

THE USE OF BLEND WORDS AND CLIP WORDS AMONG THE UNDERGRADUATE ENGLISH SINGLE-MAJOR AND DOUBLE- MAJOR STUDENTS OF THE UNIVERSITY OF MOSTAR

IVONA ŠETKA
ČILIĆ*

UDK:
811.111'243:378
(497.6 Mostar)
Stručni članak
Professional article
Primljeno:
10. prosinca 2017.

Abstract

Two minor word-formation processes: Clipping and Blending are being discussed in this paper. Despite the fact that Affixation, Compounding and Conversion are the major word-formation processes by which the majority of words in the English language are created, neither Blending nor Clipping should be neglected since they have been increasingly used in recent years, especially among younger population. Hence, that increasing use of these two minor word-formation processes was the main reason for writing this paper. However, not all students have the same knowledge about these processes. Namely, the hypothesis of the paper states that the undergraduate English double-major and single major students of the University of Mostar have better knowledge on Clipping than on Blending, which was confirmed by the research results. Nevertheless, research results also show that in general, undergraduate English double-major students have better knowledge on both of these two word-formation processes, which was actually not a surprise since the exam results in some courses (Morphology, CEL III and CEL IV) in recent years have shown that undergraduate English double-major students take more active participation in classes, and they take their study more seriously (mostly double-major students in two foreign languages) and therefore have better grades, whereas undergraduate English single-major students take less active participation in classes and they take their study less seriously (a research should also be conducted on this topic).

Key words: *Clipping, Blending, Clip words, Blend words, Word-formation*

* assistant professor,
Faculty of Humanities
and Social Studies
University of Mostar,
ivona.setkacic@ff.sum.
ba

Introduction

Forming new words has always been an interesting topic. As generally known, everything undergoes some process of change and not only do those changes reflect on nature, but they also reflect on human life and consequently on language. It is a common knowledge that the English language has changed starting from its origins until today. Some words in Old English are almost ununderstandable to a modern English language speaker, especially to those who acquire English as their second language.

Nevertheless, since topic of this paper is not to deal with such issues, the main goal of this paper is to research how much English double-major and single-major students of the University of Mostar know about clip words and blend words.

Living in the 21st century means living “a hundred mph” or “driving in the 5th gear” which actually means that everything is fast – fast way of life, fast food, people do not have time for anything and everything tends to be done in as short time as possible. Therefore, there is a need for fast way of communication and so, when sending each other emails, especially when texting, people tend to use shorter versions of words and there come *clips*. However, instead of using two words, the fast way of communication invented *blends* as combinations of parts of two or more words. All that stimulated the need for writing this paper since fast way of communication, using modern technologies and shortening the words are associated with young people and therefore, it was interesting to research the level of knowledge on blend words and clip words among undergraduate English single-major and double-major students of the University of Mostar.

Namely, the hypothesis of this paper states that in general, undergraduate English single-major and double-major students of the University of Mostar have better knowledge on Clipping and clip words than on Blending and blend words. The problem may be in the fact that even when they shorten the words (Clipping), the words do not have completely new meaning. However, the problem occurs when students have to combine parts of two or more words (Blending) because in such cases, the result is a completely new word and students often have problems with choosing appropriate parts of words to combine.

As regards to methodology used in this paper, the research was conducted by using two questionnaires which were given to students of all three years of the undergraduate study separately. Furthermore, double-major and single-major students were separated when completing questionnaires.

Finally, the results were summed up and the conclusions were made.

Hence, one thing which should be taken into consideration is that the research results could not be taken as a general rule considering the following facts (although the research results should be regarded as a small, but interesting indication of the level of knowledge on Clipping and Blending among English undergraduate single-major and double-major students at the Faculty of Humanities and Social Sciences of the University of Mostar):

- Only 81 students participated in the research;
- There were more English double-major than single-major students participating in the research.

Morphemes: Free vs. Bound morphemes

Before dealing with the analysis and the research results, it is necessary to introduce some important theoretical support for the topic. Namely, as mentioned at the very beginning of this paper, *Blending* and *Clipping* are two minor processes of word-formation (creating new words) in the English language and word-formation is a central part of Morphology, so certain explanations should be added for better understanding of the topic.

