

WAYS OF TEACHING BLENDED WORDS AT THE GYMNASIUM LEVEL

Zinaida CHERGAN, student, Faculty of Philology,
Alecu Russo Bălți State University

Scientific adviser: **Angela CĂLĂRAȘ**, university assistant

Rezumat: *Engleza modernă a dat naștere unui număr mare de cuvinte complexe noi, care sunt reflectate în viața cotidiană și arată că limbajul se confruntă cu explozia neologismelor. Articolul dat propune metode de învățare a cuvintelor telescopate la nivel gimnazial. Am divizat toate metodele de predare în 2 grupe mari: tradiționale și netradiționale (metode creative, jocuri, metode de gândire critică). În acest articol, propunem următoarele tipuri de modele a cuvintelor telescopate, ce combină metode tradiționale și netradiționale.*

Cuvintele-cheie: *cuvinte telescopate, cuvinte Portmanteau, metode de predare, metode tradiționale, metode netradiționale (inovatoare), nivel gimnazial.*

In the wider sense, in Modern English blended words are new coinages formed by merging parts of words into one. For example, *dancercise* = *dance* + *exercise* - a system of aerobic exercise using dance movements [8] or *jazzercise* = *jazz* + *exercise* - a type of fitness training combining aerobic exercise and jazz dancing [8]. Ambiguous understanding of the essence of this linguistic phenomenon and the uncertainty of the criteria for its definition, attributing blend words either to particular type of abbreviation or compounding. This has led to an abundance of existing terms denoting this class of lexical units such as *portmanteau words*, *amalgam words*, *hybrids*, *blends*, *coalesced words*, *fusions*, *telescope words*, *composite words*, which in fact denote other names of blending. Many linguists interpret this word-formation process analyzed by us in different ways.

According to J. Algeo (1977), the term *blending* refers to a combination of two or more forms, where at least one has been shortened. *The shortening can be by simple omission of a part of a word or it can be a result of overlapping sounds or letters* [2, p. 47].

Due to the Lewis Carroll's masterpieces the blended words were spread in many areas of English. He is the author of the famous poem *Jabberwocky* from *Alice Through the Looking Glass* (1871), which is composed of telescopic words (in English these words are called portmanteau words). A good example is the blend word *galumphs* made up by L. Carroll. At first sight, it seems incomprehensible because it does not exist in normative English, but upon closer examination, the reader will be able to recognize in it two English words, *to gallop* and *to triumph*, or rather, not whole words, but their parts. Having recognized two source words in the author's neoplasm, it will be easy for a native speaker to guess what new meaning the word *galumph* takes. The semantics of this word combines the semantics of both components, and it can be translated into Russian and Romanian as "*торжественно скакать / de sărit solemn / solemnly jumping*". Lewis Carroll was the first who defined these unusual words: *You see it's like a portmanteau - there are two meanings packed up into one word* [4, p. 83].

It should be also noted that, even though blending is a productive way of word formation, blended words are not studied at school as a separate lexical topic.

We further suggest examples of exercises for studying blended words at the gymnasium classes that will help the students to distinguish differences between blended words from words formed by another word-formation way.

1. The distinction between compound and blended words

Arrange the words in the two columns. Identify the words from which they are derived.

Raindrop, pixel, watermelon sunflower, sunbrella, infotopia, lighthouse, newspaper, obamanna, teaspoon, faction.

a) Blended words:

b) Compound words:

2. The distinction between blended and shortened words

Group the following shortenings according to their structural type:

a.m., EU, email, smog, bike, exam, fridge, Internet, photo, UK, telecast, VIP, WiFi, WWW/www.

Shortened Words:

- 1) Abbreviation:
- 2) Portmanteau words:

According to Edward Anthony (1963), the method is an overall plan for a systematic presentation of language based upon a selected approach but techniques are the activities that are carried out in the classroom [3, p. 65].

