



## The Learning of Vocabulary and the Usage of Portmanteaus by Jordanian EFL Students

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### Abstract

Vocabulary acquisition and portmanteau blending is most crucial plus a neglected aspect of the study in Jordan, moreover, the lexical knowledge lacks in explanation of blending of words and vocabulary acquisition among foreign language learners. This research is subjected to provide the theoretical and lexical knowledge of vocabulary acquisition strategies being employed by the students, portmanteau words and their lexical structures being preferred by the learners of English as a foreign language. To explore these aspects qualitative and quantitative approaches of description were taken into consideration within convenient sampling method. Results indicated the frequently preferred strategy of vocabulary acquisition is cognitive one and least frequent is metacognitive among EFL learner. Likewise, lexical structure of determinative and coordinative blend under fused blending of portmanteau words were revealed out. These findings advised that learners and teachers can make an approach to achieve the goals of language vocabulary and to make the language easily and rapidly comprehensible among the students. It is necessary to choose an appropriate method while learning to enhance the vocabulary acquisition and this is possible by the research over strategies being more preferred among students.

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## 1. Introduction

In the past few decades, research domains have been investing a great energy over the languages and their learning processes. The most imperative requisite of language is vocabulary, the composition of language, the use of language, the semantics, the grammar, the pronunciation, the phonetics, etc. have been determinants of different languages under various contexts. Correspondingly, the newly emerged phenomenon of Portmanteau regarding the blending of words and forming a new word for a convenient and comprehensible vocabulary to convey messages is also under the study developments of languages. A little light has been shed over the foreign language learners of Jordan that highlights the strategies, issues, acquisition, learning, memorizing, retaining, semantics and grammar to tackle out them. For this perspective, current

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study considers the two aspects of languages regarding vocabulary acquisition and portmanteau words among the Jordanian EFL learners to enhance the study of language and its implications.

Introducing the English as Foreign Language (EFL) refers to the term employed in the study of English by speakers for whom English is not native as well as not a leading language in their country (Nordquist, 2020). Language has been a great deal of research for the Jordanian learners either from perspective of foreign language, second language or other like learning strategy, etc. likewise, the portmanteau words, the culture of blending the words to form a new word has been also under the discussions of research to explore different aspects in several contexts of either in sample or culture, or specific language portion. Vocabulary acquisition has a great significance in learning a foreign language reported by Milton (2009) in her volume measuring second language vocabulary acquisition.

It is considered that vocabulary is an imperative trajectory of the language that builds the foundation for the learning, writing, speaking, reading, or listening. It is a key to all language skills as without this basic need of having a rich vocabulary a person is likely to be unable and ineffective in a language skill regarding writing, reading, speaking, or listening (Binti Robani & Majid, 2014). Vocabulary acquisition has been a center of attention for various linguists in field of language such as GUI (1997), WEN (1996), WANG (1998), DAI (2000) and ZHANG (2001). Taking account of vocabulary acquisition, learning new vocabulary with their meanings to understand a new language refers to as vocabulary acquisition (McKeown & Curtis, 2014). Similarly, a holistic approach to define vocabulary acquisition is stated as the process to learn the words of a language lies under vocabulary acquisition. The way to expand the learning of words and enhance vocabulary for both primary, secondary, or foreign language concerns with the vocabulary acquisition (Wollacott, 2022). Woollacott has also explained the vocabulary referring to words that can be functional such as grammar and lexical information of words and acquisition is the process of learning the new words along with their meanings.

Enlightening the detail explanation of vocabulary acquisition refers to the learning process of meanings of words and their vocab for another non-native language. As the matter of fact, the current discussing phenomenon is highly neglected area of research in languages. There is no detrimental approach or any solid theory to explain vocabulary acquisition (Meara, 1980). Vocabulary acquisition for a foreign language or second language is directly meaning the language development which has been underestimated domain of research in several contexts in the book of Browne (2014); Milton (2009) claimed that teaching approaches are useful in gaining vocabulary information.

## 2. Vocabulary acquisition

There is tremendous data over vocabulary acquisition being provided in past decades which has really helped the language learning linguists to propagate their objectives at broader level. It has got an essential to be researched viewed through different lenses essential for its components in language development. There is a prior documentation over vocabulary acquisition observing direct and indirect learning strategies playing role in and integrated enhancement of new words and meanings along with their definitions. This research has implemented the direct and indirect vocabulary learning strategies among pre-intermediate language learners and found that direct learning strategies has a great influence in vocabulary acquisition (Naeimi & Foo, 2015). Another observation on vocabulary acquisition and retention effect of raising learners' metaphor awareness on EFL learners of China has endure the results of implying that vocabulary retention can be enhanced by organizing metaphorical expressions within their themes of learning (Gao & Meng, 2010; Muthuswamy, 2021).

