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**Anglicisms in the Czech Lexicon with a Focus on
Young Generations**

Bakalářská práce

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Anglický jazyk se zaměřením na vzdělávání

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Prohlašuji, že jsem závěrečnou práci vypracoval samostatně a použil jen uvedení pramenů a literatury.

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Abstract

This bachelor thesis deals with the English influence on the Czech language which is connected to the increasing usage of anglicisms. The aim of this paper is to raise the awareness of issues of Czech and how anglicisms affect it. In the theoretical part, the current state of Czech and its possible future development are described along with reasons for adopting anglicisms into Czech and their adaptation. The practical part then focuses on the perception of anglicisms among young generations and examples from the real world. The findings from this thesis are meant to bring adjustments to teaching practice mainly of English teachers.

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Introduction

Nowadays the influence of English language on other national languages rises and Czech is not an exception. So-called anglicisms, which may be defined as English words or phrases that are used in another language and/or words and phrases derived from them (Akademický slovník cizích slov, 1995, p. 52) has been used not only in speech of politicians, scientists, businessmen and other fields with international overlap, but also more frequently in everyday speech of ordinary people.

My bachelor's thesis focuses on such anglicisms of everyday speech, especially in speech of young people as they influence Czech the most.

The thesis is divided into two main parts: theoretical and practical. The former one deals with current state of the Czech language in more detail and compares it with the past. Then it concentrates on the communication of young people, and adaptation of anglicisms in Czech dictionaries especially the dictionary of neologisms. The main part of my thesis focuses on the adaptation of anglicisms from different points of view and division of anglicism based on their lexical features, to show how they behave in our language. Furthermore, theoretical part deals with reasons to adapt anglicism in the Czech language, the rise of English language, and becoming so-called lingua franca, and the possible future development of the Czech language.

The latter (practical) part is based on a quantitative questionnaire and examples I have collected between 2019–2020. It supports the theoretical findings and claims.

I have chosen this topic as it is not important only for English teachers, who should make sure their students use anglicisms properly, but also for all Czechs that like and worry about their mother tongue as Czech transforms into branch of English language.

Theoretical part

1. The current state of the Czech language

The Czech language is undeniably a live and developing language. It belongs among the top hundred languages in terms of a number of speakers. (Téma, 2019, p. 3) Is there any reason to be worried about it then? In recent years the influence of English on Czech has become very noticeable, and the number of anglicisms in the vocabulary of Czech people is likely to increase may the situation not change.

Current Czech vocabulary has approximately 250 000 words, 40-45% of which has been borrowed from other languages. (Téma, p. 3) However, not all of them are from English. Throughout the centuries Czech adopted words and expressions from various languages such as Latin (e.g. *justice* from *iūstitia*; *kapacita* from *capācitās*), French (e.g. *šofér* from *chauffeur*; *aféra* from *affaire*) or German (e.g. *blinkr* from *Blinker*; *přednáška* from *Vortrag*) (Český etymologický slovník, 2001). Most of these words have been part of the Czech lexicon for a long time, thus they are domesticated and perceived as Czech. They are on the highest level of adaptation, which is dealt with in further chapters. Nevertheless, nowadays the majority of words in Czech have English origins as there are nearly 5 000 of anglicisms. That is for instance 6 times more than germanisms, despite German influence was the dominant one for centuries. Not to mention new anglicisms are adopted or created every day. (Téma, p. 3)

Expressions from English have begun slowly streaming into Czech after the Industrial Revolution in England in 19th century, and some of them even earlier (e.g. *bil* from *bill* used already by Karel Havlíček Borovský *1821-†1856) (Kučera, 1995, p. 77). However, it was not until after WWI that the influence became evident. During the communist era, it was weakened, to spring again after the Velvet Revolution in 1989 (Nekula,

2004, p. 274), and subsequent orientation on the Western world with English as the dominating language. Language and historical development are therefore closely connected. In comparison to Germanization and Russification that was rather forced, the process of adopting anglicisms is more spontaneous which makes people more willing to use them. However, in certain fields (business, science, politics, etc.) usage of anglicisms became a sort of necessity. Besides the mentioned fields, anglicisms appear primarily in slang. From these two language layers¹, that are limited to specific users, some anglicisms then get into general Czech used by the majority of people in ordinary speech, and possibly even into literary Czech (Bozděchová, 2017), which is the representational form of our language.

Therefore, Czech should not be generalized but viewed in terms of language layers and specific situations when referring to the usage of anglicisms. People, for instance, speak differently when talking to friends and their boss. (dvojka.rozhlas.cz, 2019, 10:10–10:57) Apart from layers, we can divide vocabulary into centre and periphery. Centre consists of words that are not derived, semantically basic, style neutral, productive and frequent (e.g. *mother, house, table, road, car, food*). These words are used daily and are crucial for our communication. On the other hand, words on the periphery are not that common. (Daneš, 1966, p. 9–21) Historisms (words for defunct concepts e.g. *groš*), archaisms (words that are being replaced by new ones, but their concepts still exist e.g. *škamna* for *školní lavice*) and neologisms (new words in a language e.g. *selfie*) can all be classified as peripheral words. (pravopisně.cz)

Czech is a dynamic language; thus words that are a part of the centre move to periphery and vice versa. There are still more anglicisms on the periphery than in the centre, although the more anglicisms Czech adopts the

¹ See appendix 1 for the more detailed division of Czech language layers

higher the chance for them to substitute Czech words in the centre.

There are two forms of influence when it comes to bringing new words into vocabulary– internal and external. Czech itself produces words, many of which can be found for instance in the dictionary called *Hacknutá čeština*, which was established by Michal Škrabal and Martin Kavka. It is an online dictionary where anyone can write new expressions, although those two men created it and help to run it.

However, in recent years the external influence has increased which is connected primarily to the globalisation as a process of connecting the world in all aspects including languages. The dominant language of globalisation is English, and it is also supported by the process of Americanization. In other words, becoming similar to Americans and the USA in terms of culture, habits, values, etc. (collinsdictionary.com) One example for all is Halloween that pushes away the Czech tradition of “dušičky”. People are in contact with English practically anywhere and anytime. Mass media, literature and especially the internet are nowadays filled with English, and it seems like Czech cannot keep pace.

Nevertheless, it is important to differentiate between functional and unfunctional anglicisms. The former ones are useful for the language as they help people to express previously inexpressible or hardly expressible concepts (e.g. *hamburger*), whereas the latter ones only substitute already existing Czech words and do not bring anything new (e.g. *cute* for *roztomilý*). (dvojka.rozhlas.cz, 2019, 9:48–10:04)

Czech is overall a dynamic language which has changed significantly throughout the course of history and changes even nowadays mainly under English influence, and it is particularly the young part of the population that brings new words into general Czech through their slang.

1.1 Conversation of young people

Young people can be defined as generations Y and especially Z, which follows it. In the Czech Republic generation Y includes people born in the second half of the 1980s as their upbringing was already not influenced by communism or just slightly. Generation Z is even referred to as “digital natives”. (bbc.com) However, even for members of generation Y technologies became a part of their everyday lives. Young people spend many hours on the internet watching videos on YouTube, listening to songs, chatting on social media and playing games or watching films and TV series, and the English language is present everywhere. In particular, the vocabulary of so-called influencers on YouTube and social media, where thousands of people follow them, is filled with anglicisms. Nowadays, these people are situated into role models for young generations, that try to be like them.

Young people tend to watch much more than they read (dvojka.rozhlas.cz, 2016, 9:43–9:48), which is connected to the fact that parents do not read to their children and put them in front of a screen, because it is more comfortable for them. (Svět ženy, 2019, p. 50). Therefore, children’s vocabulary range becomes narrower. An average adult person actively uses approximately 7,000- 10,000 words, and it is even less for teenagers. (Téma, p. 3) Nevertheless, reading does not always enrich our vocabulary in terms of Czech equivalents for anglicisms. Young people read mainly internet blogs and magazines, and even books are often written in general Czech instead of the literary one.

As suggested by Prošek (dvojka.rozhlas.cz, 2019, 22:50–23:15) young generations have issues with writing and speaking literary Czech, due to not encountering it enough. Not even lessons at school are led in literary Czech. (dvojka.rozhlas.cz, 2016, 3:22–3:28) Speaking about school it also plays a part in influencing young people as English is compulsory taught since the

1st grade since 2013 (RVP MŠMT, 2013). However, many parents make their children learn English even earlier, which, according to Masáková (Svět ženy, p. 49), slows their progress in both languages.

Nonetheless, young people are influenced rather by media than school. Particularly by social media, like Facebook or Instagram, which is the primary means of communication nowadays. The way of communication on social media correlates with the fast-paced age we live in. It is short and full of abbreviations such as *LOL* (laughing out loud), *OMG* (Oh my god!), *BTW* (By the way) or *WTF* (What the fuck?) as the most common ones. There are also abbreviations from various slangs, for instance, the gaming slang which enriched internet speech with *BRB* (Be right back), *CG* (Congratulations), etc.² Young people then struggle in the face-to-face communication as it is affected by the internet one, although they cannot use various pictures and gifs, that they often do in the virtual world. (dvojka.rozhlas.cz, 2016, 8:55–9:20) They also use a lot of evaluating expressions usually from English as well like *super*, *mega*, *giga*, *brutální*, *totální* either as a part of a lexical word in form of so-called prefixoids (Martincová, 2004) (word-forming means functionally standing at the interface of word-forming base and prefix e.g. *superhvězda*) (Furdík, 2004, s. 155) or as separate lexical words.

