

# The Morphological Analysis of English Blended Words

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**Abstract:** This research was made with the aim of helping English students who are studying word mixing in morphology to understand how blended words are formed, to be more familiar with the individual words making up blended words, and how to best use them. A list of 100 mixed words that are often used in daily life is used as a sample. The study starts by measuring the extent to which students understand mixed words that are commonly used in daily life. Afterward, it tries to find out some of the reasons why there are still so many students who are unfamiliar with how blended words are formed or the individual words making up the words. To date, the identification of mixing boundaries as a type of word formation has been a widely debated issue in morphological studies. In particular, whether mixing is primarily a word creation phenomenon or a regular and predictable word formation mechanism remains an open question. Rather than maintaining an argument for one position or another, this study aims to investigate the underlying factors of that distinction and develop criteria that can be applied to the corpus data to describe specific examples of mixing such as the dots on the cline ranging from word creation to word production. This study describes the characteristics of English blended words to students and how blended words are made up of individual words often in abbreviated forms. This research is a qualitative descriptive type. Blending is a technique in combining two or more words and then combining them into one, commonly with at least one of the words being abbreviated. The use of blending is common in creating advertisements due to its unique properties and its ability to attract attention. It is hoped that the results of this research are significant enough for those learning linguistics, especially of morphology as the science of word-formation.

**Keywords:** blending; blended words; linguistic behaviors of blending; morphology; morphological analysis

## RESEARCH BACKGROUND

Language is the means with which humans communicate. With it, humans are able to communicate, cooperate, and express opinions. Spoken language is the sound produced by humans. In contrast to spoken language, written language is visualization of spoken language in the form of letters and punctuation marks. Thus, the most basic function of language is as a means of communication. In addition, language is a means for socializing and communicating among humans, with it humans were able to form communities. A modern, multicultural society does not use a single language exclusively. Migrants and minorities often use their own

languages, regional dialects are often used for communication between members of ethnic groups while national language is used to communicate with those outside the groups.

As the de facto global language, in many parts of the world where it is not the native language, English is increasingly being used in many parts of the world to communicate even among people from the same community. In Indonesia most people speak more than one language in addition to the Indonesian language. That is, they speak their own regional language which is often a dialect of the Malay language. The presence of multilingual speakers means that these languages have contact or interrelationships with each other. They simultaneously influence and are being influenced by the other. Children, teenagers and young adults are now very active users of the Internet and so they are constantly being exposed to the English language. At first these users are mostly mere consumers of content from social media sites such as YouTube, TikTok and Instagram. Yet even at this stage their everyday language has already been influenced and changed by their constant use of the Internet. Even smaller children have started to put in some English words in their daily conversation when no easy or appropriate translation of a certain word comes to mind.

While children and young adolescents' use of English is still sporadic. Those among the Millennials and Generation Z, especially among the more educated and well off, increasingly use more and more English words and phrases in their daily conversation. The prevalence of English in this oft very influential group increased the prestige of the English language among many Indonesians. So much so in fact that these days many products or service descriptions aimed at middle and upper classes are only available in English. Promotions and online sellers often advertise only in English. Social media posts and comments from native Indonesians are also often in English as it lends a veneer of prestige and intellect. The prestige of English has suppressed the spread of Indonesian neologism. In place of "swafoto" the use of "selfie" in Indonesia is almost universal both in the virtual and real world. Likewise, "online" and "offline" are omnipresent in comparison to the almost non-existent

"daring" and "luring" despite the government's effort to promote their use.

Given that many neologisms are formed by combining existing words we can safely say that many neologisms are in fact *blended words*, also known as *portmanteau*. The phenomenon of word formation known as blending may still sound foreign to the ears of most Indonesians. Nonetheless many blended words are widely used by Indonesians such as brunch (breakfast lunch), motel (motor hotel) or staycation (stay and vacation). All of these words are formed by combining two original words, in some cases the original words are abbreviated.

Several factors can interfere with vocabulary expansion or comprehension of content words. For example, Carter (1987) believe that such inhibition is related to:

Instructor's understanding and student's perception of complex words that are often not consistently similar. According to Laufer (2010), students' past (bad) experiences with vocabulary International Journal of Innovation Learning or interference can lead to functional mismatch and meaning in two languages. Laufer suggests that inhibition may occur during the vocabulary acquisition process. If the learning effect is constructive, students

An expanded vocabulary, but no acquisition of anything, has a negative effect (Nation, 1990). Nation (1990) also suggests that similarities between words can complicate the process.