However, since the goal of this paper is to research the level of knowledge of usage of blend words and clip words among the English single-major and double-major students of the University of Mostar, only a short theoretical background is provided.

Words can be segmented into smaller units which are called *morphemes*. Since morphemes are the central part of Morphology, it is necessary to provide an explanation what morphemes are. Morphemes are regarded as minimal grammatical units which carry a meaning. However, it is important to distinguish *free morphemes* and *bound morphemes*. *Free morphemes* are those which can stand by themselves; *bound morphemes* are those which cannot stand by themselves and have to be attached to a free morpheme¹.

Nevertheless, some morphemes cannot be segmented into smaller units either because those units can not be found in any other words or, if found in any other words, they would not have the meaning of the original word (e.g. *Chameleon*)².

¹ Stuart C. Poole, *An Introduction to linguistics*, Palgrave Macmillan, London, p.192.

² Martin Haspelmath, *Understanding Morphology*, Hodder Education, London, 2002., p. 17.

Word-formation processes are said to be an important part of Morphology in general since new words are created by changing the form of the word (in this case either by shortening the word – *Clipping*, or by combining parts of two or more words – *Blending*)³.

Blending and Clipping as word-formation processes

a) *Clipping and Clip words*

When talking about *Clipping*, we talk about a shortening of words. Since *clip words* are shortened words, they tend to be used more in informal style of language⁴.

However, many clip words have entered the Standard English language (therefore we cannot say that they belong only to informal language), whereas some of them have remained in different slangs. For example, in the army, soldiers refer to a *captain* as a *cap* (army slang).⁵

It is interesting to notice that clip words and blend words are mentioned and explained in dictionaries, and therefore, it may be useful to refer to some of those dictionaries and their explanations.

According to *The Penguin English Dictionary*⁶, there is only an explanation of Clipping, but there is not an explanation of what a clip word is. Clipping is defined as *a piece cut or trimmed from something, e.g. from a newspaper*.

*Longman Dictionary of Contemporary English*⁷ provides two explanations of Clipping, but no explanation of a clip word. Clipping is: 1) *an article or picture that has been cut out of a newspaper or magazine*; 2) (usually plural) *a small piece cut from something bigger*.

Although clip words are shortened, they retain their original meaning⁸, e.g.:

³ Francis Katamba, *English Words – Structure, history, usage*, Routledge, London, 1994., p. 4

⁴ Randolph Quirk – Sidney Greenbaum, *A University Grammar of English*, Longman, London, 1997, p. 448.

⁵ Richard Nordquist, “Definition of Clipping in Linguistics“

<<https://www.thoughtco.com/what-is-clipping-words-1689855>> (13.12.2017.)

⁶ Robert Allen, *The Penguin English Dictionary*, Penguin, 2002., p. 156.

⁷ Della Summers, *Longman Dictionary of Contemporary English*, Longman, Harlow, 2001., p. 238.

⁸ Heather Marie Kosur, “Word Formation: Compounding, Clipping, and Blending”, <<https://www.brighthubeducation.com/esl-lesson-plans/59679-forming-new-words-compounds-clipping-and-blends/>> (15.12.2017.)

- advertisement – *ad*
- alligator – *gator*
- examination – *exam*
- gasoline – *gas*
- gymnasium – *gym*
- influenza – *flu*

There are four types of Clipping⁹:

1. *Initial or Fore Clipping*, when the beginning of the word is reduced, e.g. telephone – *phone*, airplane – *plane*;
2. *Medial or Middle Clipping*, when the middle part of the word is reduced, e.g. mathematics – *maths*, specifications – *specs*;
3. *Final or Back-Clipping* – when the end of the word is reduced, e.g. information – *info*, gasoline – *gas*;
4. *Complex or Mixed Clipping* – when two or more types of Clipping, i.e. shortening of the word are combined in order to form a new word, e.g. *smog* (smoke + fog), *hangry* (hungry + angry).

b) *Blending and blend words*

Nevertheless, when talking about *Blending*, we talk about combining two words, where one of the elements is a fragment of its *corresponding uncompounded word form*¹⁰. The above mentioned dictionaries provided explanations of what Clipping is without explanations of what clip words are. However, the situation is different as regards to blend words in a way that we only found dictionary explanations of what blend words are without explanations of what Blending is.

