

The Role of Blending and Clipping in Upgrading University English Learners' Linguistic Creativity

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Summary:

Blending is a process where a word is coined out of mixing certain parts of the original two words like **broasted** originally **broiled**+ **roasted** whereas Clipping is the process of forming a new word out of clipping the first or the last part of the original one like **prof.** originally **professor**, both are creative processes of coining words in English. This term-paper is intended to shed light on these two processes highlighting their role in upgrading university students' morphological creativity. This research work is based on the question; Do blending and clipping participate positively in second year bachelor students' linguistic creativity? The research work is built on an experiment that a sample of (30) students of 2nd –year bachelor students in English Department at the College of Education / Ibn-Rushd- University of Baghdad for the academic year 2021-2022 randomly selected to take a pre- test on blending and clipping processes developed to assess students' linguistic creativity. After three months course teaching of word-formation processes where the two processes; blending and clipping highlighted among other processes a post-test is administered. Eventually, so as to capture the possible significance of developing such processes on students' linguistic creativity , a (Mann-Whitney U test) is utilized. The results reveal that the question is positively responded , and prove affirmatively the role of the two processes; blending and clipping in upgrading students' linguistic creativity.

Introduction: Blending as a word formation process can be regarded as a subtype of compounding because, like compounds, blends are formed of two (or sometimes more) content words and semantically are either hyponyms of one of their constituents, or exhibit some kind of paradigmatic relationships between the constituents <https://oxfordre.com> › acre fore . In [morphology](#) clipping is the process of forming a new [word](#) by dropping one or more [syllables](#) from a polysyllabic word, such as *cellphone* from *cellular phone*. In other words, clipping refers to part of a word that serves for the whole, such as *ad* and *phone* from *advertisement* and *telephone*, respectively. The term is also known as a *clipped form*, *clipped word*, *shortening*, and *truncation*. <https://www.thoughtco.com>

1.2 Literature Review

1.2.1 Word-Formation Processes

'Word Formation Process' is regarded as a branch of morphology, and it has a substantial role in growing the vocabulary that assist to converse very efficiently. The main purposes of word-formation process are to form new words with the same root by using different rules or processes. In other words, word-formation process is a process in which new words are formed by modifying the existing words or completely changing these words (Al-Zubaidy, 2019) . Word Formation process is attained by different ways to produce a new word that includes; coinage, compounding, borrowing, blending, acronym, clipping, contraction, backformation, affixation and conversion. <https://tanvirdhaka.blogspot.com> ›

1.2.2 Types of Word Formation Processes

Diverse types of word formation processes are utilized to generate novel words. Nevertheless , all word formation processes mostly carry either inflectional or derivational changes.

Derivation

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Therefore, inflection (also called inflexion) and derivation are the two core processes of word formation. Inflection differs from derivation to the following extent: "English Word Formation Processes."://www.really-learn-english.com/word-formation-processes.html>. Inflection	
Produces grammatical variants of the same word.	Produces a new word on the basis of an existing word.
Modifies a word to express different grammatical categories such as tense, mood, voice, aspect, person, number, gender and case.	Changes the word class (also called parts of speech; form class; lexical class; syntactic category).
Does not change the meaning of a word. For example: determine→ determines, determining, determined.	Modifies the meaning of the root. For example: modern → modernize (to make modern).

Word formation processes include a diverse of processes which consist of;

1.2.2.1 Compounding

Compounding is the process of forming a word out of two or more base morphemes. In English, compounds may be either native or borrowed. Native English roots are normally free morphemes, which means native compounds are constituted out of free morphemes that necessarily occur by themselves. Examples:

Fireplace (consists of two free morphemes fire+place)

cupcake (includes two free morphemes cup+cake)

Some compounds include a preposition as one of the component words as in passer-by, whereas in Greek and Latin, morphemes do not normally stand alone .i.e. compounds are formed out of bound morphemes ;therefore, In English, Compounds borrowed from Greek and Latin morphemes maintain their original

characteristics as in **phonology, dichotomy**, and many thousands of other classical words. It is worthy to note that compounds can associate words of various parts of speech. Noun-noun compounds, is perhaps the most common one, but there are others, such as adjective-noun (**high neck, software**), verb-noun (**pick-pocket, cut-purse, lick-spittle**).

