transforms vocabulary, discourse norms, and stylistic conventions, higher education must adapt its pedagogical strategies to contemporary linguistic realities. This study combines theoretical analysis of chinese and international scholarship with an examination of online media sources and a pedagogical experiment involving 100 university philology students. Traditional instructional approaches were compared with interactive methods that integrated internet neologisms into classroom activities, including media analysis and contextual interpretation. The findings indicate increased student motivation, measurable vocabulary expansion, and improved ability to infer meaning and stylistic nuance from context. The results demonstrate that systematic integration of internet neologisms into university instruction enhances linguistic competence and digital literacy while supporting students' engagement with modern chinese discourse within an academic framework.

#### Keywords:

Higher Education, Digital Literacy, Pedagogical Innovation, Linguistic Competence, Chinese Language Teaching.

#### RESUMEN

El rápido crecimiento de los neologismos del chino en internet plantea importantes desafíos y oportunidades para la enseñanza del idioma chino en el ámbito universitario. A medida que la comunicación digital transforma el vocabulario, las normas discursivas y las convenciones estilísticas, la educación superior debe adaptar sus estrategias pedagógicas a las realidades lingüísticas contemporáneas. Este estudio combina un análisis teórico de la literatura académica china e internacional con el examen de fuentes de medios en línea y un experimento pedagógico realizado con 100 estudiantes universitarios de filología. Se compararon los enfoques tradicionales de enseñanza con métodos interactivos que integraban neologismos de internet en las actividades de clase, incluyendo el análisis de medios y la interpretación contextual. Los resultados muestran un aumento en la motivación de los estudiantes, una expansión medible del vocabulario y una mejora en la capacidad para inferir significados y matices estilísticos a



partir del contexto. Los hallazgos demuestran que la integración sistemática de neologismos de internet en la enseñanza universitaria favorece el desarrollo de la competencia lingüística y la alfabetización digital, al tiempo que fomenta la participación de los estudiantes en el discurso chino contemporáneo dentro de un marco académico.

#### Palabras clave:

Educación Superior, Alfabetización Digital, Innovación Pedagógica, Competencia Lingüística, Enseñanza Del Idioma Chino.

## INTRODUCTION

The rapid development of digital technologies and the growing influence of artificial intelligence are transforming multiple spheres of social life, including communication, knowledge production, and education (Cáceres-Mesa, 2026; Sattari-Ardabili & de Hoyos-Guevara, 2026). These technological transformations are closely connected to broader processes of globalization, which increase the intensity of external factors influencing language systems (Afanasyeva et al., 2021; Mambetalieva et al., 2025). As societies adopt new digital tools and forms of interaction, new realities emerge within languages, giving rise to neologisms used to denote them (Kuznetsov, 2024).

A key source of neologism formation is online communication, where linguistic innovation occurs rapidly through social media, forums, and other digital platforms (Chernova et al., 2025). These trends fully apply to the chinese language as well. It is important to note that china has the largest number of active internet users, for whom normal social interaction is unimaginable without the internet (Wang, 2024). Consequently, the online space has become a dynamic communicative environment that accelerates both the formation and dissemination of neologisms. Over the past 25 years, the number of reprints of neologism dictionaries in china has exceeded fifteen editions.

Chinese internet vocabulary is enriched each year with new concepts that enter online discourse (Vlasova, 2024). This process is largely driven by the gaps in the traditional chinese lexical system, which lacks terms for newly introduced objects and technologies. The spread of online communication platforms has changed the principles of interaction and etiquette among chinese internet users, which are now based on the principle of linguistic economy – allowing users to avoid lengthy, complex lexical constructions. Within the online community, there is a prevailing view that borrowed neologisms bring modernity and freshness to written language (Emel'yanenko et al., 2021).

The specificity of online discourse originally lay in the use of english as the main language of communication, whose rules chinese users also had to follow. The english

abbreviations and neologisms adopted by chinese internet users gradually entered the chinese digital space and became part of everyday speech and life. However, such linguistic expansion has provoked criticism in the media and academic circles, as the widespread use of neologisms may, in the long term, lead to the latinization of chinese writing and the loss of the sociocultural uniqueness of the chinese language – its purity, logographic script, and traditional writing system.