Existing data also claims that vocabulary has certainly direct relationship with the effective assistant vocabulary learning approach and a decided way to gain the vocabulary knowledge as it helps in controlling the learning ability and responsibility to learn (Nation, 2006). Referring to the strategies the previous observation of Brown (2007) states that the individual plans regarding the tackling of any issue makes into strategies. It is also explained as the facilitating ways to consciously learn and perform any task (Chamot, 2005) similarly, the special and organized instructional procedure mandated for words learning and understanding is vocabulary acquisition strategy (Schmitt, 1997).

### 2.1. Classification of vocabulary acquisition strategies

Strategies of vocabulary acquisition have been classified broadly however, proposed strategies of Schmitt's (1997) have great importance and these vary from determination, social, memory,

cognitive and metacognitive strategy. Among EFL learners it is being observed that these strategies are highly adopted to learn foreign language through meta-analytical study (Nematollahi, Behjat, & Kargar, 2017). The classification is grouped in direct and indirect learning forms (Oxford, 2002). These are defined as the former, the self-learning about the meaning of words without any assistance, later is learning through others' assistance and guidance (Schmitt, 1997). These are subcategorized in different groups.

Determination strategy is one the most facilitating instrumental tool to learn lexical knowledge of items. This strategy entails different ways to discern parts of speeches of a word employing dictionaries or flash cards such as analyzing parts speech, affixes, roots, pictures, gestures, textual contexts, etc. (FATHI & KASSEM, 2021; Schmitt, 1997). Using social strategy means that learning and gaining knowledge of a word under the guidance and assistance of other individual, this makes the level one translation of the word knowledge such as synonym, paraphrasing, or mixing these two things to convey and comprehend the word. Social strategy is basically a consolidation strategy. It is easy to use and manipulate the language by social strategy of vocabulary acquisition. Moving forward to memory or mnemonic strategy provided by Schmitt (1997) states that relating the new information of a word with the prior knowledge in mind. This plan works in effective thinking and can be enhanced by mapping words or drawing purposes, relating personal experiences, coordinating the words, additionally, antonyms and synonyms concept of identifying the word also comes under memory or mnemonic strategy of learning (Deliveli, 2021). Vocabulary acquisition also encompasses a category of cognitive strategy to learn vocabulary by assisting in achievement of special aim and objective (Ansarin & Khabbazi, 2021; Tüfekçioğlu, 2021). This strategy includes reasoning, analyses, summarizing, outlining, synthesizing, or re-organizing the gained knowledge. Meta cognitive strategy is used by the learners to manage, control, and direct the learning and acquiring process. It basically dwells under monitoring and planning the vocabulary acquisition of any language. Schmitt have stances over learning through music, movies, etc. under the meta cognitive strategy of acquisition.

Previous literature established by Soodmand Afshar, Ketabi, and Tavakoli (2009) in the pivotal role of vocabulary learning for a foreign or second language acquisition. Different research from different cultures and different perspectives of vocabulary acquisition have been observed. Research by Alyami (2016) claims that there is minimum use of high order thinking skills being employed in acquiring new vocabulary by asking undergraduate students to report the strategy being in their use in EFL. It means that organizing managing, word mapping skills are least frequent in vocabulary acquisition (Danielsen & Valaker, 2021). However, results reported that most frequent dimension states the reason of not taking the strategy to learn new words and meanings of a foreign language. This research employs that at undergraduate level most of the students does not prefer to use any specific strategy to acquire new knowledge.

Sarani and Shirzaei (2016) reported in their research that comparative study of undergraduate and post graduate EFL students use several strategies to acquire foreign languages however their motivation level effects their learning as both groups got significant difference of strategy utilization to learn new words in highly motivated and low motivated learners. Another observation of Fatima and Pathan (2016) of undergraduate students of foreign language, indicated the cognitive strategy and active strategy are more influential in acquiring foreign language. However, in acquiring vocabulary strategies are differently preferred over gender and their motivation reported by Anderson (1980). Uzun (2013) found that vocabulary acquiring strategies have similar configuration in practicing. Tahriri and Fallah (2013) in their investigation of 20 engineering students of EFL reported that among students least frequent use of cognitive strategy exists and most frequent use of memory strategy is being employed. Direct source of learning strategy is highly adopted by students in vocabulary acquisition and influences the proficiency level of students (Nacera, 2010; Suryana & Yulia, 2021). Similarly, (Alamdari, 2010) in his research reported the relationship between the choice of vocabulary learning strategy and proficiency level.

