

1 **The Application of Video Game-Contextual Vocabulary**  
2 **Outside its Context of Emergence**  
3 **A Frame Semantic Approach**

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5 **1 On the Topic's Significance and Aim**

6 On April 6<sup>th</sup>, 2017, the culture and politics magazine *Vanity*  
7 *Fair* wrote the following headline in their online news  
8 section:

9       Bannon Reportedly Threatened to Rage-Quit the White  
10       House (Nguyen 2017)

11 The so titled article refers to Steve Bannon, chief strategist to  
12 U.S. president Donald Trump, spontaneously threatening his  
13 colleagues to abandon all his political positions. Cause for this  
14 was his apparent anger over being removed from the National  
15 Security Council (cf. Nguyen 2017).

16       The choice of words in this headline is peculiar. *Rage-Quit*  
17 is not a term found in the *Oxford English Dictionary Online*  
18 or the *Merriam-Webster* online dictionary. At first glance, it  
19 might be a neologism created by Nguyen to express Bannon's  
20 spontaneous reaction to the discomposing fact of his removal.  
21 In fact however, *Rage-Quit* was not invented by Nguyen or  
22 *Vanity Fair*, but has long been used by video gamers to refer  
23 to behaviour rather similar to Bannon's: 'To stop playing a  
24 game out of an [sic] anger towards an event that transpired  
25 within the game' (UD s.v. *ragequit 1*). Apparently, what has  
26 been a term limited to the context of video gaming is now  
27 used as headline in widespread political discourse.  
28 Neologisms of celebrities tend to be adapted by people on a

29 far more regular basis than those of non-celebrities due to  
30 people's need for "a claim to fame and prestige" (Kerremans  
31 2015: 150). In the case of *Rage-Quit*, which was not coined by  
32 Bannon but used in discourse about him, this might apply as  
33 well, although possibly more likely in need for a claim to  
34 mockery and aversion.

35 Other terms coined by specific people or specific groups in  
36 the internet leave their coinage environment through  
37 different means. Sometimes, in-group speech provides a  
38 fitting term for a phenomenon not yet known to the general  
39 speaker, making it an appropriate addition to the general  
40 language. At other times, speakers of in-group languages  
41 carry certain terms outside their normal environment where  
42 they may or may not be understood or even adapted by  
43 people unfamiliar to it.

44 This paper takes a look at those limitation-losing terms  
45 based on one group: video game players. For me as a  
46 seasoned participant of video game in-group discourse,  
47 newly emerged neologisms were traceable in a  
48 comprehensive way, making it a fitting field of research. I  
49 asked the following main research question: How do the  
50 sense<sup>1</sup> (cf. Goddard 2011: 5) and use of video game-specific  
51 terms differ from the sense and use in their context of  
52 emergence? To answer the question, other issues had to be  
53 approached. What video-game specific terms could be found  
54 in use outside of their context of emergence? The answer lies  
55 in the concept of semantic frames, which lead to a more basic  
56 question first: Is there a video gaming-contextual frame  
57 existent in video game-unrelated online environments to  
58 understand the evaluated terms? It proved most fitting for this  
59 question to be answered by constructing the semantic frames  
60 of the chosen terms.

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1 While *meaning* would be the more literal translation of Blank's "Bedeutung" (cf. Blank 1997: 113), it might raise confusion since *meaning* might also denote the reference a word makes. To clarify, from here on out I will follow the denomination of Goddard and Fillmore & Atkins (1992: 100) using *sense*.

61 **2 Theoretical Framework**

62 For the research of neologism usage, a fitting base of  
63 foreknowledge in the theoretical fields applied had to be  
64 provided. Many phenomena can be elucidated by applying  
65 basic linguistic principles. What is worth extensive  
66 explanation however is related to the field of frame  
67 semantics. Thus, this section concerns itself with processes of  
68 semantic shift (cf. section 2.1), the theory of groups between  
69 which such shifts could emerge (cf. Section 2.2) and, most  
70 importantly, the foundation of frame semantics themselves  
71 (cf. Section 2.3).

72 2.1 Semantic Shift according to Blank

73 The analysis part (cf. section 5) concerns itself strongly with  
74 the difference between use of a term in- and outside of its  
75 context of emergence. It is therefore imperative to grasp the  
76 concept of shifted senses and the processes in which they can  
77 take place. In the course of the methodology part (cf. section  
78 3), there will often be the notion of ‘sense shifts’. Sense shift  
79 as used here follows the definition of “Innovativer  
80 Bedeutungswandel” ‘productive sense shift’ by Andreas Blank  
81 (1997: 113). It is defined as “the emergence of a new sense  
82 with completely developed semantic levels. [...] It is sufficient  
83 if this shift takes place on the level of one variety [of a  
84 word].”<sup>2</sup> Especially relevant sub-categories of such sense  
85 shifts are “Bedeutungserweiterung” ‘broadening’ as well as  
86 “Bedeutungsverengung” ‘narrowing’. “Broadening is present  
87 when the original sense in this process appears to be a  
88 hyponym and the new sense a hyperonym; with narrowing it  
89 is exactly the other way round.” (Blank 1997: 201). ‘Pejoration’  
90 and ‘amelioration’, i.e. sense shifts towards a more negative or  
91 a more positive connotation, can be included in the process  
92 of narrowing or broadening, but can happen solitary as well.

93 Furthermore, determining the process of ‘figural sense  
94 shifts’, Blank constitutes that using a word or phrase to  
95 describe another word or phrase in a new or different way  
96 than before is a way to verbalize a relation that does not or  
97 not yet exist. He recognizes metaphors as well as metonymy

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2 Translated by author.

98 as ways to produce such figural sense shifts (cf. Blank 1997:  
99 159).

## 100 2.2 Groups according to Chang

101 From the perspective of pragmatics, *groups* can be described  
102 as the social framework within or between which a semantic  
103 shift might occur. In this particular paper the groups examined  
104 consist of a so-called *in-group* and an *out-group*, meaning  
105 one particular group on the one hand and all the people that  
106 are not part of said group on the other hand. The in-group in  
107 the current study is the social environment of *video gamers*,  
108 or more precisely, *video gaming-affiliated persons*, i.e. with a  
109 certain amount of knowledge in the semantic field of video  
110 gaming, whether they are active video game players  
111 themselves or not.<sup>3</sup> The out-group is thus composed of all  
112 people that do not have a certain amount of knowledge of  
113 video gaming culture, ideally none at all. Analogue to Chang  
114 (2016: 3), I will call the people being part of the in-group  
115 *members* while denoting non-members, i.e. members of the  
116 out-group as *outsiders*.

117 Following Chang, semantic constructions that are only part  
118 of the in-group speech-community can be found. These  
119 *community-specific constructions* are not part of the  
120 outsiders' lexicon or grammar. In contrast, *community-*  
121 *general constructions* are defined as “[c]onstruitions  
122 conventionalized both in the specific speech community and  
123 the general society” (Chang 2016: 3). Determining if a certain  
124 sense of a term or phrase is part of the *community-specific* or  
125 *community-general* constructions will be vital to find results  
126 about the usage of video gaming-affiliated terms in an outside  
127 context. It enables me to define if a term is worth  
128 investigating in the first place.

## 129 2.3 Frame Semantics according to Fillmore

130 The field of ‘frame semantics’ was coined by Charles Fillmore  
131 in his 1976 paper “Frame Semantics and the Nature of  
132 Language”. Claiming that the relevance of context for  
133 understanding the sense of an utterance had to be

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3 Some people may only watch others play video games by means of so-called 'Let's Plays', i.e. commented videos of people playing a game.

134 emphasized more than it was at the time, he introduced the  
135 concept of *frames* into the discourse. Fillmore defined two  
136 possible occurrences of context: either as the real-world  
137 situation in which the utterance occurred or as the lexical  
138 environment of the examined part of speech or writing (cf.  
139 Fillmore 1976: 23). Both notions of context are, according to  
140 Fillmore, integral to understanding the sense of an utterance,  
141 especially in the process of language learning. He proposes  
142 the following: Every memorable experience occurs in a  
143 meaningful context and is memorable precisely because the  
144 experiencer has some cognitive schema or frame for  
145 interpreting it. This frame identifies the experience as a type  
146 and gives structure and coherence – in short, meaning – to  
147 the points and relationships, the objects and events, within  
148 the experience. Individual words are learned within such  
149 meaningful contexts, and each word serves to foreground  
150 some part of the context. (Fillmore 1976: 26).

