



Anglicisms in written Czech language of KAJ FP TUL students

Bakalářská práce

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<i>Autor práce:</i>	Linda Wirthová
<i>Vedoucí práce:</i>	Mgr. Petra Peldová, Ph.D. Katedra anglického jazyka





Zadání bakalářské práce

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Jméno a příjmení: **Linda Wirthová**
Osobní číslo: P19000859
Studijní program: B0114A300068 Anglický jazyk se zaměřením na vzdělávání
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Zásady pro vypracování:

Cílem bakalářské práce je analyzovat používání anglicismů v psaném projevu mezi studenty KAJ FP TUL. Teoretická část se bude zabývat anglicismy a jejich pronikáním do psaného českého jazyka, bude rozdělovat jednotlivé anglicismy do kategorií. Jedna z těchto kategorií se bude zabývat i anglicismy ze školního prostředí FP TUL. Praktická část bude rozdělena na dvě části. První část představí konkrétní příklady anglicismů v psané konverzaci studentů KAJ FP TUL včetně jejich rozdělení podle teoretické části. Druhá část se zaměří na dotazník pro studenty KAJ FP TUL, ve kterém studenti odpoví na otázky týkající se jejich vlastního používání anglicismů. Závěr práce porovná a zhodnotí výsledky získané při výzkumu.

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Vedoucí práce:

Mgr. Petra Peldová, Ph.D.
Katedra anglického jazyka

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prof. RNDr. Jan Pícek, CSc.
děkan

L.S.

Mgr. Zénó Vernyik, Ph.D.
vedoucí katedry

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Anotace

Tato bakalářská práce zkoumá výskyt anglicismů v psaném projevu mezi studenty bakalářského studia na Katedře anglického jazyka, Fakulty pedagogické, Technické univerzity v Liberci (KAJ FP TUL).

Teoretická část se zabývá anglicismy, jejich charakteristikou a pronikáním do českého jazyka a popisuje změny, které jsou způsobené adaptací těchto výrazů. Dále se tato část věnuje psanému projevu mladých lidí a typům anglicismů, které jsou v psané komunikaci používané.

Praktická část je rozdělena na dvě části. Pro první část byl vytvořen korpus s výskyty anglicismů ve Facebookové konverzaci mezi studenty KAJ FP TUL a tato část se zabývá jejich analýzou. Druhá část zjišťuje pomocí dotazníku pro studenty KAJ FP TUL různé aspekty používání anglicismů. Závěr práce porovnává a hodnotí výsledky získané při výzkumu.

Klíčová slova

anglicismus, Facebook, komunikace, studenti KAJ FP TUL, korpusová analýza, dotazník

Abstract

This bachelor's thesis studies the occurrence of anglicisms in written communication among the bachelor's students at the Department of English at the Faculty of Science, Humanities, and Education in Liberec (KAJ FP TUL).

The theoretical part deals with anglicisms, their characteristics, and the process of adaptation into the Czech language. Furthermore, this part focuses on the written expressions in young people's communication and the types of anglicisms used in written discourse.

The practical part is divided into two parts. The first part analyses instances of anglicisms in the Facebook conversation among students of KAJ FP TUL. For the second part, a questionnaire for the students was conducted to find out various aspects behind using anglicisms. The conclusion compares and evaluates the results obtained during the research.

Key words

anglicisms, Facebook, communication, KAJ FP TUL students, corpus analysis, questionnaire

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1 Introduction

The English language has gained the status of *a lingua franca* in recent years and has become a language of many spheres of life. It is also a major part of a children's learning at all levels of education as English is obligatory to learn in schools in many countries. It is therefore no surprise that English influences the young people and their communication. With the rising influence of English in many aspects of their life, many English words have become a natural part of young people's vocabulary. Some English words have interfered with the language so deeply that the users do not even realize that they are words of English origin.

The relation between social media and the interference of English words into other languages cannot be omitted. Social media content enables young people to come into contact with various English words on a daily basis, and for that reason, their use in other languages has increased. Such English words which interfere into other languages in the original or adapted forms are called *anglicisms*.

This thesis focuses on the anglicisms that the young people (in the case of this thesis, students) use in their written communication on the social media. It consists of a theoretical and practical part. The thesis analyses how bachelor's students of the Department of English at the Faculty of Science, Humanities, and Education in Liberec (KAJ FP TUL) use anglicisms and which ones they use in their written discourse. Two research questions were set for a purpose of this thesis: "*Is the most used anglicism among students of KAJ FP TUL the abbreviation ok?*" and "*Do students of KAJ FP TUL use anglicisms in written discourse, does the written communication prevail or not?*".

To complete the research, the practical part uses two research methodologies: the corpus analysis and a questionnaire. The corpus analysis aims at students' written discourse and analyses anglicisms in several aspects, namely their forms, types, and use. The questionnaire

examines several aspects of using anglicisms and further explores the types of English expressions that students use.

2 English as a global language

The English language can be considered a global language or *a lingua franca*. According to Britannica, *lingua franca* is a language used to communicate among people speaking different languages that are not mutually intelligible. As Crystal (1997, 3) suggests, a language achieves a global status when it develops a role of being recognized in every country. To accomplish this, the language must either become a second language or be prioritized in the country's foreign-language teaching (Crystal 1997, 4). According to Ethnologue (2022), English is spoken by almost 1.5 billion people around the world, which is about one fifth of the population.

However, Crystal (1997, 7) says that not only the number of people who speak the language makes it global. The main aspects are the language dominance in economic, technological, and cultural spheres and its historical background.

Concerning the historical and also political background, the early spread of the English language is connected with the beginning of English exploration voyages and colonial developments. The expansion continued with the mid-twentieth century when English took a significant step in being adopted by the newly independent states (Crystal 1997, 29). Nevertheless, it was not until the 20th century that the USA's growing economic and cultural influence resulted in English being spread around the world (Crystal 1997, 59-60).

3 The influence of English on the Czech language

English is a global language and is one of the main languages participating in interfering with other languages (Nekula 2004, 259).

First contact with English countries can be dated to the Middle Ages, but only after 1989 did the influence and status of the English language begin to rise. English in the Czech

environment began to spread through sciences, journalism, management, and even arts (music, sports, movies) and started to influence the lives of people. The years 2005 and 2006 can be highlighted because English was established as the main foreign language in schools (Nekula 2004, 259). The number of Czech elementary and high school students learning English is more than double compared to all students learning other languages. The influence of English on the Czech language is undeniably more considerable than the influence of any other language (Adam 2012, 21).

Slezáková (2006, 57) suggests that the foreign words in a new language allow people to choose between more variants of the same word as well as these words often name or characterize reality more precisely. The main source of newly borrowed foreign words is, according to Mravinacová (2005, 180), English.

Although English borrowings dominate in the process of foreign language enrichment of the Czech language, it is unexceptional that many words of non-English origin interfered with the Czech language through English (Mravinacová 2005, 187). This will be later discussed in Chapter 5.2.

4 The vocabulary of the Czech language

The number of words in the Czech language is hard to determine because the language constantly evolves and changes. The estimated size of Czech vocabulary can be observed by the number of words collected in Czech dictionaries. According to *Slovník spisovného jazyka českého* (the biggest Czech dictionary), the Czech language has 250,000 words (Prošek, 2010). But language is not only formal, and all other areas of language must be considered, such as informal language, slang, dialects, academic vocabulary, vulgarisms, neologisms, etc. (Ústav pro jazyk český AV ČR).

4.1 Neologisms

Martincová (2017) defines *neologism* as a lexical unit that differs from another vocabulary with newness in terms of origin and function and appears in all communication spheres.

One of the factors participating in creating neologisms in a language is the process of borrowing from other foreign languages (Mravinacová 2005, 187). There are two types of borrowings: *loanwords* and *calques*. *Loanwords* are words with various degrees of adaptation into the focused languages. The words can then be either unadapted, partially adapted, or adapted (Tranová 2020, 15). *Calques* are words that are translated into the language in a literal way (Tranová 2020, 16), such as mountain bike → horské kolo (Karlíková 2017).

This thesis focuses on words that are borrowed from the English language – *anglicisms*. It concerns anglicisms of both types of borrowings.

5 Anglicisms

Anglicisms play an important role in young people's communication because they consider them modern, more suitable, and accurate than Czech forms of a particular word (Svobodová 2007, 177). Mlčoch (2005, 305) defines the main reason for using them the influence of English culture on people's lives, compulsory language lessons in schools, the possibility to travel, and the overall presence of English as *a lingua franca*.

Jandová (2006, 117) states that anglicisms are often used among online communication participants. Mainly for the young people with advanced knowledge of the English language, they are considered a crucial part of communication. Nevertheless, Bozděchová (2017) highlights that anglicisms appear in all communication areas. They are used in both spoken and written discourse.

5.1 Definition

According to Nekula (2004, 259), the outcomes of a connection between the Czech language and the English language are called *anglicisms* or *americanisms* (here, a preference for American forms can be observed).

The Cambridge dictionary defines *anglicism* as “an English word or phrase used in another language.”

Bozděchová (1997, 272) defines *anglicism* as a language element acquired from the English language at all levels of adaptation. Anglicisms can be viewed as words that preserve their original form, or anglicisms adapted, which change their form and function. This process is called *adaptation*, in Czech “*počešťování*”. The topic of adaptation into the Czech (“*počešťování*”) will be later discussed in Chapter 5.4.