This perspective has been studied among Jordanian learners of Jordan University of Science and Technology in concerns of vocabulary learning strategies being employed by such a student and investigated and resulted the frequently employed strategy in learners of English as a foreign language in Jordan is determination strategy with least in metacognitive learning strategy in students (Al-Khasawneh, 2012; Bassey, 2020).

It is been cited in many researches that without vocabulary nothing can be conveyed, a famous quote by Wilkins (1972) in his book which truly depicts the nature of the understanding of any language of expressions, messages, feelings and behaviors, etc. as we discussed earlier that vocabulary acquisition has been a great importance of investment for previous researchers to consider the acquiring of a new language either foreign or second language (Duru, Söner, & Sinan, 2021; Meara, 2002; Nation, 2006; O'Dell, Read, & McCarthy, 2000). However, the previous research from last decades were rich in study of teaching methodologies of new languages and strategies explanation but this is enlightened that now the attention of research spheres has been shifted over other procedures to be adopted in learning of a language from the students themselves (Sedighi & Zarafshan, 2006). This shift has emphasized over the independent learners as to learn without assistance and be more attentive by using their own mental capabilities (Nabishah, Nasri, Salam, Harlina et al., 2012). Marttinen (2008) states that these autonomous vocabulary learning strategies are more beneficial in active and responsible learning of an individual.

From a secondary source of Al-Khasawneh (2012) it is reported that the vocabulary acquisition strategies have tremendously steered upon including (Arnaud & Béjoint, 1992; Long & Richards, 1997; Nassaji, 2015; Nation, 2006; Schmitt, 2000; Thornbury, 2002; Yali, 2010). Along with these studies the crucial crux of the learning found out by revealing the gradual decrease in motivation and confidence among students in learning another language (Cook, 2001).

### 3. Portmanteau words

Another aspect of English as a foreign language has been taken into consideration in this research is Portmanteau words which refers to the blending of phonetics of two morphemes or the blend of meanings and structure of two words for a single word describes by Dictionary.com. it includes combination of features, qualities, structures, body, etc. Portmanteaus is considered one of the various ways to deal with the new production or generation of newly form words in English language. Portmanteau words can have a different origin, sometimes these words are adopted from different languages refer to the cognates. These are the old words old words in newly created form with the same meaning. Such formations are preferred to expand the evolution of a language (Nordquist, 2020).

#### 3.1. Portmanteaus blending

Portmanteau words are one of the types of blended formation of words in English language as sounds and meanings of the old words combine to form new words like pixel (picture and element). Similarly, other combination by adding suffixes and prefixes of the words refers to affixations such as a common word awesomeness is affixation. Language also expands through clipping by shortening the long words such as blog from web blog or compounding and conversions are also used in the language formations (Nordquist, 2020). In this present context, blended or portmanteau word is the focus of observation where sample of Jordanian students of English as a foreign language is studied to provide the research documentation with the general conclusions.

For linguists, food is a form of identity, expression, norms and values of any culture or any individual (Dietler, 2007). Cooper (2000) believes that globalization has impacted the food culture as well as the acculturation and new form of brand names and food names have made up the food vocabulary significantly different for common use. Roncaglia (2013) also claims that globalization has a significant impact over food essentials and food culture.

Moving towards the purpose of the including this aspect of portmanteaus words, food is common item used to name through combination of words and blends. As brand names are directly linked with the brand image in the world of business and attraction, reported by Kim and Cho (2012), several procedures are being employed in naming of such a brand through Portmanteau combinations. As it is affirmed that linguistics has word formation influence of blending of words (Bednárová-Gibová, 2014), explains this by the concept of blending of shortened words as well as merging solely different words. Purwanto and Yuniarty (2020) have done research in Indonesia about the blending words and states that it is a common culture there as they combine words of food, beverages, etc. to form a new word for their brands.

#### 3.2. Categories of portmanteaus blending

According to previous literature, (Jeremić, 2019) blending or portmanteau words has been categorized in various forms such as telescoped blends and fused blends by Böhmerová (2010).

Telescoped blends refer to overlapping mannerism such as syllable overlapping, adding two words with each other, or mixed two different words. Similarly, fused blends to form portmanteau words refers to structural overlapping and joining the segments of the words. Jeremic also explains that fused words also form through replacing the first base with the second one.

