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Anglicisms in Czech Media: Are Czech Speakers Able to Understand Them?

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I confirm that this thesis is my own work written using solely the sources and literature properly quoted and acknowledged as works cited.

Anotace

Tato bakalářská práce si klade za cíl analyzovat porozumění anglických výpůjček v českém jazyce rodilými českými mluvčími. Pro poskytnutí vhledu do tohoto tématu, práce představuje důvody a metody přejímání výpůjček, včetně příkladů podobných jevů v češtině. Následně se práce věnuje výzkumu, provedenému na základě dotazníku a rozhovorů. Tato data jsou dále analyzována a interpretována pomocí vizuálních grafů.

Klíčová slova: anglicismus, přejímání výpůjček, porozumění, výslovnost

Abstract

The aim of this bachelor thesis is to analyse the comprehension of English loanwords among native Czech speakers. The thesis explores the reasons and methods of loanword adaptation, along with examples of such occurrences in Czech. Subsequently, it focuses on research conducted through questionnaires and interviews. The data is then analysed and interpreted with the assistance of visual charts.

Key words: anglicism, loanword adaptation, comprehension, pronunciation

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1   Introduction

What is the definition of an anglicism? According to the Academic Dictionary of Foreign Words *(Akademický slovník cizích slov, 1995),* an anglicism is an element adopted or borrowed from English by another language or created in the target language following an English pattern, however, it is also common to only think of anglicisms as the purely English words that keep their original form. This thesis focuses on borrowing words from English into the Czech language, their latter adoption by Czech speakers, and incorporation into the Czech lexicon. It also explores the ability of native Czech speakers to understand loanwords in proper context, even with minimal knowledge of the English language.

The inspiration for this topic was my mother and my grandparents, neither of whom are speakers of English, yet they can interpret and use English loanwords, even those that are rather new to the Czech vocabulary. I was fascinated by their failure to translate some anglicisms into Czech and their concurrent understanding of the same expressions and capability to use them in sentences and in appropriate context. It is on social media where English loanwords are used most, where new ones appear daily and are created by young people – sometimes unintentionally. The members of my family are not only non-speakers of English, but also not active users of social media, yet they are able to comprehend the meaning of most anglicisms. This phenomenon has been the reason for my inspiration to conduct this research and explore the scope of understanding.

Chapter 2 introduces the general occurrence of English loanwords in Czech. First, sub-chapter 2.1 outlines the key reasons for which loanwords are borrowed and incorporated into a language. Sub-chapter 2.2 focuses on diachronic development of loanwords in Czech, which is an essential cornerstone for my whole thesis, since it emphasizes the enormous increase of words of English origin that are being incorporated into Czech at a very fast pace today. Sub-chapter 2.3 introduces commonly used anglicisms from various fields, which are conventionally employed in everyday interactions, professional lives, and daily communication of many Czech speakers.

As anglicisms are adapted into Czech, they are being modified in order to coincide with the Czech phonetics, semantics, morphology and other aspects of the language. Chapter 3 discusses the adaptation of English loanwords and the processes of loanword

acquisition, with the focus on phonological adaptation and its principles: phonological approximation, spelling pronunciation, original pronunciation, and other secondary principles. Later in the chapter the concept of phonological interference is briefly touched upon together with how borrowed words are adopted from the points of view of morphology and lexicology.

Chapter 4 outlines the methodology used for data collection. Sub-chapter 4.1 discusses the process of written data collection, justifies the use of corpora, and presents the final data selection. Moreover, sub-chapter 4.2 introduces the questionnaire design, while sub-chapter 4.3 describes the process of collecting spoken data via interviews.

Chapter 5 focuses on the research and data analysis with the aim to establish whether age and knowledge of English play a role in understanding anglicisms in Czech. The first part is dedicated to the analysis of written data based on the questionnaire results, where the sample of respondents is introduced, followed by the interpretation of their answers in the questionnaire. The understanding of their comprehension is further analysed in terms of each anglicism separately, as well as through examination of the data sample as a whole. The second part deals with the analysis of spoken data gathered via interviews, where the sample of participants is presented, together with the interpretation of their pronunciations of the selected loanwords and its comparison to the data gathered from the spoken corpora. Drawing on Bičan et al. (2020), the principles of phonology of anglicisms in Czech are applied to analyse this data and different speakers' pronunciations. Ultimately, the written and spoken data are compared in sub-chapter 5.3.

The principal findings of this thesis are summarized in the conclusion in chapter 6.

2   General Occurrence of Loanwords

It is usually the case that the encounters of various nations or ethnic groups relate to the sharing of language. In Svobodová (2007), it is mentioned that thanks to these encounters there has been a direct and indirect exchange of language units from one language into another. She explains that throughout history it is possible to observe many different phenomena of lexical borrowing; the adoption of individual words or systematic processes of adopting lexemes. While the action of borrowing individual words has been rather spontaneous and has resulted in garbled expressions, the systematic process of borrowing words has led to the creation of components independent on the target language, yet according to the rules of the given language, Svobodová describes. It is also important to mention that this linguistic exchange is usually accompanied by cultural exchange as well, which is crucial for integration and understanding of the language adopted (Svobodová 10).

Myers-Scotton (2006) brings attention to the inaccurately named words taken from donor languages as 'borrowings' or 'loanwords'. It is important to note that when a language incorporates words from another language, it does not necessarily reciprocate by contributing words of its own. Although the terminology is problematic and unfortunate, as Myers-Scotton admits, these terms are well established in the linguistic literature and it is better not to change them, as long as we remember that lexical borrowing is a one-way street (Myers-Scotton 209 – 210).

2.1   Reasons for Loanword Acquisition

Why do we borrow words at all? According to Šmilauer (1972), it is usually very difficult to distinguish the purpose of adoption and use of foreign words, but he describes three main causes of borrowing foreign words into a language's lexicon. They are mostly factual causes, supported by psychological, social, and language conditions. It is stated that borrowing words is one of the resources used by a language to reimburse the need for marking and naming new things and notions that originate in deepening and expanding knowledge – those would be the factual causes. When it comes to psychological and social conditions, there are multiple elements to consider; some lexicon is internationally understood, usually in scientific or specialised fields, and other

is specifically used to integrate specialists and separate them from the people unfamiliar with the terminology. A great example of this notion is the lexicon used in the medical environment where specialised language is spoken, enabling the doctors to understand each other and not alarm the patient with disturbing news. Furthermore, Šmilauer adds that some loanwords have also been used to emphasise social supremacy; in the past, we could talk about lexicon borrowed from French, which came to the Czech lexicon when people tried to imitate the French nobles. New vocabulary was introduced, although Czech alternatives to the borrowed words also existed. Lastly, Šmilauer explains that the use of loanwords is sometimes supported by their purely linguistic advantages, for example in terms of derivations and the fact that some loanwords are easier to say than their original Czech alternatives (Šmilauer 123 – 124).

From the point of view of Calabreze and Wetzels (2009), word borrowing can occur in two different situations. The first possible scenario happens when a bilingual speaker transfers a word or a lexical item from one of the languages they know into the other one and by doing so they cause one to act like a recipient and the latter as a donor. The loanword undergoes adaptations and adjustments according to the grammar of the recipient language. In terms of the second scenario, a speaker also fills a gap in their lexicon, but this time by taking a borrowing from a donor language they know very little or not at all. Therefore, the loanword is subjected to adaptations and adjustments which reveal this process (Calabreze and Wetzels 1 – 2).

In contrast, Haspelmath (2009) states that there is not a single reasoning for why we borrow words and explaining why languages change is, in fact, very difficult. He raises a number of issues that come alongside language borrowings and refers to Myers-Scotton (2006) in terms of the division of loanwords into cultural borrowings and core borrowings, while additionally including therapeutic borrowing (Haspelmath 46 – 51).

2.1.1 Cultural, Core, and Therapeutic Borrowings

According to Myers-Scotton (2006), cultural borrowings are those loanwords that describe a concept or an object new to the receiving language's culture. In this way of adopting loanwords we fill the gaps in the language's lexicon by borrowing lexemes from another donor language. She explains that while it is natural for a language to make use of its own resources to create new words for new concepts by itself, there is

one main reason for borrowing words from a donor language instead: there is something attractive or prestigious about it and it might be associated with higher importance or status. Similarly to cultural borrowings Myers-Scotton talks about core borrowings, which duplicate elements, for which the recipient language already has viable equivalents. There are two main motivations to core borrowing; cultural pressure of the donor language where the speakers are motivated to borrow core elements, and in speech of bilinguals, who use both of the designated languages, and therefore apply core borrowing (Myers-Scotton 210 – 218).

Subsequently, Haspelmath (2009) mentions therapeutic borrowing, wherein the original word has become unavailable, which typically occurs when a word becomes taboo and requires modification according to the cultural norms. These may be the rules that prohibit a certain word that occurs in the name of a taboo relative or a deceased person. In such instances, it is possible for the recipient language to incorporate significant portions of the donor language's basic lexicon. The other reason for therapeutic borrowing is the need to avoid homonymy, which can happen when a word becomes too similar to another one as a result of sound change. In this case the homonymy clash can be overcome perfectly by therapeutic borrowing. Haspelmath describes the homonymy of earlier English word 'bread', meaning both 'bread' and 'roast meat', which lead to the borrowing of 'roast' from French (Haspelmath 50).

2.1.2 Cultural and Core Borrowing in Reverse

Myers-Scotton (2006) also recognizes cultural and core borrowing in reverse. Reverse core borrowing happens when speakers of the dominant language adopt a few words into their lexicon from a language that is less prestigious in their eyes. This could happen to speakers of a dominant language, who temporarily reside in another country with a different culture. Again, there are two reasons for reverse core borrowing as stated by Myers-Scotton; either the speakers want to showcase their knowledge and understanding of the foreign culture, or the lexical items they borrow have a certain appeal for their exotic or unfamiliar origin. It can be said that the reason for core borrowing in reverse is based on a desire to resemble a foreign culture in order to seem more integrated or admirable (Myers-Scotton 214 – 215).

Finally, Myers-Scotton (2006) introduces cultural borrowing in reverse, which is perhaps the most interesting notion in terms of the appearance of anglicisms, and generally loanwords in Czech, since it is the process of replacing borrowings with native words, and in the past, Czech speakers have put great efforts into doing so. There are multiple reasons for this measure and all of them are connected to establishing a group's unique identity, where the speakers get rid of loanwords in order to distance their language and culture from another, while strengthening their own identity. Myers-Scotton introduces the case of Turkey who, having become an independent country, introduced the Latin alphabet and made an effort to replace Arabic words with Turkish-based ones. With that said, the following sub-chapter elaborates on why reverse cultural borrowing is so important for Czech specifically (Myers-Scotton 215 – 218).

2.2   Diachronic Development

As stated in Svobodová (2007), throughout history the speakers of Czech have been sceptical, if not pessimistic, about the introduction of unfamiliar and foreign words for fear of losing their national identity, especially in the matter of germanisms. In spite of this scepticism, the beginning phases of the development of the Czech language already included the acquisition of words of foreign origin. With the later adoption of Christianity came a big wave of words borrowed mainly from Latin (names of herbs, medical and academic terms), but also from Greek, German, or Arabic. Subsequently, Czech borrowed many words from the Romance languages (mainly Italian, French, and Spanish), Russian, and English. This entire gained lexicon was restrained during the national revival in the 18th and 19th centuries, when the revivalists attempted to withhold the use of germanisms by creating calques[1]. In this period the acquisition of Slavic words became very popular, and in the 20th century, before the start of the Second World War, borrowing French and English words was the most common (Svobodová 11 – 14).

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[1] calque (or loan-translation) is a process by which a word or phrase is translated literally from another language, keeping its original connotation, *Harper, Douglas. "Etymology of loan-translation." Online Etymology Dictionary, https://www.etymonline.com/word/loan-translation. Accessed 26 January, 2024.*

Additionally, from the point of view of Kvapilová Brabcová (2007), during this period, many new words arose in the Czech lexicon, some of which were taken from the old Czech or dialect speech, and others were borrowed from different languages. Although the effort to avoid germanisms was rooted in the virtuous desire to create an utterly Czech lexicon, the purists who tried to execute this notion were not very successful, and the calques they created are not commonly employed in the current Czech vocabulary (Kvapilová Brabcová 30).

The reason why cultural borrowing in reverse was called vital for the Czech language in sub-chapter 2.1.2 is because the national revival could be considered an act of cultural borrowing in reverse, in accordance with Myers-Scotton (2006).

Furthermore, as Šmilauer (1972) explained, it is essential to acknowledge that not only have loanwords been entering the Czech lexicon through international encounters of various ethnic groups and nationalities, but also as a result of the influence of literature. He describes that at first, it was the impact of the Bible and church literature, together with specialised literature, such as medical, botanical, geographical, historical, and political records, and later also through classical literature. In the 19th century the effect of literature reached its peak, mainly because the daily print became popular and contributed meaningfully to the spread of the international lexicon, but also because international literature started to appear and affect the Czech language. According to Šmilauer, we could trace this back to the development of science, which is based on literary sources, and it is usually multi-lingual (Šmilauer 126).

Finally, Svobodová (2007) describes that after the year 1948, the influence of English on Czech decreased greatly, but returned in the 1960s and started to be vastly incorporated in the 1980s. The tipping point happened in 1989 when anglicisms began to make their way immensely into the Czech lexicon and into new fields such as economy, philosophy, politics, or culture. This wave of English continues to impact Czech up to the present day and is a consequence of English as a global, professional, and prestigious language. The most widely used anglicisms are those from the fields of economy, sport, music, and mass media (Svobodová 15 – 16).

2.3   Common Anglicisms in Czech

The following series of sub-chapters provides a brief introduction to the presence anglicisms in the Czech lexicon, emphasizing the abundance of English loanwords used in Czech. Its purpose is to highlight how English borrowings are commonly integrated in everyday Czech conversations. Five domains are presented to illustrate where English vocabulary is most frequently employed in Czech, four of which are based exclusively on Svobodová (2007). Sub-chapter 2.3.2 broadly refers to Bozděchová in Daneš et al. (1997), since this source offers valuable insights into the field of computer science, but Svobodová (2007) is also employed.

2.3.1   Sport

Svobodová (2007) introduces sport lexicon as the first area which includes a great number of anglicisms, since it is not typical to translate the sports vocabulary into Czech. The first example of this phenomenon are ball games, whose names are usually similar in Czech and English, with little changes in spelling and pronunciation. The aspect of spelling is demonstrated in the following part by presenting two main sports and borrowed lexicon used in both of them. Svobodová presents many more examples than what is mentioned in this chapter, but as the aim is to briefly summarize her findings and observations, only two fields of ball games are recognized (Svobodová 116).

2.3.1.1 Football

Svobodová (2007) presents multiple anglicisms in terms of football. The name for the sport was adopted into Czech as *fotbal,* with other borrowed words such as *faul* from the English 'foul' and the verb *faulovat* as its derivate. Other well-known terms are *gól* from the original 'goal' or the equivalent to 'penalty', *penalta* in Czech (Svobodová 116 – 117).

2.3.1.2 Tennis

Secondly, the lexicon found in the tennis environment is mentioned in Svobodová (2007), with 'tennis' and its Czech corresponding term *tenis* above all. Other colloquial derivations are introduced, such as the borrowing *tenisák* from the English original 'tennis ball', and basic terminology such as *forhend* for 'forehand', and *bekhend* for 'backhand'. Some anglicisms have gone through more adaptations, and so borrowings like *kurt* or *smeč* appeared as English loanwords instead of the English terms 'court' and 'smash' (Svobodová 117 – 118).

As is evident from this reference to Svobodová (2007), there are very few Czech terms in sports terminology that would not come from English. Most borrowings are not translated and we can witness them being used together with the Czech equivalents if they are available in the lexicon as well (Svobodová 116 – 118).

2.3.2 Computer Science

Bozděchová in Daneš et al. (1997) states that computers have become a common working tool for most professions and the number of people using them has escalated enormously in the past few decades. Naturally, because of this very fast expansion there has also been a big increase in the lexicon connected to computer communication and technology in general. With the technological development came the demand to fulfil the new communicational needs that arose (Bozděchová in Daneš et al. 105).

Bozděchová in Daneš et al. (1997) goes on to explain that the Czech lexicon concerning technology and computer communication is non-uniform on the semantic and formal level, meaning that the spelling of many anglicisms is not fixed (e.g., *scanner – skener, escapovat – eskejpovat*) and the differences from the standard lexicon also appear on the grammatical level, especially morphological. However, most of the borrowed vocabulary is easily incorporated into the Czech word-forming system and a lot of the expressions are derived from their base words, resulting in word-formation sequences, in which many terms are colloquial or part of the slang speech. (Bozděchová in Daneš et al. 107 – 108).

Later, Bozděchová in Daneš et al. (1997) describes that one of the most interesting notions in terms of the language of computer communication is the process of creating

the computer terminology itself. It is generally invented by professionals in the field of computer science, without the assistance of linguists and based on the English template. On top of that, the Czech programmers are used to reading materials in English and using English terms. Thus, this interdisciplinary and international character of communication is generally useful in this specific field. Bozděchová suggests that the lexicon of computer communication should be clear and comprehensible, since it plays a significant role in the current society, because of its appearance in media or scientific documents, and its impact on an increasing number of consumers (Bozděchová in Daneš et al. 112).

Svobodová (2007) adds that there is a great number of colloquial anglicisms connected to computer science which is used by non-professional computer users. To provide some examples, the English word 'computer' is shortened to *komp,* and on the other hand, the words 'font', 'software' or 'hard disk' are used instead of their Czech equivalents. The names of individual keys are also not translated, resulting in the fact that the terms such as 'backspace', 'enter', 'shift' and 'caps lock' can be found in the Czech lexicon (Svobodová 123 –124).

2.3.3 Music

As another field in which many anglicisms can be found, Svobodová (2007) acknowledges the sphere of music, especially if speaking about contemporary music genres. The terms *superstar* and *popstar* are typically used in Czech, a popular song can be called a *hit* and the words *song, cover* or *remix* are also very common in the Czech lexicon. Whether they are old genres (*jazz, folk, rock, country,* etc.) or new ones (*grunge, death metal, indie, techno,* etc.), their English names are not translated into Czech. Sometimes colloquial derivations of the anglicisms can be observed, such as *rokáč* instead of 'rock' or *popík* as a diminutive of 'pop'. The original English expressions 'playback', 'chart' or 'open-air' are also widely used in Czech (Svobodová 120 – 121).

2.3.4 Internet

Next, Svobodová (2007) describes that with the invention of the internet came an incredible amount of anglicisms. The words *link, hacker* (and the derived verb *hacknout), mail* (also spelled as *mejl* or *meil* in some cases, with many verb derivations such as *mejlovat, meilovat, majlovat* etc.) and *blog* (with the noun derivation *blogger* and verb derivation *blogovat*) are widely used in the contemporary internet world. Possibly the most interesting word from this field is the word *smajlík* meaning 'emoji' and adopted from the English word 'smile' as its diminutive (Svobodová 124 – 125).

2.3.5 Company and Profession Names

Svobodová (2007) explains that in some company or institution names we can come across borrowed terms that are rarely translated into Czech. These lexical items usually take one of the three possible forms: either they are in English (with or without a Czech equivalent) or they are terms created by blending Czech and English (such as *pracovník pro public relations,* meaning 'employee in public relations'). In some of these fields it is common to use the English equivalent without a Czech translation provided: in business it can be *Business Manager* or *Business Assistant,* in finance the expressions *Accounting Administrator* or *Account Executive* are adopted, and in other fields some examples are *Customer Contact Supervisor, Human Resources Assistant,* or *Sales Product Manager.* These borrowed terms are sometimes written with initial capital letters, which is another feature adopted from English, and so it does not seem natural in the blended forms of profession names (Svobodová 109 – 110).

Lastly, Svobodová (2007) notes that words with original spelling adopt Czech affixes and we can observe that some words partially adopt Czech spelling (such as *manažer* instead of 'manager'). Words of different origin can sometimes acquire other interpretations due to the influence of English (e.g., *administrátor* from the English 'administrator' with the meaning of 'manager'). The reasons behind this phenomenon are unknown, it is possible the companies want to test the knowledge of English of their potential employees, and there is another theory stating that not translating the names of these professions hints an effort towards internationality, or that there simply is not a good enough Czech translation for them (Svobodová 110 – 111).

2.4 Summary

The aim of this chapter was to introduce the main reasons for the adoption of anglicisms in Czech and describe the process of loanword acquisition diachronically. Some of the most common anglicisms in Czech were presented in order to provide a general overview and insight into this topic.

3   Adaptation of Anglicisms

It is generally true that when loanwords are adapted into a recipient language, they are modified to better correspond with the lexicon of this language. Such adaptation happens on multiple levels, or better said, in multiple fields of linguistics. Sub-chapter 3.1 focuses on the phonological modification to provide a base for the analysis of spoken data in chapter 5. Various principles of phonological adaptation are described, together with different approaches to the pronunciation of anglicisms. Loanword adaptation is addressed in this chapter from the points of view of morphology as well as lexicology.

3.1   Phonological Adaptation

Calabrese and Wetzels (2009) describe phonological adaptation as a process by which the receiving language reacts to the formal alienation of the loanword. It is also stated that the adaptation process of loanwords can be considered a phonological repair of an illegal input. The object of this repair is to make the borrowing sound like it belongs into the native language and phonology. However, in some cases this repair can be unnecessary or impossible to explain by the Czech phonology (Calabreze and Wetzels 1 – 3).

