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Diplomová práce

Semantic Changes of English Loanwords Used in the Speech
of Czech Teenagers

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Čestné prohlášení

Prohlašuji, že jsem bakalářskou práci vypracovala samostatně za použití uvedených pramenů a literatury.

V Olomouci dne   ....

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Abstract

The diploma project deals with the concept of English loanwords and their potential role as a facilitative aid for the students in the language learning process. The theoretical part introduces the role of English in the world, studies loanwords and the problematics of their adaptation, including their potential shift in semantics, and finally, explores their potential use in language acquisition. The practical part provides answers and conclusions that are usable for creating classroom activities, including loanwords as a source of vocabulary. Finally, 4 different activities are introduced as an inspiration for teachers who decide to incorporate loanwords in their teaching strategies.

Introduction

The aim of good language teachers should be to simplify language acquisition for their students as much as possible. To achieve such conditions, they need to be creative and open-minded. Traditional and stereotypical teaching methods often bore students and are not as effective as they are supposed to be, which is a fact that a lecturer should not simply accept. The concept of this thesis results from a belief that a teacher should observe their students and look for unconventional opportunities that may help with their foreign language acquisition.

One of the potential powerful tools that may lower the burden in vocabulary learning is the fact that pupils use or at least are extensively exposed to expressions that were borrowed from the English language. In theory, they present a great source of vocabulary items and may be used during language lessons as a learning tool. The topic of using loanwords as a teaching aid has been discussed in various academic publications. These works usually deal with languages that include countless words originating from English - such as Japanese. The authors occasionally discuss whether the positive impact exceeds the potential negative one (Naoko, 2016). However, many of them, such as Rogers (2015), are convinced of the prevailing number of benefits of methods and activities resulting from loanwords. Unfortunately, as far as the author of this final project searched, no publications concerning the role of the English loanwords in language teaching of the Czech pupils have been written.

The project is divided into the theoretical and the practical part. The theoretical part summarizes information about the role of English in the world, examines the problematics of loanwords and their adaptation processes, and deals with the pedagogical principles concerning the cross-language similarities, the language transfer, and the general idea behind using loanwords as a source of vocabulary for the foreign language learners. In the practical part, the author executes the research. The target group includes 89 pupils aged 13-15 from 5 classes from 2 different schools: Gymnasium Hejčín and Waldorf elementary school. Its aim is to *reveal the pupils' attitude towards using English loanwords, explore whether the pupils are able to distinguish the anglicisms from the domestic words or from the words of another origin, and finally, analyse whether the chosen loanwords do, according to the group of examined teenagers, have the same meanings as their original forms have in the English language.* Analysed words were chosen from the area of technology and the Internet as cyberspace plays an important role in the lives of teenagers.

Based on the acquired information, the author forms conclusions and creates several classroom activities resulting from these conclusions while using anglicisms as a learning aid that may lower the learning burden, raise pupils' awareness of the potential of anglicisms they are exposed to, or at least gain pupils' attention as the applied words are connected to their favourite free-time activities.

I.   Theoretical part

1. The power of the global language

1.1.   English as an International Medium of Communication

Nowadays, people of all nationalities encounter the English language at almost every step. Regardless of their proficiency, they use English for various purposes more and more frequently. Seidelhoffer (2004) states that even though several languages were widely spoken throughout history, it is for the first time that a language is used practically all over the world and in almost every domain. (Seidelhoffer, 2004, p.212)

The phenomenon of expanding the use of the English language and the gradual gain of a dominant position among other languages have been studied from various angles by countless linguists in recent decades, and numerous publications have been written. Authors such as David Crystal (1997), David Graddol (1999), or Barbara Seidlhofer (2013) address various aspects, including the historical context, its form, and its function. They question the future of the English language or offer practical strategies for effective integration of this language into the educational system. As Seidlhofer (2004) states, the English language is nowadays referred to by different terms: the international language, the lingua franca, the global language, or the world language. Regardless of the used term, it is widely held that this topic is one of the most interesting linguistic phenomena. (Seidlhofer, 2004, p.210)

The importance of the English language is naturally reflected in education in countries all around the world. According to Seidlhofer (2010), *"The more people learn a language, the more useful it becomes, and the more useful it is, the more people want to learn it."* In recent decades, English became a crucial element of school curricula, and pupils usually start learning English at the primary level at a very young age. (Seidlhofer, 2010, p.358) While young learners unconsciously accept that they are supposed to study the language, the older ones might be motivated by the opportunities and potential they gain by knowing the global language. (Seidlhoffer, 2003, p.12) Seidlhofer (2010) fittingly compares the English language to a driver's license, emphasizing that it is something that many people are heading for today, and at the same time points out that one cannot get very far without it. (Seidlhofer, 2010, p.359)

The path of the English language to the top is closely associated with the political and military power of the native speakers. British colonization to various parts of the world in the early 19th century was an essential step for the spread of English. Later, during the twentieth

century, it was the power of the United States that strengthened the dominant role of the English language in the world. Nevertheless, the highest boom occurred in the second half of the twentieth century, at the time when the necessity to reflect all global developments in technology, science, culture, and other domains arisen. (Crystal, 1997, p.59) The United States, naturally, played a key role at that time – countless companies providing world communication and innovative technology companies originate from the USA, and even nowadays, its status remains. A perfect example is The Silicon Valley in Northern California – a center for global companies such as Apple, Hewlett-Packard, Intel, Facebook, Google, eBay, and many others.[1]

As was mentioned above, the global language is used almost in every domain. Viereck (2005) states that it is usually used as a dominant language at meetings of international organizations such as NATO or the EU. In addition to politics, it is also a language of scholarly communication and science. (Viereck, 2005, p.243) Crystal (1997) mentions that at international congresses, academics and scientists present their results and discuss their interests with other experts primarily in English. At the same time, if researchers want to secure the attention of scientists from other countries, it is considered essential to publish their researches in the English language. Given that it is a language of land, sea, and air worldwide transport, knowledge of English is an undeniable advantage for each tourist. In addition, a high number of restaurants and hotels usually have employees who have at least basic knowledge of English. Further, if marketing companies wish to be successful internationally, propagation and advertising in foreign countries are necessary. A great role in the spread of the English language was also played by the development of communication technologies – especially the Internet. As people all over the world needed to communicate, it was necessary to use a single language. Nowadays, whether it is an email conversation between employees of an international company or comments from computer game players from different countries, information is usually conveyed in English. Naturally, it also plays a crucial role in the media world and the entertainment industry as its aim is to reach people all over the world. (Crystal, 1997, p.2-10) In addition to practical aspects, the English language also has specific symbolic power. Even in countries where a different language is primarily used as a medium for international communication, English still unites the country and the rest of the world. (Sandra LeeMcKay,

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[1] AMADEO, Kimberly. Silicon Valley, America's Innovative Advantage. *The balance* [online]. New York: Dotdash, 2021 [cit. 2021-6-30]. Available from: https://www.thebalance.com/what-is-silicon-valley-3305808

2002, p.95) In short, it could be said that knowledge of English opens the speakers linguistic gates to the world.

1.2. The influence of English on Czech and other languages

Svobodová (2009) claims that a natural feature of a living language is not being isolated from the rest of the world. On the contrary, living languages can be characterized as open and dynamic systems that react with each other. Such a phenomenon is often based on social and cultural interactions. (Svobodová, 2009,p.21) Seidelhoffer (2003) supports the fact by stating that a language is usually influenced by various external factors, and the needs of non-native speakers of the language may be one of them. According to her, English is constantly altered as it is necessary to add new lexemes that often refer to foreign cultural phenomena or other issues for which there was simply no English equivalent previously. However, this type of influence goes in both directions. Just as non-native speakers change English, the English-speaking countries affect other nations and, as a result, English affects other languages. (Seidlhofer, 2003, p.7)

Svobodová (2009, p.9) introduces the concept of *globalization in communication*, referring to the fact that nowadays, Czech is - similarly to other languages - full of linguistic elements originating from the global language – English. This phenomenon is acknowledged not only by academics but also by the general public, which is obvious from the fact that terms such as Czenglish (Czech and English) or Spanglish (Spanish and English) – indicating that the given language currently contains a significant amount of English terms - have emerged. (Viereck, 2005, p.247) While Svobodová (2009) mentions that various linguistic fields are influenced, she points out that the lexical domain is affected predominantly. (Svobodová, 2009, p.9)

Generally, lexemes that originate from a foreign language are referred to as loanwords or borrowings. According to Cambridge Dictionary, a loanword refers to *"a word taken from one language and used in another"*[2], and Oxford Learner's Dictionary defines it as *"a word from another language used in its original form"*[3]. However, while Oxford Learner's Dictionary includes the term borrowing and specifies it as *"a word or a phrase that somebody*

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[2] Loanword. *Cambridge Dictionary* [online]. Cambridge: Cambridge University Press, 2021 [cit. 2021-7-1]. Available from: https://dictionary.cambridge.org/dictionary/english/loanword?q=loanword+

[3] Loanword. *Oxford Learner's Dictionaries* [online]. Oxford: Oxford University Press, 2021 [cit. 2021-7-1]. Available from: https://www.oxfordlearnersdictionaries.com/definition/english/loanword?q=loanword

has taken from another language and used in their own"[4], Cambridge Dictionary does not include the noun borrowing in linguistic context. Both can be used as an equivalent to the Czech linguistic term *výpůjčka* that is usually used in Czech literature that analyses this phenomenon (Svobodová, 2011,p.22) . The term *anglicism* is also frequently used as it refers specifically to English lexemes. Cambridge Dictionary defines anglicism as *"an English word or phrase that is used in another language"*.[5] To sum up, all three terms – *borrowing*, *loanword,* and *anglicism* can be applied.

It is not surprising that there is more than one reason for the adoption of words from the English language to Czech. As the first one, Svobodová (2009) mentions the so-called *lexical gap,* which refers to society's need to name an activity, an item, and others with no equivalent in the Czech language. (Svobodová,2009,p.22) It often occurs in the area of technology or science that are typical for their intensive development – it certainly is less exhausting to use foreign words than to produce new ones. Moreover, it is, in fact, convenient for professionals who need to communicate internationally and use the terms on a daily basis. (Svobodová, 2007,p.19).

Svobodová (2007) further states that some expressions are adopted even if their Czech equivalents already exist. She explains that in many cases, borrowings are rather unnecessary as their Czech equivalents are perfectly suitable and commonly used. She adds that these expressions are usually borrowed by language users who intend to attract attention (that includes journalists, advertisers, and others) or a need of members of a social group who wish to distance themselves from the rest of society – this phenomenon is very typical for teenagers. (Svobodová,2007, p.7)

Nevertheless, according to Svobodová (2007), it cannot be said that the presence of a borrowing is – assuming it has a Czech equivalent – always redundant. On many occasions, the anglicism and the equivalent differ in specific terms, and their usage depends on the context – for instance, *flexibilita – ohebnost*. In some cases, English expressions are even used as euphemisms. In order to avoid Czech words that are considered inappropriate or might evoke awkward images, people tend to express themselves using English equivalents. This tendency

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[4] Borrowing. *Oxford Learner's Dictionaries* [online]. Oxford: Oxford University Press, 2021 [cit. 2021-7-1]. Available from: https://www.oxfordlearnersdictionaries.com/definition/english/borrowing?q=borrowing

[5] Anglicism. *Cambridge Dictionary* [online]. Cambridge: Cambridge University Press, 2021 [cit. 2021-7-1]. Available from: https://dictionary.cambridge.org/dictionary/english/anglicism

is typical for drug users – instead of the word *kokain* they often use its English synonym – *crack*. (Svobodová, 2007, p.7)

Svobodová (2007) says that while the motivation for borrowing words from other languages is diverse, certain tendencies can be considered common for most foreign expressions. Initially, borrowings are perceived as unconventional elements of the language that are spoken only by a small group of users or even only by one person and are incomprehensible for a considerable part of society. For example, professional terminology is usually understood only by workers from the relevant sector. On the other hand, slang words originating from social networks are comprehensible mainly for teenagers. Even though it is expected that certain loanwords will be incorporated into the Czech lexicon - especially those that are supposed to fill a lexical gap (e.g. technology terminology) – the future of many other foreign expressions is unpredictable. (Svobodová, 2007, p.7). Some loanwords gradually start appearing in various kinds of media, which increases the probability of their spread in Czech society. Over time, some loanwords may lose their foreign character, adapt to our language system, and become comprehensible for most members of society - they are fully integrated into the lexicon. On the other hand, other borrowings may be used rather sporadically, and people may not accept them as natural elements of the Czech language system. (Svobodová, 2007, p.20-22).

As it is evident from the previous sub-chapter and the paragraphs above, the areas in which borrowings usually appear are various and are dependent mainly on the contact of two societies that speak different languages. According to Viereck (2005), while many borrowings were integrated into the Czech lexicon before 1989, the turning point came during the last decade of the twentieth century when the Czech Republic opened to the world, and together with newly established international relations, it was displayed to countless foreign expressions. (Viereck, 2005, p.261). While English words appeared in almost every domain, Bozděchová (1997) emphasizes especially the spheres of sports (*skipas, fitness-centrum*), technology and electronics (*displej*), computers and the Internet (*hardware, upgrade*) as well as the area of advertising (*billboard, poster*) or trade (*leasing, second-hand*). They are also an important part of common slang (*workoholik, homelesák*) and play a crucial role in journalism and mass media. (Svobodová, 2009, p.9, Bozděchová, 1997, p.277)

1.3. The role of English in the life of Czech teenagers

As mentioned above, English plays an important role not only as a source of expressions lacking in the Czech language but also as a symbol that indicates a person's proximity to a certain social, professional, or other type of group. (Svobodová, 2007, p.21) An extraordinary case is slang typical for teenagers. Macek (1999) defines it as an essential part of the teenage subculture - young people do not consider formal language appropriate for their communication. Additionally, certain words and expressions help with their identification as a part of their group, strengthen relationships, etc. (Macek, 1999, p.50)

According to Svobodová (2012), the role of English words in today's teenage lexicon is evident from the environment that is typical for teenagers. They usually encounter loanwords in the advertisement, mass media, computer games, or social networks such as Instagram, Twitter, and Facebook. Teenage slang is an incredibly dynamic part of the Czech language – frequently, specific communication codes are formed with immense speed, and the social group members enthusiastically spread these expressions. They are very creative – they often manipulate the forms of the loanwords and the meanings of these words. Svobodová (2012) further claims that teenage slang is dominated by expressiveness and teenage attempts to differ from the rest of society. They wish to gain attention, entertain their peers, and shock older people. (Svobodová, 2012, p.34-36)

2. Borrowing process and the role of linguistic typology

2.1. Borrowing process

According to Janovec (2013), the borrowing process is generally considered a dynamic process during which an element from a foreign (source) language becomes a part of the target (receiving) language and is, to a certain extent, adapted in terms of phonology, orthography, lexicology, and semantics as well as in terms of morphology, syntax, and stylistics. (Janovec, 2013,p.116).