Some compounds have more than two element words. They are formed by sequentially joining words into compounds, e.g. **pick-up truck**, formed from **pick-up and truck**, where the first element, **pick-up** is itself a compound formed from **pick** and **up**. Other examples are **ice-cream cone, no-fault insurance** and even more complex compounds like **top-rack dishwasher safe**.

There are a number of subtypes of compounds that have nothing to do with part of speech, but rather with the sound features of the words like rhyming compounds which result from associating two rhyming words as in **love-dovey**.

<https://www.ruf.rice.edu/~kemmer/Words/wordty...>

1.2.2.3 Derivation

Derivation' is an essential word-formation process that attach derivational affixes to the base morpheme to produce a new word (Krebt, 2021). Affixes fall into prefix and suffix which are considered as bound morphemes. For instance, **justice: injustice ;fortune : fortunately**.

1.2.2.4 Blending

Blending is one of the dynamic of word formation processes in English. It is specifically innovative in a way that students merge two words based on both morpheme structure and sound structure. The outcomes are called blends.

Usually in word formation morphemes normally associated along their edges: one morpheme comes to an end before the next one begins. For instance, the word **classification** is formed out of the sequence of morphemes **cla+ ssi+ ficat+ion**. One morpheme tails the next and each of them has recognizable boundaries. Actually, morphemes do not overlay. But in blending, part of one word

is tailored onto another word, without any consideration for where one morpheme ends and another begins. For instance , the word **brunch** blended from the two words **breakfast** and **lunch** where “**br**” taken from **break** is not a morpheme and “**unch**” is taken from **lunch** is not a morpheme as well. The blend is an output of merging both the form, and content. The meaning contains an embedded correspondence between **breakfast** and **lunch**, and as a result theoretically blends them into one new type of thing holds properties of both, but also combined properties of none. Another example, the word **blizzaster** blended from the two words **blizzard** and **disaster** ,the constituents of a blend overlay at segments which are undistinguishable both phonologically and graphically. Blending actually is not a new process of word formation in English, long time ago words have been created to coin a new one, (Carrol:1872) is the innovator of blending; he attempts to fold two words into one and well-known for both coining and blending of words. He invents blends like **gallumph** out of the two words **gallop** and **triumph** meaning to walk proudly. .

Some blends that have been around for quite a while like **motel** out of **motor** **hotel**, **electrocute** out of **electric** and **execute**, **smog** out of **smoke** and **fog** and **chicken burger** out of **chicken** and **hamburger**. These date back to the twentieth century. Words such as **stagflation** out of **stagnation** and **inflation** or **spork** out of **spoon** and **fork** and **carjacking** out of **car** and **hijacking** have ascended since the 1970s. Examples of latest technology-related portmanteau(blending); <https://www.techtarget.com> >

1. **Cyborg**, out of [cybernetics](#) and **organism**, is a creature just like a human and is also part machine.
2. [Pinterest](#), out of **pin** and **interest**, is a [social cu ration](#) website for sharing and classifying pictures found online.
3. **Sexting**, out of **sex** and **texting**, is the act of sending or receiving sexually-explicit images and messages, stereotypically between cell phones.

4. [Webinar](#), out of **Web** and **seminar**, is an educational, informative or instructional demonstration available online, usually whether video or audio with slides.

5. [Kinect](#), out of **kinetic** and **connect**, is a motion sensor add-on for the Xbox 360 gaming console that allows users to interact intuitively without a controller.