Learn new words. The higher the rating of similar items, the more they have a close relationship with each other, which complicates the process vocabulary acquisition. Words that are closely related to each other, including, for example, words such as well as short words, adjectives and antonyms with opposite meanings. It can be difficult to learn, especially when put together, as students can combine or confuse them meaning due to the close relationship between two words.

This is a mixture or suitcase, two terms used in the same way in this study. This matches:

Laufer (2006)'s conclusion, emphasizing the characteristics of vocabulary, that is, the multiplicity of meanings, phonological elements including abstraction, semantic properties, length and refraction of how to construct new words.

The process of forming new words through blending can be an interesting and creative way of forming new words and new ideas, because in addition to combining the original words to produce unique new words, there are other things to consider such as how it sounds to the ear, whether it can be confused with another word and how “catchy” they are likely to be. This ephemeral property is very important in the early stages as it can determine whether the new blended word catches on and becomes widespread or be disregarded and fall out of use.

## REVIEW OF RELATED LITERATURE

Morphology is a branch of linguistics that disassembles words to their smaller constituent parts called morphemes which are then further analysed to gain some insight on the grammatical rules of a language. Morphology also studies how words are formed and how their meaning and function change, be it grammatical and semantic functions.

Blending is a process of word formation which can be considered a subclass of phrases. A compound is formed from two (or more) meaningful words, and semantically these are synonyms of one of the constituent elements, or erased by some paradigm element. However, unlike compound words, the formation of compound words is limited by several phonological restrictions given that the resulting formation is a single word. Specifically, the blend tends to be the same length as the longest of its constituent words and retains the default stress of one of its constituent words.

Certain patterns are observed with respect to the order of the word in the mixture (e.g., shorter first, more frequent first), at the location of the turning point, i.e., at another location (usually at syllable boundary or at syllable boundary). Mixed patterns may relate to the recognition of mixed words. In blending, the fusion of sight and sound is reflected at the semantic level. Mixture usually refers to a breed of animals (e.g. Zorse, a breed of zebras and horses), an interlingual diversity (e.g. a mix of French Francis and anglais means a mix of French and English), or a mixture of other types ( Example: skort is a type of clothing that has both skirt and short characteristics).

We outline some principles that scholars should consider when thinking about integrating theory within a psychological framework. This includes acknowledging the importance of forgery, alternative assumptions, the processes and products of meaning construction, and varying degrees of mental expression.

This study focuses on observing the use and widespread of word blending that are often used in social media. Most Indonesians are still not very proficient in English. Therefore, using

English words and phrases, let alone fully using the English language, in spoken form is usually still beyond the reach of most Indonesians. In addition, there is still a stigma against using English in public. Given that, blended words that most Indonesians in general are familiar with are going to be those that are commonly used in social media.

## RESEARCH BACKGROUND

Being the very first paper produced by the team, this is a basic research exploring some simpler linguistic concepts and their usage among the population. Nevertheless, some insights may be gained by exploring the results of this study.

Firstly, the research measures English literature students' familiarity and mastery of blended words. It is assumed that English literature students should have much higher proficiency and familiarity with both the language and the concept. It follows that the general populace measure much lower in both accounts.

Secondly, it explores how commonly used blended words are formed. Which word function is commonly used to form them, how many are abbreviated and forms of abbreviation used. Understanding it can help both to understand existing portmanteau as well as creating new ones using the same principles.

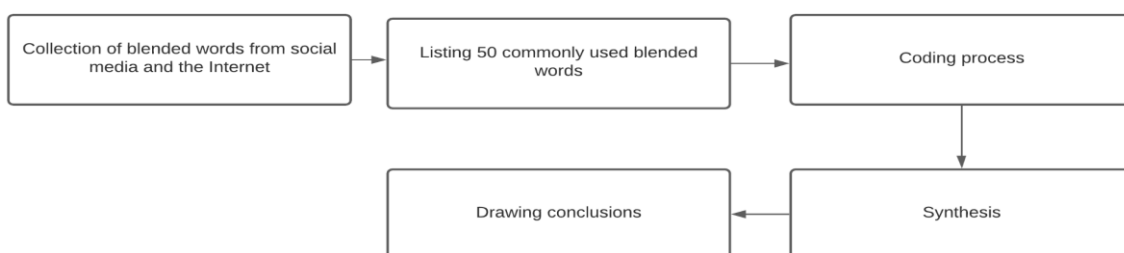
Thirdly, it measures the correlation between the complexity of blended words and the students' familiarity with them.