Svobodová introduces 3 basic phases of the borrowing process: interference, adaptation, and integration. (Svobodová, 2011, p.26) The initial phase of the borrowing process - *interference* - is based on the contact between two languages. A language unit originating from the foreign language appears in the target language with a specific meaning and in a specific context for the first time. At this stage, foreign words remain at the edge of the language system. While in many cases, interference is an introduction to complex incorporation of a specific word to the target language, other language units remain at the first stage. It may, among others, include expressions that are used to gain the attention of readers or listeners or words that are used only by members of a certain community to distinguish themselves from the rest of society. Sometimes, when a language unit is used unintentionally (because it resembles another expression), the same situation occurs – the unit barely interferes with the target language, and that is where the contact ends. However, as mentioned above, many language units progress and enter the adaptation phase. (Svobodová, 2009, p.23-24)

As the name implies, during the adaptation phase, a borrowed lexeme is adapted to the receiving language system to become more natural for speakers. Svobodová (2009) describes the phase as an immensely dynamic process that is frequently not finished even after a considerable amount of time. During the adaptation phase, the key role is played by differences between the source language and the target language. (Svobodová, 2009, p.23,43) According to Mravinacová (2007), the phase usually includes changes in pronunciation, spelling, morphology, and word formation. As the level of the adaptation of each borrowed lexeme is individual – they are adapted on different levels to various degrees - it is complicated to define a general pattern of the adaptation phase that would be followed. (Mravinacová, 2007, p.189-190). The process of "*Czechization*" depends on various factors, including the systematic differences between the borrowing and a similar lexical unit from Czech and various non-linguistic factors. (Svobodová, 2009, p.23). As one of them, Bozděchová (1997) mentions the

domain of use - while in everyday communication the adaptation tends to be stronger, in the area of professional terminology, the adaptation is rather inconvenient as the borrowings would lose their international character and would become unsuitable for international communication, which plays a crucial role in scientific or technological fields. (Bozděchová, 1997, p.272)

Integration is considered the result of the borrowing process and occurs at the same time as adaptation. During the integration phase, a foreign language unit is incorporated into the system of the target language. On the one hand, the system of the receiving language contains fully adapted and fully integrated borrowings; on the other hand, there are expressions with a low degree of integration that are adapted only minimally. (Mravinacová,p.189-190)

These two cases are complete opposites of each other, and most of the borrowings are located between them. They are adapted to various degrees, and all are, to some extent, still perceived as foreign elements (usually in terms of pronunciation, spelling, or grammar properties). (Svobodová, 2009, p.25) The state of adaptation is naturally not constant. While professional and free-time activities terminology usually remains at the system's periphery (as they are not generally used), the situation can change. The crucial role may be played by mass media where the expression may occur repeatedly, thus will be used by the general public instead of only the original group of users. (Svobodová, 2009,p.25)

It is obvious that the borrowing process is affected by various factors. Firstly, it is influenced by the frequency of use of the borrowed unit, as the levels of the adaptation and integration are generally directly proportional to its occurrence in the receiving language. Secondly, as mentioned above, the area of use plays a vital role because borrowings used by the general public tend to be adapted and integrated faster than borrowed terminology used primarily by experts. (Svobodová, 2011, p.27) Further, the function of the borrowing is also important. Assuming it fills a lexical gap and is necessary for conveying specific information, its borrowing process should be faster than when the target language already contains a Czech equivalent, and the borrowing is replaceable. The form of the word is another important factor that influences the borrowing process – the difference between spelling and pronunciation, the length of the word, the word class of the borrowed unit, or the occurrence of phonemes that do not exist in the receiving language are all essential features that affect the adaptation phase. (Bozděchová, 1997, p.273) A crucial role may also be played by the time that passed since the interference phase. Generally, the longer the language unit is present in the receiving language, the higher is the chance that it became fully domesticated. (Svobodová, 2011,p.27)

Bozděchová (1997) emphasizes that all the factors influence the borrowing process simultaneously, and one can surpass another. A short, recently borrowed expression similar to a Czech lexical unit may adapt much faster than an anglicism that is formally different from the rest of the Czech words, regardless of the use of the borrowing. Bozděchová (1997) compares the words *clip/klip* and *interview* and points out the simplicity of adapting the first word and the difficulties concerning the latter one. (Bozděchová, 1997, p.273)

2.2. The typology of the English and Czech languages

In general, a foreign language element may be incorporated into a language system and become an efficient linguistic unit in communication, assuming it is, at least to a certain degree, adapted to the basic principles of the receiving languages. Svobodová (2011) states that the distance between languages has an important impact on both - the process and the result - of the adaptation - she defines the process as "*neutralization*" of differences between the original language and the target language. She also adds that although the changes in terms of pronunciation, spelling, morphology, and word-formation are specific for each lexeme, they are an outcome of a definable distance between characteristics of the two languages, and it is possible to form general rules. (Svobodová, 2009, p.43) These are the topic of the following chapter.

It is possible to introduce characteristics of the Czech and English languages using typology classification based on the languages' formal and structural properties. While in terms of morphology Crystal (1987) lists four main typological categories: isolating, inflecting, agglutinative and polysynthetic type; for this project, only the first two types are relevant. (Crystal, 1987, p.295)

An ideal isolating (also known as analytic or root) language does not contain inflectional morphemes, words are constant units, and grammatical functions of words are expressed through the word order. (Crystal, 1987, p.295) Sgall (1993) adds that analytical languages also contain a considerable number of auxiliary words, which causes that the word order is rather fixed.[6] On the other hand, in the case of an ideal inflecting (also synthetic or fusional) language, the word order is rather free and more dynamic as grammatical functions are shown through the form of the word - it usually includes an inflectional morpheme. Moreover, this single affix is frequently a fusion of morphemes with different roles, expressing various grammatical categories. (Comrie, 1989,p.43-44, Crystal, 1987,p.295)

All the categories are very specifically defined. However, they present and describe ideal models, and none of the real-world languages may fully correspond with them. Even though in some cases a language is classified as one of the types or even given as an example, characteristic features of that language are always to a certain degree combined. Both English

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[6] SGALL, Petr. Typy jazyků a jejich základní vlastnosti. *Slovo a Slovesnost* [online]. 1993, **54**(4), 271-277 [cit. 2021-7-1]. Available from: http://sas.ujc.cas.cz/archiv.php?art=3546

and Czech fall between language categories; nevertheless, they are leaning in opposite directions. (Sgall, 1993,p.271-277, Comrie,1989, p.47)

Svobodová (2011) considers Czech, similarly to other West-Slavic languages, an inflecting language. Usually, it is the structure of the word that is the key factor for obtaining necessary information concerning the role of the linguistic unit. As it was mentioned above, for inflectional languages, the word order is not strictly fixed, often depending on the context rather than on strict syntactic regulations. However, there are still rules that need to be applied – such as the position of a preposition. (Svobodová, 2011, p.10) English, on the other hand, is closer to the isolating type – it does not contain many inflectional affixes, and grammar relationships between the units are usually clear from the word order of the sentence. (Crystal, 1987, p.295)

The need for the adaptation process when words are borrowed from English and accepted in Czech is thus the result of differences in morphology in both languages - of the high level of inflection in the Czech language and its effective word-forming productivity in comparison to analytic English. (Bozděchová, 1997, p. 274) For a foreign expression to become a part of the Czech lexicon, it must be assigned to various categories; otherwise, it would be very complicated to incorporate that linguistic unit into Czech communication because it would be unclear which formants should be used. In conclusion, it can be stated that a borrowing needs to come a rather long way before it is fully integrated into the Czech language system.

3. Adaptation process

This chapter aims to introduce basic stages of the adaptation process, including phonological and graphic changes, the adaptation in terms of the Czech morphological system, and the word-forming adaptation. It is necessary to mention that even though the different forms of the adaptation are discussed in the separate subchapters, they are generally occurring at the same time and significantly influence each other.

3.1. Phonetic and graphical adaptation

Mravinacová (2005) states that one of the essential parts of the borrowing process is the adaptation in terms of pronunciation and the adaptation in terms of spelling – their increasing level reflects the degree of integration of borrowings in the Czech lexicon. Naturally, they considerably affect one another and one can partly surpass the other. While the graphical changes are not immediately needed, changes in pronunciation tend to advance rapidly. (Mravinacová,2005,p.190) The inevitability is the result of the differences between the Czech and English phonological systems that include a different set of sounds, follow different rules concerning the word stress, and contain several sound patterns that are rather atypical for the other language. Hence, the aim of the phonetic adaptation of English borrowings is to eliminate sounds that do not correspond with Czech phonology. (Bozděchová, 1997, p.273-274) However, Viereck (2005) mentions certain exceptions – the quotes that are supposed to preserve their foreign character. (Viereck, 2005, p.268)

Viereck (2005, p.268) summarizes the basic changes that English borrowings tend to submit while they are being adapted to the Czech phonological system. As the first one, he mentions the loss of the secondary stress that may have been originally used in the case of longer borrowings. Also, when the location differs, the primary stress of the word is shifted to the first syllable of the borrowing – e.g. *recycling /ˌriːˈsaɪ.klɪŋ/ – recyklace*: the word stress was shifted from the second syllable to the first one. The loss of aspiration in originally aspirated consonants in words such as *tenis* or *park* is also a predictable phenomenon. Typical is a full execution of the consonant *r* in words such as *party* or *koks*. Furthermore, while the last syllable of the word is originally reduced in many cases, in Czech it is fully pronounced – e.g. *transfer*. (Viereck, 2005,p.268-269)

Obviously, those English phonemes that do not correspond with Czech phonology are replaced by domestic sounds. It applies especially to the vowel /æ/ that is replaced either by /a/ or /e/ e.g. *gentleman - džentlmen*. Similarly, consonants /ɵ/ and /ð/ that are foreign to Czech

speakers need to be replaced. The substitution for /θ/ is either /t/ or /s/ e.g. thriller- triler or the surname *Smith* pronounced in Czech as /smis/. Also, the consonant /ð/ is usually replaced by /d/ and bilabial /w/ is substituted by labiodental /v/ - e.g. *tweed - tvíd*. Even though they are included in Czech phonology, several phonemes are considered peripheral and are sometimes replaced as well – these include for instance /dʒ/, /oʊ/ or /ɔː/. However, it should be emphasized that while the general rules of the phonetic adaptation are formed and usually followed, it does not mean that they are applied in each case. (Viereck, 2005,p.268-269)

Even though the graphic adaptation may not be as immediate as the phonological adaptation, it does not signify the lesser importance of the latter. On the contrary, it is equally essential and frequently equally complicated. Mravinacová (2005) says that while Czech spelling usually corresponds with Czech pronunciation, in English, written and spoken forms of words are usually significantly different. This represents a challenge for Czech users of borrowings. If they are familiar only with the spoken form of the word, it may be rather difficult for them to convert it to its original written form. On the other hand, when users encounter an anglicism in its written form, it is possible that their pronunciation will not correspond with the correct version. Instead, they will form new pronunciation based on the original spelling of the word. This phenomenon may gradually lead to the existence of different variants. (Mravinacová, 2005, p.192) Even though nowadays the situation is less complicated - many people speak English and are able to use correct pronunciation - for some Czech users, differences between written and spoken forms still represent a problem. Therefore, an adaptation that would simplify the task is usually very convenient for them. (Svobodová, 2009, p.60)

Svobodová (2011) considers the graphic adaptation a modification of the written structure that usually reflects its pronunciation. It is based either on slightly adapted original pronunciation of the word *(e.g. skejt)* or, less frequently, on Czech pronunciation derived from the original written form *(e.g.volejbal)*. She introduces 4 basic spelling-pronunciation variants. While the first does not, in terms of spelling or pronunciation, differ from the original words *(e.g. country)*, in the second variant, the Czech spelling results from original English pronunciation *(e.g. sprej)*. In the third case, the spelling exists in two forms – it is either original or adapted, whereas its pronunciation remains original *(e.g. toast/toust)*. Users then choose the version that suits their purpose better. Professionals may prefer the original spelling as they may use the term in international communication. On the other hand, in informal written communication, users may prefer the adapted version of the borrowing. (Svobodová, 2007,

p.34-37) These doublets are used at the same time and with a different frequency. Nevertheless, after some time, one of them usually prevails over the others. (Daneš, 1997,p.274) In the last variant, the Czech pronunciation of the borrowing is based on the English spelling *(e.g. radar)*. It is therefore obvious that the result of the adaptation may be based on both – the original spelling or the original pronunciation. (Svobodová, 2007, p.34-37)

Generally, it can be said that the process of the phonological and graphical adaptation is considerably inconsistent and frequently unpredictable. It is influenced by various factors, including the original form of the word – the adaptation is fastest when the pronunciation and the written form of the borrowing differ only slightly *(e.g. sitcom – sitkom)*, the area of its usage, and the type of users – professionals tend to use the original form as they benefit from its international character. A crucial role is also played by knowledge of English – while people who speak English tend to prefer the original spelling and pronunciation, for other users, the adaptation in terms of both - phonology and spelling - is helpful. (Mravinacová, 2005, p.190-191)

3.2.   Morphological adaptation

Svobodová (2007) states that as the Czech language is based on inflection, it is natural that borrowed words, regardless of the original language, need to be adapted in morphological terms that would correspond with the Czech inflectional grammatical system. Without this process, integration of the unit would be highly complicated and confusing because Czech speakers would not be able to determine how to use the word in context. It would be necessary to express all grammatical categories syntactically, which is a rather atypical phenomenon for the Czech language. (Svobodová, 2007, p.50)

According to Bozděchová (1997), the time period that is needed for morphological adaptation varies. Very often, it happens quickly – at the early stage of the borrowing process regardless of the level of the phonological or the graphical adaptation. On the other hand, in some cases, the adaptation in grammatical terms is very slow, occasionally even ambiguous, and may never be finished. (Bozděchová, 1997, p.274)