According to *The Penguin English Dictionary*¹¹, there is no explanation of Blending, but there are three explanations of a blend as a verb and one explanation of a blend as a noun. Blend as a verb has three explanations: 1) *to mix, esp to combine separate constituents so that they cannot be distinguished*; 2) *to prepare (tea or whisky) by thoroughly intermingling different varieties or grades*; 3a) *(often + in) to produce a harmonious effect*; 3b) *to fit in well*; however, blend as a noun is defined as *a mixture, esp a harmonious one*.

However, according to *Cambridge Learner's Dictionary*¹², there are also explanations of a blend as a verb and of a blend as a noun. Blend as a verb has two explanati-

⁹ Laurie Bauer, *English Word-Formation*, Cambridge University Press, Cambridge, 1983, p. 75.

¹⁰ R.Quirk-S.Greenbaum, *o.c.*, p. 448.

¹¹ R. Allen, *o.c.*, p. 83.

¹² Patrick Gilliard, *Cambridge Learner's Dictionary*, Cambridge University Press, 2001, p. 71.

ons: 1) *to mix two or more things together completely*; 2) *to combine two or more things*. Blend as a noun is explained as *a combination of two or more things*.

Blend is often referred to as a *portmanteau word*, which can be explained as a result of blending two or more different words, e.g. by blending the words *smoke* and *fog*, we get the word *smog*, or by blending the words *web* and *log*, we get the word *blog*, etc.¹³

Blending as a word-formation process refers to combining part of two or more words whose meaning is a combination of the original words¹⁴, e.g.:

advertisement + entertainment → *advertainment*

biographical + picture → *biopic*

cybernetic + organism → *cyborg*

guess + estimate → *guesstimate*

Spanish + English → *Spanglish*

spoon + fork → *spork*

The same as clip words, blend words are mostly used in informal language style although some of the blend words have been fully accepted in the language, e.g. *motor* + *hotel* = *motel*, *smoke* + *fog* = *smog*, *transfer* + *resistor* = *transistor*¹⁵.

It is interesting to mention that in Blending, part of one word is stitched onto another word regardless where the beginning of one morpheme or the ending of another morpheme is, e.g. *glitterati* (blending *glitter* and *literati*).¹⁶

When talking about blend words in the English language, its earliest traces go back to the 19th century, when Luis Carrol formed some blend words in his wordplay called *Jabberwocky*. There he introduced words: *slithy* (formed from *lithe* and *slimy*) and *galumph* (formed from *gallop* and *triumph*). The last word has still been used in the English language, but its meaning is *walk in a stomping, ungainly way*.¹⁷

There are many examples of blend words, some of which are quite unusual, e.g. *fan* + *magazine* = *fanzine*¹⁸.

¹³ Portmanteau Words:

<<http://www.sightwordsgame.com/vocabulary-words/word-play/portmanteau>> (15.12.2017).

¹⁴ Marie H. Kosur, *Forming new words*,

<<http://www.brightubeducation.com/esl-lesson-plans/59679-forming-new-words-compounds-clipping-and-blends>> (15.12.2017.)

¹⁵ R.Quirk-S.Greenbaum, *o.c.*, p. 448-449.

¹⁶ Suzanne Kemmer, Types of Word Formation Processes: <<http://www.ruf.rice.edu/~kemmer/Words/wordtypes.html>> (16.12.2017.)

¹⁷ Idem.

¹⁸ Ronald Carter-Michael McCarthy, *Cambridge Grammar of English: A Comprehensive Guide*, Cambridge University Press, 2006, p. 483.

Research and results

Having provided a few definitions on *Blending* and *Clipping* as word-formation processes with appropriate examples, the emphasis of this paper is put on the research and the results. The research was conducted among the undergraduate English single-major and double-major students of the University of Mostar (Faculty of Humanities and Social Sciences).

The total number of students participating in the research was 81, out of which there were 30 first-year single-major and double-major students; 29 second-year single-major and double-major students and 22 third-year single-major and double-major students.

All in all, there were more double-major than single-major undergraduate students.