## Benefits of research

- Theoretically, this research can contribute to linguistic theory, especially morphology related to the formation of English words used in everyday conversation.
- Practically speaking, this research can help readers, especially students and lecturers, in learning and understanding the formation of English blended words and can encourage future researchers to conduct the same research but from a different point of view.

## RESEARCH METHOD

This research was carried out in the following stages: Observation of social media, data recording, implementation of the coding process, synthesis of research results, and drawing conclusions and suggestions, with the stages of the research which can be summarized in the chart below.



This study uses qualitative methods in determining the types of blended words as well as quantitative methods when examining commonly used blended words in more detail. The purpose of using qualitative data is as a means of expressing meaning that informs actions or outcomes that are usually measured by quantitative research. So qualitative researchers investigate meanings, interpretations, symbols, and processes and relationships of social life. 50 data will be obtained from the internet and will be used as a reference in making morphology journals. The steps in the linguistic research method are as follows:

- General research data is obtained for open coding analysis
- Obtaining data categories in axial coding
- Obtaining the main phenomena in axial coding
- Research synthesis based on the results of a 3-step coding analysis
- Drawing Researchers collect research Researchers perform Axial
- Researchers perform selective coding Researchers synthesize research  
Researchers draw conclusions
- Providing advice

A list of some of the most commonly blended words is provided below. These words are then broken down into their component words. These component words are then marked with their function in speech. Some words can have differing functions without changing their form. For example, editorial can be either a noun or an adjective

Legends:

a adjective  
v verb

n noun  
adv adverb

1.	<b>alphanumeric - a</b>	<i>alphabetic - a + numeric - a</i>
2.	<b>advertorial - n, a</b>	<i>advertisement - n + editorial - a, n</i>
3.	<b>bit - n</b>	<i>binary - a, n + digit - n</i>
4.	<b>brainiac - n</b>	<i>brain - n + maniac - n</i>
5.	<b>breathalyzer - n</b>	<i>breath - n + analyzer - n</i>
6.	<b>Brexit - n</b>	<i>Britain - n + exit - n, v</i>

7.	<b>brunch</b> - n	<i>breakfast</i> - a + <i>lunch</i> - n
8.	<b>camcorder</b> - n	<i>camera</i> - n + <i>recorder</i> - n
9.	<b>dumbfound</b> - v	<i>dumb</i> (mute) - a + <i>confound</i> - v
10.	<b>electrocute</b> - v	<i>electronic</i> - a + <i>execute</i> - v
11.	<b>email</b> - n	<i>electronic</i> - a + <i>mail</i> - n
12.	<b>emoticon</b> - n	<i>emotion</i> - n + <i>icon</i> - n
13.	<b>endorphin</b> - n	<i>endogenous</i> - a + <i>morphine</i> - n
14.	<b>fanzine</b> - n	<i>fan</i> - n + <i>magazine</i> - n
15.	<b>forex</b> - a	<i>foreign</i> - a + <i>exchange</i> - v
16.	<b>guesstimate</b> - v	<i>guess</i> - v + <i>estimate</i> - v
17.	<b>infomercial</b> - n	<i>information</i> - n + <i>commercial</i> - a, n
18.	<b>keytar</b> - n	<i>keyboard</i> - n + <i>guitar</i> - n
19.	<b>labradoodle</b> - n	<i>labrador</i> - and + <i>poodle</i> - n
20.	<b>mechatronics</b> - n	<i>mechanics</i> - n + <i>electronics</i> - n
21.	<b>metrosexual</b> - n	<i>metropolitan</i> - a + <i>heterosexual</i> - n
22.	<b>moped</b> - n	<i>motor</i> - n + <i>pedals</i> - n
23.	<b>motel</b> - n	<i>motor</i> - n + <i>hotel</i> - n
24.	<b>napalm</b> - n	<i>naphthenic</i> - n + <i>palmitic</i> - a

25.	<b>Oxbridge</b> - n	<i>Oxford</i> - n + <i>Cambridge</i> - n
26.	<b>newscast</b> - n, v	<i>news</i> - n + <i>broadcast</i> - v
27.	<b>paratrooper</b> - n	<i>parachute</i> - n + <i>trooper</i> - n
28.	<b>phablet</b> = n	<i>phone</i> - n + <i>tablet</i> - n
29.	<b>pulsar</b> - n	<i>pulsating</i> -v + <i>star</i> - n

