

THE UTILIZATION OF WORD-FORMATION PROCESSES (COMPOUNDING AND BLENDING) IN ENRICHING CONTEMPORARY VOCABULARY FOR EFL STUDENTS

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Abstract:

This study explores how EFL (English as a Foreign Language) students can expand their modern vocabulary by learning word-formation processes, specifically compounding (combining two whole words) and blending (merging parts of words). Because English is changing rapidly due to social media and the internet, traditional ways of learning vocabulary are often not enough. Using a qualitative approach, this research shows that when students understand how these words are formed, they can more easily understand and create new, modern words used in daily life. As a result, students become more confident and independent in using real-world English. This study suggests that teachers should include word-formation lessons in the classroom to help students keep up with the dynamic and ever-changing nature of the English language.

Keywords: Word-formation, Compounding, Blending, EFL Students, Vocabulary

Abstrak:

Penelitian ini membahas bagaimana cara mahasiswa belajar bahasa Inggris (EFL) dalam memperkaya kosakata modern melalui proses pembentukan kata, yaitu compounding (menggabungkan dua kata utuh) dan blending (menggabungkan potongan kata). Saat ini, bahasa Inggris terus berkembang cepat karena pengaruh media sosial dan internet, sehingga cara belajar kosakata yang lama terkadang kurang efektif. Dengan metode kualitatif, penelitian ini menunjukkan bahwa jika mahasiswa memahami cara kerja compounding dan blending, mereka akan lebih mudah mengerti dan menciptakan kata-kata baru yang sering digunakan sehari-hari. Hasilnya, mahasiswa menjadi lebih percaya diri dan mandiri dalam memahami bahasa Inggris yang digunakan di dunia nyata. Penelitian ini menyarankan agar pengajar bahasa Inggris mulai mengajarkan cara membentuk kata ini di kelas agar mahasiswa lebih mudah beradaptasi dengan perkembangan bahasa Inggris yang dinamis.

Kata Kunci: Pembentukan kata, Compounding, Blending, Mahasiswa EFL, Kosakata

INTRODUCTION

Fundamentally, vocabulary extends far beyond mere entries in a dictionary; it serves as the essential architecture that allows us to structure our thoughts, articulate ideas, and interpret the world around us. As Nation (2020) emphasizes, lexical mastery is the bedrock of language acquisition, where true understanding of a term requires a nuanced grasp of its form, meaning, and contextual application. Without a robust lexicon, even the most impeccable grammar remains stagnant; words are the vital "raw materials" that breathe life and nuance into our messages. This sentiment is underscored by the well-known observation often attributed to Wilkins (cited in Thornbury, 2017), who famously posited that while limited communication can occur without grammar, virtually nothing can be conveyed without vocabulary. Therefore, building one's lexicon is not a rote exercise in memorization, but rather a refined practice of sharpening one's ability to select the most precise language to bridge the gap between speaker and listener.

In today's fast-paced digital era, the definition of vocabulary has shifted from a static collection of terms to a fluid, evolving entity. Schmitt (2019) notes that contemporary vocabulary is inherently dynamic, constantly reshaped by social shifts and technological leaps. This environment demands that language learners transcend passive memorization and instead embrace the internal logic of how words are constructed. The ability to deconstruct language specifically through mechanisms like word formation has become an essential survival skill in navigating the jargon of online discourse and creative social media expression. Consequently, expanding one's vocabulary today is less about amassing a mental archive of definitions and more about developing the analytical dexterity to dismantle, interpret, and employ words with precision. This approach transforms language learners into strategic communicators, capable of adapting to the inherent flexibility of English as it shifts with the pulse of modern life.

In the landscape of English language pedagogy, achieving true communicative mastery is deeply rooted in a learner's grasp of word formation processes. Morphological awareness is essential for learners to dismantle internal word structures, recognize roots, and identify lexical categories (Boers & Lindstromberg, 2017). These skills fundamentally enhance vocabulary depth and

grammatical accuracy. Furthermore, word formation acts as the primary engine for linguistic expansion, allowing the lexicon to adapt swiftly to the ever-evolving communicative demands of contemporary discourse (Plag, 2020).