Young generations use more anglicisms than their parents as the influence of the English language rises, and partly because they want to distance from what their parents do and established including language. However, the downside of it is that their language skills are limited.

1.2 Vocabulary in dictionaries

The state of a language is also reflected in various types of dictionaries. There are many ways of division according to target readers

² Abbreviations can be usually written both in capital and small letters

and/or content. Two main types are encyclopedic and linguistic dictionaries. Linguistic can be further divided into translative dict.³; descriptive, normative; diachronic, synchronic; orthoepic; focused on dialects, argot or slang, and many others. (Novotná, 2017)

However, the most important ones for the purposes of my thesis are the etymological dict. that tracks origins of words, dict. of neologisms which collects new words, dict. of literary Czech covering the representative layer used on the official level, and last but not least the dict. of synonyms as known as a thesaurus. In the etymological can be found that many anglicisms are not in fact original English words (e.g. *totem* from Indian language) (Bozděchová, 2017). However, for the purposes of this thesis, the decisive criterium is whether or not expressions came to Czech through English regardless their origin. In the literary Czech dict. and the thesaurus is shown the level of adaptation of anglicisms. Dictionaries nowadays usually also have their internet form as language develops too quickly for printed versions to keep pace. Particularly when it comes to dict. of neologisms. Words that were considered new about 20 years ago are already widely used, and, in many cases, fully adapted in the Czech language (e.g. *komiks* from *comics*). (Naše řeč, 1992)

Despite the Institute of the Czech language officially publishes many dict. there are also unofficial ones written by lexicographers and people that are simply interested in the Czech language and do research in language fields. That is how the dictionary called *Hacknutá čeština*. It is not as reliable source as other official dict., although it is very up to date, and it provides the opportunity to compare it to other dictionaries.

³ Dict. stands for dictionary(-ies)

2. The rise of the English language

The English language is nowadays the 1st most widespread language in the world with about 1.132 billion total speakers followed by Chinese and Spanish (babbel.com) It has become so-called lingua franca, which is a language that is used for communication between groups of people who speak different languages, around the globe, mainly in Europe and the USA, and its significance still grows.

However, it was not always like that in the past. It was not until the reign of King Henry IV (1399-1413) that English was the language even among the nobility in England, and it took almost half a century for it to become the official language in the whole society. (McDowall, 2006 p.50-53) It was preceded by French and Latin.

Despite constant fighting with France and later also Spain, England managed to become the supreme power in Europe by the end of the 16th century. The major upswing for the English language began with establishing colonies, especially, in the West in the contemporary USA and Canada. Even though the USA acquired independence in 1776 the English empire eventually became the largest one in history. It had colonies all over the world until the WWII. (McDowall, p.145-147)

In spite of losing the colonies, the English language remained the official language in the majority of them, which helped it to spread. However, what really made English spread outside English colonies was the Industrial Revolution, due to which new inventions began to be used, and with them came also the English language as not every language came up with its own words, keeping the English terms. Finally, the state of the English language was reinforced with the invention of PC and the global usage of the internet where it is the main language. (w3techs.com)

3. Reasons for adopting and using anglicisms

Nowadays, there are various reasons for adopting and using anglicisms, that are more or, in some cases, less understandable. Different users have different reasons as international specialists use anglicisms mainly to unify the terminology with foreign colleagues and to limit language barriers. However, as it was mentioned before, this thesis focuses primarily on the general public and within it the young generations, since they influence the present and future state of the Czech the most.

On the one hand, it is kind of a natural process to adopt and use anglicisms. Due to globalism, English is basically ubiquitous. Therefore, if people hear and see English expressions daily on the internet, and in other mass media, they get used to them and incorporate them into their vocabularies. This is connected to the fact that after the Velvet Revolution in 1989 Czech wanted to get rid of Russian expressions, hence they reached for English as they started orienting on the West, where it is the main language. Apart from that, everyone's active (words people actively use) as well as passive (words people know, but do not actively use) vocabulary is limited (Téma, p. 3), therefore it is not efficient to keep both the Czech and English expression for the same concept, so one is kept in the active, and the other is moved to the passive word-stock. Nowadays, anglicisms increasingly prevail over Czech expressions.

Regarding efficiency, it can be said that in the fast-paced age shorter words are used rather than longer for the purpose of saving time. Despite Czech being very rich language, it still lacks some one-word equivalents for anglicisms, for instance, the word *smoothie* (in Czech it would be something like “nápoj z čersvého ovoce nebo zeleniny” which is quite long and wordy). However, even if there is a one-word equivalent, the English option may be used more frequently, if it is shorter in the written form as for *ok* vs. *dobře*,

which is the consequence of the link between spoken and written language. Moreover, when a new English expression occurs (e.g. *selfie*) it spreads so quickly that even if Czech created an equivalent for it, people would be already used to the English one. Speaking of the selfie, it could also be defined as so-called internationalism (internationally used word), therefore it would not be much efficient to use a different term for it as it would cause misunderstandings and expand the language barrier. The same applies e.g. for (to) *like* on social media.

Another reason might be that Czech grammar is more difficult than the English one. For example, English has only one form of adjective for whatever noun follows it, unlike in Czech where are different endings for different genders. That is why especially young people may find it easier to use *cute* instead of *roztomilý/i/á/é*. Children these days learn English since the 1st grade or even earlier which contributes to the usage of anglicisms, too.

On the other hand, some of the reasons are more deliberate. As it was said, young people tend to distinguish from their parents' speech, and use such expressions older generation does not understand, and anglicisms provide that. At the same time, if their peers use anglicisms, they adapt to it and start using them as well, in order to not be excluded. Some people also use anglicisms just to make their speech more interesting and to show they know them. (Téma, p. 10) One of the reasons anglicisms are used in television and journalism, if it is intentional, might be that these media are trying to become more appealing for younger generations, who tend to prefer the internet over other mass media.

There are more unintentional reasons than intentional, thus adopting and using anglicisms can be perceived as natural. Many anglicisms are, in fact, beneficial as they enrich the Czech language of internationalisms and/or synonyms. However, overuse of anglicisms makes the speech unclear, and a lot of people include anglicisms in their vocabulary as sort of a pose.

4. Adaptation of anglicisms

As Bozděchová, (1997, p. 272-273) claims, the process of adaptation of anglicism in the Czech lexicon is natural, similarly to its adopting and using. It is unforced and usually happens spontaneously. However, even if it was forced or, on the contrary, forbidden, it would not work in contemporary Czech, since speakers are those who decide about the form of language. (Téma, p. 8) At least in non-literary layers.

There are many levels of adaptation from different points of view, and the adaptation of every word depends on various circumstances such as how long they are part of the Czech language, frequency of usage, functionality or lexical meaning (Bozděchová, 2017) In general, anglicism initially appears on the periphery of the Czech lexicon, where it is used by a few people. After that it, spreads and is used more frequently, hence it gets into the general Czech layer. Then, it becomes a part of the centre of our language, and eventually even a part of the literary Czech, which is the highest level of adaptation from the formal point of view (e.g. *víkend* from *weekend*). (dvojka.rozhlas.cz, 2019, 9:48–10:04) From a different angle the highest level of adaptation is when anglicism is capable of derivation (e.g. *likovat/lajkovat* from *like*). (Bozděchová, 2017) Nonetheless, not every anglicism reaches the same level of adaptation.

4.1 Orthographic and orthoepic adaptation

Orthographic and orthoepic adaptations i.e. written form and pronunciation, are closely connected, and they influence each other. These two kinds of adaptation are very dynamic and tend to vary throughout time. The most noticeable difference between the past and the current state is that in former times, altering anglicisms into Czech form was preferred to

retaining the same form as they have in English. There are several options to combine written and spoken forms. 1) full English (e.g. in *hobby* /'hɒbi/), 2) English written form with partly adapted pronunciation (e.g. *jam* /'dʒɛm/), 3) Czech written form of the English pronunciation (e.g. *džem* /'dʒɛm/), 4) Czech written form of the Czech (“wrong”) pronunciation (e.g. *foťbal* /'fɔtɔl/). However, there are also exceptions that cannot be assigned to any group mentioned above (e.g. *džungle* from *jungle* /'dʒʌŋgl/ (Nekula, 2017) As it is apparent on the example with *jam/džem* or *cash/keš* the process of adaptation is not strict, thus so-called doublets or even triplets (e.g. *cocktail/koktaji/kokteji*) can appear, although one form usually eventually prevails. Some of these doublets and other anglicisms can be found in “Akademický slovník cizích slov” (1995) and its extension “Nový akademický slovník cizích slov” (2005) which, besides other things, codify the written form, although both possibilities are usually allowed, and preferences depend on every individual.

However, due to the overall significant improvement of the English language skills in the society, the full English form is more common, since there is a lower need for changes as both written form and pronunciation of English words are more familiar among speakers. Nevertheless, even nowadays anglicisms undergo orthographic and/or orthoepic adjustments.

