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Diminutives in English and Czech Children's Books

Zdrobněliny v anglické a české dětské literatuře

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Abstract

This diploma thesis deals with diminutives in English and Czech children's books. In the theoretical part, definition of diminutive expressions, morphology of diminutives, augmentative expressions, diminutives in conversation, are introduced. Furthermore, diminutive use in English conversation, usage of diminutives from a pragmatic point of view and basic theory of translation are described. The practical part is based on the analyses of children's books: *Alice's Adventures in Wonderland*, *Alenka v říši divů*, *Fireflies* and *Broučci*. The aim of the diploma thesis is to analyze the frequency of diminutive expressions in English and Czech texts. Moreover, the aim would be to compare the translations of diminutives and to ascertain the extent to which the author follows the original text during translation.

Anotace

Tato diplomová práce se zabývá zdrobnělinami v anglických a českých dětských knížkách. V teoretické části jsou uvedeny základní definice deminutiv, morfologie zdrobnělin, augmentativní výrazy a deminutiva v konverzaci. Dále je popsáno užití deminutiv v anglické konverzaci, užití deminutiv z pragmatického pohledu a základní teorie překladu. Praktická část je založena na analýze dětských knížek: *Alice's Adventures in Wonderland*, *Alenka v říši divů*, *Fireflies* a *Broučci*. Cílem diplomové práce je zjistit frekvenci deminutivních výrazů v anglických a českých textech. Úkolem je ale také porovnání překladů a zjištění, do jaké míry se autor drží daného originálu při překladu.

Contents

1	Introduction	1
2	Definition of diminutives	3
3	Morphology of diminutives	6
3.1	Czech diminutives.....	7
3.2	English diminutives	9
4	Augmentatives and related terms and concepts.....	14
5	Types of diminutives	17
5.1	Proper diminutives.....	17
5.2	Frozen diminutives	17
5.3	Semi-frozen diminutives.....	17
5.4	Classification of the English diminutive expressions	18
6	Diminutive use in English conversation.....	21
6.1	The pragmatic perspective: usage of diminutives.....	22
7	Translation.....	23
8	Analysis	25
9	Diminutives in “Alenka v říši divů”	26
9.1	Analysis of the Czech diminutive expressions	30
9.1.1	Proper diminutive nouns.....	30
9.1.2	Frozen diminutive nouns	31
9.1.3	Diminutive adjectives	33
9.1.4	Adjectives, adverbs or verbs used for diminution	33
10	Diminutives in “Alice’s Adventures in Wonderland“	36
10.1	Analysis of the English diminutive expressions	38
10.1.1	Proper diminutive nouns.....	38
10.1.2	Frozen diminutive nouns	39
10.1.3	Other expressions (adjectives) used for diminution	40

11	Diminutives in “Broučci“	45
11.1	Analysis of the Czech diminutive expressions.....	48
11.1.1	Diminutive nouns	48
11.1.2	Diminutive adjectives and adverbs.....	50
	Table 7 Summary of proper and frozen diminutives in “Broučci”	51
11.1.3	Adjectives, adverbs or verbs used for diminution	51
12	Diminutives in Fireflies	53
12.1	Analysis of the English diminutive expressions	55
12.1.1	Proper diminutive nouns.....	55
12.1.2	Frozen diminutive nouns	56
12.1.3	Other expressions (adjectives) used for diminution	57
13	Comparison of translations of diminutive expressions.....	61
13.1	Translation of the Czech book “ <i>Broučci</i> ”	62
13.2	The Czech version “Broučci” translated into “Fireflies”	64
13.3	The English version “Alice’s Adventures in Wonderland” translated into “Alenka v říši divů”	67
13.4	Translation of English version “Alice’s Adventures in Wonderland”	69
14	Augmentatives used in the analyzed books	72
14.1	Augmentatives in “ <i>Broučci</i> ”	72
14.2	Augmentatives in “ <i>Fireflies</i> ”	72
14.3	Augmentatives in “ <i>Alenka v říši divů</i> ”	73
14.4	Augmentatives in “Alice’s Adventures in Wonderland”	74
15	Conclusion.....	75
	Resumé	77
	Bibliography	79

The list of tables

Table 1 Stylistic differences in the word field SMALL (Schneider, 2003:125)	13
Table 2 Diminutives in “Alenka v říši divů”	29
Table 3 Summary of proper and frozen diminutives in “Alenka v říši divů”	32
Table 4 Diminutives in “Alice’s Adventures in Wonderland”	37
Table 5 Summary of proper and frozen diminutives in “Alice’s Adventures in Wonderland”	40
Table 6 Diminutives in “Broučci”	47
Table 7 Summary of proper and frozen diminutives in “Broučci”	51
Table 8 Diminutives in “Fireflies”	54
Table 9 Summary of proper and diminutives in “Fireflies”	57
Table 10 Translation of the Czech book “Broučci”	63
Table 11 Czech version “Broučci” translated into “Fireflies”	66
Table 12 English version “Alice’s Adventures in Wonderland” translated into “Alenka v říši divů”	68
Table 13 Translation of English version “Alice’s Adventures in Wonderland”	71

1 Introduction

The thesis attempted to analyze and contribute some knowledge on the field of English and Czech diminutives, which are unfortunately studied very rarely in English. It might have been used as an analysis of children's literature. The purpose was to research the area of diminutive expressions, its usage, frequency, form and compare it with the two target languages- English and Czech. First diminutives are discussed separately in both languages Czech and English, and then a comparison of the two languages is made.

The thesis is divided into two main parts: theoretical and practical. Each part is compartmentalized into other smaller and thematically similar sections. The first part summarizes theoretical data and different hypotheses which were found in the relevant literature. The practical part analyzes the texts from these four books:

- *Alice's Adventures in Wonderland*
- *Alenka v říši divů*
- *Broučci*
- *The Fireflies.*

In the first chapter are summarized information about diminutives and the section is divided into different subsections. At the beginning of the section, the term "diminutive" is explained and compared with several viewpoints of important linguists, e. g. Klaus Schneider, Jaroslav Peprník, František Trávníček, Jaroslav Hubáček. The next sections are divided into morphology of diminutives (formation of diminutives), usage of diminutives, augmentatives, diminutive use in English and Czech conversation, the part of translation and other sections. The characterization of diminutive expressions was made separately for English and Czech because both languages have their specific features. The very key relevant literature was published by

Chamonikolasová and Rambousek who elaborated in a detail form the translation of Czech and English text and on the contrary.

The practical part summarizes knowledge from the theoretical part and starts with the characterization of the two books “*Alenka v říši divů*” and the original version of this book in English “*Alice’s Adventures in Wonderland*”. It continues with the analysis of the Czech book and its translated edition “*Broučci*” and “*The Fireflies*”. Both groups deal with the analysis of diminutive expressions, their frequency and variants of translations. It also proves the concrete given information from the theoretical part and compares the acquired data from these four texts.

The objective of the thesis is to prove or disprove the assumption that the frequency of diminutive expressions is higher in Czech than in English, and also to confirm that English is characterized by the usage of an adjective when forming the diminutive expressions. The second objective would be to analyze the translation of diminutives in English - Czech and Czech - English texts.

2 Definition of diminutives

At the beginning of the theoretical part, the basic data about diminutive expressions will be presented and expanded on. The aim is to compare the meaning of diminutive expressions with lexicological definitions and their explanations as introduced in general dictionaries. Also, the formation of diminutives will be introduced and explained in the practical part. The next issue examined in the theoretical part will be the usage of diminutives, which is a necessary step before the analysis of practical part can be started. The last remark will be about the classification of English and Czech diminutives.

Defining diminutive expressions is quite a complicated issue. Many linguists define diminutives as expressions that denote smallness in comparison with neutral words, usually connected to positive connotation. The definition of English diminutives is longer and more explanatory than the Czech one. According to Klaus P. Schneider, the problem is more complex.

- 1) “Diminutive is generally regarded as a universal category, found in all languages. At the same time, some languages, for instance, English are said to have no diminutives.
- 2) Many researchers maintain that diminutives denote smallness; others argue that they denote smallness and have affective or evaluative meaning alone.
- 3) It is considered paradoxical that diminutives- even one and the same diminutive form- can express appreciative or depreciative connotations” (Klaus P. Schneider, 2003:1).

There may be several reasons for these problems according to Klaus P. Schneider:

“a) diminutive is a term of traditional grammar and as such taken for granted, i.e. it is usually not clearly defined and is often used in a sense relevant only to Latin and related languages, but not to other languages, such as English;

b) the focus of analysis has been on formal aspects of diminutives, while diminution, the concept expressed, has largely been neglected;

c) diminutives have not, as a rule, been studied from a pragmatic perspective” (Schneider, 2003: 1).

Jaroslav Peprník understands diminutives slightly differently. “Diminutives are not always primarily expressive. Their basic meaning is notional and they denote things that are smaller in size or in another semantic feature. The notion ‘rather small’ is often linked with a positive (ameliorating) connotation. But there are also diminutives that do not refer to anything small and yet are ameliorative because they express the positive personal relationship of the speaker to the person or to a thing. And finally there are diminutives with a negative connotation.” (Peprník, 2006: 116 - 117).

To sum it up, diminutives may have *negative* (pejorative), *positive* (ameliorating) or also *emotional* meaning according to the context. In English diminutive meaning is expressed with adjectives such as “*tiny*” or “*little*” or “*small*”. This occurs in Czech very rarely.

F. Trávníček talks about diminutives as “*children’s words*”. J. V. Bečka mentions the expressivity of diminutives positive and of course negative in “Úvod do české stylistiky”. J. Říhová expresses her attitude towards diminutives very concisely and simply. According to her, diminutives occur in the context of the positive emotional relationship. Finally, J. Hubáček mentions diminutives as a specific subgroup of emotionally coloured words with positive, but also negative meaning. Čechová understands diminutives as a specific variable and numerous groups of words which

denotes smaller meaning and expresses an emotional feeling or a relationship of pleasure.

All of these definitions have one main thing in common, the words classified according to these definitions as diminutives denote the smallness of the neutral words with positive or negative connotations.

3 Morphology of diminutives

English is not a language typical of a high number of diminutives. “For example, Jespersen (1948:9) remarks, “It is worth observing, for instance, how few diminutives the language has and how sparingly it uses them“. Jespersen claims the fact that only few diminutive suffixes (“*fondling-endings*“ in his terms) exist, and that they are not frequently used. He contrasts English with languages such as Italian, German, Russian, and Basque in which the suffical type of diminutive formation is generally considered highly productive. Thus, Jespersen’s judgement about the status of diminutives in English refers to prototypical diminutive forms exclusively“ (Schneider, 2003:75). In Schenider’s “*Diminutives in English*” written by Schneider have also been mentioned some extreme opinions, such as British English does not have any diminutives according to Turner. In comparison to other languages, English differs significantly from them. For example, any conversion does not exist in Russian or Czech. This word formation process is often used in English. That is one of the reasons for a different number of diminutive expressions.

Another problematic area is the actual number of diminutives. A complete inventory has not been made. This has been caused by a non corpus-based analysis of word processes. In this thesis the difference between Czech (*a synthetic or inflecting language*) and English language (*an isolating or analytic language*) will be shown. Diminutives are formed by derivational suffixes in both languages, in Czech the number of diminutives formed by suffixes is, of course, much higher.

In the analysed languages, the diminutives are formed by adding affixes, usually suffixes to a base morpheme, to proper names and nouns. All of these diminutive suffixes are bound morphemes, which mean that they cannot occur

independently. The neutral meaning is modified by adjectives (e. g. *little, small, tiny, wee...*) or of course diminutive suffixes added to a noun. As already mentioned, diminutive expressions express smallness, intimacy or endearment.

Firstly the Czech diminutives will be analyzed and then the English ones.

3.1 Czech diminutives

Adding a suffix to a noun, which creates a special derivative, forms Czech diminutives. Its suffix holds the semantic feature of smaller size or pragmatic feature, more often positive or negative (e.g. *Čecháček, frajírek*). On the other hand, the only emotional meaning, not quantitative (smaller) meaning, have diminutives e.g. *tatínek, pivečko, sluníčko*.

“Deminutivní sufixy se modifikují významy substantiv všech rodů, a proto mají sufixy pravidelně tři rodové podoby, které respektují gramatický rod základového substantiva; výjimky jsou ojedinělé (*květ- kvítko*). Tvoří se častěji od konkrét než od abstrakt; netvoří se obvykle od apelativních maskulin vzorů *předseda a soudce*. Deminutivní význam lze velmi často zesilovat pomocí rozšířených (sekundárních sufixů). Některé odvozeniny s deminutivními sufixy přídají význam menších rozměrů nebo pragmatický význam nemají a plní funkci specifikací, např. *ručička (hodinek), párek...*“ (Grepl, Karlík, 2003: 125).