Linguistic word formation serves as a systematic mechanism that allows a language to evolve dynamically, ensuring it remains capable of meeting the shifting communicative needs of its speakers. Through a structured set of morphological rules, languages possess an inherent creative capacity to generate new terminology that mirrors social and technological transformations. As Plag (2021) argues, this process is far from a haphazard addition of words; rather, it is an expression of a speaker's internal competence in applying grammatical rules to construct functional and meaningful lexical units. This evolution underscores that language is not a static artifact but a living system, where speakers transition from being passive dictionary consumers to active participants who can synthesize and manipulate linguistic forms to resonate with contemporary discourse.

Within this broader framework, compounding and blending stand out as particularly influential strategies for expanding the contemporary lexicon, especially for EFL learners. Compounding functions by fusing two independent base forms into a unified concept, whereas blending employs a more creative approach by merging word fragments to produce concise, expressive new terms.

Bauer (2020) suggests that internalizing the structural logic of these processes provides students with a cognitive "key," enabling them to independently deconstruct meaning rather than relying solely on traditional rote memorization. By mastering the patterns inherent in compounding and blending, students gain the ability to analyze the complex terminology prevalent in digital media and modern texts. Ultimately, this approach transforms them into critical language analysts, equipping them with the dexterity to adapt to the inherent flexibility of English as a global instrument of communication.

Within the EFL classroom, compounding and blending emerge as pivotal strategies for vocabulary enrichment. Compounding is highly productive in English, as it allows for the concise synthesis of complex meanings, aiding learners in navigating intricate social categorizations (Bauer & Renouf, 2019). Meanwhile, blending serves as a

creative tool in digital media, merging word fragments into expressive new terms that challenge learners to apply linguistic logic to decode novel meanings (Arndt & Janney, 2018). Additionally, the ability to identify these patterns functions as a marker of advanced language proficiency, as these processes are central to how modern English absorbs new terminology (Nation, 2020).

However, navigating these morphological processes presents unique challenges for EFL learners, whose exposure to the language is often confined to standard textbooks. Because these students frequently encounter authentic digital content that relies heavily on non-standard, creative word-play, they often struggle with the "opacity" of newly formed words. Stockwell and Minkova (2019) emphasize that without an explicit grasp of how these forms are constructed, learners often fall into the trap of literal interpretation, failing to appreciate the pragmatic depth of English. This challenge is further echoed by Nation (2020), who notes that learners who lack a foundational understanding of word-building struggle to decode complex structures, viewing them as monolithic blocks rather than modular entities. By bridging this gap, the study of word formation empowers EFL students to transcend surface-level recognition, allowing them to decode the stylistic layers of modern English and participate more confidently in global discourse.

Despite their importance, these morphological mechanisms often pose significant hurdles for EFL learners. Without an explicit understanding of how compounding elements coalesce, students often perceive terms as indivisible units, missing the modular structure necessary for reading complex texts (Bauer & Renouf, 2019). This difficulty is exacerbated by a lack of foundational training, which is a pressing pedagogical concern, as many learners struggle to internalize these rules without targeted intervention (Nurweni & Read, 2019). Moreover, learners must contend with the high-speed nature of online discourse, which frequently relies on clipped forms and abbreviations that can obscure meaning for those unfamiliar with these processes (Plag, 2020).

To address the morphological hurdles frequently encountered by EFL learners, educators must shift away from rote memorization and toward explicit morphological awareness instruction in the classroom. This pedagogical approach encourages students to move beyond surface-level learning by grasping the internal

logic governing word construction. As highlighted by Nugraha (2025), derivation and inflection remain highly relevant processes for foreign language learners, given their fundamental role in expanding one's lexical repertoire. By centering morphological awareness within the curriculum, instructors provide students with the cognitive tools necessary to navigate increasingly complex lexical landscapes.