151 These “meaningful contexts”, cognitively manifested in a  
152 frame, are what gives speakers the sense of an utterance in  
153 any given situation. By being exposed to different  
154 experiences, speakers develop distinguished frames for every  
155 sense of a word that they assign to the respective meaningful  
156 context cognitively.

157 Corresponding to the duality of context as real-world  
158 knowledge and utterance environment, Fillmore proposed  
159 two kinds of frames: “cognitive” and “interactional” ones  
160 (Fillmore 1976: 25f). An *interactional frame* consists of the  
161 real-world knowledge surrounding an utterance. For  
162 instance, the knowledge of when a specific greeting phrase  
163 like *good morning* is appropriately usable, how often it can be  
164 said to the same person each day and what register it belongs  
165 to are part of the *interactional frame*.

166 *Cognitive frames*, in contrast, span the whole semantic  
167 domain of a term or phrase and make it understandable out of  
168 the senses of related concepts already known to the specific  
169 person. The *cognitive frame* of *to sell* for instance covers  
170 every kind of money-including transaction such as *to buy, to*  
171 *pay, to charge, to spend, cost* and many other enabling an  
172 understanding of its sense by way of the semantic concepts  
173 surrounding it (cf. Fillmore 1976: 25–26; Fillmore & Atkins  
174 1992: 78–79).

175 Furthermore, Fillmore proposes that any word can not  
176 only possess those two kinds of superordinate frame  
177 structures, but subordinate frames as well. These frames can  
178 have “functional”, “criterial” or “associative” functions  
179 (Fillmore 1976: 27). *Associative frames* connect the word  
180 within a structural system, e.g. *breakfast*: ‘a certain food item  
181 often eaten in the morning’. *Functional frames* give the word  
182 positioning in a system of related meanings, e.g. *breakfast*:  
183 ‘one meal in a structured pattern of meals’. *Criterial frames*  
184 are defined by the word’s features such as *breakfast*: ‘eatable,  
185 shareable’. To cite another example:

186 A DVD can be round (when describing a disc), and a DVD  
187 can be an hour long (when describing a movie), and in each  
188 case DVD means something different. The possible senses of  
189 a word are often predictable, and also constrained, as words  
190 cannot take just any meaning: for example, although a movie  
191 can be an hour long, it cannot sensibly be described as  
192 round (unlike a DVD). (Rabaglati et al 2010: 1)

193 ‘A round disc’ could thus be part of the *functional frame* of  
194 *film*, denoting one possible way of storing a film, or part of  
195 the *criterial frame* of *DVD* by describing its physical  
196 appearance. In being able to assign these frame categories  
197 this way, I automatically use frame knowledge myself; was I  
198 to say ‘round’ was part of the *criterial frame* of *film*, I would  
199 obviously be missing the background knowledge that a film  
200 itself takes physical form by being put on a carrier medium  
201 such as a *DVD*. Fillmore argues that in language learning,  
202 these frame types are typically undergone in steps; First  
203 learning of a word will occur in *associative frames* by  
204 connecting the sense with something else already known,  
205 followed by *functional frames* when grasping the concept  
206 itself without the surrounding system. *Criterial frames* are the  
207 last kind of frame acquired in learning a new word, when a  
208 sense has been grasped by the basic criteria that define it. He  
209 exemplifies the perception of *orange* and *grapefruit* by  
210 language-learning children, which can at first only  
211 differentiate the two fruits by associating their method of  
212 eating with them – peeling an orange while cutting open and  
213 spooning up a grapefruit. Only later those children can  
214 distinguish the fruits by their perceptual criteria such as  
215 colour and taste (cf. Fillmore 1976: 26–27).



216 Understanding a word prerequisites “understanding the  
217 background frames that motivate the concept that the word  
218 encodes” (Fillmore & Atkins 1992: 77). In this, the context of a  
219 word delivers the necessary information for which a frame  
220 has to be evoked in the mind to get the appropriately  
221 collocated sense of the word. Likewise, people need to share  
222 a frame if they are to comprehend the same sense of a word  
223 with multiple possible ones (cf. Fillmore 1976: 27–28).

224 Since Fillmore’s first mention of frame semantics, much  
225 progress has been made in the field, a lot by Fillmore himself  
226 and associates of his. Fillmore and Atkins (1992: 101), in their  
227 case study about the semantics of the lexeme risk, elaborate  
228 on how frames can help understand polysemy. Firstly, to  
229 identify polysemy, the context in which a word is used can be  
230 used as indication. If a word is used with a different sense in  
231 one context than in another, polysemy is likely (Fillmore &  
232 Atkins 1992: 100). Secondly, by use of dictionary entries it is  
233 hardly possible to differentiate if polysemy emerged through  
234 a figural sense shift (like a metaphor or metonymy) or simply  
235 by the adjustment of a word to syntactic patterns different to  
236 the syntactic patterns in another context. By finding all  
237 possible frames, all senses (at that point in time) can be  
238 differentiated and defined by their contextual frame (cf.  
239 Fillmore & Atkins 1994: 101).

240 A different sense in this way can either be expression of  
241 different semantic conceptualisations of a word or merely  
242 grammatical structure differences of a single semantic schema  
243 (cf. Fillmore & Atkins 1994: 370). The latter does not hold  
244 much relevance for the course of this paper due to its focus  
245 on lexical semantics. Consequently, framing processes and  
246 examined senses shall be restricted to the highly relevant  
247 former process.

248 Visualising a frame is a complicated matter. For verbs,  
249 *FrameNet* provides an approach focused on sorting lexemes  
250 into general frames with narrowing scope. The frames of  
251 some verb- to-noun conversions can be inferred in this way,  
252 e.g. *quit* can take the general frames *process\_stop* and  
253 *activity\_stop* from *to quit* (cf. *FrameNet*, search: *quit*).  
254 However, this does not suffice for the research done in this  
255 thesis. Instead, the visualisation of polysemy as done by  
256 Fillmore & Atkins (cf. 1992: 99–100) can satisfy the need for a

257 visualised frame centered around a single term.<sup>4</sup> To  
258 exemplify, a slice of Fillmore's and Atkins' study of *to risk* can  
259 be used:

260 **(S1) RELATION BETWEEN ACTOR AND HARM**

261 to act in such away [sic] as to create a situation of (danger  
262 for oneself); "He risked death"

263 **(S2) RELATION BETWEEN VICTIM AND HARM**

264 to be in a situation of (danger to oneself); "You risk catching  
265 a cold dressing like that"

266 [...]

267 **(S3) RELATION BETWEEN ACTOR AND DEED**

268 to perform (an act) which brings with it the possibility of  
269 harm to oneself; chance, hazard, venture; "He risked a trip  
270 into the jungle"

271 (Fillmore & Atkins 1994: 99)

272 In there, the relation of factors such as *acting person or*  
273 *object, affected person or object, deed* and so forth define the  
274 sense as unique from the other senses. The benefit of this  
275 system for the research is that it is extendable gratuitously;  
276 factors such as HARM that are specific to *to risk* can be left  
277 out, while more fitting factors such as DEROGATIVE or  
278 EXPERIENCE can be added. The system was originally devised  
279 to conduct research on verbal frames. To the purpose of  
280 examining nouns, I added PARTY as an equivalent to ACTOR,  
281 denoting the person or group meant by said noun<sup>5</sup>.

282 **3 Practical Approach to the Research**

283 Establishing an empirical base on which research could be  
284 executed, appropriate data had to be collected first (cf.

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4 Incidentally, this constitutes one of the components that *FrameNet* emerged from, together with the grammatical framework presented in (Fillmore & Atkins 1992: 87ff) and refined in (Fillmore & Atkins 1994: 363ff).

5 This was specifically tailored towards *noob*, *n00b* and *newb* (see below), all of which designate people. For nouns not designating people, other equivalents would have to be found.



285 section 3.1) and processed afterwards (cf. Section 3.2). The  
286 qualitative approach to this data resulted in in-depth  
287 examination of the terms' website environment (cf. Section  
288 3.2.2).