1.2.2.5 Portmanteau

A portmanteau is a linguistic blend when the spellings ,sounds, and meanings of two words are joined to make a fresh one. In a **classic** portmanteau, the two words necessarily depict the new item or concept that the new portmanteau word portrays. For instance, the word **Microsoft** is a blending of the two words **microcomputer** plus **software** which means computer software. Portmanteau is a convenient way to derive new words that encompass hints to their meaning, and they are frequently used to describe new technology in ways that people can relay to (Younus, 2022). The portmanteau process is often the hastiest and simplest way to name a new invention or thought and have it instantaneously approved.

Portmanteaux considerably deliver a hint to the item or concept they depict, making it cool to understand. For instance, **breathalyser**, a mix of the words **breath** and **analyser**, suggests the aim of this piece of equipment. Accordingly, it is so frequent to find portmanteau words employed to define new technology or scientific discoveries. **Vitamin**, a mash up of both **vital** and **mineral** , further examples of commonly approved panteaux are **email**, **malware**, **blog** and **podcast**. <https://toppandigital.com.1>

1.2.2.6 Categorization of Blends

a. Modified Blends: Modified blends are the ones where the first element modifies the second element .e.g. **aquarobics** originally **aqua** plus **aerobics** ; *_mocamp* originally *motor plus camp*.

b. Meaningful Blends: Meaningful blends are the ones share properties of the referents of both elements. e.g. *_Spanglish* originally *Spanish* plus *English*; *carbecue* originally *car plus barbecue*.

<https://www.grin.com/document>.

1.2.3 Clipping

It is the process of creating a new word by deleting one or more syllables from a polysyllabic word, such as *prof.* from *professor*. i.e clipping refers to part of a word that serves for the whole, such as *lab* and *plane* from *laboratory* and *airplane*, respectively.

A clipped form normally has the similar denotative meaning as the word it originates from, but still regarded as informal. Moreover, clipped forms are easier to spell and write. For instance, a clipped form may substitute the original word in everyday usage as in **gator** originally **alligator** or **crocogator** originally **crocodile** and **alligator**.

<https://www.thoughtco.com> > English > Nevertheless, many clipped forms have also been utilized in general use as in; **doc**, **ad**, **auto**, **lab**, **sub**, **porn**, **demo**, and **condo**. Some clippings keep material from more than one part of the word, as in **maths**, **gents**, and **specs**. Several clipped forms display adaptation as in **fries** from **French fried** potatoes, **Liz** from **Elizabeth**, and **Willy** from **William**.

1.2.3.1 Types of Clipping

There are four kinds of clipping;

<https://www.getblend.com> > blog

1.Back Clipping: Back clipping is the process when the back part of a word is omitted. As in **gym**, originally **gymnastics** or **doc** originally **doctor**.

2.Fore Clipping: It is the reverse process of back clipping, omitting the beginning of a word, as in; **bot** originally **robot** or **net** originally **Internet**.

3.Mid Clipping: It is somehow unique when the beginning and end of a word is omitted to create a new word as in; **tec** originally **detective** or **jams** originally **pajamas**.

4.Compound Clipping: It is the process which involves omitting more than one word to form a new word as in; **sitcom** originally **situation comedy** or **op art** originally **optical art**.

1.2.3.2 The Semantic Role of Clipping

Truncation is the process of shortening words where it usually provides synonymous words from the same base but with different style level (not the different meaning) allows both to co-exist (Bauer: 1994)

Plag (2003) explains the meaning associated with clipping that is what meaning is associated with truncations. What precisely is the semantic difference between saying *Liza* and *Elizabeth*, *examination* and *exam*? Actually it signals speaker's familiarity with the entity s/he refers to. Familiarity can be seen as an expression of a kind of social meaning through which speakers indicate their belonging to a certain group. In a nutshell, truncations can be assigned a meaning, but the nature of the morph which express that meaning is somehow challenging (Younus, 2022).

Clippings seem as a mixture forms shortened from original words (Muhammad, 2020) which normally share the function, namely to express familiarity with the meaning of the derivative. Thus, *doc* is used by people who work in hospitals, *exam* is mainly used by examinees and so on. Some clippings are developed by larger communities of speakers where they lose their in-group flavour, as in *ad* for *advertisement*.