[Diminutive suffixes are modified by the meanings of all genders, and that is the reason for having the three-gender forms, which respect the grammatical gender of the basic noun; exceptions are rare (*květ- kvítek*). They are formed more often from concrete than abstract nouns; usually not formed from masculine paradigmas ‘*předseda*’ and ‘*soudce*’. Diminutive meaning is able to amplify thanks to wider (secondary suffixes). Some derivatives with the diminutive suffixes do not have accessory meaning of smaller size

or pragmatical meaning and they have a specificational function, i.e. *ručička (hodinek), párek,...*] (Grepl, Karlík, 2003: 125).

As already mentioned above, each gender has a different set of diminutive suffixes for the first and also the second grade of diminutives. The first grade of diminutives always denotes a smaller size and a stronger emotional attitude compared with neutral words. But the second grade of diminutives denotes even more the smallness and a stronger emotional attitude.

The most frequent diminutive suffixes are in the first-grade for

- **masculine gender:** *-ek* (e. g. háček, tácek, stařeček, papírek) or *-ik* (e. g. keřík, psík, nožík)
- **feminine gender:** *-ka* (e. g. ulička, lžička, včelka, dědinka)
- **neuter gender:** *-ko* (e. g. mlíčko, světélko, žebírko, břicho) or *-átko* (e. g. holoubátko, pacholátko, kůzlátko, poupátko).

The suffixes for the second-grade of diminutive expressions are:

- **masculine gender:** *-ěček* (e. g. domeček, džbáneček, dáreček) or *-íček* (přítelíček, ohníček, červíček, Pepíček)
- **feminine gender:** *-ička* (e. g. bednička, chybička, travička, Anička) or *-ěčka* (e. g. knížečka, kůstečka, mísečka)
- **neuter gender:** *-ičko* (e. g. překvapeníčko, zdravíčko, autíčko, zlatíčko) or *-e/ěčko* (e. g. hnízdečko, městečko, vínečko)

According to Karlík, there are also other suffixes such as *-ánek, -ínek, -áček, -enka, -inka, -oušek, -uška* and combined suffixes.

Sometimes also adjectives and adverbs have been considered to be diminutives especially when intensifying the measure of the characteristic (e. g. *malinký, lehounce*). The verbs could be understood as diminutives when a suffix *-k-* or *-ink-* occurs (e. g. *tlapkat, spinkat*).

According to Štícha, the Czech language has more diminutive suffixes (e. g. *-ec, -ice* and *-ce*), which are traditionally ranked to diminutive suffixes but have been earmarked from the standard Czech language (i.e. *rám- rámeč, hlava- hlavice*).

Rusínová orders the highest frequency of diminutive expressions in English from substantives on the first place, adjectives and verbs on the second place, adverbs, numbers, pronouns and interjections hold the third place. “Pořadí určuje produktivita spojení s deminutivem nebo s augmentativem, ta postupně klesá, ale v nepřímé úměře stoupá důležitost tzv. subjektivní deminutivní síly, což je expresivnost” (Rusínová, 2001:3).

[The order determines the productivity in connection with a diminutive or an augmentative, which gradually decreases, but increases in inverse relationship co-called subjective diminutive strength, which is the expressivity.]

The order of frequency of diminutive expressions is slightly different in the Czech language according to Rusínová. She placed verbs on the third place, adjectives and adverbs on the place number two and substantives certainly are set on the first place.

3.2 English diminutives

Adding diminutive suffixes to neutral words forms diminutive expressions. Infrequently, diminutives are formed by prefixes added to the beginning of the word,

e.g. *mini-* (*mini-series, mini-skirt, minibus*) and *micro-* (*microbiology, microelectronics, microprocessor*). This type of diminutive expressions will not be dealt with in this thesis. Moreover, the inventory of diminutive suffixes is not clear. Various linguists have different opinions to what the real diminutive suffixes are and how many exist. Linguists such as Wierzbicka (1985) claims that the only diminutive is *-ie*, Leisi (1969) says that the diminutive suffixes are *-ie* and *-ette*, Hansen et al. (1969) chose only three suffixes *-ie/-y, -ette, -let*, Quirk et al. identifies *-ette, -let* and *-ling*, claim only few diminutives suffixes. On the other hand, there has been a significant number of linguists whose inventory of diminutive suffixes is much bigger, for instance Charleston (1960) made the inventory of 34 diminutive suffixes, Rotzoll (1910) defines approximately 50 suffixes. Leisi, whom I have mentioned above, makes the inventory of diminutive suffixes more accurate. He considers only the two suffixes (*-ie* and *-ette*) productive but makes the list of other 16 other diminutive suffixes and divides them into native (e. g. *-ock, --incel, -ling, -kin, -ie, -en, -k, -t, -le, -el*) and foreign (e. g. *-el, -rel, -in, -on, -ot, -et, -let*).

Schneider presents 14 diminutive suffixes *-ie, -ette, -let, -kin, -ling, -een, -s, -er, -o, -a, -le, -poo, -pop* and *-peg*. The suffix *-ie* occurs in two other spelling forms *-ey* and *-y*, each of these spelling forms is typical of different region of English speaking countries. This suffix is often used with fairy-tale characters or parent-child interactions, e. g. *auntie, puppie, bottie/botty, Charlie/Charly, lovie/lovey, footie, piggy, mommy, granny, sweetie*. The suffix *-ette* was borrowed from French, e. g. *kitchenette, pianette, balconette, dinette, snackette, sardinettes*. The previous suffixes have been undeniably very productive in English, the suffix *-let* is considered by some authors as one of the most important suffix in English, it is being used for diminutivisation of object nouns, animal nouns and personal nouns, e. g. *booklet, leaflet, playlet, ringlet, froglet,*

owlet, frontlet. The suffix *-ling* originates in German and is being used with denoting animals, plants and humus, but not objects or names, e. g. *duckling, cattling, wolfling, seedling, fledgeling*. The next diminutive suffix *-kin* originates in Dutch in the 13th century and expresses parent-child interaction or adult communication, e. g. *lambkin, babykins, Jenkins, Katiekins*. The following suffix *-een* originates in the Irish language. It is not commonly used in English, only by native Irish speakers or it may be used by English when they want to speak with special “Irish flavour”, e. g. *girleen* (ENG. *girlie*), *houseen* (ENG. *housey*), *Peteen* (ENG. *Petey*).

There are 5 more diminutive suffixes which are not so common to be dealt with the rest of the diminutives. “These are {S}, {ER}, {O}, {A} and {LE}. Arguably, these suffixes are not diminutive suffixes in the narrow sense of the word, but should be referred to as expressive, affective or evaluative suffixes, since they express an attitude, while they do not denote smallness“ (Schneider, 2003:108).

The suffix *-s* is used among older children, first names, animal names, kinship terms, animal names, e. g. *rats* (derived from *ratatouille*), *Debs, ducks, Bugs*. The suffix *-er* is used mainly with the situational frame, e. g. *nipper, rugger, topper, fresher, tucker food, footer*. Next suffix is *-o* predominantly used with masculine nouns, e. g. *Stevio* (derived from Steven), *Fernando, Antonio*. The suffix *-o* usually denotes negative attitude, e. g. *kiddo, weirdo, fatso, wrongo*. As indicated above, the suffix *-o* serves as a marker of masculinity. There is also suffix *-a*, which is on the other hand the marker of femininity, e. g. *Tezza* (Teresa), *Shazza* (Sharon), *Bazza* (Barry). The following suffix *-le* has survived only in regional varieties or historical names, e. g. *cuddle, nibble, knobble*.

The suffixes *-poo, -pop, -peg* are next group of diminutive suffixes according to Schneider, Mühlhäusler or Poynton. “The three suffixes share at least three formal properties. First, they have the same voiceless plosive in the onset, second, they are

(almost) always preceded by /i/, and third, they are mostly followed by {S}. In fact, {S} is always attached to {POP} and {PEG}, but only occasionally to {POO}. Thus, the suffixes are usually realised as {IE + POO}, {IE+PEG+S}. While these combinations could be described as individual suffixes. This decision is based on the following observations:

- 1) {IE} and {S} exist as diminutive suffixes, which may be attached alone or in various combinations (cf. 4.2.1. and 4.2.5.),
- 2) {S} may or may not occur after {POO}
- 3) all other diminutive suffixes are monosyllabic, but may occur in polysyllabic combinations (cf. 4.2.7.)” (Schneider, 2003:113), e. g. kissypoos, Mikeypoo, baby-poo; lollipop; toothy-pegs, sweetiegs, ladypegs.

Over the years many opinions on forming the diminutives in English have been established. According to Schneider, synthetic diminution formation hardly exists in English. “For instance, Strang (1968:138) writes: “It is often said that English lacks diminutives; in fact little (...) is a diminutive ...” (Schneider, 2003:123). Turner deals with the comparisons of analytic diminutives in English and synthetic diminutives in Russian or German. Also Charleston characterizes English as an analytic language and claims that the suffixation is not preferred in formation of diminutives in English, and that the adjectives such as little, tiny or wee are highly preferred in the forming of English diminutive expressions.

Schneider summarizes the possible adjectives used in diminutive formation and divides them into the three categories according to the formality.

INFORMAL	NEUTRAL	FORMAL
tiny	small	minute
teeny	little	diminutive
teensy		lilliputian
wee		
weeny		
teeny-weeny		
teensy-weensy		

Table 1 Stylistic differences in the word field SMALL (Schneider, 2003:125)

4 Augmentatives and related terms and concepts

One of the terms discussed in the present chapter is augmentatives. These are the opposites of diminutive expressions and denote the largeness or the attitude to the matter, which may be either positive or negative. According to Schneider, all languages that possess augmentatives also possess diminutives, but it does not work the other way. Augmentative expressions may be found for instance in Southern Romance languages such as Italian, Portuguese or Spanish, but also in Slavic languages such as Russian or Polish.

Rusínová asserts that all the findings show the fact augmentatives are the most often connected with substantives, adjectives and verbs in the Czech language. According to Rusínová, who examined 50 languages, there are some languages that do not cooperate with word classes as the Czech language does. Among the exceptions belong the Khmer language where the diminutives are formed only in the connection with verbs; Abkhazian connects diminutives with adjectives and they do not exist within the substantives; and Hungarian forms the diminutives also within the pronouns. “Otázka tedy zní, zda lze v češtině aplikovat prostředky nacházející se na této ose najednou, v jednom slově, jinak řečeno, zda jde augmentativum deminuuovat, a také, zda lze deminutivum augmentatovat. Pokud by kritérium fungovalo tak, pak by bylo možno uvažovat o deminutivech a augmentativech jako o jedné změně významu s opačným znaménkem orientace. Případů prvního tu není mnoho, z neživotných konkrét je to např. augmentativum typu tlama o tlamajzna o deminuuováno na tlamajznička, od životných názvů osob např. Žid o Židák o Židáček, Němec o Němčour o Němčourek, Rus o Rusák o Rusáček, Čech o (Čechák) o Čecháček; od vlastních jmen křestních Pepa o Pepouš o Pepoušek; od apelativ vrah o vrahoun o vrahounek” (Rusínová, 2001:3,4).

[The question is, whether we can apply these means which are being on this axis at the same time in one word in Czech, in other words, if it is possible to diminish the augmentative, and also whether it is possible to augment the diminutive. As long as these criteria work, then it would be possible to think about the diminutives and augmentatives like one change in the meaning with an opposite sign of orientation. There are not many examples of the first case which are formed from inanimate concrete words, e. g. “*tlama*” - “*tlamajzna*” and diminished into “*tlamajznička*”; from the animative words of people e. g. “*Čech*” - “*(Čechák)*” - “*Čecháček*”; from the proper names “*Pepa*” - “*Pepouš*” - “*Pepoušek*”; from the apelatives “*vrah*” - “*vrahoun*” - “*vrahounek*”] (Rusínová, 2001:3,4)

English augmentatives may be formed by adding the particular suffixes or analytically by adding the adjectival modifier (e.g. *big*, *large*, *huge*) in front of the noun. It was already explained that the diminutives may be formed also by prefixes *mini-* or *micro-*, the same principle occurs, according to Schneider, with augmentatives as well, they are formed by adding the prefix *maxi-* or *macro-*, e.g. *maxi-skirt*, *maxi-farm*, *macro economy*, *macrobiotics*, *macro-structure*. There might be written down three more prefixes used with augmentative formation: *mega-* (e.g. *megabureaucracy*, *megalomania*, *megaphone*), *super-* (e.g. *superego*, *supercomputer*, *superpower*) or *hyper-* (e.g. *hyperactive*, *hyperinflation*, *hypertension*).

“However, there is a significant difference between diminutives and augmentatives. While in the case of young children, animals, or plants, and also artefacts made for children, smallness has a biological explanation, there is no equivalent explanation for largeness. Average adult size constitutes the norm. Children, by comparison to this norm are undersized, but there is no corresponding

category for oversized humans. Accordingly, oversized humans are considered as deviant or unnatural and also threatening (e.g. giants) (Schneider, 2003:18)".

Apart from augmentatives, '*hypocoristics*' and '*pejoratives*' will be certainly discussed, too. "Hypocoristics are those diminutives which express smallness and positive attitudinal connotations. By contrast, diminutives expressing smallness and negative attitudinal connotations are referred to as pejoratives. It is worth noting in this context that some languages, for instance, Spanish, seem to have specific pejorative suffixes, which are different from diminutive suffixes" (Schneider, 2003:20, 21).