5.2 History

Most anglicisms came into the Czech language in the 20th century (Nekula 2004, 263). However, Kučera (1995, 77) reminds that in the 19th century, some anglicisms had already occurred (e.g., a word **manšestr**). Bozděchová (2017) suggests that the oldest anglicisms in the Czech language are sport expressions (**fotbal, hokej**), names of transportation (**trolejbus, tramvaj**), and expressions from everyday life (**klub, víkend**). Some anglicisms may not be contemporarily seen as foreign words (**tenis, svetr**).

The spread of anglicisms is the outcome of the process of globalization (Nekula 2004, 263). As Bozděchová (1997, 271) states, social and economic changes and expansion of sciences and technology with the more prosperous cultural life of the 20th century “opened the door” for new languages and new words. Since the 90s the Czech language has been heavily influenced by English. It was due to political changes, lifting the censorship and infiltration of new pieces of art into the Czech environment (Bozděchová 1997, 273).

Some anglicisms are acquired through English, but they are etymologically of another origin (mostly Latin, Greek, or French). Such words can be *anglicisms* (when borrowed through English) or *internacionalisms* (e.g., partner, test) (Bozděchová 2017).

5.3 Areas of use

Anglicisms are used in various areas, which are shown below. In brackets, there are examples of anglicisms in each category.

Areas of use: finance and business (**crowdsourcing**), gastronomy (**smoothie**), cosmetics and fashion (**jeggins/džegíny**), society and politics (**urban legend/městská legenda**), pop culture and art (**cliffhanger**), family and kids (**surogátní matka**), sexual orientation, identification and preferences (**bromance**), sport (**kruhový trénink**), social networks and technology (**influencer**), construction and urbanism (**no-go zóna**), free time and fun (**cosplay**), education and sciences (**webinář**), health and illnesses and lifestyle and relationships (**mingles**) (Lišková 2021, 50-54).

5.4 Adaptations of anglicisms

According to Bozděchová (1997, 273), the adaptation of foreign words is a dynamic process ongoing in a certain period with various phases and many influences (e.g., the morphological similarity of both languages). Anglicisms that are formally similar to the Czech equivalent (e.g., **spray** – **sprej**) tend to be adapted faster than those that are formally more distinct (**designer** – **návrhář**). Nekula (2004, 268) suggests that according to the level of integration into the language, the new words are placed on the scale from *adapted loanwords* to *quotation words*. *Adapted loanwords* are adapted anglicisms on various levels of the adaptation. Examples of these anglicisms are **sweater** → **svetr** or **weekend** → **víkend**. *Quotation words* are words that are integrated without any adaptational change. Examples of *quotation words* are phrases **happy end** and **no comment**. Recently, with the rising knowledge of English, there has been a tendency to use the original, unadapted forms of English words

(**image, baby boom, gay**, etc.) (Bozděchová 2017). Some loanwords may also no longer be recognized as foreign because they have existed in the language for a long time and are fully adapted (Daneš 2000, 233).

Due to the typological difference between the English and the Czech language, *the adaptation* (“*počešťování*”) accompanies the changes of the word forms (pronunciation, spelling, and adaptations according to the Czech grammatical rules) (Bozděchová 2017).

During the adaptation process, the meaning can be extended or narrowed; also, the meaning can be altered based on the level of adaptation (Nekula 2004, 273). Both Nekula (2004, 267-272) and Bozděchová (1997, 274-276) distinguish four types of adaptations: *orthoepical* and *orthographical*, *morphological*, and *word-formational*. Bozděchová (2017) later adds another type: *Semantic adaptation*.

5.4.1 Orthoepical and orthographical adaptations

Orthoepical and orthographical adaptations of lexical anglicisms into the Czech language concern the difference between spoken and written forms of both languages. The process of the adaptations concerns two processes: *pronunciation adaptation* and *spelling adaptation*, which both influence each other. The consequence is a greater integration of the word and a closer resemblance with the Czech phonological and spelling systems. There is a big difference between the spoken and written forms of English and Czech words, and in the past, a strong adaptation of words was preferred. However, in recent years, with more and more people being able to use the English language and more anglicisms coming, the tendency to preserve the original English form has grown (Mravinacová 2005, 190).

According to Nekula (2004, 268-269), the following changes occur during the process of adapting words according to the Czech phonological system:

Stress shift – stress in the Czech language is on the first syllable – **recycle** → **recyklovat**

Assimilation of voice consonants at the end of a morpheme or a word – **job** – /džop/

Reduced syllables at the end of words are pronounced – **transfer** – /transfer/

Full pronunciation of consonant r – **párty** – /párty/

Phonemes /p/, /t/ and /k/ lose aspiration in the initial position – e.g., words **park**, **tenis**, or **koks**

English phonemes are substituted with similar Czech phonemes – **gentleman** – /džentlmen/

Nekula (2004, 269) further defines the following forms concerning the changes of both spelling and pronunciation during the process of the adaptation of anglicisms:

Form with English spelling and English pronunciation – **hobby** – /hobi/

Form with English spelling and partly adapted pronunciation – **jazz** – /džez/

Form with Czech spelling as its English pronunciation – **displej**

Form with Czech spelling with Czech pronunciation based on the wrong pronunciation of English form – **volejbal**

Nekula (2004, 269-270) also states that other changes can occur during the orthographical adaptation, such as restriction of spelling (**meeting** – **mítink**) or using different interpunction (e.g., the Czech quotation marks are different from the English ones).

The process of orthographical adaptation leads to situations where more variations of spelling one word are possible (**cocktail**, **koktajl**, **koktejl**) (Rejzek 1993, 29). Some words are not orthographically adapted at all and have only one possible spelling, which is the original English one (**play-off**) (Rejzek 1993, 29).

5.4.2 Morphological adaptation

Morphological adaptation is a process of changing the form of a word according to the Czech morphological rules connected with certain parts of speech (Mravinacová 2005, 192).

Morphological changes according to the Czech rules cause a significant loss of “foreignness” of the adapted words (Rejzek 1993, 29).

There is a complicated aspect of a morphological adaptation of English borrowings, which is connected with the fact that English is considered an analytical language, and Czech is synthetic. In the synthetic Czech language, word classes are indicated morphologically. In the English language, the main role is set on word order and conversion (zero derivation) (Bozděchová 2017).

The process of morphological adaptation primarily concerns nouns; adapting verbs is mainly done with a word-formational adaptation (Mravinacová 1997, 274), which is discussed later in Chapter 5.4.3. The process of adapting adjectives can be either morphological (Bozděchová 1997, 274) or word-formational (Bozděchová 2017).

When adapting nouns, the grammatical gender and nominal declension are added according to the ending, which expresses the morphological categories of the grammatical case, number, and gender (Cvrčková 2020, 22). However, some anglicisms are hard to categorize into one gender category and nominal declension, e.g., word **image** (Bozděchová 2017), which can, according to Internetová jazyková příručka, have both masculine and feminine gender. The majority of plural forms of nouns are morphologically adapted with the change of an ending (**skinheads** → **skinheadi**), but there are instances of anglicisms that tend to not change their ending (**oldies**) (Bozděchová 2017).

5.4.3 Word-formational adaptation

According to Bozděchová (1997, 275-266), word formation occurs mainly with nouns, adjectives, and verbs. These are the examples of processes of forming new words:

Naming a person according to an activity – **rocker/rockerka**

Forming verbs with suffix -ovat – **resetovat, mailovat**

Borrowing English abbreviations and using them in compound words – **VIP akce, LCD display**

Forming of synonymous informal or slang words – **secondhand** → **sekáč**

Forming of *calques* (later explained in Chapter 5.4.4) – **virtual reality** → **virtuální realita**

Derivation of abbreviations – **CD** → **cedéčko**

Borrowing idioms - **být in**

Further, Nekula (2004, 272) mentions similar cases and adds, for instance, the following examples:

Using Czech verb-formational prefixes – **odmailovat**

Using morphemes mega-, super-, and ultra- as prefixes with Czech expressions – **megalevný, superpevný**

Shortening of the compound words – **fitness club** → **fitklub**

Word-formational adaptation is commonly associated with various orthoepical, orthographical, or morphological adaptation levels (Bozděchová 2017).

5.4.4 Semantic adaptation

Anglicisms primarily maintain their original meaning when entering the Czech language, and the meaning shift does not occur often. Although the meaning can be generalized, narrowed, specialized, or changed (e.g., a **drink**, in English, is an alcoholic or non-alcoholic drink, while in Czech, it means only alcoholic) (Bozděchová 2017).

Borrowings known as *calques* can also be formed (Bozděchová 2017). *Calques* are words taken from a language and translated with the literal meaning (Cambridge Dictionary). Examples of calques in Czech are **internet banking** → **internetové bankovníctví** (Regnerová 2014, 35) or **smartphone** → **chytrý telefon** (Regnerová 2014, 45).

6 Using anglicisms in conversation

6.1 Features of communication of young people

Hoffmanová (2000, 250) suggests that electronic communication and social media influence young people's communication the most. The main features of their communication are irony, playfulness, creativity, and spontaneity. Hladká (2003, 242) also adds the free choice of language as one of the main aspects of young people's communication.

The style of the communication characteristic appears in broader variations: from the formal language across archaic and book styles to the informal language with elements of slang and vulgarisms (Hoffmanová 2000, 250). Participants of the written communication also do not tend to be attentive to language structures, and they predominantly use informal language and easier syntactic structures (Jandová 2006, 87). Spelling mistakes also appear in texts of young people. This is caused mainly by freedom in their expression and the speed of writing (Hoffmanová 2000, 260) or by the fact that young people simply ignore the orthography of their written texts (Hoffmanová 2000, 261).