### 289 3.1 Data Collection

290 For a qualitative examination of the topic at hand, the first  
291 step involved the collection of relevant terms to be  
292 investigated. It can be inferred from the research questions  
293 what features a viable term has to possess: Namely, it has to  
294 be coined in video-gaming context and it has to be used in a  
295 context unrelated to video game-context. Thus, two criteria  
296 C1 and C2 can be set:

#### 297 **C1**

298 Possess a specific sense rooted in the video game-  
299 environment (either exclusively or polysemic). In short:  
300 being able to be called 'video gaming-specific vocabulary'.

#### 301 **C2**

302 Be repeatedly used in an environment not related to video  
303 games with their C1 sense.

304 Terms that could potentially fall under the criterion C1 were  
305 collected during my regular online communication in emails,  
306 on Twitter, Facebook and several forums. Recognising them  
307 as potentially useful was based on my intuition as a long  
308 term-member of the video game-specific discoursing  
309 community. This resulted in a collection of 17 terms possibly  
310 suitable for C1 that were occasionally found being used in  
311 video gaming-unrelated online environments, making them  
312 possible candidates for C2 as well.<sup>6</sup>

313 Achievement unlocked, boss, to camp, critical hit, drop/to drop, to farm, to  
314 frag, to grind, imba, loot/to loot, newb, noob, one-hit, ragequit, to spawn,  
315 salty, tilt, quest

316 **Figure 1:** Terms possibly suited for research (non-exhaustive). Collected  
317 from my own online communications.

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6 Their actual viability for C2 is part of the analysis section.

318 Next, the viability of these lexemes for C2, was checked  
319 against three dictionaries: *The Oxford English Dictionary*  
320 *Online* (OED), *Merriam-Webster* (M-W) and *Urban*  
321 *Dictionary* (UD). While dictionary entries are unfit to  
322 describe all the senses of a word in a way that frame  
323 semantics could (cf. Fillmore & Atkins 1994: 350), they suffice  
324 to narrow down the count of words examined in this case.

325 The OED and M-W were chosen because of their highly  
326 *community-general* entries: if a *community-general* sense  
327 existed in one of the two dictionaries it was fair to assume  
328 that said sense was not coined by video gaming group  
329 members. The UD, in contrast, is exclusively available online,  
330 featuring user-contributed entries. Definitions of senses only  
331 recently coined by internet-savvy groups are found in the  
332 UD, since people can simply include their definition of choice  
333 by themselves. The entries are then rated either negative or  
334 positive by other users, giving them a rank order by which  
335 the entries are sorted from most credible to least credible. By  
336 comparing the results of the community-general OED and M-  
337 W entries against the user-contributed, community-specific  
338 definitions provided in the UD, it was possible to determine if  
339 a video game-specific sense exists by using the following  
340 hypothesis H1 as base:

341 **H1**

342 If the examined term is used by in-group members in a way  
343 that neither the OED nor the M-W provide, C1 holds true.

344 After the dictionary matching, five terms were excluded from  
345 the pool of terms because they are depicted with their  
346 community-general meaning in the OED and M-W, even in  
347 the video game context. These excluded terms are *Loot/to*  
348 *loot*, *salty*, *quest*, *boss* and *imba*.<sup>7</sup>

349 Subsequently, the remaining twelve words fall under C1  
350 following H1 and thus qualify for the category 'video gaming-  
351 specific vocabulary'. Due to the scope of this paper, it was

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7 Further details are not relevant to the paper at hand, but can be found in the Appendix 'Collection of Term Meanings from Dictionaries' for further interests.

352 necessary and useful to pick a narrowed selection of words  
 353 for in-depth analysis from these lexemes<sup>8</sup> and phrases.  
 354 To that purpose, the three terms *newb*, *noob* and *ragequit*  
 355 were chosen. Their dictionary comparison data can be found  
 356 in the following Table 1:

Newb; noob	
OED	<i>Slang</i> (orig. <i>U.S.</i> <i>Mil.</i> ). A person new to a particular activity, profession, etc.; a newcomer, a beginner. In later use freq.: spec. a new user of computer technology, esp. the Internet. (OED s.v. <i>newbie</i> )
M-W	<i>chiefly US, informal.</i> a person who has recently started a particular activity (M-W s.v. <i>newbie</i> 1)
UD	A noob is a person who really sucks at a game but refuses to learn/listen to people who are skilled. Many of them may have been playing the game for a while, but still suck at it. They usually have no hope. (UD s.v. <i>noob</i> 2 Noob 1)  Newb comes from "newbie." Somebody new to a game and they will generally suck at it. However, the reason that they suck is because of their unfamiliarity to the game. They have the potential to become good. This is not a derogatory term. (UD s.v. <i>noob</i> 2 Newb 1)
Process / Shift	Narrowing, Pejoration (noob)  Clipping ( <i>newb</i> )
ragequit	

8 While lemma would be the more appropriate term denoting the lexemes found in the dictionary, in the case of this paper it proved impractical. Terms found in the UD do not feature a consistent spelling due to their relative newness. Furthermore, user-contributed entries naturally tend to incorporate the spelling the contributing user prefers, which leads to various different spellings without necessarily featuring different senses. Thus, using lemma has to be done with great care. More general designations support comprehension in this case.

OED	Violent anger, fury, usually manifested in looks, words, or action; an instance or fit of this (OED s.v. <i>rage</i> , n. 1) To yield, concede; to give or hand over. With indirect object or to, unto. Obs. (OED s.v. <i>quit</i> , v. 10b)
M-W	violent and uncontrolled anger (M-W s.v. <i>rage</i> 1 1a)  to admit defeat : give up (M-W s.v. <i>quit</i> 2 intransitive verb 3)
UD	To stop playing a game out of an [sic] anger towards an event that transpired within the game. (UD s.v. <i>ragequit</i> 1)
Process/ Shift	Compounding

357 **Table 1:** Term Meanings from Dictionaries for *newb*, *noob* and *ragequit*

358 *Newb* and *noob* represent the category of words that  
 359 underwent a sense shift<sup>9</sup> because they include an interesting  
 360 phenomenon not found in any other examined term: They  
 361 are stated by the UD to possess two inherently different  
 362 meanings while stemming from the same source (cf. (D s.v.  
 363 *noob* 2 Noob 1; UD s.v. *noob* 2 Newb 1). Examining if the  
 364 usage of *newb* and *noob* in out-group communication stays  
 365 true to the UD definition shall deliver important insights for  
 366 answering the research question.

367 As an endocentric compound of two preexisting lexemes,  
 368 *ragequit* was chosen to represent the pool of new word  
 369 formations. It was indeed the most fitting term for this  
 370 category since *one-hit* and *critical hit* were coined by non-  
 371 digital roleplay gamers before being adopted into video  
 372 games (UD s.v. *critical hit* 1; cf. 'gamemaster' UD s.v. *one-*  
 373 *hit*).<sup>10</sup> *Achievement unlocked* as a simple phrase was not

9 Bearing in mind that *newb* is a clipping of *newbie* and *noob* a phonologically induced change of *newb*, both are thus word formations as well. Since for the course of this research their deviated meaning from *newbie* is the most interesting factor, they will serve as representatives for the meaning shift phenomenon in this case.

10 While *roleplay games* is the commonly accepted name of a genre of video games, the term originally described what is today sometimes referred to as *pen and paper games*. Those are parlour games where the adventure plays out in the minds of the players and on paper guided by a so called 'gamemaster' who knew the possible outcomes of the game.

