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**ENGLISH INFLUENCE ON THE CZECH LANGUAGE – A POSITIVE OR NEGATIVE PHENOMENON?**

**Bakalářská práce**

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**Prohlášení**

Prohlašuji, že jsem závěrečnou písemnou práci zpracovala samostatně a použila jen prameny uvedené v seznamu literatury.

V Olomouci 9. 4. 2013

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# List of abbreviations

AD          Anno Domini (In the Year of our Lord)

BC          Before Christ

SMS        Short Message Service

UNESCO   United Nations Educational, Scientific and Cultural Organization

UNICEF    United Nations International Children's Emergency Fund

USA        United States of America

WHO       World Health Organization

# Abstract

For my bachelor thesis, I chose the topic English influence on the Czech language focused on positive and negative phenomena. I decided to deal with this topic in order to demonstrate that the Czech language is infiltrated by English expressions and I made efforts to find out why it is so. When I overhear especially teenagers' conversation, I sometimes wonder if they still speak Czech or not. So the aim of this thesis is to show the growing importance of English and its impact on the Czech language.

## Introduction

The bachelor thesis deals with English influence on the Czech language to demonstrate the enormous English impact on Czech and its positive and negative phenomena. The whole thesis is divided into the theoretical and practical part.

As for the theoretical part, firstly, I try to cover the history of the English language to show how it originated, developed and how and why it became an international language used all over the world. Secondly, I discuss the influence of English on Slavic languages in order to demonstrate both the need of English words and problems with their adaptation. Thirdly, I deal with the English impact on the Czech language and I try to answer the questions when English started to influence the Czech language, what are anglicisms and how we distinguish certain types of them and what are the positive and negative phenomena of English influence.

Concerning the practical part, a questionnaire was drawn up to demonstrate the enormous English impact on Czech. Czech respondents were asked to deal with certain English expressions to prove their knowledge in understanding or using them. Results are presented according to the respondent's age and their level on English language knowledge.

# 1. The history and development of the English language

This chapter deals with the history of the English language, its origin and development. It refers about how and why English started to be so sought-after language with many speakers and what were the reasons for making English an international language.

## 1.1. The origins of English

English belongs to the Proto Indo-European language which was spoken by Kurgans, who lived in what is now Southern Russia, in 5000 BC. In 3500 BC, they spread the language to Europe and Asia; so many different dialects of their language were formed. The antecedent of most European languages is assumed to be Proto Indo-European. To this group, there belong languages that became ancient Greek, ancient Latin and ancient German. Ancient German became besides others one of the languages that developed into English (Viney, 2003).

McDowall (2006) suggests that the first invaders who came to Britain were the Latin-speaking Romans in 55 BC. They found there inhabitants called Celts who spoke Celtic. In this time, Britain became a part of Roman Empire. In AD 410, Romans had to leave Britain because their soldiers were needed to defend Rome against the raiders. In this time, the Germanic tribes began to invade Britain. They were Angles, Saxons and Jutes.

Crystal (2003b) claims that the Germanic tribes fought against Celts and forced them out to the west part of Britain. Then Angles settled the north-east area, Jutes settled the south coast and Saxons were between them. Through the years, the Saxons, Angles and Jutes mixed their different languages which were all influenced by Celtic words. Also Latin was reintroduced in England by missionaries of Roman church. After the Viking invasion in the ninth century, even the Scandinavian language influenced the then language (Crystal, 2003b). Viney (2003) states that almost all Germanic tribes spoke dialects of language they called Englisc. The dialect of Englisc spoken by the first Anglo-Saxons became Old English. This language was spoken in

England from the arrival of Anglo-Saxons at the end of the fifth century until the Norman Conquest in 1066.

Crystal (2003b) presents that the next invasion of Britain, called the Norman Conquest, took place in 1066 and it was led by William the Conqueror. The Normans were inhabitants of French area of Normandy and after the invasion they became the new rulers of Britain. Because of that, French was spoken in Britain for several hundred years. At that time, it was the most important language in the world which meant the decline of English. According to Viney (2003), only poor people spoke The Old English because French was used by educated people. After some time, the languages were mixed together and the so called Middle English was spoken to 1500.

As Crystal (2003b) writes, English began to develop rapidly in 1476, after William Caxton's return to Britain. He visited Holland and other parts of Europe where he had learned printing and then he came back to Britain with the first printing press which helped spread education and the English language. During 1500s, English started to resemble nowadays English. It means that English speakers in the sixteenth century would be able to communicate with these speakers today. In this period of time, the greatest English writer, William Shakespeare, produced his works. His plays were printed, acted in theatres and seen in motion pictures almost four hundred years after his death. Viney (2003) claims that books in Roman or Greek were translated in English and books about learning were written in English. During the sixteenth and the seventeenth century, English writers borrowed about 30,000 words from about fifty languages (mainly from Latin, French, Italian, Greek and Spanish). In 1755 Samuel Johnson published his dictionary which was the first big English achievement.

## 1.2. Expansion of English

According to Crystal (2003a), the expansion of English is connected with the colonisation period and he named it geographical-historical reason. The first expedition from England to America

was led by Walter Raleigh in 1584 to what is now The North Carolina. As there were some conflicts with native people, they were not able to settle there for a long time. Nevertheless, the first permanent English colony was created in 1607 and was named Jamestown. Further settlements were along the coast and on the close islands such as Bermuda. In 1620, Puritans came to what is now Massachusetts and the number of inhabitants was growing. The first English-language contact with Canada was done by John Cabot in 1497 but because of problems with French invaders, British got some areas up to 1763 after they won the seven-years war. From Spanish they got Florida and the Caribbean. At the end of the eighteenth century, British founded the colony at Sydney in Australia and then they continued to New Zealand. At the same time, they started to spread to the South Africa, South Asia and the South Pacific. In time, people in these new colonies began to call areas of their new land by words borrowed from the native people they found living there. This borrowing or adding of foreign words to English was a way of expanding the language (Crystal, 2003a).

After the time of colonisation, so called Word Englishes developed. "World Englishes refers to the different varieties of English and English-based creoles developed in different regions of the world" (Wikipedia, 2006). Nowadays, we can see the examples in Australian English, New Zealand English, Canadian English, South African English, Caribbean English, British English, American English, South Asian English and many more (Crystal, 2003a).

## 1.3. Growing importance of English

In Viney's opinion (2003), English became internationally important in the nineteenth century because Britain was world's leading industrial nation. As many industrial inventions came from Britain, people were supposed to learn English in order to know how to use them.

In twentieth century the international business grew. American economy strengthened so many people wanted to do the business with American companies. Due to it they learned and spoke

English. To make an international business possible, air travel was developed. International communication was enabled by telephones, fax machines and computers (Viney, 2003). It is called socio-cultural reason by Crystal (2003a), and he also claims that in time of developing of multinational companies and organizations (1950s) English emerged as working language. "A working language (also procedural language) is a language that is given a unique legal status in a supra-national company, society, state or other body or organization as its primary mean of communication. It is primarily the language of the daily correspondence and conversation, since the organization usually has members with various differing language backgrounds" (Wikipedia, 2006). Crystal (2003a) states that it functions as working language in UNESCO, UNICEF, WHO and Viney (2003) adds European Central Bank, where the English is also used, although, the bank is located in Germany.

"The present-day world status of English is primarily the result of two factors: the expansion of British colonial power, which peaked towards the end of the nineteenth century, and the emergence of the United States as the leading economic power of the twentieth century" (Crystal, 2003a, p. 59).

## 1.4. Current language: English as a Global language

Tunka (2009) pointed out the consequences of English becoming the first official global language: larger integration of different cultures, more possibilities for global economy, the loss of exclusivity of certain areas for the local language speaker, better possibilities of migration and country settlement.

Crystal (2003a) mentions that the status of global language is not achieved by the number of native speakers. It is achieved by making him an official language of the country (It means that the language is used for communication in government, law courts, media and educational system.) or making him a priority in country's foreign-language teaching. People choose which

language is the best to learn according to the historical traditions, political expediency, desire for commercial, cultural and technological contact and according to which one will be financially supported enough by government to have a good quality of teachers and materials.

Crystal (2003a) writes that English is now spoken as a mother-tongue by 320-380 million speakers. Other 300-500 million people use it as a second language and it has 500-1.000 million foreign-language speakers. He also points out that 70% of all mother-tongue speakers are form the USA.

"About a quarter of the world's population is already fluent or competent in English, and this figure is steadily growing – in the early 2000s that means around 1.5 billion people" Crystal (2003a, p. 6). According to him, some people have an erroneous assumption that English is so popular, because it is easy to learn or it has not so difficult grammar. But even though Latin was quite difficult in these areas, it was an international language for centuries (Crystal, 2003a).

## 1.5. The future of the English language

On the one hand, according to Česká televize (2008) the linguists estimate that in fifty years one half of world's population will be able to speak English. The main problem for future will be its success and popularity. There are some concerns that English can progress similar to Latin, which was spread to dialects.

On the other hand, Crystal (2003a) deals with the question if the growth of one global language doesn't mean the extinction of the others. Mydans (2007) says that unlike former common languages, English seems to be too widespread and too deeply entrenched to die out.

## 2. English influence on Slavic languages

In this chapter, the Slavic languages are defined and classified into certain groups. It is explained, why the Slavic languages are influenced by English and why the Slavs need to borrow foreign words. At the end of the chapter, examples of problems with adopting English words are demonstrated.

### 2.1.  Slavic languages

Slavism.com (2000) presents that the Slavic languages are considered to be a member of the Indo-European language family. "The total number of people for whom a Slavic language is the mother tongue is estimated at more than 300 million; the great majority of them live in Russia and Ukraine" (Slavism.com, 2000).

According to Slavism.com (2000), this subfamily is divided into three units: East Slavic, South Slavic and West Slavic. East Slavic group is represented by Russian, Belarusian or Ukrainian, which means totally 225 million speakers. Western languages are spoken by 56 million speakers mostly from Poland, Slovakia or the Czech Republic. Bulgarian, Slovene or Serbo-Croatian belong into the Southern Slavic branch, which includes 30 million speakers.

Every above mentioned language has its typical features but the shape of each Slavic language today differs from its earlier form. Uličný (2006) claims Slavic languages looked completely different 300 years ago or less. Now, they are mostly influenced by languages of neighbour states and dominant languages. The internationalization of word-stock and phraseology and the impact of English grammatical structures are current trends, but many language changes are only provisional.

If the vocabulary changes are permanent, most languages need to adapt the words or phrases. Next section deals with reasons for borrowing foreign words in Slavic languages with their adaptation.

## 2.2.  Reasons for adoption

Pfandl (2004) mentions that the main reason for adoption of English words is to name newly-emerged things or to enlarge the word-stock by adding synonyms. Uličný (2006) adds that verbatim adoption of naming new facts occurs only with the sound adjustment and sometimes also with Slavic inflectional categories – The Russian word *menedžer* from English *manager* or Polish *imidž* from the English word *image*.

Pfandl (2004) states that sometimes the Slavs use English words because they are understandable for more people, especially for foreigners, or because they are shorter and more accurate than domestic words. Uličný (2006) claims that this positive attitude to adaptation of foreign language elements into the Slavic languages and its positive assessment is called xenophilia. He mentions xenophilia enforced in science, administration and management, where the international expressions occur. As an example he mentions the English words *motor* which is used instead of Polish *silnik* or Russian *dvigatel* more often. Then he mentions the professional language of computer and advertising specialists, computer users (*browser, password*) and the language of entertainment industry, radios, television broadcast.