<https://journals.openedition.org/lexis>

The question is then what is the semantic difference between clipped forms and full forms (base lexemes)? The answer can be found in the following three cases:

1. The most frequent case is that the clipped form and the full form have more or less the same meaning
- 2.The clipped form denotes colloquial or slang as compared to the base lexeme which is the unmarked form.

3.The clipped form refers to another “register”, i.e. it is used particularly in a certain field, that is the clipped form is often considered to be more technical than the full form. Accordingly, the meaning of the clipped form is constricted and only one of the meanings is retained in the clipped form as in the examples given by Tournier (1985) and Bassac (2004) :

a.curiosity: **inquisitiveness; rare object**

curio: just the object

demonstration: **political display; a demonstration by expert, teacher, salesperson**

demo: only the political display

examination: **school, academic; medical; scrutiny**

exam: just the test. <https://journals.openedition.org/lexis>

1.2.3.3 Strategies for Teaching Blending and Clipping

What determines students' level of language proficiency depends mostly on the amount of vocabulary they acquire through their process of learning language and to learn vocabulary (Kamil, 2022), there are certain strategies to follow and proceed. Blending and clipping are both highly recommended processes of word formation and coinage. The average high school student is estimated to have a vocabulary of 50,000 words and learn about 3,500 new words each year (Graves & Watts-Taffe, 2002).

To promote that amount of vocabulary, the focus should not be on using dictionaries solely as a source for word information and asking students to fill in word definitions. But, students should also be involved in developing their own vocabulary through enthusiastically engaging them in word exploration and motivating their interest in knowing more words. Actually, researches prove that vocabulary growth is more fruitful when students are entirely involved in activities that entail them to attend prudently to the new words and even to use them productively. (Hulstijn & Laufer, 2001)

So, to develop your students' vocabulary skills, I have compiled a list of engaging strategies for teaching vocabulary. These include both direct and indirect instruction.

For enhancing developing words out of these two processes ,the following strategies are highlighted; <https://edulearn2change.com › article-strategies-for-teac>.

1. Word Wall

To have students got more engaged in vocabulary growth, a teacher needs to cherish *word consciousness* .i.e. to raise students' awareness of, and interest in all varieties of words and their meanings.

A Word Wall can be of great help in this respect. It is a collection of blended or clipped words that are exhibited in large evident letters on a wall, bulletin board, or other display surfaces in a classroom. Thus, setting this wall would encourage students 'to walk the wall' and droop their favourite blended or clipped words, new or mysterious, on it.

Students can also add adhesive notes with pictures or graphics, synonyms, antonyms, or associated words. Then, student colleagues walk along the wall to test each other on the words (Graves & Watts-Taffe,2008).

The Word Wall is to be used once or more times a week to help students make connections between novel and recognized words.

2. Word Box

Word Box is one of the effective strategies for instructing vocabulary. It is a weekly strategy that can help students preserve and practice words more efficiently.

Students select blended or clipped words to submit to the word box on Sunday. The words they find exciting or ones they want to comprehend better. They either use the word in their own sentence or take the same sentence where this word was found.

Then, select five words to teach the following week.

Monday: Introduce five blended or clipped words in context, explain them, then clip them to the Word Wall.

Tuesday: Ask students to create a non-linguistic demonstration of these words.

Wednesday: Discuss the meaning of the words permitting think-pair-shares.

Thursday: Ask students to make sentences using those words.

Saturday: This is the day to evaluate students' learning of the five blended or clipped words. For assessing, use a checklist with the vocabulary running horizontally across the top margin and the class list running vertically down the side. (Grant et al.: 2015, p.195)

3. Vocabulary Notebooks

Ask students to keep vocabulary notebooks along the year where they write the meaning of the new blended or clipped words.