6.2 Types of written communication

According to Jandová (2006, 15-21), communication on the internet can occur through *websites, e-mails, discussion forums, talks, and chats*. For purposes of this thesis, this chapter is focused only on the chats because the first practical part of this thesis (Chapter 9) focuses on communication on one type of chat – *instant messaging chat*.

6.2.1 Chats

Jandová (2006, 18) defines chats as platforms where many people who are online communicate simultaneously in the chatrooms. Chat enables people to have virtual, mostly verbal contact, with one or more people in the virtual chatroom. Communication on the chat is mainly written (Svobodová 2007, 177). People are usually involved in more than one dialogue, and the messages are often short (Jandová 2006, 18).

Jandová (2006, 18-21) divides chats into four types: *internet relay chat (IRC)*, *WWW chat*, *instant messaging*, and *Multi-User Dungeon (MUD)*.

6.2.1.1 Internet relay chat

This type of chat requires a computer with a special program. People can communicate via various channels controlled by graphical commands (e.g., /quit means ending the conversation). This type of chat has contemporary been overshadowed by the WWW chat (Jandová 2006, 18-19).

6.2.1.2 WWW chat

According to Jandová (2006, 19-20), WWW chat is similar to the internet relay chat. Communication takes place in chatrooms, people can use special characters (e.g., emoticons), and mostly many-to-many communication takes place. The most visited WWW chats in the Czech Republic are Xchat.cz on the server Centrum.cz and Lide.cz on the server Seznam.cz.

6.2.1.3 Instant messaging

This type of online communication offers its users fast simultaneous communication on various servers. Some of them enable people to make calls (Jandová 2006, 20-21). The conversation can take place over computers or mobile devices (Brittanica). The most used servers are social networks *Facebook*, *Instagram*, *Twitter*, etc.

The first practical part of this thesis (Chapter 9) focuses on the communication and messages from the social network *Facebook*. Facebook is the third most visited website on the internet, according to SimilarWeb.com. It is an American online social network website that was founded in 2004 (Brittanica). In 2022 Facebook has 2.93 billion users (Statista research Department 2022). Facebook is free of charge network where users can create profiles, share photos, join or start groups, post messages, and do many other activities. Facebook offers other platforms: *Instagram* (a network where people can share photos and videos) or *Messenger*, an instant messaging application (Brittanica).

6.2.1.4 Multi-User Dungeon

This type of communication is connected to a program called *Telnet*. It can be considered a game where people control chosen characters through written messages. The users create the game's environment and play with the characters as the conversation runs (Jandová 2006, 21). This type of communication is only rarely used now because of the lack of security, although it is still functional (Paul Gil 2021).

6.3 Anglicisms in written communication

This chapter deals with different types of anglicisms used in written communication. It mainly focuses on those categories used in Chapter 9.

In general, using anglicisms in communication prevails in young people's communication. It is caused by the contact of young people with the English language as they travel, study, or have interests connected with computers, music, etc. (Hladká 2003, 241).

According to Jandová (2006, 124), anglicisms in chat or other written communication appear more often than in other types of communication.

6.3.1 Nouns

Jandová (2006, 120) says that nouns are in written communication used either in their original form (jak jde **work**?) or with various levels of adaptations, for instance orthographical (**weekend** → different forms – **weekend**, **wekend**, **wejkend**, **vejkend**, **víkend**, **výkend**) or word-formational (**klub** → **klubík**). The various types of adaptations can be combined (Jandová 2006, 121-124).

6.3.2 Adjectives

Jandová (2006, 131-133) mentions the most used adjectives and says that they do not often change their original form (**super**, **good**, **cool**, **fine**, **happy**, and **free**). However, they can be adapted orthographically (**fajn**), morphologically (**suprový**), and also word-formationally (**suprholka**).

6.3.3 Verbs

Verb anglicisms are transformed into Czech with morphological suffixes -ovat or -nout (**scanovat**, **helpnout**) (Jandová 2006, 134-135). Occasionally the suffix –at can be used (**klikat**, **smskovat**). Also, the original form of a verb without the Czech morphological changes can be used (musím **make call** domů) (Jandová 2006, 135). Some verbs can be both morphologically and orthographically adapted (**čeknout**, **skenuju**) (Jandová 2006, 136).

6.3.4 Abbreviations

Jandová (2006, 140) claims that the most often used abbreviations are **OK**, **BTW**, and **SMS**. Košumberská (2017, 35) adds other abbreviations such as **OMG**, **BFF**, **GF**, **BF**, **ASAP**, **LOL**, and **GL**. Abbreviations concerning computer communication are also typical: **PC**, **GB**, **HTML**, etc. (Jandová 2006, 141). Vulgar abbreviations (**WTF**, **AF**, **FU**, **BJ**) also appear in young people's communication (Dostálová 2010, 16).

Abbreviations can be written with capital or lowercase letters (Košumberská 2017, 35).

6.3.5 Vulgarisms

English vulgarisms in the written conversation are used because they are not sensed as harsh as the Czech ones. One of the English vulgarisms is the word **fuck**, which can be used as a noun, verb or interjection and can be orthographically, morphologically, and word-formationally adapted (**vyfakovat**) (Jandová 2006, 139). Other vulgarisms Jandová (2006, 140) mentions are **shit** and **shut up**.

6.3.6 Interjections

Jandová (2006, 137) says that, in general, interjections **hey**, **wow**, and **ups** are mostly used in written communication. Slezáková (2006, 71) agrees that interjections **wow** and **ups** are commonly used in young people's conversation and often appear in written texts.

6.3.7 Anglicisms connected to the internet

According to Jandová (2006, 124-130) these are the most commonly used anglicisms (in written discourse) connected to the internet: **chat, room, nick, comp, mail, link, smile, net, web, hacknout**, etc. Words developed by the word contractions using suffixes -na, -ka and -ko (e.g. **vifina**) are typical for internet slang (Chýlková, Málková 2006, 62).

6.4 Modifications of the texts in written communication

The text of the messages in written communication can be altered to add certain aspects of spoken communication. Jandová (2006, 35) explains that spoken and written communication differs as, in written communication, no sound elements and elements of non-verbal communication are used. For that reason, authors of the texts have to express these missing elements differently. Examples of such are *emphasizing meaning by capital letters, the alliteration of the characters, and using punctuation or emoticons*.

Using capital letters is mainly connected with increasing the voice (**JUPÍÍÍÍÍÍÍÍÍ**) (Jandová 2006, 35). Alliteration of the characters can be used either for letters (**Ahojjjjjjjjjjjjjjjj**) or punctuation (**ASI JO CO????**). Emoticons are one of the most significant ways to express emotions and can be textual or pictorial (Jandová 2006, 36). In the past, emoticons were connected to the expression of a face; in recent years, emoticons can illustrate various things or symbols (Jandová 2006, 37).

Modification of the texts also relates to anglicisms. The following are examples of modified anglicisms from Jandová (2006, 129-137): **ERROR!, KICK ME, suuuuuperrrrrrrr, GOOOOOOOOOD, soorryyy soorryyy**, etc.

7 Aims and research questions

The practical part is divided into two parts called *the corpus analysis* and *the questionnaire*. Both parts aim to determine whether the students of the English language use anglicisms in written discourse and which ones. The reasons will also be observed. As this

thesis focuses on the students of English, the subjective opinion on whether the students think that the higher exposure to English affects their expression will be asked. But essentially, the focus will be on the type of anglicisms students use, and that sets the first research question:

RQ1: *“Is the most used anglicism among students of KAJ FP TUL the abbreviation ok?”*

This statement will be observed in both parts of the practical part. This abbreviation is expected to be frequently used in young people’s conversation as it is “one of the most ubiquitous words in the English language” (Staughton, 2022) and is widely known among people. This was proven, for example, in Gockertová’s (2014, 39) bachelor thesis, where all of the respondents of her questionnaire stated that they know and use the abbreviation **ok**.

The second research question tries to determine in which discourse students prefer to use anglicisms. For that reason, the second research question is:

RQ2: *“Do students of KAJ FP TUL use anglicisms in written discourse, does the written communication prevail or not?”* As the corpus of the written discourse will be collected, it is expected that students do use anglicisms in their written communication, but the question of whether they prefer to use anglicisms in written or spoken communication will be later dealt with in Chapter 10.

8 Methodology

In the practical part of this thesis, two types of research methodologies were used.

The first part of the practical part (Chapter 9) concerns a special corpus containing written Facebook discourse of students of KAJ FP TUL (the Department of English at the Faculty of Science, Humanities, and Education in Liberec) with instances of anglicisms in the messages. Anglicisms are divided into categories and then analyzed based on their form and use in the context of the messages.

The second part of the practical part (Chapter 10) deals with a questionnaire created for bachelor’s students of KAJ FP TUL. The questionnaire is aimed at various aspects of using

anglicisms among students and observes whether the outcomes correspond with outcomes of a corpus part and other research works.

Both parts of the research were inspired by research methodologies used in practical parts of Cvrčková's (2020) and Gockertová's (2014) bachelor's theses. The outcomes of this thesis are compared to the results of their research.

9 Practical part 1: Corpus analysis

This chapter concerns an analysis of a corpus and presents its outcomes.