Bridging the gap between theory and communicative practice requires an active, research-oriented approach to instruction. Immersing students in the analysis of authentic texts fosters the ability to identify and construct vocabulary independently (Nation, 2020). Morphological mastery provides the analytical agility necessary for learners to engage confidently in global conversations. Ultimately, studying word formation is more than a theoretical exercise; it is an indispensable tool that employ.

Furthermore, incorporating research-based teaching strategies offers a practical pathway to deepening student comprehension. When learners are actively engaged in gathering and analyzing new terms from authentic media such as news articles they effectively translate abstract theoretical knowledge into real-world communicative practice. This methodology aligns with findings by Wardana et al. (2022), who observed that active involvement in examining authentic texts empowers students to identify and construct words independently, thereby contributing significantly to long-term vocabulary growth. Such research-integrated pedagogy fundamentally transforms students from passive language consumers into autonomous, critical linguistic analysts.

On the other hand, mastering word formation processes is inextricably linked to a learner's ability to navigate linguistic context, particularly within dynamic thematic domains like politics, technology, and science. Learners must recognize that terms derived through compounding or blending often carry specific pragmatic nuances that cannot be decoded simply by translating individual word components in isolation. This perspective is reinforced by Fitria (2022), who emphasizes that identifying word formation patterns within digital media enables learners to interpret technical jargon with greater precision. Consequently, the ability to deconstruct meaning based on context has become an indispensable competency for modern English literacy.

In conclusion, the effectiveness of studying word formation lies in its capacity to bridge the divide between linguistic theory and the communicative demands of the real world. Given that media outlets serve as primary conduits for introducing specialized vocabulary into public discourse, the ability to decode new terminology in journalistic contexts is a vital skill. By synthesizing theoretical knowledge with practical application, the study of word formation enables EFL students to transcend basic recognition. This not only bolsters their confidence in engaging with global discourse but also fosters the analytical agility required to adapt flexibly to the evolving nature of English as a global instrument of communication.

RESEARCH METHODOLOGY

This study employs a qualitative research design to explore the intricacies of how EFL learners navigate the processes of compounding and blending. A qualitative approach is considered highly appropriate because it facilitates an in-depth understanding of the participants' personal experiences, perceptions, and cognitive processes regarding morphological awareness within a naturalistic context. By prioritizing descriptive data, this research intends to uncover the nuances of how learners decode and internalize new lexical items that emerge from authentic digital discourse.

The participants of this study consist of university students majoring in English Education, specifically those enrolled in courses that necessitate advanced linguistic analysis. The researcher utilizes purposeful sampling to select individuals who have exhibited a sustained interest in morphological studies and possess the prerequisite experience in analyzing complex English texts. This sampling strategy ensures that the gathered data is rich in experiential value and directly relevant to the core focus on morphological proficiency.

The primary instrument for data collection in this study is the semi-structured interview. This technique is specifically chosen to facilitate a flexible dialogue, providing the researcher the opportunity to probe deeper into the participants' cognitive strategies while maintaining the freedom to explore emerging themes during the conversation. The interviews are designed to elicit detailed accounts concerning the strategies participants employ when encountering unfamiliar compounds or blends in digital media, the

challenges and "opacity" participants face when deconstructing these morphological structures, and the participants' personal perceptions regarding the effectiveness of explicit morphological instruction in improving their lexical agility.

The data obtained from the interviews will be analyzed through thematic analysis. This process involves a series of iterative steps, including transcribing the interview recordings, coding the data to identify recurring patterns or themes related to word formation, and interpreting these themes within the context of existing morphological theories. To ensure credibility and trustworthiness, the researcher will engage in member checking, where participants are asked to verify the accuracy of their transcribed statements. This systematic analysis will bridge the gap between individual linguistic experiences and the broader pedagogical implications discussed in the relevant literature.