According to Nekula (2004, s. 268-269) these adjustments have the following features:

- A. Change in stress (*recycling* /ri:'saɪklɪŋ/ → *recyklace* /'rɛtsɪklʌtsɛ/) respectively removal of the secondary stress as Czech has stationary stress on the first syllable
- B. Assimilation of voice at the end of a word or morpheme (*job* /'dʒɒb/ → *džob* /'dʒɒp/)

- C. Syllables at the end of words are not reduced (**tandem** /'tændəm/ → **tandem** /'tʌndɛm/)
- D. Full realization of the *r* consonant (**park** /'pɑ:k/ → **park** /'pʌrk/)
- E. Loss of aspiration of consonants *p*, *t*, *d* at the beginning of words (**party** /'p^hɑ:ti/ → **párty** /'pɑ:rti/)
- F. Phonemes that are specific to English are replaced with the Czech ones. The phoneme /θ/ (-th) is replaced either with /t/ (**thriller** /'θrɪlə/ → **triler** /'trɪlɛr/) or at the end of the words /s/ (**Smith** /'smɪθ/ → /'smɪs/). /ð/ is replaced with /d/ (**motherboard** /'mʌðə,bɔ:d/ → /'mʌdrbɔ:rd/); bilabial /w/ with labiodental /v/ (**whisky** /'wɪski/ → /'vɪski/) and /æ/ either with /e/ or /a/ (**camp** /'kæmp/ → **kemp** /'kemp/ or **hamburger** /'hæmbɜ:gə/ → /'hamburgr/). Despite phonemes /dʒ/, /vʊ/, /ɔ:/ and velar /ŋ/ being a part of Czech phonological system, they are considered peripheral, therefore they are replaced with phonemes from the centre (**pudding** /'pʌdɪŋ/ → **pudink** /'pʊdɪnk/)

These features then often cause the notorious Czech accent.

However, recently there has been a tendency for regressive adaptation primarily regarding the ending *-ing* (**trénink** → **tréning**; **marketink** → **marketing**) (Matras, 2009) and even whole words (**mítink** → **meeting**; **diskžokej** → **DJ**), which signalizes the convergence of Czech to English.

4.2 Morphological adaptation

Another condition for anglicisms to be perceived more as Czech expressions, and eventually become domesticated is their morphological adaptation. The morphological adaptation concerns mainly nouns as that is the most complex word class for this type of adaptation.

Unlike English, the Czech grammar uses seven language cases for the

process called declension (modifying endings of words according to the case). English nouns are therefore usually assigned to one of the grammatical genders (masculine, feminine, neuter) based on their natural gender, and within masculine gender further divided into animate (living creatures) and inanimate (non-living objects). Within grammatical genders anglicisms are then assorted based on their orthoepic ending in nominative i.e. the first case, and simultaneously assigned to a specific paradigm, which functions as a pattern for declension (e.g. *outsider* is considered to be animate masculine gender in Czech specifically the declension pattern *pán*, hence it follows this pattern in all other cases for example in the genitive (2nd case) *outsidera/outsidra* [*pána*]). (Nekula, 2017) On this example, the tendency to omit the vowel *e* from the English suffix *-er* can be seen, as it is not pronounced, although both forms are possible (/aʊtsʌjdɛr/ or /aʊtsajdr/).

Even though English also differentiates genders, Czech sometimes struggles with matching anglicisms to paradigms such as in the case with *runway/ranvej* (it can be either masculine [paradigm *stroj*] or feminine [paradigm *píseň*]). (Naše řeč, 1999) In other cases, it is helpful to use similar concepts (e.g. *centrum* as *středisko*) and/or hypernyms (*whisky* as *kořalka*).

Nevertheless, not every noun is suitable for declension (e.g. *know-how*). Especially, those that end untraditionally for Czech, usually with *-i/-y* or *-e* (e.g. *buly*, *skóre*). The gender of these nouns is usually neuter or assigned to feminine or masculine based on their natural gender same as for nouns that can undergo declension. Another option is to replace the ending *-i/-y* with more traditional ones such as in *autenticita* (from authenticity). (Nekula, 2017)

4.2.1 Word-forming adaptation

Word-forming adaptation is similar to the morphological one,

although the main difference is that, as its name suggests, in the case of word-forming adaptation new words are created. It predominantly relates to adjectives and verbs, although nouns are partly included, as well.

New nouns are created mostly by the process of derivation more specifically by suffixation. This type of adaptation usually affects nouns referred to as pluralia tantum (i.e. nouns with plural form only) as in the example with the word *chipsy* (from *chips*) or *komiksy* (from *comics*). (Nekula, 2017) In English the plural form is symbolised by the ending *-s*, however, Czech does not form plurals by adding *-s/-es* to singular, it adds various endings based on paradigms. The derivation is also used for gender inflection as known as the formation of feminines e.g. *stewardess* → *stewardka*. The reason is the same as in the former case. Czech simply expresses genders differently to English, therefore, despite *stewardess* already containing the feminine suffix *-ess*, needs to have the Czech suffix *-ka* added to it. Other forms of word-forming adaptation of nouns are compounds and abbreviations & acronyms.

Nonetheless, more frequently adjectives and especially verbs undergo this type of adaptation. Adjectives are adapted by derivation or conversion as *mainstremový* from *mainstream*, although the number of adjectives that maintain their original English form like *fresh*, *crazy* or *annoying* increases. (Nekula, 2017) If they are derived, it is mostly so from nouns (e.g. *casting* → *castingový*). The ending of an adjective is determined by the noun which is developed by it, thus it does not have to be only *castingový*, but also *castigová* (agentura- feminine) or *castingové* (centrum- neuter), in order to be in an agreement.

When it comes to verbs those need to be necessarily adapted with word-forming adaptation, otherwise they would not be able to exist in the Czech grammar. The inflection of verbs is called conjugation, and it follows similar rules as the declension of nouns and adjectives. English verb is

assigned to a certain pattern which it then follows. The most common is the pattern *kupovat*, therefore the suffix *-ovat* is added to the end of English verbs as in *likovat/lajkovat*. Perfective forms are then created from imperfective verbs by prefixes such as *za-*, *od-* (e.g. *zafixovat* from *fixovat*) or suffixes such as *-nout* (e.g. *stopnout* from *stopovat*) (Nekula, 2017).

Commonly anglicisms are not adopted separately, but along with other lexical units they are interlocked with through derivation and/or conversion. These connections have been established already in English and adopted as a whole. For example, *hack-hacker-hacking*. (Mravinacová, 2005, s. 204)

4.3 Other forms of adaptation

Other forms of adaptation include syntactic, formal and semantic. From the syntactic point of view, Czech is a synthetic language whereas English is rather an analytic language which means that in order to be adapted into Czech, anglicisms need to be morphologically adjusted, due to Czech dependence on inflection. (wordyenglish.com) However, certain adjectives constitute an exception for this statement, as it was mentioned above, either as a part of a noun phrase or a verb phrase (*top modelka* or *To je cool.*).

The majority of anglicisms are adopted with the same semantic meaning as they have in English, although it can, in some cases, develop and slightly alter as in the case of *drink* which is in English solely an alcoholic beverage, while in Czech it does not have to contain alcohol as there is, for instance, an *energetický drink*. (Bozděchová, 2017) In other cases, speakers are not familiar with the English word and they use it in Czech intuitively, based on examples they have heard it, which may lead to incorrect usage (e.g. *cringe*).

Formal adaptation depends on how well an expression is adapted from

the perspective of other adaptations. Anglicisms are initially considered non-literary expressions, although words like *víkend* or *foťbal* are already perceived as literary Czech, so it is a matter of time for many other anglicisms to join them. Written text is then a bit more rigid than the spoken one, although this difference tends to blur.

A specific type of adaptation is also so-called “calque” which is basically a literal translation (e.g. *mrako-drap* from *sky-scraper*). Nonetheless, this type has not been much productive recently, mostly for the reasons mentioned in 3rd chapter. (Encyklopedický slovník češtiny, 2002, s. 210)

4.4 Adaptation according to word classes

The most frequently used anglicisms are nouns, out of which are often derived or converted anglicisms of other word classes as adjectives (*víkend* → *víkendový*) or verbs (*snowboard* → *snowboardovat*). A specific type of nouns are vulgarisms that are widely used as well, either as a part of a sentence or as one-word utterances with exclamatory mark. (Bozděchová, 2017) Nouns are then followed by adjectives and verbs from the perspective of a number.

Overall the flexible parts of speech are more often adopted than the inflexible ones. Nevertheless, some adverbs such as *anyway*, *super*, *mega* (*mega dobrá nálada*) or interjections such as *wow!* or *yikes!* appear in Czech. Pronouns and numerals appear very rarely, and if they do, it is as a part of a whole English phrase as *I guess* or *top ten*. The exception being *whatever*. English abbreviations and acronyms are also widely used in Czech (e.g. *lol*, *omg*, *btw*, *yolo*, *PC*, *FBI*, *UFO*).

5. Future development of the Czech language

Based on linguistic assumptions, 50-90% of languages will have gone extinct by the year 2100. (Téma, p. 3) Despite Czech being very versatile and creative, there are many signs that it will be one of those languages.