The penetration of neologisms and alphabetic words – mostly of english origin – into daily life has produced hybrid “mixed words” that have taken firm root in the chinese lexicon. In a strategic perspective, scholars warn that this trend could threaten the ecological balance of the chinese language (Kuteneva et al., 2021). To counter these linguistic risks and threats, the chinese government has taken measures to monitor ideology, moral standards, and online behavior, directing these efforts toward the regulation of internet slang. At the same time, public authorities place significant responsibility on communication platforms (Lyulina & Efimenko, 2022).

In the context of higher education, these linguistic transformations require a reconsideration of traditional approaches to chinese language teaching. University students are active participants in digital communication and are constantly exposed to internet neologisms in social media, news platforms, and online forums. Ignoring this layer of vocabulary creates a gap between academic language instruction and real communicative practice. Therefore, the pedagogical integration of internet neologisms into university curricula becomes not only a linguistic issue but also an educational necessity aimed at developing students' linguistic adaptability, critical thinking, and digital literacy within the framework of contemporary chinese discourse.

The purpose of this article is to analyze the current issues related to the use of chinese neologisms in online communication.

## METHODOLOGY

The reliability and validity of the obtained data were ensured through a theoretical analysis of chinese and foreign scientific literature, as well as an examination of online media sources (blogs and social networks).

In writing the article, it was taken into account that the concept of “neologism” encompasses a wide range of differentiated groups of slang and abbreviations: english and chinese alphabetic abbreviations, mixed models combining letters and characters, initialisms, alphanumeric and numeric abbreviations, phonetic substitutions, and emoticons.

The study made extensive use of surveys, observation, and a pedagogical experiment. The research involved a group of 100 second-year philology students, who were asked to complete several instructional modules:

1. Using traditional methods of working with texts and dictionaries;
2. Implementing interactive techniques, including working with media texts, language games, discussions on popular internet memes, and the creation of dictionaries composed of neologisms.

To develop critical thinking and conscious use of neologisms, contextual analysis and discussions of meaning were widely employed. Particular attention was given to how students differentiate between normative language forms and context-dependent online expressions, which is essential for maintaining academic standards while fostering communicative relevance in university-level chinese language education.

The results were assessed through a comparative analysis of oral and written assignments, as well as formative assessment methods.

Based on the pedagogical experiment, data were obtained confirming the effectiveness of methods that integrate neologisms into the teaching of modern chinese. The following findings were made:

Based on the results, it was noticed that student motivation increased – 87% of respondents reported greater interest in lessons that involved working with contemporary vocabulary (advertisements, news headlines, and internet memes), noting that such classes felt closer to real linguistic environments. Students also became more motivated to independently expand their vocabulary.

Furthermore, analysis of students' written and oral work after completing both modules showed that their active vocabulary expanded by 45 new words used in public speeches, essays, and student projects (网络诈骗 [wǎngluò zhàipiàn], 虚假广告 [xūjiǎ guǎnggào], 车奴 [chē nú], 月光族 [yuèguāngzú] etc.).

It is also worth noting that students developed stronger skills in linguistic analysis and interpretation: during testing, 87% successfully inferred the meanings of neologisms from context and correctly identified their stylistic tone and domains of use. Most students were able to distinguish between occasional and general internet neologisms. Their speech became more flexible and up-to-date – during presentations, students confidently used loan translations and borrowed internet neologisms. When discussing major social issues, their use of neological internet vocabulary was, according to university instructors, more expressive and appropriate.

A problematic finding was that around 20% of students mistakenly used jargon instead of neologisms in slang contexts. These results indicate that when teaching students, it is necessary to clearly differentiate between types of neological terms and to systematically organize instructional materials.

Thus, the results of the pedagogical study demonstrate that teaching chinese neologisms expands students' vocabulary and enhances their linguistic adaptability to written internet discourse.