## 2.3.  Differences between English and Slavic languages

As there are many differences between English and Slavic languages, some problems with adoption can occur and borrowed words need to be changed in some way. The most problematic areas seem to be grammar, pronunciation and spelling.

Slavism.com (2000) claims that the Slavs use different types of alphabets – Roman and Cyrillic. The Roman alphabet is used in Czech, Slovak or Polish and the Cyrillic one is employed by Russian, Ukrainian, Bulgarian or Macedonian. Uličný (2006) presents that the Slavic languages which use Cyrillic alphabet try to transcribe borrowed words as closely to their phonetic and graphic systems as possible, because this alphabet lacks some letter or sounds of the Roman alphabet. *Hamburgers* are transcribed as *gamburgery* and *hit-parade* as *chit-parad* because of the missing consonant *h* in the Russian language. However, Slavism.com (2000) states that in contrast to English, Slavic languages have a larger number of consonant sounds.

According to Slavism.com (2000), the Slavs (apart from Bulgarians and Macedonians) have extensively developed inflection of nouns (up to eight cases) and no articles. Uličný (2006) deals with the Slavic morphology, which can disturb the form of borrowed words and cause problems with keeping company marks. This process of restriction or deleting of inflectional endings is seen in *šampon od Schwarzkopf* instead of *Schwarzkopfa*. He also mentions the tendency of no gender inflection of foreign names (*Williams* should not be changed into *Williamsová*).

As for vocabulary, Pfandl (2004) states that it can happen that there is no suitable translation for the English word in the domestic language and people are accustomed to using it in English so it does not need to be translated. Slavism.com (2000) mentions that the Slavs have tendency to translate foreign words or imitate them more commonly than absorb them. According to Uličný (2006), in case that the words are absorbed, sometimes there are differences in pronunciation of English words in certain Slavic languages. The Poles pronounced *laser* as /*laser*/, the Czechs as /*lejzr*/. The Czech language tries to imitate the English pronunciation the most frequently of all Slavic languages.

As it was written in this chapter, it seems that Slavic languages are threatened by English in various spheres. As Uličný (2006) states, nowadays, most of the young Slavic generation communicate with each other in English because it is more comfortable and they usually can

speak English very well. However, he adds that Slavic languages are not threatened, they only occur in a specific stage of development. Many of them are significantly influenced by English and the following chapter is focused on the specific impact of English on the Czech language.

# 3. English influence on the Czech language

This chapter refers to the Czech - English relations in the past and today. The term anglicism is explained here and anglicisms are divided into different groups according to the time and form of adaptation. At the end of the chapter, the newest influences on the Czech language are mentioned and the positive and negative impacts are discussed.

## 3.1. Relations between Czech and English-speaking countries

According to Nekula (2005), the first Czech contact with English-speaking countries dates back to the Middle Ages. Primarily, the Premyslids were politically very active and tried to maintain the relationships with England; then the Luxemburgs helped England in wars. Later, Czechs began to enter into marriages with the English. In the religious area, Jan Hus was influenced by John Wycliffe and they cooperated on the church reformation. There were intensive contacts during the reign of the Habsburgs because the English Catholics and Protestants had gatherings in Prague. In the nineteenth century, English authors started to be translated to Czech (J. Milton, W. Scott, Ch. Dickens, W. Shakespeare).

Nekula (2005) states that since the nineteenth century, the Czech countries came into cultural, social, technological and economic contacts with England, and since the 1840s also with the USA. In the time of the defeat of revolution in 1848, the USA became the destination for many emigrants form the Czech countries so the American culture was intensively influenced by the Czech one. The Czech – British relationships were strengthened at the beginning of the twentieth century. Vilem Mathesius became the first professor of English studies at Czech university and Tomáš Garigue Masaryk worked at university in London.

Truksová (2009) points out that during the Second World War, the then Soviet Union gained the control over the then Czechoslovakia so the relations with the English-speaking countries were weakened. Czechs interrupted the contacts with the Soviet Union after the Velvet Revolution in

1989 and the yet compulsory Russian language in schools was replaced by English or German. In this time, the principle of free choice of foreign languages was established (Truksová, 2009). Nekula (2005) presents that according to the Framework Educational Programme for primary education in the Czech Republic valid since 2005/2006, the first foreign language at the elementary school should be taught since the third grade and the second foreign language since the seventh grade. The one of chosen foreign languages should be English. This way the English language was actually determined as the main foreign language.

As the relations very relatively intensive, it is no wonder that the Czech language was influenced to a certain extent. Following section deals with words which were adopted from English to Czech. These words are discussed according to the time and way of their adaptation.

## 3.2. Anglicisms

Anglicism is "a word or phrase from the English language that is used in another language" (Turnbull, 2010). The Czech language is infiltrated by anglicisms and according to Rejzek (1993), there are some problems in adaptation of English words due to different sound and graphic word forms. He asks the question if Czech people should keep English words as they are or if they should make them Czech. On the one hand, if they do not change them, there rises a problem that people who are not familiar with the English phonetic system may not understand them. On the other hand, if Czechs change words according to their phonetic system, the words lose their internationality.

The process of borrowing words is not one-time issue. It has been in motion through many years and still it is definitely not finished. Words were adopted gradually and according to the time of adaptation they gained specific forms.

### 3.2.1. Anglicisms according to the time of their adaptation

Nekula (2005) argues that the word *manšestr* has been used in Czech since the nineteenth century. From the beginning of the twentieth century, Czechs know words such as *fotbal (football), volejbal (volleyball), tramvaj (tramway), klub (club), svetr (sweater)*. Knowledge of English pronunciation was insufficient, so the borrowed words were read in Czech in the same way as they were written in English. Afterwards, these words got the Czech written forms. After the Second World War, people read the written English words in Czech way again and we know *kečup (ketchup), mobil (mobile), nilonky (nylons)*. In 1970s, the time of communism, there was a negative reaction to entering of anglicisms and foreign ideology to the minds of young people. Domestic names which should substitute so spread anglicisms arose. *Hot dog* was replaced by *párek v rohlíku*, *volejbal* by *odbíjená*, etc.

As it was written, the adaptation process started slowly and carefully but now there are more and more words which were borrowed from English to Czech. Regarding the recent English impact on the Czech, they are concerning not only word-stock.

According to Nekula (2005), due to the latest English influence on the Czech language, the velar ŋ might occur more frequently (*leasing, marketing*). Indeclinable adjectives such as *light výrobky, top modelka* or *instant kakao* are also widespread. Czech uses more nouns in the adjective's position as indeclinable adjectives. As examples, he points out *disco club*, *gay festival*. Another influence is seen in the use of possessive pronouns, in spite of the fact that the subject of the sentence is identical with the subject of possessive structures. It means that *Dala jsem mu moje číslo* is used instead of *Dala jsem mu svoje číslo*. The accusative phrase is seen more frequently in the case of using *diskutovat něco* instead of *diskutovat o něčem*.

Kraus (1998) found out that the compounds with the base *maker* (*troublemaker, hitmaker, bookmaker*) are commonly used in Czech. Truksová (2009) presents that in the Czech language,

verbs play the main role in the sentence while the English language is supported by nouns. Despite this, according to the English patterns, Czech tries to condense complex sentences to nouns and what is more, the use of passive voice is more common.

Apart from English words which became a part of Czech word-stock, Koudelková (2010) refers to word-for-word translations of English phrases called calks. As an example, she mentions the phrase *Mějte hezký den* which is the translation of *Have a nice day*.

### 3.2.2. Anglicisms according to the type of their adaptation

The section below concerns with certain types of adaptation such as pronunciation, orthographical, morphological and word-formation adaptation and describes their specific phenomena.

#### 3.2.2.1  Pronunciation / orthographical adaptation

In Nekula's point of view (2005), in the area of pronunciation, borrowed words undergo many changes because of the differences in the Czech and English phonetic systems. These include: position of stresses, pronunciation of voiced consonants at the end of the word, reduction of end syllables, aspiration and different realization of specific phonemes.

1. In the Czech language, the primary word stress is always on the first syllable so in the case of borrowed words, the secondary stress disappears and the position of the primary stress changes. We can see the example in the English word *recycling /riːˈsaɪklɪŋ/* which changed to the Czech word *recyklace*.

2. When there are voiced consonants at the end of the word or morpheme, the voicing assimilation occurs. The English word *job /ʤɒb/* is pronounced in Czech as */džop/, slide /slaɪd/* as */slajt/*.

3. Czech speakers do not reduce the end syllables, *transfer /ˈtrænsfɜː/* is pronounced as */transfer/* and *terminal /ˈtɜːmɪnəl/* as */terminál/*.

4. The aspiration of *p, t, k* at the beginning of words disappears, as examples there are words *tenis, tým, koks, park*.

5. As the next change, there is the different realization of specific phonemes.

    a. Phoneme *–th /θ/* at the beginning of the word is usually pronounced as */t/*, in word *thriller /'θrɪlə/* as */triler/, Thatcher /θætʃə/* as */tečr/.* At the end of the word, *-th /θ/* is pronounced as */s/,* in *Smith /smɪθ/* as */smis/.* And in the middle of word such as *motherboard /'mʌðəbɔːd/, -th /ð/* is pronounced as */d/, /madrbórd/.*

    b. Phoneme *w* changes into *v* in words *whiskey /'wɪski/, sandwich /'sænwɪdʒ/,* they are pronounced as */viski/* and */sandvič/.*

    c. *A,* which is realized as */æ/* in English, is pronounced as */a/* or */e/* in Czech. The word *camp /kæmp/* is pronounced as */kemp/* and the word *tramp /træmp/* as */tramp/.*

    d. Not so common Czech phonemes such as */dʒ/* and */oʊ/* are replaced by phonemes from Czech phonetics system. *Disc jockey /dɪsk 'dʒɒki/* is pronounced as */dis(k)žokej/, goal /goʊl/* as */gól/.*

    e. Phoneme */ŋ/* is pronounced as */ŋk/* or */nk/* in Czech nouns and as */ŋg/* or */ng/* in Czech adjectives. *Modelling /'mɒdlɪŋ/* is in Czech the noun */modelink/* and adjective */modelingový/, marketing /'maːkətɪŋ/* is in Czech the noun */marketink/* and the adjective */marketingový/.*

    f. In addition, the consonant *r* is fully realized; *party /'paːti/, park /paːk/* or *service /'sɜːvɪs/* are pronounced by Czechs as */párty/, /park/* and */servis/* (Nekula, 2005).

As for orthographical adaptation, Nekula (2005) found that into Czech language, there were adopted:

1. English spelling forms with English pronunciation (*laser, feature, hobby*). It means that both Czechs and the English use the same writing and the same pronunciation.

2. English spelling forms with adapted pronunciation (*handicap, image, jazz*). The words have the same spelling in both languages but different pronunciation; English *handicap* /'hændikæp/ is pronounced as /hendikep/ in Czech.

3. Czech spelling of English pronunciation (*displej, sejf, džem*). According to English word *display* which is spelled /dɪ'spleɪ/, the right Czech form of this word is *displej*.