9.1 Research (corpus) data

A special corpus was created for purposes of the first part of the practical analysis of the thesis. The corpus contains 525 occurrences of anglicisms in written messages or comments posted between October 2019 and March 2022. The texts were gathered from the Facebook communication, either from Facebook groups or Facebook private conversations (which were either group or private conversations) among the KAJ FP TUL students. No specific selection of texts was applied; only messages or comments containing an anglicism were selected without specifically preferring any of the categories of anglicisms. The anglicisms were picked regardless of their type or level of adaptation. Emoticons and occasionally names of people were deleted; otherwise, the texts were copied as they were. The texts may therefore consist of grammatical mistakes.

9.2 Analyses

A list containing texts with 525 occurrences of anglicisms was created in Excel, and each utterance was categorized into one of the eight categories (described in Chapter 9.3). Information about the source of the message and the date of sending was added to each utterance. All the texts were analyzed based on the type of anglicism they contain. Each anglicism was studied based on the absolute frequency – the exact number of occurrences in

the corpus. In some instances, anglicisms were analyzed based on a form and use in the context.

The Etymology Dictionary, the Czech National Corpus, and the Urban Dictionary were used to confirm whether each word can be considered an anglicism.

9.3 Categories used

Anglicisms in texts were sorted out into eight categories. Table 1 shows the categories with the total number of anglicisms from the corpus with examples.

The column “*Category*” displays the categories of anglicisms chosen for the corpus. The column “*Number of anglicisms in the category*” shows the total number of anglicisms included in each category as a result of the analysis. The column “*Examples*” contains three instances of anglicisms from each category.

Table 1: Categories of anglicisms used in the corpus analysis

Category	Number of anglicisms in the category	Examples
abbreviations	63	btw, wtf, pls
interjections	16	hah, wow, ups
phrases and sentences	25	no stress, real talk, I absolutely love this
other	99	hokej, feelovat, ready
simple communication words	76	ok, sorry, nope
vulgarisms	9	fuck, shit, fákáče
words connected to the internet	84	e-mail, online, googlit
words connected to the school	153	deadline, Stag, worksheet

9.3.1 Abbreviations

Abbreviations are widely used in written communication. This chapter focuses on abbreviations borrowed from the English language. The corpus contains 63 occurrences of such abbreviations. Table 2 shows the anglicisms from the corpus categorized as abbreviations with their meaning and the number of occurrences. The meaning was determined with the Urban dictionary.

Table 2: Anglicisms categorized as Abbreviations

Anglicism	Meaning	Number of occurrences
btw	by the way	20
wtf	what the fuck	9
fb	Facebook	6
pls	please	5
pdf	portable document format	4
pcr	polymerase chain reaction	4
omg	oh my God	3
sms	short message service	3
lol	laughing out loud	2
rip	rest in peace	2
af	as fuck	1
bby	baby	1
k.o.	knockout	1
tbh	to be honest	1
tf	the fuck	1

The abbreviations are used independently without the context or in the context of a sentence. In this case, they are usually placed at the beginning of the sentence.

The most frequently used abbreviation is *btw*, which is used 20 times. This abbreviation is used 15 times at the beginning of a sentence (Example: “*Btw nechceš jít teda se mnou?*”) and four times at the end (Example: “*Jde se vám teď přihlásit na stag btw?*”). This abbreviation is also the most common one in Cvrčková’s (2020) bachelor thesis, which indicates it is popular among young people, mainly because the word *mimochodem* is long. Czech alternative of *btw* is abbreviation *mmch*.

Another frequently used abbreviation is *wtf*. This abbreviation is in the corpus often used without the context of a text, just as a reaction to others’ messages, although it is also used in the context of a sentence, e.g., “*Wtf, však říkal ze bude zkouška u všech*”. Another multiple-times used abbreviation is *pls*. A longer form of this anglicism *please* is not used at all in the given corpus. When compared to the abbreviation *btw*, this abbreviation tends to be placed in the middle or at the end of the sentence, whereas *btw* is mainly used at the beginning. Example of the abbreviation *pls* from the corpus: “*Pomůžete mi s něčím teď pls?*”.

Other occurrences of abbreviations are *fb*, *pdf*, *pcr*, *omg*, *SMS*, *lol* and *rip*. The abbreviation *omg* is used only three times, although it is the second most common abbreviation in Cvrčková's (2020) research. An example of the abbreviation *omg* in the context is “*Kamo, pust nas, omg*”. All the remaining abbreviations (*af*, *bby*, *k.o.*, *tbh*, and *tf*) are used only once.

9.3.2 Interjections

Interjections do not tend to be used in written conversation as often as in spoken one (Slezáková 2006, 60). The corpus contains only 16 occurrences of interjections. Table 3 shows all interjections with their original form in English and the number of instances in the corpus. The dash in the column “*Original English form*” symbolizes that the word is used in its original English form without adaptations.

Table 3: Anglicisms categorized as Interjections

Anglicism	Original English form	Number of occurrences
hah	ha ha	5
wau	wow	2
ups	oops	2
Whaat	what	1
oh	–	1
uh	–	1
boom	–	1
eh	–	1
ehm	–	1
TOP	–	1

The most frequently identified interjection is *hah* (once written *hahh*). Here is the example of *hah* in the message: “*Jestli tam vůbec půjdeme v ponděli hah*”. Other interjections are *wau* and *ups* (once used in the form of *upsky*). The remaining occurrences are used only once – *Whaat*, *oh*, *uh*, *boom*, *eh*, *ehm* and *TOP*.

Slezáková (2006, 57-72) focuses on the interjections *wow* and *ups*, which are both used in the corpus of this thesis. She highlights that the interjection *wow* started to be used more frequently in the written Czech language in 2001 and interjection *oops* in 2004. However, she points out that both interjections are mostly used in the spoken language, and their written form is not that common.

Interjections are either used independently without a context of a sentence, just as a reaction, or in the context of a sentence. In such cases, the interjection expresses emotion without really changing the meaning of a statement (Examples: “*Tak super, oh, jsem ráda, že to máme rozvržený*” or “*Eh mám depku jak tu jsem celý den zavřená*”).

9.3.3 Phrases and sentences

This category comprises phrases of different types containing two and more words as well as several occurrences of whole sentences. The corpus contains 25 phrases and sentences. Table 4 shows the instances of anglicisms categorized as “*Phrases and sentences*” and their number of occurrences in the corpus.

Table 4: *Anglicisms categorized as Phrases and sentences*

Anglicism	Number of occurrences
no stress, no worries, for you, see you	2
happy pills, real talk, trust issues, easily confused, too much, too real, for sure, will see, but well, rip me, same here, And that’s sweet, Here we go again, I absolutely love this, Let’s trust the process, I guess, I mean	1

Phrases consisting of two words appear 21 times. Five phrases can be categorized as noun phrases: *no stress, no worries, happy pills, real talk, and trust issues*.

Phrases *easily confused, too much, too real, and same here* can be considered adjective phrases. Two cases of prepositional phrases are used: *for you* (once written *for yoouuu*) and *for sure*. The phrases *will see, see you, rip me* are verb phrases. The phrase *but well* can be categorized as a conjunctive phrase. Phrases are usually used in the context of Czech sentences (Examples: “*Ale no stress, stačí večer, teď to neřeš vůbec*.” or “*Já si s ní půjdu dát asi real talk příští týden*”).

The reason behind using an English phrase rather than using a Czech translation can be explained in the view of the fact that the phrase is shorter in English than in Czech, or no suitable translation can be used (Example: the phrase *same here* can be translated as a whole sentence *Mám to stejně*).

Only four occurrences can be considered sentences (*And that's sweet, Here we go again, I absolutely love this, Let's trust the process*), and two occurrences (*I guess, I mean*) are used to introduce sentences (Example: “***I mean*** *jak mám vědět proč se ten koronavirus rozšířil tak jak se rozšířil, já nejsem expert, jen chci zápočet*”).

9.3.4 Other

This category contains 99 occurrences of anglicisms categorized as “*Other*”, which are anglicisms that cannot be assigned any other category in the corpus. The words carry various types of adaptations. The category is divided into four subcategories according to parts of speech: nouns, verbs, adjectives, and adverbs.

9.3.4.1 Nouns

The first subcategory of “*Other*” are nouns that appear in the corpus 51 times. This subcategory includes one-word nouns that are not connected to the internet or the school (these are discussed in Chapters 9.3.7 and 9.3.8. Table 5 presents noun anglicisms from the corpus and the number of occurrences.

Table 5: *Anglicisms categorized as Nouns*

Anglicism	Number of occurrences
not'as, slide	4
call, lockdown, mekáč, movement, screenshot	3
breakdown, foun, hokej, chill, management, paragraph	2
bejby, business, catperson, cringe, crushce, dogperson, džínech, features, jokes, kompu, meaning, mindset, multitasking, point, trabl, wishlistuuu	1

The most frequent anglicism in this subcategory is the word *not'as*, which is an adapted form of the word *notebook*. Example in the context of a message is “*Tak mi dejte chvilku musím vytáhnout not'as*”.

Other words in this subcategory are *slide*, *call*, *lockdown*, *mekáč* (adapted form of *McDonald's*), *movement*, *screenshot* (once in the form of *screen*) *breakdown*, *foun* (adapted form of the word *phone*), *hokej* (adapted form of the word *hockey*), *chill*, *management*, and *paragraph*. Anglicisms used only once are: *bejby* (adapted from *baby*), *business*, *catperson*,

cringe, crushce, dogperson, džínech (adapted from the word *jeans*), *features, jokes, kompu* (adapted from the word *computer*), *meaning, mindset, multitasking, point, trabl* (adapted from the word *trouble*) and *wishlistuuu*.