374 representative enough for further research. Furthermore, as  
 375 the official description of the process of acquiring a game-  
 376 related trophy on the Microsoft Xbox system (UD s.v.  
 377 *achievement unlocked* 1), it would probably have produced  
 378 numerous unproductive hits in the webcrawling process that  
 379 constituted the base of my empirical research.<sup>11</sup>

380 For the purpose of webcrawling, I also included written  
 381 variations of the terms, namely *n00b*<sup>12</sup> for *noob*<sup>13</sup> and rage-  
 382 quit, rage quit for *ragequit*<sup>14</sup>. Since orthography on the  
 383 internet often differs, either out of personal preference or  
 384 due to misspellings, this was necessary to find as much  
 385 conclusive data as possible. To compile the data for research  
 386 on the terms, the web was crawled for occurrences of the  
 387 terms *newb*, *noob*, *n00b*, *ragequit*, *rage-quit* and *rage quit*.  
 388 This was done by use of the NeoCrawler Observer.<sup>15</sup>

389 The NeoCrawler<sup>16</sup> is a software for identifying and  
 390 observing neologism on the internet in order to produce  
 391 viable data for linguistic analyses. The actual crawling process  
 392 is done with the Observer module of the NeoCrawler. It is  
 393 used to monitor terms either found by the Discoverer<sup>17</sup> or

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- 11 The other viable terms found in Table 1 would make appropriate research subjects in a broader study. Due to the scope of this thesis, restricting research to the terms stated above proved to be most productive.
- 12 Exchanging letters with similar looking numbers or signs is a common way to obscure words or just to lark around in the online community. The process is called Leetspeak or 13375P34K, meaning 'elite speech'. Although in its beginnings Leetspeak was used seriously as a sort of code, today it is mostly applied for humorous or ironic purposes.
- 13 While boon/b00n is related to noob as well, there is some disagreement whether it possesses the exact same meaning as noob. The Urban Dictionary on one hand states that "[s]imply put, b00n [is] n00b spelled backwards" (UD s.v. boon 12) without a changed meaning in comparison to noob. On the other hand, it also acknowledges boon as "[t]he exact opposite of a n00b[. N]ot only is it n00b backwards, it means that you are so uber-pro at video games that you will remain a virgin for the entirety of your life. [...]" (UD s.v. boon 3). Boon will therefore be excluded from the research in this paper. For the exact same reason, the alternative spelling nub is excluded as well (cf. UD s.v. nub).
- 14 Although the acronym rq is sometimes used as well, it will not be part of the examination due to the immense amount of unprofitable hits it would probably produce.
- 15 My sincerest thanks to Dr. Daphné Kerremans and Jelena Prokić for crawling the web for me with the NeoCrawler Observer.
- 16 The NeoCrawler was devised by Daphné Kerremans, Hans-Jörg Schmid and Susanne Stegmayr at the Chair of Modern English Linguistics, LMU Munich (cf. Kerremans 2015: 73f).
- 17 The NeoCrawler consists of two modules that perform different steps of work: The Discoverer and the Observer. The Discoverer identifies possible neologisms by sweeping the web (cf. Kerremans 2015: 77–80). In the current research, this part of discovering newly coined or invented words was already

394 inserted manually. The Observer itself consists of two  
395 modules: the actual webcrawler as well as the linguistic post-  
396 processing tool. For the current research, only the  
397 webcrawler was made use of (cf. Kerremans 2015: 84–87).  
398 *Newb, noob, n00b, ragequit, rage-quit* and *rage quit* were  
399 manually inserted into the Observer and crawled for every  
400 traceable<sup>18</sup> occurrence. To provide a number of occurrences  
401 small enough to actually be comparable in the scope of this  
402 thesis, the search was restricted to occurrences that  
403 happened between January 1<sup>st</sup> 2017 and Mai 1<sup>st</sup> 2017.<sup>19</sup>

404 The crawling process produced a total of 300 entries: 78  
405 for *noob*, 74 for *n00b*, 75 for *newb*, 59 for *ragequit* and 14 for  
406 *rage quit/rage-quit*.<sup>20</sup>

### 407 3.2 Data Processing

408 The hits produced by the NeoCrawler were delivered in plain  
409 text and HTML for a total of 600 files. The first step for  
410 further processing was to clean up the results<sup>21</sup>. The  
411 remaining data was manually sorted into two categories: if the  
412 term occurred in a gaming context, the files were sorted into  
413 a *gaming-specific context* directory. If not, they were put into  
414 a *non-gaming context* directory. This way, two superordinate  
415 directories came into existence: one filled with the text files  
416 and one with the HTML files, both sorted in the  
417 aforementioned system. The HTML directory was sorted into

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done by me through the process of dictionary comparison. Thus, the Discoverer did not come to use for this paper.

18 The Observer does now crawl for every occurrence (at the time of use for this thesis). Some especially big sites such as Amazon and YouTube were only crawled for one occurrence and then excluded from the search. This technical issue was reported and, to my knowledge, sorted out for future use of the Observer.

19 The unedited file of collected data is accessible digitally in Appendix 1.

20 It needs to be noted that due to technical reasons crawling the variations *rage quit* and *rage-quit* was done at the same time, thus mixing the results of both together. Given the very limited hit count both variations produced and because they have a certain tendency to occur together, I chose to examine them together as well.

21 First, by deleting empty text files and broken HTML pages. Sometimes pages seemed to be still readable, but in a state of imminent deletion when the NeoCrawler saved them into a file, making the file either empty or unreadable. Curiously, the corresponding text files yielded results. They were thus not excluded from the context analysis data. Also, all non-English occurrences of the target terms were entirely excluded from the research and put into a *non-English occurrences* directory.



418 subdirectories for every term for differentiated research,  
419 while the text directory includes all *gaming-specific context*  
420 files of every term in one subdirectory and so on to simplify  
421 the technical process of using a context analysis tool. The  
422 directories were named *Context Analysis* and *Page-Level*  
423 *Classification* according to their purpose.<sup>22</sup>

### 424 3.2.1 Context Analysis via AntConc

425 By using the corpus analysis tool AntConc<sup>23</sup>, I analysed 2-  
426 gram and 3-gram clusters and collocates of the terms in in-  
427 group and out-group context.

428 While useful to get results on the quantitative use of  
429 lexemes, the main reason to analyse the phrasal environment  
430 with AntConc was to identify patterns in the usage that hint  
431 towards certain semantic frames of the investigated lexemes.  
432 By connecting common clusters or collocates with  
433 distinguished senses of a term, a frame can be constructed  
434 that describes said sense.

435 The context analysis requires a lot of editing work due to  
436 the format of the text files. For example, AntConc identifies a  
437 2-gram cluster *noob quote* from the following title-body  
438 combination<sup>24</sup>: “Spring Challenge Path: Gelatinous Noob //  
439 Quote: Originally Posted by [...]”. Such combinations had to  
440 be filtered out. Furthermore, name clusters such as *noob*  
441 *saibot*<sup>25</sup> and *gelatinous noob* are common but give no  
442 definitive leads towards building a frame due to them being  
443 limited to a single game or product. Thus, it is not as  
444 productive a research method as the following page-level  
445 classification (PLC). For this reason, I limited examined  
446 clusters and collocates to the five most prominent  
447 occurrences. I decided to use the context analysis merely as  
448 supportive tool to my main device, the PLC.

---

22 The sorted data can be found in Appendix 2, divided into Appendix 2.1. Context Analysis Data and Appendix 2.2. Page-Level Classification Data.

23 Version 3.4.4w was used for this paper. Recent version downloadable at <http://www.laurenceanthony.net/software.html>, [30.01.2020].

24 The // caesura was inserted by me to show where the separation of title and body occurs on the webpage.

25 Noob Saibot is a playable character from the *Mortal Kombat* video game series.

449 3.2.2 Page-Level Classification according to Kerremans

450 To make an analysis of the context surrounding the  
451 researched terms, not only the phrasal environment had to be  
452 examined. Akin to Fillmore's *interactional* frame the real-  
453 world environment, in this case the online environment  
454 surrounding the occurrence, had to be examined. To that  
455 purpose, the page-level analysis as done by Daphné  
456 Kerremans (2015: 88–92) proved useful. Classifying the  
457 webpages into categories gave vital information for  
458 interpreting the context in which the terms were used. It also  
459 provided facts such as how often a lexeme occurred and if  
460 different orthographies of the same word were used together.

461 Building from the original model (Kerremans 2015: 88–89  
462 Table 3), I made several adjustments to fit the course of my  
463 research. The model was developed for use in a very broad  
464 online environment not restricted to a single semantic field.  
465 Since the research heavily concentrated on the in- and out-  
466 group use of one semantical field, I adjusted the fields of  
467 discourse in the category of semantic features as following:

- 468 • Since the hits were already sorted into 'gaming' and  
469 'non- gaming occurrences' and were examined  
470 accordingly, the category 'gaming' was taken out while  
471 still existing in the structure of the analysis itself.  
472 'Technology' was used for every occurrence that  
473 involved technological topics. Since every hit examined  
474 involving technology was about coding, no further sub-  
475 classification was needed.
- 476 • 'Guide' and 'product test' were included for specific  
477 kinds of articles. Both share the feature that they are  
478 concerned with a certain topic in a very in-depth way.  
479 Again, if they were given without clarification of  
480 superordinate field of discourse, it defaults to 'gaming'.
- 481 • The entertainment category was enriched with further  
482 sub-categories: 'fishing', 'writing', 'gambling' and  
483 'comics'.
- 484 • The 'lifestyle' category was further sub-categorised with  
485 'travel' and 'dating'.
- 486 • 'Education' and 'crafting' were added as discourse fields.
- 487 • 'Discussion' was added as a subcategory not bound to a  
488 superordinate category level. 'Complaint' was added as

489 a subcategory to show negatively connotated  
490 discussions. Whenever ‘discussion’ or ‘complaint’ are  
491 listed without further clarification of the field of  
492 discourse, their superordinate field was ‘gaming’.  
493 • Categories present in Kerremans (2015: 88–89), but  
494 unused in my study were left out for convenience.

495 Some adjustments had to be made in the socio-pragmatic  
496 features column as well. I altered the source type as follows:

- 497 • The ‘blog’ category was split into ‘professional blog’ and  
498 ‘private blog’, incorporating the feature of ‘authorship’  
499 directly into the source type classification. The  
500 classification was done by examining the site notice  
501 pages. Blogs lead by companies, self-employed  
502 contractors and those which appeared to generate  
503 revenue through advertisement on the site were filed as  
504 ‘professional’.
- 505 • ‘Games store’ and ‘retailer’ were added. While ‘games  
506 store’ denotes a site for selling digital gaming content,  
507 ‘retailer’ designates mail-order businesses such as  
508 Amazon.
- 509 • ‘Crowdfunding’ platforms were added as a category.
- 510 • Sub-fields of discourse were entirely taken out since  
511 they did not matter due to the scope of the research.  
512 Interesting sub-fields were noted in the ‘comments’  
513 section of the page-level classification.

514 A section ‘name’ was included, originally to filter out use of  
515 the examined terms as a nickname. In the course of the page-  
516 level analysis, it became apparent that some of the terms  
517 tended to occur in the names of products, brands or  
518 companies, hinting at some sort of advertising viability  
519 inherent to them. Thus, the section ‘name’ includes the use as  
520 any kind of name whatsoever, with nicknames being noted  
521 down in the comment section. Finally, for researching the  
522 possible pejorative use of *noob*, *n00b* and *newb*, a new  
523 section ‘derogatory’ was added.

524 Incorporating all that, my PLC scheme analogously to the  
525 one found in Kerremans (2015) looks as follows:

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Mode of use		
	Metalinguistic	
	Objectlinguistic	
Derogative use		
	Derogative	
	Non-derogative	
Use as or in name		
	Yes	
	No	
Semantic features	Field of discourse	Sub-field of discourse
	Politics	
	Business	
	Sports	
	Advertising	
	Lifestyle	Celebrities, food and drink, fashion, travel, dating
	Entertainment	Film, fishing, writing gambling, comics
	Technology	
	Education	
	Crafting	
		Guide, product test
		Discussion, complaint
Socio-pragmatic features	Type of Source	

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	Professional blog	
	Private blog	
	Forum	
	Social Network	
	Filesharing	
	News	
	Games store	
	Retailer	
	Crowdfunding	
	Dictionary	

526 **Table 2:** Adapted Page-Level Classification Scheme

527 I executed the analysis for the topmost 15 occurrences in  
 528 every viable HTML directory if enough hits were produced,  
 529 meaning 15 pages for every term in in-group context and 15  
 530 pages for every term in out-group usage. *Rage quit/rage-quit*  
 531 was an exception: Since it produced only 14 hits in total, I  
 532 analysed them all.

#### 533 **4 Earned Results**

534 The following table summarises the noteworthy clusters and  
 535 collocates. The Page-Level Classification is discussed  
 536 below<sup>26</sup>.

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<sup>26</sup> The complete PLC tables can be accessed in Excel sheets in the Appendices. Table 3 is found in Appendix 3, the PLC in Appendix 4.

Noteworthy Clusters and Collocates				
Gaming-specific context				
Hits include repetition and only show tendencies.				
Range = Number of files that the cluster is found in.				
	Clusters	#Hits/Range	Collocates	#Hits
<i>noob</i>	noob question	7/1	unbalanced	3
	fucking noob	4/1		
	noob ass	3/1		
	noob gamer	3/1		
	total noob	2/1		
	noob punisher	2/1		
	mortal kombat noob	5/1		
	zelda noob	3/2		
	minecraft noob	3/1		
	[game] noob	11/4		
<i>n00b</i>	n00b alliance	18/1		
	fps noob	6/1		
	n00b mistake	4/1		
	n00b art	4/1		
<i>newb</i>	my newb self	5/1	needing	3
	newb friendly	3/1	experts	4
	newb question	3/1		
	newb edition	2/1		



	computer/pc newb	6/2		
	Semi-newb	2/1		
ragequit	upsetting ragequit	3/1	unpredictable	1
	anti-ragequit	1/1	upsetting	3
	ragequit video	4/1	surrender	3
	ragequit stories	2/1		
<i>rage quit/ rage-quit</i>	Rage-quit proof	3/1		
	rage quit moments	2/1		
	rage quit punishment	2/1		
	time for rage quit	5/1		
Non-gaming context				
	Clusters	#Hits/Range	Collocates	#Hits
<i>noob</i>	noob question	15/3		
	noob ransomware	9/1		
	noob to pro	6/2		
	noob('s) guide	6/3		
	total noob	14/4		
	not a noob	17/2		
<i>n00b</i>	complete n00b	8/3	memes	2
	dumb n00b	6/1		
	code n00b	6/2		

	n00b question	15/6		
	n00b status	6/1		
	n00b bullshit	5/1		
<i>newb</i>	newb question	22/6		
	newb problems	4/1		
	absolute newb	4/1		
	total newb	3/1		
<i>ragequit</i>	anti-ragequit	1/1	whiny	1
	ragequit sale	4/1		
<i>rage quit/</i> <i>rage-quit</i>	Rage-quit proof	3/1	threatened	3
	made you/me/us rage-quit	11/3		
	want to rage quit	3/1		

537 **Table 3:** Noteworthy Clusters and Collocates

538 The Page-Level Classification is best discussed on a term to  
 539 term basis. While percentages are given and are sometimes  
 540 able to display certain trends of usage, the empirical research  
 541 was not laid out for definitive statistical results but for  
 542 assertions about the quality of usage.

#### 543 **4.1 Results for *n00b*, *noob***

544 A total of 153 viable hits have been acquired by the  
 545 NeoCrawler for *noob* and *n00b*, making it the most  
 546 productive of the evaluated terms in this study. Although they  
 547 were originally regarded as orthographic variants of the same  
 548 sense, some of the evidence found suggests distinctions in  
 549 usage. Used by in-group speakers, *noob* frequently takes a  
 550 derogatory meaning in clusters like *fucking noob*, *noob ass*  
 551 and *total noob* (cf. Table 3). It collocates with terms of  
 552 complaint such as *unbalanced*. The PLC shows a similar

553 tendency: about of third of the evaluated hits of *noob* are  
554 used in pejorative way. Constantly, a *noob* is contrasted with a  
555 *pro*, i.e. a professional in the solicited field. A *noob punisher* is  
556 a playable game character that specifies in defeating  
557 unexperienced players, and a book series that obtains its  
558 marketing identity by displaying noobs as *weird* has been  
559 found on Amazon.com.

560 Names containing *noob* are rather common, with a 60%  
561 occurrence in in-group and about 50% in out-group context  
562 in the PLC. The rates for *n00b* are significantly lower, with  
563 about 33% each. It is prominent that *noob* in in-group context  
564 is frequently used as a name in an advertising field of  
565 discourse, more specifically in product names. Video game  
566 titles like *The Noob Challenge* and *Noob Test* exist.