4. Czech spelling of often wrong Czech pronunciation derived from the English spelling (*volejbal, grepfrujt, žokej*). *Volleyball* is pronounced /'vɒlibɔːl/ in English but according to this written form, the Czechs read it wrongly /volejbal/ and gave it the right written form in Czech as *volejbal*.

### 3.2.2.2 Morphological adaptation

This type of adaptation is impacted by differences between Czech and English morphology. This subhead concerns different adaptation of the same sounds, unclear relationship between English words and Czech words borrowed from the English language, declination of borrowed words which are similar to Czech ones, creation of more forms from one word, words with –ing endings and words which are not adapted at all.

Rejzek (1993) claims that it can occur that one morpheme is adapted in more forms. Words such as *football* and *basketball* were in Czech adopted as *fotbal*, *basketbal* but words like *match ball* and *set ball* were adopted as *mečbol*, *setbol*. It means that in the first case, the sound *a* is adopted as /a/ and in the second case, it is adopted as /o/. For more examples, he names *goal man* and *record man* where the morpheme *a* was adopted in Czech as *a* in *gólman*, *rekordman.* In words *businessman* and *gentleman*, *a* was adopted as *e*, so the Czech words are *byznysmen* and *džentlmen*. Other examples are words *match* and *match ball* which were adopted in Czech as *mač* and *mečbal*. Again, we can see that the morpheme *a* was in the first case adopted as *a,* in the second case as *e*.

Rejzek (1993) is convinced that there is sometimes an ambiguous relationship between Czech and English words. As an example he mentioned the word *touch* which is pronounced */tʌtʃ/* in English and adopted as *teč* in Czech. In this case, the borrowed word follows neither written nor pronunciation form. The same instance is the word *double*. It is pronounced */dʌbl/* in English and adopted as *debl* in Czech.

Rejzek (1993) says that when we borrow English words in their graphic form and they are similar to Czech ones, we can decline them. Examples are the words *hockey, jockey*. They were adopted as *hokej* and *žokej* and in Czech, they are declined as *hokej-e, hokej-i, hokej-em, hokej-ů, hokej-ům, hokej-ích* and *žokej-e, žokej-i, žokej-em, žokej-ů, žokej-ům, žokej-ích.* However, by borrowing English words according to their pronunciation, some words stay indeclinable (*bully - buly, derby - derby, score - skóre*).

During the adaptation of English words, more forms of words can be created: *cocktail – koktejl – koktajl, jazz – džez*. In the case of the English words with –ing endings, this ending should not be changed after adaptation. Lately, the words with –ing endings are not adapted at all (*bowling, leasing*). Other groups of words which are not adapted are collocations and quotation compounds such as *fair-play, come-back, all inclusive*; lexical units which would have unusual graphic form after adaptation such as *interview, outsider, tie-break*; and words which would become the homonyms of domestic words: *boss, rock, bowle* (Rejzek, 1993). Truksová (2009) adds the group of words which are difficult to translate and they do not need to be translated because they are well known and understandable (*cookies, piercing, aerobic, spam*).

### 3.2.2.3  Word-formation adaptation

This chapter concerns the mixing of Czech and English parts of words, abbreviations, types of compounds, graphical forms of compounds and branches where the Czech language is most enriched by English.

Nekula (2005) argues that during the adaptation process, it can happen that the foreign word-formation affixes are connected with the domestic bases and vice versa. Domestic affixes are mostly used with verbs such as *od-majlovat* from the English base *mail*, *za-sejfovat* from the English *save*; with adjectives like *supr-ový* from English word *super*, *nej-fér-ovější* form English *fair*; with nouns: *model-ka* from the English word *model*, *kros-ař* form the *cross*. As examples of foreign affixes we can name *mega-lehký, ultra-zvuk*.

The initial abbreviations are adapted either with English or with Czech pronunciation. The examples of English pronounced abbreviations are *OK, DJ, PC, FBI* or *BBC* and the abbreviations such as *HIV, CD, VHS* are pronounced in Czech (Nekula, 2005). As for abbreviation compounds, he mentions *AIDS-pacient*, *HIV-pozitivní*, *RH-faktor*.

Svobodová (1999) distinguishes among four types of compounds which are formally adapted into Czech.

1. In the first group, there are compounds which were not orthographically adapted and indeclinable (*homeless, on-line, cash flow*).

2. The second group form compounds which were morphologically adapted with foreign spelling (*bodyguard, skinhead, airbag*).

3. To the third group, compounds which were orthographically and morphologically adapted (*florbal, šoubyznys, bekhend*) belong.

4. The fourth group is concerning hybrid compounds which are divided into:

   a. orthographically not adapted anglicism + Czech expression (*faxtelefon, technobomba*)

   b. Czech expression + morphologically adapted anglicism (*psychothriller, radiohit*)

   c. Czech expression + indeclinable anglicism with foreign spelling (*čundrcountry, pseudostory*)

d. orthographically adapted anglicism + indeclinable anglicism with the foreign spelling (*houseparty, showparty*)

e. Czech expression + orthographically adapted anglicism (*infoservis, autokemping*)

f. Czech expression + noun derivation of orthographically adapted anglicism (*motokrosař, autokrosař*)

g. orthographically not adapted anglicism + orthographically and morphologically adapted anglicism (*hamburger, sitcom, bigbít*)

h. orthographically and morphologically adapted anglicism + morphologically adapted anglicism with foreign writing (*byznysman, gólman*)

i. anglicism with foreign spelling + Czech expression (*hitparáda, skiakrobacie*)

j. orthographically and morphologically adapted anglicism + Czech expression (*džezgymnastika, ekomotor*).

Moreover, she presents three graphical forms of compounds: compounds with two separate words (*blue chip*), with hyphen (*know-how*) and compounds as one word without hyphen (*cornflakes*).

The English language enriched and still enriches the Czech language in many branches. Nekula (2005) presents these areas: economy (*konkurz, know-how, logo, lobby, koncern*), advertisement (*teleshopping, billboard, spot*), commerce and service (*second-hand, dealer, hypermarket*), fashion and cosmetics (*legíny, spray, S, M, L, XL size*), catering (*fast food, dressing, coffee bar, ice-tea*), banking (*šek, kreditka, PIN*), telecommunication and internet (*SMS, on-line, server, notebook, e-mail*), film, television and media (*casting, sitcom, jackpot, talk-show*), music (*frontman, punk, country, song, soundtrack*), journalism and politics (*monitoring, briefing, meeting*), sport (*team, trenér, aerobic, ofsajd, sponzor*), science and education (*akreditace, grant, kampus, hand-out*), motoring and transport (*airbag, ABS, tankovat, pick-up*), social phenomena and social groups (*Greenpeace, babysitting, homeless*), consumption of drugs (*dealer, joint, crack)* and literature and art (*bestseller, copyright, body-painting*).

## 3.3. Positive and negative phenomena of English influence

To say if a certain phenomenon is positive or negative is very subjective. Sometimes, people can have different opinions about English impact on the Czech language so I do not want to assess the influence strictly as positive or negative phenomenon, but I only present some possible points of view.

To introduce the positive phenomena, Nekula (2005) states that during the adoption of English words into Czech language, widening of meaning can occur. As an example of word with widened meaning he mentions *marmalade*. In English it means orange jam and in Czech it signifies jam of any fruits.

Moreover, during the adaptation the synonyms arise. For instance, he refers about *client* (adopted as *klient*) which means the same as *zákazník*, *homepage* which is in Czech *domovská stránka* and the word *bodyguard* which is the synonymy for *osobní strážce* (Nekula, 2005).

Truksová (2009) adds that some English words complete the word-stock when the domestic expression is missing so these words do not delete the Czech element (*software, upgrade*) which is another positive phenomenon.

As a relative negative phenomenon, I see the changing of meaning because it might be confusing both for Czech and English speakers. Nekula (2005) explains the changing of meaning on the word *slip* which means ladies' underwear in English. In the Czech language it was adapted as *slipy* which signifies men's underwear.

In addition to that, narrowing of the meaning might occur. Nekula (2005) mentions the word *drink* as an instance of it. In English it means any beverage and in Czech this means beverages only with alcohol.

To add another negative phenomenon, Behún (2006) states that the replacement of Czech words by English ones is useless and that the oversized use of foreign expressions can decrease the intelligibility and readability of texts.

As a completely negative phenomenon Hladká (2003) points out the imitating of English spelling in domestic or fully adapted words. She writes that this type of writing was probably caused by the need for replacement of diacritics in e-mail and SMS and then it became the mean of language humour. As examples, she mentions *jak se mash, czechska republika, shock*.

Johnston (2009) asked some Czechs for their opinion about English influence on the Czech language and she was answered: "I think it's bad, but I think I can't do anything about it", "I always can hear English words around me and in the slang used on computer chat, English is very frequent. It's natural, but I don't think it will enrich our language, I think our language will die in time".

According to this chapter, not surprisingly the Czech language is influenced by English. The relations between Czech and English-speaking countries were strong in the past and they still continue developing. Not only word-stock is influenced, a part of the chapter pay attention to the latest impact on the Czech language and also grammatical influences are mentioned here. Regarding the Czech word-stock, it is full of English expressions which were adopted gradually through hundred years. Now, we can distinguish among certain types of their adaptation. The problems with pronunciation adaptation seem to be in the different phonetic systems, morphological adaptation is treacherous because the same morphemes can be adopted in another way. As for word-formation adaptation, a mixture of foreign and domestic affixes or basis can occur. Last of all, positive and negative phenomena are discussed from different points of view.

# 4. Questionnaire

For the practical part, a questionnaire was created to show to what extent the Czech language is influenced by English. It was filled in by 273 respondents, who were asked to answer eight questions. The aim of this questionnaire was to demonstrate that the Czech language is more and more infiltrated by English expressions. The words, phrases, sentences and other expressions which were used to assemble the questionnaire were found in the Internet chat rooms, social networks or they were overheard among people.

The words which were seen or overheard very often were put into the question regarding the frequency of using certain expressions. The question concerned the understanding of sentences was compiled from the sentences which were not seen or heard so often, but somebody had or may have problems with understanding them. While searching for abbreviated expressions, I realized that some people did not know what individual letters stood for but they only recognised the situation in which they could use them.

The purpose was to find out how the understanding and using of English expressions are influenced by the respondents' age and the level of English language knowledge. In the questionnaire, the respondents had an opportunity to add other English expressions which they commonly used or observed.

## 4.1. Age

The first question concerned answerers' age. They had to tick if they were: **1. younger than 20**, **2. between 20 and 30** or **3. more than 30 years old**.

27% of all contacted people were younger than 20, 41% were between 20 and 30 and 32% of them were more than 30 years old.

## 4.2. The level of English language knowledge

The second question was regarding respondents' level of English language knowledge. The questioned people had these options: **1. I cannot speak English at all**, **2. beginner**, **3. intermediate** or **4. advanced**.

15% of asked people were not able to speak English at all and 18% of them were beginners. 38% of respondents ranked among the intermediate group and 29% were on the advanced level.

90% of non-English speakers were respondents who were *more than 30 years old* and 10% were *between 20 and 30*. It means that all *teenagers* (those who were less than 20) are able to speak English. On the advanced level, there were 55% of *teenagers*, 34% of *20 to 30-year-old* people and only 11% were *more than 30 years old*.

This means that teenagers are not only able to speak English but do so on a high level. However, people who were older than 30 were not so familiar with English, which I expected. The reason may lie in the fact that English was not taught in schools until 1989, which was already discussed in the third chapter of the theoretical part.