A new blended or clipped word can be introduced each week and students are supposed to explore its meaning. Then, students are supposed to sketch a picture to demonstrate the word and present their drawings to the class at the end of the week.. (Lubliner, 2005)

4. Semantic Mapping

The strategy of having maps or nets of words that can be of help visually because they display the meaning-based associations between a word or phrase and a set of related words or concepts.

Choose a blended or clipped word and draw a map or net on the board (or on Zoom whiteboard or any digital tool in case of e-learning) and place this word in the mid of the map. Then, ask students to enhance words or phrases similar in meaning to the new word.

5. Word Cards

Word cards can help students frequently reviewing learned blended or clipped words and consequently to develop retention. On one side of the card, students are

supposed to write the blended or clipped word and its part of speech .i.e. verb, noun, adjective.

On the top half of the other side, they are supposed to write the word's definition , They also write an example and a description of its pronunciation. The bottom half of the card can be used for additional notes once they start using the word.

Ask students to add more information about the word each time they practice or observe it like sentences or collocations. Devote regularly class time for students to bring their word cards to class. Involve them in activities such as describing the new words, quizzing one another, categorizing them according to subject or part of speech.

Also, show your students how to store and organize those cards. This is, for instance, by putting them into a box with the categories they select or ordering them in terms of difficulty. (Schmitt & Schmitt, 2005)

6. Word Learning Strategies

Teaching students word learning strategies is significant to support them be autonomous word learners. There are a variety of strategies that may be of a great help in this regard;

a) Using word parts

Decoding words into its own morphemes can facilitate the process of realizing the meaning behind. Moreover ,guessing the meaning out of the context can be so helpful.

Get students acknowledged with word-formation processes beside recognizing the bound morphemes (affixes) can be quite supportive in identifying the meanings of new words. (Zimmerman, 2009a).

b) Asking questions about word

Investigating words means to search all its aspects; meanings, collocations, category, derivations, and register.

So, you can encourage your students to explore a new word's meaning(s) by asking them to address detailed questions about those features and answer them. (Zimmerman, 2009a).

c) Reflecting

Learning new words does not necessarily mean that students are going to use them. They may avoid using words in writing because they fear of making spelling mistakes. Likewise, When they speak, they may not want to use certain words as they almost comprehend them in situation. As a result, teachers need to encourage students to assess their knowledge of words they encounter in a text to develop certain strategies in handling them better.

1.2.3.4 Linguistic Creativity

Creativity refers to the boundless capacity to use [language](#) to create and coin new words or expressions. It is also known language productivity www.thoughtco.com › [English](#) › [English Grammar](#)

Productivity is also applied to certain constructions or forms like [affixes](#) that can be used to coin new instances of the similar kind (Ghubin, 2021). That's why , creativity is most commonly debated in relevance to [word-formation](#). "Humans are continually creating new expressions and novel [utterances](#) by manipulating their linguistic resources to describe new objects and situations. This property is described as productivity (or 'creativity' or 'open-endedness" and it is linked to the fact that the potential number of utterances in any human language is infinite.(Yule:2006:76)

"A pattern is productive if it is repeatedly used in language to produce further instances of the same type e.g. the [past-tense](#) affix *-ed* in [English](#) is productive, in that any new [verb](#) will be automatically assigned this past-tense form. *Non-productive* or *unproductive* patterns lack any such potential; e.g. the change from *mouse* to *mice* is not a productive [plural](#) formation, new nouns would not adopt it, but would use instead the productive *-s*-ending pattern. *Semi-*

productive forms are those where there is a limited or occasional creativity, as when a prefix such as *un-* is sometimes, but not universally, applied to words to form their opposites, e.g. *happy* → *unhappy*, but not *sad* → **unsad*. "(Crystal:2008:47). "The productivity of a pattern can change. Until recently, the adverb-forming suffix -*wise* was unproductive and confined to a handful of cases such as *likewise*, *clockwise*, *lengthwise* and *otherwise*. But today it has become highly productive, and we frequently coin new words like *healthwise*, *moneywise*, *clothes wise* and *romancewise* as in *How are you getting on romancewise?*" (Trask:2000:65).