The state of a language always depends on its speakers. Since the majority decides what the language looks like and there is a tendency to use anglicisms more frequently. Eventually, Czech expressions that are not actively used will be forgotten and permanently replaced. (Téma, p. 3) There are many functional anglicisms, yet the unfunctional ones have been overwhelming the Czech language recently as the connection to English tightens. A good example is the trend of avoiding gender inflection of female last names as it is in English, therefore instead Emma Smetanová only Emma Smetana. Czech has changed significantly over the course of a few decades, hence there is a possibility that it will become a mixture of Czech and English or just a branch of English similarly to Chinese English or other national alternatives.

Everything changes very quickly nowadays, including language. Despite abandoning the tendencies to purify the Czech language around the first half of the 20th century and making the theory of literary language more benevolent towards loan expressions, Czech equivalents would still be given priority in the expanse of anglicisms. (Jelínek, Krčmová, 2017) Nonetheless, this priority shifts towards the side of anglicisms for more or less valid reasons mentioned earlier, in spite of its capability to coin words and phrases as it was shown for instance in Harry Potter movies that created original equivalents to English expressions (quidditch → famfrpál). Another example is that in the movie Iron Man (2008) the main character was referred to as “Železný muž”, although in Avengers: Endgame (2019) the same character is already called Iron Man. There also used to be a TV show called

“Stahovák” (Stahovák, episode 1, 2009) broadcasted between the years 2009 and 2010 in which anglicisms such as *fake* or *fail* popped when mentioned with explanation, since at that time the majority of people were not familiar with these words. After ten years, almost everyone uses them.

M. Škrabal claims that anglicisms enrich the Czech language. (Téma, s. 10) On the one hand it is true, on the other hand, there is a thin border between enriching and absorbing.

5.1 Possible solutions

A question could be asked. Is there anything that could be done about the current development? There are some possibilities, although the number of anglicisms is likely to continue growing.

One of the solutions is to simplify the Czech grammar. Not only students but also even linguists find it sometimes unclear and illogical. (Téma, s. 14) As it was suggested, anglicisms are used also due to their simplicity.

Another useful thing would be to encourage young people to read quality literature to build their vocabulary and to use the literary Czech at school more. On the one hand, M. Prošek believes that in informal communication it is about everyone’s level of tolerance regarding anglicisms and formal communication is what matters, since it has specific rules. (dvojka.rozhlas.cz, 2019, 30:55–30:59) On the other hand, if speakers do not know formal expressions, they cannot use them. It is also advisable to build national feeling, since it is closely connected to the language.

Last but not least is to dedicate time to anglicisms during English classes. This is not as much a solution as a suggestion, that will at least help students to use anglicisms correctly and in the right context.

Practical part

6. Questionnaire

The practical part is based on real-life examples and a quantitative questionnaire.

The questionnaire was distributed among 8th and 9th grades at elementary school, in 1st (Quinta), 2nd (Sexta), 3rd (Septima), and 4th (Octava) grade at grammar school and at university among undergraduate students. All responses were collected from 16th to 24th April 2020. The focus on teenagers and young adults is due to their impact on the language change which was stated in the theoretical part. Lower grades at elementary school were not chosen since it was assumed that their language skills would not match the difficulty of some of the questions.

Despite this type of collecting data not being the most reliable as it is anonymous it was considered the most suitable for the purposes of my thesis, thanks to its ability to provide a large number of responses in a relatively short period of time. Moreover, due to government measures regarding the spread of coronavirus options were limited. Therefore, the questionnaire was answered online via “survio.com” which might also decrease its reliability.

The questionnaire was realized in two stages. Initially, the pilot stage in which participated a group of 20 people ranging from 6th grade at elementary school to university. Based on the findings from the pilot stage there were made several adjustments in the questionnaire, the range of participants was limited, and assumptions were made.

The overall purpose of the questionnaire is to prove or disprove the findings from the theoretical part. Mainly that young people tend to spend low time reading books, they daily encounter English, mostly on the internet and that they find the Czech grammar too difficult. The aim was also to find

out whether young generations use anglicisms and for what reasons, their perception of anglicisms in the Czech language, and their concerns regarding the future development of Czech.

6.1 Analyses of the results

The overall number of participants was exactly 300, although 7 questionnaires had to be excluded for obvious unwillingness to think about the answers, which might be also the consequence of the online version of the survey. Nevertheless, the majority of respondents took the survey responsibly as they were encouraged to at its beginning.

The questionnaire consists of 24 questions⁴. In the first four, the aim was to find out whether gender, age, education, and place of living affect the perception and knowledge of participants regarding anglicisms. When it comes to the criterion of gender there are a few noticeable differences between male and female respondents. First of all, men chose the answer “Other” and then wrote “video games (or some kind of a variation)” in the question “Where do you encounter English the most?” much more than women. Specifically, there were 12 men (out of 98 in total) who chose this answer, 7 of which put this option as the first place, meaning they encounter it the most in games, 4 as the second and 1 as the third. Despite the fact, there were twice as many women only 1 (out of 195 in total) chose “games” as the answer to this question and she had it as the second place. Therefore, it can be concluded that men play more video games than women and that gaming is another field where young people encounter the English language. The option “Other” was possible in the question of gender as well, to maintain the questionnaire politically correct, although nobody chose it.

Another matter where gender played a role was the question of the

⁴ For a blank questionnaire see appendix 4

frequency of reading. 41,54% of women (all numbers are rounded to two decimal places) read daily or often, meaning several times a week, whereas there were only 18,37% of men who chose either of these answers which means that women read more often than men.

The last question which showed a non-negligible difference was the question asking about the way people spend the most time on the internet. The result of it is basically that men spend most of the time on the internet by watching videos and/or live streams (50% to 12,31% of women), while women spend the most time on social media (48,72% to 14,29% of men).

Nevertheless, it was the criterion of education/age that affected most of the questions. The criterion of education was combined with age, to sort respondents more precisely as two people of the same age can attend two different levels of school. Moreover, a lot of participants wrote clearly the wrong answer to the question of education, which asked about the highest finished or current education if still studying. After sorting this issue, participants were divided into free groups: elementary school (13-15 years old), high school (15-19 years old), and college (19-26 years old). There were 46 students from elementary school, 131 from high school, and 116 from college.

The first question influenced by these two criteria was the encounter with English. Quite surprisingly only 45,65% of ES⁵ assigned the top priority to the internet, while it was 61,21% of CS⁶ and a similar number of HS⁷ (56,49%). The assumption was that the younger people are the more time they spent on the internet. However, ES encounter English through films and/or TV series more than others. Nonetheless, the internet was the first option for everyone.

The results of the question regarding the frequency of reading were

⁵ elementary schoolers

⁶ college students

⁷ high schoolers

more expected. Only 28,26% of ES read daily several times a week. However, the group with the lowest time spent reading was HS with 25,95%. CS had 43,97%. These results proved that young generations tend not to spend much time reading.

The most interesting result by far was that 50% of ES did not know what anglicisms are, despite anglicisms being undeniably a part of their everyday life whether they passively consume them or actively use them. This shows the need to acquaint students with the term and explain it with details, as that is something ubiquitous. Compared to 91,60% of HS and 95,69% of CS who knew what anglicisms are, this issue should be focused on especially in the case of elementary schools.

Another question highly affected by these criteria was the question, whether participants perceive it negatively or not when someone uses too many anglicisms. Only 23,91% of ES stated that they perceive it negatively, while it was 45,04% in the case of HS and 67,24% of CS. The most probable explanation to the results of this question is that the younger people are the more they are used to anglicisms hence they do not perceive them negatively. Simultaneously, ES do perceive it negatively, when someone uses anglicisms that they are not familiar with. Only 39,13% of them do, while it is 52,67% of HS and 67,24% of CS. Based on the feedback from the pilot group, this might be caused by the false belief that they know all the expressions or that they figure the meaning thanks to the context. This guessing of meaning from the context then sometimes leads to deviations from the original meaning as it can be also seen in this survey.

In the question regarding proving or denying my hypothesis, the majority of all groups stated that it is not likely Czech will become a branch of the English language, although the difference was not that clear among ES with 39,13% as among HS with 66,41% and CS with 89,66%. It is also worth mentioning that in every question that has the option “Cannot tell”, ES

chose it the most. This is probably connected to their lack of experience and not possessing a clear-cut opinion.

The survey also proved the claim from the theoretical part that young generations consider Czech grammar to be too difficult. 63,04% of ES, 34,35% of HS, and 51,72% of CS think that it is difficult or rather difficult, therefore the need to simplify it is quite relevant.