As the first and the essential part of the morphological adaptation Svobodová (2007) mentions the assignment of the foreign unit to one of the word classes. Based on the classification of the word, it is considered either an inflecting or a non-inflecting lexeme. In the first case, it needs to be declined or conjugated according to the context. In the latter case, its form remains the same without the need for declension or conjugation. Most borrowings are

classified as substantives; nevertheless, the occurrence of verbs and adjectives is also quite common. Other word classes are represented only peripherally. (Svobodová, 2007, p.50-51)

Svobodová (2009) explains that further morphological classification concerns only substantives – this stage includes their assignment to one of the genders: masculine, feminine, or neuter. Even though the types of genders in English correspond with the Czech ones, the gender of the borrowed unit does not necessarily remain the same as in the original language. While the gender of a noun referring to a living person – an animate noun - naturally remains the same, the gender of inanimate nouns that are classified as neuters in English may change. (Svobodová, 2009, p.73) According to Viereck (2005), the reasons for the gender shift vary. Sometimes, such a phenomenon is caused by the existence of the Czech equivalent of the borrowed word or by a lexeme that is semantically close to the borrowed expression – in this case, the foreign unit may reflect the gender of the equivalent or the gender of the word with the similar meaning. Another reason for the gender shift may be caused by the formal structure of the word. If its ending corresponds with a Czech ending typical for one of the genders, the change is also quite frequent, and in these cases, the adaptation can be almost immediate. Occasionally, however, influencing factors interact, and, as a result, the foreign unit is assigned to more than one gender. (Viereck, 2005, p.270)

Substantives are eventually assigned to declension types. Depending on the declension type, different kinds of suffixes are attached to basic forms of substantives in order to express grammatical categories, including the case, the number, and the morphological gender of the noun in a certain context. (Svobodová, 2009, p.50-51) The fact that the original form of the borrowing or its slightly adapted variant is usable as a basic form – "a root" - of the morphologically adapted unit may be considered beneficial. (Dušková, 2003, p.30) As Mravinacová (2005) explains, no other changes, such as the need to remove original affixes, are necessary. This occurrence is naturally the result of the analytical character of English that uses morphological suffixes much less than the Czech language. (Mravinacová,2005,p.192)

As it was mentioned above, the second phase of the morphological adaptation is rather quick when the ending of the borrowed word corresponds with the ending of a Czech substantive. The same applies to the third phase. In fact, the whole morphological adaptation can be, in some cases, completed almost immediately. Svobodová (2007) lists several endings that are usually automatically assigned to the applicable gender and simultaneously to the declension type. One of them is the ending -er that is considered a masculinum, and according to the animacy or the inanimacy of the denotation, it is assigned either to the declension type

pán or the declension type *hrad*. (Svobodová, 2007, p.51-53) Another example is given by Mravinacová (2005), who states that substantives ending with -man are automatically assigned to the declension type *pán* and substantives ending with *-ing* correspond with the declension type *hrad*. (Mravinacová,2005,p 92)

Svobodová (2011) explains that while many words are easy to classify, some units are problematic - their morphological adaptation takes a lot of time and sometimes is never completed. This is typical for borrowings that consist of more than one word (e.g. *play-off*). Further, the classification of substantives with an ending that is highly unconventional for the Czech language is difficult as well. (Svobodová, 2011, p.43) Words such as *know-how*, *summary, or sci-fi* are not assigned to any declension type and therefore, grammatical categories cannot be expressed through inflectional endings. In these cases, the key role is played by the syntactic structure that substitutes typical Czech declension. These borrowings are often perceived as neuters, thus corresponding with their gender in the original language. (Mravinacová, 2005, p.194) Problematic are also substantives borrowed with plural ending *-s*. While in some cases substantives are still perceived as plural form (*e.g. rangers*), sometimes *-s* becomes a part of the basic form of the word and its plural character is lost *(chips - chipsy)*. It should be added that sometimes the morphological adaptation is incomplete intentionally as some expressions are supposed to keep their international character. (Svobodová, 2009,p.73-75)

3.3.   Word-forming adaptation

In numerous cases, morphologically adapted borrowings may be fully incorporated into the Czech language without any further modifications. Frequently, however, mere grammatical classification is not sufficient and additional adaptation processes are required. They are generally referred to as the word-forming adaptation. The morphological adaptation and the word-forming adaptation are closely related and when further modification of the borrowed lexeme is unavoidable they happen at the same time. (Svobodová, 2007,p.50) The word-forming adaptation processes are parallel to traditional Czech word-formation. Naturally, when modifying borrowed words, domestic or Czechized formants are applied according to the morphological classification and the word category of the adapted word. (Daneš, 1997,p.276) In some cases, the reason for the word-forming adaptation is full incorporation into the Czech language, at other times the word-formation processes are applied to create new lexical units, that may semantically differ from the original term or may even change the word class.

(Mravinacová, 2005, p.206) Regardless of the motivation, the fact that the word-forming processes were applied signifies a high degree of integration of the adapted borrowing. (Svobodová, 2009, p.84)

Word-forming adaptation involves typical procedures, including derivation and mechanical shortening. Generally, suffix derivation is considered the most productive process in both: traditional Czech word-formation and word-forming adaptation of borrowings. (Svobodová, 2011, p.45,70) According to Štícha (2013), suffixation is a process during which an appropriate suffix is attached to the basic form of the word – to the root. In the case of the word-forming adaptation, the root is represented by the original or a slightly adapted form of the foreign lexeme. The suffix may derive either a unit that belongs to the same word class as the original unit *(test – testík)* or a unit that differs in terms of the word-class classification *(football – fotbalový)*. A special type of suffixation is re-suffixation during which the original ending of the borrowed word is replaced by a domestic or a Czechised formant *(surfer – surfař)*. Formants that are frequently used during suffix derivation include -ař *(hip-hoper - hipkopař)*, -ák *(homeless - homelessák)*, -ík *(smiley - smajlík)* and áč *(pankáč)*. (Viereck, 2007,p.272) Opavská (2005) mentions certain "trends" concerning suffix substitution. As an example, she lists the formant -er that is frequently replaced by the suffix -ař or -ista or by the less formal suffix -ák *(surfer – surfař)*. (Opavská, 2005,p.23-24) Another example is the removal of the ending -ics from the original word and addition of the formant -ika (electronics – elektronika), (Mravinacová,2005,p.193) Eventually, in some cases, the result of suffix derivation may be the formation of several units originating from the same foreign word but derived by different formants *(snowboarder – snowborďák – snowbordista)*. (Opavská, 2005,p.23-24) Frequently applied is also the suffix -ka that is used to form derivatives of the feminine gender *(modelka)*. A common phenomenon is also the derivation of borrowed abbreviations (regardless of their original/domesticated pronunciation). In order to fully incorporate them into Czech morphology and the Czech declension system, word-forming suffixes are added to acronyms *(SMSka)*. (Viereck,2005,p.272) Another word-forming process - mechanical shortening – is, as the name implies, based on reduction of the original form of the word *(computer – comp)*. The shortening may be followed by suffixation *(professional – profík)*. (Štícha, 2018,p.761) Viereck (2005) states that borrowings adapted by word-formation processes are frequently considered informal and are used especially in the spoken language. (Viereck, 2005, p.272)

Compared to substantives, where the word-adaptation is frequent but not always necessary, borrowed verbs need to be adapted immediately as in their original form they would

be impossible to incorporate into the Czech inflectional system. Commonly used is the formant -ova-/-uj- *(install - instalovat),* less frequently the formant -nou-/-nu- *(click – kliknout)* or sometimes rather expressive -i-/-í *(snowboard – snowboardit).* In some cases, a borrowed verb is derived by more than one formant *(hack - hackovat - hacknout).* (Svobodová, 2011, p.49)

4. Semantic adaptation and Semantic change

While the phonetic, graphical, morphological, and word-forming adaptation processes were introduced in the previous chapter together, the semantic adaptation and a possible meaning change of loanwords are discussed separately. This chapter aims to present the theory behind a process called semantic change and explain its connection to the words borrowed from foreign languages. To fully understand the semantic change, the chapter initially focuses on the concept of meaning and further deals with motivation for the semantic change. It also discusses the persistence of this linguistic phenomenon and provides the basic taxonomy according to Rangelová (2005) and Traugott (2017) with examples. The last part of the chapter refers to the semantic adaptation of English loanwords and their potential change in meaning.

4.1. Meaning

It might be useful to define the concept of *meaning* in linguistics. Van Olmen (2018, p.134) characterizes meaning as *"the content expressed in communication by means of language or as the message that a speaker conveys to a hearer"*. For a deeper understanding, Hollman (2009) compares two popular approaches to the theory of meaning. The traditional theory known as the objectivist theory indicates that meanings of linguistic expressions are directly assigned to aspects of the real world. To put it in another way, a word is directly connected to a certain object, person, etc., that can be characterized by a definite number of features. (Hollman, 2009, p.526-527) Unfortunately, some linguists argued that assigning meaning cannot be considered an objective process. Hollman (2009) demonstrates the fact on a commentary from an online sports discussion:

> *"I agree that maybe Robben is a girl… More suited to ballet than football…"*

(Hollman, 2009, p.526)

Hollman (2009) explains that when a person says about a male football player that he might be a girl, it contradicts the theory mentioned above. The features that characterize male football players and girls do not correspond. Therefore, the sentence should not be meaningful. Indeed, some people would not understand the comment. However, a football fan who knows Robben and is familiar with his physiology, behaviour, and personality traits would undoubtedly understand the sentence. From the example, it is evident that people do not always use words in the same way. It is possible to say that users of the language assign words in a more subjective way than the traditional theory presumes. (Hallman, 2009, p.525-527)

Based on the limitations of the objectivist theory, another approach for the description of meaning was necessary. Hallman (2009) states that linguists proposed a prototype-based theory. They introduced the concept of a so-called prototype – an ideal aspect representing the meaning of a specific word. Depending on the similarity between the real aspect that the speaker wants to refer to and the prototype, the speaker subjectively decides whether the word is corresponding, and therefore, suitable to be used in the given situation. It can be said that the usage of a word is not limited by any strict boundaries. However, when the core of the prototype is modified, the meaning of the word is modified as well. Such a linguistic phenomenon is called a semantic change or a semantic shift. (Hallman, 2009, p.525-527)

4.2.   Motivation for semantic change

As Štekauer (2005) states: *"Language is not a static system, which is strikingly reflected in its vocabulary."* He says that while a language may change in all dimensions, a change in the meaning of words is the least resistant. (Štekauer, 2005, p.69) Rangelová (2005) labels expressions to which new meanings were assigned *neosemanticism*. She defines them to be the products of the linguistic creativity that may become part of the system. She emphasizes that the number of lexical items in the lexicon remains the same; however, they gain new semantic meanings. (Rangelová, 2005, p.161)

 Reasons for the creations of neosemanticisms are various. In fact, the world, and especially society, is constantly changing. Every day brings new ideas, inventions, discoveries, phenomena, and concepts that need denomination. (Štekauer, 2005, p.69)

In addition to external factors mentioned above, Traugot (2017) explains that speakers may cause a semantic shift when they creatively use the language. (Traugott, 2017, p.2) Fortson (2008) claims that each speaker influences the language to a certain degree. According to him, it is natural for speakers to broaden the meaning of linguistic expressions. Such a process may be intentional when people assign certain meanings to words according to their immediate needs, whether it is because of the lack of suitable words in their lexicon or because they wish to make the conversation or themselves more interesting. (Fortson, 2008, p.2)

In contrast to purposeful changes, a semantic shift may also happen unintentionally. While in an ideal world, a hearer would be able to determine the meaning of the word from the context, in a real conversation, the linguistic item can be understood in an incorrect way. In such a situation, another meaning is assigned to the word, and the hearer may include the word with the incorrect meaning in their lexicon. These types of lexical innovations, both intentional and

unintentional, are usually only temporal circumstances; however, in some cases, this meaning change can be transferred to other people. (Fortson, 2008, p.3-5)

4.3.   Semantic change as a temporary phenomenon

Hollman (2009) ponders when it is suitable to label a semantic variation of a word as a semantic change. *"When the whole speech community has implemented it, when several language users have, or perhaps when only a single speaker has created a new usage?"* (Hollman, 2009, p.535) Croft (2000) lists two stages: the innovation which refers to the moment when the phenomenon is used for the first time and the propagation during which it is spreading to other people and in the end becomes a permanent part of the lexicon. (Croft, 2000, p.304) Hallman (2009) emphasizes that the propagation of the new meaning frequently does not progress enough and thus is not completed. For example, he uses the term *rude* nowadays used as a synonym to attractive in young communities. He points out that it will probably not be adopted by all speakers of English. Especially because words that refer to attractive people appear and fade away rather frequently. In conclusion, new usages may never spread beyond their innovators. (Hollman, 2009, p.535)

4.4.   Taxonomy of Semantic Change

Taxonomy for semantic change is not universal, and different linguists use different strategies to classify this phenomenon. It is a generally shared opinion that its classification may be challenging as, very often, more than one type can be applied to a certain case. Rangelová (2005) introduces 4 processes that lead to the semantic evolution of a linguistic expression and, therefore, to the creation of neosemanticisms. They are as follows: metaphorization, metonymization, narrowing, and generalization. (Rangelová, 2005, p.161) Traugott (2017) adds another 2 processes: pejoration and amelioration. (Traugott, 2017, p.3)

4.4.1. Metaphorization

Hollman (2009) describes that in this process, the transfer of the meaning is based on the similarity between the original concept corresponding with a certain expression and another concept that may be in need of denomination. The speaker who perceives these similar characteristic features may decide that the relationship is strong enough, and the word can be used when referring to the concept. When such a process happens, the word undergoes a semantic extension - a new meaning is added (Hollman, 2009, p.528)

As an example, Fortson (2007) suggests words referring to body parts. (Fortson, 2007, p.1) For example, Oxford Dictionary defines the word *foot* not only as *"the part of the body at the bottom of the leg on which a person or animal stands"*[7] but also as *"the bottom or lower end of a space or object,"*[7] which is a meaning based on similarity that was added later.[8] Another example is the word *head* that initially referred only to "*the highest part of the human body*"[9]; however, nowadays, the term head refers also to "*an important position in which a person bears responsibility*"[9].