The hypothesis states that in general, undergraduate English single-major and double-major students have better knowledge on *Clipping*, i.e. on *clip words* than on *Blending*, i.e. on *blend words*, which is confirmed by the research results.

Namely, the research was conducted in a way that students were supposed to complete two questionnaires. One questionnaire contained 30 words, out of which students were supposed to make the appropriate *clip words* and the other questionnaire was composed in a way that students were supposed to combine parts of two given words in order to make the appropriate *blend words* (30 words).

Here are the samples of the questionnaires:

1) Provide the appropriate *blend words*:

<i>ORIGINAL WORDS</i>	<i>BLEND WORD</i>
advertising + entertainment	
Bombay +Hollywood	
British + comedy	
breakfast + lunch	
cybernetic + organism	
dance + exercise	
data +broadcasting	
documentary +drama	
drama + comedy	
emotion + icon	
fact + fiction	
Frankenstein +food	

fraud + audience	
free + software	
gigantic +enormous	
green + whitewash	
information + entertainment	
melody + drama	
Inter+ network	
knowledge +database	
malicious +software	
mock + Cockney	
Motor+ pedal	
motor + hotel	
marionette +puppet	
Oxford + Cambridge	
share + software	
situation + comedy	
smoke + fog	
Britain + exit	

2) Provide the appropriate *clip words*:

ORIGINAL WORD	CLIP WORD
Advertisement	
Alumni	
Automobile	
Bicycle	
Brother	
Caravan	
Pantaloons	
Cabriolet	
Cafeteria	
Champion	
Chemistry	
Pantaloons	
Professor	
Convict	
Trigonometry	
Laboratory	
Doctor	

Dormitory	
Examination	
Tuxedo	
Influenza	
Refrigerator	
Gasoline	
Submarine	
Graduate	
Veterinarian	
Gymnasium	
University	
Taxicab	
Teenager	

Furthermore, students from each study year completed the questionnaires separately, whereby single-major students were separated from double-major students as well.

All students found questionnaire with blend words more difficult since they do not use those words as commonly as they use clip words, although both blend words and clip are mostly used among younger population in their everyday informal communication. Namely, all students found easier to shorten the words than to combine parts of two words because they thought that some combinations would make no sense.

In order to present the research results more clearly, tables were added in such a way that the results for clip words were presented for each study year and each study group separately and the same was done for blend words.

First-year double-major students: *Clip words*

Total numb. of students participating:	Numb. of students who had the same results	Correct answer	Incorrect answer
	1	24 or 80 %	6 or 20%
	2	23 or 76,66 %	7 or 23,33%
	1	22 or 73,33%	8 or 26,66%
	1	21 or 70%	9 or 30%
	2	20 or 66,66%	10 or 33,33%

	1	19 or 63,33%	11 or 36,66%
	1	18 or 60%	12 or 40%
	2	17 or 56,66%	13 or 43,33%
	1	16 or 53,33%	14 or 46,66%
	2	13 or 43,33%	17 or 56,66%
	1	12 or 40%	18 or 60%
	2	11 or 36,66%	19 or 63,33%
17			

According to the results presented in the table, none of the first year double-major students had all correct answers or 100%.

However, only one student had 24 correct answers or 80% and 6 incorrect answers or 20%, which was the best result in this group. The second best result included one student who had 23 correct answers or 76,66% and 7 incorrect answers or 23,33%.

First-year single-major students: *Clip words*

Total numb. of students participating:	Numb. of students who had the same results	Correct answer	Incorrect answer
	1	26 or 86,66 %	4 or 13,33%
	1	23 or 76,66%	7 or 23,33%
	1	22 or 73,33%	8 or 26,66%
	1	21 or 70%	9 or 30%
	2	20 or 66,66%	10 or 33,33%
	1	18 or 60%	12 or 40%
	2	16 or 53,33%	14 or 46,66%
	2	11 or 36,66%	19 or 63,33%
	2	9 or 30%	21 or 70%
13			

According to the results presented in the table, none of the first year single-major students had all correct answers or 100%.

However, only one student had 26 correct answers or 86,66 % and 4 incorrect answers or 13,33%, which was the best result in this group.