Myers-Scotton (2006) presents the concept of phonological integration of loanwords. She considers the phonotactics, or combination of sounds that are acceptable in the given recipient language. She states that when we recognize the phonotactics of a specific language we can infer the changes it will make while adapting the loanword. Consonant clusters are a great example of this notion, since many languages do not allow them and may break them up when adopting a loanword. Apart from phonotactics, each language also possesses its own inventory of distinctive sounds. When the inventories of the recipient and donor languages differ, some phonemes are substituted in the process of borrowing. It is also noted that most words in most European languages are of Latin origin, and so they undergo little modification phonologically when the borrowings occur in between these languages. Generally speaking, these are mostly technical terms, which tend to be rather new, and so another

explanation for the phonological similarity can be the recent borrowing that comes with only slight adjustments (Myers-Scotton 219 – 223).

In the process of adapting anglicisms phonologically, Bičan et al. (2020) describe a system of multiple principles of phonological adaptation, which originates in antecedent research of loanwords in Czech. In this chapter, these principles are observed with focus on the three most important and widespread ones. These principles can be considered primary, because they are able to influence the appearance of the whole word by themselves, unlike the other – secondary – principles, which are not so commonly used, and we can only observe them together with one of the primary principles (Bičan et al. 30 – 35).

3.1.1 Phonological Approximation

According to Bičan et al. (2020), the process of phonological approximation is the most frequent one in terms of adopting English loanwords into Czech. In many pronunciation manuals it is introduced as the default method and in others as the most natural approach to integrating foreign lexicon into a recipient language. Bičan et al. further describe that its foundation lies in the attempt to replace foreign phonemes for familiar sounds and patterns. This is based on the idea that it is natural for people, and especially second language learners, to seek out the principles they already recognize from their mother tongue and apply them to the foreign language (Bičan et al. 33).

Crystal (1997) explains the importance of the placement of accent when comparing English to other languages. Owing to the fact that in Czech the stress is always placed on the first syllable, it is very common for Czech learners of English as a second language to implement this feature into English and therefore incorrectly pronounce a multitude of the foreign lexicon, since this principle generally does not occur in English grammar. As a consequence of phonological approximation, language learners create an objectively different sound from the typically correct pronunciation, by which they adopt the lexicon and alter the words phonetically. Generally, it is easier for speakers of a language to perceive the structures they know and pronounce the sounds they are familiar with, which is why they apply them while learning a new language (Crystal 372).

3.1.1.1 The Influence of American English of Phonological Approximation

In terms of phonological approximation, it is essential to consider the difference of the influence of the American and British English variants on this principle of loanword adaptation. According to Poldauf (1982), the adaptation of anglicisms depends mostly on the British phonology system (Poldauf 63). However, Bičan et al. (2020) believe that this idea is outdated. Although the knowledge of British English used to be the most frequently used and supported by the public school system, it does not remain that way and the influence of American English must not be omitted (Bičan et al. 44 – 45).

Bičan et al. (2020) also explain that the American English standard has been on the rise for the past few decades. They introduce various specific systematic features from the point of view of phonological adaptation and consider which one of the English variants offers a better explanation for phonological approximation. In the following section, three of the total seven aspects are presented to illustrate a few differences between the two variants and their impact on the phonology of English loanwords, highlighting the influence of American English (Bičan et al. 44 – 45).

1. **Rhoticity,** or the pronunciation of the consonant /r/ in all positions. In the American standard the pronunciation of /r/ is preserved while in the British standard it is elided. In Czech anglicisms the /r/ is always emphasized, which could be a feature of potential rhoticity, and correspondingly, proof of the American influence (Bičan et al. 45).

2. **Alternation between [ɑ:] and [æ].** It is said that the majority of these lexical items is based on the American pronunciation, although in some recent words, the pronunciation may vary between the British and American standard based on the meaning of the loanword, or the context in which it is employed (Bičan et al. 45).

3. **Alternation between [ɒ] and [ɑ:].** On the contrary, most of the expressions with this feature originate in the British pronunciation. There is a possibility for exceptions to be found, but there are not many of them (Bičan et al. 45).

All in all, Bičan et al. (2020) conclude that the American variant has played a role in the pronunciation of English loanwords, especially when it comes to rhoticity. Still, the British influence remains stronger since it is dominant in the remaining four features of loanword adaptation which are not discussed here. The only one of the seven aspects to

suggest instability in the system is the alternation between [ɑː] and [æ], where it is possible to observe both of the pronunciation variants and the differences between their impacts in terms of phonological approximation (Bičan et al. 44 – 46).

3.1.2 Spelling Pronunciation

The next primary loanword adaptation principle that Bičan et al. (2020) describe is spelling pronunciation. The principle of spelling pronunciation directs its attention to the written form of the word. We could go as far as to say that this method overcomes the phonetic version of the original word, or to put it differently, it is independent from the phonetics of the word in the donor language. Therefore the Czech pronunciation is based solely on the spelling (Bičan et al. 46).

Referring to Sgall in Luelsdorff (1987), this principle is also quite natural for Czech speakers due to the fact that the Czech language and grammar are of a considerably phonological character. Simply put, Czech words are mostly pronounced the way they are written, which makes it natural for its speakers to apply this feature to foreign languages as well. This specific language feature can be found in most European languages, and it is generally known as phonemic orthography (Sgall in Luelsdorff 1 – 3).

Furthermore, Duběda et al. (2014) consider the existence of graphemes found in foreign languages, such as the French *'ê'* or the German *'ö'*, that can be problematic for Czech speakers to pronounce, since no such graphemes appear in the Czech alphabet. However, in English there are only twenty-six main letters from the Latin alphabet, making it easier for native speakers of Czech to read English graphemes and thus apply and use the principle of spelling pronunciation. There is one more notion to take into consideration, which is the presence of some combinations of graphemes that are allowed in English, but from the point of view of Czech they are generally unusual. To provide some examples, it is the grapheme -gh- in *'height'* or the -tt- in *'little'* (Duběda et al. 51 – 56).

Bičan et al. (2020) consider the adaptation principle to be spelling pronunciation in those cases, which differ from phonological approximation, and in which it is possible

to detect the motivation to match the borrowing with the original spelling of the word (Bičan et al. 47).

3.1.3 Original Pronunciation

Lastly, Bičan et al. (2020) mention original pronunciation as the third and last primary principle of phonological adaptation of loanwords. The aim of this method is said to resemble the original phonological appearance. In other words, the speaker is aware of the foreign origin of the lexical item and tries to imitate the authentic pronunciation. As a result, the phonological rules of the donor language are maintained (Bičan et al. 33 – 35).

Duběda et al. (2014) additionally utter that the difference between the process of original pronunciation and phonological approximation is subtle and can sometimes be difficult to recognise, aside from the existence of hybrid phonemes, which are somewhere on the borderline between the phonemes from the donor language and those from the recipient language. The original pronunciation is sometimes used in citations, in scientific communication, and in informal settings, where it is usually used by young people (Duběda 314 – 316).

3.1.4 Other Adaptations

Duběda et al. (2014) present another five principles of phonological adaptation, which originate in existing research of loanwords in Czech, with the aim to capture every phonological process that occurs while adapting borrowings. This sub-chapter briefly touches upon these secondary methods of pronunciation (Duběda et al. 314 – 316).

3.1.4.1 Analogy with the donor language

Starting with *Analogy with the donor language*, Duběda et al. (2014) state that the foundation of this pronunciation method lies in the application of pronunciational rules which exist in the donor language but are not employed in a specific lexical item. To put it differently, the adapted form of the borrowing is a result of the application of the

phonetic analogy from the donor language. The use of the word is then incorrect, or in a way, hypercorrect (Duběda 315).

3.1.4.2 Analogy with the recipient language

In contrast to the *Analogy with the donor language,* Duběda et al. (2014) introduce another principle called *Analogy with the recipient language,* also known as *folk etymology*, which is based on phonological changes motivated by the system of the recipient language. It can be said that this pronunciation is a result of the application of the phonetic analogy from the recipient language, meaning that the loanword is contaminated by a similarity with a word in the recipient language, or it shares a number of semantic features with other lexical items (Duběda et al. 315).

3.1.4.3 Influence of a third language

Duběda et al. (2014) further explain that in some cases the pronunciation of a loanword can be affected by the phonology of a third language. This notion can occur either when the word is adopted via that language or by analogy. The third language therefore acts as a sort of an agent in between the donor and recipient languages. In that way, the recipient language does not borrow the loanword directly from the donor language, but it imitates the pronunciation of its adaptation in the third language (Duběda 315 – 316).

3.1.4.4 Influence of the universals

Duběda et al. (2014) also mention the adaptation by *Influence of the universals.* In this case, the universal properties of a language influence the pronunciation of the loanword. This means that the phonological adaptation follows the generally applied phonological rules and tendencies which are embedded in every language (Duběda 314 – 316).

3.1.4.5 Unclearly motivated pronunciation

Lastly, Duběda et al. (2014) include the category of *Unclearly motivated pronunciation* to leave space for anomalies and changes which cannot be described by any of the other above-mentioned principles, or for which there is no clear explanation (Duběda 314 – 316).

3.1.5 Combination of Phonological Adaptation Principles

Lastly, it is important to mention that according to Bičan et al. (2020), it is possible that two or more adaptation principles are applied to one word. In such cases, four different situations are recognized (Bičan et al. 35).

1. **Hybrid adaptation:** This is the combination of two or more principles in one morpheme. (Bičan et al. 35).

2. **Composite adaptation:** It is the combination of two or more principles, whose effect is delimited morphologically, usually on the borderline between the root and the affix. (Bičan et al. 35).

3. **Parallel adaptation:** In this case, two or more adaptation principles clash, which leads to various pronunciations. (Bičan et al. 35).

4. **Indifferent adaptation:** Regarding the relation between phonological approximation and spelling pronunciation, these are the cases where the adaptation of either principle leads to the same result. This is usually true for shorter words composed from phonemes, which have a similar spelling in both languages. (Bičan et al. 35).

3.1.6 Phonological Adaptation by Bilingual Speakers

As uttered in Myers-Scotton (2006), two main kinds of speakers can be distinguished in terms of adopting loanwords into another lexicon. First, there are those speakers who do not speak the donor language who may have no idea how to pronounce the borrowings or what the original words sound like when pronounced by native speakers. These speakers only have one option, which is try to fit the borrowing into their own sound system. In contrast, speakers who are bilingual or can, to some extent, speak both the recipient and donor languages achieve a very close approximation of

how the borrowed word is pronounced in the donor language. Therefore, as English is spreading and becoming an international language, there are more speakers aware of the way the borrowings should sound, because they know the English phonological inventory. As a result, they pronounce borrowings approximately how English speakers would (Myers-Scotton 221 – 223).

3.1.7 Phonological Interference

According to Bloomfield (1933), phonological interference, sometimes referred to as linguistic interference, can be described as the influence of the mother tongue on the target language. The concept of interference lies in the transfer of phonemes and structures from one language into another and the aim of many speakers is to avoid this matter. The systems and structures of some languages are rather similar, and so it is easier for speakers of such languages to learn another language with the same phonological categories, because there is very little interference. On the other hand, when it comes to languages that display a higher number of differences and distinctive features, notions of interference can be better observed in the process. It is also believed that speakers have the tendency to focus on distinctive features and ignore those which are unnecessary. Therefore, each speaker creates their own approach to certain features and applies them to all languages they learn (Bloomfield 79).

Krashen (1989) adds that it is possible to distinguish between two types of phonological interference: positive and negative. While positive transfer may help speakers recognize familiar structures in the second language, negative interference presents challenges in second language acquisition and typically results in phonological changes, such as foreign accents. When we look beyond phonetics, negative transfer can also be responsible for mistakes in terms of inflections or word order, meaning it influences the fields of morphology and syntax as well (Krashen 27 – 29).

I would like to note here that while phonological interference is mostly applied to second language learning and its principles, from my point of view, it is useful in terms of loanword adaptation as well. It would seem that in the same way speakers of one language employ the structures of their mother tongue into the target language, they will pronounce and adopt borrowings.

3.2 Morphological Adaptation

Myers-Scotton (2006) mentions that in a similarly to phonological adaptation, borrowings are almost always adapted morphologically into the recipient language. The morphological integration is achieved in a slightly different manner, since nearly all lexical items are treated the same by the morphosyntax. As morphology studies affixes added to words and syntax focuses on how words are put together into clauses and sentences, it can be concluded that both words from the recipient and donor languages receive the same inflections and follow the same requirements for word order. There are a few exceptions, but the majority of loanwords receive the default features of the recipient language, such as the attribute of gender or certain determiners (Myers-Scotton, 224 – 225).

Myers-Scotton (2006) also states that many borrowings are adapted so strongly into the recipient language that they are morphologically treated as other words of the same gender or case. However, words of Latin or Greek origin do not always receive the same treatment and are not fully incorporated into the recipient language. This is mostly visible in terms of the category of number. For example, some English speakers use the integrated plural *cactuses* derived from the singular *cactus*, yet others prefer the Latin plural *cacti*. Some languages choose to use special derivational suffixes to adopt foreign words into their lexicon, and more importantly, into their morphological systems. In conclusion, some borrowings are employed using an unusual approach, but the vast majority show morphological integration into the recipient language. In that way, they are handled in the same way as the recipient's own lexicon when it comes to morphological changes (Myers-Scotton 225 – 226).

3.3 Lexical Adaptation

Myers-Scotton (2006) suggests loanword adaptation from the point of view of lexicology, the branch of linguistics that focuses on the study of words. She analyses the lexicon of specific languages, according to which the category of nouns is by far the most frequently borrowed one (Myers-Scotton 226 – 229)

Myers-Scotton (2006) describes that there are various hypotheses that try to explain this notion. Most of them are based on the fact that we usually borrow words to describe new entities and new concepts, and so it is only natural we use nouns to portray them.

Another hypothesis tries to approach this question on the grounds of comparing the grammatical structures of nouns and verbs, reaching the conclusion that the meaning of nouns is relatively fixed in some ways, which makes them quite easy to transfer. In contrast, verbs cannot be borrowed with such ease, since they are the elements calibrating the syntactic structures, able to control the number of nouns they present. They carry a lot of features that have to be incorporated in the process of borrowing, and as those qualities usually differ cross-linguistically and have to be adapted, it can be established that verbs are not easily transferrable (Myers-Scotton 226 – 228)

Additionally, Myers-Scotton (2006) discusses the fact that functional lexicon (such as determiners or affixes) is not usually borrowed together with nouns, but it is taken from the recipient language, as mentioned above in sub-chapter 3.2. This makes nouns easy to transport between languages. She also mentions that when nouns are borrowed, they give up all meaning, except for the one which is needed in the lexicon of the recipient language (Myers-Scotton 228 – 229).

3.4   Summary

The main objective of this chapter was to describe the adaptation of anglicisms from the point of view of various fields of linguistics, with the main focus of phonological adaptation. The principles of phonological approximation, spelling pronunciation, and original pronunciation were introduced as the three primary principles of phonological adaptation. Later in the chapter, morphological and lexical adaptations of anglicisms were briefly discussed in order to introduce other levels of adaptation of English loanwords into Czech.

4 Data Collection

This chapter outlines the process of data collection adopted in this study. It begins with a description of the method for gathering written data and an overview of the corpora used. Following this, the chapter introduces and justifies the composition of the final data sample. Subsequently, it discusses the questionnaire design, including the specific questions and their rationale. Finally, the chapter describes the approach to gathering spoken data via interviews.

4.1 Methodology of Written Data Collection

This sub-chapter presents the process of the constitution of a selection of data relevant to the English loanwords encountered in Czech media. With the aim to make the research viable and applicable to the current Czech lexicon, I proceeded in three consecutive steps: collecting a sample of anglicisms from contemporary media, investigating these anglicisms using corpora, and selecting those that would be further examined and employed in the questionnaire.

4.1.1 Assembly of a Sample of Anglicisms

Since the primary focus of the research is aimed at media, social media, and speech used in them, the first step in collecting data was gathering as many anglicisms as possible. I specifically targeted contemporary sources to gather a data sample corresponding to this objective. To be specific, the original sources consisted of magazine and news articles, social media post descriptions, and blog entries in the span of the years 2016–2023. In addition to gathering data from the above mentioned written sources, some time was dedicated to watching live television with the objective of gaining more insight into present-day Czech. In Table 1 below there are presented the gathered 70 anglicisms and loanword collocations. It is relevant to refer back to Myers-Scotton (2006) and lexical borrowing, where multiple reasons were described as to why nouns are typically the most frequently transferred part of speech (Myers-Scotton 226 – 229). The presented data sample corresponds with that idea, since nouns make up 72.86% of these collected anglicisms.

Table 1						
agenda	akceptovat	ambasadorka	aspekt	bagáž	ban	blind
blog	blogger	byznysmen	cd	cool	deadline	design
dezinformace	engagement rate	event	existovat	expert	fans	feedback
fejsbuk	finiš	finišovat	free	happening	high-end	hotel
influencer	interval	jumbo	kid	know-how	lídr	marketing
matroš	mentor	metro	moderní	one man show	outfit	pandemie
platforma	pm (private message)	post	pozitivní	reality show	reels	registrovat
resort	respektovat	risk	seance	selfie	single	song
squat	squatter	stopovat	stories	testovat	transpozice	tranzitní
trend	trendy	trip	trumfnout	vytipovaný	youtuber	zabookovat

Table 1: A List of Empirically Collected Anglicisms

4.1.2 Data Sample Investigation by Means of Corpora

Having assembled these anglicisms from the sphere of contemporary media, I set out to find the most frequent ones of the actual Czech lexicon, which would later be employed in the research. Two corpora were used in this process with the intention to make the selection legitimate and well-founded, and to support the data selection in its accuracy. This process was undertaken with the aim to make the investigation less extensive, since it would be problematic and not very effective to make the respondents try to determine the meaning of so many loanwords in the questionnaire.

To briefly present the corpora, SYN2010 and SYN2020 are both part of the SYN series. They are synchronic representative corpora of contemporary written Czech, each containing more than 100 million text words. The SYN series is published in 5-year intervals and consists of data gathered since 1989. SYN2010 includes data from the 5-year period of 2005 – 2009, whereas SYN2020, being the latest of the series, focuses on the lexicon from the last 5-year period, 2015–2019. I intentionally chose corpora aimed

at these two eras, as it would later be useful for the data analysis, regarding the development of employment of anglicisms in Czech.

Regarding corpora, it is necessary to briefly introduce the notions of absolute and relative frequencies. According to Cvrček (2021), in corpus linguistics, frequency determines the number of appearances of a phenomenon. He specifies that frequency can be presented in either absolute value, which states how many times the phenomenon occurs in the corpus, or in relative frequency, which shows how many times a phenomenon occurs considering the total number of tokens in the corpus as a whole. Absolute frequency is stated in sole numbers and requires further evaluation or specification, whereas relative frequency can be used as an indicator of frequency by itself, as it allows comparison in between corpora of different sizes. It is usually stated in 'i.p.m.', or 'instances per million' (Cvrček, 2021).

However, since SYN2010 and SYN2020 both contain a similar number of tokens, the difference in relative frequency cannot be observed in this case. For instance, as can be seen in Table 2, there are 698 entries of 'reality show' in SYN2010, with the relative frequency of 5.74 i.p.m. In comparison, there are 690 entries of 'cool' in SYN2020, with the relative frequency of 5.66 i.p.m. This indicates that the relative frequencies remain relatively consistent across the two corpora.

Table 2		
reality show (in SYN2010)	698 (in absolute frequency)	5.74 i.p.m.
cool (in SYN2020)	690 (in absolute frequency)	5.66 i.p.m.

Table 2: Comparison of the Extent of the Written Corpora

In Table 3, there can be seen the most widely employed anglicisms out of the 70 loanwords collected in this research, 10 from each corpus. They are presented together with their absolute and relative frequencies, and although the frequencies are not distinctive, they are able to showcase the increase of the use of anglicisms in Czech over the last 10 years, which amounts to an average increase by 424.47%. In other words, based on this data, it could be concluded that there are approximately 4 times more anglicisms in SYN2020 then there are in SYN2010. Although these statistics cannot be considered generally, it is true for this data sample.

Seven of these anglicisms appear in both SYN2010 and SYN2020 among the 10 most frequent loanwords, and from Table 3 it is evident that the increase of employment is noticeable in all of them. This increase can be rooted in two separate notions. Firstly, drawing on Šmilauer (1972) and his note on the impact of international literature and its effect on Czech (Šmilauer 126). Secondly, referring to Svobodová (2007) and her emphasis on the increase of anglicisms in Czech since the 1980s, as well as her suggestion of the global impact of English on all languages (Svobodová 16). I would like to acknowledge that when Svobodová (2007) referred to the ongoing increase, she was discussing the period during which SYN2010 was compiled. This means that since then the significance of English in Czech has been escalating.

Table 3					
SYN2010			SYN2020		
Anglicism (in English)	*Abs. frequency*	*Rel. frequency*	*Anglicism (in English)*	*Abs. frequency*	*Rel. frequency*
hotel	3049	25.06	existovat *(exist)*	31464	258.27
cd	2766	22.73	hotel	11229	92.17
post	2384	19.59	trend	7589	62.29
trend	2363	19.42	design	6940	56.97
existovat *(exist)*	2174	17.87	expert	4420	36.28
design	1784	14.66	aspekt *(aspect)*	4187	34.37
lídr *(leader)*	1377 *(89)*	11.32 *(0.73)*	lídr *(leader)*	4099 *(153)*	33.65 *(1.26)*
trendy	1360	11.18	metro	4089	33.56
marketing	1101	9.05	post	3883	31.87
expert	915	7.52	platforma *(platform)*	3795	31.15

Table 3: The Ten Most Frequent Anglicisms in Czech Written Corpora SYN2010 and SYN2020

4.1.3 Final Selection of Anglicisms

All things considered, despite these 13 anglicisms being the most frequently used in the two corpora, I made the decision to include a different selection in the questionnaire, based on subjective interest. This is because the aim of the survey was to determine whether Czech speakers would be able to comprehend distinctive English loanwords, so it would not be efficient or useful to examine the ones that are so widely employed. The final selection consists of 10 anglicisms of various frequencies to provide diversity.