4.4.2. Metonymization

Both metaphorization and metonymization are based on certain connections between the original concept and the new one. In comparison to metaphor, metonymization is not a result of similarity but a result of the association – the meaning of the word is changed (extended) according to the inner connection. (Hollman, 2009, p.529) Rangelová (2005) states that this process is very popular, especially in spoken communication. (Rangelová, 2005, p.161) As an example, Fortson (2007) mentions The White House that does not refer only to the actual building but also, when used in a specific context, to people associated with it – to part of the US government. (Fortson, 2007, p.1)

4.4.3. Generalization

According to Hollman (2009), generalization, also known as widening, is a change when the word's original meaning is expanded – the expression may be used more often. For example, Hollman (2009) mentions the word *dog* (loaned from Dutch) that used to refer only to specific large and strong breeds and not to all of them as it is nowadays. In fact, in Dutch, the word still denotes a Great Dane. (Hollman, 2009, p.528) Fortson (2007) also mentions that in some cases, the word is widened to the extent when it loses any specific meaning. This phenomenon is called bleaching, and he considers the word *thing* an ideal example. (Fortson, 2007, p.2)

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[7] Foot. *Oxford Learner's Dictionaries* [online]. Oxford: Oxford University Press, 2021 [cit. 2021-7-1]. Available from: https://www.oxfordlearnersdictionaries.com/definition/english/foot_1?q=foot

[8] Foot. *Online Etymology Dictionary* [online]. 2017 [cit. 2021-7-1]. Available from: https://www.etymonline.com/search?q=foot

[9] Head. *Cambridge Dictionary* [online]. Cambridge: Cambridge University Press, 2021 [cit. 2021-7-1]. Available from: https://dictionary.cambridge.org/dictionary/english/head

4.4.4. Narrowing

According to Fortson (2007), during the narrowing process, the meaning of the word is restricted. It may be used in a smaller number of contexts. (Fortson, 2007, p.2) In Middle English, any young person could be called a *girl;* however, the word was restricted, and nowadays, it refers to a *young female*. (Hallman, 2009, p.528)

4.4.5. Pejoration

When a word undergoes a process known as pejoration, its new meaning becomes more negative. (Traugott, 2017, p.3) As an example, Fortson (2007) mentions the word *mean*. While initially, it was a synonym to the word *average* or *general*[10], it refers to "*unking* or *unpleasant*"[11] nowadays.

4.4.6. Amelioration

Traugott (2017) describes the evolution of the adjective nice as amelioration. While it originally referred to something "foolish or ignorant" [12], today, it means "pleasant or attractive"[13]. Thus, compared to the previously neutral meaning, the term is now associated with a more positive aspect. (Traugott, 2017, p.3)

4.5. Semantic adaptation of English Loanwords

According to Svobodová (2011), the term semantic adaptation refers to changes in the meanings of borrowed items in the receiving language. She claims that typical processes that cause this phenomenon are generalization or narrowing of the meaning of original lexical units. (Svobodová, 2011, p.51-52) Viereck (2005) also claims that during the process of borrowing, language units are only rarely borrowed with all meanings of the word. Usually, only some of them or a single meaning is borrowed and corresponds with the loanword in the accepting language. (Viereck, 2005, p.273)

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[10] Mean. *Online Etymology Dictionary* [online]. 2017 [cit. 2021-7-1]. Available from: https://www.etymonline.com/search?q=mean

[11] Mean. *Oxford Learner's Dictionaries* [online]. Oxford: Oxford University Press, 2021 [cit. 2021-7-1]. Available from: https://www.oxfordlearnersdictionaries.com/definition/english/mean_1?q=mean

[12] Nice. *Online Etymology Dictionary* [online]. 2017 [cit. 2021-7-1]. Available from: https://www.etymonline.com/search?q=nice

[13] Nice. *Oxford Learner's Dictionaries* [online]. Oxford: Oxford University Press, 2021 [cit. 2021-7-1]. Available from: https://www.oxfordlearnersdictionaries.com/definition/english/nice?q=nice

As an example of semantic change caused by narrowing, Svobodová (2011) mentions the word *book*. While in the English language it is a noun that refers to various objects: a book, Bible, a notebook, a screenplay, etc. as well as a verb that means *"to arrange to have or use something on a particular date in the future"*, in Czech it is usually used only as a verb in derived forms *zabukovat* or *buknout*. (Svobodová, 2011, p.51) Another example is provided by Viereck (2005): while a substantive *drink* in English denotes a liquid for drinking, it refers to an *alcoholic beverage* in the Czech language. (Viereck, 2005, p.273)

As an example of semantic generalization Svobodová (2011) offers the borrowing *klient* (from English *client*) that is originally defined as "*a person who uses the services or advice of a professional person or organisation*"[14] and that is nowadays in Czech used in computer technology as well – Svobodová (2011) explains that it may be "*a web browser, that is the consumer of services provided by the relevant server*". (Svobodová, 2011, p.51-52)

According to Svobodová (2011), loanwords may gradually, similarly to other words, evolve in the target language and gain additional meanings – they become polysemic units. In these cases, loanwords may be considered neologisms. The emergence of these loanword neologisms is caused more or less by identical reasons like in the case of other neologisms. Naturally, there is the necessity to name new objects, ideas, phenomena, etc. In some cases, even though the corresponding word already exists, a new – more specific term may be needed. Finally, Svobodová (2011) emphasizes that neologisms created from borrowed words are a perfect demonstration of users' creativity in the language. (Svobodová, 2011, p.51-52)

Semantic changes are common rather in spoken language and slang than in written language that tends to be more formal. It is in common conversational language when words are used spontaneously, and the probability that they will gain new meanings or change the intensity is higher. (Svobodová, 2011, p.51-52) Svobodová (2012) emphasizes that very specific is teenage attitude toward loanwords that are originally considered vulgarisms. After some time, the negative emotional impact of the word may be gradually muted, and young adults often use foreign foul words with much less expressivity than it previously held. (Svobodová, 2012, p.34)

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[14] Client. *Oxford Learner's Dictionaries* [online]. Oxford: Oxford University Press, 2021 [cit. 2021-7-1]. Available from: https://www.oxfordlearnersdictionaries.com/definition/english/client?q=client

5. The Use of Loanwords in English Vocabulary Learning

In recent years, many publications concerning language learning and teaching were written to provide teachers with useful information. They compare individual languages and attempt to form strategies for effective teaching and learning. They consider whether the similarities in languages can help facilitate language learning or whether the influence has negative effects. (Ringbom, 2009, p.106-116) This chapter studies the general impact of similarity between two languages on the foreign language teaching/learning process, further deals with the concept of language transfer, and finally comments on the possible influence of loanwords on the learning process.

5.1. Cross-Linguistic Similarities in Foreign Language Acquisition

According to Ringbom (2009), it can be said that languages, to a certain extent, resemble one another. Such phenomena can be referred to as cross-linguistic similarities. Basically, if an item or a pattern of one language formally or functionally more or less corresponds with an item or a pattern of another language, it is considered a cross-linguistic similarity. The extent of the resemblance differs substantially. While typologically similar languages such as Swedish and English share numerous lexical items or inflectional and syntactic patterns, Finnish and English are typologically more distant and the similarities are therefore less common. (Ringbom, 2009, p. 106-108)

Kashyap (2019) says that the fact that languages are being analysed in detail and research nowadays deals with cross-linguistic similarities leads linguists to a conclusion that this information could be useful in the language learning/teaching process. Furthermore, researchers believe that obtained data may help with understanding mental processes that happen during language acquisition. Kashyap (2019) also adds that depending on the differences and similarities of learners' first language and the target language, linguistic items and structures are acquired in a different way, in a different order and naturally, with different learning difficulties and pace of the learning process. (Kashyap, 2019, p.783-784).

The cross-linguistic relationships are very specific and depend on the compared languages. Thus, it is not easy to form recommendations that would be useful for all language teachers or learners. However, Ringbom (2009, p. 115) mentions several general implications. Firstly, he states that, as expected, for learners whose first language is closely related to the target language the acquisition requires less effort because they are already aware of various target linguistic items and patterns. Nevertheless, he states that teachers should be careful, and

while it might be helpful to use and emphasize cross-linguistic similarities, it is equally (and might be even more) important to make sure that learners are aware of the differences between the languages – otherwise, they could apply specific language knowledge in areas where the two languages do not correspond. As an example, Ringbom (2009) uses Scandinavian languages. While emphasizing the existence of similar linguistic items, it is necessary to concentrate on differences in their pronunciation. (Ringbom, 2009, p.115) Similarly, Mayer (2008) states that while short language distance may be highly beneficial, in many cases, these small differences can confuse students and cause errors. Spanish students of English benefit from sharing the same script; however, they tend to have more significant problems with spelling than Japanese learners of English. (Mayer, 2008, p.153)

Ringbom (2009) also recommends emphasizing the cross-language similarities at the beginning of the learning process as much as possible as it is certainly comforting for learners to discover information that already corresponds with their actual knowledge. He adds that acknowledging the cross-language similarities may be especially useful for learners who need to use language for comprehension rather than for production. (Ringbom, 2009, p.114) In conclusion, although not many general statements can be formed, the fact that teachers of foreign languages may find certain usage of similarities between the mother language and the target language remains.

5.1.1. Cross-linguistic similarities between Czech and English

As it was mentioned in chapter 2 and chapter 3, the English and the Czech language differ in terms of morphology and word-formation as well as in terms of phonology and spelling. Nevertheless, both languages include countless words with the same etymological origin as well as corresponding structures of many phrases and idioms. (Šamalová, 2014, p.4) Undoubtedly, the borrowing of lexical units also plays an important role as English loanwords are ubiquitous nowadays.

5.2. Language transfer

Ringbom (2009) states that any previous language knowledge can strongly influence language learning and that generally, it is a tendency of second language learners to search for similarities between the target language and their mother tongue or any other linguistic knowledge they already acquired. This fact is resulting in a phenomenon called language transfer. (Ringbom, 2009, p.106) Odlin (2012) defines the language transfer as "*the influence resulting from similarities and differences between the target language that has been previously*

acquired." (Odlin, 2012, p.27) Arabski (2006) explains that the transfer is a process during which learners of the foreign language use their knowledge concerning their first language (or another language they know) and apply them in foreign language learning and their performance. (Arabski, 2006, p.12-13) As it happens unconsciously, the process is considered automatic and uncontrolled. Its impact on the language learning process is substantial. Very often, the transfer may lead to errors because linguistic patterns or items in the target language and the first language do not correspond, even though language learners assume they do. In such a case, the phenomenon is called the negative transfer or interference. Nevertheless, in the case two languages share certain similarities, the transfer can be beneficial for foreign language learning and may be strategically used to facilitate the learning process. In such a case, the transfer is considered positive. (Arabski, 2006, p.12-13)

The intensity of the language transfer is significantly dependent on the genetic distance of the target language and the mother language of the learners. The closer the languages are, the more probable is the occurrence of the language transfer. (Abraski, 2006, p.14) To demonstrate this fact, Abraski (2006) analysed Polish learners of Russian and Polish learners of English and compared the intensity of language transfer.[15] In the case of Polish learners of the Russian language, the transfer occurred more frequently than when Poles studied English. This corresponds with the fact that Polish and Russian are genetically closer than Polish and English. As one of the significant differences, Arabski (2006) mentions that Polish learners of Russian tend to use Polish suffixes when forming a word; however, such a phenomenon usually does not occur when Poles learn English. The transfer is also influenced by the learners' level of proficiency in English and their age. In comparison to a learner that is at the advanced level, is aware of certain differences, and is quite capable of avoiding the negative transfer, a beginner who is not familiar with the basic structure of the foreign language can have problems. (Abraski, 2006,p.)

Ringbom (2009) distinguishes three levels of the transfer: item transfer, procedural transfer, and overall transfer. As procedural and overall transfer are not important for this project, attention is paid only to the item transfer. The term item, in this case, can refer to e.g. a sound, a morpheme, a word, a phrase, etc. Ringbom (2009) explains that during the item transfer, the mind of the learner forms a relationship between the item in the first language and the item in the target language. The learner is then aware of the certain similarity of the form that is frequently joined by the similarity of function and meaning. It usually is a positive

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[15] Polish is genetically close to Czech and therefore suitable example for this project.

influence on the language learning process and facilitates the target language acquisition. When learners are aware of similarities between items in the target language and items in the first language, it is easier for them to form cross-linguistic relations in their long-time memory. (Ringbom, 2009, p.111-113)

5.3.   The usage of loanwords and cognates in the English learning process

Alizades (2016) states that learning vocabulary is one of the most challenging aspects of learning a new language, and it needs to be paid considerable attention during the process of language acquisition. She mentions that even though vocabulary learning/teaching strategies, various methods, and techniques have been researched and many of them are considered effective, language teachers often apply only several basic ones that are unfortunately outdated. These include long lists of vocabulary items with their translation in students' mother tongue, translating sentences from the learners' first language to the target language, or doing vocabulary exercises from student's books. This phenomenon is rather unfortunate. (Alizadeh, 2016, p.22-23)

Nation (1990) mentions that teachers of English who share the same native language as their students and are therefore aware of what burdens their students the most should utilize this knowledge and try to help students as much as possible by finding analogies between their first language and the target language or look for similar language patterns. When students know some of the features of the word from their first language, it is much easier for them to learn this word. Simultaneously, when the learners are aware of a similar word or at least part of the word from their native language, they may successfully predict its meaning in the target language. (Nation, 1990, p.29) He argues that even if the meaning of the word in the native language does not completely semantically corresponds with the word in the target language, still, a partial overlap can be helpful for learners. He suggests that teachers can try to reduce the learning burden by using loanwords that have been borrowed from the target language. (Nation, 1990, p.29) According to Ringbom (2009), even if the loanwords are considerably modified, this built-in lexicon provides a powerful tool for more effective learning. Developing strategies for maximally efficient use of English loanwords may provide a challenge for teachers and researchers. (Ringbom, 2009, p.115) Wlosowicz (2016) states that even though it might be surprising, it is not certain that learners will be able to recognize a loanword from their target language, and therefore the teachers should try to incorporate activities that can raise the learners' awareness of the cross-linguistic similarities. (Wlosowicz, 2016, p.297)

Authors such as August (2005, p.54), Meyer (2008, p.153), or Wlosowitz (2016, p.296) explain that other linguistic items known as cognates can also play a significant role and may facilitate the language learning process. Generally, cognates are considered "*words that have a common origin and similar or identical meaning.*" (Wlosowicz, 2016, p.296) Even though in linguistics terms cognates and loanwords refer to different lexical items, Wlosowicz (2016) perceives both cognates and loanwords as equally beneficial for foreign language acquisition, regardless of the reason for their occurrence in the lexicon. She suggests that teachers should lead their learners to discover cognates/loanwords in order to create a relationship between the words they already know and words from the target language. (Wlosovicz, 2016, p.296) Nevertheless, she simultaneously emphasizes the possibility of the negative transfer, such as usage of spelling or pronunciation originating from the learners' mother tongue. It can be stated that while using loanwords and cognates during the language acquisition process facilitates certain aspects, the occurrence of the negative transfer is possible as well. (Wlosovicz, 2016, p.298)

II.   Practical Part

The theoretical part is followed by the practical part, in which the author firstly presents the research questions, the hypotheses, and the chosen methodology – a questionnaire survey. Subsequently, she analyses data acquired from pupils from 2 schools. The last part of the practical part focuses on the pedagogic implication of anglicisms in the form of activities for English language lessons that are based on information from both parts of the thesis - on the theoretical section as well as on the data obtained from the questionnaire survey.