RESULT AND DISCUSSION

Results

Based on interviews with the students, the study reveals that learning about compounding and blending has significantly shifted their perspective on how English words are formed. Initially, the participants admitted that they viewed vocabulary as fixed and isolated units, believing that words were derived from single roots and largely unaware of processes like blending or compounding. After engaging with the material, however, students began to see English as a highly flexible and evolving language. They noted that this analytical way of thinking has greatly improved their ability to decode modern terms, digital jargon, and slang on social media that standard dictionaries often fail to cover.

When it came to which process was easier, the participants offered varying viewpoints. Some found blending more intuitive because of its concise and punchy nature, while others preferred compounding because the original root words remain distinct and easier to identify structurally. Regardless of these preferences, everyone shared a common struggle: a limited foundational vocabulary. Difficulty identifying original root words often made it hard to break down complex blends. Furthermore, because these new words are often unique and rely heavily on context, students found they had to depend on situational clues to grasp the meaning a notable shift for those

previously accustomed to traditional, dictionary-focused rote learning. Most importantly, the participants highlighted how these lessons boosted their academic confidence. They felt much more assured when encountering unfamiliar English texts or conversations; instead of feeling confused, they now take an active, structural approach by breaking down the word before guessing its meaning. This newfound skill has allowed them to explain word meanings to others with ease, marking a shift from passive learning to more confident communication. Ultimately, the students agreed that this analytical strategy is more effective for long-term memory than traditional memorization, suggesting that this approach should be integrated more deeply into the classroom through a mix of theory and engaging, hands-on practice

Discussion

These findings strongly support the pedagogical view that morphological awareness serves as a far more effective cognitive framework than traditional rote memorization. By teaching students the logic behind how words are created, this approach fosters deeper retention and builds a more natural internal vocabulary. Consequently, students can apply these linguistic principles across diverse settings, from academic reading to social media interactions. The students' clear preference for understanding the "why" and "how" of word formation indicates a necessary shift away from rigid, dictionary-heavy instruction toward a more dynamic, inquiry-based learning model.

The difficulties students reported, particularly regarding identifying original root words, highlight a critical pedagogical need: morphological training must be iterative and scaffolded. Rather than simply introducing these concepts as theoretical facts, educators should reinforce them through consistent exposure to authentic digital discourse to strengthen the students' vocabulary foundation. This underscores the importance of the English curriculum bridging the gap between classroom theory and the real-world usage of words in informal, digital environments.

Furthermore, the students' enthusiasm for integrating these methods more broadly suggests that future curricula should lean toward a hybrid approach. By balancing foundational theory with interactive, gamified tasks as recommended by the students instructors can reduce the monotony of formal study while maintaining academic

standards. This strategy transforms the classroom from a passive space into an active environment where students can experiment with language construction in a low-pressure, engaging way.

Additionally, the students' perspective on "modern linguistics" shows a sophisticated understanding that language is a living, breathing entity that adapts to its users. This mindset is essential for helping students navigate the fast-paced, contemporary landscape of English, ensuring they remain independent and competent learners in an era defined by constant linguistic innovation. Therefore, educators should embrace these modern forms as legitimate expressions of language evolution, rather than viewing them merely as errors or deviations from formal dictionary standards.

Ultimately, cultivating this "modern linguistic" mindset empowers students to become lifelong learners capable of deconstructing and utilizing language with precision, regardless of whether a word is officially formalized. By incorporating AI tools and contextual analysis into the learning process, instructors can effectively bridge the divide between traditional academic requirements and the digital-native reality of their students. A holistic shift in teaching strategy is vital to equipping students with the tools they need to communicate effectively in an increasingly diverse and evolving global society.