9.3.4.2 Verbs

The second subcategory of the category “*Other*” are verbs and they appear 12 times. Anglicisms used twice are *feelovat* (once written *filovat*), *chillovat* and *skipnout*. Example in context of a sentence is “*Jelikož nás docela tlačí čas, napadlo mě, že bychom mohli některý přednášky nepovinný třeba skipnout a dělat to během nich?*”. Other verbs used in the corpus only once are *editovat, nebookuješ, nememorovala, oskenovala, zčekl* a *zhejtuje*.

Verbs are typically formed with multiple types of adaptations. All verbs are word-formationally adapted with prefixes or suffixes. Typical prefixes are *ne-* or *z-* and typical suffixes are *-ovat* and *-out*. Some verbs are also orthographically adapted, such as verbs *filovat* or *zčekl*. Example of a verb *zčekl* in a sentence: “*Koukněte na stag.. Teď v tomhle týdnu tam přibýlo něco novýho a z toho to právě trochu vypadá, že jen klikneme potvrdit, že jsem to zčekl*”.

9.3.4.3 Adjectives

The third subcategory of the category “*Other*” are adjectives that appear 29 times. Table 6 shows adjectives used in the corpus and the number of instances.

Table 6: Anglicisms categorized as Adjectives

Anglicism	Number of occurrences
ready, same	4
happy	3
cute, nice, random	2
antisocial, antivax, basic, creepy, cringe, dangerous, easy, fresh, good, oskenovaný, safe, stresslej	1

The most frequently used adjective is *ready* which is in all cases used in the context of someone being ready to do something (Examples: “*Musím být v neděli ready zas.*” or “*Má to sloužit jako ukazatel jestli jsi ready na test.*”). Other multiple occurrences are *happy, cute, nice*

and *random*. Other occurrences used only once are *antisocial*, *antivax*, *basic*, *creepy*, *dangerous*, *easy*, *fresh*, *good*, *oskenovaný*, *safe*, *stresslej*.

Adjectives are used in noun phrases as the premodifications (Example: “*Chtěl jenom basic info, nic podrobně.*” or “*A to jako dala random úryvek?*”) or in the predications (Example: “*Koukej bejt ve 3 v sobotu ready*” or “*Já teďka nevím byl jsem docela stresslej*”).

As it was mentioned in Chapter 6.3.2, adjectives often do not change their form when used in the Czech language. Only two instances in this category are adapted (**oskenovaný**, **stresslej**).

9.3.4.4 Adverbs

The fourth subcategory of the category “*Other*” are adverbs that appear only seven times.

The adverb *actually* is used three times. This word is an example of so-called false friends, which means that people often mistranslate this word into Czech as *aktuálně*. Here are the messages from the corpus which contain the word *actually*: “*Jako actually se docela na koleje těším*”, “*To jo, jako si by me zakočilo kdyby něco poslal actually pár dni předem*” and “*Teď actually docela doufám, že je napadne nás do Vánoc nechat doma...když vidím, jak na ty respirátory všichni prcají*”. In all instances, the translation of the word *actually* is *opravdu*, *skutečně* or *vážně*, so in all cases, the word is translated and used correctly. Other words in this subcategory are *meanwhile*, *nonstop*, *really* and *spešl*.

9.3.5 Simple communication words

This category consists of 76 anglicisms classified as simple communication words, which are words primarily used for agreement or disagreement. Table 7 shows occurrences of simple communication words in the corpus.

Table 7: Anglicisms categorized as Simple communication words

Anglicism	Number of occurrences
ok	53
sorry	11
nope	5
yes	4
congrats	3

One of the words used for agreement is *ok*, which is the most used anglicism in the whole corpus. The forms of this word are the original abbreviation *ok* (used 35 times), *okaa* (used five times), *okey* (used five times), *okej* (used two times), and these forms used only once: *oke*, *okeee*, *oki*, *okish*, *okokok*, *oukej*. The anglicism *ok* is one of the most used words in Czech conversation (as shown in Chapter 10.5). The word *ok* in the context of a sentence is mostly used as an adjective (Example: “*Hele nedávno jsem ho googlila a asi je **ok**, ale dlouho jsem o něm nic nezaslechla teda*”), when showing an agreement (Example: “***Oki**, tak já se přesunu k PC a zavolám*”) or when checking if someone understands or agrees (Example: “*Pokud by jste něco ode mě chtěli tak napište, ráda to tam pošlu, **ok**?*”).

Other anglicisms in this category are the words *yes* (once written *jees* and once *jes*) and *sorry* (two times written *sorrka*). Five utterances of the word *nope* (adapted from *no*) are used in the corpus to express disagreement.

The last word is an expression *congrats*, which is a shorter equivalent for a word *congratulation*.

9.3.6 Vulgarisms

The next category consists of words which are vulgar and appear in the corpus nine times. Word *fucking* is used four times and three times is written *fakin* and one time *faking* (it is actually form of *fucking* and is not connected with the word *faking*). Other vulgarisms in the corpus are words *fuck* (used two times), *shit* and *fakace* (adapted from the phrase *middle finger*). A three-word phrase *What the fuck* is used once and it is the itemized abbreviation *wtf*. Examples of vulgar words in a sentence are “*Mela asi moc prace ze nemohla zvednout **fakin***”

telefon” or “A jeste na me od nich ukazuje **fakace**, ty se tam smejou.”. Diana Svobodová (2006, 139) claims that the word *fuck* and its other forms are frequently used in written communication, as well as the vulgarism *shit*. She says that people prefer to use English vulgarisms rather than the Czech ones because they are not sensed as offensive.

9.3.7 Words connected to the internet

This category consists of 84 anglicisms that relate to the internet. Table 8 presents the utterances of anglicisms connected to the internet.

Table 8: Anglicisms categorized as Words connected with the internet

Anglicism	Number of occurrences
e-mail	38
online	19
googlit	8
internet, hacknout	4
chat	3
Messenger	2
spam, hackování, hacknutý, chatování, comforting mail, Twitter	1

The most frequent words in this category are *e-mail* and *online*. The forms of the word *e-mail* are *mail* (used 33 times), *email* (used three times), *e-mail*, and a diminutive form *mejlíček*. Example of this anglicism used in the context is “*Jasný no, tak mu ten **mail** pošli, ať o tobě ví.*”. The word *online* is in one case written *on-line*. The word *online* can be used in a noun phrase as an adjective (Example: “*Jako tenhle **online** režim podle mě zatočil s psychikou každýho.*”) or as an adverb (Example: “*On to nemůže udělat **online** prostě.*”).

Other words in this category are nouns *chat*, *internet* (once in the form of *net*), *spam*, noun phrase *comforting mail* and two nouns with noun suffix *-ání*: *hackováním* and *chatování*, which describe the activity (Example: “*To je masakr, co to má bejt s tím **hackováním***”). Some nouns related to the internet could be formed using the same suffix, e.g., the word *mailování*. Word *hacknutý* can be classified as an adjective (“*Napsat jim nejde, ale je to nahlášený jako **hacknutý**, tak uvidíme, jestli se ještě ozvou*”).

The following two anglicisms are names of applications and servers, which are usually not translated: *Messenger* and *Twitter*. Example in a sentence is “*Holky je ale posílaly messengerem, tak ta kvalita je trochu horší*”.

This category also involves verbs: *googlit* (two times in form *vygooglit*) and *hacknout*. Examples of verbs used in the context of a sentence are “*At’ googlím jak googlím, tak jako fakt nechápu, jak poznám, že je to zrovna ten nebo ten*” or “*Nebo jí to někdo hacknul?*”.

9.3.8 Words connected to the school

The biggest category of the corpus consists of 153 anglicisms connected to the school. Students of KAJ FP TUL often use anglicisms when talking about school matters because most of their learning is done in the English language. They are in contact with English on a daily basis, with the majority of presented materials, activities, and instructions in English. The naming of terms and activities then tends to be known in English. Table 9 shows the instances of anglicisms connected to the school.

Table 9: Anglicisms categorized as Words connected to the school

Anglicisms	Number of occurrences
Stag	35
E-learning	22
Moodle	13
midterm test	12
reading, deadline	11
Classroom	9
worksheet	7
mock test, listening	5
feedback, cheatovat	3
course book, office hours	2
assessment, assignmenty, credit test, fail, key, lectures, mock listening, requirements, retake, speaking, study skills review, vocabulary, revisnout	1

Most words in this corpus are connected to the names of servers used in the school for storing learning materials or for other purposes connected with the studying. These are words *Stag*, *E-learning* (two times written *E-learning*, and 20 times written *Elearning*), *Moodle*, and *Classroom*. The names of the servers are not translated, and their original form is used.

However, the words are transformed into Czech with morphological rules (Examples: “*A už teď fakt nevím, kde co máme, jak je to na těch dvou Moodlech a Classroomu*” or “*No v tom mailu je napsáno, že to bude na školním elearningu*”).

The following anglicisms are words directly connected to the process of learning: *midterm test, worksheet* (once written *workshit* for humorous effect), *mock test* (once written *mock testíky* and once *mocky*), *reading, listening, course book, assessment, assignmenty, credit test, fail, key, lectures, mock listening, requirements, retake, speaking, study skills review, office hours* and *vocabulary*.

The anglicisms *deadline* and *feedback* tend to be used in the Czech language more often than their Czech equivalents. The word *deadline* usually does not change its form when used in a Czech sentence (Example: “*Nevíte, kdy je deadline na ten úkol z FGR co dnes posílal?*”).