In the rest of the questions, participants were supposed to work with concrete anglicisms or English abbreviations used in Czech. The expressions were chosen to represent as wide spectrum of anglicisms as possible. Those expressions are:

- *selfie* [n]- a photograph that you take of yourself
- *smoothie* [n]- a thick, cold drink made from fruit and often yogurt or ice cream, mixed together until smooth
- *trollit (to troll)* [v]- to intentionally do or say something annoying or offensive in order to upset someone, or to get attention or cause trouble
- *fake* [adj]- not real, but made to look or seem real
- *cute* [adj]- pleasant and attractive
- *cringe (from cring(e)y)* [adj]- very embarrassing
- *trailer* [n]- an advertisement for a film or a television or radio programme, consisting of short parts taken from it
- LOL*- laughing out loud
- BTW*- by the way
- PLS*- please
- DJ*- disc jockey
- PC*- personal computer
- PR*- public relations
- finish* [v]- to end
- *cocktail* [n]- a drink, usually an alcoholic one, made by mixing two or more

drinks together

- *meeting* [n]- a planned occasion when people come together to discuss something

- *business* [n]- the activity of buying and selling goods and services

- *hackovat (to hack)* [v]- to get into someone else's computer system without permission in order to find out information or do something illegal (dictionary.cambridge.org)

- (the word *clickbait* had to be excluded because of spelling mistake)

In the question in which respondents were asked to choose whether the given anglicism is a part of the literary Czech or not, all the results were similar. ES always chose the literary option the most followed by HS and then CS. However, this result occurred even in the case of literary words such as *selfie*. 80,43% of ES, 67,94% of HS, and only 59,90% of CS assigned this word to the literary category. On the other hand, words like *trollit* that is clearly non-literary had the same results (23,91% ES, 5,34% HS, 0,86% CS). Overall, it can be said that the younger people are the more they perceive anglicisms as a part of the literary Czech that means they would use them in formal situations, which proves the claim from the theoretical part.

Moreover, despite using these words rather frequently, some respondents could not explain their meaning or explained it wrong. For example, the word *cringe*. Even though the majority of respondents claimed to be familiar with this word (71,74% ES, 75,57% HS, 68,97% CS) their explanations were often rather off. Only 50% of ES, 47,33% of HS, and 40,52% of CS explained it correctly. Furthermore, this word is interesting not only for its semantical adaptation as people use it with a different meaning in Czech and English but also for its morphological adaptation, since in Czech *cringe* is used as an adjective while in English it is a verb.

There were even worse results regarding abbreviations. Especially when it comes to DJ, PC, and PR. All of these abbreviations are used quite

frequently nowadays, and yet only 34,78% of ES, 41,22% of HS and 50,86% of CS knew the full form and even less of them could explain the abbreviation in Czech (23,91% ES, 32,82% HS, 45,69% CS). Surprisingly, some of those that knew the full form did not know the Czech explanation, which again suggests their low level of English knowledge and something that teachers should focus on more.

In the last question participants, were provided with Czech phonetic transcriptions and were supposed to write down expressions as they would write them in a Czech text based on these transcriptions. Many participants wrote either the Czech translation or did not write anything at all, therefore those were excluded, and resultant percentages were made from those who answered the way they were supposed to. There seems to be no pattern at least for the given words in this survey as some of the words apparently undergo the reverse adaptation such as *mítink*. In “Nový akamedický slovník cizích slov A-Ž”(2005, p. 527) was the spelling *mítink*, although 70,59% of ES, 85,19% of HS and 75,38% of CS chose the original English spelling *meeting*. However, in the case of *cocktail* respondents preferred the Czech form *koktejl* (72,73% ES, 77,89% HS, 95,95% CS). (The criterion of the place of living did not have any significant impact).

The rest of this chapter highlights some of the results. As expected, young people encounter English mostly on the internet (57,34%). 75,8% of participants encounter English daily and 21,5% several times a week, which means that the English influence is basically ubiquitous. More interesting results brought questions regarding reading that showed young people tend to spend much time reading, despite their parents read them when they were children (only 2,4% were not read, although 66,2% read only several times a month or less). The two most important graphs are part of the appendix.⁸

⁸ All the results are to be found at the following website: <<https://anglicisms-in-the-czech-lexicon0.webnode.cz/>>

7. Examples of anglicisms from real life

This chapter contains some examples I have collected mainly from 2019 to 2020 as I have become more aware of anglicisms surrounding me, although some of them are older. These older examples mainly regard journals published before 2019, in which I have been searching for anglicisms, and encounters with anglicisms from the past I have retroactively recalled.

7.1 Influencers and social media

Influencers sometimes also called content creators, as their name suggests, influence contemporary generations by a great deal and their speech is full of anglicisms. According to the survey the majority of young people encounter English primarily on the internet, where they spend most of the time watching videos on YouTube, and on social media, where influencers work.

1) “*content*”. Example: “*Dnes budeme hodnotit český youtubery podle **contentu**.*” (Baxtrix, 2019, 0:11–0:15) A typical example of unfunctional anglicism used a lot among so-called influencers and/or content creators.

2) “*(Ne)ditchnout* from (*ditch [something]*)”. Example: “*Tu motorku rozhodně **neditchnu**.*” (Agraelus, 2019, 2:28–2:30) An example of word-forming adaptation of verbs with negative prefix (ne-) and suffix (-nout) to form an imperfective form.

3) “*itemy* from *items*”. Example: “*Poměrně hezké změny, co se týče **itemů**.*” (PokrovacLOR, 2019, 00:08:05–00:08:09) This anglicism could be easily replaced with the Czech equivalent *předměty*, although it is used mainly in the gaming slang.

4) “*die; yes; nice; woah; dohealovat from heal; baby*”. Example: “**Die! Jo! Yes! Já je všechny zabil. Woah! Jdeme se ještě dohealovat, baby. Nice!**” (Wedry, 2019, 17:08–17:15) The intention of this example is to show how many anglicisms can a few seconds of a video contain. Moreover, there is even an example of interjection.

5) “*family friendly*”. Example: “*Musíš být politicky korektní, family friendly...*” (U kulatého stolu, 2020, 17:19–17:20) Example of an English phrase.

6) “*true; locknout from lock; bufflý from buff; imo (in my opinion); zalagovaný from lagged; suckuje from suck; zabugovaný from bugged removenout from remove; nahuntíme from hunt; hello; better mid wins, btw (by the way); fun to play; better jungler wins; (jsem) bad; bro; ok; damage; not gonna lie; useless; let’s go; one-shot; outplay; nataimuju from time (something); correctly; what; go in; blows; oh, no, not like this; playable*”. All of these anglicisms are part of a single video that lasts 10 minutes and 24 seconds. (Freeze, 2020). The aim was to demonstrate how many anglicisms can someone use in their speech. There are various types including abbreviations (*imo, btw*), adverb (*correctly*), and even whole English sentences.

7) “*actually; ok; wait*”. This example is interesting in that the guy in this video was deliberately trying to speak purely Czech. Therefore, it can be said that in some cases people use anglicisms automatically, which also proves some of the answers from the survey. (Herdyn, 2020, 11:46–12:08)

8) “*oh shit; just saying*”. Example: “**Oh, shit. Mám to jakoby natočený, just saying.**” Whole English phrases used in the speech of an ordinary Czech girl in a video that went viral on Facebook and other even elsewhere. (Smažínková, 2019)

9) “*annoying to play against*”. Example: “*Lebo je to annoying to play against.*” (Javorský, 2020) Another example of an unfunctional anglicism and an English phrase used in a comment on Facebook.

10) “*story; post; eshop*”. Example: “*Šokující story ohledně kofeinu v ristretto mnohé z vás zvedla z rotopedu. Pro udivené či rozčilené reakce je vám k dispozici prostor pod tímto **postem**.; ... a platí na **eshopu** Philips.cz.*” (stibrovicnikolka, 2020) This example is from an Instagram post of a well-known female influencer. An interesting phenomenon is the omission of a hyphen in the word “eshop”.

7.2 Television

When it comes to anglicisms in television it is important to differentiate between channels. Anglicisms can be found predominantly on commercial ones, although not even ČT (Czech Television), which is the only public service medium in the Czech Republic, avoids them completely.

11) “*buzzer; standing ovation*”. Example: “*Naopak má porota možnost stlačit zlatý **buzzer**; Máme **standing ovation**.*” (videoportal.joj.sk, 2018, 2:54–2:56; 40:04–40:05) These examples are from the show Československo má talent. It was those two examples that made me become more aware of anglicisms in the Czech lexicon and eventually choose this topic.

12) “*swag*”. Example: “*Víte, co znamená mít **swag**?*” (tn.cz, 2019, 0:37–0:39). This example is a part of reportage from TV news aimed directly on the phenomenon of increase of anglicisms in the Czech lexicon, the inability of elder people to understand them, and reversely for young people who were familiar with anglicisms and unfamiliar with some less used Czech words.

13) “WC”. Example: “...nevíte, kde teď tady mají záchody? Pořád tam co byly, babičko. Jenomže teď se to jmenuje WC.” (Konec básníků v Čechách, 1993, 14:49–15:01). This example from a classical Czech movie proves that adaptation of anglicisms is not a phenomenon merely of the last few years.

14) “trend”. Example: “Je to prostě **trend**?” (České reklamy, 2018, 0:10–0:11). This example is from a Schwarzkopf commercial broadcasted on multiple channels. It was translated into Czech, although this word was left as it was in original “Is it just a **trend**?”. (Schwarzkopf, 2018, 0:10–0:11)

15) “párty” Example: “Upečte patrový **párty** dort.”(ceskatelevize.cz, 2020, 0:50:31–0:50:33). An example of conversion. The anglicism *párty* used to be used only as a noun and here it is an adjective.

7.3 Journalism

Magazines and newspapers are similar to television in the way that it is necessary to differentiate between broadsheets that are considered more serious and formal and tabloids that could be viewed as the opposite. There is also a difference between printed and online journalism, although anglicisms could be found in all journals. The key factor is rather the number, since every media, including journals, tries to stay up to date.