Currently, there are more than a hundred methods of studying foreign languages. Methodologists distinguish between traditional and non-traditional methods of teaching like games, methods of critical thinking and creative methods. Let us consider some of them, which, in our opinion, are most applicable for studying the Blended Words at the gymnasium level.

Traditional teaching methods

Traditional teaching methods are methods developed in centuries-old pedagogical practice and retaining their relevance to date, which is the basis of the learning process. Among the traditional methods are the audio-lingual method, the grammar-translation method, the communicative method and others. And we will focus our attention on these three methods and show how these methods can be applied for studying blended words.

Applying of Audio-lingual method for studying Blended Words

Teaching Blended Words, we suggest using the song: *Workaholic* by 2 Unlimited. By listening to the song, we can learn the structure *I'm a workaholic* and introduce the blend word *workaholic* into the students' vocabulary. In this way, using the analogy with the structure of blends, we can propose them to study other blended words, the knowledge of which is useful for students' everyday communication, for example, *I'm a shopaholic*; *I'm a chocoholic* or *I'm a foodaholic*. Thus, listening to this song will serve as a preparatory stage for the introduction of these structures in the students' speech practice. This word-formation can be studied with such lexical topics as *Hobbies*, *What do you like most in the world?* or *Food*.

Grammar-translation method

To demonstrate and to apply this method in teaching blended words, we propose a text *Are you a chocoholic?* which allows combining the study of blended words with a grammatical topic *Present Simple* (Forming interrogative sentences in *Present Simple Tense*).

In addition, with the example of this text, the teacher can improve the students' translation skills.

Are you a chocoholic?	Sunteți un chocoholic?
Do you like chocolate? Do you like it very much? Does a piece of chocolate satisfy you or isn't it just enough? Do you need a bar of chocolate when you feel depressed? Just one? Be careful - you may be addicted!	Vă place ciocolata? Vă place foarte mult? Vă ajunge bucată de ciocolată sau nu? Aveți nevoie de o bară de ciocolată atunci când vă simțiți deprimat? Doar de una? Fiți atenți - s-ar putea să fiți dependenți!
Chocolate contains small amounts of three drugs. When you get too much of any of the three, your body becomes chemically dependent - addicted - on the drug.	Ciocolata conține cantități mici de trei droguri. Când le primiți prea mult din oricare dintre cei trei, vă faceți dependent de ei.

<p>One of the drugs is caffeine, which is also in coffee and tea. Caffeine is a stimulant, and can also interfere with the way you absorb vitamins. Another drug in chocolate is also a mild stimulant. The third drug causes your brain to produce a type of hormone that makes you feel happy. That's why you like it so much!</p>	<p>Unul dintre droguri este cofeina, care este, de asemenea, în cafea și ceai. Cofeina este un stimulent și poate interfera și cu modul în care absorbiți vitaminele. Un alt drog care conține ciocolată este, de asemenea, un stimulent ușor. Al treilea drog determină creierul dvs să producă un tip de hormon care vă face să vă simțiți fericit. De aceea vă place atât de mult!</p>
<p>In Britain, the average person eats nine kilos of chocolate a year. That's too much! And too much of any drug is harmful. So next time you unwrap the third or fourth chocolate bar of the day, watch out! [9]</p>	<p>În Marea Britanie, persoana obișnuită mănâncă nouă kilograme de ciocolată pe an. Este prea mult! Și prea mult din orice drog este dăunător. Așa că data viitoare când desfaceți a treia sau a patra bară de ciocolată a zilei, aveți grijă!</p>

After reading the text, students are invited to consolidate the grammar and ask their deskmate: *What do you like?* It is proposed to find out whether they are chocolate lovers as well since the key blend word of this text is *chocoloholic*.

3. The communicative method (Communicative Approach)

In the work of one the Russian linguist L. Sakaeva *Methods of teaching foreign languages* it is reported that the communicative method of teaching foreign languages is one of the most popular in the world today. Many linguists consider it the most progressive and most effective method [14, p. 33].