Hence, the same as in the double-major group, the second best result included one student who had 23 correct answers or 76,66% and 7 incorrect answers or 23,33%.

Nevertheless, less students participated in the research as regards to this group.

Second-year double-major students: *Clip words*

Total numb. of students participating:	Numb. of students who had the same results	Correct answer	Incorrect answer
	1	25 or 83,33%	5 or 16,66%
	1	24 or 80%	6 or 20%
	1	22 or 73,33%	8 or 26,66%
	3	21 or 70%	9 or 30%
	1	20 or 66,66%	10 or 33,33%
	2	19 or 63,33%	11 or 36,66%
	2	18 or 60%	12 or 40%
	1	15 or 50%	15 or 50%
	1	13 or 43,33%	17 or 56,66%
13			

According to the results presented in the table, none of the second-year single-major students had all correct answers or 100%.

However, only one student had 25 correct answers or 83,33 % and 5 incorrect answers or 16,66%, which was the best result in this group and the second best result included one student who had 24 correct answers or 80% and 6 incorrect answers or 20%.

Second-year double-major students: *Clip words*

Total numb. of students participating:	Numb. of students who had the same results	Correct answer	Incorrect answer
	1	26 or 86, 66%	4 or 13,33%
	1	25 or 83,33%	5 or 16,66%
	2	24 or 80%	6 or 20%
	2	22 or 73,33%	8 or 26,66%
	1	21 or 70%	9 or 30%

	3	19 or 63,33%	11 or 36,66%
	2	18 or 60%	12 or 40%
	1	18 or 53,33%	13 or 43,33%
	1	15 or 50%	15 or 50%
	1	14 or 46,66%	16 or 53,33%
	1	11 or 36,66%	19 or 63,33%
16			

According to the results presented in the table, none of the second-year double-major students had all correct answers or 100%.

However, only one student had 26 correct answers or 86,66 % and 4 incorrect answers or 13,33%, which was the best result in this group and the second best result included one student who had 25 correct answers or 83,33% and 5 incorrect answers or 16,66%.

As regards to the second-year students, there were more double-major students (16) than single-major students (13). When comparing their results, there are actually no crucial differences although double-major group seems to have better results since one student had 26 correct answers, which is actually not an important advantage considering the fact that only 16 students completed the questionnaire.

Third-year single-major students: *Clip words*

Total numb. of students participating:	Numb. of students who had the same results	Correct answer	Incorrect answer
	1	22 or 73,33%	8 or 26,66%
	1	21 or 70%	9 or 30%
	2	19 or 63,33%	11 or 36,66%
	1	17 or 56,66%	13 or 43,33%
	1	14 or 46,66%	16 or 53,33%
	1	12 or 40%	18 or 60%
7			

According to the results presented in the table, none of the third-year single-major students had all correct answers or 100%.

However, only one student had 22 correct answers or 73,33 % and 8 incorrect answers or 26,66%, which was the best result in this group and the second best result

included one student who had 21 correct answers or 70% and 9 incorrect answers or 30%.

Third-year double-major students: *Clip words*

Total numb. of students participating:	Numb. of students who had the same results	Correct answer	Incorrect answer
	2	24 or 80%	6 or 20%
	2	23 or 76,66%	7 or 23,33%
	3	22 or 73,33%	8 or 26,66%
	1	21 or 70%	9 or 30%
	2	20 or 66,66%	10 or 33,33%
	2	19 or 63,33%	11 or 36,66%
	1	16 or 53,33%	14 or 46,66%
	1	6 or 20%	24 or 80%
	1	4 or 13,33%	26 or 86,66%
15			

According to the results presented in the table, none of the third-year double-major students had all correct answers or 100%.

However, two students had 24 correct answers or 80 % and 6 incorrect answers or 20%, which was the best result in this group and the second best result included two students who had 23 correct answers or 76,66% and 7 incorrect answers or 23,33%.

Nevertheless, one unpleasant and unexpected fact for third-year double-major students was that 2 students had extremely bad results – one student had 6 correct answers or 20% and 24 incorrect answers or 80%, whereas one student had 4 correct answers or 13,33% and 26 incorrect answers or 86,66%.