30.	sexting - v	<i>sex - v + texting - v</i>
31.	sheeple - n	<i>sheep - n + people - n</i>
32.	smash - v	1 <i>smack - v + mash - v</i>
33.	smog - n	<i>smoke - n + fog - n</i>
34.	Spanglish - n	<i>Spanish - a + English - a</i>
35.	televangelist - n	<i>television - n + evangelist - n</i>
36.	transistor - n	<i>transconductance - n + resistor - n</i>
37.	vlog - n	<i>video - n + blog - n</i>
38.	vitamin - n	<i>vital - a, n + amine - n</i>
39.	webinar - n	<i>web - n + seminar - n</i>
40.	workaholic - a	<i>work - v + -a- + alcoholic - a, n</i>
41.	botox - n	<i>botulism - n + toxin - n</i>
42.	cyborg- n	<i>cybernetic - n + organism - n</i>
43.	cosplay - v	<i>costume - n + play - v</i>
44.	hazmat - n	<i>hazardous - a + material - n</i>
45.	modem - n	<i>modulator - n + demodulator - n</i>
46.	sitcom - n	<i>situation - n + comedy - n</i>
47.	netizen - n	<i>internet - n + citizen - n</i>
48.	podcast - n	<i>ipod - n + broadcast - v</i>
49.	pandemic - a, n	<i>pan - a + endemic - a</i>
50.	lockdown - n	<i>lock - v + down - adv</i>

## RESULT AND DISCUSSION

Researchers used coding techniques after conducting qualitative research, namely by observing and recording most commonly used blended words on the Internet in general and social media in particular. A list of 50 commonly used blended words is used as a sample with the hope of

it being representative and some insights can be drawn from it about the whole population, that is blended words as a whole.

Blending is a word formed from two parts found in the dictionary. So basically, blending means mixing two words to produce one new word. The blending of visual and audial in blending is reflected on a semantic level. Blending is a word formation process that can be considered as a compound subtype. The word blending is like a compound, blending is formed from two or more words that blend into one. The blending formation is limited by a number of phonological limitations, given that the resulting word formation is a single word. According to Global Language Monitor (2015), many others mix in advertising, headlines, blogs, and various Others.

Blending began to experience an increase in popularity at the end of the 19th century. Then in one of Lewis Carroll's novels entitled "Through the Looking" contains the classic blending word, catalysing the use of blending, especially in English. In Carroll's work the term "portmanteau" also appears. It should be borne in mind that academic work in the late 19th century used the term 'Blending', especially for speech errors, for example in Meringer and Mayer in 1895, the term blending label. Merging or blending is a very interesting type of word formation, because blending has a lot of variety. The formal semantic nature of the word that is the constituent of blending. The words to be mixed are not chosen randomly. As has been described in Kubozono (1990), Kelly (1998), Gries (2004a), the source words of many mixtures show a certain degree of phonological or graphic similarity.

The factor that influences the order of word sources is the tendency to maximize the similarity between mixtures and each word source. If the source words have identical segments. They tend to be mixed in such a way that the segments are retained in the mix. Kelly (1998) and recapitulation in Bauer (2012).

The order of the elements does not match the syntagmatic order. A piece, however, can be used in several ways until it finally gains a morph state. Typical blending, the first source word is combined with the end of the second word source.

The appropriate position in the mixed word usually corresponds to at least one longer source word and is also relevant for structurally less mixed words. Possible structural and phonological violations in blending are pointed out in Renner (2015a) as factors that increase the fun or diversity of blending. Constraints in recognizing syllable counts, main stresses, and transition points, placement can be extrapolated to exotic-looking blending types. The number of syllables in blending is not much different from the length of the original word source, which means that if the two sources have the same number of syllables, then the tendency is that the blended word has the same number of syllables. If the original words have different lengths, then the longest one will determine the length of the mixed word.

According to the concept of O'Grady and also identified from the examples of words that have been produced through this blending process, it can be classified that blending is included in the following categories:

1. Blending the beginning of the first word and the end of the second word.
2. Blending the whole first word and part of the second word.
3. Blending of clipped words.

Subsequently these commonly used blended words are divided into their original constituent words. In addition, abbreviated words are restored to their original form and their function of



speech is identified using the Merriam-Webster dictionary as the source the element. Data grouping has a purpose to detect how much type of words that used in this section. In this case data grouping has specific reason to sharpen the morphological analysis in used of making journal.