16) “memečko from meme”. Example: “Nechci, aby z něj bylo **memečko**” (flowee.cz, 2019) Example from a heading of an online article. The anglicism *memečko/meme* shows the change some words undergo when adapted into the Czech language, to sound more Czech (same as *selfičko* from *selfie*) and there is also a difference between English pronunciation /'mi:m/ and more Czech /'mɛmɛ/.

17) “*peeling*”. Example: “*CUKROVÝ PEELING*”. (Blesk pro ženy, 2020, p. 16) Part of the article about skin care from a tabloid.

18) “*trollit*”. Example: “...,*se zesměšňuje snahou hledat a trollit ty,...*”. (archiv.ihned.cz, 2017) Example from an online version of a more serious press.

19) “*challenge*”. Example: “*Po oblíbené Židlové výzvě tu máme další challenge...*” (evropa2.cz, 2020) This anglicism is popular mainly in the slang of influencers, although its usage increases among other people, as well. An interesting thing about this example is also the appearance of the Czech expression *výzva* and English *challenge* in the same sentence.

7.4 Other examples

This part basically contains those examples that could not be assigned to any above category.

20) “*love story*”. Example: “*Hraješ hlavní roli v naší love story.*” (Marek Ztracený, 2018, 1:09–1:11) Example from a song where anglicisms are quite common nowadays.

21) “*Czech social awards*”. Czech show with English name and even English categories such as *Fun & Entertainment* or *Inspiration & Influence*. (czechsocialawards.cz)

22) “*all inclusive*”. Example: “*Zájezdy s programem all inclusive jsou určitě nejvyhledávanější,*” (invia.cz) A popular term especially regarding travelling and travel agencies.

23) Despite Prague being the capital of the Czech Republic, there are places, mainly in the centre, that have only English signs (see appendix 5)

Conclusion

The overall opinion among linguists seems to be that Czech is strong enough to borrow words from English while not going extinct in the future. Young generations do not feel like there is a problem with the increasing usage of anglicisms in all sorts of situations and levels of the language either. Does it mean that we should not be concerned about our mother tongue?

Despite Czech not being likely to become a branch of English as it was stated at the beginning, the issues are not to be overlooked. Functional anglicisms certainly enrich the Czech language, although the unfunctional ones are used more frequently, as well. Even in the layer of the literary Czech. Anglicisms slowly overtake the place of already established Czech words in the active vocabulary of not only politicians and scientists but also ordinary people. These substituted words tend to be eventually forgotten.

Young people should be encouraged to read more quality literature since even some journals and writers try to appeal to the young audience, therefore adapt the language to be closer to the language of young generations, which then makes young generations consume even more anglicisms and an endless spiral is created. One of the main initiators ought to be teachers, as they influence students by a great deal and students spend a lot of time at school. Teachers of English could dedicate time to explaining at least the most common anglicisms, so students used them in the right context with the proper meaning and all teachers could level up the formality of their speech to set a good example.

Overall the evolution of the Czech language cannot be stopped or somehow forced, although everyone can influence it and treat it with respect and kindness. Even though English is a nice language and very useful to learn, Czech is still our mother tongue.

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<<https://www.youtube.com/watch?v=ivA9qOUK18Y>>

Appendices

Appendix 1



Figure 1: Czech language layers (Czech). Cited from:

<<http://cestinarka.blog.cz/1709/rozvrstveni-narodniho-jazyka>> . 19.5.2020

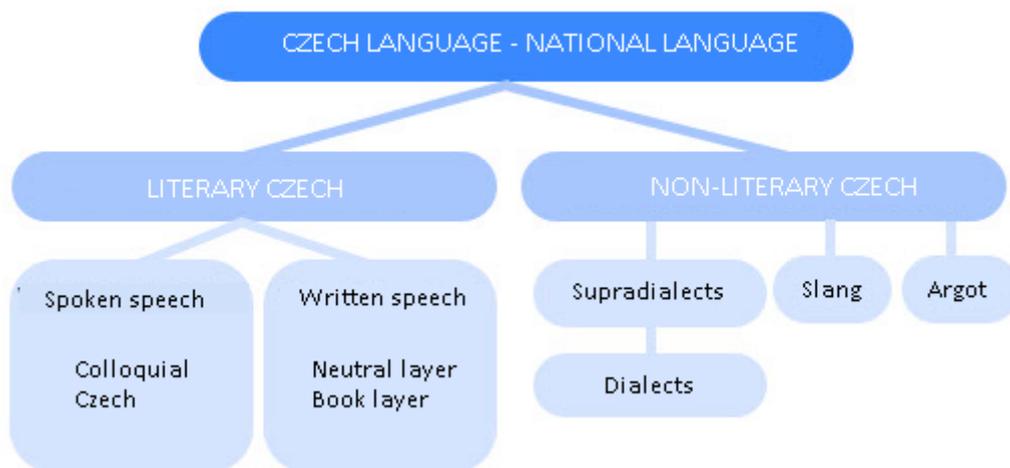


Figure 2: Czech language layers (English)

Appendix 2

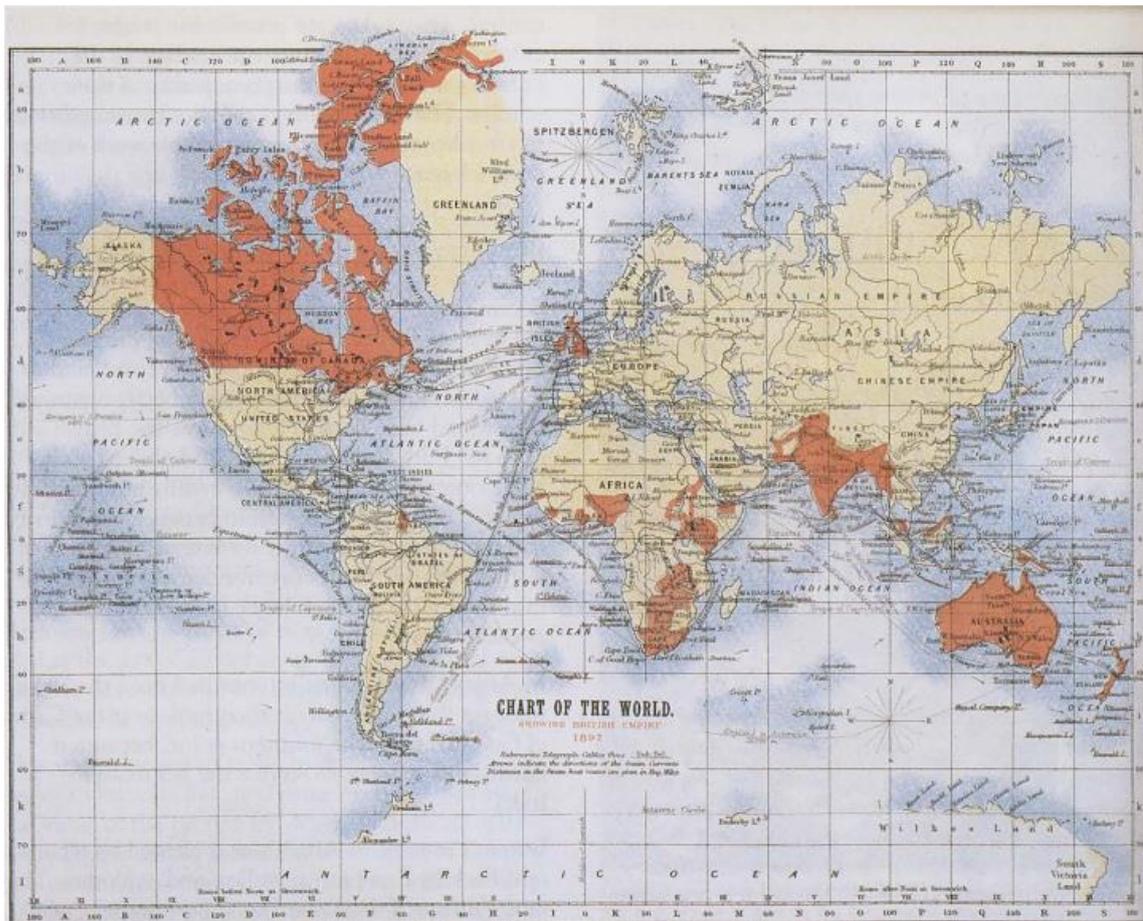


Figure 3: Map of the British Empire in 1897 (marked red). Cited from: McDOWALL, David. *An Illustrated History of Britain* (2006). 19.5.2020