Blending also classified into lexical, syntactic, and coordinative and determinative forms by (Böhmerová, 2010), which can be explained as the first one focuses on the word category, second one focuses on the relationship how segmented parts are linked, third one focuses on the coordination structure of same bases lexical class, and the last determinative class focuses on the attributions of phrases, shapes etc of the combination. In 2014, Böhmerová explain splinters that refers to affix phonological and graphical structure combination. It is believed that language is an expression of culture as they are interrelated and an approach says that it is an output of culture by adding the texture of material and nonmaterial cultural aspects of any country (Nirmala, 2017; Wu, 2008). Language refers to the identity of cultural food and beverages etc.

The current study aims to proceed with the literature of vocabulary acquisition among Jordanian learners of English as foreign language specifically to find out the vocabulary acquisition strategy's types as well as the frequently employed types. In addition, the research takes into consideration the aspect of portmanteau words to basically explore and study what kind of structure is being adopted for blending the words in Jordanian students as well as which structure is frequently occurring in blending among Jordanian EFL learners. These aims are described as following.

- To study the use of strategies in vocabulary acquisition among Jordanian EFL learners.
- To find out frequency of employing vocabulary acquisition strategies among Jordanian EFL learners.
- To identify the portmanteau words in use of language among Jordanian EFL learners.
- To identify the structure of portmanteaus words among Jordanian EFL learners.

Current study has its significance not just for the students but also for the teachers as being discussed in a prior literature that rendering with this information of languages of students help them to recognize, identify, get awareness, manage, organize, control, improve, modify, and propagate others with these self-directed and self-employed strategies for a complimentary learning. Similarly, the skills and most used strategies of students' awareness make it easy for the teachers to go with a directed, oriented, and known strategy of the students to teach them about the language. Moreover, the consistency of learning and teaching method from both sides of students and teachers will be reflected upon the anticipations of Jordanian English EFL learners' internal and external environment of acquiring the knowledge, the curriculum, skills and measuring attitude. However, this research has thoroughly reflected upon the nature, determinants, types, and trajectories of vocabulary learning and acquisition strategies, the lack in found in research is that the data is minimum, open ended and close ended questionnaires were used to show the findings.

Current study includes the perspective of portmanteau words as well along with the vocabulary learning strategies to be studied among the Jordanian student sample especially in English as foreign language learners, as the previous documentation lacks in data that provides the information about the Jordanian sample regarding blending of words and relation of Jordan culture to be linked with the formation of combination of words. This study is significantly important as it describes that what are the common structures of portmanteau words used by the EFL students in Jordan and what type is most common in using blended words. This also aims to provide the descriptive and theoretical information of language adoption of Jordan culture among non-native language learners and their frequently used blended form among such a sample. This research will be depicting the shade of borrowed words taken by Jordanian students from the other languages in the food and beverages names and brands. Moreover, this research having the implication of cultural importance and linguistic relation of languages around diversity of cultures.

#### 4. Method

This study includes the qualitative and quantitative analysis accordingly to investigate the vocabulary acquisition and portmanteau words. To investigate the strategy of vocabulary

acquisition being employed by the students, the quantitative approach under the survey methodology adopted the written questionnaire based on the taxonomy of vocabulary acquisition strategies presented by Schmitt's (1997). This is the most suitable method to study this aspect of language in Jordanian students. This questionnaire is based on two sections of questions asking for the background information about the strategies and the next portion containing fifty-nine questions to determine the types and frequency of used strategies among the students. Similarly, the qualitative method under descriptive approach of analysis was used to study the portmanteau word of blending among Jordanian students of EFL.

According to Nassaji (2015) descriptive analysis is a widely used method of analysis of languages in different contexts, environment and this is most appropriate method for the study of portmanteau words as it renders the detail explanation without confounding variables and interference of extraneous variables in the study. Primarily, this method provides the description, identification, and detail explanation of the food beverages and other industrial items used by the Jordanian students to learn the language under the influence of their culture. For this purpose, data was collected to study both the included aspects of the research. Including sample, convenient, and random sampling method was used in the sampling of research participants as students at Jordan University of Science and Technology from the field of English as foreign language learning participated to solve the questionnaire and give a descriptive interview about the open-ended questions of portmanteau words. Around 40 students participated within their availability and convenience, 20 male and 20 female students and fill out the questionnaire.