According to Schneider, it is important to highlight the difference between *hypocoristics* which are shorter or diminutive words, often nicknames or terms of endearment, e.g. *telly* (*television*), *Aussie* (*Australian*), *Rosy* (*Rosemarie*), and *pejoratives* connote negativity and express distaste to something, they are usually being used among social and cultural groups, e.g. *hacker*, *punk*, *dude*, *fundie*, *funny-duddy*), they are not the opposites as it has been often mentioned. The opposite term to '*pejorative*' is '*ameliorative*' (or '*meliorative*'). "In order to avoid confusion, the traditional terms '*hypocoristic*' and '*pejorative*' should be avoided in the study of diminutives. Instead the opposites, '*appreciative*' and '*depreciative*', should be used, for positive and negative connotations. Thus, diminutive forms conveying a positive attitude can be referred to as appreciatives, those conveying a negative attitude as depreciatives" (cf., e.g., Hummel 1995 and 1997, and Gracia/Turon 2000) Schneider 2003:21).

5 Types of diminutives

According to Chamonikolasová and Rambousek (2007: 39), diminutives have been classified into three main groups on the basis of semantic and stylistic criteria into:

- **proper**
- **frozen**
- **semi-frozen diminutives**

5.1 Proper diminutives

Proper diminutives are characterized with the possession of semantic and morphological features and because they express the attitude and feelings of the speaker (writer) they are usually used in informal discourse, for instance *kitty*, *ringlet*, *kitchenette*, *puppie*, *lambkin*. On the other hand frozen diminutives “are usually stylistically neutral“.

5.2 Frozen diminutives

Frozen diminutives (e. g. *cigarette*, *hodinky* [small clock, i.e. watch]) still have morphological features “but have lost the original diminutive meaning” (Chamonikolasová and Rambousek, 2007: 39).

5.3 Semi-frozen diminutives

Semi-frozen diminutives are the third type of diminutives based on stylistic criteria. “Semi-frozen diminutives resemble diminutives proper in that they are less former than the base forms, and they resemble frozen diminutives in that they are

emotionally unmarked and do not necessarily indicate small size. With semi-frozen diminutives, the opposition base-from-diminutive form still exists, but it is reduced to the opposition formal-informal” (Chamonikolasová and Rambousek, 2007:39).

Despite this fact, semi-frozen diminutives will not be analyzed in this thesis.

Most diminutive expressions denote a close relationship but it does not have to necessarily always express positive attitude to the recipient, in the Czech language e. g. *frajírek* (whippersnapper), *Čecháček* (an inhabitant of the Czech Republic with typical Czech features), ... The English language contains, for example, negative suffix *-ster*, i.e. *gangster* (person blind the crime) , *gamester* (a member of a certain game community), *youngster* (a child of either sex), ... It is important to say that:

“Youngness correlates with smallness. Young humans, animals and plants are smaller than grown-up specimen of the respective species. Smallness caused by youngness evokes positive attitudes. In this case, smallness is biologically conditioned and thus normal. Smallness in adulthood, however, is considered abnormal, unnatural and deficient, and constitutes the marked case, which evokes negative attitudes” (Schneider 2003:14).

According to Schneider, a narrow understanding of the term diminution applies only to nouns and not to adjectives or verbs, because these meaning components such as “*dear*“, “*young*“ or “*small*“ are relevant only to them.

5.4 Classification of the English diminutive expressions

In this chapter diminutives will be divided into three groups according to morphological and semantic features. Chamonikolasová and Rambousek defined three categories:

- **diminutives proper** (these are diminutives with morphological and semantic features)
- **frozen diminutives** (these are expressions with morphological features but they already lost the original diminutive meaning)
- **semi-frozen diminutives** (the specific characterization of semi-frozen diminutives is less formality compared to the base forms, they also do not denote small size and emotions).

“Many nouns containing diminutive suffixes have lost their diminutive meaning: the English word “*tablet*” meaning “*pill*”, for instance, is not understood by language users as a diminutive derivative of “*table*”, because drugs are no longer produced in the shape of a “*small table*”; the Czech word “*lodičky*” [court shoes, pumps], which refers metaphorically to “*small boats*”, is not consciously related to the object they resemble. Such diminutives have emancipated themselves with a new specific meaning” (Chamonikolasová, Rambousek 2007:39).

According to Chamonikolasová and Rambousek, frozen diminutives are semantically independent and they represent a separate entry in a dictionary. Frozen diminutives are basically forms of diminutives which have a diminutive form but they have to be interpreted as non-diminutives.

Only two types of diminutives (proper and frozen diminutives) will be analyzed in the thesis for the purpose of comparison in frequency of these two types. The number of occurrences will be compared and analyzed. There are different tables for each type of diminutives.

To summarize this chapter, the formation of diminutives was explained and also meaning of the word “diminutive”, differences between English and Czech diminutives

and their typical suffixes or prefixes. The last note in this chapter closed with a short summary on the usage of diminutives and their classifications important for the theoretical part of the thesis.

6 Diminutive use in English conversation

There have been several studies focusing on spoken language and concentrating on (casual) conversation, for example Klaus P. Schneider in “Diminutives in English” or Eija Ventola in “The Structure of Casual Conversation in English” or Edmonson and House in “Let’s Talk and Talk About It”.

One of the main objectives of the diploma thesis was to find out whether the usage of diminutive expressions in spoken language somehow changes the meaning. There are several subsections that Schneider discusses. When talking about *titles*, specifically professional titles such as *doc* or *prof*, they are not used as diminutives. Neither titles starting with *M* (*Mr*, *Mrs*) do not form diminutives. Despite this, there is one “*M*” title which forms the diminutive form and that is Miss “both synthetic and analytic forms occur i.e. *Missey* and *little Miss*” (Schneider 2003:144).

First names form the diminutive forms very frequently (e. g. *little John*, *Annie*, Catherine => *Cath*), on the other hand this is not common with *last names* especially in face-to-face communication on a daily basis.

Next subtype according to Schneider are **descriptors**, he divides them into:

- *generic terms* (i.e. mate, fellow, buddy, fellas)
- *endearments* (i.e. honey, sweetheart)
- *animal names* (i.e. kitten, puppy)
- *obscene terms* (i.e. cunt, asshole)
- *ethnic terms* (i.e. wog, nigger).

According to Scheider, most diminutives end in {IE}. “Diminutives can be formed from most types of nominal address terms, but not from pronouns.

Diminutive formation is most productive with first names, and least productive with last names and titles” (Schneider 2003:158).

According to Schneider vocative acts are formed by adding a suffix to the basic word. Other processes of modification, such as instance clipping or reduplication, are not so frequent.

The main purpose of “diminutives employed in vocative acts” is “to define or negotiate the relationship between a speaker and hearer, i.e. speakers confirm an existing relationship, or they attempt to establish or redefine a particular relationship, specifically its affective value” (Schneider 2003:158).

6.1 The pragmatic perspective: usage of diminutives

According to Schneider, diminutive expressions do not normally occur in isolated forms, but they occur in context. The objective of the work was also to determine principles when and why diminutives are used in communication. Both written and oral communications have their own specifics. Oral communication will not be dealt with in this thesis; however the study may have implied several differences for comparison. Oral communication can be divided into monologue (one participant of the conversation is activated in communication), and dialogue (two participants are activated in a conversation) and polylogue (conversation of more than two participants) on the basic level.

Schneider explains other distinctions, for example the differences between business and private conversation, and formal and informal discourse.

7 Translation

One of the last chapters introduced in this thesis is concerning the theory of translations. According to Levý, it is important to distinguish the type of the literature and operate in the field of history and theory to make a high-quality translation. „Originál je třeba chápat jako systém, a nikoli jako mechanické seskupení elementů. Úkolem překladatelovým není reprodukovat, a tím méně přetvářet elementy a struktury originálu, nýbrž vystihnout jejich funkci a užít místo nich elementy a struktury vlastního jazyka, které by v míře co největší mohly být jejich substituty a ekvivalenty stejně vhodnými a účinnými” (Klemensiewicz, 1955:540/541). This statement has been confirmed in the practical part of the thesis.

[It is important to understand the original as a system, not as a mechanical grouping of elements. The aim of the translator is not to reproduce, even less to transform elements and structure of an original, but more likely to express their function and use, instead of them, the elements and structure of translator’s own language, which could be, in the greatest degree, their substitutes and equivalents equally appropriate and effective.]

According to Levý, there is one mutual feature for all the linguistic studies “nechávají stranou účast překladatele na procesu překládání a na struktuře překládaných děl” (Levý, 1983:31)

[leaving aside the participation of the translator in the process of translation and the structure of translated work]

Therefore, translators should respect the translated work and take into consideration its stylistic character.

According to Levý, every translator has his/her own utterance and expression and these are the key factors for him/her and his/her own personality and interpretation of the given text. Levý has established 12 principles for good translation.

Levý confirmed Gačečiladze's opinion of several types of translations, it is possible to use for example, a romantic translation (an author emphasizes the nobility of an original work and in conclusion the translation is more individualistic) or a naturalistic type of translation is also very popular (the words are reproduced by author authentically and literally). The theory of translation is closely related with the region where the translation has its origin. Perhaps surprisingly, according to Levý, the furthest aesthetics is a French one. Basically it could be stated, the more knowledge about the particular language and particular history we have, the higher quality translation should be made. Consequently, as already written above *Alice's Adventures in Wonderland* and *Broučci* are convenient for the comparison because their authors published these books approximately in the same time and the translations are only few years apart.

8 Analysis

The practical part of this diploma thesis deals with on two children's books. The first one is called "*Broučci*" written by a Czech writer and preacher Jan Karafiát and illustrated by Jiří Trnka. Jan Karafiát was born in 1846 and died in 1929. The book was published in 1876. The second book is "*Alice's Adventures in Wonderland*", published in 1865, written by Lewis Carroll (his autonym was Charles Lutwidge Dodgson), who was born in 1832 and died 68 years later, in 1898.

Both books were written approximately in the same time, there is only an 11 year difference between publishing these two titles. That is also the reason why they have been chosen for the comparison.

To get more objective results I have compared the original and the translated texts:

- **"Alenka v říši divů"**
- **"Alice's Adventures in Wonderland"**
- **"Broučci"**
- **"Fireflies"**

One of the objectives is to analyze the frequency of diminutive expressions, hence the first 5 000 words have been counted, including the titles of each chapter from the individual book and words repetitive in the text were counted separately not as a one.

The aim of this was to compare the usage, the frequency and morphology of diminutives. Of course, I have checked all selected words to make sure they are really diminutive expressions. For this purpose etymological dictionaries were used and the experience of native speakers.

9 Diminutives in “Alenka v říši divů”

As it was already written above, the English and Czech grammatical system differs in the formation of diminutive suffixes and also frequency of diminutive expressions. They are formed by adding a different suffix to a noun. The Czech language has its specific features and also it has a different set of suffixes for each gender. Even if the grammatical gender existed in Old English it fell out several centuries later in the Middle English period. Despite this fact Modern English still preserves the features of the natural gender which is based on the sex e.g. *woman* refers to feminine pronoun *she*, *man* refers to masculine pronoun *he* and *book* refers to neuter pronoun *it*. Czech is specific for its frequency of usage the diminutives.

“Czech texts, both originals and translations, display a very high frequency of diminutives compared to English texts, both originals and translations. The analysis thus does not confirm the expectation that the influence of the source language (English or Czech) might result in a lower incidence of diminutives in Czech translations compared to Czech originals and a higher incidence of diminutives and adjectives denoting small size in English translations compared to English originals. In our material, the incidence of diminutives in Czech translations is in fact higher, not lower, than in Czech original texts” (Chamonikolasová, Rambousek, 2007:48).

In addition, the Czech language can modify the first-grade of diminutives into the second-grade of diminutives and it always denotes a smaller size and a stronger emotional attitude.

The most frequent diminutive suffixes are in the first-grade for:

- **masculine gender** *-ek* or *-ik*
- **feminine gender** *-ka*

- **neuter gender** *-ko* or *-átko*.

For the second-grade of diminutive expressions are typical these suffixes:

- *-eček* or *-íček* for masculine
- *-ička* or *-ečka* for feminine
- *-ečko* or *-íčko* for neuter gender.

This fact is seen in the table below the text. The first-grade suffixes are used in masculine gender in the text with these words (e. g. *klíček, stolek, drahoušek, háček*); in feminine gender (e. g. *Alenka, květinka, záclonka, dvířka, cedulka*) and the neuter gender of the first-grade isn't used in the text.

The second grade of diminutive suffixes was also used several times in the text: in masculine gender (e. g. *věneček*), in feminine gender (e. g. *kapsička, sklenička, polička, lahvička, chodbička, holčička*). Four times was used the adjective “malý” in English “small” to denote diminutive meaning (e. g. *malá krabice, malé dveře*).