## 4.3. Contact with English

The third question was focused on the place where people come into contact with English most frequently. All questioned people had the following options: **1. school**, **2. work**, **3. television**, **4. the Internet, 5. somewhere else** and **6. nowhere**.

70% of all answerers were in touch with English due to the Internet. 51% of them used English at school and 34% were in contact with English because of television. Almost 15% were in touch with English at work and 5% nowhere. Almost 12% ticked that they were in contact with English somewhere else and they mentioned holidays (nine times), films and series (eight times), computer games (seven times), music (three times) and books (twice).

Among people who checked that they were not in contact with English, there were no *teenagers*. So according to that, people who were *less than 20* are in contact with English very often. In

addition to that, among the asked people with no English contact, there were no *advanced level* people, which was considerably expectable.

## 4.4. The frequency of using certain words

In the next question, answerers had to check how often they used the words in bold in these sentences: Jsem **ready**., **Sorry**, zapomněl jsem to doma., Budeš dnes na **kompu**?, Zkusím to **čenžnout**., Se čtením už **finišuju**., Je všechno **OK**?, To má být **joke**?, O víkendu jedu **shopovat**., Jaký si dáte **drink**?, Nemám **keše**., **No comment,** Bude lepší, když to **skrečujem**. They had a five-stepped scale at their disposal. Number *1* meant "I do not use it at all", number *5* meant "I use it very often".

According to the results, the most frequently used word seemed to be **OK,** which was ticked as *5* (very often) by 38, 5% of respondents. The phrase **No comment** took the first place in frequently used as *4* because it was ticked by 17, 5%, similarly to the word **Sorry**, ticked by 17%. But surprisingly, **No comment** was at the same time checked by the most of asked people, 25%, as *2* (not used so often). Very rarely used words seemed to be **skrečujem** and **shopovat,** which were ticked by 77% as *1* (not used at all).

According to the respondents' age, the most frequently used word in each age group was **OK**. 76% of *teenagers* ticked that they did not use **skrečujem** at all. In the *20 to 30 group*, the rarely used word was **shopovat**, ticked as used by 21, 5% and in the *group of 30 and more*-year-*old* people, the word **keše** was checked only by 14%.

There were huge differences especially between *the youngest* and *the oldest group*. The *teenagers* use more English expressions than *the oldest group* and what is more, they use them more frequently. For example the word **keše** was used by 14% of *older-than-30* people and by 75% of *teenagers*. **Sorry** was ticked as very often used word by 9% of people who were *more than 30* and by 55% of *teenagers*.

According to the results following the level of English language knowledge, the most frequently used word was the word **OK** again on every level. In contrast, **joke** was used by only 10% of those who were *not able to speak English* at all. In the *beginners group*, only 10% of asked people ticked **shopovat**, in *intermediate* and *advanced group* 25% ticked **skrečovat** as words which they used.

The research has shown that the *intermediate* and *advanced* people use more English expressions and more often than the *beginners* or the people who were *not able to speak English* at all. For instance **sorry** was most often used by 40% of i*ntermediate* and *advanced* people but by only 5% *of non-English speakers.* Moreover, **joke** was used by 63% of *advanced* people but also by 10% of *non-English speakers.*

According to the results, the contacted people on the *intermediate* level used the greatest number of English expressions and most often. On the contrary, those who were *not able to speak English* did not use English expression so often. As an example, **OK** was ticked as the most frequently used word in this group by only 27, 5% of respondents.

It follows that with growing age, the use of English expressions decreases and I think it is a matter of fashion. (I mean that especially teenagers tend to adopt foreign elements into their mother tongue to fit in the peers.) It is also obviously connected with the low level of English language knowledge of the older people. However, I expected even worse results in the group of beginners and in the group of the non-English speakers.

## 4.5.  Understanding sentences

The fifth question was compiled from the sentences containing English words**: Lovuju tě!, Ten outfit je in., Ten song byl úplně best., Mailnu ti ještě dnes., Ta love story končí happy endem., Napiš mi tvůj nick a já ti pošlu ten link., Ta knížka byla bestseller., Snad to stihnu ještě do deadlinu., Zpívá na playback., Skupina má nového frontmana., Její nová image je dost cool.** Respondents had to decide if they understand them or not.

Basically, answerers did not have any problems with understanding. Each sentence was understood at least by 72% of all questioned people. Moreover, **Její nová image je dost cool., Zpívá na playback., Ta love story končí happy endem., Mailnu ti ještě dnes., Ten song byl úplně best.** and **Lovuju tě!** were understandable at least for 98% of respondents. In contrast, the most problematic sentence seemed to be the one containing the word **deadline,** which was incomprehensible for 28% of all asked people.

After dividing this question into three sections following the respondents' age, for each age group, the word **deadline** was ticked as the least understood one. 60% of *teenagers*, 63% of speakers who were *older than 30* but 87, 5% of answerers *between 20 and 30* understood it.

Another sentence which caused problems was **Napiš mi tvůj nick a já ti pošlu ten link.** It was understood by 83% of *teenagers*, by 76% of those who were *more than 30* but by 96, 5% of respondents *between 20 and 30*.

As the results have shown, the most problematic words in general were best understood by those speakers *between 20 and 30*. Altogether, this part of questionnaire was best managed by the *teenagers*. 100% of them understood six sentences and five sentences were understood by 60% and more of *teenagers*.

According to English language knowledge, the asked people on every level understood sentences **Snad to stihnu ještě do deadlinu** and **Napiš mi tvůj nick a já ti pošlu ten link** the least. The first mentioned sentence was understandable for 35% of non-*English speakers*, for 59% of *beginners*, 78% of *intermediate* people and for 91% of those speakers on *advanced level*. Similarly, the second one was familiar to 70% of *non-English speakers*, to 75, 5% of *beginners* and to 93% of both *intermediate* and *advanced* people.

100% of *advanced level* speakers understood four sentences and seven sentences were understood at least by 91%. However, also 100% of respondents who were *not able to speak English* understood the sentence **Zpívá na playback** and seven sentences were understandable at least for 92, 5% of them.

As it is obvious form the results, the higher level of English language knowledge, the better understanding, although the results of this question surprised me a lot. I did not assume such a large understanding by speakers on the lower levels of English language knowledge. What I had expected were the partial results in the case of respondents' age. Not surprising for me, the younger respondents, the better understanding. As it was already mentioned, I think that it is a matter of fashion.

## 4.6. Abbreviated expressions

This question was focused on the use of English abbreviated expressions among Czech people. The questioned people had these expressions to deal with: **OMG, 4EVER, LOL, CU, ROFL, PLS, BTW, SMS, THX, ICQ**. They were asked to tick one of these options: **1. I understand it and I use it**, **2. I understand but I do not use it**, and **3. I do not understand it**.

From the research, it was obvious that the most commonly used abbreviated expression was **SMS,** which was ticked by 85% of all asked people. With the large results' distance there were **OMG, PLS, BTW** and **ICQ** which were checked as commonly used ones by 38% - 49% of answerers. The one which was not used so often but still understandable for 72, 5% of speakers was **4EVER**. Apart from **CU, ROFL** and **THX**, every abbreviated expression was understood (no matter if it was used or not) almost by 80% of asked people. In contrast to it, 63% of all asked people had problems with understanding **CU**. What is more, **CU** seemed to be used only by 3, 5% of all respondents.

Taking age of asked people into account, the *age group of 20 to 30* understood and used abbreviated expressions the most. On the contrary, respondents who were *more than 30* did not understand many of them. In all age groups, the word **CU** was the most problematic. It was understood by 38, 5% of *teenagers*, 50% of those *between 20 and 30* and by 21% of people who were *more than 30*.

However, the abbreviated expression **SMS** was understood the most in all age groups, according to this questionnaire. 100% of *teenagers*, 99% of speakers *between 20 and 30*, and 94% of those who were *older than 30* ticked that they understood it and used it at the same time. In addition to that, **OMG** was ticked by 100% of *teenagers* and 98% of speakers *between 20 and 30*. On the second place in the oldest group, there was **ICQ** which was ticked by 89, 5% of those who were *more than 30.*

The enormous differences were between the middle and the oldest group. The abbreviated expression **ROFL** was understood by 79, 5% of respondents from the group *between 20 and 30*, but only by 21% of the respondents from the *oldest group*. Another example was **THX**, which was checked as understood by 85% of questioned people from *20 to 30 group*, but only by 38% of those who were *more than 30*.

Regarding the level of English language knowledge, *intermediate* people understood the most of abbreviated expressions. *Intermediate* and *advanced* people used them the most. Many abbreviated expressions were problematic for those who were *not able to speak English*.

According to the questionnaire, the most understandable abbreviated expression was **SMS** in all groups, apart from the beginners. It was checked by 90% of those who were *not able to speak English*, by 99% of *intermediate* and by 100% of *advanced level* speakers. 100% of *beginners* ticked **ICQ** as the most understood abbreviated expression.

The most used abbreviated expression was also **SMS** in all groups. It was ticked by 75% of *non-English speakers*, by 83, 5% of *beginners*, by 86% of *intermediate* and by 91% of *advanced* people. Contrary to this, **CU** was understood by 10% of people who were *not able to speak English*, by 14% of *beginners*, by 40% of *intermediate* and by 62% of *advanced* speakers.

The biggest differences were in understanding of abbreviated expressions **4EVER, ROFL** and **THX** in these groups: "I cannot speak English" and "advanced". **4EVER** was ticked as understandable by 45% of *non-English speakers* and by 100% of *advanced* people. **ROFL** was checked by 12,5% of those who were *not able to speak English* and by 74,5% of speakers on

*advanced level*. Only 27,5% of *non-English speakers* and 91% of *advanced* speakers understood the abbreviated expression **THX**.

Even according to these results we can see that the higher level of English knowledge, the better understanding of all abbreviated expressions. However, the results of beginners and answerers who were not able to speak English at all were beyond my expectations. Not only that they understood quite many abbreviated expressions but what is more, they used a great amount of them.

## 4.7. Other English expressions

In the next-to-last question, which was not compulsory, the contacted people were asked to add other English expressions which were commonly used by them or by people in their surroundings and which were not mentioned in the questionnaire yet.

Here are the ones which were added by respondents in alphabetical order: afterparty, amazing, ASAP, baby, být byzy (from the English word "busy"), být in/out, callnout, challenge accepted, chatovat, congratulation, Crashtest, crazy, čekovat (from the English word "check"), download, easy, fair play, fake, feedback, fellas, fifty: fifty, flashka, free, friends forever, funny, game, Good luck!, googlovat, gossip, handout, happy, hard to say, helpnout, high five, honey, I'm sure, job, just kidding, keep smiling, king, kiss, kliknout (from the English word "click"), know-how, lajknout status (from the English word "like"), last minute, level, Lůzr (from the English word "looser"), master, money, naspeedovaný, nice, offline, online, party, playlist, push-up, R.I.P, school, second-hand, sekuriťák (form the English word "security"), sharovat, Spamovat, standing-ovation, star, top, true story, volume, wait for it, welcome drink, Why not?, workshop, yes, you know, zabukovat zájezd (form the English word "book").