While administrating the questionnaire and descriptive method of open-ended questions, a brief instruction related to topic, questions, and context to solve the questions was provided in their own Arabic language for their convenience. For the data collection of portmanteau words among Jordanian students at JUST university, related to their common use in their learning, or in daily use. About 25 names from food vocabulary, learning vocabulary, speaking, and writing domains were collected from the students of different combinations. Several blended forms of words were collected through random and convenient sampling about different fields. Since EFL learners were the main concern of the study regarding vocabulary acquisition and portmanteau words, the research objectives were studied in this sample to highlight the aspects of language in Jordan culture and environment. In the next step after data collection analysis was run out accordingly to identify and classify the results and findings of strategies and blended words via descriptive analysis and cross tabulations.

Data analysis section of the research included the software analysis for the descriptive analysis about the data collected through Schmitt's (1997) questionnaire of around 40 students, the Statistical Package for Social Sciences version 20 was used to analyze the results. Initially, Reliability of the scale was found out through Cronbach alpha. Mean, standard deviation and frequency was applied through software on the data to get reliable values. Similarly, tabulated data analysis was implied over the data collected about the portmanteau words. And tabulated themes were created within descriptive procedure.

## 5. Results

Primarily, in the results of the study for the aspect of vocabulary acquisition strategies, the scale reliability was checked out. Good reliability exists for a questionnaire, for alpha value 0.70 or ( $\alpha \geq 0.70$ ) according to DeVellis (1991). Proceeding to next step after the collection of data, analysis through SPSS version 20 was exhibited and reliability was found to be 0.914 for fifty-nine items of the scale.

Cronbach's Alpha	Number of items
.914	59

SPSS calculation was applied on the data to analyze the main objective results of the research and to obtain the results, which were found to be having significant mean difference of cognitive strategy among Jordanian EFL learners. However, least frequently employed strategy was metacognitive among the students of JUST. The following table demonstrates the findings of this study.

Table 1: The frequency of the five Categories of Vocabulary Acquisition Strategies

Category	N	Mean	Standard Deviation	Rank
Cognitive	40	4.31	1.18	1
Social	40	4.04	1.23	2
Memory	40	3.78	1.21	3
Determinative	40	3.52	1.31	4
Metacognitive	40	3.13	1.07	5

Table 1 demonstrates the descriptive statistics of the Vocabulary acquisition strategies among the Jordanian EFL learners. Results indicate that highest mean exists for the cognitive category with the value around 4.31, then goes for the social, memory, determination and at the end metacognitive strategy has got the lowest mean in the descriptive statics. This mean refers to the highly as well as the lowest existing or employed strategy among Jordanian EFL learners.

Table 2: Students' Use of Cognitive Strategies

Items	N	Minimum	Maximum	Mean	Std. Deviation	Frequency
Verbal repetition	40	1	5	5.38	1.31	High use
Written repetition	40	1	5	5.41	1.45	High use
Word list	40	1	5	5.05	1.37	High use
Put English labels on physical objects	40	1	5	4.78	1.53	High use
Keep a vocabulary notebook	40	1	5	4.31	1.54	Medium use
Flash cards	40	1	5	3.95	1.23	Medium use
Take notes in class	40	1	5	3.68	1.02	Medium use
Use the vocabulary section in your textbook	40	1	5	3.47	1.34	Medium use
Listen to tape of word lists	40	1	5	3.39	1.28	Medium use

The above table 2 indicates the frequency of vocabulary acquisition strategy category being employed by students of Jordan of EFL in JUST university by item number representation of mean. This table indicates the highly used categorical items were verbal, written and word list repetition.

Table 3: Students' Use of Social Strategies

Items	N	Minimum	Maximum	Mean	Std. Deviation	Frequency
Ask teacher for L1 translation	40	1	5	3.81	1.26	High use
Ask teacher for paraphrase or synonym of new word	40	1	5	3.01	1.45	High use
Ask teacher for a sentence including the new word	40	1	5	3.13	1.32	High use
Ask classmates for the meaning	40	1	5	3.70	1.87	High use
Discover new meaning through group work activity	40	1	5	2.81	1.02	Medium use
Study and practice meaning in group	40	1	5	3.31	1.35	High use
Teacher checks students flash cards or word lists for accuracy	40	1	5	2.88	1.82	Medium use
Interact with native speakers	40	1	5	3.23	1.23	Medium use

Table 3 is showing the results of descriptive statistics about the items regarding social strategy and found that highly used way is to ask teacher for the translation and studying and practicing in groups is frequently occurring strategy in social vocabulary acquisition strategy.