Furthermore, this category contains two verbs - *cheatovat* and *revisnout*. Examples of verbs in the context are “*Ale tak když bude cheatovat tak co vid?*” or “*Ahoj, nevím, kdo všechno máte v úterý, ale jak psal ten mail, že si máme revisnout slova označená 0, tak kde to najdu?*”.

9.4 Results of the corpus analysis

It was assumed that students exposed to the English language on an everyday basis would use English vocabulary in their conversations. This question will be discussed more in Chapter 10. The outcomes of this corpus research are that students tend to incorporate various types of anglicisms into their communication, and many of these expressions are, obviously, connected to the school.

Two research questions were set for the practical part of the thesis: “*Is the most used anglicism among students of KAJ FP TUL the abbreviation ok?*” and “*Do students of KAJ FP TUL use anglicisms in written discourse, does the written communication prevail or not?*”. The first research question was confirmed through the corpus as the word *ok* was the anglicism with the most occurrences.

The second research question asked whether students use anglicisms in their written communication. This can be proved with this corpus research as it was possible to compose a corpus of 525 instances of anglicisms in the online messages. Whether the written communication prevail or not will be dealt with in Chapter 10.

10 Practical part 2: The questionnaire

This chapter concerns the outcomes of a questionnaire created for students KAJ FP TUL in order to find out whether students use anglicisms, when, why, which ones, and in the conversation with whom. It also questions the students whether they think that studying English at the university has increased their use of the anglicisms.

The questionnaire was conducted in April 2022 through the platform survio.com.

10.1 Structure of the questionnaire

The questionnaire is divided into three parts:

The first part (questions 1-7, Chapter 10.3) concerns basic information about the students and their approach to anglicisms.

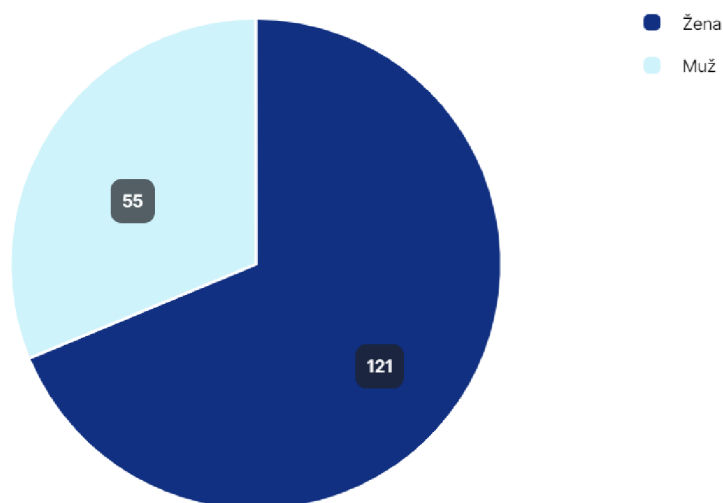
The second part (questions 8-15, Chapter 10.4) concerns eight different anglicisms taken from each category of anglicisms in the corpus from Chapter 9. The respondents were asked whether they use the anglicisms or not or prefer the Czech equivalent.

In the third part (the question 16, Chapter 10.5) students were asked to write any three anglicisms they use in their written conversation.

10.2 Respondents

The questionnaire was answered by most of the bachelor's students at the Department of English at the Technical University of Liberec and gathered answers from 176 respondents – 121 (69 %) women and 55 (31 %) men. This gender difference was expected as the pedagogical field is highly feminized. The results are shown in Graph 1.

1. Jaké je vaše pohlaví?

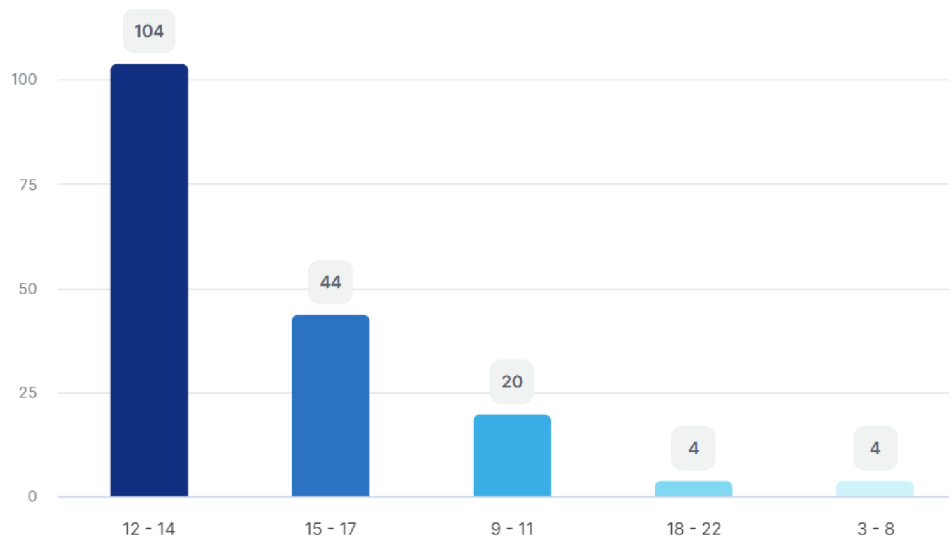


Graph 1: Gender of the students responding to the questionnaire¹

In the second question, respondents were asked how long they had been studying English altogether (not only at the university). The results of this question are shown in Graph 2. One hundred and four students answered *12-14 years*, 44 students answered *15-17*, 20 students answered *9-11*, four students answered *18-22*, and four students answered *3-8*; out of them, one answered *three years*, which is probably not possible and the person misunderstood the question. The most common answer was *14 years*, with 42 (24 %) people choosing this answer. Answers from *11 to 16 years* were expected as children in Czech schools start to learn English in the first, second, or, most commonly, the third year of an elementary school.

¹ The question 1 was “*What is your gender?*” The possible answers were “*man*” or “*woman*” (an own translation).

2. Jak dlouho studujete anglický jazyk? (pozn. počet let celkem, nejen na VŠ)



Graph 2: Years of studying English altogether²

10.3 Part 1 of the questionnaire: questions 1-7

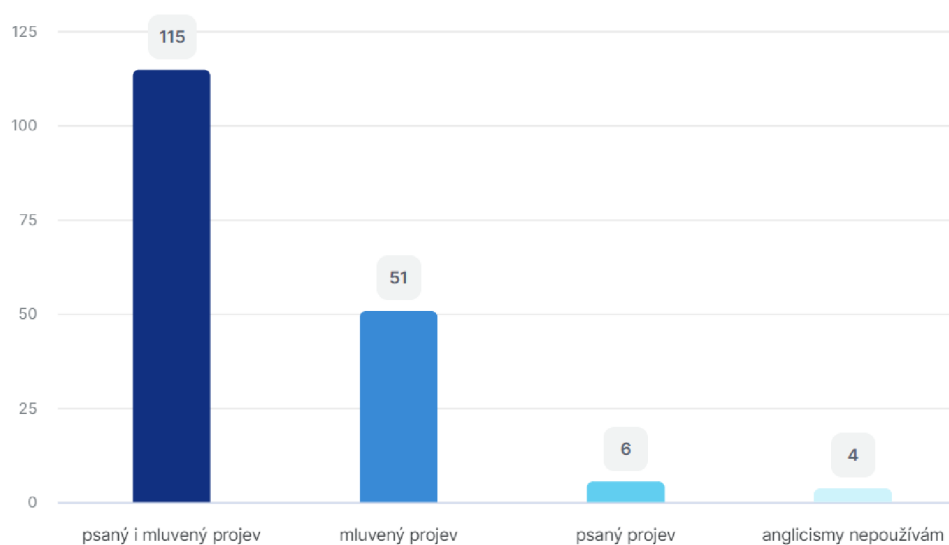
The first two questions of the questionnaire concern students' gender and the number of years they have been studying English. The outcomes are presented in Chapter 10.2.

Questions 3-7 are focused on the attitude towards using anglicisms. Question 3 is the most important because it asks students whether they use anglicisms. One hundred seventy-one respondents (97 %) answered *yes*, and five respondents (3 %) answered *no*. However, all five respondents answering *no*, *I do not use anglicisms* later in the questionnaire answered *yes* when asking whether they use certain anglicisms or wrote some anglicisms in the third part of the questionnaire. Therefore, the outcome of this question is that all respondents do use anglicisms.

² The question 2 was “How long have you been studying English? (altogether, not only at the university)” Students were to respond with a number of years (an own translation).

Question 4 asks about the type of conversation students use anglicisms in. The possible answers were: *written conversation*, *spoken conversation*, or *both spoken and written conversation*. Graph 3 shows the results – 115 (65 %) respondents answered *both spoken and written*, 51 (29 %) answered *spoken*, and only six (3 %) respondents answered *written*. Four (2 %) respondents answered that they *do not use anglicisms*; however, these answers are irrelevant, as was stated. These outcomes correspond with the results of the questionnaire from the Cvrčková’s (2020) bachelor’s thesis, which asked the same question. The outcomes also stated that the most people (84 %) use anglicisms in both spoken and written communication. The *spoken form* appeared in 14 % of instances. The answer *written form* appeared the least – only 2 % of respondents.