1. Survey

1.1.1. The aim

The overall aim of this diploma project is to raise awareness of the potential of English loanwords on the English learning process, specifically on the facilitative effect it may have on vocabulary learning, and to present them as a rich source of vocabulary that can not only expand pupils' second language lexicon but also raise their confidence during language classes. Additionally, it may gain their attention as certain loanwords are connected to activities that they immensely enjoy.

Good language teachers should aim to lower the learning burden for their students as much as possible. Teachers should think strategically and utilize all of the resources present in their students' lives as much as possible. Therefore, the last part of the project (classroom activities) is supposed to offer teachers another means of presenting vocabulary during the English learning lessons. The following survey will provide answers that the author plans to utilize when creating the target activities.

1.1.2. Research questions

Q1: How many respondents use newly borrowed anglicisms (originating mainly from social networks) in everyday life?

Q2: What motivates the respondents to use newly borrowed anglicisms in everyday life?

Q3: In which type of communication do the pupils use newly borrowed anglicisms?

While the aim of the first part of the questionnaire is to explore pupils' general attitudes, the following part deals with more specific abilities/skills. According to Schmidt (2001), the language element needs to be noticed to be learnt – only then can its potential be utilized. (Schmidt, 2001, p.5) Therefore, an activity in which the English origin of a loanword would be emphasized was prepared and added to the questionnaire.

Q4: To what extent are the pupils able to identify words of English origin?

The last research question deals with the semantic adaptation of the loanwords. In literature, this part of the borrowing process is discussed less than the adaptation morphological, phonological, and orthographical. Viereck and Svobodová both briefly mention that usually, only one or two meanings of an originally polysemous word are borrowed. They both add that certain changes such as broadening, narrowing, or slight semantic shifts may happen. (Viereck, 2005, p. 273). The aspect of the original polysemy of loanwords could be given pedagogical consideration. The idea of the author is to create an activity that is based on loanwords that the pupils already know and gradually broaden their knowledge.

Nevertheless, the author assumes that a slight hindrance could be caused by the semantic adaptation mentioned above. While, as it was cited in the theoretical part, in an ideal case, people would be able to guess the meaning of the used words from the context, it is not always true, especially when the words are of a foreign character. According to Traugott (2017), *"speakers innovate the language creatively just as much as hearers innovate it when they interpret what a speaker said in a different way from what the speaker intended to share."* (Traugott, 2017, p.2)

It looks like pupils understand the meaning of borrowed items with ease, and it is true - they are able to use them in the correct context; however, their meanings in the Czech language do not have to be necessarily corresponding with the original one. This way, the semantic overlap would be reduced together with the potential it may bring to language acquisition. The attempt was to execute a similar survey as Svobodová (2012) who examined the overlap of the original semantic meanings of English words and their semantic interpretations of the target group – pupils from elementary school. While Svobodová analysed words from girl magazines, the author decided to choose 12 nowadays frequently used words originating mainly from social networks and generally the Internet. The author chose the words after researching social websites, listening to the slang of YouTubers, and interacting with the target group during the teaching practice. The last research question is as follows:

Q5: To what extent do the pupils understand the original meanings of the chosen anglicisms?

1.1.3. Hypotheses:

Following the research questions, the author formed 3 hypotheses:

H1: Pupils use newly borrowed anglicisms - most often in spoken communication; additionally, their motivation for the usage of anglicisms is mainly their popularity among their peers.

H2: The pupils are able to distinguish adapted words originating from the English language from domestic words or words borrowed from other languages.

H3: The pupils do not always associate Anglicisms with their original meaning in the English language as there is a certain semantic shift in them.

2. Questionnaire

While some of the questions could be dealt with by comparing dictionaries, the aim of the thesis is to gain authentic information from the target group on whom the result of this thesis – classroom activities based on the loanwords – will hopefully be applied in the future. This chapter introduces the respondents and demonstrates the results of the questionnaire survey. The author provides an overview in the form of charts and tables that are accompanied by short comments.

2.1. Respondents

The research was implemented in two schools – Waldorf elementary school and Gymnasium Hejčín Olomouc. At Waldorf school 3 classes were asked to fill the questionnaire – 7th year, 8th year, and 9th year. At Gymnasium Hejčín 2 classes – the 2nd and the 3rd year of the eight-year study program were asked to fill the questionnaire. Overall, 89 pupils aged 13-15 participated in the survey: 48 females and 41 males. Younger students were not involved as the questionnaire contains and analyses English vocabulary popular particularly on social networks and the official age limit for using these websites is usually 13. 50 respondents were students from Gymnasium Hejčín and the rest – 39 teenagers were pupils from Waldorf elementary school. All questionnaires were filled personally during the English lessons.
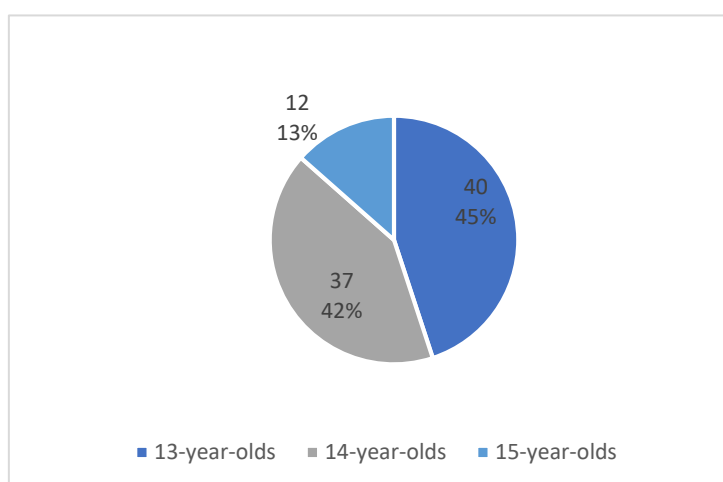

Figure 1: Age of the respondents

2.2. Structure of the questionnaire

The questionnaire includes 3 questions and 2 tasks that are supposed to confirm or refute the hypotheses mentioned above. The questions and the first task are parts of subchapters bellow where the results are also analysed. To obtain as many valid answers as possible, the

author decided to write the questionnaire in the Czech language so that even the less competent English learners could understand the questions and tasks. The original form of the questionnaire is provided in Appendix 1.

2.3. Question 1

Anglické výrazy typu postnout, savenout, LOL, reportnout, OMG, streamovat, failnout, cool, no comment, follower, memečko, hater, apod.

a. Používám.   b. Nepoužívám.

The aim of the first question is to determine how many pupils from the studied sample regularly use English expressions originating mainly from popular social networks. Results are demonstrated in the following chart.
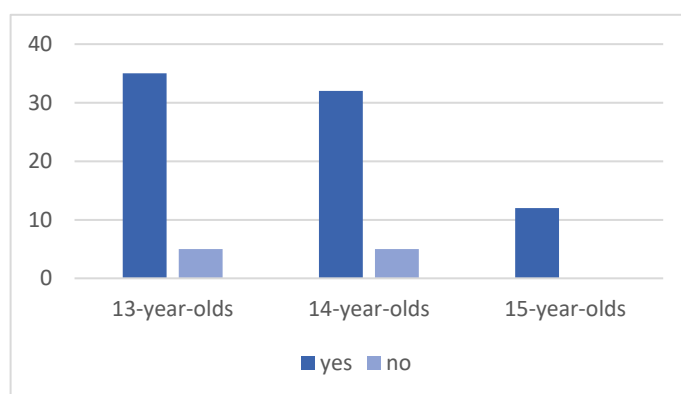
Figure 2: Usage of anglicisms

Overall, out of 89 respondents, 88.76 % - 79 pupils (38 males and 41 females) use the anglicisms originating from social networks regularly. While among 13-years-old and 14-years-old respondents, negative responses occasionally appeared, the oldest respondents answered positively with no exceptions.

2.4. Question 2

Z jakého důvodu používáte anglické výrazy? Můžete označit více možností!

a. Protože je používá mé okolí.
b. Protože je to moderní.
c. Protože neznám slova, kterými bych anglické výrazy nahradil/a.
d. Jiná možnost: _____

The question was filled only by the respondents who answered the previous question positively. It was supposed to reveal what do the pupils from the studied sample consider the

main reasons for using anglicisms on daily basis. As the author did not want to limit the pupils, they could choose more than one answer.
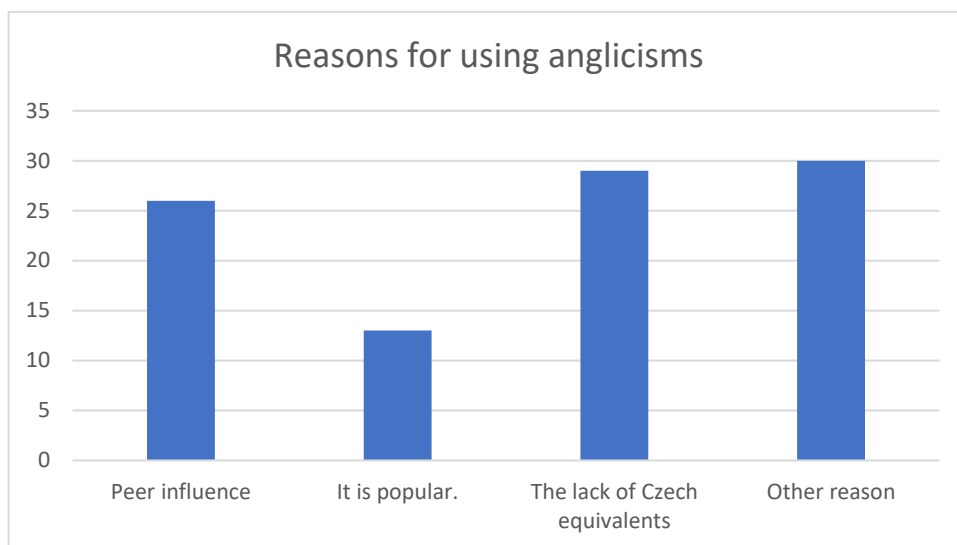
Figure 3: Reasons for using anglicisms

As shown in the figure above, the answers a, c, and d received similar results. 32.91 % of the respondents consider the influence of their peers a very important factor; according to 36.71 % of the respondents, the main reason for using anglicisms is the unavailability of Czech equivalents. In comparison, only 16.46 % of respondents admitted that they use them because of their popularity. Finally, 37.97 % of the respondents decided to add their own reasons.

Other reasons	Number of respondents	Percentage
It is shorter.	12	15.19
It sounds cool./It is more interesting.	7	8.86
The English word sounds better than its Czech equivalent.	4	5.06
It comes to my mind sooner than the Czech word.	3	3.80
It is funny.	3	3.80
I am used to it.	1	1.27

Table 1: Other reasons for using anglicisms

2.5.   Question 3

Anglické výrazy používám při:

a.   Mluvené komunikaci
b.   Psané komunikaci
c.   Mluvené i psané komunikaci

The aim of the third question was to determine in which type of communication the pupils use anglicisms most intensively. Similarly to the previous one, the question was answered only by the respondents who reacted positively to the first question.

Overall, out of 79 respondents, 9 (11.39 %) prefer anglicisms in written communication. On the other hand, 17 pupils (21.52 %) use English expressions predominantly in spoken communication. Finally, 53 respondents (67.09 %) revealed that they use anglicisms in both types of communication – in written as well as in spoken. The figure below demonstrates pupils' preferences with regard to their age.
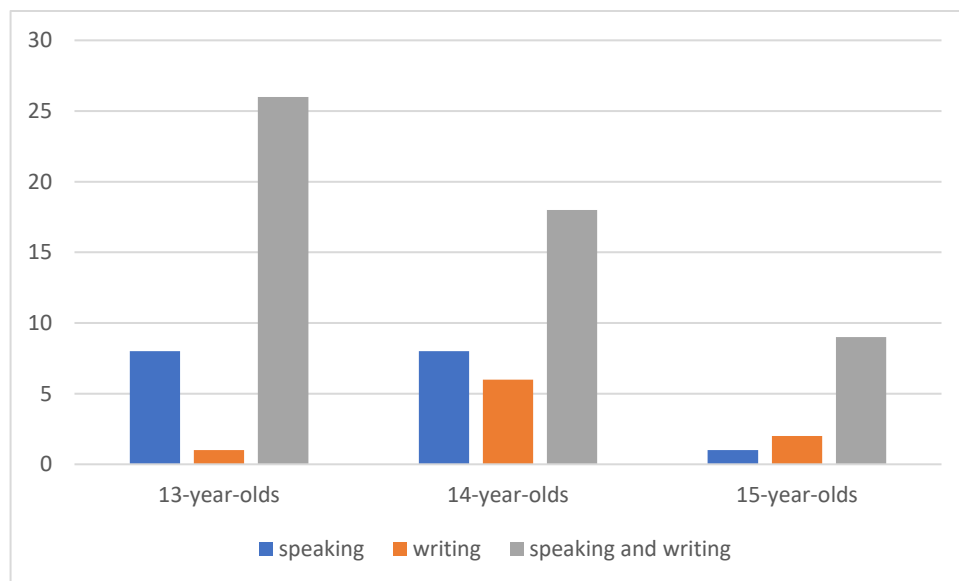
Figure 4: Types of communication

2.6. Task 1

Šest slov v tabulce pochází z anglického jazyka. Pokuste se zakroužkovat, o která se jedná.