Diminutive expression	Number of occurrences
Alenka	73
klíček	5
stolek	5
lahvička	4
knížka	3
dvířka	3
kapsička	3
Alenčina	3
myška	3
zvířátko	3

obrázek	2
sklenička	2
polička	2
poklonka	2
malá dvířka	2
svíčka	2
očko	2
ocásek	2
básnička	2
věneček	1
květinka	1
malá síň	1
malá holčička	1
miska	1
malá chodbička	1
malý třínohý stolek	1
malinký zlatý klíček	1
záclonka	1
malé dveře	1
chodbička	1
cedulka	1
háček	1
malá krabice	1
malý koláček	1
malá vrátka	1
poslíček	1
rukavička	1
hlásek	1
malý domek	1
lopatka	1
maličká	1
pacička	1
teploučká	1
měkoučká	1
pejsek	1
malý jezevčík	1
žabka	1
ptáček	1
Mindička	1
kousíček	1

malá chodbička	1
malá síň	1
malá dvířka	1
kousíček	1
dárek	1

Table 2 Diminutives in “Alenka v říši divů”

The table summarizes 159 words with diminutive meaning or form which were written down out of 5 000 words. This is a significant difference if we compare it to the original English text. The frequency is risen up rapidly up to 3.1 % of diminutive expressions. The most frequent word is “*Alenka*”, it is used in the text 76 times, however in three cases there was not used “*Alenka*” directly but it was used in the strengthened form “*Alenčina*”. The second and third the most frequent diminutive expressions are “*stolek*” and “*klíček*” used in the text 5 times. “*Lahvička*” is used four times, and “*knížka*”, “*dvířka*”, “*kapsička*”, “*myška*” and “*zvířátko*” are used three times. Several diminutives are used twice such as “*obrázek*”, “*polička*”, “*sklenička*”, “*poklonka*”, “*svíčka*”, “*ocásek*”, “*zvířátko*”. There was also a wide range of diminutives recorded just once: “*obrázek*”, “*věneček*”, “*květinka*”, “*malá holčička*”, “*miska*”, “*záclonka*”, “*cedulka*”, “*teploučká*”.

9.1 Analysis of the Czech diminutive expressions

Every part of speech written down from the book “*Alenka v říši divů*” will be now classified according to the Chamonikolasová’s rules into **proper and frozen diminutives**. Semi-frozen diminutives will not be classified.

9.1.1 Proper diminutive nouns

Diminutive nouns represent the majority from all the diminutive expressions in the analysed text. Generally high frequency of proper diminutives within nouns is typical for the Czech text and characteristic features for diminutives are their semantic and morphological aspects. They are constituted by many nouns on the first grade but also on the second grade, the second grade is possible to form by nearly all nouns and it denotes smaller sizes or stronger emotional attitudes than are denoted by the first grade. Chamonikolasová and Rambousek (2007) have classified typical suffixes for the first grade of diminution. They are represented by *-ek* or *-ík* for **masculine nouns** (e. g. *klíček, stolek, ptáček, obrázek; háček, pejsek, kanárek*) *-ka* for **feminine nouns** (e. g. *myška, lopatka, miska, poklonka, květinka, Alenka*) and *-ko* or *-átko* for **neuter nouns** (e. g. *očko, zvířátko*).

Alenka – dokud ještě byla s rodiči ve své rodné Anglii, říkali jí Alice- už začínala mít dost toho nečinného sedění vedle sestry na břehu řeky: jednou nebo dvakrát nahlédla do **knížky**, kterou sestra četla, ale tam nebyly vůbec žádné **obrázky** nebo rozmluvy- „a co je po **knížce**,” myslila **Alenka**, „ve které nejsou **obrázky**, ba ani rozmluvy?“ (Carroll, 1996:9).

A pokusila se při tom oslovení zdvořilou **poklonku**; jen si představte, jak děláte **poklonku**, padající z třetího patra! (Carroll, 1996:12).

„Ó **Myško**, neznáte cestu z tohoto jezera? Jsem už velmi unavena plavání, ó **Myško!**“ (Carroll, 1996:24).

Byla to vskutku podivně vyhlížející společnost, která se na břehu shromáždila- ptáci se zarousaným peřím, **zvířátka** se srstí připlíhlou k tělu, a všichni mokří, až z nich kapalo, mrzutí a smutní (Carroll, 1996:27).

Second grade diminutives occurred in the text as well. Chamonikolasová and Rambousek set several diminutive suffixes convenient for the **masculine, feminine** and **neuter genders**. The suffixes *-eček* or *-iček* modify masculine gender into the second grade of 31trenchen (e. g. *věneček, poslíček*) ; *-ička* or *-ečka* modify feminine gender (e. g. *lahvička, chodbička, rukavička*) and neuter gender is modified by *-ečko* or *-ičko* (does not occur in the text).

Přemýšlela tedy- jak nejlépe mohla, neboť byl horký den, a to jí dělalo ospalou a hloupou – stojí-li pěkný **věneček** za to, aby vstala a sbírala květinčky, když tu náhle kolem ní přeběhl Bílý Králík s červenýma očima (Carroll, 1996:9).

Ale když Králík skutečně vytáhl hodinky z **kapsičky** u vesty, podíval se na ně a pospíchal 31tre, vyskočila Alenka údivem, neboť jí prolétlo hlavou, že nikdy před tím neviděla králíka, který by měl **kapsičku** u vesty, nejkuli hodinky, které by z ní mohl vytáhnout; a hoříc zvědavostí, běžela za ním přes pole a naštěstí doběhla ještě včas, aby viděla, jak vskočil do velké králičí díry pod mezí (Carroll, 1996:9).

Jak letěla mimo, vzala si z jedné **poličky skleničku** s nálepkou: MERUŇKOVÁ MARMELÁDA (Carroll, 1996:11).

Alenka otevřela dveře a shledala, že vedou do 31tre **chodbičky**, ne prostornější než myší díra (Carroll, 1996:14).

9.1.2 Frozen diminutive nouns

The next group is frozen diminutives, these are diminutives semantically independent with the morphological features but they do not have the typical diminutive meaning. They are not frequently used in the analyzed text and in the dictionaries they

are represented by one entry each (e.g. *hodinky* [small watch], *lodičky* [court shoes; pumps], *hračka* [little game]).

Ale když Králík skutečně vytáhl **hodinky** z kapsičky u vesty, podíval se na ně a pospíchal 32tre, vyskočila Alenka údivem, neboť jí prolétlo hlavou, že nikdy před tím neviděla králíka, který by měl kapsičku u vesty, neřkuli **hodinky**, které by z ní mohl vytáhnout; a hoříc zvědavostí, běžela za ním přes pole a naštěstí doběhla ještě včas, aby viděla, jak vskočil do velké králičí díry pod mezí (Carroll, 1996:9).

(Jak vidíte, Alenka neměla ponětí, co je to zeměpisná **šířka** a **délka**, myslila si však, že jsou to krásná velká slova a že se vyjadřuje učeně) (Carroll, 1996:11).

„To už jsem jistě Mařka, a budu muset jíst a bydlet v tom ošklivém malém domku, a nebudu mít skoro žádných **hraček**, a ó! Tolik věcí se budu muset učit!“ (Carroll, 1996:22).

9.1.2.1 Summary of proper and frozen diminutives

The table summarizes the number of diminutives and their varieties in “*Alenka v říši divů*”. The total number of diminutives in the text is 159 and they are represented by 62 different words. The diminutive expressions are divided into two categories as the diminutives were characterized in the theoretical part of the thesis. The proper diminutives are expressed with 52 words and they occurred 157 times in the text. The frozen diminutives were counted 13 times in the text and represented by 10 words.

	Proper diminutives	Frozen diminutives	Total number
Number of occurrences	157	13	159
Number of expressions	52	10	62

Table 3 Summary of proper and frozen diminutives in “*Alenka v říši divů*”

9.1.3 Diminutive adjectives

The diminutive adjectives have been written down as well, however they have not occurred in a high frequency (e. g. “*maličká*”, “*teploučká*” and “*měkoučká*”).

Vtom zaslechla opodál jakési šplouchání a plavala tím směrem, aby se přesvědčila, co to je: nejprve se domnívala, že to je jistě nějaký mrož nebo nosorožec, pak se však upamatovala, jak je teď **maličká**, a brzy rozpoznala, že je to jen myš, která do louže sklouzla asi stejně jako ona (Carroll, 1996:24).

To je vám takové mírné, drahé zvířátko, “pokračovala Alenka, polo k myši a polo k sobě, plovajíc v louži, „a tak pěkně sedí u krbu a přede a olizuje si pacičky a umývá se- a je tak **teploučká** a **měkoučká** na chování – a tak ohromně dovede chytat myši – ó, prosím za odpuštění!“ Zvolala zvonu, neboť tentokrát byla Myš celá zježená a Alenka cítila, že musí být doopravdy uražena (Carroll, 1996:25).

9.1.4 Adjectives, adverbs or verbs used for diminution

Some word classes (e. g. *adjectives*, *adverbs*, *verbs*) denoting the diminution cannot be included in the proper, frozen or semi-frozen categories. The most common words are “*little*” however “*small*” or “*tiny*” modify the meaning of words as well in English. In Czech the diminution of adjectives is modified straight with the adjectives such as the above examples, or the adjective “*malý*” [small, little, tiny]. The word “*malý*” may be used as an adjective with a noun

Když však tak po druhé obcházela, uviděla před sebou nízkou záclonku, které dříve nezpozorovala, a za ní byly **33tre dveře**, tak asi patnáct palců vysoké: zkusila zlatý klíček v jejich zámku a k veliké její radosti zapadl (Carroll, 1996:13).

Brzy však spočinula zrakem na **malé** skleněné **krabici**, ležící pod stolem; otevřela ji a našla v ní malý koláček, na němž byla

rozinkami krásně vysázená slova: SNĚZ MNE! (Carroll, 1996:17).

Diminutive	Base form	Diminutive	Total
malý	14	0	14
maličký	1	0	1
Total	15	0	15

Some adjectives may have been used, for example: “malý” or “maličký”, with a diminutive noun to strengthen the diminution, for instance “malý třínohý stolek”, “malinký zlatý klíček”, “malý koláček”, “malý domek” or “malá dvířka”.

The meaning of diminutive expressions may be intensified by the specific adverbs. These are the examples which were given by Šmilauer e. g. “dokonce”, “zejména”, “hlavně”, “zvláště”, “především”, “velmi” or “právě”. Unfortunately this fact has not occurred in the text.

To adjust the meaning emotionally or qualitatively several adjectives are sometimes being used for instance:

Přemýšlela tedy – jak nejlépe mohla, neboť byl horký den, a to ji dělalo ospalou a hloupou – stojí-li **pěkný věneček** za to, aby vstala a sbírala květinčky, když tu náhle kolem ní přeběhl Bílý Králík s červenýma očima (Carroll, 1996:9).

„A za jak **hloupou malou holčičku** mne budou mít! Ne, to nepůjde, ptát se; snad to někde uvidím napsáno“ (Carroll, 1996:12).

„A kdyby mi hlava prošla,“ pomyslí si **ubohá Alenka**, „co by mi to bylo platno, když by neprošla ramena?“ (Carroll, 1996:14).

To se pěkně řekne: „Vypij mne!“ – tohle však **moudrá Alenka** neudělá tak náhle (Carroll, 1996:14).

„To už jsem jistě Mařka, a budu muset jíst a bydlet v tom **ošklivém malém domku**, a nebudu mít skoro žádných hraček, a ó!“ (Carroll, 1996:22).

To je vám takové **mírné, drahé zvířátko** (Carroll, 1996:25).

10 Diminutives in “Alice’s Adventures in Wonderland”

As it was already written above the English and Czech grammatical system differs in usage of diminutive suffixes and also frequency of diminutive expressions. They are formed by adding the different suffix to a noun. The most frequent diminutive suffixes are *-ette* (*kitchenette*), *-let* (*booklet*), *-ling* (*duckling*), *-y* (*daddy*), *-ie* (*chappie*). Adjectival diminutives are formed by adding the suffixes *-ish* (e. g. *smallish*, *sweetish*) or *-y*. In both languages English and Czech the diminutive meaning is often implied with the adjectives such as “*little*”, “*small*” and “*tiny*”. Here is the table how the diminutives occurred in the text.

Diminutives	Number of occurrences
little door	5
little golden key	4
eaglet	3
ringlets	2
little	2
little girl	1
little three-legged table	1
tiny golden key	1
small passage	1
little use	1
little bottle	1
little Alice	1
little histories	1
little nervous	1
little thing	1
little glass box	1
very small cake	1
little different	1
little bit	1

little feet	1
little pattering of feet	1
little house	1
daisy-chain	1
little crocodile	1
little fishes	1
little white kid glove	1
little way	1
little eyes	1
little dog	1
little bright-eyed terrier	1

Table 4 Diminutives in “Alice’s Adventures in Wonderland”

Out of the 5 000 words in the book, 41 words with a diminutive form or meaning were written down. This is a significantly lower number than was counted in the Czech text “*Alenka v říši divů*”, significantly lower number than was counted in that text. If we count the frequency of usage of diminutives it gives us 0.82 % of the diminutive expressions. The most frequent word is “*little*”, which it is used in the text 32 times. “*Little*” modifies a noun in this text except for one case where “*little*” has been used as a translation on a Czech adverb “*maličko*”. The second adjective which implies the diminutive meaning is “*small*”, it was used 2 times and once there was used “*tiny*”. In the text of “*Alice’s Adventures in Wonderland*” were found just a few morphological diminutive forms were found such as “*eaglet*”, recorded three times in the text, and “*ringlets*”, recorded twice. Diminutives may also be formed by prefixes “*mini*” (e. g. *minibus*, *minicab*) or “*micro*“ (e. g. *microelectronics*) as it was mentioned in the text above according to Klaus Schneider however this didn’t occurred in the text.