Struggle Analysis

Participants consistently encountered several significant hurdles when attempting to deconstruct English words through compounding and blending, highlighting the complexity of shifting from traditional rote memorization to a more analytical morphological approach. The primary challenge identified was a limited foundational vocabulary. Because these morphological processes require a solid grasp of base forms, students frequently struggled to identify original root words, creating a major bottleneck in their ability to accurately analyze and interpret new, unfamiliar blends. This lack of lexical depth meant that when students encountered a term they had not seen before, they lacked the necessary mental "building blocks" to perform an efficient structural breakdown, often leaving them feeling overwhelmed by the sheer volume of emerging vocabulary.

Furthermore, the unique, context-dependent nature of these words presented a distinct difficulty that extended beyond simple word identification. Many modern compounds and blends are highly creative, idiosyncratic, and ephemeral; consequently, they are rarely recorded in formal, standardized dictionaries. Students found themselves forced to rely heavily on situational cues and surrounding discourse to infer meaning, a process that proved challenging for those previously accustomed to relying on the fixed, rigid, and formal linguistic definitions found in conventional textbooks. This shift from "learning by definition" to "learning by context" often created a sense of uncertainty, as students frequently questioned whether their personal interpretation matched the speaker's original intent, leading to an initial dip in confidence regarding their comprehension skills.

Finally, the structural ambiguity inherent in blending where word parts are often aggressively clipped, fragmented, or merged posed a specific technical challenge compared to the more transparent structure of compounding. Participants noted that while compounding usually keeps constituent roots intact, the aggressive merging process found in blending often obscures the origins of the words, making them significantly harder to "reverse-engineer" or deconstruct without prior exposure to the specific source terms. This lack of structural transparency frequently led to frustration, as students felt they lacked the tools to decipher the meaning of these modern expressions independently.

Ultimately, these findings suggest that the difficulty lies not just in a lack of vocabulary, but in the cognitive demand of managing complex, non-linear word-formation patterns that often defy standard grammatical rules. The students' struggle underscores a broader tension between the stability of traditional academic English and the fluid, rapidly evolving reality of contemporary digital discourse. Moving forward, addressing these challenges requires not only expanding the students' mental lexicon but also refining their ability to navigate the ambiguity of language as a dynamic system rather than a static one.

Analysis of Improvement Efforts

To address the complexities of morphological understanding and word formation, participants proposed a multifaceted strategy to bolster their linguistic competence. A primary improvement involves shifting away from passive

memorization toward a more proactive, metalinguistic approach. Students argued that relying on static dictionary definitions is no longer sufficient to keep pace with the rapid evolution of digital language. Instead, they suggested that curricula should prioritize structural deconstruction, training students to consistently break down unfamiliar terms into their constituent roots. This approach enables students to develop a more robust internal system for inferring meaning, which ultimately builds the confidence needed to navigate complex jargon and internet slang on platforms like social media.

Furthermore, there is a strong emphasis on transforming learning models into more adaptive, hybrid formats. Participants identified the integration of technology specifically the use of AI tools for real-time contextual analysis as a vital bridge between formal academic requirements and the fluidity of digital discourse. Students actively advocated for incorporating gamified learning and various interactive exercises that extend beyond traditional classroom walls. Such methods are believed to lower the psychological pressure often felt in formal studies, providing a "safe space" for students to experiment with language construction in a natural, low-stakes environment.

Regarding curriculum development, participants proposed a more iterative and scaffolded learning structure. They emphasized that mastering the mechanics of compounding and blending cannot be achieved through one-off theoretical lectures. Instead, they suggested that instruction should be organized in stages: starting with clear, transparent examples and gradually progressing toward the more intricate, clipped structures of complex blends that demand deep contextual analysis. This staged method helps mitigate frustration caused by structural ambiguity, allowing students to progressively refine their cognitive tools to independently decode non-linear word patterns that often defy traditional grammatical rules.