Table 4: *Students' Use of Memory strategies*

Items	N	Minimum	Maximum	Mean	Std. Deviation	Frequency
Connect word to previous personal experience	40	1	5	3.87	1.78	High use
Use semantic maps	40	1	5	3.68	1.61	High use
Associate the word with its coordinates	40	1	5	3.56	1.43	High use
Connect the word in its synonyms and antonyms	40	1	5	3.37	1.19	High use
Image word form	40	1	5	3.41	2.22	High use
Image word's meaning	40	1	5	3.31	2.18	High use
Use keyword method	40	1	5	3.22	2.13	Medium use
Group words together to study them	40	1	5	3.33	1.99	Medium use
Study the spelling of a word	40	1	5	2.89	1.76	Medium use
Say new word aloud when studying	40	1	5	2.78	1.65	Medium use
Use physical action when learning a word	40	1	5	2.56	1.45	Medium use
Study word with a pictorial representation of its meaning	40	1	5	2.45	1.56	Medium use
Associate the word with its coordinates	40	1	5	2.34	1.25	Medium use
Use scales for gradable adjectives	40	1	5	2.45	1.56	Medium use
Peg method	40	1	5	2.11	1.10	Medium use
Loci method	40	1	5	2.13	1.11	Medium use
Group words spatially on a page	40	1	5	2.38	1.24	Medium use
Study the sound of a word	40	1	5	2.43	1.33	Medium use
Group words together within a storyline	40	1	5	2.19	1.14	Medium use
Use new words in sentences	40	1	5	2.10	1.08	Medium use
Underline initial letter of the word	40	1	5	2.14	1.20	Medium use
Configuration	40	1	5	2.09	1.02	Medium use
Affixes and roots (remembering)	40	1	5	2.33	1.22	Medium use
Part of speech (remembering)	40	1	5	3.55	1.36	High use
Paraphrase the word's meaning	40	1	5	3.33	1.33	High use
Use cognates in study	40	1	5	2.16	1.21	Medium use
Learn the word of an idiom together	40	1	5	2.68	1.32	Medium use
Use semantic features grids	40	1	5	2.18	1.37	Medium use



Table 4 is revealing the descriptive statistics of use of memory strategy in EFL learners of Jordan and indicates that relating with experience to memorize the word is highly applicable. Similarly, map making, and semantic mapping is also helpful.

Table 5: *Students' Use of Determination Strategies*

Items	N	Minimum	Maximum	Mean	Std. Deviation	Frequency
I analyze part of speech	40	1	5	3.12	1.15	High use
Analyze affixes and roots	40	1	5	2.91	1.37	Medium use
Check for L1 cognate	40	1	5	2.09	1.35	Medium use
Analyze through available pictures or gestures	40	1	5	2.78	1.55	Medium use
Guess meaning from textual context	40	1	5	3.98	.99	High use
Use bilingual dictionary	40	1	5	2.12	1.04	Medium use
Use monolingual dictionary	40	1	5	2.15	1.28	Medium use
Word lists	40	1	5	2.63	1.23	Medium use
Flash card	40	1	5	2.78	1.03	Medium use

Table 5 in representing the determination strategy items' and implies that by analyzing parts of speech and affixes, it is easy to get acquisition of vocabulary for new language in EFL learners. However, flash cards are in medium use of preferences among the students considering the determination strategy.

Table 6: *Students' Use of Metacognitive Strategies*

Items	N	Minimum	Maximum	Mean	Std. Deviation	Frequency
Testing oneself with word lists	40	1	4	2.09	1.23	Medium use
Use English language media (song, movies)	40	1	5	2.03	1.20	Medium use
Skip or pass new word	40	1	5	2.30	1.81	Medium use
Use spaced word practiced	40	1	5	2.41	1.07	Medium use
Continue to study word overtime	40	1	5	2.21	1.33	Medium use

Table 6 is reflecting over metacognitive strategy with its descriptive statics in use of EFL learners of the Jordan however, all the metacognitive ways are least preferred as they are found ineffective way to acquire the vocabulary.

## 5.1. Portmanteau words

Table 7: One Base Reduction Portmanteau Words

No	The portmanteau	combination	The structure of the word class
1	Choco More	Chocolate + More	Noun + Adjective/Adverb (A Determinative Blend)
2	Fitbar	Fruits + Bar	Noun + Noun (A Coordinative Blend)
3	Happy-Co	Happy + Chocolate	Adjective + Noun (A Determinative Blend)
4	Happy-Va	Happy + Vanilla	Adjective + Noun (A Determinative Blend)
5	MyVla	My + Vanilla	Adjective + Noun (A Determinative Blend)
6	Coffeelicious	Coffee + Delicious	Noun + Adjective (A Determinative Blend)
7	Youvit	You + Vitamin	Pronoun + Noun (A Determinative Blend)
8	Pinku	Pink + You	Adjective + Noun (A Determinative Blend)
9	Chikiballs	Chicky + Balls	Noun + Noun (A Coordinative Blend)
10	Choco Loop	Chocolate + Loop	Noun + Noun (A Coordinative Blend)

This table 7 indicates the one base reduced root words in formation of portmanteau words among the Jordanian EFL learners.