tým	robot	stres	revizor
stativ	sprej	ordinace	klip
lídr	fabrika	film	gepard

Table 2: Task 1

The first task aimed to determine whether pupils can distinguish words originating from the English language from domestic words or words originating from other languages. As a part of the questionnaire, they were given a table with twelve words and their task was to circle 6 anglicisms.
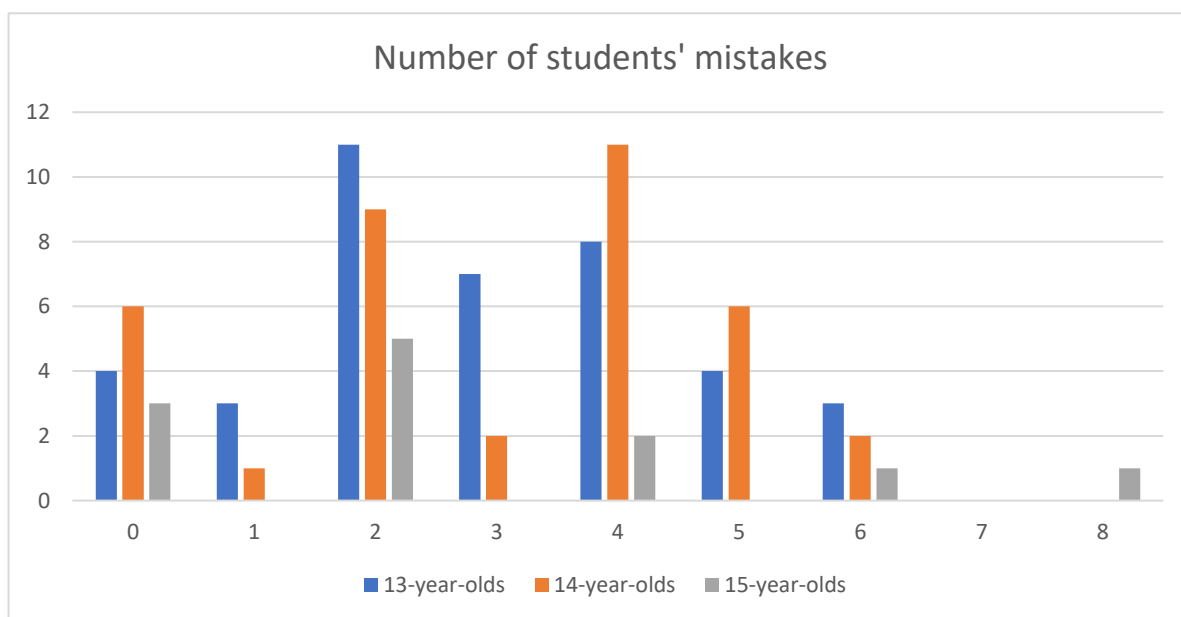
Figure 5: Number of students' mistakes

Out of 89 respondents, only 13 pupils were able to determine which words were borrowed from the English language and which are of another origin without any mistake. Overall, pupils were able to determine the origin of 72.43 % of the words correctly. 27.57 % were classified incorrectly.
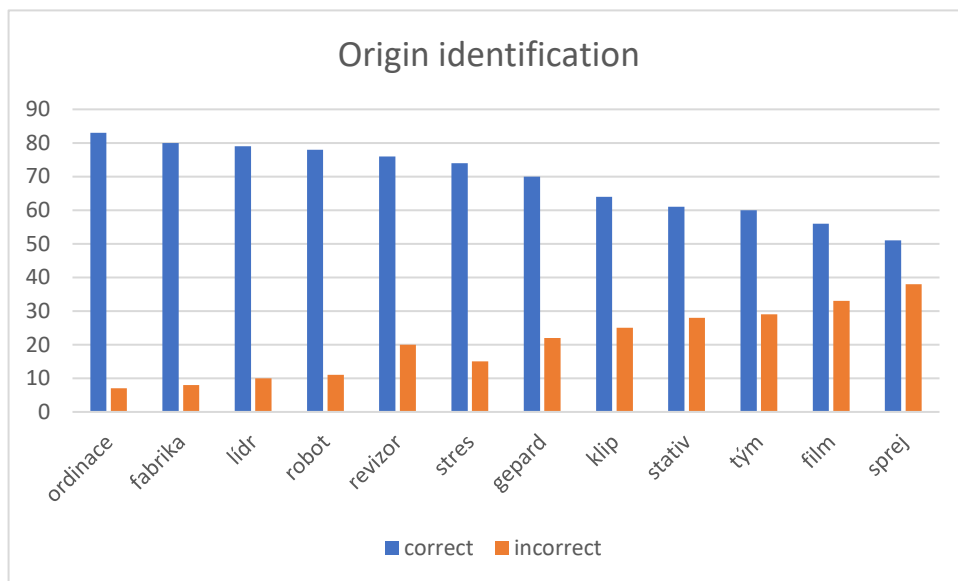
Figure 6: Origin identification of the chosen words

It is noticeable from the figure above that the respondents had a problem with identifying the English words rather than with identifying the Czech ones. It seems that the level of adaptation erased the characteristic features and differences to such an extent that pupils perceive them as words of a different than the English origin.
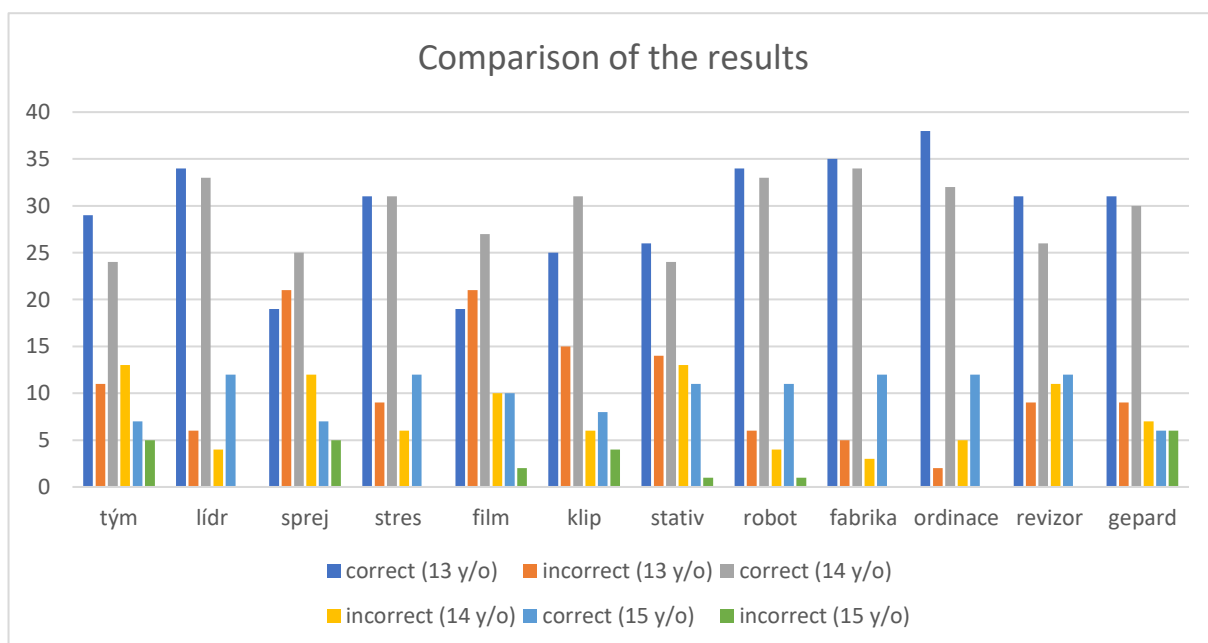
Figure 7: Comparison of the results

2.7. Task 2

Pokuste se napsat české synonymum nebo vysvětlit slovo:

2.7.1. Influencer

Nowadays, the term *influencer* is used all over social networks as well as in the spoken language. In the Cambridge Dictionary, it is defined *as "someone who affects or changes the way other people behave".*[16] Out of 89 respondents, 64 of them (71.9 %) described the meaning of the word *influencer*. However, only 24 of them (26.97 %) were able to state the meaning that would precisely correspond with the original definition of the word. In the case of the other respondents, a certain shift is noticeable – they perceive it as a term referring to a *famous person* (21 respondents – 23.60 %) or a *person who films and posts videos* (17 respondents – 19.10 %). It seems that the meaning originating from the English verb *influence* is shifted to a certain extent in this case.

Response	Number of responses
No answer	25
Osoba, která ovlivňuje další lidi	24
Slavný člověk	21
Někdo, kdo natáčí videa	17
Vůdce	2

Table 3: Influencer

2.7.2. Dropnout

The word *dropnout* derived from the English verb *drop* by the formant -nou-/-nu- was chosen after the author repeatedly heard the term during conversations about music. As the verb/noun originally refers to numerous meanings, the author was interested in the number of them that were borrowed together with the lexeme and whether the meaning was altered to a certain extent. In the end, the respondents produced various answers, including words *pustit/upustit*, *spadnout, vyhodit/odhodit*, *položit/umístit,* and *vysadit* that (according to the

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[16] Influencer. *Cambridge Dictionary* [online]. Cambridge: Cambridge University Press, 2021 [cit. 2021-7-1]. Available from: https://dictionary.cambridge.org/dictionary/english/influencer

Cambridge Dictionary[17] and Oxford Learner's Dictionaries[18] correspond with the original meanings of the verb *drop*. Similarly, those who defined *dropnout* as a phenomenon appearing in music agree with the original meaning of the word. Out of 68 pupils (76.40 %) who answered the question, 10 respondents even provided more than one meaning. In the end, out of 79 responses, 69 (83.34 %) correspond with one of the original meanings of the word. Meanings that shift from the original ones appeared only sporadically and without any significant recurrence.

Response	Number of responses
No answer	21
Pustit/upustit	21
Spadnout	23
Drop v hudbě	9
Vyhodit/odhodit	9
Položit/umístit	6
Skočit	2
Vyslat	1
Vysadit	1
Odejít	1
Vytěžit/získat něco ve hře	3
Zveřejnit	2
Dostat	1

Table 4: Dropnout

2.7.3. Zčeknout

The verb zčeknout derived from English check was translated by 81 pupils (91.01 %), and 16 of them were able to produce more than one meaning. Verbs *zkontrolovat and podívat se/zkouknout* fully correspond with the original meaning – therefore, 96 out of 97 answers (98.97 %) may be considered precise equivalents. In this case, the survey proved no evident semantic shift.

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[17] Drop. *Cambridge Dictionary* [online]. Cambridge: Cambridge University Press, 2021 [cit. 2021-7-1]. Available from: https://dictionary.cambridge.org/dictionary/english/drop

[18] Drop. *Oxford Learner's Dictionaries* [online]. Oxford: Oxford University Press, 2021 [cit. 2021-7-1]. Available from: https://www.oxfordlearnersdictionaries.com/definition/english/drop_1?q=drop

Response	Number of responses
No answer	8
Zkontrolovat	53
Podívat se/zkouknout	43
Zablokovat	1

Table 5: Zčeknout

2.7.4. Stalker

The lexeme stalker was defined by 78 respondents (87.64 %). The majority of them described the word as a person who follows other people; some even provided equivalents such as *sledovatel* or *sledovač*. Even though the word *sledovač* in Czech refers to an electronic device, the author presumes that pupils used it to refer to a person. While these answers correspond with the English definition *"a person who follows and watches another person over a long period of time in a way that is annoying or frightening"*[19], 15 students (16.85 %) decided to use the word *špeh* as an equivalent. In the Czech Dictionary *špeh* is defined as *"člověk, který někoho sleduje s cílem dozvědět se tajné informace"*[20], which is not corresponding with the original meaning.

Response	Number of responses
No answer	11
Pronásledovatel, osoba co sleduje jiné lidi, sledovatel, sledovač	59
špeh	18
Zlý člověk	1

Table 6: Stalker

2.7.5. Follower

The loanword *follower* is generally known mainly from the social websites and 79 respondents (88.76 %) were able to state the meaning that is fully corresponding with the original one – *"someone who chooses to see a particular person's posts on social media"*[21].

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[19] Stalker. *Oxford Learner's Dictionaries* [online]. Oxford: Oxford University Press, 2021 [cit. 2021-7-1]. Available from: https://www.oxfordlearnersdictionaries.com/definition/english/stalker?q=Stalker

[20] Špeh. *Online slovník současné češtiny* [online]. Brno, 2018 [cit. 2021-7-1]. Available from: https://www.nechybujte.cz/slovnik-soucasne-cestiny/%C5%A1peh?

[21] Follower. *Cambridge Dictionary* [online]. Cambridge: Cambridge University Press, 2021 [cit. 2021-7-2]. Dostupné z: https://dictionary.cambridge.org/dictionary/english/follower

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Data from the survey indicate no apparent semantic alteration. Nevertheless, it is more or less evident that the pupils perceive the word predominantly as a part of vocabulary concerning social networks.

Response	Number of responses
No answer	9
Sledující/sledovatel	72
Odběratel	7
Synonym to stalker	1

Table 7: Follower

2.7.6. Postnout

The verb *postnout* (derived from English *post* by formant -nu-/-nou-) was chosen because of its popularity on social websites where it refers to adding new pictures, videos etc. It was described by 76 respondents (85.39 %), and 5 of them provided 2 responses. All answers more-or-less corresponded with the original meaning of the word: *"to publish something such as a message or picture on a website or using social media".*[22] The author registered no shift in the semantic field.

Response	Number of responses
No answer	13
nahrát	22
vložit	18
zveřejnit	21
přidat	14
poslat	2
sdílet	4

Table 8: Postnout

2.7.7. Fejl

The term *fejl* is the adapted form of the English word *fail* and is used by Czech teenagers in various contexts. The respondents provided many equivalents that correspond with the original meaning of the word. Out of 71 pupils (79,78 %) who described it, 7 of them defined it with more than one equivalent. 67 responses (69,79 %) included *něco se nepovedlo, pokazit,*

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[22] Post. *Cambridge Dictionary* [online]. Cambridge: Cambridge University Press, 2021 [cit. 2021-7-1]. Available from: https://dictionary.cambridge.org/dictionary/english/post

chyba, neúspěch, propadnout as well as *prohra* and *propadák*. These are roughly corresponding with the definitions *"a mistake or lack of success in doing something"*, *"to not to be successful in achieving something"*, *"not to pass a test or an exam"* and *"disappoint somebody"*.[23] Nevertheless, several pupils came up with words that are semantically distanced. While in 3 cases, there was no significant recurrence, the term *trapas* was used by 9 respondents (10,11 %).