4. Pokud anglicismy používáte, v jakém projevu nejvíce?

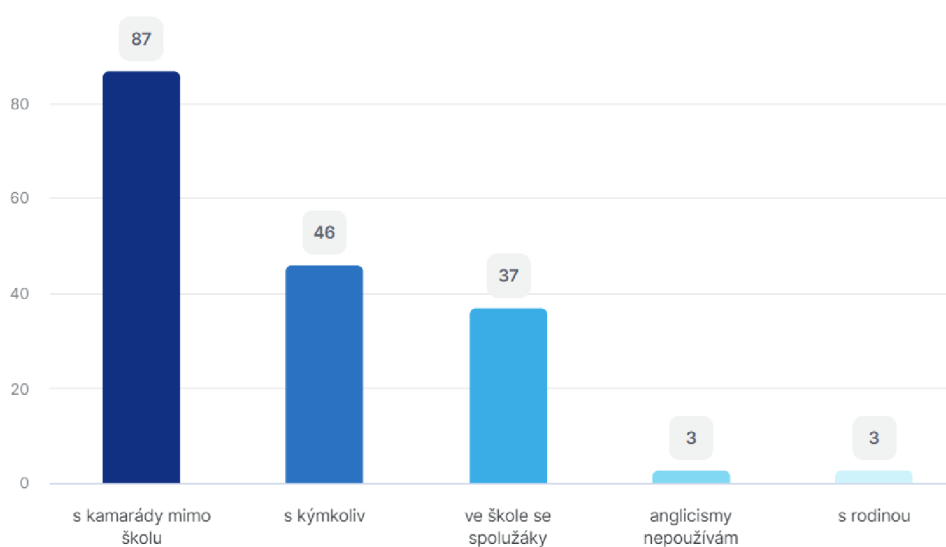


Graph 3: Discourse in which the students use anglicisms³

³ The question 4 was “If you use anglicisms, in which discourse do you use them the most?” Possible answers were “both spoken and written”, “spoken”, “written” and “I do not use anglicisms” (an own translation).

Question 5 aims to find out the area of people with whom students use anglicisms and the outcomes of this question are shown in Graph 4. Eighty-seven (49 %) respondents answered *with friends outside of the school*, 46 (26 %) respondents answered *with whoever*, 37 (21 %) respondents answered *in school with peers*, and three (2 %) respondents answered *with family*. Three (2 %) people answered that they *do not use anglicisms*, but again this answer is irrelevant for this research. These findings also correspond with Gockertová's (2014) results. Possible answers in her questionnaire were: *internet, among friends, SMS, school, at home, in formal communication, and others*. 89 % of the respondents answered *with friends*, which can be compared to 70 % of the students responding *with friends* (in the school or outside of the school) in the questionnaire of this thesis.

5. V konverzaci s kým anglicismy používáte nejvíce?



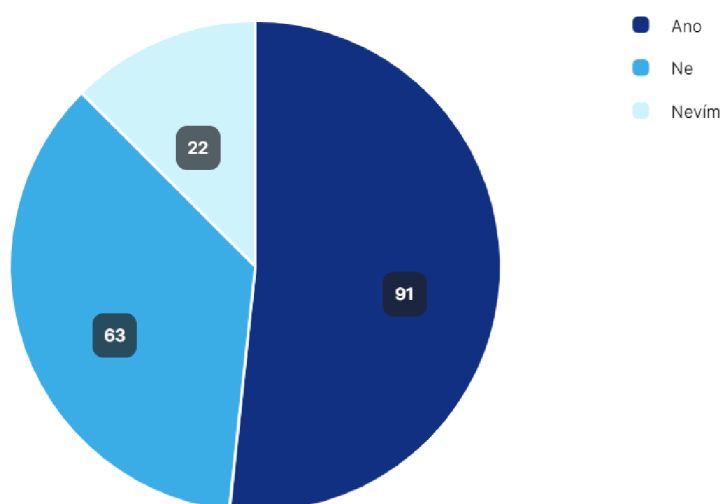
Graph 4: Areas of people students use anglicisms with⁴

⁴ The question 5 was “Who do you use anglicisms with?” Possible answers were “with friends outside of the school”, “with whoever”, “in school with peers”, “with family” and “I do not use anglicisms” (an own translation).

This outcome indicates that the use of anglicisms in communication is mainly popular among the young people who find anglicisms modern and are used to them. Also, they are surrounded by other people using them, which influences their way of expressing themselves.

Question 6 deals with students' opinion on whether they think that studying of the English language at the university has increased their use of anglicisms. The results are shown in Graph 5. More than a half of the people – 91 respondents (52 %) think *yes*, 63 (36 %) respondents think *no*, and 22 (12 %) respondents *do not know*. Compared with Cvrčková's (2020) results asking a similar question in her questionnaire, fewer people think that there is a link between studying English at the university and a personal use of anglicisms. However, Cvrčková did not mention whether her respondents were bachelor's or master's students. Hence, the outcomes can vary because the questionnaire conducted for this thesis involved also the first-year bachelor's students, and they can feel that the school has not affected their language yet.

6. Myslíte si, že studium anglického jazyka na VŠ navýšilo vaše používání anglicismů?

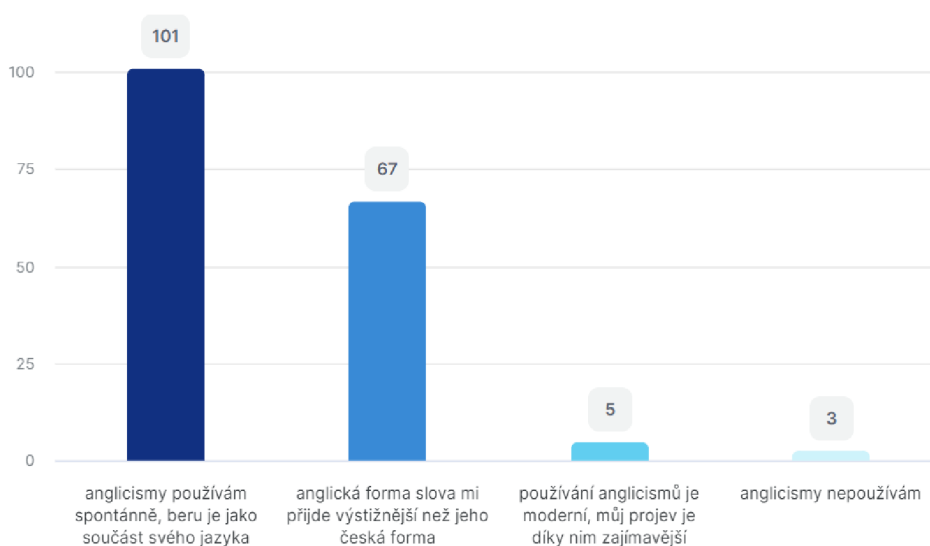


Graph 5: The relation between studying English and using anglicisms⁵

⁵ The question 6 was “Do you think that studying of the English language at the university increased your use of anglicisms?” Possible answers were “yes”, “no”, “I do not know” (an own translation).

Question 7 asks about the main reason why students use anglicisms (shown in Graph 6). The possible answers were: *I use anglicisms spontaneously and consider them part of my language* (101 respondents – 58 %), *I consider the English equivalent more suitable than the Czech word* (67 respondents – 38 %), and *Using anglicisms is a modern way how to express myself more interestingly* (5 respondents – 3 %). Three people answered that they *did not use anglicisms*, but again, these answers are marginal.

7. Jaký je nejčastější důvod proč používáte anglicismy?



Graph 6: Reasons for using anglicisms⁶

10.4 Part 2 of the questionnaire: questions 8-15

Questions 8-15 are focused on eight anglicisms, each from one category from the corpus (Chapter 9). The respondents were asked whether they used anglicisms in the written conversation, did not use or preferred the Czech equivalent. Table 10 shows the results of the

⁶ The question 7 was “What is the main reason why you use anglicisms?” Possible answers were “I use anglicisms spontaneously and consider them part of my language”, “I consider the English equivalent more suitable than the Czech word”, “Using anglicisms is a modern way how to express myself more interestingly”, and “I do not use anglicisms” (an own translation).

second part of the questionnaire with the number and percentage of respondents for each possible answer.

Table 10: Use of given anglicisms in the written conversation

Anglicism	I use	I don't use	I use the Czech equivalent
btw	146 (83 %)	24 (14 %)	6 (3 %)
wow	115 (65 %)	44 (25 %)	17 (10 %)
no stress	79 (45 %)	60 (34 %)	37 (21 %)
ready	151 (86 %)	22 (12 %)	3 (2 %)
fuck	133 (76 %)	34 (19 %)	9 (5 %)
sorry	156 (89 %)	12 (7 %)	8 (4 %)
googlit	140 (79.5 %)	35 (20 %)	1 (0.5 %)
deadline	139 (79 %)	26 (15 %)	11 (6 %)

The anglicisms that students use the most frequently are **sorry**, **ready**, and the abbreviation **btw**. Just a few students use the Czech equivalents of these anglicisms. The least frequently used anglicism is the phrase **no stress**. Also, most of the respondents claimed that they used the Czech version of the phrase more often than the English one.

What can be highlighted is that only one person answered that they use the Czech equivalent of **googlit**, which indicates that this verb is a part of Czech people's vocabulary.

The outcomes correspond with the results of Cvrčková's (2020) and Gockertová's (2014) questionnaires, where words **btw**, **sorry**, and **ready** are on the top of the most known or used anglicisms. All of the most used anglicisms also appear multiple times in the corpus from Chapter 9.

10.5 Part 3 of the questionnaire: question 16

In the last question, students were to write three anglicisms that they use in their written conversation. Not all respondents wrote three, some wrote fewer, and some wrote more, so the total number of anglicisms used for the research does not correspond with the anticipated number. All the respondents' expressions can be considered anglicisms, and the original forms (even with grammatical mistakes, adaptations, and modifications) were used. Some anglicisms represent different forms of one anglicism, so they are counted as one (in Table 11 expressed

by slashes). Table 11 presents the anglicisms people use the most in their written discourse and shows how many people claim to use them.