Another reason for this alteration is the fact that in the questionnaire, the anglicisms would be presented in sentences, in order to provide the respondents with a certain context. Therefore, the anglicisms chosen for the research had to be carefully selected so as not to be easily translated within the designated sentences. Simultaneously, they needed to be replaceable with alternative Czech words, from which the respondents would later choose.

So, Table 4 exhibits the English loanwords used in the research, together with their employment in both corpora. In cases of those with both Czech and English spelling, the two versions of the loanword and their occurrence in the corpora are presented. It is important to highlight that all of these anglicisms are significantly more widely employed in SYN2020 than they are in SYN2010, which corresponds with the presupposition based on chapter 2 and Svobodová (2007), who states that this is the consequence of English as a global language, and describes its increasing popularity and impact on Czech (Svobodová 16).

Table 4					
SYN2010			SYN2020		
Anglicism (in English)	*Abs. frequency*	*Rel. frequency*	*Anglicism (in English)*	*Abs. frequency*	*Rel. frequency*
outfit	40	0.33	outfit	445	3.65
lídr *(leader)*	1377 *(89)*	11.32 *(0.73)*	lídr *(leader)*	4099 *(153)*	33.65 *(1.26)*
event	80	0.66	event	332	2.73
finiš *(finish)*	104 *(16)*	0.85 *(0.13)*	finiš *(finish)*	302 *(42)*	2.48 *(0.34)*
trip	77	0.63	trip	155	1.27
akceptovat *(accept)*	442 *(9)*	3.63 *(0.07)*	akceptovat *(accept)*	1395 *(16)*	11.45 *(5.84)*
know-how	398	3.27	know-how	512	4.2
deadline	6	0.05	deadline	48	0.39
feedback	19	0.16	feedback	83	0.68
happening	98	0.81	happening	189	1.55

Table 4: Final Selection of Anglicisms and their Employment in Czech Written Corpora SYN2010 and SYN2020

Two loanwords, 'leader' and 'finish', came into Czech with morphological changes as 'lídr' and 'finiš', and the adapted versions are notably more frequent in the corpora. For that reason, they both appear in the questionnaire in that form, as they were originally found in the corpus. To understand this written adaptation, it is relevant to refer to Duběda et al. (2014) and spelling pronunciation, as described in chapter 3, who mention that some combinations of graphemes in English are unusual in Czech (Duběda et al. 51 – 56), which in these cases are –*ea*– in 'leader' and –*sh*– in 'finish'.

Concerning the word 'accept' and its Czech alternative 'akceptovat', the explanation for the spelling divergence differs because of the origin of the loanword. As a lot of the

Czech vocabulary, the verb does not come from English but from Latin[2], from the verb *acceptāre.* While in English the original spelling is kept (only the Latin verb infinitive ending '*–āre'* is removed), in Czech the double consonant *-cc-* does not exist, and so the spelling is altered to *'akceptovat'.* Naturally, only this version can be found in the corpora. Czech also corresponds with a direct translation of this word, '*přijmout'*, which is almost 1000% more common in both corpora.

However, it needs to be specified that this circumstance and origin was understood before selecting the loanword sample. The reason for including this particular loanword was to observe if the Latin origin would play any role in understanding the loanword. That is to say, the presupposition was that being the second most widely employed anglicism in the corpora and being of Latin origin, most respondents should be able to determine the correct meaning of the loanword. This assumption is based on Svobodová (2007) and her statement that Latin words began to make their way into Czech with the arrival of Christianity, which means that they have been part of the Czech lexicon for centuries (Svobodová 11 – 14). This notion will be further analysed and verified in the written data analysis in chapter 5.

4.2   Questionnaire Design

Having selected the data for observation, I set out to create a questionnaire, which would serve as the main source of information in terms of answering the question of whether Czech speakers are able to understand anglicisms, even with little to no knowledge of English. To achieve this, two main qualities of the respondents were observed to determine their role in understanding English loanwords. Quite obviously, these attributes included the age of the respondents and their knowledge of English itself. Additionally, it is important to note that the decision was made not to ask about the gender of the respondents. Although this question is generally employed in surveys of all kinds, it did not seem relevant to this research, since there has never been any indication that this could be a factor in understanding loanwords.

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[2]   Harper,   Douglas.   "Etymology   of   accept."   Online   Etymology   Dictionary, https://www.etymonline.com/word/accept. Accessed 26 January, 2024.

The questionnaire begins by seeking demographic information, including the age of the respondents, and their history with English language education, including both their past and current engagement with the subject. I decided to include an additional question of a more general and abstract nature regarding the respondents. It poses the query: *'When you consume media, do you understand the English expressions you come across?'* The purpose of this question lies in observing the respondents' attitude to their encounter with specific anglicisms and self-assessment of comprehension. I aimed to determine whether respondents generally acknowledged borrowings encountered in their daily media consumption or were aware of this linguistic phenomenon at all.

Moving forward, it was time to construct the essential questions that would aid in assessing Czech speakers' comprehension of English loanwords. Having completed the data selection, it was necessary to find suitable examples of the selected anglicisms in context. I decided to gather these sentences from SYN2020 with the intention to include contemporary discourse. The aim of presenting whole sentences in the questionnaire was to provide the respondents with context, so they could better determine the meaning of the given borrowings. I find it important to note that the goal was not to facilitate the survey, but to keep it as accurate as possible. That is because most of the time when we hear a word of different origin, or any lexical item for that matter, it is within an appropriate context.

With that in mind, ten sentences were collected with each consisting of one of the previously chosen English loanwords. In terms of the structure of the survey, I settled for multiple-choice questions with four closed answers to gather clear-cut and straightforward data. The respondents would later choose the most fitting alternative to each anglicism out of the four Czech words provided, one of which would be the most accurate translation and therefore the correct answer.

To clarify the selection of the sentences for each loanword, it is necessary to mention that they had to meet certain requirements, which consisted of two concurrent aspects. First, they had to be clear enough, so that the respondents could specify the meaning of the anglicism included in them. This is demonstrated by the inadequate example sentence below on the anglicism 'event'. The sentence lacks context and therefore the anglicism could mean more or less anything.

Inadequate example sentence: 'Events *are beginning to be taken for granted not only by* employees, *but also by family members or business partners.' (From the Czech original:* "Samozřejmostí se stávají eventy *nejen pro zaměstnance, ale také pro rodinné příslušníky nebo obchodní partnery."³)*

In comparison, the final sentence used in the questionnaire, as presented below, is precise and straightforward, yet it leaves space for translation of the anglicism, which is why it was employed in the survey.

Final sentence included in the questionnaire: 'The purpose of the event *was to support tourism in destinations other than Prague.' (From the Czech original:* "Cílem eventu *bylo podpořit cestovní ruch v destinacích mimo Prahu.")*

On the other hand, the anglicism 'finiš' illustrates the opposite extreme, as its meaning is too specific to be effectively included in the questionnaire. This can be seen below in the inadequate example sentence.

Inadequate example sentence: 'The first runner usually has the fastest start and the last runner is the one with the best finish*.' (From the Czech original:* "První běžec má obvykle nejrychlejší start, poslední běžec je ten, který má nejlepší finiš."⁴)

The final sentence used in the questionnaire, as seen below, is more general and leaves more space for interpretation and other possible substitute words for the anglicism. That is the reason why it was employed in the survey.

Final sentence included in the questionnaire: 'A successful diplomat with certain experience in politics surpassed the sitting socialist expert in the finish.' *(From the Czech original:* "Úspěšná diplomatka s určitou zkušeností v politice ve finiši *předběhla úřadujícího socialistického matadora.")*

Finally, it is necessary to mention that 5 of the 10 chosen anglicisms show morphological adaptation in the selected sentences. In cases of 'lídr', 'event', 'finiš', and 'happening' they are functional affixes of Czech declension, and in case of 'outfit' it is the functional affix indicating plural number. All in all, this can be seen in the questionnaire in its final form, as attached in Appendix 1.

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³ *Bankovnictví*, odborný časopis č. 9/2019. Accessed 31 March, 2024.

⁴ LANGER, František. *Atletika 1.* Olomouc: Univerzita Palackého. 2009. Accessed 2 April, 2024.

4.3 Methodology of Spoken Data Collection

The aim of gathering spoken data was to further analyse the way Czech speakers pronounce English loanwords and whether it is influenced by their knowledge of English itself. The main problem faced while collecting spoken data was the fact that it had to be compiled in person, and so it would be quite difficult to access. For that reason, the decision was made to manage only a small number of short interviews to get a hint of the varied pronunciations. I asked ten people from my vicinity to participate in brief interviews, during which they would read certain anglicisms. With the aim of cultivating data of high quality and producing a viable statistics, I purposefully chose to interview some speakers of English, others who used to learn English but do not actively utilize it anymore, and some speakers who are not familiar with English at all and have never studied it.

Moreover, in terms of which anglicisms they would read, it seemed best to pursue the ones selected for the questionnaire, since the respondents had already filled in the survey and were familiar with these specific loanwords to some extent. Additionally, including the same anglicisms would help provide the comparison between written and spoken English loanwords and their presence in different corpora. Two spoken corpora were used to determine the employment of the 10 selected anglicisms, Oral v1 and Ortofon v2.

To briefly introduce these spoken corpora, Oral v1 presents a corpus of transcriptions of recordings of informal interviews of native Czech speakers who know each other. These interviews were conducted in natural settings, over the course of 10 years, from 2002 to 2011. The corpus contains more than 6 million words. Similarly, Ortofon v2 also collects informal spoken data from interviews between companions, who are native Czech speakers. Ortofon v2 was published in 2020 and consists of recording from the years 2012 – 2019. In total, this corpus includes 2 million words and is as extensive data resource, although only about one third the size of Oral v1.

Table 5 presents the data available from these corpora regarding the frequency of each anglicism. It can be observed that some of these loanwords cannot be found in one of the chosen corpora, like 'outfit' and 'feedback' in Oral v1, or 'finiš' in Ortofon v2. Also, because the size of the corpora differs, the relative frequencies can be used to compare the corpora. For example, the anglicism 'happening' has a relative frequency

of 0.47 in Oral v1 with the absolute frequency of 3, and 0.78 in Ortofon v2 with the absolute frequency of 2. This notion can be observed better in contrast with the written corpora where 'happening' has a relative frequency of 0.81 with the absolute frequency of 98 in SYN2010. Here the relative frequencies are able to compare just how much more extensive the written corpora are.

Table 5					
Oral v1			Ortofon v2		
Anglicism (in English)	*Abs. frequency*	*Rel. frequency*	*Anglicism (in English)*	*Abs. frequency*	*Rel. frequency*
outfit	0	0	outfit	2	0.78
lídr *(leader)*	2 *(1)*	0.31 *(0.16)*	lídr *(leader)*	9 *(4)*	3.51 *(1.56)*
event	3	0.47	event	2	0.78
finiš *(finish)*	2 *(1)*	0.31 *(0.16)*	finiš *(finish)*	0 *(0)*	0 *(0)*
trip	3	0.47	trip	4	1.56
akceptovat *(accept)*	16 *(0)*	2.52 *(0)*	akceptovat *(accept)*	2 *(1)*	0.78 *(0.39)*
know-how	1	0.16	know-how	3	1.17
deadline	7	1.1	deadline	2	0.78
feedback	0	0	feedback	3	1.17
happening	3	0.47	happening	2	0.78

Table 5: Final Selection of Anglicisms and their Employment in Czech Spoken Corpora Oral v1 and Ortofon v2

The spoken corpora were also utilized for the analysis of the spoken data due to the fact that recordings can be accessed within them. All of the entries of the selected anglicisms that can be found in the corpora complement the spoken data collected in the interviews. This data is presented and described in sub-chapter 5.2, which focuses on the analysis of spoken data.

4.4 Summary

This chapter described the process of gathering data for the research undertaken. First, the focus was on the written data, its collection from contemporary media, and its subsequent selection using written corpora, SYN2010 and SYN2020. This selection was then presented and justified. The chapter further specified the questionnaire design, which was the main tool for investigating the written data. At last, the chapter mentioned the methodology of spoken data collection via interviews and presented the corpora used for this part of the research, Oral v1 and Ortofon v2.

5   Data Analysis

The complete data analysis is displayed in this chapter. In the first part, which attends to the analysis of written data, the respondent sample is introduced. The results from the questionnaire are presented and interpreted. Secondly, the analysis of spoken data is provided and the sample of participants is presented. The various pronunciations of the given loanwords are examined and compared to the data gathered from the spoken corpora. Finally, the written and spoken data are compared.

5.1   Analysis of Written Data

This chapter presents the collected data and introduces the information that the respondents of the survey submitted about themselves to establish the grounds for the research. Later in the chapter, the English loanwords are investigated based on the answers from the questionnaire both as separate units and as a whole. Finally, a brief conclusion and reflection is included.

5.1.1   Presentation of Respondent Sample

By means of the questionnaire I was able to collect 130 responses in total. As stated in sub-chapter 4.2, the first two questions in the survey were dedicated to the inherent qualities of the respondents that would later help investigate which factors determine their understanding of English loanwords. In this sub-chapter the answers to these two questions are analysed, together with an additional third one regarding the respondents' self-evaluation of their understanding of English loanwords in Czech media.

5.1.1.1 Age

This sub-chapter comments on the age of the respondents. The data can be observed in Chart 1, which separates the 130 respondents into various age groups. The average age is 36.7 years, with the youngest respondent aged 14 and the oldest one aged 83. In Chart 1, it can also be seen that 40% of the respondents are part of the age group of 20 – 29 years old. Based on this statistic, it can be concluded that the results of the survey are most representative of the younger generation of Czech speakers. Nevertheless, 16% of

the respondents are aged 40 – 49, and 15% of them are aged 50 – 59 years old. Therefore, although the younger speakers prevail, the results of the survey are still applicable as there is a representative number of respondents of other ages as well.
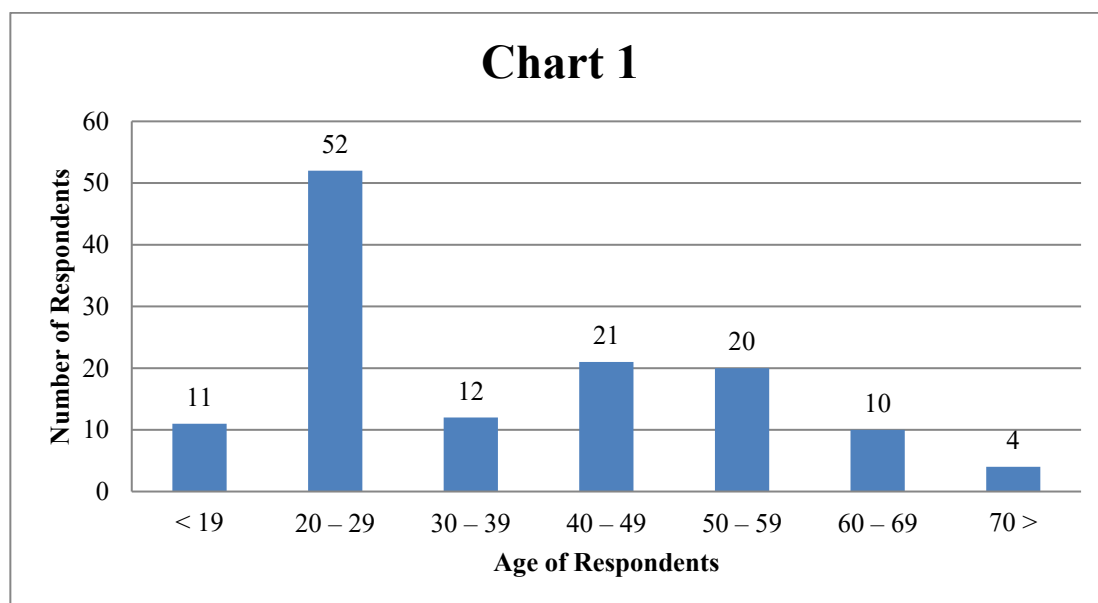
Chart 1: Presentation of Respondent Sample: Age

5.1.1.2 Knowledge of English

This sub-chapter presents the statistics concerning the respondents' knowledge of English. From the data gathered and visualized in Chart 2, it can be established that only 22% of them have never studied English and 21% of them studied English in the past but do not use it anymore. The most numerous group is that of respondents who studied English in the past and still employ it in their everyday lives. Those speakers occupy the whole of 42% of the total number. Lastly, 14% of the respondents are active learners or current students of English.

The one person left in the final group titled 'Other' stated that they are a bilingual speaker of Czech and English, and so naturally they do not pertain to any group. I would like to note here that in the following data interpretation I will include this speaker's answers in the group of active learners of English, since they are still a Czech native speaker, but it can be assumed that they use English on a daily basis.

Accordingly, if we consider the respondents who have come in contact with English during their life and know how to use it to some extent, we get 78% of the 130 people,

which makes exactly 101 of them. This ratio corresponds with the expectations based on chapter 2 and its suggestion that English is rising in popularity among Czech speakers. This notion can be linked back to Myers-Scotton (2006) and cultural borrowing, which is based on the fact that there is something attractive or prestigious about the donor language, and therefore a lot of its vocabulary is employed in the target language (Myers-Scotton 210 – 218).
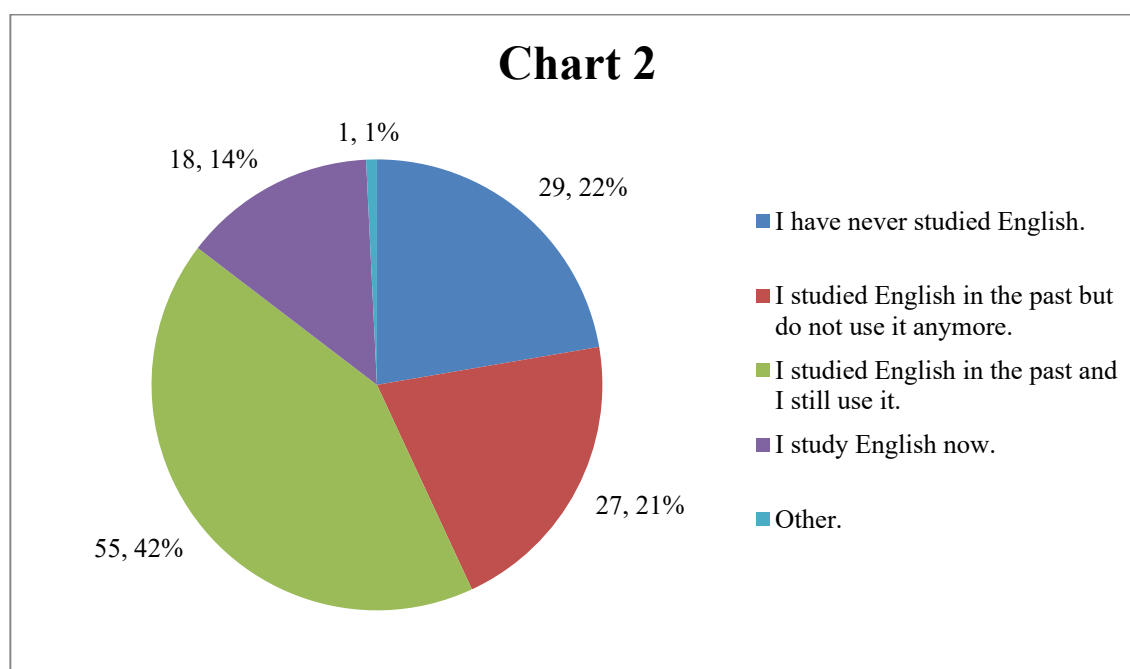
Chart 2

Chart 2: Presentation of Respondent Sample: Knowledge of English

5.1.1.3 Age and Knowledge of English

It is relevant to connect the two aspects of age and knowledge of English to investigate which age groups pursue English the most. Chart 3 presents an analysis of age overlaid by knowledge. Starting with the group of people who have never studied English, it can be stated that the youngest of them is in their 30's, with the ratio of 16% of speakers in this age group. Moreover, the percentage of respondents who have never studied English, rises with their increasing age, with 42% of those speakers aged 40 – 49, 55% of 50 – 59 years old speakers, and 50% of respondents aged 60 and more. In contrast, every respondent aged 29 and younger is to some extent familiar with English.

Looking at the results report (attached in Appendix 2) it can be specified that the youngest respondent who has never studied English is now 37 years old. To go a little

further, this would mean that they were born either in 1985 or 1986, and Svobodová (2007) states that English started making its biggest entrance into Czech in the year of 1989. (Svobodová 15 – 16). Thus, I believe that this data corresponds with Svobodová (2007) and the timeline she presented, as it is possible this particular respondent was at school before English would make its way into schools and the everyday lives of Czech speakers.

My focus now returns to native Czech speakers who studied English in the past. When designing the questionnaire, the decision was made to split this option into two separate answers with the aim to divide the respondents into those who continue to employ English in their lives and those who do not. It was already stated that 42% of all respondents feel they still use English, whereas 21% of speakers do not. This means that out of the 82 respondents who studied English in the past, 67% of them still employ English in their everyday lives. The reason for this feature was the fact that those speakers of a language who generally do not use it anymore are more likely to forget it. Therefore, these respondents could have trouble determining the meaning of English loanwords in Czech, unlike the other speakers who utilize their gained knowledge of a language and maintain their level of the language, if not improve it. This statement is supported in the following sub-chapter (5.1.1.4) and illustrated in Chart 5.

The people who studied English in the past and feel they employ it to this day are dominant in the groups of respondents aged 20 – 39. The reason for this phenomenon may be the idea that these are the people who either study or work in settings where English is widely employed, as is inferred in chapters 2.2 and 2.3, and based on Svobodová (2007), as she mentions that English is very common in the work domain (Svobodová 109 – 110). The ratio of these speakers decreases with increasing age.