Table 8: Two Base Reduction Words

No	The portmanteau	Combination	The structure of the word class
1	Chocolish	Chocolate + Stylish	Noun + Adjective (A Determinative Blend)
2	Nespresso	Nestle + Espresso	Verb + Noun (A Determinative Blend)
3	Smog	Smoke + Fog	Verb + Noun (A Determinative Blend)
4	Brunch	Breakfast + Lunch	Verb + Noun (A Determinative Blend)

Table 8 is the representation of two based reduced root words to form portmanteau word combination which refers to the lexical structural combination of determinative words in most

Table 9: Fused Mirror Blends

No	The portmanteau	Combination	The structure of the word class
1	Tictic	Stick + Stick	Noun + Noun (A Coordinative Blend)
2	Hangry	Hungry +Angry	Adjective +Adjective (Coordinative Blend)

Table 10: Different Classes

No	The portmanteau	Combination	The structure of the word class
1	Helious	Health + Stylish + Delicious	Noun + Adjective + Adjective (A Determinative Blend)
2	Hotelephone	Hotel + telephone	Noun + Noun (A Coordinative Blend)

Table 11: *Overlapping of One Syllable*

No	The portmanteau	Combination	The structure of the word class
1	Palimony	Pal + Alimony	Noun + Verb (Determinative Blend)
2	Prospericheese	Prosperous + Rich + Cheese)	Adjective + Adjective + Noun (A Determinative Blend)

Table 12: *Infiltrated and Mixed words*

No	The portmanteau	Combination	The structure of the word class
1	Cheetos	Cheese + Potatoes	Noun + Noun (A Coordinative Blend)
2	Waterlymon	Watery + lime + Lemon	Adjective + Noun + Noun (A Determinative Blend)
3	Balaff	Baff =blaff	Adjective + Noun + Noun (A Determinative Blend)
4	Refereader	Referee +reader	Adjective + Noun + Noun (A Determinative Blend)

## 6. Discussion

Current findings reveal that nature of strategies regarding vocabulary acquisition is different in Jordanian EFL learners as there is high frequency of the cognitive strategy while acquiring the vocabulary among students and least is meta cognitive, previous literature sheds light over the determination strategy being mostly employed by the Jordanian students [Al-Khasawneh \(2012\)](#) and another research claims over the metacognitive strategy to be useful in acquiring new vocabulary ([Nematollahi et al., 2017](#)) clarifying that determination strategy is mostly used by the students and least are memory and social types. It is believed that cognitive strategy is having a new form of learning from written verbal to memorizing which as well enhances the mental skills and capabilities. Now a days students have got this awareness to enhance their mental skills that's why cognitive strategy is being more in use than others. This research implies that by knowing information about the acquisition strategy, students get motivated about the learning and acquiring new vocabulary which consequently leads to better development of language along with reasoning, logics, and analytical processing ([Al-Khasawneh, 2012](#)). These results revealed that most favored and preferred strategy to enhance vocabulary is cognitive, gradually comes the social strategy, then memory, determinative, and metacognitive strategy. These implications in linguistic shell are imperative to be discussed under different circumstances, environments, cultures, and contexts to broaden the world view about language development and progress regarding its vocabulary acquisition.

The findings of the research reflect over the structure of blending in portmanteau words among the EFL students at Jordan university of Science and Technology and around 25 words were collected from the students being employed in their daily life regarding food, beverages, packaging, learning, and other purposes. The forms of blending are discussed in tabulated structure of data. In one base reduction, 10 fused blended words existed and were formed through the blending of roots of the two words. [Table 7](#) includes these base reduced words. This basically shows that reduced words like Myvla and happy-co with happy-Va is reduction from the base of roots of these two words to form a new structure. It does not reduce the feature or quality but the main root. It states that portmanteau words can have any class from combination of noun and pronoun, noun and adjective or addition of two adjectives. [Bednárová-Gibová \(2014\)](#) describes that coordinative blend are most common in one base reduction of forming new words by the blending of nouns temporarily, determinative portmanteau word formation occurs by the combination of noun and verb among the students. [Table 8](#) is the representation of two bases reduction in portmanteau word

formation where two words get splintered accordingly and one word produced out such as a common word existed is Chocolish by the merging of chocolate and stylish. This combination has class into determinative blend such as combining noun and adjective, verb, and noun etc.