Table 11: Anglicisms used by students in their written conversation

Anglicism	Responses
ok/okay/okey	52
btw	39
lol	35
sorry	34
lmao	28
omg	27
ready	20
wtf	17
yes/yeah/yup	16
shit	14
idk, wow	12
fuck	11
nice	9
deadline	8
tbh, chill	7
nah/nope	6
asap, pls, hot	5
no problem, bro, screen, cringe, googlit/vygooglit	4
good, well, joke, nefeelovat/feelovat, hello/hey/hello there	3
brb, idc, irl, np, stfu, thx, oh, easy peasy, cute, actually, bitch, really, drip, jesus/jesus christ, pain, weed, also, crazy, cuz, dunno, whatever, bye, please, like, rlly/rly, what/whaat	2
af, bs, dw, ffs, fml, lly, kms, ngl, ofc, op, ott, rdy, rn, rofl, stfu, tf, tho, wdym, geez, huh, yay, yoink, Are you kidding me?, As you should, be right back, Don't worry, give me a sec, Go girl, good luck, hell nah, I don't know, I love you, I see, It hits different, just kidding, Let's go, love it, material girl, no stress, no way, oh no, oh shit, right now, see ya, to be honest, u know, wata fack, well alright then, comfy, cool, dead, deep, easy, legit, random, shady, tired, weird, breakdown, crush, doggo, failure, feeling, girl, gym, homie, ice, introduction, jumpscare, laptom, laser, nigga, robot, victim, chillovat, to fitnu, yeetnout, zčeknout, damn, fine, fucking, senior, slaaay, stop, anyways, C'mon, thanks, follow, lajknout, postnout, scrollovat, shareni mi to, tweetovat, fail	1

The top anglicisms closely correspond with the most used ones in the corpus from Chapter 9. They are mostly simple, short expressions that people prefer to the Czech equivalents for various reasons: they are shorter than the Czech version (**btw** x *mimochodem*), more suitable (**fuck**, **shit**, and others do not sound that vulgar as Czech vulgarisms), modern (**cringe**), or they consider them as a part of Czech vocabulary (**ok**).

10.6 Results of the questionnaire

The questionnaire outcomes correspond with the corpus results used for Chapter 9 and the results of Cvrčková's (2020) and Gockertová's (2017) research questionnaires. The outcomes of the questionnaire explain the relations between the young people and use of anglicisms in their expressions.

The questionnaire confirmed the first research question (*“Is the most used anglicism among students of KAJ FP TUL the abbreviation ok?”*) as the most people stated that they used expression **ok** in their written communication.

The second research question (*“Do students of KAJ FP TUL use anglicisms in written discourse, does the written communication prevail or not?”*) deals with the type of discourse in which students use anglicisms. The majority of respondents use anglicisms in both written and spoken discourse, however, it can be said that students use anglicisms in written discourse, but spoken discourse prevails. One hundred and fifteen people use anglicisms in both written and spoken discourse, and additional 51 people use them only in spoken discourse, which makes 166 (94 %) people using anglicisms in spoken discourse. On the contrary, 115 people use anglicisms in both written and spoken discourse and 6 people use them only in written discourse, which makes 121 (69 %) people using anglicisms in written discourse.

11 Conclusion

The global influence of the English language affects the way people communicate. Mostly among young people, English influences their style of expressing themselves, and anglicisms are considered a part of everyday language.

This thesis focused on *using anglicisms in written communication among students of KAJ FP TUL*. Due to higher exposure to English, it was assumed that students often use anglicisms in their written conversations. Two research questions were set for the practical part of this thesis. First research question supposed that the most used anglicism among students was the

abbreviation **ok**. This research question was confirmed. Word **ok** was the most used anglicism in the research corpus, and most people chose it as their most-used anglicism in the questionnaire as well.

The second research question dealt with the discourse in which students of KAJ FP TUL use anglicism and whether the written or the spoken one prevails. The corpus analysis proved that students use anglicisms in the written discourse as the corpus of written communication could be created. The questionnaire also confirmed that students use anglicisms in written discourse as a total of 121 (69 %) people claimed that they use anglicisms in their written communication. The second part of the questionnaire supported this. In this part, students chose whether they use certain anglicism in written conversation or not or whether they prefer the Czech equivalent. In almost all instances, the majority of people claimed that they prefer the English form. However, the questionnaire also proved that students use anglicisms more in spoken discourse, with 166 (94 %) of the respondents in total.

The conducted corpus analysis also discovered that the students of KAJ FP TUL use many anglicisms connected to the school as it was the broadest category of collected anglicisms. Many anglicisms from the corpus analysis correspond with those which appear in the questionnaire, which shows that certain English expressions are already incorporated into the everyday language of young people.

The questionnaire provided the answers on the purpose of the use of anglicisms and the occasions on which students use them. Most people use anglicisms with their friends, who are probably other young people who can understand the meaning of the expressions and are probably using them as well. The reason for using anglicisms in their communication is that they find them more suitable than Czech expressions. However, more students consider anglicisms part of their language, and their use is spontaneous.

As it has been said, anglicisms incline to be popular among young people. It was anticipated that students of English, exposed to the English language on an everyday basis, may use such expressions much more than other young people. Based on the answers to the questionnaire, about 52 % of students think that studying English affected them. However, there were students from the first year who have been studying for only one semester so far, and they may not yet feel that English has significantly influenced them.

Both the corpus analysis and the questionnaire undeniably confirmed that anglicisms are a popular way to express yourself in a modern manner. Due to the strong effect of English on the majority of aspects of life, the influence of English is expected to continue to grow more significantly in the future.

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13 Appendices

13.1 The questionnaire

ÚVOD

Tento dotazník byl vytvořen pro účely bakalářské práce se zaměřením na POUŽÍVÁNÍ ANGLICISMŮ V PSANÉM PROJEVU MEZI STUDENTY KAJ FP TUL. Dotazník je rozdělen na 3 části a cílem je zjistit, zda studenti používají anglicismy. Pokud ano, tak jaké, kdy, proč, v konverzaci s kým a zda se navýšilo jejich používání se studiem na VŠ.

Dotazník je anonymní a průměrný čas pro vyplnění je 5 minut. V uzavřených otázkách můžete vybrat jen jednu odpověď.

Pro účely dotazníku chápejte anglicismy jako anglické výrazy, které používáte v konverzaci v českém jazyce. Patří sem slova různých slovních druhů (screenshot, googlit, single, wow), ale i zkratky (btw, lol), jednoduché komunikační výrazy (ok, sorry) i delší fráze (je to easy peasy).

ČÁST PRVNÍ

Otázka 1: Jaké je vaše pohlaví?

- muž
- žena

Otázka 2: Jak dlouho studujete anglický jazyk? (pozn. počet let celkem, nejen na VŠ)

Počet let číslicí:

Otázka 3: Používáte anglicismy?

- ano
- ne
- nevím

Otázka 4: Pokud anglicismy používáte, v jakém projevu nejvíce?

- psaný projev
- mluvený projev
- psaný i mluvený projev
- anglicismy nepoužívám

Otázka 5: V konverzaci s kým anglicismy používáte nejvíce?

- ve škole se spolužáky
- s kamarády mimo školu
- s rodinou
- s kýmkoliv
- anglicismy nepoužívám

Otázka 6: Myslíte si, že studium anglického jazyka na VŠ navýšilo vaše používání anglicismů?

- ano
- ne
- nevím

Otázka 7: Proč používáte anglicismy? (pozn. vyberte jen jednu možnost, která vystihuje nejčastější důvod použití anglicismu)

- anglicismy používám spontánně, beru je jako součást svého jazyka
- anglická forma slova mi přijde výstižnější než jeho česká forma
- používání anglicismů je moderní, můj projev je díky nim zajímavější
- anglicismy nepoužívám

ČÁST DRUHÁ

Otázka 8: Používáte tento anglicismus v PSANÉM projevu?

btw

- ano
- ne
- používám spíše českou formu “mmch nebo mimochodem”

Otázka 9: Používáte tento anglicismus v PSANÉM projevu?

wow

- ano
- ne
- používám spíše českou formu “Ty jo!, Páni!” apod.

Otázka 10: Používáte tento anglicismus v PSANÉM projevu?

no stress

- ano
- ne
- používám spíše českou formu “bez stresu, v klidu” apod.

Otázka 11: Používáte tento anglicismus v PSANÉM projevu?

ready

- ano
- ne
- používám spíše českou formu “připravený/á”

Otázka 12: Používáte tento anglicismus v PSANÉM projevu?

fuck

- ano
- ne
- používám spíše českou formu “Sakra!, Do háje!” apod.

Otázka 13: Používáte tento anglicismus v PSANÉM projevu?

sorry

- ano
- ne
- používám spíše českou formu “promiň, pardon, omlouvám se”

Otázka 14: Používáte tento anglicismus v PSANÉM projevu?

googlit

- ano
- ne
- používám spíše českou formu “vyhledat na Googlu”

Otázka 15: Používáte tento anglicismus v PSANÉM projevu?

deadline

- ano
- ne
- používám spíše českou formu “uzávěrka, datum odevzdání” apod.

ČÁST TŘETÍ

Otázka 16: Napište jakékoli tři anglicismy, které používáte ve svém PSANÉM projevu: