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THE AFTERLIFE OF ROALD DAHL'S GOBBLEFUNK: CONTEMPORARY USES BEYOND THE TEXT

Language in children's literature often performs more than a nominative function: it entertains, surprises, and invites readers into imaginative worlds. A vivid example is the fiction of Roald Dahl, one of the most influential British authors of the twentieth century. His works combine fantasy, humour, grotesque exaggeration, and active linguistic experimentation. A distinctive feature of his style is the use of invented words, which Dahl referred to as **Gobblefunk**. This playful lexical system includes such creations as *scrumdiddlyumptious*, *snozzcumber*, *whizzpopper*, and *phizz-whizzing* – words that sound unusual but remain meaningful through recognizable sound patterns, familiar fragments, and contextual associations.

Although *Gobblefunk* first functioned as part of fictional worlds, many of these words have moved beyond literature and entered real communication. They now appear in commercial, media, educational, and digital contexts, which demonstrates the practical vitality of authorial neologisms. The aim of this paper is to examine the contemporary use of *Gobblefunk* words outside their original literary context and to explain why they remain communicatively effective today.

One of the most visible spheres of reuse is connected with food, pleasure, and sensory experience. The adjective *scrumdiddlyumptious*, which in Dahl's fiction means "extremely delicious," has gained wider recognition in food discourse and dessert promotion. It has also been used commercially in confectionery branding, for example in the name of the Wonka *Scrumdiddlyumptious* chocolate bar produced under the Wonka brand by Nestlé [1].

In addition, the word has been adopted in digital food media, as seen in the popular cooking platform and YouTube channel *Scrumdiddlyumptious* [4], where it functions as a memorable marker of creativity, pleasure, and appetising content. Similar examples include other food-related *Gobblefunk* words that have entered culinary discourse and themed gastronomy. The word *snozzcumber*, originally describing the unpleasant giant vegetable in *The BFG*, has been reinterpreted in recipe culture and food media, for example in dishes such as *Snozzcumber Salad* and family cooking projects inspired by Dahl's fiction. In educational settings, playful menu design has also adopted related forms such as *glumptyous globgobblers* and other Dahl-inspired dish names used for themed school lunches and reading events.

These examples demonstrate that Gobblefunk vocabulary can successfully transform fictional food imagery into engaging real-world culinary experiences.

Another important sphere is marketing and advertising. *Gobblefunk* vocabulary is often used to create a sense of uniqueness, privilege, or excitement. The phrase *golden ticket*, strongly associated with *Charlie and the Chocolate Factory*, has become a widely recognised promotional metaphor for exclusive access, rare opportunities, and prize-based campaigns. Likewise, *wondercrump* has been used in exhibitions, visitor programmes, and tourism-related contexts to describe something extraordinary or unforgettable. A convincing example is *The Wondercrump World of Roald Dahl* at the Wales Millennium Centre [2], where the word was employed as part of the title of a large-scale public event celebrating Dahl's imaginative universe. In such contexts, the lexical choice signals wonder, spectacle, and memorable experience, showing how *Gobblefunk* vocabulary can successfully function in cultural promotion and audience engagement.

Gobblefunk words are also active in media and popular culture, where they often function as cultural markers. Units such as *oompa-loompa* and *whangdoodle* occur in discussions of film adaptations, entertainment media, and fan communities. Other forms, including *trogglehumper*, *vermicious knids*, and *razztwizzler*, appear in music projects, themed attractions, and humorous headlines. Their communicative role is broader than simple naming: they immediately activate associations with fantasy, absurdity, humour, and playful imagination.

A further area of relevance is education and social communication. The terms *Gobblefunk* and *gobble-funking* are used in creative writing activities and language-learning materials prepared by the British Council and in lexicographic resources such as the *Oxford Roald Dahl Dictionary* [3], published by Oxford University Press. The word *chiddlers* appears in child-oriented initiatives, while *giggler-treatment* has been adapted in discussions of children's wellbeing and positive communication. These examples indicate that invented language can become a productive pedagogical resource, encouraging creativity, linguistic awareness, and emotional engagement.

Even technological and digital communication occasionally adopts *Gobblefunk* vocabulary. Humorous coinages such as *bundongle* are suitable for describing a confusing mass of cables or adapters and fit the playful style often found in technology journalism. In online discourse and sports communities, forms such as *fluckgungled* and *biffsquiggled* may denote confusion, failure, or chaotic situations. In digital environments, where brevity and emotional expressiveness are highly valued, such playful words function as efficient communicative shortcuts.

The continued relevance of *Gobblefunk* can be explained by several factors. First, these words are highly expressive and emotionally charged. Second, their unusual forms make them memorable and attractive. Third, sound symbolism often helps users infer approximate meaning even without explanation. Finally, they carry strong cultural associations with well-known stories and childhood imagination. As a

result, *Gobblefunk* words are not preserved only as literary curiosities but remain useful in contemporary discourse.

The analysis demonstrates that *Gobblefunk* has developed a significant afterlife beyond the text. What began as a stylistic feature of Roald Dahl's fiction now functions in branding, media, education, tourism, and digital communication. This confirms that fictional language is not isolated from reality. On the contrary, creative neologisms can become productive tools of modern expression and continue to generate meaning for new audiences.

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МОВА «GENERATION Z» В АНГЛОМОВНОМУ ПРОСТОРИ: ВПЛИВ ТІКТОК-КУЛЬТУРИ НА ЛЕКСИЧНИЙ СКЛАД МОВИ

Динамічний розвиток сучасного англомовного дискурсу нерозривно пов'язаний із трансформаціями, що відбуваються у віртуальному просторі. На сьогоднішній день однією з найбільш впливових платформ, що визначає мовні тренди покоління Z (зумерів), є TikTok. Специфіка цієї соціальної мережі – надкороткі відео, швидка зміна візуальних контекстів та алгоритмічна персоналізація – створює унікальне середовище для виникнення та миттєвого поширення нових лексем. Мова TikTok-культури перестає бути вузьким сленгом окремої групи і стає глобальним лінгвістичним явищем, що активно впливає на загальноповсюдний лексичний склад англійської мови в межах синхронного зрізу.

Актуальність даного дослідження зумовлена необхідністю вивчення механізмів поповнення словникового запасу англійської мови під впливом цифрової комунікації. Покоління Z, як «digital natives» (цифрові аборигени), використовує мову не лише як засіб передачі інформації, а як інструмент ідентифікації та маркування приналежності до певної субкультури. TikTok стає