When comparing research results on clip words among all three years of the undergraduate study, second year double-major group had the best results on clip words and both third-year double-major and single-major group had the worst results, especially double-major group where there were students who had only 6 or 4 correct answers.

Research results for clip words were presented and the same thing was done for the blend words.

First-year double-major students: *Blend words*

Total numb. of students participating:	Numb. of students who had the same results	Correct answer	Incorrect answer
	1	28 or 93,33%	2 or 6,66%
	1	20 or 66,66%	10 or 33,33%
	1	18 or 60%	12 or 40%
	1	15 or 50%	15 or 50%
	2	13 or 43,33%	17 or 56,66%
	2	12 or 40%	18 or 60%
	3	11 or 36,66%	19 or 63,33%
	1	10 or 33,33%	20 or 66,66%
	1	6 or 20%	24 or 80%
	3	4 or 13,33%	26 or 86,66%
	1	3 or 10%	27 or 90%
17			

According to the results presented in the table, none of the first-year double-major students had all correct answers or 100%.

However, one student had 28 correct answers or 93,33 % and 2 incorrect answers or 6,66%, which was the best result in this group and the second best result included one student who had 20 correct answers or 66,66% and 10 incorrect answers or 33,33%.

Nevertheless, there were 5 students whose results were extremely bad. One student had 6 correct answers or 20%, 3 students had 4 correct answers or 13,33% and one student had only 3 correct answers or 10%.

First-year single-major students: *Blend words*

Total numb. of students participating:	Numb. of students who had the same results	Correct answer	Incorrect answer
	1	25 or 83,33%	5 or 16,66%
	1	20 or 66,66%	10 or 33,33%
	1	15 or 50%	15 or 50%
	1	12 or 40 %	18 or 60%
	1	11 or 36,66%	19 or 63,33%

	1	10 or 33,33%	20 or 66,66%
	1	8 or 26,66%	22 or 73,33%
	2	4 or 13,33%	26 or 86,66%
	2	2 or 6,66%	28 or 93,33%
	1	1 or 3,33%	29 or 96,66%
	1	0 or 0%	30 or 100%

According to the results presented in the table, none of the first-year single-major students had all correct answers or 100%.

However, one student had 25 correct answers or 83,33 % and 5 incorrect answers or 16,66%, which was the best result in this group and the second best result included one student who had 20 correct answers or 66,66% and 10 incorrect answers or 33,33%.

Nevertheless, there were 6 students whose results were extremely bad. Two students had 4 correct answers or 13,33% and 26 incorrect answers or 86,66%; two students had 2 correct answers or 6,66% and 28 incorrect answers or 93,33%; one student had one correct answer or 3,33% and 29 incorrect answers or 96,66%, whereas one student had no correct answers or 0%, which was the worst result in the entire research.

Second-year double-major students: *Blend words*

Total numb. of students participating:	Numb. of students who had the same results	Correct answer	Incorrect answer
	1	23 or 76,66%	7 or 23,33%
	1	21 or 70%	9 or 30%
	1	17 or 56,66%	13 or 43,33%
	3	16 or 53,33%	14 or 46,66%
	1	15 or 50%	15 or 50%
	2	14 or 46,66%	16 or 53,33%
	4	13 or 43,33%	17 or 56,66%
	1	10 or 33,33%	20 or 66,66%
	1	9 or 30%	21 or 70%
	1	6 or 20%	24 or 80%
16			

According to the results presented in the table, none of the second-year double-major students had all correct answers or 100%.

However, one student had 23 correct answers or 76,66 % and 7 incorrect answers or 23,33%, which was the best result in this group and the second best result included one student who had 21 correct answers or 70% and 9 incorrect answers or 30%.

Nevertheless, there was one student who had the worst result with 6 correct answers or 20% and 24 incorrect answers or 80%.

Second-year single-major students: *Blend words*

Total numb. of students participating:	Numb. of students who had the same results	Correct answer	Incorrect answer
	1	19 or 63,33%	11 or 36,66%
	1	18 or 60%	12 or 40%
	1	17 or 56,66%	13 or 43,33%
	1	13 or 43,33%	17 or 56,66%
	2	12 or 40%	18 or 60%
	1	11 or 26,66%	19 or 63,33%
	3	9 or 30%	21 or 70%
	1	8 or 26,66%	22 or 73,33%
	1	7 or 23,33%	23 or 76,66%
	1	6 or 20%	24 or 80%
13			

According to the results presented in the table, none of the second-year single-major students had all correct answers or 100%.