567 *N00b*, on the other hand, does not feature this  
568 conspicuousness in in-group usage. It is most frequently used  
569 in a context that is seemingly derogative, but on second  
570 glance turns out to be ironical or self-referential. Persons  
571 refer to their own creations as *n00b art* and admit their own  
572 shortcomings to be *n00b mistakes* (cf. Table 3). *N00b* is also  
573 found in the name of gaming clans, i.e. gatherings of players  
574 for playing together, as well as technical modifications that  
575 make defined functions of a video game more convenient to  
576 use. Its use in product or website names was consistently  
577 lower than that of *noob*, however.

578 In out-group usage, *noob* and *n00b* are both most  
579 prominently found in technological context. Programmers  
580 refer to their own shortcomings or to beginners' questions as  
581 *noob* or *n00b* without derogatory intent. *Noob* is also found  
582 in the recurring phrase *a noob's guide to*, denoting articles  
583 and blog posts that introduce topics from the perspective of a  
584 beginner. Both forms are almost non-existent in derogatory  
585 use outside the video game context, even though clusters that  
586 are potentially usable in a derogatory way exist. *Total noob*,  
587 *complete noob* and *not a noob* can be used in a pejorative way  
588 when directed at other people, but are most often used for  
589 self-irony. The collocate *meme*, meaning humorous pictures  
590 that are widely distributed on the internet, further hints at the  
591 tendency to use *n00b* in jest (cf. Table 3). In cases where  
592 devaluation of others occurs, it is found via strongly  
593 derogatory clusters such as *n00b bullshit* and *dumb n00b*,  
594 leaving no doubt of their intention. It is noticeable, however,

595 that *n00b* almost exclusively occurs in a technological field of  
 596 discourse. *Noob* is also used mainly in technology, but in  
 597 different fields of discourse as well.

598 On a morphological level, *noob* and *n00b* are frequently  
 599 found as pre-modifiers in a noun phrase as in *noob gamer*,  
 600 *noob punisher*, *n00b alliance*, *n00b mistake*. They also occur  
 601 as head of a noun phrase preceded or followed either by a  
 602 derogatory marker such as *total*, *dumb*, *fucking*, *bullshit* or by  
 603 the name of a certain video game or entire game genre like  
 604 *fps noob*, *minecraft noob* (cf. Table 3).

#### 605 4.2 Results for *newb*

606 Noticeably, *newb* almost entirely lacks derogatory  
 607 occurrences. Instead of diminishing others, *newb* is  
 608 commonly used to diminish oneself in a context of asking for  
 609 help. *Newb question* and *newb problems* clusters occur in  
 610 queries for support in video game challenges as well as  
 611 technical difficulties or crafting instructions. Unsurprisingly,  
 612 these queries take place on discussion forums more than  
 613 anywhere else. Users frequently refer to themselves as *semi-*  
 614 *newb*, *absolute newb* and *total newb* in attempts to draw  
 615 helpers with more experience. It is notable that while *noob*  
 616 and *n00b* collocate with *pro*, *newb* strongly collocates with  
 617 *expert* (cf. Table 3). Both share the same sense of a  
 618 professional who knows what to do<sup>27</sup>, but *expert* is used in  
 619 significantly more formal registers than the common internet  
 620 short-form *pro*. Furthermore, *newb* at times occurs together  
 621 with the long-form *newbie* it originated from. They are used  
 622 interchangeably and, in the case of discussion forum posts,  
 623 frequently by the same person.

624 Metalinguistic use of the researched terms only occurred  
 625 in out-group usage of *newb*: once as a forwarding page of the  
 626 ~~M-W~~ towards *newbie* and once as a collective page for  
 627 acronyms and abbreviation senses for *newb*<sup>28</sup>. It should also  
 628 be noted as an interesting result that the insights found for  
 629 *newb* so far can be almost ubiquitously applied to in- and

<sup>27</sup> Pro also has the sense of '[s]omebody who gets paid for what they do (as opposed to an amateur)' (UD s.v. Professional 2), which in gaming contexts often refers to e-sportspersons, i.e. people that make money by playing a certain game in a professional team. In this regard, pro is an even more substantial contrast to noob, n00b and newb than expert.

<sup>28</sup> Consequently, *newb* as short-form of *newbie* was included.

630 out-group context. The similar clusters and tendency for self-  
631 diminishing queries apply for both cases.

632 Names including *newb* do occur, but on a much lower scale  
633 than they did for *noob* and *n00b*. In the PLC, they are found  
634 more often in out-group context. In general, *newb* is found  
635 only 16 times in in-group context, while occurring 58 times in  
636 out-group context.

#### 637 4.3 Results for *ragequit*, *rage-quit* and *rage quit*

638 The most prominent assertion of the examination of the  
639 three tokens of *rage\_quit*<sup>29</sup> is their exuberant use in an  
640 entertaining context. There, a number of video titles  
641 including *rage\_quit* can be found in in-group use. As is the  
642 case with *noob* and *n00b* being part of product names, videos  
643 tagged with titles such as *The Most Upsetting Ragequit*  
644 *Pentakill* and search tags such as *#ragequit* hint at an  
645 advertising effect of the term. *Ragequit videos*, *ragequit*  
646 *stories* and *rage quit moments* are common clusters in in-  
647 group use. Those occurrences have a taunting undertone or  
648 are openly mocking. Generally, *rage\_quit* is negatively  
649 connotated. Clusters include upsetting *ragequit*, *rage quit*  
650 *punishment* and *made [you/me/us] rage-quit*. The collocate  
651 *whiny* furthers this. In a gaming-affiliated context, collocates  
652 like *unpredictable* and *surrender* and the tendency to mock  
653 ragequitting persons show a tendency to affiliate *rage\_quit*  
654 with other persons instead of oneself. Frequently, *rage\_quit*  
655 is depicted as something to be avoided: *anti-ragequit* and  
656 *rage-quit proof* clusters emerge equally in in- and out-group  
657 context.

658 One exceptional case of usage in out-groups is the  
659 occurrence of *rage-quit* in a U.S. political online news report  
660 in the headline *Bannon Reportedly Threatened to Rage-Quit*  
661 *the White House* that was used as introductory example.

## 662 5 Polysemic Frame Construction

663 The results described in the last three subchapters give lead  
664 to a plethora of polysemic senses for each of the examined

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29 For convenience, if no specific token is meant, *rage\_quit* will serve as a constructed written representation to avoid confusion with the token *ragequit*.

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665 terms as well as for sense deviations in in-group and out-  
 666 group usage. By following and adjusting the system of  
 667 Fillmore & Atkins (1992: 99–100) frames centered around  
 668 each of them can be constructed and visualised. The model  
 669 incorporates quantitative tendencies derived from the  
 670 percentages given in the PLC and the approximate tally of  
 671 cluster appearances. It also includes *criteria frame*  
 672 components such as DEROGATIVE and DISRUPTION. The  
 673 occurrence rate of senses is shown in descending order, with  
 674 S1 more prominent than S2 and so on.<sup>30</sup>

noob (in-group)	noob (out-group)
(S1) RELATION BETWEEN PARTY AND LEARNING a player unwilling to acknowledge his flaws and correct them	(S1) RELATION BETWEEN GRADES OF PROFESSION a person inexperienced in a particular field
(S2) RELATION BETWEEN SELF AND PARTY a title to be avoided; worth defending against	(S2) RELATION BETWEEN PARTY AND THEMSELVES; HUMBLING A derogatory statement towards themselves for self- diminishment, (seeking aid)
(S3) RELATION BETWEEN OUTSIDER AND PARTY; DEROGATORY A derogatory statement towards the party's unwillingness to learn	(S3) RELATION BETWEEN GRADES OF PROFESSION; TEMPORARINESS a state of inexperience to be left eventually
(S4) RELATION BETWEEN PARTY AND THEMSELVES A derogatory statement towards themselves for self- diminishment, (seeking aid)	(S4) RELATION BETWEEN INTERESTED PARTY AND OUTSIDER; ADVERTISING A title given to oneself for catching the interest of people inexperienced in the respective field

<sup>30</sup> The polysemic frames can also be accessed digitally in Appendix 5.