Appendix 3

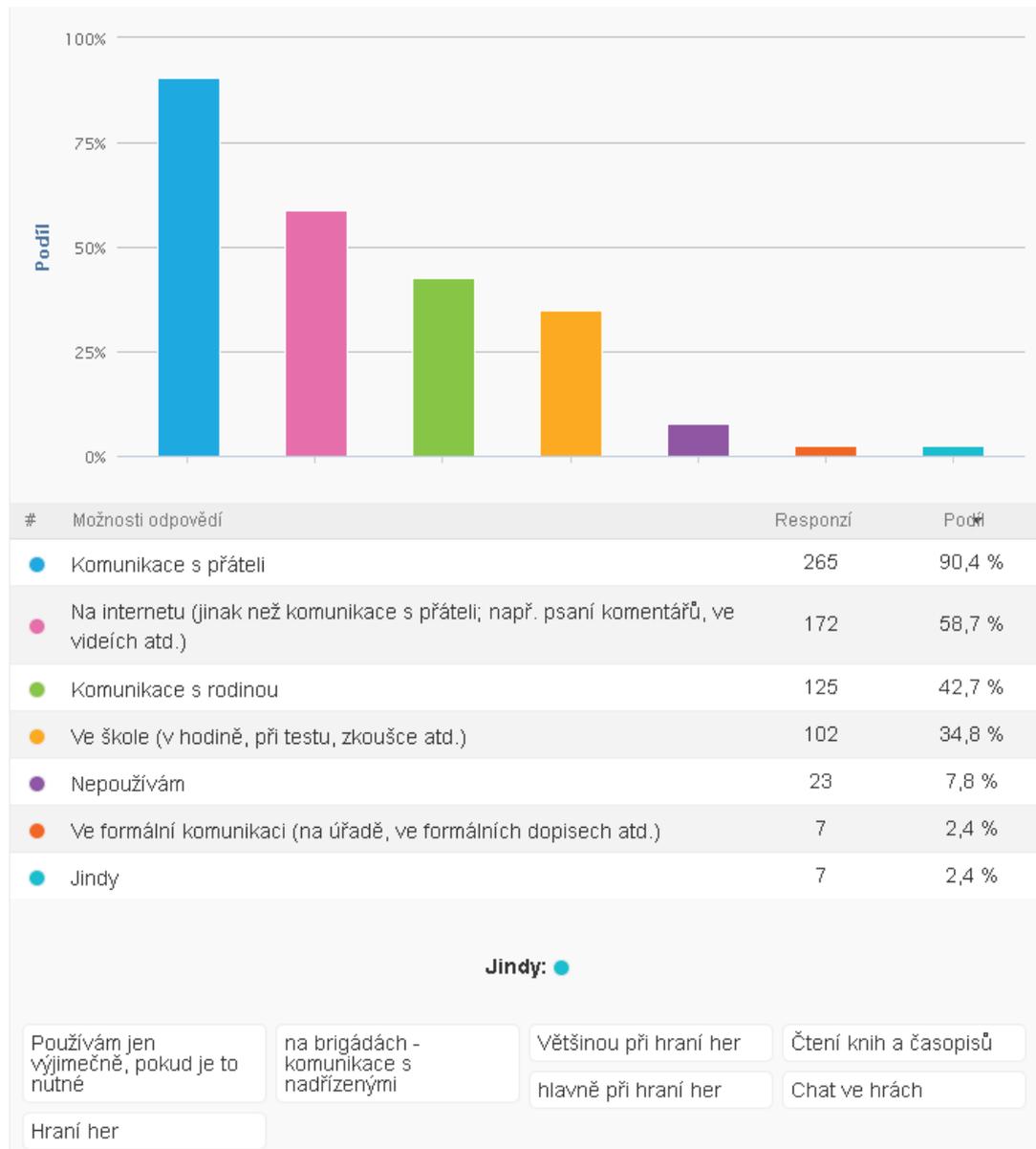


Figure 4: Graph regarding the question “If you use anglicisms, in which situations?”. (Legend: blue- communication with friends; pink- on the internet [apart from communication with friends, for example while writing comment, in videos etc.]; green- communication with family; yellow- at school [during lesson, test, exam etc.]; violet- I do not use them; orange- in formal situations [office, formal letter etc.]; turquoise- other situations)

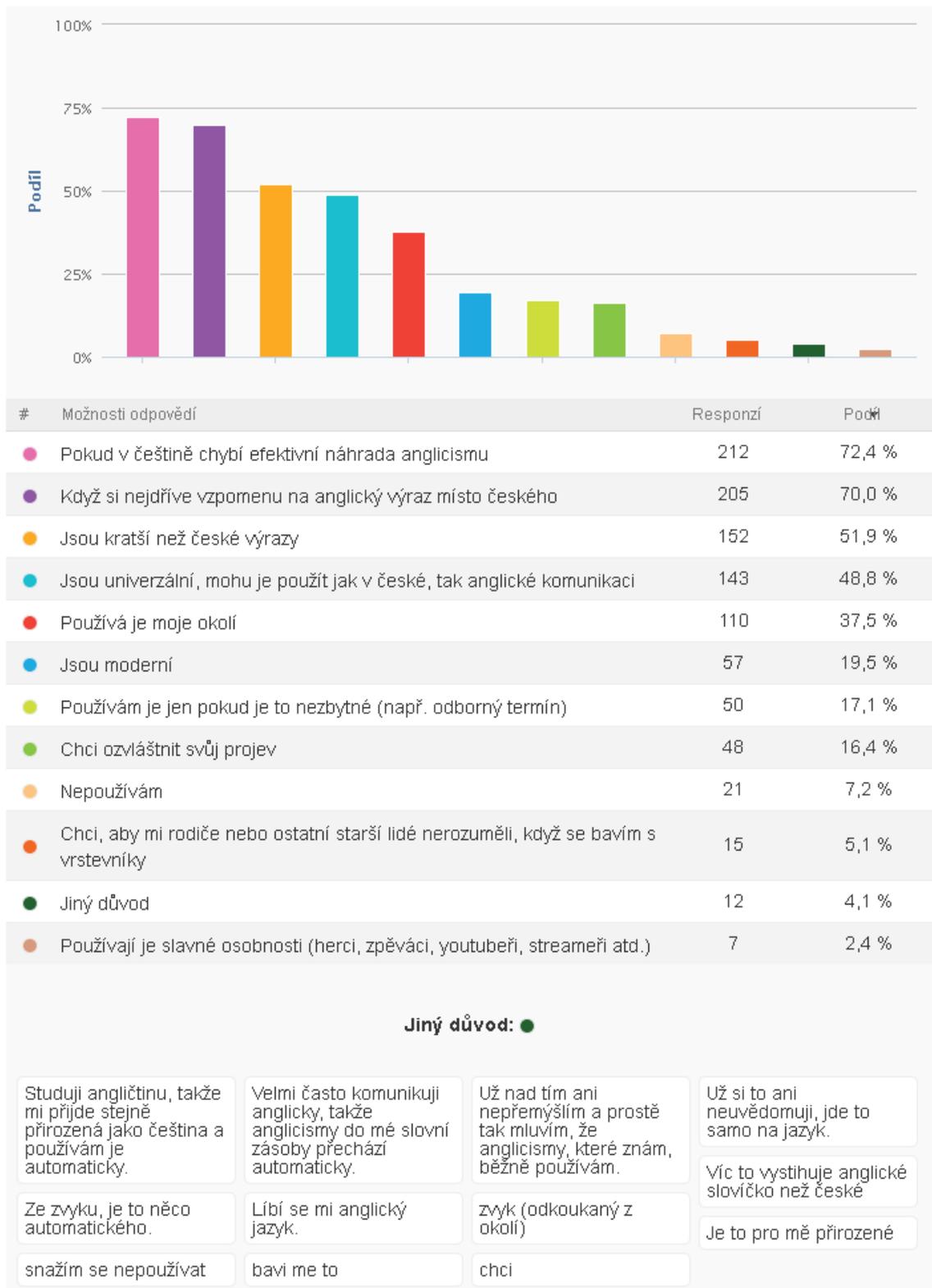


Figure 5: Graph regarding the question “If you use anglicisms, for what reason?”. (Legend: pink- if there is not an effective equivalent in Czech; purple- if I think of the English expression first rather than the Czech one; yellow- they are shorter than the Czech expressions; turquoise- they are

universal, I can use them both in Czech and English communication; red- people around me use them; blue- they are modern; lime- I use them only if it is necessary [for example a term]; green- I want to make my speech more interesting; salmon- I do not use them; orange- I do not want my parents or other elder people to understand me, when talking to my peers; dark green- other reason; brown- famous people use them [actors, singers, youtubers, streamers etc.]

Příloha: dotazník

Anglicismy v českém lexiku především u mladých lidí

Zdravím,

rád bych Vás požádal o vyplnění krátkého dotazníku k mé bakalářské práci věnující se anglicismům v dnešní češtině. Celý dotazník je anonymní, proto Vás chci poprosit o pravdivé a co nejpřesnější odpovědi. Dotazník vám zabere zhruba 10-15 minut. Během vyplňování dotazníku prosím nepoužívejte překladáč ani podobné pomůcky.

Předem děkuji všem respondentům.

Jaké je Vaše pohlaví?

- Muž
- Žena
- Jiné

Kolik je Vám let?

Jaké je Vaše nejvyšší dosažené (při ukončení studia), případně probíhající studium?

- Základní
- Vyučen v oboru (bez maturity)
- Střední odborné (bez maturity)
- Úplné střední všeobecné (s maturitou)
- Úplné střední odborné (s maturitou)
- Vyšší odborné
- Vysokoškolské- bakalářský studijní program
- Vysokoškolské- magisterský studijní program
- Vysokoškolské+ vyšší kvalifikace

Kde žijete?