In contrast, Chart 3 exhibits an increasing ratio regarding the age of respondents who studied English in the past but feel they do not use it anymore. They occupy about 13% of speakers aged 20 – 29, 16% of speakers aged 30 – 39, 28% of speakers aged 40 – 49, and the whole of 35% of speakers aged 50 – 59. In the following age groups the number decreases at the expense of those speakers who have never studied English.

Finally, the speakers who study English now prevail in the age group of 20 – 29 years old, as they comprise 69.23% of this group. Then, 66.66% of speakers aged 30 – 39 study English to this day, but there are only 3 active learners of English aged 40 and

older. Again, this phenomenon may be explained by reference to chapter 2, Svobodová (2007), and the timeline she presented, which is corresponding to this data.
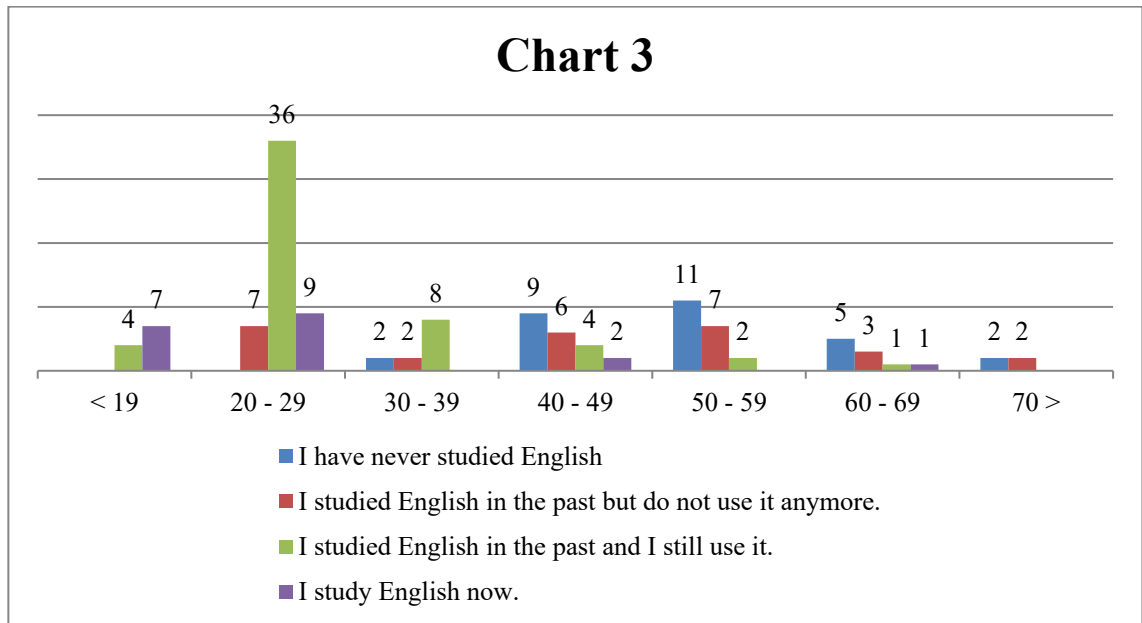
Chart 3: Presentation of Respondent Sample: Age and Knowledge of English

5.1.1.4 Knowledge of English and Understanding Anglicisms

This sub-chapter addresses the third and last general question of the survey regarding the respondents' brief self-evaluation of their understanding of English loanwords. Chart 4 identifies that respondents (46%) feel they had no problem understanding anglicisms, or that they can translate them into Czech easily. If we look at the results report (attached in Appendix 2), we can observe that 100% of the speakers who selected this option have studied English at some point in their lives. This result is perhaps not unexpected, as respondents who have some knowledge of English can recognize and translate the loanwords adopted from it.

Chart 4 exhibits that the respondents (39%) feel they understand anglicisms in proper context, out of whom 9.8% study English to this day, 15.7% studied English in the past and still use it, 35.3% studied English in the past but do not use it anymore, and 39.2% affirmed that they had never studied English. However, the fact that some respondents feel they understand English loanwords in Czech, with or without context, does not mean that they are able to select the most accurate translation of the word. This correlates with the previous statement that this third question was simply a tool to

understand the respondents' overall feeling towards their own comprehension, and this notion will be further attended to in the subsequent analysis of written data in chapter 5.

On the contrary, out of the total 16 respondents who stated they do not usually understand the meaning of anglicisms, 37.5% studied English in the past and 56.25% have never studied English. There is one speaker who makes up the remaining 6.25%, who chose this option but studies English to this day. The explanation for this notion can be found in the results report, where it can be seen that they are 62 years old. This may be why they find it difficult to understand anglicisms, as they might have started studying English later in their life. Based on the timeline presented by Svobodová (2007) they must have been around 30 years old when English began making its way into Czech.

Lastly, 3 speakers were not able to self-evaluate their own comprehension of English loanwords because of their unawareness of the existence of anglicisms in Czech media. One additional speaker stated that they do not consume any media whatsoever, and therefore, they cannot be considered in this part either.

Chart 4

3, 2% — **1, 1%** — 16, 12%

- ■ I usually do not undestand anglicisms.
- ■ I understand anglicisms in context.

59, 46%

- ■ I understand anglicisms with no problem; I can translate them.
- ■ I do not know. I am not aware of the presence of anglicisms in Czech media.

51, 39%

- ■ I do not know. I do not keep up with any Czech media.
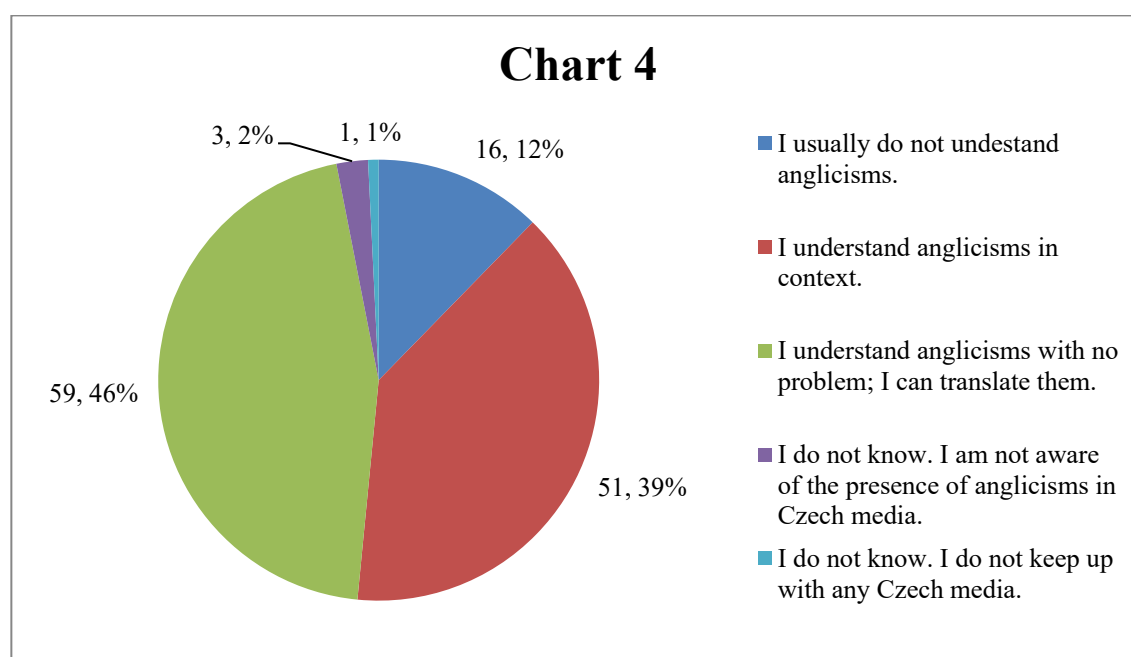
Chart 4: Presentation of Respondent Sample: Knowledge of English and Understanding Anglicisms

It is now relevant to mention the respondents who studied English in the past, referring to Chart 5. It was suggested earlier in this chapter that speakers who employ their knowledge of a language frequently are less likely to forget it, and therefore it seems that they could understand English loanwords better than those, who do not use

the foreign language anymore. From Chart 5 it is evident that 83% of those speakers who use English to this day have no problem understanding anglicisms, in contrast to the 8% of speakers who do not employ English anymore. Only 15% of respondents who use English feel they need a certain context to understand anglicisms, in contrast to the 72% of speakers who do not use English anymore who selected that same option. Lastly, 2% of respondents who still use English believe that they usually do not understand anglicisms. However, 20% of those speakers who do not use English anymore are of the same opinion. It is important to note that this section excluded the 4 respondents who selected the other two options and did not know whether they could understand anglicisms or not.
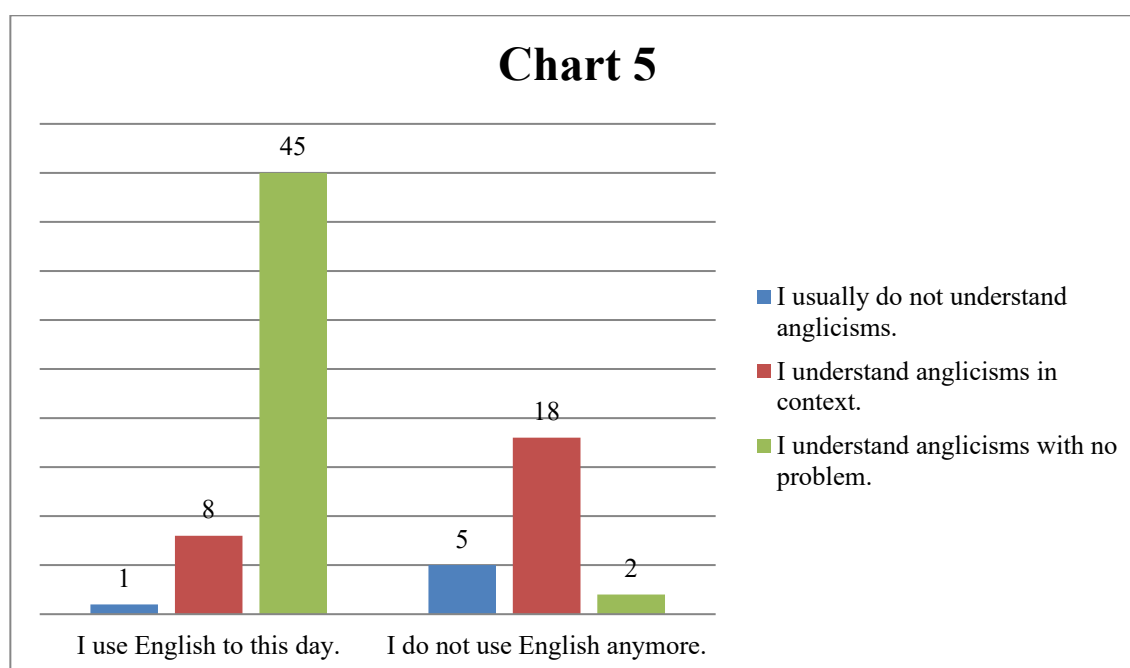
Chart 5: Presentation of Respondent Sample: Respondents who Studied English in the Past

5.1.2 Understanding of Respondents' Comprehension of Anglicisms

In the questionnaire, the respondents were asked to select the term, which would serve as the best Czech translation of the given English loanword, or which they felt would serve as the best alternative in the given context. In the following series of sub-chapters the results are presented and analysed. This is done by merging the speaker's answers with their knowledge of English to understand the pattern of comprehension. The loanwords are observed separately and an overall analysis is provided as well.

The expectations, based on the formerly presented literature sources, were that the speakers who have studied English would be able to determine the meaning of the anglicisms, and those respondents who have not would only be able to recognize those, which are widely employed in Czech. Table 6 presents the chosen sentences which were included for context for each anglicism. They are translated into English, but in the questionnaire they were presented in the original Czech phrasing, as found in SYN2020.

Table 6	
Anglicism	*Sentence Provided in the Questionnaire*
outfit	Although the actress looks great for her age, she should leave some *outfits* to younger women.
lídr *(leader)*	Every successful company needs a *leader*, who will give direction, who people will want to collaborate with, who will inspire, and who will be an example of company values.
event	The purpose of the *event* was to support tourism in destinations other than Prague.
finiš *(finish)*	A successful diplomat with certain experience in politics surpassed the sitting socialist expert in the *finish*.
trip	Besides other things, it is an extremely interesting four-year-long *trip* for the local weaver from the Bohemian-Moravian highlands. Of course, he did not feel like going at all.
akceptovat *(accept)*	'Some traits can be so fundamental and important to you, that it is not possible to reduce them, other you can *accept*, if they happen to a reasonable extent.
know-how	My investment was *know-how*, my uncle contributed mostly money to the project.
deadline	Is it easier for you to compose when you have a sufficient amount of time, or when the *deadline* is approaching, and you are under pressure?
feedback	Considering the fact that I am not a member of any political party, nor do I want to join one, I think that I am able to bring *feedback* from enterprise and its management, which is something most people in the public administration do not have.
happening	Don't demolish the kindergarten! Parents and children gathered for a *happening* at the former kindergarten in Buková Street in Prague 3 against its demolition.

Table 6: Sentences Provided for Context in the Questionnaire (Translated into English)

5.1.2.1 Outfit

To begin with the anglicism 'outfit', it was the one with most correct answers, since all but one respondent selected 'clothes' as the Czech alternative, which is the closest translation to the word. As can be seen in Chart 6, the one respondent who answered differently understands outfit as 'role'. From the results report it is visible that this speaker has never studied English and stated that they usually do not understand English loanwords.

Outfit, Chart 6

1%

99%

- ■ roles (herecké role)
- ■ clothes (oblečení)
- ■ acquaintances (známosti)
- ■ offers (nabídky)
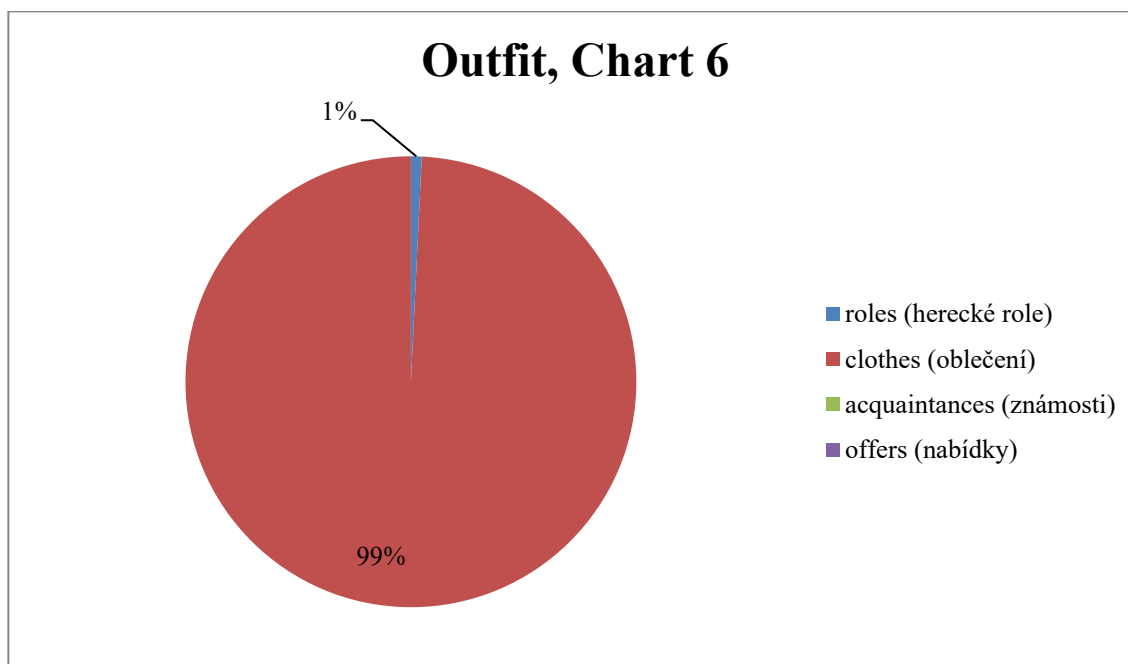
Chart 6: Preferred Czech Translations for English Loanwords: Respondent Choices for Anglicism 'Outfit'

5.1.2.2 Lídr (Leader)

It is relevant to remember that out of all the anglicisms chosen for the survey 'leader' was the most frequently used one in both written corpora. Because of its abundant use, it could be presupposed that many speakers would understand it. As can be seen in Chart 7, this fact proves itself to be true, because 95% of respondents chose the closest translation to leader there is in Czech ('vedoucí', which can also be translated as 'director').

From the results report it is evident that 100% of speakers who study English now, as well as 100% of speakers who studied English in the past and still use it, had chosen

this correct option. All but one respondent out of those who studied English in the past, but do not use it anymore, answered accordingly. Finally, in spite of never having studied English, 83.3% of such speakers selected the correct answer.

The other respondents (5%) were not successful in selecting the correct Czech alternative to the loanword. The more common improper answer was 'advisor', picked by 4 speakers who have never studied English, and the other false answer, which was chosen by only 2 respondents, was 'employee'. This option was selected by one speaker who has never studied English and another who does not employ English in their life anymore.

Lídr (Leader), Chart 7

2, 2% 4, 3%

124, 95%

- employee (zaměstanec)
- advisor (poradce)
- leader (vedoucí)
- sponsor (sponzor)
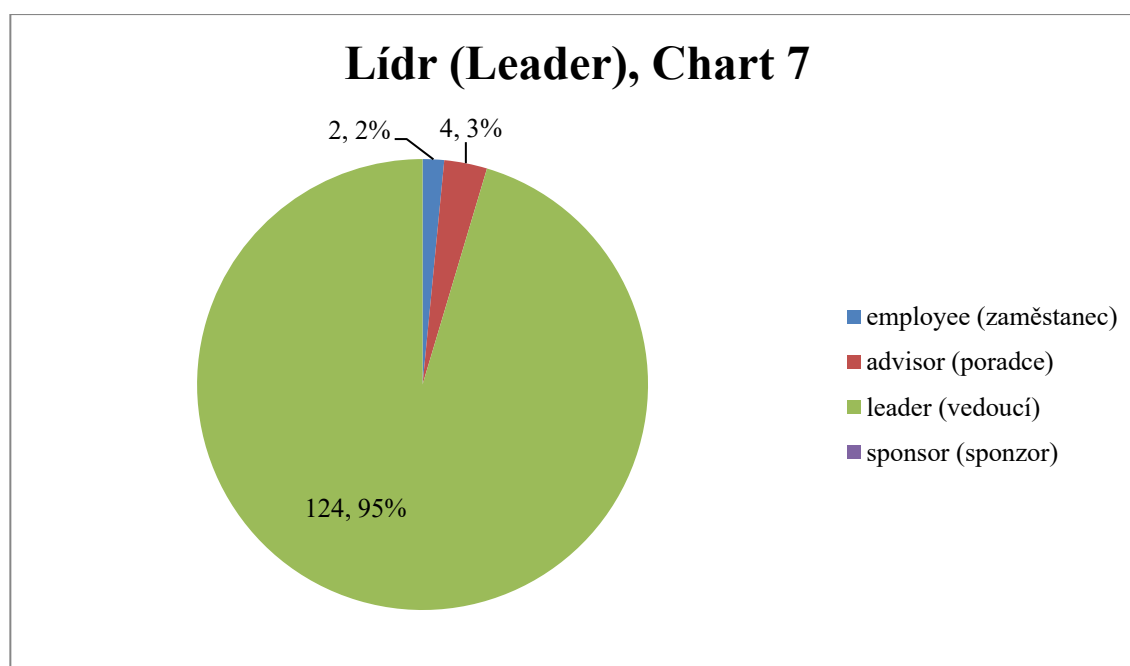
Chart 7: Preferred Czech Translations for English Loanwords: Respondent Choices for Anglicism 'Lídr'

5.1.2.3 Event

Despite its wide employment in the corpora, only 66% of speakers were able to choose the correct translation of the anglicism 'event'. As showed in the results report, out of the 86 respondents who selected the correct alternative to the loanword, 6.98% had never studied English, 16.28% studied English in the past but do not use it anymore, 59.3% studied English and use it to this day, and the remaining 17.44% study English now. It is worth highlighting that there is at least one respondent in of all of

these groups of speakers who chose a Czech alternative to the loanword different from the most accurate translation.

The most frequent incorrect answer was 'project', which was selected by 32 respondents in total. Out of those speakers, 9.37% study English now, 6.25% studied English in the past and still use it, 28.13% studied English in the past but do not use it anymore, and 56.25% are respondents who have never studied English.