Finally, there is a clear consensus on the importance of validating "modern linguistics" as a legitimate aspect of language evolution. Participants expressed a desire for educators to view emerging word formations such as internet jargon or slang not as deviations from dictionary standards, but as dynamic and valid forms of expression. By guiding students to explore the underlying logic of contemporary digital vocabulary trends, instructors can help them become lifelong learners capable of navigating

linguistic ambiguity in a constantly changing global society. This holistic strategy is essential for equipping students with the tools to communicate with precision, adaptability, and contextual awareness.

Environmental Analysis

The landscape surrounding the study of compounding and blending in English education is defined by a deep-seated tension between traditional pedagogical paradigms and the fluid, rapidly evolving nature of modern digital discourse. As learners increasingly interact with English through social media and diverse online platforms, they are immersed in a linguistic environment characterized by intense creativity, lexical brevity, and constant innovation. This digital realm serves as a primary source for the contemporary vocabulary that students encounter, yet it often functions independently of formal lexicographical standards. Consequently, this creates a significant disconnect for students who have been primarily trained through conventional, dictionary-dependent methods that struggle to account for the ephemeral and highly situational nature of modern slang and jargon.

Within the formal educational setting, there remains an entrenched reliance on static, rule-based memorization that is increasingly misaligned with the pragmatic realities of language usage outside the classroom. This misalignment manifests as a persistent friction where formal instruction finds it difficult to reconcile the structured, "textbook" approach to English with the dynamic, non-linear patterns of word formation that are now commonplace in daily communication. This environment is now reaching a critical juncture where a technological pivot is not only recommended but necessary; students are actively seeking tools, such as AI-driven contextual analysis, that provide the capability to decode complex, emerging language structures in real-time. This demand suggests that the educational atmosphere is shifting away from the traditional concept of the classroom as a purely physical space toward a more hybrid, technologically supported environment that facilitates independent, inquiry-based exploration.

Ultimately, the students themselves are evolving toward a more sophisticated, metalinguistic awareness, as they begin to perceive English not as an immutable collection of fixed laws, but as a living, breathing system that adapts

organically to the needs of its speakers. As this cognitive shift takes hold, the educational environment must necessarily evolve to reflect this reality. There is an urgent need for an institutional transition toward validating modern linguistic expressions including innovative compounds and blends as legitimate components of the language. By fostering an atmosphere that encourages students to act as autonomous, critical communicators rather than passive recipients of standardized rules, educators can better equip their learners to navigate the complexities of global communication. This holistic evolution in the learning environment is essential for bridging the gap between historical academic requirements and the innovative, digital-native reality that defines the contemporary learner's experience.

Furthermore, the environmental analysis suggests that the integration of digital tools is no longer optional but a fundamental requirement for modern English education. By acknowledging that learners are actively utilizing applications to improve their speaking and analytical skills, the broader educational environment must formalize the role of these technologies as legitimate pedagogical support systems. This integration facilitates a more seamless transition from the classroom to the real-world digital discourse, allowing students to apply their morphological knowledge in practical, high-stakes communication scenarios. The ongoing shift also emphasizes the importance of narrative theory and the ability to interpret diverse texts, which requires an environment that supports critical thinking and the exploration of authorial intent alongside linguistic structure. Therefore, the educational environment must continue to adapt by providing the necessary resources and pedagogical flexibility to support this multifaceted approach to language learning.

CONCLUSION

In essence, a profound grasp of compounding and blending mechanisms significantly enriches students' practical and applied linguistic competence. Rather than treating these as static grammatical theories confined to textbooks or rote memorization, these word-formation processes function as vital cognitive instruments that enable students to dissect, analyze, and interpret the dynamic, often idiosyncratic vocabulary encountered in daily discourse. By mastering these mechanisms, students come to

view language as an organic, flexible, and adaptive system, which substantially bolsters their autonomy in decoding the neologisms that proliferate throughout digital landscapes and social media.

This ability to deconstruct linguistic structures not only accelerates vocabulary acquisition exponentially but also fosters the self-assurance required to participate in broader, more challenging communication within competitive professional spheres. Consequently, compounding and blending serve as essential bridges connecting theoretical classroom foundations with real-world language application. This renders the learning experience more purposeful and relevant, ensuring that students no longer feel alienated or overwhelmed when navigating the rapid evolution of modern language.

Furthermore, command over these morphological patterns grants students a distinct competitive edge in navigating complex digital literacy. They become increasingly adept at identifying the subtle nuances within innovative word formations that reconcile aesthetic logic with pragmatic, efficient communication. By understanding the "mechanics" of word creation, students shift from passive observers to active participants capable of deconstructing discourse with high precision. Successfully mastering this morphological domain confirms that linguistics is not merely an abstract discipline, but a living toolset that allows students to remain influential and relevant amidst the global information flow that demands both communicative agility and sharp analytical thinking.

The long-term impact of this mastery is the cultivation of a critical mindset that enables students to uncover hidden linguistic patterns within casual interaction. By identifying how root words coalesce or morphemes are merged to generate new meaning, students sharpen their deductive faculties a skill of immense value when deciphering complex academic texts. Ultimately, compounding and blending provide the bedrock for higher-order literacy, allowing students to perceive language as a malleable construction that can be harnessed to clarify intent, rather than a rigid set of rules that hinders their creative expression.

SUGGESTION

To maximize the efficacy of morphological instruction, educators are

encouraged to continuously motivate students to explore linguistic creativity across diverse and rigorous communicative contexts. Instructional efforts should prioritize intensive independent analysis, training students to cultivate a heightened sensitivity toward word-formation patterns in both everyday life and varied digital literature, thereby moving beyond simple memorization. Furthermore, integrating modern technological tools and digital applications into the curriculum is essential to provide interactive, collaborative, and stimulating practice platforms that reinforce comprehension beyond formal classroom hours.

Regarding material retention and student engagement, it is vital to transform the classroom into a dynamic, interactive ecosystem. Educators might consider implementing linguistic gamification such as competitive, game-based quizzes, group-based deconstruction challenges, or simulations of neologism creation designed to convert theoretical concepts into lasting, memorable experiences. This ludic approach is proven to trigger deep cognitive and emotional investment, ensuring that acquired knowledge remains resilient rather than fading after the lesson concludes. By fostering a classroom culture based on active exploration and peer engagement, every session functions as a laboratory where morphological theory is brought to life through direct application.

Additionally, providing a broader space for students to experiment with creative, context-driven word formation will empower them to become more fluid, adaptive communicators with an acute sensitivity to shifting linguistic trends. Educators should facilitate structured discourse on how new terms are coined, circulated, and eventually assimilated into public usage, thereby sharpening students' awareness of their strategic role within a evolving language community. Through such engagement, students are encouraged to transcend the role of mere language users; they are empowered to act as critical analysts capable of deconstructing the logic of linguistic innovation with theoretically sound, persuasive arguments.

Moreover, integrating morphological awareness with narrative or contextual theory should be consistently reinforced to foster a holistic learning experience. Students should be encouraged to examine the nexus between word formation and the communicative intent of an

author or speaker, enabling them to comprehend why specific blends or compounds are intentionally selected for particular contexts. By consistently emphasizing a practical, exploration-based approach supported by media flexibility, students will be better prepared to leverage their morphological expertise to address complex communicative needs, both in professional environments and future academic pursuits. Finally, educators could design assessments that require students to observe language evolution directly from authentic sources such as news outlets, online articles, or social media transcripts to sharpen their observational capabilities regarding real-time linguistic phenomena. This process instills the realization that the study of morphology is, at its core, the study of humanity and its ever-changing world. Ultimately, these strategies will shape graduates who not only possess technical grammatical mastery but also the linguistic agility required to face the dynamic challenges of the 21st-century workforce, where the capacity to understand, adapt, and construct meaning remains the most valuable asset of all.

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