However, one student had 19 correct answers or 63,33% and 11 incorrect answers or 36,66%, which was the best result in this group and the second best result included one student who had 18 correct answers or 60% and 12 incorrect answers or 40%.

Nevertheless, the same as in double-major group, there was one student who had the worst result with 6 correct answers or 20% and 24 incorrect answers or 80%.

Third-year double-major students: *Blend words*

Total numb. of students participating:	Numb. of students who had the same results	Correct answer	Incorrect answer
	1	23 or 76,66%	7 or 23,33%
	2	21 or 70%	9 or 30%
	1	20 or 66,66%	10 or 33,33%
	1	18 or 60%	12 or 40%
	1	17 or 56,66%	13 or 43,33%
	3	14 or 46,66%	16 or 53,33%
	1	13 or 43,33%	17 or 56,66%
	1	10 or 33,33%	20 or 66,66%
	1	8 or 26,66%	22 or 73,33%
	1	7 or 23,33%	23 or 76,66%
	1	6 or 20%	24 or 80%
	1	4 or 13,33%	26 or 86,66%
15			

According to the results presented in the table, none of the third-year double-major students had all correct answers or 100%.

However, one student had 23 correct answers or 76,66% and 7 incorrect answers or 23,33%, which was the best result in this group and the second best result included two students who had 21 correct answers or 70% and 9 incorrect answers or 30%.

Nevertheless, one unpleasant fact was that there were 4 students who had bad results. One student had 8 correct answers or 26,66% and 22 incorrect answers or 73,33%; one student had 7 correct answers or 23,33% and 23 incorrect answers or 76,66%; one student had 6 correct answers or 20% and 24 incorrect answers or 80% and one student had only 4 correct answers or 13,33% and 26 incorrect answers or 86,66%, which were extremely bad results for third-year students.

Third-year single-major students: *Blend words*

Total numb. of students participating:	Numb. of students who had the same results	Correct answer	Incorrect answer
	1	13 or 43,33%	17 or 56,66%

	1	11 or 36,66%	19 or 63,33%
	2	9 or 30%	21 or 70%
	1	8 or 26,66%	22 or 73,33%
	1	7 or 23,33%	23 or 76,66%
	1	5 or 16,66%	25 or 83,33%
7			

According to the results presented in the table, none of the third-year single-major students had all correct answers or 100%.

However, one student had 13 correct answers or 43,33% and 17 incorrect answers or 56,66%, which was the best result in this group and the second best result included one student who had 11 correct answers or 36,66% and 19 incorrect answers or 63,33%.

Accordingly, the results presented for third-year single major students are disappointing. This group had the worst results with only one student having 13 correct answers or 43,33% and 17 incorrect answers or 56,66%. The second best result included one student who had 11 correct answers or 36,66% and 19 incorrect answers or 63,33%. Other students had worse results and one student had only 5 correct answers or 16,66% and 25 incorrect answers or 83,33%.

When comparing research results on blend words among all three years of the undergraduate study, the second-year English double-major students again had the best results and the third year English single-major students had the worst results.

The results presented in the tables above confirmed the hypothesis which states that in general, undergraduate English single-major and double-major students have better knowledge on clip words than on blend words, as well as that English double-major students have better results than English single-major students.

As mentioned at the beginning, this should not be taken as a general rule since there were not so many students participating in the research (there were less single-major students than double-major students), but still, the results are not encouraging.

Namely, especially discouraging were third-year students' results considering the fact that they will soon finish undergraduate studies and therefore they are expected to have much better knowledge than second-year students, especially than first-year students.

However, this research presented such results, and maybe some other research which would include both undergraduate and graduate students and questionnaires

with larger number of words would provide different and better results, but still, these research results should not be neglected since they a certain kind of indication of the level of knowledge of usage of clip words and blend words among the undergraduate English single-major and double-major students at the Faculty of Humanities and Social Sciences of the University of Mostar.