1.4 Methodology

The research work of this study is based on an experiment, the researcher has prepared a pre-test and a post-test been validated by a group of experts in the field and according to their recommendations the last version of the pre-test has been administered to both groups; the control and experimental ones, the results been handled statistically. Then after a three-month period of the first semester instructing the control group word –formation processes and the experimental group the two word formation processes namely; blending and clipping in particular, a post- test has been administered to (30) students- the experimental group which mainly focuses on types of clipping and blending and how students can identify and produce a variety of clipped and blended words through experiencing a lot of words along the three months of instruction on how to handle morphemes in general and how to clip or blend certain morphemes thoughtfully to create more and more vocabulary the way which eventually nurture and enrich their lexical repertoire and activates their linguistic creativity. The post-test data have been handled statistically and compared to the previous ones through Mann-Whitney U test. The results come to answer the question of research positively; Do blending and clipping participate positively in second year bachelor students'

linguistic creativity?. The matter which proves assertively the role entailed by the two mentioned processes in enhancing bachelor's students' linguistic creativity.

1.5 Conclusions

Out of the present study, certain conclusions have been turned out as follows;

- 1.Linguistic creativity is realized through the ability to produce further words out of the original one and this is highly sustained in word-formation processes.
- 2.Blending and clipping are among the most productive processes in English nowadays.
- 3.Blending and clipping processes require sufficient knowledge on students' part of morphemes and types of blending and clipping.
- 4.Developing students' vocabulary learning strategies is highly recommended to foster students' linguistic productivity.
- 5.Learning types of blending and clipping besides recognizing the phonological and orthographical order of blended and clipped words can facilitate handling the two processes on students' part.

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دور عمليتي الدمج والقص في تعزيز الابداع اللغوي لطلبة اللغة الانكليزية الجامعيين

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الكلمات المفتاحية: الدمج. القص. الابداع اللغوي

الملخص:

ان الدمج هي عملية صياغة كلمة من مزج أجزاء معينة من الكلمتين الأصليتين مثل broasted= broiled+roasted المتكونة اصلا من دمج الكلمتين الانفيقي الذكر مع بعض بينما Clipping هو عملية تكوين كلمة جديدة من قص الجزء الأول أو الأخير من الأصل مثل Prof.=Professor. وكلاهما عمليات إبداعية من ضمن العمليات الاساسية لصياغة الكلمات في اللغة الإنجليزية. يهدف هذا البحث إلى إلقاء الضوء على هاتين العمليتين لإبراز دورهما في الارتقاء بالإبداع الصر في لطلبة الجامعة العراقيين دارسي اللغة الانكليزية لغة اجنبية. ويعتمد هذا البحث على السؤال الاتي: هل تساهم عمليتي الدمج والقص ايجابيا في الإبداع اللغوي لطلبة المرحلة الثانية الجامعيين دارسي الانكليزية لغة اجنبية؟ ولاتمام البحث فقد تم اختيار (30) طالب عشوائيا من طلبة المرحلة الثانية في قسم اللغة الإنجليزية في كلية التربية/ ابن رشد- جامعة بغداد للعام الدراسي 2021-2022 لاداء الاختبار القبلي لعمليات الدمج والقص لتقييم الإبداع اللغوي لدى الطلبة وبعد ثلاثة أشهر من تدريس العمليتين المذكورتين؛ تم تعريضهم للاختبار البعدي، ومن أجل التعرف على الأهمية المحتملة لتطوير مثل هذه العمليات في الإبداع اللغوي للطلبة حيث تم استخدام (اختبار Mann-Whitney U). وظهرت النتائج لتجيب بالايجاب على سؤال البحث المذكور انفا، وتعرز بشكل مؤكد دور العمليتين؛ الدمج والقص في الارتقاء بالإبداع اللغوي لدى طلبة الجامعة.