- Vesnice
- Menší město (do 100 000 obyvatel)
- Velkoměsto (nad 100 000 obyvatel)

Kde se nejčastěji setkáváte s angličtinou? (Seřadte od nejvíce po nejméně)

Internet	<input type="text"/>
Filmy/seriály	<input type="text"/>
Televizní pořady	<input type="text"/>
Knihy/časopisy	<input type="text"/>
Škola	<input type="text"/>
Rádio	<input type="text"/>
Jinde	<input type="text"/>

Jak často se setkáváte s angličtinou?

- Denně
 Často (několikrát týdně)
 Občas (několikrát měsíčně)
 Zřídka (několikrát ročně)
 Vůbec

Jak nejvíce trávíte čas na internetu? (Seřadte od nejvíce po nejméně)

Sledování videí (např. na YouTube)/živých přenosů (např. na Twitch.tv)	<input type="text"/>
Sociální sítě (Facebook, Instagram, Twitter atd.)	<input type="text"/>
Poslech hudby	<input type="text"/>
Sledování filmů/seriálů	<input type="text"/>
Četba blogů	<input type="text"/>
Vyhledávání informací (pro vlastní potřebu, do školy atd.)	<input type="text"/>
Jinak	<input type="text"/>

Četli Vám Vaši rodiče (případně někdo jiný) knihy v dětském věku?

- Ano
 Někdy
 Ne

Jak často čtete knihy Vy sami?

- Denně
- Často (několikrát týdně)
- Občas (několikrát měsíčně)
- Zřídka (několikrát ročně)
- Vůbec

Víte, co jsou to anglicismy?

- Ano
- Ne

Pokud ano, zkuste prosím stručně definovat.

Anglicismy jsou anglická slova či fráze používané v jiném jazyce nebo slova a fráze z nich utvořené (např. nerd, cool, hamburger, interview, ofsajd, DVD, product placement).

Používáte anglicismy?

- Ano, v mluveném i psaném projevu
- Ano, jen v mluveném projevu
- Ano, jen v psaném projevu
- Nepoužívám

Pokud anglicismy používáte, při jakých příležitostech?

- Komunikace s přáteli
- Komunikace s rodinou
- Ve škole (v hodině, při testu, zkoušce atd.)
- Na internetu (jinak než komunikace s přáteli; např. psaní komentářů, ve videích atd.)
- Ve formální komunikaci (na úřadě, ve formálních dopisech atd.)
- Nepoužívám
- Jindy

Pokud anglicismy používáte, z jakého důvodu?

- Jsou moderní
- Chci ozvláštnit svůj projev
- Jsou kratší než české výrazy
- Pokud v češtině chybí efektivní náhrada anglicismu
- Chci, aby mi rodiče nebo ostatní starší lidé nerozuměli, když se bavím s vrstevníky
- Když si nejdříve vzpomenu na anglický výraz místo českého
- Jsou univerzální, mohu je použít jak v české, tak anglické komunikaci
- Používá je moje okolí
- Používají je slavné osobnosti (herci, zpěváci, youtubeři, streameři atd.)
- Používám je jen pokud je to nezbytné (např. odborný termín)
- Nepoužívám
- Jiný důvod

Myslíte si, že anglicismů je v současné češtině příliš?

- Rozhodně ano
- Spíše ano
- Spíše ne
- Rozhodně ne
- Nedokážu posoudit

Vadí Vám, když někdo používá v projevu příliš mnoho anglicismů?

- Rozhodně ano
- Spíše ano
- Spíše ne
- Rozhodně ne
- Nedokážu posoudit

Vadí Vám, když někdo použije anglicismus, který neznáte?

- Rozhodně ano
- Spíše ano
- Spíše ne
- Rozhodně ne
- Nedokážu posoudit

Mohlo by se stát, že za několik desítek let, při současném vývoji, se z češtiny stane pouhý dialekt (nářečí) angličtiny?

- Rozhodně ano
- Spíše ano
- Spíše ne
- Rozhodně ne
- Nedokážu posoudit

Myslíte si, že současná česká gramatika je příliš složitá?

Rozhodně ano
 Spíše ano
 Spíše ne
 Rozhodně ne
 Nedokážu posoudit

Znáte a používáte následující výrazy?

	Znám	Používám	Neznám	Nepoužívám
Selfie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smoothie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trollit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fake/fejk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cringe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trailer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vnímáte tyto výrazy jako spisovné, nebo nespisovné? (V češtině)

	Spisovný	Nespisovný
Selfie	<input type="radio"/>	<input type="radio"/>
Smoothie	<input type="radio"/>	<input type="radio"/>
Trollit	<input type="radio"/>	<input type="radio"/>
Fake/fejk	<input type="radio"/>	<input type="radio"/>
Cute	<input type="radio"/>	<input type="radio"/>
Cringe	<input type="radio"/>	<input type="radio"/>
Trailer	<input type="radio"/>	<input type="radio"/>

Dokážete vysvětlit význam výrazů z předchozí otázky v daném kontextu? (Buď překladem, nebo opisem)

Nápověda k otázce: *Příklad: crazy= šílený (příklad); bucketlist= seznam věcí, které chci stihnout před smrtí (opis)*

	Vysvětlení
Na dovolené jsem fotil hodně selfie.	<input type="text"/>
Koupil jsem si osvěžující smoothie.	<input type="text"/>
Přestaň mě trollit!	<input type="text"/>
Takhle fotka je rozhodně fake/fejk.	<input type="text"/>
To štěně je tak cute.	<input type="text"/>
Jeho videa jsou úplně cringe.	<input type="text"/>
Jak na tebe ten film působí podle traileru?	<input type="text"/>

Dokážete napsat plný tvar následujících zkratk a vysvětlit jejich význam?

Nápověda k otázce: *Například: DW= Don't worry= Neměj obavy Zkratky mohou být psány velkými i malými písmeny- LOL i lol.*

	Plný tvar	Vysvětlení
LOL	<input type="text"/>	<input type="text"/>
BTW	<input type="text"/>	<input type="text"/>
PLS	<input type="text"/>	<input type="text"/>
DJ	<input type="text"/>	<input type="text"/>
PC	<input type="text"/>	<input type="text"/>
PR	<input type="text"/>	<input type="text"/>

V poslední otázce prosím přepište následující výrazy tak, jak byste je napsali česky.

Nápověda k otázce: *V závorkách je uváděna výslovnost výrazů*

	Přepis
/fínyš/	<input type="text"/>
/koktej/	<input type="text"/>
/mitynk/	<input type="text"/>
/byznys/	<input type="text"/>
/klíbejtovj/	<input type="text"/>
/hekovat/	<input type="text"/>

Figure 6: Blank questionnaire

Appendix 5



Figure 7: Board in Prague. Cited from:

https://www.tripadvisor.cz/Restaurant_Review-g274707-d6750986-Reviews-Original_Czech_Restaurant-Prague_Bohemia.html#photos;aggregationId=101&albumid=101&filter=7&ff=107447079. 19.5.2020

ANOTACE

Jméno a příjmení:	Martin Polách
Katedra:	Ústav cizích jazyků
Vedoucí práce:	dr. hab. Konrad Szcześniak
Rok obhajoby:	2020

Název práce:	Anglicismy v českém lexiku se zaměřením na mladé generace
Název v angličtině:	Anglicisms in the Czech Lexicon with a Focus on Young Generations
Anotace práce:	<p>Tato bakalářská práce se zabývá vlivem angličtiny na český jazyk, s čímž je spojen nárůst používání anglicismů. Cílem práce je zvýšit povědomí o nedostacích češtiny a vlivech anglicismů na ni. V teoretické části je popsán současný stav češtiny a její možný budoucí vývoj společně s důvody pro přijímání anglicismů do češtiny a jejich adaptace. Praktická část se poté zaměřuje na vnímání anglicismů v rámci mladých generací a na příklady z reálného světa. Zjištění z této práce mají přinést změny do učitelské praxe zejména učitelů angličtiny.</p>

Klíčová slova:	Anglicismy, generace X a Y, proces adaptace, funkční a nefunkční anglicismy, vrstvy jazyka, centrum a okraj jazyka, globalismus
Anotace v angličtině:	This bachelor thesis deals with the English influence on the Czech language which is connected to the increasing usage of anglicisms. The aim of this paper is to raise the awareness of issues of Czech and how anglicisms affect it. In the theoretical part, the current state of Czech and its possible future development are described along with reasons for adopting anglicisms into Czech and their adaptation. The practical part then focuses on the perception of anglicisms among young generations and examples from the real world. The findings from this thesis are meant to bring adjustments to teaching practice mainly of English teachers.
Klíčová slova v angličtině:	Anglicisms, generations X and Y, process of adaptation, functional and unfunctional anglicisms, language layers, language centre and periphery, globalism
Přílohy vázané v práci:	
Rozsah práce:	32 s. (58 055 znaků)
Jazyk práce:	Angličtina

Résumé

Tato bakalářská práce je zaměřena na pronikání anglicismů do češtiny, jejich adaptaci a vnímání veřejností především pak mladšími lidmi, kteří hrají hlavní roli v budoucím vývoji jazyka. Studováním literatury v kombinaci s dotazníkem a příklady z praxe byly zjištěny nedostatky, se kterými se čeština potýká a důvody pro přejímání anglicismů, na jejichž základě byla navržena východiska pro zachování češtiny jako suverénního jazyka.