10.1 Analysis of the English diminutive expressions

Every part of speech mentioned and written down from the book “*Alice’s Adventure in the Wonderland*” will be now classified according to the Schneider’s rules of **proper and frozen** diminutives. Semi-frozen will not be classified.

10.1.1 Proper diminutive nouns

Diminutive nouns represent the minority of all the diminutive expressions in the analysed text. As already written above proper diminutives with the semantic and morphological features are not the most frequent in the English text. They consist only of these two nouns: “*eaglet*” and “*ringlets*”. “*Eaglet*” does not have to be classified as a proper diminutive necessarily. *Eaglet* is explained as a young eagle. “*Ringlet*” is a proper diminutive.

“I’m sure I’m not Ada,” she said, “for her hair ges in such long **ringlets**, and mine doesn’t go in **ringlets** at all; and I’m sure I can’t be Mabel, for I know all sorts of things, and she, oh! She knows such a very little!” (Carroll, 1996:9).

It was high time to go, for the pool was getting quite crowded with the birds and animals that had Allen into it: there were a Duck and a Dodo, a Lory and an **Eaglet**, and several other curious creatures (Carroll, 1996:11).

“Speak English!” said the **Eaglet**. “I don’t know the mening of half those long words, and, what’s more, I don’t believe you do either!” And the **Eaglet** bent down its head to hide a smile: some of the other birds tittered audibly (Carroll, 1996:11).

10.1.2 Frozen diminutive nouns

Frozen diminutives are diminutives semantically independent with the morphological features but they do not have the typical diminutive meaning. In the dictionaries they are represented by one entry each. Nevertheless, they do not occur in the text frequently, they are constituted by “*pocket*”, “*stocking*”, “*garden*”, “*feather*”, etc. The characteristic feature of these words is that they do not work as diminutives from the synchronic point of view but they do diachronically. “*Pocket*” is used in the text as a compound word “*waistcoat-pocket*”. Frozen diminutives occur 76 times in the analyzed text. Despite this high frequency, they were not written down all, only summarized in the table.

There was nothing so VERY remarkable in that; nor did Alice think it so VERY much out of the way to her the Rabbit say to itself, “Oh dear! Oh dear! I shall be late!” (when she thought it over afterwards, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural); but then the Rabbit actually TOOK A WATCH OUT OF ITS WAISTCOAT-POCKET, and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of its pocket, and burning with curiosity, she ran across the field after it, and fortunately was just in time to see it pop down a large rabbit-hole under the hedge (Carroll, 1996:4).

“Oh, my poor little feet, I wonder who will put on your shoes and stockings for you now, dears? (Carroll, 1996:9).

10.1.2.1 Summary of proper and frozen diminutives

The table summarizes the number of diminutives and their varieties in the English text – “*Alice’s Adventures in Wonderland*” – The total number of diminutive expressions in the text is 31 and they are represented by 18 different words. The diminutives are divided into three categories as the diminutive expressions were used in the theoretical part of the thesis. Proper diminutives are expressed with 3 words and they occur in the text 6 times. The frequency of frozen diminutives was compared to proper quite high with 25 different words and 15 occurrences.

	Proper diminutives	Frozen diminutives	Total number
Number of occurrences	6	25	31
Number of expressions	3	15	18

Table 5 Summary of proper and frozen diminutives in “*Alice’s Adventures in Wonderland*”

10.1.3 Other expressions (adjectives) used for diminution

Some expressions denoting diminution cannot be incorporated in the categories above. They regulate the meaning of nouns, verbs, adjectives and adverbs. The most common word is “*little*” however “*small*” or “*tiny*” modified the meanings of words. The word “*little*” may be used as an adjective with a noun

However, on the second time round, she came upon a low curtain she had not noticed before, and behind it was a **little** *door* about fifteen inches high: she tried the **little** *golden key* in the lock, and to her great delight it fitted! (Carroll, 1996:5,6).

There seemed to be no use in waiting by the **little door**, so she went back to the table, half hoping she might find another key on it, or at any rate a book of rules for shutting people up like telescopes: this time she found a **little bottle** on it, (“which certainly was not here before,” said Alice,) and round the neck of the bottle was a paper label, with the words “DRINK ME” beautifully printed on it in large letters (Carroll, 1996:6).

“That WAS a narrow escape!” said Alice, a good deal frightened at the sudden change, but very glad to find herself still in existence; and now for the garden! And she ran with all speed back to the **little door**: but alas! The **little door** was shut again, and the **little golden key** was lying on the glass table as before, “and things are worse than ever,” thought the poor child, “for I never was so small as this before, never! And I declare it’s too bad, that it is!” (Carroll, 1996:10).

or it may modify an adjective

First, however, she waited for a few minutes to see if she was going to shrink any further: she felt a **little nervous** about this; “for it might end, you know,” said Alice to herself, “in my going out altogether, like a candle.” (Carroll, 1996:6)

I almost think I can remember feeling a **little different**. (Carroll, 1996:9)

or an adverb

She ate a **little bit**, and said anxiously to herself, “Which way? Which way?“, holding her hand on the top of her head to feel which way it was growing, and she was quite surprised to find that she remained the same size: to be sure, this generally happens when one eats cake, but Alice had got so much into the way of expecting nothing but out-of-the-way things to happen,

that it seemed quite dull and stupid for life to go on in the common way (Carroll, 1996:7).

or “*little*“ may be also modify a verb phrase

“I’m sure I’m not Ada,“ she said, “for her hair ges in such long ringlets, and mine doesn’t go in ringlets at all; and I’m sure I can’t be Mabel, for I know all sort sof things, and she, oh! she knows such a very **little**“ (Carroll, 1996:9).

I must have been changed for Mabel! I’ll try and say “How doth the **little**--“ asn she crossed her hands on her lap as if she were saying lessons, and began to repeat it, but her voice soused hoarse and strange, and the words did not come he same as they used to do:-- (Carroll, 1996:9).

Diminutive modifiers “*small*” and “*tiny*” also occured in the text but not in such a high frequency as an adjective “*little*”

Suddenly she came upon a little free-legged table, all made of solid glass; there was nothing on it except a **tiny** golden key, and Alice’s first thought was that it might belong to one of the doors of the hall; but, alas! (Carroll, 1996:5).

Alice opened the door and found that it led into a **small** passage, not much larger than a rat-hole: she knelt down and looked along the passage into the loveliest garden you ever saw. (Carroll, 1996:6).

Soon her eye fell on a little glass box that was lying under the table: she opened it, and found in it very **small** cake, on which the words “EAT ME“ were beautifully marked in currants (Carroll, 1996:7).

Diminutive	Base form	Diminutive	Total
little	32	1	33
small	2	0	2
tiny	1	0	1
Total	36	1	36

The adjectives “*little*”, “*tiny*”, “*small*” also may have been used with a diminutive noun; with a diminutive noun in this case the meaning would be strengthened, for instance “*little ringlet*”, “*small kitchenette*” or “*tiny little house*”. Unfortunately this type of *stronger* or *double* diminution does not occur in the analyzed text.

The meaning of diminutive expressions may be intensified by the specific adverbs, e. g. “*very*”, “*really*”, “*totally*”, “*absolutelly*”, “*completely*”, “*extremely*”, “*entirely*” or “*utterly*”. This fact has occurred in the text three times.

How she longed to get out of that dark hall, and wander about among those beds of bright flowers and those cool fountains, but she could not even get her head thought the doorway; and even if my head would go through, “thought poor Alice, “it would be of **very little** use without my shoulders (Carroll, 1996:6).

Soon her eye fell on a little glass box that was lying under the table: she opened it, and found in it a **very small** cake, on which the words “EAT ME“ were beautifully marked in currants (Carroll, 1996:7).

“I’m sure I’m not Ada,“ she said, “for her hair goes in such long ringlets, and mine doesn’t go in ringlets at all; and I’m sure I can’t be Mabel, for i know all sort sof things, and she, oh! she knows such a **very little!**“ (Carroll, 1996:9).

As Schneider summarizes, there might also be used some adjectives which emotionally or qualitatively adjust the meaning, in the text were used for instance these adjectives “*ignorant*”, “*wise*”, “*nice*”, “*poor*”, “*long*”, “*poky*”.

It was all very well to say “Drink me,” but the **wise little** Alice was not goint to do THAT in a hurry (Carroll, 1996:6).

“Oh, my **poor little** feet, I wonder who will put on your shoes, and stockings for you now, dears?” (Carroll, 1996:8).

“I’m sure those are not the right words,” said poor Alice, and her eyes filled with tears again as she went on, “I must be mabel after all, and I shall have to go and live in that **poky little** house, and hav next to no toys to play with, and oh!” (Carroll, 1996:9).

“There is such a **nice little** dog near our house I should like to show you!” (Carroll, 1996:11).

11 Diminutives in “Broučci”

The most frequent diminutive suffixes are in the first-grade for:

- **masculine gender** *-ek* or *-ik*
- **feminine gender** *-ka*
- **neuter gender** *-ko* or *-átko* ”

For the second-grade of diminutive expressions are the suffixes:

- *-ěček* or *-íček* for **masculine gender**
- *-íčka* or *-ěčka* for **feminine gender**
- *-ěčko* or *-íčko* for **neuter gender**

The first-grade suffixes are used in masculine gender in the text with these words (e. g. “*brouček*”, “*tatínek*”, “*pařízek*”, “*dvorek*”); in feminine gender (e. g. “*maminka*”, “*chaloupka*”, “*postýlka*”, “*sekyrka*”) and the neuter gender of the first-grade is used only once “*slunko*”. In the text the second-grade of diminutive suffixes was also used several times, in masculine gender (e. g. “*kmotříček*”, “*šťaklíček*”) and in feminine gender (e. g. “*polívčička*”, “*hranička*”, “*modlitbička*”). In this text, the adjectives “*small*” nor “*little*” nor “*tiny*” are not used to denote diminutive meaning.

Diminutive expression	Number of occurrences
brouček	108
tatínek	63
maminka	62
kmotříčka	53
kmotříček	23
Janinka	18
kočička	9

kocourek	8
stříška	7
polívčička	6
chaloupka	6
prkénko	4
koťátka	4
slunko	3
hubička	3
křidélka	3
chvilka	3
kuřátko	3
kuchyňka	3
pomalounku	3
postýlka	2
nožička	2
modlitbička	2
dvorek	2
hranička	2
talířek	2
postýlka	2
kohoutek	2
koflíček	2
lešeníčko	2
stoleček	2
trošku	2
drobátko	2
zádečka	1
lžička	1
větvička	1
šťaklíček	1
pařízek	1
kousek	1
lidičkové	1
sekyrka	1
troška	1
stolička	1
zrnko	1
kladívečko	1
červíček	1
jiskřička	1

žebříček	1
suchoučkový	1
dvířka	1
skulinka	1
sluníčko	1
pratichouňko	1
myška	1
bělouňký	1
měsíček	1
skřivánek	1

Table 6 Diminutives in “Broučci”

Out of the 5 000 words in “*Broučci*” 442 are diminutive expressions. This is the highest number of all the texts. The most frequent word is “*Brouček*”, which occurs 108 times. The second one is “*tatínek*” which occurred in the text 63 times and on the third place with an occurrence of 62 is “*maminka*”. Other diminutive expressions: 53 times “*kmotřička*”, 23 times “*kmotříček*”, 18 times “*Janinka*”, 9 times “*kočička*”, 8 times “*kocourek*”, 7 times “*stříška*”, 6 times “*polívčička*” and “*chaloupka*”, 4 times “*prkénko*” and “*koťátka*”. The rest of diminutives do not occur in the text with such a high frequency.

The frequency of diminutive expressions is 8.84 %, which makes approximately every eleventh word a diminutive expression. According to this result, the statement of Chamonikolasová and Rambousek could be confirmed: who stated that in the Czech language there is much higher frequency of diminutives in comparison with English. However, it does not influence the quality of English-Czech translations or vice versa (Chamonikolasová, Rambousek, 2007:48). In this text, the occurrence of diminutives formed by prefixes “*mini*” or “*micro*” are also not found.

11.1 Analysis of the Czech diminutive expressions

The written-down diminutive word classes will be now classified according to the Chamonikolasová's rules into proper and frozen diminutives.