To show how this method works in examining blended words, the teacher invites students to discuss the topic *Workaholism is the "disease" of modern mankind or not?*

Following the preliminary reading of the text *Workaholism*, which is given below, students should reason their answers. Those students who consider that this is a disease make tips on how to cure it. The Blend keyword for this text is *Workaholism*.

Workaholism

Has anyone ever called you a workaholic? Have you wondered what Workaholism is? Sometimes it's like an alcohol, chocolate addiction and sometimes even worse. Workaholism can be expressed in a mild or severe form. Each of us is a workaholic. Some of such people are ready to sacrifice a family only in order to achieve their goals. But another of such people doesn't think only about their career development, but they want to provide a better life for their children.

It has been proven that most workaholics are people working on a computer. Such people most often think only of themselves.

Such people most often think only of themselves. They cannot live without doing anything. Work for them is a beloved person, family, even hobby and entire life.

According to most physicians, if you are a workaholic, then take one day off and devote it to yourself, relaxing without thinking about the work. You need to remember that everything has a limit and you are not a robot.

And this break can help you to become closer to your family or to religion, art, sport or to play into something. But it's up only to you.

The Humanization of the learning process involves major changes in all areas of teaching a subject: from content to teaching methods. As a result, innovative methods have received great recognition.

Non-traditional (innovative) methods of teaching Blended Words

I. Games as a teaching method of Blended Words

According to Tompkins & Blanchfield, *games carry a particular place role in ESL teaching as they work as a facilitator of pupils' language learning* [11, p. 23]. Furthermore, *learning can be enhanced better by positive criticisms from educators or students' taking an interest in the gathering or class* and these motivate them more efficiently for achieving the objectives of the lesson [7, p. 56]. As Graves (2013) mentioned, *the use of games can develop domains of words and relatedness with the reason that games engage pupils in practicing and rehearsing the words* [5, p. 37]. Consequently, games are widely used for learning new words, since only through didactic games children better reproduce material, quickly remember new words and the lesson is productive and interesting.

Thus, the students are asked to fulfill the following tasks:

Tasks: Find the hidden words from which the words of the blended words are formed and decode the meanings of the words. (For finding one hidden word students receive - 1 point, for determining the meaning - 2 points. Points are added up and in this way the winner will be determined)

- 1) foolosophy – persoană limitată care se preface că este deșteaptă; (fool+phylosophy);
- 2) Helfie (hair + selfie) – fotografie cu o coafură;
- 3) Legsie (legs + selfie) – poza picioarelor, adesea pe fundalul unui peisaj pitoresc;
- 4) (Book)shelfie (shelf + selfie) – o fotografie a unui raft de cărți ca o demonstrație a lărgimii intereselor și a profunzimii cunoștințelor;
- 5) Addictionary (addiction + dictionary) – prea atașat de dicționar;
- 6) Happenstance (happen + circumstance) – o coincidență fericită;
- 7) Googlennium (Google + millenium) – generația ce accesează și caută informație pe „Google”;

II. Methods of critical reflection of the material in teaching

This group of methods includes, for instance, clustering. Clustering is a way of graphical organization of the material, which makes it possible to visualize the mental processes that occur when immersed in a particular topic. According to J. Langan (2001) and F. Alawi (2011), *“Clustering is also known as diagramming, or mapping, is another strategy that can be used to generate material for a paper. In addition, clustering is a brainstorming activity that generates ideas, images, and feelings around a topic or stimulus word. Clustering method is similar to brainstorming activity that we can use to generate ideas”* [8, p. 25].

As an example, the application of this method can be used when studying the topic *“Summer Plans”* with the introduction of the blend word Sunbrella into students' vocabulary (at the Evocation stage)

Sunbrella

- 1) Umbrella - sun - heat - drink (water)
- 2) umbrella - rain - rainbow
- 3) Rest - vacation - idleness - good mood
- 4) Rest - a book - a hobby - interest.
- 5) beach - sea - shells - romance

III. Creative methods of teaching Blended Words

a. Storytelling

Storytelling is the art of a captivating a story that conveys some value [15, p. 91]. The method was first proposed in the early 90s. The author of the Storytelling method (TPR Storytelling) is Blaine Ray. Stories help the students to develop their vocabulary by making connections between known and unknown words.