Response	Number of responses
No answer	18
Něco, co se nepovedlo	23
Pokazit	17
Chyba	13
Trapas	8
Neúspěch	7
Prohra	3
Propadák	2
Hrůza	1
Rozbít	1
Zklamání	1
Propadnout	1
Nehoda	1

Table 9: Fejl

2.7.8. Loser

The term *loser* or the Czechized form *lůzr* is frequently used in both spoken and written Czech. Pupils were rather creative with their definitions – 78 respondents (87.64 %) were able to come up with at least one equivalent or a description – 9 pupils produced even 2 responses. Almost all of the answers are, to a certain extent, corresponding with the original English meaning. The only ones that significantly differed in terms of semantics were *amatér* and *podvodník*, and both appeared only once.

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[23] Fail. *Oxford Learner's Dictionaries* [online]. Oxford: Oxford University Press, 2021 [cit. 2021-7-1]. Available from: https://www.oxfordlearnersdictionaries.com/definition/english/fail_1?q=fail

According to Cambridge Dictionary, it refers to *"a person that you have no respect for"*[24], which is a meaning corresponding with the equivalents *nula, neschopák, lama*, and *nikdo* (15 answers – 16.85 %). Other pupils (25 respondents – 28.09 %) went further and deteriorated its original meaning going as far as using *hlupák, idiot, debil, trouba*, or *trapák*. Other definitions or synonyms were not expressive - 32 responses (35,96 %) defined it as *"někdo kdo prohrává/proherce/prohrávač"* which corresponds with *"a person who is defeated"*[24] and other responses *špatný hráč/ někdo komu se nedaří/někdo kdo nic neumí/smolař/kazitel* may be considered the Czech equivalents to *"someone who regularly fails, a person who is unsuccessful at everything they do"*[24].

Response	Number of responses
No answer	11
Nula/neschopák/nikdo/lama	15
Urážka (trapák/trapný člověk, hlupák, idiot, debil, trouba)	25
Někdo, kdo prohrál/proherce/prohrávač	32
Špatný hráč	5
Někdo komu se nedaří	2
Někdo kdo nic neumí	4
Amatér	1
Podvodník	1
Kazitel	1
Smolař	1

Table 10: Loser

2.7.9. Sharovat

The verb *sharovat* is derived from the English word *share* by the formant *-ova-/-uj-* and may be considered one of the typical technology terms. After the analysis, the author detected no interesting deflections. Out of 68 respondents (76.40 %) who defined the term 9 gave more than one answer. The answer of 63 respondents (70.79 %) – *sdílet* - fully correspond with the original meaning whether it is in context: *"to have or use something at the same time as someone else, to divide food, money, goods, etc. and give part of it to someone else"*,

[24] Loser. *Cambridge Dictionary* [online]. Cambridge: Cambridge University Press, 2021 [cit. 2021-7-1]. Available from: https://dictionary.cambridge.org/dictionary/english/loser

"to tell someone else about your thoughts, feelings, ideas, etc." or *"to put something on a social media website so that other people can see it, or to let other people see something that someone else has put on a website".*[25] Several meanings do not correspond with the original ones: *stahovat* (4.49%), *poslat* (3.37%) and also *pomoc ve hře* a *nabídnout*. Other sporadically appearing equivalents: *dělit/rozdělit, nahrát* and *vyzradit* also correspond with the original semantics.

Response	Number of responses
No answer	21
Sdílet	63
Stahovat	4
Poslat	3
Dělit/Rozdělit	2
Uploadovat	1
Nahrát	1
Vyzradit	1
Pomoc ve hře	1
Nabídnout	1

Table 11: Sharovat

2.7.10. Zabanovat

The verb *zabanovat* is frequently used on social websites, in online games and on websites such as Youtube or Stream. 64 respondents (71.91 %) described the meaning of the word and 7 respondents provided 2 answers. 69 of the responses (71.88 %) are fully corresponding with the original meaning *"to forbid someone to do something or forbid an action".*[26] The only significantly different answers are the terms *heknout* and *zaspamovat*, and both appear only once.

It is evident that Czech apply the term especially in the cyberspace: *zablokovat, vyhodit, zakázat přístup, zákaz hraní, odebrat* or *odstranit* are all directed to the access to a particular

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[25] Share. *Cambridge Dictionary* [online]. Cambridge: Cambridge University Press, 2021 [cit. 2021-7-1]. Available from: https://dictionary.cambridge.org/dictionary/english/share

[26] Ban. *Cambridge Dictionary* [online]. Cambridge: Cambridge University Press, 2021 [cit. 2021-7-1]. Available: https://dictionary.cambridge.org/dictionary/english/ban

website or to losing a specific authority. However, in English the word may be applied in much broader context.

Response	Number of responses
No answer	25
Zablokovat	33
Vyhodit	21
Zakázat přístup	7
Vyřadit	4
Zákaz hraní	2
Odebrat	1
Zaspamovat	1
Heknout	1
Odstranit	1

Table 12: Zabanovat

2.7.11. Sejvnout

The term *sejvnout* is derived from English *save* by the formant *-nou-/-nu-* and it was explained by 83 teenagers (93.26 %) who provided 96 responses in total (13 respondents gave 2 responses). Out of 6 answers 3 fully correspond with the original meaning – *uložit* and *uchovat* (57 responses – 55.88 %) with *"to put information into a computer's memory or onto a computer disk"*[27] and *zachránit* (28 responses – 27.45 %) with *"to stop someone or something from being killed, injured or destroyed."*[27] The term *schovat* differs from the original semantics, but it appeared only once. However, certain attention may be given to the verbs *ubránit* and *zabezpečit*. None of them can be considered the exact equivalent, but the respondents could derive this meaning while using it with their peers in computer games.

Response	Number of respondents
No answer	6
uložit	56
zachránit	28
ubránit	7

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[27] Save. *Cambridge Dictionary* [online]. Cambridge: Cambridge University Press, 2021 [cit. 2021-7-1]. Available from: https://dictionary.cambridge.org/dictionary/english/save

zabezpečit	3
uchovat	1
schovat	1

Table 13: Sejvnout

2.7.12. Cover

The word *cover* was described by 62 respondents (69.66 %) and 5 pupils provided more than 1 equivalent/explanation. The original polysemous character of the word was, to a certain extent, reflected in the Czech respondents' interpretation as well. The responses, including the terms *zakrýt, obal, krýt záda, pokrývka, zaskočit, v utajení* and *chránit* roughly correspond with the original definitions of the word given by Cambridge Dictionary[28]. Additionally, the answers of the pupils who defined cover as a *version of a song* were also considered in agreement with the original meaning of the word. Overall, 67,02 % of the responses were corresponding with one of the original meanings. The other terms appeared only sporadically.

Response	Number of responses
No answer	27
zakrýt	20
obal	16
song	12
krýt záda	7
pokrývka	4
zaskočit	2
chránit	1
playback	1
v utajení	1
fotografie	1
zajmout	1
snížit	1

Table 14: Cover

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[28] Cover. *Cambridge Dictionary* [online]. Cambridge: Cambridge University Press, 2021 [cit. 2021-7-1]. Available from: https://dictionary.cambridge.org/dictionary/english/cover

Task 2: Conclusion

The author presumed that a certain semantic shift would be noticeable after a detailed analysis. However, the differences in semantics were relatively uncommon. In several cases, small groups of pupils agreed on a meaning that slightly differed from the lexeme's original meanings. These are as follows: the term *influencer* defined as *slavná osoba*, the noun *stalker* defined as *špeh*, the term *fejl* defined as *trapas*, and finally, the term *loser* where the meaning seems to deteriorate from the originally impolite meaning to a more expressive one.

For our purposes, this conclusion is beneficial as the teacher does not have to deal with semantic changes that could confuse the pupils and reduce the facilitative effect of loanwords.

3. Activities

The aim of the last chapter is to present the readers of this thesis with 4 activities using borrowed expressions as a learning aid during English classes. Activities result from the data acquired from the research that was executed on or a small sample of the pupils and borrowings.

3.1. Activity 1

3.1.1. Introduction

The first activity deals with the fact that while students usually know of at least one of the original meanings of a borrowing, generally, they are not aware of the rest of the meanings. In the theoretical part, chapter 4.4 it is indicated that borrowings are only rarely borrowed with all semantic properties, which was proved on the analysed sample of anglicisms. The idea behind this activity is an assumption that even partial overlap may unconsciously enhance the learning of the other meanings as the word is already well-known by the learners.

Age/grade: 13-14 years, 7th/8th grade

Duration of the activity: 35 minutes

Aims:

The pupils are capable of explaining what the term anglicism means. In pairs, they use their knowledge about chosen borrowings to form their English definitions. They determine which the English word anglicism is derived from. They complete sentences with corresponding words and are able to explain the polysemic character of the words from the sentences.

Additional information:

The activity (the second exercise) may be adapted to the abilities of the pupils – the sentences may be ordered according to the word that is supposed to be filled or may be mixed together. Simultaneously, while the author provides 20 sentences their number may be easily reduced as the teacher may consider some of the meanings too advanced.

3.1.2. Activity Plan

Time	Procedure/ organizational information	Material	Skills
5 min	The teacher introduces the concept of borrowings/ anglicisms/ loanwords and gives several examples: hokej, drink, zabookovat etc. The pupils are asked to give an example of a borrowing and write it on the blackboard.	blackboard	speaking
10 min	The pupils are given a prepared worksheet. They work on the first exercise in pairs – their task is to write down an English characterization of the given words: zčeknout, postnout, sejvnout, cover, and dropnout and add the original English form of the word. After 5 minutes, the teacher and the class go through their definitions and original forms together.	worksheets	speaking/ writing
15 min	On their own, the pupils complete the sentences with original forms of the words from the previous exercise. The teacher goes through the sentences with the pupils.	worksheets	speaking/ writing
5 minutes	Together with the pupils, the teacher reaches a conclusion – while in Czech we use the word in one or two meanings, for native speakers, the original form of the word has a bigger potential.		speaking

3.1.3. Worksheet content

Exercise 1: Define the anglicisms.

    Zčeknout:_____

        Original form:

    Postnout:_____

        Original form:

    Sejvnout: _____

        Original form:

    Cover: _____

        Original form:

    Dropnout: _____

        Original form:

Exercise 2: Complete the sentences with English words from the previous exercise. (may be used only several of them)

a) The number of Minecraft players has _____ because of that new popular game.

b) The teacher _____ my homework for mistakes.

c) My answers _____ with the answers of my classmates.

d) When you come to the airport, you have to _____ your luggage.

e) _____ out the new video created by Kovi.

f) Did you open your _____ yesterday?

g) Can you _____ this letter tomorrow?

h) My favourite Youtuber _____ a new video every Friday.

i) A soldier should not leave his _____.

j) The police officer _____ my life in that accident.

k) Children should learn how to _____ money as soon as possible.

l) You should _____ the document to your flash disc.

m) The girl _____ her eyes with her hand.

n) Each of his videos _____ an interesting topic.

o) They bought a colourful _____ for their sofa.

p) I promise I will _____ your back next time.

q) That famous Youtuber made a _____ version of my favourite song.

r) The boy tripped and _____ his teacup.

s) She is going to _____ her Japanese lesson and do volleyball instead.

t) Would you _____ me in front of the swimming pool?

3.2. Activity 2

3.2.1. Introduction:

The second activity is divided into two parts. In the first part, pupils are supposed to circle words of the English origin. This task is followed by an article where the original forms of the chosen anglicisms are used in the text. Additionally, English equivalents of the rest of the words from the table are also included in the article – comparing those two forms may have a facilitative effect on remembering the new terms.

Age/grade: 13-14 years, 7th/8th grade

Duration of the activity: 25 minutes

Aims:

Pupils distinguish the anglicisms from the rest of the words in the table. They read the article and find the English equivalents of the words in the table that are not originating from the English language.

Additional information:

The text is full of the original forms of loanwords as well as a high number of cognates. There is no need to explain the concept of cognates, however for the purpose of raising awareness additional task for the pupils may be to underline English words that are similar to their Czech equivalents.

3.2.2. Activity Plan

Time	Procedure/ organizational information	Material	Skills
5 min	In pairs, the pupils circle words that, in their opinion, originate from English.	worksheets	speaking
10-15 min	The class reads the article together, and the pupils check whether they circled the correct words from the table. After reading the article, they search the text for the English equivalents of the rest of the words from the table: publikum, dojem, téma, rada, móda, tlak, reklama, obsah.	worksheets	Reading/ speaking
3 min	The pupils suggest other English terms that they usually encounter when browsing the Internet, playing games, and spending time on social websites.		speaking

3.2.3. Worksheet content

Exercise 1:   9 out of 16 words originate from English, circle them.

publikum	influencer	móda	reklama
tým	rada	teenager	kliknout
dojem	stres	lůzr	obsah
téma	follower	tlak	vlog

Exercise 2: Read and notice original forms of anglicisms.

Who are influencers? How do they affect the lives of teenagers? Influencers are people who influence their fans through their profiles on social media platforms such as Facebook, Instagram, or Twitter. The content of their profiles includes images, videos, and information concerning various topics such as fashion, politics, sports and fitness, or a general lifestyle. Successful influencers are usually likable, interesting, and cool people who are passionate about the issues they discuss in their vlogs and articles as well as passionate about ideas they promote. They regularly interact with their followers – answer their questions, react to their comments, and generally make them feel that their idols care for them and listen to them.

The audience of influencers often follow their advice, take over their opinions and buy products that are recommended to them. It is not surprising that as much as they can be inspiring and affect the lives of their fans in a positive way, they can also influence them negatively.

Even without influencers, they are surrounded by advertisements full of expensive products and perfect models. Teenagers generally want to be popular among their peers and especially make an impression on the other sex. For this reason, they frequently imitate their favourite influencer as much as possible. An excellent example of negative impact is the case of Kim Kardashian, who decided to promote a special diet and appetite suppressants that were unhealthy – especially for girls who were still growing. Seeing her posts made her followers feel self-conscious of their bodies, and suddenly, her profile was a stressful reminder of their "imperfection".

So, while a click on the "follow" button may be a source of inspirational ideas, it may also put unnecessary pressure on the anxious followers because they do not look like their role models, do not have money to buy the recommended products they promote and in the end, feel like losers with comparison to them.

3.3. Activity 3

3.3.1. Introduction:

Among the language skills, including speaking and writing, the activity focuses on semantic differences between English loanwords and their forms in the original language that were noticed in the research part of the thesis.

Age/grade: 13-14 years, 7 [th]/8th grade

Duration of the activity: 40-45 minutes

Aims:

Pupils state which words were the chosen anglicisms derived from. They discuss their original meaning in the English language. They actively use the target vocabulary items when creating the comic.