## 4.8.  Opinions on using English expressions in Czech

The last question was focused on respondents' attitude to the occurrence of English expressions in the Czech language. Answerers had to tick if they minded them or not having these four options: **1. I do not mind them at all**, **2. I agree with using them only if there is no Czech equivalent**, **3. English expressions disturb me, I do not agree with them**, **4. Other**.

As the results have shown, English expressions in Czech did not matter to 58% of all asked people. 30% said that it was acceptable to use them but only if the Czech equivalent is missing. 6% of questioned people did not agree with using them. Those who checked the option "Other" added:

"There should not be too many English expressions in our language."

"English expressions should be used only in informal, spoken language."

"They disfigure the Czech language."

"We should prefer using Czech expression to English ones."

"Using English expressions allow us to understand English and other foreign languages well."

Taking into account the partial results following respondents' age, 70, 5% of *teenagers*, 67% of those who were *between 20 and 30*, but only 45% of speakers who were *more than 30 years old* **did not mind English expressions** in Czech. In contrast to it, **English expressions in the Czech language disturbed** 13% of speakers from *the oldest group*. Of the same opinion were less than 3% of *teenagers* and speakers *between 20 and 30 years old*.  The results concerning the second answer, **I agree with using them only if there is no Czech equivalent**, were quite balanced.

Regarding the results following the questioned people's level of English language knowledge, around 65% of each group, apart from *beginners*, **did not mind English expression** in the Czech language at all. Contrary to this, **English expressions in the Czech language disturbed** 17, 5%

of *beginners* and less than 5% of other level groups. In the second answer, **I agree with using them only if there is no Czech equivalent**, there were relatively balanced results again.

Respondents who were *older than 30* saw the occurrence of English expressions in the Czech language as not so positive phenomenon. The group of asked people on the *beginners'* level was of the same opinion.

To sum up the whole questionnaire, the fact which really surprised me was that even the respondents who ticked that they were not able to speak English at all were quite familiar with most of English expressions mentioned in this questionnaire. The research has shown that age and the level of English language knowledge did not play a main role especially in understanding sentences containing English words. Certainly, non-English speakers, compared with advanced level speakers, had sometimes problems with understanding but concerning using certain words, the differences were not so significant.

# Conclusion

Main idea of the bachelor thesis was to demonstrate the huge English influence on Czech. The English language and its development was presented, reasons why English became a global language were mentioned and explained. The large English effect on the Slavic languages including the Czech language was discussed.

It follows that the Czech language cannot avoid the English impact and what is more, English influences many other languages all over the world. Its influence on the Czech language is considerable and Czech does not resist it as it adopts, adapts or absorbs many English expressions. Czech people basically do not mind English expressions in their language and they see them as a positive phenomenon. In addition to that, as one respondent in the questionnaire mentioned, knowledge of the English language helps us to understand other foreign languages. As Tunka (2009) states, nowadays, there are so many English speaking people all over the world that English language knowledge is not an advantage but a necessary requirement.

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# Appendices

Appendix 1: Questionnaire

Appendix 2: Figures

Appendix 1: Questionnaire

Dobrý den,

jmenuji se Klára Mičunková a třetím rokem studuji obor anglický jazyk – německý jazyk na pedagogické fakultě Univerzity Palackého v Olomouci. V současné době zpracovávám bakalářskou práci na téma „Vliv angličtiny na český jazyk". Jako praktickou část této práce jsem vytvořila dotazník, který je zaměřený na používání anglických výrazů v češtině. Prosím Vás o vyplnění tohoto dotazníku a žádám Vás, abyste nepoužívali žádné slovníky ani vyhledávače.

Děkuji

1. Věk:

   méně než 20 let ☐

   20 – 30 let ☐

   více než 30 let ☐

2. Úroveň znalosti angličtiny:

   anglicky neumím ☐

   začátečník ☐

   mírně pokročilý ☐

   pokročilý ☐

3. Kde přicházíte do styku s angličtinou nejčastěji?(možno označit i více odpovědí)

   škola ☐          jinde: ☐ _____

   práce ☐          momentálně nikde ☐

   televize ☐

   internet ☐

4. Na stupnici od 1-5 označte, jak často tučně vytištěné výrazy používáte (1- vůbec, 5-často)

1. Jsem **ready**. ☐

2. **Sorry**, zapomněl jsem to doma. ☐

3. Budeš dnes na **kompu**? ☐

4. Zkusím to **čenžnout**. ☐

5. Se čtením už **finišuju**. ☐

6. Je všechno **OK**? ☐

7. To má být **joke**? ☐

8. O víkendu jedu **shopovat**. ☐

9. Jaký si dáte **drink**? ☐

10. Nemám **keše**. ☐

11. **No comment**. ☐

12. Bude lepší, když to **skrečujem**. ☐


5. Rozumíte následujícím větám?

|  | ANO - | NE |
|---|---|---|
| 1. Lovuju tě! | ☐ | ☐ |
| 2. Ten outfit je in. | ☐ | ☐ |
| 3. Ten song byl úplně best. | ☐ | ☐ |
| 4. Mailnu ti ještě dnes. | ☐ | ☐ |
| 5. Ta love story končí happy-endem. | ☐ | ☐ |
| 6. Napiš mi tvůj nick a já ti pošlu ten link. | ☐ | ☐ |
| 7. Ta knížka byla bestseller. | ☐ | ☐ |
| 8. Snad to stihnu ještě do deadlinu. | ☐ | ☐ |
| 9. Zpívá na playback. | ☐ | ☐ |

10. Skupina má nového frontmana. ☐ ☐

11. Její nová image je dost cool. ☐ ☐

6. Do rámečku u zkratky vepište číslo podle následujících odpovědí.

    1. Rozumím a používám.

    2. Rozumím, ale nepoužívám

    3. Nerozumím.

OMG ☐

4EVER ☐

LOL ☐

ROFL ☐

CU ☐

PLS ☐

THX ☐

BTW ☐

SMS ☐

ICQ ☐

7. Používáte Vy nebo lidé ve Vašem okolí některé další anglické výrazy?

Uveďte které: _____

_____

_____.

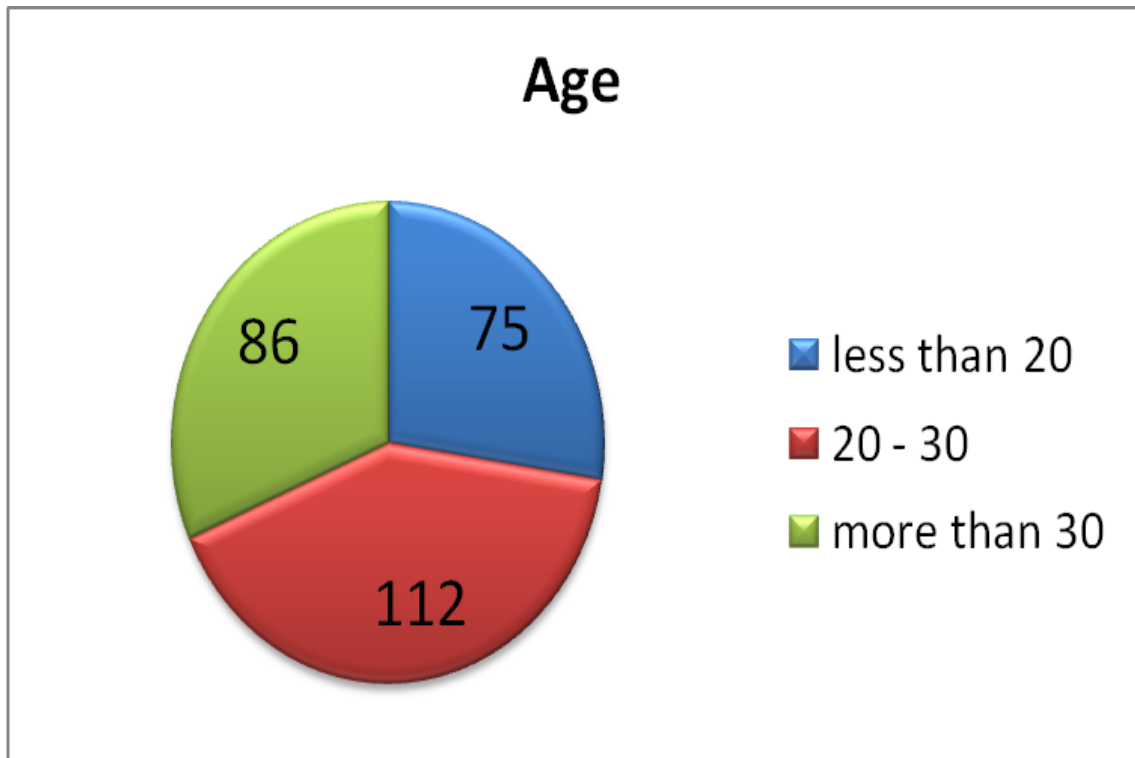8. Jaký máte názor na to, že se anglické výrazy vyskytují v češtině?

    1. Anglické výrazy v češtině mi vůbec nevadí. ☐

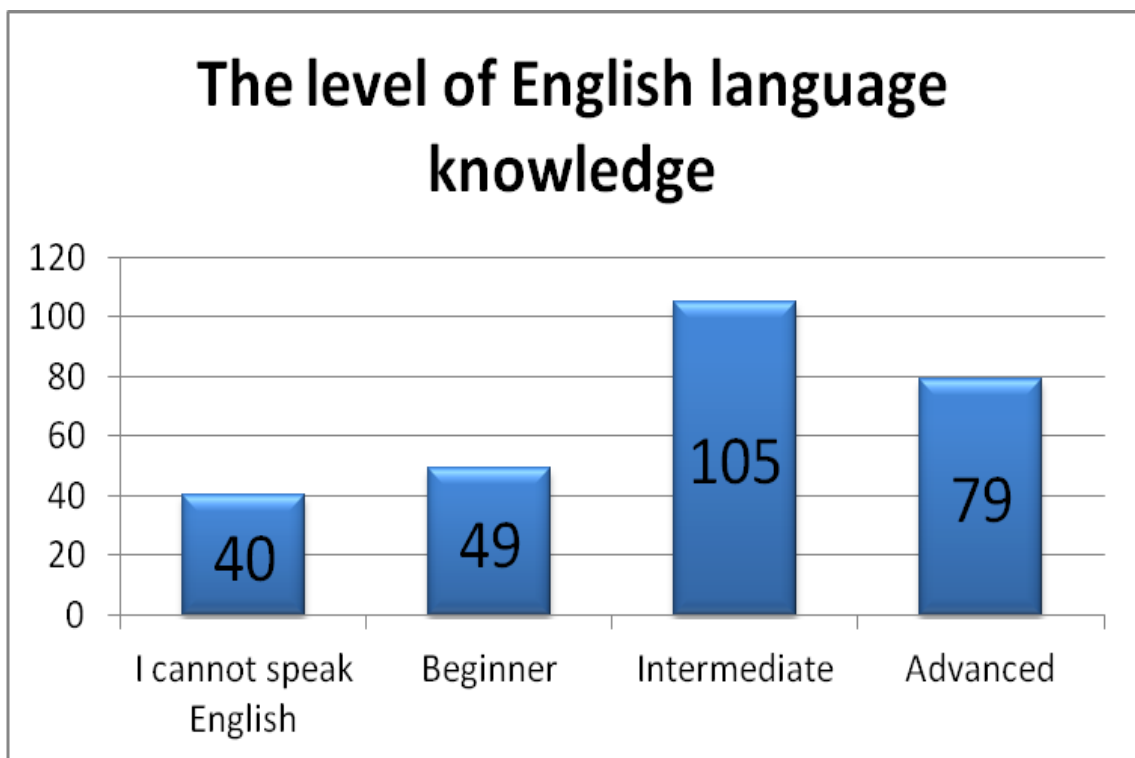2. Souhlasím s používáním anglických výrazů jen v případě, že v češtině daný výraz neexistuje. ☐

3. Anglické výrazy v češtině mi vadí a nesouhlasím s tím. ☐

4. Jiná odpověď: ☐ _____

_____

_____

_____.

Appendix 2: Figure 1 (for question 1)



Age

- less than 20 — 75
- 20 - 30 — 112
- more than 30 — 86

Appendix 2: Figure 2 (for question 2)



The level of English language knowledge

| I cannot speak English | Beginner | Intermediate | Advanced |
| --- | --- | --- | --- |
| 40 | 49 | 105 | 79 |

Appendix 2: Figure 3 (for question 3)



**Where do you come into contact with English most frequently?**

| Category | Value |
|---|---|
| Somewhere else | 32 |
| Nowhere | 14 |
| Internet | 191 |
| Television | 94 |
| Work | 40 |
| School | 139 |

Appendix 2: Figure 4 (for question 4)



**1**

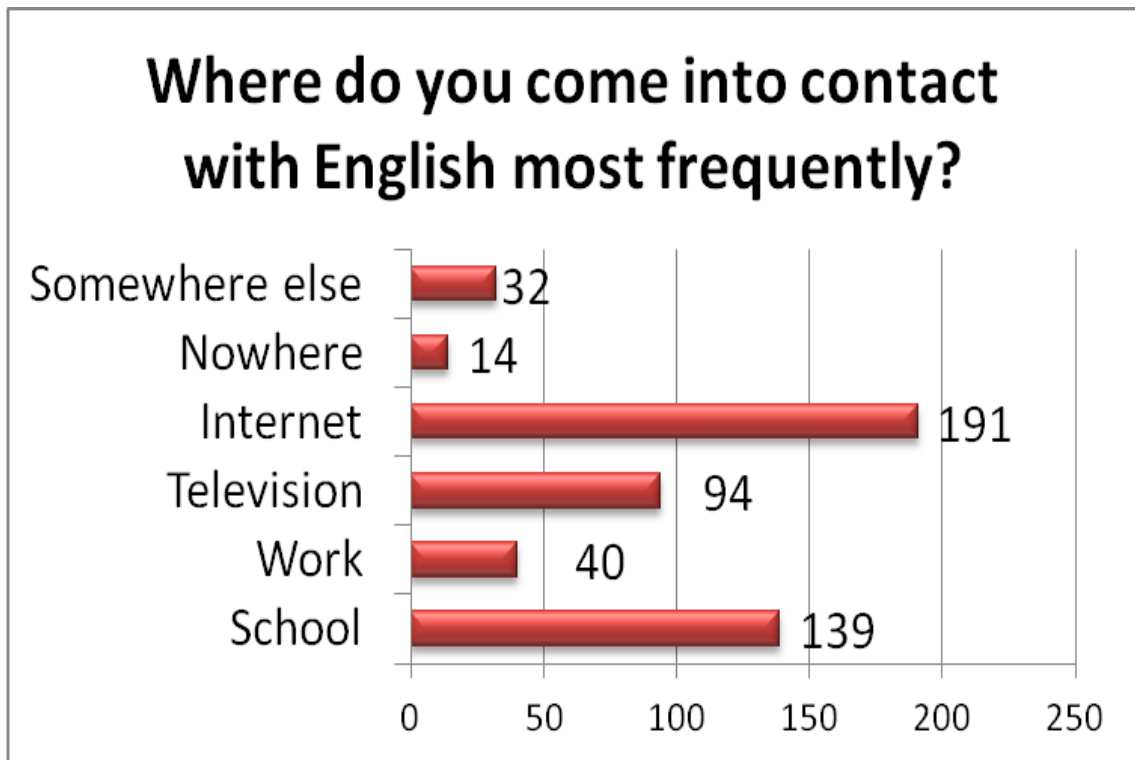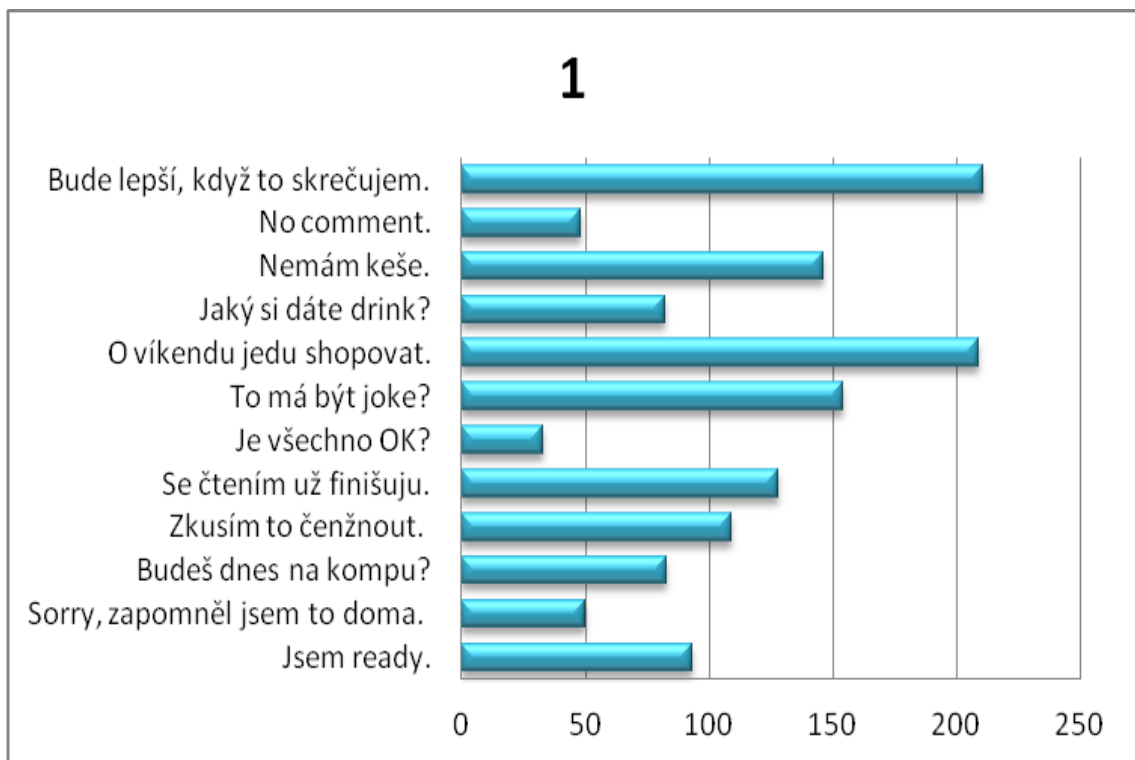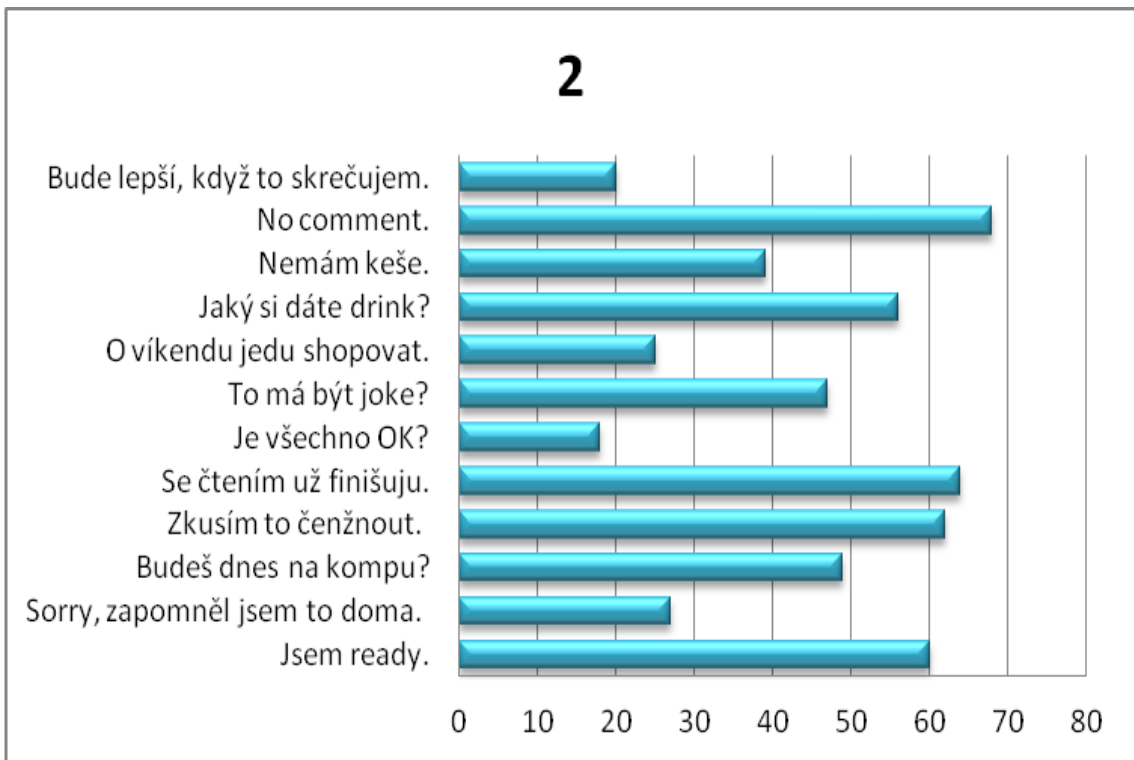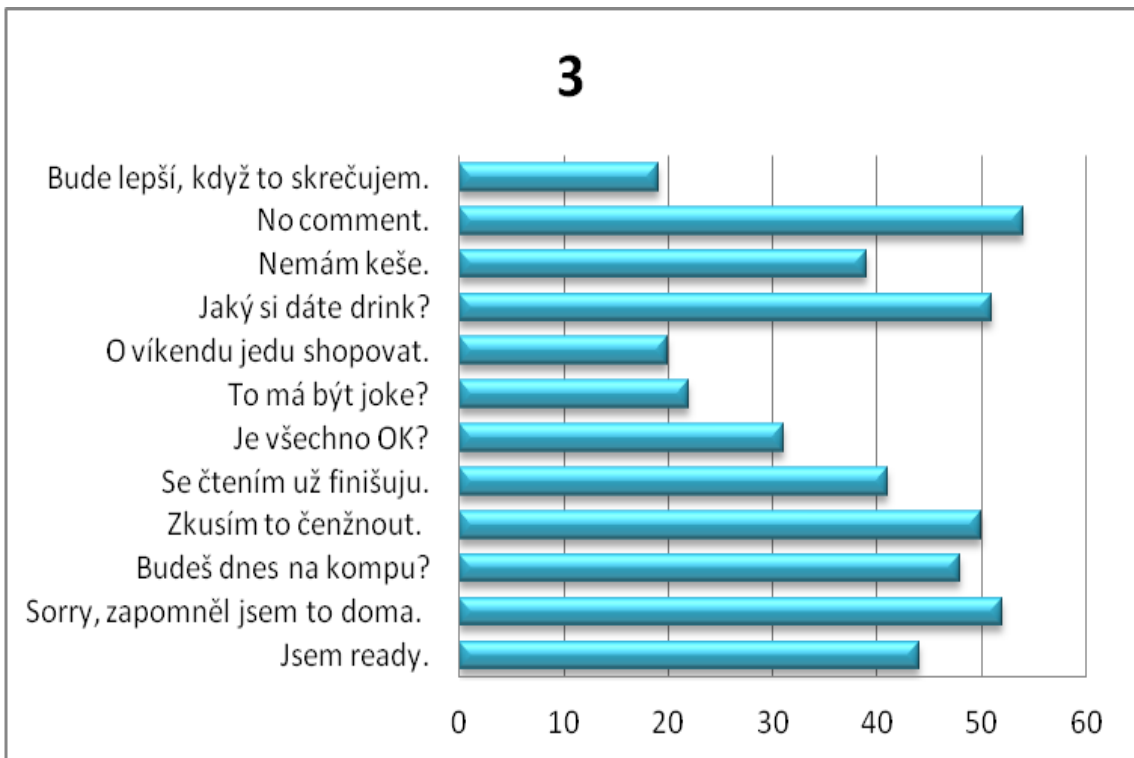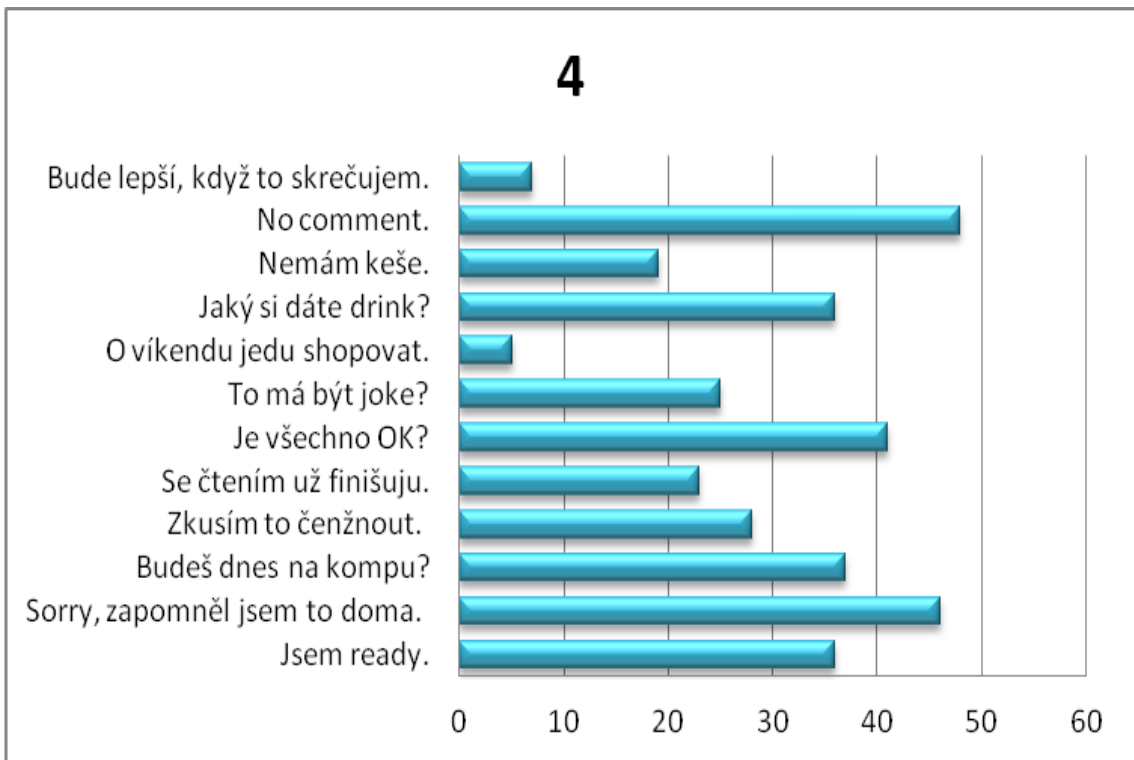| Category | |
|---|---|
| Bude lepší, když to skrečujem. | |
| No comment. | |
| Nemám keše. | |
| Jaký si dáte drink? | |
| O víkendu jedu shopovat. | |
| To má být joke? | |
| Je všechno OK? | |
| Se čtením už finišuju. | |
| Zkusím to čenžnout. | |
| Budeš dnes na kompu? | |
| Sorry, zapomněl jsem to doma. | |
| Jsem ready. | |

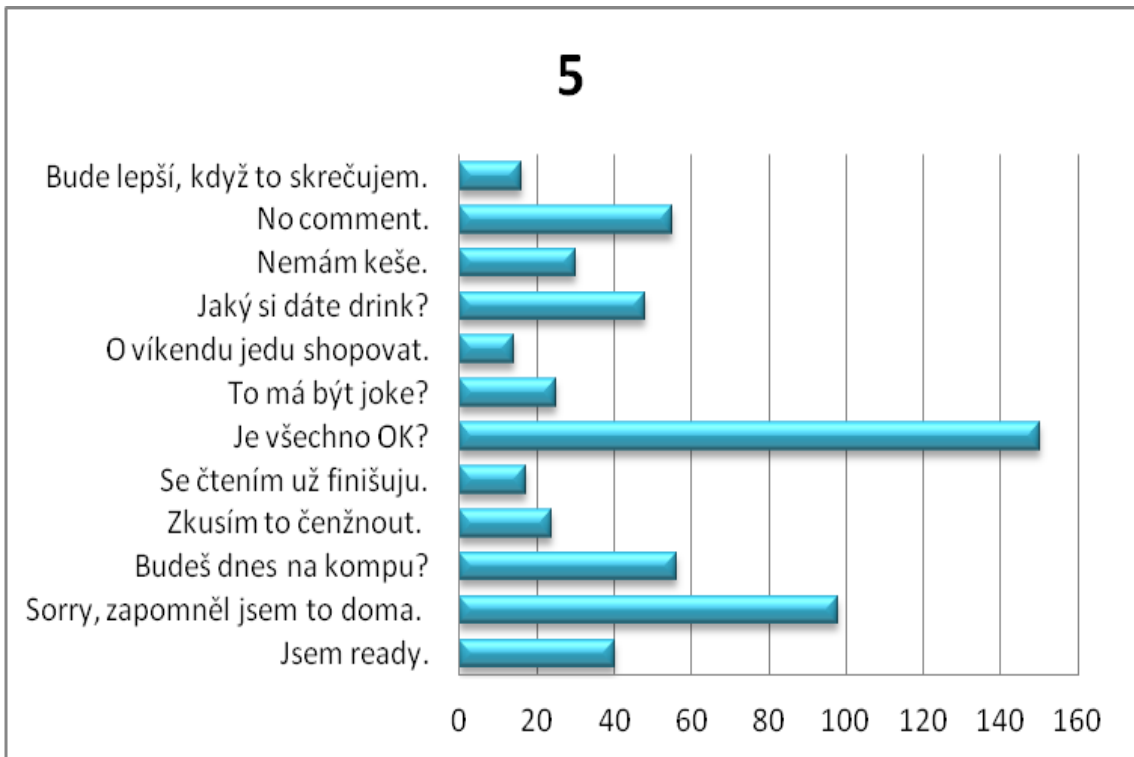Appendix 2: Figure 5 (for question 4)
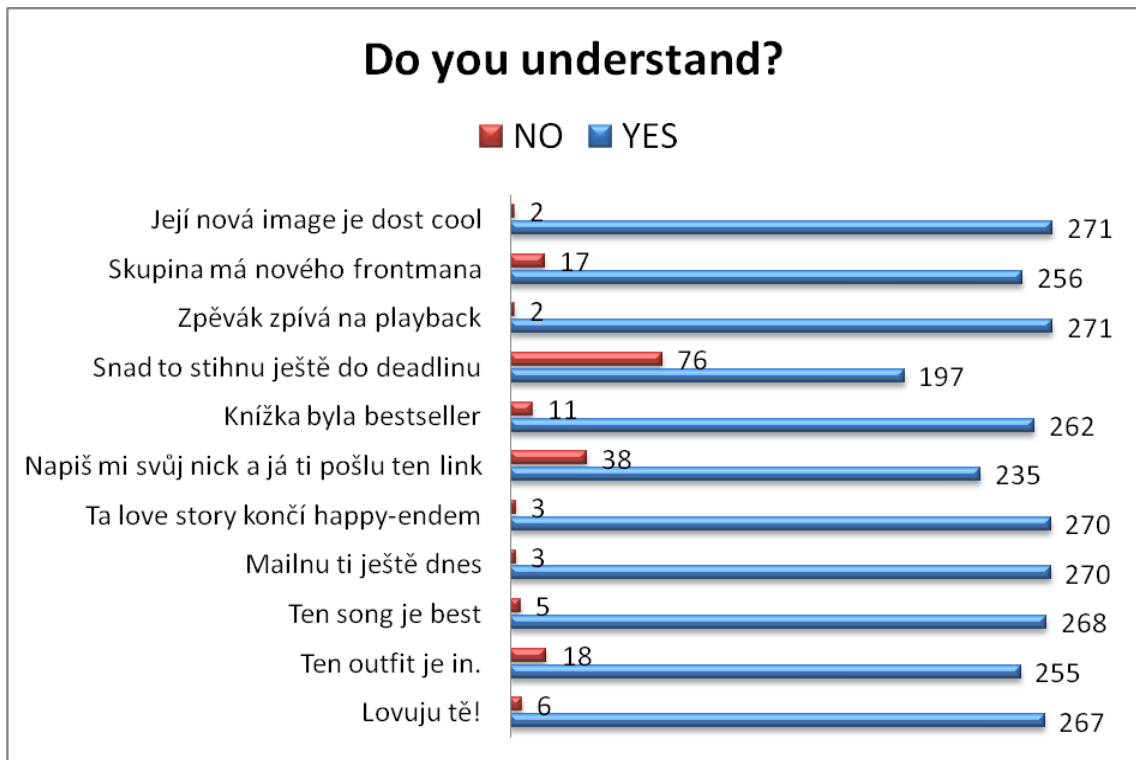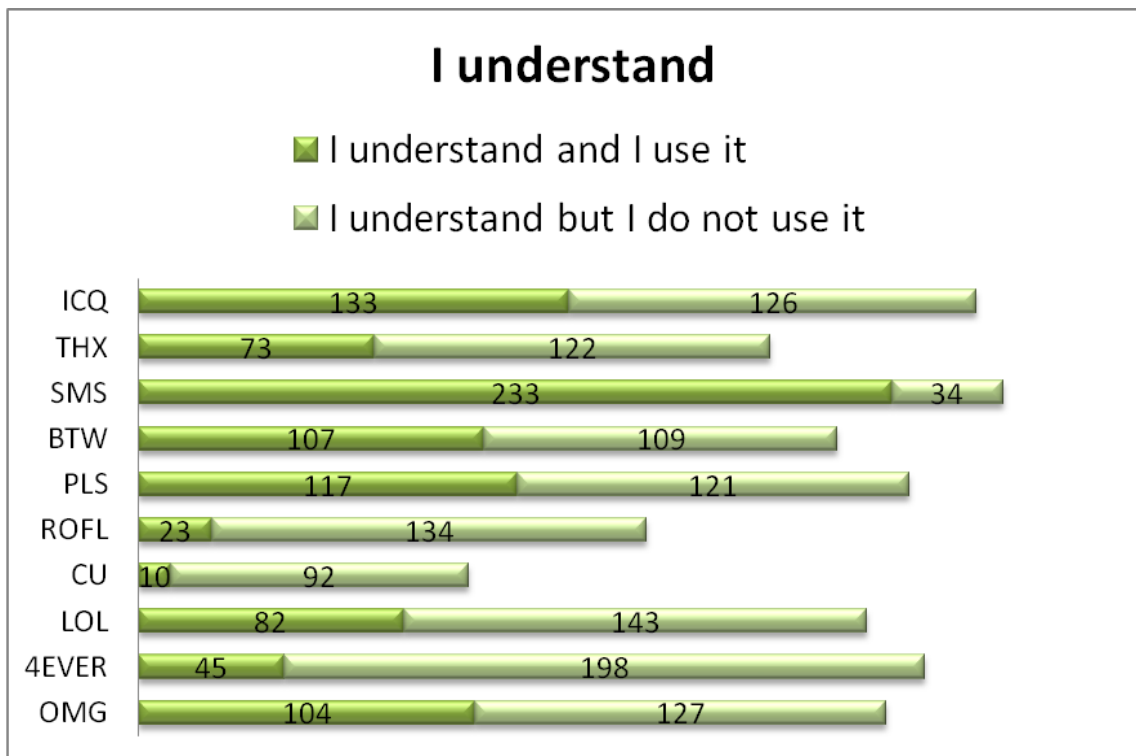


Appendix 2: Figure 6 (for question 4)

Appendix 2: Figure 7 (for question 4)



Appendix 2: Figure 8 (for question 4)

Appendix 2: Figure 9 (for question 5)



Do you understand?

NO   YES

| | NO | YES |
|---|---|---|
| Její nová image je dost cool | 2 | 271 |
| Skupina má nového frontmana | 17 | 256 |
| Zpěvák zpívá na playback | 2 | 271 |
| Snad to stihnu ještě do deadlinu | 76 | 197 |
| Knížka byla bestseller | 11 | 262 |
| Napiš mi svůj nick a já ti pošlu ten link | 38 | 235 |
| Ta love story končí happy-endem | 3 | 270 |
| Mailnu ti ještě dnes | 3 | 270 |
| Ten song je best | 5 | 268 |
| Ten outfit je in. | 18 | 255 |
| Lovuju tě! | 6 | 267 |

Appendix 2: Figure 10 (for question 6)



I understand

I understand and I use it

I understand but I do not use it

| | I understand and I use it | I understand but I do not use it |
|---|---|---|
| ICQ | 133 | 126 |
| THX | 73 | 122 |
| SMS | 233 | 34 |
| BTW | 107 | 109 |
| PLS | 117 | 121 |
| ROFL | 23 | 134 |
| CU | 10 | 92 |
| LOL | 82 | 143 |
| 4EVER | 45 | 198 |
| OMG | 104 | 127 |

Appendix 2: Figure 11 (for question 6)



I do not understand

| OMG | 4EVER | LOL | CU | ROFL | PLS | BTW | SMS | THX | ICQ |
|-----|-------|-----|-----|------|-----|-----|-----|-----|-----|
| 42 | 30 | 48 | 171 | 116 | 35 | 57 | 6 | 78 | 14 |
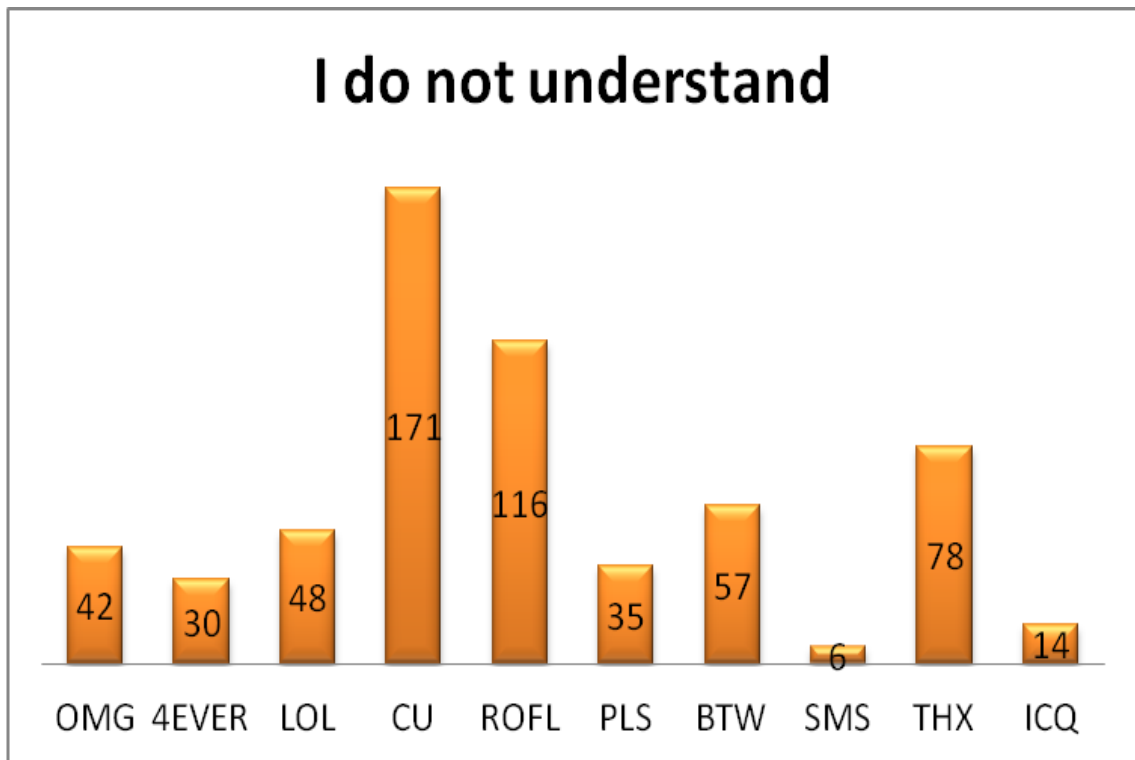
Appendix 2: Figure 12 (for question 8)



What is your opinion on the occurrence of English expressions in the Czech language?

- 58% I do not mind them at all.
- 30% I agree with use of them only if there is no Czech equivalent.
- 6% English expressions disturb me, I do not agree with them.
- 6% Other
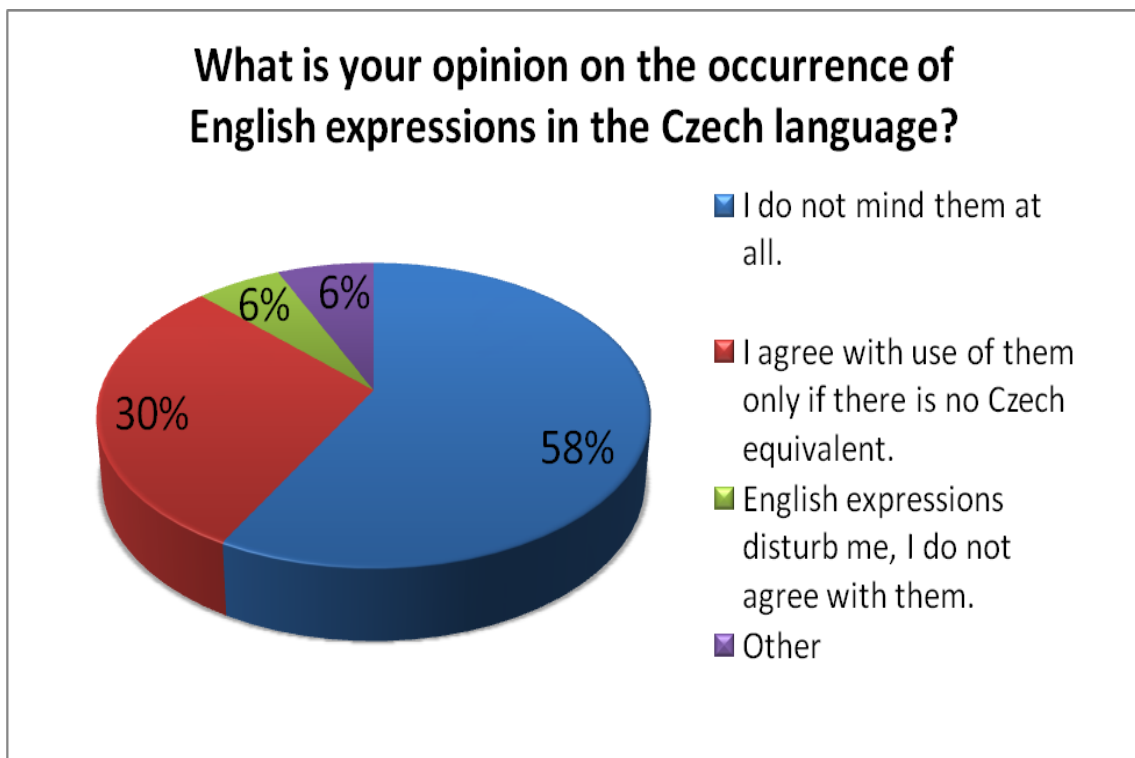
# ANOTACE

| | |
|---|---|
| **Jméno a příjmení:** | Klára Mičunková |
| **Katedra:** | Katedra anglického jazyka |
| **Vedoucí práce:** | Mgr. Jana Kořínková, Ph.D. |
| **Rok obhajoby:** | 2013 |

| | |
|---|---|
| **Název práce:** | Vliv angličtiny na český jazyk – pozitivní či negativní jev? |
| **Název v angličtině:** | English influence on the Czech language – a positive or negative phenomenon? |
| **Anotace práce:** | Cílem bakalářské práce je ukázat rostoucí význam anglického jazyka a jeho vliv na český jazyk. Pojednává o historii a vývoji angličtiny a probírá vlivy angličtiny na slovanské jazyky a na český jazyk. Jsou zde zmíněny pozitivní a negativní jevy vlivu angličtiny a je zde vyhodnocen výzkum, kterým bylo zkoumáno porozumění anglickým výrazům a jejich používání českými mluvčími. |
| **Klíčová slova:** | Historie anglického jazyka, vliv angličtiny, slovanské jazyky, český jazyk, globální jazyk, anglicismus, adaptace, pozitivní a negativní jev, anglické výrazy |
| **Anotace v angličtině:** | The aim of the bachelor thesis is to show the growing importance of the English language and its impact on the Czech language. The history and development of English are covered and English impact on the Slavic languages and on the Czech language are discussed. The positive and negative phenomena of English influence are mentioned and research in understanding and using English expressions by Czech-speaking people is presented and evaluated. |
| **Klíčová slova v angličtině:** | History of the English language, English influence, Slavic languages, Czech language, Global language, anglicism, adaptation, positive and negative phenomenon, English expressions |
| **Přílohy vázané v práci:** | Příloha č. 1 – Dotazník<br>Příloha č. 2 – Grafy |
| **Rozsah práce:** | 42 s. |
| **Jazyk práce:** | anglický |