Studying the Blended Words, we suggest that students have the following homework: they should compose their story using the blended words that they already know and present it at the next lesson. As an example we provide a story compiled by us:

Mrs. Workaholic and Mr. Shopaholic

There is one really unusual place with extraordinary people. This place is called *Chococyclemania*. *Chococyclemania* is the city where different and unique people are gathered. In short, there are the bee's knees or bounty of the society. A good example of this is *Mr. Beefalo*, a famous banker in the country. This man doesn't know mercy, but knows how to make money even with a glass of water. Thanks to him, many different buildings were built, of unusual shape and for very strange purposes. But one of the largest was a *Policenauts Company*. *Chococyclemania* is not the city of thieves, of poor people, but it's a city of entrepreneurs, the city of real *Sharktopus* and their labour.

But today we will talk about the *Mr. Beefalo* daughter's husband *Mr. Shopaholic* who is the CEO of *Policenauts Company* and *Mrs Workaholic* works there as a tax consultant. They are neighbours not only at work, but also at home. Only *Mrs Workaholic* has a small two-story house completely devoid of right angles but has a big upside down house. At the beginning many of their neighbours, even his wife thought that they have *showmance* but in fact they are *frenemies*.

One day, *Mr. Shopaholic* played golf and at that time, his wife went in for *dancercise* and accidentally fell into the beloved vase of *Mr. Beefalo* daughter's. That was when they had *brunch*.

Fun's only just started, Ms. Beefalo, who was no longer young, but very beautiful, was very upset, and her father, feeling a light profit, asked to pay moral damages in the amount of one million *Chocogolds*. And if they didn't pay, then his wife would be quit, and the house would be confiscated.

Her father was already celebrating the victory, but he didn't take into account his daughter's plans. From school, she was in love with Mrs. Workaholic, but he didn't pay attention to her, although she was considered the topstar. Then, Ms. Beefalo delivered an ultimatum that either he divorced his wife and married her, or they would say goodbye to their property and she would go to the court.

Thus, Mr. Workaholic married the richest girl in the city and managed to become bankrupt in a year. And the father of the richest girl in the city continued to work and collaborate with Mrs. Workaholic, who without her ex-husband became a successful employee and she was also rich since there was no longer anyone to spend money on.

b. Cinquain

Cinquain from French *Cinquains* (five) is an unrhymed; five-line poetic form appeared in the USA at the beginning of the 20th century under the influence of Japanese poetry.

Rules for compiling the Cinquain

The first line is the topic of Cinquain, it contains one word (usually a noun or pronoun), which denotes the object or subject that will be discussed.

The second line are two words (most often adjectives or participles), these words give a description of the signs and properties of the object or object selected for Cinquain.

The third line is formed by three verbs or participles that describe the characteristic actions of the object.

The fourth line is a four-word phrase expressing the personal attitude of the author of the Cinquain to the described subject or object.

The fifth line is one word describing the essence of an object [13, p. 238].

Strict adherence to Cinquain spelling rules is optional. For example, to improve the text in the fourth line, you can use three or five words, and in the fifth line – two words. There are variants of using other parts of speech as well.

There is an example of Cinquain, which is based on blended words:

1. **Chocoholic**
2. Loving chocolate, tasting chocolate.
3. Adore, enjoy, treat, (bite off chocolate)
4. Chocolate is my life
5. A blend word

1. **Sunbrella**
2. Hot day, tanned
3. Rest, lie, be lazy
4. Sunbrella - your sun protection!
5. A blend word

c. Word Journal

As a method, the students choose one word that they learned during the lesson, or pupils can invent their own word and speak about this word formation and about the meaning of this new word [12, p. 5]. For example, the teacher says that many people would choose the word *Workaholic*, because they have been working the last two months without any rest *like a squirrel in a wheel*. And the teacher asks the students what word they would choose and why. Students are given 2 minutes to think and to answer the question in written form individually. Then the students work in group and discuss about words. The teacher monitors and helps if it is necessary without interrupting the fluency.