<p>(S5) RELATION BETWEEN OUTSIDER AND PARTY; ADVERTISING</p> <p>a denomination agitating towards a challenge to not be or to defeat (S1-S4)</p>	
<p>(S6) RELATION BETWEEN GRADES OF PROFESSION</p> <p>an inexperienced player</p>	
<p>(S7) RELATION BETWEEN PARTY AND THEMSELVES; HUMBLING</p> <p>A derogatory statement towards themselves for self- diminishment, (seeking aid)</p>	

675 **Table 4:** Polysemic Frames of noob (in- and out-group)

n00b (in-group)	n00b (out-group)
<p>(S1) RELATION BETWEEN OUTSIDER AND PARTY; DEROGATORY</p> <p>A derogatory statement towards the party's unwillingness to learn</p>	<p>(S1) RELATION BETWEEN PARTY AND THEMSELVES; HUMBLING</p> <p>A derogatory statement towards themselves for self- diminishment, (seeking aid)</p>
<p>(S2) RELATION BETWEEN PARTY AND LEARNING; DESTRUCTIVE</p> <p>a player unwilling to acknowledge his flaws and correct them, harming their teammates</p>	<p>(S2) RELATION BETWEEN INTERESTED PARTY AND OUTSIDER; ADVERTISING</p> <p>A title given to oneself for catching the interest of people inexperienced in the respective field</p>
<p>(S3) RELATION BETWEEN SELF AND PARTY</p> <p>a title to be avoided; worth defending against</p>	<p>(S3) RELATION BETWEEN GRADES OF PROFESSION; TEMPORARINESS</p> <p>a state of inexperience to be left eventually</p>

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<p>(S4) RELATION BETWEEN OUTSIDER AND PARTY; ADVERTISING</p> <p>a denomination agitating towards a challenge to not be Sn or to defeat Sn</p>	
<p>(S5) RELATION BETWEEN GRADES OF PROFESSION</p> <p>an inexperienced player</p>	
<p>(S6) RELATION BETWEEN PARTY AND THEMSELVES; HUMBLING</p> <p>A derogatory statement towards themselves for self- diminishment, (seeking aid)</p>	

676 **Table 5:** Polysemic Frames of n00b (in- and out-group)

newb (in-group)	newb (out-group)
<p>(S1) RELATION BETWEEN PARTY AND THEMSELVES; HUMBLING</p> <p>A derogatory statement towards themselves for self- diminishment, (seeking aid)</p>	<p>(S1) RELATION BETWEEN PARTY AND THEMSELVES; HUMBLING</p> <p>A derogatory statement towards themselves for self- diminishment, (seeking aid)</p>
<p>(S2) RELATION BETWEEN GRADES OF PROFESSION</p> <p>a person inexperienced in a particular field</p>	<p>(S2) RELATION BETWEEN GRADES OF PROFESSION</p> <p>a person inexperienced in a particular field</p>
<p>(S3) RELATION BETWEEN GRADES OF PROFESSION; TEMPORARINESS</p> <p>a state of inexperience to be left eventually</p>	<p>(S3) RELATION BETWEEN GRADES OF PROFESSION; TEMPORARINESS</p> <p>a state of inexperience to be left eventually</p>

677 **Table 6:** Polysemic Frames of newb (in- and out-group)

rage_quit (in-group)	rage_quit (out-group)

(S1) RELATION BETWEEN ACTOR AND DEED; DISRUPTION to leave a game match before it is finished out of anger	(S1) RELATION BETWEEN ACTOR AND DEED; DISRUPTION to stop an action unfinished and abruptly out of an emotional outburst
(S2) RELATION BETWEEN ACTOR AND DEED to stop playing out of anger	(S2) RELATION BETWEEN ACTOR AND DEED; CONTINUATION To stop an action between instances of action-taking
(S3) RELATION BETWEEN ACTOR AND DEED; PASSIVITY a deed provokable by the behaviour of other game participants, including team members or opponents.	(S3) RELATION BETWEEN ACTOR AND PROFESSION to quit a profession out of discontent with a situation
(S4) RELATION BETWEEN ACTOR AND AFFECTED OBJECT to close a game (software) out of anger towards it	(S4) RELATION BETWEEN ACTOR AND SOCIAL ENVIRONMENT to leave a group out of discontent, anxiety, anger, fear
(S5) RELATION BETWEEN ACTOR AND AFFECTED OBJECT; PARTLY to permanently stop using a certain function (a game mode, a playable character) in a game out of anger towards it	(S5) RELATION BETWEEN ACTOR AND PLACE to leave a place out of discontent, anxiety, anger, fear
(S6) RELATION BETWEEN OUTSIDER AND DEED a mockable act of (S1-S5)	

678 **Table 7:** Polysemic Frames of rage\_quit (in- and out-group)

679 **6 Qualitative Analysis of the Results**

680 Up until now, the inspected terms were investigated  
681 separately from the overarching research questions to  
682 constitute a base of understanding for them. Now that the

683 terms are allotted a framework of polysemic senses, a  
684 sufficient base has been constructed to attempt to answer  
685 those queries: How do the sense and use of video game-  
686 specific terms differ from the sense and use in their context  
687 of emergence? And in cases where a difference can be made  
688 out, does the out-group usage depend on explanatory frame  
689 sequences from the in-group context?  
690 First of all, one of the criteria proposed above has not yet  
691 been made use of. After constructing the in-group and out-  
692 group framework, this issue can now be addressed.

693 **C1**

694 Possess a specific sense rooted in the video game-  
695 environment (either exclusively or polysemic). In short:  
696 being able to be called 'video gaming-specific vocabulary'.

697 **C2**

698 Be used in an environment not related to video games with  
699 their C1 sense.

700 While C1 has provided the initial cause for further examining  
701 a term, C2 determines if a lexeme answers to the actual cause  
702 of research. Using the constructed polysemies as base, a  
703 hypothesis can be established regarding when C2 holds true.

704 **H2**

705 C2 holds true for senses that are used out-group the same  
706 way as in-group.

707 Notably, this hypothesis can only account for single senses of  
708 a term, not all of them. This is important, since the  
709 constructed frames are non-exhaustive by nature. If the  
710 hypothesis would account for all senses of a term, every  
711 newly emerging sense could possibly negate it. Furthermore,  
712 it is likely that for some or each of the examined terms, more  
713 senses exist somewhere on the internet. Since the Observer  
714 search was restricted to a four-month period, occurrences  
715 before or after could yield different senses which would then  
716 devalue the usefulness of H2.

717 The senses found also differ in the quantity of occurrence,  
718 giving them a rank order among themselves indicated through  
719 their position. Some senses of in- and out-group use are

720 identical but are found in significantly different quantities.  
721 These facts play into the analysis as well. To understand the  
722 results, the following features can be summed up:

- 723 • out-group *noob* is used in the in-group senses regarding  
724 GRADES OF PROFESSION and SELF-ADDRESSING. The  
725 DEROGATORY criterion rather evenly distributed in in-  
726 group senses is dropped. Out-group, showing  
727 inexperience is most prevalent.
- 728 • Similar use applies to out-group occurrences of *n00b*. It  
729 is found almost analogue to *noob*, with a focus more  
730 centered around SELF-HUMBLING, often in the course of  
731 seeking help. In-group, *n00b* deviates from the senses  
732 of *noob* in that it is more strongly DEROGATIVE towards  
733 others, leaving an even bigger gap between in- and out-  
734 group usage of *n00b* than in the case of *noob*.
- 735 • *Newb* is used similarly in- and out-group. It is entirely  
736 devoid of the DEROGATORY connotation and most often  
737 refers to the writer themselves in attempts to humble  
738 and request aid.
- 739 • The component HUMBLING is found from most to least  
740 often: *newb* → *n00b* (out-group) → *noob* (out-group) →  
741 *noob*, *n00b* (in-group)
- 742 • The component DEROGATORY is found, from most to  
743 least often: *n00b* (in-group) → *noob* (in-group) → *noob*,  
744 *n00b* (out-group), *newb* (almost none)
- 745 • The component GRADES OF PROFESSION is found, from  
746 most to least often: *noob* (out-group) → *newb* → *n00b*  
747 (out-group)
- 748 • → *n00b* (in-group) → *noob* (in-group)
- 749 • The component ADVERTISING is found, from most to  
750 least often: *n00b* (in-group) → *noob* (in-group) → *n00b*  
751 (out- group) → *noob* (out-group) → *newb* (none)

752 What is perhaps the most insightful finding of this study  
753 outside the in-group–out-group comparison is the deviation  
754 in the actual usage of *noob* and *n00b* against how they are  
755 approached by the dictionary and, as such, by me at first:  
756 While *n00b* was included merely to account as a spelling  
757 variant of the lemma *noob*, the polysemic frames revealed a  
758 deviation in usage between the two. This can be most clearly  
759 seen in the distribution of GRADES OF PROFESSION and

760 ADVERTISING, where the dispersion differs completely. Notably,  
761 DEROGATORY and HUMBLING criteria can be found differently  
762 ranked in- and out-group but remain at an approximately  
763 equal ranking in out-group usage of *noob* and *n00b*.