11.1.1 Diminutive nouns

Absolutely the highest frequency of diminutives was counted in the book "*Broučci*". One of the typical features for the Czech language was analyzed, over 400 proper diminutives were found in the Czech text which are characterized by their semantic and morphological aspects. Both grades of diminutives were written down in tremendous numbers. As already mentioned above Czech diminutive expressions are classified into the first and second grade according to Chamonikolasová and Rambousek. The second grade denotes smaller size or stronger emotional attitudes even more than the first grade. They have classified several typical suffixes for these two grades. The first grade of masculine nouns is characterized by these suffixes *-ek* or *-ík* (e. g. "*brouček*", "*kmotříček*", "*tatínek*", "*kocourek*", "*měsíček*", "*kousek*", "*žebříček*", "*dvorek*", ...), feminine nouns are characterized by *-ka* (e. g. "*kmotříčka*", "*maminka*", "*Janinka*", "*kuchyňka*", "*chvilka*", "*skulinka*", "*postýlka*", "*chaloupka*, ...) and neuter nouns by *-ko* or *-átko* (e. g. "*kuřátko*", "*prkénko*", "*zrnko*", "*praticounko*", ...).

Maminka Broučka pěkně umyla, **Brouček** přistavil ke stolu židle a **maminka** už nesla **polívčičku** na stůl. Sedli si, sepjali **nožičky**, a **tatínek** se modlil: (Karafiát, 2009:7).

Však oni měli zelnou **polívčičku** a **Brouček**, třebaže všechny **polívčičky** rád, vždy a vždycky tu zelnou přece ze všech **polívčiček** nejraději (Karafiát, 2009:7).

Brouček, že ano, a počal nosit, co mu jen síla stačila. **Kmotříčce** se to zdálo být až moc. „Ale **Broučku**, neber si toho tak mnoho najednou.“ Ale **Brouček**, ó, že to unese. A nosil. Ale místo,

co měl **šťaklíčky** pěkně do **hraničky** rovnat, **Brouček** je tam jen tak házel, a to Beruška nechtěla. „**Broučku**, to se tak nesmí. **Maminka** to tak nechce. Nám by se to skácelo“ (Karafiát, 2009:15).

„I víte, o tom **kocourkovi** a **kočičce**. Víte?“ A **maminka**, že bude povídat a povídala: „Tak byl jednou jeden **kocourek** a jedna **kočička**. Už je tomu dávno. **Kocourek** byl všecek krásný, černý jako uhel, a **kočička** všecka krásná, bílá jako mléko. A měli se rádi. Tu se jim jednou narodila **kot’átka**. Tři, dva **kocourci** a jedna **kočička** (Karafiát, 2009:39).

The second grade of diminutive expressions has not occurred so often but still covers a significant number. Chamonikolasová and Rambousek have set concrete diminutive suffixes for the second grade, for masculine suffixes *-eček* or *-íček* (e. g. “*věneček*”, “*žebříček*”, “*červíček*”, “*měsíček*”, “*paklíček*”, “*koflíček*”, “*stoleček*”, ...), *-ička* or *-ečka* for feminine gender (e. g. “*hubička*”, “*hranička*”, ...) and *-ečko* or *-íčko* for neuter nouns (e. g. “*kladívečko*”, “*lešeníčko*”, “*sluníčko*”, ...)

Brouček pak přešel ze své postýlky na mamčinu – tam se to pěkněji spalo – lehl si pěkně na **zádečka**, zdvihl všechny **nožičky** do povětří a počal se houpat: houpy, houp, houpy, houp (Karafiát, 2009:5).

Však oni měli zelnou **polívčičku** a Brouček, třebaže všechny **polívčičky** rád, vždy a vždycky tu zelnou přece ze všech **polívčiček** nejraději (Karafiát, 2009:7).

Ale místo, co měl **šťaklíčky** pěkně do **hraničky** rovnat, Brouček je tam jen tak házel, a to Beruška nechtěla (Karafiát, 2009:15).

Pak vylezl tatínek po **žebříčku** vikýřem na půdu (Karafiát, 2009:32) .

Sluníčko tak trochu svítilo a sníh se tak krásně třpytil, bylo prachounko (Karafiát, 2009:35).

11.1.2 Diminutive adjectives and adverbs

The diminutive adjectives and adverbs have been written down as well, however their frequency was not so high for example: “*pomalounku*”, “*suchoučký*”, “*bělounký*”, “*drobátko*”.

Ale kmotříček chvíli ještě čekal a pak **pomalounku** vylézal (Karafiát, 2009:26).

Tam bylo plno **suchoučkého** drobného mechu (Karafiát, 2009:32).

A ještě vám zde **drobátko** zatopím, aby vám nebyla zima. A ještě jim **drobátko** zatopila, a šla a zavřela za sebou dveře, aby jim tam nikdo nevlezl (Karafiát, 2009:40).

Však hleďte, já jsem krásný **bělounký** jako mléko, a ne takový špinavý jako sopouch, a takový černý jako uhlí (Karafiát, 2009:40).

Surprisingly frozen diminutives, semantically independent words with morphological features, have not been found in the analyzed text. These expressions are not commonly often used in the texts and this fact has been confirmed in the Czech text.

11.1.2.1 Summary of proper and frozen diminutives

All diminutive expressions are summarized in the table above. The total number of diminutives is 442 and they are represented by 56 different words. Basically this number is formed only by proper diminutives, which is absolutely the highest number

from all the analyzed texts. Semi-frozen and frozen diminutives characterized according to Chamonikolasová and Rambousek do not occur in the text.

	Proper diminutives	Frozen diminutives	Total number
Number of occurrences	442	0	442
Number of expressions	56	0	56

Table 7 Summary of proper and frozen diminutives in “Broučci”

11.1.3 Adjectives, adverbs or verbs used for diminution

In the other analyzed texts there are some expressions (e. g. *adjectives, adverbs, verbs*) denoting the diminution which cannot be included in the proper and frozen categories. Unfortunately these expressions are used only once in “*Broučci*”. In the English analyzed texts this fact is very common and quite frequent however the lack of these expressions used for diminution is confirmed in Czech texts. The only example is:

Až tu jeden z nich vystoupil na takové lešeníčko, kde byl **malý stoleček**, a že budou zpívat (Carroll, 2009:29).

The most common words modifying the meaning are “*little*”, “*small*” or “*tiny*” in English. In Czech the diminution of adjectives is modified straight with the adjectives as the examples were written above, or the adjective “*malý*” [small, little, tiny] may be also used.

Diminutive	Base form	Diminutive	Total
malý	1	0	1
Total	1	0	1

The meaning of several adjectives may be adjusted emotionally or qualitatively, for example:

„**Zatrápený Broučku**, copak tak musíš křičet!“ (Karafiát, 2009:6).

„Vidíš, ty **škaredý Broučku!**“ (Karafiát, 2009:12).

To bude z tebe **krásný brouček** (Karafiát, 2009:12).

„Inu, když ty jsi takový **divný brouček!**“ (Karafiát, 2009:16).

„Ale, ty **hloupý Broučku**, vždyť je to med“ (Karafiát, 2009:17).

„Pane, tam u lesa ve vřesu. Takovou má **krásnou chaloupku** v mechu“ (Karafiát, 2009:24).

Však hleďte, já jsem **krásný bělounký** jako mléko, a ne takový špinavý jako sopouch, a takový černý jako uhel (Karafiát, 2009:40).

12 Diminutives in Fireflies

Below the text is a table in which the occurrence of diminutives is summarized. Out of the 5 000 words in the book, 59 words with a diminutive expression are written down. This is, again, significantly lower number when compared to the Czech texts. If we count the frequency of usage the diminutives, it gives us 1.18 % of the expressions. The most frequent word is “*mummy*”, which occurred in the text 11 times and the second most frequent word is “*daddy*”, used in the text 9 times.

“Little“ modifies:

- noun, e.g. “*little way*” 3 times, “*little prayer*” twice, “*little house*” twice, “*little firefly*” twice
- adjective, e. g. “*little tired*” once
- verb, e.g. “*little run*” once.

This modifier “*little*” is reported 34 times in the text and the modifier “*tiny*” is used twice (“*tiny tap*”, “*tiny one*”). There is no occurrence of any other adjective (e. g. *small*), which would imply the diminutive meaning as well.

Diminutives	Number of occurrences
mummy	11
daddy	9
little way	3
little prayer	2
little house	2
little Lucinda	2
little firefly	2

little snooze	1
little Lucius	1
little bed	1
little wooden spoon	1
little	1
little more	1
little tired	1
little rest	1
little silly billy	1
little tired	1
little stock	1
little run	1
little stump	1
little while	1
baby-firefly	1
little larder	1
tiny tap	1
little hammer	1
little sip	1
little strong	1
tiny one	1
little wife	1
little table	1
little uncomfortable	1
little butter	1
little kitchen	1
goblet	1
hatchet	1

Table 8 Diminutives in “Fireflies”

The list of all the registered diminutive expressions will be now classified into the two groups- proper and frozen diminutives, as already explained above.

12.1 Analysis of the English diminutive expressions

Every part of speech mentioned and written down from the book “*Fireflies*” will be now classified according to the Schneider’s rules into **proper and frozen** diminutives. Semi-frozen will not be classified.

12.1.1 Proper diminutive nouns

In the analysed text there are 22 diminutive nouns, this number is increased by the repetition of the individual nouns e. g. “*mummy*” or “*daddy*”. Proper diminutives are constituted only by these two nouns in the whole analyzed text, they represent both semantic and morphological features. “*Mummy*” and “*daddy*” are family nouns derived from the nouns “*mother*” and “*father*”. These two nouns have also other possible pet words “*mum*”, “*mom*”, “*mammy*”, “*dad*” or “*papa*”, however these terms do not occur in the analyzed text.

“Oh, **Mummy**, oh, **Mummy**, oo, oo, oo“ (Karafiát, 1994:8).

“Oh, **Mummy**, the horrid smoke all got into my eyes“ (Karafiát, 1994:8).

“But, **Mummy**, I didn’t put the fire out, and I’ll never do it again. Please, please, **Mummy** dear, don’t tell anybody“ (Karafiát, 1994:8).

“I’ve hurt myself, **Daddy**; oo, oo!“ (Karafiát, 1994:5).

“But I’ve hurt myself, **Daddy**. Oo, oo, oo!“ (Karafiát, 1994:5).

“All right, **Daddy**. And please, could I come just a little way with you?“ (Karafiát, 1994:6).

“Godmother held a crystal **goblet** beneath it while he turned it on” (Karafiát, 1994:15).

“So Lucius got up and started again. Lucinda had moved nearly all the wood by now and had stacked it up neatly; so it was not long before her mother stuck the **hatchet** into the stump and called” (Karafiát, 1994:11).

12.1.2 Frozen diminutive nouns

The next group is represented by frozen diminutives. This specific group with its characteristic features are already written above. Frozen diminutive expressions are represented in the analyzed text by 153 entries e. g. “*kitchen*”, “*kindling*”, “*garden*”, “*godmother*”, “*children*”, “*building*”... The family words like “*mother*”, “*father*”, “*godmother*” or “*godfather*” are found 111 times in the text. These nouns have the typical diminutive suffix {ER} which forms the morphological feature, but their meaning is not diminutive. Several nouns are used as compound nouns e.g. “*godmother*”, “*godfather*”, “*cry-baby*” or “*wood-pecker*”. Frozen diminutives occur 152 times in the text and despite this higher number not all of them were written down.

The sun was nearly setting and the **Firefly family** had just woken up. **Mother Firefly** was already busy in the **kitchen**, getting breakfast ready. **Father Firefly** was awake too, but he was still in bed enjoying a last little snooze (Karafiát, 1994:5).

But Lucius blew nevertheless, and would very soon have blown the fire out altogether if his **mother** hadn't quickly put on some dry **kindling** (Karafiát, 1994:8).

“Come along, **children**.” And they went. In the passage to the right of the **kitchen** stood the cupboard (Karafiát, 1994:11).

12.1.2.1 Summary of proper and frozen diminutives

The table above summarizes all the diminutives and their varieties occurring in Fireflies. The total number of proper and frozen diminutives is 172 and this numbers consists of 34 different words. Proper diminutives are represented only by 4 entries but used 22 times in the text, thanks to repetition. The frequency of frozen diminutives is higher and they are counted 152 times represented by 30 expressions in the analyzed text.

	Proper diminutives	Frozen diminutives	Total number
Number of occurrences	22	152	172
Number of expressions	4	30	34

Table 9 Summary of proper and diminutives in “Fireflies”

12.1.3 Other expressions (adjectives) used for diminution

As already summarized below the text of Alice’s Adventures in Wonderland also in Fireflies were used adjectives to modify the meaning. The most frequent adjective is the word “*little*”, with some words was used the adjective “*tiny*” but surprisingly not “*small*” which was frequent in the second English analyzed text. The word “*little*” is used as an adjective with a noun or a name for example in these sentences.

Father Firefly was awake too, but he was still in bed enjoying a last **little** *snooze*. As for **little** *Lucius*, well, he had slid out of his own **little** *bed* into his mother’s – it was so much nicer than his own – and had established himself firmly on his back, with all his legs sticking straight up into the air: he had started rocking from

one side to the other – one, two, one, two, one... Hullo! Bum, bump – what had happened? (Karafiát, 1994:5).