At the present stage, both chinese linguistic scholars and foreign researchers are focusing on various aspects of the development of chinese internet vocabulary. Particular attention is given to its enrichment with neologisms of different groups that emerge through online communication. A number of studies by chinese and foreign scholars highlight the trends that determine the appearance of such neologisms. A distinctive feature of the research in this area is the strong interest of foreign linguists in chinese-language neologisms.

A common tendency, characteristic of both chinese and other world languages, is the presence of specific slang and simplifications. A key distinguishing feature of chinese is the widespread use of numerical codes in online communication, which replace characters when writing messages. For example, “521” substitutes the phrase “我爱” [wǒ ài nín]. However, this is not the only variant – “520” is also widely used by chinese users to express affection.

In other words, such numerical codes are used in online communication to convey emotions. To express neutral messages, users may employ codes such as “94,” meaning “我同意” [wǒ tóngyi]. In most communicative contexts, the meaning of these codes can be easily inferred from context. Among chinese youth, correspondences between numbers and words have also gained popularity. For instance, the character for zero 零 [líng] is often used to represent the polite pronoun “您” [nín]. The digit 2 – “二” [èr] in the cantonese dialect is phonetically close to the word “easy” 易 [yì]. The digit 9 – 九 [jiǔ] – and therefore it is frequently used in online discourse as a shorthand for words beginning with the letter 久 [jiǔ], and therefore it is frequently used in online discourse as a shorthand for words beginning with the letter “j”.

However, these are not the only reasons for the widespread use of neological vocabulary online. The foreign researcher Borisova (2024) points out that through the use of numbers and latin letters, chinese internet discourse undergoes simplification. For example, the abbreviation “fq” stands for the phrase 愤怒的青春 [fènnù de qīngchūn], meaning “angry youth,” while “zf” stands for 政府 [zhèngfǔ], meaning “government.” The primary

motivation for using such coded expressions is the need to circumvent state internet censorship that controls online discourse.

Zhao (2024) particularly emphasize that socio-economic trends in china encourage citizens to use neologisms in everyday life. The free combination of morphemes leads to the creation of new lexical forms. The researchers note that many neologisms are closely related to interpersonal communication among young people, family status, and professional life in china – especially when a social phenomenon becomes widespread regardless of the region. Moreover, most internet neologisms used by chinese citizens in online discourse serve a psychological function, helping to relieve the pressure of high social expectations. Economic challenges also contribute to the emergence of neologisms. An illustrative example is the term **公寓奴隶** (fángnú, “apartment slave”), which refers to a person who works excessively hard to pay off a mortgage.

The chinese researcher chen yaxing identifies the principle of speech economy as a key reason for the use of neological vocabulary in online spaces – serving to attract interlocutors quickly and efficiently. This principle primarily applies to large-scale communication platforms with millions of users (such as qq, weibo, and tencent). The author emphasizes that words used in dialogue are often intentionally distorted or shortened from their full forms.

As an example, Chen (2024) cites the concept of “public shame” or “social death” **社会性死亡** [shèhuìxìng sǐwáng]. To save effort and convey meaning efficiently in online communication, a shortened version – **社死** [shè sǐ] is often used. Another example involves abbreviated fixed expressions with similar or related meanings. For instance, the expression **喜大普奔** [xǐ dà pǔ bēn] conveys the idea of joyful news that everyone rushes to share. This abbreviation derives from a combination of longer idiomatic expressions such as – **喜闻乐见** [xǐ wén lè jiàn] (“pleasant to hear and see”), **大快人心** [dà kuài rén xīn] (“delighting everyone’s heart”), **普天同庆** [pǔ tiān tóng qìng] (“universal rejoicing”), **奔走相告** [bēn zǒu xiāng gào] (“running around to tell the news”). Thus, abbreviations significantly reduce linguistic and cognitive effort.

Another group of chinese internet neologisms, as chen (2024) notes, is based on the use of the phonetic alphabet pinyin. For example, the abbreviation yyds represents **永远的神** [yǒngyuǎn de shén], meaning “eternal god,” a slang expression for something or someone incomparable or brilliant. Another example reflecting emotional expression is xswl, which stands for **我笑死了** [wǒ xiào sǐ liǎo], literally “i laughed to death,” similar in sense to the english abbreviation lol (“laugh out loud”).