Some respondents (8%) chose 'meeting' as the most suitable translation. It is quite surprising that some speakers did so, because Czech has adopted this loanword as well – in SYN2020 there are 64 entries for the word 'meeting' and the whole of 571 entries of its adapted version *'mítink'*. For this reason, it was presupposed that this answer was unlikely, but the contrary is true. Out of them, 10% study English now, 20% are speakers who studied English in the past and still use it, 30% are speakers who do not use English anymore but studied it in the past, and 40% have never studied English. Only 2 speakers selected 'article' as the most suitable alternative, one of whom has never studied English, and the other who studied it in the past, but does not use it anymore.
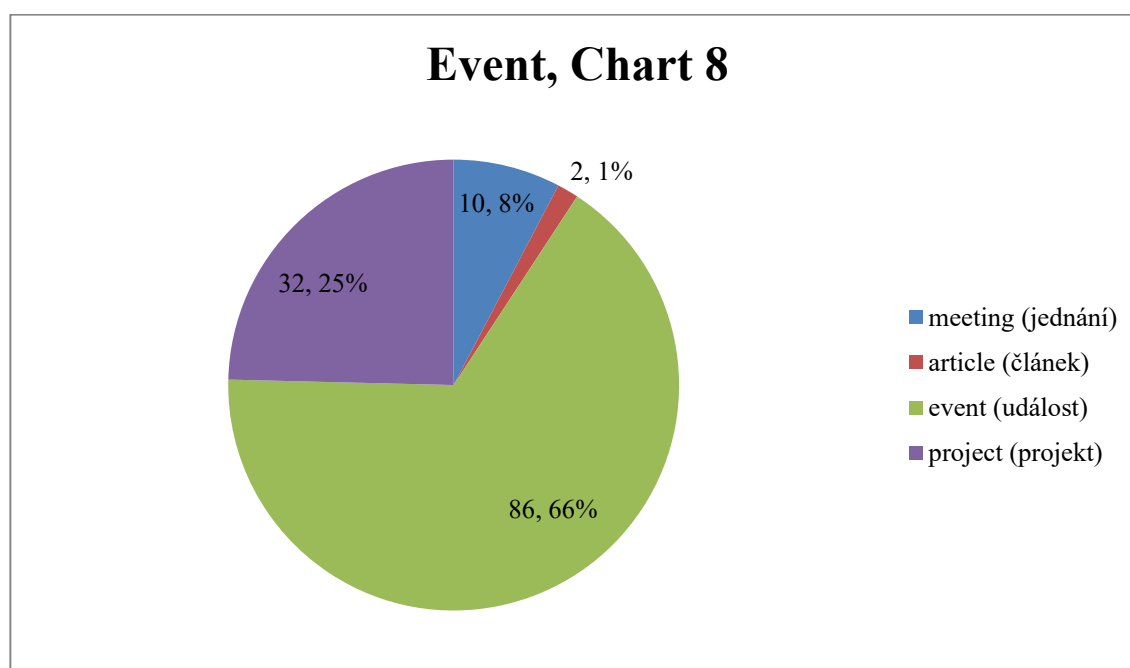
Chart 8: Preferred Czech Translations for English Loanwords: Respondent Choices for Anglicism 'Event'

5.1.2.4 Finiš (Finish)

The majority of respondents (92%) selected the most accurate translation in case of the loanword 'finish', out of whom 42.86% studied English in the past and still use it, 21.01% studied English but do not use it anymore, 21.01% have never studied English, and 15.12% study English to this day.

Only one respondent who studies English to this day chose another option, which was 'number of votes'. This speaker is part of the respondents (5%) who selected this particular answer. The following 42.86% were speakers who have never studied English, and the other 42.86% were speakers who studied English in the past and still use it. As can be seen in Chart 9, some speakers (3%) selected 'campaign' as their answer, 1 of whom has never studied English and 2 who studied English in the past and do not use it anymore.

Finiš (Finish), Chart 9

4, 3% 7, 5%

119, 92%

- campaign (kampaň)
- number of votes (počet hlasů)
- finish (cíl)
- competition (soutěž)
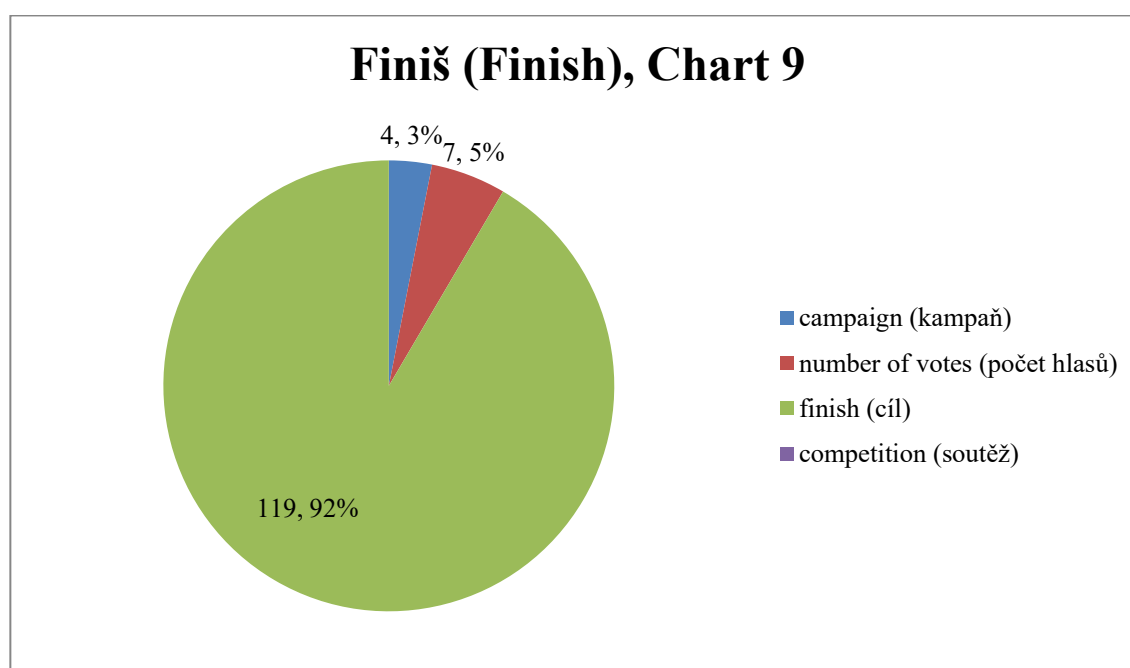
Chart 9: Preferred Czech Translations for English Loanwords: Respondent Choices for Anglicism 'Finiš'

5.1.2.5 Trip

Out of the respondents (72%) who chose the most suitable translation, 16.13% are current students of English, 53.76% studied English in the past and still use it, 21.51% studied English but do not use it anymore, and the remaining 8.6% have never studied English. The other most common response was 'business trip', which was selected as

the best alternative to the English loanword by 22% of all speakers, 58.62% of whom have never studied English. Incidentally, the other 41.38% equally consist of speakers of all the remaining groups of speakers, with exactly 13.793% from each.

The other two options together were selected by merely 6% of all respondents. 'Adventure' was chosen by 3 speakers who studied English in the past but do not use it anymore, and 2 speakers who have never studied English, and 2 other non-speakers of English chose 'experience' as the best alternative, together with 1 respondent who studied English in the past and does not use it anymore.

Trip, Chart 10

- trip (výlet) — 93, 72%
- business trip (pracovní cesta) — 29, 22%
- adventure (dobrodružství) — 5, 4%
- experience (zážitek) — 3, 2%
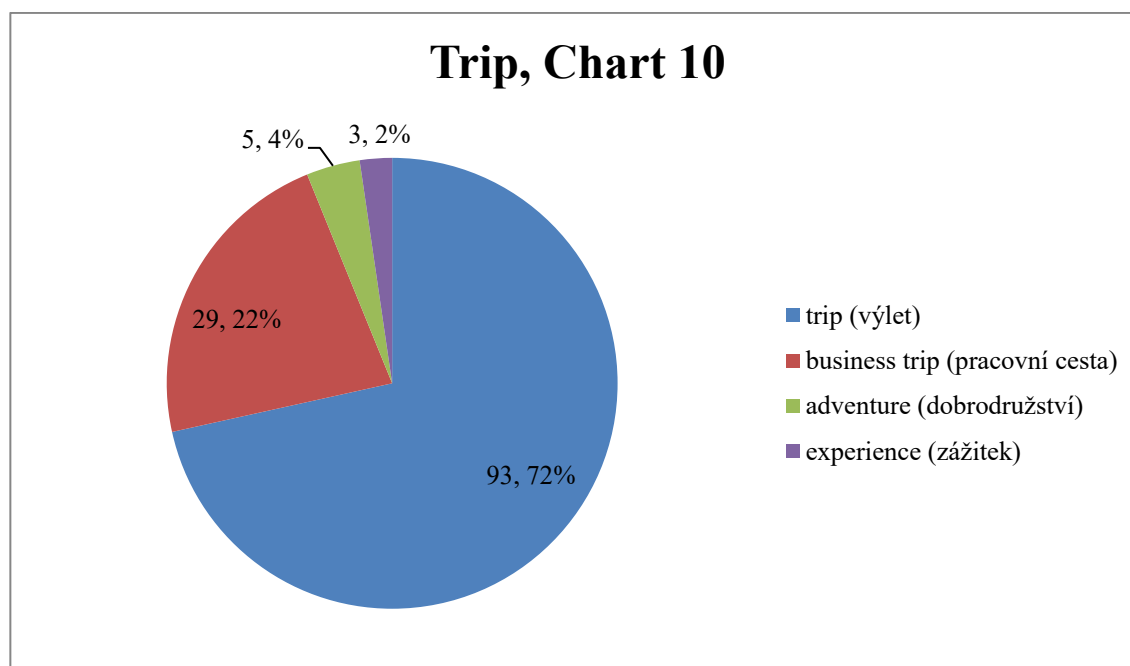
Chart 10: Preferred Czech Translations for English Loanwords: Respondent Choices for Anglicism 'Trip'

5.1.2.6 Akceptovat (Accept)

It was previously stated that the loanword 'accept' was included in the survey with the objective to observe if its Latin origin would play a role in how many Czech speakers would understand its meaning. As Chart 11 shows, it did make a difference, because 93% of speakers chose the correct Czech alternative (although that is still 6% less than '*outfit*' and 2% less than *'leader'*). So, 13.22% of these respondents are current learners of English, 44.63% studied English in the past and still use it, 20.66% studied English in the past but do not use it anymore, and 21.49% have never studied English.

Out of the 4 speakers who selected 'excuse' as the most suitable alternative, 50% studied English in the past but do not use it anymore and 50% have never studied English. What is curious are the answers of the respondents who chose 'pass' as the most accurate translation, out of whom 25% have never studied English, 25% studied English in the past and still use it, and most surprisingly, 50% of them currently study English. The alternative 'ignore' was selected by one respondent who studied English in the past and still uses it.

Akceptovat (Accept), Chart 11
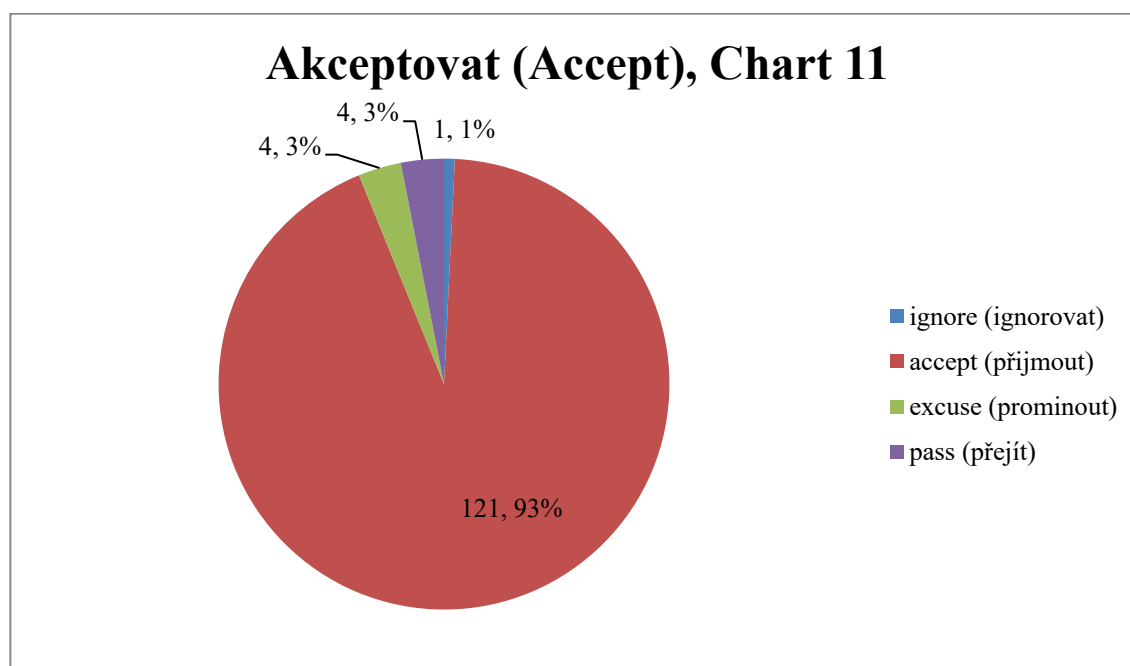
Chart 11: Preferred Czech Translations for English Loanwords: Respondent Choices for Anglicism 'Akceptovat'

5.1.2.7 Know-how

Being the third most widely employed anglicism in the survey, the results of the questionnaire are corresponding with the surmise that it would be understood by most speakers, in this case by 95% of them, as can be seen in Chart 12.

All current learners of English selected the correct alternative and so did the respondents who studied English in the past and still use it. Only 2 speakers, who studied English in the past but do not use it anymore have chosen a different answer, one of which is 'work force' and the other 'hard work'. 'Hard work' was selected by 2 other speakers who have never studied English and the remaining respondents (2%) who chose 'provided spaces' were part of this group as well. However, this means that

the remaining 86.21% of non-speakers of English selected the correct translation of the loanword.

Know-how, Chart 12

- 2, 2%
- 1, 1%
- 3, 2%
- 124, 95%

Legend:
- know-how (znalosti o oboru)
- provided spaces (poskytnuté prostory)
- work force (pracovní síla)
- hard work (tvrdá práce)

Chart 12: Preferred Czech Translations for English Loanwords: Respondent Choices for Anglicism 'Know-how'

5.1.2.8 Deadline

In contrast to 'know-how', because of its rare occurrence, the presupposition for 'deadline' was that not many respondents would understand its meaning. This idea turned out to be false, as Chart 13 exhibits.

Out of the respondents (92%) who chose the closest alternative to the loanword, 15% are current students of English, 45% studied English in the past and still use it, 21.67% studied English in the past but do not use it anymore, and 18.33% have never studied English. There is only 1 current student of English who selected another answer, which was 'end of month'. This conjunction was chosen by 7 other respondents, 5 of whom have never studied English. The other two speakers studied English in the past, one of whom still employs English and the other whom does not. The speakers who selected another option are both are non-speakers of English. One chose 'performance' and the other 'exam period', none of which are accurate alternatives to the loanword.

Deadline, Chart 13

- 1, 1%
- 1, 1%
- 8, 6%
- 120, 92%

- ■ end of month (konec měsíce)
- ■ performance (vystoupení)
- ■ deadline (termín odevzdání)
- ■ exam period (zkouškové období)
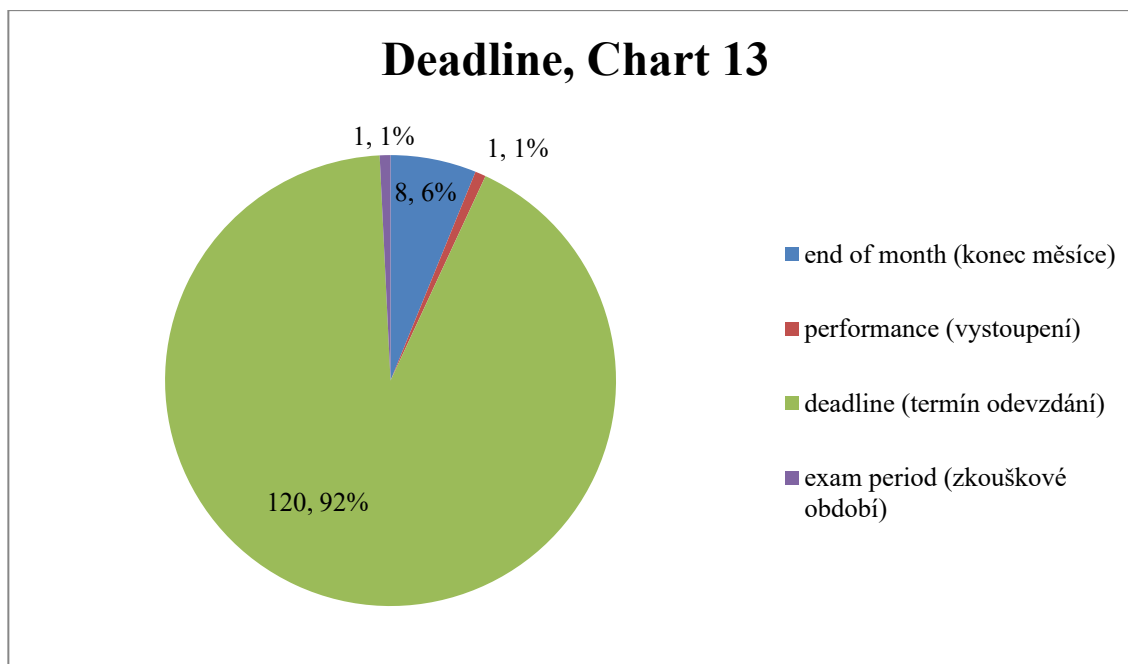
Chart 13: Preferred Czech Translations for English Loanwords: Respondent Choices for Anglicism 'Deadline'

5.1.2.9 Feedback

The correct translation of the loanword was selected by respondents (77%) out of whom 16.83% currently study English, 52.48% studied English in the past and still use it, 19.8% studied English in the past and do not use it anymore, and 10.89% have never studied English. The other most common answer, chosen by 21% of respondents, is 'experience'. This option was chosen mostly by non-speakers of English, who make up 59.26% of these respondents, and also by 25.93% of respondents who studied English in the past and do not use it anymore, next to the 7.41% of respondents who studied English in the past and still use it. The last 7.41% who selected this answer are current learners of English. The remaining two options, 'money' and 'knowledge' were both chosen by respondents who have never studied English. It can be deduced that the frequency of the answer 'experience' is due to the fact that it makes sense in the sentence. However, it cannot be considered a valid answer.

Feedback, Chart 14

1, 1%

27, 21%

1, 1%

- experience (zkušenosti)
- money (peníze)
- feedback (zpětná vazba)
- knowledge (vědomosti)

101, 77%
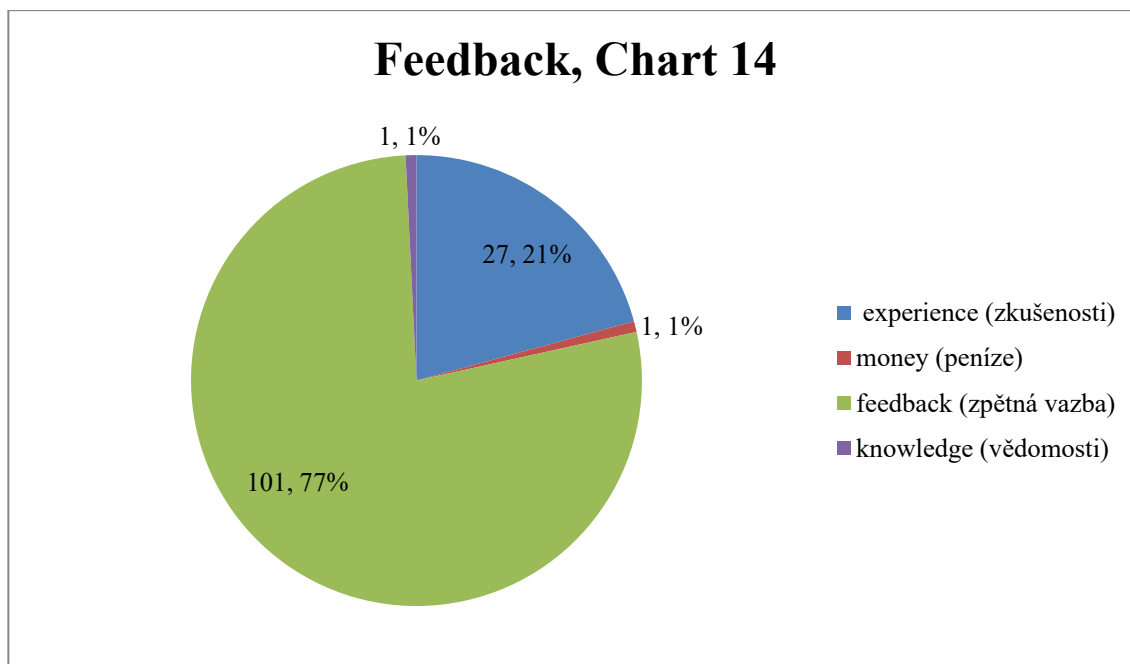
Chart 14: Preferred Czech Translations for English Loanwords: Respondent Choices for Anglicism 'Feedback'

5.1.2.10   Happening

The last anglicism included in the survey is 'happening' and it is by far the one with the most incorrect answers, although it is not the least frequent one. Only 54% of respondents chose the correct translation, out of which 17.14% are current students of English, 50% studied English in the past and still use it, 20% studied English in the past and do not use it anymore, and 12.86% are non-speakers of English. It must be stated that the actual translation of happening is quite undistinctive, which might be why the success rate in terms of this anglicism is so low.

The other most common answer was chosen by 38% of respondents, and it is the option 'protest'. While it would work well in the sentence, it is not a suitable translation to the loanword. Out of the respondents who selected it as the alternative word, 14.29% are study English now, 34.69% studied English in the past and still use it, 18.37% studied English in the past and do not use it anymore, and 32.65% have never studied English. Some respondents (6%) selected 'celebration' as the best alternative, 2 of whom are non-speakers of English, 4 studied English in the past and do not use it anymore, and 2 speakers studied English in the past and still use it. The other 3 speakers

stated that 'march' would be the best translation of the loanword. Those respondents are 2 non-speakers of English and one speaker of English who still uses it.