The results obtained are arranged in a table based on the error category "Types of Words", namely 10% verbs, 70% nouns, 15% adjective, and 5% adverb.

Table 1. The results of axial coding on types of words for the blended words

TYPE OF WORDS	OCCURRENCE	PERCENTAGE
Verb	#14	10%
Noun	#62	70%
Adverb	#1	5%
Adjective	#17	15%

From the first glance we can already conclude several things. Firstly, nouns are by far the most common words making up blended words. Secondly is that the function of the word is almost always the same as the function of the second individual word.

In our survey we have found that almost 70% of the words listed in the above table are known by the majority of the students. Some words are not known by most students due to their geographical prevalence (Brexit, Oxbridge and Spanglish) while others are not known likely due to their technical nature (endorphin). Botox gives an interesting example since most students recognize it but not a single respondent was able to identify the individual words making up the blended word.

The last coding stage is selective coding, which is selecting the results of the axial coding analysis and displaying the phenomena that will answer questions from the objectives and problem formulations. A total of 50 data have explained and provided an overview related to the characteristics of the blending words list.

From all of the type of data mostly is using noun and another mixed words with noun. In search we found 5 types group of lexical blending such as:

N + V => ipod - n + broadcast - v
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N + ADJ => information - n + commercial - a
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V + V => smack - v + mash - v
ADJ + ADJ => pan - a + endemic - a
V + ADV => lock - v + down - adv

This identifies that blend words can mutate with many types of words. In blend language means "to mix" where all words can be combined according to their use. Most blending words in English come from 1 to several words that have very long meanings. Therefore, the blending rules do not have a solid basis where all types of words such as nouns, verbs, adverbs and adjectives can be used. Like an example other neologisms use familiar devices. In English, they consist of composition, attaching two existing words together without altering them (collage, smartphone, fangirl); derive, add a prefix or suffix to an existing word (can tweet, don't touch, forumite, unfollow); and transform, borrow an existing word and change its grammatical class (the noun geek becomes a verb, to geek out; on Facebook, another noun, friend, becomes a verb, a number friend). You don't always need to build a new word: hats, group hugs, dates, first world problems, while still being written separately, act as unique lexical items (and adjust the their own dictionary entries).

Advertising words like phablet, jeggings, frenemy and mansplained bypass all of these avenues. They are basically constructed by locking two words together and cutting off the protrusions. This involves subdivision, where new words are created by truncating an existing word (cauchemar = mare, details = deets). But cuts often remove entire syllables at once. Mixtures are not always based on this principle.

There is a method in their madness. Some mix of cutting and pairing (jazz + exercise = jazzercise; marriage + admin = wedmin). Others include sounds or syllables that the two words have in common (alcohol + holiday = Alcohololiday; he + bimbo = hebo). And a few sounds are chopped on one or both words and put the results together (phone + tablet = phablet, English + exit = Brexit). On other words sometimes blending is just cutting a long word and shorten a bit of the actual words then combine it and that was how you made a blend word.

Another perception of blended making by Joseph E he believed in 3 steps of blending. composition', 'completion', and 'elaboration. According to the BT concept, mixing involves three main processes: "composition", "finishing" and "machining". Construction, the simplest process, refers to projecting the contents of each input into a blend space. Sometimes this process involves "merging" the elements of the input. For example, if the mixture contains only one person related to a butcher in one dimension and a surgeon in another dimension. Expressions from the construction process may or may not be realistic. For example, it is unlikely that a butcher will allow surgery on a patient after surgery, but we nevertheless easily create and manipulate these blends. Completion is the completion of a template in a mixture that occurs when the projected structure in the input space matches information in long-term memory.

Finally, elaboration is the simulated mental performance of a mixed event that we can continue indefinitely. Each of these steps has the potential to reveal new content that is not available in the input space. New juxtapositions, new frames, new traits all arise when we combine elements from different mental spaces. These fragments of emergent structures (cf. Hofstadter's "sliding" concept) are a major diagnostic feature of mixed onset.

## CONCLUSION

Our short study asks the question of how blended words are formed and whether the source or component words as well as their meaning can be understood by Udinus English Literature students. Our research shows that considerable disagreements still exist as to what exactly is a blended word and how they differ from clipping compound. Such disagreements also exist in the matter of classifying blended words.

The results of this study make an important contribution to the decision. A widely discussed issue: clipping compounds and mixtures of the same type whether to form a word. Our analysis is purely formal or as a purely phonological feature, these two word groups are distinct from one another.