Conclusion

In this paper we discussed *Clipping* and *Blending* as two minor word-formation processes, but the main goal of this paper was to provide a research on the level of knowledge of usage of clip words and blend words among the undergraduate English single-major and double-major students of the University of Mostar.

Namely, blend words, especially clip words, have been increasingly used in recent years among younger population since they are more frequently used in informal communication.

The hypothesis of this paper states that undergraduate English single-major and double-major students have better knowledge on clip words than on blend words. The hypothesis was confirmed by the research results and presented in more detail by using tables with percentages where total number of students of each group (single-major and double-major) for all three years of undergraduate study of English language and literature was mentioned, as well as the number of students who had the same number of correct and incorrect answers. Nevertheless, it was also expected that double-major students of all three years of undergraduate study would have better results, which was confirmed by the research results as well since exam results in certain courses (*Morphology*, *CEL III* and *CEL IV*) indicated that such results might be expected.

However, one disappointing and unexpected fact was that third-year double-major students, especially third-year single-major students had results below average, which was quite disappointing considering the fact that they are the students of the final year of the undergraduate study.

Nevertheless, these research results should not be taken as a general rule since not so many students did actually participate in the research (there were only 81 students), and there were less single-major than double-major students.

But, research results might have been different if more students, especially more single-major students, had participated in the research.

Even though not so many students participated in the research, it was interesting just to have a short insight into the level of knowledge of usage of clip words and blend words among undergraduate English single-major and double-major students of the University of Mostar (Faculty of Humanities and Social Sciences). This short research could be regarded as a short introduction or a basis for some future, more detailed research which could be done including both undergraduate and graduate English single-major and double-major students of the University of Mostar, in which case the results may be completely different, especially if questionnaires contain more words.

UPORABA SRASLICA I SKRAĆENICA MEĐU STUDENTIMA JEDNOPREDMETNOGA I DVOPREDMETNOGA DODIPLOMSKOGA STUDIJA ENGLESKOGA JEZIKA I KNJIŽEVNOSTI NA SVEUČILIŠTU U MOSTARU

Sažetak

U ovome se radu raspravlja o dvama procesima tvorbe riječi: skraćivanju (Clipping) i srastanju (Blending). Unatoč činjenici da su tvorba riječi dodavanjem afiksa (Affixation), tvorba složenica (Compounding) i preoblika (Conversion) tri glavna procesa tvorbe riječi u engleskome jeziku, ne treba zanemariti ni srastanje niti skraćivanje jer se ovi procesi sve više rabe zadnjih godina, posebice među mladom populacijom (neformalna komunikacija). Naime, upravo ta povećana uporaba glavnim je razlogom pisanja ovoga rada. Ipak, važno je istaknuti da svi studenti nemaju jednako znanje kada je riječ o navedenim dvama procesima. U skladu s tim, hipoteza ovoga rada glasi da, općenito govoreći, studenti dodiplomskoga dvopredmetnog i jednopredmetnog Studija engleskoga jezika i književnosti bolje poznaju proces skraćivanja riječi nego proces srastanja riječi, što je i potvrđeno rezultatima istraživanja. Također, rezultati istraživanja pokazali su da, općenito govoreći, studenti dodiplomskoga dvopredmetnog Studija engleskoga jezika i književnosti bolje poznaju oba navedena procesa tvorbe riječi. Navedeno i ne začuđuje budući da posljednjih nekoliko godina ispitni rezultati iz nekih kolegija (Morfologija engleskog jezika, SEJ III i SEJ IV) pokazuju da su studenti dodiplomskoga dvopredmetnog Studija engleskoga jezika i književnosti aktivniji na predavanjima i shvaćaju svoje obveze ozbiljnije (posebice studenti dvaju stranih jezika) i imaju bolje ocjene, dok studenti dodiplomskoga jednopredmetnog Studija engleskoga jezika i književnosti nisu toliko aktivni na predavanjima i ne shvaćaju svoje obveze toliko ozbiljno (o navedenome bi se trebalo uraditi istraživanje).

Ključne riječi: *skraćivanje, srastanje, skraćenice, sraslice, tvorba riječi.*