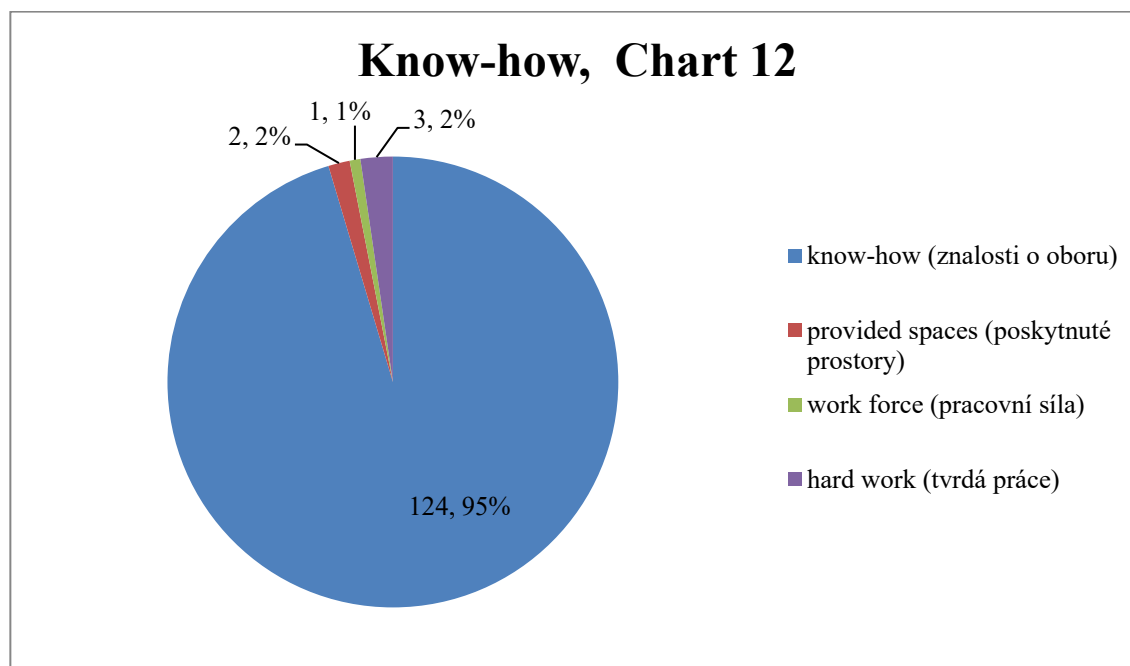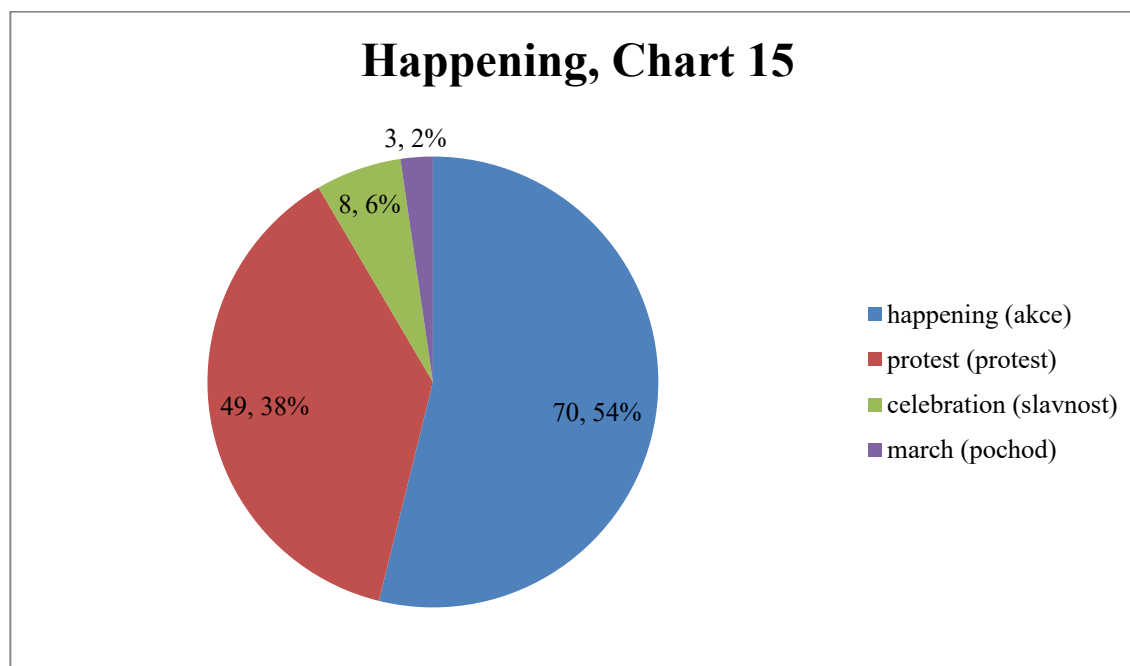**Chart 15: Preferred Czech Translations for English Loanwords: Respondent Choices for Anglicism 'Happening'**

5.1.2.11   Overview of All Anglicisms

To conclude this series of sub-chapters and connect the gathered data, Chart 16 exhibits the total number of correct and incorrect answers in terms of each anglicism. This final chart is included to provide a better outlook on the whole analysis of written data and its findings.

Counting with the presupposition that when 90% of respondents understand a loanword it can be considered generally understood by all Czech speakers, it would mean that on average, Czech speakers are able to understand 60% of the loanwords. Although the remaining anglicisms are not understood as well, it remains true that on the whole, a majority of the respondents understands their meaning. To be more specific, 20% are understood by more than 70% of respondents, 10% by more than 60%, and the least commonly recognized 10% is still understood by more than 50% of respondents. Therefore, for now it can be summarized that for the most part, Czech speakers are able to understand the majority of English loanwords in Czech media.

Chart 16

	correct answers	incorrect answers
Outfit	129	1
Leader	124	6
Event	86	44
Finish	119	11
Trip	93	37
Accept	121	9
Know-how	124	6
Deadline	120	10
Feedback	101	29
Happening	70	60
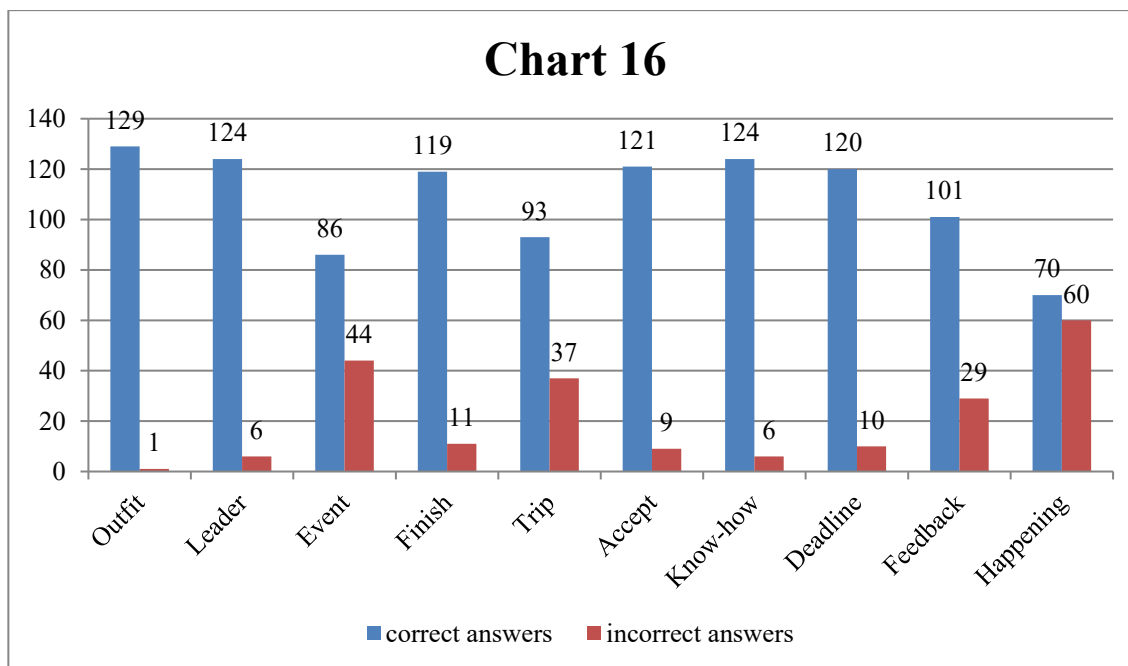
Chart 16: Overall Understanding of Anglicisms

5.1.3   Overall Interpretation of Understanding

This chapter presents the final data in relation to the aspects of age, knowledge of English, and the respondents' self-evaluation of their comprehension of anglicisms. The analysis seeks to determine if these aspects of the data have had an impact on speakers' comprehension of anglicisms in Czech.

5.1.3.1 Age

The aspect of age is exhibited in Chart 17, where can be seen the number of correct and incorrect answers the speakers of different age groups have selected. In total, 36.15% of speakers have selected all correct answers, and it comes as no surprise that 63.83% of them are 29 years old or younger. This result was expected, because 100% of speakers from this age group have studied English at some point in their lives, and only 11.11% of them feel they do not employ it anymore. The other 27.66% of these respondents are aged 30 – 49, and only 8.51% of them are 50 years old and older, which corresponds with the previously stated data and the fact that with age, the knowledge of English decreases.

In terms of the respondents (36.92%) who selected 1-2 incorrect answers, the result is also in accordance with the prediction, with 56.25% of speakers aged 29 and younger, 18.75% aged 30 – 49, and 25% aged 50 and older. It is important to highlight the fact that the percentage of speakers with no mistakes and those with 1-2 incorrect answers is approximately similar, and together these speakers make 73.07% of all respondents. For now it can be concluded that this percentage of Czech speakers understands English loanwords to some extent.

The respondents who selected 3-4 inaccurate answers make up the whole of 19.23% of all speakers. In contrast to the previous two groups, only 24% of them are aged 29 and younger, while 36% are 30 – 49 years old, and 40% are aged 50 and older. It can be seen that, unlike the decreasing ratio we could observe in the former two categories, here the percentage rises with increasing age.

Similarly, 7.7% of respondents chose 5 and more incorrect answers. It is hardly surprising to see that no speakers aged 29 or younger did so. What is unexpected is the fact that neither did anyone aged 40 – 49. On the contrary, 20% of these respondents are aged 30 – 39, and 80% are 50 years old or older, which, once again, corresponds with the presupposition that older speakers, who have probably never studied English, have a harder time determining the precise meaning of some anglicisms.
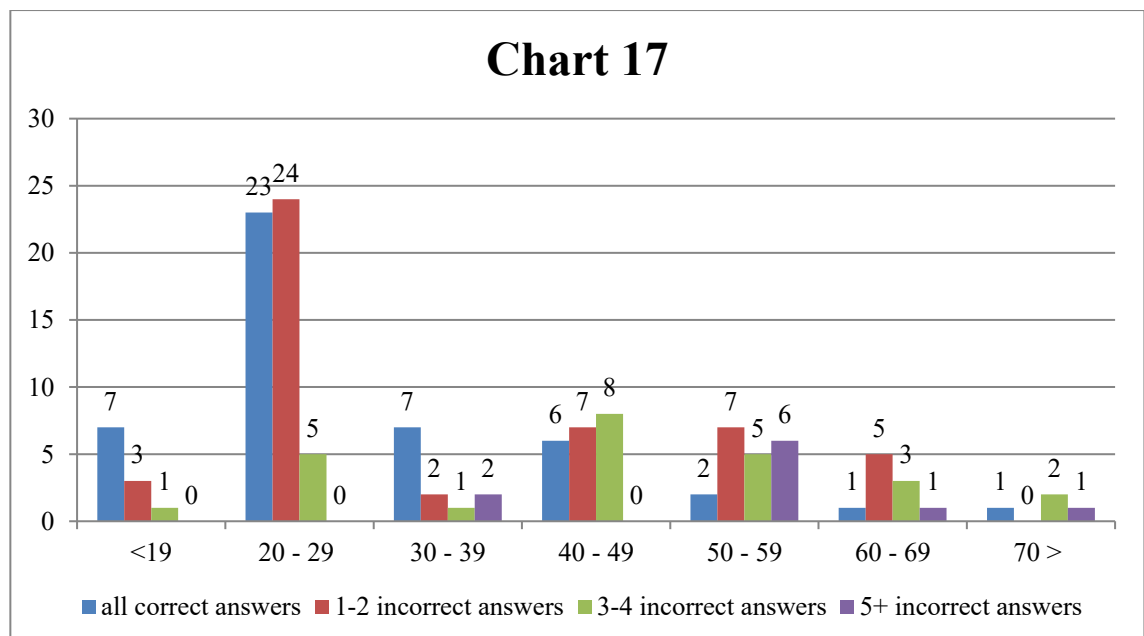
Chart 17: Written Data Interpretation: Age

All in all, it can be summarized that the aspect of age plays a significant role when it comes to understanding anglicisms by Czech native speakers. However, this is true mainly because of the fact that familiarity with English is something mostly younger speakers possess, and in contrast, older speakers historically have not had that many chances to come in contact with English. Also, as stated above, more than 27% of speakers aged 30 – 49, and over 8% of respondents aged 50 and older were able to determine the correct meaning of all anglicisms in the questionnaire. That is to say, the aspect of age by itself does not influence the understanding of English loanwords.

Before moving on to the next category, this data is briefly showcased by means of percentage in Table 7, in order to reach a more detailed outlook on the findings. It is evident that younger speakers have a much higher success rate than older speakers. But, in a much more general manner, a decreasing ratio can be examined in speakers who made up to 2 mistakes. That is 90.64% of respondents aged 29 and younger, compared to the 68.45% of speakers aged 30 – 49, and 43.33% of speakers aged 50 and older. In contrast, regarding the respondents with 3 and more incorrect answers, we can observe and increasing ratio, with only 9.36% of speakers aged 29 and younger, 31.55% of respondents aged 30 – 49, and 56.66% of speakers aged 50 and older. Still, as it was stated above, the aspect of age does not establish the comprehension of anglicisms.

Table 7							
Age of speakers	*<19*	*20-29*	*30-39*	*40-49*	*50-59*	*60-69*	*70>*
All correct answers (in percent)	63.63%	44.23%	58.33%	28.57%	10%	10%	25%
1-2 incorrect answers (in percent)	27.27%	46.15%	16.67%	33.33%	35%	50%	0%
3-4 incorrect answers (in percent)	9.10%	9.62%	8.33%	38.10	25%	30%	50%
5+ incorrect answers (in percent)	0%	0%	16.67%	0%	30%	10%	25%

Table 7: Written Data Interpretation: Age (in percent)

The following sub-chapter focuses on the number of mistakes the respondents have made whilst considering the aspect of their knowledge of English. This data is visualized in Chart 18 and at first glance it is noticeable that people who have never studied English make more mistakes than the speakers who have.

Out of the 36.15% of respondents who selected all correct answers, 19.15% study English now, 63.83% studied English in the past and still use it, 12.77% studied English in the past but do not use it anymore, and 4.25% have never studied English. In other words it can be said that 95.74% of them have studied English at some point in their lives. Out of he speakers (36.92%) who chose 1-2 incorrect answers, 12.5% of them study English now, 45.83% studied English in the past and still use it, 35.42% studied English in the past but do not use it anymore, and 6.25% have never studied English.

The respondents who selected 3-4 inaccurate answers (19.23%), 15.38% are current students of English, 11.54% studied English in the past and still use it, 7.69% studied English in the past but do not use it anymore, and 65.39% have never studied English. The significant increase in the latter category correlates with the fact that speakers who have never studied English cannot determine the meaning of anglicisms. Out of the 7.7% of speakers who selected 5 and more incorrect answers, 22.22% studied English in the past but do not use it anymore, and 77.78% have never studied English.
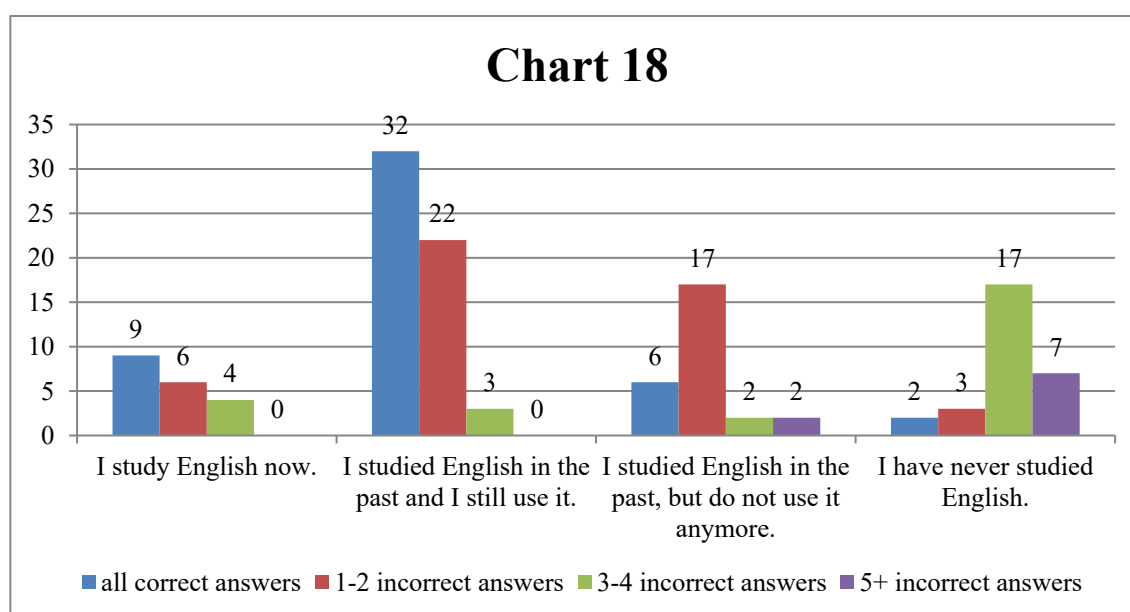
Chart 18: Written Data Interpretation: Knowledge of English

To conclude, it can be said that 100% of respondents who employ English in some way in their lives have made 4 or less mistakes in the survey. This data confirms that Czech speakers are more likely to understand anglicisms if they keep using English. These results also correspond with the expectations that speakers who have studied English are able to understand anglicisms. It can be established that the aspect of knowledge of English is the key determining factor in whether or not Czech speakers understand anglicisms.

5.1.3.3 Respondents' Self-Evaluation of Comprehension

In this sub-chapter the results of the respondent's self-evaluation are outlined to examine whether the data provided can be considered accurate. Looking at Chart 19, out of the 59 respondents who feel they understand anglicisms well, 54.24% were right to assume that, since they selected all correct answers in the survey. Another 37.29% selected 1-2 incorrect answers, and it can be concluded that they were also accurate in self-evaluating their own understanding. However, the last 8.47% were not, since they selected 3-4 incorrect answers, and therefore, it cannot be said that they understand English loanwords with no problem.

In a similar way, 51 respondents affirmed that they understand English loanwords in proper context. Out of these speakers, 25.49% selected all correct answers and 39.22% selected 1-2 incorrect answers. Thus, it can be said that they understand anglicisms in context and nearly 65% of those who chose this option succeeded in self-evaluating their own comprehension. On the other hand, another 25.49% of speakers chose 3-4 incorrect answers, and the remaining 9.8% selected 5 and more incorrect answers, which means that they cannot understand anglicisms in context and their self-evaluation was not accurate.

Out of the 16 speakers who feel they do not usually understand anglicisms, 75% were actually correct in assuming that, since 50% of these respondents chose 3-4 incorrect answers in the survey, and the other 25% selected 5 and more incorrect answers. In contrast, 25% of speakers underestimated their own understanding and chose only up to 2 incorrect answers, with 1 speaker selecting all correct answers. As the results report shows, this particular speaker is 26 years old and stated that they studied English in the past and still use it. Therefore, they possess the qualities of a

typical person who would understand anglicisms and so they must have simply underestimated themselves, which proves that this part of the survey cannot be considered well-founded nor fully valid and applicable.

Finally, the 3 respondents who failed to evaluate their own understanding by stating that they are unaware of the presence of anglicisms in Czech media are all aged 20 – 29 and have all studied English. One of them selected all correct answers, and the other two made up to 2 mistakes. Lastly, the one respondent who does not keep up with any media affirmed that they are 51 years old, studied English in the past but do not use it anymore, and they selected 2 incorrect answers. Having said that, this data does not contribute to the examined notion and it is excluded from Chart 19 and this analysis.

In conclusion, it can be stated that the majority of respondents were successful in reflecting on their own comprehension of anglicisms. In percentage they amount to 76.15% of the total 130 respondents. Some respondents (20.77%) did not estimate their understanding correctly and some (3.07%) did not evaluate their comprehension at all. In any case, this sub-chapter proved that the respondents are mostly aware of their own scope of understanding of English loanwords, but also that this data must be approached carefully, as it cannot be entirely justifiable.
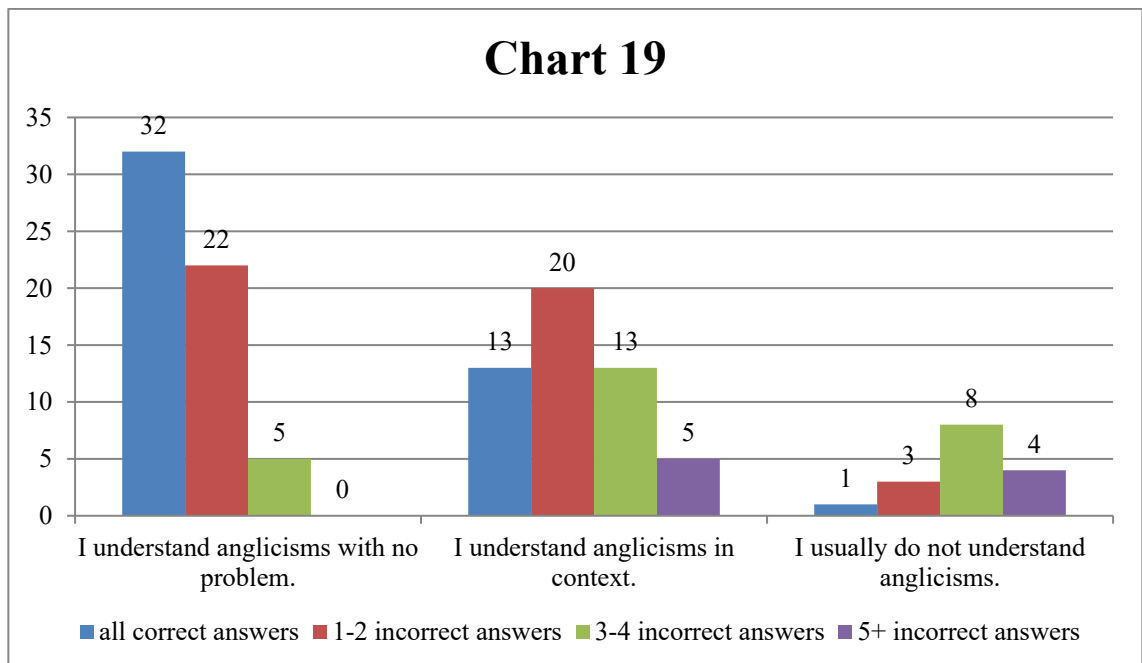
Chart 19: Written Data Interpretation: Respondents' Self-Evaluation of Comprehension

5.1.4 Conclusion and Reflection on Written Data Analysis

This section introduced the sample of respondents regarding two main categories, their age and their knowledge of English. Based on this data, the results from the questionnaire were analysed. To provide a thorough and clear interpretation, the anglicisms were first observed as individual loanwords, and later together as a whole. In the end, the respondents' self-evaluation was investigated.

To summarize the analysis of written data and its principle findings, it was discovered that the aspect of age does not contribute to the comprehension of anglicisms by itself, but that younger people generally understand them more that older speakers. That is because of their knowledge of English, which can be considered the main factor when it comes to the comprehension of anglicisms. It was recognized that respondents who are familiar with English, meaning that they have studied it at some point in their lives, are much more likely to understand the anglicisms employed in Czech media.

It was discovered that approximately 73% of the respondents are able to understand anglicisms, and nearly 40% of all respondents can understand them perfectly. Moreover, only 7.7% of speakers cannot comprehend the meaning of English loanwords very well, since they selected more than 5 incorrect answers in the questionnaire. From the results report it is evident that the most inaccurate answers made by one speaker amounts to 8, and only 2 speakers have answered falsely that many times. These speakers are both aged 30 – 39 and one of them studied English in the past and does not use it anymore, and the other has never studied English.

Based on the analysis of written data it can be concluded that the vast majority of Czech speakers are able to understand anglicism in Czech media to some extent. The scope of understanding is not affected by age, but by the knowledge of English.

5.2 Analysis of Spoken Data

To follow up on chapter 3 which dealt with the phonological adaptation of anglicisms, in the following section the spoken data is analysed. The sample of participants is briefly presented, followed by the interpretation of their varying pronunciations of the specific English loanwords. This data is supported by Bičan et al. (2020), who describe the phonological adaptation of anglicisms into Czech, and by the

data gathered from the spoken corpora. Oral v1 and Ortofon v2. Later in the chapter, the overall analysis of spoken data is provided, together with reflection on its findings.

5.2.1 Presentation of Participant Sample

In the analysis of spoken data, short interviews were conducted where participants read the anglicisms from the questionnaire. A total of 10 native Czech speakers took part in these interviews. As outlined earlier in chapter 4, in order to gather applicable results, the primary intention was to examine both speakers and non-speakers of English to ensure incorporating the varied pronunciations of anglicisms they would provide. As a consequence, I interviewed 3 speakers of English who employ it in their everyday lives, 4 speakers who are familiar with English to some extent but do not use it often, and 3 non-speakers of English. In Table 8 there can be seen all speakers together with their age and knowledge of English. For better understanding, the speakers were each assigned numbers on a scale from 1-10 according to their age and knowledge of English. Therefore, the youngest speaker of English is Speaker 1, and the oldest non-speaker of English is Speaker 10.

Table 8					
Speakers of English		*Speakers Familiar with English*		*Non-speakers of English*	
Speaker	*Age*	*Speaker*	*Age*	*Speaker*	*Age*
Speaker 1	20	Speaker 4	25	Speaker 8	52
Speaker 2	23	Speaker 5	44	Speaker 9	53
Speaker 3	54	Speaker 6	54	Speaker 10	75
		Speaker 7	56		

Table 8: Presentation of Participant Sample: Age and Knowledge of English

5.2.2 Understanding of Participants' Pronunciation of Anglicisms

The pronunciation of the separate anglicisms is observed and compared to the data gathered from the spoken corpora Oral v1 and Ortofon v2 in this series of sub-chapters. The the data extracted from the corpora are the age of the speaker and their highest

achieved education, if it is relevant. The analysis is based on the phonological adaptation principles described in chapter 3, as presented by Bičan et al. (2020). This source is also used to distinguish and explain the varying pronunciations of individual phonemes.

5.2.2.1 Outfit

In the case of 'outfit', as stated by Bičan et al. (2020), we are talking about composite adaptation, because two different pronunciation principles clash and therefore, there exist two possible pronunciations (Bičan et al. 35). These principles are phonological approximation and spelling pronunciation. According to phonological approximation the pronunciation would be [ˈautfɪt], as described by Bičan et al. (2020) in phonological approximation of diphthongs. It is stated that the original diphthong /aʊ/ is replaced by the Czech /au/ (Bičan et al. 40 – 41). However, according to the principle of spelling pronunciation, it can also be pronounced as [ˈoutfɪt].

Speakers 1, 2, 3 4, 5, 6, 7 and 9 would pronounce 'outfit' using the phonological approximation principle, while interviewees 8 and 10 adapted 'outfit' by spelling pronunciation. As stated before, there are no entries of 'outfit' recorded in Oral v1. Nevertheless, the two speakers included in Ortofon v2 both favour the pronunciation by phonological approximation, and they are both older than 35 years and have university education.

5.2.2.2 Lídr (Leader)

Bičan et al. (2020) comment on the approximation of the phoneme /ə/ and explain that it is potentially rhotic, meaning that in some accents of English the phoneme /r/ is emphasized with the elision of a vowel or its replacement with its closest vowel /ɛ/. This phenomenon was also mentioned as proof of the influence of American English on Czech (Bičan et al. 39 – 45). This is relevant to the anglicism 'leader', because the /r/ phoneme is articulated and the vowel is elided entirely, which is evident from the fully adapted version 'lídr'. So, the adaptation principle of phonological approximation is the one by which the loanword was adapted.

All of the speakers, no matter their age, knowledge of English, or education, both from the interviews as well as from the corpora pronounced the loanword similarly as [li:dr]. The reason for this definite pronunciation is most likely the fact that the loanword has been adapted morphologically into the Czech spelling and because of this adaptation, the pronunciation is established by it.

5.2.2.3 Event

The anglicism 'event' is typically adapted by the principle of spelling pronunciation and is accordingly pronounced as [ˈɛvɛnt]. All interviewees, with the exception of Speaker 7, read the loanword in agreement with that principle. It is curious that none of the 5 speakers recorded in the corpora uttered the anglicism in concordance with the principle of spelling pronunciation and they showed that there exist at least two more possible pronunciations of this loanword. The more frequent one, [ˈɪvɛnt], could be explained by phonological approximation, as it could be deducted that these speakers are familiar with English in some way and tried to pronounce the anglicism correspondingly. The last uttered pronunciation is [ˈi:vnt], which could be best explained as incorrect phonological approximation. Although Bičan et al. (2020) do mention the change from /i:/ to /ɛ/ or /ɛ:/, there is no notice about an opposite phenomenon (Bičan et al. 143). Therefore, the best assumption in case of this pronunciation is that the speakers mispronounce the English word 'event' itself and apply this on the anglicism as well.

Table 9			
Pronunciations	Interviewees	Speakers in Oral v1	Speakers in Ortofon v2
[ˈɛvɛnt]	9	0	0
[ˈɪvɛnt]	0	2	1
[ˈi:vnt]	1	1	1

Table 9: Spoken Data Analysis: The Various Pronunciations of the Anglicism 'event'

5.2.2.4 Finiš (Finish)

The loanword 'finiš' can be considered an example of the adaptation by the principle of spelling pronunciation if we overlook the change in spelling from English to Czech, which occurred because in Czech, the phoneme /ʃ/ is equal to the grapheme -š- and the combination of graphemes -sh- does not exist as one phoneme. Therefore, Czech exchanged unfamiliar graphemes for a familiar one. With that said, this morphological adaptation is probably the reason why all of the examined speakers pronounced the anglicism accordingly as [ˈfɪnɪʃ]. Moreover, the adaptation could be considered indifferent, because if we apply the principle of phonological approximation, the pronunciation of the loanword does not change.

5.2.2.5 Trip

The adaptation of the loanword 'trip' is by the means of indifferent adaptation, because both phonological approximation and spelling pronunciation lead to the same result, with the emphasized phoneme /r/. This statement can be supported by referring back to Bičan et al. (2020), who stated that indifferent pronunciation is common for short loanwords, which is exactly the case here (Bičan et al. 35). What is more, all interviewees pronounced this anglicism correspondingly as [ˈtrɪp] and so did all the speakers recorded in both spoken corpora.

5.2.2.6 Akceptovat (Accept)

Being a word of Latin origin, the pronunciation cannot be determined by the adaptation principles because of the fact that the Latin pronunciation of the word was preserved and English did not really affect it in any way. Naturally, all speakers pronounced this loanword as [ˈakcɛptovat] and although the differences between the Czech and English pronunciations could be observed, it would not be beneficial for the objective of this analysis.

The loanword 'know-how' is often adapted through phonological approximation, which in this case can be seen best in the adaptation of diphthongs. As Bičan et al. (2020) illustrate, the first original diphthong [əʊ] enters Czech as [ou], and the other diphthong [aʊ] is adapted as [au] (Bičan et al. 40 – 41). Therefore, the adapted loanword is typically pronounced as [ˈnouhau] when adapted into Czech. Those speakers recorded in Ortofon v2 uttered the loanword respectively, but unfortunately, the recording of the one speaker taped in Oral v1 is not available and so it cannon be analysed.

On the contrary, the data gathered from the interviews contributes with multiple possible pronunciations, owing to the fact that not only did four of the ten interviewees deviate from the phonological approximation principle, but they each also uttered the loanword differently. The speakers who pronounced the loanword according to the phonological approximation principle are Speaker 1, 2, 3, 4, 6, and 9.

So, concerning the different variants, Speaker 5 pronounced the anglicism as [ˈknauhau], meaning that they applied the principle of spelling pronunciation, which caused the utterance of the /k/ phoneme. Similarly, Speaker 7 pronounced the loanword as [ˈnauhau]. Hence, both of them adapted the diphthong [əʊ] as [au]. One possible explanation of this anomaly could be the influence of German, as the diphthong [ou] does not exist in German, but the diphthong [au] does.[5] The other reason for this adaptation could simply be the limited knowledge of English which these two speakers have.

Moreover, Speaker 8 deviated from the pronunciation the most because they uttered the loanword as [ˈknovhov], completely drawing on the principle of spelling pronunciation. However, this principle cannot be applied in case of this loanword and the utterance could be interpreted as unfamiliarity with the loanword, combined with the fact that this speaker does not speak English and has never studied it. Finally, Speaker 10 pronounced the anglicism as [ˈknouhau] and so it could be said that they did not truly deviate from the phonological approximation principle, but rather applied composite adaptation, as the /k/ phoneme is a result of spelling pronunciation.

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[5] HOMOLKOVÁ, Božena and AMELUNG, Irina. *Němčina pro samouky I.* Praha: Academia. 1999.

5.2.2.8 Deadline

The adaptation of the loanword 'deadline' is typically by phonological approximation and is pronounced as [ˈdɛdlajn]. The adaptation of diphthongs can be observed in terms of this anglicism, as Bičan et al. (2020) describe, the diphthong [aɪ] is adapted into Czech as [aj], because Czech does not have a corresponding diphthong (Bičan et al. 38 – 39).With that said, all recorded speakers from the corpora pronounced the loanword accordingly, together with five interviewees: Speakers 1, 2, 3, 4, and 10.

However, the remaining five interviewees produced three other possible pronunciations. The most frequent one, uttered by Speakers 5, 7, and 9, is [ˈdɪdlajn]. Bičan et al. (2020) do describe the shift from /ɪ/ to /ɛ/, but there is no mention of an opposite circumstance (Bičan et al. 141). Therefore, this pronunciation is best interpreted as a mispronunciation of the word based on little to no knowledge of English. Moreover, the pronunciation of /t/ versus /d/ can be inspected, since speaker 6 uttered the anglicism as [ˈdɛtlajn]. Bičan et al. (2020) explain that it is more common to pronounce /t/ by middle-aged speakers, which Speaker 7 is. However, there is not much other information provided concerning this shift.

Lastly, speaker 8 uttered the loanword according to spelling pronunciation, as [ˈdɛdlɪnɛ]. These rules cannot be applied in terms of this loanword, so it is relevant to concur that this speaker is not familiar with this anglicism and English altogether.

5.2.2.9 Feedback

The loanword 'feedback' is another example of adaptation by phonological approximation, with the Czech version pronounced as [ˈfiːdbɛk]. Bičan et al. (2020) describe that the vowel /æ/ is adapted into Czech as /ɛ/ (Bičan et al. 37 – 38). Despite the fact that there are no recorded utterances of 'feedback' in Oral v1, the three speakers recorded in Ortofon v2 all read the anglicism according to the principle of phonological approximation and so did all the interviewees with some knowledge of English. Speakers 8, 9, and 10 all uttered feedback differently.

So, Speaker 8 pronounced the loanword according to the spelling pronunciation principle, as [ˈfɛdbak]. Speaker 9 uttered the anglicism as [ˈfɪdbɛk], which only differs from the actual pronunciation by shortening the vowel /iː/ and adapting it as /ɪ/, and

finally, Speaker 10 read the loanword as [ˈfɛdbɛk], which could be explained as hybrid adaptation, as the first part of the word is adapted using spelling pronunciation and the other part using phonological approximation. All in all, it can be concluded that the reason behind these varying pronunciations is the lack of familiarity with English and its rules.

5.2.2.10 Happening

The principle of adaptation of the loanword 'happening' is phonological approximation and there are two main aspects to comment on in terms of its equivalent pronunciation [ˈhɛpɛnink]. First, as stated in Bičan et al. (2020), the English phonemes /ə/ and /æ/ can both be adapted into Czech as /ɛ/, which can be observed in the case of this loanword. Moreover, the phoneme /ə/ can also be elided altogether, which leads to the pronunciation [ˈhɛpnink] (Bičan et al. 38 – 39). Secondly, they mention that in terms of the different pronunciation of /k/ and /g/ in the ending -ing, it has been discovered that younger and educated people tend to pronounce the /g/ variant, whereas older and less educated speakers prefer the /k/ pronunciation (Bičan et al. 156 – 158).

With that said, Speakers 1, 2, 3, and 5 all pronounced the loanword with the elided vowel, as [ˈhɛpnink] and so did one speaker recorded in Oral v1. Then, Speakers 4, 6, 7, 9, 10 went on to utter the anglicism as [ˈhɛpɛnink], together with 4 speakers recorded in the corpora. As stated above, both of these options are correct and in accordance with the phonological approximation principle. However, Speaker 8 pronounced the anglicism as [ˈhapɛnink], falsely adapting the principle of spelling pronunciation.

Concerning the difference between the phonemes /k/ and /g/ at the end of the loanword, it cannot be spotted in the nominative case, which is why the interviewees were also asked to read the anglicism in the genitive case and all of them preferred the phoneme /g/. That may be because the spelling of the word suggests this pronunciation.

5.2.2.11 Overview of All Anglicisms

Generally, it can be concluded that the speakers are able to pronounce the majority of the selected anglicisms. Based on this analysis those loanwords which are adapted

into Czech morphologically are pronounced similarly by all speakers. On the contrary, the ones including combinations of graphemes which are uncommon in Czech can often be mispronounced, especially by non-speakers of English. Sometimes it cannot be definitely determined whether a pronunciation is correct or not, simply because there can exist multiple possible pronunciations based on different adaptation principles and they can all be correct. Nevertheless, some pronunciations are not corresponding to either adaptation principle, and those could be marked as incorrect. To provide an example, in case of the loanword 'event', both [ˈɛvɛnt] and [ˈɪvɛnt] are correct, because they follow the rules of an adaptation principle. On the other hand, [ˈiːvnt] is not possible, according to the rules described by Bičan et al. (2020), and so it can be seen as incorrect.

5.2.3 Overall Interpretation of Understanding

The aim of the following sub-chapter is to examine and conclude whether and how the aspects of age and knowledge of English affect the pronunciation of different anglicisms.

5.2.3.1 Age

Similarly to written data, there seems to be no proof that age itself would influence the way speakers pronounce English loanwords. For example, the two oldest speakers, Speaker 7 and Speaker 10, uttered the anglicisms with a very high level of accuracy. On the contrary, it remains true that nowadays it is difficult to encounter a young person who would not be familiar with English. Therefore, it could be concluded that age does not affect the speakers' pronunciation of anglicisms, but rather that younger speakers are more likely to pronounce English loanwords accurately, because they are more likely to be familiar with English.

5.2.3.2 Knowledge of English

All three speakers of English had no issues with the pronunciations and their utterances were correspondent to the adaptation rules and principles, as presented based on Bičan et al. (2020). This is also true regarding those speakers who are only familiar

with English to some extent. From the analysis of spoken data it can be assumed that Speakers 4 and 6 are more familiar with English than Speakers 5 and 7, however, for the larger part, they were all able to utter the loanwords accurately, or with minor confusion in terms of individual phonemes.

It must be admitted that despite never having studied English, Speakers 9 and 10 were quite successful in pronouncing the anglicisms well. It can also be deduced that Speaker 8 is the one with the least knowledge of English as they relied on spelling pronunciation most of the times and proved that they are more or less unaware of the rules of English pronunciation. For this reason, it is clear that knowledge of English is a valuable factor when it comes to correctly pronouncing anglicisms, but it is not vital.

5.2.4 Conclusion and Reflection on Spoken Data Analysis

First, the sample of participants was introduced, together with data regarding their age and their knowledge of English. Subsequently, their varying pronunciations of the selected loanwords were interpreted in terms of individual loanwords, and finally the attributes of the speakers were considered in terms of all the anglicisms as a whole.

Based on this analysis it can be concluded that age does not play a big role in the way speakers pronounce anglicisms. In contrast, knowledge of English is considered the factor which helps the speakers pronounce the loanwords correctly, however, it must be stated that even non-speakers of English are able to pronounce anglicisms accurately. That is probably because that they may have heard them on TV, where they were originally extracted from or because they are widely employed in discourse of all kinds.

In terms of the adaptation principles of loanwords, it was mentioned in Bičan et al. (2020) that the majority of anglicisms are adapted by phonological approximation and that sometimes this principle is combined with the principle of spelling pronunciation (Bičan et al. 47 – 49). This is also true for the presented sample of English loanwords, which means that the data is corresponding to the expectations based on this source.

To briefly discuss the pronunciation of the speakers recorded in the corpora, it can be said that in most cases their utterances were up to the standard pronunciations of the loanwords. I believe that the reason for this notion is the fact that in general people use certain vocabulary when they are familiar with it, and so these speakers were simply

presenting those abilities. In that way, some of the interviewees were forced to step out of their usual lexicon and try to read words they are not familiar with, which is why they may not have been as successful in determining the correct pronunciations as the recorded speakers from the corpora.

When we compare the ratio of correct pronunciations uttered by the interviewees to the number of entries in the written corpora, it is understood that they are corresponding to each other. This means that the more entries a loanword has in the corpora, the more generally accurate its pronunciation becomes. The exceptions to this rule are the anglicism 'know-how', which was mispronounced by half of the interviewees, while being the third most widely employed English loanword in both SYN corpora, and 'trip', which was uttered correctly by every speaker, but it does not appear as often in the SYN corpora. It must be clarified that the reason for the reference to the written corpora at the expense of the spoken corpora is the fact there are not that many entries in the spoken corpora and therefore it is less representative of the observed lexicon.

In summary, it can be concluded that the majority of Czech native speakers are able to pronounce anglicisms in Czech, although some with certain limitations. The aspect of age does not have any effect on the utterance and the speakers' knowledge of English helps them utter the loanwords well, but it is not necessary.

5.3   Comparison of Written and Spoken Data

This sub-chapter briefly presents the differences between the results of the analyses of written and spoken data. In the first place, it was discovered that the factor of age by itself does not affect the comprehension of neither written nor spoken data. On the contrary, the speakers' knowledge of English does impact their understanding of written loanwords and helps speakers with their correct utterance.

It is also true for both written and spoken data that the majority of Czech native speakers can comprehend the meaning of the larger part of the anglicisms and pronounce them correctly. To be more specific, around 36% of respondents were able to determine the correct meaning of the loanwords and 40% of interviewees pronounced all of the anglicisms accurately. Therefore, it can be concluded that approximately 40% of Czech native speakers are able to understand English loanwords on all levels. Around 37% of respondents made 1 – 2 mistakes in the questionnaire and 40% of interviewees

uttered 1 – 2 loanwords falsely. In this way it can be summarized that the comprehension of written and spoken data is roughly similar.

On the other hand, in terms of the written data, some respondents submitted more than five incorrect answers, whereas in the interviews, the participants were not that inaccurate. Due to this fact it can be stated that Czech speakers' ability to phonologically adapt the loanwords is better than their understanding of the loanwords' meaning by translation. In other words, Czech speakers are familiar with the loanwords more in their spoken form, rather than when they are written. This may be because of the fact that the anglicisms are always adapted into the Czech phonetic system, but they often keep their original spelling, which includes unfamiliar graphemes and makes it more difficult for non-speakers of English to pronounce.