After this Lucius said his own special **little** *prayer* – “Bless us, dear God, we humbly pray,” and then lost no time in getting his **little** wooden *spoon* (Karafiát, 1994:6).

She has a pretty **little** *house* tucked away in the moss (Karafiát, 1994:15).

or “*little*“ could modify an adjective

After this effort he felt a **little** *tired*, and rested for a minute or two (Karafiát, 1994:8).

But a **little** *strong*, they agreed (Karafiát, 1994:15).

Lucius was enjoying it all very much, only he felt a **little** *uncomfortable* because Jeanine seemed to be watching him (Karafiát, 1994:18).

or an adverb

Lucinda didn't take the slightest notice of him and went on with what she was doing. It was a **little** *while* efore her mother said anything (Karafiát, 1994:11).

or “*little*“ may be also modify a verb phrase

“Well, father, he did vex me just a **little**, but he begged me very hard not to tell you, and as he promised never to do it again I said I would say nothing about it“ (Karafiát, 1994:12).

The diminutive modifier “*tiny*“ also occurs in the text, but the frequency is much smaller compared to adjective “*little*“

“Put it down on the table,” said Godfather, “then I can deal with it.“ He had a **tiny** tap all ready waiting, and with a little

hammer he knocked off the bit of stalk and neatly put the tap in its place (Karafiát, 1994:15).

Lucius and Lucinda also had a little sip, just a **tiny** one (Karafiát, 1994:15).

As an diminutive modifier “*baby*” also appears once.

“But hasn’t she got a father and a **baby**-firefly?” (Karafiát, 1994:15)

Diminutive	Base form	Diminutive	Total
little	33	1	34
tiny	2	0	2
baby	1	0	1
Total	36	1	37

The adjectives (“*little*”, “*small*”, “*tiny*”), which were used to modify the meaning of the noun, may be used also with a diminutive noun to strengthen the meaning. This would cause the diminution to be **double**, or Schneider uses also the word **stronger**. This fact does not occur in this analyzed text.

As it was already written and occurs in the Alice’s Adventures in Wonderland, there may be used some intensifiers, expressions – usually adverbs- to intensify the meaning of the diminutives, e. g. “*very*”, “*totally*”, “*absolutelly*”, “*really*”, “*completely*”, “*entirely*”, “*utterly*” or “*extremely*”. But these do not occur in Fireflies.

However there are used adjectives which emotionally or qualitatively adjut the meaning “*last*”, “*special*”, “*funny*” or “*pretty*”.

Father Firefly was awake too, but he was still in bed enjoying a **last** little snooze (Karafiát, 1994:5).

After this Lucius said his own **special** little prayer – “Bless us, dear God, we humbly pray,” and then lost no time in getting his little wooden spoon (Karafiát, 1994:6).

You’re such a **funny** little firefly (Karafiát, 1994:11).

She has a **pretty** little house tucked away in the moss (Karafiát, 1994:15).

13 Comparison of translations of diminutive expressions

The second aim of the diploma thesis is to analyze the translations of diminutives. In the Czech texts “*Alenka v říši divů*” and “*Broučci*”, there have been counted many more diminutive expressions than in the English texts “*The Fireflies*” and “*Alice’s Adventures in Wonderland*”. And even the Czech original text “*Broučci*”, written by Czech writer, is characterized by a significantly higher number than a translated version of “*Alenka v říši divů*”.

Because the translations are not always the same, both ways of the translations have been compared, Czech diminutive expressions from “*Broučci*” and “*Alenka v říši divů*” were compared to “*Fireflies*” and “*Alice’s Adventures in Wonderland*”, and “*Fireflies*” and “*Alice’s Adventures in Wonderland*” were compared to “*Broučci*” and “*Alenka v říši divů*”. Everything was monitored in four tables and there were also made short comments. The translation has not always been obvious, and in some cases whole sentences, different poems, prayers or completely different words have been used. Despite this fact, deviations did not influence the meaning neither the coherence of the text.

13.1 Translation of the Czech book “*Broučci*”

In the table below the text is compared the translation of “*Fireflies*” to “*Broučci*”. It summarizes all 34 diminutives written down from the English version. This table is well-organized due to the clear and consistent translations of words, for instance “*mummy*” was used in the text 11 times and was always translated as “*maminka*”. The same pattern appears with diminutives “*daddy*” used 9 times, “*little prayer*”, “*little house*”, “*little wooden spoon*”, “*little hammer*”, “*little tap*” or “*little while*”.

Unfortunately the translations are not always the same, that is also the reason why there are the whole sentences in the table. For example in the “*Fireflies*”, the diminutive expression “*little way*” was used three times but once it has been translated not as “*cestička*”, but as “A já vás vyprovodím, ano?” (Karafiát, 2009:8). The meaning is very similar to the English sentence but not the same. In English the sentence was written “And, please, could I come just a little way with you?” (Karafiát, 1994:6).

The second example would be very similar, diminutive “*little snooze*” was also not translated as an diminutive. The reason would be quite understandable. In the Czech language neither “*malý šlofik*” nor “*malé zdřímnutí*” are commonly used, therefore the sentence “Hezky si hověl” (Karafiát, 2009:8) was used. “*Little rest*” was translated by a verb phrase “Sedl si a odpočinul” (Karafiát, 2009:8).

Once is applied a rule, explained by Chamonikolasová or Schneider, about the intensifying a diminutive meaning. The translation of the diminutive “*little table*” was intensified by adjective “*malý*” in Czech and translated as “*malý stoleček*”. A last peculiarity was the translation of “*little run*” by interjection “*hup*” into Czech.

English diminutives	Translated form
mummy	maminka
daddy	tatínek
little way	A já vás vyprovodím, ano?
little prayer	modlitbička
little house	chaloupka
little Lucinda	Beruška
little firefly	brouček
little snooze	Hezky si hověl.
little Lucius	Brouček
little bed	postýlka
little wooden spoon	dřevěná lžička
little rest	Sedl si a odpočinul.
little silly billy	křikloun
little tired	Ale dál se mu jaksi nechtělo.
little stock	jíška
little run	hup
little stump	pařízek
little while	chvilka
baby-firefly	brouček
little larder	komora
tiny tap	kohoutek
little hammer	kladívečko
little sip	Broučkovi a Berušce také dali, ale jenom líznout.
tiny one	Broučkovi a Berušce také dali, ale jenom líznout.
little wife	kmotřička
little table	malý stoleček
little butter	jiskřička másla
little kitchen	kuchyňka

Table 10 Translation of the Czech book “Broučci”

13.2 The Czech version “Broučci” translated into “Fireflies”

The table below summarizes all the diminutives used in “Broučci”. It concerns 56 diminutive expressions used in 442 occurrences. The diminutives are compared to the translated version- “*Fireflies*”. The table does not always show evident translations. In some cases other options of translation from Czech to English have been used. Nevertheless, it does not influence the intended meaning nor text coherence.

Out of 56 diminutive expressions 30 diminutives are used constantly without any deflection. It applies to “*Janinka*”, “*kmotříček*”, “*kmotříčka*”, “*kočička*”, “*kocourek*”, “*kuchyňka*”, “*stříška*”, “*polívčička*”, “*křídélka*” or “*skřivánek*”. Several diminutives have been used with two or more variants; for example, there occurs “*mother*” or “*mummy*”, in Czech only “*maminka*”. The same thing can be found when using “*father*” or “*daddy*”; “*postýlka*” in Czech has been translated as “*little bed*” or “**bed**”; and “*stoleček*” was translated as “*little table*” or “*table*”. The biggest number of variants have been found by “*brouček*” and “*chaloupka*”; there is used “*Lucius*”, “*little Lucius*” or “*little firefly*”, and “*house*”, “*little house*”, “*home*” or “*cottage*” for “*chaloupka*”.

Some nouns have not been translated directly; for example, to translate the word “*červíček*” a whole sentence is used “... *how small they were and yet...*” (Karafiát, 1994:18). There is no convenient translation for the word “*kuřátko*”, this diminutive noun is used in the children’s prayer for a good night’s sleep and in the English translation a completely different children’s prayer is used, which is known in The United States of America, Canada or The United Kingdom of Great Britain and Northern Ireland.

Despite the fact that in Czech diminutive adjectives or adverbs are used, there are no relevant translations in English, for instance “*bělouňky*” and “*suchoučky*” are translated as “*white*” and “*dry*”, or “*pratichouňko*” into “*very, very still*” or “*pomalouňku*” into “*carefully*”.

Czech diminutives	Translated form
brouček	Lucius, little Lucius, little firefly
tatínek	daddy, father
maminka	mummy, mother
kmotřička	godmother
kmotříček	godfather
Janinka	Jeanine
kočička	Mrs Pussy
kocourek	Mr Tom
stříška	roof
polívčička	soup
chaloupka	little house, home, house, cottage
prkénko	board
koťátka	kittens
slunko	sun
hubička	You should have seen the welcome they received, the kissing and hugging.
křídélka	wings
chvilka	little while
kuřátko	different children’s prayer
kuchyňka	kitchen
pomalouňku	carefully
postýlka	bed, little bed
nožička	leg
modlitbička	little prayer
dvorek	yard
hranička	neat pile
talířek	plate
kohoutek	tiny tap
koflíček	goblet

lešeníčko	scaffolding
stoleček	table, little table
trošku	little more
drobátko	a little bit
zádečka	back
lžička	little spoon
větvička	wood
šť'aklíček	pile of wood
pařízek	little stump
kousek	piece
lidičkové	people
sekyrka	hatchet
troška	some
stolička	chair
zrnko	grape
kladívečko	little hammer
červíček	... how small they were and yet, ...
jiskřička	little butter
žebříček	ladder
suchoučký	dry
dvířka	door
skulinka	crack
sluníčko	sun
pratichounko	very, very still
myška	dinner
bělounký	white
měsíček	moon
skřivánek	lark

Table 11 Czech version “Broučci” translated into “Fireflies”

13.3 The English version “Alice’s Adventures in Wonderland” translated into “Alenka v říši divů”

All diminutives written down from “Alice’s Adventures in Wonderland” are summarized in the table below. There are 41 diminutive expressions occurring in 27 entries and further compared to the Czech version of the book. As in the other comparisons of translations, there are not always obvious translations of the diminutives. In some cases was possible to use the alternatives instead of direct translations to make the text more understandable, and the cohesion was not effected.

Out of 41 diminutive expressions 17 diminutives are used constantly without any deflection. For example “*eaglet*” is being translated as “*orlík*”; “*little bottle*” translated as “*lahvička*”; “*small passage*” translated as “*chodbička*”; “*pejsek*” translated as “*little dog*” or “*jezevčík*” translated as “*little bright-eyed terrier*”.

Several diminutives were translated by using more variants in Czech, e. g. “*little door*” translated as “*dvířka*” or “*malá vrátka*”, “*little golden key*” or “*tiny golden key*” translated as “*malinký zlatý klíček*” or “*zlatý klíček*”.

Unfortunately, no convenient translations of “*little fish*” and “*little crocodile*” were found. These two diminutives were used in an English poem; however, for the Czech translation a different Czech poem is used.

A last irregularity was found by the English diminutive expression “*little use*” translated into Czech as “*Co by mi to bylo platno*” (Carroll, 1996:14).

Diminutives	Translated form
little door	dvířka, malá vrátka
little golden key	malinký zlatý klíček, zlatý klíček
eaglet	orlík
ringlets	kudrnaté vlasy

little girl	malá holčička
little three-legged table	malý třínohý stolek
tiny golden key	malinký zlatý klíček
small passage	chodbička
little use	Co by mi to bylo platno.
little bottle	lahvička
little Alice	Alenka
little histories	povídky
little thing	ubožačka
little glass box	malá skleněná krabice
very small cake	malý koláček
little bit	kousíček
little feet	pacička
little pattering of feet	lehké cupitání
little house	malý domek
little	maličká
little crocodile	No convenient translation, used a different poem in Czech.
little fishes	No convenient translation, used a different poem in Czech.
little white kid glove	bílá rukavička
little way	cestička
little eyes	očka
little dog	pejsek
little bright-eyed terrier	jezevčík

Table 12 English version “Alice’s Adventures in Wonderland” translated into “Alenka v říši divů”

13.4 Translation of English version “Alice’s Adventures in Wonderland”

In the table below, are summarized all 159 diminutives used in “*Alenka v říši divů*”. Diminutive expressions have been compared to the translated English version “*Alice’s Adventures in Wonderland*”. The exact words have not always been used and translated literally, nevertheless, the intended meaning nor text coherence were not influenced.

Many Czech diminutives were translated into English by either general nouns or diminutive expressions modified by adjective “*little*” e. g.:

- “*Alenka*” translated as “*Alice*” or “*little Alice*”
- “*klíček*” translated as “*little key*”, “*tiny key*” or “*key*”
- “*stolek*” translated as “*table*” or “*little table*”

Or modified by adjective “*small*” e. g.:

- “*chodbička*” and “*malá chodbička*” translated as “*small passage*”
- “*malý koláček*” translated as “*very small cake*”

Or modified by “*tiny*” e. g.:

- “*klíček*” translated as “*tiny key*” but also as “*little key*”

There is no convenient translation for the word “*teploučký*”, it has been translated as “*nice*”.