764 It is probable that in in-group use, words coined in that  
765 same group develop faster than in out-group use. Applying  
766 Chang's denomination again, *noob* and *n00b* are *community-*  
767 *specific* (to the in-group), but are *community-general* inside  
768 the in-group, meaning they are used context-independent  
769 and semantically autonomous (cf. Schmid 2008: 4, 17). As  
770 such, the terms are more likely to take figural senses or be  
771 used outside the immediate context of their coinage since  
772 users assume they are universally known around readers.  
773 *N00b* likely deviated from *noob* in in-group use because of  
774 this, getting narrowed down towards a stronger derogatory  
775 sense.

776 The terms coined in-group have to seep into out-group  
777 usage before occurring there, likely by being used by group  
778 members in out-group contexts. The spreading process in  
779 out-group usage is naturally slower than in-group, strongly  
780 relying on context and co-text to unambiguously explain the  
781 terms to unfamiliar readers (cf. Schmid 2008: 4; cf. Kerremans  
782 2015: 48). At a time when in-group *noob* and *n00b* are  
783 already deviated, they might still share certain characteristics  
784 in out-group use because they are defined by their semantic  
785 environment to a certain extent. Likewise, deviation might  
786 not always be clear: Many UD entries, likely written by in-  
787 group members, still do not distinguish between *noob* and  
788 *n00b* even if they differ in actual usage. Thus, the seeping  
789 process into out-groups may not be coherent, transferring  
790 different definitions and senses out of the coinage context  
791 instead.

792 The fact that *newb* does not feature the same deviations  
793 may be explained by the circumstances of its coinage: as  
794 short form of *newbie*, which is not affiliated with video  
795 gaming, it was likely to be understood by out-group readers  
796 even though it was coined by in-group members. As such, its  
797 original meaning as an autonomous term remained  
798 understood by in- and out-group users. As seen in the results,  
799 the meaning of *newb* did not significantly deviate from the  
800 meaning of *newbie* (M-W s.v. *newbie* 1, OED s.v. *newbie*).  
801 Instead, *noob* and *n00b* emerged from *newb* in a restricted

802 in-group context carrying new and different connotations,  
803 which in turn feeds into the observations made above.

804 Regarding the ADVERTISING criterial component it is  
805 interesting that the most derogative terms also are the ones  
806 used for advertising. This seeming contradiction can be  
807 explained by taking a closer look at the products advertised  
808 by names including *noob* and *n00b*. Very commonly, products  
809 – in most cases video games or objects inside video games –  
810 are marketed *against* noobs rather than towards them. Titles  
811 such as *Noob Invasion* or *Noob Punisher* depict noobs as  
812 people to be repelled or penalised. The *Minecraft Noob Test*  
813 and the *N00B* game modification challenge the reader  
814 directly by asking: Can you pass the test or are you a noob?  
815 Do you use our modification or do you use the game in its  
816 original, insufficient state like a noob would? The  
817 DEROGATIVE component of *noob* and *n00b* antagonises group  
818 members against them. Psychological studies imply that such  
819 negative product names are faster and more easily processed  
820 by the brain since they are automatically searched for  
821 possible threats towards the own person (cf. Guest et al 2016:  
822 2). The ‘threat’ of being called a *noob* makes members willing  
823 to avoid being associated with noobs or to be eager to  
824 inconvenience them. Negative product names, in turn, make  
825 games and objects that allow gamers to do just that more  
826 desirable to them, increasing their advertising value. It  
827 therefore makes sense that with lesser DEROGATIVE senses in  
828 out-group usage, fewer ADVERTISING occurrences are found  
829 as well.

830 *Rage\_quit* in out-group usage occurs largely parallel to in-  
831 group usage in that it is used as ‘stopping an activity or the  
832 use of an object’ with a DISRUPTIVE component. In-group,  
833 *rage\_quit* is MOCKABLE if performed by others. Out-group,  
834 this tendency cannot be found. It is noticeable that usage of  
835 *rage\_quit* is broadened in out-group usage. In in-group use,  
836 the process of playing and the game program itself can be  
837 *ragequitted*. Out-group however, not only activities and  
838 objects are *ragequitted* but also places, social groups and  
839 professions. The use as ending of a profession is especially  
840 interesting since it occurred in a news medium in a political  
841 context. Furthermore, *rage\_quit* in out-group context does  
842 not only occur out of anger as it does in-group and as the  
843 name implies. Causes for *ragequitting* can be anxiety towards



844 a group or financial discontent. Negative emotions in general  
845 took the place of anger in out-group usage, broadening the  
846 senses of *rage\_quit* even further. Since sense broadening  
847 generally happens to fill semantic needs, it can be assumed  
848 that no such thing as a synonym to *rage\_quit* existed before  
849 *rage\_quit* entered out- group usage. Unsurprisingly, neither  
850 the *English Oxford Living Dictionaries Thesaurus* (EOLDT)  
851 nor the M-W thesaurus do provide anything with synonymic  
852 qualities to *rage\_quit* (EOLDT s.v. *ragequit*).

853 By applying all these findings to H2, it becomes clear that  
854 the hypothesis is insufficient. The broadened senses of  
855 *rage\_quit* do not agree with it, yet it is clear that *rage\_quit*  
856 (out-group) emerged from *rage\_quit* (in-group) from the  
857 results provided. Likewise, *noob* and *n00b* are used  
858 differently in out- group context, if at least with some  
859 concurring senses from the in-group context. Still, their  
860 different usage of DEROGATIVE, HUMBLING, SELF-ADDRESSING  
861 and ADVERTISING qualities does not warp *n00b* and *noob* in  
862 out-group context beyond their emergence: An in-group  
863 member would still be perfectly able to recognise the terms  
864 outside their original context. Only *newb* could hold true H2  
865 without objection. As such, an alternative hypothesis H2Alt  
866 can be formed with the results found:

#### 867 **H2Alt**

868 C2 holds true for senses that are used out-group the same  
869 way as in-group **and** for senses that emerged in-group but  
870 are later adjusted to out-group needs while still  
871 incorporating the original in-group use.

## 872 **7 Conclusion on Neologism Frame Research**

873 The aim of this paper was to use established linguistic  
874 theories and methods to research a topic not yet commonly  
875 studied. For this, I used the concept of *frame semantics* to  
876 find evidence of shifting senses when a neologism emerged  
877 from its community-specific context of coinage into  
878 community-general usage. This evidence was found on the  
879 example neologisms *noob*, *n00b*, *newb*, *ragequit*, *rage-quit*  
880 and *rage quit* that were subject to detailed examination in the  
881 empirical part of this study.

882 The neologisms coined in video gaming-context are used  
883 with clearly different senses by outsiders. Those senses,  
884 however, are based on the senses of their emergence context.  
885 They could still be recognised by group members as related  
886 to the terms' original senses. All the examined terms seem to  
887 be firmly integrated into out-group use since the found data  
888 suggested no need for them to be explained. Merely two  
889 metalinguistic explanations have been found in total, of  
890 which one was concerned with acronyms not actually related  
891 to the term at hand (cf. Section 3.2.2.). Thus, it can be  
892 concluded that the terms did not accrue a need for  
893 explanation when taken outside their original context. A  
894 semantic frame that centers around concepts of *video gaming*  
895 is not needed to understand them, since oftentimes, as in the  
896 *Rage-Quit* example used to introduce the topic, context and  
897 co-text help to understand what sense a newly introduced  
898 term can have.

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