Table 9 reveals the mirroring blend as the word like Tictic is mirror blend of portmanteau word. These combinations of noun structure in both words to form a new word which refers to the coordinative blend formation. Table 10 is the depiction of determinative and coordinative blends in structural formation as the words like the combination of Milk and Powder forms Milo lies under the combination of two nouns, similarly, the base reductions refer to fused blending when noun, verb and adjective are combined to form a new portmanteau word.

Telescope blends refers to the overlapping of syllable, in the current research findings indicate in Table 11 that by omitting the last words and overlapping the remaining words makes the telescope blending among the Jordan students, such as they prefer the word Prospericheese which is the overlapping of prosperous, rich and cheese. This structure of portmanteau word among the students being preferred by adding the adjective and noun in class structure and produces the noun phrase. Secondly, infiltrated words are formed in portmanteau word formation as the infiltration of a word occurs to get fitted in the base word by reducing that such as water, lime and lemon through infiltration produce a word of waterlymon (Table 12). Additionally, it indicates the different overlapping of words form new words such as cheese and potatoes make Cheetos, as on reducing the words their levels are different in both cases.

## 7. Conclusion

Concluding the research as the aim of the study was to study the vocabulary acquisition strategies and frequently employed strategy among Jordanian students along with the secondary objectives of studying portmanteau words and their structures being mostly employed in the common use of EFL learners. Current research was basically focusing over the sample of Jordanian EFL learners. Qualitative and quantitative approach for two different perspectives of the study were employed. 40 participants by random and convenient sampling method were part of the data collection, while random information was taken from open ended questionnaire related to use of portmanteau words from any category to be provided with.

## 8. Findings

This study found out that different strategies are being employed among Jordanian EFL learners including cognitive, memory, social, determinative, and meta cognitive strategies while most frequently employed strategy is cognitive one as it has certain elements of being adopting the verbal and written capabilities as well. Moreover, in portmanteau words the fused and telescope blending exists where the most belonged category of fused blending lies in determinative and coordinative structures and least in splinter category. The research implies a great recommendation of conducting further studies over this topic to get a large data to be generalized over the world. This suggests the perspectives needs to be studied at broader level of linguistics such as anthropological and cultural etc. to find the relation of acquisitions and blending with them.

## 9. Implication

Current research was established in Jordan over the sample representation of EFL learners to get awareness of their preferred knowledge over vocabulary acquisition and the employed structures of portmanteau words among Jordanian students. It is implied that adoring cognitive strategy to acquire vocabulary of English language as foreign language learner, the language can be easily achievable regarding learning, writing, reading, speaking, and listening skills. This strategy is most common among Jordanian students of EFL and demonstrates that using vocabulary acquisition strategies is always in favor of learning new languages. Additionally, findings of the second aspect of the study that is portmanteau words among Jordanian EFL learners implies that commonly used lexical structure is determinative, which is combination of adjectives and nouns, this is retrieved that blending of words can be of any category of parts of speech and lexical structure and students can used the blending form of word for their use from any category.

## 10. Limitations

Current research is aimed to find out the frequent type of vocabulary acquisition strategies among the Jordanian EFL learners to get a hold over their language which inferred out that frequently adored strategy by Jordan students is cognitive approach. These findings were resulted from the data of 40 students, which refers to the limited count of data collection of the study, sample size of the research is not adequate to be applied reliability and validity of the research. Data is collected under the time constraint period of Pandemic which is another limitation of the research. Previous researchers have found different results in this domain, there is possibility that sampling method have influence over the data, as qualitative and quantitative approaches were the part of research to segregate explain the results of two different aspects. Other anticipated challenges of the study emerged out due social desirability factor in responses over open ended as well as close ended questions as people wanted to get conformed with the perspective of study which influenced their responses, as well as lack of awareness regarding strategies and portmanteau words among Jordanian EFL learners was also an element impacted the study findings and explanation.

## 11. Suggestions

Research has few recommendations and suggestions regarding the study domain of language being preferred to be over vast data collection to remove the limitations of the research, similarly, change the sample size to reduce the effect size impact. It is suggested that these perspectives of language can be improved by generalizing the results through larger sample size. Likewise, instead of different methodology, a same methodology can be approached to investigate two different aspects under same study and their own relations can also be found in investigation. It is recommended that qualitative interviews could have improved the results of the study.

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