The teacher asks the students to compose their own Blend Word. The teacher gives the example of the new word with a definition *Insoholia = Insomnia + Alcoholia* or *Insodence = insomnia + dependence - a person who cannot sleep at night, but falls asleep in the morning at a certain time and it can be at 3 am or 4 am.*

Thus, we presented the opportunity to study blended words in different ways, both traditional and non-traditional, requiring the manifestation of ingenuity, analytical and creative abilities of students. We offer a combined study of blended words with other word-formation patterns. The need to study blended words is explained by the fact that they contribute to the development of students' linguistic competence, enrichment of their vocabulary, the formation of word-formation skills, development of analytical thinking and language guesses among the students.

References:

1. ALAWI, Fikri Fauzi. *Improving Students' Ability in Writing Descriptive Text. Using Clustering Technique*. Department of English, Education Faculty of Tarbiyah and Teachers Training "Syarif Hidayatullah" State, Islamic University Jakarta, 2011.
2. ALGEO, John. *Blends, a structural and systemic view*. American Speech 52, Journal of the American Dialect Society, 1977.
3. ANTHONY, Edward M. *Approach, Method, and Technique*. ELT Journal, Volume XVII, Issue 2, 1 January 1963, p. 63-67.
4. CARROLL, Lewis. *Through the Looking-Glass and what Alice found there*. [online] [citat 18.03.2020]. Disponibil: <http://birrell.org/andrew/alice/IGlass.pdf>
5. GRAVES, Michael F. AUGUST, Diane, & Jeannette MANCILLA-MARTINEZ, *Teaching Vocabulary to English Language Learners*. New York, NY: Teachers College Press, 2012.
6. KUMAR, Rita & LIGHTER, Robin. *Games as an Interactive Classroom Technique: Perceptions of Corporate Trainers, College Instructors and Students*. International Journal of Teaching and Learning in Higher Education, 2007, p. 53-63.
7. LANGAN, John. *English Skills*. New York: McGraw-Hill Companies, inc. 2001, 6th edition, p. 25.
8. LEXICO, Powered by Oxford. [online] [citat 18.03.2020]. Disponibil: <https://www.lexico.com/definition/dancercise>
<https://www.lexico.com/en/definition/jazzercise>
9. NeeDoc, *Atividade de Ingles – Texto Do Chocolate*. [online] [citat 18.03.2020]. Disponibil: <https://needoc.net/atividade-de-ingles-texto-do-chocolate>
10. RAVES, M. F. August, D., & Mancilla-Martinez, J., *Teaching vocabulary to English language learners*. New York: Teachers College Press, 2013.
11. TOMPKINS, G. E., & BLANCHFIELD, C. L. *Teaching vocabulary: 50 creative strategies, grades 6-12*. Upper Saddle River, N.J.: Pearson/Merrill/Prentice Hall, 2008.
12. YEE, Kevin. *Interactive Techniques*. Faculty Center for Teaching and Learning, [online] [citat 18.03.2020]. Disponibil: https://fctl.ucf.edu/wp-content/uploads/sites/5/2019/02/interactive_techniques.pdf?fbclid=IwAR05agdqlBWVm-O8YLwp__htp3XmYC6U718Z1TXVQLfomBp552t2SIPkERQ
13. АШИМ, У. М. *Синквейн как средство развития творческих способностей учащихся*. Вестник РУДН, 2015, №5. С. 237-241.

14. САКАЕВА, Лилия *Методика обучения иностранным языкам*. Казань, Казанский федеральный университет, 2016.
15. СВИРИДОВА, Татьяна. *Применение техники "сторителлинг" на уроках иностранного языка как средства формирования коммуникативной компетенции*. Вестник научных конференций, №6, 2017, С. 92-93.