Chen (2024) emphasizes that both english abbreviations and pinyin-based expressions are widely used by chinese internet users to convey emotions and socio-cultural meanings. Moreover, he points out that distorted or altered chinese characters in online communication generally do not hinder comprehension. For this reason, homophones or near-homophones are frequently used to form new neologisms. This process relies on the tonal nature of chinese – where the same syllable, pronounced with different tones, corresponds to different characters.

For example, in evaluating someone’s performance online, users may deliberately write **真不戳** [zhēn bù chuō] (“really not poking”) instead of **真不错** [zhēn bùcuò] (“really nice”). Numerous similar distortions exist, as confirmed by analyses of discourse on social platforms such as tiktok. The formation of such neologisms often violates chinese grammatical norms, reducing their sociolinguistic value.

The main motivation for using such neologisms in online communication is the desire to attract attention and create humorous, ironic, or cognitively engaging effects—in other words, to manipulate public perception (Zhuravlev et al., 2022). However, this is not the only motive: such distortions are also commonly used to circumvent censorship restrictions.

Combinations of arabic numerals and chinese characters have also acquired independent meaning in online discourse. For instance, **祝99** [zhù 99] replaces **祝久久** [zhù jiǔjiǔ] and means “to wish someone a long life.”

Ongoing reforms in china, aimed at modernization and globalization, have made foreign language education – especially english – a state priority. Chen (2024) explains that this policy contributes to the frequent use of english terms in chinese. The english language has secured a strong position in the lexicon of chinese speakers. Common examples include iq (intelligence quotient) and emo, derived from the english adjective “emotional,” meaning “sad” or “melancholic”.

From a pedagogical standpoint, the results confirm that controlled integration of contemporary internet vocabulary does not undermine academic language norms but instead strengthens students’ communicative flexibility. Students demonstrated improved ability to navigate between formal academic discourse and informal digital communication contexts. This adaptability is particularly important in higher education, where future professionals must operate in multilingual and media-rich environments. The findings suggest that internet neologisms, when methodologically structured, function as a bridge between theoretical linguistic knowledge and authentic communicative practice.

## CONCLUSIONS

Thus, the neologisms used in chinese internet vocabulary demonstrate significant vitality and exert a notable influence on the modern chinese lexical system. Based on the opinions of researchers, it has been established that the creation of internet neologisms actively involves chinese citizens from various social and age groups, many of whom often disregard norms of online etiquette. This trend poses a threat to the normal development of the chinese language and contributes to the deterioration of writing skills among chinese users.

The methods of neologism formation in china are remarkably diverse. The use of a limited number of syllables in creating neologisms naturally leads to the emergence of homonyms and phonetically similar words. Chinese characters serve as an objective foundation for the formation of sound-based imitations. At the same time, the use of homonyms is largely determined by human factors. Pinyin is technically convenient for generating and applying homonyms as neologisms.

A synthesis of opinions from chinese and foreign scholars shows that lexical neologisms used in online communication perform multiple functions: sociocultural, psychological, cognitive, facilitative (saving intellectual effort and time in communication), attractive, and protective (helping to bypass censorship).

It has been established that the influence of the internet on the creation of chinese neological vocabulary is natural and consistent, as it penetrates all spheres of chinese social and everyday life.

From an educational perspective, the study demonstrates that internet neologisms should not be viewed solely as a threat to linguistic norms but also as a resource for innovative teaching strategies in higher education. Their systematic pedagogical integration supports the formation of communicative competence, digital literacy, and contextual awareness among university students. Consequently, chinese language teaching at the university level should balance the preservation of academic standards with the incorporation of contemporary linguistic phenomena, ensuring that graduates are prepared for participation in modern digital discourse while maintaining cultural and linguistic integrity.