The highest number represents a group of words used as diminutives in the Czech version but in the English version are only nouns, e. g. “*knižka*” translated as “*book*”; “*kapsička*” translated as “*pocket*”, “*sklenička*” translated as “*jar*”; “*polička*” translated as “*shelf*”, “*lopatka*” translated as “*spade*”; “*obrázek*” translated as “*picture*” or “*miska*” translated as “*saucer*”.

Czech diminutives	Translated form
Alenka	Alice, little Alice
klíček	little key, tiny key
stolek	little table, table
lahvička	little bottle
knižka	book
dvířka	little door
kapsička	pocket
Alenčina	Alice's
myška	mouse
zvířátko	animal
obrázek	picture
sklenička	jar
polička	shelf
poklonka	curtseying
malá dvířka	little door
svíčka	candle
očko	little eye
ocásek	tail
básnička	words
věneček	daisy-chain
květinka	flower
malá síň	hall
malá holčička	little girl
miska	saucer
malá chodbička	small passage
malý třínohý stolek	little three-legged table
malinký zlatý klíček	little golden key, tiny golden key
záclonka	curtain
malé dveře	little door
chodbička	small passage
cedulka	paper label
háček	poker
malá krabice	little box
malý koláček	very small cake
malá vrátka	little door
poslíček	carrier
rukavička	little glove
hlásek	voice

malý domek	poky little house
lopatka	spade
maličká	the little
pacička	little foot
teploučká	nice
měkoučká	soft
pejsek	little dog
malý jezevčík	little bright-eyed terrier
žabka	frog
ptáček	bird
Mindička	Dinah
kousíček	a little bit
dárek	present
orlík	eaglet

Table 13 Translation of English version “Alice’s Adventures in Wonderland”

14 Augmentatives used in the analyzed books

As already mentioned above, the augmentatives are expressions which denote largeness or an attitude to the subject which may be either positive or negative. Schneider's and Rusínová's comments have been written regarding this problem in the theoretical part. According to them, augmentatives are used mainly with substantives or adjectives, nevertheless they may also be used with verbs in Czech. These expressions do not occur in the text not in the high number but with a certain concern. English augmentatives are formed either by adding the particular suffixes or by the adjectival modifiers (e. g. *big*, *large*, *huge*) which are placed in front of the noun in the particular text or conversation. The second possible formation of augmentatives are prefixes **maxi-** or **macro-** in English, unfortunately neither of them are used in the analyzed texts.

14.1 Augmentatives in "*Broučci*"

In the Czech text "*Broučci*", four augmentatives were used shown by three entries: "*křikloun*", "*Berouši*" and "*zvonec*".

"I neslyšela, ale to já už vím, že jsi takový **křikloun**. Že já jsem **křikloun**? Ó – ty **Berouši**!" (Karafiát, 2009:9).

"A tam nedaleko byl kopec, oni na něm pověsili **zvonec**, a zvonili a zvonili, a už je té pohádce konec" (Karafiát, 2009:41).

14.2 Augmentatives in "*Fireflies*"

"*Fireflies*" contains the widest range of augmentative expressions modified by adjectives. The augmentatives may be modified by for example "*big*", "*large*", "*huge*", in the text the most frequent modifier is "*big*", but the others are also used.

"You **naughty boy**; chat on earth are you making all that noise for?" (Karafiát, 1994:5)

“A cry-baby, am I? And you’re just a little **silly billy**” (Karafiát, 1994:7).

“We shall see. Just look chat a **big pile of wood** I’ve chopped up” (Karafiát, 1994:10).

“Oh, Lucius, you a **bad quesser**” (Karafiát, 1994:11).

“Oh, chat a lovely **big purple grape** was lying there, just as it was separand from the rest of the bunch” (Karafiát, 1994:15).

“So off they all flew together, On and on they went till they came to a **big house** with a beautiful building standing in its own garden. It **had large windows** and **great door** even bigger than the windows” (Karafiát, 1994:18).

“Then he opened a **big book** on the little table in front of him and read aloud about a handful people and how small they were and yet, they should not be afraid” (Karafiát, 1994:18).

14.3 Augmentatives in “*Alenka v říši divů*”

“*Alenka v říši divů*” shows three augmentative expressions used repeatedly: “*ubožačka*”, “*Mařka*” and “*Blboun*”. The last two mentioned were used more frequently, because they represented proper names.

“Když došla ke dveřím, shledala ubohá Alenka, že zapoměla zlatý klíček, a když se proň vrátila ke stolku, zjistila, že naň nemůže nikterk dosáhnout; viděla jej zcela zřetelně sklem stolku a pokoušela se, jak nejlépe dovedla, vyšlhati se po jedné z jeho noh, ale ta byla příliš hladká; a když se **ubožačka** marnými pokusy úplně vyčerpala, sedla si a plakala” (Carroll, 1996:16).

“Musila jsem se proměnit v **Mařku!**” (Carrol, 1996:22)

“To už jsem jistě **Mařka**, a budu muset jíst a bydlet v tom ošklivém malém domku, a nebudu mít skoro žádných hraček, a ó!” (Carroll, 1996:22)

“Ne, v téhle věci jsem se rozhodla: jestliže jsem **Mařka**, zůstanu zde dole!” (Carroll, 1996:22)

“Byl největší čas, neboť louže začínala být pomalu přeplněna zvířaty a ptáky, kteří do ní spadli: byla mezi nimi kachna a papoušek Lora,

dokonce jeden **Blboun**, kterému říkali Dodo, orlík a několik jiných podivných stvoření” (Carroll, 1996:27).

“V tom případě, řekl slavnostně **Blboun** Dodo, vstávaje, „navrhuj, abychom odročili schůzi za účelem meritorního přijetí energičtějších sankcí“ ” (Carroll, 1996:29).

14.4 Augmentatives in “Alice’s Adventures in Wonderland”

Many augmentatives occur also in “*Alice’s Adventures in Wonderland*”.

The most common adjectival modifiers are used “*large*”, “*big*” and “*great*”.

Here are some examples from the text.

“Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it, and burning with curiosity, she ran across the field after it, and fortunately was just in time to see it pop down **a large rabbit-hole** under the hedge” (Carroll, 1996:4).

She took down a jar from one of the shelves as she passed; it was labelled ‘ORANGE MARMELADE’, but to her **great disappointment** it was empty: she did not like to drop the jar for fear of killing somebody, so managed to put it into one of the cupboards as she fell past it” (Carroll, 1996:4)

“But she went on all the same, shedding gallons of tears, until there was **a large pool** all round her, about four inches deep and reaching half down the hall” (Carroll, 1996:8)

15 Conclusion

As diminutive study presents a key part of language system, it has been the subject for many linguists. The main purpose of this thesis was to fulfil two theories. Firstly, it has been analyzed the number of diminutive occurrences in English and Czech children's books. Secondly, translations of individual diminutives were observed.

The objective of the theoretical part was to summarize the theoretical background, which was further applied in the practical part. For this purpose was used relevant literature published by significant linguists. At the beginning the word "diminutive" was defined and further analysed in the other subsections. The second subsection explained the morphology of English and Czech. Both languages have been characterized by their specific formations of diminutive expressions and have a specific set of suffixes used for diminution. Despite English, Czech can form diminutives on the first and also second grade with the specific set of diminutives defined by Chamonikolasová and Rambousek. Furthermore, the diminutives were classified into two groups of proper and frozen diminutives and characterized on the basis of relevant literature. The third group of diminutives (semi-frozen diminutives) has not been taken into consideration during the analysis. Proper and frozen diminutives have been written down into the table from each book. Last two chapters have summarized usage of diminutives in conversation and the theory of translation.

The practical part confirms the theoretical knowledge on the field of diminutive expressions. There has been made the comparison of English and Czech diminutives and their frequency in children's books. The counted frequency of nouns and adjectives in Czech books was much higher than in English versions of the books. The hypothesis of higher frequency of diminutives was confirmed in Czech. On the other hand, the most common type of diminutive expressions in English is adjectives modified by a

noun phrase. In contrast to this fact, the proper diminutives are the most common and frequent type in Czech. It has been also ascertained that despite Czech the English adjectives are being commonly used only with a base form of the noun whereas it has been found quite common usage of adjectives (e. g. malý, maličký ...) with already diminutive form in Czech. The last part confirmed in the practical part was Levý's and Klemensiewicz's theory of translation. Due to this theory, it sometimes was not able to find the exact equivalent of diminutives during their translations, which was summarized in the tables. The article 'Diminutive Expressions in Translation' written by Chamonikolasová and Rambousek (2007) has confirmed the tendencies found in the analysis. The article is, same as this thesis, based on translation of four texts and the data have been applied for both languages, English and Czech. It has been confirmed in both analyses that English is characterized by adding the adjectives in front of the noun to modify its meaning, however proper diminutives are the most frequent type of diminutive formation in Czech language.

The thesis should serve as an introduction to the subject and encourage the study in this area, as it was already expressed in the introduction.

Resumé

Cílem diplomové práce je shrnout a analyzovat dosavadní informace z odborné literatury na poli dvojjazyčného porovnání, anglického a českého jazyka, popřípadně přispět do studia průzkumů v této oblasti. Jedná se o zdrobněliny vyskytující se v původních anglických a českých knihách pro děti a v jejich překladech.

V úvodu práce je pozornost věnována porovnávání a zkoumání daných teoretických podkladů, která jsou dostupná v odborné literatuře, jež byla užita k analýze zkoumaných jevů. V úvodu teoretické části diplomové práce jsou vypsány definice pojmu deminutivum, tak jak je charakterizovali odborníci (Schneider, Peprník, Říhová, Hubáček, ...), ale jsou zde uvedeny i definice z literatury pro širokou veřejnost (Čechová, Grepl a Karlík, ...). Následuje vysvětlení tvorby anglických a českých deminutiv a jejich užití, v této části jsou deminutiva klasifikována do dvou kategorií (proper and frozen diminutives), jejichž charakteristika je vysvětlena v samotné analýze. V teoretické části je kladen také důraz na rozlišení českých deminutiv prvního a druhého stupně, což je jev, který se ve tvorbě anglických deminutiv nevyskytuje. Nedílnou součástí při analýze deminutiv je i tvorba a užití augmentativ, jejichž užití a tvorba byla stručně vysvětlena ke konci teoretické části. V neposlední řadě byl shrnut i výskyt deminutiv v anglické konverzaci. Poslední kapitola teoretické části se týká překladu. Jedná se o souhrn teoretických poznatků z dané oblasti, kde byly užity myšlenky předních teoretiků, jako například Levého nebo Klemenciewiczze, zabývající se překlady. V samotné analýze byly pak potvrzeny dané teorie.

Praktická část je tvořena analýzami dětských knih od českého spisovatele Jana Karafiáta a anglického spisovatele Lewise Carrolla, na základě daných kritérií. Byla vyhledána a vypsána slova vyjadřující menší rozměry u podstatných a přídavných jmen v obou jazycích, v českém jazyce potom i u sloves, z prvních 5 000 slov každé

knihy. Byly potvrzeny některé teze podle teoretických znalostí. V českém jazyce se potvrdily předpoklady o tvorbě deminutiv a jejich přípon u mužského, ženského a středního rodu, a také tvorbě deminutiv 1. a 2. stupně. Oba dva stupně jsou charakterizovány specifickou skupinou sufixů. U anglických deminutiv se zase potvrdil výskyt modifikátorů před podstatnými, ale i přídavnými jmény, což v českém jazyce není běžné.

Také se potvrdila domněnka, že mnohem větší četností deminutiv bude disponovat český jazyk. V případě porovnávání adjektiv, která vyjadřují malost, ve většině případů je potom využívá anglický jazyk. Tímto dochází k představení dvou různých postupů při změně významu slova, v anglickém jazyce dochází k přidání přídavného jména (adjektiva) a v českém jazyce jsou deminutiva tvořena příponou (sufixem). Český jazyk je charakterizován tvorbou „skutečných“ („pravých“) deminutiv (i. e. „proper diminutives“). Tyto teze jsou podloženy u výskytu daných slov procentuálním srovnáním. A ačkoliv u obou jazyků docházelo ke společnému vývoji, tak se přesto oba jazyky změnil v průběhu historického vývoje. Dnes oba dva jazyky, jak český, tak i anglický, představují jiné typy jazyků, což je hlavní důvod v rozdílném přístupu tvorby a především užívání deminutivních výrazů.

V neposlední řadě se také potvrdilo, že autoři překladu musí chápat originál jako celek. Není možné, aby překladatel jenom daná slova či věty pouze reprodukoval. Je důležité pochopit samotná specifika jazyka, do kterého se vnáší překlad. V obou případech překladů jak anglického, tak i českého, se dané teorie potvrdily, proto se v několika případech nevyskytují anglické, popřípadně české ekvivalenty.

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