5.4 Summary

Chapter 5 introduced a comprehensive analysis of written and spoken data. Data samples from respondents' questionnaires and participants' interviews were presented, supplemented by analyses of the data gathered through these two research methods. The main objective of the chapter was to determine which anglicisms present comprehension challenges and which speakers encountered most difficulties understanding them.

The analysed data imply that the English loanwords which are fully adapted into Czech phonologically and morphologically are perceived as part of the Czech lexicon and they are generally understood. In striking contrast, those anglicisms which have been adapted in original form and spelling seem to be problematic for native Czech speakers who are non-speakers of English, because their written form is uncommon and unusual, on top of which their pronunciation is usually unsettled and indefinite. Therefore, it can be expected to notice inconsistency in comprehension, together with deviation from the suggested pronunciations by non-speakers of English.

5.5 Discussion

The analyses of written and spoken data both had certain limitations. In terms of the analysis of written data, the main limitation was that the context provided was not sufficient in some cases. It might have been more productive to provide more additional

context for some speakers, for example for those who stated that they were not familiar with English and had never studied it. Another possible execution of this idea would have been to only include the extra context after the speaker had selected a wrong translation of the word. Perhaps it would have been interesting not to provide four multiple-choice answers, but rather ask the respondents to present their own translation.

Furthermore, it must be mentioned that the questionnaire did not test the education of the respondents in any way, as well as the respondents' actual knowledge of English. Therefore, from the questionnaire itself, their competence cannot really be determined, as the respondents only stated whether they had studied English or not. That of course is not analogous to their actual knowledge of English, because the fact that someone studies English does not mean they are good at it, and the fact that somebody feels they do not use English anymore does not mean that they are bad at it. In this way, the research lacks information that would be useful regarding a more detailed analysis. In spite of this, I believe that asking the third question about the respondents' self-evaluation and connecting that data with their knowledge of English was sufficient for the written data analysis provided.

In terms of the spoken data, its limitation lied in the small number of interviewees who participated in the interviews. Had a larger sample of participants been selected, it might have been possible to access a larger number of varying pronunciations of the loanwords by incorporating answers from interviewees or wider diversity. For example, it would have been interesting to observe the utterances of a young non-speaker of English to discover whether their age would help utter the anglicisms correctly or not.

6   Conclusion

The thesis explored the comprehension of anglicisms among Czech native speakers. Initially, attention was given to the overall usage of English loanwords in Czech. Various literary sources were consulted to determine the reasons behind borrowing loanwords. These sources converged on several ideas, including the notion that loanwords are adopted to fill linguistic gaps in the recipient language, coin new concepts, or enrich the lexicon with loanwords from a perceived more prestigious donor language.

The thesis further presented the diachronic use of anglicisms and it is evident (based on the literary sources and the data gathered from the corpora) that the employment of anglicisms in Czech has been increasing rapidly in the past few decades. Examples of anglicisms from various fields, in which they are most frequently incorporated, were provided. Most commonly, these were the fields of sport, computer science, and the internet. Subsequently, the processes and principles of loanword adaptation were outlined in regard to multiple linguistic disciplines, with the main focus on phonology.

The methodology of data selection using written and spoken corpora was described, together with the procedure of gathering written data via a questionnaire and spoken data via personal interviews. The principal aim of analysing written data was to determine whether the respondents were able to understand English loanwords by providing translations of the selected anglicisms. The key findings of the analysis of written data were that 36.15% of speakers understood written anglicisms effortlessly and 36.92% of speakers understood them with minor difficulties. It was also discovered with regard to this sample of respondents that while knowledge of English was the determining factor of the comprehension of anglicisms, it was not a fundamental attribute, as even non-speakers of English were able to understand their meaning.

The aim of gathering spoken data was to identify the variation of pronunciations by both speakers and non-speakers of English. The principal findings of the analysis of spoken data were that 40% of the participants were able to utter all of the loanwords correctly, and another 40% could pronounce a vast majority of the anglicisms. Knowledge of English proved itself to not be a determinant of the accurate pronunciations of anglicisms for this sample of participants. However, based on the

interviews it was recognized that anglicisms which are adapted into Czech morphologically were uttered more accurately than those adopted with the original English spelling.

The thesis contributed to the research field by the comparison of the gathered data to the information found in the corpora. It has been summarized that in time, all of the chosen anglicisms have become more frequent and more widely employed, based on the synchronic corpora SYN2010 and SYN2020. Nevertheless, the employment of the anglicisms in these corpora was not always equivalent to the comprehension of them. In some cases the anglicisms were understood as expected according to the corpora. To provide a few examples, they were the anglicisms 'leader', 'accept', and 'know-how', which were the three most recurrent anglicisms from the selected sample, and also the three of the four loanwords with the highest percentage of correct answers. The most generally understood anglicism in the questionnaire was 'outfit', which was the fourth most widely employed loanword from SYN2020. In contrast, 'deadline', which was the anglicism with the least entries in the corpora, was the fourth most understood loanword in the survey, and 'event', which was the fifth most frequent loanword from SYN2020, was the second to last least understood loanword in the questionnaire. This means that the employment of these anglicisms in the corpora was not applicable when reflecting on the understanding of the loanwords by the respondents. Based on the research alone it cannot be determined what the reason for this phenomenon may be and a more extensive and detailed analysis may solve this point in question.

In any future study regarding the topic of loanword comprehension, the researcher may not only focus on the language abilities of the respondents, but also on their occupation. It could be beneficial for the field of research if the various professions were observed together with the respondents' competence of English and the possible influence of their jobs on their comprehension of anglicisms. For example, it would be inviting to discover the differences of understanding of a speaker who has never studied English and does not need it for their job, and that of another non-speaker of English who encounters anglicisms or other English lexicon in their occupation. This could be performed in multiple areas and concerning speakers with different highest levels of education.

The contribution of the research lied in the examination of Czech anglicisms from the point of view of various fields of linguistics. It connected the principles of phonological, morphological, and lexical adaptations together with the understanding of English loanwords in Czech in practise. The research also explored the comprehension of anglicisms from the current lexicon, and therefore it was representative of the general employment of anglicisms in Czech. It can be presupposed that this topic will be increasing in significance in the future, as Czech continues to adopt more anglicisms. This study contributed to any forthcoming investigation in this field by establishing the base for new concepts that may appear.

The thesis came to the conclusion that the respondents were able to understand the anglicisms selected from Czech media. From the analysis of written data it was confirmed that 73.07% of respondents could comprehend the meaning of English loanwords in their written form, and from the analysis of spoken data it was discovered that 80% of the participants were able to pronounce the anglicisms according to the principles of loanword adaptation. All in all, this means that 76.54% of the inspected native speakers of Czech can, to some extent, understand the meaning of anglicisms found in everyday discourse and on Czech media.

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Appendices

1. Věk:

2. Anglický jazyk..

     a. jsem se nikdy neučil/a.

     b. jsem se dříve učil/a, ale už ho nepoužívám.

     c. jsem se dříve učil/a a stále ho používám.

     d. se učím v současné době.

     e. jiné:

3. Anglickým výrazům, na která narazím při konzumaci médií, ..

     a. většinou nerozumím.

     b. rozumím v kontextu.

     c. rozumím bez problému; přeložím si je.

     d. .. nevím. Nejsem si vědom/a, že se v médiích vyskytují.

     e. .. nevím. Nesleduji žádná média.

     f. jiné:

*Anglické výrazy v kontextu: Prosím vyberte význam **anglického výrazu**, který se dle Vašeho názoru nejlépe hodí jako náhrada daného výrazu, nebo Vám pouze připadá jako nejlepší alternativou v daném kontextu. Anglické výrazy jsou napsány **tučně.***

1. Herečka sice na svůj věk vypadá skvěle, ale některé **outfity** už by měla přenechat mladším.

    a. herecké role

    b. oblečení

    c. známosti

    d. nabídky

2. Každá úspěšná firma potřebuje **lídra**, který jí bude dávat směr, lidé s ním budou rádi spolupracovat, bude je inspirovat, bude příkladem firemních hodnot.

    a. zaměstnance

b. poradce

c. sponzora

d. vedoucího

3. Cílem **eventu** bylo podpořit cestovní ruch v destinacích mimo Prahu.

a. jednání

b. článku

c. události

d. projektu

4. Úspěšná diplomatka s určitou zkušeností v politice **ve finiši** předběhla úřadujícího socialistického matadora.

a. v kampani

b. v počtu hlasů

c. v soutěži

d. v cíli

5. Pro továrního tkalce z Českomoravské vysočiny je to mimo jiné extrémně zajímavý čtyřletý **trip**. Samozřejmě, že se mu na něj ani trochu nechtělo.

a. výlet

b. pracovní cesta

c. dobrodružství

d. zážitek

6. Některé vlastnosti mohou být natolik zásadní a pro vás důležité, že není možné z nich slevit, jiné můžete **akceptovat**, pokud se dějí v rozumné míře.

a. ignorovat

b. přijmout

c. prominout

d. přejít

7. Mou investicí bylo **know-how**, strejda dal do projektu hlavně peníze.

a. znalosti o oboru

b. poskytnuté prostory

c. pracovní síla

d. tvrdá práce

8. Skládá se vám lépe, když máte dostatek času, nebo naopak teď, kdy se blíží **deadline** a jste pod tlakem?

a. konec měsíce

b. vystoupení

c. zkouškové období

d. termín odevzdání

9. Tím, že nejsem členem žádné politické strany ani nechci nikam vstupovat, si myslím, že jsem schopen přinést **feedback** z podnikání a jeho řízení, což většina lidí ve veřejné sféře nemá.

a. zkušenosti

b. peníze

c. zpětnou vazbu

d. vědomosti

10. Neboúrejte školku! U bývalé mateřské školy v Bukové ulici v Praze 3 se včera sešli rodiče i děti na **happeningu** proti jejímu bourání.

a. akci

b. protestu

c. pochodu

d. slavnosti

Appendix 2: Results Report

Věk	Anglický jazyk..	Anglických výrazům v ČJ..	Outfit	Lídr (Leader)	Event	Finiš (Finish)	Trip	Akceptovat (Accept)	Know-how	Deadline	Feedback	Happening
14	se učím v současné době.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	pracovní cesta	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
15	se učím v současné době.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přejít	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
17	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
18	se učím v současné době.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
19	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	projektu	v cíli	výlet	přijmout	znalosti o oboru	konec měsíce	zpětnou vazbu	protestu
19	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
19	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
19	rodilý mluvčí	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
19	se učím v současné době.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
19	se učím v současné době.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
19	se učím v současné době.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
20	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
20	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v počtu hlasů	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
20	se učím v současné době.	.. nevím. Nejsem si vědom/a, že se v médiích vyskytují.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
20	se učím v současné době.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
21	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
21	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
21	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
21	jsem se dříve učil/a a stále ho	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci

	používám.											
21	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	pracovní cesta	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
21	jsem se dříve učil/a a stále ho používám.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
21	jsem se dříve učil/a, ale už ho nepoužívám.	rozumím v kontextu.	oblečení	vedoucího	jednání	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zkušenosti	akci
21	jsem se dříve učil/a, ale už ho nepoužívám.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	dobrodruž ství	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
21	se učím v současné době.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	pracovní cesta	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
21	se učím v současné době.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
21	se učím v současné době.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
22	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	jednání	v cíli	pracovní cesta	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
22	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
22	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
22	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
22	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
22	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
22	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
22	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v počtu hlasů	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
22	se učím v současné době.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	jednání	v cíli	pracovní cesta	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
22	se učím v současné době.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
23	jsem se dříve učil/a a stále ho používám.	.. nevím. Nejsem si vědom/a, že se v médiích vyskytují.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
23	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	jednání	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci

23	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	pracovní cesta	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
23	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	pochodu
23	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
23	jsem se dříve učil/a a stále ho používám.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
23	se učím v současné době.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
24	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
24	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
24	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
24	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	projektu	v kampani	výlet	ignorovat	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
24	jsem se dříve učil/a a stále ho používám.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
24	jsem se dříve učil/a a stále ho používám.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
25	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v počtu hlasů	zážitek	přijmout	znalosti o oboru	termín odevzdání	zkušenosti	protestu
25	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
25	jsem se dříve učil/a, ale už ho nepoužívám.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
25	jsem se dříve učil/a, ale už ho nepoužívám.	rozumím v kontextu.	oblečení	vedoucího	projektu	v kampani	pracovní cesta	prominout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
26	jsem se dříve učil/a a stále ho používám.	většinou nerozumím.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
26	jsem se dříve učil/a, ale už ho nepoužívám.	.. nevím. Nejsem si vědom/a, že se v médiích vyskytují.	oblečení	vedoucího	projektu	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zkušenosti	akci
26	jsem se dříve učil/a, ale už ho nepoužívám.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
27	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu

27	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
27	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
27	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
27	se učím v současné době.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	projektu	v počtu hlasů	pracovní cesta	přejít	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
28	jsem se dříve učil/a, ale už ho nepoužívám.	většinou nerozumím.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
29	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
31	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
33	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
34	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
34	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
34	jsem se dříve učil/a, ale už ho nepoužívám.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
35	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
35	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
35	jsem se dříve učil/a a stále ho používám.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
36	jsem se dříve učil/a, ale už ho nepoužívám.	většinou nerozumím.	oblečení	zaměstnance	jednání	v kampani	pracovní cesta	přijmout	tvrdá práce	konec měsíce	zkušenosti	protestu
37	jsem se nikdy neučil/a.	rozumím v kontextu.	oblečení	zaměstnance	jednání	v počtu hlasů	pracovní cesta	prominout	znalosti o oboru	zkouškové období	vědomosti	protestu
38	jsem se nikdy neučil/a.	rozumím v kontextu.	oblečení	vedoucího	projektu	v cíli	pracovní cesta	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	slavnosti
39	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
40	jsem se dříve učil/a, ale už ho nepoužívám.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
40	jsem se nikdy neučil/a.	rozumím v kontextu.	oblečení	vedoucího	projektu	v cíli	dobrodružství	přijmout	znalosti o oboru	termín odevzdání	zkušenosti	protestu

41	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	slavnosti
42	jsem se dříve učil/a, ale už ho nepoužívám.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zkušenosti	akci
43	jsem se dříve učil/a, ale už ho nepoužívám.	rozumím v kontextu.	oblečení	vedoucího	projektu	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
44	jsem se dříve učil/a, ale už ho nepoužívám.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
44	jsem se nikdy neučil/a.	rozumím v kontextu.	oblečení	vedoucího	jednání	v počtu hlasů	výlet	přijmout	znalosti o oboru	konec měsíce	zpětnou vazbu	protestu
45	jsem se nikdy neučil/a.	rozumím v kontextu.	oblečení	vedoucího	projektu	v cíli	zážitek	přijmout	znalosti o oboru	termín odevzdání	zkušenosti	akci
45	jsem se nikdy neučil/a.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
45	jsem se nikdy neučil/a.	většinou nerozumím.	oblečení	vedoucího	jednání	v cíli	pracovní cesta	přijmout	znalosti o oboru	termín odevzdání	zkušenosti	protestu
46	se učím v současné době.	rozumím v kontextu.	oblečení	vedoucího	projektu	v cíli	výlet	přijmout	znalosti o oboru	konec měsíce	zkušenosti	akci
47	jsem se dříve učil/a, ale už ho nepoužívám.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
48	jsem se dříve učil/a a stále ho používám.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	pracovní cesta	přejít	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
48	jsem se dříve učil/a a stále ho používám.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
48	jsem se dříve učil/a, ale už ho nepoužívám.	rozumím v kontextu.	oblečení	vedoucího	projektu	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
48	jsem se nikdy neučil/a.	většinou nerozumím.	oblečení	vedoucího	projektu	v cíli	pracovní cesta	přijmout	znalosti o oboru	termín odevzdání	zkušenosti	protestu
48	jsem se nikdy neučil/a.	většinou nerozumím.	herecké role	vedoucího	článku	v počtu hlasů	pracovní cesta	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
48	se učím v současné době.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
49	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
49	jsem se nikdy neučil/a.	rozumím v kontextu.	oblečení	vedoucího	projektu	v cíli	pracovní cesta	přijmout	znalosti o oboru	termín odevzdání	zkušenosti	protestu
49	jsem se nikdy neučil/a.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zkušenosti	protestu
50	jsem se dříve učil/a, ale už ho nepoužívám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	pracovní cesta	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
50	jsem se nikdy neučil/a.	rozumím v kontextu.	oblečení	vedoucího	projektu	v cíli	zážitek	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
51	jsem se dříve učil/a, ale už ho	.. nevím. Nesleduji žádná média.	oblečení	vedoucího	události	v cíli	pracovní cesta	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	slavnosti

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	nepoužívám.											
51	jsem se nikdy neučil/a.	rozumím v kontextu.	oblečení	vedoucího	projektu	v cíli	pracovní cesta	přejít	znalosti o oboru	vystoupení	zpětnou vazbu	protestu
52	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
52	jsem se dříve učil/a, ale už ho nepoužívám.	rozumím v kontextu.	oblečení	vedoucího	jednání	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zkušenosti	akci
52	jsem se dříve učil/a, ale už ho nepoužívám.	rozumím v kontextu.	oblečení	vedoucího	projektu	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	slavnosti
52	jsem se dříve učil/a, ale už ho nepoužívám.	většinou nerozumím.	oblečení	vedoucího	projektu	v cíli	výlet	prominout	pracovní síla	termín odevzdání	zkušenosti	protestu
52	jsem se nikdy neučil/a.	rozumím v kontextu.	oblečení	poradce	projektu	v cíli	pracovní cesta	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
53	jsem se dříve učil/a a stále ho používám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	slavnosti
53	jsem se nikdy neučil/a.	rozumím v kontextu.	oblečení	vedoucího	projektu	v cíli	pracovní cesta	přijmout	znalosti o oboru	konec měsíce	zpětnou vazbu	akci
54	jsem se nikdy neučil/a.	rozumím v kontextu.	oblečení	poradce	projektu	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zkušenosti	protestu
54	jsem se nikdy neučil/a.	většinou nerozumím.	oblečení	vedoucího	projektu	v cíli	pracovní cesta	přijmout	tvrdá práce	termín odevzdání	zkušenosti	protestu
55	jsem se dříve učil/a, ale už ho nepoužívám.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
55	jsem se nikdy neučil/a.	rozumím v kontextu.	oblečení	vedoucího	jednání	v cíli	výlet	přijmout	poskytnuté prostory	konec měsíce	zkušenosti	protestu
56	jsem se nikdy neučil/a.	rozumím v kontextu.	oblečení	vedoucího	projektu	v cíli	pracovní cesta	prominout	tvrdá práce	termín odevzdání	zkušenosti	protestu
58	jsem se dříve učil/a, ale už ho nepoužívám.	rozumím v kontextu.	oblečení	vedoucího	projektu	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
58	jsem se nikdy neučil/a.	většinou nerozumím.	oblečení	vedoucího	projektu	v cíli	dobrodružství	přijmout	znalosti o oboru	termín odevzdání	zkušenosti	akci
59	jsem se nikdy neučil/a.	většinou nerozumím.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	konec měsíce	zkušenosti	akci
59	jsem se nikdy neučil/a.	většinou nerozumím.	oblečení	poradce	projektu	v cíli	pracovní cesta	přijmout	poskytnuté prostory	termín odevzdání	peníze	protestu
60	jsem se dříve učil/a, ale už ho nepoužívám.	rozumím v kontextu.	oblečení	vedoucího	projektu	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	protestu
60	jsem se dříve učil/a, ale už ho nepoužívám.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	dobrodružství	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	slavnosti
60	jsem se nikdy neučil/a.	rozumím v kontextu.	oblečení	vedoucího	projektu	v kampani	pracovní cesta	přijmout	znalosti o oboru	termín odevzdání	zkušenosti	protestu
60	jsem se nikdy neučil/a.	většinou nerozumím.	oblečení	vedoucího	projektu	v cíli	pracovní cesta	přijmout	znalosti o oboru	termín odevzdání	zkušenosti	protestu

61	jsem se nikdy neučil/a.	rozumím v kontextu.	oblečení	poradce	projektu	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	slavnosti
61	jsem se nikdy neučil/a.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
62	se učím v současné době.	většinou nerozumím.	oblečení	vedoucího	projektu	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zkušenosti	protestu
64	jsem se dříve učil/a a stále ho používám.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zkušenosti	akci
65	jsem se nikdy neučil/a.	rozumím v kontextu.	oblečení	vedoucího	události	v cíli	pracovní cesta	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
68	jsem se dříve učil/a, ale už ho nepoužívám.	většinou nerozumím.	oblečení	vedoucího	projektu	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	slavnosti
70	jsem se nikdy neučil/a.	většinou nerozumím.	oblečení	vedoucího	události	v cíli	pracovní cesta	přijmout	znalosti o oboru	konec měsíce	zkušenosti	pochodu
74	jsem se nikdy neučil/a.	rozumím v kontextu.	oblečení	vedoucího	projektu	v cíli	pracovní cesta	přijmout	znalosti o oboru	termín odevzdání	zkušenosti	pochodu
75	jsem se dříve učil/a, ale už ho nepoužívám.	rozumím bez problému; přeložím si je.	oblečení	vedoucího	události	v cíli	výlet	přijmout	znalosti o oboru	termín odevzdání	zpětnou vazbu	akci
83	jsem se dříve učil/a, ale už ho nepoužívám.	většinou nerozumím.	oblečení	vedoucího	článku	v cíli	dobrodružství	přijmout	znalosti o oboru	termín odevzdání	zkušenosti	akci