Additional information:

The teacher may decide which questions should be included in the worksheet as 6 of them may be too much for some pupils. Additionally, the number of loanwords may be either reduced or broadened. Finally, as the activity may last longer, it may be finished during the following lesson.

3.3.2. Activity Plan

Time	Procedure/ organizational information	Material	Skills
5-8 min	In pairs, the pupils write down the original form of the given loanwords. Together with the teacher, the class discusses the meanings of the words.	worksheets	Speaking/ writing
10-12 min	In pairs, the pupils discuss questions from the exercise 2. After several minutes the class goes through the questions together with the teacher.	worksheets	Speaking
25 min	The other side of the worksheet includes a short comic - pictures and blank spaces. The pupils work in groups of three and are encouraged to use not only the original forms of loanwords mentioned above but also other English words originating from social websites and the Internet that come to their minds.	worksheets	Speaking/ writing

3.3.3. Worksheet content

Exercise 1: Define the anglicisms.

zčeknout

dropnout

sejvnout

loser

fejl

čilovat

zabanovat

random

postnout

Exercise 2: In pairs answer the questions.

- What are the differences between a stalker, a follower, and a spy?
- Think of 2 sentences where you can use the word follow in different meanings and write them down.

- Have you ever done a prank on your friend/parent/sibling/teacher?
- How would you define a loser?
- What does a ban mean? Have you ever been banned from any website? Why? What are the frequent reasons for being banned from websites?
- Who are influencers and what do they do? Would you like to become one?

3.4. Activity 4

3.4.1. Introduction

The last activity results from the theoretical part of the thesis – specifically from the chapter about adaptation that discusses pronunciation and the shift of the word stress applied when a lexeme is used as a borrowing in the Czech language. The aim of the activity is to emphasize pronunciation features of the English language while comparing it to Czech.

Age/grade: 12-14 years, 6th/8th grade

Duration of the activity: 20 minutes

Aims:

Pupils describe differences between the Czech and the English word stress concerning nouns and verbs and pronounce the chosen English expressions correctly.

3.4.2. Activity Plan

Time	Procedure/ organizational information	Material	Skills
10 min	At first, the teacher uses several Czech words (nouns and verbs) – both short and long and together with the pupils, they decide where the word stress is placed. This is followed by the English examples – together, the class with the teacher forms the general rules concerning the word stress in English.		Speaking – pronunciation
10 min	The pupils are given a list of the loanwords and the cognates in two columns – the Czech version/the English version. The aim of the pupils is to underline the part of the word where the word stress is located. The pupils work in pairs and say the words aloud to practice correct pronunciation. After several minutes the teacher goes through the words with the pupils, emphasizing the differences.	worksheets	Speaking - pronunciation
	In the case the class is advanced, the teacher may use only the Czech version of loanwords/cognates and let the pupils add the English versions of these words.		

3.4.3. Worksheet content

List of vocabulary (the teacher may choose only several of these items):

Hamburger

Afterparty

Escort

Fotografie

Recordman

Snowboard

Soundtrack

Demokracie

Upgreadnout/Upgrade

Recyklace

Export

Protekce

Discussion

Electronics

Gymnastics

Flexibility

Radioactivity

Import

Management

Exportovat/export

Record

Protestovat/Protest

Conclusion

The Czech language is full of English words – anglicisms - that are used by people daily. This fact applies especially to teenagers who are exposed to them through cyberspace. Based on the theoretical research, the author supports the idea of using anglicisms in language lessons as they may facilitate language acquisition. She considers modern anglicisms a rich source of vocabulary items and assumes that they should be creatively incorporated in language lessons. The aim of this strategy would be to *raise awareness* of their potential as the pupils may not perceive them as a useful resource of English words.

The theoretical part of the thesis studies not only the linguistic aspect of anglicisms but also the language transfer, principles of the cross-linguistic similarities and their role in language acquisition. The author formed 5 research questions and 3 hypotheses and created a corresponding questionnaire. *The aim of the research was to explore the attitude of teenagers towards newly borrowed anglicisms, examine pupils' ability to distinguish anglicisms from domestic words or words of foreign origin, and finally, analyse the extent of semantic adaptation of 12 popular anglicisms.* The survey was executed at two schools and the questionnaire was filled by 89 students in total. Based on the information from the theoretical part and the results of the survey, the author created 4 activities containing anglicisms that teachers may apply in their lessons in case they want to point out and utilize the potential that borrowed items provide.

The first hypothesis presumes that *pupils tend to use anglicisms on a daily basis as they present a popular part of the teenage subculture, especially in spoken communication*. The results indicate that most of the respondents (88.76 %) use anglicisms daily. Their motivation for this linguistic phenomenon differs as none of the variants significantly prevails over the others. Teenagers obviously use anglicisms for various reasons, including peers' influence, general popularity, the lack of suitable Czech equivalents, and also for their shorter forms. Finally, instead of being restricted to spoken communication, 67.09 % of respondents use anglicisms in spoken communication as well as in the written form.

The second hypothesis assumes that *pupils are able to distinguish adapted words originating from English from domestic words and from words borrowed from other languages*. According to the results, pupils are quite successful at this task. On average, each pupil was able to sort 75.75 % of words correctly. In total, 72.43 % of the words were classified correctly and 27.57 % incorrectly.

The third and final hypothesis focuses on the semantic adaptation of the chosen anglicisms and presumes that *teenagers do not always associate anglicisms with the meanings their original forms have in the English language as a certain semantic shift happened.* 12 frequently used anglicisms were carefully analysed and while in several cases: influencer, loser, fejl, and stalker a slight semantic shift was discussed as an equivalent/definition that was not corresponding with the original meaning of the word appeared repeatedly, no significant changes were noticed. Overall, the expectations resulting from the third hypothesis were disproved.

Based on the information obtained from the research, the author created 4 classroom activities that use the concept of loanwords as a learning aid. As pupils use anglicisms frequently in their everyday life, the activity based on them may keep their attention more than an activity, including vocabulary they have no relationship to. Further, the fact that pupils are not able of flawless identification of borrowed words indicates that raising awareness of their presence in our language may be beneficial for their language acquisition. Finally, as the meanings of chosen loanwords were not shifted (which would reduce the desired cross-linguistic overlap that is needed for a facilitative effect of loanwords on vocabulary learning) it is possible to include them in activities without any problems.

Prepared activities may serve as an inspiration for teachers who decide to test the potential of anglicisms on the learning process of their pupils as well as on their attention in the lessons and willingness to work on the corresponding tasks.

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Appendices

Appendix 1: Questionnaire

Appendix 2: Worksheet 1

Appendix 3: Worksheet 2

Appendix 4: Worksheet 3

Appendix 5: Worksheet 4

Appendix 1: Questionnaire

Dotazník: Anglické výpůjčky používané českou mládeží

Tento dotazník vznikl za účelem vypracování diplomové práce pojednávající o anglických výrazech používaných při běžné komunikaci žáků základních škol. Dotazník je anonymní a získané výsledky poslouží pouze k vypracování diplomové práce. Děkuji Vám za spolupráci.

Základní informace:

Pohlaví: muž / žena   Věk: _____   Škola: základní škola / osmilené gymnázium

1. Anglické výrazy typu typu postnout, savenout, LOL, reportnout, OMG, streamovat, failnout, cool, no comment, follower, memečko, hater, apod.

a. používám (pokračujte na otázku č.2)
b. nepoužívám (pokračujte na úkol č.1)

2. Z jakého důvodu používáte anglické výrazy? Můžete označit více možností!

a. Protože je používá mé okolí.
b. Protože je to moderní.
c. Protože neznám slova, kterými bych anglické výrazy nahradil(a)
d. jiná možnost: _____

3. Anglické výrazy používám při:

a. mluvené komunikaci
b. psané komunikaci
c. mluvení i psané komunikaci

Úkol č.1:

Šest slov v tabulce pochází z anglického jazyka. Pokuste se zakroužkovat, o která se jedná.

tým	robot	stres	revizor
stativ	sprej	ordinace	klip
lídr	fabrika	film	gepard

Úkol č. 2:

Pokuste se napsat české synonymum nebo vysvětlit slovo:

INFLUENCER

DROPNOUT

ZČEKNOUT

STALKER

FOLLOWER

POSTNOUT

FAIL

LOOSER

SHAROVAT

ZABANOVAT

SEJVNOUT

COVER

Appendix 2: Worksheet 1

Exercise 1: Define the anglicisms.

Zčeknout:_____

     Original form:

Postnout:_____

     Original form:

Sejvnout: _____

     Original form:

Cover: _____

     Original form:

Dropnout: _____

     Original form:

Exercise 2: Complete the sentences with English words from the previous exercise.

a) The teacher _____ my homework for mistakes.

b) When you come to the airport, you have to _____ your luggage.

c) _____ out the new video created by Kovi.

d) Did you open your _____ yesterday?

e) Can you _____ this letter tomorrow?

f) A soldier should not leave his _____.

g) The police officer _____ my life in that accident.

h) Children should learn how to _____ money as soon as possible.

i) You should _____ the document to your flash disc.

j) Each of his videos _____ an interesting topic.

k) They bought a colourful _____ for their sofa.

l) I promise I will _____ your back next time.

m) The boy tripped and _____ his teacup.

n) Would you _____ me in front of the swimming pool?

Appendix 3: Worksheet 2

Exercise 1:   9 out of 16 words originate from English, circle them.

publikum	influencer	móda	reklama
tým	rada	teenager	kliknout
dojem	stres	lůzr	obsah
téma	follower	tlak	vlog

Exercise 2: Read and notice original forms of anglicisms.

Who are influencers? How do they affect the lives of teenagers? Influencers are people who influence their fans through their profiles on social media platforms such as Facebook, Instagram, or Twitter. The content of their profiles includes images, videos, and information concerning various topics such as fashion, politics, sports and fitness, or a general lifestyle. Successful influencers are usually likable, interesting, and cool people who are passionate about the issues they discuss in their vlogs and articles as well as passionate about ideas they promote. They regularly interact with their followers – answer their questions, react to their comments, and generally make them feel that their idols care for them and listen to them.

The audience of influencers often follow their advice, take over their opinions and buy products that are recommended to them. It is not surprising that as much as they can be inspiring and affect the lives of their fans in a positive way, they can also influence them negatively.

Even without influencers, they are surrounded by advertisements full of expensive products and perfect models. Teenagers generally want to be popular among their peers and especially make an impression on the other sex. For this reason, they frequently imitate their favourite influencer as much as possible. An excellent example of negative impact is the case of Kim Kardashian, who decided to promote a special diet and appetite suppressants that were unhealthy – especially for girls who were still growing. Seeing her posts made her followers feel self-conscious of their bodies, and suddenly, her profile was a stressful reminder of their "imperfection".

So, while a click on the "follow" button may be a source of inspirational ideas, it may also put unnecessary pressure on the anxious followers because they do not look like their role models, do not have money to buy the recommended products they promote and in the end, feel like losers with comparison to them.

Appendix 4: Worksheet 3

Exercise 1: Define the anglicisms.

zčeknout

dropnout

sejvnout

loser

fejl

čilovat

zabanovat

random

postnout

lajknout

Exercise 2: Questions

- What are the differences between a stalker, a follower, and a spy?
- Think of 2 sentences where you can use the word follow in different meanings and write them down.

- Have you ever done a prank on your friend/parent/sibling/teacher?
- How would you define a loser?
- What does a ban mean? Have you ever been banned from any website? Why? What are the frequent reasons for being banned from websites?
- Who are influencers and what do they do? Would you like to become one?

Appendix 5: Worksheet 4

Circle the primary stress of the chosen words:

Hamburger	Hamburger
Afterparty	Afterparty
Escort	Escort
Eskortovat	Escort
Fotografie	Photography
Recordman	Rekordman
Demokracie	Democracy
Upgreadnout	Upgrade
Upgrade	Upgrade
Recyklace	Recycling
Export	Export
Exportovat	Export
Protekce	Protection
Electronika	Electronics
Gymnastika	Gymnastics
Flexibilita	Flexibility
Protestovat	Protest
Protest	Protest

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Résumé

Tato diplomová práce je zaměřena na anglické výpůjčky v češtině a jejich využití při výuce anglického jazyka. Analýzou dotazníků, které byly osobně vyplněny žáky ve věkovém rozmezí 13-15 let ze dvou různých škol, autorka hodnotila osobní postoj žáků k anglickým výpůjčkám a jejich schopnost odlišit od sebe anglicismy a domácí slova či slova pocházející z jiného cizího jazyka. Finální část dotazníku se soustředila na konkrétní výpůjčky z prostředí počítačů a internetu, které žáci vlastními slovy definovali. Podrobným vyhodnocením poslední části bylo možné rozhodnout, zdali se význam, který měly originální formy výpůjček v anglickém jazyce plně přenesl do jazyka českého nebo zdali došlo k patrnému posunu v oblasti sémantiky. Na základě získaných informací autorka vytvořila 4 aktivity zaměřené na anglické výpůjčky, které je možné použít při výuce anglického jazyka.

Annotation

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Rok obhajoby:	2021

Název závěrečné práce:	Změny ve významu anglických výpůjček používaných v mluvě českých teenagerů
Název závěrečné práce v angličtině:	Semantic Changes of English Loanwords Used in the Speech of Czech Teenagers
Anotace závěrečné práce:	Cílem této diplomové práce je prostudovat problematiku anglických výpůjček a jejich potencionální využití při výuce jazyka. Práce analyzuje obecný přístup žáků k anglicismům, schopnost odlišit výrazy anglického původu a možný sémantický posun u vybraných výpůjček. Na základě získaných informací jsou vytvořeny 4 aktivity, které může učitel použít při výuce anglického jazyka.
Klíčová slova:	Anglické výpůjčky, adaptace, výuka angličtiny, sémantická změna, mezijazykové vztahy
Anotace v angličtině:	The aim of this diploma project is to study the problematics of English loanwords and their potential usage during language teaching classes. The thesis analyses the general attitude of pupils towards anglicisms, their ability to distinguish words of English origin and possible semantic shift in the case of the chosen loanwords. Based on the information from the research, the author creates 4 classroom activities that may be used during the English language lessons.
Klíčová slova v angličtině:	English loanwords, adaptation, English teaching, semantic shift, cross-language relationships
Přílohy vázané v práci:	Dotazník Pracovní listy CD
Rozsah práce:	87 stran
Jazyk práce:	Anglický jazyk