## REFERENCES

Afanasyeva, O. O., Karpunina, A. V., Kvitkovskaya, A. A., Anikeeva, O. A., & Sizikova, V. V. (2021). Organizational support for training of russian sign language translators in educational institutions. *Revista on line de política e gestão educacional*, 25(esp. 2), 1027–1038. <https://doi.org/10.22633/rpge.v25iesp.2.15284>

- Borisova, D. S. (2025). Internet linguistics as an independent field of the study of language: review of main directions and concepts. *Vestnik of samara university. History, pedagogics, philology*, 31(2), 228–236. <https://doi.org/10.18287/2542-0445-2025-31-2-228-236>
- Cáceres-Mesa, M. L. (comp.). (2026). *Educación superior en tiempos de inteligencia artificial: pedagogía, evaluación y bienestar*. Sophia editions.
- Chen, Y. (2024). Neologizmy v kitayskom internet-diskurse. *Kazan linguistic journal*, 7(3), 312–322. <https://doi.org/10.26907/2658-3321.2024.7.3.312-322>
- Chernova, O., Sabitova, A., Kurenkova, E., & Khaliapin, A. (2025). Pedagogical scaffolding through online quests and its influence on students' learning motivation in the context of educational digitalization. *European journal of contemporary education*, 14(3), 249–251. <https://doi.org/10.13187/ejced.2025.3.249>
- Emel'yanenko, V. D., Vetoshko, A. N., Zolotarev, A. V., Matkov, K. A., & Malashenko, I. V. (2021). Educational process in the internet: the dialectic of knowledge and information. *Nuances: estudos sobre educação*, 32, e021006. <https://doi.org/10.32930/nuances.v32i00.9119>
- Kuteneva, I. E., Bystray, E. B., Molchanov, S. G., Seliverstova, I. A., & Semenova, M. L. (2021). Role of authentic materials in training future managers for intercultural communication through content and language integrated learning. *Nuances: estudos sobre educação*, 32, e021008. <https://doi.org/10.32930/nuances.v32i00.9121>
- Kuznetsov, A. V. (2024). Za predelami tematicheskogo modelirovaniya: analiz istoricheskogo teksta s pomoshch'yu bol'shikh yazykovykh modely. *Historical informatics*, (4), 47–65. <https://doi.org/10.7256/2585-7797.2024.4.72560>
- Lyulina, A. G., & Efimenko, E. S. (2022). Internet censorship in modern china: tight control and a flexible settlement system. *Rudn journal of world history*, 14(2), 175–188. <https://doi.org/10.22363/2312-8127-2022-14-2-175-188>
- Mambetalieva, S., Zhang, J., Sadyralieva, G., Eshmatova, G., & Osmonova, c. (2025). The role of english and chinese in international medical practice and training of professional medical personnel. *Revista conrado*, 21(106), e4808. <https://conrado.ucf.edu.cu/index.php/conrado/article/download/4808/4176>
- Sattari-Ardabili, F., & de Hoyos-Guevara, A. J. (2026). Artificial intelligence in scientific research: an analysis from the ethics and responsibility perspective. *Sophia research review*, 3(1), 50–56. <https://doi.org/10.64092/6qseba44>
- Vlasova, V. V. (2024). Angloyazychnyye zaimstvovaniya koronavirusnoy epokhi i ikh funktsionirovaniye v nemetskikh onlayn-izdaniyakh. *Philology: scientific researches*, (1), 93–103. <https://doi.org/10.7256/2454-0749.2024.1.69680>

- Wang, T. (2024). Kitayskiy yazyk kak instrument kul'turnoy diplomatii knr. *International relations*, (1), 1–10. <https://doi.org/10.7256/2454-0641.2024.1.69516>
- Zhao, Y. (2024). *Promoting mandarin for china's economic and social development*. World humanities report, consortium of humanities centers and institutes. [https://worldhumanitiesreport.org/wp-content/uploads/2024/07/chi\\_9.1\\_promoting-mandarin-for-chinas-economic-and-social-development.pdf](https://worldhumanitiesreport.org/wp-content/uploads/2024/07/chi_9.1_promoting-mandarin-for-chinas-economic-and-social-development.pdf)
- Zhuravlev, A. L., Zinchenko, Y. P., & Kitova, D. A. (2022). Trends in the study of cultural-historical phenomena on the internet (based on a study of russians' attitudes towards money). *Psychology in russia : state of the art*, 15(1), 103–119. <https://doi.org/10.11621/pir.2022.0107>