Actions and their reasons lie in their semantic properties. As a clipping connection displayed as a shortcut to an existing connection compounds and other mixtures are actually examples of creative words formation, including the formation of new concepts in the process of conception complete. In other situations, a combination of digital and camera can be a dimer.

However, it is because it is most likely created as an abbreviation for an already established digital method. The camera took the form of a cutoff composite digital camera. Back to different approaches to mixed classification as word formation. As given in the introduction, we cannot claim that a blend is an instance. Examples of shortening or synthesis when the process of formation of a mixture appears

It gets more complicated. Mixtures or clipping compounds are likely to form in one place. One of two possible situations: there is a net shortening (in most cases compositing), as a result of clipping linking or shortening and synthesis occur simultaneously. In both cases phonological rules apply, but in the second case, the output word not only sounds like plain English, but sufficient material must be retained from the original word to be a word verifiable. This is achieved by maintaining a certain phoneme.

Source word's material and prosody sample from that source word. There are two formal criteria job definition (i.e. partial loss of phonological/graphic material; formed by the connection of morphs) are important for distinguishing mixtures in the adjacent derived category. Applying these criteria to corpora leads to somewhat paradoxical conclusions. Mixes and clipping compounds are definitely not the same because they are different. Causes of appearance and morphological (this word formation) they are formed according to different principles, but the final boundary. However, it is impossible to draw between them because there are so few limit cases. Its formation can be equally successfully explained by both principles.

In agreement with the corpus our list of blends are mostly made up of nouns followed by adjectives and verbs. Noun and noun combination being the most common combination found on the list.

When studying blending, the predictability of blended formation and the properties of "blend" in general cannot be ignored. However, the criteria for form correctness may change for pieces that are reused. The cause of reuse is an open question, but since all shards are at least potentially reusable, it's important to consider the factors involved. As the current research shows, shard reuse can include less redundancy and more flexibility. At the same time, many products containing recycled debris have typical mixture characteristics.

Therefore, most of the affixal connections discussed in section 3.4 still retain the prosody of one of the original words (as shown in Fig. 4, see discussion of Bauer, Beliaeva & Tarasova

[2019]). For some shards, the preservation of probabilistic contours, and thus probabilistic restrictions on what elements the shard can be associated with, may be more important than others, and these factors are worth exploring in the future. research.

Despite the apparent variety of forms of mixtures, the formation of mixtures involves a degree of regularity and predictability, mainly in terms of the choice of source words, their order, and the manner in which they are formed. they are mixed. The merging of two (or more) words into a composite requires maximum recognition of each word while complying with the phonetic requirements of a particular language. This applies even to less common structural forms, such as the examples in 6–9. The recognizability of the source words can be thought of as a characteristic that determines the position of a mixture for other word formation processes. On the other hand, the components of the mixture are much more recognizable than the cutting compounds or acronyms (Gries, 2006; Beliaeva, 2014, 2016).

Beside that, this study argues that shuffling, as a word formation process, can be driven by factors that enhance the predictability of outcomes, or by factors that enhance the fun of word formation. , or both. A corpus-based method is used to study the relationship between the good formation of mixtures (i.e. compliance with favorable and recognizable constraints) and their yield potential. Data from Corpus of Contemporary American English (Davies [2008–]), previous publications on the mix, online collections of neologisms such as Word Spy, Urban Dictionary, and The Rice University Neologisms Database, and methodological sources Other media are used to study examples of various mixed structures. Data from the NOW corpus (Davies [2013–]) were further analyzed to explain patterns of repeated use of composite components in various novel forms. The results were used to develop criteria for characterizing each mix in terms of productivity and creativity, and to justify defining the mix as a mechanism involving both word creativity and innovation. formed from productivity at different levels.

On the other hand, leaving both from the source alone will result in the creation of a compound instead of a mixture. According to Bauer et al. (2013), mixtures are similar to compounds in all respects except for their phonological structure (although other important differences, especially in the semantic relationship between source words. However, the peculiarities of structure lead to more cognitive effort to process mixtures (Beliaeva, 2016), making them attractive and therefore suitable for use as a means of expression of language (Mattiello, 2013; Renner, 2015a). The fun of many mixes in turn explains their popularity in specific contexts of use such as

political communication, advertising, learning and such. In agreement with the corpus our list of blends are mostly made up of nouns followed by adjectives and verbs. Noun and noun combination being the most common combination found on the list

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